

4. PROGRAMS AND INSTRUCTION

ACADEMIC PROGRAMS

DESCRIPTION

Mohegan Community College offers an array of high quality academic programs. Nineteen associate degree programs, several options, and twenty-two occupational certificates are currently offered. The specific curricular patterns in the degree programs lead either to the Associate in Arts or the Associate in Science Degree, and prepare students for direct career access or transfer to a four-year institution. Occupational certificates are intended to provide short-term training, upgrading, or retraining in specific occupational areas. A comprehensive program of developmental studies, including transition courses, is also offered to prepare students for collegiate study. In addition, Mohegan offers community service credit and non-credit courses, workshops, seminars, customized training programs and other special activities on and off campus, in order to respond to the diverse needs of the community at large.

Associate Degree and Certificate Programs

The associate degree and certificate programs offered by Mohegan Community College relate directly to the College's Institutional Goals. Each degree program includes a general

education component of at least twenty-one credits of required courses or restricted electives in language and arts, natural sciences or mathematics, and social sciences. Other requirements in career-oriented degrees provide an area of concentration in a specific field of specialization to prepare students for employment.

In the seven transfer-oriented degrees, more liberal arts and sciences restricted electives are required in order to insure that students are able to select courses which parallel as closely as possible the lower level requirements of their transfer institution. For those students who are either undecided or have a special area of interest, Mohegan also offers a flexible degree in General Studies. Included in this degree are thirty to thirty-one unrestricted electives which provide students with the opportunity to create an area of concentration suitable as a foundation for transfer or as preparation for a particular occupation. Certificate programs usually require twenty-seven to thirty-six credits and generally emphasize skills needed for entry level employment or career advancement in specific occupational areas. Requirements within programs differ according to the field of study with the exception of Mohegan's college writing course, ENG 111: English Composition, which is a requirement for all degree and most certificate programs.

The following GRADUATE CURRICULUM SUMMARY indicates the student trends over the past three years based on the number of graduates in each program:

GRADUATE CURRICULUM SUMMARY

Percentages based on number of degrees awarded.
Students may receive more than one degree or certificate.

<u>DEGREES</u>	<u>1990</u>		<u>1991</u>		<u>1992</u>	
Accounting - Career	16	5.4%	15	5.2%	23	5.8%
Accounting - Transfer	12	4.0%	9	3.1%	5	1.3%
Business Administration - Career	14	4.7%	20	7.0%	27	6.8%
Business Administration - Transfer	7	2.4%	13	4.5%	14	3.5%
Public Administration Option	-	-	1	.3%	2	.5%
Criminal Justice - Career	*4	1.4%	*3	1.0%	2	.5%
Criminal Justice - Transfer	3	1.0%	4	1.4%	11	2.8%
Drug & Alcohol Rehabilitation	5	1.7%	5	1.7%	5	1.3%
Early Childhood Education (New 89/90)	2	.7%	9	3.1%	9	2.3%
General Studies	54	18.0%	76	26.5%	98	24.7%
Human Services	4	1.4%	7	2.4%	6	1.5%
Industrial Supervision	-	-	-	-	2	.5%
Liberal Arts & Sciences	94	32.0%	93	32.5%	116	29.3%
Fine Arts Option (New 89/90)	-	-	1	.3%	-	-
Marketing - Career	4	1.4%	1	.3%	3	.8%
Marketing - Transfer	2	.7%	6	2.0%	4	1.0%
Nursing	43	14.6%	+ -	-	43	10.9%
Office Administrative Careers	*2	.7%	-	-	-	-
Executive Secretary Option	*7	2.4%	7	2.4%	10	2.5%
Word Processing Legal Option	*4	1.4%	6	2.0%	4	1.0%
Word Processing Business Option	*2	1.4%	4	1.4%	4	1.0%
Word Processing Medical Option	-	-	-	-	1	.8%
Travel & Tourism (New 89/90)	-	-	3	1.0%	3	.3%
 Total Degrees Awarded	 279		 283		 392	

<u>CERTIFICATES</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
Accounting	-	1	2
Data Processing	2	-	-
Developmental Disabilities Aide	1	-	1
Early Childhood Education (New 90/91)	-	-	1
Paramedic/EMT (New 90/91)	-	11	+ -
General Studies	6	6	8
Liberal Arts/Sciences (Inactive 88/89)	1	-	9
Library Technology	4	14	-
Microcomputing (Inactive 89/90)	1	-	-
Publications	2	-	-
Retail Merchandising	-	1	-
Social Service Aide	1	1	1
Theatre Arts	1	-	-
Travel & Tourism	-	4	1
Word Processing	2	3	-
Total Certificates Awarded	21	41	24

* Includes some graduates from program under former title.
+ Class not scheduled to graduate

Developmental Studies

Within the Connecticut Community-Technical College System, Mohegan Community College continues to be a leader in the development of curriculum for underprepared students. The Foundations Program, established early in the College's history, continues to provide a limited number of full-time students with an intensive, team-taught, individualized program designed to develop the reading, mathematical, writing and study skills necessary to succeed in college. Individual courses in all basic skill areas are also offered to accommodate the needs of part-time students and those requiring remediation in only one or two skill areas. Students with learning disabilities or those for whom English is a second language also have access to other specialized developmental courses. The majority of students enrolling in these pre-collegiate courses do so based on the results of the College's mandatory placement test. Credits accumulated for developmental course work do not count toward the minimum requirement for graduation but do qualify students for financial aid and other benefits.

Research shows that it is the semester following the conclusion of developmental course work that is the most critical in the ultimate success of at-risk students. During this time, students are, for the first time, without the benefits of supportive programming and instruction. Not surprisingly many falter, not for lack of preparation, but because of the shock of entering the

mainstream. For several years, Mohegan Community College has taught three "transition" courses that address this concern: Study Skills, The Reading/Writing Connection, and Introduction to Social Sciences. These courses, which are designed to provide background and skill practice with college-level materials, carry credit toward a degree or certificate.

These courses also provide for the needs of a second group of students--those whose placement test scores do not suggest developmental needs, but whose scores predict struggle in the regular curriculum. These students now have a suitable alternative as they begin their college careers. As a component of Mohegan's Carl D. Perkins Vocational and Applied Technology Education Act Grant, (Perkins Grant), additional transition courses in five career program areas have been developed by faculty and will be offered for the first time in Fall 1992: Perspectives of Economics, Perspectives of Allied Health, Perspectives of Criminal Justice, Perspectives of Business, and Perspectives of Human Service.

Academic Departments Within the Division of Instruction

In response to recommendations made by a previous NEASC team, Mohegan organized the Academic Division into departments. Since 1986, administrative responsibility for the design and execution of degree and certificate programs, as well as developmental studies, has been shared by the Dean of Instruction and the faculty, now organized into six departments. Five Department Coordinators and the Director of Nursing oversee the daily operations of the depart-

ments. They are assisted by thirteen faculty within these departments who are designated as Academic Program Leaders for particular degree and certificate programs. In this role they assume primary responsibility for the development of curriculum, selection of adjunct faculty and evaluation of their assigned program(s). The Dean of Instruction serves as the Academic Program Leader for the Liberal Arts and Science and General Studies degrees, working in cooperation with the Liberal Arts and Science Department Coordinators.

Mohegan has deliberately chosen to integrate responsibility for developmental curricula into appropriate departments rather than establish a separate department. Most faculty in the Language & Arts and Math Departments teach at least one or two developmental course sections each year as part of their regular course load. This ensures that developmental course outcomes appropriately relate to entry into college-level courses.

Language and Arts Department

This department has primary responsibility for all course work in college-level and developmental English, Literature, English as a Second Language, Philosophy, college-level and developmental Reading, Foreign Languages, Art, Music, Theater, Journalism and Religion. A departmental goal, common to all disciplines except the studio arts, is to introduce students to reading, writing and research in the arts and humanities.

Social Sciences Department

The Social Science Department offers course work in the following disciplines: Anthropology, Geography, History, Psychology, International Studies, Sociology, and Political Science applicable to the Liberal Arts & Science degree and many career degree and certificate programs. The department also offers "Introduction to Social Science," a course which is team taught by two faculty each semester. This course provides "at-risk" students with an opportunity to enhance analytic and cognitive abilities prior to entering first level discipline-specific courses. Social Science faculty have taken a leadership role in the development of Mohegan's travel study courses, and the International course requirement for the Liberal Arts and Sciences degree program.

Natural Sciences Department

Course work applicable to transfer programs and several career programs are offered by this department in the following disciplines: Astronomy, Botany, Biology, Earth Science, Anatomy and Physiology, Microbiology, Health, Nutrition, Environmental Science, Oceanography, Geology and Physics. Faculty members work closely with the Department of Nursing in the development and revision of course work applicable to the Nursing and Paramedic programs.

Mathematics Department

The Math Department offers course work to fulfill the math requirements in all applicable degree and certificate programs and to provide students with the mathematical skills needed for success in other disciplines. Current offerings include three developmental courses (Foundation Math, Basic Math Skills and Pre-Algebra),

as well as a full array of college-level courses ranging from Business Math through Calculus I.

Career Studies Department

All degree and related certificate programs in the following occupational fields are offered through this large department: Accounting, Business Administration, Criminal Justice, Data Processing, Early Childhood Education, Human Services, Industrial Supervision, Food Services, Library Technology, Marketing, Office Administrative Careers, Public Administration and Travel & Tourism. In addition to fulfilling Career program requirements, courses in Criminal Justice, Early Childhood Education, Human Services, and Travel and Tourism also fulfill Social Science requirements in the General Studies Associate Degree.

Thirteen faculty members and the Director of Library Services serve as Academic Program Leaders with responsibility for one or more programs. Career faculty have taken a leadership role in the development of the computer literacy requirement for all degree students and the implementation of practicum and field work experience components. They maintain strong links with the community and with professional associations, thereby maintaining the currency of their courses, sharing their expertise, and developing placement networks for their students.

Nursing Department

This department provides the academic leadership for the Nursing degree and Paramedic certificate programs. The Associate Degree Nursing Program is approved by the Connecticut State Board

of Examiners for Nursing and the National League for Nursing, and is accredited by the State of Connecticut Board of Higher Education. Upon successful completion of the program, the student receives an Associate in Science Degree with a major in Nursing and is eligible to write the examination for Registered Nurse licensure. Mohegan graduates have an outstanding record of performance on this exam.

The Director and faculty work closely with the Director of Marketing and Recruitment regarding the development and implementation of admission policy and practice associated with these selective programs and also assume responsibility for determining student eligibility for readmission and transfer admission with advanced standing.

General Education Outcomes

To insure that Mohegan graduates are adequately prepared to meet the challenges of a rapidly changing world, the College has continued to define and expand its general education goals. The following definition of Mohegan's General Education Goals was most recently reviewed and adopted by the Instructional Division on March 6, 1992:

- A. Every student in a degree program will acquire the elementary ability to locate, select and synthesize material from a college library.
- B. Every student in a degree program should acquire higher order abilities in reading and writing,

including analysis, synthesis, interpretation and evaluation.

- C. Every student in a degree program should acquire basic computer literacy.
- D. Every student in a degree program should acquire a broad educational background that includes introductory course work in the Natural Sciences or Mathematics.
- E. Every student should acquire a broad educational background in the Social Sciences.
- F. Every student in a degree program should acquire a broad educational background that includes introductory course work in the Humanities.

Students seeking a degree in Liberal Arts and Sciences must also acquire:

1. research proficiency that includes the ability to locate and synthesize information from specialized journals or publications within academic disciplines.
2. an international or global perspective that includes the ability to analyze interdependent global relationships, cross cultural frames of reference, and third world issues and social-political patterns.

Methods for the assessment of these goals and the specific objectives outlined in the Statement of General Education Goals and

Objectives is addressed in a Five-Year Assessment Plan developed by the College in 1990. In accordance with this plan, the College undertook the following activities during 1991-92:

1. Developed a library skills test and piloted it in five sections of English 111.
2. Reviewed syllabi for evidence of critical reading, writing, and research assignments.
3. Created a task force to study implementation of an oral communication skills requirement.
4. Conducted a professional day for faculty on incorporating general education objectives into specific course syllabi.
5. Conducted an evening program for adjuncts to involve them in the revision of syllabi to incorporate general education objectives.
6. Created a Classroom Research Group, consisting of faculty from different disciplines who will design research projects which will generate data from which we can assess student progress toward attainment of the general education objectives.

Academic Program Delivery

Mohegan Community College offers courses to meet program requirements and to prepare students for collegiate studies primarily at its main campus in Norwich. Day and evening sections of most introductory level courses are scheduled each semester. For the convenience of those students who live along the shoreline,

selected developmental and introductory level courses are also offered in the evening at Waterford High School and New London High School on a self-supporting basis.

From 1987-89, a limited number of courses were also offered at the Opportunities Industrialization Center (O.I.C.) in New London to accommodate the large population of economically disadvantaged students who live in this urban area. Due to the State budget crisis and the initiation of a building renovation project by O.I.C., Mohegan decided to eliminate course offering at this site in 1990. The college continues to maintain an office at O.I.C. staffed on a part-time basis by the off-campus counselor.

Mohegan also offers a full sequence of courses applicable to the Liberal Arts and Sciences, General Studies, Accounting and Business Administration degree programs at the Naval Submarine Base in Groton, Connecticut as a member of the Servicemembers Opportunity College (SOC) network. Each semester this site serves approximately 350 military personnel, dependents, and other civilian students who may attend classes on a space available, second priority basis. A full-service office is maintained on site, staffed by a Processing Technician and supervised by an administrator. Students have access to a computer lab equipped by the college and may utilize the Submarine Base Library under a formal agreement between Mohegan Community College and the Naval Command.

From 1988 through the Spring of 1991, courses offered at all off-campus sites were supported by state funds, (General Fund), thereby ensuring full-time faculty involvement at each site. Again

due to fiscal constraints, Mohegan was forced to reduce the number of state-supported course sections for Fall 1991, and elected to continue to offer courses at Waterford High School and New London High School on a self-supporting basis (Educational Extension Fund). Under collective bargaining guidelines, full-time faculty may elect to teach self-supporting courses each semester in addition to their regular teaching load; therefore, the College has been able to maintain full-time faculty involvement at all program delivery sites.

Responsibility for coordinating the schedule of courses to be offered each semester at all delivery sites rests with the department coordinators. Each department is also responsible for identifying part-time faculty to teach at all sites. Overall coordination of course scheduling is the responsibility of the Director of Instructional Services in cooperation with the Dean.

Generally, program requirements are offered in a sixteen-week, two-semester sequence. Optional intensive summer sessions are all also offered annually on campus and at the Submarine Base funded on a self-supporting basis. Selected courses are also offered each semester in eight week modules. This latter delivery model was initially developed in order to meet the scheduling needs of the College's large population of military personnel and their dependents at the Naval Submarine Base. Based on the positive student response to these intensive semester classes, the College offered two 8-week module sections, thirteen 10-week, and four 3-

week intensive semester sections on campus for the first time in 1992.

Academic Planning and Evaluation

Considerable institutional energy and commitment has been devoted to the areas of academic planning and evaluation since the last NEASC visit. Under the department structure within the Division of Instruction, outlined previously in this section, faculty have a substantive responsibility for the development of new programs and courses and for the review of existing programs and courses to insure that changing needs and new knowledge is reflected and objectives are achieved.

A. New Program Development

Mohegan Community College is proud of its long history of involvement with community-based activities through which the College identifies emerging educational needs. These needs are determined through participation on community, business and industry planning boards, the College's Regional Advisory Planning Committee, Career Program Advisory Boards, and through faculty/staff linkages with other community and professional organizations. Once identified, new program proposals are developed by the appropriate department, in cooperation with the Dean of Instruction, and in accordance with guidelines established by the Department of Higher Education and the Board of Trustees of Community-Technical Colleges. Under College governance procedures, full institutional review of a new program is required before the proposal can be submitted for external review and approval by the

Board of Trustees for Community-Technical Colleges and the Connecticut Department of Higher Education.

The following new programs were developed and implemented in the past five years in response to assessed community need: Early Childhood Education Degree and Certificate Programs; Criminal Justice Corrections Option Degree Program; Liberal Arts and Sciences Fine Arts Option Degree Program; Travel and Tourism Degree and Certificate Program; and a Paramedic Certificate Program. New approved programs scheduled to be offered for the first time in Fall 1992 are the Early Childhood Education/Special Education Option Degree and Certificate Programs and a Connecticut Studies Certificate Program. A Food Service Management degree was approved by the Board of Trustees for Community-Technical Colleges in Spring 1992 and a program leader has been hired. Program implementation is planned for the Spring 1993 semester.

B. Program Evaluation

All academic programs are reviewed internally by the Division of Instruction in order to comply with external review requirements and to insure that programs are consistent with available resources, faculty expertise, the needs of students, and institutional planning. Institutional procedures for substantive program review and revision are defined in the College's governance document. Academic departments and program leaders annually review all programs in order to incorporate non-substantive program changes, such as new courses, into the Program of Study Forms used by students for academic planning purposes.

Career programs are formally evaluated by the appropriate academic program leader every five years in accordance with policy and procedures established by the Board of Trustees for Community-Technical Colleges. A program self-study report, which incorporates the report of an evaluation team, is written, reviewed by the department, and Dean of Instruction, and submitted to the Board of Trustees by the President for external review. Programs most recently completing this evaluation cycle include Criminal Justice, Business Administration, Early Childhood Education, and Human Services. The Academic Review Schedule for 1990-91 through 1995-96 is included in Mohegan's Five Year Assessment Plan.

The Nursing Program also undertakes a rigorous program review process every eight years in preparation for reaccreditation by the National League for Nursing, and every three years for relicensure by the State Board of Examiners for Nursing. The most recent report to the Board was completed in 1991. The next full program review for the National League for Nursing is scheduled for 1994. An additional program review was conducted in 1991-92 by the Validation Committee for Connecticut's Nursing Articulation Model. As a result, graduates of this career program are now eligible to transfer at the junior level to participating baccalaureate nursing programs.

In addition to regularly scheduled program evaluations, Mohegan also undertakes special activities to review and reflect on curriculum. For example, on April 30, 1992 a group of 22 profes-

sional staff from Business, Child Care, Human Services, and Allied Health met to examine the following items:

- 1) the appropriateness of program goals and how these goals are communicated to all faculty and students;
- 2) the curriculum itself including the use of
 - * transition courses for access
 - * capstone experiences (i.e. internships, coops, etc.) in advanced study
 - * opportunities for critical thinking
 - * analysis of issues in the field, and
 - * procedures for reviewing course work
- 3) the "connections" the program makes to other fields, to the general education component and to the characteristics of its own students;
- 4) the advising procedures; and,
- 5) the way in which the program enhances diversity in recruitment and retention of students.

APPRAISAL

Despite changes in administrative leadership and a shifting economic environment, academic programs at Mohegan Community College over the past seven years have increased both in quantity and quality. Increasing demand for our educational programs has required us to look carefully before leaping into new areas; to review programs and courses more frequently to insure that they are meeting their intended objectives; and to find new ways to deliver them while maintaining academic integrity.

Our transfer programs have been revised to guarantee high quality preparation which enable students to successfully complete the general education requirements of most four year institutions. Recent initiatives at both the local and system levels have improved articulation for liberal arts students transferring to the Connecticut State University System and University of Connecticut. These efforts coupled with the College's curriculum revisions have greatly enhanced the ability of our graduates to receive junior standing once admitted to a university or college. Articulation with baccalaureate programs for students completing the associate degree in Business Administration, Human Services, and Early Childhood Education is presently underway. Mohegan faculty are currently serving on a task force composed of representatives of the Community-Technical College System and the Connecticut State University System.

Career programs are rigorous and thorough, with classroom and practicum or clinical components effectively preparing students for entry or advancement in their field of study. Career - specific and general education requirements in all programs have been modified in order to provide students with a balanced curriculum which is responsive to assessed needs and trends and reflective of the College's general education objectives.

The relatively recent reorganization of the Instructional Division to include department coordinators has provided a stable organizational structure through which on going academic planning and evaluation can occur. Communication between individual faculty

members and departments has been enhanced, resulting in a wider institutional perspective upon which to base academic decisions. While further clarification of their role is needed, these faculty provide the leadership for the development of new courses, program revisions and academic course scheduling, and contribute to the overall academic planning process through participation on the Dean's Council. They do not evaluate full-time faculty or have responsibility for personnel decisions. Release time is provided to department coordinators.

Within departments difficulties exist in providing appropriate compensation for program leaders; however, the appointed faculty have taken their duties seriously and assumed responsibility for the design and execution of their curriculum. This is particularly noteworthy in those single faculty programs where enrollments are large such as Early Childhood Education, Criminal Justice and Human Services.

An area of institutional concern has been the College's lack of resources and direction in order to undertake adequate research efforts to measure program effectiveness and student outcomes. For example, in writing program evaluations, the College has had to rely on anecdotal information. Despite this problem, some curriculum-focused research projects were implemented by faculty between 1986 and 1990. Outcomes from some of these efforts include a report on Writing Across the Curriculum Activities (1989-90), a workshop for faculty and a report on "critical thinking", (1989) and a General Education Achievement Survey Preliminary Study

(1987). Currently, Mohegan Community College is undertaking a comprehensive assessment of its general education goals and objectives. As outlined in the recently developed Five Year Assessment Plan, faculty teams have been formed and are in the process of developing methods to assess student outcomes in general education skills, oral communication, library skills, and basic skills. A number of activities outlined in the plan were curtailed because of budget cuts. Within departments faculty are also working to enhance their program objectives and identify appropriate student outcome assessment measures. The Curriculum and Instructional Improvement Committee established in 1991/92, will also begin to develop assessment data through a Classroom Research Group scheduled for implementation in 1992/93.

PROJECTION

It is anticipated that academic programs within the newly merged institution will be expanded and strengthened with a focus on technical education and other areas needed to meet the work force needs of the region. It will therefore be imperative for Mohegan to have a clear assessment of the effectiveness and need for existing programs so that available resources can be allocated appropriately. It is anticipated that initiatives included in the Five Year Assessment Plan will contribute significantly to overall planning efforts and provide a framework for future program revision and development after the merger is completed. The merger with Thames Valley Technical College has resulted in identifying a

staff member who will be responsible for institutional research, thereby meeting one of our pressing needs.

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

- 1) Revive and strengthen the Travel-Tourism program.
- 2) Review all degree and certificate programs gathering statistics on operating costs, number of students enrolled, number of graduates, job placement, etc.
- 3) Utilize advisory boards, on a more timely basis, to evaluate and upgrade curriculum in career programs affected by the economy in Southeastern Connecticut.
- 4) Implement the second year of the Institutional Assessment Plan and continue theme of General Education outcomes.
- 5) Clarify the role of Department Coordinator - produce a job description that is more realistic.
- 6) Study feasibility of developing and implementing a four semester curriculum in Nursing.
- 7) Develop and implement an academically oriented career day.

- 8) Assess present degrees in merged institution in relation to areas identified for growth in southeastern Connecticut in next five years.
- 9) Review LAS degree requirements.

COMMUNITY SERVICE PROGRAMS

DESCRIPTION

Community service programs at Mohegan are self-supporting and operate at no cost to the State through the College's Educational Extension Fund. All programs are administered by the Division of Instruction under the direction of the Director of Instructional Services in cooperation with the Dean.

Through a variety of funding sources, Mohegan also develops and implements special activities which provide occupational, cultural or educational opportunities for the residents of Mohegan's service area.

Business and Industry Services Program

A major initiative at Mohegan since the last accreditation visit is the development of a Business and Industry Services Program designed to serve the education and training needs of business and industry in Southeastern Connecticut. Under the direction of a Business Services Coordinator, a wide range of credit and non-credit activities have been implemented since 1988, including American Management Association (AMA) course offerings

and customized programs to meet the specific needs of individual employers in the region.

In 1991/92, over 400 people took part in customized training programs and on-campus courses. For example, under contracts with Electric Boat (currently the largest employer in Southeastern Connecticut), Mohegan provided a work place literacy program and offered the Assessment of Prior Learning course. A similar work place literacy program was also provided under a contract with Pfizer Inc., a large chemical research firm. Other employers served include New London County Insurance and the Mashantucket Indian Tribal Council.

The Business and Industry Services Program has been without a coordinator since June 1991; however, programming has continued under the direction of the Director of Instructional Services. The College has targeted this vacant position as its first hiring priority for 1992/93.

Mobile Training Center

Mohegan Community College's Mobile Training Center has been a joint venture between Mohegan and the Connecticut Department of Labor since 1986. Over 5,000 people have taken advantage of the Center's inexpensive but effective introductory computer classes. A mobile van equipped with five personal computer systems provides on-site training for businesses and industries located throughout the State. Other training also takes place in the College's mini-lab which is equipped with four training stations.

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

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

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

Overseas Study Program

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

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

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

Special Interest Non-Credit Courses

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

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

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

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

APPRAISAL

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

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

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

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

PROJECTION

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

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

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

INSTRUCTION

DESCRIPTION

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

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

Methods of Instruction

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

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

A. Computer Lab and General Studies Lab

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

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

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

B. Tutoring Center

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

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

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

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

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

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

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

C. Practicum and Field Work Experience

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

D. Independent Study

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

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

Enhancement of Teaching Quality

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

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

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

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

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

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

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

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

Evaluation of Instruction

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

Academic Advising

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

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

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

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

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

APPRAISAL

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

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

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

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

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

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

PROJECTION

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

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

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

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

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

ADMISSIONS POLICY AND PROCEDURES

DESCRIPTION

Admissions Policy

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

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

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

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

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

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

Admissions Procedures

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

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

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

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

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

Transfer Credit and Credit for Prior Learning or Experience

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

A. Transfer of Credit From Other Institutions

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

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

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

B. Standardized External Examinations

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

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

C. Internal Challenge Examinations

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

D. Licensed Practical Nurses Credit

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

E. Evaluation of Military Training

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

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

F. Assessment of Prior Learning Program

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

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

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

APPRAISAL

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

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

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

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

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

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

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

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

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

PROJECTION

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

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

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

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

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

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

RETENTION POLICY AND PROCEDURES

DESCRIPTION

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

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

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

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

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

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

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

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

Standards of Academic Progress

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

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

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

Retention Procedures

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

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

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

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

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

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

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

APPRAISAL

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

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

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

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

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

PROJECTION

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

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

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

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

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