

Option E1: Part a. (Examples of) Inventory of Educational Effectiveness Indicators*

*The table below provides examples of assessment work for programs without external accreditation. More detailed reports can be found in the tables that follow this summary table. Assessment results for programs with external accreditation are found in Table E1: Part B.

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:	Yes	2012-2013 College catalog; http://www.mcc.commnet.edu/about/			College-wide learning goals were developed in 2008 and have been used in the development of General Education outcomes and co-curricular outcomes.	
For general education if an undergraduate institution:	Yes	MCC College Catalog	General Education outcomes at Manchester Community College have historically been assessed when each discipline undertakes a discipline review, scheduled every five years. In addition, many departments participated in departmental assessment projects during 2009-2011. These assessments are reported below. As discussed in Standard 4, new General Education outcomes and assessments have been approved and will be implemented beginning in Fall 2012.			
		<i>Mode 1: Arts Learning</i>	Quizzes, artistic projects, films, group work,	Department faculty;		

		<p><i>Outcomes</i></p> <p>performances, papers, critiques, Final performance and art projects (on display at Winter and Spring Arts Festivals) Department-wide critique of advanced student work</p> <p><u>Example from Drawing I:</u> Students were assessed for ability to clearly identify, apply, and integrate compositional elements into their art.</p>	<p>Discipline review every five years with external perspective.</p>	<p><u>Example from Drawing I:</u> Visual Fine Arts faculty first had to work together to decide on common terms and concepts for <i>Elements of Art</i> and <i>Principles of Design</i>. These were identified and incorporated into all Drawing I courses as well as in Two-Dimensional Design.</p>	
		<p><i>Mode 2: English</i></p> <p>Essays of approximately 1750 words (about 7 pages) as well as shorter responses and essays</p> <p>A common assignment for English Composition was piloted in several sections and student writing samples were collected and analyzed.</p>	<p>Department faculty; Discipline review every five years with external perspective.</p>	<p>The outcomes were used to develop the common assignment for English 101 that will be used in the new General Education core.</p>	

		<p><i>Mode 3: Humanities</i></p>	<p>Exams, quizzes, writing assignments, research papers, case studies, group projects, speeches, etc.</p> <p><u>Example from Public Speaking</u> Student speeches (short, 1-2 minute speeches to inform) were assigned early in the semester and at the end of the semester to measure improvement as a result of the concepts learned in the Public Speaking course.</p> <p><u>Example from Foreign Languages:</u> Oral exams in foreign language. Education is oral communication. The two sides of communication in the target language are the aptitude to comprehend the spoken language and the capability to produce speech which can be understood by a native speaker. In testing these two skills it is necessary to assess several aspects of student learning, and to evaluate all students with the</p>	<p>Department faculty; Discipline review every five years with external perspective.</p>	<p><u>Example from Public Speaking</u> A common grading rubric was developed from input of department instructors; more attention is being given to the development of a central message for each speech and the organizational pattern for student presentations</p> <p><u>Example from Foreign Languages:</u> Incorporation of a video component earlier in the semester that can help students understand. The video on the internet has an English track, a French track (or Spanish) and the option of no track. Using this can accustom the student to spoken language; encourage students to listen to the audio more; and avoid reliance on the written</p>	
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			same standards. These standards must be effective in determining if the course has enabled the students to acquire the competencies necessary to master the challenge in speaking a foreign language.		word in class.	
		<i>Mode 4: Mathematics</i>	Math department faculty conducted an assessment to determine how well students “transfer knowledge” from a pre requisite course to a subsequent mathematics course, in particular, the concept of slope. This concept is one of the core topics in all of mathematics and the sciences. Slope is initially explored in beginning algebra and resurfaces continually in every mathematics course through the calculus sequence. It is a fundamental topic for understanding these fields of study and forms the groundwork for both theoretical and application usages of mathematics.	Department faculty; Discipline review every five years with external perspective.	Based on the results we are trying to embed slope throughout every course along with an emphasis on recognition of what the independent and dependent variables are.	

		<i>Mode 5: Natural and Physical Sciences</i>	<p>Science faculty assessed the following 3 specific questions:</p> <ol style="list-style-type: none"> 1. Can the student identify a hypothesis based on observations? 2. Can the student identify the variables being studied? 3. Can the student draw conclusions from experimental data? <p>A common rubric was used for all classes in a pre-test (before taking the class) and as a post-test (after taking the class).</p>	Department faculty; Discipline review every five years with external perspective.	The students were most successful in identifying the hypothesis and least successful at identifying the variables. This data does align with assessments of student's performance during experimental labs and students written lab assignments and lab reports indicating that this is probably a valid method for assessing this learning outcome. In the future it would be beneficial to find other teaching methods that help students learn to accurately identify the variables involved in a scientific experiment.	
		<i>Mode 6: Social Sciences:</i>	<p>Exams, quizzes, writing assignments, research papers, case studies, group projects, oral presentations, community engagement work.</p> <p><u>Example from psychology</u> Students are assessed for ability to understand fundamentals of research in psychology (APA, 2007, Goal 2) across multiple sections of an introductory psychology</p>	Department faculty; Discipline review every five years with external perspective.	<p><u>Example from psychology</u> The department offered 48 sections of introductory only half of which are taught by full-time faculty members. Psychology faculty initially identified the strategies full- and</p>	

					more detailed rubrics, assignment instructions etc).	
2. Accounting and Business Administration Transfer, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).	2008
3. Administrative Assistant, Legal Option, Business Office Technology, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	<i>Basic Portfolio Project:</i> In our required first-semester course, BOT 111-Keyboarding for Information Processing I, a <i>Basic Portfolio</i> is prepared by all students. There are four business communications required in this project: one standard block-style business letter, one interoffice memorandum, one unbound report and an email. During the course of the semester, students construct multiple iterations of these four	<i>BOT Faculty-Collaborative Evaluation Process:</i> At the end of the spring 2011 semester, BOT faculty across all sections met for a collaborative evaluation of both each <i>Basic</i> and <i>Comprehensive Portfolio</i> and uses a standardized rubric for uniform assessment.	Currently, both portfolios (Basic and Comprehensive) are compiled using word processing software and then submitted in a paper-based format. During the fall semester of 2011, this portfolio will be transmitted to an electronic portfolio (e-portfolio) or web-based tool allowing students to showcase their skills to others (i.e. potential employers) upon	2009

			business communications, receive feedback, edit, and compile their highest quality samples for submission into their Basic Portfolio.	Also, during the spring 2011 semester, full-time and adjunct faculty across all sections of BOT 111 and BOT 112 met to discuss a common outline of topics that will be covered in each course, thus ensuring uniform learning outcomes for all students, regardless of the instructor.	completion of the program. Use of Google Apps tools will be used as a student repository of artifacts that were created during the Comprehensive Portfolio Project in BOT 112. Also, during the spring of 2011 and fall of 2011, our faculty team reviewed traditional paper-based “business communications, and identified that “standard” types of business communications includes electronic types; therefore, we will continue to add these new forms of communication across the BOT curriculum (e.g. emails, blogs, social media, etc.)	
4. Administrative Assistant, Medical Option, Business Office Technology, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Numerous office tasks, individual and group projects are assigned across multiple required courses which are evaluated by BOT faculty using task-specific rubrics.	During the fall of 2009, BOT faculty took part in a Self-Study where the Review Team determined that current business procedures needed to better reflect the advanced technologies that	During the fall of 2010, a new required course, BOT 220 Computerized Communication, was added to this degree program. This course teaches students how to use personal information management software (i.e., email, electronic calendars/contacts),	2009

				are used to perform office procedures in today's workplace. One void in curriculum identified was with respect to email, electronic calendars, speech recognition, and web conferencing.	speech recognition technology, and web conferencing tools.	
5. Administrative Assistant, Office Option, Business Office Technology, A.S.		MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	<p>Various projects across multiple required computer applications courses. Projects include:</p> <ul style="list-style-type: none"> o Hands-On Labs o Software Simulations o Integrated Projects and Capstones <p>Faculty use MyITLab and SimNet, online assessment tools, to measure student learning in all of our computer applications courses. Learning modules and assessments are developed for students using a live in-the-application project grading tool. Once students submit the project, they receive immediate grading and detailed</p>	<p>a. During the fall of 2012, one section of CSA 105 will not use the online assessment tool (MYITLAB) and students will be given the same assessment as those sections integrating the tool.</p> <hr/> <p>b. Employers, members of our advisory board, and alumni have suggested further</p>	<p>a. IMT faculty will compare and contrast the use of online assessment tools vs. the traditional approach to teaching software skills to answer the question, "Does MYITLAB improve student learning?" Once all assessment data has been analyzed, the IMT faculty team will determine whether the online assessment tool, MYITLAB, is improving student success in our software applications course.</p> <hr/> <p>b. In the spring of 2012,</p>	2009

			feedback.	development of curriculum in the area of spreadsheet applications.	CSA*135, an intermediate/advanced level spreadsheets course, has been added to this degree program to help students remain competitive in an increasingly technological workplace.	
				c. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies.	c. During the fall of 2010, CST 114 Web Essentials was added to this degree program. This course teaches students to navigate through current web technologies such as Web 2.0 and cloud computing, apply advanced search techniques for research purposes, create a basic web page using a web authoring program, and apply these skills to the workplace or their career disciplines.	
6. Business Administration Career, A.S.	Yes	MCC Catalog and http://www.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student	2008

		mcc.commnet.edu/academic/degrees/	output.		achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).	
7. Communication, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Oral presentations delivered in class	A rubric has been developed by faculty that is shared among all Public Speaking faculty. Presentations are critiqued by both faculty and students.	This rubric was being piloted in 2010 and 2011 and instructors are now able to utilize it.	2010
8. Computer Engineering Technology, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	The students have examinations, quizzes, homework assignments and projects that require them to design, develop and write programs in C++.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects. The students are typically required to follow a coding standard.	The C++ programming sequence was streamlined, 2 courses replacing 3, in order to reduce time students are spending in program without removing relevant content from the courses. This was done by removing outdated approaches to computer programming design and development from the	Scheduled 2012

					original three courses.	
9. Computer Game Design Option, Multimedia Studies, A.A.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	<p>Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work includes printed matter from computer graphics classes, storyboards from video and animation classes, website design plans, as well as games produced for class projects. The development of a portfolio is a necessary step for anyone seeking employment in game design.</p> <p>NOTE: this process of general portfolio development and review is a new concept that has been suggested as a result of a departmental self-study that reached completion in the spring 2011 semester. Although students have been encouraged to create portfolios for many years the notion that a portfolio would be reviewed by someone other than a class instructor is a new one.</p>	<p>The general portfolio would be reviewed by 2 members of the multimedia faculty in the same term that a student applies for graduation and would be an opportunity to offer a student a last chance to receive advice and guidance with their future plans.</p> <p>It is also suggested that a collection of student work would be reviewed (possibly at the end of each term) by the members of the program advisory committee. The intention would be to receive ongoing guidance for the program from members of the</p>	<p>The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are themselves the changes that are being made to the program as a result of the claims made under item 1.</p> <p>The implementation of this new process is scheduled for spring 2011. Portfolio criteria have been developed using input from all program faculty.</p> <p>It should also be noted that the MCC game Design Option is a fairly new program that was first offered in fall 2009</p>	Option approved in 2008; Multimedia Studies program reviewed in 2011

				professional field that serve on the advisory committee.		
10. Computer Network Technology, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Three assessment tools are used: 1) CSC*125 end of semester programming project. 2) CSC*215 beginning of semester in class assessment of understanding of individual logic constructs. 3) CSC*215 end of semester computer game programming project. (A fourth assessment tool is being designed for CSC*124.)	Department chair designs common assessments to be used in all sections. Results are analyzed by individual instructors and reviewed by department chair.	Results from all three assessment projects have led to a change in the order in which individual topics are covered within a specific course. For instance, functions are covered earlier in CSC*125 and OOP is covered earlier in CSC*215. Assessment projects have also proved to be useful in increasing student engagement.	2010
11. Computer Programming Technology, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Four assessment tools are used: 1) CST*237 and CST*238 students take a 14 page assessment to measure their retention of networking and computer system concepts. 2) CST*237 students use powerful classroom workstations to build, test and troubleshoot virtual LAN/WAN networks. 3) CST*238 students use powerful classroom workstations to build, test	CST*237/CST*238 course instructor reviews assessments and shares results with CST*131 prerequisite Computer Networking Theory course.	The network theory component was increased for both the network theory and system administration courses - custom network theory tutorials were written, custom homework assignments were written, and custom virtual lab work was designed to reinforce networking concepts. Additional lab time is provided outside of class to allow students to practice	2010

			and troubleshoot virtual operating systems providing services such as IIS, DHCP, NBNS, WINS, DNS, and AD. 4) Students apply networking and system administration concepts to the running of the Computer Share and Repair Club. Computer networks are built in order to push out images to computers which are being rehabilitated before being distributed to students.		computer system skills. Students are provided free software to install on their personal computers with which to practice limited versions of in class laboratory exercises. Networking and system administration instructors provide support to students running the Computer Repair and Share Club.	
12. Computer Science, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	In the introductory courses the students are questioned on various computer technologies, on quizzes, exams, homework, and projects.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Have changed books in Digital Electronics, Analog Electronics, and Microprocessor Assembly Language courses in order to keep pace with technology, and improve student understanding and retention of material.	Scheduled 2012
13. Computer Technology, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Hands on lab where all students disassemble and reassemble a PC completely. Each student is allowed to practice as many times necessary until showing mastery of computer components purpose and physical identification.	Faculty one on one with each student during lab time.	Perkins Grants to buy latest form factor parts to keep students up to date with current technology components.	2010
14. Criminal Justice, A.S.	Yes	MCC Catalog and	As a result of prior E-Series analysis, this new program	The full-time faculty of the	Previously, the criminal justice program had 11	2003; scheduled

		http://www.mcc.commnet.edu/academic/degrees/	goal was created. The Department plans to assess this goal through the use of a special test designed to evaluate this knowledge area and administered to upper level students in the criminal justice program.	criminal justice department will interpret the evidence. For each learning goal, a specialized test will be created that is specifically designed to evaluate knowledge of the claimed goal. A rubric will be created to assess success and tests will be graded according to the rubric.	learning outcomes that were determined to be outdated and un-assessable. As a result, the four learning outcomes on this document were created.	2012
15. Culinary Arts, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques.	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	A product evaluation form has been recently added to aid on the student understanding of the evaluations.	2011
16. Drug and Alcohol Recovery Counselor (DARC)	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	-Tests -Classroom and homework assignments, role plays -Internship experience would allow for in-class experience to transfer to the clinical setting and be reported by site supervisor in weekly	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly		Scheduled Spring 2012

			progress reports.	progress reports		
17. Disability Specialist, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/			Revision of the learning outcome into more measurable terms. New learning outcome: <i>Discuss how children and adults with disabilities have unique abilities rather than limitations.</i> The Disability Specialist Advisory Committee approved the change on 10/13/2011. The change will go before the Social Science and Hospitality Division and Curriculum Committee as an Item of Notification at the November meetings.	2008
18. Early Childhood Education, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Formal written observations of children, teachers, and the learning environment, a teacher research article based upon student observations, and a formal child observation portfolio will be used as evidence in ECE 101, 103, 224, and 295.	Course instructors interpret evidence. Rubrics that match the National Association for the Education of Young Children (NAEYC) Standards are used to evaluate teacher research article and student teaching professional	The revisions of observation reports and rubrics have been made and used. More emphasis will be placed on the interpretation, analysis, and explanation of the objective observation.	NAEYC Accreditation in progress

				portfolio.		
19. Engineering Science, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students must demonstrate application of MATLAB and LabVIEW in engineering classes on homework, and in class assignments.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Added MATLAB and LabVIEW to engineering courses to provide students with common tools used in industry and at baccalaureate engineering programs.	Scheduled Spring 2012
20. Entrepreneurship Option, Business Administration Career, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc).	2008
21. Environmental Science, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students complete a laboratory activity involving the retreat of the Nisqually River Bridge on Mount Rainier. Ecology Field Studies project.	Evaluated by faculty in GLG* 121. Evaluated by faculty in BIO* 173.		Program approved 2008
22. Foodservice Management, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students plan, cater and produce a meal for a client	Chef instructors and laboratory manager interpret	Grade assessment sheet has been upgraded to rubrics providing more	2011

		mcc.commnet.edu/academic/degrees/	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity are completed in HR areas	outcomes. Client/student interaction is evaluated by the Chef. Chef instructors and laboratory manager interpret outcomes. Projects and, group analysis is evaluated	precise outcome assessment. Classes were recently upgraded to include more group and hands on problem solving	
23. General Studies, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/			As a result of a cross-discipline program review, learning goals have been revised.	Scheduled Spring 2012
24. Graphic Design, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work includes printed matter from computer graphics classes, illustration work, various graphic design examples (such as logo work, typography, and page layout), and website plans produced for class projects. The development of a portfolio is a necessary step	The general portfolio would be reviewed by 2 members of the graphic design faculty in the same term that a student applies for graduation and would be an opportunity to offer a student a last chance to receive advice and guidance with their future plans.	The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are themselves the changes that are being made to the program as a result of the claims made under item 1. The implementation of this new process is scheduled for spring 2011. Portfolio criteria have been developed using input from	2011

			<p>for anyone seeking employment in the graphic arts.</p> <p>NOTE: this process of general portfolio development and review is a new concept that has been suggested as a result of a departmental self-study that reached completion in the spring 2011 semester. Although students have been encouraged to create portfolios for many years the notion that a portfolio would be reviewed by someone other than a class instructor is a new one.</p>	<p>It is also suggested that a collection of student work would be reviewed (possibly at the end of each term) by the members of the program advisory committee. The intention would be to receive ongoing guidance for the program from members of the professional field that serve on the advisory committee.</p>	all program faculty.	
25. Health and Exercise Science, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Term papers, group presentations and class reports Health Evaluation Paper— (Students analyze food/exercise data of a subject and make recommendations)	<p>Evaluated by faculty in HPE* 102, SSC* 110, HPE* 217, HPE* 240 and HPE* 242</p> <p>Evaluated by faculty in SSC* 110</p>	None (FT faculty member retired in 2011)	
26. Hotel-Tourism Management , A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity	Chef instructors and laboratory manager interpret outcomes. Projects	Classes were recently upgraded to include more group and hands on problem solving	2009

		t.edu/academic/degrees/	are completed in HR areas	and, group analysis is evaluated		
27. Journalism Option, Communication, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students will write a variety of news stories mirroring the types of assignments that journalists typically cover for print and the web. Additionally, all students will write several stories for the college paper, <i>The Live Wire</i> .	Faculty, all of whom are, or have been professional journalists, review stories. The Associated Press Stylebook is used as a text in order to ensure professional standards are met.	As journalism becomes increasingly tied to the internet, writing for the internet and using the internet for research has been integrated into the curriculum.	2010
28. Liberal Arts and Sciences, A.A and A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/			Outcomes are assessed as part of the discipline review process.	Scheduled 2012-2013
29. Management Information Systems, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	All MIS students take the Project Management Course and propose an 8 week group project with a “real sponsor”. Some of these projects are community service projects. The class selects between 3-4 projects to complete using PM tools and techniques and processes.	IMT Faculty, Outside Project Sponsor, use project deliverables produced by the teams and the Lessons Learned reports to evaluate the PM course.	The students must write a 3-5 page lessons learned document evaluating what they learned during the project and what they learned from the course. Based on this feedback the course has been improved each semester. Project communications, and project scope development are two areas that students struggled with during the	2010

					project execution and content has been refined in these areas.	
30. Manufacturing Engineering Technology, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	As part of the program students are required to design and build a prototype of a product.	Course instructor, program coordinator, Engineering and Technology Department	Acquired 3-D printer to support rapid prototyping.	Scheduled Spring 2012
31. Marketing, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Marketing: Each student as a member of a team creates and presents a marketing plan to the class. Principles of Advertising: small teams create and present promotional plans to the class.:	Both the instructor and 2-3 students use a rubric to evaluate all aspects of the plan presentation. This feedback is given to the students. At the end of the presentation, students ask questions and offer oral feedback about what worked and where there were problems.	1. Materials describing the projects have been revised to be more specific and to include a rubric. 2. Self and team evaluations are handed in by each student as an opportunity for reflection and self-reflection. 3. Instructors start the project earlier in the semester and work with teams in class as an advisor.	2008
32. Multimedia Studies, A.A.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work	The general portfolio would be reviewed by 2 members of the multimedia faculty in the same term	The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are	2011

			<p>includes printed matter from computer graphics classes, storyboards from video and animation classes, website design plans, and video and animation clips produced for class projects. The development of a portfolio is a necessary step for anyone seeking employment in multimedia.</p> <p>NOTE: this process of general portfolio development and review is a new concept that has been suggested as a result of a departmental self-study that reached completion in the spring 2011 semester. Although students have been encouraged to create portfolios for many years the notion that a portfolio would be reviewed by someone other than a class instructor is a new one.</p>	<p>that a student applies for graduation and would be an opportunity to offer a student a last chance to receive advice and guidance with their future plans.</p> <p>It is also suggested that a collection of student work would be reviewed (possibly at the end of each term) by the members of the program advisory committee. The intention would be to receive ongoing guidance for the program from members of the professional field that serve on the advisory committee</p>	<p>themselves the changes that are being made to the program as a result of the claims made under item 1.</p> <p>The implementation of this new process is scheduled for spring 2011. Portfolio criteria have been developed using input from all program faculty.</p>	
33. Music studies, A.A.	Yes	MCC Catalog and http://www.	<u>Required Ensemble Courses:</u> MUS 161, 162, 270, 271: Chorale I, II, III, IV	The evidence is obtained and interpreted by the	One significant change to the instrumental area is the introduction of a new	

		mcc.commnet.edu/academic/degrees/	<p>MUS 158, 159, 258, 259: Chamber/Jazz Ensemble I, II, III, IV</p> <p>MUS 149: Beginning Jazz Concepts</p> <p><u>Additional Performance Courses:</u></p> <p>MUS 174, 175, 275, 276: Vocal Ensemble: Madrigal I. II. III. IV</p> <p>MUS 277: Vocal-Opera to Broadway</p> <p>Data/Evidence used to determine stated outcomes. Include the following:</p> <ul style="list-style-type: none"> •Students within the ensembles perform at scheduled arts festivals held at the end of each fall and spring semester. Students also perform at scheduled events within the community. 	<p>music faculty with an area of expertise in vocal and instrumental performance. The process is evaluated in the following areas:</p> <ul style="list-style-type: none"> •Regular participation at rehearsals. • Scheduled parts check (choral) for accuracy of pitches, rhythms, vocal formation and foreign language. Written notation on music of performance practice and techniques. •Scheduled parts check (instrumental chamber) for knowledge of music, timing, intonation, group cohesiveness and expression. •Parts check (Jazz) of music knowledge, timing, 	<p>course, MUS 149: Beginning Jazz concepts. This course was created to address skill development of beginning jazz students who were unfamiliar with the process of playing and improvising across standard jazz repertoire. Students are introduced to standard jazz tunes and the concepts needed to improvise and perform. The instructor has performance experience and extensive knowledge in these concepts.</p>	
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				solos, group dynamics and cohesiveness. In musical presentation (Opera to Broadway) students are evaluated on knowledge of music, projection, Foreign language (when applicable) stage presence and acting. •Stage presence and attire.		
34. Paralegal, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. Judicial department speaker on electronic filing. Increased emphasis on law office management software.	
35. Photography Option, Visual Fine Arts, A.A.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students in all photography courses must apply and interpret information from class in order to complete projects and produce a separate final portfolio. Project and portfolio images are presented and critiqued	Students present their own work and comment on others' work in critique in accord to project guidelines. Projects and	This is a new option. More time is needed to interpret evidence.	Option approved in 2008; VFA program reviewed in 2011

			in class.	portfolio are graded using rubrics by instructor.		
36. Social Service, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	<ul style="list-style-type: none"> a. Required interviews of service deliverers in all freshmen human service courses. b. Oral presentations based on the following: gathered empirical and traditional data, role playing, inclusions and responses of students during classroom discussions. c. Field placement agency student evaluations. d. Student self-evaluations e. Student collaborative work experiences, assigned and unassigned. 	The instructors are the primary interpreters along with agency personnel. Students are also part of the process as they critique and support the work of fellow classmates.	Reinforcing of human service assignment requirements. For example, all 101 courses require an interviewing project with a service provider or in another area of service provision. All HSE*210, HSE* 241 and HSE* 251 courses require formal interviews with individuals related to topics being studied and discussed.	
37. Speech Language Pathology Assistant Option, Disability Specialist, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	<p>In SLP* 111, students obtain and analyze a video-taped language sample from a child aged 3-9. Written summary and oral presentation.</p> <p>Portfolio containing personal learning reflections, work</p>	<p>Instructor developed rubric is used to assess the written summary and class presentation.</p> <p>Instructor</p>	<p>The rubric was developed collaboratively by the instructors of SLP* 111.</p> <p>Introduced in Fall, 2011, the portfolio will be</p>	

			<p>samples and cumulative resources.</p> <p>In SLP* 111, students complete a review of pertinent literature.</p>	<p>developed rubric to evaluate the content of the portfolio.</p> <p>Instructor developed rubric.</p>	<p>assembled throughout the entire SLPA coursework to increase student accountability in the learning process.</p> <p>Addition of this assignment was necessary to assess that the students can choose articles from recognized professional sources and write appropriate citations.</p>	
38. Technology Studies, A. S. (and options)	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	Students are assessed on their application of CAD, MATLAB, LabVIEW, and data analysis software for problem solving.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Developed, and administered assessment test for introductory engineering course. Will evaluate results and make appropriate modifications to course to ensure students are learning core concepts. Beginning to develop assessment tests for other engineering courses.	Scheduled Spring 2012
39. Therapeutic Recreation, A.S.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	<p>Students complete:</p> <ul style="list-style-type: none"> • Work experience: Successful completion of SSC 294 -150-300 hours (cooperative education) and completion of 200 hour Professional Practicum (RLS2950 at assigned site. • Mock interviews 	Site supervisors in SSC 294 complete both a mid-term and final performance based evaluation. Students assessed through mock interviews with	No changes needed.	2009

			<ul style="list-style-type: none"> Professional Practicum portfolio In-depth case study @ professional practicum site Participation and evaluation of 1 professional conference Book review 	professionals from outside agencies or professors @ MCC in related fields. In RLS 295 Site supervisors evaluate students based on rubric - ATRA Professional Standards for each student. Professional Practicum Portfolio evaluated by faculty supervising RLS 295 students		
40. Visual Fine arts, A.A.	Yes	MCC Catalog and http://www.mcc.commnet.edu/academic/degrees/	All VFA course are based in the foundation of the Principles and Elements of Design - through course completion and completion of projects and assignments students demonstrate the understanding and knowledge of these studio principles.	All VFA course are based in the foundation of the Principles and Elements of Design - through course completion and completion of projects and assignments students demonstrate the understanding and knowledge of these studio principles.	The VFA curriculum is continually evolving to meet the needs of the students; courses are routinely updated and new courses are added.	2011

Institutions selecting E1a should also include E1b.

Option E1: Part b. Inventory of Specialized and Program Accreditation

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Certified Financial Planning Board (CFP)©	December 2011	All accreditation standards met.	<ol style="list-style-type: none"> 1. Creation and approval of capstone course 2. Submission and approval of all course syllabi 3. Pass rate meet national standards 	December 2012 - Annual approval
American Culinary Federation	10/20/11	All accreditation standards met.	Curriculum Equipment Facility Sanitation Objectives and Competencies Outcomes Assessments	Fall 2016

American Bar Association Approval	Feb. 2010	<ol style="list-style-type: none"> 1. Recommendations from last site visit team must be stated verbatim, and recommendations 6-10 were not. 2. Other program requirements should be designated as OPR in Exhibit J. 3. Estimates not allowed in Exhibit H, even if from other department. 4. Exhibit L should not list method of delivery as “3 credits traditional, 1 credit online” but should be listed as hybrid. 	<ol style="list-style-type: none"> 1. To be submitted correctly in future reports 2. To be submitted correctly in future reports 3. New Exhibit H submitted. 4. New Exhibit L submitted. 	May 2012 Re-approval Application Due
Accreditation Council for Occupational Therapy Education (ACOTE)	August 2007	<ol style="list-style-type: none"> 1. Evidence must be provided that fieldwork agreements and memoranda of understanding are current and signed by both parties for all sites where students are engaged in field work. 2. The program must develop and submit a strategic plan specific to the occupational therapy assistant program that is congruent with the program mission and curriculum design. 3. Documentation must be submitted to demonstrate that a curricular design has been developed and implemented with reflects the mission of the occupational therapy program and philosophy, serves as a basis for 	<ol style="list-style-type: none"> 1. Developed a tracking system for Fieldwork I or II contracts and development of a multiyear Fieldwork II contract. 2. Developed a strategic plan that is congruent with the mission, goals, and curriculum design. 3. Developed curriculum themes that are consistent with the program’s mission and philosophy, linking themes to content, 	March 12-14, 2012

		<p>program planning, implementation, and evaluation and explains the selection of content, scope, and sequencing of coursework.</p> <p>4. Documentation must be provided for specific content areas being taught.</p> <p>5. Evidence must be provided that the program has a continuing system for reviewing the effectiveness of the educational program and routinely secures and systematically analyzes sufficient qualitative and quantitative information about the extent the program is meeting its stated goals and objectives. Results of program evaluation shall be reflected in the program’s strategic plan, curriculum design and other dimensions of the program.</p> <p>6. The program shall obtain sufficient numbers of sites to accommodate timely and effective placement of students in fieldwork experiences.</p>	<p>identified learning outcomes, and expanded assessment tools.</p> <p>4. Developed a curricular map, revised course syllabi to reflect objectives and content.</p> <p>5. Systematic review of learning outcome data, clinical assessments, surveys, fieldwork supervisor, student evaluations, national certification exam results, and implementation of data with the curriculum design and strategic plan.</p> <p>6. Increase fieldwork sites based on outcome of area of noncompliance #1.</p>	
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Committee on Accreditation for Respiratory Care (CoARC)	April 2011	All accreditation standards met.		2012 Annual Report; 2021 next re-accreditation visit
Committee on Accreditation of Allied Health Education Programs Surgical Technology Program (CAAHEP)	November 2007	All accreditation standards met.		2017
Commission on Accreditation in Physical Therapy Education (CAPTE)		This program is offered as a consortium program with five other colleges in the Community College System. All physical therapy classes are held at Naugatuck Valley Community College, which also holds the accreditation.		2013
Commission on Accreditation in Physical Therapy Education (CAPTE)		This program is offered as a consortium program with five other colleges in the Community College System. All physical therapy classes are held at Naugatuck Valley Community College, which also holds the accreditation.		

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Accounting and Business Administration Transfer, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well- supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
2. Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).

effectively in class presentations.			
3. Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
4. Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
5. Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Accounting, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well- supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
2. Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).

effectively in class presentations.			
3. Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
4. Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
5. Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Administrative Assistant, Legal Option, Business Office Technology, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2009

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

<p>(1) Program Learning Outcomes</p>	<p>(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(3) Who interprets the evidence? What is the process?</p>	<p>(4) What changes have been made in the program, as a result of using the data/evidence?</p>
<p>1. Read, understand and prepare standard types of business communications.</p>	<p><i>Basic Portfolio Project:</i> In our required first-semester course, BOT 111-Keyboarding for Information Processing I, a <i>Basic Portfolio</i> is prepared by all students. There are four business communications required in this project: one standard block-style business letter, one interoffice memorandum, one unbound report and an email. During the course of the semester, students construct multiple iterations of these four business communications, receive feedback, edit, and compile their highest quality samples for submission into their Basic Portfolio.</p> <p><i>Comprehensive Portfolio Project:</i></p>	<p><i>BOT Faculty-Collaborative Evaluation Process:</i> At the end of the spring 2011 semester, BOT faculty across all sections met for a collaborative evaluation of both each <i>Basic</i> and <i>Comprehensive Portfolio</i> and uses a standardized rubric for uniform assessment.</p> <p>Also, during the spring 2011 semester, full-time and adjunct faculty across all sections of BOT 111 and BOT 112 met to discuss a common outline of topics that will be covered in each course, thus ensuring uniform learning outcomes for all students, regardless of the instructor.</p>	<p>Currently, both portfolios (Basic and Comprehensive) are compiled using word processing software and then submitted in a paper-based format.</p> <p>During the fall semester of 2011, this portfolio will be transmitted to an electronic portfolio (eportfolio) or web-based tool allowing students to showcase their skills to others (i.e. potential employers) upon completion of the program. Use of Google Apps tools will be used as a student repository of artifacts that were created during the Comprehensive Portfolio Project in BOT 112.</p> <p>Also, during the spring of 2011 and</p>

	In BOT 112-Keyboarding for Information Processing II and BOT 137-Word Processing Applications, students are required to prepare a <i>Comprehensive Portfolio</i> which contains extensive samples of student work demonstrating advanced skills in this area.		fall of 2011, our faculty team reviewed traditional paper-based “business communications, and identified that “standard” types of business communications includes electronic types; therefore, we will continue to add these new forms of communication across the BOT curriculum (e.g. emails, blogs, social media, etc.)
2. Demonstrate appropriate interpersonal and human relations skills.	<p>Numerous individual and group projects and presentations are required across multiple courses. Faculty members observe and evaluate these assignments using a variety of project-specific rubrics.</p> <p>Students review each other’s skills through observation (peer evaluation) using a variety of project-specific rubrics.</p>	<p>Feedback from employers and Advisory Board members, have indicated that students need to more fully develop interpersonal and human relations skills and that emphasis should also be placed not only on technical (hard) skills but interpersonal (soft) skills for our program students.</p> <p>Ongoing assessment work by IMT faculty will include:</p> <ol style="list-style-type: none"> a. The development of a new course: Technology and Ethics b. The possible addition of BOT 254-Business Etiquette for the Global Economy to this degree program. c. The investigation of COM*173 Public Speaking as a possible requirement for all program majors. d. Using a curriculum map, cross- 	Analysis of these ongoing projects will take place between during the 2012/2013 academic year.

		course analysis will be made to evaluate what units of curriculum need to be added to strengthen this specific outcome.	
3. Demonstrate appropriate business office procedures.	Numerous office tasks, individual and group projects are assigned across multiple required courses which are evaluated by BOT faculty using task-specific rubrics.	During the fall of 2009, BOT faculty took part in a Self-Study where the Review Team determined that current business procedures needed to better reflect the advanced technologies that are used to perform office procedures in today's workplace. One void in curriculum identified was with respect to email, electronic calendars, speech recognition, and web conferencing.	During the fall of 2010, a new required course, BOT 220 Computerized Communication, was added to this degree program. This course teaches students how to use personal information management software (i.e., email, electronic calendars/contacts), speech recognition technology, and web conferencing tools.
4. Demonstrate ability to perform office accounting tasks.	Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project which are evaluated by BOT faculty using task-specific rubrics. In conjunction with students, faculty members analyze, correct, and explain accounting errors.	During the spring of 2011, a faculty team reviewed the BOT*164 Office Accounting course and identified that students were learning accounting tasks in a more traditional "workbook" based format without the use of computerized accounting software.	During the fall of 2011, a 1-credit Computerized Accounting course (ACC*121 Introduction to Computerized Accounting Software) was added to the program to ensure that students could perform office accounting tasks in a technology-centered workplace. During the fall of 2012, IMT faculty will examine pre-requisites for the BOT 164 Office Accounting course, most specifically the success rate of students who are not currently at college-level Math.

<p>5. Demonstrate the use of legal terminology in preparing forms, documents and transcribed.</p>	<p>Production Projects</p>	<p>There are only a few students enrolled in this degree option and consequently, few students enrolled in the following courses: BOT 171 Legal Documents and BOT 270 Legal Terminology & Transcription.</p>	<p>IMT faculty will be evaluating the viability of this program option during the 2012/2013 academic year.</p>
<p>6. Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.</p>	<p>Various projects across multiple required computer applications courses. Projects include:</p> <ul style="list-style-type: none"> ○ Hands-On Labs ○ Software Simulations ○ Integrated Projects and Capstones <p>Faculty use MyITLab and SimNet, online assessment tools, to measure student learning in all of our computer applications courses. Learning modules and assessments are developed for students using a live in-the-application project grading tool. Once students submit the project, they receive immediate grading and detailed feedback.</p>	<p>d. During the fall of 2012, one section of CSA 105 will not use the online assessment tool (MYITLAB) and students will be given the same assessment as those sections integrating the tool.</p> <hr/> <p>e. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of spreadsheet applications.</p> <hr/> <p>f. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies.</p>	<p>d. IMT faculty will compare and contrast the use of online assessment tools vs. the traditional approach to teaching software skills to answer the question, “Does MYITLAB improve student learning?” Once all assessment data has been analyzed, the IMT faculty team will determine whether the online assessment tool, MYITLAB, is improving student success in our software applications course.</p> <hr/> <p>e. In the spring of 2012, CSA*135, an intermediate/advanced level spreadsheets course, has been added to this degree program to help students remain competitive in an increasingly technological workplace.</p> <hr/> <p>f. During the fall of 2010, CST 114 Web Essentials was added</p>

			to this degree program. This course teaches students to navigate through current web technologies such as Web 2.0 and cloud computing, apply advanced search techniques for research purposes, create a basic web page using a web authoring program, and apply these skills to the workplace or their career disciplines.
7. Demonstrate speed and accuracy in keyboarding skills.	<p>a. Students use a software assessment program (KeyPro Deluxe v 2.0) in both the introductory and advanced level keyboarding classes to reinforce and measure proper keyboarding techniques. Through the use of interactive, self-paced modules, this program introduces keys and directs students through the proper keyboarding techniques, allowing the instructor to observe students and provide individualized instruction and coaching.</p> <p>b. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart.</p>	BOT part and full-time faculty across the system meet bi-annually to discuss curriculum. One recent topic of discussion has been the use of on-line and hybrid formats to teach introductory college-level keyboarding courses and whether or not this is an effective approach. It has been pointed out by veteran keyboarding faculty that instructor coaching and observation are highly critical to a beginning keyboarder's success. "How is this addressed in the on-line or hybrid format?"	Analysis of this assessment question will take place between during the 2012/2013 academic year.

	a. Daily timed writings are also measured throughout the course of each semester using a standardized timing chart. This chart allows both the instructor and student to track student progress throughout the course of the semester.		
8. Understand the importance of confidentiality in dealing with legal matters.	Case Studies	There are only a few students enrolled in this degree option and consequently, few students enrolled in the following courses: BOT 171 Legal Documents and BOT 270 Legal Terminology & Transcription.	IMT faculty will be evaluating the viability of this program option during the 2012/2013 academic year.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Administrative Assistant, Medical Option, Business Office Technology, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2009

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
<p>1. Read, understand and prepare standard types of business communications.</p>	<p><i>Basic Portfolio Project:</i> In our required first-semester course, BOT 111-Keyboarding for Information Processing I, a <i>Basic Portfolio</i> is prepared by all students. There are four business communications required in this project: one standard block-style business letter, one interoffice memorandum, one unbound report and an email. During the course of the semester, students construct multiple iterations of these four business communications, receive feedback, edit, and compile their highest quality samples for submission into their Basic Portfolio.</p> <p><i>Comprehensive Portfolio Project:</i> In BOT 112-Keyboarding for</p>	<p><i>BOT Faculty-Collaborative Evaluation Process:</i> At the end of the spring 2011 semester, BOT faculty across all sections met for a collaborative evaluation of both each <i>Basic</i> and <i>Comprehensive Portfolio</i> and uses a standardized rubric for uniform assessment.</p> <p>Also, during the spring 2011 semester, full-time and adjunct faculty across all sections of BOT 111 and BOT 112 met to discuss a common outline of topics that will be covered in each course, thus ensuring uniform learning outcomes for all students, regardless of the instructor.</p>	<p>Currently, both portfolios (Basic and Comprehensive) are compiled using word processing software and then submitted in a paper-based format.</p> <p>During the fall semester of 2011, this portfolio will be transmitted to an electronic portfolio (eportfolio) or web-based tool allowing students to showcase their skills to others (i.e. potential employers) upon completion of the program. Use of Google Apps tools will be used as a student repository of artifacts that were created during the Comprehensive Portfolio Project in BOT 112.</p> <p>Also, during the spring of 2011 and fall of 2011, our faculty team</p>

	Information Processing II and BOT 137-Word Processing Applications, students are required to prepare a <i>Comprehensive Portfolio</i> which contains extensive samples of student work demonstrating advanced skills in this area.		reviewed traditional paper-based “business communications, and identified that “standard” types of business communications includes electronic types; therefore, we will continue to add these new forms of communication across the BOT curriculum (e.g. emails, blogs, social media, etc.)
2. Demonstrate appropriate interpersonal and human relations skills.	<p>Numerous individual and group projects and presentations are required across multiple courses. Faculty members observe and evaluate these assignments using a variety of project-specific rubrics.</p> <p>Students review each other’s skills through observation (peer evaluation) using a variety of project-specific rubrics.</p>	<p>Feedback from employers and Advisory Board members, have indicated that students need to more fully develop interpersonal and human relations skills and that emphasis should also be placed not only on technical (hard) skills but interpersonal (soft) skills for our program students.</p> <p>Ongoing assessment work by IMT faculty will include:</p> <ul style="list-style-type: none"> e. The development of a new course: Technology and Ethics f. The possible addition of BOT 254-Business Etiquette for the Global Economy to this degree program. g. The investigation of COM*173 Public Speaking as a possible requirement for all program majors. h. Using a curriculum map, cross-course analysis will be made to 	Analysis of these ongoing projects will take place between during the 2012/2013 academic year.

		evaluate what units of curriculum need to be added to strengthen this specific outcome.	
3. Demonstrate appropriate business office procedures.	Numerous office tasks, individual and group projects are assigned across multiple required courses which are evaluated by BOT faculty using task-specific rubrics.	During the fall of 2009, BOT faculty took part in a Self-Study where the Review Team determined that current business procedures needed to better reflect the advanced technologies that are used to perform office procedures in today's workplace. One void in curriculum identified was with respect to email, electronic calendars, speech recognition, and web conferencing.	During the fall of 2010, a new required course, BOT 220 Computerized Communication, was added to this degree program. This course teaches students how to use personal information management software (i.e., email, electronic calendars/contacts), speech recognition technology, and web conferencing tools.
4. Demonstrate ability to perform office accounting tasks.	Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project which are evaluated by BOT faculty using task-specific rubrics. In conjunction with students, faculty members analyze, correct, and explain accounting errors.	During the spring of 2011, a faculty team reviewed the BOT*164 Office Accounting course and identified that students were learning accounting tasks in a more traditional "workbook" based format without the use of computerized accounting software.	During the fall of 2011, a 1-credit Computerized Accounting course (ACC*121 Introduction to Computerized Accounting Software) was added to the program to ensure that students could perform office accounting tasks in a technology-centered workplace. During the fall of 2012, IMT faculty will examine pre-requisites for the BOT 164 Office Accounting course, most specifically the success rate of students who are not currently at college-level Math.

<p>5. Demonstrate the use of medical terminology.</p>	<p>Word-Building Medical Terminology Software System with interactive games is used to present prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations and symbols.</p>	<p>Students complete the numerous components of each learning module and then submit to BOT faculty for review and feedback.</p>	<p>During the spring of 2012, IMT faculty will examine pre-requisites for the BOT 180 Medical Terminology course, most specifically the success rate of students who are not currently at college-level English.</p>
<p>6. Demonstrate correct billing and medical coding procedures.</p>	<p>Diagnostic and Procedural Coding Projects using ICD-9, CPT-4, and HCPCS classification manuals.</p>	<p>IMT faculty will investigate the pass-rate for the Certified Professional Coder (CPC) exam upon completion of this degree. The issue of fieldwork has been raised by alumni, adjunct faculty members and also by members of our Advisory Board. Currently, there is no required outside field work except for the fieldwork included in the two coding courses (BOT 181 and BOT 182).</p>	<p>Analysis of these ongoing projects will take place between during the 2012/2013 academic year.</p>
<p>7. Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.</p>	<p>Various projects across multiple required computer applications courses. Projects include:</p> <ul style="list-style-type: none"> ○ Hands-On Labs ○ Software Simulations ○ Integrated Projects and Capstones <p>Faculty use MyITLab and SimNet, online assessment tools, to measure student learning in all of our computer applications courses. Learning modules and assessments are developed for students using a live in-the-application project</p>	<p>g. During the fall of 2012, one section of CSA 105 will not use the online assessment tool (MYITLAB) and students will be given the same assessment as those sections integrating the tool.</p> <hr/> <p>h. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of spreadsheet applications.</p>	<p>g. IMT faculty will compare and contrast the use of online assessment tools vs. the traditional approach to teaching software skills to answer the question, “Does MYITLAB improve student learning?” Once all assessment data has been analyzed, the IMT faculty team will determine whether the online assessment tool, MYITLAB, is improving student success in our software applications course.</p>

	<p>grading tool. Once students submit the project, they receive immediate grading and detailed feedback.</p>	<p>i. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies.</p>	<p>h. In the spring of 2012, CSA*135, an intermediate/advanced level spreadsheets course, has been added to this degree program to help students remain competitive in an increasingly technological workplace.</p> <p>i. During the fall of 2010, CST 114 Web Essentials was added to this degree program. This course teaches students to navigate through current web technologies such as Web 2.0 and cloud computing, apply advanced search techniques for research purposes, create a basic web page using a web authoring program, and apply these skills to the workplace or their career disciplines.</p>
<p>8. Demonstrate speed and accuracy in keyboarding skills.</p>	<p>c. Students use a software assessment program (KeyPro Deluxe v 2.0) in both the introductory and advanced level keyboarding classes to reinforce and measure proper keyboarding techniques. Through the use of interactive, self-paced modules, this program introduces keys and</p>	<p>BOT part and full-time faculty across the system meet bi-annually to discuss curriculum. One recent topic of discussion has been the use of on-line and hybrid formats to teach introductory college-level keyboarding courses and whether or not this is an effective approach. It has been pointed out by veteran keyboarding faculty that instructor</p>	<p>Analysis of this assessment question will take place between during the 2012/2013 academic year.</p>

	<p>directs students through the proper keyboarding techniques, allowing the instructor to observe students and provide individualized instruction and coaching.</p> <p>d. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart.</p> <p>b. Daily timed writings are also measured throughout the course of each semester using a standardized timing chart. This chart allows both the instructor and student to track student progress throughout the course of the semester.</p>	<p>coaching and observation are highly critical to a beginning keyboarder's success. "How is this addressed in the on-line or hybrid format?"</p>	
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Administrative Assistant, Office Option, Business Office Technology, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2009

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

<p>(1) Program Learning Outcomes</p>	<p>(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(3) Who interprets the evidence? What is the process?</p>	<p>(4) What changes have been made in the program, as a result of using the data/evidence?</p>
<p>1. Read, understand and prepare standard types of business communications.</p>	<p>Basic Portfolio Project: In our required first-semester course, BOT 111-Keyboarding for Information Processing I, a Basic Portfolio is prepared by all students. There are four business communications required in this project: one standard block-style business letter, one interoffice memorandum, one unbound report and an email. During the course of the semester, students construct multiple iterations of these four business communications, receive feedback, edit, and compile their highest quality samples for submission into their Basic Portfolio.</p> <p>Comprehensive Portfolio Project:</p>	<p>BOT Faculty-Collaborative Evaluation Process: At the end of the spring 2011 semester, BOT faculty across all sections met for a collaborative evaluation of both each Basic and Comprehensive Portfolio and uses a standardized rubric for uniform assessment.</p> <p>Also, during the spring 2011 semester, full-time and adjunct faculty across all sections of BOT 111 and BOT 112 met to discuss a common outline of topics that will be covered in each course, thus ensuring uniform learning outcomes for all students, regardless of the instructor.</p>	<p>Currently, both portfolios (Basic and Comprehensive) are compiled using word processing software and then submitted in a paper-based format.</p> <p>During the fall semester of 2011, this portfolio will be transmitted to an electronic portfolio (eportfolio) or web-based tool allowing students to showcase their skills to others (i.e. potential employers) upon completion of the program. Use of Google Apps tools will be used as a student repository of artifacts that were created during the Comprehensive Portfolio Project in BOT 112.</p> <p>Also, during the spring of 2011 and fall of 2011, our faculty team</p>

	In BOT 112-Keyboarding for Information Processing II and BOT 137-Word Processing Applications, students are required to prepare a Comprehensive Portfolio which contains extensive samples of student work demonstrating advanced skills in this area.		reviewed traditional paper-based “business communications, and identified that “standard” types of business communications includes electronic types; therefore, we will continue to add these new forms of communication across the BOT curriculum (e.g. emails, blogs, social media, etc.)
2. Demonstrate appropriate interpersonal and human relations skills.	<p>Numerous individual and group projects and presentations are required across multiple courses. Faculty members observe and evaluate these assignments using a variety of project-specific rubrics.</p> <p>Students review each other’s skills through observation (peer evaluation) using a variety of project-specific rubrics.</p>	<p>Feedback from employers and Advisory Board members, have indicated that students need to more fully develop interpersonal and human relations skills and that emphasis should also be placed not only on technical (hard) skills but interpersonal (soft) skills for our program students.</p> <p>Ongoing assessment work by IMT faculty will include:</p> <ol style="list-style-type: none"> a. The development of a new course: Technology and Ethics b. The possible addition of BOT 254-Business Etiquette for the Global Economy to this degree program. c. The investigation of COM*173 Public Speaking as a possible requirement for all program majors. d. Using a curriculum map, cross-course analysis will be made to 	Analysis of these ongoing projects will take place between during the 2012/2013 academic year.

		evaluate what units of curriculum need to be added to strengthen this specific outcome.	
3. Demonstrate appropriate business office procedures.	Numerous office tasks, individual and group projects are assigned across multiple required courses which are evaluated by BOT faculty using task-specific rubrics.	During the fall of 2009, BOT faculty took part in a Self-Study where the Review Team determined that current business procedures needed to better reflect the advanced technologies that are used to perform office procedures in today's workplace. One void in curriculum identified was with respect to email, electronic calendars, speech recognition, and web conferencing.	During the fall of 2010, a new required course, BOT 220 Computerized Communication, was added to this degree program. This course teaches students how to use personal information management software (i.e., email, electronic calendars/contacts), speech recognition technology, and web conferencing tools.
4. Demonstrate ability to perform office accounting tasks.	Numerous challenge problems, journals/workbooks, case studies, and a comprehensive review project which are evaluated by BOT faculty using task-specific rubrics. In conjunction with students, faculty members analyze, correct, and explain accounting errors.	During the spring of 2011, a faculty team reviewed the BOT*164 Office Accounting course and identified that students were learning accounting tasks in a more traditional "workbook" based format without the use of computerized accounting software.	During the fall of 2011, a 1-credit Computerized Accounting course (ACC*121 Introduction to Computerized Accounting Software) was added to the program to ensure that students could perform office accounting tasks in a technology-centered workplace. During the fall of 2012, IMT faculty will examine pre-requisites for the BOT 164 Office Accounting course, most specifically the success rate of students who are not currently at college-level Math.

<p>5. Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.</p>	<p>Various projects across multiple required computer applications courses. Projects include:</p> <ul style="list-style-type: none"> ○ Hands-On Labs ○ Software Simulations ○ Integrated Projects and Capstones <p>Faculty use MyITLab and SimNet, online assessment tools, to measure student learning in all of our computer applications courses. Learning modules and assessments are developed for students using a live in-the-application project grading tool. Once students submit the project, they receive immediate grading and detailed feedback.</p>	<p>j. During the fall of 2012, one section of CSA 105 will not use the online assessment tool (MYITLAB) and students will be given the same assessment as those sections integrating the tool.</p> <hr/> <p>k. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of spreadsheet applications.</p> <hr/> <p>l. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies.</p>	<p>j. IMT faculty will compare and contrast the use of online assessment tools vs. the traditional approach to teaching software skills to answer the question, “Does MYITLAB improve student learning?” Once all assessment data has been analyzed, the IMT faculty team will determine whether the online assessment tool, MYITLAB, is improving student success in our software applications course.</p> <hr/> <p>k. In the spring of 2012, CSA*135, an intermediate/advanced level spreadsheets course, has been added to this degree program to help students remain competitive in an increasingly technological workplace.</p> <hr/> <p>l. During the fall of 2010, CST 114 Web Essentials was added to this degree program. This</p>

			course teaches students to navigate through current web technologies such as Web 2.0 and cloud computing, apply advanced search techniques for research purposes, create a basic web page using a web authoring program, and apply these skills to the workplace or their career disciplines.
6. Demonstrate speed and accuracy in keyboarding skills.	<p>a. Students use a software assessment program (KeyPro Deluxe v 2.0) in both the introductory and advanced level keyboarding classes to reinforce and measure proper keyboarding techniques. Through the use of interactive, self-paced modules, this program introduces keys and directs students through the proper keyboarding techniques, allowing the instructor to observe students and provide individualized instruction and coaching.</p> <p>b. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart.</p> <p>a. Daily timed writings are also</p>	<p>BOT part and full-time faculty across the system meet bi-annually to discuss curriculum. One recent topic of discussion has been the use of on-line and hybrid formats to teach introductory college-level keyboarding courses and whether or not this is an effective approach. It has been pointed out by veteran keyboarding faculty that instructor coaching and observation are highly critical to a beginning keyboarder's success. "How is this addressed in the on-line or hybrid format?"</p>	<p>Analysis of this assessment question will take place between during the 2012/2013 academic year.</p>

	<p>measured throughout the course of each semester using a standardized timing chart. This chart allows both the instructor and student to track student progress throughout the course of the semester.</p>		
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Business Administration Career, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well-supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
2. Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e.

ability to use presentation and team interpersonal skills effectively in class presentations.			more detailed rubrics, assignment instructions etc.).
3. Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
4. Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
5. Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Communication, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2010

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Write copy for radio and television.	Various script assignments and video projects	Individual teacher reviews copy according to standards established for that particular course. Copy is evaluated based on writing style, creativity and accuracy.	Evaluation criteria are changed in response to changes in professional copy writing standards. New assignments are developed when appropriate.
2. Research and write newspaper and feature stories.	Newspaper Articles	Individual teacher reviews articles and stories according to standards established for that particular course. Material is evaluated based on accuracy, style and technical considerations.	Evaluation criteria are changed in response to changes in accepted industry writing style standards. New assignments are developed when appropriate.
3. Operate video cameras.	Video Projects	Individual teacher reviews videos according to visual composition and technical standards established for that particular course.	Evaluation criteria are changed based on changes in equipment and changes in accepted professional video style.
4. Use computer-based video editing programs.	Edited Video Projects using Final Cut Pro software	Individual teacher reviews edited videos according to standards established for that particular course. Evaluation is based on technical mastery of software and creativity.	Evaluation criteria are changed based on changes in the editing software program. New assignments are developed when appropriate. A new version of the editing program will be utilized in 2012/2013.

5. Conduct Interviews for news stories and radio and television programs	Written scriptwriting assignments and video productions in the TV studio	Instructors review both scripts of stories as well as tapes/computer files of interviews and programs according to standards established for that particular course. Evaluation is based on both quality of questions as well as broadcast performance skills during interview.	Evaluation criteria are changed based on changes in accepted broadcast industry practices.
6. Write scripts for radio and television programs.	Written scripts for radio and TV Programs	Individual teacher reviews scripts according to standards established for that particular course. Scripts are judged based on accuracy, creativity and technical competency.	Evaluation criteria are changed based on changes in accepted broadcast industry practices. New assignments are developed when appropriate.
7. Develop and deliver effective oral presentations.	Oral presentations delivered in class	A rubric has been developed by faculty that is shared among all Public Speaking faculty. Presentations are critiqued by both faculty and students.	This rubric was being piloted in 2010 and 2011 and instructors are now able to utilize it.
8. Appreciate the role and effect of mass media upon society.	Examinations, papers and presentations	Papers, exams and presentations are reviewed and evaluated by individual instructors based on content, accuracy and style.	Course material and projects are modified yearly in response to changes in the field.
9. Use computer based audio programs.	Audio projects using Adobe Audition software	Audio projects are reviewed by instructor and judged on software competency and creativity.	New evaluation criteria are established as software is updated. New assignments are developed when appropriate.
10. Use software to electronically design brochures, newsletters and other printed material.	Creation of brochures, newsletters and print material using Adobe InDesign software	Electronic files of projects are reviewed by the instructor and judged on software competency and creativity.	New evaluation criteria are established as software is updated. New assignments are developed when appropriate.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Computer Engineering Technology, A.S.

Academic Year: 2011-2012

Date of most recent program review: scheduled Spring 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate the ability to understand a problem and develop logically structured solutions through the use of flowcharts, pseudocode and C++ code.	The students have examinations, quizzes, homework assignments and projects that require them to design, develop and write programs in C++.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects. The students are typically required to follow a coding standard.	The C++ programming sequence was streamlined, 2 courses replacing 3, in order to reduce time students are spending in program without removing relevant content from the courses. This was done by removing outdated approaches to computer programming design and development from the original three courses.
2. Differentiate and understand the role and function of various current and emerging technologies, including, but not limited to, computer hardware, networking, programming, and database and Internet technologies.	In computer hardware, and computer networking, the students are questioned on various computer technologies and how they are used.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Have changed books in Digital Electronics, Analog Electronics, and Microprocessor Assembly Language courses in order to keep pace with technology, and improve student understanding and retention of material.

<p>3. Describe basic computer organization and the relationship between hardware components and the operating system.</p>	<p>The students take a computer operating systems course as part of the curriculum. In this course the students are assessed on their understanding of how devices interact with computer operating systems.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.</p>	<p>Refer to 2.</p>
<p>4. Differentiate and apply the basic technologies used in local- and wide-area networks. Demonstrate competency in installing, re-pairing, servicing, troubleshooting and upgrading computers and peripheral equipment from the PC technician's point of view.</p>	<p>The students take computer networking courses as part of the curriculum. In these courses the students are assessed on their ability to troubleshoot computer problems.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.</p>	<p>Refer to 2.</p>
<p>5. Demonstrate an understanding of the fundamentals of computer electronics from circuit analysis, including analog and digital electronics.</p>	<p>The students take computer organization and architecture course as part of the curriculum. In this course the students have exams, quizzes, homework assignments and projects that test their understanding.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects that have questions on analyzing efficiency of algorithm</p>	<p>Refer to 2.</p>
<p>6. Demonstrate a working knowledge of the internal structure of digital computers.</p>	<p>The students take computer organization and architecture course as part of the curriculum. In this course the students are assessed on their understanding of the computer components and how they interact.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.</p>	<p>Refer to 2.</p>

<p>7. Discuss and explore the relationship between the CPU, assembly language and machine language.</p>	<p>The students take a microprocessor assembly language course as part of the curriculum. In this course the students are assessed on their ability to design, write, and debug assembly language programs.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.</p>	<p>Refer to 2.</p>
<p>8. Discuss and explore the relationship between ROM, the instruction set, system clock and the internal addressing schemes.</p>	<p>The students take computer organization and architecture course as part of the curriculum. In this course the students are assessed on their understanding of the computer components and how they interact.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.</p>	<p>Refer to 2.</p>
<p>9. Discuss and describe the data path.</p>	<p>The students take a computer organization and architecture course and computer networking courses as part of the curriculum. In these courses the students are assessed on how well they understand how data travels from point to point in a computer system.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects in the networking and computer architecture classes.</p>	<p>None</p>

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Computer Game Design Option, Multimedia Studies, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate practical skills in computer-based multimedia production including animation, 3D modeling, digital video, and interactive design and production, game design and production, and basic programming	Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work includes printed matter from computer graphics classes, storyboards from video and animation classes, website design plans, as well as games produced for class projects. The development of a portfolio is a necessary step for anyone seeking employment in game design. NOTE: this process of general portfolio development and review is a new concept that has been suggested as a	The general portfolio would be reviewed by 2 members of the multimedia faculty in the same term that a student applies for graduation and would be an opportunity to offer a student a last chance to receive advice and guidance with their future plans. It is also suggested that a collection of student work would be reviewed (possibly at the end of each term) by the members of the program advisory	The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are themselves the changes that are being made to the program as a result of the claims made under item 1. The implementation of this new process is scheduled for spring 2011. Portfolio criteria has been developed using input from all program faculty. It should also be noted that the MCC game Design Option is a fairly new
2. Demonstrate an ability to plan multimedia and interactive and game projects and produce all the elements involved in such projects (graphics, sound, animation, and video).			
3. Demonstrate an awareness of a variety of software in multimedia and game production and the manner in which this software can be integrated in the development of projects			
4. Use their training to pursue employment in digital media development including, but not limited to, digital animation, 3D modeling, digital sound engineering, digital video production and editing, CD-ROM and computer game development, digital			

<p>graphic arts and special effects production.</p>	<p>result of a departmental self-study that reached completion in the spring 2011 semester. Although students have been encouraged to create portfolios for many years the notion that a portfolio would be reviewed by someone other than a class instructor is a new one.</p>	<p>committee. The intention would be to receive ongoing guidance for the program from members of the professional field that serve on the advisory committee.</p>	<p>program that was first offered in fall 2009</p>
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Computer Network Technology, A.S.

Academic Year: 2011 - 2012

Date of most recent program review: 2010

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
<p>1. Demonstrate the ability to understand a problem and develop logically structured solutions through the use of flowcharts, pseudocode, Python and C++ code.</p>	<p>Three assessment tools are used: 1)CSC*125 end of semester programming project. 2)CSC*215 beginning of semester in class assessment of understanding of individual logic constructs. 3)CSC*215 end of semester computer game programming project.</p> <p>(A fourth assessment tool is being designed for CSC*124.)</p>	<p>Department chair designs common assessments to be used in all sections. Results are analyzed by individual instructors and reviewed by department chair.</p>	<p>Results from all three assessment projects have led to a change in the order in which individual topics are covered within a specific course. For instance, functions are covered earlier in CSC*125 and OOP is covered earlier in CSC*215. Assessment projects have also proved to be useful in increasing student engagement.</p>
<p>2. Differentiate and understand the role and function of various current and emerging technologies, including, but not limited to, computer hardware, networking, programming, and database</p>	<p>Four assessment tools are used: 1) CST*237 and CST*238 students take a 14 page assessment to measure their retention of networking and computer system concepts. 2) CST*237 students use powerful classroom workstations to build,</p>	<p>CST*237/CST*238 course instructor reviews assessments and shares results with CST*131 prerequisite Computer Networking Theory course.</p>	<p>The network theory component was increased for both the network theory and system administration courses - custom network theory tutorials were written, custom homework assignments were written, and custom virtual lab work was</p>

and Internet technologies.	<p>test and troubleshoot virtual LAN/WAN networks.</p> <p>3) CST*238 students use powerful classroom workstations to build, test and troubleshoot virtual operating systems providing services such as IIS, DHCP, NBNS, WINS, DNS, and AD.</p> <p>4) Students apply networking and system administration concepts to the running of the Computer Share and Repair Club. Computer networks are built in order to push out images to computers which are being rehabilitated before being distributed to students.</p>		<p>designed to reinforce networking concepts.</p> <p>Additional lab time is provided outside of class to allow students to practice computer system skills. Students are provided free software to install on their personal computers with which to practice limited versions of in class laboratory exercises.</p> <p>Networking and system administration instructors provide support to students running the Computer Repair and Share Club.</p>
3. Describe basic computer organization and the relationship between hardware components and the operating system.	Hands on lab where all students disassemble and reassemble a PC completely. Each student is allowed to practice as many times necessary until showing mastery of computer components purpose and physical identification.	Faculty one on one with each student during lab time.	Perkins Grants to buy latest form factor parts to keep students up to date with current technology components.
4. Describe the essential operating system components and the operating services.	X		
5. Differentiate and apply the basic technologies used in local- and wide-area networks.	See (2) above.		
6. Demonstrate and implement advanced networking infrastructure concepts.	See (2) above.		

7. Demonstrate the use of appropriate tools to administer and troubleshoot server and client computers on a network.	See (2) above.		
8. Demonstrate skills in installation, configuration, maintenance, troubleshooting and upgrade of computer operating systems at both the workstation and server levels.	See (2) above.		
9. Demonstrate competency in installing, repairing, servicing, troubleshooting and upgrading computers and peripheral equipment from the PC technician's point of view.	The Computer Repair and Share Club in conjunction with the service learning component of CST*141 repairs and troubleshoots computers for the MCC community.	Club Advisors and experienced club officers complete intake, process and outcome forms for each service task and maintain a log of all activity.	Encourage more students to join clubs and do service learning as well as take CSC*295 Cooperative Education.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Computer Programming Technology, A.S.

Academic Year: 2011 - 2012

Date of most recent program review: 2010

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate the ability to understand a problem and develop logically structured solutions through the use of flowcharts, pseudocode and C++ code.	Three assessment tools are used: 1)CSC*125 end of semester programming project. 2)CSC*215 beginning of semester in class assessment of understanding of individual logic constructs. 3)CSC*215 end of semester computer game programming project. (A fourth assessment tool is being designed for CSC*124.)	Department chair designs common assessments to be used in all sections. Results are analyzed by individual instructors and reviewed by department chair.	Results from all three assessment projects have led to a change in the order in which individual topics are covered within a specific course. For instance, functions are covered earlier in CSC*125 and OOP is covered earlier in CSC*215. Assessment projects have also proved to be useful in increasing student engagement.
2. Differentiate and understand the role and function of various current and emerging technologies, including, but not limited to, computer hardware, networking, programming, and database and Internet technologies.	Four assessment tools are used: 1) CST*237 and CST*238 students take a 14 page assessment to measure their retention of networking and computer system concepts. 2) CST*237 students use powerful classroom workstations to build,	CST*237/CST*238 course instructor reviews assessments and shares results with CST*131 prerequisite Computer Networking Theory course.	The network theory component was increased for both the network theory and system administration courses - custom network theory tutorials were written, custom homework assignments were written, and custom virtual lab work was

	<p>test and troubleshoot virtual LAN/WAN networks.</p> <p>3) CST*238 students use powerful classroom workstations to build, test and troubleshoot virtual operating systems providing services such as IIS, DHCP, NBNS, WINS, DNS, and AD.</p> <p>4) Students apply networking and system administration concepts to the running of the Computer Share and Repair Club. Computer networks are built in order to push out images to computers which are being rehabilitated before being distributed to students.</p>		<p>designed to reinforce networking concepts.</p> <p>Additional lab time is provided outside of class to allow students to practice computer system skills. Students are provided free software to install on their personal computers with which to practice limited versions of in class laboratory exercises.</p> <p>Networking and system administration instructors provide support to students running the Computer Repair and Share Club.</p>
3. Describe basic computer organization and the relationship between hardware components and the operating system.	Hands on lab where all students disassemble and reassemble a PC completely. Each student is allowed to practice as many times necessary until showing mastery of computer components purpose and physical identification.	Faculty one on one with each student during lab time.	Perkins Grants to buy latest form factor parts to keep students up to date with current technology components.
4. Describe the essential operating system components and the operating services.	X		
5. Identify and apply the major concepts and language requirements to design, code, execute and debug programs in the required programming languages.	See (1) above.		
6. Demonstrate an understanding of proper	X		

database design. Apply System Development Life Cycle concepts to plan, design, develop and code a database.			
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Computer Science, A.S.

Academic Year: 2011-2012

Date of most recent program review: scheduled Spring 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate the ability to understand a problem and develop logically structured solutions through the use of flowcharts, pseudocode and C++ code.	The students have examinations, quizzes, homework assignments and projects that require them to design, develop and write programs in C++.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects. The students are typically required to follow a coding standard.	The C++ programming sequence was streamlined, 2 courses replacing 3, in order to reduce time students are spending in program without removing relevant content from the courses. This was done by removing outdated approaches to computer programming design and development from the original three courses.
2. Differentiate and understand the role and function of various current and emerging technologies, including, but not limited to, computer hardware, networking, programming, and database and Internet technologies.	In the introductory courses the students are questioned on various computer technologies, on quizzes, exams, homework, and projects.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Have changed books in Digital Electronics, Analog Electronics, and Microprocessor Assembly Language courses in order to keep pace with technology, and improve student understanding and retention of material.

3. Describe basic computer organization and the relationship between hardware components and the operating system.	The students take a computer operating systems course as part of the curriculum. In this course there are quizzes, exams, homework, and projects that test their understanding.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 2.
4. Describe the essential operating system components and the operating services.	The students take a computer operating systems course as part of the curriculum. In this course there are quizzes, exams, homework, and projects that test their understanding.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects. The students are typically required to follow a coding standard.	Refer to 2.
5. Demonstrate an understanding of the relationships between efficient algorithms and data structures and how efficiencies can be measured.	The students are required to take a data structures and algorithms class, in which they are questioned on efficiency of various algorithms.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects that have questions on analyzing efficiency of algorithm	None
6. Use knowledge of algorithm design and data structures for the solution of problems, including efficient sorting, searching and graph manipulation.	The students take a data structures and algorithms class, as part of the curriculum, in which they are questioned about the efficiency of various algorithms.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects that have questions on analyzing efficiency of algorithm	None
7. Demonstrate a working knowledge of the internal structure of the digital computer.	The students take a computer organization and architecture course as part of the curriculum. In this course the students have exams, quizzes, homework assignments and projects that test their understanding.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 2.

<p>8. Identify and apply the major concepts and language requirements to design, code, execute and debug programs in the required programming languages.</p>	<p>Students design and develop computer programs following structured and object oriented approaches.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.</p>	<p>Refer to 1.</p>
<p>9. Differentiate and apply the basic technologies used in local- and wide-area networks.</p>	<p>Students work in groups on labs with industry standard computer networking devices.</p>	<p>The course instructor tests students on industry standard networking devices.</p>	<p>Have purchased additional networking equipment to ensure small group sizes.</p>

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Computer Technology, A.S.

Academic Year: 2011 - 2012

Date of most recent program review: 2010

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
<p>1. Demonstrate the ability to understand a problem and develop logically structured solutions through the use of flowcharts, pseudocode and C++ code.</p>	<p>Three assessment tools are used: 1)CSC*125 end of semester programming project. 2)CSC*215 beginning of semester in class assessment of understanding of individual logic constructs. 3)CSC*215 end of semester computer game programming project.</p> <p>(A fourth assessment tool is being designed for CSC*124.)</p>	<p>Department chair designs common assessments to be used in all sections. Results are analyzed by individual instructors and reviewed by department chair.</p>	<p>Results from all three assessment projects have led to a change in the order in which individual topics are covered within a specific course. For instance, functions are covered earlier in CSC*125 and OOP is covered earlier in CSC*215. Assessment projects have also proved to be useful in increasing student engagement.</p>
<p>2. Differentiate and understand the role and function of various current and emerging technologies, including, but not limited to, computer hardware, networking, programming, and database</p>	<p>Four assessment tools are used: 1) CST*237 and CST*238 students take a 14 page assessment to measure their retention of networking and computer system concepts. 2) CST*237 students use powerful classroom workstations to build,</p>	<p>CST*237/CST*238 course instructor reviews assessments and shares results with CST*131 prerequisite Computer Networking Theory course.</p>	<p>The network theory component was increased for both the network theory and system administration courses - custom network theory tutorials were written, custom homework assignments were written, and custom virtual lab work was</p>

and Internet technologies.	<p>test and troubleshoot virtual LAN/WAN networks.</p> <p>3) CST*238 students use powerful classroom workstations to build, test and troubleshoot virtual operating systems providing services such as IIS, DHCP, NBNS, WINS, DNS, and AD.</p> <p>4) Students apply networking and system administration concepts to the running of the Computer Share and Repair Club. Computer networks are built in order to push out images to computers which are being rehabilitated before being distributed to students.</p>		<p>designed to reinforce networking concepts.</p> <p>Additional lab time is provided outside of class to allow students to practice computer system skills. Students are provided free software to install on their personal computers with which to practice limited versions of in class laboratory exercises.</p> <p>Networking and system administration instructors provide support to students running the Computer Repair and Share Club.</p>
3. Describe basic computer organization and the relationship between hardware components and the operating system.	Hands on lab where all students disassemble and reassemble a PC completely. Each student is allowed to practice as many times necessary until showing mastery of computer components purpose and physical identification.	Faculty one on one with each student during lab time.	Perkins Grants to buy latest form factor parts to keep students up to date with current technology components.
4. Describe the essential operating system components and the operating services.	X		
5. Identify and apply the major concepts and language requirements to design, code, execute and debug programs in the required programming languages.	See (1) above.		
6. Differentiate and apply the basic technologies used in	See (2) above.		

local- and wide-area networks.			
7. Demonstrate competency in installing, repairing, servicing, troubleshooting and upgrading computers and peripheral equipment from the PC technician's point of view.	The Computer Repair and Share Club in conjunction with the service learning component of CST*141 repairs and troubleshoots computers for the MCC community.	Club Advisors and experienced club officers complete intake, process and outcome forms for each service task and maintain a log of all activity.	Encourage more students to join clubs and do service learning as well as take CSC*295 Cooperative Education.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Criminal Justice, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2003; scheduled Spring 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate a general understanding and appreciation of the role of the criminal justice system at local, state, and federal levels.	As a result of prior E-Series analysis, this new program goal was created. The Department plans to assess this goal through the use of a special test designed to evaluate this knowledge area and administered to upper level students in the criminal justice program.	The full-time faculty of the criminal justice department will interpret the evidence. For each learning goal, a specialized test will be created that is specifically designed to evaluate knowledge of the claimed goal. A rubric will be created to assess success and tests will be graded according to the rubric.	Previously, the criminal justice program had 11 learning outcomes that were determined to be outdated and un-assessable. As a result, the four learning outcomes on this document were created.
2. Demonstrate knowledge of appropriate codes of professional ethics and the capability to critically and reflectively engage ethical issues in criminal justice, particularly questions of social responsibility and professional decision-making.	As a result of prior E-Series analysis, this new program goal was created. The Department plans to assess this goal through the use of a special test designed to evaluate this knowledge area and administered to upper level students in the criminal justice program.	The full-time faculty of the criminal justice department will interpret the evidence. For each learning goal, a specialized test will be created that is specifically designed to evaluate knowledge of the claimed goal. A rubric will be created to assess success and tests will be graded according to the rubric.	Previously, the criminal justice program had 11 learning outcomes that were determined to be outdated and un-assessable. As a result, the four learning outcomes on this document were created.

<p>3. Demonstrate knowledge of the theories, principles, judicial and correctional processes, legal institutions, and methods of law enforcement</p>	<p>As a result of prior E-Series analysis, this new program goal was created. The Department plans to assess this goal through the use of a special test designed to evaluate this knowledge area and administered to upper level students in the criminal justice program.</p>	<p>The full-time faculty of the criminal justice department will interpret the evidence. For each learning goal, a specialized test will be created that is specifically designed to evaluate knowledge of the claimed goal. A rubric will be created to assess success and tests will be graded according to the rubric.</p>	<p>Previously, the criminal justice program had 11 learning outcomes that were determined to be outdated and un-assessable. As a result, the four learning outcomes on this document were created.</p>
<p>4. Demonstrate a sound basic education in criminal justice for graduates who choose to pursue a bachelor's degree.</p>	<p>As a result of prior E-Series analysis, this new program goal was created. The Department plans to assess this goal through the use of a special test designed to evaluate this knowledge area and administered to upper level students in the criminal justice program.</p>	<p>The full-time faculty of the criminal justice department will interpret the evidence. For each learning goal, a specialized test will be created that is specifically designed to evaluate knowledge of the claimed goal. A rubric will be created to assess success and tests will be graded according to the rubric.</p>	<p>Previously, the criminal justice program had 11 learning outcomes that were determined to be outdated and un-assessable. As a result, the four learning outcomes on this document were created.</p>

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Culinary Arts, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Analyze theory and techniques of baking and pastry arts.	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	A product evaluation forms has been recently added to aid on the student understanding of the evaluations
2. Analyze theory and techniques of food preparation and presentation.	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	None
3. Prepare basic foods in quantity, including various regional foods.	Students are fluent in ingredients and preparation based in American cuisine. Regional menus are created and meals planned and produced by each student	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
4. Prepare ethnic cuisine in quantity.	Students are fluent in ingredients and preparation of cuisines for multiple ethnicities. World regional menus are created and	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet have been upgraded to rubrics providing more precise outcome assessment.

	meals are produced by each student,		
5. Setup and operate the “front of the house.”	All students participate in front of the house activities, ranging from set up to serving in the dining room	Chef instructors and laboratory manager interpret outcomes.	Grade assessment has been upgraded to rubrics providing more precise outcome assessment.
6. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation including HACCP and State of Connecticut law.	All students are certified Serve Safe which includes Haccp principles, and state law. Students compile a sanitary inspection of the culinary arts center. Students adhere to rules while in food laboratory	Professors and chef instructors. Evidence ranges from certification to visual inspections	Physical state of the facility has been upgraded
7. Decorate layer cakes with molded and sculpted decorations.	Products are created in the laboratory. The decorative aspects are analyzed for presentation, adherence to food standards, and techniques, at each level	Students give opinions on decorative elements and Chef instructors interpret outcomes.	none
8. Create artisan breads.	Products are created in the laboratory. The items and formulas are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	none
9. Create and cater events.	Students plan, cater and produce a meal for a client	Chef instructors and laboratory manager interpret outcomes. Client/ student interaction is evaluated by the Chef.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
10. Summarize basic principles and concepts of the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced through management and hands on work in the lab.	Chef instructors and laboratory manager interpret outcomes. Examination	None

11. Summarize managerial techniques and human resources management practice.	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity are completed in HR areas	Chef instructors and laboratory manager interpret outcomes. Projects and, group analysis is evaluated	Classes were recently upgraded to include more group and hands on problem solving
12. Demonstrate appropriate problem-solving techniques in addressing management problems.	Problem solving is addressed on a daily basis In the laboratory setting at all course levels. Problems may be encountered with food, hard equipment, customer or interpersonal relationships.	Chef instructors and laboratory manager interpret s problem solving techniques uses in relation to student management and self assessment	None
13. Differentiate styles of marketing, sales analysis and planning for the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management planning for catering management	Professors evaluate outcomes of sale and marketing projects. Client/ student interaction is evaluated by the Chef.	None
14. Prepare menus incorporating costs, acquisition and inventory controls.	Menus are created; meals are produced by each student, multiple times. Food and supplies are ordered, meals are cost controlled with real figures	Chef instructors and laboratory manager. Mathematical examination	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
15. Transfer acquired knowledge to the world of work.	Students are assessed in a co-operative work experience placement in accordance to their career direction. Evidence of skill transfer is also assessed in the MCC laboratory and dining facility	Chef instructors and laboratory manager interpret outcomes onsite. Methods off site vary from management evaluation to written reports	None

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Drug & Alcohol Recovery Counselor (DARC), A.S.

Academic Year: 2010-2011

Date of most recent program review: scheduled Spring 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Understand addiction and a variety of models and theories of addiction and other problems related to addictions. Be able to describe the behavioral, psychological, physical health and social effects of psychoactive substances on the user and significant others.	<ul style="list-style-type: none"> -Tests -In class observation by instructor -Classroom and homework assignments, role plays -Internship Application Interview where questions regarding this area may be questioned or probed and reported back to program coordinator -Reports from the interns during the seminar class on what theories and techniques are used at their internship site. 	<ul style="list-style-type: none"> -MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports 	
2. Understand treatment, describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment,	<ul style="list-style-type: none"> -Tests -Classroom and homework assignments, role plays -Internship Application Interview where questions regarding this area may be questioned or probed and reported back to 	<ul style="list-style-type: none"> -MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports 	

<p>recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.</p>	<p>program coordinator</p> <ul style="list-style-type: none"> - Work at internship sites could involve working with families and doing genograms on client's family -In class assignments that have students practice counseling skills in individual and group settings and preparing assessments, treatment plans and biopsychosocial reports. 		
<p>3. Apply knowledge and understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care and provide treatment services appropriate to the personal and cultural identity and language of the client.</p>	<ul style="list-style-type: none"> -Tests -Classroom and homework assignments, role plays -Internship experience would allow for in-class experience to transfer to the clinical setting and be reported by site supervisor in weekly progress reports. 	<ul style="list-style-type: none"> -MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports 	
<p>4. Demonstrate professionalism and understand the importance of self-awareness in one's personal, professional, and cultural life. Understand the addiction professional's obligations to adhere to ethical and behavioral standards of</p>	<ul style="list-style-type: none"> -Introduction of Ethical Dilemmas/Situations in any DARC course. These may be from course texts or from examples from instructors -Intern site supervisor weekly reports Intern clinical supervisor's weekly reports could inform instructor 	<ul style="list-style-type: none"> -MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports 	<p>-The Psychology course "Pathways to Personal Grow" was added as a required course in 2008 to insure that each DARC student would have a semester/course devoted to self examination. This was done to help insure that each DARC student would have an opportunity to look within</p>

<p>conduct in the helping relationship.</p>	<p>of an ethical issue that the intern had encountered and dealt with during the week. The intern could also introduce the issue in the weekly intern seminar for discussion</p> <ul style="list-style-type: none"> -Behavior in the classroom as observed by the instructor(s) -Internship clinical supervisor would report any problems or issues to Internship Academic Supervisor or Program Coordinator -Internship Application Interview where questions regarding this area may be questioned or probed and reported back to program coordinator 		<p>themselves to realize that the counselor's own mental, physical and spiritual health and maturity are paramount in becoming a professional counselor.</p> <ul style="list-style-type: none"> - There is usually a class in the internship that is devoted to professionalism (dress, behavior etc.) that is taught in the internship class
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Disability Specialist, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Define and discuss basic definitions, causes, psychological characteristics and educational approaches relevant to children with disabilities			
2. Recognize children and adults with disabilities for their unique abilities rather than their limitations.			Revision of the learning outcome into more measurable terms. New learning outcome: <i>Discuss how children and adults with disabilities have unique abilities rather than limitations.</i> The Disability Specialist Advisory Committee approved the change on 10/13/20. The change will go before the Social Science and Hospitality Division and Curriculum Committee as an Item of Notification at the November

			meetings.
3. Identify current trends and issues, and define the impact of current national and state laws and policies, affecting people with disabilities and their families.			
4. Compare various learning theories and their application to children and adults with disabilities.			
5. Demonstrate an understanding of ethical standards including confidentiality.			Revision of the learning goal into more measurable terms. New learning outcome: <i>Define ethical standards in the disability field and demonstrate confidentiality in written and oral assignments.</i> The Disability Specialist Advisory Committee approved the change on 10/13/20. The change will go before the Social Science and Hospitality

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Early Childhood Education, A.S.

Academic Year: 2011-2012

Date of most recent program review: NAEYC Accreditation in progress

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. To support young children in early childhood programs using skills in observation, documentation, assessment, and application.	Formal written observations of children, teachers, and the learning environment, a teacher research article based upon student observations, and a formal child observation portfolio will be used as evidence in ECE 101, 103, 224, and 295.	Course instructors interpret evidence. Rubrics that match the National Association for the Education of Young Children (NAEYC) Standards are used to evaluate teacher research article and student teaching professional portfolio.	The revisions of observation reports and rubrics have been made and used. More emphasis will be placed on the interpretation, analysis, and explanation of the objective observation.
2. To plan, implement, and evaluate developmentally appropriate lesson/activity plans that foster children’s social, emotional, physical, and intellectual development, and involve families.	Lesson/activity plans will be evaluated in ECE 101, 103, and 295.	Course instructors interpret evidence. Evidence is evaluated using a rubric that matches the National Association for the Education of Young Children (NAEYC) Standards.	A revision of the lesson/activity plan rubric has been made to clarify NAEYC Standards and provide students with clearer instructions. The name of the lesson/activity plans has been changed to learning experience plans in order to coincide with the State of Connecticut’s terminology. More instructional emphasis will be placed on evaluating the success of the learning experience in the

			conclusion section of the learning experience plan.
3. To demonstrate effective teaching strategies in an early childhood program, based upon child development theory and family involvement principles, which include setting up the learning environment, letting children practice skills and ideas, interacting positively with children, colleagues, and families, and modeling behavior we want children to emulate.	A professional portfolio and student teaching performance evaluation forms will be used as evidence in ECE 295.	Course instructor evaluates professional portfolio using a rubric that matches the National Association for the Education of Young Children (NAEYC) Standards. Students do a self-assessment of their teaching skills, and cooperating teacher and class instructor observe and evaluate student teaching performance.	
4. To evaluate the quality of an early childhood program through curriculum activities, routines, and teacher and child engagement, the learning environment, teacher/child interaction, and family involvement.	Formal written observations of children, teachers, and the learning environment, a teacher research article based upon student's observations, and a formal child observation portfolio will be used as evidence in ECE 101, 224, and 295.		

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Engineering Science, A.S.

Academic Year: 2011-2012

Date of most recent program review: scheduled Spring 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

<p>(1) Program Learning Outcomes</p>	<p>(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(3) Who interprets the evidence? What is the process?</p>	<p>(4) What changes have been made in the program, as a result of using the data/evidence?</p>
<p>1. Be prepared to transfer into a Bachelor of Science degree program as a continuing student in the Engineering Pathway program. Provided the transferring schools' credit requirements are met, the students will transfer as juniors.</p>	<p>Ad-hoc interviews with students who have been accepted into engineering programs at baccalaureate institutions. Feedback from members of advisory board. The board has members that are affiliated with baccalaureate programs in engineering and technology advisory board.</p>	<p>Members of Engineering and Technology Department discuss advisory board and student feedback at departmental meetings. Periodic meetings with the Associate Dean of Engineering at the University of Connecticut.</p>	<p>Program was developed and courses selected in order to align with engineering programs at the University of Connecticut. Developing new programming course and updating two other engineering courses, in order to keep pace with what is being offered at local baccalaureate engineering programs.</p>
<p>2. Demonstrate the ability to assist in research and development, design, and production, testing and various other functions associated with engineering.</p>	<p>Students build, and debug, electrical circuits, and apply software simulation tool for circuit design. Design, develop, and debug computer programs in C++ and MATLAB.</p>	<p>The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.</p>	<p>Providing students with the opportunity to work on Life Support and Sustainable Living projects through College of Technology. The Center for LSSL provides students with</p>

			opportunities to work on environmental, medical and space exploration applications with students from baccalaureate programs in engineering.
3. Demonstrate a good understanding of engineering principles/concepts.	The students are understanding of engineering principles is assessed in examinations, quizzes, homework assignments, and lab experiments in electronics, and electric circuits.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Have changed books in Digital Electronics, Analog Electronics, and Microprocessor Assembly Language courses in order to keep pace with technology, and improve student understanding and retention of material. Developed, and administered assessment test for introductory engineering course. Will evaluate results and make appropriate modifications to course to ensure students are learning core concepts. Plan on creating assessment test for other engineering courses*.
4. Demonstrates a good understanding of Mathematical concepts.	Students are assessed on math based engineering problems in examinations, quizzes and homework assignments in the engineering courses.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Have reviewed math requirements on courses and made pre-requisite adjustments to improve student success rate.
5. Demonstrate a good working knowledge of state-of-the-art hardware and software in support of engineering design.	Students must demonstrate application of MATLAB and LabVIEW in engineering classes on homework, and in class assignments.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Added MATLAB and LabVIEW to engineering courses to provide students with common tools used in industry and at baccalaureate engineering programs.
6. Demonstrate the ability to think through a problem in a logical manner.	Students follow a logical approach to solving engineering problems in homework assignments, exams, quizzes, and labs.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to * in 3.

7. Organize and carry to through to a conclusion, the solution to a problem.	Students solve engineering problems that require multi-step solutions in homework assignments, exams, quizzes, and labs.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	None
8. Demonstrate good communication skills.	Students are assessed on lab reports in electric circuits and electronics.	The course instructor interprets results through grading of labs.	None
9. Demonstrate teamwork skills.	Students work together in groups on labs in electronics and electric circuits.	The course instructor evaluates student's contribution to team circuits and electronics courses.	None

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Entrepreneurship Option, Business Administration Career, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

<p>(1) Program Learning Outcomes</p>	<p>(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(3) Who interprets the evidence? What is the process?</p>	<p>(4) What changes have been made in the program, as a result of using the data/evidence?</p>
<p>1. Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well-supported conclusion.</p>	<p>Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.</p>	<p>The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.</p>	<p>Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).</p>
<p>2. Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication</p>	<p>Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.</p>	<p>Course instructors use assessment artifacts to assess.</p>	<p>Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what</p>

and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.			they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
3. Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
4. Apply concepts in core business disciplines and critical thinking skills to make sound financial decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
5. Demonstrate an understanding of the interrelationships between accounting and business	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed

courses.	case studies.		explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
6. Recognize the vital role small business plays in the global economy. Develop and apply decision-making skills to strategic business planning.	Application of knowledge achieved through assignments such as preparing a business plan, elevator pitch, feasibility analysis of the potential business.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Environmental Science, A.S.

Academic Year: 2011-2012

Date of most recent program review: program approved in 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Understand and be skilled at collecting, analyzing and presenting scientific data by various means including up-to-date computer technologies.	Students complete a laboratory activity involving the retreat of the Nisqually River Bridge on Mount Rainier. Ecology Field Studies project.	Evaluated by faculty in GLG* 121. Evaluated by faculty in BIO* 173.	
2. Communicates knowledge and understanding of environmental sciences and related societal issues in appropriate written, oral and mathematical means.	Students Complete a General Education Common Assignment on Climate Change Students complete a laboratory activity involving the retreat of the Nisqually River Bridge on Mount Rainier. Ecology Field Studies project.	Evaluated by faculty in EVS* 100. Evaluated by faculty in GLG* 121. Evaluated by faculty in BIO* 173.	
3. Applies abstract principles of environmental sciences to	Students Complete a project evaluating the efficiency and utility	Evaluated by faculty in EVS* 131.	

<p>practical applications as demonstrated in building projects, designing experiments or other practical applications.</p>	<p>of various types of wind turbines. Students Complete an evaluation of transportation options in their own community and other locations.</p>	<p>Evaluated by faculty EVS* 130 and by the students in EVS* 130</p>	
<p>4. Demonstrate interrelationships and connections with other subject areas associated with a college-level education.</p>	<p>Students compete in the Tragedy of the Commons Role Playing game. Ecology Field Studies project.</p>	<p>Evaluated by faculty in EVS* 100. Evaluated by faculty in BIO* 173.</p>	

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Foodservice Management, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

<p>(1) Program Learning Outcomes</p>	<p>(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(3) Who interprets the evidence? What is the process?</p>	<p>(4) What changes have been made in the program, as a result of using the data/evidence?</p>
<p>1. Analyze theory and techniques of food preparation and presentation.</p>	<p>Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques</p>	<p>Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.</p>	<p>A product evaluation forms has been recently added to aid on the student understanding of the evaluations</p>
<p>2. Prepare menus incorporating cost, acquisition and inventory controls.</p>	<p>Menus are created; meals are produced by each student, multiple times. Food and supplies are ordered, meals are cost controlled with real figures</p>	<p>Chef instructors and laboratory manager Mathematical examination</p>	<p>Grade assessment sheet have been upgraded to rubrics providing more precise outcome assessment.</p>

3. Summarize basic principles and concepts of the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced through management and hands on work in the lab.	Chef instructors and laboratory manager interpret outcomes Examination.	None
4. Create and cater events.	Students plan, cater and produce a meal for a client	Chef instructors and laboratory manager interpret outcomes. Client/ student interaction is evaluated by the Chef.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
5. Prepare basic foods in quantity, including various regional foods.	Students are fluent in ingredients and preparation based in American cuisine. Regional menus are created and meals planned and produced by each student.	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
6. Prepare ethnic cuisine in quantity.	Students are fluent in ingredients and preparation of cuisines for multiple ethnicities. World regional menus are created and meals are produced by each student,	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.
7. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation, including Hazard Analysis Critical Control Point and State of Connecticut law.	All students are certified Serve Safe which includes HACCP principles, and state law. Students compile a sanitary inspection of the culinary arts center. Students adhere to rules while in food laboratory	Professors and chef instructors. Evidence ranges from certification to visual inspections	Physical state of the facility has been upgraded

8. Setup and operate the 'front of the house'.	All students participate in front of the house activities, ranging from set up to serving in the dining room	Chef instructors and laboratory manager interpret outcomes.	Grade assessment has been upgraded to rubrics providing more precise outcome assessment.
9. Summarize managerial techniques and human resources management practice.	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity are completed in HR areas	Chef instructors and laboratory manager interpret outcomes. Projects and, group analysis is evaluated	Classes were recently upgraded to include more group and hands on problem solving
10. Demonstrate appropriate problem-solving techniques in addressing management problems.	Problem solving is addressed on a daily basis In the laboratory setting at all course levels. Problems may be encountered with food, hard equipment, customer or interpersonal relationships.	Chef instructors and laboratory manager interpret s problem solving techniques uses in relation to student management and self-assessment	None
11. Evaluate equipment design and layout for a foodservice facility.	Students design a food service facility based on proper design and layout features. Students critically analyze their work in environmental relation to foods produced.	Chef instructors evaluate designs and facilitate analysis in the food lab	Program Outcomes undergoing revision
12. Apply knowledge of computers to the hospitality industry.	Students employ the use of computers in food lab for menu development, purchasing, procurement and cost control.	Chef instructors and laboratory manager interpret outcomes. Professor evaluate costing outcomes	Program Outcomes undergoing revision

13. Differentiate styles of marketing, sales analysis and planning for the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced through management planning for catering management	Professors evaluate outcomes of sale and marketing projects. Client/ student interaction is evaluated by the Chef.	None
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Graphic Design, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

<p>(1)</p> <p>Program Learning Outcomes</p>	<p>(2)</p> <p>Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</p>	<p>(3)</p> <p>Who interprets the evidence? What is the process?</p>	<p>(4)</p> <p>What changes have been made in the program, as a result of using the data/evidence?</p>
<ol style="list-style-type: none"> 1. Demonstrate an understanding and appreciation of graphic design as a form of communication and art. 2. Demonstrate an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience. 3. Demonstrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media. 4. Demonstrate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field. 5. Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools. 	<p>Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work includes printed matter from computer graphics classes, illustration work, various graphic design examples (such as logo work, typography, and page layout), and website plans produced for class projects. The development of a portfolio is a necessary step for anyone seeking employment in the graphic arts.</p> <p>NOTE: this process of general portfolio development</p>	<p>The general portfolio would be reviewed by 2 members of the graphic design faculty in the same term that a student applies for graduation and would be an opportunity to offer a student a last chance to receive advice and guidance with their future plans.</p> <p>It is also suggested that a collection of student work would be reviewed (possibly at the end of each term) by the members of the</p>	<p>The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are themselves the changes that are being made to the program as a result of the claims made under item 1.</p> <p>The implementation of this new process is scheduled for spring 2011. Portfolio criteria have been developed using input from all program faculty.</p>

<p>6. Demonstrate an awareness of the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.</p>	<p>and review is a new concept that has been suggested as a result of a departmental self-study that reached completion in the spring 2011 semester. Although students have been encouraged to create portfolios for many years the notion that a portfolio would be reviewed by someone other than a class instructor is a new one.</p>	<p>program advisory committee. The intention would be to receive ongoing guidance for the program from members of the professional field that serve on the advisory committee.</p>	
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Health and Exercise Science, A.S.

Academic Year: 2011-2012

Date of most recent program review: 1999; scheduled Fall 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Understand the basic concepts of fitness, health and wellness.	Term papers, group presentations and class reports	Evaluated by faculty in HPE* 102, SSC* 110, HPE* 217, HPE* 240 and HPE* 242	
2. Evaluate a subject's wellness profile.	Health Evaluation Paper— (Students analyze food/exercise data of a subject and make recommendations)	Evaluated by faculty in SSC* 110	
3. Understand the basic concepts of nutrition, and prepare diet analyses.	Students prepare Diet Analyses.	Evaluated by faculty in BIO* 111 and SSC* 110.	
4. Develop a Behavioral Modification plan to maximize the health and fitness of a subject.	Students prepare Personal Training Plans.	Evaluated by faculty in HPE* 102 and HPE* 240.	
5. Implement a Behavioral Modification plan to maximize the health and fitness of a subject.	Students develop a Personal Training Plan for an individual. Students develop a personal philosophy/coaching and training plan for an athletic team (HPE 217)	Evaluated by faculty in HPE* 252. Evaluated by faculty in HPE* 217.	
6. Evaluate and develop a recreation program for children and adults with disabilities.	Students prepare and implement a recreation	Evaluated in HPE* 257.	

	program for residents of the community who are invited to class.		
7. Apply concepts of fitness, health and wellness at a fieldwork placement site.	Performance based evaluation by supervisors at fieldwork sites such as physical education classrooms, physical therapy clinics, recreation centers, hospital wellness centers, fitness centers, and personal training centers.	Evaluated by site supervisors in fieldwork placement sites in SSC* 294.	

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Hotel-Tourism Management, A.S.

Academic Year: 2011-2012

Date of most recent program review:

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Analyze theory and techniques of food preparation and presentation.	Products are created in the laboratory. The recipe items are analyzed for presentation, adherence to food standards, taste and techniques	Students give opinions on products and Chef instructors interpret outcomes. Rubrics are used.	A product evaluation forms has been recently added to aid on the student understanding of the evaluations
2. Prepare menus incorporating costs, acquisition and inventory controls.	Menus are created; meals are produced by students on a continual basis. Food and supplies are ordered, meals are cost controlled with real figures	Chef instructors and laboratory manager and patrons interpret outcomes.	Grade assessment sheet have been upgraded to rubrics providing more precise outcome assessment.
3. Summarize basic principles and concepts of the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced though management and hands on work in the lab.	Chef instructors and laboratory manager interpret outcomes.	None
4. Prepare basic foods in quantity, including various regional foods.	Students are fluent in ingredients and preparation based in American cuisine. Regional menus are created and meals planned and produced by each student.	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.

5. Evaluate the establishment and maintenance of a safe and sanitary foodservice operation, including, Hazard Analysis Critical Control Point and State of Connecticut law.	All students are certified Serve Safe, which includes HACCP principles, and state law. Students compile a sanitary inspection of the culinary arts center. Students adhere to rules while in food laboratory	Professors and chef instructors. Evidence ranges from certification to visual inspections	Physical state of the facility has been upgraded
6. Setup and operate the 'front of the house.'	All students participate in front of the house activities, ranging from set up to serving in the dining room	Chef instructors and laboratory manager interpret outcomes.	Grade assessment has been upgraded to rubrics providing more precise outcome assessment.
7. Summarize managerial techniques and human resources management practice.	Students practice managerial techniques in a real life laboratory setting. Projects, role play, group work activity are completed in HR areas	Chef instructors and laboratory manager interpret outcomes. Projects and, group analysis is evaluated	Classes were recently upgraded to include more group and hands on problem solving
8. Demonstrate appropriate problem-solving techniques in addressing management problems.	Problem solving is addressed on a daily basis in the laboratory setting at all course levels. Problems may be encountered with food, hard equipment, customer or interpersonal relationships.	Chef instructors and laboratory manager interpret s problem solving techniques uses in relation to student management and self-assessment	None
9. Evaluate equipment design and layout for a foodservice facility.	Students design a food service facility based on proper design and layout features. Students critically analyze their work in environmental relation to foods produced.	Chef instructors evaluate designs and facilitate analysis in the food lab	Program Outcomes undergoing revision
10. Apply knowledge of computers to the hospitality industry.	Students employ the use of computers in food lab for menu development, purchasing, procurement and cost control.	Chef instructors and laboratory manager interpret outcomes. Professor evaluate costing outcomes	Program Outcomes undergoing revision

11. Differentiate styles of marketing, sales analysis and planning for the hospitality industry.	Projects are completed applying these ideals. Principles and concepts are practiced through management planning for catering management	Professors evaluate outcomes of sale and marketing projects. Client/ student interaction is evaluated by the Chef.	None
12. Demonstrate the practical approach to the various aspects of food and beverage cost control and purchasing.	Students order and obtain food and beverage for meals using purchase orders, which are then analyzed for cost controls	Chef instructors and laboratory manager interpret outcomes. Projects and, group analysis is evaluated.	Program outcomes undergoing revision
13. Outline the legal responsibilities and rights of guests and employees.	Students use role-play and situational responses.	In class feedback, professor evaluation; as well as, classroom discussions and presentations	None
14. Interpret hospitality sales practices and market analysis from sales to actual activity.	Students use situational response, market analysis, term projects and hands-on on site analysis in the private sector.	In class feedback, professor evaluation; as well as, classroom discussions and presentations	None
15. Apply office procedures and forms necessary to room guests and control cash.	Students use situational response cost analysis, term projects and hands-on on site analysis in the private sector.	In class feedback, professor evaluation; as well as, classroom discussions and presentations	None

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Journalism Option, Communication, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2010

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Report and write basic news stories including obituaries, accident/fire/disaster stories, news conferences and town meetings, using standard	Students will write a variety of news stories mirroring the types of assignments that journalists typically cover for print and the web. Additionally, all students will write several stories for the college paper, The Live Wire.	Faculty, all of whom are, or have been professional journalists, review stories. The Associated Press Stylebook is used as a text in order to ensure professional standards are met.	As journalism becomes increasingly tied to the internet, writing for the internet and using the internet for research has been integrated into the curriculum.
2. Identify, report and write feature stories.	Students are required to take a course focusing on writing longer, non-fiction stories. In this class they engage in writing memoirs, personal essays, travel writing and feature writing. Each student produces a body of work that they share with their classmates.	Stories are critiqued within the class and then reviewed and graded by the instructor using contemporary writing standards in journalism	A new course, Creative Writing: Non Fiction, was introduced into the curriculum in 2010. This course specifically focuses on teaching techniques so that students can write feature articles for magazines and journals.
3. Report and write for television news programming.	Various news script assignments and video news projects.	Instructors review copy and video stories according to standards	Evaluation criteria are changed in response to changes in

		established for that particular course. Student work is evaluated based on contemporary broadcast journalism standards.	professional broadcast journalism standards. New assignments, such as shooting video for the web, are developed as warranted.
4. Operate under the Society of Professional Journalists Code of Ethics and understand the ethics involved in making journalistic and editorial choices.	Students write papers, take exams and make oral presentations that require them to demonstrate an understanding of ethics in journalism.	All material is reviewed and evaluated by instructors who are experienced journalists.	Textbooks are used that speak directly to ethics in journalism and are supplemented by case studies that arise during the semester, thus ensuring that the material is current.
5. Choose appropriate sources, conduct interviews and use quotation and attribution correctly.	Writing assignments and examinations test student learning in this area.	Exams and written work are evaluated by the instructor.	The Associated Press Stylebook is updated regularly so students learn contemporary newsroom standards.
6. Define and assess the role of the news media within the context of history, government and society.	Students write papers, participate in discussions, take exams and make oral presentations in a variety of required classes including Contemporary Issues in Journalism, Writing and Reporting News Stories and Mass Communications.	All material is reviewed and evaluated by instructors who have significant experience in the profession.	All courses are updated regularly to reflect changes in technology and trends and issues in the field.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Management Information Systems, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2010

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate knowledge of core business functions including financial and managerial accounting, management, marketing and business law.	The MIS Program starts with core business courses that are common to all business degrees students. The MIS student must complete 5 business courses: <ul style="list-style-type: none"> • Financial Accounting • Managerial Accounting • Principles of Marketing • Principles of Management • Legal Environment of Business The curriculum in the business courses is developed and assessed by the MCC Business Department. More information about the evidence in each of these courses can be found on NEASC Table E-1 Accounting and Business Administration Transfer A.S.	Business Department Faculty	Refer to - NEASC Table E-1 Accounting and Business Administration Transfer A.S.
2. Demonstrate an	Students are required to take a	Information Management and	A new structured programming

<p>understanding of information technology components (hardware, software and communications) that make up the information technology infrastructure of organizations and explain how information technology innovation affects organizations.</p>	<p>structured programming course, database course and Introduction to Management Information Systems. Each of these courses develops and expands knowledge of information technology components. MIS students complete functioning code and tested programs in both the database and structured programming course. The Intro to MIS course devotes 25% of the course time to understanding information technology components. One example assignment where students use their knowledge involves the student assigned as a Department Manager for a staff of 45 people. The student must analyze IT requirements and prepare a detailed budget using MS Excel to purchase hardware, software and overhead cost of communications. The student must explain why they have made the choices they did and whether \$80,000 is enough.</p>	<p>Technology (IMT) Faculty (MIS Course) and Computer Programming and Network (CPN) Faculty evaluation of individual student project results.</p>	<p>course was developed for non-computer science majors (CSC 124 – Python). This decision was a result of the reviewing student’s individual project work. The Computer Science majors needed a more rigorous assessment of knowledge in the area of structured program to proceed to the higher level courses. MIS majors need to know more basic information for their discipline. A new course was created by CPN Faculty for this purpose. Additionally, feedback from 4 yr. transfer programs indicated a need for students to use MS Excel and Access for business analysis leading to the use of the MyMISLab course site in the Intro to MIS course.</p>
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<p>3. Explain how information systems are used to support organizational goals.</p>	<p>Business Case Studies and a group project highlighting Porter's Models of Competitive Strategy and how business can use technology to gain competitive advantage are used to assess this learning goal</p>	<p>IMT Faculty, Student Reviewers in Class using rubrics.</p>	<p>Porter's Models are taught and emphasized in more than one course. Student's use of these models to propose how technology can provide business with a competitive advantage needed more focus however and the case study has been reorganized to require more analysis and assessment in this area.</p>
<p>4. Describe the basic methodologies used to develop and implement computer information systems.</p>	<p>Abstract thinking is becoming a core business skill. Students practice business process analysis and use Business Process Modeling Notation (BPMN) with as exercise using MS Visio. Students also complete a System Development Life Cycle (SDLC) exercise demonstrating the steps necessary to complete a large IS implementation.</p>	<p>IMT Faculty review of BPMN documents.</p>	<p>MIS students must develop abstract thinking and modeling exercises throughout the curriculum help demonstrate this. The MIS course has been enhanced to allow more practice of this skill. Basic business process knowledge is becoming an employer expectation of students</p>
<p>5. Apply basic knowledge of project management tools and techniques, including preparing a project charter, project schedule and project scope document.</p>	<p>All MIS students take the Project Management Course and propose an 8 week group project with a "real sponsor". Some of these projects are community service projects. The class selects between 3-4 projects to complete using PM tools and techniques and processes.</p>	<p>IMT Faculty, Outside Project Sponsor, use project deliverables produced by the teams and the Lessons Learned reports to evaluate the PM course.</p>	<p>The students must write a 3-5 page lessons learned document evaluating what they learned during the project and what they learned from the course. Based on this feedback the course has been improved each semester. Project communications, and project scope development are two areas that students struggled with during the project execution and content has been refined in these</p>

			areas.
6. Identify and explain the interrelationship between information technology and business.	The Intro to MIS course emphasizes this learning outcome with a discussion of MIS Careers. The MIS student is studying to become the bridge between IT and business by understanding both areas. The student completing this program will complete course work in the area of business and in the area of IT. IMT Faculty facilitate a detailed discussion and group activity of the CIO, business analyst, system analyst, database manager careers to show the knowledge, skills and competencies required.	IMT Faculty lead and evaluate the group discussions.	During the classroom discussion it was revealed that many students do not understand the MIS career option. As a result the Department is making efforts to better inform students about this program. This continues to be an area of work for IMT.
7. Describe the concepts and principles of database design and development, and the importance of databases in organizations.	Database Modeling assignment Small database development projects using MS Access and MySQL	IMT Faculty using project results.	The Database course has been updated each semester to cover new technologies and techniques as they develop in industry. The course allows students to get an in-depth understanding of database modeling and development.
8. Demonstrate the ability to organize and present information effectively through written, spoken and electronic channels.	Individual classroom presentations Group projects using online collaboration tools like Google Docs and wikis	IMT Faculty using rubrics and electronic audit trails to gauge student participation.	Courses have been updated to include instruction on electronic collaboration and online tools.

<p>9. Apply basic knowledge of business functions and information systems to solve problems and develop solutions.</p>	<p>Group case study projects</p>	<p>IMT Faculty - case studies are reviewed and evaluated to evaluate whether key concepts are understood.</p>	
<p>10. Recognize the importance of working in teams to achieve common goals, and collaborate effectively in group assignments.</p>	<p>Students work on course related group projects throughout the curriculum. Students must work together to complete an 8 week project in Project Management, they complete a database project , a network design projects, online business/technology case collaborations using Web 2.0 tools. In the MIS course typically taken at the beginning of the curriculum students typically struggle completing collaborative projects, by the Project management course at the end of their course work the collaborations are improved.</p>	<p>IMT Faculty using rubrics and observation.</p>	<p>Group Project guidelines and instructions have been changed to better define the expectations and roles of all group members. Group work/team work continues to be an area that needs attention as students need more help with collaboration skills. Collaboration is an area that will continue to develop in the curriculum.</p>

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Manufacturing Engineering Technology, A.S.

Academic Year: 2011-2012

Date of most recent program review: scheduled Spring 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate team-oriented human skills that permit effective participation in multicultural work and social environments.	Students build team-working skills through group projects in the following courses: AC/DC Circuit Analysis, Physics I & II	Course instructor	None
2. Apply appropriate mathematical and scientific principles to manufacturing applications.	Students are assessed on math, and scientific principles, through engineering problems on examinations, quizzes and homework assignments.	Course instructor, program coordinator, Engineering and Technology Department	The Engineering and Technology Department periodically review requirements on courses and made pre-requisite adjustments to improve student success rate.
3. Demonstrate proficiency in engineering fundamentals to analyze manufacturing engineering problems and make appropriate decisions.	The students' knowledge of engineering fundamentals is assessed on examinations, quizzes, homework assignments, and in class work.	Course instructor	None
4. Assist in the design process to meet effective production objectives.	As part of the program students are required to design and build a prototype of a product.	Course instructor, program coordinator, Engineering and Technology Department	Acquired 3-D printer to support rapid prototyping.
5. Possess knowledge of engineering materials and be able to demonstrate	The students' understanding of engineering materials is assessed through examinations, quizzes,	Course instructor	None

competency in their selection and utilization.	homework assignments, and class work.		
6. Apply knowledge and skills to develop, interpret and select appropriate manufacturing processes.	The students' knowledge and skills are assessed through examinations, quizzes, homework assignments, and class work.	Course instructor	None
7. Maintain a practical knowledge of state-of-the-art hardware and software in support of manufacturing systems.	The student's proficiency is accessed through classwork and projects.	Course instructor, Engineering and Technology Department	Acquired 3-D printer to support rapid prototyping. Have recently added SolidWorks and MasterCAM software in order to stay current with industry.
8. Be aware of and use available information and data sources in support of the manufacturing systems.	The student's application homework assignments and projects.	Course instructor	None
9. Apply skills and knowledge to effectively and efficiently plan, organize, implement, measure and control manufacturing processes.	The students' are required to demonstrate proficiency through a project that requires them to design and build a product.	Course instructor	None
10. Demonstrate a thorough knowledge and understanding of engineering graphics as well as conventional drafting practices, such as orthographic and isometric projection, section, detail, auxiliary views and descriptive geometry, as well as geometric dimensioning and tolerancing basics.	The program has specific courses that address these concepts. The student's understanding of is accessed through examinations, quizzes, homework assignments, and projects.	Course instructor, program coordinator, Engineering and Technology Department	There have been changes in the program that have increased the emphasis on design work done with the computer, and while reducing the amount of work on a drafting table.

<p>11. Demonstrate a high level of proficiency in the use of state-of-the-art computer-aided design (CAD) software and be able to respond positively to continuous software revisions and upgrades.</p>	<p>Students are assigned projects that demonstrate proficiency in state-of-the-art CAD software.</p>	<p>Course instructor, program coordinator, Engineering and Technology Department</p>	<p>Have added MasterCAM and SolidWorks to program, to stay current with industry.</p>
<p>12. Demonstrate a thorough understanding of two-dimensional and isometric CAD concepts, procedures and applications.</p>	<p>The student's proficiency is assessed on examinations, quizzes, homework assignments, and lab experiments.</p>	<p>Course instructor</p>	<p>None</p>
<p>13. Apply knowledge of computer applications in integrating computer-aided manufacturing, computer numerical control, CAD, spreadsheets, graphs and word processing for manufacturing engineering and technology documentation and support purposes.</p>	<p>Students are assigned projects that require demonstration of proficiency in integrating knowledge.</p>	<p>Course instructor</p>	<p>None</p>

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Marketing A.S.

Academic Year: 2011-2012

Date of most recent program review: 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well-supported conclusion.	Exams, quizzes, research papers, case studies, group projects etc. are used to assess accuracy of outcomes.	The Accounting, Business and Paralegal Department members interpret the data during monthly department meetings.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
2. Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills	Communication skills applied within the classroom setting through discussions, individual and group assignments and presentations.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).

effectively in class presentations.			
3. Demonstrate the ability to identify situations that present ethical dilemmas and lapses and understand and apply the concepts related to ethics and the social responsibilities of businesses in order to respond thoughtfully.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
4. Apply concepts in core accounting and business disciplines and demonstrate critical thinking skills to make sound business decisions.	Exams, quizzes, research papers, case studies, etc. are used to assess accuracy of output.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
5. Demonstrate an understanding of the interrelationships between accounting and business courses.	Application of knowledge achieved through two hundred level program courses' integrative assignments, projects, exams and case studies.	Course instructors use assessment artifacts to assess.	Greater emphasis has been given to areas of weakness identified by poor student achievement on assessed artifacts. More detailed explanation has been provided to help students understand what they are being assessed on (i.e. more detailed rubrics, assignment instructions etc.).
6. Demonstrate the ability to effectively present marketing and promotion plans and to make an effective sales presentation, all of which	Marketing: Each student as a member of a team creates and presents a marketing plan to the class.	Both the instructor and 2-3 students use a rubric to evaluate all aspects of the plan presentation. This feedback is given to the students. At the end	1. Materials describing the projects have been revised to be more specific and to include a rubric. 2. Self and team evaluations are handed in by each student as an

<p>reflect an understanding of the target audience, environmental factors, and sound strategic decisions based on thorough research and an understanding of marketing and other business-related principles.</p>	<p>Principles of Advertising: small teams create and present promotional plans to the class.:</p>	<p>of the presentation, students ask questions and offer oral feedback about what worked and where there were problems.</p>	<p>opportunity for reflection and self-reflection. 3. Instructors start the project earlier in the semester and work with teams in class as an advisor.</p>
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Multimedia Studies, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
<p>1. Demonstrate practical skills in computer-based multimedia production including animation, 3D modeling, digital video, and interactive design and production.</p> <p>2. Demonstrate an ability to plan multimedia and interactive projects and produce all the elements involved in such projects (graphics, sound, animation, and video).</p> <p>3. Demonstrate an awareness of a variety of software in multimedia production and the ways that this software can be integrated in the development of projects.</p> <p>4. Use their training to pursue employment in digital media development including, but not limited to, digital animation, 3D modeling, digital sound engineering, digital video production and editing, CD-ROM and computer game development, digital graphic arts and special effects production.</p>	<p>Students collect work from various program-related classes and assemble a comprehensive portfolio demonstrating skills acquired in different classes. Work includes printed matter from computer graphics classes, storyboards from video and animation classes, website design plans, and video and animation clips produced for class projects. The development of a portfolio is a necessary step for anyone seeking employment in multimedia.</p> <p>NOTE: this process of general portfolio development and review is a new concept that has been suggested as a result of a departmental self-</p>	<p>The general portfolio would be reviewed by 2 members of the multimedia faculty in the same term that a student applies for graduation and would be an opportunity to offer a student a last chance to receive advice and guidance with their future plans.</p> <p>It is also suggested that a collection of student work would be reviewed (possibly at the end of each term) by the members of the program advisory committee. The</p>	<p>The description of the portfolio review process described under items 3 & 4 actually constitute a new methodology for the program and as such are themselves the changes that are being made to the program as a result of the claims made under item 1.</p> <p>The implementation of this new process is scheduled for spring 2011. Portfolio criteria has been developed using input from all program faculty.</p>

	<p>study that reached completion in the spring 2011 semester. Although students have been encouraged to create portfolios for many years the notion that a portfolio would be reviewed by someone other than a class instructor is a new one.</p>	<p>intention would be to receive ongoing guidance for the program from members of the professional field that serve on the advisory committee</p>	
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Music Studies, A.A.

Academic Year: 2011-2012

Date of most recent program review: Program approved in 2008; currently applying for membership with the National Association of Schools of Music (NASM).

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
<p>1. Demonstrate a historical/cross-cultural awareness and appreciation of Western European and American contemporary music.</p>	<p><u>Required History Courses:</u> MUS 101: History and Appreciation I MUS 102: History and Appreciation II Music Elective: MUS 107: Today's Music I MUS 108: Today's Music II</p> <p><u>Data/ Evidence of Achieved Goals</u></p> <ul style="list-style-type: none"> •Assigned individual and group research projects based upon historical periods covered in course. •Assign concert reviews in which students are required to attend a performance pertaining to the musical style or period covered. •Listening activities in which students offer oral and written 	<ul style="list-style-type: none"> •The evidence obtained is interpreted by qualified music instructors with knowledge and expertise in area of music history. • The process for evaluation is conducted utilizing a rubric. Students are also placed on groups in which they engage in discussions and peer evaluation of written and/verbal assignments. • The content of the reflection papers is evaluated based upon a rubric established by the instructor. 	<ul style="list-style-type: none"> •Increased the number of reflection papers assigned. The papers provide greater insight as to the impact of the information covered in class in addition to written quizzes and exams. •Increased the usage of short quizzes as opposed to more elaborate exams or tests. • Maintained the use of groups and individual presentations. This method has proven effective in encouraging the student to take more ownership of the learning process

	<p>analysis of assigned music selections using their understanding of music terminology and historical knowledge.</p> <ul style="list-style-type: none"> • The assignment of reflection papers upon the review of videos or YouTube examples. In these reflection papers, students discuss the relevance of materials covered in class to the DVD/ YouTube clip. 		
<p>2. Demonstrate skills and techniques that reflect an understanding of the theoretical aspect of music, including: an understanding of music fundamentals; exploration and development of voice leading principles; ear training, sight singing, rhythmic, melodic and harmonic dictation; keyboards skills and accompaniment techniques.</p>	<p>Required Theory Courses: MUS 111: Fundamentals of Music MUS 215: Music Harmony</p> <p>Instruction in music theory is very concrete. Students must gain a knowledge and understanding of music concepts and principles, develop skills in ear training and sight singing, etc.</p> <p>Evidence that students have achieved stated knowledge and skills include the following:</p> <ul style="list-style-type: none"> • Short quizzes, test and exams to demonstrate their understanding of music fundamentals as outlined in the learning outcomes. • Dictation activities in which the student musically notates melodies/harmonies and rhythms played by instructor. • Student and discuss responses to dictation and listening activities. 	<p>The evidence obtained is interpreted by the music faculty with an area of expertise in music theory and composition.</p> <ul style="list-style-type: none"> • The evaluative process includes a review of the student's quizzes and exams that reflects their understanding of learning outcomes for the theory classes. 	<p>Proposed changes to the theory course sequence based upon an evaluation of music student needs include the following:</p> <ul style="list-style-type: none"> • A restructuring of the fundamentals class to be presented as a hybrid course offered in the summer and fall semesters in order to allow for an additional theory course that focuses on dictation and ear training. As the music program prepares for national accreditation, it is important that we are offering a theory sequence that covers the equivalence of the first two years of a four-year music program. These changes will put our program in line with our transfer institutions.

<p>3. Demonstrate an ability to perform solo music selections and within a music ensemble group (i.e., chorale, madrigal, chamber, jazz).</p>	<p><u>Required Ensemble Courses:</u> MUS 161, 162, 270, 271: Chorale I, II, III, IV MUS 158, 159, 258, 259: Chamber/Jazz Ensemble I, II, III, IV MUS 149: Beginning Jazz Concepts <u>Additional Performance Courses:</u> MUS 174, 175, 275, 276: Vocal Ensemble: Madrigal I. II. III. IV MUS 277: Vocal-Opera to Broadway Data/Evidence used to determine stated outcomes. Include the following: •Students within the ensembles perform at scheduled arts festivals held at the end of each fall and spring semester. Students also perform at scheduled events within the community.</p>	<p>The evidence is obtained and interpreted by the music faculty with an area of expertise in vocal and instrumental performance. The process is evaluated in the following areas:</p> <ul style="list-style-type: none"> •Regular participation at rehearsals. • Scheduled parts check (choral) for accuracy of pitches, rhythms, vocal formation and foreign language. Written notation on music of performance practice and techniques. •Scheduled parts check (instrumental chamber) for knowledge of music, timing, intonation, group cohesiveness and expression. •Parts check (Jazz) of music knowledge, timing, solos, group dynamics and cohesiveness. In musical presentation (Opera to Broadway) students are evaluated on knowledge of music, projection, Foreign language (when applicable) stage presence and acting. •Stage presence and attire. 	<p>One significant change to the instrumental area is the introduction of a new course, MUS 149: Beginning Jazz concepts. This course was created to address skill development of beginning jazz students who were unfamiliar with the process of playing and improvising across standard jazz repertoire. Students are introduced to standard jazz tunes and the concepts needed to improvise and perform. The instructor has performance experience and extensive knowledge in these concepts.</p>
<p>4. Demonstrate technical facility and knowledge on specified instrument or voice (i.e., soprano, alto, piano,</p>	<p>Required Courses: MUS 185, 186, 285, 286: Applied Music Lessons I, II, III, IV. Data/Evidence used to determine</p>	<p>The evidence is obtained and interpreted by both the member of the music faculty and the private instructor.</p>	<p>The addition of the master class component to applied lessons course has been valuable in assessing the music skill</p>

<p>saxophone).</p>	<p>stated outcomes include the following-private instruction and group master classes:</p> <ul style="list-style-type: none"> •Students receive private instruction by a college educated music instructor with performance expertise in the selected instrument/voice. The private instructors instruct in the areas of scale studies, music expression, performance techniques and repertoire. •Students attend required master classes once a week under the instruction of a member of the music faculty. The classes reinforce private lesson instruction by requiring students to perform selections assigned by the private teacher. Areas addressed include performance techniques, knowledge of music and level of preparation, opportunities for self-reflection as well as peer reflection. 	<p>Students within the weekly master class have the opportunity to perform and complete evaluation sheets on their peers. Juries held at the end of the semester, members of the music faculty evaluate the student performances. Faculty members in attendance complete an evaluation sheet and grade the student’s performance reflecting aspects of the course rubric. Students receive copies of these evaluations.</p>	<p>development of music students completing the degree program at MCC.</p> <p>This aspect of the course also provides a format for students seeking further music instruction who are required to audition for admission into those programs.</p> <p>In the past 5 years, MCC music students have been admitted into music programs at the following institutions.</p> <ul style="list-style-type: none"> •University of Connecticut •Central Connecticut State University •Western Connecticut State University •Eastern Connecticut State University •University of New Haven •University of Massachusetts at Amherst
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Paralegal Studies, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2007; scheduled for Spring 2012

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Recognize and describe the proper role of the paralegal in the delivery of legal services to the public and apply the ethical rules that govern the conduct of the legal profession.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. Review of ethical rules in capstone course.
2. Demonstrate critical thinking, reasoning and analytical skills, conduct factual and legal research using print and computerized methods, and organize and present information effectively, both orally and in writing.	Statistical data from a comprehensive substantive examination and/or examination of student portfolios.	Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.	Curriculum modified to incorporate capstone course. New projects in portfolio. Emphasis on preparation of correspondence across the curriculum. Use of grading rubric to evaluate class participation.

<p>3. Describe the organization of the American legal system, apply procedural law to litigation and administrative agency law, and demonstrate substantive knowledge of principles of law.</p>	<p>Statistical data from a comprehensive substantive examination and/or examination of student portfolios.</p>	<p>Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.</p>	<p>Curriculum modified to incorporate capstone course. Increased use of hypothetical fact patterns.</p>
<p>4. Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney.</p>	<p>Statistical data from a comprehensive substantive examination and/or examination of student portfolios.</p>	<p>Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.</p>	<p>Curriculum modified to incorporate capstone course. Practical skills application increased.</p>
<p>5. Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills.</p>	<p>Statistical data from a comprehensive substantive examination and/or examination of student portfolios.</p>	<p>Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.</p>	<p>Curriculum modified to incorporate capstone course. Judicial department speaker on electronic filing. Increased emphasis on law office management software.</p>
<p>6. Recognize opportunities for professional development through continuing education and affiliation with professional organizations.</p>	<p>Statistical data from a comprehensive substantive examination and/or examination of student portfolios.</p>	<p>Legal professionals including program coordinator, paralegal faculty, and advisory committee through review and discussion of data and artifacts.</p>	<p>Curriculum modified to incorporate capstone course. Promote state bar and paralegal association membership. Law Day presentations.</p>

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING
Program: Photography Option, Visual Fine Arts, A.A.

Academic Year: 2011-2012

Date of most recent program review: Photography Option approved in 2009; VFA Program was reviewed in 2011

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Demonstrate an understanding of terminology, concepts and techniques relating to photography.	Students in all photography courses must apply and interpret information from class in order to complete projects and produce a separate final portfolio. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique in accord to project guidelines. Projects and portfolio are graded using rubrics by instructor.	This is a new option. More time is needed to interpret evidence.
2. Demonstrate the ability to use a camera's creative controls to manifest intent.	ART 141 and ART 250 courses involve a series of skill-based, technique-specific projects and a final portfolio that require students to demonstrate proficient camera handling. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final portfolio for the student show at the end of each semester.	
3. Demonstrate proficiency at traditional silver darkroom techniques including 35mm and medium format film processing and printing.	ART 141 and ART 142 courses involve a series of skill-based, technique-specific projects and a final portfolio that require students to demonstrate technical	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final	

	proficiency with analog cameras and processes. Project and portfolio images are presented and critiqued in class.	portfolio for the student show at the end of each semester.	
4. Demonstrate proficiency at digital image capture, editing and output with an emphasis on developing up-to-date Adobe Photoshop skills.	ART 250 and ART 281 courses involve a series of skill-based, technique-specific projects and a final portfolio that require students to demonstrate technical proficiency with digital cameras and Adobe PhotoShop. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final portfolio for the student show at the end of each semester.	
5. Be able to use a variety of situation-specific natural and studio lighting techniques.	ART 141 and ART 250 courses incorporate a general lighting project and ART 142 and ART 281 incorporate a studio lighting project. Project images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor.	
6. Make informed and meaningful aesthetic decisions, with an emphasis on critical thinking and problem solving.	Students in all photography courses complete projects and produce a separate final portfolio. Portfolios represent personal work and can employ multiple techniques and formats. Project and portfolio images are presented and critiqued in class.	Students present their own work and comment on others' work in critique. Projects and portfolio are graded using rubrics by instructor. Work is selected from the final portfolio for the student show at the end of each semester.	
7. Develop an appreciation of the many vocational and creative applications of the medium and an understanding of its cultural, historical and contemporary context.	In addition to exam related material, students in ART 242 and ART 281 must complete a research paper on a photographer, shoot in that photographer's style and present both the paper and images in class.	Students present papers (powerpoints) and images in class. Images are critiqued. Paper, presentation and images are graded using a rubric.	

8. Be able to articulate and explain the decisions made as part of the image production process.	All photography students must present work in critique. ART 142 and ART 281 students write a "portfolio proposal" and an "artist statement" to accompany their final portfolios.	Students present their own work and comment on others' work in critique. Proposals and artists statements are part of the ongoing dialog with the professor.	
9. Develop an exhibition-quality portfolio that can be used for transfer to a college or university offering a bachelor's degree in art and/or photography or for use by those seeking immediate employment in a variety of entry-level positions in the field of photography	ART 142 and ART 281 students work all semester to produce a final, cohesive, thematic 12 image portfolio separate from the work they do for projects.	Students present their own work and comment on others' work in critique. Work is selected from the final portfolio for the student show at the end of each semester where it is on public display for approximately one month.	

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Social Services, A.S.

Academic Year: 2011-2012

Date of most recent program review: 1999; in progress, scheduled for 2012-2013

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Understand the past, present and future of human services.	f. Required interviews of service deliverers in all freshmen human service courses. g. Oral presentations based on the following: gathered empirical and traditional data, role playing, inclusions and responses of students during classroom discussions. h. Field placement agency student evaluations. i. Student self-evaluations j. Student collaborative work experiences, assigned and unassigned.	The instructors are the primary interpreters along with agency personnel. Students are also part of the process as they critique and support the work of fellow classmates.	Reinforcing of human service assignment requirements. For example, all 101 courses require an interviewing project with a service provider or in another area of service provision. All HSE*210, HSE* 241 and HSE* 251 courses require formal interviews with individuals related to topics being studied and discussed.
2. Be prepared for group facilitation and participation, grant proposal writing and oral and written expressions appropriate to human	Students begin working in preliminary groups as part of HSE* B101. All Social Service Program participants are required to successfully complete a course	The instructors and students interpret the process based on in class exercises, student questions, in class discussions and student research results.	Offering ongoing reinforcement of the required skills. Maintain a reasonable flow and complexity of information. Allowing students to explore and take a lead when they

<p>services.</p>	<p>focused on group work. Skills developed in the group work course (B210) are utilized extensively in field placement (B281 & B282) and in the grant writing course (B241). Successful outcomes in the three aforementioned areas are evidence that students have developed the necessary group skills and ongoing reinforcement will continue. All students are required to work collaboratively in the preparation of grant documents and summary oral group presentations. Writing is ongoing including journaling and report writing. This includes documents used by social service agencies. Lastly, feedback from program graduates helps support claims of preparation.</p>		<p>are interested and comfortable.</p>
<p>3. Conduct interview assessments and basic human service research</p>	<p>Students are able to talk in depth about the content of their interviews. They are able to learn from those experiences and to formulate questions based on those experiences. As a result, they are able to make realistic informed assessment/interpretations of client needs. They also begin to acknowledge that their research and overall learning will continue</p>	<p>The instructors interpret the process although in B241, the entire class participates in the final process/evaluation. The class and instructor determine if the requirements for certain assignments have in fact been met. This activity happens before the bulk of a groups' assignment begins thus giving each group a chance to modify their research before in-depth work begins.</p>	<p>Maintain and continue to reinforce the necessary skills needed to be a service provider.</p>

	throughout their professional lives.		
4. Be prepared in the areas of service provision to client populations during field placements.	Discussion of diversity begins in the introductory course (B101) and continues throughout the human service courses. All areas of diversity are discussed and integrated into the content under discussion. Students enthusiastically participate in these discussions and often share their backgrounds as part of the discussions. DVD's on specific topics encourage lively discussions and often offer insight. The language and tone used by students regarding client populations is also an indication of areas that may need attention.	The instructor interprets the evidence based on student responses to assignments in class discussions and questions that arise during office hours.	A wider variety of client population representatives have been invited to classes. The program focus now includes an international focus rather than just local or national. The learning of and use of additional languages, including sign, has been strongly encouraged to connect with client populations and attract employers.
5. Know the human service skills necessary to interact effectively with individuals, families or groups.	Successful completion of skill based activities such as interviewing. In-class activities allow the instructor to see student strengths and weaknesses. During	The instructor and sometimes member of the class participate in the interpretation of evidence. The process involves watching the above skills in action and then	Continue the current process with modifications as needed. Reinforcement of skills is ongoing.

	<p>class room exercises, the instructor is able to see the following skills in action:</p> <ul style="list-style-type: none">• students interviewing one another• student assessments• role playing/family sculpture etc.• construction of action plans• sharing of information• negotiations• evaluations• active listening & observing	<p>commenting on what was seen. Constructive feedback is the goal.</p>	
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NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Speech-Language Pathology Assistant Option, Disability Specialist, A.S.

Academic Year: 2011-2012

Date of most recent program review: SLPA Option approved in 2009; Disability Specialist Program was reviewed in 2008

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
<p>1. Describe the process of communication and the characteristics of effective communication.</p>	<p>In SLP* 111, students obtain and analyze a video-taped language sample from a child aged 3-9. Written summary and oral presentation.</p> <p>Portfolio containing personal learning reflections, work samples and cumulative resources.</p> <p>In SLP* 111, students complete a review of pertinent literature.</p>	<p>Instructor developed rubric is used to assess the written summary and class presentation.</p> <p>Instructor developed rubric to evaluate the content of the portfolio.</p> <p>Instructor developed rubric.</p>	<p>The rubric was developed collaboratively by the instructors of SLP* 111.</p> <p>Introduced in Fall, 2011, the portfolio will be assembled throughout the entire SLPA coursework to increase student accountability in the learning process.</p> <p>Addition of this assignment was necessary to assess that the students can choose articles from recognized professional sources and write appropriate citations.</p>

2. Identify the differences between communication disorders and communication differences.			
3. Describe the stages of language and literacy development and distinguish among language delays, language disorders, and culturally-based language differences.	The development and class presentation of the PICA Protocol is used to collect information to illustrate how Physical, Intellectual, Communication, and Academic components affect communication development. In class, each member of a team presents a component (P,I,C,A).	Instructor designed rubric.	The project was added to assist students in learning techniques for gathering relevant information about domains that shape children's communication. The group participation rating protocol will also be used to document individual contributions. Implemented in Fall, 2011 as a result of the collaboration of the two instructors of SLP* 111.
4. Explain and differentiate among the characteristics, etiologies, and impact of phonology, voice, fluency and language disorders.			
5. Explain the effect of hearing loss on the development of communication skills.			
6. Describe the role of the speech/language pathology assistant in supporting therapy plans for students in educational settings.	Student's weekly reflective journal entries address their acquisition and expected application of new knowledge about communication development.	Instructor review of weekly journal submissions.	Added in Fall 2011 as a result of collaboration between two instructors. Designed to assess student learning outside of traditional formats.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Technology Studies, A.S. Connecticut College of Technology Pathways Program

Academic Year: 2011-2012

Date of most recent program review:

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Apply appropriate mathematical and scientific principles to engineering and technology applications.	Students are assessed on math based engineering problems in examinations, quizzes and homework assignments in the engineering courses.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Developed, and administered assessment test for introductory engineering course. Will evaluate results and make appropriate modifications to course to ensure students are learning core concepts. Beginning to develop assessment tests for other engineering courses.
2. Demonstrate proficiency in technical fundamentals to analyze and resolve technology problems.	Students are assessed on their application of CAD, MATLAB, LabVIEW, and data analysis software for problem solving.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 1.
3. Apply knowledge and skills to develop, interpret, and select appropriate technological processes.	The students learn a variety of technologies including CAD, LabVIEW, MATLAB, circuit simulation, and spreadsheets.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 1.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Therapeutic Recreation, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2009

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(2) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made in the program, as a result of using the data/evidence?
1. Meet the state health code requirements to hold the position of a therapeutic recreation director in the State of Connecticut.	Students complete: <ul style="list-style-type: none"> • Work experience: Successful completion of SSC 294 - 150-300 hours (cooperative education) and completion of 200 hour Professional Practicum (RLS2950 at assigned site. • Mock interviews • Professional Practicum portfolio • In-depth case study @ professional practicum site • Participation and evaluation of 1 professional conference • Book review 	Site supervisors in SSC 294 complete both a mid-term and final performance based evaluation. Students assessed through mock interviews with professionals from outside agencies or professors @ MCC in related fields . In RLS 295 Site supervisors evaluate students based on rubric - ATRA Professional Standards for each student . Professional Practicum Portfolio evaluated by faculty supervising RLS 295 students	No changes needed.
2. Demonstrate the ability to successfully assess, plan,	Students develop case study plans .	Evaluated by faculty in RLS 221	No changes needed.

implement and evaluate therapeutic recreation programs for individuals with special needs both in a clinical and community setting.	Students complete adaptive playground project	Evaluated by faculty in RLS 101	
3. Have developed leadership, interpersonal and communication skills necessary to work in a healthcare or community-based setting.	Students complete WOW ME project Student complete activity presentations	Evaluated by: peers & faculty in RLS 121 Evaluated by peers & faculty in RLS 122, RLS 221 & RLS 223 using a variety of project –specific rubrics	No changes needed.
4. Demonstrate professional behavior consistent with the therapeutic recreation code of ethics.			Professional behavior section added to assessment of student by site supervisor and professor supervising the student in their practicum. Student self-assessment has also been added.

NEASC TABLE E-1A: ASSESSMENT OF STUDENT LEARNING

Program: Visual Fine Arts, A.S.

Academic Year: 2011-2012

Date of most recent program review: 2011

Where are the program learning goals published? MCC Catalog and MCC Website <http://www.mcc.commnet.edu/academic/degrees/>

(1) Program Learning Outcomes	(3) Other than GPA, course completion and grades, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) What changes have been made in the program, as a result of using the data/evidence?
1. Execute skills and techniques necessary for studio are and demonstrate dexterity with tools, knowledge of equipment specific to various media, and the safe use of all materials and equipment.	After each semester -- The VFA Department hosts a Student Art Show to display the work of students during the past semester -- the works provide evidence and concrete evidence of the knowledge and completion of the various skills and techniques involved in all VFA courses.	Department Chair interprets and evaluates these Learning Goals through classroom visits, syllabi evaluation, class outcomes (works) - student shows, graduation and transfer rates & successes - overall best practices of the department as a whole.	The VFA curriculum is continually evolving to meet the needs of the students; courses are routinely updated and new courses
2. Demonstrate an historical, cross-cultural appreciation and awareness of the field of visual art.	The VFA Program also serves an ever-expanding population of students seeking personal enrichment through the fine arts. Our VFA courses are open to students from all areas of the college and the community at large. We have no portfolio or prerequisite requirements for admission into any of our classes.	Department Chair interprets and evaluates these Learning Goals through classroom visits, syllabi evaluation, class outcomes (works) - student shows, graduation and transfer rates & successes - overall best practices of the department as a whole.	The VFA curriculum is continually evolving to meet the needs of the students; courses are routinely updated and new courses are added.

	Technical expertise and aesthetic theory are offered to those who pursue art as an avocation. Many students in the Liberal Arts and Sciences Program elect one of our history of art courses to fulfill their fine arts requirement for transfer to a baccalaureate institution.		
3. Demonstrate creative thinking; the ability to solve aesthetic, technical and conceptual problems; and critical awareness.	The MCC VFA faculty is dedicated to high-quality, student-centered learning and holistic student development, emphasizing critical thinking and problem solving.	Department Chair interprets and evaluates these Learning Goals through classroom visits, syllabi evaluation, class outcomes (works) - student shows, graduation and transfer rates & successes - overall best practices of the department as a whole.	The VFA curriculum is continually evolving to meet the needs of the students; courses are routinely updated and new courses are added.
4. Demonstrate an understanding of the principles and elements of two- and three-dimensional design and their applications to various studio disciplines.	All VFA course are based in the foundation of the Principles and Elements of Design - through course completion and completion of projects and assignments students demonstrate the understanding and knowledge of these studio principles.	All VFA course are based in the foundation of the Principles and Elements of Design - through course completion and completion of projects and assignments students demonstrate the understanding and knowledge of these studio principles.	The VFA curriculum is continually evolving to meet the needs of the students; courses are routinely updated and new courses are added.
5. Compile a comprehensive portfolio of work that reflects the breadth of their study and prepares them for transfer to	The VFA Department has developed a "Professional Practices for Visual Fine Artists" portfolio preparation course for	MCC's comprehensive VFA Program prepares graduates to transfer into four-year institutions as juniors. Students from the VFA	Development of a "Professional Practices" Course in the VFA curriculum.

<p>baccalaureate institutions.</p>	<p>third and fourth semester VFA students. This course will be a practical guide for students who want to transfer to a baccalaureate institution or pursue a career in the visual fine arts. It will also serve as a tool for capstone assessment.</p>	<p>Program have transferred to highly regarded art schools, colleges and universities across the country. Our students have been accepted with advanced standing at institutions including: Rhode Island School of Design, Pratt Institute, San Francisco Art Institute, Syracuse University, Massachusetts College of Art, Art Institute of Boston, School of Visual Studies, Chicago Art Institute, The University of Connecticut and University of Hartford Art School.</p>	
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