

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	NECC institutional level outcomes assessment is the same as our general education assessment: please see next row.				
For general education if an undergraduate institution:	At NECC, the six Core Academic Skills represent our general education and institutional learning outcomes: Global Awareness, Information Literacy, Public Presentation, Quantitative Reasoning, Science & Technology, Written Communication. See more at this link: https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/core-academic-skills/	Assessment of the Core Academic Skills is done annually by assessing artifacts from courses intensive in the skill using a rubric. See more at these links: https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/core-academic-skills/core-skills-rubrics/ https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/institutional/	The evidence is interpreted by a group of faculty who have experience in assessing learning outcomes. They work under the auspices of the Assessment of Student Learning Committee. They receive training on using the relevant rubric and do norming sessions to assure inter-rater reliability. See more at this link: https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/assessment-of-student-learning-committee/	Based on the results of the annual assessment, which are shared with the college community and particularly with those that teach intensive courses in the skill that was assessed, adjustments may be made to pedagogy, curriculum, and course assignments to improve student learning. For instance, as a result of the Quantitative Reasoning skill assessment in 2017-2018, the following academic year, adjustments were made in several intensive QR courses, including Accounting and Chemistry, and professional development was provided	Global Awareness assessment originally scheduled for 2019-2020 is being completed in 2020-2021 academic year. Last completed assessment was Quantitative Reasoning in 2018. See more at this link: https://facstaff.necc.mass.edu/wp-content/uploads/2019/10/Quantitative-Reasoning-2017-2018.pdf

				to faculty. See more at this link: https://facstaff.necc.mass.edu/wp-content/uploads/2019/12/Report-ASLC-2018-19.pdf	
List each degree program:					
Accounting	<p>All learning outcomes are included in the Accounting Outcomes and Curriculum Map available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Accounting_Outcomes_and_Curriculum_Map_20201.pdf</p> <p>And on the program website https://www.necc.mass.edu/learn/credit-programs/business/accounting/</p>	<p>Intermediate Accounting I & II were assessed in Fall 2019 and Spring 2020 for learning outcome: "Analyze and record sophisticated accounting transactions and prepare advanced financial statements in accordance with GAAP." Same faculty teaches both courses and used homework assignments and test that covered specific chapters to assess the above-mentioned LO. Both courses were offered only online.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the assessment professional day, the group discusses which outcome to assess and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results.</p> <p>The computerized accounting assignments are reviewed by the full-time faculty member who oversees the accounting program.</p>	<p>We found the following: The results were overall not surprising as these are concepts that accounting majors should be able to demonstrate a strong understanding. Although the final semester grades for ACC202 did not meet the 85% expected goal (4% lower than goal) this was also the semester that the COVID-19 pandemic hit and many of our students were struggling with a variety of challenges.</p> <p>For the two assignments that the goal was not met the professor as reviewed the areas where the students struggled the most and will be developing additional resources, such as videos, to aid the students in having a stronger understanding of the material covered.</p>	2017-2018 academic year

				<p>Removed the free elective and replaced it with a program elective that will require students to take either the internship class or Managerial Business Communications, this went into effect in the Fall of 2019.</p> <p>In addition, the program requirement Organizational Behavior (PSY105) instead of Intro. To Psychology (PSY101) went into effect in the Fall of 2019.</p> <p>Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into effect in the Spring of 2020.</p> <p>Changes to course sequencing and prerequisites went into effect in Spring 2019:</p> <p>BUS102 (Introduction to Entrepreneurship) a 100 - level course with 3 prerequisites: BUS101, MKT210, and ACC101.</p> <p>BUS105 (Business Communications) prerequisites: BUS101 and ENG102.</p>	
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Advanced Manufacturing, Precision Machining	All learning outcomes are included in the Advanced Manufacturing Outcomes and Curriculum Map available here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Adv-	The Advanced Manufacturing Precision Machining Program is a “hands-on” learning process where the students are required to actually apply the classroom instruction to existing problems	All courses are taught by certified manufacturing industry professionals. All courses are instructed by a recognized authority in their field. Cumulatively, these	The program is relatively new, only having been available to students for less than one year. As such, little data (5 students) has been accumulated. With only	The program was updated and approved by the NECC Academic Affairs Committee in November of 2017.

	<p>Manufacturing-Outcomes-and-Curriculum-Map-2018.pdf And on the program webpage https://www.necc.mass.edu/learn/credit-programs/technology-and-engineering/engineering-science-advance-manufacturing/</p> <p>The Learning Outcomes are also noted in the approved version of the Academic Affairs Committee Program Proposal, number 1718-020.</p>	<p>either where they work or at an institution which provides the ability for student access and assessment.</p> <p>EST113 – This course focuses on specific manufacturing activities which align to the Toyota Production System. Topics such as Kanbans, Jidoka, Flow versus Push, 5S, Takt Time, Andons, and many other key elements of a lean production system are taught with examples from current manufacturing companies. The students must take these topical learnings to the designated work area or company and portray how (if) these topics are deployed. Each week, students return to class with evidence that portrays the application (or not) of the topics. Because of the uniqueness and variety of potential manufacturing models, students learn from each other about the diversity of multiple manufacturing types and how elements of the TPS need to be modified based on a particular business’ needs. Summary: tools and techniques learned in class are required to be applied in a work setting and a report out to the class follows. Students are assessed based on depth of application / knowledge.</p>	<p>experts review the curriculum, courses and student results to ensure that the presentations made to students reflect contemporary revisions of all standards. The instructors collaborate on student outcomes to ensure that the learning outcomes are achieved and / or modify the course work accordingly.</p> <p>EST113, Principles of Manufacturing is currently led by a professional manufacturing manager with 30 plus years of experience. The Instructor is a certified Six Sigma Black Belt, approved by the American Society for Quality as an expert in the use of manufacturing and quality techniques aligned with and used by industry leaders such as Toyota, Boeing, Danaher, Honda and many other highly respected manufacturing entities. The instructor is also a recognized authority in Lean Manufacturing having studied under “senseis” from Toyota, Parker Hannifin, and other lean manufacturing companies.</p> <p>EST140, is led by an OSHA 30 certified instructor. Only OSHA can authorize certification of these teachers who have been</p>	<p>sparse data, no changes have been made to the curriculum and outcome assessments. It is worth noting however that the course, curriculum, learning outcomes, assessment methodologies, etc. are regularly reviewed to assure that the course are maintaining currency to industry standards.</p>	<p>https://www.osha.gov/laws-regs.html</p> <p>At that time, no major changes were made; for example, course sequencing was adjusted to allow for better student progression, courses were identified to reflect core academic skills, etc. Whereas the program is relatively new with very little application history, more time and students will provide input as to potential improvements.</p>
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		<p>at EVERY manufacturing business without exception.</p> <p>Similar to EST113, students are assessed on their understanding of the learning topics themselves and how those topics apply to their place of work or designated assignment company. The course and the topics are guided by standards produced by the Occupational Health and Safety Administration (OSHA), the designated entity of the federal government responsible for overseeing workplace safety. OSHA itself has many assessment methods which range from a “level 10” to a “level 30”. The EST140 course reflects the level 30 standard, the highest recognized process within OSHA: https://www.osha.gov/law-regs.html</p> <p>At the end of the course, students are assessed on their ability to pass the OSHA 30 standard and are prepared to take the official exam (offered only by OSHA itself or an authorized trainer). The instructor(s) for this class are OSHA 30 Certified.</p> <p>EST141 – Quality Standards compliance is typically an absolute requirement for contemporary manufactures to</p>			
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		<p>be selected to perform work. Aerospace and Defense industries need to comply with AS9100 quality standards. Industrial and Commercial industries require compliance to ISO9000 standards. Food producers must comply with GMP standards and so on. This course teaches the basics of all the standards. Again, assessment occurs as the students themselves use the standard(s) to assess their current workplace status. Each week in class, students review a different set of topics, return to the workplace, determine compliance (or not) to the standard and report such in the next class. Assessment is completed by determining the student's ability to comprehend the topic, recognize its utility at the workplace and how they would alter (if necessary) their workplace to comply with the standard.</p> <p>EST150, 151, 152 – All three of these classes are actual use of CNC machinery to produce manufactured products. The courses are constructed for ever increasing complexity with regard to intricate machining. For example, in EST150 students are required to produce actual parts from basic machinery equipment. EST152 requires</p>			
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		<p>students to produce highly intricate parts and components using state of the art equipment. This makes student assessment relatively simple. The quality of the part produced is an artifact of the students' ability to operate the equipment. Over the time spent in these three classes, students produce literally dozens of parts which reflect (assess) their ability to transfer the classroom learning into actual product. As students portray competency in understanding the dozens of elaborate and progressive tasks, they are then allowed to proceed to the next level of machining. report back into the classroom. Assessment of the students' ability is literally whether they can manufacture product.</p> <p>A major component of the learning of the three machining programs is an internship with a local manufacturer. As part of their curriculum, students are placed as interns at local companied where they apply this formal education. As part of the placement, feedback is provided by the company intern management as to the students; capabilities in a real world setting. In other words, assessment is actually derived</p>			
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		from the companies who may eventually hire the students. This type of assessment is valuable, crucial, forces upgrades in the earning and most importantly provides feedback directly to the student relative to their capabilities to be ready for employment.			
Alcohol & Drug Abuse Counselor Certificate	All learning outcomes are included in the Alcohol and Drug Abuse Outcomes and Curriculum Map available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Alcohol-and-Drug-Abuse-Counselor-Certificate-Map-2019.pdf and additional information is located on the program webpage https://www.necc.mass.edu/learn/credit-programs/human-services/alcoholdrug-abuse-counseling-certificate/	See pdf at address below https://facstaff.necc.mass.edu/wp-content/uploads/2010/02/fs-irp-101909-studsuceseries1a.pdf	Faculty has met each Assessment Day since 2015 to study outcomes and plan for activities to deal effectively with process. Program Outcomes were revised as and Competencies were adopted as discussed and reviewed during the Department Meetings spring 2018, fall 2019	As of the 2016-7 program review changes have been made to simplify these outcomes and work to make them more understandable, user-friendly, and effective. Outcomes have been reduced in number and improved in content	Alcohol and Drug Certificate external reaccreditation done in 2019 and program review for Associate Degree done Summer 2018 and full accreditation granted by the Counsel for Standards in Human Services Education. Next review is Aug. 2022, written report only.
American Sign Languages Studies	All learning outcomes are included in the American Sign Language Studies Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Deaf_Studies_Outcomes_and_Curriculum_Map1.pdf And on the program page located here	The American Sign Language Studies Program has an Assessment Process that collects the following measures are used for assessment of program outcomes this associate Fall 2019: The result of two ASL 111 courses:	The program coordinator will review results and discuss with the program team and the ASL Studies Advisory Board.	As a result of faculty members discussion, the ASL Studies will need to re-visit the assessment.	The ASL Studies (former Deaf Studies Program) was last reviewed in AY2015-2016. Since the last review, the ASL Studies Program has made several changes in the program and in design curriculum and alignment of the course level outcomes to the

	https://www.necc.mass.edu/learn/credit-programs/american-sign-language-studies/american-sign-language-studies-associate-degree/	<p>Targeted 3 comprehensive skills – a self-quiz to measure their comprehension skill of ASL through the narrative on video – one course result: 85 and another course result: 89</p> <p>6 Self-Observation Assessment Review a.k.a. SOAR using ASL standardized rubric: this is a tool empowering students to assess their signing skills by comparing themselves to the sign model. One course result: 81 and another course result: 90.</p>			<p>program level outcomes, which are evidenced in the Program Map.</p> <p>The ASL Studies Program is hopeful that the most recent changes to the Assessment Process and data collection will create a culture within the program that assessment is second nature to faculty, these objectives include:</p> <p>Designing courses both online, hybrid, and ground using the Quality Matters Rubric.</p> <p>Clearly identifying aligned Assignment Objects to the students</p> <p>Educating students on Outcomes and Objectives</p> <p>Training faculty on the use of tools, such as BlackBoard and Juried Assessment.</p>
<p>American Sign Language: Sign Language Interpreting Certificate</p>	<p>Learning outcomes are listed on the Sign Language Interpreting Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Sign-</p>	<p>The American Sign Language Studies Program has an Assessment Process that collects the following measures are used for assessment of program outcomes this certificate. The data collects to compare Spring</p>	<p>The program coordinator will review results and discuss with the program team and the ASL Studies Advisory Board.</p>	<p>As a result of faculty members discussion, the ASL Studies will need to re-visit the assessment.</p>	<p>No Available.</p> <p>Next review will be AY20-21.</p>

	<p>Language-Interpreting-Outcomes-and-Curriculum-Map-.pdf</p> <p>Program outcomes are also shared on the program webpage https://www.necc.mass.edu/learn/credit-programs/american-sign-language-studies/american-sign-language-interpreting-certificate/</p>	<p>2019 and Spring 2020 for DST202.</p> <p>The result for S19: Targeted 5 Interpreting performance assignments (expressive and receptive interpreting skills) measured by rubric through GoReact video result: 92.</p> <p>Targeted 8 evaluations projected result: 94</p> <p>Spring 20: Targeted 5 Interpreting performance assignments (expressive and receptive interpreting skills) measured by rubric through GoReact video result: 81.</p> <p>Targeted 8 evaluations projected result: 82</p>			
Biology	<p>All learning outcomes are included in the Biology Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Biology_Outcomes_and_Curriculum_Map_20181.pdf</p> <p>The A.S. Biology program learning outcomes were modified in the Spring 2018 to align with those</p>	<p>Since Fall 2018, a biology Concept Inventory has been administered as a pre-test in Introductory Biology I sections. The same instrument will be administered again at or near the end of the student's time in the program.</p> <p>Individual student gains, as well as averaged, aggregate gains can then be analyzed.</p>	<p>Once we have collected sufficient post-test results, Biology Faculty at NECC will analyze results of pre and post-testing each semester during NECC Assessment Day and determine strengths and weaknesses in student conceptual understanding.</p>	<p>Adoption of the Concept Inventory was not complete across the department. As of 2019, we had remedied this, and now 80% or more of all introductory biology students take the pre-test.</p> <p>Post-test results are scant as of 2020. Schedule changes and the pandemic meant we could not administer the post-test in the courses we</p>	<p>This program has not been reviewed. It was first introduced in 2014 to replace its predecessor Liberal Arts: Biology (reviewed 2013-14), which was phased out in 2017. The A.S. Biology Program was revised in 2016 (with Outcomes updated in 2018) so as to maximize transferability</p>

	developed by Biology Faculty across the state and adopted by Massachusetts DHE.	<p>Skills based outcomes pertaining to laboratory techniques, experimental design, data collection, analysis, and communication will be assessed using an instrument currently in development modeled on the Bioskills Guide.</p> <p>Progression in sense of self as scientist/science identity will be assessed using a single question measurement where students report how strongly they identify as a STEM Professional. This assessment will be given at the beginning of the General Chemistry sequence, and again at the end of the Organic Chemistry sequence.</p>		<p>had planned. In order to analyze individual student gains, we also must wait for those students to work their way through the program. This will take a few more years before we have collected a workable number of artifacts.</p> <p>We also had to pursue IRB approval to collect results from individually identifiable students. We have accomplished this now.</p> <p>Concepts that show weak student understanding and/or progress across the program will be targeted for intervention through professional development and support to faculty.</p> <p>Results of the assessment of experimental design and other data related skills will be used to revise the standardized lab activities used across the department, with interventions focused on bolstering any weaknesses in student skills.</p>	throughout the state of Massachusetts within the University of Massachusetts University System.
Business Management	All learning outcomes are included in the Business Management Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp/	Introduction to Business (BUS101) was assessed in Spring 2020 for learning outcome: "Identify and analyze the components of a viable business."	The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the	We found the following: The sample size was too small for meaningful conclusions,	2016-2017 academic year

	<p>content/uploads/2009/07/Business_Management_Outcomes_and_Curriculum_Map_20201.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/business/business-management/</p>	<p>Full-time and adjunct faculty were consulted on the type of assessment that would best capture student learning. 4- BUS101 sections participated in a multiple-choice assessment deployed through Bb towards the end of the semester. 51 students responded to the survey, which was administered after the college made the transition to go online in March due to COVID-19 pandemic.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>assessment professional day the group discusses which outcome to assess and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results. We typically only look at student samples from students that have completed at least 45 credits as they are then closer to the end of their program and should have developed solid skills over the course of their education at the college.</p>	<p>55% of participants passed with a passing grade of 70% or higher, inconsistency in the individual class passing rates, the question sample chosen seemed to be well chosen given that there is not a significant discrepancy in the responses; however, five questions had the most inconsistency in student responses.</p> <p>It is advised to take a deeper look into the chosen question to identify whether any biases exist. Add additional lines to the survey to capture more information on the students to allow for any connections regarding potential biases:</p> <ul style="list-style-type: none"> • Demographics • Whether English is first language, • First generation students <p>A deeper look at inconsistency in the individual class passing rates.</p> <p>The free elective was removed and replaced with a program elective that will require students to take either the internship class COP110 or Managerial Business Communications BUS105.</p>	
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Business Management:	Manage all facets of medical offices including customer	https://www.necc.mass.edu/learn/credit-	Following a review: currently we are without a meaningful	Program coordinator.	

<p>Healthcare Practice</p>	<p>service, billing, and staffing</p> <p>Transfer credits toward a bachelor's degree in business management, health care management or related health care field</p> <p>Additional program information can be found here https://www.necc.mass.edu/learn/credit-programs/health/business-management-healthcare-practice/</p>	<p>programs/health/business-management-healthcare-practice/</p>	<p>and reproducible means to reliably assess the program outcomes in relation to similarly situated program.</p>	<p>Current plan to address the inadequacies:</p> <p>Creation of an Academic Advisory Board comprised of faculty, students, and local representatives in the field. (small medical groups, large franchise medical systems, hospital leaders, specialty nursing facility managers, and medical supply chain members)</p> <p>Program review of all courses, audit for cohesion and efficiency. Identification of gaps in content or needs that would enrich and improve the student experience and professional status.</p> <p>Outreach: disseminate surveys to alumni of the program, seeking input and to re-connect the student and the school. Disseminate survey to local healthcare settings, seeking input related to their current needs and anticipated short/long term needs.</p> <p>Review and recommend program changes based upon the new data; encourage a cyclical pattern for improvements and review.</p>	
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Business Transfer	<p>All learning outcomes are included in the Business Transfer Outcomes and Curriculum map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Business_Transfer_Outcomes_and_Curriculum_Map_20201.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/business/business-transfer/</p>	<p>Introduction to Business (BUS101) was assessed in Spring 2020 for learning outcome: “Identify and analyze the components of a viable business.”</p> <p>Full-time and adjunct faculty were consulted on the type of assessment that would best capture student learning. 4-BUS101 sections participated in a multiple-choice assessment deployed through Bb towards the end of the semester. 51 students responded to the survey, which was administered after the college made the transition to go online in March due to COVID-19 pandemic.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the assessment professional day, the group discusses which outcome to assess and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results. We typically only look at student samples from students that have completed at least 45 credits as they are then closer to the end of their program and should have developed solid skills over the course of their education at the college.</p>	<p>We found the following: The sample size was too small for meaningful conclusions, 55% of participants passed with a passing grade of 70% or higher, inconsistency in the individual class passing rates, the question sample chosen seemed to be well chosen given that there is not a significant discrepancy in the responses; however, five questions had the most inconsistency in student responses.</p> <p>It is advised to take a deeper look into the chosen question to identify whether any biases exist. Add additional lines to the survey to capture more information on the students to allow for any connections regarding potential biases:</p> <ul style="list-style-type: none"> • Demographics • Whether English is first language, • First generation students 	2016-2017 academic year

				<p>A deeper look at inconsistency in the individual class passing rates.</p> <p>Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into effect in the Spring of 2020.</p> <p>BUS101, ACC203, and MKT210 underwent a course description change, which went into effect in the Spring of 2020.</p> <p>Free elective is replaced by MKT210 Principles of Marketing as a required course which went into effect in the Fall of 2020.</p>	
Chemistry/Physics/Environmental Science	<p>All learning outcomes are included in the Chemistry / Physics / Environmental Science Outcomes and Curriculum Map, available here http://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Chem-Physics-EnvroSci-Outcomes-and-Curriculum-Map-2018.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/science/chemistry-physics-environmental-science/</p>	<p>Beginning in fall 2018, a concept inventory has been administered at the beginning and end of CHM121 and again at the beginning and end of CHM122. The benchmark for the post-CHM121 test is to have 70% of students score as Proficient or higher. In 2018-2019, 89% of students scored in this range.</p> <p>Benchmark Achieved</p> <p>The benchmark for the post-CHM122 test is to have 80% of students score as Proficient or higher. In 2018-2019, 90% of</p>	<p>Program faculty will review data from the concept inventory, safety concept inventory, and student self-identification survey, as well as lab report rubric grading results at the end of each academic year.</p>	<p>During academic year 2018-2019 program faculty began to make incremental changes to improve the quality of content in program courses.</p> <p>Additional items discovered during this assessment process included: The need to administer a student satisfaction survey to students nearing completion of the program.</p> <p>The need to standardize lab reports for assessment purposes.</p>	<p>This program is new as of fall 2017. No program reviews have been completed. The program is scheduled to be reviewed in 2022.</p>

		<p>students scored in this range.</p> <p>Benchmark Achieved</p> <p>Learning outcomes regarding laboratory work are measured as follows: Lab reports are collected in CHM121 and CHM122 (beginning in fall 2020). The lab reports are graded by program faculty using a rubric. Learning outcomes regarding laboratory safety are measured as follows: A safety concept inventory is administered (beginning in fall 2019). This is administered at the beginning of CHM121 and again at the end of CHM122.</p> <p>Progression in sense of self as scientist/science identity will be assessed using a single question measurement where students report how strongly they identify as a STEM Professional. This assessment will be given at the beginning of the General Chemistry sequence, and again at the end of the .</p>		<p>Several concepts should be clarified in CHM121/122, including: atomic theory, solute concentration, and heat capacity.</p> <p>There was only a slight increase (1%) in students who achieved a level of Proficient or higher on the concept inventory after CHM121 and CHM122. This is despite an overall average score of 7%. This means that the best students are improving while the weaker students are becoming weaker. Faculty are discussing how to address this issue.</p> <p>Assessment in 200-level courses is difficult as students in the three concentrations within this program do not take any common higher level courses.</p> <p>2020-2021 Assessment Planning will occur during summer 2020 to ensure that all action items are included in fall 2020 courses. Some of our assessment work (such as the collecting and grading of lab reports) had to be postponed due to COVID-19.</p>	
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				This work will continue this coming year.	
CIS: Computer Science Transfer	And on the program webpage https://www.necc.mass.edu/learn/credit-programs/computer-information-science/computer-science-associate-degree/	<p>Student success is defined by our students successfully transferring to a 4-year school or acquiring gainful employment after graduation. Because this degree has knowledge that is built upon previous courses, part of the success of this program is the successful completion of the higher-level courses.</p> <p>Common assessments have been selected for required courses CIS115 and CIS117. Also, our last year's form stated a plan to select common assessments for CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year. Common assessment was also discussed for CIS154, but no assessment agreed upon at this time, although change to course-level objective was made (see column 4)</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019 several changes have been made to content in each course (see next column)</p>	<p>A new articulation agreement with UML was signed as of Spring 2019. Revisions include a stronger sequence of classes and including sciences as part of our degree. We also launched a new Web Option for the degree, which rolled out effective Spring 2020, which includes two new classes (CIS235, CIS236). CIS235 ran for the first time Spring2020, and CIS236 slated to run Fall2020. In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses. Faculty teaching CIS154 revised course level objective related to command line after discussion and comparison of student results. Finally, a discussion was held related to CIS140,</p>	Fall 2017

				which has multiple teachers, and how students from different teachers' faire in subsequent courses (CIS153, CIS154). It was determined that student grasp of required knowledge from CIS140 appears to be uniform, so issue not explored further at this time.	
CIS Information Technology	<p>All learning outcomes are included in the CIS: Information Technology Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/CIS-Information-Technology-Outcomes-and-Curriculum-Map.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/computer-information-science/computer-information-sciences-information-technology-option/</p>	<p>Student success is defined by our students successfully transferring to a 4-year school or gainful employment after graduation.</p> <p>Common assessments have been selected for required courses CIS115 and CIS117. In addition, faculty is in the process of selecting common assessments for required course CTN110 (scheduled for Fall 2020) . Also, our last year's form stated a plan to select common assessments for CIS112 and CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year.</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>Common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019several changes have been made to content in each course (see next column)</p>	<p>This program has undergone several changes effective Fall 2018 based on changing need in industry. We have launched 2 new courses (CTN223, , CIS245) over the past year to better serve the current job market for IT professionals. In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses.</p>	Fall 2017
CIS Networking and Security	All learning outcomes are included in the CIS Network and	Student success is defined by our students successfully	The department chair can request data and then share	This new degree program was created based off	This is a new program as of Fall 2018.

	<p>Security Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Computer-Science-Network-Security.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/computer-information-science/computer-and-information-sciences-networking-and-security/</p>	<p>transferring to a 4-year school or gainful employment after graduation.</p> <p>Common assessments have been selected for required courses CIS115 and CIS117 . In addition, faculty is in the process of selecting common assessments for required course CTN110 .</p> <p>Also, our last year’s form stated a plan to select common assessments for CIS112 and CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year.</p>	<p>with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>Common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019 several changes have been made to content in each course (see next column)</p>	<p>industry needs and feedback. It evolved from a previous program, CS: Security Certificate which has been inactivated effective Fall 2019.</p> <p>In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses.</p>	
CIS: Network Certificate	<p>All learning outcomes are located on the CIS: Network Certificate Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Computer-Science-Network-Certificate-.pdf</p> <p>Information about program outcomes is available on the program webpage https://www.necc.mass.edu/learn</p>	<p>The success is based on graduation as well as employment. The way these courses are created, you have to be able to show certain skills before you can pass to the next course. For example, in networks I there is a pass/fail checklist. If you cannot do everything stated on the checklist you fail the checklist and the class so you can’t move to Networks II.</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>Common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for</p>	<p>This is one of our most popular certificates. We are have a revised program debuting in fall 2018. We have included more Linux and system administration. We removed an operating system course.</p> <p>In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program</p>	<p>Fall 2014</p> <p>New review scheduled Fall 2020 will be completed by Adrianna Holden-Gouveia</p>

	/credit-programs/computer-information-science/computer-networking/	Common assessments have been selected for required courses CIS115 and CIS117. In addition, faculty is in the process of selecting common assessments for required course CTN110 .	Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019 several changes have been made to content in each course (see next column)	map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses	
Community Health Worker certificate	<p>All outcomes are located in the Community Health Worker Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Community-Health-Worker-outcomes-2019-.pdf</p> <p>Outcomes are also located in the Community Health Worker Handbook https://www.necc.mass.edu/wp-content/uploads/health/community-health-worker-evening-program-certificate/Community-Health-Worker-Program-Handbook.pdf</p> <p>The outcomes for the academic year 2020-21 will be updated in the handbook by Fall 2020.</p>	<p>The CHW certificate program has an assessment process that collects multiple sources of direct measurements and indirect measurements. Assessment this year focused on outcome 2: “Integrate communication strategies that are responsive to the diversity of culture, clients, community, members and professionals.”</p> <ul style="list-style-type: none"> • Students complete 120 hours of supervised internship in the field. This year due to the Covid 19 outbreak in person internships were disrupted. In order to redesign assessment and support student completion of internship skills we provided the opportunity for students to attend online trainings and webinars. In addition many of our students participated in the statewide initiative of 	<p>In FA2019, the Program Coordinator reviewed the results of assessment and reported these to the Assistant dean of Health Divisions.</p> <p>The Program Coordinator also presents results to the Public Health Advisory in the fall. The CHW teaching assistants who are currently working in the field assess skills in the case studies and scenarios in the classroom. We use the rubric that was introduced this year.</p> <p>Based on discussions with the Dean and Assistant Dean and presentation to the Health Advisory Committee any necessary action is noted and put into an action plan.</p>	<p>The changes that have been made to the CHW program assessment last year are as follows:</p> <ol style="list-style-type: none"> 1) A complete assessment and rewrite of the learning outcomes. The outcomes were reviewed in October 2019 and again in March 2020. 3) Learning outcome 4 which addresses the students complying with the Massachusetts Code of Ethics for Community Health Workers will now have three levels of assessment which will include: <ol style="list-style-type: none"> 1) CHW 190 discussion and site supervisor evaluation. 2) CHW 102 Health Education discussion artifact. 3) In the Fall we will confirm that the CHW 190 reflection paper is included as an 	The CHW Program is due to be reviewed after its first five years in existence .This is due 2021.

		<p>volunteer contact tracing. Exposure to Community Health Work was very real for our students and there were many opportunities to access learning and experience in the field even as our lives were disrupted.</p> <ul style="list-style-type: none"> • In CHW 190 the internship class the indirect measurement is a site supervisor survey. The survey addresses the student ability to integrate appropriate communication strategies as required by this outcome. • All students in CHW 190 were required to complete and pass an online training in cross cultural communication. https://phtc-online.org/learning/?courseId=21 Students then completed a rubric scored discussion based on skills learned in this training. • The site internship survey was used this year with a more direct artifact in the form of a reflection paper. The reflection paper required students to address each learning outcome of the internship. This was especially useful in instances where a site supervisor could not complete an evaluation due to Covid 19. The reflection paper may now be used as an 	<p>The results of the data are shared with all adjunct faculty and the Public Health Advisory Committee.</p>	<p>additional artifact. In addition the site supervisor evaluation of this outcome has now been changed to a required score. There is now no possibility for an NA on this skill.</p>	
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		<p>additional assessment tool for CHW 190. The Program Coordinator will bring this concept to the Public Health Advisory board in the fall 2020 meeting.</p> <p>We do have the opportunity to upload these papers into TK20. We have limited faculty to complete juried assessment since there is only one full time faculty The goal would be to engage a willing adjunct faculty member to review the reflection paper in TK20 in the Fall semester. There is a rubric available.</p> <p>CHW 102 Health Communications has been identified in our curriculum pathways as a course where students are assessed on this skill. Using a grading rubric students are required to present and discuss a Health Communications Advocacy Campaign that is responsive to diversity of culture, community members and health professionals. The overall scores for this project showed that 75% of the students achieved a level of mastery or exemplary. On the itemized line the actual score for the communication strategy showed that 47% of the students showed proficiency and 53% were competent.</p>			
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		<p>CHW 110 Foundations of Community Outreach models state requirements for the Community Health Worker training program. Throughout this course cross cultural communication is discussed and emphasized. Students in this program generally represent the communities that we serve and by default display a strong understanding of different cultures. However as we teach motivational behavior and other behavior modification skills we are teaching non-judgmental approaches to clients and these skills embody communication skills that respect diversity.</p> <p>This year a scenario rubric was created for use in class and as a means to give students measurable feedback on communication skills during case study/scenarios. As a result of constant feedback and weekly practice 75% of the students achieved mastery or exemplary at this level.</p> <p>In addition students are assessed on this outcome with a quiz and a discussion question. The discussion question addressed cultural perspectives on addressing mental health. Both items showed the quiz assessing</p>			
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		<p>cultural responsiveness showed that 75% of the students achieved exemplary at this level. These results are not surprising – the theme of cross cultural communication and cultural responsiveness threads its way into every classroom session and is an essential aspect of the CHW training.</p> <p>As an indirect measurement, the CHW program utilizes a final student survey and a student survey of CHW skills that students must complete before submitting their final discussions. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes and the skills needed to complete the CHW training. In CHW 110 the survey is a requirement of all approved training centers for the CHW.</p>			
Community Practitioner Certificate	<p>Learning outcomes for this certificate are located in the Community Practitioner Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Community-Practitioner-Certificate-Map-2019.pdf</p>				Has never been formally focused for assessment since it is really a certificate inside the Associate Degree and has the same standards and outcome measures as the Associate Degree
Computer Aided Drafting Certificate	<p>All outcomes are located in the Computer Aided Drafting Outcomes and Curriculum Map,</p>	EST-104 Engineering Essentials & Design (Note: introductory level course, with no pre-requisites,	Program faculty. EST104 instructors and department chair	New program outcomes were established, SP2018	NECC Audit Fall 2016

	<p>located here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Computer-Aided-Drafting-Certificate-Map-2019.pdf</p>	<p>required of all Engineering Science majors) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test (same test) given in week #1 and week # 15 of course.</p> <p>FA19 Results: Q # 2, 3 and 10 post course tests >70%</p> <p>EST-112 Computer Aided Drafting II. Develop an assessment plan, FA21</p> <p>Note: required for all CAD Certificate students</p> <p>1) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test given in week #1 and week # 15 of course;</p> <p>2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p> <p>EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this.</p>		<p>Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum.</p> <p>Evaluate SP21</p>	
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		See below, EST104 final presentation rubric.			
Criminal Justice	<p>All learning outcomes are listed in the Criminal Justice Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Criminal-Justice_curriculum-map.pdf</p> <p>And on the program webpage, here https://www.necc.mass.edu/learn/credit-programs/criminal-justice/criminal-justice-associate-degree/</p>	<p>The Criminal Justice Program has an Assessment Process that collects multiple sources of direct measurements and indirect measurements.</p> <p>CRJ101 – A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Emerging or higher. <u>Results:</u> Artifacts scored in this area achieved 77.6%. Benchmark Achieved</p> <p>CRJ202 (Odd Years) Insufficient artifacts to be scored. <u>Results:</u> Benchmark Not Achieved</p> <p>CRJ291 - A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Mastery or higher. <u>Results:</u> Artifacts scored in this area achieved 91.78%. Benchmark Achieved</p>	<p>In Summer 2020, the Program Coordinator and CRJ Full-time Faculty member utilized the Program Assessment Plan form to set benchmarks for each of the assessed courses that were determined to be assessed at the end of SP20. The Program Coordinator and the CRJ faculty member scored all artifacts manually since putting TK20 in place was not feasible during the COVID-19 transition to remote learning.</p> <p>The data was then collected by the CRJ Full-time faculty member.</p> <p>The Pre/Post Quiz results are collected and reviewed. The Program Coordinator and CRJ Full-time faculty member then interpret the data and begin to hypothesize the results of the data.</p> <p>An Action plan was then created to make adjustments to curriculum, direct measurement tools, and indirect measurements in an effort to make appropriate changes to increase benchmarks.</p>	<p>During AY 2019-2020 the Criminal Justice Program continued to make incremental changes to improve the quality of content in the courses and standardization of specific assignments for assessment purposes. Additional items discovered during this AY Assessment Process included:</p> <p>The content delivery in CRJ202 needed to become more aligned to the CJ Program Outcomes, including a change to the final assignment.</p> <p>In AY 2018-2019 CRJ202 was redesigned to meet industry standards with an increase on legal concepts and case law. This change neglected to address the program assessment process by not including a final research assignment. In AY 2020-2021 a final research paper will need to be included to capture student learning at the conclusion of the course.</p> <p>Inclusion of an Assessment Committee to avoid cross contamination of artifacts and scorers.</p>	<p>The Criminal Justice Program was last reviewed in AY2015-2016. Program Review will need to be completed at the end of AY 2020-2021.</p> <p>Assessment Process: An Action Item from AY 2018-2019 identified that a jury be selected for scoring artifacts. Adjunct Faculty have agree to participate in the process meeting during the AY 2020-2021 for norming sessions and Program/Course Outcome Alignment.</p>

		<p>Additionally, each of the above courses uses a Pre/Post Assessment quiz to chart growth both within the courses and as student progress through the program.</p> <p><u>Results:</u> CRJ101: Students demonstrated an 84.91% increase from the pre assessment to the post assessment. Clear acquired knowledge was present in the gateway courses.</p> <p>CRJ202: Students demonstrated a 83.11% increase from the pre assessment to the post assessment. Acquired knowledge was demonstrated using the pre/post assessment.</p> <p>As an indirect measurement, the Criminal Justice Program utilizes a Student Satisfaction Survey that students must complete before submitting their Final Assignment. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes. The Benchmark for this survey was 100%.</p> <p><u>Results:</u> Student Satisfaction was at 100%.</p> <p>Benchmark Achieved</p>	<p>The results of the data and data analysis were then shared with all adjunct faculty. The data will also be discussed with the Criminal Justice Advisory Committee in Fall 2020, where additional recommendations will be taken to make adjustments for Spring 2020.</p> <p>This process will be repeated to validate the hypothesis made during the data interpretation phase.</p>	<p>Early Implementation TK20 links in the Milestone courses</p> <p>The AY 2019-2020 Assessment Planning was delayed due to restructuring the program to be offered fully online due to COVID-19 restrictions.</p> <p>Looking ahead at program, faculty, and student needs, the department focused attention on developing and updating online courses in the program. These changes included the following:</p> <ul style="list-style-type: none"> • CRJ205 fully developed for online learning. • CRJ101 was updated in the CBE modality. • CRJ102 was updated in the CBE modality. • CRJ291 was modified due to COVID-19 restrictions for internship placement. 	
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<p>Criminal Justice (Accelerated Track)</p>	<p>All learning outcomes are listed in the Criminal Justice Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Criminal-Justice_curriculum-map.pdf</p>	<p>The Criminal Justice Accelerated Program has an Assessment Process that follows the traditional program by collects multiple sources of direct measurements and indirect measurements.</p> <p>CRJ101 – A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Emerging or higher. <u>Results:</u> Artifacts scored in this area achieved 77.6%. Benchmark Achieved</p> <p>CRJ202 (Odd Years) Insufficient artifacts to be scored. <u>Results:</u> Benchmark Not Achieved</p> <p>CRJ291 - A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Mastery or higher. <u>Results:</u> Artifacts scored in this area achieved 91.78%. Benchmark Achieved</p>	<p>In Summer 2020, the Program Coordinator and CRJ Full-time Faculty member utilized the Program Assessment Plan form to set benchmarks for each of the assessed courses that were determined to be assessed at the end of SP20.</p> <p>The Program Coordinator and the CRJ faculty member scored all artifacts manually since putting TK20 in place was not feasible during the COVID-19 transition to remote learning.</p> <p>The data was then collected by the CRJ Full-time faculty member.</p> <p>The Pre/Post Quiz results are collected and reviewed.</p> <p>The Program Coordinator and CRJ Full-time faculty member then interpret the data and begin to hypothesize the results of the data.</p> <p>An Action plan was then created to make adjustments to curriculum, direct measurement tools, and indirect measurements in an effort to make appropriate changes to increase benchmarks.</p>	<p>During AY 2019-2020 the Criminal Justice Program continued to make incremental changes to improve the quality of content in the courses and standardization of specific assignments for assessment purposes. Additional items discovered during this AY Assessment Process included:</p> <p>The content delivery in CRJ202 needed to become more aligned to the CJ Program Outcomes, including a change to the final assignment.</p> <p>In AY 2018-2019 CRJ202 was redesigned to meet industry standards with an increase on legal concepts and case law. This change neglected to address the program assessment process by not including a final research assignment. In AY 2020-2021 a final research paper will need to be included to capture student learning at the conclusion of the course.</p> <p>Inclusion of an Assessment Committee to avoid cross contamination of artifacts and scorers.</p>	<p>The Criminal Justice Accelerated Program has not gone through a Program Review at this time. The program is new with only 2 students in the program at the time of this report. These students are registered for courses within the traditional A.S Program. The Criminal Justice Department does not have the student enrollment and the 7-week courses have not be used.</p> <p>Assessment Process: An Action Item from AY 2018-2019 identified that a jury be selected for scoring artifacts. Adjunct Faculty have agree to participate in the process meeting during the AY 2020-2021 for norming sessions and Program/Course Outcome Alignment.</p>
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		<p>Additionally, each of the above courses uses a Pre/Post Assessment quiz to chart growth both within the courses and as student progress through the program.</p> <p>Results: CRJ101: Students demonstrated an 84.91% increase from the pre assessment to the post assessment. Clear acquired knowledge was present in the gateway courses. CRJ202: Students demonstrated a 83.11% increase from the pre assessment to the post assessment. Acquired knowledge was demonstrated using the pre/post assessment.</p> <p>As an indirect measurement, the Criminal Justice Program utilizes a Student Satisfaction Survey that students must complete before submitting their Final Assignment. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes. The Benchmark for this survey was 100%. <u>Results:</u> Student Satisfaction was at 100%. Benchmark Achieved</p>	<p>The results of the data and data analysis were then shared with all adjunct faculty. The data will also be discussed with the Criminal Justice Advisory Committee in Fall 2020, where additional recommendations will be taken to make adjustments for Spring 2020.</p> <p>This process will be repeated to validate the hypothesis made during the data interpretation phase.</p>	<p>Early Implementation TK20 links in the Milestone courses</p> <p>The AY 2019-2020 Assessment Planning was delayed due to restructuring the program to be offered fully online due to COVID-19 restrictions.</p> <p>Looking ahead at program, faculty, and student needs, the department focused attention on developing and updating online courses in the program. These changes included the following:</p> <ul style="list-style-type: none"> • CRJ205 fully developed for online learning. • CRJ101 was updated in the CBE modality. • CRJ102 was updated in the CBE modality. • CRJ291 was modified due to COVID-19 restrictions for internship placement. 	
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		<p>Note: At this time, the Accelerated AS Program does not have enough students to financially support running the 7-week courses in their CBE Accelerated format. Students matriculated in this program have registered for classes in the traditional A.S. program. Data reflects student learning in both programs combined.</p>			
Criminal Justice - Law Enforcement Certificate	<p>All learning outcomes are listed in the Criminal Justice Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Criminal-Justice_curriculum-map.pdf</p> <p>And on the program's webpage, here https://www.necc.mass.edu/learn/credit-programs/criminal-justice/law-enforcement-certificate/</p>	<p>The Criminal Justice - Law Enforcement Certificate has an Assessment Process that follows the traditional Criminal Justice program by collecting multiple sources of direct measurements and indirect measurements.</p> <ul style="list-style-type: none"> • CRJ101 – A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Emerging or higher. <u>Results:</u> Artifacts scored in this area achieved 77.6%. Benchmark Achieved • CRJ202 Insufficient artifacts to be scored. <u>Results:</u> Benchmark Not Achieved 	<p>In Summer 2020, the Program Coordinator and CRJ Full-time Faculty member utilized the Program Assessment Plan form to set benchmarks for each of the assessed courses that were determined to be assessed at the end of SP20.</p> <p>The Program Coordinator and the CRJ faculty member scored all artifacts manually since putting TK20 in place was not feasible during the COVID-19 transition to remote learning.</p> <p>The data was then collected by the CRJ Full-time faculty member.</p> <p>The Pre/Post Quiz results are collected and reviewed.</p> <p>The Program Coordinator and CRJ Full-time faculty member then interpret the data and</p>	<p>During AY 2019-2020 the Criminal Justice Program continued to make incremental changes to improve the quality of content in the courses and standardization of specific assignments for assessment purposes. Additional items discovered during this AY Assessment Process included:</p> <p>The content delivery in CRJ202 needed to become more aligned to the CJ Program Outcomes, including a change to the final assignment.</p> <p>In AY 2018-2019 CRJ202 was redesigned to meet industry standards with an increase on legal concepts and case law. This change neglected to address the program assessment process by not including a final research</p>	<p>The Criminal Justice - Law Enforcement Certificate shares many of the same courses within the Criminal Justice A.S. Program, which was last reviewed in AY2015-2016. Criminal Justice A.S. Program will undergo the next Program Review during AY 2020-2021. Data and curriculum examination for the LEO Certificate will be aligned during this review process.</p> <p>Assessment Process: An Action Item from AY 2018-2019 identified that a jury be selected for scoring artifacts. Adjunct Faculty have agree to participate in the process meeting</p>

		<p>Additionally, each of the above courses uses a Pre/Post Assessment quiz to chart growth both within the courses and as student progress through the program.</p> <p>Results: CRJ101: Students demonstrated an 84.91% increase from the pre assessment to the post assessment. Clear acquired knowledge was present in the gateway courses. CRJ202: Students demonstrated a 83.11% increase from the pre assessment to the post assessment. Acquired knowledge was demonstrated using the pre/post assessment.</p> <p>As an indirect measurement, the Criminal Justice Program utilizes a Student Satisfaction Survey that students must complete before submitting their Final Assignment. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes. The Benchmark for this survey was 100%. <u>Results:</u> Student Satisfaction was at 100%. Benchmark Achieved</p>	<p>begin to hypothesize the results of the data.</p> <p>An Action plan was then created to make adjustments to curriculum, direct measurement tools, and indirect measurements in an effort to make appropriate changes to increase benchmarks.</p> <p>The results of the data and data analysis were then shared with all adjunct faculty. The data will also be discussed with the Criminal Justice Advisory Committee in Fall 2020, where additional recommendations will be taken to make adjustments for Spring 2020.</p> <p>This process will be repeated to validate the hypothesis made during the data interpretation phase.</p>	<p>assignment. In AY 2020-2021 a final research paper will need to be included to capture student learning at the conclusion of the course.</p> <p>Inclusion of an Assessment Committee to avoid cross contamination of artifacts and scorers.</p> <p>Early Implementation TK20 links in the Milestone courses</p> <p>The AY 2019-2020 Assessment Planning was delayed due to restructuring the program to be offered fully online due to COVID-19 restrictions.</p> <p>Looking ahead at program, faculty, and student needs, the department focused attention on developing and updating online courses in the program. These changes included the following:</p> <ul style="list-style-type: none"> • CRJ101 was updated in the CBE modality. • CRJ102 was updated in the CBE modality. 	<p>during the AY 2020-2021 for norming sessions and Program/Course Outcome Alignment.</p>
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Dental Assisting Certificate Program	<p>All learning outcomes are included in the Dental Assisting Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Dental-Assisting-Outcomes-and-Curriculum-Map-20131.pdf</p> <p>And on the program's webpage, here https://www.necc.mass.edu/learn/credit-programs/health/dental-assisting-certificate/</p>	<p>Passing the Dental Assisting National Board Exam: RHS, ICE, GC</p> <p>Meeting expected score range on final student evaluations.</p> <p>Completion of Case Study</p> <p>Graduation/Retention rate</p> <p>Employment in Field</p> <p>Graduate Surveys</p>	<p>Program Coordinator and Faculty assess designated outcomes annually. Every outcome is assessed on a 3 year cycle.</p>	<p>Add new board preparation materials for student resources.</p> <p>Program has purchased new equipment and materials.</p> <p>Support students academic success with open lab and tutoring</p>	<p>NECC Program Review 2013</p> <p>CODA Accreditation Site Visit 2015 Status: Full ADA accreditation. Next review: 2022.</p>
Direct Support Certificate (0662)	<p>Learning outcomes are listed on the Direct Support Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Direct-Support-Outcomes-and-Certificate-Map-20192.pdf</p>				<p>Has never been formally focused due to small numbers but may be considered in near future</p>
Early Childhood Education	<p>All learning outcomes are located on the Early Childhood Education Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Early-Childhood-Education-Outcomes-and-Curriculum-Map-.pdf</p> <p>And on the program's webpage, here https://www.necc.mass.edu/learn/credit-</p>	<p>Student products are collected and evaluated on a regular basis. The following assessments were scheduled for AY 2019-2020:</p> <p>Child Study Reports (ECE 271)</p> <p>Practicum I Journals (ECE 271)</p> <p>Lesson Plans (ECE 272)</p> <p>Practicum II Journals (ECE 272)</p> <p>Topic Papers (ECE 250)</p>	<p>Student work is evaluated by faculty using faculty developed rubrics. During annual assessment day faculty review data and discuss recommendations for changes as needed.</p> <p>Data and Summary Reports are posted on the ECE Department Blackboard site so all faculty have access.</p>	<p>After reviewing data collected, faculty revised the assignment and rubric for the Final Journal assignment to reflect a closer alignment with the NAEYC Standards.</p> <p>In spring 2020, faculty will look more closely at the Key Assessment data, in preparation for Part 2 of the NAEYC Renewal Self-Study for Accreditation Report, due in Sept. 2020</p>	<p>April 2018</p>

	programs/education/early-childhood-education-associate-degree/				
Educational Studies	<p>Learning outcomes are listed on the Educational Studies Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Educational-Studies-Outcomes-and-Curriculum-Map-2020.pdf</p> <p>Design lesson plans, strategies, and assessments that promotes high quality instruction.</p> <p>Demonstrate critical thinking about teaching and learning theories and practices.</p> <p>Create and design safe and productive classroom environments that embrace diverse learning abilities and cultures.</p> <p>Modify instruction, curriculum, and assessments to meet the needs of all learners.</p> <p>Cultivate and identify collaborative partnerships with families, caregivers, community members and local organizations.</p> <p>Develop the capacity to reflect</p>	<p>The Educational Studies Program collects the following assessments from each of the required courses. The assessments are from multiple sources of direct measurements and indirect measurements.</p> <p>EDU 101 – Standardized assignment Philosophy of Teaching used in all sections. The final Philosophy of Teaching assignment will be linked to TK20.</p> <p>The assignment utilizes a rubric that identifies the learning outcomes from the course.</p> <p>A committee of faculty meet to score all sections utilizing identified benchmark papers from previous semesters. Artifacts are collected against the Program Assessment Rubric with 100% of artifacts scoring Proficient or higher range.</p>	<p>The Program Coordinator and one Adjunct faculty member will score all artifacts. TK20 will collect data in 2020- 21.</p> <p>Benchmarks were established in 2019.</p> <p>The Coordinator and Adjunct Staff will interpret the assignments from EDU 101, EDU 202, and EDU 203</p> <p>In the future the data from TK20 will be collected by the Program Coordinator.</p> <p>Each course will establish a pre assessments with results collected and submitted to the</p>	<p>During 2019-2020 school year the program was re-named to Educational Studies Program combining two programs. After completing a Program Review of assessment data, determined to change the names of the program to provide students with consistency to instruction and outcomes to all courses (EDU 101, EDU 102, EDU 202 and EDU 203).</p> <p>A hybrid online course for EDU 101 was added in 2019 – 2020.</p>	<p>The Elementary Program conducted a Program Review in 2018-2019.</p> <p>The Elementary Education Program and Middle/H.S. Education Program was combined with a name change of Educational Studies (1-12). This resulted in more consistent course pathways and the establishment of a Capstone Course EDU 204.</p> <p>Changes in curriculum and alignment of the Course Level Outcomes and to the Program Level Outcomes, which are evidenced in the Program Map.</p>

	on and improve the practice of teaching.				
Electronic Equipment Technology Certificate	<p>The outcomes are listed in the Electronic Equipment Technology Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2010/10/electronic-technology-outcomes-curriculum.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/technology-and-engineering/engineering-equipment-technology/</p>	<p>EST-104 Engineering Essentials & Design (Note: introductory level course, with no pre-requisites, required of all Engineering Science majors)</p> <p>MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test (same test) given in week #1 and week # 15 of course.</p> <p>FA19 Results: Q # 2, 3 and 10 post course tests >70%</p> <p>CTE-111 Circuit Analysis I Lab Experiments. Develop an assessment plan, FA21</p> <p>Note: required for all EET Certificate students</p> <p>1) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test given in week #1 and week # 15 of course;</p> <p>2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this.</p>	Program faculty. EST104 instructors and department chair	<p>New program outcomes were established, SP2018</p> <p>Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum.</p> <p>Evaluate SP21</p>	NECC Audit Fall 2016

		<p>See below, EST104 final presentation rubric.</p> <p>EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p>			
Engineering Science	<p>Learning outcomes for the Engineering Science program are listed on the Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Engineering-Science-curriculum-map.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/technology-and-engineering/engineering/</p>	<p>EST-104 Engineering Essentials & Design (Note: introductory level course, with no pre-requisites, required of all Engineering Science majors) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test (same test) given in week #1 and week # 15 of course.</p> <p>FA19 Results: Q # 2, 3 and 10 post course tests >70%</p> <p>PHS-131 Engineering Physics 1 Lab Experiments. Develop an assessment plan, FA21</p> <p>Note: required for all Engineering Science majors</p> <p>1) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test given in week #1 and week # 15 of course;</p>	Program faculty. EST104 instructors and department chair	<p>New program outcomes were established, SP2018</p> <p>Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum.</p> <p>Evaluate SP21</p>	May 2018

		<p>2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p> <p>EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p>			
Engineering Science – Technology Option	<p>Learning outcomes are listed on the Engineering Science Technology Option Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Technology-Option-Engineering-Science-Outcomes-and-Curriculum-Map.pdf</p> <p>And also on the program webpage https://www.necc.mass.edu/learn/credit-programs/technology-and-engineering/engineering-science-technology-option/</p>	<p>EST-104 Engineering Essentials & Design (Note: introductory level course, with no pre-requisites, required of all Engineering Science majors)</p> <p>MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test (same test) given in week #1 and week # 15 of course.</p> <p>FA19 Results: Q # 2, 3 and 10 post course tests >70%</p> <p>PHS-131 Engineering Physics 1 Lab Experiments. Develop an assessment plan, FA21</p> <p>Note: required for all Engineering Science majors</p>	Program faculty. EST104 instructors and department chair	<p>New program outcomes were established, SP2018</p> <p>Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum.</p> <p>Evaluate SP21</p>	NECC Audit Fall 2016

		<p>1) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test given in week #1 and week # 15 of course;</p> <p>2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p> <p>EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p>			
Exercise Science: Transfer concentration	<p>Outcomes are included on the Exercise Science Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Exercise_Science_Outcomes_and_Curriculum_Map_20181.pdf and here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Exercise_Science_Transfer_Outcomes_and_Curriculum_Map1.pdf</p>	<p>Results of the Senior exit survey. We look to see how many students are transferring into a baccalaureate program.</p> <p>Results of the graduate survey two years after graduation is to determine how many of those students earned the baccalaureate degree.</p>	The program coordinator will review results and discuss with the faculty	None at this time.	N/A- planned for 2020-21

	<p>The learning outcomes for this program are: Demonstrate knowledge of major concepts and principles in exercise science.</p> <p>Collect, analyze, interpret, and present qualitative and quantitative data.</p> <p>Research, evaluate, and synthesize information from a variety of sources</p> <p>Demonstrate knowledge of standard of risk management practices.</p>				
Associate in Science in Exercise Science: Health Fitness Instructor	<p>Outcomes are included on the Exercise Science Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Exercise_Science_Fitness_Instructor_Outcomes_and_Curriculum_Map1.pdf</p> <p>The learning outcomes for this program are: Demonstrate knowledge of major concepts and principles in exercise science.</p> <p>Collect, analyze, interpret, and present qualitative and quantitative data.</p>	<p>Results of the Senior exit survey. We look to see how many students are transferring into a baccalaureate program.</p> <p>Passing rates of the students who take the National Strength and Conditioning Association's Certified Personal Trainer exam.</p>	The program coordinator will review results and discuss with faculty	None at this time.	N/A- planned for 2020-21

	<p>Research, evaluate, and synthesize information from a variety of sources</p> <p>Demonstrate knowledge of standard of risk management practices.</p> <p>Plan, execute, and evaluate health and fitness programs</p>				
General Studies: Art & Design	<p>The learning outcomes are listed on the Art & Design Outcomes and Curriculum Map, available here: https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Art-Design-Outcomes-and-Curriculum-Map-2020.pdf</p> <p>And additional information is available on the program's webpage https://www.necc.mass.edu/learn/credit-programs/art/general-studies-art/</p>	<p>Art 235, Portfolio for Art, is our capstone course. Students begin building online portfolios when they enter the program and add to them with each course.</p> <p>As a benchmark, we review portfolios of ART 111 (Drawing I.) students at the end of each semester. Our fall 2019 reviews of two sections of ART111 took place on 12/9/19 and 12/10/19. Each student met for ten minutes with two guest professors (from our own department, teaching other courses or sections). The professors discussed the work with the students and scored it with a rubric with a scale of 0-4 for 5 criteria (this was not "blind" and therefore not a true assessment).</p> <p>On 10/25/19, our department conducted an assessment of Program Level Outcome #3 ("Use art & design terminology to analyze and assess the formal aspects of an artwork"). We</p>	<p>For the PLO 3 assessment, the ART109 professor collected samples, removed names, and shared them with department colleague reviewers via dropbox. The artifacts were scored with a rubric by two adjunct professors and the department chair. The department chair analyzed the data and led a discussion among the faculty. The professor who had initially graded the samples participated in the discussion.</p>	<p>Assessment indicated that 70% of majors in that section of ART109 reached the benchmark of a "2" ("satisfactory") or higher. 30% scored below satisfactory. In discussing the artifacts, we noticed that students tended to be more proficient in content that they had learned closer to the end of the semester (the time of the assignment) and less proficient in content from the beginning of the semester. We decided to dedicate more course time to review. Also, the professor who had created the assignment realized that the instructions could be more explicit about what students needed to include in their descriptions. He revised the assignment. As a department, we've also continued to share teaching materials that relate to PLO 3. We hope to standardize some of the vocabulary in</p>	<p>A program review is currently underway and will be complete in Spring 2021. There has not been a program review since the art and design areas were combined into one major in 2013.</p>

		assessed ART109 (2D Foundations) because its course objectives align closely with PLO 3. The artifact was a formal written analysis assignment from a Spring 2019 ART109 section.		order to make connections clearer to students from course to course.	
Healthcare Technician Certificate	<p>Learning outcomes are published for this program in the Healthcare Technician handbook, which is given to HCT students. Learning outcomes are also published on the program's webpage https://www.necc.mass.edu/learn/credit-programs/health/healthcare-technician-certificate/</p> <p>the college website https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Healthcare_Technology_Outcomes_and_Curriculum_Map_20181.pdf and on Blackboard.</p>	Completion of all required courses for this degree with a grade of "C" or higher, demonstration of EKG and Phlebotomy skills and completion of the phlebotomy externship where students are required to complete 100 blood draws to demonstrate phlebotomy proficiency.	Faculty reviews data/evidence each academic year in conjunction with the advisory board and changes in curriculum and pedagogy are implemented when identified or needed.	Recent changes in curriculum included adding a Certified Nurse Assistant component to the curriculum effective fall 2017 in order to provide a career ladder for CNAs into this program.	Institutional program review scheduled for 2022-2023.
Human Services (0255)	<p>All learning outcomes are listed in the Human Services Outcomes and Curriculum Map located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Human-Services-Outcomes-and-Curriculum-Map-2018.pdf</p> <p>And on the program's webpage https://www.necc.mass.edu/learn/credit-programs/human-services/human-services-associate-degree/</p>		Faculty has met each Assessment Day since 2015 to study outcomes and plan for activities to deal effectively with process. Program Outcomes were revised as and Competencies were adopted as discussed and reviewed during the Department Meetings spring 2018, fall 2019	As of the 2016-7 program review changes have been made to simplify these outcomes and work to make them more understandable, user-friendly, and effective. Outcomes have been reduced in number and improved in content	2016-7-Program Review and Presentation at Summit. Program Reaccreditation with the Council for Standards in Human Services Education was delayed 6 months due to illness of Program Coordinator but completed in summer 2018 and full accreditation given without exceptions.

<p>Laboratory Science</p>	<p>Learning outcomes are included in the Laboratory Science Outcomes and Curriculum Map, found here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Laboratory-Sciences-Outcomes-and-Curriculum-Map-.pdf</p> <p>In addition, learning outcomes are posted on the laboratory science web page https://www.necc.mass.edu/learn/credit-programs/science/associate-applied-science-laboratory-science/</p>	<p>Technical and non-technical skills (soft skills), as defined by the MLSEC, have been incorporated across the program curriculum and assessed by instructors through student coursework and by industry supervisors during the capstone course, Laboratory Science Externship experience</p>	<p>Data is collected from evaluations from employers from the externship experience and the Lab Science faculty formally interpret the results from the summer externships each fall. In addition, the faculty discuss how students are doing regularly at all Lab Science meetings, so successes can be shared and shortcomings can be addressed quickly.</p>	<p>The Lab Science curriculum is constantly being evaluated and updated based on feedback from the employee evaluations, advisory board recommendations, and current trends in science. This year, we proposed adding a QA/QC course to our program. The idea was well receiving by our advisory board, so we have begun the process of adding this new course on QA/QC to our program.</p> <p>The lab work in SCI106 Biotechnology was revamped so the required skills center around a central theme (the amylase enzyme) so it more resembles a coherent research project. Briefly, the students will do all the steps required to go from cloning the amylase gene to determining the enzyme activity of the final purified enzyme.</p> <p>A project introducing students to the job search process – comparing job search sites, evaluating job postings, researching the companies posting the job - was introduced into the first course in the program, SCI105 Lab Methods.</p>	<p>2020</p>
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<p>Liberal Arts Program</p>	<p>Learning outcomes can be found on the Liberal Arts Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Liberal-Arts-Outcomes-and-Curriculum-map-2019.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/liberal-arts/liberal-arts/</p>	<p>In past years, the Liberal Arts Program has assessed one or two of the stated learning outcomes found on the Liberal Arts Curriculum Map. Six of the seven learning outcomes align with the six Core Skills of NECC: Written Communication, Information Literacy, Global Awareness, Science and Technology, Public Presentation, and Quantitative Reasoning. The final outcome is specific to the Liberal Arts program and asks students to show knowledge of the interconnectedness of the Liberal Arts program.</p> <p>Assessments have aligned with the Liberal Arts Program Assessment Plan that includes collecting artifacts (usually an essay) from Liberal Arts students in Liberal Arts courses, norming readers, and evaluating artifacts based on a rubric that examines the learning objectives associated with that outcome.</p> <p>Due to the COVID-19 outbreak, the Liberal Arts Program was unable to collect artifacts to assess two learning outcomes: Public Presentation and Information Literacy. These outcomes will be assessed next year.</p>	<p>Assignments may be collected by the Liberal Arts Program Coordinator in consort with Liberal Arts faculty or may be collected by Institutional Assessment (when assessment of a Core Skill overlaps with a Liberal Arts assessment of the same skill (e.g. Global Awareness)).</p> <p>Artifacts are assessed by a committee of Liberal Arts faculty.</p>	<p>Based on previous assessments, the most significant change has been in assessing the one program outcome specific to the Liberal Arts program. In the past, an essay assignment that asks students to show knowledge of the interconnectedness of the Liberal Arts disciplines has been administered and collected from an ANT 101: Introduction to Anthropology course. This course does not specifically address this program outcome and assessment of these artifacts revealed the need for more structured opportunities for students in the Liberal Arts Program to meet the more important outcome of the Program. An introductory Liberal Arts course and a capstone project are currently being proposed to ensure that Liberal Arts students meet this outcome and to create an opportunity for authentic assessment of this outcome.</p> <p>Changes to the program (i.e. required introductory course and capstone course) will lead to changes to the curriculum map and assessment plan—both of</p>	<p>The Coordinator of the Liberal Arts program completed a Program Review in Fall 2019 as part of AY 19/20. The Program Review revealed the need for a revised curriculum map and assessment plan that addresses the results described in column 4.</p>
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				which better serve, and more accurately assess, our Liberal Arts students. These changes will be submitted by Spring 2021.	
Liberal Arts: Journalism/ Communication Option	<p>Learning outcomes are listed on the Liberal Arts: Journalism / Communication Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/LA-Journalism-Communication-Outcomes-and-Curriculum-Map.pdf</p> <p>The learning outcomes are also published on the website on the Journalism/ Communication degree page: https://www.necc.mass.edu/learn/credit-programs/communication-arts/liberal-arts-journalismcommunication/</p>	<p>JRN102 functions as a capstone course. It is taken after successful completion of JRN101 and builds on skills in writing, journalistic techniques and standards, media literacy, and ethics.</p> <p>During Spring 2019 the program learning outcome of Media Literacy was assessed in the JRN102 class. Assessment instruments were created to measure students' abilities to identify media ownership, purpose of media content, and threats to the First Amendment and the free press. Artifacts were collected and evaluated.</p>	<p>Assessments are conducted by the full- and part-time faculty in the program. For the 2019 assessment, the full-time faculty member, who served as the program coordinator, met with the part-time instructor of the JRN102 course to evaluate the anonymized artifacts and interpret the evidence.</p> <p>For Assessment Day, 2020, the new program coordinator met with faculty who teach in the program to develop a plan for future assessments.</p>	<p>The 2019 assessment of media literacy revealed a strong ability for students to identify ownership and purpose, but also revealed a weakness in students' ability to identify threats to the First Amendment right of the free press. Faculty discussed how the curriculum could be shifted to address this finding by adding more materials related to the free press. One resource to use for this purpose is the active student newspaper.</p>	<p>Program reviews for options within the Liberal Arts degree program have been discontinued.</p> <p>A complete program review of the LA: Journalism/ Communication Program was conducted in 2007.</p>
Liberal Arts: Philosophy	<p>The learning outcomes are published in the Philosophy Option Outcomes and Curriculum Map located here https://facstaff.necc.mass.edu/wp-content/uploads/2010/10/LA_Philosophy_Outcomes_and_Curriculum_Map_20181.pdf</p> <p>And also on the program webpage https://www.necc.mass.edu/learn/credit-programs/liberal-arts/liberal-arts-philosophy/</p>	<p>While there are program level outcomes, there is no specific program rubric. In several classes specific rubrics were developed in association with assessments. The work product in the form of written papers, oral presentations, and other assessments are submitted. A representative sample are utilized for review.</p> <p>While artefacts are captured from several courses, no review was completed in spring 2020.</p>	<p>Faculty in the program interpret the evidence and use it in submissions to academic affairs, and for program revision by faculty.</p> <p>Faculty in the program typically meet in the summer to review the course offerings and suggest revisions to the learning outcomes and the assessment in each course. This has led to written papers being integrated into more courses.</p>	<p>Several assessments have been refined to ensure some uniformity by faculty teaching the same course. As a result of review in 2018, all philosophy courses now contain some element of formal writing.</p> <p>The products of PHI 121 were interpreted over the summer 2019 and appropriate revisions made as necessary beginning in fall 2019. It</p>	<p>Philosophy is an option within the Liberal Arts program. As a result, reviews separate from the LA program are not necessary.</p>

				<p>involved adding written assignments for the course.</p> <p>In addition, all instructors of the Ethics (PHI 110) course now assign at least one written paper, where previously this had been optional.</p> <p>Since the previous submission one course, the History of Modern Philosophy (PHI 202) was dropped from the program, and the Philosophy of Happiness (PHI 208) was added. This step was taken to allow students to take a class with high transferability, would be compelling to a contemporary student body, would strengthen the program, and would fulfill the Public Presentation Core Academic Skill. The first offering of the class had an initial enrollment of 22 students.</p> <p>Further revision of the program has been hampered by the outbreak of COVID-19. It has proved difficult to convene faculty who were preparing to deliver all courses online for the fall 2020 semester.</p>	
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<p>Liberal Arts: Psychology</p>	<p>Learning outcomes are included in the Psychology Option Outcomes and Curriculum Map, found here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/LA_Psychology_Outcomes_and_Curriculum_Map_201811.pdf</p> <p>And on the NECC website on the program page: https://www.necc.mass.edu/learn/credit-programs/liberal-arts/liberal-arts-psychology/</p>	<p><i>Syllabi review of common outcomes and core academic skills</i></p> <p><i>Concerning the knowledge base in psychology (Goal 1): Describe key concepts, principles and overarching themes in Psychology</i></p> <p><i>Concerning ethical and social responsibility in a diverse world (Goal 3): Apply ethical standards to evaluate psychological science and practice</i></p> <p>Concerning communication skills (Goal 4): Demonstrate effective writing for different purposes</p> <p><i>Evaluations of essays in PSY 209 Biopsychology (writing intensive course designation)</i></p>	<p>Program Coordinator Department Chair</p> <p>PSY 200 Research Method Faculty and Program Coordinator</p>	<p>1. Personal emails to Faculty who have not written common outcomes in syllabi</p> <p>2. Discussions in department meetings</p> <p>3. Continued monitoring of syllabi. Goals to have 75% to 100% of syllabi in all major PSY courses have common course outcomes and core academic skills.</p> <p>4. Syllabi will now be read by department coordinator and not chair as the chair has more knowledge of Psy. content.</p> <p>1. Exit exam was not administered in Spring 2019. The exam was not completed and we were still looking at the best way to administer it.</p> <p>2. Exit exam was not administered in Spring 2020 due to Covid.</p> <p>3. Exit exam is expected to be given for a baseline assessment in Spring 2021 regardless of the Covid situation.</p>	<p>Program reviews for concentrations within the Liberal Arts program have been discontinued.</p>

		<p><i>Concerning professional development (Goal 5): Develop meaningful professional direction for life after graduation</i></p> <p><i>Concerning scientific inquiry and critical thinking (Goal 2): Interpret, Design, and conduct basic psychological research</i></p> <p><i>Artifacts were collected Spring 2019 and evaluated Fall 2019. Report still needs to be written (planned for Fall 2020 assessment day)</i></p>		<p>4. Because of success rates declining in Intro to Psy courses (data from grades: 69.5% in Fall 2015 to 55.4% in Fall 2019) the department will focus on success and equity issues in the 2020-2021 school year.</p> <p>5. Faculty survey will be sent out and discussion will be pursued about how to make our students more successful in Intro to Psy sections.</p> <p>No assessment or changes done for this outcome.</p> <p>1. As we discuss student success in Intro to Psy courses, we will discuss how to possibly include an APA citing assignment in Intro to Psy courses.</p> <p>2. APA module 7 developed Summer 2020 to be distributed Spring 2021</p> <p>1. Continued virtual career development and transfer events.</p> <p>2. Continued conversation about a capstone course in psychology.</p> <p>No changes implemented yet.</p>	
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<p>Liberal Arts: Writing Option</p>	<p>Learning outcomes are included in the Writing Option Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/LA_Writing_Outcomes_and_Curriculum_Map_20181.pdf</p>	<p>One learning outcome category for the program is assessed each Spring. Artifacts are collected from an advanced course that emphasizes the learning outcomes being assessed.</p> <p>During the Spring 2020 semester, artifacts were collected from ENG 115: Creative Writing Fiction to assess whether students could:</p> <p>Examine the craft of writing in creative genres such as fiction, creative, nonfiction, and poetry.</p> <p>Produce work in a variety of creative styles.</p> <p>Construct original storylines and different genres and construct written narratives through vivid imagery and dramatic action.</p> <p>Create main characters with clearly defined objectives and identifiable dramatic arcs.</p>	<p>Members of the English Department teaching courses in the Writing Option serve as an annual review committee. Each year artifacts are collected from a specific course and one outcome is assessed. Assessment procedure includes a rubric and members of a small assessment committee comprised of faculty will be normed before assessment. The committee will analyze the results.</p> <p>Due to COVID-19, artifact collection was delayed into Summer 2020. Assessment of artifacts will take place during the Fall 2020 semester.</p>	<p>Due to COVID-19, artifact collection was delayed into Summer 2020. Assessment of artifacts will take place during the Fall 2020 semester.</p> <p>After artifacts have been assessed, the committee will determine what changes to assessment rubrics, course structure, or opportunities to meet program learning outcomes need to be amended or created. These changes will be reflected in the 2021 E-Series form.</p> <p>*The curriculum map and program assessment plan were both updated Summer 2020 to reflect stronger assessment practice in terms of measurable learning outcomes.</p>	<p>Program reviews for concentrations within the Liberal Arts program have been discontinued.</p>
<p>Medical Billing Certificate</p>	<p>Learning outcomes are listed in the Medical Billing Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Medical_Coding_Outcomes_and_Curriculum_Map_20181.pdf</p>	<p>Completion of all required courses for this degree with a grade of "C" or higher and completion of 60 hour externship with established externship competencies.</p> <p>Graduate surveys and Employer surveys will be utilized to ensure</p>	<p>Faculty reviews data/evidence each academic year in conjunction with the advisory board and changes in curriculum and pedagogy are implemented when identified or needed.</p>	<p>Graduation and employer surveys were created and sent in September 2019.</p> <p>Due to COVID-19 the medical billing internship summer semester has been transitioned to a 100% virtual experience.</p>	<p>Institutional program review scheduled for 2021-2022</p>

	Learning outcomes are published for this program in Medical Billing handbook, which is given to Medical Billing students.	program graduates have met the program outcomes.			
Medical Coding Certificate	<p>Learning outcomes are listed in the Medical Coding Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Medical_Coding_Outcomes_and_Curriculum_Map_20181.pdf</p> <p>Learning outcomes are also published for this program in Medical Coding handbook, which is given to Medical Billing students.</p>	Completion of all required courses for this degree along with completion of a 60 hour Externship with established competencies.	Faculty reviews data/evidence each academic year in conjunction with the advisory board and changes in curriculum and pedagogy are implemented when identified or needed.	<p>Graduate and employer survey was created and sent to students in September 2019.</p> <p>Due to COVID-19 the practicum was transitioned to a 100% virtual experience in spring semester.</p>	Institutional program review scheduled for 2021-2022.
Medical Office Assistant Certificate	<p>Learning outcomes are listed on the Medical Office Assistant Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Medical_Office_Assist_Outcomes_and_Curriculum_Map1.pdf</p> <p>Learning outcomes are also published for this program in Medical Office Assistant handbook, which is also given to all MOA students.</p>	<p>Completion of all required courses for this degree with a grade of "C" or higher and completion of a 60 hour Externship with established externship competencies.</p> <p>Graduate surveys and Employer surveys will be utilized to ensure program graduates have met the program outcomes.</p>	<p>Faculty reviews data/evidence each academic year with advisory board.</p> <p>Any changes in curriculum and pedagogy are implemented when needed.</p>	<p>Curriculum changes were made FY 2016 and enacted in 2017.</p> <p>Students have been completing externship in their Spring Semester .</p>	Institutional program review scheduled for 2022-2023

<p>General Studies: Music Option</p>	<p>Learning outcomes are listed in the Music Option Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/General-Studies-Music-Option-Outcomes-and-Curriculum-Map-2018.pdf And on the program webpage at https://www.necc.mass.edu/current-students/academic-centers/center-for-liberal-arts/liberal-arts-pathways/music-pathway/</p>	<p>The technology was insufficient to collect student artifacts and significantly impacted student learning</p> <p>Blackboard and Zoom technologies were insufficient for music students learning with remote learning transition due to COVID</p>	<p>The previous Music Dept chair, resigned in Jan 2020</p> <p>Due to a lack of data and not having an assessment plan in place along with the collection of artifacts, review of data from the entire AY 2019/2020 was not possible</p>	<p>In reaction to COVID - The music department will adapt our Spring 2020 semester end capstone music performance jury for all Applied Music students by using technology to film every student, so as to enable the entire music faculty to review and assess their performances.</p> <p>Using anecdotal evidence, the department identified that the technology inhibited music student learning.</p> <p>Action Items for AY 2020/2021 The department will locate technology that enhances student learning as an online modality</p> <p>Develop MUS 102, MUS 112, MUS 115, MUS 217 and MUS 218 for online delivery</p> <p>Develop an assessment plan that will assess MUS 121, MUS 122, and MUS 224</p> <p>Develop a new Curriculum Map</p>	<p>AY2017/ 2018</p>
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				Develop a new Program Rubric to be used in assessing AY 2020/2021 Program Assessment	
Nursing	<p>Learning outcomes are listed on the Nursing Outcomes and Curriculum Mpa, https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Nursing_Outcomes_and_Curriculum_Map_20181.pdf</p> <p>The program outcomes and the End of Program student learning outcomes are published in the NECC Nursing student handbook.</p> <p>The Course Learning outcomes are published on the course syllabi.</p> <p>Additional information is available on the program webpage https://www.necc.mass.edu/learn/credit-programs/health/nursing-associate-degree/</p>	<p>The Associate Nursing Program has an Assessment Process that collects multiple sources of direct measurements and indirect measurements.</p> <p>NCLEX RN licensure exam: for Nursing education, set a benchmark of 80% or higher of the graduates passing first time test takers.</p> <p>Direct measurements: Assessment Technologies Institute (ATI) has a series of proctored assessments in each of the all areas of Nursing. The Final proctored assessment given at the end of the program is the Comprehensive Predictor. This assessment estimates the probability that the student will pass the NCLEX-RN on the first attempt.</p> <p>Mountain Measurement, Inc. provides the program with an annual report comparing the program's performance with that of similar schools nationally. Assessment Technologies Institute also provides an annual report -The complete insights review comparing the students</p>	<p>The assessment and evaluation committee aggregates the data and identifies downward trends and reports to the program committee as well as the curriculum committee.</p> <p>This is performed at the end of each semester, the end of the program, and once the final NCLEX pass rate has been provided in late January. Mountain Measurement reports are available in March.</p> <p>The Assessment and Evaluation committee chair is responsible for ensuring that the student satisfaction surveys, job placement data, and program completion data are sent out and completed. The chair also collects the reports from ATI as well as Mountain Measurement to distribute to the Committee.</p>	<p>Data analysis of the Associate Nursing students performance on the ATI comprehensive predictor for the class of 2019 indicated a drop in probability of passing the NCLEX. Actual pass rate was 91% in 2019.</p> <p>Analysis of Mountain measurement results in the client need categories indicated that students did not perform well on Coordination of care, reduction of risk and health promotion and maintenance. These results were brought to the curriculum committee, and the ADN faculty examined the content of the courses to ensure that these areas were included in the program.</p> <p>We have also added ATI Program Manager which allows us to ensure that our curriculum aligns with our course and program student learning outcomes .</p>	<p>The associate nurse program has an annual review by the MA Board of Registration in Nursing. The program is due for an accreditation visit by the Accrediting Commission for Nursing Education in February 2021 Since this last review, the Associate Nursing Program has made several changes in design, curriculum, and alignment of the Course Level Outcomes to the Program Level Outcomes, which are evidenced in the Program Map.</p> <p>Due to the COVID-19 pandemic, faculty had to quickly switch to remote with support of the college ensuring the deliver of the nursing curriculum. follows the new 2019 NCLEX-PN Test Plan</p>

		<p>performance on the standardized testing for 3 years.</p> <p>As an indirect measurement, the utilizes a Student Satisfaction Survey for each course that students must complete before the end of the semester. The purpose of this survey is to allow students to rate their learning based on their understanding of the course student learning outcomes.</p> <p>At the completion of the course, the students must complete a program satisfaction survey, outlining whether they were satisfied that they could meet the program student learning outcomes.</p> <p>6 months after graduation, the students are sent a graduate survey regarding their satisfaction with the program, are they employed, are they pursuing a higher degree.</p>			<p>Review of the curriculum to ensure alignment with the course learning outcomes and the end of program student outcomes.</p> <p>Train faculty on effective teaching strategies for remote learning</p> <p>Provide faculty opportunity to participate in the evaluation process</p> <p>Train faculty on the use of TK20, as well as ATI Program Manager, and Mountain Measurement to collect outcome data.</p>
Paramedic Technology	<p>Learning outcomes are listed on the Paramedic Technology Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2010/10/Paramedic_Outcomes_and_Curriculum_Map_20201.pdf</p> <p>Additional information is available on the program webpage https://www.necc.mass.edu/learn/credit-</p>	<p>Primary assessment artifact generated from the Paramedic Portfolio. The Portfolio is used throughout the program by the students to record their efforts in learning new static skill sets; tracking their progress as they learn how to apply their acquired knowledge in conjunction with these new skill sets in the setting of simulated patient encounters; during their Clinical Rotation time, as they</p>	<p>Currently there are only two Faculty members involved in review of Portfolio data. The Clinical Coordinator is primarily responsible for oversight and utilization of the Portfolio. The Program Coordinator, in conjunction with the Clinical Coordinator, review the data sets on a monthly basis and make individual student adjustments as needed while tracking</p>	<p>Retention of students, specifically minority students, has been identified as a concern. During class year 2019-2020, multi-lingual TA's have been employed to survey our multi-lingual students to determine if language proficiency can be identified as an issue. Early results indicate that interventions targeted towards correcting for</p>	<p>MA DPH-OEMS review 9/2020 with Training Institution Accreditation to run from 1/1/2021-1/1/2024</p>

	<p>programs/health/paramedic-technology-associate-degree/</p>	<p>embark upon applying these newly acquired capabilities to both simulated patients and actual patients in the healthcare setting; and finally, during their Field Experience portion of the program, where they track their evolution from employing these capabilities under controlled supervision while in the field to when they undertake their Capstone phase in the Field Experience of the program where they undertake the primary role for patient care and management of the entire patient interaction in the field.</p> <p>The Portfolio has been a written document recorded on paper until June 2020. With the beginning of the Summer 2020 Clinical phase, and with the Fall 2020 class start, the Portfolio will begin to be created and preserved with the use of an electronic application. This will streamline document creation, allow for rapid reviews and data collection, and will allow for increased ease of use by Preceptors and Students during the Clinical and Field Experience phases.</p> <p>The Portfolio is Reviewed at several levels. During the 1st and 2nd semesters of the program, the Portfolio is taught to the</p>	<p>program wide data sets for opportunities to improve the program as a whole.</p> <p>This process has been identified as an area for improvement during the 2020-2021 school year, as the program is shifting to the new electronic Portfolio, which will allow for reviews that are more frequent and a more robust screening system to identify program wide improvement opportunities. This will also increase the number of opportunities where individual students can be critiqued and guided.</p> <p>This process will also be modified by the creation of a Review Committee, to be comprised of TA's, Faculty, Medical Director, and members of the Program Advisory Committee. Due to the small number of Faculty in this Program, it is not possible to exclude members that have or will be involved in grading student performances. The Portfolio Committee will remain cognizant of this potential bias.</p>	<p>language translation issues can both identify latent issues as well as provide for early corrective actions to benefit Students.</p> <p>Current action plan is to increase the use of multi-lingual TA's to perform these surveys, but to also formalize out data collection to more fully understand and define this phenomenon.</p> <p>Additionally, it was noted that of the students that dropped out of the Program for the 2019-2020 class, the reason given by all but one student was that they had wider family issues that prevented them from continuing in school.</p> <p>The action plan initiated to address this concern involves frequent well-being checks that are not related to school and performance. This will be related to the students and Faculty as a priority for early detection, so that ancillary support services may be accessed in time to help the affected student avoid having to take such a drastic step.</p> <p>During the mid-Spring semester, due to the State of</p>	
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		<p>students by the Instructors and by the Teaching Assistants. The students learn to document their actions and how to utilize the Portfolio program to track their performances and acquisition of their skills. They also begin to track their skill tasks that are part of the requirement for advancement within the program – didactic onward to clinicals and onward to field experience. The Faculty review these Portfolios individually as well as in total in order to assess individual attainment of the skill sets and later to track the evolution of the individual and groups abilities to apply recently acquired knowledge via the appropriate deployment of the newly learned physical skill sets in order to safely and efficiently address the needs of a patient. Individual corrections can be made in response to identified areas of concern, and this allows for quick corrections and further reinforcement of best practices.</p> <p>The assessment of the Portfolios generates Program Level data points to guide the Faculty in making changes to individual topics, modules, course design, or style of delivery as needed.</p> <p>The Portfolio is used during both the Clinical and Field Experience</p>		<p>Emergency declared by the Governor in response to COVID-19, the school closed all on-campus sessions and converted to on-line learning.</p> <p>This coincided with Clinical and Field Experience sites barring access to Students.</p> <p>The response was broad based. First the Program confirmed with DPH-OEMS and CoAEMSP acceptable modifications to the delivery of services. Then the Program began the process of converting the current courses to the on-line format.</p> <p>The Laboratory classes and Clinical/Field Experience portions of the Program were addressed by the initiation of an on-line simulation suite, offered by Oxford Medical Simulations (OSM). This package allowed students to continue with their simulated patient interactions. This option was also identified by the State and the accretor as an acceptable alternative for a major portion of the Clinical phase of the program.</p>	
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		<p>phases of the program. During these phases, both the Student and their Preceptor will enter information into the Portfolio related to individual patient interactions, skills performed, and critique of performance. The Student and the Preceptor are able to review past performances and track the progress made by the Student. The Clinical Coordinator and the Program Coordinator are able to monitor the progress of individual students as well as the class as a whole.</p> <p>The Certification Exam Pass rate is tracked and compared to programs nationally. The Programs pass rate is reported both to the Commonwealth of MA Department of Public Health Office of Emergency Medical Services (DPH-OEMS) as well as to the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP) in compliance with accreditation duties related to reporting on program outcomes.</p>		<p>The continuation of laboratory skill learning was addressed following the partial lifting of precautions allowed for small group in-person sessions on campus.</p> <p>The use of the OSM is planned to continue beyond the response to COVID-19, the program will be included in future classes.</p> <p>Further efforts were planned to be undertaken during the Summer of 2020 to re-create the Program to better serve the students as a remote/asynchronous on-line program. The core program courses were re-formatted for the Fall semester, and plans are underway to complete the same refit for Spring courses should the ongoing COVID-19 response continue to dictate a remote learning environment.</p>	
Paramedic Technology Certificate	Outcomes for this program are listed on the program website, here https://www.necc.mass.edu/learn	Primary assessment artifact generated from the Paramedic Portfolio. The Portfolio is used throughout the program by the	Currently there are only two Faculty members involved in review of Portfolio data. The Clinical Coordinator is	Retention of students, specifically minority students, has been identified as a concern. During class year	MA DPH-OEMS review 9/2020 with Training Institution Accreditation

	<p>/credit-programs/health/paramedic-technology-certificate/</p>	<p>students to record their efforts in learning new static skill sets; tracking their progress as they learn how to apply their acquired knowledge in conjunction with these new skill sets in the setting of simulated patient encounters; during their Clinical Rotation time, as they embark upon applying these newly acquired capabilities to both simulated patients and actual patients in the healthcare setting; and finally, during their Field Experience portion of the program, where they track their evolution from employing these capabilities under controlled supervision while in the field to when they undertake their Capstone phase in the Field Experience of the program where they undertake the primary role for patient care and management of the entire patient interaction in the field.</p> <p>The Portfolio has been a written document recorded on paper until June 2020. With the beginning of the Summer 2020 Clinical phase, and with the Fall 2020 class start, the Portfolio will begin to be created and preserved with the use of an electronic application. This will streamline document creation, allow for rapid reviews and data collection, and will allow for</p>	<p>primarily responsible for oversight and utilization of the Portfolio. The Program Coordinator, in conjunction with the Clinical Coordinator, review the data sets on a monthly basis and make individual student adjustments as needed while tracking program wide data sets for opportunities to improve the program as a whole.</p> <p>This process has been identified as an area for improvement during the 2020-2021 school year, as the program is shifting to the new electronic Portfolio, which will allow for reviews that are more frequent and a more robust screening system to identify program wide improvement opportunities. This will also increase the number of opportunities where individual students can be critiqued and guided.</p> <p>This process will also be modified by the creation of a Review Committee, to be comprised of TA's, Faculty, Medical Director, and members of the Program Advisory Committee. Due to the small number of Faculty in this Program, it is not possible to exclude members that have</p>	<p>2019-2020, multi-lingual TA's have been employed to survey our multi-lingual students to determine if language proficiency can be identified as an issue. Early results indicate that interventions targeted towards correcting for language translation issues can both identify latent issues as well as provide for early corrective actions to benefit Students.</p> <p>Current action plan is to increase the use of multi-lingual TA's to perform these surveys, but to also formalize out data collection to more fully understand and define this phenomenon.</p> <p>Additionally, it was noted that of the students that dropped out of the Program for the 2019-2020 class, the reason given by all but one student was that they had wider family issues that prevented them from continuing in school.</p> <p>The action plan initiated to address this concern involves frequent well-being checks that are not related to school and performance. This will be related to the students and</p>	<p>to run from 1/1/2020-1/1/2024</p>
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		<p>increased ease of use by Preceptors and Students during the Clinical and Field Experience phases.</p> <p>The Portfolio is Reviewed at several levels. During the 1st and 2nd semesters of the program, the Portfolio is taught to the students by the Instructors and by the Teaching Assistants. The students learn to document their actions and how to utilize the Portfolio program to track their performances and acquisition of their skills. They also begin to track their skill tasks that are part of the requirement for advancement within the program – didactic onward to clinicals and onward to field experience. The Faculty review these Portfolios individually as well as in total in order to assess individual attainment of the skill sets and later to track the evolution of the individual and groups abilities to apply recently acquired knowledge via the appropriate deployment of the newly learned physical skill sets in order to safely and efficiently address the needs of a patient. Individual corrections can be made in response to identified areas of concern, and this allows for quick corrections and further reinforcement of best practices.</p>	<p>or will be involved in grading student performances. The Portfolio Committee will remain cognizant of this potential bias.</p>	<p>Faculty as a priority for early detection, so that ancillary support services may be accessed in time to help the affected student avoid having to take such a drastic step.</p> <p>During the mid-Spring semester, due to the State of Emergency declared by the Governor in response to COVID-19, the school closed all on-campus sessions and converted to on-line learning.</p> <p>This coincided with Clinical and Field Experience sites barring access to Students.</p> <p>The response was broad based. First the Program confirmed with DPH-OEMS and CoAEMSP acceptable modifications to the delivery of services. Then the Program began the process of converting the current courses to the on-line format.</p> <p>The Laboratory classes and Clinical/Field Experience portions of the Program were addressed by the initiation of an on-line simulation suite, offered by Oxford Medical Simulations (OSM). This package allowed students to continue with their simulated</p>	
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		<p>The assessment of the Portfolios generates Program Level data points to guide the Faculty in making changes to individual topics, modules, course design, or style of delivery as needed.</p> <p>The Portfolio is used during both the Clinical and Field Experience phases of the program. During these phases, both the Student and their Preceptor will enter information into the Portfolio related to individual patient interactions, skills performed, and critique of performance. The Student and the Preceptor are able to review past performances and track the progress made by the Student. The Clinical Coordinator and the Program Coordinator are able to monitor the progress of individual students as well as the class as a whole.</p> <p>The Certification Exam Pass rate is tracked and compared to programs nationally. The Programs pass rate is reported both to the Commonwealth of MA Department of Public Health Office of Emergency Medical Services (DPH-OEMS) as well as to the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP) in compliance with</p>		<p>patient interactions. This option was also identified by the State and the accretor as an acceptable alternative for a major portion of the Clinical phase of the program.</p> <p>The continuation of laboratory skill learning was addressed following the partial lifting of precautions allowed for small group in-person sessions on campus.</p> <p>The use of the OSM is planned to continue beyond the response to COVID-19, the program will be included in future classes.</p> <p>Further efforts were planned to be undertaken during the Summer of 2020 to re-create the Program to better serve the students as a remote/asynchronous on-line program. The core program courses were re-formatted for the Fall semester, and plans are underway to complete the same refit for Spring courses should the ongoing COVID-19 response continue to dictate a remote learning environment.</p>	
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		accreditation duties related to reporting on program outcomes.			
Practical Nursing	<p>All learning outcomes are included in the Practical Nursing Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Practical-Nursing.pdf</p> <p>Information and outcomes are available on the program webpage, https://www.necc.mass.edu/current-students/academic-centers/center-for-health-professions/health-professions-pathways/practical-nursing-pathway/</p> <p>The program outcomes and the End of program student learning outcomes are published in the NECC Nursing student handbook.</p> <p>The Course Learning outcomes are published on the course syllabi.</p>	<p>The Practical Nursing Program has an Assessment Process that collects multiple sources of direct measurements and indirect measurements.</p> <p>Direct measurements: Assessment Technologies Institute (ATI) has a series of proctored assessments in each of the areas of Nursing: Fundamentals, Medical/Surgical, Care of children, Maternal Child care, Pharmacology and Leadership.</p> <p>Students must achieve a level two on the examination if they do not achieve a level two, they must do 2 hours of a focused review provided by ATI.</p> <p>The Final proctored assessment given at the end of the program is the Comprehensive Predictor. This assessment estimates the probability that the student will pass the NCLEX-PN on the first attempt.</p> <p>An 80% probability or higher usually results in a passing grade on the NCLEX.</p>	<p>The assessment and evaluation committee aggregates the data and identifies downward trends and reports to the program committee as well as the curriculum committee.</p> <p>This is performed at the end of each semester, the end of the program, and once the final nclex pass rate has been provided. In late January. Mountain Measurement reports are available in March.</p> <p>The Assessment and Evaluation committee chair is responsible for ensuring that the student satisfaction surveys are sent out and completed.</p> <p>The chair also collects the reports from ATI as well as Mountain Measurement to distribute to the Committee.</p>	<p>Data analysis of the Practical Nursing students performance on the ATI comprehensive predictor for the class of 2019 indicated a drop in probability of passing the NCLEX. From 94 in 2018 to 84 in 2019</p> <p>Actual pass rate was 100% in 2018 to 96% in 2019.</p> <p>Analysis of Mountain measurement results in the client need categories indicated that students did not perform well on Coordination of care, reduction of risk and health promotion and maintenance. These results were brought to the curriculum committee, and the PN faculty examined the content of the courses to ensure that these areas were included in the program.</p> <p>We have also added ATI Program Manager which allows us to ensure that our curriculum aligns with our course and program student learning outcomes .</p>	<p>The practical nurse program has an annual review by the Massachusetts Board of Registration in Nursing. The program is due for an accreditation visit by the Accrediting commission for Nursing Education in February 2021</p> <p>Since this last review, the Practical Nursing Program has made several changes in design, curriculum, and alignment of the Course Level Outcomes to the Program Level Outcomes, which are evidenced in the Program Map.</p> <p>Due to the COVID-19 pandemic, faculty had to quickly switch from face to face learning to remote . With the assistance of the center for instructional technology, and faculty coaching, the transition was accomplished. Clinical courses are</p>

		<p>Finally the NCLEX-PN Examination. The board of registration in nursing and Accrediting Commission for Nursing education, set a benchmark of 80% of the graduates passing the NCLEX-PN. The Final pass rate for the year is provided to the Program in late January or February. An independent company, Mountain Measurement, Inc. provides the program with an annual report comparing the program's performance with that of similar schools nationally. Assessment Technologies Institute also provides an annual report -The complete insights review comparing the students performance on the standardized testing for 3 years.</p> <p>As an indirect measurement, the utilizes a Student Satisfaction Survey for each course that students must complete before the end of the semester. The purpose of this survey is to allow students to rate their learning based on their understanding of the course student learning outcomes.</p> <p>At the completion of the course, the students must complete a program satisfaction survey, outlining whether they were satisfied that they could meet</p>			<p>either in person (if the health care facility allows students to attend) remote and Simulation. Educating students on Outcomes and Objectives</p> <p>Ensuring the curriculum follows the new 2019 NCLEX-PN Test Plan Review of the curriculum to ensure alignment with the course learning outcomes and the end of program student outcomes.</p> <p>Train faculty on effective teaching strategies for remote learning</p> <p>Provide faculty opportunity to participate in the evaluation process</p> <p>Train faculty on the use of TK20, as well as ATI Program Manager, and Mountain Measurement to collect outcome data.</p>
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		<p>the program student learning outcomes.</p> <p>6 months after graduation, the students are sent a graduate survey regarding their satisfaction with the program, are they employed, are they pursuing a higher degree.</p>			
Public Health	<p>All learning outcomes are listed in the Public Health Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Public-Health-Outcomes-and-Curriculum-Map-2018.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/health/public-health/</p> <p>They are also available in the program handbook: https://www.necc.mass.edu/wp-content/uploads/health/public-health/Public-Health-Program-Handbook.pdf</p> <p>The outcomes for the academic year 2020-21 will be updated in the handbook by Fall 2020.</p>	<p>The Public Health Program has an assessment process that collects multiple sources of direct measurements and indirect measurements. In addition students complete 120 hours of supervised internship in the field. This year due to the Covid 19 outbreak student in person internships were disrupted.</p> <p>In order to redesign assessment and ensure that students completion of internship skills we provided the opportunity for students to attend online trainings and webinars. In addition many of our students participated in the statewide initiative of contact tracing. Exposure to Public Health learning was very real for our students and there were many opportunities to access learning and experience in the field even as our lives were disrupted. In CHW 290 the internship class the indirect measurement of a site supervisor survey was integrated with a reflection</p>	<p>In FA2019, the Program Coordinator reviewed the results of assessment and reported these to the Assistant dean of Health Divisions.</p> <p>The Program Coordinator also presents results to the Public Health Advisory in the fall. The results from the pre post quiz in CHW 101 will be collected and submitted to the Program Coordinator.</p> <p>Based on discussions with the Dean and Assistant Dean and presentation to the Health Advisory Committee any necessary action is noted and put into an action plan.</p> <p>The results of the data are shared with all adjunct faculty and the Public Health Advisory Committee.</p>	<p>The changes that have been made to the PH program are as follows: A complete assessment and rewrite of the learning outcomes. The outcomes were reviewed in October 2019 and again in March 2020. The new outcomes strive to be succinct and to address the reality of an Associates level education. For example we no longer suggest a student will complete a community needs assessment which is something normally done at the local PH department level. The update shows that students will develop a needs assessment and create a plan to educate a selected population on health risk modification.</p> <p>In addition the wording of all the outcomes strives to be clear and more concise for students.</p>	<p>The Public Health Program is due to be reviewed after its first five years in existence .This is due 2021.</p>

		<p>paper. This was especially useful in instances where a site supervisor could not complete an evaluation due to Covid 19. The reflection paper may now be used as an additional assessment tool for CHW 290 the Public health practicum. The program Coordinator will bring this concept to the Public Health Advisory board in the Fall 2020 meeting.</p> <p>These final reflection paper assignments will be loaded into TK20. We have limited faculty to complete juried assessment- there is only one full time faculty. The goal would be to engage a willing adjunct faculty member to review the reflection paper in TK20 in the Fall semester. There is a rubric available.</p> <p>CHW 101 is the only course that is offered twice in this program. We have two separate faculty members teaching this entry level course. A quiz and a discussion were selected for assessment of program Learning Outcome 1. In both cases the instructors utilized module 5. A scoring rubric was used and the direct measurable goal was achieved. More than 75% of the students achieved mastery or exemplary.</p>		<p>We also developed a Pre/Post quiz in CHW 101 which teaches the fundamentals of Public Health. It should be noted that this class is an open elective and we find the range of knowledge, skills and engagement in the topic to vary amongst the students.</p> <p>Learning outcome 4 which addresses the students complying with the Massachusetts Code of Ethics for Community Health Workers will now have three levels of assessment which will include CHW 290 discussion and site supervisor evaluation and a CHW 103 artifact. In the Fall we will confirm that the CHW 290 reflection paper is included as an additional artifact. In addition the site supervisor evaluation of this outcome has now been changed to a required score. There is now no possibility for an NA on this skill.</p> <p>With regards to performance in CHW 206 Information literacy paper we will continue to engage the library and writing center as compulsory points of contact</p>	
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		<p>CHW 206 is the penultimate course taken in the Associate program and also fulfills the criteria for the core skill in Information Literacy. Students in this class read The Prevention Diaries and answer regular quizzes and discussion questions on the social determinants of health and public health policy. They are exposed to various interventions that address public health and learn about organization and policies in detail. This course was selected to measure learning outcome 1 at the mastery and expert level.</p> <p>Assessment of artifacts in this course showed that this written paper is still a challenge for a few students and that ranges are varied. 89% of students showed proficiency and of those 60% showed exemplary. 10.5% of the students are showing emerging skills and struggling with the writing and analysis.</p> <p>In compares to the written paper the final exam showed that 80% of the students showed exemplary- whilst 20% showed proficiency. This result points to the need for continued practice and support for students who are weaker in independent written skills and analysis.</p>		<p>for this paper. In addition the Program Coordinator will continue to address student weakness by emphasizing to students the importance of utilizing Academic Coaching and tutoring centers. The Program Coordinator currently strives to refer students for support but may have to be more proactive on these recommendations. The faculty in CHW 206 will also consider changing up early assessments in the course to include another written assignment beyond discussion .This assignment will underline the skills needed to prepare to write the final paper.</p>	
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		As an indirect measurement, the Public Health Program utilizes a final Student Survey that students must complete before submitting their final discussion in CHW 290. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes.			
Radiological Technology	<p>The learning outcomes are listed in the Radiologic Technology Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Rad-Tech-Outcomes-and-Competency-Map-2021.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/health/radiologic-technology-associate-degree/</p>	The Radiologic Technology program collects multiple data each semester from both groups of the radiology students. Each academic year the program has an Assessment/Outcomes table with numerous evaluation methods, detailed benchmarks, and timeframes required by the JRCERT external accreditation agency.	The Program Director will interpret the data. The data is reviewed with the Program Coordinator then shared with the Radiologic Technology Advisory Board and the Radiology Clinical Instructors at the Clinical Instructor Meetings.	After reviewing the data and there is evidence of a failed benchmark(s), the program determines an action plan to meet the benchmark. Evaluation methods are also revised when there are program policy and/or program form revisions.	The Radiologic Technology program received the maximum eight year accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT) on November 23, 2015. The maintained eight year accreditation was received on December 11, 2019.
Raytheon Test B Certificate	<p>Learning outcomes for the Raytheon Test B Cert are listed on the Outcomes and Curriculum Map located here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Raytheon-Test-B-Electronic-Technology-Certificate.pdf</p> <p>And on the program webpage, https://www.necc.mass.edu/learn/credit-programs/technology-</p>	<p>CTE 101 Fundamentals of Digital Logic Online format launched FA20</p> <p>CTE 101: Digital Logic Fundamentals online pre-test and post-test. Benchmark: post course test completion >70% class average on this assessment. Same test given in week #1 and week # 15 of course starting SU21.</p>	Program faculty. CTE 101 instructors and department chair	<p>New program outcomes were established, SP2018</p> <p>New Test B program starts SP21</p>	NECC Audit Fall 2016

	and-engineering/test-b-electronic-equipment-technology-raytheon/	CTE 112 Circuit Analysis II Lab Experiments. Develop an assessment plan, FA21 Note: required for all Raytheon Test B Certificate students			
Respiratory Care	<p>Learning outcomes are listed on the Respiratory Care Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Respiratory_Care_Outcomes_and_Curriculum_Map_20181.pdf</p> <p>And on the program's webpage https://www.necc.mass.edu/learn/credit-programs/health/respiratory-care-associate-degree/</p> <p>Link to CoARC Accreditation Agency: https://www.coarc.com/Students/Programmatic-Outcome-Data.aspx</p>	<p>Curriculum review is a constant process, and several mechanisms are used.</p> <p>External accreditation outcomes are monitored annually, such as the credentialing examination pass rates. It is possible to use the group exam results to examine areas of the curriculum which need strengthening. National credentialing examinations have been validated and are based upon content materials required in the field. Respiratory programs can access National Board of Respiratory Care (NBRC) content matrices, which serve as necessary guides to use in the development of curricula. In addition to content, various levels of learning are addressed in the content matrices, such as recall, application, and analysis.</p> <p>Students are also required to take Self-Assessment Examinations (SAE), given as Capstone Examinations. These exams are given internally</p>	Biannually by the Respiratory Care Faculty during Assessment Day (October) and during Professional Day (March), and additionally by the Program Coordinator during the CoARC Annual Report submission in June.	AS a result of using the data/evidence, a third Self-Assessment Examination (SAE), given as Capstone Examination has been added to the curriculum and is given to the first year students during final exam week in the Spring semester.	<p>CoARC Annual Report 2019</p> <p>CoARC Annual Report for 2020 to be submitted by July 1, 2020</p> <p>CoARC site visit completed on 4/23/19 No citations noted Formal certificate on file.</p> <p>NECC Program Review completed in April, 2019</p>

		<p>during the second year at the end of both the fall and spring semesters. The exams are purchased from the NBRC, and they are actual credentialing examinations that have been retired. The fall examination consists of a retired TMC examination, while the spring examination is a retired Clinical Simulation exam, once again demonstrating the sequential model of teaching adopted by the program. The information and feedback from these exams is twofold. First, it is a valuable tool for the student because, following the exam, the student receives a detailed description of his/her weak areas. Second, the feedback is used by the program faculty to analyze the curriculum based on outcomes, and then implement an action plan to rectify any weak areas in the program.</p>			
<p>Sleep Technologist Certificate</p>	<p>- Learning outcomes are listed on every PSG course syllabus.</p> <p>They are also available on the Sleep Technologist Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Sleep_Technology_Outcomes_and_Curriculum_Map_20181.pdf</p>	<p>Completion of all required PSG courses with a grade of C or higher.</p> <p>Passing one of the sleep credentialing exams: RPSGT, administered by the Board of Registered Polysomnographic Technologists</p>	<p>Program coordinator and Clinical coordinator track completion of clinical competencies and attempt/pass/fail rate of sleep credentialing exams. Results are reported during the sleep technologist advisory board meeting.</p>	<p>No curriculum changes have been made.</p>	<p>The most recent CoA PSG accreditation renewal was 2018 and is due for renewal in 2023.</p>

	<p>And on the Sleep Technologist page on NECC site: https://www.necc.mass.edu/learn/credit-programs/health/sleep-technologist-certificate/</p>	<p>RST. Administered by the American Board of Sleep Medicine.</p> <p>Completion of all 14 clinical competencies</p>			
Technology and Business	<p>Learning outcomes are listed on the Technology and Business Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Technology-and-Business-Outcomes-and-Curriculum-Map-.pdf</p> <p>Additional information can be found on the program webpage, https://www.necc.mass.edu/learn/credit-programs/computer-information-science/cis-technology-and-business/</p>	<p>Student success is defined by our students successfully transferring to a 4-year school or gainful employment after graduation</p> <p>In addition, faculty is in the process of selecting common assessments for required course CTN110 . Also, our last year’s form stated a plan to select common assessments for CIS112 and CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year.</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>were scheduled to be reviewed by faculty teaching CIS115 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019several changes have been made to content in this course (see next column)</p>	<p>This new degree program was created based off industry needs and feedback. It evolved from a previous program, CS: Applications which we no longer offer. This new degree is a hybrid of computer science and business courses. In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map.</p>	<p>This is a new program as of Fall 2018.</p>

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
The Alcohol & Drug Abuse counselor Certificate is accredited by the Bureau of Substance Addictions Services (BSAS)-state of MA-Division of Dept. of Public Health	Aug 2019 Next due Aug 2022	None cited. No significant changes made. Assessed two Gateway Courses; HUS171-17 of 23 (74%)-under the Benchmark 80% on 5 cumulative quizzes. HUS191-6 of 6 (100%) scored better than 80% Benchmark.	Demonstrate well-developed clinical skills, techniques, and approaches consistent with national skills standards as outlined by Bureau of Substance Abuse Services (BSAS) state of MA Describe historical overview of confluence of factors that shaped institutional and direct professional service delivery models with clients & communities, including, but not limited to bio-psycho-social, economic, political, and legal issues. Provide accurate written & oral, clinical assessments of general health and welfare of clients, their families, and communities guided by ethical standards set forth by, Bureau of Substance Addictions Services, state of MA, and the National Associate of Alcohol and Drug Abuse Counselors. Analyze the effect of the injustices caused by prejudicial and/or discriminatory treatment as they pertain to individuals, families, groups, and institutions, (e.g. race, gender, ethnicity,	Next Program Review 2020

			<p>sexual orientation, ageism, social class, immigrants, et al.)</p> <p>Demonstrate skills involved in screening, orienting, assessing, crisis intervention, case management, treatment planning, documentation, consultation with other professionals, and appropriate referral of clients and families, Bureau of Substance Addictions Services, state of MA</p> <p>Demonstrate a professional level of comfort and expertise with the mechanisms involved in the administrative aspects necessary to deliver services provided by human services agencies and their interacting institutions (e.g. Health Maintenance Organizations, Department of Children and Families, courts, schools, et al.), And apply knowledge/skills using data and other management systems to develop/improve administrative services involved in the delivery of care.</p>	
The Dental Assisting Commission on Dental Accreditation, American Dental Association	<p>2020 Program Change Report:</p> <p>May, 2020 (due to COVID-19 Distance Learning)</p> <p>August, 2020 (add new dental evening cohort for Spring 2021)</p>	Full accreditation status with no reporting requirements.	<p>AY2019/2020:</p> <p>Retention: Benchmark 70%</p> <p>Employment in the career 95%</p> <p>DANB Pass Rate Benchmark 75%</p>	Accreditation Site Visit: 2022
The Medical Office Assistant certificate gains accreditation by	Most recent accreditation site visit by	Revisions to curriculum competencies was cited by site	Key Performance Indicators required annually are: Student Retention	Next MAERB program review

<p>the Commission on Accreditation of Allied Health Programs (CAAHEP) upon the recommendation of the Medical Assistant Educational Review Board (MAERB) which evaluates programs according to the established standards of the American Association of Medical Assistants (AAMA) and CAAHEP.</p> <p>NECC Institutional program was successfully completed in Spring 2020.</p>	<p>MAERB was in Fall 2013. The program maintained continuing accreditation with the next program review scheduled for Fall 2021.</p>	<p>visitors and corrections were made in Fall 2014.</p> <p>Program completes yearly Annual Report of Key Performance Indicators and program needs to achieve required levels of proficiency each year.</p>	<p>Placement Rate</p> <p>Graduation Rate</p> <p>Employer Satisfaction</p> <p>Exam/Certification results</p>	<p>scheduled FALL 2021 with site visit to follow.</p> <p>NECC Institutional program was successful in Spring 2020.</p>
<p>The Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as evaluated by the Commission on Accreditation of EMS Programs (CoAEMSP).</p> <p>Additionally, the EMS Department is accredited as an "Accredited Training Institution" by the</p>	<p>The most recent site visit from the CoAEMSP was June, 2016. Full accreditation was granted on 9/30/2018.</p> <p>OEMS ATI accreditation was re-approved on 9/25/2020, so as to continue our accreditation</p>	<p>The standards for continuing accreditation for a Paramedic program are identified with the CoAEMSP standards..</p> <p>Standard One: Sponsorship: A sponsoring institution must be at least one of the following, and must either award credit for the program or have an articulation agreement with an accredited post-secondary institution: 1. A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and</p>	<p>Key performance indicators required by the CoAEMSP are Program Effectiveness Data including Retention / Attrition rates, Licensure exam pass rates, positive placement rate, graduate and employer surveys, and resource assessment (RAM).</p> <p>Northern Essex Community College KPI Outcomes (2018-2020, incomplete due to COVID interruptions)</p> <p>Retention / Attrition: 88% for the 2018-2019 cohort; (70% threshold achieved)</p>	<p>The Paramedic Program is reviewed annually by CoAEMSP via and reports. The next self-study is due in 2021 (may be delayed due to national COVID restrictions, awaiting update from CoAEMSP) which will be followed shortly thereafter by an accreditation team site visit.</p>

<p>Mass Department of Public Health, Office of Emergency Medical Services.</p>	<p>from 1/1/2021 through to 1/1/2024.</p>	<p>authorized under applicable law or Standards and Guidelines for the Accreditation of Educational Programs in the Emergency Medical Services Professions (2015) 3 other acceptable authority to provide a post-secondary program, which awards a minimum of a diploma/certificate at the completion of the program.</p> <p>Standard Two: Program Goals: There must be a written statement of the program’s goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program. The communities of interest that are served by the program must include, but are not limited to: students, graduates, faculty, sponsor administration, hospital/clinic representatives, employers, police and/or fire services with a role in EMS services, key governmental officials, physicians, and the public</p> <p>Standard Three: Resources: Program Resources Program resources must be sufficient to ensure the achievement of the program’s goals and outcomes. Resources must include, but are not limited to: faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and,</p>	<p>Licensure Exam (NREMT) pass rate: 78% for 2019; 100% for 2020 (70% threshold achieved)</p> <p>Positive Placement: 100% (70% threshold achieved)</p> <p>Graduate Surveys sent: 100% (70% threshold achieved)</p> <p>Employer Surveys sent: 100% (70% threshold achieved)</p> <p>Resource Assessment (RAM) Greater than 80% in all categories (threshold achieved)</p>	<p>The OEMS review completed 9/2020, Re-accreditation awarded and will begin to run on 1/1/2021.</p>
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		<p>ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education.</p> <p>Hospital/Clinical Affiliations and Field/Internship Affiliations For all affiliations, students must have access to adequate numbers of patients, proportionally distributed by age-range, chief complaint and interventions in the delivery of emergency care appropriate to the level of the Emergency Medical Services Profession(s) for which training is being offered.</p> <p>Standard Four: Student and Graduate Evaluation/Assessment:</p> <p>Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.</p> <p>Standard Five: Fair Practices:</p>		
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<p>The Radiologic Technology program currently has an eight year accreditation with the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program also has a state license with the Massachusetts Radiation Control Board.</p>	<p>The most recent program review from the JRCERT was September 2019.</p>	<p>The standards for continuing accreditation for a radiography program are identified with the JRCERT's standards. The standards below are provided on the JRCERT's website under the 2014 Radiography Standards. The standards below are broken down further with an explanation and many objectives in each standard. The objectives state the required program response and documentation required for each objective within the standard.</p> <p>Standard One: Integrity: The program demonstrates integrity in the following: representations to communities of interest and the public, pursuit of fair and equitable academic practices, and treatment of, and respect for, students, faculty, and staff.</p>	<p>Key performance indicators required by the JRCERT are Program Effectiveness Data. The data is collected from the past five years, as requested by the JRCERT. This information must be submitted to the JRCERT by August each year and published on the NECC Radiologic Technology website for the general public and students to see.</p> <p>https://www.necc.mass.edu/learn/credit-programs/health/radiologic-technology-associate-degree/</p>	<p>The Radiologic Technology program completed a four year interim report for the JRCERT in fall 2019. On December 11, 2019, the JRCERT determined the program will maintain the eight year accreditation. The next site visit is tentatively scheduled for the Third Quarter of 2023.</p>
<p>The Sleep Technologist Program is Accredited by the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) under the Commission on Accreditation of</p>	<p>The most recent accreditation was 2018.</p>	<p>The CoA PSG regularly monitors the program's compliance with the outcomes assessment thresholds through the program's Annual Report. The accreditation standards are established by CAAHEP, CoA PSG, American Association of Sleep Technologists (AAST), and Board of Registered Polysomnographic Technologists (BRPT).</p>	<p>Pass rate of students passing the sleep technologist credentialing exam are reported to the CoA PSG on the annual report. The program aims for an $\geq 80\%$ pass rate, however, students don't always follow up with faculty as to whether the exam was attempted, passed or failed.</p>	<p>The next comprehensive CAAHEP evaluation of the program, including an on-site review, is scheduled to occur no later than 2023.</p>

Allied Health Education Programs (CAAHEP)				
Accredited by the Council for Standards in Human Services Education (CSHSE)	August 2018 With site visit	<p>No issues so identified and program accredited for five years without conditions</p> <p>Assessed Outcome #2-in adjacent cell. Results: Two Gateway Courses assessed: HUS101 40 of 47 students (85%) scored better than Benchmark 75%</p> <p>HUS103 44 of 49 (90%) scored better than 80% Benchmark cumulatively on a set of 5 Response Papers scored on a standardized rubric.</p> <p>One Capstone Course assessed: HUS250-19 of 22 (86%) scored better than 80% Benchmark scored on a standardized rubric..</p>	<p>Demonstrate well-developed clinical skills, techniques, and approaches consistent with national skills standards as outlined by the Council for Stand in Human Services Education (CSHSE), Community Support Skills Standards (CSSS)</p> <p>Describe historical overview of confluence of factors that shaped institutional and direct professional service delivery models with clients & communities, including, but not limited to bio-psycho-social, economic, political, and legal issues.</p> <p>Provide accurate written & oral, clinical assessments of general health and welfare of clients, their families, and communities guided by ethical standards set forth by the Council for Standards in Human Services Education.</p> <p>Analyze the effect of the injustices caused by prejudicial and/or discriminatory treatment as they pertain to individuals, families, groups, and institutions, (e.g. race, gender, ethnicity, sexual orientation, ageism, social class, immigrants, et al.)</p> <p>Demonstrate skills involved in screening, orienting, assessing, crisis intervention, case management, treatment planning, documentation, consultation with other professionals, and appropriate referral of clients and families.</p>	Next Program Review 2022-23 narrative only using reformulated standards of CSHSE

			<p>Demonstrate a professional level of comfort and expertise with the mechanisms involved in the administrative aspects necessary to deliver services provided by human services agencies and their interacting institutions (e.g. Health Maintenance Organizations, Department of Children and Families, courts, schools, et al.), And apply knowledge/skills using data and other management systems to develop/improve administrative services involved in the delivery of care.</p>	
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*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

