

STUDENT SUCCESS • TITLE III • RETENTION • ASSESSMENT • ADVISING • TASC AND TUTORING • COMMUNITY
 • PREMIER COLLEGE • COLLEGE TRANSITION • SOCIAL MEDIA • BOARD OF REGENTS • ASSESSMENT • MIS-
 SION • ACCESSIBLE • EDUCATION • STUDENT SUCCESS • FACULTY • RETENTION • ASSESSMENT • ADVISING
 • TASC AND TUTORING • VETERANS • PREMIER COLLEGE • COLLEGE TRANSITION • SOCIAL MEDIA • BOARD
 OF REGENTS • ASSESSMENT • MISSION • ACCESSIBLE • CULTURALLY DIVERSE • STUDENT SUCCESS • FACULTY
 • RETENTION • ASSESSMENT • ADVISING • TASC AND TUTORING • VETERANS • SERVICE • COLLEGE TRANSI-
 TION • SOCIAL MEDIA • COMMUNITY • ASSESSMENT • MISSION • ACCESSIBLE • COMMUNITY • FACULTY •



Office of the President

I am pleased to provide this comprehensive ten year Self Study for Three Rivers Community College. Many members of this learning community are direct contributors in the creation of this document. Most will say they learned more about the College because they prepared a Standard that was not within their day-to-day work responsibilities. Continuing and purposeful learning extends to all levels and areas of the College. Planning for the future is interwoven within each Standard and as we begin a new strategic planning process.

Three Rivers Community College has grown and changed since the last comprehensive Self Study. There is one campus where as ten years ago the College and NEASC looked forward to a promise of consolidation of two campuses being fulfilled. When we moved into the "new college" January, 2009, the promise was realized. Enrollment growth has risen as more and more regional and community citizens come.

The constant in the learning community is the College mission to attend to student success through teaching and learning, continuous improvement and knowing we are making a difference. This difference resides in the facts that faculty and staff continue their education at all levels: doctorates; masters, bachelors and associates. They also pursue professional development voluntarily through campus activities and programs e.g., brown bags discussion lunches, Convivia, educational technology, and Center for Teaching. Many students are active in academic clubs where faculty serve as club advisors. The number of clubs has increased as students find "community" within the College. There are many accommodating spaces for meetings, conversations, recreation and leisure. Students may come for classes but they stay for enrichment.

I look forward to the team visit in October.

Sincerely,

Dr. Grace S. Jones
President



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.trcc.commnet.edu/president/policies/credit_hour.shtml
Print Publications	

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.trcc.commnet.edu/President/Policies/college_policies.shtml
Print Publications	

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.trcc.commnet.edu/President/Policies/college_policies.shtml
Print Publications	

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Registration process with Banner database; assignment of individualized student IDs with passwords; pedagogical best practices
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- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://www.trcc.commnet.edu/President/about/public_comments.shtml
Print Publications	The Day of New London, The Bulletin of Norwich

The undersigned affirms that Three Rivers Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____

Date: _____

August, 2011

Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: **September 12, 2012**

1. Corporate name of institution: **Three Rivers Community College**
2. Date institution was chartered or authorized: **1963 – Thames Valley State Technical College; 1970 – Mohegan Community College; 1992 - Three Rivers Community College**

3. Date institution enrolled first students in degree programs: 1963

4. Date institution awarded first degrees: 1965

5. Type of control:

Public

☒ State

☐ City

☐ Other

(Specify) _____

Private

☐ Independent, not-for-profit

☐ Religious Group

(Name of Church) _____

☐ Proprietary

☐ Other: (Specify) _____

6. 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? _____

Connecticut Board of Regents for Higher Education; Associate in Arts (AA), Associate in Science (AS), Associate in Applied Sciences (AAS)

7. Level of postsecondary offering (check all that apply)

☒ Less than one year of work

☒ At least one but less than two years

☐ Diploma or certificate programs of at least two but less than four years

☒ Associate degree granting program of at least two years

☐ Four- or five-year baccalaureate degree granting program

☒ First professional degree

☐ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☐ A doctor of philosophy or equivalent degree

☐ Other doctoral programs _____

☐ Other (Specify) _____

8. Type of undergraduate programs (check all that apply)

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

9. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

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

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1569	NA	1569
Part-time student headcount	3421	NA	3421
FTE	2846	NA	2846

b) Number of students (headcount) in non-credit, short-term courses: **4000**

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Technologies •Civil Engineering Technology •Electrical Engineering Technology	TAC/ABET	1967	2012	2018

<ul style="list-style-type: none"> •Environmental Engineering Technology •Manufacturing Engineering Technology •Mechanical Engineering Technology •Nuclear Engineering Technology 				
Nursing	NLNAC	1977	2010	2018
Business Programs <ul style="list-style-type: none"> •Accounting Career •Accounting Transfer •Business Administration Business Info Systems Option •Business Administration Transfer •Business Administration Management •Business Office Technology: Administrative Assistant •Hospitality Management Casino Management Option •Hospitality Management Hotel Management Option •Hospitality Management Restaurant Management Option •Marketing •Marketing 	Association of Collegiate Business Schools and Programs	2003	2011	2013

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Naval Submarine Base, Groton, CT			16
B. Out-of-state Locations			
None			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.”

Do not include study abroad locations.

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
None			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. 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:

- 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;
- 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, IT, 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.
19. Record briefly the central elements in the history of the institution:

Thames Valley State Technical College opened in 1963 with a single campus on Norwich. Mohegan Community College opened in 1970 with two campuses, one in New London and one in Norwich. In 1972 Mohegan Community College was moved into a single campus in Norwich. On May 5, 1992, the Connecticut General Assembly enacted Public Act 92-126 merging the community and technical colleges. As a result, Three Rivers Community College became an institution by merging two separate campuses in Norwich. In 2009 both campuses were collocated at the present site in Norwich.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Regents	Dr. Robert Kennedy	President Board of Regents for Higher Education Connecticut State Colleges & Universities	2011
President/CEO	Dr. Grace Jones	President	2002
Chief Academic Officer	Dr. Ann Branchini	Dean of Academics	2003
Information Technology Officer	Stephen Goetchius	Dean of IT	1999
Chief Financial Officer	Michael Lopez	Dean of Administration	2010
Chief Student Services Officer	Dr. Karin Edwards	Dean of Student Services	2000
Institutional Research	George Rezendes	Director of Inst. Research	2002
Development	Betty Baillargeon	Director of Inst. Advancement	2012
Library	Mildred Hodge	Director of the Library	2002
Continuing Education	Marjorie Valentin	Associate Dean of Continuing Education	1999
Admissions	Amy Rozek	Interim Director of Admissions	2012
Registrar	Christine Languth	Registrar	2003
Financial Aid	Hong-Yu Kovic	Financial Aid Counselor	1998
Public Relations	Tracy Rosiene	Public Relations Associate	2012
Human Resources	Louise Summa	Director of Human Resources	
Educational Technology	Kem Barfield	Director of Educational Technology	2005

Three Rivers Community College Self-Study

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Three Rivers Community College Self-Study

NEASC Self-Study Preface

Three Rivers Community College is one of the region's premier higher education institutions. The goals of the Three Rivers Community College self-study process were to help our community, including our faculty and staff, better understand how the College transforms lives and transcends barriers for our students through the everyday dedication of each individual; to better educate our college community about accreditation requirements; to make critical assessments that would help us in strategic planning; and to increase institutional knowledge of the overall operations of the College. It was our sincerest wish that the self-study process would leave us enriched and more strongly united in mission and purpose.

To satisfy these goals and to ensure that the process was a candid and honest evaluation to the standards, the College assembled teams to include broad participation of all divisions and academic departments on our committees. The committees were required to gather their own data by interviewing those members of the campus who are information resources for each standard and who work with data on a daily basis. In-person reporting updates were provided to the Governance Committee, the divisions, and Cabinet. Email updates were sent out to the entire College to ensure that adjuncts and other part-time staff were aware of the process. A NEASC audio podcast was produced that shared interviews with College community members who are important to the self-study.

Process

Following consultation with the Cabinet, President Grace Sawyer Jones selected Kem Barfield, Director of Educational Technology, as Self-Study Steering Committee Chairperson in spring 2010. Mr. Barfield would additionally act as the College's Accreditation Liaison Officer (ALO) to NEASC. Following this

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selection, President Jones, Ann Branchini, the Dean of Academics, and Mr. Barfield selected potential steering committee members who would then become the standard committee chairs. The President personally asked each if they would be willing to serve. Following the selection of standard committee chairs, an open message went out to the College community asking for volunteers to serve as members of the standard committees. The response was very positive. The President, the Dean of Academics, and the Steering Committee Chairperson reviewed the volunteers individually and placed them into standard committees, taking into account their varied levels of experience, time in service at the College, their respective divisions, academic departments, backgrounds, special skills, and our goals for the process.

The Steering Committee Chairperson met with the Steering Committee members on September 27, 2010. The meeting served to outline the overall process, provide a timeline for completion, explain the requirements of the Standards for Accreditation, provide resources, and emphasize the importance of the Data First Initiative. Some data forms already contained information prepared in advanced by the Director of Institutional Research, Dr. George Rezendes, but if the data forms were incomplete or needed additions, the standard chairs were instructed to obtain the data before drafting the narrative. The Steering Committee Chairperson met separately with the standard chairs of Standard Four, Christine Languth, Registrar, and Standard Six, Leslie Samuelson, Professor of Biology and Environmental Science, to discuss the additional requirements for the Making Assessment Explicit (E) and Student Success (S) forms. The standard committees were free to determine their own meeting times and process for collecting data and completing a draft.

Dr. Patricia O'Brien, Deputy Director of the Commission on Institutions of Higher Education of NEASC, came to address the standard committees on March 21, 2011. The purpose of the presentation was to

Three Rivers Community College Self-Study

reinforce the general requirements of the self-study and to give the standard committee chairs the chance to ask specific questions directly to the Commission.

All standard committees completed their own drafts. Two editors, Jon Brammer, Writing Center Coordinator, and Janet Hagen, Associate Professor of English and Women's Studies, were then chosen to work with the Steering Committee Chairperson to edit the document for clarity and consistency, to minimize duplication of information throughout the standards, and to give the document a cohesive single voice.

Overview

Three Rivers Community College has undergone significant change in recent years but remains true to its Mission and continues to transcend barriers and transform the lives of its students. The College has completed a physical transition from an institution in two locations in two different areas in the city of Norwich to a single, united, and larger college at a single location.

With this change has come a change in students as well. The typical Three Rivers student is becoming younger and slightly more diverse. The majority of our students continue to pursue their academic goals part-time. The student population has grown from approximately 3,700 students to approximately 5,000 students each fall.

All of these students come to the College with an increasing amount of technological skill, so we have continued to invest in our educational technology and information technology infrastructure. SMART technology and AV stations are used in classrooms; there are computer desktops or laptops in faculty

Three Rivers Community College Self-Study

offices; updated MS Office suite software is regularly installed; open labs for students are maintained,, and a continuously updated learning management system is available for all classes.

We have made progress in our efforts to recognize the importance of data and its use in improving all academic activities. In the General Education Program, we have taken significant steps to define outcomes, measure their results, and give feedback regarding new outcomes. Driven partly by professional accreditation processes, the Nursing Department, Technology Department, and Early Childhood Education Program are noteworthy in this effort.

The Library reporting structure was changed as it moved from the Academic Division to the Information Technology Division. However, it has maintained a strong connection to faculty, has enjoyed continued relative autonomy for library functions, and has received dedicated support from the Information Technology Division.

The College has also continued to invest in other important areas, such as professional development for faculty and staff. Technology training and workshops and one-on-one assistance are routinely provided by the Information Technology Division. The Center for Teaching (CFT), which focuses on faculty pedagogical development, provides leadership and funds for workshops. The CFT is partnered with and receives its funds from the System CFT. The System Teaching and Learning Team supports and promotes initiatives for pedagogy in a distance learning environment.

The infusion of funding from the Title III Grant, which started in 2007, has allowed the College to take several decided steps to strengthen our investment in faculty and staff professional development. The Grant has as its four objectives to expand professional development opportunities, implement

Three Rivers Community College Self-Study

alternative course delivery methods, streamline services to students, and improve institutional effectiveness. A component of the Grant was the establishment of the Innovative Design in Educational Advancement (IDEA) Center. IDEA offers training workshops and one-on-one support to faculty and staff members.

We have invested significant resources into improving the experience of students in developmental education. Approximately one quarter of all new Three Rivers students will place into developmental English and one third into developmental mathematics. The theme of the third year of our Title III Grant involved improving our services. A sub-focus was “Success by Supporting the Under Prepared Student,” but the attention to developmental students has continued beyond the third year of the Grant. Three faculty members and two student support staff members participated in the Kellogg Institute, an immersion into the field of developmental studies—the philosophy, best practices, and current research. Four faculty and staff attended the National Association of Developmental Education Conference. We instituted the Second Chance Program, designed for students who were on the borderline of passing a development math course, to provide intensive intersession instruction. The Reading II Task Force, following the recommendations of the Reading I Task Force, examined and restructured the English developmental curriculum. The Developmental English Task Force continued to refine its four-credit courses in reading and writing and finalizing common elements such as syllabi, textbooks, and software. The forty-hour Basic Math Refresher (Prep) course offered in spring and fall 2010 was developed to help students who experience math anxiety.

As is the case with public institutions all over New England, our College is facing challenges with regard to planning associated with the budget. The State is constrained by funding reductions across all state agencies, including its community colleges, which has contributed to a restructuring of higher education

Three Rivers Community College Self-Study

at the board level and impacted the College's Connecticut General Fund Block Grant. These constraints impact our College in significant ways in a time when our College has experienced its highest growth in enrollment.

While planning has been difficult in the current budgetary climate, the College has continued to make the most of its most important resources, its faculty and staff, to face the challenges forthrightly and with awareness of the needs and wishes of our students. We continue to believe that Three Rivers provides programs of high quality and that this translates into making us a premier institution where students can transcend previous barriers and transform their lives.

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Outstanding Concerns

Three Rivers Community College has no outstanding concerns since the Fifth Year Report in 2007.

NEASC Steering Committee – Committee Chairs

Standard 1: Mission and Purposes _____ Sarah Selke

Standard 2: Planning and Evaluation _____ Louise Summa

Standard 3: Organization and Governance _____ Victoria Baker

Standard 4: The Academic Program ____ Christine Languth and Judith Albright

Standard 5: Faculty _____ Amy Rozek and Claudia Hoskins

Standard 6: Students _____ Leslie Samuelson

Standard 7: Library and Other Information Resources _____ Barbara Maurice

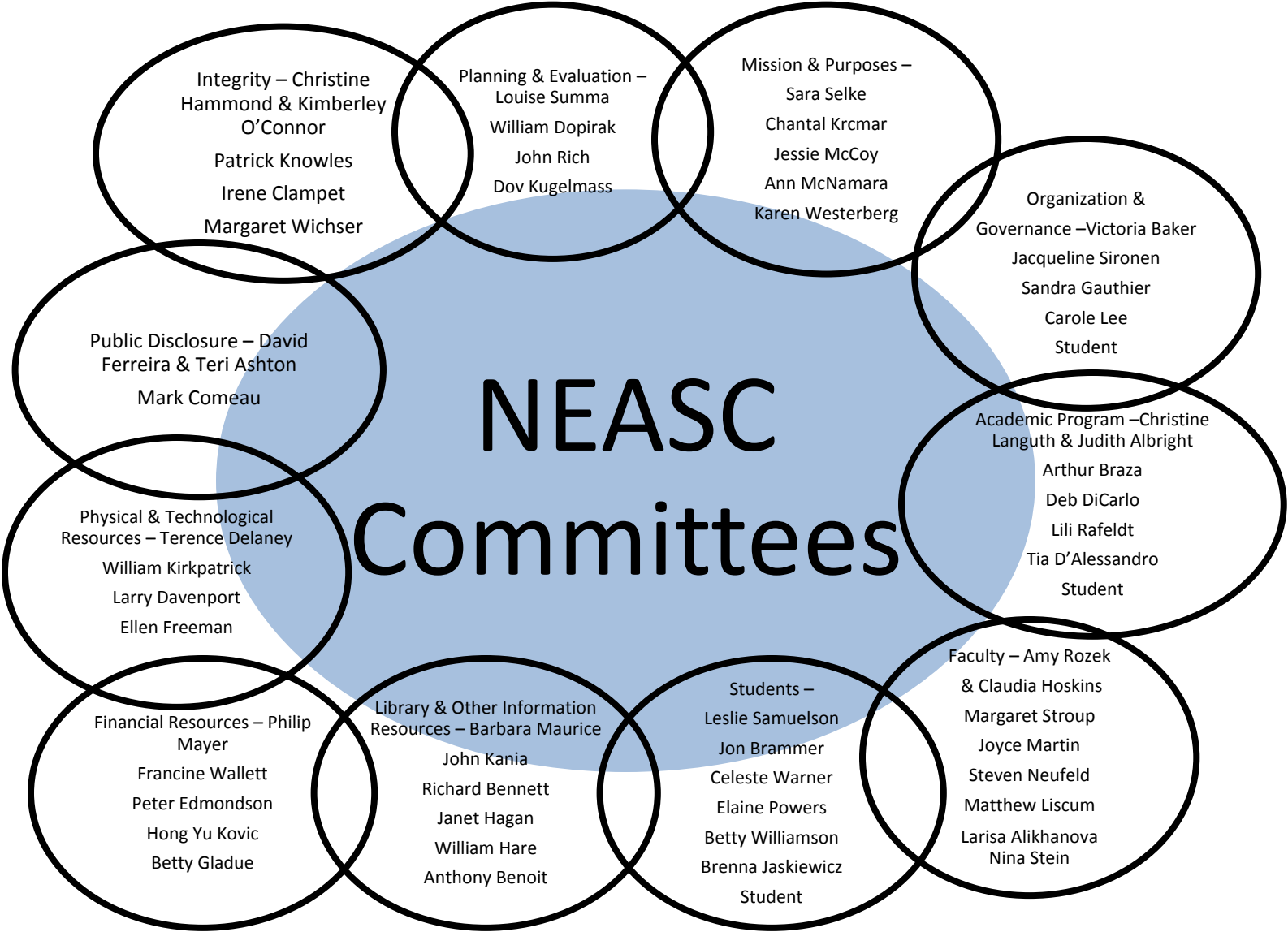
Standard 8: Physical and Technological Resources _____ Terrence Delaney

Standard 9: Financial Resources _____ Phil Mayer

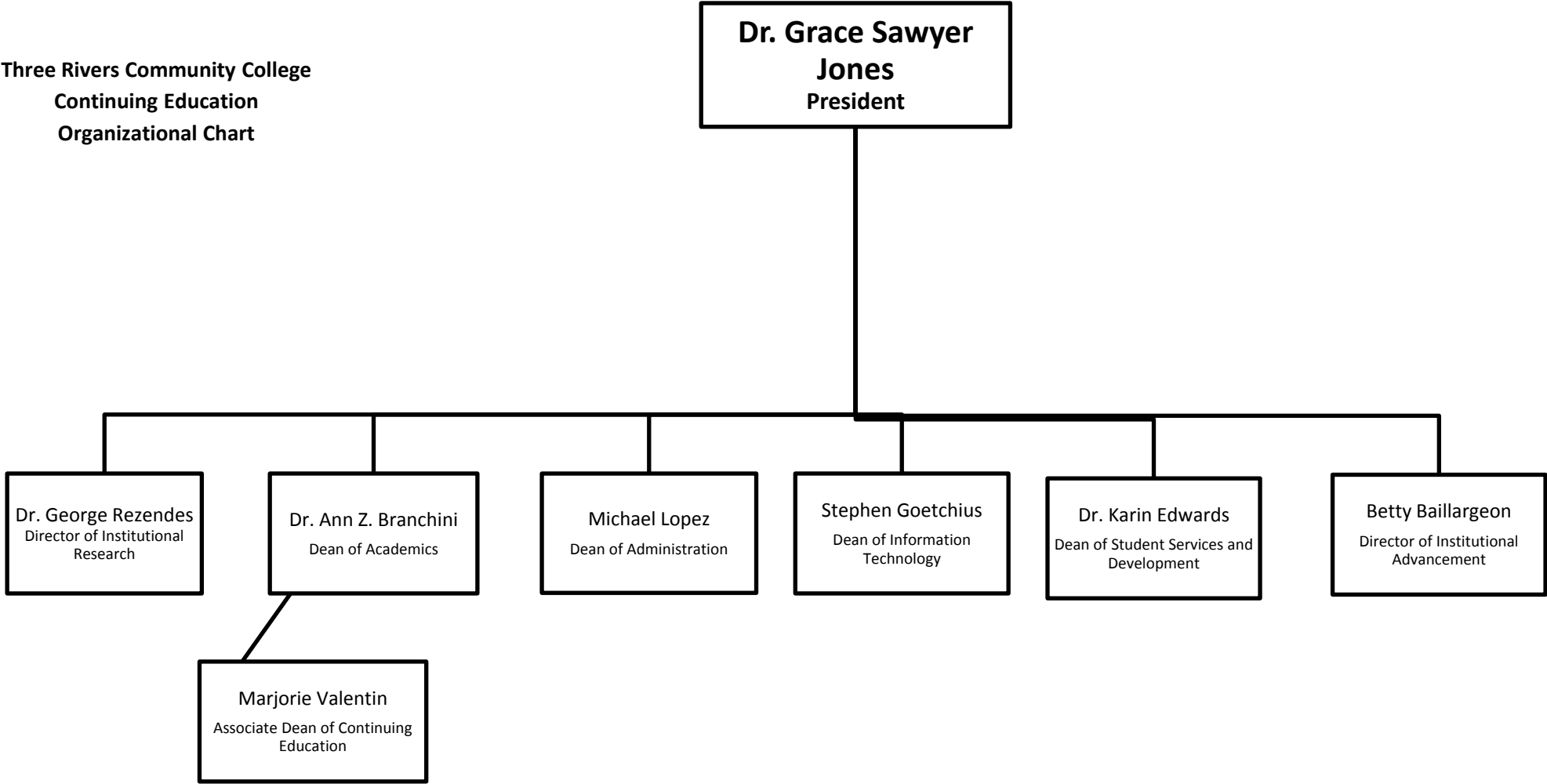
Standard 10: Public Disclosure _____ David Ferreira and Teri Ashton

Standard 11: Integrity _____ Christine Hammond and Kimberly O'Connor

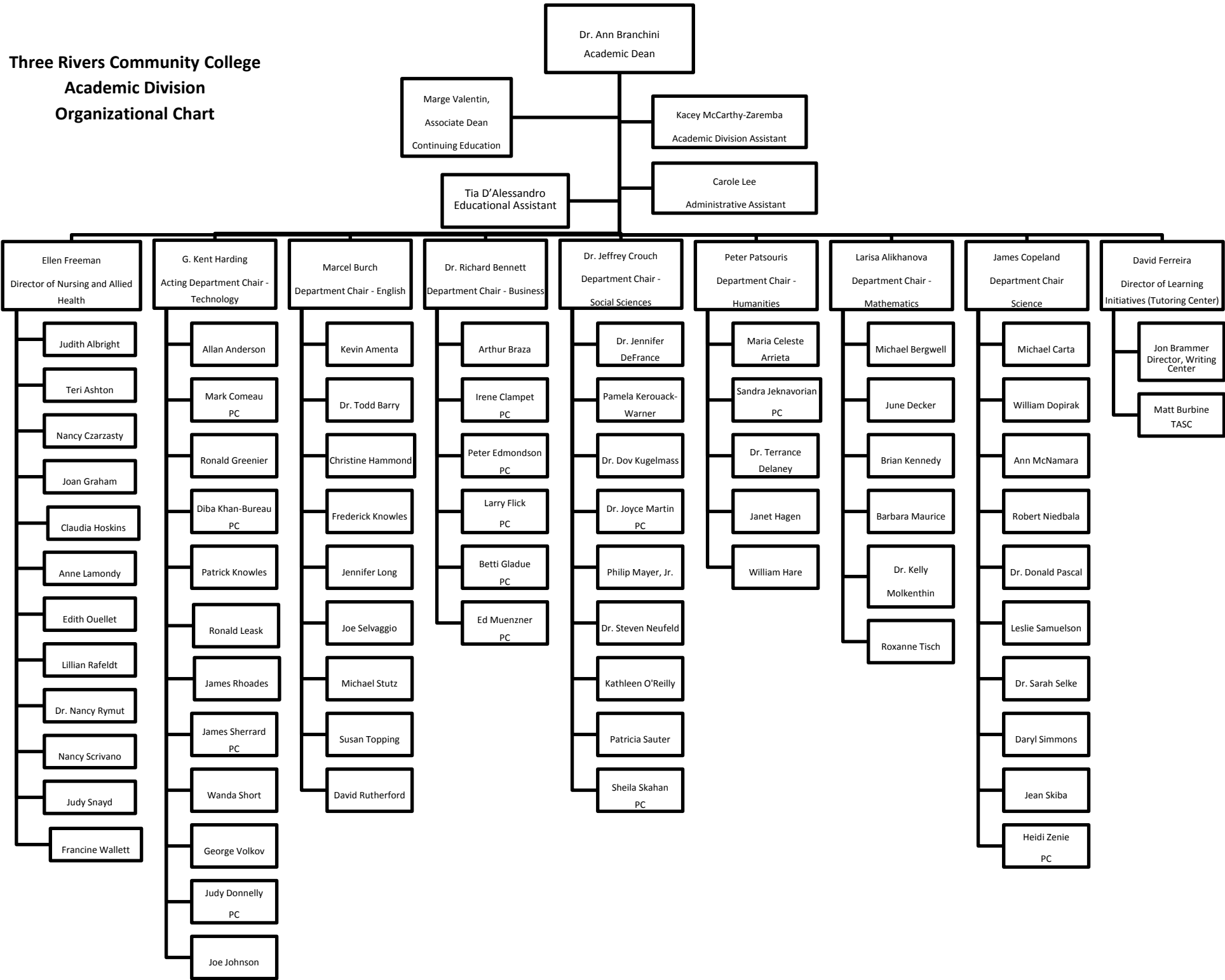
Three Rivers Community College
NEASC Committees



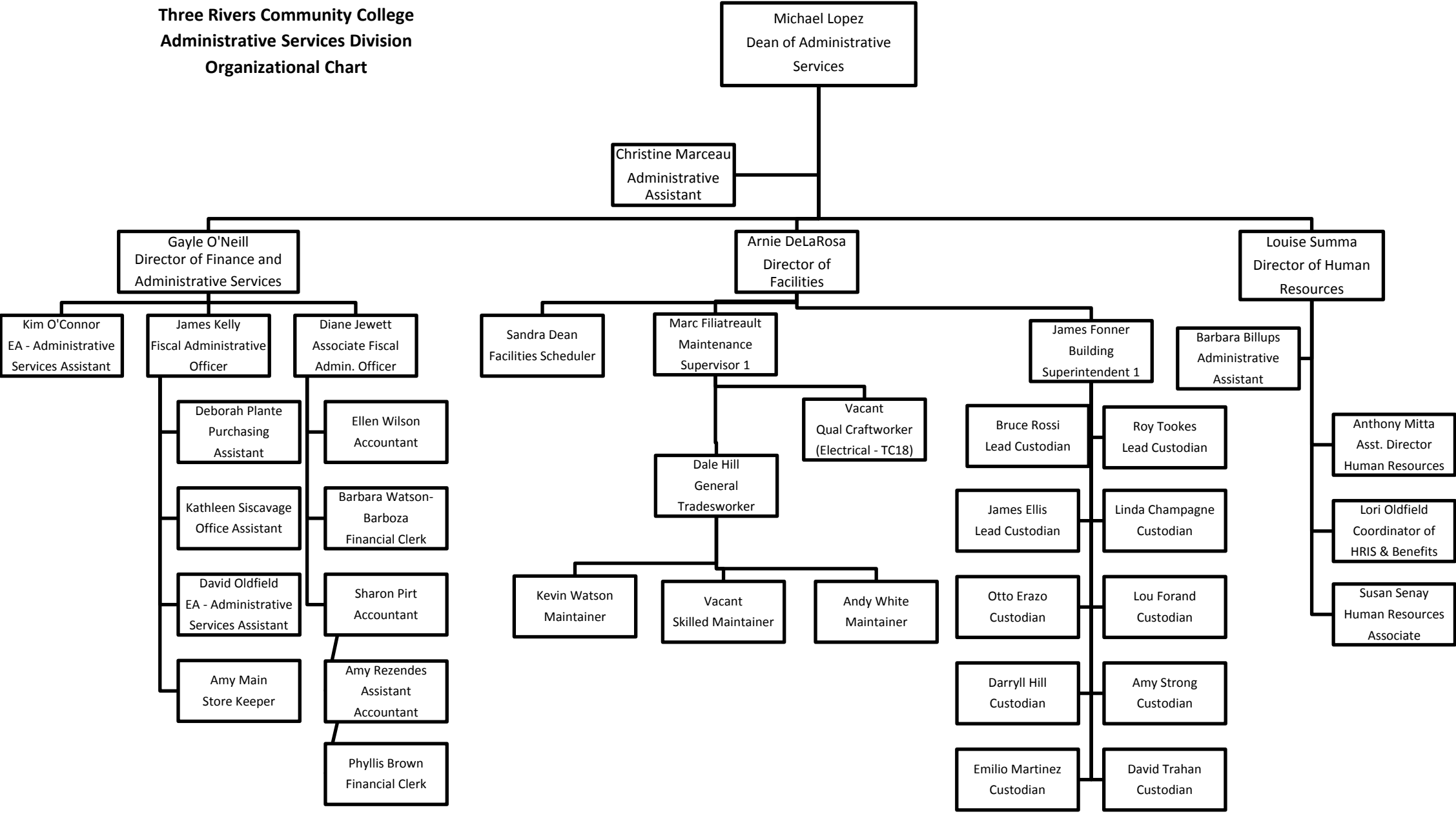
Three Rivers Community College
Continuing Education
Organizational Chart



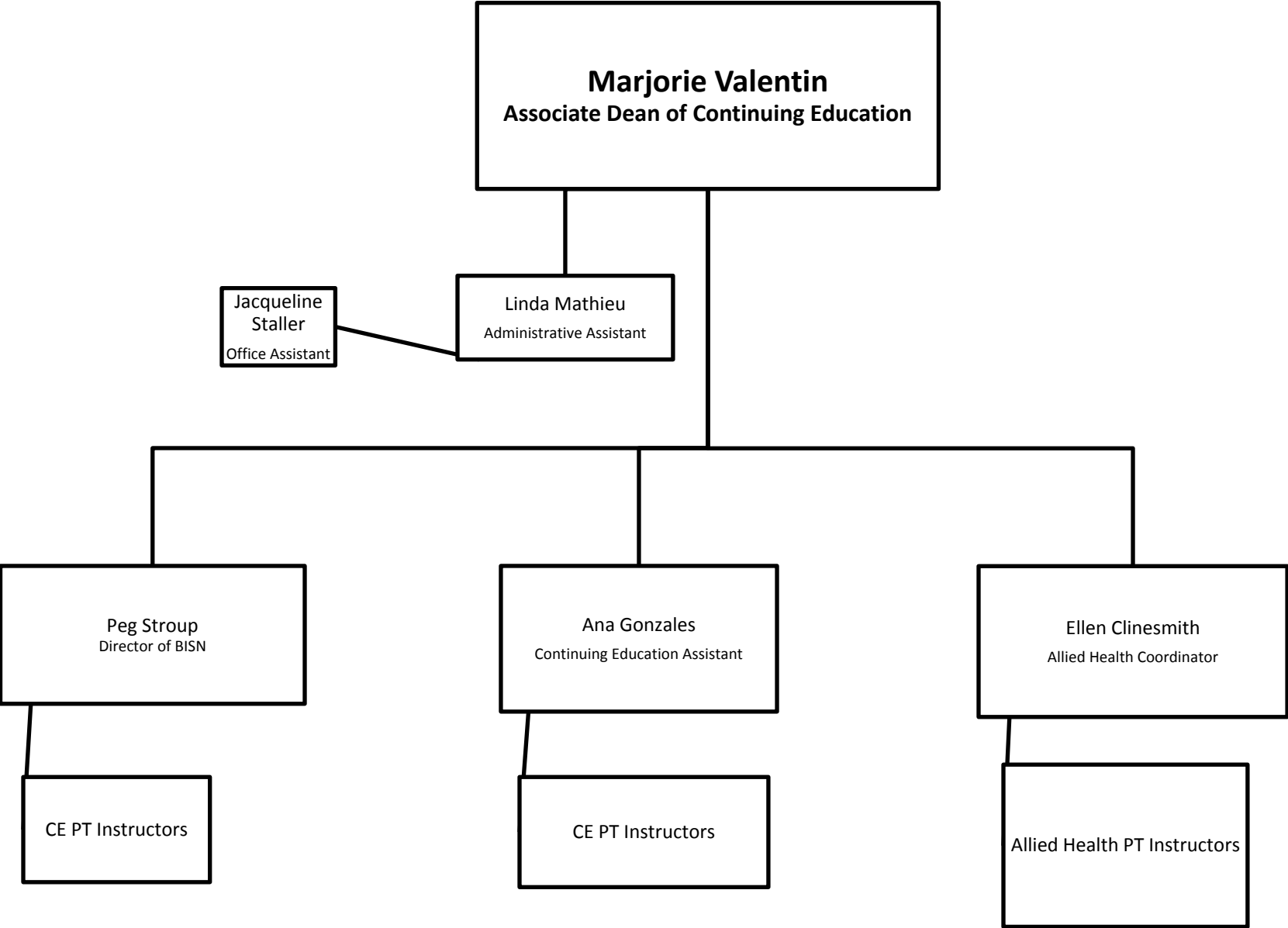
Three Rivers Community College
Academic Division
Organizational Chart



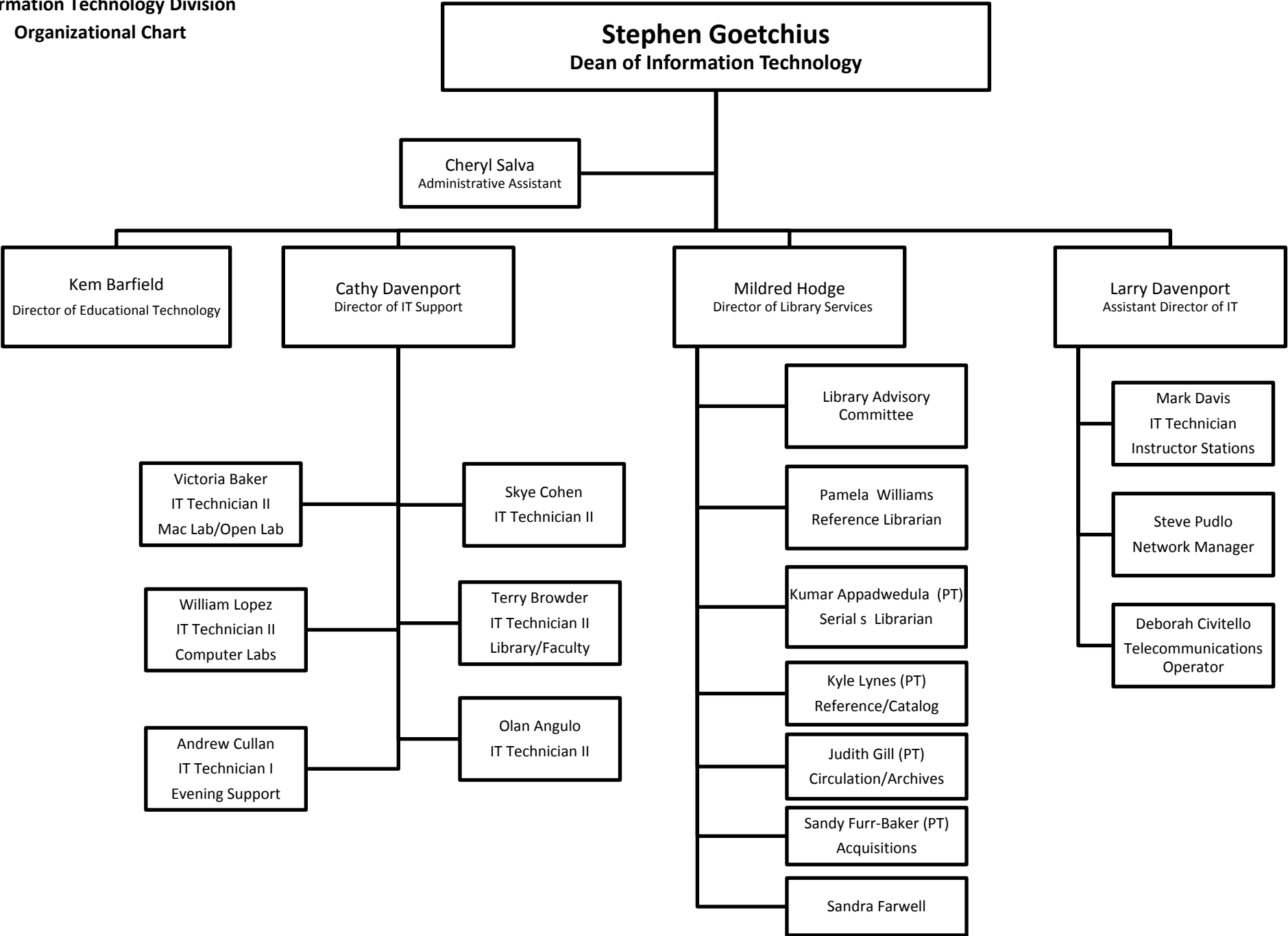
Three Rivers Community College
Administrative Services Division
Organizational Chart



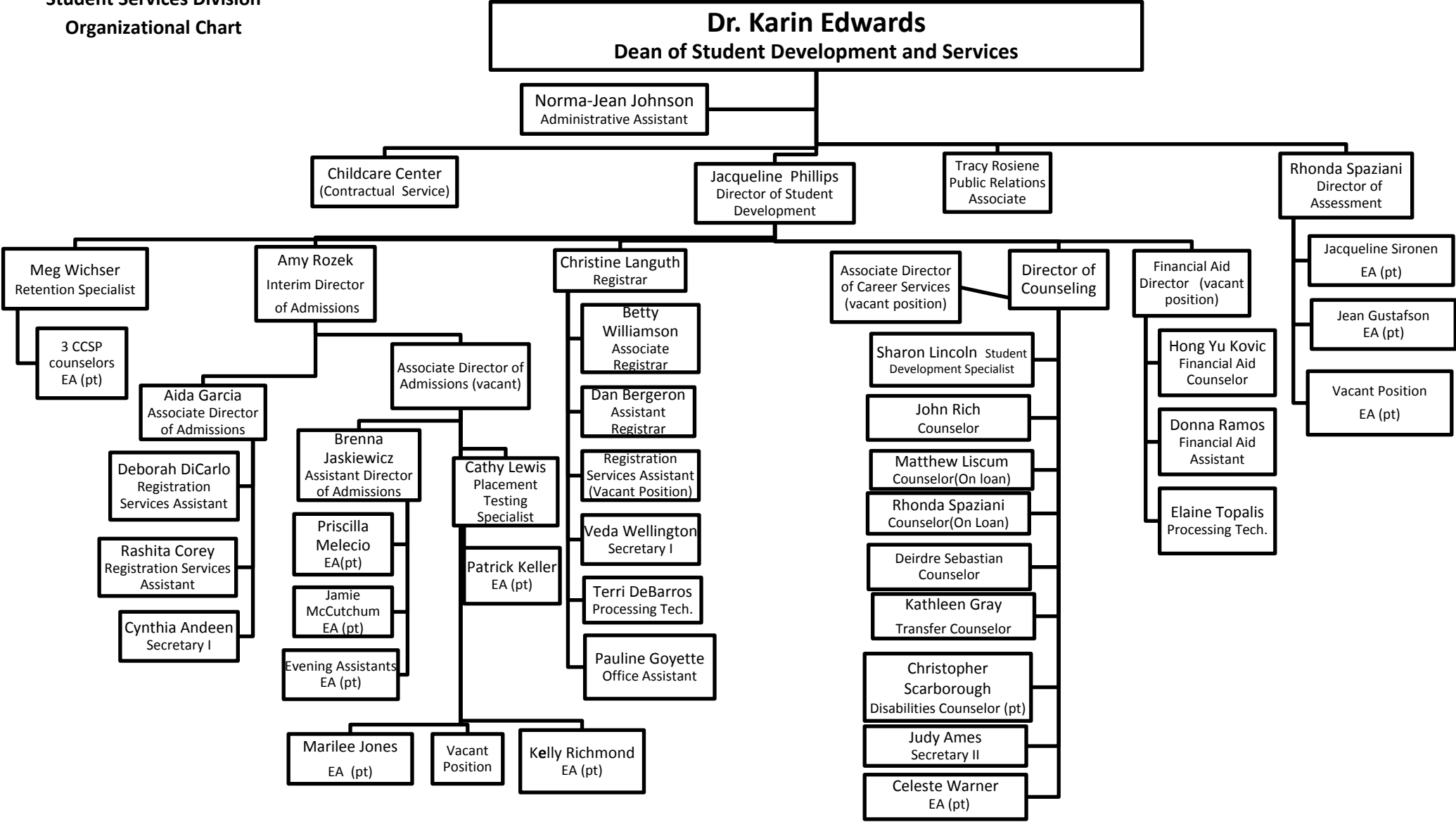
Three Rivers Community College
Continuing Education
Organizational Chart



Three Rivers Community College
Information Technology Division
Organizational Chart



Three Rivers Community College
Student Services Division
Organizational Chart



Three Rivers Community College Self-Study

NEASC Standard One- Mission

"A college needs to look at the whole student, not just the academic part. If we offer academics, but forget the human side, academic success may be unobtainable for some. Our mission statement wants to 'promote learner success and inclusion through....support services'. Each one of us can be a 'support service' by listening, advising and showing concern with each and every student we meet."

-Jean Gustafson, Education Assistant, Naval Submarine Base NLON

Description

Three Rivers Community College, situated at a single physical location as of 2009, was formed in 1992 from the merger of Mohegan Community College and Thames Valley State Technical College. Over the last 20 years, as the College has forged a new identity in both name and spirit. The Mission Statement has evolved concurrently to reflect the changing College and community. The original TRCC Mission Statement was written in 1992. A revision was approved on September 19, 2001, and the current Three Rivers Mission and Vision Statements were adopted in spring 2007.

Mission Statement: 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.

Three Rivers Community College Self-Study

Vision: Three Rivers Community College will be a college of choice with a reputation for innovation, quality, and accessibility, serving a dynamic student population. In addition, we expand upon the mission and purposes of the institution through our Values Statement. The values of TRCC are Teaching and Learning, Integrity and Service, Community and Diversity.

Three Rivers is part of the System of Connecticut Community Colleges, an association of 12 colleges. Our College Mission is consistent with the Mission of the Connecticut Community Colleges:

The 12 two-year public colleges that comprise the System of Connecticut Community Colleges share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens. The colleges seek to enrich the intellectual, cultural and social environments of the communities they serve. The colleges support the economic growth of the state and its citizens through programs that supply business and industry with a skilled, well-trained work force.

The Mission Statement also includes goals that are aligned with our responsibility and purpose to serve our greater community. In our effort to “contribute to economic development of this region and the state,” our College has developed successful Continuing Education and Workforce Development programs. For example, Continuing Education collaborates with the Eastern Connecticut and Greater Norwich Chambers of Commerce, the CT One Stops, and EWIB (Eastern Workforce Investment Board) to provide relevant job training needs. Our College has worked on three USDOL Grants to encourage growth in the areas of manufacturing, sustainability, and allied health. These grants partnered TRCC with the CT One Stops and identified career options in these areas to help unemployed find training at TRCC. In the areas of sustainability and green job training, Continuing Education also work closely with credit faculty to make credit classes available to the workforce to tint existing jobs “green.” For example, we have created a transparent pathway for people in industries to come in and take classes in sustainable certificate and degree programs to retrain or reorient skills.

The success of these programs is due in large part to the engagement of individuals in the community. Our program development, the community’s sponsorship, and the ability of our students to gain employment is strengthened and improved by the tireless efforts of these individuals. President Grace

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Jones, who was recently named Citizen of the Year by the Chamber of Commerce of Eastern Connecticut, exemplifies this philosophy in her work to strengthen our ties to the local community, businesses, and industries. President Jones is a past chair of the Chamber of Commerce, and her involvement in the business community is just one example of our College's dedication to its greater purpose of public service.

Appraisal

A review of the NEASC standards for the Mission and Purposes of Three Rivers Community College reveals much strength as well as some areas that could be improved. Our institution has welcomed major and important changes in the last ten years, such as the much anticipated January 2009 collocation of the two campuses that was documented in our 2002 self-study. This consolidation has led directly to innovative strategies for meeting the needs of our students more efficiently.

Drawing from the language of our Mission Statement, TRCC remains an accessible educational option for the region. Increasing enrollments over the past few years support this assertion. As can be seen in the table below, the enrollment at TRCC, as measured by both Full-Time Equivalent (FTE) and Student Headcount, has steadily increased with only a slight decrease in the most recent academic year. This represents an average annual increase of 7.6% for FTE and 6.8% for student headcount for each of the past six years, resulting in an overall increase from fall 2005 to fall 2011 in FTE of 46% and in headcount of 41%.

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Increasing Student Enrollment										
	FTE	% Increase	Student Enrollment	% Increase			FTE	% Increase	Student Enrollment	% Increase
Fall 2005	2020		3,660			Spring 2006	1905	3.9%	3,516	
Fall 2006	2131	5.5%	3,793	3.6%		Spring 2007	1941	1.9%	3,601	2.4%
Fall 2007	2185	2.5%	3,858	1.7%		Spring 2008	2047	5.5%	3,738	3.8%
Fall 2008	2304	5.4%	4,132	7.1%		Spring 2009	2138	4.4%	3,974	6.3%
Fall 2009	2573	11.7%	4,561	10.4%		Spring 2010	2545	19.0%	4,660	17.3%
Fall 2010	2960	15.0%	5,161	13.2%		Spring 2011	2728	7.2%	4,903	5.2%
Fall 2011	2945	-0.5%	5,154	-0.1%		Spring 2012	2693	-1.3%	4,879	-0.5%

The affordability of TRCC is one of the strengths of our College. Per credit, an education at TRCC is 50% more affordable than our four-year comprehensive state universities per year. Forty-five percent of our students receive financial aid, 90% in the form of grants.

In terms of being a “culturally diverse community,” in fall 2010, 25% of our students identified themselves as belonging to a group other than white (non-Hispanic), as compared with 13% of individuals in New London County.

Three Rivers Community College Self-Study

Examples of how the faculty and staff at TRCC assist students in achieving their academic goals are evident throughout our College. Students flock to our newly consolidated Tutoring and Academic Success Centers (TASC). In the 2006-2007 academic year, just prior to the last NEASC interim report, the Tutoring and Academic Success Centers (TASC) and Writing Center recorded a combined 3,489 tutoring sessions. In the 2009-2010 academic year, the first full academic year since the collocation of the campuses, the merged TASC and Writing Center recorded an all-time high of 7,064 tutoring sessions. Additionally, the expanded Student Programs has established numerous open spaces on campus for students, creating a place to “hang one’s hat” that is imbued with a feeling of belonging and attracts commuter students who would have otherwise left the campus after completing classes. Many more examples of how our faculty and staff engage with its Mission Statement are described in subsequent sections of the self-study.

Our Mission Statement, while concise, is concrete and measurable, its qualities facilitating a clear understanding of it and how it is implemented at our College. A survey of faculty and staff conducted at Professional Day on January 19, 2011, asked participants to report their level of familiarity with our College’s Mission Statement. Seventy-four percent of the 131 respondents said they were “very familiar” or “familiar” with it, and only 5% of respondents said they were “not familiar” with our Mission. Ninety-two percent of respondents knew that the Mission Statement could be accessed via the Internet and 57% correctly identified the College Catalogue as another source.

A second survey of permanent full-time faculty and staff in February of 2011 garnered a 71% response rate, and an impressive 97.1% of respondents feel that the College Mission Statement accurately describes what they strive to accomplish in their work. Likewise, 96.1% feel the College Vision Statement accurately describes the College vision, and 88.3% feel our institutional values accurately reflect what they value about the College.

In addition to guiding our daily engagement within the TRCC community, our Mission Statement is clearly the basis upon which we identify our priorities and plans for our future. The broad framework that the Mission Statement presents, along with the Vision and Values statements, is expanded upon in the Strategic Priorities & College Goals (Strategic Plan) document, a five-year map that guides our institution. The priorities and goals of the 2009-2014 Strategic Plan, which enable us to continue to achieve our Mission, are as follows:

Three Rivers Community College Self-Study

1. Expanding access to educational opportunities by supporting student success;
2. Maintaining affordability: tuition, financial aid and resource development;
3. Improving accountability;
4. Improving learning and assessment;
5. Ensuring a safe, secure, and inclusive campus environment.

The focus of all of these priorities and goals is the student. As a community college, our fundamental mission is student education. Innovative curricula that we have introduced recently to engage our students include a 200-level sociology course that culminates in a service learning activities, such as a trip to New Orleans to participate in the rebuilding of hurricane-devastated neighborhoods and expanded offerings in art, philosophy, health and wellness, and gender studies. As mentioned previously, the developmental courses in both math and English have been reviewed in the last two years, resulting in a revision of the course sequence in developmental English and the introduction of new courses with targeted objectives: Foundations of Reading and Foundations of Writing. In the Math Department, a novel, multi-semester, open entry/open exit, critical-thinking-focused module option called Math Pathways was introduced in fall 2010.

While our core mission revolves around the student, the challenge for the authors of any community college's mission statement is how to craft a statement for an institution that strives to be many things to many types of students. How does one write a mission statement that is broad yet defines the unique personality of the campus? How can a mission statement be both flexible and specific? Our institution is a dynamic one, with career-development and technical programs that are constantly evolving to meet the needs of our students and the local economy they wish to enter. The authors of our Mission Statement started with our fundamental and unchanging charge to serve our students. Across a community as multi-faceted as ours, there is great value in distilling our Mission on to its essence: we are accessible, affordable, culturally-diverse, and committed to meeting varied educational needs in an environment that stimulates learning. As we reach out daily to our students and community in the hundreds of ways that we do, our efforts are framed within our Mission. This ongoing process represents a milestone for our institution, which has existed as a merged college for less than 20 years. In that time, the College has revised its Mission Statement three times as it has sought to redefine its identity.

Three Rivers Community College Self-Study

The disadvantage to this distillation approach is that, taken alone, our Mission Statement offers only a partial description of our unique institutional qualities. However, our Vision Statement and our values elaborate upon our Mission. Taken together, they are a detailed and accurate representation of who we have been, who we are today, and who we strive to be in the future. That said it is clear that the importance of our Vision Statement needs to be better articulated for the campus community.

Projection

Our survey of faculty and staff in 2011 provided several suggestions to strengthen our community's familiarity and understanding of the TRCC Mission Statement. Ten percent of respondents to the Mission Statement Survey incorrectly believed that there was a physical copy of the Mission Statement displayed on campus. (Before collocation of the two campuses, framed copies were previously hung in the foyers of both the Mohegan and Thames Valley campuses.) Twenty percent of faculty and staff erroneously reported that the Mission Statement was printed in the Student Handbook. As a result of the survey, the Mission Statement was placed on the walls at locations around campus and in the Student Handbook.

Another hurdle to overcome with regards to our Mission is the fiscal hardship in Connecticut. TRCC is facing new challenges in continuing to meet our institutional obligations. In fall 2011, TRCC was challenged to manage enrollment to control expansion, and this unprecedented action is testing our commitment to accessibility. These are uncharted waters for our College, and at this time (spring 2012), we are sensitive to the effect this may have on accessibility.

It is possible that this development will cause the College to again review our Mission. The fifth year interim report states that the "college will continue to evaluate its mission statement on a regular basis." Even though the Mission Statement is reviewed annually and strategic targets are developed each year, a large shift in how the College manages enrollment could be cause for revision.

Regardless, the College will continue to support Eastern Connecticut's business and industry community through its membership and engagement in both the Eastern Connecticut and Norwich chambers of commerce. A key component of this support is the collaboration with our Continuing Education Department for job training, partnerships with State agencies, the US Department of Labor, youth programs, and English language training programs.

Three Rivers Community College Self-Study

Institutional Effectiveness

The Institutional Assessment Committee, which was active in academic year 2008-2009, described a myriad of ways in which the TRCC Mission Statement could be measured. For example, in addition to demographic data, the cultural diversity of TRCC could be measured by access to and promotion of culturally diverse activities, programs, and organizations. The hoped for goal of this Committee was to create a system of dashboards that would enable instant and current information on the status of the institution. Although this communication tool has not yet been implemented, a positive outcome of the Committee's work was that several programs submitted unit assessment plans where they reviewed their program mission statements and described program outcomes, all within the context of how each program's work fits the TRCC Mission.

"DATA FIRST" FORMS

GENERAL INFORMATION

Institution Name: Three Rivers Community College

OPE ID: ? 00976501*

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	? 2011	Yes	Unqualified
Most Recent Year	? 2011	Yes	Unqualified
1 Year Prior	? 2010	Yes	Unqualified
2 Years Prior	? 2009	Yes	Unqualified

Budget / Plans

Current Year	2012
Next Year	2013

Contact Person: ? Michael J. Lopez

Title: Dean of Administrative Services

Telephone No: (860) 383-5202

E-mail address mlopez@trcc.commnet.edu

*Note: 00976500 (former Mohegan campus was discontinued);
the 00976502 OPE ID is the Submarine Base remote location.

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NEASC Standard Two- Planning and Evaluation

“Assessment and Planning – How we take and shape data in order to constantly improve teaching and learning.”

-Peter Patsouris, Assistant Professor of History

Description

Planning

Planning at Three Rivers Community College exists at every level within the organization. At the institutional level is the five-year 2009-2014 Strategic Plan that grew out of the last iteration (2005-2008) and derives its focus from System Strategic Priorities and a system-wide planning process that was initiated in 2002. Those priorities were previously reviewed by the Board of Trustees Community College System Presidents who, along with the Chancellor, engaged in a planning and evaluation session that set a course for the colleges. The current strategic plan, approved on October 29, 2008, is rooted in the Board of Trustees for Community Colleges Strategic Plan that lists five System Strategic Priorities.

The Plan lists Planning Assumptions/Guiding Principles as well as goals that promote a vision: expanded access and opportunity via student success, affordability, improved accountability, improved learning and assessment, and a safe, secure, and inclusive environment. For each priority, the College engaged in a participatory process whereby divisions, departments, the President’s Cabinet and the Council were invited to provide input. The College’s Regional Advisory Committee, representing external elements with a stake in the College Plan, was also invited to provide input and feedback.

The Plan has been accompanied by a Strategy Map that summarizes key points in a visual format. Since its first appearance in 2002 through the present, the Map is used to focus all college goals and objectives. The Map is grounded in a resource perspective that drives learning and internal processes toward ultimate goals of student success and workforce development. The Map is a ubiquitous reminder for all that while student success comes first, the disciplined work of establishing and cultivating innovation and best practices must be accomplished every day. As a frequent flash point for discussion and feedback within the President’s Cabinet, the Map highlights key areas of focus for every academic year.

Three Rivers Community College Self-Study

In addition to the Strategic Plan, the College is nearing its fifth year of a Title III grant. The 1.5 million dollar grant, “Strengthening Learning Initiatives for Student Success,” is guided by a set of goals that carry over year-to-year and are subject to a review process. The Grant has spawned many initiatives undertaken by a diverse group of employees; full- and part-time faculty and staff members have been included throughout. As part of the process to prepare for implementation of the Grant, the College used a Professional Day in 2007 to conduct an analysis that focused on generating feedback concerning opportunities and how respective groups within the College plan to contribute to making changes and achieving desired results. A recent visitation and review by Title III representatives validated that the College has made targeted progress with its expressed goals and objectives.

Other grants have also been awarded, including grants from the National Science Foundation (NSF) that led to the TLC (Technology Learning Center) Program designed to promote the technologies and the grants Next Generation Manufacturing, and “Strong CT” that promote the sciences to under-served populations. Both examples serve to recognize and reward continuous efforts by faculty to analyze and respond to the call for student success by developing plans that resulted in significant financial awards.

Evaluation

Evaluation, planning, and setting goals are in place in all divisions within the College. Assessment on a broad level is guided by a model introduced to our college community in 2010 by our Director of Institutional Research. That model is graphically depicted as a pyramid with a foundation in “Mission/Goals/Objectives” and an individual perspective that poses the question, “Why am I here?” The cycle has four phases: plan, do, check, and act. The checking phase is intended as a point to assess results before implementation.

Academic programs are reviewed internally once every five years. Most recent reviews included Early Childhood Program, the Liberal Arts /General Studies Program, and the Criminal Justice Program. Distance education courses are considered to be internal to the academic degree and certificate programs and are reviews are included in the regular program reviews. Distance learning courses are reviewed per the biennial review process. Distance education courses are considered to be completely integrated and internal to the academic degree and certificate programs and thus regular program reviews take them into account. Distance education courses are reviewed per the biennial review

Three Rivers Community College Self-Study

process. Beyond the evaluation, feedback is now included for each program report. The Academic Division has a number of programs that are accredited by an external body, including Nursing (NLNAC re-accredited in 2011 for eight years), the Business Department (ACBSP), Early Childhood Education (NAEYC, in process), and the Engineering Technologies (TAC-ABET, awaiting final report July 2012).

Individually, Three Rivers employees are evaluated on a periodic basis and are encouraged to set goals consistent with respective collective bargaining agreements. Faculty follow a “Faculty Development and Review Process” (FDRP) that includes an opportunity for self-appraisal; non-teaching staff members often adopt evaluation targets that are specific to their work in various departments and divisions.

The Academic Division has annual goals derived from the Institutional Strategic Plan that are presented to the Division by the Academic Dean at the close of each year for the following cycle. Departmental planning and evaluation are evidenced in the Three Rivers College Foundation Strategic Plan for 2009-2014. That plan lists five emphases:

- Expanding access to educational opportunities by supporting student success;
- Maintaining affordability: tuition, financial aid, and resource development;
- Improving accountability;
- Improving learning and assessment;
- Ensuring a safe, secure, and inclusive campus environment.

The Continuing Education Department, under the auspices of the Academic Division, sets specific annual goals with Workforce Development initiatives, a continuing and dynamic focus. The Strategy Map highlights this area with special mention of programs related to allied health, business, and manufacturing. The Student Services Division meets to set and review its goals on an annual basis. A highlight of the 2009-2010 goals was an unprecedented 15% increase in enrollment. Also in 2010, the Admissions Office delivered an “Assessment Plan for Goals, Initiatives and Outcomes for the Academic Year 2009-2010.”

A subcomponent of the academic program, the distance learning program’s evaluation and planning is described in standards four and eight.

Three Rivers Community College Self-Study

Appraisal

Our College's last professional day in August 2011 is a recent example that planning and evaluation are alive, pervasive, and inclusive at the College. Every member of the College was invited and a majority of faculty and staff members attended and participated.

The last few years have primed the organization for new work and success. The memory of the 1992 merger of Mohegan and Thames has faded for most. Almost fifteen years of effort produced a move to the now collocated campus, a move that spanned many months and was finalized in 2009. Being under one roof has had a major, positive impact on the culture of our College and communication channels. While the need for effective communication commonly surfaces as an area needing improvement, the fact that face-to-face communication can be more easily accomplished is a factor that cannot be denied.

In addition to this enhanced ability, having a full-time Director of Institutional Research has created a continuous focus on models that support and enhance decentralized planning efforts. The Director coordinated Professional Day in 2010 that showcased and advanced the General Assessment Model that is being used to promote Institutional effectiveness at every level. The Model poses a series of critical questions that can be used to represent perspectives from every level within our College.

Title III has honed the planning and evaluation skills of over 50 members of our College community over the last five years. Members have participated in grant-funded activities and have received training and attended conferences. Work products pertaining to the initiatives related to Title III have been meticulously documented and publicized. Institutional achievement to date has been validated by a Title III evaluator during the annual external evaluation. Participants are carrying their skills back to their positions, influencing not only their individual performance but departmental and divisional performance as well.

Projection

The present General Assessment Model has taken hold with evidence of its critical thinking components in the General Education Assessment which includes matrices showing the relationships among various programmatic elements. In other words, TRCC is connecting the dots among its programmatic data and activities, making cases on many levels that the College is effectively and intelligently conducting its

Three Rivers Community College Self-Study

business and achieving its goals. Models have given way to deliverable products that now provide disciplined frameworks and processes that will continue to make TRCC a premier college.

The Five-Year Title III Grant will be complete at the end of 2012. Positions that have been supported by grant funding will need to be sustained by the College budget. However, challenges remain for FY13 with what promises to be a fiscally challenging year. In addition to positions, Title III supported attendance at many worthy conferences and professional development opportunities and supported individual grants for special projects in many departments. Funding for the TLC grant, which provided additional recruitment, retention, and academic support for learners in the area of technologies ended in spring 2011.

As grants come to completion in this environment of fiscal austerity, our College needs to look elsewhere to sustain the level and quality of student success at the institution. The College has applied for other grants that may continue these successes. The System did receive word of a Department of Labor Employment and Training Administration (DOL ETA) grant of \$2.7 million that will assist to fund Connecticut Manufacturing Energy Transportation Program (CT-MET), formerly titled Transitioning Adults to Stem Careers (TASC). Although the System received a maximum of \$180,000 over a three- year period, TRCC's exact share of that award is pending approval.

The future brings other major challenges. In the legislative session ending June 2011, Public Act 11-48 was passed into law. This act mandated the consolidation of three units of higher education in Connecticut and the dismantling of the Board of Trustees for the Connecticut Community Colleges and replaced the structure with a new Board of Regents (BOR) which oversees the Connecticut Community Colleges, the Connecticut State Universities, and Charter Oak College. This governance restructuring will result in major policy changes at the highest level, the effect of which is yet to be felt completely at the local college level.

In light of the restructuring, it is difficult to project how the mission and goals of the community colleges will be impacted. As partners with two other units of higher education, the nature of relationships will need to be defined. The BOR has selected a President and appointed a Vice President for the Community Colleges.

Three Rivers Community College Self-Study

With several changes being driven by powers external to the College, there is sometimes a lack of planning assumptions going forward. Our College has as its strength an experienced, skilled, and talented force of professionals who are ready, willing, and able to play a critical role in shaping perhaps an even greater model of organizational effectiveness. Despite the distinct challenges the College has embarked on a process to improve its strategic planning. Working with a pair of nationally recognized consultants the College is embarking on a collaborative strategic planning process to identify new opportunities for growth and development as well as assess the relevancy of current educational programs and services. The Strategic Planning Steering Committee, composed of 20 members from the College community including faculty, staff, and management will work with the consultants to identify a set of strategic priorities for the College over the next three to five years. In addition to strategic priorities the steering committee will also develop a simple plan of implementation and a no frills system for monitoring performance related to achievement of the strategic planning priorities. At the completion of the strategic planning process a subset of the steering committee (15 members) will then serve as the College's Institutional Assessment Committee and this will be charged with the yearly monitoring and reporting of the plan.

Institutional Effectiveness

All levels of the College are engaged in planning and evaluation efforts. The College uses a variety of personnel, tools, and events to help decentralize planning efforts and to empower individual work units including graphical models, software applications, professional day events, and grant programs.

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Immediately prior strategic plan
Current Strategic Plan
Next strategic plan

Year of completion	Effective dates	URL or folder number
2008	2005-2008	
2014	2009-2014	Folder
		link to draft, if available

Other institution-wide plans

Master plan
Academic plan
Financial plan
Technology plan
Enrollment plan
Development plan

(Add rows for additional institution-wide plans, as needed.)

	Annual	Folder
	Annual Budget	See NEASC Standard on Finance
	Annual	Folder
	Annual	Folder
	2010-2015	Folder

Plans for major units (e.g., departments, library)

Student Services		Annual	Folder
Library		Annual	Folder
Continuing Education		Annual	Folder

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
Program review schedule (e.g., every 5 years)

12-May
Annual

Sample program review reports (name of unit or program)

Business
Early Childhood
Liberal Arts and Sciences
Nursing
Technologies

(Insert additional rows, as appropriate.)

URL

Trfaculty\neasc-std4\$ Rev_Accr Doc
Trfaculty\neasc-std4\$ Rev_Accr Doc
Trfaculty\neasc-std4\$ Rev_Accr Doc
Trfaculty\neasc-std4\$ Rev_Accr Doc
Trfaculty\neasc-std4\$ Rev_Accr Doc

System to review other functions and units

Program review schedule (every X years or URL of schedule)

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Sample program review reports (name of unit or program)

1 General Ed Assessment
2
3

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

Example: Advising: www.notrealcollege.edu/advising
Faculty Development and Review Program (FDRP)
Affirmative Action Plan: http://trccweb.trcc.commnet.edu/
3

(Insert additional rows, as appropriate.)

Date
1995
current
2011

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NEASC Standard Three- Organization and Governance

“Practicing leadership, helping fellow students to succeed, and networking with organizations related to my major are the things I enjoy in student government.”

-Abby Cobb, Governance Representative, Student Government

Description

Until July 1, 2011, Three Rivers Community College was one of twelve community colleges in the State, all administered by the State Board of Governors for Higher Education and governed by the Board of Trustees of Community-Technical Colleges, led by the Chancellor. At the institutional level, our College is led by its President (appointed by the Board of Trustees of the Connecticut Community Technical Colleges). As a member of the Council of Presidents and the Board of Trustees, the President serves as the link between the internal and external governance structures. This governance structure was changed substantially by PA-11-48 Section 211 as amended by PA-11-61. This legislation eliminated the Department of Higher Education, the Board of Governors of the Connecticut State Universities, and Charter Oak State College and created the Board of Regents of Higher Education (BOR). Our College remains under the leadership of its President, who remains on the Council of Presidents which now includes the presidents of the state universities and Charter Oak.

The institutional organization and governance structure at Three Rivers Community College has largely completed the transformation necessitated by the consolidation of its two campuses on one site. While the College governance structure includes a wide range of constituencies, from the Board of Regents (formerly, the Board of Trustees), the President, administration, staff, faculty, and students, to the external College Foundation, Regional Advisory Council, and various program advisory committees, it has a governance system designed to facilitate the accomplishment of its mission and purposes.

State Board of Governors for Higher Education

Prior to the Board of Regents replacing the Board of Governors for Higher Education, the Board of Governors for Higher Education made higher education policy, reviewed public college and university missions and budgets, recommended system-wide budgets to the Governor and General Assembly, licensed and accredited academic programs and institutions (both public and independent), evaluated institutional effectiveness and coordinated programs and services between the public and independent

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sectors. Under the Board's leadership, the Department of Higher Education carried out Board policy, administered statewide student financial aid programs, oversaw private occupational schools, and conducted research and analysis on issues important to legislators and the public.

The Board of Trustees of Community-Technical Colleges

Before the Board of Regents replaced the Board of Trustees of Community-Technical Colleges, its primary function was to establish policies for the development and maintenance of the educational programs and services of the community colleges. The Board was the policy-determining body on all matters relating to the proper management of the colleges. The Board established and maintained appropriate working relationships with the Board of Governors of Higher Education, Board of Trustees of The University of Connecticut, Board of Trustees for the Connecticut State University, the governing boards of the private colleges of Connecticut, regional and national associations for higher education, and the departments and agencies of the state and federal governments.

The Board of Regents of Higher Education

As identified, the new Board of Regents has replaced the Board of Governors for Higher Education, the Department of Higher Education and the Board of Trustees of Community-Technical Colleges, the Board of Trustees for Connecticut State Universities, and the Board for State Academic Awards (BSAA) for Charter Oak State College. The responsibilities of the Board of Regents are outlined in statute in Section 10a-6 as follows:

(1) Establish state-wide policy and guidelines for Connecticut's system of public higher education; (2) develop a master plan for higher education and postsecondary education, consistent with the goals in subsection (b) of this section; (3) establish state-wide tuition and student fee policies; (4) establish state-wide student financial aid policies; (5) monitor and evaluate institutional effectiveness and viability in accordance with criteria established by the board; (6) merge or close institutions in accordance with criteria established by the board, provided (A) such recommended merger or closing shall require a two-thirds vote of the board and (B) notice of such recommended merger or closing shall be sent to the committee having cognizance over matters relating to education and to the General Assembly; (7) review and approve mission statements for the constituent units and role and scope statements for the individual institutions and campuses thereof; (8) review and approve any recommendations for the establishment of new academic programs submitted to the board by the constituent unit boards of

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trustees, and, in consultation with the affected constituent units, provide for the initiation, consolidation or termination of academic programs. The Board of Regents for Higher Education shall notify the board of trustees affected by the proposed termination of an academic program. Within ninety days of receipt of such notice, said trustees shall accept or reject the termination proposal and shall notify the Board of Regents for Higher Education of its action. If the termination proposal is rejected by the trustees, the Board of Regents for Higher Education may override the rejection by a two-thirds vote; (9) develop criteria to ensure acceptable quality in programs and institutions and enforce standards through licensing and accreditation; (10) prepare and present to the Governor and General Assembly consolidated operating and capital expenditure budgets for public higher education; (11) review and make recommendations on plans received from the constituent unit boards of trustees for the continuing development and maximum utilization of the state's public higher education resources; (12) appoint advisory committees to assist in defining and suggesting solutions for the problems and needs of higher education; (13) establish an advisory council for higher education with representatives from public and private institutions to study methods and proposals for coordinating efforts of all such institutions in providing a stimulating and enriched educational environment for the citizens of the state, including measures to improve educational opportunities through alternative and nontraditional approaches such as external degrees and credit by examination; (14) coordinate programs and services throughout public higher education and between public and independent institutions, including procedures to evaluate the impact on independent institutions of higher education of proposals affecting public institutions of higher education; (15) make or enter into contracts, leases or other agreements in connection with its responsibilities; (16) be responsible for the care and maintenance of permanent records of institutions of higher education dissolved after September 1, 1969; (17) prepare and present to the Governor and General Assembly legislative proposals affecting public higher education, including proposals which utilize programs and facilities of independent institutions of higher education; (18) develop and maintain a central higher education information system and establish definitions and data requirements for the state system of higher education; and (19) undertake such studies and other activities as will best serve the higher educational interests of the state.

The Mission Statements of the Board of Regents and its constituent agencies are in the process of review and revision. Statute provides a structure for those Missions as follows in section 10a-6: *Within the limits of authorized expenditures, the policies of the state system of higher education shall be*

Three Rivers Community College Self-Study

consistent with the following goals: (1) To ensure that no qualified person be denied the opportunity for higher education on the basis of age, sex, gender identity or expression, ethnic background or social, physical or economic condition, (2) to protect academic freedom, (3) to provide opportunities for education and training related to the economic, cultural and educational development of the state, (4) to assure the fullest possible use of available resources in public and private institutions of higher education, (5) to maintain standards of quality ensuring a position of national leadership for state institutions of higher education, (6) to apply the resources of higher education to the problems of society, and (7) to foster flexibility in the policies and institutions of higher education to enable the system to respond to changes in the economy, society, technology and student interests. Said board shall review recent studies of the need for higher education services, with special attention to those completed pursuant to legislative action, and to meet such needs shall initiate additional programs or services through one or more of the constituent units.

At the time of this writing, the policies of the new Board are a compilation of the policies of the previous governing entities.

The President

Dr. Grace Sawyer Jones, President of Three Rivers Community College, was appointed in August of 2001. Her first order of business was to implement the consolidation of the two campuses, which was completed in 2009. The duties and responsibilities of each community college president are specifically defined in the Community-Technical Colleges of CT, Policy Manual: Board of Trustees, March 2010.

Internal Governance

In 2012, the College will be in its fifteenth year of using the institutional governance structure first implemented in 1997. Since its inception, the goal of our governance structure has been to foster inclusion and institution-wide engagement with the policy-making and operational processes of the College. The institutional governance structure at Three Rivers Community College includes the President's Cabinet, Governance Council, Academic Division, Administrative Services, Information Technology, Student Services Divisions, and Student Government. The details of these components are outlined in the Three Rivers Governance Document, 2010.

Additional Entities Affecting Governance

Three Rivers Community College Self-Study

In addition to the structures described above, there are three other components that affect the College's governance. These are all external to the College, but their impact on operations can be significant. Each one represents valuable stakeholders at the College in ways that are valuable to the institution as a whole.

Collective Bargaining

The first of these additional entities are the six different collective bargaining units that represent the employees of the College. 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 mainly technical faculty. Other college administrators are represented by the AFSCME Administrators (American Federation of State, County and Municipal Employees) bargaining unit. Clerical staff members are represented by the AFSME Clerical 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. The faculty and professional staff agreements were negotiated between the Board of Trustees of Community-Technical Colleges and the union representatives. The classified agreements are negotiated between the Office of Labor Relations and the respective union. Going forward, the Board of Regents will be the primary body involved in renewal and amendment of relevant contracts.

Community Groups

In addition to the bargaining units, several community groups, including program-specific external advisory boards, accrediting bodies, and the Regional Advisory Council appointed by the Board of Trustees provide input to the governance of our College. The Regional Advisory Council is comprised of sixteen community members who advise the College of community needs and provide a link between the College and the community. Input from the Regional Advisory Council is invaluable for decisions regarding capital projects, policy issues, development of new curricula, budgetary decisions, and viability projections for specialized programs and activities. The external advisory boards and accrediting boards for most of the career programs, such as the Human Services, Early Child Development, Nursing, Mechanical/Manufacturing/CAD, Nuclear Engineering Technology, Computer Science, and

Three Rivers Community College Self-Study

Environmental Engineering Technology also provide valuable feedback to the College. A complete listing of all of these external advisory boards within the College is available for review by the evaluation team in the Team Workroom.

Foundation and Alumni

The Three Rivers College Foundation and the Alumni Association are organizations that promote active involvement with and positive public relations between the larger community and our College. The Foundation is a non-profit organization dedicated to fund raising and fund development to benefit 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 honors students and students who have financial need. Board activities also help to enhance capital improvement projects and provide social, educational, and cultural opportunities at our College. The Foundation's net assets on July 1, 2001, were \$253,537; as of June 30, 2010, they were \$3,528,492. This represents more than a 130% increase, and does not include funds from the State Matching Grant Program for the last four years. The Annual Gala and Annual Golf Tournament, in their 14th and 12th years, respectively, are major fundraisers for the Foundation. The current annual report for Three Rivers College Foundation is available in the workroom.

Appraisal

In the governance structure prior to January 1, 2012, the Board of Governors of Higher Education had set forth a strong statewide effort to increase efficiency and accountability, advance technology-based learning and outcome-measuring in all courses, and improve resource allocation.

Likewise, the Board of Trustees actively governed the Community College System, with a wide range of representation from the host communities in business, finance, and government. Two current community college students also served on the Board. Board members were appointed by the Governor. The Board of Trustees responded positively to issues and concerns of the College and was instrumental in the realization of our campus consolidation. Currently, the new Board of Regents is issuing periodic directives to all of the Colleges, defining the changes in governance as they occur. The most recent development is a proposal to streamline the transfer articulations among the community

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colleges and the state university system. The guidelines for the new directives indicate a number of concrete changes that will have a substantial impact on the College curriculum and possibly the internal governance structure.

The College's institutional governance structure has made it possible for the College to respond and adapt to internal and external forces that may affect its policy priorities. The Governance Council provides an open forum for all members of the college community to participate in the process of governing the institution through representatives from all campus constituencies. The revision of the College's Governance Document in 2009 incorporated a five-year cycle of review, evaluation, and revision for the institutional governance structure, ensuring that it remains responsive to the needs of the institution and the directives of campus managers.

Academic integrity in our College is maintained by a five-year cycle of continuous review of the academic departments. Faculty members are evaluated within the terms of the pertinent collective bargaining agreements. The quality of our academic programs can be measured by the results and in the robust articulation agreements with the University of Connecticut and the State University System, which currently numbers twenty-five. The implementation of system-wide common course numbering and plans of study in 2000 has also strengthened the academic position of the institution in the last ten years. The cyclic review and accreditation of several career programs by external professional associations have further strengthened academic integrity and relevance of programs. Most recently program accreditation visits occurred in 2009 (TAC-ABET) and in 2010 (NLNA). In addition, the implementation of online learning has grown from zero to 53 courses in AY 2011.

Students at Three Rivers are actively engaged in a wide-range of social, educational, cultural, and governance activities at the College. Student Government has enjoyed active representation on the Governance Council, and currently includes 35 student organizations

Previous issues related to limited library space, parking, designated smoking spaces, adequate office space for faculty and staff, and campus security have been partly resolved with the campus consolidation. Many of those concerns were by-products of inadequate, outdated, and geographically separate campuses. The challenge that faces the College now is how to meet the needs of a student population that has exceeded the projections for the new facility.

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Projection

In the next decade, now that the bulk of our campus consolidation project is complete, the College is going to focus on accomplishing three primary goals that will be influenced by campus governance policies and procedures: The first objective is the completion of the campus construction project that includes the yet-to-be-built auditorium and fine arts classrooms, which is an essential component to the success of our college. Second is the continuation of programs initiated under the Title III Grant to assist students in developing skills for the twenty-first century workforce. Last, is the continued effort to improve internal communication and participatory decision-making by actively engaging the faculty and staff with the governance process.

In addition to these primary goals, the College leadership and governance are committed to a number of other initiatives:

- *Actively developing the College's Regional Advisory Council to negotiate the changing needs of our community by revitalizing the membership and re-thinking its mission;*
- *Continuing to implement best practices for institutional effectiveness by striving to create an institutional culture of constant improvement; Developing a sustainable and supportive relationship with alumni.* In this era of social networking, building an alumni organization for former students of Mohegan, Thames Valley, and Three Rivers will be an important feature of our commitment to transforming the lives of our students. A cohesive alumni organization will enhance the resources we offer our students;
- *Continuing to improve internal communications, morale, and governance.* The internal governance process has been made much more effective through the process of revising the Governance Document. The college intends to build on this success by actively engaging the faculty and staff.

Institutional Effectiveness

In 2002, the NEASC Self-Study Team for Standard III detailed several areas for improvement in the College's governance, and in the last decade, the institution has effectively implemented many strategies to address those areas. The complete integration of our college community on one campus

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has obviated many of the perceived inequities and lack of cohesiveness reported in 2002 and 2007. This dramatic change has substantially improved the efficacy of institutional governance and operation, and has finally achieved the projection “of the spirit of the merger in word and deed” that was recommended.

In addition, the recommendation to make the College’s institutional Governance Structure more inclusive has been implemented in two successive revisions of the Governance Document in 2009 and 2010. The recommendation for consistent student representation on the Governance Council has been achieved. The survey of permanent employees conducted in February 2011 found the majority of the respondents feel our Governance Council structure is an effective component of the organization. Furthermore, professional day agendas have been devoted to developing a culture of institutional effectiveness. In response to the recommendation to engage the Regional Advisory Council, President Jones has actively reached out to our Regional Advisory Council to engage its members in the life of the College; the RAC has met each semester in the last three years and is in the process of developing a new relationship with the institution.

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy 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.

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution

Name of the related entity

Connecticut Board of Regents

URL of documentation of relationship

www.ctregents.org

Governing board

URL

By-laws

www.ctregents.org

Board members' names and affiliations

www.ctregents.org

Board committees

URL or document name for meeting minutes

?	

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*

URL or document name for meeting minutes

a. Management Team
b. Cabinet
c. Governance Council
d. Student Government Association
e. Curriculum Committee

Not retained
"Cabinet"
\\trshare\Governance
"Student Government Minutes"
\\trshare\AcademicDivision\Curriculum

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities currently in operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated
Main campus	Norwich	CT	5/5/1992
Other principal campuses			
Branch campuses			
Other instructional locations	Sub-Base-Groton	CT	9/1/1976
	Grasso Tech-Groton	CT	9/1/2001
Distance Learning, e-learning			Date Initiated
First on-line course			1/20/99
First program 50% or more on-line			n/a
First program 100% on-line			n/a
Distance Learning, other			Date Initiated
Modality			n/a
Correspondence Education			Date Initiated
			n/a

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

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NEASC Standard Four- Academic Program

“Taking part in assessment activities at the College is like putting on glasses for the very first time. Then, shazam! All of sudden, things are brought into focus to improve overall vision and direction.”

-Kacey McCarthy-Zaremba, Academic Division Scheduling Office

Description

Three Rivers is a comprehensive community college with an open door policy that offers educational advancement through certificates and associate degrees to an academically diverse student population. Our College provides convenient access for individuals with varied interests and goals. Transfer compact programs, dual admission, and articulation agreements enable graduates to successfully transfer to regionally accredited baccalaureate level colleges and universities, both public and private. Career counseling and placement services include résumé and interviewing support, job and internship databases to support student transition into the work place, and career assessment.

Undergraduate Degree Programs and General Education

Our College offers 45 associate degree programs, 42 certificate programs, and a broad range of liberal arts and sciences, career, and technical courses and provides sufficient resources to sustain and improve its academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives. The 2009 completion of a 300,000 square foot \$95M consolidated campus facility was designed to support all College programs: our fully accredited nursing program, accredited technology programs, and general education curriculum along with 37 state-of-the-art classrooms, labs, Tutoring and Academic Success Center (TASC), and a 13,000 square-foot library. Over \$1M of additional funding in the form of state bond funds has also been allocated to our academic programs for the procurement of capital equipment in the form of new lab and classroom equipment and the replacement of older equipment that existed prior to the campus consolidation.

Several of our programs hold specialized accreditations and licensing requirements, such as Nursing, Business, and Technology. Our College’s programs lead to transfer, employment, and lifelong learning consistent with both the Connecticut Community Colleges Mission Statement and Three Rivers Mission

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Statement. We are seeking program accreditation from the National Association for the Education of Young Children (NAEYC) for fall 2012.

Our College's systematic assessment of academic offerings takes many forms: academic program reviews, outside accreditation, Community College Survey of Student Engagement (CCSSE), retention, graduation, transfer rates, and licensure rates for nursing. Employer feedback, external advisory boards, student and alumni surveys, and general education assessment via rubrics complete the assessment picture.

The highest enrolled degree programs are listed below:

Highest Enrolled Degree Programs							
Fall 2009		Spring 2010		Fall 2010		Spring 2011	
General Studies	1,698	General Studies	1,703	General Studies	2,010	General Studies	1,915
Non- Degree	376	Non- Degree	445	Non- Degree	456	Non- Degree	420
Liberal Arts & Sciences	441	Liberal Arts & Sciences	435	Liberal Arts & Sciences	439	Liberal Arts & Sciences	366
Business Administration	231	Business Administration	222	Business Administration	242	Business Administration	242
Criminal Justice	192	Criminal Justice	204	Criminal Justice	236	Criminal Justice	211
Early Childhood Education	189	Early Childhood Education	185	Early Childhood Education	193	Early Childhood Education	187
Accounting	138	Accounting	178	Accounting	178	Accounting	176
Nursing	138	Nursing	142	Nursing	158	Nursing	155
Human Services	127	Human Services	129	Human Services	139	Human Services	132

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Computer Science Tech	128	Computer Science Tech	119	Computer Science Tech	129	Computer Science Tech	128
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Recent enrollment has considerably increased. For example, fall 2010 had a 13.2% increase over fall 2009, which had a 10.4% increase. See chart on the following page.

Enrollment Trend Over the Past 4 Years				
Semester/Year	FTE	Increase	Enrollment	Increase
Fall 2008	2,304	110 - 5.0%	4,132	284 - 7.4%
Fall 2009	2,573	269 - 11.7%	4,561	429 - 10.4%
Fall 2010	2,960	387 - 15.0%	5,161	600 - 13.2%

Concentration

Each degree requires 60 or more credits and is designed to be completed in four semesters of full-time study. One third of each degree consists of General Education Requirements (GER) and a 25% residency requirement. In-depth study is required in at least one discipline or an interdisciplinary area. Many degrees include open electives and/or discipline-specific electives in order to meet the learning outcomes of the program. Degrees that prepare students for immediate, specialized career preparation allow for fewer opportunities for unrestrictive electives than the broader degrees.

In the past three years, new certificates and programs have been established in Visual Fine Arts, Exercise Science, Pathways to Teaching, Accounting Core, Business Management Core, Business Information Systems Core, Marketing Core, and Surveying and Mapping Technician. Additionally in spring 2012, the Board of Regents approved an eCommerce degree and certificate and a Sports and Leisure Management degree. The highest enrolled degrees are General Studies (GS) and Liberal Arts and Sciences (LAS). The LAS degree is a more structured program that facilitates transfers to regionally accredited baccalaureate colleges and universities. The GS degree is more flexible with a generous number of open electives that

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provide the students and advising faculty members the opportunity to select electives meeting the students' needs. The breadth of the GS degree accommodates previous learning in many areas.

The New Academic Program and Approval process includes program learning outcomes, statement of need, required resources, and goals in congruence with the College Mission. Program learning outcomes clearly articulate the attributes of a graduate and are published in the catalog Associate Degree Programs.

The curriculum in each degree program establishes a learning pattern that builds from foundational theory and methods of inquiry within the discipline to more in-depth study as students progress through their courses of study. Each degree's curriculum is listed on a plan of study used by faculty and students to guide their progress towards graduation. Institutional guidelines require course learning outcomes to be included in syllabi for every course. Syllabi are archived in the Academic Division.

Faculty communication with students regarding course material and grades is evident in the data from CCSSE that show 92.7% of students indicate they "received prompt feedback (written or oral) from instructors on [their] performance" sometimes, often, or very often and 90.0% indicated discussing their grades with some frequency with their instructor. This systematic and substantial feedback is designed to help students learn important skills and improve their achievement of learning outcomes. The data show that a large amount of the communication between instructors and students is conducted via e-mail and that percentage is increasing over time. In 2008, 85.6% indicated using email at some frequency to communicate with an instructor.

Two areas where the CCSSE data indicate a need for more engagement between faculty and students are interactions outside of the classroom discussing course material (52.9%) and working with faculty in non-academic activities (29.2%). To date, the 2011 CCSSE data is not available; however, improvement in these areas is anticipated due to the merging of two campuses. Faculty now have individual offices and are more accessible. There are also informal places outside of the classroom for students and faculty to gather. Student clubs that include faculty advisors have increased from 25 to 36. A common hour has been built into the schedule to offer students the opportunity to participate in cross-college activities. Starting in the fall semester 2011, the effectiveness of the common hour and student success

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rates enrolled in various course scheduling formats was more formally analyzed. However, more semesters of data collection are needed before substantial conclusions can be made.

In many career programs, faculty offer students the opportunity to apply theory to practice within clinical, practicum, service learning projects, internships, and/or capstone courses. These experiences are monitored by faculty. Practicums often require contracts specifying the learning outcomes, as well as evaluative criteria for success. For example, the business capstone course expects students to synthesize prior learning in all areas of business. Nursing clinical experiences provide students with the opportunity to administer care to a diverse population of patients in a variety of settings. In service learning projects, learning outcomes are developed in conjunction with the sponsoring faculty member. Service is provided to an organization that is not necessarily within students' majors.

While academic programs are well-established and successful, some changes have taken place that have impacted how our College delivers related services. In July 2009, TRCC Library oversight was moved out of the Academic Division into the Information Technology Division, a reflection of the ever-increasing digitization of information. The move was initiated by administration with input from faculty and staff. Support for Distance Learning (DL), technology, and information literacy is accomplished via a number of means and methods within our College and by the CCC system. The Blackboard Learning System (Bb) is used for all technology support related to coursework. The College will change over to the Blackboard Learn System in the fall of 2012.

Technology resources for the academic programs are supported by the Dean of Information Technology, Director of Distance Education, the Information Technology Department, and the Education Technology Committee. Educational Technology and Distance Learning resources available to students include a student preparedness module, a student self-assessment prior to enrolling in an on-line class, an E-Learning presentation, and a tutorial to navigate Blackboard and a library resources orientation. The Information Technology (IT) Help Desk is staffed during normal business hours on campus to assist faculty, staff, and students with questions and issues. The CCC utilizes an outside vendor to assist faculty and students 24/7 with technology issues related to the use of Bb.

Blackboard resources specifically for faculty and staff include a comprehensive on-line course on best practices and pedagogy, iTeach Essentials, which was developed by the CCC for faculty who wish to

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learn and actively participate in on-line education. The nine week course requires participants to spend approximately nine hours a week on reading and assignments. All activities are held in a fully on-line classroom on the Bb platform. Full and part-time faculty development is further supported via many course and seminar offerings both at TRCC and throughout the CCC system via the Course Cart.

Student access to academically relevant technology is available on campus in various forms. Orientation to our College includes a hands-on New Student Workshop and freshman advising seminars, which are held in computer labs to engage students in actively learning to navigate www.mycommnet.edu. Students use this portal to access all their academic and personal information from grades to financial aid and to register for classes. The workshop is reinforced with hard copy reference materials. A technology preparation workshop is offered to students who wish to attend. Students enrolled in CSA 105, Introduction to Software Applications, or BBG 115, Business Software Applications, is specifically invited. The workshop is advertised in freshman advising seminars and in the Continuing Education Department. This initiative is intended to assist any student who could benefit from technology coaching early in the semester. This Workshop was initiated by the Educational Technology Committee and was funded by the Title III Grant along with support of the Continuing Education Division.

The College is committed to ensuring academic integrity in the online environment. This goal is accomplished via several mechanisms, which also serve to meet the requirements of the Higher Education Opportunity Act. These practices seek to ensure that students who register for classes and receive academic credit are indeed the same individuals who complete the work.

Upon acceptance to TRCC, each student receives a unique Banner identification number (Banner ID) that is password protected. The initial password is set by the College for a one-time only sign in. Students must then create their own passwords. The System requires students to change their passwords every 90 days thereafter. In cases of forgotten passwords, students have two options: answer the security question they created at the time of the initial password set-up or present a photo ID to the Registrar's Office or to Information Technology Division for a password reset. The password will revert to the original password with a onetime sign-in requiring students' selection of a new password. The use of the Banner ID and a password known only by the student ensures student confidentiality and privacy.

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The Banner ID and personal password are required for the student to register for classes and for each entry to the online learning environment via Blackboard. All student records are associated with this unique number, including the academic record of each student that is maintained by the Registrar's Office.

Once enrolled, integrity within the online environment is maintained via a combination of current best practices and widely accepted pedagogy for online learning. Course syllabi contain a statement of the expectations of academic integrity. Faculty may require signed statements from their students acknowledging they understand and accept the standards for academic honesty within the online environment.

Via the biennial review process for online learning, the Director of Educational Technology or the appointed delegate reviews the online courses every two years for ongoing adherence to best practices and pedagogy, which ensure integrity within online the learning environment. Two examples are courses are expected to have multi-faceted assessment strategies, including the use of threaded discussion boards so that instructors are familiar with each student's writing style, a sufficient number of postings, and required logins over the semester to ensure that students are consistently and actively engaged.

Because academic programs are the heart of our College, many options are offered for students to complete their plan of study: assessment of prior learning (APL) and accelerated, late start, winter, summer, distance learning, and off-campus courses. Classes are also offered at Groton Submarine Base, Correctional Institutions, and Electric Boat. These courses are taught by the same faculty who teach courses in the traditional time frame. The same syllabi, learning outcomes, and student expectations are in force for these courses that differ only in a time frame, mode of delivery, or location. Students are afforded all of the same rights and privileges as any other TRCC student, except at Correctional Facilities, which do not allow inmates on-line access ; however, the benefit of offering college level work to this population outweighs this difficulty. The Memorandum of Understanding (MOU) with the Subase ensures continued availability of resources and details the responsibilities of each party. The site was evaluated through the Military Instillation Voluntary Review process (MIVER).

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Regardless of time frame or location, courses fall into four categories: (1) on ground (TRAD); (2) hybrid (HYBR); (3) online with campus requirement (OLCR); or (4) fully online (OLN). The HYBR courses require approximately 50% on ground and the OLCR courses require students to visit our campus to complete some activity, such as a panel discussion or learning assessments. Prior to a course being offered online, the faculty member teaching the course must get permission from the Academic Dean and initiate the DL review process that was developed by the Education Technology Committee and approved by the Curriculum Committee and Cabinet. The process for posting new online or hybrid courses to the course schedule involves a checklist completed by the faculty member aimed at self-assessment for online best practices. The checklist is reviewed by the Director of Distance Education or his delegate and then the faculty member and the reviewer look at the findings together to share ideas and feedback. Once a course is operational, a biennial course review is required. The biennial review consists of a similar process with the end goal to ensure that current best practice use and pedagogy in online learning has the same integrity and quality as other formats.

Spring 2011 Non-Traditional Sections		
Type of Section	Number of Sections	Percentage of all Spring 2011 Sections (720)
Cooperative Learning	5	1%
Hybrid	5	1%
Independent Study	25	3%
Internship	16	2%
Online With a Campus Requirement	10	1%
Fully Online	44	6%
Modular 1 (7 weeks - 1st half)	2	0%

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Modular 2 (7 weeks - 2nd half)	6	1%
Extension Credit	9	1%
Total of All Non-Traditional Sections	122	16%

For all course types, a General Education Committee (GEC) continues its assessment of the competency-based general education requirements to make sure the goals, outcomes, and measures stay consistent with the growing and changing curricula in our College and that these goals are being achieved by our students. The Committee has representation of faculty from each academic department and a member from academic administration. Attainment of GEC outcomes are measured via assessment of a diverse collection of artifacts using rubrics that were either developed by the committee and modified or obtained with permission from Association of American Colleges and Universities. Assessment consists of the evaluation of student learning outcomes not the evaluation of individual faculty.

Assessment of Student Learning

Student learning assessment takes many forms. It starts with assessment and placement at enrollment and is ongoing by individual faculty and departments via course learning outcomes. Student, alumni, and employer data also serve to measure student learning. The assessment of student learning takes place at the program level as data are systematically gathered on the efficacy of the curriculum. These data indicate if students achieve the established program learning outcomes; findings are used to improve students' learning experiences. Through this continuous improvement process, as outlined in program assessment plans, documentation is gathered to evaluate what students know, understand, and are able to do by the end of the program so that meaningful changes in programs can be implemented with outcomes modified accordingly. Every five years, the program leaders participate in the program review process and/or outside special accreditation self-studies, documenting program-level achievement data, as well as delineating strategies aimed at improving student achievement of program-level outcomes.

The GEC Task Force, with input from college faculty, defined the competency-based learning outcomes common to all degree programs that are considered General Education (GE):

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- Quantitative Reasoning
- Critical Thinking
- Information Literacy
- Scientific Inquiry
- Global Awareness
- Communication
- Technological Literacy
- Responsible Citizenship

These outcomes are consistent with our College's Mission Statement. The Task Force assigned different assessment teams to collect and analyze artifacts with rubrics for Citizenship, Information Literacy, and Scientific Inquiry in spring semester 2011. Much was learned about the process in this initial assessment. In fall semester 2011, the second round of assessment built on the foundation established in spring 2011, as additional artifacts were collected and analyzed.

The College is committed to serving the community as a whole, so the institution provides students and the public with clear information regarding our academic programs. All information pertaining to the requirements of a program is in the College Catalog, which is available on the College website. (Past hard copy issues of the catalog are retained in the Registrar's Office and digital catalog copies are retained on the Intranet.) Program descriptions include program learning outcomes, the plan of study, and what the successful student can expect upon graduation. The catalog includes course descriptions and prerequisites. Prerequisites are administered by the Registrar's Office via online registration blocks. Plans of study detail the sequencing of courses in the degree programs. In broader degrees, the sequencing is determined by the prerequisites.

Policies for admission and retention are consistent and coherent for students applying to academic programs. There is an open admissions policy in all courses of study, with the exception of selective admissions for the Nursing Program. Personal and academic counseling is an extremely important function during the admission and registration process, enabling students to select those courses and programs for which they are most suited at the time of admission.

Scholastic Aptitude Test (SAT), American College Testing (ACT), Accuplacer tests and/or transfer credits are used to appropriately place students. When indicated, developmental course placements are

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required. Students who place into developmental courses are assigned to a Phase I advisor who has received additional training in student persistence for this population.

New, transfer, and readmitting students are required to meet with admission advisors, individually or in a group, before their initial registration. Continuing degree-seeking students are required to meet with their assigned academic advisor in their first semester and upon application for graduation. However, it is common for students to meet with their advisor as often as every semester or as needed. Students have access to their plan of study for their catalog year. Published degree requirements and course descriptions provide accessible information for students to self-advise in conjunction with their assigned advisors. The Academic Advising Committee meets regularly to review and update advising policies and procedures as needed.

Semester course offerings are available online no less than three weeks before the registration period begins. (TRCC stopped printing course schedules in summer 2009 due to schedules becoming obsolete prior to their publication.) The Scheduling Office in the Academic Division and the Registrar's Office in the Student Services Division work together to ensure that required and elective courses are offered in sufficient numbers in multiple formats and on varying days and times. The need for a two-year rotation schedule was identified as not all courses are offered every semester.

Integrity in the Award of Academic Credit

Transfer credits may be granted for credit courses completed at all institutions within the Connecticut State System of Higher Education and at all other collegiate institutions accredited by an agency recognized by the Council for Higher Education Accreditation as either a Regional Accrediting Organization or a Specialized and Professional Accreditation Organization. The credit must be applicable to the objectives of (or equivalent to) the course requirements of the curriculum in which the transferring student enrolls. The full transfer credit policy is in the BOT Manual and in our catalog.

Credit is awarded for nationally standardized competency-based examinations, prior experiential learning, and/or non-collegiate instruction on the basis of credit recommendations from the American Council on Education and other recognized agencies according to the policy posted in the BOT Manual (3.9.2) and in our online catalog. Recognized credit recommendations for non-traditional learning at the

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associate degree level and/or baccalaureate degree are honored. The Associate Registrar consults with faculty and applies the same standards of breadth, depth, and rigor to non-collegiate credit recommendations as to course evaluations from other colleges to ensure that the learning is both applicable and equivalent to the course requirements in the curriculum.

Students can also earn credits by Assessment of Prior Learning (APL) through Portfolio Development, a four-credit course that guides students through the development of their portfolio, which is governed by a policy posted in the BOT Manual and in the College online catalog. The APL Board is composed of faculty and administrative staff and is responsible for the determination of the number and discipline area of college credits to be awarded. Students are allowed to request 39 credits through Portfolio Assessment. The learning must be of sufficient depth and breadth and be applicable to our courses. No more than 50% of the credits required for a certificate or degree can be satisfied through non-traditional learning (learning attained outside of a college classroom). Although portfolio content is very different from specific course materials, the outcomes remain the same. (Requirements include individual student narratives, résumés, transcripts, credit requests, learning outcome statements, and documentation.)

Across all academic programs, grading policies and procedures are clearly delineated and adhered to for consistency and fairness. Faculty record final grades directly into the student information system within one week of any semester's end. Grade changes after that point are reviewed and approved by the Academic Dean, including changes of incomplete grades from the previous semester. In course syllabi, faculty are required to include relevant grading information, including an academic integrity policy statement and consequences of non-compliance. Students have access to the definition of "Academic Dishonesty" and "Process for Faculty" who suspect academic dishonesty in the Student Handbook and in the online catalog. Also included in the Student Handbook and online catalog is the grade dispute procedure under Institutional Policies.

Beginning fall 2004, academic standing and progress evaluation were combined into Combined Academic Standing (CAST) by the Board of Trustees of Community-Connecticut Community Colleges. The specific policy is in the Board of Trustees (BOT) Manual (3.8 Satisfactory Progress), our catalog, and the Student Handbook. CAST combines academic progress and academic standing and the levels range from good standing to academic suspension.

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While the BOT dictates the standards, the individual college determines the consequences for each category. Students on warning and/or progress probation get warning letters from the Dean of Student Services; students on academic probation or academic suspension get notification from the Academic Dean. All communications include resources and staff referrals which can help students improve their performance. Students on academic probation are limited to nine credits for the next semester, and suspended students are ineligible to return to the College for a minimum of one semester. Students are allowed to appeal, based on extenuating circumstances, to the Academic Dean or the Dean's designee. Suspended students are assigned to a team of faculty advisors for assistance with re-entry.

Graduation requirements and criteria for graduation honors are specified in the catalog under General Academic Information. The plans of study in the catalog clearly list the required courses for each degree for the current catalog year. Plans of study from previous catalog years are archived for reference. Students must complete the plan of study effective the year of their admittance or readmission after a two year hiatus. When applying for graduation, students and their advisors may agree to select the current plan of study in lieu of the original catalog year. Mixing and matching of requirements from different versions of a plan of study is not permitted. Deviations from the plan of study are rare. Course substitutions are considered for extenuating circumstances upon request of the student's academic advisor to be approved by the Academic Dean.

Graduation applications are submitted in the semester prior to the semester of their intended graduation. This allows students to register for any outstanding courses. A preliminary audit on the plan of study conducted by the student's faculty advisor is included with the Graduation Application. Then Registrar's Office conducts the final audit of credits to ensure that the student is in compliance with all graduation requirements as listed in the catalog.

TRCC credits are widely accepted at Connecticut state institutions. To facilitate the acceptance of our credits at four year institutions, the College utilizes the Carnegie Unit as the basis for the credit hour with 50 minutes of instruction with transitional and break time for a total of one hour with a minimum of two hours of student work or activities outside the classroom each week for a typical 15 week semester. Non-classroom work including labs, clinicals, and practica are included in this definition. Module (accelerated) courses meet this requirement in less than 15 weeks. Distance education courses have an equivalent combination of interaction, assignments, and activities within the learning

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management system and external to it which is verified by the course design in the First-Run and in the Biennial Review processes.

Students are encouraged to take advantage of the guaranteed admission programs and transfer articulations. These transfer opportunities are presented at new student workshops, freshman advising sessions, and through individual advising. Students taking advantage of guaranteed admission programs are advised concurrently by their advisors and advisors from the four-year college they plan on attending.

A very encouraging statistic for the academic programs at our College is the increased rate of successful transfers. The transfer rate for new students entering from spring 2000 to spring 2007 ranges from 20.8% to 29.2%. Transfer rates at our College are calculated to include all students who transfer without any time limit. Therefore, it is anticipated that the rate of transfer for students who entered from fall 2007 to fall 2009 will increase over time and will be consistent with prior years. The top four colleges that students transfer into are Eastern Connecticut State University, University of Connecticut, University of Phoenix, and New England Institute of Technology.

In spring 2012, the Board of Regents initiated a transfer and articulation policy designed to facilitate the transfer of the State's community colleges to the junior year at the state universities. The Transfer and Articulation Policy (TAP) re-establishes a common general education core curriculum across the 17 colleges and may cause changes to our academic programs. In a faculty-driven process to implement the policy, TAP steering committee which includes two Three Rivers faculty was a member was formed. Several subcommittees which include members of our College including the dean of students, the director of learning initiatives, an English professor, and a mathematics professor are participating with the other to examine competencies in ten identified priority programs. At the time of publication of this self-study those ten programs have not been publicly released. The articulations developed by the steering committee and subcommittees of TAP are expected to be operational by fall 2013.

CCSSE 2008 data indicate that both full- and part-time students view transfer credit assistance as important to their goals. Even though a low percentage of our students utilize transfer support services, an overwhelming majority of those who have availed themselves of this assistance stated satisfaction. In response to the historically low usage of TRCC transfer support services, a full-time transfer counselor

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was hired in late 2008. The CCSSE 2011 data will be available in late July 2011 and will be included in the document work room.

Academic oversight is a critical part of assuring the quality of our educational programs and is accomplished primarily via the Curriculum Committee, which serves as the academic policy-making body on all issues pertaining to courses and degrees. The Curriculum Committee is chaired by the Academic Dean and includes representation from each academic department, and key administrative staff, including division directors, the Registrar, and the Chair of Academic Advising. Also included in this important committee are representatives from the Department of Continuing Education and the Library. Subcommittees and task forces include the Educational Technology Committee, the GEC Assessment Task Force, the Scheduling Committee, and the Academic Division Steering Committee.

The Curriculum Committee ensures that every course and program proposal is consistent with the Academic Mission of the College, is congruent with College policies and resources, meets student and employer needs, and includes program outcomes. New programs and significant changes to established ones are assessed for substance and coherence by the faculty in the department of the degree and the Curriculum Committee before they are reviewed by CCC Academic Policies, Student Affairs, and the Board of Regents Committees. The Academic Program Planning and Approval Guide provides the structure for academic program development and modifications to existing programs.

When programs are eliminated or program requirements are changed, TRCC makes appropriate arrangements for enrolled students to complete their education with a minimum of disruption. Active students are advised that they have a two-year period for program completion. Program coordinators work with students individually to develop the best course of action for each situation. Students are given every opportunity to complete the program of study or to transition smoothly to a new plan of study. Recently, the Business Office Technology (BOT) and Early Childhood Education–Montessori (ECE-M) Programs were successfully phased out over two years. Both BOT and ECE-M experienced low enrollment due to changes in regional workforce needs. When a program is changed, the new degree requirements apply to students enrolled in the next catalog term. New requirements are published before advisement for the next catalog year begins.

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When a proposal is brought forward to terminate, change, or initiate an academic program, the evidence is initially reviewed by the faculty at the departmental level and discussed with the appropriate advisory boards. The proposal is then reviewed by the Academic Dean. The Dean gives feedback to the department through a collaborative process with recommendations for changes to ensure the quality, integrity, and effectiveness of that academic program remains intact. Changes are then reviewed by the Curriculum Committee with feedback to the department. After the department makes revisions and improvements are made, the final proposal is voted on by the Curriculum Committee.

Different programs and departments vary in the depth and breadth of their assessment practices and professional accreditation requirements. Review instruments and methodologies also vary by academic area, but systematic and relevant data are used for assessment. The data and evidence are used to show achievement in stated outcomes. While outcome criteria differ across programs, a consistent process is used to develop a continuous improvement plan for each one.

Students are invited to evaluate faculty and courses electronically each semester. After grades are posted, individual faculty members, program coordinators, and the Academic Dean have access to compiled data and have the opportunity to follow-up on student evaluation comments. The collective bargaining contract agreement (CCCC) and AFT outline the procedures for formal evaluations.

Changes have occurred in the restructuring of departments and faculty to accommodate the growth in enrollment and changing needs of our student population. For example in 2010, humanities courses were removed from both the English and Social Science Departments to create a stand-alone Humanities Department. Prior to this restructuring, the English Department housed humanities, communication, and writing-intensive courses, too wieldy for one department to manage effectively and give equal voice to all disciplines. Therefore, this restructuring was deemed necessary so that the English Department could concentrate more exclusively on writing-skill development and assessment and the humanities could create their own identity on campus.

Departments that do not offer degrees, such as English, Humanities, Social Sciences, and Math, also review and conduct curriculum assessment. Systematic evaluation of non-degree granting departments' efficacy occurs on an ongoing basis through assessment strategies. One instance of the type of systematic evaluation took place in the fall of 2010. At the end of that term, research essays were

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gathered by the English department and assessed using two different rubrics. Results led to the development of faculty workshops for 2011-2012 to continue work on improving writing prompts, rubrics, and teaching strategies; they were also used to develop requirements for an exit exam in ENG 100, the prerequisite to the college-level writing course. Another example of creative assessment occurred within the Math Department. For several years, the mathematics instructors prepared their developmental course final exams from a departmental test blueprint consisting of common items. This enabled them to utilize embedded questions to assess student success in meeting course outcomes across all sections. In fall 2010 and spring 2011, the Math Department also collected ungraded finals from MAT 075 and Math 095 sections from the same students to track the retention of learning outcomes as students progressed from MAT 075 to MAT 095. This analysis is took place over the 2011-2012 year.

On an institutional level, our College strives to evaluate its educational processes and outcomes in multiple areas. The College uses both formal and informal means to assess achievement of the missions and goals by examining institutional performance, degree and certificate outcomes, instructional effectiveness, and demonstration of student learning in the classroom and outside experiences. Some measures include program reviews and review of retention, graduation, and transfer rates. In 2010, the First Year Experience course was first added to highly enrolled curriculums as a result of critical assessment of retention and subsequently added to or embedded in all remaining programs. Completion of the process is expected by the end of the 2011-2012 academic year with the achievement of FYE outcomes in all programs of study.

Our College is a learning environment that proudly serves a diverse student population with a strong commitment to academic programs that meet the needs of the students. The members of the College community endeavor to work effectively across divisions despite the challenges presented by increased enrollments and decreased staffing and funding. As with any higher education institution, the academic programs at TRCC have both strengths and challenges:

Strengths

- GEC with clear learning outcomes, rubrics, and measurement
- Clearly articulated courses and program outcomes

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- Systematic program reviews tracked and analyzed with improvements instituted where indicated
- Transfer articulation agreements
- Outside accreditation in Nursing, Business, Technology, and Early Childhood Education (pending)
- Active learning via service learning, capstone, and clinical placements
- Phase I Advising Initiative
- Supported educational technology

Challenges

- Improving graduation and retention rates
- Allocating resources across our diverse student populations
- Financial constraints placed on state funding levels for higher education
- Resources needed for serving the expanding developmental student population
- Inconsistency in assessment procedures program to program
- Support for at-risk students (before they move from probation to suspension as a result of academic standing)

Projection

The first projected goal of our academic programs is to improve student persistence and graduation rates. One strategy toward that goal has been through increasing student use of certificate programs, which reinforce progress and success toward graduation. In order to achieve more participation, the 2012-2013 catalog will be reformatted to reposition the certificate requirements next to their parent degree to help students visualize how certificates can serve as the pathway to a degree. In 2011-2012 academic year, electronic graduation audit workshops are being conducted in student services to help students use this advisement tool that shows them these pathways. The “what if” audit option allows students to see how close they are to a certificate or degree and the steps to get there.

The second major goal is to increase support for at-risk students. Interdivisional strategies designed to assist in the achievement of this goal include scheduling considerations such as providing more available time slots for the Counseling Department’s student success workshops. Counselors and advisors can require attendance at one or more workshop(s) as part of the contract for success when working with

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students on academic probation. The Academic Advising Committee is investigating the possibility of assigning specialized at-risk advisors to students on probation as we do for suspended students wanting to return to the College.

As the College comes to terms with system governance changes and drastically reduced state budget, increased attention will need to be paid to low enrollment programs, alternate/creative scheduling formats, creative use of credit and noncredit formats, flexible programming to enable the College to be more responsive to the needs of the community we serve.

Other goals are varied but continue the focus on providing an environment that is conducive to student success:

- Evaluating different scheduling formats and modes of delivery for differences in student success (started fall 2011)
- Continuing the work of the Scheduling Committee, which is working on the specific attributes of active learning formats (internship, practicum, and co-ops)
- Developing a web page listing opportunities for student participation
- Uploading each department's rotation plan to the scheduling web page
- Continuing and expanding GEC assessments for all GEC outcomes
- Institutional research analyzing CSSEE Spring 2011 data and presenting it to the College community for action

Institutional Effectiveness

Our College takes pride in the work it does to support our students. To that end, the College evaluates its educational processes and outcomes in multiple areas on an institutional level. The College uses both formal and informal means to assess achievement of the Mission and Goals by examining institutional performance, degree and certificate outcomes, instructional effectiveness, and demonstration of student learning in the classroom and outside experiences. Some measures include program reviews, review of retention, graduation and transfer rates.

The Office of Institutional Research administers the CCSSE. Historically this assessment was conducted every two years. However, in light of tight budgets, the assessment will now be conducted every three

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years. The results of the survey are reported to the college community and aid in program review and modification of academic programs and services.

Current assessment of institutional-level effectiveness focuses on identified goals and performance indicators from the TRCC strategy map 2009-2014. Foci include curriculum alignment, support services, accountability, and innovation. Utilizing the TRCC Strategy Map, the Academic Dean and departments establish goals each year. These goals represent key objectives of the college community. Multiple approaches are used to strengthen assessment at various levels. The 2010 professional day was devoted to assessment.

**Standard 4: The Academic Program
(Summary - Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Main campus FTE	Other Campus FTE	Branches FTE	Other Locations FTE	Overseas locations FTE	On-Line FTE	Corres- pondence FTE	Total FTE	Unduplicated Headcount Total	Degrees Awarded, last year
Associates	2,529	N/A	N/A	29	N/A	182	N/A	2,740	4,632	464
Bachelors	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Masters	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Clinical doctorates (e.g., Pharm.D., DPT, Au.D.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
M.D., J.D., DDS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ph.D.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Degree- Seeking	2,529	0	0	29	0	182		2,740	4,632	464
Non-matriculated students	107	N/A	N/A	8	N/A	18	N/A	133	375	n.a.
Visiting Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	n.a.

Title IV-Eligible
Certificates

**Certificates
awarded,
last year**

Students seeking certificates	68	n/a	n/a	2	n/a	4	n/a	74	147	82
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* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Note: Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date		4 Years Prior (FY 2008)	3 Years Prior (FY2009)	2 Year Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Goal for next Year (FY 2013)
Certificate							
?	Accounting Certificate	5	5	11	10	12	11
	Advertising/Public Rel Cert	1	1	2	1	1	1
	Arch Drafting Tech Certificate	1	2	1	1	5	3
	Bus Office Tech: WP Cert	2	2	2	1		1
	Business Administration Cert	4	11	3	2	2	3
	Business Information Systems					1	0
	Business Office Technology	3	1				0
	Casino Management	1			2	1	1
	Computer Aided Drafting Cert	8	19	15	15	15	15
	Computer Applications Cert	4	3	4	3	2	3
	Construction Management Cert	6	9	9	4	4	5
	Criminal Justice Certificate	11	6	8	11	11	10
	Early Childhood Education Cert	17	18	16	12	9	11
	Entrepreneurial Studies				1		0
	Environ Health and Sfty Mgmt	1	3	2	2	1	2
	General Studies Certificate	29	10	5	5	2	4
	Graphic & Communication Arts	20	18	27	23	20	22
	Health Career Pathways Cert		3	6	8	10	8
	Hosp Comm & Cust Rel Cert		1				0
	Hotel Management	3	2	3	2		1
	Hum. Serv. Case Management	4	10	9	7	3	5
	Intro to Manufacturing (Lev 1)				3	2	2
	Laser & Fiber Optic Technology	1	1	2	2	2	2
	Lean Manufacturing Certificate			1		4	2
	Library Technology Cert	16	12	17	16	13	14
	Marketing Certificate	2	1	2		1	1
	Networking Technology	2	1	7	8	2	4
	Restaurant Management	4	3	5	4	2	3
	Retail Management	1	2	3	2	1	2
	Security/Loss Prevention Cert	1	1	2		1	1
	Small Bus & Entrepren Studies					1	0
	Supply Chain Management Cert				1	1	1
	Sust Lndscp Ecol & Conscr Tech				1	1	1
	Sustainable Facilities Mgt			1	6	8	6
	Web Design and Development	10	7	10	7	9	8
	Total	157	152	173	160	147	155

Associate

?	Accounting: Career	77	63	63	77	78	75
	Accounting: Transfer	73	80	75	81	55	67
	Architectural Design Tech	69	78	56	57	57	58
	Aviation Maintenance Tech		2	1	5	4	4
	Banking	6	3	10	5	1	4
	BOT: Office Management Option	9	22	18	11	1	8
	BUS ADMIN: BUS INFO SYSTEMS	9					0
	Bus Office Tech: Admin Asst	23	4	3	3	1	2
	Business Admin: Management	140	139	123	147	132	136
	Business Admin: Transfer	110	97	97	77	74	80
	Business Information Systems		13	11	18	14	15
	Civil Engineering Tech	24	26	24	30	31	29

Computer Science Technology	97	100	128	129	135	130
Construction Mngmnt Technology		13	27	36	33	32
COT: Engineering Science	31	41	72	78	84	78
COT: Technological Studies	1					0
Criminal Justice: Enforcement	131	130	159	186	219	195
Criminal Justice: Transfer Opt	1					0
Criminal Justice: Treatment	35	44	33	50	47	46
EARLY CHILDHOOD EDUCATION	197	185	184	192	162	176
Early Childhood: Special Ed	3	2				0
Electrical Engineering Tech	51	63	76	82	65	72
Entrepreneurial Studies			3	13	2	5
Environmental Engineering Tech	33	49	54	56	47	51
Exercise Science				15	43	26
Finance & Banking				5	15	9
Fire Tech & Administration	40	40	32	28	23	27
General Engineering Technology	20	80	63	49	37	47
General Studies	1252	1,428	1,698	2,010	2,080	1,961
Hosp.Mgmt: Casino Management	6	3	2	9	4	5
Hosp.Mgmt: Hotel Management	17	22	19	14	15	16
Hosp.Mgmt: Restaurant Manage.	14	19	24	25	31	27
HUMAN SERVICES	101	104	126	139	159	145
Laser & Fiber Optic Technology	16	11	23	19	21	20
Liberal Arts & Sciences	390	398	441	456	435	440
Manufacturing Engineering Tech	8	16	22	21	12	16
Marketing	19	18	22	14	15	16
Marketing: Transfer	28	17	12	24	28	24
Mechanical Engineering Tech	58	64	93	84	91	88
Mfg Eng Tech: Laser Mfg Opt	1	3	4	4	1	2
Montessori Teacher Education	7	6	5	1	2	2
Nuclear Engineering Tech	27	48	55	63	60	59
NURSING	160	81				5
Nursing - CT - CCNP		40	138	178	184	166
Pathway to Teaching Careers				16	33	21
Small Bus & Entrepren Studies					19	9
Tech Stds: Eng Technology Opt					1	0
Tech Stds:Biomolecular Sci Opt				5	6	4
Tech Studies: Electrical	4	1	3	2	1	2
Tech Studies: Wastewater		1	3	2	3	3
Technology Studies		3	6	7	7	7
TechStds:Comp-aided Design Opt		3	5	14	8	9
Visual Fine Arts				25	56	35
Undeclared	413	420	375	439	375	398
Total	3,701	3,980	4,388	5,001	5,007	4,848

Baccalaureate

n/a						
n/a						
n/a						
n/a						
n/a						
n/a						
n/a						
Undeclared						
Total	-	-	-	-	-	-

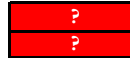
Total Undergraduate	3,858	4,132	4,561	5,161	5,154	5,004
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Standard 4: The Academic Program
(Headcount by GRADUATE Major)

?

For Fall Term, as of Census Date	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Goal for next Year (FY 2)
Master's					
?	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
Total	-	-	-	-	-
Doctorate					
?	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
	NOT APPLICABLE				
Total	-	-	-	-	-
First Professional					
?					
Total	-	-	-	-	-
Other					
?					
Total	-	-	-	-	-
Total Graduate	-	-	-	-	-

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)



		3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Goal for next Year (FY 2013)
Undergraduate						
	BUSINESS	2854	3,180	3,092	3,023	3,058
	ENGLISH		7,203	8,843	8,777	8,524
	HUMANITIES	9692	4,889	6,188	6,614	6,339
	MATH	6313	6,976	7,686	7,544	7,511
	NURSING	1219	1,379	1,811	1,935	1,830
	SCIENCE	3314	3,661	4,421	4,300	4,256
	SOCIAL SCIENCES	6424	5,793	6,967	6,834	6,757
	TECHNOLOGY	4746.5	5,510	5,394	5,173	5,269
Total		34,563	38,591	44,402	44,200	43,544

Graduate						
	NA					
Total		-	-	-	-	-

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NEASC Standard Five: Faculty

"My goal is to create for students an enthralling learning experience. I never give up on the hope that students will personally and viscerally experience the thrill of perceiving the world in a new light."

- Pamela Carroll, Professor of Psychology

Description

The faculty at Three Rivers Community College is a well-credentialed group committed to providing a stimulating learning environment for all students and successfully performing responsibilities outside of the classroom. They fulfill the College's Mission by demonstrating scholarship through their excellence in teaching.

College faculty is located on a single campus as of January 2009. However, faculty membership remains divided between two collective bargaining units. As of fall 2011, 50 full-time faculty are in the Congress of Connecticut Community Colleges (4C's) and 28 in the American Federation of Teachers (AFT). As measured by advanced degrees held and professional association memberships, the preparation and qualifications of full-time faculty are appropriate to their fields and level of assignments. All full-time faculty have at least a master's degree and 10% hold doctoral degrees. Professional licenses commensurate with their responsibilities are held by 100% of the nursing faculty, as well as designated engineering and technology faculty. Meeting community demands via service on advisory boards and participation on individual program-accreditation-report committees continue to be a part of the faculty culture. Part-time faculty are also an integral part of our community that supports the fulfillment of the College Mission. Definition of their roles and terms of employment are described in the respective Collective Bargaining Agreement (CBA). The College does not employ graduate teaching assistants.

Our College follows procedures required by the Board of Regents, and the Board of Trustees of Community Colleges (BOT) where those policies have not been superseded, to recruit new faculty. The number of new tenure-track full-time faculty positions is approved by the BOR, and their salaries are included in the general fund. The number of new full-time special appointment faculty is approved by college administration, and their salaries are included in the operating budget. Search committees consist of a diverse group of faculty and staff and perform a comprehensive review of applicant

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qualifications, including degree(s), evidence of scholarship, advanced study, creative activities, teaching abilities, professional experiences, training, and credentials. Search committees receive an affirmative action charge at the beginning of the search process. The Human Resources Director, Affirmative Action Officer, and President have access to the Affirmative Action Applicant Flow Chart that details the gender/race profile of the applicant pool maintained by the committee. The annual Affirmative Action Plan outlines our hiring and promotion efforts.

Orientation for new faculty and ongoing training workshops are conducted throughout the academic year. Faculty handbooks are regularly updated online and print versions are also distributed to all full- and part-time faculty. The handbook covers relevant areas such as appointments, evaluation, promotion, tenure, grievance, and professional development. The specific details about these processes are outlined in the Collective Bargaining Agreement (CBA).

Appraisal

Our College has realized a historic enrollment growth over the last several years with an increase in headcount by 36%. In fall 2006, enrollment was at 3,793 students and in fall 2010, enrollment jumped to 5,161 students. However, the total number of full-time faculty has not kept up with the enrollment growth with only a 13% increase since FY 2006, as reflected in an increase from 77 full-time faculty for fiscal year 2006 to 87 full-time faculty in FY 2011. This discrepancy is a result of the state's budget challenges, which continue to hinder replacement efforts, as well as a retirement incentive that attracted 12 faculty into retirement in 2009.

To quickly respond to the heightened faculty need, college administration turned to the operating budget to hire a number of full-time faculty into one-year non-tenure-track special appointments. In FY 2006, the College had seven one-year faculty appointments while FY 2010 saw an increase to 23 one-year faculty appointments. These special appointments can be renewed (up to three years under 4Cs, two years in AFT) but work under a year-to-year contract. Even with the one-year appointments, these new positions do not allow for alignment with the enrollment boom and has led to a reliance on a disproportionate number of part-time faculty. As such, the College has appreciably increased the

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number of part-time faculty teaching either one or two courses. There were 157 part-time faculty in FY 2006 versus 218 in FY 2011, an increase of 39%.

Numbers and Percentages of FTE by Faculty during Academic Years 2007-2011

Academic Year	Contract Status of Faculty Teaching Courses			Contract Status of Faculty Teaching Courses		
	Part-Time Faculty (Student FTE)	Full-Time Faculty (Student FTE)	Total of Student FTE	Part-Time Faculty (Percent)	Full-Time Faculty (Percent)	Total of Student FTE
2006-2007 Academic Year	890.4	1153.0	2043.3	43.6%	56.4%	100.0%
2007-2008 Academic Year	964.3	1166.8	2131.0	45.2%	54.8%	100.0%
2008-2009 Academic Year	871.8	1386.5	2258.3	38.6%	61.4%	100.0%
2009-2010 Academic Year	1257.1	1404.0	2661.1	47.2%	52.8%	100.0%
2010-2011 Academic Year	1373.1	1578.1	2951.2	46.5%	53.5%	100.0%
Five-Year Average	1071.3	1337.7	2409.0	44.5%	55.5%	100.0%

As the reliance on part-time faculty increases, it has become increasingly difficult to find part-time faculty willing and able to teach high demand courses in popular time slots; thus, Connecticut community colleges have increasingly turned to full-time faculty members to teach additional courses. The number of faculty with overload contracts has increased over the past few years, as well as the amount of overload being taught by some faculty. As of FY 2006, 53.5% of full-time faculty had overload contracts whereas 67% had overload in FY 2011.

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Faculty Teaching Courses at Least a Partial Overload				
Faculty Teaching				
	Term	Overloads	FY Average	Enrollment
Fiscal Year 2006	all 2005	55%	53.50%	3,660
	Spring 2006	52%		3,516
Fiscal Year 2007	Fall 2006	47%	50%	3,793
	Spring 2007	54%		3,601
Fiscal Year 2008	Fall 2007	42%	46%	3,857
	Spring 2008	50%		3,738
Fiscal Year 2009	Fall 2008	50%	59%	4,132
	Spring 2009	67%		3,974
Fiscal Year 2010	Fall 2009	61%	65%	4,561
	Spring 2010	69%		4,660
Fiscal Year 2011	Fall 2010	64%	67%	5,161
	Spring 2011	70%		4,903

While meeting the College's Mission for student success, a concern is the sustainability of these efforts from a faculty perspective. If the College is operating with minimal changes to the number of full-time faculty and those faculty work with overload contracts to accomplish the mission of teaching, the critical time in the faculty work week for reflection, professional development, and other scholarly activities may be diminished. A more robust use of software such as eLumen to aggregate data on the department, program, and College level could enhance our understanding of the effects of faculty overload.

In recognition of the vital role part-time faculty play in the success of our College, the College strives to integrate them into the institution by inviting them to professional development activities, allocating office space for them on campus, and by providing them with sample syllabi and final exams from their departments. Some departments have implemented formalized mentorship programs to promote orientation to the faculty role and consistency with classroom instruction. For all faculty and staff

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involved in all courses, online, hybrid, and web-enhanced on-campus, extensive professional development opportunities are available both on campus and from the System Office. Extensive training in the learning management system, supporting tools, office applications, and online pedagogy are available throughout each regular semester and on multiple days and times. Refer to Standard Four for more information on iTeach Essentials and the IITT system. The College website also provides links to other resources useful for part-time faculty.

Faculty salaries and benefits remain reasonable and comparable among the various departments. However, recent budgetary constraints and collective bargaining negotiations with regard to compensation as well as retirements have caused mean and minimum salaries to remain unchanged over the last two years. There is a salary disparity between academe and the private sector that is recognized and poses difficulty in attracting and retaining qualified faculty in some departments, such as Business, Engineering Technology, and Nursing. In order to attract qualified candidates to accept faculty positions, some selected positions have been offered at the assistant professor salary level rather than the instructor salary level.

Full-time faculty workload and responsibilities include teaching 24 credit hours per academic year, serving on committees, and performing additional responsibilities (AR) equivalent to a three-credit course averaging nine hours per week per semester. Committee assignment(s) for full-time faculty are designated and/or voted on by faculty per CBA (when required) at the department, college, and community college system level. While our College has an extensive committee list with good cross representation of all types of faculty, an organizational structure depicting the flow and timing of reporting between committees and departments would prove helpful for all employees, departments, and administration.

To meet additional responsibilities requirements, faculty submit an AR proposal and a summary of completion of the previous year's AR to the Academic Dean at the end of the academic year. Proposals of AR must be in direct relationship to the College's Mission. Faculty workload provides a choice that faculty may elect to assume an additional three credits to their normal 12 credit load instead of completing AR. There is no formal internal tracking or trending of the number of faculty who elect to

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teach above the 12-credit workload instead of doing a full three credits of AR and the impact, if any, on the College. Tracking the information could lead to a clearer understanding of the impact on the quality of instruction, faculty resiliency, and quality of the candidate for promotion.

While the CCSSE data are well sampled and regularly measured, student evaluation is only one locus used for faculty evaluation. Other course and program evaluations are additionally helpful and are used in some departments for comparison between other community colleges.

Teaching and Advising

Full-time faculty must also carry an advising load usually based on best alignment with students' programs of study and maintain three scheduled office hours per week. An important issue for faculty is the advising load assigned to different departments based on curriculum responsibilities. The advising load is not consistent across the Academic Division. Programs with fewer full-time faculty members, for example, Human Services and Criminal Justice, have advising loads of over 100 students, whereas faculty in other departments carry less than 50 advisees. Despite this inequity, the College maintains robust advising standards by frequently collating updated advising materials and the Academic Advising Committee produces a yearly academic advising resource guide for new faculty and updates for returning faculty and advisors regarding student advising procedures.

Our College also provides new faculty orientation that includes advising training and resources. In an effort to support at-risk developmental students, the College initiated a multi-phase advising program, Phase I, where students are assigned to faculty advisors specially trained to support their unique and diverse needs. The College maintains an advising and counseling department that provides additional workshops and services for students in addition to faculty advisors.

Our College maintains the principles of academic freedom for all faculty (regardless of rank or appointment). Within the academic departments, faculty have the opportunity to review or propose a course, including content and instructional methods, and recommend curricular improvements. These ideas are presented to the Curriculum Committee. If desired, faculty may elect to use time spent on the

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development of new instructional techniques, course offerings or programs, or major revisions of courses or programs as a portion of their additional responsibilities.

To ensure the quality of the performance of professional responsibilities, faculty receive evaluations at intervals stated in the CBA. Periodic evaluation, part of the Faculty Development and Review (FDRP) process, is a joint evaluation plan designed by management and labor. The FDRP process is open, allows for self-appraisal, and includes student evaluations and classroom observations. The self-appraisal tool addresses faculty professional goals, involvement in the College and community, as well as instructional development. As a state employee, faculty are subject to a specific code of ethics. These expectations are addressed on the self-appraisal tool and through retention, promotion, and tenure process.

In spring 2010, all student evaluations were placed in an online format using an industry-developed system that replaced the previous paper format used. Participant rates have subsequently decreased significantly. In 2008 student evaluations were placed online for distance learning and nursing courses using a Three Rivers developed system. For distance learning courses, the industry-developed system has supplanted the Three Rivers system. Because the industry-developed system is not adapted for evaluation of teams of instructors, the Nursing Department continues to use the Three Rivers system. Student evaluation participant rates in the Nursing Department have been better than the College average because of the department's proactive approaches to encouraging student participation.

Scholarship, Research, and Creative Activity

As a community college, Three Rivers faculty are not required to participate in research. With a focus on our role as a teaching institution, all faculty are encouraged to participate in professional development and are recognized for their efforts. Numerous professional development opportunities for faculty have been offered through Title III Grant initiatives, Center for Teaching Committee (CFT), Innovative Design in Educational Advancement (IDEA), Education Technology Committee, and departmental retreats. Some of the workshops held include Building a Learner-Centered Syllabus, Active Engagement Techniques, and Providing Substantive Feedback. Team collaboration, scholarly circles, departmental professional development days, and other workshops and events were designed to strengthen the institution and offer faculty the opportunities to take steps to enhance their knowledge, skills, and

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abilities for application in the classroom. Our College also hosts a biannual professional development day and the Community College System Office organizes a state-wide professional day for faculty. Each collective bargaining unit also provides professional development funding opportunities to members and outlines the application process for sabbatical leave.

Faculty make an effort to incorporate workforce development skills in the curriculum when appropriate. Intentional changes and strategies have helped students progress toward their programs of study. Some of these changes and strategies were derived from the following programs or work groups: the creation and development of Phase I Advising, the First Year Experience course, English Language Learner supports, and resources for Tutoring Center.

Student Services works extensively with faculty to coordinate orientations and workshops to assist students with budgeting, study skills, time management, interviewing, employment opportunities, and academic progression. The Math Department utilizes varying instructional methods to allow students to select the method that best matches their learning style. Students can choose between traditional, online, self-paced, or math pathways to complete the developmental series of instruction in a way that meets their individual education needs. Also, the Math Department has implemented a common final exam in the first three levels of math courses to ensure specified mastery and consistency among the mix of full-time and adjunct faculty.

With the new campus came the formation of the English department distinct from the Humanities Department. This restructuring was in response to the large number of full- and part-time faculty (16 and 58, respectively) in the English department during the academic year 2009. The result promoted growth within the various disciplines resulting in two more cohesive departments.

Faculty prepare and teach courses in accordance with approved course descriptions and develop syllabi that reflect clear objectives and standards of class organization. Faculty are encouraged to distribute and discuss the academic honesty policy in their classes and include the academic integrity statement on their syllabi.

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Projection

The College will begin work on a centralized faculty profile. This information is currently dispersed between Human Resources (HR), Academic Division, President's Office, Institution of Research, and Connecticut Community College Central Office. Lack of an interface connecting HR and the academic databases hinders necessary extrapolations for regulatory and employment analysis. While some department reviews netted a departmental faculty profile, a yearly centralized document outlining the credentials and responsibilities of each department is a necessary step to benefit TRCC with organization of data for future planning. The Nursing Department's accreditation report profile serves as a model.

With some career areas' emphasis on hiring faculty with practical experience in the field of study, such as nursing, business, engineering technologies, and human services, the average age of faculty in those respective departments trends higher. Other departments face challenges with their number of continuing faculty since many faculty have retired and tenure-track replacements have not been hired; they may also continue to see an increase in gaps since there are looming future faculty retirements. A concern for succession planning has been raised within many departments at the College. An annual assessment of faculty need is conducted by each department in a process that focuses on prioritization of need. Although the assessment is not formally mandated, it has been conducted since 2004.

While the ratio of FTE taught by part-time faculty to that of full-time faculty is acceptable, the College recognizes that more full-time faculty are needed and intends to fill that need when the budget allows.

Institutional Effectiveness

Despite the challenges of state budgetary constraints and a limited employment candidate pool (in certain disciplines), our College continues to support faculty, student success, and maintain educational effectiveness. Improvements in the aggregation and analysis of meaningful and relevant data will better inform faculty, committees, departments and ultimately the college.

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

?

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year	
		(FY 2008)		(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	13		15		10		9		11	
	Female	16		16		11		13		18	
Associate	Male	7		6		8		12		11	
	Female	7		11		11		12		10	
Assistant	Male	10		10		8		5		3	
	Female	14		10		7		4		3	
Instructor	Male	4		3		1		6		5	
	Female	3		3		2		4		1	
Other	Male	3		5		9		9		6	
	Female	8		7		11		13		8	
Total	Male	37	-	39	-	36	-	41	-	36	-
	Female	48	-	47	-	42	-	46	-	40	-

Total Faculty

Professor	29	-	31	-	21	-	22	-	29	-
Associate	14	-	17	-	19	-	24	-	21	-
Assistant	24	-	20	-	15	-	9	-	6	-
Instructor	7	-	6	-	3	-	10	-	6	-
Other	11	-	12	-	20	-	22	-	14	-
Total	85	-	86	-	78	-	87	-	76	-

		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Salary for Academic Year											
Professor	Minimum	9,685		66,980		66,980		66,980		66,787	
	Maximum	89,941		92,636		99,050		99,050		102,019	
	Mean	79,526		87,790		84,084		84,278		82,125	
	Median	87,327		84,084		85,153		84,084		79,999	
Associate	Minimum	55,017		56,501		56,501		47,845		58,196	
	Maximum	78,424		77,038		78,905		78,905		81,272	
	Mean	64,627		65,019		63,658		64,125		64,972	
	Median	63,920		62,102		62,102		62,102		63,965	
Assistant	Minimum	47,148		51,670		50,019		50,019		51,520	
	Maximum	65,820		61,576		59,925		59,925		58,324	
	Mean	54,703		56,375		56,183		56,256		54,922	
	Median	54,974		56,623		56,623		56,623		54,922	
Instructor	Minimum	35,632		46,316		46,316		46,315		47,705	
	Maximum	50,903		49,374		53,321		50,903		52,430	
	Mean	47,511		48,150		47,845		48,393		48,755	
	Median	49,419		47,845		47,845		47,845		47,705	
Other	Minimum	44,967		46,316		46,316		46,316		47,705	
	Maximum	53,371		72,535		58,274		58,274		58,324	
	Mean	49,665		47,857		51,893		48,563		50,105	
	Median	51,768		49,697		47,845		47,845		47,705	

Fringe Benefits (Minimum, Maximum, Mean, Median)

Professor	Minimum	13,403		18,473		19,098		19,098		18,265	
	Maximum	72,115		60,273		63,537		63,537		65,758	
	Mean	45,662		40,853		38,342		40,366		40,456	
	Median	51,953		34,224		36,068		36,068		35,507	
Associate	Minimum	19,374		13,780		17,208		15,545		16,936	
	Maximum	46,242		46,131		53,271		53,271		55,135	
	Mean	27,837		27,519		30,983		36,195		35,505	

Assistant	Median	22,726		27,920		36,207		34,424		37,879	
	Minimum	17,592		15,938		17,352		17,352		9,268	
	Maximum	47,733		48,187		42,955		42,955		44,507	
	Mean	27,566		29,867		34,366		32,801		26,726	
Instructor	Median	25,528		37,942		35,938		39,538		30,775	
	Minimum	13,019		14,869		9,503		9,503		15,133	
	Maximum	35,181		31,496		39,232		39,232		40,902	
	Mean	23,715		25,340		25,144		22,355		26,398	
Other	Median	22,321		27,106		17,625		22,872		24,531	
	Minimum	14,532		6,453		9,558		9,558		8,051	
	Maximum	31,389		37,969		40,268		40,268		42,678	
	Mean	23,506		19,398		19,319		25,367		24,627	
	Median	20,813		18,529		26,625		26,303		24,709	

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

	3 Years		2Years		1 Year		Current Year		Next Year	
	<u>Prior</u>		<u>Prior</u>		<u>Prior</u>		<u>Current Year</u>		<u>Year</u>	
	(FY 2008)		(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	1		1		2		2		3	
Associate	2		2		1		2		2	
Assistant	1		1		2		1		2	
Instructor	3		3		1		3		1	
Other	0		0		0		2		1	
Total	7	-	7	-	6	-	10	-	9	-

Highest Degree Earned: Master's										
Professor	28		28		18		20		26	
Associate	10		9		17		22		19	
Assistant	17		15		15		8		4	
Instructor	11		11		3		7		5	
Other	5		14		19		20		13	
Total	71	-	77	-	72	-	77	-	67	-

Highest Degree Earned: Bachelor's										
Professor	1		1		1		0		-	
Associate	0		0		0		0		-	
Assistant	0		0		0		0		-	
Instructor	0		0		0		0		-	
Other	0		0		0	-	0	-	-	-
Total	1	-	1	-	1	-	-	-	-	-

Highest Degree Earned: Professional License										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-

Fall Teaching Load, in credit hours										
Professor Maximum	18		20		20		20		21	
Minimum	8		3		7		10		6	
Median	13.2		14		12		14		12	
Mean	13.2		13		13		15		13	
Associate Maximum	19		18		18		19		26	
Minimum	9		9		9		6		6	
Median	13.5		13		12		12		12	
Mean	13.5		13		12		12		13	
Assistant Maximum	19		16		20		22		24	
Minimum	3		6		6		6		12	
Median	10.9		13		12		13		16	
Mean	10.9		12		13		13		17	
Instructor Maximum	21		18		13		18		18	
Minimum	9		3		12		9		12	

Median	14		12		12		12		17	
Mean	13.5		12		12		13		16	
Other Maximum	14.9		15		15		20		21	
Minimum	11		12		11		5		12	
Median	13		12		12		13		15	
Mean	13.1		13		12		13		15	

Explanation of teaching load (if not measured in credit hours):

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years		2 Years		1 Year		Current Year		Next Year	
	Prior		Prior		Prior					
	(FY 2008)		(FY 2009)		(FY 2010)		(FY 2011)**		(FY 2012)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor										
Associate										
Assistant					1					
Instructor	2				5					
Other	12		20		22				14	
Total	14	-	20	-	28	-	-	-	14	-
# of Faculty in Tenured Positions ?										
Professor	30		20		22				22	27
Associate	6		6		13				13	8
Assistant					1				1	
Instructor										
Other										
Total	36	-	26	-	36	-	-	-	36	35
# of Faculty Departing ?										
Professor	0		-							
Associate	0		-							
Assistant	0		-		2					
Instructor	0		1							
Other	0									
Total	-	-	1	-	2	-	-	-	-	-
# of Faculty Retiring ?										
Professor	0		11						1	
Associate	3		1						-	
Assistant	0				1				-	
Instructor	0								-	
Other	0									
Total	3	-	12	-	1	-	-	-	1	-

** FY 2011 was not available at the time of publication of the self-study

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NEASC Standard Six- Students

"It is reassuring when you can go up to faculty or staff members and they support your idea and offer you guidance in ways to achieve it."

-Aurora Bowen, Student Government Secretary

Description

The student population at TRCC is the driving force behind what happens at the institution. Even though recent mandates led to a new methodology in planning our enrollment targets, the College remains committed to innovation and diversity in how students are recruited, admitted, supported, and retained.

Concern for the Student Experience

Student life at our College is enhanced by the Student Programs office. Over the last several years, this unit of the College has expanded student involvement in extra-curricular activities on campus in a substantial way. Currently, Student Programs organizes educational day trips, free films, annual food drives, service projects, cultural awareness days, literacy activities, and supports over 30 active clubs.

Student Government activities are run by the Student Government Association (SGA). SGA is relatively autonomous but is assisted in understanding the College infrastructure and policies by the Student Programs Department. Students plan their own activities, vote on their members, and manage their own finances.

In designing our campus, the College ensured that our students have social, collaborative, and leisure spaces. The F wing houses a game room, lounge, student conference room, student government meeting room, and a club/organization meeting space. Students frequently gather for meals or working lunches in the cafeteria, café, or on the commons, exterior to these areas. Lounge and reading areas are located in the centers of the 2nd floor of the C and D wings, in the center of the 1st floor C wing, and on the second floors at the ends of the A, B, and C wings. Seating areas are located outside most faculty offices and many classrooms.

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Student Services and Support

Our College is strongly committed to supporting students academically, which is demonstrated through the many services that are provided. In the TASC (Tutoring and Academic Success Centers) space, the campus maintains this commitment by offering one-on-one tutoring across the curriculum, an electronic paper review service, SI (Supplementary Instruction) groups, and skill workshops.

Software applications have been installed for our students to support their advancement. For three years, our College has used Key Train, a module-based, self-paced application to strengthen skills in English and mathematics that can be used as preparatory to taking the Accuplacer placement exam. Many students take advantage of College Source, a database that allows students to find appropriate transfer colleges. College Central is a résumé writing and eportfolio database that our College and other community colleges contribute to that provides state-wide access to employment. For two years prior to using College Central, the College funded Optimal Resume which was similar to it. To further support students in career assessment, our College administers the Strong inventory and the Myers-Briggs Type Inventory. Personal, career, and academic workshops are run by Student Services Division throughout the academic year.

Our College has focused many services on improving opportunities for the success of new students, many of whom are considered to be at risk. Our New Student Workshops, intended to provide an overview of college, reaches 60% of new applicants. Our Freshman Advising Seminar, intended to familiarize students with the myCommNet portal and registration, reaches 36% of new students.

To support an average military and veteran enrollment of 500 students, the Veterans' OASIS (Operation Academic Support for Incoming Service members) Center was established to provide a dedicated place on campus for veterans and service members studying at the College to gather, support each other, and get information to help them succeed. The 428 square foot space is a combined resource room, lounge, and study room.

Admissions

Recruitment and High School Collaboration

Recruitment is the responsibility of the Admissions Department, which operates within a service region of 22 high schools. Activities to recruit traditional students include visits to high schools, college fairs,

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admissions information sessions, high school college nights, and senior night events. Activities for nontraditional students include career day at area military bases and casinos. Additionally, nontraditional students may be referred to the College via the Southeastern Connecticut College Consortium, a group of southeastern Connecticut schools and colleges that work with area businesses to provide educational opportunities to their employees.

Policies

Our College has shown care and concern in developing the policies that support student success. This is especially true for developmental students. In 2010, the former Chancellor of the Community-Technical Colleges charged the community colleges with two policy issues: a basic definition of developmental education and the examination of practices regarding mandatory introductory courses. Although the discussion emanated from the Academic Division, it was a whole college discussion. Our own efforts to improve developmental student success have included intensive advising, placement testing improvements, structural changes to the developmental English courses, and the creation of a separate self-paced pathway for developmental mathematics courses. An Act Concerning College Readiness and Completion, proposed by the Connecticut Higher Education and Employment Advancement Committee, is poised to reshape our administration of developmental education. If passed, the bill will require the College to use multiple accepted measures of student readiness for college-level work; to design and support developmental students through an intensive readiness program; and to embed developmental material and support to be in the regular college-level courses. Additional information regarding the admissions policy is contained in Standard Four.

An active, centralized Student Services Division and robust academic support programs are all focused on maintaining the integrity of the academic experience at TRCC, while at the same time providing the necessary scaffolding for students who come to the campus with both personal and academic challenges. Most of the Student Services Division is housed in a dedicated wing of the facility and is comprised of a number of different departments and functions: counseling and student development, financial aid, placement testing, disabilities counseling, student recruiting, admissions, and the Registrar's Office. Student events and programs are located in a separate dedicated wing. The Student Services Division also sponsors adult learner networks, veteran's outreach, community collaborations, child care, and the Campus Scholarship Program. From the time students fill out an application, take the

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placement test, and then transition into the registration phase, they have access to professionals who are dedicated to their success.

Appraisal

Since the time of the five-year interim report, our College has increased its enrollment by roughly 3% per year and has consistently recruited and admitted higher proportions of women and minorities than the census reports for our area. The proportion of traditional-aged students has held relatively steady at 44-45% in the last five years, and the number of students identified as ESOL or in need of remedial coursework in English and math has also remained much the same in relation to the overall population since 2007.

Overall, the growth has caused some logistical obstacles. Parking was insufficient for the larger enrollment as large numbers of courses ran in overlapping time blocks. Accommodating the needs of the larger enrollment also meant that the College was required to adopt a more structured approach to scheduling classes. The majority of those issues have been negotiated successfully but it has strained student services staff.

In fall 2009, Three Rivers administered the Survey of Entering Student Engagement (SENSE) survey for the first time. Seventy-two percent of the respondents agreed or strongly agreed that they felt welcome the first time they came into the College. Ninety percent of the respondents believed they had the motivation to succeed in college, and 87% agreed that faculty want them to succeed. Two thirds of the respondents said that they were able to meet with advisors at convenient times, and 70% indicated that an advisor helped them to identify their courses. Seventy-three percent reported that they improved their study skills to understand their strengths and weaknesses through classes or other experiences. SENSE data indicate that classroom engagement during the first three weeks in Three Rivers classrooms is high: 92% of students answer questions and contribute in class; 71% of students prepare at least two drafts of a paper or assignment; 78% indicate that they worked with other students during class; 55% use an electronic tool to communicate with another student about course work. However, the early connection to tutoring (85% never used), skill labs (64% never used writing or math labs), and computer labs (47% never used) in the first three weeks is not at a satisfactory level. While the survey provided us with a strong baseline, and we are encouraged by much of the data, the College will need to continue to administer it in order to analyze ongoing trends.

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Retention and Graduation

In 2011, 2008, 2006, and 2004, the College administered the Community College Survey of Student Engagement (CCSSE) to help us gauge the student perspective of services on issues such as job placement, childcare, financial aid, academic and career counseling, transfer credit assistance, and financial aid advising. In the 2008 CCSSE frequency report, 68.4% of the respondents indicated that they would return in the next 12 months, 10.6% indicated that they would not be returning, 4.2% had no current plans to return, and 16.8% were uncertain. The frequency report supports that our retention efforts may be on target.

The College focus on retention demonstrates its concern for students' success despite less than satisfying graduation rates. As shown on Form S1 graduation rates dipped from 2008 to 2009, increased slightly to 11.8% for 2010 and then decreased slightly to 10.6% in 2011. Because IPEDS data narrowly define the timeline and the cohort of students, the graduation rates shown (S1 Form, IPEDS Graduation Data) only reflect an average of 10% of our students. Graduation impacts from the Title III initiatives are likely to be seen only over the next several years. Graduation rates in the nursing program typically outperform other programs with a better than 90% rate. One significant constituent factor is the nursing program is not open-enrollment with students having taken an average of 40 pre- and co-requisite credits to get into the program. Reviewing the point at which students in other programs reach 30 credits to take a more comparable look, we have seen graduation rates significantly higher than the overall average; 30% full-time and 26% part-time students (S1 Form, Other Undergraduate Rates (2)) will graduate within one year. Through the continued growth that the College is experiencing in this economy, it is projected that graduation rates will continue to rise slowly for the next several years.

Graduation rates for distance learning degrees are not tracked since Three Rivers does not currently offer a fully online degree program or certificate. Students may, however, participate in fully online degree programs and certificates offered by other Connecticut community colleges. Many of the courses to complete those degrees and certificates can be taken at our College. Support of distance learning students is discussed in standard four. While the distance learning course completion rates shown on Form S1 for fully online, online with campus requirements, and hybrid courses are consistent with the on-campus averages, a number of initiatives have attempted to make our distance learning courses

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more consistent as described in standard four and to advise students better of more of the requirements of this more independent learning environment.

Retention rates tell a slightly different story about enrollment. Every year since 2007, students are retained in spring, but retention drops the following fall. This discrepancy may be attributed to graduation, those who were only planning on attending for one year to improve academic standing for transfer, or those needing to find employment after increasing their skill sets. Shown on Form S1, the retention rate for associate degree students for the past three years has been approximately 60% and is relatively stable. While we marginally exceed the national average for community colleges, our College has continued to design programs to improve this number and endeavored to retain its students better by utilizing a variety of approaches. As a foundation to our efforts, we have used *Learning Reconsidered: A Campus Wide Focus on the Student Experience*, a 2004 document from the National Association of Student Personnel Administrators that advocates committing college resources to the preparation of the whole student. To these ends, we have added the position of retention specialist to provide a distinct pathway for students who may be new first-generation college students to resolve early semester issues such as unavailable texts, faculty expectations, lack of equipment required for classes, scheduling, financial aid, late registration, and students who have “fallen through cracks.”

Two additional examples of this approach are the Early Alert Program, revamped in 2008 and being reviewed in 2012, and the Phase I Advising Initiative that began in 2009. In the “Early Alert Program, students who are doing poorly in specific courses are contacted by college personnel and offered assistance with any issue identified as being a deterrent to their success. The Phase I advising initiative had several positive results. An advising survey was developed and administered to all students. A ten person team of full-time faculty advisors was created. The development of a ten hour advising training program available in whole or in part to full-time and adjunct faculty, plus ongoing faculty advising training with special topics through “advising express” workshops for current and new faculty helped to keep Phase I faculty up-to-date. Additionally, regular advising updates and communication are provided to all faculty each semester prior to student advising. A stronger sense of partnership between Phase I faculty and student services staff on behalf of students has developed.

The recruitment efforts of the College have been successful as evidenced by increasing enrollments every year since 2004. Direct and indirect activities have contributed to the increases. Recruitment goals

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have been established with events, timelines, and performance measures. The College tracks recruitment numbers categorized by high schools visited, community events, and ethnicities.

The College has implemented new services to help students transition into college life more smoothly through access to vital and ongoing information for their incremental steps toward success. This effort gained momentum with the advent of the Student Welcome Center and the supporting personnel who arrived in 2008. To keep students current with any administrative changes that affect their education, all student policies, procedures, and important documents have undergone revision to reflect those changes and are accessible in a host of formats: the campus web site, the current TRCC Catalog, and the Student Handbook. The College has implemented new technology to keep students current with all ongoing activities and events: closed circuit information monitors, touch screen information kiosks, and even the campus Twitter account. The same kinds of vital information are disseminated in person through first-year orientation, new student orientation, and in the FYE (First Year Experience) course that is mandated in most programs of study.

The admissions philosophy at our College matches the overall institutional objectives that are reflected in our Mission Statement. Several programs have been implemented since 2007 to ensure that students admitted in specific disciplines will be given the support needed for potential success. One of the most fundamental of these efforts was the revision of placement testing in 2008 and then again in 2010 to better reflect the actual course curricula at our College. Specialized recruiting and support programs like Skills in Manufacturing and Related Technologies (SMART), Technology Learning Community (TLC), College Career Pathways, high school partnerships, and STEM (Science, Technology, Engineering, and Math) have been successful in meeting student needs.

In programs that lead to licensure, the College has shown impressive results. The National Council Licensure Examination (NCLEX-RN) licensure passage rates have been consistently above 90% in our 39 year history of the Nursing Program. Our College has the only two-year Nuclear Engineering Technologies Program in New England and has a 28 year positive history of getting graduates licensed in health physics and in operations as reactor operators by the Nuclear Regulatory Commission (NRC).

The College makes available individualized support for students with physical and learning disabilities. The Student Services Division houses professionals well-versed in students' needs and every effort is

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made to work with classroom instructors to provide accommodations that are timely and appropriate. The counseling department supports students who are experiencing distress.

Academic programs also were reorganized in a substantial way in an effort to increase student success in developmental courses. In 2010, the Humanities Department split one developmental course (reading/writing connection) into two separate courses that individually address each component. This was done after an analysis of placement test scores showed that many students only needed developmental work in one, but not both areas. Breaking the course content into two separate pieces was also thought to be a realistic way of increasing student success in basic writing classes. Developmental mathematics options were created with the Math Pathways course that allows students to work at their own pace in a supported classroom environment. Our College continues to develop other initiatives that support students. Financial aid has expanded along with the student population with total institutional aid nearly doubling over the past five years. Workshops have been offered once a month since 2009 to lead applicants through the process. Financial aid information is also updated regularly on the College website and catalog as well as in the Financial Aid Office.

While there are no formal health services offered on the campus, information about student insurance is consistently available. Students can also take advantage of the new Health and Wellness Center that opened in 2010 with the completion of the new campus. This state of the art training facility has allowed the College to expand physical education course offerings, as well as non-credit and community-based programs. Student clubs and other organizations have also expanded to take advantage of new student lounge areas and the student game room. Since 2007, the number of student organizations and sports clubs has increased: 39 organizations and six sports clubs are presently active at TRCC.

Although more space is needed for storage and records, staffing resources and campus space devoted to student services personnel seem to be more than adequate on the main campus to provide the depth and breadth of student support outlined in the standard. Until 2011, the College utilized *two* remote locations (Ella T. Grasso Southeastern Technical High School and the Naval Submarine Base New London in Groton, CT) which both received visitation by part-time student services personnel each week. (The College has discontinued classes at the Ella T. Grasso Southeastern Technical High School location.) Unfortunately, other support for students on remote locations is necessarily limited.

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Student academic records are maintained by adherence to the Family Education Rights and Privacy Acts of 1974 (FERPA – Buckley Amendments). FERPA information is stated in the Faculty Advising Binder, The Faculty Handbook, the College Catalog, the Student Handbook, and the Board of Trustees Manual, section 5.7. Policies for retention and disposal of student records are defined in the Connecticut Department of Public Records Administrator’s Guidelines and Standards for Public Records.

Overall, our services to our students are about their needs, and we have concentrated the majority of our efforts on the beginning stages of collegiate academics and college life while keeping an eye on student goals of graduation, transfer, certification, and intellectual growth. The College maintains qualified staff and the space and resources to serve the growing population on the campus very well. Many programs have been implemented to help ensure student success academically and create positive college and community experiences.

Projection

There are a few areas of development that the College will be addressing in the near future. The most conspicuous of which is the growing demand for technology support for students. With an ever-increasing offering of distance learning courses, the need for personnel assigned to assist students with software and hardware issues has become more urgent. At present, no staff members are tasked with general student software, hardware, or institutional product support at the local level. In fall 2012 Board of Regents Office of Information Technology (BOT IT) will implement plans to relocate central distance learner support from the Blackboard Corporation to a BOR IT phone help desk.

In recognition of the higher graduation rates in students who have greater than 30 credits the College plans to use certificates to help students with early success and to boost them above 30 credits. Student Services Division’s Certificate to Degree Campaign will perform degree audits and send graduation packets to explain to students the benefits of having certificates.

Another issue that College will be addressing, mostly through the continued development of general education outcomes, is the articulation of more clearly defined goals for co-curricular learning.

Already several departments are using tools such as Facebook, Twitter, and LinkedIn. The Student Services division goals include continuing to train their departments in and use social media tools to

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communicate with students in a modern, intuitive way. Additionally, training will be provided on campus to student clubs and student club advisors. The use of technology will also enhance the financial aid process. The intent of the Financial Aid web pages is to allow students and parents to get a clearer picture of the procedures and the costs to fund an education at Three Rivers. Work on this sub-section of our College website will continue with the ultimate goal to make it more student-centered, easier to understand, and more intuitive to navigate.

Our College's growing student population means that we will need to adapt in new ways. The Student Services division is engaged in a Title III project to assess better the work of the departments and create better learning outcomes. A task force met in spring 2012 to analyze the Student Services division mission, formalize and prioritize goals, and create rubrics which can be used throughout the year. The task force is planning to identify goals and outcomes by the end of October and by the end of the fall 2012 semester have assessments in place which will unify the Student Service Division in the delivery of the outcomes.

To prepare itself for the increasing numbers of students with mental health issues, the Student Services division plans to arrange more training for staff members during the next two years. If the budget permits, the Student Services will add staff members to the financial aid department to cope with greater volume and complexity of students.

Our College will continue to develop its strategic enrollment management plan and retention strategies to ensure that all enrolled students get the resources they need to persist in a collegiate environment. We are committed to increasing student awareness of certificate availability and contacting students at critical checkpoints to make them aware of their needs for graduation. Another key piece of this effort is working to increase efficiency in our services to students by cross-training student services staff members in our Banner student database, in student placement testing, and in developing more ways to improve interdepartmental and intercollege communications.

Because of the valuable information SENSE revealed, the College will continue to administer the survey again in fall 2012 and CCSSE in 2014. Each survey will continue every three years while we monitor the results as indicators of the effectiveness of many of its services to students.

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Institutional Effectiveness

The College continues to monitor our many services to students and our extracurricular efforts to help students achieve success. For the institution, we are using standardized tools (IPEDS, CCSSE, and SENSE) and for services we develop our own instruments (Advising survey, program surveys). As the College's assessment efforts continue to become more formalized, the results will provide more valuable information.

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2009)	2 Year Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Nex Year (FY 2013)
Freshmen - Undergraduate	?				
Completed Applications	2,667	2,770	3,065	2,950	2,940
Applications Accepted	2,559	2,710	2,983	2,796	2,836
Applicants Enrolled	1,735	1,853	1,950	1,822	1,797
% Accepted of Applied	96.0%	97.8%	97.3%	94.8%	96.5%
% Enrolled of Accepted	67.8%	68.4%	65.4%	65.2%	63.4%

Percent Change Year over Year

Completed Applications	-	3.9%	10.6%	-3.8%	-0.3%
Applications Accepted	-	5.9%	10.1%	-6.3%	1.4%
Applicants Enrolled	-	6.8%	5.2%	-6.6%	-1.4%

Average of Statistical Indicator of Aptitude of
Enrollees: (Define Below)

	?				
--	---	--	--	--	--

Transfers - Undergraduate

	?				
Completed Applications	694	699	754	781	761
Applications Accepted	634	689	722	766	755
Applications Enrolled	434	477	486	481	486
% Accepted of Applied	91.4%	98.6%	95.8%	98.1%	99.2%
% Enrolled of Accepted	68.5%	69.2%	67.3%	62.8%	64.4%

Master's Degree

	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

First Professional Degree - All Programs

	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Doctoral Degree

	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2008)	2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Current Year (FY 2011)	Next Year (FY 2012)
UNDERGRADUATE						
First Year	Full-Time Headcount	982	1093	1186	1,301	1,175
	Part-Time Headcount	1536	1723	1942	2,155	2,070
	Total Headcount	2,518	2,816	3,128	3,456	3,245
	Total FTE	1475.1	1611.1	1814	2,023.1	1,905.5
Second Year	Full-Time Headcount	334	330	364	440	475
	Part-Time Headcount	1006	986	1069	1,265	1,434
	Total Headcount	1,340	1,316	1,433	1,705	1,909
	Total FTE	709.4	693	758.7	937.0	1,041.1
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	1,316	1,423	1,550	1,741	1,650
	Part-Time Headcount	2,542	2,709	3,011	3,420	3,504
	Total Headcount	3,858	4,132	4,561	5,161	5,154
	Total FTE	2,184.5	2,304.1	2,572.7	2,960.1	2,946.6
	% Change FTE Undergraduate	na	5.5%	11.7%	15.1%	-0.5%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	3,858	4,132	4,561	5,161	5,154
	Grand Total FTE	2,184.5	2,304.1	2,572.7	2,960.1	2,946.6
	% Change Grand Total FTE	na	5.5%	11.7%	15.1%	-0.5%

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

? Where does the institution describe the students it seeks to serve?

Mission:
www.trcc.commnet.edu/President/about/mission.shtml

Fiscal year ends month & day (/)	2 years prior	1 Year Prior	Current Year	Next Year	Next Year forward (goal or projection)
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)

? **Student Financial Aid**

Total Federal Aid	\$3,554,112	\$6,121,415	\$8,068,559	\$8,824,829	\$9,106,321.84
Grants	\$2,589,188	\$4,808,723	\$6,460,250	\$6,930,944	\$7,099,273.79
Loans	\$856,087	\$1,173,677	\$1,495,044	\$1,778,879	\$1,891,452.75
Work Study	\$108,837	\$139,015	\$113,265	\$115,006	\$115,595.30
Total State Aid	\$706,649	\$818,728	\$900,684	\$888,758	\$884,835.30
Total Institutional Aid	\$1,013,116	\$1,111,839	\$1,445,413	\$1,607,025	\$1,666,918.85
Grants	\$995,229	\$1,051,350	\$1,445,413	\$1,607,025	\$1,666,918.85
Loans	\$0	\$0	\$0	\$0	\$0.00
Total Private Aid	\$0	\$0	\$2,137	\$5,610	\$8,649.65
Grants	\$0	\$0	\$0	\$0	\$0.00
Loans	\$0	\$0	\$0	\$0	\$0.00

Student Debt

Percent of students graduating with debt*

Undergraduates

Graduates

Average amount of debt for students with debt

Undergraduates

Graduates

Percent of First-year students in Developmental Courses**

English as a Second/Other Language	2%	2%	3%	3%	3%
English (reading, writing, communication skills)	25%	25%	26%	25%	25%
Math	36%	35%	38%	37%	37%
Other					

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

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NEASC- Standard Seven- Library and Other Information Resources

“There is something magical about that moment when the intimidation and wariness disappears. The student realizes that the goal is within reach, and the worried look is replaced with a smile. This is the best part of being a librarian.”

-Kyle Lynes, Librarian

Description

Resources and Access

The Mission of the Donald R. Welter Library is consistent with the College Mission in that the Library provides faculty, students, staff, and the community with appropriate services to satisfy the diverse needs of these groups and to prepare students to become life-long learners. These services include relevant and current library collections for research; instructional workshops for students on how to access, evaluate, and use information appropriately; a solid core of qualified staff; and continual assessment through focus groups to make improvements as needed.

To meet its commitment to provide resources and services that support and enhance our College, the Library develops collections to meet the teaching and research needs of faculty, staff, and students; supports instructional programs by providing timely and relevant print and nonprint resources; engages students by teaching information literacy skills; and develops and implements instruments to assess Library services on a continuous basis

In recent years the Library can boast a number of accomplishments and activities. A growing number of events are being held in the Library Event Room and the Library Instruction classroom. The Math Department, Advising Committee, and Assessment of Prior Learning (APL) schedule their meetings in the Library. The Library sponsored and assisted in the planning and organization of the Early Childhood Education storytelling programs, readings by English professors during National Poetry Month, National Library Week, Black History Month awareness program, readings from a mystery writer, and readings from published members of our College.

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Despite having few personnel, full- and part-time staff, the Library has been very active and engaged in our College community and College life. Library personnel are involved in activities such as the promotion committees, professional development/sabbatical leave committees, tenure committees, Library Advisory Committee, Curriculum Committee, Academic Division, Educational Technology Committee, hiring committees, and the new student orientation workshops. Library personnel have been available upon request to instruct students in research, usage of the Library and its resources, and citation styles. The Library has worked with the Educational Technology Department to provide social media workshops in a webinar format to faculty. The Library continues to do a good job of tracking the numbers of its circulation transactions, equipment reservations, online database usage, and faculty requests.

In an attempt to further engage with students, the Library has maintained a blog to provide information about current and upcoming events and monitors an online chat program to provide quick answers to immediate questions students may have. The Library continues to update and improve its section on our College website.

Appraisal

The Library has a total of 14,000 square feet and contains 18 tables (with four chairs on each one), 18 carrels, and seven group study rooms. There are a total of 32 computer work stations as well as 19 laptops available for use in the Library. All computers are connected to a central printer and there are two copiers available for student use.

The Library is part of Information Technology (IT) Division and the Director of Library Services reports to the Dean of IT and also serves on the Curriculum Committee, The Library Advisory Committee, and Information Technology Advisory Committee (ITAC). The Library staff consists of one full- and two part-time paraprofessionals and one full-and two part-time professional reference/instruction librarians to coordinate the library instruction program in compliance with the new national standards on information literacy competency in higher education published by the Association of College and Research Libraries (ACRL).

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Information and Technological Literacy

A library committee, composed of full-time faculty and staff members, provides recommendations to the library staff on resources needed for individual departments. Working with the faculty and various library consortiums is also a means to determine needs. The analysis of library use statistics also informs staff as to the specific needs of the institution. A usage report is submitted annually to the National Center for Education Statistics at the U.S. Department of Education. Online databases provide monthly statistics. Use of borrowable materials is monitored via the Library's ILS System Voyager and foot traffic is counted at the door. A recent survey of student library use was conducted in 2010, and a faculty survey was completed two-three years ago. An updated faculty assessment needs to be conducted.

Library services are provided to students and faculty through various resources that are focused on meeting the teaching and research needs of our faculty and students. Collection development is a shared responsibility of librarians and faculty, who are encouraged to submit requests for materials for use by students in their courses. As a result, the Library collection includes 40,159 print volumes and 437 audiovisual materials. The students have access to over 611,000 online periodicals and 750 NetLibrary eBooks and 22,000 Ebrary online books, CD, and DVD collections are complete and relevant; the Library added 3,341 titles in 2010, 2,729 titles in 2009, and 2,450 titles in 2008. Books are continuously purchased around the College's themes that change every two years. In addition, library patrons may use the following alternative means of acquiring materials through Interlibrary Loans and ReQuest. Three Rivers also shares its online catalog with the other eleven community colleges. Laptop computers, an iPad and Kindle ereaders are available to patrons and have been in circulation through the last several years. When possible, given staff limitations, the Library extends its hours to meet student needs such as at midterm and final exam periods. The Library has focused a considerable amount of activity on the growth of IT resources. A wide variety of online databases are available to students, faculty, and staff either on campus or off campus using a myCommNet as an access point. Students can access the Library databases with either a banner ID or library card number. An instructional sheet on the use of the Library databases from remote locations is provided to all students. Database vendors provide monthly usage statistics. Electronic databases include Academic Search Premier, CQ Researcher, Credo Reference, Expanded Academic ASAP, Opposing Viewpoints, PsycArticles, PsycINFO, LexisNexis Academic, ARTstor, JSTOR: Arts, Sciences and Biological Sciences, CINAHL, NetLibrary, and Ebrary.

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The Library trains and supports faculty and staff in the effective use of its information resources. Faculty and staff have been provided individual support when necessary by Library staff and have also been trained in the use of technology by IT support staff. Faculty and staff have the opportunity to participate in on-going training opportunities provided by the Connecticut Community College System on Blackboard Vista and its new version, Blackboard Learn. In addition, reference librarians have provided library information through Academic Division meetings.

To meet one of our College's goals that all students receive library instruction while matriculating through the College, the Reference Librarian works with faculty to offer information literacy instructional sessions. In the 2008-2009 academic school year, 76 Library Information Literacy sessions ran. In 2009, reference librarians conducted 50 information literacy sessions, which increased to 80 in 2010. Overall, more than 2,000 students have benefited from these sessions. In particular, the reference librarian works closely with English Department instructors to provide information literacy instruction to all developmental students in K012 Foundations of Writing and to other students in English and First Year Experience (FYE) courses in consultation with the instructors. While much of the information literacy instruction is done in the computer classroom that is part of the Library's facilities, reference librarians are also available to conduct information literacy sessions in classrooms at instructors' requests. The library staff continues to work with faculty and staff to reach out to as many students as possible to provide information literacy and support.

The budget allocations to the Library demonstrate our College's commitment to its Academic Mission. The Library budget allotments for information resources have improved in the most recent years, with an increase from \$204,710.97 in 2007 to \$219,384.20 in 2008. Funding is appropriated for the purchase of books, DVDs, CDs, and office supplies, while the computers located in the Library are covered by the Information Technology Office. However, due to various economic factors, the Library experienced a slight decrease (approximately \$7,594) in the 2009-2010 budget, receiving \$211,790.00. Another slight decrease to \$209,779 occurred in the 2010-2011 budget. A more dramatic decrease to \$100,000 was mandated in the 2011-2012 budget, a reduction of 52.3 %, which means the Library cannot continue to maintain the high level of services and resources our students have come to expect. The number of Library journals has been reduced, and the number of newspaper and online databases is being evaluated for reductions.

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To ensure that students' use of technology systems and resources in the Library is appropriate, policies for acceptable use are clearly delineated in the TRCC Catalog and on our College's website under the general academic information section. The computers and computer labs in the Library are monitored by staff assigned to these areas. If any inappropriate activity is observed, either the staff take action to educate the user when the infraction occurs or they notify the IT Division. Instructors are expected to monitor student use of IT resources in computer labs during classes.

The IT staff members can disable network accounts to prevent users from accessing TRCC IT resources. The Information Technology (IT) Division at TRCC utilizes network monitoring software as a primary means of restricting illegal network activity (such as peer file sharing) on our IT systems. In addition to the software monitoring on campus, the CT Community College (CCC) System Data Center (SDC) also maintains network intrusion detection systems to identify any computers that become infected with inappropriate software that may attempt to open up unauthorized network activity. When these infections occur, the SDC notifies TRCC IT staff to isolate the infected machine and remove hard drives (if necessary for forensic analysis) to eliminate any potential for release of protected confidential information. Instructors are encouraged to refer students to this policy in their syllabi.

With regard to faculty and staff IT resources, TRCC relies on individual supervisors to monitor employee behavior. TRCC IT staff periodically inspect systems on a random basis while performing routine maintenance and updating of College-owned resources. Any suspected violations of acceptable use policies are referred to the Dean of Information Technology for investigation and response. All Systems are protected by anti-virus, anti-spyware, and website advisor software that gets updates automatically delivered via the network on a constant basis.

Our College provides students, faculty, and staff with the information resources and services they need for studying, teaching, and doing research. The Library strives to determine the needs and responds to them by shaping its resources and services to provide the best possible support for the academic program.

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Projection

Reference librarians will continue to collaborate with the College Community. Specific work will continue with the Developmental English Task Force to create library instruction lessons that best fit students' needs at the developmental learning level while meeting the Information Literacy Competency Standards set forth by the Association of College and Research Libraries (ACRL).

The Library will have a role in the new Blackboard Learn Learning Management System. Library personnel will build e-reserves and then add them to Blackboard Learn directly. Faculty members will be able to make these reserves available to their students using Blackboard.

Institutional Effectiveness

The Library Committee, composed of full-time faculty and staff members, assists the Library in assessing the needs of our College. The analysis of library use statistics also informs staff as to the specific needs of the institution. The library regularly surveys students, staff, and faculty in paper and electronic formats to determine their needs. The results are discussed by library staff to determine effective utilization of resources. To respond to the increasing demand for electronic databases, the Library has reduced journal print purchases.

**Standard 7: Library and Other Information Resources
(Library)**

	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	Next year (goal)
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Expenditures/FTE student					
Materials	\$ 41	\$ 43	\$ 40	\$ 20	\$ 20
Salaries & Wages	n/a	n/a	n/a	n/a	n/a
Other operating	n/a	n/a	n/a	n/a	n/a
Collections					
Total print volumes	39,178	63,529	64,234	71,662	79,949
Electronic books	22,000	22,000	22,000	22,000	135
Print/microform serial subscriptions	420	381	358	212	200
Full text electronic journals				4	4
Microforms	none	none	none	none	none
Total media materials	61,598	85,910	86,592	93,878	102,153
Personnel (FTE)					
Librarians -- main campus	2.0	2.0	3.0	3.0	3.0
Librarians -- branch campuses					
Other library personnel -- main campus	9.0	9.0	9.0	9.0	9.0
Other library personnel -- branch campus					
Library Instruction					
Total sessions -- main campus	76	123	139	130	147
Total attendance - main campus	1824	2337	3648	2873	3591
Total sessions -- branch campuses					
Total attendance -- branch campuses					
Reference and Reserves					
In-person reference questions			2053	2334	2615
Virtual reference questions			40	69	98
Traditional Reserves:					
courses supported					
items on reserve	47	63	130	233	312
E-Reserves:					
courses supported					100%
items on e-reserve					
Circulation (do not include reserves)					
Total/FTE student	4774	7612	9604	12160	14575
Total full-text article requests	209	295	33	30	30
Number of hits to library website	no counter	no counter	553	1460	2000
Number of hits to library databases	226920	379814	529768	681682	833106
Student borrowing through consortia or contracts					
Availability/attendance					
Hours of operation/week main campus	60	60	60	60	64
Hours of operation/week branch campuses	-	-	-	-	-
Gate counts/year -- main campus	14202	223672	135439	245674	306293
Gate counts/year -- average branch campuses					
URL of most recent library annual report:	n/a				
URL of Information Literacy Reports:	n/a				

**Standard 7: Library and Other Information Resources
(Information Technology)**

	3 years prior	2 years prior	Last year	Current year (goal or projection)	Next year goal
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Number (percent) of students with own computers	41	43	40	20	20
Course management system	Backboard Vista/Blackboard Learn (N)				
Number of classes using the system					
Classes on the main campus	1185	1236	1218	1276	1331
Classes offered off-campus	38	32	27	24	24
Distance education courses	50	64	83	111	135
Bandwidth					
On-campus network	10 Gps	10 Gps	10 Gps	10 Gps	10 Gps
Off-campus access					
commodity internet (Mbps)	n/a	n/a	n/a	n/a	n/a
high-performance networks (Mbps)	n/a	n/a	n/a	n/a	n/a
Wireless protocol(s)	802.11 abg	802.11 abg	802.11 abg	802.11 abg	802.11 abg
Network					
Percent of residence halls connected to network					
wired	n/a	n/a	n/a	n/a	n/a
wireless	n/a	n/a	n/a	n/a	n/a
Percent of classrooms connected to network					
wired	30%	60%	95%	95%	97%
wireless	3%	3%	3%	3%	3%
Public wireless ports	16	16	16	16	16
Multimedia classrooms (percent)					
Main campus	30%	60%	95%	95%	97%
Branches and locations	100%	100%	100%	100%	100%
IT Personnel (FTE)					
Main campus	10.00	9.96	10.57	10.00	10.22
Branch campuses	n/a	n/a	n/a	n/a	n/a
Dedicated to distance learning	1.00	1.57	1.57	1.00	1.00
Software systems and versions					
Students	SCT Banner 8.3 (used for and by students)				
Finances	SCT Banner 8.3				
Human Resources	CORE CT Peoplesoft v9.1				
Advancement	Sage Fundraising 50 v8.1, Authorize/Power Pay				
Library	ExLibris Voyager v7.1.0>>>v8.1.1				
website management	SharePoint Designer 2007, Adobe Contribute CS5/6, Sharepoint (Intranet)				
portfolio management	CTDLC ePortfolio (Nursing)				
interactive video conferencing	WebEx				
digital object management	iTunes U				

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NEASC Standard Eight- Physical and Technological Resources

"I set up the computer labs to provide the students with the freedom to make mistakes and the opportunity to achieve the confidence and the awareness from those experiences."

—William Lopez, IT Technician, Level 2 Technical Labs

Description

Three Rivers Community College is historically the product of a merger between the Connecticut Community Colleges and the Connecticut Technical College System in 1992. As a result of that merger, Thames Valley State Technical College, located at 574 New London Turnpike, and Mohegan Community College, located at Mahan Drive, were officially combined to form a comprehensive publicly-supported community college serving the diverse educational needs of the residents of Southeastern Connecticut. In 1994, the Connecticut State Legislature approved \$76.7 million for the consolidation of both campuses. Following the appropriation, long-range plans began. This project was noted to be the largest of its kind ever in Southeastern Connecticut. Administration, faculty, staff, and students provided pre-construction input into the design.

In October of 2008, the relocation of our new College located at 574 New London Turnpike in Norwich, Connecticut began. Occupation into the new state-of-the-art facility proceeded in stages as wings were completed. In December of 2008, the collocation was finalized. In addition to the main campus, the College also has one off-campus instructional center at the Naval Submarine Base in Groton, Connecticut.

Planning and design for the new campus was a project years in the making. Construction began in March of 2007 and was completed in 2009. The project included the renovation of 100,000 square feet of existing campus facilities and 223,000 square feet of new construction to provide a consolidated new campus. Upon completion, costs are projected to be over \$95 million.

The new College has 296,000 assignable square feet. The project included enhanced classrooms and support facilities. The new campus facility enables the College to fulfill its mission of providing affordable and accessible educational opportunities that meet the diverse needs of our community. The main campus includes 30 classrooms (each equipped with an instructor computer station and projection capability); four tiered lecture halls; administrative offices; nine conference rooms; a full-service

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cafeteria and smaller coffee/sandwich shop; 19 specialized computer labs, including a library commons computer area; a staff training computer lab; the Donald R. Welter Library; faculty offices; a multipurpose room; a fitness center, including both cardiovascular and weight lifting equipment; a campus bookstore (managed by Follett Higher Education Group), and several rooms with flexible space design to accommodate a variety of training and educational programs, particularly in the area of continuing education. Wireless Internet capacity exists in most spaces around campus.

Appraisal

Since the 2007 Interim Report, TRCC's yearly enrollment has grown to over 5,000 part-and full-time students and credit programs, an increase of 47%. In addition to the students enrolled in degree and certificate programs, there are also 2,300 students enrolled in noncredit continuing education programs. The 30 classrooms noted above resulted in no net increase in classrooms from the two prior campuses, presenting challenges in respect to scheduling and parking. Under the direction of the Academic Dean and the Institutional Research Office, creative scheduling methods were employed to meet the constrictions put in play by physical resources.

The state-funded construction project provided the opportunity to give all full-time faculty individual offices that allow for more focused, individualized faculty-student interactions and conversations. Faculty offices are located throughout the C, D and E Wings. These offices are spacious and equipped with new, ergonomically-correct office furniture. The full-and part-time faculty and laboratory assistants have individual mailboxes in a common faculty mail room located in the D wing. Student Services has consolidated all their services into the first floor of the A Wing.

Throughout the campus, faculty, staff, and students have access to many multi-functioning devices for copying, imaging, and printing. The students have access to computers for general use in two areas on campus: the open computer lab (48 computer units) in E112 and the Library. The students have access to a printer in both of these areas. Printers designated as common College faculty printers are located in rooms C115, D111, and C243. Two scanners are available to faculty, staff, and students. One scanner is designated to a laboratory and the second scanner is located in the Library. A copy center staffed by student workers is located on the second floor D wing. The copy center is available for larger print jobs.

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The College has a variety of shared spaces, including conference rooms, to support faculty, staff, and student needs. These conference rooms provide faculty with access to both the College network and the Internet and have projection capabilities. Phones are also located in the conference rooms for teleconferencing if needed. Larger seminar spaces are available through college scheduling if needed. These rooms are equipped with SMART Sympodium and AV projection technology, network/Internet access, and set-up for teleconference communication, all of which are also located at the instructor stations at the front of the classrooms.

The learning and technological resources at TRCC are comprehensive, current, and accessible, developed with College-wide faculty input through various committees, including academic committees, such as the Library Committee, Web-Management Committee, Educational Technology Committee, and the General Education Committee. All classrooms are equipped with the instructor station supporting video and data delivery by way of industry-standard network controlled Crestron desktop interfaces via SMART Sympodium technology standardizing the user interface among classrooms making it easier for faculty to migrate from room to room minimizing technology differences.

The new science and engineering laboratories are a significant upgrade to what was previously used. As part of the new facilities project, the Nursing Department was gifted \$150,000 from William W. Backus Hospital as a community endowment to purchase equipment for the nursing laboratory instructional space. This is part of the WWBH overall \$500,000 pledge to the College, from which nursing continues to benefit. The Nuclear Engineering Program also benefits from outside funding. Dominion Nuclear Connecticut supports the Program in diverse ways: it donates money for student scholarships, has provided resources for nuclear labs in the past, and provides access for our students to nuclear sanitation and control laboratory and Dominion's power plant. The nuclear simulator, housed at our College, is state-of-the-art and unique to any community college. In general, laboratories are wired with multiple network and Internet access points, cameras, and microphones. While significantly better than they were prior to the College consolidation, they were not without issues: in two storage spaces trim was not installed around appliances and leaking plumbing caused water damage. The Maintenance Department is addressing these issues. The plumbing leaks have been stopped and a mold inhibitor was applied to water-stained areas.

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The Nursing laboratory is equipped to conduct and record simulated learning experiences. Use of simulation in a safe environment provides the opportunity for students to develop critical thinking, caring, and communication skills. It also gives them the opportunity to demonstrate holistic care, develop professionalism, and show evidence of safe and competent practice.

Our College has on-site Tutoring and Academic Success Centers (TASC), as well as an online tutoring center, Ask TASC. TASC includes tutoring centers, language arts labs, math computer labs, and tutor training programs. These labs contain subject specific software that provides the students the opportunity to review and learn materials with self-paced programs. Academic Support Services provides computer labs and computerized adaptive technologies to accommodate students with special needs. However, expanded usage and greater numbers of students taking advantage of tutoring services has resulted in crowding in the TASC area. Tutors have had to be creative in finding space for appointments by moving to areas like the cafeteria, conference rooms, and lounge spaces. The TASC space is currently running over capacity, but if current, upward trends of student usage continue, the space needs of TASC will need to be reevaluated in earnest.

The Donald R. Welter Library, a 12,800 square-foot two-story facility, is open Monday through Thursday 8 AM-8 PM, Friday 8 AM-4 PM, and Saturday 9 AM-1 PM during the typical semester. The Library has seven quiet study rooms, one classroom, and in one event/meeting room. The students have access to 32 personal computers and 20 personal laptop computers available for check-out. The event/meeting room can be reserved for use through the Director of Library Services. The Library supports seating for 115 students with four lounge areas. Approximately 40,000 resources are found in the Library collection, including books, periodicals, pamphlets, audio, videos, CDs, and DVDs and are available to the students during operational hours. The Library can also be accessed by students, staff, and faculty via the Internet. The Library is accessible on campus through the TRCC home page or off-campus through myCommNet (www.trcc.commnet.edu or www.my.CommNet.edu). Once in the online library, faculty, staff, and students have access to search engines, Internet resources, library information, and the online catalog. Communication with library staff is available via telephone, e-mail, online chats, or Facebook and Twitter. Over 50 online databases are available via myCommNet with the “find articles” links.

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Our College uses myCommNet (my.commnet.edu), a system-wide network for both students and faculty. It provides faculty, staff, and students secure access to Blackboard, student services, including student records, registration, course management services, and all library services. The Blackboard Vista and Learn platforms provide students with access to course content and resources. Students, faculty, and staff can communicate through postings on Blackboard's discussion boards, through messaging, or privately through e-mail. Faculty and staff have unlimited access to each course's content in the platforms, allowing for review of previous content. Online technological support is available to students and faculty "24/7" via the Connecticut Community College System Online Support Center.

The Information Technology Department supports the faculty, staff, and students with face-to-face and online technological support. With respect to open and classroom computer labs, maintenance is assigned to two IT staff members, while a third staff member is responsible for maintaining the instructor stations in the classrooms. Additional IT help is assigned as needed. The Help Desk is staffed and available to faculty, staff, and students Monday through Thursday from 8 AM to 6 PM and Fridays from 8 AM to 4:30 PM. The Dean of Information Technology works closely with faculty and assists them with the communication media systems in the laboratories and classrooms.

Sufficient resources are available to students and faculty involved in distance learning. The budget has been partially supported by the System Office and adequate to provide staff and resources to support distance education. Distance learning students are provided computer specifications for their home computer system as well as help and how-to support on the College's website and within Blackboard via an orientation. Should they experience a home technology failure, distance learning students can use the on-campus computer labs. Students can take any required on-ground proctored final exams at any of Connecticut's community colleges at no charge. Distance learning and mentoring personnel are available both on campus and online. The similar structure of distance learning courses also supports students' achievement of learning objectives.

Faculty and students can access essential pre-Blackboard skills. Examples include procedures for logging into myCommNet and navigation within the Blackboard platforms and skills. Mentors have promoted growth within faculty from 2004 to 2008. The Director of Educational Technology continues to support faculty directly. Chairs of the Educational Technology Committee have come from the faculty and work closely with the Director of Educational Technology. myCommNet is the secure portal access to all

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courses in Blackboard. This provides students the ability to view/download course syllabi, course outlines, clinical documents, and PowerPoint presentations. Discussion boards are designed for a variety of academic topics and communication. Students have their own accounts to access Blackboard mail.

Technological resources are available both on campus and online. Distance learning and mentoring personnel are available both on campus and at the System Office to provide support to faculty and students. The Instructional and Information Technology Training (IITT) Program is a system-funded program of the Connecticut Community Colleges that provides faculty and staff with training to use technology to enhance teaching and learning. There is no cost either to the employee or to the College for training provided through ITTT. Many of these courses are taught on campus by the College's own Educational Technology Department. In addition, iTeach Essentials is a 9 1/2 week course offered to system faculty focusing on pedagogy within distance learning courses. iTeach was developed by the System Teaching and Learning Team. A TRCC staff member co-chaired the Teaching and Learning Team during the creation of iTeach. In the development of iTeach, five full-time, one adjunct faculty, and one staff member from TRCC participated. Ten TRCC faculty have completed this course and one staff member has facilitated the course.

Our College hosts a 500 square-foot dedicated Data Center (Main Data Frame, MDF) which houses all demark, server, data storage, and core switches. In addition, there are 11 dedicated cross-campus Data Closets (Intermediate Data Frames, IDF) which house the access layer switching devices providing access to over 4,000 installed CAT6 data ports campus-wide. The MDF and all IDFs are on emergency generator power circuits for protection in the event of a power failure and are environmentally controlled and monitored 24/7 for temperature and humidity levels. IT staff are regularly and continually notified via e-mail when thresholds are exceeded. Switching devices are connected via 10G multi-mode optimized fiber into separate ring configurations providing data service redundancy. Desktop data delivery is rated at 100/1,000 Mbps from the access layer incorporating Power Over Ethernet (POE) technology supporting TRCC's Voice over IP (VoIP) telephony solution. Physical security is monitored by way of MDF/IDF cameras that record and report room activity via e-mail notifications.

Our College is also host to the regional Connecticut Education Network (CEN) which distributes data connectivity to local public schools and libraries as well as the US Coast Guard Academy and Connecticut College and utilizes CEN and SBC for high-speed Internet access (100-1000 Mbps) by all members. In

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case of an emergency affecting other parts of the CEN system, the College has the capacity and the ability to host the CEN for the entire state. In addition, the MDF has approximately 20 analog circuits supporting fax and emergency service operations (security/fire alarms) approximately 16 physical Dell servers of which nine support Hypervisor virtualization. We currently utilize Citrix Xen Server and Microsoft Hyper-V Server technologies providing another 40 virtual servers supporting staff, faculty, and students with application, database, and data storage services. The College utilizes two redundant Storage Area Networks (SANs) with a capacity of approximately 20 TB ensuring reliable and secure data storage and delivery.

The student and faculty/staff parking lots are new with ample lighting and several emergency notification stations. Though the parking lots are new, student parking has already become limited due to a surge in student enrollment noted above that has occurred over the past five years. Strategic planning by the Academic Dean's office and the Institutional Research Office has alleviated a good part of this difficulty.

The new campus offers facilities that either were not part of the old campus or are greatly improved from what had existed in the past. With respect to new facilities, our College now has a Health and Wellness Center with 3,722 square feet of activity space separated into three main areas. The studio is 1,023 square feet and is currently used for classes in the Exercises Science major and for Continuing Education classes/student activities such as Zumba and hip-hop. The free weight room has 1,071 square feet with 10 work stations. The cardiovascular room has 910 square feet which is broken into two concentration areas: 14 cardiovascular machines and nine variable resistance machines. Not included in the square footage is an office, equipment, storage room, and men's and women's locker rooms, each complete with showers and restroom facilities. Currently, the Center has 397 people registered to use the facility, 90% of whom are students. All of the spaces are used by various credit-bearing courses as a lab setting.

While the number of our classes has remained the same, the square footage devoted to art instruction in the new facility has almost doubled to 2,793. Where the old space had one classroom in the main building at Mohegan and in a garage, the new classrooms are coterminous allowing instructors to more easily share resources and create a synergy around fine arts in that part of the building. Unlike the old classrooms, the new art rooms have instructor stations with instructional technology. Moreover, each

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room has dedicated storage space and two sinks. One classroom is dedicated to the instruction of ceramics and has 19 pottery wheels (including one for physically disabled students), a wedging table, and a manual extruder. Where the old ceramics room had one small top-loading kiln, the new kiln room has three electric kilns, including a 21 cubic foot front-loading kiln. The other art classroom is dedicated mainly to painting and drawing. New H frame easels and supply tables/sculpture stands can serve up to 24 students. For the painting class, there is a custom campus storage rack. Printmaking equipment, including an etching press, flat files, and print drying rack, are also located in this room.

The improved art spaces offer conveniences such as in-class sinks that allow students to work more efficiently and equipment that allows for instruction in more art mediums and techniques, such as wheel-throwing and large ceramic sculpture. With the new equipment, the new spaces present our College with the opportunity to offer new courses such as printmaking and figure sculpture.

A dedicated art gallery is part of the new facility. On the old campus, art exhibitions were displayed in corridor spaces limiting the type of work that could be shown to two-dimensional work that could be hung on walls, which also caused concern in regards to care and security of the artworks. At times, this situation led artists to decline showing their work. The new gallery is approximately 702 square feet and can now display, in addition to two-dimensional art, three-dimensional work on pedestals, video art projected on the walls, and performance art. Now the College can both more safely display artists' work and more comfortably host artist receptions/talks in conjunction with their exhibitions. The gallery has track lighting, which one of the old corridor spaces lacked. Where the old space in the corridor had cinderblock walls, which limited the holes that could be drilled and thus the scope of the work that could be hung, the new gallery has sheet rock walls, giving the College the capability to hang art wherever needed. Overall, the dedicated gallery space is a more professional format than the previous corridor spaces, allowing the College to attract higher caliber artists to show their work, thus enhancing the learning resource for the students.

Our College now has an updated kitchen, café, and cyber café that greatly improve the capacity and ability of food services to meet our College's needs. The installation of new equipment such as the Combi Oven, blast chiller, and large capacity steamer enables food service staff to cook for 100 or more easily. Unfortunately, both the dining hall and the serving area are too small at times given the

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increased number of students who use it. The food service area also has the capacity to offer culinary classes. Currently, one class is being taught each semester utilizing the facilities.

The Multipurpose Room, able to accommodate 350, has increased catering capability. The room, with technological capabilities, is a very popular venue for conferences, lectures, exhibits, and meetings of all kinds. As an example, Norwich Social Services “Voices for Families Program” has catered meetings/classes there each Wednesday. Other groups utilizing the catering and space include Master Gardener, Chamber of Commerce, Rotary Club, and Orthodontics Associates of Southeastern Connecticut. Currently, staff limitations prevent the acceptance of weekend events. Given the limited conference space available in the Norwich area, the College’s multipurpose room and catering will grow to be used more extensively to support the surrounding community.

The level of commitment and expertise found in the facilities staff for the maintenance and upkeep of the campus is high. Pride in maintenance is apparent in the cleanliness, material condition, and working state of the plant and maintenance equipment. Processes are in place to assess and monitor the condition of facilities and proper functionality of all plant operating equipment. In fact, if a major energy or building component like a boiler were to fail or began operating inefficiently, facility staff has the ability to address the problem online from any computer with Internet access. This has provided tremendous flexibility and the opportunity to be very timely in resolving system problems.

A very proactive approach is being taken in addressing all federal and state OSHA compliance requirements and mandates. CONN-OSHA, a division of the Connecticut Department of Labor, has provided an initial consultation regarding OSHA code compliance. A follow-on visit and on-site training was completed in 2011. Under new leadership, the Maintenance Department has instituted a plan to make sure staff received the training they need to comply with OSHA mandates. Blood-borne pathogen training has been completed and the requisite paperwork submitted to CONN-OSHA; hazard communication is currently in process with many pieces completed; and the Director of Facilities has recently attended an OSHA lockout/tagout training and has staff training forthcoming.

As part of all public major building projects, 1% of the total funding is devoted to artistic works. As part of the collocation for the College artist Agnes Denes was selected to design a sculpture for the south side commons exterior to the library. The Chambered Nautilus Amphitheater, a 28’ x 90’ x 90’ lighted

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structure resembling the globe, was scheduled to be constructed between 2009 and 2011. However, the project has been plagued by delays. We believe the long-delayed, start-stop approach to construction on the sculpture is not a sound example of the efficiency our students and community have come to expect from the College. With the project in the hands of the Connecticut Department of Public Works, the Connecticut Arts Commission, and subcontractors hired by the artist, the College has experienced frustration and has no recourse either to move the project forward or end it.

Projection

The original campus consolidation plan included a 500 seat auditorium and additional classroom space. Due to a constriction in state bond funding available, this aspect of the project had to be deferred. The latest estimate for the construction and design of this auditorium/classroom facility totals \$13 million of which the College has committed \$500,000 from operating funds to fill the projected funding gap. The design phase has been approved and funded. The College is hopeful that the design will be completed soon and the construction phase will be approved and funded soon thereafter. With the anticipation of the new campus auditorium comes the need to renew TRCC's Master Plan. With the anticipation of student growth continuing in both credit and noncredit areas, the completion of a new Master Plan that couples programmatic growth with adequate and pleasing space (including additional parking) is imperative.

Institutional Effectiveness

The physical and technological resources of the campus are in fine shape and have excess capacity to support the College as it grows during the next several years. The resources are either two-years old or have been remodeled in the last two years. The maintenance staff will oversee a safe, sound, and clean environment. Issues related to incomplete or inadequate construction are being addressed and rectified. At all times, student and staff safety are maintained.

The current State budget provides significant challenges to the College to maintain and improve its facilities, library, and technology resources. A comprehensive assessment of operating costs for the new consolidated campus continues to take shape as plant and equipment cycle through the first few sets of seasonal temperature and climate fluctuations. Comprehensive, prioritized fiscal planning in these challenging economic times must be a collaborative effort, entered into by administration, faculty, and staff to promote ongoing student success for our College's student population.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	A thru G	296,000
other U.S. locations		6,800
international locations		

	2 years prior (FY 2009)	1 year prior (FY 2010)	Current Year (FY 2011)	Next Year Goal (FY 2012)	Goal in 2 years (FY 2013)
Revenue (\$000)					
Capital appropriations (public institutions)	\$0	\$0	\$1,226	\$872	\$11,607
Operating budget	\$0	\$349	\$419	\$850	\$538
Gifts and grants	\$0	\$0	\$0	\$0	\$0
Debt	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$349	\$1,645	\$1,722	\$12,145
Expenditures (\$000)					
New Construction	\$24,146	\$8,430	\$8,430	\$1,282	\$11,683
Renovations, maintenance and equipment	\$6,451	\$3,941	\$3,941		
Technology	\$2,655	\$2,303	\$2,303		
TOTAL	\$33,252	\$14,674	\$14,674	\$1,282	\$11,683

Assignable square feet (000)	Main campus	Off-campus	Total
classroom	27,884		27,884
laboratory	29,390		29,390
office	36,079		36,079
study	4,342		4,342
special	47,282		47,282
general	99,469		99,469
support	51,198		51,198
residential	0		0
other			0

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
A, B, C, G	Class/Lab/ Office/Maint	223000		2008

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Auditorium	Teaching/fine arts/studen		\$11,683	2013

Major Renovations, past 10 years

The list below includes renovations costing \$_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
D, E, F	Class/Comp Labs	73000		2008

Renovations planned for next 5 years

The list below includes renovations costing \$_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year

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NEASC Standard Nine- Financial Resources

"Grants are so important especially during these budget times. Many of the grants that I work with provide funding for materials and services that would not otherwise be available. I enjoy my job because grants help break down the barriers that prevent some student from attending higher education. I feel good about helping students be successful."

- Barbara Watson-Barboza, Accounting Department

Description

Like institutions throughout New England, Three Rivers Community College (TRCC) has faced change and challenges in the administration of its financial resources. The Board of Trustees for Community-Technical Colleges (BOT), established under Connecticut General Statutes 10a-71 et. Seq., with authority to administer and govern the state's twelve regional community-technical colleges, was replaced in 2011 with the Board of Regents for Higher Education, which began the transition of authority and supervision of the state community colleges from the Board of Trustees for the Community Technical-Colleges. The BOT suspended operations at the end of 2011.

Although the Community College System is budgeted as a single agency by the State, each college operates as a separate institution with its own executive, academic, student services, and administrative management that is held accountable for its academic programs and financial operations, and each is recognized as a separate entity for Federal Title IV financial aid programs. As with all the constituent community colleges, Three Rivers prepares its financial statements in accordance with the Governmental Accounting Standards Board (GASB) Statement 35: Basic Financial Statements for Public Colleges and Universities.

The chief financial officer, the Dean of Administration, is primarily responsible to ensure the integrity of the College's financial management and organization. The College recently experienced a smooth transition after its longtime Dean of Administration retired in 2010 after having served in that capacity for the former Mohegan Community College since 1988 and then for the merged Three Rivers Community College since 1992. The financial controls, policies, reporting, and staff of the Administrative Division were instrumental in ensuring a seamless transition.

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The College President and Dean of Administration are primarily responsible for setting the budget and determining which job vacancies to fill. Additionally, the Academic Dean, Dean of Student Services, and the Dean of Information Technology provide input into decisions that affect their respective divisions. Prior to July 1, 2011, decisions regarding the allocation of state funding to Three Rivers were made by the System Office. Decisions are now made by the Board of Regents of Higher Education (BOR) because the Community College System was merged with DHE, Charter Oak State College, and Connecticut State University pursuant to act of the General Assembly.

The financial support of private donors assists the College in meeting our Mission goals. This became evident from 2008 to 2010 when new building construction was underway. Private fundraising is accomplished predominately through the Three Rivers College Foundation (TRCF), a non-profit charitable educational foundation, incorporated under the laws of the State of Connecticut and granted 501(c)(3) tax-deductible status by the IRS. Three Rivers Community College's Foundation has been able to receive generous support from the community, regional businesses and industry, and staff and faculty. It provides scholarships to students and funds other worthy projects. Despite the economy and due to sound fiscal management, it has continued to grow. TRCF supports the Mission of the College through its generous support of student service learning programs, state-of-the-art lab/instructional equipment, and thousands of dollars in student scholarships. TRCF total net assets have grown from \$2.183M in 2007 to \$3.528M through 2010.

The Community College System has two statutory funds, the General Fund and the Operating Fund. Through FY11, State General Fund appropriations have been sufficient to cover the salary expenditures of all full-time faculty, student service staff, Continuing Education, and support personnel (IT, administrative-facilities / HR / Business Office). Operating Fund revenues (predominately student tuition and fees) are sufficient in addressing full- and part-time faculty, lecturer expenses, fringe benefits, college operating expenses, student labor, student financial aid, and some equipment expenditures. In addition, the System receives State Bond Fund appropriations covering a variety of equipment, deferred maintenance, renovations, and improvements. Although State support has decreased, these sources of funds remain sufficient in addressing our College's Mission and academic objectives.

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TRCC is on a two-year biennial budget cycle that provides opportunities for multi-year planning based on enrollment projections of both existing and new students and anticipated State General Fund appropriations.

Appraisal

Our College is strongly committed to the academic success of its students and applies its financial resources in a measured way to meet that objective. Since its five year interim accreditation report in 2007, the College has used its financial resources for all facets of its Mission. Preeminent among them is the collocation of its campuses and constituent communities to fashion physical and virtual learning environments conducive to the academic growth of our students. The College has also been dedicated to funding programs that help to increase student enrollment and support student success.

Through FY 2011, the College's operating budget has remained sufficient to meet all full-time faculty, student services, and staff personnel expenses through its non-operating revenues received from the General Fund. Operating revenues received through tuition, fees, and grants have provided a necessary source of funds for adjuncts, division operating expenses, student labor, library operating funds, and recurring College overhead expenses (predominately recurring facility maintenance contracts, mailing/freight expenses, etc.). In total, 86% of total revenues (operating and non-operating) have been applied towards direct instruction, academic, and other direct support of our students as evidenced in the Integrated Postsecondary Education Data System (IPEDS) report for FY 2010. This is an increase of 4% from FY 2001, which speaks to the unwavering commitment the College has to its students and their success over time.

The College's funding from the State's General Fund Block Grant since 2007 has remained level at around \$18M. The College's appropriation from the State was decreased from \$19.4M in 2009 to \$18.5M in 2010. The administration continues to work on finding efficient ways to cut costs without impacting student services. The College did achieve some notable savings with the new campus: utilities and facility services do not need to be duplicated on multiple campuses and the modern construction is much more energy efficient. In addition, the College is working with the local utility company (Norwich Public Utilities) to save \$18,000 a year in its energy costs.

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While the State's General Fund grant has remained the same, the College's expenses have risen from \$25.9M in 2007 to \$38.6M in 2011. This is a 49% increase, or roughly 12% annually to address a 34% increase in enrollment during the same period. It is noteworthy that our College keeps its liabilities low and its current assets very high, resulting in a current ratio (current assets divided by current liabilities) of three or higher. Two is the recommended minimum. The College has also used its reserves when necessary. In FY 2010-2011, the College was actually able to increase its cash holdings by \$2M, in part due to a 20% increase in enrollment.

Further challenging efforts to achieve our financial goals is the fact that cost savings are transferred to other colleges within the Connecticut Community College System. One benefit that offset the distribution to other colleges was the recently mandated seven personnel furlough days, four in FY 2009-2010 and three in FY 2010-2011 per employee.

Funds Transferred in the CT Community Colleges System	
FY06	\$467,432 (transfer out)
FY07	135,922 (transfer out)
FY08	\$764,548 (transfer out)
FY09	\$79,878 (transfer out)
FY10	\$211,818 (transfer out)
FY11	\$476,374 (transfer out)
FY12	\$267,500 (transfer in)

The College's Operating Fund (generated from operating revenues) has grown significantly over the past five years in the area of student financial aid as a result of the 25% increase in full-time enrollment and the associated 15% tuition set-aside as established by CCC Board of Trustees Policy. This tuition set-aside has amounted to \$1.1M in FY10, \$1.4M in FY11, and an estimated \$1.536M in FY12 in available student aid.

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Keeping college costs manageable for students is a priority but presents additional challenges for the College during the general economic downturn. The College does not have the ability to increase tuition on its own, as it is part of a consortium of community colleges. The Board sets tuition for all 12 schools in the System. Tuition increases have been modest, averaging 4.7% annually since the 2007 academic year. This is considerably below University of Connecticut, Connecticut State Universities, and private four-year colleges in New England. There has been a 23% increase in tuition cumulatively from \$2,828 in AY 2007 to \$3,490 AY 2011-12. A 2.5% increase in tuition was implemented for AY 2011-12. While tuition has been steadily increasing, financial aid and scholarships have also been increasing from \$2.9M in AY 2007-08 to \$4.8M in AY 2011-12. That is a 50% increase in financial aid, which demonstrates the commitment our College has to ensuring that tuition remains affordable and that no one is turned away due to the cost of attending.

Three Rivers Community College works to provide student aid to help families better afford the costs of college. As the local and state economy continue to struggle and unemployment remains relatively high, student aid will come under extreme demand as unemployed or underemployed workers seek to advance their education, and as many recent high school graduates begin their post-secondary education without the assistance of parents who, themselves, may be struggling financially.

For FY 2011, direct support provided by Connecticut's General Fund represented 46% of total college funding (General and Operating Fund) and was sufficient in addressing the personnel cost of all permanent faculty, in addition to approximately 8% of the College's cost for full- and part-time faculty. The operating fund provided further support to the Academic Mission by funding the balance of the cost for all non-tenured full and part-time lecturers. The establishment of additional permanent tenure-track faculty positions, however, presents a challenge going forward as these positions are funded in the General Fund, which is anticipated to decrease 9% in FY 2012 (1 Jul 2011 – 30 Jun 2012) and an additional 4% in FY 2013.

The College is carefully evaluating its personnel needs as another way to manage costs. One strategy is to defer filling job vacancies until the duties and responsibilities of the position can be weighed, but that process has not been used regularly to evaluate the necessity of recent hires. Efforts to reduce personnel costs are complicated by collective bargaining agreements with the multiple unions that represent faculty and staff. However, the unions have been partners in the effort to help the colleges

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adapt to the changed landscape and in 2011 voted for multi-year concessions to the collective bargaining agreement.

The portion of the College's budget that comes from the State has steadily been declining, from 61% in 2006 to 46% today. In addition, a significant number of the recently hired faculty were one-year appointments, which the College may not be able to continue long-term. Six full-time faculty who were hired under one year contracts in 2011-2012 did not have their contracts renewed for 2011-2012.

Three Rivers Community College, as part of its financial planning, has worked with many constituencies to create physical spaces conducive to learning and educational development at the College. The College has also received over \$2.2M in State bond funds which will be prioritized and utilized for continued capital investments in academic labs, classrooms, information technology, and facility support equipment. The initial equipment outfitting of spaces that occurred with the new building construction is being further enhanced with the receipt of over \$2.2M in capital equipment bond funds (which includes \$400K in System Technology Initiative funds).

Due to the increase in enrollment, there has been an increase in demand for student support services, such as counseling, financial aid, testing, and registration. At a ratio of 41.46:1 students per hour per week in the 2009-2010 fiscal year and a growing student population, the College's financial aid staff has the highest financial aid student load in the Connecticut Community Colleges System. The average ratio for Connecticut Community Colleges is 31.61 to 1. Additionally, some workers in Student Services have reduced hours, and one half-time assistant who left was not replaced. One Educational Assistant who provided valuable support to our 780 online students and teachers also did not have her contract renewed as a result of budgetary cutbacks.

Though enrollment of degree-seeking, full-time students has increased 25% over the last five years, the College anticipates attentive enrollment management during the 2011/2012 school year as a result of an anticipated reduction in the College's operating budget of approximately \$1.3M (for FY12 & FY13). As a result, enrollment was managed to a target of 5,161 students. Growth has occurred in the area of capital bond funds.

Three Rivers Community College Self-Study

Our College remains committed to funding academically viable programs and vacant staff and faculty positions to ensure student retention and success. The College currently has a \$36.4M budget, of which \$19.5M comes from the State, \$7.5M comes from tuition, excluding financial aid, and \$8.2M comes from federal government grants and contracts. However, due to economic downturn and consequent reduction in State funding that has already occurred in addition to further proposed cut of \$500K, TRCC's financial resources must be managed more closely.

Projection

The State of Connecticut is faced with a \$3.4 billion deficit that is being addressed through tax increases and reduced spending. As a result, all State agencies are being required to make significant budget reductions through staff reductions and program consolidations. These reductions extend to all Connecticut institutions of higher learning. For our College, this translates into a \$800K reduction in the General Fund for FY12, and an estimated \$500K reduction for FY13. These reductions were achieved without the need for layoffs of any permanent faculty. By only using the General Fund for permanent positions, the College has increased flexibility with its Operating Funds, resulting in an unrestricted net asset balance of approximately \$3M which can be utilized as a contingency reserve. In order to achieve the required reductions and savings for FY2012/2013, the College elected to transfer several permanent non-faculty positions from the General Fund to the Operating Fund to ensure adequate funding in the General Fund for permanent faculty positions.

While we are very pleased with the continued enrollment increase at our College, we recognize that program expansion in some areas may be necessary to properly serve our expanded learning community. Term appointments typically used to fill vacancies and stabilize the workforce will not be sufficient for expansions. Permanent tenure-track faculty appointments are required in some critical areas to further enhance the learning experience and satisfy other programmatic demands. At a point when the General Fund stabilizes, the College will examine the establishment of additional permanent, tenure-track faculty and student service administrators (current permanent faculty / PTL ratio = 36%).

As faculty, staff, and students have become more accustomed to the new/renovated facility during the past three years, costs associated with managing this sophisticated and highly technical facility are higher than projected. With many new systems going out of warranty, the College had to add new service contracts at an annual cost of approximately \$600,000. Many of these service contracts, in the

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previous smaller facilities, were not required but are now included in the administrative portion of the Operating Budget.

Because the current economic downturn has not significantly improved, the state's finance challenges continue. Three Rivers Community College's State Grant was reduced by \$800K or roughly 6% in FY2011-12. Members of the College community continue to look for ways to produce additional savings in the budget. The College's ability to raise tuition is constrained by both the System Office, which must approve tuition increases, and our students' ability to pay. Any additional significant cuts above and beyond what has already occurred would negatively impact student services. One example of this impact is that the College currently has 16 faculty positions and six education assistants (mostly staff positions) that are one-year appointments because the uncertainty about the budget prevents the College from making a long-term commitment to make positions tenure-track. That represents approximately one quarter of the total faculty and staff. The fact that the College has survived two cuts in funding without layoffs so far is proof that the College budgets appropriately and conservatively and has sufficient funds set aside in reserve for contingencies.

This funding will enable our College to recapitalize lab and classroom equipment and further automate and streamline student services to accommodate increased student advisement and on-line registration and payment. In addition, the State's Bond Commission in August of 2011 approved \$871K for the design of an auditorium and additional classrooms. The appropriation of \$13M in construction funds is anticipated in the next two to three years. This project will help the College continue to grow and will enable it to better serve the community.

Institutional Effectiveness

TRCC is highly effective at finding ways to streamline, become more efficient, and raise revenue to ensure we can provide the high quality services our students demand and deserve. TRCF has received strong support from members of the business and college community. TRCF's current balance is \$3.8M, and approximately \$306K was received in 2010, along with \$50,000 in investment income. These funds are used for scholarships and other worthy projects and help improve the quality of Three Rivers. In addition, TRCF is able to raise significant funds from the service area to fund scholarships and address other needs. TRCC's Legislative Affairs Committee is very active in explaining the academic and service needs of Three Rivers' students and our community to State elected officials. The former and the

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current Dean of Administrative Services and the staff have been highly effective in constructing budgets that utilize TRCC's resources wisely and efficiently.

Three Rivers Community College is also very effective in securing federal government grants. The amount of revenue that comes from such grants has steadily been increasing from \$2.7M in 2007 to \$8.2M today. One such grant is the Title III grant, which provided \$1.5M to the College over five years to improve our retention rate.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (/)			2 YEARS PRIOR (FY 2 009)	1 YEAR PRIOR (FY 2010)	MOST RECENT YEAR	Percent Change yrs-1 yr prior 1 yr-most recent		2
		ASSETS						
	?	CASH AND SHORT TERM INVESTMENTS	7	7	9	0.0%		28.6%
	?	CASH HELD BY STATE TREASURER	17,863	9,230	11,279	-48.3%		22.2%
	?	DEPOSITS HELD BY STATE TREASURER				-		-
	?	ACCOUNTS RECEIVABLE, NET	3,147	3,020	3,319	-4.0%		9.9%
	?	CONTRIBUTIONS RECEIVABLE, NET				-		-
	?	INVENTORY AND PREPAID EXPENSES	1	1	1	0.0%		0.0%
	?	LONG-TERM INVESTMENTS				-		-
	?	LOANS TO STUDENTS	78	79	79	1.3%		0.0%
	?	FUNDS HELD UNDER BOND AGREEMENT				-		-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	79,214	86,164	84,339	8.8%		-2.1%
	?	OTHER ASSETS				-		-
		TOTAL ASSETS	100,310	98,501	99,026	-1.8%		0.5%
		LIABILITIES						
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	3,701	3,909	3,565	5.6%		-8.8%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	765	783	1,251	2.4%		59.8%
	?	DUE TO STATE				-		-
	?	DUE TO AFFILIATES				-		-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-		-
	?	AMOUNTS HELD ON BEHALF OF OTHERS	197	175	201	-11.2%		14.9%
	?	LONG TERM DEBT				-		-
	?	REFUNDABLE GOVERNMENT ADVANCES				-		-
	?	OTHER LONG-TERM LIABILITIES	3,035	3,304	3,446	8.9%		4.3%
		TOTAL LIABILITIES	7,698	8,171	8,463	6.1%		3.6%
		NET ASSETS						
		UNRESTRICTED NET ASSETS						
		INSTITUTIONAL	430	2,099	3,281	388.1%		56.3%
	?	FOUNDATION				-		-
		TOTAL	430	2,099	3,281	388.1%		56.3%
		TEMPORARILY RESTRICTED NET ASSETS						
		INSTITUTIONAL				-		-
	?	FOUNDATION				-		-
		TOTAL	0	0	0	-		-
		PERMANENTLY RESTRICTED NET ASSETS						
		INSTITUTIONAL	92,182	88,231	87,282	-4.3%		-1.1%
	?	FOUNDATION				-		-
		TOTAL	92,182	88,231	87,282	-4.3%		-1.1%
		TOTAL NET ASSETS	92,612	90,330	90,563	-2.5%		0.3%
		TOTAL LIABILITIES AND NET ASSETS	100,310	98,501	99,026	-1.8%		0.5%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (/)		2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
	OPERATING REVENUES					
?	TUITION & FEES	11,782	13,789	14,135	14,418	14,706
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID	(4,881)	(6,214)	(6,361)	(6,400)	(6,500)
	NET STUDENT FEES	6,901	7,575	7,774	8,018	8,206
?	GOVERNMENT GRANTS & CONTRACTS	6,226	8,232	8,257	8,200	8,200
?	PRIVATE GIFTS, GRANTS & CONTRACTS	259	254	250	250	250
?	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify):	713	731	750	750	750
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	14,099	16,792	17,031	17,218	17,406
	OPERATING EXPENSES					
?	INSTRUCTION	13,046	15,277	14,631	14,500	14,500
?	RESEARCH					
?	PUBLIC SERVICE	7	5	0	0	0
?	ACADEMIC SUPPORT	6,348	6,366	4,971	5,000	5,000
?	STUDENT SERVICES	3,801	3,735	3,848	3,900	3,900
?	INSTITUTIONAL SUPPORT	3,888	3,890	3,538	3,525	3,525
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	2,995	3,299	3,287	3,410	3,410
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	2,342	3,255	3,376	3,444	3,500
?	AUXILIARY ENTERPRISES					
?	DEPRECIATION (if not allocated)	2,598	2,762	2,700	2,700	2,700
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	35,025	38,589	36,351	36,479	36,535
	CHANGE IN NET ASSETS FROM OPERATIONS	(20,926)	(21,797)	(19,320)	(19,261)	(19,129)
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)	18,558	19,589	17,750	17,500	17,500
?	INVESTMENT RETURN	17	17	12	12	12
?	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	94	37	46	25	0
?	OTHER (specify):	(169)	1	0	0	0
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	18,500	19,644	17,808	17,537	17,512
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	(2,426)	(2,153)	(1,512)	(1,724)	(1,617)
?	CAPITAL APPROPRIATIONS (public institutions)		2,334	275	11,500	0
?	OTHER	144	51	316	400	400
	TOTAL INCREASE/DECREASE IN NET ASSETS	(2,282)	232	(921)	10,176	(1,217)

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)			2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
		DEBT					
		BEGINNING BALANCE					
		ADDITIONS					
	?	REDUCTIONS					
		ENDING BALANCE	\$0	\$0	\$0	\$0	\$0
		INTEREST PAID DURING FISCAL YEAR					
		CURRENT PORTION					
		BOND RATING					
	DEBT COVENANTS (PLEASE DESCRIBE):						

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)			2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	92,612	90,330	90,562	89,641	99,817
		TOTAL INCREASE/DECREASE IN NET ASSETS	(2,282)	232	(921)	10,176	(1,217)
		NET ASSETS END OF YEAR	90,330	90,562	89,641	99,817	98,600
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	1,595	2,012	2,141	2,155	2,189
		FEDERAL, STATE & PRIVATE GRANTS	5,628	7,459	7,596	7,689	7,811
		RESTRICTED FUNDS					
		TOTAL	7,223	9,471	9,737	9,844	10,000
		% DISCOUNT OF TUITION & FEES	-41%	-45%	-45%	-44%	-44%
P		% UNRESTRICTED DISCOUNT	14%	15%	15%	15%	15%
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

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NEASC Standard Ten- Public Disclosure

"We are helping students through this massive amount of information; to distill it down to its essence so they can find what is relevant to them."

-Daniel Bergeron, Assistant Registrar

Description

Three Rivers discloses professional accreditation information in the catalog, on the College website, and in recruitment material. The College provides information that is complete, accurate, timely, accessible, clear, and sufficient for students, prospective students, and other interested members of the public to make informed decisions about the institution. The College website and catalog are the primary sources of information about the College. Other sources of information include the Student Handbook, Faculty Handbook, and College newsletter.

The College catalog has been available exclusively online since the 2010-2011 version. (Archival print catalogs are maintained in the Library and Registrar's Office.) The catalog details the College Mission Statement and the rights and responsibilities of both the students and the institution. Information relative to admissions and attendance can be found in both the catalog and on the College website. The information in the catalog is consistent with all other print and electronic communications, accurately portraying the campus conditions and educational opportunities at our College.

Our College is available to respond to reasonable requests about the institution via email or telephone. Contact information is provided on the website, in the College catalog, and in both faculty and student handbooks. Financial statements are accessible in the Dean of Administration's Office and on our College website, as well as the Connecticut Community College System website.

Expected educational outcomes and academic requirements for all associate and certificate programs can be found on various online sites and in publications. Articulation print agreements for most plans of study are listed on the admissions website and a transfer opportunities brochure is widely distributed to students. The nursing articulation agreements are listed separately under nursing admissions and are also available on the department web page. Student fees and charges, as well as refund, attendance, and withdrawal policies are listed in the catalog and on the registrar's web page. Rules and regulations

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for student conduct and academic policies and procedures can be found in the catalog, Student Handbook, and the general academic information web page. The course search feature is available on the home page and has replaced the printed copy of the College schedule. The academic web page includes information on other educational opportunities, such as college career pathways, assessment of prior learning, service learning, and distance learning. Requirements for academic recognition, such as the Dean's List and the Honors Program, can be found in the catalog and in the student and faculty handbooks. Additional academic recognitions pertaining to graduation can be found in the catalog and on the general academic information web page.

Full-time faculty are listed alphabetically under the academic web page, along with their program affiliation, degrees, and institutions granting them. The names and positions of administrative officers are listed in the catalog and in student and faculty handbooks, as well as the phone directory website. The phone directory website along with the catalog contains information on other instructional locations and services. Members of the governing board are listed on the Community College System website.

Information across the board on services, resources, and programs at our College can be found in various sites and through differing modes. Support services, such as tutoring, counseling, and financial aid, are documented on the College website. Disability services, along with institutional learning and physical resources, are listed under Learning Resources. The size and characteristics of the student body and the campus setting are available in the College catalog, as well as the Intranet. The Student Program's Office publicizes co-curricular and non-academic opportunities that are available to students. Information on childcare services is publicized through internal email and a website link to the Center has recently been added. Programs, courses, services, and personnel not available during a given academic year are not specified in electronic or print publication. Departments routinely go through their list of courses and remove those that have not been taught for two consecutive years and will not be taught during the third consecutive year.

Our College internally publishes statements of its goals for students' education through the general education outcomes. The General Education Committee has established assessment goals consistent with the CT Department of Higher Education regulations and accrediting body standards. The assessment is ongoing and in its second year. The data from the initial work have been reported

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internally and were the subject of our professional development day in August 2011. Information on retention, graduation, and other measures of student success is published on the Connecticut Community College website. Recent passage rates for licensure examinations can be found on the Connecticut Department of Higher Education website as well.

The cost of tuition, other fees, and financial aid availability can be found in both the College catalog and website. The total cost is estimated by the net price calculator found on the TRCC website, which takes into account prerequisites, program requirements, transfer credits, and the typical length of study. These numbers give students information on expected debt upon graduation. Students in The First Year Experience (FYE) can also access information about their length of study in an educational plan assignment that has them map out their trajectory.

Through a variety of reports, the College has documentation for all public statements made. For example, excellence in the Nursing Program is based upon graduates' high scores on licensure examinations. Learning outcomes for all programs are systematically assessed on a five-year rotating basis and reports are available through the Academic Dean's Office. Even though the College does not make statements in regards to student placement or employment due to a low response rate on graduate surveys, achievements of graduates and faculty are published in issues of *The Current* and *Tributary*. (*The Current* is the student newsletter published five times a year. *Tributary* is the college's news blog.) Gainful employment information, intended to provide students and families better information about programs that lead to employment in recognized occupations, can be obtained on the commnet system website.

Appraisal

Three Rivers Community College effectively meets the standard for public disclosure. As shown in the standard ten data first form, the College endeavors to make its operation and organization transparent. The college mission; catalog; admissions/attendance information; educational outcomes; student fees, charges and refund policies; academic programs; institutional goals for students' education; and accreditation status are provided on the college website. However, there are areas that could be improved.

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While financial audits are available in the Administrative Dean's Office, the information is not easily found, as the notice of availability to the public is not made except on the Community College System website.

There are areas throughout the College that are missing information and/or need to be updated. The 2010-2011 Faculty Handbook does not have up-to-date information about the Honors Program. Even though the Academic Dean has called upon all department chairs to have a representative update department websites to list all full and part-time faculty, degrees held, and institutions granting them, most department websites are still incomplete. The catalog documents only a few courses that list the semesters of their availability. Academic advising publications are missing information that emphasizes that faculty may not be available for advising sessions during the summer months.

Information on expected debt that students may incur based on their degree or certificate program was developed by the Connecticut Community Colleges System Office and added to the web site. While placing more information at the students' fingertips, it does not take into account important variables, such as part-time status, scores on placement exams, and prerequisites for certain programs that can dramatically influence financial outcomes. Improvements upon this measure would be to insert disclosure statements with generic examples of total costs and length of studies for full-time students.

Projection

Three Rivers is dedicated to continuous improvement and is committed to the following action plans:

- Building a single page on the website to direct student to Right to Know information reportable under the Higher Education Opportunity Act.
- Providing notice of availability of publications that are accessible from the College's website or in print form in various locations on campus.
- Utilizing the Web Authors Committee to ensure all publications are available in electronic format and creating a web page with links to each.
- Adding a financial statements link to the TRCC website and updating same on a regular basis.
- Updating the Honors Program information in the Faculty Handbook as changes are made.
- Publicizing a chart of all courses along with semesters of availability in all future catalogs.

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- Making archival electronic catalogs available and updating them on the Intranet.

Institutional Effectiveness

Print publications are reviewed on a yearly basis to make sure information is complete and accurate.

Electronic publications tend to be more current as any changes made during the year can be updated in real time by the various members of the Web Authors Committee. Our College recently restructured the College website, which greatly improved our ability to ensure we have accurate and current information. The Web Authors Committee whose membership includes everyone with editing privileges on the College website meets at least twice per year to review web content on College pages

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.trcc.commnet.edu/President/Directory/phone.shtml	TRCC catalog, student handbook, faculty handbook
Notice of availability of publications and of audited financial statement or fair summary	http://www.trcc.commnet.edu/President/about/CCC-FinancialStatements.pdf	Reports are available in the Dean of Administration Office
Institutional catalog	http://www.trcc.commnet.edu/President/catalog/catalog.shtml	TRCC catalog
Obligations and responsibilities of students and the institution	http://www.trcc.commnet.edu/President/Policies/college_policies.shtml	TRCC catalog, student handbook
Information on admission and attendance	http://www.trcc.commnet.edu/Div_StudentServices/admissions/index.shtml Attendance: http://www.trcc.commnet.edu/President/Policies/Academic_standards.pdf	TRCC catalog
Institutional mission and objectives	http://www.trcc.commnet.edu/President/about/mission.shtml	TRCC catalog
Expected educational outcomes	http://www.trcc.commnet.edu/Div_academics/Admin/Associate.shtml	TRCC catalog
Requirements, procedures and policies re: admissions	http://www.trcc.commnet.edu/Div_StudentServices/admissions/index.shtml	TRCC catalog
Requirements, procedures and policies re: transfer credit	http://www.trcc.commnet.edu/Div_StudentServices/admissions/transfer.shtml http://www.trcc.commnet.edu/Div_StudentServices/admissions/PDF/TransferOpportunities.pdf http://www.trcc.commnet.edu/Div_StudentServices/admissions/PDF/RN-BS_Educational_Opportunities.pdf	TRCC catalog
Student fees, charges and refund policies	http://www.trcc.commnet.edu/Div_StudentServices/Registrar/Tuition-FeesInfo.shtml	TRCC catalog
Rules and regulations for student conduct	http://www.trcc.commnet.edu/President/Policies/college_policies.shtml#StudentDiscipline	TRCC catalog
Other information re: attending or withdrawing from the institution	http://www.trcc.commnet.edu/Div_StudentServices/Registrar/Registrar.shtml	TRCC catalog, faculty handbook
Academic programs	http://www.trcc.commnet.edu/Div_academics/index.shtml	TRCC catalog
Courses currently offered	http://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch	None
Other available educational opportunities	http://www.trcc.commnet.edu/Div_academics/index.shtml	TRCC catalog, Brochures on service learning, assessment on prior learning, and college career pathways
Other academic policies and procedures	http://www.trcc.commnet.edu/President/Policies/Academic_standards.pdf	TRCC catalog, student handbook
Requirements for degrees and other forms of academic recognition	Requirements: http://www.trcc.commnet.edu/Div_academics/Admin/Associate.shtml , Academic recognition: http://www.trcc.commnet.edu/Div_academics/Admin/Documents/General_Academic_Information.pdf	TRCC catalog, student handbook, faculty handbook
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.trcc.commnet.edu/Div_academics/index.shtml	None
Names and positions of administrative officers	http://www.trcc.commnet.edu/President/Directory/phone.shtml#Administration	TRCC catalog, student handbook, faculty handbook
Names and principal affiliations of members of the governing board	http://www.commnet.edu/board.asp	None
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	http://www.trcc.commnet.edu/President/Directory/phone.shtml	TRCC catalog

Programs, courses, services, and personnel not available in any given academic year.	Not available	Not available
	http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/PDF/TRCCSpring2010SemesterDetailFacts.pdf	
Size and characteristics of the student body	http://www.trcc.commnet.edu/President/catalog/catalog.shtml#Quickfacts	TRCC catalog
Description of the campus setting	http://www.trcc.commnet.edu/President/about/PDF/trccmap.pdf	TRCC catalog
Availability of academic and other support services	Academic support: http://www.trcc.commnet.edu/Div_academics/LearningInitiatives/AcademicSupport.shtml Support services: http://www.trcc.commnet.edu/Div_StudentServices/index.shtml	TRCC catalog, student handbook
Range of co-curricular and non-academic opportunities available to students	http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/index.shtml	TRCC catalog, student handbook, campus link publication
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.trcc.commnet.edu/Div_StudentServices/LDResources/LDResources.shtml	TRCC catalog, student handbook, faculty handbook
Institutional goals for students' education	http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/Full%20Faculty%20Handbook.pdf	Faculty handbook
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	Annoucement: http://www.trcc.commnet.edu/Div_StudentServices/admissions/index.shtml Success rates: http://www.commnet.edu/planning/Research/SRK/srk.htm Licensure exams: Not available	TRCC catalog (annoucement of student right to know act)
Total cost of education, including availability of financial aid and typical length of study	Tuition and fees: http://www.trcc.commnet.edu/Div_StudentServices/admissions/PDF/TuitionFees.pdf Financial aid: http://www.trcc.commnet.edu/Div_StudentServices/FinancialAid/FinancialAid.shtml	TRCC catalog
Expected amount of student debt upon graduation	http://www.trcc.commnet.edu/Div_StudentServices/FinancialAid/Cost.shtml	Not available
Statement about accreditation	http://www.trcc.commnet.edu/President/about/accreditation_instit.shtml http://www.trcc.commnet.edu/President/about/accreditation_prof.shtml	TRCC catalog

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NEASC Standard Eleven- Integrity

"The people in the Registrar's office are the gatekeepers of policies and regulations. I am proud of our role in making the students' educational experience more meaningful." -Betty Williamson, Associate Registrar

Description

Three Rivers Community College's core values incorporate the fundamentals of integrity:

- Responsibility to oneself, one's peers, one's colleagues, and one's community
- Trust and confidence in our academic programs
- An atmosphere of collegiality across the academy

Our College has a broad range of policies and procedures that are designed to promote ethical standards in relationships with students, faculty, staff, and external stakeholders, including the community at large. The open Admission's 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, intellectual and physical disabilities, sexual orientation, learning disability, or prior conviction of a crime. This Policy also applies unless 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 these above protected groups. Our College is also nondiscriminatory in its programs and services such as tutoring and financial aid.

Our College's commitment to access and diversity is demonstrated in its growth in enrollment over the past five years, including a growth in the number of students from underrepresented ethnic groups. Hispanic students increased in number from 294 in 2007 to 459 in 2010. The Asian student population increased from 138 in the fall of 2007 to 186 in fall 2010. The number of African-American students increased from 299 to 564 during the same time frame. The international student population increased from 33 students in fall 2007 to 66 students in fall 2010. There are also approximately 170 students enrolled who have disclosed a physical or learning disability.

In regards to faculty, staff, and administration, the Affirmative Action Policy from the Board of Governors for Higher Education is applicable to all employment practices and procedures at Three Rivers, including recruitment searches, evaluations, and advancements. Promotion and evaluation

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processes are delineated in six employee 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 (4Cs). 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. Grievance procedures for faculty and staff are articulated in the respective bargaining agreements.

A process that supports an ethical approach to promotion and tenure is in place at the College. Elected promotion and tenure committees recommend instructional and professional staff candidates to the President for advancement or tenure as per the timelines outlined in the various collective bargaining agreements. Committee recommendations are only advisory, and the President is the final arbiter of all decisions regarding promotion and tenure.

Our College recognizes the importance of creating and supporting a safe and nurturing environment for students' success and therefore has policies in place to protect their rights. The Student Conduct and Discipline Policy was revised in 2010 and sets forth expectations for student conduct and prescribes procedures for enforcement with the intention to foster the development of important values, including accountability, responsibility, fairness, respect for self and others, and appreciation of personal freedoms. It also recognizes the importance of physical safety in the college community. This Policy is intended to ensure that members of our College community are able to pursue their goals in an atmosphere free from unreasonable interference or threat of interference. Compliance with the Policy provides students an opportunity to develop and practice skills in leadership, group process, decision making, and ethical and moral reasoning.

Our College recognizes that students have a voice in their academic pursuits, including the right to grieve unfair practices or grades. Mechanisms are in place to make sure that every effort is made to resolve student complaints at the lowest level. The vast majority of student complaints are resolved informally when the student speaks first to the faculty member to try to resolve the issue and then to the department chair if the matter cannot be resolved between the instructor and student. If there is no

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resolution at that level, a formal process is publicized in the Student Handbook and catalog. The process provides a mechanism wherein students can take their concerns to the Academic Dean, and, if necessary, to the President.

To promote academic integrity at Three Rivers, our College has developed a Policy on Academic Integrity that is provided to students. Faculty is encouraged to distribute and discuss the Academic Honesty Policy in their classes and encouraged to include the following statement in their syllabi:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Our College is committed to maintaining academic freedom in teaching and research. Both published policies and teaching practices assure faculty the freedom to teach, and, subsequently, assure students the freedom to study and to question assumptions. This freedom is formalized in the respective contract agreements.

The authority to grant degrees and certificates is bestowed by the Board of Regents. Our College's activities are governed by numerous policies and procedures that were developed by the State of Connecticut, the Board of Governors, and the Board of Regents. The College regularly communicates changes in policies, procedures, and system-wide or state-level decisions to all members of the College community through electronic means, Academic Division meetings, Governance, and department and other scheduled meetings.

In order to reach all constituent groups, several modes of communication are via electronic means. Cabinet meeting minutes are sent to all personnel of the College in emails. Updates on distinctive areas of concern such as collocation, building projects, parking issues, budget changes, enrollment management, governance changes, etc. are emailed directly from the President's Office. Blogs for the President's Office and for adjuncts were created to provide updated information and a space to

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encourage college participation in conversations. Administrative shells specific to various topics were created in Blackboard, such as the discussion for developmental education. Other forms that contribute to open communication are the *Tributary*, a periodical put out by public relations that is devoted to recognizing notable awards and work by college faculty and staff (which was formerly printed and now uses blog technology); our College website that lists current events, scholarships opportunities, workshops, and any other relevant information; *Campus Link*, a print and web publication, highlighting student organization meetings and campus events; video and audio podcasts that are made available in the College's iTunes site; and information monitors and kiosks around campus that provide information to students, faculty, and staff. Communications to students are through electronic means (direct email, email triggers, Facebook, and Twitter) and those tools are reciprocal. Students also share their perspectives with the College in the *Current*, a student periodical that is produced both electronically and in print.

To support open communication through other means, our College brings members together physically in a variety of ways. Several times during each semester, the President's Office organizes a Convivium, a meeting to bring together selected faculty and staff members to see a presentation from a college expert, have lunch, and enjoy discussions on the topic. An Administrative Forum was created for deans, department chairs, and directors of the College to gather together in an effort to stimulate and empower everyone to solve campus issues. A monthly Academic Division meeting is a communications resource for faculty that allows participation by all members of the Division; it is run by faculty and organized through a Steering Committee that consists of faculty representatives from each department. A Curriculum Committee consisting of academic department chairs, academic directors, and the Academic Dean meets monthly to work together to set policies and approve new courses and course changes. The Student Services Division also meets monthly and features reports from various departments, information from the student services dean, and student issues.

Appraisal

Policies and procedures cited above are designed to promote an ethical culture within the institution. Our College's leadership regularly reinforces the Mission and Values of the institution during its annual process of reviewing and updating the short and long term strategic plans for the College. As shown on the standard eleven data first forms the College maintains policies or guidelines for academic honesty,

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Intellectual property rights, conflict of interest, privacy rights, fairness for students, fairness for faculty, academic freedom, non-discrimination, and Resolution of grievances. Responsible officers are designated at the college campus or at the System Office. The College continuously makes available copies, paper and electronic, of the faculty and staff collective bargaining agreements.

Despite significant increase in enrollment, grievances brought by students have remained few in number and have been kept confidential. However, the number of grievances brought by faculty and staff members has increased in the past several years.

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 the Dean of Academics.

In appealing grades (Review of Academic Standing), students have had access to instructors and the Academic Dean. Every effort has been made to resolve any issues at the instructor-student level. Rarely have grade appeals gone beyond the Academic Dean's level to the President's. Issues of academic dishonesty have been handled by instructors and only occasionally have they required resolution by the Academic Dean.

The Governance Council's review of all institutional policies during the 2006-2007 academic year resulted in a college web page that compiles hyperlinks to all appropriate College and State policies. The Governance Council is structured to make sure all faculty and staff have a voice on campus. Any person may submit a policy recommendation or amendment to a current policy to the Governance Council through their representative. If so desired, the person may choose to remain anonymous. The Governance Council composition ensures College-wide representation in all planning and policy matters, but all recommendations of the Governance Council are strictly non-binding and advisory.

Three Rivers policies and procedures dealing with ethical concerns are periodically reviewed by the Governance Council and the College's management team. However, no mechanism presently exists for reviewing the ethical commitment of the management team.

The College exercises responsibility and control for conferences, workshops, instructional activities, and enrichment events through policy, technology, and communication. We routinely produce a list of all

Three Rivers Community College Self-Study

campus events emailed to all faculty and staff members. Campus events can be organized by nearly all employees but they are verified by one of four offices: the Information Technology Division for computer laboratories, the Academic Division for regular classrooms, the Continuing Education Division for continuing education activities, and the Administrative Division for all external activities. Scheduling is maintained in Banner. Groups or individuals external to the College must adhere to our Internal and External Facility Use Policy. The policy emphasizes that the scheduling of college classes is the principal activity and defines the three types of activities for the facility.

Despite engaging in many ways to communicate openly, the College's efforts are not always coordinated. Email continues to be the major communication tool but because students and outside collaborators also use this tool to communicate with faculty, many find that it is difficult to keep up with the high numbers of weekly messages. Targeting of emailed information is not precise. Part-time instructors find that many campus emails are not relevant to their needs and thus check their college email accounts infrequently. College employees are reluctant to volunteer to participate in blog discussions except when individually solicited. Additionally, it can be difficult to determine which items should be included in blogs when feedback is not received. Participation in information technology and Student Services Division meetings includes a high proportion of all members. Participation in Academic Division meetings, while generally satisfactory, is limited since part-time instructors who are teaching a high percentage of college courses rarely attend.

Projection

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 those aims will become more formalized.

The College is expanding access to information through additions to the website. The Institutional Research Office is working to move more data regarding diversity, retention rate, employment placement, and statistics from the Intranet to the College website. A Higher Education Disclosure page will be developed as an easy means for everyone in the community to view information reportable under the Higher Education Opportunity Act of 2008.

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Institutional Effectiveness

Our College is committed to integrity in all its activities. It is using electronic and in-person methods to both send and receive information and acquire feedback. Division level and institutional policies dictate the handling of integrity. Any overall integrity issues are reviewed as they arise by the Cabinet.

Standard 11: Integrity

1 Policies	Last Updated	2 URL where policy is posted	Responsible office or committee
Academy honesty	Apr. 2010	http://www.trcc.commnet.edu/President/Policies/Academic_standards.pdf	President
	Jan. 2009	http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/Full%20Faculty%20Handbook.pdf	Academic
	2010-2011	http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/PDF/TRCC-StudentHandbook.pdf	Student Services
Intellectual property rights	Nov. 2010	http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/FacultyDL.shtml	Information Technology
Conflict of interest	Oct. 2010	http://www.commnet.edu/emprel/policies.asp	College System Office
	2009	http://www.ct.gov/ethics/lib/ethics/publications/public_officials_guide_09_final.pdf	* DAS
Privacy rights	unknown	http://www.trcc.commnet.edu/User/faculty/NFOPacket/Ferpa.pdf	Academic
	2010-2011	http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/PDF/TRCC-StudentHandbook.pdf	Student Services
Fairness for students	Feb. 2010	http://www.commnet.edu/Board-Docs/BPM_COMPLETE_Master.pdf	System Office
		http://www.trcc.commnet.edu/President/Policies/college_policies.shtml	President
Fairness for faculty	unknown	http://www.commnet.edu/employee_info_schedule.asp	System Office
		http://www.ct.gov/opm/cwp/view.asp?a=2992&Q=383228&opmNav_GID=1792&opmNav	*OPM
Fairness for staff	2009	http://www.ct.gov/ethics/lib/ethics/publications/public_officials_guide_09_final.pdf	DAS
	Oct. 2011	http://www.commnet.edu/emprel/policies.asp	System Office
Academic freedom	unknown	http://www.commnet.edu/employee_info_schedule.asp	System Office
		http://www.ct.gov/opm/cwp/view.asp?a=2992&Q=383228&opmNav_GID=1792&opmNav	OPM
Other _____		*DAS - Department of Administrative Services	
Other _____		*OPM - Office of Policy & Management	
Non-discrimination policies			
Recruitment and admissions	continuous	http://www.trcc.commnet.edu/Div_StudentServices/admissions/index.html	Student Services
Employment		http://www.trcc.commnet.edu/President/Policies/college_policies.shtml	President
Evaluation	unknown	http://ct.gov/opm/cwp/view.asp?a=2992&Q=383228&opmNAV_GID=1792&opmNAV	OPM
		http://www.commnet.edu/employee_info_schedule.asp	System Office
Disciplinary action	1997	http://www.trcc.commnet.edu/President/Policies/college_policies.shtml	President
Advancement	unknown	http://ct.gov/opm/cwp/view.asp?a=2992&Q=383228&opmNAV_GID=1792&opmNAV	OPM
		http://www.commnet.edu/employee_info_schedule.asp	System Office
Other _____			
Resolution of grievances			
Students			
Faculty	2007-2010	http://www.commnet.edu/emprel/contracts/Federation%20agreement_2007-10_final.pdf	System Office
	2007-2010	http://www.commnet.edu/emprel/contracts/merged%20contract_final_1-15-08.pdf	System Office
Staff	2007-2010	http://www.commnet.edu/emprel/contracts/Federation%20agreement_2007-10_final.pdf	System Office
	2007-2010	http://www.commnet.edu/emprel/contracts/merged%20contract_final_1-15-08.pdf	System Office
Other _____			

?	Other	Last Updated	Relevant URL or Publication	Responsible office or committee
	1			
	2			
	3			
	4			
	5			



THREE RIVERS COMMUNITY
COLLEGE

INSTITUTIONAL SELF-STUDY
APPENDICES

“Transforming Lives, Transcending Barriers”

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
General Education	Yes. In 2006 a committee of faculty and administrators called the General Education Task Force developed college wide outcomes. The 9 outcomes are referred to as General Education; Critical Thinking,	They are published in the general education SharePoint: http://trsp/GenEd/Shared%20Documents/Forms/AllItems.aspx	Rubrics for the outcomes were developed, normed and tested. Artifact collection began in Spring 2009. Assessment teams were trained and our first two goals were assessed in Fall 10 and the data analyzed in the spring. We have continued and are currently collecting artifacts for Written Communication, Oral Communication, Global Awareness and Technological Literacy. The rest of the goals are scheduled for	The Gen Ed Task Force reviews the assessment results and presents them to the Academic Division and the Curriculum Committee in the Spring. The task force reviewed and presented the assessment results for Quantitative Reasoning and Critical Thinking in Spring 11 and will present the assessment results for Information Literacy,	Greater efforts were put into artifact collection in Spring 11 for the Fall 11 assessment of Information Literacy, Responsible Citizenship, and Scientific Inquiry. Data was collected at Fall 11 Professional Day to map Gen Ed outcomes at the college. Changes were made regarding the training and functioning of the assessment teams.	Gen Ed outcomes are reviewed in 3 year cycles

	<p>Quantitative Reasoning, Humanistic Appreciation, Information Literacy, Communication, Responsible Citizenship, Global Awareness and Scientific Inquiry, and Technological Inquiry. The outcomes were presented, discussed and tweaked at Academic Division meetings during 07-08.</p>		<p>assessment thus finishing the first round in Spring 2013. Faculty have been analyzing data, discussing results and fine tuning. Results thus far were shared with the entire community in fall 2011 at our professional day.</p>	<p>Responsible Citizenship, and Scientific Inquiry in Spring 12.</p>		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Accounting Career and Accounting Transfer	Yes	http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Accounting_Career_AS.shtml	<p>Practicum Evaluation Goals:</p> <p>a) At least 70% of the students will receive a score of 70% or better</p> <p>b) At least 80% of the students will receive a score 70% or better</p> <p>Graduate Surveys Goal: at least 60% of the students are employed. Research Paper. Goal: At least 80% of the students will receive a score of 70% or better.</p> <p>For Accounting Transfer only:</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow. Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean. Changes are then presented to both the Academic and Student Services divisions.</p>	<ol style="list-style-type: none"> 1. Program information packet made available 2. Classes scheduled to meet the needs of both day and evening students. 3. Enhanced assessment of outcomes 4. Increased affiliations with business and industry. 5. Employment monitoring process. 6. Employer satisfaction survey. 7. Increased Advisory Board meetings. 	2005

			Graduate Surveys and Transfer Database. Goal: Students will apply critical thinking skills acquired from the Liberal Arts and Sciences requirements of the program. At least 60% of the students have transferred.			
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Accounting Career and Transfer</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev G – January 2008)</p>	<p>In April 2003, the Association of Collegiate Business Schools and Programs (ACBSP) awarded the Business Department's programs at Three Rivers Community College initial, conditional accreditation with four notes. The Board of Commissioners of the Associate Degree Commission at ACBSP identified four areas that needed to be addressed.</p> <ol style="list-style-type: none"> 1) Identify your student learning outcomes and demonstrate how your assessment instruments are used to enhance and improve student learning. 2) Demonstrate that the reporting mechanism for measuring student academic success and student satisfaction is ongoing. 3) Demonstrate how linkages with business practitioners and organizations occur on an ongoing basis. 4) Demonstrate that articulation arrangements with four-year institutions are ongoing. <p>During the spring 2005 semester, ACBSP removed the conditional accreditation status</p>	<p>Performance indicators:</p> <ol style="list-style-type: none"> 1. Student Learning Results 2. Student- and Stakeholder- Focused Results 3. Budgetary, Financial, and Market Results 4. Faculty- and Staff- Focused Results Organizational Performance Results 	<p>2013</p>

		as all four of the requirements were met. In 2006 and in 2008 biennial Quality Assurance Reports were submitted, received, and approved by the Board of Commissioners.		
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Architecture Design Technology	Yes	<p>Program Review</p> <p>TAC/ABET Self Study</p> <p>Online at http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/ArchDesignTech_AS.shtml</p>	<p>Assessment of in-course performance</p> <p>Review of course project sampling</p> <p>End of Course Reviews – The EOGRs are reviewed on a yearly basis by the Program Coordinator (PC) and the faculty that teach the course, and the Director of the engineering technology programs.</p> <p>IAC – Industry Advisory Council</p>	<p>Faculty from the Architecture program review outcome evidence with input from other members of the Technology division. This information is included in the program review which is submitted to the Academic Dean who provides feedback.</p> <p>Support for present practices and recommendations for program</p>	<p>Data reveals that similar two-year architectural programs do not include a course on professional practice; The IAC recognizes the curricular disconnect of the course content and recommends removal of the course and replacement with one that will benefit students at the two-year level; Result: ARC K280 was replaced by ARC K282 “Trends and Issues”, a topic-driven course focusing on critical industry topics changed with each offering.</p>	2009

				<p>changes are discussed and approved by the Curriculum Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>	<p>Data reveals that similar two-year architectural programs do not include Calculus I and it is commonly the terminal math course in 5 year Professional Degree programs;</p> <p>The IAC recognizes the curricular disconnect of the course content and recommends removal of the course and replacement with one that will benefit students at the two-year level;</p> <p>Result: MAT K254 was replaced by an elective requirement in either Accounting, Business, or Management.</p> <p>Manual graphic skills are essential in the field and in Professional Degree programs;</p> <p>The IAC strongly supports continuance of this course according to its current syllabus.</p>	
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					<p>Result: ARC K135/L remains a manual graphics course. Projects were reviewed for enhanced curricular integration.</p> <p>Increase peer mentoring opportunities in the pre-requisite courses;</p> <p>Increase team project opportunities in the pre-requisite courses to enhance shared-learning;</p> <p>Identify individual student work performance challenges early and offer workshop sessions for quality enhancement.</p> <p>Increase feedback on student project reviews</p> <p>Increase peer mentoring and team project opportunities to enhance shared learning and best practices.</p>	
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					<p>Provide smaller, more directed projects and increase feedback;</p> <p>Increase opportunities for student exposure to discipline best practices.</p> <p>Establish Program alumni relations that enhance data collection opportunities, i.e. newsletter, mentoring, IAC engagement.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Architectural Design Technology</p> <p>Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. ETAC of ABET</p>	<p>July 2010</p>	<p>In Fall 2011 a report describing the actions taken to correct shortcomings identified in the initial assessment was submitted to the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. (ETAC of ABET).</p> <p>The remaining weaknesses are;</p> <p>To show better correlation between the recommendations of the Industry Advisory Council and the Continuous Improvement Plan (CIP).</p> <p>To better align the assessed outcomes and objectives of the program to the published continuous plan of improvement.</p>	<p>Students will <i>practice</i> the skills needed to work effectively in teams and as an individual.</p> <p>Students will <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology applications.</p> <p>Students will <i>combine</i> oral, graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate design solutions.</p> <p>Students will <i>know</i> of a professional code of ethics.</p> <p>Students will <i>describe</i> concepts relating to policy,</p>	<p>Fall 2015</p>

			<p>processes, and continuous improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i> actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility. Students will <i>recognize</i> the need to be lifelong learners.</p>	
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*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Business Administration Management and Business Administration Transfer	Yes	http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/BusinessAdministration_Career_AS.shtml http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/BusinessAdministration_Transfer_AS.shtml	<p>Business Administration Management Capstone Assessment. Goal: 60% of students taking the test will attain a score of 70% or higher. Achievement: 75% of the students taking the test attained a score of 61.3%.</p> <p>Business Administration Transfer Capstone Assessment. Goal: 60% of students taking the test will attain a score of 70% or higher. Achievement: 75% of the students taking the</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services</p>	<p>Changes: Addition of Principle of Finance, Operations Management, Human Resource and Management to the Plan of Study. Redefinition of Business Software Applications course.</p> <p>New course offerings include Organizational Behavior and Business Quantitative Analysis.</p> <p>Rationale: These changes were based on Advisory Board and student feedback as well as actual assessment data that indicated a need for</p>	2009-2010

			test attained a score of 61.3%	divisions.	<p>improvement in these skills.</p> <p>Restructured the General Education requirements via the development of a series of core courses common to all the Business Program.</p> <p>Rationale: Facilitation of students' smooth transition between Business programs and to aid in the transfer to four year colleges.</p> <p>Business Administration Management course has one fewer General Education requirement than Business Administration Transfer.</p> <p>This enables the student who is graduating with a goal of employment to take one more business course related to their immediate needs. While the</p>	
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					transfer student, graduates with a general education course that will benefit the student in transfer to four year universities.	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Business Administration Management and Business Administration Transfer</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev G – January 2008)</p>	<p>In April 2003, the Association of Collegiate Business Schools and Programs (ACBSP) awarded the Business Department's programs at Three Rivers Community College initial, conditional accreditation with four notes. The Board of Commissioners of the Associate Degree Commission at ACBSP identified four areas that needed to be addressed.</p> <ol style="list-style-type: none"> 1) Identify your student learning outcomes and demonstrate how your assessment instruments are used to enhance and improve student learning. 2) Demonstrate that the reporting mechanism for measuring student academic success and student satisfaction is ongoing. 3) Demonstrate how linkages with business practitioners and organizations occur on an ongoing basis. 4) Demonstrate that articulation arrangements with four-year institutions are ongoing. <p>During the spring 2005 semester, ACBSP removed the conditional accreditation status as all four requirements were met.</p> <p>In 2006 and in 2008 biennial Quality</p>	<p>Performance indicators:</p> <ol style="list-style-type: none"> 1. Student Learning Results 2. Student- and Stakeholder-Focused Results 3. Budgetary, Financial, and Market Results 4. Faculty- and Staff-Focused Results Organizational Performance Results 	<p>2013</p>

		Assurance Reports were submitted, received, and approved by the Board of Commissioners.		
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Business Information Systems (BIS)	Yes	http://www.trcc.commnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/BusinessInfoSystems_AS.shtml	<p>Exit exam: understand the role of business information systems and the knowledge of those principles and skills specific to BIS. Also understand the interrelationship with other functional areas in order to achieve organizational goals</p> <p>Goal is for all BIS student to achieve a grade of 70% or higher.</p> <p>Embedded questions in course exams demonstrate an understanding of general business vocabulary in field of BIS</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow. Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean. Changes are then presented to both the Academic and Student Services divisions.</p>	<p>Add more questions to the student survey to obtain more accurate assessment.</p> <p>Goal met*, no action needed. *limited data</p> <p>Goal met*, no action needed. *limited data</p>	Program scheduled for first review, 2013

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Business Information Systems</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev G – January 2008)</p>	<p>In April 2003, the Association of Collegiate Business Schools and Programs (ACBSP) awarded the Business Department's programs at Three Rivers Community College initial, conditional accreditation with four notes. The Board of Commissioners of the Associate Degree Commission at ACBSP identified four areas that needed to be addressed.</p> <ol style="list-style-type: none"> 5) Identify your student learning outcomes and demonstrate how your assessment instruments are used to enhance and improve student learning. 6) Demonstrate that the reporting mechanism for measuring student academic success and student satisfaction is ongoing. 7) Demonstrate how linkages with business practitioners and organizations occur on an ongoing basis. 8) Demonstrate that articulation arrangements with four-year institutions are ongoing. <p>During the spring 2005 semester, ACBSP removed the conditional accreditation status as all four requirements were met.</p> <p>In 2006 and in 2008 biennial Quality</p>	<p>Performance indicators:</p> <ol style="list-style-type: none"> 5. Student Learning Results 6. Student- and Stakeholder-Focused Results 7. Budgetary, Financial, and Market Results 8. 4. Faculty- and Staff-Focused Results Organizational Performance Results 	<p>2013</p>

		Assurance Reports were submitted, received, and approved by the Board of Commissioners.		
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Business Office Technology (BOT)	Yes	Archived Catalog	<p>Practicum Site Supervisor Evaluation Sheets Average rating scale (1-5 rating). Goal: All students will score above 4.0 in 1-5 scale on Site Supervisor Evaluation Sheets. Achievement: 4.55% Average (6 students Fall/Spring 07/08 practicum) One student fell below the 4.0 threshold with a 3.625</p> <p>All students enrolled in the BOT degree program are required to complete a three-</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services</p>	As a result of low enrollment and the change in the workforce demands in the region, the BOT program was inactivated 5-17-10. There was a phase out period for students which ends May 2012.	2003

			<p>credit, ninety-hour practicum (internship). The mandatory administrative internship is taken after most of their Business Office Technology (BOT) courses have been completed. Students generally choose a venue that is analogous to their preferred upcoming employment position</p> <p>An instructor oversees the practicum process through the semester and keeps in contact with the site supervisor. The site supervisor at the practicum venue also oversees the student's work and reports back to the instructor and the end of the practicum via an evaluation sheet. The evaluation sheet has six subject areas: Cognitive,</p>	divisions.		
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			<p>Communication, Demeanor, Business Office Technology Skills, General, and Comments. Each student is rated on a 1-5 rating scale.</p> <p>Portfolio Presentation from Integrated Office course. Goal: All students will achieve a score of 80% or higher on the Portfolio Evaluation Sheets. Achievement: 90.28% Average (2 Independent raters using rubric – 7 students)</p> <p>Integrated Office course. Goal: All students will achieve a score of 80% or higher on the Portfolio Evaluation Sheets. Achievement: 90.28% Average (2 Independent raters using rubric – 7 students)</p> <p>Multiple Choice Test</p>			
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			<p>– Questions from test preparation for national tests (CPS & CAP) for International Association of Administrative Professionals. Grade of 75% or higher. Goal: All students will achieve a score of 75% or higher on a 12-question multiple-choice test. Questions from national CAP and CPS IAAP prep test. Achievement: Spring 06 – Average 89% (7 students)</p> <p>Two of the 7 students fell below the 75% threshold with scores of 67%</p> <p>A multiple choice test was created based on similar questions asked on the International Association of Administrative Professionals (IAAP)</p>			
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			<p>Certified Professional Secretary and the Certified Administrative Professional exams. (IAAP offers two professional ratings for office professionals. The Certified Professional Secretary and Certified Administrative Professional ratings are the industry recognized standards of proficiency.) The CPS and CAP exams are based on the premise that an administrative professional should have basic knowledge of office systems, technology, office administration, and management, and know how to apply the principles of good human relations and communications. Some of the examinations are based on knowledge</p>			
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			<p>acquired by the office professional through formal education and informal reading. Employers also expect their admin to be thoroughly familiar with current techniques in office practice and procedures and aware of developments in office systems and technology. (http://www.iaap-hq.org/certification) Students were asked to take this exam just prior to graduation.</p>			
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Business Office Technology:</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>April 2003: Initial Accreditation by the Association of Collegiate Business Schools and Programs with one condition and four notes. Conditional accreditation is granted for three (3) years.</p> <p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev G – January 2008)</p>	<p>Four areas to be addressed on The QA Reports:</p> <ol style="list-style-type: none"> 1. Identify your student learning outcomes and demonstrate how your assessment instruments are used to enhance and improve student learning. 2. Demonstrate that the reporting mechanism for measuring student academic success and student satisfaction is ongoing. 3. Demonstrate how linkages with business practitioners and organizations occur on an ongoing basis. 4. Demonstrate that articulation arrangements with four-year institutions are ongoing. 	<p>Performance indicators:</p> <ol style="list-style-type: none"> 5. Student Learning Results 6. Student- and Stakeholder-Focused Results 7. Budgetary, Financial, and Market Results 8. Faculty- and Staff-Focused Results 9. Organizational Performance Results 	<p>None program terminated. Final graduates May 2012.</p>

*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Civil Engineering Technology	YES	<p>Program Review (May 2009) in appendix</p> <p>TAC/ABET Self Study</p> <p>In the catalog online at: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study/Webpage/Civil%20Engineering%20Technology_AS.shtml </p>	<p>Review of course project sampling</p> <p>Assessments using rubrics (TAC of ABET criterion 3. Program outcomes a-k)</p> <p>Graduate Survey</p> <p>Mid-Course Reviews – used to ensure student comprehension and knowledge. If there are any shortcomings, revisions are made to the coursework or other provisions to ensure student success.</p> <p>End of Course</p>	<p>Faculty from the Civil Engineering program review outcome evidence with input from other members of the technology division. This information is sent to the Civil Industrial Advisory Committee for review, comments and approval. This information is reported to the Academic Dean in the Program Review.</p>	<p>Increase peer mentoring and team project opportunities to enhance shared learning and best practices.</p> <p>Identify individual student work performance challenges early and offer workshop sessions for quality enhancement.</p> <p>Increase feedback on smaller more directed projects</p> <p>Our continuous improvement plan led us to revise the Civil Engineering plan of study. Input included the IAC</p>	2009

			<p>Reviews – The EOCRs are reviewed on a yearly basis by the Program Coordinator (PC), the faculty that teach the course, and the Director of the engineering technology programs.</p>	<p>Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by both the engineering technology department then the Curriculum Committee.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>	<p>recommendation and EOCRs. The revised plan of study was approved by the department and sent to the Curriculum Committee for approval.</p> <p>Rubrics, EOCR and MCRs have helped to support decisions to make amendments to quiz, homework, or other assignments. EOCRs helped to determine that a new edition or a more suitable text was indicated.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Civil Engineering Technology</p> <p>Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. ETAC of ABET</p>	<p>July 2010</p>	<p>In Fall 2011 a report describing the actions taken to correct shortcomings identified in the initial assessment was submitted to the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. (ETAC of ABET).</p> <p>The remaining weaknesses are:</p> <p>To show implementation of the three year grid for assessing outcomes using the various assessment tools now in place.</p> <p>To better align the assessed outcomes and objectives of the program to the published continuous plan of improvement.</p>	<p>Students will <i>practice</i> the skills needed to work effectively in teams and as an individual.</p> <p>Students will <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology applications.</p> <p>Students will <i>combine</i> oral, graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate design solutions.</p> <p>Students will <i>know</i> of a professional code of ethics.</p> <p>Students will <i>describe</i> concepts relating to policy, processes, and continuous</p>	<p>Fall 2015</p>

			<p>improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i> actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility. Students will <i>recognize</i> the need to be lifelong learners.</p>	
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Computer Science Technology	Yes	Program Review In the catalog online at: http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/ComputerScienceTechnology_AS.shtml	Course embedded assessments; evaluated as; “exceed expectations”, “meet expectations”, or “does not meet expectations”. The goal is that 75% of the students will meet or exceed expectations.	Faculty from the Computer Science program review outcome evidence with input from other members of the Technology division. This information is reported to the Academic Dean in the program review. Support for present practices and recommendations for program changes are discussed and approved by the	Course content is revised as the technology changes. Advanced electives have been added based on industry/student interest. Discussions with industry contacts have focused on networking and website development. In response to students' requests, we have created and offered new courses such as Advanced Visual Basic, Advanced Java, and Database II.	2006

				Curriculum Committee which includes the Academic Dean. Changes are then presented to both the Academic and Student Services divisions.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Construction Management Technology	Yes	In the catalog online at: http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Construction%20Management_AS.s.html	This program is new, approved in Oct 2007. The first program review is scheduled for 2012.	Faculty from the program will review outcome evidence with input from other members of the technology division. Support for present practices and recommendations for change will be discussed and approved by the Department then by the Curriculum Committee which is chaired by the Academic Dean.	Not Applicable	First program review is scheduled for 2012-2013

				Changes are presented to both the Academic and Student Services divisions at their next meetings.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Criminal Justice Treatment and Enforcement Degrees	Yes	In the catalog online at: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/CriminalJustice_Enforcement_AS.shtml and http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/CriminalJustice_Treatment_AS.shtml	Artifacts to assess one or two student achievement claims are scheduled for each semester. (see schedule) Alumni Survey Employer Survey Current Student Survey General Education Rubric Both formative and summative assessment are ongoing	Faculty from the Criminal Justice program review outcome evidence with input from other members of the social science department. Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee which is chaired by the Academic Dean.	In 2008/2009 the following changes were made: Tech. Writing (ENG 202) was included as an alternative to Lit and Comp (ENG 102). This option was made for students who were career bound verses interested in transfer. Evidence and Criminal Procedure (CJS 213) was changed from a Prerequisite to a Co-requisite for Criminal Investigation (CJS 220). This change was made so that students could take both courses during the same	2010

				<p>Changes are presented to both the Academic and Student Services divisions at their next meetings.</p>	<p>semester for a continuity of instruction allowing the students to understand the linkage between the two courses and not view them as separate and unrelated courses.</p> <p>Additionally, with Introduction to Criminal Justice as a prerequisite for Evidence and Criminal Procedure and as a prerequisite for Criminal Investigations and Criminal Investigations as a prerequisite for Forensic Science, it was practically impossible for a student to compete the program in two years.</p> <p>In the 2009/2010 for (FA 2010) the following changes were made:</p> <p>Terminal and transfer tracks were established from the existing plans</p>	
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					<p>of study. The only curriculum change was that the Math requirement was expanded from Math 137 (Intermediate Algebra) to also include Math 135 (Topics in Contemporary Math) and Math 146 (Math for the liberal arts) as options.</p> <p>In Spring of 2010, all courses had their prerequisites reviewed and evaluated based upon an objective criteria. This review resulted in six courses having their prerequisites changed allowing for more student access to courses and simplified progress through the program.</p> <p>Artifacts collected in Fall 2010 and are being reviewed in spring 2011 and are available in CJ office files.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Early Childhood Education	Yes, based on the National Association for the Education of Young Children (NAEYC) standards.	http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/ECE_AS.shtml	<ul style="list-style-type: none"> • Site observations completed by cooperative teachers. • Letters of support from ECE faculty addressing temperament and readiness. • Graduate Surveys six months post-graduation. • Observation assignment • Theory assignment • Observation assignment portfolio • Lesson plan • Capstone assessment 	<p>Faculty from ECE program review outcomes.</p> <p>Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are then presented to both the Academic</p>	<ol style="list-style-type: none"> 1. An introduction course has been developed 2. More diverse course delivery 3. Assessment modification to allow for different modalities on meeting assignment criteria. (NAEYC self-study pg. 77) 4. Embed Library tutorial in research classes (NAEYC self-study pg. 85) 5. Reflective Activities reinforced to guard against potential Bias (NAEYC self-study pg. 100) 	Self-study report for initial NAEYC completed Spring 2012 with site visit planned for Fall 2012

				<p>and Student Services divisions. In addition, two state Department of Education consultants review program changes and accreditation processes.</p> <p>Annual External Advisory Board meetings and Annual Town hall meetings with students for input.</p>	<p>6. Ample writing practices.</p> <p>7. Identified multicultural considerations of needing further development NAEYC self-study pg. 110)</p> <p>8. Data currently being collected for Spring 2011.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Early Childhood Education National Association of Educators of Young Children (NAEYC)	Initial visit scheduled for Fall 2012	Initial accreditation in progress	<ul style="list-style-type: none"> • Observation assignment • Theory assignment • Observation assignment portfolio • Lesson plan • Capstone assessment 	Fall 2012

*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Electrical Engineering Technology (EET)	Yes	TAC/ABET Self Study In the catalog online at: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Electrical%20Engineering%20Technology_AS.shtml	Assessment of program outcomes are made in all courses using: Review of selected course materials, Work Samples (Portfolio), Behavioral Observations, and written/oral presentations. These assessments are reviewed within the EET Dept. each semester and summarized in the End of Course Reviews. End of Course Reviews (EOCR).	Faculty from the Electrical Engineering Technology program review outcome evidence with input from other members of the Technology division. This information is reported to the Academic Dean in the program review. Meetings to support this process are: -EET Department meetings weekly	Several changes have been made to the EET program based on feedback from various advisory groups – Added Capstone Project course Compress Circuits curricula in favor of more systems content including the addition of an Electronic Communication Systems course. Added National Instruments MultiSim circuit analysis program to EET lab computers and selected Computer lab computers.	2009 - ABET

				<ul style="list-style-type: none"> - Core Technology Program meetings (MET, EET, LFOT, MfgT) – biweekly - Technology Department Continuous Improvement meetings – biweekly - General Education Committee - monthly - EET/LFOT Program Advisory Committee - annually Support for present practices and recommendations for program changes are discussed and approved by the 	<p>Added National Instruments LabView content to Automated Controls course and rename to Data Acquisition and Control.</p> <p>Replaced requirement for Calculus I with Statistics to align to CCSU curricula for transfer students (Calc I still an option).</p> <p>Move all freshman courses to “teach in the lab” format and restrict enrollment to lab capacity of 20. This facilitates more “hands on” time with a build and discuss approach.</p> <p>Increased opportunities for assessment of communication skills. This was accomplished by adding written research papers to most courses, including more oral presentations of assignments within</p>	
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				<p>Curriculum Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>	<p>classes, and adding more written discussion content to lab reports.</p> <p>Faculty are including active learning strategies in addition to traditional lectures.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Electrical Engineering Technology</p> <p>Engineering Technology Accreditation</p> <p>Commission of the Accreditation Board for Engineering and Technology Inc. ETAC of ABET</p>	<p>July 2010</p>	<p>In Fall 2011 a report describing the actions taken to correct shortcomings identified in the initial assessment was submitted to the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. (ETAC of ABET).</p> <p>The remaining weaknesses are:</p> <p>To show implementation of the three year grid for assessing outcomes using the various assessment tools now in place.</p> <p>To better align the assessed outcomes and objectives of the program to the published continuous plan of improvement.</p>	<p>Students will <i>practice</i> the skills needed to work effectively in teams and as an individual.</p> <p>Students will <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology applications.</p> <p>Students will <i>combine</i> oral, graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate design solutions.</p> <p>Students will <i>know</i> of a professional code of ethics.</p> <p>Students will <i>describe</i> concepts relating to policy, processes, and continuous</p>	<p>Fall 2015</p>

			<p>improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i> actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility.</p> <p>Students will <i>recognize</i> the need to be lifelong learners.</p>	
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Environmental Engineering Technology	YES	<p>TAC/ABET Self Study</p> <p>In the catalog online at: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Environmental%20Engineering%20Technology_AS.shtml </p>	<p>Review of course project sampling</p> <p>Assessments using rubrics (TAC of ABET criterion 3. Program outcomes a-k)</p> <p>Graduate Survey</p> <p>Mid-Course Reviews – used to ensure student comprehension and knowledge. If there are any shortcomings, revisions are made to the coursework or other provisions to ensure student success.</p>	<p>Faculty from the Environmental Engineering program review outcome evidence with input from other members of the technology division. This information is sent to the Environmental Industrial Advisory Committee for review, comments and approval. This information is reported to the Academic Dean in the Program</p>	<p>Increased peer mentoring and team project opportunities to enhance shared learning and best practices. Identified individual student work performance challenges early and offer workshop sessions for quality enhancement. Increase feedback on smaller more directed projects</p> <p>Our continuous improvement plan led us to revise the Environmental Engineering plan of study. Input included the IAC recommendation and</p>	2009

			<p>End of Course Reviews – The EOCRs are reviewed on a yearly basis by the Program Coordinator (PC) and the faculty that teach the course, and the Director of the engineering technology programs.</p>	<p>Review.</p> <p>Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by both the engineering technology department and then the Curriculum Committee.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>	<p>EOCRs. The revised plan of study was approved by the department and sent to the Curriculum Committee for approval.</p> <p>EOCRs helped to determine that a new edition or a more suitable text was indicated.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Environmental Engineering Technology</p> <p>Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. ETAC of ABET</p>	<p>July 2010</p>	<p>In Fall 2011 a report describing the actions taken to correct shortcomings identified in the initial assessment was submitted to the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. (ETAC of ABET).</p> <p>The remaining weaknesses are:</p> <p>To show implementation of the three year grid for assessing outcomes using the various assessment tools now in place.</p> <p>To better align the assessed outcomes and objectives of the program to the published continuous plan of improvement.</p>	<p>Students will <i>practice</i> the skills needed to work effectively in teams and as an individual.</p> <p>Students will <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology applications.</p> <p>Students will <i>combine</i> oral, graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate design solutions.</p> <p>Students will <i>know</i> of a professional code of ethics.</p> <p>Students will <i>describe</i> concepts relating to policy, processes, and continuous</p>	<p>Fall 2015</p>

			<p>improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i> actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility. Students will <i>recognize</i> the need to be lifelong learners.</p>	
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Exercise Science	Yes	http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Exercise%20Science_AS.shtml	<p>This program is new, just implemented in 2/10, so evidence has not yet been gathered. A program review will be completed in 2015. At that time, information including the following will be used:</p> <ul style="list-style-type: none"> • Course outcomes and both course embedded assessment and departmental assessment of these outcomes • Transfer and Graduation Rates • CCSSE data • Graduate surveys • Student 	<p>Faculty from the Exercise Science program will review outcome evidence.</p> <p>Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are presented to both the Academic</p>	Not Applicable	First Review is scheduled for 2015

			demonstration of required skills	and Student Services divisions at their next meetings.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Finance and Banking	Yes	http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Finance%20and%20Banking_AS.shtml	<p>Until name change in 7/2008 , program had been slated for quite some time, thus no program review had been scheduled. Program review is now scheduled for 2013-2014. At that time, information including the following will be used:</p> <ul style="list-style-type: none"> • Course outcomes and both course embedded assessment and departmental assessment of these outcomes 	<p>Faculty from the program will review outcome evidence</p> <p>Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are presented to both the Academic and Student</p>	Not Applicable	Scheduled for 2013-2014

			<ul style="list-style-type: none"> • Transfer and Graduation Rates • CCSSE data • Graduate surveys 	Services divisions at their next meetings.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Fire Technology and Administration	Yes	In the catalog on online at: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study/Webpage/Fire%20Technology%20and%20Administration_AS.shtml	A plan is being put in place to collect data/evidence that speaks to the degree outcomes.	Faculty from the Engineering Technologies Department will meet with the Technology Director to review and interpret the evidence. This information will be reported to the Academic Dean in the program review.		2010

Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
General Engineering Technology	Yes	The outcomes are in the catalog online at: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/General%20Engineering%20Technology_AS.shtml	Course embedded assessments; evaluated as; “exceed expectations”, “meet expectations”, or “does not meet expectations”. The goal is that at least 75% of the students will meet or exceed expectations.	Faculty from the Engineering Technologies Department review outcome evidence with input from the Department’s Director. This information is reported to the Academic Dean in the program review. Support for present practices and recommendations for program changes are discussed and approved by the Curriculum	Increase peer mentoring and team project opportunities to enhance shared learning and best practices. Identify individual student work performance challenges early and offer workshop sessions for quality enhancement. Increase feedback on smaller more directed projects Our continuous improvement plan led us to revise the Engineering Science plan of study. Input	2007

				<p>Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>	<p>included the IAC recommendation and EOCRs. The revised plan of study was approved by the department and sent to the Curriculum Committee for approval.</p> <p>Rubrics, EOCR and MCRs have helped to support decisions to make amendments to quiz or homework, or other assignments. EOCRs helped to determine that a new edition or a more suitable text was indicated.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Hospitality Management; Casino, Hotel and Restaurant Management	Yes	http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Hospitality%20Management_Casino%20Option_AS.shtml http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Hospitality%20Management_Hotel%20Option_AS.shtml http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Hospitality%20Management_Restaurant%20Option_AS.shtml	<p>1. National Restaurant Association Certification Exam</p> <p>Goal: At least 70% of all students taking NRA Cert exam will achieve a passing score</p> <p>Achievement: 2006 - 94% of students achieved Passing score</p> <p>2007 -92% of students achieved passing score</p> <p>2. Practicum</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services</p>	<p>1. After analyzing NRA exam results, increased emphasis on bacterial related illness prevention.</p> <p>2. No changes needed related to Practicum Evaluations.</p>	First program review will be Academic Year 2011-2012

		ns_of_Study/Assoc_Prog_of_Study_Web_page/Hospitality%20Management_Restaurant%20Option_AS.s.html	<p>evaluation Goal: Site supervisor responses relating to this outcome will average a score of 4 or higher, on a 1-5 scale</p> <p>Achievement: 2006 – Overall Avg. score of 4.6</p> <p>2007 – Overall Avg. score 4.94</p>	divisions.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Hospitality Management; Casino, Hotel and Restaurant Management</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP)</p> <p>Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev G – January 2008)</p>	<p>In April 2003, the Association of Collegiate Business Schools and Programs (ACBSP) awarded the Business Department's programs at Three Rivers Community College initial, conditional accreditation with four notes. The Board of Commissioners of the Associate Degree Commission at ACBSP identified four areas that needed to be addressed.</p> <p>9) Identify your student learning outcomes and demonstrate how your assessment instruments are used to enhance and improve student learning.</p> <p>10) Demonstrate that the reporting mechanism for measuring student academic success and student satisfaction is ongoing.</p> <p>11) Demonstrate how linkages with business practitioners and organizations occur on an ongoing basis.</p> <p>12) Demonstrate that articulation arrangements with four-year institutions are ongoing.</p> <p>During the spring 2005 semester, ACBSP removed the conditional accreditation status as all four requirements were met.</p> <p>In 2006 and in 2008 biennial Quality</p>	<p>Performance indicators:</p> <p>9. Student Learning Results</p> <p>10. Student- and Stakeholder-Focused Results</p> <p>11. Budgetary, Financial, and Market Results</p> <p>12. Faculty- and Staff-Focused Results</p> <p>Organizational Performance Results</p>	<p>2013</p>

		Assurance Reports were submitted, received, and approved by the Board of Commissioners.		
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Human Services	Yes	http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Human%20Services_AS.shtml	Program Completion <ul style="list-style-type: none"> • Goal 12% 	Department Chair and Faculty from the Human Services Department and Institutional Research Department. Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean. Changes are then presented to both the Academic and Student Services divisions.	Students who have completed at least 24 credits toward the Associate Degree in Human Services are encouraged to meet with academic advisor each semester to determine their career and educational options beyond TRCC; with an increasing number of graduates transferring to four-year programs in social work (mainly Eastern CT State University School of Social Work).	2009/2010

Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Laser and Fiber Optic Technology	Yes	Program Review In the online catalog; http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Web_page/Laser%20and%20Fiber%20Optic%20Technology_AS.shtml	Students participate in a capstone course, TCN K291 Interdisciplinary Capstone Design Project, where they plan, execute and report on a project of their own design incorporating concepts from previous semesters' courses. Projects are presented to industry advisors at the annual Industry Advisory Committee meeting. Feedback from employers is also critical in determining graduates'	LFOT Industry Advisory Committee meets annually to review the program. Input is also solicited from the PHOTON listserv (an online email discussion maintained by the New England Board of Higher Education (NEBHE) and the CT Optics and Photonics Association (the program coordinator is on the board of	Replace PHY 140 Geometric Optics and PHY 141 Wave Optics with PHO 101 Intro to Light and Lasers and PHO 102 Applied Optics: this allows students to begin the program courses at a lower math level and opened the door to articulation agreements with high schools . The format of PHO 101 was changed to a "studio" course that is, hands-on collaborative learning, based on Rensselaer Polytechnic Institute's studio physics approach.	Fall 2007

			achievement of stated outcomes.	<p>directors).</p> <p>Faculty from the LFOT program review outcome evidence with input from other members of the Technology division. This information is reported to the Academic Dean in the program review.</p> <p>Support for present practices and recommendations for program changes are discussed and approved by the Curriculum Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services</p>	<p>Replace Calculus I with Statistics. Industry advisory committee agreed that statistics is more important for photonics technicians than calculus. Students who wish to transfer are encouraged to take Calculus.</p> <p>Add PHY 114 Mechanics and CAD 106/107 based on IAC's recommendation.</p> <p>Split PHO 240 into PHO 241 (lecture) and PHO 242 (lab): to allow the lecture portion of the course to be offered online. This was at request of industry partners.</p> <p>Replace PHO 105 laser safety with TCN 105 laser and lab safety, including electrical, chemical and shop safety.</p> <p>Splitting PHO 250 into</p>	
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				divisions.	lecture and lab so that the lecture may be delivered online. The course is renamed Fiber Optic Systems and Devices to include material on sensors and lighting.	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Liberal Arts and Sciences Degree and the General Studies Degree	Yes	On the web: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Liberal%20Arts%20and%20Sciences_AS.shtml	Course outcomes and both course embedded assessment and departmental assessment of these outcomes Transfer and Graduation Rates CCSSE data Graduate surveys LAS/GS Taskforce Assessment Projects Currently (2010-2011), the LAS/GS task force is assessing the International/Intercultural requirement. An	The LAS/GS Taskforce conducts this review. The Taskforce is comprised of faculty and staff from departments at the college impacted by these degrees and the department chair. The Taskforce consistently assesses all aspects of the programs and performs a comprehensive program review every five years which is reported	Advising tools for ease of student transfer have been implemented in correlation with the General Studies program. They are in the field of Forensic Science, Pre-Allied Health, Pre-Biology, and Pre-Chemistry. Both the LAS and GS degrees dropped IDS 105, First Year Experience, as a required course effective for the academic year 2006-2007. This course was dropped from both degree programs because a review of the course curriculum	2008

			<p>outcome statement and rubric is being developed and syllabi for courses that currently fulfill the requirement have been collected and reviewed. Courses that currently fulfill the requirement will be evaluated by the rubric and if they do not sufficiently fulfill the requirement, the teaching faculty will be requested to make modifications to the course or the courses will no longer be options for fulfilling the requirement. Any classes that are proposed to fulfill the requirement in the future will be reviewed by the task force using the rubric.</p>	<p>to the Academic Dean.</p> <p>After the task force proposes recommendations for change they are presented to the Curriculum Committee for approval.</p> <p>Both Academic and Student Service divisions are notified.</p>	<p>determined that it did not support the academic outcomes of either program.</p> <p>Effective for the 2010-2011 academic year IDS 105, First Year Experience is again a requirement of both degrees. This change was a result of needs identified in Title 3 work. Satisfactory assessments and modifications to the course were implemented by the Director of Learning Initiatives.</p> <p>For both degree programs there were changes to the definition of the Fine Arts Elective”;</p> <p>ANT136/MUS104, Music Cultures of the World, was reviewed by both the Social Science and Humanities departments, was</p>	
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					<p>approved by the LAS/GS Task Force, and was added to both programs of study as a fine arts elective. This course will also meet the International /Intercultural requirement in both degree programs. This change went into effect for the GS degree in academic year 2006-2007; for the LAS, academic year 07-08. ART101, Art History I, and ART102, Art History II, were reviewed by the Humanities department. These courses will replace ART101, Art Appreciation, and were developed in order to provide a more rigorous academic approach to the subject. These changes went into effect for the academic year 2007-2008.</p> <p>Graphic Arts courses</p>	
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					<p>now fulfill the Arts elective in the General Studies Program.</p> <p>In AY 2005-2006, the LAS/GS programs dropped the Computer Literacy Requirement. Computer competency was demonstrated through the completion of other degree requirements. The change went into effect fall 2007.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Manufacturing Engineering Technology	Yes	TAC/ABET Self Study In catalog online at: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study/Webpage/Manufacturing%20Engineering%20Technology_AS.shtml	Rubrics of program outcomes are used to assess the achievement of program goals.	Faculty from the Manufacturing program review outcome evidence with input from other members of the Technology division and input from the IAC. This information is reported to the Academic Dean in the program review. Support for present practices and recommendations for program changes are	Increased faculty/student interaction Increased peer mentoring via qualified student tutors Increased academic advising related to plan of study	2009

				<p>discussed and approved by the Curriculum Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Manufacturing Engineering Technology</p> <p>Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. ETAC of ABET</p>	<p>July 2010</p>	<p>In Fall 2011 a report describing the actions taken to correct shortcomings identified in the initial assessment was submitted to the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. (ETAC of ABET).</p> <p>The remaining weaknesses are:</p> <p>To show implementation of the three year grid for assessing outcomes using the various assessment tools now in place.</p> <p>To better align the assessed outcomes and objectives of the program to the published continuous plan of improvement.</p>	<p>Students will <i>practice</i> the skills needed to work effectively in teams and as an individual.</p> <p>Students will <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology applications.</p> <p>Students will <i>combine</i> oral, graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate design solutions.</p> <p>Students will <i>know</i> of a professional code of ethics.</p> <p>Students will <i>describe</i> concepts relating to policy, processes, and continuous</p>	<p>Fall 2015</p>

			<p>improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i> actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility. Students will <i>recognize</i> the need to be lifelong learners.</p>	
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Marketing	Yes	http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Marketing_Transfer_AS.shtml	<p>Students demonstrate understanding of the role of marketing and its interrelationship with other functional areas in order to achieve organizational goals.</p> <p>Exit Exam: Goal: Mastery of questions at a rate of 80% or better. Students will identify the elements of marketing and their creative application in profit-making as well as not-for-profit organizations in order to satisfy the needs and wants of society.</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services</p>	<p>Changes since Fall 2008:</p> <ol style="list-style-type: none"> 1. Deletion of Accounting 2 2. Deletion of Technical Writing 3. Addition of Business Communications course 4. Addition of a Business Capstone course <p>Rationale:</p> <ol style="list-style-type: none"> 1. Response to Business Department assessment data 2. Response to Advisory Board Input 	2009-2010

			<p>Student portfolios Goal: 80% of students achieve peer assessments of 80% or better for application of elements.</p> <p>Students will demonstrate successful transfer to bachelor degree programs.</p> <p>Graduate Surveys and student contacts.</p> <p>Goal: 85% rate of successful transfer to four year institutions.</p> <p>Students will think critically and make good personal business decisions.</p> <p>Business Student Survey. Goal: 85 % of the Business Students Surveyed will indicate extent to which they have LEARNED the objective as either</p>	divisions.	<p>Changes since Fall 2009:</p> <ol style="list-style-type: none"> 1. Restructuring of the General Education requirements via the development of a series of core courses common to all the Business Program. <p>Rationale: Facilitation of students' smooth transition between Business programs and to aid in the transfer to four year colleges.</p> <p>Implemented in Fall 2010:</p> <ol style="list-style-type: none"> 1. Addition of a Quantitative Methods for Business Course 2. Addition of an organizational Behavior course 3. Deletion of a math course <p>Rationale:</p> <ol style="list-style-type: none"> 1. Response to Business Department 	
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			very well or well.		assessment data 2. Response to Advisory Board input 3. Review of ease of transfer and articulation	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Marketing Association of Collegiate Business Schools and Programs (ACBSP)	Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev G – January 2008)	<p>In April 2003, the Association of Collegiate Business Schools and Programs (ACBSP) awarded the Business Department's programs at Three Rivers Community College initial, conditional accreditation with four notes. The Board of Commissioners of the Associate Degree Commission at ACBSP identified four areas that needed to be addressed.</p> <ol style="list-style-type: none"> 1) Identify your student learning outcomes and demonstrate how your assessment instruments are used to enhance and improve student learning. 2) Demonstrate that the reporting mechanism for measuring student academic success and student satisfaction is ongoing. 3) Demonstrate how linkages with business practitioners and organizations occur on an ongoing basis. 4) Demonstrate that articulation arrangements with four-year institutions are ongoing. <p>During the spring 2005 semester, ACBSP removed the conditional accreditation status as all four of the requirements were met.</p>	<p>Performance indicators:</p> <ol style="list-style-type: none"> 1. Student Learning Results 2. Student- and Stakeholder-Focused Results 3. Budgetary, Financial, and Market Results 4. Faculty- and Staff-Focused Results Organizational Performance Results 	2013

		In 2006 and in 2008 biennial Quality Assurance Reports were submitted, received, and approved by the Board of Commissioners.		
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Marketing Transfer	Yes	http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Marketing_Transfer_AS.shtml	<p>Students demonstrate understanding of the role of marketing and its interrelationship with other functional areas in order to achieve organizational goals.</p> <p>Exit Exam: Goal: Mastery of questions at a rate of 80% or better. Students will identify the elements of marketing and their creative application in profit-making as well as not-for-profit organizations in order to satisfy the needs and wants of society.</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow.</p> <p>Program changes are discussed and approved by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services</p>	<p>Changes since Fall 2008:</p> <ol style="list-style-type: none"> Deletion of a History Course Addition of Business Communications course <p>Rationale:</p> <ol style="list-style-type: none"> Response to Business Department assessment data Response to Advisory Board Input <p>Changes since Fall 2009:</p> <ol style="list-style-type: none"> Restructuring of the General Education requirements via 	2009-2010

			<p>Student portfolios Goal: 80% of students achieve peer assessments of 80% or better for application of elements.</p> <p>Students will demonstrate successful transfer to bachelor degree programs.</p> <p>Graduate Surveys and student contacts.</p> <p>Goal: 85% rate of successful transfer to four year institutions.</p> <p>Students will think critically and make good personal business decisions.</p> <p>Business Student Survey. Goal: 85 % of the Business Students Surveyed will indicate extent to which they have LEARNED the objective as either</p>	divisions.	<p>the development of a series of core courses common to all the Business Program.</p> <p>Rationale: Facilitation of students' smooth transition between Business programs and to aid in the transfer to four year colleges.</p> <p>Implemented in Fall 2010:</p> <ol style="list-style-type: none"> 1. Addition of a Quantitative Methods for Business Course 2. Addition of an organizational Behavior course 3. Deletion of a math course <p>Rationale:</p> <ol style="list-style-type: none"> 1. Response to Business Department assessment data 2. Response to Advisory Board input 3. Review of ease of 	
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			very well or well		transfer and articulation	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Marketing Transfer Association of Collegiate Business Schools and Programs (ACBSP)	Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) Report (Rev G – January 2008)	<p>In April 2003, the Association of Collegiate Business Schools and Programs (ACBSP) awarded the Business Department's programs at Three Rivers Community College initial, conditional accreditation with four notes. The Board of Commissioners of the Associate Degree Commission at ACBSP identified four areas that needed to be addressed.</p> <ol style="list-style-type: none"> 1) Identify your student learning outcomes and demonstrate how your assessment instruments are used to enhance and improve student learning. 2) Demonstrate that the reporting mechanism for measuring student academic success and student satisfaction is ongoing. 3) Demonstrate how linkages with business practitioners and organizations occur on an ongoing basis. 4) Demonstrate that articulation arrangements with four-year institutions are ongoing. <p>During the spring 2005 semester, ACBSP removed the conditional accreditation status as all four of the requirements were met.</p>	<p>Performance indicators:</p> <ol style="list-style-type: none"> 1. Student Learning Results 2. Student- and Stakeholder-Focused Results 3. Budgetary, Financial, and Market Results 4. Faculty- and Staff-Focused Results Organizational Performance Results 	2013

		In 2006 and in 2008 biennial Quality Assurance Reports were submitted, received, and approved by the Board of Commissioners.		
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Mechanical Engineering Technology	YES	<p>TAC/ABET Self Study</p> <p>In the online catalog: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Mechanical%20Engineering%20Technology_AS.shtml </p>	Rubrics of program outcomes are used to assess the achievement of program goals.	<p>Faculty from the Mechanical program review outcome evidence with input from other members of the Technology division and the IAC (industry Advisory Committee).</p> <p>This information is reported to the Academic Dean in the program review.</p> <p>Support for present practices and recommendations</p>	<p>Increase peer mentoring and team project opportunities to enhance shared learning and best practices.</p> <p>Identify individual student work performance challenges early and offer workshop sessions for quality enhancement.</p> <p>Increase feedback on smaller more directed projects .</p> <p>A new edition of the text was indicated by these reviews.</p> <p>Our continuous improvement plan led</p>	2009

				<p>for program changes are discussed and approved by the Curriculum Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>	<p>us to revise the Mechanical Engineering plan of study. Input included the IAC recommendation.</p> <p>The revised plan of study was approved by the department and sent to the Curriculum Committee for approval.</p> <p>Rubrics, have helped to support decisions to make amendments to quiz or homework, or other assignments.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Mechanical Engineering Technology	July 2010	In Fall 2011 a report describing the actions taken to correct shortcomings identified in the initial assessment was submitted to the Engineering Technology Accreditation	Students will <i>practice</i> the skills needed to work effectively in teams and as an individual.	Fall 2015

<p>Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. ETAC of ABET</p>		<p>Commission of the Accreditation Board for Engineering and Technology Inc. (ETAC of ABET).</p> <p>The remaining weaknesses are:</p> <p>To show implementation of the three year grid for assessing outcomes using the various assessment tools now in place.</p> <p>To better align the assessed outcomes and objectives of the program to the published continuous plan of improvement.</p>	<p>Students will <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology applications.</p> <p>Students will <i>combine</i> oral, graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate design solutions.</p> <p>Students will <i>know</i> of a professional code of ethics.</p> <p>Students will <i>describe</i> concepts relating to policy, processes, and continuous improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i></p>	
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			actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility. Students will <i>recognize</i> the need to be lifelong learners.	
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Nuclear Engineering Technology	Yes	TAC/ABET Self Study In the catalog online at: http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Nuclear%20Engineering%20Technology_AS.shtml	Operate the nuclear reactor simulator in the Capstone course and lab. Demonstrate proficiency in routine reactor systems operation and handle induced emergencies. Operate the radiation detection equipment. End of Course Review (EOCRs). Number of graduate students transferring into BS programs.	Faculty from the Nuclear program review outcome evidence with input from other members of the Technology division Outcomes are also reviewed, discussed, and changes are recommended (if needed) by the 28 member Nuclear Advisory Committee NAC. NAC members meet annually and the membership is made up from 4	a) Nuclear program faculty will increase their efforts with the 5 active commercial nuclear power plants in the New England area to optimize employment listings and opportunities b) Nuclear program faculty will work with the diverse health physics industry and other nuclear businesses within Connecticut to optimize employment listings and opportunities.	2009

				<p>constituencies.</p> <p>This is reported to the Academic Dean in the Program Review. Support for present practices and recommendations for change are discussed and approved by the Curriculum Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p>	<p>c) Nuclear program faculty will conduct outreach activities to educate the New England area nuclear and health physics industries about the nuclear program and availability of our graduates.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Nuclear Engineering Technology</p> <p>Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. ETAC of ABET</p>	<p>July 2010</p>	<p>In Fall 2011 a report describing the actions taken to correct shortcomings identified in the initial assessment was submitted to the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology Inc. (ETAC of ABET).</p> <p>The remaining weaknesses are:</p> <p>To show better correlation between the recommendations of the Industry Advisory Council and the Continuous Improvement Plan (CIP).</p> <p>To better align the assessed outcomes and objectives of the program to the published continuous plan of improvement.</p>	<p>Students will <i>practice</i> the skills needed to work effectively in teams and as an individual.</p> <p>Students will <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology applications.</p> <p>Students will <i>combine</i> oral, graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate design solutions.</p> <p>Students will <i>know</i> of a professional code of ethics.</p> <p>Students will <i>describe</i> concepts relating to policy, processes, and continuous</p>	<p>Fall 2015</p>

			<p>improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i> actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility.</p> <p>Students will <i>recognize</i> the need to be lifelong learners.</p>	
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Nursing	Yes	http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Nursing_AS.shtml	<p>The faculty have set the following expected levels of achievement for program outcomes:</p> <ol style="list-style-type: none"> 1) Ninety percent of Graduates will pass the NCLEX-RN on the first attempt. 2) Seventy-five percent program completion rate. Defined as the number of students entering the program plus LPNs and transfers admitted to that class divided by the number of 	The faculty uses a systematic evaluation plan which is reviewed monthly in the nursing faculty curriculum meeting. Data is aggregated and trended.	The faculty has identified activities that exemplify faculty scholarship. The systematic evaluation plan has been updated and improved.	2010

			<p>students who graduate from the program.</p> <p>3) Eighty percent of Graduates will indicate overall satisfaction with the program.</p> <p>4) Eighty percent of Employers will indicate overall satisfaction with the program.</p> <p>5) Ninety percent of Graduates will be employed in the field of nursing within six months of graduation.</p>			
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Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
<p>Nursing</p> <p>National League for Nursing Accrediting Commission, Inc. (NLNAC)</p>	<p>2010</p>	<p>Standard 1 Mission and Administrative Capacity</p> <ul style="list-style-type: none"> Facilitate the timely appointment of a permanent nurse administrator. <p>Standard 2 Faculty and Staff</p> <ul style="list-style-type: none"> Identify activities that exemplify faculty scholarship. <p>Standard 3 Students</p> <ul style="list-style-type: none"> Ensure that student records contain the components required by the program. Review and revise public documents (paper and electronic) to ensure that information is current, clear, accurate, and consistent, including the NLNAC information. <p>Standard 6 Outcomes</p> <ul style="list-style-type: none"> Continue to review and revise the systematic evaluation plan from the single program perspective to emphasize ongoing assessment and evaluation of student learning outcomes, program outcomes, and NLNAC Standards. Continue to collect, aggregate, and trend data using the new systematic options individualized for the program. 	<ul style="list-style-type: none"> Performance on licensure exam Program completion Program satisfaction Job placement 	<p>2018</p>

		<ul style="list-style-type: none"> • Ensure that all expected levels of achievement are measureable, that data are consistently reported in support of the expected levels of achievement, and that all pertinent actions are documented including results, maintenance and revision. 		
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*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Pathway to Teaching Careers	Yes	http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Pathway%20to%20Teaching%20Careers_AS.shtml	<p>This program is new, just implemented 10/2009, so evidence has not yet been gathered. A program review will be completed in 2015. At that time, information including the following will be used:</p> <ul style="list-style-type: none"> • Course outcomes and both course embedded assessment and departmental assessment of these outcomes • Transfer and Graduation Rates • CCSSE data • Graduate surveys 	<p>Faculty from the program will review outcome evidence.</p> <p>Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee which is chaired by the Academic Dean.</p> <p>Changes are presented to both the Academic and Student</p>	Not Applicable	First Review is scheduled for 2015

				Services divisions at their next meetings.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Small Business and Entrepreneurial Studies	Yes	http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Small%20Business%20and%20Entrepreneurial%20Studies_Career_AS.shtml	<p>This program is new, just implemented in 8/2010, so evidence has not yet been gathered. A program review will be completed in 2013. At that time, information including the following will be used:</p> <ul style="list-style-type: none"> • Course outcomes and both course embedded assessment and departmental assessment of these outcomes • Transfer and Graduation Rates • CCSSE data • Graduate surveys 	<p>Faculty from the program will review outcome evidence with input from other members of the Business department.</p> <p>Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee which is chaired by the Academic Dean.</p>	Not Applicable	First Review is scheduled for 2013

				Changes are presented to both the Academic and Student Services divisions at their next meetings.		
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Technology Studies College of Technology: Technology Studies and Engineering Science	Yes	The outcomes are in catalog online at http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Technology%20Studies_COTPathway_AS.shtml http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Engineering_Science_COTPathway_AS.shtml	Course embedded assessments; evaluated as; “exceed expectations”, “meet expectations”, or “does not meet expectations”. The goal is that at least 75% of the students will meet or exceed expectations.	Faculty from the Engineering Technologies Departments review outcome evidence with input from the Department’s Director. This information is reported to the Academic Dean in the program review. Support for present practices and recommendations for program changes are discussed with the State	Increase peer mentoring and team project opportunities to enhance shared learning and best practices. Identify individual student work performance challenges early and offer workshop sessions for quality enhancement. Increase feedback on smaller more directed projects Our continuous improvement plan led us to revise the Technology Studies plan of study. Input	2007

				<p>Coordinator of the College of Technology and the Curriculum Committee which includes the Academic Dean.</p> <p>Changes are presented to both the Academic and Student Services divisions.</p>	<p>included the IAC recommendation and EOCRs. The revised plan of study was approved by the department and sent to the Curriculum Committee for approval.</p> <p>Rubrics, EOCR and MCRs have helped to support decisions to make amendments to quiz or homework, or other assignments.</p> <p>EOCRs helped to determine that a new edition or a more suitable text was indicated.</p>	
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Institutions selecting E1a should also include E1b.

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the Curriculum Committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Visual Fine Arts	Yes	In the college catalog online: http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Visual%20Fine%20Arts_AA.shtml	<p>This program is new, just implemented in Spring 2010, so evidence has not yet been gathered. A program review will be completed in 2015. At that time, information including the following will be used:</p> <ul style="list-style-type: none"> • Course outcomes and both course embedded assessment and departmental assessment of these outcomes • Transfer and Graduation Rates • CCSSE data • Graduate surveys 	<p>Faculty from the Fine Arts program will review outcome evidence with input from other members of the humanities department.</p> <p>Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee which is chaired by the Academic Dean</p>	Not Applicable	First Review is scheduled for 2015

			<ul style="list-style-type: none"> • Student portfolios 	Changes are presented to both the Academic and Student Services divisions at their next meetings.		
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Institutions selecting E1a should also include E1b.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals	3 Years Prior (2005-08)	2 Years Prior (2006-09)	1 Year Prior (2007-10)	Most Recent Year (2008- 11)	Goal for 2013	
IPEDS Retention Data						
Associate degree students	59.6%	60.9%	60.8%	Freeze F2012		
Bachelors degree students						
IPEDS Graduation Data						
Associate degree students	12.7%	10.6%	11.8%	10.6%		
Bachelors degree students	N/A	N/A	N/A	N/A		
Other Undergraduate Retention Rates (1)						
a						
b						
c						
Other Undergraduate Graduation Rates (2)						
		(AY2008- 09)	(AY2009- 10)	(AY 2010- 11)	(AY 2011- 12)	Goal for 2013
a	Nursing Program	N/A	97.36%	96.17%	92.1%	>90%
b						
c						
Graduate programs *						
Retention rates first-to-second year (3)		N/A	N/A	N/A	N/A	N/A
Graduation rates @ 150% time (4)		N/A	N/A	N/A	N/A	N/A
Distance Education						
Course completion rates (5) -Online		55.2%	63.8%	76.5%		
Course completion rates -Online with On Campus Requirements		N/A	56.1%	56.9%		
Course completion rates -Hybrid		55.6%	64.4%	67.5%		
Retention rates (6)		***	***	***	***	***
Graduation rates (7)		***	***	***	***	***
Branch Campus and Instructional Locations						
Course completion rate (8)		N/A	N/A	N/A	N/A	N/A
Retention rates (9)		N/A	N/A	N/A	N/A	N/A
Graduation rates (10)		N/A	N/A	N/A	N/A	N/A
Definition and Methodology Explanations						
1						
2						
3						
4						
5						
6						
7						
8						
* An institution offering graduate degrees must complete this portion.						

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
Success of Students Pursuing Higher Degree						
1	Not tracked.					
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
3						
4						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES						
		3 Years Prior (2008)	2 Years Prior (2009)	1 Year Prior (2010)	Most Recent Year (2011)	Goal for 2012
State Licensure Passage Rates *						
1	N/A					
2						
3						
4						
5						
National Licensure Passage Rates *						
1	Nursing NCLEX-RN	95.83%	93.84%	94%	Pending	>90%
2	NRC Licensure	>90%	>90%	>90%	Pending	>90%
3						
4						
5						
Job Placement Rates **						
1	Not tracked					
2						
3						
4						
5						
6						
7						
8						
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p>						
<p>** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						
Institutional Notes of Explanation						
a	In Fall 2010, TRCC began running two nursing classes each year, one in Fall and one in Spring. Rates are an average thereafter.					
b	NRC licensure is in health physics or as reactor operators in operations, additional licensing after operator may be acquired.					
c	***Three Rivers does not have a distance learning degree program. Students can only graduate distance learning courses at sister community colleges.					
d						
e						
f						

Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

		3 Years Prior	2 Years Prior	1 Year Prior (2009)*Enrolled Note 1	Most Recent Year (2010)	Goal for 201_
Completion Rates *						
1	Environ Health and Sfty Mgmt			1		
2	Web Design and Development			2		
3	General Studies Certificate			1		
4	Criminal Justice Certificate			3		
5	Graphic & Communication Arts			5		
6	Health Career Pathways Cert			1		
7	Accounting Certificate			2		
8	Business Administration Cert			1		
9	Laser & Fiber Optic Technology			1		
10	Computer Applications Cert			1		
11	Early Childhood Education Cert			2		
12	Criminal Justice Certificate			1		
13	Security/Loss Prevention Cert			5		
14	Graphic & Communication Arts			1		
15	Health Career Pathways Cert			2		
16	Hum. Serv. Case Management			1		
17	Accounting Certificate			2		
18	Restaurant Management			1		
19	Retail Management			1		
Placement Rates **						
1						
2						
3						
4						

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

Note 1: only tracked since 2009. No completions since 2009. Rates are not possible with one year "trend" and low numbers.



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