# NORTH SHORE COMMUNITY COLLEGE

## *Institutional Self-Study*

Report to the Commission on Institutions of Higher Education
New England Association of Schools and Colleges, Inc.

*August 2009*

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# INSTITUTIONAL CHARACTERISTICS

Date: July, 2009

1. Corporate name of institution: North Shore Community College

2. Address (city, state, zip code): Danvers, MA 01915

3. Date institution was chartered or authorized: February, 1965

4. Date institution enrolled first students in degree programs: Fall, 1965

5. Date institution awarded first degrees: June, 1967

6. Type of control: (check)

| Public | Private |
|---|---|
| [X] State | [ ] Independent, not-for-profit |
| [ ] City | [ ] Religious Group |
| [ ] Other | [ ] (Name of Church) _____ |
| (Specify) _____ | [ ] Proprietary |

7. By what agency is the institution legally authorized to provide a program of education beyond high School, and what degrees is it authorized to grant?

Massachusetts General Laws, Chapter 15A, Massachusetts Department of Higher Education
Degrees A.A.; A.S.; A.A.S.

8. Level of postsecondary offering (check all that apply)

| | | | |
|---|---|---|---|
| ☒ | Less than one year of work | ☐ | First professional degree |
| ☒ | At least one but less than two years | ☐ | Master's and/or work beyond the first professional degree |
| ☐ | Diploma or certificate programs of at least two but less than four years | ☐ | Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |
| ☒ | Associate degree granting program of at least two years | ☐ | A doctor of philosophy or equivalent degree |
| ☐ | Four or five-year baccalaureate degree granting program | ☐ | Other _____ Specify _____ |

9. Type of undergraduate programs (check all that apply)

- ☒ Occupational training at the crafts/clerical level (certificate or diploma)
- ☒ Occupational training at the technical or semi-professional level (degree)
- ☒ Two-year programs designed for full transfer to a baccalaureate degree
- ☒ Liberal arts and general
- ☒ Teacher preparatory
- ☐ Professional
- ☐ Other_____

10. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

11. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate 12 credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

12. Student population:

a) Degree-seeking students: **Fall 2008**

| | Undergraduate | Graduate | Total |
|---|---|---|---|
| Full-time student headcount | 3037 | NA | 3037 |
| Part-time student headcount | 3294 | NA | 3294 |
| FTE | 4126.5 | NA | 4126.5 |

(As of 12/17/08)

b) Number of students (headcount) in non-credit, short-term courses: 1,892

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

Nurse Education Program – National League for Nursing Accrediting Commission (NLNAC); Occupational Therapy Assistant Program – American Occupational Therapy Association, Inc. (AOTA); Radiologic Technology Program– Joint Review Committee on Education in Radiologic Technology (JRCERT) Surgical Technology Program - Commission on Accreditation of Allied Health Education Programs (CAAHEP); Respiratory Care Program – Commission on Accreditation of Allied Health Education Programs (CAAHEP); Medical Assisting Program – Commission on Accreditation of Allied Health Education Programs (CAHEP); Aviation Science Professional Pilot Program – Aviation Accreditation Board International (AABI); Veterinary Technology Program – American Veterinary Medical Association (AVMA); Early Childhood Education Program – National Association for the Education of Young Children (NAEYC); Physical Therapist Assistant Program – Commission on Accreditation in Physical Therapy Education (CAPTE); Paralegal – American Bar Association

14. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

| | Full degrees? | 50% or more? | Courses only? | FTE Enrollment |
|---|---|---|---|---|
| A. In-state Locations | NA | | | |
| B. Out-of-state Locations | NA | | | |
| C. International Locations | NA | | | |

15. Degrees and certificates offered 50% or more electronically: For each degree or certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percent that may be completed on-line, and the number of matriculated students for the most recent fall semester. Enter more rows as needed.

| NAME OF PROGRAM | DEGREE | % ON LINE | STUDENTS |
|---|---|---|---|
| Business Administration (BT) | AA | 100.0% | |
| Business Administration 3rd Semester Abroad (BTI) | AA | 100.0% | |
| Fire Protection & Safety Technology (FS) | AS | 100.0% | |
| Fire Protection & Safety Technology Professional (FC) | C1 | 100.0% | |
| Liberal Arts (LA) | AA | 100.0% | |
| Liberal Arts International (LA1) | AA | 100.0% | |
| Web Development (WD) | C1 | 100.0% | |
| Interdisciplinary Studies (ID) | AA | 95.2% | |
| Computer Applications (CC) | C1 | 88.9% | |

| | | | |
|---|---|---|---|
| Office Support (WP) | C1 | 88.0% | |
| Health Science (LH) | AA | 87.5% | |
| Computer Aided Design (CD) | C1 | 87.0% | |
| Computer Programming (CP) | AS | 83.3% | |
| Computer Information systems (CI) | AA | 77.6% | |
| Computer Applications (CO) | C1 | 88.9% | |
| Marketing (BK) | AS | 76.7% | |
| Computer Networking (NC) | C1 | 75.0% | |
| Management (BM) | AS | 75.05 | |
| Legal Office support (LO) | C1 | 73.1% | |
| Accounting (BA) | AS | 67.75 | |
| Hotel Management (HO) | AS | 66.75 | |
| Executive Administrative Assistant (ES) | AS | 65.0% | |
| Legal Administrative Assistant (LS) | AS | 63.9% | |
| Medical Administrative Assistant | AS | 59.0% | |
| Elementary Education Transfer Program | AA | 58.1% | |
| Animal Care Specialist (AH) | AAS | 57.4% | |
| Pre-Engineering (GE) | AA | 57.1% | |
| Criminal Justice (JC) | C1 | 55.6% | |
| Law Enforcement Certificate | C1 | 55.6% | |
| Paralegal (HP) | AS | 55.0% | |
| Travel, Tourism & Hospitality (TG) | AS | 50.8% | |
| Biotechnology (LB) | AA | 50.0% | |
| Criminal Justice (CJ) | AA | 50.0% | |

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

| Name of contractor | Location | Name of program | Degree level | % of degree |
|---|---|---|---|---|
| NA | | | | |

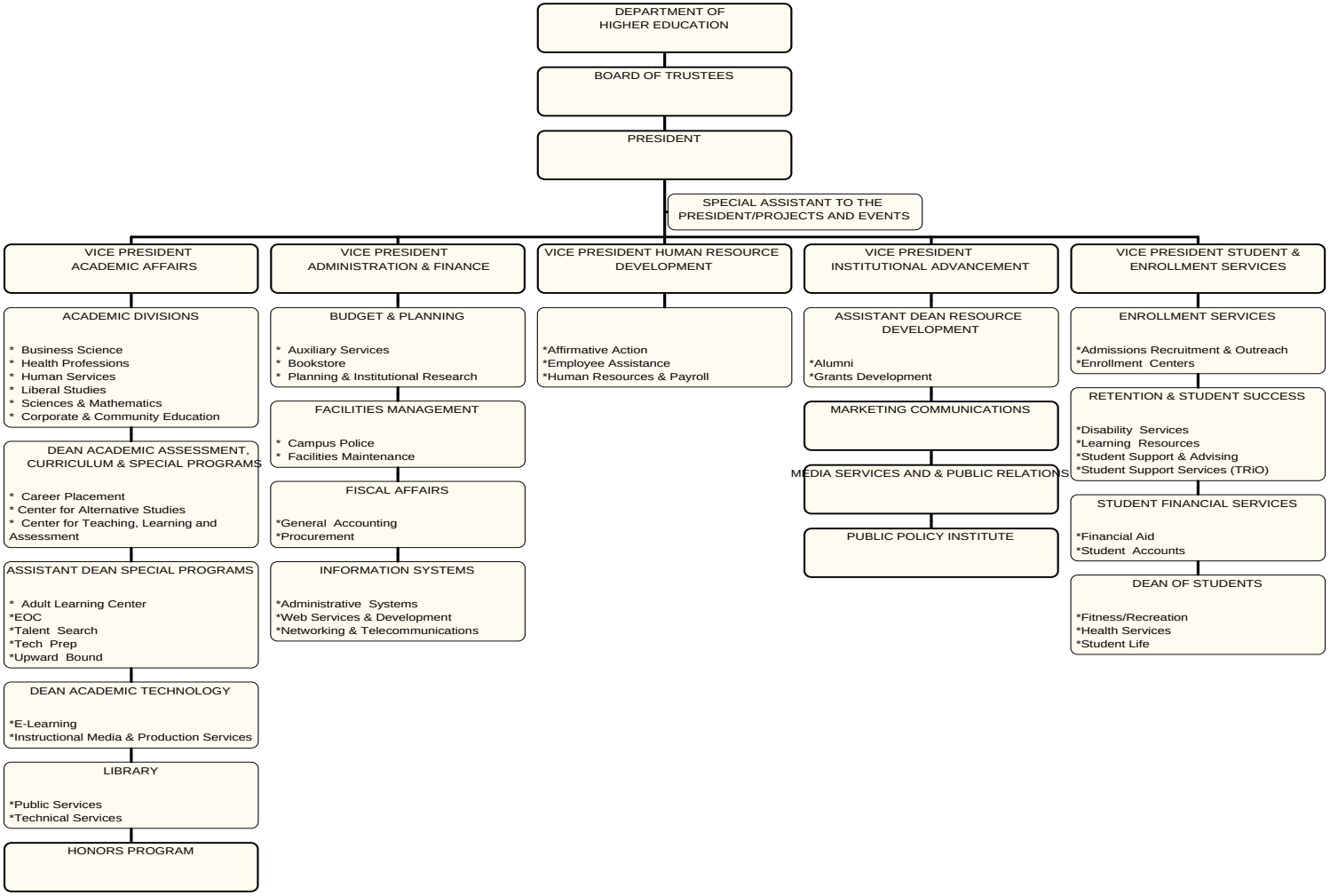
17. List by name and title the chief administrative officers of the institution.

## CHIEF INSTITUTIONAL OFFICERS

| **Function or Office** | **Name** | **Exact Title** |
|---|---|---|
| Chair Board of Trustees | Barry Ginsberg | Chair, Board of Trustees |
| President/Director | Dr. Wayne Burton | President |
| Executive Vice President | N/A | |
| Chief Academic Officer | Paul Frydrych | Vice President, Academic Affairs |
| Deans of Schools and Colleges<br>(insert rows as needed) | Patricia Brown<br>Dr. Maureen O'Neill<br>Dr. Mark Knutsen<br>Ellen O'Donnell<br>Dr. Nancy Alberto<br>Dianne Palter Gill | Dean, Business Sciences<br>Dean, Liberal Studies<br>Dean, Health Professions<br>Dean, Human Services<br>Dean, Sciences & Math<br>Dean, Corporate & Community Education |
| Chief Financial Officer | Janice Forsstrom | Vice President, Administration and Finance |
| Chief Student Services Officer | Donna Richemond | Vice President, Student & Enrollment Services |
| Planning/Institutional Research | Laurie LaChapelle | Director, Planning & Institutional Research |
| Development | Vacant | Director, Development |
| Library | Karen Pangallo | Director, Library |
| Chief Information Officer | Gary Ham | CIO, Information Systems |
| Continuing Education | N/A | |
| Grants/Research | Susan Anderson | Director, Alumni & Grants Development |
| Admissions | Jennifer Kirk | Director, Admissions/<br>Recruitment/Outreach |
| Registrar | Mel Potoczak | Associate Registrar |
| Financial Aid | Susan Sullivan | Director, Financial Aid |
| Public Relations | Peggy Justice | Director, Public Relations & Media |
| Alumni Association | Sandra Rochon | Alumni Coordinator |
| Other | Sandra Edwards | Vice President, Institutional Advancement |
| | Madeline Wallis | Vice President, Human Recourses |

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

# NORTH SHORE COMMUNITY COLLEGE



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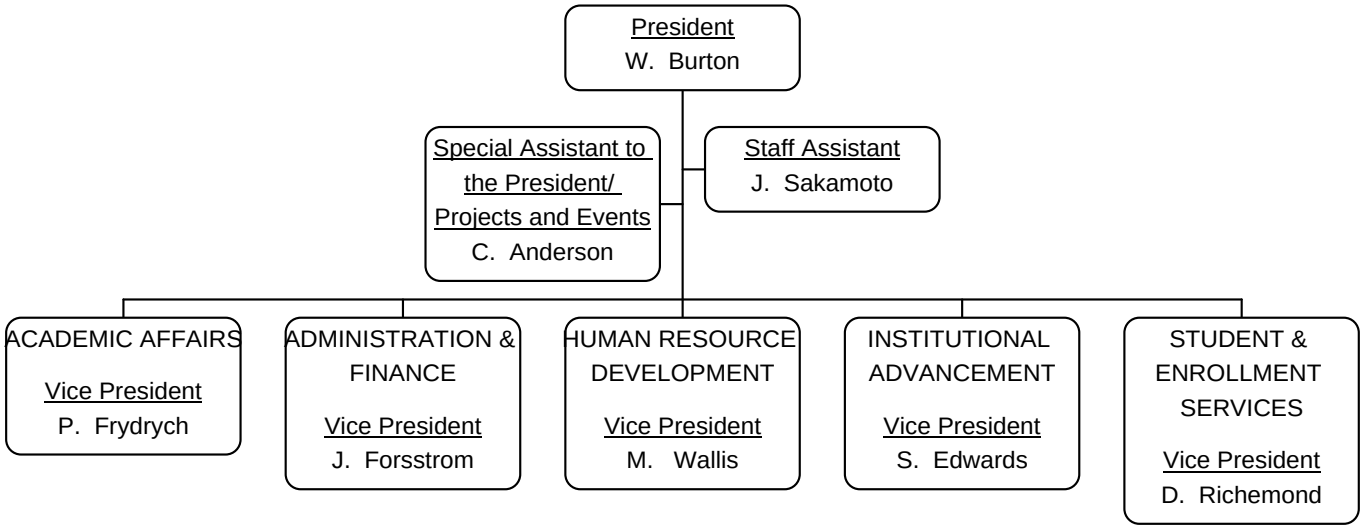
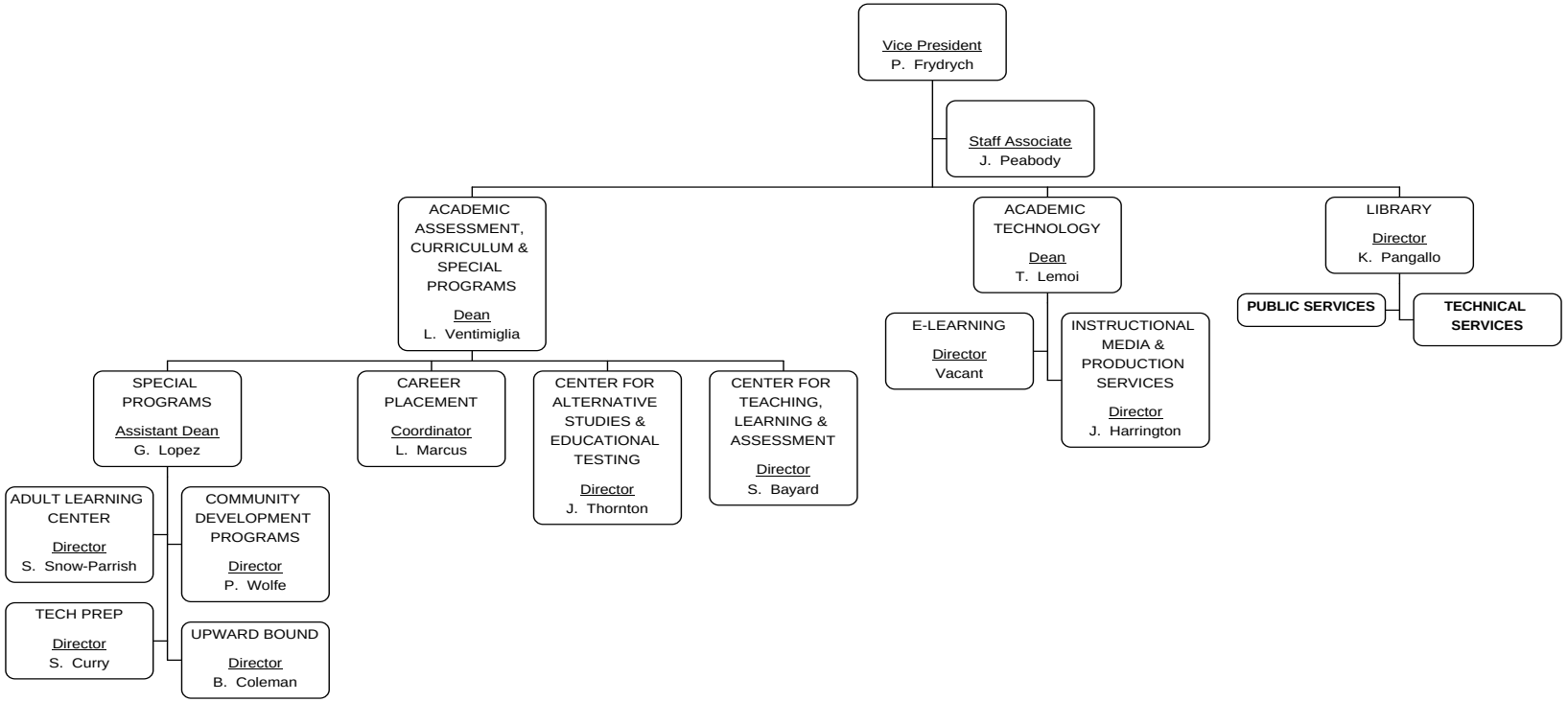
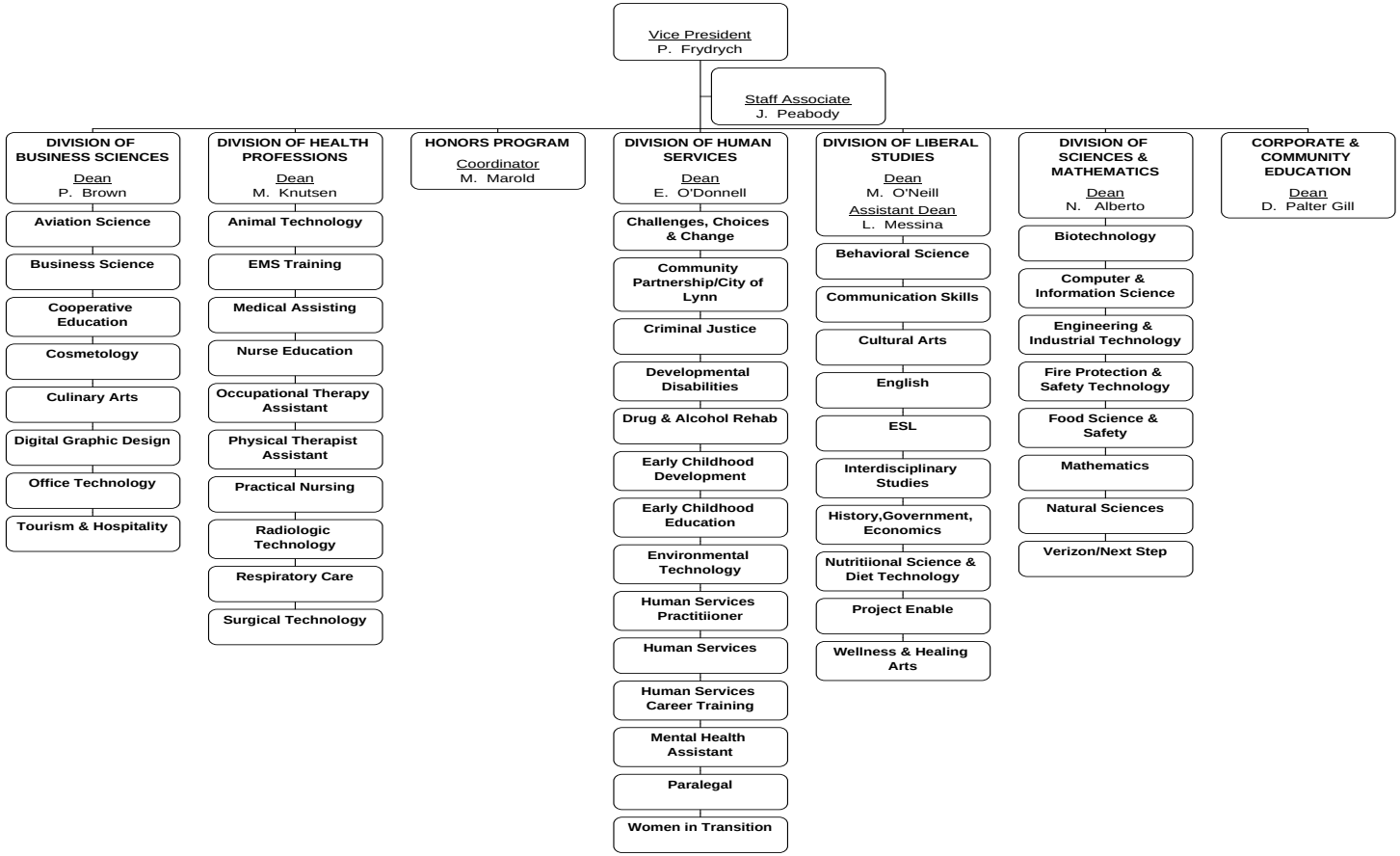


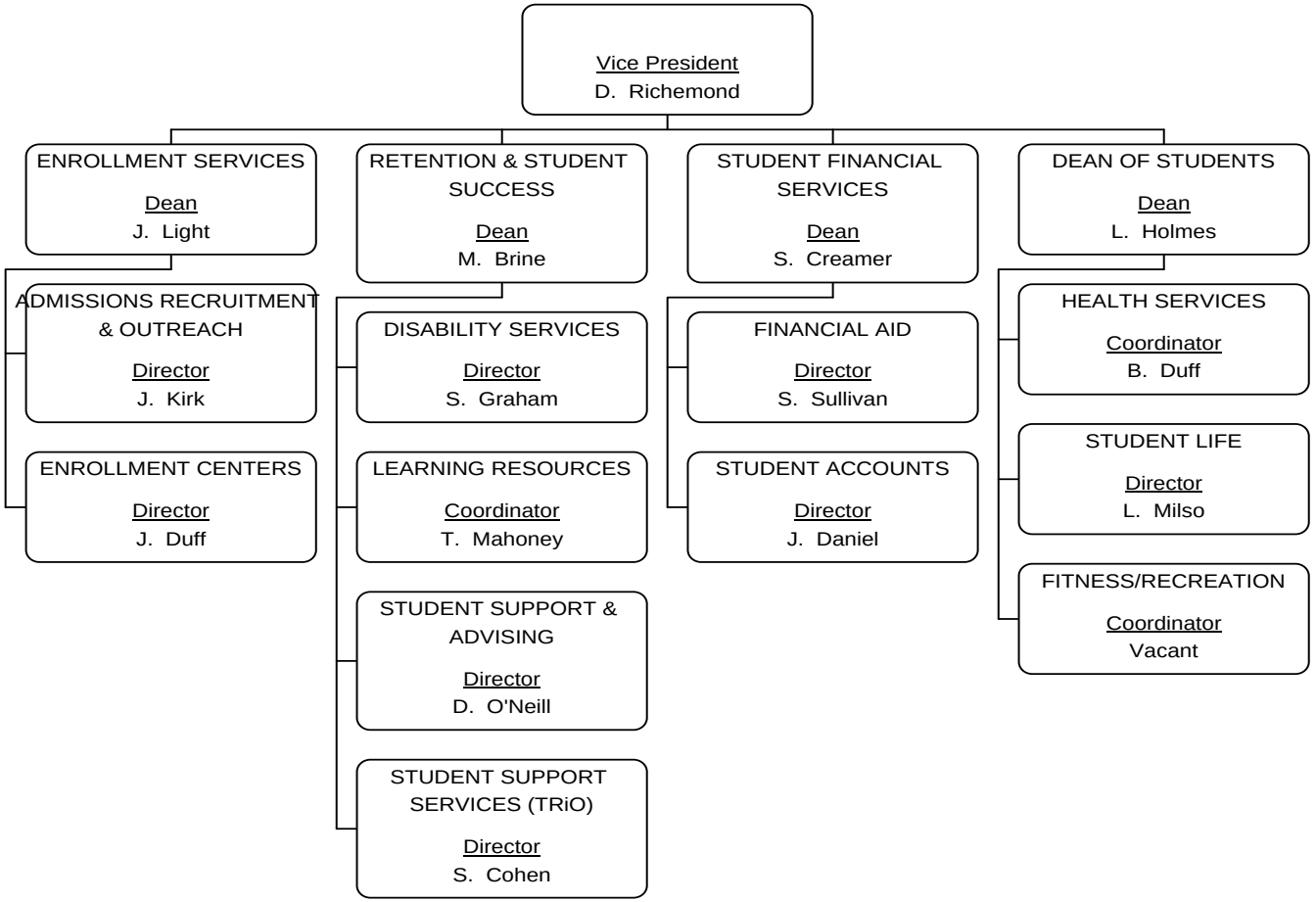
# ACADEMIC AFFAIRS



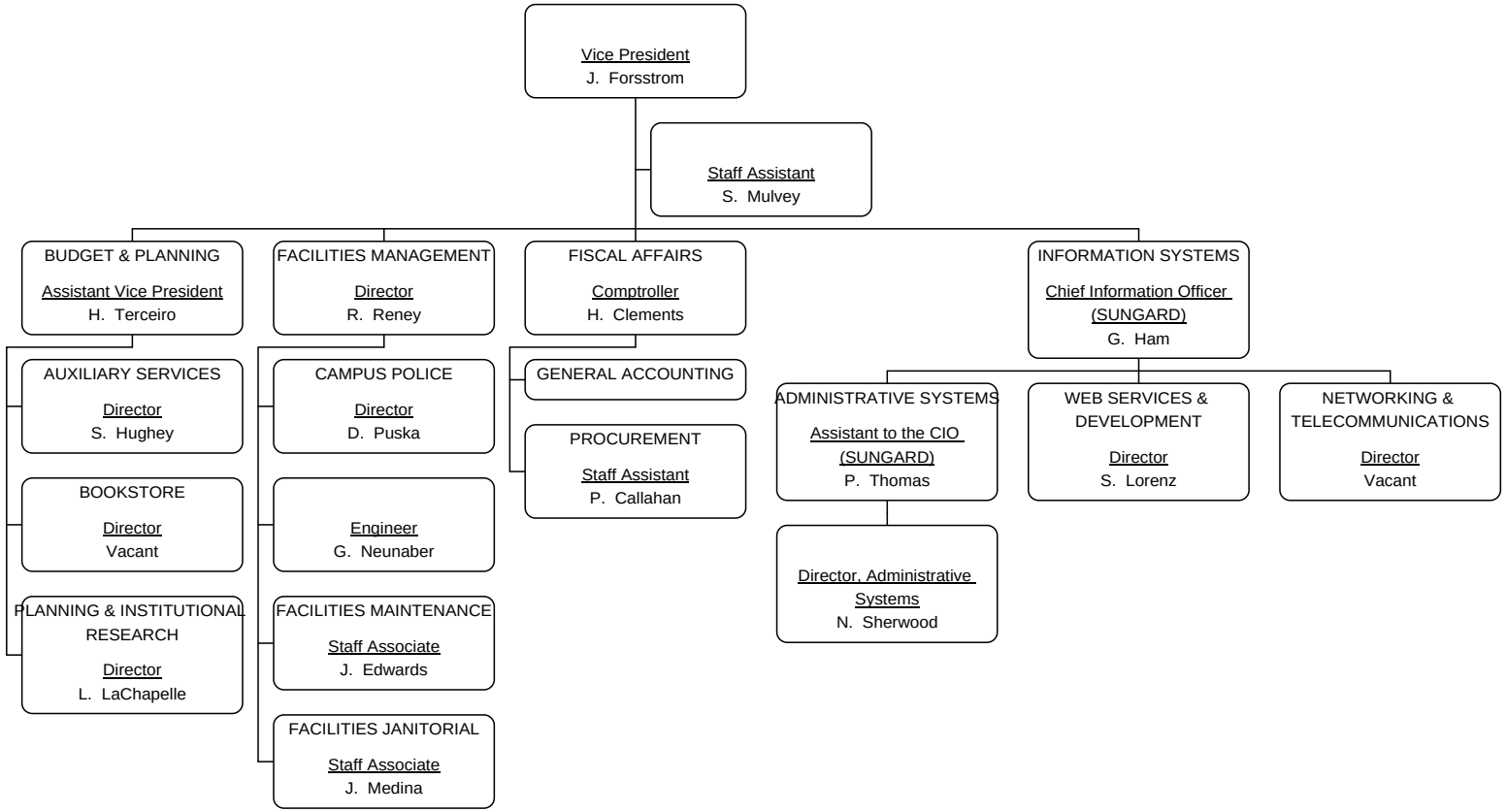
ACADEMIC AFFAIRS



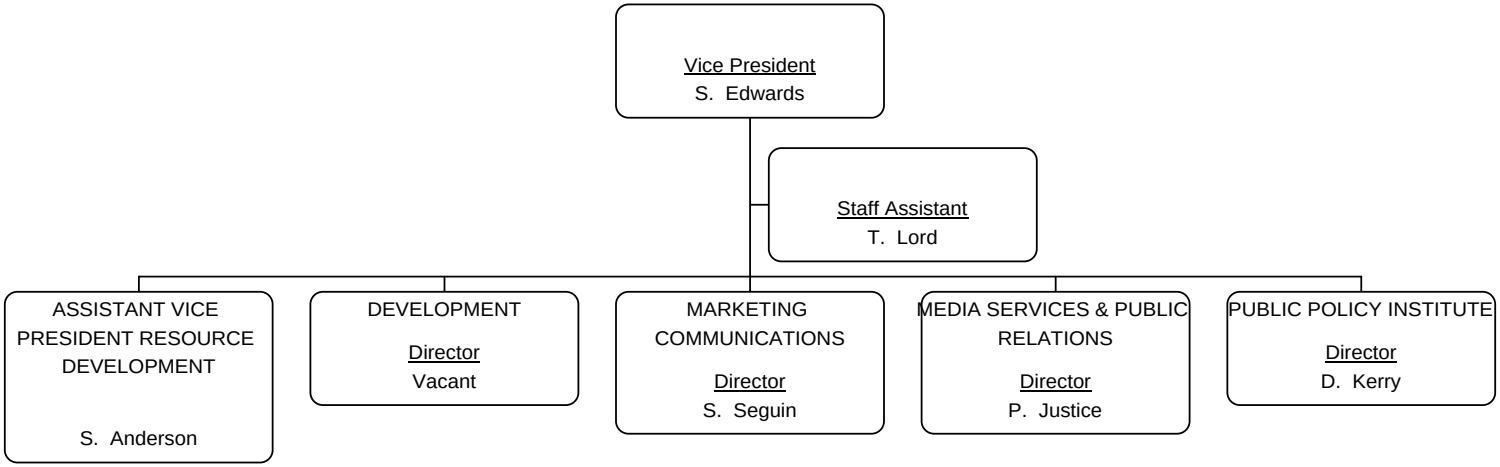
# STUDENT AND ENROLLMENT SERVICES



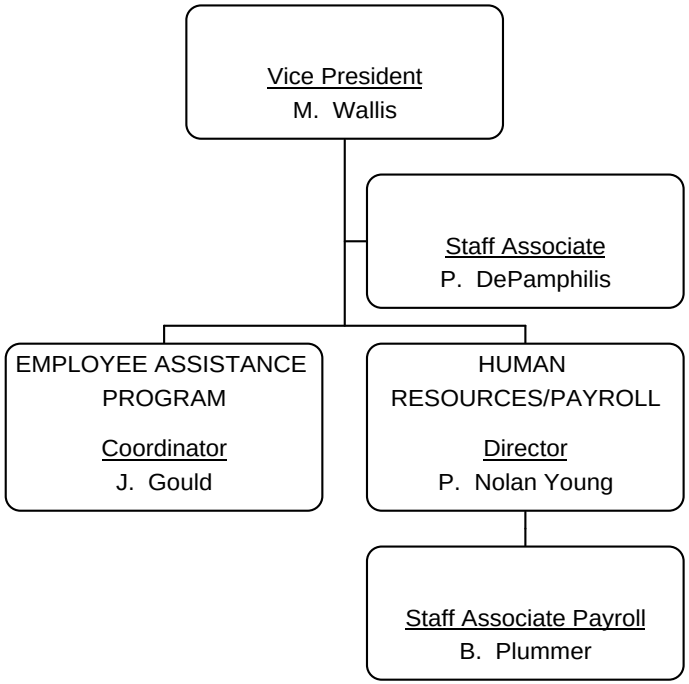
# ADMINISTRATION & FINANCE



# INSTITUTIONAL ADVANCEMENT



# HUMAN RESOURCE DEVELOPMENT



19. Record briefly the central elements in the history of the institution:

North Shore Community College was founded in Beverly Massachusetts in 1965. One of the fifteen public community colleges in the Commonwealth, NSCC serves twenty six primary cities and towns along the coastal region from north metropolitan Boston to Cape Ann. The College's service area, comprised of almost 600,000 residents, demonstrates a diverse mix of urban and suburban, white and blue collar, high, middle and low income groups and a minority population expected to grow by 13% in the next ten years. Since its inception, the College has served more than a quarter of a million residents and conferred more than 28,000 degrees and certificates.

Newly constructed in 1986, the Lynn campus became the first permanent campus location of NSCC. Built to service the economically disadvantaged residents of the urban southern sector of the North Shore, the Lynn campus accommodates about forty percent of the College's student population. Eight years later, in September1994, the College acquired and renovated an industrial building in Danvers just off Route One to house the Allied Health Professions programs. In May 2003, a new 100,000 square foot building opened on the grounds of the Danvers campus, allowing for the closure of the rented Sohier Road facility in Beverly, although with the opening of the 14,052 square foot Corporate and Community Education Center at the Cummings Center in 1999, the College re-established its presence in Beverly.

In 1999, legislative action resulted in the transfer of nine degree and six certificate programs from the former Essex Agricultural and Technical Institute, a former Essex County Entity. Some of these programs remained housed at the Essex Aggie High School location. The addition of these A.A.S. offerings complimented existing programming at NSCC.

Following the twenty six year tenure of George Traicoff, Wayne M. Burton was appointed President in July, 2000. Since his appointment, President Burton has proved a most dynamic and effective leader. His vision for an engaged institution has been well received by both internal and external constituents and his leadership is reflected throughout this self study.

Construction commenced in June, 2009 on a third building at the Danvers campus. A $30 million project, the new building will be a net zero energy facility, providing an additional 60,000 square feet of state of the art space. This new space will be utilized to expand the Health Professions programming and to relocate some programs currently housed at Essex Aggie. Additionally, both the Student Enrollment department and the Tutoring Center will be relocated in the new building.

North Shore Community College has earned a reputation for responsiveness, quality, and innovation. The College community continues to demonstrate a tenacious spirit, resiliency, and ability to confront problems with creative and innovative solutions. North Shore Community College has gained and maintained growth through a zealous commitment to accessibility, responsiveness to community needs, and delivery of high quality programming and services.

# ACCREDITATION TEAMS

**STEERING COMMITTEE**
Co-Chair: Paul Frydrych, Vice President, Academic Affairs
Co-Chair: James Robinson, Chair, Cultural Arts Department
Jacqueline Sakamoto, Staff Assistant, President's Office
Mark Knutsen, Dean, Health Professions
Betty Williams, Professor, Behavioral Science

**STANDARD ONE - MISSION AND PURPOSES**
Chair: Dianne Palter Gill, Dean, Corporate and Community Education
Ellen O'Donnell, Dean, Human Services
Brooke Coleman, Director, Upward Bound
Love Maya, Professor, Communications Skills

**STANDARD TWO - PLANNING AND EVALUATION**
Chair: Jan Forsstrom, Vice President, Administration and Finance
Walter Stone, Associate Professor, Mathematics
Pat Brown, Dean, Business Sciences
Susan Bayard, Director, Center for Teaching, Learning and Assessment

**STANDARD THREE - ORGANIZATION AND GOVERNANCE**
Chair: Madeline Wallis, Vice President, Human Resource Development
Joanne Light, Dean, Enrollment Services
Gloria Lopez, Assistant Dean, Special Programs
Sandy Edwards, Vice President, Institutional Advancement

**STANDARD FOUR -THE ACADEMIC PROGRAM**
Chair: Laura Ventimiglia, Dean, Academic Assessment, Curriculum and Special Programs
Aillie McKeever, Disability Counselor
Jill Thornton, Director, Center for Alternative Studies and Educational Testing
Loreen Tirrell, Chair, Culinary Arts and Food Services
Marsha Pease, Professor, Mathematics
Althea Smith, Curriculum Resource Specialist

**STANDARD FIVE - FACULTY**
Chair: Maureen O'Neill, Dean, Liberal Studies
Moonsu Han, Associate Professor, History/Government and Economics
Lynn Clarkson, Professor, English
Maryanne Atkinson, Academic Coordinator, Enrollment and Student Records
Julie Riley, Instructional Designer, Academic Technology and Distance Learning

**STANDARD SIX - STUDENTS**
Chair: Donna Richemond, Vice President, Student & Enrollment Services
Mel Potoczak, Associate Registrar
Dan O'Neill, Director, Student Support and Advising
Lisa Milso, Director, Student Life
Kathy Gravino, Program Coordinator, Elementary Education
Susan Graham, Director, Disability Services
Susan Sullivan, Director of Financial Aid

**STANDARD SEVEN - LIBRARY AND OTHER INFORMATION RESOURCES**

Chair: Karen Pangallo, Director, Library
William Meunier, Coordinator Library Services Danvers Campus
Maurice Regan, Assistant Professor, Criminal Justice
Carolyn Johnson, Coordinator Library Services Lynn Campus

**STANDARD EIGHT - PHYSICAL AND TECHNOLOGICAL RESOURCES**

Chair: Richard Reney, Director, Facilities Management
Dick Passeri
Gary Ham, CIO Information Systems

**STANDARD NINE - FINANCIAL RESOURCES**

Chair: Holly Terceiro, Assistant Vice President for Budget and Planning
Helen Clements, Comptroller
Nancy Alberto, Dean, Sciences and Math
Stephen Creamer, Dean, Student Financial Services

**STANDARD TEN - PUBLIC DISCLOSURE**

Chair: Peggy Justice, Director, Marketing and Public Relations
Stephen Lorenz, Director, Web Services
John Duff, Director, Enrollment and Student Records
Tracy Callahan, Staff Assistant, Marketing and Public Relations
Chris Dufort, Staff Associate, Information Systems

**STANDARD ELEVEN - INTEGRITY**

Chair: Pam Nolan Young, Director of Human Resources/Payroll
Dave Houle, Coordinator, Academic Technology Services
Lloyd Holmes, Dean of Students

# INTRODUCTION

Opening its doors in 1965 in a converted junior high school in Beverly, Massachusetts, North Shore Community College in 2009 has evolved into a complex, mature institution with thriving campuses in the cities of Danvers and Lynn. During these forty-four years, NSCC has participated in several self-studies, which, through reflection and analysis, create a new, clarifying lens to view the College in its entirety. As in the past, the self-study process affirms stellar accomplishments and reveals incipient shortcomings. For this particular Self-Study, several factors have influenced its construction:

- The Self-Study comes on the heels of a campus-wide effort resulting in the 2009-2013 Strategic Plan, *Leadership and Learning in a New Economy*. The Self-Study is intertwined with the Strategic Plan, for in a sense they both require an honest assessment and projected actions that lay the tracks for the future.

- As the Self-Study began, a five-year Title III Strengthening Institutions Grant entitled "Increasing Student Outcomes through Increased Relevancy of Academic Programming" was ending. With an injection of nearly $2 million, the project had five strands: 1) Transformation of the Academic Advising System; 2) Technology Infusion in Course Delivery; 3) Establishing Digital Imaging practices to unify services for students across campuses; 4) Expanding Services for non-native speakers of English; 5) Program Review for Relevancy and Technology. These initiatives have had impact on major College components and systems.

- The College has embarked on the development and expansion of a sophisticated technological infrastructure to improve administrative systems and support academic and student services so that faculty and staff can work smarter and more efficiently. With the Banner integrated system as the backbone, the College has incorporated numerous web-based functions, portal technology, online data gathering and reporting, digital imaging of documents and records, and data warehousing and mining.

- The historic economic downturn and consequent fiscal uncertainties have required the College to fashion a Self-Study that maintains a metronomic response to events as they present themselves.

Paul Frydyrch, Vice President for Academic Affairs, assumed the lead role in the self-study process. Preparation began with attendance at the NEASC Self-Study Conference on October 18-19, 2007, in Southbridge, Massachusetts. NSSC attendees included President Wayne Burton; Vice President Frydrych; Donna Richemond, Vice President for Student and Enrollment Services; Laura Ventimiglia, Dean for Academic Assessment, Curriculum, and Special Programs; and Laurie LaChapelle, Director of Institutional Research. In February-March 2008, Vice President Frydrych called for volunteers to participate on one of the eleven standard teams. As a result, fifty-four faculty and staff, were assigned to a standard team (see page xvi for a listing of members of the Standards Teams). A five-member Steering Committee, co-chaired by Vice President Frydrych and James Robinson, Chair of the Cultural Arts Department, included Mark Knutsen, Dean of Health Professions; Elizabeth Williams, Professor of Behavioral Sciences; and Jacqueline Sakamoto, Staff Assistant, President's Office. The Steering Committee and Chairs of the Standard Teams were provided a compendium of material, including a production timeline, recommendations and suggestions from NEASC materials, the 1999 NSCC Self-Study, and the 2005 Fifth-Year Interim Report. Additionally, Vice President Frydrych asked Dr. Philip Sbaratta to serve as editor, to coalesce drafts from the eleven teams to create a consistent style and voice. Dr. Sbaratta, who was a long-time member of the full-time faculty and staff, met with the

Steering Committee and Chairs of the Standards Teams to discuss the organization of the material for the eleven standards, stressing the three main elements—description, appraisal, and projection—as well as including a statement on institutional effectiveness.

With the assistance of Joan Peabody, Staff Associate to Vice President Frydrych, a working draft was prepared and submitted to the Steering Committee and the Standards Teams for review and comment. With revisions in place, the Self-Study was posted on the Self-Study Blog, allowing comments from the College community. A final review was conducted by the Steering Committee and the Executive Staff and presented to the Board of Trustees.

For North Shore Community College, the Self-Study is far more than taking the pulse of the institution. Through introspection, analysis, and assessment, the College has not only acknowledged its sizeable advancements, but has also zoomed in on the roadblocks to progress. According to a now infamous aphorism, "There are knowns, known unknowns, and unknown unknowns" (attributed to "unknown"). No self-study can control the future, but, through the process, NSCC can maintain the sangfroid to never lose sight of its vision.

# OVERVIEW

For North Shore Community College, as the Dickensian paradox suggests, this is the best of times and the worst of times. In the decade that has transpired since the last NEASC visit, new leadership, an inspired vision, and intensive planning have been hallmarks of the College. Expansion of facilities, integration of the former Essex Agricultural and Technical Institute, academic innovation, and cutting-edge technological infrastructure have propelled the College as a leader in the Massachusetts community college system, gaining local, regional, and national acclaim. At the same time, the College, along with the rest of the nation, faces unprecedented fiscal uncertainties that require focused vigilance and limber responses. Thus, the long-standing participatory governance structure, with broad-based faculty, staff, and student involvement, produces the resilience to sustain strong academic programs and effective student services, despite trying circumstances.

Importantly, strategic planning provides a compass for navigating the uncharted future. Recently completed, *Leadership and Learning in a New Economy*—the Strategic Plan for 2009-2013—articulates a mission and vision that is made concrete through six strategic goals:

**Strategic Plan Core Values**

**"North Shore Community College: a catalyst for personal, community, and regional change."**

| Learning | | Teaching | | Engagement | |
|---|---|---|---|---|---|
| **Personal Change** | **Goal 2:** Learning and support of learning for student success through tutoring, advising, student support, access for special populations, and student life.<br><br>**Goal 1:** A culture of respect with a collaborative workplace. | **Community Change** | **Goal 3:** Innovation in teaching and support of teaching initiatives through professional development, program review, academic technology, and program responsiveness to workforce needs and students' future educational goals.<br><br>**Goal 5:** A sustainable environment. | **Regional Change** | **Goal 4:** Partnerships with business, industry, K-12, higher education, and the community as a regional leader for social and economic change.<br><br>**Goal 6:** Resources – faculty and staff, facilities, budget, and technology. |

The planning process, the expansive involvement of college and community constituencies, and assessment measures ensure that the Strategic Plan is a dynamic document—one that is guided by a defined mission yet versatile enough to adapt to contingencies as they unfold. Although NSCC has made clear the directions that it will follow over the next five years, there is a prophetic, though ironic, element in the Strategic Plan's title, *Leadership and Learning in a New Economy*: the meaning of the "new economy" has shifted dramatically. The rippling effects of the financial meltdown, bankruptcies, foreclosures, and job losses present a troubling reality; yet it is in these circumstances that community colleges, through open-door access and quick-response strategies, offer the leg-up that people need to prepare for the future and the better times ahead.

As evidence of its institutional readiness, NSCC has just completed its third Title III Strengthening Institutions Grant, bringing nearly $2 million for advancements in academic programming, student services, and technology solutions. A significant initiative of the grant

focused on devising a comprehensive review and assessment program. With an assessment protocol that can be deployed for academic and non-instructional components, the College has a framework for examining, documenting, and improving institutional effectiveness. These efforts conjoin with assessment tools, such as the Community College Survey of Student Engagement (CCSSE), the Personal Assessment of the College Environment (PACE), and extensive internal institutional data that foster making decisions based on evidence.

Simultaneously, NSCC has fully realized the advantages of harnessing technology as a major tool to improve programs and services. The NSCC Website enables current and prospective students to learn about programs, services, and policies with a few simple clicks. With a dynamic structure, the Website allows the user to gather information about the College in a straightforward way. The NSCC portal, Campus Pipeline, with its single sign-on for current students, faculty, and staff, permits students to receive advising, register for courses, examine transcripts, and retrieve grades. For faculty, class lists, student contact information, early alerts, and mid-term and final grades are handled online. Through Title III funding, the College has embarked on fully digitizing records and documents and creating an integrated data warehouse. And connectivity is advanced with the northshore.edu email, used by students, full and part-time faculty, and staff.

Establishing vital connections between NSCC and the community is a major priority defining the College. Civic engagement is embedded in the vision and mission and permeates the Strategic Plan. Academic options include service learning and internships that take students into the community; the community is invited into the College through events, such as the Forum on Tolerance, that explore germane ideas and issues; and initiatives, such as the Public Policy Institute, provide a platform for continuous dialog, outreach, and advocacy. At the same time, the College has made diversity a cornerstone of its identity and policy. The formation of the Diversity Council and its addition to the governance standing committees has assured that cultural, racial, and ethnic diversity among faculty, staff, and students remains an essential value of the institution.

In short, 1999-2009 has been a period of transformational change at North Shore Community College. The College presents itself differently with new and renovated facilities; the College acts differently with the energy and creativity of new leadership and many new faculty and staff; the College delivers programs and services differently with an eye toward access and convenience through a blend of personal attention and technology; and the College envisions itself differently with an emphasis on engagement and involvement. As the second decade of the 21st century begins, NSCC, through innovation and relevant programming, intends to contribute significantly to the efforts leading to national recovery. And for its students and community, the College will construct what the noted economist Richard Florida calls “the geography of success.”

# NORTH SHORE COMMUNITY COLLEGE

## Self-Study

**STANDARD ONE**

# MISSION AND PURPOSES

## DESCRIPTION

More than four decades after opening its doors, North Shore Community College continues its commitment to the region's educational and economic needs. With the leadership of President Wayne Burton and through a comprehensive strategic planning process, NSCC has established a core vision, which infuses and inspires the institution.

**Vision**

*North Shore Community College will be a catalyst for personal, community and regional change through education, training, and civic engagement. The College will serve as a beacon of hope and opportunity for an increasingly diverse student body and be a respected, full partner with other public and private organizations seeking better lives for North Shore residents and a vibrant future for the region.*

To make this vision a reality, NSCC has created a mission that provides a succinct framework for its programs and services that attract an increasingly diverse student body. Challenged by a turbulent global economy, diverse populations, and growing demands for an educated citizenry and skilled workforce, the institution has revised its mission to more clearly articulate its core as a source of hope and opportunity and its role as a regional leader for both social and economic change. This subtle yet powerful addition to its mission represents national and regional trends of community colleges as leaders, solution providers, and centers of cultural, intellectual, and social development.

***Mission Statement***

*North Shore Community College is a source of hope and opportunity and a regional leader for social and economic change. Blending tradition and innovation, liberal arts and career preparation, intellectual development and cultural and personal growth, we foster a diverse and caring community of learners where all are welcome and each is challenged. We offer lifelong education responsive to changing community needs, a global economy, evolving technology and the shifting roles faced by individuals and institutions. Our greatest contribution to the Commonwealth is the success and achievement of our students.*

Building on the mission, vision, and foundation laid by the strategic plan of 2004-2008, NSCC's current strategic plan *Leadership and Learning in a New Economy (2009-2013*) provides guidance and vision for the future of the institution. At the beginning of the planning process, the College's mission and vision statements were reviewed and affirmed as truly reflective of the distinctive character of the institution and as the basis for defining its priorities and future actions. The planning process was collaborative and inclusive, operating under the shared governance structure that ensured broad-based participation. A key part of democratizing the process was joint decision-making. Open forums and a retreat were held for all stakeholder groups, trustees, executive leaders, faculty, staff, students, and community members to be heard and to influence the plan. The Strategic Planning Steering

Committee (SPSC) worked with internal organizational members and external constituents to create a plan that would serve as the articulation and driver of the institution's mission. To include all members of the community, a blog was created to allow commentary throughout the process. Along with data from trends, input from retreat participants, and information from a Strengths, Weaknesses, Opportunities, Threats (SWOT) survey, SPSC was able to articulate the goals that will map the future direction of the College.

After a year-long process, the Strategic Plan was presented and approved at an all-college Faculty/ Staff meeting and subsequently approved by the Board of Trustees. The Strategic Plan, aligned with the institution's mission and vision and tied to the budgeting process, has been widely disseminated throughout the College community and its external constituencies. The Strategic Plan FY 2009-2013 established the following goals, which embody the energy, commitment, and forward-thinking that characterize NSCC:

- Institutional Practice: A Culture of Respect
- A Learner Centered Focus
- Academic Programs and Curriculum: A Commitment to Teaching and Learning
- An Engaged Institution: Leadership, Partnership, and Stewardship
- "The Green Goal"
- Institutional Resources: Preparation and Planning for Growth

To advance the College's academic offerings and support services, NSCC undertook the challenge of its third Title III Strengthening Institutions Grant (2003-2008), affording NSCC the opportunity to engage in meaningful change. The grant supported five activities focused on increasing the relevancy of and access to academic programming to better prepare students for the twenty-first century. These activities included:

- developing a comprehensive developmental advising program to include online advising;
- expanding the College's distance learning offerings with a focus on moving from courses to programs;
- establishing digital imaging practices to unify services for students across campuses;
- expanding services for non-native speakers of English by providing language acquisition opportunities within contextualized courses and with intense academic support services;
- deepening the College's department and program review and assessment process to advance student learning, particularly in the area of general education outcomes and program outcomes.

Members of the College community rose to the challenge of implementing the grant, which identified key weaknesses that needed improvement. Leadership teams were established for each activity to accomplish the grant's objectives and to formulate structures for institutionalization beyond the grant period. More than 140 people provided direction for the grant initiatives through these leadership teams and their subsidiaries.

Organizationally affirming the "one college" concept, the non-credit Corporate and Community Division was reorganized, placing it within Academic Affairs. In doing so, synergy between credit and non-credit was created, helping to better align programming and allowing for the creation of multiple linkages. The responsiveness of this area to market, business, and student needs has given the institution increased visibility with business, community, and government leaders.

To more effectively communicate the College's mission, a Community Needs Assessment/Market Study was conducted in 2005 by SEMWORKS, a well-known enrollment management consulting firm. Following the study, a year-long effort to create a new brand and marketing message resulted in shifting from NSCC's message of: "You Can Go Anywhere from Here" to "Real Opportunities." The new marketing message and a new logo have been disseminated and well received. An Institutional Image Council was formed in 2006 to help facilitate collaborative implementation of the suggestions from the SEMWORKS study. The Council reviews priorities from the Strategic Plan, the Enrollment Management Plan, Academic Affairs, and the President's goals to ensure consistent efforts are produced and that institutional mission and goals are at the core of any plan. An Integrated Marketing and Communications team was also formed to design and implement strategies that would meet the priorities established by Institutional Image Council.

Reflecting the institutional mission, the Public Policy Institute (PPI), the first of its kind in a Massachusetts community college, was founded in 2005 to position NSCC as an agent for social change through civically engaged students, staff, and community residents. The PPI has sponsored programs addressing pressing community needs including violence prevention in the City of Lynn, after school programming for at-risk youth, senior citizen issues, and capacity building in minority organizations. The PPI has joined with area agencies and legislative leaders to plan and host public policy forums on critical issues and has published white papers on its activities and related policy areas to share relevant findings and to inform future work.

In keeping with President Burton's vision of an engaged institution, the College has taken a leadership position in a number of initiatives that have significant impact on the College and the communities it serves. Outreach efforts encompass partnering with middle and high school youth to encourage post-secondary education; developing integrated non-credit and credit career pathways to assist low-skilled adults to succeed in obtaining credentials, certificates, and degrees; and supporting community organizations to give voice to the needs of immigrant and low-income residents. To promote regional economic development, economic impact research, and creative solutions to the challenges facing the region, NSCC joined four educational institutions to form EdLink. In addition to fostering closer relationships with community organizations, businesses, area colleges and universities, and government at all levels, the College has supported faculty and student engagement in service learning projects to provide immediate and tangible benefits to the community.

Aligned with its mission, the College has embedded diversity as a defining value. Through the concerted efforts of the Human Resources Department, the Diversity Leadership Council, National Coalition Building Institute (NCBI) and the President's Council on Diversity, NSCC strives to celebrate diversity and to attract and retain employees who reflect the diversity of the student body.

In addition to demographic changes, the College has experienced greater diversity in the level of preparedness of the students. To meet the needs of the students who come with varying levels of academic skills and with complex life changes, NSCC provides MCAS preparation, transition programs, supportive learning communities, comprehensive and innovative developmental and ESL programs, tutoring, intrusive advising, and flexible learning options.

Collectively, these initiatives have connected the College community with external partners in advancing and fostering commitment to the institution's mission. The transformative power of such initiatives cannot be underestimated as they have united an already strong community, articulated goals clearly and succinctly, provided context and direction, and strengthened the College's image and organizational identity. Additionally, the President's vision and his commitment to the mission have

engendered outreach, economic and workforce development initiatives, intellectual and cultural development programs, and community building and diversity experiences that have all brought the mission of the institution to life for the students, faculty, staff, and community.

## APPRAISAL

The strength of the institution is reflected in its ability to act intentionally on the promises of its mission. The following activities are indicative of the ways the College strives to fulfill its mission:

- The espoused values of the organization are articulated in the goals of the Strategic Plan. The college: *". . . will have an institution-wide learner-centered focus," ". . . ensure an environment that is inclusive, promotes intellectual inquiry, values diversity and fosters a spirit of mutual respect," and ". . . embrace public engagement."* These beliefs clearly state what the institution stands for and what it actively promotes. The prominent display of these goals in banners, the website, and other publications helps reinforce a collective message, culture, and consciousness.
- The President's vision of an engaged institution has become a reality as reflected by the following activities: a Public Policy Institute, Ed Link, the Anti-Violence Task Force, faculty fellows, College for Every Student (CFES), College Rocks, Project Yes, Katrina Activities, Kids to College, an Economic and Workforce Development emphasis with increased collaborations with businesses and community, Workforce Investment Boards, and the Breaking Through Initiative, a collaboration designed to assist low-skilled adults to achieve post-secondary credentials, certificates and degrees.
- In addition to the wide range of academic offerings, which have been strengthened through the program review and assessment process, the College has enhanced the intellectual and cultural development of its students by expanding the Honors Program to all divisions and by initiating a Presidential Scholars Program, a celebration of the arts- "Arts in April," and a yearly Forum on Tolerance.
- As stated in the College's mission statement, an important measure of the effectiveness of the College is the achievement and success of its students. The College has worked to bolster retention and increase the number of students who complete certificates and degrees. Since 2004, the number of certificates and degrees awarded has increased by 38%. The College must continue to focus on improving these indices of student success.
- The number of faculty and staff from diverse backgrounds has increased from 6.1% to 16.4% since the last NEASC self study. Despite the significant growth in diversity, the College must continue to move forward in developing a workforce that mirrors the student body.
- To serve the needs of an increasingly computer savvy student body and to improve access and opportunity for underserved populations, many of whom are non-traditional, the College has expanded its distance learning offerings. Support services for online learning have also been strengthened through online advising and tutoring. In addition to increasing access through online courses and programs, the College must intensify its efforts to provide more flexible learning opportunities and course scheduling.
- Implementation of the PACE Survey continues to identify areas of improvement and strengths in the institution's culture. Although the institution has made progress in democratizing its governance structure and in promoting a more inclusive and collaborative environment, the College must strengthen the channels of communication to ensure that a sense of trust and confidence permeates the college community.
- The minimal services and lack of support on the Hathorne and Beverly/Cummings Center locations makes the culture of inclusion and respect more remote. To ensure college- wide

inclusion, services need to be expanded at the Hathorne and Beverly locations. Students have limited services and need to travel to one of the other campuses to take part in College activities.

## PROJECTION

NSCC will continue to ensure that its mission aligns with the changing and growing needs of its constituents. While the Strategic Planning Process was created in concert with budget projections, the current economic crisis will curtail or delay implementation of planned initiatives. The Strategic Plan will be revisited and reprioritized so that the College will be able to meet its fiscal obligations while maintaining its mission and vision.

- A new building in Danvers (expected completion in 2011) will enhance the academic framework by bringing four Health and Science programs from the former Essex Agricultural site to the main Danvers facility (LPN, Surgical Tech, Vet Tech, and Animal Care). The new space will improve facilities for highly technical career programs, provide expanded and centralized space for enrollment and student services, and free up space for conference and meeting rooms. Over the same period, recommendations for expansion and upgrade of the Lynn Campus will take place.
- To respond to emerging fiscal constraints, the Coordinating Council, an oversight group within the governance structure, will review the Strategic Plan in light of the mission on an annual basis.
- To address the skills gap, economic and demographic changes, and global competition, a strong focus will be needed on non-credit and credit programs that will be able to be rapidly responsive to the changing needs of society.
- Since the maintenance of the mission is central to the educational and economic well being of the region, the College's move to an Operational Data Store will allow the College to make evidence-based decisions for program planning.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

Under the leadership of President Burton, the College has intensified its efforts to become a more fully engaged institution. NSCC has undertaken specific initiatives that reinforce its mission and clarify its vision. The overarching purposes of NSCC are articulated in its Strategic Plan. The strategic planning process allows for the periodic re-evaluation of the content and pertinence of NSCC's mission statement and goals, assessing their usefulness in providing overall direction in planning and resource allocation. Overseen by the Coordinating Council, a representative governing body of the institution, the five-year Strategic Plan is a living document, revised annually and attended to on a daily basis. The Vice Presidents and their Deans are responsible for ensuring that the activities designed during strategic planning continue to fulfill the mission and purpose of the College.

Because President Burton emphasizes inclusion, community members and leaders participate in formal and informal ways to ensure the College's vitality and effectiveness in its responsibilities to its various constituents. Whether as a member of an advisory board, a participant in a forum, a host for service learning or internship, or a volunteer, opportunities for engagement and interaction enable the College to assess its impact and measure it effectiveness.

Furthermore, the College employs a variety of effectiveness measures on a periodic basis. For example, the Personal Assessment of the College Environment (PACE) was conducted in 2007 and again in 2009. The Community College Survey of Student Engagement (CCSSE) also took place in

2007. These formal assessments along with a comprehensive Institutional Research office, which provides data to the College community, contribute to NSCC's capacity for informed planning, management, and evaluation.

STANDARD TWO

# PLANNING AND EVALUATION

## DESCRIPTION

For over twenty-five years, strategic planning at North Shore Community College has been a dynamic, integral part of the College. Because of greater emphasis on accountability and performance, planning and evaluation have become more encompassing, sophisticated, and challenging than a decade ago. During the last ten years, the College's Five-Year Strategic Plans 1998-2003 and 2004-2008 were completed, and the current Strategic Plan 2009-2013 was developed and implemented, with broad inclusion and input under the College's governance structure. Annual component plans, institutional targets, budgets and President's goals are developed from the Strategic Plan and the Department of Higher Education (formerly the Board of Higher Education) priorities/Key Performance Indicators. An ambitious five-year Title III grant that linked objectives and outcomes to the 2004-2008 Plan was also completed in September 2008, and many activities were institutionalized or established future directions for the College. Two activities from the Title III grant relate directly to planning and evaluation: formalization and greater depth of the College's academic department/program review and assessment process, and implementation of an operational data store and data warehouse for better reporting and use of data for decision-making. As part of the State Department of Higher Education Performance and Accountability system, the College sends data files regularly and in turn receives an annual report of qualitative and quantitative results. The data files are used as elements of the State budget formula, which relates directly to the State appropriation requested for the Colleges. Overall, there are planning, assessment and evaluation on local and system levels that intersect and provide feedback for continuous improvement. The College has a Director and staff in an Office of Planning and Research, which reports organizationally to the VP for Administration and Finance and which manages overall planning.

### State-Wide Systems

The Department of Higher Education's (DHE) Research office works with Massachusetts public institutions of higher education on data collection and analysis and oversees a comprehensive performance measurement system. The Research Office also maintains public higher education data systems, including the Higher Education Information Research System (HEIRS) and the School-to-College Database, and produces analyses to inform education policy development.

NSCC, along with other public higher education institutions, participates in a statewide performance measurement system that consists of indicators in the following categories: access, affordability, student success, and cost-effective use of resources. Each year, all public colleges submit data to the Higher Education Research System. Data are published in both the *Linear Trend Books* and the *Performance Measurement Report*. The reports include a variety of performance indicators and goals established by the Department of Higher Education in collaboration with the state and community colleges. These indicators and goals address the primary strategic objectives for public higher education and focus on the progress made in the four core areas.

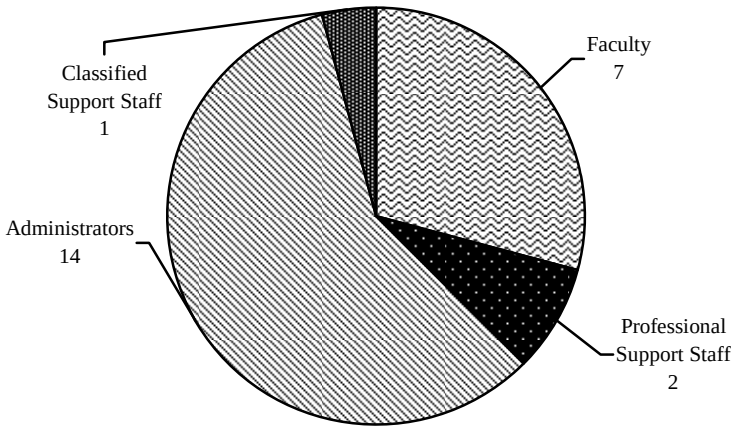
### Institutional Strategic Planning

North Shore Community College has a long-established practice of strategic planning, resulting in continuous five-year plans since 1983. Thus, a quarter of a century of planning and evaluation has created a mature planning infrastructure, experienced personnel, and a high level of competence. With

each iteration of a five-year plan, NSCC has improved both the process and the product, enhancing broad-based participation and employing technology for communication and dissemination.

With the establishment of a new governance system in 1999, the Coordinating Council an oversight group composed of faculty, staff, and administrators, became responsible for strategic planning and evaluation. In the 2007-08 academic year, a Strategic Planning Steering Committee (SPSC) was formed to manage the process and production of the Strategic Plan that would span FY 2009-2013. The SPSC, composed of twenty-four individuals, represented a cross-section of the College as shown in Figure 2.1.

**Figure 2.1: SPSC Composition**




Using current best practices in strategic planning, the SPSC devised a set of Guiding Principles for the strategic planning process:

1. The planning process and the plan that it yields will be grounded in the College's stated Mission and Vision and will build on the work of ongoing strategic college committees.
2. The planning process will be collaborative and inclusive by operating within our shared governance structure that ensures broad-based participation and by providing a means for stakeholder groups (i.e., Trustees, Executive Leaders, staff, faculty, students and community members) to be heard and to influence the plan.
3. The process will build trust through effective communication and negotiation, by making it safe to identify and challenge assumptions. The process will be guided by the Basic Principles for a Collaborative Workplace: focus on the situation, issue, or behavior, not on the person; maintain the self-confidence and self-esteem of others; maintain constructive relationships; take initiative to make things better; lead by example.
4. The process will be meaningful in that it will help the College to establish a vision of the future that shapes, defines, and gives meaning to its strategic purpose, and in that it will help to shape strategic decisions, some of which are identified in advance.
5. The process will utilize environmental analysis as a guideline to identify future opportunities and threats. It will be data-driven, while encouraging creativity. Planning assumptions and identification of the implications of environmental change will reflect a productive balance of realistic and visionary thinking.

6. The process will yield an organized, time-lined action plan (i.e., objectives and implementation strategies), clearly identifying completion dates, resource needs, and implementation responsibility and agreed upon performance indicators.
7. The process will include an open and honest assessment of institutional strengths and deficiencies defining the College's capacity/position to address environmental change.
8. The process will integrate planning into permanent governing structures, college-wide committees, and community initiatives rather than creating a separate set of activities removed from the governance and life of the College.
9. The process will support the integration of fiscal, learning, and facilities plans with the strategic plan of the College by clearly connecting each of these plans to the College's Vision, Mission, and Values.
10. The strategic plan will be integrated throughout the College and therefore used by councils, committees, and departments as they prepare their plans, and will encourage a future orientation to their work.
11. The process, its language, its products, and the results of the plan will be communicated to all participants internally and to external constituents.
12. The plan will be expressed clearly, with language that is understood by stakeholders and with clear means of measuring progress.

To manage the process, a timeline was established with benchmarks and outcomes (see Figure 2.2).

**Figure 2.2: Strategic Planning Timeline**

- *August – September 2007*: Strategic Planning Steering Committee meet to reaffirm the College's mission and vision statement, draft a timeline and suggested planning process, including use of a BLOG, and SWOT survey. A brief presentation is made at the Faculty/Staff Committee.
- *October – November 2007*: Based on research collected on internal and external trends and the results of the SWOT survey, and the results of a planning retreat, the SPSC develops planning assumptions and maps them to the existing goals. As a result of gaps identified during this process, the goals are edited to better suit anticipated direction in the next five years.
- *December 2007 – January 2008*: Goal teams are formed as sub-teams of the SPSC, and augmented by staff and faculty members to develop objectives for the new goals.
- *February 2008 – March 2008*: Goal teams meet to develop outcomes and suggest core activities for each goal. A presentation is made to the Faculty/Staff Steering Committee to outline progress made to date. Individual BLOGS are set up for each goal team, to facilitate communication with the College community
- *April 2008*: Open forums held at both campuses, and presentations to external groups (North Shore Chamber of Commerce Board of Directors, local advisory committees, Perkins Advisory Board). Goals with objectives, outcomes and core activities finalized for presentation for approval at the April Coordinating Council Meeting.
- *May 2008*: With the Coordinating Council's approval, the new Five-Year Strategic Plan is presented to the Faculty/Staff for vote at the May Employee Recognition Breakfast.
- *June 2008:* Strategic Plan 2009-2013 is presented for final approval by the North Shore Community College Board of Trustees. Proposed implementation strategies developed from community feedback, existing college priorities, and component/division feedback will be reviewed by the Executive staff for budgeting and planning purposes and implementation strategies matrix finalized.

With preliminary work accomplished, goal teams were assembled for each strategic goal. The work of the teams was shared with the entire College community through a Strategic Planning Blog. Structurally, there was a Main Strategic Planning Blog, accessible through http://blogs.northshore.edu/sp, which was linked to individual blogs for each goal. In this way, there was ample opportunity for participation as the Strategic Plan evolved before its final approval by the Coordinating Council and ultimately the faculty and staff and Board of Trustees.

*Leadership and Learning in a New Economy,* the Strategic Plan for 2009-2013, articulates fundamental priorities and defines outcomes and accountability measures. The Strategic Plan, while forward looking, also takes into account key challenges facing the College and provides the context and structure for making informed and, perhaps, difficult choices. Guiding the direction of the College are the following strategic goals:

- **Goal 1: Institutional Practice: A Culture of Respect.** NSCC will ensure an environment that is inclusive, promotes intellectual inquiry, values diversity, and fosters a spirit of mutual respect among faculty, staff, and students.
- **Goal 2: A Learner-Centered Focus.** NSCC will have an institution-wide, learner-centered focus.
- **Goal 3: Academic Programs and Curriculum: A Commitment to Teaching and Learning.** Through high quality instruction, the NSCC curriculum will prepare students for the challenges of living in the 21st century, equipping the North Shore region with an educated citizenry.
- **Goal 4: An Engaged Institution: Leadership, Partnership, Stewardship.** NSCC will embrace public engagement as a core value and align campus energies and resources to support action as a responsible agent for social change.
- **Goal 5: The Green Goal.** NSCC will create an environmentally sound, economically stable, and socially responsible future by advocating the study of sustainability and the application of green principles, such as conservation, environmental justice, and green education in our College, communities, and individual lives.
- **Goal 6: Institutional Resources: Preparation and Planning for Growth.** NSCC will enable implementation of the College's strategic goals by responsibly managing its resources, and by planning and preparing a support system for growth.

Each of these strategic goals has associated objectives with projected outcomes measured by specific performance indicators. Formal evaluation and documentation of completed objectives take place annually, in conjunction with the "Performance Measurement Reports" required by the Department of Higher Education and the College's annual planning and budgeting system. This cycle of planning, review, and assessment facilitates a timely cost analysis of initiatives and establishes accountability, ultimately influencing allocation of resources.

**NSCC's Annual Planning and Budget Cycle**

Annually, the institutional priority activities from the Strategic Plan are established by executive management with input from components, tied to annual budget to identify resources for priority activities, and approved by the College Board of Trustees. Responsibility for monitoring the progress of the Strategic Plan and annual plans is shared: The College Coordinating Council has a role in developing and monitoring the progress of the five-year Strategic Plan; executive management, through the VPs and the Office of Planning and Research, conducts mid-year and annual reports on progress in the implementation of Strategic Plan objectives and Key Performance Indicators to the Board of Trustees, to the Department of Higher Education, and to the College community. Since the College's fiscal year runs July 1 to June 30, budget scenarios are presented to the Board of Trustees

Finance Committee; and recommendations are made to the full Board in the Spring of each year for a preliminary budget to commence July 1, with final budget approved in September after the State makes its final legislative appropriation to the College. During the same period, the President's annual goals, which are high-level activities related to institutional priorities and the Strategic Plan, are approved by the Board of Trustees.

Efforts continue to improve integration of the planning and budgeting systems, including revising the internal budget development process with more input from stakeholders and creating a web-based planning and budget system to simplify access to development, reporting, and information about the internal processes. The College purchased SPOL (Strategic Planning Online) and is implementing the system on a pilot basis in FY2010. In FY2008, the Planning and Research Office department page within the campus portal (Pipeline, My Northshore tab) included space for department reports to make them accessible online.

**Academic Department /Program Review and Assessment**

Academic Department/Program Review and Assessment has become well established with support from Title III funds. The review and assessment process is facilitated by the Center for Teaching, Learning, and Assessment (CTLA) and supported with stipends for participating faculty currently provided through the College's operational funds. During the past five years, the Department/Program Review and Assessment process was understood as a five-year cycle but has evolved into a three-year process (see Figure 2.3).

**Figure 2.3: Department/Program Review and Assessment**

*Year 1* - Self Study
*Year 2* - Assessment of Department/Program Outcomes
*Year 3* - Continued Assessment and Development of "Closing the Loop" Strategies

A comprehensive Department/Program Review during the first year enables faculty to analyze and reflect on their department or program. The second and third years focus on department/program level assessment of student learning, which has impact on instructional design, pedagogy, and the integration or use of alternative teaching or learning methods or resources, such as technology or other kinds of educational experiences. Ongoing assessment is encouraged.

Within the past five years, 38 of the College's academic departments and programs have completed at least one stage of the Department/Program Review and Assessment process; the Library also started the process as a pilot for other service/support areas to follow in the future. As part of the Title III grant, a team of faculty and staff investigated approximately eight software products for providing an electronic repository for the department/program review and assessment documents, to better manage the review and assessment processes, to track learning objectives on course and program levels, and to better link the program review and assessment process to the College's strategic and annual planning and budgeting processes. The team recommended TaskStream for further exploration.

There has been recent discussion regarding this review and assessment process with faculty providing extensive feedback through a variety of venues. A Department/Program Review and Assessment Redesign Team comprised of faculty representatives, the CTLA staff, the CTLA Advisory Committee, and the Academic Deans are working to improve the process utilizing the feedback.

**Technology Planning**
Over the last ten years, NSCC has made significant strides in harnessing technology, providing anytime/anywhere services to students, giving faculty and staff tools for improved services and communication, and offering students high quality online courses and support.

In the last five years, technology change and benefits have become a feature of the culture of the institution. Technology, integrated within all components of the College, is embraced as a partner and enabler of the teaching and learning process, a tool for efficiency and effectiveness in services, and a value-added way to deliver return on investment. Importantly, technology planning incorporates the maintenance and expansion of distance learning curricula and support services, an objective that supports the Strategic Plan.

**Operational Data Store and Data Warehouse**
The Operational Data Store (ODS) project kicked off in November 2007. The project was intended to provide a de-centralized, user-based reporting environment. A strategic reporting assessment was the first outcome from the project. This assessment brought together approximately 70 functional, technical, managerial and executive staff from across the institution to evaluate the College's reporting needs for the twenty-first century.

The project began in earnest in January 2008. The project structure established a Strategic Reporting Team as the primary oversight for the ODS and Enterprise Data Warehouse (EDW) Project. This cross-component team develops policies and procedures for ODS. To date these have included an access approval form for report writers and viewers, documentation forms for reports created, discussion of reporting needs and priorities, and standards for the reports library (repository). The team, composed of a mix of technical, executive, managerial and user representatives, has been meeting since March 2008 and is expected to be an on-going resource for the reporting project.

Intensive training has included Discoverer End-User Training, Discoverer Boot Camp (internally developed introduction) and training in the various ODS modules: Student (including Accounts Receivable), Financial Aid, Finance, Advancement and ODS Administration. Nearly 50 staff have had training in one or more modules with every major administrative area represented.

## APPRAISAL

For a college to succeed and remain competitive, particularly in troubled times, requires a comprehensive planning and evaluation system that not only charts a course for the future, but enables a nimbleness to respond to unforeseen and unexpected contingences. The College's extensive expertise in strategic planning plus its forty-five years of experience in the educational marketplace are valuable assets. However, like all institutions of higher education, NSCC faces many masters to serve in an era of dwindling resources and frightening economic uncertainty.

- NSCC maintains a sophisticated strategic planning, management, and evaluation system that brings together cross-component teams that collectively envision the College's future. For example, in the last planning cycle, over seventy-five faculty, staff, trustees, and students formally participated in teams that produced *Leadership and Learning in a New Economy.* Moreover, the availability of the Strategic Planning Blog gave a voice to the entire College community, making the process open and transparent.
- Though the planning process and the resultant Strategic Plan reflect the College's aspirations, there are competing objectives vying for limited resources. Thus, all objectives seem to have equal weight, and it remains unclear how priorities will be established if resources are diminished.

- As the College grows and becomes a more complex entity, managing on strategic and tactical levels becomes increasingly challenging. While there is a lot of information available, getting it, knowing what it means, and determining how to use it require both technological solutions and people with the appropriate skill sets.
- Demands for accountability come from a variety of sources both internally and externally: from College managers, from Trustees, from Massachusetts Department of Higher Education, from accrediting bodies, potential employers, and from the public. Although NSCC has identified strategic performance measures, these need to be aligned with those of organizations and agencies that have impact on the College.
- Strategic Planning Online (SPOL), software acquired by the College, streamlines strategic planning and sets up a better process to identify the budget resources required by planning goals/objectives and priorities. Because planning is done on so many levels, including the President's annual goals, reporting to the DHE performance and accountability system, College strategic and operating plans, and state-wide capital and master plans, SPOL was chosen for its flexibility to handle and track multi-tiered planning objectives and outcomes along with budgeting. Although the College is setting up this product (2008-09) to work with the Strategic Plan 2009-2013, the recent economic crisis has set back the timeline for implementation.
- Although there is a systematic department/program review and assessment process, outcomes need to be tied more directly to budget requests and resource allocation. Since e-learning and academic technology have grown dramatically, specific plans need to be developed to address strategic priorities.

## PROJECTION

As a mature community college with significant planning and evaluation experience, NSCC is prepared to create strategies, implement innovations, and deploy resources to advance its educational priorities.

- The College is fully aware of the sea of data that can overwhelm a planning and evaluation process. Thus, the College will participate in Strategic Planning Online (SPOL), an internet-based system that supports integrated processes for strategic planning, budget planning, and accreditation compliance. Though full implementation has been delayed, the initial stages should be completed by 2009.
- As part of the effort to manage and use information tactically, an Operational Data Store (ODS) will continue to be developed as a warehouse for data that College personnel can use to make evidence-based decisions. The ODS can provide a longitudinal view for decision-makers to assess trends, establish contexts, and provide direction for the future. This project will continue over the next year and evolve over the next several years.
- Due to the current budget outlook, the College will rely on internal resources to make progress with the Educational Data Warehouse (EDW) after the initial installation of Cognos tools, with piloting of EDW functionality for trend reporting during the first two quarters of 2010. By 2010, 70-80% of reports will use the new system, including establishing a Report Library and reports uploaded/available to users. The next phase will also include setting some test executive dashboard information within the Campus Portal (Pipeline) with the ultimate goal of integration of reporting and business intelligence across the institution for improved data-driven decisions.
- To ensure the effectiveness of technology tools, the College, over the next three years, will provide training and professional development to capture a return on its investment.

- By 2009 Academic Technology will develop a 3-year "Shared Vision for Academic Technology and Distance Learning." With input from all areas of the College, a strategic/operational plan aligned with the Strategic Plan will be developed. This plan will help determine the future direction of both Academic Technology and Distance Learning along with the necessary resources.
- To improve the Department/Program Review and Assessment Process, during 2009-2010, the College will revise the department/program review and assessment process with consideration to a more flexible process to fit departmental needs and career program needs while also developing a more systematic connection to the planning and budgeting processes.
- As the Strategic Plan advances, the Coordinating Council will play a primary role in examining strategic priorities and objectives in light of budgetary constraints and limited resources. In this way the College's well-being becomes a shared responsibility and ensures that all oars are rowing in the same direction. As part of this effort, the Strategic Planning Steering Committee (SPSC) administered a Cost Savings and Innovation Survey to the College community in February 2009. Suggestions and ideas will be evaluated by the SPSC and the Coordinating Council with recommendations to executive leaders.

## FOCUS ON INSTITUTIONAL EFFFECTIVENESS

Planning and evaluation are clearly a strength of NSCC. It has established a viable system that has matured over the last twenty-five years. Each strategic plan constructed during this period has built on the strengths of the previous plan and simultaneously has corrected deficiencies. The current Strategic Plan emphasizes accountability. Each objective has articulated outcomes and performance measures, which span the five years of the plan. An internal annual monitoring system requires progress reports to determine which outcomes have been met, which are in progress, and which are delayed. This consistent review fosters self-examination, reconsideration of priorities, and potential reallocation of resources. Thus, planning and evaluation are dynamic processes, permitting the College to respond with agility to circumstances that present themselves.

At the same time, institutional effectiveness is enhanced through the statewide Performance and Accountability System, in which all Massachusetts public higher education institutions participate. Moreover, the Massachusetts Department of Higher Education requires annual reporting on sixteen performance indicators in the areas of access, affordability, student success and quality, and effectiveness and efficiency.

To manage the scope and breadth of data, NSCC has put into place technology tools such as SPOL, ODS, and EDW that enable the efficient management and usage of data to ensure that decisions are made with forethought rather than hindsight.

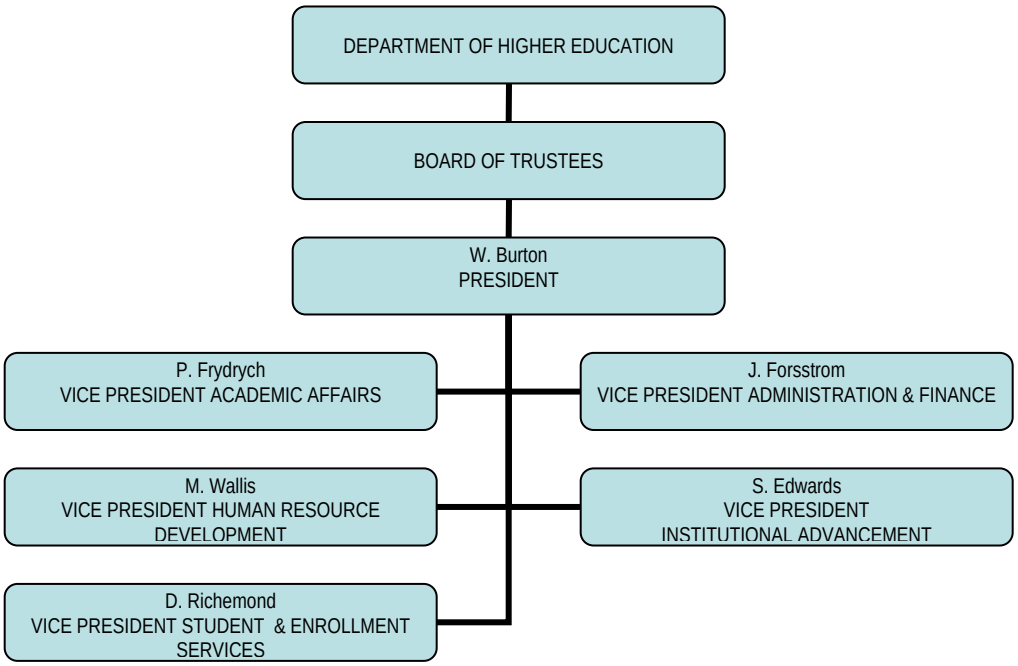
STANDARD THREE

# ORGANIZATION AND GOVERNANCE

## DESCRIPTION

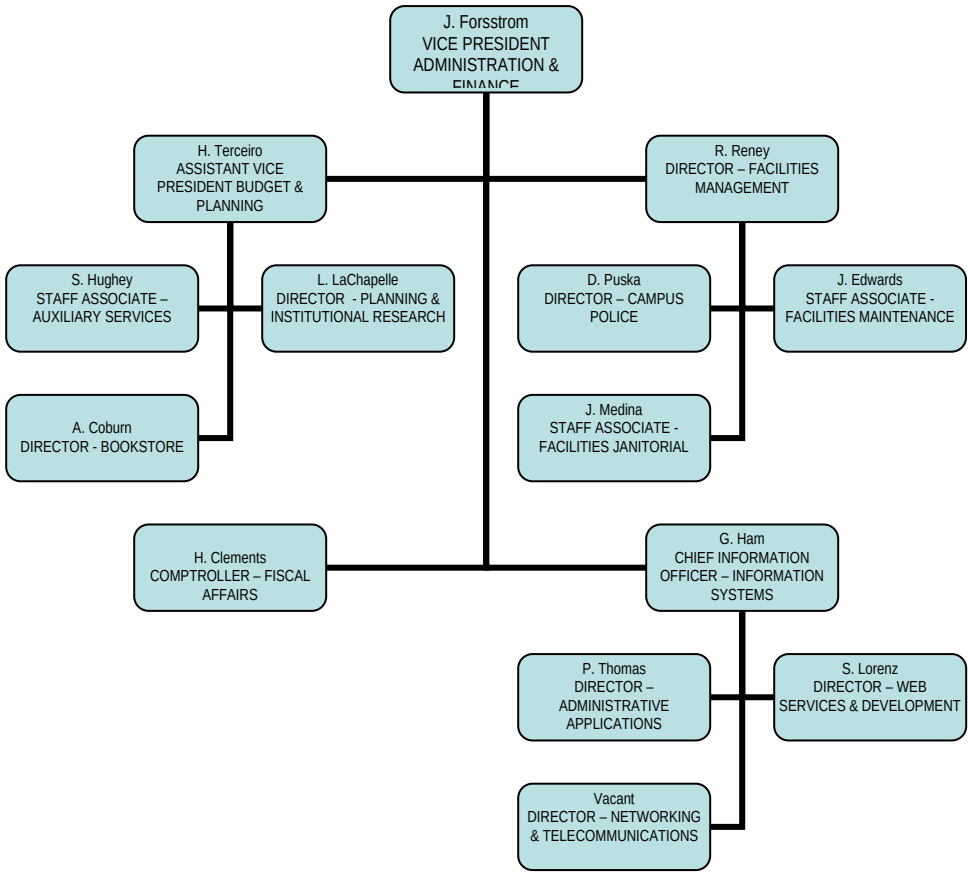
**Office of the President.** One of fifteen Massachusetts community colleges, North Shore Community College is organized into five major components, each led by a Vice President with all five Vice Presidents reporting to the President of the College. The five components are: Administration and Finance; Academic Affairs; Student and Enrollment Services; Institutional Advancement; and Human Resource Development (see Figure 3.1). The College operates as a single entity with all programs, services, and resources managed through one administrative organization.

**Figure 3.1: Office of the President**



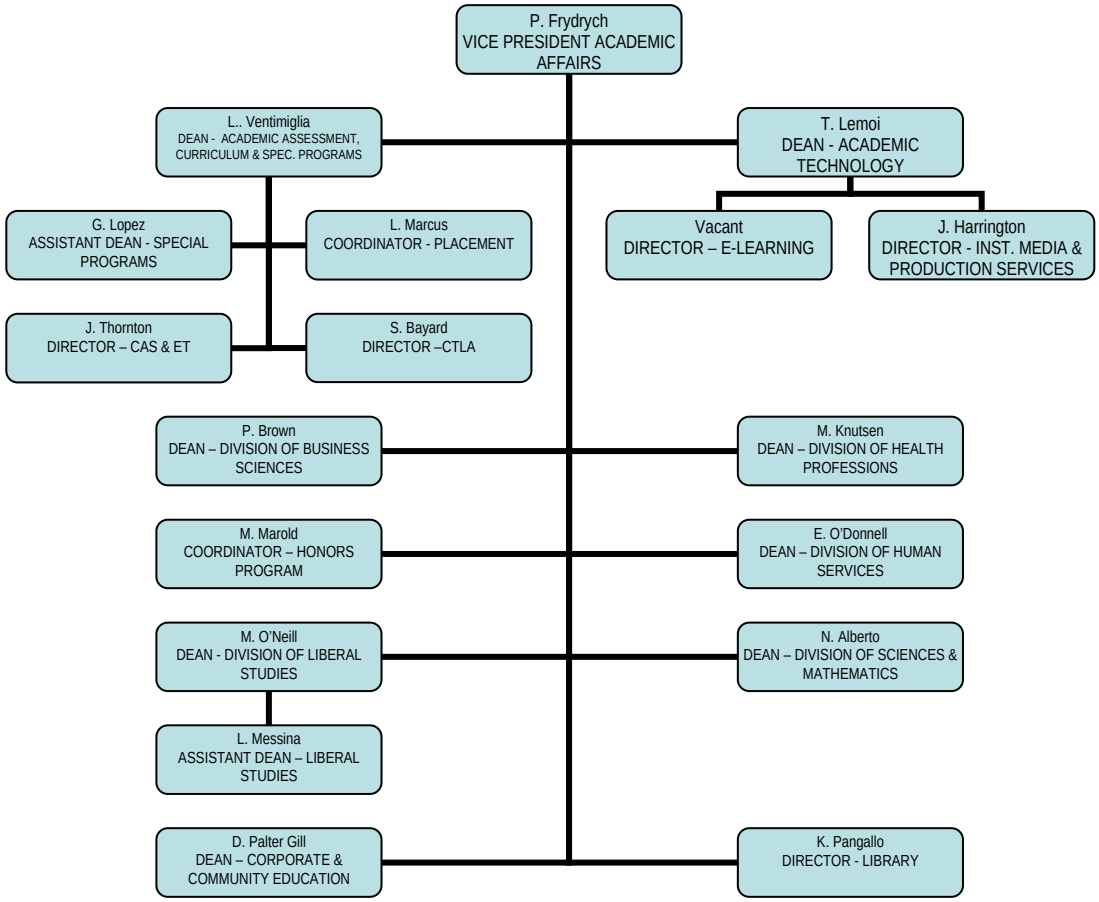

**Administration and Finance.** The Vice President for Administration and Finance is responsible for the administrative services of the College with primary responsibility for the management of financial, physical, institutional planning and research, data and technological resources (see Figure 3.2). The Vice President for Administration and Finance is the Chief Financial Officer of the College with responsibilities for budgeting, general accounting, financial reporting, purchasing and accounts receivable/payable. She oversees the development and management of all physical facilities, campus master planning, maintenance operations and capital projects, related administrative functions including central and auxiliary services, the College bookstore, contract administration, security and emergency response, campus police and public safety. The Office of Planning and Research is responsible for development and maintenance of the College's five-year Strategic Plan, annual plans, and official College data reporting. The College's information systems are managed and supported by SunGard Higher Education Managed Services Incorporated, a private firm specializing in IT leadership and managing college information systems. The firm is responsible to the Vice President for contract performance.

**Figure 3.2: Vice President – Administration and Finance**



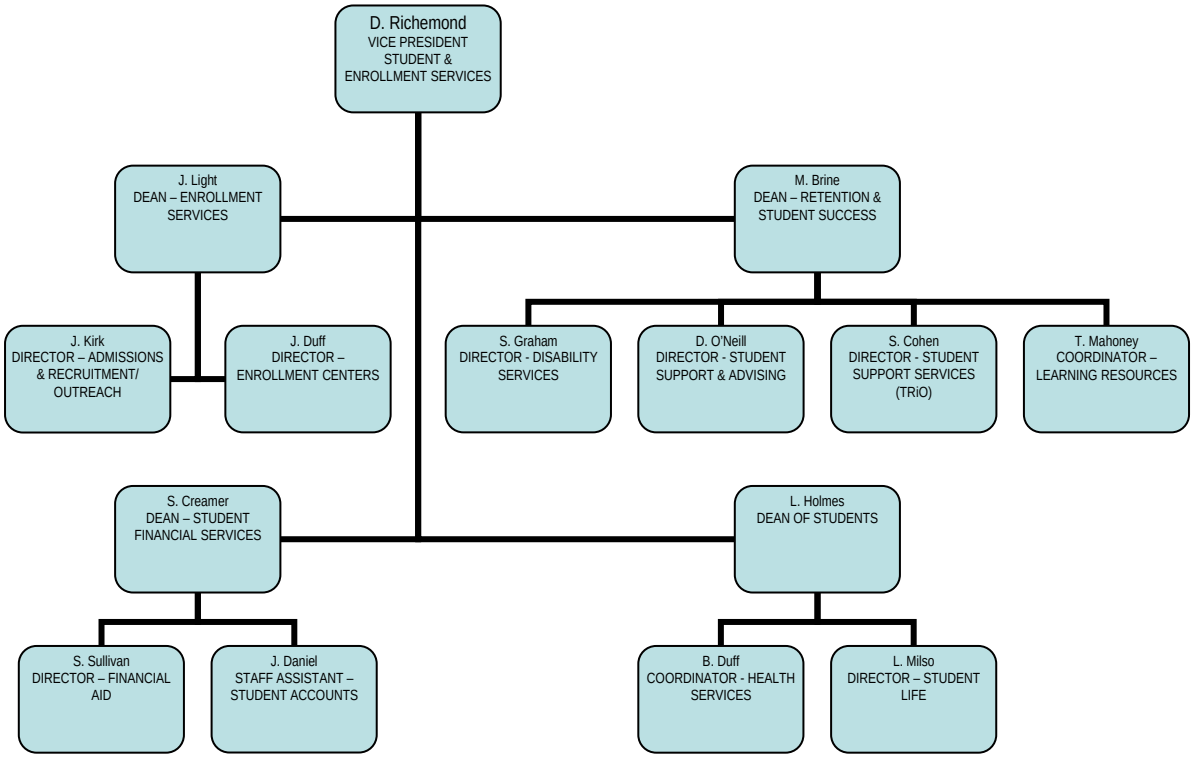

**Academic Affairs.** The Academic Affairs component is supervised by the Vice President for Academic Affairs, who is responsible for all academic functions (see Figure 3.3). In total, the Vice President for Academic Affairs oversees eight deans, the Library Director and the Coordinator of the Honors Program. Six academic division deans oversee specific disciplines, including Business Sciences, Health Professions, Human Services, Liberal Studies, and Sciences & Mathematics. During this assessment period, Academic Affairs incorporated a sixth academic division from the former External Relations component with a Dean for Corporate and Community Education. The assimilation of credit and non-credit programming formalized the one-college concept in Academic Affairs. Additionally, the Dean of Academic Technology manages the instructional and institutional technology needs of faculty and the Dean for Academic Assessment, Curriculum and Special Programs oversees the Center for Teaching Learning & Assessment (CTLA), the Center for Alternative Studies and Educational Testing (CAS & ET), and the recently established position of Assistant Dean of Special Programs. Finally, the Assistant Dean of Liberal Studies supervises adjunct faculty in the Liberal Studies Division and conducts a year-long professional development program for all faculty.

**Figure 3.3: Vice President for Academic Affairs**




**Student and Enrollment Services.** Since 2004, the Student and Enrollment Services component has been under the leadership of a new Vice President for Student and Enrollment Services (see Figure 3.4). She leads with the assistance and efforts of four deans: Enrollment Services, Financial Services, Retention and Student Success, and Students. Under the Vice President's purview, the College community strives to invest in its best resource, its students. The Dean of Enrollment Services manages admissions, outreach and recruitment, registrar functions, and enrollment center operations. The Dean of Financial Services, a new position as of spring 2008, manages Financial Aid and Student Accounts. The Dean of Students is responsible for Student Life (including student governance, student rights and responsibilities and code of conduct, due process, and grievance policies and procedures), Fitness and Recreation, and Health Services. The Dean of Retention and Student Success, a new position in spring 2006, supervises the Student Support Center responsible for academic advising, learning resources (tutoring), retention, orientation and counseling, Student Support Services/TRIO, and Services for Students with Disabilities. In July 2008, the Student Support Center was renamed the "Student Support and Advising Center" when it assumed the additional responsibility of managing academic advising. Although academic advising reflects a shared model between Academic Affairs and Student and Enrollment Services, it is administratively managed in the Student and Enrollment Services division.

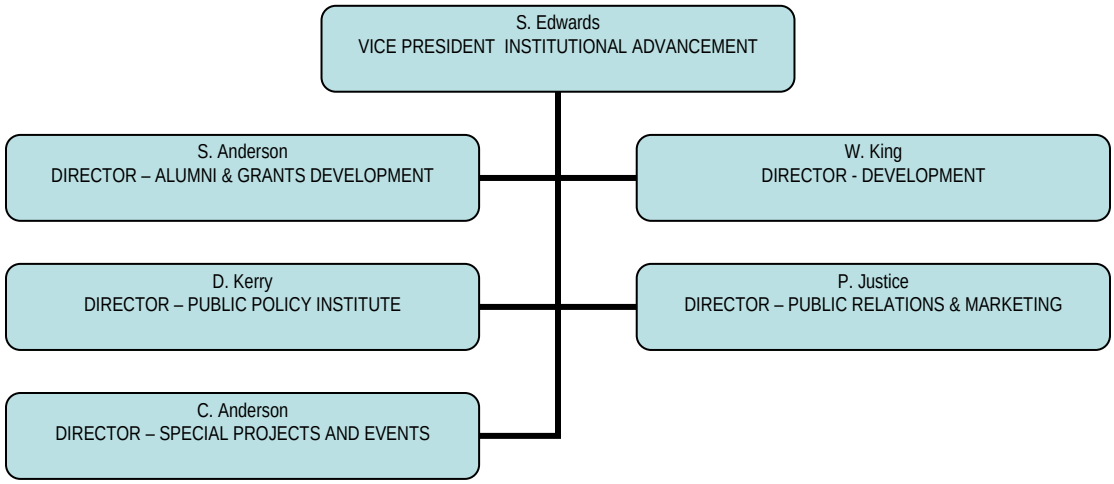
**Figure 3.4: Vice President for Student and Enrollment Services**




**Institutional Advancement.** The work of the Institutional Advancement Office, under the direction of the Vice President for Institutional Advancement and with the guidance of President Wayne M. Burton, has grown to reflect the College's commitment to community and civic engagement, as well as become a focal point for regional, statewide, and national collaborations. The Institutional Advancement Office oversees fundraising/development, alumni affairs, grants, marketing, publications/press, and special events and projects. Additionally, the Vice President for Institutional Advancement works closely with the President on community and governmental relations and manages the Public Policy Institute (see Figure 3.5).

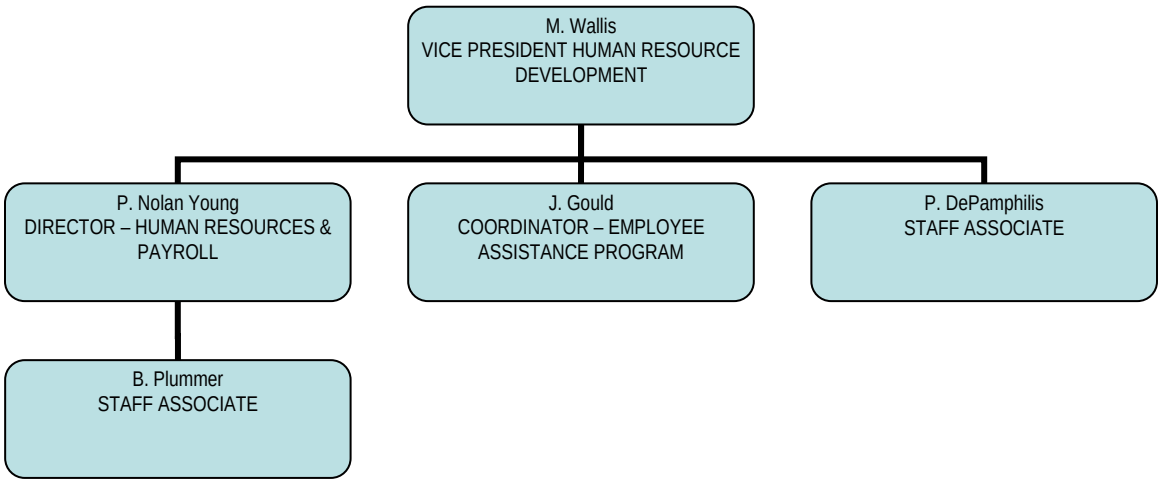
The Vice President for Institutional Advancement also serves as the Executive Director of the NSCC Foundation, Inc. and, since May 2006, manages the Board of Trustees. In 2007, President Burton was elected as Chairman of the Board of the North Shore Chamber of Commerce and will serve in that position until January 2010. The Advancement Office works with the President to facilitate North Shore Chamber of Commerce events and programs, including diversity and economic development initiatives.

**Figure 3.5: Vice President for Institutional Advancement**




**Human Resource Development**. In 2001, Human Resource Development was established as a new component reporting directly to the President. This organizational change was made by President Burton shortly after he was appointed as President. The introduction of a new statewide Human Resource Information System became the impetus to combine the payroll and human resources functions under one area. This new component, led by the Vice President for Human Resource Development, is responsible for managing the human resource function including collective bargaining, payroll processing, benefits administration, compensation management, recruitment, employee relations, and employee development (see Figure 3.6). The Human Resource Department is responsible for leading the college diversity efforts and ensuring compliance with the Affirmative Action Policy. The Director of Human Resources serves as the College's Affirmative Action Officer and 504 Coordinator. The Employee Assistance Program, an internal counseling service for employees, also resides in the HR component. Additionally, the Vice President for Human Resource Development is responsible for coordinating the internal governance structure of the College.

Figure 3.6: Vice President for Human Resource Development



**Governance**

The Department of Higher Education (DHE) is the statutorily created agency in Massachusetts responsible for defining the mission of and coordinating the Commonwealth's system of public higher education and its institutions. The DHE's core responsibilities are in the following functional areas: Academic Policy and Program Approval, Financial Aid, Fiscal and Capital Planning, Research and Performance Measurement, and Workforce Development. The Department coordinates its activities within the new framework of an integrated public education system, extending from early childhood through the university level, and is also increasingly engaged in college and career readiness initiatives. Among its responsibilities, the DHE has established a comprehensive system to measure quality by defining educational achievement and success with the use of standards and measurements and holds institutions accountable for annual reporting. The Department, under the new Secretary of Education, has also been charged with implementing the Governor's *Readiness Project*, an ambitious ten-year statewide strategic initiative designed to address the improvement of educational programs and impact the systemic structure of public education.

NSCC, like other Massachusetts colleges, is also governed by a local board of trustees made up of eleven members - nine are appointed by the Governor. The Board includes two alumni trustees, one elected by the Alumni Association and one appointed; and a student trustee elected by the student body through the Student Government Association. Trustees serve five-year terms except the student representative, who is elected annually. NSCC Trustees reflect the diverse population within the College's service area and student demographics. Women and minorities are represented, as are the fields of banking, criminal justice, business, education, community-based organizations, law, and public service. With broad-based representation, the NSCC Board is uniquely positioned to fully understand the College mission as a "catalyst for personal, community and regional change," and the Board is deeply committed to supporting its implementation.

The NSCC Board's primary responsibilities include selection and evaluation of the President, participation in the development of the College's five-year strategic plan, operating budget approval and budget amendment, and awarding of degrees. The NSCC Board has delegated general powers "to manage and direct the affairs of the College . . . including the authority to sign and execute in the name of the College . . . all legal documents and contracts" to the President. The Board is organized and functions according to its by-laws, developed in 1981, and recently reviewed and amended (December 2008). Standing committees include a Finance Committee that meets monthly; President's Evaluation Committee, and By-Law Review Committee that meet annually. The By-Law Review Committee includes emphasis on trustee and board evaluation.

The Board meets monthly September through May as prescribed by Board By-Laws. The Board participates in college-wide initiatives and events throughout the year, including attendance at College and Student Life activities. Trustees are included in grant development, workforce training, career advisory boards, and Alumni Association activities. Trustees serve as keynote speakers at community events hosted by the College as well as student ceremonies and planning retreats. They are actively engaged in representing the College and advocating for its support and participate in professional development meetings and national conferences hosted by the Massachusetts Community College Trustee Association (MCCTA) and the Association of Community College Trustees (ACCT).

Collective bargaining agreements covering full and part-time faculty and staff, and personnel policies governing non-unit administrative personnel are externally negotiated or mandated. Policies and procedures pertaining to internal administrative, academic, and student issues are developed and maintained by the appropriate administrative organizations or governance committees.

NSCC's internal governance structure provides support for institutional decision-making through formal organizational and standing committee input and informal channels of advice and consultation. The College is guided in its operations by a strategic planning model that sets priorities for goals and objectives and identifies resource acquisition and allocation. The administrative organization maintains clear lines of authority and responsibility for the functions required to manage the College. The President, Vice Presidents, Deans, and Department Chairs hold regular meetings for the purpose of problem/issue identification, discussion, and resolution.

The internal governance structure is composed of eight Standing Committees and the Coordinating Council. A total of 137 employees and 11 students serve as members of the governance system. The committees contain both elected and appointed representatives from administration, faculty, staff, and students. The committees have specific areas of responsibility that reflect the mission and goals of the institution:

- *Coordinating Council* oversees strategic planning, monitors budget allocation, establishes task forces, determines whether recommendations are submitted to the Faculty/Staff or directly to the President, and reviews the work of the Standing Committees.
- *Academic Policies and Standards Committee* reviews and establishes policies regarding academic standing, grading systems, and student ethics.
- *Curriculum Committee* studies and makes recommendations on curriculum, institutional competencies, and core curriculum.
- *Classified Staff Steering Committee* reviews the needs, concerns, and suggestions of classified staff on matters of importance to the College.
- *Diversity Leadership Council* develops, reviews, and recommends policy regarding diversity issues at the College.
- *Faculty/Staff Steering Committee* reviews the needs, concerns, and suggestions of faculty, professional staff, and administrators on matters of academic importance. It conducts meetings to discuss and recommend action on major academic issues.
- *Information Technology Committee* makes recommendations about policies and procedures regarding academic and administrative uses of technology, training, and hardware/software purchases.
- *Professional Development Committee* sponsors activities for cultural and professional development as well as training programs for faculty and staff.
- *Student Development Committee* studies and recommends policies, procedures, and programs related to students' rights and responsibilities, student health, and social and academic development.

In addition, ad hoc task forces, work groups, and teams are established on a needs-basis and focus on specific tasks. These informal groups report to Standing Committees, departments, or divisions.

All students enrolled in credit courses are automatically members of the Student Association. The officers of the Association are elected by an online ballot process through the College portal. The President of the Association appoints members to serve on those committees of the College that are denoted as joint student-faculty-administration College committees or boards. The Student Senate, as the governing body of the Association, has representation from all academic disciplines, student activity organizations, and the student trustee. The Senate plays a key role in promoting student involvement in

College decision-making by providing student members for the standing college-wide committees. The Academic Policy, Curriculum, and Technology Committees each have one student representative; the Student Development Committee has two, and there are four on the Diversity Leadership Council. Appointments are made to these positions by the President of the College with a recommendation from the President of Student Association. Students have also had the opportunity to serve on various other committees and focus groups such as Commencement, Strategic Planning, and NEASC. There are four other College organizations which have student representation: the Performing Arts Council, the Pennon (student newspaper), the Program Council, and the Women's Center, as well as twenty-nine student clubs reflecting special interests or particular academic programs.

## APPRAISAL

### Organization

With the appointment of Dr. Wayne Burton to the presidency in July 2000, a number of key executive changes took place. The College is now structured with five vice presidents who constitute the President's Advisory Staff, who meet regularly to discuss matters of importance to the College. The executive staff works as a leadership team, with members given the discretion and independence to manage their respective areas of responsibility. With a management style of collaborative decision-making, President Burton communicates with the College on a regular basis through an internal newsletter and weekly online updates as well as through governance meetings. He solicits input from the College at large and takes this information into account in making decisions.

- Reflective of collaborative decision-making, the College undertook a college-wide restructuring effort in 2003 to streamline operations and look for efficiencies in the wake of budget cuts. The Athletic Program was eliminated; the Student Accounts and Financial Aid operations were combined into Student Financial Services; and the management of the student computer labs moved from Academic Technology to Information Systems. The State offered two Early Retirement Incentive Programs, in 2002 and 2003, resulting in 28 faculty and 36 staff retirements. Most of the faculty positions were replaced, and there was an infusion of new ideas and talent.
- Administrative Services component has re-organized structurally with many changes during the last ten years. Currently, most of the departments that provide planning and resources to the College are consolidated under the Vice President for Administrative Services: fiscal affairs, budget planning, auxiliary services (including College Bookstore, print shop and mail services, central supplies), facilities maintenance and capital planning (including food service, campus police, maintenance and repairs), Information Systems (including network/infrastructure, helpdesk, telecommunications, academic computer labs, enterprise resource system/Banner, application programmers, campus portal/Luminis, web development and maintenance, and DBA/back-up systems), institutional planning and research, and strategic planning. The purpose of this alignment was to better support the planning and budgeting systems of the College.
- The integration of a campus portal and online services, including internal development of self-service content management tools, has garnered several national awards for technology innovation. College staff continue to look to the Information Systems department for assistance in more efficient and effective operations. In FY2009, a major collaborative effort will be to redesign the College homepage to better reflect the College operational structure and services. Administrative Services provides support and collaboration to execute the College's strategic directions. During the two downturns in the economy (2002-04 and 2008-09), the fiscal affairs and budget departments have played a major role in fiscal planning.
- The Center for Alternative Studies (CAS) has evolved into the Center for Alternative Studies & Educational Testing (CAS & ET). The Center now provides a wide range of services to students,

including accommodated and distance learning testing (formerly in Media Services) and administration of Accuplacer placement testing (formerly in the Student Support Center).

- With Title III funding, Academic Affairs also established a Workforce Assessment Coordinator (based in CAS & ET). The Workforce Assessment Coordinator provides leadership and vision for the development of alternative credentialing options to strengthen workforce development initiatives, identifies work-based competencies and on-the-job learning opportunities to expand alternative credentialing options, and gathers market trend data to assist faculty and division deans in analyzing links to career program development and curriculum revision for relevancy.
- Working closely with Academic Affairs, Student and Enrollment Services relies on strategic enrollment management to integrate recruitment, retention, and student success strategies that cross component lines and involve staff from Academic Affairs, Administrative Services, and Marketing working together effectively. A Strategic Enrollment Management Team of cross-component professionals works to support the College's mission, strategic goals, and enrollment targets. From August 2005 through June 2006, the College engaged in a Market Study with SEM Works of North Carolina as a step toward a more structured strategic enrollment planning process.
- Since the NEASC interim report (2005), the following changes have impacted the work of the Advancement Office: 1) the Vice President for Community & Governmental Relations retired – his position was not refilled and governmental relations initiatives have been incorporated into the Advancement Office functions; 2) EdLink, a consortium of five public colleges in the North Shore region (NSCC, Middlesex Community College, Northern Essex Community College, Salem State College, and UMass Lowell) has been established, focusing on educational and economic development collaborations; EdLink is managed by the Advancement Office; 3) the Public Policy Institute (PPI), established at NSCC in 2005 with institutional funding (since supported by an annual state appropriation), is managed by a Director in the Advancement Office; 4) the expansion of internet/website use and the College's development of a Strategic Enrollment Plan has resulted in the growth of marketing staff to include web marketing, digital signage, and participation in institution-wide communication planning and implementation.
- The Human Resources Department has focused efforts on increasing the diversity of the workforce. The department has initiated search committee training for all search members and a member of the Diversity Leadership Council serves on each search committee. Since 2001, the diversity of the employee population has increased by 50% from 8% to 16%. Although great strides have been made in employee diversity, it has not kept pace with the diversity in the student population, which in 2008 was at 28%. New employee orientation programs have been developed with a focus on technology training, diversity training, and an orientation to college policies and procedures.

**Governance**

- In March of 2008, a new Executive Office of Education was established in the Commonwealth of Massachusetts by Governor Deval Patrick with the support of the state legislature. The new office raised education in Massachusetts to the Cabinet level in a new state governance structure composed of ten secretariats. The Secretary of Education, Paul Reville, appointed in July 2008, oversees the three education agencies of the Commonwealth - Department of Early Education and Care, Department of Elementary and Secondary Education, and Department of Higher Education. In 2007, the Governor's Office established the Public Education Nominating Council (PENC) and implemented a new process for trustee nominations. North Shore Community College works through a liaison on PENC to develop a list of potential nominees (and alternates) that are reviewed by PENC and presented to the Governor for approval and appointment. A

formal *Statement of Criteria* to guide the appointment of trustees has been approved by PENC, and local boards and appointed trustees are also charged with a formal *Statement of Commitment and Responsibilities* (including topics ranging from financial oversight and philanthropy to stewardship and conflicts of interest) to be signed by each trustee and acknowledged by the Clerk of the Board.

- The internal governance system has had some significant changes in the past ten years. Four new standing committees have been added: Diversity Leadership Council, Student Development, Classified Staff and Faculty/Staff Steering Committee. While the existing structure has served the College reasonably well, the College recognizes the need to reassess its governance and organizational policies on an annual basis. The internal governance structure of the College was interrupted by a union job action in 2004 (Work to Rule) taken as a result of stalled contract negotiations with the faculty/staff union. Meetings were not held for most of the academic year, and it took some time for governance to get back on track after this hiatus.
- The Governance Subcommittee became a formal working group of the Coordinating Council. Its role is to monitor and propose improvements in process, policy, and the procedure of governance at the College. The Vice Chair of the Coordinating Council chairs this group. The group also conducts governance effectiveness surveys and annual training for committee chairs. Results of a 2007 Governance Effectiveness Survey were used to suggest changes in the membership, roles, and responsibilities of committees. Feedback from the survey suggested that standing committee chairs could benefit from an orientation session. In September 2007, the Governance Subcommittee conducted an orientation session for all standing committee chairs, consisting of an overview of chair roles and responsibilities and the workings of the governance system. Survey results also indicated that members could benefit from a better knowledge of Robert's Rules of Order. As a result, two training sessions were held. The survey was again conducted in 2008, resulting in an expanded orientation session that included the Coordinating Council.
- In 2008, in response to faculty and staff recommendations to improve college communications, a Governance blog was created for the purpose of communicating the work of governance to the College community. This new method of communication was approved by the Coordinating Council as well as Faculty and Staff and became operational in October 2008. Members were trained in the use of the blog, and minutes and agenda were posted for all committees. Some committees have fully utilized the blog to communicate with members and the College community.
- Standing Committee members were also involved in the development of the current strategic plan. The Strategic Planning kickoff event was a retreat where all members were invited to attend to give input into the challenges and opportunities that the College will face in the next five years. Throughout the year-long Strategic Planning process, the Standing Committees, as well as the College community, were invited to give input into the development of goals and objectives.

## PROJECTION

### Organization

In the next ten years, it is anticipated that the College will be challenged on an organizational level by local, state, and national agendas. With a more centralized and consolidated Department of Education in Massachusetts and projected budget cuts, colleges will be encouraged to participate in partnerships with K-12 school districts, as well as collaborations with other institutions of higher education. NSCC is well positioned as an active partner in EdLink and the North Shore Alliance for Economic Development for continued collaborations. A wide range of college readiness partnerships with local schools are already

underway. The challenge for NSCC will be to effectively coordinate internal efforts so that various initiatives complement each other.

- With a fragile and highly competitive economy, the College will be required to enhance and expand workforce development initiatives. Working with business and industry to determine sector needs, to develop training and education, and to prepare students for workplace readiness will enable the College to assess its workforce training across divisions and departments and better integrate quality liberal arts education with technical training. The expansion of Credit/Non-credit articulations, flexible learning, and credentialing will occur over the next five years.
- Regional and national demographics will further challenge the College. To adequately serve the growing numbers of non-native English speakers, immigrants and refugees, and underprepared high school students in need of developmental coursework, the College will assess its student support components. With retention and individual student success as indicators, efforts toward learning communities, career pathways, adult learner strategies, and wrap-around support will become viable options to better serve the students of the future. An increased institutional capacity for outreach will underlie and inspire such efforts.
- Global sustainability initiatives are part of the College's strategic vision. Development of "green jobs" curriculum and training, enhanced community engagement, civic education, and a national focus on youth programming will all impel the College toward global citizenship. With a deep commitment to acting as a "catalyst for personal, community, and regional change," the College is ready to provide a model for an engaged citizenry and environmental stewardship. The key to implementation of engagement strategies will be effectively aligning resources and funding to support action across the institution through the long-term and annual planning and budgeting process.
- In Massachusetts, there will be increasing numbers of minorities both in the workforce and as candidates for postsecondary education - the College needs to be vigilant in both the outreach and services to these populations. To meet this demand, as well as to attend to the State's Readiness Project, which emphasizes access and affordability, the College will need to organize its student service structure accordingly. This may indicate a need for outreach employees who specialize in recruitment and retention of special populations that are increasing, such as minorities and veterans. Financial Services will also have to adjust to the growing need for economic support of incoming students. In the next five years, the Student and Enrollment Services component will maintain and update its strategic enrollment management plan to provide students with multiple pathways to post secondary education and the workforce based on high academic and employment standards.
- In the last five years, the current Department/Program Review and Assessment process has become well established, while continuing as a "work in progress;" reflection on the first five years of the review process will undoubtedly result in changes, making the process even more responsive to the needs of the faculty to strengthen departments and programs. As they have assessed their programs and engaged in an active process of reflection, faculty members have gained a greater appreciation for their collaborative work and their impact on students and the community. The college will work to connect the process to the strategic planning and budgeting process.
- As the College demographics continue to diversify and the complexity of student needs increases, NSCC will review the effects of changes such as the expansion of the Center for Alternative Studies and Educational Testing and the development of Advising Centers. Developing explicit and integrated career pathways in critical careers for all learners will

continue to be a particular focus of the institution as will continued collaborations with Student and Enrollment Services. A Task Force will be formed to strengthen the pathway from admission to graduation and to improve retention and graduation rates.

**Governance**

In the last ten years, governance at NSCC has been distinguished by an internal structure that has focused on institution-wide decision making, a model that has flourished under the leadership of President Burton. Its inception and growth were grounded in a culture change that moved the College from traditional management imbedded in a President and Executive Staff to one based more in leadership within the context of inclusion and assessment.

- With an internal governance model that involves more than 140 faculty, staff, and students and a weekly schedule of meetings throughout the academic year, the College manages a complex governance system. With executive leadership, the Coordinating Council will assess the current governance structure and make recommendations to improve its effectiveness and efficiency.
- To align budget and planning, internal governance may be adapted to a more productive model with fewer financial and staffing elements without conceding inclusion. Both the Coordinating Council and the Strategic Planning Steering Committee will be asked to provide "advice and counsel" to Executive Staff – both are representative of a cross-component model – and both will continue to function as institutional teams that demonstrate transparent governance. Cyclical evaluation will occur, measuring outcomes and adjusting systems to reflect limited resources and consolidated services and programs within the parameters of self-governance.
- Based on the PACE survey (2007), there was some sense that individuals did not feel a part of the process of institutional decision-making and they were uninformed. The recent strategic planning process and the use of a blog to disseminate information were a first response to these concerns. The Coordinating Council, along with managers across the campus, will examine the PACE results and determine strategies to address the concerns reflected in the report.
- Although the College has been successful in increasing minority representation among the faculty and staff, the College will embark on several initiatives over the next five years focusing on diversity. The feasibility and merit of establishing a Center on Diversity will be examined in light of continuing efforts of the Diversity Leadership Council, the National Coalition Building Institute, the Multicultural Committee, and the Forum on Tolerance. In addition, Human Resources will continue to develop proactive recruitment and retention strategies to create a diverse workforce, such as professional mentoring, faculty development and management development programs, and a diversity profile on the website for potential and current employees.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

A transparent and meaningful governance system melded with a strong organizational structure promotes collaboration and creativity - ingredients for an effective institution. Evidence of the College's continuous assessment is found in the dramatic changes over the past ten years in organization and governance. Through reorganization and restructuring, the College realigns its operations to reflect the changing internal and external factors and thus maintains its viability and reinvigorates its mission. These realignments, though not always easy, are a result of forthright self-examination that identifies strengths and shortcomings. With that information, the College community, through the governance structure and special task forces, establishes action plans that provide a framework for change, growth, and improvement.

On an internal basis, the Coordinating Council periodically assesses the effectiveness of the governance structure, recommending adjustments based on the information gathered. Organizationally, the major College components adapt to changing needs to ensure that offices, staffing, and functions efficiently address the demands of the College's strategic initiatives. Evidence is gathered through a systematic program review and assessment of all academic programs, through analyses of student success, through review of retention and graduation data, and through follow-up alumni surveys. On an external basis, the College uses information provided through the PACE survey that measures institutional climate on four factors: institutional structure, supervisory relationships, student focus, and teamwork. To measure engagement, the College participates in CCSSE, which provides information about effective educational practice.

Ensuring the relevancy of the organizational and governance structures is vital to the College. NSCC is no stranger to hard choices, difficult circumstances, and stressful exigencies. Nevertheless, the dynamic quality of NSCC's organization and governance creates a strength of purpose and a bond of collaboration.

## STANDARD FOUR

# THE ACADEMIC PROGRAM

## DESCRIPTION

**Programs of Study**
North Shore Community College offers lifelong education through certificate and degree programs in credit and noncredit contexts. Driven by the College's mission to promote social and economic improvement through liberal arts and career preparation, NSCC programs are planned and developed in light of the College's strategic vision in response to emerging community and regional needs.

Five academic divisions – Business, Health Professions, Human Services, Liberal Studies, and Sciences and Mathematics – offer 49 credit programs leading to an associate in arts, associate in science, or associate in applied science degree, and 31 credit certificate programs. In addition, students may enroll in three clock-hour programs or 32 noncredit certificate and certification training programs, managed by a sixth division – Corporate and Community Education (see www.northshore.edu).

According to 2008 enrollment data, the College had 6327 students enrolled in credit programs, representing 10.2 percent increase over Fall 2003 (see Figure 4.1 for a distribution of students).

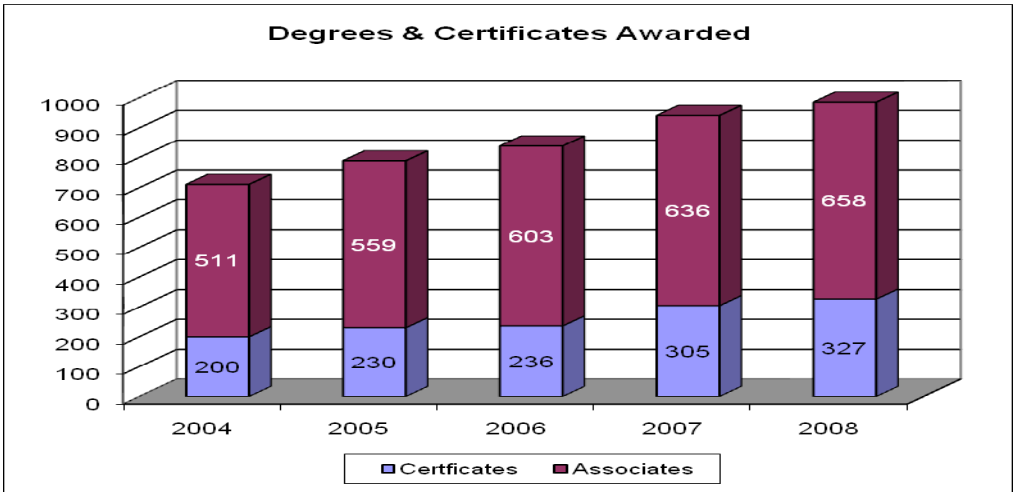
**Figure 4.1: Credit Enrollment – Fall 2008**

| *Program* | *Number of Students* | *Percentage of Enrollment* |
|---|---|---|
| **AA degree (transfer)** | **3283** | **51.9** |
| **AS degree (career)** | **2240** | **35.4** |
| **AAS degree (career)** | **327** | **5.2** |
| **Certificate** | **477** | **7.5** |

Similarly in Fall 2008, the Corporate and Community Division enrolled approximately 1900 students in noncredit certificate and training programs. Additionally, over 5500 people annually enroll in noncredit courses and workshops.

Of course, enrollment is only part of the picture. Significantly, NSCC has seen a 38 percent increase in the award of degrees and certificates over the last five years (see Figure 4.2). This serves as testament to the efficacy of the academic offerings, excellence in teaching, and integrated student support services.

**Figure 4.2: Degrees and Certificates Awarded, 2004-2008**




Programs are offered on the College's two major campuses in Danvers and Lynn and at locations at the Essex Agricultural High School ("Essex Aggie") in the Hathorne section of Danvers. For example, the health professions are offered on the Danvers campus and at the Hathorne location; the culinary arts programs are on the Hathorne location; the early childhood programs are on the Lynn campus; and the high-tech noncredit programs are at the Institute for Corporate Training and Technology in Beverly. Students are not restricted to a particular campus for all courses in their programs, however. While core courses in specialized programs are campus-specific, there is broad geographic and online availability of foundation, introductory and general education courses. In addition, with the growth in demand for online learning, the College planned and implemented the option for earning some degrees and certificates online. It is now possible to earn three associate degrees and two certificates entirely online (see www.northshore.edu/elearning ).

All credit programs are designed to provide an in-depth education in a specific discipline or career and follow a coherent sequence of courses moving from introductory to more advanced courses. Program requirements are based on clearly articulated learning objectives which appear on individual syllabi. Departments and programs are represented on the College Website, listing required courses, distribution of credits, and sequence of courses. Graduation requires an overall GPA of 2.0 or above, fulfillment of all requirements in the appropriate program, and fulfillment of the College's basic skills core requirements and residency requirements: For associate degrees, at least 15 semester hours of work must be completed at NSCC; for credit certificates, at least 25 percent of the coursework must be completed at NSCC. Program requirements and academic policies are available in a variety of print and electronic publications.

Basic skills core requirements, which consist of proficiency in Communications and Mathematics, form the baseline for student performance in college-level course work. The enforcement of prerequisites on credit courses ensures that students are eligible to enroll in classes for which they are academically prepared and which contribute to their overall success. Systematic developmental coursework, for both native and non-native speakers of English, allows students to begin their college careers at a level that is appropriate to their communications and mathematics skills and focuses on the development of college-level competencies. College Success Seminars, which build skills to foster academic persistence and achievement, further support student need with an examination of factors that determine academic, career, and personal success.

Program content is supported through field experiences that connect on-campus learning with a workforce context through Cooperative Education, human services field placements, and health professions clinical experiences. Students who participate are guided by faculty supervisors and gain valuable perspective into the industry for which they are being prepared. These practical exercises further advance workforce readiness skills and allow students to implement and reflect upon their classroom learning. In addition, service learning connects classroom learning with meaningful community service opportunities. These experiences promote lifelong civic engagement and often influence students' career choices. Faculty programs that also deepen the classroom experience for students, include Writing Across the Curriculum (WAC), Technology Across the Curriculum (TAC), Information Technology Fluency, and the Green Curriculum Project.

Through the College's Honors Program, students who excel academically participate in Honors Seminars and develop honors projects that enhance their academic perspectives and improve their candidacy for transfer to four-year institutions. NSCC prides itself in being a certified member of the Commonwealth Honors Program, allowing successful graduates who transfer to a state college or university automatic acceptance to that institution's Honors Program.

To expand access and provide flexibility, NSCC offers over 100 credit online courses. These courses are developed and taught by faculty who adhere to the same standards and outcomes found in traditional classroom courses, participate in professional development, and partner with instructional designers to ensure courses are well designed for the online environment. To increase the variety of online course offerings available to students, NSCC participates in the Massachusetts College Online Consortium. These courses receive the same scrutiny as NSCC courses and are taught by credentialed faculty. Coordination of scheduling and professional development of faculty is managed by the Academic Technology component, working closely with Division Deans.

**Special Programs**

NSCC has a comprehensive array of transition to college programs that help specific student populations move forward, in manageable steps, along specialized academic pathways to degree and certificate programs. Innovative strategies that encourage student success and increase student retention include cohort learning communities, contextualized learning, comprehensive cross-component supports, and creative use of technology to support on-line and hybrid courses. Programs for specific transitional populations include:

- Bridges to the Stars
- Project Enable
- Women in Transition
- Challenges, Choices and Change
- TRiO/Student Support Services

NSCC also offers a range of pathways to college programs recognizing that some potential students who are at-risk or low-skilled often face barriers that prevent them from setting a goal of earning a college degree while other potential students could benefit from getting a head start on college. To increase access and reduce barriers where they exist, NSCC's programs provide traditional and innovative approaches to pre-college educational opportunities leading to enhanced academic pathways and career potential. Programs include:

- The STEP Program
- Dual Enrollment

- Tech Prep
- MCAS Pathways
- Upward Bound
- The Adult Learning Center
- Educational Opportunity Center
- Talent Search

The majority of these special programs are funded through federal and foundation grants as well as supported by College resources. An explanation of many of these can be found on the College's website: http://www.northshore.edu/spotlight/index.html.

More recently, North Shore Community College has been selected as one of 26 colleges across the country chosen to participate in *Breaking Through,* a national initiative designed to assist low-skilled adults achieve post-secondary credentials, certificates and degrees. Through a unique collaboration of faculty and staff from across the College, as well as representatives from the community based organizations, and the Workforce Investment Board, career pathways have been developed for non-native speakers in the following areas:

- Child Development Associate (CDA)/Early Childhood
- Certified Nurse Assistant (CNA)/Health and Human Services

Consistent with the concept of Breaking Through and reducing barriers to low-skilled adults, the College also participates in several grant-funded collaborations such as Project Pathways, Navigating the Future, and Pathways to Financial Services aimed at offering students career oriented or developmental courses that help bring those students to college readiness and guide them toward college enrollment.

**General Education**

Forming the core of the NSCC curricula, general education requirements, consistent with the Massachusetts Department of Higher Education's general education credit hour requirements for associate degrees and NSCC's criteria for certificates, inform the College's Curriculum Committee procedures for approval of programs and certificates (see Figure 4.3).

**Figure 4.3: General Education Requirements**

| *Degree Type* | *Minimum General Education Requirements* |
|---|---|
| Associate in Arts degree | completion of at least 33 semester hours |
| Associate in Science degree | completion of at least 20 semester hours |
| Associate in Applied Science | completion of at least 16 semester hours |
| *Certificate Type* | *Minimum General Education Requirements* |
| 30 credits or more | Minimum of 6 general education credits |
| 24-29 credits | Minimum of 3 general education credits |

The primary goal of general education is to introduce students to the breadth of knowledge. To that end, a General Education Outcomes Ad Hoc Committee developed institutional General Education Outcomes based on NEASC Standards, which were approved at the Faculty/Staff Meeting on January 30, 2001; a full description of which can be found on the college's website (http://www.northshore.edu/profile/gened.html). In essence, the General Education Outcomes are:

**General Education Outcomes**

- Students will be competent in writing and in oral presentation skills.
- Students will use quantitative reasoning and analyze data critically.
- Students will use critical thinking with awareness of the ethical dimensions of human experience.
- Students will be competent in information literacy and computer literacy.

Students demonstrate these competencies through individual course assignments and, in the aggregate, through the Department/Program Review and Assessment Process as faculty assess program outcomes through departmentally or programmatically developed assessment measures. Student learning and assessment of information literacy is supported by the Library's Information Literacy courses.

As part of the recent Title III Grant, the General Education Outcomes were reviewed by a Title III Program Review and Workforce Readiness Leadership Team and became the cornerstone for an improved program review and assessment blueprint. By embedding General Education Outcomes into the Department/Program Review and Assessment Process, each department and program review team is guided to connect and assess the College's General Education Outcomes as they relate to the particular career or discipline. To support the Department/Program Review and Assessment Process while providing broad College perspectives, an Advisory Committee was established for the Center for Teaching, Learning and Assessment (CTLA), which coordinates the review and assessment process. Its membership is composed of faculty and staff representing divisions and departments across Academic Affairs, includes a representative from Institutional Research and has openings for Student and Enrollment Services representatives. The Committee is charged with facilitating the process to review and recommend revisions, as needed, to the General Education Outcomes for College approval.

Finally, the General Education Outcomes are embedded in Goal 3 and 4 of the College's Strategic Plan: Academic Programs and Curriculum: A Commitment to Teaching and Learning; and An Engaged Institution: Leadership, Partnership, Stewardship.

**Integrity in the Award of Academic Credit**

The College's Curriculum Committee, a governance standing committee, has responsibility for preserving the academic integrity of NSCC's educational offerings. All new credit programs of study, revisions to existing credit programs, deletion of credit programs, and addition/revision/deletion of credit course descriptions or content plus related items are subject to the approval of the Curriculum Committee. Alternative credentialing options for earning college credit are also reviewed and approved by the Curriculum Committee. All new noncredit programs of study are submitted to the Curriculum Committee, reviewed, and subject to approval for support in implementation. Recommendations in the form of Curriculum Committee approval are made to the President for final approval.

NSCC offers a variety of courses in traditional as well as in non-traditional formats to provide flexibility to student schedules and learning styles. Most of the liberal arts courses are offered at both the Lynn and Danvers campuses. Students also take advantage of independent study, online courses, and video-courses. Students may also earn credit for prior learning and by transferring courses/credits from other colleges or universities. Transferability of credits is carefully scrutinized and assessed by professional staff through the Enrollment Center when traditional courses are involved and by

professional staff, in conjunction with faculty experts, in the Center for Alternative Studies & Educational Testing when awarding credit based on prior learning. In all cases, however, faculty serve as the content experts in evaluating prior learning experiences and review supporting documentation.

NSCC also takes its responsibility for ensuring academic integrity seriously in regard to cheating and plagiarism. Several protocols guide faculty and staff: a Plagiarism Handbook written in 2007 by faculty from the English Department; statements on plagiarism in the College Catalog and in the Student Handbook; and, policies and procedures regarding test taking in the Center for Alternative Studies and Educational Testing.

For each degree and certificate program, a Program of Study sheet—describing requirements and sequencing of courses—is available online and in print. Links on the NSCC homepage to associate degree and certificate programs provide extensive information about admission requirements, course sequences, electives, and career options. The credit degree and certificate pages link to appropriate Department pages, which allow prospective and current students or employers to explore mission statements, transfer opportunities, program accreditation, advisory committee membership, and pertinent web resources. Academic policies are also printed on the College website and in hard copy in the College Catalog.

Semester course offerings are available through printed course schedules that are distributed internally at strategic locations for students and that are mailed to homes within the College's geographic region. Each semester's course offerings are also available electronically through the homepage of the College's website where students can use a number of search options to find the courses needed for the current semester. Course registration occurs online; to assure appropriate course sequencing and advising, course pre-requisites and course restrictions, enforced electronically, minimize errors in registration.

Students in programs that have been eliminated or where requirements have been changed are supported in completing their programs with minimal disruption. Programs deemed no longer viable are phased out over time so that students still enrolled in the specific program may complete the needed requirements and receive necessary advising. Program of Study information is published for two years following the Curriculum Committee's approval to phase out a program.

**Assessment of Student Learning**

Assessment of student learning occurs through a variety of formats: individual faculty/course assignments; cooperative education experiences, service learning, clinicals, and field placements; graduation and course completion rates; job placement rates; and pass rates on state or professional licensure exams. Assessment of student learning also occurs through the College's efforts to develop, measure, and analyze the results of student learning outcomes. Systematic assessment activities have been embedded within the Department/Program Review and Assessment Process. Initially developed in 1998-1999 by a team of faculty facilitated through the CTLA and implemented in 1999-2000, the process was reviewed and updated in 2003-2004 by a Program Review and Workforce Readiness Leadership Team and has been updated annually based on feedback from participants.

Originally designed as a five-year process, the Department/Program Review and Assessment Process, has evolved into a formal three-year process facilitated by the CTLA with faculty's assessing aspects of the curriculum, support services, pedagogy, workforce readiness and the labor market. This process consists of a department/program review or self-study in Year 1 that includes an action plan which is updated annually. Years 2 and 3 focus on assessment of student learning outcomes. The

CTLA holds professional development sessions regarding elements of the self-study and on designing, analyzing, and interpreting assessment evidence.

NSCC values lifelong learning and considers itself a learner-centered institution, which includes learning about itself as well as the performance of students. Assessment as a learning process, then, is a key element in the College's work and success of its students. Assessment within the Department/Program Review and Assessment Process requires faculty to develop student learning outcomes that are specific, measurable, realistic, and connected to student performance. Department and program level outcomes are developed as part of the first-year self-study where two types of outcomes are written: general education outcomes as they apply to the specific departmental discipline or program; and department or program specific outcomes developed in relation to the career or departmental discipline. During years 2 and 3 of the Department/Program Review and Assessment process, faculty select a specific department or program outcome, design an assessment method to measure student learning against that outcome, gather the data, calculate the results, and interpret the findings. Each department or program designs its own assessment project, with assistance from the CTLA, so that assessments are customized (see Figure 4.4.)

**Figure 4.4: Assessment Process**

1. Select an outcome to measure.
2. Formulate a research question about that outcome.
3. Develop an assignment that reflects student performance on the outcome.
4. Design a rubric or other measure for assessment
5. Gather evidence
6. Analyze and interpret findings
7. Modify teaching and learning methodologies and curriculum

To date, 38 departments/programs have completed at least one phase of the Department/Program Review and Assessment Process, including the Library. Over 90 unduplicated faculty and staff have participated in this process with several faculty participating in more than one department or program process.

## APPRAISAL

NSCC places emphasis on academic programs of study that are current and relevant to the workplace, that prepare students for transfer, and that contain cutting edge curriculum, technologies, and competencies. This requires that new programs are developed, current programs are continually reviewed and revised, and obsolete programs are phased out. To this end, updating current curriculum and developing new programs are driven by a variety of planning activities such as the ongoing program, department, interdepartmental, and divisional appraisals; the Department/Program Review and Assessment Process; and the enrollment management and strategic planning processes. Faculty and academic deans also work closely with business and industry to determine workforce needs.

- While these activities strengthen the academic programs, a concern remains that program planning, while responsive to student and workforce needs, does not forecast emerging trends, especially in highly complex technological areas, which require significant lead time. An enhanced, outside-of-the box approach, "Future's Team," is outlined in the College's Strategic Plan.

- With the inclusion of the Division of Corporate and Community Education in Academic Affairs, there are opportunities to develop noncredit programs as a testing ground for new credit programs and to create stronger, more clearly articulated pathways between noncredit and credit programs.
- The continued success of special programs catering to at-risk populations with a variety of unique needs make it important to continue promoting and encouraging additional efforts to expand their interrelationships. These programs provide crucial supports to vulnerable students and benefit from the collateral advantage of collaborating more expansively among themselves with other College departments. As coordinators of these programs spend much time on individual recruitment efforts, a concerted effort to filter students from Enrollment or Advising into appropriate programs would seem more fruitful. Additionally, integrating these programs into the larger College context would benefit both students and the College. For example, these programs operate as learning communities and include strategies that could be used with other populations at the College.
- The College participates in a variety of options to enable students to gain a foothold in higher education through credit and noncredit pathways. The Breaking Through Initiative holds promise in its simultaneous focus on academic success and workforce development, which was also a key initiative in NSCC's recent Title III project.
- Since 2001, when faculty approved institutional General Education Outcomes, there has been a continuous yet uneven commitment to General Education Outcomes. The award of a Title III grant in 2003 provided a venue for the College to strengthen its Department/Program Review and Assessment Process to include integration of the General Education Outcomes. Although the General Education Outcomes were reviewed in 2003-2004, intensified interest has led to a recognition that the current outcomes need examination and modification. Review and revision of the College's General Education Outcomes, then, is timely and necessary for the College to remain academically forward thinking.
- With the recent attention to global warming and environmental issues, faculty and staff recognized the responsibility to address these issues. To that end, a Greening the Curriculum Project has begun and faculty are supported in infusing green concepts into their courses. Research has also begun on new and current programs aimed at sustainability. Further, NSCC has included ecological literacy and energy efficiency goals in its Strategic Plan in Goals 3 and 5 – Academic Programs and Curriculum: A Commitment to Teaching and Learning; and The Green Goal. These goals provide guidance for infusing the current curriculum, including the General Education Outcomes, with green, energy efficiency, and sustainability concepts, as well as developing new programs. In addition, NSCC recognizes the importance of utilizing its campuses as learning labs. The anticipated interactive alternative energy kiosk on the Lynn campus and the new LEED certified, Zero Net energy (ZNE) building to be constructed on the Danvers campus offer opportunities to integrate green concepts into various academic courses and programs.
- NSCC does a commendable job in managing its academic programs. However, several measures could allow for more efficient and effective advising, enhance student planning, improve student expectations, and, therefore, increase student success. For example program of study sheets could include information regarding options for completing a degree in other than a two-year sequence especially since many students take less than five courses per semester. Projecting course offerings beyond one semester, including availability of distance learning options would also help students better plan how to complete their programs of study.

Publishing department or program student learning outcomes would help students know how to focus their learning.

- Recently, across the state and the nation, more attention has been given to transferability of courses in and out of colleges. This same consideration has occurred at NSCC through discussions with Curriculum Committee, faculty, advising staff, academic leadership, and four-year college representatives. Although efforts have been made to streamline transfer of courses from NSCC to four-year colleges as well as courses into NSCC, there are still challenges.
- NSCC prides itself in the quality of its online and hybrid courses, using technology to deliver "traditional" courses in a flexible format. The courses are designed by faculty who adhere to the same standards as traditional classroom courses and who participate in professional development guided by trained instructional technology designers. Nevertheless, course development has occurred as a result of faculty interest rather than programmatic planning so that resources are not necessarily deployed to the areas in most need of development. A continuing issue is making comparable support services to online students as those for onsite students.
- As evidenced by the establishment of a Center for Alternative Studies in the early 1970s, the College is committed to an exploration of credit for prior experiential or non-collegiate sponsored learning options. While CAS has developed, with Curriculum Committee approval, policies for credit award, there is potential for a more streamlined approach to translating noncredit experiences into college credits. The recent addition of a Workforce Assessment Coordinator to the CAS staff paves the way for a more integrated relationship between noncredit and credit.
- The Department/Program Review and Assessment Process provides a comprehensive system for managing and assessing academic programs. As a major initiative of the recent Title III project, Department/Program Review has become a sophisticated and valued endeavor. An improvement, however, would be to more directly link the planning and budgeting support of program review and assessment improvements to the College's annual institutional planning and budgeting process. In keeping with the College's tenet of constant improvement, the Department/Program Review and Assessment Process is itself being reviewed. Forums held in the Spring of 2009 provided extensive feedback from faculty and staff regarding the program review and assessment processes. Dr. Peggy Maki, an educational consultant, has also analyzed the current work of the Department/Program Review and Assessment Process and has made recommendations for improvement. Moreover, participation in the process by academic support departments beyond the Library, noncredit programs, and other student support service areas would enhance the College's overall review, assessment, and improvement activities.

## PROJECTION

Academic programming is a vital part of North Shore Community College, constructing a variety of pathways to its open door.

- The College will establish a "Futures Team" for the development of new, inventive curricula that can embody the College's strategic vision and tap the creativity of faculty and staff.
- Academic leadership will hold continuing focused planning discussions that examine the organization, delivery, and programming of transitional and pathway programs as well as noncredit to credit options to effect improved student access and success, efficient use of resources, and improved return on investment.
- Coinciding with the five-year framework of the Strategic Plan, Academic Affairs will conduct a General Education Forum to evaluate and revise General Education Outcomes so that they

reflect the current consensus of the College community. As part of this process, the CTLA and its Advisory Committee will facilitate the General Education Integration Plan to incorporate General Education outcomes more widely and will facilitate the General Education Outcomes review.

- Beginning in 2009-2010, the CTLA Advisory Committee will embark on exploring options for publishing department and program learning outcomes with a goal of making them visible and co-intentional thereby including students as active participants in promoting their own success.
- Over the next two years, the Dean for Academic Assessment, Curriculum and Special Programs will spearhead redesign of program of study sheets and course schedules into more user-friendly formats.
- By 2011, the Dean of Academic Technology, in collaboration with other components of the College, will develop a three-year plan to address online program developments, support services for online students, professional development, and technology enhancements.
- Academic Affairs and Student and Enrollment Services will collaborate in streamlining transfer both for students transferring out and those transferring in. A team will present a set of recommendations to leadership groups by 2011.
- The Department/Program Review and Assessment Redesign Team, comprised of faculty representatives, CTLA staff, the CTLA Advisory Committee, and the Academic Deans will utilize a transparent process to redesign and modify the Department/Program Review and Assessment Process. The goals include to develop flexibility in the process to address the differing needs of academic departments and career programs, broaden participation, deepen the level of assessment, recognize qualitative and quantitative assessment, incorporate academic and student support areas, integrate into the College's Governance Structure, and better link to the College's strategic and annual planning and budgeting processes. An initial redesign will be piloted in Fall 2009 with multiple venues for feedback and continuous refinement.
- Following the pilot of the revised department/program review and assessment process, the review and assessment process will be expanded to include other academic and student support departments and non-credit programs beginning with Advising Services in 2010.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

North Shore Community College is committed to the quality, integrity, and effectiveness of its academic programs. As the institution undertakes evaluation of its programs, assessments are systematic and designed to document improvement of academic offerings and student learning. Policies and processes ensure that students enter into programs that are appropriate to their skills and interests, develop skills and knowledge in a logical progression, and provide services and supports that foster a student's growth and advancement toward degree completion. A data-driven philosophy guides educational and curricular decision-making.

The College has made great strides in the area of program review and assessment, a comprehensive appraisal process which requires broad input and deep examination of the factors that contribute to success at the student, course, department/program, and institutional levels. As part of its mission to "offer lifelong education responsive to changing community needs, a global economy, evolving technology and the shifting roles faced by individuals and institutions," NSCC uses the formal program review and assessment process to assess and maintain responsiveness to its stakeholders. Degree programs are proposed, developed, revised, and updated according to recommendations that

emanate from faculty, academic leadership, community partners, and the program review process. General Education Outcomes have been established and will receive close scrutiny and strategic implementation as a result of institutional reflection upon the criteria that are set for student success. Policies regarding the award of credits in traditional and alternative formats are devised and assessed in order to maintain high academic standards.

Academic leaders use reports regularly produced by the Institutional Research Office to monitor student achievement, identify enrollment trends, and track regional developments. This data, along with information on key performance measures required by the Massachusetts Department of Higher Education, inform both long-range and tactical academic program planning.

Additionally, the College's Strategic Plan entails annual objectives with performance measures that demonstrate levels of progress. Four of the strategic goals have particular impact on academic programs. Goal 2 calls for a learner-centered focus; Goal 3 demands a commitment to teaching and learning through academic programs and curriculum. Goal 4 envisions an engaged institution through leadership, partnership, and stewardship; and Goal 5 – The Green Goal – forecasts an emphasis on academic programming that promotes a healthy, sustainable environment.

As an institution intent upon ensuring that its educational promises are kept, North Shore Community College values and promotes assessment of its academic programs on every level. This is evidenced by the College's involvement in practices that measure and verify learning as a conduit for individual improvement, regional development, and responsible global citizenship.

### STANDARD FIVE

# FACULTY

## DESCRIPTION

North Shore Community College is dedicated to student learning and growth, serving as a "source of hope and opportunity." While the administrative structure of the College provides the framework for its educational activities, the highly qualified, energetic, and dedicated faculty are at the core of the educational enterprise. They embody NSCC's Mission, creating "a community of learners where all are welcome and each is challenged." The 136 full-time faculty provide the backbone of the curriculum.

Many faculty hold doctoral degrees, especially in the Liberal Arts disciplines; in other disciplines, terminal degrees (such as J.D.) are common. A master's degree is the minimum qualification for most disciplines, although there are a few career areas in which experience in the field is the most appropriate preparation (see Figure 5.1). Faculty members tend to be deeply involved in their disciplines, with an impressive array of accomplishments. These range from publications, art shows, academic competitions--common to liberal arts and business faculty--to awards in career disciplines such as the New England Flower Show and culinary competitions. Faculty regularly present at conferences on teaching and learning and in their disciplines. In addition, the College Library hosts events biannually to celebrate published faculty authors.

**Figure 5.1: Full-Time Faculty Credentials**

| Highest Degree | Number | Percent |
|---|---|---|
| **Doctoral Degree** | **29** | **21.3** |
| **Master's Degree** | **94** | **69.1** |
| **Bachelor's Degree** | **8** | **5.9** |
| **Other Credentials** | **5** | **3.7** |

The faculty are organized within departments or program areas, each with a department chair or program coordinator. These departments and programs reside in one of five academic divisions, led by a Division Dean (see Figure 5.2). Faculty are responsible for curriculum review and participate on governance committees and task forces, consistent with the MCCC collective bargaining contract. There are extensive opportunities for professional development: sabbaticals; annual conferences on teaching and learning supported by the Center for Teaching and Learning (CTLA); local conferences supported through each academic division; conferences that require travel through the Professional Development Committee or through grant funding; the annual Professional Day on campus; a year-long professional development program that focuses on best instructional practices; workshops on advising and instructional projects that use new technologies and support for curriculum design through Academic Technology; an online course for faculty learning about online pedagogy, using smart classrooms, blogging, and ANGEL, the course management system. Each year, the College presents an outstanding teaching award to two or three full-time faculty who, as part of the award, attend the annual NISOD conference in Austin, Texas.

**Figure 5.2: Division/Departmental Organization**

| Business Science | Health Professions | Human Services | Liberal Studies | Science and Mathematics |
|---|---|---|---|---|
| -Aviation Science<br>-Business<br>-Cosmetology<br>-Culinary Arts & Food Service<br>-Digital Graphic Design<br>-Office Technologies<br>-Tourist/Guest Services | -Animal Technology<br>-Emergency Medical Services Training<br>-Medical Assisting<br>-Nurse Education<br>-Occupational Therapy Assistant<br>-Physical Therapist Assistant<br>-Practical Nursing<br>-Radiologic Tech<br>-Respiratory Care<br>-Surgical Tech | -Criminal Justice<br>-Challenges, Choices & Change<br>-Developmental Disabilities<br>-Drug & Alcohol Rehabilitation<br>-Early Childhood Development<br>-Early Childhood Ed<br>-Elementary Ed<br>-Environmental Technology<br>-Human Services Practitioner<br>-Paralegal<br>-School Age Educator<br>-Women In Transition | -Behavioral Science<br>-Communications Skills<br>-Cultural Arts<br>-English<br>-English As a Second Language<br>-History/Gov't/ Economics<br>-Honors<br>-Interdisciplinary Studies<br>-Nutritional Science & Diet Tech<br>-Project Enable<br>-Wellness & Healing Arts | -Biotechnology<br>-Computer & Information Science<br>-Engineering & Industrial Tech<br>-Fire Science<br>-Food Science and Safety<br>-Mathematics<br>-Natural Sciences |

Complementing the full-time faculty are approximately 360 adjunct instructors, some of whom come from the full-time faculty and professional staff ranks. Importantly, many adjunct instructors have taught at the College for many semesters; several also tutor or do advising as well. The collective bargaining contract prohibits full-time faculty from teaching evening courses as part of their full-time workload. The courses that fall outside of Monday-Friday from 8-4 are, by definition, governed by a separate contract. Of the 804 daytime course sections offered during Fall 2008, 62 percent were taught by full-time faculty and 38 percent by adjuncts. For all credit courses in Fall 2008 (day, night, online), 54 percent were taught by full-time faculty. This is consistent with other community colleges in Massachusetts.

The College has recognized the valuable role adjunct faculty play. Many departments include them in their meetings and communicate with them regularly by email. Adjuncts are welcome at all College meetings and serve on governance committees, for which they receive stipends. There is a mentoring program and an annual Award for Teaching Excellence to recognize outstanding teaching by adjunct faculty. Adjunct faculty are eligible for all professional development opportunities, including on-campus conferences and workshops, Technology across the Curriculum projects, Writing across the Curriculum, and can apply for funding for conferences through their divisions or through the Professional Development Committee. Each fall, adjunct faculty are invited to a dinner meeting at which they are welcomed; they learn about new initiatives at the College and participate in division meetings with their colleagues. The College sponsors blogs in Pipeline, the NSCC portal, and encourages all faculty to express their opinions and contribute to discussions. To counter the isolation often felt by adjunct faculty, the College offers them a year-long professional development opportunity, a program that began in 2006. This is a hybrid learning experience in which faculty participate in two Saturday workshops each semester with their peers and take an online course (six modules) that highlights best practices. Currently, two seasoned adjuncts are participating as co-facilitators of the online discussions, and another is coordinating the mentoring program. This professional development program was developed and is conducted by the Assistant Dean of Liberal Studies with support from the CTLA.

The fifteen community colleges in Massachusetts are governed by MCCC collective bargaining contracts: one for full-time faculty, and another for adjunct faculty. The contracts describe the processes relevant to workload, pay scales, responsibilities, evaluation procedures, faculty rights of reappointment, and the processes governing reappointment or tenure. Grievance procedures are clearly described in the contracts. The College has a long standing tradition of trying to resolve issues informally, but formal procedures are followed when this is unsuccessful. The same academic rights and standards regarding instruction apply to all faculty. The statewide system is a mature one, and the contractual provisions provide a well understood structure for both faculty and administration. The contracts are reviewed and updated on a regular basis during contract negotiations.

The evaluation processes for both full-time and adjunct faculty are clearly described in the collective bargaining agreements. The general components for full-time faculty evaluation include course materials, classroom observation, college-service, and student evaluations. Part-time faculty do not have obligations outside of their instructional duties; their evaluations focus on course materials, student evaluations, and classroom observation.

Full- time faculty teach the equivalent of five courses each semester. Chairs and Coordinators receive reassigned time in lieu of teaching to perform their leadership responsibilities. Faculty receive reassigned time for other leadership positions, such as Coordinators of Writing Across the Curriculum, Technology Across the Curriculum, the Green Initiative, and union leadership positions. Beside instructional activities, full-time faculty advise students, hold office hours, and perform college service, all within a prescribed, contractually agreed-upon workload formula. Full-time faculty are evaluated in a robust process every fall prior to tenure, and every third year after that. If there is reason to review faculty performance outside of the usual timetable, contractual provisions apply.

The College follows standard processes for hiring faculty. Positions are posted in a variety of recruiting sources as well as on campus and online. Search committees, in collaboration with academic deans, review qualifications of applicants for teaching positions, assuring that those interviewed and eventually hired possess the necessary academic and professional qualifications for the positions. Search committees are composed of faculty from the academic department, faculty from outside the department, and a representative of the Diversity Leadership Council. Search committee members participate in orientations by Human Resources to ensure that they are aware of fair hiring practices. Job postings emphasize that the College welcomes employees of diverse backgrounds, to assure that a varied pool of candidates are included in the search process. Finalists for full-time positions are interviewed by the Vice President for Academic Affairs. The Human Resources Department tracks all applicants for posted positions and receives a report from the relevant dean concerning each applicant once a position is filled.

When full-time faculty are hired, each participates in an orientation offered by the Human Resources Department, the Division Deans, and the CTLA. New faculty learn the College's policies concerning affirmative action, sexual harassment, disability services, conflict of interest, as well as general expectations of the College. The College Mentoring Program provides an informal support for faculty as they learn the culture of the institution. The mission of the College is readily available in all College publications, and faculty are aware of the values of the College from the first day of employment.

Applicants for part-time faculty positions are screened, interviewed, and hired by the dean or assistant dean of the division; often, they have been recommended by a department chair or program coordinator. New adjuncts receive an orientation, which includes policy handbooks and all the practical information they need to begin their work at the College.

Faculty are committed to maintaining high quality instruction in their fields of study. All faculty submit syllabi for their courses to their dean each semester; they are reviewed according to the components stipulated by contract and by department chairs and program coordinators in terms of learning outcomes and content. The Department/Program Review and Assessment process ensures that faculty develop a shared understanding of what and how students learn. In addition, many career programs regularly participate in external professional accreditations.

Faculty discuss teaching and learning at department meetings and in specialized contexts such as Writing across the Curriculum and Technology across the Curriculum. Faculty often work with CTLA staff to learn new methods to improve instruction and techniques to assess effectiveness. Through Program Review and Assessment, faculty identify areas in which they want to strengthen instruction. At the same time, because academic freedom is a central element of academic life, the checklist for syllabi (required by contract) describes the informational essentials; however, faculty have freedom to determine how they will teach each course and what materials they will use. For example, faculty in some departments have chosen a common textbook for a multi-section course; other departments allow faculty to select whatever texts they feel accomplish agreed-upon learning outcomes.

To enhance instructional effectiveness, the College has made current instructional technology a priority in recent years. With the growth in demand for online learning, the College planned and implemented the option for earning some degrees and certificates online. It is now possible to earn the Associate's Degree in Liberal Arts, in Business Administration Transfer, and Fire Protection & Safety Technology and certificates in Web Development and in Office Support entirely online, with NSCC faculty taking the lead in design and delivery. Six years ago, 76 faculty developed online, hybrid, web-supported, or technology infused courses; this past year, 180 faculty did so. Many faculty and administrators are familiar with national and regional standards of excellence in online learning. The College has integrated the standards of Quality Matters into the process of course development. Faculty work with instructional designers to develop highly interactive and interesting courses. Consistent with the MCCC contract, faculty are not evaluated the first two times they offer a course online. To enhance online learning, student support and online services have grown dramatically, commensurate with the growth of the academic offerings. The academic leadership is knowledgeable and supportive of the value of online learning and aware of its potential to serve modern learners who are sophisticated users of technology and ready for independent yet engaged learning.

Instructional technology is not limited to online learning. The College has increased the number of smart classrooms, has a variety of computer classrooms and labs, and has several computers on wheels (COWS) at each campus location. The College supports a robust intranet, which some faculty use to support their courses. The College moved from using Blackboard as the course management system to ANGEL in May 2008. Importantly, faculty were instrumental in this decision. Faculty are also using ANGEL as web support for on-campus courses. Modern equipment remains a priority in other academic areas as well. For example, the College purchased Sym-Man for the Nursing program and upgraded equipment for science labs last year. Every year, departments and programs identify their needs, and the College works to meet them within the budget cycle.

In addition to teaching responsibilities, full-time faculty serve as academic advisors. A major activity in the recent Title III grant was the establishment of a culture of developmental advising at the College. There is a new Director of Student Support & Advising, a Coordinator of Advising, a reconfigured Student Support and Advising Center, online advising, live chat advising, and advising during evening hours. Advising resources are available on the College website (the Advising Compass), and students

and advisors alike can access that information easily. The intention is to help students become informed and knowledgeable in order to make effective academic decisions.

Because of NSCC's open admissions policy, the College has a diverse student body in terms of age, race, ethnic background, language, socioeconomic status, and levels of academic preparation. As recent high school graduates join older adults in pursuit of a degree or certificate, the faculty must respond not only to academic needs, but to a variety of learning styles, personal difficulties, and levels of maturity. Faculty regularly review and modify materials, experiment with new technologies, and employ active learning to address the diversity of the student body. Importantly, student achievements are celebrated by the College. For example, Honors Program students participate yearly in the Commonwealth Honors Conference sponsored by UMass Amherst. Students with outstanding academic records are invited to join Phi Theta Kappa, the honor society for community colleges. Floriculture students have won prizes at the annual Flower Show in Boston. Students in the Culinary Arts Program have won awards in the Marriott Marquis' Annual Gingerbread Competition in New York. Students in the Economics and Finance Club won the annual Fed Challenge in Boston in 2007. Students display their art work on both campuses, and aspiring actors participate in plays on campus, undaunted by the lack of performing arts space.

Because the College is committed to student success, it takes steps to measure student readiness for the rigors of college. Incoming students are assessed to ensure that they possess the academic skills to succeed in college courses. Depending on the results of English and math assessments, students may be required to take developmental courses in reading, writing, and/or mathematics. In addition, students cannot register for any course unless they meet the academic prerequisites. As a consequence, placing and advising students have become more efficient and effective.

To address a common complaint nationally as well as locally, the College is trying to raise awareness concerning academic integrity. Faculty from the English Department wrote a Plagiarism Handbook in 2007, and statements on plagiarism are included in the College Catalog and in the Student Handbook. Governance committees such as the Curriculum Committee, the Academic Policy Committee, and the Coordinating Council work together to ensure that academic integrity is a strong part of the institutional culture. The College has also developed a copyright policy, which is available to faculty and students.

Overall, the College supports faculty as they engage in the significant work that contributes to making the College's vision a reality in the lives of students.

## APPRAISAL

North Shore Community College has a strong blend of long-serving faculty and those recently hired. The faculty hold excellent credentials and are deeply involved in the College and dedicated to effective teaching and learning. In the past ten years, the College offered two retirement incentives with 19 faculty taking advantage of those opportunities. As a result, many new faculty were hired, and others have been hired as openings have occurred. The influx of new faculty from a variety of backgrounds has energized and enriched the College.

- In 1999, the College had 139 full-time faculty with a headcount of approximately 6,100. In the Fall 2008, there were 136 full-time faculty with a student headcount of approximately 7,000. Although this ratio is near the national average for community colleges, there is consensus that it would be desirable to have more full-time faculty; however, budget constraints are a challenge.

- Current constraints on the budget also affect the College's ability to support various academic endeavors. As a result, faculty and departments find themselves in competition with each other for limited resources.
- As enrollment at the College has grown, more adjunct faculty have been hired, gaining recognition as a valued component of the College. The Professional Development Program and the Mentoring Program have been developed with these faculty in mind. Nevertheless, maintaining strong connections between adjunct faculty and the College remain an important goal.
- The faculty contract defines the components of the full-time faculty workload: instruction, advising, and college service. That community college faculty have the lowest pay schedule in the Massachusetts public higher education system has a negative effect on faculty morale. This is particularly troublesome when one considers the comprehensive mission of the community college.
- In 2008, the faculty challenged the manner in which deans applied the workload formula in the contract as it applies to non-instructional workload, such as advising and college service. That portion of the workload formula appears to be interpreted differently at some other colleges in the Massachusetts system. There is ongoing discussion about this aspect of the workload.
- The emphasis on student-centered learning and ongoing assessment has had a positive impact on the instructional atmosphere at the College. Faculty using technology receive high quality design support offered through the Academic Technology division. Faculty can also consult with staff in the CTLA on instructional methodologies. However in 2007, NSCC scored slightly below the CCSSE cohort in active and collaborative learning.
- The Program Review and Assessment process has proved valuable to the faculty, departments, and programs who have participated to date. Faculty across the College are addressing the general education goals in a deliberate manner as they assess their curricula. The Academic Affairs component is committed to deepening the appreciation for assessment of student learning.

## PROJECTION

In the past ten years, the College has completed a third Title III grant, modernized student record keeping, reenergized the Developmental Advising project, committed to extensive ongoing Program Review and Assessment, implemented 130 online courses and five online degree/certificate options, developed a well used intranet system (Pipeline), implemented a new Governance structure, incorporated the Hathorne/"Essex Aggie" location programs, worked to diversify faculty and staff, hired a president who has been leading the College since 2000, and adopted General Education outcomes which are regularly addressed during the Program Review and Assessment process. Nonetheless, the following issues will receive focused attention:

- Dissatisfaction remains regarding faculty pay scale in comparison with those of other higher education sectors. In 2001, the MCCC agreed to a statewide change in the instructional workload, raising the number of classes taught per semester from four to five, in exchange for a higher pay scale. The intention was to have the faculty at the 75$^{th}$ percentile of college salaries in similar states. In recent years, the faculty have argued that the salaries are not at the 75$^{th}$ percentile, and, therefore, the instructional workload should be rolled back to four courses per semester. There is ongoing discussion about the workload at the state level and will doubtless be the topic of negotiation in the next contract cycle.

- The ratio of full-time to part-time faculty has continued to slip. To ensure that a healthy ratio is maintained, the academic leadership will make strategic decisions regarding the deployment of resources in relationship to strategic priorities, creating five-year projections for full-time positions.
- Admirable steps to improve the connection between adjunct faculty and the College have taken place. These efforts will continue as Deans, the Assistant Dean of Liberal Studies, and the CTLA work to strengthen these connections.
- Based on CCSSE results, the academic divisions will stress programs and professional development that address active and collaborative learning. Two particular areas – making class presentations and work with classmates outside of class – need improvement. The CTLA in the Program Review and Assessment Process will put renewed emphasis in this area over the next three years.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

Creating an educational environment where teaching and learning thrive is the central purpose of the College's Strategic Plan. Therefore, the faculty's significant participation is integral to its success. For the current Strategic Plan, faculty participated on every goal team, ensuring the presence of a faculty voice in College priorities. The faculty are members of all standing committees in NSCC's governance structure, including Curriculum, Academic Policy, Information Technology, Professional Development, Student Development, Diversity Leadership, as well as the Coordinating Council – an oversight group. Thus, faculty are central participants in shared governance.

Information from external assessments such as the Community College Survey of Student Engagement (CCSSE) and the Personal Assessment of the College Environment (PACE) and internal assessments such as the contractual faculty evaluation and the Department/Program Review and Assessment Process create opportunities for examination and improvement of teaching and learning. As Henry Adams observed, "A teacher affects eternity . . ."; NSCC faculty face this responsibility with brio.

**STANDARD SIX**

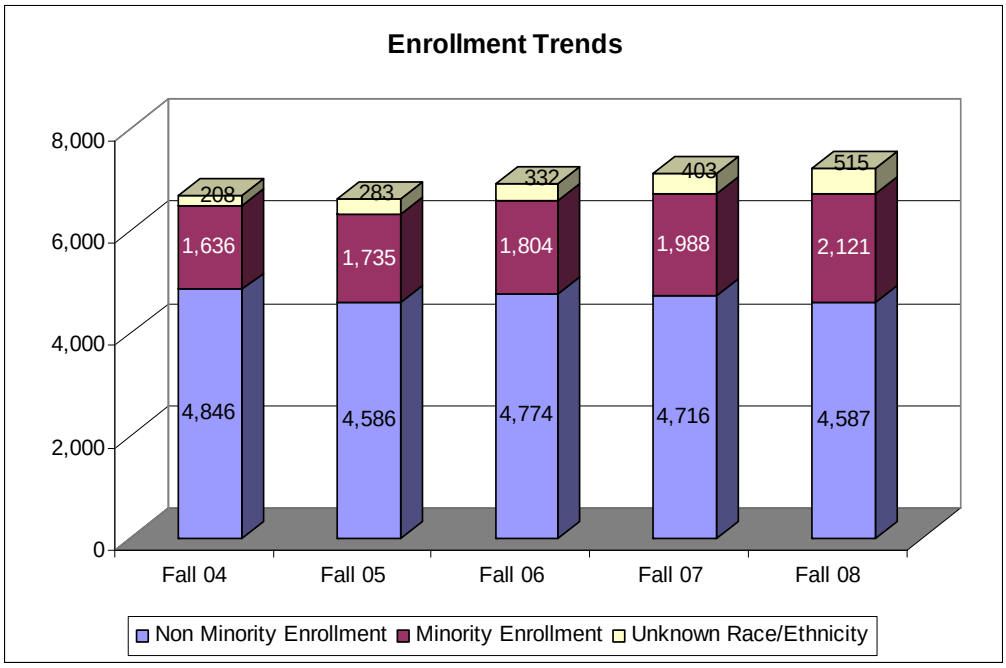
# STUDENT SERVICES

## DESCRIPTION

North Shore Community College students come from all walks of life and all parts of the North Shore region and beyond. They range from age fifteen to beyond retirement, possess varying levels of education and preparation, and are ethnically and racially diverse. In support of the mission to make quality education accessible and affordable to residents of the region, admissions practices focus on ensuring that newly admitted students select courses appropriate for their educational goals and backgrounds. The College mission ensures flexibility needed to develop and implement policies and services that provide a bridge from secondary education to associate degree, baccalaureate, and further educational study.

Student and Enrollment Services (SES) is an integral component in the education and growth of students at NSCC. SES and Academic Affairs often operate cross-component models enhancing traditional academic and student services. SES personnel foster academic and social development of students in a safe, supportive, and intellectually stimulating campus environment. As a learner-centered institution, the College strives to provide services unrestricted by time or place.

**Figure 6.1: Enrollment Trends, 2004-2008**

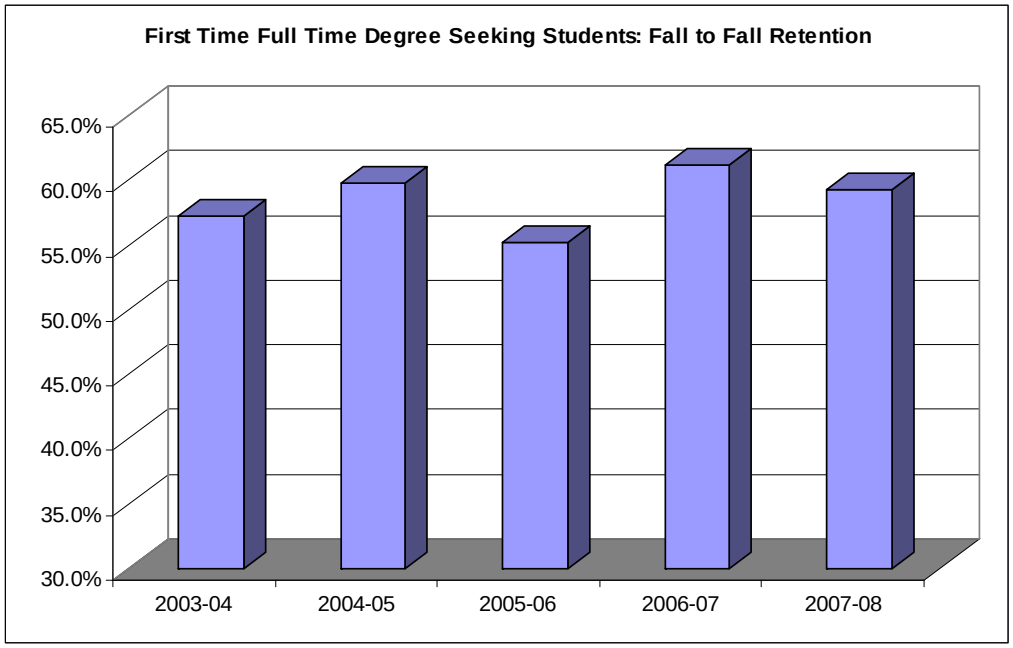



Over the past five years, there has been an 8% increase in student enrollment (see Figure 6.1). In 2008, 79.6% of students took a combination of day and evening classes; 58.5% were between the ages of 18-24; and 29.4% were students of color. Close to 80 percent of students are residents of five urban centers: Gloucester, Lynn, Peabody, Beverly, and Salem.

As important as the overall growth of the student body is the retention of students once they are enrolled. Over the past five years, the fall-to-fall retention rate for first-time, full-time students has

fluctuated between 55-60 percent (see Figure 6.2). While this rate of retention is better than some other Massachusetts community colleges, SES is focusing on strategies to improve student persistence and achievement. For example, the recently-appointed Dean of Retention and Student Success is responsible for initiatives and services that actively engage and support students, particularly those at risk.

**Figure 6.2: Fall-to-Fall Retention, 2003-2008**




As the primary provider of services to students from application to graduation, a five-year Strategic Enrollment Management Plan was developed which intersects with the College's Strategic Plan. The Strategic Enrollment Management Plan has five foundational goals:

1. Emphasize a learner-centered (service) focus, delivering on the promise of the College's marketing message – Real Opportunities.
2. Position NSCC as a prominent institution of choice.
3. Maintain and increase headcount and semester credit hours.
4. Improve retention and student success.
5. Deliver education offerings that are aligned with demographics, workforce demands, market trends, and student needs.

Each of the goals has a series of objectives that map a course of progress and improvement. To assess effectiveness, each goal has seven criteria: Strategy, Delivery Method, Person Responsible, Timeline, Resources Needed, and Performance Measures. Annually, the objectives are reviewed, analyzed, and updated, providing a course of action for the subsequent year.

**Organizational Structure**

Based on strategic analysis and planning, Student and Enrollment Services has implemented notable changes that directly impact enrollment, retention, persistence and student services (See Figure 6.3 for organizational enhancements). The staff members of the Financial Aid Office and the Student Account Office were combined in July 2003 to form the Student Financial Services (SFS) Office. The merger of these two departments has improved billing and financial aid processing as well as communication and service to students, as they are no longer sent back and forth between offices.

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Additional changes within SFS were made to comply with federal and state financial aid and accounting guidelines, ensuring clear delineations of roles and responsibilities. Customer service needs were met by matching staff responsibilities with an organizational structure that would facilitate quality learner-centered services. The management of Student Financial Services was restructured in late 2007 to include a Dean of Student Financial Services and Director of Financial Aid. The staff are cross-trained in both areas and can assist students with questions concerning their financial aid or tuition bill. Both the Dean and the new Director of Financial Aid have extensive professional experience working in higher education. The restructuring has allowed SFS to become a strong team with improved efficiencies through automation and process re-engineering, such as automated financial aid packaging, streamlining the process of downloading data from the Department of Education, and communication to students regarding their bills and financial aid. The new management team has worked diligently to become more visible both on and off-campus with workshops and collaborations with other departments.

In 2004, the position of Dean of Enrollment Services was created and subsequent organizational changes followed. The Admissions staff who had reported to the Dean of Students now report to the Dean of Enrollment Services. Admissions, enrollment, and student records services staff can work more collaboratively and systematically, which results in a seamless approach to services for students. Additional staff have been added to the Admissions and Recruitment/Outreach office to assist with enrollment efforts. Based on demographic reports, a minority recruitment counselor has been hired to extend outreach to minority students, a fast growing segment in the College's service area. A Director of Enrollment Services and Records and an Associate Registrar were hired to simplify processes and remove unnecessary barriers for students.

The Dean of Retention and Student Success position was created in 2006 to oversee retention efforts at the College. Reporting to the Dean of Retention and Student Success are the Director of Student Support and Advising, a retention specialist, the Coordinator of Learning Resources, and the Director of Disability Services. The Disability Services Department, that was once part of the Student Support Center, has become a stand-alone department to enhance services to an increasing number of students with special needs. The Student Support and Advising Center (SSAC, formerly the Student Support Center) includes academic advising and career exploration, among a host of other services. As a result of recommendations submitted by the Tutoring Task Force in 2007, a Coordinator of Learning Resources (tutoring) was hired to provide overall coordination of the tutoring services and to implement additional recommendations of the Tutoring Task Force.

In 2005, Health Services was moved from the Student Support Center to report to the Dean of Students in an effort to more closely align health, wellness, and recreational activities with student life services, programming, and activities. In an effort to ensure that there was consistency in programming at all campuses and in response to students' needs, a bachelor's level Assistant Coordinator of Student Activities was hired to assist the Director of Student Life with college-wide programming. Also under the direction of the Dean of Students is Wellness and Recreation. While NSCC does not have intercollegiate sports as it once did, students continue to seek increased opportunities for physical activities and competitions.

**Figure 6.3: SES Personnel Changes 2004-2008**

| New Positions | Reports to | Year, Added | Department |
|---|---|---|---|
| Dean of Enrollment Services | VP, SES | 2004 | Responsible for<br>1) Admissions & Recruitment /Outreach<br>2) Enrollment & Records |
| Director of Admissions & Recruitment/ Outreach (ARO) | Dean, Enrollment Services | 2005 | *Admissions & Recruitment/Outreach |
| Academic Counselor | Director, ARO | 2005 | *Admissions & Recruitment/Outreach |
| Minority Outreach Academic Counselor | Director, ARO | 2005 | *Admissions & Recruitment/Outreach |
| Associate Registrar | *** Director, Enrollment & Records | 2006 | Enrollment & Records |
| Dean of Retention & Student Success | VP, SES | 2006 | Responsible for<br>1) Student Support & Advising<br>2) Disability Services<br>3) Tutoring<br>4) TRiO/Student Support Services |
| Director of Disability Services | Dean, Retention & Student Success | 2006 | *Disability Services |
| Disability Services Counselors (2) | Director, Disability Services | 2006 | *Disability Services |
| Retention Specialist (part-time) | Dean, Retention & Student Success | 2006 | Retention Services |
| Learning Resources Coordinator | Dean, Retention & Student Success | 2007 | Tutoring |
| Academic Counselor (2) | Director, Student Support & Advising | 2008 | **Student Support & Advising Center |
| Assistant Coordinator of Student Activities | Director, Student Life | 2005 | Student Life |
| ****Dean of Student Financial Services (SFS) | VP, SES | 2008 | Responsible for<br>1) Student Accounts<br>2) Financial Aid |
| Director of Financial Aid | Dean, SFS | 2007 | Student Financial Services |
| Coordinator of Student Accounts | Dean, SFS | 2004 | Student Financial Services |

* New Department
** Organizational Changes made with Department
*** New Title with expanded responsibilities
**** Title Change

## Technology

Technology has become an increasingly important asset in both the management of SES and the improvement of services to students. While SES operates in a highly integrated technological environment, high tech operations and communications have not superseded "high touch" communications and invaluable interactions with students. However, technology solutions have freed the staff from mundane, repetitive tasks so that they can spend their time more productively.

Web Recruit, where individuals can self-recruit from the NSCC website, allows communication within 48 hours to potential students. They become part of the college-wide communication plan and are invited to events, campus tours, and other activities. Students applying and registering online continue to increase. In Fall 2008, 87 percent of the students enrolled online. Moreover, the increase in self-recruitment through the College website has resulted in the expansion of the prospect pool. Thus, the College can reach out to a significant number of prospective students and tailor an academic program that meets their educational aims. In collaboration with the Marketing Department, SES uses Constant Contact, an email recruitment strategy that has greatly improved the ability to communicate quickly in attention-getting ways.

Moreover, the College uses a sophisticated online early alert system, wherein faculty, within the first three weeks of the semester, identify students in academic difficulty electronically through Campus Pipeline which is integrated into Banner student records. This process automatically generates an intervention communication. This early alert system is followed by an electronic mid-term warning system at the seven-week point, again with faculty's identifying students who are failing, which triggers an intervention, including notices to the student's academic advisor. In addition, SES uses technology to track specific student populations in programs such as TRiO/Student Success and Bridges to the Stars and run reports to review schedule offerings and room use. Both monitoring of students and tracking of schedules enable services to be delivered in a timely manner.

The Student Support & Advising Center (SSAC) has begun to track student contacts in NSCC's student information database (Banner). All student contacts are entered into a tracking form after staff meet with the students. This new system allows for greater communication between departments and provides academic counselors real-time access to student information and the services students received. Student orientations have added an online sign-up through the NSCC website for greater access. Advising has incorporated online advising, so all advising information for students and advisors is available on NSCC's website through the Advising Compass, a new student portal for advising.

The use of online tutoring offers support for distance learning and on-campus students during hours when the tutoring centers are closed. Through a partnership with Connecticut Distance Learning Consortium and Massachusetts Colleges Online, NSCC students are able to connect with tutors from over thirty colleges. Other support materials and resources are accessed through SES computers, and many faculty members and tutors recommend sites from other colleges and universities for students to use. Useful sites and resources are cataloged by the Tutoring Department and made available through the student's online tutoring accounts. Products like My Math Lab and My Reading Lab are being incorporated into many courses; consequently, the tutoring area must be ready to assist students as their work and texts begin to move online. As with other SES departments, the Tutoring Department uses the Banner database functions to monitor the number and types of visits by students. Benchmarks and trends are noted in Banner in order to schedule tutors when they are most needed. The system allows the tutoring centers to monitor and assess the frequency and level of service.

Disability Services has developed a departmental homepage from the College website, which allows increased accessibility and streamlining of services. The department page also has dedicated e-mail, which is reviewed and responded to during business hours. Website accessibility has successfully increased the self-identification process as students with disabilities are encouraged to self-identify with Disability Services before the start of classes in order to establish appropriate accommodations. In 2006, Disability Services began to use Banner to facilitate a reliable, accurate, and secure tracking system. The efficiency level of Banner has provided Disability Services with the ability to effectively

enter, view, retrieve, and track all aspects of students with disabilities who request services. As of 2008, Disability Services has fully digitalized the student disability files and has linked the files to the dedicated Disability Services Banner forms.

During the summer of 2008, Health Services began using technology to scan and index thousands of medical records to eliminate paper files. With the assistance of Information Systems, Health Services also developed an improved systematic database to input, track, and follow-up on student immunization records and compliance in accordance with the State regulations of the Department of Massachusetts Public Health.

**Enrollment Services**

The Admissions and Recruitment/Outreach Office and Enrollment and Records Office have paved new outreach paths to targeted populations, including high school students, college readiness programs and partnerships, minorities, veterans, and evening students, as well as to community organizations such as Operation Bootstrap and LaVida. In Fall 2006, Enrollment Services expanded and enhanced a program piloted in Fall 2005 to collaborate with the guidance departments in selected area high schools in order to early-admit high school seniors who would be well served by attending a community college and who would benefit from early acceptance. The On the Spot Events (OTSE) involved the recruitment staff from the College and high school guidance personnel. The expansion included planned events to promote the enrollment of these early admitted students, as well as their retention upon entry. Thirty Freshman Coordinators were enlisted, on a volunteer basis, to monitor their assigned student mentees from admission through orientation and registration. The goal was early placement testing, resulting in increased opportunities for advising, career planning, and earlier registration. In addition to financial planning seminars, special evening dinner events for students and parents were held to showcase NSCC and familiarize families with academic programs, support services and career planning. When the results were tallied in Fall 2007, OTSE enrollees from the 11 schools participating in the program numbered a 17% increase over the number of enrolled students from the same schools in the previous year. The OTSE program was extended in Fall 2007 to all NSCC primary service area high schools. OTSE and other such activities and programs have promoted the accessibility of the College. A sampling of these activities includes:

- College Rocks – Lynn public middle school students on-site at NSCC one day per week
- Jump Start – Early start college readiness program
- STEP – Students Taking Extra Preparation (High School/Student)
- Guidance Counselor Breakfasts & Target Emails
- Outreach to Human Resource Directors & Various Community Based Organizations
- Backyard Barbecue (for new recruits)
- “Get to Know NSCC” and “Meet the Deans” Open Houses

Staffing the Enrollment Centers four nights per week provides increased access for evening students. Health career advising and orientations, held on both campuses have been created for those interested in health programs. Transfer credit reviews have increased, which means less turnaround time for students who wish to register. Enrollment and Student Records recognizes the importance of record retention and security, compliance with record-keeping guidelines, and information release policies. To this end, staff have created and participated in professional development and use federal and state guidelines to remain in compliance.

**Retention and Student Success Services**

The Student Support and Advising Center (SSAC) has maintained its one-on-one advising and instituted an on-call schedule for academic counselors to provide academic advising and personal adjustment counseling on a walk-in basis. In addition to traditional face-to-face advising, SSAC has launched an online advising model for on-campus students as well as the growing number of distance learning students. The new model includes the Advising Compass, available on the NSCC website, to present advising information, contacts, and pathways from a student's perspective. A major component has been the advent of Live Chat, which is operational two hours per day, Monday through Friday, and is available to any visitor to the NSCC website. With the increased number of students using the SSAC for advising, new communication methods have been instituted, such as Constant Contact to connect students with the College. The SSAC continues to offer new student orientations. A recent enhancement is the Student/Parent Orientation, which is designed to allow greater parental access to the services available for students at NSCC.

NSCC affirms the principles of equal access for students with disabilities as stated in Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 508 of the Rehabilitation Act of 1998, which prohibit discrimination on the basis of disability. In accordance with state and federal laws, NSCC provides reasonable accommodations to students with disabilities to ensure complete access to and full participation in the educational process upon the request of the student. Through grant funding, Jeannie Kincaid, Esq. presented on Higher Education Disability Law (ADA and 504) to faculty and staff in 2007. In 2008, Dr. Daniel Rosenn presented on Asperger's Syndrome and the College Experience. Both presentations were enlightening and brought about a great deal of awareness regarding disability issues. Disability Services also recognizes and coordinates several events on campus during ADHD Awareness Month (September) Disability Awareness Month (October) and Autism Awareness Month (April). Disability Services participates in many outreach opportunities to parents, potential students, high school guidance counselors, and vocational rehabilitation agencies.

Under the supervision of SSAC, transition programs are designed to assist particular students to achieve their educational goals. Innovative strategies provide supports that encourage student success and increase student retention:

- *Bridges to the Stars* - a bridge program offering support and scholarship assistance to women and minority students interested in math, sciences or technology based programs;
- *TRIO/Student Support Services* – a program for low-income, first generation college and/or disability students that provides students with the skills to become successful, motivated learners through linked courses, cohort classes, and individualized support services.

**Student Life, Judicial Affairs, Health Services, and Wellness/Recreation**

Students are supported and encouraged to become more personally and socially responsible as well as more culturally enriched through their involvement and participation in Student Activities, Health Services, and Recreation and Wellness programs. The Student Life Office currently oversees five student organizations and twenty-nine student clubs, which are updated and listed semi-annually in the "Get Involved" booklet, as well as programs and events, such as Fall Fest, the Multicultural Fair, Earth Day, Focus the Nation (Global Issues), Service Trips to New Orleans, Blood Drives, Constitution Day, 9/11 Remembrances, Voter Registrations, Arts in April, and Commencement. There is also a variety of theme-oriented programming on Alcohol Awareness, Black History, Domestic Violence, and Women's Issues. Student Life works closely with Disabilities Services to sponsor universal programs and to provide reasonable accommodations. With the Director of the Public Policy Institute and the

Service Learning Coordinator, Student Life aims to increase civic engagement opportunities and to augment students' academic success. Academic progress is routinely monitored by club advisors and the Student Life staff.

Student Life affords students the opportunity to develop leadership skills by offering an annual Leadership Ropes Course, Club Advisor and Student Leader Orientations, campus workshops, regional conferences, and volunteer opportunities. Students explore, acquire, and improve their skills by assuming leadership roles as Presidential Scholars, tour guides, Student Government officers, directors and/or writers.

The student newspaper, *The Pennon*, provides experiential learning in managing, layout, and editing. The Performing Arts Council conducts two main stage theatrical performances each year in addition to smaller shorts and 10 minute impromptu "gorilla" pieces between class intervals to reach students who may not otherwise have the time to experience a full-scale theatrical production. Members of the Council have creatively overcome the lack of a dedicated performance venue or storage area for props and are fully involved in all aspects from play selection to blocking, directing, and community outreach. This area has experienced a surge in support, participation and demand as a result of their effort. The Student Government Association (SGA) represents the voice of students and is composed of representatives from various academic divisions, student organizations, clubs and the Student Trustee. Members of SGA sit on College governance committees and focus groups.

An average of sixty-eight students are recognized and inducted into Phi Theta Kappa each semester for their academic achievements, and over 100 students are honored at the Annual Student Life Awards Ceremony for their co-curricular activities. Students may now also be published in the new Student Literary Magazine, *SPARK*.

Striving to foster a diverse and caring community of learners, Student Life has expanded its partnerships with Academic Affairs and local community organizations and agencies such as My Brother's Table, Lynn Arts, American Cancer Society, Help for Abused Women and Children (HAWC), and Habitat for Humanity. Each year since January 2006, a select group of students, faculty, and staff has raised funds to travel to New Orleans and assist victims of Hurricane Katrina. Volunteering over winter break, they have repaired, painted, built, and landscaped over twenty homes in the battered neighborhoods of New Orleans.

Communication is an integral component to student success and participation. In addition to class presentations, announcements, and flyers, Student Life information is shared through multiple electronic sources and systems through web pages, the College's Pipeline portal, and an online version of the student newspaper, *The Pennon*. This enables Student Life to reach more students, to reduce the College's carbon footprint, and to serve as a role model for students.

Student Life is rigorously pursuing more cost-effective and innovative ways to increase opportunities for leadership development, social responsibility, and access. Student Life, in conjunction with Student Government, advocated for a shuttle bus to provide transportation service for students, faculty, and staff between campuses. Shuttle bus services between the Lynn, Danvers, and Hathorne Campuses were implemented in 2004. The Dean of Students is responsible for regulating and managing this service, which now enables students to have equal access to all academic and social programs. Data is tracked weekly, showing a steady increase in users. Requests to expand the hours of operation are reviewed on a semester basis. The Dean of Students also serves as the liaison for the Head Start Child Care Program to provide up to twenty preschool children with structured learning experiences and

activities while their parents attend classes and other college related activities. The morning and afternoon sessions of this program are open to the children of students, faculty, staff, and community.

Health Services promotes the optimal health and well-being of students by developing and sponsoring extensive educational programs on topics such as HIV/AIDS Awareness and Testing, Heart Health, Blood Pressure Clinics, Body Image, Eating Disorders, Grief Support, and offering several opportunities for students, graduates, and the community to obtain flu shots and to access health insurance through the Massachusetts Health Connector. Health Services additionally has sponsored a Fun-N-Fitness Fair and initiated a successful college-wide Kindness Care Campaign to cultivate and support the College's strategic goal of cultural respect, value, and appreciation. Confidential, respectful care and assistance with health concerns, insurance questions, and immunization requirements are offered to all students. There is a full-time Coordinator of Health Care, who is an R.N., stationed in Lynn and a part-time R.N. in Danvers during the day. Evening coverage is offered on two nights per week at the Lynn Campus only. Health Services routinely sees and contacts over 8,000 students each year; and with higher enrollment, this number is estimated to increase.

NSCC's Recreation and Wellness department provides students with programs that promote health and wellness. There is a full-size gym in Lynn and a small fitness room with strength training machines, free weights, and cardio-vascular exercise equipment. A few pieces of equipment have also been purchased and placed in the Student Lounge in Danvers. With limited space in Danvers, students can engage in video games, such as X-Box and Wii, as well as walking challenges using pedometers and odometers (for students in wheelchairs). Additional programs and tournaments, such as kick-boxing, yoga, pilates, ping-pong, and pool have also been designed with student input and offered at both campuses to promote collegiality, good sportsmanship, and to provide an outlet for socialization and relaxation. In response to student requests, the gym and student lounge hours of operation have been extended from 9 a.m. to 4 p.m., Monday through Friday.

All students are expected to abide by the rules and regulations of the College and local, state, and federal laws, as well as assume responsibility for their own behavior. When violations occur, the College has developed policies and procedures to protect the rights of all members of the College community. These policies have been updated and are outlined in the following documents: the *Student Rights and Responsibilities Statement*, *Student Code of Conduct*, *FERPA*, the *Massachusetts Hazing Law* and a newly developed statement on civility. These policies can be found in the Student Handbook, which is distributed widely at new student orientations and during the first week of each semester. Workshops have been designed and offered to faculty and staff regarding the management of student misconduct, violence prevention, civility, and conflict management. The recruitment, selection, and training of a Student Judicial Board occurred in 2007 to address student conduct issues. The overall process for record keeping and documentation for Judicial Affairs is being redefined to guarantee consistency and fairness.

The College has established the Students at Risk Committee to identify and respond to students who are at risk because of behavioral, health, or psychological reasons. Specifically, these are students whose behaviors are disruptive to the educational environment or who are struggling to maintain adequate and successful functioning. The members of the Students at Risk Committee recommend appropriate strategies for assisting students of concern, agree upon a plan of action so that College personnel take a consistent approach to assisting a student, and identify a "point person" who will coordinate the assistance that the student receives.

**Student Financial Services**

Student Financial Services (SFS) is a conduit of financial support for students, while at the same time maintaining detailed records to contribute to NSCC's financial stability. As a result of examination of processes, the two most confusing and heavily used financial aid forms were condensed into one and were limited to asking for only required documentation. This helped to reduce "form confusion" for students and has reduced the number of forms that need to be scanned and indexed by the clerical staff. Over time both of these changes should shorten the turnaround time of file review. Nevertheless, federal loan volume has increased 600% over the last ten years (see Figure 6.4).

For Fall 2008, SFS implemented a drop for non-payment policy. This new initiative forced students to be realistic about their ability to pay. While requests for special withdrawals decreased, enrollment for that semester increased as well as applications for financial aid and loans. The department also launched a College-wide communication plan to roll out the new Drop for Non-Payment policy. Long used by many other Massachusetts community colleges, NSCC had not dropped students for non-payment in several years, which resulted in climbing accounts receivable numbers.

**Figure 6.4: Financial Aid FY98 and FY08**

**Federal Funds**

| Category | # of Students | Monies Awarded for FY 98 and Paid | # of Students | Monies Awarded for FY 08 and Paid |
|---|---|---|---|---|
| Pell | 1805 | $2,633,635.00 | 2353 | $5,331,045.00 |
| SEOG | 734 | $135,667.00 | 809 | $128,722.00 |
| ACG | 0 | $0.00 | 48 | $33,425.00 |
| Work Study | 57 | $69,660.00 | 90 | $165,193.00 |
| Loans | | | | |
| Subsidized | 140 | $239,004.00 | 571 | $1,517,726.00 |
| Unsubsidized | 107 | $183,766.00 | 384 | $1,046,350.00 |
| Plus | 0 | $0.00 | 18 | $70,967.00 |

**State Funds**

| Category | # of students | Monies Awarded for FY 98 and Paid | # of students | Monies Awarded for FY 08 and Paid |
|---|---|---|---|---|
| Higher Education Grant | 569 | $233,062.00 | 1979 | $1,156,200.00 |
| Mass Part Time Grant | 586 | $138,642.00 | 802 | $160,000.00 |
| Mass Grant | 423 | $196,954.00 | 327 | $186,809.00 |
| Need Based Tuition Waiver | 383 | $19,908.00 | 1487 | $353,025.00 |
| Early Childhood Educators Grant | 0 | $0.00 | 31 | $52,200.00 |
| Foster Child Grant | 0 | $0.00 | 15 | $61,000.00 |
| Paraprofessional Teachers Grant | 0 | $0.00 | 2 | $4,750.00 |
| | Total | $3,850,298.00 | | $10,267,412.00 |

## APPRAISAL

The fundamental realignment of departments and functions within SES plus the acquisition of new positions have created a formidable team of professionals dedicated to providing the supports, services, and opportunities for a growing and diverse student body. Nevertheless, an appraisal of the SES operation reveals areas for consideration:

- With personnel located at multiple sites, much time is lost in travel between campuses, which then also reduces the level of services available to students.
- Central to the effectiveness of SES is a well-trained staff, particularly in current technologies. This training is necessary in order to automate manual functions and improve services to students.
- The tutoring areas on campus provide important student support, yet managing and scheduling can be daunting, especially if students cannot get the services they need when they need them.
- The new advising system is in its infancy and requires assessment and review to amplify what works and modify what is not working.
- Although transfer credit review turnaround time has improved due to the training of evening advisors, it continues to pose a problem during peak registration and orientation times.
- Student Financial Services needs to update communication pieces and its web pages.
- Student Life, though providing well-balanced programs for day students, has been challenged to deliver the same quality-based programs to evening and online students.
- Because of facilities constraints, indoor recreational activities are limited, particularly on the Danvers campus.

## PROJECTION

Student and Enrollment Services will engage in creating learning outcomes for all services based on Council for the Advancement of Standards in Higher Education (CAS) standards. These new standards and guidelines are being developed and implemented to accurately measure and record student learning and satisfaction. Additionally, SES will engage in the College's Program Review and Assessment process beginning with an evaluation of advising services in 2010. Students' evaluations of all services, programs, and activities and assessment of these evaluations will establish benchmarks for program effectiveness.

- As part of the implementation of the Strategic Enrollment Management Plan, SES will review policies, processes, and procedures to ensure synchronicity across the division.
- To enhance outreach, the College has introduced the Dual Enrollment initiative created to serve first-generation high school students, particularly those interested in science, technology, engineering, and math (STEM) disciplines. High school students who believe they are eligible for Dual Enrollment will be directed to apply for funds to help pay for college costs.
- Over the next two years, SES will engage in an effort to standardize and offer ongoing FERPA training for faculty and staff so that the entire College community is compliant with FERPA regulations.
- Student Services will evaluate and implement online transcript transmission, which allows institutions of higher education to share transcripts electronically, improving the transfer process for students.
- There are significant changes planned for orientation, advising, and tutoring. Student involvement in New Student Orientation as orientation mentors is planned for Fall 2009. An online companion to Orientation is being developed to reach more students unable to attend in-person orientations. Over the next three years, online advising and Live Chat will be made available to more departments to expand the culture of advising throughout NSCC.
- The Tutoring Centers will assess gaps in the tutoring process and develop a tutor recruitment campaign and training protocol to ensure a full range of tutoring in high demand areas.
- Over the next three years, SFS will continue to evaluate and streamline all processes. In addition to attending Banner trainings and User Group meetings to learn best practices and optimize automation, the department is also working on promoting a more consistent message to improve student services and promote cross-functional collaboration.
- To improve programming, Student Life is in the process of planning a semester in advance to give students and faculty advance knowledge to incorporate programs into their already busy lifestyles and their syllabi. Student Life has been successful in encouraging faculty to bring their classes to events, but stronger connections between Student Life events and material covered in classes need to be forged.
- Student Life is committed to reaching all students day, evening, online and those at Hathorne campus by developing live podcasts, a Student Life Blog, and Facebook page as well as pursuing the option of enabling students to purchase tickets online through Banner, an enhanced ID declining balance, and/or PayPal.
- Over the next two years, NSCC will improve and expand its services to Veterans and active duty personnel. This expansion will include an information filled webpage, a full-time coordinator/counselor, and seamless access to services. The goal is to implement a full service linked learning program for veteran students and to secure a private space for learning and networking among veteran students. Both will depend on the allocation of funds.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

All of the decisions regarding Student and Enrollment Services have been the result of evidence provided by evaluations and assessments. Specifically, the following provided significant direction to decisions that have been made:

- Strategic Enrollment Management (SEM) Five-Year Plan
- Community Needs Assessment/Market Study (SEMWorks)
- Tutoring Task Force Report
- Title III Reports
- Student and Staff Focus Groups
- NEASC Reports 1999, 2005
- Institutional Research and Planning Reports
    - Student Satisfaction Surveys (including New Student & Evening Student Survey)
    - Campus Climate Survey
    - Enrollment, Retention, Graduate Data and Graduate Follow-Up Reports
    - Noel Levitz Survey, PACE Survey
    - CCSSE
- TRiO/Student Support Services Evaluation
- ADA Laws and Standards
- Recommendations resulting from federal and state audits

The composite of these data sources provides ample evidence in assessing needs, determining resources, and implementing effective solutions. Thus, NSCC is assured that the array of supports, services, and opportunities through Student and Enrollment Services contributes to the richness of the student experience.

**STANDARD SEVEN**

# LIBRARY AND OTHER RESOURCES

## DESCRIPTION

Public service and education are the primary functions of the Library. According to the Library's mission statement, "the Library provides high quality information resources and services that support the curriculum and programs of North Shore Community College. Through its educational programs, exhibits, special events, and participation in library consortia, the Library promotes and encourages the scholastic achievement, personal growth, cultural development, and life-long learning of the entire College community."

FY2005 brought a new look to the Library--a new library director was hired and the Learning Resource Center (LRC) underwent a name change and a reorganization. The LRC became the Library, which simplified things for users and lessened confusion with other departments in the College. The reorganization entailed moving the staff and services of Media and Television Services to the Academic Technology Department. The Library retained the media collections as well as all purchasing, circulation, and reserve functions.

A fully functional Library is available at the Danvers and Lynn campuses:

**Figure 7.1: Library Hours**

| **Danvers Campus Library** | **Lynn Campus Library** |
|---|---|
| *Fall and Spring Semesters – 60 hrs/week*<br>Monday-Thursday 8:00 am – 8:00 pm<br>Friday 8:00 am – 4:00 pm<br>Saturday(alt.) 8:30 am – 12:30 pm | *Fall and Spring Semesters – 60 hrs/week*<br>Monday-Thursday 8:00 am – 8:00 pm<br>Friday 8:00 am – 4:00 pm<br>Saturday (alt.) 8:30 am – 12:30 pm |
| *Summer I and II Semesters 48 hrs/week*<br>Monday & Thursday 8:00 am —8:00 pm<br>Tuesday & Wednesday 8:00 am – 4:00 pm<br>Friday 8:00 am – 4:00 pm | *Summer I and II Semesters – 48 hrs/week*<br>Tuesday & Wednesday 8:00 am —8:00 pm<br>Monday & Thursday 8:00 am – 4:00 pm<br>Friday 8:00 am – 4:00 pm |

The Lynn Campus Library and Danvers Campus Library are each staffed by a full-time coordinator of library services, a reference librarian, and two library assistants at the circulation desk. A part-time reference librarian divides her time each week between the two campuses, as does the head of the circulation department. On evenings and Saturdays, the libraries are staffed with one professional librarian and one library assistant. The Technical Services department, located in Danvers, is staffed with one professional librarian and one library assistant. The technical services librarian also helps in the public services areas of both libraries when needed. The Library Director and the administrative assistant are located in the Danvers Campus Library.

The Library Director, who is a member of the VP for Academic Affairs staff, participates in budget development to ensure the Library is adequately funded to maintain its high level of services (see Figures 7.2 and 7.3).

The following chart details funding for the Library over the last 5 years:

**Figure 7.2: Library Funding FY06 - FY09**

| | FY05 | FY06 | FY07 | FY08 | FY09 |
|---|---|---|---|---|---|
| F16 (Library Materials) | $131,048.00 | $122,048.00 | $122,048.00 | $126,048.00 | $126,048.00 |
| E22 (Professional Development) | $800.00 | $1000.00 | $1000.00 | $1200.00 | $1300.00 |
| K02 (Equipment) | $46,000.00 | $24,518.00 | $24,518.00 | $11,518.00 | $11,518.00 |
| C09 (Part-time staff [J50]) | $80,750.00 | $40,375.00 | $40,375.00 | $63,375.00 | $70,000.00 |
| L41 (NOBLE) | $45,000.00 | $48,604.00 | $48,604.00 | $48,714.00 | $50,000.00 |
| L42 (Repairs) | $4,158.00 | $2,908.00 | $2,908.00 | $2,908.00 | $2,908.00 |

The following chart details F16 spending for the Library over the last 5 years:

**Figure 7.3: Distribution of Resources FY04 – FY08**

| | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 |
|---|---|---|---|---|---|
| **F16 Budget** | **$131,048.00** | **$131,048.00** | **$122,048.00** | **$122,048.00** | **$120,548.00** |
| New Book Titles | $28,570.98 | $26,851.00 | $36,376.00 | $35,131.00 | $24,367.00 |
| Electronic Resources | $41,733.00 | $46,792.00 | $57,471.00 | $52,766.00 | $63,476.00 |
| Media | $659.00 | $3,201.00 | $8,450.00 | $8,408.00 | $4,362.00 |
| Journals | $27,019.00 | $27,103.00 | $26,775.00 | $28,216.00 | $27,487.00 |

In 2005, the College concentrated fundraising efforts on the Library. To date, this has resulted in an additional $129,000 in the College Foundation budget from which the Library may draw. The Library has used a portion of this fund annually to purchase adaptive equipment, databases, lease books, shelving, outfitting the Lynn Library classroom, art display equipment, and computers.

With 12,500 square feet, the Danvers Campus Library has a classroom computer lab seating 20, a conference room, and administrative and technical services departments. There is seating for approximately 100 in the public area. The Library has a media preview area for viewing reserve

videos and DVDs in a quiet area. The classroom uses SMART and student response technology. The Danvers Library provides a group study space and has developed a policy guiding students' use of the conference room.

The Lynn Campus Library space, originally 10,180 square feet, has been reduced since the 1999 Self-Study, with the loss of 2 conference rooms. There is seating for approximately 150 in the public area. In 2004, the microform room was re-purposed and now serves as a small instructional space for information literacy classes with SMART and student response technology. There is a small media preview area located in one of the public seating areas, although this area is not especially quiet. In 2005, the circulation desk was reconfigured to make it handicap accessible and to allow the area to serve as an Information Commons. To do this, the reserve materials were relocated to the back of the circulation area, and the reference desk was adapted as part of the large circulation desk. For library patrons, circulation and reference services are all located in one convenient area.

Access to library services for students with disabilities has increased. In 2006, gifts from donors and foundation funds enabled both campus libraries to purchase adaptive computer equipment, scanners, and readers. Software for the adaptive equipment was upgraded in 2008. Upgrades to the NOBLE (North of Boston Library Exchange) catalog and EBSCO databases made those resources more accessible to JAWS and other adaptive software.

No longer just a repository for books, the Library is aware of its need to communicate with the College about its wide variety of scholarly resources and the training opportunities offered for students, faculty, and staff in learning how to use those resources. Communication with various academic departments is done by the librarians in their roles as library liaisons. To communicate the work of the Library to all members of the College, the library newsletter, *The Library Link*, is distributed electronically. The Library developed a brand and a tagline (Access, Service, Knowledge—ASK@ The Library) that identifies the Library to the rest of the College. READ posters, created by the Library staff, highlight members of the NSCC community with books of their choice. These are displayed on the walls of the library as well as on CampusLink, the cross-campus television network. To make certain there is ample communication between the two campus libraries, the Director facilitates monthly coordinator meetings, writes a monthly newsletter (*Footnotes)* for library staff, and holds staff meetings three times/year (when classes are not in session).

In an effort to provide 24/7 service and aware of the need to provide seamless online library services, the NSCC Library actively grows its online collections, participates in several networks and consortia, offers MassAnswers for 24-hour reference service, provides an online information literacy tutorial, and has an active presence in ANGEL, the College's course management system, through the LSC101 Research Methods course. Faculty and staff can reserve media through the NSCC portal, and the Library staff can track usage demands and trends.

Consortia, professional organizations, network memberships, and NSCC offerings allow all library staff members to participate in training and professional development opportunities. As technology constantly changes, staff need to be trained to keep their skills current. It is also important for the staff in the public service areas to take courses that update customer service skills, address the challenges of patron issues, and improve communication skills to handle an increasingly diverse population. Collaborative arrangements with NOBLE, MCCLPHEI (Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions), NELINET (New England Library and Information Network), and NMRLS (Northeastern Massachusetts Regional Library System) contribute to the

success of the Library. These arrangements broaden the range of resources available for the students and faculty as well as facilitate group purchasing of resources.

Membership in the North of Boston Library Exchange (NOBLE) results in about a 91% savings over individual library purchases of automated systems. Services include circulation and cataloging via the III *Millennium* System, Internet access, participation in the Virtual Catalog, training sessions, consultation and support, EBSCO databases, and provision of a proxy server (EZProxy) for one-time sign-on for database access. In addition, the Northeast Massachusetts Regional Library System (NMRLS) and the Massachusetts Board of Library Commissioners (MBLC) provide statewide services that add value to the NSCC Library. These services include 24/7 reference service, access to 17 databases and 12 full-text Massachusetts newspapers, shared resources through statewide delivery, and continuing education/professional development opportunities for library staff. Finally, the Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions (MCCLPHEI) provides for group purchasing opportunities, professional development, and advocacy and support for professionals in academic libraries in Massachusetts.

**Public Services**

Public Services include reference, instruction, and circulation services. The public services staff work with the entire NSCC community—students, staff, faculty, and community patrons.

***Reference***

Reference desks at both campuses are staffed with full-time professional librarians who use their experience and training to provide one-on-one help to answer patron questions and to train patrons in research skills. The Library website (www.northshore.edu/library) is the gateway to its collections. The website provides access to the online catalog, full-text articles via its 69 databases, librarian-selected websites in over 150 subject areas, a 24/7 reference service, and guidelines for searching and citing resources. The Library website averages approximately 84,000 hits per year.

To justify and articulate how materials are selected and purchased, a Collection Development Policy was created and is updated in accordance with changing formats and collection needs. Reference and circulation collections are kept weeded and up-to-date through the librarians' participation in NOBLE's ongoing Collection Assessment program and an annual inventory. Online electronic resource management tools, such as *Choice Online* and *Resources for College Libraries*, have been adopted to assess collection development and management.

For distance learning instruction and the e-learning population, the Library offers an abundance of services and resources through its online presence. The Library ensures that off-campus students can chat with a librarian 24/7, participate in the information literacy tutorial, request materials, and access the library databases through the proxy server. On the Library webpage, librarians maintain a "Subject Guide to Web Resources"—librarian approved and recommended internet resources. With the assistance of librarians, faculty can put digital articles on e-reserve.

The Library is a leader in adopting new resources and new technology to facilitate patrons' access to information. Database acquisitions such as CREDOReference enhance the e-reference collection, making access to basic reference sources a seamless process for students both on campus and from a remote location. In 2008, the Library began to participate with other NOBLE libraries in offering OVERDRIVE, a collection of digital audio-books. In addition, the Library acquired a set of streaming videos for Nurse Education students. Streaming videos allow students to watch the assigned videos on

their computers whenever they want and alleviates problems with over-dues, missing items, or damaged items.

***Instruction***

The goal of the Library's Information Literacy classes is to address General Education Outcome 4.0a and the College's Strategic Plan goal relating to assessment of students' information literacy skills and training in research techniques.

**Figure 7.4: Attendance at Library Presentations**

| | FY2004 | FY2005 | FY2006 | FY2007 | FY2008 |
|---|---|---|---|---|---|
| Total NSCC FTE | 4,049 | 4,040 | 4,218 | 4,362 | 4,453 |
| Total Class Presentations | 140 | 171 | 200 | 192 | 219 |
| Total Student Attendance | 2,661 | 3,073 | 3,615 | 3,405 | 4,047 |

As Figure 7.4 indicates, Information Literacy classes increased 19% from FY2007 to FY2008, with an increasing percentage of the overall College FTE being instructed in Information Literacy skills through the Library. In the Spring 2008, librarians initiated a collaboration with the Honors Seminar faculty, wherein librarians taught three sessions of information literacy/research at both campuses. In 2008, the Library offered a revitalized version of its one-credit course—LSC 101, now called "Research Methods." LSC 101 is offered in 4 sections, with 2 sections available at each Library. In conjunction with Academic Technology, the Library developed an online information literacy tutorial program that was piloted by five faculty members in Fall 2004. Enrollment in the tutorial has grown with 23 classes enrolled in FY07 and 28 classes in FY08.

The Library provides faculty support in a variety of ways. Through the Library Liaison Program, each professional librarian is assigned an academic department or program. The goal of the liaison program is to help the Library identify department needs for resources and services and to give each faculty member a Library contact. Whether in small groups or on an individual basis, librarians offer to teach faculty how to use the databases in their particular courses. New faculty are provided orientation programs and training in using the Library. The Library collaborates with the Academic Technology Department to provide library-related services such as remote access, online reference service, the information literacy tutorial, and access to electronic resources. On an institutional level Library staff are members of standing committees and ad hoc teams. Professional staff organize displays for College-wide programs such as the Focus-the-Nation Teach In, Forum on Tolerance, Multi-Cultural Day, Spring Break at the Library, Fall Fest, and Arts in April. These displays link the College to the surrounding community; and recently these have involved cooperation with the local historical society, a local nursing home, and a non-profit African aid group. All activities are publicized in the College-wide newsletter, *The Bulletin* and raise awareness of the Library and its offerings throughout the College community.

***Circulation***

The circulation staff members manage the library collection and patron interaction with that collection. With a customer service orientation, staff are skilled in using the NOBLE III *Millennium* circulation system, which is used for all checkouts, check-ins, fines, over-dues, and patron library records. The staff are knowledgeable about the NOBLE consortia and have been invited to participate on committees such as the Resource Sharing Users Group. The Library provides interlibrary loan services

to member libraries through the NOBLE ILL (interlibrary loan) process, by utilizing the statewide Virtual Catalog, and the international OCLC (Online Computer Library Center) system. NSCC students, staff and faculty can make their own requests for books, videos and DVDs from other college and public libraries. Circulation statistics since 2005 show an increase from 16,408 total "circs" in FY05 to 17,769 total circs in FY08. Interlibrary loan statistics since 2005 show an increase from 5,278 total ILLs (sent and received) in FY05 to 6,066 total ILLs (sent and received) in FY08. Gate counts (day and evening), the number of people entering the library doors, were 141,251 in FY07 and 142,786 in FY08, an increase of over 1,500 (see Figure 7.5).

**Figure 7.5: Library Usage and Interlibrary Loans**

| **Library Usage** | **FY 2004** | **FY 2005** | **FY 2006** | **FY 2007** | **FY 2008** |
|---|---|---|---|---|---|
| **Circulation** | | | | | |
| Media | 3915 | 4692 | 5181 | 4075 | 4020 |
| Monographs | 10125 | 11300 | 12350 | 11682 | 13366 |
| Periodicals | 386 | 354 | 446 | 458 | 374 |
| Vertical file | 270 | 62 | 46 | 2 | 9 |
| **Totals** | **14,696** | **16,408** | **18,023** | **16,217** | **17,769** |
| | | | | | |
| **Interlibrary Loans** | | | | | |
| ILLs - sent | 2592 | 2856 | 3455 | 3088 | 2846 |
| ILLs - rec'd | 2064 | 2144 | 2433 | 2441 | 2887 |
| OCLC - sent | 181 | 201 | 227 | 188 | 241 |
| OCLC – rec'd | 54 | 77 | 52 | 143 | 92 |
| **Totals** | **4,891** | **5,278** | **6,167** | **5,860** | **6,066** |

A growing Course Reserve collection is maintained for faculty, and in 2008 all reserve materials were converted to the new III Millennium format. The circulation staff have knowledge of the College's Banner System to maintain student library records and are responsible for fine and replacement monies collected from patrons. This requires knowledge of the business office requirements for depositing funds. Circulation staff worked with Information Systems to create a Student ID and library card combination and now provide NSCC ID/library cards for all Distance Learning students.

The circulation staff members have an in-depth knowledge of the collection from its participation in a yearly inventory, which allows the staff to review the collection, pursue long overdue or missing items, and properly shelve items. During the January break, the circulation staff shift the periodical collection and update the Periodicals Holdings List. The circulation staff create flyers, signs, and brochures, which contain library information, as well as displays to enhance patrons' library experiences and to support cultural diversity. It is also the responsibility of the circulation staff to maintain circulation information pages on the Library website. The circulation staff represent the library at various NOBLE circulation meetings and at many college events; they share their projects and knowledge by contributing to the library newsletter, *Library Link*.

With a circulation staff of 1-3 per campus, the Library constantly faces the challenge of two campuses and two libraries. Circulation staff review and update the *Circulation Manual* every year to ensure consistency in procedures. Unable to meet regularly, the circulation staff rely heavily on emails and phone conversations; and the head of circulation, based in Danvers schedules two days a week at the Lynn Library.

**Technical Services**
The Technical Services department receives, processes, and catalogs all materials in the Library's collections. The department maintains electronic records of, and provides access to, all materials through the Library's automated library system (III *Millennium*). Technical Services staff disperse mail to the rest of the Library, prepare material for the bindery, and provide minor book repairs. The department is a liaison between the library system provider (NOBLE) and the library staff.

All materials (either purchased or received as gifts) entering the Library's collections come through Technical Services. Processing materials includes labeling (call number, bookplate, book pocket, security tag, barcode, and book jacket), and transcribing gift or purchase information to the back of the title page. Cataloging is the process by which bibliographic information for each item is encoded into a special format (MARC 21) for use in the automated system. Descriptive information is received, modified, and entered from an internationally shared system (OCLC), or is generated as original cataloging. On average, the Library processes 2000 book and media items every year (a total 6038 items in the last three fiscal years). The department is also responsible for withdrawing items from the collection. This includes preparing items for discard and removing the item records from both the NOBLE and OCLC. In FY2007, NSCC withdrew approximately 3400 items.

Regarding electronic resources, Technical Services currently manages links to 69 databases supplied by 19 different vendors and is responsible for maintaining connections to all electronic resources (databases, electronic books, electronic serials holdings, etc.). Principal tasks are:

- developing and maintaining correct links to sources
- proving IP addresses for authentication
- maintaining database access and patron validation through the proxy server
- configuring patron interfaces to the databases
- updating full text holdings information in the library's "A-Z" electronic holdings list
- acting as liaison to electronic database vendors in technical matters

Technical Services maintains statistical information on library holdings and use through regular reporting and special requests. Among the statistics regularly issued are: general circulation; IPEDS (Integrated Postsecondary Education Data System); interlibrary loans through OCLC, NOBLE, and Commonwealth of Massachusetts' Virtual Catalog; e-resource usage; bibliographic instruction class attendance; and library gate counts.

## APPRAISAL

In its infancy, the NSCC Library was housed in a tiny section of a converted junior high school. Like the College itself, the Library has metamorphosed into a comprehensive resource for teaching, learning, and research.

- Budgeting for a multiple-campus Library entails providing resources that meet as many needs as possible while minimizing duplication. For example, comments that were made in the LibQUAL survey identified a need for paralegal resources in the Lynn Campus Library. As the majority of the paralegal classes are taught in Danvers, a decision was made to maintain the print law collection ($8,096 in FY08) in Danvers only, but to provide electronic resources for both campuses through the WestLaw database ($10,404 in FY08). The rising cost of electronic resources is a constant issue. Most databases assess costs by the college's FTE with an additional annual increase in the flat cost. Rising FTEs need to be accounted for in planning the Library's budget.

- Staffing is an area of serious concern for the Library. The Library continues to add more teaching responsibilities to the librarians' workload and is looking to fulfill the goal in the Strategic Plan addressing the information literacy learning outcomes for General Education Outcome 4.0a. These initiatives leave the Library understaffed in the reference and instructional departments. The Library is fortunate to have so many resources to turn to for training and professional development; however, whenever staff attend any of the professional development opportunities, components are left critically short-staffed.
- In any library with a relatively small staff, additional duties are often required on an ad hoc basis. This is particularly true of Technical Services, as the technical services coordinator serves on committees that are outside of traditional technical services interests. Additionally, the technical services coordinator often works at the reference desk at both libraries. Maintaining services with limited personnel remains a challenge.

## PROJECTION

As was made clear in the LibQUAL survey, the greatest strength of the Library is its staff and their focus on providing excellent customer service. The Library actively responds to the informational needs of the faculty and students and purchases resources appropriate to the curriculum. By offering information literacy learning opportunities in a variety of formats, the Library meets the educational needs of the students and addresses the General Education Outcome 4.0a. The Library supports the entire College by offering educational programs and cultural events for students, faculty, and support staff.

- In the 2009-2010 academic year, the information literacy tutorial will become available on the Library's web page, and this will be one measure of how the Library offers equal opportunities for information literacy for all of those who choose to use the Library's resources.
- There has been discussion regarding Research Methods (LSC 101) fulfilling a graduation requirement in information literacy. To broaden the availability of the course, LSC 101 will be put online by 2012.
- As part of the planning process, the library will evaluate space usage and recommend modification of facilities. The Lynn Library, in particular, will examine its existing spaces to determine if some spaces could be creatively repurposed to high demand activities, such as a larger classroom and more group study space.
- As library services increase to meet expanded expectations, the Director will work with the Vice President for Academic Affairs in determining appropriate staff levels in order to provide a range of services equally on both campuses.
- As the Library increases digital options and supports academic initiatives, the Director and appropriate staff will participate in annual planning and budget analysis so that Library resources are figured into overall analysis of cost benefits. These analyses will become part of the strategic planning and review.
- Because of the proliferation of electronic resources, rigorous demands are made on the Technical Services coordinator. To ensure efficiency the staff will examine over the next year workflow in light of changing and emerging technologies.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

As a major service organization for students and faculty, the Library stresses the critical importance of assessment of its operations to ensure that the expenditure of funds and investment of human capital contribute to a standard of excellence. Thus, the Library has an array of effectiveness measures that serve as a framework for analysis and improvement.

The Library has developed a Long- Range Plan, consonant with the College's strategic vision, with seven goal areas: instructional programs, proactive public services, access, technology, facilities, participation in College governance, and increased visibility. These goals have action plans and performance measures.

To improve the effectiveness of Library services, the staff conducts satisfaction surveys. In FY07, NSCC participated in the LibQUAL survey, along with the other 28 libraries of MCCLPHEI. Librarians use the *ARCL Guidelines for Instruction Programs in Academic Libraries* and a variety of methods to evaluate student performance and learning outcomes. Class surveys are administered after each Information Literacy session in the Library to assess the effectiveness of the class. Classroom response technology, using pre-and post-testing, is used to measure students' grasp of information literacy and research skills. Faculty needs are assessed as part of the scheduling of library instruction, and faculty satisfaction is measured by a post-class survey.

In FY2008, the Library became the first academic support department to participate in the five-year Program Review and Assessment. The Library Program Review team consisted of three professional librarians (Director, Technical Services Coordinator, and reference librarian) and one classified staff member (circulation librarian). Program Review enabled the Library to assess its programs and services and to put together an action plan that aligns with the Library's Long-Range Plan that is on file with the MBLC.

Through planning, program review, formal outcomes assessment, and vigorous data collection, the Library earnestly evaluates effectiveness. By providing up-to-date resources in inviting physical facilities, the Library contributes to the College's vision as a "beacon of hope and opportunity."

STANDARD EIGHT

# PHYSICAL AND TECHNOLOGICAL RESOURCES

## DESCRIPTION

**Physical Resources**
North Shore Community College currently operates campuses in Danvers and Lynn, at the Institute for Corporate Training and Technology at the Cummings Center in Beverly and at the Essex Agricultural High School ("Essex Aggie") in the Hathorne section of Danvers. The campuses and other locations consist of approximately 473,000 gross square feet in a combination of State-owned and leased properties.

Acquired by the Commonwealth in 1990, the Danvers campus consists of 66 acres of land made up of heavily wooded areas containing a substantial amount of wetlands. At the time of acquisition, there was a 50,000 square foot light manufacturing building on the property, which has since been expanded by approximately 30,000 square feet by adding a second floor within the existing volume. The building is now one of two major academic structures on the site. Currently, this building houses specialty labs and general purpose classrooms to support Health Career programs as well as support and administrative services. The building also serves as the College's central supply center, housing shipping and receiving and the mail distribution hub.

The second academic building at the Danvers campus, the Frederick E. Berry Building, opened in September 2003. This 106,000 square foot facility contains the College's main administrative and support offices, the library, alternative studies and testing center, general purpose classrooms of various sizes, high tech smart classrooms, open computer labs, tutorial labs, cafeteria, student lounges/activity areas, and student newspaper. With the opening of this facility, the College was able to terminate its 28-year leasing arrangement at 112 Sohier Road, Beverly, thus achieving one of the College's major planning goals: consolidation of its northern sector academic facilities. For the first time in its history, the College now conducts most of its classes and administrative functions from State-owned facilities.

As with the renovation of the Health Professions and Science building, the College participated in financing a portion of the Berry Building, split between the College ($6.25M through MassHEFA) and Commonwealth general obligation bonds ($18.75M). The debt service for the Berry Building comes from the money saved from the terminated lease providing not only funds to cover debt service, but also for the upkeep and maintenance of the new facility. The renovation of the Health Professions and Science Building and the construction of the Berry Building were carried out under the control and supervision of the Division of Capital Asset Management (DCAM), the agency responsible for the construction of all State facilities. Work at both facilities was done in compliance with all applicable building, safety, and environmental codes and was inspected on regular basis by representatives of the Massachusetts Office of Public Safety, inspectors from the Town of Danvers, and DCAM staff.

Finally, there are also three pre-engineered structures in Danvers that support the facility management operations of the College. Two of the structures are garage and equipment storage facilities, one being 900 square feet and the other 1800 square feet .The third structure is 2000 square feet and houses the facilities management offices and staff.

In Lynn, the Thomas W. McGee Building was the College's first State-owned facility built specifically as a higher education academic building. The McGee Building is a 160,000 square foot., three-story steel framed brick structure located on eleven landscaped acres. When it opened in January 1986, it was designed to accommodate 1000 FTE; but, other than that first semester of operations, the student demand has exceeded the planned FTE. The facility contains general purpose classrooms, science labs, computer labs, library, bookstore, enrollment management, financial aid, student government offices, student activities/lounge areas, alternative studies and testing center, tutorial and adaptive labs, day care center, and the College gymnasium. Numerous classrooms have been outfitted with overhead projectors so that computers can be used more readily in the instruction process. Classrooms are constantly evaluated and upgraded to meet the requirements of changing and emerging technologies. Parking is available on-site as well as in a multistory parking structure across the street from the campus. The campus is readily accessible by bus and commuter rail.

On the Lynn Campus, there are two pre-engineered buildings: a 1350 square foot garage storage facility for maintenance department trucks, grounds equipment and supplies; and a 3600 square foot. classroom facility with four general purpose classrooms, janitor's closet, and restrooms.

In addition to the Danvers and Lynn campuses the College occupies leased space in Beverly and Lynn and has the use of space in State owned facilities at the former Essex Agricultural and Technical Institute (EATI) at the Hathorne location.

- As a result of legislative action, NSCC acquired the former EATI. Currently, the College offers programs out of four buildings and a greenhouse on the EATI property, which also houses a high school. Over the past ten years, the College has either contributed to or paid for capital improvements, such as boiler replacement, electrical upgrades, fire alarm improvements, replace roof top units, new covering for greenhouse, and upgrade fire suppression system in the kitchen. All work is done in compliance with existing codes and regulations.
- Since 1999, the College has leased space in Beverly at the Cummings Center for the Institute for Corporate Training and Technology and Community Education. The leased space is approximately 14,500 sq. ft. on the ground floor of a multi-storied complex At this facility, the College offers state-of-the-art workforce development programs. The Adult Learning Center provides students with basic literacy and GED prep courses. Since the space is leased from a private landlord, all repairs and systems maintenance are handled by the landlord.
- In Lynn, the College has leased approximately 13,400 sq. ft. of space on the ground floor of a multi-story parking structure owned by the quasi-public Massachusetts Bay Transportation Authority (MBTA) since 1995. There are five additional general-purpose classrooms, a conference room, and the College's largest lecture/meeting area with a seating capacity of 175, as well as additional parking. The facility also contains office space for the Educational Opportunity Center/Educational Talent Search Program, as well as for a highly visible public safety/campus police office.

The College's physical resources are managed by the Director of the Facilities Management Department, who is responsible for the development and management of operating budgets for all facilities, deferred maintenance, and capital improvements. The Director ensures that the College is in full compliance with all applicable state and local building codes, oversees work done by outside contractors, and serves as a liaison to various state agencies, which may fund capital projects. The Director arranges for updated training of the Massachusetts "Right-to-Know" legislation, hazardous material handling, hazardous waste disposal, and all other applicable environmental regulations. The

Director supervises a staff professional engineer, staff associate for physical plant/grounds, staff associate for maintenance, and a campus police chief.

Since the opening of the Lynn Campus in 1986, the College has had a preventive maintenance system in place. Subsequently, all College building systems and components have been added to the system. The College participates in DCAM's computerized preventive maintenance management system, CAMIS, which allows the College to schedule regular maintenance of building systems and components. Data collected through this system have allowed the College to allocate capital resources in a thoughtful and planned manner. The College adheres to the Commonwealth's Maintenance Standards program: Seventeen indicators are used to indicate a specific level of maintenance. The measurement of the College's maintenance indicators has always been above the 80$^{th}$ percentile.

On a daily basis, numerous building services requests (BSR's) are received by the Facilities Management Office for such things as moving furniture, painting, waxing floors, hanging blinds, cleaning windows, moving files to archives, etc. On an annual basis the combined total of CAMIS work orders and BSRs, along with non-recorded services request, exceeds 3,000 specific tasks undertaken by the facilities management staff. Since October 2008, the College has been working toward improving the paper BSR process by using the Self Service Feature (SSF) of the CAMIS system, which allows individuals to request services electronically directly to the facilities department.

All public safety issues are handled by the Campus Police Department, which is managed by a chief who supervises a staff consisting of a lieutenant, three sergeants, sixteen patrol officers, and one dispatcher. They are responsible for campus-wide security, traffic and parking control; emergency medical response; crime prevention/investigation, fire safety and prevention; and liaison to local and state police departments, local fire departments, and EMS. With police authority under Massachusetts General Law Chapter 22C, Section 63 and Chapter 15A, all officers are required to attend and pass a sixteen-week special state police training academy. In addition, all officers must be, at least, first responders, and CPR and AED (Automated External Defibrillator) certified. Specialized training courses are offered periodically on such subjects as instructor trainer, sexual assault, supervisory, domestic violence, gang recognition, and background and crime-scene investigations. Certified to carry OC (Oleoresin Capsicum) and expandable batons, officers are on duty at the Danvers and Lynn campuses 24 hours per day, seven days per week. In addition, both campuses are covered by a CCTV security camera system monitored by Campus Police. All officers have two-way radio communications using the Boston Area Police Emergency Radio Network (B.A.P.E.R.N.), which allows for communications between officers, with the College's dispatch center, and with all local police departments.

In 2007, working with representatives from all College components, the department prepared the College's Emergency Response Plan. The Plan has been developed to have a structured, coordinated response in the event of a crisis. While these events are unpredictable, the Plan clearly lays out the emergency response team and their responsibilities, equipment requirements, the five levels of emergency and the appropriate responses, guidelines for College closure, and the responsibilities of each college department. As part of its overall disaster planning efforts, the College contracted with Safety Innovations, aka, BeSafe, to develop a first responders emergency information plan in print and electronic formats. The plan includes emergency information for all college buildings as well as floor plans, entrances/exits, utilities, shutoffs, hydrant locations, photos, demographics, and unusual building features. The College has distributed the plan to the three communities—Danvers, Lynn and Beverly—where campuses are located. The State Police also have been given a master set.

The Facilities Department is contributing to NSCC's environmentally sustainable practices in the area of waste reduction and recycling, energy efficiency, purchasing of environmentally preferable products, mercury reduction, and policy development. To reduce the amount of paper going into the waste stream, the College expanded its paper recycling program to include all paper. Of all its initiatives, this program has the greatest impact, since all College employees and functions are involved. The College is now recycling approximately 35 tons of paper on an annual basis. In 2006, the College began a document shredding/recycling program as a means of handling the disposal of sensitive documents. To date this program has added approximately an additional 10 tons of paper to the recycling effort. In 2007, the College implemented a cardboard recycling program. In the first year of operation, this program removed 8.7 tons of cardboard from the College's waste removal system.

The College has begun moving toward a more energy efficient vehicle fleet by purchasing a hybrid Chevy Silverado pickup truck and leasing a hybrid Toyota Highlander for President Burton. The grounds crew uses an electrically powered utility cart for around campus activities. Using multiple funding sources, the College, in association with state and federal agencies and departments, has installed a 61 KW solar photovoltaic at the McGee Building. While the purposes of this project are to reduce the use of fossil fuels and the College's electric bill, it has also provided an opportunity to educate students, faculty and staff about alternative energy sources. Through the use of an interactive kiosk that is under development, individuals can track the performance of the system on a real time basis. The system has become the impetus for integrating renewable energy alternatives into various academic disciplines.

The Performance Contracting Program has provided the College with an alternative means of financing energy and water saving capital improvements. The program is being undertaken by an energy services company, Ameresco, with no upfront cost to the College. When completed, the College's payment to Ameresco will be contingent upon the performance and the guaranteed savings realized as a result of the energy conservation measures undertaken. The program has provided a money-saving mechanism to stretch limited capital funds with Ameresco financing and undertaking lighting improvements, replacing lighting controls, upgrading/replacing two energy management systems for three locations with one state-of-the-art standardized system, installing a new 200-ton chiller at the Lynn campus, air system improvements, and electric to heat pump heat conversion.

**Technological Resources**

The role of the Information Systems Department is to advance the mission and vision of the College by delivering best-in-class secure information technology integrated systems and services to NSCC students, faculty, staff, and community, available anytime/anywhere. With a wide range of services, the department supports quality education and instructional innovation and collaboratively builds efficient, effective, and convenient business and information services available 24/7. The Information Systems Department, supervised by the CIO and the Director of Administrative Technology, are responsible for planning, evaluating, delivering, operating, and maintaining all computer (hardware and software), telecommunication, web services, and data administration resources for the College. The CIO and Director of Administrative Technology are in place through a long-standing partnership with SunGard Higher Education, which has provided NSCC technology management leadership since 1998. The Department consists of the Applications Team, Networking & User Services Team, and the Web Services and Development Team. Information Systems staff has full-time employees distributed among the Danvers and Lynn campuses and at the ICTT in Beverly.

The Applications Team provides analysis, design, system development, and enhancement of central computing and programming support for most of the mission-critical business systems on campus. The

Networking and User Services Team provides support for College-owned computers and peripherals, operating system software, centralized servers and minicomputers, campus telephone systems, copiers, data transmissions, and the video network. This team is responsible for the overall network and availability services, servers that support various college applications (such as email), virus prevention, academic applications, shared network resources, and printing. Created in 2008, the Web Team, composed of a Director, Web and Portal Administrator and a Developer, is responsible for the creation, management, security, and development of the College's website and Campus Portal with its many integration components and self-service toolsets.

The College network is a 100% switched based Ethernet composed exclusively of Cisco networking equipment. Cisco Catalyst switches form the center of the gigabit backbone and were upgraded in the summers of 2003 and 2006. Upgrades to distributed switches are made annually or semi-annually, including recent switch upgrades that provide 1 gigabit network connections to the College's most highly utilized servers. Over seventy production and development servers support the College's distance learning, academic curriculum, and administrative processing. Cisco Smartnet maintenance contracts are in place for the vast majority of networking equipment, which provides same day service for mission critical equipment. A centralized gas generated UPS system provides virtually unlimited backup power for the Information System's primary data center in Danvers Health 102. Installed in 2001 at a cost of nearly $250,000, the centralized UPS has performed flawlessly during power failures and interruptions at the Danvers campus.

Over 1400 desktop PCs and laptops attach to the College network with a minimum of 100mb connections. Virtual Lans (VLANs) are used extensively within the network to prevent and help isolate network connectivity issues, including any potential virus outbreaks. Fiber cabling from the core data center to remote switches has been used wherever feasible. Nineteen internal T1 lines integrate the College's voice, data, and IP video systems to the primary data center in Danvers. In addition, redundant T1's for data and video are installed among three of the campuses. A network triangle configuration among Danvers, Lynn and Beverly provides further redundancy.

College internet connectivity occurs through a 10mb TLS circuit to the University of Massachusetts Information Technology Services (ITS) department. Two supplementary Comcast connections provide outbound HTTP traffic for academic classrooms and labs at the Danvers and Lynn campuses. For students who do not have internet connectivity from home or work, there are computing facilities available at each campus. Nearly 600 computers are available for student use with staffed open labs available at the Lynn and Danvers campuses six days per week. Other college locations, including the Lynn and Danvers cafeterias, have general access computers connected via the College's wireless network.

Wireless access is available at the Danvers and Lynn campuses and at the ICTT's Cummings Center location in Beverly. Partial coverage is provided at the Hathorne/"Essex Aggie" location. Over forty-five 11.b and 11.g access points provide the 100% wireless access coverage. All wireless data and access are protected by Bluesocket appliances (one at each campus). Authentication to Bluesocket takes place with the user's campus portal credentials and is completely role-based. Five different levels of security clearance are provided within this system based on roles (faculty, student, employee, etc.).

Information Systems participates in College governance through the IT Standing Committee and recently collaborated on the Strategic Plan. In addition, Information Systems is working with Academic Technology and an outside consultant from SunGard to develop a three-year Strategic/Tactical plan for Academic Technology. This plan is expected to be completed by May 2009.

The long-term institutional technology plan builds on extending the centralized web portal, which supports a single sign-on environment to an array of online service that has matured over time and is nationally recognized. The campus portal, Campus Pipeline, which provides single sign-on access to numerous disparate systems, is the cornerstone for college services, communications, and online/hybrid courses. The portal serves as the virtual hub of the College and has helped create efficiencies. The account provisioning process is completely automated based on activities in the Banner ERP system, and system usage is widely adopted by all members of the college community, with 3000-4000 unique users on a daily basis. The extremely high utilization rates have allowed for the continual integration of new services and expansion of electronic communications over the last five years. NSCC's unified digital campus (UDC) is part of the solution to key challenges: Funding – do more with less; Accountability – boost performance and outcomes; Constituent services and relationships – expectations of personalized interaction and convenience; Competitiveness – promote the institution and ensure its relevance in an evolving world.

Information Systems maintains the central Helpdesk operations for the College and addresses all account issues and questions that faculty and students have about online services. Calls and emails from faculty and students related to ANGEL are referred to Academic Technology for resolution. Media staff provides "just-in-time" support and training for faculty teaching in Smart Classrooms.

In 2007 and 2008, Information Systems worked closely with Academic Technology to successfully pilot and migrate all courses from our previous CMS, Blackboard, to ANGEL. ANGEL is completely integrated into the campus portal environment, and all accounts are dynamically generated. Since the introduction of ANGEL, Helpdesk calls have been drastically reduced.

All computer classrooms have classroom management software, Netop School, which allows faculty members to better manage their classes and increase student engagement in learning. Training for Netop software, blogs, the campus portal, and other applications is provided by Information Systems. Information Systems also provides software imaging (refreshes) for all computer classrooms, labs and smart classroom, which is done prior to the beginning of each semester. Three years ago, the College purchased a license server software, Keyserver, that manages software licenses by simultaneous usage, saving thousands of dollars in annual software licensing and allowing software deployment on a much broader scale.

In Fall 2008, 30 new IMacs were purchased for the Graphics Design Program to replace aging Mac G5 systems. Information Systems provides all technical support for the facility, and these new systems are connected to a Macintosh server that contains large storage space for all students in this program. High end printing output is also available in this facility.

**Security of Assets and Data**

IT policies and procedures, such as Computer Use Policy that must be accepted by users prior to using any College systems, are in place and periodically reviewed. Policies have been established for privacy, computer usage, institutional disclosure, voluntary leave, account provisioning, etc. Information Systems has reviewed and tested security and backup and recovery plans for the past two years. Each year the College has internal audits and completes several audit questionnaires and risk assessments. In FY09, the College completed the PCI (credit card confidential data) external audit and compliance self assessment. In recent years, the College has invested in newer technologies to further enhance security to minimize security risks (new firewall, VPN, intrusion detection, and wireless security). Information Systems also provides security updates at managers meetings and at the IT Standing Committee.

Proactive measures are in place to reduce the likelihood of non-natural threats/events creating a disaster. Options for disaster recovery insurance or identification of a "hot site" for immediate recovery have been investigated. A plan and request for funding to provide a hot site with fully redundant DR hardware and software was submitted by Edlink colleges to Congressman Tierney for federal funding. An emergency response team has been formed and meets regularly. Most server recovery procedures have been tested including testing of restore procedures as servers are migrated or upgraded. To ensure that mission-critical computer operations run uninterrupted, the College has a gas-generated UPS for the data center, which keeps all network hardware, servers, and services running in the event of a power loss.

Sensors for temperature and humidity with phone and email alerting to IS staff are installed at Danvers and Lynn data centers. Network and server monitoring software, What-Up-Gold, is in place that immediately notifies IS staff of network or server hardware failures. Scripts that run at intervals verify that online services within the campus portal are running and immediately notify IS staff of any anomalies. IS staff have VPN access and can remedy over 90 percent of after-hour issues from home. To protect the College's digital assets, an enterprise-wide backup system was purchased from IBM. This enterprise system uses Tivoli Storage Manager (TSM ), and on a nightly schedule backs up 41 production servers to the tape cartridge library. Tapes to be stored remotely automatically eject every Friday afternoon, at which time they are stored in fireproof safes at the Beverly location. A combination of full and incremental backup strategies is used to back up over five terabytes of data.

Physical access to the Data Center is available only to authorized personnel through locked doors with an access code. The College has a security video camera system for exterior entrances/exits to all buildings and some clearly visible interior building cameras in open spaces to monitor activities for potential breach of security. Campus Police regularly check the Data Center after hours. The Information Systems department keeps a complete inventory of computer desktops, servers, and laptops, and related peripherals and software. Loss or theft of IT-related assets is immediately reported to Campus Police, who are responsible for Chapter 647 reporting. Student computer labs have Cornerstone software installed on desktops so that unauthorized installation of software and compromising of computer integrity cannot take place. Laptops owned by the College may be assigned to employees (faculty or staff) or to students within programs. A laptop sign-out form is required for dissemination and control of laptop assignment. The form identifies the manager responsible for laptop and must be signed by the person taking temporary or permanent responsibility for the laptop for their work or educational use.

Policies and procedures are in place and users are trained to maintain security of student and employee personally identifiable information. Social Security numbers are used only for business needs, such as tax purposes, in the core administrative system and are protected by security access. In 2006, the College transitioned to system-generated numbers for all Banner records. All servers and Web services that contain any personally identifiable information, including student e-payments, are secured and encrypted by SSL Certificates. Web services are designed, wherever possible, to provide users, especially students, with the ability to enter and control their own data via self-services. Account Provisioning - Using The Commonwealth Information Warehouse, the Human Resource department extracts information on employees' statuses (example hires, terminations, etc) on a regular basis. This information is communicated via email to the Information Systems department to take appropriate actions.

## APPRAISAL

The past ten years have seen a dramatic change in North Shore Community College's physical resources.

- Although the College has retrofitted facilities and systems at Hathorne/"Essex Aggie", a more permanent solution is necessary. The College has funded a study to assess the consolidation of some Hathorne programs onto the Danvers campus.
- In compliance with ACUPCC guidelines, the College has developed two policies: establishment of a green building policy (new buildings will be built to LEED Silver standards) and the use of environmentally-preferable products through the energy star policy (requires purchase of Energy Star certified products).
- The College has also participated in a DCAM, Department of Higher Education regional master planning process conducted by Sasaki Associates, which prepared a capital project priority list as part of the master plan. The needs identified in the plan came about, not only through college input, but also from planning team observations and data contained in the System-wide Strategic Capital Plan by Eva Klein and Associates and the Space Utilization Analysis by Rickes Associates.
- The College has historically demonstrated attention to its physical resources by providing funds for capital improvement projects and future planning. While the College has been able to meet most of its ongoing deferred maintenance issues, its biggest challenge continues to be allotting sufficient space for increased enrollments and the requirements of new programs.

The College community looks to the Information Systems department for continual support and recommendations for additional efficiency and effectiveness in College operations.

- In 2006, Information Systems developed and implemented the Recruitment and Admissions modules of Banner but also created a customized web front end that would allow potential students to self-recruit at their convenience. This implementation provides both a mechanism for the substantial growth of the prospect pool and the infrastructure necessary to pursue next-generation recruitment strategies.

- The digital imaging project, funded by Title III, provides simplified service for students through more timely review of documents, more accessible documents, and lower risk of lost or misplaced files. In Financial Aid and Enrollment and Admissions, all documents provided by students are scanned, indexed, and available to view from the Banner system. In the past year, Disability Services and Health Services have begun scanning and indexing the documents these offices collect.

- Beginning in November 2007, the Operational Data Store (ODS) project was intended to provide a decentralized, user-based reporting environment. The project structure established a Strategic Reporting Team as the primary oversight for the ODS and Enterprise Data Warehouse (EDW) Project. Planning for the EDW portion of the project began in July 2008. In August 2008, Cognos software for reporting from the EDW was purchased as well as a server to house the Cognos tools. Installation of the EDW has been completed to the development environment (February 2009) and is planned for production in March. IS is planning to use internal resources to provide progress until budget constraints relax or until the project is completed.

- In 2007, Information Systems developed a completely online system for communicating and

hiring adjunct faculty. The end result is a functional system, integrated with the Banner ERP system, which automates the availability form, letter of agreement, and contract process.

## PROJECTION

The following projections are based on planned expansion and growth:

- After a self-funded study of the Hathorne/"Essex Aggie" facilities, it has been determined that a new 60,000 square foot state-of-the-art facility will be built at the Danvers Campus to house the health programs and the animal science programs now housed at the Hathorne location as well as all health professions programs now housed at the current Danvers Campus buildings. Project funding has been determined with the passage of Chapter 258 of the Acts of 2008 which provides $31,936,120 for the new facility in Danvers.
- The 2007 regional master plan documented the College's need for additional classroom space in Lynn with Chapter 258 providing $20,715,600. A full study will be done to identify and address the needs in Lynn. The funding authorized to this point represents a first step to fully fund this expansion. While the long-term solutions are being developed, the College will actively seek short-term solutions to alleviate the chronic overcrowding.
- The College will continue to lease space for its Corporate and Community Education programs and the Adult Learning Center. The College, working through DCAM, will, in 2010, seek another lease arrangement.
- When the new building at the Danvers campus is completed and occupied (September 2011), some programs will remain at the Hathorne/"Essex Aggie" location in marginally adequate facilities. However, a new regional high school complex is planned for the "Essex Aggie" property. The project will include the construction of new facilities as well as renovation of some existing structures. The College will be working closely with the planners and committee involved in this development to ensure that the College's programs are accounted for in the final design.
- The Campus Police Department is organized and operated in compliance with established professional standards. To ensure compliance, the College has had the department evaluated by the Loaned Executive Management Assistance Program (LEMAP) within the International Association of Campus Law Enforcement Administration (IACLEA). Full implementation of recommendations, which have already begun, will occur over the next five years.
- As a signatory to the American College & University Presidents Climate Commitment, the College "has committed itself to take a leadership position in helping to reduce global warming by modeling ways to eliminate the emission of greenhouse gases (climate/carbon neutral) and by introducing sustainability into its curriculum." To achieve this objective, the College has formed the President's Committee on Environmental Concerns (PCEC), a group made up of individuals from all college components to design an action plan.

In addition to the continuous upgrades in central information systems, the following projects have priority in concert with strategic and technology planning:

- The public website will be redesigned to better reflect the College's image, structure, and operations. A steering committee (Institutional Image Council) has been formed to oversee the process and a cross component web team will develop the new public website.

- The Enterprise Data Warehouse (phase two starting February 2009), combined with the in-process ODS technology, will provide sophisticated trend analysis reporting and further support

for business intelligence utilizing Cognos software. A training protocol and schedule to support this effort will be finalized over the next two years.

- Information Systems will consolidate the College's two disparate email systems into one cloud computing alternative, Google Apps. With the migration to Microsoft's Active Directory and the eventual phasing out of Novell Software, Novell GroupWise, the current email system, is no longer a strategic fit for the College's longer term plans. This migration will occur over the next year.
- Planning for the new Allied Health Professions building in Danvers includes a robust infrastructure, new phone services, and a highly configurable network to allow classroom technology and customer service objectives to be met. VOIP technology for phone services will be analyzed and is a direction that may be pursued. Planning will occur over a five-year period.
- Information Systems will continue to investigate and implement green solutions, including streamlined print management solutions, energy management software for desktop computers, and scanning stations to reduce paper printing as part of the five-year Strategic Plan.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

Securing adequate facilities and advancing technological resources have been continuous priorities for North Shore Community College. The College has strategically evaluated needs, instituted sophisticated technology, and used ingenuity to overcome impediments to progress and growth.

This institutional commitment to meeting facilities and technological needs continues as demonstrated by Goal 6 of the Strategic Plan 2009-2013, which states: "North Shore Community College will enable implementation of the College's strategic goals by responsibly managing its resources, and by planning and preparing a support system for growth." It is further stated in Objective 3 of Goal 6: "North Shore Community College will ensure the College's ability to provide state of the art campuses/facilities and evaluate future space needs." At the same time, the College has heavily invested in technological infrastructure, creatively harnessing the power of technology to produce efficiencies and, as importantly, save money, which can be redirected for other initiatives.

In addition to recognition of physical and technological resources in the Strategic Plan, the College has used technology and systems approaches to determine needs, ensure proper maintenance, plan for growth and development, allocate financial resources, and establish facilities and technology priorities that support and enhance academic programs, student services, and administrative functions.

**STANDARD NINE**

# FINANCIAL RESOURCES

## DESCRIPTION

Under the leadership of President Wayne Burton, North Shore Community College has taken a visionary approach to strategic planning. Through open and inclusive participation, the budget development process is linked directly to the College's mission and strategic priorities.

The College's annual budget is based upon many factors, including the Strategic Plan and the underlying strategic direction that has been outlined by the College. A significant percentage of the College's operational budget is allocated to support its academic programs. The College's revenue includes several elements: State appropriation submitted through the Department of Higher Education to the Governor and the State legislature; credit tuition and fees based on projected enrollments prepared as part of the Strategic Enrollment Management Plan; noncredit tuition and fees and contract training projected by Corporate & Community Education; and capital project funding submitted through the Division of Capital Asset Management (DCAM); and federal, state, and private grants and contracts.

Annually, the President and Vice Presidents review the Strategic Plan and the institution's priorities for the upcoming year. Based on input from deans and directors, a preliminary budget is prepared and forwarded to the College Executive Staff (President and the Vice Presidents) for review. The preliminary budget document is forwarded to the Trustees Finance Committee for their review and recommendation. Once approved by the Finance Committee, a Preliminary Budget motion is forwarded to the full Board of Trustees. This process enables the College to begin spending on the first day of the fiscal year, July 1. Any modifications to the preliminary budget are subsequently made during the summer months due to finalization of the State appropriation. That revised budget document is then forwarded to the Finance Committee and to the full Board for their approval of spending for the year. Budget-to-actual reports are distributed to all components/divisions on a monthly basis and are reviewed by the Finance Committee. Quarterly, the budget reports are presented to the full Board of Trustees for their review and approval.

Historically, the College was funded by the State's Department of Higher Education using a "fair share" funding formula, in which students at community colleges had been expected to assume 25 percent of the cost of their education. Prior state appropriations had been based on previous funding, and annual increases had basically been percentage-based across the board for all the community and state colleges. In 2003, the Department of Higher Education, with the support of the Massachusetts Community College Presidents, approved the Fiscal Year 2005 Budget Formula. This new formula framework attempted to incorporate a more rational and equitable approach to funding higher education by analyzing data elements to assess need. The new budget formula model incorporated many different components, including enrollment, instruction, support services, physical plant and its associated costs, and cost savings/efficiencies. This model attempts to tie funding to need, encourage a more stable resource allocation, and construct an analytical foundation for higher education funding.

Higher education funding has not yet come close to being realized at the scope the formula proposed, and colleges are being funded well below their level of institutional need. In addition, the current global economic crisis is having a direct impact on Massachusetts and its ability to adequately fund higher education. The FY09 budget was cut 5 percent in October 2008, resulting in a net decrease of

$1.3M in the College's State appropriation. An additional .6% cut was done in January 2009, further reducing the College's appropriation level.

The continued instability of State support has created an ongoing challenge for the College. However, strategic planning initiatives continue to position the College to move forward with the expansion and improvement of needed facilities. The Danvers Berry building opened in Summer 2003, while closing the doors on leased space in Beverly. The consolidation not only combined students, faculty, and staff from Danvers and Beverly, but also alleviated some duplication of services and facilitated classroom and workforce scheduling. To further integrate the Danvers and Lynn campuses, a shuttle bus between Lynn and Danvers began in Fall 2005. NSCC was proactive by self-funding a study for a new Allied Health building in Danvers, consolidating programs from the Hathorne/"Essex Aggie" location to the main Danvers campus. A $2 billion bond bill was passed in the summer 2008, in line with the State and Department of Higher Education's spending plans. The bill identifies $31.9M for a new Allied Health Building in Danvers and $20.7M for expansion at the Lynn Campus. Because the study was completed in advance, this project was at the top of the Department of Higher Education's list and was certified in November 2008.

To supplement the budget, NSCC aggressively seeks funds through additional sources. The Grants Office currently generates approximately $3.5M annually. Examples include $458,000 in Perkins Funds, $1.8M from Title III (2003-2008), and $550M from FIPSE. The NSCC Foundation, Inc. oversees and manages a $5.2M endowment. The College's private scholarship program, coordinated by the Advancement Office, awards over $250,000 in scholarships each year. A formal Scholarship Program Policies and Procedures Handbook has been developed to ensure a fair and equitable process and distribution as well as administration of the Scholarship Program; the Foundation Board reviews these procedures annually.

The College ensures its financial integrity through continuous review and improvement of its internal controls. In 2007, the College expanded these controls to include a risk assessment framework modeled after the Commonwealth of Massachusetts' Risk Assessment Guidelines. Executive management, who provide oversight of the respective institutional components, were asked to identify what they perceived were high level risks within their component and what controls are in place to mitigate those risks. This was the first step in developing a framework, which will ultimately include the College's departments. Under the direction of the Vice President for Administration and Finance, internal controls have broadened to an institutional control environment. This focus aligns well with the College's student, administration, and finance system (Banner), which is an integrated relational data base requiring well-designed processes and controls. The College maintains an internal control manual of its operational procedure, which is updated on a continuous basis to reflect changes to its internal and external control environment. An essential activity of the internal controls is to communicate, document, test, and remediate controls throughout the institution. College departments work in collaboration to develop appropriate and necessary documented controls that ensure integrity of financial data. Risk assessment is an area that is an emerging focus on campus and will be expanded over time.

Cross-component functional teams have been formed to address procedural and policy issues to ensure not only compliance with College and external regulatory requirements, but also to initiate best practices. Beginning in FY 1997, the College prepared a Balance Sheet financial statement inclusive of notes, which formed the basis for the engagement of an independent audit firm. KPMG, LLP was selected to audit the assets and liabilities of the College and to express an opinion as to whether the financials were presented fairly. Effective with fiscal year ending June 30, 2002, the College, under the

directive of the Commonwealth of Massachusetts' Office of the Comptroller, implemented GASB Statement No.34, Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments.

The College is subject to routine program reviews related to various grants and contracts and other regulatory compliance audits such as the Data Security Standards, Payment Card Industry, and Red Flag Rule addressing personal identifiable information, which are in progress. On a three-year rotation basis, the College is required to have an audit of the State financial aid programs as required by the Massachusetts Office of State Student Financial Aid, which the College is currently completing for FY08. In June 2006, the Massachusetts Department of Higher Education approved Debt Policy Guidelines for State and Community Colleges, requiring the board of trustees of each institution of higher education to formally adopt a debt policy. In February, 2007, the College submitted a trustee approved Debt Policy to the Department of Higher Education.

The College's investment policy seeks to achieve safe investment options with minimal risk with the objective of preservation of principal, liquidity and a reasonable return on investment. During the recent economic financial crisis, the College did not experience any loss of principal and continued to earn a return on investments based on its conservative investment strategies.

## APPRAISAL

NSCC has a sophisticated, multi-tiered financial planning and budget system that has underpinned the growth and evolution of the College. While complex, the system is strategic and can respond to emerging circumstances to avoid disruption of programs and services. Nevertheless, the turbulence in the national and local economies demands vigilance and preparation.

- Although the Department of Higher Education budget requests have been based on the new budget formula and have attempted to bridge the revenue gap, the final State appropriation each year has been less than the formula would have derived. The State appropriation makes up approximately 50 percent of NSCC's total operating budget, and as such, the College and local Board of Trustees have control over much of the remainder of the budget. The Department of Higher Education is responsible for setting the cost of tuition per credit, and the local Board of Trustees is responsible for setting fees at each individual college. Although NSCC has increased fees over the past ten years, the College is still ranked in the middle of the fifteen community colleges as far as total cost per credit.
- Financial forecasting and budget development have become more sophisticated as NSCC learns to work better with estimating and trending. The College has been through several economic downturns and is experienced and prepared to address the challenges presented by reductions in State support. Two Early Retirement Incentive Programs occurred in 2002/3 and 2004 in which a total of seventy-one employees retired from the College. Rather than simply backfill positions, the College created cross-component restructuring teams to assess the needs of the affected areas. This process, which helped to break down silos, led to establishing Enrollment Centers, creating Student Financial Services, and increasing technology usage to address inequalities between campus services. Student self-service access to college services has allowed the College to keep pace with the demands of increased enrollments with limited increase in resources. This overall change in culture to a more collaborative environment has helped the College to work more efficiently and effectively.
- During the past ten years, the College's State support has fluctuated, and, at times, there have been mid-year budget cuts. Beginning in FY 2000 through FY 2002, the College experienced a negative operating fund balance. The Trustees Finance Committee was formed in FY2002 to

work with the College's administration to address the overall fiscal situation. Decisions were made to effect a combination of cost containment and revenue enhancements. Using this approach, the College was able to turn its financial situation around and continue with a positive trend in unrestricted fund balances over the past several years. Given the current financial crisis, this approach needs to be maintained.

- To reverse a student payment/collection problem, a drop for non-payment policy was implemented for the first time in over a decade in Fall 2008. Students had to either pay, sign up for the payment plan, or have filed for financial aid by their bill due date, or be dropped from all their classes. Initial review of the receivables indicates that this policy has had a positive impact on the problem. Drop for non-payment should not only have a positive effect on collections and receivables, but should also help to realize better enrollment and retention numbers moving forward.
- Due to the current economic conditions, the College has increased student fees again in FY10. At the same time, there may be an increase in enrollments due to laid-off workers returning to school to learn new skills. As trends indicate, the College will have to adapt to the changing demographics and demands to accommodate that growth yet maintain fiscal accountability.
- The Grants Director/Officer ensures compliance with federal, state, and private grants administration and conducts an annual internal review of all grant programs with all project directors. An Institutional Review Board (IRB) will be implemented in FY10 to help the College determine that federal grants adhere to regulations regarding human subject research and other criteria.
- NSCC's Institute for Corporate Training and Technology (ICTT) has an operating budget of approximately $1.7M. The ICTT offers workforce development programs/courses and customized contract training programs/courses that meet the current needs of employers, employees, non-incumbent workers, and the community, drawing over 7,000 participants each year. Concerns remain about the impact of the downward turn of the economy on the ICTT.
- A new updated Bookstore system was implemented and in place for the Fall 2006 semester. The system not only interfaces between bookstore modules but also with Banner Financial Aid awards, using an automated upload process.
- Digital imaging, one of the elements of the Title III grant, was implemented to improve access to student records in the Student Financial Services and Enrollment Centers and continues to be expanded to other areas across the College. This project has not only resulted in space and paper savings, but more importantly in meeting the challenges of customer service and multiple campus locations. During the State Single Audit in 2007, the senior manager commented on the College's use of digital imaging, in particular, the quick access and efficiency to financial aid records.
- In 2005, NSCC created a College Compliance Team, a cross-section of campus leaders including Vice Presidents, deans, and directors, to review policies and practices to ensure alignment with regulatory compliance. Since its creation, financial aid policy and regulations are now viewed as a general responsibility of the College.

## PROJECTION

Although faced with tough economic times and serious challenges, NSCC has a strong foundation of technology, support systems, finance, and planning to meet those challenges. Using the Strategic Plan and drawing from the collaboration through which the plan was created will enable the College to sustain its academic mission and overall vision of "Leadership and Learning in a New Economy."

- In addition to identifying new sources of revenue, the College is always seeking to make improvements and efficiencies in operations. Banner Finance self-service (online requisitions and budget queries) was implemented in FY07 to provide more seamless and broader service to the College community. New for FY09 is the pilot of a Procurement Card Program, a project intended to streamline purchasing while maintaining strong controls. To reduce duplication of effort and data entry errors, an interface was built between the state payroll system and Banner Finance and serves as a model for other colleges in the system.
- The fluctuating economic picture that directly impacts State support will be incorporated into annual planning and budgeting that will govern academic programming and services, fees and tuitions, and personnel decisions. The Vice President for Administration and Finance will work with the Coordinating Council to ensure communication about financial circumstances that the College is facing and to engage the College community in navigating the current troubled waters.
- In Spring 2008, Article 87 reorganized Higher Education in Massachusetts within a Secretariat, of which the Department of Higher Education is a part. The College does not yet know the impact of the new structure, which also includes Early Childhood Education and Elementary & Secondary Education. In addition, the Governor and his education team have drafted a "Readiness Project" which includes free community college tuition. Though only a proposal, Executive Management will rigorously monitor developments.
- To better link budgeting and planning, a cross-component team has been formed to review a variety of options. The team's research has resulted in a selection of "Strategic Planning On-line," (SPOL). With implementation over the next two years, this system will enable managers to work with their plans and budgets online and provide more real-time access to data.
- Further enhancements to strategic reporting capabilities will also be developed over the next four years through the new Data Store and Data Warehouse. Key performance indicator dashboards will be developed within the campus portal for use by College managers.
- The Institutional Review Board will be fully implemented during FY10 and review grant applications for federal compliance and state and local applications for consistency with these regulations.
- The NSCC Foundation has established the Fund for 2009 in response to the fiscal concerns. In addition, the Advancement office will coordinate a planning team to design and develop a major gifts campaign to furnish and equip the new Health Professions building (projected completion – 2011-12).
- The continuing global, national and state economic situation may fundamentally change the funding process and allocations to public higher education over the next 3-5 years, and will definitely have an impact on the availability of fiscal resources at the College. Although the actual impact is not clear, we remain hopeful for the future of public Community Colleges in general. The American Recovery and Reinvestment Act goals are to "stimulate the economy in the short term and to invest in education and other essential public services to ensure the long-term economic health of the nation." NSCC will receive ARRA State Fiscal Stabilization Funds to close the gap in the college's operating budget for the FY10 fiscal year, save and create jobs, and invest thoughtfully to minimize the funding cliff when funds go away. There remains the economic uncertainty in FY11 and beyond, which may require restructuring or other actions to continue as a strong institution of higher education.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

The annual independent financial audit is a significant component of institutional effectiveness. The focus of the audit is to examine control effectiveness as well as integrity of financial data. The results of the audit are communicated directly by the firm's partner and senior manager to the College's Executive Management, President, Finance Committee, and the full Board of Trustees for approval prior to the submission of the statements to the Office of the State Comptroller and the Office of the Department of Education. The College has recently completed the FY2008 audit of its financial statements and, for the eleventh year, has received an unqualified opinion from its independent audit firm. Emerging accounting and auditing issues/standards have resulted in a consistent review and evaluation of policies and procedures. System controls are also evaluated to ensure integrity of financial data and reporting as well as a focus on risk assessment and related strategies to ensure business continuity.

In 2002, the College's Board of Trustees formed a subcommittee composed of Board members as well as Executive Management, the Assistant Vice President for Budgeting and Planning, and the Comptroller. This Committee meets on a monthly basis during the academic year with a charge to review and recommend approval of the College's operating budget and subsequent budget to actual results prepared by College management. In addition this Committee reviews emerging financial issues that have impact on the College. The Finance Committee chair reports on minutes of the Finance meeting and makes recommendations to the Board of Trustees during its scheduled monthly meetings. The financial statements include the Foundation's audited statements. These are discretely presented and are audited by a separate independent audit firm. The College is authorized to participate in Title IV federal financial aid programs and, as such, is subject to a State Single Audit, which last occurred in FY2007.

Accountability and transparency in public higher education are important national issues. In 2002, a Performance measurement system was established by the Massachusetts Department of Higher Education in collaboration with

Accountability and transparency in public higher education are important national issues. In 2002, a performance measurement system was established by the Massachusetts Department of Higher Education in collaboration with the state and community colleges. A variety of performance indicators that measure 37 key performance indicators and goals address the primary strategic objectives for public higher education and focus on the progress made in four core areas: access to higher education, affordability, student success, and fiscal responsibility. The indicators within each performance area are measured against a variety of benchmarks, including statewide, segmental, and institutional comparisons. The report also includes multi-year trend data in order to provide additional context beyond a one-year snapshot of college performance. Taken together, these indicators assess the many ways in which the public colleges of Massachusetts, and NSCC in particular, provide service to students and the wider community.

### STANDARD TEN

# PUBLIC DISCLOSURE

## DESCRIPTION

Since the last NEASC visit, the ubiquity of the internet has had a major impact on public disclosure. In 1999, the year of the last visit, North Shore Community College was on the cusp of a technological revolution, transitioning from an exclusively print environment to exploring online options. Today, NSCC's website is a repository of critical College information, providing a dynamic open door to the College twenty-four hours a day for students, staff, and the community. Thus, technology has provided access to information barely imagined a decade ago.

All official College publications, promotions, advertisements, and press releases are coordinated through NSCC's Marketing and Public Relations Office, which reports to the Vice President for Institutional Advancement. NSCC's public website (www.northshore.edu) is managed primarily by Web Services, a component of Information Systems. NSCC's Marketing and Public Relations Office posts news, events, calendars, and announcements; designs images and banners; and maintains NSCC's academic departments, Institute for Corporate Training and Technology (ICTT), Alumni and NSCC Foundation web pages.

With both print and online versions, NSCC's College Catalog, published every two years, serves as the official institutional document. In recent years, as student use of the paper version of the catalog diminished and reliance on NSCC's website increased, the catalog was posted in its entirety as a PDF link on the College website so that it could be downloaded as needed. An advanced online course search tool and dynamic links have been added so that web visitors can more efficiently find and print what they need and get the most current course and program of study information.

The College Catalog, a comprehensive overview of the College, is divided into thirteen major sections:

1. North Shore Community College – an introduction to NSCC including general information and the Strategic Plan.
2. Admissions – a description of policies, procedures, special programs, and pre-college programs.
3. Financial Information – a description of costs along with financial aid and scholarship information.
4. Credit and Noncredit Programs of Study – full descriptions, requirements, and course sequences for all programs of study.
5. Credit Course Descriptions – an alpha-numerical presentation of credit courses with content, number of credits, and prerequisites.
6. Academic Information – a detailed presentation of classification of courses, Basic Skills Core graduation requirements, transfer options, and academic policies regarding grading and academic standing.
7. Academic Services – a description of specialized services and programs for new and returning students.
8. Library – a brief overview of resources and services.
9. Student Services – a description of supports for students as well as engagement opportunities through Student Life.

10. Corporate and Community Education – an overview of noncredit programming as well as corporate and technical training.
11. Community Outreach – an overview of community outreach programs.
12. Alumni and Friends – an overview of entities that support the College's advancement.
13. Administration and Policies – governing policies and procedures which reflect and comply with federal, state, and institutional requirements. This is followed by a listing of members of oversight boards, and a complete listing of faculty and staff with departmental affiliations and credentials, and Advisory Committees.

In addition to the College Catalog, the Marketing and Public Relations Office oversees major publications that present the College to the public. For example, a "Viewbook" gives a glimpse into the College for prospective students. The Marketing and Public Relations Office also produces recruitment publications (Student Handbook, Course Schedules, institutional brochures) and specialized publications (Strategic Plan brochure, Fact Sheet, President's Annual Report, Alumni Newsletter, Donor Report). In addition, the Marketing and Public Relations Office assists in the development and production of flyers and marketing pieces for programs and departments. Finally, the Office prepares news releases relating to current College initiatives, sent to area newspapers and maintained on the College's homepage under "News and Events."

The Marketing and Public Relations Office oversees the production of the print version of the Master Schedule, a listing of credit course offerings for Fall, Winter/Spring, and Summer sessions used on campus for registration and advising. The Course Schedules (separate credit and non-credit schedules) are mailed to area residents, community agencies, and libraries. The information is carefully proofread to ensure accuracy of scheduling and governing academic policies.

Student-focused publications provide a reference for policies and procedures including the *Student Handbook, Student Rights and Responsibilities*. For faculty and staff, informational packets are prepared for new employees as part of Orientation specifically designed for Non-unit, MCCC, or AFSME college units. An online weekly newsletter, the "Bulletin" presents information on items of interest to the College community.

## APPRAISAL

The currency and availability of information is central to the mission of the College.

- The College's website has been a major communication tool for various constituencies; however, the website design is several years old. A review was undertaken in Fall, 2008 and a comprehensive re-design is underway.
- Since NSCC maintains two public disclosure channels – print and online – the synchronicity of both in terms of accuracy and thoroughness is an item of concern, and re-examination on an ongoing basis is recommended.
- Better placement of the online College Catalog on the new website will help visitors locate the online version without "drilling down."
- General Education Outcomes are an important academic initiative currently represented in informational publications (Course Schedules, Course Catalog, and online), but further promotion and a more prominent presentation on a proposed "About NSCC" dropdown list is recommended.
- In addition to an online phone directory on the website, a "Contact US" phone number would be helpful to the general public and switchboard personnel who direct many calls.

- Publications and web information are integral to projected growth. Through the Strategic Enrollment Plan, they are linked to the enrollment planning cycle via an Institutional Image Council and a Communications Plan Team and need to be monitored for effectiveness.

## PROJECTION

As part of the implementation of the College's Strategic Plan (FY09 – FY13), the Marketing and Public Relations Office will work collaboratively with key institutional components.

- Web Services under the leadership of the Institutional Image Council and in conjunction with other components, will review the functionality of the current NSCC website with a redesign completed by Fall 2010. This redesign will take into account concerns about accessibility to key information to improve public disclosure.
- The Marketing and Public Relations Office will work with Web Services to ensure the compatibility of information contained online and in print, creating a protocol for updates and revisions.
- The Marketing and Public Relations Office will work with Web Services to implement recommendations for additional information on the website: "About NSCC" expanded drop-down list; NSCC Fact Sheet including statistics and public disclosure information; a clear presentation of credit and noncredit programs and certificates with a description of the differences; a list of adjuncts with degrees and department affiliations; most recent audited Financial Statement.
- The Marketing and Public Relations Office will continue to collaborate with Academic Affairs to ensure General Education Outcomes receive prominent treatment in communication outlets.
- The Marketing and Public Relations Office will strengthen relationships with all five core College components - Academic Affairs, Student and Enrollment Services, Human Resource Development, Administrative Services, and Institutional Advancement - to integrate publications and communications into a comprehensive plan that will inform publication production schedules and form/content revisions.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

The primary measure of institutional effectiveness in the area of public disclosure is the reliability of information presented online and in print. The Marketing and Public Relations Office has instituted a multilevel fact-check, proof-reading system that includes a cross-section of College personnel. Prior to publication, managers and department chairs review relevant sections of the College Catalog to ensure accuracy and clarity. At the same time, the Marketing and Public Relations Office carefully examines proofs before green-lighting publication. Similarly, marketing, promotional, and information pieces receive scrutiny and participatory involvement. In this way, the Marketing and Public Relations Office has confidence about the quality and accuracy of materials that represent the College.

In addition to quality control, the Marketing and Public Relations Office maintains standards for consistency of presentation, image, and production, which contribute to overall effectiveness.

The College website is a dynamic repository of information that enables users to link to information quickly that in print may be separated by a hundred pages. The website undergoes examination with focus groups, users, and faculty and staff, providing feedback on functionality and ease of use. The data inform modifications that improve a primary and valuable source of information about the College.

**Third-Party Comments**

NSCC has published the announcement inviting third-party comments as required by the Higher Education Act of 1992 in several locations including the student newspaper, the *Pennon,* the *Salem Evening News*, the *Daily Item of Lynn*, the *Beverly Citizen* and the *Danvers Herald*. Copies of the notices will also be posted in prominent locations at the Danvers and Lynn campuses and Beverly/Cummings Center and Hathorne sites.

**STANDARD ELEVEN**

# INSTITUTIONAL INTEGRITY

## DESCRIPTION

North Shore Community College is one of fifteen public community Colleges chartered under Massachusetts General Law, Chapter 15. It operates under the auspices of the Massachusetts Department of Higher Education and a local Board of Trustees. North Shore Community College received its state mandate in 1965 and has been accredited by NEASC since 1969.

NSCC demonstrates its commitment to integrity with students, faculty, staff, and its external constituencies in multiple ways. NSCC's commitment to integrity is evident in its communication, teaching and learning, policies and procedures, diversity initiatives, and civic engagement. Specifically, Goal One of the 2009 – 2013 strategic plan states, "North Shore Community College will ensure an environment that is inclusive, promotes intellectual inquiry, values diversity, and fosters a spirit of mutual respect among faculty, staff and students." The plan focuses on respect, learner-centeredness, excellence in teaching and learning, institutional partnerships, and environmental sustainability. The College's primary mission as well as the mission of the Department of Higher Education is to offer students a high quality, affordable education. The College also seeks to be a "source of hope and opportunity" for its students and the community and a regional leader for social and economic change.

Communication within the College and to outside constituents is clear and honest. With its open admissions policy, the College commits to accepting students on a first-come-first-served basis without regard to race, color, gender, national origin, handicap status, or sexual orientation. Moreover, this commitment is evident within the governance structure of the College, which has a balanced representation of College administrators, faculty, staff, and students. President Wayne Burton's Wednesday night online address to the College community exemplifies a commitment to open and honest dialogue. President Burton's all-staff email provides an update on the state of affairs at the College, announces College events, and recognizes successful endeavors. The College's emphasis on transparency is revealed through press releases developed by the Marketing and Public Relations Department and by Board of Trustees meetings, which are open to the public and subject to the State's Open Meeting Laws.

NSCC manages academic endeavors, research and service programs, administrative operations, and interactions with current and prospective students with honesty and integrity. Faculty and staff are committed to intellectual inquiry and curiosity as well as service to the community. Through service learning and internships, participation in research alongside faculty, and opportunities to join academic clubs and organizations, students can acquire academic, professional, and social skills. In addition, the College is committed to academic freedom, as evidenced by the inclusion of a statement in all documents related to contractual agreements with faculty. With this freedom offered to faculty comes the acknowledged responsibility to instill in students respect for broad intellectual inquiry and expression.

Though primary oversight of compliance with legal requirements and College policies lies with the Human Resources Office, adherence is the responsibility of all College employees. The policies and procedures of the College are published in a number of documents and are available online. These locations include the Student Handbook, the collective bargaining agreements, the Non-unit Personnel

Handbook, the Affirmative Action Policy, and the Computer Use Policy. Massachusetts law requires that some students and staff undergo a criminal history record check before placement in clinical studies, internships, or employment. Staff and students also have appeal rights to the College's Criminal History Record Board. The Affirmative Action Officer investigates allegations of harassment or discrimination brought by faculty, staff, or students. The Director of Human Resources and Payroll serves as the first hearing officer for employee grievances brought under the collective bargaining agreements. Students, faculty, and staff privacy rights are in compliance with state and federal laws such as the Health Insurance Privacy Act, Family Educational Rights and Privacy Act (FERPA), Family Medical Leave Act, and the Americans with Disabilities Act.

The College has established clear guidelines and procedures to ensure its constituents are provided avenues for redress of grievances and complaints. Student grievances are generally referred to one of four entities:

- The grading policy is explained fully in the College Catalog. Grade appeals are heard by the appropriate Dean.
- Student behavior issues are heard by the Dean of Students and the newly established Judicial Board. Systems have been created that ensure students receive due process.
- The Vice President for Academic Affairs or designee hears student academic suspension appeals. Suspended students are required to appear before an Academic Review Board in order to receive permission to re-enroll.
- Students who allege violations of their educational rights due to a disability are assisted by the 504 Coordinator.

The College has made a commitment to diversity and inclusion as a guiding value. Rather than merely speaking of the importance of diversity, the College puts diversity and inclusion into practice – a true strength of the College. For example, recently, NSCC became a member of the Commonwealth Compact, a group of public institutions and private businesses that have a mission to establish Massachusetts as a uniquely inclusive, honest, and supportive community of diverse people. As one of the first signers of the compact, NSCC is committed to recruitment, hiring, management, and governance practices that increase, retain, and promote people of color and women. The fulfillment of these goals is measured by using Commonwealth Compact benchmarks. These benchmarks query the following: leadership team commitment, boards/governance, workplace personnel, customers/ consumers/services, and suppliers/vendors. Other examples of the commitment to diversity include the following:

- The ***National Coalition Building Institute (NCBI)***, an international leadership training organization on diversity, has been affiliated with North Shore since 1995. Through this affiliation, a leadership training team at the College has presented the value of diversity in hiring to the College's faculty and staff as well as workshops on conflict resolution to the entire Massachusetts community college system. Notably, every new hire at the College receives NCBI diversity training. Senior diversity trainers at North Shore have also led train-the-trainer workshops for other community colleges interested in becoming members of the National Coalition Building Institute. NSCC, along with Northern Essex Community College, has been instrumental in developing a nine-college consortium in Massachusetts.
- NSCC is part of the ***New England Higher Education Recruitment Consortium (NEHERC)***. This organization supports the efforts of the College and other institutions to recruit and retain outstanding faculty, administrators, and staff through resource and information sharing. In particular, this partnership has helped NSCC recruit highly qualified, diverse faculty and staff.

- The ***Diversity Leadership Council (DLC)*** became an integral part of the College's governance structure in 2002. It has been charged with developing and recommending policy and strategic planning around issues of inclusion. Members also participate in the recruitment of faculty and staff through serving on search committees. Ideas on how to incorporate diversity into the curriculum are also the charge of the DLC.
- The ***Committee on Tolerance*** has been organizing semi-annual community forums at the College since the early 1990s. Members of this committee conduct planning and research to offer high quality forums with national leaders as guest presenters. Topics of xenophobia, anti-Semitism, racism, sexism, and homophobia/heterosexism have all been examined.
- The ***President's Council on Diversity*** is in its infancy at the College. It has met at least once each of the past two years. It is emerging as a mechanism for President Burton to meet with community leaders and organizations on issues of inclusion. The Council is beginning to complement the internal work of the DLC.

NSCC holds public engagement as a core value and aligns campus energies and resources to support action as a responsible agent for social change. Many of the conferences, institutes, workshops, and enrichment activities at the College are sponsored by NSCC's Public Policy Institute (PPI). This institute has as its mission the enhancement of the College's development as an engaged institution, advancing the role of the College as an educational leader and social change agent. It promotes active and informed participation in civic life and fosters community commitment to public services. It responds to regional needs through initiatives that promote collaboration, economic development, and civic education. Some examples of PPI offerings include environment issues workshops, legislative breakfasts, visits from congressional leaders, election issues forums, and constitution day presentations.

NSCC is an active member of the North Shore Chamber of Commerce, an organization dedicated to shaping policy and events in order that decisions by business and government result in an improved economy and quality of life for the region. NSCC has often served as host to this organization; currently, President Burton serves as its chairperson. In addition, the College has hosted the Anti-Violence Forum, the Martin Luther King Breakfast, a disabilities forum, and the African American Women in Higher Education Conference.

## APPRAISAL

In the 1999 report of the New England Association of Schools and Colleges, North Shore Community College was cited as not reflecting a definitive plan for a commitment to diversity and affirmative action in its faculty, staff, and administration. NEASC noted the absence of a functioning Affirmative Action Committee as well as a failure to hire minorities during the summer of 1999 when many new staff were added. It also cited the continuation of a pattern of creating an environment where diversity and open communication were not encouraged or nurtured. In comparison between the state of the College in 1999 and today, much progress has been realized.

- The College's dedication to diversity and inclusion is evidenced through its institutional and financial support of the Diversity Leadership Committee, the President's Council on Diversity, the National Coalition Building Institute, and its semi-annual Forum on Tolerance.
- To foster more open communication, the College has administered the PACE survey to faculty/staff over the last 10 years, which solicits feedback on institutional climate. Similarly, CCSSE (Community College Survey of Student Engagement) was administered to students.

In order to develop longitudinal data, the College has included funds in its budget that will allow for the continuance of these surveys in the future.

- NSCC has also increased diversity of staff within the institution, moving from 6% institutional diversity in 1999 to 16% in 2008. A substantial increase in the diversity of the student body has also occurred over the past ten years; students of color now number 29.4%.
- All job postings at the College have reflected the College's desire to achieve a workforce reflective of the diverse students and community. Human Resources, when undertaking any new hiring, ensures that a diverse pool of candidates exist for positions or the hiring for that position does not move forward. All search committee members are required to go through training that includes a diversity and affirmative action component. Every search committee also includes a member of the Diversity Leadership Council.

## PROJECTION

In Fall 2007, under the guidance of the Strategic Planning Committee Co-Chairs, all members of the North Shore Community College community were invited to participate in drafting the College's new strategic plan. During the course of the academic year, members of the College community engaged in conversations in town meeting forums, in online blogs, and in small committees. Throughout the process of drafting the new strategic plan, the College evaluated and assessed many of its major components. Ultimately, a plan was developed, girded by six core values: Respect, Learning, Teaching, Engagement, Sustainability, and Growth.

- The Strategic Plan contains objectives, expected outcomes, and core activities for each guiding principle. Over the next five years, these standards will enable the College to measure its progress, and those measurements will demonstrate the commitment to institutional integrity.
- Although the College has made gains in diversity of faculty and staff since the last NEASC report, it remains an important priority. The Diversity Leadership Council will continue to influence the campus culture and promote diversity initiatives.
- The College is mindful that the success of its students defines the College's overall success. Therefore, the College is committed to increase student satisfaction, retention, and graduation, with a Dean of Student Retention and Success focusing on strategies to enhance student engagement and the Center for Teaching, Learning, and Assessment supporting best classroom practice.
- The College is dedicated to civic engagement and public partnerships. The College is aware of the vital role it plays in the region and the numbers of services it can provide to the community. Further, the College recognizes that it is more successful when it engages in partnerships with local businesses, industries, schools, and community organizations. The College plans to deepen and strengthen those relationships through focus groups, strategy sessions, and forums over the next three years.
- In the "Green Goal," the College has devoted itself to reducing its carbon footprint, utilizing green building techniques and developing programs of study for "green collar" jobs.

## FOCUS ON INSTITUTIONAL EFFECTIVENESS

As reported in each of the preceding standards, North Shore Community College engages in a wide range of institutional effectiveness measures to constantly gauge the College's performance. These entail objective analysis through external evaluations such as the Personal Assessment of the College Environment (PACE), Community College Survey of Student Engagement (CCSSE), and financial audits; State DHE reporting requirements on key performance measures; technology systems such as

SPOL and facilities management; and institutional efforts such as program review and assessment, institutional research reports and data, and strategic planning.

Collectively, these data create a report card for the institution, reaffirming strengths and pinpointing weaknesses. While the College does much to deserve praise, it is unafraid to face squarely areas where it has fallen short and, equally important, to take action.

# APPENDICES

**CIHE DATA FORM 1**
**STATEMENT OF REVENUES AND EXPENSES (000 OMITTED)**

| | 3 YEARS PRIOR (FY 2005) | 2 YEARS PRIOR (FY 2006) | 1 YEAR PRIOR (FY 2007) | MOST RECENTLY COMPLETED FY (FY 2008 ) | CURRENT BUDGET (FY2009) |
|---|---|---|---|---|---|
| **OPERATING REVENUES** | | | | | |
| TUITION & FEES | $15,460,304.00 | $16,267,396.00 | $16,909,038.00 | $18,155,264.00 | $19,026,007.00 |
| AUXILIARY ENTERPRISES (Enter here and/or on line 9) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| LESS: SCHOLARSHIP ALLOWANCE | ($4,441,664.00) | ($4,734,825.00) | ($4,832,224.00) | ($5,120,773.00) | ($6,010,480.00) |
| NET STUDENT FEES | $11,018,640.00 | $11,532,571.00 | $12,076,814.00 | $13,034,491.00 | $13,015,527.00 |
| GOVERNMENT GRANTS & CONTRACTS | $8,854,242.00 | $9,243,539.00 | $8,849,777.00 | $9,793,575.00 | $11,343,066.00 |
| PRIVATE GIFTS, GRANTS & CONTRACTS | $993,873.00 | $900,034.00 | $774,124.00 | $893,986.00 | $756,000.00 |
| AUXILIARY ENTERPRISES (Enter here or on line 4) | $2,523,473.00 | $2,646,186.00 | $2,880,995.00 | $2,997,629.00 | $3,270,350.00 |
| OTHER | $129,085.00 | $58,393.00 | $35,609.00 | $57,903.00 | $115,730.00 |
| **TOTAL OPERATING REVENUES** | **$23,519,313.00** | **$24,380,723.00** | **$24,617,319.00** | **$26,777,584.00** | **$28,500,673.00** |
| **OPERATING EXPENSES** | | | | | |
| INSTRUCTION | $17,888,219.00 | $19,370,896.00 | $20,079,235.00 | $22,099,381.00 | $21,012,639.00 |
| RESEARCH | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| PUBLIC SERVICE | $272,803.00 | $450,075.00 | $483,253.00 | $513,785.00 | $533,848.00 |
| ACADEMIC SUPPORT | $5,802,008.00 | $6,197,786.00 | $6,891,513.00 | $7,335,195.00 | $6,506,096.00 |
| STUDENT SERVICES | $5,935,861.00 | $6,396,334.00 | $6,919,535.00 | $7,799,743.00 | $7,832,493.00 |
| INSTITUTIONAL SUPPORT | $5,374,826.00 | $5,602,145.00 | $6,140,493.00 | $6,579,895.00 | $5,874,736.00 |
| OPERATION, MAINTENANCE OF PLANT | $3,696,777.00 | $4,015,476.00 | $4,154,654.00 | $4,303,383.00 | $4,486,906.00 |
| SCHOLARSHIPS & FELLOWSHIPS | $1,505,820.00 | $1,659,719.00 | $1,806,062.00 | $2,320,801.00 | $2,647,211.00 |
| AUXILIARY ENTERPRISES | $2,312,476.00 | $2,501,636.00 | $2,772,620.00 | $2,808,977.00 | $2,943,804.00 |

| | | | | | |
|---|---|---|---|---|---|
| DEPRECIATION | $2,342,128.00 | $2,538,802.00 | $2,657,321.00 | $2,827,653.00 | $2,800,311.00 |
| OTHER | $0.00 | $0.00 | $0.00 | | |
| **TOTAL OPERATING EXPENDITURES** | **$45,130,918.00** | **$48,732,869.00** | **$51,904,686.00** | **$56,588,813.00** | **$54,638,044.00** |
| **OPERATING LOSS** | **($21,611,605.00)** | **($24,352,146.00)** | **($27,287,367.00)** | **($29,811,229.00)** | **($26,137,371.00)** |
| **NON OPERATING REVENUES** | | | | | |
| STATE APPROPRIATIONS (NET) | **$21,559,978.00** | **$24,106,833.00** | **$26,148,657.00** | **$27,699,145.00** | **$23,662,933.00** |
| INVESTMENT INCOME | **$131,340.00** | **$249,726.00** | **$318,337.00** | **$257,735.00** | **$120,000.00** |
| INTEREST EXPENSE | **($692,948.00)** | **($689,744.00)** | **($667,107.00)** | **($656,123.00)** | **($629,560.00)** |
| OTHER (Payments from Foundation) | **$186,000.00** | **$112,000.00** | **$102,781.00** | **$136,208.00** | **$134,000.00** |
| **NET NON OPERATING REVENUES** | **$21,184,370.00** | **$23,778,815.00** | **$25,902,668.00** | **$27,436,965.00** | **$23,287,373.00** |
| **INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES** | **($427,235.00)** | **($573,331.00)** | **($1,384,699.00)** | **($2,374,264.00)** | **($2,849,998.00)** |
| CAPITAL APPROPRIATIONS | **$480,910.00** | **$0.00** | **$760,550.00** | **$1,197,365.00** | **$751,533.00** |
| OTHER | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** |
| **TOTAL INCREASE/DECREASE IN NET ASSETS** | **$53,675.00** | **($573,331.00)** | **($624,149.00)** | **($1,176,899.00)** | **($2,098,465.00)** |

**CIHE DATA FORM 2**
**STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)**

| | | FISCAL YEAR ENDS month & day ( / ) | 3 YEARS PRIOR (FY 2005) | 2 YEARS PRIOR (FY 2006) | 1 YEAR PRIOR (FY 2007 ) | MOST RECENTLY COMPLETED FY (FY 2008) | CURRENT BUDGET (FY 2009) |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 3 | | **NET ASSETS** | | | | | |
| 4 | | NET ASSETS BEGINNING OF YEAR | **$36,988,514.00** | **$37,042,189.00** | **$36,468,858.00** | **$35,844,709.00** | **$34,667,810.00** |
| 5 | ? | TOTAL INCREASE/DECREASE IN NET ASSETS | **$53,675.00** | **($573,311.00)** | **($624,149.00)** | **($1,176,899.00)** | **($2,098,465.00)** |
| 6 | | NET ASSETS END OF YEAR | **$37,042,189.00** | **$36,468,878.00** | **$35,844,709.00** | **$34,667,810.00** | **$32,569,345.00** |
| | | | | | | | |
| 8 | | **INDEBTEDNESS** | | | | | |
| 9 | | BEGINNING BALANCE | $14,829,337.00 | $14,118,232.00 | $13,464,166.00 | $13,008,835.00 | $12,885,229.00 |
| 10 | | ADDITIONS | $0.00 | $0.00 | $0.00 | $415,708.00 | $0.00 |
| 11 | ? | REDUCTIONS | **($711,105.00)** | **($654,066.00)** | **($455,331.00)** | **($539,314.00)** | **($572,844.00)** |
| 12 | | ENDING BALANCE | **$14,118,232.00** | **$13,464,166.00** | **$13,008,835.00** | **$12,885,229.00** | **$12,312,385.00** |
| 13 | | INTEREST PAID DURING FISCAL YEAR | $692,948.00 | $689,744.00 | $667,107.00 | $656,123.00 | $629,560.00 |
| 14 | | CURRENT PORTION | $654,066.00 | $455,331.00 | $465,726.00 | $572,844.00 | $518,433.00 |

**Note:** Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3**
**STUDENT CHARGES**

| | 3 YEARS PRIOR (FY 2005) | 2 YEARS PRIOR (FY 2006 ) | 1 YEAR PRIOR (FY 2007) | MOST RECENTLY COMPLETED FY (FY 2008) | CURRENT BUDGET (FY 2009) |
|---|---|---|---|---|---|
| **TUITION AND FEE CHARGES** | | | | | |
| FULL-TIME UNDERGRADUATE STUDENT | 30 credits | | | | |
| IN-STATE | $ 3,390 | $ 3,480 | $ 3,480 | $ 3,630 | $ 3,750 |
| OUT-OF-STATE | $ 10,350 | $ 10,440 | $ 10,440 | $ 10,590 | $ 10,710 |
| PART-TIME UNDERGRADUATE STUDENT | 16 credits | | | | |
| IN-STATE | $ 1,808 | $ 1,856 | $ 1,856 | $ 1,936 | $ 2,000 |
| OUT-OF-STATE | $ 5,520 | $ 5,568 | $ 5,568 | $ 5,648 | $ 5,712 |
| FULL-TIME GRADUATE STUDENT | N/A | | | | |
| IN-STATE | | | | | |
| OUT-OF-STATE | | | | | |
| PART-TIME GRADUATE STUDENT | N/A | | | | |
| IN-STATE | | | | | |
| OUT-OF-STATE | | | | | |
| | | | | | |
| **ROOM AND BOARD CHARGES** | N/A | | | | |
| UNDERGRADUATE STUDENT | | | | | |
| GRADUATE STUDENT | | | | | |

**CIHE DATA FORM 4**
**STUDENT ADMISSIONS DATA (Fall Term)**
**Credit Seeking Students Only, Including continuing Education**

| | | FALL TERM (YEAR) | 4 YEARS AGO (Fall 2004) | 3 YEARS AGO (Fall 2005) | 2 YEARS AGO (Fall 2006) | 1 YEAR AGO (Fall 2007) | CURRENT YEAR (Fall 2008) |
|---|---|---|---|---|---|---|---|
| 2 | ? | **FIRST-YEAR STUDENTS** | | | | | |
| 3 | ? | COMPLETED APPLICATIONS | 2960 | 3061 | 3089 | 3086 | 3060 |
| 4 | ? | APPLICATIONS ACCEPTED | 2697 | 2766 | 2501 | 2526 | 2384 |
| 5 | ? | APPLICANTS ENROLLED | 1582 | 1584 | 1607 | 1576 | 1537 |
| 6 | | AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below) | | | | | |
| 7 | ? | **TRANSFERS-UNDERGRADUATE*** | ***(Contains Readmitted and Grad Readmitted Students)** | | | | |
| 8 | | COMPLETED APPLICATIONS | 1583 | 1570 | 1319 | 1479 | 1577 |
| 9 | | APPLICATIONS ACCEPTED | 1382 | 1340 | 1039 | 1115 | 1081 |
| 10 | | APPLICANTS ENROLLED | 792 | 680 | 738 | 792 | 819 |
| 11 | ? | **MASTER'S DEGREE STUDENTS** | | | | | |
| 12 | | COMPLETED APPLICATIONS | NA | NA | NA | NA | NA |
| 13 | | APPLICATIONS ACCEPTED | | | | | |
| 14 | | APPLICANTS ENROLLED | | | | | |
| 15 | ? | **FIRST-PROFESSIONAL DEGREE STUDENTS** | | | | | |
| 16 | | COMPLETED APPLICATIONS | NA | NA | NA | NA | NA |
| 17 | | APPLICATIONS ACCEPTED | | | | | |
| 18 | | APPLICANTS ENROLLED | | | | | |
| 19 | ? | **DOCTORAL DEGREE STUDENTS** | NA | NA | NA | NA | NA |
| 20 | | COMPLETED APPLICATIONS | | | | | |
| 21 | | APPLICATIONS ACCEPTED | | | | | |
| 22 | | APPLICANTS ENROLLED | | | | | |

**CIHE DATA FORM 5**
**STUDENT ENROLLMENT DATA (Fall Term)**
**Credit Seeking Students Only, Including continuing Education**

| | | | 4 YEARS AGO (Fall 2004) | 3 YEARS AGO (Fall 2005) | 2 YEARS AGO (Fall 2006) | 1 YEAR AGO (Fall 2007) | CURRENT YEAR (Fall 2008) |
|---|---|---|---|---|---|---|---|
| | | **UNDERGRADUATE** | | | | | |
| | | **FIRST YEAR: FULL-TIME HEADCOUNT** | 1727 | **1703** | **1766** | **1909** | **1958** |
| | | PART-TIME HEADCOUNT | 1479 | 1504 | 1572 | 1624 | 1548 |
| | | TOTAL HEADCOUNT | **3206** | **3207** | **3338** | **3533** | **3506** |
| | | TOTAL FTE | 2166.1 | 2172.5 | 2252.9 | 2388.5 | 2398.2 |
| | | **SECOND YEAR: FULL-TIME HEADCOUNT** | 967 | 964 | **1019** | 1046 | 1078 |
| | | PART-TIME HEADCOUNT | 1673 | 1629 | 1734 | 1752 | 1746 |
| | | TOTAL HEADCOUNT | **2640** | **2593** | **2753** | **2798** | **2824** |
| | | TOTAL FTE | 1588.1 | 1570.3 | 1667 | 1690.7 | 1728.3 |
| | | **THIRD YEAR: FULL-TIME HEADCOUNT** | | | | | |
| | | PART-TIME HEADCOUNT | | | | | |
| | | TOTAL HEADCOUNT | **0** | **0** | **0** | **0** | **0** |
| | | TOTAL FTE | | | | | |
| | | **FOURTH YEAR: FULL-TIME HEADCOUNT** | | | | | |
| | | PART-TIME HEADCOUNT | | | | | |
| | | TOTAL HEADCOUNT | **0** | **0** | **0** | **0** | **0** |
| | | TOTAL FTE | | | | | |
| | | **UNCLASSIFIED: FULL-TIME HEADCOUNT** | 80 | 95 | 88 | 78 | 83 |
| | | PART-TIME HEADCOUNT | 764 | 709 | 731 | 698 | 810 |
| | | TOTAL HEADCOUNT | **844** | **804** | **819** | **776** | **893** |
| | | TOTAL FTE | 295.4 | 297.6 | 297.7 | 283 | 326.1 |
| | | **TOTAL UNDERGRADUATE HEADCOUNT** | **6690** | **6604** | **6910** | **7107** | **7223** |
| | | **TOTAL UNDERGRADUATE FTE** | **4049.6** | **4040.4** | **4217.6** | **4362.2** | **4452.6** |
| | | **GRADUATE** | | | | | |
| | | FULL-TIME HEADCOUNT | | | | | |
| | | PART-TIME HEADCOUNT | | | | | |
| | | **TOTAL GRADUATE HEADCOUNT** | **0** | **0** | **0** | **0** | **0** |
| | | **TOTAL GRADUATE FTE** | | | | | |
| | | | | | | | |
| | | **GRAND TOTAL HEADCOUNT** | **6690** | **6604** | **6910** | **7107** | **7223** |
| | | **GRAND TOTAL FTE** | **4049.6** | **4040.4** | **4217.6** | **4362.2** | **4452.6** |

| | | **UNDERGRADUATE RETENTION AND GRADUATION RATES** | **Fall 2002** | **Fall 2003** | **Fall 2004** | **Fall 2005** | **Fall 2006** |
|---|---|---|---|---|---|---|---|
| 34 | | 1ST YEAR STUDENTS RETURNING FOR 2ND YEAR | 61.2% | 57.2% | 59.7% | 55.1% | 61.1% |
| 35 | ? | GRADUATION RATE | 15.8% | 16.6% | 16.8% | 19.4% | NA |
| | | DEFINITION OF UNDERGRADUATE FTE | Total credits generated divided by 15 for Fall semester. | | | | |
| | | DEFINITION OF GRADUATE FTE | | | | | |

**CIHE DATA FORM 6**
**PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT**
**DATA FOR NEXT THREE YEARS**

| **Fiscal Years** | **FY 2010** | **FY 2011** | **FY 2012** |
|---|---|---|---|
| **PROJECTED FINANCIAL DATA (000s omitted)** | | | |
| TOTAL OPERATING REVENUES | **$30,168.00** | **$32,270.00** | **$34,370.00** |
| TOTAL OPERATING EXPENDITURES | **$57,830.00** | **$56,830.00** | **$56,830.00** |
| TOTAL OPERATING LOSS | **($27,662.00)** | **($24,560.00)** | **($22,460.00)** |
| NET NON OPERATING REVENUE | **$24,280.00** | **$20,878.00** | **$20,878.00** |
| CAPITAL APPROPRIATIONS AND OTHER REVENUES | **$1,500.00** | **$2,000.00** | **$30,000.00** |
| TOTAL INCREASE/DECREASE IN NET ASSETS | **($1,882.00)** | **($1,682.00)** | **$28,418.00** |
| **PROJECTED TUITION AND FEE CHARGE** | | | |
| FULL-TIME UNDERGRADUATE STUDENT | 30 credits | | |
| IN-STATE | $ 4,110 | $ 4,410 | $ 4,710 |
| OUT-OF-STATE | $ 11,070 | $ 11,370 | $ 11,670 |
| PART-TIME UNDERGRADUATE STUDENT | 16 credits | | |
| IN-STATE | $ 2,192 | $ 2,352 | $ 2,512 |
| OUT-OF-STATE | $ 5,904 | $ 5,904 | $ 6,624 |
| FULL-TIME GRADUATE STUDENT | N/A | | |
| IN-STATE | | | |
| OUT-OF-STATE | | | |
| PART-TIME GRADUATE STUDENT | N/A | | |
| IN-STATE | | | |
| OUT-OF-STATE | | | |

**CIHE DATA FORM 6 (continued)**

| Fiscal Years | FY 2010 | FY 2011 | FY 2012 |
|---|---|---|---|
| **PROJECTED ENROLLMENT** | | | |
| UNDERGRADUATE STUDENTS | | | |
| FULL-TIME HEADCOUNT | 7553 | 6725 | 6867 |
| PART-TIME HEADCOUNT | 10344 | 9211 | 9406 |
| IN-STATE HEADCOUNT | 17396 | 15936 | 15817 |
| OUT-OF-STATE HEADCOUNT | 233 | 207 | 212 |
| TOTAL HEADCOUNT | **17897** | **15936** | **16273** |
| TOTAL FTE | 10977 | 9774 | 9981 |

**Notes**: 2011 & 2012 Enrollment Projections are based on the NSCC Long Range Projection Report Prepared by Sarah Carrigan, SEM Works, for the 2006-2013 Enrollment Management Report (August 2007).

Total projected headcount is based on duplicate headcounts for an entire academic year (fall, spring, and summer semesters). Historically, the unduplicated headcount is 61% of the duplicated headcount.

**CIHE DATA FORM 7**
**FACULTY PROFILE**

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| 3 | | **NUMBER OF FACULTY** | | | | | | | | | | |
| 4 | | PROFESSOR | 74 | | 77 | | 80 | | 82 | | 79 | |
| 5 | | ASSOCIATE | 18 | | 14 | | 12 | | 26 | | 28 | |
| 6 | | ASSISTANT | 25 | | 29 | | 28 | | 20 | | 15 | |
| 7 | | INSTRUCTOR | 17 | | 15 | | 16 | | 10 | | 13 | |
| 8 | | OTHER | 0 | | 0 | | 0 | | 0 | | 0 | |
| 9 | | **TOTAL** | **134** | **0** | **135** | **0** | **136** | **0** | **138** | **0** | **135** | **0** |
| 10 | | **AGE** (MINIMUM, MAXIMUM, MEDIAN) | | | | | | | | | | |
| 11 | | PROFESSOR: MINIMUM | 42 | | 39.9 | | 40.9 | | 41.5 | | 42.5 | |
| 12 | | MAXIMUM | 80 | | 81 | | 82 | | 83 | | 84 | |
| 13 | | MEDIAN | 57.3 | | 57.1 | | 57.7 | | 57.9 | | 59.1 | |
| 14 | | ASSOCIATE: MINIMUM | 38.5 | | 39.5 | | 38.7 | | 33.1 | | 34.1 | |
| 15 | | MAXIMUM | 72.5 | | 73.5 | | 74.5 | | 69.9 | | 70.9 | |
| 16 | | MEDIAN | 51.9 | | 53.6 | | 54 | | 48.8 | | 50.4 | |
| 17 | | ASSISTANT: MINIMUM | 31.4 | | 31.1 | | 32.1 | | 33.1 | | 34.1 | |
| 18 | | MAXIMUM | 66.9 | | 67.9 | | 60 | | 58.7 | | 59.7 | |
| 19 | | MEDIAN | 46.3 | | 46.8 | | 43.9 | | 49.3 | | 49.4 | |
| 20 | | INSTRUCTOR: MINIMUM | 30.1 | | 31.1 | | 32.1 | | 26.7 | | 27.7 | |
| 21 | | MAXIMUM | 61.8 | | 62.8 | | 63.8 | | 64.8 | | 65.8 | |
| 22 | | MEDIAN | 43.1 | | 44.1 | | 43.6 | | 49 | | 45.4 | |
| | | **Note:** Include all full-time and part-time teaching faculty with unmodified titles currently on campus, including academic administrators with faculty titles. Do not include unpaid or token-paid faculty or non-teaching faculty with modified titles (e.g. research professor). Include teaching visiting faculty. | | | | | | | | | | |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| | | **MALE/FEMALE** | | | | | | | | | | |
| 31 | | PROFESSOR: MALE | 30 | | 31 | | 32 | | 33 | | 30 | |
| 32 | | FEMALE | 44 | | 46 | | 48 | | 49 | | 49 | |
| 33 | | ASSOCIATE: MALE | 7 | | 5 | | 4 | | 8 | | 8 | |
| 34 | | FEMALE | 11 | | 9 | | 8 | | 18 | | 20 | |
| 35 | | ASSISTANT: MALE | 6 | | 10 | | 9 | | 6 | | 6 | |
| 36 | | FEMALE | 19 | | 19 | | 19 | | 14 | | 9 | |
| 37 | | INSTRUCTOR: MALE | 3 | | 3 | | 4 | | 2 | | 2 | |
| 38 | | FEMALE | 14 | | 12 | | 12 | | 8 | | 11 | |
| 41 | | **TOTAL MALE** | **46** | **0** | **49** | **0** | **49** | **0** | **49** | **0** | **46** | **0** |
| 42 | | **TOTAL FEMALE** | **88** | **0** | **86** | **0** | **87** | **0** | **89** | **0** | **89** | **0** |
| | | **YEARS AT THIS INSTITUTION** (MIMIMUM, MAXIMUM, MEDIAN) | | | | | | | | | | |
| 44 | | PROFESSOR: MINIMUM | 6.2 | | 6.2 | | 6.2 | | 3.2 | | 4.2 | |
| 45 | | MAXIMUM | 39.2 | | 40.2 | | 41.2 | | 42.2 | | 43.2 | |
| 46 | | MEDIAN | 20.8 | | 21.2 | | 22.2 | | 22.8 | | 23.8 | |
| 47 | | ASSOCIATE: MINIMUM | 0.2 | | 1.2 | | 2.2 | | 0.2 | | 3.2 | |
| 48 | | MAXIMUM | 29.2 | | 30.2 | | 16.2 | | 17.2 | | 18.2 | |
| 49 | | MEDIAN | 7.1 | | 7.2 | | 5.2 | | 6.2 | | 7.2 | |
| 50 | | ASSISTANT: MINIMUM | 0.2 | | 0.2 | | 0.2 | | 0.2 | | 0.2 | |
| 51 | | MAXIMUM | 10.1 | | 21.2 | | 22.2 | | 23.2 | | 24.2 | |
| 52 | | MEDIAN | 3.8 | | 2.8 | | 4.2 | | 3.2 | | 2.8 | |
| 53 | | INSTRUCTOR: MINIMUM | 0.2 | | 1.2 | | 0.2 | | 0.2 | | 0.2 | |
| 54 | | MAXIMUM | 22.2 | | 23.2 | | 24.2 | | 25.2 | | 26.2 | |
| 55 | | MEDIAN | 9.2 | | 18.6 | | 11.2 | | 12.2 | | 2.2 | |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| 60 | | **HIGHEST DEGREE EARNED** | | | | | | | | | | |
| 61 | | **DOCTORATE** | | | | | | | | | | |
| 62 | | PROFESSOR | 8 | | 8 | | 9 | | 13 | | 13 | |
| 63 | | ASSOCIATE | 5 | | 6 | | 6 | | 9 | | 11 | |
| 64 | | ASSISTANT | 9 | | 10 | | 12 | | 7 | | 5 | |
| 65 | | INSTRUCTOR | 0 | | 0 | | 1 | | 0 | | 0 | |
| 66 | | OTHER | 0 | | 0 | | 0 | | 0 | | 0 | |
| 67 | | **TOTAL** | **22** | **0** | **24** | **0** | **28** | **0** | **29** | **0** | **29** | **0** |
| | | **MASTER'S** | | | | | | | | | | |
| 69 | | PROFESSOR | 64 | | 67 | | 67 | | 65 | | 62 | |
| 70 | | ASSOCIATE | 10 | | 4 | | 4 | | 14 | | 14 | |
| 71 | | ASSISTANT | 13 | | 16 | | 13 | | 10 | | 8 | |
| 72 | | INSTRUCTOR | 13 | | 12 | | 12 | | 6 | | 9 | |
| 73 | | OTHER | 0 | | 0 | | 0 | | 0 | | 0 | |
| 74 | | **TOTAL** | **100** | **0** | **99** | **0** | **96** | **0** | **95** | **0** | **93** | **0** |
| | | **BACHELOR'S** | | | | | | | | | | |
| 76 | | PROFESSOR | 1 | | 1 | | 3 | | 3 | | 3 | |
| 77 | | ASSOCIATE | 3 | | 3 | | 1 | | 2 | | 2 | |
| 78 | | ASSISTANT | 1 | | 2 | | 2 | | 1 | | 0 | |
| 79 | | INSTRUCTOR | 2 | | 1 | | 1 | | 3 | | 3 | |
| 80 | | OTHER | 0 | | 0 | | 0 | | 0 | | 0 | |
| 81 | | **TOTAL** | **7** | **0** | **7** | **0** | **7** | **0** | **9** | **0** | **8** | **0** |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| | | **PROFESSIONAL LICENSE** | | | | | | | | | | |
| 83 | | PROFESSOR | 21 | | 22 | | 21 | | 21 | | 20 | |
| 84 | | ASSOCIATE | 1 | | 1 | | 2 | | 7 | | 10 | |
| 85 | | ASSISTANT | 8 | | 11 | | 10 | | 7 | | 2 | |
| 86 | | INSTRUCTOR | 7 | | 5 | | 5 | | 3 | | 6 | |
| 87 | | OTHER | 0 | | 0 | | 0 | | 0 | | 0 | |
| 88 | | **TOTAL** | **37** | **0** | **39** | **0** | **38** | **0** | **38** | **0** | **38** | **0** |
| | | **TEACHING LOAD** | | | | | | | | | | |
| 90 | | **FALL TERM ONLY FOR EACH YEAR** (MINIMUM, MAXIMUM, MEDIAN IN CREDIT HOURS) | | | | | | | | | | |
| 91 | | PROFESSOR: MINIMUM | | | | | | | | | | |
| 92 | | MAXIMUM | | | | | | | | | | |
| 93 | | MEDIAN | | | **FULLTIME**: Per contract 15 units of instruction for all ranks (i.e. five 3-credit sections) | | | | | | | |
| 94 | | ASSOCIATE: MINIMUM | | | | | | | | | | |
| 95 | | MAXIMUM | | | | | | | | | | |
| 96 | | MEDIAN | | | | | | | | | | |
| 97 | | ASSISTANT: MINIMUM | | | | | | | | | | |
| 98 | | MAXIMUM | | | **PART-TIME**: Minimum is 1 credit, maximum is 9 credits. Some exceptions to 12 credits. | | | | | | | |
| 99 | | MEDIAN | | | | | | | | | | |
| 100 | | INSTRUCTOR: MINIMUM | | | | | | | | | | |
| 101 | | MAXIMUM | | | | | | | | | | |
| 102 | | MEDIAN | | | | | | | | | | |
| | | Explanation of teaching load (if not measured in credit hours): | | | | | | | | | | |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| 110 | ? | **BASE SALARY FOR ACADEMIC YEAR** (MINIMUM,MAXIMUM, MEDIAN) | | | | | | | | | | |
| 111 | | PROFESSOR: MINIMUM | $ 46,121 | | $ 50,375 | | $ 49,391 | | $ 50,843 | | $ 52,117 | |
| 112 | | MAXIMUM | $ 46,121 | | $ 85,080 | | $ 87,633 | | $ 88,865 | | $ 89,703 | |
| 113 | | MEDIAN | $ 46,121 | | $ 61,483 | | $ 63,683 | | $ 65,244 | | $ 67,219 | |
| 114 | | ASSOCIATE: MINIMUM | $ 46,121 | | $ 46,820 | | $ 46,598 | | $ 45,530 | | $ 48,689 | |
| 115 | | MAXIMUM | $ 46,121 | | $ 62,139 | | $ 53,869 | | $ 59,556 | | $ 60,907 | |
| 116 | | MEDIAN | $ 46,121 | | $ 50,326 | | $ 50,869 | | $ 50,232 | | $ 53,013 | |
| 117 | | ASSISTANT: MINIMUM | $ 46,121 | | $ 40,669 | | $ 43,512 | | $ 42,942 | | $ 45,723 | |
| 118 | | MAXIMUM | $ 46,121 | | $ 54,812 | | $ 56,456 | | $ 58,422 | | $ 60,447 | |
| 119 | | MEDIAN | $ 46,121 | | $ 45,928 | | $ 47,306 | | $ 46,766 | | $ 49,135 | |
| 120 | | INSTRUCTOR: MINIMUM | $ 46,121 | | $ 40,038 | | $ 40,400 | | $ 39,370 | | $ 40,208 | |
| 121 | | MAXIMUM | $ 46,121 | | $ 45,038 | | $ 44,926 | | $ 51,471 | | $ 53,000 | |
| 122 | | MEDIAN | $ 46,121 | | $ 41,538 | | $ 42,570 | | $ 42,866 | | $ 44,167 | |
| 123 | | OTHER: MINIMUM | $ 46,121 | | $ 18,784 | | $ 21,146 | | $ 21,378 | | $ 22,234 | |
| 124 | | MAXIMUM | $ 46,121 | | $ 36,160 | | $ 37,969 | | $ 29,158 | | $ 30,324 | |
| 125 | | MEDIAN | $ 46,121 | | $ 25,582 | | $ 26,450 | | $ 29,048 | | $ 30,210 | |
| 126 | ? | **FRINGE BENEFITS** (MINIMUM, MAXIMUM, MEDIAN) | | | | | | | | | | |
| 127 | | PROFESSOR: MINIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 128 | | MAXIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 129 | | MEDIAN | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 130 | | ASSOCIATE: MINIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 131 | | MAXIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 132 | | MEDIAN | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 133 | | ASSISTANT: MINIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 134 | | MAXIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | **FT** | **PT** | **FT** | **PT** | **FT** | **PT** | **FT** | **PT** | **FT** | **PT** |
| 135 | | MEDIAN | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 136 | | INSTRUCTOR: MINIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 137 | | MAXIMUM | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 138 | | MEDIAN | 27% | | 27% | | 32.6% | | 38.3% | | 24.5% | |
| 142 | ? | **NUMBER OF FACULTY APPOINTED** | | | | | | | | | | |
| 143 | | PROFESSOR | 0 | | 0 | | 0 | | 0 | | 0 | |
| 144 | | ASSOCIATE | 1 | | 0 | | 0 | | 1 | | 0 | |
| 145 | | ASSISTANT | 12 | | 5 | | 4 | | 2 | | 1 | |
| 146 | | INSTRUCTOR | 8 | | 0 | | 3 | | 4 | | 4 | |
| 148 | | **TOTAL** | **21** | **0** | **5** | **0** | **7** | **0** | **7** | **0** | **5** | **0** |
| 149 | ? | **NUMBER OF FACULTY IN TENURED POSITIONS** | | | | | | | | | | |
| 150 | | PROFESSOR | 72 | | 77 | | 77 | | 80 | | 79 | |
| 151 | | ASSOCIATE | 9 | | 8 | | 10 | | 14 | | 11 | |
| 152 | | ASSISTANT | 2 | | 1 | | 1 | | 1 | | 1 | |
| 153 | | INSTRUCTOR | 0 | | 0 | | 0 | | 0 | | 0 | |
| 155 | | **TOTAL** | **83** | **0** | **86** | **0** | **88** | **0** | **95** | **0** | **91** | **0** |
| 156 | ? | **NUMBER OF FACULTY DEPARTING** | | | | | | | | | | |
| 157 | | PROFESSOR | 0 | | 0 | | 0 | | 0 | | 1 | |
| 158 | | ASSOCIATE | 0 | | 0 | | 0 | | 1 | | 0 | |
| 159 | | ASSISTANT | 1 | | 2 | | 3 | | 0 | | 0 | |
| 160 | | INSTRUCTOR | 0 | | 1 | | 1 | | 1 | | 0 | |
| 162 | | **TOTAL** | **1** | **0** | **3** | **0** | **4** | **0** | **2** | **0** | **1** | **0** |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| 163 | ? | **NUMBER OF FACULTY RETIRING** | | | | | | | | | | |
| 164 | | PROFESSOR | 3 | | 2 | | 2 | | 3 | | 8 | |
| 165 | | ASSOCIATE | 0 | | 0 | | 0 | | 0 | | 0 | |
| 166 | | ASSISTANT | 0 | | 0 | | 0 | | 0 | | 0 | |
| 167 | | INSTRUCTOR | 0 | | 0 | | 0 | | 0 | | 0 | |
| 168 | | OTHER | 0 | | 0 | | 0 | | 0 | | 0 | |
| 169 | | **TOTAL** | **3** | **0** | **2** | **0** | **2** | **0** | **3** | **0** | **8** | **0** |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| 170 | ? | **NUMBER OF FACULTY BY DEPARTMENT** OR COMPARABLE ACADEMIC UNIT (USE THE INSERT ROWS FUNCTION TO ADDITIONAL ROWS AS NEEDED) | | | | | | | | | | |
| 171 | | **NAME OF DEPARTMENT OR ACADEMIC UNIT** | | | | | | | | | | |
| 172 | | Animal Tech | 1 | 12 | 1 | 10 | 1 | 11 | 2 | 6 | 2 | 7 |
| 173 | | Aviation Science | 0 | 4 | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 0 |
| 174 | | Behavioral Science | 6 | 13 | 6 | 18 | 6 | 20 | 6 | 28 | 6 | 26 |
| 175 | | Business | 7 | 34 | 7 | 32 | 7 | 36 | 7 | 39 | 7 | 30 |
| 176 | | Communication Skills | 5 | 22 | 5 | 25 | 5 | 28 | 5 | 25 | 5 | 22 |
| 177 | | Computer and Info Science | 4 | 19 | 3 | 20 | 3 | 18 | 3 | 23 | 3 | 24 |
| 178 | | Cosmetology | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 0 | 3 | 0 |
| 179 | | Criminal Justice | 3 | 16 | 4 | 16 | 4 | 18 | 4 | 14 | 4 | 12 |
| 180 | | Culinary Arts | 2 | 3 | 2 | 3 | 2 | 4 | 3 | 5 | 3 | 4 |
| 181 | | Cultural Arts | 6 | 26 | 6 | 22 | 6 | 23 | 6 | 25 | 6 | 26 |
| 182 | | Digital Graphics | 1 | 5 | 1 | 5 | 1 | 4 | 1 | 4 | 1 | 3 |
| 183 | | Drug/Alcohol | 1 | 4 | 1 | 3 | 1 | 3 | 1 | 4 | 1 | 3 |
| 184 | | Early Childhood Development/Education | 2 | 12 | 1 | 10 | 2 | 7 | 2 | 9 | 2 | 12 |
| 185 | | Engineering/Physics | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 4 | 0 |
| 186 | | English | 12 | 36 | 12 | 34 | 12 | 33 | 12 | 36 | 12 | 38 |
| 187 | | Environmental Tech | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 |
| 188 | | ESL | 3 | 30 | 3 | 25 | 3 | 25 | 3 | 20 | 3 | 19 |
| 189 | | Fire Safety | 1 | 9 | 1 | 6 | 1 | 6 | 1 | 4 | 1 | 5 |
| 190 | | Gerontology/HS Practitioner | 1 | 4 | 1 | 3 | 1 | 6 | 1 | 5 | 1 | 6 |
| 191 | | History/Government/Economics | 5 | 22 | 5 | 15 | 5 | 20 | 5 | 21 | 4 | 24 |
| 192 | | Honors Program | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 193 | | Human Services Core | 2 | 7 | 2 | 7 | 2 | 8 | 2 | 6 | 2 | 5 |

| | | | 4 YEARS AGO (FY 2005) | | 3 YEARS AGO (FY 2006) | | 2 YEARS AGO (FY 2007) | | 1 YEAR AGO (FY 2008) | | CURRENT YEAR (FY 2009) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| 194 | | Mathematics | 11 | 42 | 11 | 37 | 11 | 35 | 12 | 39 | 11 | 35 |
| 195 | | Mental Retardation/Develop Disabilities | 1 | 6 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | 5 |
| 196 | | Natural Science | 9 | 17 | 9 | 23 | 10 | 21 | 9 | 22 | 9 | 24 |
| 197 | | Nurse Education | 14 | 1 | 14 | 0 | 14 | 2 | 14 | 3 | 14 | 0 |
| 198 | | Nutrition, Diet Tech | 1 | 1 | 1 | 1 | 0 | 2 | 0 | 3 | 3 | 4 |
| 199 | | Food Science | 0 | 1 | 0 | 2 | 1 | 0 | 1 | 0 | 1 | 1 |
| 200 | | Occupational Therapy | 3 | 2 | 3 | 0 | 3 | 2 | 3 | 0 | 3 | 2 |
| 201 | | Office Technology | 4 | 9 | 4 | 9 | 4 | 10 | 4 | 9 | 4 | 9 |
| 202 | | Paralegal | 2 | 8 | 2 | 5 | 2 | 5 | 2 | 7 | 2 | 6 |
| 203 | | Physical Therapy | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| 204 | | Practical Nursing | 5 | 1 | 5 | 1 | 5 | 3 | 5 | 2 | 5 | 2 |
| 205 | | Radiologic Technology | 2 | 1 | 2 | 1 | 2 | 0 | 2 | 0 | 2 | 2 |
| 206 | | Respiratory Therapy | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 | 2 |
| 207 | | Surgical Tech | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| 208 | | Tourism and Guest Services | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 209 | | Emergency Medical Services | 0 | 2 | 0 | 4 | 0 | 4 | 0 | 4 | 0 | 5 |
| 210 | | Interdisciplinary Studies | 0 | 10 | 0 | 7 | 0 | 8 | 0 | 6 | 0 | 5 |
| 211 | | Medical Assisting | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 212 | | Engineering/Industrial Tech | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 2 |
| 213 | | Wellness & Healing | 0 | 0 | 0 | 5 | 0 | 5 | 0 | 4 | 0 | 5 |

**CIHE DATA FORM 8**
**STUDENT HEADCOUNT BYUNDERGRADUATE MAJOR**

| | 4 YEARS AGO (FALL 2004) | 3 YEARS AGO (FALL 2005) | 2 YEARS AGO (FALL 2006) | 1 YEAR AGO (FALL 2007) | CURRENT YEAR (FALL 2008) |
|---|---|---|---|---|---|
| **UNDERGRADUATE -CERTIFICATE** | | | | | |
| AC: Animal Care Specialist | 10 | 12 | 10 | 21 | 25 |
| CL/CY: Culinary Arts & Food Service | 7 | 7 | 4 | 6 | 5 |
| FR: Floriculture | 3 | 2 | 2 | 0 | 4 |
| GR: Digital Graphic Design | 13 | 15 | 19 | 9 | 10 |
| LO: Legal Office Certificate | 11 | 8 | 7 | 4 | 3 |
| MD: Medical Coding | 58 | 43 | 49 | 36 | 41 |
| MT: Medical Transcription | 10 | 12 | 11 | 10 | 12 |
| WP: Office Support | 7 | 7 | 8 | 10 | 5 |
| CC: Computer Applications | 6 | 4 | 0 | 6 | 7 |
| CN: Computer Networking | 14 | 8 | 8 | 15 | 12 |
| CD: Computer Aided Design | 8 | 13 | 10 | 13 | 6 |
| EUT: Energy Utility Technician | NA | NA | NA | 20 | 20 |
| WD: Web Development | 11 | 17 | 10 | 17 | 19 |
| MC: Medical Assisting | 25 | 23 | 26 | 31 | 29 |
| PF: Physical Fitness/Training Cert * | 17 | 6 | 4 | 0 | 0 |
| PH: Pharmacy Technician * | 20 | 8 | 2 | 4 | 0 |
| PN: Practical Nursing | 49 | 47 | 45 | 50 | 49 |
| PNX: Practical Nursing Accelerated | 16 | 0 | 21 | 8 | 6 |
| SL: Speech/Language Pathology Aide * | 1 | 0 | 0 | 0 | 0 |
| ST: Surgical Technician | 17 | 18 | 24 | 23 | 24 |
| TRA: Health Education Access Retention and Transition * | 8 | 2 | 0 | 0 | 0 |
| WH: Wellness and Healing Arts | 21 | 16 | 25 | 19 | 20 |
| BN: Biotechnology | NA | NA | NA | NA | 2 |
| DL: Dual Diagnosis * | 1 | 0 | 0 | 0 | 0 |
| DV: Developmental Disabilities Case Worker | 16 | 13 | 22 | 10 | 7 |
| FC: Fire Science | 3 | 6 | 5 | 3 | 3 |
| HG: Gerontology | 6 | 6 | 7 | 3 | 5 |
| HL: Substance Abuse Counseling | 25 | 16 | 20 | 25 | 24 |
| HN: Mental Health | 4 | 7 | 5 | 2 | 5 |
| HT: Infant/Toddler Child Care | 6 | 7 | 10 | 9 | 14 |
| HV: Gerontology/Activities Specialist | 1 | 3 | 5 | 6 | 2 |
| JC: Criminal Justice | 6 | 4 | 5 | 5 | 6 |
| LG: Paralegal | 24 | 26 | 17 | 24 | 20 |
| PYW: Youth Worker | NA | NA | NA | NA | 4 |
| SC: School Age Educator | 7 | 6 | 3 | 3 | 9 |
| TE: Teacher Aide | 7 | 12 | 14 | 24 | 17 |
| TRH: Health Prep * | 559 | 529 | 542 | 651 | 4 |
| TRM: Multi-Skilled Health * | 1 | 1 | 1 | 0 | 0 |
| TRS: Human Services * | 7 | 6 | 3 | 8 | 0 |

| | 4 YEARS AGO (FALL 2004) | 3 YEARS AGO (FALL 2005) | 2 YEARS AGO (FALL 2006) | 1 YEAR AGO (FALL 2007) | CURRENT YEAR (FALL 2008) |
|---|---|---|---|---|---|
| TRT: Tech Prep * | 42 | 28 | 31 | 41 | 0 |
| zAT: Aesthetics and Skin Care | 11 | 13 | 1 | 15 | 9 |
| zAA: Advanced Aesthetics | 0 | 0 | 9 | 0 | 5 |
| zCM: Cosmetology | 44 | 43 | 41 | 43 | 39 |
| zFO: Fiber Optic and CAT 5 Cabling* | 0 | 0 | 1 | 1 | 0 |
| **TOTAL** | **1102** | **994** | **1027** | **1175** | **472** |
| | | | | | |
| **UNDERGRADUATE -ASSOCIATE** | | | | | |
| AH: Animal Care Specialist | 78 | 82 | 87 | 83 | 68 |
| CF: Culinary Arts & Food Service | 63 | 69 | 88 | 96 | 94 |
| DT: Nutritional Sciences & Diet Tech | 36 | 42 | 40 | 35 | 47 |
| FL: Floriculture | 11 | 13 | 10 | 10 | 6 |
| FT: Food and Science Technology | 12 | 9 | 11 | 10 | 5 |
| GG: Professional Grooming * | 3 | 1 | 1 | 1 | 0 |
| HU: Horticulture | 63 | 55 | 64 | 58 | 54 |
| UF: Urban & Community Forestry * | 4 | 1 | 2 | 0 | 0 |
| VT: Veterinary Technology | 42 | 31 | 36 | 37 | 37 |
| AM: Aviation Management | NA | NA | NA | 3 | 7 |
| AV: Aviation Science | 34 | 36 | 28 | 40 | 39 |
| BA: Business Accounting | 136 | 139 | 136 | 160 | 168 |
| BG: Digital Graphic Design | 65 | 70 | 89 | 97 | 106 |
| BK: Business Marketing | 39 | 62 | 53 | 58 | 56 |
| BM: Business Management | 147 | 164 | 158 | 162 | 176 |
| ES: Executive Administrative Assistant | 30 | 35 | 30 | 39 | 29 |
| HO: Hotel Management | 13 | 18 | 16 | 26 | 22 |
| LS: Legal Administrative Assistant | 18 | 24 | 14 | 22 | 17 |
| MS: Medical Administrative Assistant | 40 | 38 | 36 | 51 | 45 |
| OP: Word Processing Administrative Assistant* | 0 | 0 | 2 | 1 | 1 |
| TG: Tourism and Hospitality | 20 | 25 | 24 | 27 | 36 |
| TM: Travel & Tourism * | 5 | 4 | 1 | 0 | 0 |
| CP: Computer Programming for Business | 22 | 19 | 28 | 22 | 24 |
| CO: Computer Applications | 21 | 13 | 12 | 21 | 21 |
| CW: Computer Networking | NA | NA | NA | 4 | 22 |
| ME: Manufacturing Engineer Tech * | 2 | 1 | 1 | 1 | 0 |
| TTN: Telecommunications Technology | 59 | 60 | 60 | 63 | 63 |
| LH: Health Science | 40 | 33 | 42 | 60 | 333 |
| LHS: Health Science/Speech/Language Disorders Option * | 1 | 0 | 0 | 0 | 0 |
| NE: Nurse Education | 126 | 130 | 125 | 121 | 126 |
| OT: Occupational Therapy Assistant | 57 | 65 | 67 | 56 | 57 |
| PT: Physical Therapist Assistant | 43 | 62 | 65 | 64 | 63 |
| RS: Respiratory Care | 28 | 31 | 30 | 32 | 32 |
| RT: Radiologic Technology | 37 | 39 | 38 | 40 | 40 |

| | 4 YEARS AGO (FALL 2004) | 3 YEARS AGO (FALL 2005) | 2 YEARS AGO (FALL 2006) | 1 YEAR AGO (FALL 2007) | CURRENT YEAR (FALL 2008) |
|---|---|---|---|---|---|
| LB: Biotechnology | 27 | 26 | 26 | 36 | 23 |
| CJ: Criminal Justice | 399 | 421 | 471 | 494 | 502 |
| DD: Developmental Disabilities | 26 | 24 | 27 | 29 | 42 |
| FS: Fire Science | 113 | 112 | 125 | 120 | 113 |
| HA: Drub & Alcohol Rehabilitation | 48 | 41 | 57 | 67 | 78 |
| HE: Early Childhood Education | 193 | 161 | 168 | 201 | 195 |
| HM: Mental Health | 54 | 57 | 60 | 71 | 42 |
| HP: Paralegal | 100 | 86 | 94 | 106 | 100 |
| HS: Human Services Practitioner | 21 | 25 | 15 | 16 | 34 |
| LF: Criminal Justice | NA | 1 | 4 | 8 | 5 |
| BT: Business Transfer | 483 | 466 | 546 | 589 | 610 |
| CI: Computer Information Systems | 38 | 38 | 33 | 48 | 64 |
| CU: Computer Science | 40 | 29 | 30 | 25 | 23 |
| EE: Elementary Education | 12 | 27 | 43 | 57 | 81 |
| EN: Engineering Science | 39 | 37 | 37 | 35 | 33 |
| ESOL: English As A Second Language | 9 | 4 | 1 | 7 | 3 |
| GE: Pre-Engineering | 62 | 52 | 77 | 79 | 97 |
| HD: Early Childhood Development | 86 | 76 | 62 | 70 | 73 |
| ID: Interdisciplinary Studies | 6 | 8 | 9 | 10 | 11 |
| LA: Liberal Arts | 1325 | 1339 | 1444 | 1584 | 1934 |
| LAL: Liberal Arts/ESL * | 362 | 405 | 341 | 4 | 1 |
| LC: Pre-Chiropractic * | 6 | 0 | 0 | 0 | 0 |
| **Undeclared** | 844 | 804 | 819 | 776 | 893 |
| **TOTAL** | **5588** | **5610** | **5883** | **5932** | **6751** |
| | | | | | |
| NA = New Program | | | | | |
| * - Program Phased Down | | | | | |
| | | | | | |
| **Undeclared** | | | | | |
| **TOTAL** | **0** | **0** | **0** | **0** | **0** |
| **TOTAL UNDERGRADUATE** | **6690** | **6604** | **6910** | **7107** | **7223** |

**CIHE DATA FORM 9**
**CREDITHOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT**

| | 4 YEARS AGO (FY 2005) | 3 YEARS AGO (FY 2006) | 2 YEARS AGO (FY 2007) | 1 YEAR AGO (FY 2008) | CURRENT YEAR (FY 2009) |
|---|---|---|---|---|---|
| **NAME OF DEPARTMENT OR COMPARABLE UNIT** | | | | | |
| **UNDERGRADUATE*** | | | | | |
| Aesthetics | 300 | 390 | 480 | 540 | 470 |
| Allied Health | 1237 | 1079 | 1289 | 1111 | 1156 |
| Alternative Studies | 1 | 1 | 1 | 3 | 1 |
| Animal Science | 953 | 966 | 890 | 929 | 904 |
| Aviation Science | 393 | 329 | 388 | 455 | 367 |
| Behavioral Science | 12852 | 12624 | 13515 | 14301 | 14574 |
| Biotechnology | 58 | 51 | 54 | 74 | 64 |
| Business | 8611 | 9195 | 9400 | 9315 | 9202 |
| Computer Science | 5118 | 5115 | 5579 | 5748 | 6290 |
| Cooperative Education | 0 | 0 | 0 | 0 | 210 |
| Cosmetology | 4100 | 3881 | 3840 | 3840 | 3531 |
| Criminal Justice | 3840 | 4569 | 5136 | 4764 | 5124 |
| Culinary Arts & Food Service | 856 | 1029 | 1223 | 1244 | 1070 |
| Cultural Arts | 5757 | 6160 | 6351 | 6628 | 7740 |
| Developmental Disabilities | 243 | 327 | 279 | 243 | 297 |
| Drug/Alcohol Rehabilitation | 705 | 690 | 717 | 795 | 894 |
| Education | 3357 | 3147 | 3176 | 3378 | 3549 |
| Emergency Medical Services | 803 | 750 | 1272 | 1353 | 1687 |
| Energy Utility | 0 | 0 | 0 | 250 | 260 |
| Engineering Science | 213 | 207 | 237 | 222 | 274 |
| English | 20202 | 20664 | 21551 | 22681 | 23842 |
| English as a Second Language | 4914 | 5583 | 4575 | 3789 | 3825 |
| Environmental Technology | 1120 | 1208 | 1214 | 1033 | 1090 |
| Fiber Optics | 260 | 0 | 0 | 0 | 0 |
| Fire Protection and Safety | 1509 | 1542 | 1620 | 1530 | 1459 |

| | 4 YEARS AGO (FY 2005) | 3 YEARS AGO (FY 2006) | 2 YEARS AGO (FY 2007) | 1 YEAR AGO (FY 2008) | CURRENT YEAR (FY 2009) |
|---|---|---|---|---|---|
| Food Science and Safety | 126 | 136 | 122 | 90 | 63 |
| Gerontology | 291 | 369 | 198 | 258 | 123 |
| Graphic Design | 621 | 582 | 757 | 716 | 603 |
| History/Government/Economics | 6544 | 6852 | 7662 | 8169 | 8665 |
| Honors | 71 | 66 | 45 | 27 | 51 |
| Human Services | 2048 | 1959 | 1991 | 2093 | 2159 |
| Industrial Electronics | 288 | 312 | 292 | 480 | 520 |
| Interdisciplinary Studies | 2043 | 2127 | 2385 | 2112 | 2413 |
| Library | 9 | 9 | 15 | 18 | 23 |
| Mathematics | 13700 | 13714 | 14260 | 14973 | 15507 |
| Mental Health/Mental Retardation | 474 | 612 | 501 | 564 | 309 |
| Natural Science | 11443 | 12262 | 13014 | 13139 | 14138 |
| Nursing | 3823 | 3790 | 4033 | 3885 | 3804 |
| Nutritional Science & Technology | 360 | 312 | 303 | 247 | 323 |
| Occupational Therapy | 1109 | 1424 | 1610 | 1244 | 1309 |
| Office Technology | 2310 | 1890 | 2155 | 2144 | 1889 |
| Paralegal | 1140 | 1119 | 1158 | 1233 | 1428 |
| Physical Therapy | 672 | 954 | 1105 | 1184 | 1174 |
| Radiologic Technology | 761 | 817 | 800 | 892 | 860 |
| Respiratory Therapy | 424 | 456 | 518 | 507 | 507 |
| Student Support Center | 1286 | 1455 | 1424 | 1478 | 1472 |
| Surgical Tech | 419 | 351 | 490 | 485 | 508 |
| Tourism and Guest Services | 260 | 366 | 189 | 354 | 366 |
| Veterinary Science | 386 | 427 | 351 | 451 | 427 |
| Youth Worker | 0 | 0 | 0 | 45 | 105 |
| **TOTAL** | **128010** | **131868** | **138165** | **141014** | **146626** |

*** Data was extracted live from the ODS Warehouse.**

## TABLE 1. Program and Certificate Description

***Note*** *: For Enrollment and other data, use data from current or most recently completed semester for which data are*

**Programs and Certificates in which 50% or more of the courses may be completed entirely on-line**

| Program or Certificate Name | Level of Degree (A, B, M, D) or Certificate (C) | | Initiation Date (First Enrollment) (Year Only) | | Number of Required Credits | No. of Credits Which May be Completed On-Line |
|---|---|---|---|---|---|---|
| Accounting (BA) | D | | 2008 | | 62 | 42 |
| Animal Care Specialist (AH) | D | | 2004 | | 61 | 35 |
| Biotechnology (LB) | D | | 2008 | | 60 | 30 |
| Business Administration (BT) | D | | 2004 | | 60 | 60 |
| Business Administration 3rd sem | D | | 2004 | | 62 | 62 |
| Computer Aided Design (CD) | C | | 2005 | | 23 | 20 |
| Computer Applications (CC) | C | | 2006 | | 27 | 24 |
| Computer Applications (CO) | D | | 2006 | | 60 | 46 |
| Computer Information Systems | D | | 2007 | | 67 | 52 |
| Computer Networking (CN) | C | | 2005 | | 28 | 21 |
| Computer Programming (CP) | D | | 2004 | | 60 | 50 |
| Criminal Justice (CJ) | D | | 2007 | | 60 | 30 |
| Criminal Justice (JC) | C | | 2007 | | 27 | 15 |
| Elementary Education Transfer | D | | 2004 | | 62 | 36 |
| Executive Administrative Assistant | D | | 2008 | | 60 | 39 |
| Fire Protection + Safety Tech (FS) | D | | 2007 | | 60 | 60 |
| Fire Protection + Safety Tech | C | | 2007 | | 24 | 24 |
| Health Science (LH) | D | | 2006 | | 64 | 56 |
| Hotel Management (HO) | D | | 2006 | | 60 | 40 |
| Interdisciplinary Studies (ID) | D | | 2004 | | 62 | 59 |
| Law Enforcement Certificate | C | | 2008 | | 27 | 15 |
| Legal Administrative Assistant | D | | 2005 | | 61 | 39 |
| Legal Office Support (LO) | C | | 2005 | | 26 | 19 |
| Liberal Arts (LA) | D | | 2004 | | 62 | 62 |
| Liberal Arts International (LAI) | D | | 2004 | | 62 | 62 |
| Management (BM) | D | | 2005 | | 60 | 45 |
| Marketing (BK) | D | | 2008 | | 60 | 46 |
| Medical Administrative Assistant | D | | 2008 | | 61 | 36 |
| Office Support (WP) | C | | 2008 | | 25 | 22 |
| Paralegal (HP) | D | | 2004 | | 60 | 33 |
| Pre-Engineerng (GE) | D | | 2004 | | 63 | 36 |
| Travel, Tourism + Hospitality (TG) | D | | 2007 | | 61 | 31 |
| Web Development (WD) | C | | 2003 | | 27 | 27 |

**CIHE DATA FORMS FOR REPORTS ON DISTANCE EDUCATION PROGRAMS (Continued)**

**TABLE 2. Students**

***Note*: For Enrollment and other data, use data from current or most recently completed semester for which data are available.**

**Programs and Certificates in which 50% or more of the courses may be completed entirely on-line**

| Program or Certificate Name | Matriculated Students | Degree or Certificate Completers to Date | Total Number of Students Taking Courses on Ground* | In-State Student taking Courses On-Line | Out-of-State Students taking Courses On_Line | Students Based in Other countries Taking Courses | Total Number of Students Taking Courses On-Line |
|---|---|---|---|---|---|---|---|
| | Since 2007, the Banner Coding Team has been working on levels and session codes to re-code courses and students. These changes will allow us to better identify and track students taking online courses. In conjunction with NSCC's adoption of the Oracle Operational Data Store software and the Enterprise Data Warehouse, teams have been simultaneously working on better codifying data and writing reports that extract the data, so that meaningful analysis and future planning can take place. This is a lengthy project which, when finished, will transform the College's ability to examine and respond to data trends. | | | | | | |

**TABLE 3. Faculty**

***Note*: For Enrollment and other data, use data from current or most recently completed semester for which data are available.**

**Programs and Certificates in which 50% or more of the courses may be completed entirely on-line**

| Program or Certificate Name | Faculty Teaching in The Program (Headcount) | | | | | | |
|---|---|---|---|---|---|---|---|
| | Faculty Employed Full Time at The Institution | | | | Faculty Employed PT at The Institution | Total Faculty in Program | |
| | FT in Program | | PT in Program | | | | |
| | | | | | | | |
| | Faculty at NSCC are assigned to departments, not degree and certificate programs. When Banner was first adopted by NSCC in 1997, faculty were assigned a status based on contract type, not program or course. Future work by the Banner Coding Team and the Operational Data Store project should enable us to categorize faculty with more accuracy and flexibility. | | | | | | |

# CIHE Form: Standard 10: Public Disclosure

| Paragraph | Information | Web Address | Print Publications |
|---|---|---|---|
| 10.2 | How can inquiries be made about the institution?<br>Where can questions be addressed? | http://www.northshore.edu/degrees/index.html<br><br>SUGGESTION – At the bottom of the home page, include a "contact us" link | - Inside Catalog,' 06-'09, Pg. 2, below Information Directory header<br><br>- Inside Credit course schedule, (Winter/Spring Pg. 77) below Information Directory header |
| 10.2 | Notice of availability of publications and of audited financial statement or fair summary | Financial info not currently available online | Financial Statement can be found in the Annual (President's ) Report |
| 10.3 | Institutional Catalog | http://www.northshore.edu/catalog/ | In print |
| 10.3 | Obligations and responsibilities of students and the institution | http://www.northshore.edu/catalog/<br><br>Web Institutional Profile | Catalog Pg. 25<br><br>Pgs 33-66<br>Student Rights, Responsibilities. |
| 10.3 | Information on admission and attendance | http://www.northshore.edu/catalog/<br>Pg. 242 (attendance)<br>Pg. 12-19 (admission)<br><br>Admissions and Enrollment | - Winter/Spring Course Schedule, Pg. 4 (admission)<br><br>- Catalog, pg 11-18 (admission)<br>- Catalog, pg 239 (attendance)<br><br>Pg. 85 Attendance Policy |
| 10.5 | Institutional mission and objectives | http://www.northshore.edu/profile/history.html<br><br>http://www.northshore.edu/catalog/ Pg. 2<br><br>Institutional Profile | Catalog, inside cover<br><br>Pg. 1 |
| 10.5 | Expected educational outcomes | http://www.northshore.edu/profile/gened.html<br><br>Institutional Profile/General Education Outcomes | WinterSpring course schedule, Pg. 4 |
| 10.5 | Requirements, procedures and policies re: admissions | http://www.northshore.edu/enroll/index.html<br><br>http://www.northshore.edu/catalog/ Pg. 236-245<br><br>Admissions and Enrollment | -Winter/Spring Course Schedule, Pg. 4-10<br>-Catalog, Pg 233-242 |
| 10.5 | Requirements, procedures and policies re: transfer credit | http://www.northshore.edu/catalog/<br>Pg. 14<br><br>http://www.northshore.edu/transfer/ | -Winter/Spring Course Schedule, Pg. 20<br><br>- Catalog, pg. 13 |

| | | | |
|---|---|---|---|
| **10.5** | **Student fees, charges and refund policies** | **http://www.northshore.edu/services/fa/costs.html**<br><br>**http://www.northshore.edu/services/fa/refund.html**<br><br>**http://www.northshore.edu/catalog/ Pg. 20-26**<br><br>**Academic Calendar/Student Services** | **-Catalog, pg. 19-25**<br><br>**-Winter/Spring course schedule, pg. 8-9**<br><br>**Pg. 101 Refund Policy** |
| **10.5** | **Rules and regulations for student conduct** | | **Pgs. 52-66 Conduct** |
| **10.5** | **Other information re: attending or withdrawing from the institution** | **http://www.northshore.edu/catalog/ Pg. 242** | **Catalog Pg. 239**<br><br>**Pg. 85 Withdrawal from college** |
| **10.5** | **Academic programs** | **http://www.northshore.edu/programs/index.html**<br><br>**http://www.northshore.edu/catalog/ Pg. 28-138**<br><br>**Home Page – Academic Opportunities** | **-Winter/Spring Course Schedule, Pg. 2**<br><br>**-Catalog, Pg. 27-137** |
| **10.5** | **Courses currently offered** | **www.northshore.edu**<br>**Find courses**<br><br>**Home Page – Search by term and subject** | **-Winter/Spring Course Schedule, Pg. 27-37, 43-74** |
| **10.5** | **Other available educational opportunities** | | **Pg. 17 Clubs/Service Learning** |
| **10.5** | **Other academic policies and procedures** | **http://www.northshore.edu/catalog/ Pg. 262-270** | **Catalog Pg. 259-267** |
| **10.5** | **Requirements for degrees and other forms of academic recognition** | **http://www.northshore.edu/catalog/ Pg. 245**<br><br>**Refer to Academic Opportunities – Program of study sheets**<br>**Degree audit on campus Pipeline** | **Catalog Pg. 242**<br><br>**Pgs. 94-95 Degree Policies**<br>**Pg. 17 Phi Theta Kappa**<br>**Pg. 20 Honors Program** |
| **10.6** | **List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them.** | **http://www.northshore.edu/catalog/ Pg. 272-290**<br><br>**NOTE: No current listing of adjuncts online or in print** | **Catalog, Pg. 269-287** |
| **10.6** | **Names and positions of administrative officers** | **http://www.northshore.edu/catalog/ Pg. 271**<br><br>**Institutional Profile/Executive Staff** | **Catalog, Pg. 268** |
| **10.6** | **Names and principal** | | |

| | | | |
|---|---|---|---|
| | **affiliations of members of the governing board** | **Institutional Profile** | **Names and principal affiliations of members of the governing board are located in the Annual/President's Report.** |
| **10.7** | **Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location.** | **Most recent listing of programs and their locations are located on our home page, under Find Courses** | **Updated list of programs and their locations are in the most recent course schedules.** |
| **10.8** | **Programs, courses, services, and personnel not available in any given academic year** | **http://www.northshore.edu/catalog/ Pg. 4 Information subject to change blurb** | **Catalog Information subject to change blurb, Pg. 3** |
| **10.9** | **Size and characteristics of the student body** | **http://www.northshore.edu/profile/statistics.html** | **Fact Sheet** |
| **10.9** | **Description of the campus setting** | | **About NSCC brochure**<br><br>**Pgs. 4-5 Campus Locations**<br>**Pg. 6 - Directions** |
| **10.9** | **Availability of academic and other support services** | **http://www.northshore.edu/services/index.html**<br><br>**http://www.northshore.edu/catalog/**<br>**Pg. 249 -258** | **Catalog, Pg. 246-255**<br><br>**Pg. 22 Trio**<br>**Pg. 12 adaptive lab**<br>**Pg. 15 career services**<br>**Pg 17-18, 39, 67-72 disability Services/policies**<br>**Pg. 23 Tutoring centers** |
| **10.9** | **Range of co-curricular and non-academic opportunities available to students** | **http://www.northshore.edu/student_life/index.html**<br><br>**Student Life tab in campus pipeline**<br>**Student organizations link – clubs and organization** | **Pg. 17 Student Life Clubs and organizations** |
| **10.9** | **Institutional learning and physical resources from which a student can reasonably be expected to benefit** | | |
| **10.10** | **Institutional goals for students' education** | **http://www.northshore.edu/profile/gened.html**<br><br>**http://www.northshore.edu/profile/strategic.html** | |

| | | | |
|---|---|---|---|
| **10.11** | **Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate.** | **Contact the Office of Planning and Research, Laurie LaChapelle, Director, x4350** | **Alumni News Fact Sheet** |
| **10.11** | **Total cost of education, including availability of financial aid and typical length of study** | **Student Financial Services** | |
| **10.11** | **Expected amount of student debt upon graduation** | **Student Financial Services** | |
| **10.13** | **Statement about accreditation** | **http://www.northshore.edu/catalog/ Pg. 4** | **Catalog, Pg. 3** |

## Form S.1 RETENTION AND GRADUATION RATES

| Student Success Measures/ Performance and Goals | Prior 2 Years Prior | 1 Year Prior | Most Recent Year | Goal Next Year | Goal 2 Years Forward |
|---|---|---|---|---|---|
| | **Fall 2005** | **Fall 2006** | **Fall 2007** | | |
| **IPEDS RETENTION DATA** | | | | | |
| Associate Degree Students* | 50% | 62% | 60% | 62% | 64% |
| Bachelors Degree Students | NA | NA | NA | NA | NA |
| | | | | | |
| **IPEDS GRADUATION DATA** | **Fall 2003** | **Fall 2004** | **Fall 2005** | | |
| Associate Degree Students** | 17% | 17% | 19% | 20% | 20% |
| Bachelors Degree Students | NA | NA | NA | NA | NA |
| | | | | | |
| **Other Undergraduate Retention Rates(1)** | **Fall 2004** | **Fall 2005** | **Fall 2006** | | |
| a. First Year Fall to Fall Retention Rates*** | 60% | 55% | 61% | | |
| b. Fall to Spring Persistence **** | 90% | 92% | 91% | | |
| c. | | | | | |
| | | | | | |
| **Other Undergraduate Graduation Rates (2)** | **Fall 2003** | **Fall 2004** | **Fall 2005** | | |
| a. IPEDS Transfer Out Rate | 31% | 21% | 19% | 18% | 18% |
| b. | | | | | |
| c. | | | | | |
| | | | | | |
| **Graduate Programs*** | Not Applicable | | | | |
| Retention rates first-to-second year (3) | | | | | |
| Graduation Rates @ 150% time (4) | | | | | |
| | | | | | |
| **Distance Education** | | | | | |
| Course completion rates (5) | Since 2007, the Banner Coding Team has been working on levels | | | | |
| Retention rates (6) | and session codes to re-code courses and students. These changes | | | | |
| Graduation rates (7) | will allow us to bettter identify and track students taking online | | | | |
| | courses to gather completion, retention and graduation rates. | | | | |
| | | | | | |
| | | | | | |
| **Branch campus and instructional locations** | Not Available | | | | |
| Course completion rate (8) | | | | | |
| Retention rates (9) | | | | | |
| Graduation Rates (10) | | | | | |

**Definition and Methodology Explanations**

1. *IPEDS Retention Rate (Enrollment Survey, Part E) is based on Fulltime, Firsttime Degree Seeking Students only.
2. **IPEDS Graduation Rate (Section III) is based on Fulltime, Firstime Degree Seeking Students only.
3. ***Mass Department of Higher Education determines the Fall to Fall Retention Rate for each Fall cohort defined as New Firsttime Fulltime less those that have graduated prior to the following fall semester.
4. ****Mass Department of Higher Education determines Fall to Spring Persistence. Fall to Spring rate differes from Fall to Fall in that it is based on the Fall cohort of students returning to the institution in the Spring who initially enroll as degree-seeking, are not enrolled in ESL coursework in the Fall, earn 9 or more credits in the Fall, and haven't graduated prior to the Spring term.
5. 
6. 

*Graduate-only institutions must complete this portion

| Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS | | | | | |
|---|---|---|---|---|---|
| **Measures of Student Achievement and Success/ Institutional Performance and Goals** | | 2 Years Prior | 1 Year Prior | Most Recent Year | Goal for the Future |
| **Success of students pursuing higher degree (1)** | | **FY2006** | **FY2007** | **FY2008** | |
| 1 | Annualized Credit Course Completion Rate* | 73% | 73% | 72% | 74% |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| **Definition and Methodology Explanations** | | | | | |
| * Mass Department of Higher Education Performance Measure for Community Colleges | | | | | |
| **Rates at which graduates pursue mission related paths (e.g., Peace Corps, public service law) (2)** | | | | | |
| 1 | Not Available | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| | | | | | |
| **Definition and Methodology Explanations** | | | | | |
| | | | | | |
| **Rates at which students are successful in fields for which they were not explicitly prepared (3)** | | **Class of 2005** | **Class of 2006** | **Class of 2007** | |
| 1 | % of Career Program Graduates Employed (in Related or Unrelated field) ** | 67% | 61% | 83% | 84% |
| 2 | % of Transfer Program Graduates who successfully transferred to another college/university and are currently attending school** | 91% | 90% | 92% | 94% |
| 3 | | | | | |
| 4 | | | | | |
| | | | | | |
| **Definition and Methodology Explanations** | | | | | |
| * Source: Career and Transfer Program Graduate 10 month follow-up survey data. | | | | | |
| **Documented success of graduates achieving other mission-explicitly achievement (e.g., leadership, spiritual formation) (4)** | | | | | |
| 1 | Not Available | | | | |
| 2 | | | | | |
| **Definition and Methodology Explanations** | | | | | |
| | | | | | |
| **Other (specify below in 5)** | | | | | |
| 1 | | | | | |
| 2 | | | | | |

**Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES**

| | | | 2 Years Prior | 1 Year Prior | Most Recent Year | Goal Next Year | Goal 2 Years Forward |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| **State Licensure Passage Rates*** | | **2005** | **2006** | **2007** | **2008** | | |
| 1 | **Nurse Education Licensure Exam** | 89% | 85% | 88% | 96% | 93% | 93% |
| | - # Passed / # Examined | 47/53 | 52/61 | 56/64 | 52/54 | | |
| | | | | | | | |
| **National Licensure Passage Rates*** | | **2005** | **2006** | **2007** | **2008** | | |
| 1 | Amer Registry of Radiologic Technologists | 87% | 100% | 94% | 100% | 100% | 100% |
| | - # Passed / # Examined | 14/15 | 19/19 | 17/19 | 19/19 | | |
| 2 | Respiratory Care Licensure Exam | 100% | 100% | 100% | 100% | 100% | 100% |
| | - # Passed / # Examined | 7/7 | 10/10 | 9/9 | 12/12 | | |
| 3 | Occupational Therapy Nat'l Cert. Exam | 100% | 100% | 92% | 91% | 95% | 95% |
| | - # Passed / # Examined | 14/14 | 28/28 | 22/24 | 20/22 | | |
| 4 | Physical Therapy Licensure Exam | 100% | 100% | 94% | 92% | 95% | 95% |
| | - # Passed / # Examined | 5/5 | 13/13 | 15/16 | 23/25 | | |
| 5 | Medical Assisting - CMA (AAMA) | 71% | 60% | 67% | 63% | 85% | 85% |
| | Certification Exam | 5/7 | 3/5 | 4/6 | 5/8 | | |
| | - # Passed / # Examined | | | | | | |
| 6 | Aviation Science - Single Engine Commercial | 100% | 100% | 100% | | 100% | 100% |
| | Pilot Certificaiton | 6/6 | 1/1 | 5/5 | | | |
| | - # Passed / # Examined | | | | | | |
| | | | | | | | |
| **Job Placement Rates**** | | | | | | | |
| 1 | See attached tables from NSCC's 10 Month Graduate Follow-Up Survey Report Class of 2005, 2006 & 2007 | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |

* 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 | |

**EMPLOYMENT STATUS CLASS OF 2007 - CAREER GRADUATES**

| | | Total | No. | Employment Status | | Addi- | Looking | Not in | Un- | 85% |
|---|---|---|---|---|---|---|---|---|---|---|
| Code | Program of Study | Grads | Resp | Military | Working | tional | for | Labor | known | Pef Std |
| | | | | | | Edu | Emp | Force | | Met |
| | | # | # | # | # | # | # | # | # | % |
| | | | | | | | | | | |
| | **AGRICULTURAL, FOOD, ANIMAL & ENVIRONMENTAL TECHNOLOGIES** | | | | | | | | | |
| AC | Animal Care Specialist Cert | 1 | 0 | | | | | | 1 | **0.0%** |
| AH | Animal Care Specialist | 13 | 4 | | 4 | | | | 9 | **100.0%** |
| CF | Culinary Arts & Food Service | 7 | 3 | | 1 | 2 | | | 4 | **100.0%** |
| CY | Culinary Arts & Food Svc. Cert | 3 | 1 | | | 1 | | | 2 | **100.0%** |
| DT | Nutritional Sciences & Diet Tech | 3 | 1 | | 1 | | | | 2 | **100.0%** |
| FL | Floriculture | 2 | 2 | | 2 | | | | | **100.0%** |
| FR | Floriculture Cert | 1 | 1 | | 1 | | | | | **100.0%** |
| FT | Food Science & Safety | 5 | 3 | | 2 | 1 | | | 2 | **100.0%** |
| HU | Horticulture | 11 | 3 | | 2 | 1 | | | 8 | **100.0%** |
| VT | Veterinary Technology | 3 | 0 | | | | | | 3 | **0.0%** |
| | | | | | | | | | | |
| | **BUSINESS/OFFICE PROGRAMS** | | | | | | | | | |
| AV | Aviation Science | 4 | 2 | | 2 | | | | 2 | **100.0%** |
| BA | Business Accounting | 5 | 5 | | 5 | | | | | **100.0%** |
| BG | Digital Graphic Design | 13 | 4 | | 4 | | | | 9 | **100.0%** |
| BM | Business Management | 23 | 14 | | 12 | 2 | | | 9 | **100.0%** |
| BK | Business Marketing | 4 | 1 | | 1 | | | | 3 | **100.0%** |
| ES | Executive Administrative Asst | 7 | 3 | | 3 | | | | 4 | **100.0%** |
| GR | Digital Graphic Design Cert | 5 | 4 | | 3 | 1 | | | 1 | **100.0%** |
| HO | Hotel Management | 2 | 2 | | 1 | 1 | | | | **100.0%** |
| LS | Legal Administrative Asst | 4 | 2 | | 2 | | | | 2 | **100.0%** |
| LO | Legal Office Certificate | 2 | 0 | | | | | | 2 | **0.0%** |
| MD | Medical Coding Cert | 9 | 3 | | 2 | | 1 | | 6 | **66.7%** |
| MS | Medical Adm Asst/Secretary | 2 | 1 | | 1 | | | | 1 | **100.0%** |
| MT | Medical Transcriptionist Cert | 3 | 1 | | 1 | | | | 2 | **100.0%** |
| TG | Tourism & Guest Services | 1 | 0 | | | | | | 1 | **0.0%** |
| TM | Travel & Tourism | 1 | 0 | | | | | | 1 | **0.0%** |
| WP | Word Processing Cert | 3 | 2 | | 2 | | | | 1 | **100.0%** |
| | | | | | | | | | | |
| | **COMPUTER CAREERS** | | | | | | | | | |
| CN | Computer Networking Cert | 2 | 2 | | 2 | | | | | **100.0%** |
| CP | Computer Programming for Business | 1 | 0 | | | | | | 1 | **0.0%** |
| CO | Computer Applications | 2 | 1 | | 1 | | | | 1 | **100.0%** |
| CC | Computer Applications Cert | 1 | 0 | | | | | | 1 | **0.0%** |
| WD | Web Development | 1 | 0 | | | | | | 1 | **0.0%** |
| | | | | | | | | | | |
| | **HEALTH CAREERS** | | | | | | | | | |
| MC | Medical Assisting Cert | 10 | 7 | | 6 | | 1 | | 3 | **85.7%** |
| NE | Nurse Education | 63 | 16 | 1 | 14 | 1 | | | 47 | **100.0%** |
| OT | Occupational Therapy Asst | 20 | 7 | | 7 | | | | 13 | **100.0%** |
| PH | Pharmacy Technician Cert | 1 | 1 | | | 1 | | | | **100.0%** |
| PN | Practical Nursing Cert | 26 | 10 | | 7 | 3 | | | 16 | **100.0%** |
| PF | Physical Fitness Cert | 2 | 0 | | | | | | 2 | **0.0%** |
| PT | Physical Therapist Assistant | 21 | 4 | | 3 | | 1 | | 17 | **75.0%** |
| RS | Respiratory Therapy | 14 | 1 | | 1 | | | | 13 | **100.0%** |
| RT | Radiologic Technology | 17 | 3 | | 2 | 1 | | | 14 | **100.0%** |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| ST | Surgical Tech Cert | 15 | 4 | | 4 | | | | 11 | **100.0%** |
| WH | Wellness & Healing Arts Cert | 4 | 2 | | 1 | 1 | | | 2 | **100.0%** |
| | | | | | | | | | | |
| | **HUMAN SERVICE CAREERS** | | | | | | | | | |
| CJ | Criminal Justice | 79 | 48 | | 35 | 13 | | | 31 | **100.0%** |
| JC | Criminal Justice Cert | 44 | 25 | | 19 | 6 | | | 19 | **100.0%** |
| HA | Drug & Alcohol Rehabilitation | 5 | 3 | | 2 | 1 | | | 2 | **100.0%** |
| HE | Early Childhood Education | 28 | 15 | | 12 | 3 | | | 13 | **100.0%** |
| HT | Early Care and Education Cert | 1 | 1 | | 1 | | | | | **100.0%** |
| FC | Fire Science Cert | 25 | 11 | | 11 | | | | 14 | **100.0%** |
| FS | Fire Science Degree | 31 | 12 | | 12 | | | | 19 | **100.0%** |
| HG | Gerontology Cert | 3 | 2 | | 2 | | | | 1 | **100.0%** |
| HL | Substance Abuse Counseling Cert | 14 | 7 | | 6 | 1 | | | 7 | **100.0%** |
| HS | Gerontology/Social Welfare | 5 | 4 | | 3 | 1 | | | 1 | **100.0%** |
| HM | Mental Health | 5 | 2 | | 2 | | | | 3 | **100.0%** |
| HN | Mental Health Cert | 3 | 1 | | 1 | | | | 2 | **100.0%** |
| HV | Geron/Activities Specialist Cert | 2 | 1 | | 1 | | | | 1 | **100.0%** |
| DD | Developmental Disabilities | 8 | 4 | | 1 | 3 | | | 4 | **100.0%** |
| DV | Developmental Dis Casewrk Cert | 14 | 6 | | 5 | 1 | | | 8 | **100.0%** |
| HP | Paralegal Studies | 13 | 9 | | 7 | 2 | | | 4 | **100.0%** |
| LF | Law Enforcement Cert | 9 | 3 | | 3 | | | | 6 | **100.0%** |
| LG | Paralegal Cert | 15 | 6 | | 4 | 2 | | | 9 | **100.0%** |
| TE | Teacher Aide Certificate | 7 | 2 | 1 | 1 | | | | 5 | **100.0%** |
| | | | | | | | | | | |
| | **INDUSTRIAL TECHNOLOGIES** | | | | | | | | | |
| CD | CAD/Certificate | 3 | 0 | | | | | | 3 | **0.0%** |
| ME | Mfg Engineering Tech | 1 | 0 | | | | | | 1 | **0.0%** |
| TTN | Telecomm. Tech Nynex | 14 | 11 | | 11 | | | | 3 | **100.0%** |
| | | | | | | | | | | |
| | **MISCELLANEOUS** | | | | | | | | | |
| LB | Biotechnology | 3 | 2 | | 2 | | | | 1 | **100.0%** |
| | | | | | | | | | | |
| | **TRANSITIONAL PROGRAMS** | | | | | | | | | |
| TRH | Health Professions Prep. Cert | 6 | 5 | | 5 | | | | 1 | **100.0%** |
| TRS | Human Services Prep Cert | 21 | 13 | | 11 | 2 | | | 8 | **100.0%** |
| TRT | Technical Carer Transf Cert | 7 | 7 | | 6 | 1 | | | | **100.0%** |
| | | | | | | | | | | |
| | **TECHNICAL TRAINING PROGRAMS** | | | | | | | | | |
| zAA | Aesthetics&Skin Care CLK HR Cert | 6 | 2 | | 2 | | | | 4 | **100.0%** |
| zAT | Aesthetics&Skin Care CLK HR Cert | 1 | 0 | | | | | | 1 | **0.0%** |
| zCM | Cosmetology (CLK HR Cert) | 35 | 3 | | 3 | | | | 32 | **100.0%** |
| | | | | | | | | | | |
| | **TOTALS** | **745** | **325** | **2** | **268** | **52** | **3** | **0** | **420** | **99.1%** |
| | | | | **0.6%** | **82.5%** | **16.0%** | **0.9%** | **0.0%** | **56.4%** | |
| Data Taken from Class 2007 Graduate Follow Up Survey | | | | | | | | | | |

**EMPLOYMENT STATUS CLASS OF 2006 - CAREER GRADUATES**

| | | Total | No. | Employment Status | | Addi- | Looking | Not in | Un- | 85% |
|---|---|---|---|---|---|---|---|---|---|---|
| Code | Program of Study | Grads | Resp | Military | Working | tional | for | Labor | known | Pef Std |
| | | | | | | Edu | Emp | Force | | Met |
| | | # | # | # | # | # | # | # | # | % |
| | | | | | | | | | | |
| | **AGRICULTURAL, FOOD, ANIMAL & ENVIRONMENTAL TECHNOLOGIES** | | | | | | | | | |
| AC | Animal Care Specialist Cert | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **0.0%** |
| AH | Animal Care Specialist | 12 | 8 | 0 | 6 | 2 | 0 | 0 | 4 | **100.0%** |
| CF | Culinary Arts & Food Service | 8 | 5 | 0 | 4 | 1 | 0 | 0 | 3 | **100.0%** |
| CL | Culinary Arts & Food Svc. Cert | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| CY | Culinary Arts and Food Service | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| DT | Nutritional Sciences & Diet Tech | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | **100.0%** |
| FL | Floriculture | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 2 | **100.0%** |
| FT | Food Science & Safety | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| GG | Professional Grooming | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| HU | Horticulture | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| UF | Urban & Community Forestry | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| VT | Veterinary Technology | 7 | 5 | 0 | 5 | 0 | 0 | 0 | 2 | **100.0%** |
| | | | | | | | | | | |
| | **BUSINESS/OFFICE PROGRAMS** | | | | | | | | | |
| AV | Aviation Science | 6 | 4 | 0 | 1 | 2 | 1 | 0 | 2 | **75.0%** |
| BA | Business Accounting | 21 | 14 | 0 | 11 | 2 | 1 | 0 | 7 | **92.9%** |
| BG | Digital Graphic Design | 7 | 5 | 0 | 1 | 2 | 2 | 0 | 2 | **60.0%** |
| BM | Business Management | 18 | 12 | 0 | 8 | 4 | 0 | 0 | 6 | **100.0%** |
| BK | Business Marketing | 3 | 3 | 0 | 2 | 1 | 0 | 0 | 0 | **100.0%** |
| ES | Executive Administrative Asst | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | **100.0%** |
| GR | Digital Graphic Design Cert | 3 | 2 | 0 | 1 | 1 | 1 | 0 | 2 | **100.0%** |
| LS | Legal Administrative Asst | 6 | 4 | 0 | 2 | 0 | 0 | 0 | 2 | **50.0%** |
| LO | Legal Office Certificate | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | **100.0%** |
| MD | Medical Coding Certificate | 8 | 5 | 0 | 4 | 1 | 0 | 0 | 3 | **100.0%** |
| MS | Medical Adm Asst/Secretary | 4 | 3 | 0 | 3 | 0 | 0 | 0 | 1 | **100.0%** |
| MT | Medical Transcriptionist Cert | 4 | 3 | 0 | 1 | 2 | 1 | 0 | 1 | **100.0%** |
| TG | Tourism & Guest Services | 5 | 3 | 0 | 0 | 3 | 0 | 0 | 2 | **100.0%** |
| TM | Travel and Tourism | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| WP | Word Processing Cert | 3 | 2 | 0 | 0 | 1 | 0 | 0 | 3 | **50.0%** |
| | | | | | | | | | | |
| | **COMPUTER CAREERS** | | | | | | | | | |
| CP | Computer Programming for Business | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | **100.0%** |
| CO | Computer Applications | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | **100.0%** |
| CN | Computer Networking Cert | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | **0.0%** |
| | | | | | | | | | | |
| | **HEALTH CAREERS** | | | | | | | | | |
| LH | Health Science | 4 | 3 | 0 | 2 | 1 | 0 | 0 | 1 | **100.0%** |
| MC | Medical Assisting Cert | 15 | 11 | 0 | 7 | 4 | 0 | 0 | 4 | **100.0%** |
| NE | Nurse Education | 59 | 38 | 0 | 37 | 1 | 0 | 0 | 21 | **100.0%** |
| OT | Occupational Therapy Asst | 32 | 21 | 0 | 12 | 7 | 1 | 1 | 11 | **90.5%** |
| PN | Practical Nursing Cert | 30 | 28 | 0 | 23 | 5 | 0 | 0 | 2 | **100.0%** |
| PF | Physical Fitness Cert | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| PH | Pharmacy Technican (Cert) | 4 | 3 | 0 | 2 | 1 | 0 | 0 | 1 | **100.0%** |
| PT | Physical Therapist Assistant | 13 | 9 | 0 | 9 | 0 | 0 | 0 | 4 | **100.0%** |
| RS | Respiratory Therapy | 8 | 8 | 0 | 7 | 1 | 0 | 0 | 0 | **100.0%** |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| RT | Radiologic Technology | 19 | 18 | 0 | 18 | 0 | 0 | 0 | 1 | **100.0%** |
| ST | Surgical Tech Cert | 8 | 5 | 0 | 5 | 0 | 0 | 0 | 3 | **100.0%** |
| WH | Wellness & Healing Arts Cert | 5 | 3 | 0 | 2 | 1 | 0 | 0 | 2 | **100.0%** |
| | | | | | | | | | | |
| | **HUMAN SERVICE CAREERS** | | | | | | | | | |
| | | | | | | | | | | |
| CJ | Criminal Justice | 64 | 43 | 0 | 10 | 33 | 0 | 0 | 21 | **100.0%** |
| JC | Criminal Justice Cert | 9 | 8 | 0 | 3 | 5 | 0 | 0 | 1 | **100.0%** |
| LF | Law Enforcement Certificate | 6 | 4 | 0 | 2 | 2 | 0 | 0 | 2 | **100.0%** |
| EE | Elementary Education | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | **100.0%** |
| HA | Drug & Alcohol Rehabilitation | 16 | 11 | 0 | 5 | 6 | 0 | 0 | 5 | **100.0%** |
| HE | Early Childhood Education | 32 | 21 | 0 | 9 | 12 | 1 | 0 | 11 | **100.0%** |
| HT | Early Childhood Education (Cert) | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | **100.0%** |
| FC | Fire Science Cert | 7 | 5 | 0 | 4 | 1 | 0 | 0 | 2 | **100.0%** |
| FS | Fire Science Degree | 26 | 18 | 0 | 9 | 9 | 0 | 0 | 8 | **100.0%** |
| HG | Gerontology Cert | 5 | 3 | 0 | 3 | 0 | 0 | 0 | 2 | **100.0%** |
| HL | Substance Abuse Counseling Cert | 12 | 10 | 0 | 4 | 6 | 0 | 0 | 2 | **100.0%** |
| HS | Gerontology/Social Welfare | 8 | 5 | 0 | 2 | 2 | 1 | 0 | 3 | **80.0%** |
| HM | Mental Health | 4 | 3 | 0 | 1 | 2 | 0 | 0 | 1 | **100.0%** |
| HN | Mental Health(Cert) | 4 | 4 | 0 | 1 | 3 | 0 | 0 | 0 | **100.0%** |
| DD | Developmental Disabilities | 7 | 5 | 0 | 2 | 3 | 0 | 0 | 2 | **100.0%** |
| DV | Developmental Dis Casewrk Cert | 10 | 7 | 0 | 3 | 4 | 0 | 0 | 3 | **100.0%** |
| HO | Hotel Management | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | **0.0%** |
| HP | Paralegal Studies | 15 | 10 | 0 | 7 | 3 | 0 | 0 | 5 | **100.0%** |
| LG | Paralegal Cert | 9 | 6 | 0 | 4 | 2 | 0 | 0 | 3 | **100.0%** |
| SC | School-Age Child Care | 6 | 4 | 0 | 0 | 4 | 0 | 0 | 2 | **100.0%** |
| TE | Teacher Aide Certificate | 13 | 10 | 0 | 4 | 6 | 0 | 0 | 3 | **100.0%** |
| | | | | | | | | | | |
| | **INDUSTRIAL TECHNOLOGIES** | | | | | | | | | |
| CD | CAD/Certificate | 5 | 5 | 0 | 2 | 3 | 0 | 1 | 0 | **100.0%** |
| TTN | Telecomm. Tech Nynex | 13 | 13 | 0 | 13 | 0 | 0 | 0 | 0 | **100.0%** |
| | | | | | | | | | | |
| | **MISCELLANEOUS** | | | | | | | | | |
| GE | Pre-Engineering | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| TC | Technical Writing Cert | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| | | | | | | | | | | |
| | **TRANSITIONAL PROGRAMS** | | | | | | | | | |
| TRH | Health Professions Prep. Cert | 3 | 2 | 0 | 2 | 0 | 1 | 0 | 0 | **100.0%** |
| TRA | Health Prof. Access Reten. Trans. | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | **100.0%** |
| TRT | Technical Carer Transf Cert | 9 | 8 | 0 | 1 | 7 | 0 | 0 | 1 | **100.0%** |
| | | | | | | | | | | |
| | **TECHNICAL TRAINING PROGRAMS** | | | | | | | | | |
| zAT | Aesthetics and Skin Care (Clock Hours) | 11 | 7 | 0 | 6 | 1 | 0 | 0 | 4 | **100.0%** |
| zCM | Cosmetology (clock hour Cert) | 36 | 23 | 0 | 14 | 6 | 0 | 0 | 13 | **87.0%** |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | **TOTALS** | 672 | 475 | 0 | 289 | 171 | 11 | 2 | 201 | **96.8%** |
| | | | | 0.0% | 60.8% | 36.0% | 2.3% | 0.4% | 42.3% | |
| Data Taken from Class of 2006 Graduate Follow Up Survey | | | | | | | | | | |

## EMPLOYMENT STATUS CLASS OF 2005 - CAREER GRADUATES

| | | Total | No. | Employment Status | | Addi- | Looking | Not in | Un- | 85% |
|---|---|---|---|---|---|---|---|---|---|---|
| Code | Program of Study | Grads | Resp | Military | Working | tional | for | Labor | known | Pef Std |
| | | | | | | Edu | Emp | Force | | Met |
| | | # | # | # | # | # | # | # | # | % |
| | **AGRICULTURAL, FOOD, ANIMAL & ENVIRONMENTAL TECHNOLOGIES** | | | | | | | | | |
| AC | Animal Care Specialist Cert | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| AH | Animal Care Specialist | 9 | 6 | 0 | 6 | 0 | 0 | 0 | 3 | **100.0%** |
| CF | Culinary Arts & Food Service | 8 | 5 | 0 | 4 | 1 | 0 | 0 | 3 | **100.0%** |
| CL | Culinary Arts & Food Svc. Cert | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| CY | Culinary Arts & Food Service | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | **100.0%** |
| DT | Nutritional Sciences & Diet Tech | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | **0.0%** |
| FL | Floriculture | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | **0.0%** |
| FR | Floriculture Cert | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | **0.0%** |
| FT | Food Science & Safety | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | **100.0%** |
| GG | Professional Grooming | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | **100.0%** |
| HU | Horticulture | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | **0.0%** |
| UF | Urban & Community Forestry | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | **50.0%** |
| VT | Veterinary Technology | 5 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | **100.0%** |
| | | | | | | | | | | |
| | **BUSINESS/OFFICE PROGRAMS** | | | | | | | | | |
| AV | Aviation Science | 6 | 4 | 0 | 0 | 4 | 0 | 0 | 2 | **100.0%** |
| BA | Business Accounting | 24 | 17 | 0 | 7 | 7 | 0 | 1 | 9 | **82.4%** |
| BG | Digital Graphic Design | 3 | 3 | 0 | 0 | 2 | 0 | 0 | 1 | **66.7%** |
| BM | Business Management | 17 | 11 | 0 | 6 | 5 | 0 | 0 | 6 | **100.0%** |
| BK | Business Marketing | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | **100.0%** |
| ES | Executive Administrative Asst | 4 | 3 | 0 | 3 | 0 | 0 | 0 | 1 | **100.0%** |
| GR | Digital Graphic Design Cert. | 5 | 3 | 0 | 0 | 3 | 0 | 0 | 2 | **100.0%** |
| HO | Hotel Management | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | **100.0%** |
| LS | Legal Administrative Asst | 7 | 4 | 0 | 3 | 1 | 0 | 0 | 3 | **100.0%** |
| LO | Legal Office Certificate | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | **100.0%** |
| MD | Medical Coding Certificate | 10 | 4 | 0 | 3 | 0 | 0 | 0 | 7 | **75.0%** |
| MS | Medical Adm Asst/Secretary | 8 | 5 | 0 | 4 | 0 | 0 | 0 | 4 | **80.0%** |
| OP | Word Processing Adm Asst | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| TM | Travel & Tourism | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| WP | Word Processing Cert | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | **100.0%** |
| | | | | | | | | | | |
| | **COMPUTER CAREERS** | | | | | | | | | |
| CN | Computer Networking (Cert.) | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | **100.0%** |
| CP | Computer Programming for Busines | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | **100.0%** |
| CO | Computer Applications | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| CC | Computer Applications Cert | 2 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | **100.0%** |
| | | | | | | | | | | |
| | **HEALTH CAREERS** | | | | | | | | | |
| LH | Health Science | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | **100.0%** |
| MC | Medical Assisting Cert | 12 | 8 | 0 | 7 | 0 | 0 | 0 | 5 | **87.5%** |
| NE | Nurse Education | 54 | 35 | 0 | 33 | 1 | 0 | 0 | 20 | **97.1%** |
| OT | Occupational Therapy Asst | 14 | 9 | 0 | 8 | 0 | 0 | 1 | 5 | **88.9%** |
| PF | Physical Fitness Cert | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| PH | Pharmacy Tech Cert | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| PN | Practical Nursing Cert | 44 | 29 | 0 | 26 | 2 | 0 | 0 | 16 | **96.6%** |
| PT | Physical Therapist Assistant | 5 | 5 | 0 | 5 | 0 | 0 | 0 | 0 | **100.0%** |
| RS | Respiratory Therapy | 6 | 6 | 0 | 5 | 1 | 0 | 0 | 0 | **100.0%** |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| RT | Radiologic Technology | 17 | 16 | 1 | 14 | 0 | 0 | 0 | 2 | **93.8%** |
| ST | Surgical Tech Cert | 10 | 7 | 1 | 5 | 1 | 0 | 0 | 3 | **100.0%** |
| WH | Wellness & Healing Arts Cert | 5 | 3 | 0 | 0 | 2 | 0 | 1 | 2 | **66.7%** |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | **HUMAN SERVICE CAREERS** | | | | | | | | | |
| CJ | Criminal Justice | 48 | 38 | 0 | 7 | 29 | 0 | 0 | 12 | **94.7%** |
| JC | Criminal Justice Cert | 4 | 4 | 0 | 1 | 3 | 0 | 0 | 0 | **100.0%** |
| HA | Drug & Alcohol Rehabilitation | 8 | 7 | 0 | 1 | 5 | 0 | 0 | 2 | **85.7%** |
| HE | Early Childhood Education | 31 | 20 | 0 | 10 | 8 | 0 | 0 | 13 | **90.0%** |
| FC | Fire Science Cert | 10 | 9 | 0 | 9 | 0 | 0 | 0 | 1 | **100.0%** |
| DD | Developmental Disabilities | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | **100.0%** |
| DL | Dual Diagnosis Cert. | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| DV | Developmental Dis Casewrk Cert. | 14 | 6 | 0 | 3 | 2 | 0 | 0 | 9 | **83.3%** |
| FS | Fire Science Degree | 23 | 17 | 0 | 14 | 1 | 0 | 1 | 7 | **88.2%** |
| HG | Gerontology Cert | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | **100.0%** |
| HL | Substance Abuse Counseling Cert | 14 | 9 | 0 | 4 | 4 | 0 | 0 | 6 | **88.9%** |
| HM | Mental Health | 7 | 5 | 0 | 2 | 2 | 0 | 0 | 3 | **80.0%** |
| HN | Mental Health Cert | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | **100.0%** |
| HP | Paralegal Studies | 16 | 10 | 0 | 6 | 2 | 0 | 0 | 8 | **80.0%** |
| HS | Gerontology/Social Welfare | 3 | 3 | 0 | 2 | 1 | 0 | 0 | 0 | **100.0%** |
| HT | Early Care and Education (Cert.) | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | **100.0%** |
| LG | Paralegal Cert. | 8 | 7 | 0 | 4 | 1 | 0 | 0 | 3 | **71.4%** |
| SC | School -Aged Child Care | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **0.0%** |
| TE | Teacher Aide Certificate | 10 | 6 | 0 | 4 | 2 | 0 | 0 | 4 | **100.0%** |
| TRS | Human Services Prep Option | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | **100.0%** |
| | | | | | | | | | | |
| | **INDUSTRIAL TECHNOLOGIES** | | | | | | | | | |
| CD | CAD/Certificate | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | **100.0%** |
| TTN | Telecomm. Tech Nynex | 14 | 14 | 0 | 14 | 0 | 0 | 0 | 0 | **100.0%** |
| | | | | | | | | | | |
| | **MISCELLANEOUS** | | | | | | | | | |
| LB | Biotechnology | 5 | 3 | 0 | 1 | 1 | 0 | 0 | 3 | **66.7%** |
| | | | | | | | | | | |
| | **TRANSITIONAL PROGRAMS** | | | | | | | | | |
| TRH | Health Professions Prep. Cert | 4 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | **100.0%** |
| TRT | Technical Carer Transf Cert | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 3 | **100.0%** |
| TRA | Hlth Prof. Access Reten Trans | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | |
| | **TECHNICAL TRAINING PROGRAMS** | | | | | | | | | |
| zCM | Cosmetology (clock hour Cert) | 37 | 24 | 0 | 23 | 0 | 0 | 0 | 14 | **95.8%** |
| ZAT | Aesthetics and Skin Care | 9 | 6 | 0 | 4 | 2 | 0 | 0 | 3 | **100.0%** |
| | | | | | | | | | | |
| | **TOTALS** | 605 | 411 | 2 | 276 | 101 | 1 | 4 | 221 | **92.2%** |
| | | | | 0.5% | 67.2% | 24.6% | 0.2% | 1.0% | 53.8% | |
| | | | | | | | | | | |
| Data taken from Class of 2005 Graduate Follow Up Survey | | | | | | | | | | |

## OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| At the institutional Level: | | | | | | |
| For general education if an undergraduate institution: | Yes | College Catalog, Semester Credit Course Schedules, College's Website – Institutional Profile, Interior Signage | *General Education Outcomes within a Course:* Faculty employ a multitude of assessment activities/assignments to determine that students have achieved the General Education outcomes as integrated into Course Outcomes.<br><br>*General Education Outcomes within a Department or Program:* As part of the Department/Program Review and Assessment Process, assessment of student learning outcomes, in the aggregate, of general education outcomes as integrated into department or program outcomes are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | *General Education Outcomes within a Course*: This evidence is analyzed by individual faculty for his or her course and findings are often shared at department or program meetings.<br><br>*General Education Outcomes within a Department or Program:* As part of the Department/Program Review and Assessment Process, the department or program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | *General Education Outcomes within a Course*: Individual faculty use this information to revise their course and pedagogy. These findings are also often used to revise departmental or programmatic course/program requirements.<br><br>*General Education Outcomes within a Department or Program:* As part of the Department/Program Review and Assessment Process, department and program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>An example of a change made as a result of using data/evidence is in the Criminal Justice Program where all students must complete communication competence prior to enrollment in all CJ courses except the Introduction to Criminal Justice course (p.9, Phase 2B, Program Review Report) | 2008-2009 for those departments and programs that participated either in a department or program review (self-study) or assessment and which include:<br>*Women in Transition<br>*Culinary Arts Program<br>*Mathematics Department<br>*Aviation Science Program<br>*Library<br>*Nutritional Science and Diet Technology Program<br>*Communication Skills Department<br>*Cultural Arts Department<br>*Honors Program<br>*Hotel Management Program<br>*Travel and Tourism Program<br>*Surgical Technology Program<br>*Early Childhood Education Program |
| At the department and program level – List each degree & certificate program and academic department: | | | | | | |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Information herein is based on NSCC's Department and Program Review and Assessment Process and does not reflect learning outcomes that may exist on the department or program level through other processes or individual course learning outcomes, which are published on course syllabi and managed by faculty.<br><br>The NSCC Department and Program Review and Assessment Process has a four stage history: 1) Mission/Goals/Outcomes 1993-1998; 2) Department/Program Review Process 1999-2000 to 2001-2002; 3) Modified Program Review for Essex Agricultural and Technical Institute (EATI) programs – Spring 2000; 4) Department/Program Review and Assessment Process 2003 to present.<br><br>Please note: + = degree; * = certificate; (XX) = NSCC's Program Code | | | | | | |
| Accounting (BA) +<br><br>Accounting, Business Administration Transfer, Management, and Marketing are in the same academic department and were all part of the same review. Example of changes, therefore, is the same. | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Examples of changes:<br>a) Advisory Board Membership updated and regularly scheduled annual meetings are held;<br>b) Accounting course Sequence (ACC101 & 102) revised (p. 16 Phase 2A and Appendix-2 Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 2006-2007 |
| Animal Care Specialist (AH) + | No | Program Review completed under a modified process when NSCC acquired EATI programs | | | | Program Review Spring 2000 |
| Animal Care Specialist (AC) * | No | Program Review completed under a modified process when NSCC acquired EATI programs | | | | Program Review Spring 2000 |
| | | | | | | |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Aviation Management (AM) +<br><br>New Program 2006-2007 | No | | | | | |
| Aviation Science Professional Pilot (AV) +<br><br>*See also E1B* | Yes | Program Review Report<br><br>Department Web Page | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Examples of change to make: Update curriculum to include simulation training incorporating the latest technology (p 17, Phase 1 Report) | Program Review (Self-Study) 2007-2008<br><br>Assessment Process 2008-2009 |
| Behavioral Science Department | Yes | Department Review Report<br><br>Department Web Page | | | | Department Review 2004-2005 |
| Biotechnology (LB) + | Yes | Program Review Report | Program-identified evidence as stated in the Report | | | Program Review 2001-2002 |
| Biotechnology Certificate (BN)*<br><br>New Program 2008-2009 | No | | | | | |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Business Administration Transfer (BT)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Examples of changes:<br>a) Advisory Board Membership updated and regularly scheduled annual meetings are held;<br>b) Accounting course Sequence (ACC101 & 102) revised (p. 16 Phase 2A and Appendix-2 Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 2006-2007 |
| Business Administration Third Semester Abroad (BTI) + | Yes<br><br>Included in Above | | | | | |
| Communication Skills Department | Yes | Department Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change to Makes: Provide professional development for faculty on how to incorporate and utilize software (myreainglab.com and mywritinglab.com) within curriculum (p. 17, Year/Phase 1 Report) | Department Review (Self-Study) 2008-2009 |
| Computer & Information | Yes | Mission/Goals/ | | | | Mission/Goals/ |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Sciences Department | | Outcome Report | | | | Outcomes 1998 |
| Computer Applications (CO) + | Yes Included in Above | | | | | |
| Computer Information Systems (CI) + | Yes Included in Above | | | | | |
| Computer Aided Design (CD) * | No | | | | | |
| Computer Applications (CC)* | Yes Included in Computer & Information Sciences Dept | | | | | |
| Computer Networking (CW)+ New Program 2007-2008 | No | | | | | |
| Computer Networking (CN)* | No | | | | | |
| Computer Programming (CP)+ | Yes Included in Computer | | | | | |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | & Information Sciences Dept | | | | | |
| Computer Science Transfer (CU)+ | Yes Included in Above | | | | | |
| Cosmetology (ZCM) | No | Program Review completed under a modified process when NSCC acquired EATI programs | | | | Program Review Spring 2000 |
| Criminal Justice (CJ)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change: Students must complete communication competence prior to enrollment in all CJ courses except the Introduction to Criminal Justice course (p.9, Phase 2B Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 2006-2007 |
| Criminal Justice (JC)* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. | Program Review (Self-Study) 2004-2005<br><br>Assessment Process |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | measure/assignment across multiple sections of a particular course. | faculty for review and interpretation. | Example of Change: Students must complete communication competence prior to enrollment in all CJ courses except the Introduction to Criminal Justice course (p.9, Phase 2B Report) | 2005-2006<br>2006-2007 |
| Culinary Arts & Food Service (CF)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) Purchased new professional grade display case;<br>b) Purchased color-coded cutting board to meet industry standards;<br>c) Hired one additional full-time faculty member (p 10-14, Phase 2A Report) | Program Review (Self-Study)<br>2006-2007<br><br>Assessment Process<br>2007-2008<br>2008-2009 |
| Culinary Arts & Food Service (CY)* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) Purchased new professional grade display case;<br>b) Purchased color-coded cutting board to meet industry standards; | Program Review (Self-Study)<br>2006-2007<br><br>Assessment Process<br>2007-2008<br>2008-2009 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | | | c) Hired one additional full-time faculty member (p. 10-14, Phase 2A Report) | |
| Cultural Arts Department | Yes | Department Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change to Makes: Explore community options for Performing Arts Space (p. 24, Year/Phase 1 Report) | Department Review (Self-Study) 2008-2009 |
| Developmental Disabilities (DD)+ | Yes | Mission/Goals/ Outcomes Report | | | | Mission/Goals/ Outcomes 1998 |
| Developmental Disabilities Direct Support Certificate (DV)* | Yes<br><br>Included in Above | Mission/Goals/ Outcomes Report | | | | Mission/Goals/ Outcomes 1998 |
| Digital Graphic Design (BG)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) Updated Website;<br>b) Adjust course content, reduce | Program Review (Self-Study) 2005-2006<br><br>Assessment Process 2006-2007 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | | | redundancy<br>(Appendix D, Phase2A Report) | |
| Digital Graphic Design (GR)* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) Updated Website;<br>b) Adjust course content, reduce redundancy<br>(Appendix D, Phase2A Report) | Program Review (Self-Study) 2005-2006<br><br>Assessment Process 2006-2007 |
| Drug and Alcohol Rehabilitation (HA)+ | Yes | Mission/Goals/ Outcomes Report | | | | Mission/Goals/ Outcomes 1998 |
| Early Care and Education Infant Toddler Child Care (HT)+ | No | | | | | |
| Early childhood Development (HD)+ | Yes | Mission/Goals/ Outcome Report | | | | Mission/Goals/ Outcomes 1998 |
| Early childhood Education (HE)+<br><br>*See also E1B* | Yes | Program Review Report<br><br>(Process modified to meet accrediting requirements) | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change:<br>Revised rubrics to meet accrediting | Assessment Process 2008-2009 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | | | requirements | |
| Elementary Education Transfer Program (EE)+<br><br>New Program 2004-2005 | No | | | | | |
| Energy Utility Technology (EU)+<br><br>New Program 2008-2009 | No | | | | | |
| Energy Utility Technology (EUT)*<br><br>New Program 2007-2008 | No | | | | | |
| Engineering Science Transfer (EN)+ | No | | | | | |
| English Department | Yes | Department Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>Student Literary Magazine created and published, entitled *Spark*<br>(p. 11, Phase 2A Report) | Department Review (Self-Study)<br>2006-2007<br><br>Assessment Process<br>2007-2008 |
| ESL Department | Yes | Department/ Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured | Department faculty on the Assessment Team collect and analyze the | Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be | Department Review (Self-Study)<br>2004-2005 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | evidence then share with department or program faculty for review and interpretation. | included in the department or program's action plan.<br><br>Example of Changes:<br>a) Developed method for assessing computer literacy;<br>b) Matched prior/existing learning outcomes to new outcomes<br>(p. 40-41, Phase 1 Report) | Assessment Process 2005-2006 |
| English as a Second Language (ESOL)* | Yes | Department /Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) Developed method for assessing computer literacy;<br>b) Matched prior/existing learning outcomes to new outcomes<br>(p. 40-41, Phase 1) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 |
| Executive Administrative Assistant (ES)+<br><br>Executive Administration Asst, Legal Administrative Asst, Medical Administrative Asst are in the same academic department and were all part of the same review. Example of changes, there fore, all the same. | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>Developed and offered, beginning in Spring 2007, OFT150 – Interpersonal Skills in the Workplace<br>(p. 11, Phase 2A Report) | Program Review (Self-Study) 2005-2006<br><br>Assessment Process 2006-2007 |
| Fire Protection and Safety | Yes | Mission/Goals/ | | | | Mission/Goals/ |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Technology (FS)+ | | Outcomes Report | | | | Outcomes 1998 |
| Fire Protection and Safety Technology FPS Professional Development (FC)* | Yes<br><br>Included in Above | Mission/Goals/ Outcomes Report | | | | Mission/Goals/ Outcomes 1998 |
| Floriculture (FL)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change: Floriculture Program integrated into Horticulture Program (P. 11, Phase 2A Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 2006-2007 |
| Floriculture (FR)* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change: Floriculture Program integrated into Horticulture Program (p. 11, Phase 2A Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 2006-2007 |
| Food Science & Safety (FT)+ | No | Program Review completed under a modified | | | | Program Review Spring 2000 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | process when NSCC acquired EATI programs | | | | |
| Gerontology (HG)*<br><br>Gerontology, Gerontology/Activities Specialist, Mental Health, and Human Services Practitioner were part of the same review. Example of changes, therefore, is the same. | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) New program coordinator hired;<br>b) Courses revised;<br>c) Certificate revised to lead into Human Service Practitioner<br>(p. 18, Phase 1 Report) | Program Review (Self-Study) 2007-2008 |
| Gerontology/Activities Specialist (HV)* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) New program coordinator hired;<br>b) Courses revised;<br>c) Certificate revised to lead into Human Service Practitioner<br>(p. 18, Phase 1 Report) | Program Review (Self-Study) 2007-2008 |
| Health Science (LH)+ | No | | | | | |
| History/Government/Economics Department | Yes | Mission/Goals/ Outcomes Report | | | | Mission/Goals/ Outcomes 1998 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Honors Program<br>Honors Department | Yes | Department Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change to Makes:<br>Develop honors component guidelines for student/faculty project design and assessment in courses selected to fulfill honors requirements;<br>Develop two honors core requirements courses – CMP101 Honors and CMP104 Honors<br>(p. 17, Year/Phase Report1) | Department Review (Self-Study)<br>2008-2009 |
| Horticulture (HU)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change:<br>Floriculture Program integrated into Horticulture Program<br>(p. 11, Phase 2A Report) | Program Review (Self-Study)<br>2004-2005<br><br>Assessment Process<br>2005-2006<br>2006-2007 |
| Hotel Management (HO)+<br><br>Hotel Management and Travel and Tourism were part of the | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. | Program Review (Self-Study)<br>2008-2009 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| same review. Example of changes, therefore, is the same. | | | multiple sections of a particular course. | interpretation. | Example of Change to Make:<br>a) Develop rubrics of program outcomes for students;<br>b) Revise program requirements<br>(p. 28, Year/Phase 1 Report) | |
| Human Services Practitioner (HS)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) Gerontology/Social Welfare Assoc Degree program revised to become Human Services Practitioner Program;<br>b) Mental Health Assoc Degree Program integrated into Human Services Practitioner;<br>c) New program coordinator hired<br>(p. 18, Phase 1 Report) | Program Review (Self-Study) 2007-2008 |
| Interdisciplinary Studies Dept. | No | | | | | |
| Interdisciplinary Studies (ID)+ | No | | | | | |
| Law Enforcement Certificate (LF)*<br><br>New Program 2005-2006 | No | | | | | |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Legal Administrative Assistant (LS)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes: Developed and offered, beginning in Spring 2007, OFT150 – Interpersonal Skills in the Workplace (p. 11, Phase 2A Report) | Program Review (Self-Study) 2005-2006<br><br>Assessment Process 2006-2007 |
| Legal Office Support (LO)* | No | | | | | |
| Liberal Arts (LA)+ | No | | | | | |
| Liberal Arts International (LAI)+ | No | | | | | |
| Management (BM)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Examples of changes:<br>a) Advisory Board Membership updated and regularly scheduled annual meetings are held;<br>b) Accounting course Sequence (ACC101 & 102) revised (p. 16 Phase 2A and Appendix-2, Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 2006-2007 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Marketing (BK)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Examples of changes:<br>a) Advisory Board Membership updated and regularly scheduled annual meetings are held;<br>b) Accounting course Sequence (ACC101 & 102) revised (p. 16 Phase 2A and Appendix-2, Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 2006-2007 |
| Math Department | Yes | Department Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Department faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Department faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>Created Website to enhance communication among full and adjunct instructors concerning departmental outcomes, departmental policies, and so forth; (p. 11, Phase 2A Report)<br><br>Examples of Changes to Make:<br>Revise curriculum in pre-requisite math courses to increase student experience in problem solving; Increase communications with programs of study faculty regarding mathematical preparation of | Department Review (Self-Study) 2006-2007<br><br>Assessment Process 2007-2008 2008-2009 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | | | students and with support departments to enhance student learning<br>(p. 8-9, Year 3/Phase 2B Report) | |
| Medical Administrative Assistant (MS)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>Developed and offered, beginning in Spring 2007, OFT150 – Interpersonal Skills in the Workplace<br>(p. 11, Phase 2A Report) | Program Review (Self-Study) 2005-2006<br><br>Assessment Process 2006-2007 |
| Medical Assisting (MC)*<br><br>*See E1B* | No | | | | | |
| Medical Coding (MD)* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>Select course pre-requisites<br>(p. 15 , Year/Phase 1 Report) | Program Review (Self-Study) 2008-2009 |
| Medical Office Support (MT)* | Yes | Mission/Goals/ | | | | Mission/Goals/ |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | Outcome Report | | | | Outcomes 1998 |
| Mental Health (HN)* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes:<br>a) New program coordinator hired;<br>b) Courses revised;<br>c) Certificate revised to lead into Human Service Practitioner<br>(p. 18, Phase 1 Report) | Program Review (Self-Study) 2007-2008 |
| Natural Sciences Department | Yes | Mission/Goals/ Outcome Report | | | | Mission/Goals/ Outcomes 1998 |
| Nurse Education (NE)+<br><br>*See also E1B* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change to Make:<br>Establish a systematic process to keep the skills lab updated<br>(p. 9, Phase2a Report) | Program Review (Self-Study) 2004-2005<br><br>Assessment Process 2005-2006 |
| Nutritional Science & diet Technology (DT)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan. | Program Review (Self-Study) 2007-2008<br><br>Assessment Process |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | measure/assignment across multiple sections of a particular course. | faculty for review and interpretation. | Example of Changes to Make:<br>a) Explore developing a consortium with UNH;<br>b) Increase the number of program electives<br>(10-11, Year/Phase 1 Report) | 2008-2009 |
| Occupational Therapy Assistant (OT)+<br><br>*See E1B* | No | | | | | |
| Occupational Therapy Assistant Accelerated Option (OTX)+<br><br>*See E1B* | No | | | | | |
| Office Support (WP)*<br><br>Formerly Word Processing | Yes | Mission/Goals/ Outcome Report | | | | Mission/Goals/ Outcomes 1998 |
| Paraeducator (TE)* | No | | | | | |
| Paralegal (HP)+<br><br>*See E1B* | No | | | | | |
| Paralegal (LG)*<br><br>*See E1B* | No | | | | | |
| Physical Therapist Assistant (PT)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the | Program faculty on the Assessment Team collect | Program faculty discuss the interpretation results and discuss/identify steps for | Program Review (Self-Study) |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| *See also E1B* | | Department Web Page | aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | and analyze the evidence then share with department or program faculty for review and interpretation. | improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Changes: Development of a rubric to measure student performance during clinical (p. 7,Phase 2A Report) | 2005-2006<br><br>Assessment Process 2006-2007 |
| Practical Nursing (PN)* | No | Program Review completed under a modified process when NSCC acquired EATI programs | | | | Program Review Spring 2000 |
| Pre-Engineering (GE)+ | No | | | | | |
| Radiologic Technology (RT)+<br><br>*See Also E1B* | Yes | Program Review Report | Program-identified evidence as stated in the Report | | | Program Review 2000-2001 |
| Respiratory Care (RS)+<br><br>*See also E1B* | Yes | Program Review Report | Program-identified evidence as stated in the Report | | | Program Review 2000-2001 |
| School Age Educator Certificate (SC)* | No | | | | | |
| Substance Abuse Counseling (HL)*<br><br>(Drug and Alcohol) | Yes | Mission/Goals/ Outcome Report | | | | Mission/Goals/ Outcomes 1998 |
| | | | | | | |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| Surgical Technology (ST)*<br><br>*See also E1B* | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change to Make: Incorporate the use of PowerPoint into course presentations (p. 16, Year/Phase 1 Report) | Program Review (Self-Study) 2008-2009 |
| Travel, Tourism & Hospitality (TG)+ | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of Change to Make:<br>a) Develop rubrics of program outcomes for students;<br>b) Revise program requirements (p. 28, Year/Phase 1 Report) | Program Review (Self-Study) 2008-2009 |
| Veterinary Technology (VT)+<br><br>*See also E1B* | No | Program Review completed under a modified process when NSCC acquired EATI programs | | | | Program Review Spring 2000 |
| Web Development (WD)* | Yes | Mission/Goals/ Outcome | | | | Mission/Goals/ Outcomes |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | Report | | | | 1998 |
| Wellness & Healing Arts (WH)* | No | | | | | |
| Youth Worker (PYW)*<br><br>New Program 2008-2009 | No | | | | | |
| **Transitional Programs and Academic Support Departments** | | | | | | |
| Challenges, Choices, and Change | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of changes to Make: Establish Advisory Board (p. 10, Phase 2A Report) | Program Review (Self-Study) 2005-2006<br><br>Assessment Process 2006-2007 |
| Women in Transition | Yes | Program Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Program faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Program faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of changes: Developed a math intervention Offered three options of math instruction/intervention to support | Program Review (Self-Study) 2005-2006<br><br>Assessment Process 2006-2007 2008-2009 |

| CATEGORY | (1) Have formal Learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) | (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? | (5) How are the findings used? Note changes that have been made as a result of using the data/evidence | (6) Date of most recent program review (for general education) and each program/department |
|---|---|---|---|---|---|---|
| | | | | | student learning<br>(p. 13, Yr 3/Phase 2B Report) | |
| Center for Alternative Studies | No | | | | | |
| Center for Teaching, Learning and Assessment | No | | | | | |
| Library | Yes | Department Review Report | Assessment of student learning outcomes, in the aggregate, are measured through an agreed upon prompt/ assessment measure/assignment across multiple sections of a particular course. | Department staff/ faculty on the Assessment Team collect and analyze the evidence then share with department or program faculty for review and interpretation. | Department staff/ faculty discuss the interpretation results and discuss/identify steps for improvement, if needed, to be included in the department or program's action plan.<br><br>Example of changes:<br>Developed and offered, beginning in Fall 2009, LSC101 – Research Methods<br>(p. 12, Phase 2A Report) | Program Review (Self-Study) 2007-2008<br><br>Assessment Process 2008-2009 |
| Service Learning Program | No | | | | | |

## OPTION E1: E1B. 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) Summary ("bullet points") of 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.)* | (5) Date and nature of next scheduled review. |
|---|---|---|---|---|
| Aviation Science Professional Pilot (AV)<br><br>Accredited by the Aviation Accreditation Board International (AABI) | 2007<br><br>Reaccreditation | In 2005, the Board identified the following stipulations be met:<br>• Hire an aviation faculty member to serve as coordinator for the program (completed);<br>• Develop a plan for reversing the declining enrollment trend in the program. | Single Engine Commercial Pilot Certification<br>Pass Rates | 2010 |
| Early Childhood Education (HE)<br><br>Accredited by the National Association for the Education of Young Children | 2008<br><br>Earned Associate Degree Accreditation With Conditions | The Commission identified the following condition to be addressed within the first Annual Report and met in the second Annual Report:<br>• Revise and submit key assessments (student instructions and rubrics or other scoring guides) with more explicit alignment to the key elements of Standards 3 and 5. | Accreditation Standards Performance according to Rubrics for each Standard | 2015 |
| Medical Assisting (MC)<br><br>Accredited by the Commission on Accreditation of Allied Health Education Programs | 2004<br><br>Reaccreditation | The Commission cited improvements to strengthen the program's compliance with the CAAHEP Standards, a sampling which include:<br>• Report two cycles of CMA exam results;<br>• Add to Program's curriculum adequate instruction of insurance and coding competencies. | Accredited National Exam Pass Rates | 2010<br><br>Comprehensive Evaluation including On-Site Review |
| Nurse Education (NE)<br><br>Accredited by the National League for Nursing Accrediting | 2009<br><br>Reaccreditation | The Board of Commissioners identified areas as needing development, a sample of which include:<br>• Review the nurse administrators workload and level of clerical support to adequately meet the needs of the program, students, | Licensure Pass Rates | 2016 |

| (1)<br><br>Professional, specialized, State, or programmatic Accreditations currently held by the institution (by agency or program name) | (2)<br><br>Date of most recent accreditation action by each listed agency. | (3)<br><br>Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report | (4)<br><br>Key performance indicators as required by agency or selected by program<br>(licensure, board, or bar pass rates; employment rates, etc.)* | (5)<br><br>Date and nature of next scheduled review. |
|---|---|---|---|---|
| Commission | | faculty, and administrator;<br>• Review the support of and attention to faculty scholarship and facilitate the timely completion of graduate study for those faculty who do not currently hold at a minimum a master's degree in nursing;<br>• Ensure all public documents are current, clear, accurate, and consistent including program requirements;<br>• Refine/clarify data analysis and actions for program improvements. | | |
| Occupational Therapy Assistant (OT & OTX)<br><br>Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) | 2001<br><br>Reaffirmed Accreditation | The OTA Program was found to be in full compliance with the Association's Standards. Suggestions were offered, however, for enhancing the program and a sample of those include:<br>• Explore ways to offer computer proficiency skills earlier in the program for student benefit (implemented);<br>• When planning future program changes, consider adding a topics course which would vary depending on current practitioner/patient needs (implemented) | National Certification Exam Pass Rates | 2011-2012<br><br>On-site Evaluation |
| Paralegal (HP & LG)<br><br>Approved by the American Bar Association | 2006<br><br>Reaffirmed Accreditation | The Site Visit Team made the following recommendations to strengthen the Paralegal program:<br>• Develop a system to replace Advisory Committee members who do not regularly attend meetings;<br>• Recruit qualified faculty who can bring more diversity to the faculty ranks;<br>• Develop more Articulation Agreements with both public and private four-year | Transfer and Employment Rates | 2013<br><br>On-site Evaluation |

| (1)<br><br>Professional, specialized, State, or programmatic Accreditations currently held by the institution (by agency or program name) | (2)<br><br>Date of most recent accreditation action by each listed agency. | (3)<br><br>Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report | (4)<br><br>Key performance indicators as required by agency or selected by program<br>(licensure, board, or bar pass rates; employment rates, etc.)* | (5)<br><br>Date and nature of next scheduled review. |
|---|---|---|---|---|
| | | colleges;<br>• Enhance student benefits by offering select courses more frequently, by utilizing more proctored exams for online courses, by working with the college to integrate an advising program for prospective paralegal students. | | |
| Physical Therapist Assistant (PT)<br><br>Accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) | 2008<br><br>Reaffirmed Accreditation | The Commission requested a Progress Report on identified evaluation criterion, a sample of which include:<br>• Provide a policy or procedure that addresses complaints that fall outside of due process;<br>• Provide evidence of a nondiscrimination statement that is consistent across the publications in which the statement is found;<br>• Provide the policies and procedures: that address privacy of students, faculty, and others; regarding the patient's risk-free right to refuse to participate in clinical education; ongoing development activities for clinical education faculty;<br>• Provide evidence that: instructional objectives are stated in behavioral terms; grading rubrics clearly describe the expected level of performance; curriculum content/skills identified are integrated in the curriculum in a manner that progresses from the didactic component to the clinical;<br>• Provide evidence that the assessment process includes measurable thresholds that would trigger action if not met. | National Licensing Exam Pass Rates | 2018<br><br>Comprehensive Evaluation including On-Site Review |

| (1)<br><br>Professional, specialized, State, or programmatic Accreditations currently held by the institution (by agency or program name) | (2)<br><br>Date of most recent accreditation action by each listed agency. | (3)<br><br>Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report | (4)<br><br>Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)* | (5)<br><br>Date and nature of next scheduled review. |
|---|---|---|---|---|
| Radiologic Technology (RT)<br><br>Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) | 2008-2009<br><br>Reaccreditation Pending Committee Meeting in Fall 2009 | The Committee requested a response to the following recommendations for compliance:<br>• Assure that the program has due process procedures that are readily accessible, fair, and equitably applied;<br>• Assure that the program provides equitable learning opportunities;<br>• Assure that the program uses student recruitment and admission practices that are non-discriminatory with respect to any legally protected status such as race, color, religion, gender, age, disability, and national origin;<br><br>Responses submitted May 1, 2009 and July 20, 2009 | National Registry Exam Pass Rates | Anticipate 2017<br><br>Comprehensive Evaluation including On-Site Review |
| Respiratory Care (RS)<br><br>Accredited by the Committee on Accreditation of Respiratory Care (CoARC) Commission on Accreditation of Allied Health Education Programs (CAAHEP) | 2009<br><br>Continuing Accreditation | In 2004-2005, the Commission cited the following improvement to strengthen the program's compliance with the CAAHEP Standards:<br>• Submit documentation to provide additional data further assessing program outcomes to include a detailed analysis of data collected, appropriate action plan, and a schedule for periodic review. | National Licensing Exam Pass Rates | 2015<br><br>Comprehensive Evaluation including on-site review |
| Surgical Technology (ST)<br><br>Accredited by the Commission on Accreditation for Allied Health Education Programs (CAAHEP) through the | 2009<br><br>Accreditation Pending Committee Meeting in Fall 2009 | The committee cited areas for improvement; a sampling which include:<br>• The program must show evidence of formal assessment of program goals, outcomes, and resources by the program advisory committee. | Voluntary Certification Exam<br><br>Employment Rates | 2016-2019<br><br>Comprehensive Evaluation including on-site review |

| (1)<br><br>Professional, specialized, State, or programmatic Accreditations currently held by the institution (by agency or program name) | (2)<br><br>Date of most recent accreditation action by each listed agency. | (3)<br><br>Summary ("bullet points") of key issues for continuing accreditation identified in accreditation action letter or report | (4)<br><br>Key performance indicators as required by agency or selected by program<br>(licensure, board, or bar pass rates; employment rates, etc.)* | (5)<br><br>Date and nature of next scheduled review. |
|---|---|---|---|---|
| Accreditation Review Committee on Education in Surgical Technology (ARC-EST) | | • The program goals must reflect all three learning domains: cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains;<br>• **Students need to complete the program(s) published clinical case requirements per the specifics of the AST core curriculum core ST;**<br>• Graduate survey must be conducted at six months after graduating. | | |
| Veterinary Technology (VT)<br><br>Accredited by the American Veterinary Medical Association (AVMA) | 2009<br><br>Continued Full Accreditation Granted | In 2007, the Association cited areas for improvement, a sample of which include:<br>• Sustainable financial support including improved facilities;<br>• Library collection to remain current;<br>• Analysis of program outcomes and feedback from Advisory Committee to be used for program improvement; | Voluntary National Certification Exam | 2012<br><br>Comprehensive Evaluation including on-site review |

* record results of key performance indicators in form S3.