

**MOHEGAN**

Community College  
Norwich, Connecticut

Mohegan Community College

# SELF-STUDY

1992

Prepared for:

The Commission on Institutions of Higher Education,  
The New England Association of Schools & Colleges, Inc.

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# FORWARD

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In the 1982 Self-Study Report, Mohegan Community College portrayed itself as a "College in Transition." After almost five years of relative administrative stability, we find ourselves even more accurately fitting that description. In July 1991, after serving as president for five years, President John Hurd resigned to accept another position. The Dean of Instruction, Dianne Williams, was appointed to serve as Acting President while the national search for a new president was conducted. Mary Ann Bianchi, a division chair from Manchester Community College, was appointed as Acting Dean of Instruction for this same period. In June 1992, the Board of Trustees cancelled the presidential search and appointed Dr. Booker T. DeVaughn of Northwestern Community College as President of the new institution to be formed by the merger of Mohegan Community College and Thames Valley State Technical College. Dianne Williams was appointed President of Quinebaug Valley Community College but was asked to remain at Mohegan to assist Dr. DeVaughn and manage the Instructional Division until a search could be completed for a new Dean of Instruction. Due to the State's fiscal crisis, the College laid off staff, left vacancies unfilled, and experienced the retirement of four senior faculty.

An even greater transition than that caused by personnel changes will result from the legislative mandate to merge Mohegan Community College with Thames Valley State Technical College beginning July 1, 1992. The administrative merger is to be completed by January 1, 1993. This action will create a comprehensive college to serve southeastern Connecticut.

The College does not view these challenges as threats or negatives, but rather as opportunities. The College has fully supported the plan to merge the two named institutions because we believe the new comprehensive institution will benefit students, our community, and both the State as an entity and its individual taxpayers.

Mohegan Community College, as it exists during this self-evaluation process, has shown substantial enrollment growth; initiated new programs and services; established new sites and community relationships; developed an academic division structure, new governance system, and planning process; became involved in the planning done by the community to meet the drastic changes in the local economy; and continued to meet its institutional mission. The selection of a permanent president and the creation of a new merged institution will position us to even better meet both our mission as an educational institution and the needs of the citizens of Southeastern Connecticut.

Although the process of self-study involves all members of a college community, special recognition must be given to the Self-Study Task Force very ably chaired by Patricia Sauter. She was



# INTRODUCTION

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## SELF-STUDY METHODOLOGY

The Self-Study Report was prepared specifically for the accreditation visit by the NEASC. However, much of the information used to address the standards was provided by our institutional plan which is the product of our planning and governance process.

The reaccreditation Self-Study Task Force was first called by President John Hurd September 25, 1990. The original Task Force was made up of 10 volunteers. From those volunteers a chair was elected. It then became the role of the chair to solicit additional membership. By October the Task Force was complete. It had fourteen members: The chair, the editor and one member for each standard who would assume the role of a subcommittee chair. The ground rules for selection of the subcommittee chair were established - largely that no subcommittee chair could have a vested interest in the standard undertaken and that the chairs would solicit assistance from experts in their area - deans, directors, faculty, student alumni, and Foundation Board members. The self-study was to be an objective and inclusive process. It was to provide the institution a healthy and helpful opportunity for self-examination, be candid in its descriptions and appraisals and realistic in its projections. It was further agreed that we would develop a process that would allow us the opportunity to merge, to some degree, our self-study with our institutional assessment plan

and incorporate the self-study process clearly into our long range institutional planning.

By January 1991, the President's Cabinet and the Planning and Policy Advisory Committee had been notified of the Task Force membership, subcommittee chairs were soliciting membership on committees, and work had begun. Outlines for each standard were submitted and discussed May 1, 1991. It should be noted that various methods for data collection were used throughout the process: Collection of documents, newspaper surveys, telephone surveys, interviews, and in-house surveys to students, faculty and staff. The primary purpose of the surveys was to assess community and institutional sentiment about our effectiveness.

The Fall 1991 semester brought changes. The new standards were introduced and the Task Force voted to recommend to the President that we utilize these new standards in the preparation of our report. The President accepted the Task Force recommendations and the chair of the Special Activities subcommittee was excused. All information that had been collected in this area was merged into the body of information on Student Services and Programs and Instruction. Rough drafts were completed December 12, 1991.

During the first two months of the Spring 1992 semester, the President, Self-Study Chair and Subcommittee Chairs met with Deans and Directors. At these individual meetings, the rough drafts were reviewed for accuracy. Each rough draft was then amended and forwarded to the Chair of the Reaccreditation Self-Study Task Force

for the initial writing of the document. The first draft of the report was completed by May 1.

At the May Division meetings, the content of the Self-Study, particularly the strengths and weaknesses of the institution, was discussed. During this process each staff member was given the opportunity to raise questions, provide further input, request modifications, and make editing suggestions. As always, we provided each member of the Mohegan Community College staff with the opportunity to be part of the process. The visits to the Division meetings were viewed not only by the staff but also by the Self-Study Task Force as beneficial.

## **SELF-STUDY ISSUES**

Mohegan Community College, like many other publicly funded institutions, has suffered from unpredictable budget fluctuations for years. Orderly planning has been almost impossible, staff morale has rocketed up and down, dislocations have periodically wrenched the College, our credibility with the community has been weakened, and, most importantly, students have had the open door closed in their faces. Just one example of the topsy-turvy existence we have led can be seen in our Travel-Tourism Program. After developing the program, gaining approval from the Byzantine maze of boards and commissions, and hiring a program leader, the program was cut and the director laid-off during one of the State's most severe financial crises. The good news is that we have been able to revive the program and hire another director. The point,



however, is that much of our energy is squandered during these manic-depressive cycles, and Mohegan has never been able to fulfill its true potential for serving the community. References to the problems caused by unpredictable funding surface repeatedly in this report.

A second issue derives from the emphasis on assessment in the new standards. While Mohegan Community College has had an Institutional Assessment Plan in place since 1990, we soon realized that in order to meet this new priority work would begin immediately on issues of academic assessment. A senior faculty member, having received a distinguished service award and funding, volunteered to develop and coordinate activities within the Instructional Division to facilitate the formulation of assessment models, as well as goals and objectives for our General Studies and Liberal Arts and Sciences Program. Career Programs had already established goals and objectives as a requirement for the periodic reviews of each program by the State. This work culminated in an off-campus professional day and a report outlining newly adopted and integrated goals and objectives. While we have worked very diligently on the model and there is philosophical consensus among the faculty about assessment, we are only beginning to construct models for measurement. The professional day put the Division on track, work has begun in earnest, but there is still much to do.

The self-study process has afforded Mohegan Community College the opportunity for institution-wide introspection. We have looked back at our history and with great pride acknowledged the scope of

our many accomplishments. We have grown and maintained, during that growth and maturation process, a serious and unquestionable commitment to our mission as a community college in Southeastern Connecticut.

No doubt the years ahead will present challenges and frustrations. We will need to continuously monitor resources, institutional effectiveness, and the rapidly changing community needs. The economic climate, the political arena, and the uncertainty of stabilization in either area, has forced us to plan cautiously and to learn how to reallocate resources to maximize efficiency and institutional effectiveness. While these factors will undoubtedly bring changes in the types of services we provide, they cannot and will not affect the institutional commitment to accessible, quality education in a comprehensive community college setting.

# INSTITUTIONAL CHARACTERISTICS

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1. Corporate name of institution:  
Mohegan Community College

2. Address (city, state, zip code):  
Mahan Drive, Norwich, CT 06360

Phone:  
203 886-1931

3. Date institution was chartered or authorized:  
October 1, 1969

4. Date institution enrolled first students in degree programs:  
July, 1970

5. Date institution awarded first degrees:  
June, 1972

6. Type of control: (check)

PUBLIC

State ☒

City

Other (Specify)

PRIVATE

Independent, Non-Profit

Religious Group (Name of Church)

Proprietary

Other (Specify)

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

Board of Higher Education

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

Less than one year of work ☒

First professional degree

At least one but less than two years ☒

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

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

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

Associate degree-granting program of at least two years ☒

A doctor of philosophy or equivalent degree

4 or 5 year baccalaureate degree-granting program

Other (Specify)

# Institutional Characteristics

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

- |  |                          |
|--|--------------------------|
| Occupational training at the craftsman/clerical level (certificate or diploma) ✓ | Liberal arts & general ✓ |
| Occupational training at the technical or semi-professional level (degree) ✓     | Teacher Preparatory      |
| Two-year programs designed for full transfer to a baccalaureate degree ✓         | Professional             |
|  | Other (Specify)          |

## 10. The calendar system at the institution is:

✓ Semester                      Quarter                      Trimester                      Other

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

- |    |               |                 |
|----|---------------|-----------------|
| a) | Undergraduate | 15 credit hours |
| b) | Graduate      | credit hours    |
| c) | Professional  | credit hours    |

## 12. Student Population: (Fall, 1991)

- a) How many full-time students in degree programs?

	Headcount:	Headcount M/F:
1. Undergraduate	701	260M / 441F
2. Graduate	0	0

- b) How many part-time students in degree programs?

	Headcount:	Headcount M/F:
1. Undergraduate	2054	497M / 1557F
2. Graduate	0	0

- c) How many full-time-equivalents (total student population)?

1. Undergraduate	1460
2. Graduate	0

- d) How many students (headcount) in non-credit, short-term courses? 384

## 13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program.

Nursing Program - National League for Nursing

14. List by name and title the chief administrative officers of the institution.

FUNCTION	NAME	EXACT TITLE
President	Booker T. DeVaughn, Jr.	President
Chief Academic Officer	Dianne Williams	Dean of Instruction
Chief Business Officer	Joseph S. Anderson, Jr.	Dean of Administration
Chief Student Services Officer	Shirley A. Perry	Dean of Student Services and College Development
Development	Shirley A. Perry	Dean of Student Services and College Development
Library	Mary L. Kao	Director of Library Services
Admissions	Barbara F. Segal	Director of Marketing and Recruitment
Registrar	Sarah J. Flynn	Registrar
Financial Aid	Daniel Zaneski	Director of Financial Aid
Alumni Association	Cecelia Sullivan	Acting President
Chair, Board of Trustees	Rev. David L. Cannon	
Other	Andrew C. McKirdy	Executive Director, Board of Trustees of Community-Technical Colleges

15. Supply a table of organization for the institution. While the organization of any institution will depend upon its purpose, size, and scope of operation, institutional organization usually includes four areas.

ORGANIZATIONAL CHARTS ARE INCLUDED

16. Record briefly the central elements in the history of the institution.

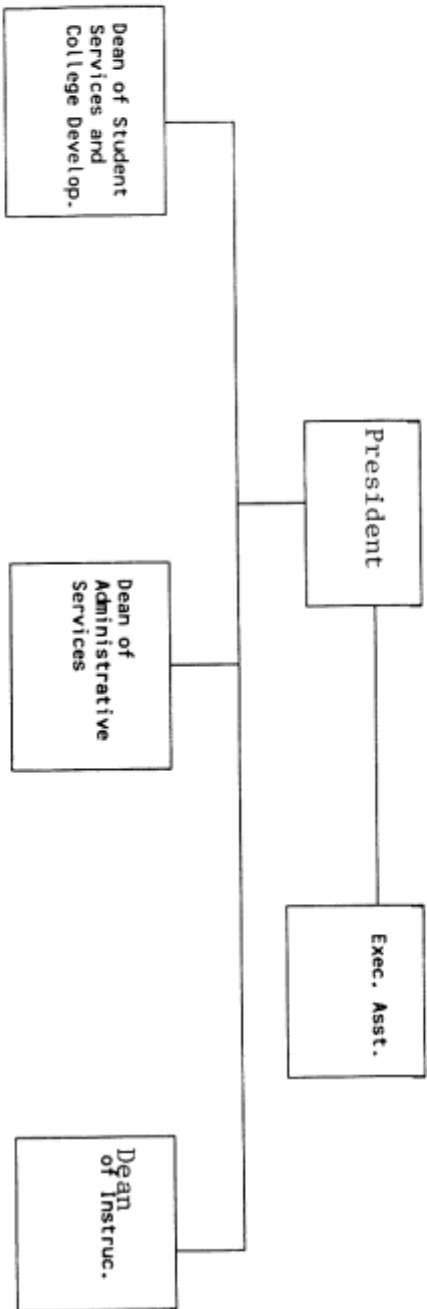
Mohegan Community College was founded by the Connecticut General Assembly, Public Act 812 in 1969. As part of the Connecticut Regional Community Colleges, the College serves the southeastern region of the state consisting of the nineteen towns of New London County. It is governed by the Board of Trustees of Community-Technical Colleges and is accredited by the Board of Governors for Higher Education and the New England Association of Schools and Colleges. Mohegan offers the Associate in Science and Associate in Arts in 37 degree and certificate programs in liberal arts, general studies, and career curricula. Mohegan has historically played a leadership role in the areas of curriculum development, the assessment of prior learning, and developmental education. Other noteworthy programs at the college are Nursing and an innovative Overseas Study Program which offers students the opportunity for travel and study abroad.

## **ORGANIZATIONAL CHARTS**

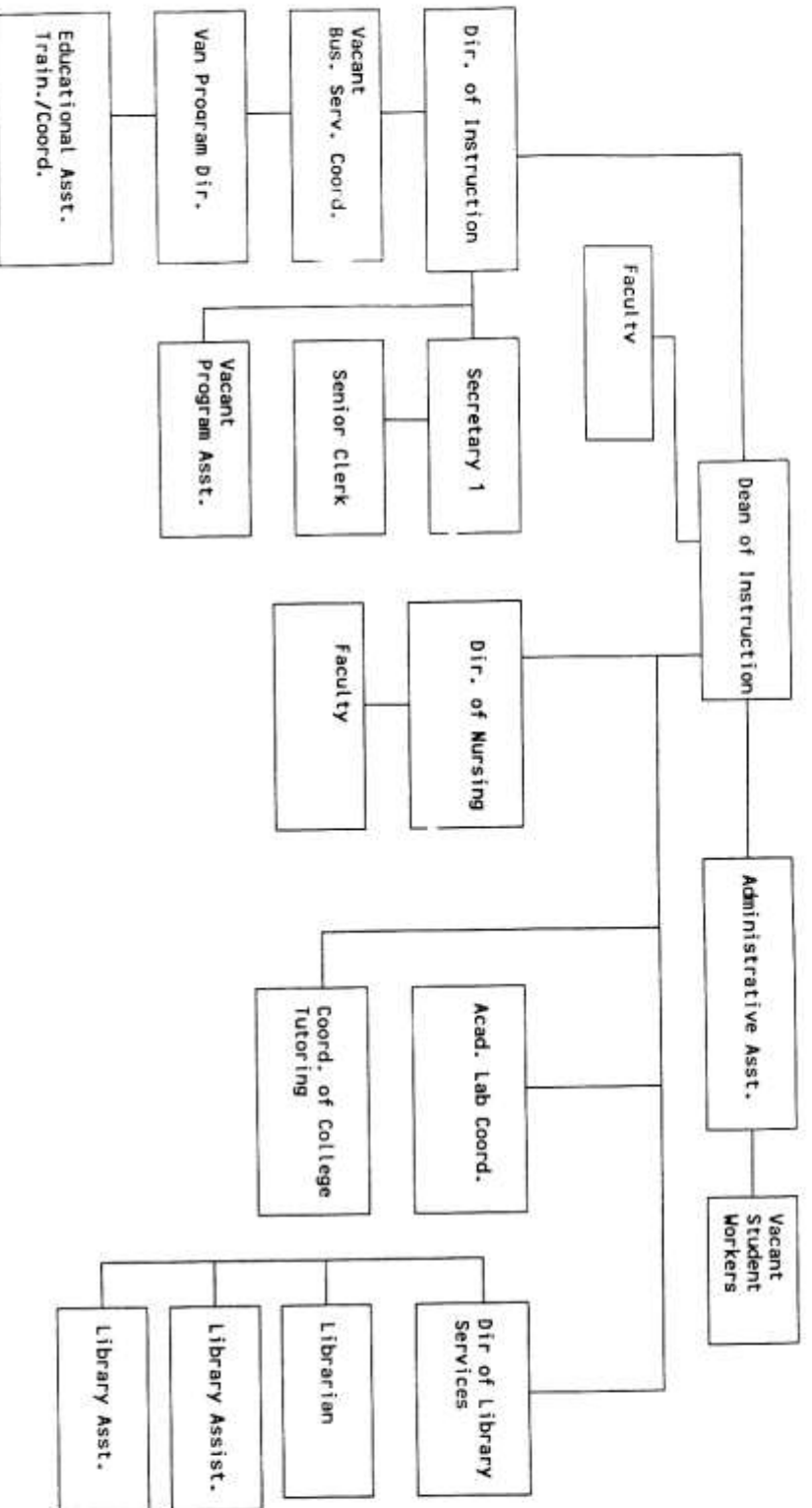
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- **PRESIDENT'S OFFICE**
  
- **INSTRUCTIONAL DIVISION**
  
- **ADMINISTRATIVE SERVICES DIVISION**
  
- **STUDENT SERVICES &  
COLLEGE DEVELOPMENT DIVISION**

PRESIDENT'S OFFICE

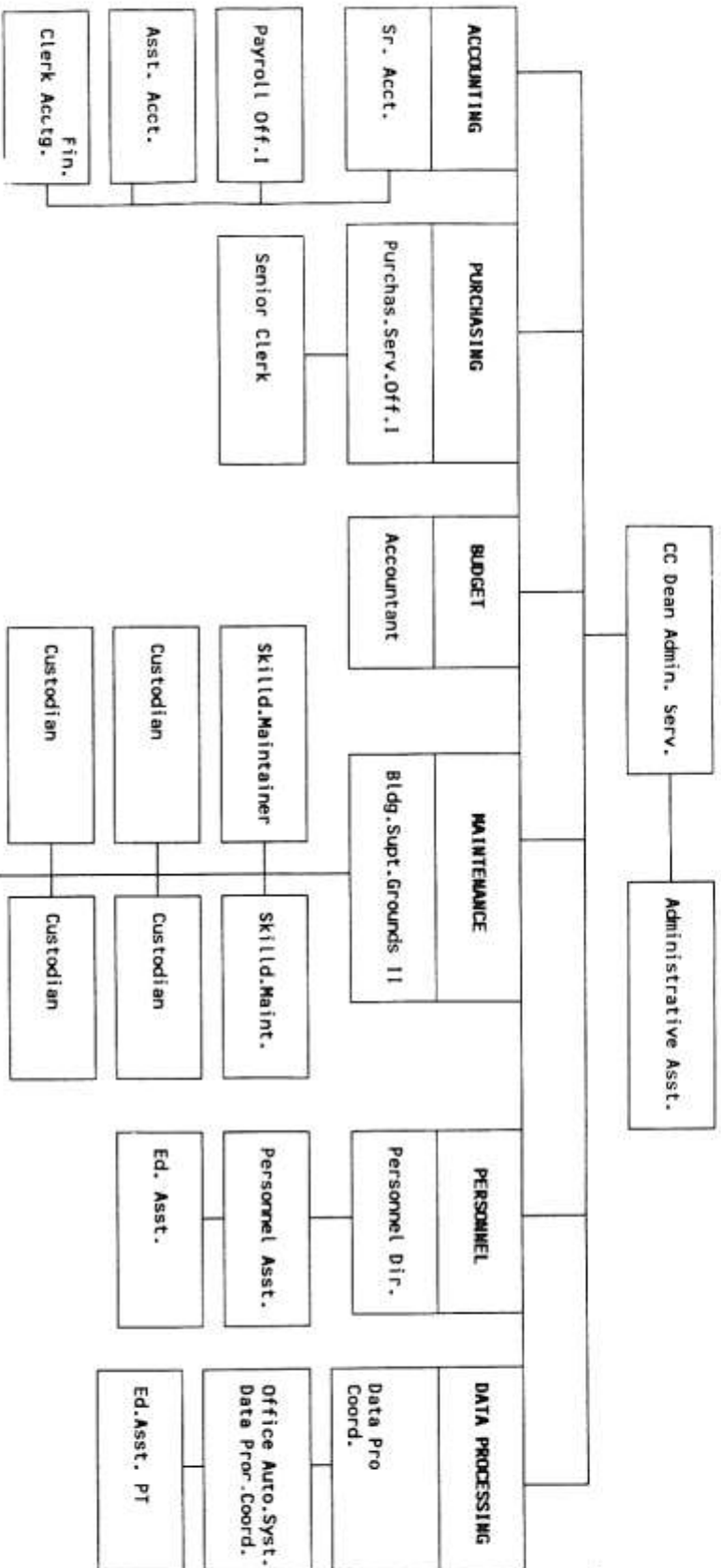


# DIVISION OF INSTRUCTION

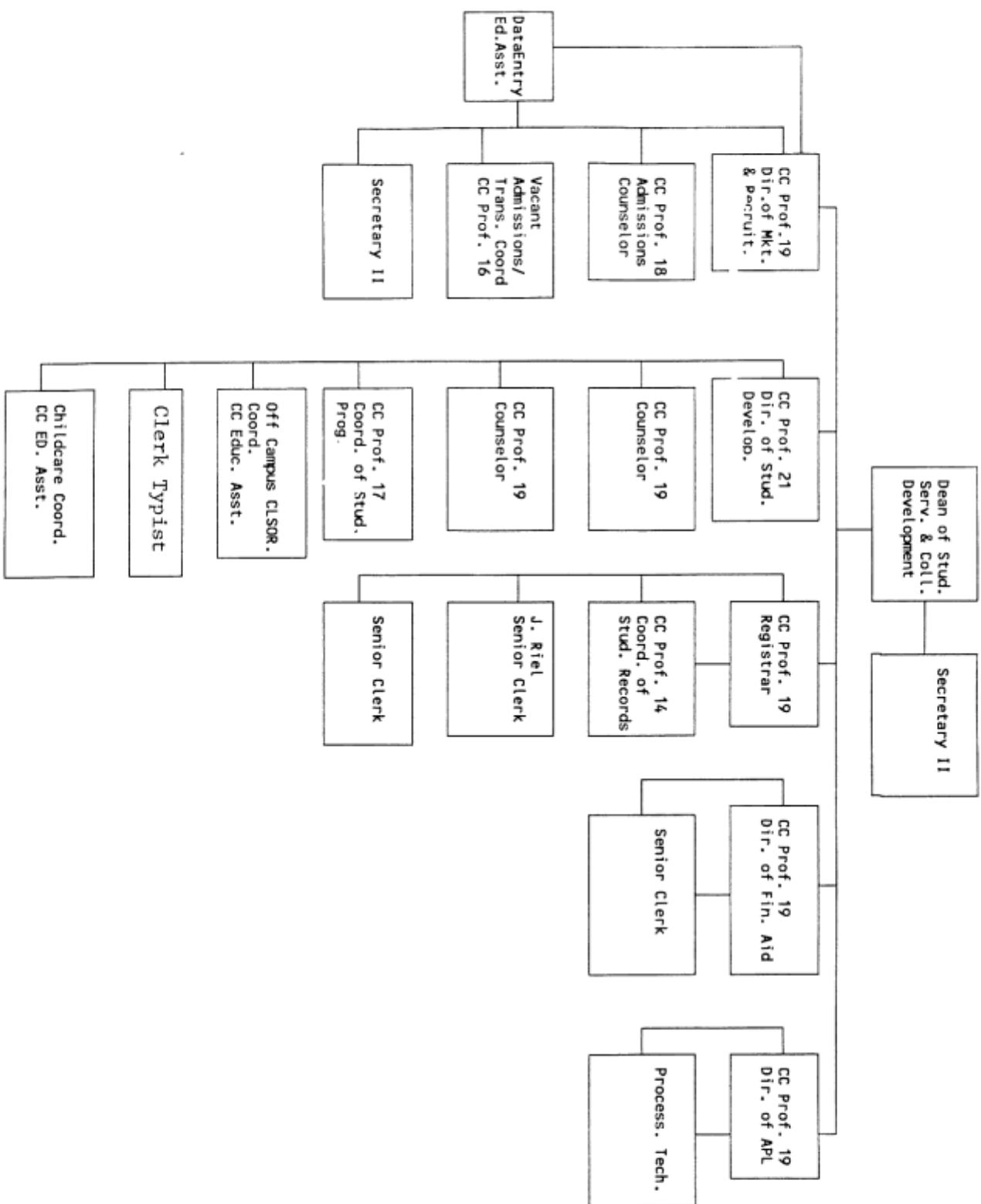




# ADMINISTRATIVE SERVICES DIVISION



STUDENT SERVICES & COLLEGE DEVELOPMENT DIVISION



# VITAE

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- BOOKER T. DEVAUGHN, JR. - PRESIDENT
  
- DIANNE E. WILLIAMS - DEAN OF INSTRUCTION
  
- JOSEPH S. ANDERSON, JR. - DEAN OF  
ADMINISTRATION
  
- SHIRLEY A. PERRY - DEAN OF STUDENT  
SERVICES & COLLEGE DEVELOPMENT

Booker T. DeVaughn  
76 Northbrook Drive  
West Hartford, CT 06117

#### EDUCATIONAL BACKGROUND

1980	Harvard University	Institute for Educational Management	Certificate
1975	Boston University School of Education	Adult and Continuing Education Administration	Doctor of Education
1969	Boston State College	Counseling	Master of Education
1966	Boston State College	History and Secondary Education	Bachelor of Arts
1964	Massachusetts Bay Community College	Liberal Arts	Associate in Arts

#### PROFESSIONAL EXPERIENCE

7/92 to Present      PRESIDENT  
Mohegan Community College  
Thames Valley State Technical College  
Norwich, Connecticut

The two colleges were merged by act of the Connecticut General Assembly. Initial responsibility to merge the two institutions into one by December 31, 1992, including institutional reorganization where possible. Additionally, serve as chief executive officer and implement all functions of normal rule as president.

9/85 to 7/92      PRESIDENT  
Northwestern Connecticut Community College  
Winsted, Connecticut

Serve as chief academic and chief executive officer, provide and maintain educational programs; serve as educational leader in service area of College. Recommend to Board of Trustees all personnel actions and opportunities. Direct preparation of College budget and direct College's long-range plan.

9/82 to 1/83      ACTING PRESIDENT  
Roxbury Community College  
Boston, Massachusetts

Plan and direct all educational programs and administrative activities of the College. Ultimate responsibility for maintenance of quality educational programs and efficient administration of the College including budget preparation and control. Responsible for coordinating activities for construction of new campus. Implement and maintain all collective bargaining agreements in conjunction with appropriate staff and serve as grievance officer.

6/79 to 9/85      DEAN OF ACADEMIC AFFAIRS  
Roxbury Community College

Responsible for overall planning, development, coordination and administration of all academic programs. Provide leadership for curriculum/program development, implementation of collective bargaining contract, budget administration and development of master schedule.

8/76 to 6/79      DIRECTOR/DEAN OF CONTINUING EDUCATION  
Roxbury Community College

Responsible for the effective and efficient operation of the Division of Continuing Education, as follows:

- Creative and innovative development of new programs;
- Continuous development of a comprehensive Community Services Program;
- Recruitment, selection, orientation, and supervision of faculty and administrative staff;
- Preparation of brochures and catalogues, and development of public relations program;
- Preparation of budget and operation of financial and administrative matters;
- Preparation and administration of grants.

10/75 to 8/76      ACTING/ASSISTANT DEAN OF STUDENTS  
Boston State College  
Boston, Massachusetts

Supervision of counselors and academic advisors. Responsible for counseling, preparation of graduation list, orientation for new students and liaison with student government.

8/70 to 10/75      COLLEGE COUNSELOR  
Boston State College

Responsible for group, individual, vocational counseling; interpreting results of Vocational Interest Inventories; consultation with faculty; training students for Student Peer Counseling Center; leading on-going workshops relating to college survival skills.

9/75 to 9/76      DIRECTOR OF MASTER OF EDUCATION PROGRAM IN COMMUNITY  
SERVICE/ADJUNT PROFESSOR  
Boston State College

Duties included those of Department Chairperson. Recruit and select part-time faculty; curriculum development; advise students; review and evaluate courses; supervise Independent Study, Research Projects and Practicums. (Duties performed concurrently with other responsibilities at Boston State College.)

7/68 to 8/70      SENIOR SUPERVISOR IN ADULT BASIC EDUCATION  
Massachusetts Department of Education  
Boston, Massachusetts

Duties included supervising the state-wide program in Adult Basic and Adult Civic Education; public relations with community agencies, other governmental agencies, private groups and industry.

8/67 to 7/68      BASIC EDUCATION INSTRUCTOR  
Action for Boston Community Development  
Boston, Massachusetts

Responsible for determining needs, developing curriculum and methods of Basic Education and employment orientation for undereducated adults.  
Taught English-as-a-Second-Language.

9/66 to 9/67      TEACHER  
Springfield Public Schools  
Springfield, Massachusetts

Taught Civics, American History, and Geography, Grades 7, 8, and 9. Advisor to Student Council, responsible for various student activities and events.

#### COLLEGE TEACHING

College teaching includes graduate and undergraduate at Boston State College, Bridgewater State College and Northwestern Connecticut Community College.  
Examples of courses taught:

"Workshop in Adult Basic Education"  
"Methods and Materials of Urban Education"  
"Social Learning Skills for Urban Schools"  
"Introduction to Psychology"  
"The Adult Learner"  
"Afro-American History"

#### COMMUNITY AND PROFESSIONAL ACTIVITIES

Trustee, Boston State College Alumni Association	1971 - 1974
President of Jamaica Plain Council of Churches, Boston, MA	1968 - 1970
Board of Directors of Metropolitan Council for Educational Opportunity, Boston, MA	1968 - 1972
Board Member of Mattapan Community School Council	1975 - 1978
Board of Directors and Vice President of Boston Urban Gardeners	1977 - 1985
Chairman of Advisory Council for the Adult Basic Education Program of the City of Boston Public Schools	1973 - 1974
Board of Directors of Shelter, Inc., Cambridge, MA	1984 - 1985
Advisory Council of Dimock Health Vocational Program, Boston, MA	1983 - 1985
Massachusetts Advisory Council on Vocational-Technical Education	1983 - 1986
Board Member of Connecticut Volunteer Services for the Blind	1987 - Present
Board of Directors of Chamber of Commerce of Northwest Connecticut (Torrington, CT)	1987 - 1992

Booker T. DeV Vaughn  
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Executive Board Member of Long Rivers Council of Boy Scouts of America, Hartford, CT	1986 - Present
Urban League Guild of Greater Hartford, Hartford, CT	1986 - 1988
National Association for the Advancement of Colored People	Life Member
The Noah Webster Foundation and Historical Society of West Hartford (West Hartford, CT)	1989 - Present
Member of the Advisory Committee of the Office of Adult Learner Services, The College Board (New York)	1981 - 1984
Advisory Panel on Minority Concerns, The College Board (New York)	1984 - 1988
American Association for Adult and Continuing Education	1967 - Present
Massachusetts Personnel and Guidance Association	1970 - 1976
American Personnel and Guidance Association	1974 - 1976
American Association of Community and Junior Colleges	1984 - Present
American Association for Higher Education	1982 - Present

#### PUBLICATIONS/ARTICLES/PAPERS DELIVERED

"Working with Community Agencies: Strategies for Directors of Adult Basic Education." Adult Education Association of Massachusetts Journal, Spring, 1973.

Book Review published in Bay State Banner, September, 1981: Bad Blood by James J. Jones, Free Press.

"The Growth of Egalitarian Education", Register Citizen, Torrington, Connecticut, March 4, 1986.

"The Boston Literary and Historical Association: An Early 20th Century Example of Adult Education as Conducted by a Black Voluntary Association", Lifelong Learning, January, 1986.

"Adult Education in the Boston Black Community from 1900 to 1950 as Conducted by Selected Voluntary Associations." Paper presented in Boston as part of Boston College conference on History of Blacks in Boston, 1987.

"Share Something with Someone", Commencement Address delivered at Massachusetts Bay Community College, 1988.

#### AWARDS

National Council on Community Services and Continuing Education, New England Regional "MAN OF THE YEAR" for Outstanding Professional Service and Leadership. 1977.

University of Massachusetts/Boston State College Alumni Association "Leadership Award for Distinguished Community Service", 1987.

#### HOBBIES

Gardening, photography and listening to music

DIANNE WILLIAMS  
23 CARIBOU WAY  
OAKDALE, CT 06370  
(203) 848-9837

#### SUMMARY OF ADMINISTRATIVE EXPERIENCE AND ACHIEVEMENT

My administrative experience was gained first in health care institutions and more recently in an institution of higher education. I have been responsible for recruiting, interviewing, hiring, orienting, evaluating and dealing with performance issues and am confident in all aspects of personnel management. I have twice been brought into situations which were administratively unstable and in which staff were frustrated and dissatisfied. In both cases I was able to identify problems, develop a consensus, put in place needed policies and procedures, stabilize the situation, and mobilize individual talent and energy to move forward. I have been equally effective in assuming responsibility for an organization or the component of an organization that was operating effectively and still bring about improvement.

My experience in fiscal resource management has included developing and monitoring budgets, contracts, and Memoranda of Understanding with the military. I have identified funding sources and then successfully written and administered grants. I have strong analytical and both written and oral communication skills.

I am committed to open communication and collaborative models but understand when the responsibility for the decision rests with me. I am confident in both making and being held accountable for such decisions. I set high but reasonable performance standards for myself and those who report to me, communicate those standards clearly, and use various approaches to assist individuals in meeting these standards. When necessary I have used progressive discipline and confronted major performance issues. If staff are asked about this they usually report "tough but absolutely fair."

#### SUMMARY OF EXPERIENCE AND ACHIEVEMENT IN INSTRUCTION

I have broad experience in all aspects of the instructional process. I have taught and evaluated learners from elementary school through college graduates and have done so as an independent instructor and both member and leader in team taught courses. My experience includes both credit and non-credit courses, offerings on campus and within the community, traditional and experiential courses, and both in the classroom and the practice setting. I have written courses approved by outside reviewers for continuing education units, and reviewed courses for the awarding of CEU's using the national standards, Board of Trustees policy, and regulations of the Department of Education for teacher certification. I have also developed new academic programs and courses.



As Chairperson of the Nursing Curriculum Committee for two years major changes in the curriculum were proposed, studied, approved by all appropriate authorities and implemented. As elected Chairperson of the college Curriculum Review Task Force (1983-84), a major change in the General Studies Degree was studied, debated, approved, and instituted. I have worked with faculty to develop and review curriculum and make changes in response to Department of Higher Education or Board of Trustees mandates, national trends, and needs of students and employees locally.

I have reviewed and selected textbooks, written items for national standardized tests, done career and academic counseling, and both taught the process of portfolio development and assessed portfolios for the awarding of credit. I achieved the rank of Associate Professor and was awarded tenure status prior to becoming Director of the Nursing Division.

As Dean of Instruction for six months while retaining all responsibilities as Associate Dean my accomplishments included the following:

1. Developed new procedures to monitor and document compliance with all contractual requirements of staff.
2. Reviewed all degrees in relation to new Department of Higher Education requirements for credits in general education and made changes to bring all into compliance as of fall '91.
3. Worked with program leaders to review and make changes in policies and procedures related to field study/practicum courses. Packets for practicum students in each discipline developed.
4. Worked with Thames Valley State Technical College in joint degree in which 3 courses would be taken at Mohegan in the new Technical Sales Option to General Engineering degree.
5. Developed Business Practicum course to be taught once each academic year by a full time faculty member to include students in management, marketing and accounting.
6. Implemented the new computer literacy requirement for students planning to graduate May '91.
7. Worked with Program Leader in Travel Tourism to develop articulation agreement with the University of New Haven.
8. Instituted or reinstituted advisory committees for all occupational degrees.

As Director of Instructional Services and then Associate Dean of Instruction my accomplishments included the following:

1. Wrote the Center of Excellence Proposal for Associate Degree Nursing in the Community Colleges to be submitted to the Department of Higher Education. This proposal was ranked first by the Board of Trustees and approved by the Connecticut Department of Higher Education. Funding was not available.
2. Set up course offerings at three new off-campus sites, established procedures with those host agencies, and negotiated contracts. Proposed a network approach to library support off campus which was adopted.
3. Reinstigated non-credit programming at the College including short courses, grant funded courses, and courses through contracts with varied state agencies.
4. Developed the off campus portion of the Self Study for the New England Association of Schools and Colleges in 1988, and served on committee for 1992 review.
5. Wrote and administered a funded grant to refurnish the Beck Women's Center.
6. Established new strategies related to adjunct faculty to make them a more informed and involved component of the Instructional Division with increased accountability. Approximately 100 adjunct faculty are hired each semester.
7. Revitalized the Subase programs resulting in increased visibility and enrollments. Initiated College's membership in three networks of the international SOCNAV consortium, implemented a first annual reception for military leaders at the college, and was responsible to the college for personally writing SOCNAV agreements for individual students from 1987-1990.
8. Obtained funding to pilot a Summer Seminar for Seniors in Summer, 1988 and based on that success secured funding for expanded programs in 1989 and 1990.
9. Set up contract courses with the Connecticut Army National Guard, personnel assigned to submarines under construction at the Electric Boat Division of General Dynamics, and United Technology.

10. Obtained grant funds to purchase a complete set of all Annenberg/CBP audio tapes for the College.
11. Proposed, developed, secured funding and administered an Allied Health Careers Prep Program taught by developmental and nursing faculty.
12. Successfully applied to the State Department of Education for College to become an approved provider of CEU's for teachers for 1989-1991.
13. Developed and implemented a fee structure and review process for College to award CEU's for programs offered by outside groups such as the Southeastern Connecticut Library Association, CONTACT, and Justice and Peace Commission.
14. Instituted and administered programs provided through contracts with the Department of Emergency Medical Services, and State Department of Transportation.
15. Developed the concept of 3-5 course clusters of credit courses with a specific occupational objective targeted for employees needing retraining. Promotion on hold because of decreased number of sections available in the schedule for fiscal reasons.
16. Proposed, developed, secured funding and administered a Nurse Assistant course for Norwich residents on public assistance. Coordinated with the State Departments of Labor, Human Resources, and Income Maintenance as well as the City of Norwich.

As the Nursing Division Director from 1984-1986 my accomplishments included the following:

1. Successfully negotiated contracts for clinical experience for students with three new agencies.
2. Reactivated the Nursing Program External Advisory Committee after a five year lapse.
3. Reinstigated the Continuing Education for Nursing and Allied Health Program after a two year lapse.
4. Wrote successful grants with a faculty member of seventy thousand dollars for nursing laboratory equipment, audiovisuals, and computer software.

5. Directed two major program reviews and in depth inspections, one planned and one unexpected. Both required extensive self study reports which I coordinated and edited. Neither review identified a single discrepancy in the organization and administration of the Nursing Division.
6. Developed numerous new policies for the Division which were approved via the governance system.
7. Oversaw the development of a policy and procedure for advanced placement of LPN's into the program.
8. Served on every major college committee at the institution including election to the Executive Committee of the Professional Staff Senate and the Presidential Search Committee in 1985.

#### PROFESSIONAL EXPERIENCE

1979-present - Mohegan Community College, Norwich, CT

- A. 1991-1992 - Interim President  
Responsibilities include all those of Chief Executive Officer reporting to the Executive Director of the Board of Trustees of Connecticut Community-Technical Colleges.
- B. 1990-1991 - Dean of Instruction  
(For the six months in this position retained all responsibilities of Associate Dean because that position was not refilled.) Responsibilities as Dean included all academic programs; the Learning Resource Center; the Tutoring Center; and direct supervision of all full time staff in the Instructional Division (approximately 50).
- C. 1989-1990 - Associate Dean of Instruction  
In addition to the responsibilities held as Director of Instructional Services from 1986-89, assumed supervision of all full and part time faculty in career programs and academic responsibility for the career programs themselves. Included are Accounting, Marketing, Business Administration, Data Processing, Office Administrative Careers, Paramedic, Early Childhood Education, Travel and Tourism, Criminal Justice, Human Services, Nursing, and Industrial Supervision.

- D. 1986-1989 - Director of Instructional Services  
Responsibilities included contract administration; recruitment and evaluation of adjunct faculty; all non-credit programming; administration of off-campus programs, the Academic Computer lab and the Business Services Network. Served as member of the President's Cabinet and elected to the Policy and Planning Committee of the college governance system 1987. Responsible for College's Summer Session. Account manager for the Educational Extension Fund. Developed contracts for credit courses and administered those courses. Responsible for the Instructional Division in the absence of the Dean.
- E. 1984-1986 - Nursing Division Director  
Responsibilities included supervision and evaluation of eight full-time and varying numbers of part-time faculty; preparation and implementation of the budget; overseeing the curriculum; and total operation of the Continuing Education for Nursing and Allied Health Program.
- Also included were counseling of potential and enrolled students, maintaining effective relationships with agencies contracted for clinical experience, and ensuring that the Program met all requirements of State regulatory agencies and the national accreditation organization.
- F. 1979-1984 - Nursing faculty member - Taught classroom, laboratory, and clinical components. Served on college and division committees, advised students, was responsible for the pediatric component of the program, and taught continuing education courses to nurses in the community. Granted status as tenured Associate Professor.
- G. 1986-present - Projects for the Community-Technical Colleges. Served on Management Negotiating Team for contract in 1989 and the reopener in 1990. Member of subcommittees on paid leave for allied health faculty and compensation for program leaders in 1990. Member of Willis Rating Committee 1990-91. Serve as a consultant on various nursing related issues for the Central Office. Reviewed pilot Nurse Assistant Programs at Greater Hartford Community College and Mattatuck Community College.

In 1990 appointed by Executive Director as one of three system representatives to Board created Task Force on Nursing Education, and as the community college representative to a consortium created by the four state universities to provide nursing education via television through a major grant.

1977-79 Huntington Institute, Norwich, CT

Developed Medical Assistant Program which was subsequently approved by the State. Arranged externship placements for students in physician offices, organized a course in laboratory procedures, and taught numerous courses. Served as consultant for a proposed LPN program.

1971-74 Health Educator/Nurse, Yokohama, Japan

Taught health curriculum for 600 student school grades K-5. Screened all students; served as liaison between the school and military dispensary; served as the social service case manager; coordinated first aid coverage; and did intake of students referred to the Pupil Placement Team.

1973-74 Yokohama Medical Center, Yokohama, Japan

Planned and taught conversational English program for Japanese nurses and physicians. Also arranged intensive cultural instruction for Japanese families relocating to the United States.

1969-72 Condell Memorial Hospital, Illinois

A. Instructor in new Continuing Education Department:

Developed three new programs judged successful by administration and staff. Organized staff development programs for evening and night shifts. Developed and taught a new six week course for nursing assistants. Wrote and assisted in teaching a three week coronary care course offered to nurses throughout the county.

B. Head Nurse of 8-Bed ICU-CCU:

Scheduled, supervised and evaluated personnel on all three shifts and developed staff education

programs for unit personnel. Instituted record-keeping and information retrieval system with physicians for ongoing studies. Responsible for nonpersonnel budget including major equipment purchases.

1969 National Naval Medical Center, Bethesda, MD

Charge nurse on dependent ward specializing in new protocols. Assigned and supervised team members and provided direct care.

1967-68 United States Navy Nurse Corps

As Ensign was charge nurse in combined ICU-Recovery Room. Assigned, supervised and evaluated members of health care team and provided direct care. Accompanied patients on helicopter transfers.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

- 1967-1990 - American Nurses' Association  
Delegate to 1985 House of Delegates in  
Kansas City
- 1985-1990 - National Association of Academic Affairs  
Administrators
- 1984-1987 - University of Connecticut Continuing Educa-  
tion Advisory Committee
- 1980-1990 - Connecticut Nurses' Association
  - 1983----- Chairperson-Economic and General  
Welfare Task Force-Statewide
  - 1984-85---Associate Degree representative  
on Entry Into Practice Task  
Force Statewide
  - 1982-87---Elected delegate to annual  
conventions
  - 1983-87---Member Legislative Network
  - 1982-84---Board Member District V
  - 1984-86---Second Vice President District V
- 1984-1986 - Deans' and Directors' Council of the  
Connecticut League for Nursing
- 1984-1988 - National Association for Female Executives
- 1982-1986 - Council of Associate Degree  
Nursing Education Programs  
in Connecticut



- 1986-present - Connecticut Women in Higher Education  
Administration-charter member
- 1986-1990 - Community Service Deans' Council  
Community-Technical Colleges  
Chairperson 89-90
- 1991 - Academic Deans' Council
- 1988-1990 - International Personnel Management  
Association
- 1989-present - National Alliance of Community and Technical  
Colleges
- 1990-present - National Council of Instructional  
Administrators
- 1991-present - American Association for Higher Education

#### **RECOGNITIONS**

- 1966 - Elected to Sigma Theta Tau - National  
Nursing Honor Society
- 1979 - Elected to Phi Kappa Phi - National  
Honor Society
- 1981-1983 - Elected by nursing students as their  
speaker at Pinning Ceremonies
- 1983 - Elected by faculty to offer greetings at  
Inauguration of new president
- 1984 & 1986 - Included in editions of Who's Who in  
American Nursing. Also listed in 15th,  
16th and 17th editions of Who's Who of  
American Women
- 1985 - Awarded "Distinguished Service Award" by  
District V of the Connecticut Nurses  
Association
- 1985 - Acknowledged by authors of the Instructor  
Resource Manual for Essentials in  
Pediatric Nursing for assistance.
- 1987 - Selected for and successfully completed  
year long Leadership Program -  
Norwich Area Chamber of Commerce



- 1988 - Merit Promotion Award - Board of Trustees of the Regional Community Colleges
- 1990 - Merit Award - Board of Trustees of the Community-Technical Colleges

#### RELEVANT PRESENTATIONS

- 1982-1986 - Associate with Nursing Management Associates presenting workshops in the area of management for nurses
- 1983 - Experiential Learning Evaluation for Licensed Practical Nurses: Present, Realities and Future Possibilities as part of 3-day conference "Retooling for the Adult Learner"
- 1983 - "When the Students Know More Than the Instructor" published in Communitas
- 1983 - Banquet Speaker at Annual Meeting of District V of the Connecticut Nurses' Association
- 1986 - Career Moves - A Conference for Women
- 1983-1988 - Stepping Stone programs presented by Mohegan Community College for returning adult students
- 1987 - Mediation Training Institute trainer.
- 1987 - CNA Convention - Presentation on Managerial Mediation
- 1990 - Chairperson for Keynote Session - Annual Meeting of National Alliance of Community and Technical Colleges

#### COMMUNITY ACTIVITIES

- 1991 - Board of Directors CONTACT of Southeastern Connecticut
- 1991 - Appointed by Commissioner to Regional Advisory Council of Department of Children and Youth Services

- 1990-present - Southeastern Connecticut Economic Development Coalition - Cochair Training Subcommittee
- 1987-present - Board of Directors - Private Industry Council of Southeastern Connecticut
- 1991-present - Board of Directors - United Community Services
- 1991-present - Women's Network of Southeastern Connecticut
- 1990-1993 - 3 Year term on Allocation Panel-United Way of Southeastern Connecticut
- 1987-88 - Board of Directors - Southeastern Connecticut AIDS Project Education and Personnel Committees
- 1988-89 - Labor Force Task Group - Norwich Area Chamber of Commerce
- 1987-89 - Governing Board - Vice Chairperson - Uncas Health District
- 1987-1990 - Vice President - Women's Center of Southeastern Connecticut
- 1986-87 - Board of Directors - Women's Center of Southeastern Connecticut
- 1986-present - Mohegan Community College Foundation
- 1987-present - Vietnam Women's Memorial Project
- 1983-85 - Secretary to Board of Planned Parenthood of Southeastern Connecticut
- 1983-85 - Health Care Task Force in Montville - two year study of health care needs townwide.
- 1986 - Task Force on Teenage Pregnancy
- 1979-82 - Professional Advisory Board for Ledyard Public Health Agency
- 1980-81 - Steering Committee to Establish School System Goals in Groton
- 1980 - Publicity Chairperson for Friends of the Groton Library

- 1979-80 - President Dr. Charles Barnum Elementary School PTO
- 1972-76 - LeLeche League Leader-Served as only LeLeche League leader to assist breastfeeding mothers and consult with physicians in Japan. Organized emergency volunteer milk bank for critically ill adopted child which involved locating and screening donors, setting up collections at central points in several cities and arranging shipments of frozen milk from Tokyo to Okinawa weekly for a three month period.

**WORKSHOPS, CONFERENCES AND COURSES RELEVANT TO THIS POSITION**

- 1990 - Annual Meeting of National Alliance of Community and Technical Colleges - 2 days
- 1990 - Strategic Planning
- 1989 - Fundamentals of Finance and Accounting for Non Financial Managers - 1.5 CEU's
- 1989 - Marketing - Planning and Research
- 1988 - Cognitive Style Mapping Professional Workshop - 2 days
- 1986 - Managerial Mediation
- Summer, 1986 - Personnel and Labor Relations 3 credits  
Hartford Graduate Center
- Spring, 1986 - Introduction to Microcomputing Applications-3 credits
- 1985 - The Importance of Recruitment and Retention Programs for Minorities in Health Careers
- 1985 - Grantwriting
- 1985 - The Nuts and Bolts of Continuing Education
- 1984 - Chairing the Academic Division 2 days
- 1983 - Evaluating, Developing and Promoting General Education - 2 days

- 1983            - General Education in the Community College  
                 Curriculum - 2 days

**EDUCATION**

- 1979            - University of Rhode Island  
                 Master of Science  
                 Major: Nursing
- 1967            - DePauw University  
                 Bachelor of Science (cum laude)  
                 Major: Nursing  
                 McMahon Scholar

## JOSEPH S. ANDERSON JR.

RESIDENCE:  
35 CHARTER OAK DRIVE  
EAST LYME, CT 06333  
203 739-8676

MOHEGAN/THAMES VALLEY  
COMMUNITY TECHNICAL COLLEGE  
MAHAN DRIVE  
NORWICH, CT 06360  
203 886-1931 EXT. 225

### SUMMARY OF QUALIFICATIONS

Educated and proven as a public administrator and resource manager. Over twenty-five years experience in challenging mid and senior level executive positions with extensive responsibilities for public fiscal management. In depth experience and involvement in each of the following key area:

**ORGANIZATIONAL LEADERSHIP** Seasoned member of senior management, well versed in strategic planning, dispute resolution and policy setting. An effective credible representative in any public, governmental, or private forum. Strong problem solving skills and organizational loyalty.

**FINANCIAL MANAGEMENT** Extensive experience in all areas of fiscal management. Budget planning, preparation, and execution at all levels. Direction of accounting and financial reporting systems ranging from small manual bookkeeping systems to large fully automated networks. Oversight, internal audit, and financial analyses services for all finance related activities including federal grants. Experienced in meeting fiscal reporting requirements imposed by federal, state and local governments.

**SUPPORT SERVICES** Accomplished in the direction of a broad range of logistics and support services: Transportation functions including personnel travel, shipping and receiving, and vehicle operations; management of food service programs and other student support activities. Extensive involvement with data processing systems, microcomputer applications and automation of administrative and support functions.

**PERSONNEL ADMINISTRATION** Broad supervisory experience in directing and motivating the efforts of managers, technicians, professionals and service personnel. Experienced in personnel accounting and payroll systems and organizational insurance programs including liability and workmen's compensation. Qualified in labor relations areas, coordination with unions, wage and benefit negotiations and adverse personnel actions.

**FACILITIES OPERATION AND MAINTENANCE** Skilled in developing and controlling plant maintenance budgets. Experienced in contracting for facilities repair and maintenance services, and negotiating leases and maintenance terms for all leased property. Trained in Real and Personal property management; maintenance of property control records; and planning and budgeting for long range replacement of these assets.

**CONTRACTING AND SUPPLY MANAGEMENT** Experienced in directing a wide range of contracting and purchasing programs; new construction, facility repairs, services, supplies, consultants, and research projects. Skilled in directing small purchase and inventory management programs for providing operating supplies, equipment and services needed for support.

## EDUCATION AND TRAINING

Bachelor of Science - Engineering and Management  
U.S. Coast Guard Academy, New London, Connecticut 1961

Master of Science (with Distinction) - Financial Management  
U.S. Naval Post Graduate School, Monterey, California 1969

Extensive Continuing Education and Management Training including:

- |                               |                                   |
|-------------------------------|-----------------------------------|
| - Computer Systems Management | - Microcomputer Applications      |
| - Budgeting                   | - Personnel Management            |
| - Cost Analysis               | - Long Range Planning             |
| - Internal Audit and Control  | - Stress Management               |
| - Affirmative Action          | - Sexual Harassment Awareness     |
| - Alcohol and Drug Abuse      | - Handicapped/Disabilities Access |
| - Energy Conservation         | - Labor Relations                 |
| - Contract Law                | - Personnel Evaluation            |

## PROFESSIONAL EXPERIENCE

**DEAN OF ADMINISTRATION** Mohegan/Thames Valley Community-Technical College, Norwich, Connecticut. Chief Administrative and Fiscal Officer for this newly merged institution serving over 4,500 students from throughout Southeastern Connecticut and surrounding New England states. Responsible for integrating all support services at the two campuses, improving operating efficiencies, and accomplishing savings required by the terms of the merger. Coordinates the activities of four directors in managing physical plant operations, personnel support, academic and administrative data processing, accounting, payroll, purchasing, and budget administration. (July 1992 - Present)

**DEAN OF ADMINISTRATIVE SERVICES**, Mohegan Community College, Norwich, Connecticut. Chief Fiscal and Administrative Services Officer for rapidly growing two-year educational institution serving over 3,100 students. Responsible for all fiscal support and resources management services associated with the college's two hundred plus employees, seven million dollar annual operating budget and 44 acre/130,000 square foot physical plant. Responsibilities also include service on state wide committees, task forces, and councils for the connecticut Community-Technical College system. Major assignments in this capacity included Chair of Council of Deans of Administration and ADP Task Force Steering committee. (1987-1992)

**DISTRICT COMPTROLLER** First Coast Guard District, Boston, Massachusetts. Chief Fiscal Officer and Logistics Director for U.S. Coast Guard Operations throughout New England. Direct a staff of 65 professionals responsible for all financial and logistics services in support of Coast Guard Budgets in excess of \$100 million annually. Responsibilities include accounting, budget administration, contracting and supply, internal audit and financial analysis, transportation, and property management. (1983 to 1987)

COMPTROLLER, U.S. COAST GUARD ACADEMY New London, Connecticut. Chief Fiscal Officer and Support Services director for one of the nation's top educational institutions. Managed a staff of over 200 personnel in providing complete support services for all academic and training programs and for the 1,000 member Corps of Cadets in residence. Directed all fiscal and supply programs, property management, food service operations, student activity services, transportation, and all retail sales programs. Coordinated all institutional budgets and long range financial planning. (1979 to 1983)

CHIEF, PLANNING AND ANALYSIS STAFF U.S. Coast Guard Headquarters, Washington, D.C. Directed all planning and budgeting activities for the Comptroller of the U.S. Coast Guard including coordination of the service's total operating and maintenance expense budget. National director of Coast Guard non-appropriated fund activities including all servicewide exchange and commissary operations. Administrator of insurance programs for servicewide retail and morale activities. (1975 to 1979)

## MILITARY SERVICE

Over twenty six years service in the United States Coast Guard. Retired June 1987 with rank of CAPTAIN.

Shirley Andersen Perry  
213 West Town St., D22  
Norwich, CT 06360  
203-886-4917 (home)  
203-886-1931 (work)

**EDUCATION:**

Graduate study in Marketing and Management, 1981 (Sabbatical Leave, 1980-81)	Loyola College and John Hopkins University, Baltimore, Maryland
Ph.D., Counseling and Personnel Services, 1977 College Student Personnel; Supporting Areas: Psychology, Sociology, Higher Education	College of Education University of Maryland College Park, Maryland
A.G.S., College Student Personnel; 1969 60 hours Advanced Graduate Specialist Program	College of Education University of Maryland College Park, Maryland
M.Ed., Guidance and Counseling;	College of Education Boston, Massachusetts
B.S., Psychology; 1957 Magna Cum Laude	Jackson College Tufts University Medford, Massachusetts

**EXPERIENCE:**

1989 to present	<u>Dean of Student Services and College Development</u> Mohegan Community College/Thames Valley State Technical College
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Responsible for administration of all student services, including admissions, marketing, placement testing, advising, counseling, student activities, financial aid, registration and records, assessment of prior learning program, services for students with disabilities. Supervise total staff of 29; 18 professionals (15 full-time, 3 part-time) and 11 clerical personnel. Manage Division's budget of \$232,000 annually. Coordinated development of Mohegan's first Institutional Assessment Plan. Manage current Perkins Grant (\$150,000) for vocational education. Preparation of various grant proposals, e.g., Tech-Prep. Liaison to Mohegan's Foundation for fundraising.



EXPERIENCE: (Continued)

- 1977-1989     Director of Admissions/Outreach     (1980-1989)  
                 Assistant to Dean for Marketing     (1977-1979)  
                 Catonsville Community College
- Responsible for coordination of College's recruitment efforts for high school and adult populations. Served on college-wide Marketing Committee responsible for credit and credit free marketing policy, advertising expenditures, and implementation of marketing strategies. Direct selection process for Honors Program. Direct diverse mailing and other automated written communications using on-line systems and word processing. Supervision of professional and clerical admissions staff. Budgetary responsibility for Admissions/Outreach office.
- 1976-1977     Acting Director of Admissions and Skills Center, responsible for remedial-developmental instructional services, Catonsville Community College.
- 1972-1977     Counselor and Coordinator of Admissions, Catonsville Community College
- Coordinated all admissions procedures. Responsible for high school articulation. Planned and implemented numerous career and/or college educational programs for prospective student groups. Extensive liaison with faculty, community members, high school counselors. Coordinated College's orientation program. Assisted with development of numerous college publications.
- 1969-1971     Instructor, Counseling and Personnel Services Department,  
                 University of Maryland
- Teaching responsibility in student personnel and mental health. Coordinator of field placements in student personnel agencies. Advising of graduate students.
- Associate Director, EPDA-Funded Fellowship Program for minority community counselors and instructors, University of Maryland. Included coordination of graduate level core course on "The Junior College."
- 1970-1971     Administrative Intern, at National Headquarters of American Association of Junior Colleges, Washington, D.C. in Governmental and Urban Affairs Office.
- 1967-1969     Graduate Assistant, Counseling and Personnel Services Department, University of Maryland. Administrative assistant to Department Head.
- 1968-1969     Counseling Practicum, two semester non-salaried practicum at University of Maryland, Counseling Center.

Shirley Andersen Perry  
Page 3

**EXPERIENCE:** (Continued)

- 1969 (Spring) Apprenticeship in student personnel services, Prince George's Community College, Largo, Maryland.
- 1966-1967 Assistant Director, Judiciary Office, Student Life Department, University of Maryland. Advised women's judicial boards and SGA student courts for appeals. Included administrative responsibility for women's disciplinary system on campus.
- 1965-1966 Counselor with Manpower and Development Training Program for underskilled, underemployed L.P.N.'s, School of Practical Nursing, Prince George's General Hospital, Cheverly, Maryland.
- 1960-1965 Secondary School Counselor; Guidance Department Chairperson, 1964-1965. High Point Senior High School, Prince George's County, Beltsville, Maryland. Considerable college-bound advising experience.
- 1957-1959 Undergraduate and Women's Placement Office, Boston University Placement Service, Boston University, Boston, Massachusetts.
- Responsible for part-time and summer undergraduate job placement, 1957-1958. Acting Director, career advisement and job placement for graduating women, 1958-1959.
- 1959-1960 Graduate Assistant, Guidance Department, School of Education, Boston University, Boston, Massachusetts.
- 1959-1960 Field Study Intern, Admissions Office, Radcliffe College, Cambridge, Massachusetts.

**PUBLICATIONS:**

A Marketing Plan for Catonsville Community College. 1981. (Unpublished)

Doctoral Dissertation: A Cross-Validated Study of the Prediction of Community College Attrition Using Demographic and Motivational Variables. (Unpublished) 1977.

R. Frank Mensel and Shirley Perry, (Editors), The Peralta Colleges Inner City Project. AAJC., December 1970.

R. Frank Mensel and Shirley Perry, (Editors), The Peer Counseling Program. AAJC., January, 1971.

**RECENT PROFESSIONAL AND COMMUNITY ACTIVITIES**

- \* National Council on Student Development (NCSD, AACJC), Region I Representative.
- \* NCSD's national Leadership Colloquium participant, Fall 1991.
- \* American College Personnel Association (ACPA) Member, Commission XI, Student Affairs in Two Year Colleges.
- \* Easter Seal Rehabilitation Center of SE CT, Program Committee Chairperson and 2nd Vice Chair, Board of Directors.
- \* United Way of SE CT, Allocations Panel Chairperson
- \* Vice-President, Southwestern Mental Health Center Citizens Advisory Council.

**PERSONAL DATA:**

Marital Status: Single  
Health: Excellent  
Personal Interests: Golf, skiing, theater, nature photography, protection of environment

# 1. MISSION AND PURPOSES

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## DESCRIPTION

Mohegan Community College provides a wide range of high quality, affordable educational services to Southeastern Connecticut. The statement of Mission and Institutional Goals, originally defined by the Connecticut General Assembly in Public Act 75-100, has been revised in response to changes in the Community College System. Referred to as "the mission" in this document, the following statement provides the framework for all activities within each division of the College.

### Mission

The purpose of Mohegan Community College is to provide occupational, educational, and cultural enrichment for Southeastern Connecticut in ways that are sensitive to the needs of individuals and responsive to the needs of the community at large. As a community college, Mohegan is committed to serve the lifelong educational needs of a diverse population by making its services accessible in terms of cost, location, and variety of instructional methods. Mohegan strives to educate the whole person in an egalitarian and humane atmosphere, and to effect a positive attitude toward the student's capabilities and potential, as well as to awaken the intellect. Mohegan attempts to develop in students an appreciation for the past and a regard for ethical behavior that will better prepare them for practical life reali-

ties, while being receptive to change and accepting of social responsibility. Mohegan's uniqueness and quality derive from the fundamental democracy of its mission.

### Institutional Goals

1. To offer programs of occupational, vocational, and career education.
2. To provide programs of general study.
3. To offer programs of study transferable to four-year, degree-granting colleges or universities.
4. To provide basic skills instruction.
5. To provide community education, activities, and programs.
6. To provide student support services.
7. To provide self-development activities.

Mohegan's Institutional Plan translates the broad outline of its mission into specific objectives, methods, outcomes, and time lines. This plan drives the curriculum, the professional development activities, the student activities, the College's policies and financial commitments.

## **APPRAISAL**

Mohegan's mission statement reflects the spirit of what we strive to accomplish. When surveyed in 1991, all college personnel saw a direct connection between the statement and the day-to-day activities of the College. We believe that the merger with Thames Valley Technical College will increase the opportunities available

to students at both colleges, thereby enabling us to better accomplish our mission. As the two colleges come together, we will once again review the wording of the mission. The process of rewriting the system's mission, the first step, has already begun.

The staff at Mohegan have a deep commitment to the mission of the College and feel proud of how much we have accomplished despite the unpredictability of state funding.

Mohegan's future depends not on any change in its commitment to its mission and goals (which is unquestionably great), but on the financial commitments the State makes to the College. During these years of budget cutbacks, Mohegan has managed to meet its goals, but it has teetered on the edge of disaster, coming dangerously close to closing programs and eliminating courses required for graduation. Each time one of these possibilities looms, the State rescues the College at the last minute with a small infusion of money. Nevertheless, the College has found it difficult to provide community education and activities, such as access for senior citizens and high school students. Failure to increase funding or, worse, cutbacks in budgets, will force a modification of how the College fulfills its goals. It should also be noted that a mission for the new comprehensive community college is being developed with input from both existing colleges.

## PROJECTION

Since its inception, Mohegan has defined itself as a college that responds to community needs. Southeastern Connecticut's

economy has for decades been addicted to defense dollars, which are now being slashed. As there are struggles to redesign its future, Mohegan will continue to refine its role. The merger of Mohegan and Thames Valley State Technical College should mean the delivery of better coordinated educational services to the region. The process of merging personnel, services and mission will be a tremendous challenge to both colleges, the community, and the Board of Trustees.

Mohegan faces the potential for increased demand for occupational, degree, and certificate programs to meet retraining needs in the area's changing economy. As a result, the College will need to perform a careful analysis of course offerings, develop appropriate non-credit programs, and change the utilization of its fiscal and human resources.

Mohegan is also likely to experience increased demand for programs that transfer to four-year institutions. This will occur because of increasing costs at residential colleges and because displaced workers recognize the need for education beyond specific job training.

Given the demand for degree and certificate programs, Mohegan will need to revise its mission statement to reflect the emphasis placed on these programs. Our registration procedures currently give priority to students enrolled in a program over those who are taking courses for enrichment; therefore, our mission statement should also reflect our primary role as a comprehensive, post-secondary institution.

## 2. PLANNING AND EVALUATION

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### DESCRIPTION

In order to effectively fulfill a mission, continual evaluation and improvement are necessary. To accomplish this, Mohegan Community College has established a highly participatory planning process, which identifies long term (5 year) and annual goals. A number of planning documents have been developed, the most comprehensive of which is the Mohegan Community College Institutional Plan. The plan must respond to all objectives included in the Regional Community College Long-Range Plan. The plan details goals, objectives, performance outcomes, timelines, and administrative responsibility. These terms are defined as follows:

**Goals** - A goal grows out of the college mission and is a statement concerning the direction the college will take within the next five years.

**Objective** - An objective is a more specific statement, usually focusing on what can be accomplished within a year. Long-range objectives are identified if known.

**Performance Outcomes and Timelines** - Specific indicators to demonstrate successful completion of each objective are included with the expected target date.

**Responsible Individual(s)** - The responsible person (dean) is listed with each outcome.

The President initiates the planning process each year by mid-October. The process, which continues until June, results



in a plan for the next fiscal year, beginning July 1. The President presents a report which includes:

1. a detailed schedule for the process.
2. information and guidelines related to the internal and external opportunities, problems and constraints.
3. a discussion about major strategic issues.

The President's Cabinet and the Planning and Policy Advisory Committee (PPAC) then discuss, clarify, and agree on planning parameters. PPAC serves as the representative of the entire College community. PPAC was formed to address major institutional planning and policy issues and to provide a forum for discussion of other important issues. The structure and general functioning of this committee is described in Mohegan's governance document.

During the year meetings take place in which modifications are proposed, problems are discussed, and a consensus is reached. At this point PPAC makes recommendations to the President. The President then synthesizes the input and issues the official plan. A thorough discussion of this participatory process is outlined in the Mohegan Policy Manual (Policy #6).

After the official plan is issued, individual plans are developed by each manager, director, coordinator, and other staff with significant program responsibilities. Drawing from the Institutional Plan, these plans include specific and measurable objectives. The plans are also used as a measurement of individual

effectiveness, providing a portion of the framework for periodic and year-end evaluations.

In order to determine the effectiveness of the planning process, an ongoing and annual evaluation takes place. The evaluation process allows the College to verify its attainment of plan objectives. Everyone with planning responsibilities shares in the evaluation process. The responsible individuals monitor the progress toward accomplishment of the Institutional Plan objectives. PPAC also monitors the progress. Communication takes place up and down the organizational structure.

Near the end of the Fall semester, the President meets formally with each responsible staff person to ascertain the progress made toward reaching the objectives. After this communication takes place, a report is prepared and submitted to PPAC. If appropriate, mid-year adjustments are made. Before the Spring semester concludes, responsible staff submit written progress reports to the appropriate dean. Each dean then prepares a report to the President. The college community then receives an extensive consolidated institutional annual report on the status of the plan objectives.

In addition to directing Mohegan towards fulfillment of its mission, the process also serves a number of other purposes. It provides direction for budget planning, staffing, capital equipment planning, space planning, and numerous other planning processes because priorities have been established.

Another plan of significant importance is the Five-Year Institutional Assessment Plan. This ambitious, long-range plan was developed to assess institutional effectiveness within the scope of the mission. The President, President's Cabinet and PPAC were involved in the process, and input was received from the Regional Advisory Council. The scope of the assessment process, the responsibility for development and implementation, and the resources involved are fully explained in the plan document.

In 1990, a three year plan to expand opportunities for people with disabilities was developed. A cross section of constituencies formed the Disability Plan Task Force which identified problems, set goals, developed objectives, and set timelines. Since 1990, this plan has been integrated into the comprehensive Institutional Plan.

The Racial/Ethnic Five-Year Diversity Plan, initiated in 1986, identified barriers to the access and retention of students from under-represented ethnic groups. The plan outlined strategies and timelines for implementation of new programs, policies, and procedures to remove the barriers. Mohegan completed its first year plan and developed a second plan, utilizing the task force model consistent with our emphasis on participatory planning.

Other plans upon which Mohegan draws to develop priorities include "Toward 2000: Long Range Plan for Connecticut Community Colleges" and the "Strategic Plan for Technical Education." These plans, produced by the Department of Higher Education, were seriously considered by Mohegan.

All plans mentioned in this section are available for inspection.

## **APPRAISAL**

Mohegan's highly participatory planning and evaluation process results in a comprehensive Institutional Plan which complements the mission of the College. Although the process is time consuming, everyone is aware of the plan and refers to it throughout the year. The yearly evaluation and revision of the plan encourages a reflective attitude among the staff. Communication and respect are fostered by the effort to achieve consensus on the plan. This major document is supplemented by the reports of various task forces.

Some weaknesses in the evaluation and planning process can be identified. A lack of resources led to scaling down the assessment activities which we had planned. Furthermore, budget decisions made at other levels of state government do not always match the planning priorities of Mohegan. Also, in recent years, there has been great inconsistency in the overall funding levels coming from the State. For example, the State has instituted budget cuts on an interim basis that result in the return of monies previously budgeted to run the College. This inconsistency has upset the local planning process in some instances. The planning process has also been weakened by a sparsity of institutional data available in useable form. We expected that a new automated data system, which would have partially remedied this problem, would be implemented

for the community college system beginning in 1992. At this time the Central Office has postponed the purchase of that system.

A recent survey of College staff indicated another possible weakness in the planning process. Many respondents felt that students were not sufficiently represented in the planning process, although two (2) student senators already sit on PPAC. Perhaps this could be overcome by devising a more specific role for the Student Senate in the development of the annual Institutional Plan.

## **PROJECTION**

Planning and evaluation will receive even greater attention in the upcoming years. Our merger with Thames Valley State Technical College will require numerous task forces to integrate the planning and evaluation process. Three groups which have formed to date will make recommendations on governance and a new name, and will identify the policies and issues effected by the merger. The two institutions have different styles, but our shared vision will provide a bridge.

The uncertainties of state funding will continue to plague us and require us to seek alternate resources.

The demand for accountability, as well as our own desire for better information, will require increased attention to evaluation in all aspects of the operation of the College.

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

- 1) Provide appropriate forecasts and evaluations of FTE usage throughout the year to enable planning and control of semester course schedules.
- 2) Evaluate 1991/92 strategy outcomes and implement 1992/93 strategies as specified in the Plan to Expand Opportunities for People with Disabilities.
- 3) Develop a plan to increase cultural diversity at the College using the recommendation of the Task Force on Ethnic and Racial Diversity.

### 3. ORGANIZATION AND GOVERNANCE

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#### DESCRIPTION

The Appendix provides a chart of the higher education structure. The description of the constituent elements provided in this chapter reflects the structure at Mohegan Community College as of September 1, 1992.

#### Relation to State Government

Responsibility for the cumulative coordination of all public higher education rests with the Department of Higher Education. The State Department of Administrative Services, through its Division on Personnel and Bureau of Public Works, provides many operational services to, and for, classified state employees and facilities evolution. Management of state financial application services is rendered by the State Treasurer, the State Office of Policy and Management, and the State Comptroller. Other state agencies, depending on the nature of the issue, may also assist the system from time to time.

Part of the state budgetary process is to fund, through appropriations, the Community-Technical College System. This is done through the State General Assembly. Budget request guidelines for the succeeding fiscal year are formulated by the Executive Director and the Council of Presidents. These system and individual collegiate requirements are then endorsed by the aforementioned body to the Board of Trustees for approval. A formal budget

request is then forwarded to the State Board of Higher Education for recommendation to the Governor and the Legislature.

Upon completion of the legislative process, the Board of Trustees will allocate funds from the budget appropriations, among the system colleges. Fund allocation is not standardized. The Executive Director meets with each college president to assess financial needs. Mandatory expenses, such as plant operation and plant maintenance, are funded for each college. Funding is also provided for personnel costs and other operating expenses, based on continuing current levels of operations. Any available additional funding may be allocated to individual colleges, according to priorities set by the Board of Trustees, for enrollment expansion, new program development, and quality improvement.

Once all allocations have been reviewed, approved, and dispensed by the appropriate factions, each college can then manage its budget within the categories of personnel equipment, and operating expenses. Adjustments to the funding in these categories can be made within state budgetary procedures during the course of the fiscal year.

Additionally, auxiliary college services are supported through student fees. Each college retains and expends this resource as deemed necessary to provide services.

System Administration (See Appendix)

DEPARTMENT OF HIGHER EDUCATION - BOARD OF GOVERNORS



There is a Commissioner and eleven members appointed with advice and consent of the General Assembly to serve four-year, staggered terms. Seven are appointed by the Governor and four by the highest ranked members of the state legislature who are not members of the same political party as the Governor. Their main functions are to prepare and present consolidated operating and capital budget requests to the Governor and General Assembly and to establish statewide policies for tuition and fees. They review and approve institutional mission, role, and scope statements, as well as granting approval for new degree academic programs. They work in unison with the Board of Trustees governing the Community-Technical Colleges.

#### **BOARD OF TRUSTEES - COMMUNITY-TECHNICAL COLLEGES**

The Board has the responsibility for governance of the 12 Community-Technical Colleges in Connecticut. The duties are clearly defined in Public Act 89-260 and in the approved mission statement for Community-Technical Colleges.

The Board of Trustees holds eleven regularly scheduled meetings per year and four to six special meetings. The duration of the meetings is from three to four and one-half hours. Average attendance at meetings is approximately 70%.

The Executive Director of the Board is responsible for the development, maintenance, and compliance of all Board policies and procedures by all colleges in the system.

#### **CENTRAL OFFICE**

Central Office staff assist the Board of Trustees' Executive Director with ensuring that the policies, procedures, development, and compliance are maintained by all the Community-Technical Colleges in the system.

#### **PRESIDENTS' COUNCIL**

The Presidents of all colleges in the Community-Technical College System meet monthly to discuss issues, make recommendations, and receive information from the Central Office.

#### **DEANS' COUNCILS**

System-wide Deans' Councils for the various organizational elements - Instruction, Student Services, Continuing Education and Financial Administration - meet to air problems, discuss policies and develop recommendations. Each council makes recommendations for policy changes and provides assistance to the Central Office on various study groups and task forces.

#### **Local Administration of the College**

Mohegan's administrative officers are the president and three deans (Dean of Instruction, Dean of Administrative Services and Dean of Student Services and College Development). The president is the chief executive officer of the College, under the direction of the Executive Director of the Board of Trustees. A president

for the new merged comprehensive college was appointed in June 1992. The president participates in standing committees of the Board of Trustees as a non-voting member. This position provides the necessary link between the internal and external governance system.

There is no separation between the Instructional Division and Continuing Education. Instead, the Instructional Division includes all credit, non-credit, on and off-campus academic activities. The Dean of Instruction is assisted by a Director of Instructional Services, who oversees the daily operation of community education, prepares the course schedule, and administers the adjunct staff.

Since 1986, the Instructional Division has been composed of six academic departments: Career Studies, Language & Arts, Math, Natural Sciences, Nursing, and Social Sciences. Each department is chaired by a Department Coordinator, except Nursing which has an administrator as director. The Department Coordinator's job description is available for review.

Within departments, Academic Program Leaders are designated by the Dean of Instruction to monitor specific academic programs. The job description for Program Leaders is available for review.

#### **REGIONAL ADVISORY COUNCIL**

The Regional Advisory Council is comprised of twelve outstanding community members who advise the College of community needs. They provide a valuable link between the College and the community. The members are appointed by the

Board of Trustees, upon recommendation by the College, and serve a two-year term.

### **Local Governance of the College**

The governance structure at Mohegan was designed to maximize college-wide participation and to minimize problems associated with traditional committees. The current structure, proposed by a task force in 1986 and reviewed annually, has several components: a President's Cabinet; two Dean's Councils (Instructional and Student Services); divisional meetings; a Student Senate, and the Planning and Policy Advisory Committee (PPAC). Each component acts in an advisory capacity to the President.

The President's Cabinet, which meets weekly, consists of the President, the three deans, and the chair of PPAC. Its role is to discuss and advise the President on policy and problems of institutional importance. The President's Cabinet also coordinates policy implementation and promotes communication through college-wide distribution of its minutes.

The Dean's Council for the Instructional Division, which meets bi-weekly, consists of the Dean of Instruction, the Director of Instructional Services, the Director of Nursing, the Director of the Learning Resource Center, the Coordinator of Tutoring and Learning Assistance, and the department coordinators for Career Studies, Language and Arts, Math, Natural Sciences, and Social Sciences. Its role is to review curriculum, library and learning support services, to discuss and advise the Dean on budget and all

issues which have academic implications, and to disseminate information from the administration to the department members. In effect, this council acts as a curriculum committee, a library committee, and a steering committee to assist in developing the agenda for the monthly divisional meetings. Minutes are distributed to PPAC, division members, deans, President, and others on request.

The monthly meetings of the Instructional Division are open to all members of the College, but only members of the division may vote on policy recommendations. Minutes are distributed to PPAC, division members, other deans, the President, and others on request.

The Dean's Council for the Division of Student Services and College Development, which meets every three weeks during the semester, consists of the Registrar and the following directors: Assessment of Prior Learning (APL), Financial Aid, Marketing and Recruitment, and Student Development. Its role is to advise the Dean on budget, staffing, and policy; to reconcile divisional concerns; and to disseminate information. Minutes are distributed to PPAC, members of the division, deans, President, and others on request.

Monthly meetings of the Division are open to all, except when in-service training is provided for the Division staff. Formal votes are rarely taken, but straw votes are used to indicate the opinion of the Division.

The Division of Administrative Services is scheduled to meet once a month to convey information, discuss problems, plan and adjust schedules/assignments, and consider matters related to PPAC. Meetings are open to all members of the College, except during discussion of topics restricted by the provisions of the Privacy Act. Minutes are provided to PPAC, division members, deans, President and others on request.

The Student Senate consists of 15 senators elected by the students. The Student Senate decides on recognition of student groups and allocates a budget. Two members of the Student Senate are elected to serve as a voting members of PPAC.

PPAC is the central governance body at Mohegan. Meeting each week, it provides a forum for all segments of the College: faculty, classified staff, professional staff, students, and administrators. PPAC makes recommendations on all policies and procedures which have college-wide impact. It participates in development of the Institutional Plan and creates task forces to address concerns. The chair of PPAC is elected by the College as a whole and sits as a voting member on the President's Cabinet.

## **APPRAISAL**

Mohegan prides itself on a highly participatory and open style of administration and governance. Every effort is made to involve and inform members of the staff and students. Given the small size of the College and its full-time staff, we have tried to streamline processes that are often duplicated in more traditional structures

which have clearer distinctions between administration and governance. For instance, it is typical at other colleges to have meetings of an instructional division, a faculty senate, and a collective bargaining unit.

To an outsider, "The Mohegan Way" may seem murky. Administrators sometimes complain of how difficult it is to get a quick decision because so many constituencies must be consulted. Yet, when quick decisions are really necessary, the administrators have the authority to make them. Faculty sometimes complain that their voice is muted in bodies, such as PPAC, where so many others are given a vote. Yet, the faculty remain the most powerful group, taking solemnly their responsibility for the integrity of the academic programs and the professionalism of its members. Staff sometimes complain about confusion and the use of ad hoc input at different levels in the decision-making process. Yet, our frustration is often fueled by the high expectations set by our open structure. Because the hierarchy of information is clear, we expect the same in decision-making. Our locally developed preference for open communication clashes with an external system of precise job responsibilities, complicated by collective bargaining agreements. Communication at the division level is not always satisfactory and scheduled meetings are not always held in some divisions.

Perhaps the primary advantage of Mohegan's way of doing things is that we have fewer turf battles and a stronger sense that we are united as a college to serve our students. We have always felt

understaffed and underfunded; consequently, we have sought strength in working together. We still cling to the founding ideals of the College: individual empowerment, participation and consensus, and social responsibility.

## PROJECTION

The merger with Thames Valley Technical College will challenge our institutional culture. The institutions have different histories, structures, and styles. The professional staffs are members of different bargaining units and have major differences in their contracts. We will have to respect their views if we are to unite our administration and governance successfully. The second challenge comes from the concurrent downsizing of full-time staff. Already, we have too few people to make governance work well. Finding people to serve on PPAC has been increasingly difficult. Trying to schedule a meeting when there is not a competing meeting has become something of a joke.

With the merger of the two institutions, the task of creating a new governance system for the new institution is formidable. Thames Valley does not have a governance structure other than the Cabinet and an Academic Coordinators Council. Professional staff and faculty there belong to two different unions from that of Mohegan staff, and the legislature left those unchanged in the merger. In addition, a new administrative structure must be constructed to best meet the administrative needs of the new two-campus institution.



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

- 1) Assist in planning and implementing appropriate Administrative Organization and Policies to accomplish the objectives of the forthcoming merged Community-Technical College organization. Merge/integrate control systems/ procedures/staffs between colleges as needed to continue to provide required support to programs.
- 2) Develop and implement comprehensive program to welcome each new employee and provide a socializing orientation on all aspects of college operation. Include detailed "check-in" and "check-out" procedures to assist all new and departing personnel and insure compliance with all policies and regulations.

## 4. PROGRAMS AND INSTRUCTION

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### ACADEMIC PROGRAMS

#### DESCRIPTION

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

#### Associate Degree and Certificate Programs

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

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

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

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

## GRADUATE CURRICULUM SUMMARY

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

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

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

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

### Developmental Studies

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

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

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

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

#### Academic Departments Within the Division of Instruction

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

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

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

#### Language and Arts Department

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

#### Social Sciences Department

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

#### Natural Sciences Department

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

#### Mathematics Department

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



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

#### Career Studies Department

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

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

#### Nursing Department

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

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

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

#### General Education Outcomes

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

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

including analysis, synthesis, interpretation and evaluation.

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

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

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

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

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

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

#### Academic Program Delivery

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

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

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

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

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

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

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

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

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

### **Academic Planning and Evaluation**

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

#### **A. New Program Development**

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

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

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

B. Program Evaluation

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



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

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

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

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

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

## APPRAISAL

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

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

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

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

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

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

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

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

## **PROJECTION**

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

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

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

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

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

## **COMMUNITY SERVICE PROGRAMS**

### **DESCRIPTION**

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

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

#### **Business and Industry Services Program**

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

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

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

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

#### Mobile Training Center

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