APPENDIX

MANCHESTER COMMUNITY COLLEGE
NEASC SELF-STUDY

Published January 27, 2012




NT • WORKFORCE DEVELOPMENT • COMMUNITY AND CIVIC ENGAGEMENT • EDUCATIO
LEARNING AND HOLISTIC STUDENT DEVELOPMENT • WORKFORCE DEVELOPMENT • CO
LTURE • ACADEMIC EXCELLENCE • INTEGRATIVE LEARNING AND HOLISTIC STUDENT DE
ONAL PARTNERSHIPS • STEWARDSHIP • COLLEGE CULTURE • ACADEMIC EXCELLENCE •

MANCHESTER
COMMUNITY
COLLEGE

Appendix

2012 Institutional Self-Study

Published January 27, 2012

Prepared for the New England Association of Schools and Colleges Commission on Institutions of Higher Education

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NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
209 Burlington Road, Bedford, MA 01730
Voice: (781) 271-0022 Fax: (781) 271-0950 Web: http://cihe.neasc.org

Affirmation of Compliance with Federal Regulations Relating to Title IV

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

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

URL	http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf http://www.mcc.commnet.edu/academic/
Print Publications	The Board of Trustees Manual, Connecticut Community Colleges Faculty syllabi

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

URL	http://www.mcc.commnet.edu/admissions/transfer.php (for students who wish to transfer in credit to MCC) http://www.mcc.commnet.edu/students/current/transfer (for students who wish to transfer out)
Print Publications	MCC College Catalog (pp. 9, 22-23, 28 in MCC 2011-2012 catalog)

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

URL	http://www.mcc.commnet.edu/students/resources/handbook.php http://www.mcc.commnet.edu/students/resources/catalog.php
Print Publications	MCC Student Handbook (pp. 28-29 in MCC 2011-2012 handbook) and MCC College Catalog (p. 22 in MCC 2011-2012 catalog)

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects

student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Students in the Connecticut Community College System access the course management system through the system's portal, MyCommNet, a Luminis platform produced by SunGard. Students are each assigned a unique NET ID and create their own passwords the first time they log into the system in compliance with the requirements of the Higher Education Reauthorization Act. No additional charges are associated with the verification of student identity. All student information is handled in accordance with FERPA requirements. MCC faculty members who teach with Blackboard are encouraged to use SafeAssign, a plagiarism-deterrent service, integrated into the course management system. Faculty can use SafeAssign to check submitted assignments against web resources and a data base. Content matches that may indicate plagiarism are flagged by SafeAssign. SafeAssign training is provided by ETDL. Training that prepares faculty for online teaching also provides numerous strategies to ensure that the students who register for courses and programs are the same students who participate and receive credit. These strategies include: use of authentic assignments and assessments; project-based learning; instructional forensics; requirement of multiple drafts; requirement of multi-stage submissions for long papers or projects (e.g. thesis topic, annotated bibliography, description of methodologies and preliminary findings, rough draft, final draft); and proctored or randomized standardized testing. In addition, MCC promotes awareness of its policies on academic honesty on its web site, and in the student and faculty handbooks. Information on plagiarism is available on the MCC library web page: http://www.mcc.commnet.edu/students/library/researchPlagiarism.php

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

URL	http://www.mcc.commnet.edu/neasc/
Print Publications	*Journal Inquirer*, *East Hartford Gazette*, *Glastonbury Citizen* and *Rivereast News* (local newspapers), *Live Wire* (campus newspaper) and *Manchester Pulse* (electronic newsletter)

The undersigned affirms that _Manchester Community College_ meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _  ____ Date: ___January 12, 2012_____

Manchester Community College	Primary Institution		
Condensed Statements of Net Assets		(in thousands)	
June 30, 2011 and 2010	**2011**	**2010**	**% Change**
ASSETS			
Current assets	$ 15,854	$ 14,340	11 %
Non-current assets	66,919	69,267	(3)
Total assets	$ 82,773	$ 83,607	(1) %
LIABILITIES			
Current liabilities	$ 7,364	$ 7,631	(3) %
Non-current liabilities	4,314	4,103	5
Total liabilities	11,678	11,734	0
NET ASSETS			
Invested in capital assets	66,888	69,235	(3)
Restricted-nonexpendable	-	-	-
Restricted-expendable	2,522	293	761
Unrestricted	1,685	2,345	(28)
Total net assets	71,095	71,873	(1)
Total liabilities and net assets	$ 82,773	$ 83,607	(1) %

Condensed Statements of Revenues, Expenses and Changes in Net Assets			
Years Ended June 30, 2011 and 2010	**2011**	**2010**	**% Change**
OPERATING REVENUES			
Student tuition and fees	$ 22,133	$ 20,908	6 %
Less: Scholarship discounts and allowances	(7,867)	(6,877)	14
Net tuition and fees	14,266	14,031	2
Government grants and contracts	11,134	11,046	1
Additional operating revenues	976	866	13
Total operating revenues	26,376	25,943	2
OPERATING EXPENSES	56,989	53,311	7
Operating loss	(30,613)	(27,368)	(12)
NON-OPERATING REVENUES			
State appropriations - general fund *	29,758	29,237	2
State appropriations - bond fund **	2,922	17	17,088
Other non-operating revenues (expenses), net	55	81	(32)
Net non-operating revenues	32,735	29,335	12
Net income (loss) before other changes	2,122	1,967	8
OTHER CHANGES			
Capital and other additions (deductions)	-	5	(100)
Interagency transfers	(2,900)	(3,705)	22
Total other changes	(2,900)	(3,700)	22
Change in net assets	(778)	(1,733)	55
Net assets, beginning of year	71,873	73,606	(2)
Net assets, end of year	$ 71,095	$ 71,873	(1) %

* Including fringe benefits
** Including agency and DPW administered

Condensed Statements of Cash Flows			
Years Ended June 30, 2011 and 2010	**2011**	**2010**	**% Change**
NET CASH PROVIDED BY (USED IN)			
Operating activities	$ (28,149)	$ (24,176)	(16) %
Investing activities	25	45	(44)
Capital and related financing activities	667	(627)	206
Noncapital financing activities	28,580	26,013	10
Net change in cash and cash equivalents	1,123	1,255	(11)
Cash and cash equivalents, beginning of year	10,041	8,786	14
Cash and cash equivalents, end of year	$ 11,164	$ 10,041	11 %

Condensed Statements of Net Assets
June 30, 2011 and 2010
(in thousands)

	2011	2010	% Change
ASSETS			
Cash and cash equivalents	$ 521	$ 723	(28) %
Receivables	651	301	116
Investments	2,188	1,775	23
Other Assets	-	-	-
Total assets	$ 3,360	$ 2,799	20 %
LIABILITIES			
Accounts payable and other liabilities	$ 15	$ 18	(17) %
NET ASSETS			
Unrestricted	141	173	(18)
Temporarily Restricted	1,030	438	135
Permanently Restricted	2,174	2,170	0
Total net assets	3,345	2,781	20
Total liabilities and net assets	$ 3,360	$ 2,799	20 %

Condensed Statements of Activities
Years Ended June 30, 2011 and 2010
(in thousands)

	2011	2010	% Change
REVENUE, CAPITAL GAINS AND LOSSES AND OTHER SUPPORT			
Gifts and Grants	$ 677	$ 304	123 %
State Matching Grant Total	-	-	-
Special Events / Fundraisers Total	62	70	(11)
Dividends and Interest Income Total	243	281	(14)
Other		-	-
Total Revenue, Capital Gains and Losses and other Support	982	655	50
EXPENSES			
Fundraising Expense	64	47 *	36
Program Expense	80	88 *	(9)
Financial Aid expenses	177	108	64
Administration and Other	97	58	67
Total Expenses	418	301	39
Change in net assets	564	354	59
NET ASSETS			
Net assets, beginning of year	2,781	2,427	15
Net assets, end of year	$ 3,345	$ 2,781	20 %

* See Note 15 in Audited Financial Statements

Condensed Statement of Net Assets
June 30, 2011 and 2010
(in thousands)

	2011	2010	% Change
ASSETS			
Current assets	$ 622	$ 2,331	(73) %
Non-current Assets	30,588	30,352	1
Total assets	$ 31,210	$ 32,683	(5)
LIABILITIES			
Current liabilities	$ 370	$ 1,072	(65) %
Non-current liabilities	45	38	18
Total liabilities	415	1,110	(63)
NET ASSETS			
Invested in capital assets, net of related debt	30,588	30,352	1
Restricted-expendable	365	1,371	(73)
Unrestricted	(158)	(150)	(5)
Total net assets	30,795	31,573	(2)
Total liabilities and net assets	$ 31,210	$ 32,683	(5) %

Condensed Statement of Revenues, Expenses and Changes in Net Assets
Year Ended June 30, 2011 and 2010
(in thousands)

	2011	2010	% Change
OPERATING REVENUES			
District Contributions	$ 1,015	$ 1,083	(6) %
Government grants and contracts	3,218	3,700	(13)
Total operating revenues	4,233	4,783	(11)
OPERATING EXPENSES	5,572	5,954	(6)
Operating income	(1,339)	(1,171)	(14)
NON-OPERATING REVENUES			
State appropriations - general fund *	561	535	5
State appropriations - DPW Administered	-	18	(100)
Net non-operating revenues	561	553	1
Net income (loss)	(778)	(618)	(26)
Change in net assets	(778)	(618)	(26)
Net assets, beginning of year	31,573	32,191	(2)
Net assets, end of year	$ 30,795	$ 31,573	(2) %

* Including fringe benefits

MANCHESTER COMMUNITY COLLEGE

Manchester Community College ("Manchester") founded in 1963, advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. Manchester served 15,584 students (unduplicated headcount) in fiscal year 2011. There were 7,540 full- and part-time students enrolled in credit-bearing courses during the fall 2010 semester. In addition, 5,393 students enrolled in credit-free programs during the year offered through the continuing education division. These programs focus on personal development, workforce development, and a variety of business and industry training needs.

Total annualized credit FTE remained unchanged at 4,447 in fiscal year 2011 compared to 4,467 in fiscal year 2010. Manchester experienced a small 3.0% decrease in enrollment of 4,461 credit FTE for the fall 2011 semester compared to 4,600 credit FTE for the fall 2010 semester. Manchester has strived to maintain a flat enrollment level due to constraints on both financial resources and classroom space. As enrollment grows there is an increased demand to provide students with more academic support and student services such as tutoring, academic planning, counseling, student activities and accommodations for students with disabilities.

Total operating revenues increased 1.7% or $433 thousand in fiscal year 2011 compared to fiscal year 2010. Gross student tuition and fees increased 5.9% or $1.2 million, from $20.9 million in fiscal year 2010 compared to $22.1 million in fiscal year 2011. Enrollment growth in extension credit programs, along with higher tuition and fee rates in both the regular academic and extension programs, contributed to the increase. Scholarship discounts and allowances also increased 14.4% or $990 thousand in fiscal 2011 compared to fiscal 2010 and can be attributable to the increase in financial aid. Government grants and contracts experienced a slight increase of $88 thousand. Operating expenses increased 6.9% or $3.7 million in fiscal year 2011 compared to fiscal year 2010, due to increases in salaries and wages, fringe benefits, and scholarship aid.

Total net assets were $71.1 million at June 30, 2011 compared to $71.9 million at June 30, 2010. This change reflects a $2.3 million net decrease in the invested in capital assets component of the net assets in fiscal year 2011, which was impacted by annual depreciation expense of $3.0 million, offset by a $2.2 million increase in restricted-expendable net assets due to the bonding and receipt of capital equipment and technology bond funds originally authorized in FY2008 and FY2009. The unrestricted net asset component decreased $660 thousand from $2.3 million to $1.7 million. The increase in student tuition and fee revenue was

offset by additional costs for salaries and wages, including adjunct faculty, fringe benefits, and scholarship aid. Operating resources were also utilized to complete several one-time strategic initiatives including the renovation and redesign of various classrooms to support new academic programs, renovations to student support spaces, and the development of a comprehensive way-finding plan. Total unrestricted cash at June 30, 2011 was $8.9 million compared to $9.3 million at June 30, 2010. Board policy provides unrestricted net asset standards to ensure both short-term and long-term financial health and liquidity. At June 30, 2011, the short-term current ratio of unrestricted current assets to unrestricted current liabilities at

Manchester remained unchanged at 1.9:1 compared to June 30, 2010, sufficient to provide short-term liquidity and within the Board's guideline for a college of Manchester's size.

State bond funds totaling $1.1 million were received by Manchester in July 2010, including $705 thousand bonded in fiscal year 2010 but not distributed to colleges until 2011. This funding was used to meet current operating needs consisting of new and replacement equipment, technology and telecommunications initiatives, and related technology infrastructure improvements. Additional bond funds totaling $914 thousand are being managed by the Department of Public Works to fund the design of fire code and sprinkler upgrades to the Lowe building and design of parking lot repairs to Lot B, including the construction of 225 new parking spaces. State bond funds totaling $1.3 million were received in June 2011 for the purchase of new and replacement equipment, technology and telecommunications initiatives, and related technology infrastructure improvements. Those resources will be fully expended in fiscal year 2012.

Great Path Academy ("GPA") is an inter-district "middle college" magnet high school located on the Manchester Community College campus. The building, consisting of 74,500 square feet, is the first high school constructed on a community college campus in Connecticut. GPA enrollment for the fall 2011 semester is 247 students. Manchester fully utilizes the GPA facility for evening classes to accommodate increases in college enrollment growth.

Great Path Academy is a separate legal entity established under section 10-264l of the Connecticut General Statutes. Public Act 04-213 amended C.G.S. 10-264l to permit the Board, on behalf of Manchester Community College, to sponsor and apply for funding to construct and operate a magnet school. The GPA entity meets the criteria for inclusion as a component unit in the financial statements of CCC and is reflected in a separate column within the Manchester Community College and System statements. The Board, through Manchester Community College, has overall responsibility for the mission, design, implementation and assessment of the GPA magnet school. The Board and Manchester have contracted with the Capitol Region Education Council ("CREC") to assume responsibility for the day-to-day operations of GPA through June 2012. In September 2011, Manchester issued a Request for Proposal ("RFP") seeking a management group to handle GPA operations for the five year period through June 2017. The Board and Manchester expect to have a fully executed contract completed no later than February 2012. The Governing Board of GPA includes representation from Manchester

Community College and the boards of education of the participating towns of Bolton, Coventry, East Hartford, Glastonbury, Granby, Hartford, Manchester and Tolland. During fiscal year 2011, GPA served 285 students and generated total operating revenues of $4.2 million.

Manchester recognizes the importance of seeking private resources in support of its mission. The Manchester Community College Foundation, Inc. ("MCCF") is a charitable organization organized under the laws of the State of Connecticut. MCCF is legally and fiscally separate from Manchester, however MCCF expenditures support college programs and activities. Total MCCF permanently restricted endowments were $2.2 million at December 31, 2010, unchanged from the previous year. The annual "An Evening of Fine Wines" fundraising auction held in April 2011 raised $160 thousand to support scholarships, student programs and program enhancements.

Manchester has partnered with Paulien & Associates Inc. to develop a comprehensive educational master plan that takes into consideration findings and recommendations for implementation. The purpose of this plan with an associated facilities master plan is to provide a guideline for Manchester's planning efforts over the next ten years. These planning efforts are expected to be completed during fiscal year 2012.

Manchester has implemented a strategic planning process with participation from all areas of the college as guidance for establishing priorities and allocating resources required to effectively carry out the college mission. The broad-based strategic goals consist of Academic Excellence, Integrated Learning and Holistic Student Development, Academic and Economic Development, Community and Civic Engagement, Educational Partnerships, Stewardship, and College Culture. A separate budget line item was established to provide alternative funding to faculty and staff for one-time innovative projects and initiatives, consistent with the strategic goals. Other institutional accomplishments in fiscal year 2011 included:

- Creation of new credit and non-credit programs to meet economic shifts and the changing needs of the state workforce.
- Renovation and creation of student centered college facilities, including the Advising and Testing Center, student activities suite, a student café, and a math redesign lab scheduled to be completed in December 2011.
- Continuation of the reaccreditation process with the New England Association of Schools and Colleges ("NEASC") to be completed by April 2012.

The approved biennial state budget for fiscal years 2012 and 2013 contained significant permanent reductions in the general fund appropriation for Connecticut Community Colleges. The impact for Manchester was a permanent reduction of $1.3 million in the general fund base budget for fiscal year 2012. Additional budget reductions are expected for fiscal year 2013. In response to this major cut, three permanent positions were eliminated and another nine positions were transferred from state general fund to student tuition and fee support. In order to accommodate the additional wage and fringe benefit cost of transferring permanent positions to the operating fund, Manchester was required to reduce funding for part-time

educational assistants, other expenses and equipment, and sports programs. A budgeted drawdown of $997 thousand in unrestricted net assets is projected for fiscal year 2012.

The long term outlook for Manchester is both exciting and fiscally challenging during a period of economic uncertainty, budgetary constraints, and organizational changes. Manchester will continue to develop programs and create partnerships that foster student success and follow the guiding principles of shared understanding, shared responsibility, and shared leadership.

www.pwc.com

Connecticut Community Colleges

Report to Management for the Year Ended June 30, 2011

December 12, 2011

pwc

Connecticut Community Colleges
Board of Trustees
Hartford, CT 06105

December 12, 2011

In planning and performing our audit of the combined financial statements of Connecticut Community Colleges ("CCC") as of and for the year ended June 30, 2011, in accordance with auditing standards generally accepted in the United States of America, we considered its internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on CCC's internal control over financial reporting. Accordingly, we do not express an opinion on the CCC's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses as defined in the recent amendment to Au 325, Communicating Internal Control Related Matters Identified in an Audit, or the AICPA Professional Standards and shown below:

In connection with our review, we confirm:

Control Deficiency - exists when the design or operation of a control does not allow management of employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis.

Significant Deficiency - a control deficiency, or combination of control deficiencies, that adversely affects the company's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected.

Material Weakness - a control deficiency, or combination of control, deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected.

We are providing you with a full detail report of all deficiencies and operation, business and other observations. Deficiencies identified are attached.

This letter is intended solely for the information and use of the audit committee, Board of Trustees, management, and others within the organization and is not intended to be used and should not be used by anyone other than these specified parties.

If you would like any further information or would like to discuss any of the issues raised, please contact John Mattie at (646) 471-4253 or Shannon Smith at (860) 241-7442.

Very truly yours,

PricewaterhouseCoopers LLP

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Management Letter Comments

Prior Year Open Observations

1. Internal Audit Function
Finance policies and procedures at CCC are formalized centrally at the system office level and are distributed to each of the colleges for adherence. This has been effective for CCC and has allowed the colleges to focus on their core mission - educating students. At times however, it is difficult for the system office to assess whether controls are being adhered to by the individual colleges. The system office does not have the staff, nor do they currently have the formal role, to be able to ensure that controls are in place and working at each of the colleges. As a result of our audit, we noted several instances of colleges not following existing policies. While none of the items we identified were individually significant, it should be noted that a financial statement audit is not designed to identify all policy exceptions. The State of Connecticut auditors are often at the various college campuses. They review and determine whether internal controls are in place. Because this comes from a State point of view, they are often focused on internal controls surrounding cash.

Current Year Update:
CCC agrees that this is an important issue that should be addressed. The Audit Advisory Committee has had it as an agenda item to consider. Currently, the Audit Advisory Committee is assessing the necessity of an internal audit function. Considering the recent changes to the organization structure the need for an internal control function should be assessed at the combined entity level. Based on initial conversations between PwC and the Audit Advisory Committee, the Audit Advisory Committee believes the first step to determine the role internal audit would have at CCC would be to prepare a System-wide risk assessment. Based on this assessment, CCC would determine where the highest risks are and identify gaps of where internal audit would be needed. While no formal internal audit function currently exists, a number of separate issues have been or are currently subject to separate review, including periodic internal audits of the Purchasing Card program, fiscal oversight as part of the annual budgetary and financial statement cycle, and contract vendors engaged to review special issues such as information technology infrastructure standards and information security practices.

Management's Response:
The following AAC recommendation was reviewed during fiscal year 2011 by the Chief Financial Officer and Chancellor: "Within the context of available resources and priorities, the Chancellor and Presidents should consider engaging the services of an appropriate management consultant to undertake a comprehensive organization-wide risk assessment to identify key organizational risks and assess their likelihood and severity. Depending upon the outcome of such assessment, CCC should further consider the need for and appropriate role of an internal audit function, with emphasis on its providing a vehicle for continuous self-improvement through the identification of key organizational risks and development of improved processes and controls to mitigate those risks. Finally, should an internal audit function be deemed necessary and appropriate, CCC should complete the process of developing an internal audit charter, organization and staffing (or outsourcing) plan, reporting relationships (including direct reporting to the Board of Trustees / Audit Committee and dotted line reporting within the CCC management structure), budget, implementation plan and internal communication. AAC recognizes that resources and priorities may be such in the current economic environment that parts or even all of this recommendation cannot be addressed for some time." This remains a desirable activity without the current resources to move it forward, which will need to be considered by the new Board of Regents for Higher Education.

Management Letter Comments, continued

2. Information Technology Comments

a. Enhance the Periodic Review Process
Management has not developed formal policies and procedures for performing periodic reviews of user access rights to the Banner application. Currently the System Office relies on each campus to perform a review of users and documentation supporting the periodic review of access is not retained. Such regular reviews of access rights assigned to user accounts for these critical business programs would ensure that all users have properly authorized access to the application's functions and features they require to perform their jobs.

Management should formalize policies and procedures that direct the periodic, cooperative review by both IT and user management of user access rights for the banner applications.

Current Year Update:
This comment remains open. Management has developed a procedure to perform a semiannual Banner access rights review and has identified the individuals that will be responsible for reviewing access rights. In addition, Banner forms have been created that will be utilized to perform and document the review. Management expects that a full review of Banner access rights will be conducted in fiscal year 2012.

Management's Response:
During calendar year 2011, programming and testing of an automated solution were completed, training was provided to college Banner Security Coordinators who are responsible for coordinating the campus reviews with appropriate college functional departments (student/academic, financial aid and finance), and discussions were held with the Deans of Administration who are responsible for ensuring from an internal controls perspective that the appropriate reviews are completed. Updated policy and procedures were issued. Implementation of the first bi-annual review process began for access "as of" October 1, 2011. While completion of the normal review cycle is expected within 45 days, the first-time comprehensive review may take some additional time. The second six-month review will take place "as of" April 1, 2012, to be completed by mid-May. The implementation of this documented review process should allow this comment to be closed out in the fiscal year 2012 audit.

b. Develop Disaster Recovery/Business Continuity Plan
Management has not formally documented a disaster recovery or business continuity plan. Disaster recovery and business continuity plans together will help ensure that management will be able to recover in the event there is an operational failure resulting in a significant business interruption.

Management should continue to work on developing formal disaster recovery and business continuity plans. In addition, once developed, the plan should be tested and updated on a periodic basis.

Management has received funding and approval to start conducting the Business Impact Analysis with SunGard.

Current Year Update:
This comment remains open. A full scale disaster recovery/business continuity plan takes several years to establish and management has made progress towards developing a formal plan. Management has conducted an Impact Analysis with SunGard in 2005 and has conducted several feasibility studies (e.g. staffing requirements, required equipment, location

analysis, and estimated funding). Although not formally documented, the current disaster recovery strategy includes the establishment of a "warm" site in Enfield, CT. Management is moving forward to contract with a third party to design the "warm" site.

Management's Response:
Following a number of preliminary discussions, reviews and investigations, Asnuntuck Community College had initially been chosen as the location for a future backup site for System Data Center disaster recovery operations. This location was chosen due to its being far inland, accessible via major highways, in reasonable proximity to the System Office in Hartford, and supported by a different major power grid. Management expected to contract with a third party during fiscal year 2011 to develop design documents for the build-out of the "warm" site. A combination of existing capital and operating budgets and some reserve funding is available for initial costs, however additional operating budgets would be required to allow staffing and operation of a backup site to move forward. No additional progress was made during fiscal year 2011, however, as system leadership was focused on budget and consolidation issues, and the college recently expressed some doubt regarding the viability of this site. In conjunction with the master planning process recently begun at Asnuntuck CC, an updated assessment can be made of the viability and availability of space at this site. This critical issue remains unresolved and will require attention by the new Board of Regents for Higher Education. With the consolidation of the Connecticut Community College System and the Connecticut State University System, it may be prudent to further consider new site location opportunities and economies of scale which may be realized.

Management Letter Comments, continued

Prior Year Closed Observations

1. Enhance Change Management Process
Currently IT Project managers, Senior Programmers and programmers all have access to facilitate changes to the production environment. Developers' ability to migrate changes to the production environment allows for the possibility of accidental or intentional migration of unapproved changes.

Unauthorized or improperly tested changes can result in business interruption, data corruption or incorrect management information.

Management should consider segregating the migration process to someone that does not have developer capabilities for the Banner application.

Current Year Update:
This comment is closed. CCC has established a process whereby changes to source code are reviewed each month. This process has been in place the last six months of fiscal year 11.

Workroom Materials

The following is a preliminary list of materials available in the Team Workroom. The majority of these materials will be accessed using the "electronic workroom."

Standard	Workroom Material
Standard 1 **Mission and Purposes**	2011-12 College Catalog MCC College Website - About Page 2011-12 Strategic Plan 2011-12 Division of Student Affairs Annual Report Educational Master Plan MCC 2020: Sharing the Vision MCC 2020: Background and History
Standard 2 **Planning and Evaluation**	2011-12 College Catalog 2011-12 Strategic Plan Tactics Draft 2011-12 Strategy Map 2002 Strategic Plan 2011-12 Division of Student Affairs Annual Report Annual Planning Cycle Document Educational Master Plan Facilities Master Plan Enrollment Management Plan Division and Department Action Plans Faculty Additional Responsibility Proposals Affirmative Action Plan System Strategic Goals 2011 MCC Fact Book 2010-11 Mid-year Strategic Planning Report 2010-11 End-of-year Strategic Planning Report Survey of Student Engagement (CCSSE Report) Survey of Entering Student Engagement (SENSE Report) Universal Design for Instruction (UDI) Survey Transfer Out Summary Assessment of Institutional Development Unit Assessment of Marketing Unit 2011-12 Strategic Planning Committee Agendas and Minutes Specialized Program/Professional Accreditation Reports Sample Program Reviews

Standard 3 **Organization and Governance**	Connecticut Board of Regents for Higher Education About the Board –web page Board Members – web page By-laws – web page Meetings and Minutes – web page Governor's Bill No. 1011: Substitute Bill No. 1011 – web link Statement on College Governance ("effective April 1, 2007") 2011-12 President's Advisory Council Agendas and Minutes 2011-12 Faculty Handbook 2011-12 Student Handbook 2011-12 Academic Senate Agendas and Minutes 2011-12 Academic Standards Committee Agendas and Minutes 2011-12 Curriculum Committee Agendas and Minutes 2011-12 Library and Academic Technology Committee Agendas and Minutes 2011-12 College Senate Agendas and Minutes 2011-12 Student Government Association Agendas and Minutes Congress of Connecticut Community College (4Cs) Bargaining Unit Contract Administrative and Residual Bargaining Unit Contract AFSCME Administrative Clerical, Maintenance, & Service Bargaining Unit Contract Protective Services Bargaining Unit Contract
Standard 4 **The Academic Program**	2011-12 College Catalog 2011-12 Winter Credit and Credit-Free Catalog 2012 Spring College By Design Accelerated Weekday, Weekend and Online Course Catalog Report on the Establishment of Academic Programming Offered through Distance Learning Sample Program Review Documents Sample Course Outlines Sample Program Brochures The General Education Plan MCC General Education Core June 2011 Academic Affairs Newsletter Board of Trustees Policy on Program and Discipline Review One Year, One Question Assessment Plans NEASC Series E Forms NEASC Series S Forms List Articulation Agreements Ability to Benefit Briefing 2011 MCC Fact Book

Standard 5 **Faculty**	2011-2012 Faculty Handbook Statement on College Governance Congress of Connecticut Community College (4Cs) Bargaining Unit Contract 2011-12 Academic Senate Agendas and Minutes 2011-12 Academic Standards Committee Agendas and Minutes 2011-12 Curriculum Committee Agendas and Minutes Center for Teaching – web site Educational Technology and Distance Learning - Training and Mentoring - web page ETDL - web page Leadership Institute - web page Affirmative Action Plan Respectful Workplace Initiative
Standard 6 **Students**	2011-12 College Catalog 2011-12 Student Handbook 2011 MCC Fact book 2011-12 Enrollment Guide 2011-12 Division of Student Affairs Annual Report Services for Students with Disabilities: Policies and Procedures Manual Survey of Entering Student Engagement (Sense Report) Community College Survey of Student Engagement (CCSSE Report) Sample CAS Self-Studies (Council for Advancement of Standards) Student Retention Services Report Student Tutoring Evaluation Report Sample Student Faculty Evaluation Report Student Newspaper - LiveWire Veterans O.A.S.I.S. - web page Student Government Association By-Laws Student Government Association Constitution Student Code of Conduct Statement on College Governance Academic Advising –web page Academic Support Center – web page Student Life web page 2011-2012 Student Club Handbook Annual Security Report Student Orientation wiki

Standard 7 **Library and Other Information Resources**	2011-12 College Catalog 2011-12 Student Handbook Library Staff Information – web page Library Services – web page Library Instruction Registration Request Form Faculty and Staff Materials Request Form LibQUAL library survey Library Video Tutorials Facilities Master Plan Educational Master Plan Student Technology Handbook MCC Technology Guide 2011-12 Library and Academic Technology Committee Agendas and Minutes MCC Help Desk – web page ETDL – web page
Standard 8 **Physical and Technological Resources**	Educational Master Plan Facilities Master Plan 2011-12 Strategic Plan Office of Information Technology Policies Student Technology Handbook MCC Technology Guide MCC Help Desk – web-page Veterans O.A.S.I.S. - web page Sustainability Team – web page Arming Survey Report Campus Maps Technology Plan Landscape Master Plan Wayfinding Signage Plan ADA Compliance Report
Standard 9 **Financial Resources**	2011-12 Strategic Plan Financial Plan Annual Budget Process Innovation Fund Documents Financial Aid General Information MCC Foundation – web page Budget documents

Standard 10 **Public Disclosure**	2011 MCC Fact Book 2011-12 College Catalog 2011-12 Student Handbook 2011-12 Enrollment Guide The Live Wire Sample Advertisements Program Brochures Continuing Education Catalogs College Fact Sheet MCC College Website - About Page MCC Foundation Annual Report
Standard 11 **Integrity**	2011-12 Faculty Handbook 2011-12 Student Handbook 2011-12 College Catalog Student Code of Conduct Leadership Institute – web page Diversity and Inclusion Statement Affirmative Action Plan Civil Rights Review 2011 MCC Fact Book June Institute Report Congress of Connecticut Community College (4Cs) Bargaining Unit Contract Administrative and Residual Bargaining Unit Contract AFSCME Administrative Clerical, Maintenance, & Service Bargaining Unit Contract Protective Services Bargaining Unit Contract

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*, 6.6, 10.10) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. As always, the Commission expects that the institution's mission will provide useful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of students studying at a distance or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

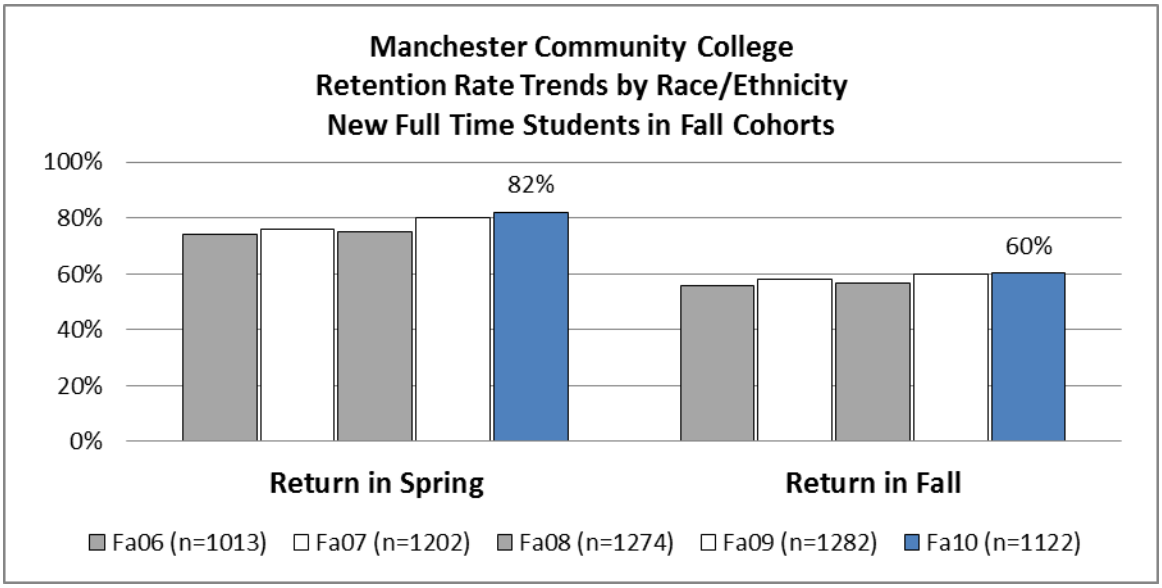
S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

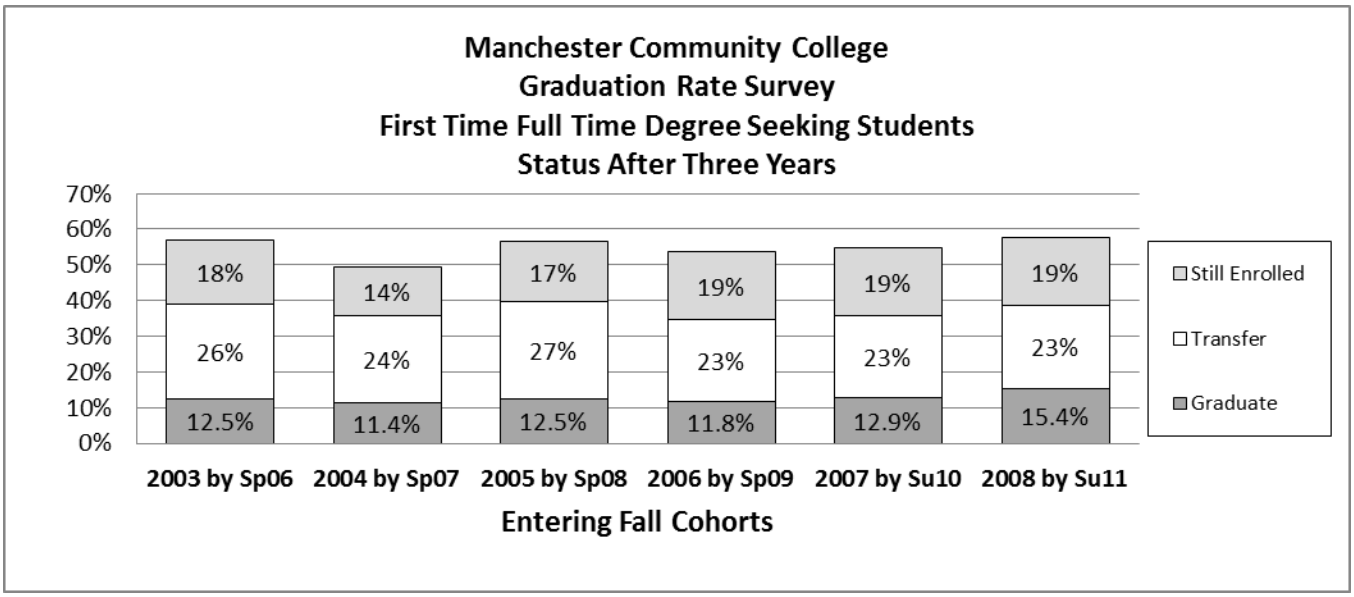
Using the forms: By using these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for the institution to reflect both on the findings recorded in the forms and the extent to which the institution has developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords the institution an opportunity to state its commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	2 Years Prior Fa08	1 Year Prior Fa09	Most Recent Year Fa10	Goal Next Year	Goal 2 Years Forward
IPEDS <u>Retention</u> Data					
	Fa08 into Fa09	Fa09 into Fa10	Fa10 into Fa11	Fa11 into Fa12	Fa12 into Fa13
Associate degree students	57%	60%	60%	61%	62%
Bachelors degree students					
IPEDS <u>Graduation</u> Data					
	Fa06 by Su09	Fa07 by Su10	Fa08 by Su11	Fa09 by Su12	Fa10 by Su13
Associate degree students	12%	13%	15%	17%	19%
Bachelors degree students					
Other Undergraduate Retention Rates (1)					
	Fa08 into Fa09	Fa09 into Fa10	Fa10 into Fa11	Fa11 into Fa12	Fa12 into Fa13
a New Full Time Devl Eng/ Devl Math	50%	53%	50%	51%	52%
b New Full Time College Ready	64%	63%	65%	66%	67%
c See response to S-2 other measures of success					
Other Undergraduate Graduation Rates (2)					
	Fa06 by Su09	Fa07 by Su10	Fa08 by Su11	Fa09 by Su12	Fa10 by Su13
a New Full Time Devl Eng/ Devl Math	5%	6%	8%	10%	12%
b New Full Time College Ready	21%	20%	24%	26%	285
c See response to S-2 other measures of success					
Graduate programs * N/A					
Distance Education					
	2008-09	2009-10	2010-11	2011-12	2012-13
Course completion rates (5)	69%	70%	73%	73%	73%
Retention rates (6)					
Graduation rates (7)					
Branch Campus and Instructional Locations N/A					
Definition and Methodology Explanations					
1	Retention – first time full time degree seeking freshmen in given fall cohort who return the following fall Table shows Fa07 into Fa08, Fa08 into Fa09, and Fa09 into Fa10 as reported to IPEDS				
2	Graduation – first time full time degree seeking freshmen who earn degree or certificate in 150% of normal time Figures shown are for FTFTDSF cohorts in 2005-06-07 as reported in Sp08-09-10-11 to IPEDS				
3	Distance Ed completion rates based on Fa+Sp, any grade D or better, base includes Ws but excludes Ns				

Form S-1 * Retention and Graduation Rates
Supplemental Information





Manchester Community College Graduation Rate Trend for IPEDS Cohorts					
	2004	**2005**	**2006**	**2007**	**2008**
# students	833	883	917	1099	1225
2-Yrs (100%)	2.0%	2.6%	2.7%	3.2%	2.9%
3-Yrs (150%)	11.4%	11.8%	11.8%	12.9%	15.4%
4-Yrs (200%)	16.8%	18.0%	17.7%	18.7%	TBD
5-Yrs (250%)	19.7%	21.5%	20.6%	TBD	TBD

Form S-2 * OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

The following pages are MCC's student success measures for special populations. Most are based on cohorts of new first time freshmen who enroll full time in that first semester. Outcome measures include retention, graduation, Dean's List recognition, academic probation rates, and rates of passing gatekeeper English and Math. Details are below.

<u>These tables track entering fall cohorts of New Full Time MCC students</u>

- New = first time college student; Full Time = registered for 12+ credits
- Note that IPEDS cohorts and rates include only "degree seeking" new full time students
- Retention = student is registered for 1+ academic credits in specified term; source ST
- Cohort term is student's first (new) fall term; Term+1 is following spring, Term+2 is second fall term
- Dean's List = % of enrolled students (not full initial cohort) that met conditions to be awarded Dean's List at end of specified term; source AC
- Probation = % of enrolled students (not full initial cohort) that met conditions to be placed on Academic warning, probation or suspension; source AC
- Transfer-Out = National Student Clearinghouse returns record of student attending a four-year college or university in a term after initial MCC registration; file as of March 2011, including Spring2011
- Graduation = % students from initial cohort who earned an MCC degree or certificate in time specified
- English/Math Eligibility = % students from initial cohort who were eligible for college level (CL) course in discipline - Eng*101 and/or Math*109/138/139; source: F02, TC, TS
- College Ready = registration or placement recommendation for college level (CL) course in both English and Math; source: F02, TC, TS
- Passed CL (College Level) English or Math within 2 years does not include courses/credits earned in summer terms

New, Full Time Students

Retention

	Number Students	% Return Next Spring	% Return next Fall
Fall 06	1013	74%	56%
Fall 07	1202	76%	58%
Fall 08	1274	75%	57%
Fall 09	1282	80%	60%
Fall 10	1122	82%	60%
	5893	**78%**	**58%**

Dean's List

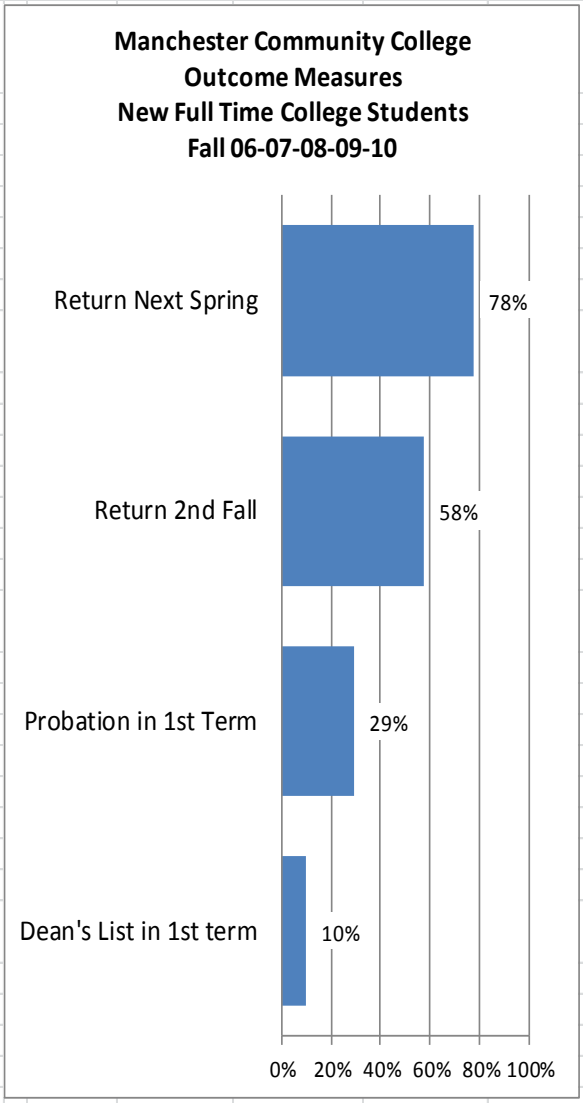
	# of Students	Cohort Term	Term+1	Term+2
Fall 06	1013	9%	10%	14%
Fall 07	1202	8%	10%	12%
Fall 08	1274	11%	9%	12%
Fall 09	1282	11%	11%	13%
Fall 10	1122	11%	9%	tbd
	5893	**10%**	**12%**	**13%**

Prob-Susp

	# of Students	Cohort term	Term+1	Term+2
Fall 06	1013	31%	28%	21%
Fall 07	1202	33%	28%	22%
Fall 08	1274	30%	26%	23%
Fall 09	1282	27%	29%	19%
Fall 10	1122	26%	24%	tbd
	5893	**29%**	**34%**	**22%**

Graduation

	# of Students	% Grad w/in 2 yrs	% Grad w/in 3 yrs	% Grad w/in 4 yrs
Fall 06	1013	3%	12%	18%
Fall 07	1202	3%	14%	19%
Fall 08	1274	3%	15%	tbd
Fall 09	1282	4%	tbd	tbd
Fall 10	1122	tbd	tbd	tbd



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New, Full Time Students

English Eligibility

	# of Students	% Eligible for CL ENG
Fall 06	968	42%
Fall 07	1177	47%
Fall 08	1251	45%
Fall 09	1243	48%
Fall 10	1104	60%
	5743	**48%**

Passed CL English w/in 2 years

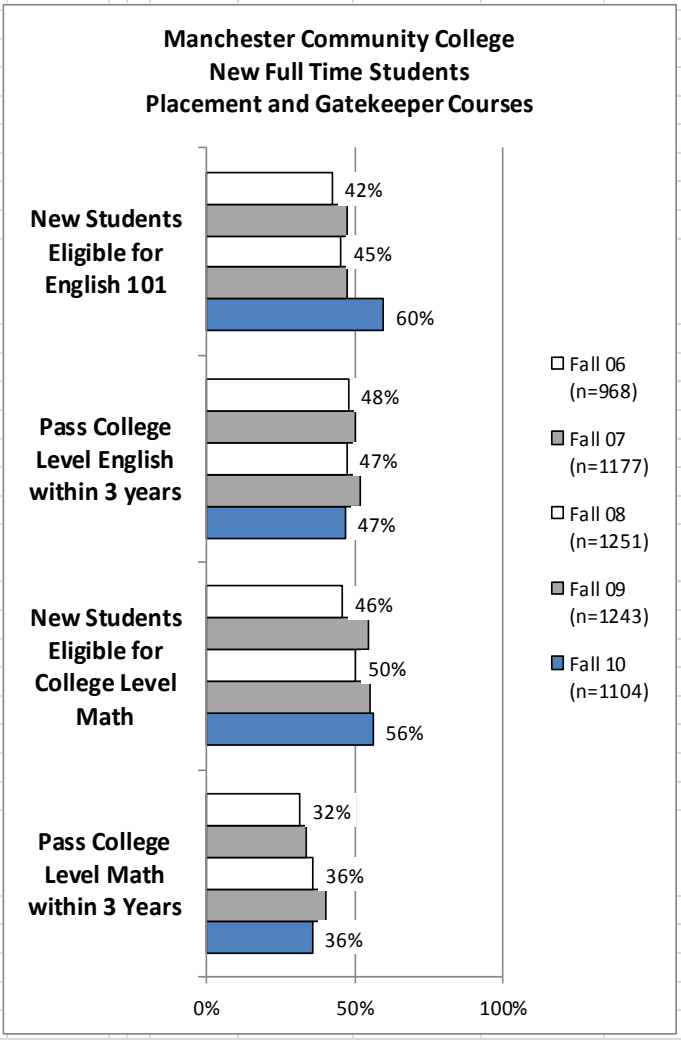
	# of Students	% Passed CL ENG w/in 2 yrs
Fall 06	1013	48%
Fall 07	1202	50%
Fall 08	1274	47%
Fall 09	1282	52%
Fall 10	1122	47%
	5893	**49%**

Math Eligibility

	# of Students	% Eligible for CLM
Fall 06	967	46%
Fall 07	1165	55%
Fall 08	1191	50%
Fall 09	1214	55%
Fall 10	1076	56%
	5613	**53%**

Passed CL Math w/in 2 years

	# of Students	% Passed CL Math w/in 2 yrs
Fall 06	1013	32%
Fall 07	1202	34%
Fall 08	1274	36%
Fall 09	1282	40%
Fall 10	1122	36%
	5893	**36%**



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New, Full Time, Devl Eng, Devl Math

Retention

	Number Students	% Return Next Spring	% Return next Fall
Fall 06	359	69%	49%
Fall 07	380	73%	53%
Fall 08	421	72%	50%
Fall 09	384	74%	53%
Fall 10	265	77%	50%
	1809	**73%**	**51%**

Dean's List

	# of Students	Cohort term	Term+1	Term+2
Fall 06	359	4%	6%	6%
Fall 07	380	4%	4%	4%
Fall 08	421	5%	3%	4%
Fall 09	384	5%	5%	6%
Fall 10	265	5%	5%	tbd
	1809	**4%**	**4%**	**5%**

Prob-Susp

	# of Students	Cohort term	Term+1	Term+2
Fall 06	359	40%	38%	29%
Fall 07	380	42%	40%	28%
Fall 08	421	35%	37%	28%
Fall 09	384	39%	44%	33%
Fall 10	265	32%	36%	tbd
	1809	**38%**	**40%**	**29%**

Graduation

	# of Students	% Grad w/in 2 years	% Grad w/in 3 yrs	% Grad w/in 4 yrs
Fall 06	359	0%	5%	11%
Fall 07	380	1%	6%	11%
Fall 08	421	1%	8%	tbd
Fall 09	384	1%	tbd	tbd
Fall 10	265	tbd	tbd	tbd

New, Full Time, College Ready

Retention

	Number Students	% Return Next Spring	% Return next Fall
Fall 06	242	80%	62%
Fall 07	394	81%	64%
Fall 08	348	81%	64%
Fall 09	391	83%	63%
Fall 10	428	85%	65%
	1803	**82%**	**64%**

Dean's List

	# of Students	Cohort term	Term+1	Term+2
Fall 06	242	15%	15%	25%
Fall 07	394	13%	18%	20%
Fall 08	348	22%	19%	25%
Fall 09	391	16%	19%	19%
Fall 10	428	15%	15%	tbd
	1803	**16%**	**18%**	**22%**

Prob-Susp

	# of Students	Cohort term	Term+1	Term+2
Fall 06	242	21%	16%	13%
Fall 07	394	25%	17%	17%
Fall 08	348	19%	12%	13%
Fall 09	391	21%	19%	13%
Fall 10	428	22%	19%	tbd
	1803	**22%**	**16%**	**14%**

Graduation

	# of Students	% Grad w/in 2 years	% Grad w/in 3 yrs	% Grad w/in 4 yrs
Fall 06	242	7%	21%	28%
Fall 07	394	8%	20%	25%
Fall 08	348	7%	24%	tbd
Fall 09	391	7%	tbd	tbd
Fall 10	428	tbd	tbd	tbd

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New, Full Time, Devl Eng, Devl Math		
English Eligibility		
	# of Students	% Eligible for CL ENG
Fall 06	359	0%
Fall 07	380	0%
Fall 08	421	0%
Fall 09	384	0%
Fall 10	265	0%
	1809	**0%**
Passed CL English w/in 2 years		
	# of Students	% Passed CL ENG w/in 2 yrs
Fall 06	359	28%
Fall 07	380	31%
Fall 08	421	29%
Fall 09	384	32%
Fall 10	265	14%
	1809	**28%**
Math Eligibility		
	# of Students	% Eligible for CLM
Fall 06	524	0%
Fall 07	529	0%
Fall 08	592	0%
Fall 09	548	0%
Fall 10	472	0%
	2665	**0%**
Passed CL Math w/in 2 years		
	# of Students	% Passed CL Math w/in 2 yrs
Fall 06	359	10%
Fall 07	380	10%
Fall 08	421	14%
Fall 09	384	12%
Fall 10	265	7%
	1809	**11%**

New, Full Time, College Ready		
English Eligibility		
	# of Students	% Eligible for CL ENG
Fall 06	242	100%
Fall 07	394	100%
Fall 08	348	100%
Fall 09	390	100%
Fall 10	428	100%
	1802	**100%**
Passed CL English w/in 2 years		
	# of Students	% Passed CL ENG w/in 2 yrs
Fall 06	242	75%
Fall 07	394	69%
Fall 08	348	74%
Fall 09	390	68%
Fall 10	428	68%
	1802	**70%**
Math Eligibility		
	# of Students	% Eligible for CLM
Fall 06	242	100%
Fall 07	394	100%
Fall 08	348	100%
Fall 09	390	100%
Fall 10	428	100%
	1802	**100%**
Passed CL Math w/in 2 years		
	# of Students	% Passed CL Math w/in 2 yrs
Fall 06	242	63%
Fall 07	394	64%
Fall 08	348	67%
Fall 09	390	66%
Fall 10	428	60%
	1802	**64%**

These tables track entering fall cohorts of New Full Time MCC students

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- Passed CL (College Level) English or Math within 2 years does not include courses/credits earned in summer terms

New, Full Time, College Ready Eng, Devl Math

Retention

	# of Students	% Return Next Spring	% Return next Fall	
Fall 06	153	74%	61%	
Fall 07	141	82%	60%	
Fall 08	165	73%	55%	
Fall 09	155	81%	59%	
Fall 10	202	84%	64%	
	816	**79%**	**60%**	

Dean's List

	# of Students	Cohort term	Term+1	Term+2
Fall 06	153	10%	9%	14%
Fall 07	141	7%	13%	15%
Fall 08	165	5%	8%	9%
Fall 09	155	11%	8%	14%
Fall 10	202	10%	8%	tbd
	816	**9%**	**9%**	**13%**

Prob-Susp

	# of Students	Cohort term	Term+1	Term+2
Fall 06	153	35%	29%	19%
Fall 07	141	28%	22%	19%
Fall 08	165	37%	28%	31%
Fall 09	155	20%	21%	14%
Fall 10	202	25%	22%	tbd
	816	**29%**	**25%**	**21%**

Graduation

	# of Students	% Grad w/in 2 years	% Grad w/in 3 yrs	% Grad w/in 4 yrs
Fall 06	153	4%	16%	24%
Fall 07	141	3%	18%	23%
Fall 08	165	2%	10%	tbd
Fall 09	155	5%	tbd	tbd
Fall 10	202	tbd	tbd	tbd

New, Full Time, Devl Eng, College Ready Math

Retention

	Number Students	% Return Next Spring	% Return next Fall	
Fall 06	191	79%	63%	
Fall 07	233	75%	62%	
Fall 08	244	83%	66%	
Fall 09	258	84%	66%	
Fall 10	170	79%	61%	
	1096	**80%**	**64%**	

Dean's List

	# of Students	Cohort term	Term+1	Term+2
Fall 06	191	9%	9%	14%
Fall 07	233	6%	4%	9%
Fall 08	244	10%	6%	6%
Fall 09	258	10%	5%	8%
Fall 10	170	9%	4%	tbd
	1096	**9%**	**6%**	**9%**

Prob-Susp

	# of Students	Cohort term	Term+1	Term+2
Fall 06	191	24%	21%	21%
Fall 07	233	34%	34%	24%
Fall 08	244	27%	30%	25%
Fall 09	258	22%	28%	17%
Fall 10	170	27%	25%	tbd
	1096	**27%**	**28%**	**22%**

Graduation

	# of Students	% Grad w/in 2 years	% Grad w/in 3 yrs	% Grad w/in 4 yrs
Fall 06	191	2%	13%	18%
Fall 07	233	1%	16%	21%
Fall 08	244	4%	20%	tbd
Fall 09	258	3%	tbd	tbd
Fall 10	170	tbd	tbd	tbd

These tables track entering fall cohorts of New Full Time MCC students

- New = first time college student; Full Time = registered for 12+ credits
- Note that IPEDS cohorts and rates include only "degree seeking" new full time students
- Retention = student is registered for 1+ academic credits in specified term; source ST
- Cohort term is student's first (new) fall term; Term+1 is following spring, Term+2 is second fall term
- Dean's List = % of enrolled students (not full initial cohort) that met conditions to be awarded Dean's List at end of specified term; source AC
- Probation = % of enrolled students (not full initial cohort) that met conditions to be placed on Academic warning, probation or suspension; source AC
- Transfer-Out = National Student Clearinghouse returns record of student attending a four-year college or university in a term after initial MCC registration; file as of March 2011, including Spring2011
- Graduation = % students from initial cohort who earned an MCC degree or certificate in time specified
- English/Math Eligibility = % students from initial cohort who were eligible for college level (CL) course in discipline - Eng*101 and/or Math*109/138/139; source: F02, TC, TS
- College Ready = registration or placement recommendation for college level (CL) course in both English and Math; source: F02, TC, TS
- Passed CL (College Level) English or Math within 2 years does not include courses/credits earned in summer terms

New, Full Time, College Ready Eng, Devl Math

English Eligibility

	# of Students	% Eligible for CL ENG
Fall 06	153	100%
Fall 07	141	100%
Fall 08	165	100%
Fall 09	155	100%
Fall 10	202	100%
	816	**100%**

Passed CL English w/in 2 years

	# of Students	% Passed CL ENG w/in 2 yrs
Fall 06	153	65%
Fall 07	141	65%
Fall 08	165	55%
Fall 09	155	65%
Fall 10	202	61%
	816	**62%**

Math Eligibility

	# of Students	% Eligible for CLM
Fall 06	153	0%
Fall 07	141	0%
Fall 08	165	0%
Fall 09	155	0%
Fall 10	202	0%
	816	**0%**

Passed CL Math w/in 2 years

	# of Students	% Passed CL Math w/in 2 yrs
Fall 06	153	33%
Fall 07	141	28%
Fall 08	165	21%
Fall 09	155	26%
Fall 10	202	19%
	816	**25%**

New, Full Time, Devl Eng, College Ready Math

English Eligibility

	# of Students	% Eligible for CL ENG
Fall 06	191	0%
Fall 07	233	0%
Fall 08	244	0%
Fall 09	258	0%
Fall 10	170	0%
	1096	**0%**

Passed CL English w/in 2 years

	# of Students	% Passed CL ENG w/in 2 yrs
Fall 06	191	46%
Fall 07	233	48%
Fall 08	244	44%
Fall 09	258	51%
Fall 10	170	29%
	1096	**44%**

Math Eligibility

	# of Students	% Eligible for CLM
Fall 06	191	100%
Fall 07	233	100%
Fall 08	244	100%
Fall 09	258	100%
Fall 10	170	100%
	1096	**100%**

Passed CL Math w/in 2 years

	# of Students	% Passed CL Math w/in 2 yrs
Fall 06	191	38%
Fall 07	233	30%
Fall 08	244	52%
Fall 09	258	54%
Fall 10	170	44%
	1096	**44%**

These tables track entering fall cohorts of New Full Time MCC students

- New = first time college student; Full Time = registered for 12+ credits
- Note that IPEDS cohorts and rates include only “degree seeking” new full time students
- Retention = student is registered for 1+ academic credits in specified term; source ST
- Cohort term is student’s first (new) fall term; Term+1 is following spring, Term+2 is second fall term
- Dean's List = % of enrolled students (not full initial cohort) that met conditions to be awarded Dean's List at end of specified term; source AC
- Probation = % of enrolled students (not full initial cohort) that met conditions to be placed on Academic warning, probation or suspension; source AC
- Transfer-Out = National Student Clearinghouse returns record of student attending a four-year college or university in a term after initial MCC registration; file as of March 2011, including Spring2011
- Graduation = % students from initial cohort who earned an MCC degree or certificate in time specified
- English/Math Eligibility = % students from initial cohort who were eligible for college level (CL) course in discipline - Eng*101 and/or Math*109/138/139; source: F02, TC, TS
- College Ready = registration or placement recommendation for college level (CL) course in both English and Math; source: F02, TC, TS
- Passed CL (College Level) English or Math within 2 years does not include courses/credits earned in summer terms

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year
State Licensure Passage Rates *						
1						
2						
National Licensure Passage Rates *						
		2007 Grads	2008 Grads	2009 Grads	2010 Grads	2011 Grads
1	Occupational Therapy Assistant	(14 attempt 13 grads) 100% pass	(14 attempt 15 grads) 100% pass	(16 attempt 17 grads) 81% pass	(13 grads)	100%
2	Respiratory Care	(9 attempt 7 grads) 100% pass	(15 attempt 17 grads) 100% pass	(14 attempt 16 grads) 100% pass	(12 attempt 12 grads) 100%	100%
3	Surgical Technology	(26 attempt 18 grads) 54%	(21 attempt 12 grads) 48%	(18 attempt 22 grads) 56%	(15 attempt 15 grads) 73%	75%
4						
5						
Job Placement Rates **						
1						
2						

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

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

Institutional Notes of Explanation	
a	
b	

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

		2 Years Prior Fa06 to Su09	1 Year Prior Fa07 to Su10	Most Recent Year Fa08 to Su11	Goal Next Year Fa09 to Su12	Goal 2 Years Forward Fa10 to Su13
Completion Rates *						
1	Criminal Justice - CERT	0%	0%	0%		
2	Culinary Arts - CERT	0%	0%	0%		
**	Net Total of Other Title IV Cert Programs	13%	6%	9%		
3	Accounting - CERT	NA	NA	NA		
4	BOT: Medical Insurance Spec - CERT	NA	NA	NA		
5	BOT: Medical Transcription - CERT	NA	NA	NA		
6	BOT: Office Skills - CERT	NA	NA	NA		
7	Comptr Information Systems - CERT	NA	NA	NA		
8	Computer Aided Design - CERT	NA	NA	NA		
9	Computer Maintenance Tech - CERT	NA	NA	NA		
10	Computer Network Tech - CERT	NA	NA	NA		
11	Computer Operating Sys Tech - CERT	NA	NA	NA		
12	Computer Programming Tech - CERT	NA	NA	NA		
13	Desktop Publishing - CERT	NA	NA	NA		
14	Disabilities Specialist - CERT	NA	NA	NA		
15	Financial Plan Cert - CERT	NA	NA	NA		
16	Gerontology - CERT	NA	NA	NA		
17	Marketing - CERT	NA	NA	NA		
18	Media Tech. Cert - CERT	NA	NA	NA		
19	Paralegal Certificate	NA	NA	NA		
20	Public Relations - CERT	NA	NA	NA		
21	Real Estate - CERT	NA	NA	NA		
22	Social Services - CERT	NA	NA	NA		
23	Therapeutic Recreation - CERT	NA	NA	NA		

- Completion rates are based on entering cohorts of New first time freshmen in fall semesters, and three academic years for completion of that same program.
- Of these 23 Title IV Eligible Certificate programs, only two have sufficient numbers of new students to make tracking of completion rates meaningful – all others have fewer than ten students, and several program/terms have no new students.
- Several students in these cohorts earned a degree or certificate within three years in a different program.

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Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID						
	2 Years Prior Fa06 to Su09	1 Year Prior Fa07 to Su10	Most Recent Year Fa08 to Su11	Goal Next Year Fa09 to Su12	Goal 2 Years Forward Fa10 to Su13	
Placement Rates **						
* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.						
** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.						

Option E1: Part a. Inventory of Educational Effectiveness Indicators

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

Mode 1: Arts			Quizzes, artistic projects, films, group work, performances, papers, critiques, Final performance and art projects (on display at Winter and Spring Arts Festivals) Department-wide critique of advanced student work <u>Example from Drawing I:</u> Students were assessed for ability to clearly identify, apply, and integrate compositional elements into their art.	Department faculty; discipline review every five years with external perspective.	<u>Example from Drawing I:</u> Visual Fine Arts faculty first had to work together to decide on common terms and concepts for *Elements of Art* and *Principles of Design*. These were identified and incorporated into all Drawing I courses as well as in Two-Dimensional Design.	2011 Visual Fine Arts
Mode 2: English			Essays of approximately 1750 words (about 7 pages) as well as shorter responses and essays A common assignment for English Composition was piloted in several sections	Department faculty; discipline review every five years with external perspective	The outcomes were used to develop the common assignment for English 101 that will be used in the new General Education core.	2007 English

			and student writing samples were collected and analyzed.			
Mode 3: Humanities			Exams, quizzes, writing assignments, research papers, case studies, group projects, speeches, etc. <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. <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	Department faculty; discipline review every five years with external perspective.	<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 <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	2008 Foreign Language 2008 Philosophy 2010 Communications

			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 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.		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 word in class.	
Mode 4: Mathematics			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	Department faculty; discipline review every five years with external perspective.	Based on the results faculty are working to embed slope throughout every course along with an emphasis on recognition and identification of the independent and dependent variables.	2003 Math; scheduled 2012

			fundamental topic for understanding these fields of study and forms the groundwork for both theoretical and application usages of mathematics.			
Mode 5: Natural and Physical Sciences			Science faculty assessed the following 3 specific questions: 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? 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).	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.	2008 Chemistry 2010 Biology 2011 Physical Sciences

Mode 6: Social Sciences			Exams, quizzes, writing assignments, research papers, case studies, group projects, oral presentations, community engagement work. <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 course.	Department faculty; discipline review every five years with external perspective	<u>Example from psychology</u> The department offered 48 sections of Introductory Psychology only half of which are taught by full-time faculty members. Psychology faculty initially identified the strategies full- and part-time faculty currently use for assessment. Course data were the most commonly reported assessments and none of the faculty reported use of summative performance assessments, interviews and surveys, or archival measures. Next steps include a more detailed analysis of the course data to determine the level of proficiency (APA, 2008) currently being assessed and the development of	Psychology Sociology Anthro 2010 Social Science scheduled 2012

			<u>Example from Geography and Economics</u> Geography and Economics: pre and post-tests (as embedded questions in exams) on content.		shared embedded assessments. <u>Example from Geography and Economics</u> Re-evaluation of test questions and the teaching of materials to try and improve post-test results.	

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	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

team interpersonal skills effectively in class presentations.			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: 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	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

team interpersonal skills effectively in class presentations.			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: 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/

(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. Read, understand and prepare standard types of business communications.	*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.	*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. 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,	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 (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.

	Comprehensive Portfolio Project: 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.	regardless of the instructor.	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.)
2. Demonstrate appropriate interpersonal and human relations skills.	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. Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.	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. Ongoing assessment work by IMT faculty will include: 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.	Analysis of these ongoing projects will take place between during the 2012/2013 academic year.

		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 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.
5. Demonstrate the use of legal terminology in preparing forms, documents and transcribed.	Production Projects	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.
6. Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.	Various projects across multiple required computer applications courses. Projects include: ○ Hands-On Labs ○ Software Simulations ○ Integrated Projects and Capstones 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.	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. b. Employers, members of our advisory board, and alumni	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. b. In the spring of 2012, CSA*135, an intermediate/advanced level spreadsheets course, has

		have suggested further development of curriculum in the area of spreadsheet applications. c. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies.	been added to this degree program to help students remain competitive in an increasingly technological workplace. 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.
7. Demonstrate speed and accuracy in keyboarding skills.	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	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	Analysis of this assessment question will take place between during the 2012/2013 academic year.

	techniques, allowing the instructor to observe students and provide individualized instruction and coaching. b. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart. c. 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.	keyboarder's success. "How is this addressed in the on-line or hybrid format?"	
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?
1. Read, understand and prepare standard types of business communications.	*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.	*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. 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,	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 (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.

	Comprehensive Portfolio Project: 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.	regardless of the instructor.	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.)
2. Demonstrate appropriate interpersonal and human relations skills.	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. Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.	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. Ongoing assessment work by IMT faculty will include: 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	Analysis of these ongoing projects will take place between during the 2012/2013 academic year.

		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 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.
5. Demonstrate the use of medical terminology.	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.	Students complete the numerous components of each learning module and then submit to BOT faculty for review and feedback.	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.
6. Demonstrate correct billing and medical coding procedures.	Diagnostic and Procedural Coding Projects using ICD-9, CPT-4, and HCPCS classification manuals.	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	Analysis of these ongoing projects will take place between during the 2012/2013 academic year.

		included in the two coding courses (BOT 181 and BOT 182).	
7. Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.	Various projects across multiple required computer applications courses. Projects include: ○ Hands-On Labs ○ Software Simulations ○ Integrated Projects and Capstones 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.	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. b. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of spreadsheet applications. c. Employers, members of our	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. b. 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. c. During the fall of 2010, CST 114 Web Essentials was added to this degree program. This

		advisory board, and alumni have suggested further development of curriculum in the area of web technologies.	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.
8. Demonstrate speed and accuracy in keyboarding skills.	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. b. Instructor observation is used to measure proper keyboarding technique in conjunction with a	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.

	standardized Technique Rating Chart. c. 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.		

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/

(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. Read, understand and prepare standard types of business communications.	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.	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. 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,	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 (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.

	Comprehensive Portfolio Project: 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.	regardless of the instructor.	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.)
2. Demonstrate appropriate interpersonal and human relations skills.	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. Students review each other's skills through observation (peer evaluation) using a variety of project-specific rubrics.	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. Ongoing assessment work by IMT faculty will include: 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.	Analysis of these ongoing projects will take place between during the 2012/2013 academic year.

		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 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.
5. Possess appropriate skills in the following software: operating system, word processing, spreadsheet, databases management, integrating office applications and presentation graphics.	Various projects across multiple required computer applications courses. Projects include: ○ Hands-On Labs ○ Software Simulations ○ Integrated Projects and Capstones 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.	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. b. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of spreadsheet applications.	a. IMT (Information Management Technology) 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. b. 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

		c. Employers, members of our advisory board, and alumni have suggested further development of curriculum in the area of web technologies.	technological workplace. 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. Demonstrate speed and accuracy in keyboarding skills.	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.	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.

	b. Instructor observation is used to measure proper keyboarding technique in conjunction with a standardized Technique Rating Chart. c. 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.		

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	Communication skills applied within the classroom setting through discussions, individual and group assignments 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

	interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.	presentations.		explanation has been provided to help students understand what 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 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	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.

and Internet technologies.			
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 the students are assessed on their understanding of how devices interact with computer operating systems.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 2.
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.	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.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 2.
5. Demonstrate an understanding of the fundamentals of computer electronics from circuit analysis, including analog and digital electronics.	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.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects that have questions on analyzing efficiency of algorithm	Refer to 2.
6. Demonstrate a working knowledge of the internal structure of digital computers.	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 course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 2.

	the computer components and how they interact.		
7. Discuss and explore the relationship between the CPU, assembly language and machine language.	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.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 2.
8. Discuss and explore the relationship between ROM, the instruction set, system clock and the internal addressing schemes.	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.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	Refer to 2.
9. Discuss and describe the data path.	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.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects in the networking and computer architecture classes.	None

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	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	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
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 graphic arts and special effects production.	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.	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.	the MCC game Design Option is a fairly new program that was first offered in fall 2009

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?
1. Demonstrate the ability to understand a problem and develop logically structured solutions through the use of flowcharts, pseudocode, Python 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	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	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

hardware, networking, programming, and database and Internet technologies.	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 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.		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 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.
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.	See (2) above.		
5. Differentiate and apply the basic technologies used in local- and wide-area	See (2) above.		

networks.			
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, test and troubleshoot virtual LAN/WAN networks. 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. 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.	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 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.
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.	Students complete a final project that requires them to apply their knowledge of operating system fundamentals including memory, process and file management to a selected operating system and present their findings to the class.	Department faculty evaluate the projects each semester. Department meetings include discussions of the projects and their effectiveness in student learning.	As the technology behind operating systems changes, the details of the final project have been modified to incorporate requirements for demonstrating knowledge of modern operating systems with less emphasis on the older and less used operating systems.
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 database design. Apply System Development Life Cycle concepts to plan, design, develop and code a database.	Students are assigned a database design project that requires them to demonstrate the System Development Life Cycle components. Emphasis is placed on the clear identification of these components in the project. Students must demonstrate a clear understanding of the role of each component.	Department faculty evaluate the projects each semester. Department meetings include discussions of the projects and their effectiveness in student learning.	Increased emphasis has been placed on the importance of students' understanding database design concepts. The utilization of databases in projects beyond the database courses has been increased to give the students more experience with databases.

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	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.

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

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?
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, test and troubleshoot virtual LAN/WAN networks. 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. 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.	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 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.
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.	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.	
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 local- and wide-area networks.	See (2) above.		
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	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	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.

responsibility and professional decision-making.		rubric.	
3. Demonstrate knowledge of the theories, principles, judicial and correctional processes, legal institutions, and methods of law enforcement	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.
4. Demonstrate a sound basic education in criminal justice for graduates who choose to pursue a bachelor's degree.	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.

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 form 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 meals are produced by each student,	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet have been upgraded to rubrics providing more precise outcome assessment.
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. Student s 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 though 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.	-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.	-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, 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.	-Tests -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 - 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.	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports	
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.	-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.	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports	

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 conduct in the helping relationship.	-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 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 -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	-MCC instructor(s) -DARC Program Coordinator -Intern Interview Panel -Internship Site Supervisors through weekly progress reports	-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 themselves to realize that the counselor's own mental, physical and spiritual health and maturity are paramount in becoming a professional counselor. - There is usually a class in the internship that is devoted to professionalism (dress, behavior etc.) that is taught in the internship class

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.	1. In groups, students choose one topic (e.g., autism, learning disabilities, inclusion, family support, gifted/talented students, etc.) relating to exceptional children and report on 5 web sites that address that topic.	2. Evaluation is by the instructor using the rubric provided by the MCC library. (www.mcc.commnet.edu/students/library/researchEval.php)	1. The WWW Project assignment was added to PSY* 163, 173 and 183 as it was clear that students rarely attended to the credibility of a website when seeking information. The Group Participation Score form was added because students sometimes felt that not all group members were contributing equally. The form allows the members to rate their work and that of their group members.
2. Recognize children and adults with disabilities for their unique abilities rather than	1. Three times during the program (PSY* 163, 173, 193), students must complete a	1. Evaluation by instructor. The instructor can determine from the	Revision of the learning outcome into more measurable terms. New learning outcome: *Discuss how*

their limitations.	Walking With Project. They spend at least 2 hours talking with and learning from a person with a disability. The students complete a 1-2 page paper describing what they *learned* from rather than about the person. 2. In HSE* 294: Disability Specialist Seminar, students recap the work they are doing within their Cooperative Education course. Through class discussion, it is possible to ascertain how students view the people with whom they work. 3. PSY*173: Adults with Disabilities requires students to complete a profile of a person in the disability field (preferably a leader in the field rather than a celebrity) and write a 1-2 page profile of that person. Information can be gleaned from the Internet (assuming that it's a credible site), books or articles. If	language used (e.g., People First) and the comments made, how the students views the person with whom they spoke. 2. The instructor listens closely to ensure that students are using People First language; if they are sharing the skills, competencies, and gifts of the children or adults with whom they work or if they focus only on the needs or negative aspects of the person. 3. Class instructor	*children and adults with disabilities have unique abilities rather than limitations.* The Disability Specialist Advisory Committee approved the change on 10/13/2011. This assignment was added to guide students in learning more about the accomplishments of people with disabilities.

	students choose someone who is local and wish to interview that person, they may do so.		
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.	1. In PSY* 193, students complete a journal of Impressions in which they must record their thoughts on the impact speakers have on them (the students). 2. A summary statement is required at the end of the semester in PSY* 193: Issues and Trends in Disabilities. 3. PSY* 193 is taught as a seminar and heavily based on discussion and participation. 4. In PSY* 173: Adults with Disabilities, various speakers (including people with disabilities) address issues, trends, and laws, especially the Americans with Disabilities Act. The impact of the issue, trend or law is discussed.	1. Class instructor 2. Evaluation by the instructor with regard to issues and trends in the field. 3. Close attention is paid by the instructor, guest speakers, and class members with regard to participants' thoughts and comments. "Teachable moments" are frequent. 4. Close attention is paid by the instructor, guest speakers, and class members with regard to participants' thoughts and comments. "Teachable moments" are frequent.	

	5. HSE* 294: Disability Specialist Seminar requires a political activism project. A bill impacting people with disabilities before Congress or the State Legislator is discussed. If the group decides to support it, a list of the names and addresses of the Congressional delegates or relevant state legislators is developed. Students in the seminar create a letter that outlines why they support the proposed legislation and share that and the addresses with all members of the Disability Specialist Program.	5. Evaluation of the letter that is drafted and edited by the students with input, when necessary, by the instructor.	This assignment was added in response to a recent program self-study and the need for students to actualize what they learn in various courses about the political implications of policies impacting people with disabilities. An e-mail distribution list of all students in the Disability Specialist Program has been created by and is maintained by the Program Coordinator.
	6. PSY* 173: Adults with Disabilities requires students, in groups, to give a presentation on an issue or trend related to adults with disabilities.	6. Each group's lesson is evaluated by the students receiving the lesson and by the instructor utilizing the presentation score sheet.	The Group Participation Score form was added because students sometimes felt that not all group members were contributing equally. The form allows the members to rate their work and that of their group members. The Presentation Score card was added to guide the students' and instructor's evaluation of the group project.

4. Compare various learning theories and their application to children and adults with disabilities.	1. Students in PSY* 183: Learning and Disabilities define a type of disability (e.g., autism, blindness, intellectual disability, ADD/ADHD, etc) and teach the class a lesson designed to assist the learning of people with that disability. This is a group project with a minimum group size of 3 and a maximum group size of 5.	1. Each group's lesson is evaluated by the students receiving the lesson and by the instructor utilizing the presentation score sheet.	The Group Participation Score form was added because students sometimes felt that not all group members were contributing equally. The form allows the members to rate their work and that of their group members. The Presentation Score card was added to guide the students' and instructor's evaluation of the group project.
5. Demonstrate an understanding of ethical standards including confidentiality.	1. Three times during the program (PSY* 163, 173, 193), students must complete a Walking With Project. They spend at least 2 hours talking with and learning from a person with a disability. In the 1-2 page paper describing what they *learned* from rather than about the person , students must adhere to confidentiality standards. 2. Within the context of the capstone Disability Specialist Seminar, students complete a case study utilizing the Life	1. Instructors in each class. 2. Evaluation by class instructor. Acceptable ethical standards (including those of the Council for Exceptional Children and	Revision of the learning goal into more measurable terms. New learning outcome: *Define ethical standards in the disability field and demonstrate confidentiality in written and oral assignments.* The Disability Specialist Advisory Committee approved the change on 10/13/20. The change will go before the Social Science and Hospitality

	Building exercises. Adherence to confidentiality standards is a major part of the evaluation of the case study.	the American Association on Intellectual Disability) are evaluated.	
	3. Also within the context of the capstone Disability Specialist Seminar which is taken concurrent with SSC* 294: Educational Co-op, students discuss children or adults with whom they are working. Confidentiality rules will be enforced as the need arises. However, no breaches of confidentiality have been noted during the 4 semesters the course has been taught.	3. Evaluation by class instructor. Acceptable ethical standards (including those of the Council for Exceptional Children and the American Association on Intellectual Disability) are evaluated.	
	4. Confidentiality is further demonstrated by Disability Specialist AS and certificate students in HSE* 251: individuals and Families via two interviews and the oral presentations that accompany them.	4. Evaluation by class instructor. Acceptable ethical standards in the Human Service field are evaluated.	

	5. SSC* 294: Cooperative Education, requires that students adhere to the code of ethics in their placement.	5. Evaluation by the Coop Instructor and placement supervisor. A written evaluation is completed by both.	The Coop course was substituted for field placement in response to Disability Specialist students' request for a more targeted internship experience. Due to the need for SLPA students to have very specific internship experiences, a Coop section has been designated only for them.

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/

(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. 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.	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.	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.	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.
2. Demonstrate the ability to assist in research and development, design, and production, testing and various other functions associated with engineering.	Students build, and debug, electrical circuits, and apply software simulation tool for circuit design. Design, develop, and debug computer programs in C++ and MATLAB.	The course instructor assesses student work through evaluation of quizzes, exams, homework assignments and projects.	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 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,	The course instructor assesses student work through evaluation of quizzes, exams, homework	Refer to * in 3.

	quizzes, and labs.	assignments and projects.	
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/

(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 effectively in class presentations.	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.).
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.).
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: 2011
Where are the program learning goals published? MCC Catalog and MCC Website (www.mcc.commnet.edu)

(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.	GLG 121 has been certified as a General Education Course and The Nisqually River Bridge Project is the Common Assignment
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.	EVS 100 has been certified as a General Education Course and The Climate Change Project is the Common Assignment

3. Applies abstract principles of environmental sciences to practical applications as demonstrated in building projects, designing experiments or other practical applications.	Students Complete a project evaluating the efficiency and utility of various types of wind turbines. Students Complete an evaluation of transportation options in their own community and other locations.	Evaluated by faculty in EVS* 131. Evaluated by faculty EVS* 130 and by the students in EVS* 130	
4. Demonstrate interrelationships and connections with other subject areas associated with a college-level education.	Students Complete a General Education Common Assignment on Climate Change Ecology Field Studies project.	Evaluated by faculty in EVS* 100. Evaluated by faculty in BIO* 173.	EVS 100 has been certified as a General Education Course and The Climate Change Project is the Common Assignment

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/

(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 cost, 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 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 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 though management planning for catering management	Professors evaluate outcomes of sale and marketing projects. Client/ student interaction is evaluated by the Chef.	None

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/

(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 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	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.	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. It is also suggested that a collection of student work would be reviewed (possibly at	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 all program faculty.

as computer graphics that continue to evolve into important production tools. 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.	**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.	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.	

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 program for residents of the community who are invited to class.	Evaluated in HPE* 257.	
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: 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. 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	Chef instructors and laboratory manager interpret outcomes.	Grade assessment sheet has been upgraded to rubrics providing more precise outcome assessment.

	created and meals planned and produced by each student.		
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 though 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 established for that particular course. Student work is evaluated based on contemporary broadcast journalism standards.	Evaluation criteria are changed in response to changes in 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: • 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 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.	Students are required to take a 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.	Information Management and Technology (IMT) Faculty (MIS Course) and Computer Programming and Network (CPN) Faculty evaluation of individual student project results.	A new structured programming 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.

3. Explain how information systems are used to support organizational goals.	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	IMT Faculty, Student Reviewers in Class using rubrics.	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.
4. Describe the basic methodologies used to develop and implement computer information systems.	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.	IMT Faculty review of BPMN documents.	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
5. Apply basic knowledge of project management tools and techniques, including preparing a project charter, project schedule and project scope document.	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 project execution and

			content has been refined in these 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 included instruction on electronic collaboration and online tools.

9. Apply basic knowledge of business functions and information systems to solve problems and develop solutions.	Group case study projects	IMT Faculty - case studies are reviewed and evaluated to evaluate whether key concepts are understood.	
10. Recognize the importance of working in teams to achieve common goals, and collaborate effectively in group assignments.	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.	IMT Faculty using rubrics and observation.	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.

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 reviews 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 competency in their selection and utilization.	The students' understanding of engineering materials is assessed through examinations, quizzes, homework assignments, and class work.	Course instructor	None
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.
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.	Students are assigned projects that demonstrate proficiency in state-of-the-art CAD software.	Course instructor, program coordinator, Engineering and Technology Department	Have added MasterCAM and SolidWorks to program, to stay current with industry.
12. Demonstrate a thorough understanding of two-dimensional and isometric CAD concepts, procedures and applications.	The student's proficiency is assessed on examinations, quizzes, homework assignments, and lab experiments.	Course instructor	None

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.	Students are assigned projects that require demonstration of proficiency in integrating knowledge.	Course instructor	None

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 effectively in class presentations.	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.).
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 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.	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.

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?
1. Demonstrate practical skills in computer-based multimedia production including animation, 3D modeling, digital video, and interactive design and production. 2. Demonstrate an ability to plan multimedia and interactive 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 production and the ways that 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	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.	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)	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.

engineering, digital video production and editing, CD-ROM and computer game development, digital graphic arts and special effects production.	**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.	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	

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?
1. Demonstrate a historical/cross-cultural awareness and appreciation of Western European and American contemporary music.	Required History Courses: 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 Data/ Evidence of Achieved Goals •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.	•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.	•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

	•Listening activities in which students offer oral and written analysis of assigned music selections using their understanding of music terminology and historical knowledge. • The assignment of reflection papers upon the review of videos or YouTube examples. In these refection papers, students discuss the relevance of materials covered in class to the DVD/ YouTube clip.		
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.	Required Theory Courses: MUS 111: Fundamentals of Music MUS 215: Music Harmony 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. Evidence that students have achieve stated knowledge and skills include the following: •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	The evidence obtained is interpreted by the music faculty with an area of expertise in music theory and composition. • The evaluative process includes a review of the student's quizzes and exams that reflects their understanding of learning outcomes for the theory classes.	Proposed changes to the theory course sequence based upon an evaluation of music student needs include the following: •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 prepare 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

	melodies/harmonies and rhythms played by instructor. •Student and discuss responses to dictation and listening activities.		transfer institutions.
3. Demonstrate an ability to perform solo music selections and within a music ensemble group (i.e., chorale, madrigal, chamber, jazz).	<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.	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: •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.	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.

4. Demonstrate technical facility and knowledge on specified instrument or voice (i.e., soprano, alto, piano, saxophone).	Required Courses: MUS 185, 186, 285, 286: Applied Music Lessons I, II, III, IV. Data/Evidence used to determine stated outcomes include the following-private instruction and group master classes: •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.	The evidence is obtained and interpreted by both the member of the music faculty and the private instructor. 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.	The addition of the master class component to applied lessons course has been valuable in assessing the music skill development of music students completing the degree program at MCC. 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. In the past 5 years, MCC music students have been admitted into music programs at the following institutions. •University of Connecticut •Central Connecticut State University •Western Connecticut State University •Eastern Connecticut State University •University of New Haven •University of Massachusetts at Amherst

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.

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.	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. Increased use of hypothetical fact patterns.
4. Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney.	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. Practical skills application increased.
5. Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills.	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.
6. Recognize opportunities for professional development through continuing education and affiliation with professional organizations.	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. Promote state bar and paralegal association membership. Law Day presentations.

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 proficiency with analog cameras and processes. 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.	
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.	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.

2. Be prepared for group facilitation and participation, grant proposal writing and oral and written expressions appropriate to human services.	Students begin working in preliminary groups as part of HSE* B101. All Social Service Program participants are required to successfully complete a course 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.	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 are interested and comfortable.

3. Conduct interview assessments and basic human service research	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 throughout their professional lives.	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.	Maintain and continue to reinforce the necessary skills needed to be a service provider.
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 class room exercises, the instructor is able to see the following skills in action: • students interviewing one another • student assessments • role playing/family sculpture etc. • construction of action plans • sharing of information • negotiations • evaluations • active listening & observing	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 commenting on what was seen. Constructive feedback is the goal.	Continue the current process with modifications as needed. Reinforcement of skills is ongoing.

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?**
1. Describe the process of communication and the characteristics of effective communication.	In SLP* 111, students obtain and analyze a video-taped language sample from a child aged 3-9. Written summary and oral presentation. Portfolio containing personal learning reflections, work samples and cumulative resources. In SLP* 111, students complete a review of pertinent literature.	Instructor developed rubric is used to assess the written summary and class presentation. Instructor developed rubric to evaluate the content of the portfolio. Instructor developed rubric.	The rubric was developed collaboratively by the instructors of SLP* 111. Introduced in Fall, 2011, the portfolio will be assembled throughout the entire SLPA coursework to increase student accountability in the learning process. Addition of this assignment was necessary to assess that the students can choose articles from recognized professional sources and write appropriate citations.

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: • 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, implement and evaluate therapeutic recreation programs for individuals with special needs both in a clinical and community setting.	Students develop case study plans. Students complete adaptive playground project	Evaluated by faculty in RLS 221 Evaluated by faculty in RLS 101	No changes needed.
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. 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.	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.
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 baccalaureate institutions.	The VFA Department has developed a “Professional Practices for Visual Fine Artists” portfolio preparation course for 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.	MCC’s comprehensive VFA Program prepares graduates to transfer into four-year institutions as juniors. Students from the VFA 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.	Development of a "Professional Practices" Course in the VFA curriculum.

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.	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	Feb. 2010	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.	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	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	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	March 12-14, 2012

		occupational therapy program and philosophy, serves as a basis for program planning, implementation, and evaluation and explains the selection of content, scope, and sequencing of coursework. 4. Documentation must be provided for specific content areas being taught. 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. 6. The program shall obtain sufficient numbers of sites to accommodate timely and effective placement of students in fieldwork experiences.	philosophy, linking themes to content, identified learning outcomes, and expanded assessment tools. 4. Developed a curricular map, revised course syllabi to reflect objectives and content. 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. 6. Increase fieldwork sites based on outcome of area of noncompliance #1.	

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

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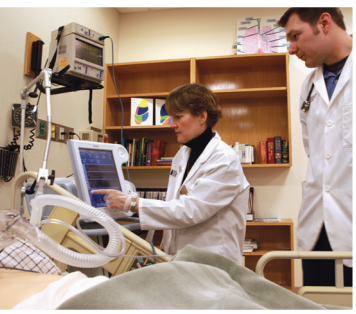





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