



NEASC

New England Association of Schools and Colleges

Fifth-Year Interim Report
August 2015



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2. Introduction

Northern Essex Community College is an institution that engages in reflection and self-study on an ongoing basis, as part of its institutional culture. Whether it is General Staff meetings led by the President twice each semester, or Convocation events held at the start of each semester, or All College Assembly meetings, also scheduled at least twice each semester, Northern Essex has created a number of vehicles that encourage and promote broad inclusion and participation of its community. Preparation of the Fifth-Year Interim Report, with the opportunity for discussion and the call for volunteers, was presented at all of these venues, beginning in calendar year 2014 and continuing through the spring semester of 2015.

In early 2014, NECC President Lane Glenn formally appointed Dr. William Heineman, Vice President of Academic and Student Affairs, to oversee the development of the Fifth-Year Interim Report. Dr. Heineman had led the college's 2005 Interim Report effort as a faculty member, and was thoroughly engaged in the development and writing of the 2010 Comprehensive Self-Study. He has also served on an external NEASC Self-Study Team. Shortly after this appointment, President Glenn also appointed Wendy Shaffer, Dean of Development, and Professor Mark Reinhold, Department of Natural Science, as Co-Chairs of this college-wide effort. A full team of individuals was in place by the summer of 2014:

- Standards 1 and 3: Dr. Linda Meccouri, Dean of Professional Development; and Terry Cargan, Professor, Department of English;
- Standard 2: Thomas Fallon, Dean of Institutional Research; and Jennifer Jackson-Stevens, Professor, Department of Respiratory Care;
- Standard 4: Dr. Judith Zubrow, Dean of Foundational Studies and Liberal Arts and Sciences; Habib Maagoul, Chairperson, Department of Mathematics; and Dr. Kim Waligora, Professor, Department of Natural Science;
- Standard 5: Janice Rogers, Assistant Dean of Foundational Studies and Liberal Arts and Sciences; and Deirdre Budzyna, Professor, Department of Early Childhood Education;
- Standard 6: Tina Favara, Dean of Enrollment Services; and Dr. Maria Carles, Professor, Department of Natural Science;
- Stephanie Wares, Academic Advising Center, acted as a resource to Standards 4, 5, and 6;
- Standard 7: Michael Hearn, Director of Library Services; and Gail Stuart, Coordinator of Reference Services;
- Standard 8: David Gingerella, Vice President of Administration and Finance/CFO; and Jeffrey Bickford, Chief Information Officer;
- Standard 9: David Gingerella, Matilda DelVecchio, Controller, Accounting and Finance; and Kristen Quinn, Professor, Department of Business Administration;
- Standard 10: Ron Taber, Chief Marketing Officer; and Amy Callahan, Professor, Department of English; and
- Standard 11: Heather Mores, Compliance Specialist, Enrollment Services; and Stephen Russell, Professor, Department of Global Studies.

In addition to these Team Leaders, Dr. Dawna Perez, Dean of Student Success, led the discussion and writing of the Reflective Essay section. The completion of Data Forms was also a Team effort, led by Dean Thomas Fallon and Dr. Ellen Wentland, former Associate Dean of Academic and Institutional Effectiveness; and supported by Stephen Fabbrucci, Vice President of Human Resources, Mary Chatigny, former Director of Human Resources, Alexis Fishbone, Director of Financial Aid, Matilda Delvecchio, and Ron Taber.

3. Institutional Overview

Northern Essex Community College was founded in 1961 and is one of 15 community colleges in Massachusetts. This state-wide system was established in 1958 and is governed by a local Board of Trustees and a central Department of Higher Education that governs all segments of public higher education in the Commonwealth.

Located in the northeastern corner of the state, the college's primary purpose has always been to meet the education and training needs of the residents in the Merrimack Valley region. It offers a variety of comprehensive programs of study leading to the Associate in Arts Degree, the Associate in Science Degree, the Associate in Applied Science Degree, and a broad spectrum of Certificates of Program Completion. In addition, Northern Essex offers English as a second language programming, and other general educational developmental courses in reading, writing, and mathematics. It also provides a host of academic and student support services dedicated to helping students succeed, enter higher levels of education and/or entry into the workforce, and achieve economic self-sufficiency.

The college's primary service area extends to 22 cities and towns throughout the Merrimack Valley, with the majority of students attending from the poorer communities of Haverhill (19.3%) and Lawrence (28.3%).¹

Its main campus is set on 106 rural acres in the city of Haverhill, easily accessible from the interstate, and consists of eight buildings. Its growing inner-city Lawrence campus has undergone extensive expansion since the 2010 Self-Study and is now comprised of six buildings, including: the President (Emeritus) John R. Dimitry building, a 68,000 sf facility in the heart of downtown; the Louise Haffner Fournier Education Center, a facility recently donated to the Commonwealth for use by the college that includes office, classroom, and meeting space; iHealth, a licensed facility offering health professions programming; 420 Common Street, a licensed facility that provides classrooms, offices, a public bookstore, restaurant, and bank (and will soon also house two, four-year higher education partners); the newly constructed Dr. Ibrahim El-Hefni Allied Health & Technology Center; and the Riverwalk campus, a lease space that includes classrooms, state-of-the-art computer labs, conference rooms, and offices.

In 2002, the Lawrence campus of Northern Essex was designated as a Hispanic-Serving Institution by the United States Department of Education, having a Hispanic student enrollment of at least 25%. As of this writing, both the Haverhill and Lawrence campuses meet this definition, with Haverhill's Hispanic enrollment (fall 2014) at 28.5% and Lawrence's at 56.4%.²

Northern Essex continues to have a strong commitment to strengths-based, data-driven decision making and that is evidenced through many of its accomplishments. For example, it is an Achieving the Dream Leader College, a national designation for community colleges that are part of the Achieving the Dream National Reform Network and have demonstrated success in strengthening their efforts to close achievement gaps. Through this initiative, the college has shown improvements in student academic performance and increased completion rates. Another example of a recent accomplishment is the 2014 Platinum Endorsement Award for the Laboratory Sciences Associate Degree Program, the highest endorsement award given by the Massachusetts Life Sciences Education Consortium. Northern Essex is one of just five Massachusetts community colleges to have been granted this level of endorsement.

¹ Fall 2014 Enrollment Update Report, NECC Office of Institutional Research

² Fall 2014 Demographics Report, NECC Office of Institutional Research

4. Response to Areas Identified for Special Emphasis

In the NEASC notification letter to the college (dated March 31, 2011), Northern Essex was asked to give emphasis to its success in two areas in future interim reports:

- Transitioning to a new President while maintaining its strong governance, planning, and advancement capabilities; and
- Ensuring sufficient numbers of faculty to serve increased student enrollments.

Transitioning to a New President

President Lane Glenn assumed the helm of Northern Essex Community College on July 1, 2011. He first joined Northern Essex as the Vice President of Academic Affairs in 2006. In the college's 2010 Accreditation Self-Study Report, he was credited with having a "substantial impact on the culture of openness at the college" in his role as Vice President. That same Self-Study went on to state "His leadership style has been characterized by an open door approach that has improved morale, increased involvement, and facilitated the feeling of trust in work relationships... he sought the assistance of the Academic Affairs Committee when determining academic policy, and there is increased participation by faculty in several initiatives."

The qualities described above that President Glenn brought to his position as Vice President are the same qualities he has brought to the presidency. In his first year alone, he led the college in the development of a new strategic plan, he advanced several student success initiatives, he expanded community and government relations activities at the college, and he strengthened the college's financial planning and reporting systems. He also personally led the effort to further expand and develop what is today a comprehensive urban campus in the city of Lawrence.

There's no question that Dr. Glenn's role as the Vice President of Academic Affairs contributed to the seeming ease at which he was able to transition into his role as President of Northern Essex Community College. He inherited a leadership team that he has kept intact to this day, including the Vice Presidents of Administration and Finance, Human Resources, and Institutional Advancement. After an extensive search, he selected a highly respected colleague from within the academic area of the college and named him Vice President of Academic Affairs. Although the Vice President of Enrollment Management/Lawrence campus left the college in 2014, President Glenn was able to shift part of her workload to the Academic Affairs Vice President (now the Vice President of Academic and Student Affairs), and he hired an Executive Director of Lawrence Campus and Community Relations to replace that aspect of the remainder of her responsibilities. Other executive management changes that he has made (such as the hiring of an Executive Director of Workforce Development and Corporate Relations) have been met with affirmation.

As the Chief Executive Officer of the institution, Dr. Glenn is subject to an annual performance evaluation, conducted by the college's Board of Trustees and submitted to the Commissioner of the Department of Higher Education for review and approval. In preparing the performance evaluation, the members of the Trustees' Evaluation Subcommittee meet over a period of several months, review documents and materials, and conduct interviews with members of the college's administration, with faculty and staff representing their respective unions, and with student groups. All of his evaluations have consistently ranked highly.

Each year, President Glenn sets ambitious goals. In the past year, these have included the following: Develop a comprehensive urban campus in downtown Lawrence; Improve student learning, retention, and graduation rates; Improve academic support services; Improve student career preparation; and Expand a “culture of learning” across the college. Dr. Glenn’s goals mesh with the Strategic Plan.

- Fiscal Management and Budgeting: Dr. Glenn is a skilled fiscal manager. Under his leadership, the college has streamlined its budget process resulting in improved planning efforts. He has led large-scale public-private partnerships that have generated outside investment.
- General Management and Planning: President Glenn is a nationally recognized expert in Appreciative Inquiry and Strategic Planning. He has competently led the college’s efforts in these processes—his approach has been strengths-based, and highly inclusive.
- Decision-Making and Problem-Solving: President Glenn continues to be a great communicator and problem solver—his attitude is positive and he brings solutions to the table. He is innovative and thoughtful—quick to size up an issue yet careful in his approach.
- Advancement: Dr. Glenn participates in all aspects of fundraising. He cultivates donor relationships and has also worked on grants development, especially when external partners are involved. Dr. Glenn has real strength in relationship building with the external community. He is engaging, approachable, and visible, and actively reaches out and is involved in the college’s surrounding communities.

Under his leadership, Northern Essex Community College has continued to be guided effectively. Some examples that help to demonstrate the effectiveness of that leadership include the following:

- President Glenn has been a member of the college’s AtD Core Team since its inception and his efforts have enabled Northern Essex to become a “Leader College” in the Achieving the Dream network. In a recent “Achieving the Dream: Benchmarking for Success” Report comparing Northern Essex to all 186 other colleges in the Achieving the Dream national network, NECC outperformed the average of the entire network on all ten measurements of success, including completion of developmental and college level writing and math, successful course completion, retention, and graduation by an average of 10%.
- More than half of the college’s graduates last year received their degrees and certificates in health care or a STEM (Science, Technology, Engineering, and Mathematics) field. This represents an 11% growth in these high-need fields over the last five years, and 10% higher than the average across other community colleges in the state.
- Manufacturing is the Merrimack Valley’s third largest employment sector—and it is growing. In the fall 2013, President Glenn began working with the Massachusetts Secretary of Housing and Economic Development and the Superintendent of the Greater Lawrence Technical School (GLTS), on an exciting partnership designed to meet the workforce training needs of the expanding manufacturing sector in the region. Employers were telling staff at the college that they needed more skilled machine tool technicians and computer numerical control (CNC) operators but neither the college nor GLTS had the equipment needed to provide training. Together, the college and GLTS requested funds from the state, with matching employer contributions, to build a new Machine Tool Technology laboratory. In April 2014, then Governor Deval Patrick visited Lawrence to announce the \$1.2 million grant to this partnership for advanced manufacturing equipment. The funds support the creation of an Advanced Manufacturing Academy that prepares the

region's workforce with machine tool and CNC skills for careers in advanced manufacturing. Through the partnership, GLTS offers machine tool instruction to high school students during the day, and NECC provides evening non-credit and college certificate and degree options for adult learners.

Under Dr. Glenn, the college's resources have been managed appropriately and the state of the college continues to be sound.

Ensuring Sufficient Numbers of Faculty

In both the 2010 NEASC Accreditation Self-Study and the college's current Academic Master Plan, a goal was established that 65% of all courses offered would be taught by full-time faculty. Data provided in Standard Five shows that 60% of all courses offered in 2010 were being taught by full time faculty (an increase of 7% over the prior two years) so there was room for continued growth. That percentage has remained stable since 2010, with 60.3% in the fall of 2014 being taught by full-time faculty; the overall goal has not yet been met at this time.

One significant variable that impacts the college's ability to meet this goal and will impact the number of courses offered by the college, is the number of enrolled students. The Reflective Essay indicates that the college has seen an overall decline in the number of enrolled students since 2010, meaning less demand for courses or difficulty in filling classes with enough students to prevent cancellation. So, even though the 2010 stated goal has not been met, there are sufficient numbers of faculty to serve current student enrollments.

Overall combined full- and part-time enrollments for the fall semesters have been irregular since 2010 (<http://facstaff.necc.mass.edu/wp-content/uploads/2014/09/Fa14-Enrollment-Update-Report-IN-PROGRESS.pdf>, Table 5). Enrollments dropped by 403 between 2010 and 2011, but rose by approximately 300 for 2012 and stayed the same for 2013. 2014 has shown another drop of 389 students. These variations may be attributed to the national economy still recovering from the recent recession and individuals returning to college to retrain for new careers or complete previously unfinished degrees.

Over the past five spring semesters, total student enrollment has also been dropping, from 6,946 full- and part-time enrolled students in the spring of 2010 to 6,263 students in the spring 2015 semester (http://facstaff.necc.mass.edu/wp-content/uploads/2015/02/IRP-20150218_SP15EnrollUpdate.pdf, Table 5). This reduction in enrollment results in the loss of the approximate equivalent of 31 classes, assuming an average section size of 22 students.

The number of classes being offered per semester has shown the following trends; between fall of 2010 and fall of 2014, the college has offered 45 fewer overall courses. During the spring semester, these numbers have shown an increase between 2010 and 2012 (from 945 to 1,021 for an increase of 76 classes) but have declined since 2012 to 935 for the spring 2015 semester (a loss of 66 courses since 2012 and a net loss of 10 classes since spring 2010). Summer courses have remained fairly constant varying between a maximum of 238 in 2013 and a minimum of 215 in 2010 and 2011 (data provided by the college's Office of Institutional Research).

While student enrollment has dropped, over the past three years the number of full-time faculty has remained fairly constant, varying between 108 and 114 between 2012 and 2015. There have been several retirements over the past few years but new faculty members have been hired to replace those positions,

with 14 new faculty hired in FY 2014 alone (from <http://facstaff.necc.mass.edu/departments-and-organizations/cpd/programs/welcome-to-the-full-time-faculty-orientation/meet-our-new-full-time-faculty/>). The number of DCE faculty has varied to a larger degree, with a minimum of 402 in FY 2014 and a maximum of 499 in FY 2013. These numbers are projected to stay constant over the next year though if enrollments continue to drop, there may be less demand for new DCE faculty.

As stated in Standard Five, there has been a new article added to the DCE faculty contract administered by the Massachusetts Community College Council (MCCC) whereby DCE faculty who have taught "...more than one course in the fall and spring semester for a minimum of five (5) consecutive years at a Community College..." may "...anticipate continuing to receive a tentative appointment and assignment of a second course for the next semester at that college, subject to the needs of the college" (Article 10.13 of the MCCC contract (http://mccc-union.org/CONTRACTS/DCE%202014-2016/DCE_Contract_6.1.2013_to_5.31.2016.pdf)). The addition of this new stipulation has the potential to affect the number of DCE faculty employed by the college because fewer individual DCE faculty will be needed while the overall number of courses taught by DCE faculty remains the same. Because full-time faculty are not permitted to teach evening courses (those that start after 4 PM) and weekend courses as part of their day load, many will teach classes in both capacities. Due to this restriction and the number of classes taught in the evening, there will be a constant demand for DCE faculty.

Full-time faculty workloads consist of more than just courses taught, as dictated by the MCCC contract. In addition to courses taught, faculty are also responsible to advise up to 18 students in their academic careers and provide college service, which may vary from advising student clubs, serving on standing committees at the college, such as the Honor's Committee.

There are numerous situations where full-time faculty members receive course reassignments to fulfill other duties at the college. These releases may be granted (at the discretion of the upper level administration) for becoming department chair, where the individual is responsible for planning semester schedules, creating departmental goals, and associated budgets. The number of courses that are released is typically two per semester, removing that particular faculty member from teaching one to two actual courses, depending on the number of credits. Course releases may also be granted for leading college-wide initiatives, such as leading development of Academic Master Plans, NEASC Accreditation, or specific programs like the Liberal Arts program. Faculty taking leadership roles in the MCCC also receive course releases so they may assist with the responsibility of negotiations between the union and administration or contending with grievances filed by union members.

Overall, these course releases (which can vary from one hour to over twelve hours) have a negative effect on placing more full-time faculty in the classroom. In recognition of this, the Vice President of Academic and Student Affairs has charged divisional deans with paring down course releases or reassigned time. In lieu of this, the college may look for ways to offer a stipend for faculty work on projects such as community outreach or establishing contacts for externships. The improving student success rates and vigorous program and curriculum development described elsewhere in this Report are indicators that the college has adequate full-time faculty and has struck an appropriate balance between the value of having full-time faculty in the classroom and playing leadership roles in other activities.

Because of the drop in enrollment, reduction in the number of classes being offered by NECC, and consistent number of full-time faculty, the college should anticipate that the proportion of full-time faculty teaching courses will rise in the near future.

Standard One: Mission and Purposes

Significant Changes Since the Comprehensive Evaluation

The most significant change since the 2010 Comprehensive Self-Study has been the development and adoption of a new Mission Statement for the college. The previous Mission Statement was developed in 1992, when it was created to align with that of the Massachusetts Department of Higher Education.

More recently, as part of the college's strategic planning process and as identified in the college's 2010 Accreditation Self-Study Report, Northern Essex committed as a college to reassess, evaluate, and develop a new Mission Statement that would reflect the college's core values, goals, objectives, constituent needs, as well as the ability of the college to deliver on these realistically (1.3).

Beginning in the fall of 2013, the college community was invited to participate in several opportunities designed to encourage feedback and ideas on what a new Mission Statement should encompass. At Convocation that fall, and again at the President's General College-Wide Faculty/Staff meetings each semester through the fall of 2014, input was sought and received. Drafts were brought forward to the college community for collective review and comment. Students were also invited and encouraged to participate in discussions and "Six Word Mission Slams."

All of the feedback received was carefully considered and vetted through a process that included review and discussion by the Executive Committee of the All College Assembly, a college-wide body that represents faculty, staff, and students, and advises on executive and operating policies. In early December 2014, the new Statement was approved by the Executive Committee and also by the college's Board of Trustees at their meeting on December 3, 2014. The new Statement then received the support of the Academic Affairs Committee of the Board of Higher Education in January of 2015 and was formally approved and adopted by the full Board of Higher Education at its meeting on March 10, 2015 (1.2).

The new Mission Statement for Northern Essex Community College reads as follows:

At NECC, our mission is to educate and inspire our students to succeed. We provide a welcoming environment focused on teaching and learning—strongly committed to unlocking the potential within each student and empowering our diverse community of learners to meet their individual goals. We are a community college dedicated to creating vibrant and innovative opportunities that encourage excellence and enhance the cultural and economic life of our region.

How Northern Essex Continues to Meet the Standard

This new Mission Statement defines the nature and character of the college. It reflects the culture of the institution and will provide the basis on which the college continues to move forward. The new Mission Statement will guide the development of the next Strategic Plan, which will in turn, guide other decision making, budget priorities, and evaluation at the college (1.1). Inasmuch as there was significant involvement in the development of this Statement by the college community, it is accepted and widely understood and is expected to gain even broader acknowledgement as it is published when relevant college publications are revised and updated (1.4).

Northern Essex will continue to periodically review and evaluate the content of its Mission Statement to ensure its institutional effectiveness (1.5).

Standard Two: Planning and Evaluation

Significant Changes Since the Comprehensive Evaluation

Since 2010, the creation of a new Strategic Plan (2012-2015) has driven the college's planning and evaluation processes <http://facstaff.necc.mass.edu/vision-and-planning-initiatives/strategic-planning/>. The Plan's development began at the 2011 fall Convocation and was followed by more than 35 SOAR (Strengths, Opportunities, Aspirations, Results) forums engaging the college's stakeholders. The Plan consists of five Strategic Directions (Support Success, Strengthen Community, Respect Diversity, Foster Leadership, and Maximize Resources) and five Strategic Goals (Develop a Comprehensive Urban Campus in Downtown Lawrence; Improve Student Learning, Retention and Graduation Rates; Improve Academic Support Services; Improve Student Career Preparation; and Expand a "Culture of Learning" Across the College). Progress of the Plan's activities is overseen by a Steering Committee that has diverse representation and meets monthly to monitor and guide the success of the Plan (2.1).

Following the development of the new Strategic Plan, in the spring of 2012, the Academic Affairs area adopted a new Academic Master Plan (AMP) for 2012-2015 <http://facstaff.necc.mass.edu/departments-and-organizations/academic-affairs/academic-master-plan/U>. A large team of faculty, staff, and administrators led the effort to gather and refine ideas for the new AMP. The team assembled these ideas into an overall structure that emphasizes the student experience at Northern Essex, in the classroom, regarding student support, and in linking the college experience to student lives before and after their time at NECC. Drafts were shared and refined through an inclusive process within the unit. The Academic Master Plan's 12 priorities serve as a guide for important decisions concerning resources, curriculum development, technology, planning, staffing, and a variety of student success initiatives (2.3).

Other changes since 2010 involve reorganization. With the departure of the Executive Vice President responsible for oversight of Enrollment Management and the Lawrence Campus, the Vice President of Academic Affairs assumed the majority of these responsibilities and became the Vice President of Academic and Student Affairs. One important result of this merger was the adoption of a Recruitment Plan in spring of 2014. The Plan was developed by representatives of these units, as well as Marketing Communications and Institutional Research, and drew heavily on data and analysis of enrollment trends, past practice, and potential future opportunities. Additionally, a new position, Executive Director of Lawrence Campus and Community Relations, was created to provide oversight for that area.

Lastly, for many years, three positions formed a triumvirate of the planning and evaluation function at the college including the Dean of Institutional Research, the Associate Dean of Academic and Institutional Effectiveness, and the Executive Director of Planning and Strategic Initiatives. These three positions reported to different Vice Presidents. At the end of June 2014, one of these positions was retrenched, one was placed on notice of future retrenchment, and the third was later vacated in fall 2014. The intent is to merge these functions into one Dean level position. The position was posted and a successful candidate has been chosen to fill the position (to begin in January 2016). Although this reorganization holds promise in terms of efficiency and cost savings, the final outcome and needed resources of this change will take time to assess.

How Northern Essex Continues to Meet the Standard

The planning and evaluation function has been a crucial resource for the college nearly since its inception. Approaches such as Appreciative Inquiry and Process Management, which are broadly inclusive in nature,

continue to be integral components of this system. For example, Appreciative Inquiry was central to the development of the 2012 – 2015 Strategic Plan and will be used for the development of the next Plan (2.2). The updated Academic Master Plan continues to set the direction for academic affairs. An implementation Steering Committee meets monthly to review progress on the AMP. Program review and learning outcomes assessment also inform the planning and budget allocation process. <http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/785-2/>. Program accreditations also feed the academic planning process (2.4; 2.6).

Likewise, another major initiative provides the college with the ability to measure student success improvements: the college's KPIs (Key Performance Indicators: overall course completion; transition from developmental math to college level math; completion of English Composition I; degrees and certificates conferred; and retention) <http://facstaff.necc.mass.edu/wp-content/uploads/2014/10/NECC-Longitudinal-Data-201309.pdf> (2.4; 2.5; 2.7).

In the Learning Outcomes area, the college is also now evaluating student progress in meeting Core Academic Skills, adopted in the fall 2014 semester. The six skill areas include Global Awareness; Information Literacy; Public Presentation; Quantitative Reasoning; Science & Technology; and Written Communication (2.4; 2.6; 2.7).

The above examples help demonstrate that the college systematically collects and uses data necessary to support its planning efforts. Additionally, a newly constructed Data Team has been developed to include members from all areas of the college to ensure that data collection and reporting of data are streamlined and consistent (2.2).

To help college staff assess the effectiveness of the college's planning and evaluation efforts, the Office of Institutional Research produces a variety of reports and analyses on a regular basis (by semester, annual, and ad hoc). Reports include graduate follow-up studies which help the college better understand some of the gains of its students (please also refer to the Reflective Essay section of this Report). It also produces reports and data on retention, enrollment, degrees conferred, student demographics, student grades, key performance indicators, and many more. The Office of Institutional Research also conducts surveys such as the Community College Survey of Student Engagement (CCSSE) and several specific process analyses/evaluations such as College Level Math Tutoring; College Success Course; and Supplemental Instruction. The Office is also responsible for submitting student unit record data to the state and federal governments, as well as private entities such as the Achieving the Dream Network. These data allow the college to compare itself to other "like" colleges for the purpose of setting goals and measuring progress. The college is committed to accurately measuring progress toward improvements in student success through many other ongoing initiatives such as AMCOA (Advancing a Massachusetts Culture of Assessment) in which state-wide meetings enable the college to share and learn about assessment practices and issues related to learning outcomes assessment (2.8).

Standard Three: Organization and Governance

Significant Changes Since the Comprehensive Evaluation

As noted in the Institutional Commitment section of this Report, Northern Essex Community College is governed by a local Board of Trustees and a central Department of Higher Education (DHE), responsible for all segments of public higher education in the Commonwealth.

In the past few years, there has been a shift in oversight by the Department of Higher Education, most notably in the search, selection, and approval of presidents. For example, the Commissioner of Higher Education now appoints at least one voting member to presidential search committees, which have historically been convened by the local Board of Trustees. At the same time, this expansion of duties by DHE has also given the Governor the authority to appoint the Chairperson of each local Board of Trustees, a task that formerly was done by an annual vote of the local Board. A liaison representing the Department of Higher Education has also now been appointed to facilitate communication between these entities.

In addition to these changes in system-wide governance, internal organizational changes within the college have also occurred since the May 2012 inauguration of President Lane Glenn. The Organizational Chart http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/Full_Org_Chart_2015_Updated1.pdf depicts the following (3.1):

- The President has fused together the previously separate Academic Affairs and Student Affairs divisions;
- He has incorporated Marketing Communications, Institutional Research, and Planning and Strategic Initiatives into the Institutional Advancement area, which had formerly focused on public and private sector fundraising, donations, grants, and alumni relations; and
- Dr. Glenn also appointed an Executive Director of Lawrence Campus and Community Relations, given the college's growing presence in the city of Lawrence and the campus and community responsibilities inherent in that growth.

Another area that has seen significant change is the All-College Assembly (ACA; formerly the All-College Council), NECC's formal participatory governance system <http://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Charter-2012-RevisedApproved.pdf>.

- A motion for a Charter change accommodating the addition of the Information Technology Committee was approved at a spring 2012 ACA meeting.
- A motion for a second Charter change adding a position for a student representative on each Standing Committee was approved at a spring 2013 ACA meeting (3.13).
- The Executive Committee of the ACA has worked to communicate more effectively and frequently, and to clarify the roles of the ACA and the Standing Committees. These actions have yielded positive results: Membership on all committees is up and attendance at inter-campus televised ACA meetings has increased by an average of 20%.

How Northern Essex Continues to Meet the Standard

The Northern Essex Community College Board of Trustees operates under Massachusetts General Laws, Chapter 15A, Section 22, as well as through a formal set of By-Laws amended 04/03/2013;

<http://facstaff.necc.mass.edu/wp-content/uploads/2010/01/irp-010809-std3a-bylaws-000.pdf>.

Together, these outline the authority, fiduciary responsibilities, relationships, and legal mandates of the Board as it continues to meet its responsibilities (3.1 - 3.3; 3.5; 3.7).

The Board sets fees, approves the hiring of full-time personnel, approves budgets, accepts grants, gifts, and trusts, and has the ultimate authority to award certificates and degrees, among other things. It has a standing Audit and Finance Committee that meets at least quarterly and provides regular reports to the full Board. This Committee is responsible for assuring risk assessment by receiving and reviewing audit and compliance reports from external auditors, as well as budget and compliance reports from internal staff and committees (3.7). Additionally, an Evaluation Subcommittee of the Trustees also convenes on an annual basis to perform the evaluation of the President of the college (3.6). The Department of Higher Education has lauded the efforts of this Subcommittee, and its Chair has conducted related trainings for other Trustees at sister institutions. Likewise, the NECC Trustees attend conferences and trainings each year which help to ensure the Board's effectiveness (3.4; 3.5).

Internally, the President's senior advisory team meets weekly and is comprised of the four Vice Presidents who report directly to the President; as well as two executive directors. The group includes the Vice President of Academic and Student Affairs (3.10), the Vice President of Administration and Finance/CFO, the Vice President of Human Resources, the Vice President of Institutional Advancement, the Executive Director of Lawrence Campus and Community Relations, and the Executive Director of Workforce Development and Corporate Relations. An extended group, the President's Cabinet, meets once a month to discuss planning, operational, and mission-related issues. The Cabinet includes the aforementioned senior advisory team, as well as the Dean of Professional Development, the Chief Information Officer, the Chief Marketing Officer, the Dean of Institutional Research, the Dean of Development, and the Dean of Enrollment Services (3.8; 3.14).

As established by Charter, the All College Assembly comprises five Standing Committees: Executive, Academic Affairs, Finance, Student Affairs, and the newly-established IT Committee. Each committee's membership is structured to embody a fair representation of all constituencies: faculty, non-unit administrators, professional staff, and AFSCME unit members (3.9). The ACA and its Standing Committees are advisory in nature, presenting to the President suggestions related to their respective charges. All of NECC's constituencies are proportionally represented on the Standing Committees. Only the President is not a member of the ACA.

The Academic Affairs Committee must approve all curricula and academic policy, which gives the faculty and staff a substantive voice in these matters central to the college's work (3.12). The Vice President of Academic and Student Affairs regularly seeks input from the Academic Affairs Committee as well as the other committees of the ACA. What's more, he regularly meets with the Student Senate and schedules open forums each semester to which all students are invited (3.10).

Lastly, with recognition of its importance, the college participates in periodic and systematic review of its organizational structure and system of governance in multiple ways, including an annual planning and budgeting process through which each division reviews its personnel and base operations; an annual report by the college's All College Assembly on governance and key operational matters; and a college-wide strategic planning process every three years, with opportunities to assess and change organizational structures and governance systems (3.15).

Standard Four: The Academic Program

Significant Changes Since the Comprehensive Evaluation

Since 2010, progress has been made to establish standards of student achievement and assess how students meet these standards. For example, the English Department is aligning/refining the learning outcomes in English Composition I and II and faculty members in the Laboratory Science program have utilized employer survey data to develop a course in basic lab calculations to address an identified weakness among students. Further evidence of progress is provided in the Reflective Essay of this Report.

Dual Enrollment: On and off-campus programs that the college has established with local secondary schools have grown over the last five years, including daytime Early College Programs at Haverhill and Amesbury High Schools and dual enrollment courses at Lawrence and Methuen High Schools. Early College and Dual Enrollment programs are intended to better prepare “middle of the road” students for the transition from high school to college, though they are open to all qualifying high school students. The program goals are: 1) Increase the number of students that attend college after high school graduation; 2) decrease the number of students requiring remediation in reading, writing, and/or math before starting college level courses; and 3) increase the number of program graduates completing at least two years of college following high school graduation.

NECC’s Dual Enrollment Programs operate under the academic oversight described above for the college at large (4.40). Additionally, a Director of PK-12 Partnerships serves as a liaison between the college and participating secondary schools and works to ensure programming meets the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards. Through careful selection, orientation, and ongoing support of students, enrollments in these programs have increased from 143 to nearly 800 students between AY 2012-2013 and AY 2014-2015. In the fall of 2013, 16 courses were taught in the program, and the average course completion rate with grades of C or better was 88.1% <http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/IRP20150317CCR-for-NEASC.pdf>.

Off-campus International Studies Program: Since 2010, NECC has increased the number of international short courses led by faculty. In 2009, NECC had only two short courses developed and offered one every other academic year. Presently, the college has five international short courses approved by Academic Affairs and six more in development. NECC now schedules two short courses each spring or summer. All courses are strategically designed to meet elective requirements in nearly all programs at the college.

Faculty has been invaluable in evaluating and advising the Cultural and International Studies Institute (formerly the Study Abroad office) during development of International Articulation and Study Abroad Agreements (4.11). Established partnerships with Bath Spa University, England; the University of West London, England; Florence University of the Arts, Italy; and Academia Latinoamericana de Español, Ecuador create transferable semester abroad experiences and transfer opportunities. The number of students spending a semester abroad has increased from one per academic year to seven. A record 18 applications are in process for fall 2015. Two new transfer agreements signed in 2014 are already attracting students, and three students are now transferring to foreign institutions <http://www.necc.mass.edu/academics/support-services/transfer/transfer-agreements/>.

The increase in international studies stems from three factors; 1) faculty integrating global learning outcomes into all disciplines, 2) allocating additional college resources by increasing the position of Director of Cultural and International Studies from part-time to full-time for AY 2014-2015, and 3) the

college joined the Institute for International Education and, in doing so, committed to doubling student participation over the next five years.

Reverse Transfer: NECC has been working with Salem State University (SSU) since 2012 and the University of Massachusetts Lowell (UML) since 2013 to award students a degree through Reverse Transfer. These agreements are designed for students who earned credits towards an associate degree while enrolled at NECC, but didn't have enough credits to earn the degree. Now, former NECC students enrolled in a bachelor's degree program at SSU or UML may satisfy the requirements for both degrees while moving forward in their education. Students who transferred to SSU or UML with 18 or more credits and an accumulated total of at least 62 credits are notified of this opportunity. Those who take advantage are reviewed by NECC based on course work taken at NECC and the four-year institution.

The program involves cooperation from both institutions and represents NECC's desire to increase the number of credentialed workers in the region. Through the Reverse Transfer Agreement with SSU, NECC has awarded an associate degree to 16 students since May 2012. As of May 2013, there have been 26 students who were awarded an associate degree through Reverse Transfer with UML.

Accelerated Learning Options: As projected in the 2010 Self-Study, new pathways have been implemented to improve transitions of students from adult basic education through developmental studies and into college level coursework.

To decrease the time students are spending in developmental courses and increase completion rates of college level courses, several accelerated learning options have been created for developmental level students. The co-requisite model pairs developmental courses with gateway courses and keeps them small to allow for additional student support (4.39). For example, *Writing Fusion* pairs Basic Writing or advanced English as a Second Language with English Composition I. The integrated developmental reading and writing course prepares students to enter English Composition I in the next semester. *Reading, Writing, and Reasoning* (5 developmental credits) replaces the longer developmental sequence of either Basic Reading (3 credits) and/or College Reading (3 credits) and Basic Writing (3 credits). Similar models elsewhere (California Acceleration Project, Middlesex Community College) have shown positive success rates in English Composition I.

ESL faculty have dropped the number of credits in their program from 78 to 48 credits by: combining writing and grammar classes; adopting new software tutorials and moving resources online; and requiring students with very little English proficiency to begin their studies with the college's non-credit, Adult Basic Education program or non-credit, community-based ESL programs. The college is beginning to see a decline in developmental and ESL enrollments as a result of these curriculum modifications. Over time, an increase is projected in college level enrollments, course completion, and student persistence.

Undergraduate Degree Programs: Since the 2010 NEASC Self-Study, the college has approved new degree programs and certificates while archiving others. These changes are the result of program reviews and an ongoing commitment to align the college's curricula with workforce conditions of the Merrimack Valley. Details of the reasoning that informed these decisions are found in the Reflective Essay of this Report <http://www.necc.mass.edu/academics/courses-programs/areas/> (4.1; 4.3; 4.5; 4.6; 4.8; 4.10; 4.14; 4.15; 4.18; 4.20; 4.31; 4.37; 4.43).

Compliant with NECC policy, archived programs implemented teach-outs for enrolled students (4.12). In 2014, for example, Paralegal Studies determined that student demand for the program had dropped

below a sustainable level and therefore recommended that a teach-out be implemented through the fall of 2016. Details of this plan can be found at this link: <http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/Paralegal-Teach-Out-Documents.pdf>.

General Education: Implementation of Core Academic Skills Requirement: NECC's core academic skills evolved from the college's 2009 statement, *A Vision for Core Academic Skills at Northern Essex Community College* <http://www.necc.mass.edu/academics/support-services/advising/core-academic-skills/> a document that was discussed and endorsed by the college community (4.16).

The skills were identified by faculty and administration as being essential to a student's preparation for further academic study and careers. In AY 2010-2011, the Core Academic Skills Committee adopted a model of inclusion where each degree program consisted of at least one course labeled as "intensive" in each of the core skills: global awareness; information literacy (4.7); public presentation; quantitative reasoning; science and technology; and writing (4.17). In AY 2011-2012, the Committee delineated skill-associated learning outcomes for each core skill (4.19). Departmental faculty selected which courses would be appropriate for intensive designation and once designated, all sections of it would be required to meet the criteria of that intensive designation. Professional development with paid stipends were provided for faculty who revised their syllabi to comply with intensive skill outcomes. By September 2014, the Committee had approved 201 courses as being skills intensive <http://facstaff.necc.mass.edu/wp-content/uploads/2012/02/Core-Skills-Approved-Updated-5-2014.pdf>.

Effective September 2014, a new NECC graduation requirement was implemented: newly admitted associate degree seeking students must take at least one course that is intensive in each of the six core academic skills <http://www.necc.mass.edu/academics/support-services/advising/core-academic-skills/>.

Integrity in the Award of Academic Credit: NECC degree programs require from 60 to 74 credits and certificate program requirements range from 12 to 50 credits. Policies and practices ensure the integrity of academic credit at NECC. In October 2014, the college adopted the following policy that is consistent with the U.S. Department of Education definition of a credit hour: <http://www.necc.mass.edu/student-services/current/policies-conduct/academic-policies-procedures/graduation-program-and-course-policies/> (4.30 - 4.37; 4.44 - 4.47).

The Academic Affairs Committee continues to exercise administrative oversight for academic departments in awarding institutional credit (4.2; 4.32; 4.38). The Committee defers to the professional judgment of faculty and deans to ensure that course content meets course descriptions and learning objectives as outlined in syllabi (4.32). The Collective Bargaining Agreement (CBA) requires all instructors to submit their syllabi to their supervising dean who verifies that the criteria on the Checklist for Course Materials are met. This practice applies to all courses, at all locations, in all formats.

Currently, the NECC credit hour policy is not included in the criteria on the CBA Checklist for Course Materials. Adding this policy to the Checklist would make college standards for course content and student achievement more transparent and, over time, more consistently enforced across multiple course sections and delivery formats.

Another challenge to ensuring consistent standards of course content is that, while the CBA requires faculty to include instructional objectives on their syllabi, there is no college-wide agreement that these course objectives will include *common* objectives that have been developed by a department's faculty. Some faculty members at the college profess that this would be an infringement of their academic

freedom and a violation of the CBA. Furthermore, it is highly uncertain that contract changes would allow the addition of common learning outcomes to the checklist.

Programs that continue to receive specialized accreditation, approval, or certification (e.g. dental assisting, nursing, respiratory care, paramedic technology, paralegal studies, early childhood education, human services) have developed course learning outcomes vis-à-vis explicit agency standards. These standard learning objectives are included in course syllabi, regardless of instructor or delivery format. Other departments (e.g. Computer Information Science, Mathematics) have made progress developing common learning objectives for courses that are taught by multiple instructors. These objectives are included on course syllabi and may be supplemented at the discretion of the individual instructor.

Assessment of Student Learning: The college has expanded its program, course, and institutional systems of assessment that were described in the 2010 Self-Study. Of particular note, NECC continues its active participation in the Vision Project's Advancing a Massachusetts Culture of Assessment (AMCOA). <http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/amcoa/>. Details of the college's assessment of learning across the curriculum are found in this Report's Reflective Essay (4.48 – 4.54).

Institutional Effectiveness: NECC focuses its evaluation resources on the quality, integrity, and effectiveness of its academic programs. Evidence of this—the college was recertified this year as an Achieving the Dream Leader College, a national designation awarded to community colleges that commit to improving student success and closing achievement gaps (4.55).

Systematic assessment of first year student retention, course completion rates, and degrees and certificates conferred informs decision-making in the allocation of resources to improve academic offerings and student learning. Reports on NECC Key Performance Indicators can be found at: <http://facstaff.necc.mass.edu/departments-and-organizations/institutional-research-and-planning/>; <http://facstaff.necc.mass.edu/vision-and-planning-initiatives/strategic-planning/strategic-goals-2012-2015/goal-2-improve-student-learning-and-retention-and-graduation-rates/goal-two-progress-summary/> (4.55).

How Northern Essex Continues to Meet the Standard

The college confers three Associate Degrees: 19 programs lead to the Associate of Arts; 25 to the Associate of Science; and one to the Associate of Applied Science. <http://www.necc.mass.edu/academics/courses-programs/areas/>. The college also offers 32 certificate programs <http://www.necc.mass.edu/academics/support-services/advising/certificate-programs/>. Each degree program publishes its learning goals and requirements and each mirrors with the NECC mission by preparing students for transfer to baccalaureate degree programs and/or careers (4.1 - 4.6).

Together, faculty and administration ensure that programs and certificates meet established standards and align with the college mission to serve the Greater Merrimack Valley. Academic oversight is shared by several stakeholders (Departments and Deans, Academic Master Planning Steering Committee, Academic Affairs Committee, Vice President of Academic and Student Affairs, President, Massachusetts Department of Higher Education, and Board of Trustees) to ensure compliance with policies and standards. Program reviews include an external perspective, occur on a five-year cycle, conclude with a college-wide Program Review Summit, and use student learning data to evaluate effectiveness

<http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/785-2/> (4.9; 4.33).

NECC ensures courses offered face-to-face and online maintain the same academic standards as outlined in the 2012-2015 Academic Master Plan. During 2012-2013, members of the Academic Affairs Leadership Team polled the college community and drafted a three-year Strategic Plan for Distance Education. The Plan identified goals and objectives to increase student access to quality instruction by combining the best traditional methods with technological innovation in distance education <http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/Distance-Education-Strategic-Plan-May-8-2013.pdf> (4.41; 4.42).

In the fall of 2014, the college focused on two goals: a) determine why an achievement gap exists between face to face and online learning, and b) identify programs that can/should be delivered online and in hybrid formats to meet the student demand <http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/Distance-Education-Strategic-Plan-Oct-17-2014.pdf>. This strategic planning was followed by ratification of the Distance Education Agreement, a Memorandum of Understanding that outlines policy regarding the development and implementation of distance education courses, including scalable compensation guidelines for faculty. The policy is consistent with all appropriate contractual obligations while fostering the continued development of distance learning opportunities http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/NECC_DE_Agreement_May_1_2014_Signed1.pdf; <http://www.necc.mass.edu/academics/online-learning/online-learning-policies/>.

Standard Five: Faculty

Significant Changes Since the Comprehensive Evaluation

In 2013, the Center for Professional Development came under new leadership. The new Dean of Professional Development has maintained the high quality of professional development support through the transition and has created both new and revitalized programming in response to a college-wide survey of professional development interests she initiated when she first arrived (5.13; 5.21 - 5.23). The Dean actively recruits DCE (Division of Continuing Education) faculty to participate in professional development activities and funds for additional online or off-campus workshops, conferences, and trainings.

Support for DCE faculty has continued to improve with the addition of office space for Lawrence adjuncts in fall 2014. DCE faculty on the seniority list have also been given additional protections by the collective bargaining agreement by being granted a reasonable expectation of a second course as part of their tentative assignment for the next semester if they have taught at least two courses regularly in the past. This change is addressed in more detail under the Response to Areas Identified for Special Emphasis. Additionally, DCE faculty teaching at multiple Massachusetts community colleges can request their salary step include courses and years taught at other community colleges in the state system.

The support for faculty developing or teaching in online and hybrid courses has expanded in the last five years with a more rigorous *iTeach* course that informs participants of best practices in online teaching and uses the Quality Matters rubric as a guide (5.21 – 5.23). In 2014, a fully online version of the course was offered, increasing accessibility for faculty and staff alike. The updated local distance education agreement was signed in May, 2014 and provides financial incentives for online instructors to participate in peer review to continuously improve their courses.

A number of faculty are working to address learning outcomes in different ways such as administering common final exams, norming of the evaluation of student writing, and portfolio review and assessment, all with the aim of providing feedback to instructors and improving curricula and classroom practices. The Dean of Foundational Studies and Liberal Arts & Sciences (FSLAS) is working to post all existing course and program outcomes on the college's website and raise awareness within her division and the college of the need to ensure consistency in content across courses with multiple sections.

One of the priorities of the current Academic Master Plan is to increase the percentage of daytime courses taught by full-time faculty to at least 65% by the end of 2015 (5.8). Since 2010, the number of day classes taught by full-time faculty has remained stable at 60.3%, with the goal not having yet been met. Search committee trainings were implemented in 2012 to improve and standardize the selection process laid out in the Search Committee Handbook (5.4; 5.9). Since 2012, 29 part- and full-time faculty members have participated in these trainings. In a further effort to increase the number of full-time faculty in the classroom, the Vice President of Academic and Student Affairs has worked with Division Deans to reduce the amount of reassigned time, resulting in a decrease of 63.5 hours from fall 2010 to fall 2014 and a decrease of 20 hours between spring 2010 and spring 2015.

It has also been a goal of the college to increase the number of faculty who are members of minority groups (e.g. Hispanic, Black, Native American, Native Alaskan and Pacific Islander). In 2009, 12 full-time faculty came from these groups and this has since increased to 16. In 2009, 24 minority faculty taught DCE courses and currently 56 DCE faculty members who come from a minority group are employed by the college (5.4). NECC has made progress in this area, but it continues to be a challenge. It is important to

note the data does not reflect the full diversity of the faculty because several minority groups are not considered in these statistics: Asian, Indian, and Eastern European. While the college has hired faculty from underrepresented areas, which in fact enhances the diversity of the faculty, they are not considered a protected class and so cannot be included in the formula.

DegreeWorks is increasing in its functionality as an advising tool and its communication of program requirements and progress towards a degree or transfer with students. It has also increased access for faculty, advisors, and staff to assist in student advising and registration though faculty commitment to its use is inconsistent. There has been an increased effort to outline well-defined pathways for students that lead to a degree or transfer in an efficient and timely manner, with the goal of improving retention and graduation rates. The FSLAS (Foundational Studies and Liberal Arts and Sciences) Division is developing a series of defined pathways for incoming Liberal Arts students to help direct them to courses that are part of the MassTransfer Block.

The system of assigning advisees is still being improved. The Collective Bargaining Agreement allows 18 student advisees to be assigned to faculty members based on full-time credits, daytime status, and academic program. With 67% of students attending part-time, a change was deemed necessary and now, students enrolled in an academic program, taking just one course before 4pm, or enrolled in six or more credits, are also assigned a faculty advisor (5.19). This creates a challenge for programs that have more students enrolled than faculty can handle due to the Collective Bargaining Agreement so students who cannot be assigned an advisor within their program of study must go to the advising center.

Through the Walmart Press for Completion grant, faculty mini-grants for on-campus research were offered during the last two years. The goals are to identify new (or learn more about existing) challenges to student success and develop strategies to address them. Through the Center for Professional Development, "Teaching in Community" was revived this year. Its purpose is to encourage and support faculty in creative exploration of experimentation with, and reflection on teaching and learning.

How the Institution Continues to Meet the Standard

Northern Essex continues to employ a dynamic and engaged faculty committed to their work with students both in and outside the classroom. The hiring of qualified instructors is a rigorous process with involvement of faculty, deans, and professional staff (5.1 - 5.4). Full-time and part-time (DCE) faculty participates in a wide range of professional development activities (5.13). Small gains have been made in the percentage of courses taught by full-time faculty and in the number of minority faculty at NECC, and the college recognizes that it needs to strengthen its efforts in this area. This work falls under one of the priorities of the Academic Master Plan for 2012-2015.

Both full-time and DCE faculty continue to benefit from the Collective Bargaining Agreement (5.6; 5.10; 5.11; 5.14; 5.15). Once appointed, new full-time faculty members are given a one-year contract and are eligible for tenure after six years of full-time consecutive service. Upon teaching five sections over three consecutive years, DCE faculty earn reappointment rights from a seniority list, as outlined in the Division of Continuing Education (DCE) bargaining agreement. Evaluation is based on classroom observations, student evaluations, and any relevant information in the faculty member's personnel file. Compensation for all NECC faculty is determined by their respective collective bargaining agreements (5.7; 5.24).

The college strives to strike a balance between consistency in learning outcomes and flexibility for instructors teaching a given course. The challenge is in ensuring first that common learning outcomes are in place, and then that this information is conveyed to, and followed by, instructors of that course.

Faculty continues to be actively engaged in various activities. For example, 21 faculty members currently advise 22 clubs on campus. Many faculty continue to be involved in the development and revision of the curriculum in programs in response to transfer requirements, employer needs, or changes in the field.

As noted above, one of the priorities under the 2012-2015 Academic Master Plan is to build and strengthen the faculty. The two key areas state the goal of having 65% of daytime classes taught by full-time faculty, and the commitment to provide opportunities for faculty to stay current in their disciplines and hone their teaching skills, all with the goal of enriching the students' educational experience and keeping the curricula relevant to today's needs (5.12; 5.16 - 5.18). The Academic Master Plan Steering Committee, composed of faculty, staff, and administrators, reviews the priorities on an annual basis (5.20; 5.24).

The college's commitment to diversity and inclusion is notable, as is its dedication to supporting faculty initiatives at the college. Faculty members are involved in promoting ways to improve student advising through defined pathways that lead to program completion or successful transfer, and help with student retention.

In short, NECC continues to meet the standard for faculty in a number of ways. The faculty of NECC is well suited to the fulfillment of the college's mission by its diversity and expertise as well as effectiveness in the classroom. The evaluation processes that are in place through the collective bargaining agreement ensure that there is ongoing feedback to the supervisor about the student experience in the classroom and provide the opportunity to observe and review the overall performance and contributions of new and tenured full-time faculty on a regular basis. The performance of adjunct instructors is similarly reviewed although there are no regular classroom observations done once the instructor achieves seniority. Ongoing opportunities for professional development and growth are available to both part and full-time faculty, and a Faculty Fellow receives a course release to work through the Center for Professional Development to support full and part-time faculty by their request.

Standard Six: Students

Significant Changes Since the Comprehensive Evaluation

Since the 2010 Comprehensive Self-Study, Northern Essex has further strengthened its services to students in a number of ways to help ensure their success.

Most significantly, students are experiencing a much more intentionally designed path through college than in the past. To help improve student outcomes, staff has implemented academic plans (Degree Works, January 2011), accelerated progress through developmental coursework, and support at stages where students seem particularly vulnerable (6.3). Services include tutoring centers with extended hours (including tutoring on Saturdays), College Success Seminar, Early Alert Interventions (Starfish), and expanded and improved academic advising services (6.4). Also implemented is a 12-week mandatory training for full time faculty and staff in student support services and advising (6.17). Currently, more than 60% of students have academic plans in the DegreeWorks advising system noted above, which is used to keep them on track by providing a guided plan on academic courses needed for graduation (6.3 -6.11).

In recognition of the significant financial barriers that impact student success and retention, the college committed \$200,000 annually to the Retention Scholarship from its own funds in AY 2011/2012 and increased those funds to \$250,000 for AY 2014/2015. This Scholarship focuses on the achievement of students within lower and middle class socio-economic income groups. The goal of this intervention is to remove financial barriers of students with proven academic progress related to the cost of education, books, and access to quality healthcare by providing financial support to bridge the gap between free aid and total cost, while minimizing loan indebtedness and increasing financial capacity (6.14).

By removing these barriers, students are able to move through their programs at a faster pace because their enrollment level is no longer determined by affordability but rather by their program of study. The average rate of retention for recipients in the semester following their initial award is 79%. From the fall of 2011 through the summer of 2014, the college assisted 558 students, of which 295 or 53% have graduated. A second intervention, the Financial Aid Lending Library, was established in the fall of 2013 with over 300 titles and 1,000 items available to all NECC students who have financial need and are unable to afford a portion or all of their textbook costs for the semester. The total savings to students from the Lending Library initiative in pilot year 2013-2014 was \$30,776; in 2014-2015, the savings to date is \$33,172 (6.14).

Also to help ensure affordable access to educational opportunity, in July of 2012, the college eliminated the Application Fee and in spring 2013, the Admissions Team implemented an Online Application, making NECC even more accessible to prospective students (6.14).

The college has also established a “One-Stop” Center on the Lawrence Campus (opened February 2014) that offers streamlined student services equitable to that of the Haverhill Campus. Services include Admissions, Financial Aid, Academic Advising, Career Exploration, Learning Accommodations, and Veterans’ Services. To support these efforts, the college has increased the number of Academic and Financial Aid counselors available to meet with students (6.12). The college has also expanded Testing/Assessment/Placement on the Lawrence Campus, which now offers services on a walk-in basis (6.1; 6.2). All of these efforts are regularly evaluated for their effectiveness to students (6.21).

The college increased the Veterans' Coordinator to full-time and established a Veterans' Center in the spring of 2014 on the Haverhill Campus with plans to open a Center on the Lawrence Campus. The college will soon be participating in the Veterans' Affairs (VA) work-study program and has recently partnered with the Bedford (MA) VA Medical Center to expand services to include mental health counseling, and other support for students who are veterans (6.12).

NECC Career Services has implemented NECClick, an online career service that gives NECC students and alumni access to jobs, internships, and volunteer opportunities, both locally and across the United States. It also offers a variety of career workshops <http://www.necc.mass.edu/student-services/career-services/career-workshops/> in conjunction with other NECC departments, as well as career events and information sessions. Individual career advising students can earn academic credit within their chosen career field or participate independently by applying for an internship through NECClick.

How Northern Essex Continues to Meet the Standard

As noted under Standard One, Mission and Purposes, the college's new Mission Statement references a diverse community of learners. The college was awarded a second United States Department of Education Title V Hispanic-Serving Institutions grant in 2011, which enabled the establishment of the Student Success Center (SSC) on the Lawrence Campus. Future Title V grant efforts will likely encompass the entire college as both campuses now have a Hispanic student population that is greater than 25%.

In spring 2014, the college adopted a Recruitment Plan <http://facstaff.necc.mass.edu/wp-content/uploads/2013/07/Recruitment-Plan.pdf> that sets explicit, data-informed goals for enrollment, recommends strategies to reach those goals, and provides timelines and a list of resource needs (6.1). The Plan is designed to drive recruitment efforts over the next three years while providing flexibility to address circumstances not anticipated. The orientation program has evolved to include collaboration between faculty, staff, and administration to offer a robust program both in-person and online to all new and transfer students enrolled in six credits or more. In addition to the more traditional orientation program, several criteria programs offer specialized orientation specific to the academic program (6.13).

Northern Essex continues to ensure that student records are kept confidential and that the provisions outlined by (FERPA) Family Educational Rights and Privacy Act of 1974 are followed (6.19). The institution continues to insure accuracy and access of all student educational data. To help students reduce loan burden/debt, the Financial Aid Office has implemented a number of policies and processes. If students require funding beyond the two loan requests allowed over the course of a year, they must meet with a Financial Aid counselor to explain the need for additional funds. To reduce delinquency and default, students must go through an exit counseling session before graduation. The FA Office sends monthly letters to delinquent students, with information of their loan servicer, the consequences of delinquency/default, as well as loan repayment options.

Lastly, the college's Student Engagement Center offers opportunities for student development, engagement, and leadership. Activities include orientation, a student leadership development program, more than 20 clubs, a Wellness Center, an NJCAA (National Junior College Athletic Association), athletics program, and the Student Government Association. In its efforts to prepare students to be responsible and mindful citizens, the college strives to encourage creativity in the students' educational pursuits (6.15; 6.16). The college continues to follow the Student Code of Conduct (which applies to all 15 Massachusetts Community Colleges) to deal fairly and appropriately with student behavior, discipline, and grievance issues (6.18).

Standard Seven: Library and Other Information Resources

Significant Changes Since the Comprehensive Evaluation

A number of changes have occurred since the 2010 Comprehensive Self-Study. Among them are:

- There has been an increased emphasis on Accessible Media;
- The college has implemented an Open Education Resources Initiative;
- There has been a focus on Information Literacy intensive course implementation;
- The college has developed an Information Literacy Lab on its Lawrence Campus; and
- The designated “ArtSpace” in the Haverhill Library is also used as a Cultural Center.

Accessible Media and Open Education Resources Initiative: During online course creation, instructional designers are mindful of universal design issues. The college's 2011 Strategic Plan yielded an "Accessible Media" subcommittee, which has been instrumental in getting many media resources closed-captioned for students. A college Textbook Taskforce was established to help address the rising costs of course materials, and as a result numerous courses have been redesigned around the Open Educational Resource initiative. In its first semester alone, this initiative saved students more than \$52,000 and for the current academic year, it has saved students \$132,000! To maximize the role of technology in the academic experience, online video creation is available on the Kaltura media platform, academic software such as Respondus, StudyMate, and SoftChalk are being supported, and Atomic Learning multimedia modules are available to the college community.

Information Literacy: One of the challenges highlighted in the 2010 Comprehensive Self Study was that of integrating information literacy into the curriculum. Since that time, the college has instituted a requirement that each new associate degree seeking student will complete at least one course designated as Information Literacy Intensive (ILI) before graduating (7.9; 7.10). Librarians have been deeply involved in the development and integration of the Information Literacy Core Academic Skill into the curriculum, serving on the CAS (Core Academic Skills) committee and as coaches to faculty as they design ILI courses, assignments, and modules. In order to be approved as ILI, a course must fulfill certain criteria. In the fall 2014 semester, 30 sections of ILI courses ran on the Haverhill and Lawrence campuses and during spring 2015, 35 were scheduled. The librarians have engaged faculty who teach intensive courses, preparing targeted instruction plans with disciplines across the curriculum which had not previously taken advantage of information literacy instruction. In 2013-2014, librarians conducted 26 group and individual sessions with faculty to create ILI-caliber classwork, and developed 13 new LibGuides for ILI courses (7.6).

Information Literacy Lab: A commitment to additional library space on the Lawrence campus arose out of the college's 2011 Strategic Plan and the 2012 Academic Master Plan (7.2). A full architectural design was completed for a comprehensive library facility in Lawrence. While the facility has yet to be fully funded, in fall 2014 the library added an Information Literacy Lab in Lawrence, which includes an electronic classroom dedicated to library instruction and media study spaces for students.

The Strategic and Academic Master Plan teams also identified assistance with academic technology as an unmet student need. In 2013, the library started a student 'help desk' in Haverhill. The success of the service led to additional hours in 2014, and is now also being offered through the Information Literacy Lab

on the Lawrence campus (7.2). Trained staff is able to provide students with technology assistance related to their course assignments and increase their digital fluency towards academic success (7.3; 7.6).

ArtSpace: Important changes to the physical space have occurred at both libraries since 2010. The Bentley Library in Haverhill opened an ArtSpace Gallery within the facility, which showcases works from faculty, students, and regional artists alike. The ArtSpace serves as an important cultural outreach to the entire Merrimack Valley community. Also in 2010, an ADA compliant circulation desk and a new instruction area were installed in the Bentley Library; a computer equipped group study room and expanded soft seating study space were also part of the redesign.

How Northern Essex Continues to Meet the Standard

Assessment and data collection are an integral part of library programming. Increased metrics around usage and information retrieval are kept, and teaching effectiveness is gauged through the evaluation of student deliverables and through electronic audience response activities. An assessment of how library instruction impacts student success was undertaken in fall 2013, with library instruction showing a positive impact on student retention (7.1; 7.11).

During its last website redesign, the college moved to a WordPress based site, and the library switched its web presence to that format in 2010. A college-wide team has been assembled to begin a new design process, and the library will assess its content, with a new design likely within the next two years.

The college's Center for Instructional Technology (CIT) has expanded its impact on how it assists faculty in course design. An integral part of CIT is its iTEACH program, which continues to be offered every semester, including summers. The content has been redesigned to be more competency-based, and includes electives and tracks from which participating faculty can choose. As a result, less emphasis has been placed on stand-alone workshops, as faculty is more receptive to 1:1 or semester-long models. CIT administers "Blackboard," the college's learning management system, and keeps the system up to date with regular upgrades. Major upgrades are infrequent and planned at times that minimize disruption.

As the library's emphasis on service has increased, a full time librarian was added in the Lawrence library. Demand for library instruction services has increased, especially on the Haverhill campus as a result of increased outreach and the addition of more Information Literacy Intensive courses. From fall 2012 to fall 2014, the number of library instruction sessions increased over 40% on the Haverhill campus alone. An important part of the ILI programming is more individual consultations with students. Each campus has two full-time and two part-time professional librarians, but the instruction and consultation demands are twice as great in Haverhill. An additional full time professional librarian is needed on the Haverhill campus to offset the increased (and expected) demand for professional services (7.4).

In June 2014, the long-time Library Director retired. With a new director, hired from within the organization, the library continues to meet the information needs of the faculty and students of the college. In the change of leadership, the library has adopted a "User Experience" (UX) approach to service and program development. The UX model puts the library user's point of view at the center of decision making, so that the focus of library practices remains on the students and faculty. During the next five years, the library's services and its role will evolve with the changing educational landscape. The library will move towards being a technology center on campus, offering students increased access to computer spaces, and all of the technological resources needed to complete their academic program (7.1; 7.5; 7.7; 7.8).

Standard Eight: Physical and Technological Resources

Significant Changes Since the Comprehensive Evaluation

Since the completion of the 2010 Comprehensive Self-Study, Northern Essex Community College has had substantial changes in both physical and technological resources.

One of the most important changes is the plan for a major renovation of the Spurk classroom building, utilizing \$15.7 million in state funds. Planning has already begun and actual renovation work is scheduled to begin in mid-2016. The modernization of the Spurk Building on the Haverhill campus will be used to update classrooms, modernize bathrooms, address air quality issues, modernize the elevator, replace outdated furniture and equipment, and improve student meeting spaces outside of Lecture Hall A, the Top Notch Theater, and Jitters Café. Built in 1971, the Spurk building is one of the most heavily used buildings featuring classrooms, faculty offices, a lecture hall, and a performing arts space.

Additionally, the Haverhill campus has a new modern bookstore that also serves as one of two new food options on campus. The other location is Jitters Café, which has been completely renovated. Plans are also underway to relocate the college's main computer lab to the second floor of the Bentley Library. With the help of \$2.4 million dollars in grant funding from the Massachusetts Life Sciences Center as well as a private donor, science labs on the Haverhill and Lawrence campuses have been renovated and new ones created.

As noted in the Institutional Overview section of this Report, the Lawrence campus has expanded to six buildings. Five of those buildings are in the downtown section of the city, all within easy walking distance from each other. The sixth is located in the Riverwalk complex adjacent to Route 495. At this location, the college occupies two floors of leased space. The other buildings include the John R. Dimitry building, which was donated to the Commonwealth in 1991 for permanent use by the college. Additional spaces include the licensed iHealth building; a renovated and licensed "HUB"/420 Common Street that includes a new street level bookstore, a bank branch, a food service area, two classrooms, a computer lab, and office space; a 44,000 square foot, state-of-the-art Allied Health and Technology Center that includes a new 30 seat computer classroom and equipment for use by health professions majors including computer training manikins that are most often found in some of the most advanced colleges and hospitals in the country. The campus also has a renovated Amesbury Street/Fournier building that includes two state of the art science labs. This former licensed space was recently donated to the Commonwealth for use by the college. All campus locations are serviced by new shuttle buses that transport students from one location to another free of charge.

In the information technology area, the college's first online portal has been in production since 2013 and has enhanced the college's online presence utilizing the latest technologies available. The portal provides single sign-on to many college services for students and provides a gateway to critical business applications for employees. Since 2010, the college has implemented several new services including Flexible Registration for online registrations, Degree Works which provides a streamlined interface for assisting students with academic plans, CollegeNET Series 25 for scheduling credit classes and special events, QAS for name and address verification in online forms, Blackboard Learn which replaced WebCT as the college's learning management system, Provide Support which provides student assistance through live chat, School Dude facilities management, TouchNET for online payments/payment plans, and several other smaller applications.

How Northern Essex Continues to Meet the Standard

Northern Essex Community College has the physical and technological resources necessary to support the college's mission. Faculty, students, staff, and visitors are welcomed to accessible, well-maintained, and well-equipped spaces. Each of the campus locations has been designed to allow easy access from one building to another.

Juggling renovations in and around buildings that are alive with activity six days a week has been a challenge that the college and its facilities area has taken very seriously. A long-term facilities plan was developed with the consulting firm, Sightlines. This plan documents recent facility improvements and gives the college leadership and the Board of Trustees with the needed tools to help them prioritize future capital investments (8.1; 8.4; 8.8). Plans for future improvements include a \$6 million state funded upgrade project for the Dimitry building, improvements to the student athletic facilities in Haverhill, and upgrades to the libraries in both Haverhill and Lawrence.

Along these same lines of exercising good planning and fiscal constraint, in 2013, the college's Board of Trustees incurred the first long-term debt (LTD) in an effort to "green" the college by significantly reducing the amount of energy that is used on both campuses. After setting a goal to have the LTD paid back with energy savings not to exceed 15 years, a comprehensive study was commissioned by the Massachusetts Department of Capital Asset Management and Maintenance (DCAMM). This comprehensive study of the college's HVAC systems determined what items should/could be replaced. The entire project cost \$6.2 million dollars and is being paid back from the over \$300,000 in annual energy savings the college expects to receive over the next 15 years (8.3).

Likewise, the college continues to improve on the significant technology enhancements by the Information Technology Committee's review of business analytics, emergency response systems, course catalog management systems, and mobile applications (8.5; 8.7; 8.8). The college has also completed the conversion of all classrooms to "smart" status outfitted with the latest technologies for instruction including wireless, projection, sound, computer, document camera, DVD, and mounted classroom controls. All new classrooms are built with these same "smart" technologies in order to ensure equity across campuses (8.2; 8.6).

One of the challenges the college has faced is making sure the IT staff levels are adequate to support the many existing and newly added technologies. Staffing has increased in the IT Client Services department to match the increased demand of new buildings. The trend continues in a positive direction with the addition of a new full-time position in Media support and plans to expand this unit further in the next fiscal year. New efficiencies in application support have allowed the reduction in engineering staff in Management Information Systems and offset some of the increased costs in additional Information Technology support staff. The institution has effective computer use policies and procedures <http://www.necc.mass.edu/student-services/current/policies-conduct/college-statements-policies-disclosures/computer-and-network-usage-policy/> (8.5).

As noted elsewhere, a new Dean of Professional Development was hired in 2013 and an inventory of administrative applications supported on campus was assembled. The Dean is coordinating experts in functional departments to provide training sessions for faculty and staff. There are trainings on the two newest applications on campus, DegreeWorks and CollegeNET 25Live, and additional sessions will be added covering Argos Reporting, college website and portal, Finance Self Service, and more. In addition, the Dean runs other sessions on new and emerging technologies ensuring that faculty is well informed.

Standard Nine: Financial Resources

Significant Changes Since the Comprehensive Evaluation

A number of important changes have occurred with respect to financial resources since the 2010 Comprehensive Self-Study, the foremost being that there is a new planning and budget process that was established and is in place. The Administration and Finance area created an annual Budget Schedule and Calendar <http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/FY16-Budget-Schedule.pdf> (9.8; 9.9) that is widely distributed. This new planning and budget process begins with the Finance Department's Financial/Budget Analysts. This team of two reports to the Director of Financial Services and they work closely with the college's Controller. Chairs, deans, and directors develop their goals and budgets for the following fiscal year, based on the parameters given to them by the appropriate vice president. The meetings are the basis for the creation of the college's initial spending plan. During this time the Budget Analysts meet with the chairs, deans, directors, and administrative support managers to discuss plans for their individual areas. Final budgets are reviewed/approved by the President and the Chief Financial Officer/CFO before they are forwarded to the President's Cabinet for review and to the college's Board of Trustees for final discussion/approval (9.1; 9.3). Once a final budget has been approved, the amounts are posted in Banner, the college's administrative software system.

The college has also revised its procurement processes. The procurement function now reports to a new Director of Operations for Administration and Finance. This has helped tighten internal controls and ensures that purchases are reviewed by two separate areas for compliance. It also ensures that purchases are being charged to an account that has the budget resources to support the purchase. Purchases and department budgets are monitored monthly and reviewed and discussed with individual managers quarterly. If there is a significant discrepancy between an approved budget and actual expense, the difference is discussed with the appropriate budget manager at the time of occurrence.

Along with tightened budgetary planning, development, and procurement processes, the college has also created an Investment Policy that was developed in 2011 <http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/NECC-Investment-Policy-090711.pdf> (9.14). The primary objectives of this Policy are to provide a balance of safety and growth of principal as well as sufficient liquidity to ensure a reasonable degree of flexibility in the operations of the college, while also increasing long-term capital growth and appreciation for the portfolio.

This commitment to revised, more transparent financial processes and policies is a key strength of the college. Sound financial planning and its execution at Northern Essex fully engage the community as a whole and consideration for both current and multi-year needs are part of the budget discussions, including Capital Planning, and the effectiveness of the college's financial aid policies and practices (9.5).

How Northern Essex Continues to Meet the Standard

NECC has the financial resources to sustain the quality of its educational programs; revenues are appropriately devoted in support of academic purposes and programs (9.4). The college has a sufficient amount of cash on hand to cover day-to-day operations. Total assets continue to grow, as the college invests in new capital projects including the build-out of the comprehensive campus in Lawrence (9.2).

There are two measures of the financial health of the college based on net position: (a) the current ratio—which measures the degree to which current assets are available to pay short-term obligations; and (b)

the primary reserve ratio—indicating how long the institution could function using its expendable reserves to cover operations. The “current ratio” for FY14 was 1.7, which is .3 lower than the previous year. The current asset of deposits held by DCAMM (Division of Capital Asset Management and Maintenance) decreased as construction work was completed; this lowered the current assets and therefore lowered the ratio in this calculation. The primary reserve ratio decreased to 7.0 from 11.5 last year; the unrestricted net assets were lowered by the decrease in net position. While ratios highlight that the college has limited flexibility to endure turbulent economic conditions, the college continues to improve its financial health by careful monitoring of expenses and by increasing its sources of revenue.

The value of non-current assets at fiscal year-end was \$45 million, \$10 million higher as compared to the prior year. Buildings and related improvements are the largest component of non-current assets. The increase was mostly due to continued construction in progress of the Allied Health and Technology Center in Lawrence which totaled \$7.1 million in FY’14. Construction in progress for the Comprehensive Energy Efficiency Project was \$1.9 million. Other projects include the upgrade of the wireless infrastructure and network storage area.

Operating funds have been managed to meet day to day operational needs. During periods when revenues have come in lower than expected, the college has been able to quickly make adjustments to operating expenses so that they can remain within available funding amounts. This ability to make informed changes quickly has enabled the college to reallocate resources to areas where they are needed (9.1). While the college has also been extremely careful to minimize any increases in its operating budget, the expansion/development of the Lawrence campus has required increases in student support services, increased parking needs, increases in public safety expenditures (including increases in the college operated shuttle), and an increase in the number of facilities staff.

The college’s financial management team is highly qualified and is responsible for maintaining college financial records in accordance with generally accepted accounting practices (9.6; 9.7). External audit reports are performed by an independent CPA firm, and they do not indicate any issues with internal controls, risk assessment, or conflict of interest. Financial statements are produced on a timely basis and, as indicated by the college’s track record of more than a decade of closing the year with operating surpluses, departments normally stay well within budgets. The college has received an unqualified opinion for all external audits, affirming sound financial reporting and practices (9.2; 9.12; 9.15).

The college is continually seeking to identify new sources of revenue which have resulted in additional revenue streams from auxiliary services <http://www.necc.mass.edu/about/facilities/> (9.10). The college acknowledges that this is an area that it can improve upon and increasing revenues from non-tuition sources is an area that is receiving more focus.

Funds raised from external sources are impressive—in the period from Fiscal Year 2010 through Fiscal Year 2014, \$3,498,439 was raised in private sector funds, including grants, donations, alumni, and events; and \$14,058,830 was generated from public sector grants. The college has an active Foundation Board as well as the Women of NECC, which is a volunteer organization dedicated to assisting the college and its students by fundraising for student scholarships and special projects. All funds raised support the overall mission of the college, including capital expenditures (9.13).

The college also has a very active Board of Trustees that oversees the institution’s financial resources, budget, and practices. The Board approves the yearly budget for the college as it is presented to them by the President and CFO; and also reviews and approves any significant updates to policies (9.2; 9.11).

Standard Ten: Public Disclosure

Significant Changes Since the Comprehensive Evaluation

Several key improvements have occurred since the college's last comprehensive NEASC accreditation review in 2010.

The college's website has gone through a significant navigational upgrade over the last five years, and ongoing refinement is planned for 2015/2016 as well. The driving force behind the current website navigational improvement plan is to insure a user-friendly online experience for all of the college's various constituencies.

Over the next 12 to 18 months, the Marketing Communications department will be executing a major web re-design project. The main objective of this initiative will be to segment the site into four major areas – a public section, a current student section, a portal section, and an intranet section. A renewed emphasis has been placed on segmenting information based on audience needs and expectations. A committee with representation from all divisions of the college, as well as students, alumni, and faculty, has been organized to help shape the direction of this project.

The website's public area will include externally-focused information targeted towards prospects and the community, while the current student area will contain internally-focused information of interest mainly to the current student population. The portal, which went live in March 2013, will continue to be a log-in protected environment containing individualized personal information, such as: a student's schedule, grades, account status, etc. The fourth area, the college's intranet, will be a "cloud-like" environment that will house resource information for current employees. Another area of emphasis for this large scale re-design project will be improving the site's overall ADA compliance rating. When this ongoing website overhaul is complete by 2016, public access to critical information will be more efficient and user-friendly than ever before.

Working hand-in-hand with easy access to important information is the accuracy and timeliness of that content. The daunting task of keeping hundreds of pages of critical information as up-to-date as possible is a college-wide challenge. As of December 2014, there are over 60 "de-centralized" content editors with access rights to edit certain sections of the college's website, and an additional 50 to 60 editors with access rights to update internally-focused information housed within the college's intranet. This effort to decentralize the editing of the website directly responds to a goal identified in the previous NEASC report (10.14).

The positive outcome from a continuous expansion of this de-centralized editing capacity is the improved timeliness and accuracy of online content. Critical information that helps prospects and current students make informed decisions about their educational opportunities can be updated in real time. Information about areas of interest such as: cost of attendance, expected educational outcomes, or transfer articulation agreements can be kept current by individuals who are content experts in these particular areas. Prior to de-centralized editors being in place, the timeliness of posting information online was driven solely by the availability of Marketing Communications web personnel. This limitation made it impossible to keep up with the ever increasing volume of requests. The timeframe for critical edits to be posted has dropped from a potential wait time of several days down to a wait time of zero with real time posting capabilities. The effort to decentralize editing capacity of the college website is ongoing, with an

eye toward extending editing capacity to the faculty to update information about academic programs and departments.

The college also continues to make strides in the area of disseminating comprehensive course information via the public website. A robust credit course search tool <http://www.necc.mass.edu/academics/courses-programs/course-search/> is available that allows both prospects and current students to search credit course offerings utilizing various course-specific parameters, such as; term, days offered, campus location, instructor, subject, and more. The end result is improved accessibility to course offering information.

Another effort that has improved access to internal information for current students is the expansion of the online publishing capabilities of the college's student-managed and student-run newspaper. As of September 2014, the *Observer* <http://www.necc.mass.edu/academics/enrichment/observer/> has a newly expanded online presence that allows for increased coverage of on-campus activities and issues of interest to NECC's student population. The creation of the student newspaper website was the result of an effective collaboration between student journalists and college marketing staff.

How Northern Essex Continues to Meet the Standard

The college continues to be highly committed to both transparency and accessibility with regards to public disclosure of critical information about itself to current students, prospects, and the community at large. The college is in compliance with all of the public disclosure expectations outlined in Standard 10 and links for information regarding 10.1 through 10.13 are identified in the Interim Report Forms attached to this document.

Printed materials containing important information designed to help individuals stay informed about their educational opportunities continue to be developed and distributed through various points of contact, such as; orientations, open house events, advising sessions, welcome week activities, and more. However, the online universe continues to be the area of growth for housing and disseminating this type of information. This is the rationale behind the college's ongoing commitment to improving access to mission critical information via the institution's online presence.

The college reviews all of its official publications regularly, including those found on the college website. Most are reviewed annually as they are revised and updated, while others are reviewed on an as-needed basis (10.14).

Standard Eleven: Integrity

Significant Changes Since the Comprehensive Evaluation

Since the 2010 Report, a number of initiatives have been undertaken at the college related to integrity. For example, in an effort to effectively comply with the Crime Awareness and Campus Security Act of 1990 (The Clery Act), NECC formed a Clery Committee in 2012, which is responsible for the publication of the Annual Security Report. The Report includes important safety information and detailed crime statistics for the previous three years.

A Compliance Committee was formed in 2014. This Committee is responsible for monitoring college compliance efforts and related activities on a continuous basis. The Committee acts in an advisory capacity to the President on measures to be taken regarding compliance issues.

Although the college is no longer an NCBI (National Coalition Building Institute) Campus Affiliate, a Culture and Equity Committee was created as part of the college's Strategic Planning effort to promote an institutional climate that deepens an appreciation for diversity and for the unique attributes of each individual. Both the Executive Committee of the All College Assembly and the Strategic Planning Steering Committee formally approved a new Core Values statement titled "Culture of Inclusion" and also approved a new Vision Statement. These formal approvals further demonstrate the college's deep commitment to this issue. The new Core Values Statement on a Culture of Inclusion is as follows:

Northern Essex Community College strives to be a model of diversity and inclusion; the campus community reflects the layers of cultural and self-identity that proudly make up our region, nation, and world. We respect, value, and celebrate the strengths, characteristics, and perspectives of all and promote an inclusive environment that leverages the unique contributions of each individual, group, and organization into all aspects of our work.

The new Vision Statement reads as follows: *To create a supportive learning environment of cultural inclusion that embraces all identities and inspires initiative and excellence.*

How Northern Essex Continues to Meet the Standard

Northern Essex Community College's commitment to integrity is proclaimed in its Mission Statement and its Core Values, which include student engagement, collaboration, personal and professional growth, respect, culture of inclusion, access and opportunity, and excellence <http://facstaff.necc.mass.edu/vision-and-planning-initiatives/strategic-planning/vision-statement>. The college conducts all of its business in an ethical manner and there is an expectation that all members of its community will act with integrity (11.1).

The college has an array of policies and procedures posted on the college's website and in various publications that are routinely updated and that help carry out its commitment to integrity and ensure fairness, truthfulness, and equality of treatment in dealings with employees and students, and in activities in the community (including but not limited to: contractual matters; recruitment/admissions; employment; data reporting; and scholarly and academic matters) (11.1 – 11.11).

Increasing the minority representation of its employees continues to be a challenge for NECC. However, the minority representation of the college's workforce increased to 10.8% (from 9.2% in 2007). Enrollment data from fall 2014 shows that 44.5% of the NECC student population is ethnic/racial minorities.

While there have been no formal grievance proceedings related to Academic Freedom within the last five years, there is a need for a more prominent statement affirming the college's commitment to academic freedom. The college is considering the possibility of including a statement on its website about Academic Freedom (11.3).

The Massachusetts Community Colleges adopted a Student Code of Conduct and Student Grievance Procedure <http://www.necc.mass.edu/student-services/currentpolicies-conduct/student-code-of-conduct-grievance-procedure/> in 2007-2008. The Code of Conduct and Student Grievance Procedure is distributed to all new students when they register for classes. The NECC Student Code of Conduct was updated in August, 2014. The college's policies, including grievance procedures, student rights, and the disciplinary process are effective in creating a fair, safe, and equitable environment. The majority of allegations of academic dishonesty are dealt with at the faculty-student level. During the past five years, only two Code of Conduct violations went to a formal hearing for resolution.

The college now has two part-time mental health counselors on its staff; one on each campus. The Care and Concern Outreach Team continues to regularly meet to address concerns about troubled or potentially violent students.

The Student Engagement Center continues to offer a variety of multicultural programs and events such as Hispanic Heritage Month, Black History Month, Chinese New Year, and discussion series that examine cultural traditions of different countries.

The College Statements, Policies, and Disclosures are found on the college's website <http://www.necc.mass.edu/student-services/current/policies-conduct/college-statements-policies-disclosures/>. The collective bargaining agreements for AFSCME employees and MCCC/MTA full-time and part-time faculty and professional staff set procedures for the resolution of grievances for their unit members. Non-unit professionals have a complaint procedure contained in the Massachusetts Department of Higher Education Community College Non-Unit Personnel Policies Handbook which can be found at: <http://facstaff.necc.mass.edu/wp-content/uploads/2012/07/NUP-Handbook-July-2012.pdf>.

The college continues to be committed to its employees and their well-being with an employee orientation that incorporates a series of workshops on strengths, diversity, appreciative inquiry, process management, and other topics including a workshop on embracing culture.

NECC operates as a public institution of higher education in the Commonwealth of Massachusetts pursuant to Massachusetts General Laws, Chapter 15A, et seq. The college observes all applicable state and federal laws and regulations. NECC follows the Policy on Affirmative Action adopted by all the community colleges and affirms the prohibition against discrimination based on "race, creed, religion, color, gender, sexual orientation, age, disability, genetic information, maternity leave, and national origin." Complaints regarding discrimination or sexual harassment, including those from students, are handled by the college's Affirmative Action Officer and Title IX Coordinator, who is the Director of Human Resources.

The college is in compliance with the requirements of the American with Disabilities Act. The Access Committee continues to meet in order to deal with issues of concern related to people with disabilities. They are currently working on an accessible media project.

Reflective Essay

Northern Essex Community College has selected to respond to 6.b. Assessment of student learning: “What and how students are learning” and 6.c. Measures of student success, including retention and graduation.

Northern Essex takes pride in that its advisory boards laud the knowledge, technical skills, and employability of its graduates. Successful Northern Essex students have what it takes to be active, productive, and impressive participants in the local community and in the workforce. This point is demonstrated by more than 50% of student interns being offered jobs upon completion of their internships, even while they are still in school. The college, however, also acknowledges that not enough students make it to the finish line, and that is where the heart of this work continues. In this essay, discussion will revolve around main goals and measures of student learning and success, tied to particular programmatic or policy changes in the past five years from the classroom and program level to the institutional assessment level. The reader will learn more of the adoption of six Core Academic Skills that are now graduation requirements for all incoming associate degree seeking students, Northern Essex’s progress in increasing its course completion, retention, and graduation rates overall.

The college has been tracking overall retention, graduation, and course completion rates (with a grade A-C) for many years, while focusing in particular on age, ethnicity, and students transitioning from developmental-level courses into college level courses. The college took advantage of guidance and funding to jumpstart some strategies to impact student learning through participation in Achieving the Dream (ATD), a national initiative that is dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Evidence-based, student-centered, and built on the values of equity and excellence, Achieving the Dream has served as a lens for the college to pursue its goals for student success. Northern Essex became an ATD Leader College in 2011 and was recertified in 2014. As a Leader College, Northern Essex takes pride in the translation of data analysis into policy and program improvement, driving student success measures. In the following sections, some of those policy changes and academic initiatives will be described in more detail, and how they impact student success. Finally, this discussion provides appraisal and projections for the next five years.

Findings and Analysis

b. Assessment of Student Learning: What and How Our Students Are Learning

Institutional Assessment

At an institutional level, the college wants to ensure that students gain competency in six key general education skills: Global Awareness, Public Presentation, Science & Technology, Information Literacy, Quantitative Reasoning, and Written Communication. NECC decided to require all incoming associate degree seeking students to take at least one course intensive in each of the skills. As mentioned in Standard Four, the Core Academic Skills requirement stemmed from the faculty-driven 2009 effort to establish “A Vision for Core Academic Skills at Northern Essex Community College” and resulted in the adoption of the six Core Academic Skills. It is understood and promoted to students that regardless of whether they will be joining the workforce after attending Northern Essex or transferring to a four-year college or university that these core academic skills will lead to success in both career and life. Beginning in fall 2014, if a student is new to the college and has no academic history at the college, s/he is required to take at least one course that is intensive in each of Northern Essex’s six core academic skills in order to

be eligible to graduate. As of September 2014, there were 201 courses approved as skills intensive. Once a course is designated, all sections of that course are required to meet the criteria of that intensive designation. Since the college initially embarked on this course of action in 2010, institution-level assessments have been completed on five of the six core academic skills on a rotating basis. The Institution Level Outcome Assessment on the Core Academic Skills can be found at this link: <http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/institutional/>.

The assessments typically consist of locating students with 45 or more credits completed and identifying instructors with such students in their classes and who had developed, or were willing to develop, an assignment that could be assessed using the rubric associated with that particular core academic skill. Instructors agreeing to participate, next submit samples from the identified students. A team of raters with expertise in that skill then applies the rubric to the collected products and results are discussed in the reports of each skill assessment. The college recognizes that this process is not optimal, but it has served as a healthy start to make assessment a priority. Areas the college needs to work on include involving more faculty, gathering a larger number of products, and working on improved assignment design so that there is better alignment between the assignment and the skills being measured.

The limitations of the college's assessment process are evident when looking at the summary reports. In the Quantitative Reasoning assessment, for example, although the percentage of students ranking as "Satisfactory, Superior, or Exceptional" on various aspects of the rubric is high: Interpretation 95.6%, Representation 86.3%, Calculation 95%, Application/Analysis 86.9%, Assumptions 69.5%, and Communication 91.3%, the report also admits that due to extremely low participation on the part of faculty and the small number of student products able to be rated, the results can in no way be extrapolated to the larger student body and no institution-level conclusions concerning students' QR skills can be drawn. Only 3.9% of identified faculty participated representing only 2.8% of the 464 classes identified for the assessment, resulting in just 28 or 8.2% of the 341 unduplicated students identified being represented in the final sample. Even though 34 student samples were collected, only 28 were able to be rated by reviewers utilizing the rubric. The remaining assignments were not aligned enough with the rubric to be rated. These same limitations are present in the other assessments. The positive results, not being able to be generalized to all students, render themselves less compelling. The college's planned Assessment Day, required of all faculty, will address these process issues and work to gain greater participation and course assignment alignment with corresponding rubrics.

As noted elsewhere, NECC has also played a lead role in the statewide efforts to coordinate assessment of institutional outcomes through its involvement in AMCOA (Advancing a Massachusetts Culture of Assessment) and its statewide assessment pilot. AMCOA consists of a group of assessment leaders from each of the Massachusetts public undergraduate campuses. The team meets on a regular basis to share assessment practices, discuss assessment issues, and organize state-wide conferences for professional development related to learning outcomes assessment. Massachusetts is now part of a nine-state pilot of institutional assessment using authentic student products.

Program Level Assessment and Program Review

Northern Essex has been engaging in program reviews and outcomes assessment at the program level for the past ten years, in a systematic and structured way, led by the former Associate Dean of Academic and Institutional Effectiveness. The program review work being done at Northern Essex Community College is extensive, involving college faculty, administrators, and staff, as well as representatives of area employers and four-year colleges. The reviews evaluate each program's mission, enrollment, curriculum, student

outcomes, faculty, budget, and resource needs. The reviews follow a posted schedule, and include action plans and associated resource requests, as well as the development of, or updates on, program outcomes assessment plans. Each year, at a program review summit, faculty present results of the program reviews. Some samples can be viewed here: <http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/program-level/assessment-summits/>.

As the reader will note on the E-Series forms, all programs listed have formal learning outcomes developed and assessment plans in place, as the plans are created at the same time as the initial program review. Each year between the five-year full program reviews, faculty members carry out assessments according to the plans and adjust their curriculum and teaching accordingly. As the college monitors programs, student demand, and regional workforce trends, sometimes programs are archived and other new programs are developed to meet new needs. For example, due to a decrease in student demand for Paralegal programs, Northern Essex has recommended inactivation of the Paralegal Transfer Option, the Paralegal Career Option, and the Paralegal Certificate Program. Recommendations were made by the Coordinator of the Program once enrollments dropped below a sustainable level, and those recommendations were approved by the Academic Affairs Committee and the Academic Vice President of the college. At the same time, there have been four new programs approved to begin. This spring, Academic Affairs approved the creation of an Automotive Technology Certificate. This program was designed to meet industry needs in the Merrimack Valley region and courses were developed based on curriculum supported by the National Automotive Technicians Education Foundation (NATEF). The college intends to offer a majority of the credits in its new Automotive Technology Certificate at Greater Lawrence Technical School and will be submitting a Substantive Change Request to NEASC related to adding an instructional location. Also approved was a new option under the Engineering Science Associates Degree Program—Advanced Manufacturing Technology Option. This option introduces students to the principles, analysis, and equipment of engineering manufacturing. Emphasis is placed on fundamentals through “hands on” curriculum.

Health Professions Division faculty and administrators reviewed both the federal Bureau of Labor Statistics as well as local job listings to determine if there were current and future opportunities for jobs in the areas of Ophthalmic Assistant and Medical Laboratory Technology. Focus groups were held with managers and supervisors of local area healthcare facilities in order to obtain their feedback on the need for these programs as well as their input on the structure of the program, courses, and externship/practicums as well as their interest in providing externship/practicum rotations for students in their facilities. All of these factors were used to determine the need and viability for the development of these programs.

In some cases, program reviews have brought about significant change in existing programs. For instance, what started as a review of the General Studies: Physical Education, Exercise Science, and Sports Studies program resulted in revisions and the creation of a new program, Movement Science, which was offered beginning in fall 2014. The revisions, which included changes to current courses and the development of new courses, were made considering the college’s resources and student interest, and to ensure that students are well-prepared for transfer to programs offered at four-year colleges. While transfer agreements for the new program are in place at Salem State University and Springfield College, plans going forward are to develop additional agreements with other area colleges. Other goals include expanding the Movement Science Program to the Lawrence campus and Lawrence YMCA, increasing opportunities for students to earn professional certifications, and perhaps adding evening courses.

In the 2013 General Studies program review, Northern Essex found that many students who entered the college as undecided and were enrolled in General Studies, had low retention rates and did not make

significant progress in any particular program. This observation was made by analyzing transcripts of the students enrolled in General Studies, as reports generated do not separate students who elected General Studies as a major as opposed to those placed in General Studies because they were undeclared. Reviewers found that too much choice rendered students paralyzed, programmatically. Through this data analysis and with an eye toward student success and more students completing, there has been a policy change in Advising and adopted by NECC as of spring 2015 to discontinue the General Studies major and to put undecided students into the Liberal Arts program, which has considerably more structure. The General Studies major will remain an option only for students who are entering with a specific career/program goal in an academic program which Northern Essex does not offer. These students will be admitted into General Studies: Individualized Study with a carefully customized set of courses that will support transfer to another institution to which the student intends to go. Examples of these types of programs are Architecture and Pre-Veterinarian. It is believed that this policy change will have a positive impact on retention and program completion over the next several years.

To assist faculty in the work of outcomes assessment at the course and program level, the Guide for Developing and Implementing an Outcomes Assessment Plan was written in 2005. The Northern Essex outcomes assessment process begins with the development of a program outcomes and curriculum map, typically done in conjunction with a program review. The reader may view curriculum maps here: <http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/program-level/program-outcomes-and-curriculum-maps/>.

The map details program objectives and associated student learning outcomes—“what” students are expected to know or be able to do after they complete the program—as well as the curricular contexts or experiences that are designed to contribute to or support this learning—“how” will the objectives be accomplished. Each year, programs are encouraged to conduct assessments related to selected outcomes. Assessment results are analyzed and interpreted, and appropriate action plans developed. This work is detailed in program assessment summaries and also presented by faculty in annual college-wide assessment summits.

A selection of brief program assessment summaries and results follows:

- Radiography program 2013-14: “Students will demonstrate problem solving and critical thinking skills.” Student learning outcomes included their ability to adapt to new circumstances, difficult cases, or unusual situations and produce acceptable diagnostic images. The benchmark of 85% of students rated as “meeting standards” was surpassed with a rate of 94%. The action plan consisted of continued monitoring over more assessment cycles to identify trends.
- Dental Assisting May/June 2014. Outcomes assessed included “Students effectively communicate with patients, family members, and other members of the healthcare team. Students exhibit professional conduct including reliability, responsibility, honesty, and ethical behavior.” Findings revealed 100% of students received a score of 3 (good) or 4 (excellent) on items used for assessment. When compared to results from 2010-11, overall student performance improved in all areas rated. Action plan items included presentation of results to future students in Practicum Orientation with a challenge to meet or exceed past results, encouraging dentists and their staff members to offer students increased opportunities to communicate with patients and office staff.
- Laboratory Science program – a capstone externship is required of all students majoring in the program. Industry supervisors of the student externs complete surveys on the students’ performance. Informed by these data, program faculty: 1) modified the Externship course to include one week on campus prior to student placement in the field, specifically to address

industry lab soft skills and 2) developed a one-credit course in Basic Lab Calculations to strengthen students' math skills needed in the laboratory.

The reader can view in the E-Series forms that every program that has been reviewed has extensive measures of data/evidence to determine that graduates have achieved the stated outcomes for their degrees. These data/evidence measures include assignments, exams, in-class exercises or presentations, portfolios, journal entries, research papers, case studies, and faculty-developed rubrics. The formal learning outcomes define 'what' is being learned and the other measures are determining in large part the 'how.' The 'how' can take many forms at Northern Essex, both inside and outside of the classroom.

Other assessment tools include rubrics, surveys of graduates and employers, as well as evaluation of practicum and externship experiences <http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/program-level/assessment-tools/>. Rubrics are in place for particular courses or programs. One exciting endeavor occurring at Northern Essex is a group of faculty across the ESL, Academic Preparation, and the English departments working to measure student progress in writing across courses/levels. The Writing/Reading Assessment Team (WRAT) has been working together, collecting student samples with the intent to norm them much like ESL faculty do within their curriculum, to ensure the continuity of important reading and writing skills across levels. In spring 2015 a pilot began to assess students' use of sources in academic writing. WRAT adapted a rubric, recruited faculty from upper level ESL through Composition II, and gathered 52 writing samples from writing-intensive and critical-thinking intensive courses. After stripping of identifying features, eight members of the WRAT team will be scoring each sample in mid-June. The hope is to do a full-scale assessment during the 2015-16 academic year. Time and resource constraints make this model challenging to employ and sustain. Although assessing a skill across multiple levels of a discipline is difficult work, it enables faculty to see where gaps may exist in student learning, and enables them to more accurately scaffold the learning objectives so that they align with the expectations of what a student can do when they enter the next course level. It also gives more continuity to the student to know that a skill they successfully acquired in one course is acknowledged in the next course and expectations will not vary wildly about incoming skill level.

Internships/Civic and Community Engagement/Service Learning

In conjunction with academics, with formal learning outcomes, and student reflection, NECC's revitalized Internship Program and growing Service Learning component are demonstrating in context 'what' and 'how' students are learning. In alignment with the statewide manual for internships and coops, and as an outgrowth of the college's Strategic Goal 4 – *Improve student career preparation*, the Internship Program started with two departments: Business and Journalism and grew to include Computer Information Science. Eleven students participated in spring 2014, 19 in fall 2014, and 33 in spring 2015. More than half of participating students were offered positions at the sites of their internships. The program is rigorous and classes are taught by faculty, contextualizing the content to their discipline. Students participate in a series of workshops to prepare them for placement in the workplace, and they write reflection papers on their experience. Students are awarded credit for participation and in most cases they are also paid by the internship site. In this coming academic year, the Internship Program is expanding to Art & Design students, with 18 students showing interest for fall 2015 and 11 active in the process, in addition to 31 students active for fall in Computer Information Science, Business, and Journalism/Communications.

Service learning has slowly but surely been gaining traction at NECC under the guidance of a faculty member. The Service Learning Fellowship program has offered professional development to faculty

wanting to teach a course with a service learning component and multiple partnerships with community organizations have been leveraged for mutual benefit. Students are learning about public policy, social justice, and various other topics while giving back to their communities in a substantive way. No college-wide formal evaluation or data collection has been done on service learning activities to date, although this past September, a group was formed with members from across the college in order to begin to systemically collect data about all of the civic, community engagement, and service learning activities across the college and student population with the intention of meeting the Carnegie Classification guidelines in the future.

The college recognizes that students learn inside and outside of the classroom. Their participation in the Student Leadership Development Program, in Student Senate, student clubs, on athletic teams, and in community service all engage students in learning about their community—the college community and the greater community they live in, and the impact they can have as civically engaged citizens. One future goal for the college in this area is to be able to analyze the data about student involvement in these activities as it relates to their rates of course completion and retention, and ultimately their transfer or graduation. More capacity in institutional research and technology will be needed to harvest this data for analysis, but doing so will help determine whether or not these programs merit more investment and personnel than they are currently afforded.

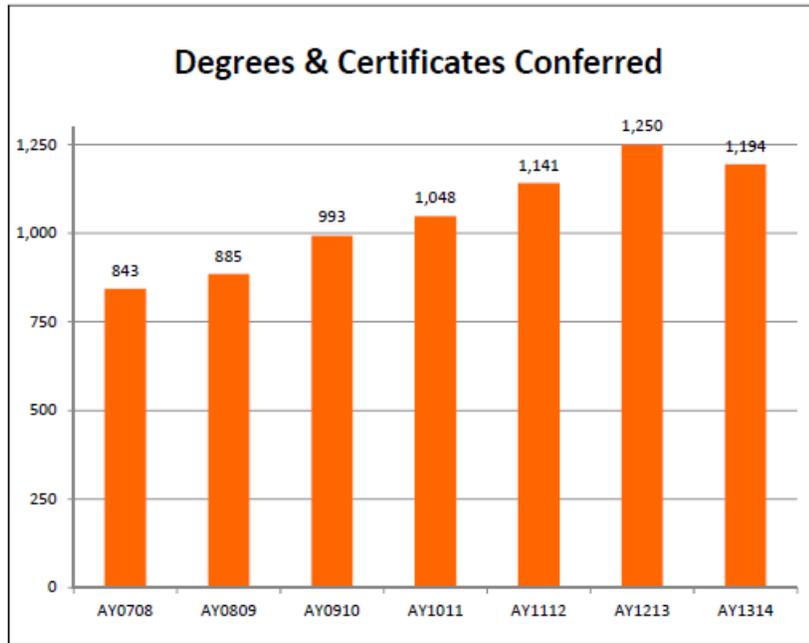
c. Measures of Student Success, Including Retention and Graduation

NECC KPIs

Achieving the Dream helped the college to develop Key Performance Indicators (KPIs) and to focus its rich data collection on specific, targeted populations which were chosen by disaggregating data, and building strategies to effect positive change. Northern Essex maintains longitudinal data and sets goals for five key performance indicators: Degrees and Certificates Conferred, Retention, Overall Course Completion Rates, Course Completion in Mathematics, Course Completion in English Composition I—disaggregated for students under age 25, for Hispanics, for males, and for Hispanic males. In 2016 the college will set new goals for these KPIs as staff members reassess current strategies and scale those that are showing promise while focusing on more structured pathways in the Liberal Arts programs. Concurrently, in fall 2015 the college will embark on a new strategic planning process, and it is possible that some elements of KPIs will change.

Degrees and Certificates Conferred

Apart from a small dip in AY13-14, Northern Essex has seen steady growth in degrees and certificates conferred, climbing from 843 in AY07-08 to 1,250 in AY12-13, and over 1,300 students graduated in AY 14-15. As Hispanic students become a larger proportion of the student body, so are they graduating in higher numbers, from 84 in AY07-08 to 273 in AY13-14. The number of Hispanic males graduating has more than tripled between AY07-08 and AY13-14. Although a goal is to see this number grow even faster, it is remarkable given the challenges Hispanic males have in course completion. The rising numbers of graduates is pleasing, but NECC pledged in 2010 to increase by 50 percent the number of its graduates by 2020, to almost 1,500, so there is still work to do.

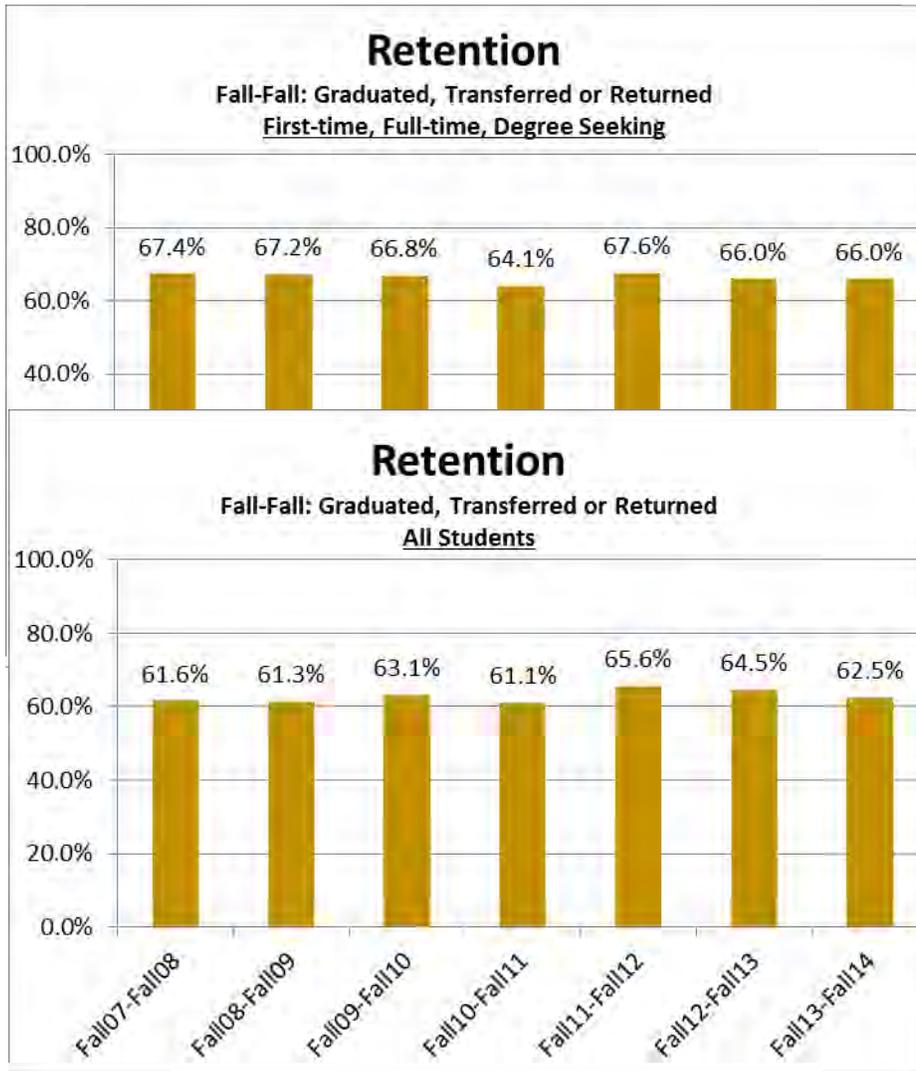


	AY0708	AY0809	AY0910	AY1011	AY1112	AY1213	AY1314
Overall	843	885	993	1,048	1,141	1,250	1,194
Age <=25	328	381	388	443	438	524	495
Hispanic	84	109	141	157	187	248	273
Males	216	266	307	306	349	327	320
Hispanic Males	18	31	42	53	58	58	69

Retention

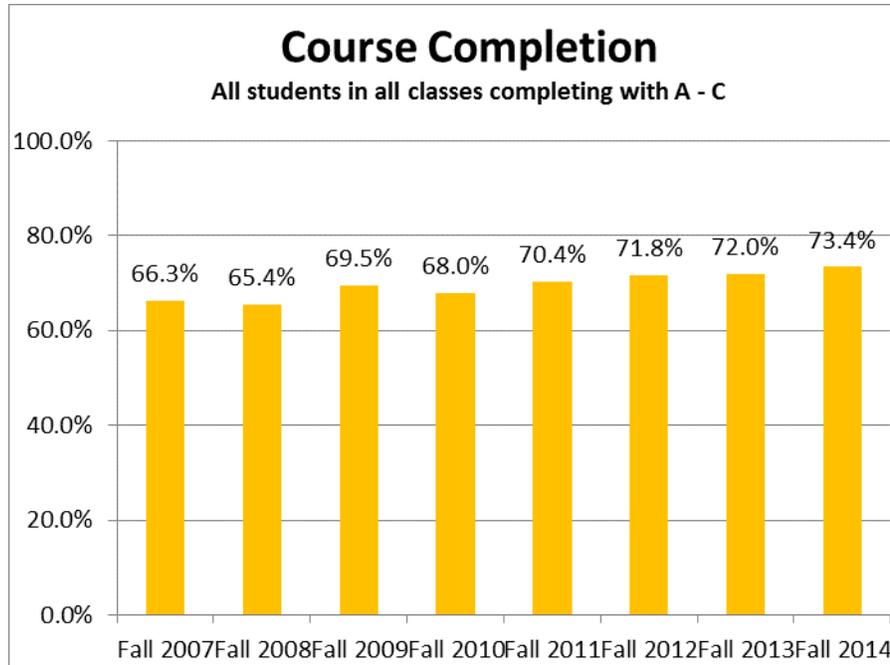
While the college's trend data on retention for "first-time, full-time, degree seeking students" has remained relatively flat over the last five to seven years, averaging just over 66%, the retention rate for *all students* has slightly dipped over the last three years from 65.6% for fall 2011-fall 2012 to 62.5% in fall 2013-fall 2014. The college is not satisfied with this performance and will take measures to assess which retention initiatives are proving themselves effective and which policies and processes may be inhibiting increased retention or if there are others that could be employed to encourage retention, such as the possibility of allowing students to register for both fall and spring semesters in the fall.

Although the college has experienced decreased enrollment recently, the Hispanic population continues to grow (a five-year change of +36.1%) and brings some of the most underprepared students. Additionally, there are larger numbers of students enrolling with challenges of mental health illness, homelessness, and those in need of various community social service supports. The college has multiple but limited interventions and services in place to help ameliorate these challenges. By scaling up some practices college-wide, the goal is to increase retention rates overall over the next five years by 8-10%.



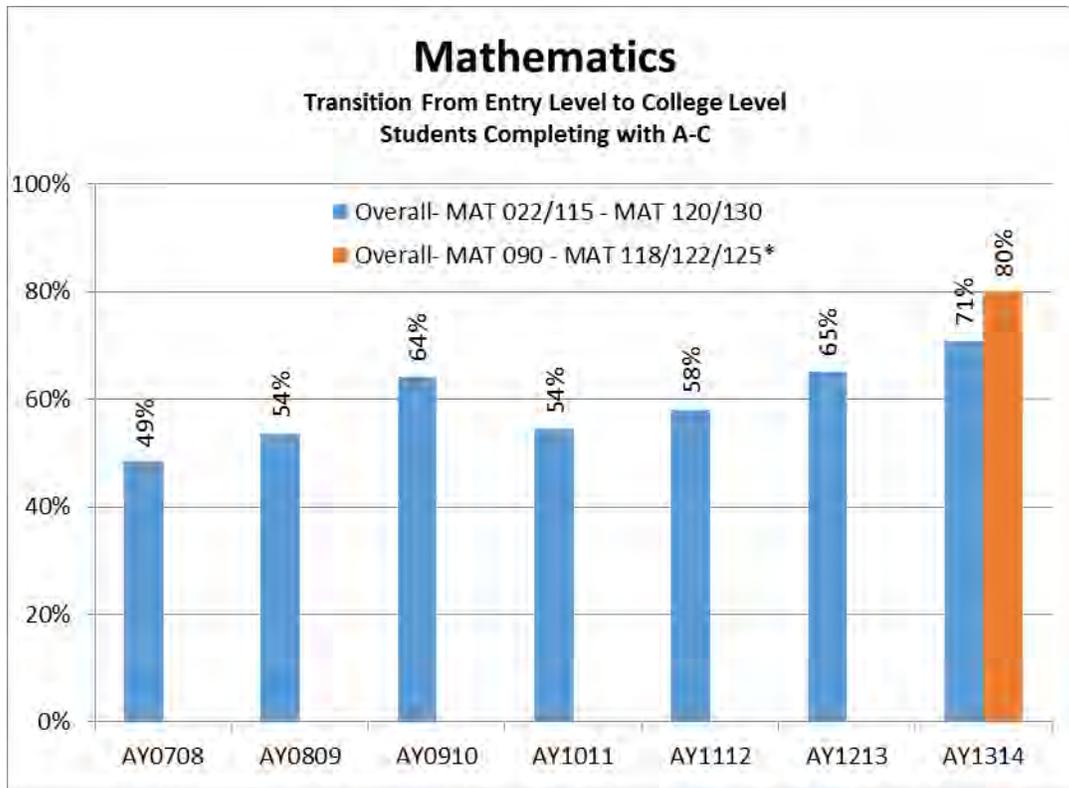
Course Completion

The overall course completion rate (with a grade of A-C) for Northern Essex in fall 2014 was 73.4%, an increase of 7.1 percentage points since fall 2007. Gains can be seen as well in all of the subgroups (students under age 25, Hispanics, and Hispanic Males) of 7-10 percentage points in the same span of time.



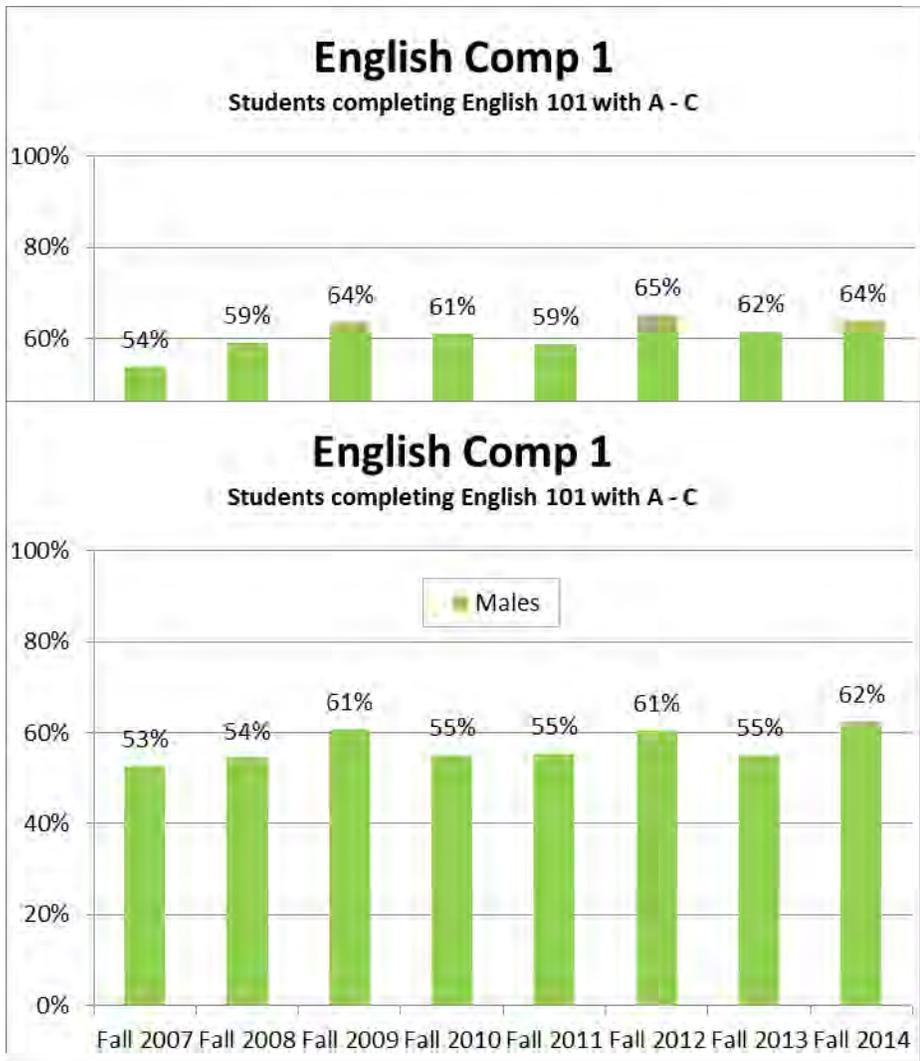
Additionally course completion rates specifically in Mathematics and in English Composition I are key hurdles for students and are predictors of future success in college level courses. Since Northern Essex staff has recently implemented some innovative approaches to Math and has begun to use accelerated learning models in Developmental Math and English, better outcomes in course completion rates in those areas have been experienced.

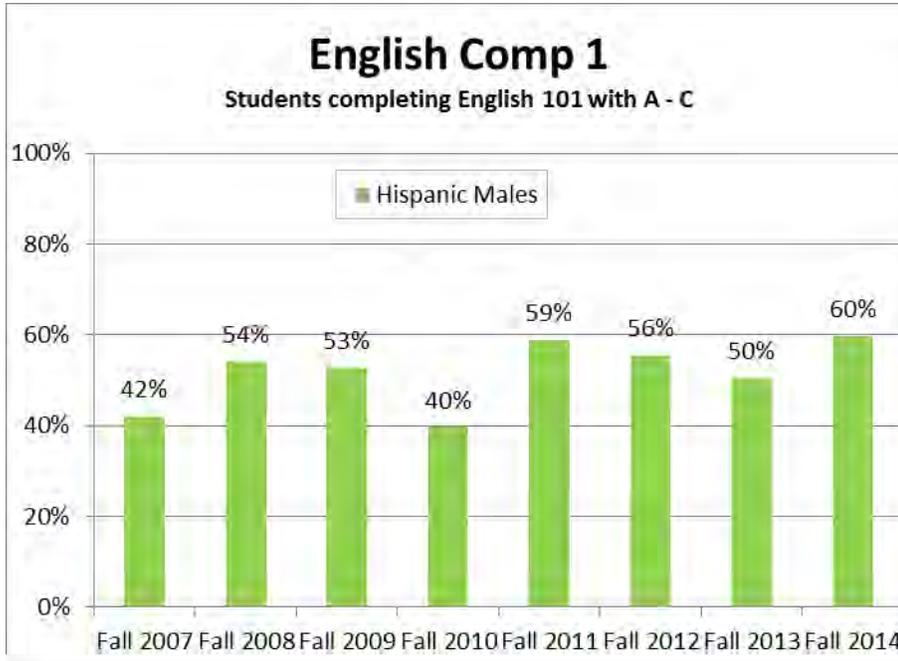
The following chart shows the increase in students successfully completing the transition from developmental to college level mathematics with a grade of A-C. Prior to Academic Year 2013/2014, progress was made but all students followed a single STEM-focused pathway on Algebra and preparation for Calculus. The Academic Year 2013/2014 results occurred after a non-STEM pathway was introduced, focusing on Statistics and Quantitative Reasons, for Liberal Arts majors and other students that do not need Calculus. This approach is one taken by more and more schools when understanding the kind of math students really need. *Changing Equations* (<http://www.learningworksca.org/changingequations/>) highlights a new movement in a growing number of the nation's community colleges to prioritize statistics and quantitative reasoning, a major departure from the traditional one-size-fits-all remedial math sequence that emphasizes intermediate Algebra. For the first time in AY13-14, the college offered Math Literacy for College Students (MLCS) to replace two levels of developmental Algebra for non-STEM majors.



The blue bars signify successful student transition in the STEM pathway which prior to AY13-14 was the only pathway available for students—a transition from Basic Algebra II (MAT 022) or Applied Technical Mathematics (MAT 115) to College Algebra (MAT 120) or College Algebra & Trigonometry (MAT 130). The orange bar represents the new non-STEM pathway, consisting of Math Literacy for College Students (MAT 090), a developmental course designed to integrate numeracy, data analysis, proportional reasoning, algebraic reasoning, and functions replacing the Algebra taken by STEM majors. The courses that follow MLCS include Mathematical Ideas (MAT 118), Quantitative Reasoning (MAT 122), and Statistics (MAT 125). These courses provide non-STEM majors with a strong foundation to become better informed citizens, sound financial planners, successful care professionals, and lifelong learners. The results hold across all subgroups followed (students < age 25, Hispanics, and Hispanic Males). Though early, the college is pleased with these results and plans to follow students’ progress closely through the two pathways. Having the two pathways will contribute to higher course completion rates and less anxiety over the required math courses now that they are aligned more effectively with STEM and non-STEM majors. The college will set math goals for course completion in the next academic year.

Likewise, course completion rates have risen in English Composition I this past year (fall 2014) after uneven results over several years. Although it is too early to say that the upward trend will continue, the college has been employing new approaches to boost completion rates in English Composition I that seem to be rendering positive results. The college has seen the highest rates in seven years for English Composition I completion (A-C) for Males and Hispanic Males in fall 2014.





Northern Essex has leveraged its work with Achieving the Dream to explore new strategies or policies that will positively affect the KPIs, or in human terms, student success outcomes. Some of those activities include more intensive work with local high school districts, both in the realm of Dual Enrollment and Early College as well as early placement testing. On campus, students experience comprehensive orientation and advising, a First Year Experience course and early alert programming, accelerated developmental courses and learning models, math pathways described above, along with other smaller-scale initiatives.

Dual Enrollment/Early College

As discussed in Standard Four, Northern Essex has substantially increased its involvement with local high school districts, offering two Early College programs and dual enrollment in conjunction with 16 distinct schools in AY15. Since AY13, these programs have increased from six to eleven projects, from five to sixteen schools, and experienced a 430% increase in registration from 143 in AY13 to 758 in AY15. This growth represents more high school students becoming familiar with Northern Essex Community College, its faculty, and its campuses while earning college credits within the MassTransfer Block. One main underlying goal of increasing dual enrollment is to reduce the overall number of developmental level courses needed by incoming students. It is hoped that this exposure will lead to more students attending Northern Essex before transferring to four-year institutions, and increasing the college's course completion, retention, and graduation/transfer rates, while decreasing developmental level course placements overall. This data will be tracked in relation to dual enrollment students as capacity increases in institutional research. Across all sections in fall 2013, the course completion rate for these classes was 88.6%, as compared to the college's overall course completion rate of 72% in this same time frame.

As early engagement through dual enrollment or early college contributes to students feeling connected, so does the Northern Essex Hispanic-Serving Institutions Title V Summer Bridge program (United States Department of Education grant), which has helped approximately 36 Hispanic students entering Northern Essex from Lawrence High School transition to college in the past three years. Overall, these students attain an average GPA of 3.0 during their college career. Students are able to acclimate to campus, meet

other students, review and improve English and Math skills, and have even leaped a level or more in placements over the two-week span of classes, saving them money and time in their first semester. Since the Summer Bridge has been funded through a Title V HSI grant, serving only high school graduates who have applied to NECC, it has been difficult to grow it beyond fifteen students per summer. The intention is to broaden the reach and start programming before the school year ends in conjunction with the high school, but this move would require additional funding and staff or a new design. These options may be pursued within a new grant application.

Orientation/Advising/DegreeWorks

Northern Essex became even more intentional and structured about orientation and advising in the past five years. Orientation is promoted as required for every new student. Sessions are offered both in-person and online. Northern Essex is reaching 80% of incoming students with its comprehensive orientation presentation, either in person or online. Students gain insights into the workings of the college, how to navigate advising, financial aid, college policies, and the Student Code of Conduct, while learning about all the academic and non-academic support services available to them, classroom expectations, and all the clubs, organizations, and leadership opportunities open to them at the college. Northern Essex keeps extensive data on orientation for continuous improvement, and enlists the assistance of student orientation leaders to work with staff to offer the ‘student perspective’ on college life. Although 80% isn’t bad, the college would like to raise that percentage to as close to 100% as possible, and is looking at additional improvements.

To improve the rate of retention and graduation, Academic Advisors work with students to create academic plans laying out their courses in accordance with their major. The goal is to have 100% of students with an academic plan. Currently, approximately 60% of students have a plan in place. To make the plans more accessible to students and faculty advisors, the college did away with paper and pencil and instituted a software program called DegreeWorks. DegreeWorks facilitates faculty advising throughout students’ tenure at the college and allows students to see their degree progress, “what if?” scenarios if they were to change majors, and what grades they would need to achieve to reach a desired GPA. Students are more likely to persist when they can see their progress and path to completion. Near the top of every DegreeWorks plan, a student can see what percentage of their program they have completed, and below they can view which courses are still needed. All new students must go to the Career Planning and Advising Center (CPAC) either on the Haverhill or Lawrence campus. These “One-Stops” have staff who can aptly address registration, choosing a major, and financial aid, all in one place. Only after a student accumulates 12 or more credits or is assigned a faculty advisor may they register without going to the CPAC.

First Year Experience

Achieving the Dream data led the college down the path several years ago of developing a College Success Seminar course (CSS), which has evolved and grown immensely over the past six years into a robust, structured yet flexible college level course with clear learning outcomes and rubrics for measuring competencies in the areas of Communication and Presentation Skills, Critical Thinking, and Goal Setting and Problem Solving. The two overarching goals of the Student Success Seminar are to improve students’ college readiness and achievement in the first semester, and to improve student retention. Starting with just 54 students in 2009 and growing to more than 550 students in fall 2014, Northern Essex has focused a lot of energy and continuous improvement on the course in which students declare:

“I just really learned a lot about myself. I learned stuff about myself that I didn’t know a year ago. I found out what I was strong at that will definitely help me make decisions about what I want to do.”

“I learned that what I wanted to be in the future was what mattered and I’d never had a teacher that seemed to really care about what I wanted to do or become as a person. Knowing that the teacher really cared and was interested in me. She was willing to help out whenever I needed something.”

“It’s a good class and I really do recommend it. It opens your mind in a way that you’re okay to talk in front of class.”

Additionally, although the course to date has focused on students who have assessed into two or more developmental level courses, students and many faculty see the benefit for all new students. The data reflect that students who took the CSS course fared better in the next semester’s course completion as well as retention versus students who assessed into it but didn’t take it. As of spring 2013, 89% of students who completed CSS also completed their developmental coursework with at least a C, compared to 67% of students who did not take CSS. Students who completed a different college level course did not show the same overall course completion rate as CSS completers, with only 83% of those students completing their developmental courses with at least a C; the difference between the CSS completers and both other cohorts is statistically significant ($p < .05$). CSS completers also have higher average GPAs (3.2) than their two peer groups (2.4 and 2.9, respectively), and generally complete more credits per term (9.0, compared to 5.4 and 6.6). Based on the growth shown in the data on CSS completers, the course is meeting its first goal of improving students’ college readiness and achievement in the first semester.

Longitudinal data are currently being collected to determine how CSS impacts long-term outcomes such as retention and program completion. Results from 2012-2014 show the percentage of students who complete CSS with at least a C and return fall to spring is significantly higher than the college average for this cohort; in some cases more CSS completers return than students who have completed at least six credits with at least a C.

Student Retention Rates	All Students	Completed at least 6 credits A-C	CSS Completers A-C
New Students Fall 2012 to Spring 2013	69.9%	92.4%	91.3%
New Students Fall 2012 to Fall 2013	65.0%	78.6%	80.1%
New Students Fall 2013 to Spring 2014	67.3%	90.9%	89.1%
New Students Fall 2013 to Fall 2014	61.4%	77.3%	75.4%
New, Full-time, Degree-seeking, Students Fall 2012 to Spring 2013	78.4%	93.5%	91.9%
New, Full-time, Degree-seeking, Students Fall 2012 to Fall 2013	69.9%	81.8%	81.4%
New, Full-time, Degree-seeking, Students Fall 2013 to Spring 2014	79.2%	94.0%	94.6%
New, Full-time, Degree-seeking, Students Fall 2013 to Fall 2014	68.8%	81.6%	79.4%

In general, fall to fall retention is lower across the student body; however, CSS completers maintained their advantage over the general cohort. These figures suggest that students who complete CSS with a C or better are more likely to return the following semester, and maintain that tendency for a full school year. This is a significant trend given this cohort's traditionally weak retention rate; it suggests that the CSS course is meeting its second goal of improving student retention. There are many faculty and staff that are convinced of the value of a First Year Seminar (FYS) for all students to propose that it become a graduation requirement, but there are many who are not yet convinced. More work will be done over the next year to track data, and support faculty who would like to embed FYS into their programs' introductory courses. NECC projects to make FYS a graduation requirement for new students in fall 2017.

Early Alert

In fall 2014, NECC implemented a pilot of Starfish Early Alert. For the first year, only particular groups of students were included in the system where staff, faculty, and students could communicate and faculty could 'flag' students with academic struggles or send them kudos for encouragement. CSS students, and more broadly, all students in two or more developmental-level courses, were being tracked in Starfish by retention staff. Use of Starfish strengthened the link between CSS faculty and students with academic support services staff as exhibited by the 948 student contacts with the Student Success Center recorded in fall 2013 and 900 in spring 2014. Faculty reported that students expressed increased motivation upon receiving kudos and were quicker to resolve issues after receiving alerts. Likewise, athletes, students in PACE/TRiO (United States Department of Education Student Support Services TRiO grant, titled PACE, Pathways to Academic and Career Excellence), those in student clubs and organizations, dually-enrolled students, and those in academic suspension were also tracked. Fifty-five percent of faculty participated in Starfish the first year with a total of 2,625 academic flags raised and 4,371 kudos sent. All Northern Essex students will be in Starfish as of fall 2015 and more data analysis of outcomes across all groups will take place.

Accelerated Developmental Course Options

As students move into college level courses of all types, some subjects are especially challenging, and are a strong determinant of long-term success. Mathematics is that subject for many students across the nation. English Composition I is another course all students must complete successfully to move ahead. As mentioned above under the section on course completion, Northern Essex has implemented some policy and curriculum changes to positively impact student outcomes in these two arenas.

NECC's new accelerated course options offer another avenue for increasing course completion rates and retention for students advancing from developmental-level to college level courses. As mentioned in Standard Four, NECC, like most colleges, is striving to move students faster and more efficiently through developmental coursework so that they maximize financial aid use and experience success and higher completion rates in college level courses, thus becoming more likely to complete their degrees. Northern Essex is in its fourth semester of offering co-requisite courses pairing developmental writing (Writing Fusion) or advanced ESL with college level English Composition I, and in its second semester of offering developmental Algebra (Math Fusion) paired with College Algebra and Trigonometry. The co-requisite model is drawn from the *Accelerated Learning Program*, or ALP, developed at the Community College of Baltimore County and has been widely replicated across the country. Northern Essex is seeing results. In the case of English Composition I completion with at least a C, the overall rate for all students was 64% in fall 2014, but the overall course completion rate for students in ALP (English Composition I and Writing Fusion or ESL Advanced Integrated Writing) was 79.26%, an increase of over 15 percentage points. The

college plans to continue to offer accelerated and alternative course delivery options because of the promising early results and the flexibility they afford students in schedule and class format.

A new, integrated developmental reading and writing course, *Reading, Writing, and Reasoning (RWR)*, prepares students placed at the Basic Writing level and any level of Developmental Reading to enter English Composition I in the next semester. The integrated model provides a clearer pathway from developmental to college level coursework with fewer opportunities to drop a class in the process. Two sections were offered in fall 2014 and three in spring 2015. Due to its popularity, expanded offerings are planned for the coming academic year. The course was first developed by Chabot College under the California Accelerated Project and recognizes the essential function of reading in developing good writing skills. Early results are encouraging. The course completion rate with a grade higher than C for RWR was 88.1% in fall 2014, and 72.5% in spring 2015, compared to those students taking Basic Writing and College Reading separately within the same term, 70.6% and 77.4% respectively. The course completion rates for students taking English Composition I in the following semester are consistently 70.9-71.4% whether they took RWR or Basic Writing, Basic Reading, or College Reading separately. *Reading, Writing, and Reasoning* saves students' time and money as they bridge to college level courses, so the results are positive.

The college ran 13 sections in fall 2013 and 12 sections in spring 2014 of modularized developmental math, which follows the NCAT (National Center for Academic Transformation) or emporium model, which eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance. At Northern Essex, this course enables students to advance through the curriculum as they demonstrate mastery of the material, allowing them to complete up to two levels in a single term. An embedded tutor assists the instructor. For all developmental math classes in fall 2012, prior to the implementation of the modularized course delivery format, the completion rate was 64%. For all modularized math classes in spring 2013, the course completion rate (CCR) was 69%, 72.5% in fall 2013, and 68% in spring 2014. In these same three semesters, 71 students in modularized classes completed two courses in one semester. Of the students passing two courses in one semester in just the fall of 2013, 58% took a higher level math course the following semester, and 82% of these students successfully passed the higher-level course.

NECC does not plan to expand modularized course offerings, but does plan to offer an increasing number of co-requisite and integrated sections as the college is able to train more instructors in these models.

Appraisal and Projection

Northern Essex Community College is making real progress on many measures of student success, but there is much more work to be done. In this section, the reader will find points of appraisal arising from the Findings and Analysis section, with projections of what the college anticipates in the next five years.

KPIs and Related Strategies

Northern Essex set target goals for four of its KPIs for 2012 and 2016: Retention, Overall Course Completion, Course Completion in Mathematics, and Course Completion in English Composition I. The 2012 goals were met, but the college is lagging in meeting its 2016 goals. Although Achieving the Dream helped to focus in on particular gaps and allowed the college to experiment with different strategies, some of which have proven to be quite successful, most of them affected only a small percentage of the total college population, thus not having an impact on the KPI measures quickly. In addition, over time what was a robust Data Team consisting of the Dean of Institutional Research, and several faculty and staff,

dwindled and lost its influence of keeping strategies on top of relating their individual data with the larger goals. The college's Strategic Planning Steering Committee is in the process now of reconstituting the Data Team with broader inclusion of staff and faculty and an agenda to pull all of the college's strategic goal teams and academic intervention strategies together to create a meaningful data framework with intermediate goals. This Team will be in place by fall 2015.

Northern Essex has seen improvement in course completion rates overall from 69.5% five years ago to 73.4% in fall 2014, but it needs to do better to meet the 2016 goal of 76%. Reviewing strategies regularly and analyzing the data that comes from the interventions helps to determine whether or not scaling an intervention makes sense. Retention rates are slipping away from the goal of 70% even though there are solid strategies in place for students—they are not well connected to each other and in many cases they are not brought to scale. For instance, the college uses DegreeWorks to create academic plans, but only approximately 60% of students currently have an academic plan in DegreeWorks. The college implemented Starfish Early Alert in fall 2014, but first piloted it with a segment of students, only scaling to all students in fall 2015. The two technology tools complement each other but are not connected. Tutoring information is captured separately in TutorTrac, so that information cannot easily inform what is happening in Starfish or be conclusively attributed to grade outcomes. NECC will be making a concerted effort in the next few years to assure that not only its technologies are more integrated, but that the organizational and interdepartmental structure supports communication about students and their progress more seamlessly.

Northern Essex is at a turning point with the College Success Seminar course, which has strong, supportive data for improving both course completion and retention rates among those students who completed the course successfully. The number of those students has grown significantly but had been largely limited to students in developmental-level courses even though CSS is a college level course. A proposal has been presented to change the course name to FYS (First Year Seminar) which is more widely recognized among schools to which students transfer, and to make the course a graduation requirement. Making it a requirement would mean that any student new to Northern Essex and transferring in fewer than twelve credits would need to complete the course in the first or second semester. The proposal provides for not only a stand-alone course, but also one that could be embedded in an existing 100-level course. The college already has examples of that being done once in an English Composition I class, and as a new course developed in the Health Studies division. As noted earlier in this section, FYS is projected to become a graduation requirement as of fall 2017.

To address the drop in retention, Northern Essex looks to create a true, holistic First Year Experience. Bringing together the strengths of Orientation, Advising, Career Preparation, Early Success (early alert programming), Student Engagement, and Civic and Community Engagement while working in stronger collaboration with each other and with academic strategies, the college should see greater impact on its Key Performance Indicators. For those students requiring developmental-level courses, Northern Essex also projects an increase in accelerated learning programs or models that will shorten the time students have to spend in them. The sooner students can move onto their major of choice, the more likely they will be retained. The course completion rate (CCR) for ALP students in English Composition I was over 15 percentage points higher than the overall CCR for students in English Composition I. Although it will be financially costly initially to run Fusion courses because they have half the class size, the college trusts that like other colleges who run accelerated learning programs, the investment will pay off in higher retention and ultimately more courses taken by students. Likewise it is thought that with the addition of modularized developmental math and the new Math Pathways (STEM and non-STEM) students will

overcome one of the biggest barriers to successful progress they have, and not put off taking math until the end of their community college career.

Another projected movement at Northern Essex is to create more structured pathways within the Liberal Arts, so that students follow their academic plan and move through courses in a more dictated and logical sequence. The highest rates of retention and completion are seen among those programs for which the curriculum is highly structured, such as in the health programs like Radiologic Technology, Respiratory Care, Dental Assisting, and Nursing with retention rates ranging from 86%-94% for the 2012 cohort. Although the college understands the need for flexibility with the community college population, and acknowledges the difficulties of balancing work, family, and school, staff also knows that too much choice can be a detriment, costing students time and money that they cannot afford. Streamlining the pathway toward a degree will enhance the student experience, and the support services for students for both their academic and nonacademic challenges will continue to be provided.

Institutional Assessment

The retirement of the Associate Dean of Academic and Institutional Effectiveness will have a deep impact short-term on both the institutional assessment and program-level assessments and program review processes. Additionally, the Dean of Institutional Research will also soon be retiring. The college has hired a Dean of Institutional Research, Effectiveness, and Strategic Planning who will begin in January 2016. Her work will be supplemented by a new, enlarged outcomes assessment committee with much more involvement of deans, coordinators, and faculty.

Apart from the personnel changes, in appraising the Institution Level Outcomes Assessment of the six Core Academic Skills, the college staff and faculty have painstakingly done a laudable job of putting together and executing the assessments, but it also must be acknowledged that the validity of the assessments as measures that may be extrapolated to all graduating students' skill levels is weak due to the sampling method. The sampling was not random; faculty who had the identified students in their classes were asked to participate in the assessment but only a fraction of the willing faculty members actually followed through, thereby reducing the number of students and consequently student products, that could be rated. For example, in the first assessment in 2010 of Communication (Writing) Skills, of a pool of 189 potential identified students, only 68 unduplicated samples were available for final analyses. Only 20% of faculty with identified students actually submitted samples for those students, and just over one third (36%) of the identified students had samples submitted. Also, without baseline data of how students would have performed against the rubric when they first entered Northern Essex, there is no comparative data to match the current rubric ratings against. These limitations are acknowledged in the final report of the assessment. The trend of low faculty participation rates and therefore small numbers of students whose products were evaluated continued in the later assessments.

The process is not dissimilar to that in the statewide pilot to measure students' skills against the VALUE (Valid Assessment of Learning in Undergraduate Education) rubric. Any institutional level assessment of student products as representative of the student body at-large will require high faculty participation and extensive personnel hours to rate the products. This level of assessment is extremely challenging at most institutions. Northern Essex will continue to work with its state partners in assessing student skills in these critical areas of learning. In order to address the weaknesses of the assessment process in-house, the college is instituting a college-wide Assessment Day. In this environment the college's plan is to work on design of assignments to better align with measures, how to increase faculty participation and utilize results for improvement.

Program Review and Outcomes Assessment

Due to the dedicated work of the former Associate Dean of Academic and Institutional Effectiveness, 43 programs have Curriculum Maps posted on the college's website that were designed as part of the program review process. The maps detail program objectives and associated learning outcomes. Course outcomes in lock-step and criteria-based programs are tight and sequential, as required by outside accreditors or due to the nature of the transfer program. It is not as clear in some other programs if the course outcomes build sequentially, nor if all sections of a course within a program possess the same learning objectives.

Many programs were, and continue to be, proactive about this activity, realizing that adjustments should be made over time as their field grows and changes. Not all programs perform an annual assessment, and it is possible that Curriculum Maps are not reviewed on a regular basis. Most programs have an advisory board composed of professionals from that field or discipline and many of them are active participants in these assessment processes, assuring that students graduating are prepared adequately for jobs in that field. Without a position that is primarily focused on academic program review and assessment, there will need to be higher profile involvement from advisory board members and department chairs and coordinators, led by their deans, to encourage annual assessment of selected outcomes, to assure common learning objectives across all sections of a given course, and that course outcomes build sequentially within their program. Northern Essex is starting from a strong base of regular program review and assessment experience, upon which new teams within programs can build a framework to continue the work. Program reviews at Northern Essex in the past have led to improvements and changes in programs that have benefited students while at the college and in their transferring to four-year colleges and universities. Faculty has had a stake and active role in these reviews. Key elements as to why program reviews have gone so well, have been a sound structure and broadly shared results, not to mention the Associate Dean herself. She served as a guide to faculty, urged them to ask the tough questions of their program, and because she was not supervising them, she offered a sense of objectivity—there was a willingness on the part of the faculty that may not have been otherwise. This dynamic has changed and the college will need to adjust and move forward. The college plans to build in more activities to involve faculty in the processes, such as Assessment Day, and the new dean in institutional research has a strong background in collaborating with academic deans and faculty around assessments.

Program reviews continue to be scheduled on a rotating basis, and the Vice President of Academic and Student Affairs, via division deans, will reinforce the need to continue high quality assessment within programs across the college, and to promote the sharing of results and changes college-wide to acknowledge the work being done and to encourage continuous improvement.

As Northern Essex Community College moves forward, looking at students' educational journey from pre-admission through graduation or transfer in a holistic and more connected fashion, the college can transform how academic and student affairs collaborate, measure, and improve the student journey. This transformation will occur more rapidly as higher numbers of faculty, both full-time and adjunct, become engaged, working alongside those in academic and non-academic support services. The conscious efforts and leadership commitment to create an environment where this can take place, in many cases with grant support, will guide its progress. Taken together, Northern Essex views all of its efforts as a strong step forward in continuing to meet and exceed the standards required for NEASC accreditation.

7. Institutional Plans

In many respects, the future is an ongoing discussion at Northern Essex. As a highly reflective college and one that places enormous importance on planning and data to drive decision-making, some amount of attention about the significant issues and initiatives that lay ahead is always on the proverbial institutional plate. Inasmuch as the college is about to embark on the development of a new strategic plan that is expected to cover the period from 2016 through 2019, that attention has recently commanded even greater focus.

Funding and Resources

Ensuring adequate funding and resources has been a consistent theme throughout time. With a new Governor in Massachusetts and a long-time Commissioner of Higher Education retired this past June, there are some unknowns. Governor Charlie Baker's FY16 budget proposal includes a 3% increase for higher education, including about \$9 million in new funding for community colleges. As Northern Essex President Lane Glenn noted in his weekly newsletter to the college community this past spring, a report by the Higher Education Finance Commission contains some sobering statistics and steep challenges, and can be summed up in their appeal to legislators and public policy makers: *"Massachusetts must build one of the Top 10 public systems in the nation with regard to both overall performance and state investments in order to provide an affordable as well as high-quality education for all students."*

President Glenn went on further to say, "To get there, the Commission recommended that those 'state investments' should equal an additional \$475 million to higher education over the next five years. That's a steep hill to climb with so many other needs pressing on the Commonwealth, and Governor Baker's FY16 budget proposal doesn't rise up to that first year amount, but as they say, every journey of a thousand miles begins with a single step."

The college is also aware that it cannot rely solely on state funds to support its mission. As noted in Standard Nine, the college continually seeks to identify new sources of revenue from public and private sources and that diversification will be an important function for the foreseeable future.

New Ways of Offering Education

With the hiring of a new Dean of Academic Innovations and Alternative Studies, the college is exploring a number of new ways to offer education. Two examples are included below.

Flexible, Online Courses: Northern Essex is interested in offering academically prepared adult students, for whom life's challenges make attending college difficult, flexible online courses that provide an affordable and convenient opportunity to access higher education. Students will have the opportunity to accelerate completion of an associate degree and/or transfer to a baccalaureate program.

The college has been approved to offer online programs for more than five years. It is now considering a model that will offer courses in two, eight-week terms within the traditional semester. This term structure already exists and will be modified to allow students more entry points, resulting in completing courses faster than in a traditional semester system. Students will be able to start courses mid-semester, even if they miss the start of the term.

Experimental Site Initiative: In January 2015, Northern Essex was invited to participate as an Experimental Site for financial aid by the United States Department of Education. The college has accepted the invitation to participate for prior learning assessment and competency-based education.

The goal in offering a competency-based education program is to offer students a flexible option to progress through an academic program that includes competency-based courses, where students have the ability to master competencies and accelerate completion of a degree. The college intends to offer students the existing Computer Applications Certificate and two existing courses in the General Studies Art AA degree as an innovative competency-based education option, where students have the ability to master competencies and accelerate completion of a degree. The college will submit a Substantive Change Request to NEASC related to initiating a program that is based on mastery of competencies that will address evaluation considerations stated in the June 2, 2015 Council of Regional Accrediting Commissions' Framework for Competency-Based Education.

Courses identified for modification will be mapped to the learning outcomes for courses offered on campus and online. Faculty will develop educational resources and activities to help students master the required competencies. The college intends to offer competency-based courses within traditional terms and semesters and will provide students who complete competency-based courses a traditional transcript as well as documentation of mastered competencies.

The U.S. Department of Education's goal of the prior learning assessment experiment is to learn how allowing the costs of prior learning assessments in the cost of attendance, influences students' educational costs and time to degree. Currently, Northern Essex offers several methods to assess students' prior learning, including CLEP (College Level Examination Program), DSST (DANTES Subject Standardized test), credential evaluation, challenge exams, military evaluations, portfolio evaluations, and language proficiency testing. NECC intends to further develop current prior learning assessment options for students, increase students' awareness of prior learning assessment options and assess the experiment's influence on educational costs and time to degree.

Enrollment

In a White Paper prepared for the Hispanic Association of Colleges and Universities by two University of Texas professors (Nora and Reyes, 2012), it was noted that the Latino population in the United States has grown significantly over the past decade, comprising more than 16% percent of the total population (Ennis, Ríos-Vargas, & Albert, 2011). In Massachusetts, according to 2010 US Census figures, Latinos make up 9.6% of the population. In the city of Haverhill where the college has its main campus, that figure is 14.5% and in the city of Lawrence, site of the college's expanding campus, that figure is nearly 74%.

As the college looks to its future planning, more emphasis is being placed on removing barriers that this population faces in completing a postsecondary degree. One example of these efforts is the work of the college's second U.S. Department of Education Title V Hispanic-Serving Institutions Program grant that focuses on building bridges for Hispanic student success.

Physical Plant Expansion

As noted in Standard Eight, an important opportunity facing the college is the plan for a major renovation of the Spurk building, utilizing a \$15.7 million state appropriation. While the renovations are ongoing, the

challenge will be in relocating classrooms and office space. With proper planning, which is now underway, it is believed that the college can accommodate students, staff, and faculty with minimal disruption.

Actual renovation work is scheduled to begin within the next year to update classrooms, modernize bathrooms, address air quality issues, modernize the elevator, replace outdated furniture and equipment, and improve student meeting spaces. Built in the early 1970's, the Spurk building is one of the most heavily used buildings featuring classrooms, faculty offices, a lecture hall, and a performing arts space. Plans also include a \$6 million state funded upgrade project for the Dimitry building in Lawrence, improvements to athletic facilities in Haverhill, and upgrades to the libraries in Haverhill and Lawrence.

Partnerships

In the fall of 2013, the University of Massachusetts Lowell established its first satellite location on the Haverhill campus of Northern Essex. The new location brought the University's strengths in educating working professionals, adult learners, and traditional students to Haverhill. More than 2,000 residents of the city and nearby communities attend UMass Lowell.

Partnerships with other four-year institutions are growing and soon, both Regis College, a liberal arts college in Weston, Massachusetts, and Lyndon State College in Vermont, will be occupying space at the renovated and licensed 420 Common Street, on the Lawrence campus. The college already has an articulation agreement with Regis. Co-locating these colleges onto the Lawrence campus will no doubt lead to the development of more agreements as well as rich educational experiences for students.

The college also has a PK-12 Partnerships office, working with district partners to raise the percentage of high school graduates going to college—and their readiness for college level work. This work advances the agenda of the Department of Higher Education's Vision Project and is a priority in the Academic Master Plan. Plans for the next five years include working with schools to make progress towards P-16 alignment in academic and technical areas; working with districts to expand existing and create new pathways that meet the needs of the region; expanding dual-enrollment opportunities emphasizing the benefits of college readiness skills prior to matriculation; and aligning programs with the National Alliance of Concurrent Enrollment Partnerships Standards and seeking accreditation from this body.

Lastly, Northern Essex Community College's Center for Corporate and Community Education offers skill training programs, internship opportunities, and noncredit courses that align with the workforce needs of the regional economy. Through this alignment, students are better prepared for jobs with competitive wages and for careers with advancement opportunities. For example, the college partners with employers to identify emerging and longer-term labor market demands; the Internship Program partners with local employers to offer paid work and learning opportunities; the college partners with the region's vocational schools to leverage their facilities and state-of-the-art equipment, creating early college enrollment pathways; and noncredit courses offer professionals in the field new skill sets and certifications.

Over the next five years, Northern Essex will continue to forge partnerships that broaden students' experiences, enhance classroom learning, and better prepare students for jobs and careers.

APPENDIX



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

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.necc.mass.edu/student-services/current/policies-conduct/academic-policies-procedures/graduation-program-and-course-policies/
Print Publications	Academic Advising Handbook
Self-study/Fifth-year report Page Reference	Page 16

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

URL	http://www.necc.mass.edu/academics/support-services/transfer/transfer-agreements/
Print Publications	Academic Advising Handbook
Self-study/Fifth-year Report Page Reference	Page 14

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

URL	http://www.necc.mass.edu/student-services/current/policies-conduct/student-code-of-conduct-grievance-procedure/
Print Publications	Student Code of Conduct
Self-study/Fifth-year Report Page Reference	Page 33

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

Method(s) used for verification	http://www.necc.mass.edu/academics/online-learning/online-learning-policies/
Self-study/Fifth-year Report Page Reference	Page 18

- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	N/A
Print Publications	
Self-study Page Reference	

The undersigned affirms that Northern Essex Community College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:



Lane A. Glenn, President
Northern Essex Community College

Date: August 17, 2015

**NORTHERN ESSEX COMMUNITY
COLLEGE**

(an agency of the Commonwealth of Massachusetts)

**FINANCIAL STATEMENTS AND
MANAGEMENT'S DISCUSSION AND ANALYSIS**

JUNE 30, 2014

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

**Financial Statements and
Management's Discussion and Analysis**

June 30, 2014 and 2013

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Northern Essex Community College
Haverhill, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of Northern Essex Community College (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statements of net position as of June 30, 2014 and 2013, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, the related combining statements of net position of major component units as of June 30, 2014 and 2013 and the combining statements of revenues, expenses, and changes in net position of major component units for the years then ended, and the related notes to the financial statements. We also audited the financial statements of Northern Essex Community College Foundation, Inc. (the "Foundation") as of June 30, 2014 and 2013, and the financial statements of NECC Allied Health and Technology Center, Inc. ("Allied Health") as of June 30, 2014 and 2013.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the net position of Northern Essex Community College as of June 30, 2014 and 2013, and the respective changes in net position and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-11 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 5, 2014, on our consideration of Northern Essex Community College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Northern Essex Community College's internal control over financial reporting and compliance.

O'Connor and Drew, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

November 5, 2014

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2014 and 2013

Overview of the Financial Statements and Financial Analysis

The objective of the Management Discussion and Analysis (“MD&A”) section is to provide information that enables an individual to read the College’s financial statements and come away with a clear understanding of the College’s financial position and to know how resources are used to support the College’s Mission.

The focus of the MD&A is on the current fiscal year, with data from the two previous fiscal years provided for comparative purposes. The MD&A was prepared by management and should be read in conjunction with the audited financial statements and footnotes which follow.

The MD&A discussion is framed around three financial statements: (1) the Statement of Net Position, (2) the Statement of Revenues, Expenses and Changes in Net Position, and (3) the Statement of Cash Flows. These statements are prepared in compliance with Governmental Accounting Standards Board (GASB) Statement 35, *Basic Financial Statements-and Management’s Discussion and Analysis-for Public Colleges and Universities*.

Please note: All numbers are reported in thousands, unless otherwise noted.

Statement of Net Position

The Statement of Net Position presents information on the assets and liabilities of the College as of the end of the Fiscal Year (FY); it is a snapshot as of a fixed point of time (June 30). The three primary components of the statement are: (a) *total assets*, (b) *total liabilities*, and (c) *net position*. Comparing the changes in net position from one year to another is one indicator of whether the financial condition of the College has improved or deteriorated.

Assets and liabilities are measured using current value, with the exception of Capital Assets which are stated at historical cost less an allowance for depreciation.

(\$ in thousands)	<u>FY14</u>	<u>FY13</u>	<u>FY12</u>	Change <u>FY14-FY13</u>	%
Current assets	\$ 13,756	\$ 15,215	\$ 12,162	\$ (1,459)	
Capital assets	44,984	<u>35,153</u>	<u>21,979</u>	<u>9,831</u>	
Total assets	<u>58,740</u>	<u>50,368</u>	<u>34,141</u>	<u>8,372</u>	16.6%
Current liabilities	8,288	7,612	7,241	676	
Non-current liabilities	5,564	<u>5,664</u>	<u>1,076</u>	<u>(100)</u>	
Total liabilities	<u>13,852</u>	<u>13,276</u>	<u>8,317</u>	<u>576</u>	0.4%
Deferred Inflows	<u>331</u>	<u>45</u>	-	<u>286</u>	635.6%
Invested in capital assets	40,551	30,568	21,979	9,983	
Restricted, expendable	296	250	237	46	
Unrestricted, expendable	<u>3,710</u>	<u>6,229</u>	<u>3,608</u>	<u>(2,519)</u>	
Net position	\$ <u>44,557</u>	\$ <u>37,047</u>	\$ <u>25,824</u>	\$ <u>7,510</u>	20.3%

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2014 and 2013

Total Assets

Total assets represent property, facilities, and equipment owned or controlled by the College, along with payments due to the College for services rendered prior to the end of the fiscal year. Total assets on June 30, 2014 were \$58.8 million, an increase of \$8.4 million or 16.6% from the prior year.

The value of current assets on June 30 was \$13.8 million, a decrease of \$1.5 million compared to the prior year. This was primarily due to the decrease in the amount of funds held by DCAMM, further detailed below. Total Cash and Equivalents totaled \$8.8 million; \$2.1 million higher than last year due to additional cash on hand at year end. This was the result of the sale of the equity portion of the investment portfolio that was converted to cash.

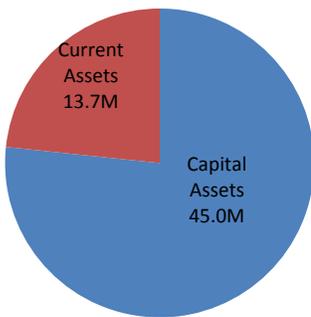
The value of non-current assets at year-end was \$45 million, \$10 million

higher as compared to prior year. Buildings and related improvements are the largest component of non-current assets. The increase was mostly due to continued construction in progress of the Allied Health and Technology Building in Lawrence which totaled \$7.1 million in FY14. Construction in progress for the Comprehensive Energy Efficiency Project (C.E.I.P.) was \$1.9 million. Other projects include the upgrade of the wireless infrastructure and network storage area. The value of these investments was partially offset by the depreciation expense on existing capitalized assets. Additional information on capital assets is available in Footnote 7: Capital Assets.

Current assets are assets which could be converted to cash within a year and typically include cash, money market funds, investments and accounts receivable.

Non current assets are not easily converted to cash and include facilities and other fixed assets and equipment.

Total Assets



Total Liabilities

Total liabilities at the end of FY14 were \$13.9 million, an increase of \$.6 million or 4.4% higher than the prior year. The liability for the long term debt – C.E.I.P. – is the largest single component of this balance, a total of \$4.6 million. Additional information pertaining to this liability may be found in the Footnotes on Long-Term Liabilities and Notes Payable. The liability for accrued salaries is the second largest component of this balance and represents compensation earned by faculty in the spring semester but paid over a six month period ending in August. This liability is \$2.8 million as of June 30. It is expected that state funds earmarked for the College will be available to cover these payroll obligations, consistent with past practices.

Total liabilities represent what the College owes to others. There are three primary components of College liabilities.

- (a) salaries and compensated absences;
- (b) outstanding accounts payable; and
- (c) deferred revenue.

NORTHERN ESSEX COMMUNITY COLLEGE

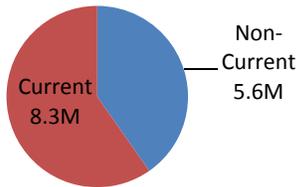
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June 30, 2014 and 2013

The calculated liability for compensated absences and workers' compensation, both current and non-current, is \$3.8 million, an increase of \$200k from the prior year. The total liability averages approximately \$9,200 per employee.

Total Liabilities



Outstanding accounts payable reflect goods and services received during the fiscal year for which payment has not been made as of June 30. The balance of accounts payable at the end of the year was \$1.5 million. This was \$338k, or 30% more than the previous year. The largest component of this balance was \$560k to cover employee fringe benefits for payrolls for June.

Student deposits and unearned revenue on June 30 was \$1.3 million. This was an increase of 9% from the previous year. Approximately \$1.1 million represents student tuition and fees collected for the summer and fall 2014 terms. Due to the timing of the fiscal year, payments for these classes and when classes are provided cross fiscal years. Deferred revenue reflects the value of classes which will be held in FY15. The remaining \$208k represents grant revenue received but not yet earned.

Deferred Inflows

The College has agreements with two service providers that both provide funds ratably over the life of the agreements. Additional information is available in Footnote 10: Deferred Inflows of Resources.

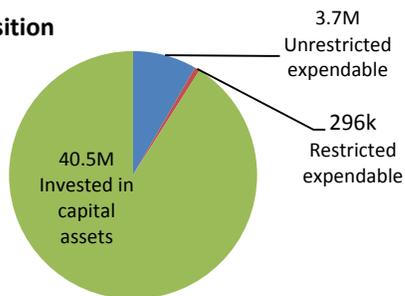
Net Position

Net Position represents resources currently available to the College. At the end of FY14, net position was \$44.5 million. This is \$7.5 million or 20.3% higher as compared to last year. There are two measures of the financial health of the institution based on net position: (a) the current ratio; which measures the degree to which current assets are available to

Current ratio = current assets/current liabilities.

Primary reserve ratio = unrestricted and restricted-expendable net assets/total

Net Position



pay short-term obligations; and (b) the primary reserve ratio; indicating how long the institution could function using its expendable reserves to cover operations. The current ratio for FY14 is 1.7, which is .3 lower than the previous year. The current asset of Deposits held by DCAMM, decreased as construction work was completed, this lowered the current assets and therefore lowered the ratio in this calculation. The higher the current ratio, the more capable the institution is of paying its obligations; a preferred ratio is 2.0. The primary reserve ratio decreased to 7.0 from 11.5 last year, the unrestricted

net assets were lowered by the decrease in net position; the preferred primary ratio is 40. While ratios highlight that the College has limited flexibility to endure turbulent economic conditions,

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Management's Discussion and Analysis (Unaudited) - Continued

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enrollment declines, or respond to a significant adverse event, the College continues to strive to improve its financial health by careful monitoring of expenses and increasing its sources of revenue.

Statement of Revenues, Expenses, and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position summarize the financial results of College operations and encompass all activity throughout the fiscal year. The four primary components of the statement are: (a) *operating revenue*, (b) *operating expenses*, (c) *non-operating revenue*, and (d) *non-operating expenses*.

(\$ in thousands)	<u>FY 14</u>	<u>FY13</u>	<u>FY12</u>	<u>Change FY14-FY13</u>	
Operating revenues					
Student tuition and fees	\$ 22,062	\$ 23,590	\$ 21,833	\$ (1,528)	
less: Scholarship allowances	<u>(10,893)</u>	<u>(10,850)</u>	<u>(10,197)</u>	<u>(43)</u>	
Net student tuition and fees	11,169	12,740	11,636	(1,571)	-12.3%
Federal grants and contracts	15,807	15,903	16,053	(96)	
State grants and contracts	4,109	3,008	2,806	1,101	
Private/local grants and contracts	1,872	991	835	881	
Other operating revenues	<u>2,610</u>	<u>1,843</u>	<u>1,740</u>	<u>1,042</u>	
Total operating revenues	35,567	34,485	33,070	1,082	3.1%
Operating expenses	60,309	56,435	56,570	3,874	6.9%
Operating gain/(loss)	(24,742)	(21,950)	(23,500)	2,792	12.7%
Non-operating revenues (expenses)					
State appropriations	22,179	20,965	21,752	1,214	
Investment income, net	827	728	259	99	
Interest on Indebtedness	<u>(185)</u>	<u>(94)</u>	-	<u>(91)</u>	
Net non-operating Revenues (expenses)	22,821	21,599	22,011	1,222	5.7%
Net income (loss) before Other revenues	<u>(1,921)</u>	<u>(351)</u>	<u>(1,489)</u>	<u>1,570</u>	447%
Capital appropriations	9,430	11,574	2,602	2,144	
Total increase (decrease) in Net position	7,510	11,223	1,113	<u>(3,713)</u>	-33%
Net Position, Beginning of Year	<u>37,047</u>	<u>25,824</u>	<u>24,711</u>	<u>11,223</u>	
Net Position, End of Year	\$ <u>44,557</u>	\$ <u>37,047</u>	\$ <u>25,824</u>	\$ <u>7,510</u>	

NORTHERN ESSEX COMMUNITY COLLEGE

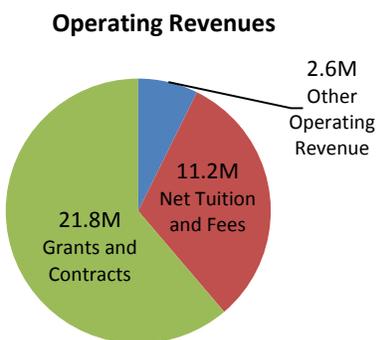
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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2014 and 2013

Operating Revenue

Operating revenue reflects income received from primary business activities. Due to the comprehensive mission of a community college this includes revenue from a wide variety of sources, including student charges, grants, and auxiliary-type services like space rental activity. Overall, operating revenues in FY14 were \$35.6 million, up \$1.1 million or 3.1% as compared to prior year.



Total (gross) revenue from student tuition and fees was \$22.1 million. This was a decrease of \$1.5 million or 6.5% lower as compared to prior year. The decrease in revenue was the result of the lower enrollments.

Revenue reported as federal grants and contracts was \$15.8 million, a decrease of \$96k. State grants and contracts revenue was \$4.1 million, an increase of \$1.1 million or 36.6% higher than prior year. This was due to additional State funding of \$571k, two new state grants; Mass Life Sciences \$368k and STEM Starter Academy \$347k. This was partially offset by a decrease in Performance Incentive Funds of \$150k. Private and local grants and contracts increased by \$881k or 89% from the prior year. The largest amount was an increase of \$785k in iHealth/HEP revenues.

Other operating revenues reflect commissions received from Barnes & Noble (bookstore), food service and vending sales; rental of Northern Essex facilities, including Haverhill child care facilities, enterprise activity; and, other non-instructional related activities. Total other operating revenues were \$2.6 million, \$767k or 41.6% higher than prior year. The largest increase was Donations from the NECC Foundation, which increased \$368k.

Operating Expenses

Operating expense results from activities directly related to the activities of the College; the eight functional categories within operating expense correspond to those defined by the Integrated Postsecondary Education Data System (IPEDS).

In FY14, total operating expenses were \$60.3 million, an increase of \$3,874k or 6.9%. The largest portion was the \$3.2 million increase in Instruction. Other changes included a \$632k increase in Academic Support, \$532k increase in Operations and Maintenance, partially offset by the \$307k decrease Depreciation and \$265k decrease in Scholarships and Fellowships. *Instruction*

includes faculty, associate and assistant Deans, division chairs and related personnel engaged in credit and non-credit academic teaching, remedial and tutoring. *Academic Support* includes services integral to the primary mission of instruction: libraries, audiovisual services, course and curriculum development, museums and galleries, academic deans, vice presidents and support

Total operating expense includes expenditures made by the college and fringe benefits paid by the state on behalf of NECC employees

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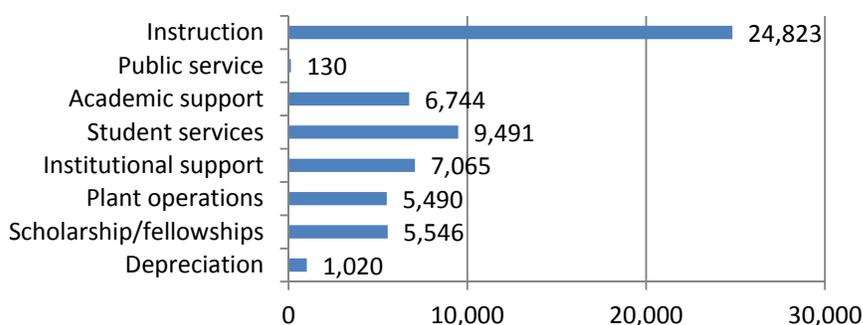
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Management's Discussion and Analysis (Unaudited) - Continued

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staff. *Institutional Support* includes operational support of the institution such as: security, human resources legal and finance development and alumni relations. *Operations & Maintenance* includes service and maintenance to the facilities and grounds, and utilities.

Uses of Funds (\$millions)



Employee compensation and benefits totaled \$39.6 million which constitute approximately 66% of total operating costs the College incurred,

Spending in Instruction was the highest of the eight IPEDS functional areas, and represented 41% of the total. Student Services was the next highest at 15.7%, followed by Institutional Support at 11.7%.

Operating Expenses					
(\$ in thousands)	<u>FY14</u>	<u>FY13</u>	<u>FY12</u>	<u>Change FY14 - FY13</u>	
Instruction	\$ 24,823	\$ 21,670	\$ 22,303	\$ 3,153	15%
Academic support	6,744	6,112	6,360	632	10%
Student services	9,491	9,509	9,405	(18)	0%
Public service	130	82	90	48	59%
Plant operations	5,490	4,958	4,839	532	11%
Institutional support	7,065	6,966	6,437	99	1%
Depreciation	1,020	1,328	1,236	(308)	(23)%
Scholarship and fellowships	<u>5,546</u>	<u>5,810</u>	<u>5,900</u>	<u>(264)</u>	<u>(5)%</u>
Total Operating Expenses	\$ <u>60,309</u>	\$ <u>56,435</u>	\$ <u>56,570</u>	\$ <u>3,874</u>	<u>7%</u>

Operating expenses by natural classification are reported in the Financial Section, Footnote 13.

Non-Operating Revenue

Non-operating revenue is the result of activities not directly related to the mission of the College and includes state appropriated funds. The largest component of non-operating revenue is funds earmarked for the college in the annual General Appropriation Act ("GAA") of the Commonwealth. Since FY04, the Department of Higher Education approved budget formula has

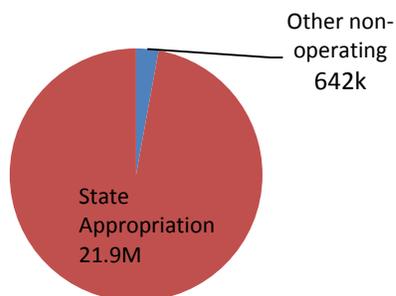
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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2014 and 2013

Non-Operating Revenues



provided the foundation upon which GAA funding to the state and community colleges are based.

State appropriations as reported on the financial statements include GAA, fringe benefits paid by the state on behalf of NECC employees, less tuition remitted back to the general fund of the state (remitted tuition). Overall state support increased in FY14 by \$1.3 million or 5.8% due to the increased appropriation.

Interest income on cash balances and investment results produced a net gain of \$827k. This compares to a gain of \$728k for the previous year. Accrued interest expense for the CEIP debt was \$91K.

Statement of Cash Flows

The Statement of Cash Flows presents detailed information about the cash activity of the institution during the year. At the end of FY14, cash on hand was \$8.8 million. This is \$2.1 million or 32% higher than FY13; the second consecutive year of a favorable increase.

<i>(\$ in thousands)</i>	<u>FY14</u>	<u>FY13</u>	<u>FY12</u>	<u>Change FY14-FY13</u>
Cash received from operations	\$ 30,103	\$ 28,423	\$ 27,368	\$ 1,680
Cash expended for operations	<u>48,245</u>	<u>44,406</u>	<u>43,766</u>	<u>3,839</u>
Net cash applied to operating activities	(18,132)	(15,983)	(16,398)	2,159
Net cash provided by noncapital financing activities	<u>17,357</u>	<u>16,500</u>	<u>16,264</u>	<u>857</u>
Net cash applied to capital and related financing activities	(1,761)	1,563	(1,211)	(3,324)
Net cash provided by investing activities	4,657	26	(3,192)	4,631
Net increase (decrease) in cash and cash equivalents	2,121	2,106	(4,536)	15
Cash and cash equivalents, beginning of FY	<u>6,691</u>	<u>4,585</u>	<u>9,121</u>	<u>2,106</u>
Cash and cash equivalents, end of FY	\$ <u>8,812</u>	\$ <u>6,691</u>	\$ <u>4,585</u>	\$ <u>2,121</u>

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Management's Discussion and Analysis (Unaudited) - Continued

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Major Projects

Capitalized Assets

The 2008 Higher Education Capital Bond Bill authorized \$31.7 million for the construction of a new Allied Health and Technology Center in Lawrence and renovation of the Spurk general purpose academic building at the Haverhill campus. These projects will be capitalized upon completion. The first of these two projects, the El Hefni Allied Health Building, has been completed and opened its doors in Spring 2014. The second project is an approximately \$7.1 million upgrade and renovation to the Spurk building. The college has received \$200k from DCAMM to undertake the first step, a facility study in FY15. Based on this study, renovation of the Spurk building will likely begin in calendar 2016.

Other capital project items included the following: telephone system upgrades, the purchase of health service manikins', and the installation of a fence on Franklin Street in Lawrence. In Haverhill, projects included the E255 Lab renovations, the foodservice café renovations, and the relocation of the bookstore.

Non-Capitalized Assets

During the fiscal year, the College completed other projects which were not capitalized. These include the relocation of the Public Safety office from Haverhill to Lawrence. On the Haverhill campus, projects included the softball field upgrade, the Spurk building elevator repairs, and the establishment of a Veterans office in the Student Center, and carpet replacement and room painting.

Collaboration

In June 2011, the College entered into an agreement with KSI Higher Ed, a private corporation. The College and KSI are collaborating on the provision of education, training and degree-granting programs for healthcare professionals by (1) expanding the number of students admitted to the College's degree-granting programs for the education and training of healthcare professionals in the communities served by the College, (2) expanding the healthcare specialties for which the College is able to offer education, training and degrees, and (3) accelerating the pace of education and training, and offering it a wider audience of prospective students. This agreement established the "NECC Health Care Initiative." The NECC Health Care Initiative offered its first classes in the Fall of 2011.

In July 2013, the College amended its agreement with Higher Education Partners (HEP) (formerly known as KSI Higher Ed). The agreement was expanded to include a three story building located at 420 Common Street, Lawrence which HEP agreed to completely renovate and equip for the use of the College in exchange for a license fee of \$150,000, and net revenue realized from classrooms. In future years the fee will be based on a percentage of commission derived from sales in the Lawrence

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bookstore in addition to net revenue realized from classrooms. Building renovations took place during FY14 and were substantially complete by June 2014. Other college facilities in the building include administrative offices, conference room, and the College's Lawrence Campus bookstore. HEP also included a full renovation of the building lobby and the build out of a foodservice provider and a retail bank on the ground floor.

Requests for Information

This financial report is designed to provide a general overview for all readers with an interest in the finances of Northern Essex Community College. Questions concerning the information provided in this report, or requests for additional financial information, should be addressed to the Office of the Vice President for Administration and Finance/CFO, 100 Elliott Street, Haverhill, MA 01830.

NORTHERN ESSEX COMMUNITY COLLEGE
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Statements of Net Position

June 30, 2014 and 2013

Assets

	Primary Government		Component Units	
	2014 <u>College</u>	2013 <u>College</u>	2014 <u>Combined</u>	2013 <u>Combined</u>
Current Assets:				
Cash and equivalents	\$ 4,992,999	\$ 1,816,649	\$ 281,335	\$ 1,741,675
Restricted cash and equivalents	24,676	2,770	1,060,353	508,101
Deposits held by State Treasurer	2,300,166	2,049,339	-	-
Deposits held by DCAMM	1,484,066	2,811,473	-	-
Cash held by State Treasurer	10,112	11,108	-	-
Accounts receivable, net	1,769,819	1,460,108	-	-
Investments	2,940,233	6,770,482	2,846,699	2,293,592
Other current assets	<u>234,140</u>	<u>293,083</u>	<u>897</u>	<u>1,645</u>
Total Current Assets	<u>13,756,211</u>	<u>15,215,012</u>	<u>4,189,284</u>	<u>4,545,013</u>
Non-Current Assets:				
Capital assets, net	<u>44,984,678</u>	<u>35,153,318</u>	<u>674,792</u>	<u>470,126</u>
Total Assets	<u>\$ 58,740,889</u>	<u>\$ 50,368,330</u>	<u>\$ 4,864,076</u>	<u>\$ 5,015,139</u>

Liabilities, Deferred Inflows of Resources and Net Position

Current Liabilities:				
Accounts payable and accrued expenses	\$ 1,453,870	\$ 1,115,751	\$ 8,300	\$ 8,000
Agency payable	67,115	70,582	-	-
Accrued salaries and wages	2,842,649	2,753,517	-	-
Accrued compensated absences	2,419,186	2,277,433	-	-
Accrued workers' compensation	43,406	50,115	-	-
Student deposits and unearned revenue	1,303,504	1,191,542	32,766	33,250
Current portion of note payable	<u>158,653</u>	<u>152,404</u>	<u>-</u>	<u>-</u>
Total Current Liabilities	<u>8,288,383</u>	<u>7,611,344</u>	<u>41,066</u>	<u>41,250</u>
Non-Current Liabilities:				
Accrued compensated absences	1,117,214	1,049,255	-	-
Accrued workers' compensation	172,542	181,897	-	-
Note payable, net of current portion	<u>4,274,629</u>	<u>4,433,282</u>	<u>-</u>	<u>-</u>
Total Non-Current Liabilities	<u>5,564,385</u>	<u>5,664,434</u>	<u>-</u>	<u>-</u>
Total Liabilities	<u>13,852,768</u>	<u>13,275,778</u>	<u>41,066</u>	<u>41,250</u>
Deferred Inflows of Resources	<u>331,378</u>	<u>45,333</u>	<u>-</u>	<u>-</u>
Net Position:				
Invested in capital assets, net of related debt	40,551,396	30,567,632	674,792	470,126
Restricted:				
Nonexpendable	-	-	1,310,447	1,184,877
Expendable	295,560	250,267	1,568,880	2,116,587
Unrestricted	<u>3,709,787</u>	<u>6,229,320</u>	<u>1,268,891</u>	<u>1,202,299</u>
Total Net Position	<u>44,556,743</u>	<u>37,047,219</u>	<u>4,823,010</u>	<u>4,973,889</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 58,740,889</u>	<u>\$ 50,368,330</u>	<u>\$ 4,864,076</u>	<u>\$ 5,015,139</u>

See accompanying notes to the financial statements.

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Statements of Revenues, Expenses and Changes in Net Position

For the Years Ended June 30, 2014 and 2013

	<u>Primary</u> <u>Government</u>		<u>Component</u> <u>Units</u>	
	<u>2014</u> <u>College</u>	<u>2013</u> <u>College</u>	<u>2014</u> <u>Combined</u>	<u>2013</u> <u>Combined</u>
Operating Revenues:				
Tuition and fees	\$ 22,061,904	\$ 23,589,918	\$ -	\$ -
Less: scholarships and allowances	<u>(10,893,418)</u>	<u>(10,850,774)</u>	-	-
Net tuition and fees	11,168,486	12,739,144	-	-
Gifts and contributions	-	-	918,657	867,567
Federal grants and contracts	15,807,290	15,903,578	-	-
State grants and contracts	4,109,044	3,008,590	-	-
Private and local grants and contracts	1,872,156	990,711	-	-
Other operating revenues	<u>2,609,795</u>	<u>1,842,851</u>	-	-
Total Operating Revenues	<u>35,566,771</u>	<u>34,484,874</u>	<u>918,657</u>	<u>867,567</u>
Operating Expenses:				
Instruction	24,823,150	21,670,350	-	-
Academic support	6,744,154	6,111,688	-	-
Student services	9,491,256	9,508,766	-	-
Public service	130,122	82,526	-	-
Operations and maintenance	5,489,735	4,957,697	-	-
Institutional support	7,064,525	6,965,576	1,104,350	379,953
Depreciation	1,019,906	1,327,716	-	-
Scholarships and fellowships	<u>5,545,696</u>	<u>5,810,225</u>	<u>336,233</u>	<u>344,334</u>
Total Operating Expenses	<u>60,308,544</u>	<u>56,434,544</u>	<u>1,440,583</u>	<u>724,287</u>
Net Operating Income (Loss)	(24,741,773)	(21,949,670)	(521,926)	143,280
Non-Operating Revenues (Expenses):				
State appropriations, net	22,179,048	20,965,360	-	-
Investment income, net	826,660	728,077	371,047	269,294
Interest expense	<u>(184,891)</u>	<u>(94,005)</u>	-	-
Total Non-Operating Revenues	<u>22,820,817</u>	<u>21,599,432</u>	<u>371,047</u>	<u>269,294</u>
Net Increase (Decrease) in Net Position Before Capital Appropriations	(1,920,956)	(350,238)	(150,879)	412,574
Capital Appropriations	<u>9,430,480</u>	<u>11,573,634</u>	-	-
Increase (Decrease) in Net Position	7,509,524	11,223,396	(150,879)	412,574
Net Position, Beginning of Year	<u>37,047,219</u>	<u>25,823,823</u>	<u>4,973,889</u>	<u>4,561,315</u>
Net Position, End of Year	<u>\$ 44,556,743</u>	<u>\$ 37,047,219</u>	<u>\$ 4,823,010</u>	<u>\$ 4,973,889</u>

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30, 2014 and 2013

	<u>2014</u> <u>College</u>	2013 <u>College</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 11,277,740	\$ 12,429,895
Grants and contracts	22,016,141	19,966,572
Payments to suppliers	(15,739,270)	(11,785,972)
Payments to students	(5,564,359)	(5,793,475)
Payments to employees	(32,502,480)	(32,713,931)
Other operating revenues	<u>2,379,847</u>	<u>1,819,543</u>
Net Cash Applied to Operating Activities	<u>(18,132,381)</u>	<u>(16,077,368)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	17,562,620	16,715,288
Tuition remitted to state	<u>(205,264)</u>	<u>(215,186)</u>
Net Cash Provided by Non-Capital Financing Activities	<u>17,357,356</u>	<u>16,500,102</u>
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	(1,420,786)	(2,928,877)
Proceeds from note payable	-	4,585,686
Payment on note payable	(152,404)	-
Interest paid on note payable	<u>(188,014)</u>	<u>-</u>
Net Cash Provided by (Applied to) Capital Financing Activities	<u>(1,761,204)</u>	<u>1,656,809</u>
Cash Flows from Investing Activities:		
Proceeds from sale of investments	6,420,501	1,455,162
Interest and dividends on investments, net	179,669	193,461
Purchase of investments	<u>(1,943,261)</u>	<u>(1,622,182)</u>
Net Cash Provided by Investing Activities	<u>4,656,909</u>	<u>26,441</u>
Net Increase in Cash and Equivalents	2,120,680	2,105,984
Cash and Equivalents, Beginning of Year	<u>6,691,339</u>	<u>4,585,355</u>
Cash and Equivalents, End of Year	<u>\$ 8,812,019</u>	<u>\$ 6,691,339</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30, 2014 and 2013

	<u>2014</u> <u>College</u>	<u>2013</u> <u>College</u>
Reconciliation of Net Operating Loss to:		
Net Cash Applied to Operating Activities:		
Net operating loss	\$ (24,741,773)	\$ (21,949,670)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	1,019,906	1,327,716
Amortization of deferred inflows of resources	(13,955)	(4,667)
Fringe benefits paid by state	4,821,692	4,465,258
Bad debts	151,554	17,517
Interest paid (expense)	3,123	(94,005)
Changes in assets and liabilities:		
Accounts receivable	(461,265)	(256,642)
Other current assets	58,943	(5,882)
Accounts payable and accrued expenses, and agency payable	334,652	3,566
Accrued salaries and wages	89,132	(44,456)
Accrued compensated absences and workers' compensation	193,648	472,219
Student deposits and unearned revenue	111,962	(58,322)
Deferred inflows of resources	<u>300,000</u>	<u>50,000</u>
Net Cash Applied to Operating Activities	<u>\$ (18,132,381)</u>	<u>\$ (16,077,368)</u>
Reconciliation of Cash and Equivalents Balance to the Statements of Net Position:		
Cash and cash equivalents	\$ 4,992,999	\$ 1,816,649
Restricted cash and equivalents	24,676	2,770
Deposits held by State Treasurer	2,300,166	2,049,339
Deposits held by DCAMM	1,484,066	2,811,473
Cash held by State Treasurer	<u>10,112</u>	<u>11,108</u>
Cash and Equivalents, End of Year	<u>\$ 8,812,019</u>	<u>\$ 6,691,339</u>
Non-Cash Transactions:		
Fringe benefits provided by the state	<u>\$ 4,821,692</u>	<u>\$ 4,465,258</u>
Capital appropriations	<u>\$ 9,430,480</u>	<u>\$ 11,573,634</u>
Unrealized gain on investments	<u>\$ 16,196</u>	<u>\$ 3,894</u>

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Combining Statements of Net Position of Major Component Units

June 30, 2014

Assets

	<u>Foundation</u>	<u>Allied Health</u>	<u>Combined</u>
Current Assets:			
Cash and equivalents	\$ 273,183	\$ 8,152	\$ 281,335
Restricted cash and equivalents	1,060,353	-	1,060,353
Investments	2,846,699	-	2,846,699
Other current assets	<u>897</u>	<u>-</u>	<u>897</u>
Total Current Assets	<u>4,181,132</u>	<u>8,152</u>	<u>4,189,284</u>
Non-Current Assets:			
Capital assets, net	<u>-</u>	<u>674,792</u>	<u>674,792</u>
Total Assets	<u>\$ 4,181,132</u>	<u>\$ 682,944</u>	<u>\$ 4,864,076</u>

Liabilities and Net Position

Liabilities:			
Accounts payable and accrued expenses	\$ 8,300	\$ -	\$ 8,300
Deferred revenues	<u>32,766</u>	<u>-</u>	<u>32,766</u>
Total Liabilities	<u>41,066</u>	<u>-</u>	<u>41,066</u>
Net Position:			
Invested in capital assets, net of related debt	-	674,792	674,792
Restricted:			
Nonexpendable	1,310,447	-	1,310,447
Expendable	1,568,880	-	1,568,880
Unrestricted	<u>1,260,739</u>	<u>8,152</u>	<u>1,268,891</u>
Total Net Position	<u>4,140,066</u>	<u>682,944</u>	<u>4,823,010</u>
Total Liabilities and Net Position	<u>\$ 4,181,132</u>	<u>\$ 682,944</u>	<u>\$ 4,864,076</u>

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Combining Statements of Net Position of Major Component Units

June 30, 2013

Assets

	<u>Foundation</u>	<u>Allied Health</u>	<u>Combined</u>
Current Assets:			
Cash and equivalents	\$ 1,736,356	\$ 5,319	\$ 1,741,675
Restricted cash and equivalents	508,101	-	508,101
Investments	2,293,592	-	2,293,592
Other current assets	<u>1,645</u>	<u>-</u>	<u>1,645</u>
Total Current Assets	<u>4,539,694</u>	<u>5,319</u>	<u>4,545,013</u>
Non-Current Assets:			
Capital assets, net	<u>-</u>	<u>470,126</u>	<u>470,126</u>
Total Assets	<u>\$ 4,539,694</u>	<u>\$ 475,445</u>	<u>\$ 5,015,139</u>

Liabilities and Net Position

Liabilities:			
Accounts payable and accrued expenses	\$ 8,000	\$ -	\$ 8,000
Deferred revenues	<u>33,250</u>	<u>-</u>	<u>33,250</u>
Total Liabilities	<u>41,250</u>	<u>-</u>	<u>41,250</u>
Net Position:			
Invested in capital assets, net of related debt	-	470,126	470,126
Restricted:			
Nonexpendable	1,184,877	-	1,184,877
Expendable	2,116,587	-	2,116,587
Unrestricted	<u>1,196,980</u>	<u>5,319</u>	<u>1,202,299</u>
Total Net Position	<u>4,498,444</u>	<u>475,445</u>	<u>4,973,889</u>
Total Liabilities and Net Position	<u>\$ 4,539,694</u>	<u>\$ 475,445</u>	<u>\$ 5,015,139</u>

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

**Combining Statements of Revenues, Expenses and Changes in Net Position
of Major Component Units**

For the Year Ended June 30, 2014

	<u>Foundation</u>	<u>Allied Health</u>	<u>Combined</u>
Operating Revenue:			
Gifts and contributions	<u>\$ 706,854</u>	<u>\$ 211,803</u>	<u>\$ 918,657</u>
Operating Expenses:			
Scholarships and fellowships	336,233	-	336,233
Institutional support	<u>1,100,046</u>	<u>4,304</u>	<u>1,104,350</u>
Total Operating Expenses	<u>1,436,279</u>	<u>4,304</u>	<u>1,440,583</u>
Non-Operating Revenues:			
Investment income, net	371,047	-	371,047
Changes in Net Position	(358,378)	207,499	(150,879)
Net Position, Beginning of Year	<u>4,498,444</u>	<u>475,445</u>	<u>4,973,889</u>
Net Position, End of Year	<u>\$ 4,140,066</u>	<u>\$ 682,944</u>	<u>\$ 4,823,010</u>

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

**Combining Statements of Revenues, Expenses and Changes in Net Position
of Major Component Units**

For the Year Ended June 30, 2013

	<u>Foundation</u>	<u>Allied Health</u>	<u>Combined</u>
Operating Revenue:			
Gifts and contributions	\$ 692,567	\$ 175,000	\$ 867,567
Operating Expenses:			
Scholarships and fellowships	344,334	-	344,334
Institutional support	<u>379,953</u>	<u>-</u>	<u>379,953</u>
Total Operating Expenses	<u>724,287</u>	<u>-</u>	<u>724,287</u>
Non-Operating Revenues:			
Investment income, net	269,029	265	269,294
Changes in Net Position	237,309	175,265	412,574
Net Position, Beginning of Year	<u>4,261,135</u>	<u>300,180</u>	<u>4,561,315</u>
Net Position, End of Year	<u>\$ 4,498,444</u>	<u>\$ 475,445</u>	<u>\$ 4,973,889</u>

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2014 and 2013

Note 1 - **Summary of Significant Accounting Policies**

Organization

Northern Essex Community College (the "College") is a state-supported comprehensive two-year community college that offers a quality education leading to associate degrees in the arts and sciences as well as one-year certificate programs. The College also offers, through the Division of Continuing Education, credit and non-credit courses, as well as community service programs. The College provides instruction in a variety of fields, including nursing and allied health, business and computer technology, liberal arts, and human services. The College offers courses at its campuses in Haverhill and Lawrence and is accredited by the New England Association of Schools and Colleges.

Basis of Presentation and Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (GASB).

The following discretely presented component units have been aggregated into a single combined column:

The Northern Essex Community College Foundation, Inc. (the "Foundation"), a component unit of the College, was formed in 1975 to render financial assistance and support to the educational programs and development of the College. The Foundation is legally separate from the College, but in accordance with GASB, has been included in these financial statements because of the nature and significance of its relationship with the College. A complete copy of the financial statements can be obtained from the Foundation's administrative office in Haverhill, Massachusetts.

The NECC Allied Health & Technology Center, Inc. ("Allied Health"), a component unit of the College, was formed in 2006 to assist the College by holding real estate, which will eventually be transferred to the College. The organization is legally separate from the College, but in accordance with GASB, has been included in these financial statements because of the nature and significance of its relationship with the College. A complete copy of the financial statements can be obtained from the organization's administrative office in Haverhill, Massachusetts.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation and Accounting - Continued

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues, expenses and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

The College had determined that it functions as a business-type activity, as defined by GASB. The effect of inter-fund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements including the College's discretely presented component units and required supplementary information. The College presents statements of net position, revenues, expenses and changes in net position and cash flows on a combined college-wide basis.

The College's policy for defining operating activities in the statements of revenues, expenses and changes in net position are those that generally result from exchange transactions such as payments received for services and for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 1 - **Summary of Significant Accounting Policies - Continued**

Net Position

Resources are classified for accounting purposes into the following four net position categories.

Invested in capital assets, net of related debt: Capital assets, net of accumulated depreciation, reduced by the outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted-nonexpendable: Net position subject to externally imposed conditions such that the College must maintain the conditions in perpetuity.

Restricted-expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted – expendable funds, when available, prior to unrestricted funds.

Trust Funds

In accordance with the requirements of the Commonwealth, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents

The College considers cash held by the State Treasurer, and the Department of Capital Assets Management (DCAMM), and all short term debt securities purchased with maturity of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risk, and current economic conditions.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments

Investments in marketable securities are stated at fair value. The College has no donor restricted endowments at June 30, 2014 and 2013.

Student Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year will be recorded as revenue as the related services are provided.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than \$50,000 are capitalized. Library materials are no longer capitalized and amortized. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 40 years. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend assets' lives are not capitalized.

The College does not have collections of historical treasures, works of art or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

Capital assets are controlled, but not owned by the College. The College is not able to sell or otherwise pledge its assets, since the assets are owned by the Commonwealth.

Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, and pension and workers' compensation benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College. Workers' compensation costs are assessed separately based on the College's actual experience.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 1 - **Summary of Significant Accounting Policies - Continued**

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30 of each year. Pursuant to statewide experience on sick pay buyback agreements applicable to state employees, the College accrues sick leave to a level representing 20 percent of amounts earned by those College employees with ten or more years of State service at the end of the fiscal year. Upon retirement, these employees are entitled to receive payment of this accrued balance.

Student Fees

Student tuition and other fees are presented as net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts paid directly to, or refunded to, the student are generally reflected as expenses.

Tax Status

The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Agency Payable

Agency payable consists of resources held by the College as custodian or fiscal agent of student and other organizations. Accordingly, disbursement or receipt of funds is not reflected in the statements of revenues, expenses and changes in net position.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Reclassifications

Certain amounts in the 2013 financial statements have been reclassified to conform to the 2014 presentation.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements

GASB 68, *Accounting and Financial Reporting for Pensions-an amendment of GASB Statement No. 27* is required for periods beginning after June 15, 2014. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for pensions. It also improves information provided by state and local governmental employers about financial support for pensions that is provided by other entities. Management is in the process of reviewing this statement and its potential effect upon their financial reporting.

GASB 69, *Government Combinations and Disposals of Government Operations* is required for periods beginning after December 15, 2013. This Statement establishes accounting and financial reporting standards related to government combinations and disposals of government operations. As used in this statement, the term government combinations includes a variety of transactions referred to as mergers, acquisitions, and transfers of operations. Management is in the process of reviewing this statement and its potential effect upon their financial reporting. It does not expect any material impact.

GASB 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date- an amendment of GASB 68* is required for periods beginning after June 15, 2014. The primary objective of this statement is to improve accounting and financial reporting by state and local governments for pensions. It also improves information provided by state and local governmental employers about financial support for pensions that is provided by other entities. This statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency. Management is in the process of reviewing this statement and its potential effect upon their financial reporting.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 2 - **Cash and Equivalents**

Custodial credit risk is risk associated with the failure of a depository financial institution. All bank deposits are insured to the limits provided by the Federal Deposit Insurance Corporation (FDIC), or as applicable, by the Depositors Insurance Fund. The College has an agreement with its primary banking institution that it must maintain an Irrevocable Stand-by Letter of Credit in the College's favor in an amount sufficient to cover the College's deposits. This agreement has been accepted by the Office of the State Treasurer as acceptable collateral.

At June 30, 2014 and 2013, approximately \$324,000 and \$133,000, respectively, consisting of the cash components of the College's investment portfolio were neither insured nor collateralized and, therefore, exposed to custodial risk.

Note 3 - **Cash and Deposits Held by State Treasurer**

Accrued payroll related expenses to be funded from state funds totaled \$10,112 and \$11,108 at June 30, 2014 and 2013, respectively. The College has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently used for these liabilities.

Accounts payable and accrued salaries to be funded by cash forwarded by the College to the State Treasurer held for payment of so-called "non-appropriated" liabilities at June 30, 2014 and 2013 through MMARS were recorded in the sums of \$2,300,166 and \$2,049,339, respectively.

Note 4 - **Deposits Held by Department of Capital Assets Management & Maintenance (DCAMM)**

A total of \$1,484,066 and \$2,811,473 was held by DCAMM on behalf of the College at June 30, 2014 and 2013, respectively. These amounts include the remaining balance of \$873,623 from the Clean Energy Investment Program (CEIP) bond that will be used to fund the ongoing capital project, as discussed in Note 8. Certain rebates were received by the College in relation to this project and are held by DCAMM. Comprehensive Energy Efficiency Project and Transfer Utility Rebates Earned total \$410,609. Additionally, \$198,000 was allocated by DCAMM for exterior masonry repairs to the "C" and "E" buildings. The remaining balance is for a facilities study annual report.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 5 - **Accounts Receivable**

The accounts receivable balance is comprised of the following at June 30:

	<u>2014</u>	<u>2013</u>
Student receivables	\$ 1,488,539	\$ 1,385,814
Grant receivables	471,735	310,644
Other receivables	<u>361,696</u>	<u>164,247</u>
	<u>2,321,970</u>	<u>1,860,705</u>
Less: allowance for doubtful accounts	<u>552,151</u>	<u>400,597</u>
	<u>\$ 1,769,819</u>	<u>\$ 1,460,108</u>

Note 6 - **Investments**

College

The College categorizes short-term investments according to the level of risk assumed by the College. At June 30, 2014 and 2013, the entire balance of investments of \$2,940,233 and \$6,770,482, respectively, represents investments that are insured, registered or held by the College's agent in the College's name. In May 2014, the College management made a decision to sell all of its equities. The value of the investment portfolio decreased reflecting this, and the cash balances increased. Investment income is presented net of related expenses. The College currently follows investment policies largely defined by the Commonwealth of Massachusetts. The College has a formal investment policy; however, the policy does not limit investment maturities as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

As of June 30, 2014 and 2013, the market value of the College's investment portfolio consisted of 29% and 10%, respectively, invested with one federal entity.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 6 - **Investments - Continued**

College - Continued

Investments of the College are stated at fair market value and consist of the following at June 30:

2014
Investment Maturities (in Years)

<u>Investment Type</u>	<u>Fair Value</u>	<u>1-5</u>	<u>6-10</u>	<u>More Than 10</u>
<u>Debt Securities:</u>				
U.S. Government and Agencies	\$ 1,303,591	\$ 146,853	\$ 309,517	\$ 847,221
Municipal	223,322	60,191	-	163,131
Corporate	1,320,171	288,973	728,221	302,977
Foreign Corporate	<u>93,149</u>	<u>45,930</u>	<u>47,219</u>	<u>-</u>
Total	<u>\$ 2,940,233</u>	<u>\$ 541,947</u>	<u>\$ 1,084,957</u>	<u>\$ 1,313,329</u>

2013
Investment Maturities (in Years)

<u>Investment Type</u>	<u>Fair Value</u>	<u>1-5</u>	<u>6-10</u>	<u>More Than 10</u>
<u>Debt Securities:</u>				
U.S. Government and Agencies	\$ 1,041,380	\$ 97,221	\$ 248,031	\$ 696,128
Municipal	250,131	48,972	-	201,159
Corporate	1,116,886	183,959	590,159	342,768
Foreign Corporate	<u>112,043</u>	<u>-</u>	<u>112,043</u>	<u>-</u>
	2,520,440	<u>\$ 330,152</u>	<u>\$ 950,233</u>	<u>\$ 1,240,055</u>
<u>Other Investment:</u>				
Equity Securities	<u>4,250,042</u>			
Total	<u>\$ 6,770,482</u>			

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 6 - **Investments - Continued**

College - Continued

The following tables summarize the quality ratings of the College's investments using Standard & Poor's ratings.

Quality Ratings

2014

<u>Rated Debt Investments</u>	<u>Fair Value</u>	<u>AAA</u>	<u>AA+</u>	<u>AA</u>	<u>AA-</u>	<u>A+</u>	<u>A</u>	<u>A-</u>	<u>BBB+</u>	<u>BBB</u>	<u>BBB-</u>
U.S. Government and Agencies	\$ 1,303,591	\$ 1,023,082	\$ 280,509	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Municipal Bonds	223,322	-	-	30,142	33,157	-	99,831	60,192	-	-	-
Corporate	1,320,171	-	57,485	32,107	-	47,195	-	201,842	57,657	410,716	513,169
Foreign Corporate	<u>93,149</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>47,217</u>	<u>45,932</u>
	<u>\$ 2,940,233</u>	<u>\$ 1,023,082</u>	<u>\$ 337,994</u>	<u>\$ 62,249</u>	<u>\$ 33,157</u>	<u>\$ 47,195</u>	<u>\$ 99,831</u>	<u>\$ 262,034</u>	<u>\$ 57,657</u>	<u>\$ 457,933</u>	<u>\$ 559,101</u>

2013

<u>Rated Debt Investments</u>	<u>Fair Value</u>	<u>AAA</u>	<u>AA+</u>	<u>AA</u>	<u>A+</u>	<u>A</u>	<u>A-</u>	<u>BBB+</u>	<u>BBB</u>	<u>BBB-</u>	<u>BB+</u>
U.S. Government and Agencies	\$ 1,041,380	\$ 879,992	\$ 161,388	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Municipal Bonds	250,131	-	-	47,802	21,849	94,682	85,798	-	-	-	-
Corporate	1,116,886	-	51,615	26,290	-	38,648	184,770	55,030	308,445	366,797	85,291
Foreign Corporate	<u>112,043</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>38,973</u>	<u>-</u>	<u>35,143</u>	<u>37,927</u>	<u>-</u>
	<u>\$ 2,520,440</u>	<u>\$ 879,992</u>	<u>\$ 213,003</u>	<u>\$ 74,092</u>	<u>\$ 21,849</u>	<u>\$ 133,330</u>	<u>\$ 309,541</u>	<u>\$ 55,030</u>	<u>\$ 343,588</u>	<u>\$ 404,724</u>	<u>\$ 85,291</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 6 - **Investments - Continued**

College - Continued

The following schedule summarizes the investment return of the College in the statements of revenues, expenses, and changes in net position for the years ended June 30:

	<u>2014</u>	<u>2013</u>
Interest and dividend income	\$ 220,346	\$ 229,444
Investment expense	(40,677)	(35,983)
Realized gains	630,795	530,722
Unrealized gains	<u>16,196</u>	<u>3,894</u>
	<u>\$ 826,660</u>	<u>\$ 728,077</u>

Component Units

Investments of the Foundation are stated at fair value and consist of the following at June 30:

	<u>2014</u>	<u>2013</u>
U.S. Government Obligations	\$ 30,752	\$ 4,424
Mortgage backed securities	292,848	268,377
Corporate bonds	624,632	497,299
Municipal bonds	64,716	59,823
Equity securities	<u>1,833,751</u>	<u>1,463,669</u>
	<u>\$ 2,846,699</u>	<u>\$ 2,293,592</u>

The following schedule summarizes the investment return of the Foundation in the statements of revenues, expenses, and changes in net position for the years ended June 30:

	<u>2014</u>	<u>2013</u>
Interest and dividend income, net	\$ 84,690	\$ 78,974
Investment expense	(14,740)	(12,822)
Realized gains	137,857	49,179
Unrealized gains	<u>163,240</u>	<u>153,698</u>
	<u>\$ 371,047</u>	<u>\$ 269,029</u>

The investment return of Allied Health relates to interest income earned in a money market account of \$265 for the year ended June 30, 2013.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 7 - **Capital Assets**

Capital assets activity for the year ended June 30, 2014, was as follows:

	Estimated Lives (in years)	Beginning Balance	Additions	Retire- ments	Reclass- ifications	Ending Balance
Capital assets, not depreciated:						
Land		\$ 266,096	\$ -	\$ -	\$ -	\$ 266,096
Construction in progress		17,659,708	9,122,901	-	(74,284)	26,708,325
Total capital assets, not depreciated		<u>17,925,804</u>	<u>9,122,901</u>	<u>-</u>	<u>(74,284)</u>	<u>26,974,421</u>
Capital assets, depreciated:						
Buildings and improvements	40	37,713,622	968,885	-	38,534	38,721,041
Land improvements	20-30	882,504	40,081	-	35,750	958,335
Furnishings and equipment	5-20	4,712,552	719,399	-	-	5,431,951
Educational resource materials		978,411	-	-	-	978,411
Total capital assets, depreciated		<u>44,287,089</u>	<u>1,728,365</u>	<u>-</u>	<u>74,284</u>	<u>46,089,738</u>
Total capital assets		<u>62,212,893</u>	<u>10,851,266</u>	<u>-</u>	<u>-</u>	<u>73,064,159</u>
Less: accumulated depreciation:						
Buildings and improvements		22,522,308	570,758	-	-	23,093,066
Land improvements		99,810	34,463	-	-	134,273
Furnishings and equipment		3,459,046	414,685	-	-	3,873,731
Educational resource materials		978,411	-	-	-	978,411
Total accumulated depreciation		<u>27,059,575</u>	<u>1,019,906</u>	<u>-</u>	<u>-</u>	<u>28,079,481</u>
Capital assets, net		<u>\$ 35,153,318</u>	<u>\$ 9,831,360</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 44,984,678</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 7 - **Capital Assets - Continued**

Capital assets activity for the year ended June 30, 2013, was as follows:

	Estimated Lives (in years)	Beginning Balance	Additions	Retire- ments	Reclass- ifications	Ending Balance
Capital assets, not depreciated:						
Land		\$ 266,096	\$ -	\$ -	\$ -	\$ 266,096
Construction in progress		4,291,119	13,491,739	-	(123,150)	17,659,708
Total capital assets, not depreciated		4,557,215	13,491,739	-	(123,150)	17,925,804
Capital assets, depreciated:						
Buildings and improvements	40	37,038,241	552,231	-	123,150	37,713,622
Land improvements	20-30	882,504	-	-	-	882,504
Furnishings and equipment	5-20	4,254,011	458,541	-	-	4,712,552
Educational resource materials		978,411	-	-	-	978,411
Total capital assets, depreciated		43,153,167	1,010,772	-	123,150	44,287,089
Total capital assets		47,710,382	14,502,511	-	-	62,212,893
Less: accumulated depreciation:						
Buildings and improvements		21,576,079	946,229	-	-	22,522,308
Land improvements		68,191	31,619	-	-	99,810
Furnishings and equipment		3,109,178	349,868	-	-	3,459,046
Educational resource materials		978,411	-	-	-	978,411
Total accumulated depreciation		25,731,859	1,327,716	-	-	27,059,575
Capital assets, net		\$ 21,978,523	\$ 13,174,795	\$ -	\$ -	\$ 35,153,318

NORTHERN ESSEX COMMUNITY COLLEGE
 (an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 8 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2014 consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Note payable	\$ 4,585,686	\$ -	\$ 152,404	\$ 4,433,282	\$ 158,653
Compensated absences	3,326,688	209,712	-	3,536,400	2,419,186
Workers' compensation	<u>232,012</u>	<u>-</u>	<u>16,064</u>	<u>215,948</u>	<u>43,406</u>
Total Long-Term Liabilities	<u>\$ 8,144,386</u>	<u>\$ 209,712</u>	<u>\$ 168,468</u>	<u>\$ 8,185,630</u>	<u>\$ 2,621,245</u>

Long-term liabilities at June 30, 2013 consist of:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Note payable	\$ -	\$ 4,585,686	\$ -	\$ 4,585,686	\$ 152,404
Compensated absences	2,888,495	438,193	-	3,326,688	2,277,433
Workers' compensation	<u>197,986</u>	<u>34,026</u>	<u>-</u>	<u>232,012</u>	<u>50,115</u>
Total Long-Term Liabilities	<u>\$ 3,086,481</u>	<u>\$ 5,057,905</u>	<u>\$ -</u>	<u>\$ 8,144,386</u>	<u>\$ 2,479,952</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 8 - **Long-Term Liabilities - Continued**

Note Payable

On July 17, 2012, the College signed a Memorandum of Agreement with DCAMM to convert electric heating to gas, replace boilers, update lighting, EMS improvements, replace VAV boxes, install water conservation equipment, and other various energy conservation measures.

To pay for this project, the College has incurred notes payable in the amount of \$4,585,686 at 4.1% per annum. Beginning with the year ending June 30, 2014, the College will make annual principal and interest payments of \$340,417 for the following twenty years. The projected operating savings resulting from this project is approximately \$400,000 per annum for the next twenty years. As of June 30, 2014, the project was approximately 81% completed. The remaining cash of \$873,623 related to the long-term obligation to fund the project is held by DCAMM.

Principal and interest on long-term debt payable for the next five years and through maturity are as follows:

<u>Fiscal Years</u> <u>ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2015	\$ 158,653	\$ 181,764	\$ 340,417
2016	165,158	175,259	340,417
2017	171,929	168,488	340,417
2018	178,978	161,439	340,417
2019	186,316	154,101	340,417
2020-2024	1,052,625	649,460	1,702,085
2025-2029	1,286,850	415,235	1,702,085
2030-2033	<u>1,232,773</u>	<u>128,897</u>	<u>1,361,670</u>
Total	\$ <u>4,433,282</u>	\$ <u>2,034,643</u>	\$ <u>6,467,925</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 9 - **Leases/Licenses**

The College leases certain equipment, vehicles, and a building under various operating leases with monthly payments ranging from \$600 to \$34,452 per month. The terms of these leases range between two to nine years and expire at various dates through June 2019. Total lease expense was \$1,077,373 and \$918,673 for the years ended June 30, 2014 and 2013, respectively.

At June 30, 2014, future minimum payments due under all operating leases for the College are as follows:

<u>Fiscal Years</u> <u>Ending June 30,</u>	<u>Total</u>
2015	\$ 1,080,091
2016	717,238
2017	371,407
2018	256,544
2019	<u>7,773</u>
	<u>\$ 2,433,053</u>

Note 10 - **Deferred Inflows of Resources**

The College has entered into a service concession arrangement for beverage products with Coca Cola, Inc. (“Coca Cola”). In exchange for this agreement, Coca Cola has provided the College with funds aggregating \$50,000. These monies are amortized into revenue ratably over the life of the agreement through June 2022. In the event of termination, as provided for by either party in the agreement, repayment of the unamortized portion would be required. The agreement also requires additional payments from Coca Cola to defray costs incurred by the College, as well as revenue sharing. During the fiscal years ended June 30, 2014 and 2013, the sales volume did not meet the required amount in order for the College to receive additional payments. The College expects to recognize \$5,000 per year over the next 8 years, with the remaining balance recognized in revenues during the year ended June 30, 2022.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 10 - **Deferred Inflows of Resources - Continued**

The College has entered into an operating agreement with Follett Higher Education Group. ("Follett"). A provision of the agreement is that Follett will make a planned investment to the College bookstore. Specifically, Follett shall provide a one-time contribution of \$300,000 to the College for the creation of the new bookstore/café on the Haverhill campus. These monies are amortized into revenue ratably over the life of the agreement through April 2025. In the event of termination, as provided for by either party in the agreement, repayment of the unamortized portion would be required. The agreement also requires additional payments from Follett to defray costs incurred by the College, as well as revenue sharing. During the fiscal years ended June 30, 2014 and 2013, such additional payments received aggregated \$420,311 and \$350,636, respectively. The College expects to recognize \$26,866 per year over the next 10 years, with the remaining balance recognized in revenues during the year ended June 30, 2025.

Note 11 - **Restricted Net Position**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time.

Restricted - expendable net position consist of funds whose income is mainly to be used for scholarships, the Lawrence Capital Campaign and the Women of NECC program.

The Foundation's restricted - nonexpendable net position consist of endowment funds to be held indefinitely. The income from these assets is restricted for the purpose of providing scholarships.

Note 12 - **Contingencies**

Various lawsuits are pending or threatened against the College that have arisen in the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened that would materially affect the College's financial position.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 12 - **Contingencies - Continued**

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditure resulting from such audits becomes a liability of the College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by the Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of the program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

Note 13 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are comprised of the following:

	<u>2014</u>	<u>2013</u>
Compensation and benefits	\$ 39,577,350	\$ 37,606,952
Supplies and services	14,165,592	11,689,651
Scholarships and fellowships	5,545,696	5,810,225
Depreciation	<u>1,019,906</u>	<u>1,327,716</u>
	<u>\$ 60,308,544</u>	<u>\$ 56,434,544</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 14 - **Retirement Plan**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance and pension costs (described in the subsequent paragraph) for active fringe benefited employees in State funded positions and retirees are paid through a fringe benefit rate charged to the College by the Commonwealth and currently the liability is borne by the Commonwealth, as are any effects on net position and the results of current year operations, due to the adoption of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*.

The Commonwealth of Massachusetts is statutorily responsible for the pension benefit of College employees who participate in the Massachusetts State Employees' Retirement System (the "Retirement System"). The Retirement System, a single employer defined benefit public employee retirement system, is administered by the Commonwealth and covers substantially all fringe benefited employees. For fringe benefited employees in non-state funded positions the College makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth each fiscal year. Although the Commonwealth bears the pension liability related to College retirees who were in state funded positions, for the College such pension expense amounted to approximately \$1,961,000 and \$1,587,000 for the years ended June 30, 2014 and 2013, respectively. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the Retirement System. Annual covered payroll was approximately 76% of annual total payroll for the College in both 2014 and 2013.

In addition to providing pension benefits, under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities, and certain other governmental agencies. Substantially all of the Commonwealth's fringe benefited employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care benefit costs, which is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

The Commonwealth's Group Insurance Commission (GIC) was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors.

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 14 - **Retirement Plan - Continued**

The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small amount of municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC administers a plan included within the State Retirement Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are retained in that fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution ratios.

The GIC is a quasi-independent state agency governed by an eleven member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal years ended June 30, 2014 and 2013, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administered carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pre-tax health care spending account and dependent care assistance program (for active employees only).

As of June 30, 2014, the College had paid or accrued for all amounts charged to it through the Commonwealth's fringe benefit program.

Note 15 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System (MMARS) on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 15 - **Massachusetts Management Accounting and Reporting System - Continued**

Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Educational Audited Financial Statements*.

The College's state maintenance appropriation is composed of the following at June 30:

	<u>2014</u>	<u>2013</u>
Direct unrestricted appropriation	\$ 17,562,620	\$ 16,715,288
Add:		
Fringe benefits for benefited employees on state-funded payroll	4,821,692	4,465,258
Less:		
Day school tuition remitted to the state and included in tuition and fee revenue	<u>(205,264)</u>	<u>(215,186)</u>
Total Appropriation	<u>\$ 22,179,048</u>	<u>\$ 20,965,360</u>

A reconciliation between the College and MMARS as of June 30, 2014, is as follows (unaudited):

Revenue per MMARS	\$ 71,293,554
Revenue per College	<u>71,293,554</u>
Difference	\$ <u> -</u>

Note 16 - **Pass-Through Grants**

The College distributed \$8,721,846 and \$9,473,532 for student loans through the U.S. Department of Education Federal Direct Lending Program during the years ended June 30, 2014 and 2013, respectively. These distribution and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2014 and 2013

Note 17 - **Management's Acceptance of the Financial Statements**

Management has evaluated subsequent events through November 5, 2014, the date for which the financial statements were available for issuance.

**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of
Financial Statements Performed in Accordance with
*Government Auditing Standards***



**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees of
Northern Essex Community College
Haverhill, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Northern Essex Community College (the "College"), which comprise the statements of net position as of June 30, 2014 and 2013, the related statements of revenues, expenses and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise Northern Essex Community College's basic financial statements and have issued our report thereon dated November 5, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Northern Essex Community College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Northern Essex Community College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connor and Drew, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

November 5, 2014

NORTHERN ESSEX COMMUNITY COLLEGE

MANAGEMENT LETTER

June 30, 2014

NORTHEN ESSEX COMMUNITY COLLEGE

Management Letter

June 30, 2014

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To the Board of Trustees of
Northern Essex Community College
Haverhill, Massachusetts

Management of Northern Essex Community College (an agency of the Commonwealth of Massachusetts) (“the College”) is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit of the financial statements of the College as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, we considered the College's internal control over financial reporting (internal control) and compliance with laws and regulations as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we noted certain matters relating to the internal control environment of the College and have included that comments and recommendations within this report.

O'Connor and Drew, P.C.

Certified Public Accountants

Braintree, Massachusetts

November 5, 2014

Current Year Finding 2014 -1 Work-study payroll

The Commonwealth of Massachusetts mandates that all College employees (including work-study students) be paid through the state payroll system. The state payroll runs Sunday to Saturday, and all payroll information must be entered into the state payroll system by the following Monday.

Federal regulations require a certification by the student's supervisor that each student receiving work-study funds has earned the amount being paid. To be compliant with Federal regulations, the period for the work-study timesheets are Friday through Thursday so that the information could be entered into the state payroll system by the following Monday.

According to Massachusetts general law, Section 148:

...in the case of an employee who has worked for a period of less than five days, hereinafter called a casual employee, shall, within seven days after termination of such period, pay the wages earned by such casual employee during such period...

The College is not compliant with state law since any Friday and Saturday worked by work-study students are not paid until the following bi-weekly period, which exceeds the requirement that wages must be paid seven days after the pay period ends.

Auditors' Recommendation

We recommend that management of the College develop mitigating internal controls.

Management's Response

While we have the utmost respect for our auditors, we strongly disagree with their judgment to reflect this finding in the College's management letter.

The State Comptroller establishes the timelines for submitting time worked. The State Comptroller requires all timesheet information to be entered by Friday, noon. The College must choose between complying with either Federal regulations and good business practices or state law. The College has chosen to comply with Federal regulations and good business practices.

Given the Federal regulations and good business practices, state law, and, the State Comptroller's Office deadlines, we do not feel that there are any possible internal controls that the College can develop to mitigate the conflict. We believe that this finding belongs in the State Comptroller's Office audit report, and, not on the College's. We believe that the only viable remedy would be for the State Comptroller's Office to either change its timelines or initiate revisions to the state laws.

Prior Year Finding 2013-1 Medicare Withholdings

All 50 states have Section 218 Agreements with Social Security Administration (SSA) providing varying degrees of coverage for employees in the state. Massachusetts has an exception for state employees, so they are not required to participate in social security. Most state employees are still required to participate in Medicare. However, one exception in the Section 218 Agreement is as follows:

- Scenario: "working in a local school, college, university, local college club, fraternity or sorority and are enrolled and attending classes at that school..."
- Explanation: "Students who are enrolled and attending classes on at least a half-time basis (for at least 6 credit hours) and who work at the same institution, are exempt from Medicare tax regardless of date of hire..."

During payroll systems testing during fiscal year 2013, we identified multiple instances of noncompliance where students were improperly having Medicare tax withheld from their paychecks.

Auditor's current year update

Our current year testing revealed no findings in this area.

Prior Year Finding 2013-2 Work-study payroll

The Commonwealth of Massachusetts mandates that all College employees (including work-study students) be paid through the state payroll system. The state payroll runs Sunday to Saturday, and all payroll information must be entered into the state payroll system by the following Monday.

Federal regulations require a certification by the student's supervisor that each student receiving work-study funds has earned the amount being paid. To be compliant with Federal regulations, the period for the work-study timesheets are Friday through Thursday so that the information could be entered in the into the state payroll system by the following Monday.

According to Massachusetts general law, Section 148:

...in the case of an employee who has worked for a period of less than five days, hereinafter called a casual employee, shall, within seven days after termination of such period, pay the wages earned by such casual employee during such period...

The College is not compliant with state law since any Friday and Saturday worked by work-study students are not paid until the following bi-weekly period, which exceeds the requirement that wages must be paid seven days after the pay period ends.

Auditor's current year update

Please see current year comment.

CONCLUSION

We would like to thank all of the management and staff who assisted us during our audit fieldwork. They were all very helpful and exhibited a genuine effort and pride in their work. If we can be of assistance in the implementation of any recommendations, please feel free to call us.



**New England Association of Schools and Colleges
Commission on Institutions of Higher Education
3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803
phone: (781) 425-7785 • fax: (781) 425-1001
<http://cihe.neasc.org>**

INTERIM (Fifth-Year) REPORT FORMS

DATE: June 2014

General instructions:

Interim Report Forms are included as part of the institution's interim (fifth-year) report and may otherwise be requested by the Commission. These forms are either identical to the analogous form in the Data First set used for comprehensive evaluations OR a simplified version of the analogous form. There are no forms in this set for Standards 7 or 8.

Each of the forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements, yearly IPEDS surveys, and other institutional reports and publications.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "Current Year" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Budget" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Budget" column.

Interim Report forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. If you wish to add rows or adjust column widths, you may unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. The required **password is "ark"** (lower case, no quotation marks).

Instructions and definitions are embedded in each form. This version of the forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of the Interim Report forms on the Commission website: <http://cihe.neasc.org>.

If you have questions about completing the forms, please call Kaslong Nda (781-425-7708) or any other member of the Commission staff for assistance.

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

Financial Results for Year Ending:		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Most Recent Year	06/30	Yes	Unqualified
1 Year Prior	2014	Yes	Unqualified
2 Years Prior	2013	Yes	Unqualified
	2012	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2015
Next Year	2016

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	www.necc.mass.edu/about/	12/03/14

1.1

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Year of Completion	Effective Dates	URL
--------------------	-----------------	-----

Current Strategic Plan
Next Strategic Plan

2012	2012-2015	http://www.necc.mass.edu/wp-content/uploads/2012/01/strategic_plan_2012-2015.pdf
2015/2016*	2016-2019*	n/a

Other institution-wide plans

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Development plan

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

n/a**	n/a**	n/a
2015	2012-2015	http://facstaff.necc.mass.edu/wp-content/uploads/2012/12/Academic-Master-Plan-Final.pdf
2015	2015	http://facstaff.necc.mass.edu/wp-content/uploads/2010/10/FY15-Strategic-Init-Administration_Finance-Goals-3.pdf
2015	2015	http://facstaff.necc.mass.edu/wp-content/uploads/2011/01/ITS-Strategic-Directions-FY15.pdf
2017	2014-2017	http://facstaff.necc.mass.edu/wp-content/uploads/2013/07/Recruitment-Plan.pdf
2015	2015	http://facstaff.necc.mass.edu/wp-content/uploads/2015/03/Development-Plan.pdf

* Estimated Dates - The college will begin the development of its next Strategic Plan in earnest in the fall 2015.

** The college has a Strategic Plan and an Academic Master Plan as well as other Plans noted on this page. It does not have a distinct plan called a "Master Plan." The Strategic Plan functions as the college's Master Plan.

EVALUATION

Academic program review

<http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/785-2/>

Program review system (colleges and departments). System last updated: 2014

<http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/785-2/>

Program review schedule (e.g., every 5 years)

<http://facstaff.necc.mass.edu/wp-content/uploads/2014/10/Extended-program-review-schedule.pdf>

2.1

Standard 3: Organization and Governance

Please attach to this form:

- 1) A copy of the institution's organization chart(s). <http://facstaff.necc.mass.edu/wp->

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

Name of the related entity

Massachusetts Department of Higher Education

URL of documentation of relationship

<http://www.mass.edu/system/aboutsystem.asp>

Governing Board

URL

By-laws

<http://facstaff.necc.mass.edu/wp-content/uploads/2010/01/irp-010809-std3a-bylaws-000.pdf>

Board members' names and affiliations

<http://www.necc.mass.edu/about/trustees/>

3.1

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Main campus	Haverhill	MA	9/1/1961	4,385
<input checked="" type="checkbox"/> Other principal campuses	Lawrence	MA	1/1/1985	3,181
<input checked="" type="checkbox"/> Branch campuses				
<input checked="" type="checkbox"/> Other instructional locations				646
Distance Learning, e-learning				Enrollment*
		Date Initiated		1,381
	First on-line course	9/1/00		
	First program 50% or more on-line	9/1/03		
	First program 100% on-line	9/1/06		
<input checked="" type="checkbox"/> Distance Learning, other Modality			Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Correspondence Education			Date Initiated	Enrollment*
<input type="checkbox"/> Low-Residency Programs			Date Initiated	Enrollment*
Program Name				

*Enrollment headcounts are unduplicated within each campus, but not between campuses as students take courses on multiple campuses. The unduplicated Fall 2014 enrollment for all of NECC is 6,963.

Definitions

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

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

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

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

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

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

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

* Report here the annual unduplicated headcount for the most recently completed year.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE	2,013							2,013
Other Campus FTE	1,197							1,197
Branches FTE								0
Other Locations FTE	91							91
Overseas Locations FTE								0
On-Line FTE	360							360
Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	3,661	0	0	0	0	0	0	3,661
Unduplicated Headcount Total	5,891							5,891
Degrees Awarded, Most Recent Year	707							707

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	78		68
Other Campus FTE	23		152
Branches FTE			
Other Locations FTE	73		33
Overseas Locations FTE			
On-Line FTE	20		20
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	194		273
Unduplicated Headcount Total	604		468
Certificates Awarded, Most Recent Year	n/a	n/a	487

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

**Standard 4: The Academic Program
Headcount by UNDERGRADUATE Program Type**

	3 Years Prior (FY 2011)	2 Years Prior (FY2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
For Fall Term, as of Census Date Certificate	671	620	546	468	468
Associate	5,711	6,160	6,200	5,891	5891
Baccalaureate					
Unclassified	654	532	606	604	604
Total Undergraduate	7,036	7,312	7,352	6,963	6,963

4.2

**Standard 4: The Academic Program
Headcount by GRADUATE Program Type**

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year* (FY 2)	Next Year Forward (goal) (FY 2)
For Fall Term, as of Census Date					
Master's					
Doctorate					
First Professional					
Other					
Total Graduate					

4.3

**Standard 4: The Academic Program
(Credit Hours Generated at Undergraduate and Graduate Levels)**

?

	3 Years Prior (FY 2011)	2 Years Prior (FY2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Undergraduate	63822	67227	66189	61903	61903
Graduate					

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

4.4

**Standard 5: Faculty
(Rank, Fall Term)**

?

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty										
Professor	48	4	54	4	64	3	67	2	68	2
Associate	29		35		18		24		20	
Assistant	25	1	21	1	21		18		20	
Instructor	6	1	3	1	4	1	5		5	
Other		478		493		398		465		465
Total	108	484	113	499	107	402	114	467	113	467

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed	8		3		12		6		4	
# of Faculty in Tenured Positions	63		68		66		74		79	
# of Faculty Departing			1		8	2	2		1	
# of Faculty Retiring	3		2		3		2		4	

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3

**Standard 6: Students
(Admissions, Fall Term)**

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
Freshmen - Undergraduate	?				
Completed Applications	1,633	1,887	2,247	2,107	2,107
Applications Accepted	1,624	1,879	2,199	2,091	2,091
Applicants Enrolled	1,135	1,263	1,298	1,125	1,125
% Accepted of Applied	99.4%	99.6%	97.9%	99.2%	99.2%
% Enrolled of Accepted	69.9%	67.2%	59.0%	53.8%	53.8%
Percent Change Year over Year					
Completed Applications	-	15.6%	19.1%	-6.2%	-6.2%
Applications Accepted	-	15.7%	17.0%	-4.9%	-4.9%
Applicants Enrolled	-	11.3%	2.8%	-13.3%	-13.3%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?				
Transfers - Undergraduate	?				
Completed Applications	554	538	744	707	707
Applications Accepted	514	522	716	687	687
Applications Enrolled	377	359	398	321	321
% Accepted of Applied	92.8%	97.0%	96.2%	97.2%	97.2%
% Enrolled of Accepted	73.3%	68.8%	55.6%	46.7%	46.7%
Master's Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree - All Programs	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	1,778	1,820	1,706	1,634	1,634
	Part-Time Headcount	2,350	2,517	2,594	2,376	2,376
	Total Headcount	4,128	4,337	4,300	4,010	4,010
	Total FTE	2,678.0	2,802.4	2,740.5	2,534.6	2,534.6
Second Year	Full-Time Headcount	705	760	712	652	652
	Part-Time Headcount	1,549	1,683	1,734	1,697	1,697
	Total Headcount	2,254	2,443	2,446	2,349	2,349
	Total FTE	1,349.2	1,482.3	1,454.6	1,398.2	1,398.2
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount	32	16	20	12	12
	Part-Time Headcount	622	516	586	592	592
	Total Headcount	654	532	606	604	604
	Total FTE	227.6	197.1	217.5	194.1	194.1
Total Undergraduate Students						
	Full-Time Headcount	2,515	2,596	2,438	2,298	2,298
	Part-Time Headcount	4,521	4,716	4,914	4,665	4,665
	Total Headcount	7,036	7,312	7,352	6,963	6,963
	Total FTE	4,254.8	4,481.8	4,412.6	4,126.9	4,126.9
	% Change FTE Undergraduate	na	5.3%	-1.5%	-6.5%	0.0%
GRADUATE		?				
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	7,036	7,312	7,352	6,963	6,963
	Grand Total FTE	4,254.8	4,481.8	4,412.6	4,126.9	4,126.9
	% Change Grand Total FTE	na	5.3%	-1.5%	-6.5%	0.0%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

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

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

<http://facstaff.necc.mass.edu/wp-content/uploads/2013/07/Recruitment-Plan.pdf>

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
(FY 2012)	(FY 2013)	(FY 2014)	FY 2015 ****	(FY 2016)

? Student Financial Aid

Total Federal Aid	\$22,079,234	\$23,219,692	\$22,170,747	\$9,572,012	\$23,000,000
Grants	\$13,150,238	\$13,649,621	\$13,440,920	\$6,108,050	\$13,500,000
Loans	\$8,769,348	\$9,415,813	\$8,603,426	\$3,454,412	\$9,320,000
Work Study	\$159,648	\$154,258	\$126,400	\$9,551	\$180,000
Total State Aid	\$2,019,434	\$2,047,850	\$2,063,093	\$1,050,047	\$2,050,000
Total Institutional Aid	\$308,669	\$354,579	\$286,665	\$226,727	\$377,000
Grants	\$308,669	\$354,579	\$286,665	\$226,727	\$377,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$52,684	\$49,210	\$45,382	\$19,046	\$50,000
Grants	\$52,684	\$49,210	\$45,382	\$19,046	\$50,000
Loans	\$0	\$0	\$0	\$0	\$0

Student Debt

Percent of students graduating with debt**

Undergraduates	32%	42%	43%	n/a	n/a
Graduates	n/a	n/a	n/a	n/a	n/a

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$9,250	\$10,867	\$10,207	n/a	n/a
Graduates	n/a	n/a	n/a	n/a	n/a

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students	n/a	n/a	n/a	n/a	

Percent of First-year students in Developmental Courses***

English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					

Three-year Cohort Default Rate

	(FY 2009)	(FY 2010)	(FY 2011)
Most recent three years	17.1%	19.5%	18.8%

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

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

***"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

****FY'15 is based on what has disbursed through 11/12/14; unable to provide the information for FY'16 at this time.

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

FISCAL YEAR ENDS month & day: (06/30)		2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Most Recent Year (FY2014)	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS						
?	CASH AND SHORT TERM INVESTMENTS	\$4,827	\$4,069	\$6,359	-15.7%	56.3%
?	CASH HELD BY STATE TREASURER	\$1,867	\$2,049	\$2,300	9.7%	12.2%
?	DEPOSITS HELD BY STATE TREASURER	\$18	\$11	\$10	-38.9%	-9.1%
?	ACCOUNTS RECEIVABLE, NET	\$1,221	\$1,460	\$1,770	19.6%	21.2%
?	CONTRIBUTIONS RECEIVABLE, NET				-	-
?	INVENTORY AND PREPAID EXPENSES				-	-
?	LONG-TERM INVESTMENTS	\$8,299	\$9,064	\$5,787	9.2%	-36.2%
?	LOANS TO STUDENTS				-	-
?	FUNDS HELD UNDER BOND AGREEMENT		\$2,812	\$1,484	-	-47.2%
?	PROPERTY, PLANT AND EQUIPMENT, NET	\$22,215	\$35,623	\$45,659	60.4%	28.2%
?	OTHER ASSETS	\$288	\$295	\$235	2.4%	-20.3%
	TOTAL ASSETS	\$38,735	\$55,383	\$63,604	43.0%	14.8%
LIABILITIES						
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$7,013	\$7,633	\$8,547	8.8%	12.0%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$1,278	\$1,225	\$1,336	-4.1%	9.1%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS	\$59	\$71	\$67	20.3%	-5.6%
?	LONG TERM DEBT				-	-
?	REFUNDABLE GOVERNMENT ADVANCES				-	-
?	OTHER LONG-TERM LIABILITIES		\$4,433	\$4,275	-	-3.6%
	TOTAL LIABILITIES	\$8,350	\$13,362	\$14,225	60.0%	6.5%
NET ASSETS						
UNRESTRICTED NET ASSETS						
	INSTITUTIONAL	\$3,672	\$6,235	\$3,718	69.8%	-40.4%
?	FOUNDATION	\$1,259	\$1,197	\$1,261	-4.9%	5.3%
	TOTAL	\$4,931	\$7,432	\$4,979	50.7%	-33.0%
TEMPORARILY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$237	\$250	\$295	5.5%	18.0%
?	FOUNDATION	\$1,955	\$2,117	\$1,569	8.3%	-25.9%
	TOTAL	\$2,192	\$2,367	\$1,864	8.0%	-21.3%
PERMANENTLY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$22,215	\$31,037	\$41,226	39.7%	32.8%
?	FOUNDATION	\$1,047	\$1,185	\$1,310	13.2%	10.5%
	TOTAL	\$23,262	\$32,222	\$42,536	38.5%	32.0%
	TOTAL NET ASSETS	\$30,385	\$42,021	\$49,379	38.3%	17.5%
	TOTAL LIABILITIES AND NET ASSETS	\$38,735	\$55,383	\$63,604	43.0%	14.8%

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

FISCAL YEAR ENDS month & day: (06 /30)		3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
OPERATING REVENUES						
?	TUITION & FEES	\$21,833	\$23,590	\$22,062	\$25,421	\$26,374
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID	(\$10,197)	(\$10,851)	(\$10,893)	(\$12,108)	(\$12,562)
	NET STUDENT FEES	\$11,636	\$12,739	\$11,169	\$13,313	\$13,812
?	GOVERNMENT GRANTS & CONTRACTS	\$18,859	\$18,912	\$19,915	\$21,622	\$22,433
?	PRIVATE GIFTS, GRANTS & CONTRACTS	\$1,731	\$1,858	\$2,791	\$2,589	\$2,686
?	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify):	\$1,740	\$1,843	\$2,610	\$2,479	\$2,572
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$33,966	\$35,352	\$36,485	\$40,003	\$41,503
OPERATING EXPENSES						
?	INSTRUCTION	\$22,303	\$21,670	\$24,823	\$25,890	\$26,861
?	RESEARCH					
?	PUBLIC SERVICE	\$90	\$82	\$130	\$140	\$150
?	ACADEMIC SUPPORT	\$6,360	\$6,111	\$6,744	\$7,159	\$7,427
?	STUDENT SERVICES	\$9,405	\$9,509	\$9,491	\$10,580	\$10,977
?	INSTITUTIONAL SUPPORT	\$6,971	\$7,318	\$8,123	\$8,592	\$8,914
	FUNDRAISING AND ALUMNI RELATIONS	\$57	\$28	\$46	\$47	\$49
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$4,839	\$4,958	\$5,490	\$5,818	\$6,036
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$6,204	\$6,154	\$5,882	\$6,681	\$6,927
?	AUXILIARY ENTERPRISES					
?	DEPRECIATION (if not allocated)	\$1,236	\$1,328	\$1,020	\$1,307	\$1,356
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$57,465	\$57,158	\$61,749	\$66,214	\$68,697
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$23,499)	(\$21,806)	(\$25,264)	(\$26,211)	(\$27,194)
NON OPERATING REVENUES						
?	STATE APPROPRIATIONS (NET)	\$21,752	\$20,965	\$22,179	\$22,750	\$23,309
?	INVESTMENT RETURN	\$335	\$997	\$1,198	\$1,157	\$1,186
?	INTEREST EXPENSE (public institutions)		(\$94)	(\$185)	(\$185)	(\$185)
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
?	OTHER (specify):					
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$22,087	\$21,868	\$23,192	\$23,722	\$24,310
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	(\$1,412)	\$62	(\$2,072)	(\$2,489)	(\$2,884)
?	CAPITAL APPROPRIATIONS (public institutions)	\$2,602	\$11,574	\$9,430	\$9,900	
?	OTHER					
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,190	\$11,636	\$7,358	\$7,411	(\$2,884)

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.
June, 2014

**Standard 9: Financial Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06 / 30)		3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
	DEBT					
	BEGINNING BALANCE			\$4,586	\$4,433	\$4,274
	ADDITIONS		\$4,586			
	? REDUCTIONS			(\$153)	(\$159)	(\$165)
	ENDING BALANCE	\$0	\$4,586	\$4,433	\$4,274	\$4,109
	INTEREST PAID DURING FISCAL YEAR			\$188	\$182	\$175
	CURRENT PORTION		\$153	\$159	\$165	\$172
	BOND RATING					

DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

Debt is a result of an agreement signed with the Department of Capital Asset Management to convert electric heating to gas, replace boilers, and other energy saving improvements. The interest rate is 4.1% per annum. Beginning with the year ending June 30, 2014, the College makes annual principal and interest payments of \$340. for the following twenty years. The projected operating savings resulting from this project is approximately \$400 per annum for the next twenty years. The Debt covenants are being met.

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

The institution has no line of credit.

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

There are no future borrowing plans at this time.

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06 /30)		3 Years Prior (FY2012)	2 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
NET ASSETS						
	NET ASSETS BEGINNING OF YEAR	\$29,196	\$30,385	\$42,021	\$49,380	\$56,832
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$1,189	\$11,636	\$7,359	\$7,452	\$7,547
	NET ASSETS END OF YEAR	\$30,385	\$42,021	\$49,380	\$56,832	\$64,379
FINANCIAL AID						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL	\$174	\$222	\$156	\$83	\$230
	FEDERAL, STATE & PRIVATE GRANTS	\$15,222	\$16,203	\$15,549	\$7,177	\$17,550
	RESTRICTED FUNDS	\$135	\$132	\$131	\$144	\$150
	TOTAL	\$15,531	\$16,557	\$15,836	\$7,404	\$17,930
	% DISCOUNT OF TUITION & FEES	0.0%	0.0%		0.0%	0.0%
?	% UNRESTRICTED DISCOUNT	0.0%	0.0%		0.0%	0.0%
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:						
The Foundation's Board classifies donor restricted funds and earnings thereon in accordance with applicable state law as interpreted by the Massachusetts Attorney General. Endowment fund assets are appropriated for expenditures in accordance with the directions and/or intent of the donor.						

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.necc.mass.edu/contact	Viewbook and Expect More Piece
Notice of availability of publications and of audited financial statement (see next row below) or fair summary	www.necc.mass.edu/newsroom	Annual Report to the Community
Audited Financial Statement	http://facstaff.necc.mass.edu/wp-content/uploads/2014/01/NECC-2014-Audited-Financial-Statements.pdf	
Institutional catalog	www.necc.mass.edu/academics/resources/academic-catalog	Academic Advising Handbook
Obligations and responsibilities of students and the institution	www.necc.mass.edu/student-services/current/policies-conduct	Student Code of Conduct
Information on admission and attendance	www.necc.mass.edu/getting-started	Viewbook and Expect More Piece
Institutional mission and objectives	www.necc.mass.edu/about/values	Annual Report to the Community
Expected educational outcomes	www.necc.mass.edu/academics/support-services/advising/core-academic-skills	Academic Advising Handbook
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	www.necc.mass.edu/about	Annual Report to the Community
Requirements, procedures and policies re: admissions	www.necc.mass.edu/getting-started/checklist	Viewbook
Requirements, procedures and policies re: transfer credit	www.necc.mass.edu/academics/support-services/transfer	Academic Advising Handbook
A list of institutions with which the institution has an articulation agreement	www.necc.mass.edu/academics/support-services/transfer	Advising Transfer Guide
Student fees, charges and refund policies	www.necc.mass.edu/getting-started/cost-of-attendance	Bursar Brochure
Rules and regulations for student conduct	www.necc.mass.edu/student-services/current/policies-conduct/student-code-of-conduct-grievance-procedure	Student Code of Conduct
Procedures for student appeals and complaints	www.necc.mass.edu/student-services/current/policies-conduct/student-code-of-conduct-grievance-procedure	Student Code of Conduct
Other information re: attending or withdrawing from the institution	www.necc.mass.edu/student-services/current/policies-conduct/academic-policies-procedures/general-policies	Student Code of Conduct
Academic programs	www.necc.mass.edu/academics/courses-programs	Academic Advising Handbook
Courses currently offered	www.necc.mass.edu/academics/courses-programs/course-search	Academic Advising Handbook
Other available educational opportunities	www.necc.mass.edu/academics/courses-programs	Viewbook

Other academic policies and procedures	www.necc.mass.edu/student-services/current/policies-conduct/academic-policies-procedures	Student Code of Conduct
Requirements for degrees and other forms of academic recognition	www.necc.mass.edu/academics/resources/expectations	Academic Advising Handbook
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them (also see next row below)	http://facstaff.necc.mass.edu/wp-content/uploads/2015/06/Full_Time_Faculty_NEASC_2015_Update_d.pdf	to be determined
Part-Time Faculty	http://facstaff.necc.mass.edu/wp-content/uploads/2015/07/Part_Time_Faculty_NEASC_20152.pdf	
Names and positions of administrative officers	http://facstaff.necc.mass.edu/wp-content/uploads/2015/06/NECC-ADMINISTRATIVE-OFFICERS1.pdf	Annual Report to the Community
Names, principal affiliations of governing board members	www.necc.mass.edu/trustees	Annual Report to the Community
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location (see next row below)	www.necc.mass.edu/directions	Overview Brochure
Search program courses offered at campus locations	http://www.necc.mass.edu/academics/courses-programs/course-search/	
Programs, courses, services, and personnel not available in any given academic year. (also see next row below)	http://www.necc.mass.edu/academics/courses-programs/areas/	Academic Course Catalog
	http://www.necc.mass.edu/academics/courses-programs/course-search/	
Size and characteristics of the student body	www.necc.mass.edu/about	Viewbook
Description of the campus setting	www.necc.mass.edu/about	Overview Brochure
Availability of academic and other support services	www.necc.mass.edu/support-services	Viewbook
Range of co-curricular and non-academic opportunities available to students	www.necc.mass.edu/student-life	Viewbook
Institutional learning and physical resources from which a student can reasonably be expected to benefit	www.necc.mass.edu/student-life	Overview Brochure
Institutional goals for students' education	www.necc.mass.edu/academics/support-services/advising/core-academic-skills	Academic Advising Handbook
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	www.necc.mass.edu/about/consumer-information	Viewbook
Total cost of education, including availability of financial aid and typical length of study	www.necc.mass.edu/getting-started/cost-of-attendance	"Expect More" Piece
Expected amount of student debt upon graduation	www.necc.mass.edu/getting-started/cost-of-attendance	"Expect More" Piece
Statement about accreditation	www.necc.mass.edu/accreditation	Annual Report to the Community

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	July 2013	https://www.mccc-union.org/CONTRACTS/Day_2_013-2015/2013-2015_contract.pdf	Human Resources
Intellectual property rights	2009	http://www.necc.mass.edu/student-services/current/policies-conduct/college-statements-policies-disclosures/copyright-and-intellectual-property-policy/	Vice President of Academic and Student Affairs
Intellectual property rights	11/24/2009	http://www.necc.mass.edu/wp-content/uploads/2010/10/NECC_Copyright.pdf	Vice President of Academic and Student Affairs
Conflict of interest	May 10, 2013	www.mass.gov/ethics/education-and-training-resources/implementation-procedures/state-employees-summary.html	Human Resources
Privacy rights	October 26, 2001	http://www.necc.mass.edu/student-services/current/policies-conduct/family-educational-rights-and-privacy-act-ferpa-policy/	Registrar, Dean, other appropriate official
Fairness for students	April 19, 2001	www.necc.mass.edu/student-services/current/policies-conduct/student-code-of-conduct-grievance-procedure/student-grievance-procedure/	Student Grievance Officer
Fairness for faculty	July 2013	https://www.mccc-union.org/CONTRACTS/Day_2_013-2015/2013-2015_contract.pdf	Human Resources
Fairness for staff	July 2013	https://www.mccc-union.org/CONTRACTS/Day_2_013-2015/2013-2015_contract.pdf	Human Resources
Academic freedom	July 2013	https://www.mccc-union.org/CONTRACTS/Day_2_013-2015/2013-2015_contract.pdf	Human Resources

FERPA	October 26, 2001	www.necc.mass.edu/student-services/current/policies-conduct/family-educational-rights-and-privacy-act-ferpa-policy/	Registrar, Dean, other appropriate official
Computer Usage Privacy Policy	November 21, 2011	http://www.necc.mass.edu/student-services/current/policies-conduct/college-statements-policies-disclosures/computer-and-network-usage-policy/	Chief Information Officer
Financial Aid Privacy Policy	HEA Amendments of 1998	http://www.necc.mass.edu/getting-started/financial-aid/process/rights-responsibilities/	Interim Dean of Enrollment Services

Non-discrimination policies

Recruitment and admissions	2014	http://facstaff.necc.mass.edu/wp-content/uploads/2013/07/Recruitment-Plan.pdf	Interim Dean of Enrollment Services
Employment	9/2014	www.necc.mass.edu/employment/statement-of-non-discrimination/	Director of Human Resources
Evaluation		See Below: Contracts for Day Faculty, DCE Faculty, AFSCME Employees, and Non Unit Professional	Human Resources
Disciplinary action		See Below: Contracts for Day Faculty, DCE Faculty, AFSCME Employees, and Non Unit Professional	Human Resources
Advancement		See Below: Contracts for Day Faculty, DCE Faculty, AFSCME Employees, and Non Unit Professional	Human Resources
Other : Statement of Non Discrimination	September 2014	www.necc.mass.edu/employment/statement-of-non-discrimination/	
Evaluation, Disciplinary Action, & Advancement - MTA/MCCC	July 2013	http://www.mccc-union.org/CONTRACTS/Day_2_013-2015/2013-2015_contract.pdf	
Evaluation, Disciplinary Action, & Advancement - MTA/DCE	June 1, 2013	http://www.mccc-union.org/CONTRACTS/DCE%202014-2016/DCE_Contract_6.1.2013_to_5.31.2016.pdf	
Evaluation, Disciplinary Action, & Advancement -	July 2011	http://www.afscme1067.org/contract/index.html	

Non Unit Professional
Personnel Policies
Handbook

July 2012	http://facstaff.necc.mass.edu/departments-and-organizations/human-resources/non-unit-professionals-employees/	
August 2014	http://www.necc.mass.edu/stud	
	https://www.mccc-union.org/CONTRACTS/Day_2013-2015/2013-2015_contract.pdf	
2013	http://www.afscme1067.org/contract/official%20AFSCME%201067%202011-2014%20contract.pdf	
2013	http://www.mccc-union.org/Dues/GrProced2014.pdf	
2013	http://www.mccc-union.org/Dues/GrProced2014.pdf	

Resolution of grievances
Students

Faculty

Staff

Other (DCE faculty)

? Other
1
2
3
4
5

Last Updated	Relevant URL or Publication	Responsible Office or Committee

10-28-14

**NORTHERN ESSEX COMMUNITY COLLEGE
COMPLETED FOR NEASC - 2015 FIFTH YEAR INTERIM REPORT**

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level: General Education	<p>YES</p> <p>In the fall of 2008, a committee of faculty and administrators developed a new set of institutional-level outcomes, referred to as Core Academic Skills. In their current form, these are:</p> <ul style="list-style-type: none"> • Global Awareness • Information Literacy • Public Presentation • Quantitative Reasoning 	<p>http://facstaff.nec.mass.edu/faculty-resources/program-review-outcomes-assessment/core-academic-skills/</p>	<p>For the institutional outcomes, or Core Academic Skills, institutional level assessments are conducted annually on one or more of the skills. Products collected for the Massachusetts State pilot in the fall of 2014 will be used to once again assess Quantitative Reasoning and Written Communication.</p> <p>Assessments involve identifying students who have accumulated 45-60</p>	<p>For institutional assessments, with the exception of Public Presentation, classroom products are evaluated by faculty committees mainly using actual or modified AAC&U VALUE rubrics. For Public Presentation, rubrics were distributed to</p>	<p>At the institutional level, faculty responses to the findings concerning students' skills attainment supported the Core Academic Skills intensive course initiative. This is an initiative in which faculty in all degree programs worked to include in program requirements at least one course intensive in each of the skills. The meaning of "intensive" for each core skill was carefully defined through specific criteria and learning outcomes. All courses proposed by</p>	<p>There is no separate "Gen Ed" program. The "Gen Ed" competencies - NECC's Core Academic Skills - are incorporated into courses across the disciplines.</p> <p>For individual degree programs, see information presented below.</p>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
	<ul style="list-style-type: none"> • Science and Technology • Written Communication <p>The skills were translated into measurable learning outcomes during 2009, and assessment tools have since been identified or developed, mainly consisting of actual or modified AAC&U VALUE rubrics. Institutional- level assessments of these skills began in the 2009-2010 academic year.</p>		<p>college credit hours, and collecting classroom products which reflect the particular core skills criteria.</p> <p>For detailed information on institutional level assessments conducted to date, including process and findings, see: http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/institutional/</p>	<p>participating faculty for their use rating student presentations within the classroom.</p> <p>Product or rubric ratings are aggregated across classes and summarized, with results interpreted by faculty working with the (former) Associate Dean of Academic and Institutional Effectiveness. Detailed reports are prepared with</p>	<p>faculty as intensive also went through a careful review process. For more information on this initiative, see: http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/core-academic-skills/</p> <p>Beginning in the fall 2014, new students are required at take intensive courses in order to graduate. These cross curricular intentional and structured learning experiences will provide students more opportunities to acquire the core skills, with greater skills attainment contributing to increased academic and</p>	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
				findings discussed at various faculty meetings and also posted on the website. http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/institutional/	career success, and improvements in future learning outcomes assessment results. In addition to the above formal initiative, faculty also became sensitized to the meaning of the core skills, and student deficiencies in certain areas. This awareness led to changes by individual faculty members in classroom pedagogy and assignments.	
<p>PART 1: DEGREE PROGRAMS WITH LEARNING OUTCOMES AND ONGOING OUTCOMES ASSESSMENT ACTIVITIES** <i>**Note: Full information on all program outcomes assessment work is provided in detailed reports included in program outcomes assessment binders, copies of which are maintained in the Office of the Associate Dean of Academic and Institutional Effectiveness, with sample copies available in the college libraries. These reports are prepared following each assessment activity and include outcome(s) assessed, method(s) used, results, and action plan(s). NOTE: Information presented in this table, most particularly in Columns (3) and (5), is intended to provide just brief description and/or examples of the work done. In column (5), italicized comments are direct quotes from program coordinators.</i></p>						
AT THE PROGRAM LEVEL	See below for program specific information.	Program learning outcomes are included in program	See below for program specific information.	For program outcomes assessments, across all	See below for program specific information.	See below for program specific information.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
		<p>curriculum maps, which are available at: http://facstaff.nec.mass.edu/faculty-resources/program-review-outcomes-assessment/program-level/program-outcomes-and-curriculum-maps/</p>		<p>programs, a common approach is to submit collected data (e.g. completed rubrics, test scores, practicum evaluations) to the (former) Associate Dean of Academic and Institutional Effectiveness for overall analysis and summary. This is followed by a meeting with the program coordinator,</p>		

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
				who then discusses the information with program faculty, who work together to develop action plans.		
List each degree program:						
Accounting	YES	See above.	Various class assignments are used. For example, students were required to: <ul style="list-style-type: none"> • Analyze and record journal entries. • Use a Computerized Accounting Tool. • Present data in published formats. • Solve accounting 	The information is interpreted by the (former) Associate Dean: Academic and Institutional Effectiveness. Student artifacts are submitted by faculty. These are then reviewed. Any	Core Academic skills classifications have been developed for Introduction to Entrepreneurship (Writing-elective for accounting majors), Accounting II (Quantitative), Introduction to Business (Global Awareness and Information Literacy)	2012 <i>Next scheduled for 2018</i>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			<p>problems and situations developed by faculty.</p> <ul style="list-style-type: none"> • Prepare a multi-step income statement, a statement of owner's equity and a classified balance sheet. • Set up a QuickBooks file from scratch and perform a variety of accounting transactions. • Generate and review reports and financial statements. <p>Student products were evaluated using faculty developed rubrics and answer</p>	<p>results are posted in the Office of Academic and Institutional Effectiveness and the NECC libraries.</p>		

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Business Management	YES	See above.	<p>keys.</p> <p>Various class assignments are used. For example, students were required to:</p> <ul style="list-style-type: none"> • Identify a business topic and write a minimum five page analysis of the topic. • Present and summarize three business articles. • Complete four short topic papers and present one of the topic papers via PowerPoint. <p>Students' work was evaluated with rubrics developed by program faculty.</p>	The information is interpreted by the (former) Associate Dean: Academic and Institutional Effectiveness. Student artifacts are submitted by faculty. These are then reviewed. Any results are posted in the Office of Academic and Institutional Effectiveness and the NECC libraries.	Core Academic skills classifications have been developed for Managerial Business Communication and Introduction to Entrepreneurship (Writing), Accounting II (Quantitative), Introduction to Business (Global Awareness and Information Literacy)	<p>2007 <i>Next scheduled for 2016</i></p>
Business Transfer	YES		<p>keys.</p> <p>Various class assignments are used. For example, students were required to:</p> <ul style="list-style-type: none"> • Identify a business topic and write a minimum five page analysis of the topic. • Present and summarize three business articles. • Complete four short topic papers and present one of the topic papers via PowerPoint. <p>Students' work was evaluated with rubrics developed by program faculty.</p>	The information is interpreted by the (former) Associate Dean: Academic and Institutional Effectiveness. Student artifacts are submitted by faculty. These are then reviewed. Any results are posted in the Office of Academic and Institutional Effectiveness and the NECC libraries.	Core Academic skills classifications have been developed for Managerial Business Communication and Introduction to Entrepreneurship (Writing), Accounting II (Quantitative), Introduction to Business (Global Awareness and Information Literacy)	<p>2007 <i>Next scheduled for 2016</i></p>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			For Business Transfer , to evaluate students' success in obtaining a broad knowledge base in the Liberal Arts with a focus on Fine Arts and Humanities, students' transcripts were analyzed to determine the variety of ways in which students fulfilled the requirement and also using course grades as evidence of success.			
Business Management: Healthcare Practice Mgmt. Option	YES	See above.	Various class assignments are used. For example, students were required to in Introduction to Healthcare Systems: <ul style="list-style-type: none"> • Identify a healthcare topic 	The information is interpreted by the (former) Associate Dean: Academic and Institutional Effectiveness.	Core Academic skills classifications have been developed for Managerial Business Communication (Writing), and Accounting II (Quantitative), Introduction to Business	2011 <i>Next scheduled for 2016</i>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			<p>that is facing people today and write a three page analysis of the topic.</p> <ul style="list-style-type: none"> • Research a country (besides the United States) and summarize the Pro’s and Con’s of their healthcare system in comparison to United States and present findings via PowerPoint. <p>Students’ work was evaluated with rubrics developed by program faculty.</p>	<p>Student artifacts are submitted by faculty. These are then reviewed. Any results are posted in the Office of Academic and Institutional Effectiveness and the NECC libraries.</p>	<p>(Global Awareness and Information Literacy).</p>	
<p>CIS: Computer Science Transfer Option</p>	<p>YES for predecessor program. Learning outcomes for new program to be developed in conjunction with 2017 review. Program assessments will commence after that.</p>					<p>Program new as of 2013 – Predecessor program – Liberal Arts: Computer and Information Science</p>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
						Option -- reviewed in 2009. Review of new program scheduled for 2017
CIS: Information Technology Option	YES	See above.	0			2011 Next scheduled for 2017
Criminal Justice	YES	See above.	Assignments , exam questions and in-class exercises from Criminal Justice courses were evaluated using faculty developed rubrics geared to six different learning outcomes.	In addition to above general program level statement, a criminal justice adjunct faculty scored the student work samples using rubrics developed for the outcome categories. The Criminal Justice Program coordinator evaluated the reviewer's scoring and	During Criminal Justice Departments meetings the analysis and evaluation of the outcomes assessment work is discussed and input obtained to develop course curriculums to address identified area of weakness in the program.	2010 Next scheduled for 2017

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				shared the results with Criminal Justice faculty.		
Early Childhood Education	YES	See above.	<p>A number of student products are collected and evaluated on a regular basis. These include:</p> <ul style="list-style-type: none"> • Student designed 3-dimensional models of an early childhood classroom. • Lesson plans completed by students in Practicum I placements. • Child study reports. • Topic papers, • Student journal entries. • Portfolios of student work and 	In addition to above program level general statement, data and action plans are shared with the ECE Advisory Committee.	The ECE outcomes assessment work findings have been shared with the program faculty and the ECE advisory Committee. The specific program changes that have been made include that, for assessment purposes, new assignments and rubrics were developed and many existing ones revised in order to more effectively capture criteria included in the NAEYC standards.	2012 <i>Next scheduled for 2018</i>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			<p>professional accomplishments.</p> <p>Student work is evaluated by faculty using faculty developed rubrics. For lesson plans, practicum supervisors also complete the rubric.</p> <p>Students' performance in practicum placements is evaluated using Practicum Evaluation Forms.</p>			
Elementary Education	YES	See above.	<p>Assessment methods included:</p> <ul style="list-style-type: none"> • Analyzing the transcripts of program graduates to determine areas 			<p>2013 <i>Next scheduled for 2019</i></p>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			<p>of strength/ weakness in developing a well-rounded knowledge base in Liberal Arts.</p> <ul style="list-style-type: none"> • Evaluating lesson plans completed by students in upper-level Elementary Education courses. • Assessing field observation reports completed by students. <p>For the lesson plans and field observation reports, evaluations were completed using faculty developed rubrics.</p>			

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Engineering Science	YES	See above.	Assessment methods included: <ul style="list-style-type: none"> • During a team based activity, having students rate their own and other students' team-related behaviors. • Scoring students' responses to Engineering Science experiments. • Using a faculty created rubric, rating students on their lab behaviors and on their completed lab reports. • The students work within the group generating an engineering 	In addition to above program level general statement, faculty teaching Engineering Essentials & Design Course, EST104. Faculty created rubric for classroom presentation.	During classroom presentation, each member in the group must present a section of the presentation.	2011 <i>Next scheduled for 2017</i>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			<p>and systematic process to run experiment. Each student takes his/her responsibility on the project. For instance, one student is holding parts in proper position for measurement and the other student is running MATLAB for obtaining data.</p> <ul style="list-style-type: none"> • Each student thinks independently and shares their thoughts. The group combines the thoughts to find solution of the problem. 			
General Studies	YES	See above.	<i>Program outcomes assessment work will begin in AY 14-15.</i>			2013

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
						<i>Next scheduled for 2019</i>
General Studies: Dance Option	YES	See above.	Assignments for outcomes assessment included having students: <ul style="list-style-type: none"> • Create dance phrases, reflect on their creations, and journal their thoughts. • Take an end-of-semester exam, which covered all the material taught regarding anatomy and injury prevention. • Watch videos of three different dance genres and complete a related writing assignment. • Develop a lesson 	In addition to above program level general statement, the program Coordinator and Professor of the course interpreted the evidence of assessment. Each assessment was reviewed by reading and charting the written work and evaluating and observing the in- class presentations.	Given the evidence uncovered through the assessment, there were areas in some objectives that needed more attention. For example in Objective #5 Learning Outcome #1. Students showed in their lesson plans needing some improvements in correct dance terminology especially in spelling the terms. We will be working on this in various courses.	2012 <i>Next scheduled for 2018</i>

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			<p>plan In addition, students were observed during their final teaching assignment to assess use of dance terminology.</p> <p>Evaluation methods included a scoring key and qualitative analysis of student responses.</p>			
General Studies: Music Option	YES	See above.	In one assessment, students from two different classes chose at random one melody from 10 assigned melodies. The instructor listened to each student sing individually. The students were given three chances to sing the melody correctly.	In addition to above program level general statement, the program coordinator interprets the audience based on a table of expectations. The student sings the melody and	More time has been given to class tutors. More emphasis has been placed on teaching students how to practice.	2012 <i>Next scheduled for 2018</i>

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			Students are also given in-class tests , for example, regarding four specific skills.	the coordinator compares the performance to the actual melody and estimate the percentage of correct rhythms, pitches, and syllables.		
Human Services	YES	See above.	Student work assessed included: <ul style="list-style-type: none"> • Research papers written by students in the Human Services capstone course. • Responses to objective tests. • Responses to case vignettes. • Assignments where they had to define or explain each of three 	In addition to above program level general statement, each year the assessment process is devised and reviewed. For objective tests, the instructor grades the exams and provides the aggregate scores to the	Faculty have reviewed the data/evidence each academic year resulting in changes in curriculum and pedagogy. For example, assessments related to writing skills and information literacy have resulted in curriculum changes throughout the program. Assignments in introductory and mid-level classes include writing and other	2008 <i>Next scheduled for 2016</i>

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			<p>community support skill standards in their own words and give a specific example of this skill as used in practice.</p> <ul style="list-style-type: none"> • Assignments requiring that they use a 13 step process to address a professional ethical dilemma. <p>Assessment tools used include faculty created rubrics and scoring keys.</p>	<p>Program Coordinator. For case vignettes and research papers, two or more faculty review the materials (subject blind) based upon a rubric created by the program faculty.</p>	<p>assignments which intend to prepare the student in a more graduated process to meet the standards for the graduating student.</p>	
Laboratory Science	YES	See above.	Six critical skills , including technical and non-technical or soft skills, were identified via surveying lab	In addition to above program level general statement, the faculty interpret the	Because of issues brought up in externship supervisor surveys, we have added a one week on-campus pre-externship training to	2014 New program in 2009. <i>Next scheduled for 2020.</i>

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			<p>managers. These skills were then incorporated across the program curriculum and assessed by instructors through student coursework and by industry supervisors during the capstone lab externship experience.</p>	<p>results. The faculty member who teaches the externship experience collects all the externship supervisor evaluations and forwards them onto the other faculty for review at the end of the externship each summer. Later the results are compiled in an excel spreadsheet for comparison to results from previous years. These results are presented</p>	<p>the externship course. During this week, students discuss appropriate workplace behavior and expectations that will be placed upon them while working in industry labs. In addition, results from the externship supervisor survey were the basis for enlisting the help of Linda Desjardins, NECC oral communication coach, to better train our students to present scientific information orally. Supervisor survey results and observations from coursework were also the basis for developing a one credit course in 'Basic Lab Calculations' to support students in mastering</p>	

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				and discussed at both the Lab Science monthly faculty meetings as well as the Lab Science advisory board meeting. In addition, faculty review and discuss student progress in key areas of coursework during monthly meetings.	the type of math they'll need in the laboratory.	
. Liberal Arts	YES	See above.	<p>Student writing samples were used to assess cross-disciplinary knowledge.</p> <p>Student essays from</p>	In addition to above program level general statement, teams of faculty are convened to	As a result, changes have been made at NECC which include full adoption of the Core Academic Skills as a graduation requirement for all	<p>2013 <i>Next scheduled for 2019.</i></p>

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			<p>English Composition II classes were used for the assessment of creativity</p> <p>In both cases, student products were evaluated using faculty developed rubrics.</p>	<p>score samples utilizing rubrics. In the case of the English department, faculty developed rubrics and portfolio assessments are used. At the college levels, Core Academic Skills rubrics developed by NECC based on the AMCOA rubrics are used. At the state level, the AMCOA rubrics are used. Scorers participate in</p>	<p>incoming students beginning September 2014. Additionally, the Liberal Arts program has adopted the Core Academic Skills as the Program Outcomes to be assessed in conjunction with the college-wide level assessment. There is one additional program outcome, <i>Knowledge concerning the broad aspects and interconnectedness of the Liberal Arts attained through a multidisciplinary approach</i>, which will be assessed at a date TBD. The work outlined in item number 1 of this document using student writing samples will be used as a model to inform this part of the</p>	

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				norming and scoring sessions of collected materials. At NECC, results/interpretations of sessions are published by the office of Academic and Institutional Effectiveness.	assessment. Two reports, <i>Report on the Liberal Arts Assessment of Creativity and End of Year Report for the liberal Arts Program</i> , which are on file with the current Liberal Arts Program Coordinator, will be used to guide the process for this future piece of the assessment. Lastly, a team of faculty attended the NEAAN 2014 Summer Institute with the goal of developing improved assessments and program outcomes for the Liberal Arts. This newly formed team researching best practices in assessment for the Liberal Arts is in its very early stages of the process.	
Liberal Arts: Biology	YES	See above.	Laboratory reports	In addition to	No changes have been	2014

<p>CATEGORY</p>	<p>(1) Have formal learning outcomes been developed?</p>	<p>(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.</p>	<p>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>(5) What changes have been made as a result of using the data/evidence?</p>	<p>(6) Date of most recent program review (for general education and each degree program)</p>
<p>Option</p>			<p>were assessed using a rubric developed by program faculty.</p>	<p>above program level general statement, faculty members who teach biological science and who use lab reports in their classes were asked to provide lab reports for assessment. These were interpreted by an assembled team of biology faculty, both full and part time, some of whom were connected with rubric development.</p>	<p>made directly due to these data collected, however NECC faculty are currently revamping this program for development into an independent A.S. in Biological Sciences.</p>	<p>Reviews not required going forward. Will be reviewed as part of Liberal Arts, or will become new program with review to follow.</p>

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Liberal Arts: History Option	YES	See above.	Many types of student products, including student reports, responses on essay examinations, and responses to multiple-choice tests were collected from Liberal Arts: History majors in various classes and assessed using a faculty developed rubric.	In addition to above program level general statement, instructors in the Dept. of Global Studies interpreted the evidence in formal discussions with each other.	The evidence has been inconclusive, so no action has been taken.	2010 Reviews not required going forward. Will be reviewed as part of Liberal Arts.
Liberal Arts: Journalism/Communication Option	YES	See above.	Writing samples collected from students included journalistic articles and short feature stories produced after viewing videotaped interviews. Faculty developed rubrics were used to assess	In addition to above program level general statement, the evidence was collected and interpreted by the program coordinator, and the results were reported	Program coordinator discussed with journalism faculty the need to reemphasize area weakness (accurate use of AP style) in Journalism I and Journalism II courses.	2007 Reviews not required going forward. Will be reviewed as part of Liberal Arts.

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			<p>the samples.</p> <p>Students also created a class presentation that used research to elaborate on a specific mass communication topic. Students were required to create a PowerPoint slide show to accompany their talk. A rubric was developed to assess the student presentations.</p>	<p>to deans, faculty, and administrators at the assessment summit.</p>		
Liberal Arts: Philosophy Option	YES	See above.	<p>Student products assessed include class presentations on topics related to existentialism, and papers prepared in response to provided prompts.</p>			<p>2009 Reviews not required going forward. Will be reviewed as part of Liberal Arts.</p>

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			Presentations and papers were evaluated using qualitative methods.			
Liberal Arts: Political Science Option	YES	See above.	<i>Assessments will proceed in conjunction with Liberal Arts Program assessment.</i>		2011 Reviews not required going forward. Will be reviewed as part of Liberal Arts.	
Liberal Arts: Psychology Option	YES	See above.	<i>Assessments will proceed in conjunction with Liberal Arts Program assessment.</i>		2011 Reviews not required going forward. Will be reviewed as part of Liberal Arts.	
Liberal Arts: Theater Option	YES	See above.	A fall theater production was used to assess students' communication skills as well as their knowledge of theater: theory and practice. Students were assessed on a total of 25 criteria related to	In addition to above program level general statement, the evidence is jointly interpreted by the faculty who	More emphasis has been placed on diction, movement and technical skills. The students in some theater classes will be required to put in some time working on the shows in some way; carpentry, sewing, painting, props, make-	2009 Reviews not required going forward. Will be reviewed as part of Liberal Arts.

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			four major learning outcomes.	understand the processes involved and administrators who understand the assessment criteria. The students were observed during a performance, then the results were discussed by faculty and administrators. The faculty are in the best position to evaluate the improvement which brought the students to this level.	up, hair and/or house management.	
Liberal Arts: Writing Option	YES	See above.	<i>Assessments will proceed in conjunction with Liberal Arts Program assessment.</i>			2011

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Nursing (ADN)	YES	See above.	<p>Three major methods were used for learning outcomes assessment:</p> <ul style="list-style-type: none"> • Student end-of-program results on national standardized tests (ATI). • Evaluations competed by faculty clinical supervisors of student performance in clinical sites. • Learning outcomes aligned objective questions embedded in final term examinations. 	<p>In addition to above program level general statement, Nursing faculty and Nursing Program Director interpret the evidence.</p> <p>National standardized tests (ATI) Faculty aggregated data to identify questions correctly answered by less than 40 % of students. Themes are identified that</p>	<p>National standardized tests (ATI): In Spring 2014, at the Curriculum Workshop, faculty developed a new policy for all ATI proctored exams. Students must achieve a score consistent with performance at Level 2 on all ATI proctored exams beginning Fall 2014. Students who do not achieve this level must complete required remediation. The goal of this change is to help students master each content area, thus improving performance in the overall comprehensive predictor exam.</p> <p>Clinical Evaluation: At the Spring 2014 Curriculum Workshop faculty changed the</p>	<p>2012 <i>Next scheduled for 2018</i></p>

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				<p>do not meet the 40 % criterion and each level of the curriculum then is examined to determine if content needs to be enhanced. This will occur in the Fall Semester at Curriculum Committee Meetings. Faculty will review results of each proctored ATI examination each semester across the curriculum</p> <p>Clinical</p>	<p>grading scale for the clinical evaluation tool to more accurately evaluate clinical performance as it relates to the amount of faculty support and guidance required and the student's ability to independently provide safe patient care.</p> <p>Final Term examinations: In order to increase validity faculty decided to increase the sample size by using the same questions for Level I (ADN and PN) and the same questions for Level II ADN (Day and iHealth) For questions scoring below 50 % correct faculty will review the question, the correlation with the Learning</p>	

<p>CATEGORY</p>	<p>(1) Have formal learning outcomes been developed?</p>	<p>(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.</p>	<p>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>(5) What changes have been made as a result of using the data/evidence?</p>	<p>(6) Date of most recent program review (for general education and each degree program)</p>
				<p>Evaluation: In the spring, clinical faculty evaluate each 4th semester student using a Clinical Evaluation Tool. Faculty calculate the percentage of students who score 3 or above on a scale of 0 – 4 with 4 reflecting the highest performance level. Areas with the lowest levels (0 – 2) are identified.</p> <p>Final Term examinations:</p>	<p>Outcomes and review each course to establish congruency with course content.</p>	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
				The percentage of students who responded correctly to each embedded objective question is calculated. The data is aggregated by course and correlated with each learning outcome. These findings are reviewed during the Fall Curriculum Committee Meetings		
Paralegal Studies: Career Option-	YES	See above. See above.	Student products assessed include: • Drafts of complaints.	In addition to above program level general	In order to improve student grammar and writing, the Program purchased an online	2010 <i>Next scheduled for 2016</i>
Paralegal Studies: Transfer Option						

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			<ul style="list-style-type: none"> • Draft of answers to complaints. • Case briefs. • Demand letters. <p>Essay questions on examinations were used to assess students' knowledge concerning the role of the paralegal on the legal team, and the restrictions on paralegal duties.</p> <p>For both collected products and the examinations' essays, faculty developed rubrics were used for evaluation.</p>	<p>statement, at the local level, the Coordinator of the Paralegal Program interprets the evidence then requests the assistance of the Paralegal Staff Assistant and (staff in Academic Effectiveness) as necessary. The results, interpretation, and proposed changes are also discussed with the Paralegal Faculty and the Legal Advisory Board to</p>	<p>grammar program called Core Grammar for Lawyers. Students must complete the self-paced program during the Legal Research & Writing II class. Post-tests will be used to assess student learning.</p>	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
				solicit their input before finalization.		
Radiologic Technology	YES	See above.	Assessment tools include: <ul style="list-style-type: none"> • Student Clinical Competency Evaluations • Comprehensive final examinations • Employer surveys • Student research project presentations • Practicum diversity quizzes 	In addition to above program level general statement, at the local level, the program director and clinical coordinator interpret the data.	The RTA 203 Radiobiology & Protection course, in the spring for seniors, will have an increase in the formative assessments for preparation for the comprehensive final examination. Examples of the formative assessments will be more quizzes and Studymate to engage students. Studymate is web learning tool providing additional resources for students learning.	2013 <i>Next scheduled for 2019</i>
Respiratory Care	YES	See above.	Assessment methods include the analysis of students' performance on the national standardized RRT	.		2012 <i>Next scheduled for 2018</i>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
			Self-Assessment Examination – a test taken by students nearing completion of the program.			
PART 2: DEGREE PROGRAMS SCHEDULED FOR FIRST PROGRAM REVIEWS, WHICH INCLUDES DEVELOPING LEARNING OUTCOMES AND ASSESSMENT PLANS						
Business Management: Computer Applications Option						<i>Scheduled for 2017</i>
CIS: Applications Option						<i>Scheduled for 2017</i>
Deaf Studies: American Sign Language Option						<i>Scheduled for 2016</i>
Deaf Studies: Sign Language Interpreter Option						<i>Scheduled for 2016</i>
General Studies: Art						New program in 2013. Three predecessor programs – General Studies: Multi-Media Option, General

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
						Studies: Visual Arts, and Graphic Design were last reviewed in 2011, 2012, and 2006 respectively. <i>Review of new program scheduled for 2020</i>
General Studies: Health Specialization						New program in spring 2013. <i>Review scheduled for 2020.</i>
General Studies: Movement Science Option						New program in 2014. Predecessor program – General Studies: Physical Education, Exercise Science, and Sports Studies - reviewed in 2014. <i>Review of new program scheduled for 2020</i>
Health Information Technology						New program in <i>Review scheduled for 2020.</i>

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Liberal Arts: Physical Sciences Option						New program in 2010. Predecessor program – Liberal Arts: Earth Science – reviewed in 2009. Reviews not required going forward. Will be reviewed as part of Liberal Arts. Learning outcomes will be identified and assessments conducted in conjunction with Liberal Arts Program learning outcomes assessment work.
Medical Laboratory Technology						New program in 2012. <i>Review scheduled for 2020</i>
Paramedic Technology						<i>Scheduled for 2017</i>

Institutions selecting E1a should also include E1b.

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

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Early Childhood Education – Accredited by the National Association for Education of Young Children (NAEYC)	August, 2014	<p>The NAEYC Accreditation Decision Report dated 7/28/14 indicates that the following conditions must be addressed in the first Annual Report (due 9/30/15) and must be met in the second Annual Report in order to continue accreditation:</p> <ul style="list-style-type: none"> • Revise key assessments (student instructions and rubrics) for Standards 1, 4, 5 and 6 to demonstrate explicit alignment with the depth and breadth of the standards, and to meet the cognitive demands and skill requirements congruent with the 	<p>Although not providing specific benchmarks, NAEYC requires that students demonstrate knowledge and skills in a number of areas based on six key standards. These are:</p> <p>Standard 1: Promoting Child Development and Learning. Standard 2: Building Family and Community Relationships. Standard 3: Documenting and Assessing to Support Young Children and Families. Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families. Standard 5: Using Content Knowledge to Build Meaningful Curriculum. Standard 6: Becoming a Professional.</p>	Annual report is due in September 2015. Next full accreditation report is due in 2021.

		<p>standards.</p> <ul style="list-style-type: none"> • Revise all rubrics so they clearly assess individual student learning and support the disaggregation of data by each of the six standards. To demonstrate this support for data disaggregation by standard, the program’s annual report should include student instructions, a rubric, and a data table (populated or unpopulated) for all key assessments. 		
<p>Human Services – Accredited by the Council for Standards in Human Service Education (CSHHE)</p>	<p>March 12, 2013 effective May 2013 through May 2018.</p>	<p>As stated in the letter notifying the program of its reaccreditation: “There are no requirements for remediation for your next accreditation....The readers agree that this was a well-written and well-documented self-study. The appendices offered material above and beyond what was required...”</p>	<p>The Council for Standards in Human Services Education has created 20 standards which programs must meet to achieve accreditation. The twenty standards appropriate to associate degree programs are available at: http://www.cshse.org/standards.html</p>	<p>The program will need to complete a self study and submit for review in fall 2017, prior to the expiration of the current reaccreditation. A site visit will be required at that time as one aspect of the reaccreditation application.</p>
<p>Nursing (ADN) - Accreditation</p>	<p>August 1, 2013.</p>	<p>Formal notification of the action taken by the Accreditation</p>	<p>There are six standards and 50 criterion that require substantial compliance for continuing accreditation. www.nlnac.org Additionally, the Associate Degree Program Outcomes are as follows:</p>	<p>Formal notification of the action taken</p>

<p>Commission for Education in Nursing, Inc.</p>		<p>Commission for Education in Nursing (ACEN) at its meeting on July 11-12, 2013, the Board of Commissioners granted continuing accreditation to the associate degree nursing program with the condition that the program submit a Follow-Up Report in two (2) years. If the Follow-Up Report is accepted by the Board of Commissioners, the next evaluation visit will be scheduled for Spring 2021.</p> <p>A Follow-Up Report requires the nursing education unit to demonstrate compliance with a specific Accreditation Standard or Standards. The Follow-Up Report for the associate program is to address Standard 2 Faculty and Staff and Standard 6 Outcomes. The Report is to be submitted to the ACEN in the Fall 2015</p>	<ul style="list-style-type: none"> • Seventy percent (70%) of all students who matriculate into the ADN Option will graduate within three years. • ADN Option graduates will be successful as first time test-takers on the NCLEX RN at or above the national mean and/or not lower than eighty percent (80%). • Seventy five percent (75%) of all ADN Option graduates seeking employment will be employed within one year of graduation. • Ninety percent (90%) of all ADN Option graduates who respond to the graduate survey will report program satisfaction. <p>Ninety percent (90%) of all employers who respond to the graduate survey will report satisfaction with program preparation of new graduates.</p>	<p>by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on July 11-12, 2013, the Board of Commissioners granted continuing accreditation to the associate degree nursing program with the condition that the program submit a Follow-Up Report in two (2) years. If the Follow-Up Report is accepted by the Board of Commissioners, the next evaluation visit will be scheduled for Spring 2021.</p>
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	<p>Accreditation Cycle by October 1, 2015. At the time of its review of the Follow-Up Report, the Board of Commissioners will either affirm the next evaluation visit or deny continuing accreditation and remove the nursing program from the list of accredited programs.</p> <p>Evidence of Non-Compliance by Accreditation Standard and Criterion Standard 2 Faculty and Staff, Criterion 2.1.1 (A)</p> <ul style="list-style-type: none"> • The majority of the part-time faculty are not credentialed with a minimum of a master’s degree with a major in nursing. (A) <p>Standard 6 Outcomes, Criterion 6.1, 6.2, and 6.4 (A/P)</p> <ul style="list-style-type: none"> • There is a lack of evidence that the systematic 		
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		<p>evaluation plan emphasizes the ongoing assessment and evaluation of the student learning outcomes. (A/P)</p> <ul style="list-style-type: none"> • The expected levels of achievement are not consistent, measurable or reflective of the Criteria. (A/P) • There is a lack of evidence that data are collected, aggregated and trended by program option. (A/P) • There is a lack of evidence that graduates demonstrate achievement of competencies appropriate to role preparation. (A/P) 		
<p>Paralegal Programs – American Bar Association</p>	<p>Reapproved August 2012</p>	<p>To further enhance the Program, the site team suggests that:</p> <ol style="list-style-type: none"> 1. The College continue to monitor and remove any offerings of unapproved programs or program options that are 	<p>As reflected in the overall program objectives and aligned with the American Bar association Guidelines for the Approval of Paralegal Education Programs, graduates of the Paralegal Program will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate critical thinking skills to analyze legal disputes using sound and well-based judgments,. 2. Express themselves using oral, interpersonal, and written skills, 3. Demonstrate proficiency in technology, including performing online legal research, 4. Exhibit an understanding of the legal profession and the paralegal’s ethical 	<p>Interim report due February 15, 2015</p>

	<p>simultaneously being offered with the approved Paralegal Program without first being granted a waiver. (G-106.A)</p> <p>2. The Program should continue to take proactive steps to recruit and retain a diverse faculty. (G-204.B).</p> <p>3. The Program should consider adding an Intellectual Property course to meet the needs of the local legal community for paralegals skilled in this area. (G-301.D.)</p> <p>4. The Program should continue work to plan regular periodic assessment regarding the utilization of paralegal services in the legal community. (G-301.D, G-301.E. and G-301.F.4).</p> <p>5. The Program should share assessment outcomes with the Advisory Board Committee and faculty in order to continue to be responsive to the needs of the local legal community. (G-301.F.6).</p> <p>6. The Program should continue to review strategies for ensuring</p>	<p>obligations as part of a legal team.</p> <p>5. Demonstrate basic legal research skills and a mastery of basic citation format, and</p> <p>6. Show a commitment to continuing their professional or personal growth.</p> <p>ABA guidelines: http://www.americanbar.org/content/dam/aba/administrative/paralegals/ls_prigs_2013_paralegal_guidelines.authcheckdam.pdf</p>	
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that students have the appropriate technology skills to function in a legal environment. (G-302.G).

7. The Program should consider making the Paralegal Practicum course available to those students in the Associate Degree Transfer Option. (G-302.I.1.d)

8. The Program should continue to ensure that it has a rational sequencing plan for legal specialty courses, reviewing policies that affect the offering of such courses. (G-302.I.2)

9. The Program should add its policy on the transfer of legal specialty credits to the website. (G-302.I.6, G-501.A)

10. The Program should continue to develop an organized plan to assess the effectiveness of the online format. (G-302.J.2.b.4.)

11. The College should monitor the workload of the Program Director to make sure she has adequate time to devote to program leadership functions. (G-

		<p>402.A).</p> <p>12. The College should consider additional clerical and other supporting services necessary to carry on an effective instructional program be provided to the Program Director. (G-403.B.)</p> <p>13. The Program should continue to monitor the legal collection and clearly mark outdated books as no longer current. Print resources that are not up to date but maintained for education purposes should be plainly marked with this limitation. (G-601)</p>		
Paramedic Technology -				
Radiologic Technology - JRCERT (Joint Review Committee on Education in Radiologic Technology)	November 2010 Interim Report	<p>Written response to 2010 interim report received on January 18, 2011 stated in part:</p> <p><i>After review of the Interim Report, the JRCERT took the following action: Maintenance of accreditation for a period of 8 years.</i></p>	<ol style="list-style-type: none"> 1. Overall program retention/completion rate. .2. First time pass rate on ARRT Examination 3. Job placement rate in profession one-year post graduation 	November 2014 Self-Study is due for a site visit May 2015

		No action was needed.				
Respiratory Care – Effective November 11, 2009 the accreditation agency for Respiratory Care is the Committee on Accreditation for Respiratory Care (CoARC)	Annual Report filed by every July 1 st . Most recent report submitted June 26, 2014 Awaiting review from CoARC	Excerpt from August 30, 2013: “Thank you for submitting your 2013 Annual Report of Current Status and Resource Assessment Matrix. The Commission on Accreditation for Respiratory Care (CoARC) reviews this information to determine ongoing compliance with accreditation Standards and CoARC Accreditation Policies and Procedures. Based on the outcomes you reported, your program has met or exceeded all currently set “thresholds” for success on each of the required outcome measures. This is an accomplishment of which you, your staff, and institution should be proud. No further action is required on your part”	Indicator	Threshold	Current period – 3 yr avg. – 2011-13	<ul style="list-style-type: none"> • CoARC Annual Report: due July 1, 2015 • CoARC Site Visit and Review: 2019
			Attrition	40%	10.3%	
			Positive job placement	70%	84.8%	
			CRT credentialing success	80%	95.7%	
			Overall employer satisfaction	80%	100%	
			Overall graduate satisfaction	80%	100%	

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2014_)	Goal for 2015_	
IPEDS Retention Data						
Associate degree students	60%	64%	62%	62%	64%	
Bachelors degree students	na					
IPEDS Graduation Data						
Associate degree students	14%	16%	18%	19%	20%	
Bachelors degree students	na					
Other Undergraduate Retention Rates (1)						
a	IPEDS Transfer Out rate	24%	25%	18%	18%	20%
b	Retention Report http://facstaff.necc.mass.edu/wp-content/uploads/2014/11/Fall-2013-Retention-Report_including-historical.pdf	61%	51%	47%	49%	51%
c	DHE First Year Retention Rate Fall to Fall	61%	60%	64%	62%	63%
Other Undergraduate Graduation Rates (2)						
a	DHE Overall Course Completion (A-D)	76%	76%	79%	80%	81%
b	DHE Success Indicator		74%	76%	75%	77%
c	DHE Fall to Spring Retention	93%	94%	96%	93%	94%
Graduate programs *						
	Retention rates first-to-second year (3)	na				
	Graduation rates @ 150% time (4)					
Distance Education						
	100% Online Course completion rates (5) (A-C) http://facstaff.necc.mass.edu/wp-content/uploads/2014/01/IRP-012114-F13OnlineCourses.pdf	65%	67%	66%	68%	69%
	Retention rates (6)					
	Graduation rates (7)					
Branch Campus and Instructional Locations						
	(A-C) Haverhill Course completion rate (8)	69%	70%	71%	73%	
	(A-C) Lawrence Course completion rate (9)	75%	75%	76%	75%	
	(A-C) Other Course Completion rate (10)	77%	75%	79%	81%	
http://facstaff.necc.mass.edu/wp-content/uploads/2014/10/NEASC_CCR_ByCampus_Fall10_13.pdf						
Definition and Methodology Explanations						
1a	The number of first time freshman who after the three-year period transferred to a four-year college.					
1b	Of the total student population using a fall to fall bases, the number who graduated, transferred or are still enrolled.					
1c	The percent of new students who returned fall to fall.					
2a	(A-D) Course completion rate for all sections (b)					

2b	Fall term credit students who are new in original cohort who attempted 18 credits within two years of enrollment and no ESL students. Success is measured at the end of six years, that the students graduated, transferred, completed 30 credits or are still enrolled. This is a DHE KPI.
2c	Fall to spring return rate.
3	
4	
5	Course completion rate for all 100% online courses, success = A-C grade.
6	
7	
8	Course completion rate for all Haverhill sections, success = A-C grade.
9	Course completion rate for all Lawrence sections, success = A-C grade.
10	Course completion rate for all off campus section i.e. Raytheon, area high schools, etc.
* An institution offering graduate degrees must complete this portion.	

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
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Success of Students Pursuing Higher Degree

1					
2					
3					
4					

Definition and Methodology Explanations

Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

1					
2					
3					
4					

Definition and Methodology Explanations

Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

1					
2					
3					
4					

Definition and Methodology Explanations

Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)

1					
2					
3					

Definition and Methodology Explanations

Other (Specify Below)

1	
2	

Definition and Methodology Explanations

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201 <u>4</u>)	Goal for 201 <u>5</u>
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State Licensure Passage Rates *

1	http://facstaff.necc.mass.edu/wp-content/uploads/2014/01/IRP-011514CourseCompbyDisc-F05-F13.pdf Radiologic Tech	100%	94%	90%	97%	90%
2	Dental Asst	82%	90%	100%		
3	Sleep Tech	78%	78%	78%	78%	79%
4	Respiratory	86%	94%	75%	75%	80%
5	Paramedic	-	-	-	89%	90%

National Licensure Passage Rates *

1	Nursing	89%	91%	97%	73%	90%
2	Practical Nursing	92%	92%	92%	93%	94%
3	EMT Basic	-	-	-	46%	50%
4	Medical Asst	44%	66%	65%	90%	91%
5						

Job Placement Rates **

1	http://facstaff.necc.mass.edu/wp-content/uploads/2014/10/S3-GraduateFollow-up_ProgPosPlace-08_12.pdf					
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	
b	
c	

d	
e	
f	

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

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
--	---------------	---------------	--------------	-------------------------	---------------

Completion Rates *

1		Not Applicable			
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

Placement Rates **

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

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

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

NECC Graduate Follow-up Study: One Year After Graduation
Positive Placement by Program

Prog Code	Program Title	Positive Placement Rate					
		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
0100	Liberal Arts	100%	100%	97%	100%	100%	100%
0103	LA: Phys Ed/Recr Option	100%	100%	91%	100%	100%	
0104	LA: Creative Arts			100%		100%	
0106	LA: Journ/Broad Option	100%	100%	100%			
0107	LA: Music Option	100%					
0113	LA: Theatre Option		100%	100%			100%
0118	LA: Int'l Relations Option	100%		100%	100%		
0121	LA: Political Science Option		100%	100%	100%	100%	100%
0122	LA: History Option	100%	100%	100%	100%	100%	
0124	Paralegal Certificate	100%	100%	89%	100%	92%	88%
0127	LA: Physics Option	100%			100%		
0128	LA: Computer Info Sci Option	100%		100%			100%
0131	LA: Biology	100%	100%	100%	100%	100%	100%
0132	LA: Chemistry Option			100%			
0134	LA: Writing Option	83%		100%	100%	100%	100%
0135	LA: Legal Studies Option			100%			
0137	LA: Psychology Option	94%	100%	100%	100%	100%	100%
0138	Graphic Design: Desktop Pub Ct	100%	50%	100%	100%	67%	100%
0141	LA: Social Work Option	100%					
0143	LA: Philosophy Option	100%	100%	100%	100%	100%	100%
0144	Paralegal Career Option	100%	78%	100%	100%	100%	67%
0145	Paralegal Transfer Option	100%	100%	100%	100%	100%	100%
0147	Elementary Education (Day)	100%	100%	100%	88%	100%	100%
0149	LA:Journalism/Communication		100%	100%	90%	100%	88%
0155	Dance Education Certificate		100%	100%	100%	100%	67%
0156	LA: Physical Sciences Option					100%	100%
0180	General Studies	95%	98%	95%	96%	93%	89%
0181	Graphic Design	100%	82%	71%	78%	90%	100%
0182	Illustration	100%	100%	100%	100%	67%	100%
0191	General Studies: Visual Arts	100%	100%	100%	100%	50%	100%
0192	General Studies: Multi-Media		100%	100%	100%	75%	100%
0193	General Studies: Music Option		100%		100%	67%	100%
0194	General Studies: Dance Option		100%	100%	100%	100%	100%
0195	Music Technology Certificate					50%	
0196	GS:Phy Ed, Ex Sci, Sports Stu					75%	100%
0197	LA: Middle/HS Teaching Option			100%	100%	100%	100%
0200	Criminal Justice	100%	100%	93%	98%	92%	100%
0201	Early Childhood Ed	94%	95%	100%	93%	100%	95%
0209	Practical Nursing	91%	100%	92%	100%	100%	100%
0212	Radiologic Technology	100%	90%	100%	92%	100%	100%
0213	Nursing (Day)	100%	80%	91%	97%	97%	95%
0214	Respiratory Care	94%	100%	100%	100%	90%	100%
0217	Alcohol/Drug Abuse Counsel	100%	71%	80%	89%	90%	100%
0218	Dental Assistant Certificate	93%	67%	100%	100%	100%	100%
0220	Fire Protection & Safety Tech					100%	
0233	Nursing (Eve)	95%	95%	88%			
0234	Polysomnography Certificate	100%					
0235	Deafness Communication Certificate	100%					
0239	Law Enforcement	96%	100%	97%	97%	95%	93%
0245	Deaf Studies:Sign Lg Intr Opt	100%	100%	100%	100%	100%	100%
0246	Deaf Studies:Sign Lg Intr Cert	88%	100%	100%	100%	75%	100%
0247	Deaf Studies: ASL Studies Opt	100%	100%	100%	100%		100%
0249	Critical Care Nursing	100%		100%			
0254	Paramedic Technology Cert		100%	100%	100%	100%	100%
0255	Human Services	94%	100%	92%	100%	86%	100%
0256	Paramedic (EMT) Technology Cert					100%	100%

Prog Code	Program Title	Positive Placement Rate					
		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
0257	Computer Tomography (CT) Cert			100%	100%	100%	86%
0258	EKG Technician Certificate			83%	89%	89%	75%
0259	Medical Office Assistant Cert			100%	86%	94%	89%
0260	Medical Assistant (Day)	80%	93%	100%	100%	92%	92%
0261	Community Support Human Svcs	100%	100%	100%	71%	71%	100%
0262	Comm Support HS Pract Cert	100%	100%	100%	100%	100%	100%
0264	Sleep Technologist	100%	94%	89%	100%	67%	91%
0291	Phlebotomy Technician Certificate	100%	93%	85%	94%	86%	90%
0292	Phlebotomy Technician Certificate					100%	100%
0293	Healthcare Technician Cert					100%	96%
0300	Accounting	90%	91%	92%	88%	82%	95%
0308	Business Management	100%	100%	89%	95%	96%	100%
0311	Business Transfer	98%	100%	96%	98%	97%	100%
0319	Medical Transcription Cert			100%			
0326	Materials Management Cert				100%		
0338	Medical Billing Cert	75%	100%	100%	100%	100%	89%
0343	Bus Mgt:Hospitality Option	100%	100%	100%	100%	100%	67%
0344	Bus Mgt:Hospitality Cert	100%	100%		100%	100%	100%
0347	Medical Billing Cert (IH)						50%
0349	Coding Certificate	82%	100%	89%	86%		
0366	Bus Mgt: Healthcare Practice	100%	100%	100%	100%	100%	75%
0372	Bus Mgt: Computer Appl Option	100%	100%	100%	100%	100%	100%
0506	Electronic Technology		100%	67%	75%	100%	100%
0507	Engineering Science	100%	100%	100%	100%	100%	100%
0521	Computer Aided Drafting Cert	100%	100%	89%	100%	100%	100%
0526	CIS: Programming	100%					
0527	Elect Tech: Biomedical		100%				
0529	Electronic Equipment Tech Cert	100%	100%	94%	100%	100%	100%
0535	Computer Application Cert	83%	89%	85%	91%	93%	100%
0539	Web Page Design & Dev Cert	100%		100%	100%		100%
0544	Computer Networks Certificate	100%	100%	80%	100%	83%	100%
0546	Elect Tech:Computer System Opt			100%		100%	100%
0559	CIS: Information Technology	88%	86%	100%	92%	94%	100%
0562	Information Technology Fluency	92%	86%	67%	93%	93%	100%
0563	CIS: Applications Option		100%	100%	100%	80%	100%
0564	Computer Forensics Basic Cert		100%	50%		100%	100%
0566	Test B Elec Equip Tch-Raytheon						100%
0572	Help Desk Cert				100%	100%	100%
0574	Laboratory Science				100%	100%	100%
0662	Direct Support Certificate	100%					100%
0663	Direct Support Certificate	100%	100%	83%	100%	50%	
8100	Medical Coding						100%
8104	Nursing (ADN)						100%
8107	GS:Health Specialization						100%
TOTAL		96%	94%	94%	96%	94%	96%

Positive placement means that the graduate is either working, continuing their education or both. If the rate is null, there were no responses to the graduate survey or the program was not offered for that academic year.