

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>

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	<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>	

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				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.

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		<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>		

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				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>

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			<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>		

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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>

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			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>

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			<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><i>YES for predecessor program. Learning outcomes for new program to be developed in conjunction with 2017 review. Program assessments will commence after that.</i></p>					<p>Program new as of 2013 – Predecessor program – Liberal Arts: Computer and Information Science</p>

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						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>

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			<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>

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			<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>			

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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>

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			<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

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						<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.	<p>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.</p>	<p>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</p>	<p>More time has been given to class tutors. More emphasis has been placed on teaching students how to practice.</p>	<p>2012 <i>Next scheduled for 2018</i></p>

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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.	<p>Six critical skills, including technical and non-technical or soft skills, were identified via surveying lab</p>	<p>In addition to above program level general statement, the faculty interpret the</p>	<p>Because of issues brought up in externship supervisor surveys, we have added a one week on-campus pre-externship training to</p>	<p>2014 New program in 2009. <i>Next scheduled for 2020.</i></p>

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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.	Student writing samples were used to assess cross-disciplinary knowledge. Student essays from	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	2013 <i>Next scheduled for 2019.</i>

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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

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			were assessed using a rubric developed by program faculty.	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.	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.	Reviews not required going forward. Will be reviewed as part of Liberal Arts, or will become new program with review to follow.

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: 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.

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>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>

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)
			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.

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)
			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

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Nursing (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>

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>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.	Student products assessed include:	In addition to above	In order to improve student grammar and writing, the Program	2010 <i>Next scheduled for 2016</i>
Paralegal Studies: Transfer Option		See above.	• Drafts of complaints.	program level general	purchased an online	

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_prlgs_2013_paralegal_guidelines.authcheckdam.pdf</p>	
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	<p>that students have the appropriate technology skills to function in a legal environment. (G-302.G).</p> <p>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)</p> <p>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)</p> <p>9. The Program should add its policy on the transfer of legal specialty credits to the website. (G-302.I.6, G-501.A)</p> <p>10. The Program should continue to develop an organized plan to assess the effectiveness of the online format. (G-302.J.2.b.4.)</p> <p>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>		
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		<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.