

Three Rivers

COMMUNITY COLLEGE

Self-study

NEASC

2002

NEASC

New England Association of Schools and Colleges

S E L F – S T U D Y

2002

MOHEGAN CAMPUS
7 Mahan Drive
Norwich, Connecticut 06360-2497

THAMES VALLEY CAMPUS
574 New London Turnpike
Norwich, Connecticut 06360-6598

PRESIDENT’S MESSAGE

INSTITUTIONAL CHARACTERISTICS

PREFACE

OVERVIEW

NARRATIVE

Mission and Purpose

Planning and Evaluation

Organization and Governance

Programs and Instruction

Faculty

Student Services

Library and Information Resources

Physical Resources

Financial Resources

Public Disclosure

Integrity

Documents Cited

APPENDIX

Organization Chart of Chief Institutional Officers

Appendix A State Community College and Three Rivers Community College Mission Statement

Appendix B Steering and Self-Study Standard Committees

Appendix C List of Team Workroom Supporting Documents by Order of Standard

Appendix D Strategic Plan and Primary Financial Statement with Auditor’s Opinion

Appendix E Types and Extents of Insurances

Appendix F CIHE Institutional Data Forms

- Current Fund Revenue and Expenditures
- Changes in Fund Balances and Indebtedness
- Student Admissions Data
- Student Enrollment Data
- Projected Financial, Tuition, and Enrollment Data
- Faculty Profile
- Student Head Count by Major
- Credit Hours Generated by Department or Comparable Academic Unit

I am pleased to present this self-study for review and validation by the visiting team in October 2002. College community members have collaborated for the past two years to create this document, which represents the fair description and appraisal of the College since the comprehensive study in 1992 and an interim report in 1998.

Three Rivers Community College is a merged college as a result of Public Act 92-126, passed by the Connecticut General Assembly in 1992. The interim report represented the progress made since the merger. This study clearly demonstrates the one-college concept and activities. The College is uniquely positioned to create a consolidated facility, which has been approved for renovations and construction at the Mohegan Campus. The entire College community eagerly awaits the planning of the physical facility, while at the same time, planning for programs and learning modalities are underway.

College members have both completed this study and begun planning for the future. Standards were prepared by College members who were not directly accountable for the specific function. The quality in this preparation was that knowledge was gathered from “experts” and written by another. In my way of thinking, we have increased the comprehensive understanding of the total workings of the College and thereby we have increased the level of investment of critical stakeholders.

Members of the College agreed to affirm mission and vision last January and move forward in a planning process. In doing so, the term given this part of the process is “Planning Our Future: Vision 2020.” From discourse on the learning community, holistic development of students to liberal education, discussion groups have undertaken issues regarding its future. The future of facilities will be posited in how we see a new teaching and learning environment. These steps will ensure that form will follow function.

I commend College community members on their dedication to the College and their work in developing this document. This is a strong and vibrant place because of this dedication and stewardship. Our motto, “Learners First,” brings the work to life.

Grace S. Jones
President

INSTITUTIONAL CHARACTERISTICS

Date: 8/27/02

1. Corporate Name of institution: Three Rivers Community College
2. Address (City, State, Zip Code): 7 Mahan Drive/574 New London Tnpk.
Norwich, CT 06360, (860) 886-0177
3. Date institution was chartered or authorized: 1963
4. Date institution enrolled first students in degree programs: 1963
5. Date institution awarded first degrees: 1965

6. Type of control (check):

Public

- State
 City
 Other
(specify) _____

Private

- Independent, Non Profit
 Religious Group
(Name of Church) _____
 Proprietary
 Other
(Specify) _____

7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Department of Higher Education, Associate Degrees

(Attach copies of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

8. Level of postsecondary offering (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Less than one year of work | <input type="checkbox"/> First professional degree |
| <input type="checkbox"/> At least one but less than two years | <input type="checkbox"/> Master's and/or work beyond the First professional degree |
| <input checked="" type="checkbox"/> Diploma or certificate programs of at least two years | <input type="checkbox"/> Work beyond the master's level but not at the doctoral level |
| <input checked="" type="checkbox"/> Associate degree granting program of at least two years | <input type="checkbox"/> A doctoral of philosophy or equivalent degree |
| <input type="checkbox"/> Four or five year baccalaureate Degree granting program | <input type="checkbox"/> Other (specify) _____ |

9. Type of undergraduate programs (check all that apply):

- | | | | |
|-------------------------------------|--|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | Occupational training at the Certificate/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> | Liberal arts and general |
| <input checked="" type="checkbox"/> | Occupational training at the Technical or semi-professional Level (degree) | <input type="checkbox"/> | Teacher preparatory |
| <input checked="" type="checkbox"/> | Two-year programs designed for Full transfer to baccalaureate | <input type="checkbox"/> | Professional |
| | | <input type="checkbox"/> | Other _____ |

10. The calendar system at the institution is:

- Semester Quarter Trimester Other

11. What constitutes a "normal" credit hour load for students each semester?

- a) Undergraduate >12 credit hours
b) Graduate _____ credit hours
c) Professional _____ credit hours

12. Student population:

- a) How many full-time students in degree programs?
- | | <u>Headcount</u> | <u>Headcount M/F</u> |
|------------------|------------------|----------------------|
| 1. Undergraduate | <u>3,472</u> | <u>1330/2142</u> |
| 2. Graduate | <u>0</u> | <u>0</u> |

- b) How many part-time students in degree programs?
- | | <u>Headcount</u> | <u>Headcount M/F</u> |
|------------------|------------------|----------------------|
| 1. Undergraduate | <u>2,614</u> | <u>994/1620</u> |
| 2. Graduate | <u>0</u> | <u>0</u> |

- c) How many full-time equivalents (total student population)?
- | | <u>Headcount</u> |
|------------------|------------------|
| 1. Undergraduate | <u>1,742</u> |
| 2. Graduate | <u>0</u> |
- d) How many students (headcount) in non-credit, short-term courses? 4,513 annual

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program.
(See attached).
-
14. List by name and title the chief administrative officers of the institution. (Use the form provided on page 28.)
15. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
16. Record briefly the central elements in the history of the institution:
- Mohegan Community College opened in July 1970 offering classes in Norwich at Laurel Hill School and in New London at Bartlett School. In July of 1972 the College moved into a single campus on Mahan Drive.
- Thames Valley State Technical College opened in 1963 with a single campus in Norwich. On May 5, 1992, the Connecticut General Assembly enacted Public Act 92-126 merging the community and technical colleges. Three Rivers Community College is one of those merged institutions.

17. List the U.S. instructional locations other than the main campus at which students may earn 50% or more of the credits toward their degree. List the sites and the programs offered at each.

14. List the international locations other than the main campus at which students may earn 50% or more of the credits toward their degree. List the sites and the programs offered at each.

15. List those programs and academic and professional certificates of which 50% or more of may be earned through on-line courses.
A.S. in General Studies, although a portion of these courses would need to be completed at other community colleges in the Connecticut State System.

CHIEF INSTITUTIONAL OFFICERS

<u>Function or Officer</u>	<u>Name</u>	<u>Exact Title</u>
Chair, Board of Trustees	Lawrence J. Zollo	Chair, Board of Trustees
President/Director	Dr. Grace S. Jones	President
Executive Vice President		
Chief Academic Officer	Dr. Wayne Silver	Interim Academic Dean
Dean of Schools and Colleges		
Chief Financial Officer	Joseph S. Anderson, Jr.	Dean of Administration
Planning		
Institutional Research	George Rezendes	Director of Inst. Research
Development	Andrea Bell	Director of Development
Library		
Continuing Education	Marjorie Valentin	Director of Cont'g Ed.
Grants/Research		
Admissions	Barbara Segal	Director of Marketing
Registrar	Karen Aubin	Director of Records
Financial Aid	Daniel Zaneski	Director of Financial Aid
Public Relations	Maria Kalnbach	College Publicist
Alumni Associations	Marie Peloquin	President, Alumni Assoc.
Other	Karen Westerberg	Coord. Of Student Services
	Karen Edwards	Dean of Student Develop.
	Stephen Goetchius	Dean of information Technol.
	Louise Summa	Director of Human Resources

PROGRAM ACCREDITING AGENCIES (#13 ATTACHMENT)

Nursing:	National League for Nursing Connecticut State Board of Examiners for Nursing
Civil Engineering Technology:	Technology Accreditation Commission (TAC) Accreditation Board for Engineering and Technology (ABET)
Electrical Engineering Technology:	Technology Accreditation Commission (TAC) Accreditation Board for Engineering and Technology (ABET)
Environmental Engineering Technology:	Technology Accreditation Commission (TAC) Accreditation Board for Engineering and Technology (ABET)
Manufacturing Engineering Technology:	Technology Accreditation Commission (TAC) Accreditation Board for Engineering and Technology (ABET)
Mechanical Engineering Technology:	Technology Accreditation Commission (TAC) Accreditation Board for Engineering and Technology (ABET)
Nuclear Engineering Technology:	Technology Accreditation Commission (TAC) Accreditation Board for Engineering and Technology (ABET)

Proposals are being submitted for accreditation of Business Programs by the Association of Collegiate Business Schools and Programs, and by the Montessori Training Institute, an arm of the Early Childhood Education Program, to the American Montessori Association (Montessori Accreditation Council for Teacher Education).

The Three Rivers Community College Self-study is unique in that although it is the College's first, it is not the first for the two institutions that were merged to form Three Rivers, (Thames Valley State Technical College and Mohegan Community College respectively).

For Three Rivers to make this self assessment and candidly and constructively take introspective inventory of the state of the College, the institution was aware that childlike honesty would be required in order for the Self-study process and this, the resulting document, to accurately reflect Three Rivers and its complex evolution which dates back to 1992. Plans of campus consolidation, turbulent campus-culture merger, changes in administrative and academic structure and personnel, and changes in regional demographic elements are the bumps, turns, and forks on the decade-long road Three Rivers has been traveling. Like many long trips and with campus collocation as the last turn to be taken, the destination has been well worth it.

In the fall of 2000, Dr. Booker DeVaughn, President, and Dr. Paul Susen, Academic Dean, engaged Mark A. Comeau, AIA, Program Coordinator and Professor for Architectural Design Technology as the Self-study Steering Committee Chairperson, tapping Mr. Comeau for his motivating and organizational abilities as a licensed architect and his affinity for the arts (Mohegan) and technologies (Thames) from that background. In an effort to ensure broad inclusion by the college community and therefore "childlike honesty", Dr. DeVaughn and Dr. Susen recruited sub-committee members from across Divisional lines and further ensured candid and constructive introspect by appointing chairpersons to each NEASC Standard sub-committee whose backgrounds were generally unrelated to the area of the Standard. The sub-committee chairs collectively made up the Self-study Steering Committee.

Following these various appointments, Chairperson Comeau created an informational website for the Self-study process and presented it at the college-wide professional day kicking off the 2001 spring semester. Next, the Steering Committee met to establish a meeting frequency which would allow for orderly progress review, exchange of ideas and information, and ongoing development of the Self-study and its supporting documents.

As the Self-study process commenced, Comeau requested that Steering Committee members complete a questionnaire, aimed at defining committee member's goals, commitment, fears and apprehensions, and desired logistical procedures for the process. Also, given the pervasive nature of the merger and the "hot and cold" collocation issues, the Steering Committee placed importance upon defining how these would be dealt with in the Self-study. Ironically at this time, Dr. DeVaughn announced his retirement and Dr. Susen moved to the System Office in Hartford, representing yet another personnel adjustment in the College's short history. Dr. Grace Sawyer-Jones became the College's President in the summer of 2001. Following a period of observation and copious note taking, Dr. Jones immersed herself into the Self-study process, becoming a vital part of it as she outlined her vision for a *Learning Community* and the College adopted her axiom *Learners First*.

As the Self-study continued, the Steering Committee sought to integrate into the process, foundation work laid by the many committees already engaged in activities that paralleled the tenets of the Self-study Standards. These included the College's:

- Vision Committee
- Strategic Planning Committee
- Information Technology "ITAC" Committee
- Library Resources Committee
- Academic Models Committee

Descriptive sections for each Standard were drafted and reviewed during the spring semester of 2001. Appraisal sections were drafted and reviewed during the fall and winter of 2001-2002. Projections were completed for review during the spring of 2002 and the College began accumulating supporting data and documents for the Team Workroom. The Steering Committee conducted two separate group editing sessions for various parts of the Self-study, using one of the *Smartboard*[™] classrooms to facilitate the process. Chairperson Comeau assembled the Self-study into one cohesive document, administered the formatting, and performed the editing. Carol Kaszubski, retired Dean, performed the final reviews, was very instrumental in the area of institutional research, and provided continuity for institutional history.

A numerous and diverse cross-section from the college community actively participated in this Self-study, serving on committees, attending meetings, and/or assisting with input and feedback. It is with accomplished satisfaction that the Steering Committee presents this assessment of Three Rivers Community College, which directed by its collective campus histories and evolution, reflects the considerable challenges and accomplishments, strengths and opportunities it has gained, empowering this learning community which places learners first.

On May 5, 1992 the Connecticut General Assembly enacted Public Act 92-126 merging the community and technical colleges in five geographic areas of Connecticut. Three Rivers Community College is one of those merged institutions.

Thames Valley State Technical College and Mohegan Community College were officially combined to form a comprehensive, publicly supported college serving the diverse educational needs of the residents of the southeastern region of the State. In November of 1992, the consolidated institution was renamed *Three Rivers Community / Technical College*, reflecting the physical, if not symbolical location of the colleges at the junction of the regions three primary rivers: the Shetucket, the Yantic, and the Thames.

The multi-campus college now consists of the Thames Valley and Mohegan campuses, as well as several off-campus instructional centers located at the Naval Submarine Base and Grasso Tech High School in Groton, Waterford High School, and Norwich Free Academy. Opportunities for students to experience broader education laterally across disciplines is a positive result of the integration of technical, career, and liberal arts programs. The College enrolls approximately three thousand five hundred full and part-time students each year. Consolidation of both campuses on a single site is an ongoing endeavor.

THAMES VALLEY STATE TECHNICAL COLLEGE

Thames Valley State Technical College opened in 1963, born of the Connecticut Engineering Institute. The Institute was inaugurated in 1946 as a pilot program in response to the demands of Connecticut industry for engineering technicians. The program expanded to a five-college system comprised of Hartford, New Haven, Norwalk, Thames Valley and Waterbury State Technical Colleges.

Up to the 1992 merger, Thames Valley enjoyed a 95% graduate placement rate while meeting the demands of business and industry for highly skilled engineering technicians. Offering programs balanced with theory and hands-on simulation, Thames Valley cultivated brand name recognition through its reputation for rigorous and real-world education through the 60s, 70s, and 80s. The College offered a variety of associate degrees in engineering technology, with a focus on three primary industries: electrical, mechanical, and construction. The following shows some academic programs and regional industries that have recruited our students:

Academic Programs

- aviation maintenance
- architectural drafting
- chemical engineering
- civil drafting
- computer science
- electrical engineering
- manufacturing engineering
- mechanical engineering

Regional Industries

- Davis Standard
- General Dynamics-Electric Boat
- Grumman Industries
- Hamilton Standard
- Monsanto Corp.
- Northeast Utilities
- Pratt & Whitney Corp.
- United Technologies

The three decades preceding the merger were considered the “Golden Years” by Thames Valley faculty. As a whole, Thames Valley personnel, who considered it an academic dilution of technical and career education, did not support the merger. This attitude transcended the merger and initially, negatively impacted Thames’ assimilation.

MOHEGAN COMMUNITY COLLEGE

Mohegan Community College opened in July 1970 and operated in September of that year as a full-time institution. Initially, classes were offered in Norwich at the Laurel Hill School, and in New London at the Bartlett School. In July of 1972, the College moved into a single campus on Mahan Drive in Norwich, former site of an all-girls high school.

That year, Mohegan began its Law Enforcement and Child Care Programs, and one year later introduced the popular Nursing Program in 1973. Over twenty years, the College grew both in academic programs and enrollment. Over three thousand full and part-time students enrolled in various programs in years prior to the merger.

The College's open enrollment policy offered opportunities for students to excel without academic prejudice. This was reflected in the College's diverse student body background, making it a truly "community" college. The following shows some academic programs and regional employment and transfer opportunities:

Academic Programs

- accounting
- business administration
- criminal justice
- early childhood education
- general studies
- liberal arts
- nursing
- paramedics

Regional Opportunities

- (various companies) AP/AR
- (various companies) clerical
- State & local justice agencies
- (various) education institutions
- 4 year universities
- Lawrence & Memorial Hospital
- Backus Hospital
- American Ambulance

Mohegan Community College experienced growing enrollment in the three decades preceding the merger. Twice, plans were well underway to expand the Mohegan campus facility in response to these growth trends. Following the merger, these plans were abandoned. Further, Mohegan personnel grew frustrated by their new colleagues' lack of involvement and 'autocratic' style of management. Outward and vocal dissatisfaction emanated from both campuses, with administrative issues divided along campus lines.

THE COMMUNITY COLLEGE SYSTEM

Connecticut Community Colleges (formerly Community / Technical Colleges) are statewide leaders and partners in the academic, economic and cultural lives of Connecticut's communities. Through broad programs, the College System provides comprehensive, accessible, innovative, and affordable education to an ever-changing population cross-section.

Colleges in five regions offer a broad range of credit and non-credit liberal arts and sciences, career, and technical associate degrees and certificate programs leading to transfer credits, employment, and lifelong learning. Faculty requirements for industry experience promote creative in-class instruction. The Colleges have responded to Connecticut's evolving economic development through partnerships with labor, business, industry and government - all of whom offer co-curricular activities through the Colleges to augment the academic components.

The community college education has attained added value through the nineties as employment diversity has moved at the speed of technology. The reckless growth and job abundance, which marked the early eighties, placed a standard value on the bachelor degree - any bachelor degree became the minimum height of the "bar." Corporate downsizing and consolidation marked the late eighties, and those left unemployed sought specialized training and "re-tooling."

Connecticut's community colleges were victims as well but were quick to realize their role and adapt to a changing economy.

With a focus on service and class accessibility, the Community College System has always been sensitive to costs, location and instructional approach. This was part of the underlying reasons for the 1992 mergers, which consolidated the State's Community and Technical Colleges into combined institutions. As a community college servicing one of Connecticut's most diverse regions, Three Rivers enriches the regions quality by providing:

- Quality collegiate associate degrees for employment and transfer;
- Certificate programs for employment and specified certifications;
- Continuing education for skills enhancement and personal enrichment;
- Development and cultural enrichment courses for the community.

EFFECTS OF THE MERGER

Many unforeseen difficulties arose following the merger and it became apparent that the transition would not be smooth and would take much more time than anticipated. Many of the fiscal efficiencies were not initially realized and the collision of institutional cultures seemed damaging.

The infrastructure operational and personnel budgets computed by formula based on anticipated efficiencies never materialized. In fact, the ongoing operation of two campuses has continued despite the reductions in both funding and personnel resources.

Academically, the goals of broader-based course offerings were more easily accomplished, albeit with careful planning. Immediately, students had cross-campus math, language, and humanities offerings. Here the two campuses realized great benefit from the merger. Cross-campus exposure also led to elective enrollment across curriculums.

Part of the merger meant consolidating academic schedules and curriculum. Pre-merger Thames Valley operated on a fall-winter-spring, trimester schedule. Thames' reputation for technical training and education was based on long hands-on lab hours and a strong foundation in applied math, physics, principles of engineering technology, computers and communication. Most of its associate degrees exceeded 70 credits. The consolidated Three Rivers adopted a fall-spring semester format and all degree programs had to trim down to 68½ credits or less.

Additionally, there were human resource and personnel implications. Personnel originating from either campus were members of the 4-C union (Mohegan) or the AFT union (Thames) respectively. Collective bargaining agreements differed, i.e. pay based on credit vs. contact hours, etc. These issues, while largely worked out, have various details remaining unresolved even today.

Renewed focus of most incumbent personnel along with the fresh attitude and insight of new personnel over the years has fostered campus unification as Three Rivers fights for market share in a changing Connecticut landscape, and for consolidation at a single campus.

CONNECTICUT'S CHANGING LANDSCAPE

The consolidation of Thames Valley and Mohegan into Three Rivers reflects similar downsizing trends both state and nation-wide. Connecticut, which had relied on the defense industry for fifty years, experienced the effects of defense-spending cutbacks, directly impacting many of the companies that recruit Three Rivers' graduates. In the long run, this has required both businesses and educational institutions to diversify their offerings to adapt and respond to a changing world.

The timely arrival of the extraordinarily successful Mashantucket Pequot's *Foxwoods Resort Casino* and the Mohegan Tribal Nation's *Mohegan Sun Resort* has expanded the construction and hospitality industries locally, at a time when Southeastern Connecticut had many unemployed and displaced workers. Defense downsizing continued while tourism and

technology based industries expanded. The threat of over-development of the tourism and hospitality industry has been challenged by an expanding technology industry, as companies like A&T, Ship Analytics, Vitro, and Sonalyst commit to Southeastern Connecticut. Impacts from the war on terrorism on the defense and technology industries have yet to be measured since the attacks of September 11, 2001.

Southeastern Connecticut's future lies in the qualities of its successful past: tranquil quality of life, scenic geographic location and seasonal climate, abundant cultural resources, unique proximity and access to major metropolitan areas, and responsive educational systems. With attention on diversity, Connecticut will remain a desirable place to live and raise a family. A balance of production, service, business and industry along with culturally diverse communities reinforce those attributes.

Through its timely merger, Three Rivers will continue to adapt and evolve with the State, in order to better serve and educate the community and partner with business and industry.

CAMPUS CONSOLIDATION

As a final step in the merger, Three Rivers is planning its single-campus consolidation. In 1995, a master plan was developed by the Office of Max Otto Urban Architects, which analyzed the merits of expanding and consolidating on either the Thames or Mohegan campus property. It was determined through space, engineering, and cost analysis that the Mohegan campus was conducive to future expansion.

Shortly thereafter, it was determined that the existing campus at the former Norwich State Hospital (NSH) could be suitable for inclusion of Three Rivers. In 1994 the Governor's Council made Three Rivers a priority issue and earmarked approximately \$68 mil. for renovations and consolidation. After nearly a decade of planning, an ill-timed and ill-planned effort by the Norwich Development Commission in 1999 to keep Three Rivers in Norwich by building a facility downtown. The Board of Trustees of the Community-Technical College System in 2001 voiced support and commitment for collocation at the existing site of both Thames Valley and neighboring Norwich Technical High School. Environmental and related feasibility studies for this latest proposal are on hold.

Threats exist to Three Rivers' market position during delays. University of Connecticut and Eastern CT State University to the north and west, and Community College of RI and New England Tech to the east often co-enroll students, who later transfer. A central campus is vital to maintaining the College's momentum. This effort has already unified the faculty and students at both campuses. Faculty and students alike realize that Three Rivers' success must be a collective one.

Collocation will provide adequate space and support facilities for all college programs and establish a "campus" and all the elements of a campus fabric. Thomas Jefferson noted those qualities and their importance to a learning environment when he designed the University of Virginia's "*academic village*". Three Rivers will never be truly merged until it exists as its own academic village.

A COMMUNITY LEADER FOR A NEW MILLENNIUM

Connecticut's merged community / technical college system is unique. Since merging, Three Rivers has implemented a number of initiatives aimed at reinforcing its role in the community, providing quality education and training, and committing to its partnership with business and industry.

The morphosis of Three Rivers Community/Technical College reflects its position as a community member leading change. Maintaining an active presence and providing continued quality and cost effective education and training needs will lead to solid enrollments. FTE may

fluctuate through periods but Three Rivers is just as committed to 100 students, as it is 1,000 students.

“Three factors impact enrollments in community and technical colleges:

- Public Policy (funding levels and program offerings);*
- Social Change (such as women’s movement into the labor force in the last 50 years);*
- Changes in the size of the college-going age cohorts in the general population.*

Public policy and social changes impact enrollments by changing participation rates. Demographics impact enrollments by changing the size of the cohort for which a given participation rate applies. Absent from the factors impacting enrollments is the economy. While the local economy may have a marginal impact on enrollments - reducing the number of credits taken by full-time workers or pulling job seekers away from the college when unemployment rates are low - these impacts are minimal compared to the big three: public policy, social change, and age specific demographic shifts.”

Seppanen 1996

Today’s workplace demands academically rounded personnel who can deal effectively with the complex changes inherent in today’s economy. The community (and technical) college should be focusing on integrating traditionally academic and technical curricula and teaching general education in a technical context.

Philosophical differences may always exist between the community “liberal arts” educators and the technical “applied vocation” educators. Through this dynamic period of the institution’s existence, Three Rivers stands uniquely poised to provide the educational needs for its complex growing community. Today’s workplace requires learners with skills as thinkers and users of information along with interpersonal skills. This means that learners must be both highly trained and highly educated. Through industry-relevant certificates, associate degrees, and continuing education, Three Rivers has evolved with the very work force that has helped shape the institution.

Along with the States of Tennessee, Kentucky, Arkansas, Minnesota, Maine, and New Hampshire, Connecticut has merged the community and technical college systems, not only for real economic purposes but because it will be better able to serve its community while preparing a better student for work or transfer.

Merged, realigned, and streamlined Three Rivers Community College leads the Southeastern Connecticut community - armed with its history and collective reputation - into the new millennium.

Standard I, Mission and Purposes

Chair Arthur Braza
David Holdridge
Ann McNamara
John Whitman
Terry Delaney
Karen Aubin

Team Workroom Materials

- Three Rivers Community College Mission Statement
- Three Rivers Community College Academic Catalog ?year
- Academic advising Handbook

Institutional Research *

- Carol Kaszubski
- Paul Carmichael

* Applicable for all Standards

Standard II, Planning and Evaluation

Chair Steve Goetchius, Dean of Information Technology
Pamela Carroll Michael Breen
David Toth Gayle O'Neill
Linda Crootof Cathy Palmer
Walt Merrick Karen Aubin
Mildred Hodge John Whitman

Team Workroom Materials

- Three Rivers Community College Strategic Plan
- Facility, Space, and Utility Plan and Co-location Assessment
- Budget Documents
- Master Plan

Standard III, Organization and Governance

Chair Joyce Martin
Linda Waitkus
Christie Chieckezie
Carol Lee
Linda Waitkus
Karen Westerberg
Judy Snayd
Matt Hightower

Team Workroom Materials

- Board of Governors of Higher Education by-laws, rules, policies, Statutory authority
- Board of Trustees' by-laws, rules, policies, authority Public Act 89-260
- Three Rivers Community College Charter
- Organizational Chart
- Faculty AFT/CCCC Collective Bargaining Agreement
- Administrative manual and job descriptions
- Support Staff handbook
- Central System policies
- Posting for President's position
- Minutes of Board of Trustees meeting
- Minutes of President's Cabinet meeting
- Minutes of Governance Council meeting
- Constitution of the Student Government Organization
- Minutes of Task Force Committee meeting
- Minutes of Academic Division meeting

Standard IV, Programs and Instruction

Chair John Whitman
Barbara Barton
Brenna Jaskiewicz
Mary LaMattina
Wayne Silver, Academic Dean
Susan Topping-Zander

Team Workroom Materials

- Description, objectives and requirements of Degree Programs
- Reporting documentation on teaching effectiveness including:
 - Reports on grade distribution
 - Student evaluation on instruction
 - Student success in the institution, occupation, and professions
- Faculty syllabi
- Three River Community College Catalog
- Schedule of classes handbook
- Handbook of course outlines
- Examples of institutional studies of learning outcomes
- Academic advising handbook
- Advising forms and materials
- Internet on-line course brochure
- Professional development activities outline
- Life long learning program
- Nursing and ABET Technology re-accreditation reports
- Admissions materials

Standard V, Faculty

Chair Faria Sellers-Stafford
Christine Hammond
Brenda Hodge
Angie McLean
Cliff Bentsen
Licia Tronco
Louise Summa

Team Workroom Materials

- Academic Division meeting minutes
- Personnel policies for full and part time
- Curricula Vitae for of professional employees
- AFT/CCCC Bargaining Agreement
- Student evaluation survey of faculty
- Master schedule
- Faculty questionnaire materials
- Advisor-to-advisee counts
- Policies on discrimination and sexual harassment
- Handbook for part time faculty
- Instructional technology materials

Standard VI, Student Services

Chair Patricia Anziano
Members of the Existing Academic Models Committee
Kirk Kirkpatrick
Christine Languth
Karin Edwards, Dean of Student Services
Elaine Pelliccio
Leslie Samuelson

Team Workroom Materials

- Constitution of the Student Government Organization
- Student Handbook/code of conduct
- Enrollment data for most recent semester
- Board of Trustees enrollment reports, 2000, 2001
- Recruitment, retention, and assessment plans
- Marketing plan
- Student orientation programs
- Student organization and club handbooks/by-laws

STANDARD VII, LIBRARY AND INFORMATION RESOURCES

Standard VII, Library and Information Resource

Chair Barbara Saez
Sandy Brooks
Mary Browning
Mildred Hodge
Chris Laverty

Team Workroom Materials

- Library and learning center resources brochure
- Library policy manual
- Library utilization statistics
- Library personnel curricula vitae

Standard VIII ,Physical Resources

Chair Sarah Flynn
Joseph Anderson, Dean of Administration
Sharon Lincoln

Team Workroom Materials

- Facilities utilization planning and assessment
- Report on co-location
- Master space utilization plan
- Classroom capitol improvements design and planning materials
- Sample contracts for leased space, hardware, and software
- Student handbook

Standard IX, Financial Resources

Chair Tina Mendeloff
Barbara Driscoll
Matthew Hightower
Matthew Liscum
Brian Simpson
Louise Summa
Karen Aubin

Team Workroom Materials

- Financial statement and auditor's opinion (most recent)
- Finance survey, IPEDS-F-1

Standard X, Public Disclosure

Chair Linda Tremer
Irene Clampet
Terry Dezso
Linda Jacobsen
Karen Aubin

Team Workroom Materials

- Marketing, program, recruitment and other publications
- Class schedule catalog
- Three Rivers Community College Catalog
- Student Handbook
- Academic advising handbook and materials
- Alumni newsletter
- Annual reports
- Life long learning brochures
- Athletics and recreation brochures
- Three Rivers newspaper *The Current*

Standard XI, Integrity

Chair Linda Tremer
Irene Clampet
Terry Dezso
Linda Jacobsen
Judy Snayd

Team Workroom Materials

- Survey on academic freedom
- Grievance reports
- Affirmative action materials
- TRCC equal opportunity, affirmative action hiring goals
- Policies on discrimination and sexual harassment
- Culture and diversity program brochures
- Enrollment report 2001
- Affirmative action update report 2002

DESCRIPTION

Three Rivers Community College Mission

Three Rivers Community College meets the diverse educational needs of the community by creating an environment that stimulates learning. The college provides quality educational opportunities that are affordable and accessible. Additionally, Three Rivers develops regional partnerships and initiatives that contribute to the educational, economic, and cultural growth of Southeastern Connecticut.

To accomplish its mission the college:

- provides a broad range of credit and non-credit liberal arts and sciences, career, technical, associate degree and certificate programs leading to transfer, employment, and lifelong learning;
- provides workforce-focused education and training;
- promotes student success through efficient and effective operations and services;
- promotes the use of technology to support teaching, learning, and services to students.

In fulfilling its mission, Three Rivers Community College assists individuals in developing:

- a capacity for critical thinking;
- the ability to communicate effectively;
- an appreciation of the sciences and humanities;
- an understanding of the technological nature of modern society.

APPRAISAL

The evolution of the current Three Rivers Community College mission took place over the last decade. Nine years ago Mohegan Community College and Thames Valley Technical College each had their own unique mission. The institutions did have a common goal to serve the higher education needs of southeastern Connecticut. In 1992 the institutions were merged and the college became Three Rivers Community-Technical College. A merged institutional mission statement was created to blend the common goals of the two colleges. Since the last NEASC visit, the college name was changed to Three Rivers Community College. The focus of the mission underwent similar changes to reflect the evolving college and community.

Reinforcing the “learner focused” mission was the goal of the Standard I committee when it began its work in January 2001. The first draft mission statement was released to the community through the governance body of the college in February. The new mission was subjected to individual, departmental, and divisional review. The Standard I committee utilized that feedback to prepare a second draft statement. That draft proceeded in a similar fashion to the first with feedback to the committee. In September, the second draft was amended and redistributed to the community for final approval. The governance body subsequently approved the mission statement with minor modification and the statement was forwarded to the President’s cabinet, receiving final approval on September 19, 2001.

The new mission statement is reflected in the work of the strategic planning committee, is demonstrated in the learning objectives and outcome measures of multiple curricular areas, and clearly articulated in the Student Service divisional goals.

Central to the success of our “learner focused” mission is the collocation of Three Rivers Community College. Collocation will allow all members of the college to work diligently on implementing the mission while enhancing morale. Maintaining two campuses has negatively impacted the college in areas of personnel, budget, and scheduling of classes. Also, the current college facilities are inadequate to fully meet the needs of the community. Outdated facilities affect faculty performance and student success due to crowded offices and classrooms, limited library and information resources, and insufficient cafeteria and student open space. Plans to expand and modernize the college were initiated ten years ago but have been stalled, restricting programs and services from offering new initiatives. Meeting the challenges of operating and maintaining two deficient campuses affects the morale and culture of the college, further impeding the complete realization of the mission.

PROJECTION

The mission statement will serve the planning process, helping guide decisions and discussions that will occur. All Divisions will continue to implement established goals reflecting the mission. The collocation of the campus will enhance the efficiency of the delivery of our mission to the community.

Introduction

Ten years ago as a Self-study was being completed for Mohegan Community College, merger legislation had passed and it was anticipated that Thames Valley State Technical College and Mohegan Community College would be merged the following fall. Shortly thereafter, the complicated task of the merger had begun and a leader for the newly formed institution sought. A presidential search committee was formed, reviewed and ranked the candidates, and as their final report was to be issued, a representative from the System office nullified the search and announced the appointment of the next president. Since that time, the merged institution's management team has transitioned through three appointed or acting presidents, four appointed or acting deans of instruction, and three appointed or acting deans of student services. The positions of dean of technology, assistant dean of instruction, and associate dean of continuing education have been eliminated. The System office has seen a merged board, four transitions in the Chancellor's office and three transitions of Chief Academic Officer. Each of these transitions represents loss and change.

Complicating matters was the conversion of a relatively simple, information management system to the Banner information system. As a result, key staff from the institution spent their time split between their campus functions and banner training in Hartford. Along with the effects of multiple transitions in the management team, the academic team experienced its own effects as the expectation of an easily merged faculty and staff became difficult. The Thames Valley culture was autocratic and strongly governed through the union and their contract, while the Mohegan culture was completely committed to consensus building and institutional governance. This dichotomy was clear and polarization of the two cultures manifested itself in open opposition, misperceptions, and perpetual "finger pointing". Consultants were brought in to assimilate the two cultures but to no avail. Over time, both sides became united for the common cause of collocation.

Collocation became an institutional obsession. It was perceived that collocation would "heal all wounds" experienced by the merger but instead it represented a constant cycle of anticipation, planning, then disappointment. Despite the incomplete nature of the merger (collocation), the institution has evolved through the process (as if it was planned) and has remained focused on student success and service to the community.

Institutional Assessment and Planning, although sporadic and at times undocumented and informal, has continued throughout the past ten years either as a result of internal initiative or external mandate. The institution was largely autonomous under Chancellor Andy, as planning was internal and goals were somewhat self-determined. The planning process was driven by division which then sent goals to governance; governance forwarded them on to cabinet and simultaneously all components of the institution worked to assess needs, plan the future and implement goals. In the early years following the merger, this process did not work due to the polarized cultures of the two campuses so, assessment and planning became the role of cabinet. The merger became increasingly apparent with the physical relocation of offices and the bi-location of administrators. Upon Chancellor Andy's retirement, Chancellor Leslie created a set of goals for each institution under the umbrella of "academic models". Each president was given a goal that resulted in the implementation of a "best practice" model to apply on each campus,

which was then delivered to each of the eleven merged institutions for system-wide implementation.

Immediately, Three Rivers formed an Intra-divisional Committee chaired by the Dean of Instruction. This committee was charged with planning and institutional assessment and met weekly for approximately two and a half years. Each member of this committee (much like a NEASC subcommittee chair), established a subcommittee and was assigned an area of the college to examine. During this time, the institution established a new division, hired a new dean and developed a new planning group in educational technology. A new policy was developed for student advising and transfer following review, shifting these functions from Student Services to the Instructional Division. Simultaneously, a full time transfer evaluator was hired upon assessment of student needs, resulting in increased articulation agreements with other institutions, efficient evaluation of incoming transfer credit, and the Eastern CSU Compact. Institutional Assessment and matching fund legislation has enhanced fund raising initiatives and developed the institution's endowment, evolving from essentially no systemic fund raising to sophisticated and respected fund raising initiatives in just ten years.

The institution has responded to the region's shift from an industrial and defense oriented power base to service and hi-tech industries and their diverse populations. Community and industry growth have resulted in the institution's assessment of credit and credit-free educational services and programs. Governance, planning committees, and division meetings have all logged countless hours exploring relationships and services to the area's evolving industries.

Cultural parody between the two campuses is now in sight, due largely to increased retirements and new faculty and staff hires. Governance participation, once completely consisting of those from the Mohegan campus experiences ever-increasing Thames Valley participation and is chaired by a faculty member from the Technology Division. The (mostly) consolidated campus culture now recognizes the importance of both communication and participation.

Chancellor Leslie's Academic Models has given way to Chancellor Marc's "21st Century Skills" and while the semantics have changed, the essence of those goals has not. While the formal planning and institutional assessment reports generated under Chancellor Leslie have diminished in intensity, a planning committee remains ongoing and institutional planning and continual assessment in place. New courses, programs, projects and proposals for change now include assessment, anticipated outcomes or learning objectives, and strategies for measuring those outcomes.

President Jones is committed to assessment, measurement, and institutional growth and has formalized a vision for holistic student and institutional development, while calling for the transformation of Three Rivers into a "Learning Community". Dr. Jones' presidency represents the first time the merged institution chose together – as one, through an open process, the leadership of the institution. President Jones now leads a Cabinet that can focus its energies on growth and purposeful progress toward the fulfillment of Three Rivers' Mission Statement. While collocation remains a goal, deeper and more reflective and introspective analysis reaffirms the institution's ten-year progress toward systemic assessment, effective planning and careful implementation. Through all this, Three Rivers recognizes that our hope and success lies not in a new building but rather in reasserting the institution's purpose, service to students, and function in the community.

DESCRIPTION

Continual evaluation and improvement are recognized as an important part of any higher education institution. To accomplish this, Three Rivers Community College has established a participatory planning process that determines strategic goals that complement the strategic goals issued by the System Office of the Community Technical College System as approved by the Board of Trustees. These strategic goals are:

- (1) 21st CENTURY ACADEMIC BEST PRACTICES - To assure students a quality education by means of academic best practices that foster student success and life-long learning;
- (2) WORKFORCE DEVELOPMENT - To provide workforce-focused education and training in response to employment needs and the state's interest in business development and technology transfer;
- (3) COMMUNICATIONS - To define and communicate the college and system missions of fulfilling the lifelong learning needs of the state and its people, and to enhance the visibility and public perception of the community colleges;
- (4) FINANCE / RESOURCE DEVELOPMENT - To promote student success, optimum efficiency in operations, and effectiveness in service delivery by providing appropriate and adequate resources, funding, and facilities;
- (5) TECHNOLOGY - To enhance capacity and use of technology to support teaching, learning, and services to students;
- (6) MANAGEMENT OF HUMAN RESOURCES - To enhance the management of human resources and labor relations with the system.

A number of planning documents have been developed including the Three Rivers Community College Strategic Plan. Three Rivers has an ongoing planning process. The college's Information Technology Advisory Committee (ITAC) has coordinated the latest update to the Three Rivers Strategic Plan. The ITAC committee was created in 1999 just after the formation of the Information Technology Division. ITAC is comprised of representatives from each of the college's divisions and was originally tasked with formulating IT planning, policies, and priorities. The planning scope of the committee was expanded to be college-wide in 2000.

The College Cabinet has provided substantial input toward the development and has endorsed this plan. Each division within the college monitors its individual operations and assesses progress with regard to compliance with strategic goals. Specific objectives are normally assigned to one of the Deans for implementation and oversight. Weekly Cabinet meetings allow for the development of cross-divisional planning and process tasks. The President oversees the planning and implementation processes and sets re-prioritization of planned activities as contingencies arise and as directed by the Chancellor. Ongoing issues of college-wide impact are presented for discussion, feedback, and recommendations to the Governance. The Cabinet holds an annual retreat each summer in order to assess achievement of planned outcomes and to update and adjust the planning goals as required.

In addition, a number of institutional effectiveness activities have been undertaken over the years to assist in the assessment of various academic, support services, administrative, and organizational processes. These have been carried out by a combination of departments, committees, task forces, and consultants. Recent examples of these evaluative actions include the annual graduate satisfaction survey, a student satisfaction survey conducted in Fall 2001, a local employer survey in December 2001, academic program reviews, information technology infrastructure plans, and site analyses for various campus consolidation plans. Additionally, the CT Department of Higher Education, at the direction of the CT Legislature, has established some

peer review accountability measures that have been collected annually since 2000. Data are collected by groups of CT Community Colleges ranked by approximate size and compared against peer colleges of similar characteristics across the nation.

APPRAISAL

Three Rivers participatory planning and evaluation process results in a comprehensive Strategic Plan that complements the mission of the College. This major document is supplemented by reports of various task forces. A major impediment to Three Rivers' long range planning has centered on the inability to determine a site for a consolidated campus. Consolidation planning has been ongoing since 1992, the year in which Mohegan Community College merged with Thames Valley State Technical College to become Three Rivers. This entire process is described in detail in the paper, "*Three Rivers Community College ...A Very Long Road to New Facilities – A History*" which is available in the reference room. Lack of a consolidated campus has been frustrating and has made facility management difficult to plan.

Three Rivers collects and uses data to support its planning efforts and to enhance institutional effectiveness. Since 1997, the college's institutional researcher (IR) position was shared among three CT community colleges (Middlesex, Quinebaug Valley, and Three Rivers). Beginning in June 2002, this situation improved when one college created an independent IR position, allowing the shared position to report to two institutions, Three Rivers and Quinebaug Valley. The CT Department of Higher Education has developed performance measures to assist in the assessment of CT institutions of higher learning. These measures, along with a combination of other indicators are reviewed periodically by Three Rivers to assist in the evaluation of our overall institution effectiveness.

In addition, college Divisions use a variety of other assessment methods to focus on divisional and departmental goals and priorities. These include surveys, internal audits, and focus groups. The CT Community College System has developed Program and Discipline review guidelines that Three Rivers uses to assess the effectiveness of our academic programs in addition to locally developed criteria. The Community College System's Office of Planning and Assessment filled a key position in 2001 allowing for a significant increase in institutional planning and assessment at the System level. Since January 2002, the future direction of the college has received a heightened awareness throughout the campus community. The "Learning College" concept and how to implement this model at Three Rivers is helping shape our planning and assessment efforts.

PROJECTION

Planning and evaluation will receive even greater attention in the upcoming years. Identifying a consolidation site will enable Three Rivers to realize the benefits of a single main campus. As Three Rivers stands ready to move ahead with this project, the college continues to pursue its mission as effectively as possible. Anticipating collocation, the college prepares and updates the Space Utilization Plan originally developed in 1995, which is currently under thorough review by an outside facility-planning consultant. The college will continue to seek alternate resources as uncertainties of State funding continue. The demand for accountability along with the college's desire for better information will require increased attention to evaluation in all aspects of the operation of the College.

Introduction:

Three Rivers Community College is one of twelve community colleges in the state, all governed by the Board of Trustees of Community-Technical Colleges and administered by the State Board of Governors for Higher Education. The current organizational design and governance structure at Three Rivers Community College reflects emerging internal and external governance demands. With a governance structure that incorporates a wide range of constituencies, including the Board of Trustees, the President of the College, faculty, administration, staff, students and committees, Three Rivers Community College has an effective and inclusive system of governance that fulfills its mission and purposes. In the context of this report, it is important to understand how the recent governance restructuring at Three Rivers has made it possible to effectively adapt to significantly challenging policy issues. More detailed descriptions of the College's organizational design and governance structure, representing the authority and responsibilities of the governing boards, President, administration, faculty, staff, students and committees, are available in supporting documents for the evaluation team

DESCRIPTION

The Board of Trustees

The primary function of the Board of Trustees of Community-Technical Colleges is to establish policies for the development and maintenance of the educational programs and services of the community colleges. The Board of Trustees determines policy in all areas relating to the management of each community college. The authority, legal status, rights and responsibilities of the Board of Trustees are clearly defined in Public Act 89-260. Although appointed by the Governor, the Trustees are representatives from the communities served by the twelve community colleges in the State of Connecticut, representing the interests of the community. The major duties of the Board of Trustees include:

- Planning for the continued development of the community college system that will ensure maximum educational opportunities for the citizenry of the State;
- The administration of each college in the community college system;
- Personnel policies for the recruitment, appointment, evaluation, tenure, compensation, dismissal, professional improvement and assignment of duties of unclassified personnel;
- Educational programs, community services and other educational services in all colleges;
- Operating and capitol budgeting and physical plant needs of each college, individually in the presentation of such needs to appropriate commissions and agencies of the State government;
- Admissions of students and enrollment projections for the colleges;
- Preparation of materials to be considered by the State Legislature and other State agencies on behalf of the community colleges.

(Community-Technical Colleges of CT, Policy Manual: Board of Trustees, March, 2001).

Council of Presidents

This Council is comprised of the Chancellor, Assistant to the Chancellor for System Advancement & Communication, Chief Academic Officer, Director of Employee Relations, and the Presidents of the colleges. This governance body meets monthly to discuss relevant topics and issues, make recommendations and receive information from the System Office.

Since the last self-study, the Executive Director is now called the Chancellor and the Deputy Executive Director is now the Deputy Chancellor.

The President

At the time of the merger in 1992, Dr. Booker T. DeVaughn was appointed President of Three Rivers. President DeVaughn served in that capacity until August 2001 when he retired. On August 6, 2001, Dr. Grace S. Jones assumed the presidency of Three Rivers. Her immediate focus is to facilitate closure to the issue of campus consolidating. Members of the college community are excited and hopeful that this issue will be resolved under the leadership of President Jones. The President serves on standing committees of the Board of Trustees as a non-voting member, and as such, provides the link between the internal governance system and the external governance system.

State Board of Governors for Higher Education

Established in 1983, the Board of Governors of Higher Education serves as a statewide coordinating, budgeting and planning authority for Connecticut's 44 colleges and universities, including the 12 community colleges. The eleven-member lay Board of Governors' authority is set forth in Connecticut General Statutes, Section 10a - 6(b). The Board of Governors have the authority to merge or close institutions, review and approve all new academic programs, review and approve system-wide or individual mission statements, to monitor and evaluate the effectiveness of all colleges and universities. Perhaps one of the most controversial issues considered by the Board of Governors was the decision to merge all of the community and technical colleges in the State. This decision has had profound effects on this institution, as Three Rivers Community College continues to deal with the lingering effects of the merger. A recent study at the College on the efficacy of governance found that this 'merger effect' continues to present critical challenges the governance process (A Study of the Efficacy of Organizational Governance at Three Rivers Community College, June 2001). Other, more publicly appealing efforts by the Board of Governors have included the implementation of a statewide management information system and the creation of the nation's first statewide plan to attract and increase the number of minority students, faculty and administrators at the 44 colleges and universities.

Organizational Design and Governance Structure

In 1997, the Committee on College Governance, after much discussion and review, voted to eliminate the former three-tier system of governance, establishing a single governance structure. This redesign is perhaps the most significant change to the organizational and governance structure at Three Rivers since the last accreditation process is 1992. Since its conception, the central focus of the Governance Council has been an emphasis on proximity, inclusion and system-wide engagement.

The governance structure at Three Rivers Community College includes:

A. The President's Cabinet provides for communication and discussion on major policy issues within the College. The President's Cabinet meets weekly. Members include: the President, the executive assistant to the president, the deans, the human resources director, the development director, the institutional research director, continuing education director and the chair of the Governance Council. This governance body advises the President on institutional policy issues. Policy issues generated from the Governance Council are reviewed. Members of this body have opportunities to present and discuss policy and budgetary issues that may have institutional importance. In addition, the President's Cabinet has the authority and responsibility for addressing the College's strategic and long-range planning mechanism. Consistent with the overall goal of an inclusive governance structure, all decisions by the President's Cabinet are presented in minutes and distributed by e-mail.

B. The Governance Council, established in 1997, provides a governance body that includes faculty, student services, administrative services, other non-teaching staff, continuing education and students. Details on the election, membership, authority and responsibility of the Governance Council are presented in the May 1997 Report of the Governance System, as provided for review by the evaluation team. By replacing the three-tier system with a single governance structure, members of the College representing the former Academic Council, Student Services Council and the Administrative Services Council now fully integrate into an innovative governance structure that provides a more effective forum for communication and discussion of policy issues within the institution. In 1999, the Information Technology Division was created and integrated into Governance. The chair of the Governance Council represents this governance body on the President's Cabinet, which meets weekly.

C. The Student Government, a fully integrated governance structure, provides many opportunities for students to participate in governance at the College. In addition to the student representation on the Governance Council, with full voting rights, students are elected to serve on the statewide Community College Student Electoral Assembly, electing a student to serve a two-year term on the Board of Trustees of Community-Technical Colleges. Most recently, a student from Three Rivers served on the search committee to hire a new President for the College in the spring of 2001.

D. Task Forces may be formed to address specific issues that cannot be adequately addressed through regular processes within the governance structure. Task forces are created and appointed to serve by the President or by the respective Dean who has primary administrative responsibility for the policy issue. Policy issues that encompass more than one division will facilitate assignment and oversight sharing by all divisions involved. The duration, size and composition of the task force will be determined by the nature and scope of the policy issue addressed. For example, a governance task force was formed in 1997 to address an ineffective governance structure that affected the entire institution. In addition, the task force was asked to prepare an interim report for NEASC. This year, a similar task force was formed to conduct a post-merger study on the efficacy of governance at the College for staff and students, and to prepare the report on Standard Three (Organization and Governance) for the 2002 Self Study. Copies of these two quantitative reports completed in 2001 are available for review by the evaluation team.

E. Academic Division meetings are held monthly and are chaired by a faculty member. This is a representative body that includes faculty and other non-teaching professional staff members (administrators, student services, library, development, counseling and continuing education staff). The primary function of this body is to ensure that faculty is provided a substantive voice in matters related to academic integrity, educational programs, policy and personnel issues. Policy issues being reviewed are discussed fully in the Academic Division meetings. The Board of Trustees of Community-Technical Colleges recognizes the rights and responsibilities for all professional staff, as set forth in the collective bargaining process.

F. Other Division meetings are held regularly in accordance with the current Governance document.

College Committees

There are approximately twenty-five college committees at Three Rivers. Each committee has a reporting relationship to the President or a Dean. In a few instances, the committee reports jointly to the respective Dean and to the Governance Council, Curriculum Committee, and/or Information Technology Advisory Committee. Active participation on committees is encouraged for adjunct faculty and members of the community. Other committees functioning at the college are mandated by individual collective bargaining agreements including promotion, tenure, sabbatical and professional development.

Collective Bargaining

There are five collective bargaining units within the Three Rivers Community College system. The largest is the Congress of Connecticut Community Colleges (4C's), which includes Agreements for faculty, administrators, counselors and library staff. The second largest representation at the College is the American Federation of Teachers (AFT), which includes the technical faculty. Other college administrators, such as Director of Records, Administrative Services, Finance and Budget, Business & Industry, Lab Technicians and some information technology professionals are included in the AFSCME Administrators (American Federation of State, County and Municipal Employees) bargaining unit. Accountants, payroll and purchasing staff are represented by Administration and Residual (A&R) and the Connecticut Employees Union Independent (CEUI) representing the maintainers and building supervisors. All bargaining units are bound by their respective Agreements, which tend to vary from three to four years in duration. All Agreements are negotiated between the Board of Trustees of Community-Technical Colleges and the union representatives.

Community Groups

Community groups, including advisory boards, the Alumni Association and the Three Rivers Foundation, function and provide valuable input to the entire Three Rivers system as a provider of education, training and services. The **Regional Advisory Council** is comprised of sixteen community members who advise the College of community needs and provides a link between the College and the community. This governance body, appointed by the Board of Trustees of Community-Technical Colleges, may advise the college President regarding educational programs in order to address the needs of the communities in the region it represents. Input from the Regional Advisory Council is relevant and invaluable for decisions regarding capitol projects, policy issues, development of new curricula, budgetary decisions and viability projections for specialized programs and activities.

In addition to the Regional Advisory Council, other advisory committees exist throughout the College. These include the advisory committees for most of the career programs, such as the Human Services, Early Child Development, Nursing, Mechanical/Manufacturing/CAD, Nuclear Engineering, Computer Science, Electrical Engineering and other advisory boards. A complete listing of all of these advisory committees within the College is available for review by the evaluation team in the Team Workroom.

The **Alumni Association** is a group of individuals associated with the College who wish to promote active involvement between the College and the alumni. The association also promotes positive public relations between the College and the community.

The **Three Rivers College Foundation** is a non-profit organization dedicated to fund raising and fund development for benefit of students and programs at the College. A volunteer Board of Directors guides the efforts of the Foundation, helping to assure that our students will have access to affordable educational opportunities in the Region. The Foundation represents public, private and professional interests. Funds raised by the Foundation directly assist needy and deserving students and help to enhance capitol improvement projects, social, educational and cultural opportunities at the College.

In 1997, the State of Connecticut created the Higher Education Matching Grant Program. The Foundation's net assets as of July 1, 1998 were \$ 60,779.16. The net assets as of July 1, 2001 were \$253,537.68. This represents a 417 percent increase. However, that increase was not entirely due to the matching grant program. One other significant factor was the hiring of a Director of Development at Three Rivers in September 1998. Additionally, an excellent group of Foundation board members who were quite enthusiastic about raising funds for the College implemented two new sources of income: the gala and the golf tournament. All of these factors contributed to substantial increases in our accounts.

APPRAISAL

The College was fortunate to have had the sustained leadership of former President Booker T. DeVaughn through the pre-merger and post-merger period. His dedication to the growth and development of the College provides an exciting opportunity for our new President, Dr. Grace S. Jones to move the College decisively toward an even brighter future. The College remains in a tenable position of continued growth and development under the experienced leadership of President Jones at Three Rivers.

The Board of Trustees provides an actively engaging governance body, representing the community. The Board of Trustees responds positively to issues and concerns of the College and should be commended for its vision and support of long-range planning initiatives.

The College has a fully integrated governance structure that has made it possible for the College to effectively adapt to internal and external forces that may affect its policy priorities. The establishment of the Joint Governance Council in 1997 has helped to make the overall governance structure at Three Rivers a seamless and inclusive system.

The fiscal solvency of the institution and the continued academic integrity of the educational programs of the College are maintained by state funding, collective bargaining and other funding processes.

Students at Three Rivers are actively engaged in a wide-range of social, educational, cultural, and governance activities at the College. Since the 1992 accreditation process, the level of student participation in governance activities has increased significantly.

The Board of Governors of Higher Education have set forth a strong statewide effort to increase efficiency, accountability, advance technology-based learning, and outcome measuring in all courses and improved resource allocation.

The creation of the Office of Development, with the hiring of a full-time Director of Development in 1998, has resulted in substantial increases in donations to the Three Rivers College Foundation, as well as other fund development efforts.

Changes in the demographic make-up of the Region should be reflected in the make-up of the Board of Trustees. However, it should be noted that all appointments are made by the Governor, with limited input from the local colleges.

Increased demands for expanding student enrollments and services are becoming quite difficult with the present physical facilities of the College. Issues related to limited library space, parking, designated smoking spaces, adequate office space for faculty and staff, and campus security constitutes a major amount of governance discussions at the College.

Lingering merger issues continue to affect faculty, staff and student participation in the overall governance process. Attendance at monthly Academic Division meetings has approximately a 50 percent participation level. Collocation continues to be a central issue requiring a great deal of immediate attention but resolution is anticipated in the near future.

PROJECTION

Strengthen student involvement in the governance process. It is very important that students take a more active role in the organization and governance of the College. The Dean of Student Services is responsible for ensuring student participation on the Governance Council. Student representatives should be in place by the beginning of the academic year so ideally, elections or appointments to the Governance Council should take place by graduation (June). This will ensure that there is a student representative at all meetings of the Governance Council.

Projecting the spirit of the merger in words and deeds. The one lingering aspect of the merger seems to be the lack of cohesiveness, an esprit de corps amongst the faculty and staff of the two campuses. Whether or not this is attained with complete collocation remains to be seen.

The Regional Advisory Council should be more actively engaged in college life. RAC members can serve the college by enhancing public awareness of the college and promoting college programs in the community; assisting the college in evaluating its programs and by developing new curricula; assisting with securing contributions of equipment to support academic programs, and establishing solid relationships with area legislators. These are but a few examples of how the Regional Advisory Council can enhance their service to the College.

Strive for more inclusiveness in the governance process at the College.

Findings from a recent study on governance among the faculty and staff at Three Rivers suggest that there is a need to foster a more inclusive environment for governance within the College. Each department should do a better job of recruiting, nurturing and assigning faculty and staff to serve in the governance structure. Further, each member of the college community should make the effort to become more informed about the governance process.

DESCRIPTION

Three Rivers Community College, heir to Mohegan Community College and Thames Valley State Technical College, preserves the best features of each. The College offers a comprehensive array of degree, certificate, and credit-free programs that respond to the evolving needs of the population of Southeastern Connecticut. The 2002-03 catalog outlines the course requirements and program outcomes for 26 Associate in Arts, Associate in Science, or Associate in Applied Science degree programs, currently offered by the College, several of which include additional options. The catalog also outlines 19 certificate programs with their options, and credit-free initiatives offered by the Department of Continuing Education. Academic departments offering credit courses and programs include: Business, Humanities, Mathematics, Natural Science, Nursing and Allied Health, Social Sciences, and Technology.

Three Rivers allows students to achieve credit for demonstrated prior learning through the College's Assessment of Prior Learning Program as well as national CLEP or DANTES examinations. In addition, the College participates in the Connecticut Distance Learning Consortium and offers distance-learning courses in a variety of areas each semester. Information about all College programs is available in the printed catalog, the College's website, and material disseminated during the Admissions and Academic Advisement processes.

Planning and Evaluation

All academic programs offered by the College emerge from an academic department and must be approved by the College's Curriculum Committee, which is chaired by the Academic Dean and includes representation from each academic department, the Department of Continuing Education, the Library, Tutoring and Academic Success Center, and Student Services. The Curriculum Committee ensures that every course or program proposal is consistent with the academic mission of the College, includes program outcomes, and is congruent with College policies, resources, and student needs.

Proposals for new academic programs or substantive changes in existing academic programs must also be approved by the Academic Dean and President and then submitted to the Community-Technical College Board of Trustees, and, in some cases, the Connecticut Department of Higher Education. Requirements established by both external units are available in print or via website. Before a proposal is submitted, it receives preliminary review by the Academic Deans of the other eleven public community colleges in Connecticut.

Program review at Three Rivers takes many forms. Some of it springs from Board of Trustees requirements, some from program accreditation requirements, and some from the institution's continuing desire to reflect and evaluate. Increasingly, program review incorporates the assessment of learning outcomes and leads to meaningful changes in programs or instruction.

Regular review of degree programs is part of the ongoing routine of the College. Each career and technical program has a program coordinator who communicates with key practitioners in the field through advisory committees, professional organizations, or informal contacts. A program may also undergo formal review in accordance with the guidelines established by the Board of Trustees. The A. S. program in Human Services is slated for review of this kind during 2002-03, and all degree programs will follow a similar course (or participate in program accreditation processes) during the next five years.

A prominent example of program review occurred two years ago when the separate programs of Travel and Tourism and Food Service Management began to explore ways that the two programs could complement each other. What resulted was a fundamental reformulation of the two degrees under a common umbrella entitled “Hospitality Management”. The new degree program now includes four options: Tourism Management, Restaurant Management, Hotel Management, and Casino Management. Clearly, the new configuration is more responsive to the needs of the region, and program enrollment is beginning to increase.

Beyond compliance with external mandates, the faculty, staff, and administration of the College value the rigorous process of self-reflection and assessment. During the past three years, a task force completed a comprehensive review of the General Studies and Liberal Arts and Sciences degree (discussed in a subsequent section), the Coordinator of the First Year Experience Program completed research on retention patterns of students taking the course, the College participated in a system study to evaluate the success of distance learning courses, the College Tutoring Center completed a comprehensive review of all facets of its operation, a process that led to its new title as the College Tutoring and Academic Success Center, and the College’s new Academic Advisement Program was reviewed in depth by a team of faculty and Student Services representatives. In each case the review process led to significant program improvements or refinements. During the 2002-03 academic year, the College plans to review its efforts in promoting classroom technology, identify “best practices” in this area, and refine or redirect its future initiatives. Also, during 2002-03, two English faculty will investigate whether the addition of a writing sample will improve placement in developmental reading/writing courses.

In anticipation of collocation, the College recently undertook a comprehensive review of all of its academic programs. Initially, the Interim Academic Dean distributed questionnaires to each program coordinator requesting specific information on every aspect of program operation, including curriculum, advisory committees, program review, student recruitment, adequacy of classrooms, laboratories, or dedicated spaces, level of administrative support, and anticipated future growth and development.

The questionnaires and subsequent investigation and dialogue formed the basis for current and future program planning. The process led to the formation of a student recruitment committee in the Department of Technology, an orchestrated effort by the Hospitality Management program to work closely with neighboring casinos, and inter-coordination between the Departments of Nursing/Allied Health and Continuing Education on the planning of credit free Allied Health programs.

In addition, this process assessed the viability of low enrollment degree and certificate programs that may require suspension or termination. Criteria for review included current and past enrollment, rate of program completion, value to employers and the region, rate of employment and other benefits to individual graduates, present and probable future costs of operating the program, and special value to the College. The decision making process included the Academic Dean, the College Curriculum Committee, the President’s Cabinet, and, ultimately, the President. Besides reviewing existing programs, the process focused on areas of regional need, potential growth, and institutional opportunity. A second questionnaire was circulated throughout the College community soliciting ideas for future program initiatives. Results of the survey were synthesized by the Interim Academic Dean and discussed by the Academic Division Steering Committee (newly formed to streamline issues brought before the Division), the College Curriculum Committee, and the President’s Cabinet. Identified areas for future growth were:

1. Nursing and Allied Health. Clearly, there is a need for additional registered nurses in our region, and that is likely to persist. The state recognizes this need, and additional funding

is a possibility, if not a probability. Similarly, Allied Health in general remains a present and anticipated future priority. We foresee a role in Paramedic training and continuing education, E.M.T. training, Patient Care Tech training, and C.N.A. training. We also expect to respond to emerging allied health needs in areas such as community health, hospital specialties like phlebotomy, respiratory therapy and, perioperative nursing, pharmacy tech training, and perhaps massage therapy. Some of these areas will require credit-free courses, some credit, and still others a blend of the two. Parenthetically but significantly, an increase in Nursing and Allied Health will necessitate an increase in lab Biology and Chemistry. Finally, we plan to continue our work with regional and state dental associations to expand opportunities for Dental Hygiene Education in the state.

2. Hospitality. With the adoption of our new Hospitality Management program and the establishment of a working relationship with Mohegan Sun and Foxwoods casinos, we are beginning to witness a growth in enrollment. That phenomenon should continue, especially in the areas of Casino Management and Restaurant Management (with possible expansion into Culinary Arts). Again we anticipate a combination of credit and credit-free offerings.
3. The related areas of Computer Science, Computer Assisted Design, Web Design, Communication and Graphic Arts, Management Information, Networking Technology, and Information Technology in general. Obviously, we cannot predict with confidence how these rapidly changing fields will evolve, but we can anticipate that they (or variants) will remain areas of enrollment growth and regional need. Once more, we expect a blend of credit and credit-free offerings.
4. Credit-free courses, workshops, and customized training or academic programs for business, industry, and agencies in our region. Continuing Education is a growing part of our College, and we believe its growth will continue and accelerate.
5. English as a Second Language. The demographic composition of our community is changing, and more of our residents need E.S.L. coursework. Our present E.S.L. offerings are expanding, and we expect that to continue. Perhaps we will also see an increase in the number of C.E.U. courses scheduled for E.S.L. teachers.
6. Liberal Arts courses. It's easy to overlook Liberal Arts in the planning process, but we can anticipate steady growth in our General Studies and Liberal Arts and Sciences degrees as well as strengthened emphasis on general education as a required part of all degree programs. Certainly, a new, attractive campus will increase the enrollment of "traditional age" students who wish to complete their general education courses and transfer to a university.

While there exists reasonable confidence about growth in the foregoing areas, there are additional areas that could experience growth as well. Clearly, there are indicators that Photonics and Fiber Optics will experience substantial growth, and the same is true of Early Childhood Education, especially if the state emphasizes the training of "Child Development Associates". Similarly, we expect many of our career programs in Business, the Technologies, Human Services, and Criminal Justice (including Forensics) to experience modest, incremental growth.

A question mark is Visual and Performing Arts. We believe our enrollment in studio/performance Theater and Art courses could expand but only if we are willing to make a serious investment of full-time faculty support and dedicated space. Barring that level of commitment, we foresee steady, incremental growth, especially if we design space more strategically in our new campus.

An area that warrants investigation is a program for Biotechnology lab assistants. A program of this kind already exists at one of the other community colleges in the state, but there may be a need for one in our region as well. On the other hand, we may be able to satisfy the need through credit-free or credit contract courses as required by Pfizer or other local concerns (a process already underway through the Department of Continuing Education).

Pursuant to this analysis, the College recently revamped and re-titled its certificate program in Publications (now Graphic and Communication Arts) to place greater emphasis on web publications and developed new certificate programs in Web Design, Networking, and Case Management. We are also completing a proposal to offer a new degree/certificate program in Community Health Outreach Work.

The overall program review included recommendations for scaling back or phasing out a number of existing programs, including the Legal and Medical Secretary options of the Business Office Technology Program. These programs are in the phase-out process now, although enrolled students may continue to earn degrees during the period of transition (as specified by Board of Trustees policy on the suspension or termination of programs).

Another program that may be scaled back or curtailed is the A.S. career program in Criminal Justice, a narrowly focused program that has run its course (other Criminal Justice programs would remain). Two programs that merit further review are the A.S. degree programs in Civil Engineering and Manufacturing Engineering Technology. Each has experienced low enrollment in recent years, and each requires dedicated faculty and space. However, plans are underway to improve student recruitment, modify the programs or develop options for new markets, and reduce the costs of maintaining them.

In addition, the Paramedic certificate program is now being reviewed. As noted previously, the College has an important role to play in Paramedic Education, but the existing program is costly to maintain, difficult to staff, and erratic in enrollment. We have placed the program on hold while we study alternatives and work collaboratively with the major health care providers in the region.

In short, the College has made a substantial effort to assess the health and vitality of its existing academic programs and project future needs and initiatives.

Finally, as a measure toward collocation, the College employed the services of a master planning consultant, Dr. Persis Rickes, who circulated questionnaires and surveys of her own on program space utilization and related issues. She also conducted focus group sessions with groups of faculty and staff on five "Learner Centered" thematic areas: --Environments for Teaching and Learning; Holistic Development for Students; Resources for Community Partnerships; Support Services for Learning; and Technology and Learning. Dr. Rickes will submit her conclusions at a later time.

Program Accreditation and Assessment of Learning Outcomes

Several of the College's efforts to assess learning outcomes derive from the process of program accreditation. A prominent example is outlined in the recent report submitted by the Nursing program to the National League for Nursing (the program is also approved by the Connecticut State Board of Examiners for Nursing).

The Nursing faculty assessed outcomes in the following areas: critical thinking, interpersonal and communication skills, capacity for therapeutic nursing interventions, performance on NCLEX and certifying examinations, employment rates, employer satisfaction with graduates, and graduate satisfaction with the program. In the domains of critical thinking, interpersonal and communication skills, and capacity for therapeutic nursing intervention, the Nursing faculty defined the outcomes, described the methods used to assess each of them, and explained the

reliability, validity, and trustworthiness of each method, the data collected, the interpretation of data, and how the results are used for program decision making.

After careful investigation, the faculty chose to assess critical thinking through administration of the ERI Critical Thinking Process Test at different points in the program and analyzing the results of student performance on the NCLEX-RN exam. For communication and interpersonal abilities, the faculty employed didactic testing, clinical evaluation, process recording exercises, and the use of communication technology. Finally, in the area of therapeutic nursing interventions, competence was measured through the use of clinical performance evaluation forms and graduate and employer responses to surveys.

Many of the College's Technology degree programs (Civil Engineering Technology, Environmental Engineering Technology, Electrical Engineering Technology, Manufacturing Engineering Technology, Mechanical Engineering Technology, and Nuclear Engineering Technology) are accredited by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET). The primary means of measuring outcomes for TAC/ABET accreditation is through surveys of graduates and their employers, measuring the satisfaction of each. Accredited programs must also demonstrate that all TAC/ABET specified areas of competence, such as oral presentations, computer applications, and research, are incorporated into the curriculum, and visiting teams review and assess samples of student work in each of these areas.

The Business Department is in the process of seeking program accreditation for all of its degree programs from the Association of Collegiate Business Schools and Programs. The proposal includes a comprehensive plan for outcome assessment with variations for each program. The Accounting area has already instituted a portfolio presentation into the curriculum, and all of the areas collaborate on an annual Business Skills Seminar. During 2002-03, the department intends to work systematically on other features of the plan.

Finally, the Early Childhood Education program is now seeking accreditation for its Montessori Training Institute from the American Montessori Association (Montessori Accreditation Council for Teacher Education). The proposal includes a detailed listing of every required program competency, the specific courses in which students acquire the competencies, and the means of evaluation. For example, to ensure appropriate evaluation of the first competency, to "demonstrate knowledge of the development and special needs of the child," the program incorporates observation assignments in the field, discussion of major theories, research papers, case studies, and communication with parents. The reviewers will examine supporting documentation and provide feedback on the efficacy of the measures of assessment.

Currently, the College is building on these accreditation inspired efforts to assess learning outcomes by ensuring that all programs have outcomes (included in the 2002-03 catalog) and integrating assessment into all areas of program review. As noted previously, the Human Services program is scheduled for review during 2002-03, and the College will attempt to define "best practices" in an area of classroom technology. Both initiatives will incorporate assessment of learning outcomes.

In addition, the Academic Division Steering Committee recently established a task force on outcome assessment, and a member of the Humanities faculty and the Director of the Tutoring and Academic Success Center participated in a NEASC sponsored program on that topic.

General Education and the Reformulation of Two Degrees

During the past two years, Three Rivers has conducted a review and evaluation of its Associate Degrees in General Studies and in Liberal Arts and Sciences. During the first year of review, a broad based faculty committee examined the goals and objectives of a liberal arts education and drafted a statement of core values and program outcomes. The statement was subsequently reviewed and discussed by the full faculty at an Academic Division meeting; it was then revised and finally approved by faculty and administration. During the second year of review, the degree programs, with their requirements and plans of study, were examined in detail. The statement of core values and program objectives became the foundation for this examination as faculty reconsidered whether the degree programs as constituted fully enabled students to achieve the desired learning outcomes.

As a result of this second year of review, modifications were made that essentially streamlined and strengthened our degree offerings in Liberal Arts and General Studies. First, it was decided that offering three degrees at the Associate level, A.A. and an A.S. in Liberal Arts and Sciences and an A.S. in General Studies, was redundant and unnecessary. The differences between the degrees were often unclear and difficult to articulate to students. The A. S. in Liberal Arts and Sciences was eliminated, and the remaining two degrees were redefined so that they offered distinct alternatives, each of which meets different student needs. The distribution of courses in the program of study for each degree was modified and strengthened, and the General Studies program specifically, was made more educationally rigorous by limiting some open electives and specifying course requirements in areas such as History, Speech, Fine Arts, Lab Science and courses with an international emphasis.

The General Studies degree still includes more electives while the Liberal Arts and Sciences degree is tightly prescriptive and ensures that students are well prepared for transfer, especially to Eastern Connecticut State University and the University of Connecticut. Both degrees include the “First Year Experience” course for new students, a course that introduces the expectations of college, the organization and philosophical underpinnings of the curriculum, academic planning, and the attributes most closely associated with academic success and persistence. The statement of program outcomes, core values, and course requirements for the General Studies and Liberal Arts and Sciences degrees are included in the 2002-03 catalog.

All other degree programs include a general education component with at least one third of required courses in college English, Social Science, Humanities, Math, Natural Science and a computer literacy requirement. In 1996, the College began an orchestrated effort to reinforce writing across the curriculum and has made substantial headway since then.

Also in progress is a grant-funded initiative to foster mutual content applications between developmental Math faculty and the faculty teaching introductory courses in Business and Technology.

Certificate programs require a maximum of thirty credits, include a minimum proficiency requirement in English, and generally emphasize skills needed for entry-level employment or career advancement in specific occupations. Many certificate programs lead directly into degree programs in the same area.

Career and Technical Degree Programs

A complete list of career and technical degree programs appears in the 2002-03 catalog. All career and technical degree programs culminate in the Associate in Science degree, except for one (General Engineering Technology), which culminates in the Associate in Applied Science degree. The following programs include transfer options to guide students who intend to complete a baccalaureate degree in the field: Accounting, Business Administration, Criminal Justice, and Marketing. Other programs, while not specifically delineating a transfer option, include many transferable courses, and several have articulation agreements with regional colleges and universities. Of particular note is the Connecticut College of Technology program (COT), an innovative program leading to a Bachelor of Science Degree in engineering or technology. The program consists of two distinct pathways, one in engineering and one in technology. After completing the Technology Pathway Program at Three Rivers, students may enter directly into technical fields at Central Connecticut State University or Charter Oak State College (Connecticut's External Degree Program). The Engineering Pathway leads directly into the School of Engineering at the University of Connecticut. The pathway courses will transfer to engineering and technology programs at many other public and private universities as well. Specific COT course requirements are described in the COT Program of Study in the catalog.

All of the career and technical degree programs have a designated faculty program coordinator who maintains communication with practitioners in the field through advisory committees, professional associations, regional organizations, or informal contacts. This ongoing process of communication augments the program review/accreditation processes explained previously and ensures continuous updating and refinement. The College makes annual investments in hardware, software, other equipment, and library resources to keep career and technical degree programs as current as possible. As technology accelerates in all areas, however, it is becoming increasingly difficult to upgrade across the board. The prevailing strategy is to concentrate on a couple of career and technical areas a year and attempt to deal as comprehensively as possible with their resource needs. The College Educational Technology Committee regularly reviews and prioritizes computer related requests from career, technical, and other programs.

Developmental Education and English as a Second Language

The College offers a series of required developmental and transitional courses for students who are academically under-prepared for college level coursework. To this end, faculty who teach developmental courses work collaboratively on outcomes with faculty who teach college level English, Math, and other courses. A review of developmental reading and writing courses two years ago led to a new four credit developmental course entitled, "Reading, Discussing, and Writing". Outcomes for this course are detailed, explicit, and reflective of the expectations of faculty in college level courses. At the same time, the College instituted a new, voluntary one-credit course entitled "Sentence and Paragraph Workshop". This course, although developmental, may be taken by students at any stage of their academic journeys. It emphasizes basic techniques of proofreading, computer assisted editing and proofreading, and detecting difficulties that interfere with clear, well-formed sentences and paragraphs.

Developmental Math includes separate courses in Basic Math Skills and Basic Algebra. During 2002-03, the Math faculty plan to pilot a four credit version of each of these courses that incorporates computer assisted instruction, supervised study, and in-class tutoring. Like most other colleges and universities, Three Rivers struggles with high attrition in developmental math courses (during Spring, 2001, 52% of students in developmental math courses did not successfully complete them) and strives for continuous improvement in this area of the

curriculum. As noted previously, a pair of Math faculty will also work during 2002-03 with colleagues in Business and Technology on integrating applications from those areas into developmental math courses (and vice-versa).

A portion of students enrolled in developmental courses are permitted to take the First Year Experience course, since that course, although college level, reinforces many of the key attributes of student success that are typically lacking in developmental students, including note-taking and time management. Data so far indicate that students taking developmental courses do as well in the F.Y.E. course as their non-developmental counterparts. Additionally, students who take developmental courses and the FYE course display a higher rate of continued enrollment than students who take developmental courses without FYE (During Spring, 2001, 80% of the developmental FYE students persisted to the second semester).

As a result of expanding enrollment and greater levels of student need, the English as a Second Language program is undergoing substantial modification. Originally, the program provided two levels of coursework with four hours of class time per week for each level. Now, each level requires six hours per week, and a new three credit E.S.O.L. course, "Writing Skills: The Sentence", was introduced as a supplement during Summer, 2002. The College will continue its review of English as a Second Language during 2002-03.

Student Achievement

Three Rivers encourages and supports high student achievement in several ways. The College chapter of Phi Theta Kappa honorary is especially active and the recipient of numerous regional and national awards. Also active are student organizations in a variety of disciplines: Architecture, Nuclear Engineering Technology, Business, Early Childhood Education, Electrical Engineering Technology, Manufacturing Engineering Technology, Photonics Engineering Technology, Spanish, Nursing, Science Fiction, Performing Arts, Writing, and Field Geology. The College student newspaper, The Current, will introduce a web component during 2002-03, and the Performing/Fine Arts areas will continue to sponsor student art exhibits, plays, and other performances.

In addition, the College recognizes students through semester Dean's Lists and the graduation honors of Cum Laude, Magna Cum Laude, and Summa Cum Laude. Students graduating with a 4.0 average receive the Board of Trustees Medallion. Each year, the College grants over thirty scholarships and academic awards and recognizes student recipients at a ceremony shortly before commencement. Last year, a faculty member undertook the task of expanding our relationships with excellent high school students (and their teachers and counselors) and exploring transfer and scholarship opportunities for Three Rivers students who wish to transfer to highly selective colleges and universities. That effort will continue during 2002-03.

Finally, the College encourages service learning and provides opportunities for volunteer service. Areas of the curriculum that combine academic work with service to the community include: Marketing, Criminal Justice, Early Childhood Education, English, Human Services, Nursing, and Sociology. Beyond these curriculum based initiatives, students have performed volunteer community service for numerous organizations, including the regional Women's Center, Special Olympics, Habitat for Humanity, America Reads, the Red Cross, the Salvation Army, and local soup kitchens.

Continuing Education

The Three Rivers Continuing Education Department offers a wide variety of credit and noncredit courses and programs to accommodate the academic, business, and cultural needs of the community. Courses may be offered at the Norwich campuses, work sites, or other off-campus locations. Three Rivers is an official provider of Continuing Education Units (CEU's) required by educators to maintain teaching certification. CEU courses are offered on a regular basis, and the department is prepared to design courses for school systems that have specific requests. Three Rivers is also a member of the system-wide Business and Industry Services Network (BISN) that responds to the changing needs of local enterprises. BISN designs flexible and short-term programs to respond to changing technologies and workplace retraining needs. Other components of Continuing Education are the Software Training Center, an AutoDesk Training Center, real estate programs, allied health programs, and continuing education for nursing and allied health. Training is provided in diverse areas such as AutoCAD, fiber optics, hazardous waste operations, methods of teaching English as a second language, and bartending/alcohol serving. The enrichment courses vary from aerobics and yoga to boating and painting. During the fall, 2001 semester, the department served 2,110 students, approximately a 400% increase since fall, '98.

External collaboration is provided by an Advisory Council, which is composed of members of the local community and other departments of the college. Organizations currently represented include: The Connecticut Department of Economic and Community Development, Connecticut Department of Labor, Connecticut Maritime Coalition, Eastern Area Health Education Center, Electric Boat, Groton Utilities, Lawrence & Memorial Hospital, Mohegan Tribe, Navy College (U.S. Naval Submarine Base, Groton, CT), Norwich Bulletin, Pfizer, Inc., Southeastern Connecticut Enterprise Region, Southeastern Connecticut Regional Workforce Investment Board, St. Christopher's Health Center, Thames Valley Council for Community Action, William W. Backus Hospital, and York Correctional Facility. Their assistance with curriculum development is essential to keep training relevant to the current employment and training needs of Southeastern Connecticut.

Research, Scholarship, and Faculty Professional Development

The College provides numerous opportunities for classroom-based research, participation in professional development activities, projects, and programs, and participation in discipline based conferences and professional organizations. These opportunities spring from a variety of sources: professional development funds set aside for individual faculty to attend conferences, seminars, or short courses, funds set aside to allow annual sabbatical opportunities for a limited number of faculty, retraining funds to subsidize education in another discipline, campus based professional development programs or projects sponsored by the College Center for Teaching Committee, system-wide professional development initiatives sponsored by the System Center for Teaching Committee, and initiatives sponsored by academic departments, the College administration, or faculty task forces or committees. Ongoing professional development is a norm and expectation for full-time faculty and a desired goal for part-time faculty. It is part of the fabric of the institution and solidly woven into its faculty culture.

Even a partial list of annual professional development activities would take pages and still not account for the hundreds of informal faculty-to-faculty exchanges on teaching and learning that take place each semester. A recent emphasis for professional development has been classroom technology, but that will be discussed in a later section.

Finally, the College has made a concerted effort to expand opportunities for professional dialogue between part-time faculty and full-time faculty and among part-time faculty themselves. Now in place is a buddy system which pairs new and veteran part-time faculty, an updated Faculty Handbook which gives particular attention to part-time faculty, a part-time faculty office, improved voice-mail and e-mail access, and departmental and divisional initiatives to encourage part-time faculty to participate in professional development activities, department and divisional meetings, and other College gatherings.

Instructional Delivery

Instructional delivery takes multiple forms but is always guided by adherence to academic standards and adaptation to student needs. The faculty strives continuously to improve classroom teaching, question past practices, and find a better way. Syllabi almost never remain the same from semester to semester as faculty incorporate recent material from their disciplines and experiment with collaborative or service learning, web based learning, classroom technology, conferencing, peer review, e-learning, learning communities, in-class tutoring, portfolios, simulations, writing and math across the curriculum, or new ways to capitalize on cultural diversity within the classroom. Classroom (and out-of-classroom) innovation is encouraged at every turn.

A few recent examples illustrate the point. The Social Science Department held an open classroom week during which faculty freely observed each other's classes and engaged in follow-up discussions of methods and approaches to the discipline. The English faculty brought in a consultant and negotiated a set of parameters to guide the use of portfolios in Composition classes. The College instituted an in-class tutoring program built around a course for tutors. Several clusters of faculty planned learning community projects that will bring their students together or integrate their content during the coming year. The Nursing faculty participated in a simulated accreditation visit to prepare for N.L.N. accreditation. A faculty committee coalesced around service learning and spawned a number of projects. Another group is now forming to bring in speakers on "communities within our community". And so it goes. Each year produces its own reflection and ferment. At Three Rivers, nothing is cast in stone, and innovation is the order of the day.

Perhaps the most dramatic example of recent innovation is in the area of educational technology. Two years ago, a group of faculty, staff, and members of the Information Technology Division gathered informally to discuss their excitement about technological advances in teaching and how Three Rivers should employ them. What emerged was a College Educational Technology Committee with representation across departments, disciplines, and divisions within the College. The Committee has identified priorities for faculty training and the acquisition, installation, and utilization of multimedia tools to enhance learning.

Since that time, smart boards have been installed in classrooms at both campuses, web page development guidelines have been established, and each department has a web maintainer, a College-wide professional day was held on educational technology, a student survey on the use of smart board technology was distributed and the results analyzed, policies for the distribution of laptops in addition to PCs in faculty offices were ironed out, new scanners, printers, digital cameras, laptops, video digitizing equipment, and software were purchased, and numerous training sessions were held for faculty on smart board technology, PowerPoint presentations, web applications for faculty, creative uses of the Internet, and other related topics.

The vision and excitement remains robust. A recent survey concerning pedagogical technology needs indicates that ninety (90%) of faculty respondents utilize e-mail to communicate with advisees and students. Fifty percent (50%) are or have used the Smart Board equipment since its installation a year ago. Of those who have not yet used the Smart Board tools, eighty-one (81%) would like to learn how to utilize them. Only five percent (5%) of respondents have not taken advantage of training opportunities during the past two years. The majority of faculty desire continued or additional training, especially in the realm of course website development. Seventy-three percent (73%) of instructors are using Internet resources to improve pedagogy. The enthusiasm appears contagious.

Looking forward, the Educational Technology Committee will reflect upon and evaluate best practices in the use of technology-assisted learning. Insights concerning hardware and software deployment will be shared among colleagues. Goals for the future include: 1) investigating instructional design matters, such as developing appropriate media for web assisted courses based on sound learning outcomes, 2) developing instructional strategies, and 3) pedagogical issues in on-line teaching interactivity such as collaborative work groups and managing online tests. Non-instructional issues such as institutional direction, timelines, support for course development, faculty recognition, marketing and student support have been identified as longer-term goals.

Of equal importance has been the College's foray into e learning and distance learning. However, we have discussed this topic in a separate review of electronically offered degree programs and will not repeat the same information here. In the Appraisal/Projections section of this report, we will return to the subject of distance learning and the questions it poses for our future.

Finally, we should note that the College now requires standardized student ratings of instructors. Results are shared with faculty who use the feedback to improve their teaching. The ratings are reviewed by department heads, and in the case of full-time faculty, summaries are retained in their professional files.

Facilities and Off-campus Sites

In addition to the main Norwich campuses, off-campus programs and courses for credit are offered by the Academic Division at the Naval Submarine Base in Groton, Connecticut, Waterford High School, and Ella Grasso Technical High School in Groton. Also, credit and non-credit courses are offered at the York, Radgowski, and Gates Correctional Facilities under the auspices of the Academic Division, the Tech Prep program, and Continuing Education. The Academic Dean and academic departments develop off-site courses at the appropriate facilities, primarily in response to a community request or identified need. These offerings are staffed by full and part-time faculty and contracted personnel.

In 1976, responding to a request from the United States Naval Submarine Base, the College began providing programs, courses, and services, to military personnel, their dependents, and Department of Defense workers. On-site courses are offered at the U.S. Naval Submarine Base in Groton, Connecticut. The College also serves Coast Guard personnel, National Guard, Veteran's Affairs, Connecticut tuition waiver individuals, and civilians. Three Rivers is sensitive to this diverse segment of its student body. Historically, the college operated a comprehensive center at the Subbase and offered sufficient courses for degrees in a number of areas. However, security restrictions and recent home-security events have precluded course

offerings from continuing in this manner. The college is currently developing new methods for instruction of Subase personnel. Also in transition is the use of Waterford High School as an off-campus site. In response to budget cuts, the College will discontinue courses at this site beginning spring, 2003.

College facilities are available for community use, presentations and a variety of activities throughout each year. An established fee is collected to cover overhead and appropriate support for the events as needed. Theatrical performances, professional seminars and training, state agency events, and various public meetings and forums are presented each year.

Admissions/Advising

Most of the faculty participates in student advising. The system-wide Banner student management information system is available to all faculty for advising support and information, including student academic history, semester schedules, and registration. A recent initiative is the development of a “best practices”-based Academic Advising Process that strives to create a learner-based environment with shared responsibility and participation between students and faculty and addresses student needs, motivation, and educational objectives. Faculty is trained prior to being assigned advisees. The process was evaluated during 2001-02 and will be refined accordingly.

Three Rivers maintains an open admissions policy and extends the opportunity for higher education to individuals who demonstrate the motivation and maturity needed to benefit from community college instruction. The College provides educational opportunities to people regardless of age, religion, racial or ethnic background or disabilities. Admission to the college does not necessarily mean immediate eligibility for all courses and program. Presently, admission to the A.S. degree program in Nursing is governed by special criteria. Admission criteria and policies are available in published public documents, including the catalog and semester schedule. Information is also available on the College’s website and in printed form at the Admissions Office. Policies for transfer, readmission, and international students are also available at these locations.

The College accepts all graduates of accredited high schools, individuals who hold a GED, mature adults (21 or older) who demonstrate the ability to benefit at the college level, high school students accepted for early admission, or those participating in the Tech-Prep Program or the High School Partnership Program.

The College regularly presents various outreach activities and initiatives that seek enrollments from diverse community populations. Particular efforts address minority and ESOL applicants, and focused activities target prospective female technology students as well. The College participates in regional college fairs, and markets and publicizes the college’s opportunities in local and regional media, including newspapers and radio.

Basic Skills and Academic Support

After admissions, all new first-time students are required to complete an assessment of basic skills in mathematics, reading and writing. This un-timed computerized placement test is designed to help students gain information about their readiness for college-level course work. A full-time Coordinator oversees placement testing and reports to the Director of Counseling. With the assistance of an advisor, students use this information to make decisions about course selections and long-term educational planning. Admitted students with identified special needs

are accommodated upon request with the assistance of counselors, faculty, a Learning Disabilities specialist, and the Tutoring and Academic Success Centers (TASC). Responses can include instructional accommodations and the use of specialized adaptive technologies.

The College offers developmental courses in reading, writing, and mathematics. These courses are designed to help students whose placement scores indicate they need to improve academic skills before taking required courses in programs of study. Developmental courses provide individual support and concentrate on specific skills. Developmental courses are taught by full and part-time faculty and are reviewed regularly by the respective departments. New, first time college students admitted to the Liberal Arts and Sciences and General Studies programs are required to take the First Year Experience course (IDS K105) in the first or second semester, or before attaining 12 credits. This course is designed to help new students meet the expectations of college life.

The TASC (Tutoring and Academic Success Centers) provide individual academic assistance for students. Services include one-to-one peer tutoring in most disciplines, make-up testing, academic success workshops, and the availability of specialized course related software and adaptive technologies for students with special needs. In addition, the College created a Writing Center at the beginning of fall, 2002.

Transfer and APL Credits

The acceptance of transfer credits is described in specific Board policies. Credit by transfer is evaluated during the semester the student is registered as a degree-seeking student (or readmitted). Degree credit is granted for credit courses completed at all institutions within the Connecticut state systems of higher education and at all other regionally accredited collegiate institutions. Credit may also be granted for coursework from non-collegiate organizations and by external and internal examinations (CLEP, DANTES, or challenge exams) in accordance with Board and Department of Higher Education policies.

Three Rivers must grant a minimum of 25% of degree credits. No more than 30 credit hours (50% of a degree awarded by CLEP, DANTES, challenge exams, Military Service Schools, or APL (Assessment of Prior Learning), may count toward the associate degree. Specific articulation agreements exist with Eastern Connecticut State University (ECSU), Central Connecticut State University (CCSU), University of Bridgeport, University of Hartford, University of Connecticut, Southern Illinois University, Charter Oak College, and the University of New Haven. Discussions are being held with Fairfield University and Johnson and Wales University regarding possible agreements.

The evaluation of student learning and achievement is consistent with stated program objectives that are developed and monitored by each program and are compatible with system standards, requirements, and descriptions. No credit is granted for developmental or pre-college course work. A system-wide initiative to develop common course numbers will expedite transfer in general.

An Assessment of Prior Learning Program that utilizes portfolio development and assessment oversee credit for prior learning. An Assessment Committee reviews and evaluates the portfolio and determines the number of credits granted. No credit is awarded outside the subject areas encompassed by the approved curriculum of the College. Credits gained through this process are applicable towards an associate degree and may not number more than 50% of the degree.

Standards of Progress and Graduation Requirements

Academic Standards of Progress are clearly identified in the College catalog. Students are expected to maintain satisfactory academic progress during each semester enrolled once they have attempted 12 or more credits. Students failing to maintain the Standards of Progress are subject to the College's Academic Probation and Suspension Policy. Additional policies also formally address the reinstatement of suspended students, as well as the option of an Academic Renewal available to eligible students who have been away from the college following a poor academic start.

Policies regarding graduation are listed in the college catalog. Application for graduation and payment of required fees follows a printed schedule. The student, the advisor, and the Registrar's Office confirm completion of required program course work.

APPRAISAL AND PROJECTION

The "Description" portion of this standard highlighted major areas of progress and illustrated the College's vibrancy as an academic institution. Here we want to focus our appraisal and projections on the central issues that require the College's deepest reflection or its most sustained commitment to change. In many areas, the College is solidly on track and need only to maintain momentum. Those areas should be apparent from the "Description" as well.

A cloud that hangs over us is budget uncertainty. In response to severe cutbacks in state funding, we are entering the 2002-03 year with a number of unfilled full-time faculty positions. What the future holds beyond this year is difficult to gauge. We are concerned but unable to calculate the long-term impact on the academic strength of the institution.

Assuming that resources permit, the following areas will require our deepest reflection or our most sustained commitment to change:

1. **General Education** As noted previously, we took a significant step by defining the core values and outcomes of our General Studies and Liberal Arts and Sciences degrees and revising the degrees themselves. On the horizon, however, is a system-wide review of general education, partly driven by the need for tighter articulation with the state university system and the University of Connecticut. It is too early to forecast the shape of the statewide initiative, nor whether it will lead to an explicit general education core curriculum. We will take part in the deliberations and reassess our programs accordingly. An area of particular concern is the general education component of our career and technical degree programs. We plan to look at the core values and outcomes for General Studies and Liberal Arts and Sciences and ask whether they also embody general education in career and technical programs. Either way we answer that question, curricular reform may be the result.

The impact of the system-wide initiative on career and technical degree programs is unclear. However, a major concern of faculty in those programs is that the emerging general education requirements may be incongruent with or ancillary to the requirements imposed by accreditation agencies and even N.E.A.S.C. itself. If the net effect is an increase in the number of credits devoted to general education, programs may be forced to sacrifice essential career or technical courses or add credits to programs that are packed to the limit already.

Thus, we project that general education will remain a central issue for faculty deliberation and that we will focus our attention on career and technical programs, the core values and outcomes previously established for the General Studies and Liberal Arts and Sciences degrees, and the system-wide initiative to define general education requirements.

2. **Distance Learning** The supplemental report on on-line degree programs outlines our evolution in distance learning. From a start of one or two courses per semester, we have slowly but steadily climbed to approximately a dozen courses per semester. The array of courses is guided by the desire for balance among disciplines as well as the interest and expertise of individual faculty.

Through a system-wide grant and our own probing, we are beginning to assess student (and faculty) success and satisfaction with distance learning courses. We know that some students thrive, while others do not, and that some students seem to know “what they are getting into”, while others do not.

No doubt, this assessment will continue and intensify, but it will only be the prelude to a broader analysis. Our next major task is to define the overall place of distance learning in our curriculum. Once more, system-wide initiatives may play a prominent role, since consideration is being given to a more centralized or coordinated approach to the offering of courses and the advisement of students.

If we remain essentially autonomous, we must answer a series of questions: Do we envisage distance learning as a means of attracting a new population of students, largely beyond our geographic area, or do we view distance learning primarily as an option for students enrolled in our College already? Is it fiscally practical for us to expand the number of distance learning courses in our schedule if enrollment must be less than on-site courses? What is a reasonable enrollment expectation for on-line courses, given the demands on faculty? Should we strive for the expansion of on-line programs or limit ourselves to an array of courses? Are there an optimum percentage of courses that should be offered via distance learning?

We are gradually awakening to the realization that on-line education and traditional, on-site education are not polar opposites but part of a contemporary continuum. Faculty are beginning to experiment with creative syntheses, such as offering on-site and on-line courses and allowing students to travel between them and combining features of on-site and on-line education in the same course rather than sticking slavishly to the “pure” form of either one. Perhaps our future lies in breaking through strict categorical definitions and becoming more creative.

Therefore, we project that distance/on-line education will remain a topic for deliberation and that we will define its overall place in our curriculum.

3. **Assessment of Learning Outcomes** The “Description” outlines several accreditation related forays into outcome assessment and notes that two projects are slated for 2002-03, a review of the Human Services program and an assessment of some aspect of classroom technology. Many individual or departmental efforts, such as the employment of portfolio assessment in Composition courses, will remain on track as well.

While these efforts are encouraging, they do not constitute a plan for assessment of learning outcomes. A recently formed faculty task force will consider alternatives and recommend a blueprint for us to follow. We know that we must review our degree programs and assess their learning outcomes on a periodic basis. We also know that we must assess key elements of instructional delivery, such as classroom technology, to ensure that we are employing “best practices” and that students are learning what we believe they are. Finally, we know that learning outcomes in all areas should be reviewed on a regular basis and modified as necessary.

The College recently hired an Institutional Research Coordinator (shared with Quinebaug Valley Community College), who will be a valuable asset. Our projection, therefore, is that we will develop a plan for assessment of learning outcomes and establish a routine/timetable to ensure that the outcomes of our academic programs and critical elements of instructional delivery, are reviewed and assessed on a periodic basis.

4. **Integration of Continuing Education** Continuing education is a strong, vibrant, and increasingly important arm of the academic program of the College. Its growth in recent years has been phenomenal, and its impact extends to all parts of the community. Our guiding principle has been that we are “one college” and that Continuing Education is a central part of it. We do not regard Continuing Education as a separate entity, somehow detached from the rest of the College, with its own protocols and reasons for being.

This principle, while sound, is not always easy to translate into practice. The Department of Continuing Education must respond rapidly to emerging community needs and the requests of regional employers. It must try to broker or negotiate non-traditional relationships between academic departments and local businesses or agencies. At times, it must arrange for non-standard methods of registration, advisement, and collection of revenues. It is, in many instances, the proverbial square peg trying to fit into a round hole. The result is an ongoing tension that requires communication, problem-solving, and jurisdictional negotiation.

We have achieved considerable progress in making the “one college” concept a reality, but much remains to be done. The Director of Continuing Education will continue to serve as a member of the College Curriculum Committee and President’s Cabinet and use those two forums to raise issues, minimize friction points, and heighten collaboration. Of particular concern at this point are: enhancing collaboration between Continuing Education and the Department of Nursing and Allied Health on the oversight and coordination of allied health courses and programs administered by Continuing Education; refining internal procedures for evaluating apprenticeship and other forms of non-collegiate instruction (in accordance with Board of Trustees policy); increasing knowledge of faculty and academic advisors about credit-free courses and programs; and negotiating the mutual responsibilities of Continuing Education and support areas that have not been allocated additional resources to accommodate the demands of the “one college” model.

Other measures to advance the cause of Continuing Education are not within institutional control, especially the lack of financial aid resources available to students in credit-free programs. Hopefully, Federal and State initiatives will begin to address this need.

In summary, we project that the “one college” principle will continue to guide us and that we will strive to integrate Continuing Education with all areas of College operations.

5. **Response to demographic shifts in our community and student body** The population of Southeastern Connecticut is changing rapidly as people from every part of the world capitalize on the employment opportunities afforded by the two major casinos in the region. Our enrollment in English as a Second Language courses has grown and necessitated changes in the number of sections, credits, and contact hours of instruction. We have attempted to staff E.S.O.L. courses with adjunct faculty but find it increasingly difficult to do so. We cannot project that we will add a full-time faculty member with primary responsibility in this area, since our budget uncertainty precludes such a prediction. However, we can say that we recognize the need and will address it.

Beyond E.S.O.L., we are beginning to reflect on what it means to be a college in an increasingly pluralistic, multi-cultural, and multi-lingual community. Already in progress is the creation of an intercultural student organization that will provide support and conversational opportunities for English as a second language and international students and a series of short presentations or programs on “different communities within our community”. In the discussion stage are proposals to create new courses, such as “International Business” and “Cross-Cultural Communication”.

We cannot project specifically where all of this will lead, but the demographic changes in Southeastern Connecticut present us with exciting challenges and opportunities. No doubt, we will grapple with them during the years ahead.

6. **Helping our students become more successful in foundation academic areas, especially writing and mathematics** The Fall 2002 semester marks the beginning of a new College Writing Center, and we are concentrating on improving the performance of students in Math courses. As noted previously, two Math faculty will pilot experimental sections of developmental math courses during spring, 2002, and work with faculty in Business and Technical areas on mutual integration and reinforcement of course content and applications.

A longer-term issue is how the College provides out-of-class tutorial, instructional, and computer support to Math students. Presently, this support is provided by the Tutoring and Academic Success Center, but the Math faculty believes that a dedicated Math Lab (along with a dedicated Math classroom with computers) is a desired goal. Perhaps the expansion/collocation of the College will open up possibilities that do not appear to be open now.

In any event, we project that helping our students in foundation academic areas, with particular attention to Math, will remain an important academic priority of the institution.

7. **Academic Advising** As noted previously, we have made significant strides in creating a “continuous advisement process,” an excellent advisement manual for faculty, and improved Banner and web support for advisors. The faculty is solidly behind the process and participates in all aspects of it. A faculty leader of advisement receives release time and works cross-divisionally with members of the Student Services Division.

A cross-divisional team evaluated the advisement process during 2001-02 and made recommendations for the future. The team recommended that the Academic Division

assign oversight of its part of academic advisement to an existing academic administrator or create a new position with that responsibility. Once more, budget limits make predictions hazardous, but we can project that the refinement of academic advisement will remain a priority, and that we will attempt to enhance administrative support and oversight of the process.

8. **Planning for College Collocation** As we anticipate our eventual expansion and physical consolidation, we are making important decisions about the viability of our existing academic programs and areas of potential growth and new program development. We are planning cautiously and factoring in the possibility of shrinking resources.

Once programmatic decisions are made, the scene will shift to issues such as the design, technology, and blend of general-purpose classrooms, the laboratories in our future, and the configuration of faculty offices and conference areas. It will soon become apparent that, even with expanded space, we cannot fulfill all of our desires. We will need to be thoughtful, creative, flexible, and committed to teaching and learning. Certainly, we can project that our attention as an academic community will remain focused on collocation until that phenomenon occurs.

In closing, we want to reiterate that we have chosen to refrain from effusive self-congratulations and listing “everything we’ve done” since the last NEASC visit. However, we are proud of our accomplishments and believe that we are a healthy, vibrant academic community with a strong tradition of programmatic and instructional excellence. We are momentarily daunted by the budget cuts we’ve been forced to endure but still looking ahead to a future of progress.

Introduction:

With all other elements aside, the academic success of the merger was inevitably due to unwavering faculty dedication to students and their academic achievements. Today’s reorganized faculty functions more like a unit now than at any other period since the merger but this was not easily achieved.

Faculties from both campuses were brought together in departments such as Business, Humanities, Math, and Science through academic reorganization in 1994. This paralleled the creation of a single Dean’s staff that included directors and department chairs from technical and non-technical programs. The physical separation of the Mohegan and Thames campuses and the existence of differing union representation impeded initial efforts to unify faculty. Continued integration of faculty was at times difficult but crucial. Numerous committees, subcommittees, task forces and meetings often dealt with merger issues, challenging faculty endurance but all the while serving as a forum where two different faculty cultures broke down barriers and began to note their likeness.

As the complexion of the community changes, the faculty continues to put teaching and students first, assessing and refining courses and developing new programs. The faculty actively engages in professional development, publishes books and articles, and earns professional distinction and recognition in a wide array of disciplines, reflecting the diverse and accomplished faculty of Three Rivers.

DESCRIPTION

Three Rivers’ faculty are well qualified for their teaching responsibilities by appropriate education, training, and experience to support its diverse programs and services. Faculty members meet or exceed the qualifications listed below.

Classification	Minimum Qualifications	Standard Equivalencies
Professor	Master’s and 10 years	6 th and 9 years Doctorate and 8 years
Associate Professor	Master’s and 7 years	6 th and 6 years Doctorate and 8 years
Assistant Professor	Master’s and 4-6 years	6 th and 3 years Doctorate and 2 years
Instructor	Master’s and 0-2 years	6 th year

This table of *Minimum Qualifications and Standard Equivalencies* is established by the Connecticut Community-Technical College (CCTC) Board of Trustees and ensures that faculty members are qualified in the fields and levels of their assignments, and foster accomplishment of the institution’s mission. The table does not delineate equivalencies for professional licenses and certifications, as they are evaluated for specifically situations an on an individual basis. The following information for Three Rivers’ faculty is contained in appendices spreadsheets:

- Faculty Profile – number, age, gender and years at this institution.
- Number of faculty in tenured Positions, departing and retiring.
- Teaching Load – range/median in credit hours, base salary for academic year, fringe benefits and number of faculty appointed.
- Number of faculty by department or comparable academic unit.
- Highest degree earned.

Of the full time faculty, 7 percent have achieved doctorates; 89 percent have achieved master's degrees; and 4 percent have achieved bachelor degrees. Those in career and technical education maintain professional licenses in their fields, i.e. accountants, architects, engineers, nurses, etc., and have attained a wide range of additional certifications and other professional achievements. This faculty works with active advisory boards and accrediting agencies to maintain currency in their curriculums. Many faculties attend conferences, participate in a range of professional development opportunities, and present at conferences.

Section X of the Board of Trustees Unclassified Personnel Policies Manual guides the recruitment and appointment of faculty. The selection process involves a search committee comprised of faculty and staff. The role of the committee is advisory to the President who is responsible for the hiring decision. In addition to procedural guidelines, the search committee is advised of the Affirmative Action Hiring goals for the position. The hiring goals derive from the college's annual Affirmative Action plan, which continues to receive the approval of the Connecticut Commission on Human Rights (CCHRO).

The appointment and re-appointment of full-time faculty members is consistent with Board policies and in compliance with the two collective bargaining agreements which represent faculty: Connecticut Congress of Community Colleges (4C's) and the American Federation of Teachers (AFT). Faculty members when hired, receive a copy of the union contract which delineates the terms and conditions of their employment. Copies of the current union contracts are located in the Human Resources office. Department chairs and program coordinators evaluate faculty members in order to measure performance and assess areas for development. The 4C's faculty are evaluated as follows: (1) in each of their first two appointment periods; (2) once in every two years thereafter for those on standard appointments and (3) once in every three years thereafter for those holding tenured appointments. Faculty members belonging to the AFT union are evaluated annually. The process for evaluating both AFT and 4C's faculty includes: student ratings of instructor performance; faculty self-assessment; classroom observation; dialogue about future professional and teaching goals, and an overall assessment of faculty performance.

Contractual security for faculty is outlined in Article XII of the AFT contract and Article IX of the 4C's contract. At the commencement of the member's sixth standard appointment, the member may apply for tenure consideration. Compensation benefits and professional development opportunities are also provided for in the contracts. These items are considered competitive values when compared to other public higher education systems. The loss of faculty due to retirement and the College's successful efforts to re-fill those vacancies attest to the college's ability to consistently attract and maintain qualified faculty. Faculty assignments and workload are consistent with the institution's mission and purposes. They are equitably determined to allow faculty members adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service.

Faculty workloads, which are reappraised periodically and adjusted as institutional conditions change, are detailed in the union contracts. At the present time, both the 4C's and AFT faculty members teach 24 credits per year with a 20% additional responsibilities assignment. Faculty in both unions are permitted an option to teach an additional 3 credits instead of performing their additional responsibilities.

The institution provides the faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purpose. Faculty members accept the obligation to take advantage of these opportunities and take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners. The union contracts provide funding for faculty to attend conferences, courses and workshops that pertain to their chosen field. Additionally, the 4C's contract funds a Center for Teaching, which is a system-wide effort to improve instruction. Locally, the Center has funded teaching partners, classroom research activities, curriculum development meetings, and instructional improvement programs.

The institution has mechanisms in place to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution. The college develops and disseminates to each newly hired staff and faculty, policies that address the following:

- Ethical Conduct Policy
- Sexual Harassment
- Drug-Free Workplace Information
- Workplace Violence

Periodic updates of policies are provided to the college community as they are revised. Effective with the fall 2001 semester, offerings of a three-hour diversity awareness training session were conducted for all full time faculties. Three Rivers Community College fosters academic freedom for each member of the faculty regardless of rank or term of appointment by allowing faculty members to determine the content, design, instructional methods, and mechanisms of delivery of instruction for their courses.

APPRAISAL

Three Rivers is proud of the quality, competence, and diversity represented by its faculty, whose variety and breadth of expertise reflects and accommodates the complexities of the community and underpins classroom instruction. The uneven distribution of student workload among the diverse programs within the college has been driven somewhat by the community's ongoing evolution from a defense industry power-base to a diversified-base. It should also be noted that there is still a heavy reliance on adjunct faculty, especially in the areas of English and Mathematics. The ratio of full-time to part-time instructors is approximately 1/3 to 2/3 which, although consistent with national trends creates program coordination and scheduling difficulties. Often, financial considerations driven by the State budget lead to the appointment of adjunct faculty instead of permanent full-time staff to meet enrollment demands and matters related to adjunct turnover result in workload concerns for full-time faculty members.

Three Rivers recognizes the importance of recruiting and appointing full and part-time faculty members from a diversity of backgrounds as a response to changes in student demographics in the region. The College struggles to meet this challenge. Currently, diversity of cultural and ethnic background among the faculty exceeds that of the local labor pool, though progress has been made in hiring minority candidates in support, administrative, clerical, and maintenance positions. The College advertises positions in local, regional, and national publications and believes that increased staff diversity will benefit students' experience at the institution.

Although overall faculty salaries are competitive with other community college starting salaries, the technical programs present greater challenges due to unfavorable salary competition between industry and education. The College has experienced difficulty in attracting quality candidates in searches for the area of mechanical engineering technology for instance, as an illustration of this problem. The College has maintained compliance with the college's annual Affirmative Action

plan, which is approved by the Connecticut Commission on Human Rights. Three Rivers has developed and issues an Adjunct Faculty Handbook, administers an orientation process, and welcomes new employees to the College on Professional Day at the commencement of each new semester.

The College's ability to satisfy its mission is reinforced by the quality of its faculty, which along with staff members in other areas of the College, strain to cover all required tasks. Faculty obligations for course and curricular development, academic planning, student advising, participation in policymaking, and institutional governance, often compete with faculty concentration on the fundamental elements of teaching and learning. The College often seeks to consolidate its committees and work groups but a greater number of faculty members now serve on more committees. The CCTC system has placed an emphasis on faculty members' additional responsibilities, intensifying labor workloads. While committing to an extraordinary amount of non-teaching work, Three Rivers' faculty members accomplish a great deal but grow concerned as these obligations increase with each new initiative. Recently, some of the long-standing workload differences between the two unions approached resolution as evening classes with lab offerings on the Thames Campus scheduled completion times of 10:00 o'clock PM, moved up from 11:00 o'clock PM, and compensation issues relating to credit hours vs. contact hours were negotiated.

Faculty evaluation and promotion remains a key difference between the 4C's and AFT unions but differences aside, many faculty members feel the promotion system does not adequately meet the College's needs. Although evaluation and promotion criteria established by both Agreements places a primary emphasis on teaching effectiveness, and both support the College's mission, faculty often believe that the process is too political within the 4C's structure and a matter of "time put in" within the AFT structure. Frequently, Three Rivers has more faculty members eligible for promotion than the allotted expenditures will cover. Instruments for evaluation are more straightforward. Students complete a written evaluation of instructors at the end of each semester and department chairs and program coordinators perform periodic faculty reviews. Results of these reviews are kept in the individual's professional file.

Faculty members take advantage of opportunities for continued professional development and are excited by their development projects that sometimes include sabbatical activities and publishing. Such opportunities address a variety of teaching and learning issues such as curriculum development, distance learning, instructional technology, cultural diversity, sexual harassment education, supervising work teams, etc. Computer training in-service has greatly improved computer literacy among the faculty. Faculty participation, administration, union contracts, and the Center for Teaching, all contribute to a system-wide effort to improve instruction.

Faculty members are pleased with the high level of academic freedom at Three Rivers, which affords faculty the confidence to design syllabi and classes best suited to advancing student knowledge, without concerns for restrictions. This also includes development of course content, text selection, and implementation a variety of teaching styles. College newsletters and student publications are free to print objective and candid material.

Faculty offices, though recently renovated on the Thames Campus, cluster faculty together in spaces to promote cross-disciplinary activity. Interactions among the faculty include for example, an ongoing lecture series coordination among related disciplines, which includes Architectural Design, Civil, and Environmental Engineering Technology. Faculty members sometimes team teach courses and enthusiastically and regularly collaborate when planning events and recruiting audiences for guest speakers.

The College faculty follows the policies and procedures described herein for matters related to Ethical Conduct, Sexual Harassment, Drug-Free Workplace, and Workplace Violence. Almost the entire college community has attended a three-hour diversity awareness training session.

PROJECTION

The College works towards reducing the dependency on adjunct instructors. In recent years, new full time hires have both replaced retiring full time faculty and have added to total full time faculty with four hires just this past year alone. Efforts are made to continue the progress attained in developing a more diverse faculty. Concerns of separate faculty union representation as cited in the 1998 fifth year report to NEASC, still exists. The Human Resources Dept. works to make the union contracts readily available to faculty, delineating key factors of their content, and ongoing efforts to attain parity between the agreements. Equity in the working conditions, as noted in the report has been achieved. Negotiations will continue for parity in all areas across the 4C's and AFT bargaining agreements.

In addition, the institution will continue to focus on the following areas:

- Three Rivers will continue to pursue its objective to hire more full time faculty, as this will strengthen academic programs, promote curriculum development, and reinforce effective student advising with proper student-to-teacher ratios.
- The institution will continue its efforts to establish long-term affiliations between adjunct faculty and the College and will develop quality office space for adjunct staff and improve communications between adjuncts and the college community. Effective fall of 2002, PTL's who have taught twenty four hours in the system with at least eighteen at one college will be eligible to be part of a job security pool which provides for course assignment on a seniority basis.
- The quality of and standards for faculty will remain high. The Board of Trustees, administrators, department chairs, program coordinators, and faculty will maintain their commitment to hiring the best-qualified and most effective faculty.
- The College will continue its efforts to attract diverse candidates, advertise broadly, and recruit and hire for all positions in ways that respond to and reflect the region's diversity.
- Policies generated by the CCTC Board of Trustees, 4C's and AFT contract agreements negotiated through the collective bargaining process, and internal policies will continue to guide faculty activities and associated review processes.
- The College will continue its programs for faculty development. The institution will continue to work with faculty to allow adequate time for their duties, curriculum development, advising, and college governance.
- Three Rivers should lead efforts to identify other funding sources to supplement currently available professional development money.
- Faculty will continue participation on boards and committees so that the College's interests and needs are represented in the formulation of policies and procedures.

DESCRIPTION

The mission of the Student Development and Services Division is to provide a welcoming and supportive environment that will enhance students' ability to achieve their highest potential through learning programs and services.

The following services represent Three Rivers efforts to assist students in achieving academic and personal potential for both individual and community benefit: Admission counseling prior to entry or reentry into the college, mandatory placement testing, orientation for new students, academic advising for new students and career counseling, personal counseling and referral services, registration, comprehensive transfer and transfer credit services including college transfer advisement, financial aid, student government and organizations, recreational activities and trips, an athletics program, special workshops and seminars. Many services are implemented on an individual basis with highly trained professionals.

Three Rivers continues to endeavor to ensure appropriate services and facilities for students in all programs, especially for the historically underrepresented, physically disabled, learning disabled, women, international, and veteran groups. Three Rivers identified the characteristics and learning needs of its student population and is especially adept in assisting them to resolve their educational problems by meeting developmental and transitional needs first and by providing academic assistance.

Particular emphasis has been placed in continued improvement of off campus services. The college is currently investigating the expansion of off campus locations from its Waterford High School site to include more of the Southeastern Coastal Community. An adjunct faculty member in the Math department serves as the educational assistant to the Waterford High School Site and provides tutoring in Math as part of his services. He assists in maintaining informational services and communication with the college community.

In addition, a full time administrator who has responsibility for the Naval Submarine Base spends 20% of her time on that site, acting as liaison with the military and other educational programs. She facilitates support services there such as the establishment of a "wireless" computer center, library services and academic advising. The recent national crisis has forced us to temporarily postpone our program at the subbase. In order to continue to offer services to our shoreline community we immediately negotiated for space and resources with Grasso Technical High School in Groton. We are exploring a continuing relationship with that institution and other sites to better serve our mission to the total Southeastern Connecticut Community and provide enhanced services to our shoreline students. Additionally, we are investigating establishing a relationship with two Cultural Centers in New London: Kente, an African American Center and Centro de le Comunidad, a largely Hispanic cultural center. Discussions have thus far been preliminary but positive.

Over the last several years the college has worked hard to increase enrollment through both traditional and innovative approaches to recruitment. We have gone beyond our activities in the high school to establish partnerships with middle schools, expand our tech prep program, develop a minority Community Leaders outreach program and update our marketing materials.

Our Career Services office has seen growth through a full time staff member who engages in on campus recruitment, encourages local employers to visit the campus and meet with students, holds a large Job fair, provides seminars in resume writing and interview skills, makes available a databank of Jobs available and routinely, at the beginning of each semester, visits the classrooms to encourage students to access the services of the office.

We have been most fortunate in turning a part time transfer coordinator position into a fulltime position. The institution has been vigilante and persistent in establishing articulation with four (4) year institutions (i.e. The Eastern Connecticut University Compact and the University of Connecticut Nursing Agreements). Transfer credit is assessed more effectively and efficiently then before and Three Rivers is represented on statewide committees developed to establish articulation with the University Of Connecticut.

A wide range of financial aid is provided that awards grants and scholarships, facilitates loans and provides work-study opportunities from federal, state and local sources. An onsite federal and state audit process and review of the financial aid program is done biannually. The implementation of Banner and increases in staffing has improved the efficient and timely disbursement of funds as well as immediate notification of students regarding their status.

During the last three years the college has recognized and invested resources heavily in the development of a comprehensive plan to address advising, retention, transfer and job placement. In accordance with that plan, the college's counseling services provides orientation activities for all new students. In addition to the traditional orientation sessions provided just prior to each semester, group instruction is provided before each computerized placement test session (currently fifty [50] group sessions each semester) Topics covered include the purpose and use of test results, college vocabulary, highlights of the catalogue, information for registration, overview of the advising system, time management and typical demands on college students. The curriculum is well defined and delivered by three senior counselors to ensure that all students hear a consistent message from the college.

The traditional pre-semester orientation program is two to three hours long and curriculum covers the role and function of student services followed by meetings with faculty to discuss academic expectations in the classroom. Day and evening sessions are offered to give all students and their families an opportunity to participate. Additionally, Three Rivers is exploring the use of an online orientation system.

Before students can register at Three Rivers they are required to take a placement test which assesses an incoming student's English, basic Math and Reading Skills. In the years immediately preceding the work of Academic Models, testing was required mostly of degree seeking students. Effective Fall 2001 all new non-degree and degree-seeking students (with few exceptions) take this placement examination prior to registration. In Fall 2001 the institution, with the support of local high schools, piloted the PASS placement instrument, which is appropriate for juniors and seniors on the college track.

The Nationally Accredited Childcare services, provided through the Student Services Division further enhance the quality of life and meet the needs of Three Rivers' students. Three Rivers has offered childcare since 1983. The college center operates with oversight through the coordinator of childcare services, a year round Children's Center. Contracted to full and part-time TVCCA, this program offers discounted slots to students and sliding scale to staff. The

childcare services works closely with the academic program of Early Childhood Education. The program also provides a practical and observation site for students in a variety of academic programs.

In the area of health care volunteer staff and Emergency Medical Technicians provide the only health care on campus exclusively on an emergency basis. W.W. Backus Hospital, which is less than a mile from the campus, has emergency department services. On site immunization clinics for measles and rubella are provided to students to assist in the compliance of legislative mandates.

Three Rivers faculty and staff consult with student development staff regarding other health concerns. Students are referred to counselors for crisis counseling, learning disabilities or deficiencies and short-term assistance. If a student needs long term therapeutic counseling he/she is referred to professional agencies.

Students are given the opportunity to develop their leadership skills through involvement in a wide variety of student organizations. These organizations are open to any interested student. Students develop the organizational structure and plan and initiate activities.

Over the past ten years and with the merger of the Thames and Mohegan facilities opportunities for students have expanded greatly. Student organization have increased from nine (9) to twenty-one (21), and the breadth of those organizations range from acting and drama to the Society of Mechanical Engineers, American Institute of Architecture Student Chapter to clubs which focus on minority and diversity issues. Orientation of students groups and advisors has expanded. Student government has developed into a comprehensive organization that includes representation from all student organizations and other interested students to reflect the diverse student population and interests at the college. All members of student organizations fill out a registration form and are given a student organization handbook that fully explains the policy and procedures for student groups. As a result of the growth in this area, Three Rivers has seen an increase of students representing the college at regional and national events and organizations.

In 1994 faculty and students were asked to help organize volunteer services at the college. A student organization sponsored week of volunteer services was developed and the college established an annual volunteer recognition ceremony. Advisory Council on Community Services and Service Learning whose members include students, staff, faculty, and representatives from community agencies was established to be a clearinghouse for college sponsored volunteer and service-learning opportunities developed at the college. Three Rivers has also joined Campus Compact that has resulted in a VISTA volunteer being present at the college. The America Reads program and numerous other college-sponsored volunteer and service learning initiatives take place at the college.

Yet another extremely positive innovation that has developed over the last ten years is the growth of our Athletics program. Three Rivers has a gym facility that is open for student use. Three Rivers also sports a men's basketball and golf team. In 1997 the college formed an Athletics Task Force to look into the feasibility of adding a women's program. In 1999, a coach was hired to plan a women's program and the college introduced women's basketball in the 2000-2001 season. In 2001, a part-time athletic director was hired to strengthen and explore further development of the program.

The growth of the student programs area at Three Rivers has been the result of good fortune (the merger) sound planning (the development of Task Forces and Advisory counsels) and high visibility within the institution. The presence of the Academic Models team, a committee that supports the breakdown of traditional organizational silos and encourages the partnering of faculty and student services, enhanced that visibility. Weekly newsletters and an informative and creative WEB page serve to inform the Three Rivers community about student government, student organizations, volunteer services and athletic.

Clearly stated standards of ethical practice are detailed in the college catalog and student handbook that 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 students records are defined in the Department of Public Records Administration, Connecticut State Library, Schedule III Administrative Records: State Agencies. The relational student database holds all student information securely. Records and student rights are further protected by the Family Education Right and Privacy Acts of 1974 (FERPA-Buckley Amendment). Appropriate policies have been established by the Board of Trustees for the entire community college system and are endorsed fully by Three Rivers.

Three Rivers maintains a highly responsive Division of Student Services. Its' student focused staff, under the leadership of a recently hired permanent Dean engages frequently in self-examination and growth exploration. The expansion of information available through the Banner system and the commitment of the institution to the functions of the division ensure that regular and systematic evaluation takes place.

The openness to explore new ways of doing things, the evolution of so many of its programs, and the powerful presence of this division within the institution reflects its willingness to revise and improve their achievement.

APPRAISAL

The Student Services Division routinely evaluates the delivery of services to students. Banner, albeit a complex relational database system, has proven to be a valuable resource in the assessment and evaluation of student needs and services. Banner reports provide information on demographics, registration, advising and retention of the student population.

The co-curricular goals and needs of students are assessed through a variety of services; generally as needs arise or patterns in student behaviors/needs evolve. For example, reports are run after continuing student registration to identify those students who have not availed themselves to that service. Division personnel identify these students and contact them by mail and phone to encourage their return and assist them if necessary. Students who request to withdraw are encouraged to meet with a member of the counseling staff to explore future options. Communication, be it telephonic or written is maintained and according to our most recent Student Satisfaction Survey (fall 2001), 80% of respondents indicated they were satisfied or very satisfied with assistance of college staff upon entry to the college; 87% were equally satisfied with admissions; and, 91% indicated satisfaction with information in the catalogue and admissions publications. General registration procedures were satisfactory or very satisfactory to 88% of our respondents. Although the division recognizes that students are generally satisfied, routine debriefing meetings occur after each registration period in an effort to refine the process.

In recognition that many of our continuing students delay registration to open registration periods, the division is exploring greater use of Web registration. This will allow students to access their biographical, academic, and financial information, and register on-line thereby avoiding hurried registration sessions. Counselors and faculty involved in this process attend system wide and other professional development conferences to ensure that Three Rivers continues to explore new ways to make services to students more meaningful and efficient.

In the same survey students were asked to identify service utilization. With a random sampling of approximately 10% of the overall head count responding (or 19.4% of FTE) the majority participated in registration and advising (97% and 71% respectively) most were satisfied or very satisfied (69% and 54% respectively) with these services. The percentage of students who utilized other services including job placement career services (29%) personal counseling (13%) and financial aid (39%) web registration (14%) and recreational/athletic services (9%) were less utilized but students consistently expressed satisfaction. What remains interesting and certainly demands attention is the majority of students who, in this survey, indicated that these services were N/A or not utilized. Further assessment is necessary to fully understand why so many of our students, although aware of services do not choose to avail themselves to them. While this data does not represent an anomaly within Community College Education, Three Rivers will endeavor to identify ways in which we can improve that connection to services. Increased staffing and more appropriate space would enhance both our ability to do greater assessment and data analysis and provide a more conducive environment in which to offer these services

Data collection has precipitated expanded student services in orientation and academic advising. Regular orientation evaluations validate these efforts. We have also identified through a variety of data sources that athletic programming is an important need for our students. We expanded our offerings to include golf and Woman's Basketball. We are exploring a football program. Similarly we have merged our student government since our last report. While 49% of our respondents indicated that Student Government was not applicable to them, 47% of the respondents who were affected by this activity indicated that they were satisfied or very satisfied.

Our need to provide more efficient transfer information services has been met by a new hire since our last report. This staff person regularly collects data and has recently implemented new documentation to access this data more efficiently through Banner. The Eastern Compact has increase transfer and serves as a model for other transfer compacts across the state. Twenty two percent of our respondents indicated utilization of this service with 84% of those expressing satisfaction.

The new census data have facilitated a targeted marketing campaign to meet the educational needs of the increasingly diverse population in Southeastern CT. This demographic data have stimulated greater discussion across the college regarding the types of services this diversity may encourage.

While measles immunization clinics are held with each registration period, health care services to the college community are lacking. The Division intermittently offers programs on specific issues of concern, i.e. Depression information sessions during national Depression recognition week. The division also identifies immediate needs-sponsored workshops on trauma, such as one following the September 11th attack.

Student Services staff is particularly responsive to data that suggest early contacts with Middle schools and high Schools encourages college participation. These efforts to increasingly engage in outreach activities have worked to strengthen relationships and build bridges.

Great strides have been made in addressing the accuracy of the placement tests to ensure a positive relationship between the results on placement and the success in the classroom. Key faculty and staff work together very closely in assessing that instrument.

Three Rivers is proud of being able to offer many services to students. The student services division recognizes that increased staffing, effective cross training, a more welcoming physical environment and a dedicated institutional researcher would enhance these offerings. While Three rivers continually relies on an enthusiastic, student centered, student services staff to wear many hats, we also recognize that without increased resources it may be a struggle to maintain present initiatives much less accomplish more.

PROJECTION

Three Rivers is dedicated to provide services that will enhance student opportunities to meet their stated goals. Recent demographic and socioeconomic shifts in Southeastern CT will affect our student population and the services offered. The Student Services Division will continue to monitor and modify programming accordingly. Working with our recently hired facilities consultant, planning and relocating to a new facility will provide opportunities to enhance offering and increase programming. The future will bring greater use of technologies in service delivery. Web for Students, Web registration, Web for faculty/advisors and Web advising are ways in which services to students can be increased without taxing our personnel resources.

Planning and projection remain critical in maximizing the potential of staff and programming. With budget tightening and fiscal restraints planning and prioritizing activities is critical to divisional success. The Division's planning document is tied to both the institutional planning document and to the State Community College System. Projections for 2002-2003 include the following major objectives:

Goals for Student Services Division

- Increase awareness of financial aid programs among new and continuing students.
- Encourage continuing student to complete the financial aid process earlier
- Promote greater utilization of technological resources for registration
- Ensure and maintain integrity of students' academic and biographical records
- Expand the role of the Children Center in the academic division
- Reduce operating budget shortfall in the Children's Center
- Conduct targeted outreach to ethnically diverse groups in New London County
- Promote early college awareness to area middle and high school students and parents
- Continue to develop articulations with four-year colleges

- Provide additional orientation to incoming students
- Promote community service and student involvement
- Promote greater awareness of VA benefits and services
- Actively participate in Academic Models
- Complete student records archival project

DESCRIPTION

The Three Rivers Learning Resources Center (informally referred to as the LRC) is comprised of two main facilities: the library on the Mohegan Campus and the library on the Thames Valley campus (recently named the Donald Welter Library). The Learning Resources Center (including both locations) contains approximately 50,000 volumes and 424 journal and newspaper titles. It also houses a small collection of microfilms, sound recordings, videocassettes, and electronic resources on CD ROM.

The Mohegan Campus library is comprised of approximately 10,000 square feet of space for collections, reference, circulation, offices, and 91 seats in general study areas. It also includes a media room, a conference room, and a microform room. Currently the Tutoring and Academic Success Center (TASC) is also housed in the library. The Welter Library on the Thames campus consists of approximately 4,000 square feet including collections, circulation, reference, offices and 54 seats in general study areas. Libraries are open Monday through Thursday from 8:00am to 8:00pm, Friday from 8:00am to 4:00pm, and Saturday, on the Thames Campus only, from 9:00am to 1:00pm.

Both campus libraries serve students and faculty at off-campus sites--the Naval Submarine Base at Groton and Waterford High School in Waterford--, especially through electronic access. In addition, the off-campus sites are served by local community libraries including Groton Public Library, Waterford Public Library, the Public Library of New London, and the Otis Library in Norwich. The Submarine Base ordinarily provides its students a 24-station computer laboratory through which they can access electronic resources at Three Rivers and other locations. However, since the September 11 tragedy, Submarine Base classes have been temporarily relocated. Students enrolled in classes at the York Correctional Center have access only to the limited library collection in the correctional facility because of security considerations.

Three Rivers students who are residing in Connecticut have access to materials at all public libraries in the state through a statewide "Connecticard" system. Connecticard is a cooperative program among the state's public libraries, administered by the State Library, that allows any resident of the state to use the borrower card issued by his or her home public library to borrow from any other public library in the state, as well as from participating academic libraries.

Within the past three years, the LRC at Three Rivers has upgraded its computer facilities, providing a much broader range of resources to students on campus as well as to students in off-campus sites. Computer workstations have been installed in the libraries at both Mohegan and Thames, enabling faculty and students to have access to information available on electronic databases and through other Internet sources. A networked environment of 14 Pentium workstations, each of which has the capability to access all library electronic resources, serves the Mohegan campus. The Thames campus has eight such computer workstations. A networked printer is located in each facility. Administrative offices within these areas also have computer workstations and printers. In order to support the increased number of computers and services, the network infrastructure has also been upgraded.

Library information systems and resource sharing programs have been updated to better serve user needs and to more effectively interface with statewide resources. The previous LION

system of resource sharing (Libraries Online) has been replaced by LIBRIS, Library Resources and Information System. This is a consortium of the Connecticut Community College Libraries to unite all 12 Community College Libraries in serving students and faculty. The technology which LIBRIS participants use to provide system access has also been updated. The Endeavor Voyager integrated library management system was installed and implemented at Three Rivers in December 2000. It provides better access to the holdings of participating libraries, and expands the resources available to our students. Through the LIBRIS consortium and the Endeavor Voyager system, Three Rivers offers library users electronic access to the holdings information for all 12 of the Community College libraries in the system as well as our own holdings.

In addition to updating the technology of library management and resource sharing systems, electronic access to periodicals, newspapers, and various Internet information resources has been upgraded significantly. The InfoTrac system providing electronic access to periodicals, which was earlier in use, has been replaced by both iCONN (Connecticut Digital Library) and EbscoHost. As a participant in iCONN, the LRC has electronic access via computer to a variety of periodicals through services such as: Business and Company Resource Center, Expanded Academic Index, General Reference Center Gold, Health and Wellness Resource Center, and Lexis-Nexus. iCONN is accessible to students and faculty from both on-campus and off-campus sites. EbscoHost, a system that Three Rivers purchased to augment those provided by iCONN, offers a wide selection of periodicals, especially full text academic sources. In addition, the LRC participates in reQuest, an interlibrary loan database, and, through Nelineet, has access to OCLC, a national source of cataloging records and inter-library loan information. Through these various means, the Learning Resources Center provides students and faculty with information resources that support all programs of the College.

Besides offering in-house collections and electronic access to other information sources, the LRC also houses a small media center that provides equipment and services for the entire campus. Included in the media center are laptop computers, overhead projectors, cameras, camcorders, slide projectors and TV/VCR equipment. The media center schedules the use of the equipment and is responsible for its maintenance. At the Mohegan Campus, there is also available a small space for in-library viewing and listening. In addition, there is an area for reading of microforms with two reader/printers. To secure collections and equipment, the libraries on each campus are routinely patrolled by security as part of the College's facilities management plan. There is also an anti-theft system installed in the Mohegan campus library.

The LRC strives to support the academic programs offered by the College, and to work with faculty to build a collection that meets the needs of the curriculum in each discipline. It serves students not only by providing information resources, but also by teaching students how to use the resources, and how to access the information they need both for their courses and for lifelong learning. To do this, library staff conducts a series of activities to instruct both students and faculty on the use of library resources. Staff conduct group workshops, provide instruction to classes, create individualized programs for special needs of classes and instructors, provide one-on-one student instruction, and create and distribute instructional pamphlets and information sheets. The LRC also disseminates information about programs by means of its web page. Evolving almost daily, the Library's web page is becoming the means through which users access library information. The web page provides access to information on databases across the Internet and on local electronic resources.

The Board of Trustees of Community-Technical Colleges determines the budget allocation for the Three Rivers LRC. This allocation includes a funding base of \$28,293 plus \$20,000 of additional funds to support the library facility on a second campus. Added to this amount is a pro-rata distribution based on a three-year average of headcount and FTE enrollment, adjusted by the Revenue Adjustment Factor. The total pro-rata distribution amount was \$220,681 in FY01, and \$218,272 in FY02. This budgetary allocation is designated for expenses and acquisitions, and does not include any funding for personnel or capital equipment. Historically, this allocation has increased by 3% per year for FY99 through FY01 although the FY02 allocation was 5% lower than that in FY01. Nevertheless, it is still more than \$11,000 higher than it was at the time of the NEASC interim report in 1998. This funding is distributed intact to the LRC, thereby providing financial support consistent with other colleges in Connecticut's community college system.

To conduct all aspects of its operations on both campuses, the LRC is staffed by 1 Acting Director, 2 part-time professional staff, 2 full-time technical staff, and 3 part-time library assistants, with varying numbers of work-study students helping out as available. The LRC maintains a clear collections policy with guidelines for acquisition of new materials and periodic weeding of materials no longer useful, and it uses clear and consistent standards for circulation. All of its procedures are consistent with policies and practices of community college libraries in Connecticut.

The LRC belongs to various local and national professional organizations and its staff members participate as time permits in the activities and programs of these organizations. The LRC is a member of Eastern Connecticut Libraries, one of four Cooperating Library Service Units in the state, whose purpose is to improve library service through coordinated planning, sharing resources, and developing programs too costly for any one library. As a member of this private, non-profit consortium, the LRC takes advantage of such services as discounts on books and library media, continuing education opportunities, and updates on the library community through a monthly newsletter.

Library staff also participates as time permits in the activities of the Council of Librarians of Connecticut Community Colleges (whose purpose is to develop communication and cooperation among libraries), and the Council of Connecticut Academic Library Directors (who make decisions about shared systems). Nationally, LRC staff belongs to the American Library Association, the Connecticut Library Association, and the Association of College and Resource Libraries.

APPRAISAL

NEASC, in responding to Three Rivers' five year Interim Report in 1998, noted specifically the need to continue to address library facilities and services, providing whatever upgrades and enhancements were possible even before any move to a new, co-located facility. Three Rivers has continued to address library issues in a consistent, methodical manner and has made further improvements.

Three Rivers began an evaluation process to gain insight concerning how the library supported the curriculum and met student and faculty needs. A Library Committee composed of faculty and staff, including library staff, was convened. The first task the Committee undertook was to develop a comprehensive survey to gather information. In developing the survey, Committee members first conferred with other librarians who had used survey instruments, and with faculty in professional library programs to determine what instruments were available. Through this

process, it was decided that Three Rivers needed to construct a survey specific to our needs and concerns. The College's institutional researcher then joined the Committee, and worked with Committee members in constructing an effective survey instrument. The survey instrument was first tested with small groups, and then refined. Finally, it was distributed to all faculties and to a broad cross-section of students. (Survey instrument and results in APPENDIX.) The results were tabulated and with the guidance of the institutional researcher, the Committee analyzed the results and used them to develop a list of priorities that would guide the Committee's work.

The areas identified by the survey as needing attention were: computers and internet access in the LRC; the acquisitions process, especially the extent to which faculty were able to be involved in the process to insure that collections reflected current curricular needs; electronic access to full text of periodicals; the age and condition of audio-visual equipment and the storage and accessibility of media materials; library instruction and orientation programs for faculty and students; and the hours of library operation.

Survey results and areas of concern were initially discussed with faculty at Academic Division meetings, and with Curriculum Committee, Deans, and administrative staff. These initial discussions revealed that plans were already underway for installing computers and Internet access in the library, and that the Library Committee needed to do nothing more than encourage this effort. Secondly, further discussions indicated that the goal of extended hours of library operation would be difficult if not impossible to resolve at the time. Extending Library hours is an issue impacted by staffing and fiscal realities that seemed well beyond the influence and scope of the Committee. Consequently, the Library Committee narrowed its focus to four priorities: (1) providing electronic access to full text of periodicals relevant to programs and curricular needs; (2) providing more opportunities for faculty to shape library collections so that collections more directly support the curriculum; (3) encouraging the development of a wider range of library instruction options for faculty and students; (4) investigating other options for storage and circulation of media materials and acquisition of state-of-the-art equipment.

As a result of survey findings, a number of changes were implemented in the LRC. Computer terminals were installed in the library that were equipped to access information about our own holdings as well as holdings in the colleges participating in the resource-sharing consortium. In addition, computers were equipped to provide Internet access from the library, and to provide electronic access to periodicals databases. The newly installed Endeavor Voyager system is an efficient and up-to-date electronic library management tool, and it is consistent with other library facilities in the state.

Through iCONN and EbscoHost services, Three Rivers library patrons now have access to a wide range of periodicals than were previously unavailable. Many of these materials are available in full text, and support every area of our curriculum. The availability of such information resources means that student research is more productive, more valuable, and more in touch with current data in rapidly changing fields.

Faculty now has a more direct role in both the collection building process and the collection weeding process. As a result of changes made in 1999, each academic department has allotted to it \$5,000 per year from the LRC budget. Each Department may order books and library materials up to \$5,000. If a Department chooses not to use the entire amount, the balance reverts back to the Library general budget where librarians use it to support the additional book requests of other Departments or to support general reference needs. This system enables faculty to be

sure that collections reflect the specific needs of courses and programs in any given area. In addition, faculty has participated with librarians in weeding the collections, culling and discarding out-dated and unusable material, not only to make room for new material but also to make the collections more appealing and relevant to students. In the academic year 2000-2001 (July through June), 544 books were weeded and discarded; from July through September, 2001, when many faculty engaged in an examination of the collections, 1218 books were weeded and discarded. Between January, 2001 and September, 2001, 1,956 new books were added to the LRC's collection.

Concerning library instruction, librarians have developed a broader array of offerings including small group workshops, in-class instruction, one-on-one instruction, and specialized instruction tailored to faculty requests. Library staff publishes schedules of workshops offered each semester, and make a greater effort at outreach. They have a variety of new instructional pamphlets and guide sheets available, especially in the area of computer use. Library staff themselves have been trained on the new electronic databases and search tools now available at Three Rivers; this has become a primary focus of library instruction.

A number of options for storing and circulating media materials, especially video materials, were investigated, included the establishment of a separate media shelving section or room, where videos in particular could be more accessible, and better maintained and monitored. It was envisioned that such a space would also offer a more visible, more efficient, and more comprehensive in-house viewing/listening opportunity. One possibility that was investigated was moving TASC out of the LRC to a nearby space, thereby freeing space for a media collections room as well as for more computer space. This proved to be impossible because there was no viable space where TASC could relocate. The only change that could be affected here concerned media materials that support the Nursing Program. There had been consistent problems with these expensive and essential materials; they were relocated to newly constructed shelving behind the circulation desk and are more secure and readily accessible to students and faculty.

In the fall of 2001, a follow-up study was done to determine if, in the four priority areas noted above, faculty were more satisfied and noted improvements. A follow-up survey was sent to all faculty in September 2001; approximately 25% of the full time faculty responded. Though the responding group was small, the findings seemed consistent with frequently voiced faculty concerns and anecdotal evidence. Responses indicated that some progress has been made, especially in the areas of collection building, and electronic access to full text of periodicals. Faculty seemed pleased with their opportunity to shape library collections, and with the increasing availability of electronic access to periodicals on electronic databases and through other Internet sources. Concerning library instruction, faculty seemed to recognize the efforts made by library staff to work with class groups and individual students on library instruction, though more interactive instruction was requested. Faculty also seemed to recognize that efforts had been made to provide computer access in the LRC.

Clearly, however, more improvements are necessary. The areas that elicited the most concern were computer access in the LRC (approximately 60% of respondents expressed concern) and media resources (approximately 70% of respondents expressed concern). Concerns about LRC computer access were wide-ranging. Though much has been done in this area, it is apparent that the increasing need surpasses the resources available. Faculty comments pointed to the need for: more workstations, more system support, more student support, more

internet access, more periodical database access, more up-to-date equipment, and longer library hours so that computers are available for longer periods. Even in areas where faculty were generally satisfied, such as electronic access to periodicals and student instruction, the few concerns that surfaced centered mostly on how lack of computer access impacted these areas. More workstations are needed so that more students can have electronic access to periodicals; more and better workstations are needed so that student instruction can be upgraded. Adding additional computer workstations to the LRC, however, is very difficult in the present space. Librarians and administrative staff are examining possibilities for adding workstations and providing greater access to electronic databases, Internet, other research tools.

Concerning media resources, faculty seemed most concerned about inadequate facilities for video storage, maintenance and security of media materials; and about inadequate and inaccessible viewing/listening resources. Though these needs have been identified for some time, and though some efforts have been made to improve, notably relocating the nursing media collection and evaluating space reallocation options, it is impossible to alleviate the situation until Three Rivers moves to a new co-located campus with one comprehensive library and room to expand.

Finally, the staffing problems in the LRC impact the ability to provide better services, especially for the time-and-staff intensive one-on-one instruction concerning use of the computer as a research tool. Often there is only one librarian staffing the LRC on each campus including both circulation and reference. Until these staffing needs are addressed, librarians will be hard-pressed to find the time necessary for attention to program improvements.

PROJECTION

Three Rivers will address campus-wide the need for more computer access. The opening both of an open-access computer lab and of a writing center will help to alleviate congestion at computers in the Library. Also, a search is currently under way for a new Director of the LRC; filling this position on a permanent basis will enable opportunities for more direction and leadership in library planning. Although we will continue to explore options for more creative ways of using existing space to provide more computer access and better management of media collections, we need to begin to envision a new library facility.

A newly appointed permanent Director will help us do so.

SUPPLEMENT ON INFORMATION TECHNOLOGY RESOURCES

DESCRIPTION

The Information Technology (IT) resources at Three Rivers Community College (TRCC) have been expanded substantially since the last NEASC accreditation review. The following describes the current status of TRCC IT systems:

Thames Valley Campus:

Four PC computer labs of 24 stations each are available. There are also two other PC labs, one with 18 stations and one with 10 stations. The instructor station PC in each lab is connected to an LCD projector. Each lab has a high-speed laser printer. There are also three portable projection units with a laptop that faculty members can sign out from the library to display information from either the local laptop or from the Internet. Servers are available to provide each faculty, staff, or student account with networked file storage capabilities. Servers also provide email, shared printer, and web page hosting access. Servers also provide license management services for concurrent use of network based software licenses. All desktop PC and servers are connected to the college's Local Area Network (LAN). This LAN is also connected by Wide Area Network (WAN) links to the CT Community College (COMMNET) network and to the Internet. A data communication link connects the Thames Valley LAN to the Mohegan LAN. Three laboratories have been outfitted with wireless LAN equipment. There were three "smart classrooms" implemented for the Fall 2001 semester. There is one Computer Integrated Manufacturing (CIM) laboratory, which includes a robotic controlled manufacturing simulator. The Thames campus hosts the college's nuclear reactor simulator. Both the CIM lab and the nuclear simulator have been in place for several years and are expected to be upgraded to new equipment configurations provided that the programs are continued and adequate funding is identified. All full-time faculty members and most staff are provided a PC for their primary use. Two satellite receivers (one stationary and one moveable) are in place. There is a wide format ink jet printer available to allow printing of large computer aided drafting (CAD) civil engineering drawings. High quality color printers, along with a few lower quality ink-jet color printers, are available. There are also a few scanners and CDROM writeable drives available. The telephone switch is interconnected with the Mohegan phone switch and a single voice mail system physically located on the Thames campus provides voice mail services to both main campuses.

Mohegan campus:

Three PC computer labs of 20 stations each are available. There are also two other computer labs, one with 20 Macintosh stations and one with 15 PC's used for faculty and staff training. The instructor station PC in each lab is connected to an LCD projector. Each lab has a high-speed laser printer. There are also two portable projection units with laptops that faculty members can sign out from the library to display information from either the local laptop or from the Internet. Server and network-based services listed for the Thames campus are also available to Mohegan users. Two Mohegan PC laboratories have been outfitted with wireless LAN equipment. There are four "smart classrooms" with three more planned for implementation for the Spring 2002 semester. Full-time faculty members share a PC with their office mate. Most staff members are provided a PC for their primary use. One moveable satellite receiver is in place.

Sub-Base:

One PC computer lab of 25 stations is available. The instructor station PC in the lab is connected to an LCD projector. The lab has a high-speed laser printer. The lab PC's use

wireless networking equipment which is connected to the CT Community College WAN network. Staff members have access to PC's at their desks.

APPRAISAL

Overall, TRCC is in good shape with regard to its existing IT resources. TRCC attempts to provide the newest equipment to its academic laboratories. When these labs are upgraded, IT resources are frequently reallocated to another location in order to maximize the organization's return on its investment. As of the start of the Fall 2001 semester the minimum configuration for a faculty or staff member's PC is a Pentium II 266 MHz CPU with 64 MB RAM, 3 GB hard drive, 100 MB removable zip disk drive, sound card, and network interface card. There are a few Pentium 166 MHz systems in labs that do not require high performance. The availability of portable projection carts and the implementation of "smart classrooms" have greatly improved the access to instructional technology resources. The college's LAN equipment was upgraded during FY2001. Most network connections provide dedicated 10 Mbps switched access to the desktop with 100 Mbps connectivity of servers to the network backbone. TRCC is part of the Microsoft (MS) Academic licensing program. As of Fall 2001 this allows installation of the latest MS operating system, the Office suite software, client access licenses for its Back Office server suite, FrontPage and Visual Studio software development tools. TRCC primarily uses Windows NT as the desktop operating system. The CT Community Colleges are implementing Microsoft's Exchange server software as the email application platform. The continued implementation of the BANNER Information system, which is managed at the System Data Center, has been progressing positively. The roll out of the BANNER web for students has been extremely beneficial in providing a much more user-friendly access method to student information. As of August 2001, the on-line registration module implementation is seen as an important long-term service to be available to Three Rivers students. There have been problems with the implementation of the on-line payment module, but it is expected that these issues will be resolved shortly. An evaluation license of the Blackboard Course Management Software (CMS) system has been available from the CTDLC since the Spring 2001 semester. TRCC does not currently have video tele-conferencing (VTC) capabilities. There has been a "system-wide" project to acquire and install VTC equipment at all of the CT Community Colleges, but this project has been slow moving due to lack of standards and uncertainty regarding requirements. Finally, there will definitely be some cost efficiencies realized involving IT resources when TRCC is able to consolidate its two primary campuses to a single location.

PROJECTION

The future of IT resources has a positive forecast for TRCC. It is anticipated that TRCC will continue to provide state-of-the-art IT resources to support the college's mission for the foreseeable future. Some of the challenges that appear on the near horizon that will have to be addressed include:

1. Determine which CMS platform (if any) to support.
2. Determine support requirements for educational technology enhancements.
3. Determine distance-learning requirements including web development support for faculty.
4. Determine best practices for accessing institutional data stored in BANNER database.
5. Determine whether or not to upgrade the existing CIM and Nuclear simulator labs.

LEARNING RESOURCES CENTER
FOLLOW-UP SURVEY RESULTS

Respondents: 23 (full time 21; part time 2)
(Mohegan 20; Thames 3)
Options for responding included:
a. meets needs very well
b. adequate but needs some improvement
c. inadequate.

The summary below examines the b and c responses that express discontentment.

1. Computer Access (14 out of 23 expressed concern)
13 checked adequate but needs improvement
1 checked inadequate
Comments include: need for more workstations, more system support, more student support, more internet access, more database access, more up-to-date equipment, longer library hours so computers are available for more time.
2. Electronic Access to Periodicals (8 out of 23 expressed concern)
8 checked needs improvement
0 checked inadequate
Comments include: need for more workstations, more full-text access.
3. Shaping the Collection: Does library collection meet curriculum needs? (9 out of 23 expressed concern)
8 checked needs improvement
1 checked inadequate
Comments include: business collection needs upgrading; photonics collection needs upgrading; health collection needs upgrading.
4. Acquisitions and Weeding Processes (4 out of 23 expressed concern)
4 checked needs improvement
0 checked inadequate
Comments note that faculty who take initiative to evaluate collection and order new materials get what they ask for.
5. Student Orientation and Instruction (8 out of 23 expressed concern)
6 checked needs improvement
2 checked inadequate
Comments include: librarians helpful but resources lacking; librarians need better training on database searches; classroom visits from librarians need to be more interactive and illicit student participation.
6. Media resources--Does collection serve needs of curriculum?
(14 out of 23 expressed concern)
13 checked needs improvement
1 checked inadequate
Comments include: microfilm services not adequate; services for access to Discs and CD ROMs not adequate; video storage and viewing not adequate

7. Media resources--Circulation, storage and maintenance of media materials (15 out of 23 expressed concern)

7 checked needs improvement

8 checked inadequate

Comments include: media personnel do not understand equipment; equipment and collections too old/not in good shape; storage and circulation of videos not meeting needs.

8. Media resources--Viewing/listening resources (16 out of 23 expressed concern)

5 checked needs improvement

11 checked inadequate

Comments include: staff needs to be more available, more responsive; students complain about lack of access; viewing and listening stations need to be more visible and more accessible

Introduction:

Planning for and managing its physical resources has been one of the most pressing, ongoing issues for Three Rivers Community College during the last ten years. At the time the self-study for the last accreditation visit was being written, Mohegan Community College was planning for a long overdue major expansion of its facilities, which had finally been approved by the State. By the time of the actual accreditation visit, however, a State mandated merger with Thames Valley State Technical College forced these expansion plans to be placed on hold indefinitely. In their place a new comprehensive master plan was contracted to determine the overall facility needs for the new, combined community-technical college, which would eventually be named “Three Rivers”.

Developing this master plan proved to be a valuable exercise for our newly merged institution, and the plan’s recommendations to greatly expand college facilities and collocate them at the Mohegan Campus site, were generally well received by the faculty, staff, students, and community. Again, funding was authorized for this project, but before design work could be completed, the college was requested by a number of its State Legislators to consider an alternate location. The Norwich State Hospital (NSH), a five hundred acre mental care facility, was being taken out of service and was potentially available to Three Rivers on a no-cost transfer between State agencies.

When a feasibility study of the NSH site indicated the potentially lower construction costs and other advantages at this location, Three Rivers sought permission to move the college to that site. Again Three Rivers was successful in obtaining support for the move from the Board of Trustees, Community-Technical Colleges, and was included in the Governor’s Capital Budget for \$61 million to accomplish this project. Unfortunately, this turned out to be the beginning of a seven-year political battle over the best use of the 500-acre NSH property and the best location for the college. Now, after numerous additional public hearings and studies on this and related subjects, a decision to select the existing Mohegan Campus site for the college was made in the spring of 2002. *(This entire process is described in detail in the paper, “Three Rivers Community College ...A Very Long Road to New Facilities – A History” which is available in the reference room.)*

Throughout this ten-year period, Three Rivers has thus been faced with the constant dilemma of how best to manage and maintain existing facilities while awaiting eminent new physical resources. Repair or Renovate? Replace or Maintain? Upgrade or make-do? In most cases these decisions have not been easy ones, but have hopefully been made with the best interests of the students and the learning process in mind. The results are summarized below:

DESCRIPTION

Three Rivers offers the majority of its programs at two main campuses approximately four miles apart on opposite sides of the city of Norwich, Connecticut.

Thames Valley Campus is located on New London Turnpike about 2 miles southwest of the downtown area. It has 22.7 acres of land of which approximately 7.4 acres is wetlands. There is also an Indian burial ground on this property and the site has been identified as the historical location of a famous Indian battle. The physical plant consists of a single, multi-winged building

of over 110,000 gross square feet of space and parking which serves approximately 577 vehicles. The original South Wing of the building was built in 1962 with the remaining additions in 1967 and 1969. It was occupied for the first time as Norwich State Technical Institute in September 1963 and was renamed as a Technical College the following year. While the Thames Valley labs were “state-of-the-art” at the time of their construction, over 50% have not been upgraded significantly over the years and are greatly in need of the renovations and modernizations planned when Three Rivers’ campuses are finally consolidated.

Mohegan Campus is located on Mahan Drive about 2 miles north of the downtown area. It has 40.7 acres of land in a rural, hilly setting of which wetlands account for about 6 acres and steep slopes another 2.5 acres. The physical plant consists of three interconnected buildings providing over 130,000 gross square feet of space and parking which accommodates approximately 670 vehicles. It was constructed in 1966 as girls’ high school and convent and was converted to a community college in 1972. Although many of the Mohegan spaces have been upgraded over the years, many parts of the school still retain the unmistakable feel of a high school.

Off Campus Courses are also currently offered at the U. S. Naval Submarine Base and Ella Grasso Vocational-Technical High School in Groton, CT and at Waterford High School in Waterford, CT. Continuing Education and Business and Industry Training Programs, both credit and credit free, are also offered at numerous on-site locations throughout Southeastern Connecticut including several of the State prisons in this area. Depending on the location, use of these facilities may be arranged by lease, memorandum of understanding, or specific contract with the user organization.

Collectively these facilities on and off campus provide academic spaces supporting approximately 3,600 credit students and 2,500 credit free students each semester. These spaces include libraries and tutoring centers, twelve computer labs, 25 science and technology labs, and 41 general-purpose classrooms, lecture halls and meeting facilities. They also provide office and administrative spaces supporting approximately 165 full time and 172 part-time faculty and staff.

In addition, Three Rivers strives to make its facilities available for community service related programs to the fullest extent possible and supports upwards of 50,000 visits by members of the community each year. Particularly popular are the 350 seat auditorium at the Mohegan Campus; the gymnasium / multipurpose facilities at the Thames Valley Campus; the Motorcycle Rider Training Course laid out on the Mohegan Campus lower parking area; Catering Services offered by the Three Rivers cafeteria and hospitality management program; and the new art display gallery recently opened in the Mohegan Campus main entrance hall.

Equipment: Three Rivers is generally well equipped to meet its responsibilities with the exception of many of its science and technology labs. Some of these labs have not been changed substantially since their original construction, and most have had only the necessary equipment upgrades to support academic programs and maintain TAC/ABET and other accreditation standards. Most general-purpose classroom furnishings, while still in very good shape, are also greatly in need of modernization. All of these needed improvements are included in Three Rivers Master Plans to expand and co-locate its facilities and have clearly suffered from the delays that have plagued this project for the last seven years.

While these equipment upgrades have been delayed however, upgrades in college information technology resources have not had that same problem. Over the last ten years, several million

dollars have been invested in IT systems, equipment, and services to the end that virtually every faculty, staff, and student has access to state-of-the-art equipment and programs. Because of the importance of these changes on the entire college community, a separate assessment of Information Technology Resources is provided as a later part of the Standard Eight Summary.

For maintenance and transportation purposes, the College leases five vehicles from the State motor pool – two passenger vehicles, one 15-person van, one delivery van, and one pickup truck. Since other vehicles can be obtained on a short-term basis from the motor pool whenever needed, this five-vehicle inventory is more than adequate to meet most all college transportation needs. As an added advantage, the motor pool automatically replaces all vehicles when they reach a prescribed age or mileage. Since the college contracts out for snow removal and trash services, the only other vehicles required for institutional support are mowers and general purposed tractors, which are located at each campus.

Maintenance: Both of Three Rivers main campuses are clean, well maintained and generally present a friendly, welcoming image to everyone coming to the College. They clearly reflect the pride and hard work of the small but very capable Three Rivers maintenance staff.

A Building Maintenance Supervisor, who is assisted by a Building Superintendent at each main campus, heads the maintenance staff of the College. In addition to these supervisors, the Mohegan campus has authorizations for four maintainers / custodians and one General Worker and the Thames Valley Campus has three maintainers / custodians and one part-time maintainer to cover shifts from 7:00 AM until midnight Monday through Friday. One General Trades Worker and one Skilled Maintainer are also available daily for all types of maintenance, repairs, and renovations as necessary. Training for all members of the maintenance staff includes a wide range of mandatory programs on safety, security, code compliance, and maintenance skills issues as well as optional in-service programs for career and personal development on virtually all subjects provided within the Connecticut State System. Specialty training to advance technical and administrative compliance skills is also provided whenever necessary.

To supplement the capable efforts of its small maintenance staff, the college uses continuing service contracts for repairs, equipment inspection and maintenance, and minor renovations with local area contractors. At various times, these contracts include electrical, plumbing, boiler and other HVAC services, trash removal and recycling, snow removal, pest control, elevator inspection and service, refrigeration units, fire alarms and extinguishers, and various carpentry services. The college also has the authority to bid, award, and administer deferred maintenance contracts up to \$50,000. For more complex construction and repair requirements and major contracts over this amount, the college receives assistance from the Board of Trustees of Community-Technical College System Office, and from the State of Connecticut Department of Public Works.

While the Three Rivers Maintenance Staff does an exceptional job of caring for all facilities and supporting all college programs, they are clearly understaffed by any measure. For example, our general system standard calls for a maintenance force of one custodian/maintainer for each 15,000 square feet of buildings maintained. By this standard, the Three Rivers maintenance staff would need another six members, an increase of 60% to do the job correctly, not to mention the care of over 60 acres of grounds and parking. These staffing shortages are made worse by the duplicate maintenance efforts required to operate and maintain two separate campuses and numerous dual systems. Hopefully, the forthcoming consolidation of Three Rivers at a single

location with new, more efficient equipment and systems will alleviate many of these problems. With expansion of college facilities, authorizations and funding for additional maintenance staffing should also help correct this situation.

Health, Safety, and Regulatory Compliance: Three Rivers has always attempted to be very sensitive and responsive to the health and safety needs of all the College Community. Health and Safety programs are coordinated by the Office of the Dean of Administration assisted by an Environmental Health and Safety Committee. This committee is composed of representatives of all areas of the College as well as representatives of local fire and police departments when such individuals happen to be adjunct faculty members at the college. The EHS Committee serves as an advisory board on all college policies and procedures regarding EHS or Security and on all code compliance issues involving OSHA, EPA, Fire Marshal, ADA, etc. Committee members also serve as “hands on” providers of EHS services such as EMT Services, training in various health and safety subjects, coordinating fire drills, or simply helping enforce college rules such as the No-Smoking Policy. Most importantly, all committee members serve as the “eyes and ears” of the College for their constituency to insure that any potential health or safety problem is reported and corrected immediately whenever noted.

Three Rivers does not have any permanent security staff, but rather employs contract security officers at both campuses during regular class hours and for special events. The college also has excellent working relationships with both the Connecticut State Police and the Norwich Police Department who provide rapid backup assistance in case of any emergency. Three Rivers is very fortunate to have experienced a negligible amount of crime and violence over its history as shown in our annual report on “Institutional Security Policies and Crime Statistics” provided in the reference room.

Three Rivers has also had very good working relationships with organizations such as OSHA, EPA, State Fire Marshal, etc. and has made every effort to promptly correct deficiencies noted on any inspections. In fact, an ongoing \$400,000 project is just beginning to correct a number of pending ADA and Fire Safety code deficiencies. Another ongoing contract recognizes the increasing complexity of environmental code compliance. Under this contract, all twelve Connecticut Community Colleges are undergoing a comprehensive environmental audit and risk analysis to identify any potential deficiencies in all environmental areas. In anticipation of the increasing workload and demand for expertise in these areas, Three Rivers is also considering the assignment and training of a professional Environmental Health and Safety Officer to meet this critical need.

Facilities Planning: Planning and managing college facilities at Three Rivers, particularly since the merger, have been among the most demanding tasks faced by the college during this period. As can be noted in the Three Rivers Master Plan and the numerous feasibility studies which have been completed regarding the future location of the College, extensive thought and planning has been given to the long range needs of the institution and its programs. However, the more difficult aspect of facilities planning has been the day-to-day management of existing facilities and the attempt to stretch these limited resources to meet continually changing program demands. In the last few years there has been a constant competition by all divisions for more space, particularly for space at the right campus and at the right time to meet particular needs. In many instances, ownership of space has become the most prized type of resource, even preferable to “equipment”, “funding” or “staffing”.

In recognition of this sensitive subject, all space allocation issues have been raised to the President's Cabinet level where the Deans and Management Directors discuss, negotiate, and recommend any space changes for Presidential approval. In virtually all cases in recent years, these decisions have involved only mutually beneficial trades of space agreed to between divisions, or reprogramming of space within the same division to accommodate a changing program need. These space decisions are also communicated to the college Governance Council for information and comment. In unusual instances where the Governance Council feels that there are existing priority space needs at the college which are not being met, the Council may recommend that the Cabinet review and attempt to correct these problems if possible. One such recommendation was made in late 2001 by a Governance Task Force on this subject that Cabinet should examine space deficiencies in three areas: (a) Open computer lab space at the Mohegan Campus, (b) Adjunct Faculty Office Space, and (c) Student Services Office Spaces. Corrective action on items (a) and (b) is already in progress.

Capital Improvements: While awaiting the advent of new facilities, Three Rivers has made a concerted effort to continually maintain and improve existing facilities in order to provide the best possible services within these limits. In the last few years, millions of dollars have been invested in capital and deferred maintenance projects at both campuses including (a) Fuel Tank Replacements, (b) Heating Boiler Upgrades, (c) Thermal Window Replacements, (d) Child Care Center Renovations, (e) Roof Replacement and Repair (f) Creation of Holography and Photonics Laboratories, (g) New Rest Room Facilities, (h) New Faculty Office Spaces at Thames Campus, (i) Expansion / Renovations of Library Spaces, (j) Upgraded Conference / Meeting Rooms at Both Campuses, (k) Mohegan Campus Auditorium / Theater Renovation, (l) New and Upgraded Computer Labs College-wide, (m) New Hall Art Gallery, (n) Student Senate Office(s) and Conference Room Upgrade, (o) Addition of Kitchen / Serving Facilities at Thames Campus, (p) New Integrated College Telephone System, (q) Upgraded Computer and Telecommunications Infrastructure, (r) Student Services Center Renovations at Thames Campus, (s) Mohegan Lobby Renovation, (t) Upgrade of General Purpose Classrooms / Installation of Smart Board Technology (u) Cafeteria Renovations, (v) Gymnasium Locker Renovations, (w) Creation of Continuing Education / BISN Training Lab, (x) Continuing Ceiling, Lighting, and Flooring Replacements at Both Campuses, (y), Upgrade of College Security and Lock Systems and (z) Ongoing ADA and Fire Safety Upgrades College-wide. *More significant than the monies invested in these projects, however, has been the personal initiative and leadership by numerous staff and faculty which have made many of these "self-help" programs possible!*

Additional Reference Information: Numerous additional documents regarding Three Rivers Physical Resources will be provided in the reference room. These documents include: (1) TRCC Master Plan dated April 1995; (2) TRCC Personal Guide to College Safety and Emergency Response; (3) History of Three Rivers Planning for New Facilities; (4) Institutional Security Policies and Crime Statistics; (5) Feasibility Study – Reuse of the Norwich State Hospital as the Main Campus for Three Rivers CTC; (6) Feasibility Study – Three Rivers CTC at Three Additional Locations at Norwich State Hospital dated January 1998; (7) Three Rivers Community College Feasibility Study Update dated July 3, 2001 Regarding Consolidation at (a) Mohegan Campus, Norwich, (b) Thames Valley Campus, Norwich, and (c) Brewster Point Campus, Preston; (8) City of Norwich Proposal for TRCC Consolidation in the Chelsea District of Downtown Norwich; (9) Vocational Technical School System (VTSS) Feasibility Study to Exchange TRCC Mohegan Campus for Norwich Regional Vocational Technical High School; (10) State of Conn. Dept. of Public Works Review of City of Norwich Proposal Regarding Consolidation in the Chelsea District of Downtown, Norwich, CT and; (11) Feasibility Study for

the Consolidation of the College at the Thames Valley and Regional Vocational Technical School Campus on New London Turnpike dated November 30, 2001. Additional information and documents regarding the ongoing Environmental Audits now being conducted at TRCC and the pending update of the TRCC Academic Master Plan will also be provided in the reference room as available. Other valuable information regarding the history of TRCC's quest for new facilities will also be available on the TRCC Website at <http://www.trctc.comnet.edu/> and at www.state.ct.us/ecd/threerivers.

APPRAISAL

Having gone through extensive Master Planning exercises, facility reviews, and frequent publicity over the last ten years, it is common knowledge at the college and in the community that Three Rivers' facilities are deficient in a number of key areas. Current plans identify the need to increase TRCC facilities by over 48% to 312,000 gross square feet (GSF) (190,000 ASF) just to meet existing facility shortcomings. Furthermore, an additional 44% increase to 273,700 ASF is recommended to meet the optimal projected needs of the Southeastern Connecticut community served by the College. As noted in current master plans, there are major shortages of facilities in all areas but particularly the following:

- Sufficient, modern classrooms and laboratories to meet the educational needs of a diverse Southeastern Connecticut population, both for credit programs and continuing education / BISN / Community Service programs as well. Greatly expanded library and tutoring facilities to provide a strong foundation for all college learning programs.
- Attractive office and administrative space to effectively run the college and interact personally and professionally with students and community - particularly office and counseling space for the over 130 adjunct faculty who play such a vital role in Three Rivers educational programs.
- Dramatically increased student space – for study, recreation, interaction and involvement with all aspects of college life.
- Efficiently placed and expanded support facilities to insure that all college services are able to enhance rather than compete with all other college programs.

In spite of these shortcomings, Three Rivers' facilities continue to serve faculty, staff, students, and the community very well. While everyone anxiously awaits the time when our main campuses will be co-located and expanded new facilities will be provided for all programs, the delays the College has encountered en-route to this goal have only been a frustration and not an impediment to ongoing programs and services to students and community. Faculty and staff continue to keep their educational goals and standards high; and demonstrate the enthusiasm, creativity, initiative, cooperation and organizational loyalty necessary to make the best use of existing college facilities for as long as necessary.

PROJECTION

Three Rivers appears to be moving toward a final decision on the site for co-location of its campuses and a timeline for construction of its new facilities. In April of this year, the Governors' Office of Policy and Management (OPM) conducted an extensive analysis of all studies and proposals regarding the location of Three Rivers. This analysis ruled out several proposed sites and concluded that of the remaining locations, the two existing TRCC campuses would be the preferable choices for the college. Of the two, the analysis suggested that the current Mohegan Campus would have the best potential for expansion to meet all future college needs and would likely be the most cost effective considering all inflationary factors associated with construction timing. Based on this information, the Board of Trustees of Community and

Technical Colleges has authorized the System Office and the Department of Public Works (DPW) to move forward with plans to co-locate the college at the Mohegan Campus subject to the completion of a full environmental impact study regarding this move. These environmental studies are now in process; the College is working with a consultant to update its Academic Master Plan; DPW has begun the selection process for an architect firm and a construction administration firm to design and manage the project; and bonding for the project is being scheduled for FY 2004. Hooray!!!!

Unfortunately, although the path to the eventual location of the College on Mahan Drive now appears to be fairly certain: the dream of new, combined, expanded facilities for Three Rivers is still a few years away. Also, it would be unrealistic not to recognize that a number of political bumps and delays probably still exists en-route to this goal. Foremost among these are current State funding difficulties and neighborhood concerns about increased traffic and hydrology problems in the area from overbuilding. Nevertheless, just having an approved goal and the ability to work toward that end will be a great morale builder for the College and a great motivator for all members of the College Community.

DESCRIPTION**Background Information**

The Regional Community-Technical Colleges are established under C.G.S. 10a-71 et. seq. The entire Community College system, serves approximately 40,000 credit students and 100,000 non-credit registrants, and is the largest constituent unit of public higher education in Connecticut. It consists of twelve regional community colleges and a system office. Each community college operates as a separate college within the larger community college System, or entity. The responsibility for the administration and management of the System, including the oversight and control of financial operations, rests with the Board of Trustees (“BOT”). C.G.S. 10a-72 (b)(1) requires the Board to “make rules for the governance of the...colleges, determine the general policies of said colleges, ...and direct the expenditure of said colleges’ funds within the amounts available ...”.

State of Connecticut budgetary basis reporting is done on a modified cash basis, while the State’s Comprehensive Annual Financial Report (CAFR) is designed to be in conformance with generally accepted accounting principles (GAAP) for governmental units as promulgated by the Governmental Accounting Standards Board (GASB) as well as the reporting requirements prescribed by the Government Finance Officers Association and the American Institute of Certified Public Accountants. Constituent units of higher education have been discretely presented following the AICPA college guide model, and using a current financial resources measurement focus and the accrual basis of accounting, except that depreciation expense has not historically been recorded. Prior to FY02, the System has not separately published official or externally audited financial statements, but has prepared unofficial financial statements for internal use. Beginning in FY2002, all State of Connecticut Community Colleges will fully implement the new requirements of GASB 34 and GASB 35, which includes the requirement that each college be externally audited each fiscal year.

Connecticut Fund Structure - The Community College System has two statutory funds, the General Fund and the Operating Fund. State General Fund appropriations are sufficient to cover the majority of salary expenditures. Operating Fund revenues, including student tuition and fees, government and private grants and contracts, and a small amount of other educational and other sources revenue, cover most other salary, fringe, operating, student financial aid and some equipment expenditures. In addition, the System receives a variety of state Bond Fund appropriations covering a variety of equipment, deferred maintenance, renovation and improvements, and new construction projects. Most major capital projects are managed by the State Department of Public Works.

Higher Education Fund Structure - The Community College System follows the AICPA College Guide model for purposes of financial reporting by public higher education. Its chart of accounts has thus been organized to permit the recording of both the statutory State of Connecticut funds, as well as the higher education fund groups including Current Unrestricted and Restricted, Loan, Endowment, Agency and Plant Funds. The Community Colleges have transitioned from a non-integrated, partly manual and partly automated, non-higher education oriented expenditure tracking environment, to a higher education specific, double-entry accounting, automated financial system.

College and System Structure - The Community College System is comprised of twelve separate colleges, each headed by a President and executive staff, and each of which is responsible for its own budget and financial affairs, including the maintenance of separate financial records and reporting. At the same time, the colleges and system office are component units of the Community College System entity, which is budgeted and reported as a single agency at the State level, and is under the direction of a single Board of Trustees for Community-Technical Colleges. All financial activity and records must therefore reflect, by college and System Office, the State Fund designations as well as the Higher Education Fund designations, and must be reportable at both the college and System level.

Automated Financial Systems Environment - In 1995 the Community College System undertook the implementation of a comprehensive enterprise-wide management information system, the SCT Banner product, which includes modules covering student/academic, financial aid, finance and human resource functions. The Finance system currently includes the full General and Operating Ledger, Purchasing, Accounts Payable, Budgeting, and Accounts Receivable (student and non-student), and is fully integrated with the student registration and student financial aid modules. The Fixed Asset module is currently being implemented and tested throughout the System.

Financial Resources for Three Rivers Community College

Available resources for Three Rivers Community college are derived from a number of sources and deposited to the colleges general fund and operating fund accounts. For FY 2001, direct support provided by the State of Connecticut's General Fund represented approximately 77% of the total college funding and covered the cost of all of the full-time positions and 44% of the part-time teaching positions at the institution. As noted in the Fifth-Year Report, the College has improved its management and control of finances since it merged its accounts into a single Operating Fund. This fund includes both unrestricted and restricted activities. Restricted activities include: federal, state and private grants, scholarships and endowments.

Annually, the System Office works with each college to project a revenue goal for the coming year based on past history and projections for forthcoming student enrollments. The College is then expected to generate tuition revenues that meet or exceed this revenue goal number or to absorb any shortfalls from within existing college reserves. Student tuition dollars are used to cover most of the operating and maintenance expenses of the College. Funds from all other sources are used to fund self-supporting programs and activities not otherwise funded by the state budget. Larger schools contribute monies back to the system office to be redistributed to smaller schools in the system or for shared system office expenditures.

Based on an approved biennial budget the state legislature provides a total General Fund budget annually to the Board of Trustees, which in turn provides a General Fund block grant to each of the individual colleges. These block grants are based primarily on authorized positions and other related personnel expenses, but each college has some flexibility in how these funds are actually used including local authority for most hiring decisions. The Board also distributes an operating fund budget authorization to each of the colleges based on established formulas. Formula budgets cover such areas as physical plant, libraries, utilities, and general operating expenses (OE) and consider parameters such as plant size, numbers of staff, numbers of students, program mix and status of co-location. With the availability of more accurate information provided by Banner, funding methodologies are being fine tuned constantly to give each college a more equitable share of the resources distributed by the System Office.

Because of the nature of the State Budgeting Process and the limited flexibility available in the College budget, the process for developing budgets and allocating resources at Three Rivers is handled primarily at the President's Cabinet level. Significant budget issues such as staffing priorities and rescissions are reviewed by the College Governance Council. Yearly budgets are allocated to divisions based largely on historical spending needs and on available current services funding. Deans are assigned primary responsibility as fund managers and may delegate some of this responsibility and authority to some or all of their departments as appropriate. Deans have authority to shift dollars within their respective divisions and may choose to exchange resources with another Dean if the need arises. The President may occasionally reprogram resources between Divisions, but typically, proven historical need takes priority. Fiscal decisions are made in concert with internal procedures and Board policy. All fiscal policies are in writing and held in the Dean of Administration's office. Many of the States' and Board of Trustees' procedures, policies and fiscal instructions are available on-line for ready review.

Three Rivers is generally in very good financial shape and able to respond to most any eventuality. All funds are solvent at or near the balances recommended by the System but are necessarily being drawn down by current state budget problems. Cost controls are in place. Continuing Education is funded out of their own program generated dollars. Non-cost effective programs and sections are identified and corrected or discontinued as quickly as permissible. In cases of statewide budget reductions/rescissions, or costly lawsuit or administrative compliance judgments, Colleges in the system are also frequently supported by the distribution of available system reserves. The State is self-insured, and Three Rivers does insure students for injury/emergency occurring on campus or at authorized college programs off site.

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. For the fiscal year ending June 30, 2002, the requirements prescribed by GASB 35 are being fully implemented. This provides that financial reports are produced in the same manner as those for private institutions. In addition to the annual external audit, state auditors review local records for compliance with state regulations.

As noted in the Fifth-Year Report, the position of Director of Development was established in 1996. In addition to traditional development activities, the Director works closely with the colleges' Foundation. Currently the State of Connecticut offers a 50% state match for any contributions made to the Foundation endowment fund. Charitable gifts are reviewed and accepted by both the College and the Foundation

APPRAISAL

Three Rivers is strongly committed to funding the best possible mix of student related programs and services. Since the last accreditation visit the College has institutionalized the tutoring center that was formerly funded with federal Carl D. Perkins grant money and is currently in the process of establishing a Writing Center. The College has also survived periodic budget rescissions with no layoffs and used creative temporary employment arrangements to fill needed gaps.

Demonstrating that students come first, state of the art technology such as "Smart Boards" has been added to many classrooms in spite of ongoing budget constraints. This is further evidenced in Three Rivers' IPEDS (Integrated Post Secondary Education Data System) report which notes

that in fiscal year 2001, only 18% of expenditures were for Administration and all the 82% balance were for direct services. TRCC also continues to make a strong commitment to maintaining its more expensive Technology programs even to the extent of drawing down college reserves. New co-located facilities will allow these technology programs to be run more efficiently, eliminating the dual campus inefficiencies, which now still exist.

The new position of Director of Development is proving to be a major asset to the college in publicizing College needs, supporting a rapidly growing Three Rivers Foundation and encouraging greatly expanded fund raising activities.

Participation in college resources allocation still remains fairly limited at the Cabinet level. Although each division has input through their respective Dean, few members of the college community really understand the complex budget process used by the State and the System Office. Furthermore, the fact that a very high percentage of overall college expenditures are fixed, and discretionary funding extremely limited is discouraging to most potential budget participants. However, the College is moving toward a fully electronic requisition process using Banner which will hopefully involve all Deans and other potential fund managers more actively in the overall budget and resource distribution process. College Governance members in particular should have a better orientation about budget matters prior to making recommendations.

Custodial and clerical services are stable, although at times significantly understaffed. Rescheduling of classes offered at the Naval Submarine Base previous to the incidents of September 11th is proving to be more costly. Historically, the system office has funded all facility rentals for off-campus arrangements for direct educational activities, but will likely discontinue this practice. This year, the Board of Trustees has implemented the first tuition rate increase since 1999, reflecting this years statewide budget deficits. The previous tuition increase in 1999 was 4%.

PROJECTION

Budget uncertainty:

Since the 2001 legislative session, Three Rivers Community College general fund budget has been reduced by almost \$1,000,000.... roughly 10% of our total state funding. Fortunately, the impact of these reductions has been absorbed somewhat by the one time redistribution of available system-wide resources. Additionally, the College has had a number of employee retirements and resignations that will result in both short and long-range savings. Next year, however, as the full impacts of the reductions are felt by the College, it is clear that some dramatic action will be necessary to accommodate these cuts. Moreover, there is concern that additional reductions will be forthcoming if the overall state budget does not improve.

Fortunately, Three Rivers is in a relatively good position to handle these current and future budget problems. TRCC currently has approximately 20 funded vacant positions that will provide much funding flexibility while the College examines all its possible program and staff reduction options. Other fiscal indicators are also very positive. College enrollments are on the rise providing better than expected tuition and fee revenues; class size and efficiency has been greatly improved in recent semesters; Continuing Education Programs and related revenues are growing steadily; the numbers of personnel retirements in the next few years are expected to grow considerably as more faculty and staff reach retirement age; and most significantly, major

operating cost savings and efficiencies are now foreseeable in the forthcoming campus consolidation expected in the next few years.

Three Rivers has also made numerous improvements in many fiscal areas. Currently the College has a fully integrated accounting system coupled with a single operating fund. This is beginning to allow fund managers and deans to have current information to manage their resources at all times. This year, the management of property is also being integrated into the system. In the future, any member of the college community who manages any type of budget or resources will have on-line access.

Projections for 2003 and beyond include the following major objectives that are specified in the College's Strategic Plan:

- Manage all existing resources (funding, personnel, and facilities) to ensure best possible allocation of these assets to support college programs and meet the highest priority college needs.
- Actively support and participate in the development of CTC System policies, procedures and control systems for all areas of resource management (Fiscal, HR, and Facilities).
- Expand TRCC resources to the fullest extent possible and, beyond traditional sources of state funding and routine revenues from tuitions and fees.
- Plan and implement a comprehensive program to collocate and enlarge TRCC facilities to meet system standards and provide the long overdue services needed by the citizens of southeastern Connecticut.

DESCRIPTION

Three Rivers Community College presents itself accurately and honestly in a number of publications, the web, and in advertising. The catalog and the college web site contain 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 pre-registration, also sets forth student fees, charges, refund policies, and items relating to withdrawing from the institution. Both the catalog and the schedule also give Three Rivers' status as an accredited college, information on childcare, academic advising, and other services. Neither the catalog, which is revised every two years, or the schedule, which is revised each semester, list courses that are not taught at least once every year. The catalog lists faculty, their status, degrees, departmental affiliation; as well as administrators, board members and advisory councils.

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

An adjunct 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.

All institutional publications, including tapes and film, the web site, and oral communications are consistent with catalogue content and fairly portray the conditions and opportunities available at the institution.

Students and faculty are kept informed of campus events, activities, and issues through the student newspaper, through wide dissemination of minutes from the governance committee and the President's cabinet, through posting of notices on designated bulletin boards, and through E-mail. Three Rivers also publishes Alumni News, a newsletter that is distributed to alumni once a year. The continuing education department sends out a newsletter periodically.

On request, Three Rivers will provide a financial statement, a Student Profile that lists demographics on the student body, and an Institutional Profile (which provides comparative data on admissions), financial aid, retention, and other variables typical of all state supported institutions of higher education.

Three Rivers has published numerous brochures describing specific programs in career areas, technologies, liberal arts and sciences, assessment of prior learning, and general studies. The business department has produced a promotional video for marketing purposes.

Three Rivers has documentation for all public statements made. The College avoids any claims for which it does not have evidence. Any statements or promises the college makes regarding program excellence, learning outcomes, success in placement and achievements of graduates or faculty can be verified by a variety of reports and official documentation.

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. Also, many students are employed while attending college so the data provided is not clear-cut.

Statements on Three Rivers' excellence in the Nursing Program is based directly on our graduates' high scores on licensure examinations. Documentation on clinical excellence and other aspects of Nursing is available from the current Nursing Director.

APPRAISAL

Three Rivers' publications are current, comprehensive, and honest. Three Rivers discloses essential information as accurately, clearly, and completely as possible. Publications have been revised recently according to policy. The College's web site is constantly being updated. The web site allows departments to post relevant information. Faculty is also using the web to post up to date information on courses and programs.

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

The catalog is somewhat misleading in regards to the number of credits required for some technology degrees. Some required courses are listed as pre-requisites and thus are not counted in the degree credit totals.

The System Office for Connecticut's Community-Technical Colleges has implemented the Banner computer program, an inter-relational student database, which is available throughout the twelve community colleges and the chancellor's office.

A web site for the Connecticut community college system and each of the twelve community colleges is available. This web site allows students and faculty to check on courses, enrollments and secured data via pin numbers.

PROJECTION

Three Rivers will continue to develop publications to describe new programs, reach populations that are underserved, and inform the public. Focusing on consistent improvement in the area of information disclosure will continue to be an integral part of the college's future.

Three Rivers continues to explore ways to improve its internal communication as communication between campuses is at times challenging.

Staying committed to a long-range plan is important. Updating the marketing plan annually will allow Three Rivers to adapt to rapidly changing times.

DESCRIPTION

Three Rivers has established a broad array of policies and procedures that 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 and provides a grievance process for students. The College's stated policies pertain to fairness in the balance between the rights of the institution and individual students and faculty/staff. A document stating The Code of Ethics for Appointed Public Officials and State Employees is available in the President's Office.

Fairness in promotion and evaluation are spelled out in six Contracts: American Federation of State, County, and Municipal Employees (AFSCME - Clerical), American Federation of Teachers (AFT), American Federation of State, County, Municipal Employees (AFSCME - Administrators), Administrative and Residual (A & R), Maintenance and Service Unit, and Congress of Connecticut Community Colleges (4 C's). Additionally, management personnel are covered by separate Management Personnel Policies. Unions representing employees throughout the community college system and employees from other state agencies negotiate contracts. Elected Promotions Committees recommend professional staff candidates for promotion to the president. A Management Committee with the Board of Trustees negotiates management policies. Grievance procedures for faculty and staff are articulated in the respective collective bargaining agreements.

Three Rivers is committed to the free pursuit and dissemination of knowledge. Both published policies and teaching practices assure faculty and students the freedom to teach and study in a given field and to question assumptions. Three Rivers is committed to maintaining academic freedom, both in teaching and research. This commitment to academic freedom is formalized in the respective contract agreements.

In addition, the College has a Policy on Racism and Acts of Intolerance that further defines constitutionally protected expression in a collegiate environment.

Students are guaranteed fairness and due process through a series of policies, including: Aids and Other Communicable Diseases, Policy on Drugs and Alcohol, Policy on Persons with Disabilities, Policy on Racism and Acts of Intolerance, Policy on Sexual Harassment, Policy on Student Rights and Responsibilities, Weapons on College Campus Policy, and Policy on Student Discipline.

The Policy on Academic Dishonesty defines academic dishonesty and the standards for fairness, due process, and penalties for violations. In the Student Rights and Responsibilities Policy, the College publishes a clear statement on student privacy and the confidentiality of transcripts and other student records. All college procedures are in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974 and pertinent Federal regulations.

The open admissions policy is a fundamental characteristic of the College's Affirmative Action/Non-discriminatory policy. This policy prohibits admission denial on the basis of age, race, color, religious creed, ancestry, past or present history of mental disorder, marital status, sex, national origin, mental retardation, physically disability, sexual orientation, learning

disability, physical disability, or prior conviction of a crime. This policy also applies unless the provisions of sections 46a-60 (b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above-protected groups. Three Rivers is also nondiscriminatory in its programs and services such as tutoring, financial aid, and childcare.

The Affirmative Action Policy from the Board of Trustees is applicable to all employment practices and procedures at Three Rivers including recruitment searches, evaluation, and advancement.

The authority to grant degrees and certificates is bestowed by the Board of Trustees for Community-Technical Colleges (BOT) and the Board of Governors of Higher Education (BOG). Three Rivers activities are governed by numerous policies and procedures developed by the State of Connecticut, the BOT, and the BOG. The spirit by which Three Rivers manages its administrative operations can best be evidenced by the institution's policies and procedures that insure equity for all staff/faculty members. The College regularly communicates changes in policies, procedures, and system or state level decisions (e.g., budget related layoffs) to all members of the College community. Any person may submit a policy recommendation or amendment to a current policy to the Governance Council and the administration of the College for consideration. Additionally, the Governance Council composition ensures College-wide representation in all planning and policy matters. Three Rivers policies and procedures dealing with ethical concerns are periodically reviewed by Governance Council and the College's management team.

APPRAISAL

The policies and procedures cited above promote an ethical culture within the institution. The College's leadership regularly reinforces the mission and values of the institution during the annual process of reviewing and updating the short and long term Institutional Plans and a periodic review of the Institutional Assessment process.

The College has made extensive provision for fairness and honesty. All of its relevant policies are well and frequently publicized and originate from a strong legal and ethical base. They reflect built-in safeguards for faculty, staff and students with the assurance of rights and clear channels for resolution and appeal. Both informal and formal processes are provided.

Grievances brought by students have remained confidential and few in number.

Most instances of student discipline have been resolved equitably at the lower levels between the student and the instructor or informally by the Dean of Student Development and Services and/or Academic Dean.

In appealing grades (Review of Academic Standing), students have access to instructors and the Academic Dean. Rarely do grade appeals go beyond the Dean's level to the President's level. Issues of academic dishonesty are handled by instructors, and occasionally involve the Academic Dean.

The College is audited by groups of independent auditor, as part of the audits, opinions are rendered concerning compliance with laws and regulations. Three Rivers has been in

compliance every year audited. No major audit exceptions were noted in the recent report that was issued in the summer of 2001.

In general, Three Rivers has shown steady growth in diversity in student enrollment and in particular in non-traditional career programs. There has also been growth in the number of students with learning and other disabilities.

The College's Affirmative Action Plan, which describes employment practices for protected groups at the College, has demonstrated our commitment in this area. The State's Commission on Human Rights and Opportunities has accepted it annually. These practices of nondiscrimination and affirmative action will continue and Section 504 of the Rehabilitation Act of 1973, reinforced by the Americans With Disabilities Act of 1991, will continue to provide guidelines for the full integration and support of individuals with disabilities.

The College has made provisions throughout its policies to insure free expression and pursuit of knowledge for all of its constituencies. These policies are clearly stated, well publicized and followed consistently. Three Rivers' small class size and diverse student body, create an atmosphere of collegial discussion, challenge, and open debate. Three Rivers faculty are guided by current research in their specialized fields, information on instructional techniques, and community advisory boards expertise.

The college provides an excellent adjunct faculty handbook. However, no handbook exists for full time faculty or staff. Although the Center For Teaching has begun a program for faculty development and orientation, there remains no consistent orientation program for new staff members. In addition, the college catalog is misleading regarding the number of credits required for degree completion in some engineering technology programs. A multi-faceted concern is the lack of effective internal communication. Finally, the Ethics Committee has not convened for several years.

Although progress has been made in aligning the contracts, the continued existence of two separate faculty collective bargaining units with different standards in promotion, tenure and overload credits presents difficulties for the merged institution. Further, copies of faculty contracts were not available for approximately three years in the recent past, adding to an atmosphere of confusion and at times negative morale.

PROJECTION

The present policies and procedures relevant to matters of integrity are for the most part contemporary, equitable, and result in an institution that operates within a sound ethical culture. However, the concerns cited above require consideration. The following initiatives are aimed at addressing these concerns:

- Implementing a procedure for new employee orientations and conducting them on a regular and consistent basis.
- Making continuously available, current copies of the faculty collective bargaining agreements.
- Creating and periodically updating a full-time faculty handbook and a staff handbook. These should be distributed to all employees and staff. In the absence of this initiative, the adjunct faculty handbook should be distributed to all new full-time faculty.

- The College should re-evaluate how engineering technology program requirements are presented in the college catalog and on plans of study sheets. This would help clarify the actual number of credits required for completion of technology programs.

The interim report raised concerns regarding student workers and privacy issues. In response, student workers are not utilized in the Registrar's office. However, the possibility of appointing student workers with tasks that expose them to access to academic records remains, and Three Rivers is committed to allocating resources to address and remedy this critical ethical issue.

END NARRATIVE

DESCRIPTION

Three Rivers Community College Mission

Three Rivers Community College meets the diverse educational needs of the community by creating an environment that stimulates learning. The college provides quality educational opportunities that are affordable and accessible. Additionally, Three Rivers develops regional partnerships and initiatives that contribute to the educational, economic, and cultural growth of Southeastern Connecticut.

To accomplish its mission the college:

- provides a broad range of credit and non-credit liberal arts and sciences, career, technical, associate degree and certificate programs leading to transfer, employment, and lifelong learning;
- provides workforce-focused education and training;
- promotes student success through efficient and effective operations and services;
- promotes the use of technology to support teaching, learning, and services to students.

In fulfilling its mission, Three Rivers Community College assists individuals in developing:

- a capacity for critical thinking;
- the ability to communicate effectively;
- an appreciation of the sciences and humanities;
- an understanding of the technological nature of modern society.

APPRAISAL

The evolution of the current Three Rivers Community College mission took place over the last decade. Nine years ago Mohegan Community College and Thames Valley Technical College each had their own unique mission. The institutions did have a common goal to serve the higher education needs of southeastern Connecticut. In 1992 the institutions were merged and the college became Three Rivers Community-Technical College. A merged institutional mission statement was created to blend the common goals of the two colleges. Since the last NEASC visit, the college name was changed to Three Rivers Community College. The focus of the mission underwent similar changes to reflect the evolving college and community.

Reinforcing the “learner focused” mission was the goal of the Standard I committee when it began its work in January 2001. The first draft mission statement was released to the community through the governance body of the college in February. The new mission was subjected to individual, departmental, and divisional review. The Standard I committee utilized that feedback to prepare a second draft statement. That draft proceeded in a similar fashion to the first with feedback to the committee. In September, the second draft was amended and redistributed to the community for final approval. The governance body subsequently approved the mission statement with minor modification and the statement was forwarded to the President’s cabinet, receiving final approval on September 19, 2001.

The new mission statement is reflected in the work of the strategic planning committee, is demonstrated in the learning objectives and outcome measures of multiple curricular areas, and clearly articulated in the Student Service divisional goals.

Central to the success of our “learner focused” mission is the collocation of Three Rivers Community College. Collocation will allow all members of the college to work diligently on implementing the mission while enhancing morale. Maintaining two campuses has negatively impacted the college in areas of personnel, budget, and scheduling of classes. Also, the current college facilities are inadequate to fully meet the needs of the community. Outdated facilities affect faculty performance and student success due to crowded offices and classrooms, limited library and information resources, and insufficient cafeteria and student open space. Plans to expand and modernize the college were initiated ten years ago but have been stalled, restricting programs and services from offering new initiatives. Meeting the challenges of operating and maintaining two deficient campuses affects the morale and culture of the college, further impeding the complete realization of the mission.

PROJECTION

The mission statement will serve the planning process, helping guide decisions and discussions that will occur. All Divisions will continue to implement established goals reflecting the mission. The collocation of the campus will enhance the efficiency of the delivery of our mission to the community.

Introduction

Ten years ago as a Self-study was being completed for Mohegan Community College, merger legislation had passed and it was anticipated that Thames Valley State Technical College and Mohegan Community College would be merged the following fall. Shortly thereafter, the complicated task of the merger had begun and a leader for the newly formed institution sought. A presidential search committee was formed, reviewed and ranked the candidates, and as their final report was to be issued, a representative from the System office nullified the search and announced the appointment of the next president. Since that time, the merged institution's management team has transitioned through three appointed or acting presidents, four appointed or acting deans of instruction, and three appointed or acting deans of student services. The positions of dean of technology, assistant dean of instruction, and associate dean of continuing education have been eliminated. The System office has seen a merged board, four transitions in the Chancellor's office and three transitions of Chief Academic Officer. Each of these transitions represents loss and change.

Complicating matters was the conversion of a relatively simple, information management system to the Banner information system. As a result, key staff from the institution spent their time split between their campus functions and banner training in Hartford. Along with the effects of multiple transitions in the management team, the academic team experienced its own effects as the expectation of an easily merged faculty and staff became difficult. The Thames Valley culture was autocratic and strongly governed through the union and their contract, while the Mohegan culture was completely committed to consensus building and institutional governance. This dichotomy was clear and polarization of the two cultures manifested itself in open opposition, misperceptions, and perpetual "finger pointing". Consultants were brought in to assimilate the two cultures but to no avail. Over time, both sides became united for the common cause of collocation.

Collocation became an institutional obsession. It was perceived that collocation would "heal all wounds" experienced by the merger but instead it represented a constant cycle of anticipation, planning, then disappointment. Despite the incomplete nature of the merger (collocation), the institution has evolved through the process (as if it was planned) and has remained focused on student success and service to the community.

Institutional Assessment and Planning, although sporadic and at times undocumented and informal, has continued throughout the past ten years either as a result of internal initiative or external mandate. The institution was largely autonomous under Chancellor Andy, as planning was internal and goals were somewhat self-determined. The planning process was driven by division which then sent goals to governance; governance forwarded them on to cabinet and simultaneously all components of the institution worked to assess needs, plan the future and implement goals. In the early years following the merger, this process did not work due to the polarized cultures of the two campuses so, assessment and planning became the role of cabinet. The merger became increasingly apparent with the physical relocation of offices and the bi-location of administrators. Upon Chancellor Andy's retirement, Chancellor Leslie created a set of goals for each institution under the umbrella of "academic models". Each president was given a goal that resulted in the implementation of a "best practice" model to apply on each campus,

which was then delivered to each of the eleven merged institutions for system-wide implementation.

Immediately, Three Rivers formed an Intra-divisional Committee chaired by the Dean of Instruction. This committee was charged with planning and institutional assessment and met weekly for approximately two and a half years. Each member of this committee (much like a NEASC subcommittee chair), established a subcommittee and was assigned an area of the college to examine. During this time, the institution established a new division, hired a new dean and developed a new planning group in educational technology. A new policy was developed for student advising and transfer following review, shifting these functions from Student Services to the Instructional Division. Simultaneously, a full time transfer evaluator was hired upon assessment of student needs, resulting in increased articulation agreements with other institutions, efficient evaluation of incoming transfer credit, and the Eastern CSU Compact. Institutional Assessment and matching fund legislation has enhanced fund raising initiatives and developed the institution's endowment, evolving from essentially no systemic fund raising to sophisticated and respected fund raising initiatives in just ten years.

The institution has responded to the region's shift from an industrial and defense oriented power base to service and hi-tech industries and their diverse populations. Community and industry growth have resulted in the institution's assessment of credit and credit-free educational services and programs. Governance, planning committees, and division meetings have all logged countless hours exploring relationships and services to the area's evolving industries.

Cultural parody between the two campuses is now in sight, due largely to increased retirements and new faculty and staff hires. Governance participation, once completely consisting of those from the Mohegan campus experiences ever-increasing Thames Valley participation and is chaired by a faculty member from the Technology Division. The (mostly) consolidated campus culture now recognizes the importance of both communication and participation.

Chancellor Leslie's Academic Models has given way to Chancellor Marc's "21st Century Skills" and while the semantics have changed, the essence of those goals has not. While the formal planning and institutional assessment reports generated under Chancellor Leslie have diminished in intensity, a planning committee remains ongoing and institutional planning and continual assessment in place. New courses, programs, projects and proposals for change now include assessment, anticipated outcomes or learning objectives, and strategies for measuring those outcomes.

President Jones is committed to assessment, measurement, and institutional growth and has formalized a vision for holistic student and institutional development, while calling for the transformation of Three Rivers into a "Learning Community". Dr. Jones' presidency represents the first time the merged institution chose together – as one, through an open process, the leadership of the institution. President Jones now leads a Cabinet that can focus its energies on growth and purposeful progress toward the fulfillment of Three Rivers' Mission Statement. While collocation remains a goal, deeper and more reflective and introspective analysis reaffirms the institution's ten-year progress toward systemic assessment, effective planning and careful implementation. Through all this, Three Rivers recognizes that our hope and success lies not in a new building but rather in reasserting the institution's purpose, service to students, and function in the community.

DESCRIPTION

Continual evaluation and improvement are recognized as an important part of any higher education institution. To accomplish this, Three Rivers Community College has established a participatory planning process that determines strategic goals that complement the strategic goals issued by the System Office of the Community Technical College System as approved by the Board of Trustees. These strategic goals are:

- (1) 21st CENTURY ACADEMIC BEST PRACTICES - To assure students a quality education by means of academic best practices that foster student success and life-long learning;
- (2) WORKFORCE DEVELOPMENT - To provide workforce-focused education and training in response to employment needs and the state's interest in business development and technology transfer;
- (3) COMMUNICATIONS - To define and communicate the college and system missions of fulfilling the lifelong learning needs of the state and its people, and to enhance the visibility and public perception of the community colleges;
- (4) FINANCE / RESOURCE DEVELOPMENT - To promote student success, optimum efficiency in operations, and effectiveness in service delivery by providing appropriate and adequate resources, funding, and facilities;
- (5) TECHNOLOGY - To enhance capacity and use of technology to support teaching, learning, and services to students;
- (6) MANAGEMENT OF HUMAN RESOURCES - To enhance the management of human resources and labor relations with the system.

A number of planning documents have been developed including the Three Rivers Community College Strategic Plan. Three Rivers has an ongoing planning process. The college's Information Technology Advisory Committee (ITAC) has coordinated the latest update to the Three Rivers Strategic Plan. The ITAC committee was created in 1999 just after the formation of the Information Technology Division. ITAC is comprised of representatives from each of the college's divisions and was originally tasked with formulating IT planning, policies, and priorities. The planning scope of the committee was expanded to be college-wide in 2000.

The College Cabinet has provided substantial input toward the development and has endorsed this plan. Each division within the college monitors its individual operations and assesses progress with regard to compliance with strategic goals. Specific objectives are normally assigned to one of the Deans for implementation and oversight. Weekly Cabinet meetings allow for the development of cross-divisional planning and process tasks. The President oversees the planning and implementation processes and sets re-prioritization of planned activities as contingencies arise and as directed by the Chancellor. Ongoing issues of college-wide impact are presented for discussion, feedback, and recommendations to the Governance. The Cabinet holds an annual retreat each summer in order to assess achievement of planned outcomes and to update and adjust the planning goals as required.

In addition, a number of institutional effectiveness activities have been undertaken over the years to assist in the assessment of various academic, support services, administrative, and organizational processes. These have been carried out by a combination of departments, committees, task forces, and consultants. Recent examples of these evaluative actions include the annual graduate satisfaction survey, a student satisfaction survey conducted in Fall 2001, a local employer survey in December 2001, academic program reviews, information technology infrastructure plans, and site analyses for various campus consolidation plans. Additionally, the CT Department of Higher Education, at the direction of the CT Legislature, has established some

peer review accountability measures that have been collected annually since 2000. Data are collected by groups of CT Community Colleges ranked by approximate size and compared against peer colleges of similar characteristics across the nation.

APPRAISAL

Three Rivers participatory planning and evaluation process results in a comprehensive Strategic Plan that complements the mission of the College. This major document is supplemented by reports of various task forces. A major impediment to Three Rivers' long range planning has centered on the inability to determine a site for a consolidated campus. Consolidation planning has been ongoing since 1992, the year in which Mohegan Community College merged with Thames Valley State Technical College to become Three Rivers. This entire process is described in detail in the paper, "*Three Rivers Community College ...A Very Long Road to New Facilities – A History*" which is available in the reference room. Lack of a consolidated campus has been frustrating and has made facility management difficult to plan.

Three Rivers collects and uses data to support its planning efforts and to enhance institutional effectiveness. Since 1997, the college's institutional researcher (IR) position was shared among three CT community colleges (Middlesex, Quinebaug Valley, and Three Rivers). Beginning in June 2002, this situation improved when one college created an independent IR position, allowing the shared position to report to two institutions, Three Rivers and Quinebaug Valley. The CT Department of Higher Education has developed performance measures to assist in the assessment of CT institutions of higher learning. These measures, along with a combination of other indicators are reviewed periodically by Three Rivers to assist in the evaluation of our overall institution effectiveness.

In addition, college Divisions use a variety of other assessment methods to focus on divisional and departmental goals and priorities. These include surveys, internal audits, and focus groups. The CT Community College System has developed Program and Discipline review guidelines that Three Rivers uses to assess the effectiveness of our academic programs in addition to locally developed criteria. The Community College System's Office of Planning and Assessment filled a key position in 2001 allowing for a significant increase in institutional planning and assessment at the System level. Since January 2002, the future direction of the college has received a heightened awareness throughout the campus community. The "Learning College" concept and how to implement this model at Three Rivers is helping shape our planning and assessment efforts.

PROJECTION

Planning and evaluation will receive even greater attention in the upcoming years. Identifying a consolidation site will enable Three Rivers to realize the benefits of a single main campus. As Three Rivers stands ready to move ahead with this project, the college continues to pursue its mission as effectively as possible. Anticipating collocation, the college prepares and updates the Space Utilization Plan originally developed in 1995, which is currently under thorough review by an outside facility-planning consultant. The college will continue to seek alternate resources as uncertainties of State funding continue. The demand for accountability along with the college's desire for better information will require increased attention to evaluation in all aspects of the operation of the College.

Introduction:

Three Rivers Community College is one of twelve community colleges in the state, all governed by the Board of Trustees of Community-Technical Colleges and administered by the State Board of Governors for Higher Education. The current organizational design and governance structure at Three Rivers Community College reflects emerging internal and external governance demands. With a governance structure that incorporates a wide range of constituencies, including the Board of Trustees, the President of the College, faculty, administration, staff, students and committees, Three Rivers Community College has an effective and inclusive system of governance that fulfills its mission and purposes. In the context of this report, it is important to understand how the recent governance restructuring at Three Rivers has made it possible to effectively adapt to significantly challenging policy issues. More detailed descriptions of the College's organizational design and governance structure, representing the authority and responsibilities of the governing boards, President, administration, faculty, staff, students and committees, are available in supporting documents for the evaluation team

DESCRIPTION

The Board of Trustees

The primary function of the Board of Trustees of Community-Technical Colleges is to establish policies for the development and maintenance of the educational programs and services of the community colleges. The Board of Trustees determines policy in all areas relating to the management of each community college. The authority, legal status, rights and responsibilities of the Board of Trustees are clearly defined in Public Act 89-260. Although appointed by the Governor, the Trustees are representatives from the communities served by the twelve community colleges in the State of Connecticut, representing the interests of the community. The major duties of the Board of Trustees include:

- Planning for the continued development of the community college system that will ensure maximum educational opportunities for the citizenry of the State;
- The administration of each college in the community college system;
- Personnel policies for the recruitment, appointment, evaluation, tenure, compensation, dismissal, professional improvement and assignment of duties of unclassified personnel;
- Educational programs, community services and other educational services in all colleges;
- Operating and capitol budgeting and physical plant needs of each college, individually in the presentation of such needs to appropriate commissions and agencies of the State government;
- Admissions of students and enrollment projections for the colleges;
- Preparation of materials to be considered by the State Legislature and other State agencies on behalf of the community colleges.

(Community-Technical Colleges of CT, Policy Manual: Board of Trustees, March, 2001).

Council of Presidents

This Council is comprised of the Chancellor, Assistant to the Chancellor for System Advancement & Communication, Chief Academic Officer, Director of Employee Relations, and the Presidents of the colleges. This governance body meets monthly to discuss relevant topics and issues, make recommendations and receive information from the System Office.

Since the last self-study, the Executive Director is now called the Chancellor and the Deputy Executive Director is now the Deputy Chancellor.

The President

At the time of the merger in 1992, Dr. Booker T. DeVaughn was appointed President of Three Rivers. President DeVaughn served in that capacity until August 2001 when he retired. On August 6, 2001, Dr. Grace S. Jones assumed the presidency of Three Rivers. Her immediate focus is to facilitate closure to the issue of campus consolidating. Members of the college community are excited and hopeful that this issue will be resolved under the leadership of President Jones. The President serves on standing committees of the Board of Trustees as a non-voting member, and as such, provides the link between the internal governance system and the external governance system.

State Board of Governors for Higher Education

Established in 1983, the Board of Governors of Higher Education serves as a statewide coordinating, budgeting and planning authority for Connecticut's 44 colleges and universities, including the 12 community colleges. The eleven-member lay Board of Governors' authority is set forth in Connecticut General Statutes, Section 10a - 6(b). The Board of Governors have the authority to merge or close institutions, review and approve all new academic programs, review and approve system-wide or individual mission statements, to monitor and evaluate the effectiveness of all colleges and universities. Perhaps one of the most controversial issues considered by the Board of Governors was the decision to merge all of the community and technical colleges in the State. This decision has had profound effects on this institution, as Three Rivers Community College continues to deal with the lingering effects of the merger. A recent study at the College on the efficacy of governance found that this 'merger effect' continues to present critical challenges the governance process (A Study of the Efficacy of Organizational Governance at Three Rivers Community College, June 2001). Other, more publicly appealing efforts by the Board of Governors have included the implementation of a statewide management information system and the creation of the nation's first statewide plan to attract and increase the number of minority students, faculty and administrators at the 44 colleges and universities.

Organizational Design and Governance Structure

In 1997, the Committee on College Governance, after much discussion and review, voted to eliminate the former three-tier system of governance, establishing a single governance structure. This redesign is perhaps the most significant change to the organizational and governance structure at Three Rivers since the last accreditation process is 1992. Since its conception, the central focus of the Governance Council has been an emphasis on proximity, inclusion and system-wide engagement.

The governance structure at Three Rivers Community College includes:

A. The President's Cabinet provides for communication and discussion on major policy issues within the College. The President's Cabinet meets weekly. Members include: the President, the executive assistant to the president, the deans, the human resources director, the development director, the institutional research director, continuing education director and the chair of the Governance Council. This governance body advises the President on institutional policy issues. Policy issues generated from the Governance Council are reviewed. Members of this body have opportunities to present and discuss policy and budgetary issues that may have institutional importance. In addition, the President's Cabinet has the authority and responsibility for addressing the College's strategic and long-range planning mechanism. Consistent with the overall goal of an inclusive governance structure, all decisions by the President's Cabinet are presented in minutes and distributed by e-mail.

B. The Governance Council, established in 1997, provides a governance body that includes faculty, student services, administrative services, other non-teaching staff, continuing education and students. Details on the election, membership, authority and responsibility of the Governance Council are presented in the May 1997 Report of the Governance System, as provided for review by the evaluation team. By replacing the three-tier system with a single governance structure, members of the College representing the former Academic Council, Student Services Council and the Administrative Services Council now fully integrate into an innovative governance structure that provides a more effective forum for communication and discussion of policy issues within the institution. In 1999, the Information Technology Division was created and integrated into Governance. The chair of the Governance Council represents this governance body on the President's Cabinet, which meets weekly.

C. The Student Government, a fully integrated governance structure, provides many opportunities for students to participate in governance at the College. In addition to the student representation on the Governance Council, with full voting rights, students are elected to serve on the statewide Community College Student Electoral Assembly, electing a student to serve a two-year term on the Board of Trustees of Community-Technical Colleges. Most recently, a student from Three Rivers served on the search committee to hire a new President for the College in the spring of 2001.

D. Task Forces may be formed to address specific issues that cannot be adequately addressed through regular processes within the governance structure. Task forces are created and appointed to serve by the President or by the respective Dean who has primary administrative responsibility for the policy issue. Policy issues that encompass more than one division will facilitate assignment and oversight sharing by all divisions involved. The duration, size and composition of the task force will be determined by the nature and scope of the policy issue addressed. For example, a governance task force was formed in 1997 to address an ineffective governance structure that affected the entire institution. In addition, the task force was asked to prepare an interim report for NEASC. This year, a similar task force was formed to conduct a post-merger study on the efficacy of governance at the College for staff and students, and to prepare the report on Standard Three (Organization and Governance) for the 2002 Self Study. Copies of these two quantitative reports completed in 2001 are available for review by the evaluation team.

E. Academic Division meetings are held monthly and are chaired by a faculty member. This is a representative body that includes faculty and other non-teaching professional staff members (administrators, student services, library, development, counseling and continuing education staff). The primary function of this body is to ensure that faculty is provided a substantive voice in matters related to academic integrity, educational programs, policy and personnel issues. Policy issues being reviewed are discussed fully in the Academic Division meetings. The Board of Trustees of Community-Technical Colleges recognizes the rights and responsibilities for all professional staff, as set forth in the collective bargaining process.

F. Other Division meetings are held regularly in accordance with the current Governance document.

College Committees

There are approximately twenty-five college committees at Three Rivers. Each committee has a reporting relationship to the President or a Dean. In a few instances, the committee reports jointly to the respective Dean and to the Governance Council, Curriculum Committee, and/or Information Technology Advisory Committee. Active participation on committees is encouraged for adjunct faculty and members of the community. Other committees functioning at the college are mandated by individual collective bargaining agreements including promotion, tenure, sabbatical and professional development.

Collective Bargaining

There are five collective bargaining units within the Three Rivers Community College system. The largest is the Congress of Connecticut Community Colleges (4C's), which includes Agreements for faculty, administrators, counselors and library staff. The second largest representation at the College is the American Federation of Teachers (AFT), which includes the technical faculty. Other college administrators, such as Director of Records, Administrative Services, Finance and Budget, Business & Industry, Lab Technicians and some information technology professionals are included in the AFSCME Administrators (American Federation of State, County and Municipal Employees) bargaining unit. Accountants, payroll and purchasing staff are represented by Administration and Residual (A&R) and the Connecticut Employees Union Independent (CEUI) representing the maintainers and building supervisors. All bargaining units are bound by their respective Agreements, which tend to vary from three to four years in duration. All Agreements are negotiated between the Board of Trustees of Community-Technical Colleges and the union representatives.

Community Groups

Community groups, including advisory boards, the Alumni Association and the Three Rivers Foundation, function and provide valuable input to the entire Three Rivers system as a provider of education, training and services. The **Regional Advisory Council** is comprised of sixteen community members who advise the College of community needs and provides a link between the College and the community. This governance body, appointed by the Board of Trustees of Community-Technical Colleges, may advise the college President regarding educational programs in order to address the needs of the communities in the region it represents. Input from the Regional Advisory Council is relevant and invaluable for decisions regarding capitol projects, policy issues, development of new curricula, budgetary decisions and viability projections for specialized programs and activities.

In addition to the Regional Advisory Council, other advisory committees exist throughout the College. These include the advisory committees for most of the career programs, such as the Human Services, Early Child Development, Nursing, Mechanical/Manufacturing/CAD, Nuclear Engineering, Computer Science, Electrical Engineering and other advisory boards. A complete listing of all of these advisory committees within the College is available for review by the evaluation team in the Team Workroom.

The **Alumni Association** is a group of individuals associated with the College who wish to promote active involvement between the College and the alumni. The association also promotes positive public relations between the College and the community.

The **Three Rivers College Foundation** is a non-profit organization dedicated to fund raising and fund development for benefit of students and programs at the College. A volunteer Board of Directors guides the efforts of the Foundation, helping to assure that our students will have access to affordable educational opportunities in the Region. The Foundation represents public, private and professional interests. Funds raised by the Foundation directly assist needy and deserving students and help to enhance capitol improvement projects, social, educational and cultural opportunities at the College.

In 1997, the State of Connecticut created the Higher Education Matching Grant Program. The Foundation's net assets as of July 1, 1998 were \$ 60,779.16. The net assets as of July 1, 2001 were \$253,537.68. This represents a 417 percent increase. However, that increase was not entirely due to the matching grant program. One other significant factor was the hiring of a Director of Development at Three Rivers in September 1998. Additionally, an excellent group of Foundation board members who were quite enthusiastic about raising funds for the College implemented two new sources of income: the gala and the golf tournament. All of these factors contributed to substantial increases in our accounts.

APPRAISAL

The College was fortunate to have had the sustained leadership of former President Booker T. DeVaughn through the pre-merger and post-merger period. His dedication to the growth and development of the College provides an exciting opportunity for our new President, Dr. Grace S. Jones to move the College decisively toward an even brighter future. The College remains in a tenable position of continued growth and development under the experienced leadership of President Jones at Three Rivers.

The Board of Trustees provides an actively engaging governance body, representing the community. The Board of Trustees responds positively to issues and concerns of the College and should be commended for its vision and support of long-range planning initiatives.

The College has a fully integrated governance structure that has made it possible for the College to effectively adapt to internal and external forces that may affect its policy priorities. The establishment of the Joint Governance Council in 1997 has helped to make the overall governance structure at Three Rivers a seamless and inclusive system.

The fiscal solvency of the institution and the continued academic integrity of the educational programs of the College are maintained by state funding, collective bargaining and other funding processes.

Students at Three Rivers are actively engaged in a wide-range of social, educational, cultural, and governance activities at the College. Since the 1992 accreditation process, the level of student participation in governance activities has increased significantly.

The Board of Governors of Higher Education have set forth a strong statewide effort to increase efficiency, accountability, advance technology-based learning, and outcome measuring in all courses and improved resource allocation.

The creation of the Office of Development, with the hiring of a full-time Director of Development in 1998, has resulted in substantial increases in donations to the Three Rivers College Foundation, as well as other fund development efforts.

Changes in the demographic make-up of the Region should be reflected in the make-up of the Board of Trustees. However, it should be noted that all appointments are made by the Governor, with limited input from the local colleges.

Increased demands for expanding student enrollments and services are becoming quite difficult with the present physical facilities of the College. Issues related to limited library space, parking, designated smoking spaces, adequate office space for faculty and staff, and campus security constitutes a major amount of governance discussions at the College.

Lingering merger issues continue to affect faculty, staff and student participation in the overall governance process. Attendance at monthly Academic Division meetings has approximately a 50 percent participation level. Collocation continues to be a central issue requiring a great deal of immediate attention but resolution is anticipated in the near future.

PROJECTION

Strengthen student involvement in the governance process. It is very important that students take a more active role in the organization and governance of the College. The Dean of Student Services is responsible for ensuring student participation on the Governance Council. Student representatives should be in place by the beginning of the academic year so ideally, elections or appointments to the Governance Council should take place by graduation (June). This will ensure that there is a student representative at all meetings of the Governance Council.

Projecting the spirit of the merger in words and deeds. The one lingering aspect of the merger seems to be the lack of cohesiveness, an esprit de corps amongst the faculty and staff of the two campuses. Whether or not this is attained with complete collocation remains to be seen.

The Regional Advisory Council should be more actively engaged in college life. RAC members can serve the college by enhancing public awareness of the college and promoting college programs in the community; assisting the college in evaluating its programs and by developing new curricula; assisting with securing contributions of equipment to support academic programs, and establishing solid relationships with area legislators. These are but a few examples of how the Regional Advisory Council can enhance their service to the College.

Strive for more inclusiveness in the governance process at the College.

Findings from a recent study on governance among the faculty and staff at Three Rivers suggest that there is a need to foster a more inclusive environment for governance within the College. Each department should do a better job of recruiting, nurturing and assigning faculty and staff to serve in the governance structure. Further, each member of the college community should make the effort to become more informed about the governance process.

DESCRIPTION

Three Rivers Community College, heir to Mohegan Community College and Thames Valley State Technical College, preserves the best features of each. The College offers a comprehensive array of degree, certificate, and credit-free programs that respond to the evolving needs of the population of Southeastern Connecticut. The 2002-03 catalog outlines the course requirements and program outcomes for 26 Associate in Arts, Associate in Science, or Associate in Applied Science degree programs, currently offered by the College, several of which include additional options. The catalog also outlines 19 certificate programs with their options, and credit-free initiatives offered by the Department of Continuing Education. Academic departments offering credit courses and programs include: Business, Humanities, Mathematics, Natural Science, Nursing and Allied Health, Social Sciences, and Technology.

Three Rivers allows students to achieve credit for demonstrated prior learning through the College's Assessment of Prior Learning Program as well as national CLEP or DANTES examinations. In addition, the College participates in the Connecticut Distance Learning Consortium and offers distance-learning courses in a variety of areas each semester. Information about all College programs is available in the printed catalog, the College's website, and material disseminated during the Admissions and Academic Advisement processes.

Planning and Evaluation

All academic programs offered by the College emerge from an academic department and must be approved by the College's Curriculum Committee, which is chaired by the Academic Dean and includes representation from each academic department, the Department of Continuing Education, the Library, Tutoring and Academic Success Center, and Student Services. The Curriculum Committee ensures that every course or program proposal is consistent with the academic mission of the College, includes program outcomes, and is congruent with College policies, resources, and student needs.

Proposals for new academic programs or substantive changes in existing academic programs must also be approved by the Academic Dean and President and then submitted to the Community-Technical College Board of Trustees, and, in some cases, the Connecticut Department of Higher Education. Requirements established by both external units are available in print or via website. Before a proposal is submitted, it receives preliminary review by the Academic Deans of the other eleven public community colleges in Connecticut.

Program review at Three Rivers takes many forms. Some of it springs from Board of Trustees requirements, some from program accreditation requirements, and some from the institution's continuing desire to reflect and evaluate. Increasingly, program review incorporates the assessment of learning outcomes and leads to meaningful changes in programs or instruction.

Regular review of degree programs is part of the ongoing routine of the College. Each career and technical program has a program coordinator who communicates with key practitioners in the field through advisory committees, professional organizations, or informal contacts. A program may also undergo formal review in accordance with the guidelines established by the Board of Trustees. The A. S. program in Human Services is slated for review of this kind during 2002-03, and all degree programs will follow a similar course (or participate in program accreditation processes) during the next five years.

A prominent example of program review occurred two years ago when the separate programs of Travel and Tourism and Food Service Management began to explore ways that the two programs could complement each other. What resulted was a fundamental reformulation of the two degrees under a common umbrella entitled “Hospitality Management”. The new degree program now includes four options: Tourism Management, Restaurant Management, Hotel Management, and Casino Management. Clearly, the new configuration is more responsive to the needs of the region, and program enrollment is beginning to increase.

Beyond compliance with external mandates, the faculty, staff, and administration of the College value the rigorous process of self-reflection and assessment. During the past three years, a task force completed a comprehensive review of the General Studies and Liberal Arts and Sciences degree (discussed in a subsequent section), the Coordinator of the First Year Experience Program completed research on retention patterns of students taking the course, the College participated in a system study to evaluate the success of distance learning courses, the College Tutoring Center completed a comprehensive review of all facets of its operation, a process that led to its new title as the College Tutoring and Academic Success Center, and the College’s new Academic Advisement Program was reviewed in depth by a team of faculty and Student Services representatives. In each case the review process led to significant program improvements or refinements. During the 2002-03 academic year, the College plans to review its efforts in promoting classroom technology, identify “best practices” in this area, and refine or redirect its future initiatives. Also, during 2002-03, two English faculty will investigate whether the addition of a writing sample will improve placement in developmental reading/writing courses.

In anticipation of collocation, the College recently undertook a comprehensive review of all of its academic programs. Initially, the Interim Academic Dean distributed questionnaires to each program coordinator requesting specific information on every aspect of program operation, including curriculum, advisory committees, program review, student recruitment, adequacy of classrooms, laboratories, or dedicated spaces, level of administrative support, and anticipated future growth and development.

The questionnaires and subsequent investigation and dialogue formed the basis for current and future program planning. The process led to the formation of a student recruitment committee in the Department of Technology, an orchestrated effort by the Hospitality Management program to work closely with neighboring casinos, and inter-coordination between the Departments of Nursing/Allied Health and Continuing Education on the planning of credit free Allied Health programs.

In addition, this process assessed the viability of low enrollment degree and certificate programs that may require suspension or termination. Criteria for review included current and past enrollment, rate of program completion, value to employers and the region, rate of employment and other benefits to individual graduates, present and probable future costs of operating the program, and special value to the College. The decision making process included the Academic Dean, the College Curriculum Committee, the President’s Cabinet, and, ultimately, the President. Besides reviewing existing programs, the process focused on areas of regional need, potential growth, and institutional opportunity. A second questionnaire was circulated throughout the College community soliciting ideas for future program initiatives. Results of the survey were synthesized by the Interim Academic Dean and discussed by the Academic Division Steering Committee (newly formed to streamline issues brought before the Division), the College Curriculum Committee, and the President’s Cabinet. Identified areas for future growth were:

1. Nursing and Allied Health. Clearly, there is a need for additional registered nurses in our region, and that is likely to persist. The state recognizes this need, and additional funding

is a possibility, if not a probability. Similarly, Allied Health in general remains a present and anticipated future priority. We foresee a role in Paramedic training and continuing education, E.M.T. training, Patient Care Tech training, and C.N.A. training. We also expect to respond to emerging allied health needs in areas such as community health, hospital specialties like phlebotomy, respiratory therapy and, perioperative nursing, pharmacy tech training, and perhaps massage therapy. Some of these areas will require credit-free courses, some credit, and still others a blend of the two. Parenthetically but significantly, an increase in Nursing and Allied Health will necessitate an increase in lab Biology and Chemistry. Finally, we plan to continue our work with regional and state dental associations to expand opportunities for Dental Hygiene Education in the state.

2. Hospitality. With the adoption of our new Hospitality Management program and the establishment of a working relationship with Mohegan Sun and Foxwoods casinos, we are beginning to witness a growth in enrollment. That phenomenon should continue, especially in the areas of Casino Management and Restaurant Management (with possible expansion into Culinary Arts). Again we anticipate a combination of credit and credit-free offerings.
3. The related areas of Computer Science, Computer Assisted Design, Web Design, Communication and Graphic Arts, Management Information, Networking Technology, and Information Technology in general. Obviously, we cannot predict with confidence how these rapidly changing fields will evolve, but we can anticipate that they (or variants) will remain areas of enrollment growth and regional need. Once more, we expect a blend of credit and credit-free offerings.
4. Credit-free courses, workshops, and customized training or academic programs for business, industry, and agencies in our region. Continuing Education is a growing part of our College, and we believe its growth will continue and accelerate.
5. English as a Second Language. The demographic composition of our community is changing, and more of our residents need E.S.L. coursework. Our present E.S.L. offerings are expanding, and we expect that to continue. Perhaps we will also see an increase in the number of C.E.U. courses scheduled for E.S.L. teachers.
6. Liberal Arts courses. It's easy to overlook Liberal Arts in the planning process, but we can anticipate steady growth in our General Studies and Liberal Arts and Sciences degrees as well as strengthened emphasis on general education as a required part of all degree programs. Certainly, a new, attractive campus will increase the enrollment of "traditional age" students who wish to complete their general education courses and transfer to a university.

While there exists reasonable confidence about growth in the foregoing areas, there are additional areas that could experience growth as well. Clearly, there are indicators that Photonics and Fiber Optics will experience substantial growth, and the same is true of Early Childhood Education, especially if the state emphasizes the training of "Child Development Associates". Similarly, we expect many of our career programs in Business, the Technologies, Human Services, and Criminal Justice (including Forensics) to experience modest, incremental growth.

A question mark is Visual and Performing Arts. We believe our enrollment in studio/performance Theater and Art courses could expand but only if we are willing to make a serious investment of full-time faculty support and dedicated space. Barring that level of commitment, we foresee steady, incremental growth, especially if we design space more strategically in our new campus.

An area that warrants investigation is a program for Biotechnology lab assistants. A program of this kind already exists at one of the other community colleges in the state, but there may be a need for one in our region as well. On the other hand, we may be able to satisfy the need through credit-free or credit contract courses as required by Pfizer or other local concerns (a process already underway through the Department of Continuing Education).

Pursuant to this analysis, the College recently revamped and re-titled its certificate program in Publications (now Graphic and Communication Arts) to place greater emphasis on web publications and developed new certificate programs in Web Design, Networking, and Case Management. We are also completing a proposal to offer a new degree/certificate program in Community Health Outreach Work.

The overall program review included recommendations for scaling back or phasing out a number of existing programs, including the Legal and Medical Secretary options of the Business Office Technology Program. These programs are in the phase-out process now, although enrolled students may continue to earn degrees during the period of transition (as specified by Board of Trustees policy on the suspension or termination of programs).

Another program that may be scaled back or curtailed is the A.S. career program in Criminal Justice, a narrowly focused program that has run its course (other Criminal Justice programs would remain). Two programs that merit further review are the A.S. degree programs in Civil Engineering and Manufacturing Engineering Technology. Each has experienced low enrollment in recent years, and each requires dedicated faculty and space. However, plans are underway to improve student recruitment, modify the programs or develop options for new markets, and reduce the costs of maintaining them.

In addition, the Paramedic certificate program is now being reviewed. As noted previously, the College has an important role to play in Paramedic Education, but the existing program is costly to maintain, difficult to staff, and erratic in enrollment. We have placed the program on hold while we study alternatives and work collaboratively with the major health care providers in the region.

In short, the College has made a substantial effort to assess the health and vitality of its existing academic programs and project future needs and initiatives.

Finally, as a measure toward collocation, the College employed the services of a master planning consultant, Dr. Persis Rickes, who circulated questionnaires and surveys of her own on program space utilization and related issues. She also conducted focus group sessions with groups of faculty and staff on five "Learner Centered" thematic areas: --Environments for Teaching and Learning; Holistic Development for Students; Resources for Community Partnerships; Support Services for Learning; and Technology and Learning. Dr. Rickes will submit her conclusions at a later time.

Program Accreditation and Assessment of Learning Outcomes

Several of the College's efforts to assess learning outcomes derive from the process of program accreditation. A prominent example is outlined in the recent report submitted by the Nursing program to the National League for Nursing (the program is also approved by the Connecticut State Board of Examiners for Nursing).

The Nursing faculty assessed outcomes in the following areas: critical thinking, interpersonal and communication skills, capacity for therapeutic nursing interventions, performance on NCLEX and certifying examinations, employment rates, employer satisfaction with graduates, and graduate satisfaction with the program. In the domains of critical thinking, interpersonal and communication skills, and capacity for therapeutic nursing intervention, the Nursing faculty defined the outcomes, described the methods used to assess each of them, and explained the

reliability, validity, and trustworthiness of each method, the data collected, the interpretation of data, and how the results are used for program decision making.

After careful investigation, the faculty chose to assess critical thinking through administration of the ERI Critical Thinking Process Test at different points in the program and analyzing the results of student performance on the NCLEX-RN exam. For communication and interpersonal abilities, the faculty employed didactic testing, clinical evaluation, process recording exercises, and the use of communication technology. Finally, in the area of therapeutic nursing interventions, competence was measured through the use of clinical performance evaluation forms and graduate and employer responses to surveys.

Many of the College's Technology degree programs (Civil Engineering Technology, Environmental Engineering Technology, Electrical Engineering Technology, Manufacturing Engineering Technology, Mechanical Engineering Technology, and Nuclear Engineering Technology) are accredited by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET). The primary means of measuring outcomes for TAC/ABET accreditation is through surveys of graduates and their employers, measuring the satisfaction of each. Accredited programs must also demonstrate that all TAC/ABET specified areas of competence, such as oral presentations, computer applications, and research, are incorporated into the curriculum, and visiting teams review and assess samples of student work in each of these areas.

The Business Department is in the process of seeking program accreditation for all of its degree programs from the Association of Collegiate Business Schools and Programs. The proposal includes a comprehensive plan for outcome assessment with variations for each program. The Accounting area has already instituted a portfolio presentation into the curriculum, and all of the areas collaborate on an annual Business Skills Seminar. During 2002-03, the department intends to work systematically on other features of the plan.

Finally, the Early Childhood Education program is now seeking accreditation for its Montessori Training Institute from the American Montessori Association (Montessori Accreditation Council for Teacher Education). The proposal includes a detailed listing of every required program competency, the specific courses in which students acquire the competencies, and the means of evaluation. For example, to ensure appropriate evaluation of the first competency, to "demonstrate knowledge of the development and special needs of the child," the program incorporates observation assignments in the field, discussion of major theories, research papers, case studies, and communication with parents. The reviewers will examine supporting documentation and provide feedback on the efficacy of the measures of assessment.

Currently, the College is building on these accreditation inspired efforts to assess learning outcomes by ensuring that all programs have outcomes (included in the 2002-03 catalog) and integrating assessment into all areas of program review. As noted previously, the Human Services program is scheduled for review during 2002-03, and the College will attempt to define "best practices" in an area of classroom technology. Both initiatives will incorporate assessment of learning outcomes.

In addition, the Academic Division Steering Committee recently established a task force on outcome assessment, and a member of the Humanities faculty and the Director of the Tutoring and Academic Success Center participated in a NEASC sponsored program on that topic.

General Education and the Reformulation of Two Degrees

During the past two years, Three Rivers has conducted a review and evaluation of its Associate Degrees in General Studies and in Liberal Arts and Sciences. During the first year of review, a broad based faculty committee examined the goals and objectives of a liberal arts education and drafted a statement of core values and program outcomes. The statement was subsequently reviewed and discussed by the full faculty at an Academic Division meeting; it was then revised and finally approved by faculty and administration. During the second year of review, the degree programs, with their requirements and plans of study, were examined in detail. The statement of core values and program objectives became the foundation for this examination as faculty reconsidered whether the degree programs as constituted fully enabled students to achieve the desired learning outcomes.

As a result of this second year of review, modifications were made that essentially streamlined and strengthened our degree offerings in Liberal Arts and General Studies. First, it was decided that offering three degrees at the Associate level, A.A. and an A.S. in Liberal Arts and Sciences and an A.S. in General Studies, was redundant and unnecessary. The differences between the degrees were often unclear and difficult to articulate to students. The A. S. in Liberal Arts and Sciences was eliminated, and the remaining two degrees were redefined so that they offered distinct alternatives, each of which meets different student needs. The distribution of courses in the program of study for each degree was modified and strengthened, and the General Studies program specifically, was made more educationally rigorous by limiting some open electives and specifying course requirements in areas such as History, Speech, Fine Arts, Lab Science and courses with an international emphasis.

The General Studies degree still includes more electives while the Liberal Arts and Sciences degree is tightly prescriptive and ensures that students are well prepared for transfer, especially to Eastern Connecticut State University and the University of Connecticut. Both degrees include the “First Year Experience” course for new students, a course that introduces the expectations of college, the organization and philosophical underpinnings of the curriculum, academic planning, and the attributes most closely associated with academic success and persistence. The statement of program outcomes, core values, and course requirements for the General Studies and Liberal Arts and Sciences degrees are included in the 2002-03 catalog.

All other degree programs include a general education component with at least one third of required courses in college English, Social Science, Humanities, Math, Natural Science and a computer literacy requirement. In 1996, the College began an orchestrated effort to reinforce writing across the curriculum and has made substantial headway since then.

Also in progress is a grant-funded initiative to foster mutual content applications between developmental Math faculty and the faculty teaching introductory courses in Business and Technology.

Certificate programs require a maximum of thirty credits, include a minimum proficiency requirement in English, and generally emphasize skills needed for entry-level employment or career advancement in specific occupations. Many certificate programs lead directly into degree programs in the same area.

Career and Technical Degree Programs

A complete list of career and technical degree programs appears in the 2002-03 catalog. All career and technical degree programs culminate in the Associate in Science degree, except for one (General Engineering Technology), which culminates in the Associate in Applied Science degree. The following programs include transfer options to guide students who intend to complete a baccalaureate degree in the field: Accounting, Business Administration, Criminal Justice, and Marketing. Other programs, while not specifically delineating a transfer option, include many transferable courses, and several have articulation agreements with regional colleges and universities. Of particular note is the Connecticut College of Technology program (COT), an innovative program leading to a Bachelor of Science Degree in engineering or technology. The program consists of two distinct pathways, one in engineering and one in technology. After completing the Technology Pathway Program at Three Rivers, students may enter directly into technical fields at Central Connecticut State University or Charter Oak State College (Connecticut's External Degree Program). The Engineering Pathway leads directly into the School of Engineering at the University of Connecticut. The pathway courses will transfer to engineering and technology programs at many other public and private universities as well. Specific COT course requirements are described in the COT Program of Study in the catalog.

All of the career and technical degree programs have a designated faculty program coordinator who maintains communication with practitioners in the field through advisory committees, professional associations, regional organizations, or informal contacts. This ongoing process of communication augments the program review/accreditation processes explained previously and ensures continuous updating and refinement. The College makes annual investments in hardware, software, other equipment, and library resources to keep career and technical degree programs as current as possible. As technology accelerates in all areas, however, it is becoming increasingly difficult to upgrade across the board. The prevailing strategy is to concentrate on a couple of career and technical areas a year and attempt to deal as comprehensively as possible with their resource needs. The College Educational Technology Committee regularly reviews and prioritizes computer related requests from career, technical, and other programs.

Developmental Education and English as a Second Language

The College offers a series of required developmental and transitional courses for students who are academically under-prepared for college level coursework. To this end, faculty who teach developmental courses work collaboratively on outcomes with faculty who teach college level English, Math, and other courses. A review of developmental reading and writing courses two years ago led to a new four credit developmental course entitled, "Reading, Discussing, and Writing". Outcomes for this course are detailed, explicit, and reflective of the expectations of faculty in college level courses. At the same time, the College instituted a new, voluntary one-credit course entitled "Sentence and Paragraph Workshop". This course, although developmental, may be taken by students at any stage of their academic journeys. It emphasizes basic techniques of proofreading, computer assisted editing and proofreading, and detecting difficulties that interfere with clear, well-formed sentences and paragraphs.

Developmental Math includes separate courses in Basic Math Skills and Basic Algebra. During 2002-03, the Math faculty plan to pilot a four credit version of each of these courses that incorporates computer assisted instruction, supervised study, and in-class tutoring. Like most other colleges and universities, Three Rivers struggles with high attrition in developmental math courses (during Spring, 2001, 52% of students in developmental math courses did not successfully complete them) and strives for continuous improvement in this area of the

curriculum. As noted previously, a pair of Math faculty will also work during 2002-03 with colleagues in Business and Technology on integrating applications from those areas into developmental math courses (and vice-versa).

A portion of students enrolled in developmental courses are permitted to take the First Year Experience course, since that course, although college level, reinforces many of the key attributes of student success that are typically lacking in developmental students, including note-taking and time management. Data so far indicate that students taking developmental courses do as well in the F.Y.E. course as their non-developmental counterparts. Additionally, students who take developmental courses and the FYE course display a higher rate of continued enrollment than students who take developmental courses without FYE (During Spring, 2001, 80% of the developmental FYE students persisted to the second semester).

As a result of expanding enrollment and greater levels of student need, the English as a Second Language program is undergoing substantial modification. Originally, the program provided two levels of coursework with four hours of class time per week for each level. Now, each level requires six hours per week, and a new three credit E.S.O.L. course, "Writing Skills: The Sentence", was introduced as a supplement during Summer, 2002. The College will continue its review of English as a Second Language during 2002-03.

Student Achievement

Three Rivers encourages and supports high student achievement in several ways. The College chapter of Phi Theta Kappa honorary is especially active and the recipient of numerous regional and national awards. Also active are student organizations in a variety of disciplines: Architecture, Nuclear Engineering Technology, Business, Early Childhood Education, Electrical Engineering Technology, Manufacturing Engineering Technology, Photonics Engineering Technology, Spanish, Nursing, Science Fiction, Performing Arts, Writing, and Field Geology. The College student newspaper, The Current, will introduce a web component during 2002-03, and the Performing/Fine Arts areas will continue to sponsor student art exhibits, plays, and other performances.

In addition, the College recognizes students through semester Dean's Lists and the graduation honors of Cum Laude, Magna Cum Laude, and Summa Cum Laude. Students graduating with a 4.0 average receive the Board of Trustees Medallion. Each year, the College grants over thirty scholarships and academic awards and recognizes student recipients at a ceremony shortly before commencement. Last year, a faculty member undertook the task of expanding our relationships with excellent high school students (and their teachers and counselors) and exploring transfer and scholarship opportunities for Three Rivers students who wish to transfer to highly selective colleges and universities. That effort will continue during 2002-03.

Finally, the College encourages service learning and provides opportunities for volunteer service. Areas of the curriculum that combine academic work with service to the community include: Marketing, Criminal Justice, Early Childhood Education, English, Human Services, Nursing, and Sociology. Beyond these curriculum based initiatives, students have performed volunteer community service for numerous organizations, including the regional Women's Center, Special Olympics, Habitat for Humanity, America Reads, the Red Cross, the Salvation Army, and local soup kitchens.

Continuing Education

The Three Rivers Continuing Education Department offers a wide variety of credit and noncredit courses and programs to accommodate the academic, business, and cultural needs of the community. Courses may be offered at the Norwich campuses, work sites, or other off-campus locations. Three Rivers is an official provider of Continuing Education Units (CEU's) required by educators to maintain teaching certification. CEU courses are offered on a regular basis, and the department is prepared to design courses for school systems that have specific requests. Three Rivers is also a member of the system-wide Business and Industry Services Network (BISN) that responds to the changing needs of local enterprises. BISN designs flexible and short-term programs to respond to changing technologies and workplace retraining needs. Other components of Continuing Education are the Software Training Center, an AutoDesk Training Center, real estate programs, allied health programs, and continuing education for nursing and allied health. Training is provided in diverse areas such as AutoCAD, fiber optics, hazardous waste operations, methods of teaching English as a second language, and bartending/alcohol serving. The enrichment courses vary from aerobics and yoga to boating and painting. During the fall, 2001 semester, the department served 2,110 students, approximately a 400% increase since fall, '98.

External collaboration is provided by an Advisory Council, which is composed of members of the local community and other departments of the college. Organizations currently represented include: The Connecticut Department of Economic and Community Development, Connecticut Department of Labor, Connecticut Maritime Coalition, Eastern Area Health Education Center, Electric Boat, Groton Utilities, Lawrence & Memorial Hospital, Mohegan Tribe, Navy College (U.S. Naval Submarine Base, Groton, CT), Norwich Bulletin, Pfizer, Inc., Southeastern Connecticut Enterprise Region, Southeastern Connecticut Regional Workforce Investment Board, St. Christopher's Health Center, Thames Valley Council for Community Action, William W. Backus Hospital, and York Correctional Facility. Their assistance with curriculum development is essential to keep training relevant to the current employment and training needs of Southeastern Connecticut.

Research, Scholarship, and Faculty Professional Development

The College provides numerous opportunities for classroom-based research, participation in professional development activities, projects, and programs, and participation in discipline based conferences and professional organizations. These opportunities spring from a variety of sources: professional development funds set aside for individual faculty to attend conferences, seminars, or short courses, funds set aside to allow annual sabbatical opportunities for a limited number of faculty, retraining funds to subsidize education in another discipline, campus based professional development programs or projects sponsored by the College Center for Teaching Committee, system-wide professional development initiatives sponsored by the System Center for Teaching Committee, and initiatives sponsored by academic departments, the College administration, or faculty task forces or committees. Ongoing professional development is a norm and expectation for full-time faculty and a desired goal for part-time faculty. It is part of the fabric of the institution and solidly woven into its faculty culture.

Even a partial list of annual professional development activities would take pages and still not account for the hundreds of informal faculty-to-faculty exchanges on teaching and learning that take place each semester. A recent emphasis for professional development has been classroom technology, but that will be discussed in a later section.

Finally, the College has made a concerted effort to expand opportunities for professional dialogue between part-time faculty and full-time faculty and among part-time faculty themselves. Now in place is a buddy system which pairs new and veteran part-time faculty, an updated Faculty Handbook which gives particular attention to part-time faculty, a part-time faculty office, improved voice-mail and e-mail access, and departmental and divisional initiatives to encourage part-time faculty to participate in professional development activities, department and divisional meetings, and other College gatherings.

Instructional Delivery

Instructional delivery takes multiple forms but is always guided by adherence to academic standards and adaptation to student needs. The faculty strives continuously to improve classroom teaching, question past practices, and find a better way. Syllabi almost never remain the same from semester to semester as faculty incorporate recent material from their disciplines and experiment with collaborative or service learning, web based learning, classroom technology, conferencing, peer review, e-learning, learning communities, in-class tutoring, portfolios, simulations, writing and math across the curriculum, or new ways to capitalize on cultural diversity within the classroom. Classroom (and out-of-classroom) innovation is encouraged at every turn.

A few recent examples illustrate the point. The Social Science Department held an open classroom week during which faculty freely observed each other's classes and engaged in follow-up discussions of methods and approaches to the discipline. The English faculty brought in a consultant and negotiated a set of parameters to guide the use of portfolios in Composition classes. The College instituted an in-class tutoring program built around a course for tutors. Several clusters of faculty planned learning community projects that will bring their students together or integrate their content during the coming year. The Nursing faculty participated in a simulated accreditation visit to prepare for N.L.N. accreditation. A faculty committee coalesced around service learning and spawned a number of projects. Another group is now forming to bring in speakers on "communities within our community". And so it goes. Each year produces its own reflection and ferment. At Three Rivers, nothing is cast in stone, and innovation is the order of the day.

Perhaps the most dramatic example of recent innovation is in the area of educational technology. Two years ago, a group of faculty, staff, and members of the Information Technology Division gathered informally to discuss their excitement about technological advances in teaching and how Three Rivers should employ them. What emerged was a College Educational Technology Committee with representation across departments, disciplines, and divisions within the College. The Committee has identified priorities for faculty training and the acquisition, installation, and utilization of multimedia tools to enhance learning.

Since that time, smart boards have been installed in classrooms at both campuses, web page development guidelines have been established, and each department has a web maintainer, a College-wide professional day was held on educational technology, a student survey on the use of smart board technology was distributed and the results analyzed, policies for the distribution of laptops in addition to PCs in faculty offices were ironed out, new scanners, printers, digital cameras, laptops, video digitizing equipment, and software were purchased, and numerous training sessions were held for faculty on smart board technology, PowerPoint presentations, web applications for faculty, creative uses of the Internet, and other related topics.

The vision and excitement remains robust. A recent survey concerning pedagogical technology needs indicates that ninety (90%) of faculty respondents utilize e-mail to communicate with advisees and students. Fifty percent (50%) are or have used the Smart Board equipment since its installation a year ago. Of those who have not yet used the Smart Board tools, eighty-one (81%) would like to learn how to utilize them. Only five percent (5%) of respondents have not taken advantage of training opportunities during the past two years. The majority of faculty desire continued or additional training, especially in the realm of course website development. Seventy-three percent (73%) of instructors are using Internet resources to improve pedagogy. The enthusiasm appears contagious.

Looking forward, the Educational Technology Committee will reflect upon and evaluate best practices in the use of technology-assisted learning. Insights concerning hardware and software deployment will be shared among colleagues. Goals for the future include: 1) investigating instructional design matters, such as developing appropriate media for web assisted courses based on sound learning outcomes, 2) developing instructional strategies, and 3) pedagogical issues in on-line teaching interactivity such as collaborative work groups and managing online tests. Non-instructional issues such as institutional direction, timelines, support for course development, faculty recognition, marketing and student support have been identified as longer-term goals.

Of equal importance has been the College's foray into e learning and distance learning. However, we have discussed this topic in a separate review of electronically offered degree programs and will not repeat the same information here. In the Appraisal/Projections section of this report, we will return to the subject of distance learning and the questions it poses for our future.

Finally, we should note that the College now requires standardized student ratings of instructors. Results are shared with faculty who use the feedback to improve their teaching. The ratings are reviewed by department heads, and in the case of full-time faculty, summaries are retained in their professional files.

Facilities and Off-campus Sites

In addition to the main Norwich campuses, off-campus programs and courses for credit are offered by the Academic Division at the Naval Submarine Base in Groton, Connecticut, Waterford High School, and Ella Grasso Technical High School in Groton. Also, credit and non-credit courses are offered at the York, Radgowski, and Gates Correctional Facilities under the auspices of the Academic Division, the Tech Prep program, and Continuing Education. The Academic Dean and academic departments develop off-site courses at the appropriate facilities, primarily in response to a community request or identified need. These offerings are staffed by full and part-time faculty and contracted personnel.

In 1976, responding to a request from the United States Naval Submarine Base, the College began providing programs, courses, and services, to military personnel, their dependents, and Department of Defense workers. On-site courses are offered at the U.S. Naval Submarine Base in Groton, Connecticut. The College also serves Coast Guard personnel, National Guard, Veteran's Affairs, Connecticut tuition waiver individuals, and civilians. Three Rivers is sensitive to this diverse segment of its student body. Historically, the college operated a comprehensive center at the Subbase and offered sufficient courses for degrees in a number of areas. However, security restrictions and recent home-security events have precluded course

offerings from continuing in this manner. The college is currently developing new methods for instruction of Subase personnel. Also in transition is the use of Waterford High School as an off-campus site. In response to budget cuts, the College will discontinue courses at this site beginning spring, 2003.

College facilities are available for community use, presentations and a variety of activities throughout each year. An established fee is collected to cover overhead and appropriate support for the events as needed. Theatrical performances, professional seminars and training, state agency events, and various public meetings and forums are presented each year.

Admissions/Advising

Most of the faculty participates in student advising. The system-wide Banner student management information system is available to all faculty for advising support and information, including student academic history, semester schedules, and registration. A recent initiative is the development of a “best practices”-based Academic Advising Process that strives to create a learner-based environment with shared responsibility and participation between students and faculty and addresses student needs, motivation, and educational objectives. Faculty is trained prior to being assigned advisees. The process was evaluated during 2001-02 and will be refined accordingly.

Three Rivers maintains an open admissions policy and extends the opportunity for higher education to individuals who demonstrate the motivation and maturity needed to benefit from community college instruction. The College provides educational opportunities to people regardless of age, religion, racial or ethnic background or disabilities. Admission to the college does not necessarily mean immediate eligibility for all courses and program. Presently, admission to the A.S. degree program in Nursing is governed by special criteria. Admission criteria and policies are available in published public documents, including the catalog and semester schedule. Information is also available on the College’s website and in printed form at the Admissions Office. Policies for transfer, readmission, and international students are also available at these locations.

The College accepts all graduates of accredited high schools, individuals who hold a GED, mature adults (21 or older) who demonstrate the ability to benefit at the college level, high school students accepted for early admission, or those participating in the Tech-Prep Program or the High School Partnership Program.

The College regularly presents various outreach activities and initiatives that seek enrollments from diverse community populations. Particular efforts address minority and ESOL applicants, and focused activities target prospective female technology students as well. The College participates in regional college fairs, and markets and publicizes the college’s opportunities in local and regional media, including newspapers and radio.

Basic Skills and Academic Support

After admissions, all new first-time students are required to complete an assessment of basic skills in mathematics, reading and writing. This un-timed computerized placement test is designed to help students gain information about their readiness for college-level course work. A full-time Coordinator oversees placement testing and reports to the Director of Counseling. With the assistance of an advisor, students use this information to make decisions about course selections and long-term educational planning. Admitted students with identified special needs

are accommodated upon request with the assistance of counselors, faculty, a Learning Disabilities specialist, and the Tutoring and Academic Success Centers (TASC). Responses can include instructional accommodations and the use of specialized adaptive technologies.

The College offers developmental courses in reading, writing, and mathematics. These courses are designed to help students whose placement scores indicate they need to improve academic skills before taking required courses in programs of study. Developmental courses provide individual support and concentrate on specific skills. Developmental courses are taught by full and part-time faculty and are reviewed regularly by the respective departments. New, first time college students admitted to the Liberal Arts and Sciences and General Studies programs are required to take the First Year Experience course (IDS K105) in the first or second semester, or before attaining 12 credits. This course is designed to help new students meet the expectations of college life.

The TASC (Tutoring and Academic Success Centers) provide individual academic assistance for students. Services include one-to-one peer tutoring in most disciplines, make-up testing, academic success workshops, and the availability of specialized course related software and adaptive technologies for students with special needs. In addition, the College created a Writing Center at the beginning of fall, 2002.

Transfer and APL Credits

The acceptance of transfer credits is described in specific Board policies. Credit by transfer is evaluated during the semester the student is registered as a degree-seeking student (or readmitted). Degree credit is granted for credit courses completed at all institutions within the Connecticut state systems of higher education and at all other regionally accredited collegiate institutions. Credit may also be granted for coursework from non-collegiate organizations and by external and internal examinations (CLEP, DANTES, or challenge exams) in accordance with Board and Department of Higher Education policies.

Three Rivers must grant a minimum of 25% of degree credits. No more than 30 credit hours (50% of a degree awarded by CLEP, DANTES, challenge exams, Military Service Schools, or APL (Assessment of Prior Learning), may count toward the associate degree. Specific articulation agreements exist with Eastern Connecticut State University (ECSU), Central Connecticut State University (CCSU), University of Bridgeport, University of Hartford, University of Connecticut, Southern Illinois University, Charter Oak College, and the University of New Haven. Discussions are being held with Fairfield University and Johnson and Wales University regarding possible agreements.

The evaluation of student learning and achievement is consistent with stated program objectives that are developed and monitored by each program and are compatible with system standards, requirements, and descriptions. No credit is granted for developmental or pre-college course work. A system-wide initiative to develop common course numbers will expedite transfer in general.

An Assessment of Prior Learning Program that utilizes portfolio development and assessment oversee credit for prior learning. An Assessment Committee reviews and evaluates the portfolio and determines the number of credits granted. No credit is awarded outside the subject areas encompassed by the approved curriculum of the College. Credits gained through this process are applicable towards an associate degree and may not number more than 50% of the degree.

Standards of Progress and Graduation Requirements

Academic Standards of Progress are clearly identified in the College catalog. Students are expected to maintain satisfactory academic progress during each semester enrolled once they have attempted 12 or more credits. Students failing to maintain the Standards of Progress are subject to the College's Academic Probation and Suspension Policy. Additional policies also formally address the reinstatement of suspended students, as well as the option of an Academic Renewal available to eligible students who have been away from the college following a poor academic start.

Policies regarding graduation are listed in the college catalog. Application for graduation and payment of required fees follows a printed schedule. The student, the advisor, and the Registrar's Office confirm completion of required program course work.

APPRAISAL AND PROJECTION

The "Description" portion of this standard highlighted major areas of progress and illustrated the College's vibrancy as an academic institution. Here we want to focus our appraisal and projections on the central issues that require the College's deepest reflection or its most sustained commitment to change. In many areas, the College is solidly on track and need only to maintain momentum. Those areas should be apparent from the "Description" as well.

A cloud that hangs over us is budget uncertainty. In response to severe cutbacks in state funding, we are entering the 2002-03 year with a number of unfilled full-time faculty positions. What the future holds beyond this year is difficult to gauge. We are concerned but unable to calculate the long-term impact on the academic strength of the institution.

Assuming that resources permit, the following areas will require our deepest reflection or our most sustained commitment to change:

1. **General Education** As noted previously, we took a significant step by defining the core values and outcomes of our General Studies and Liberal Arts and Sciences degrees and revising the degrees themselves. On the horizon, however, is a system-wide review of general education, partly driven by the need for tighter articulation with the state university system and the University of Connecticut. It is too early to forecast the shape of the statewide initiative, nor whether it will lead to an explicit general education core curriculum. We will take part in the deliberations and reassess our programs accordingly. An area of particular concern is the general education component of our career and technical degree programs. We plan to look at the core values and outcomes for General Studies and Liberal Arts and Sciences and ask whether they also embody general education in career and technical programs. Either way we answer that question, curricular reform may be the result.

The impact of the system-wide initiative on career and technical degree programs is unclear. However, a major concern of faculty in those programs is that the emerging general education requirements may be incongruent with or ancillary to the requirements imposed by accreditation agencies and even N.E.A.S.C. itself. If the net effect is an increase in the number of credits devoted to general education, programs may be forced to sacrifice essential career or technical courses or add credits to programs that are packed to the limit already.

Thus, we project that general education will remain a central issue for faculty deliberation and that we will focus our attention on career and technical programs, the core values and outcomes previously established for the General Studies and Liberal Arts and Sciences degrees, and the system-wide initiative to define general education requirements.

2. **Distance Learning** The supplemental report on on-line degree programs outlines our evolution in distance learning. From a start of one or two courses per semester, we have slowly but steadily climbed to approximately a dozen courses per semester. The array of courses is guided by the desire for balance among disciplines as well as the interest and expertise of individual faculty.

Through a system-wide grant and our own probing, we are beginning to assess student (and faculty) success and satisfaction with distance learning courses. We know that some students thrive, while others do not, and that some students seem to know “what they are getting into”, while others do not.

No doubt, this assessment will continue and intensify, but it will only be the prelude to a broader analysis. Our next major task is to define the overall place of distance learning in our curriculum. Once more, system-wide initiatives may play a prominent role, since consideration is being given to a more centralized or coordinated approach to the offering of courses and the advisement of students.

If we remain essentially autonomous, we must answer a series of questions: Do we envisage distance learning as a means of attracting a new population of students, largely beyond our geographic area, or do we view distance learning primarily as an option for students enrolled in our College already? Is it fiscally practical for us to expand the number of distance learning courses in our schedule if enrollment must be less than on-site courses? What is a reasonable enrollment expectation for on-line courses, given the demands on faculty? Should we strive for the expansion of on-line programs or limit ourselves to an array of courses? Are there an optimum percentage of courses that should be offered via distance learning?

We are gradually awakening to the realization that on-line education and traditional, on-site education are not polar opposites but part of a contemporary continuum. Faculty are beginning to experiment with creative syntheses, such as offering on-site and on-line courses and allowing students to travel between them and combining features of on-site and on-line education in the same course rather than sticking slavishly to the “pure” form of either one. Perhaps our future lies in breaking through strict categorical definitions and becoming more creative.

Therefore, we project that distance/on-line education will remain a topic for deliberation and that we will define its overall place in our curriculum.

3. **Assessment of Learning Outcomes** The “Description” outlines several accreditation related forays into outcome assessment and notes that two projects are slated for 2002-03, a review of the Human Services program and an assessment of some aspect of classroom technology. Many individual or departmental efforts, such as the employment of portfolio assessment in Composition courses, will remain on track as well.

While these efforts are encouraging, they do not constitute a plan for assessment of learning outcomes. A recently formed faculty task force will consider alternatives and recommend a blueprint for us to follow. We know that we must review our degree programs and assess their learning outcomes on a periodic basis. We also know that we must assess key elements of instructional delivery, such as classroom technology, to ensure that we are employing “best practices” and that students are learning what we believe they are. Finally, we know that learning outcomes in all areas should be reviewed on a regular basis and modified as necessary.

The College recently hired an Institutional Research Coordinator (shared with Quinebaug Valley Community College), who will be a valuable asset. Our projection, therefore, is that we will develop a plan for assessment of learning outcomes and establish a routine/timetable to ensure that the outcomes of our academic programs and critical elements of instructional delivery, are reviewed and assessed on a periodic basis.

4. **Integration of Continuing Education** Continuing education is a strong, vibrant, and increasingly important arm of the academic program of the College. Its growth in recent years has been phenomenal, and its impact extends to all parts of the community. Our guiding principle has been that we are “one college” and that Continuing Education is a central part of it. We do not regard Continuing Education as a separate entity, somehow detached from the rest of the College, with its own protocols and reasons for being.

This principle, while sound, is not always easy to translate into practice. The Department of Continuing Education must respond rapidly to emerging community needs and the requests of regional employers. It must try to broker or negotiate non-traditional relationships between academic departments and local businesses or agencies. At times, it must arrange for non-standard methods of registration, advisement, and collection of revenues. It is, in many instances, the proverbial square peg trying to fit into a round hole. The result is an ongoing tension that requires communication, problem-solving, and jurisdictional negotiation.

We have achieved considerable progress in making the “one college” concept a reality, but much remains to be done. The Director of Continuing Education will continue to serve as a member of the College Curriculum Committee and President’s Cabinet and use those two forums to raise issues, minimize friction points, and heighten collaboration. Of particular concern at this point are: enhancing collaboration between Continuing Education and the Department of Nursing and Allied Health on the oversight and coordination of allied health courses and programs administered by Continuing Education; refining internal procedures for evaluating apprenticeship and other forms of non-collegiate instruction (in accordance with Board of Trustees policy); increasing knowledge of faculty and academic advisors about credit-free courses and programs; and negotiating the mutual responsibilities of Continuing Education and support areas that have not been allocated additional resources to accommodate the demands of the “one college” model.

Other measures to advance the cause of Continuing Education are not within institutional control, especially the lack of financial aid resources available to students in credit-free programs. Hopefully, Federal and State initiatives will begin to address this need.

In summary, we project that the “one college” principle will continue to guide us and that we will strive to integrate Continuing Education with all areas of College operations.

5. **Response to demographic shifts in our community and student body** The population of Southeastern Connecticut is changing rapidly as people from every part of the world capitalize on the employment opportunities afforded by the two major casinos in the region. Our enrollment in English as a Second Language courses has grown and necessitated changes in the number of sections, credits, and contact hours of instruction. We have attempted to staff E.S.O.L. courses with adjunct faculty but find it increasingly difficult to do so. We cannot project that we will add a full-time faculty member with primary responsibility in this area, since our budget uncertainty precludes such a prediction. However, we can say that we recognize the need and will address it.

Beyond E.S.O.L., we are beginning to reflect on what it means to be a college in an increasingly pluralistic, multi-cultural, and multi-lingual community. Already in progress is the creation of an intercultural student organization that will provide support and conversational opportunities for English as a second language and international students and a series of short presentations or programs on “different communities within our community”. In the discussion stage are proposals to create new courses, such as “International Business” and “Cross-Cultural Communication”.

We cannot project specifically where all of this will lead, but the demographic changes in Southeastern Connecticut present us with exciting challenges and opportunities. No doubt, we will grapple with them during the years ahead.

6. **Helping our students become more successful in foundation academic areas, especially writing and mathematics** The Fall 2002 semester marks the beginning of a new College Writing Center, and we are concentrating on improving the performance of students in Math courses. As noted previously, two Math faculty will pilot experimental sections of developmental math courses during spring, 2002, and work with faculty in Business and Technical areas on mutual integration and reinforcement of course content and applications.

A longer-term issue is how the College provides out-of-class tutorial, instructional, and computer support to Math students. Presently, this support is provided by the Tutoring and Academic Success Center, but the Math faculty believes that a dedicated Math Lab (along with a dedicated Math classroom with computers) is a desired goal. Perhaps the expansion/collocation of the College will open up possibilities that do not appear to be open now.

In any event, we project that helping our students in foundation academic areas, with particular attention to Math, will remain an important academic priority of the institution.

7. **Academic Advising** As noted previously, we have made significant strides in creating a “continuous advisement process,” an excellent advisement manual for faculty, and improved Banner and web support for advisors. The faculty is solidly behind the process and participates in all aspects of it. A faculty leader of advisement receives release time and works cross-divisionally with members of the Student Services Division.

A cross-divisional team evaluated the advisement process during 2001-02 and made recommendations for the future. The team recommended that the Academic Division

assign oversight of its part of academic advisement to an existing academic administrator or create a new position with that responsibility. Once more, budget limits make predictions hazardous, but we can project that the refinement of academic advisement will remain a priority, and that we will attempt to enhance administrative support and oversight of the process.

8. **Planning for College Collocation** As we anticipate our eventual expansion and physical consolidation, we are making important decisions about the viability of our existing academic programs and areas of potential growth and new program development. We are planning cautiously and factoring in the possibility of shrinking resources.

Once programmatic decisions are made, the scene will shift to issues such as the design, technology, and blend of general-purpose classrooms, the laboratories in our future, and the configuration of faculty offices and conference areas. It will soon become apparent that, even with expanded space, we cannot fulfill all of our desires. We will need to be thoughtful, creative, flexible, and committed to teaching and learning. Certainly, we can project that our attention as an academic community will remain focused on collocation until that phenomenon occurs.

In closing, we want to reiterate that we have chosen to refrain from effusive self-congratulations and listing “everything we’ve done” since the last NEASC visit. However, we are proud of our accomplishments and believe that we are a healthy, vibrant academic community with a strong tradition of programmatic and instructional excellence. We are momentarily daunted by the budget cuts we’ve been forced to endure but still looking ahead to a future of progress.

Introduction:

With all other elements aside, the academic success of the merger was inevitably due to unwavering faculty dedication to students and their academic achievements. Today’s reorganized faculty functions more like a unit now than at any other period since the merger but this was not easily achieved.

Faculties from both campuses were brought together in departments such as Business, Humanities, Math, and Science through academic reorganization in 1994. This paralleled the creation of a single Dean’s staff that included directors and department chairs from technical and non-technical programs. The physical separation of the Mohegan and Thames campuses and the existence of differing union representation impeded initial efforts to unify faculty. Continued integration of faculty was at times difficult but crucial. Numerous committees, subcommittees, task forces and meetings often dealt with merger issues, challenging faculty endurance but all the while serving as a forum where two different faculty cultures broke down barriers and began to note their likeness.

As the complexion of the community changes, the faculty continues to put teaching and students first, assessing and refining courses and developing new programs. The faculty actively engages in professional development, publishes books and articles, and earns professional distinction and recognition in a wide array of disciplines, reflecting the diverse and accomplished faculty of Three Rivers.

DESCRIPTION

Three Rivers’ faculty are well qualified for their teaching responsibilities by appropriate education, training, and experience to support its diverse programs and services. Faculty members meet or exceed the qualifications listed below.

Classification	Minimum Qualifications	Standard Equivalencies
Professor	Master’s and 10 years	6 th and 9 years Doctorate and 8 years
Associate Professor	Master’s and 7 years	6 th and 6 years Doctorate and 8 years
Assistant Professor	Master’s and 4-6 years	6 th and 3 years Doctorate and 2 years
Instructor	Master’s and 0-2 years	6 th year

This table of *Minimum Qualifications and Standard Equivalencies* is established by the Connecticut Community-Technical College (CCTC) Board of Trustees and ensures that faculty members are qualified in the fields and levels of their assignments, and foster accomplishment of the institution’s mission. The table does not delineate equivalencies for professional licenses and certifications, as they are evaluated for specifically situations an on an individual basis. The following information for Three Rivers’ faculty is contained in appendices spreadsheets:

- Faculty Profile – number, age, gender and years at this institution.
- Number of faculty in tenured Positions, departing and retiring.
- Teaching Load – range/median in credit hours, base salary for academic year, fringe benefits and number of faculty appointed.
- Number of faculty by department or comparable academic unit.
- Highest degree earned.

Of the full time faculty, 7 percent have achieved doctorates; 89 percent have achieved master's degrees; and 4 percent have achieved bachelor degrees. Those in career and technical education maintain professional licenses in their fields, i.e. accountants, architects, engineers, nurses, etc., and have attained a wide range of additional certifications and other professional achievements. This faculty works with active advisory boards and accrediting agencies to maintain currency in their curriculums. Many faculties attend conferences, participate in a range of professional development opportunities, and present at conferences.

Section X of the Board of Trustees Unclassified Personnel Policies Manual guides the recruitment and appointment of faculty. The selection process involves a search committee comprised of faculty and staff. The role of the committee is advisory to the President who is responsible for the hiring decision. In addition to procedural guidelines, the search committee is advised of the Affirmative Action Hiring goals for the position. The hiring goals derive from the college's annual Affirmative Action plan, which continues to receive the approval of the Connecticut Commission on Human Rights (CCHRO).

The appointment and re-appointment of full-time faculty members is consistent with Board policies and in compliance with the two collective bargaining agreements which represent faculty: Connecticut Congress of Community Colleges (4C's) and the American Federation of Teachers (AFT). Faculty members when hired, receive a copy of the union contract which delineates the terms and conditions of their employment. Copies of the current union contracts are located in the Human Resources office. Department chairs and program coordinators evaluate faculty members in order to measure performance and assess areas for development. The 4C's faculty are evaluated as follows: (1) in each of their first two appointment periods; (2) once in every two years thereafter for those on standard appointments and (3) once in every three years thereafter for those holding tenured appointments. Faculty members belonging to the AFT union are evaluated annually. The process for evaluating both AFT and 4C's faculty includes: student ratings of instructor performance; faculty self-assessment; classroom observation; dialogue about future professional and teaching goals, and an overall assessment of faculty performance.

Contractual security for faculty is outlined in Article XII of the AFT contract and Article IX of the 4C's contract. At the commencement of the member's sixth standard appointment, the member may apply for tenure consideration. Compensation benefits and professional development opportunities are also provided for in the contracts. These items are considered competitive values when compared to other public higher education systems. The loss of faculty due to retirement and the College's successful efforts to re-fill those vacancies attest to the college's ability to consistently attract and maintain qualified faculty. Faculty assignments and workload are consistent with the institution's mission and purposes. They are equitably determined to allow faculty members adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service.

Faculty workloads, which are reappraised periodically and adjusted as institutional conditions change, are detailed in the union contracts. At the present time, both the 4C's and AFT faculty members teach 24 credits per year with a 20% additional responsibilities assignment. Faculty in both unions are permitted an option to teach an additional 3 credits instead of performing their additional responsibilities.

The institution provides the faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purpose. Faculty members accept the obligation to take advantage of these opportunities and take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners. The union contracts provide funding for faculty to attend conferences, courses and workshops that pertain to their chosen field. Additionally, the 4C's contract funds a Center for Teaching, which is a system-wide effort to improve instruction. Locally, the Center has funded teaching partners, classroom research activities, curriculum development meetings, and instructional improvement programs.

The institution has mechanisms in place to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution. The college develops and disseminates to each newly hired staff and faculty, policies that address the following:

- Ethical Conduct Policy
- Sexual Harassment
- Drug-Free Workplace Information
- Workplace Violence

Periodic updates of policies are provided to the college community as they are revised. Effective with the fall 2001 semester, offerings of a three-hour diversity awareness training session were conducted for all full time faculties. Three Rivers Community College fosters academic freedom for each member of the faculty regardless of rank or term of appointment by allowing faculty members to determine the content, design, instructional methods, and mechanisms of delivery of instruction for their courses.

APPRAISAL

Three Rivers is proud of the quality, competence, and diversity represented by its faculty, whose variety and breadth of expertise reflects and accommodates the complexities of the community and underpins classroom instruction. The uneven distribution of student workload among the diverse programs within the college has been driven somewhat by the community's ongoing evolution from a defense industry power-base to a diversified-base. It should also be noted that there is still a heavy reliance on adjunct faculty, especially in the areas of English and Mathematics. The ratio of full-time to part-time instructors is approximately 1/3 to 2/3 which, although consistent with national trends creates program coordination and scheduling difficulties. Often, financial considerations driven by the State budget lead to the appointment of adjunct faculty instead of permanent full-time staff to meet enrollment demands and matters related to adjunct turnover result in workload concerns for full-time faculty members.

Three Rivers recognizes the importance of recruiting and appointing full and part-time faculty members from a diversity of backgrounds as a response to changes in student demographics in the region. The College struggles to meet this challenge. Currently, diversity of cultural and ethnic background among the faculty exceeds that of the local labor pool, though progress has been made in hiring minority candidates in support, administrative, clerical, and maintenance positions. The College advertises positions in local, regional, and national publications and believes that increased staff diversity will benefit students' experience at the institution.

Although overall faculty salaries are competitive with other community college starting salaries, the technical programs present greater challenges due to unfavorable salary competition between industry and education. The College has experienced difficulty in attracting quality candidates in searches for the area of mechanical engineering technology for instance, as an illustration of this problem. The College has maintained compliance with the college's annual Affirmative Action

plan, which is approved by the Connecticut Commission on Human Rights. Three Rivers has developed and issues an Adjunct Faculty Handbook, administers an orientation process, and welcomes new employees to the College on Professional Day at the commencement of each new semester.

The College's ability to satisfy its mission is reinforced by the quality of its faculty, which along with staff members in other areas of the College, strain to cover all required tasks. Faculty obligations for course and curricular development, academic planning, student advising, participation in policymaking, and institutional governance, often compete with faculty concentration on the fundamental elements of teaching and learning. The College often seeks to consolidate its committees and work groups but a greater number of faculty members now serve on more committees. The CCTC system has placed an emphasis on faculty members' additional responsibilities, intensifying labor workloads. While committing to an extraordinary amount of non-teaching work, Three Rivers' faculty members accomplish a great deal but grow concerned as these obligations increase with each new initiative. Recently, some of the long-standing workload differences between the two unions approached resolution as evening classes with lab offerings on the Thames Campus scheduled completion times of 10:00 o'clock PM, moved up from 11:00 o'clock PM, and compensation issues relating to credit hours vs. contact hours were negotiated.

Faculty evaluation and promotion remains a key difference between the 4C's and AFT unions but differences aside, many faculty members feel the promotion system does not adequately meet the College's needs. Although evaluation and promotion criteria established by both Agreements places a primary emphasis on teaching effectiveness, and both support the College's mission, faculty often believe that the process is too political within the 4C's structure and a matter of "time put in" within the AFT structure. Frequently, Three Rivers has more faculty members eligible for promotion than the allotted expenditures will cover. Instruments for evaluation are more straightforward. Students complete a written evaluation of instructors at the end of each semester and department chairs and program coordinators perform periodic faculty reviews. Results of these reviews are kept in the individual's professional file.

Faculty members take advantage of opportunities for continued professional development and are excited by their development projects that sometimes include sabbatical activities and publishing. Such opportunities address a variety of teaching and learning issues such as curriculum development, distance learning, instructional technology, cultural diversity, sexual harassment education, supervising work teams, etc. Computer training in-service has greatly improved computer literacy among the faculty. Faculty participation, administration, union contracts, and the Center for Teaching, all contribute to a system-wide effort to improve instruction.

Faculty members are pleased with the high level of academic freedom at Three Rivers, which affords faculty the confidence to design syllabi and classes best suited to advancing student knowledge, without concerns for restrictions. This also includes development of course content, text selection, and implementation a variety of teaching styles. College newsletters and student publications are free to print objective and candid material.

Faculty offices, though recently renovated on the Thames Campus, cluster faculty together in spaces to promote cross-disciplinary activity. Interactions among the faculty include for example, an ongoing lecture series coordination among related disciplines, which includes Architectural Design, Civil, and Environmental Engineering Technology. Faculty members sometimes team teach courses and enthusiastically and regularly collaborate when planning events and recruiting audiences for guest speakers.

The College faculty follows the policies and procedures described herein for matters related to Ethical Conduct, Sexual Harassment, Drug-Free Workplace, and Workplace Violence. Almost the entire college community has attended a three-hour diversity awareness training session.

PROJECTION

The College works towards reducing the dependency on adjunct instructors. In recent years, new full time hires have both replaced retiring full time faculty and have added to total full time faculty with four hires just this past year alone. Efforts are made to continue the progress attained in developing a more diverse faculty. Concerns of separate faculty union representation as cited in the 1998 fifth year report to NEASC, still exists. The Human Resources Dept. works to make the union contracts readily available to faculty, delineating key factors of their content, and ongoing efforts to attain parity between the agreements. Equity in the working conditions, as noted in the report has been achieved. Negotiations will continue for parity in all areas across the 4C's and AFT bargaining agreements.

In addition, the institution will continue to focus on the following areas:

- Three Rivers will continue to pursue its objective to hire more full time faculty, as this will strengthen academic programs, promote curriculum development, and reinforce effective student advising with proper student-to-teacher ratios.
- The institution will continue its efforts to establish long-term affiliations between adjunct faculty and the College and will develop quality office space for adjunct staff and improve communications between adjuncts and the college community. Effective fall of 2002, PTL's who have taught twenty four hours in the system with at least eighteen at one college will be eligible to be part of a job security pool which provides for course assignment on a seniority basis.
- The quality of and standards for faculty will remain high. The Board of Trustees, administrators, department chairs, program coordinators, and faculty will maintain their commitment to hiring the best-qualified and most effective faculty.
- The College will continue its efforts to attract diverse candidates, advertise broadly, and recruit and hire for all positions in ways that respond to and reflect the region's diversity.
- Policies generated by the CCTC Board of Trustees, 4C's and AFT contract agreements negotiated through the collective bargaining process, and internal policies will continue to guide faculty activities and associated review processes.
- The College will continue its programs for faculty development. The institution will continue to work with faculty to allow adequate time for their duties, curriculum development, advising, and college governance.
- Three Rivers should lead efforts to identify other funding sources to supplement currently available professional development money.
- Faculty will continue participation on boards and committees so that the College's interests and needs are represented in the formulation of policies and procedures.

DESCRIPTION

The mission of the Student Development and Services Division is to provide a welcoming and supportive environment that will enhance students' ability to achieve their highest potential through learning programs and services.

The following services represent Three Rivers efforts to assist students in achieving academic and personal potential for both individual and community benefit: Admission counseling prior to entry or reentry into the college, mandatory placement testing, orientation for new students, academic advising for new students and career counseling, personal counseling and referral services, registration, comprehensive transfer and transfer credit services including college transfer advisement, financial aid, student government and organizations, recreational activities and trips, an athletics program, special workshops and seminars. Many services are implemented on an individual basis with highly trained professionals.

Three Rivers continues to endeavor to ensure appropriate services and facilities for students in all programs, especially for the historically underrepresented, physically disabled, learning disabled, women, international, and veteran groups. Three Rivers identified the characteristics and learning needs of its student population and is especially adept in assisting them to resolve their educational problems by meeting developmental and transitional needs first and by providing academic assistance.

Particular emphasis has been placed in continued improvement of off campus services. The college is currently investigating the expansion of off campus locations from its Waterford High School site to include more of the Southeastern Coastal Community. An adjunct faculty member in the Math department serves as the educational assistant to the Waterford High School Site and provides tutoring in Math as part of his services. He assists in maintaining informational services and communication with the college community.

In addition, a full time administrator who has responsibility for the Naval Submarine Base spends 20% of her time on that site, acting as liaison with the military and other educational programs. She facilitates support services there such as the establishment of a "wireless" computer center, library services and academic advising. The recent national crisis has forced us to temporarily postpone our program at the subbase. In order to continue to offer services to our shoreline community we immediately negotiated for space and resources with Grasso Technical High School in Groton. We are exploring a continuing relationship with that institution and other sites to better serve our mission to the total Southeastern Connecticut Community and provide enhanced services to our shoreline students. Additionally, we are investigating establishing a relationship with two Cultural Centers in New London: Kente, an African American Center and Centro de le Comunidad, a largely Hispanic cultural center. Discussions have thus far been preliminary but positive.

Over the last several years the college has worked hard to increase enrollment through both traditional and innovative approaches to recruitment. We have gone beyond our activities in the high school to establish partnerships with middle schools, expand our tech prep program, develop a minority Community Leaders outreach program and update our marketing materials.

Our Career Services office has seen growth through a full time staff member who engages in on campus recruitment, encourages local employers to visit the campus and meet with students, holds a large Job fair, provides seminars in resume writing and interview skills, makes available a databank of Jobs available and routinely, at the beginning of each semester, visits the classrooms to encourage students to access the services of the office.

We have been most fortunate in turning a part time transfer coordinator position into a fulltime position. The institution has been vigilante and persistent in establishing articulation with four (4) year institutions (i.e. The Eastern Connecticut University Compact and the University of Connecticut Nursing Agreements). Transfer credit is assessed more effectively and efficiently then before and Three Rivers is represented on statewide committees developed to establish articulation with the University Of Connecticut.

A wide range of financial aid is provided that awards grants and scholarships, facilitates loans and provides work-study opportunities from federal, state and local sources. An onsite federal and state audit process and review of the financial aid program is done biannually. The implementation of Banner and increases in staffing has improved the efficient and timely disbursement of funds as well as immediate notification of students regarding their status.

During the last three years the college has recognized and invested resources heavily in the development of a comprehensive plan to address advising, retention, transfer and job placement. In accordance with that plan, the college's counseling services provides orientation activities for all new students. In addition to the traditional orientation sessions provided just prior to each semester, group instruction is provided before each computerized placement test session (currently fifty [50] group sessions each semester) Topics covered include the purpose and use of test results, college vocabulary, highlights of the catalogue, information for registration, overview of the advising system, time management and typical demands on college students. The curriculum is well defined and delivered by three senior counselors to ensure that all students hear a consistent message from the college.

The traditional pre-semester orientation program is two to three hours long and curriculum covers the role and function of student services followed by meetings with faculty to discuss academic expectations in the classroom. Day and evening sessions are offered to give all students and their families an opportunity to participate. Additionally, Three Rivers is exploring the use of an online orientation system.

Before students can register at Three Rivers they are required to take a placement test which assesses an incoming student's English, basic Math and Reading Skills. In the years immediately preceding the work of Academic Models, testing was required mostly of degree seeking students. Effective Fall 2001 all new non-degree and degree-seeking students (with few exceptions) take this placement examination prior to registration. In Fall 2001 the institution, with the support of local high schools, piloted the PASS placement instrument, which is appropriate for juniors and seniors on the college track.

The Nationally Accredited Childcare services, provided through the Student Services Division further enhance the quality of life and meet the needs of Three Rivers' students. Three Rivers has offered childcare since 1983. The college center operates with oversight through the coordinator of childcare services, a year round Children's Center. Contracted to full and part-time TVCCA, this program offers discounted slots to students and sliding scale to staff. The

childcare services works closely with the academic program of Early Childhood Education. The program also provides a practical and observation site for students in a variety of academic programs.

In the area of health care volunteer staff and Emergency Medical Technicians provide the only health care on campus exclusively on an emergency basis. W.W. Backus Hospital, which is less than a mile from the campus, has emergency department services. On site immunization clinics for measles and rubella are provided to students to assist in the compliance of legislative mandates.

Three Rivers faculty and staff consult with student development staff regarding other health concerns. Students are referred to counselors for crisis counseling, learning disabilities or deficiencies and short-term assistance. If a student needs long term therapeutic counseling he/she is referred to professional agencies.

Students are given the opportunity to develop their leadership skills through involvement in a wide variety of student organizations. These organizations are open to any interested student. Students develop the organizational structure and plan and initiate activities.

Over the past ten years and with the merger of the Thames and Mohegan facilities opportunities for students have expanded greatly. Student organization have increased from nine (9) to twenty-one (21), and the breadth of those organizations range from acting and drama to the Society of Mechanical Engineers, American Institute of Architecture Student Chapter to clubs which focus on minority and diversity issues. Orientation of students groups and advisors has expanded. Student government has developed into a comprehensive organization that includes representation from all student organizations and other interested students to reflect the diverse student population and interests at the college. All members of student organizations fill out a registration form and are given a student organization handbook that fully explains the policy and procedures for student groups. As a result of the growth in this area, Three Rivers has seen an increase of students representing the college at regional and national events and organizations.

In 1994 faculty and students were asked to help organize volunteer services at the college. A student organization sponsored week of volunteer services was developed and the college established an annual volunteer recognition ceremony. Advisory Council on Community Services and Service Learning whose members include students, staff, faculty, and representatives from community agencies was established to be a clearinghouse for college sponsored volunteer and service-learning opportunities developed at the college. Three Rivers has also joined Campus Compact that has resulted in a VISTA volunteer being present at the college. The America Reads program and numerous other college-sponsored volunteer and service learning initiatives take place at the college.

Yet another extremely positive innovation that has developed over the last ten years is the growth of our Athletics program. Three Rivers has a gym facility that is open for student use. Three Rivers also sports a men's basketball and golf team. In 1997 the college formed an Athletics Task Force to look into the feasibility of adding a women's program. In 1999, a coach was hired to plan a women's program and the college introduced women's basketball in the 2000-2001 season. In 2001, a part-time athletic director was hired to strengthen and explore further development of the program.

The growth of the student programs area at Three Rivers has been the result of good fortune (the merger) sound planning (the development of Task Forces and Advisory counsels) and high visibility within the institution. The presence of the Academic Models team, a committee that supports the breakdown of traditional organizational silos and encourages the partnering of faculty and student services, enhanced that visibility. Weekly newsletters and an informative and creative WEB page serve to inform the Three Rivers community about student government, student organizations, volunteer services and athletic.

Clearly stated standards of ethical practice are detailed in the college catalog and student handbook that 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 students records are defined in the Department of Public Records Administration, Connecticut State Library, Schedule III Administrative Records: State Agencies. The relational student database holds all student information securely. Records and student rights are further protected by the Family Education Right and Privacy Acts of 1974 (FERPA-Buckley Amendment). Appropriate policies have been established by the Board of Trustees for the entire community college system and are endorsed fully by Three Rivers.

Three Rivers maintains a highly responsive Division of Student Services. Its' student focused staff, under the leadership of a recently hired permanent Dean engages frequently in self-examination and growth exploration. The expansion of information available through the Banner system and the commitment of the institution to the functions of the division ensure that regular and systematic evaluation takes place.

The openness to explore new ways of doing things, the evolution of so many of its programs, and the powerful presence of this division within the institution reflects its willingness to revise and improve their achievement.

APPRAISAL

The Student Services Division routinely evaluates the delivery of services to students. Banner, albeit a complex relational database system, has proven to be a valuable resource in the assessment and evaluation of student needs and services. Banner reports provide information on demographics, registration, advising and retention of the student population.

The co-curricular goals and needs of students are assessed through a variety of services; generally as needs arise or patterns in student behaviors/needs evolve. For example, reports are run after continuing student registration to identify those students who have not availed themselves to that service. Division personnel identify these students and contact them by mail and phone to encourage their return and assist them if necessary. Students who request to withdraw are encouraged to meet with a member of the counseling staff to explore future options. Communication, be it telephonic or written is maintained and according to our most recent Student Satisfaction Survey (fall 2001), 80% of respondents indicated they were satisfied or very satisfied with assistance of college staff upon entry to the college; 87% were equally satisfied with admissions; and, 91% indicated satisfaction with information in the catalogue and admissions publications. General registration procedures were satisfactory or very satisfactory to 88% of our respondents. Although the division recognizes that students are generally satisfied, routine debriefing meetings occur after each registration period in an effort to refine the process.

In recognition that many of our continuing students delay registration to open registration periods, the division is exploring greater use of Web registration. This will allow students to access their biographical, academic, and financial information, and register on-line thereby avoiding hurried registration sessions. Counselors and faculty involved in this process attend system wide and other professional development conferences to ensure that Three Rivers continues to explore new ways to make services to students more meaningful and efficient.

In the same survey students were asked to identify service utilization. With a random sampling of approximately 10% of the overall head count responding (or 19.4% of FTE) the majority participated in registration and advising (97% and 71% respectively) most were satisfied or very satisfied (69% and 54% respectively) with these services. The percentage of students who utilized other services including job placement career services (29%) personal counseling (13%) and financial aid (39%) web registration (14%) and recreational/athletic services (9%) were less utilized but students consistently expressed satisfaction. What remains interesting and certainly demands attention is the majority of students who, in this survey, indicated that these services were N/A or not utilized. Further assessment is necessary to fully understand why so many of our students, although aware of services do not choose to avail themselves to them. While this data does not represent an anomaly within Community College Education, Three Rivers will endeavor to identify ways in which we can improve that connection to services. Increased staffing and more appropriate space would enhance both our ability to do greater assessment and data analysis and provide a more conducive environment in which to offer these services

Data collection has precipitated expanded student services in orientation and academic advising. Regular orientation evaluations validate these efforts. We have also identified through a variety of data sources that athletic programming is an important need for our students. We expanded our offerings to include golf and Woman's Basketball. We are exploring a football program. Similarly we have merged our student government since our last report. While 49% of our respondents indicated that Student Government was not applicable to them, 47% of the respondents who were affected by this activity indicated that they were satisfied or very satisfied.

Our need to provide more efficient transfer information services has been met by a new hire since our last report. This staff person regularly collects data and has recently implemented new documentation to access this data more efficiently through Banner. The Eastern Compact has increase transfer and serves as a model for other transfer compacts across the state. Twenty two percent of our respondents indicated utilization of this service with 84% of those expressing satisfaction.

The new census data have facilitated a targeted marketing campaign to meet the educational needs of the increasingly diverse population in Southeastern CT. This demographic data have stimulated greater discussion across the college regarding the types of services this diversity may encourage.

While measles immunization clinics are held with each registration period, health care services to the college community are lacking. The Division intermittently offers programs on specific issues of concern, i.e. Depression information sessions during national Depression recognition week. The division also identifies immediate needs-sponsored workshops on trauma, such as one following the September 11th attack.

Student Services staff is particularly responsive to data that suggest early contacts with Middle schools and high Schools encourages college participation. These efforts to increasingly engage in outreach activities have worked to strengthen relationships and build bridges.

Great strides have been made in addressing the accuracy of the placement tests to ensure a positive relationship between the results on placement and the success in the classroom. Key faculty and staff work together very closely in assessing that instrument.

Three Rivers is proud of being able to offer many services to students. The student services division recognizes that increased staffing, effective cross training, a more welcoming physical environment and a dedicated institutional researcher would enhance these offerings. While Three rivers continually relies on an enthusiastic, student centered, student services staff to wear many hats, we also recognize that without increased resources it may be a struggle to maintain present initiatives much less accomplish more.

PROJECTION

Three Rivers is dedicated to provide services that will enhance student opportunities to meet their stated goals. Recent demographic and socioeconomic shifts in Southeastern CT will affect our student population and the services offered. The Student Services Division will continue to monitor and modify programming accordingly. Working with our recently hired facilities consultant, planning and relocating to a new facility will provide opportunities to enhance offering and increase programming. The future will bring greater use of technologies in service delivery. Web for Students, Web registration, Web for faculty/advisors and Web advising are ways in which services to students can be increased without taxing our personnel resources.

Planning and projection remain critical in maximizing the potential of staff and programming. With budget tightening and fiscal restraints planning and prioritizing activities is critical to divisional success. The Division's planning document is tied to both the institutional planning document and to the State Community College System. Projections for 2002-2003 include the following major objectives:

Goals for Student Services Division

- Increase awareness of financial aid programs among new and continuing students.
- Encourage continuing student to complete the financial aid process earlier
- Promote greater utilization of technological resources for registration
- Ensure and maintain integrity of students' academic and biographical records
- Expand the role of the Children Center in the academic division
- Reduce operating budget shortfall in the Children's Center
- Conduct targeted outreach to ethnically diverse groups in New London County
- Promote early college awareness to area middle and high school students and parents
- Continue to develop articulations with four-year colleges

- Provide additional orientation to incoming students
- Promote community service and student involvement
- Promote greater awareness of VA benefits and services
- Actively participate in Academic Models
- Complete student records archival project

DESCRIPTION

The Three Rivers Learning Resources Center (informally referred to as the LRC) is comprised of two main facilities: the library on the Mohegan Campus and the library on the Thames Valley campus (recently named the Donald Welter Library). The Learning Resources Center (including both locations) contains approximately 50,000 volumes and 424 journal and newspaper titles. It also houses a small collection of microfilms, sound recordings, videocassettes, and electronic resources on CD ROM.

The Mohegan Campus library is comprised of approximately 10,000 square feet of space for collections, reference, circulation, offices, and 91 seats in general study areas. It also includes a media room, a conference room, and a microform room. Currently the Tutoring and Academic Success Center (TASC) is also housed in the library. The Welter Library on the Thames campus consists of approximately 4,000 square feet including collections, circulation, reference, offices and 54 seats in general study areas. Libraries are open Monday through Thursday from 8:00am to 8:00pm, Friday from 8:00am to 4:00pm, and Saturday, on the Thames Campus only, from 9:00am to 1:00pm.

Both campus libraries serve students and faculty at off-campus sites--the Naval Submarine Base at Groton and Waterford High School in Waterford--, especially through electronic access. In addition, the off-campus sites are served by local community libraries including Groton Public Library, Waterford Public Library, the Public Library of New London, and the Otis Library in Norwich. The Submarine Base ordinarily provides its students a 24-station computer laboratory through which they can access electronic resources at Three Rivers and other locations. However, since the September 11 tragedy, Submarine Base classes have been temporarily relocated. Students enrolled in classes at the York Correctional Center have access only to the limited library collection in the correctional facility because of security considerations.

Three Rivers students who are residing in Connecticut have access to materials at all public libraries in the state through a statewide "Connecticard" system. Connecticard is a cooperative program among the state's public libraries, administered by the State Library, that allows any resident of the state to use the borrower card issued by his or her home public library to borrow from any other public library in the state, as well as from participating academic libraries.

Within the past three years, the LRC at Three Rivers has upgraded its computer facilities, providing a much broader range of resources to students on campus as well as to students in off-campus sites. Computer workstations have been installed in the libraries at both Mohegan and Thames, enabling faculty and students to have access to information available on electronic databases and through other Internet sources. A networked environment of 14 Pentium workstations, each of which has the capability to access all library electronic resources, serves the Mohegan campus. The Thames campus has eight such computer workstations. A networked printer is located in each facility. Administrative offices within these areas also have computer workstations and printers. In order to support the increased number of computers and services, the network infrastructure has also been upgraded.

Library information systems and resource sharing programs have been updated to better serve user needs and to more effectively interface with statewide resources. The previous LION

system of resource sharing (Libraries Online) has been replaced by LIBRIS, Library Resources and Information System. This is a consortium of the Connecticut Community College Libraries to unite all 12 Community College Libraries in serving students and faculty. The technology which LIBRIS participants use to provide system access has also been updated. The Endeavor Voyager integrated library management system was installed and implemented at Three Rivers in December 2000. It provides better access to the holdings of participating libraries, and expands the resources available to our students. Through the LIBRIS consortium and the Endeavor Voyager system, Three Rivers offers library users electronic access to the holdings information for all 12 of the Community College libraries in the system as well as our own holdings.

In addition to updating the technology of library management and resource sharing systems, electronic access to periodicals, newspapers, and various Internet information resources has been upgraded significantly. The InfoTrac system providing electronic access to periodicals, which was earlier in use, has been replaced by both iCONN (Connecticut Digital Library) and EbscoHost. As a participant in iCONN, the LRC has electronic access via computer to a variety of periodicals through services such as: Business and Company Resource Center, Expanded Academic Index, General Reference Center Gold, Health and Wellness Resource Center, and Lexis-Nexus. iCONN is accessible to students and faculty from both on-campus and off-campus sites. EbscoHost, a system that Three Rivers purchased to augment those provided by iCONN, offers a wide selection of periodicals, especially full text academic sources. In addition, the LRC participates in reQuest, an interlibrary loan database, and, through Nelinet, has access to OCLC, a national source of cataloging records and inter-library loan information. Through these various means, the Learning Resources Center provides students and faculty with information resources that support all programs of the College.

Besides offering in-house collections and electronic access to other information sources, the LRC also houses a small media center that provides equipment and services for the entire campus. Included in the media center are laptop computers, overhead projectors, cameras, camcorders, slide projectors and TV/VCR equipment. The media center schedules the use of the equipment and is responsible for its maintenance. At the Mohegan Campus, there is also available a small space for in-library viewing and listening. In addition, there is an area for reading of microforms with two reader/printers. To secure collections and equipment, the libraries on each campus are routinely patrolled by security as part of the College's facilities management plan. There is also an anti-theft system installed in the Mohegan campus library.

The LRC strives to support the academic programs offered by the College, and to work with faculty to build a collection that meets the needs of the curriculum in each discipline. It serves students not only by providing information resources, but also by teaching students how to use the resources, and how to access the information they need both for their courses and for lifelong learning. To do this, library staff conducts a series of activities to instruct both students and faculty on the use of library resources. Staff conduct group workshops, provide instruction to classes, create individualized programs for special needs of classes and instructors, provide one-on-one student instruction, and create and distribute instructional pamphlets and information sheets. The LRC also disseminates information about programs by means of its web page. Evolving almost daily, the Library's web page is becoming the means through which users access library information. The web page provides access to information on databases across the Internet and on local electronic resources.

The Board of Trustees of Community-Technical Colleges determines the budget allocation for the Three Rivers LRC. This allocation includes a funding base of \$28,293 plus \$20,000 of additional funds to support the library facility on a second campus. Added to this amount is a pro-rata distribution based on a three-year average of headcount and FTE enrollment, adjusted by the Revenue Adjustment Factor. The total pro-rata distribution amount was \$220,681 in FY01, and \$218,272 in FY02. This budgetary allocation is designated for expenses and acquisitions, and does not include any funding for personnel or capital equipment. Historically, this allocation has increased by 3% per year for FY99 through FY01 although the FY02 allocation was 5% lower than that in FY01. Nevertheless, it is still more than \$11,000 higher than it was at the time of the NEASC interim report in 1998. This funding is distributed intact to the LRC, thereby providing financial support consistent with other colleges in Connecticut's community college system.

To conduct all aspects of its operations on both campuses, the LRC is staffed by 1 Acting Director, 2 part-time professional staff, 2 full-time technical staff, and 3 part-time library assistants, with varying numbers of work-study students helping out as available. The LRC maintains a clear collections policy with guidelines for acquisition of new materials and periodic weeding of materials no longer useful, and it uses clear and consistent standards for circulation. All of its procedures are consistent with policies and practices of community college libraries in Connecticut.

The LRC belongs to various local and national professional organizations and its staff members participate as time permits in the activities and programs of these organizations. The LRC is a member of Eastern Connecticut Libraries, one of four Cooperating Library Service Units in the state, whose purpose is to improve library service through coordinated planning, sharing resources, and developing programs too costly for any one library. As a member of this private, non-profit consortium, the LRC takes advantage of such services as discounts on books and library media, continuing education opportunities, and updates on the library community through a monthly newsletter.

Library staff also participates as time permits in the activities of the Council of Librarians of Connecticut Community Colleges (whose purpose is to develop communication and cooperation among libraries), and the Council of Connecticut Academic Library Directors (who make decisions about shared systems). Nationally, LRC staff belongs to the American Library Association, the Connecticut Library Association, and the Association of College and Resource Libraries.

APPRAISAL

NEASC, in responding to Three Rivers' five year Interim Report in 1998, noted specifically the need to continue to address library facilities and services, providing whatever upgrades and enhancements were possible even before any move to a new, co-located facility. Three Rivers has continued to address library issues in a consistent, methodical manner and has made further improvements.

Three Rivers began an evaluation process to gain insight concerning how the library supported the curriculum and met student and faculty needs. A Library Committee composed of faculty and staff, including library staff, was convened. The first task the Committee undertook was to develop a comprehensive survey to gather information. In developing the survey, Committee members first conferred with other librarians who had used survey instruments, and with faculty in professional library programs to determine what instruments were available. Through this

process, it was decided that Three Rivers needed to construct a survey specific to our needs and concerns. The College's institutional researcher then joined the Committee, and worked with Committee members in constructing an effective survey instrument. The survey instrument was first tested with small groups, and then refined. Finally, it was distributed to all faculties and to a broad cross-section of students. (Survey instrument and results in APPENDIX.) The results were tabulated and with the guidance of the institutional researcher, the Committee analyzed the results and used them to develop a list of priorities that would guide the Committee's work.

The areas identified by the survey as needing attention were: computers and internet access in the LRC; the acquisitions process, especially the extent to which faculty were able to be involved in the process to insure that collections reflected current curricular needs; electronic access to full text of periodicals; the age and condition of audio-visual equipment and the storage and accessibility of media materials; library instruction and orientation programs for faculty and students; and the hours of library operation.

Survey results and areas of concern were initially discussed with faculty at Academic Division meetings, and with Curriculum Committee, Deans, and administrative staff. These initial discussions revealed that plans were already underway for installing computers and Internet access in the library, and that the Library Committee needed to do nothing more than encourage this effort. Secondly, further discussions indicated that the goal of extended hours of library operation would be difficult if not impossible to resolve at the time. Extending Library hours is an issue impacted by staffing and fiscal realities that seemed well beyond the influence and scope of the Committee. Consequently, the Library Committee narrowed its focus to four priorities: (1) providing electronic access to full text of periodicals relevant to programs and curricular needs; (2) providing more opportunities for faculty to shape library collections so that collections more directly support the curriculum; (3) encouraging the development of a wider range of library instruction options for faculty and students; (4) investigating other options for storage and circulation of media materials and acquisition of state-of-the-art equipment.

As a result of survey findings, a number of changes were implemented in the LRC. Computer terminals were installed in the library that were equipped to access information about our own holdings as well as holdings in the colleges participating in the resource-sharing consortium. In addition, computers were equipped to provide Internet access from the library, and to provide electronic access to periodicals databases. The newly installed Endeavor Voyager system is an efficient and up-to-date electronic library management tool, and it is consistent with other library facilities in the state.

Through iCONN and EbscoHost services, Three Rivers library patrons now have access to a wide range of periodicals than were previously unavailable. Many of these materials are available in full text, and support every area of our curriculum. The availability of such information resources means that student research is more productive, more valuable, and more in touch with current data in rapidly changing fields.

Faculty now has a more direct role in both the collection building process and the collection weeding process. As a result of changes made in 1999, each academic department has allotted to it \$5,000 per year from the LRC budget. Each Department may order books and library materials up to \$5,000. If a Department chooses not to use the entire amount, the balance reverts back to the Library general budget where librarians use it to support the additional book requests of other Departments or to support general reference needs. This system enables faculty to be

sure that collections reflect the specific needs of courses and programs in any given area. In addition, faculty has participated with librarians in weeding the collections, culling and discarding out-dated and unusable material, not only to make room for new material but also to make the collections more appealing and relevant to students. In the academic year 2000-2001 (July through June), 544 books were weeded and discarded; from July through September, 2001, when many faculty engaged in an examination of the collections, 1218 books were weeded and discarded. Between January, 2001 and September, 2001, 1,956 new books were added to the LRC's collection.

Concerning library instruction, librarians have developed a broader array of offerings including small group workshops, in-class instruction, one-on-one instruction, and specialized instruction tailored to faculty requests. Library staff publishes schedules of workshops offered each semester, and make a greater effort at outreach. They have a variety of new instructional pamphlets and guide sheets available, especially in the area of computer use. Library staff themselves have been trained on the new electronic databases and search tools now available at Three Rivers; this has become a primary focus of library instruction.

A number of options for storing and circulating media materials, especially video materials, were investigated, included the establishment of a separate media shelving section or room, where videos in particular could be more accessible, and better maintained and monitored. It was envisioned that such a space would also offer a more visible, more efficient, and more comprehensive in-house viewing/listening opportunity. One possibility that was investigated was moving TASC out of the LRC to a nearby space, thereby freeing space for a media collections room as well as for more computer space. This proved to be impossible because there was no viable space where TASC could relocate. The only change that could be affected here concerned media materials that support the Nursing Program. There had been consistent problems with these expensive and essential materials; they were relocated to newly constructed shelving behind the circulation desk and are more secure and readily accessible to students and faculty.

In the fall of 2001, a follow-up study was done to determine if, in the four priority areas noted above, faculty were more satisfied and noted improvements. A follow-up survey was sent to all faculty in September 2001; approximately 25% of the full time faculty responded. Though the responding group was small, the findings seemed consistent with frequently voiced faculty concerns and anecdotal evidence. Responses indicated that some progress has been made, especially in the areas of collection building, and electronic access to full text of periodicals. Faculty seemed pleased with their opportunity to shape library collections, and with the increasing availability of electronic access to periodicals on electronic databases and through other Internet sources. Concerning library instruction, faculty seemed to recognize the efforts made by library staff to work with class groups and individual students on library instruction, though more interactive instruction was requested. Faculty also seemed to recognize that efforts had been made to provide computer access in the LRC.

Clearly, however, more improvements are necessary. The areas that elicited the most concern were computer access in the LRC (approximately 60% of respondents expressed concern) and media resources (approximately 70% of respondents expressed concern). Concerns about LRC computer access were wide-ranging. Though much has been done in this area, it is apparent that the increasing need surpasses the resources available. Faculty comments pointed to the need for: more workstations, more system support, more student support, more

internet access, more periodical database access, more up-to-date equipment, and longer library hours so that computers are available for longer periods. Even in areas where faculty were generally satisfied, such as electronic access to periodicals and student instruction, the few concerns that surfaced centered mostly on how lack of computer access impacted these areas. More workstations are needed so that more students can have electronic access to periodicals; more and better workstations are needed so that student instruction can be upgraded. Adding additional computer workstations to the LRC, however, is very difficult in the present space. Librarians and administrative staff are examining possibilities for adding workstations and providing greater access to electronic databases, Internet, other research tools.

Concerning media resources, faculty seemed most concerned about inadequate facilities for video storage, maintenance and security of media materials; and about inadequate and inaccessible viewing/listening resources. Though these needs have been identified for some time, and though some efforts have been made to improve, notably relocating the nursing media collection and evaluating space reallocation options, it is impossible to alleviate the situation until Three Rivers moves to a new co-located campus with one comprehensive library and room to expand.

Finally, the staffing problems in the LRC impact the ability to provide better services, especially for the time-and-staff intensive one-on-one instruction concerning use of the computer as a research tool. Often there is only one librarian staffing the LRC on each campus including both circulation and reference. Until these staffing needs are addressed, librarians will be hard-pressed to find the time necessary for attention to program improvements.

PROJECTION

Three Rivers will address campus-wide the need for more computer access. The opening both of an open-access computer lab and of a writing center will help to alleviate congestion at computers in the Library. Also, a search is currently under way for a new Director of the LRC; filling this position on a permanent basis will enable opportunities for more direction and leadership in library planning. Although we will continue to explore options for more creative ways of using existing space to provide more computer access and better management of media collections, we need to begin to envision a new library facility.

A newly appointed permanent Director will help us do so.

SUPPLEMENT ON INFORMATION TECHNOLOGY RESOURCES

DESCRIPTION

The Information Technology (IT) resources at Three Rivers Community College (TRCC) have been expanded substantially since the last NEASC accreditation review. The following describes the current status of TRCC IT systems:

Thames Valley Campus:

Four PC computer labs of 24 stations each are available. There are also two other PC labs, one with 18 stations and one with 10 stations. The instructor station PC in each lab is connected to an LCD projector. Each lab has a high-speed laser printer. There are also three portable projection units with a laptop that faculty members can sign out from the library to display information from either the local laptop or from the Internet. Servers are available to provide each faculty, staff, or student account with networked file storage capabilities. Servers also provide email, shared printer, and web page hosting access. Servers also provide license management services for concurrent use of network based software licenses. All desktop PC and servers are connected to the college's Local Area Network (LAN). This LAN is also connected by Wide Area Network (WAN) links to the CT Community College (COMMNET) network and to the Internet. A data communication link connects the Thames Valley LAN to the Mohegan LAN. Three laboratories have been outfitted with wireless LAN equipment. There were three "smart classrooms" implemented for the Fall 2001 semester. There is one Computer Integrated Manufacturing (CIM) laboratory, which includes a robotic controlled manufacturing simulator. The Thames campus hosts the college's nuclear reactor simulator. Both the CIM lab and the nuclear simulator have been in place for several years and are expected to be upgraded to new equipment configurations provided that the programs are continued and adequate funding is identified. All full-time faculty members and most staff are provided a PC for their primary use. Two satellite receivers (one stationary and one moveable) are in place. There is a wide format ink jet printer available to allow printing of large computer aided drafting (CAD) civil engineering drawings. High quality color printers, along with a few lower quality ink-jet color printers, are available. There are also a few scanners and CDROM writeable drives available. The telephone switch is interconnected with the Mohegan phone switch and a single voice mail system physically located on the Thames campus provides voice mail services to both main campuses.

Mohegan campus:

Three PC computer labs of 20 stations each are available. There are also two other computer labs, one with 20 Macintosh stations and one with 15 PC's used for faculty and staff training. The instructor station PC in each lab is connected to an LCD projector. Each lab has a high-speed laser printer. There are also two portable projection units with laptops that faculty members can sign out from the library to display information from either the local laptop or from the Internet. Server and network-based services listed for the Thames campus are also available to Mohegan users. Two Mohegan PC laboratories have been outfitted with wireless LAN equipment. There are four "smart classrooms" with three more planned for implementation for the Spring 2002 semester. Full-time faculty members share a PC with their office mate. Most staff members are provided a PC for their primary use. One moveable satellite receiver is in place.

Sub-Base:

One PC computer lab of 25 stations is available. The instructor station PC in the lab is connected to an LCD projector. The lab has a high-speed laser printer. The lab PC's use

wireless networking equipment which is connected to the CT Community College WAN network. Staff members have access to PC's at their desks.

APPRAISAL

Overall, TRCC is in good shape with regard to its existing IT resources. TRCC attempts to provide the newest equipment to its academic laboratories. When these labs are upgraded, IT resources are frequently reallocated to another location in order to maximize the organization's return on its investment. As of the start of the Fall 2001 semester the minimum configuration for a faculty or staff member's PC is a Pentium II 266 MHz CPU with 64 MB RAM, 3 GB hard drive, 100 MB removable zip disk drive, sound card, and network interface card. There are a few Pentium 166 MHz systems in labs that do not require high performance. The availability of portable projection carts and the implementation of "smart classrooms" have greatly improved the access to instructional technology resources. The college's LAN equipment was upgraded during FY2001. Most network connections provide dedicated 10 Mbps switched access to the desktop with 100 Mbps connectivity of servers to the network backbone. TRCC is part of the Microsoft (MS) Academic licensing program. As of Fall 2001 this allows installation of the latest MS operating system, the Office suite software, client access licenses for its Back Office server suite, FrontPage and Visual Studio software development tools. TRCC primarily uses Windows NT as the desktop operating system. The CT Community Colleges are implementing Microsoft's Exchange server software as the email application platform. The continued implementation of the BANNER Information system, which is managed at the System Data Center, has been progressing positively. The roll out of the BANNER web for students has been extremely beneficial in providing a much more user-friendly access method to student information. As of August 2001, the on-line registration module implementation is seen as an important long-term service to be available to Three Rivers students. There have been problems with the implementation of the on-line payment module, but it is expected that these issues will be resolved shortly. An evaluation license of the Blackboard Course Management Software (CMS) system has been available from the CTDLC since the Spring 2001 semester. TRCC does not currently have video tele-conferencing (VTC) capabilities. There has been a "system-wide" project to acquire and install VTC equipment at all of the CT Community Colleges, but this project has been slow moving due to lack of standards and uncertainty regarding requirements. Finally, there will definitely be some cost efficiencies realized involving IT resources when TRCC is able to consolidate its two primary campuses to a single location.

PROJECTION

The future of IT resources has a positive forecast for TRCC. It is anticipated that TRCC will continue to provide state-of-the-art IT resources to support the college's mission for the foreseeable future. Some of the challenges that appear on the near horizon that will have to be addressed include:

1. Determine which CMS platform (if any) to support.
2. Determine support requirements for educational technology enhancements.
3. Determine distance-learning requirements including web development support for faculty.
4. Determine best practices for accessing institutional data stored in BANNER database.
5. Determine whether or not to upgrade the existing CIM and Nuclear simulator labs.

LEARNING RESOURCES CENTER
FOLLOW-UP SURVEY RESULTS

Respondents: 23 (full time 21; part time 2)
(Mohegan 20; Thames 3)
Options for responding included:
a. meets needs very well
b. adequate but needs some improvement
c. inadequate.

The summary below examines the b and c responses that express discontentment.

1. Computer Access (14 out of 23 expressed concern)
13 checked adequate but needs improvement
1 checked inadequate
Comments include: need for more workstations, more system support, more student support, more internet access, more database access, more up-to-date equipment, longer library hours so computers are available for more time.
2. Electronic Access to Periodicals (8 out of 23 expressed concern)
8 checked needs improvement
0 checked inadequate
Comments include: need for more workstations, more full-text access.
3. Shaping the Collection: Does library collection meet curriculum needs? (9 out of 23 expressed concern)
8 checked needs improvement
1 checked inadequate
Comments include: business collection needs upgrading; photonics collection needs upgrading; health collection needs upgrading.
4. Acquisitions and Weeding Processes (4 out of 23 expressed concern)
4 checked needs improvement
0 checked inadequate
Comments note that faculty who take initiative to evaluate collection and order new materials get what they ask for.
5. Student Orientation and Instruction (8 out of 23 expressed concern)
6 checked needs improvement
2 checked inadequate
Comments include: librarians helpful but resources lacking; librarians need better training on database searches; classroom visits from librarians need to be more interactive and illicit student participation.
6. Media resources--Does collection serve needs of curriculum?
(14 out of 23 expressed concern)
13 checked needs improvement
1 checked inadequate
Comments include: microfilm services not adequate; services for access to Discs and CD ROMs not adequate; video storage and viewing not adequate

7. Media resources--Circulation, storage and maintenance of media materials (15 out of 23 expressed concern)

7 checked needs improvement

8 checked inadequate

Comments include: media personnel do not understand equipment; equipment and collections too old/not in good shape; storage and circulation of videos not meeting needs.

8. Media resources--Viewing/listening resources (16 out of 23 expressed concern)

5 checked needs improvement

11 checked inadequate

Comments include: staff needs to be more available, more responsive; students complain about lack of access; viewing and listening stations need to be more visible and more accessible

Introduction:

Planning for and managing its physical resources has been one of the most pressing, ongoing issues for Three Rivers Community College during the last ten years. At the time the self-study for the last accreditation visit was being written, Mohegan Community College was planning for a long overdue major expansion of its facilities, which had finally been approved by the State. By the time of the actual accreditation visit, however, a State mandated merger with Thames Valley State Technical College forced these expansion plans to be placed on hold indefinitely. In their place a new comprehensive master plan was contracted to determine the overall facility needs for the new, combined community-technical college, which would eventually be named “Three Rivers”.

Developing this master plan proved to be a valuable exercise for our newly merged institution, and the plan’s recommendations to greatly expand college facilities and collocate them at the Mohegan Campus site, were generally well received by the faculty, staff, students, and community. Again, funding was authorized for this project, but before design work could be completed, the college was requested by a number of its State Legislators to consider an alternate location. The Norwich State Hospital (NSH), a five hundred acre mental care facility, was being taken out of service and was potentially available to Three Rivers on a no-cost transfer between State agencies.

When a feasibility study of the NSH site indicated the potentially lower construction costs and other advantages at this location, Three Rivers sought permission to move the college to that site. Again Three Rivers was successful in obtaining support for the move from the Board of Trustees, Community-Technical Colleges, and was included in the Governor’s Capital Budget for \$61 million to accomplish this project. Unfortunately, this turned out to be the beginning of a seven-year political battle over the best use of the 500-acre NSH property and the best location for the college. Now, after numerous additional public hearings and studies on this and related subjects, a decision to select the existing Mohegan Campus site for the college was made in the spring of 2002. *(This entire process is described in detail in the paper, “Three Rivers Community College ...A Very Long Road to New Facilities – A History” which is available in the reference room.)*

Throughout this ten-year period, Three Rivers has thus been faced with the constant dilemma of how best to manage and maintain existing facilities while awaiting eminent new physical resources. Repair or Renovate? Replace or Maintain? Upgrade or make-do? In most cases these decisions have not been easy ones, but have hopefully been made with the best interests of the students and the learning process in mind. The results are summarized below:

DESCRIPTION

Three Rivers offers the majority of its programs at two main campuses approximately four miles apart on opposite sides of the city of Norwich, Connecticut.

Thames Valley Campus is located on New London Turnpike about 2 miles southwest of the downtown area. It has 22.7 acres of land of which approximately 7.4 acres is wetlands. There is also an Indian burial ground on this property and the site has been identified as the historical location of a famous Indian battle. The physical plant consists of a single, multi-winged building

of over 110,000 gross square feet of space and parking which serves approximately 577 vehicles. The original South Wing of the building was built in 1962 with the remaining additions in 1967 and 1969. It was occupied for the first time as Norwich State Technical Institute in September 1963 and was renamed as a Technical College the following year. While the Thames Valley labs were “state-of-the-art” at the time of their construction, over 50% have not been upgraded significantly over the years and are greatly in need of the renovations and modernizations planned when Three Rivers’ campuses are finally consolidated.

Mohegan Campus is located on Mahan Drive about 2 miles north of the downtown area. It has 40.7 acres of land in a rural, hilly setting of which wetlands account for about 6 acres and steep slopes another 2.5 acres. The physical plant consists of three interconnected buildings providing over 130,000 gross square feet of space and parking which accommodates approximately 670 vehicles. It was constructed in 1966 as girls’ high school and convent and was converted to a community college in 1972. Although many of the Mohegan spaces have been upgraded over the years, many parts of the school still retain the unmistakable feel of a high school.

Off Campus Courses are also currently offered at the U. S. Naval Submarine Base and Ella Grasso Vocational-Technical High School in Groton, CT and at Waterford High School in Waterford, CT. Continuing Education and Business and Industry Training Programs, both credit and credit free, are also offered at numerous on-site locations throughout Southeastern Connecticut including several of the State prisons in this area. Depending on the location, use of these facilities may be arranged by lease, memorandum of understanding, or specific contract with the user organization.

Collectively these facilities on and off campus provide academic spaces supporting approximately 3,600 credit students and 2,500 credit free students each semester. These spaces include libraries and tutoring centers, twelve computer labs, 25 science and technology labs, and 41 general-purpose classrooms, lecture halls and meeting facilities. They also provide office and administrative spaces supporting approximately 165 full time and 172 part-time faculty and staff.

In addition, Three Rivers strives to make its facilities available for community service related programs to the fullest extent possible and supports upwards of 50,000 visits by members of the community each year. Particularly popular are the 350 seat auditorium at the Mohegan Campus; the gymnasium / multipurpose facilities at the Thames Valley Campus; the Motorcycle Rider Training Course laid out on the Mohegan Campus lower parking area; Catering Services offered by the Three Rivers cafeteria and hospitality management program; and the new art display gallery recently opened in the Mohegan Campus main entrance hall.

Equipment: Three Rivers is generally well equipped to meet its responsibilities with the exception of many of its science and technology labs. Some of these labs have not been changed substantially since their original construction, and most have had only the necessary equipment upgrades to support academic programs and maintain TAC/ABET and other accreditation standards. Most general-purpose classroom furnishings, while still in very good shape, are also greatly in need of modernization. All of these needed improvements are included in Three Rivers Master Plans to expand and co-locate its facilities and have clearly suffered from the delays that have plagued this project for the last seven years.

While these equipment upgrades have been delayed however, upgrades in college information technology resources have not had that same problem. Over the last ten years, several million

dollars have been invested in IT systems, equipment, and services to the end that virtually every faculty, staff, and student has access to state-of-the-art equipment and programs. Because of the importance of these changes on the entire college community, a separate assessment of Information Technology Resources is provided as a later part of the Standard Eight Summary.

For maintenance and transportation purposes, the College leases five vehicles from the State motor pool – two passenger vehicles, one 15-person van, one delivery van, and one pickup truck. Since other vehicles can be obtained on a short-term basis from the motor pool whenever needed, this five-vehicle inventory is more than adequate to meet most all college transportation needs. As an added advantage, the motor pool automatically replaces all vehicles when they reach a prescribed age or mileage. Since the college contracts out for snow removal and trash services, the only other vehicles required for institutional support are mowers and general purposed tractors, which are located at each campus.

Maintenance: Both of Three Rivers main campuses are clean, well maintained and generally present a friendly, welcoming image to everyone coming to the College. They clearly reflect the pride and hard work of the small but very capable Three Rivers maintenance staff.

A Building Maintenance Supervisor, who is assisted by a Building Superintendent at each main campus, heads the maintenance staff of the College. In addition to these supervisors, the Mohegan campus has authorizations for four maintainers / custodians and one General Worker and the Thames Valley Campus has three maintainers / custodians and one part-time maintainer to cover shifts from 7:00 AM until midnight Monday through Friday. One General Trades Worker and one Skilled Maintainer are also available daily for all types of maintenance, repairs, and renovations as necessary. Training for all members of the maintenance staff includes a wide range of mandatory programs on safety, security, code compliance, and maintenance skills issues as well as optional in-service programs for career and personal development on virtually all subjects provided within the Connecticut State System. Specialty training to advance technical and administrative compliance skills is also provided whenever necessary.

To supplement the capable efforts of its small maintenance staff, the college uses continuing service contracts for repairs, equipment inspection and maintenance, and minor renovations with local area contractors. At various times, these contracts include electrical, plumbing, boiler and other HVAC services, trash removal and recycling, snow removal, pest control, elevator inspection and service, refrigeration units, fire alarms and extinguishers, and various carpentry services. The college also has the authority to bid, award, and administer deferred maintenance contracts up to \$50,000. For more complex construction and repair requirements and major contracts over this amount, the college receives assistance from the Board of Trustees of Community-Technical College System Office, and from the State of Connecticut Department of Public Works.

While the Three Rivers Maintenance Staff does an exceptional job of caring for all facilities and supporting all college programs, they are clearly understaffed by any measure. For example, our general system standard calls for a maintenance force of one custodian/maintainer for each 15,000 square feet of buildings maintained. By this standard, the Three Rivers maintenance staff would need another six members, an increase of 60% to do the job correctly, not to mention the care of over 60 acres of grounds and parking. These staffing shortages are made worse by the duplicate maintenance efforts required to operate and maintain two separate campuses and numerous dual systems. Hopefully, the forthcoming consolidation of Three Rivers at a single

location with new, more efficient equipment and systems will alleviate many of these problems. With expansion of college facilities, authorizations and funding for additional maintenance staffing should also help correct this situation.

Health, Safety, and Regulatory Compliance: Three Rivers has always attempted to be very sensitive and responsive to the health and safety needs of all the College Community. Health and Safety programs are coordinated by the Office of the Dean of Administration assisted by an Environmental Health and Safety Committee. This committee is composed of representatives of all areas of the College as well as representatives of local fire and police departments when such individuals happen to be adjunct faculty members at the college. The EHS Committee serves as an advisory board on all college policies and procedures regarding EHS or Security and on all code compliance issues involving OSHA, EPA, Fire Marshal, ADA, etc. Committee members also serve as “hands on” providers of EHS services such as EMT Services, training in various health and safety subjects, coordinating fire drills, or simply helping enforce college rules such as the No-Smoking Policy. Most importantly, all committee members serve as the “eyes and ears” of the College for their constituency to insure that any potential health or safety problem is reported and corrected immediately whenever noted.

Three Rivers does not have any permanent security staff, but rather employs contract security officers at both campuses during regular class hours and for special events. The college also has excellent working relationships with both the Connecticut State Police and the Norwich Police Department who provide rapid backup assistance in case of any emergency. Three Rivers is very fortunate to have experienced a negligible amount of crime and violence over its history as shown in our annual report on “Institutional Security Policies and Crime Statistics” provided in the reference room.

Three Rivers has also had very good working relationships with organizations such as OSHA, EPA, State Fire Marshal, etc. and has made every effort to promptly correct deficiencies noted on any inspections. In fact, an ongoing \$400,000 project is just beginning to correct a number of pending ADA and Fire Safety code deficiencies. Another ongoing contract recognizes the increasing complexity of environmental code compliance. Under this contract, all twelve Connecticut Community Colleges are undergoing a comprehensive environmental audit and risk analysis to identify any potential deficiencies in all environmental areas. In anticipation of the increasing workload and demand for expertise in these areas, Three Rivers is also considering the assignment and training of a professional Environmental Health and Safety Officer to meet this critical need.

Facilities Planning: Planning and managing college facilities at Three Rivers, particularly since the merger, have been among the most demanding tasks faced by the college during this period. As can be noted in the Three Rivers Master Plan and the numerous feasibility studies which have been completed regarding the future location of the College, extensive thought and planning has been given to the long range needs of the institution and its programs. However, the more difficult aspect of facilities planning has been the day-to-day management of existing facilities and the attempt to stretch these limited resources to meet continually changing program demands. In the last few years there has been a constant competition by all divisions for more space, particularly for space at the right campus and at the right time to meet particular needs. In many instances, ownership of space has become the most prized type of resource, even preferable to “equipment”, “funding” or “staffing”.

In recognition of this sensitive subject, all space allocation issues have been raised to the President's Cabinet level where the Deans and Management Directors discuss, negotiate, and recommend any space changes for Presidential approval. In virtually all cases in recent years, these decisions have involved only mutually beneficial trades of space agreed to between divisions, or reprogramming of space within the same division to accommodate a changing program need. These space decisions are also communicated to the college Governance Council for information and comment. In unusual instances where the Governance Council feels that there are existing priority space needs at the college which are not being met, the Council may recommend that the Cabinet review and attempt to correct these problems if possible. One such recommendation was made in late 2001 by a Governance Task Force on this subject that Cabinet should examine space deficiencies in three areas: (a) Open computer lab space at the Mohegan Campus, (b) Adjunct Faculty Office Space, and (c) Student Services Office Spaces. Corrective action on items (a) and (b) is already in progress.

Capital Improvements: While awaiting the advent of new facilities, Three Rivers has made a concerted effort to continually maintain and improve existing facilities in order to provide the best possible services within these limits. In the last few years, millions of dollars have been invested in capital and deferred maintenance projects at both campuses including (a) Fuel Tank Replacements, (b) Heating Boiler Upgrades, (c) Thermal Window Replacements, (d) Child Care Center Renovations, (e) Roof Replacement and Repair (f) Creation of Holography and Photonics Laboratories, (g) New Rest Room Facilities, (h) New Faculty Office Spaces at Thames Campus, (i) Expansion / Renovations of Library Spaces, (j) Upgraded Conference / Meeting Rooms at Both Campuses, (k) Mohegan Campus Auditorium / Theater Renovation, (l) New and Upgraded Computer Labs College-wide, (m) New Hall Art Gallery, (n) Student Senate Office(s) and Conference Room Upgrade, (o) Addition of Kitchen / Serving Facilities at Thames Campus, (p) New Integrated College Telephone System, (q) Upgraded Computer and Telecommunications Infrastructure, (r) Student Services Center Renovations at Thames Campus, (s) Mohegan Lobby Renovation, (t) Upgrade of General Purpose Classrooms / Installation of Smart Board Technology (u) Cafeteria Renovations, (v) Gymnasium Locker Renovations, (w) Creation of Continuing Education / BISN Training Lab, (x) Continuing Ceiling, Lighting, and Flooring Replacements at Both Campuses, (y), Upgrade of College Security and Lock Systems and (z) Ongoing ADA and Fire Safety Upgrades College-wide. *More significant than the monies invested in these projects, however, has been the personal initiative and leadership by numerous staff and faculty which have made many of these "self-help" programs possible!*

Additional Reference Information: Numerous additional documents regarding Three Rivers Physical Resources will be provided in the reference room. These documents include: (1) TRCC Master Plan dated April 1995; (2) TRCC Personal Guide to College Safety and Emergency Response; (3) History of Three Rivers Planning for New Facilities; (4) Institutional Security Policies and Crime Statistics; (5) Feasibility Study – Reuse of the Norwich State Hospital as the Main Campus for Three Rivers CTC; (6) Feasibility Study – Three Rivers CTC at Three Additional Locations at Norwich State Hospital dated January 1998; (7) Three Rivers Community College Feasibility Study Update dated July 3, 2001 Regarding Consolidation at (a) Mohegan Campus, Norwich, (b) Thames Valley Campus, Norwich, and (c) Brewster Point Campus, Preston; (8) City of Norwich Proposal for TRCC Consolidation in the Chelsea District of Downtown Norwich; (9) Vocational Technical School System (VTSS) Feasibility Study to Exchange TRCC Mohegan Campus for Norwich Regional Vocational Technical High School; (10) State of Conn. Dept. of Public Works Review of City of Norwich Proposal Regarding Consolidation in the Chelsea District of Downtown, Norwich, CT and; (11) Feasibility Study for

the Consolidation of the College at the Thames Valley and Regional Vocational Technical School Campus on New London Turnpike dated November 30, 2001. Additional information and documents regarding the ongoing Environmental Audits now being conducted at TRCC and the pending update of the TRCC Academic Master Plan will also be provided in the reference room as available. Other valuable information regarding the history of TRCC's quest for new facilities will also be available on the TRCC Website at <http://www.trctc.comnet.edu/> and at www.state.ct.us/ecd/threerivers.

APPRAISAL

Having gone through extensive Master Planning exercises, facility reviews, and frequent publicity over the last ten years, it is common knowledge at the college and in the community that Three Rivers' facilities are deficient in a number of key areas. Current plans identify the need to increase TRCC facilities by over 48% to 312,000 gross square feet (GSF) (190,000 ASF) just to meet existing facility shortcomings. Furthermore, an additional 44% increase to 273,700 ASF is recommended to meet the optimal projected needs of the Southeastern Connecticut community served by the College. As noted in current master plans, there are major shortages of facilities in all areas but particularly the following:

- Sufficient, modern classrooms and laboratories to meet the educational needs of a diverse Southeastern Connecticut population, both for credit programs and continuing education / BISN / Community Service programs as well. Greatly expanded library and tutoring facilities to provide a strong foundation for all college learning programs.
- Attractive office and administrative space to effectively run the college and interact personally and professionally with students and community - particularly office and counseling space for the over 130 adjunct faculty who play such a vital role in Three Rivers educational programs.
- Dramatically increased student space – for study, recreation, interaction and involvement with all aspects of college life.
- Efficiently placed and expanded support facilities to insure that all college services are able to enhance rather than compete with all other college programs.

In spite of these shortcomings, Three Rivers' facilities continue to serve faculty, staff, students, and the community very well. While everyone anxiously awaits the time when our main campuses will be co-located and expanded new facilities will be provided for all programs, the delays the College has encountered en-route to this goal have only been a frustration and not an impediment to ongoing programs and services to students and community. Faculty and staff continue to keep their educational goals and standards high; and demonstrate the enthusiasm, creativity, initiative, cooperation and organizational loyalty necessary to make the best use of existing college facilities for as long as necessary.

PROJECTION

Three Rivers appears to be moving toward a final decision on the site for co-location of its campuses and a timeline for construction of its new facilities. In April of this year, the Governors' Office of Policy and Management (OPM) conducted an extensive analysis of all studies and proposals regarding the location of Three Rivers. This analysis ruled out several proposed sites and concluded that of the remaining locations, the two existing TRCC campuses would be the preferable choices for the college. Of the two, the analysis suggested that the current Mohegan Campus would have the best potential for expansion to meet all future college needs and would likely be the most cost effective considering all inflationary factors associated with construction timing. Based on this information, the Board of Trustees of Community and

Technical Colleges has authorized the System Office and the Department of Public Works (DPW) to move forward with plans to co-locate the college at the Mohegan Campus subject to the completion of a full environmental impact study regarding this move. These environmental studies are now in process; the College is working with a consultant to update its Academic Master Plan; DPW has begun the selection process for an architect firm and a construction administration firm to design and manage the project; and bonding for the project is being scheduled for FY 2004. Hooray!!!!

Unfortunately, although the path to the eventual location of the College on Mahan Drive now appears to be fairly certain: the dream of new, combined, expanded facilities for Three Rivers is still a few years away. Also, it would be unrealistic not to recognize that a number of political bumps and delays probably still exists en-route to this goal. Foremost among these are current State funding difficulties and neighborhood concerns about increased traffic and hydrology problems in the area from overbuilding. Nevertheless, just having an approved goal and the ability to work toward that end will be a great morale builder for the College and a great motivator for all members of the College Community.

DESCRIPTION**Background Information**

The Regional Community-Technical Colleges are established under C.G.S. 10a-71 et. seq. The entire Community College system, serves approximately 40,000 credit students and 100,000 non-credit registrants, and is the largest constituent unit of public higher education in Connecticut. It consists of twelve regional community colleges and a system office. Each community college operates as a separate college within the larger community college System, or entity. The responsibility for the administration and management of the System, including the oversight and control of financial operations, rests with the Board of Trustees (“BOT”). C.G.S. 10a-72 (b)(1) requires the Board to “make rules for the governance of the...colleges, determine the general policies of said colleges, ...and direct the expenditure of said colleges’ funds within the amounts available ...”.

State of Connecticut budgetary basis reporting is done on a modified cash basis, while the State’s Comprehensive Annual Financial Report (CAFR) is designed to be in conformance with generally accepted accounting principles (GAAP) for governmental units as promulgated by the Governmental Accounting Standards Board (GASB) as well as the reporting requirements prescribed by the Government Finance Officers Association and the American Institute of Certified Public Accountants. Constituent units of higher education have been discretely presented following the AICPA college guide model, and using a current financial resources measurement focus and the accrual basis of accounting, except that depreciation expense has not historically been recorded. Prior to FY02, the System has not separately published official or externally audited financial statements, but has prepared unofficial financial statements for internal use. Beginning in FY2002, all State of Connecticut Community Colleges will fully implement the new requirements of GASB 34 and GASB 35, which includes the requirement that each college be externally audited each fiscal year.

Connecticut Fund Structure - The Community College System has two statutory funds, the General Fund and the Operating Fund. State General Fund appropriations are sufficient to cover the majority of salary expenditures. Operating Fund revenues, including student tuition and fees, government and private grants and contracts, and a small amount of other educational and other sources revenue, cover most other salary, fringe, operating, student financial aid and some equipment expenditures. In addition, the System receives a variety of state Bond Fund appropriations covering a variety of equipment, deferred maintenance, renovation and improvements, and new construction projects. Most major capital projects are managed by the State Department of Public Works.

Higher Education Fund Structure - The Community College System follows the AICPA College Guide model for purposes of financial reporting by public higher education. Its chart of accounts has thus been organized to permit the recording of both the statutory State of Connecticut funds, as well as the higher education fund groups including Current Unrestricted and Restricted, Loan, Endowment, Agency and Plant Funds. The Community Colleges have transitioned from a non-integrated, partly manual and partly automated, non-higher education oriented expenditure tracking environment, to a higher education specific, double-entry accounting, automated financial system.

College and System Structure - The Community College System is comprised of twelve separate colleges, each headed by a President and executive staff, and each of which is responsible for its own budget and financial affairs, including the maintenance of separate financial records and reporting. At the same time, the colleges and system office are component units of the Community College System entity, which is budgeted and reported as a single agency at the State level, and is under the direction of a single Board of Trustees for Community-Technical Colleges. All financial activity and records must therefore reflect, by college and System Office, the State Fund designations as well as the Higher Education Fund designations, and must be reportable at both the college and System level.

Automated Financial Systems Environment - In 1995 the Community College System undertook the implementation of a comprehensive enterprise-wide management information system, the SCT Banner product, which includes modules covering student/academic, financial aid, finance and human resource functions. The Finance system currently includes the full General and Operating Ledger, Purchasing, Accounts Payable, Budgeting, and Accounts Receivable (student and non-student), and is fully integrated with the student registration and student financial aid modules. The Fixed Asset module is currently being implemented and tested throughout the System.

Financial Resources for Three Rivers Community College

Available resources for Three Rivers Community college are derived from a number of sources and deposited to the colleges general fund and operating fund accounts. For FY 2001, direct support provided by the State of Connecticut's General Fund represented approximately 77% of the total college funding and covered the cost of all of the full-time positions and 44% of the part-time teaching positions at the institution. As noted in the Fifth-Year Report, the College has improved its management and control of finances since it merged its accounts into a single Operating Fund. This fund includes both unrestricted and restricted activities. Restricted activities include: federal, state and private grants, scholarships and endowments.

Annually, the System Office works with each college to project a revenue goal for the coming year based on past history and projections for forthcoming student enrollments. The College is then expected to generate tuition revenues that meet or exceed this revenue goal number or to absorb any shortfalls from within existing college reserves. Student tuition dollars are used to cover most of the operating and maintenance expenses of the College. Funds from all other sources are used to fund self-supporting programs and activities not otherwise funded by the state budget. Larger schools contribute monies back to the system office to be redistributed to smaller schools in the system or for shared system office expenditures.

Based on an approved biennial budget the state legislature provides a total General Fund budget annually to the Board of Trustees, which in turn provides a General Fund block grant to each of the individual colleges. These block grants are based primarily on authorized positions and other related personnel expenses, but each college has some flexibility in how these funds are actually used including local authority for most hiring decisions. The Board also distributes an operating fund budget authorization to each of the colleges based on established formulas. Formula budgets cover such areas as physical plant, libraries, utilities, and general operating expenses (OE) and consider parameters such as plant size, numbers of staff, numbers of students, program mix and status of co-location. With the availability of more accurate information provided by Banner, funding methodologies are being fine tuned constantly to give each college a more equitable share of the resources distributed by the System Office.

Because of the nature of the State Budgeting Process and the limited flexibility available in the College budget, the process for developing budgets and allocating resources at Three Rivers is handled primarily at the President's Cabinet level. Significant budget issues such as staffing priorities and rescissions are reviewed by the College Governance Council. Yearly budgets are allocated to divisions based largely on historical spending needs and on available current services funding. Deans are assigned primary responsibility as fund managers and may delegate some of this responsibility and authority to some or all of their departments as appropriate. Deans have authority to shift dollars within their respective divisions and may choose to exchange resources with another Dean if the need arises. The President may occasionally reprogram resources between Divisions, but typically, proven historical need takes priority. Fiscal decisions are made in concert with internal procedures and Board policy. All fiscal policies are in writing and held in the Dean of Administration's office. Many of the States' and Board of Trustees' procedures, policies and fiscal instructions are available on-line for ready review.

Three Rivers is generally in very good financial shape and able to respond to most any eventuality. All funds are solvent at or near the balances recommended by the System but are necessarily being drawn down by current state budget problems. Cost controls are in place. Continuing Education is funded out of their own program generated dollars. Non-cost effective programs and sections are identified and corrected or discontinued as quickly as permissible. In cases of statewide budget reductions/rescissions, or costly lawsuit or administrative compliance judgments, Colleges in the system are also frequently supported by the distribution of available system reserves. The State is self-insured, and Three Rivers does insure students for injury/emergency occurring on campus or at authorized college programs off site.

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. For the fiscal year ending June 30, 2002, the requirements prescribed by GASB 35 are being fully implemented. This provides that financial reports are produced in the same manner as those for private institutions. In addition to the annual external audit, state auditors review local records for compliance with state regulations.

As noted in the Fifth-Year Report, the position of Director of Development was established in 1996. In addition to traditional development activities, the Director works closely with the colleges' Foundation. Currently the State of Connecticut offers a 50% state match for any contributions made to the Foundation endowment fund. Charitable gifts are reviewed and accepted by both the College and the Foundation

APPRAISAL

Three Rivers is strongly committed to funding the best possible mix of student related programs and services. Since the last accreditation visit the College has institutionalized the tutoring center that was formerly funded with federal Carl D. Perkins grant money and is currently in the process of establishing a Writing Center. The College has also survived periodic budget rescissions with no layoffs and used creative temporary employment arrangements to fill needed gaps.

Demonstrating that students come first, state of the art technology such as "Smart Boards" has been added to many classrooms in spite of ongoing budget constraints. This is further evidenced in Three Rivers' IPEDS (Integrated Post Secondary Education Data System) report which notes

that in fiscal year 2001, only 18% of expenditures were for Administration and all the 82% balance were for direct services. TRCC also continues to make a strong commitment to maintaining its more expensive Technology programs even to the extent of drawing down college reserves. New co-located facilities will allow these technology programs to be run more efficiently, eliminating the dual campus inefficiencies, which now still exist.

The new position of Director of Development is proving to be a major asset to the college in publicizing College needs, supporting a rapidly growing Three Rivers Foundation and encouraging greatly expanded fund raising activities.

Participation in college resources allocation still remains fairly limited at the Cabinet level. Although each division has input through their respective Dean, few members of the college community really understand the complex budget process used by the State and the System Office. Furthermore, the fact that a very high percentage of overall college expenditures are fixed, and discretionary funding extremely limited is discouraging to most potential budget participants. However, the College is moving toward a fully electronic requisition process using Banner which will hopefully involve all Deans and other potential fund managers more actively in the overall budget and resource distribution process. College Governance members in particular should have a better orientation about budget matters prior to making recommendations.

Custodial and clerical services are stable, although at times significantly understaffed. Rescheduling of classes offered at the Naval Submarine Base previous to the incidents of September 11th is proving to be more costly. Historically, the system office has funded all facility rentals for off-campus arrangements for direct educational activities, but will likely discontinue this practice. This year, the Board of Trustees has implemented the first tuition rate increase since 1999, reflecting this years statewide budget deficits. The previous tuition increase in 1999 was 4%.

PROJECTION

Budget uncertainty:

Since the 2001 legislative session, Three Rivers Community College general fund budget has been reduced by almost \$1,000,000.... roughly 10% of our total state funding. Fortunately, the impact of these reductions has been absorbed somewhat by the one time redistribution of available system-wide resources. Additionally, the College has had a number of employee retirements and resignations that will result in both short and long-range savings. Next year, however, as the full impacts of the reductions are felt by the College, it is clear that some dramatic action will be necessary to accommodate these cuts. Moreover, there is concern that additional reductions will be forthcoming if the overall state budget does not improve.

Fortunately, Three Rivers is in a relatively good position to handle these current and future budget problems. TRCC currently has approximately 20 funded vacant positions that will provide much funding flexibility while the College examines all its possible program and staff reduction options. Other fiscal indicators are also very positive. College enrollments are on the rise providing better than expected tuition and fee revenues; class size and efficiency has been greatly improved in recent semesters; Continuing Education Programs and related revenues are growing steadily; the numbers of personnel retirements in the next few years are expected to grow considerably as more faculty and staff reach retirement age; and most significantly, major

operating cost savings and efficiencies are now foreseeable in the forthcoming campus consolidation expected in the next few years.

Three Rivers has also made numerous improvements in many fiscal areas. Currently the College has a fully integrated accounting system coupled with a single operating fund. This is beginning to allow fund managers and deans to have current information to manage their resources at all times. This year, the management of property is also being integrated into the system. In the future, any member of the college community who manages any type of budget or resources will have on-line access.

Projections for 2003 and beyond include the following major objectives that are specified in the College's Strategic Plan:

- Manage all existing resources (funding, personnel, and facilities) to ensure best possible allocation of these assets to support college programs and meet the highest priority college needs.
- Actively support and participate in the development of CTC System policies, procedures and control systems for all areas of resource management (Fiscal, HR, and Facilities).
- Expand TRCC resources to the fullest extent possible and, beyond traditional sources of state funding and routine revenues from tuitions and fees.
- Plan and implement a comprehensive program to collocate and enlarge TRCC facilities to meet system standards and provide the long overdue services needed by the citizens of southeastern Connecticut.

DESCRIPTION

Three Rivers Community College presents itself accurately and honestly in a number of publications, the web, and in advertising. The catalog and the college web site contain 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 pre-registration, also sets forth student fees, charges, refund policies, and items relating to withdrawing from the institution. Both the catalog and the schedule also give Three Rivers' status as an accredited college, information on childcare, academic advising, and other services. Neither the catalog, which is revised every two years, or the schedule, which is revised each semester, list courses that are not taught at least once every year. The catalog lists faculty, their status, degrees, departmental affiliation; as well as administrators, board members and advisory councils.

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

An adjunct 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.

All institutional publications, including tapes and film, the web site, and oral communications are consistent with catalogue content and fairly portray the conditions and opportunities available at the institution.

Students and faculty are kept informed of campus events, activities, and issues through the student newspaper, through wide dissemination of minutes from the governance committee and the President's cabinet, through posting of notices on designated bulletin boards, and through E-mail. Three Rivers also publishes Alumni News, a newsletter that is distributed to alumni once a year. The continuing education department sends out a newsletter periodically.

On request, Three Rivers will provide a financial statement, a Student Profile that lists demographics on the student body, and an Institutional Profile (which provides comparative data on admissions), financial aid, retention, and other variables typical of all state supported institutions of higher education.

Three Rivers has published numerous brochures describing specific programs in career areas, technologies, liberal arts and sciences, assessment of prior learning, and general studies. The business department has produced a promotional video for marketing purposes.

Three Rivers has documentation for all public statements made. The College avoids any claims for which it does not have evidence. Any statements or promises the college makes regarding program excellence, learning outcomes, success in placement and achievements of graduates or faculty can be verified by a variety of reports and official documentation.

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. Also, many students are employed while attending college so the data provided is not clear-cut.

Statements on Three Rivers' excellence in the Nursing Program is based directly on our graduates' high scores on licensure examinations. Documentation on clinical excellence and other aspects of Nursing is available from the current Nursing Director.

APPRAISAL

Three Rivers' publications are current, comprehensive, and honest. Three Rivers discloses essential information as accurately, clearly, and completely as possible. Publications have been revised recently according to policy. The College's web site is constantly being updated. The web site allows departments to post relevant information. Faculty is also using the web to post up to date information on courses and programs.

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

The catalog is somewhat misleading in regards to the number of credits required for some technology degrees. Some required courses are listed as pre-requisites and thus are not counted in the degree credit totals.

The System Office for Connecticut's Community-Technical Colleges has implemented the Banner computer program, an inter-relational student database, which is available throughout the twelve community colleges and the chancellor's office.

A web site for the Connecticut community college system and each of the twelve community colleges is available. This web site allows students and faculty to check on courses, enrollments and secured data via pin numbers.

PROJECTION

Three Rivers will continue to develop publications to describe new programs, reach populations that are underserved, and inform the public. Focusing on consistent improvement in the area of information disclosure will continue to be an integral part of the college's future.

Three Rivers continues to explore ways to improve its internal communication as communication between campuses is at times challenging.

Staying committed to a long-range plan is important. Updating the marketing plan annually will allow Three Rivers to adapt to rapidly changing times.

[Back to Table of Contents](#)

DESCRIPTION

Three Rivers has established a broad array of policies and procedures that 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 and provides a grievance process for students. The College's stated policies pertain to fairness in the balance between the rights of the institution and individual students and faculty/staff. A document stating The Code of Ethics for Appointed Public Officials and State Employees is available in the President's Office.

Fairness in promotion and evaluation are spelled out in six Contracts: American Federation of State, County, and Municipal Employees (AFSCME - Clerical), American Federation of Teachers (AFT), American Federation of State, County, Municipal Employees (AFSCME - Administrators), Administrative and Residual (A & R), Maintenance and Service Unit, and Congress of Connecticut Community Colleges (4 C's). Additionally, management personnel are covered by separate Management Personnel Policies. Unions representing employees throughout the community college system and employees from other state agencies negotiate contracts. Elected Promotions Committees recommend professional staff candidates for promotion to the president. A Management Committee with the Board of Trustees negotiates management policies. Grievance procedures for faculty and staff are articulated in the respective collective bargaining agreements.

Three Rivers is committed to the free pursuit and dissemination of knowledge. Both published policies and teaching practices assure faculty and students the freedom to teach and study in a given field and to question assumptions. Three Rivers is committed to maintaining academic freedom, both in teaching and research. This commitment to academic freedom is formalized in the respective contract agreements.

In addition, the College has a Policy on Racism and Acts of Intolerance that further defines constitutionally protected expression in a collegiate environment.

Students are guaranteed fairness and due process through a series of policies, including: Aids and Other Communicable Diseases, Policy on Drugs and Alcohol, Policy on Persons with Disabilities, Policy on Racism and Acts of Intolerance, Policy on Sexual Harassment, Policy on Student Rights and Responsibilities, Weapons on College Campus Policy, and Policy on Student Discipline.

The Policy on Academic Dishonesty defines academic dishonesty and the standards for fairness, due process, and penalties for violations. In the Student Rights and Responsibilities Policy, the College publishes a clear statement on student privacy and the confidentiality of transcripts and other student records. All college procedures are in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974 and pertinent Federal regulations.

The open admissions policy is a fundamental characteristic of the College's Affirmative Action/Non-discriminatory policy. This policy prohibits admission denial on the basis of age, race, color, religious creed, ancestry, past or present history of mental disorder, marital status, sex, national origin, mental retardation, physically disability, sexual orientation, learning

disability, physical disability, or prior conviction of a crime. This policy also applies unless the provisions of sections 46a-60 (b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above-protected groups. Three Rivers is also nondiscriminatory in its programs and services such as tutoring, financial aid, and childcare.

The Affirmative Action Policy from the Board of Trustees is applicable to all employment practices and procedures at Three Rivers including recruitment searches, evaluation, and advancement.

The authority to grant degrees and certificates is bestowed by the Board of Trustees for Community-Technical Colleges (BOT) and the Board of Governors of Higher Education (BOG). Three Rivers activities are governed by numerous policies and procedures developed by the State of Connecticut, the BOT, and the BOG. The spirit by which Three Rivers manages its administrative operations can best be evidenced by the institution's policies and procedures that insure equity for all staff/faculty members. The College regularly communicates changes in policies, procedures, and system or state level decisions (e.g., budget related layoffs) to all members of the College community. Any person may submit a policy recommendation or amendment to a current policy to the Governance Council and the administration of the College for consideration. Additionally, the Governance Council composition ensures College-wide representation in all planning and policy matters. Three Rivers policies and procedures dealing with ethical concerns are periodically reviewed by Governance Council and the College's management team.

APPRAISAL

The policies and procedures cited above promote an ethical culture within the institution. The College's leadership regularly reinforces the mission and values of the institution during the annual process of reviewing and updating the short and long term Institutional Plans and a periodic review of the Institutional Assessment process.

The College has made extensive provision for fairness and honesty. All of its relevant policies are well and frequently publicized and originate from a strong legal and ethical base. They reflect built-in safeguards for faculty, staff and students with the assurance of rights and clear channels for resolution and appeal. Both informal and formal processes are provided.

Grievances brought by students have remained confidential and few in number.

Most instances of student discipline have been resolved equitably at the lower levels between the student and the instructor or informally by the Dean of Student Development and Services and/or Academic Dean.

In appealing grades (Review of Academic Standing), students have access to instructors and the Academic Dean. Rarely do grade appeals go beyond the Dean's level to the President's level. Issues of academic dishonesty are handled by instructors, and occasionally involve the Academic Dean.

The College is audited by groups of independent auditor, as part of the audits, opinions are rendered concerning compliance with laws and regulations. Three Rivers has been in

compliance every year audited. No major audit exceptions were noted in the recent report that was issued in the summer of 2001.

In general, Three Rivers has shown steady growth in diversity in student enrollment and in particular in non-traditional career programs. There has also been growth in the number of students with learning and other disabilities.

The College's Affirmative Action Plan, which describes employment practices for protected groups at the College, has demonstrated our commitment in this area. The State's Commission on Human Rights and Opportunities has accepted it annually. These practices of nondiscrimination and affirmative action will continue and Section 504 of the Rehabilitation Act of 1973, reinforced by the Americans With Disabilities Act of 1991, will continue to provide guidelines for the full integration and support of individuals with disabilities.

The College has made provisions throughout its policies to insure free expression and pursuit of knowledge for all of its constituencies. These policies are clearly stated, well publicized and followed consistently. Three Rivers' small class size and diverse student body, create an atmosphere of collegial discussion, challenge, and open debate. Three Rivers faculty are guided by current research in their specialized fields, information on instructional techniques, and community advisory boards expertise.

The college provides an excellent adjunct faculty handbook. However, no handbook exists for full time faculty or staff. Although the Center For Teaching has begun a program for faculty development and orientation, there remains no consistent orientation program for new staff members. In addition, the college catalog is misleading regarding the number of credits required for degree completion in some engineering technology programs. A multi-faceted concern is the lack of effective internal communication. Finally, the Ethics Committee has not convened for several years.

Although progress has been made in aligning the contracts, the continued existence of two separate faculty collective bargaining units with different standards in promotion, tenure and overload credits presents difficulties for the merged institution. Further, copies of faculty contracts were not available for approximately three years in the recent past, adding to an atmosphere of confusion and at times negative morale.

PROJECTION

The present policies and procedures relevant to matters of integrity are for the most part contemporary, equitable, and result in an institution that operates within a sound ethical culture. However, the concerns cited above require consideration. The following initiatives are aimed at addressing these concerns:

- Implementing a procedure for new employee orientations and conducting them on a regular and consistent basis.
- Making continuously available, current copies of the faculty collective bargaining agreements.
- Creating and periodically updating a full-time faculty handbook and a staff handbook. These should be distributed to all employees and staff. In the absence of this initiative, the adjunct faculty handbook should be distributed to all new full-time faculty.

- The College should re-evaluate how engineering technology program requirements are presented in the college catalog and on plans of study sheets. This would help clarify the actual number of credits required for completion of technology programs.

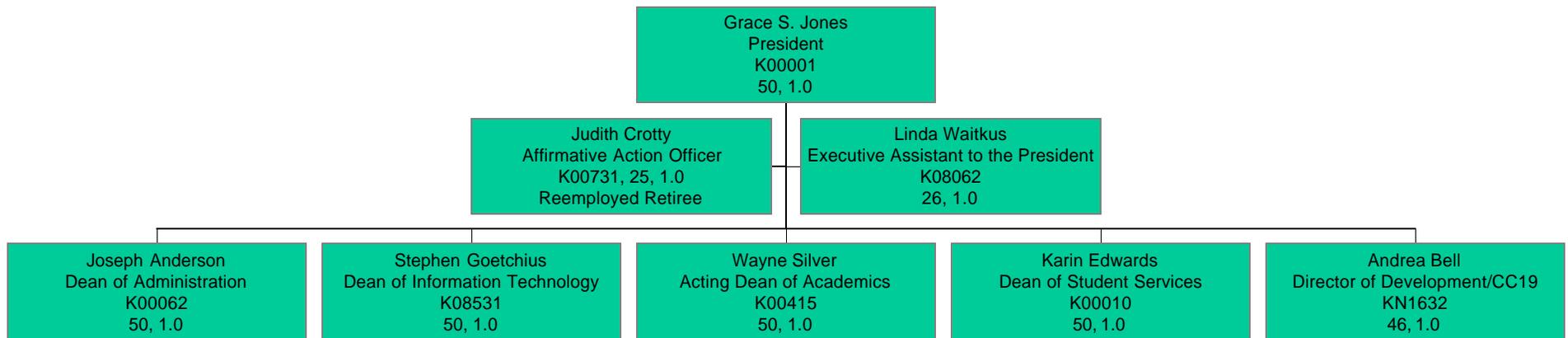
The interim report raised concerns regarding student workers and privacy issues. In response, student workers are not utilized in the Registrar's office. However, the possibility of appointing student workers with tasks that expose them to access to academic records remains, and Three Rivers is committed to allocating resources to address and remedy this critical ethical issue.

[Back to Table of Contents](#)

END NARRATIVE

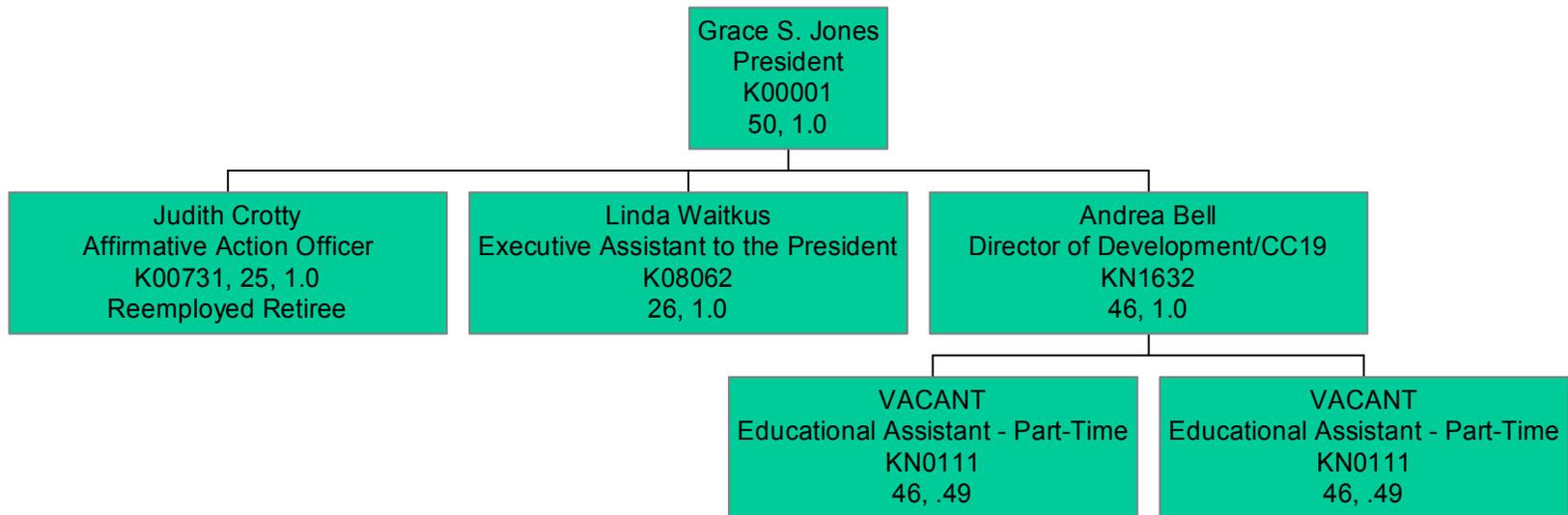
Organization Charts of Chief Institutional Officers	
Appendix A	State Community College and Three Rivers Community College Mission Statement
Appendix B	Steering and Self-Study Standard Committees
Appendix C	List of Team Workroom Supporting Documents by Order of Standard
Appendix D	Strategic Plan and Primary Financial Statement with Auditor's Opinion
Appendix E	Types and Extents of Insurances
Appendix F	CIHE Institutional Data Forms
	◦ Current Fund Revenue and Expenditures
	◦ Changes in Fund Balances and Indebtedness
	◦ Student Admissions Data
	◦ Student Enrollment Data
	◦ Projected Financial, Tuition, and Enrollment Data
	◦ Faculty Profile
	◦ Student Head Count by Major
	◦ Credit Hours Generated by Department or Comparable Academic Unit
Appendix G	Distance Education Supplement

Three Rivers Community College Organizational Chart



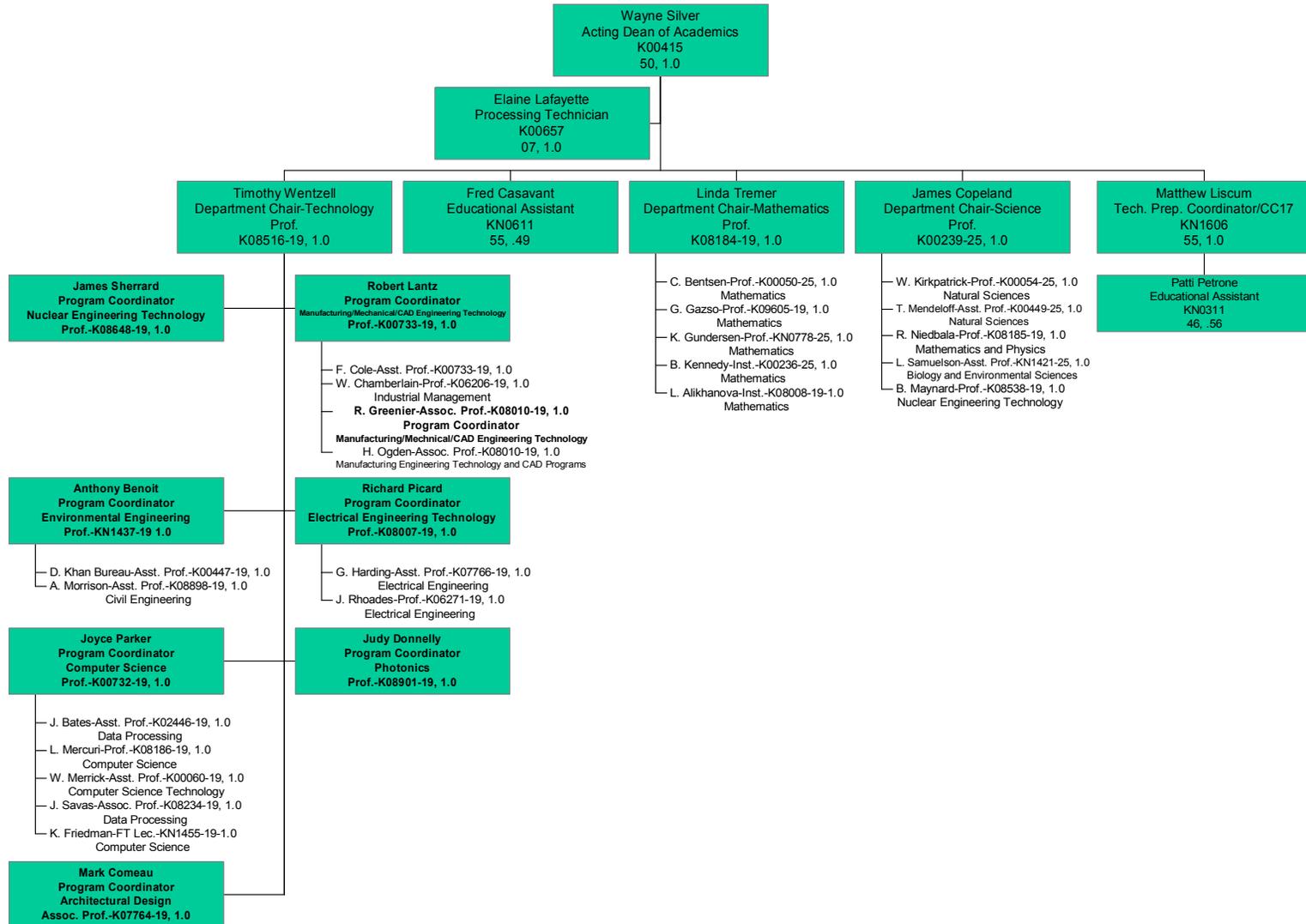
Fund: all KA1000

President's Office Organizational Chart

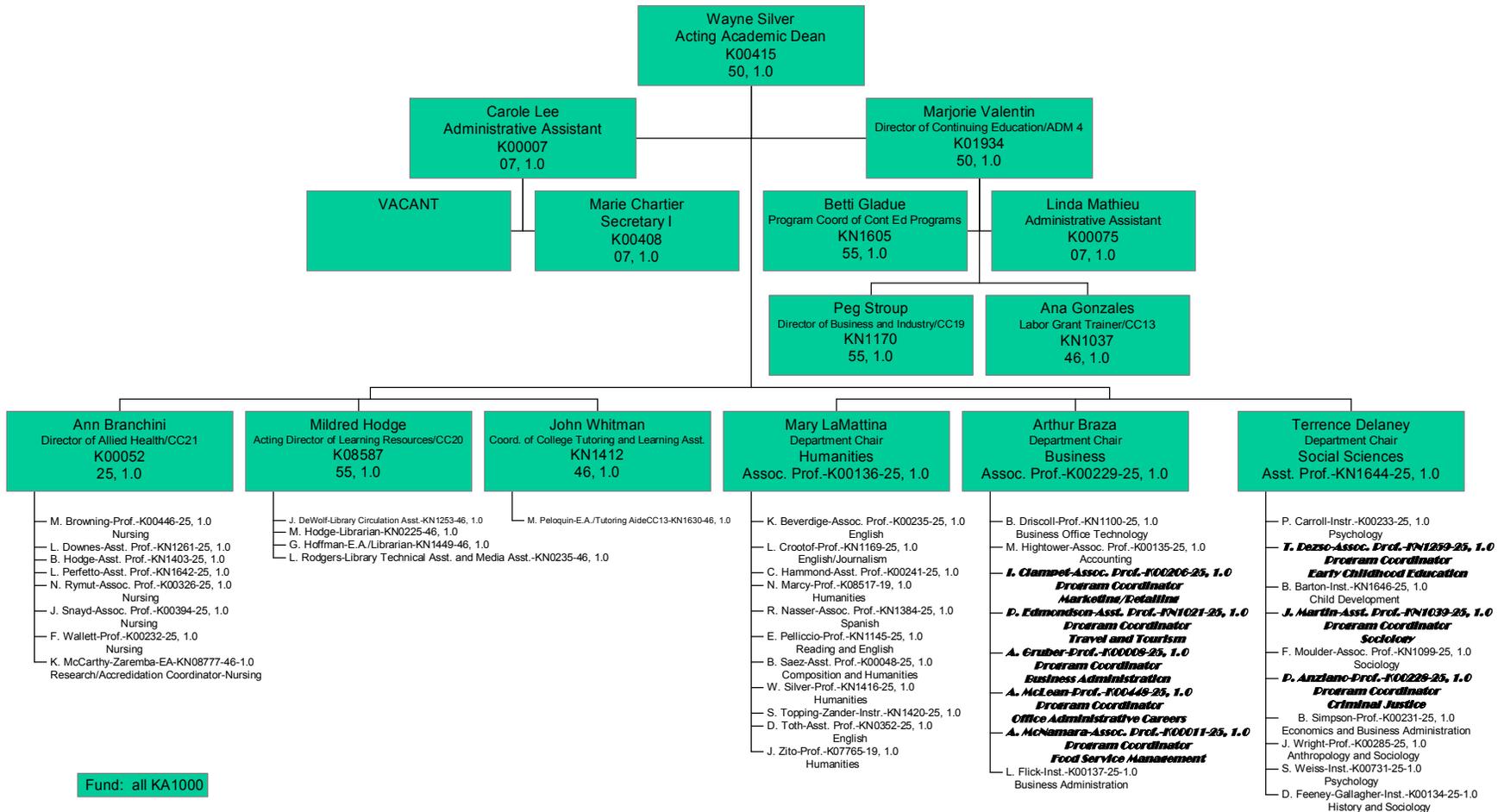


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Instructional Division Organizational Chart Math/Science/Technical

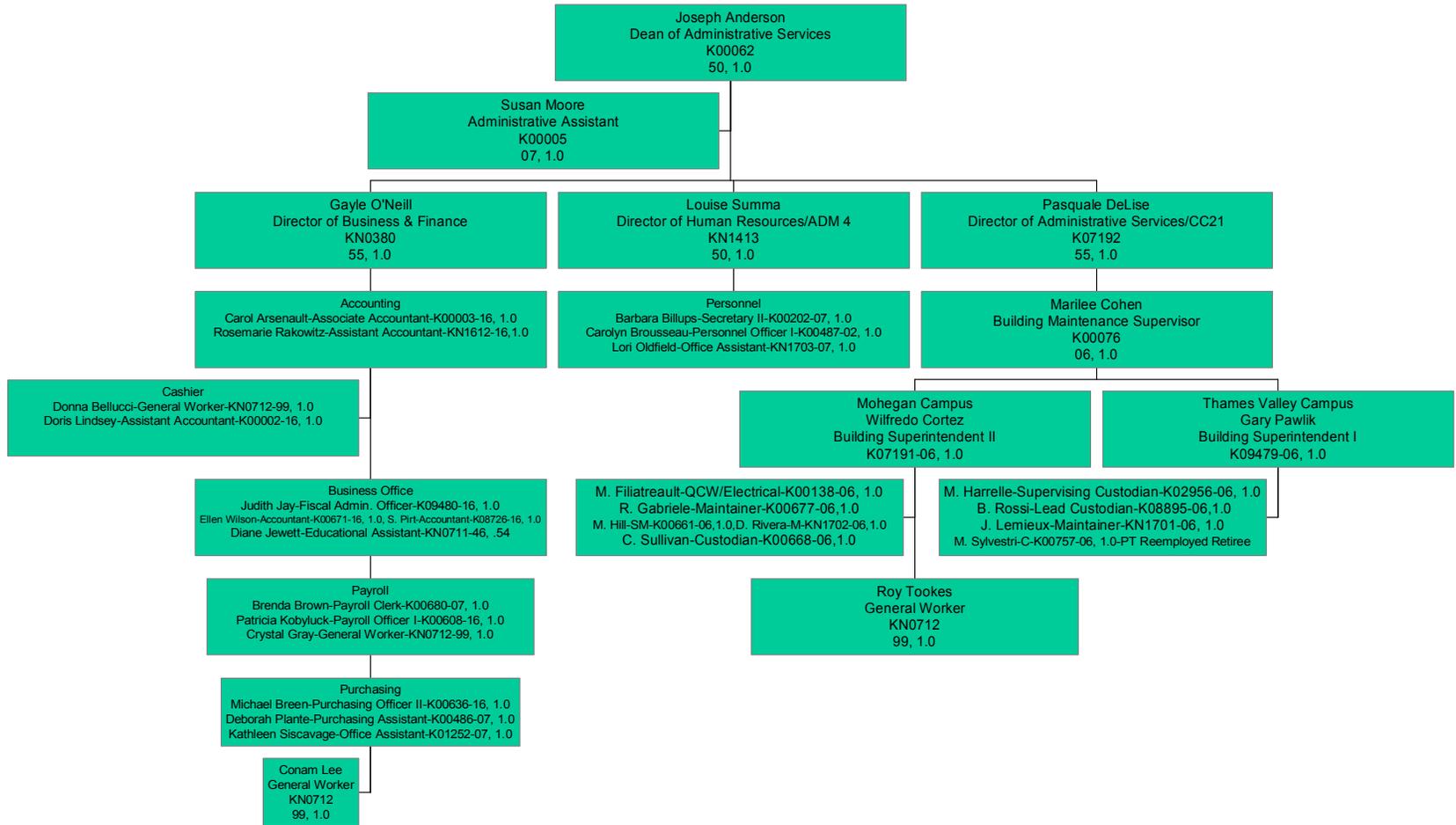


Instructional Division Organizational Chart Non-Technical



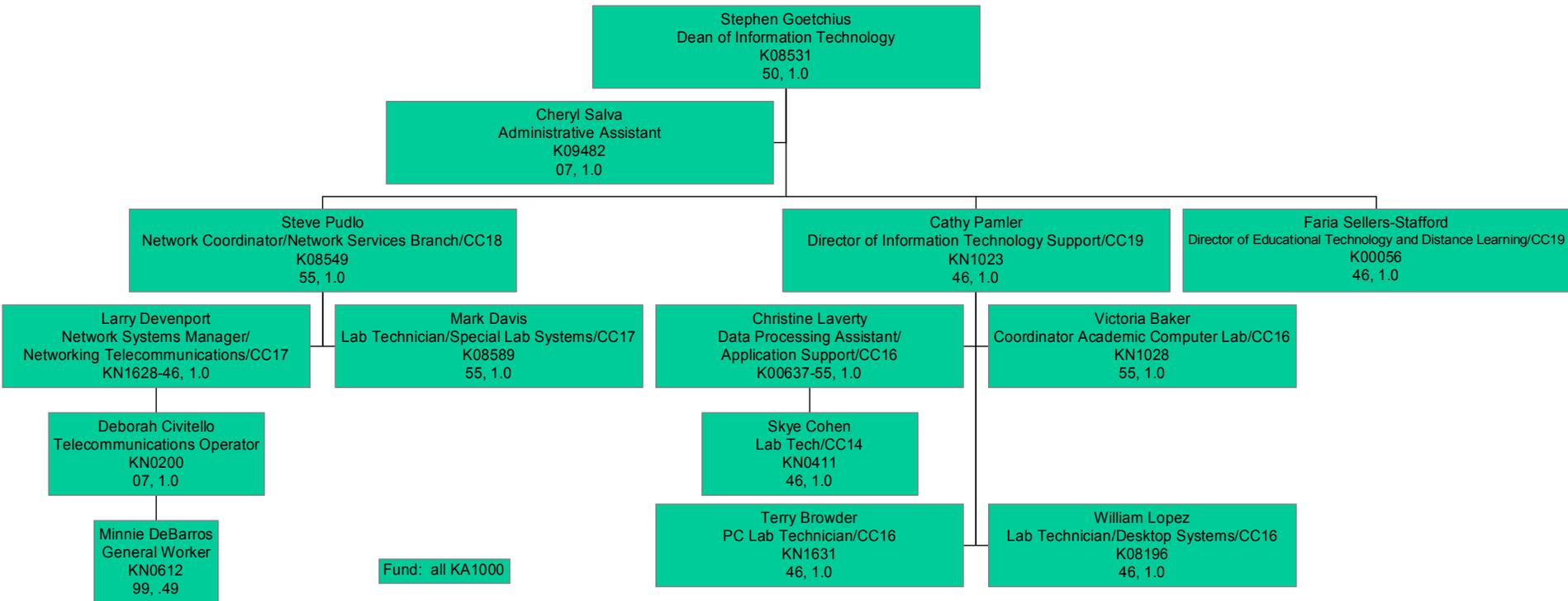
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Administrative Services Division Organizational Chart



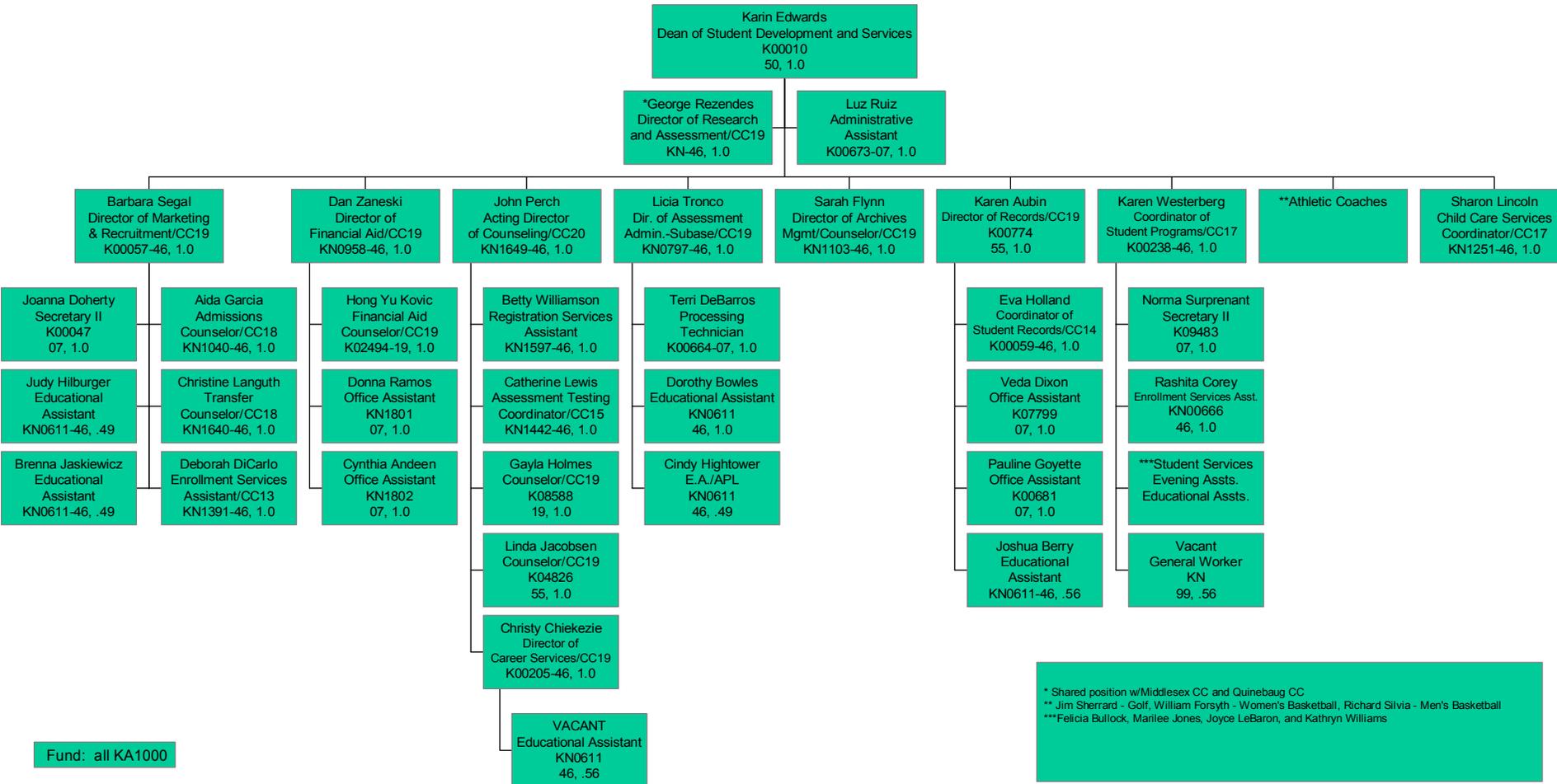
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Information Technology Division Organizational Chart

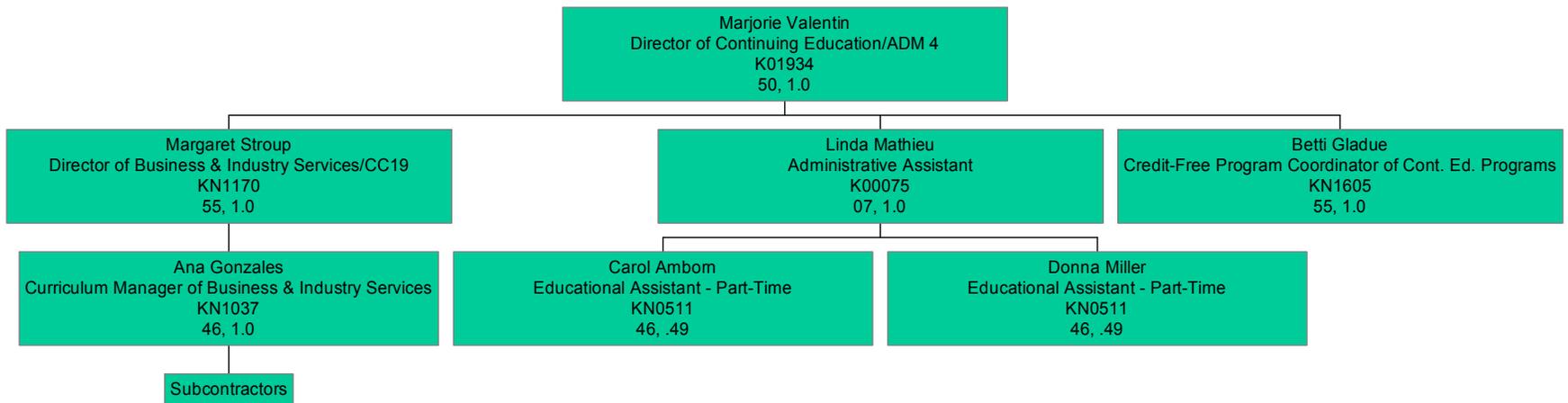


Fund: all KA1000

Student Services Division Organizational Chart



Continuing Education Division Organizational Chart



Fund: all KA1000

MISSION STATEMENT

THREE RIVERS COMMUNITY COLLEGE

Mission Statement

Three Rivers Community College meets the diverse educational needs of the community by creating an environment that stimulates learning. The college provides quality educational opportunities that are affordable and accessible. Additionally, Three Rivers develops regional partnerships and initiatives that contribute to the educational, economic, and cultural growth of Southeastern Connecticut.

To accomplish its mission the college:

- provides a broad range of credit and non-credit liberal arts and sciences, career, technical, associate degree and certificate programs leading to transfer, employment, and lifelong learning;
- provides workforce-focused education and training;
- promotes student success through efficient and effective operations and services;
- promotes the use of technology to support teaching, learning, and services to students.

In fulfilling its mission, Three Rivers Community College assists individuals in developing:

- a capacity for critical thinking;
- the ability to communicate effectively;
- an appreciation of the sciences and humanities;
- an understanding of the technological nature of modern society.

Self-study Steering Committee

**Chair Mark Comeau, AIA, Program Coordinator/Associate Professor
Architectural Design Technology**

Arthur Braza, Associate Professor of Accounting

Steve Goetchius, Dean of Information Technology

Joyce Martin, PhD, Assistant Professor of Human Services

John Whitman, Coordinator of Student Tutoring

Faria Stafford-Sellers, Director of Educational Technology and Distance Learning

Patricia Anziano, Professor of Criminal Justice

Barbara Saez, Assistant Professor of Composition and Humanities

Sarah Flynn, Director of Archives Management

Tina Mendeloff, Assistant Professor of Natural Sciences

Linda Tremer, Professor of Mathematics

Standard I, Mission and Purposes

Chair Arthur Braza,
David Holdridge
Ann McNamara
John Whitman
Terry Delaney
Karen Aubin

Standard II, Planning and Evaluation

Chair Steve Goetchius
Pamela Carroll
David Toth
Linda Crootof
Walt Merrick
Mildred Hodge
Michael Breen
Gayle O'Neill
Cathy Palmer
Karen Aubin
John Whitman

Standard III, Organization and Governance

Chair Joyce Martin
Linda Waitkus
Christie Chieckezie
Carol Lee
Linda Waitkus
Karen Westerberg
Judy Snayd
Matt Hightower

Standard IV, Programs and Instruction

Chair John Whitman
Barbara Barton
Brenna Jaskiewicz
Mary LaMattina
Wayne Silver, Academic Dean
Susan Topping-Zander

Standard V, Faculty

Chair Faria Sellers-Stafford

Christine Hammond
Brenda Hodge
Angie McLean
Cliff Bentsen
Licia Tronco
Louise Summa

Standard VI, Student Services

Chair Patricia Anziano

Members of the Existing Academic Models Committee
Kirk Kirkpatrick
Christine Languth
Karin Edwards, Dean of Student Services
Elaine Pelliccio
Leslie Samuelson

Standard VII, Library and Information Resource

Chair Barbara Saez

Sandy Brooks
Mary Browning
Mildred Hodge
Chris Lavery

Standard VIII, Physical Resources

Chair Sarah Flynn

Joseph Anderson, Dean of Administration
Sharon Lincoln

Standard IX, Financial Resources

Chair Tina Mendeloff

Barbara Driscoll
Matthew Hightower
Matthew Liscum
Brian Simpson
Louise Summa
Karen Aubin

Standard X, Public Disclosure

Chair Linda Tremer
Irene Clampet
Terry Dezso
Linda Jacobsen
Karen Aubin

Standard XI, Integrity

Chair Linda Tremer
Irene Clampet
Terry Dezso
Linda Jacobsen
Judy Snayd

WORK ROOM SUPPORTING DOCUMENTS

Standard I Mission and Purpose

- Three Rivers Community College Mission Statement
- Three Rivers Community College Academic Catalog ?year
- Academic advising Handbook

Standard II Planning and Evaluation

- Three Rivers Community College Strategic Plan
- Facility, Space, and Utility Plan and Co-location Assessment
- Budget Documents
- Master Plan

Standard III Organization and Governance

- Board of Governors of Higher Education by-laws, rules, policies, Statutory authority
- Board of Trustees' by-laws, rules, policies, authority Public Act 89-260
- Three Rivers Community College Charter
- Organizational Chart
- Faculty AFT/CCCC Collective Bargaining Agreement
- Administrative manual and job descriptions
- Support Staff handbook
- Central System policies
- Posting for President's position
- Minutes of Board of Trustees meeting
- Minutes of President's Cabinet meeting
- Minutes of Governance Council meeting
- Constitution of the Student Government Organization
- Minutes of Task Force Committee meeting
- Minutes of Academic Division meeting

Standard IV Programs and Instruction

- Description, objectives and requirements of Degree Programs
- Reporting documentation on teaching effectiveness including:
 - Reports on grade distribution
 - Student evaluation on instruction
 - Student success in the institution, occupation, and professions
- Faculty syllabi
- Three River Community College Catalog
- Schedule of classes handbook
- Handbook of course outlines

Standard IV Programs and Instruction

- Examples of institutional studies of learning outcomes
- Academic advising handbook
- Advising forms and materials
- Internet on-line course brochure
- Professional development activities outline
- Life long learning program
- Nursing and ABET Technology re-accreditation reports
- Admissions materials

Standard V Faculty

- Academic Division meeting minutes
- Personnel policies for full and part time
- Curricula Vitae for of professional employees
- AFT/CCCC Bargaining Agreement
- Student evaluation survey of faculty
- Master schedule
- Faculty questionnaire materials
- Advisor-to-advisee counts
- Policies on discrimination and sexual harassment
- Handbook for part time faculty
- Instructional technology materials

Standard VI Student Services

- Constitution of the Student Government Organization
- Student Handbook/code of conduct
- Enrollment data for most recent semester
- Board of Trustees enrollment reports, 2000, 2001
- Recruitment, retention, and assessment plans
- Marketing plan
- Student orientation programs
- Student organization and club handbooks/by-laws

Standard VII Library

- Library and learning center resources brochure
- Library policy manual
- Library utilization statistics
- Library personnel curricula vitae

Standard VIII Physical Resources

- Facilities utilization planning and assessment
- Report on co-location
- Master space utilization plan
- Classroom capitol improvements design and planning materials
- Sample contracts for leased space, hardware, and software
- Student handbook

Standard IX Financial Resources

- Financial statement and auditor's opinion (most recent)
- Finance survey, IPEDS-F-1

Standard X Public Disclosure

- Marketing, program, recruitment and other publications
- Class schedule catalog
- Three Rivers Community College Catalog
- Student Handbook
- Academic advising handbook and materials
- Alumni newsletter
- Annual reports
- Life long learning brochures
- Athletics and recreation brochures
- Three Rivers newspaper *The Current*

Standard XI Integrity

- Survey on academic freedom
- Grievance reports
- Affirmative action materials
- TRCC equal opportunity, affirmative action hiring goals
- Policies on discrimination and sexual harassment
- Culture and diversity program brochures
- Enrollment report 2001
- Affirmative action update report 2002

End

(STRATEGIC PLAN DOCUMENT LOCATED IN TEAM WORK ROOM.)

(AVAILABLE IN THE TEAM WORKROOM.)

CIHE DATA FORM I
CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED)

Please use attached definitions

FISCAL YEAR ENDS MONTH JUNE DAY 30	3 YEARS PRIOR (FY 1998)	2 YEARS PRIOR (FY 1999)	1 YEAR PRIOR (FY 2000)	MOST RECENTLY COMPLETED FY (FY 2001)	ESTIMATED CURRENT BUDGET (FY 2002)
CURRENT FUND REVENUES RESTRICTED & UNRESTRICTED					
1) TUITION & FEES	\$4,429,324	\$4,716,597	\$4,433,912	\$4,795,449	\$4,876,945
2) GOVERNMENT APPROPRIATIONS	\$11,802,335	\$12,156,235	\$13,461,586	\$13,054,427	\$14,750,925
3) GOVERNMENT GRANTS & CONTRACTS	\$1,147,881	\$1,331,461	\$1,329,768	\$1,674,983	\$1,809,239
4) PRIVATE GIFTS, GRANTS & CONTRACTS			\$33,676	\$54,065	\$180,975
5) ENDOWMENT INCOME					
6) AUXILIARY ENTERPRISES					
7) OTHER	(\$68,778)	\$441,142	\$333,925	\$592,638	\$458,336
8) TOTAL REVENUES	\$17,310,762	\$18,645,435	\$19,592,867	\$20,171,562	\$22,076,420
CURRENT FUND EXPENDITURES RESTRICTED & UNRESTRICTED					
9) INSTRUCTION	\$7,349,322	\$7,742,334	\$7,699,298	\$8,503,424	\$8,693,733
10) RESEARCH					
11) PUBLIC SERVICE	\$16,462	\$27,206	\$27,309		\$1,034
12) ACADEMIC SUPPORT	\$1,936,822	\$1,909,825	\$2,428,960	\$2,473,146	\$3,091,816
13) STUDENT SERVICES	\$2,500,565	\$2,664,074	\$3,139,389	\$3,278,810	\$3,371,531
14) INSTITUTIONAL SUPPORT	\$2,093,470	\$2,313,057	\$3,250,538	\$2,913,626	\$3,086,777
15) OPERATION, MAINTENANCE OF PLANT	\$1,011,466	\$1,084,775	\$1,230,769	\$1,208,636	\$1,711,478
16) SCHOLARSHIPS & FELLOWSHIPS	\$1,522,157	\$1,887,936	\$1,720,884	\$2,149,650	\$2,369,370
17) MANDATORY TRANSFERS					
18) NONMANDATORY TRANSFERS	\$601,672	\$230,213	\$310,284	\$266,974	(\$277,319)
19) AUXILIARY ENTERPRISES					
20) OTHER					
21) TOTAL EXPENDITURES	\$17,031,936	\$17,859,420	\$19,807,431	\$20,794,266	\$22,048,420
22) REVENUE LESS EXPENDITURES	\$278,826	\$786,015	(\$214,564)	(\$622,704)	\$28,000
23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES	278,826	\$786,015	(\$214,564)	(\$622,704)	\$28,000
24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT	\$1,814	\$1,814	\$1,814	\$1,814	\$1,888

CIHE DATA FORM I
CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED)

Please use attached definitions

**CIHE DATA FORM II
CHANGES IN FUND BALANCES AND INDEBTEDNESS (000 OMITTED)**

FISCAL YEAR ENDS MONTH <u>JUNE</u> DAY <u>30</u>	3 YEARS PRIOR (FY 1998)	2 YEARS PRIOR (FY 1999)	1 YEAR PRIOR (FY 2000)	MOST RECENTLY COMPLETED FY (FY 2001)	ESTIMATED CURRENT BUDGET (FY 2002)
---	--	--	---------------------------------------	---	---

CURRENT-UNRESTRICTED (Does not include accruals for Uncompensated Absences)**

FUND BALANCE BEGINNING OF YEAR	\$385,497	\$890,466	\$1,616,633	\$1,236,247	\$852,563
NET INCREASE/(DECREASE)	\$504,969	\$726,167	(\$380,386)	(\$383,684)	\$176,000
FUND BALANCE END OF YEAR **	\$890,466	\$1,616,633	\$1,236,247	\$852,563	\$1,028,563

CURRENT-RESTRICTED

FUND BALANCE BEGINNING OF YEAR	\$0	\$0	\$4,647	(\$3,346)	\$27,126
NET INCREASE/(DECREASE)	\$0	\$4,647	(\$7,993)	\$30,471	\$100,000
FUND BALANCE END OF YEAR	\$0	\$4,647	(\$3,346)	\$27,125	\$127,126

LOAN FUNDS

FUND BALANCE BEGINNING OF YEAR	N/A	N/A	N/A	N/A	N/A
NET INCREASE/(DECREASE)					
FUND BALANCE END OF YEAR					

ENDOWMENT & SIMILAR FUNDS

FUND BALANCE BEGINNING OF YEAR	\$307,883	\$363,557	\$357,392	\$353,017	\$269,682
NET INCREASE/(DECREASE)	\$55,674	(\$6,165)	(\$4,375)	(\$83,335)	(\$166,682)
FUND BALANCE END OF YEAR	\$363,557	\$357,392	\$353,017	\$269,682	\$103,000

ANNUITY & LIFE INCOME FUNDS

FUND BALANCE BEGINNING OF YEAR	N/A	N/A	N/A	N/A	N/A
NET INCREASE/(DECREASE)					
FUND BALANCE END OF YEAR					

PLANT FUNDS

FUND BALANCE BEGINNING OF YEAR	(\$49,457)	\$412,853	\$351,385	\$231,367	(\$577,254)
NET INCREASE/(DECREASE)	\$462,309	(\$61,468)	(\$120,018)	(\$808,621)	\$903,486
FUND BALANCE END OF YEAR	\$412,853	\$351,385	\$231,367	(\$577,254)	\$326,232

INDEBTEDNESS ON PHYSICAL PLANT

BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR	NONE	NONE	NONE	NONE	NONE
ADDITIONAL PRINCIPAL BORROWED DURING YEAR					
PAYMENTS MADE ON PRINCIPAL DURING YEAR					
BALANCE OWED ON PRINCIPAL AT END OF YEAR					
INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS					

CIHE DATA FORM II
CHANGES IN FUND BALANCES AND INDEBTEDNESS (000 OMITTED)

FALL TERM (YEAR)	1997	1998	1999	2000	2001
------------------	------	------	------	------	------

Freshman

Completed Applications	2169	1885	1689	1726	1690
Applications Accepted	2169	1885	1689	1726	1690
Applicants Enrolled	1731	1809	1307	1221	1262
Statistical Indicator of Aptitude of Enrollees used	N/A	N/A	N/A	N/A	N/A

Transfers - Undergraduate

Completed Applications	N/A	479	445	448	490
Applications Accepted	N/A	479	445	448	490
Applicants Enrolled	N/A	343	347	365	386

UNDERGRADUATE		FY 1997-98	FY 1998-99	FY 1999-2000	FY 2000-01	FY 2001-02
First Year:	Full-Time Headcount	602	667	602	532	564
	Part-Time Headcount	1718	1485	1052	1054	1084
	Total Headcount	2320	2152	1654	1586	1648
	Total FTE	1132	1076	824	781	826
Second Year:	Full-Time Headcount	236	218	289	352	294
	Part-Time Headcount	1021	1179	1630	1636	1530
	Total Headcount	1257	1397	1919	1988	1824
	Total FTE	596	696	952	980	913
Third Year:	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year:	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified:	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Headcount Undergraduate		3577	3549	3573	3574	3472
Total FTE Undergraduate		1728	1772	1776	1761	1739

CIHE DATA FORM V
PROJECTED FINANCIAL, TUITION and ENROLLMENT DATA FOR NEXT THREE YEARS

Fiscal Years	FY 2003	FY 2004	FY 2005
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Projected Financial Data (000s omitted)

Total Current Fund Revenues	\$22,180,000.00	\$23,289,000.00	\$24,453,000.00
Total Current Fund Expenditures (including Mandatory Transfers for Principal and Interest)	\$22,480,000.00	\$23,189,000.00	\$24,303,000.00
Revenues less Expenditures	(\$300,000.00)	\$100,000.00	\$150,000.00
Other Transfers	\$300,000.00	(\$100,000.00)	(\$150,000.00)
Change in Current Fund Balance	\$0.00	\$0.00	\$0.00

Year	FY 2003	FY 2004	FY 2005
Projected Tuition and Fees Charge for Full-Time Student	\$2,034.00	\$2,118.00	\$2,203.00

Projected Enrollment - Fall Term

(Credit Seeking Students Only, including Continuing Education)

Year	2002	2003	2004
-------------	-------------	-------------	-------------

Undergraduate

Full-Time Headcount	975	1004	1034
Part-Time Headcount	2367	2438	2511
Total Headcount	3342	3442	3545
Total FTE	1808	1862	1918

Graduate

Full-Time Headcount			
Part-Time Headcount			
Total Headcount	0	0	0
Total FTE			

**CIHE DATA FORM VI
FACULTY PROFILE**

Revised 7/25/02

4 YEARS AGO (FY 1997)		3 YEARS AGO (FY 1998)		2 YEARS AGO (FY 1999)		1 YEAR AGO (FY 2000)		CURRENT YEAR (FY 2001)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

NUMBER OF FACULTY

PROFESSOR	31	0	34	0	35	0	34	0	34	0
ASSOCIATE	11	0	9	0	11	0	13	0	14	0
ASSISTANT	19	0	19	0	15	0	16	0	16	0
INSTRUCTOR	7	0	9	0	8	0	8	0	5	0
OTHER	0	150	1	150	1	163	3	171	3	181
TOTAL	68	150	72	150	70	163	74	171	72	181

AGE (RANGE/MEAN)

PROFESSOR	44-62/54	0	44-61/55	0	41-65/51	0	42-66/53	0	43-66/55	0
ASSOCIATE	40-62/53	0	41-61/55	0	40-68/53	0	41-69/53	0	40-70/54	0
ASSISTANT	44-65/68	0	33-69/51	0	35-56/46	0	36-55/46	0	36-56/46	0
INSTRUCTOR	29-47/39	0	28-48/40	0	36-55/45	0	37-56/46	0	30-57/44	0
OTHER	0	0	0	0	50	0	37-50/43	0	50-52/51	0

MALE/FEMALE

PROFESSOR	18/13	0	16/15	0	20/15	0	20/14	0	20/14	0
ASSOCIATE	5/6	0	5/7	0	6/5	0	6/7	0	6/7	0
ASSISTANT	7/12	0	9/11	0	5/10	0	6/10	0	6/10	0
INSTRUCTOR	2/5	0	3/6	0	4/4	0	3/5	0	2/3	0
OTHER	0	0	0	0	0/1	93/70	1/2	89/82	1/2	93/88
TOTAL	32/36	0	33/39	0	35/35	93/70	36/38	89/82	35/37	93/88

**YEARS AT THIS INSTITUTION
(RANGE/MEDIAN)**

PROFESSOR	12-33/20	0	3-30/21	0	0-33/21	0	2-34/23	0	9-34/21	0
ASSOCIATE	8-21/9	0	9-22/8	0	4-19/11	0	5-20/12	0	4-22/11	0
ASSISTANT	1-19/6	0	0-20/7	0	1-16/8	0	1-17/9	0	2-19/7	0
INSTRUCTOR	1-7/4	0	0-8/5	0	0-7/3	0	0-8/4	0	1-4/2	0
OTHER	0	0	0	0	0-1/1	0	0-1/1	0	0-1/1	0

Revised 7/25/02

4 YEARS AGO (FY 1997)		3 YEARS AGO (FY 1998)		2 YEARS AGO (FY 1999)		1 YEAR AGO (FY 2000)		CURRENT YEAR (FY 2001)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

HIGHEST DEGREE EARNED

DOCTORATE

PROFESSOR	5	0	5	0	3	0	3	0	3	0
ASSOCIATE	1	0	1	0	0	0	0	0	0	0
ASSISTANT	2	0	2	0	1	0	2	0	2	0
INSTRUCTOR	1	0	0	0	0	0	0	0	2	0
OTHER	0	14	0	14	0	24	0	19	0	18
TOTAL	9	14	8	14	4	24	5	19	7	18

MASTER'S

PROFESSOR	29	0	32	0	32	0	31	0	31	0
ASSOCIATE	11	0	9	0	9	0	11	0	12	0
ASSISTANT	17	0	17	0	14	0	14	0	14	0
INSTRUCTOR	7	0	9	0	8	0	8	0	3	0
OTHER	0	150	1	150	1	100	2	108	2	100
TOTAL	64	150	68	150	64	100	66	108	62	100

BACHELOR'S

PROFESSOR	0	0	0	0	0	0	0	0	0	0
ASSOCIATE	0	0	0	0	2	0	2	0	2	0
ASSISTANT	0	0	0	0	0	0	0	0	0	0
INSTRUCTOR	0	0	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	23	1	27	1	24
TOTAL	0	0	0	0	2	23	3	27	3	24

PROFESSIONAL LICENSE

PROFESSOR	0	0	0	0	9	0	9	0	5	0
ASSOCIATE	0	0	0	0	2	0	2	0	4	0
ASSISTANT	0	0	0	0	1	0	1	0	4	0
INSTRUCTOR	0	0	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	1	23	1	27	1	24
TOTAL	0	0	0	0	13	23	13	27	14	24

Revised 7/25/02

4 YEARS AGO (FY 1997)		3 YEARS AGO (FY 1998)		2 YEARS AGO (FY 1999)		1 YEAR AGO (FY 2000)		CURRENT YEAR (FY 2001)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

TEACHING LOAD

FALL TERM ONLY FOR EACH YEAR (RANGE/MEDIAN IN CREDIT HOURS)

PROFESSOR	12-15/13	0	2-15/13	0	2-15/13	0	2-15/13	0	12	0
ASSOCIATE	12-15/13	0	2-15/13	0	2-15/13	0	2-15/13	0	12	0
ASSISTANT	12-15/13	0	2-15/13	0	2-15/13	0	2-15/13	0	12	0
INSTRUCTOR	12-15/13	0	2-15/13	0	2-15/13	0	2-15/13	0	12	0
OTHER	12-15/13	0	2-15/13	0	2-15/13	0	2-15/13	0	12	0

BASE SALARY FOR ACADEMIC YEAR (RANGE/MEAN)

PROFESSOR	49-70/60	0	50-72/62	0	58-73/61	0	61-75/71	0	64-78/74	0
ASSOCIATE	43-61/51	0	43-61/54	0	47-63/55	0	50-66/55	0	48-68/57	0
ASSISTANT	38-53/46	0	38-54/48	0	41-57/55	0	43-57/50	0	42-59/51	0
INSTRUCTOR	35-48/38	0	36-49/39	0	38-45/42	0	38-48/46	0	42-44/40	0
OTHER	0	0	0	0	41-41/41	0	41-46/43	0	42-45/43	0

FRINGE BENEFITS (RANGE/MEDIAN)

PROFESSOR										
ASSOCIATE										
ASSISTANT										
INSTRUCTOR										
OTHER										

All fringe benefits charged at prescribed state rates to all employees - approximately 42%

NUMBER OF FACULTY APPOINTED

PROFESSOR	0	0	0	0	0	0	0	0	0	0
ASSOCIATE	0	0	0	0	0	0	0	0	0	0
ASSISTANT	0	0	1	0	2	0	1	0	0	0
INSTRUCTOR	0	0	3	0	0	0	3	0	3	0
OTHER	0	0	1	0	0	0	3	0	2	0
TOTAL	0	0	5	0	2	0	7	0	5	0

Revised 7/25/02

4 YEARS AGO (FY 1997)		3 YEARS AGO (FY 1998)		2 YEARS AGO (FY 1999)		1 YEAR AGO (FY 2000)		CURRENT YEAR (FY 2001)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

NUMBER OF FACULTY IN TENURED POSITIONS

PROFESSOR	31	0	34	0	35	0	34	0	34	0
ASSOCIATE	11	0	8	0	11	0	13	0	13	0
ASSISTANT	7	0	12	0	10	0	8	0	10	0
INSTRUCTOR	0	0	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0	0	0
TOTAL	49	0	54	0	56	0	55	0	57	0

NUMBER OF FACULTY DEPARTING

PROFESSOR	0	0	0	0	0	0	0	0	0	0
ASSOCIATE	0	0	0	0	0	0	0	0	0	0
ASSISTANT	0	0	0	0	0	0	0	0	2	0
INSTRUCTOR	0	0	0	0	0	0	1	0	0	0
OTHER	0	0	0	0	1	0	0	0	1	0
TOTAL	0	0	0	0	1	0	1	0	3	0

NUMBER OF FACULTY RETIRING

PROFESSOR	0	0	2	0	3	0	3	0	4	0
ASSOCIATE	0	0	0	0	0	0	0	0	1	0
ASSISTANT	0	0	0	0	0	0	0	0	0	0
INSTRUCTOR	0	0	0	0	0	0	1	0	0	0
OTHER	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	2	0	3	0	4	0	5	0

CIHE DATA FORM VII
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	4 YEARS AGO (FY 1997)	3 YEARS AGO (FY 1998)	2 YEARS AGO (FY 1999)	1 YEAR AGO (FY 2000)	CURRENT YEAR (FY 2001)
CERTIFICATE					
Accounting	9	5	3	6	5
Advanced Wastewater	NA	NA	0	0	0
Advertising/Public Relations	2	1	0	4	1
Architectural Drafting	5	6	4	2	4
Business Administration	6	8	11	2	2
Computer Applications	N/A	NA	NA	12	9
Computer-Aided Drafting	70	64	48	36	29
Criminal Justice	3	0	2	2	0
Data Processing +	10	6	8	(-)	(-)
Developmental Disabilities Aide+	1	1	(-)	(-)	(-)
Early Childhood Education	10	5	11	8	8
ECE: Special Education	2	1	3	2	3
Fiber Optics	NA	NA	0	0	3
General Studies	12	4	7	4	10
Industrial Supervision+	1	1	2	1	1
Library Technology	33	23	16	19	17
Marketing	3	3	4	2	0
Paramedic - EMT	15	13	8	*PS	5
Public Administration	2	2	1	0	1
Publications	4	4	2	2	3
Retail Merchandising	2	1	1	2	1
Security and Loss Prevention	1	0	0	0	1
Theatre Arts	3	3	1	0	1
Travel and Tourism	10	5	8	3	1
Word Processing	4	2	7	5	3
TOTAL	208	158	147	112	108

*PS=Program Suspended AY 2000/01, +=Program Terminated, NA=Program not available

CIHE DATA FORM VII
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	4 YEARS AGO (FY 1997)	3 YEARS AGO (FY 1998)	2 YEARS AGO (FY 1999)	1 YEAR AGO (FY 2000)	CURRENT YEAR (FY 2001)
ASSOCIATE					
Accounting Career	83	74	73	66	61
Accounting Transfer	64	52	62	62	54
Architectural Design Technology	34	36	36	38	39
Aviation Maintenance Technology	4	4	6	4	3
Banking	NA	NA	NA	0	4
Business Administration Management	105	108	116	108	109
Business Administration Transfer	92	90	88	71	66
Business Admin: Public Admin Option	9	5	11	8	9
*BOT: Administrative Assistant Option	51	45	32	30	20
*BOT: Medical Secretary Option	9	5	9	13	7
*BOT:Legal Secretary Option	4	2	7	10	8
Civil Engineering Technology	36	34	36	22	23
**COT: Electrical Option	NA	NA	0	1	1
**COT: Spring & Metal Stamping Option	NA	NA	0	0	0
**COT: Technological Studies	6	5	4	4	13
**COT: Wastewater Option	NA	NA	0	0	0
**COT: Engineering Science	5	4	1	0	2
Computer Science Technology	NA	NA	NA	205	194
Computer Systems Technology+	91	148	189	(-)	(-)
Criminal Justice	22	21	23	35	21
Criminal Justice Corrections Option	16	17	15	16	11
Criminal Justice Transfer	113	82	68	53	68
Data Processing Technology +	29	20	(-)	(-)	(-)
Drug & Alcohol Rehab Counselor	2	1	4	2	3
Early Childhood Education	124	138	128	136	140
ECE: Special Education Option	36	23	17	15	16
Electrical Engineering Technology	95	83	72	64	67
Engineering Pathway +	1	0	(-)	(-)	(-)

**Report on Existing Academic Programming Offered Through Distance
Education
Three Rivers Community College**

27 - 30 October 2002

Table of Contents

DESCRIPTIVE INFORMATION

NARRATIVE

- Institutional Mission
- Planning and Evaluation
- Organization
- Educational programming
- Faculty
- Student Services
- Library and Technological Support
- Dealing with Students, Prospective Students, & the Public
- Contractual Relationships

DATA SHEETS

- Table 1: Program and Certificate Description
- Table 2: Students
- Table 3: Faculty
- Table 4: Course Enrollments and Completions

DESCRIPTIVE INFORMATION

Descriptive Information

- a. Person with institutional responsibility for the academic quality of distance education programming: Wayne Silver, Interim Academic Dean. Person to be contacted with questions (if any) about the content of the report: Stephen H. Goetchius, Dean of Information Technology, (860) 885-2327, or email: sgoetchius@trcc.commnet.edu
- b. URL(s), including passwords where necessary, where information about the institution's distance education activities is available and where on-line services can be accessed by both students (prospective and current) and faculty; include brief descriptors of each as appropriate:

1. Distance Learning index of services:
http://www.trcc.commnet.edu/Dist_Lrng/Dist_Lrng_index.htm
2. Getting started with Distance Learning:
http://www.trcc.commnet.edu/dist_lrng/getting_started.htm
3. CT Distance Learning Consortium services for students:
<http://www.ctdlc.org/Student/index.html>
4. Faculty Resources:
http://www.trcc.commnet.edu/dist_lrng/faculty_resources.htm
5. Course schedules & registration, student information access:
<http://www.online.commnet.edu/>
6. Library resources: <http://www.trcc.commnet.edu/Library/index.htm>
7. Tutoring information:
http://www.trcc.commnet.edu/ed_resources/tasc/Training/Resources_Distance_Learning.htm

c. Description of the technical infrastructure which supports the institution's distance education activities (include bandwidth, details of connectivity, network maintenance and support, course management software including the version of the software, help desk services, and staffing, security, backups, etc.): Three Rivers uses the technical infrastructure of the Connecticut Distance Learning Consortium (CTDLC), whose capacity to serve as the distance learning partner of Connecticut higher education institutions was reviewed by NEASC during 2001. The CTDLC completed a self-study and hosted a team visit that produced a report (both are available at <http://www.ctdlc.org/Evaluation/index.html>). The CTDLC supports three Course Management Systems (CMS)—WebMentor, WebCT and Blackboard. In all three cases the CTDLC is running the latest version of each package—WebMentor 3.25, WebCT Campus Edition, and Blackboard 5.5.1 Level 3. All are Enterprise level applications. The CTDLC also supplies Three Rivers with a 7-day Help Desk staffed by Web Developers trained to answer student and faculty questions about the CMS software, browsers, plug-ins and Internet Service Provider issues. The Help Desk supplies an online knowledge database, a ticket tracking system for help requests, web forms, FAQ's, and phone support. The servers devoted to the CMS delivery are professionally hosted with guaranteed 99% uptime, dual T1 lines, generator backup, and nightly back-up of all files.

Below is a description of our hosting solution:

CTDLC Hosting Infrastructure

Servers:

- 8 DELL Power Edge servers
- Dual Processor, ranging from dual 800Mhz to dual 2.2Ghz
- Dual Raid arrays, Raid 1 for O/S, Raid 5 for data
- 2GB RAM minimum
- Redundant power supplies
- Redundant network cards
- Windows 2000 Advanced Server
- Health Monitor application; proactively looks for server errors/warnings

Hosting Facility:

- Redundant T1 pipes
- Generator
- Nightly back-ups

d. A list of any consortial partners or contractual relationships that support the institution's distance education activities and a brief explanation of the nature of each relationship:

1. Connecticut Distance Learning Consortium (CTDLC): The mission of CTDLC is to (1) provide a single point of presence for Distance Learning offered by Connecticut public and independent education institutions; (2) provide a high quality infrastructure by maintaining a state of the art web-based delivery system that is available to all members; (3) coordinate the delivery of asynchronous education and worker training; (4) market CTDLC member courses and programs in Connecticut, nationally, and internationally; (5) improve the quality of Connecticut's distance learning products and services through rigorous assessment efforts including the implementation of a state wide assessment program; (6) provide a forum for discussion of distance learning in Connecticut and demonstrate new techniques for asynchronous delivery; and (7) provide faculty development opportunities. The consortium will operate as a learning collaborative that enables participating colleges and universities to fulfill their institutional missions while sharing in and contributing to the combined distance learning resources of the consortium.

2. Playstream, LLC: PlayStream provides content delivery services for Three Rivers. PlayStream's proprietary technologies empower customers with advanced capabilities to manage, deliver and monitor audio, video, and multimedia content over the Internet. PlayStream's services integrate the Industry's most popular formats: RealNetworks' RealMedia, Microsoft's Windows Media, Apple's QuickTime Media, MP3 and Java Streaming.

DESCRIPTION

Three Rivers Community College Mission

Three Rivers Community College meets the diverse educational needs of the community by creating an environment that stimulates learning. The college provides quality educational opportunities that are affordable and accessible. Additionally, Three Rivers develops regional partnerships and initiatives that contribute to the educational, economic, and cultural growth of Southeastern Connecticut.

To accomplish its mission the college:

- · provides a broad range of credit and non-credit liberal arts and sciences, career, technical, associate degree and certificate programs leading to transfer, employment, and lifelong learning;
- · provides workforce-focused education and training;
- · promotes student success through efficient and effective operations and services;
- · promotes the use of technology to support teaching, learning, and services to students.

In fulfilling its mission, Three Rivers Community College assists individuals in developing:

- · a capacity for critical thinking;
- · the ability to communicate effectively;
- · an appreciation of the sciences and humanities;
- · an understanding of the technological nature of modern society.

SELF-EVALUATION

The evolution of the current Three Rivers Community College mission took place over the last decade. With regard to Distance Education, offering programs on-line allows Three Rivers to provide greater access to students who because of either time or place constraints cannot take advantage of on-campus offerings. Distance Education, as currently implemented by Three Rivers, promotes the use of technology to provide teaching, learning, and services to students as efficiently and effectively as possible.

FUTURE PLANS

Three Rivers is currently in the second year of a three year project titled the "Closing the Quality Gap: An Integrated Approach to Online Learning". Three Rivers is using this project to assess how it delivers instruction and how students learn online. The assessment will provide a benchmark for the College in program design and help to establish whether or not any changes are needed to the college mission.

PLANNING AND EVALUATION

DESCRIPTION

Continual evaluation and improvement are recognized as an important part of any higher education institution. To accomplish this, Three Rivers Community College has established a participatory planning process, identifying strategic goals which complement the strategic goals issued by the System Office of the Community Technical College System as approved by the Board of Trustees. These strategic goals are:

- (1) 21st CENTURY ACADEMIC BEST PRACTICES - To assure students a quality education by means of academic best practices that foster student success and life-long learning;
- (2) WORKFORCE DEVELOPMENT - To provide workforce-focused education and training in response to employment needs and the state's interest in business development and technology transfer;
- (3) COMMUNICATIONS - To define and communicate the college and system missions of fulfilling the lifelong learning needs of the state and its people, and to enhance the visibility and public perception of the community colleges;
- (4) FINANCE / RESOURCE DEVELOPMENT - To promote student success, optimum efficiency in operations, and effectiveness in service delivery by providing appropriate and adequate resources, funding, and facilities;
- (5) TECHNOLOGY - To enhance capacity and use of technology to support teaching, learning, and services to students;
- (6) MANAGEMENT OF HUMAN RESOURCES - To enhance the management of human resources and labor relations with the system.

Regarding planning and evaluation for Distance Education, Three Rivers Community College uses a team approach where the Academic Division carries out activities related to the pedagogical aspects and the Information Technology Division coordinates the technological support aspects. Three Rivers relies extensively upon the services provided by the Connecticut Distance Learning Consortium (CTDLC) for Distance Education. Faculty include a variety of self and course evaluation techniques to assess the quality and relevancy of their Distance Education courses. Each course includes an end-of-course evaluation survey that asks students to provide feedback on instructor performance and content delivery. Three Rivers is currently in the second year of a three year project titled the "Closing the Quality Gap: An Integrated Approach to Online Learning".

SELF-EVALUATION

Three Rivers participatory planning and evaluation process results in a comprehensive Strategic Plan that complements the mission of the College. Academic planning for Distance Education is effectively carried out by the college's Curriculum Committee. Technology planning for Distance Education is spearheaded by the college's Educational Technology (EdTech) committee. Any institution-wide planning issues for Distance Education are brought to Cabinet meetings for resolution. Up to this point, Three Rivers has relied primarily on the respective faculty members to evaluate and improve their individual Distance Education courses. Three Rivers is using the "Closing the Quality Gap" project to assess how it delivers instruction and how students learn online.

{Note: Ask Judy if there are any assessments that are required as part of the Fiber Optics grant.}

FUTURE PLANS

Three Rivers has not devoted significant resources in researching distance education alternatives. Planning for and evaluation of Distance Education is expected to receive even greater attention in the upcoming years. It is expected that the recent hiring of a new Director of Institutional Research should greatly aid in these processes.

DESCRIPTION

Within the existing Three Rivers organizational structure, Distance Education is the primary responsibility of the Academic Division. The Curriculum committee, under the direction of the Academic Division, sets program policies and approves courses that are proposed for delivery via Distance Education. The Curriculum Committee ensures that every course or program proposal is consistent with the academic mission of the College, includes program outcomes, and is congruent with College policies, resources, and student needs. Any degree or certificate programs that can be completed by more than 50% through technologically mediated instruction must be approved by the CT Department of Higher Education. The Information Technology Division coordinates support resources for Distance Education. This coordination of this support is a primary responsibility of the Director of Educational Technology and Distance Learning. The CT Distance Learning Consortium (CTDLC) provides most of the technological infrastructure for Distance Education at Three Rivers.

SELF-EVALUATION

Three Rivers organizational structure is adequately providing the institutional framework to support its Distance Education activities. The EdTech committee has done a good job of scheduling forums to share information regarding teaching with technology for distance education courses.

FUTURE PLANS

No major changes to the Three Rivers organization and governance structure are planned at this time.

EDUCATIONAL PROGRAMMING

DESCRIPTION

Three Rivers Community College, heir to Mohegan Community College and Thames Valley State Technical College, preserves the best features of each. The College currently offers two Distance Education programs, an Associate of Arts degree program in General Studies and a Certificate in Fiber Optics. The Fiber Optics certificate can be completed entirely on-line, entirely on-ground, or a combination of the two. This program is currently only offered by Three Rivers faculty members. The Associate degree in General Studies is offered by a combination of CT community colleges and not all degree requirements are offered by Three Rivers faculty members. Therefore, students who would like to complete this degree completely on-line would have to take one or more courses from another institution of higher learning in addition to the on-line courses taught directly by Three Rivers. Currently, the College offers approximately twelve courses on-line each semester. Information about all College programs is available in the printed catalog, the College's website, and material disseminated during the Admissions and Academic Advisement processes. All academic programs offered by the College emerge from an academic department and must be approved by the College's Curriculum Committee, which is chaired by the Academic Dean and includes representation from each academic department, the Department of Continuing Education, the Library, Tutoring and Academic Success Center, and Student Services. At this time, the two programs that Three Rivers offers via Distance Education are not identified as independent programs.

SELF-EVALUATION

Distance Education at Three Rivers is an evolving process. Some of the issues that the College is working to resolve include numbers of students in distance courses compared to on-ground courses, support services for on-line students, intellectual property of course content, and tracking of distance education students. With regard to the existing Distance Education programs that Three Rivers currently offers there are indicators that Fiber Optics will experience substantial growth while General Studies remains the College's largest enrolled program. Through a system-wide grant and our own probing, we are beginning to assess student (and faculty) success and satisfaction with distance learning courses. We know that some students thrive, while others do not, and that some students seem to know "what they are getting into", while others do not. No doubt, this assessment will continue and intensify, but it will only be the prelude to a broader analysis. We are gradually awakening to the realization that on-line education and traditional, on-site education are not polar opposites but part of a contemporary continuum. Faculty are beginning to experiment with creative syntheses, such as offering on-site and on-line courses and allowing students to travel between them and combining features of on-site and on-line education in the same course rather than sticking slavishly to the "pure" form of either one. Perhaps our future lies in breaking through strict categorical definitions and becoming more creative. Therefore, we project that distance/on-line education will remain a topic for deliberation and that we will define its overall place in our curriculum.

FUTURE PLANS

Our next major task is to define the overall place of distance learning in our curriculum. Once more, system-wide initiatives may play a prominent role, since consideration is being given to a

more centralized or coordinated approach to the offering of courses and the advisement of students. If we remain essentially autonomous, we must answer a series of questions: Do we envisage distance learning as a means of attracting a new population of students, largely beyond our geographic area, or do we view distance learning primarily as an option for students enrolled in our College already? Is it fiscally practical for us to expand the number of distance learning courses in our schedule if enrollment must be less than on-site courses? What is a reasonable enrollment expectation for on-line courses, given the demands on faculty? Should we strive for the expansion of on-line programs or limit ourselves to an array of courses? Is there an optimum percentage of courses that should be offered via distance learning? We are momentarily daunted by the budget cuts we've been forced to endure but still looking ahead to a future of progress.

DESCRIPTION

Three Rivers’ faculty are well qualified for their teaching responsibilities by appropriate education, training, and experience to support its diverse programs and services. Faculty members meet or exceed the qualifications listed below.

Classification	Minimum Qualifications	Standard Equivalencies
Professor	Master’s and 10 years	6 th and 9 years
Associate Professor	Master’s and 7 years	Doctorate and 8 years 6 th and 6 years
Assistant Professor	Master’s and 4-6 years	Doctorate and 8 years 6 th and 3 years
Instructor	Master’s and 0-2 years	Doctorate and 2 years 6 th year

This table of *Minimum Qualifications and Standard Equivalencies* is established by the Connecticut Community-Technical College (CCTC) Board of Trustees and ensures that faculty members are qualified in the fields and levels of their assignments, and foster accomplishment of the institution’s mission. The following information for Three Rivers’ faculty is contained in appendices spreadsheets:

- · Faculty Profile – number, age, gender and years at this institution.
- · Number of faculty in tenured Positions, departing and retiring.
- · Teaching Load – range/median in credit hours, base salary for academic year, fringe benefits and number of faculty appointed.
- · Number of faculty by department or comparable academic unit.
- · Highest degree earned.

Of the eleven faculty members who are, or recently have been, teaching distance education courses for Three Rivers, one member has achieved a doctorate; eight have achieved master’s degrees; and two have achieved bachelor degrees. Those in career and technical education maintain professional licenses in their fields, i.e. accountants, architects, engineers, nurses, etc., and have attained a wide range of additional certifications and other professional achievements. These faculty work with active advisory boards and accrediting agencies to maintain currency in their curriculums. Many faculty attend conferences, participate in a range of professional development opportunities, and present at conferences.

SELF-EVALUATION

Three Rivers is proud of the quality, competence, and diversity represented by its faculty, whose variety and breadth of expertise reflects and accommodates the complexities of the community and underpins classroom instruction. The uneven distribution of student workload among the diverse programs within the college has been driven somewhat by the community’s ongoing evolution from a defense industry power-base to a diversified-base. Intellectual property ownership has been raised as an issue for distance education courses in the CT Community College system. The current policy is that all materials developed for courses delivered at one of

a CT Community College are owned by the State. Some faculty feel that there should be some sharing of these intellectual property rights. Class size is an issue for Distance Education courses at Three Rivers. Most faculty who teach Distance Education courses have reported that student to faculty ratios should be kept smaller because the amount of communication with on-line students is significantly greater than in on-ground courses. This desire to keep class size smaller for distance courses is in direct opposition with the fiscal need to increase student enrollment in order to maximize revenues. One faculty member has developed a streaming video presentation which explores the current state of distance learning at Three Rivers. This presentation can be viewed at: <http://sique.com/video/eLearning-rev5-7.htm>

FUTURE PLANS

Three Rivers will continue to pursue its objective to hire more faculty who will offer distance education courses, as this will strengthen academic programs, promote curriculum development, and reinforce effective student advising. It is expected that contract negotiations will address the issues of intellectual property ownership and student-to-teacher ratios for distance education courses.

DESCRIPTION

The mission of the Student Development and Services Division is to provide a welcoming and supportive environment that will enhance students' ability to achieve their highest potential through learning programs and services. Three Rivers has expanded its on-line services to better serve both distance and traditional in class students. These include on-line registration, access to course schedules, grades, unofficial transcripts, tuition and financial aid account statuses, and ability to apply on-line. During the past year as part of the Davis grant program, distance education students have had the availability to on-line tutoring services for math and english. These on-line tutoring services are being expanded for the Fall 2002 semester to being available to all students at the college. Academic advising is still primarily being carried out in person. An on-line orientation to Three Rivers services is available to all students and can be accessed from the college's website home page or by visiting:

http://www.trcc.commnet.edu/ed_resources/tasc/cyberorientation/index.htm

SELF-EVALUATION

The Student Services Division routinely evaluates the delivery of services to students. Banner, albeit a complex relational database system, has proven to be a valuable resource in the assessment and evaluation of student needs and services. A problem with using Banner data for Distance Education purposes is that there are not separate designators for the on-line programs. The on-line services which Three Rivers currently offers seem to provide most, if not all, of the services which our Distance Education students desire. The lack of on-line advising services has not yet been identified as a service that distance students demand. Feedback has been offered that most successful distance education students need to be strongly self-motivated reflects that perhaps this self-motivation allows these students to require little or no advising regarding academic matters.

FUTURE PLANS

Three Rivers is dedicated to provide services that will enhance student opportunities to meet their stated goals. The future will bring greater use of technologies in service delivery. Web for Students, Web registration, Web for faculty/advisors and Web advising are ways in which services to students can be increased without taxing our personnel resources. Planning and projection remain critical in maximizing the potential of staff and programming. With budget tightening and fiscal restraints planning and prioritizing activities is critical to divisional success. The Division's planning document is tied to both the institutional planning document and to the State Community College System. Projections for 2002-2003 include the following major objectives:

Goals for Student Services Division (with specific ties to Distance Education):

- Increase awareness of financial aid programs among new and continuing students.
- Encourage continuing students to complete the financial aid process earlier
- Promote greater utilization of technological resources for registration
- Ensure and maintain integrity of students' academic and biographical records

- Conduct targeted outreach to ethnically diverse groups in New London County
- Promote early college awareness to area middle and high school students and their parents
- Continue to develop articulations with four-year colleges
- Provide additional orientation to incoming students
- Promote greater awareness of VA benefits and services

LIBRARY AND TECHNOLOGICAL SUPPORT

DESCRIPTION

With regard to Library services at Three Rivers, see the Standard VII section of the regular NEASC report. Because much of library services are available electronically, the description of these services applies to both distance education as well as traditional on-ground students. With regard to the technological support required to develop, operate, and maintain distance delivered courses; Three Rivers relies primarily on the hosting services of the CT Distance Learning Consortium (CTDLC) to provide Course Management Software (CMS). Faculty have been using Webmentor, Blackboard, and WebCT for as CMS systems to support their distance learning courses. There has been at least one personal computer (PC) in each faculty office to support course development. Some faculty on the Mohegan campus have had to share computers in their offices, but it is planned to increase the number of computers in faculty offices by the Fall 2002 semester to allow a one-to-one ratio of PC's to faculty. Some faculty members have been assigned a laptop computer to enhance their course development requirements. In early 2002, the Community College system decided to standardize on the WebCT CMS system and integrate it with the college's Banner information system in order to streamline administrative overhead (such as entering student names in the WebCT system, allowing grade data to flow from the CMS system back into Banner, etc.) This integration is being implemented over the Fall 2002 semester and will be available for the Spring 2003 term. Three Rivers has been using an outside vendor to provide streaming video service for one distance education course. CTDLC recently announced the addition of an audio streaming product in further enhance delivery of distance education courses. At this time, Three Rivers does not have dedicated equipment to provide video-teleconferencing services.

SELF-EVALUATION

Three Rivers is providing the necessary library and technological support required to operate distance learning courses. A survey concerning Learning Resource Center (LRC) provided services was distributed to all faculty in Fall 2001 and the concerns raised dealt primarily with the physical resources available in the actual LRC spaces on the Mohegan and Thames campuses. Library shortfalls related specifically to distance education courses have not been identified. Several training sessions have been conducted in using the WebCT CMS system over the past several months. Some faculty have raised concern about the user interface with the WebCT product not being as easy-to-use as other CMS systems, but most faculty who have worked with WebCT have indicated that it has many features which enhance course delivery.

FUTURE PLANS

Three Rivers will continue to seek to provide the best library and technological support possible. As new technologies emerge and best practices for distance education evolve, Three Rivers will evaluate and implement these services when appropriate and as resources allow.

DEALING WITH STUDENTS, PROSPECTIVE STUDENTS, & THE PUBLIC

DESCRIPTION

Three Rivers Community College presents itself accurately and honestly in a number of publications, the web, and in advertising. The catalog and the college web site contain 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 pre-registration, also sets forth student fees, charges, refund policies, and items relating to withdrawing from the institution. Both the catalog and the schedule also give Three Rivers' 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 year. The catalog lists faculty, their status, degrees, departmental affiliation; as well as administrators, board members and advisory councils. A Student Handbook contains detailed information on students' rights, responsibilities, activities, services, and procedures for action, such as filing a complaint.

Three Rivers 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 and provides a grievance process for students. The College's stated policies pertain to fairness in the balance between the rights of the institution and individual students and faculty/staff. A document stating The Code of Ethics for Appointed Public Officials and State Employees is available in the President's Office.

Three Rivers is committed to the free pursuit and dissemination of knowledge. Both published policies and teaching practices assure faculty and students the freedom to teach and study in a given field and to question assumptions. Three Rivers is committed to maintaining academic freedom, both in teaching and research. This commitment to academic freedom is formalized in the respective contract agreements. In addition, the College has a Policy on Racism and Acts of Intolerance that further defines constitutionally protected expression in a collegiate environment. Students are guaranteed fairness and due process through a series of policies, including: Aids and Other Communicable Diseases, Policy on Drugs and Alcohol, Policy on Persons with Disabilities, Policy on Racism and Acts of Intolerance, Policy on Sexual Harassment, Policy on Student Rights and Responsibilities, Weapons on College Campus Policy, and Policy on Student Discipline.

SELF-EVALUATION

Three Rivers' publications are current, comprehensive, and honest. Three Rivers discloses essential information as accurately, clearly, and completely as possible. Publications have been revised recently according to policy. The College's web site is constantly being updated. The web site allows departments to post relevant information. Faculty are also using the web to post up to date information on courses and programs.

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

The catalog is somewhat misleading in regards to the number of credits required for some technology degrees. Some required courses are listed as pre-requisites and thus are not counted in the degree credit totals.

A web site for the Connecticut community college system and each of the twelve community colleges is available. This web site allows students and faculty to check on courses, enrollments and secured data via pin numbers.

The policies and procedures cited above promote an ethical culture within the institution. The College’s leadership regularly reinforces the mission and values of the institution during the annual process of reviewing and updating the short and long term Institutional Plans and a periodic review of the Institutional Assessment process.

The College has made extensive provision for fairness and honesty. All of its relevant policies are well and frequently publicized and originate from a strong legal and ethical base. They reflect built-in safeguards for faculty, staff and students with the assurance of rights and clear channels for resolution and appeal. Both informal and formal processes are provided.

FUTURE PLANS

Three Rivers will continue to develop publications to describe new programs, reach populations that are underserved, and inform the public. Focusing on consistent improvement in the area of information disclosure will continue to be an integral part of the college's future.

Staying committed to a long-range plan is important. Updating the marketing plan annually will allow Three Rivers to adapt to rapidly changing times.

Three Rivers needs to work on its internal communication as communication between campuses is at times deficient.

The present policies and procedures relevant to matters of integrity are for the most part contemporary, equitable, and result in an institution which operates within a sound ethical culture.

Contractual Relationships

- a. The consortial relationship with the Connecticut Distance Learning Consortium (CTDLC) is consistent with NEASC's Policy on Good Practices in Contractual Relationships. The partnership with CTDLC enables Three Rivers to fulfill our institutional missions while sharing in and contributing to the combined distance learning resources of the consortium. This relationship allows Three Rivers to leverage the services and resources provided by CTDLC while continuing to be responsible for any activities conducted in the name of Three Rivers Community College. This arrangement helps Three Rivers reduce costs and provide higher capacity services than if provided separately.
- b. The contractual relationship with Playstream, LLC is a standard service to allow content delivery of audio, video, and multimedia content over the Internet. These services allow Three Rivers to provide standard delivery of this content without having to acquire the equipment to provide this service in-house. This arrangement helps Three Rivers reduce costs, provide higher capacity services than if provided separately, and reduce bandwidth demand on the Three Rivers data network.

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION: Three Rivers Community College

TABLE 1. Program and Certificate Description

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment) (Year Only)	Number of Required Credits	No. of Credits Which May be Completed On-Line
General Studies	A	2000	60	60
Fiber Optics	C	2002	14.5	14.5

Insert additional rows for more programs, if needed.

Scroll down to next table

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION: Three Rivers Community College

TABLE 2. Students

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
Fall 2001							
General Studies	962	0	962	96	3	0	99
Fiber Optics	3	0	3	0	0	0	0
Spring 2002							0
General Studies	941	0	931	36	2	0	38
Fiber Optics	1	0	0	1	0	0	1
							0
							0
							0
							0
							0
							0
							0
TOTAL	1907	0	1896	133	5	0	138

Insert additional rows for more programs, if needed.

*Students enrolled in programs described in this table.

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION: Three Rivers Community College

TABLE 3. Faculty

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Faculty Teaching in The Program (Headcount)			FTE Faculty in Program	Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution		Ph.D or Equivalent	Masters or Equivalent
	FT in Program	PT in Program				
General Studies	0	8	0	8	1	7
Fiber Optics	0	3	0	3	0	2
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		
				0		
TOTAL	0	11	0	11	1	9

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION: Three Rivers Community College

TABLE 4. Course enrollments and completions

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Courses Offered On-Line	Fall 00	Spring 01	Year Total*	Fall 01	Spring 02	Year Total*
Undergraduate						
Total Number of courses	3	7	13	8	11	29
Total on-line enrollments	30	41	129	121	168	442
On-line course completions	27	38	123	100	137	390
Graduate						
Total Number of courses						
Total on-line enrollments						
On-line course completions						
TOTAL						
Total Number of courses	3	7	13	8	11	29
Total on-line enrollments	30	41	129	121	168	442
On-line course completions	27	38	123	100	137	390

* For year total, include all offerings, including Fall and Spring terms, short-terms, summer, and non-term-based offerings

Fifth-Year Interim Report
For
The New England Association of Schools and Colleges

Three Rivers Community College

Norwich, CT

August 2007



The long awaited new campus for Three Rivers Community College

Table of Contents

Statement of Report Preparation	3
Institutional Overview	4
Special Emphasis Area - Services for distance learners	5
Special Emphasis Area - Construction of the new campus	8
Special Emphasis Area - Levels of full-time faculty	11
Standard 1: Mission and Purpose	14
Standard 2: Planning and Evaluation	17
Standard 3: Organization and Governance	20
Standard 4: The Academic Program	23
Standard 5: Faculty	27
Standard 6: Students	32
Standard 7: Library and Other Information Resources	35
Standard 8: Physical and Technological Resources	38
Standard 9: Financial Resources	41
Standard 10: Public Disclosure	44
Standard 11: Integrity	46
Plans	49
Academic Programming Offered through Distance Education	50

Appendices

Appendix A: Construction project timeline and overview	
Appendix B: Report Preparation Committee Memberships	
Appendix C: Report Preparation Timeline	
Appendix D: Marketing Campaign example advertisements	
Appendix E: CIHE Data Form regarding Public Disclosure	
Appendix F: CIHE Enrollment and Fiscal Data Forms	

Statement on Report Preparation

In September 2006, a committee was convened at Three Rivers Community College to discuss the development of an accurate, evidence based Fifth-Year Report. President Grace Jones reviewed the proposed report development plan. Fourteen small committees were assembled to address the new standards as well as areas the Commission designated for special emphasis. Committee composition was cross divisional. For example, the group which authored the chapter on the campus construction project was chaired by a member of the information technology division and included faculty members as well as a representative from the continuing education division. The committees' architecture was intended to stimulate interdepartmental alliances and augment institutional knowledge throughout the ranks. Volunteers worked assiduously and adhered to an unyielding report production timeline. Committee memberships and the report timeline are appendices.

Members of the report team attended a workshop hosted by the Commission in the early Fall of 2006. Information garnered resulted in: renewed emphasis on the new standards, and the creation of narrative and evidence templates for each working group. A single employee was designated to oversee information germane to the priority area of institutional effectiveness. An intranet site was developed to support the committees' efforts and share information resources. In early Spring 2007, extensive revisions of the initial draft were made by the report editor. The chapters were then reviewed for accuracy by functional area managers. In late Spring 2007, the report was forwarded to the President's Cabinet and members of the academic division for examination. Resultant input was integrated into the draft. Commissioner Froh provided indispensable feedback in June 2007.

In keeping with the spirit of ongoing evaluation, this report aims to inform the Commission of: progress made by Three Rivers Community College since the 2002 comprehensive review, the current status of the institution and areas of focus for the next five years.

Institutional Overview

The Connecticut Community Colleges are established under Connecticut General Statute 10a-71. The community college system, comprised of twelve regional community colleges and a system office, is the largest unit of public higher education in Connecticut. All colleges are governed by a state Board of Trustees which appoints a Chancellor to implement policies. Each regional college operates as a separate entity within the larger community college system. Three Rivers Community College is guided by an ambitious mission statement carefully crafted by the college community.

Three Rivers serves Southeastern Connecticut, a region in transition from an industrial and manufacturing-based economy to one rapidly becoming service based. Pfizer Inc. and General Dynamics/Electric Boat, the area's top employers, have been laying off thousands of workers. The college's proximity to the world's two largest gambling casinos and reservation lands of the Mashantucket Pequot and Mohegan tribes presents the college with an ever-changing student body. As a result of these changes, enrollment at Three Rivers has reflected an increase in first generation college students, ethnic minorities (up 41% in the past five years) and recently arrived immigrants. In addition, approximately nine out of ten students work at least part-time and registrants are increasingly younger (median age is 24 years or younger). As an intellectual community, Three Rivers is challenged to meet the shifting needs of these diverse populations.

While responding to regional needs, the other facet of the college mission is serving as an entry point for students transferring to state, national and international four-year institutions. The majority of Three Rivers' students pursue degrees which provide a seamless transition to baccalaureate institutions, such as University of Connecticut and Eastern Connecticut State University.

Just as the region is facing new and exciting challenges, Three Rivers itself is at a crossroads as a community college. In 2007, the college held an official ground-breaking ceremony to launch its \$85.6 million campus facilities renovation and expansion project. These new facilities will greatly assist the institution in meeting its mission objectives well into the 21st century.

Response to Area Identified for Special Emphasis

Services for students studying at a distance

The Commission requested that the college give particular emphasis to providing appropriate advising and other services for students studying at a distance. In 2002, the New England Association of Schools and Colleges (NEASC) Visiting Team recommended the college increase web-based support services to students studying at a distance, such as appropriate advising and technical support.

Retrospective

As Three Rivers Community College has become technologically savvy, new challenges have arisen for an increasingly diverse student population. Recognizing these challenges, the college hired a Director of Distance Learning in 2005. Later that same year, the college hired a Technical Support Specialist who provides direct service to students studying at a distance. The Technical Support Specialist's responsibilities are orientating students in the WebCT environment (which is the on-line course management system utilized by all Connecticut public colleges), troubleshooting computer problems, in-class student orientations about WebCT, and teaching students technical readiness on all levels. The Director of Distance Learning creates strategic plans, trains faculty regarding students' needs, and provides assistance to students. Additionally, the Connecticut Distance Learning Consortium (CTDLC), an independent enterprise, provides an array of support services that supplement the college's own services. CTDLC is responsive to students when they call the Help Line or utilize the on-line Help Desk for technical assistance within the WebCT environment.

Over the past five years, Three Rivers has made remarkable progress in providing support services to students studying at a distance. Academic advising of distance learners now is done remotely via e-mail or telephone as well as in person. E-mail addresses and telephone numbers for faculty are made available to all students and found on the college's web site http://www.trcc.commnet.edu/stu_services/Counseling_services/AcadAdvis.pdf. Once a student has met with an academic advisor and earned 12 credits, students may register for

classes via the Internet. This access is restricted to returning students as they have a fundamental familiarity with the college. Distance learners who have not earned 12 credits can utilize e-mail or fax to apply and enroll in courses.

A positive development for students studying at a distance has been the smoother integration between the financial aid offices of Three Rivers and other institutions e.g., University of Connecticut, Mitchell College, etc. This has resolved registration difficulties for students taking on-line courses at multiple institutions simultaneously. Three Rivers students are also able to make their tuition payments online as well as review their billing and financial aid information. Moreover, students can update their e-mail addresses online, locate their advisors, download their unofficial transcripts, view their demographic information and check final grades each semester.

Present

According to the college Registrar, distance learning courses are growing. In Fall 2002, 208 students were enrolled in 12 distance learning classes and in Fall 2006, 344 students were enrolled in 18 classes. The Registrar believes the supply of courses has not met the demand. A major challenge facing the college now is enrollment caps for online and hybrid courses, relative to on-site courses (20 versus 35 student seats).

Services for distance learners are now comparable to services received by on-site learners. For example, students can peruse Three Rivers' course offerings online via <http://www.online.commnet.edu>. Individuals who wish to enroll can do so via the internet and access registration forms at: <http://www.trcc.commnet.edu/SecTier/stuserv.html>. An icon for WebCT is found on the Connecticut Community College's home page (www.online.commnet.edu); the icon generates student friendly instructions about WebCT. Last year, 50 entering students participated in an online, new student orientation. The official college catalog and student handbook are web-based.

Learner support services also are offered to students studying at a distance. The college's Writing Center and Tutoring and Academic Success Center (TASC) offer web-based services. For example, students submit drafts to The Writing Center via e-mail and receive a response within two business days.

Student course withdrawals are a concern for the college. In response to various faculty and administrators concerns, the college's Educational Technology Committee built a web-based presentation to help students determine if distance learning is the right venue for their computer equipment, learning style and personal lifestyle. The orientation can be found at http://www.comnet.edu/academics/webct_student/docs/Ed-Tech_eLearning.html

Future

The Connecticut Community Colleges developed a document entitled, "Effective Teaching Practices for Web-Enhanced, Hybrid and Online Classes." The Three Rivers' Educational Technology Committee hopes to use the document and formulate "best practices" for the college.

Three Rivers plans to offer an online, virtual tour of the college on its home page which will aid all students, especially distance learners. A Welcome Center website is being developed with Frequently Asked Questions, and academic information that is easy to navigate.

Institutional Effectiveness

Three Rivers has not developed any specific goals directly related to student support services for distance learners. We are currently in the midst of a comprehensive analysis of these services. However, information from program reviews, student and graduate surveys and student focus groups has been used to make service improvements. For example, distance learners are now able to apply for admission and financial aid online. Goals related to support services for distance learners will be incorporated into the institution's future assessment plan.

Response to Area Identified for Special Emphasis

Construction of new facilities that will unite the campuses of the merged institution

The Commission requested that the college give particular emphasis to the construction of new facilities that will unite the two campuses of the merged institution. In 2002, the New England Association of Schools and Colleges (NEASC) Visiting Team strongly recommended the college “secure a single [campus] location with suitable facilities”

Retrospective

In 2002, the NEASC visiting team observed that the college possessed many strengths. However, it also faced many challenges associated with being located on two campuses which are four miles apart. Consolidating the two campuses was seen as the solution to the majority of the problems that were brought to light in the 2002 report. The most critical problems are addressed in the “Future” section below. After 20 years of planning, debating and waiting, Three Rivers Community College officials broke ground on a new consolidated campus site in June 2007. President Emeritus Booker DeVaughn described ground breaking as "a day of jubilee.”

Present

At the time of this writing, the intellectual life at Three Rivers is impacted most by the multi-layered elements of the campus facilities renovation and expansion project. A timeline of the construction project is included with the appendices. The \$85.6 million renovation and expansion at the Thames Valley Campus will move classes and departments now housed at the school's Mohegan campus to the Thames location, merging the two campuses. The consolidated campus will consist of 179,027 square feet of new space, 101,159 square feet of renovations and an additional 15,458-square-foot new space to house the central utility plant. While construction is ongoing at the Thames Valley site, the Mohegan facility is being renovated, demolished and expanded in preparation for Norwich Technical High School to assume the property.

Future

Even though Three Rivers has functioned well as an institution, merging the two campuses will improve the college in a number of ways:

- enhanced core services and eliminated duplication of services,
- improved use of physical space to address students' scholarly and holistic development,
- specialized educational opportunities via continuing education and allied health,
- enhanced technological capabilities in classrooms and academic support areas.

Student services will become a comprehensive one stop center once they are located on the same campus. At this time, the Thames Valley campus has no Counseling staff, Registrar, or Admissions personnel. This leaves a significant number of students, namely 581, at a considerable disadvantage. The new facilities will place all services in a single area and will afford equitable access for all students.

The 2002 NEASC visiting team identified as a hardship the space constraints of the Learning Resource Center (LRC) and Tutoring and Academic Success Center (TASC). Presently, the TASC is housed *within* the LRC. While the consolidated facility has the same approximate square footage as the existing LRC and TASC, the new property will allow for better delivery of these vital functions. Personnel scheduling problems will be allayed because employees will not need to shift between two locations. In the new facility, the TASC space will adjoin the LRC so that the two departments will operate independently, while remaining in convenient proximity.

The new campus will also provide physical space which is conducive to students' holistic development. The new campus will have gathering areas designed as informal meeting spaces. A planned recreational room, in addition to the meeting space, will include a pool table, television and more. In addition, the new facility will have student lounge spaces in multiple locations, such as cyber cafés.

In the 2002, the visiting team expressed concern that space limitations might diminish workforce development programs, which are vital to southeastern Connecticut. In response to

this concern, the Continuing Education Department is proactively planning the use of increased space in the new facility. New facilities will allow the college to expand its entrepreneurial endeavors that blend both credit and non-credit offerings and partnerships that embrace programming in both industry, such as General Dynamics/Electric Boat and academia.

Additionally, the college has developed a strategic plan in response to the nationwide demand for healthcare professionals. Appropriate training facilities are integral to the plan. New Allied Health programs will provide career lattices designed to expand educational opportunities for life long learners. For example, Medical Billing and Coding training can lead to an Advanced Coding credential and onto certification as a Medical Transcriptionist. In partnership with local hospitals, nursing continuing education units will be offered to upgrade skills of the current workforce.

The new facilities promise new technological capabilities as well updated computer technology and adaptive technology. The 2002 Evaluation Team Report describes frustration among the technical faculty at the Thames Valley campus because of deferred maintenance and limited updating of equipment. Deferrals will soon end. The technologies department will add hardware and software which allow cross-discipline teaching in instrumentation, circuits, and embedded design. The consolidated campus provides better facilities to house new equipment for engineering technology students. The college has made progress in acquiring adaptive technologies and plans to maintain this momentum. The Tutoring and Academic Success Center (TASC) has installed several programs that facilitate learning for students with special needs, such as wheelchair users and the sight impaired. In a centralized location, the college will provide with greater efficacy learner assistive technology and adapt more rigorously to ADA standards.

Response to Area Identified for Special Emphasis

Ensure appropriate levels of full-time faculty

The Commission requested that the college give particular emphasis to ensuring appropriate levels of full-time faculty. In 2002, the New England Association of Schools and Colleges (NEASC) Visiting Team urged the college to “respond to the challenge presented by the small numbers of faculty in some programmatic areas.”

Retrospective

The college’s 2002 Self-Study Report noted “there is still a heavy reliance on adjunct faculty, especially in the areas of English and Mathematics.” In addition, “the ratio of full-time to part-time instructors is approximately one-third to two-thirds which, although consistent with national trends creates program coordination and scheduling difficulties.” The college has recognized that reliance on adjunct faculty needs attention.

Present

The college’s Banner information management system contains data about the number of hours of instruction provided by full-time and part-time faculty. From the 2000-2001 academic year to the 2006-2007 academic year, the contact hours of instruction delivered by full-time faculty rose by 3% while the contact hours delivered by part-time faculty fell by 5%. The proportion of instruction (as measured by contact hours) changed over this period from 56:44 full-time to part-time in 2000-2001 to 58:42 full-time to part-time in 2006-2007. These data indicate the college made progress in reducing its reliance on part-time faculty, albeit limited. English and Mathematics courses, however, showed a different trend. While the contact hours of English and Mathematics instruction by full-time faculty rose 12% from 2000-2001 to 2006-2007, the instruction delivered by part-time faculty rose by 69%. This increase is largely driven by the exponential increase in the numbers of sections of developmental courses, up 81% in English and 69% percent in Mathematics between 2000-2001 and 2006-2007. The forthcoming Title III grant aims to better educate faculty members regarding the needs of developmental students.

The Chairperson of the Humanities Department who oversees English courses at the college reports that the department has 14 full-time and 44 part-time faculty members in 2006 - 2007. More than half (71%) of the Composition sections are taught by adjuncts, a practice that the Chairperson believes is not optimal for the intellectual health of the college. To address this organizational weakness, the college will hire additional full-time faculty to teach English courses beginning in August 2007. The college will continue to monitor the number of Composition sections taught by part-time faculty.

The Chairperson of the Mathematics Department reported that many of the part-timers are well experienced. Still, keeping track of all the part-time faculty is challenging as is keeping part-time faculty on-track. The problems with using part time faculty, while challenging, are not insurmountable. Both the Humanities and Mathematics chairpersons find it increasingly difficult to recruit new qualified and reliable adjuncts.

The college continues to work on the balance of full-time to part-time instructors. Three Rivers' Dean of Administration points out that the college has maintained a high proportion of full time faculty relative to other schools in the Connecticut Community College system. Specifically, Three Rivers' levels of full-time faculty are greater than nine of the twelve Connecticut Community Colleges. The college is funded based on enrollment and must pay for all positions out of this funding. Funding lags enrollment, so in the short term an increase in enrollment must be met by using more part-time faculty.

The Connecticut Community College System is working to increase the proportion of instruction by full-time faculty (FTF) above that which is possible with the existing budgetary structure. According to the system Chief Academic Officer (CAO), the Chancellor's office and the Board of Trustees of the Connecticut Community Colleges has set sixty-five percent (65%) of teaching lines filled by full-time faculty (FTF) as an achievable and appropriate goal for all twelve Connecticut community colleges. The current average across the system is about 50%. At Three Rivers, the proportion is about 63%. Last year, the legislature approved funding in the "roll-out budget" for 33 new positions during the last biennium. The system apportions these positions to the colleges with the lowest proportion of full time instructors. Three Rivers did not receive any of these positions since it is close to goal already.

Future

The number of full-time faculty at the twelve community colleges is increasing, but not as fast as enrollment. The Chancellor's Office, with Board's endorsement, attempts to secure additional funding through the Governor's Office of Policy and Management (OPM) or directly from the legislature as necessary. If the number of full-time faculty in the system remains the same and enrollment continues to increase as expected, the proportion of instruction by full-time faculty will drop below 50% system-wide.

Standard One

Mission and Purposes

Retrospective

The mission statement and goals, consistent with NEASC standards, were adopted by Three Rivers Community College in 2001. By remaining faithful to its mission, the college has substantially complied with NEASC standards.

Over the past five years, the mission statement of Three Rivers Community College (TRCC) has been:

Three Rivers Community College meets the diverse educational needs of the community by creating an environment that stimulates learning. The college provides educational opportunities that are affordable and accessible. Additionally, Three Rivers develops regional partnerships and initiatives that contribute to the educational, economic, and cultural growth of Southeastern Connecticut.

In fulfilling its mission, Three Rivers Community College assists individuals in developing:

- A capacity for critical thinking.
- The ability to communicate effectively.
- An appreciation of the sciences and humanities.
- An understanding of the technological nature of modern society.

Subsequent sections of this Interim Report amply demonstrate Three Rivers' commitment to its stated mission. Taken as a whole, the activities set forth in this report also demonstrate that mission is at the forefront of virtually all major undertakings at the college.

Present

The President created a taskforce of faculty and administrative personnel during the 2005-2006 academic year to review the college mission. The purpose of the task force was to evaluate the content and pertinence of the mission as well as assess its usefulness in providing direction in planning and resource allocation. Meeting over the course of several months, an

extensive review of the mission was conducted offering a wide range of viewpoints from taskforce members. Ultimately, the task force concluded that while the stated mission was fundamentally sound, it would be both helpful and healthy to redraft and update the language. The task force produced a final draft for consideration by the college community as a whole.

As expected, the task force draft produced considerable debate. However, the revised mission statement served its purpose by acting as a catalyst and focusing discussions. After proceeding through the Governance process, involving the President, Governance Council and the President's Cabinet, the newly revised mission statement was adopted.

Future

The President endorsed the new Three Rivers Mission Statement and Vision in Spring 2007. The revised Mission Statement is as follows:

Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.

To accomplish its mission, Three Rivers Community College:

- Offers post-secondary educational opportunities;
- Encourages life long learning;
- Provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values;
- Fosters an appreciation of the natural and social sciences, humanities, technology and the arts;
- Helps students achieve their goals;
- Serves as a community resource for people and institutions within its service area;
- Delivers its services efficiently and measurably; and
- Contributes to economic development of this region and the state.

The Vision Statement: Three Rivers Community College will be a college of choice with a reputation for innovation, quality, and accessibility, serving a dynamic student population.

Institutional Effectiveness

Three Rivers' process of examining the mission statement, charging a task force to assess its relevance and providing the opportunity for college-wide dialogue reflects a spirit of periodic review and continuous improvement. The community's discussions resulted in a revised mission statement which incorporated improved language and also incorporated a vision statement. The college will continue to evaluate its mission statement on a regular basis.

Standard Two

Planning and Evaluation

Retrospective

Three Rivers Community College has a planning process which is guided by a one page strategy map which graphically represents the strategic plan itself. It depicts five strategic themes for the college: Academic Best Practices, Communications, Workforce Development, Innovation, and Excellence in Core Functions. The college has made numerous adjustments to resource allocations and operational plans to align priorities with these strategic themes.

The State Legislature authorized funding to build and renovate college facilities; the work is underway with a completion date during the 2008 – 2009 academic year. Since the 2002 NEASC visit, Three Rivers has engaged in extensive discussions and planning processes to support the new consolidated campus. Garnering external funding to support programs and new strategies became an important focus. The College Foundation began a major gifts campaign to capture five million dollars over a five year period. At this time, the campaign has three million dollars in donations and pledges. The campaign will go to the public in September 2007. These funds are investments and endowment for the future of the college.

The college received a Title III Planning grant in 2004 and this allowed the college to embark on a two year process of assessing organizational strengths and weaknesses. Through the involvement of approximately 50 people, including community stakeholders, a Title III grant proposal, “Strengthening Learning Initiatives for Student Success” was submitted to the U.S. Department of Education. In 2006, the college was notified that its grant application (\$1.5 million over 5 years) was successful; the grant program will commence in late 2007.

The Title III grant planning and analysis process allowed the college to develop goals and objectives in the areas of: 1) Academic Programs 2) Institutional Management and 3) Fiscal Stability. One problem identified in the analysis process was relevant to standard two; the lack of a formalized plan to ensure that the institution follows a model of continuous process improvement. The problem is discussed in greater detail below.

Program reviews, student, graduate and computer literacy surveys are part of the college's culture, but too often little action is taken as a result of the information gleaned from these sources. The 2002 NEASC report noted that Three Rivers uses regular and systematic evaluation of its educational objectives in three areas:

- evaluation of specific courses, including the teaching of the courses;
- evaluation of academic programs that include the courses;
- evaluation of college-wide initiatives that directly affect the educational objectives.

However, the data obtained remains isolated and is rarely connected with other existing information. Feedback loop processes are not in place currently, however the college realizes they are needed. In addition, faculty and staff knowledge about assessment is limited. A stated objective of the Title III grant is developing a further understanding about assessment methods and purposes. Namely, data is collected not to report; rather data is collected to learn.

Since the NEASC team visit in 2002, Three Rivers was able to hire the current Institutional Research Director. The presence of this position has made data more readily available to the college community. It has also fostered broader participation in initiatives such as the Community College Survey of Student Engagement (CCSSE). This has resulted in improved data driven decision making. For example, data regarding student parking needs was sent to the Connecticut Department of Public Works to defend the college's request for expanded parking areas on the new consolidated campus.

Present

Short and long term planning is presently dominated by the construction of the consolidated campus. This process hinges on the allocation of resources that is consistent with planning priorities. A building oversight committee was created to insure that realistic priorities were established, relative to the new facilities.

In addition to fiscal impacts of building a new campus, the college has considered the impact that the campus will have on policies, scheduling, and programs. Over the last two years, the Governance Council has performed a review of college policies to insure they are consistent with a consolidated physical campus. Additionally, a taskforce has been examining college

scheduling practices to insure class scheduling at the new facility will meet the needs of all stakeholders. This includes addressing classroom instruction as well as student activities.

Ongoing planning efforts to improve student success have resulted in the award of several grants, such as a National Science Foundation “TLC” grant which fosters students’ preparedness for college level work and provides industry-based cooperative employment.

Future

Three Rivers looks ahead to establishing a vision for planning and evaluation at the college, creating an inclusive culture for data driven decision-making. The short term logistical requirements associated with providing high quality services while construction and renovations are ongoing at both campuses are expected to present challenges through 2010. Additionally, the resources necessary to outfit the new facility will also present temporary obstacles as increasing construction costs are expected to require the majority of the funding allocated to the project.

Institutional Effectiveness

In the past, the organization has not attempted a college-wide, coordinated systematic review of operations. Previously, various college divisions have completed independent evaluations. For example, the academic division has executed academic program reviews.

In order to establish awareness of the importance of institutional effectiveness measures, the college plans to do the following:

1. Increase faculty and staff knowledge of and participation in assessment activities.
2. Increase availability of information on student success and outcomes assessment.
3. Increase the number of work units having an assessment plan.

These college-wide initiatives are meant to support existing divisional planning and evaluation by encouraging increased systematic inter-divisional and institutional analysis of data and dialogue for the purpose of improving overall institutional effectiveness

Standard Three

Organization and Governance

Retrospective

The organization and governance structure of the college and its relationship to the State Board of Trustees was established first in 1970 and revised in 1992. In 1992, the merger of state community colleges and state technical colleges was mandated by the Connecticut Legislature. Mohegan Community College and Thames Valley State Technical College merged to become Three Rivers Community College.

The former Mohegan and Thames Valley colleges have operated as a single institution since 1992 except in two important ways. As reported in the 2002 NEASC report, the physical facilities were not brought together in a timely fashion. Consolidating the two campuses has been an expectation since the merger and a pressing need for all these years. Secondly, two faculty unions continue serve as a remnant of the two colleges being brought together without benefit of legislative acts that would have effected a change.

Present

Three Rivers Community College enjoys the system of governance which serves the twelve public community colleges in Connecticut. The State Board of Governors is a coordinating agency for the Department of Higher Education. The governing board for all twelve community colleges is the Board of Trustees of Community-Technical Colleges. Trustees are appointed by the Governor. Primary responsibilities of the Board of Trustees are approving policies related to: academic programs, finance, facilities, personnel, students and information technology. The Board appoints the Chancellor and college presidents.

The college President serves at the pleasure of the Board and is accountable to the Chancellor. She serves as a member of the Council of Presidents with her 11 president colleagues. The Council meets monthly and cogent information is disseminated to the President's Cabinet. At Three Rivers, the President's Cabinet includes deans, directors of human resources, institutional advancement, institutional research, the executive assistant to the president and the Governance Council Chairperson. Members are encouraged to discuss information with

their constituent groups. Additionally, Cabinet minutes are placed on the intranet for access by the college community.

The Governance Council is the college body with representatives from all constituent groups, including students. The process of selection is by vote or position. The chairperson of the Council is elected by the entire college community. Faculty and other groups often seek volunteers rather than conducting an election. The Council receives proposals and recommendations for policy and procedural changes affecting the college. After they have had an opportunity to discuss them and vote, recommendations are sent to the President's Cabinet for final resolution. If an issue needs further clarification, Cabinet returns the recommendation to Governance Council. The Council reviews it, attempts to elucidate it and returns it to Cabinet. This process has worked well over the past five years.

The governance structure of the college addresses mission, vision and strategic planning. Strategic planning begins at the Chancellor's level with latitude for the college to develop its own. The college mission is developed at the college level and approved by the Chancellor. The mission statement, recently revised and approved by Governance Council and the Cabinet, is found on the college web site (http://www.trcc.commnet.edu/About_3Rivers.htm#Mission). The review of the college's mission statement began nearly two years ago. This evaluative process commenced in the spirit of periodic review and continuous improvement; it was also related to the need for a college seal that would represent Three Rivers. The college has continued to use the seal from Thames Valley for all ceremonies.

Strategic plans are reviewed each year during the President's Cabinet summer planning session. The current plan is in effect for 2005 - 2008. Each year a status report is prepared and emphasis of the plan is adjusted accordingly. Examples of emphases recommended for the coming year are: communications at every level of the college and the wider community; expanding resources beyond state funding; and workforce-focused education and training. The present recommended emphases will be discussed with the Governance Council in Fall 2007.

Future

The college will continue to consider communications as an essential ingredient for the community especially now as the construction creates a level of confusion, even disorientation. In addition, last year a survey investigating perceptions about organizational governance was created by a committee and responded to by about one-fifth of the employees. The methodological process involved is unclear, but the survey indicated that maintaining a solid governance structure is extremely important. There will be need for further discussion.

Faculty will continue to have primary responsibility for curriculum, academic programs and the intellectual welfare of students. At the same time the forthcoming Title III grant, “Strengthening Learning Initiatives for Student Success,” requires faculty participate in professional development activities germane to student learning. As we embark on this five-year grant program, the sense of excitement and perhaps a bit of trepidation is acknowledged.

The Title III deliverables include embedded assessment procedures that will affect the entire college community. The assessment will help the college quantify actions, evaluate services and make changes. In doing so, planning and governance, core systems of college life, may change or look different.

Institutional Effectiveness

The College has utilized the current governance structure, the mission statement and the strategic plan as guides for work accomplished. The Board of Trustees governance continues to drive our fiscal, personnel and academic planning. New policies regarding student conduct and emergency response procedures have been smoothly integrated into operating procedures. From the periodic review, changes have been accommodated.

Standard Four

The Academic Program

Retrospective

In 2004, the college hired the current Academic Dean to provide leadership to the academic division. The academic division consists of all academic disciplines, as well as the Learning Resources Center (library), Tutoring Center (TASC) and Continuing Education. Currently there are 25 Associate Degree programs and 24 certificate programs offered at Three Rivers with others under development. Career programs such as Business Administration, Montessori Education, Nursing, and Engineering Technologies are accredited by external professional agencies ensuring integrity. Additionally, the college employs an internal program review process for each of the career programs. Beginning in 2008, this will be extended to discipline review on a five-year cycle.

Subsequent to the 2002 Self-Study Report, an initiative regarding General Education was implemented. A General Education Task Force was established with the purpose of identifying and assessing the core of General Education requirements across the curriculum. The core of knowledge which students should acquire is being assessed to determine common, acceptable general education outcomes, thereby assuring consistency in general education for all degrees offered. The general education requirements of our three main transfer schools (Eastern Connecticut State University, Central Connecticut State University and the University of Connecticut) provide a framework for the curricular requirements of the Three Rivers Liberal Arts and Sciences degree. After this framework is articulated, Three Rivers will decide which General Education components are priorities for our community.

The college has also seen substantial progress in the realm of learning outcomes, specifically composition skills and oral communication. In an effort to assess writing outcomes, a review group was established. The review group evaluated the quality of students' writing to assure writing competency as students near the end of their degree programs. During the 2003-2004 academic year a sample of 74 papers was assessed. Using this sample (n=74), it was determined that 84% of students in Liberal Arts and Sciences as well as General Studies can

write competently by the end of their degree programs. From this evaluative process, a myth was dispelled. One surprising learning outcome was that General Studies degree program graduates write equally as well as Liberal Arts and Sciences degree graduates.

Three Rivers has also made strides in assessing oral communication. A panel was established resulting in the initiation of two new assessment projects. The first initiative was directed at the ways in which instructors used oral presentations in the classroom. The second initiative was intended to assess grading consistency by employing the use of videos of ten randomly selected speeches given by students in Public Speaking. The Humanities Department has utilized these data to better standardize the assessment of student learning.

Programmatic emphasis has also been given to developmental programs in both English and Mathematics. The Humanities Department has established a Developmental Task Force and has been successful in creating a challenge exam for two sequential, developmental writing courses. They also have piloted “Writeplacer”, a computer generated writing test and plans for an additional ELL course are underway. A Mathematics Department Review Committee was established to improve developmental mathematics offerings and to support increased student retention. The Math Department, focusing first on a developmental course entitled “Pre-algebra”, created a hybrid class with students spending half of their contact hours in a traditional classroom setting and the other half in a supervised computer lab setting. The lab portion of this class allows for individual help and small group instruction. In order to insure that all developmental students are prepared to take the next course in the sequence, a departmental final exam has been standardized for two courses, so that students who do not grasp the appropriate fundamentals will not be allowed entry into higher level courses. Rather they will be offered repeat courses.

Present

Distance learning and educational technology are areas of growing interest. The college hired a Director of Distance Learning and an Instructional Technology Specialist to guide and support faculty. A mentor program has been established in the educational technology department where more experienced faculty work with less experienced faculty to encourage the use of online tools. This has worked successfully to encourage cross fertilization of

teaching styles and aptitudes among many academic disciplines. Currently a strategic plan for distance and technology enhanced education is being drafted for the college.

Non-credit courses and programs, offered through the Continuing Education, are also expanding. Continuing Education meets regional workforce and community needs. Programs and courses offered through continuing education are completely market-driven; therefore, they are current, relevant, and effective to their target populations. The Department is in the process of reconvening its Continuing Education Advisory Board, comprised of external and internal stakeholders.

Future

As the college anticipates its eventual expansion and physical consolidation, faculty and staff are involved in the planning and execution of the new campus through a Building Oversight Committee. Faculty and staff have worked side-by-side to handle issues related to the academic program including design, technology, the blend and use of general-purpose classrooms and laboratories, and the configuration of faculty offices and conference areas.

Concurrently, the college is making important decisions about the viability of its existing academic programs and areas of possible growth and new program development, planning cautiously and factoring in the potential created by the new campus as well as evolving regional needs. The appropriateness and effectiveness of degree and certificate programs are measured by the college's program review process. The college is assessing the need for expanded English for Language Learners (ELL), healthcare and hospitality industry courses.

Institutional Effectiveness

Three Rivers has implemented several initiatives aimed at measuring, reporting, and documenting institutional effectiveness. These initiatives address both holistic and specific assessment perspectives. It is worth noting the accomplishments as they relate specifically to the academic program.

At a holistic level, the college analyzes institutional effectiveness through the Program Review process which will soon be extended to discipline review. A review of each program is prepared by the Program Coordinator who reports on such areas as:

-
- Congruence with the college Mission,
 - The program's description, policies and professional affiliations,
 - The program's curriculum, outcomes and evolution,
 - Program faculty, resources, and support services,
 - Program enrollment and constituency satisfaction,
 - Assessment of program outcomes,
 - A single student learning outcome,
 - Conclusions and directions for the future.

Additionally, the college has made preliminary efforts to identify performance measures that directly link to the strategic plan in the areas of Academic Best Practice and Student Success. These initial measures include the Fall-to-Fall Persistence rate, the Four-year College Transfer Rate, and national benchmarks such as the Community College Survey of Student Engagement (CCSSE) and the CCSSE Student Satisfaction Rate.

At the specific level, coordinators accumulate data through questionnaires and other instruments that report on faculty performance, course content, and curriculum effectiveness. The review then often results in adjustments to course delivery, content, and outcomes, all of which are reviewed and discussed by appropriate advisory boards.

Standard Five

Faculty

Retrospective

Three Rivers Community College has recruited and developed a faculty body that is well suited to fulfill the institution's mission. The faculty have rendered instruction competently and have successfully performed responsibilities outside of the classroom.

Since the 2002 NEASC visit, 20 full-time faculty have been hired. Some filled vacancies were created by retirement, while others evolved in an effort to staff high demand areas such as Nursing and English for Language Learners (ELL). New and continuing faculty have striven to maintain currency in their discipline and have utilized new pedagogy to enhance learning experiences. Faculty members have participated in professional development activities, such as training on the use of web-based platforms for instructional use and institutional effectiveness conferences.

As noted in the 2002 NEASC Reaccreditation report, the physical separation of the campuses remains problematic. Some faculty offices have been relocated; the college expects most faculty and staff will be moved one or more times before the consolidation of the two campuses is completed. The educational process has been disrupted, but the quality of the teaching/learning process has not been diminished.

Another issue the 2002 NEASC visiting team noted was that faculty and staff are represented by two different unions: the Congress of Connecticut Community Colleges (4Cs) and the American Federation of Teachers (AFT). This is largely due to the 1992 merger of the Community College system with the Technical College system. The two labor contracts provide disparate working conditions, promotion opportunities, and compensation. Sixty percent of the faculty are covered by the 4Cs, and forty percent are covered by the AFT. These ratios were set by a legislative mandate.

The Board of Trustees of the Connecticut Community Technical Colleges engages in collective bargaining negotiations with the two faculty unions, and has advocated for harmonization of the contract agreements to reduce inequities.

Since 2002, harmonization has been achieved in a number of areas:

1. Compensation grids have been harmonized
2. Academic year has been modified to reflect same start and end dates
3. Promotion deadlines have been harmonized (now January 5)
4. Value of a promotion has been equalized
5. Periodic evaluation of faculty now observes the same standards
6. Sabbatical Leave provisions have been made the same
7. Program Coordinator/Department Chairperson compensation now is the same

Present

In spite of the challenges generated by a two union environment, the college continuously seeks the common ground that is within its control. While the consolidated campus will not solve the two union issue, it will unite the faculty body in other important and intangible ways.

The 2002 NEASC visiting team observed Three Rivers struggles to recruit faculty from diverse ethnic backgrounds. It is important to note the Commission on Human Rights and Opportunities for the State of Connecticut is the agency responsible for setting hiring goals for all state agencies. Three Rivers is in compliance with the given goals, which are based on demographic information for the entire state. According to Connecticut Municipal Profiles (<http://www.informationpublications.com>), the diversity of our faculty exceeds the cultural and ethnic background of our local labor pool. In the future, the college will pursue the recruitment of faculty from diverse backgrounds based on a combination of system goals and college goals.

However, the college recognizes its responsibility to identify and hire faculty from varied ethnic backgrounds. A minority fellowship for an instructor position is awarded each year. At Three Rivers, the Affirmative Action Officer ensures that faculty searches are charged

with affirmative action hiring goals. The Affirmative Action Committee has been recently reconstituted with a renewed charge regarding college activities. In addition, faculty searches are advertised in several minority publications, including Northend Agent and Global Minority News.

The availability of money to fund faculty promotions was an additional concern raised by the 2002 NEASC visiting team. Last year, 100% (6 out of 6) of AFT promotion applicants were successful. In the 4C's bargaining unit, the success rate was 88% (7 out of 8).

Another concern raised by the NEASC reaccreditation team was the small number of faculty in some program areas, such as Civil Engineering, resulting in student instruction being received from one or two faculty members in the specific discipline. This continues to be a problem, the college is addressing it by undertaking a targeted recruitment program to increase faculty enrollment in small programmatic areas.

The Faculty Handbook states that elections are held to determine faculty membership on college committees. The 2002 NEASC team did not observe elections happening consistently. This continues to be a challenge at the college and needs to be addressed.

During the 06-07 academic year, there were 76 full-time faculty, and 164 adjunct faculty. The departmental composition of faculty is as follows:

Discipline	Full Time	%	Part Time	%
1. Business	8	10.5	10	6.1
2. Engineering	17	22.4	26	15.9
3. Humanities	13	17.1	50	30.5
4. Mathematics	7	9.2	25	15.2
5. Nursing	11	14.5	12	7.3
6. Science	7	9.2	8	4.9
7. Social Science	13	17.1	33	20.1
Total	76	100.0	164	100.0

The members of the faculty body of Three Rivers Community College meets the Board of Trustees requirement of advanced academic preparation in the discipline in which the member teaches. The faculty is committed to the intellectual life of the college and to providing a quality education to students. Faculty bring a wealth of academic expertise, many bring current active practice of their discipline to the classroom, and new faculty create enlivened environments in the classroom. Of the 76 full-time faculty at Three Rivers, 39% have been employed for less than five years. Approximately 81% of the faculty is 45 years of age or older, and the total faculty to student ratio is twenty to one.

Following requirements of collective bargaining agreements and the System policy, faculty receive evaluations regularly based on date of hire and time in rank. Faculty evaluations include such components as: classroom evaluations and professional development plans. Student evaluation of faculty are incorporated into overall performance appraisals. The evaluation tools are a mix of essay, short answer and multiple choice student evaluations.

Future

The forthcoming award of a five-year Title III grant, several initiatives will be undertaken to strengthen the existing capacity of this scholarly community at Three Rivers. At all levels, faculty will experience professional development aimed at increasing their understanding of the complexities associated specifically with developmental education and a holistic learner-centered approach to the college experience. The grant includes funding for activities designed to stimulate new ideas about curriculum development and delivery, such as “Theory to Action” Grants awarded to participating faculty, attendance at the Kellogg Institute, and a four week advanced professional training program sponsored by the National Center for Developmental Education.

Institutional Effectiveness

The college evaluates the professional performance of faculty members each semester. Information concerning the effectiveness of faculty in teaching and advising are evaluated in multiple formats including student surveys such as CCSSE, graduate surveys and student focus groups. Over the next five years, as the college implements a formal institutional effectiveness plan, the faculty assessment efforts will become more formalized and changes

implemented clearly documented. The college's Institutional Assessment Committee will be responsible for overseeing this process.

Standard Six

Students

Retrospective

Student Services at Three Rivers Community College (TRCC) have included recruitment and enrollment, placement testing, academic advisement, registration and records, career counseling, job placement, student activities, co-curricular programming, child care, financial aid and specialized learning services for students with physical or learning disabilities. Three Rivers followed a systematic admission and advisement model to ensure new and continuing students receive timely and appropriate information and guidance.

The 2002 NEASC visit to Three Rivers found many strengths within student services: the quality of programs and services as well as the manner in which the student services division has met the ever-increasing demands created by growth. Three challenges were noted and corresponding recommendations were made:

- reexamine services due to demographic and socioeconomic changes within the student body
- increase staffing and space
- overcome obstacles associated with the existence of two campuses

Three Rivers is in proximity to the tribal land of the Mashantucket Pequot and Mohegan Indian nations. The growth of tourist attractions in the region has resulted in more ethnically diverse families relocating for employment. Student services has responded by tailoring services to meet individuals' needs. The college is fortunate to have counselors who speak Spanish and Mandarin Chinese because of the dynamic growth of non English speakers who now comprise our student body. Students from varied socioeconomic strata as well as those who do not use English as their primary language have been offered avenues to achieve academic and personal aspirations.

The physical structure housing student services on the Mohegan campus was remodeled shortly before the 2002 NEASC team visit, but a request for additional square footage was denied. The remodeled facilities have offered a more service-oriented atmosphere, greater

student privacy and improve interdepartmental communication. Moreover, wheelchair users have had easier access the new space.

Present

In philosophy and practice, student services personnel believe that a comprehensive educational program addresses not only the curricular needs of the student, but the holistic needs as well. Students pursuing academic and personal goals are supported in numerous ways. Paths to goal attainment are facilitated by admission counseling prior to entry or reentry, new student orientation, short-term personal counseling, transfer credit evaluation, course equivalency examinations, child care services, student organizations and special workshops. The college also recognizes that resources invested in the child care center are imperative to student success.

Three Rivers admits all students who apply and meet the admission requirements stipulated by the Connecticut Community-Technical Colleges Board of Trustees policy 5.1 (http://www.commnet.edu/doc/BPM_COMPLETE_MASTER.pdf). The college also admits students into competitive admissions programs and recruits specific populations. Recruitment includes, but is not limited to, the 23 local high schools. Non-traditional students are recruited by a variety of mediums and minority students are recruited in targeted areas. For example, in 2005, the student services staff created a one-stop, cohort recruitment experience in the New London area. Of the 50 New London High School participants, 24 are currently attending Three Rivers.

Student financial aid continues to be provided through a well-organized program. There is a low default rate on financial aid due to the stringent measures instituted by the Director of Financial Aid. The college's financial aid default rate has decreased significantly from five years ago to one percent for the academic year 2005 - 2006.

Scholarly success is facilitated by a variety of services, many of which are directed by student services and conducted synergistically with academic services. For support, the college offers peer mentoring, a writing center, and a math center. Tutoring center personnel and counselors are available days and evenings. For students who have learning differences,

individualized educational plans are implemented. The college continues to train personnel who provide academic advising. The part-time Academic Advising Coordinator, with the aid of the Academic Advising Committee, provides faculty with ongoing direction. Group and individual advising training is provided for all advisors.

The institution measures rates of retention and graduation. Rates of retention and graduation are separately determined by any group that the institution specifically recruits, and these rates are used in evaluating the success of specialized recruitment and the services provided.

Future

With the new campus consolidation scheduled for fall 2008, the college anticipates an increase in traditional age students (18 to 22 years). The student services division forecasts this demographic shift will correlate with a rise in the college's retention rate. At present, Three Rivers' retention rate is 47%. The Title III grant addresses initiatives to strengthen retention.

Three Rivers Community College will be better able to service all students in a more efficient manner in the newly expanded facility. Student services offices and support facilities for the students will occupy the entire first floor of the south wing. This area will serve as the main entrance to the college. We envision that as the new incoming student enters the south wing, s/he will first encounter student services. Immediately the full breath of student aid and assistance will be located in a single, central location. With great enthusiasm, the student services division looks forward to receiving and embracing future students.

Institutional Effectiveness

As in other areas, Three Rivers utilizes available information to make improvements to student services. During the planning process for the Title III grant, we learned that the faculty/staff knowledge of assessment methods was limited. It is anticipated that over the next five years specific goals along with associated measures will be developed to more systematically evaluate Student Services and improve student success.

Standard Seven

Library and Other Information Resources

Retrospective

The Library has fulfilled the institution's and Library's mission statements by providing to faculty, students, staff and the surrounding community resources that are current, diverse, educational and intellectually stimulating. Since 2002, library budget allotments for information resources have been progressively better supported with an increase of 6% to \$230,272. There are now two computer labs in the library with thirty computer stations available for use by patrons.

Information Resources

The institution has been distinguished by its strong support for classroom technology aided by the availability of the course management systems. Classrooms have been equipped with computers that are integrated with document projectors, audio and video capabilities, and many are also equipped with Smart Boards (electronic whiteboards). An aggressive faculty technology training program has been strength of the institution. Since 2001, Information Technology personnel have offered faculty and staff 204 classes regarding the use of classroom technology, course management systems such as WebCT and software programs.

Three Rivers utilized the Connecticut community college system policies and procedures regarding the monitoring of and response to the illegal use of its technology resources and applied the appropriate security around personally identifying information.

Library

Since 2002, the library has kept pace with students' expectations of remote electronic access to materials. In order to address concerns raised in the 2002 Self-Study Report, the Library has added full-text subscriptions to several online databases: Academic Search Premier, Business Source Premier, ERIC, Health Source: Nursing Academic, Newspaper Source, MasterFile Premier and Opposing Viewpoints Resource Center.

In light of the new national standards on information literacy competency in higher education, published by the Association of College and Research Libraries (ACRL), the Library hired its first Reference/Instruction Librarian. The Reference / Instruction Librarian coordinated the library instruction program and offered group, individualized and peer instruction classes. Since hiring a Reference/ Instruction Librarian, the number of reference questions and library instruction classes markedly increased. In 2003, 14 instructional classes served 231 students and in 2006 31 classes served 800 students. The ultimate goal has been for all students to receive library instruction before graduating.

Present

The library offers several services to students which enable them to successfully use the library resources. A Library Information Literacy Program is geared towards sequential nursing courses. The Reference/ Instruction Librarian coordinates the program utilizing physical library tours, activities, orientation with competency testing, and course related library instruction including online instruction. The college recognizes such services rendered equip students with fundamental skills for collegiate success.

The Library on each campus is open approximately 59 hours per week during the fall, spring and summer sessions. Hours decrease when classes are not in session. The goals of both the professional and paraprofessional staff is to assist and instruct students with their academic work. The Library serves approximately 4,000 students, faculty and community users.

Electronic book collections have also been created; the collections include 750 titles. Students have access to InfoAnytime, a 24/7 reference service. Students can access online databases remotely or on campus.

The Library tries to ensure the quality of materials purchased by collaborating with faculty and reading reviews in journals, books and brochures. The faculty continue to play a direct role in the ordering process: each department is given \$5,000 per year from the library budget. Faculty submit requests for purchase of library materials and the library notifies them when the materials are received and makes provisions to expeditiously catalog and process newly arrived materials. The Library Director serves on the Curriculum Committee in order to keep informed of changing curricula and new programs. The Library holdings include

42,208 books, CDs, and DVDs. The Library subscribes to 338 journals in both paper and microfilm format. The Library added 1,521 new items to the collection in 2005. Resources are current, diverse, educational and intellectually stimulating and available to all students, staff and the surrounding community.

Future

Staffing remains an urgent issue for the Library. To service 3,868 students on two campus locations, the Library has 7.5 employees. This includes 2.5 *full time* professional staff with master's degrees in library science, 2 *full time* paraprofessional staff who have associate's degrees, and 3 *part time* paraprofessionals who have associate's degrees.

The college's library committee was reactivated in 2007. Members of the library committee and the library staff will work collaboratively on problem identification as well as using the new standard seven as a framework for outcomes assessment.

At this time, the Library continues to lack seating and quiet study areas. These issues will be remedied upon the completion of the new consolidated campus where the library is a cornerstone of the architectural design and the heart of our scholarly community.

Institutional Effectiveness

The college currently collects information about the adequacy, utilization, and impact of its library, information resources and services through student and graduate surveys, the library annual report, and informal feedback from faculty.

Over the next five years, the college will be implementing a formal institutional effectiveness program to be overseen by a college wide Institutional Assessment Committee. This process will ensure that the college systematically evaluates the adequacy, utilization, and impact of the library along with other areas of mission performance at the college to ensure that the library is providing the most effective services possible.

Standard Eight

Physical and Technological Resources

Retrospective

Since the 2002 NEASC accreditation visit, Three Rivers has faced the demanding task of spreading its limited resources between two time consuming facility challenges – “maintaining and operating the old” while “planning and making way for the new.” We are pleased to report noteworthy successes in both areas.

Over the past five years, maintaining smooth operations within existing facilities has been frustrating due to the extended periods of uncertainty about when and where the new consolidated campus would be built. In spite of this, the institution’s dedicated maintenance and support staffs have continued to take great pride in college facilities. They have managed to keep aging buildings at both campuses operating efficiently, code compliant, and looking clean. Even with the knowledge that the new campus is “just around the corner,” Three Rivers has continued to invest time and resources in existing facilities and to ensure quality services for students and staff. This is evident in numerous enhancement projects that have taken place over the last five years:

- Complete remodeling of all Student Services offices and support areas at the Mohegan campus. Upgrade of equipment and furniture in over 60% of faculty offices.
- Extensive expansion of college technological resources throughout the institution including:
 - Addition of 4 enhanced classrooms, 210 student computers, 65 faculty computers, and 88 staff computers bringing college totals to 42 enhanced classrooms, 248 student computers, 75 faculty computers, and 118 staff computers.
 - Upgrade of 12 science and technology labs, other specialty labs, and 10 computer science labs.
 - Creation of a new state-of-the-art Data Center to handle the expanded technology requirements and voice communications required for the new consolidated campus.

-
- A comprehensive maintenance, upgrade and phased replacement program was implemented for information technology equipment. This plan will enable the college to support the new levels of technology required at the consolidated campus and to retire outmoded information systems.

At the same time, Three Rivers has also devoted its energy and resources to planning for construction of the new campus. The planning and implementation process has involved virtually everyone in the college community in a wide range of activities:

- A highly qualified architectural design team has been hired.
- The college academic master plan has been reviewed and updated by the architects to insure that new facilities fully meet the needs of all ongoing programs and provide flexibility to meet the anticipated growth in southeastern Connecticut.
- The design for the expanded and consolidated Three Rivers campus was completed and successfully bid by the State Department of Public Works in November 2006. This was followed shortly thereafter by the Connecticut State Bonding Commission's approval of over \$85.6 million dollars to begin the project -- the largest capital project to date within the Connecticut Community College System.

Present

A Building Oversight Committee, composed of representatives from all areas of the college, provides comprehensive planning, evaluation and project coordination. Because of the magnitude of the project, Three Rivers is benefiting from strict, comprehensive code compliance reviews in areas such as safety, security, and environmental health. Such compliance reviews are present at every level of design and construction along with considerations for other environmental, ecological and energy concerns. The Three Rivers' Environmental Health and Safety Committee continues to do an exceptional job in these complex fields. However, pending improvements will mean a welcomed fresh start in many areas such as waste management and fire safety which are currently problematic in the existing old facilities.

Future

With renovations, demolition and construction underway at both campus locations, Three Rivers' students, faculty and staff are aware of the disruption which accompanies progress. Hence, we are focused on the future. Even with another two years of greater disruptions ahead, the attitude of most seems optimistic. The Three Rivers community has shared a long time dream of building a new college; now we are witness to the dream becoming a reality.

Institutional Effectiveness

The college currently evaluates its physical and technological resources by monitoring ongoing maintenance efforts. As the consolidation of the campuses has moved forward, the college's Master Plan has been updated thus allowing the college to develop realistic plans for the future. As the college develops and implements a formal institutional effectiveness program over the next five years it will be critical that the information obtained from the assessment process informs both the planning and budgeting process.

Standard Nine

Financial Resources

Retrospective

The Connecticut Community College System consists of twelve regional community colleges and a centralized system office. The responsibility for the administration and management of the system, including the oversight and control of financial operations, rests with the Board of Trustees (BOT) of Community-Technical Colleges.

The community college system has two statutory funds: the general fund and the operating fund. General fund appropriations are provided by the state, while operating fund revenues are generated locally by student tuition and fees, government and private grants and contracts. In addition, the system receives state bond fund appropriation which provides funding for infrastructure upgrades, deferred maintenance, and new construction projects. The state Department Of Public Works manages most major capital projects, such as the construction project currently underway for the new consolidated campus.

For fiscal year 2006, the State of Connecticut's general fund represented 67% of the total college funding and covered the cost of all of the full-time positions and roughly half of the part-time teaching positions. Three River's operating funds are used to cover most other operating and maintenance expenses.

The Board of Trustees distributes operating fund budget authorizations to each college based on established formulas. After establishing revenue goals for all of the colleges, the system office distributes funds based on formulas that incorporate different parameters such as plant size, number of staff, number of students and program mix. Funding methodologies are constantly being fine-tuned to give each college a more equitable share of the resources. Larger schools contribute monies back to the system office to support smaller schools and shared system office expenditures. Three Rivers Community College is currently the seventh largest school in the Community College System. For fiscal year 2006, our planned contribution to the system was \$319,720.

Present

Because of the nature of the state budgeting process and the limited flexibility available in the college budget, the process for developing budgets and allocating resources at Three Rivers is handled primarily by the President's Cabinet. Although members of each college division have input through their respective dean, the limited discretionary flexibility and overall complexity of the state budget process necessarily limit significant participation. Yearly budgets are allocated to divisions based largely on historical spending needs and on available current services funding. Deans are assigned primary responsibility as fund managers and may delegate some of this responsibility to division members. Budget allocation and expenditure information is not disseminated to division members. Deans have authority to shift dollars within their respective divisions and the President may occasionally reprogram resources between divisions. Typically, proven historical need takes priority.

The institution is in very good financial shape and able to respond to most any eventuality. Three Rivers was able to continue to improve its financial position during fiscal year 2006. While the overall increase in net assets for the year of \$446,000 and may seem less impressive than prior years, this reflects the investment by the college of over \$826,000 in college operating funds to pay for a new roof for its Thames Valley campus and to create a new state-of-the-art server room to support all information technology services for the forthcoming consolidated campus. These investments either will be reimbursed from future construction funding or will enable the college to avoid significant future costs during construction. Even with this substantial investment of college operating funds, year-end unrestricted current assets of \$6.8 million compared to current liabilities of \$3.2 million show a solid current ratio of two to one. The Board of Trustees' benchmark for assessing short-term financial health and flexibility for a college of Three Rivers' size is 2:0.

Financial reports prescribed by the State and Board of Trustees are available to the public upon request. Three Rivers is audited by state officials who review local records for compliance with state regulations. Since 2002, external audited financial statements have been produced and are available for review. At present, there is no long-term or short-term indebtedness.

Future

Although Three Rivers has been successful in maintaining a solid financial position throughout fiscal year 2006, this may not be an easy task in the next two fiscal years. Energy costs promise to be very unpredictable and will affect virtually every commodity purchased. As Three Rivers looks forward to the newly expanded and consolidated campus, there is a growing awareness of the numerous complex steps still ahead before the completion of new facilities in academic year 2008-2009. The task of outfitting 300,000 square feet of new laboratories, classrooms, offices and other support facilities is daunting in and of itself. Additionally, the construction underway at both campuses is imposing new unfunded operating costs over which the institution has virtually no control. For example, significant additional security and snow removal costs have been incurred because of non-college related construction being performed at the Mohegan Campus. Three Rivers continues to argue unsuccessfully that these expenses should be funded by the construction monies managed by the State Department of Public Works (DPW), but to date, the college is still being forced to absorb these added expenses.

On a positive note, the Connecticut Community College System is currently implementing a Web based self-service finance module. This module will provide electronic requisition capabilities and on-the-fly reporting capabilities to both finance and non-finance users. We expect that this enhancement will permit more of the college community to be actively involved in the budget process and greatly improve the dissemination of budget information across the campus.

Institutional Effectiveness

Over the next five years as the college implements a more formal institutional effectiveness plan, an effort will be made to make fund reporting more accessible to a broader cross section of the college community so that the integration of budgeting with planning and assessment will be a more visible and deliberate process.

Standard Ten

Public Disclosure

Retrospective

In response to the 2002 NEASC visiting team's concern, changes were made to publicized degree program information with the goal of full disclosure was the goal. To give accurate information regarding the number of credits required for particular degrees, the program curricula now identify courses that may be prerequisites to the required courses. The prerequisites are listed for reference so there are no surprises in the number of credits that are required to complete the particular degree. The change was made systemically; it now applies to all degree plans

Over the past five years, Three Rivers has implemented an aggressive marketing and recruitment campaign which has raised the visibility of the college. The recruitment staff visits area high schools, attends high school college fairs, invites local high school counselors to build relationships with Three Rivers, and holds open houses for perspective students and their parents. The marketing campaign has included radio advertisements, newspaper advertisements, and ads on public transportation stops as well as on the buses themselves. Sample advertisements are included as appendices in this report. New programs and certificates have been implemented responding to the needs of industry; information germane to initiatives has been published in area newspapers and trade magazines. These efforts have helped to increase enrollment as well as promote public awareness of Three Rivers.

Present

Three Rivers provides information to the public through a variety of publications and electronic media. The completed NEASC Data Form regarding public disclosure is included as an appendix. Online and print publications contain accurate information about: classes, cost of tuition, financial aid, admissions, academic policies, directories for faculty, and the college mission statement. The college catalog and course schedule may be viewed online or in print. Print copies of publications can be requested either by phone, online, or in person by stopping at any of our campuses or satellite facilities. The Three Rivers catalog is published and updated every two years; course schedules are published for every semester and contain updated information as well as a timeline of college

deadlines. A student handbook is published annually with information about students' rights and diverse student activities. The Three Rivers website <http://www.trcc.comnet.edu> reflects information which is continuously updated. Updates regarding all aspects of the construction associated with the campus consolidation can be found on the institution's homepage. In addition, information about the 2002 NEASC accreditation is available on the college website.

Additionally, the institution's website is designed for ease of utility. Users can search for information with the home page "quick links" option to access information on: financial aid, registration, career counseling, alumni, the Three Rivers College Foundation, online learning, academic programs, learning resources center, security as well as general information. Users can also access information through drop down menus and searches by a particular department. The general public can link to credit free courses, various news articles, and a newsletter published through the Student Programs Office summarizing campus activities. A new student /parent orientation link has been added to the home page which allows new students and prospective students to access information that will acquaint them with Three Rivers. News regarding cancellation of classes or the closing of the school is available from the home page. To ensure accuracy of the information located on the website, each department has an individual appointed to keep their particular area's information updated and current.

Currently, each of the publications produced by Three Rivers is reviewed for accuracy on its own publication schedule. The college has hired a full-time publicist in an effort to create a single publication point for college materials. Three Rivers provides consistent and accurate information to all constituencies through print and electronic media. The efforts of the marketing and recruitment teams as well as the implementation of new programs designed for a particular workforce have allowed Three Rivers to more efficaciously reach prospective students, their families, and the community.

Future

With regard to public disclosure of information, plans for the future are ambitious. The institutional research office is looking at implementing an institutional research web site for long-term, strategic plans. Discussions are underway about streamlining the tiers of the college's web page for ease of navigation and information retrieval.

Institutional Effectiveness

As in other areas, it is anticipated that the systematic review and follow-up of results will be improved with the implementation of the college's institutional effectiveness plan. Specific goals and measures will be developed relative to public disclosure so that assessment results can be used to make improvements to the availability and accuracy of all college publications.

Standard Eleven

Integrity

Retrospective

Three Rivers has continued its effort to maintain high ethical standards through the policies and procedures encapsulated in the 2002 Self-Study Report. All Three Rivers personnel are required to maintain the same ethical standards regardless of whether they are dealing with students, faculty, staff, the general public or organizations. The institution has systematically published information regarding student rights and responsibilities and the process for students to file a grievance. Institutional policies address the rights of the organization as well as faculty, staff and students. All personnel are required to participate in diversity training which the Human Resources office has implemented. Newly appointed faculty are required to verify in writing that they will uphold standards of ethical professional practice. As a result of the 2002 Self Study Report, a Faculty Handbook was created. The handbook is easily accessed via the college's internet site

<http://www.trcc.commnet.edu/Academics/FacultyHandbook.htm> .

The Connecticut Community College system has also changed to a comprehensive information management system: Banner SunGard. The system allows students and faculty secure access to confidential information, such as grades, financial aid, and other personal information. With the Banner system, security and confidentiality issues are top priorities.

Present

Three Rivers personnel are encouraged to attend conferences, and trainings that will promote an understanding of issues relevant to ethical professional practice. Three Rivers has biannual professional days for faculty and staff, which address among other topics, issues related to ethics. As a community, the college is concerned about ethical professional conduct and the professional treatment of faculty and staff.

The investigation of student grievances is handled, initially, at the level of instructor and student. If a resolution cannot be found, the Department Chairperson attempts to mediate.

Finally, the Dean of Student Services or the Academic Dean will resolve an outstanding issue. The number of issues raised has been limited. All such proceedings are confidential.

The college's varied student organizations provide activities related to diversity awareness for students, staff and faculty. Examples of such activities are Black History Month celebrations, information about the Hispanic culture, and gay, lesbian, bisexual and transgender issues. Instructors are encouraged to bring classes to such activities. The college also promotes several courses that explore diversity. For example, the college offers: Race and Ethnicities, Women Writers across Cultures, World Religions, and African American History.

Future

The Connecticut Community Colleges' Deans Council is revising the Policy on Student Conduct. This effort was initiated by and received input from the Student Services Deans of the twelve community colleges. The Deans Council will present the revision to the Presidents Council and then to the Board of Trustees for approval. These new processes and procedures, if approved, will be implemented in late 2007.

Institutional Effectiveness

A complete inventory of all institutional policies was conducted by the college Governance Council during the 2006 - 2007 academic year. The Council's effort resulted in a college webpage that compiles hyperlinks to all appropriate college and Connecticut Community College Board of Trustees policies. This effort allows policies dealing with issues covered under the new standard on integrity to be accessed in one location. Three Rivers does review integrity at the college, but over the next five years a systematic approach to evaluating cogent policies and the conditions that support these aims will become more formalized.

Plans

Consolidation of the two campuses

According to the President, the relocation and consolidation of the college campuses is the most important challenge over the next five years. A timeline of the upcoming project work is included in the appendices. Institutional planning and fiscal resource allocation will be driven by the construction process. The Connecticut Department of Public Works projects the two campuses will be united in January 2009 and numerous adjustments are expected through 2012.

The forthcoming United States Department of Education Title III grant

The forthcoming Title III grant, Strengthening Learning Initiatives for Student Success, will energize and focus the college's operations over the next five years. After arduous analysis, the grant planning process indicated objectives for improved organizational efficacy should include:

- providing opportunities for professional development to faculty/staff, and educate faculty about the needs of the underprepared student
- implementing alternative course delivery methods and interventions
- streamlining student support services
- improving institutional effectiveness knowledge and processes

The Title III evaluation plan will determine how well the project is progressing by:

- measuring progress towards the attainment of project goals using quantifiable data germane to project outcomes
- guiding project management by quantifiable data related to outcomes for project activities
- providing accurate and complete summative reports annually

Conclusion

Three Rivers Community College anticipates a time of unprecedented opportunity for student learning and renewal of our intellectual community.

Academic Programming Offered through Distance Education

Previously, Three Rivers Community College offered a certificate program whereby 100% of the credits toward the certificate could be earned through technologically mediated instruction to students studying at a distance. Three Rivers' online Laser and Fiber Optic Technology certificate program evolved from existing course offerings and a demand for online corporate training. The academic Program Coordinator reports there are no students currently enrolled in the on-line certificate program and the college no longer offers some of the requisite courses. The college, working in partnership with the Fiber Optic Industrial Advisory Committee, recently re-examined the viability of the on-line certificate. This assessment led to recommended changes in order to revitalize the online certificate. In the spirit of continuous improvement, the suggested modifications will be proposed to the college's Curriculum Committee during the 2007-2008 academic year.

At this time Three Rivers does not offer a sufficient number of on-line courses to meet the requirements of a degree program. However, the college participates in a System-wide distance learning initiative which enables Connecticut Community College students to earn a General Studies degree on-line. Because Three Rivers' distance learning courses are limited in number (18 in fall 2006), a student pursuing the on-line General Studies degree must take courses at multiple colleges. Over the next five years, the college's intention is to continue providing distance learning opportunities at essentially the same level that is being provided currently.

APPENDIX A

Three Rivers Community College

Construction Schedule (shown in months)

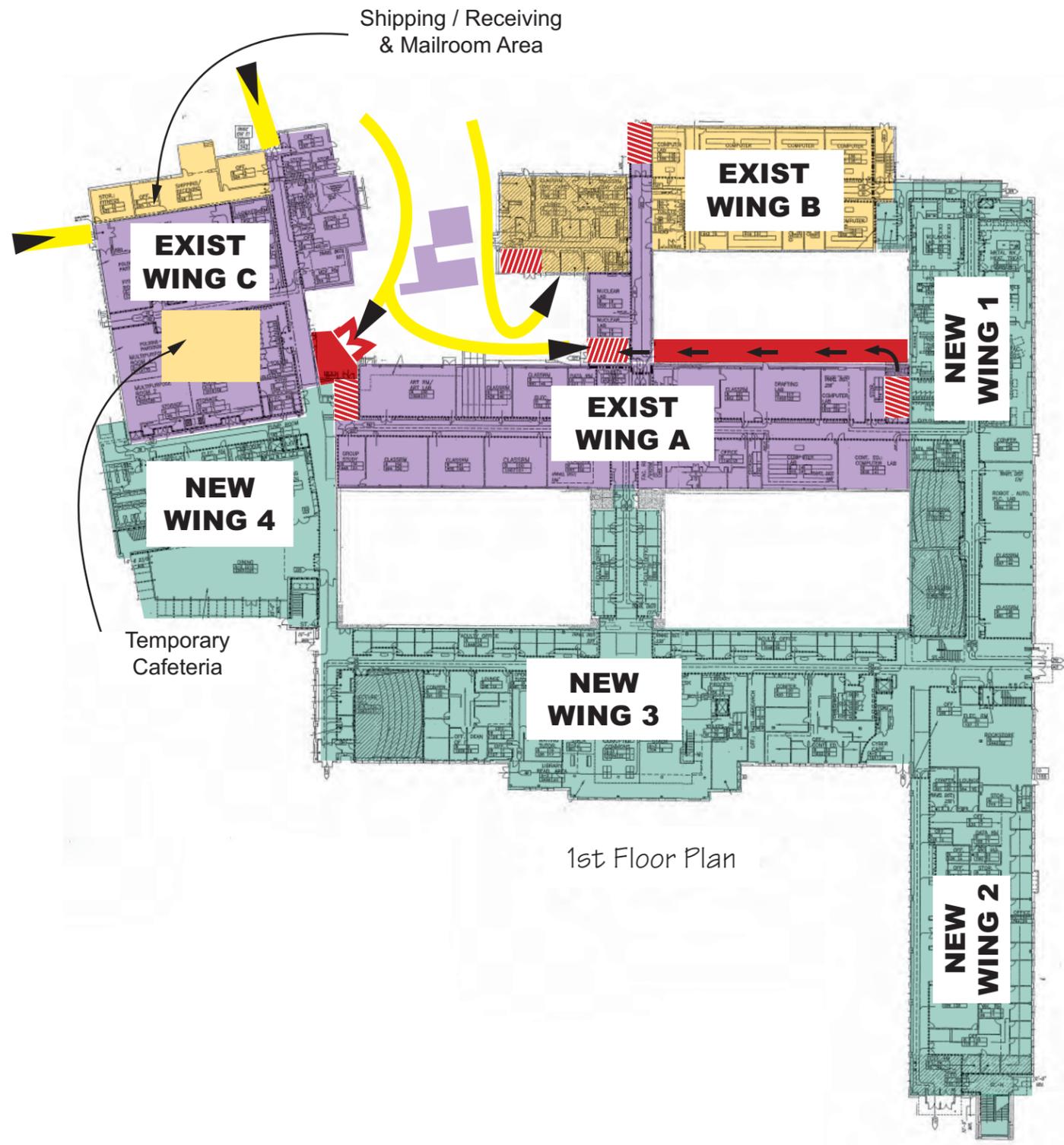
Note: Durations shown are based on 5 working days per week

ID	Task Name	Duration	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34				
1	Overall Project 33 Months	708 days		[Solid Blue Bar]																																					
2	Construction Starts	0 days	◆																																						
3	Phase 1, 8 Months	174 days		[Solid Red Bar]																																					
4	Trailers, Enclosure, Signage & Fencing	15 days		[Solid Blue Bar]																																					
5	Renovate B Wing	151 days		[Solid Blue Bar]																																					
6	Renovate Wing C for new loading dock / shipping and receiving	40 days		[Solid Blue Bar]	[Solid Blue Bar]																																				
7	Owner Move In B Wing	10 days										[Solid Blue Bar]																													
8	C of O / Turn over B Wing including temp connection:	0 days										◆																													
9	Phase 2, 12 Months	262 days										[Solid Green Bar]																													
10	Central Utility Plant	257 days		[Solid Blue Bar]																																					
11	Start-Up and Commision CUP	154 days																																							
12	Wing 1 North to South	340 days		[Solid Blue Bar]																																					
13	Owner Move In Wing 1	15 days																																							
14	Wing 2 North to South	340 days		[Solid Blue Bar]																																					
15	Owner Move In Wing 2	15 days																																							
16	Wing 3 East to West	392 days		[Solid Blue Bar]																																					
17	Owner Move In Wing 3	15 days																																							
18	Wing 4 East to West	325 days		[Solid Blue Bar]																																					
19	Owner Move In Wing 4	15 days																																							
20	C of O / Turn over Cup and Wings 1 thru 4	0 days																																							
21	Phase 3, 15 Months	326 days																																							
22	Renovate C wing, Demo Boiler Room	143 days																																							
23	Renovate A wing	200 days																																							
24	Renovate Library	130 days																																							
25	C of O / Turn over Complete A and C wings	0 days																																							
26	Demo Garages and existing Power	14 days																																							
27	Project Complete	0 days																																							
28	Site Work Starts	0 days	◆																																						
29	Demo 3 court yards @ wing A, Install storm drainage, Load Matrerials	20 days		[Solid Blue Bar]																																					
30	Excavate/Backfill Central Utility Plant	20 days		[Solid Blue Bar]																																					
31	Excavate and backfill for Wings 1 thru 4	35 days		[Solid Blue Bar]	[Solid Blue Bar]																																				
32	Cut,Fill, Drainage, Prep, install detension system and Pave East parking area	60 days		[Solid Blue Bar]	[Solid Blue Bar]	[Solid Blue Bar]																																			
33	Cut,Fill, Drainage, Prep and Pave NE corner of SE parking lot	60 days					[Solid Blue Bar]	[Solid Blue Bar]																																	
34	Install Sewer, Fire& Pave East Driveway	70 days						[Solid Blue Bar]	[Solid Blue Bar]																																
35	Cut,Fill, Drainage, Prep and Pave SW Portion of SE parking lot	85 days								[Solid Blue Bar]	[Solid Blue Bar]																														
36	Site utilities, Water, Conc Trench Pave North Lot	80 days																																							
37	Cut,Fill, Drainage, Prep and Pave west side of North lot & loading dock	97 days																																							
38	Demo Norwich Tech, Backfill & Finish Site Utilitys	83 days																																							
39	Cut,Fill, Drainage, Prep and Pave South Parking	135 days																																							
40	Pave and Landscape all areas	110 days																																							

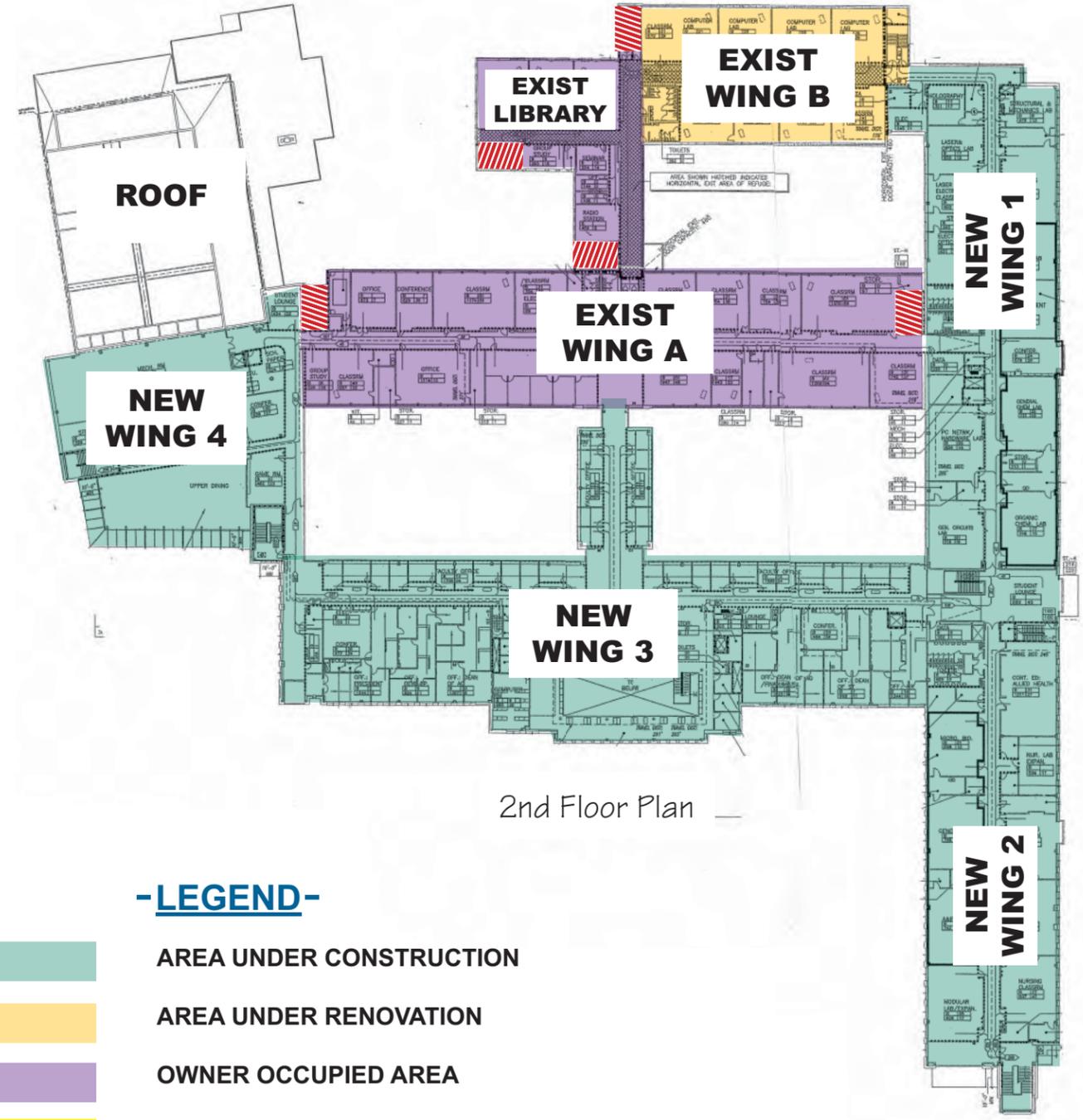
Project: TRCC-1-1
Date: Wed 4/12/06

Task		Milestone	◆	Rolled Up Task		Rolled Up Progress		External Tasks		Group By Summary	
Progress		Summary		Rolled Up Milestone	◇	Split		Project Summary			

SKANSKA THREE RIVERS COMMUNITY COLLEGE



1st Floor Plan



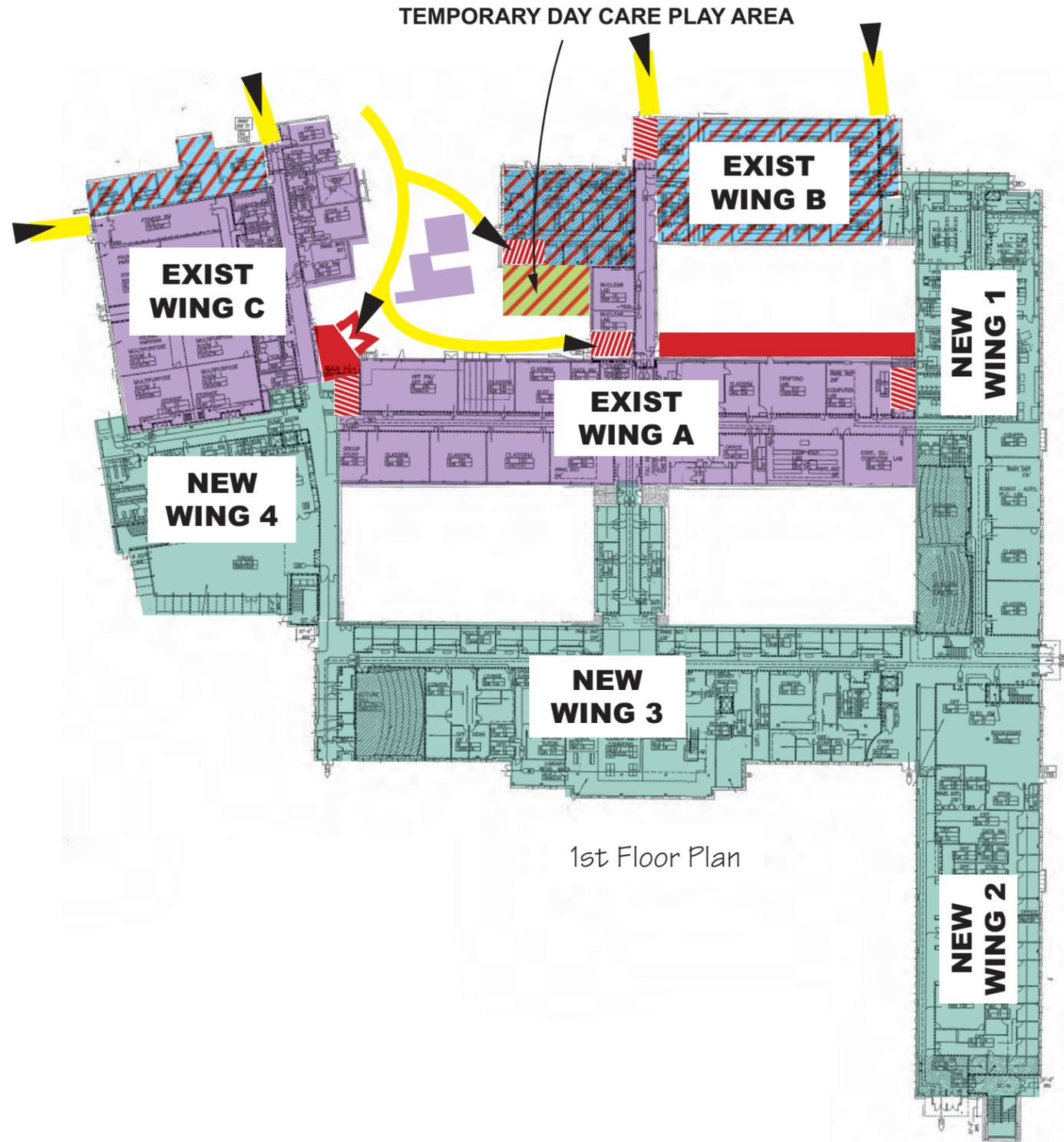
2nd Floor Plan

-LEGEND-

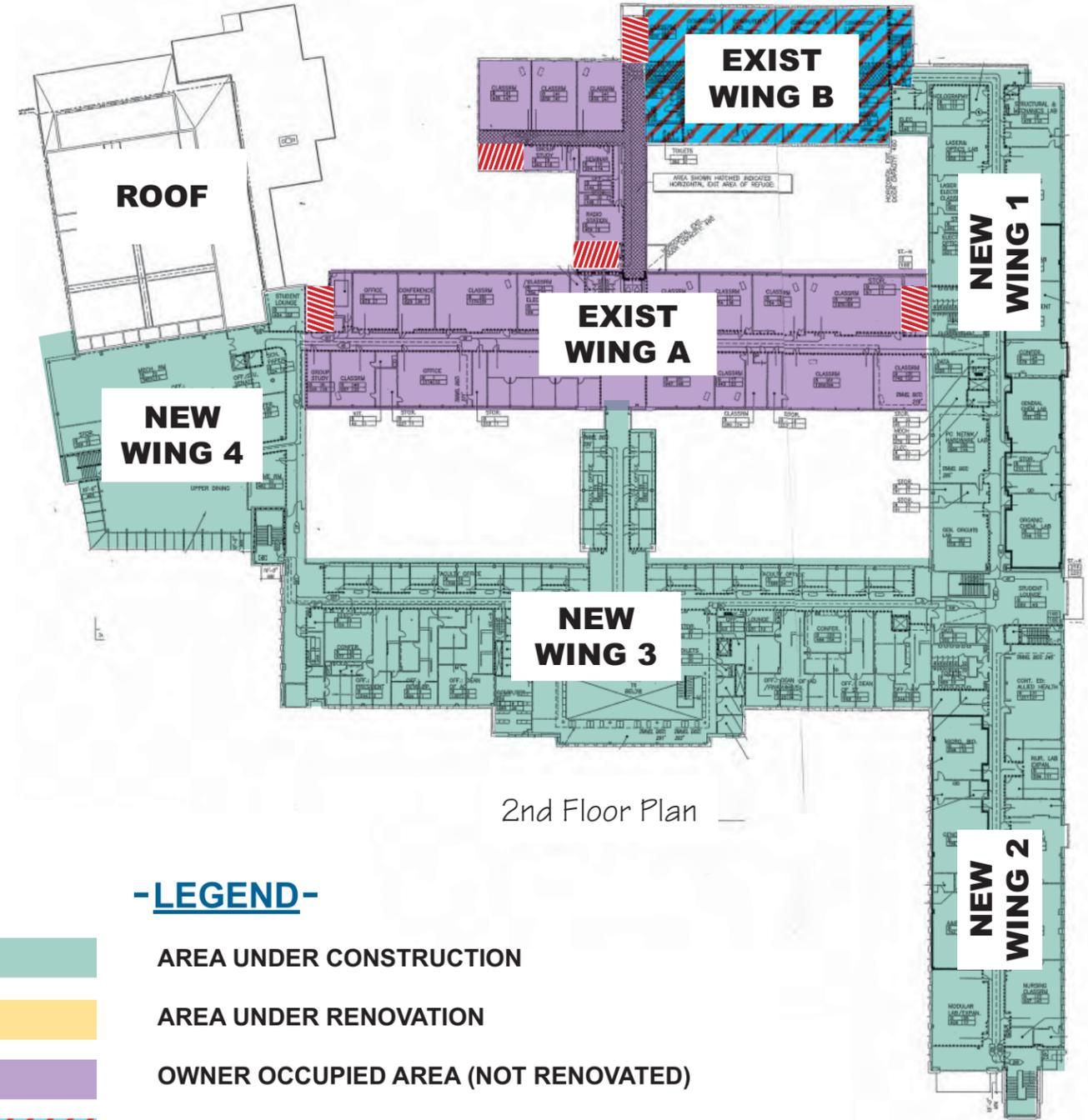
- AREA UNDER CONSTRUCTION
- AREA UNDER RENOVATION
- OWNER OCCUPIED AREA
- ACCESS / EGRESS PATH
- POINT OF ACCESS / EGRESS
- STAIRWELL
- TEMP ENCLOSURE / WEATHER TIGHT

Phase 1
Interior Logistics Plan
(243 Calendar Days)

SKANSKA THREE RIVERS COMMUNITY COLLEGE



1st Floor Plan



2nd Floor Plan

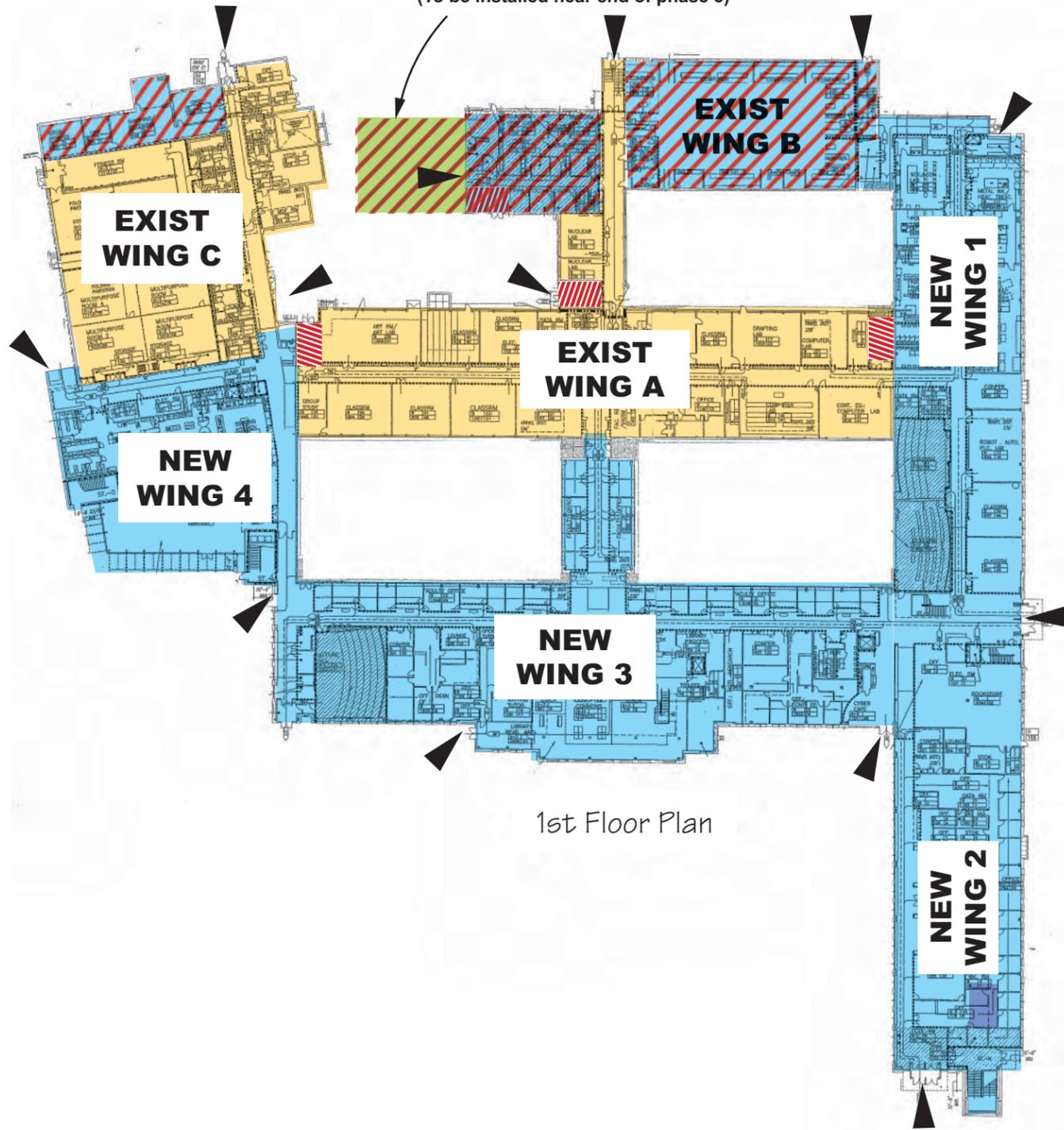
-LEGEND-

-  AREA UNDER CONSTRUCTION
-  AREA UNDER RENOVATION
-  OWNER OCCUPIED AREA (NOT RENOVATED)
-  OWNER OCCUPIED AREA (RENO COMPLETE)
-  ACCESS / EGRESS PATH
-  POINT OF ACCESS / EGRESS
-  STAIRWELL
-  TEMP ENCLOSURE / WEATHER TIGHT

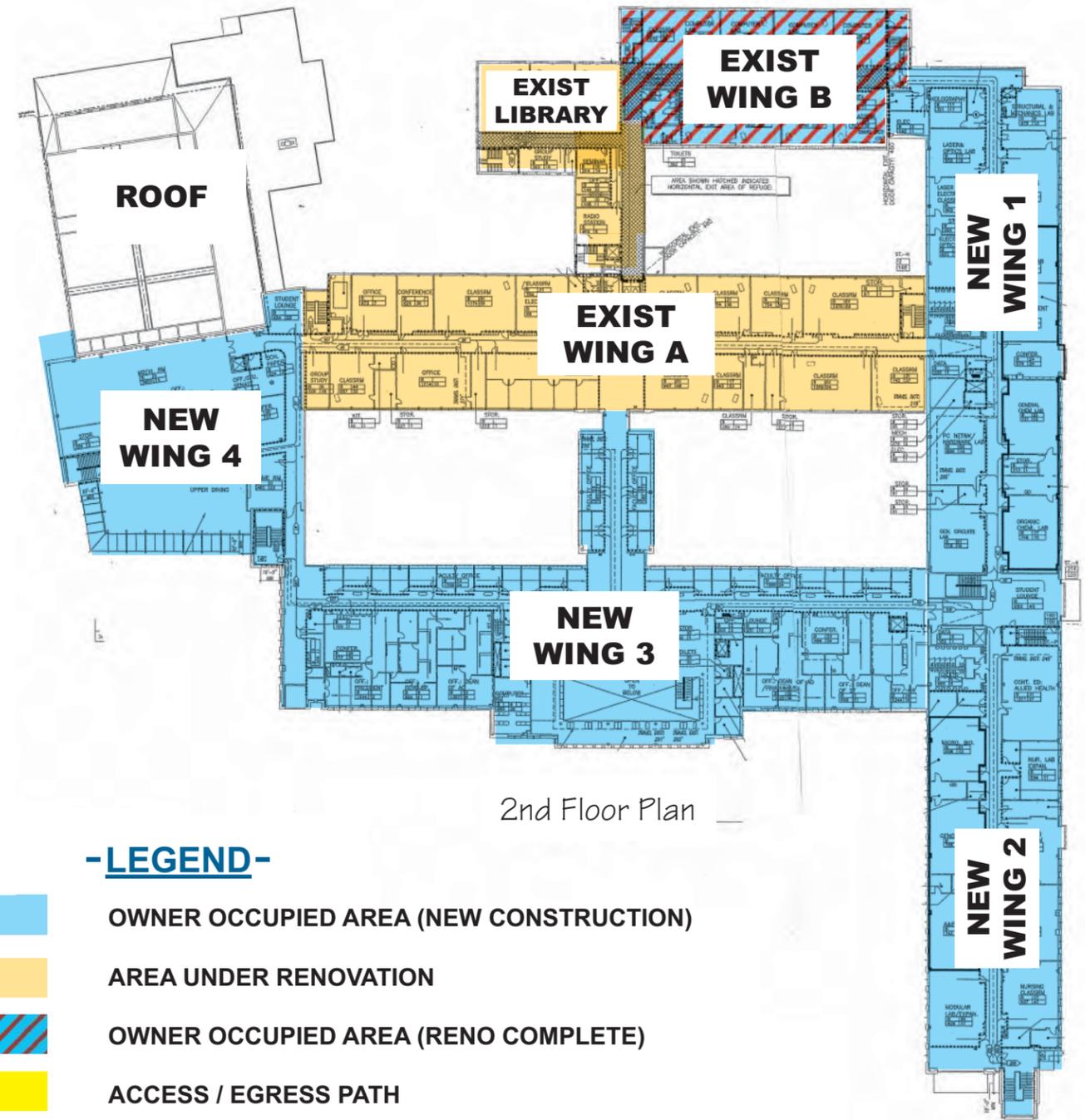
Phase 2
Interior Logistics Plan
(365 Calendar Days)

SKANSKA THREE RIVERS COMMUNITY COLLEGE

PERMANENT DAY
CARE PLAY AREA
(To be installed near end of phase 3)



1st Floor Plan



2nd Floor Plan

-LEGEND-

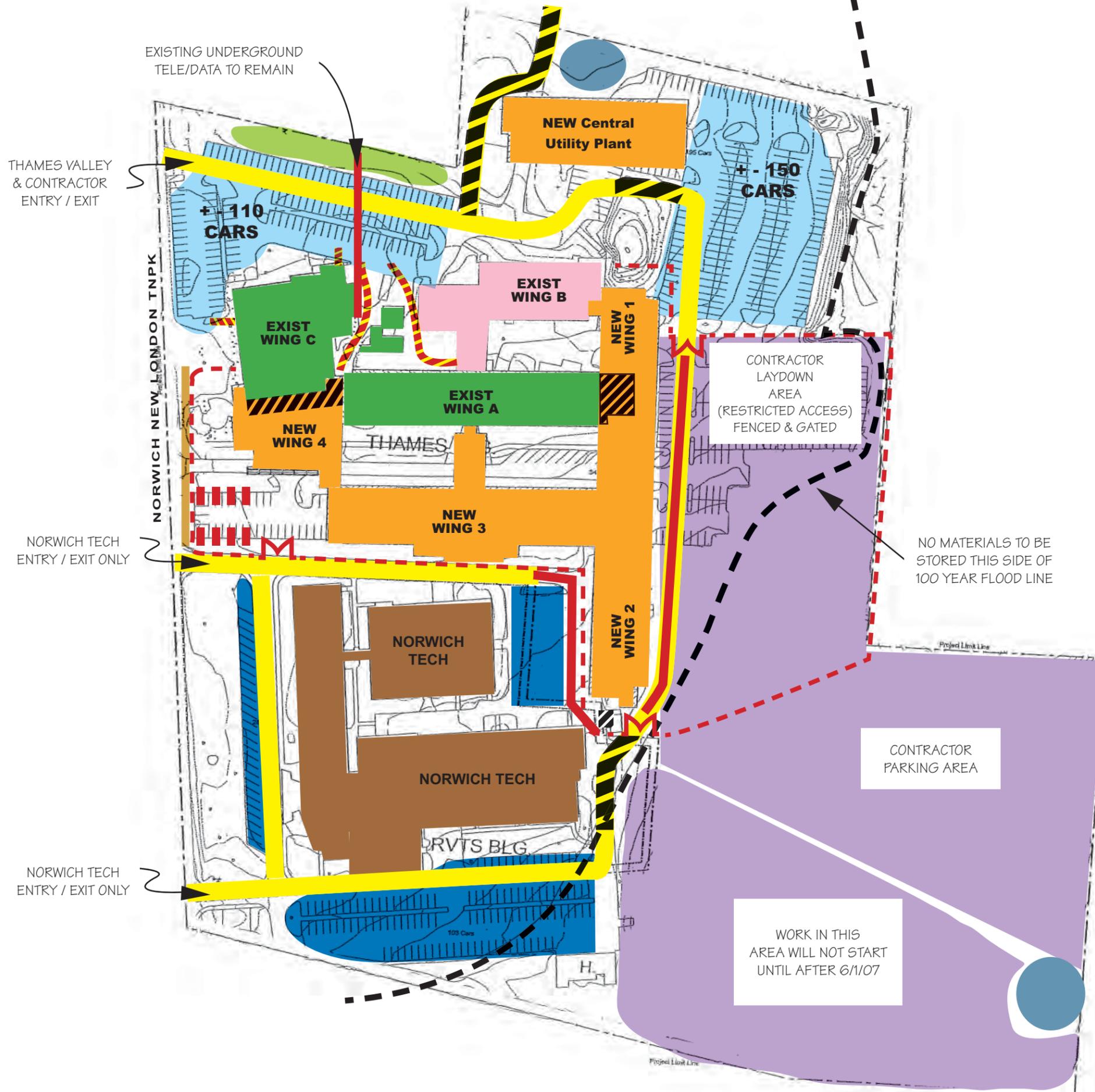
-  OWNER OCCUPIED AREA (NEW CONSTRUCTION)
-  AREA UNDER RENOVATION
-  OWNER OCCUPIED AREA (RENO COMPLETE)
-  ACCESS / EGRESS PATH
-  POINT OF ACCESS / EGRESS
-  STAIRWELL

Phase 3
Interior Logistics Plan
(456 Calendar Days)

SKANSKA THREE RIVERS COMMUNITY COLLEGE

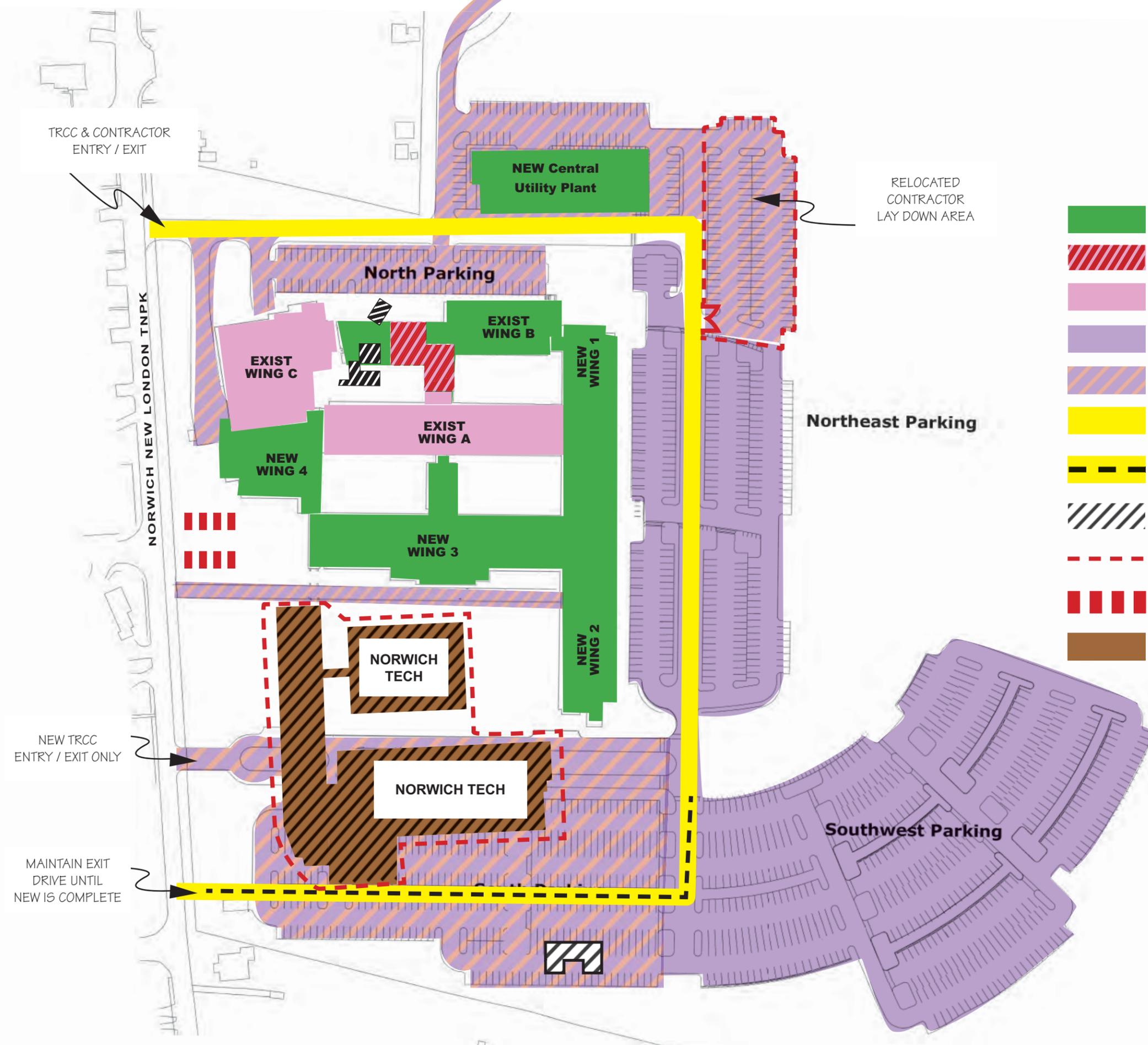
-LEGEND-

- NEW CONSTRUCTION
- THAMES VALLEY OCCUPIED AREA
- AREA UNDER RENOVATION
- NEW PARKING AREA
- DEMO PRIOR TO NEW CONSTRUCTION
- STOCK PILE AREAS (Top Soil Only)
- MAINTAIN CURRENT PARKING AREAS
- NORWICH TECH TO REMAIN
- TEMP DRIVE WAY
- MAINTAIN ACCESS ALL TIMES
- CONSTRUCTION FENCE
- CONSTRUCTION TRAILERS
- MAINTAIN NORWICH TECH PARKING (TRCC Night Parking)
- EMERGENCY ACCESS DRIVE
- ACCESS / EGRESS (To Owner Occupied Areas)
- VEHICLE ACCESS GATE
- PEDSETRIAN WALK
- STORED PLANTS (To Be Replaced)



Phase 1
Site Logistics Plan
(243 Calendar Days)

SKANSKA THREE RIVERS COMMUNITY COLLEGE



-LEGEND-

- THAMES VALLEY OCCUPIED AREA
- RENOVATE 2ND FLOOR LIBRARY ONLY
- AREA UNDER RENOVATION
- NEW PARKING AREA
- DEMO EXISTING, FINAL PAVE & LANDSCAPE
- MAINTAIN ACCESS ALL TIMES
- MAINTAIN EXISTING ACCESS UNTIL NEW DRIVE HAS BEEN PAVED
- DEMO
- CONSTRUCTION FENCE
- CONSTRUCTION TRAILERS
- NORWICH TECHNICAL SCHOOL

Phase 3
Site Logistics Plan
(456 Calendar Days)

APPENDIX B

Appendix B
2007 NEASC Fifth-Year Interim Report
Committee Composition

Report Project Coordinator

Pamela Carroll, psychology faculty

Special Emphasis Areas

1. Advising & student services for distance learners

Chairperson Karen Aubin, academic dean's office

Hong-Yu Kovic, financial aid staff

Dave Malley, English faculty

Peter Patsouris, history faculty

2. Construction of the new facility

Chairperson Kem Barfield, information technology division

June Decker, mathematics faculty

Chantal Krcmar, sociology faculty

Jessie McCoy, continuing education department

3. Levels of full-time faculty

Chairperson Anthony Benoit, technologies department

Larisa Alikhanova, mathematics faculty

Amy Rozek, admissions staff

Standards for Accreditation

Standard One, Mission and Purpose

Chairperson Rick Bennett, business faculty

Dov Kugelmass, psychology faculty

Ann McNamara, business faculty

Standard Two, Planning and Evaluation

Chairperson, Steve Goetchius, information technology division

Linda Crootof, humanities faculty

Bill Dopirak, natural sciences faculty

Will Hare, anthropology faculty

Standard Three, Organization and Governance

Chairperson, Joyce Martin, human services faculty

Carol Lee, academic dean's office

Phil Mayer, economics faculty

Judy Snayd, nursing faculty

Linda Waitkus, president's office

Standard Four, The Academic Program

Chairperson Karin Edwards, student counseling and development
Mark Comeau, architecture faculty
Matt Liscum, student counselor
Barbara Maurice, mathematics faculty

Standard Five, Faculty

Chairperson, Robert Niedbala, physics faculty
Steve Neufeld, sociology faculty
Louise Summa, human resources
Barbara Yanofsky, English faculty

Standard Six, Students

Chairperson, Kirk Kirkpatrick, natural sciences faculty
Gayla Holmes, student counseling and development
Sheila Skahan, early childhood education faculty
Peg Stroup, continuing education department

Standard Seven, Library & Other Information Resources

Chairperson, Jeff Crouch, Criminal Justice faculty
Christine Languth, registration office
Christine Laverty, information technology division
Nancy Scrivano, nursing faculty

Standard Eight, Physical & Technological Resources

Chairperson, Marjorie Valentine, continuing education department
Joseph Anderson, administrative services division
Larry Davenport, information technology division

Standard Nine, Financial Resources

Chairperson, Tina Mendeloff, natural sciences faculty
Gayle O'Neill, finance department
Patricia Sauter, criminal justice faculty
Deb DiCarlo, admissions office

Standard Ten, Public Disclosure and Standard Eleven, Integrity

Chairperson, Betty Williamson, registration office
Irene Clampet, marketing faculty
Leslie Samuelson, natural sciences faculty
John Wengertsman, mathematics faculty
Matt Liscum, counselor

Institutional Effectiveness for all eleven standards

George Rezendes, institutional research

Report Editor

Jon Brammer, English faculty

APPENDIX C

Appendix C

NEASC Fifth-Year Interim Report Project Production Timeline

2006

Organizational meeting of Chairpersons / key authors	Sep
Visit NEASC headquarters for training, model reports	Oct
Request a NEASC representative visit TRCC - R. Froh	Oct
Request report data forms from NEASC – P. O’Brien	Oct
Create a template for each chapter	Oct
Task group meetings and chapter drafts produced	O-Dec
Chairpersons meet monthly	O-Dec
Draft of 11 institutional effectiveness sections underway	Dec
Research for “plans” section underway	Dec
NEASC Director Bob Froh visits TRCC	Dec
First draft of each section due no later than	December 31st

2007

First drafts are evaluated – reorganize, eliminate duplication	J-Feb
Complete the revision of first drafts	Feb
Integrate institutional effectiveness into second drafts	Feb
Second drafts are posted to intranet	Feb
Third drafts forwarded to “key managers” for accuracy check	Mar
Fourth drafts are returned to Committee chairs for final review	Mar
Draft “report preparation and institutional overview”	Mar
Draft of “electronically offered degree programs” section	Apr
Fifth drafts are critique by editors – one voice	Apr
Sixth draft presented to Academic Division, as requested	Apr
Finalize appendixes and data forms	Apr
Notify TRCC community when report draft becomes available	May
Review report draft with NEASC Officer Bob Froh	May
Draft finalized, sent to President’s cabinet & Divisions	June
Final report available to college community via library reserve and Intranet	J-July
Submit multiple copies before August 15 due date	

Revised February 2007

APPENDIX D



Whatever your
career goals, we
put you on the
right path.

At Three Rivers Community College, we provide educational opportunities that are affordable and accessible. We offer:

- 38 associate degrees and 29 certificate programs
- Transfer options to four-year colleges such as UCONN, Eastern, Central, Southern, Western, Sacred Heart, the University of Bridgeport, the University of New Haven, Fairfield University and Mitchell College

Visit us at www.trcc.commnet.edu or

call 860-886-0177.

AN OUTSTANDING COLLEGE EXPERIENCE



Without the outstanding price tag

Whatever students' educational or career goals, Three Rivers Community College helps them get on the right path. We offer transfer options to four-year colleges such as UCONN, Eastern, Central, Southern, Western, Sacred Heart, the University of Bridgeport, the University of New Haven, Fairfield University and Mitchell College. We also offer 38 associate degrees and 29 certificate programs. Simply, Three Rivers provides students high quality education that's accessible and affordable.

For more information call the
**Admissions Office at 860-
383-5260. Visit us online at
www.trcc.commnet.edu.**





THREE RIVERS: A GREAT PLACE TO GET STARTED



WHATEVER YOUR EDUCATIONAL OR CAREER GOALS, THREE RIVERS CAN GET YOU STARTED ON THE RIGHT PATH.

- 38 Associate Degree and 29 Certificate Programs
- Transfer options to 4-year colleges such as UConn, Eastern, Central, Sacred Heart, University of New Haven and University of Bridgeport
- Quality education that is accessible and affordable
- Financial aid and childcare available

Admissions Office: 860.383.5260
www.trcc.commnet.edu

 **Three Rivers**
COMMUNITY COLLEGE

APPENDIX E

CIHE Form: Standard 10: Public Disclosure

Para-graph	Information	Web addresses	Print Publications
10.2	How can inquiries be made about the institution? Where can questions be addressed?	<i>website</i> : www.trcc.commnet.edu; www.online.commnet.edu; some programs have links to instructors; <i>email</i> : info3rivers@trcc.commnet.edu; admissions@trcc.commnet.edu; registrar@trcc.commnet.edu	TRCC catalog, schedule of classes, student handbook
10.2	Notice of availability of publications and of audited financial statement or fair summary	www.trcc.commnet.edu	reports available in TRCC library and Deans' offices
10.3	Institutional catalog	www.trcc.commnet.edu	TRCC catalog
10.3	Obligations and responsibilities of students and the institution	same as 10.2	same as 10.2, registration forms, syllabi and flyers posted at TRCC
10.3	Information on admission and attendance	<i>website</i> : www.trcc.commnet.edu; <i>email</i> : admissions@trcc.commnet.edu	catalog, schedule of classes, student handbook
10.5	Institutional mission and objectives	same as above	same as above
10.5	Expected educational outcomes	www.trcc.commnet.edu	same as above plus program of study
10.5	Requirements, procedures and policies re: admissions	<i>website</i> : www.trcc.commnet.edu; <i>email</i> : admissions@trcc.commnet.edu	catalog, schedule of classes and handouts
10.5	Requirements, procedures and policies re: transfer credit	<i>website</i> : www.trcc.commnet.edu; <i>email</i> : registrar@trcc.commnet.edu	catalog
10.5	Student fees, charges and refund policies	same as 10.2	catalog, schedule of classes, and posted on campus
10.5	Rules and regulations for student conduct	www.trcc.commnet.edu	catalog, student handbook
10.5	Other information re: attending or withdrawing from the institution	<i>website</i> : www.trcc.commnet.edu; <i>email</i> : registrar@trcc.commnet.edu	catalog, schedule of classes, syllabi posted at various times
10.5	Academic programs	www.trcc.commnet.edu; www.online.commnet.edu	catalog, schedule of classes, program reviews
10.5	Courses currently offered	www.trcc.commnet.edu; www.online.commnet.edu	schedule of classes
10.5	Other available educational opportunities	www.trcc.commnet.edu	catalog, schedule of classes, service learning brochures
10.5	Other academic policies and procedures	www.trcc.commnet.edu	catalog, student handbook
10.5	Requirements for degrees and other forms of academic recognition	www.trcc.commnet.edu	catalog, commencement brochure, newspapers, program reviews-accreditation report
10.6	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	www.trcc.commnet.edu	catalog

CIHE Form: Standard 10: Public Disclosure

Para-graph	Information	Web addresses	Print Publications
10.6	Names and positions of administrative officers	www.trcc.commnet.edu	catalog, student handbook
10.6	Names and principal affiliations of members of the governing board	www.trcc.commnet.edu	catalog
10.7	Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<i>website:</i> www.trcc.commnet.edu ; <i>email:</i> registrar@trcc.commnet.edu	catalog, schedule
10.8	Programs, courses, services, and personnel not available in any given academic year.	www.trcc.commnet.edu/academics/faculty.htm	office hours of personnel available at all campuses (info would be available through Academic Dean's office)
10.9	Size and characteristics of the student body	www.trcc.commnet.edu ; intranet - report to Cabinet	catalog, cabinet minutes
10.9	Description of the campus setting	www.trcc.commnet.edu	catalog
10.9	Availability of academic and other support services	www.trcc.commnet.edu ; www.trcc.commnet.edu/Ed_Resources/TASC/index.htm	catalog, student handbook, schedule of classes, brochures for career services, learning center, writing center, math lab
10.9	Range of co-curricular and non-academic opportunities available to students	www.trcc.commnet.edu	posted, publications in newspapers, student newspaper, catalog, student handbook
10.9	Institutional learning and physical resources from which a student can reasonably be expected to benefit	www.trcc.commnet.edu	catalog, student handbook
10.10	Institutional goals for students' education	www.trcc.commnet.edu	catalog, student handbook, mission statement
10.11	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	Institutional Research Department looking at creating website for similar information.	accreditation review, program reviews, DHE performance reviews
10.11	Total cost of education, including availability of financial aid and typical length of study	www.trcc.commnet.edu ; www.trcc.commnet.edu/fin_matters/fin_aid_exp.htm	catalog, schedule of classes
10.11	Expected amount of student debt upon graduation	www.trcc.commnet.edu ; www.trcc.commnet.edu/fin_matters/fin_aid_exp.htm	students can contact the financial aid office.
10.13	Statement about accreditation	www.trcc.commnet.edu	catalog, student handbook, program reviews

APPENDIX F



New England Association of Schools and Colleges
Commission on Institutions of Higher Education
209 Burlington Road • Bedford, MA 01730
phone: (781) 271-0022 • fax: (781) 271-0950
<http://www.neasc.org>

**CIHE DATA FORMS FOR PUBLIC INSTITUTIONS
GENERAL INFORMATION**

Institution Name:

Three Rivers Community College

FICE Code:

9765

Carnegie Classification:

Associate/Public-Rural-serving Medium

Financial Results for Year Ending:

Most Recent Year

1 Year Prior

2 Years Prior

Fiscal year ends:

30-Jun-07

Annual Audit

Certified: Qualified

Yes/No Unqualified

Yes/No	Unqualified
Yes	Unqualified
Yes	Unqualified

Contact Person:

Name:

Ann Branchini

Title:

Academic Dean

Telephone Number:

860-383-5204

E-mail address:

abranchini@trcc.commnet.edu

FISCAL YEAR ENDS month & day: (06 /30)		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
2	OPERATING REVENUES					
3	TUITION & FEES	\$6,270,000	\$6,791,000	\$7,208,000		\$8,372,000
4	AUXILIARY ENTERPRISES (Enter here and/or on line 9)					
5	LESS: SCHOLARSHIP ALLOWANCE	(\$1,852,000)	(\$2,152,000)	(\$2,342,000)		(\$2,500,000)
6	NET STUDENT FEES	\$4,418,000	\$4,639,000	\$4,866,000	\$0	\$5,872,000
7	GOVERNMENT GRANTS & CONTRACTS	\$2,148,000	\$2,351,000	\$2,546,000		\$2,313,000
8	PRIVATE GIFTS, GRANTS & CONTRACTS	\$242,000	\$250,000	\$266,000		\$200,000
9	AUXILIARY ENTERPRISES (Enter here or on line 4)					
10	OTHER	\$352,000	\$464,000	\$472,000		\$444,000
11	TOTAL OPERATING REVENUES	\$7,160,000	\$7,704,000	\$8,150,000	\$0	\$8,829,000
12	OPERATING EXPENSES					
13	INSTRUCTION	\$7,980,000	\$9,936,000	\$9,992,000		\$10,292,000
14	RESEARCH					
15	PUBLIC SERVICE		\$1,000			
16	ACADEMIC SUPPORT	\$3,896,000	\$4,421,000	\$4,778,000		\$4,921,000
17	STUDENT SERVICES	\$2,599,000	\$2,928,000	\$3,088,000		\$3,242,400
18	INSTITUTIONAL SUPPORT	\$2,696,000	\$3,170,000	\$3,008,000		\$4,158,000
19	OPERATION, MAINTENANCE OF PLANT	\$1,870,000	\$2,279,000	\$2,178,000		\$2,287,000
20	SCHOLARSHIPS & FELLOWSHIPS	\$1,070,000	\$1,124,000	\$1,138,000		\$1,400,000
21	AUXILIARY ENTERPRISES					
22	DEPRECIATION	\$482,000	\$456,000	\$475,000		\$485,000
23	OTHER					
24	TOTAL OPERATING EXPENDITURES	\$20,593,000	\$24,315,000	\$24,657,000	\$0	\$26,785,400
25	OPERATING LOSS	(\$13,433,000)	(\$16,611,000)	(\$16,507,000)	\$0	(\$17,956,400)
26	NON OPERATING REVENUES					
27	STATE APPROPRIATIONS (NET)	\$14,764,000	\$16,066,000	\$16,454,000		\$16,999,591
28	INVESTMENT INCOME					
29	INTEREST INCOME	\$36,000	\$96,000	\$203,000		\$150,000
30	OTHER	\$76,000	\$28,000	\$47,000		\$31,400
31	NET NON OPERATING REVENUES	\$14,876,000	\$16,190,000	\$16,704,000	\$0	\$17,180,991
32	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	\$1,443,000	(\$421,000)	\$197,000	\$0	(\$775,409)
33	CAPITAL APPROPRIATIONS	\$5,344,000	\$2,215,000	\$481,000		\$0
34	OTHER	(\$231,000)	(\$393,000)	(\$232,000)		(\$257,000)
35	TOTAL INCREASE/DECREASE IN NET ASSETS	\$6,556,000	\$1,401,000	\$446,000	\$0	(\$1,032,409)

FISCAL YEAR ENDS month & day (06 /30)		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
3		NET ASSETS				
4		NET ASSETS BEGINNING OF YEAR	\$3,560,000	\$10,116,000	\$11,517,000	
5		TOTAL INCREASE/DECREASE IN NET ASSETS	\$6,556,000	\$1,401,000	\$446,000	
6		NET ASSETS END OF YEAR	\$10,116,000	\$11,517,000	\$11,963,000	\$0.00 \$0.00
8		INDEBTEDNESS				
9		BEGINNING BALANCE				
10		ADDITIONS				
11		REDUCTIONS				
12		ENDING BALANCE	\$0.00	\$0.00	\$0.00	\$0.00 \$0.00
13		INTEREST PAID DURING FISCAL YEAR				
14		CURRENT PORTION				

Note: Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3
STUDENT CHARGES**

FISCAL YEAR ENDS month & day: (/)	3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
--	--------------------------------	--------------------------------	-------------------------------	---	---------------------------------

3	TUITION AND FEE CHARGES					
4	FULL-TIME UNDERGRADUATE STUDENT					
5	IN-STATE	\$2,310	\$2,406	\$2,536	\$2,672	\$2,828
6	OUT-OF-STATE	\$6,890	\$7,178	\$7,568	\$7,976	\$8,444
7	PART-TIME UNDERGRADUATE STUDENT					
8	IN-STATE	\$2310 Prorated	\$2406 Prorated	\$2536 Prorated	\$2672 Prorated	\$2828 Prorated
9	OUT-OF-STATE	\$6890 Prorated	\$7178 Prorated	\$7568 Prorated	\$7976 Prorated	\$8444 Prorated
10	FULL-TIME GRADUATE STUDENT					
11	IN-STATE	N/A	N/A	N/A	N/A	N/A
12	OUT-OF-STATE	N/A	N/A	N/A	N/A	N/A
13	PART-TIME GRADUATE STUDENT					
14	IN-STATE	N/A	N/A	N/A	N/A	N/A
15	OUT-OF-STATE	N/A	N/A	N/A	N/A	N/A

17	ROOM AND BOARD CHARGES					
18	UNDERGRADUATE STUDENT	N/A	N/A	N/A	N/A	N/A
19	GRADUATE STUDENT	N/A	N/A	N/A	N/A	N/A

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)		4 YEARS AGO (FY2003)	3 YEARS AGO (FY2004)	2 YEARS AGO (FY 05_)	1 YEAR AGO (FY _06_)	CURRENT YEAR (FY _07_)
2	FIRST-YEAR STUDENTS					
3	COMPLETED APPLICATIONS	994	1026	1323	1351	1338
4	APPLICATIONS ACCEPTED	943	1013	1308	1333	1298
5	APPLICANTS ENROLLED	676	714	797	827	810
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)					
7	TRANSFERS-UNDERGRADUATE					
8	COMPLETED APPLICATIONS	499	533	634	668	638
9	APPLICATIONS ACCEPTED	475	528	622	558	565
10	APPLICANTS ENROLLED	462	507	589	544	444
11	MASTER'S DEGREE STUDENTS					
12	COMPLETED APPLICATIONS	N/A	N/A	N/A	N/A	N/A
13	APPLICATIONS ACCEPTED	N/A	N/A	N/A	N/A	N/A
14	APPLICANTS ENROLLED	N/A	N/A	N/A	N/A	N/A
15	FIRST-PROFESSIONAL DEGREE STUDENTS					
16	COMPLETED APPLICATIONS	N/A	N/A	N/A	N/A	N/A
17	APPLICATIONS ACCEPTED	N/A	N/A	N/A	N/A	N/A
18	APPLICANTS ENROLLED	N/A	N/A	N/A	N/A	N/A
19	DOCTORAL DEGREE STUDENTS					
20	COMPLETED APPLICATIONS	N/A	N/A	N/A	N/A	N/A
21	APPLICATIONS ACCEPTED	N/A	N/A	N/A	N/A	N/A
22	APPLICANTS ENROLLED	N/A	N/A	N/A	N/A	N/A

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

		4 YEARS AGO (FY2003)	3 YEARS AGO (FY2004)	2 YEARS AGO (FY2005)	1 YEAR AGO (FY2006)	CURRENT YEAR (FY2007)
2	UNDERGRADUATE					
3	FIRST YEAR: FULL-TIME HEADCOUNT	708	690	824	831	878
4	PART-TIME HEADCOUNT	1167	1251	1241	1233	1216
5	TOTAL HEADCOUNT	1875	1941	2065	2064	2094
6	TOTAL FTE	1118	1130	1237	1251	1296
7	SECOND YEAR: FULL-TIME HEADCOUNT	252	274	310	304	362
8	PART-TIME HEADCOUNT	888	904	910	885	916
9	TOTAL HEADCOUNT	1140	1178	1220	1189	1278
10	TOTAL FTE	564	593	637	627	690
11	THIRD YEAR: FULL-TIME HEADCOUNT	N/A	N/A	N/A	N/A	N/A
12	PART-TIME HEADCOUNT	N/A	N/A	N/A	N/A	N/A
13	TOTAL HEADCOUNT	0	0	0	0	0
14	TOTAL FTE	N/A	N/A	N/A	N/A	N/A
15	FOURTH YEAR: FULL-TIME HEADCOUNT	N/A	N/A	N/A	N/A	N/A
16	PART-TIME HEADCOUNT	N/A	N/A	N/A	N/A	N/A
17	TOTAL HEADCOUNT	0	0	0	0	0
18	TOTAL FTE	N/A	N/A	N/A	N/A	N/A
19	UNCLASSIFIED: FULL-TIME HEADCOUNT	54	45	35	38	39
20	PART-TIME HEADCOUNT	555	458	444	369	382
21	TOTAL HEADCOUNT	609	503	479	407	421
22	TOTAL FTE	212	169	159	141	145
23	TOTAL UNDERGRADUATE HEADCOUNT	3624	3622	3764	3660	3793
24	TOTAL UNDERGRADUATE FTE	1894	1892	2033	2019	2131
25	GRADUATE					
26	FULL-TIME HEADCOUNT	N/A	N/A	N/A	N/A	N/A
27	PART-TIME HEADCOUNT	N/A	N/A	N/A	N/A	N/A
28	TOTAL GRADUATE HEADCOUNT	0	0	0	0	0
29	TOTAL GRADUATE FTE	N/A	N/A	N/A	N/A	N/A
31	GRAND TOTAL HEADCOUNT	3624	5514	5797	5679	5924
32	GRAND TOTAL FTE	1894	1892	2033	2019	2131

UNDERGRADUATE RETENTION AND GRADUATION RATES

34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	872	947	990	976	992
35	GRADUATION RATE	15	8	11	14	14

DEFINITION OF UNDERGRADUATE FTE

DEFINITION OF GRADUATE FTE

(total credit hours)/15

CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

Fiscal Years	FY 2008	FY 2009	FY 2010
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PROJECTED FINANCIAL DATA (000s omitted)

3	TOTAL OPERATING REVENUES	\$8,829,000	\$9,270,000	\$10,475,000
4	TOTAL OPERATING EXPENDITURES	\$26,785,400	\$28,500,000	\$29,475,000
5	TOTAL OPERATING LOSS	(\$17,956,400)	(\$19,230,000)	(\$19,000,000)
6	NET NON OPERATING REVENUE	\$17,180,991	\$17,700,000	\$20,000,000
7	CAPITAL APPROPRIATIONS AND OTHER REVENUES	(\$257,000)	(\$400,000)	(\$500,000)
8	TOTAL INCREASE/DECREASE IN NET ASSETS	(\$1,032,409)	(\$1,930,000)	\$500,000

PROJECTED TUITION AND FEE CHARGE

11	FULL-TIME UNDERGRADUATE STUDENT			
12	IN-STATE	2496	2640	3000
13	OUT-OF-STATE	7488	7920	9000
14	PART-TIME UNDERGRADUATE STUDENT			
15	IN-STATE	104/credit	110/credit	125/credit
16	OUT-OF-STATE	312/credit	330/credit	375/credit
17	FULL-TIME GRADUATE STUDENT			
18	IN-STATE	N/A	N/A	N/A
19	OUT-OF-STATE	N/A	N/A	N/A
20	PART-TIME GRADUATE STUDENT			
21	IN-STATE	N/A	N/A	N/A
22	OUT-OF-STATE	N/A	N/A	N/A

CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

Fiscal Years	FY 2008	FY 2009	FY 2010
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PROJECTED ENROLLMENT

31	UNDERGRADUATE STUDENTS			
32	FULL-TIME HEADCOUNT	1305	1331	1358
33	PART-TIME HEADCOUNT	2526	2577	2667
34	IN-STATE HEADCOUNT	3774	3849	3965
35	OUT-OF-STATE HEADCOUNT	57	59	60
36	TOTAL HEADCOUNT	3831	3908	4025
37	TOTAL FTE	2152	2217	2284
38	GRADUATE STUDENTS			
39	FULL-TIME HEADCOUNT	N/A	N/A	N/A
40	PART-TIME HEADCOUNT	N/A	N/A	N/A
41	IN-STATE HEADCOUNT	N/A	N/A	N/A
42	OUT-OF-STATE HEADCOUNT	N/A	N/A	N/A
43	TOTAL HEADCOUNT	0	0	0
44	TOTAL FTE	N/A	N/A	N/A

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 2003)		3 YEARS AGO (FY 2004)		2 YEARS AGO (FY 2005)		1 YEAR AGO (FY 2006)		CURRENT YEAR (FY 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
3	NUMBER OF FACULTY										
4	PROFESSOR	27		27		27		26		29	
5	ASSOCIATE	13		7		12		8		10	
6	ASSISTANT	16		18		15		17		19	
7	INSTRUCTOR	11		10		16		15		13	
8	OTHER	1	144	2	148	8	148	7	155	5	164
9	TOTAL	68	144	64	148	78	148	73	155	76	164
10	AGE (MINIMUM, MAXIMUM, MEDIAN)										
11	PROFESSOR: MINIMUM	43		44		42		43		41	
12	MAXIMUM	68		68		66		67		68	
13	MEDIAN	56		55		55		57		57	
14	ASSOCIATE: MINIMUM	41		41		39		40		43	
15	MAXIMUM	65		57		59		60		59	
16	MEDIAN	55		51		55		54		54	
17	ASSISTANT: MINIMUM	37		38		41		42		31	
18	MAXIMUM	58		58		59		61		62	
19	MEDIAN	50		48		47		50		49	
20	INSTRUCTOR: MINIMUM	32		32		29		30		28	
21	MAXIMUM	59		59		60		60		67	
22	MEDIAN	48		49		47		48		42	
23	OTHER: MINIMUM	46		44		45		32		46	
24	MAXIMUM	46		44		58		51		52	
25	MEDIAN	53		44		47		41		48	

Note: Include all full-time and part-time teaching faculty with unmodified titles currently on campus, including academic administrators with faculty titles. Do not include unpaid or token-paid faculty or non-teaching faculty with modified titles (e.g. research professor). Include teaching visiting faculty.

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 2003)		3 YEARS AGO (FY 2004)		2 YEARS AGO (FY 2005)		1 YEAR AGO (FY 2006)		CURRENT YEAR (FY 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

MALE/FEMALE

31	PROFESSOR: MALE	16		14		14		13		13	
32	FEMALE	11		13		13		13		16	
33	ASSOCIATE: MALE	5		2		3		2		6	
34	FEMALE	8		5		9		6		4	
35	ASSISTANT: MALE	6		8		6		6		7	
36	FEMALE	10		10		9		11		12	
37	INSTRUCTOR: MALE	5		4		12		9		8	
38	FEMALE	6		6		4		6		5	
39	OTHER: MALE	0	72	0	66	0	73	1	76	0	75
41	FEMALE	1	72	2	82	8	75	6	79	5	89
41	TOTAL MALE	32	72	28	66	35	73	31	76	34	75
42	TOTAL FEMALE	36	72	36	82	43	75	42	79	42	89

**YEARS AT THIS INSTITUTION
(MINIMUM, MAXIMUM, MEDIAN)**

44	PROFESSOR: MINIMUM	9		8		6		7		7	
45	MAXIMUM	33		33		34		35		36	
46	MEDIAN	18		17		18		19		20	
47	ASSOCIATE: MINIMUM	4		4		4		6		3	
48	MAXIMUM	22		11		15		16		17	
49	MEDIAN	10		11		8		9		8	
50	ASSISTANT: MINIMUM	0		1		1		2		1	
51	MAXIMUM	19		18		19		20		21	
52	MEDIAN	6		5		4		5		5	
53	INSTRUCTOR: MINIMUM	0		1		0		1		0	
54	MAXIMUM	4		3		4		16		3	
55	MEDIAN	1		2		1		2		3	
56	OTHER: MINIMUM	0		1		0		0		0	
57	MAXIMUM	0		3		4		2		3	
58	MEDIAN	8		2		0		0		0	

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 2003)		3 YEARS AGO (FY 2004)		2 YEARS AGO (FY 2005)		1 YEAR AGO (FY 2006)		CURRENT YEAR (FY 2007)		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
60		HIGHEST DEGREE EARNED										
61		DOCTORATE										
62		PROFESSOR	3		2		1		1		1	
63		ASSOCIATE	1		1		2		2		3	
64		ASSISTANT	1		1		1		1		1	
65		INSTRUCTOR	3		3		3		2		3	
66		OTHER	0		0		0		1		0	
67		TOTAL	8	0	7	0	7	0	7	0	8	0

MASTER'S

69		PROFESSOR	24		24		25		24		27	
70		ASSOCIATE	11		6		10		6		7	
71		ASSISTANT	15		17		14		16		18	
72		INSTRUCTOR	8		7		13		13		10	
73		OTHER	1		2		7		5		5	
74		TOTAL	59	0	56	0	69	0	64	0	67	0

BACHELOR'S

76		PROFESSOR	0		1		1		1		1	
77		ASSOCIATE	1		0		0		0		0	
78		ASSISTANT	0		0		0		0		0	
79		INSTRUCTOR	0		0		0		0		0	
80		OTHER	0		0		1		1		0	
81		TOTAL	1	0	1	0	2	0	2	0	1	0

PROFESSIONAL LICENSE

83		PROFESSOR	5		8		8		8		8	
84		ASSOCIATE	4		1		0		0		1	
85		ASSISTANT	2		5		5		5		4	
86		INSTRUCTOR	0		0		0		0		1	
87		OTHER	1		2		2		1		4	
88		TOTAL	12	0	16	0	15	0	14	0	18	0

**CIHE DATA FORM 7
FACULTY PROFILE**

	4 YEARS AGO (FY 2003)		3 YEARS AGO (FY 2004)		2 YEARS AGO (FY 2005)		1 YEAR AGO (FY 2006)		CURRENT YEAR (FY 2007)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

TEACHING LOAD

90		FALL TERM ONLY FOR EACH YEAR (MINIMUM, MAXIMUM, MEDIAN IN CREDIT HOURS)									
91	PROFESSOR: MINIMUM	0		3		0		8		8	
92	MAXIMUM	21		18		18		24		20	
93	MEDIAN	12		12		12		13		12	
94	ASSOCIATE: MINIMUM	6		6		2.3		3		6	
95	MAXIMUM	21		20		20		18		18	
96	MEDIAN	14		12		12		10.5		12	
97	ASSISTANT: MINIMUM	6		6		0		9		9	
98	MAXIMUM	31		21		15		15.3		16	
99	MEDIAN	12		12		11		14		12	
100	INSTRUCTOR: MINIMUM	9		2		9		9		12	
101	MAXIMUM	15		15		16		18		16	
102	MEDIAN	12		12		12		12		12	
103	OTHER: MINIMUM	12	1	10	1	9	1	6	1	4	1
104	MAXIMUM	14.8	18	10.5	16	15	16	15	9	12	8
105	MEDIAN	13.4	4	10.25	5	12	4	13	4	8	3

Explanation of teaching load (if not measured in credit hours):

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 2003)		3 YEARS AGO (FY 2004)		2 YEARS AGO (FY 2005)		1 YEAR AGO (FY 2006)		CURRENT YEAR (FY 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
110		BASE SALARY FOR ACADEMIC YEAR (MINIMUM, MAXIMUM, MEDIAN)									
111	PROFESSOR: MINIMUM	\$54,492		\$58,343		\$59,339		\$59,339		\$65,151	
112	MAXIMUM	\$78,923		\$82,516		\$84,780		\$84,780		\$87,327	
113	MEDIAN	\$74,235		\$73,247		\$74,995		\$79,888		\$81,279	
114	ASSOCIATE: MINIMUM	\$48,132		\$53,648		\$50,322		\$55,124		\$55,017	
115	MAXIMUM	\$68,802		\$66,952		\$66,952		\$70,505		\$74,377	
116	MEDIAN	\$57,672		\$57,345		\$58,542		\$59,397		\$60,297	
117	ASSISTANT: MINIMUM	\$42,061		\$43,570		\$46,021		\$47,286		\$46,539	
118	MAXIMUM	\$67,991		\$63,849		\$63,907		\$63,907		\$65,820	
119	MEDIAN	\$48,239		\$50,434		\$48,963		\$51,819		\$51,816	
120	INSTRUCTOR: MINIMUM	\$39,455		\$40,343		\$41,252		\$42,385		\$43,657	
121	MAXIMUM	\$42,061		\$44,339		\$46,582		\$50,308		\$47,980	
122	MEDIAN	\$39,455		\$41,675		\$42,613		\$45,183		\$46,539	
123	OTHER: MINIMUM	\$20,291		\$40,343		\$41,252		\$42,385		\$46,539	
124	MAXIMUM	\$20,291		\$46,021		\$44,550		\$56,019		\$50,260	
125	MEDIAN	\$20,291		\$43,182		\$42,385		\$43,784		\$47,148	
126		FRINGE BENEFITS (MINIMUM, MAXIMUM, MEDIAN)									
127	PROFESSOR: MINIMUM	\$21,797		\$23,337		\$23,736		\$23,736		\$26,060	
128	MAXIMUM	\$31,569		\$33,006		\$33,912		\$33,912		\$34,931	
129	MEDIAN	\$29,694		\$29,299		\$29,998		\$31,955		\$32,512	
130	ASSOCIATE: MINIMUM	\$19,253		\$21,459		\$20,129		\$22,050		\$22,007	
131	MAXIMUM	\$27,521		\$26,781		\$26,781		\$28,202		\$29,751	
132	MEDIAN	\$23,069		\$22,938		\$23,417		\$23,759		\$24,119	
133	ASSISTANT: MINIMUM	\$16,824		\$17,428		\$18,408		\$18,914		\$18,616	
134	MAXIMUM	\$27,196		\$25,540		\$25,563		\$25,563		\$26,328	
135	MEDIAN	\$19,296		\$20,174		\$19,585		\$20,728		\$20,726	
136	INSTRUCTOR: MINIMUM	\$15,782		\$16,137		\$16,501		\$16,954		\$17,463	
137	MAXIMUM	\$16,824		\$17,736		\$18,633		\$20,123		\$19,192	
138	MEDIAN	\$15,782		\$16,670		\$17,045		\$18,073		\$18,616	
139	OTHER: MINIMUM	\$8,116		\$16,137		\$16,501		\$16,954		\$18,616	
140	MAXIMUM	\$8,116		\$18,408		\$17,820		\$22,408		\$20,104	
141	MEDIAN	\$8,116		\$17,273		\$16,954		\$17,514		\$18,859	

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 2003)		3 YEARS AGO (FY 2004)		2 YEARS AGO (FY 2005)		1 YEAR AGO (FY 2006)		CURRENT YEAR (FY 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
142	NUMBER OF FACULTY APPOINTED										
143	PROFESSOR	0		0		0		0		0	
144	ASSOCIATE	0		0		0		0		0	
145	ASSISTANT	0		2		0		0		0	
146	INSTRUCTOR	3		0		10		2		4	
147	OTHER	1		2		8		7		5	
148	TOTAL	4	0	4	0	18	0	9	0	9	0
149	NUMBER OF FACULTY IN TENURED POSITIONS										
150	PROFESSOR	27		27		26		26		29	
151	ASSOCIATE	12		5		8		7		6	
152	ASSISTANT	6		8		4		3		4	
153	INSTRUCTOR	0		0		0		0		0	
154	OTHER	0	0	0	0	0	0	0	0	0	0
155	TOTAL	45	0	40	0	38	0	36	0	39	0
156	NUMBER OF FACULTY DEPARTING										
157	PROFESSOR	0		0		0		1		0	
158	ASSOCIATE	0		0		0		0		0	
159	ASSISTANT	1		1		0		1		0	
160	INSTRUCTOR	1		1		0		0		0	
161	OTHER	0		0		0		0		0	
162	TOTAL	2	0	2	0	0	0	2	0	0	0
163	NUMBER OF FACULTY RETIRING										
164	PROFESSOR	4		8		0		1		0	
165	ASSOCIATE	1		3		0		0		2	
166	ASSISTANT	0		0		0		0		0	
167	INSTRUCTOR	0		0		0		0		0	
168	OTHER	0		0		0		0		0	
169	TOTAL	5	0	11	0	0	0	1	0	2	0

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 2003)		3 YEARS AGO (FY 2004)		2 YEARS AGO (FY 2005)		1 YEAR AGO (FY 2006)		CURRENT YEAR (FY 2007)		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
170		NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT (USE THE INSERT ROWS FUNCTION TO ADDITIONAL ROWS AS NEEDED)										
171		NAME OF DEPARTMENT OR ACADEMIC UNIT										
172												
173		Business	8	12	6	12	8	10	8	10	8	10
174		Engineering Technologies	20	22	16	24	18	24	17	28	17	26
175		Humanities	12	42	9	45	14	46	13	47	13	50
176		Mathematics	6	15	6	16	7	17	7	19	7	25
177		Nursing	7	8	10	11	11	11	10	11	11	12
178		Science	5	12	6	9	7	7	7	11	7	8
179		Social Science	10	33	11	31	13	33	11	29	13	33
180		Total	68	144	64	148	78	148	73	155	76	164
181												

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	4 YEARS AGO (FY2003)	3 YEARS AGO (FY2004)	2 YEARS AGO (FY2005)	1 YEAR AGO (FY2006)	CURRENT YEAR (FY2007)
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UNDERGRADUATE

3	CERTIFICATE					
4	Accounting Certificate	5	4	9	6	3
5	Advertising/Public Rel Cert	2	1	3	0	1
6	Arch Drafting Tech Certificate	10	4	2	2	3
7	Bus Office Tech: WP Cert	3	8	6	5	3
8	Business Administration Cert	4	3	3	1	7
9	Comm Health Outreach Worker	0	0	3	3	1
10	Computer Aided Drafting Cert	32	17	11	15	15
11	Computer Applications Cert	9	7	7	3	3
12	Construction Management Cert	0	0	0	3	9
13	Criminal Justice Certificate	1	2	2	9	8
14	Early Child Ed: Spec Ed Cert	2	4	2	1	1
15	Early Childhood Education Cert	13	10	13	11	12
16	Environ Health and Sfty Mgmt	0	0	0	4	4
17	Fiber Optics	0	1	1	0	0
18	General Studies Certificate	11	13	43	41	30
19	Graphic & Communication Arts	3	6	7	11	13
20	Hotel Management	0	1	1	2	2
21	Hum. Serv. Case Management	1	2	5	6	7
22	Industrial Supervision Cert	1	0	0	0	0
23	Library Technology Cert	32	27	19	14	15
24	Marketing Certificate	0	1	1	0	2
25	Networking Technology	0	1	4	7	4
26	Photonics Technology	0	0	0	0	1
27	Public Administration Cert	0	1	0	0	0
28	Restaurant Management	1	2	3	3	2
29	Retail Management	6	2	4	5	2
30	Security/Loss Prevention Cert	2	1	0	2	0
31	Theatre Arts Certificate	4	1	1	0	0

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		4 YEARS AGO (FY2003)	3 YEARS AGO (FY2004)	2 YEARS AGO (FY2005)	1 YEAR AGO (FY2006)	CURRENT YEAR (FY2007)
32	Tourism Management	1	1	0	0	0
33	Travel & Tourism Certificate	1	0	0	0	0
34	Web Design and Development	1	4	8	7	4
35	TOTAL	145	124	158	161	152

36	ASSOCIATE					
37	Accounting: Career	53	67	66	67	69
38	Accounting: Transfer	68	59	59	69	69
39	Architectural Design Tech	51	51	56	70	72
40	Aviation Maintenance Tech	1	2	2	0	2
41	Banking	4	5	2	3	5
42	Business Office Technology: Word Processing	1	0	0	0	0
43	Business Administration: Business Info Systems	0	0	0	3	12
44	Bus Office Tech: Admin Asst	29	33	36	28	26
45	Bus Office Tech: Legal	6	4	0	0	0
46	Bus Office Tech: Medical	4	1	0	0	0
47	Business Admin: Management	122	132	134	131	143
48	Business Admin: Public Admin	6	5	5	1	1
49	Business Admin: Transfer	91	102	105	111	120
50	Business Office Technology	1	0	0	0	0
51	Civil Engineering Tech	26	18	20	28	25
52	Computer Science Technology	157	129	138	117	98
53	Computer Systems Technology	1	4	1	0	0
54	COT: Engineering Science	0	0	14	21	25
55	COT: Technological Studies	7	5	1	4	3
56	Criminal Justice	42	7	8	1	0
57	Criminal Justice: Corrections	10	8	6	1	0
58	Criminal Justice: Enforcement		41	76	112	130
59	Criminal Justice: Transfer	59	74	33	4	2
60	Criminal Justice: Treatment	0	4	17	21	26

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		4 YEARS AGO (FY2003)	3 YEARS AGO (FY2004)	2 YEARS AGO (FY2005)	1 YEAR AGO (FY2006)	CURRENT YEAR (FY2007)
61	Drug & Alcohol Rehab Counselor	1	0	0	0	0
62	Early Childhood Education	137	143	156	146	170
63	Early Childhood: Special Ed	13	19	27	20	13
64	Electrical Engineering Tech	68	52	45	55	46
65	Engineering Science	6	8	0	0	0
66	Environmental Engineering Tech	22	20	28	26	29
67	Fire Tech & Administration	30	25	30	30	34
68	Food Service Management	11	2	1	0	0
69	General Studies	1141	1191	1210	1169	1206
70	Hosp.Mgmt: Casino Management	1	5	5	6	5
71	Hosp.Mgmt: Hotel Management	4	8	26	20	14
72	Hosp.Mgmt: Restaurant Manage.	10	15	23	19	19
73	Hosp.Mgmt: Tourism Management	6	6	0	0	0
74	Hospitality Management	1	1	0	0	0
75	Human Services	64	81	74	74	92
76	Industrial Supervision	1	0	0	0	0
77	Liberal Arts & Sciences	161	69	25	14	5
78	Manufacturing Engineering Tech	14	18	6	9	9
79	Marketing	20	20	24	24	17
80	Marketing: Transfer	16	19	25	25	26
81	Mechanical Engineering Tech	39	47	45	50	57
82	Montessori Teacher Education	0	0	0	4	6
83	Nuclear Engineering Tech	32	28	19	16	24
84	NURSING	120	128	151	162	160
85	Photonics Engineering Technology	27	26	24	18	23
86	Tech Studies: Electrical	1	1	1	2	5
87	Travel & Tourism	2	3	2	0	0
88	General Engineering Technology	13	15	13	17	16
89	Liberal Arts & Sciences	170	294	388	394	416
90						

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)		4 YEARS AGO (FY2003)	3 YEARS AGO (FY2004)	2 YEARS AGO (FY2005)	1 YEAR AGO (FY2006)	CURRENT YEAR (FY2007)
91	Undeclared	609	503	479	407	421
92	TOTAL	3479	3498	3606	3499	3641
UNDERGRADUATE						
93	BACCALAUREATE					
116	TOTAL	0	0	0	0	0
117						
118	TOTAL UNDERGRADUATE	3624	3622	3764	3660	3793

CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

		4 YEARS AGO (FY2003)	3 YEARS AGO (FY2004)	2 YEARS AGO (FY2005)	1 YEAR AGO (FY2006)	CURRENT YEAR (FY2007)
2	NAME OF DEPARTMENT OR COMPARABLE UNIT					
3	UNDERGRADUATE					
4	Business	387	389	383	366	376
5	Engineering Technologies	615	508	545	524	560
6	Humanities	928	965	1075	1114	1132
7	Math	624	686	714	730	785
8	Nursing	140	150	180	206	202
9	Science	379	389	407	430	429
10	Social Sciences	825	856	811	800	849
11						
12	TOTAL	3899	3943	4115	4171	4333

14	NAME OF DEPARTMENT OR COMPARABLE UNIT					
15	GRADUATE					
16						
17						
18						
19	TOTAL	0	0	0	0	0