

# **NORTHERN ESSEX COMMUNITY COLLEGE**

## **Program Review Year 2022 – 2023**

**Name of Program:**

### **Program Review Team Members**

**Name**

**Title**

**DATE:** \_\_\_\_\_

## **INTRODUCTION - BACKGROUND**

### **REGIONAL ACCREDITATION CONTEXT FOR PROGRAM REVIEW**

*NECHE Standard 2.7: The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings, student learning, and the student experience. Systematic feedback from students, former students, and other relevant constituencies is a demonstrable factor in institutional improvement.*

*NECHE Standard 4.6: The institution ... on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters.*

### **SCHEDULING OF PROGRAM REVIEWS**

The Office of the Vice President of Academic Affairs shall maintain a copy of the current schedule for programs to be reviewed, including the names of the person(s) designated as program review team leader(s). The schedule shall be developed in consultation with the Deans/ Assistant Deans, and shall be posted on the College's website.

### **FORMATION OF PROGRAM REVIEW TEAM**

**The team shall consist of a team leader and 3-5 other team members, as follows:**

#### **A. Faculty**

- I. If there are full-time faculty members in the program in addition to the designated team leader, then at least one should be included on the team.
- II. The team leader may include part-time/adjunct faculty on the team.
- III. The team leader is encouraged to include on the team, or just seek input from, faculty members outside the department/program/division if necessary.

#### **B. External Representative(s)**

- I. At least one Advisory Committee member or other external content expert
- II. Programs are encouraged to include faculty from other institutions, particularly those with which the program articulates or directs transfers.

Programs are encouraged to present relevant findings from the Program Review to the program's Advisory Board upon completion of the review.

## SUGGESTED TIMELINE FOR PROGRAM REVIEW PREPARATION

NOTE: The program review calls for the insertion of the program's Curriculum Map and Core Skills Audit Sheet. These documents will be very helpful in addressing many sections of the program review report.

Date	Activity
Feb. 18 2022	<b>Inform/:</b> A representative from the Office of Academic Affairs confirms schedule with the Deans and/or Assistant Deans of the programs scheduled for program review (due March 1 of the following year). Deans and/or Assistant Deans designate a team leader to run the program review process.
Mar. 4 2022	<b>Orientation:</b> All program review leaders, their supervisors, a representative from the Office of the Vice President of Academic Affairs, and a representative from Institutional Effectiveness attend an orientation meeting.
Spring/ Summer 2022	<b>Assemble team/Begin meeting:</b> Team leader identifies members of the team and determines which program review template is applicable, depending on accreditation status.
Spring/ Summer 2022	<b>Develop and/or review the program's mission statement and program outcomes.</b> Team leader may need to communicate with others who are doing assessment work.
Spring/ Summer 2022	<b>Develop, review and/or revise curriculum map.</b>
Fall 2022	<b>Request data:</b> Team leader requests necessary data from IRP ( <i>see below</i> ); determines what information is necessary to gather from Dean and other faculty.
Fall/Winter	<b>Complete Program Review document.</b>
Jan. 20, 2023	<b>Submit</b> for Program Coordinator/Department Chair review.
Feb. 17, 2023	<b>Submit</b> for Dean/Assistant Dean/Director review.
March 17, 2023	<b>Submit</b> for Vice President of Academic Affairs review.
May 5, 2023*	<b>Presentations</b> at Annual Program Review Summit. *Tentative Date
May 5, 2023	<b>Deliverables provided to Vice President of Academic Affairs</b> (electronic copies of program review document and of summit presentation).
May 12, 2023	<b>Program review documents posted to website.</b>
June 9, 2023	<b>Dean/Assistant Dean provides written update</b> on progress on program review action plan to Vice President of Academic Affairs.

## INSTRUCTIONS FOR OBTAINING DATA FOR PROGRAM REVIEW

### Appendix 1: Assessment Documents

In Appendix 1, you must attach the program's *Core Skills Audit Sheet* (Associate's degree only) and *Curriculum Map*. Programs are required to keep these documents up to date. Please consult the person(s) responsible for Assessment in your program.

## **Appendix 2: Charts 1-2**

*Chart 1: Faculty Resources* asks for the names and ranks of all faculty members in your program, and the number of credit hours they taught in the last full academic year. You are responsible for compiling this information, or designating someone in your department to do so.

The team leader should send a blank version of *Chart 2: Faculty Credentials* to all faculty in the program for faculty to fill out and return.

## **Appendix 3: Chart 3-5**

The Office of Institutional Effectiveness has set up an automated dashboard for Program Reviews. It will show data for completing Charts 3-5 (Student Demand; Retention, Graduation, and Transfer; and Student Demographics).

Access the dashboard here and select the program from the dropdown menu:

<https://tableaupub.mass.edu/t/NECCDecisionSupport/views/ProgramReviewData/ApplicationsGraduatesandTransfers>

## **PROGRAM REVIEW**

### **SECTION I: ACCREDITATION/ APPROVAL/ CERTIFICATION**

*If your program has external (specialized) programmatic accreditation, approval or certification, you must submit the Program Review Document for Programs with External Accreditation/Approval/Certification.*

**A. Is there an external accrediting, certifying, or approval organization relevant to your program from which you are not currently receiving accreditation, approval or certification?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, skip to Section II.**

**IF YES, please complete items 1 through 3 below.**

1. What is the name of this external organization?

2. What status can your program receive from this organization?

Accreditation \_\_\_\_ Certification \_\_\_\_\_ Approval \_\_\_\_\_

3. Are you intending to apply for accreditation, certification, or approval from this organization?

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, please explain, then go to Section II.**

**IF YES, please complete items 4 through 7 below, then go to question II**

4. Why are you intending to apply for accreditation, certification, or approval?

5. When are you intending to apply and why?

6. Are there any specific resources you will need when you go through the accreditation, certification, or approval process that you do not currently have? If yes, please describe.

7. If applicable, please provide information about any additional questions, concerns, etc. you may have with respect to your intention to apply for accreditation, certification, or approval.

## SECTION II: MISSION AND PURPOSES

*NECHE Standard 1.4: The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.*

*NECHE Standard 1.1: The mission of the institution defines its distinctive character, addresses the needs of society, identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future. The institution's mission provides the basis upon which the institution identifies its priorities, plans its future, and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.*

**A. The program's mission statement is as follows:**

**B. Describe the process through which faculty review and update the program mission, including the date it was last reviewed.**

**C. Describe how this program facilitates the accomplishment of two or more of the College's Core Values.**

- **Student Engagement:** We are committed to fully engaging our students as active learners by providing a diverse range of educational experiences.
- **Collaboration:** We are committed to developing productive, collaborative relationships within the college and among our various constituencies in the greater Merrimack Valley.
- **Personal and Professional Growth:** We are committed to the personal and professional growth of faculty, staff, and students alike. We believe that lifelong learning is essential to the personal enrichment and professional growth of each individual.
- **Respect:** We are committed to fostering mutual respect that enables faculty, staff, and students to grow and work together in a supportive environment of shared governance, open communication, and fairness.
- **Culture of Inclusion:** 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.

- **Access and Opportunity:** We are committed to providing affordable access to educational opportunity.
- **Excellence:** We are committed to a high standard of educational excellence in teaching and learning. Nothing less than the best will do for and from our students and ourselves.

(For more information, go to: <https://www.necc.mass.edu/discover/mission-statement-core-values/>)

### **E. Describe how this program satisfies or is consistent with one or more of the College's Strategic Goals:**

**Goal: Academic Innovation:** Maximize NECC's innovative spirit by creating equitable teaching and learning experiences to increase student success.

**Goal: Community Impact:** Build upon partnerships with community and industry to address pressing societal and workforce needs and build upon the mission of the college.

**Goal: Assessment and Informed Improvement:** Develop and implement an iterative approach to assessment that fosters a campus-wide culture of ongoing improvement based on data.

**Goal: Student Support:** Improve student support services through a holistic approach that removes barriers to enrollment and achievement.

**Goal: Employee Excellence:** Strengthen the college's human assets by promoting a culture of employee excellence.

(For more information, go to: <http://facstaff.necc.mass.edu/vision-and-planning-initiatives/strategic-planning/necc-2020/>)



### **SECTION III: PROGRAM POLICIES AND PROCEDURES**

*NECHE Standard 4.3 Programs leading to degrees or other awards have a cohort design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning. Coherence is demonstrated through learning goals, structure, and content; policies and procedures for admission, retention, and completion; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement.*

**A. List any specific program policies and procedures, and comment on the rationale for any differences from institutional policies and procedures.**

*(Programs may need to develop specific policies and procedures related to the day-to-day operation of the specific program [e.g., to establish the parameters for clinical education experiences]. When there are specific program policies and procedures, these policies and procedures should be consistent with those of the institution. Differences between program-specific policies and institutional policies should be described within the context of the program.)*

**B. Describe what the program does to assure that all students in the program receive copies of current program-specific policies and procedures, relevant information about the program, and information about the institutional policies and procedures.**

**C. Describe how the program defines “student success.”** *(For example, if the program facilitates student transfer, and students do indeed transfer, does this meet the program’s definition of success?)*

## SECTION IV: CURRICULUM

*NECHE Standard 4.3 Programs leading to degrees or other awards have a cohort design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning. Coherence is demonstrated through learning goals, structure, and content; policies and procedures for admission, retention, and completion; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement.*

**A. Describe the curriculum, and discuss how it is an organized, sequential series of courses that progress from simple to complex learning.** *(You may use the same format used in the NECC Academic Catalog.)*

**B. Describe the review and revision processes used by the program to assure that the curriculum meets the needs of students and graduates. Include discussion of the mechanisms that allow input into these processes from (1) employers of program graduates and (2) schools to which students transfer (if applicable).**

**C. For Associates degree programs only: Attach a copy of the program's Core Skills Audit Sheet. Does the curriculum provide adequate opportunities, including a sufficient number of courses, to allow students to meet Core Skill Intensive course requirements for graduation? If not, please explain. (Master list of core skills intensive courses is available on the NECC Faculty & Staff website: <http://facstaff.necc.mass.edu/wp-content/uploads/2016/03/CORE-SKILL-INTENSIVE-COURSE-DESIGNATIONS-List-Updated-3-2016.pdf>)**

**D. When was the Core Skills Audit Sheet last updated?**

**E. How does the curriculum contribute to the student accomplishing program specific learning outcomes, as detailed in the program's Curriculum Map in Appendix 1?**

## **SECTION V: PROGRAM RESOURCES – FACULTY**

*NECHE: Standard 6.3: The preparation and qualifications of all faculty and academic staff are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials.*

NOTE: For Questions A – C, please consult Chart 1: Faculty Resources.

**A. Discuss the number of full-time faculty assigned to the program with respect to its adequacy to complete all activities associated with maintaining a high-quality educational program.**

**B. Indicate the percentage of faculty that are full-time, as well as the percentage of credit hours taught by full-time faculty.**

**C. Discuss how the percentage of full-time faculty, both in terms of numbers and credit hours taught, impacts the program.**

**D. Attach a copy of Chart 2 for each faculty member: full-time, part-time, and DCE. (Note: Each individual faculty member should complete his/her own chart and submit it to the Program Coordinator or designee.)**

## **SECTION VI: PROGRAM RESOURCES – CLASSROOMS AND LABORATORIES, INSTRUCTIONAL TECHNOLOGY, LIBRARY/ LEARNING, AND FINANCIAL**

*NECHE Standard 4.4* The institution offering multiple academic programs ensures that all programs meet or exceed the basic quality standards of the institution and that there is a reasonable consistency in quality among them. *The institution provides sufficient resources to sustain and improve its academic programs.*

*NECHE Standard 7.21:* *The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic program are offered. It devotes sufficient resources to maintain and enhance its information, physical, and technological resources.*

*NECHE Standard 7.22:* *The institution provides access to library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate.*

*NECHE Standard 7.24:* *The institution's physical and electronic environments provide an atmosphere conducive to study and research.*

**A. Discuss whether the college provides classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.**

**B. Describe the instructional technology required to support the program's curriculum plan. Discuss whether the current instructional technology is of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.**

**C. Discuss whether the program has access to library and related learning resources adequate to support the curriculum plan and to provide an environment conducive to effective teaching and learning.**

**D. Discuss whether the program’s financial resources are adequate for the program to achieve its stated mission.**

## **SECTION VII: STUDENTS**

*NECHE Standard 5:1: The institution that enrolls multiple student bodies, by degree level, modality, location, or other variables, ensures that it meets the expectations set forth in this Standard for each of its student bodies.*

*NECHE Standard 5.6: The institution demonstrates its ability to admit students who can be successful in the institution’s academic program, including specifically recruited populations. The institution’s goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services.*

*NECHE Standard 8.6: The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment. The institution ensures that information about student success is easily accessible on its website.*

***IF THE PROGRAM HAS DATA FROM A PREVIOUS REVIEW OR REPORT, COMPARE WITH CURRENT DATA, AND DISCUSS ANY CHANGES.***

*NOTE: For questions A-D, please consult Charts 3-5, provided by the Office of Institutional Effectiveness via a self-service dashboard. (Please see instructions on page 3.)*

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**A. Analyze and discuss the data in Chart 3: Student Demand, included in Appendix 3.**

**B. Analyze and discuss student program completion and transfer, referring to Chart 4: Retention, Graduation and Transfer in Appendix 3.**

**C. Analyze and describe the demographic characteristics of students enrolled in program, referring to Chart 5: Student Demographics in Appendix 3.**

**D. Describe the program policies, procedures, and practices that are in place related to student retention. Discuss how they are implemented. Comment on their effectiveness. (Refer to Chart 4: Retention, Graduation and Transfer in Appendix 3.)**

## **SECTION VIII: CONTENT EXPERTS**

*NECHE Standard 4.6:* ... The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters.

**A. Does the program have an Advisory Committee?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, skip to B.**

**IF YES, please complete items 1 through 3 below, then go on to Section IX.**

1. Insert the roster of Advisory Committee members. (Contact Academic Affairs office for current roster.)

2. Report the schedule of meetings for the past three years, or as many as available if the Advisory Committee has been meeting for less than three years.

3. Describe the role the Advisory Committee plays in providing guidance about best practices and current trends of the field/profession.

**B. Does the program have any plans to develop an Advisory Committee?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**IF NO, explain how the program receives an external perspective from content experts.**

**IF YES, please detail below.**

## **SECTION IX: PROGRAM LEARNING OUTCOMES AND ASSESSMENT**

*NECHE Standard 2.1:* Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and include external perspectives. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts.

*NECHE Standard 4.2:* The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.

*NECHE Standard 8.3:* Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff.

**A. Develop, or review if previously developed, the program's learning outcomes. Attach the Curriculum Map in Appendix 1.**

**B. If the program outcomes are newly developed, and/or if no assessment activities related to the learning outcomes have taken place, discuss the plan to assess these outcomes in the coming year.**

**C. If program outcomes had previously been developed and/or assessment activities related to the learning outcomes have taken place, summarize these activities, what was learned from them, what action plans were developed, what actions have been implemented, and what the results of these implementations have been.**

**SECTION X: PROGRAM PARTNERSHIPS, EXTERNAL AGREEMENTS,  
AND AFFILIATIONS**

**A. Describe any partnerships, activities or agreements with area high schools and/or four-year colleges.**

**B. Describe any partnerships, activities or agreements with business and industry, including clinical sites, internships, practicums, service learning, and volunteer work.**



**SECTION XI IS ONLY APPLICABLE TO CERTIFICATE PROGRAMS AND ASSOCIATE'S DEGREE CAREER PROGRAMS. FOR TRANSFER PROGRAMS, SKIP THIS SECTION.**

## **SECTION XI: GRADUATE EMPLOYMENT**

*NECHE Standard 8.6:* The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment. The institution ensures that information about student success is easily accessible on its website.

*Note: You may use any source available to you to answer the questions in this section, including, but not limited to, any information on graduates' job placements that your program may gather, the Bureau of Labor Statistics, and the Occupation Profiles available at [careerinfonet.org](http://careerinfonet.org).*

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**A. Please comment on the employment opportunities of recent program graduates. Indicate the source(s) of this information.**

**B. Please comment on employer satisfaction with program graduates. Indicate the source(s) of this information.**

## **SECTION XII: SUMMARY – PROGRAM STRENGTHS**

**A. Please review each section of the Program Review, and, based on the information you have provided, describe the program’s most significant strengths (citing the relevant Program Review section).**

## **SECTION XIII: SUMMARY – PROGRAM CHALLENGES AND AREAS FOR IMPROVEMENT – ACTION PLANS**

**A. Please review each section of the Program Review, and, based on the information you have provided, describe the program’s most significant challenges and areas for improvement, and describe any recommendations for actions to address those challenges (citing the relevant Program Review section).**

## SECTION XV: RESOURCES REQUESTED

If any specific resource needs were identified in this program review, and included in SECTION XIV Action Plan(s), please list these resources below, indicating for each whether the type of resource needed is Equipment, Personnel, Space, or Other. If applicable and known, provide vendor and estimated cost information.

SECTION	RESOURCE NEED	TYPE OF RESOURCE	VENDOR/ ESTIMATED COST

## REVIEW SUBMISSION

<b>PROGRAM:</b>	
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Submits this Program Review document in fulfillment of the NECC requirements for a comprehensive and systemic review of each academic program.

<b>Individual Responsible for Completing the Program Review</b>	
Name:	Title:
Signature:	Date:
<b>Program Coordinator</b>	
Name:	
Signature:	Date:
<b>Department Chair (if appropriate)</b>	
Name:	Title:
Signature:	Date:
<b>Assistant Dean/Director (if appropriate)</b>	
Name:	Title:
Signature:	Date:
<b>Dean of Division</b>	
Name:	Title:
Signature:	Date:

## **APPENDICES**

### **APPENDIX 1**

**Core Skills Audit Sheet  
Curriculum Map**

### **APPENDIX 2**

**Chart 1 – Faculty Resources  
Chart 2 – Faculty Credentials**

### **APPENDIX 3**

**Chart 3 – Student Demand  
Chart 4 – Retention, Graduation and Transfer  
Chart 5 – Student Demographics**