

NECHE ACCREDITATION SELF-STUDY 2020



NORTHERN ESSEX COMMUNITY COLLEGE

HAVERHILL & LAWRENCE

MASSACHUSETTS

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FEBRUARY 10, 2021

ACCREDITATION TEAM VISIT APRIL 11-14, 2021



Formatting note: Text that is shown in blue and underlined typically includes a hyperlink in the digital version of this document. Please refer to the electronic version for the most dynamic reading experience.

CONTENTS

Institutional Characteristics	iii
Table of NECHE Actions, Items of Special Attention or Concerns	xi
Introduction	xiii
Self-Study Teams	xvii
Institutional Overview	xix
Impact of COVID-19	xxvii
Standard 1: Mission and Purposes	1
Standard 2: Planning and Evaluation	9
Standard 3: Organization and Governance	17
Standard 4: The Academic Program	27
Standard 5: Students	43
Standard 6: Teaching, Learning, and Scholarship	55
Standard 7: Institutional Resources	63
Standard 8: Educational Effectiveness	77
Standard 9: Integrity, Transparency, and Public Disclosure	91
Substantive Change Addendum (CBE)	S1
Appendices	A1

INSTITUTIONAL CHARACTERISTICS

Date February 10, 2021

1. Corporate name of institution: Northern Essex Community College
2. Date institution was chartered or authorized: September 1960
3. Date institution enrolled first students in degree programs: September 1961
4. Date institution awarded first degrees: June 1963

5. Type of control:

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other: (Specify) _____

6. 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 and the Massachusetts Board of Higher Education

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

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four- or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs

Other (Specify)

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input checked="" type="checkbox"/> Teacher preparatory |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

9. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

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

- a) Undergraduate 15 credit hours
 b) Graduate _____ credit hours
 c) Professional _____ credit hours

11. Student population (Fall 2019):

- a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	1415	-	1415
Part-time student headcount	2470	-	2470
FTE	2421	-	2421

- b) Number of students (headcount) in non-credit, short-term courses: 1047

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Dental Assisting	Commission on Dental Accreditation of the American Dental Association 211 East Chicago Avenue Chicago, IL 60611	1985	2016	2022
Medical Assisting	Commission on Accreditation of Allied Health Education Programs 1361 Park Street Clearwater, FL 33756	1993	2014	2023
Nursing	National League for Nursing Accrediting Council, 3343 Peachtree Rd NE, Suite 500, Atlanta, GA 30326	1972	2013	2021
Practical Nursing		1989		
Radiologic Technology	The Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Dr., Suite 2850, Chicago, IL 60606-2901	1974	2019	2023
Respiratory Care	Commission on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, TX 76021-4244	1976	2019	2029
Sleep Technology	Commission on Accreditation of Allied Health Education Programs 1361 Park Street, Clearwater, FL 33756	2005	2015	2023
Early Childhood Education	National Association for the Education of Young Children (NAEYC)	2007	2014	2021
Human Services	Council for Standards in Human Services Education (CSHSE)	1985	2018	2023
Paramedic	Commission on Accreditation of Allied Health Education Programs 1361 Park Street Clearwater, FL 33756	2017	2017	2022

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Lawrence Campus	All Programs		831
B. Out-of-state Locations			
None			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
None		

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

Name of program	Degree level	% on-line	FTE
Art & Design	Associate's	100	62
Liberal Arts: Journalism/Communication	Associate's	100	43
Liberal Arts: Liberal Arts	Associate's	100	171
Liberal Arts: Psychology	Associate's	100	123
Liberal Arts: Writing	Associate's	100	19
Business Management: Healthcare	Associate's	100	32
Sleep Technology	Certificate	50	304

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits

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

See next page.

18. Supply a table of organization for the institution.

These tables of organization are available in the Appendix.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Jennifer Borislow	Chair, Board of Trustees	2020
President/CEO	Dr. Lane A. Glenn	President	2011
Chief Academic Officer	Dr. William A. Heineman	Vice President of Academic and Student Affairs	2011
Lawrence Campus	Dr. Noemí Custodia-Lora	Vice President of Lawrence Campus and Community Relations	2014
Dean of Liberal Arts	Amy Callahan	Dean of Liberal Arts	2019
Dean of Professional Studies	Dr. Kelly Sullivan	Dean of Professional Studies	2015
Dean of STEM	Dr. Carolyn Knoepfler	Dean of Science, Technology, Math, and Engineering	2019
Dean of Health Professions	Dr. Scott Lancaster	Interim Dean of Health Professions	2020
Chief Financial Officer	Michael R. McCarthy	Vice President of Administration and Finance, Chief Financial Officer / Chief Operating Officer	2016
Chief Student Services Officer	Dr. Jennifer Mezquita	Assistant Vice President for Student Affairs	2019
Planning / Institutional Research	Dr. Kelly Saretsky	Dean, Institutional Research & Planning	2016
Assessment	Dr. Kirsten N. Kortz	Director of Academic Policy, Curriculum, and Assessment	2020
Development, Grants / Research / Public Relations	Allison M. Dolan-Wilson	Vice President of Institutional Advancement	2019
Library	Michael R. Hearn	Assistant Dean of Library Services	2014
Chief Information Officer	David McAskill	Chief Technology Officer	2020
Continuing Education	Alexander M. Rodriguez	Director of Corporate and Community Education	2020
Admissions	Monzerrath Stark-Magaña	Director of Recruitment and Admission	2020
Registrar	Sue Shain	Associate Dean / Registrar	2007
Financial Aid	Dr. Jennifer Mezquita	Assistant Vice President for Student Affairs	2019
Alumni Association	Darlene Beal	Chairperson of the Alumni Board	2018

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

- September 1960: The Massachusetts Board of Regional Community Colleges (MBRCC) established a community college in Haverhill; Harold Bentley named "Director," and would later become president.
- November 1960: The MBRCC voted to name the institution Northern Essex Community College
- September 1961: Northern Essex launched its first classes in the Greenleaf Elementary School, enrolling 181 students; it employed four full-time faculty and eight part-timers.
- June 1963: Northern Essex held its first Commencement exercises.
- 1964: The college first opened its Division of Continuing Education.
- 1970: The college completed its first NEASC Self-Study and was awarded accreditation.
- 1971: The college's permanent Haverhill campus opened as a fully accredited institution.
- September 1975: John R. Dimitry began his tenure in as the college's second president.
- 1985: The Lawrence Education-Employment Project (LEEP) first opened its doors in Lawrence.
- 1991: The Prudential building donated for use as a permanent campus of NECC in Lawrence.
- January 1996: David Hartleb began his tenure as the college's third president.
- 1999: The Amesbury Street Extension campus opened in Lawrence.
- 2001: NECC was designated as the only Hispanic Serving Institution in New England.
- 2005: The new Technology Center and Ourania Behrakis One Stop Student Services Center on the Haverhill Campus opened.
- 2007: NECC was selected to participate in Achieving the Dream.
- July 2011: Lane A. Glenn becomes the fourth president of NECC.
- 2013: The Ibrahim El Hefni Allied Health & Technology Center opens on the Lawrence Campus.

TABLE OF NECHE ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

Date of NECHE Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standards cited in Letter	Self-Study Page Number
February 12, 2020	Substantive change request to offer more than half of Culinary Arts Certificate at new 160 Merrimack Street, Haverhill, MA site approved. -site to be examined during NECHE ten-year accreditation self-study site visit		32, 39
March 5, 2019	Reschedule of site visit to review NECC's CBE offering of six Early Childhood Education courses and one English Composition II course in a CBE format until Fall 2020 as part of the college's comprehensive evaluation. Self-Study to include: -an update on the implementation of the CBE courses		S1-S10
March 22, 2018	Update on the College's CBE programming, with particular emphasis on: -collecting and analyzing data related to student success in CBE courses -marketing CBE offerings to support achievement of enrollment goals	8.5; 8.6; 8.8 5 (Statement of the Standard); 7.6	S1-S10
January 25, 2016	NECC Fall 2020 Self-Study to give emphasis to the institutions success in: -continuing to implement its competency-based education courses -achieving its goals for enrollment, retention rates, and number of graduates -coordinating responsibility for institutional research, academic and institutional effectiveness, and planning and strategic initiatives under a single dean -implementing its approach to the assessment of student learning and expanding faculty involvement in assessment efforts -continuing to implement plans to improve student advising	2.5 5 (Statement of the Standard; 8.6; 8.10 2.1; 2.2 4 (Statement of the Standard); 8.3; 8.5; 8.8 5.10; 6.13; 6.19	S1-S10, 32-39, 46, 59, 80,

INTRODUCTION

Introduction

Recognizing the importance of the self-study process, not only for accreditation but also for the institution, the leadership at Northern Essex Community College began planning the college's approach during the summer of 2018. President Glenn and the Vice President of Academic and Student Affairs (VPASA) convened a small team of college leaders as an executive team to lead the accreditation process. Led by the VPASA and three co-chairs, the executive team began meeting during the fall 2018 semester, assigning roles and assembling a timeline for completion of the self-study and the 2020 site visit.

The executive team and other college leaders attended NECHE's self-study Workshop during October 2018, and in November began organizing NECC's self-study approach by identifying faculty and administrators to lead standard teams. NECC had an existing subscription to the Tk20 Assessment software, and the co-chairs elected to use Tk20 as a collection and management tool. Team leaders were chosen based on their area of expertise and complementary interests or qualities. The president and the executive team planned a January 11, 2019 day-long introduction and training program for the team leaders assigned to each standard, providing guidance on recruiting additional members, planning their work, gathering data, and creating content for each of the nine standard chapters. Building on the college's commitment to Appreciative Inquiry, emphasis was placed on using the Description, Appraisal, Projection format, and applying the appropriate balance to each

section. Bullet points were encouraged rather than manuscript format, to help ensure 'one voice' would be given to the final document. The accompanying Data First Forms were reviewed, and a timeline was established for teams to receive completed forms. The President's Office and Institutional Research collaboratively led the initial completion of the Data First Forms, which were made available to the standard teams by the end of January 2019.

An official "kick-off" was announced by President Glenn at spring convocation on January 22, 2019, and invited NECHE Senior Vice President Dr. Patricia O'Brien to provide a keynote address about accreditation to the college. The executive team presented an overview of the timeline, introduced the team leaders, and issued a 'call for participation' – encouraging broad participation on standard teams and through other participatory opportunities. Standard teams organized after convocation, and began gathering necessary data and planning their work. Teams were advised that drafting of the document would begin no later than August 2019, but were strongly encouraged to submit their content in Tk20 sooner. The executive team conducted monthly meetings with the team leaders collectively during this period to support and guide the self-study. Responsibility for writing an initial draft from the content submitted by the standard teams was divided between members of the executive team, and each consulted regularly with respective team leaders. A member of the executive team and a lead administrator attended the Data First Forms Workshop at NECHE headquarters in

Burlington, Massachusetts on January 17, 2019. A communication team was assembled to assist with messaging and scheduling of activities to support participation during the self-study process. An essential part of the self-study process was gathering data and input from across all areas of the college. In order to capture broad commentary, SOAR forums (strengths, opportunities, aspirations, results) were scheduled for each of the nine standards throughout February and March of 2019. In total, 23 SOAR sessions were held in Lawrence and Haverhill, and included participation from 225 students, faculty, and staff; two student-only forums were led by the VPASA on March 15 and April 18. These open forums were led by trained Appreciative Inquiry facilitators, and generated qualitative data for the teams to use.

NECC holds an annual Professional Day the last Friday in March, and a major focus of the 2019 event was the accreditation process and the self-study. Representatives from Manchester Community College in New Hampshire were invited to lead a morning plenary, sharing insights about how they approached and organized their recently completed self-study. Open SOAR forums were held in the afternoon for participants to provide feedback and comment towards any of the standards.

Regular updates to the college were sent through email from the executive team during the spring and summer as preparation was being made for an initial dissemination of the self-study. Most of the content for each of the standards was completed and uploaded into Tk20 by the end of June 2019, and formal writing of the introduction and standard chapters began. An initial draft was assembled by mid-August, and circulated to the team leaders for review and comment. Writing and rewriting continued into mid-September, as chapter versions were circulated among members of the executive team for review.

Using Tk20, the self-study was posted electronically for review for the entire college community on September 23, 2019, and allowed for submission of anonymous comments. The executive team requested and was granted significant time at the September 30, 2019 All College Assembly to hear comments about the posted draft, and answer any questions of the constituency. Comments on the posted draft were open through October 15, 2019, and which point the feedback was reviewed by the executive team and the standard team leaders, and incorporated into the self-study as necessary.

Further editing of the self-study by the executive team continued into November, and a comprehensive draft was provided to an experienced in-house editor for stylistic and grammatical review, and to ensure it read as 'one voice.' Once completed, the draft was provided to President Glenn and the Leadership Cabinet of the college on December 20, 2019.

A member of the executive team and a representative of NECC's Institutional Research & Planning department attended the Self-Study II workshop at NECHE's headquarters in Burlington, MA on January 22, 2020. Updating of the Data First Forms was done during January, and after additional editing by the executive team writers, the in-house editor reviewed the draft again, after which a near-final version was sent to the President on February 4, 2020. Following review by President Glenn, a draft of the self-study was sent to NECHE for review and comment in late February. Dr. Sonya Christian, who will serve as chair of the site visit team, was scheduled to make a preliminary visit in March 2020, but that occurred virtually due to the onset of the pandemic.

With uncertainty about the impact of the pandemic on the accreditation process, the executive team focused on the feedback received from NECHE's review of the draft,

making adjustments where necessary. By late April 2020, NECHE notified the college that its site visit scheduled for October had been rescheduled until April 11-14, 2021. With the self-study ready for final production, the college was notified in early May 2020 that significant self-study revisions to reflect our pandemic response were not required; however, a separate section outlining how each standard has been impacted by COVID-19 would be necessary.

The new section was completed in late summer 2020, assimilated into the self-study, and circulated to the college leadership and self-study Standards Co-chairs for review and approval. The executive team sent a finalized draft to the graphic design team on October 15, 2020, with a deadline of early December. Though long anticipated, on November 20, 2020, NECHE notified the college that its accreditation

visit April 11-14, 2021 would be conducted virtually.

At its November 2020 meeting, NECHE adopted revised standards to take effect January 1, 2021. The college was notified on December 3, 2020 that its self-study must reflect the adopted changes, despite being nearly ready for printing. Following a teleconference with NECHE Vice-President Dr. Carol Anderson on December 15, the executive began the process of making necessary revisions to the report.

The college posted an Invitation for Public Comment at <https://www.necc.mass.edu/discover/consumer-information/accreditation/> on January 15th, 2021. Printed announcements of the Invitation for Public Comment were placed in the Eagle-Tribune, and other local media outlets.



Members of the Self-Study Executive Team

Dr. Bill Heineman, Vice President of Academic and Student Affairs

Dr. Kim Burns, Dean of Academic Innovations and Professional Development

Dr. Scott Lancaster, Interim Dean of Health Sciences

Mike Hearn, Assistant Dean of Library Services

Sharon McDermot, Chief of Staff, Academic Affairs

Self-Study Leadership

Standard Team Leaders

Standard 1: Mission and Purposes

Cheryl Goodwin and Sheila Muller

Standard 2: Planning and Evaluation

Wendy Shaffer and Barbara Stachniewicz

Standard 3: Organization and Governance

Cheryl Goodwin and Sheila Muller

Standard 4: The Academic Program

Mary Farrell, Carolyn Knoepfler,
and Elle Yarborough

Standard 5: Students

Lilliana Brand and Linda Giampa

Standard 6: Teaching, Learning, and Scholarship

Jennifer Jackson-Stevens and Kelly
Sullivan

Standard 7: Institutional Resources

Jeff Bickford, Trish Machado,
and Mary Murphy

Standard 8: Educational Effectiveness

Suzanne Van Wert, Scott Joubert,
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Standard 9: Integrity, Transparency, and Public Disclosure

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INSTITUTIONAL OVERVIEW

T*amen Plus Lux*, the Latin term for Still More Light—that was Northern Essex Community College’s motto emblazoned on its official seal and on the cover of its report when NECC first sought accreditation in 1969. In the half century since then, that light has been tested and examined. At times, the college has strained under its glow. At other times, the college has basked and recharged in its brilliance. Throughout its history, Northern Essex has undeniably faced challenges and welcomed opportunities that have tested its mettle, demonstrated its strength and resilience, and capitalized on its unharnessed potential. With each turn, the college has grown and at times, transformed.

Northern Essex Community College opened its doors in the fall of 1961 to 181 students, with an annual state appropriation of \$92,300, offering six programs of study. Today, the college enrolls nearly 5,000 students each semester in 59 associate degree and certificate programs and has an annual appropriation of more than \$21 million. It remains one of 15 community colleges in the Commonwealth governed by a local Board of Trustees and a central Department of Higher Education that governs all segments of public higher education in Massachusetts. While its state appropriation has increased more than 225-fold over 1961 figures, that appropriation now reflects only 34% of its FY20 budget, including outside funds and grants.

The college is comprised of a suburban campus in Haverhill, Massachusetts and an urban walking campus in downtown Lawrence, Massachusetts less than ten miles away. Its Haverhill campus boasts a bucolic setting of eight buildings situated on 106 acres, within

a mile of the interstate highway. Its growing Lawrence campus, in the heart of downtown, now includes five buildings, four of which are located within a two block walking grid, creating a unified physical campus:

- The President Emeritus John R. Dimitry Building, gifted to the college in 1991 by the Prudential Insurance Company of America. This building has recently undergone a major renovation aimed at improving energy efficiency that includes new windows, walls, and an ADA approved ramp.
- The Dr. Ibrahim El-Hefni Allied Health & Technology Center which opened its doors in 2014 and houses most of the college’s Health Professions programs.
- The Louise Haffner Fournier Education Center, donated to the college in 2014 by a long-time college supporter. Prior to then, the college had been providing educational services since 1999 in this building through a License Agreement with the owner.
- 420 Common Street, a leased facility that houses offices, classrooms, a Revolving Test Kitchen which is a food incubator space and restaurant, and houses four-year university partners of NECC.

Northern Essex offers 59 academic programs of study leading to the Associate in Arts, the Associate in Science, and the Associate in Applied Science degrees, as well as Certificates of Program Completion. An officially designated Hispanic-Serving Institution by the United States

Department of Education, Northern Essex has adopted a proactive stance to support the enrollment of first-generation, minority, and low-income students. In fact, as of fall 2018, White Non-Hispanic students made up less than 50% of the college's enrollment for the first time. The positive focus on inclusion of Hispanics, minorities, and disenfranchised populations, has created a dynamic multicultural student population in which diversity is respected and considered a strength that facilitates individual student success.

The college provides wherever feasible, educational opportunities for interested members of the community—those pursuing traditional associate degrees and transfer to four-year institutions, those seeking career and technical training for certification of job competency, and those needing increased exposure to fundamental skill areas in order to overcome prior inadequate educational experiences or other barriers to higher education. The college is also a resource for K-12 student preparation, providing early college opportunities, faculty professional development, and programming designed to engage students at all levels to explore education.

The college's primary service area extends to 20 cities and towns throughout the Merrimack Valley, with half of the students attending from the less affluent communities of Lawrence (31%) and Haverhill (18.7%).

Updated in 2014, the mission statement of Northern Essex Community College states, "At NECC, our mission is to educate and inspire our students to succeed. We provide a welcoming environment focused on teaching and learning—strongly committed to unlocking the potential within each student and empowering our diverse community of learners to meet their individual goals. We are a community college dedicated to creating vibrant and innovative opportunities that encourage excellence and

enhance the cultural and economic life of our region."

Northern Essex continues to have a strong commitment to strengths-based, data-driven decision making and that is evidenced through many of its accomplishments. For example, in May 2019, the college was awarded the Deval Patrick Prize for Community Colleges from the Boston Foundation for its *Programa Internacional de Educacion Superior Latinos*, which has helped hundreds of immigrants validate their academic credentials earned in another country for use in the United States. In addition, for the second year in a row, in spring 2019 NECC's Licensed Practical Nursing Program was ranked the top LPN program in Massachusetts by PracticalNursing.org, a national nursing advocacy organization.

Northern Essex also remains a driver of innovation in higher education in the Merrimack Valley and wider region. For instance, it is a pioneer in the development of Competency-Based Education (CBE) approaches to make it easier for adults with already well developed skills to accelerate their path to a credential. Progress on CBE is addressed more fully in Standard 4, and in the Substantive Change Addendum. NECC has received grant funding from both federal and Massachusetts government agencies (to support the CBE work in the areas of computer technology and Early Childhood Education) and has led several statewide consortia of community colleges focused on CBE. Similarly, Northern Essex has been a leader in Open Educational Resources (OER), helping nearly 10,000 students save close to \$1.5 million in textbook costs over the last five years.

The leadership at Northern Essex Community College has undergone some important changes since the 2015 Interim Report. The Vice President of Administration and Finance left NECC for another position, while the Vice President

of Human Resources, the Vice President of Institutional Advancement, and the Executive Director of Workforce Development all retired and new leaders are now responsible for those areas. Some of the personnel in Academic and Student Affairs leadership positions—including the Assistant Vice President of Student Affairs—have also turned over. Although the college has lost several leaders with solid experience and keen institutional knowledge, the senior leadership remains stable. While there may be no substitute for that experience, the college is enriched by the infusion of fresh energy and ideas from newcomers.

Declining Enrollment and Financial Impact

Perhaps the most persistent challenge for the college in recent years is the continued decline in enrollment. Far from reaching the goal set in its 2014-2017 Recruitment Plan of four percent full-time equivalent student enrollment growth, NECC experienced a 29 percent decline between fall 2013 and fall 2018. Regional demographics and an extremely dynamic economy in Massachusetts have combined to reduce the number of students at the college despite intense, innovative efforts to attract and keep new students.

The ripple effects of enrollment losses have been significant, not least on the NECC budget. A \$44 million Fiscal Year 2016 budget has slipped to \$42.7 million in Fiscal Year 2020 as revenue from tuition and fees has declined. That, in turn, forced painful resource decisions, including reductions in the number of employees. The number of full-time faculty, for instance, has dropped about 20 percent in the last four years. The college was proactive in addressing this situation, performing an academic program audit in 2017 that led to the closure of eleven programs with savings reinvested in other programs with more student demand. Positions have been

reduced in many other areas of the college as well, including information technology, marketing, and facilities.

Another important element in our response to declining funding is that the college has entered into the quiet phase of a multimillion-dollar major gifts campaign titled LIFT, Leading into the Future Together. As of September 2019, the campaign raised over \$1.7 million in donations, grants, and pledges in support of four major initiatives: the expansion of the college into downtown Haverhill with the creation of a Hospitality and Culinary Arts Institute; modernization of the Haverhill campus' Sport and Fitness Center and outdoor fields; development of student success and support centers; and creation of the NECC Promise, a program that is bridging the gap between sources of federal and state student financial aid and the cost of an NECC education. This campaign represents yet another way that the college is working proactively toward a new 'private-public college' business model.

Northern Essex has to a remarkable degree been able to continue to pursue its mission, its multifaceted strategic plan, and its commitment to innovation and student success despite the overall drop in enrollment and tight budgets. Still, the scope and speed of the personnel reductions the college has experienced has increased workload for the remaining employees and negatively influenced morale.

Strategic Response: Partnerships and Doubling Down on Student Success

The college's current strategic plan titled NECC2020, includes a multifaceted response to NECC's enrollment challenges. Two of the four goals in that plan—External Partnerships and the Integrated Student Experience (ISE)—have spawned strategies to move Northern Essex forward even as regional enrollment patterns present challenges.

In terms of External Partnerships, the college has made multiple agreements with four-year universities to offer pathways to Bachelor degrees either on or very near its two campuses. In the last few years, Northern Vermont and Regis North Universities, and Cambridge College have offered Information Technology, Graphic Arts, Nursing, and other health programs on or near NECC's campus in Lawrence, a city which has the lowest level of Bachelor degree attainment in Massachusetts. The University of Massachusetts Lowell is offering Liberal Arts, Criminal Justice, and Business Bachelor completion programs in a new facility in downtown Haverhill just a few minutes from NECC's campus in that city. By providing an affordable NECC transfer pathway to attain a four-year degree without leaving town, we are appealing to students who might not have considered college in the past.

Another key partner for Northern Essex is local high schools. The college has invested significant time and effort in its Early College programs, leading to an increase both in the number of partner schools (from three in fall 2016 to 15 in fall 2019) and the number of high school students studying at NECC (from 186 in fall 2016 to 390 in fall 2019). A key new factor in this growing connection to high schools is the college's Promise Program. As part of its current major gifts campaign, the college is raising funds to support the matriculation at NECC of Early College students that have graduated from high school. The college has a \$2 million goal for the Promise Program and is well on its way to reaching it. The percentage of Lawrence High School's Early College graduates choosing to attend the college in fall 2019 is 54%, and both the Lawrence and Haverhill Early College Programs have received designation status by the Massachusetts Department of Higher Education.

Meanwhile, the Integrated Student Experience

strategic goal is designed to address the stagnation of student success rates—in measures like fall to fall retention and course completion—first noted in NECC's 2015 Interim Report. To a large degree that trend has continued. Fall to fall retention rates for all students have consistently been in the low 60 percent range since 2015. Similarly, course completion rates for all students have hovered in the low 70 percent range since that year as well.

Northern Essex has responded to that stagnation by making student success a central focus of its current Strategic Plan, which was developed soon after the 2015 Interim Report. The college's entire Academic Master Plan is dedicated to the Integrated Student Experience. The ISE is designed to holistically transform the student experience at the college, providing a greater sense of belonging, increased academic structure, and simplified, hard to avoid academic and student support services. Although reform of this ambition has proven to be time consuming and certainly not aided by the losses in full-time faculty and other personnel—we are confident that as the initiative reaches full implementation over the next several years, overall student success rates will rise.

Reform of our academic advising processes is central to the ISE. Historically, both professional and faculty advisors have worked in silos and their lack of close connection has disadvantaged students. For example, professional advisors served all new students and large numbers of continuing students. During busy times of the year like August and January this severely limited time with new students when they need it most. Under the ISE, teams of professional and faculty advisors work together in a Student Success Hub which serves new students—and will have the time and resources to do so well—and in Academic Centers which serve continuing students in the college's five Academic Meta-Majors (Business, Health, Liberal Arts,

Professional Studies, and STEM). The changes in advising are discussed in more detail in Standard 5.

Assessment of student learning outcomes has advanced in tandem with the Integrated Student Experience. The ISE's inclusion of Guided Curriculum Pathways has underlined the vital importance of academic program learning outcomes. Each academic program defines its outcomes and then follows an assessment plan each year. The college's assessment of institutional learning outcomes—the six Core Academic Skills—has also progressed in recent years. Each year a different skill is assessed and the most recent focus has been on closing the loop so that results drive changes in curriculum and pedagogy. With the retirement in 2015 of the Associate Dean of Academic and Institutional Effectiveness, this assessment work is now led by a collective of administrators, instructors, and staff, including the Vice President of Academic and Student Affairs, the Dean of Academic Innovations and Professional Development, the Director of Academic Policy, Curriculum and Assessment, department chairs and program coordinators, and other key faculty, as well as an Assessment of Student Learning Committee. Assessment is addressed in more detail in Standard 8.

Finally, a new position created in 2016 combined the strategic planning, institutional research, and institutional effectiveness functions of the college under a single, newly hired Dean of Institutional Research and Planning. This unit has had notable successes, including deepening NECC's culture of evidence through the implementation of the ZogoTech data warehouse system.

Other Changes at Northern Essex

The college has grown its role in recent years as a leader in the communities it serves. The clearest example of this is in the city of

Lawrence. NECC continues to knit together a comprehensive urban campus in the downtown area and to work to further enhance and expand that campus's service and collaboration with the city.

The college's recent leadership in Lawrence is in part illustrated by its founding role in the Lawrence Partnership—"a group of presidents, CEOs and executive directors of local banks, mills, businesses, schools, and community organizations, along with elective officials, unified around a vision of a growing and thriving Lawrence" (<https://www.lawrencepartnership.org/vision>). NECC President Lane Glenn was the founding chair of the Partnership and a key catalyst in its creation and early accomplishments. These have included creating investment funds for new entrepreneurs seeking to build businesses and create jobs, and most prominently organizing an extremely effective response to the September 2018 natural gas explosions in Lawrence and surrounding communities.

Northern Essex also continues to be a strong leader in Haverhill. The college is a key participant in the construction of a ten-story building on the downtown waterfront called 'The Heights' that will house its planned Hospitality and Culinary Arts Center, and will provide both non-credit and credit programming for students wishing to pursue careers in the food service and hospitality industries. The college sought and received more than \$3 million in state funding for the Center, which is part of the mixed-use development project at The Heights.

This building will also house the Haverhill offices of the MassHire Merrimack Valley Career Center. MassHire is the state's network of regional career centers and workforce investment boards. NECC was selected in 2017 to manage and operate the Lawrence and Haverhill offices of MassHire through a competitive bid

process. The college's interest and success in taking on this responsibility reflect its long-term commitment to the development of the workforce and economy in the Merrimack Valley Region and its recognition that this work requires intense effort in both the credit and non-credit arenas. These arenas are overlapping more and more with the development of micro-credentials.

The growth of Northern Essex's role in the training of local public safety officers is further evidence of its commitment to the community and in finding innovative ways to serve it. The college has hosted multiple police and sheriff academies since 2015, graduating 370 on the police side as of spring 2018 and 176 on the Sheriffs' side during this same time period. Although in the recent past police academy training in Massachusetts has been separate from college credit programming, NECC has been a leader in statewide efforts to both increase the hiring requirements for municipal

police officers to include an associate degree and to help ensure that police academy or other related training can be considered for credit in the public higher education system. As a result, colleges and universities are now able to provide credit for prior experience in Criminal Justice programs to military veterans and graduates of police academies; and a bill that would require police officers in the Commonwealth to have a minimum of an associate's degree is working its way through the Massachusetts legislature this session.

In short, Northern Essex Community College has continued to pursue its mission and demonstrate its commitment to innovate and serve its community despite formidable challenges presented by enrollment decline and limited resources. The following chapters on the accreditation standards provide much more explanation, analysis, and projections about these efforts and accomplishments.



IMPACT OF COVID-19

The previous section, completed in early spring 2020, summarizes the state of Northern Essex Community College prior to the onset of the COVID-19 pandemic. Although most of the realities and themes presented in the Institutional Overview are still true of NECC, there is no doubt that the pandemic and the resulting economic dislocation has had significant impact on the college. This section summarizes that impact as of early fall 2020 by examining the NECHE standards most influenced by this challenging new existence presented by the virus.

Brief Summary of NECC's Actions During the COVID-19 Pandemic

Before examining the standards through the prism of the pandemic, it may be helpful to first provide highlights of the college's actions related to COVID-19. A more detailed chronology of these actions can be found [here](#). NECC issued several health advisories during January and February as more became known about COVID-19, but the confluence of the Governor of Massachusetts' Declaration of Emergency, and the first reported exposure of a student to someone diagnosed with the virus, launched the college's larger reaction in the second week of March. In rapid succession, all classes and almost all college services were moved into a remote mode, taking advantage of Spring Break the following week to prepare. As the college took additional steps over the next six months, a steady stream of information was provided to students, employees and the public on the [NECC COVID-19 website](#).

The college cancelled on-campus courses the

week after Spring Break to provide professional development in teaching remotely to faculty. Those classes resumed on March 30th and the spring semester concluded on time in early May. By that time, NECC had decided to run its summer term courses in a similar remote fashion, allowing a very small number of courses that had to be on campus to meet student outcomes, to do so under carefully controlled conditions. More significantly, the college announced in late May a "Max Online" strategy for the fall, where every course that could be offered online, would be. Only those courses that could not be offered online would be held on campus: ultimately around 60 sections in part or in whole. This triggered a massive professional development effort – and financial investment – as online courses in the Massachusetts Community College system are far more sophisticated than the spring and summer's remote courses and are governed under a separate [collective bargaining agreement](#) with the Massachusetts Community College Council. This effort to scale faculty readiness to teach online was vital since results from the spring 2020 courses indicated that a longstanding equity gap between Hispanic and non-Hispanic students had grown.

The economic impact of the pandemic on the college was as significant as the public health emergency. With much of the Massachusetts economy shut down for months, tax revenues to the Commonwealth plummeted. This led to a very uncertain budget picture for the Commonwealth (as of now it is providing only month by month allocations) and forced the college to assume a ten percent drop in its

FY21 budget compared to FY20. Making this assumption forced large and painful personnel and operational cuts. The college retrenched 12 positions in June, including four faculty positions. Some employees took an early retirement offer and many others voluntarily took unpaid leaves. All of these steps served to reduce the college's personnel capacity. The uncertainty of enrollment added to the concerns about whether further budget reduction might be necessary throughout the summer.

COVID-19 Pandemic Impact on NECC: The NECHE Standards

Standard 1: Mission and Vision

No significant impact.

Standard 2: Planning and Evaluation

The college's NECC 2020 Strategic Plan served as a north star for NECC, helping it make challenging decisions about how to react to the pandemic and budget reductions. For instance, Academic and Student Affairs decided to continue the expansion of its professional advising staff for the Academic Centers, even as it cut other positions, because Advising reform is a central part of its Integrated Student Experience initiative. Similarly, NECC took advantage of the need for almost all student services to be provided remotely, accelerating the implementation of the Navigate student success management tool.

The college also sought to evaluate its performance during the pandemic in multiple ways. Navigate quick polls were employed multiple times to check on student well-being. Extensive surveys of both [students](#) and [faculty](#) were administered at the end of the spring 2020 semester to assess the effectiveness of remote learning. Concerns about that effectiveness were an important driver in the decision to implement the Max Online strategy for fall since a far more

robust professional development and course conversion effort is required for online courses. The college also carefully examined student success metrics at the end of the spring semester (see Standard 8 section below).

Standard 3: Organization & Governance

Organization and Governance at Northern Essex adapted relatively easily to the realities of a mostly remote work environment. Board of Trustees, All College Assembly, President's Leadership Cabinet, and other important institutional meetings moved online with few difficulties. The Board provided important support as the college had to revise many of its vital processes and significantly cut its budget under conditions of uncertainty. The Board held a special, additional meeting in early July to give the college an extra month to complete its FY21 budget. The President and Vice Presidents met with the chairs of the All College Assembly's standing committees multiple times to problem solve and provide transparency around administrative decisions. They also cohosted a combined President's General Staff/ All College Assembly Town Hall for the college's employees in late April. A spirit of collaborative problem solving also characterized the work of the administration and the leadership of the college's collective bargaining units in adjusting to the many changes in how faculty and staff were working, and to carefully organize and make humane as possible the process of staff reductions in late spring.

Standard 4: The Academic Program

The most significant impact of the COVID-19 pandemic for the college has been the change in instructional mode. The massive and sudden change to remote learning—as the progression of the virus and the Commonwealth's emergency directives forced most on campus activities to be severely curtailed—was disruptive

and challenging, but ultimately successful for the most part. Remote teaching was an improvisational strategy for all of the college's constituencies, most importantly its students and faculty. Multiple, successful rounds of impact bargaining at the statewide level with the two collective bargaining units were important in defining what was academically and financially feasible. It allowed most courses to continue, and most students to complete the spring semester. Since the summer term began at the conclusion of the spring semester, remote learning continued for summer courses as well. As a short-term emergency measure, it worked reasonably well.

The college made a significantly different decision for fall 2020 courses. The uncertainties of the public health crisis, the financial expense of running very low class-size courses to meet social distancing requirements, and the imperfect results of remote learning all argued for a different approach. Making the decision to run as many courses online as possible in late May provided four crucial months of preparation for faculty, staff, and students. Online courses, while also virtual, are significantly different from remote courses. They are governed by a Distance Education Agreement between the Massachusetts Board of Higher Education and the MCCC, and require significant professional development and careful adaptation steps that align with national quality standards.

The college invested roughly \$600,000 in institutional CARES Act funding towards professional development and faculty compensation for course conversions in Summer 2020. Eighty-seven faculty members (full-time and DCE) took NECC's long standing-distance education preparatory course iTeach, and 150 faculty received coaching from Center for Instructional Technology staff and faculty peers with significant online teaching experience. iTeach included modules on developing

measurable learning outcomes, aligning assessment with learning objectives, and distinguishing between learning domains and levels of knowledge.

Numerous [workshops](#) were also offered to faculty to prepare for the fall. Emphasized throughout the training for online classes was the importance of regular and substantive [interaction](#) between instructors and students. Moreover, faculty learned how to ensure their courses online will meet the definition of the [Credit Hour](#) with sufficient hours for instruction and individual work.

NECC gave students an extra week to decide about withdrawal from spring 2020 classes but did not add a Pass/Fail option to its grading system because of concerns about transfer issues. The college's long-standing policy is to accept "Pass" grades from other institutions in transfer if there is a notation that the "P" grade is the equivalent of C or higher. In recognition of the decision by many colleges to make more use of Pass/Fail grades in the spring 2020 semester, NECC is accepting "P" grades for that semester only, even without such notation.

Some courses could not be taught remotely or online. Although many faculty in spring 2020 were able to take advantage of the fact that they had half the semester with their students in person to creatively deliver the rest of their course learning outcomes virtually, other courses ground to a halt. This was especially true in some Health Professions programs where student access to clinical sites was lost. Some programs were still able to complete their courses using simulation, working in close conjunction with program accrediting agencies. Other students had to postpone progress. This was particularly true in our Dental Assisting and Radiologic Technology programs. Fortunately, these students were able to begin catching up during the summer as some of the clinical sites began to reopen. For the fall, less than 10 percent of

course sections (roughly 60) will run on campus. Again, these tend to be in Health Professions programs as well as some STEM labs and a few Liberal Arts courses like Music that require in-person instruction.

Academic program reviews continued despite the pandemic and are on track with the college's schedule. In the next few months, NECC will be conducting mini-audits of two programs (Manufacturing and Music) that have low enrollments to determine if there is a way for them to reach a sustainable enrollment level.

Finally, NECC's dual enrollment courses continued during the spring and summer 2020 terms in a remote mode, and fall dual enrollment courses are online, along with almost all the rest of the college's courses.

Standard 5: Students

The COVID-19 pandemic has had a very substantial impact on NECC students. The vast majority of the spring 2020 students began in face-to-face courses and all had to switch to remote learning in mid-March. Except for a handful of exceptions, all Summer courses were also taught remotely and the vast majority are online in fall 2020. The college surveyed its students in late April/early May 2020 to assess their well-being and experience with remote learning, and over 800 students responded. The [results](#) suggested the pandemic itself and NECC's response both had a large impact on students, and that this impact tended to be higher for our Hispanic students. Unsurprisingly, many of them reported being stressed. At that time, students tended to feel connected to the college and many planned to enroll again in the fall semester. They expressed concerns about jobs and their ability to pay for courses in the future. With respect to their remote courses, different students seemed to value different teaching styles and tools, and no preferred method emerged for learning in that mode.

NECC student support services went almost completely into virtual mode in mid-March. The college was able to effectively continue to meet student needs for academic advising, financial aid, academic coaching, tutoring, career services, learning accommodations, and other services. Placement and other testing was a particular challenge for a while given many vendors inability to quickly pivot to virtual mode, but by early July the Testing Center was the first student service to reestablish an in-person presence on campus, offering some testing by appointment. New student orientation was required for the first time this year under the Integrated Student Experience plan, and student affairs employees managed to pivot to a completely virtual experience in the space of a few short weeks.

A key aid in being able to support students effectively was the rapid expansion of student and employee usage of the Navigate Student Success Management system. Student usage vaulted upwards from 2866 on March 1, 2020 to 4219 by mid-July. Advisors and other student service personnel aggressively used the system's appointment feature to meet student needs, and students responded positively to the user friendly Navigate to register for summer and fall courses. Moreover, both advisors and financial aid counselors reported advantages to offering their services for individual students via video conferencing, suggesting students were more open and relaxed in their interactions than they often were face to face.

As NECC made these many changes, it endeavored to communicate them to students in multiple ways. The NECC COVID-19 website continues to be updated constantly with new information. Weekly email updates go out to the college community, including students. Students have received emails, text messages, phone calls, and paper mailings, and have communicated with faculty and staff through Navigate, Zoom, and many other platforms.

The college deployed its CARES Act funding in multiple ways to support students. Over \$1 million of the funding meant directly for students had been distributed by August 2020, with the remaining half million dollars slated to go out during the fall. Of the institutional aid, \$200,000 was set aside to support a new student laptop requirement, for students to have the hardware to succeed in a mostly online environment. CARES Act funds were also designated to support an exciting new initiative this fall: a group of student ambassadors to assist students who are struggling in online courses and connect them to the college's many support services. These ambassadors reach out to students that faculty have flagged in Navigate as not being engaged in their courses and see if they can help.

Despite these efforts, the college and its students have clearly struggled with many aspects of the pandemic and the shift to a more virtual relationship. The number of FAFSA completions is down significantly compared to recent years, in spite of the fact that college staff encouraged prospective students to file this form. All Athletics—with the exception of E-Sports, in which the college team won a national championship in spring—were cancelled for spring, and all fall sports have been postponed until spring 2021.

Finally, the budget cuts the college is experiencing in Fiscal Year 2021 mean there will be fewer staff hours in many Student Affairs units. Although the college has found some efficiencies in working remotely and more fully using Navigate, the reduction in staffing will limit capacity to meet student needs to some degree. The creation of a Student Success Hub on our Lawrence Campus—a key part of the Integrated Student Experience student success initiative—has been slowed by both the pandemic and budget cuts, but continues and will be ready to open once students return to campus.

Standard 6: Teaching, Learning and Scholarship

NECC's strengths and experience in professional development were a huge advantage as it grappled with the implications of the pandemic on teaching and learning. Within two weeks in March, our Centers for Professional Development (CPD) and Instructional Technology (CIT) helped most of our faculty move face to face courses to remote for the rest of the spring semester. Almost all of this work was done remotely, also without warning. The two Centers took on an even larger task over the summer after the college chose its Max Online strategy for the fall semester. Eighty-seven faculty took CIT's iTeach training, over 150 received coaching from CIT and experienced online faculty colleagues, and 200 courses were converted to online for the first time under the statewide [Distance Learning Agreement](#) with the Massachusetts Community College Council. The college invested \$600,000 of CARES Act funding in this effort to assure students would have a quality online experience this fall.

For those courses that can only be held on campus, administration, staff, and faculty, spent much of the summer planning for how to achieve course learning outcomes, and maintain social distancing and other health requirements to ensure student and faculty safety. Although this involved only 60 course sections (out of a total of 700), extensive work was necessary to set up the facilities and schedule small class sizes.

The budget cuts implemented in July 2020, and the retrenchments of four faculty and two staff positions in Academic Affairs, reduced teaching and learning capacity to some extent. Although three of the four faculty positions were not full-time, it has led to close examinations of two programs at the college with low enrollment. Beyond that, operational spending was cut by an average of 10 percent which will also impact the student experience in

classes. Although the pandemic and Max Online strategy means some costs will be lower in the coming year (e.g., travel, lab supplies), academic departments will still be pinched.

Nevertheless, NECC fully implemented the ambitious advising reform part of the Integrated Student Experience initiative on August 1st, as scheduled. This means the faculty-led Academic Centers are now responsible for advising all continuing students and registering them for courses each semester. The college prioritized funding for professional advisor positions that will support the Academic Centers to make this happen. Despite the pandemic, the percentage of continuing students returning for the fall semester is higher than in recent years, which speaks to the value of advising reform.

Standard 7: Institutional Resources

Although NECC has effectively responded to COVID-19 in terms of its academic programs and services to students, the wider impact of the pandemic has strained college resources. Discretionary spending was mostly stopped during spring 2020 and all units were directed to build significantly reduced budgets for Fiscal Year 2021. As of mid-September 2020, the Commonwealth's budget allocation for FY21 (which began July 1st) is still unknown. The college's Board of Trustees approved a FY21 budget in July that was ten percent below FY20's based on the assumptions that both the state allocation and enrollment would be significantly lower.

The budget reduction was aided by an Early Retirement and Voluntary Leave initiative the college launched in late spring 2020. This, along with cuts to travel and other budget lines less needed in a mostly remote FY21 (printing, meetings), has yielded substantial savings, as has the decision not to fill many vacancies. Nevertheless, more action was needed. The college retrenched 12 positions in June, cutting

across all employee groups. The administration worked in close collaboration with the collective bargaining units to implement new communication protocols for retrenchment with the goal of making these painful decisions as humane as possible. Coming on the heels of other staff reductions in recent years, these new losses strain the human resources of NECC at a challenging time.

The pandemic has also challenged the college's IT resources. The massive move to remote work and teaching and learning demanded a tremendous amount of support to employees and students as they adjusted to an "at home" experience. Demand for Virtual Private Network (VPN) connections and hardware were met effectively, however. The college's Information Technology Services unit partnered with Academic and Student Affairs to run a laptop loaner program for students in the spring and summer, and then to create the new Laptop Requirement for fall. If the laptop pilot succeeds, it ultimately may herald a new era with less focus on computers and other technology provided in labs on campus. In the meantime, it is possible that the heavily remote nature of the college's work may pose increased security risks for our IT systems. The college made a change in the leadership of its IT Services unit at the start of the summer, and the new leader is a veteran of the unit who has hit the ground running.

The Library effectively transitioned to a completely virtual environment in the spring, and was able to effectively meet student needs in that mode throughout the summer. It will hold limited in-person hours on both campuses in the fall 2020 semester. This has necessitated the redesign of library space to allow for socially distanced learning and safe handling of materials. Library staff are also assessing how the pandemic and the lessons it is teaching about the utility of electronic materials will affect the future of the college's print collection.

Finally, NECC's facilities staff assisted the college in adjusting to the demands of the pandemic and the many rules and guidelines provided by federal, state, and local authorities. Although all teaching and learning – and the vast majority of faculty and staff – were remote from mid-March on, there was some presence of staff and administration throughout the spring. This further ramped up as the first on campus class was allowed to operate during the summer, and as the plans for fall developed. A major focus has been frequent cleaning of areas used by employees and students. In addition, facilities staff arranged signage, furniture, hallways, and stairwells on both campuses to assure the larger numbers of students and employees who are on campus in the fall will be healthy and safe.

Standard 8: Educational Effectiveness

The college was acutely aware in spring 2020 that the complete shift to remote teaching and learning was likely to have a significant impact on educational effectiveness and sought to assess the impact as quickly as possible. NECC surveyed both [students](#) and [faculty](#) at the end of the semester to learn more about their remote experiences. The student survey results suggested that the pandemic presented significant challenges in both their NECC work and their lives, that our Hispanic and male students were experiencing those challenges more acutely, that overall their connection to the college was intact, that they were of widely differing opinions about what teaching methods they most preferred, and they missed the close connections formed in the classroom. The faculty results suggested instructors also were struggling to manage the challenges the pandemic posed to their work and lives, that many were tested by the new remote conditions they had to teach in, and that they also were worried about connecting with students.

Given the survey results, the impact of the

pandemic on student success rates in spring 2020 was not as severe as anticipated. The successful course completion rate (grades A-C) only fell from 75.1% in spring 2019 to 73.0% in spring 2020. Similarly, the Withdrawal Rate only rose from 9.7% in spring 2019 to 10.3% in spring 2020. Interestingly, the spring Deans List (GPA of at least 3.3) had more students than in recent spring semesters even though enrollment has been steadily decreasing during that time. However, there was a 50% increase in the number of Incomplete grades issued in spring 2020 from the previous spring; and, as final grades are assigned through the end of the calendar year, that may influence final student success rates.

Between spring 2015 and spring 2019, students in NECC online courses lagged by about four percentage points on average in course completion behind students taking on campus courses. In spring 2020 this gap shrunk to less than half a percentage point. Although the reasons for this are not clear, we suspect that poorer completion rates in the courses that started on campus helped reduce the gap rather than improvement in online course completion. This was one factor in our decision for fall 2020, trying to avoid the disruption that would come from starting face to face and then being forced remote.

Most concerning, the long-standing equity gap in overall course completion rates between Hispanic and non-Hispanic students grew in spring 2020. That gap stood at 8 percentage points compared to 6.4 percentage points the previous spring. The growth in this equity gap informed the college's decision to emphasize teaching equitably in the professional development it provided for so many faculty in summer 2020 as they prepared for the Max Online approach in the fall semester.

NECC will be monitoring and assessing student outcomes in fall 2020, and continuing to adjust

its approach so the focus on student success remains the priority, even as the college adjusts to the changing circumstances of the pandemic. The institutional assessment of Core Academic Skills planned for the 2020-2021 academic year may actually benefit from the greater availability of artifacts to score, given greater use of the learning management systems by all faculty.

Standard 9: Integrity, Transparency, and Public Disclosure

The college has endeavored to share and explain in a clear and transparent way how it is adjusting its operations to the pandemic in multiple ways, but primarily through its Coronavirus Information website. The Marketing Communications staff has worked tirelessly with all other parts of the college to keep up with the shifting conditions and institutional responses since March 2020. Regular update emails to the college community, multiple Town Hall meetings, social media outreach, videos, and email/phone/text/mail messages to various constituencies have all been part of the effort.

The Marketing Communications staff underwent a planned reorganization, and also some personnel retrenchments in early summer, and has continued to manage the flow of communication effectively.

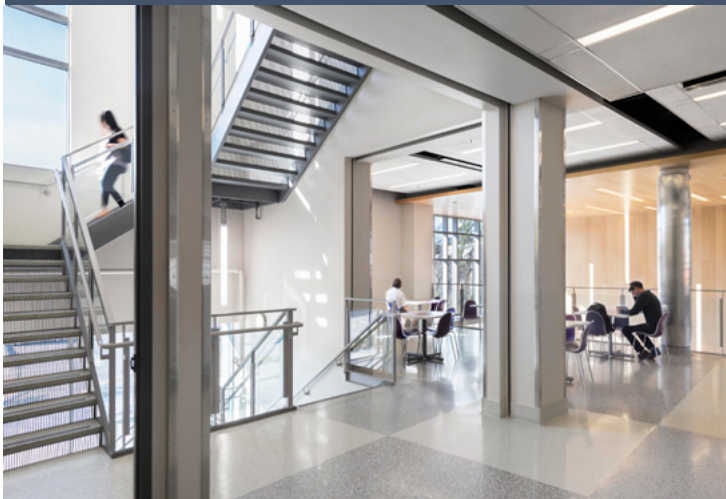
NECC has adjusted policies or explanations of policies to help employees and students understand how behavior needs to shift under the conditions of a pandemic. For instance, although the Code of Conduct for students—used by all 15 Massachusetts Community Colleges—has not been amended, the college made clear that the code includes wearing face coverings, since these have been mandated by executive order of the Governor except under limited circumstances.

The college is sensitive to its role as a cultural anchor for the community. Operating in mostly remote fashion clearly makes fulfilling that role more challenging. However, the creativity of our faculty, staff, and students is working to meet that challenge. For instance, programming on equity was provided virtually throughout the summer in response to the nationwide demonstrations for racial justice. Similarly, a robust series of virtual events around the 2020 election are planned for the fall semester.

In sum, the pandemic has tested Northern Essex Community College. It has lost resources and capacity but extraordinary collaboration has helped mitigate those losses. Throughout the challenges, the commitment of the employees to NECC's mission has served as a guidepost for our response and a source of inspiration in the face of difficult, and at times frightening, conditions.



STANDARD ONE: MISSION AND PURPOSE



STANDARD ONE: MISSION AND PURPOSE

Strengths

- Current mission statement continues to clearly convey the college's mission and purpose.
- Strengths-based, Appreciative Inquiry approach to mission, vision, and strategic planning

Challenges

- Better incorporate the Hispanic-Serving Institution (HSI) designation into the college's mission, vision, and strategic planning.
- Continually use the college's mission statement as the focal point of the college's planning, and ensure broad knowledge of it.

The Mission Statement, Vision Statement, and Core Values shown below are principles interwoven through the framework of Northern Essex Community College, and are fundamental to our purpose and to the manner in which we educate:

NECC Mission Statement

At NECC, our mission is to educate and inspire our students to succeed. We provide a welcoming environment focused on teaching and learning—strongly committed to unlocking the potential within each student and empowering our diverse community of learners to meet their individual goals. We are a community college dedicated to creating vibrant and innovative opportunities that encourage excellence and enhance the cultural and economic life of our region.

NECC Vision Statement

To create a supportive learning environment of cultural inclusion that embraces all identities and inspires initiative and excellence.

NECC's Core Values

Student Engagement - We are committed to fully engaging our students as active learners by providing a diverse range of educational experiences.

Collaboration - We are committed to developing productive, collaborative relationships within the college and among our various constituencies in the greater Merrimack Valley.

Personal and Professional Growth - We are committed to the personal and professional growth of faculty, staff, and students alike. We believe that lifelong learning is essential to the personal enrichment and professional growth of each individual.

Respect - We are committed to fostering mutual respect that enables faculty, staff, and students to grow and work together in a supportive environment of shared governance, open communication, and fairness.

Culture of Inclusion - Northern Essex Community College strives to be a model of diversity and inclusion; the campus community reflects the layers of cultural and self-identity that proudly make up our region, nation, and world. We respect, value, and celebrate the strengths, characteristics, and perspectives of all and promote an inclusive environment that leverages the unique contributions of each individual, group, and organization into all aspects of our work.

Access and Opportunity - We are committed to providing affordable access to educational opportunity.

Excellence - We are committed to a high standard of educational excellence in teaching and learning. Nothing less than the best will do for and from our students and ourselves.

Description

Northern Essex Community College is distinct as an affordable option of higher education throughout the region. The college strives to keep costs low to increase access to education for area residents. Northern Essex is a Hispanic-Serving Institution, and embraces that designation. It values the ethnic diversity of its communities, and incorporates those values into our student-centered culture of learning. The college's Core Values reflect an exceptional quality of education for all of our students—whether traditional, transfer, or as individuals who wish to more quickly enter the workforce by completing a certificate or career/technical program. Through the Integrated Student Experience (ISE), the college is fulfilling the commitment it makes to students and their communities.

A new mission statement was approved in fall 2014 with college-wide participation and input through an Appreciative Inquiry model, as well as input from the Executive Committee

of the All College Assembly (NECC's internal governance structure). The college's Board of Trustees affirmed the mission statement at their regular meeting on December 3, 2014. The new mission statement received the support of the Academic Affairs Committee of the Board of Higher Education in January of 2015, and was formally approved and adopted by the full Board of Higher Education at [its meeting on March 10, 2015](#).

By using open SOAR (Strengths, Opportunities, Aspirations, and Results) forums as part of an Appreciative Inquiry model, the entire college community was invited to engage in conversations around the college's mission and purpose. Conducted during the 2019 spring semester (as part of the self-study process), one of the clear strengths that emerged was that the college has a mission statement and core values that drive its strategic plan. Further it was recognized that college-wide and individual departments/programs plans/goals/objectives are tied to specific tenets in the mission statement and/or the college's core values, and that the mission statement and core values are reviewed in new employee orientation.

The college's full mission statement, vision statement, and core values appear in their entirety on the college's [Mission Statement & Core Values webpage](#). These principles emphasize how and for whom we define our purpose: we are student-focused, as evidenced in part by changes being adopted through the ISE; we pledge high standards and optimal learning experiences, and we provide success in innovation and workforce development for all students, which initiatives such as our work in Competency-Based Education demonstrates. We aim to uphold student agency and strive to empower all populations to achieve individual goals and needs because we know that the successes of our students enhance the cultural and economic life of the region—something that

is demonstrated every day by our graduates who pursue higher levels of education and/or those who enter the region's workforce.

The objectives of organizational units within the college are developed in alignment with the overall mission, which serves to guide their planning and processes. As an example, [Academic Affairs](#) is largely focused on the ISE, which promises to make NECC a more "welcoming environment" and better allow "learners to meet their individual goals." [Information Technology's](#) planning is aimed at "creating and maintaining vibrant and innovative opportunities" for students, "focused on teaching and learning." [Development](#), [Library](#), and [Marketing](#) are other demonstrable examples of units that have adopted this approach.

Our core values add to the realism of the purpose of our mission, helping create dynamic and engaging learning experiences, inspiring the college and its employees to honor and respect diverse learners and personalities. As an educational institution, the college strives to enhance the communities it serves, enriching and promoting the social, cultural, and economic stature of the region. We value our community partnerships and designation as a Hispanic-Serving Institution. So the college can better fulfill this part of our mission, President Glenn announced at the fall 2019 convocation that the college will adopt an [Equity Imperative](#) to help close equity gaps for our underserved students. This initiative aligns with the Massachusetts Department of Higher Education's [Equity Agenda](#), and represents a new paradigm for how we define and support student success.

The language and spirit of the college's mission statement, vision statement and core values are visible on a number of NECC webpages. Examples include the [Human Resources](#) webpage, the welcome message on the [Academic and Student Affairs main webpage](#), and the [Administration & Finance](#)

[website](#). Effort has been made to ensure that the mission of the college is evident to external constituencies as well by including references in the first paragraph of NECC's [Discover](#) webpage, the college's [Resources for the Community webpage](#) notes, in the "Welcome" section of NECC's most recent [External Partners Report](#), the [Community webpage](#), which emphasizes that "Contributing to the vitality of the local community ..." is important to the college," and a [webpage](#) dedicated to communicating the college's Accessible Media Institutional Initiative, which reflects the college's dedication to its Culture of Inclusion core value.

Appraisal

The college has a strong mission statement that is accompanied by a realistic vision and explicit core values. They guide the college's planning, and serve as a basis for assessing our effectiveness. Our mission celebrates our high standards in education by focusing on and supporting student success. Throughout its history, the college has upheld its rich heritage and practiced its mission and core values by focusing on delivering excellence in its career and transfer education. NECC's mission and core values convey the tradition of its 'distinct' character in the Merrimack Valley region. The college's investments in the Lawrence Partnership, and its expansion to The Heights in downtown Haverhill, also help to illustrate the college's deep commitment to its communities and to forging new alliances and unique partnerships that can bring about positive change in the region and in our students' lives. By identifying priorities of academic success and workforce development, the college aims to provide career and intellectual skills that honor the individual needs and talents of our students.

Aimed at the development and success of the individual student, the college offers appropriate curricular options and pathways towards those

ends, and provides support services necessary to help ensure their success, such as our libraries, academic centers, coaching, and tutoring. The changes to the student experience through the ISE help to demonstrate that NECC is continually moving towards the excellence we profess in our mission. In keeping with that mission, we provide innovative and creative workspaces where students grow personally and professionally and these efforts are further demonstrated in part by student outcomes.

Honoring and valuing diversity is explicit in our mission and in our core values, emphasizing communication, fairness, individuality, and respect. Our distinct character is reflective in our attention to the needs of our diverse student body – composed of traditional students of numerous identities from the region, of newly immigrated families, veterans, nontraditional, and international learners. The diversity at NECC is a microcosm of the region, and is increasingly Hispanic. Having long been a Hispanic-Serving Institution (HSI), in fall 2019 NECC enrolled more Hispanic students than any other ethnicity for the first time in the college's history. The college needs to more fully incorporate the HSI designation into its stated mission and purpose, and the [Equity Imperative](#) has placed us on course to realize that potential.

NECC's mission, vision, and core values reflect our traditions and our relentless dedication to serving diverse populations of students, communities, and the workforce. It provides us with the guidance for a future of regional economic growth and intellectual development of our community.

While the college's mission statement historically has appeared in major college print publications, in the last several years our commitment to publicizing the mission is evident through greater emphasis on

prominent online placement, especially on the NECC website. Like most institutions of higher education, NECC uses Facebook, Twitter and other social media outlets to communicate with its constituents. The college's mission statement appears on its Facebook [About](#) page, honoring its commitment to being as accessible as possible to the community it serves. The ubiquitous placement of the mission statement throughout the website shows the college's commitment to using it to drive its planning and operations.

There is evidence that students and educators think NECC fulfills its mission. During the spring 2019 semester, students (n=444) and employees (n=92) were surveyed about key elements of NECC's mission. Using an emoticon Likert scale, 93% of students who responded, 'somewhat' or 'strongly' agreed that they felt inspired to succeed. Asked if the college "enhances the cultural and economic life of the region," 81% of students 'somewhat' or 'strongly' agreed that it does, while that figure was only 71% for surveyed employees. This shows that there is considerable belief in the college and its mission, but suggests there is opportunity to promote the college's role in the NECC service area.

The spring 2019 SOAR forums illuminated some opportunities for the college to consider in terms of its mission statement, such as including phrases on accessibility, civic engagement, and cultural diversity. Additionally, explicitly identifying the college as having multiple campuses could bring a sense of equity to the college's presence in Lawrence. Other recommendations focused on making students more aware of the college's mission, and that all employees, especially part-time, receive an orientation that addresses the mission

Projection

To assure that NECC represents the dynamics of our distinct character and population, the NECC Leadership Cabinet and the ACA Executive Committee will explore how our HSI designation and the Equity Imperative will shape the college's mission, vision, and core values.

The college will review its printed and electronic materials by the end of 2021 to ensure that the mission statement is included where applicable, including the employee handbook and materials that new students receive at orientation.



DATA FIRST FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	<input style="width: 20px;" type="text" value="06/30"/>		
Most Recent Year	<input style="width: 20px;" type="text" value="2019"/>	Yes	Unqualified
1 Year Prior	2018	Yes	Unqualified
2 Years Prior	2017	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2020
Next Year	2021

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes (1.1)

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.necc.mass.edu/discover/mission-statement-core-values/	3/10/2015

Mission Statement published	Website location	Print Publication
<input checked="" type="checkbox"/> Mission Statement & Core Values	https://www.necc.mass.edu/discover/mission-statement-core-values/	

Related statements	Website location	Print Publication
<input checked="" type="checkbox"/> Strategic Plan 2020	https://www.necc.mass.edu/discover/strategic-plan-2020/	
Goal: Integrated Student Experience	https://www.necc.mass.edu/discover/strategic-plan-2020/goal-integrated-student-experience/	
Goal: Student Career Opportunities	https://www.necc.mass.edu/discover/strategic-plan-2020/goal-student-career-opportunities/	
Goal: Professional Growth	https://www.necc.mass.edu/discover/strategic-plan-2020/goal-professional-growth/	
Goal: External Partnerships	https://www.necc.mass.edu/discover/strategic-plan-2020/goal-external-partnerships/	
Serving the Hispanic Community	https://www.necc.mass.edu/discover/serving-the-hispanic-community/	
Achieving the Dream	https://www.necc.mass.edu/discover/institutional-initiatives/achieving-the-dream/	
Appreciative Inquiry	https://www.necc.mass.edu/discover/institutional-initiatives/appreciative-inquiry/	
Civic Action Plan	https://www.necc.mass.edu/discover/institutional-initiatives/civic-action-plan/	
Student Right to Know	https://www.necc.mass.edu/discover/consumer-information/student-right-know/	
Clery Report	https://www.necc.mass.edu/discover/consumer-information/clery-report/	
Accreditation	https://www.necc.mass.edu/discover/consumer-information/accreditation/	
Privacy Policy	https://www.necc.mass.edu/discover/consumer-information/privacy-policy/	
Equity Imperative	https://president.necc.mass.edu/the-equity-imperative/	

Please enter any explanatory notes in the box below

The Web Page for the "Institutional Mission Statement" contains a list of links to many of our related statements, including:

- Leadership
- Strategic Plan 2020
- Institutional Initiatives
- Consumer Information
- Public Records
- Grants Awarded
- College Policies

STANDARD TWO: PLANNING AND EVALUATION



STANDARD TWO: PLANNING AND EVALUATION

Strengths

- Planning is inclusive and participatory.
- Reliance on data and its use in planning and evaluation are broad-based.

Challenges

- Planning and evaluation is not as thorough and complete in some units of the college.
- More resources are required to meet the need for data analytics.

Description

Planning

Northern Essex has a long history of systematic and participatory planning and evaluation. In the ten years since the college's last self-study, we have developed and implemented two strategic plans: [NECC Voices 2012-2015](#) and the most recent strategic plan, [NECC2020](#). Both plans were developed using Appreciative Inquiry. Appreciative Inquiry is a strengths-based, collaborative approach for facilitating positive change and has been used as the tool for strategic planning for the past decade. This approach enables every member of the college community to participate in planning to the extent that they are able or interested. Faculty and staff from across the college community are encouraged to participate in forums and feedback sessions using the Appreciative Inquiry approach in planning and implementation of the strategic plans.

Under the leadership of President Lane Glenn and a Steering Committee of leaders from all levels of the college, every area was involved in the development of the NECC2020 Strategic Plan, including faculty, staff, students, and Trustees. This broad participation occurred through SOAR Forums, open forums where members

of the college community were invited to discuss the college's Strengths (what we are doing well), Opportunities (where there are opportunities to expand/change), Aspirations (what we hope for) and Results (what NECC will look like if these changes occur). As the plan was being developed, it was shared with key stakeholders in the college's primary service area as well as with members of the Board of Higher Education. Progress on the implementation of the plan is regularly shared with the college community at the President's General Staff Meetings, convocation, and other college gatherings.

The strategic plan drives institutional planning and goal setting at the division and department level. NECC2020 has four goals:

- [Integrated Student Experience](#): Design and deliver an integrated, structured, and inclusive student experience across campuses that maximizes student success.
- [Student Career Opportunities](#): Provide students with comprehensive career development services including access to internships, career exploration, experiential learning, and job placement.
- [Professional Growth](#): Increase opportunities for faculty and staff that encourage professional growth, foster

experimentation, and advance curriculum innovation.

- External Partnerships: Expand and strengthen partnerships with the external community.

The president expects members of the NECC Leadership Cabinet to use the strategic plan as the basis for their own goal setting. The Dean of Institutional Research and Planning facilitates the strategic planning and strategy execution process. The Strategic Planning Steering Committee meets monthly and progress on the plan is shared at monthly meetings of the college's Board of Trustees. At least three times each year (fall, spring, and winter), the entire college community receives written updates and progress reports on the goals of the Plan and the progress and results of its implementation. As noted earlier, the Strategic Plan is also discussed and reported on regularly as part of convocation, at student forums, and at other general college meetings. As an example of the strategic initiatives underway from the Strategic plan, Goal one is the Integrated Student Experience (ISE) (see standards 4 and 8 for more detailed information). The ISE has led to a transformation of our student advising activities with the creation of six academic centers across the two campuses and the opening of the Student Success Hub. Additionally, the adaptation and implementation of EAB Navigate software is underway which will improve student academic planning and registration.

Long-term planning in Academic and Student Affairs is accomplished largely through the [Academic Master Plan](#), which was strategically aligned with the Integrated Student Experience goal of NECC2020. This synergy between the two plans maximizes precious resources and provides focus to the work of Academic and Student Affairs. The Academic Master Plan is led by the Vice President of Academic and Student Affairs and the Integrated Student Experience Alliance,

a committee of academic administrators, staff, and faculty responsible for leading key components of the plan.

The finance and budgetary planning process at the college is extensive and detailed (please refer to Standard 7 for more comprehensive information). Resources to support the activities of the strategic plan are woven into this larger process; funds in support of planning efforts fall within the areas responsible for carrying out specific aspects of the goals and objectives of the Strategic Plan.

The Office of Institutional Research and Planning (IRP) is instrumental in providing information to support planning, evaluation, decision-making, and organizational development. Data is viewed as a mission critical institutional asset that needs to be both managed and protected as well as shared and used. Analytics is seen as a tool to spark curiosity and dialogue about data. Recent advancements include the implementation of ZogoTech, a student-facing data warehouse and analysis tool. As of the summer of 2019, approximately 120 faculty, staff, and administrators have been trained during 17 group trainings with 40 one-on-one follow-up sessions to help answer specific questions and build individual user capacity. A 2018 survey showed that 92% of users felt that ZogoTech has improved their ability to do their work. To build on the existence of the ZogoTech data warehouse and to increase our data analytics maturity, NECC has entered into a collaboration with the Department of Higher Education and most of the public community colleges and universities to implement Tableau Server. Tableau Server enables the creation of powerful visualizations and data stories.

One example of careful planning based on data is the strategic use of external consultants to assess key areas and help college leaders make informed strategic decisions. Gray Associates, a firm that provides higher education

data, program evaluation, and consulting, was hired in 2016 to assist with an academic program audit to provide the college with needed data to assess and take action on its academic offerings. The college also contracted with Huron Consulting (2018), a global agency that helps clients develop strategies to enhance performance and implement solutions that enable transformative change. Huron assessed the strategic planning, institutional research, and information technology functions and made recommendations about their basic infrastructure. Finally, JNB Associates, a local fundraising consulting firm, prepared an assessment (2018) of the Institutional Advancement function in preparation for the retirement of its long-time leader. This assessment helped the college formulate the hiring of a new Vice President to oversee an expanded working group. Results of the evaluations and planned next steps were presented to the college at a President's General Staff Meeting; the PowerPoint presentation is available on the college's internal [Planning and Budgeting website](#)

Evaluation

The college's [Mission, Vision, and Core Values](#) emphasize our commitment to student success and inclusion and we have developed processes to evaluate our progress in these areas. In addition to the execution of the strategic plan, the college engages in evaluation processes in numerous ways, including Academic Program Review, student learning outcomes assessment, personnel performance evaluations, annual financial audits conducted by an independent auditor, federal and state financial aid audits, pass rates on licensure exams, and visits by external accrediting agencies for specialized programs. Northern Essex is also a long time member of the [Achieving the Dream](#) (ATD) network of community colleges. ATD's model

helps colleges identify emerging needs and ways to improve practices.

The current strategic plan, [NECC 2020](#), has four goals including the Integrated Student Experience, Student Career Opportunities, Professional Growth, and External Partnerships. Each of the goals in the strategic plan has fully developed objectives and metrics to measure the goals. For example, Goal One, the Integrated Student Experience, has three goals:

- Increasing the student sense of belonging and participation in the campus community;
- Increasing academic structure for students; and
- Re-engineering our college structures and processes to be coherently linked and more easily navigable by students.

In order to gauge student sense of belonging and service navigability, a survey was administered to students in the fall of 2018. The [results](#) indicated that 64.2% of our students felt confident that the academic pathways would help them be successful at achieving their goals at NECC. [These results](#) were presented to the Integrated Student Experience Steering Committee.

In Academic and Student Affairs, evaluation of effectiveness occurs in numerous ways. Many programs are externally accredited or accountable to external agencies. Each certificate and degree program is required to undergo a Program Review on a [regular schedule](#), reviewing student retention, assessment plans, faculty credentialing, and curriculum review. The reports of these programs are [publicly available](#) in the program review archive and are publicly presented at the annual Program Review Summit. The Program Review Summit allows program coordinators to report to the college community. Assessment of program-level learning outcomes and institutional-level

learning outcomes occurs on a regular basis. (See Standard 8 for a more detailed discussion of program and institutional-level assessment.) Institutional Research and Planning staff collects and publishes information on the college's enrollment and demographics in its [Data Center](#). IRP delivers surveys to students, faculty, and staff to evaluate effectiveness. Each spring, IRP sends the [Graduate Follow-Up Survey](#) to students who graduated the previous academic year to investigate current education, employment, and satisfaction with NECC. The responses of graduates complement institution-wide decision-making focused on enhancing current and future student experiences at NECC. In 2015, the [Community College Survey of Student Engagement](#) (CCSSE) was administered to a sample of the student population. Results of CCSSE were used to inform many areas of the college, including student services, advising, and faculty professional development. In spring 2017, all NECC faculty and staff were invited to complete the [Institutional Capacity Assessment Tool \(ICAT\)](#). The ICAT is a survey designed by ATD and focuses on seven broad capacity areas believed to contribute to a student-focused culture. Aggregate results were discussed in a World Cafe event at fall 2017 Convocation.

The college uses the results of evaluations to inform changes. For instance, the Vice President of Academic and Student Affairs described the [recommendations](#) resulting from the academic program audit in a 2017 letter to the President's Cabinet. "Over the last several months, the college has engaged in a program audit process—consisting of Program Portfolio, Financial, and Other Impact Analyses—to take stock and ultimately action on the number and composition of academic certificate and degree programs we offer." As a result, some programs were made inactive and resources were shifted to other areas.

Appraisal

Planning

While the creation and implementation of the strategic plan is broadly based and integrative, formalized and systematic planning at department, division, and office levels (in terms of conducting a formal process that ends in a product called a plan) is more sporadic and inconsistent. On one hand, the Integrated Student Experience goal of the strategic plan doubles as the Academic Master Plan. There is widespread acceptance for this goal/plan and it has attracted an 'all hands on deck' approach throughout the college community and especially in Academic and Student Affairs. Likewise, the External Partnerships goal of the Strategic Plan has morphed into the college's major gifts campaign initiative.

In other major areas of the college, such as Administration and Finance, extensive planning efforts are undertaken each year in developing the college's budget and spending plan, for example, yet no document titled a "Financial Plan" currently exists. This also rings similarly in the area of Enrollment Management. The college did produce a Recruitment Plan for 2014-2017 that had ambitious goals that the college is still striving to achieve. While the Recruitment Plan itself is out of date, planning work in the enrollment area vigorously continues through the agile efforts of an Enrollment Dashboard Committee—which is a real working group comprised of staff from admissions, marketing, institutional research, and academic and student affairs. While the Committee meets regularly for planning purposes, a document that could be called an "Enrollment Plan" does not exist for the current time period.

The current downturn in enrollment that has impacted all of the Commonwealth's community colleges has inevitably impacted the resources of the college to fully carry out its planned

activities. In order to ensure the continued vitality and stability of the college, there have been a number of lay-offs in the past two years as a result of fiscal exigency. The college has been ambitious but realistic in its enrollment and revenue projections, and the senior leadership of the college reviews this information as a group at their weekly meetings. They in turn, set the course of action in terms of the allocation of resources.

Evaluation

Evaluation of the college academic programs, strategic initiatives, and financial resources are robust and ongoing. As noted earlier, in 2018-2019, the Strategic Planning, Institutional Research, and Information Technology areas as well as Institutional Advancement, were assessed. The college regularly conducts internal program audits to ensure the quality of our educational offerings.

At the time that the fifth year interim report was written, it was noted that the strategic planning, research, and institutional effectiveness positions and initiatives were being merged into a single dean position. While the reorganization has proven to be effective in terms of the efficiency of housing functions together, the execution of this reorganization has proved more challenging than initially anticipated and is under further study. At this time, the academic program outcomes/academic effectiveness area has been moved to Academic and Student Affairs where it now has the attention of both faculty and administration.

Compounding this is the fact that in 2018 the Office of Institutional Research was reduced by one position due to budgetary constraints. This has slowed the momentum of many of the initiatives for the office, including the advancement of an analytics roadmap and the creation of a more effective data governance and data management program.

Strides have been made in the use of new software, such as ZogoTech and Tableau. While the college is swiftly moving forward in gathering data and utilizing this new technology, the end users need more training in accessing, using, and interpreting data.

Projection

In the next year, the college will begin the next strategic planning process, which will be completed during Academic Year 21-22. Planning and evaluation are important ongoing activities, and the college will work toward more consistent formal planning college-wide. Each major unit of the college will develop a plan that aligns with the institution's strategic plan.

The college will increase its analytics maturity in service of increased enrollment, student success, equity in persistence and completion rates, and operational efficiency and effectiveness. NECC will build on its early success with implementing a student-focused data warehouse and enterprise-wide Tableau capabilities by continuing to scale the access and use of these tools.



Standard 2: Planning and Evaluation (2.1)

	Year approved by governing board	Effective Dates	Website location
PLANNING			
Strategic Plans			
Immediately prior Strategic Plan	2012	2012-2015	https://facstaff.necc.mass.edu/wp-content/uploads/2018/09/strategic_plan_2012-2015.pdf
Current Strategic Plan	2016	2016-2020	http://facstaff.necc.mass.edu/vision-and-planning-initiatives/strategic-planning/necc-2020/
Next Strategic Plan		2021-	N/A
	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Master plan	2016	2016-2020	http://facstaff.necc.mass.edu/wp-content/uploads/2016/05/Academic-Master-Plan-Draft-2016.pdf?_=05312016
Academic plan	2016	2016-2020	http://facstaff.necc.mass.edu/wp-content/uploads/2016/05/Academic-Master-Plan-Draft-2016.pdf?_=05312016
Financial plan			
Technology plan	2017	2017-2020	https://its.necc.mass.edu/about-us/technology-plan/
Enrollment plan			
Development plan	2018		https://facstaff.necc.mass.edu/wp-content/uploads/2015/08/Development-Plan.pdf
Plans for major units (e.g., departments, library)*			
Marketing Plan	2019		http://facstaff.necc.mass.edu/wp-content/uploads/2019/02/NECC-Marketing-Plan.pdf
Library Strategic Plan	2018	2018-2021	https://www.necc.mass.edu/library/library-information/library-strategic-plan/
			Website location
EVALUATION			
Academic program review			
Program review system (colleges and departments). System last updated:	2017		http://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/785-2/
Program review schedule (e.g., every 5 years)			https://facstaff.necc.mass.edu/wp-content/uploads/2019/01/Program-Review-Schedule.pdf
Sample program review reports (name of unit or program)*			
Human Services			https://facstaff.necc.mass.edu/wp-content/uploads/2017/07/HUS-AS-Institutional-Prog.Review-2017-Completed.pdf
Laboratory Science			http://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Laboratory-Science-Program.pdf
Liberal Arts			https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Liberal-Arts-Program-Review.pdf
Please enter any explanatory notes in the box below			

STANDARD THREE: ORGANIZATION AND GOVERNANCE



STANDARD THREE: ORGANIZATION AND GOVERNANCE

Strengths

- The Board and the President communicate well and share values that advance the college.
- Increased Board diversity in terms of gender and industry representation.
- Solid and effective internal governance structure with engagement from both faculty and staff.

Challenges

- Broaden the ethnic and racial diversity of the Board of Trustees.
- Improve communication channels to and from the All College Assembly, and increase overall participation rates.
- Numerous concurrent personnel changes at the senior leadership level and loss of institutional knowledge.

Description

Governing Board

Northern Essex Community College is one of fifteen community colleges in the Commonwealth of Massachusetts and operates under the jurisdiction of the Massachusetts Board of Higher Education, which is provided oversight by the Massachusetts Executive Office of Education. In order to ensure that the students of NECC are provided with high quality educational services that meet community needs and standards, a representative Board of Trustees serves as the college's governing body and receives its authority from [Massachusetts General Laws Chapter 15A](#).

By [legislative decree](#), there are [eleven members of the Board](#), ten of whom are appointed by the Governor to a five-year term, renewable for a second five-year term. Of these, the Alumni representative is elected by the Alumni Association. The student trustee is elected annually by the college's Student Government Association. The three officers of the Board are a Chair (appointed by the Governor), a Vice Chair, and a Secretary. The Vice Chair and Secretary are elected by the

Board annually at their April meeting to a one-year term commencing on July 1st. The Board is governed by a [set of publicly accessible by-laws](#).

To ensure diverse representation of all college constituents, appointments to the Board are made with recommendations from the NECC President and the Public Education Nominating Council (PENC). The Board is comprised of community and business leaders who work or live in the college's primary service area. Appointed trustees are independent from the college, yet provide professional expertise across many workforce sectors of the public interest, including but not limited to: business, engineering, criminal justice, culinary, manufacturing, real estate, law, retail, and fundraising. Trustees affirm their freedom from personal or immediate financial interest of NECC with annual conflict of interest disclosures, demonstrating sufficient independence in their fiduciary oversight and responsibility.

The Board of Trustees is responsible for setting policy to achieve the mission and goals of the institution in accordance with their [legislative mandate](#). While the Board of Higher Education sets broad policies affecting all public higher education in Massachusetts, the NECC Board

of Trustees oversees the local implementation of those policies, and has autonomy to set institutional policies in the best interest of the college. The Board delegates power of authority to the President as the chief executive officer of the college, who leads the day to day operations of the institution in close consultation with the college's leadership team. The Board conducts a full budget evaluation annually and sets fees based on that evaluation. In addition to its policy setting and fiduciary responsibilities, the Board is also charged with conducting a complete and thorough evaluation of the President, with guidance from and in consultation with the Massachusetts Department of Higher Education.

Members of the NECC Board of Trustees participate in an initial orientation as well as annual trainings related to the Massachusetts Open Meeting Law and the Conflict of Interest Law. In addition, Trustees are offered the opportunity to attend the Statewide Trustees Annual Conference, where a variety of topics on governance, evaluation, performance measurement, and effectiveness are offered. All trustees receive regular annual Conflict of Interest and Open Meeting Law trainings through the college's Market Oversight and Transparency (MOAT) system, which is based upon trainings available from the Massachusetts Attorney General's office.

In order to understand and accept their roles, members of the NECC Board of Trustees annually comply with the [PENC Statement of Commitment and Responsibilities for Massachusetts Public College and University Board of Trustees](#), as well as review new laws and regulations that were created to inform and educate trustees on their fiduciary responsibilities in the Massachusetts Community College Presidents and Board of Trustees Legal Resource Manual.

The Board of Trustees convenes monthly, September through June (except in January)

on either the Haverhill or Lawrence campus. Meeting schedules, current agendas, and board minutes are communicated to the college and community [through the college's website](#). All full board and subcommittee meetings are open to any member of the college community, as well as the general public, and are subject to the Massachusetts Open Meeting Law. Being open and accountable to the community is an important role the Board of Trustees assumes. [Article V](#) of the Board's bylaws assures that they "shall solicit the advice and counsel of citizens in planning and operating of the College."

The Board sets fees, approves the hiring of full-time personnel, approves budgets, accepts grants, gifts, and trusts, and has the ultimate authority to award certificates and degrees. The Board's Audit and Finance Committee meets at least quarterly and provides regular reports to the full Board. This Committee is responsible for assuring risk assessment by receiving and reviewing audit and compliance reports from external auditors, as well as budget and compliance reports from internal staff and committees. Additionally, an Evaluation Subcommittee of the Trustees also convenes on an annual basis to perform the evaluation of the President of the college.

The NECC Board of Trustees receives periodic updates on the status of human resources at the college as well as monthly updates on organizational planning. In the event the Board would need to conduct a presidential search, the Board is subject to [the guidelines imposed by the Massachusetts Board of Higher Education on Presidential Appointment and Presidential Compensation](#).

Internal Governance

In 2011, the Board of Trustees recommended Dr. Lane A. Glenn as President of NECC, and since his subsequent appointment by the Massachusetts Department of Higher Education,

he has functionally served as the chief executive officer of the college. He is currently supported by four vice presidents who have oversight and responsibility for wide areas of the college, including a Vice President of Academic and Student Affairs (VPASA); a Chief Financial and Chief Operating Officer, which is a Vice President level position; a Vice President of Lawrence Campus and Community Relations; and a Vice President of Institutional Advancement. The NECC Leadership Cabinet serves as the senior leadership team at the college, and its members meet individually and collectively with the president to carry out the mission. In addition to the President and four vice presidents, the Cabinet includes six other senior leaders: Assistant Vice President of Student Affairs; Chief Information Officer; Dean of Academic Innovations and Professional Development; Dean of Institutional Research and Planning; Dean of Development; and Chief Marketing Officer.

Organizational charts that describe the college's structure, hierarchy of authority, and reporting relationships within the institution exist for the President's Office, Human Resources, Academic and Student Affairs, Administration and Finance, and the Office of Institutional Advancement. Included in the Appendix, these charts are on file in the president's and human resources offices, and are updated to reflect organizational and personnel changes.

Some notable recent changes in senior leadership since the 2015 Interim Report include:

- A new Dean of Institutional Research and Planning was appointed in April 2016, which combined the strategic planning, institutional research, and institutional effectiveness functions of the college.
- A new Vice President of Administration and Finance (VPA&F) was hired in June 2016; the Vice President of Human Resources retired and that division of

the college was reorganized under this area in January 2019. In 2019, the VPA&F position was changed to a Chief Financial Officer/Chief Operating Officer (CFO/COO) role.

- With the retirement of the Vice President of Institutional Advancement, a new Vice President was appointed in July 2019 with responsibility for fundraising, grants, Marketing Communications, and oversight of Workforce Development & Corporate Relations. The latter area was only recently assimilated into the VPIA role, and was formerly managed by an Executive Director of Workforce Development who retired.
- A new Assistant Vice President of Student Affairs was appointed in September 2019.
- The Dean of Academic & Career Advising, Articulation, and Transfer left NECC in April 2019. In the wake of her departure, a Director of Academic Policy, Curriculum and Assessment position was created to assume key aspects of her responsibilities.

The Vice President of Academic & Student Affairs (VPASA) serves as the Chief Academic Officer (CAO) of the college, reporting directly to the president. With responsibility for all academic programming at NECC, the VPASA oversees the four academic divisions - STEM, Business & Professional Studies, Liberal Arts, and Health Professions – as well as Academic Innovation; Academic Policy, Advising, Articulation and Transfer; Commonwealth Honors Program; Gallaudet University Regional Center; Library; Academic Preparation, and the Center for Adult Education. Additionally, all student affairs functions report to the VPASA, including Enrollment Services, Student Life, and Student Success & Support Services. The VPASA receives support and counsel from an [Academic Affairs Leadership Team \(AALT\)](#) who meet regularly, and are “responsible for working with faculty and

staff across the college to coordinate academic decision making, implement, and monitor the Academic Master Plan, and making certain decisions and recommendations regarding academic policies and practices.” Modifications to the educational curriculum are channeled through the Academic Affairs committee, which is a chartered entity within the college’s ACA shared governance structure.

While the college has an established, systematic shared governance model that dates back 50 years, it has been updated and amended through its history. NECC’s All College Assembly (ACA) serves as a mechanism by which wide participation is encouraged and assured. The purpose of the ACA is to advise on executive and operating policies both before they are adopted and after implementation. In carrying out this purpose, the Assembly aims to be proactive as well as reactive. Membership in the All College Assembly is conveyed by charter, and includes all full-time and part-time employees of the college, with the exception of the president. The ACA may [advise on any college-wide policy matter](#), with the understanding that the content and process for giving of such advice shall not conflict with any applicable collective bargaining agreement or applicable state or federal law.

The charter for the All College Assembly establishes [five standing committees](#) to confer and advise the administration on matters central to the mission of the college, and each committee includes adequate representation from all employee constituency groups. Recognizing the important contributions that students make to the shared governance model, “Student Participation” is codified in the ACA charter. Each committee recruits an active and engaged student representative to participate in committee activities. The Student Government Association (SGA) is extremely active in seeking student views, and [information about their role](#) is easily accessible through the website.

Important issues such as food insecurity and campus safety have been addressed by the SGA through connections with the various committees of the ACA.

The Executive Committee of the ACA is charged with maintaining the college committee and task force inventory, and did so most recently during the spring 2019 semester. This audit is meant to maintain the integrity of the internal governance system at NECC, and to assure that all committees have a mission statement and/or governing charter. This audit also serves to eliminate a duplication of efforts on campus.

The All College Assembly holds membership-wide meetings at least twice each semester. In order to be inclusive of as many members as possible, the meetings are simulcast between both Haverhill and Lawrence campus site locations. Agendas are posted and distributed to the membership in a timely manner, and minutes are kept from all ACA proceedings and are posted on the college’s website. Current committee [membership rosters](#) and meeting dates are also published on the website.

As a core function of the Executive Committee, the committee chair prepares an annual written report of Assembly activities, and distributes the report to all ACA members, the president, and the Board of Trustees. The annual reports are posted on the website, the most recent being the [2018-2019 Annual Report](#).

Contractual arrangements with such institutions as Cambridge College and Regis College ensure access to four-year degree completion for NECC students. [Mass Transfer agreements](#) and the [Nursing Education Transfer Compact](#), as well as other formal arrangements with domestic and foreign partners, further support the mobility of NECC credentials. All agreements are reviewed annually and updated as necessary to ensure quality in the academic program and support services. Exit strategies

are sufficiently developed when agreements are terminated, as evidenced by the discontinuation of NECC's arrangement with Northern Vermont University in 2019. Measures were implemented to ensure that enrolled students were able to complete their program prior to the cessation of services.

Appraisal

Governing Board

The NECC Board of Trustees operates efficiently and has a positive working relationship with the President of the college, effectively delegating operations to the President, and annually evaluating his performance with an eye toward institutional and systemic strategic goals and accomplishments. In addition, the Board exercises its fiduciary responsibility by monitoring fiscal oversight, setting fees, and approving an annual budget.

To perpetuate the Board's commitment to the local community, the trustees have a long-standing Nominations Committee that, in collaboration with the President, annually reviews board membership with a lens toward gender, race, ethnicity, and cultural diversity, and address the vacancies of industry-specific needs. As individual trustee terms approach the end or renewal, the Nominating Committee works with the President to review and recommend a slate of diverse candidates of local leaders who live or work within the college's service area. Nominating Committee recommendations are forwarded to the Public Education Nominating Council as well as the Governor's Office, Office of Boards and Commissions for consideration.

While representative of broad business and community sectors, the Board does not adequately reflect the demographics of the college's service area. The Board composition is gender-proportionate to the student population, with seven women and four men, but it is not well balanced racially or ethnically. Of the current

11 members, only three are persons of color, while more than 50% of NECC students are students of color.

The Board appropriately exercises fiscal management through a yearly full budget evaluation, and annual risk management and regulatory compliance audits. To ensure accountability, the board's Audit and Finance Sub-Committee meets quarterly. The committee provides an update to the full board at monthly meetings, and upon thorough vetting, seeks approval for the college's annual budget each May.

NECC's Board of Trustees has a positive and closely aligned relationship with the president of the college, demonstrated by consistent and frequent two-way communication. This collaborative relationship, and its positive impact on the college, was evident in spring 2020 while addressing the immediate needs of the faculty and students, quickly converting to remote learning and teaching during the pandemic. Simultaneously, college leadership was challenged with planning its next fiscal year budget, during a time when financial information and guidance from the state level slowed to a near halt. President Glenn and Trustees were in regular communication, and collaboratively arranged for operational funding of the institution, and FY21 planning. The Board's Audit and Finance Committee, working closely with the president, recommended approval of the budget in July. Though delayed by two months, the projected budget included cost-savings strategies, but maintained critical student-facing operations with unknown enrollment and revenue projections.

Actions of the board are transparent and well communicated, as all meetings are reported on the NECC Academic Calendar, and minutes are digitally available on the public NECC website back to 2017. A depository of current and past printed board meeting agendas and

minutes are held within the college archives of the Harold A. Bentley Library. Meetings of the Board of Trustees are attended by senior officers of the college to facilitate the board's exercise of fiduciary responsibility in areas of risk management and compliance. Creating answerability to the wider college constituency, a representative of the All College Assembly's Executive Committee attends, and [by charter](#) "will participate annually in an "Education Report," and may also report, on request, on "Assembly achievements and concerns at other appropriate times." The President's chief of staff provides the NECC Leadership Cabinet and the Executive Committee chair an "agenda packet" of the previous minutes and all supporting documents for the meeting in advance, ensuring ample opportunity for the constituency to attend Board meetings as desired.

Evaluation of the president by the Board is regular and comprehensive. The Board's Presidential Evaluation Committee has annually appraised President Glenn's performance since his installment. As part of that review, President Glenn conducts his own self-evaluation on annual goals and objectives and submits that summary to the committee for consideration. In addition to the self-evaluation, performance measurements and progress on the goals of the college are considered. Faculty, staff, students, and external partners (such as local mayors, foundation board members, business and community members, and/or four-year educational partners) are often interviewed to solicit input on the President's performance. In June 2019, the Board [unanimously accepted the recommendation](#) of the Presidential Evaluation committee, noting, "students and employees alike have great passion for the college and continue to have enormous respect for Dr. Glenn's leadership." The Department of Higher Education has lauded the efforts of this Presidential Evaluation committee, and its

Chair has conducted related trainings for other Trustees at sister institutions. Likewise, the NECC Trustees attend conferences and trainings each year which help to ensure the Board's effectiveness.

When the current Board chair assumed her role in July 2020, an internal review and self-assessment process was undertaken, culminating in a Planning Retreat in January 2021. As part of the preliminary process, a review of board committees has been successfully completed, and resulted in the development of two new board committees (Advancement & Alumni and Equity Imperative). The board's prior committees (Audit & Finance, Nominating, and Presidential Evaluation) remain in place. Committee appointments are complete and charter review for each will be finalized and approved at the January retreat. In addition, the board has engaged in a Self-Assessment Survey tool to gather data on a variety of topics board-related topics including policy role and directions, community relations, Board-CEO relations, standards for college operations, institutional performance, board leadership and education, and advocating for the college. Self-assessment data will be reviewed by the full board at the January retreat, and goals and recommendations will be determined.

The college recognizes its responsibility for ensuring the Board of Trustees is well informed and appropriately trained. Communication with the Board about regulations or pertinent policy changes are efficiently managed through the President's office and the Chief of Staff. As an affirmation of their commitment to the mission of the college, the Board of Trustees is regularly represented at commencement, fall and spring convocations, academic and athletic awards ceremonies, and other activities that celebrate and acknowledge the accomplishments of students.

Internal Governance

During the last several years, the college has experienced attrition and right-sizing due to reduced enrollment and resources. While the overall condition of human resources at the college is discussed in more detail in Standard 7, it is important to note here that the elimination of positions has occurred across the college, and has led to changes in senior leadership. The NECC Leadership Cabinet currently has 10 members, reduced from 12 in 2018, and some senior administrators have assumed responsibility for areas beyond which they were originally charged. As such, the organizational structure of the college is regularly evaluated and revised by the President and his leadership team to make best use of available resources without putting the college's mission in jeopardy.

As should be evident, many of these senior level personnel changes were concurrent, or at least occurred in close proximity to one another. While the changes are opportunities for the college to grow and to explore different perspectives and paths, coming so close together they collectively present transition challenges in a fast-moving organization.

Differing opinions about issues and decisions are common, and protocols are established for dissension to be appropriately raised. As the chartered body intended to be representative of college employees, the All College Assembly plays an important role in bringing campus concerns to the administration. With representation elected from the various constituencies, the ACA can be responsive to issues and concerns, and elevate those through the necessary committees and channels for administrative response and action, when appropriate.

There is ample evidence that the ACA has taken an active role in advising the President and Leadership Cabinet, particularly on matters of

finance and personnel, during the recent periods of resource and position reductions, including:

- on reconsideration of the move of the Learning Accommodations and the Deaf & Hard of Hearing Centers from the second floor of the Student Center to the lower level. This relocation proved problematic to employee workflow and created barriers to access for students.
- in regard to the procedure and notification process of position retrenchments, including a needed distinction between the treatment of the employees whose positions were retrenched due to budgetary reasons versus termination for legitimate cause.
- on the justification for and campus impact of a new Director of Public Safety position. The new position came as a result of careful study of the college's public safety and management needs, and will provide more attention and planning to public safety and emergency management for the college.
- for a proposal to mandate the First Year Seminar (formerly College Success Seminar) course for most students to graduate. ACA support was split, and the Vice President of Academic and Student Affairs accepted the nonbinding vote of the ACA as sufficiently lacking in support, and the proposal to implement it curriculum wide was abandoned at that time.

In general, the decision-making processes overseen by the deans and chairs is considered to be inclusive of faculty. During the SOAR Forums, attendees commented, for example, that during the curriculum pathways development process, input was requested from all parties involved. However, it was noted that consistency in the way divisions and departments are

managed is lacking, which contributes to less structural uniformity across the college.

In preparation for the NECHE accreditation self-study, opinions from the student body were pursued in multiple open forums that provided them an audience with the VPASA. Students offered insights on topics such as how to increase their sense of belonging at Northern Essex Community College, and how the college could meet their unmet needs. The forums were well attended, and strengths, opportunities, aspirations, and results/projections were all identified. Access to faculty and staff at the college was consistently reported as favorable, though a need for additional advising services was clear. The surveyed students showed satisfaction with the offerings of the academic program, the quality of the instruction, and how their education is managed.

Projection

As a result of continued advocacy and lobbying, the composition of the Board of Trustees will closely reflect the cultural diversity of the college's primary service area as Trustee terms expire and are replaced by new members.

By 2022, the Office of Human Resources will develop an annual calendar for regularly updating the college's organizational chart on the website. Its staff will work with staff from each major divisional area of the college to ensure accuracy and to illuminate reporting channels and areas of responsibility.

By the end 2021, the Executive Committee of the ACA will develop a more effective communication protocol to enhance efficiency of the standing committees and to eliminate duplication of efforts. The ACA will also establish a plan to recruit wider participation from underrepresented constituencies, including adjunct faculty.



**Standard 3: Organization and Governance (3.1)
(Board and Internal Governance)**

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity
Website location of documentation of relationship

Massachusetts Department of Higher Education http://www.mass.edu/

Governing Board

By-laws
Board members' names and affiliations

Website location
https://www.necc.mass.edu/wp-content/uploads/leadership/board-of-trustees/NECC-By-Laws-2015-Approved-May-2015.pdf
https://www.necc.mass.edu/discover/leadership/board-of-trustees/

Board committees *

NECC Board of Trustees
NECC Board of Trustees Audit & Finance Committee

Website location or document name for meeting minutes
https://www.necc.mass.edu/discover/leadership/board-of-trustees/trustees-public-meeting-
https://facstaff.necc.mass.edu/departments-and-organizations/administration-finance/board-of-trustees-a-f-meeting-minutes/

Major institutional faculty committees or governance groups*

All College Assembly (ACA)
ACA Executive Committee
ACA Academic Affairs Committee
ACA Information Technology Committee
ACA Finance Committee
ACA Student Affairs Committee

Website location or document name for meeting minutes
https://facstaff.necc.mass.edu/vision-and-planning-initiatives/all-college-assembly/meeting-minutes/
https://facstaff.necc.mass.edu/vision-and-planning-initiatives/executive-committee-meeting-minutes/
http://facstaff.necc.mass.edu/departments-and-organizations/academic-affairs/academic-affairs-committee/
http://facstaff.necc.mass.edu/departments-and-organizations/information-technology-services/it-committee/
https://facstaff.necc.mass.edu/departments-and-organizations/administration-finance/finance-committee-meeting-minutes/
http://facstaff.necc.mass.edu/departments-and-organizations/academic-affairs/student-affairs-committee/

Major institutional student committees or governance

Student Government Association

Website location or document name for meeting minutes
https://www.necc.mass.edu/experience/student-government-association/

Other major institutional committees or governance groups*

Alumni Advisory Board
Foundation Board
Women of NECC Board
Program Advisory Boards

Website location or document name for meeting minutes
https://www.necc.mass.edu/engage/alumni-and-giving/necc-boards/alumni-board/
https://www.necc.mass.edu/engage/alumni-and-giving/necc-boards/necc-foundation/
https://www.necc.mass.edu/engage/alumni-and-giving/necc-boards/women-of-necc/
Available in workbook

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

1) See Org Charts Attached. 2) As defined by the summary of major powers and duties, the Massachusetts Board of Higher Education is required to approve the awarding of degrees and define and authorize new functions or new programs or consolidate, discontinue, or transfer existing functions, educational activities, and programs. See the following link for General Laws: https://malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15A/Section9 .
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Standard 3: Organization and Governance (3.2)
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 2017-18)	1 year prior (FY 2018-19)	Current year (FY 2019-20)
Main campus	Haverhill, MA	9/1/1961	3,941	3,615	3,514
Other principal campuses	Lawrence, MA	5/1/1991	2,596	2,335	2,104
Branch campuses (US)					
Other instructional locations (US)			219	314	348
	100% Online courses		824	839	866
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2017-18)	1 year prior (FY 2018-19)	Current year (FY 2019-20)
Distance Learning Programs					
Programs 50-99% on-line	9	9/1/03	821	840	731
Programs 100% on-line	2	9/1/06	549	505	515
Correspondence Education					
Low-Residency Programs					
Competency-based Programs			33	110	114
	NONE		5,760	5,186	4,882
Dual Enrollment Programs			417	462	590
Contractual Arrangements involving the award of credit					

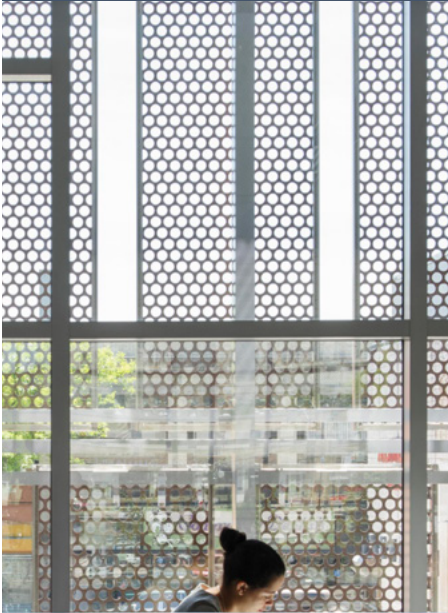
*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

By Campus
 IN Haverhill if Credits enrolled in Haverhill >= Credits enrolled in Lawrence (ties go to Haverhill). Find these last. Make sure everyone is counted.
 IN Lawrence if Credits enrolled in Lawrence > Credits enrolled in Haverhill. Find these 3rd.
 In Other if No credits in H; No credits in L. Find these Second.
 First priority: In WEBON if only have credits in WEBON (H=0, L=0, Other=0).

For Programs 100% Online: student majors in 0100 or 0311 AND has WEBON or WEBHY Credits
 For Programs 80% Online: student majors in "0134" Or "0137" Or "0143" Or "0149" Or "0200" Or "0239" Or "0264" Or "0300" Or "0308" Or "0372" Or "0539" Or "0559" AND has WEBON or WEBHY Credits (not using 0180 GS)
 For Programs 80% Online: student majors in "0134" Or "0137" Or "0143" Or "0149" Or "0200" Or "0239" Or "0264" Or "0308" Or "0317" Or "0559" in FY1920, which counts for the drop.
 Competency-based Programs: This is a count of students in CBE COURSES - NECC no longer has CBE PROGRAMS. When NECC had CBE Programs, enrollment was low.
 Dual enrolled if student majors in 0993 or 0994 or 0995.

STANDARD FOUR: THE ACADEMIC PROGRAM



STANDARD FOUR: THE ACADEMIC PROGRAM

Strengths

- Strong effective oversight of the academic programs through the Academic & Student Affairs Division, the Academic Affairs Committee, the Core Academic Skills Committee, and the Program Review Process.
- Implementation of the Integrated Student Experience (ISE) Academic Master Plan shows promise for improving student success outcomes.
- Program Audit demonstrates commitment to planning and addressing enrollment declines.

Challenges

- Sufficient capacity to meet demand for dual enrollment and early college courses.
- Overreliance on grant funding for competency-based education (CBE) when it is a significant college priority.

Description

Northern Essex Community College offers [59 active associate degree and certificate programs](#) leading to the Associate of Arts (AA), Associate in Science (AS), and Associate in Applied Science degrees or a Certificate of Completion. Degrees and certificates are offered in a wide variety of program areas ranging from allied health to technology to liberal arts and sciences. Associate degree programs require a minimum of 60 credits and follow a required or recommended sequence of courses. Certificate requirements vary by program and follow a recommended course sequence of 20-50 credits. NECC's academic programs align with our mission of enhancing the cultural and economic life of our region and offer a comprehensive mix of general education and discipline-specific content. NECC meets the needs of students by offering [transfer](#) programs as well as credentials that lead to direct entry into the workforce. The academic program is responsive to the needs of

the Merrimack Valley by offering programs that align with industry needs and are informed by professionals who serve on advisory boards. For instance, NECC meets the regional demand for lab technicians by offering a [Laboratory Science](#) program that prepares students for direct entry into the field or transfer to a baccalaureate program.

All associate degree programs require students to develop six [Core Academic Skills](#) which faculty and staff view as essential in ensuring students experience a broad, general education and are adequately prepared for further academic study and careers. The skills include global awareness, information literacy, public presentation, quantitative reasoning, science and technology, and written communication. The Core Academic Skills align with the college's mission of empowering our diverse community of learners to meet their individual goals and our core values of lifelong learning, inclusion and educational excellence. Students must successfully complete at least one intensive

course in each of the six Core Academic Skills to graduate. As indicated in the Data First form 4.5, faculty and librarians are actively engaged in providing information literacy education to students. Courses designated as written communication intensive help students develop and express ideas in English by applying the tools of discussion, debate, research, and inquiry. The written communication intensive course is in addition to ENG 101 English Composition I and ENG 102 English Composition II, both of which are required in all degree programs. To apply for Core Academic Skills designation, faculty must demonstrate how a course meets the criteria. Each of the Core Academic Skills is [assessed](#) at the institutional level on a cyclical schedule using the Association of American Colleges & Universities (AAC&U) [VALUE Rubrics](#).

Students choose courses offered in a variety of modalities, including face-to-face, traditional online, online course-based competency-based education, hybrid, weekend and concentrated schedules. High school students also enroll in credit courses through dual enrollment and early college programs. All courses meet the same standards and requirements regardless of the mode of delivery. Syllabi are reviewed by deans each semester to ensure learning outcomes are aligned with course content, are appropriate for the level of instruction, and provide adequate time for students to reflect and analyze, regardless of how the course content is delivered. The Business Transfer and Liberal Arts degrees may be completed fully [online](#). With a robust menu of online courses, several other programs offer substantial online coursework.

The college's [website](#) and online [Academic Catalog](#) provide all the necessary information for each academic program including the program's mission, learning outcomes, course requirements, options for electives, recommended course sequence, transfer and career opportunities, and faculty contact information; ensuring the most

up-to-date information is available to current and prospective students. A new [Navigate](#) student success application, piloted in fall 2019, will allow students to easily see a recommended course sequence for their program and to collaboratively build an academic plan with their advisor.

Assuring Academic Quality

The Vice President of Academic and Student Affairs provides leadership over all academic programs. Academic quality is ensured with continuous improvement processes that are supported by the Vice President, academic division deans, department chairs, and program coordinators. These processes include designing and implementing an academic master plan, the oversight work of the Academic Affairs Committee, and the Program Review process. Assuring academic quality is at the core of these efforts.

The current [NECC2020 Strategic Plan](#) includes a goal designed to create an [Integrated Student Experience](#) (ISE) to address the stagnation of student success rates. The ISE serves as the Academic Master Plan. The vision for achieving an integrated, structured, and inclusive student experience across campuses that maximizes student success is to 1) increase student sense of belonging and participation in the campus community, 2) increase academic structure through guided pathways, and 3) re-engineer our college structures and processes to be coherently linked and more easily navigable and less avoidable by students. Faculty and academic administrators are engaged in this change initiative in numerous ways, including curriculum changes, advising reform, creation of discipline-focused academic centers and student success hubs, data analysis, and streamlining new student onboarding and student support services for all students. Many of the components of the ISE will be supported by the

student success technology platform [Navigate](#), an easy-to-use application for scheduling classes, academic program planning, and providing students with nudges to keep them on track.

Faculty provide oversight of the academic program through their work within their departments, through membership on the Academic Affairs Committee, and through the program review process. The development of new programs, new courses, or modifications to existing courses or programs begins at the department level and moves through a standardized review process through our system of shared governance. The [Academic Affairs Committee](#) is a standing committee of the All College Assembly and is charged with maintaining the academic integrity of all programs. The Academic Affairs Committee makes recommendations to the Vice President of Academic and Student Affairs regarding all curriculum change proposals and modifications to academic policies and standards. The committee includes a cross section of faculty, administrators, and professional staff who meet twice monthly during the academic year. The committee evaluates program proposals for meeting college requirements for graduation, transferability (if appropriate), and financial aid eligibility. Availability of sufficient resources is also addressed. New programs must also be approved by the college president and the Board of Trustees.

Academic programs are also evaluated through a rigorous cyclical [program review](#) process. Faculty lead comprehensive program reviews approximately every five years for degree and certificate programs. Regularly scheduled program reviews are an opportunity for faculty to evaluate their curriculum, make necessary changes, and/or request additional resources. Each program review panel consists usually of the department chair, at least one or more members of the department, a faculty

member from outside the department, and an external reviewer from academia or industry. Program review recommendations are based on evidence collected internally, such as student success data, student demographic data, curriculum maps, an audit of courses meeting Core Academic Skills requirements, data from assessment of student learning outcomes, and available physical, financial, and human resources. The result of the review process leads to an assessment plan as well as recommendations for updating the curriculum and addressing resource needs. Faculty present their program review findings at an annual program review summit.

In addition to these typical academic planning and evaluation structures, the college performed an academic program audit in 2017 to proactively address significant enrollment declines. The audit resulted in the closure of 10 programs and financial savings that were redirected to programs with higher student demand. The audit involved extensive participation from faculty and academic administrators. The Academic Affairs Committee approved all program inactivations and changes. Students affected by program closures were notified in a timely manner and provided a schedule indicating a specific time period with which to complete their degree as well as opportunities to enroll in specific courses. Usually this process allows students a minimum of one academic year to complete their program requirements. These painful program closures allowed the college to maximize available resources and maintain its commitment to students. Closed programs included:

1. Computer Applications certificate
2. Business Management Computer Applications associate degree
3. Computer Forensics Basic certificate
4. Information Technology Fluency

- certificate
- 5. Ophthalmic Assistant certificate
- 6. Liberal Arts: Theater Option associate degree
- 7. Dance Education certificate
- 8. General Studies: Dance associate degree
- 9. Electronic Health Records Specialist certificate
- 10. Computed Tomography certificate

When programs are inactivated at NECC, the *Recommendation for Inactivation* must include a teach-out or transition plan that clearly outlines, 1) the courses students need to complete their program, 2) the date by which they need to be completed, and 3) scheduling and sequencing options. The program chair completes the recommendation form and sends it for approval to the division dean(s), the Academic Affairs Committee, and the VPASA. Electronic copies of the recommendation and all supporting documents, including the teach-out plan, are sent to the DHE and stored on the

college’s internal server by the Academic Affairs Committee (an example of the *Recommendation for Inactivation* is available in the workroom).

NECC has initiated four requests for substantive changes over the past five years, listed below (See Table 4.1).

Northern Essex has partnered with several organizations for equipment and experiential learning opportunities that are necessary for students to master the program’s learning outcomes. Partnerships include HC Media (Haverhill Community Television) for two communications courses and numerous health care facilities for clinical placements. If a program requires an off-site facility, the college enters into an agreement that ensures ease of accessibility by our students. In the early college and dual enrollment program, participating high schools and NECC agree to carefully articulated Memoranda of Agreement.

Undergraduate Degree Programs

Each associate degree program is designed

Substantive Change Requests	Status
Course-based competency-based education courses (10 courses Computer Information Science courses, Art, English, and Mathematics)	Approved by the Commission on November 19-20, 2015; Evaluator report accepted on February 28, 2018, and inclusion of program and courses within NECC’s accreditation confirmed
Off-campus instructional location at Greater Lawrence Technical School (Automotive Program)	Approved and effective as of November 20, 2015. Automotive program closed in 2016 due to lack of enrollment.
Course-based competency-based education courses (28 courses in Computer Information Sciences, Criminal Justice, Sleep Technology, English, and Accounting)	Deferred by Commission on November 18, 2016
Course-based competency-based education courses (6 Early Childhood Education courses and English Composition II)	Approved by Commission on April 20, 2018; Fall 2019 evaluation visit delayed to Fall 2020 comprehensive evaluation visit.
Off-campus instructional location for the Culinary Arts Certificate at the Lupoli Family School of Hospitality and Culinary Arts at The Heights in Haverhill, MA	Approved by the Commission; Evaluation visit is the Fall 2020 comprehensive evaluation visit.

Table 4.1: Four requests for substantive changes over the past five year.

to provide students with the knowledge, skills, abilities, and habits of mind that the faculty has determined are essential to each discipline as well as a broad general education. Program requirements and a recommended course taking sequence are published both on the website and in the online catalog. The discipline-specific course requirements, including electives, are determined by the faculty with input from experts in the field as well as transfer institutions. Each program must articulate its mission, which is revisited during the program review process. Faculty are engaged in curriculum reform through a guided pathways initiative, in which program curricula are clearly mapped to paths of employment, further education and/or national standards in the field and are more tightly structured to meet students' end goals. Six [Core Academic Skills](#) encompass what faculty define as an educated person.

Northern Essex is actively engaged in the Department of Higher Education's (DHE) [MassTransfer](#) initiative, which is a collaboration between the Commonwealth's community colleges, state universities, and the University of Massachusetts. Through MassTransfer, the DHE provides resources and policy guidance to create a seamless system of transfer which includes 1) [A2B](#) program pathways that ensure all community college credits are transferred and applied to a baccalaureate program; 2) the [Commonwealth Commitment](#) for students who pledge to attend full-time and maintain a 3.0+GPA; and 3) the [MassTransfer Gen Ed Foundation](#), a set of 34 credits accepted at all public college and university campuses. Participation in these statewide initiatives demonstrates NECC is keeping with generally accepted practice and has resulted in curriculum changes. For example, the English Department changed the ENG 101 and ENG 102 content to align with the agreed upon standards across all community colleges, state universities, and

UMass campuses. This initiative is also why the English Department narrowed the selection of literature courses since many universities will not take courses other than a British and American literature sequence.

General Education

The Core Academic Skills Committee directs the policies and procedures related to Core Academic Skills. The mastery of the skills is ensured by identifying certain courses as intensive for one or more of the six skills. Approximately 175 courses representing 47 disciplines have been designated as intensive. Students must successfully complete at least one of these courses in each of the Core Academic Skills as a graduation requirement in Associate Degree programs. These programs have identified courses that satisfy the Core Academic Skills requirements concurrently with their degree requirements. Intensive courses must include specific student learning outcomes identified for each core skill, and must be included as part of the application process to designate the course as intensive. Students, faculty, and advisors are able to view [course designations](#) for each Core Academic Skill in the online academic catalog. The college's degree audit system, DegreeWorks, provides clear information on students' status of completing Core Academic Skill requirements. Associate degree programs include a minimum of 20 credits in general education.

Each of the Core Academic Skills is [assessed](#) at the institutional level on a cyclical schedule using the Association of American Colleges & Universities (AAC&U) [VALUE Rubrics](#). Each year, selected skills are assessed at the institutional level. Reports of institutional-level assessments are published for the college community to review (see also Standard 8).

The Major or Concentration

Programs of study offer students the opportunity to develop skills and knowledge in specific disciplinary areas beyond the introductory level by use of clearly articulated course sequences. Program requirements are identified through clear learning objectives, which are related to the knowledge and information resources in that discipline. NECC graduates demonstrate an in-depth understanding of their major, which is demonstrated through program assessment. For instance, the faculty in the Liberal Arts: [Journalism/Communication Program](#) clearly state the program's outcomes, which are to develop media literacy skills, reporting and interviewing skills, journalistic writing and broadcasting skills, and media law and ethics skills. These outcomes are clearly represented in the program requirements which are directly related to the career and job opportunities in the field.

Transfer Credit

Transfer credits are accepted from accredited institutions in courses where a student earned a grade of C or better. Articulation agreements and methods of course acceptance are published on the college's website. The DHE publishes a [course equivalency database](#) that allows students to search for equivalent courses across all community college, state universities, and UMass campuses. The college's academic residency requirement for degrees (24 credits) and certificates (12 credits) provides a cap on how many credits may be earned through these means.

As an open access institution, NECC recognizes the challenges students often face when transferring credits. An official transcript from the previous college is required to award transfer credit. Transfer credit may be awarded for college level courses earned with a grade

of C or better at another accredited institution. Generally, transfer credit will not exceed 36 credits. Grades given for transferred courses are not computed in the quality point average (GPA). Courses that do not have an equivalency at NECC will be transferred in with the appropriate course prefix followed by the number of credits and the course title that appears on the transcripts from the previous institution. If a student disagrees with the awarding of transfer credit they may appeal the decision. The full credit transfer policy is available in the academic catalog.

Integrity in the Award of Academic Credit

All associate degree and certificate programs follow conventions of American higher education in terms of names, length, content, and level. This is evident in the numerous [articulation agreements](#) with transfer institutions with NECC partners, state universities, UMass campuses, independent, and international institutions. Academic programs must follow guidelines set forth by the Massachusetts [Department of Higher Education](#) (DHE). Associate degree programs' credit requirements range from 60-78, the majority of which require fewer than 64 credits. Programs requiring 68 credits or more include Early Childhood Education, Public Health, Nursing, Respiratory Care, and Radiologic Technology; all of which are accredited by their respective accrediting organizations.

NECC is the first Massachusetts public higher education institution to offer course-based competency-based education (CBE). In a typical semester, seven to ten online, course-based CBE courses are offered. In spring 2020, seven were offered. CBE courses are included on a students' transcript in the same manner as all other credit courses; NECC transcripts do not indicate the modality of the course. All courses, regardless of whether a course was taken online, CBE, hybrid, or in a compressed schedule, are listed in the same manner on students' transcripts. In

CBE courses, students are provided with a list of course competencies either in the syllabus or on the course Blackboard site. Students progress through a course by completing required assessments at an 80% level of mastery or higher. NECC follows the Council of Regional Accrediting Commissions (C-RAC) [Guidelines for Competency-Based Education](#), a set of common guidelines for defining competency-based education and the steps for gaining approval to offer course-based or direct assessment programs. NECC also uses the Competency-Based Education Network (C-BEN) [Quality Framework for Competency-Based Education Programs](#) as a guide for continuous improvement. After a successful evaluation visit in October 2017, NECC committed to increased marketing, the development of an assessment plan to ensure CBE courses are at least the equivalent in breadth, depth, and rigor to courses offered in other modalities, and to address the scalability and future financing of CBE. These areas are addressed in the CBE section at the end of this self-study.

Required and elective courses offered each semester are published on the college's [website](#) which provides sufficient access to students. Graduation requirements are also clearly stated on the website and in the [academic catalog](#). All students have access to their DegreeWorks degree audit, providing them with personalized academic plans, as well as which requirements have been met and which courses need to be completed in order to graduate. Graduation requirements are consistently applied in the degree certification process.

Faculty and academic administration maintain oversight for all courses and credentials. The faculty provide oversight for all course content, learning outcomes, and competencies, which are vetted by the department and advisory boards, when appropriate, and assessed annually. Course content, learning outcomes, and competencies

are appropriate to the associate degree level, which is supported by faculty collaboration with their university peers resulting in [articulation agreements and MassTransfer pathways](#). Academic deans and faculty department chairs oversee the hiring, performance evaluations, and professional development for all instructors who teach online or in offsite locations, including dual enrollment and early college courses. Instructors who teach online, offsite, and/or in early college and dual enrollment courses must have the same credentials as any adjunct faculty member and use an approved syllabus. All instructors are required, per the [Collective Bargaining Agreement](#), to submit a syllabus to their dean who reviews them to verify that the criteria on the [Checklist for Course Materials](#) are met. Faculty who teach online courses must also submit a [Distance Education Course Interaction Plan](#). Student evaluations of all courses taught by adjunct faculty are completed each semester. Full-time faculty are evaluated by students and observed by academic deans according to the schedule set in the collective bargaining agreement.

The office of [PK-12 Partnerships](#) collaborates with 22 high schools to provide various early college and dual enrollment programs, including programs with Haverhill and Lawrence public schools that have received official [Early College designations](#) by the Massachusetts Department of Higher Education. A new designation application for an additional high school is in process. Early college programs are defined by intentional partnerships with local high schools aimed at giving high school students, especially first-generation students, access to college courses and college support services that increase college completion rates and career success. Students in early college programs are supported by their high school and NECC and are expected to complete 15 college credits prior to graduating high school. Many students

complete up to 30 credits. These college credits also serve as high school completion requirements for the student.

NECC defines dual enrollment as high school students enrolled in credit courses on campus or online that also serve as high school completion requirements for the student. High school students not participating in an early college program may receive funding from the Massachusetts DHE College Dual Enrollment Partnership to take a college-level course for free or at a discounted price and earn credit toward high school completion and their future college degrees. Students may also self-pay for a college course and work with their high school guidance department to receive dual credit.

The number of early college and dual enrollment students grew significantly from about 200 in AY2018-2019 to 390 in the fall 2019 semester. The office of PK-12 Partnerships supervises the admission, registration, retention, and completion of all early college and dual enrollment students. They have strong partnerships with schools to support and expand early college and dual enrollment offerings. As part of that, NECC staff meet weekly with high school partners to ensure that courses and academic supports meet the needs of students. Students in courses and programs offered onsite, offsite, and/or online all receive support for instructional and learning needs and follow the same guidelines.

Faculty teaching early college and dual enrollment courses must meet hiring requirements established for all NECC instructors and must pass a CORI/SORI and fingerprint check (where applicable). Further, they are required to participate in an annual Early College Program Instructor Workshop as part of the condition of employment. Once approved, the faculty agree to attend annual professional development, meet with an NECC department chairperson to review syllabi, supplementary materials,

instructor texts, sample work, and exams to ensure the course being taught has the same content and rigor as a course on campus. Further, the faculty provide student progress checks at set times over the semester to be shared with the partner high schools.

All dual enrolled high school students have access to all resources available to all NECC students such as: tutoring, learning accommodations, Banner Self-service and Blackboard, library resources, college-wide events and activities, and athletic facilities, among others. In addition, students taking early college courses on the Haverhill or Lawrence campus visit campus five days per week with four days in courses and the fifth participating in a semester-long student skills and progress workshop. The workshops are designed to introduce all facets of college life and provide opportunity to engage in targeted student intervention should the faculty members report a student need.

Many student support services, such as [library support](#) and [tutoring](#), are available online or via text, making access to services easier for all students regardless of how they are learning. All students have sufficient opportunities to interact with faculty regarding course content and other academic matters. Online students' identities are verified while protecting their privacy. Each NECC student is assigned a unique student identification number and password to log in to the portal and email systems. Accounts are for individual use only and are not transferable or to be used by any other individual. Students using the NECC email system do so as set forth by the college's [policies](#) for student verification in online learning.

NECC follows a semester system with the fall and spring semesters consisting of approximately 15 weeks, including one week for exams. The NECC [credit hour policy](#) states that regardless of delivery method or length

of term, every course credit requires the equivalent of 50 minutes of instruction per week and a minimum of two hours of out-of-class student work, per credit. Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact through an internship/practicum or other experiential learning require a minimum contact time of two hours per credit (2:1 ratio). The learning experience may also involve a site supervisor and directed activity/learning outside of a lecture setting. Credit values are determined at the department level based on faculty expertise and course objectives. Credit awarded for experiential learning such as study abroad, independent study, and service learning are overseen by the faculty and demonstrate comparable academic content. Graduation credit is not awarded for developmental or ESL coursework; students receive institutional credit for these courses, which allows them to apply for scholarships and financial aid.

Students may earn credit towards a degree or certificate program in many ways, including [transfer credit](#) from another institution, a course through the [Northeast Consortium of Colleges and Universities in Massachusetts](#) (NECCUM), [Advanced Placement \(AP\) coursework](#), [College Level Examination Program \(CLEP\)](#), [DANTES Subject Standardized Test \(DSST\)](#), [challenge exams](#), [military](#), and [portfolio evaluations](#). Credit awarded for prior learning is of equivalent depth, breadth, and quality of credit courses and programs. The standards to the evaluation process are consistent, documented, and meet guidelines developed by the American Council on Education (ACE). Transfer credit and credit for prior learning are evaluated by faculty in the area of expertise to determine that the academic content is appropriate for the area of study. [Prior learning credits](#) are limited to 25% of published program credit for certificates of 30 credits or

fewer. The [website](#) and online academic catalog provide students with information on policies and procedures governing each type of credit award.

The online academic catalog clearly states the [Academic Standards and Progress Policy](#). Criteria for continuation in, termination from, and re-admission are clearly stated and were created with student success in mind. A student's academic record is reviewed and updated at the end of each term (spring, summer, and fall). Students receiving financial aid are also reviewed for eligibility. The Director of Transfer, Articulation & Academic Center Advising reviews every transcript for all students placed on academic probation and suspension each semester.

The college expects all students to maintain high standards of academic honesty and integrity. Instructors are required to provide students with a clearly written definition of plagiarism applicable to their discipline as part of the course syllabus. Clear expectations for students are published in the academic catalog's [Academic Ethics and Plagiarism](#) policy and the [Student Code of Conduct](#), which is consistent among all Massachusetts community colleges. The Code of Conduct Administrator is charged with the responsibility for administering the college's Student Code of Conduct and works with the student, faculty, and administration.

Appraisal

NECC faculty, staff, and administrators are nimble in responding to challenges and finding new and innovative ways to meet students' academic needs. This is best demonstrated by the response of the college community to the persistent enrollment declines and stagnant student success outcomes with a comprehensive, collaborative Integrated Student Experience [Academic Master Plan](#) for 2016-2020. Led by the

Vice President of Academic and Student Affairs, this process has resulted in a focused, single vision:

Students will identify and achieve their academic and career goals through highly structured academic experiences that provide opportunities to build relationships with their peers, faculty and staff in meaningful and substantial ways. Students will experience a personalized, integrated support system as part of clearly articulated student academic pathways. Faculty and staff will engage in a team-based approach to educating and supporting students that recognizes their key role in student success, and values the contributions of each employee at every level.

The plan outlines a broad and coherent set of themes to guide the development of [actionable projects](#). Guided curriculum pathways, academic centers, student success hubs, Navigate student success software, advising reform, streamlining the student onboarding process and student support services have results from this change initiative. Since the plan was developed, the ISE has been executed through a comprehensive [organizational structure](#), [communication strategy](#), and [accomplishments](#) and has captured broad support and energy among faculty and staff in ways that haven't been seen in the recent past. The plan is regularly assessed to determine whether resources are sufficient to achieve results. Faculty and staff still feel overcommitted, with limited time for reflection, yet there is recognition that the ISE has brought focus to the work of the Academic and Student Affairs division. This focus will position the college well for the next decade.

Assuring Academic Quality

The Academic Affairs Committee, Program Review, and Core Academic Skills Committee

work well as planning, oversight, and quality improvement functions, ensuring academic programs are current. The Academic Affairs Committee recently streamlined its online processes to better serve faculty with curriculum reform and modifications. The college updated all Program Review [templates](#) and streamlined a previously cumbersome process for specialized accredited programs. Results from program assessment and feedback from student practicums and employers are used to inform Program Review. For instance, the Lab Science program's curriculum was developed with input from industry partners, particularly the research experience and the externship. The feedback from externships informed their [program review](#) and confirmed that their students are well-prepared for work in the field. An area of improvement in the Program Review process could be a stronger emphasis on consistently acquiring feedback from external stakeholders across all programs. The 2017 academic program audit demonstrates a proactive commitment to addressing significant enrollment declines and aligning student demand with program offerings. The process for closing or updating academic programs has been successful. Students are informed of changes in a timely manner and are given support through both Advising and faculty.

The substantive changes over the last five years demonstrate the faculty's commitment to innovation and serving students' and employers' needs. NECC is the first Massachusetts public higher education institution to offer course-based competency-based education. The acceptance of the 2017 evaluator's report validates the work of the faculty in creating a quality CBE model. The discontinuation of the Computer Applications Certificate has stalled further development of the CBE model in computer science. The support of the DHE to develop competency-based solutions to

the early childhood education teacher crisis has allowed NECC to pivot and create an [Early Childhood Director Certificate](#) offered mostly as CBE, as well as plan for the adaptation of the [Early Childhood Education Associate degree](#) to CBE. Faculty are assessing CBE courses to ensure they are of the same quality as courses offered through other modalities. Initial data shows mixed student success compared to other modalities. In fall 2018, 55% of the CBE courses had higher A-C course completion rates compared to other sections of the same course. Our expectation is that this rate should be higher. We will continue to assess the CBE program to determine where we can make improvements. The opportunity for students with substantial field experience, particularly in early childhood education, to apply their learning in course-based CBE and earn a credential warrants continued commitment. Since the initiative's inception, grant funding has supported a large portion of the program's development and infrastructure. NECC needs to move towards institutionalizing the CBE budget by supporting the initiative with college funding, rather than relying on grant funding.

Undergraduate Degree Programs

Associate degree programs and certificates are coherent, relevant, and of high quality. Degree programs consist of foundational courses in the discipline, electives within the major or related fields, and course requirements meeting the general education Core Academic Skills requirements. Associate degree programs and certificates prepare students to enter the workforce and/or pursue a baccalaureate. Career-focused programs are guided by advisory boards consisting of experts in the field. Students have sufficient access to program requirements on the [website](#), in the [academic catalog](#), and in the [academic pathways maps](#). The 2017 academic program audit resulted in

the discontinuation of low-enrolled programs and the boosting of resources for programs with student demand, such as the Culinary Arts certificate. Curricular coherence is strengthened by the guided pathways work of the faculty, which will be significantly enhanced with the full implementation of the Navigate tool.

General Education

The Core Academic Skills is a robust general education program of skills and habits of mind that are clearly defined, efficiently implemented, and regularly assessed. Program Reviews include an [audit](#) of the required courses that meet Core Academic Skills to determine any gaps. While the general education program is of high quality, it has become apparent that it is not clear to all members of the college community that the Core Academic Skills are the college's general education curriculum. Professional development and continued discussion are needed to ensure that all faculty, staff, and students are aware of the purpose of the Core Academic Skills. In addition, the Core Academic Skills were designed in 2014 and therefore are due for a review to ensure they continue to reflect the faculty's definition of an educated person, the needs and lived experiences of the increasing number of Latino/a students enrolled at the college, and other evolving institutional priorities.

The Major or Concentration

NECC's academic programs offer students the opportunity to develop the knowledge and skills in specific disciplines above the introductory level through properly sequenced course work. Students' success with transferring to university programs and entering the workforce demonstrate the effectiveness of the college's academic programs. Faculty engage with university colleagues and/or practitioners in the field to ensure students are learning concepts and skills that are applied to further study or to

professional practice. For instance, in November 2019, faculty participated in an Academic Summit with their disciplinary colleagues at UMass Lowell to deepen their knowledge about their programs, curriculum, and students.

Each academic program has learning objectives which are mapped across the curriculum. Faculty members' work on designing [academic pathway maps](#) demonstrate a continuous improvement approach to ensuring the coherence and relevance of the curriculum. These maps will be a key component of the Navigate tool, which will provide real-time feedback to students on their academic progress.

Transfer Credit

Faculty from each academic division have participated in the MassTransfer Pathways initiative as well as the creation and updating of articulation agreements with university partners. Faculty participation in MassTransfer Pathways has resulted in improved alignment between courses and programs with state universities and UMass campuses and has shaped our general education requirements. The NECC website presents a clear overview of the college's process for accepting and applying transfer credit.

Integrity in the Award of Academic Credit

NECC is recognized as a leader among Massachusetts public institutions for course-based competency-based education. Faculty and administrators continue to monitor developments and best practices at the national level through professional development and through membership in the Competency-Based Education Network (C-BEN).

NECC is an active participant in the Massachusetts Early College High School Learning Community, led by [Jobs for the Future](#), where all Massachusetts Early College designated partners collectively share practices, demonstrating that NECC is a regional leader in

early college and dual enrollment. An innovative approach to high school student success is a Path to College first course; a three-credit general education course infused with college readiness content and taught by a college instructor at the high school. Both of these activities demonstrate the college's commitment to creating structures that support the quality of the early college program and ensure that students have a comparable experience to our matriculated students.

Staff are diligent in ensuring faculty teaching early college and dual enrollment courses meet hiring requirements established for all NECC instructors and that they receive adequate professional development. The dual enrollment/early college program has grown rapidly since fall 2018 and there is a constant need for high-quality instructors. New staff have been hired with DHE funds to support the expanding program. The ability to meet student demand for free or reduced cost courses is limited by high school budgets, the college's budget, and funds available from the DHE's Commonwealth Dual Enrollment Program and Early College Initiative.

Policies and procedures for awarding college credit for experiential or non-collegiate sponsored learning is thorough and consistently applied. Faculty are compensated for review and assessment of the experiential or non-collegiate sponsored learning requested for consideration by students.

All students, regardless of modality and location, experience extensive interaction with faculty. This extensive interaction is performed either in the classroom, through the Blackboard learning management system or, when possible, in direct meetings with the faculty member in their offices or in the appropriate Academic Center.

Projection

The Integrated Student Experience (ISE) Academic Master Plan will continue to coalesce around increasing the student sense of belonging, increasing academic structure through guided pathways, and re-engineering coherently linked and more easily navigable student support services. The continuance of the ISE will position the college well for the next decade. Specific projected actions include:

- By Fiscal Year 2022, Navigate will be fully implemented and significantly enhance the information available to students and their path to graduation.
- The academic pathways maps will continue to be improved as they are integrated into the Navigate application, which will provide real-time feedback to students on their individual academic progress.
- First-year indicators of longer-term success such as students completing the expected number of credits, completing college-level math and English by the end of their first academic year, and retention rates will be investigated and analyzed

to determine one of many aspects of the applications' effectiveness.

By the end of the fall 2022 semester, completed Program Reviews will have a stronger emphasis on external feedback. Processes and tools will be reviewed for appropriate modifications to achieve this outcome.

By the end of the fall 2021 semester, the Core Academic Skills Committee will review the strengths and areas in need of improvement, and will create a professional development and a communication campaign for ensuring all members of the college community recognize Core Academic Skills as the college's general education program.

By the end of the spring 2021 semester, a substantive change request will be made that, if approved, will result in the Early Childhood Education associate degree offered as 100% competency-based. NECC will continue a comprehensive assessment process for CBE programs, develop appropriate marketing strategies, and garner resources for bringing the CBE program to be sustainably scaled. We will institutionalize all or most of the CBE budget with college funding, rather than grant funding.



Standard 4: The Academic Program (4.1)
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1,112							1,112
Main Campus PT	1,370							1,370
Other Principal Campus FT	273							273
Other Principal Campus PT	776							776
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT	3							3
Other Locations PT	32							32
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT	27							27
Distance education PT	292							292
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	3,885	0	0	0	0	0	0	3,885
Total FTE	2,421.20							2,421.20
Enter FTE definition:	FTE is sum of credits enrolled divided by 15							FTE is sum of credits enrolled divided by 15
Degrees Awarded, Most Recent Year	636							636

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Uses Fall 2019 Data
 For FT, credits enrolled per semester is 12 or greater.
 Distance Learning is for students enrolled in 100% on-line courses. (WEBON)
 Degrees awarded (unduplicated) are based on FY 18-19 July through June. These are not unduplicated graduates.

Standard 4: The Academic Program (4.2)
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	37	73		110	1,112	1,222
Main Campus PT	104	259		363	1,370	1,733
Other Principal Campus FT	52	14		66	273	339
Other Principal Campus PT	104	187		291	776	1,067
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT	2	0		2	3	5
Other Locations PT	42	92		134	32	166
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT		2		2	27	29
Distance education PT	16	63		79	292	371
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	357	690	0	1,047	3,885	4,932
Total FTE	211.60	302.53		514	2,421.20	2,935.33
Enter FTE definition:	FTE is sum of credits enrolled divided by 15	FTE is sum of credits enrolled divided by 15		FTE is sum of credits enrolled divided by 15	FTE is sum of credits enrolled divided by 15	FTE is sum of credits enrolled divided by 15
Certificates Awarded, Most Recent Year	244					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) **Each student should be recorded in only one category.** e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Uses Fall 2019 Data
 For FT, credits enrolled per semester is 12 or greater.
 Distance Learning is for students enrolled in 100% on-line courses. (WEBON)>
 Certificates awarded (unduplicated) are based on FY 18-19 July through June. These are not unduplicated recipients.

Standard 4: The Academic Program (4.3)
(Headcount by UNDERGRADUATE Major)



For Fall Term, as of Census Date

Certificate (add more rows as needed)

	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
		(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
Advanced Manufacturing Precision Machining	27		3	2	5	3
Alcohol/Drug Abuse Counseling Cert	32	43	45	48	45	50
ASL: Sign Lang Interpreting Ct					9	15
Automotive Technology Certificate	27	4	12	3		
Clinical Research Coordinator Certificate	24		4			
Community Health Worker Certificate	27	3	7	9	4	10
Community Support Human Services Practician: D	22	4	2	1	2	3
Community Support Human Services Practitioner	33	21	40	27	22	25
Computed Tomography Advanced Certificate	12	9				
Computer Appilcations Certificate	24	6	2			
Computer Forensics Basic Certificate	25	4	1	2		3
Computer Networking Certificate	26	12	11	14	12	15
Computer Security Certificate	26	4	7	7	6	7
Computer-Aided Drafting Certificate	25	12	5	6	9	10
Culinary Arts Cert					3	10
Dance Education Cert	29	3				
Deaf Studies Certificate	45	3	6	2	1	1
Deaf Studies: Sign Language Interpreter Certificate	51			18	5	3
Dental Assistant Certificate	36	23	19	17	19	18
Direct Support Certificate	22	5	3	3	5	7
Early Childhood Director Certificate	31			3	3	10
Electronic Equipment Technology Certificate	28	4	3	6	6	5
Electronic Health Record Specialist - IHealth	25	2	1			
Graphic Design/Desktop Publishing Cert	27					
Health Care Technician Cert.	24	49	41	34	30	30
Help Desk Certificate	28	4	5	1	1	1
IHealth: Medical Assistant Certificate	32	27	28	26	23	25
Information Technology Fluency Certificate	16	2	1			
Law Enforcement Certificate	27	5	9	9	9	10
Medical Assistant Certificate	35	24	27	24	21	23
Medical Billing Cert.	18	10	19	11	13	12
Medical Billing Certificate	27					
Medical Coding - IHealth	18	16	19	11	8	10
Medical Office Assistant	22					
Medical Office Assistant Certificate - IHealth	19	7	15	5	6	8
Music Technology Certificate	28	10	10	5	9	3
Ophthalmic Assistant Cert.	26	10	4			
Paralegal Studies Certificate	59					
Paramedic Technology Certificate	35	17	8	18	11	10
Practical Nursing Certificate	44	27	24	25	27	30
Sleep Technologist Certificate	28	18	19	22	19	22
Test B Electronic Equipment Technician Certificat	29	20	9	20	23	25
Web Page Design and Developent Certificate	26	4	8	8	1	1

Total

412

417

387

357

359

Associate (add more rows as needed)

Accounting	63	100	110	100	86	90
ASL: Amer Sign Lang Studies					13	20
Biology	71	150	151	152	158	150
Bus. Mgt: Healthcare Practice IHealth	63	60	54	46	32	35
Business Management	60	263	262	279	203	200
Business Management: Computer Applications Op	61	22	17	5		
Business Management: Heathcare Practice Manage	63					
BUSINESS MANAGEMENT: HOSPITALITY C	63	9	20	10	2	
Business Transfer	62	406	369	313	338	340
Chemistry/Physics/Environmental Science	60			17	37	35
Computer & Information Sciences: Applications &	63					
Computer & Information Sciences: Applications O	62	33	24	10	4	2
CIS: Computer Science					36	40
Computer & Information Sciences: Information Te	68	178	162	151	141	145
Computer & Information Sciences: Networking &	64			18	45	50
Computer & Information Sciences: Transfer Optio	67	172	158	145	107	100
Criminal Justice	63	288	260	260	220	210
Criminal Justice Safety	68		4	3	3	5
Deaf Studies	63	7	7	13	8	5
Deaf Studies: Interpreting Transfer	64	17	21	9	1	
Early Childhood Education	64	152	140	121	100	110
Educational Studies					1	15
Electronic Technology	68	4	1			
Electronic Technology: Computer Systems Option	66					
Elementary Education Degree	62	78	68	63	51	40
Engineering Advanced Manufacturing Technology	62	1	6	1	1	1
Engineering Science	67	266	239	246	195	190
Engineering Science Advanced Manufacturing	62			8	8	5
Engineering Science Technology Option	68	19	20	17	20	20
Exercise Science	60			30	48	50
General Studies	61	27	5			
General Studies: Art	67	129	116	51	15	5
General Studies: Art and Design	67		10	58	86	90
General Studies: Dance	62	12	9	1		
General Studies: Deaf Studies	61	16	13	14	23	20
General Studies: Health Specialization	62	1,090	1,048	952	847	800
General Studies: Human Service	61	59	47	43	32	35
General Studies: Individualized Option	61	82	131	100	91	85
General Studies: Movement Science Option	62	58	30	8	1	
General Studies: Multi-Media Option	62					
General Studies: Music Option	65	36	35	24	22	20
General Studies: Paralegal	61					
General Studies: Paramedic	61					
General Studies: Registered Nursing	61					
General Studies: Visual Arts Option	62	2	1	1		
Graphic Design	62					
GS: Physical Education, Exercise Science, Sports S	61	1				
Health Information Technology, Medical Record T	67	3				
Hospitality Management	63			14	16	20
Human Services	61	82	51	60	69	70
IHealth: Medical Lab Technology	67	26	10			

IHealth: Nursing	68	6				
Illustration	61					
Laboratory Science AAS	60	52	52	45	36	35
Liberal Arts	62	582	517	393	286	250
Liberal Arts: History Option	62	18	6	3		
Liberal Arts: Theater Option	62	23	11	4		
Liberal Arts: Biology Option	67	14	4		1	
Liberal Arts: Creative Arts Option	62					
Liberal Arts: Earth Science Option	70					
Liberal Arts: Journalism/Communication	62	64	56	46	63	60
Liberal Arts: Middle School/High School Teaching	63	62	42	47	33	20
Liberal Arts: Philosophy Option	62	11	9	4	7	5
Liberal Arts: Physical Sciences Option	68	29	16	5	1	
Liberal Arts: Political Science Option	62	11	1	1	1	
Liberal Arts: Psychology Transfer Option	62	204	203	201	194	190
Liberal Arts: Writing Option	62	33	46	45	26	25
Paralegal Career Option	61	3				
Paralegal Transfer Option	62	1				
Paramedic (EMT-P) Technology	65	12	19	12	13	15
Public Health	68	12	16	24	37	40
Radiologic Technology	70	32	35	33	33	33
Registered Nursing (Day)	68	66	57	65	54	60
Respiratory Care	69	35	27	28	23	20
Technology and Business	61			7	17	20
Undeclared		446	593	540	690	700
Total		5,564	5,309	4,846	4,575	4,400

Baccalaureate (add more rows as needed)

Undeclared						
Undeclared						
Total		0	0	0	0	0

Total Undergraduate 5,976 5,726 5,233 4,932 4,650

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Undeclared includes:
High school level students: Dual Enrolled, Early College, Home Schooled Students, and Students in our Exploratory Program.

Standard 4: The Academic Program (4.4)
(Headcount by GRADUATE Major)

For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)

Master's (add more rows as needed)

Total		0	0	0	0	0

Doctorate (add more rows as needed)

Total		0	0	0	0	0

First Professional (add more rows as needed)

Total		0	0	0	0	0

Other; specify (add more rows as needed)

Total		0	0	0	0	0

Total Graduate 0 0 0 0 0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program (4.5)
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 16-17)	2 Years Prior (FY 17-18)	1 Year Prior (FY 18-19)	Current Year (FY 19-20)	Next Year Forward (goal) (FY 20-21)
--	---	---	--	--	--

Undergraduate (add more rows as needed)

Meta Major (Division): Department					
Business & Accounting: Business	5,905	5,673	5,259	4,887	4,500
Health: Dental Assistant	631	440	437	451	440
Health: Exercise Science	383	155	122	118	120
Health: Health	4,428	4,417	3,434	3,296	3,000
Health: Health Information Technology	459	412	244	217	225
Health: Medical Assistant	622	565	540	510	525
Health: Nursing	1,375	1,032	1,199	1,037	1,050
Health: Paramedic	870	965	853	687	650
Health: Practical Nursing	829	651	742	806	800
Health: Radiologic Technology	701	779	743	755	750
Health: Respiratory Care	831	677	655	534	550
Health: Sleep Technology	297	292	347	304	310
Liberal Arts: Art & Design	2,306	2,112	1,574	1,614	1,500
Liberal Arts: Behavioral Science	9,567	8,934	8,409	8,964	8,500
Liberal Arts: Dance	273	180	21	0	0
Liberal Arts: English & Literature	14,589	14,100	13,953	14,424	14,000
Liberal Arts: Global Studies	7,515	7,041	6,381	5,922	5,000
Liberal Arts: Music	681	630	496	482	450
Liberal Arts: Theater	171	165	84	105	75
Other Area: Academic Preparation	16,528	15,884	14,046	11,633	10,000
Other Area: Cooperative Education	111	162	106	75	80
Other Area: Honors	66	30	42	42	40
Other Area: Air Force ROTC	0	4	0	0	0
Professional Studies: Paralegal Studies	0	0	0	0	0
Professional Studies: Criminal Justice	1,941	1,800	1,524	1,422	1,300
Professional Studies: Deaf Studies	814	861	1,160	1,420	1,400
Professional Studies: Early Childhood Educ	1,371	1,383	1,233	1,338	1,400
Professional Studies: Elementary Education	549	519	465	372	350
Professional Studies: Human Services	1,447	1,496	1,487	1,403	1,450
STEM: Computer & Engineering Tech	1,598	1,721	1,863	1,730	1,700
STEM: Computer Information Sciences	7,599	6,882	6,547	6,116	6,000
STEM: Mathematics	10,061	9,705	8,687	8,700	8,500
STEM: Natural Science	15,222	14,651	14,007	13,036	13,000
Total	109,740	104,318	96,660	92,400	87,665

Graduate (add more rows as needed)

Total	0	0	0	0	0

Information Literacy Sessions

	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	(FY15-16)	(FY 16-17)	(FY 17-18)	(FY 18-19)	(FY 19-20)
Main campus					
Sessions embedded in a class	99	94	63	77	80
Free-standing sessions	9	7	11	7	6
Branch/other locations					
Sessions embedded in a class	85	82	59	37	40
Free-standing sessions	6	5	1	0	0
Online sessions	0	0	0	0	0
Information Literacy Intensive Sections					
URL of Information Literacy Reports:	n/a				

Please enter any explanatory notes in the box below

Current Year Information Literacy Sessions are a mid-year estimate.

STANDARD FIVE: STUDENTS



STANDARD FIVE: STUDENTS

Strengths

- Student body is more ethnically diverse than surrounding region.
- Qualified and caring professional staff developing groundbreaking new success initiatives like the New Student Roadmap.
- Integrated Student Experience initiative showing early signs of improving success for new students.

Challenges

- Significant turnover in student life area has hindered steady guidance for student clubs and other extracurricular activities
- Tight resources making it challenging to develop and staff a Student Success Hub on the Lawrence campus.

Description

Northern Essex Community College’s current student enrollment of 4,932 students (as of FY2019-20) includes 1,595 fulltime and 3,337 part time students, comprised of 3,028 female (61.4%) and 1,904 (38.6%) male students. NECC continues to provide a wide array of credit and non-credit courses to students. In addition to its 59 associate degree and certificate programs, the college also offers hundreds of noncredit courses each year designed for personal enrichment and career growth. Close to 5,000 students are enrolled in credit associate degree and certificate programs each fall on the Haverhill and Lawrence campuses, and another 2,600 take noncredit workforce development and community education classes on campus and across

the [Merrimack Valley](#). NECC offers online, hybrid, and on-campus courses, as well as Early College Programs for students from Haverhill High School, Lawrence High School, Whittier Regional Vocational Technical High School, Amesbury High School, and the Greater Lawrence Technical School. In fall 2018, NECC served 4,594 credit students from Massachusetts, 628 residents from New Hampshire, and 11 from other states. The largest number of students came from the cities of Lawrence (34%), Haverhill (20%), and Methuen (14%).

As Data First Form 5.2 indicates, credit student headcount fell 26 percent between fall 2015 and fall 2018. The thriving economy in eastern Massachusetts has reduced the number of adult students at the college and higher education institutions are competing fiercely for the same

Type	Fall 2010	Fall 2018	% Change
Day Headcount	5,104	3,473	-32%
Evening Headcount	3,781	2,367	-37%
Online Headcount	1,361	1,550	14%

Table 5.1. Duplicated Headcount for Day, Evening, and Online Courses

stable pool of high school graduates in the region.

As shown in Table 5.1, since fall 2010 evening duplicated headcount fell by the greatest percentage while online enrollments actually rose during this period.

Despite a significant decline in the number of students taking traditional courses, they still account for the vast majority of enrollments; hybrid, competency-based, and dual-enrollment courses have grown in the last four years (see Table 5.2).

Since 2013, more than 2,500 Early College students from nearly every high school in the lower Merrimack Valley have enrolled in more than 4,000 classes, saving over \$4.5 million toward the cost of their degrees. Annual Early College and dual enrollment at NECC has grown to more than 500 students.

Admissions

NECC enrolls multiple student bodies, including traditional age high school graduates, adult learners, transfer students, fully online students, hybrid-learners, non-degree and others wishing to take a class for self-enrichment and/or to improve their skills in the workplace. NECC recruitment plans are based on representation of the population we serve using a geographic model with territories, which include schools, nonprofits, businesses, corporations, churches,

and community organizations reflective of the Merrimack Valley catchment area.

Utilizing a recruitment and admissions [dashboard](#), the Director of Admissions and Recruitment sets targets for enrollment of new and transfer students based on current trends, population demographics, and high school graduating class size. The NECC admissions team participates in multiple recruitment events throughout the year in the Merrimack Valley and southern New Hampshire. Additionally, it hosts events such as College for a Day, Transfer-In Day, Accepted Students Day, and Explore NECC Tours and Information Sessions.

With the exception of a few select [criteria programs](#), NECC admits all students who have a high school diploma, GED, or HiSET. Criteria programs post their admission requirements online. The college advertises admissions criteria at recruitment events, in hard copy print publications, and on its website. The New Student Roadmap (a series of mandatory steps for all new students) has an admission checklist which includes the steps necessary for entry.

NECC uses a multiple measures approach to assess and place students new to the college. For specifically recruited populations, such as Early College, the Academic Placement and Testing Center arranges special group testing. NECC uses the Accuplacer reading, math, and writing assessment testing to assess college readiness

	Fall 2015	Fall 2019	Percent
Programs 50-99% on-line	514	493	-4%
Programs 100% on-line	303	274	-10%
Other Programs	5484	3698	-33%
Dual Enrollment Programs	327	399	16%
Competency-based Programs	0	77	

Table 5.2: Enrollments by Program Modality

Student Roadmap

Whether you are unsure of what you want to study, are looking to prepare for a new career, or want to start on your path to a bachelor's degree, we can help you get where you want to go! Follow the steps below to become a student at NECC.

APPLICATION

As long as you have a high school diploma or GED you are eligible to enroll – simply fill out an application online.

www.necc.mass.edu/apply

ASSESSMENT

Take the academic placement exam to determine your appropriate course placement.

www.necc.mass.edu/assessment

ADVISING

Meet with an academic advisor to develop an academic plan and register for classes.

www.necc.mass.edu/advising

FINANCIAL AID

Apply for financial aid – which over 65% of our students receive – and learn about self-payment options.

www.necc.mass.edu/afford

NEW STUDENT ORIENTATION

Get acquainted with NECC, learn about college life, go on a tour, become familiar with the technology used for your classes, receive a free parking pass that you can use on any NECC Campus, and leave with an understanding of what to expect when you walk in for your first day of classes.

www.necc.mass.edu/orientation



More information on other side

to help ensure their success in college level courses. Approximately 4,000 students take the Accuplacer exam every year and criteria-based programs update their admissions requirements annually, largely based on student outcomes in the previous year cohorts. High school GPA is now also used in assessment of college readiness for incoming students. By state mandate, those with a 2.7 high school GPA may be placed into an entry level college English course within ten years and entry level college math course within three years of graduation from high school. Some programs have specific testing

for admission, including TEAS for Nursing and Respiratory Care, and Kryterion for the Sleep Technologist Certificate.

All incoming students are given a welcome letter introducing them to the college, and are required to participate in a new student orientation that provides them with an overview of the services provided by the college. The [New Student Gateway](#) is a place that helps guide new students through the New Student Roadmap so they can get a good start on their college experience.

Student Services and Co-Curricular Activities

One of the three key strategies in the Integrated Student Experience is improving navigability of support services and making them unavoidable for students that need them. [The Student Success Hub](#) on the Haverhill campus serves as the 'home' for new and undecided students and provides comprehensive support services. A Student Success Hub for Lawrence remains to be developed and staffed.

A significant goal of the ISE is to dedicate more time to new students so that the college will be able to identify the specific needs of each individual to increase student success. The mandatory New Student Roadmap is the main tool to do this; it takes students through five stages at a pace that works for each student. It begins with prospective students' application to the college then sees them through Orientation, Goal Setting, Academic Advising, Financial Planning, and their transition into their Academic Center. Along the way, students are connected to the people, offices, resources, and opportunities that will help support them throughout their time at NECC. The student lifecycle management tool EAB Navigate serves as a technical backbone for the Roadmap, helping students build academic plans, class schedules, and to stay on track from day one through graduation.

The Student Success Hub includes all student support services including admissions, new student services, financial aid, registrar, testing center, PACE, counseling, and psychiatric services, and community resources. The Student Success Hub also contains academic support services, which are also offered on a satellite basis at the Academic Centers. Hub academic advising is provided to new and undecided students, and the Academic Centers provide academic advising for students who have chosen an academic pathway. Tutoring, learning accommodations, and career services are also provided at the Hub.

Academic Coaching is available to all students (walk-in or by appointment) which offers one-on-one support; staff work with students to help them become effective learners and more successful by helping them identify and work through obstacles, develop study skills, and improve time management skills. Coaches also assist the students with navigating the college, learning self-discipline, and developing short and long-term goals for success.

The Career Center helps NECC students and alumni with career exploration and career education. It offers one-on-one career coaching appointments to help students with all aspects of their careers. Students can explore thousands of career paths using the Virtual Job Shadow system, which is available both in the classroom and in the Career Center. In addition, the Center offers students and alumni the online Career Services Management System, NECCLink. There, students can submit their resume and apply for jobs and internships with companies who are registered. The Career Center hosts workshops in the classroom, on-campus employer recruitment events, programming in the Academic Centers, Part-Time Job Fairs, Networking Events, and Dressing for Success initiatives.

Free tutoring is available to all students on a walk-in basis in both Haverhill and Lawrence Tutoring Centers, Monday-Saturdays during the fall and spring semesters. Summer tutoring is available, as well, with a reduced schedule. Tutors are available to meet with students for assistance with Writing, ESL, Reading, Math, Science, Statistics, and Computer Science and Technology. Additionally, all students have access to the online tutoring platform, ThinkingStorm, accessible through Blackboard.

The Learning Accommodations Center is responsible for the provision of reasonable accommodations for students with documented disabilities or who are Deaf or Hard of Hearing for classroom and extra-curricular activities. Each

semester the Learning Accommodations Center typically serves between 350-400 students. Examples of accommodations include peer note takers, testing modifications, alternative textbooks, furniture/space accommodations, assistive technology for students with disabilities, Interpreting services, and other learning and communication accommodations for students who are deaf. Disability Services Specialists provide ongoing accommodation coordination and related support services such as faculty consultation, mediation, training, and workshops to support access and promote success. Deaf and Hard of Hearing Services also provides scheduling of ASL interpreting providers as needed for NECC faculty and staff.

Universal Design is promoted as a solid, well-established inclusive design model, recognizing that no two students learn alike. This model challenges the college community to design and plan for diversity, with less 'retrofitting' and more engagement for all learners.

[PACE](#) (Pathways for Academic and Career Excellence), which is a United States Department of Education TRIO program, provides comprehensive and individualized academic, transfer, career, and scholarship advising for first-generation, low-income, and/or disabled NECC students. Students are encouraged to consider the PACE office to be their 'family' on campus, where they are welcome to ask questions and seek support they would be unlikely to find at home as first generation college students. PACE provides comprehensive and individualized academic, transfer, career, and scholarship advising for first-generation, low-income and/or disabled NECC students. NECC is currently funded to serve 258 first generation, low-income and/or disabled NECC students. All services are voluntary and free of charge.

Northern Essex Community College recognizes the reality of student food insecurity and has instituted a multi-prong strategy to address this

need on campus. NECC piloted a free farmer's market in spring 2017 in partnership with the Greater Boston Food Bank and continues to provide this popular and needed program during the main academic year (September-April). During the market, students, faculty, and staff shop for fresh fruits and vegetables once a month on both campuses. NECC has used the market not only as an opportunity to distribute fresh food, but to advertise additional food resources on and off campus, co-locate student outreach efforts, and bring in community partners, such as the Health Navigator program which helps students with applying for MassHealth and other health insurance. Since the market began in 2017, 3,470 unduplicated persons have shopped feeding 1,390 households reaching a total of 4,849 people.

Counseling and Psychological Services (CAPS) at NECC is staffed by two licensed mental health professionals. The college has a dedicated office on both campuses for counseling. The clinician in the Lawrence office is bilingual and can provide services in both English and Spanish. The center utilizes Titanium, an electronic medical record system designed specifically for college counseling centers. This EMR assures the confidentiality of scheduling and record keeping. Titanium allows CAPS to track data including demographic information, presenting problems, and crisis appointments.

As noted elsewhere, NECC has been designated as a Hispanic-Serving Institution by the United States Department of Education. In fall 2018, the two largest student populations at the college were represented by White/Non-Hispanic (43%) and Hispanic students (43%). NECC's Hispanic student population has roughly double the 22% of Hispanics in Essex County (U.S. Census Bureau). African-American and Asian students constituted 4% and 2% of the population respectively. The number of White/Non-Hispanic students dropped considerably,

from 4,451 to 2,256 between 2010 and 2018. The number of Hispanic students climbed by 29%, or 542 students during the 2010-2013 period, and has since declined to 1,981 students; still 6% higher than 2010. In fall 2017, we became a majority-minority campus with more than 50% of our students being persons of color (see Data First form 5.4).

The Office of Student Financial Services at Northern Essex Community College is comprised of financial aid and student accounts. It assists students with completion of the Free Application for Federal Student Aid (FAFSA), provides information on the financial aid process, types of aid available, reviews applications and awards aid packages utilizing federal, state, private and institutional sources while remaining fully compliant with various federal and state agencies, laws and regulations. The office awards over \$22 million dollars in funding and works in partnership with various NECC offices to disburse funds. Student Financial Services staff help students and families answer a variety of questions while also helping students with financial planning for their education at NECC and transfer to four-year institutions.

All NECC students are encouraged to complete a [FAFSA](#), after which Student Financial Services determines what type of aid students are eligible to receive. Financial Aid offices are available on both campuses and are part of the Student Success Hub. Students are provided with a paper bill at registration each semester, and are provided with electronic statements multiple times over the course of each semester if they have an outstanding balance.

NECC provides a multi-layer approach to ensure that students receive timely information and are aware of the amount of their borrowing and how that borrowing impacts their level of debt and future repayment. The awarding structure at NECC predominantly awards grants and scholarships and requires that students

actively apply for student loans to help cover the cost of their education. Student Financial Services awarded institutional aid of \$358,230 and private aid of \$242,208 while the majority of aid offered was Federal Aid (\$12,434,101) in 2018; this amount of Federal Aid was a 35% decrease from 2015-16.

Every award letter explains the loan process and a student's ability to use those funds for educational expenses. Financial planning is integrated in the New Student Roadmap. The tuition and fee schedule is updated each year on the NECC [website](#), and this is provided to students through admissions and recruitment, the Office of Transitional Support, Student Financial Services, and Academic Advising.

[Events](#) hosted by The Office of Student Life and Student Engagement are offered throughout the year. The college supports a robust Student Government Association and active student [clubs](#). Northern Essex is a member of the NJCAA, and follows the standards promulgated by that [Association](#). The athletic department offers a study space in the gym area and student athletes are encouraged to use this space to work on their assignments. Additionally, the athletic department partners with Academic Coaching to provide student athletes with academic support. NECC offers 14 [intercollegiate sports](#), evenly divided with seven programs for women athletes and seven for male athletes. NECC offers a chapter of the National Society of Leadership and Success, a new student advocate and orientation program, student government association, and numerous clubs for students to participate in.

Like other areas of the college, the enrollment decline has meant a reduction in the budget dedicated to Student Affairs and this has included a reduction in staff. This part of the college, including the Office of Student Life and Student Engagement, has also experienced turnover of staff in recent years. NECC's Assistant

Vice President of Student Affairs and its Code of Conduct Officer took new opportunities at other institutions in 2019. They have been replaced by new leaders with fresh perspective and experience. Eighty percent (80%) of student services staff hold an earned master's degree or higher, with an average time in their positions of approximately nine years. This experience and expertise allows our student support staff to effectively address student needs across areas.

Our [Student Code of Conduct](#), [Financial Aid Rights and Responsibilities](#), [Financial Aid Code of Conduct](#), [Student Rights Information](#), [College Statements, Policies, and Disclosure](#), and are all available online and students are informed of this at new student orientation and during advising. Assessments of student services effectiveness, including external reviews, surveys, and SOAR forums are conducted frequently. One example of these surveys is the [Integrated Student Experience Survey](#) completed by students on both campuses and by online students each semester. An example of the outcomes of this survey show that students feel confident that their academic plan / pathway will help them be successful (4.56 out of 5.0). Comprehensive policy and procedure manuals were created for use by staff to ensure consistency throughout these areas.

Appraisal

Both the college's mission to serve the educational needs of the Merrimack Valley and its commitment to bolstering enrollment has led it to be proactive in meeting the needs of many types of students, increasingly including nontraditional students that can be served with innovations like CBE as well as high school students. Academic Affairs divisions ensure there are enough sections of courses on each campus, offered both in the day and evening, to increase the opportunities for students. In doing so, NECC has been careful to keep authority over

such new programming with the administrative units that are responsible for its traditional, on-campus population of students. This assures that the experience, services received, and the standards to be met are equitable for all types of students and meet the Commission's Standards for Accreditation.

Admissions

Northern Essex Community College meets its goal of serving the many different people and needs in its region that seek non-credit, certificate, and associate degree level education. Students of color (African American and Hispanic) make up 53.4% of our student body, which is representative of the communities we serve. It strives to recruit and welcomes students of all backgrounds. Its student body is more ethnically diverse than the Merrimack Valley it serves.

NECC is an open access college and we are ethical in recruitment while striving to provide a more structured and supportive entry process through the Integrated Student Experience. The college's admission and retention policies are clear and [available](#) to prospective and new students.

The New Student Roadmap shows the college's commitment to helping all students enter the college successfully, while also allowing 'off ramps' to services—such as Learning Accommodations and Counseling—that support special populations. NECC is an enthusiastic supporter of the Commonwealth's policy on employing multiple measures to assess readiness and proper placement for students upon entry. The inclusion of high school GPA, in particular, has reduced the amount of developmental credits students must take. A total of 2365 high school GPA waivers have been processed for math, reading and writing to date, and the number of developmental credits taken by students has decreased from 4,525

(2015-16) to 2,199 (2019-20). The wide spectrum of assessment results and placements at the college demonstrate its open access mission and reality.

Student Success and Co-Curricular Activities

The Integrated Student Experience, while still in development, is designed to provide a systematic approach to support services and identification of and response to individual student needs. It has already begun to show real promise as a strategic approach to retention and to further student success. [New student success rates](#) have risen from 51.9% to 58.9% over the 2018-2019 timeframe. The three-year average (2016/17/18) prior was 52.4%. The Student Success Hub offers the array of support services our students need to succeed in their goals, including academic coaching and mental health counseling. Those services are available to students of all backgrounds.

The New Student Roadmap shows our commitment to take good care of new students, but NECC is only beginning to implement the Roadmap. The college is significantly overhauling its Orientation process to assure students connect with the support services they will need upon entry.

The college's new advising model is designed to provide the customized advising students need when they are new (in the Student Success Hub) and later, once they have chosen an academic pathway (in the Academic Centers), allowing both professional and faculty advisors to specialize in particular academic curricula and different types of student needs.

The [EAB Navigate platform](#) promises to tie students and all support services more closely together as well. Navigate allows students to connect to student support services at the click of a button. By either logging into Navigate on their phone or on a desktop computer, students can easily schedule appointments with advisors, see office hours for Academic Centers, and more.

Moreover, students can identify services they are interested in using, and those services can then conduct targeted outreach. For example, the Learning Accommodations Center conducts monthly outreach to students that express interest in services for Learning Accommodations and Disabilities. Ultimately, Navigate empowers students to connect with the services on both campuses by centralizing the information and creating a singular method of appointment scheduling, compared to the disparate processes of the past.

Student support services offices can also track student attendance through Navigate Kiosks, which empower the directors of these centers to more effectively align staffing, budgets, and scheduling with student demand. About half of current students are using Navigate and the college plans to move all students onto the platform by 2021.

The Student Financial Services Office has well organized procedures to distribute financial aid, using clear, equitable criteria. These operations are audited each year and overall found to be in strong compliance with federal and other regulations. The college's aid awarding structure emphasizes grants and scholarships and systematically helps students consider and access loans to cover unmet needs.

NECC offers a rich variety of co-curricular programs. Its athletics programming has expanded over the past five years, adding golf, men's soccer, and E-sports, and working on women's basketball. The number of athletes has grown from 44 athletes to over 100. The college takes pride in both the academic and physical success of our athletes, providing customized academic coaching and other support services. The Student Government Association is just one example of opportunities students have to develop their leadership interests and talents.

NECC's enrollment decline, tight budget situation, and staff reductions have all posed

challenges to the implementation of the Integrated Student Experience and therefore its goals of improved student success. Although NECC has a fully operational Student Success Hub on its Haverhill Campus, it still needs to gather the resources to develop and staff one in Lawrence.

Staff turnover in some areas, including the Office of Student Life, has interrupted continuity in some daily operations and the support for some student activities like clubs. NECC nonetheless takes pride in the progress it has made in innovating in the name of student success, and its success in continuing to find extraordinarily dedicated and well qualified leaders and staff in Student Affairs.

Policies on student information, rights, responsibilities, conduct, and grievances are well publicized and made known to students in multiple ways, including in student handbooks, online and in syllabi, and staff apply them

consistently using well-designed procedure manuals.

The ISE Student Survey and other reviews of our services for students (including a secret shopper report performed by vendor EAB in 2018) provides information and insight on how to continually improve NECC's approach. Results from student surveys are integrated into the enhancement of professional development programs; as an example of this is work, NECC partnered with [BetterLesson](#), utilizing survey results when developing professional development around student belonging

Projection

Expand use of Navigate to all students by 2022.

Create and staff a full Student Success Hub in Lawrence by fall of 2022.

Develop a new enrollment plan, including projections for student enrollment by fall of 2021.



Standard 5: Students (5.1)
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year (FY 2020)	Goal (specify year) (FY 2021)
Freshmen - Undergraduate	?	?	?	?	?
Completed Applications	2,182	2,102	2,066	1,957	1,900
Applications Accepted	2,157	2,087	2,039	1,936	1,880
Applicants Enrolled	1,043	1,026	884	834	900
% Accepted of Applied	98.9%	99.3%	98.7%	98.9%	98.9%
% Enrolled of Accepted	48.4%	49.2%	43.4%	43.1%	47.8%
Percent Change Year over Year					
Completed Applications	na	-3.7%	-1.7%	-5.3%	-3.0%
Applications Accepted	na	-3.2%	-2.3%	-5.1%	-2.9%
Applicants Enrolled	na	-1.6%	-13.8%	-5.7%	+7.9%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
Transfers - Undergraduate	?				
Completed Applications	566	612	551	566	570
Applications Accepted	551	589	532	555	560
Applications Enrolled	266	244	196	221	225
% Accepted of Applied	97.3%	96.2%	96.6%	98.1%	98.2%
% Enrolled of Accepted	48.3%	41.4%	36.8%	39.8%	39.5%
Master's Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree	?				
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Applicants enrolled are actually in Freeze - Many Variables
Used Data Tables from T.Favara's Recruitment Plan fort Applicants
Decision Description = 00-Incomplete/Pending/ForeignS **not included**
Decision Description = 50 waitlist IS included
For First Time in College; student status = N
For Transfer In; student status = T

Standard 5: Students (5.2)
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)



Credit-Seeking Students Only - Including Continuing Education

		Fall 2016	Fall 2017	Fall 2018		
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FY 2016-2017)	(FY 2017-2018)	(FY 2018-2019)	(FY 2019-2020)	(FY 2020-2021)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,449	1,352	1,142	1,116	1,100
	Part-Time Headcount	2,004	1,895	1,779	1,650	1,520
	Total Headcount	3,453	3,247	2,921	2,766	2,620
	Total FTE	2,213	2,089	1,847	1,774	1,700
Second Year	Full-Time Headcount	607	559	536	390	380
	Part-Time Headcount	1,470	1,327	1,236	1,086	1,000
	Total Headcount	2,077	1,886	1,772	1,476	1,380
	Total FTE	1,233	1,121	1,042	859	800
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	13	32	20	89	90
	Part-Time Headcount	433	561	520	601	620
	Total Headcount	446	593	540	690	710
	Total FTE	161	214	192	303	310
Total Undergraduate Students						
	Full-Time Headcount	2,069	1,943	1,698	1,595	1,500
	Part-Time Headcount	3,907	3,783	3,535	3,337	3,150
	Total Headcount	5,976	5,726	5,233	4,932	4,650
	Total FTE	3,606	3,425	3,080	2,935	2,780
	% Change FTE Undergraduate		-5.0%	-10.1%	-4.7%	-5.3%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate		-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	5,976	5,726	5,233	4,932	4,650
	Grand Total FTE	3,606	3,425	3,080	2,935	2,780
	% Change Grand Total FTE		-5.0%	-10.1%	-4.7%	-5.3%

Please enter any explanatory notes in the box below

The Unclassified counts are up, because Exploratory Program (0176) is included as an Unclassified program. 0176 does not culminated with an award, therefore HEIRS reporting does not accept it as a degree seeking program. There are 74 FT students in 0176, and 47 PT students.

Standard 5: Students (5.3)
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

<https://www.necc.mass.edu/future-students/>

Three-year Cohort Default Rate

Three-year Loan repayment rate
(from College Scorecard)

	13-14	14-15	15-16	16-17	
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
Three-year Cohort Default Rate	13.60%	13.90%	14.40%	13.4%	14.6%
Three-year Loan repayment rate (from College Scorecard)			48.10%	47.50%	50.30%

Student Financial Aid

Total Federal Aid
 Grants
 Loans
 Work Study
 Total State Aid
 Total Institutional Aid
 Grants
 Loans
 Total Private Aid
 Grants
 Loans

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2015-2016)	(FY 2016-2017)	(FY 2017-2018)	(FY 2018-2019)	(FY 2019-2020)
\$19,072,112	\$16,720,369	\$15,862,657	\$12,434,101	\$11,535,000
\$11,206,129	\$9,967,892	\$10,074,179	\$8,055,475	\$7,500,000
\$7,688,079	\$6,558,181	\$5,640,433	\$4,342,236	\$4,000,000
\$177,904	\$194,296	\$148,045	\$36,390	\$35,000
\$1,925,957	\$1,911,600	\$1,853,673	\$1,521,050	\$1,400,000
\$364,295	\$439,322	\$478,425	\$358,230	\$350,000
\$364,295	\$439,322	\$478,425	\$358,230	\$350,000
\$0	\$0	\$0	\$0	\$0
\$148,014	\$136,521	\$168,789	\$242,208	\$240,000
\$111,127	\$72,001	\$69,723	\$42,416	\$40,000
\$36,887	\$64,520	\$99,066	\$199,792	\$200,000

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	48%	47%	44%	38%	40%
Graduates	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$11,718	\$10,960	\$11,576	\$11,110	\$11,000
Graduates	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$6,766	\$8,358	\$7,279	\$7,040	\$6,800
Graduate Students	n/a	n/a	n/a	n/a	n/a
First professional students	n/a	n/a	n/a	n/a	n/a

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	7.0%	7.8%	13.6%	12.8%	10.0%
English (reading, writing, communication skills)	41.6%	41.2%	36.4%	36.0%	33.0%
Math	40.4%	42.1%	40.0%	39.7%	38.0%
Other (DHH)	0.2%	0.1%	0.0%	0.0%	0.0%

Please enter any explanatory notes in the box below

For Developmental courses: First Year Students No Highschool. Rates are for Fiscal Year.

Standard 5: Students (5.4)
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
All	3,143	3,070	1,418
Male	1,146	1,127	569
Female	1,997	1,943	849
Unknown	0	0	0
	0	0	0
African American	185	182	60
Asian	69	67	31
Polonesain Islander	12	12	7
Hispanic	1472	1,442	625
Native American	5	5	2
MULTI	58	58	25
Unknown	80	80	27
White	1262	1,224	641
	0	0	0
Hispanic Male	493	485	201
Non-Hispanic Male	653	642	368
Hispanic Female	979	957	424
Non-Hispanic Female	1,018	986	425
HSP Unknown			
Non-HSP Unknown			
	0	0	0
	0	0	0
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled

Category of Students (e.g., male/female); add more rows as needed

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					

Male	768	1,136	1,904	1,213.53	1,628
Female	827	2,201	3,028	1,721.80	3022
African American	55	143	198	115.60	185
Asian	33	66	99	59.53	90
Polonesain Islander	4	18	22	11.73	20
Hispanic	659	1,448	2,107	1,251.33	1,985

Native American	3	5	8	4.87	7
MULTI	31	46	77	51.53	83
Non-Resident Alien	28	19	47	32.93	40
Unknown	40	328	368	160.40	350
White	742	1,264	2,006	1,247.40	1,890
Hispanic Male	249	419	668	418.20	625
Non-Hispanic Male	519	717	1,236	795.33	1,165
Hispanic Female	410	1,029	1,439	833.13	1,350
Non-Hispanic Female	417	1,172	1,589	888.67	1,510
PELL (Awarded and Paid)	749	1,304	2,053	1,299.60	1,920
Non-PELL	846	2,033	2,879	1,635.73	2,730
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
			0		

Please enter any explanatory notes in the box below

Undergraduate Admissions Information uses ARGOS Admission Information by Terms
 - remove duplicates - remove z ids - crosscheck gender, race, and ethnicity data with ZT and Freeze where possible.
 Undergraduate Enrollment uses Frozen Fall 2019 Data (Many Variables)

STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP



STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

Strengths

- The College has an active, well-funded Center for Professional Development with dedicated staff. The Center funds professional development for adjunct faculty in addition to full-time staff and faculty.
- The MCCC Collective Bargaining Agreement addresses faculty and staff issues including but not limited to salary, workload, evaluations, and grievance procedures.
- Students are utilizing the new Academic Centers, which has allowed them more access to faculty, staff, and administrators. Snacks, tutoring, transfer counseling, special events, and guest speakers are also provided in the Centers.

Challenges

- A significant decline in the number of full-time faculty members has reduced capacity to staff its Academic Centers, particularly in Lawrence.
- Contractually mandated salaries are making it increasingly difficult to hire full-time faculty in certain high demand disciplines such as nursing and computer science.
- The ethnic diversity of the faculty lags far behind that of the student body.

Description

Faculty and Academic Staff

The responsibilities of all faculty at Northern Essex Community College are clearly stated in two collective bargaining agreements with the Massachusetts Community College Council (MCCC): one for full-time faculty and another for adjunct or DCE instructors. As of 2019-20, 39.7% of courses are instructed by 103 full time faculty, 12.3% of whom are persons of color. Opportunities for departmental, division, and college-wide involvement are available to all full-time, part-time, and adjunct faculty including (but not limited to) membership on All College Assembly committees and advising student clubs and honor societies. The Center for Professional Development provides a range of opportunities

for faculty and staff development from leadership training, including the NECC Leadership Academy, and NELDI (Northeast Leadership Development Institute)/Chair Academy, New Faculty Orientation, the Teaching and Learning Academy, ongoing short seminars on a range of topics, and funding for conference attendance.

As Data First form 6.2 illustrates, 27% of full-time faculty hold terminal degrees and 96% hold master's degrees. The number of full-time faculty has decreased 20% over the past four years as the college addressed financial challenges due to decreased student enrollment. Librarians, academic advisors, career advisors, academic coaches, student support specialists, and instructional designers provide services and supports that complement the work of the faculty in the classroom to fulfill the college's mission and purpose.

NECC strives to hire faculty and staff of diverse backgrounds to reflect the college's mission and student body. Faculty and staff positions are posted on the NECC website and in a variety of publications including HigherEdJobs.com, Inside Higher Ed, Indeed, HERC, and MassHire, among others. Faculty salaries and benefits are set by the MCCC Day and DCE collective bargaining agreements. Most job postings include a statement of a preference for bilingual (English/Spanish) candidates. All search committees for teaching positions include current faculty. Members of the search committee are required to complete training offered by Human Resources. Interview Exchange, an electronic system for managing job searches, is used by the college for job posting, tracking, and onboarding. All hiring practices conform to federal (EEOC, ADA, Affirmative Action) and state guidelines. Interview Exchange is used to compile applicant data including race, sex, and educational background to ensure that a diverse pool of candidates has applied for open positions. Data First Form 6.5 indicates that 87 percent of faculty are white, while a majority of students are non-white.

Faculty evaluation procedures, tenure, and promotion guidelines, workloads, course assignments, and grievance procedures are set in the MCCC collective bargaining agreements. Faculty salaries are lower than the national community college average. For instance, the average salary of NECC full professors is \$67,943-\$11,140 lower than the national average of \$79,083 for community college professors. A typical full-time faculty member has 29-35 hours of instructional and reassigned time workload each semester, and has a non-instructional workload of up to 11 hours per week that includes student advising, office hours, and college service. NECC also provides course reassigned time or stipends for faculty to participate in important college initiatives.

DCE faculty are not required to advise students or provide college service. The college respects academic freedom and there have been no grievances concerning academic freedom in the past few years. Faculty are evaluated using a process set in the MCCC collective bargaining agreements, which includes student evaluations, course materials evaluation, classroom observation, student advisement, and college service evaluations, and a personnel file review for all full-time faculty. All faculty and staff must complete required ethics, sexual harassment, and Title IX training and are subject to the Commonwealth's Conduct of Public Officials and Employees.

The majority of full-time faculty advise up to 18 students each fall and spring semester. All faculty advisors complete a semester-long advisor training prior to their work with students. This training is held weekly throughout a semester, and faculty learn different technologies (Banner, Degree Works), how to follow curriculum pathways, including advising students into courses that meet the NECC Core Academic Skills, and ensuring pre/co-requisite courses are completed. Data on advisor sessions with students in the Student Success Hubs and Academic Centers are tracked with Navigate Kiosk to deploy resources effectively. Faculty advising hours and activities are reported on the Student Advising Log (E4) form of the MCCC Day Faculty contract.

Teaching and Learning

All academic programs at NECC are regularly assessed through an [internal program review process](#), and many programs also have external accreditors. (See Standards 4 and 8) Most foundational courses are offered in a range of formats including face-to-face, hybrid, and fully online and all courses have space on the college's Learning Management System for ease of information dissemination and access.

New full-time faculty receive a course reassignment to attend a semester long New Faculty Orientation during their first fall semester by the [Center for Professional Development](#) (CPD). The CPD also offers numerous programs, including the Teaching and Learning Academy, the faculty-led Persistence Project, an annual Professional Day, as well as 'lunch and learns.' These programs provide faculty with an opportunity to learn from their peers and experiment with new pedagogical approaches and high impact practices.

The Center for Instructional Technology (CIT) provides professional development for faculty teaching hybrid, online, and competency-based education courses. CIT offers an [iTeach](#) course for faculty teaching online, individualized coaching as well as programming on instructional technology, and accessible media and universal design.

CPD funds faculty for attendance at local and national conferences. Applications for funding are reviewed by the Professional Development Funding Committee. Full-time and adjunct faculty serve as Faculty Fellows to assist faculty in their work and provide coaching and consultation on pedagogy, assignment design, and classroom management. Sabbatical semesters are awarded to faculty to allow them to conduct scholarly activities and creative work, and NECC's IRB oversees research conducted at the college. Mini-grants are offered to provide faculty with funds to support instructional innovation. Leadership development is offered through on-campus and off-campus programs.

Evaluation procedures are detailed and thorough, and focus on teaching. Supervisors review the course materials and conduct a class observation of each full-time faculty member each fall semester before they earn tenure—and every third year for tenured faculty members—and review student evaluations and faculty logs of their advising and college service. Supervisors

review student evaluations of DCE faculty each semester that they teach and also generally conduct a class observation before such faculty reach the contractual seniority list. Instructors struggling with their teaching duties are supported by supervisors and often referred to a Faculty Fellow or to successful, senior teachers in their own departments. Both contracts have clear and detailed provisions for improvement plans and, if necessary, discharge if a faculty member fails to improve their teaching.

The college's Dean of Professional Development also serves as its Dean of Academic Innovations. The Dean's role is to foster and support innovations in curriculum and teaching and learning. The development of the college Competency-Based Education effort (see Standard 4) is a significant example of such innovation.

Curricular pathways include a mix of core and program specific courses which allows students to learn from a variety of faculty both within and outside of their major(s). Program level learning outcomes guide course content and objectives while allowing instructors flexibility on how to deliver instruction. Student Success Hubs and Academic Centers offer advising by both appointment and on a walk-in basis; the advisors and faculty leaders in the Academic Centers are available for in-person and over-the-phone advising as well. EAB Navigate, DegreeWorks, the data warehouse ZogoTech, and academic pathways maps are all helpful tools advisors use to help students. The Student Success Hub and Academic Center facilities for this work are much better developed on the Haverhill campus than in Lawrence.

Appraisal

Faculty and Academic Staff

Faculty are academically well prepared for their positions, with 96% holding advanced degrees. The college's evaluation procedures for

faculty are thorough and effective in assuring good teaching through feedback and strong mechanisms to address shortcomings. Academic freedom is respected and maintained.

The hiring practices of the college ensure equal employment opportunity, but significantly more work must be done to attract a workforce that is more ethnically diverse. The procedures NECC employs to attract and hire faculty of color, while well-intended, are not sufficient. The college needs to implement a system to improve equity and inclusion in our academic faculty and staff, and develop processes to measure and evaluate those efforts

The decrease in full-time faculty over the past few years has placed a strain on academic departments and the implementation of the Integrated Student Experience. Truly herculean efforts by faculty and academic deans have allowed us to create five Academic Centers, four in Haverhill and one in Lawrence. Even this accomplishment strained already stretched resources, however the creation of the ISE and the Academic Centers has improved efficiency. This strain was somewhat mitigated for the faculty by a decrease in total credit hours offered (109,740 FY16-17, 92,400 FY19-20). The Center of Business and Accounting was the first and in many ways most successful center to date but relies on just five full-time faculty for operations. These faculty, despite their enthusiasm, clearly feel stressed and tired. Moreover, each of the five centers needs a physical space and staffing on both campuses. This will be challenging given current full-time faculty numbers and require significant ingenuity.

The salary and benefit structure in the collective bargaining agreements makes it increasingly difficult to hire full-time faculty, especially in fields like computer science and nursing. With average salaries in Massachusetts community colleges lagging the national

average by over \$10,000, this structure has NECC at a competitive disadvantage. The constraints of the salary schedule included in the MCCC contract does not allow the college to be competitive with industry in these areas. Although this problem has not affected service to students in most academic departments, it is likely to get worse if changes in the salary structure are not introduced.

Teaching and Learning

The college is committed to providing professional development to faculty and staff, as demonstrated by the [Professional Growth goal](#) of the NECC2020 Strategic Plan. The Center for Professional Development and the Center for Instructional Technology offer high quality and numerous options for professional development and support for faculty, including new instructors. The CPD and CIT also collaborate with academic and student service departments to offer professional development opportunities, which expands available options to faculty and staff.

NECC has a robust and thorough process for program review and learning outcomes assessment. Students take courses from a variety of different faculty ensuring their exposure to different strengths and viewpoints. The Core Academic Skills requirements serve as the college's general education program and ensure that students attend classes outside of their major or academic area.

The college is currently undergoing a reorganization of our student advising processes with significant changes to the faculty role. Although full-time faculty have always advised students, the new Academic Centers will be responsible for advising all continuing students starting in 2020 and faculty will be working more with professional advisors and enrollment staff in the new model. This promises significantly better

service for students, but is likely to take time for faculty to adjust.

Projection

Faculty and Professional Advisors in the Academic Centers will be advising all continuing students by 2021.

The college will supplement faculty staffing of the Academic Centers with professional advising and administrative support to assure all centers, including those in Lawrence, can meet student needs.

The college will work within the Massachusetts Community College system, collective bargaining processes, and look to its own budgeting strategies, to ensure competitive salaries are available to attract faculty in high demand fields.

To encourage hiring more faculty of color, the college will develop and implement new approaches in the hiring process by 2023, including a new academic staff equity and inclusion program, and ways to assess its effectiveness.



Standard 6: Teaching, Learning, and Scholarship (6.1)
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

4 Years Prior (FY 2015-2016)	3 Years Prior (FY 2016-2017)	2 Years Prior (FY 2017-2018)	1 Year Prior (FY 2018-2019)	Current Year (FY 2019-2020)
---------------------------------	---------------------------------	---------------------------------	--------------------------------	--------------------------------

Number of Faculty by category					
Full-time	115	112	103	109	92
Part-time					
Adjunct	259	257	249	223	289
Clinical					
Research					
Visiting					
Other; specify below:					
Total	374	369	352	332	381

Percentage of Courses taught by full-time faculty					
	40.00%	42.20%	39.70%	40.90%	39.70%

Number of Faculty by rank, if applicable					
Professor	72	73	66	68	53
Associate	23	22	21	22	20
Assistant	15	13	14	16	13
Instructor	5	4	5	4	6
Other; specify below:					
Total	115	112	106	110	92

Number of Academic Staff by category					
Librarians	6	7	7	9	8
Advisors	10	9	8	8	0
Instructional Designers	0	0	0	0	0
Other; specify below:					
Student and Academic Affairs and Other Education					
Occupations:	44	40	53	55	68
Total	60	56	68	72	76

Please enter any explanatory notes in the box below

Information pulled from IPEDS report 2019-2020

Standard 6: Teaching, Learning, and Scholarship (6.2)
(Highest Degrees, Fall Term)



4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2015-2016)	(FY 2016-2017)	(FY 2017-2018)	(FY 2018-2019)	(FY 2019-2020)

Highest Degree Earned: Doctorate

Faculty	Professor	20	19	13	16	17
	Associate	7	6	5	6	4
	Assistant	2	1	3	3	2
	Instructor			1	0	2
	No rank					
	Other					
	Total	29	26	22	25	25
Academic Staff	Librarians				0	0
	Advisors				0	0
	Inst. Designers				0	0
Other; specify*						

Highest Degree Earned: Master's

Faculty	Professor	50	53	51	48	33
	Associate	15	15	16	15	15
	Assistant	11	10	10	12	5
	Instructor	1	2	3	3	3
	No rank					
	Other	259	257	249	223	220
	Total	336	337	329	301	276
Academic Staff	Librarians	4	4	4	4	4
	Advisors	7	6	7	7	7
	Inst. Designers			0	0	0
Other; specify*	Student & AA	14	12	15	17	17

Highest Degree Earned: Bachelor's

Faculty	Professor	2	1	2	4	2
	Associate	1	1	0	1	0
	Assistant	2	2	1	1	2
	Instructor	4	2	1	1	0
	No rank					
	Other					
	Total	9	6	4	7	4
Academic Staff	Librarians	2	3	3	5	4
	Advisors	3	3	1	1	1
	Inst. Designers			0	0	0
Other; specify*	student & AA	30	28	38	38	37

Highest Degree Earned: Professional License

Faculty	Professor			0	0	0
	Associate			0	0	0
	Assistant			0	0	0
	Instructor			0	0	0
	No rank					
	Other					
	Total	0	0	0	0	0
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship (6.3)

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

4 Years Prior		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2015-2016)		(FY 2016-2017)		(FY 2017-2018)		(FY 2018-2019)		(FY 2019-2020)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

1.2 Number of Faculty Appointed

Professor							1		1	
Associate	3		1				1			
Assistant	5				4		2		2	
Instructor	1		1		1		3		3	1
No rank										
Other										
Total	9	0	2	0	5	0	7	0	6	1

1.3 Number of Faculty in Tenured Positions

Professor	60		61		57		55		51	
Associate	9		8		7		8		8	
Assistant	0		0		0		1		1	
Instructor	0		0		0		0		0	
No rank							0		0	
Other							0		0	
Total	69	0	69	0	64	0	64	0	60	0

1.4 Number of Faculty Departing

Professor	0		0		1					
Associate	0		0		2					1
Assistant	0		0		2		2		1	
Instructor	1		0		1		1			
No rank										
Other										
Total	1	0	0	0	6	0	3	0	1	1

1.5 Number of Faculty Retiring

Professor	5		0		3		9		5	
Associate	0		0		0		0		0	
Assistant	1		0		0		1		0	
Instructor	0		0		0		0		0	
No rank										
Other										
Total	6	0	0	0	3	0	10	0	5	0

Fall Teaching Load, in credit hours

Professor	Maximum									
	Median									
Associate	Maximum									
	Median									
Assistant	Maximum									
	Median									
Instructor	Maximum									
	Median									
No rank	Maximum									
	Median									
Other	Maximum									
	Median									

Explanation of teaching load if not measured in credit hours

Faculty Teaching Load, is not captured in IPEDS by HR.

Standard 6: Teaching, Learning, and Scholarship (6.4)
(Number of Faculty by Department or Comparable Unit, Fall Term)

4 Years Prior		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2015-2016)		(FY 2016-2017)		(FY 2017-2018)		(FY 2018-2019)		(FY 2019-2020)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Business & Accounting: Business	5		5		7		6		5	
Health: Dental Assistant	2		2		2		2		2	
Health: Exercise Science								1		1
Health: Health	1		2		1		2			
Health: Health Information Technology	3		2		1		1		1	
Health: Medical Assistant	2		2		2		2		2	
Health: Nursing	10		10		10		11		6	
Health: Paramedic	2		2		2		2		2	
Health: Practical Nursing							2		2	
Health: Radiologic Technology	2		2		2		2		2	
Health: Respiratory Care	3		2		2		2		2	
Health: Sleep Technology	2		1		1		1		1	
Liberal Arts: Art & Design	4	1	3	1	3	1	2	1	1	2
Liberal Arts: Behavioral Science	5		5		5		6		6	
Liberal Arts: Dance	1		1		0		0		0	
Liberal Arts: English & Literature	17		17		14		8		8	
Liberal Arts: Global Studies	7		7		6		5		5	
Liberal Arts: Music	1		1		1		1			1
Liberal Arts: Theater	1		1		0		1		0	
Other Area: Academic Preparation	10		9		9		15		14	
Other Area: Cooperative Education										
Other Area: Honors										
Other Area: Air Force ROTC										
Professional Studies: Paralegal Studies	1		1		0		0		0	
Professional Studies: Criminal Justice	2		2		2		2		2	
Professional Studies: Deaf Studies	3		3		2		2		2	
Professional Studies: Early Childhood Education	3		3		3		3		3	
Professional Studies: Elementary Education		1		1		1	1		1	
Professional Studies: Human Services	2		2		2		2		2	
STEM: Computer & Engineering Tech	2		2		3		2		2	
STEM: Computer Information Sciences	5		5		5		7		6	
STEM: Mathematics	4		3		3		4		4	
STEM: Natural Science	12		12		11		13		12	
Total	112	2	107	2	99	2	107	2	93	4

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship (6.5)
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time Men	Full-time Women	Part-time Men	Part-time Women	Headcount 2019-2020
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed					
Hispanic/Latino	3	6	6	9	24
American Indian or Alaska Native	1	0	2	1	4
Asian	0	2	3	2	7
Black or African American	0	3	1	3	7
White	27	48	97	156	328
Race and ethnicity unknown	0	2	6	3	11
TOTAL	31	61	115	174	381

Academic Staff	Full-time		Part-time		Headcount 2019-2020
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed					

Student and Academic Affairs and Other					
Education Service Occupations:					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
White					
Race and ethnicity unknown					
Librarians:					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
White					
Race and ethnicity unknown					

Please enter any explanatory notes in the box below

This information is based on the 2019-2020 reported IPEDS data. Academic staff diversity was not broken down by Academic Staff category.

STANDARD SEVEN: INSTITUTIONAL RESOURCES



STANDARD SEVEN: INSTITUTIONAL RESOURCES

Strengths

- High level of dedication to student success despite personnel losses.
- College finances are managed ethically, and are responsive to contextual factors.
- LIFT campaign is engaging community partners for long-term investment.
- High quality academic facilities benefitting from recent capital projects.

Challenges

- Reductions in workforce levels places increased demand on retained employees.
- Decreased revenue from enrollment declines and pandemic aftereffects.
- Financial policies and procedures need to be more accessible and transparent.

Description

Human Resources

Given the value that human resources bring to students' educational experiences, Northern Essex is committed to hiring and keeping employees who contribute to student success. NECC's mission is fulfilled through a combination of full- and part-time employees, approximately 40% of whom which are full-time. Over 50% of the college's workforce is in an instructional or librarian position, with another 20% dedicated to student and academic affairs roles. Approximately 8% occupy management roles, with the balance of the employees performing critical functions in areas such as technology, facilities, and administrative support. The college makes concerted efforts to recruit and hire personnel of diverse cultural and ethnic backgrounds; NECC's workforce remains overwhelmingly White though (about 80%), and is not representative of its service area.

Changes to enrollment and related revenue streams have impacted NECC employment levels, yet the college has avoided hiring freezes that interfere with its ability to provide

services. Positions that are considered essential to the college's mission are filled as funding permits. All positions include clear and complete descriptions on file in the office of Human Resources (HR), showing the duties and expectations of the role, as well as the qualifications and/or credentials necessary to hold such positions. Prior to hiring, required educational or professional credentials are verified by HR for every employee. All HR [policies](#) and [procedures](#) are posted and readily accessible on the college's website, and in printed form in HR offices. Policies are periodically reviewed, and updated in accordance with state regulations, and an HR representative conducts regular trainings and information sessions.

All academic faculty and professional staff are covered by a collective bargaining agreement (CBA) with the Massachusetts Community College Council (either [Day Contract](#) or [DCE](#)). All other classified employees are covered by a [collective bargaining agreement \(CBA\)](#) with AFSCME Local 1067/Council 93. Unclassified/Exempt employees who are considered Non-Unit Professionals are not bound by a CBA, but are guided by the BHE's [Non-Unit Professionals](#)

[Personnel Policies Handbook](#). Each CBA includes clear and comprehensive methods for the redress of any grievances.

Compensation for all MCCC and AFSCME employees is collectively bargained to be competitive and adequate, however, as noted in Standard 6, faculty salaries are below the national average. Non-Unit Professional compensation is applied under guidelines from the Board of Higher Education. Employees across all sectors are evaluated in accordance with their respective CBA or handbook, which occurs annually in most cases. Recognizing the role it plays in employee growth and advancing the college mission, NECC emphasizes professional development and commits funding to assist employees engaging in scholarship related to their area of expertise. Professional development is provided by the [Center for Professional Development](#) and the [Center for Instructional Technology](#). Internal programming is collaboratively developed across all areas of the college, and adequate funding is set aside each year to support faculty and staff attendance at conferences and trainings.

Financial Resources

The college has improved its overall financial position during a period of enrollment challenges. As reflected on Data First Form 7.2, the college's Total Assets grew steadily between FY2017 and FY2019, increasing 9.4%. Cash and Short Term Investment holdings rose 69% during that period, and Foundation growth was consistently strong, especially for restricted assets. Comprehensive analysis of demographic data has aided financial planning, bringing some predictability to enrollment trends. Accordingly, the college has sought alternate revenue streams that are consistent with its mission and purpose. Examples include alliances with the Methuen Police Department and Essex County Sheriff's Office.

Budget planning is led by the President and the Chief Financial Officer, and is done with oversight from the Board of Trustees and its Audit & Finance Subcommittee. Budget planning is guided and aligned with the goals of the college's strategic plan and the Academic Master Plan. Board members are appointed by the Governor, and they exercise complete independence in their fiscal oversight of the college. Acting on the recommendation of the subcommittee, the full Board of Trustees is presented a budget for approval in May of each year for the fiscal year commencing July 1st. If the proposed budget is to include fee increases to students, the subcommittee is advised in April for consideration to allow for notification of students enrolling for fall classes. Using fall enrollment data and other projection figures, a reforecast budget is presented to the Board mid fiscal year in October. Any necessary adjustment to the current year budget is made by the Board at that time. The Board exercises further oversight by reviewing and approving all grants awarded to the college with a value of \$100 or more prior to any monies being accepted.

The college receives annual revenues primarily from state appropriation, tuition and fees, and grants. These three operating and non-operating revenue sources, are supplemented with additional funds from facilities rentals, contracts, and commissions, as well as programmatic collaborations, such as local police and sheriffs' academies, and [MassHire](#).

Earned revenue, grants, and state support are managed to maximize the educational mission and provide high quality support services to our students. To insure fidelity and sufficient liquidity, the college portfolio uses short-term, low-risk investments; it is managed by an investment company and monitored by the Board. Though it has not been utilized, the college maintains a sufficient line of credit with a local bank to ensure the ability to receive

FY19 ANNUAL COLLEGE REVENUE

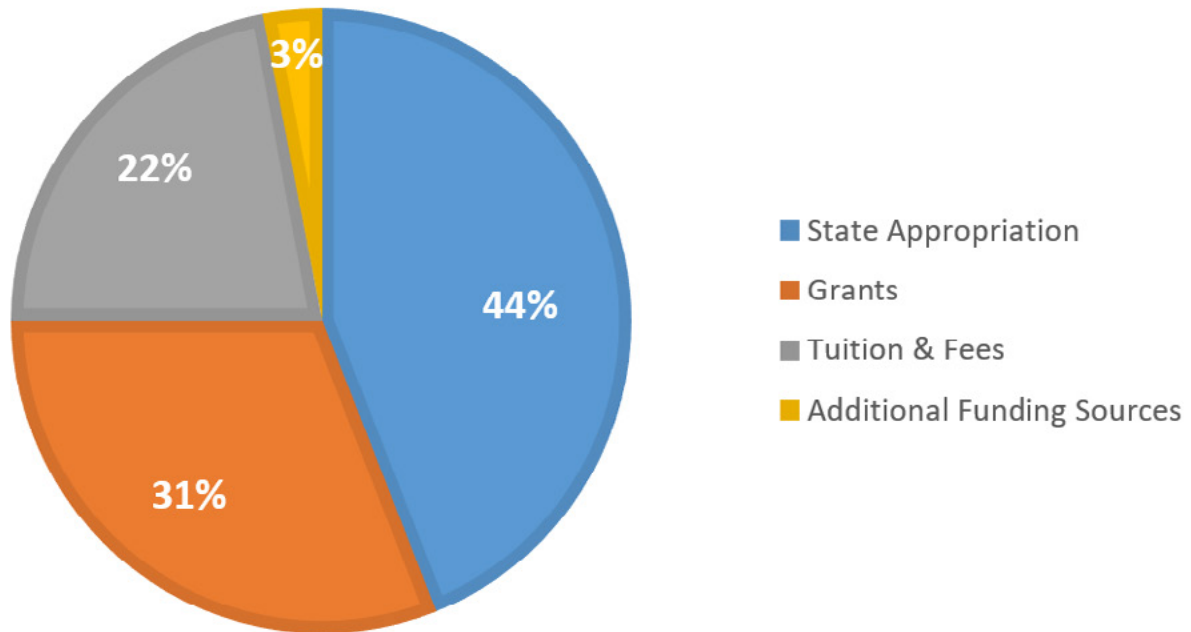


Fig. 7.1 Source: Data First Form 7.3

immediate cash in case of emergencies. The college has holdings in several money markets to establish financial relationships and maximize interest opportunities. On a quarterly basis, the Board receives budget to actual financials, as well as comparison to prior year actual financials. All financial statements are reviewed and audited by an independent firm annually for compliance, and the resulting report is shared with the college and posted publicly on the website.

The latest [audited financial statements](#) show that a substantial portion of NECC's resources directly support its educational mission and purpose. Approximately 69% of the total operating expenses are dedicated to instruction and student services, with 4% for scholarships, 15% for institutional support, 9% for operations and maintenance, and 3% towards depreciation. Expenses which are not directly for academics programming qualify as overhead and administrative costs for providing those core services.

Providing financial aid to eligible students is fundamental to the college's mission, and the

manner and effective disbursement of awards is evaluated regularly. The total amount of financial aid budgeted and distributed is reviewed on an annual basis by the Board, and distribution of aid receives significant treatment through an annual audit. Policies are in place to help returning students pay off balances so they are able to register and continue their education. Of collected tuition and fees, 42% is returned to students in scholarships and allowances; additionally, 4% of the yearly operational budget is distributed as scholarships.

Responsibility for the financial management of the college resides with the Chief Financial Officer/Chief Operating Officer (CFO/COO) of NECC. The Comptroller of Administration & Finance manages a Fiscal Services staff that includes an Assistant Comptroller, and four AFSCME classified positions: two Accountants, an EDP Systems Analyst, and a Bookkeeper.

Fiscal oversight is exercised at the college through both internal and board governance structures. The Board of Trustees' [Audit and](#)

[Finance Committee](#) consults with the President and CFO on fiduciary matters and during annual budget preparation for approval at the Board's regular meeting each May, giving thorough consideration to the college's financial position and likely contingencies in order to mitigate risk. The All College Assembly has a chartered Finance Committee tasked with making recommendations about "[the allocation of all funds within the proposed and approved budgets,](#)" and routinely reviews the financial condition of the college through "[timely access to all necessary information.](#)" (ACA Charter) Consultation with college constituencies is an integral part of budget planning, and helps to ensure that budget priorities are aligned with the needs and expectations of the academic practitioners. The Finance Committee of the ACA is actively engaged in the budget process, and regularly advises the President and CFO/COO on financial matters. Budget updates are given to the All College Assembly, Student Government Association, and published on the college's website.

At the beginning of each annual budget cycle, spreadsheets are prepared for each division with a level funded budget to serve as a baseline for planning. Using enrollment data and cost projections, the supervising vice president or division head presents a proposed allocation to each manager for review; additional requests are made through a supplemental process, and must be accompanied by programmatic rationale and supporting documentation for consideration by senior leadership.

Any new revenue generating opportunities must be put in writing with a budget and presented to the President and Vice Presidents for approval. Substantive change proposals include carefully prepared projections and analyses of the college's capacity to institute the changes.

The college employs an external, independent

auditor (O'Connor and Drew) on an annual basis. The [audited financial statements](#) are presented to the Board's Finance and Audit Committee by a licensed representative of O'Connor and Drew. Upon acceptance, the auditors prepare and present a finalized version to the entire Board of Trustees for approval and submission to state auditors for review.

Led by the Vice President of Institutional Advancement (VPIA), the Office of Institutional Advancement (IA) leads fundraising efforts in support of the college's mission. Solicitations are made to both internal and external stakeholders for funding for scholarships and program support, as well as unrestricted monies. Grant funding proposals are generated from the Development Office within the IA area in collaboration with academic and non-academic areas of the college, and with the approval of the president. Gifts and grant awards are managed ethically and in accordance with all state and federal regulations. The new VPIA has updated the college's gift acceptance policy to include protections of academic freedom. The college is currently in the midst of a large [major gifts campaign](#), which aims to improve educational access for deserving students and enhance many of the facilities that advance the student experience at NECC.

For nearly 50 years, the [NECC Foundation, Inc.](#) has supported the college as a fundraising partner, "facilitating connections to area businesses and organizations, and identifying opportunities for collaboration and new sources of revenue." The VPIA serves as the Executive Director of the NECC Foundation to ensure continued alignment with the college's mission and purpose.

The Administration & Finance and Institutional Advancement Offices have clear, documented policies in place to guide operations and decision-making. Current fiscal conditions are closely monitored by the CFO/COO and Administration & Finance, and cash flow reports

are generated on a weekly basis and reviewed by the Comptroller and CFO/COO. College investment decisions are guided by [documented policies and guidelines](#). All capital projects are monitored weekly with the respective project managers for budget compliance. As a public agency, the college abides by the financial policies of the Commonwealth, and written institution-level policies are available in the offices of Administration & Finance and Institutional Advancement. All procedures are handled in accordance with state and federal laws, and scrupulously managed for compliance. Though a “Summary of Significant Accounting Policies” is included in the college’s [audited financial statements](#), it is a priority of Administration & Finance to increase transparency for how financial matters are handled by aggregating written procedures in accessible electronic format.

Information, Physical, and Technological Resources

With physical locations within the two most populated municipalities of our service area, NECC encompasses 13 buildings and provides over 462,000 square feet of assignable space towards meeting its mission. An additional

40,000 ft² of space is utilized at two additional sites, Opportunity Works in Haverhill, and Riverwalk in Lawrence. The buildings and grounds have been planned and designed in such a way as to focus the energy of the college on the academic program, and provide the necessary services to fully support those efforts.

To make sure that its technological resources are best utilized in support of the college mission, a cross-functional team first met in 2016 to develop the current Information Technology strategic plan. The process involved participation from all college areas, and included SOAR forums and presentations to various constituencies for comment, including input from students. The resulting three year, [IT Master Plan 2017-2020](#) is reviewed and updated regularly by the Information Technology Committee of the All College Assembly, which includes student representation. The [IT Master Plan](#) prioritized how information technology will help the college better serve its students in support of its mission. The plan addresses the need for 1) data-driven decision-making at all levels of the college; 2) more consistent communication and awareness of IT resources; 3) completion of the MyNECC portal with single sign-on; 4) ensuring professional development opportunities for

Academic Classroom Technology Total Annualized Costs and Overall Investment					
Item	Unit Cost	Quantity	Life Cycle	Investment	Annual Cost
Classroom/Lab Computers	\$1,200	1600	6 years	\$1.92M	\$320,000
Laptops	\$1,450	150	6 years	\$217,500	\$36,250
Projectors	\$790	150	6 years	\$118,500	\$19,750
A/V Controller	\$1,000	150	10 years	\$150,000	\$25,000
Document Camera	\$600	150	10 years	\$90,000	\$9,000
TOTAL				\$2,496,000	\$410,000

Fig. 7.2 Source: NECC Information Technology Department

administrative applications; and 5) developing a stronger culture of information security. Additionally, the plan identifies the need for an independent team to assess IT effectiveness and offer guidance for long-term planning.

Currently, the IT department supports 150 smart classrooms across the college, and plans for a six-year replacement cycle for computers, laptops, and projectors. The annual cost to support the instructional technology is approximately \$410,000, with an overall investment of nearly \$2.5 million using current costs per unit. Keeping the teaching technology current is a high priority, and the college has been able to adhere to the life cycle plan for smart classrooms and computer labs through supplemental funding obtained from the state and the LIFT campaign. The college has not been able to adhere to the five-year industry standard for replacement of faculty and staff computers, which are replaced approximately every 10 years, on average.

All college buildings are equipped with high-speed network connectivity and Wi-Fi access. The networks are upgraded on a regular schedule to ensure service is dependable across the college. Open labs are provided on each campus giving students access to the software they need outside of classroom hours.

The Northern Essex Community College Library has full service locations in both Haverhill and Lawrence. Members of the campus community have access to 37,379 physical books (30,823 in Haverhill and 6,556 in Lawrence). The library provides access to additional physical and electronic materials through its searchable online catalog. Students, faculty, and staff at the college can request additional physical materials through NOBLE and the Commonwealth Catalog. Delivery within both networks is supported by the Massachusetts Library System, with typical turnaround times of two to three days.

The library provides DVD and print magazines,

newspapers, and journals. Streaming video and electronic journal, magazine, and newspaper access is available through subscription for 66 databases both on and off campus. Both libraries have hours that are consistent with the scheduling of classes, and at least one credentialed librarian is available during operating hours to assist students with information literacy and research. The Bentley Library in Haverhill is open 62 hours a week while the Lawrence Campus Library is open 55.

The libraries on both campuses include the primary walk-in computing labs, managed and staffed by academic technology professionals providing technological support for students. To support students who need short term productivity devices for use off campus, both computer labs make a limited number of laptops available for checkout. Students have access to study spaces, including silent study and group study rooms.

The library program has five full-time day librarians and three part-time evening librarians; each professional librarian is credentialed with a Master's degree from an accredited Library Science program. In order to fully engage students in the research and information literacy learning process, librarians are available to assist students in person, by phone, email, text, or chat.

The college has been able to substantially address facility needs recently for the main classroom buildings in both Haverhill and Lawrence. Utilizing over \$15 million in state funds, the college [renovated the largest academic building](#) on the Haverhill campus in 2016-17. A primary focus of the renovation was to improve air quality and efficiency by completely replacing the HVAC and windows. The project also brought the building into ADA compliance. The John R. Dimitry Building in Lawrence underwent [mostly exterior renovations](#) from 2017-19. This \$6.5 million project, funded

by the Massachusetts Division of Capital Asset Management and Maintenance (DCAMM), included new windows and façade, parking lot enhancements, reimagined outdoor spaces, and improvements towards ADA compliance.

With a campus that includes many buildings near or over 50 years old, ensuring the facility is able to continually meet college needs is ongoing. The Sitelines consulting firm identified and assessed deferred maintenance on both campuses and issued a [Building Portfolio Summary Report](#) in 2017. A [comprehensive list of projects](#) was included that prioritized the projects by level of urgency and cost. The college is using the report data to apply for grants and other external funding sources to address the maintenance needs of its infrastructure, including accessibility. NECC works in conjunction with DCAMM to identify various accessibility (ADA) issues and address these issues as necessary. An ADA Strategic Compliance Assessment ([Final Report](#)) was completed in 2018-19, and the college continues to take corrective action towards compliance using the [Site and Building Data section](#) of the ADA assessment.

The NECC Facilities department is attentive and responsive to safety on all college property, following federal and state guidelines during all work tasks and projects. The team regularly participates in OSHA safety trainings, wears protective gear, and exercises an appropriate level of caution while operating machinery and heavy equipment. Using email and [website updates](#), Facilities communicates pertinent information to the college community about projects on campus and any impact that they may have on the academic program.

The college has an [Emergency Response Plan](#) in place which is available to all employees, and posted conspicuously within all campus buildings. The plan addresses procedures for managing disaster scenarios, and threats to the

safety of students and employees. The plan is reviewed regularly by the Director of Public Safety & Risk Management/Chief of Police, and updated as conditions warrant. Changes to the plan are shared with college community through email and other communication methods.

All classrooms at NECC are equipped with smart technology following a model developed and approved by the IT Committee, and consistent with the IT Master Plan. Each room includes a computer, a mounted projector, high-quality audio, a document camera, DVD/Blu-ray capability, and a standardized control panel. By involving the faculty in the design of the classrooms, pedagogical needs are addressed and the teaching space is conducive to meeting the expected student outcomes.

In addition to formal classrooms, the college provides numerous options for students to engage in group study, and private study areas are provided for our students throughout the campuses and in close proximity to faculty and information resources. The heavily used areas provide opportunities for working with fellow students, and for easily reaching out to qualified staff for assistance. A tangible outcome of the college's ISE initiative has been the creation of Academic Centers in both Haverhill in Lawrence, which serve as a place for students and faculty to interact in both formal and informal settings of academic activities.

NECC uses the well-established [Blackboard learning management system](#) to deliver main and supplemental content for all courses. Video recording and storage is supported for all of our courses as well. EAB Navigate software permits the college to engage with students more effectively, and allows students to access college services and information more easily, especially on a mobile platform.

The policies and procedures related to information technology at NECC are reviewed each year by stakeholders, IT staff, and the IT

Committee of the ACA. Current versions of these policies are maintained on the [IT website](#). The Chief Information Officer of the college jointly serves as the Chief Information Security Officer, and annually administers a Cybersecurity Assessment Tool (CAT) with appropriate college staff. This tool provides the risk assessment for the college and serves as a basis for information security measures and plans.

The college utilizes several electronic tools to assist leaders in planning. Team Dynamix is the project management system used by IT project managers and teams and provides [live status updates](#). ZogoTech was purchased in 2017 as the first enterprise data warehouse at the college, and has already been adopted and utilized by over one hundred employees at the college across many departments and divisions. It is utilized regularly by the college's Integrated Student Experience team, putting analytics tools (and actionable data) in the hands of our end users without having to request reports from our IR or IT departments. In addition, the Institutional Research and Planning department has implemented Tableau as the visualization tool for creating dashboards from the data in our warehouse as well as other sources.

Appraisal

Human Resources

As the college reacts to demographic and retention challenges, positions have been realigned or altogether eliminated. In every instance, this has been configured in a manner that the college believes best meets the overall needs of students. As evident on the Data First Forms, the total number of employees at the college has steadily decreased in recent years; at the close of FY2019, 813 persons were NECC employees, down 17% from 984 four years prior. Much of this decline has been intentional to reduce costs in areas of lower demand for services. While this is a net loss of 171 positions,

overwhelmingly this decline is from reductions in the ranks of part time faculty due to fewer enrolled students. Full-time faculty positions have been reduced in the same span, as academic programs were reorganized, and/or closed in some cases, in part as a result of an academic program audit. However, other employee categories are at higher levels as additional support roles have been created to address inequity, targeting students whose success is advanced by additional services. An example of this is the addition of student navigators within the new Office of Transitional Support.

This realignment has been felt across all areas of the college, and has not been without distress. These personnel adjustments have resulted in valuable employees being laid off or retrenched. A predictable impact on morale has resulted, at a time when remaining employees are being asked to do more while already at or near capacity. In the past three years (FY17-FY19), a total of 36 staff positions were cut from college payrolls, FY18 being especially difficult with 22 persons losing jobs through this process. Of the 36 positions eliminated, 20 were from the AFSCME unit, six were MCCC, and ten were Non-Unit Professionals. Continuing employees can be negatively impacted when other employees are let go. To minimize the negative impact of this on continuing employees, Human Resources (with input from AFSCME, MCCC, and the college's Administrators' Association) has issued guidelines for how managers should handle those separations.

The college recognizes the need to diversify its employee ranks, and is making changes throughout the hiring process to do so. The new Executive Director of Human Resources hired in July 2020 is prioritizing training for managers on diversity and unconscious biases. The Equal Employment sections of new postings are being expanded, as are the recruitment and posting

NECC Enrollment and Financial Data, 2013-2019

Year	Total Head-count	Total FTE	Net Position (in thousands)	Total Operating Revenues (in thousands)
FY2013-14	7352	4413	\$38,175	\$35,585
FY2014-15	6963	4127	\$39,903	\$36,854
FY2015-16	6628	3951	\$41,267	\$35,567
FY2016-17	5976	3606	\$28,638	\$34,744
FY2017-18	5726	3425	\$34,001	\$37,083
FY2018-19	5233	3080	\$38,822	\$34,276

Fig. 7.3 Source: Data First Form 7.3; Financial Statements.

locations. While demographic data related to employees and applicants has been tracked, HR has begun to make better use of the data to attract candidates from underrepresented backgrounds.

Financial Resources

Through prudent management and strategic allocations, NECC remains fiscally sound and stable, even after seven years of steadily declining enrollment (fig. 7.2). At the close of FY19 (the most recent [audited financial statement](#)), NECC had increased its total assets by 6.7% over FY18 to \$83.1 million. Current assets (cash, money market funds, investments, and accounts receivable) on June 30, 2019 were \$11.2 million, up \$2.7 million from a year earlier. Total Cash and Equivalents totaled \$8.3 million, an increase of approximately \$2.1 million [“due to the management of cash disbursements as well as a conscious effort in expense savings.”](#) (FY2019 Financial Statement, p. 5) At the same time, total liabilities were decreasing, down 3.2% from 2018 to \$43.1 million.

The ability of the college to remain financially stable amidst steep enrollment declines is evidence of NECC's ability to assess risk and execute plans to offset difficult circumstances. While enrollments are showing signs of stabilizing, the onset of the COVID-19 pandemic

in early 2020 created uncertainty about revenue from enrollment and state support. Budget planning was well underway for FY21 at the time of the pandemic, and projections will need to be revised downward to offset the financial impact.

State appropriation is the largest portion of NECC's revenue, but in recent years has dropped to under 50% of the college's total. Exclusive of grant funds, the FY20 budget approved by the Board of Trustees in May 2019 was \$42.7 million, with legislative support at \$21.1 million, or 49.4%. This has resulted in a larger onus being placed on students through cost increases: and tuition and fee revenue was 48% of the approved budget in FY20 at \$20.5 million. Other approved operating sources of income totaled \$1,139,000, or 2.5%. Growth opportunities exist in workforce development and early college to gain additional revenue tied to the college mission.

Recognizing the hardship it can cause, any increase in student fees is made only after exhausting other streams. NECC intentionally avoided fee increases for many years, but the lost revenue eventually put the college at a competitive disadvantage in terms of facilities and resources. The college administration and Board of Trustees have approved modest per credit fee increases over the last three years to ensure that mission critical services are continued. For FY18, the board approved a \$9

per credit fee increase, and again raised the per credit fee \$4 for FY19, and \$6 for FY20. Currently, the per credit college fee is \$187, and is projected to raise \$14.3 million in FY20.

The college continues to develop academic-based partnerships and programs that provide additional revenue streams to the college, and these innovations are integral to the college's long-term viability. The NECC/Methuen Police Academy, and the educational programming offered through the Essex County correctional facilities are meeting a crucial community need, while generating sustainable revenue for financial stability.

The college actively seeks external grant funding from state, federal, and private sources. Grant proposals are developed in a collaborative fashion by faculty and staff working in tandem with the college's Development Office, and seek resources that will build upon the college's strategic planning priorities and mission critical initiatives. In Fiscal Year 2019 (the most recent year for which final figures are available), the college secured \$5,173,506.69 in public sector grant funds and another \$158,500 in private sector grants. Grants from the private sector are awarded to the college's Foundation and are then awarded by the Foundation to the college to manage.

Several grants awarded to the college are multiyear grant awards. Taking the total award figures into consideration (rather than an annualized amount), the value of public sector grants awarded to the college totals \$18,083,490.69 as of June 30, 2019. For private sector grant awards, the total amounts to \$438,500 as of June 30, 2019.

A grant implementation meeting is held by the Development Office on each grant awarded to the college. This meeting involves the grant coordinator, appropriate dean or college supervisor, and representatives from human resources, administration and finance, and other

relevant stakeholders. This helps to ensure that the post-award management of grants is implemented by the relevant department/office in accordance with all applicable college, state, and federal policies, as well as the guidelines and mandates of the funding source. Accurate and timely accounting is handled by a grants accountant within the administration and finance area who provides regular updated statements internally throughout the grant period.

The college's [LIFT \(Leading Into the Future Together\)](#) major gifts campaign is making substantial progress towards funding the identified priorities. By the end of 2019, nearly \$2 million was raised, with many of the significant gifts secured from new donors. Priorities of the campaign include creation of a Hospitality and Culinary Arts Institute, modernization of athletic facilities and fields, student success centers, and the creation of the NECC Promise, a program that is already helping to bridge the gap between sources of federal and state student financial aid and the cost of community college education.

Information, Physical, and Technological Resources

NECC has the necessary space and facilities to meet the needs of the students and the college community. Through determined outreach for resources, the college has been able to address some long-standing needs of aging buildings, though an extensive backlog of deferred maintenance projects still exists. While sufficient funding to complete all needed work is not available, DCAMM has provided some recent relief to high priority needs. To help facilitate and manage DCAMM funded projects, the college has hired a contract employee to coordinate funding requirements and meet the deadlines necessary to move projects forward.

The Huron Consulting Group was hired in 2018 as a third-party, consulting group to analyze the IT strategic plan, infrastructure, staffing,

and services. Their report ([summary here](#)) confirmed staffing counts within the IT area were appropriate and the strategic plan aligned with the college's strategic goals. The Huron report helped the college adjust its priorities within the division to focus more heavily on Project Portfolio Management, Customer Relationship Management (CRM), IT Service Management, Information Security Staffing, Smart Classroom & Special Event Media Support, Demand Management, and Data Governance.

Like other departments and offices at the college, in the face of declining enrollment and reduced revenue, the library has had to reassess how its allocation is spent. A [new library strategic plan](#) was developed in 2018 to help guide this process, and to make sure that program needs were met and staffing needs were adjusted accordingly. With the library purchasing fewer books and other print resources, two part-time Library Assistant positions were eliminated as a cost savings measure. The shift towards providing more materials electronically has resulted in the number of print periodicals being cut in half in the last five years, and the amount of money spent on physical books has dropped by 60%. The library has been able to maintain or slightly increase its allocation to electronic article databases and resources, including more access to ebooks.

The library's strong emphasis on information and digital literacy is evidenced by the active library instruction program, and the online presence established through [research guides](#) and Blackboard integration. As indicated on the Data First Form 4.5, the number of librarian-led sessions has decreased during the last few years consistent with enrollment. However, they were markedly reduced in FY17 and FY18 due to disruptions caused by building renovations on both campuses. The renovations led to the library expanding its service offerings; the

academic technology needs of students are better addressed as the computer labs on both campuses are now managed by the library. Library staffing has been increased to improve academic technology support to students, with one full-time professional added to the library staff on each campus to support the enhanced services. The computer lab services are integrated with the information literacy program in a way that allows the teaching librarians to be available for students when completing assignments. The strategic plan led to an analysis of how effectively our library network was meeting the needs of our students, and a decision has been made to migrate from [NOBLE](#) to [HELM](#) to better align with the academic program.

Disparities exist, however, between the Haverhill and Lawrence library facilities. The Lawrence location is undersized to adequately meet the needs of the students taking classes on that campus. Lack of sufficient individual and group study spaces is consistently identified by students, as is the need for dedicated quiet study areas. Because of the openness of the library in Lawrence, setting aside any areas for quiet study is not practical given the current configuration. The Lawrence library and computer lab is also open 6.5 fewer hours per week than Haverhill.

The EAB Navigate software is active for all new students. The adoption rate has been growing steady and the EAB Leadership Team meets weekly to review progress and next steps for the application. As of December 2019, over 2,200 students had used the software, including nearly two-thirds of new students.

Recognizing the imperative for a safe and responsive campus, NECC appointed its first Director of Public Safety & Risk Management/ Chief of Police in 2018. In addition to overseeing the training and daily operations of public safety officers, the position assesses the quality of

disaster and emergency preparedness at the college. The college participates in structured emergency drills routinely, and works to educate its employees and students on safety procedures.

The 2020 pandemic challenged the college's preparedness and planning, and the safety of its students and staff has remained at the forefront of all decision-making. In the face of the unpredictability presented by the pandemic, the college was able to pivot in such a way to ensure continuity of business. Among the changes was an increased reliance on remote network connectivity, and the college has not experienced any breaches or attacks that have exposed sensitive data.

While the threat of internet security is ever-present, the college has taken effective steps to increase the integrity and security of its network and data. Strong communication and education efforts have resulted in greater awareness of security threats and an overall reduction in the number of phishing attacks and compromised accounts. During the last six months of 2018, the college was victimized by phishing attacks 50 times. Since adding new measures, there was only one incidence in the first eight months of 2019. Training is augmented with a monthly newsletter from the CIO/CISO and alerts are issued to the campus as new threats emerge. Those that do fall victim to phishing attacks are required to attend a one-on-one training

with the CISO prior to regaining access to their accounts.

ZogoTech analytics are used extensively by the Integrated Student Experience (ISE) team as they plan and evaluate their progress. Their focus is on improving the student experience and streamlining the student lifecycle through guided pathways. The initial building of the warehouse fits the needs of the ISE team as the college purchased a pre-built data dictionary for student data. The college is now ready to expand the data warehouse to evaluate more aspects of our student data as well as other areas of the college including Finance. Tableau is being used to help the administration monitor [daily enrollments](#) and other key metrics established by the strategic plan. IR staff develop visualizations for stakeholders throughout Enrollment to assist them with better targeting.

Projection

The replacement cycle for faculty and staff computers will be reduced annually towards a five-year goal beginning in FY2022.

Over the next five years, the college will complete high-priority deferred maintenance projects, and focus on bringing more areas of the campus into ADA compliance.

The Lawrence campus library will be redesigned to provide more equitable and adequate space and services to students by December 2021.



Standard 7: Institutional Resources (7.1)
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	4 Years Prior			3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2015-2016)			(FY 2016-2017)			(FY 2017-2018)			(FY 2018-2019)			(FY 2019-2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	115	402	517	112	416	528	103	346	449	98	307	405	92	289	381
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	6	3	9	7	2	9	7	2	9	7	3	10	8	4	12
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	44	159	203	40	118	158	53	129	182	58	124	182	68	91	159
Management Occupations	64	5	69	64	1	65	67	1	68	66	1	67	73	3	76
Business and Financial Operations	17	0	17	16	0	16	17	0	17	11	2	13	12	1	13
Computer, Engineering and Science	32	6	38	34	5	39	39	4	43	33	1	34	30	3	33
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	3	1	4	4	0	4	4	0	4	4	0	4	4	0	4
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	7	0	7	9	0	9	9	0	9	6	1	7	6	2	8
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	62	15	77	57	12	69	65	12	77	70	14	84	65	10	75
Natural Resources, Construction, Maintenance	9	1	10	9	0	9	4	0	4	7	0	7	7	0	7
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	359	592	951	352	554	906	368	494	862	360	453	813	365	403	768

Please enter any explanatory notes in the box below

Note: Advisors are included within the Student and Academic Affairs Category. Advisors are detailed on form 6.1.

Standard 7: Institutional Resources (7.2)
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (6 /30)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY2018)	Most Recent Year (FY2019)	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)						
P Cash and Short Term Investments	\$2,023	\$1,202	\$3,278	\$5,469	172.7%	66.8%
P Cash held by State Treasurer	\$3	\$1,001	\$1,213	\$1,016	21.2%	-16.2%
P Deposits held by State Treasurer	\$2,502	\$1,800	\$1,635	\$1,835	-9.2%	12.2%
P Accounts Receivable, Net	\$2,017	\$2,277	\$2,091	\$2,517	-8.2%	20.4%
P Contributions Receivable, Net					-	-
P Inventory and Prepaid Expenses					-	-
P Long-Term Investments	\$5,446	\$5,398	\$7,841	\$9,668	45.3%	23.3%
P Loans to Students					-	-
P Funds held under bond agreement			\$50		-	-100.0%
P Property, plants, and equipment, net	\$50,595	\$62,484	\$64,930	\$66,962	3.9%	3.1%
P Other Assets	\$5,195	\$3,536	\$2,127	\$2,474	-39.8%	16.3%
Total Assets	\$67,781	\$77,698	\$83,165	\$89,941	7.0%	8.1%
LIABILITIES (in 000s)						
P Accounts payable and accrued liabilities	\$25,781	\$36,918	\$44,567	\$43,154	20.7%	-3.2%
P Deferred revenue & refundable advances	\$640	\$733	\$1,944	\$1,701	165.2%	-12.5%
P Due to state					-	-
P Due to affiliates					-	-
P Annuity and life income obligations					-	-
P Amounts held on behalf of others	\$81	\$57	\$298	\$253	422.8%	-15.1%
P Long-term investments					-	-
P Refundable government advances					-	-
P Other long-term liabilities	\$4,416	\$4,212	\$2,355	\$6,011	-44.1%	155.2%
Total Liabilities	\$30,918	\$41,920	\$49,164	\$51,119	17.3%	4.0%
NET ASSETS (in 000s)						
Unrestricted net assets					-	-
Institutional	(\$13,133)	(\$26,712)	(\$29,571)	(\$27,797)	10.7%	-6.0%
P Foundation	\$1,285	\$1,425	\$1,411	\$1,510	-1.0%	7.0%
Total	(\$11,848)	(\$25,287)	(\$28,160)	(\$26,287)	11.4%	-6.7%
Temporarily restricted net assets					-	-
Institutional	\$345	\$324	\$162	\$288	-50.0%	77.8%
P Foundation	\$1,087	\$1,162	\$1,282	\$1,592	10.3%	24.2%
Total	\$1,432	\$1,486	\$1,444	\$1,880	-2.8%	30.2%
Permanently restricted net assets					-	-
Institutional	\$45,816	\$58,081	\$59,178	\$60,657	1.9%	2.5%
P Foundation	\$1,463	\$1,498	\$1,538	\$2,572	2.7%	67.2%
Total	\$47,279	\$59,579	\$60,716	\$63,229	1.9%	4.1%
Total Net Assets	\$36,863	\$35,778	\$34,000	\$38,822	-5.0%	14.2%
TOTAL LIABILITIES and NET ASSETS	\$67,781	\$77,698	\$83,164	\$89,941	7.0%	8.1%

Please enter any explanatory notes in the box below

Prior Period Adjustments to reflect the financial impact for: "Implementation of newly Effective Accounting Standard and Restatement of Previous Issued Financial Statements for "GASB 75" Accounting Financial Reporting for Postemployment Benefits Other Than Pensions as of July 1, 2017. And a correction of an error in the calculation of the OPEB pertaining to projected pay increases for employees.

Standard 7: Institutional Resources (7.3)
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (6 /30)	4 Years Prior (FY2016)	3 Years Prior (FY2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current Year (FY 2020)	Estimated Next Year Forward (FY 2021)
OPERATING REVENUES (in 000s)						
⊗ Tuition and fees	\$24,057	\$24,931	\$24,616	\$23,525	\$22,300	\$19,800
⊗ Room and board						
⊗ Less: Financial aid	-\$10,385	-\$9,950	-\$10,224	-\$9,920	-\$8,900	-\$7,900
Net student fees	\$13,672	\$14,981	\$14,392	\$13,605	\$13,400	\$11,900
⊗ Government grants and contracts	\$16,834	\$16,391	\$18,693	\$16,668	\$20,600	\$17,800
⊗ Private gifts, grants and contracts	\$3,610	\$1,381	\$1,745	\$1,062	\$100	\$100
⊗ Other auxiliary enterprises						
Endowment income used in operations						
⊗ Other revenue (specify):	\$2,341	\$1,991	\$2,253	\$1,397	\$1,400	\$1,200
Other revenue (specify):						
Net assets released from restrictions						
Total Operating Revenues	\$36,457	\$34,744	\$37,083	\$32,732	\$35,500	\$31,000
OPERATING EXPENSES (in 000s)						
⊗ Instruction	\$24,406	\$24,036	\$25,306	\$23,719	\$23,800	\$20,700
⊗ Research						
⊗ Public Service	\$20	\$34	\$28	\$31	\$25	\$10
⊗ Academic Support	\$7,587	\$7,756	\$7,778	\$7,794	\$7,500	\$6,700
⊗ Student Services	\$11,052	\$11,519	\$10,925	\$10,296	\$9,800	\$9,100
⊗ Institutional Support	\$7,351	\$9,968	\$9,713	\$9,488	\$11,000	\$10,200
Fundraising and alumni relations						
⊗ Operation, maintenance of plant (if not allocated)	\$5,692	\$5,785	\$5,706	\$5,411	\$5,300	\$5,200
⊗ Scholarships and fellowships (cash refunded by public institution)	\$4,507	\$3,387	\$3,318	\$2,622	\$3,400	\$3,200
⊗ Auxiliary enterprises						
⊗ Depreciation (if not allocated)	\$1,143	\$1,366	\$1,906	\$1,859	\$1,800	\$1,900
⊗ Other expenses (specify):					\$900	\$600
Other expenses (specify):						
Total operating expenditures	\$61,758	\$63,851	\$64,680	\$61,220	\$63,525	\$57,610
Change in net assets from operations	-\$25,301	-\$29,107	-\$27,597	-\$28,488	-\$28,025	-\$26,610
NON OPERATING REVENUES (in 000s)						
⊗ State appropriations (net)	\$24,268	\$26,105	\$26,393	\$27,760	\$29,500	\$25,400
⊗ Investment return	-\$61	\$749	\$557	\$492	\$600	
⊗ Interest expense (public institutions)	-\$172	-\$161	-\$155	-\$147	-\$100	
Gifts, bequests and contributions not used in operations		\$166				
⊗ Capital appropriations (public institutions)	-\$408					
Other (specify): GEERS FY21						\$500
Other (specify): CARES FY20 & FY21					\$1,100	\$1,800
Net non-operating revenues	\$23,627	\$26,859	\$26,795	\$28,105	\$31,100	\$27,700
Income before other revenues, expenses, gains, or losses	-\$1,674	-\$2,248	-\$802	-\$383	\$3,075	\$1,090
⊗ Capital appropriations (public institutions)	\$2,652	\$12,502	\$3,228	\$0	\$1,100	\$1,400
⊗ Other (specify):						
TOTAL INCREASE/DECREASE IN NET ASSETS	\$978	\$10,254	\$2,426	-\$383	\$4,175	\$2,490

Standard 7: Institutional Resources (7.4)
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)		4 Years Prior (FY2016)	3 Years Prior (FY2017)	2 Years Prior (FY 2018)	Completed Year (FY 2019)	Current Year (FY 2020)	Estimated (FY 2021)
	Long-term Debt						
	Beginning balance	\$4,275	\$4,780	\$4,685	\$4,214	\$3,734	\$3,343
	Additions	\$766	\$420				
	Reductions	(\$261)	(\$515)	(\$471)	(\$480)	(\$391)	(\$335)
	Ending balance	\$4,780	\$4,685	\$4,214	\$3,734	\$3,343	\$3,008
	Interest paid during fiscal year	\$175	\$159	\$159	\$480	\$436	\$335
	Current Portion	\$363	\$472	\$472	\$148	\$140	\$137
	Bond Rating						
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-47.03	-46.13	-43.74	-48.49	-48.61	-56.36
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.11	0.08	0.12	0.10	0.08	
	Debt to Assets Ratio Long-term Debt / Total Assets	0.07	0.06	0.05	0.04	0.04	
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.							
Debt is a result of an agreement signed with Department of Capital Asset Management to convert electric heating to gas, replace boilers, and other energy saving improvements. The interest rate is 4.1% per annum. Beginning with the year ending June 30, 2014, the College makes annual principal and interest payments of \$340. for the following twenty years. The projected operating savings resulting from this project is approximately \$400 per annum for the next twenty years. The Debt convents are being met.							
Line(s) of Credit: List the institutions line(s) of credit and their uses.							
N/A							
Future borrowing plans (please describe).							
N/A							

Standard 7: Institutional Resources (7.5)
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	4 Years Prior (FY2016)	3 Years Prior (FY2017)	2 Years Prior (FY 2018)	Completed Year (FY 2019)	Current Year (FY 2020)	Estimated (FY2021)
NET ASSETS						
Net assets beginning of year	\$44,124	\$45,102	\$55,356	\$35,148	\$37,748	\$42,100
Total increase/decrease in net assets	\$978	\$10,254	\$2,426	\$2,600	\$4,100	
Prior period adjustment			(\$22,634)		\$252	
Net assets end of year	\$45,102	\$55,356	\$57,782	\$37,748	\$42,100	
FINANCIAL AID						
Source of funds						
Unrestricted institutional	\$41	\$38	\$40	\$33	\$38	
Federal, state and private grants	\$13,955	\$12,881	\$12,924	\$11,632	\$11,050	
Restricted funds	\$132	\$133	\$140	\$121	\$131	
Total	\$14,128	\$13,052	\$13,104	\$11,786	\$11,219	
% Discount of tuition and fees						
P % Unrestricted discount						
Net Tuition Revenue per FTE						
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE						
P						

Please indicate your institution's endowment spending policy:

Northern Essex Community College Foundation, Inc. Endowment Spending Policy
The Northern Essex Community College Foundation, Inc. Endowment Fund (the "Fund") is established to receive contributions for long-term support of Northern Essex Community College ("College") programs.
The Board of Directors (the "Board") of the Foundation has implemented a Statement of Investment Policy (the "Investment Policy") and selected an external investment advisor to manage the Foundation's investments consistent with the guidelines set for the Investment Policy. The Northern Essex Community College Foundation has adopted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) that was signed into law in Massachusetts on July 2, 2009.

Fund Distributions
The Foundation recognizes the need for distributions for the benefit of the beneficiaries of the Fund. In response to this need, the Foundation believes that it is in the best interests of the charitable purposes of the Foundation to at least annually distribute as much from the Fund as is consistent with the overall investment objectives as defined in the Investment Policy. Consistent with those goals, distributions from the Fund shall be made as follows:

(a) Annual Target Distribution
The Northern Essex Community College Foundation Finance Committee meets annually to determine the percentage of unrestricted funds to be made available for student scholarships and other identified needs of the college. The percentage for the payout will be based on the average market value not to exceed 5%. The average market value will be calculated on the basis of market values that are determined quarterly and averaged over the preceding twelve quarters.

(b) Managing and Investing Institutional Funds
The Northern Essex Community College Foundation has adopted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) that was signed into law in Massachusetts on July 2, 2009. If an endowment fund is not governed by a gift instrument that specifically limits how the charity may spend from the fund, the Northern Essex Community College Foundation may award an underwater fund after considering the following factors:

- The duration and preservation of the endowment fund;
- The purposes of the institution and the endowment fund;
- General economic conditions;
- The possible effect of inflation or deflation;
- The expected total return from income and the appreciation of investments;
- Other resources of the institution; and
- The investment policy of the institution

Standard 7: Institutional Resources (7.5a)
(Liquidity)

FISCAL YEAR ENDS month & day (6/30)	4 Years Prior (FY2016)	3 Years Prior (FY2017)	2 years Prior (FY 2018)	Completed Year (FY 2019)	Current Year (FY 2020)	Estimated (FY 2021)
CASH FLOW						
Cash and Cash Equivalents beginning of year	\$5,705	\$4,527	\$4,002	\$6,072	\$8,322	\$8,572
Cash Flow from Operating Activities	(\$18,598)	(\$19,584)	(\$16,931)	(\$16,500)	(\$19,000)	
Cash Flow from Investing Activities	(\$211)	\$464	\$1,255	\$750	\$750	
Cash Flow from Financing Activities	\$17,631	\$18,595	\$17,746	\$18,000	\$18,500	
Cash and Cash Equivalents end of year	\$4,527	\$4,002	\$6,072	\$8,322	\$8,572	
LIQUIDITY RATIOS						
Current Assets	\$71,664	\$81,823	\$87,644	\$89,941	\$91,518	
Current Liabilities	\$26,562	\$26,466	\$52,496	\$43,200	\$49,430	
Current Ratio	2.70	3.09	1.67	2.08	1.85	
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365			36.00	51.00	47.00	

Please enter any explanatory notes in the box below that may impact the institution's cash flow.
For FY2021, The State of Massachusetts has not finalized the State budget/State Appropriation for the college--all state colleges.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.
No.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources (7.6) (Information Resources)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Total Expenditures

Materials
Salaries & wages (permanent staff)
Salaries & wages (student employees)
Other operating expenses

\$120,311	\$103,342	\$90,890	\$93,480	\$93,000
\$708,757	\$703,890	\$681,430	\$703,256	\$720,000
\$25,987	\$26,880	\$25,980	\$15,000	\$15,000
\$75,485	\$98,500	\$68,980	\$95,236	\$95,000

Expenditures/FTE student

Materials
Salaries & wages (permanent staff)
Salaries & wages (student employees)
Other operating expenses

FTE: 201609	FTE: 201709	FTE: 201809	FTE: 201909	FTE: 202009
3606	3425	3080	2,935	3000
\$33	\$30	\$30	\$32	\$31
\$197	\$206	\$221	\$240	\$240
\$7	\$8	\$8	\$5	\$5
\$21	\$29	\$22	\$32	\$32

Collections

Percent available physically
Percent available electronically
Number of digital repositories

25%	27%	27%	27%	27%
75%	73%	73%	73%	73%
1	1	1	1	1

Personnel (FTE)

Librarians - main campus
Librarians - branch /other locations
Other library personnel - main campus
Other library personnel - branch/other locations

3.4	3.4	3.4	3.4	3.4
2.0	2.0	2.4	2.4	2.4
5.6	6.8	5.8	5.8	5.8
0.4	1.0	1.2	1.6	1.6

Availability/attendance

Hours of operation/week main campus
Hours of operation/week branch/other locations

63	62	62	62	62
55	55	55	56	56

Consortia/Partnerships

NOBLE - North of Boston Library Exchange (http://www.noblenet.org) [Primary Network]
HELM - Higher Education Libraries of Massachusetts (https://libraries.flo.org/HELM-Public) [Primary Network]
FLO - Fenway Libraries Online (https://libraries.flo.org) [affiliate membership,consortial purchasing]
WALDO - Westchester Area Library Director's Organization (http://www.waldolib.org/) [consortial purchasing]
MCCLPHEI - Massachusetts Commonwealth Consortium of Libraries in Public Higher Education Institutions
MLS - Massachusetts Library System (https://www.masslibsystem.org/) [consortial purchasing/advocacy]
Digital Commonwealth (https://www.digitalcommonwealth.org/) [archive collection digitization]

URL of most recent library annual report:

see below

<https://facstaff.necc.mass.edu/wp-content/uploads/2018/08/Library-Annual-Report-17-18.pdf>

Please enter any explanatory notes in the box below

The NECC Library switched primary networks - from NOBLE to HELM - in June 2020. See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources (7.7)
(Technological Resources)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)

Course management system

Blackboard Learn 9.1

Number of classes using the system

1,011	1,111	1,203	1,130	1,200
-------	-------	-------	-------	-------

Bandwidth

On-campus network

10000	10000	10000	10000	40000
-------	-------	-------	-------	-------

Off-campus access

commodity internet (Mbps)

400	700	800	800	1000
-----	-----	-----	-----	------

high-performance networks (Mbps)

300	300	400	400	800
-----	-----	-----	-----	-----

Wireless protocol(s)

A/B/G/N	B/G/N/AC	G/N/AC	G/N/AC	AX
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Typical classroom technology

Main campus

PC, Projecter, Doc Camera, DVD, Sound, Controls, Wifi

Branch/other locations

PC, Projecter, Doc Camera, DVD, Sound, Controls, Wifi

Software systems and versions

Students

Banner Student 9.3.10.0.6

Finances

Banner Finance 9.3.8.0.4

Human Resources

Banner HR 9.3.8.0.2, HRCMS

Advancement

Raiser's Edge NXT

Library

NOBLE/Evergreen (HELM/Koha effective 6/1/20)

Website Management

Wordpress 5.0

Portfolio Management

n/a

Interactive Video Conferencing

Skype for Business 2016, Polycomm

Digital Object Management

n/a

Website locations of technology policies/plans

Integrity and security of data

<https://its.necc.mass.edu/about-us/policies/>

Privacy of individuals

<https://www.necc.mass.edu/discover/consumer-information/privacy->

Appropriate use

<https://its.necc.mass.edu/about-us/policies/>

Disaster and recovery plan

<https://its.necc.mass.edu/about-us/policies/>

Technology replacement

<https://its.necc.mass.edu/about-us/technology-plan/>

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources (7.8)

(Physical Resources)

Campus location	Serviceable	Assignable Square
	Buildings	Feet (000)
Main campus	13	462,121
Other U.S. locations	2	40,542
International locations	0	0

	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Current year (FY 2020)	Estimated Future (FY 2021)
Revenue (\$000)					
Capital appropriations (public institutions)	\$12,502	\$3,228	\$5,204	\$1,100	\$1,400
Operating budget	\$45,018	\$43,654	\$42,475	\$43,368	\$40,303
Gifts and grants	\$16,900	\$19,500	\$17,700	\$20,600	17,800
Debt	\$4,685	\$4,213	\$3,733	\$3,342	3,008
Total	\$79,105	\$70,595	\$69,112	\$68,410	\$62,511
Expenditures (\$000)					
New Construction	\$12,362	\$3,790	\$3,500	\$1,800	
Renovations, maintenance and equipment	\$1,482	\$1,324	\$1,500	\$2,200	
Technology	\$1,797	\$1,687	\$1,617	\$1,600	
Total	\$15,641	\$6,801	\$6,617	\$5,600	

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	73,924	16,143
Laboratory	55,522	6,273	61,795
Office	71,801	4,300	76,101
Study	34,034	1,039	35,073
Special	0	0	0
General	101,256	0	101,256
Support	25,014	0	25,014
Residential	0	0	0
Other	100,570	12,787	113,357
	462,121	40,542	502,663

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Allied Health & Technology Center	Specialized academic classroom & faculty	22,000.00	\$24,000	2013

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
n/a	n/a	n/a	n/a	n/a

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing \$500,000.00 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Bentley Library "A" Building	Learning commons;	23,536.00	\$2,250	2010
420 Common Street "LH" Building	3rd and 4th floor renovations for			2014

General Services "B" Building & Science "E" Building	1st floor classroom and conference rooms		\$1,000	2015
Spurk "C" Building	General classroom space,			2016
Dimitry "L" Building	General classroom space,			2018

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$500,000.00 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
General Services "B" Building & Science "E" Building	Upgrade heating/AC units			>2020

Please enter any explanatory notes in the box below

1. Main campus includes Haverhill and downtown Lawrence location 2. Other U.S. locations represents the Riverwalk Campus located at 360 Merrimack Street (Lawrence) and Opportunity Works located at 671 Kenoza Street (Haverhill)

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS



STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Strengths

- The college regularly uses a variety of well-established methods for measuring student success.
- Curriculum maps and assessment plans are in place for all associate degree programs and certificates.
- The Assessment of Student Learning Committee, the administration, and the faculty are focused and responsive to addressing opportunities revealed by program and institutional assessment data.

Challenges

- Greater participation is needed among the faculty for institutional assessment of the Core Academic Skills.
- Assessment is often implemented with convenience samples, which reduces the usefulness of findings.
- Student success metrics, such as retention and course completion, have not improved for the last five years, and the pandemic could exacerbate equity gaps.

Description

NECC is committed to an evidenced-based model of continuous improvement. The college has fostered and developed processes to collect appropriate data, evaluate its impact, and use the indicators for the betterment of its services. The college collects data internally through its Banner management information system, Tk20, plus other channels, and has implemented ZogoTech data analytic software to facilitate its storage and analysis. Externally, NECC reports to and relies on IPEDS, Achieving the Dream, the Multi-State Collaborative (MSC) initiative, and The National Clearinghouse for assessment purposes.

Assessment at NECC supports and advances the stated mission of the college, and focuses on increasing the success and outcomes of its students. The college has effectively assured that expectations of all enrolled students are clearly presented in 'statements' that are in alignment and published in the Academic Catalog and on the college's website. The value

and gains realized from an NECC education are evident in the college's mission statement, its [Core Academic Skills \(CAS\)](#), and in the individual Program and Certificate Curriculum Maps ([Business Transfer example](#)).

Northern Essex has transfer articulation agreements in place with numerous baccalaureate institutions, attesting to the appropriate education level of the Associate's degrees and program certificates the college issues. Emphasizing high academic quality, program learning outcomes are mapped to specific career competencies. In addition, consistently high scores on licensure exams (see Data First Form 8.3) by NECC credentialed students are evidence of NECC's effectiveness.

All course syllabi at the college – and most program and certificate curriculum maps – include student learning outcomes or objectives. Each semester, all syllabi are reviewed by supervising deans to confirm the inclusion of learning outcomes and to ensure that they are aligned with course requirements.

Students are informed about the assessment of learning outcomes on syllabi which include this [suggested statement](#) or a similar one.

Learning assessment is done at NECC with the encouragement and support of its senior leaders. The Vice President of Academic and Student Affairs meets twice per semester with all of the academic program chairs and coordinators regarding their requests for planning and resource allocation. The Assessment of Student Learning Committee, comprised of faculty, professional staff, and administrators, directs institution-level assessment and solicits student artifacts from instructors in all degree and certificates programs, disciplines and courses, including those taught in a traditional classroom, online, hybrid, and via the self-paced Competency-Based Education initiative. In order to assure data integrity and confidentiality, all identifiers are removed from student artifacts, but assessment results can be disaggregated by major, gender, race/ethnicity, age, and Pell eligibility. Faculty from all disciplines and programs are recruited to participate in institutional assessment when they are able to submit appropriate artifacts for their eligible students. The committee recommends faculty raters with relevant expertise, and the administration provides remuneration for the rating process. Student artifacts are assessed using a juried process through Tk20 software and results are routinely discussed at college-wide events such as Assessment Day, Professional Day, and Convocation.

The college recognizes that the success of its students defines its effectiveness, and uses a variety of measures to gauge student success. While the college has not developed co-curricular goals at this time, graduation rates, retention, and course completion rates (as examples) are all monitored longitudinally, and peer comparisons are [routinely tracked by Institutional Research and Planning](#) (IRP) using

IPEDS and Massachusetts [DHE datasets](#). Both current and past data for these critical success metrics are featured on a dedicated [Student Success Data](#) page of the college website.

As shown on Data First Form 8.4, Course Completion Rates are similar across the college's two principal locations, Haverhill and Lawrence. Both have been trending upwards over the past few years, with Lawrence averaging 3% higher each fall; however, in fall 2020, both locations were at 72%. Fall to fall Retention is routinely higher in Haverhill, though, by 5% on average. Success and retention rates for Distance Education programs are comparable to traditional modalities, but for courses that are 100% online, these rates average 6%-10% lower. This is of particular concern as the college was forced to move to remote instruction mid-semester in spring and summer 2020 terms due to the COVID-19 pandemic. Remote student support and faculty development were enhanced significantly when making the transition, and post-crisis assessment will be necessary to understand the impact.

The [DHE dashboard](#) helps the college identify performance areas in which it is strong, or needing further investigation. For example, the data shows that NECC's 2019 Student Loan Default Rate was on par with other Massachusetts community colleges (13%), and in 2018 performed at the national average for the DoE's Eight-Year Comprehensive Student Success metric (55%). For the Six-Year Comprehensive Student Success, NECC scored a point better than other Massachusetts community colleges (65%) in 2018, and within 2% of the national average for Retention After the First Year (56%). On time Credit Accumulation is a high priority area identified on the DHE dashboard, as NECC lagged behind the other Massachusetts community colleges at 22% in 2019. This is a particular focus of the Integrated Student Experience initiative at NECC, and which new

NECC Core Academic Skills



Global Awareness



Information Literacy



Public Presentation



Quantitative Reasoning



Science & Technology



Written Communication

advising and academic support reforms are designed to address.

Since 2013, NECC has been an active member of the BHE's [Advancing a Massachusetts Culture of Assessment \(AMCOA\)](#), a coalition of the 28 public undergraduate campuses in the Commonwealth that works together to support effective assessment practices. NECC has benefited from this association through greater focus on assignment design, faculty engagement, common student learning outcomes, simplification of transfer, and norming across institutions. The college's role in the Multi-State Collaborative (now the VALUE Institute) has involved gathering student artifacts since 2015 for a collective assessment of writing, critical thinking, and quantitative literacy across 13 states.

In 2012, the college adopted a set of six [Core Academic Skills](#) in which all students should be proficient: Written Communication, Public Presentation, Global Awareness, Science & Technology, Information Literacy, and Quantitative Reasoning. As an advisory team to the VPASA, the Core Academic Skills Committee directs the policies and procedures related to Core Academic Skills and intensive courses. The mastery of the core skills is carried out by

identifying certain courses as 'intensive' for one or more of the six skills. Approximately 175 courses representing 47 disciplines have been [designated as intensive](#); students must successfully complete at least one of these courses in each of the Core Academic Skills as a graduation requirement. All Associate degree programs have identified courses for students to satisfy the Core Academic Skills requirements concurrently with their degree requirements. Intensive courses must include specific student learning outcomes identified for each core skill ([Written Communication example](#)).

Northern Essex uses the assessment parameters adopted by the VALUE Institute for Institution-level assessment of three Core Academic Skills, and has developed in-house rubrics for the three others: Global Awareness, Science & Technology, and Public Presentation. Rubrics are distributed and faculty are encouraged to create or refine existing assignments to align with the outcomes. Artifacts are sought only from students who have completed at least 36 credits prior to the semester in which the collection occurs, to ensure students have had sufficient experience to develop the outcomes. Results are [reported in the aggregate for the institution](#) and made

Quantitative Reasoning – Institutional Effectiveness (2017-1018)

Category	4	3	2	1	Avg.
Interpretation	20%	35%	39%	6%	2.69
Representation	12%	43%	40%	4%	2.64
Calculation	14%	51%	32%	2%	2.78
Application	13%	32%	49%	6%	2.52
Assumptions	17%	18%	57%	7%	2.45
Communication	16%	40%	39%	5%	2.68

Fig. 8.1 Source: [Quantitative Reasoning 2017 -2018](#)

public on the NECC website.

In the two most recent CAS outcomes assessments, the college’s evaluated Quantitative Reasoning (QR) and Science & Technology. For Quantitative Reasoning, student outcomes were gauged at four levels on the [QR rubric](#), with results shown in Fig. 8.1. Overall, 90% of students scored at or above the “Meets Expectations” milestone (#2). Direct comparisons to [the previous QR assessment](#) done in 2012-13 are not possible due to changes in the rubric; however, students in both assessments scored highest on “Calculations”, and lowest on “Making and Evaluating Assumptions.”

In the Science & Technology Assessment completed during 2016-17, over 95% of students scored at or above the “Meets Expectations” milestone (#2) in all four of the outcomes categories on [the rubric](#), and the results are shown in Fig. 8.2. As this was the college’s first

assessment of the Science & Technology CAS, this data will be compared to future evaluations to measure improvement and inform changes. An important change resulting from the QR and Science & Technology assessments, was acknowledgement by departmental faculty that greater specificity was needed when designing assignments to better score artifacts on the rubric.

Curriculum maps and individual assessment plans are developed for each of the programs and certificates, and include Program Learning Outcomes. Departments or programs determine individual benchmarks for students, pertinent to their course sequences, and aligned with skills necessary for their employment sector or transfer options. Academic and professional programs clearly state their expected outcomes, and offer detailed processes on the attached E-Series forms for identifying, collecting, and

Science & Technology - Institutional Effectiveness (2016-2017)

Category	4	3	2	1	Avg.
Demonstrate basic knowledge	60%	21%	16%	3%	3.4
Critically read & evaluate	65%	20%	13%	2%	3.5
Transfer, adapt, and apply prior knowledge	42%	34%	20%	5%	3.1
Identify reliable resources of information	82%	10%	6%	1%	3.7

Fig. 8.2 Source: [Science & Technology 2016-2017](#)

interpreting their data. Specific actions taken as a result of the assessments are outlined along with procedures for closing the assessment loop. Students are tracked after graduation through the National Student Clearinghouse and IPEDS data, which gives NECC information about where and when they enroll in other institutions. Additionally, the IRP office administers a survey every spring to students who graduated from NECC in the previous academic year. The survey gathers information about whether and where students continue their education after graduation, whether and where they gain employment, and their level of satisfaction with their experience at NECC. The results are published in the [Graduate Follow-Up Report](#) and on the NECC website.

Through the changes implemented by the Integrated Student Experience, NECC has revised and realigned many key academic support services essential to student success. With leadership from IRP, formative measures were developed to gauge micro-goals of the ISE, namely whether students' sense of belonging increased, whether more academic structure was realized, and whether students could more easily navigate their college experience. The 'student experience' is an area of significant focus at NECC, as the ISE evolves and its impact felt. During the spring semester of 2018, a working team was assembled to measure the college's performance in each of the Integrated Student Experience goals. The IRP office, in cooperation with a metrics working team of the ISE, administered an [Integrated Student Experience survey](#) with 13 closed-ended questions with an open-ended option during fall 2018, spring 2019, and fall 2019.

Early momentum metrics have been defined and benchmark data has been established to help guide the implementation of the ISE, and quantify its overall impact. Summative measures focused on course completion, student

persistence, and three-year progress metrics serve as longer range success outcomes. For example, fall to fall retention for all students was 63% from 2014-15; using this baseline, a target was set for 68% by 2020. Disaggregated for by gender and ethnicity, Hispanic males showed the lowest fall to fall retention at 58%, for which an aggressive target of 65% was set. Even more dramatic differences were evident in the benchmark data of Hispanic Male course completion rates, and aggressive 2020 improvement targets were established as well, from 61% to 72%. (Source: [IRP Student Success](#))

Each year the college schedules a day without classes and designates it as an Assessment Day, allowing time for all faculty and affected staff to meet and focus on various aspects of program and/or course assessment. Sponsored by the Assessment of Student Learning Committee and the Center for Professional Development, the programming includes developing assessment plans, reviewing assessment results, refining course or program learning outcomes, designing assignments, refining assessment instruments, and norming diverse raters.

As assessment has become more ubiquitous at the college a centralized repository now exists to share and catalog all assessment related documents across disciplines. The "Assessment Portal" was developed on the familiar Blackboard CMS platform, and was initially populated with Curriculum Maps and Pathways, but has evolved into a collection of Assessment Plans, Accreditation Reports, E-series Reports, and discipline meeting minutes. The [portal](#) (login required) serves an important legacy function for faculty to during program reviews and academic planning.

Each certificate and degree program is required to undergo a [Program Review every 5 years](#), reviewing student retention, assessment plans, faculty credentialing, and curriculum review. Once completed, a report is summarized

at the Program Review Summit in open forum which includes the president and the Vice President of Academic and Student Affairs. This process is essential for understanding best approaches for growth and student learning within programs, especially those lacking an external accrediting body. The results of institutional assessments are disseminated in an [annual report to the college](#) and made available on the college website.

Appraisal

The college has made significant progress towards establishing a culture of assessment at NECC. Data and information is collected from multiple sources at all levels. In addition to national and state sources of data, the institution provides capture and analytic tools such as ZogoTech and Tk20, thereby increasing the engagement of employees in assessment. The shift to an assessment paradigm means organizational structures are in place to carry out the work, which is substantiated by Institutional Capacity Assessment Tool (ICAT) data.

Developed by Achieving the Dream, the ICAT determines institutional capacity in various college dimensions. With a focus on student success, the ICAT [results summary](#) from 2017 shows NECC's capacity for 'Culture of Evidence' scored moderate to strong (2.7 on a 4-point scale) across seven key areas of the college. The evidence suggests that the college is strongest in this area for Teaching & Learning and Strategy & Planning, while the greatest need for improvement is towards Equity. NECC has made strides since the ICAT towards using disaggregated data to close equity gaps, and a significant part of the spring 2020 convocation program was designed to begin a campus wide conversation around the topic

The commitment to fostering an assessment culture is evident by the availability of software that enhances the process, and resources have

been allocated by the administration towards this end. In response to requests by faculty and program coordinators, the college acquired Tk20, an assessment and accreditation management system, to streamline the process of collecting and scoring assessments with the ability to perform data analysis. The ease of collecting student work is generating ongoing interest from various departments to conduct more systematic and comprehensive assessment practices, and many academic departments are now using TK20 for various course and departmental assessment processes. In total, 389 student assignments were submitted via TK-20 in spring 2019 and 607 in fall 2019 for various assessment purposes. The software has broadened participation in the assessment process by letting raters view artifacts remotely and rate them asynchronously. As use expands even more, artifact collection, juried assessment, and assessment management will eventually come together in one hub to show connections between what seem to be separate dimensions of the assessment process.

The Assessment of Student Learning Committee widely engages the college in assessment, and overseeing its policies, methods, and procedures. Findings are reported to faculty and staff at college professional events and to the public in an [annual report](#). The 2018-2019 report highlights notable improvements in Critical Thinking scores, and updated progress on institutional assessment. The committee's work during 2019-20 has focused on assessment of Global Awareness as a CAS on eligible students who have completed at least 36 credits.

The Student Learning Committee continues to be focused on achieving greater participation among the faculty, particularly for institutional assessment of the Core Academic Skills. While the committee invites participation from instructors in all sectors of the college, the percentage that actually submit student artifacts

for CAS assessment hovers around 10%. Not surprisingly, there is a lower rate of participation among part-time instructors – especially those teaching in the evening and in Lawrence – and more focus is necessary to engage the adjunct faculty in the assessment process. To increase participation, and to provide more centralized leadership of the assessment effort overall, the college hired a Director of Academic Policy, Curriculum, and Learning Outcomes Assessment during FY2020.

There is substantial evidence that the college is succeeding in educating the students it serves. When evaluating figures captured on the Data First Form 8.1, the IPEDS outcomes measures for first time, full-time students show that more of those students are earning their credentials. Those who were awarded a degree within six years increased between 2015-2019 – from 26% to 28% – while within eight years the figure was 30%, an overall increase of 1%.

Further, IPEDS data for non-first time, full-time students awarded a degree improved by 5% to 6% over the same three-year range, jumping to 41% within six years, and 42% within eight years. Non-first time, full-time students are also the category with the highest percentage not awarded a degree within eight years but still enrolled — (FY2015-2016)=39%; (FY2016-2017)=40%; (FY2017-2018)=42%; (FY2018-2019)=34% (though that figure decreased significantly to 34% after two consecutive years of incremental growth, and needs to be monitored). As shown on the Data First Form 8.2 the same grouping of students also has the highest percentage attaining a degree from their original institution, with 39% of the cohort entering in fall 2012. The entering cohort of 2014 was the highest percentage (25%) that transferred to a different institution compared to other cohort years.

Also showing a positive trend, graduation rates

On-Time Credit Accumulation Rate (2018)

MA Community Colleges Segment: **29%**

On this metric, comparison is made to the MA Community Colleges segment due to the lack of availability of national comparison data.

MA Community Colleges Detail

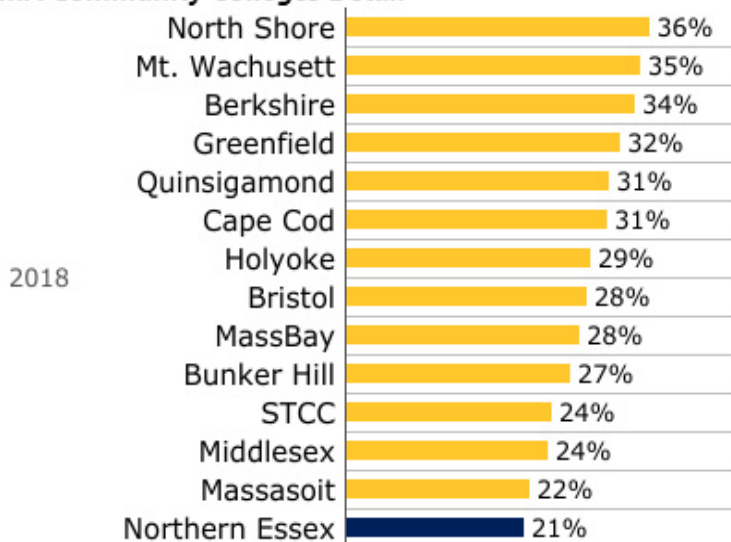


Fig 8.3 Source: [Massachusetts DHE Performance Measurement Report](#)

for non-first time, part-time students improved by 3% to 5% over three years, with 2018-19 totals of 31% awarded a degree within six years, and 34% within eight years. For those students who are categorized as non-first time, part-time students, 10% of the fall 2012 cohort attained a degree from a different institution, the highest of any grouping.

However, there are clear challenges that the college must address. The DHE's [Performance Measurement Reporting System](#) provides a comprehensive examination of the performance of its public institutions and provides state and national comparisons. The percentage of first time, degree-seeking students completing their expected number of credits in their first year (24 credits for full-time students and 12 credits for part-time) in 2018 was 21%, which is 8% lower than the average of all Massachusetts community colleges (see Fig. 8.3). It is unclear why NECC students are not completing their expected number of credits in their first year at a similar rate as their statewide peers; therefore we will pursue the DHE's recommendation that we investigate students' performance in this area.

The percentage of first time, full-time, degree-seeking students completing college-level math and English by the end of their first academic year in 2017 was 26%, an increase of 6% since 2012. This increase is attributed to curriculum reform initiatives such as co-requisite models of developmental education and creating a new math pathway. NECC has scaled accelerated developmental reading and writing course options, in particular the co-requisite model pairing developmental writing and English Composition I. Accelerated developmental pathways are specifically designed to boost student completion rates by allowing students with developmental course placements to enter directly into the college-level gateway courses required by their programs of study with additional academic supports in place.

[Math Pathways](#) were created as an evidence-based approach to improving student's achievement in math. Three pathways were created: a STEM pathway, a Middle pathway, and a non-STEM pathway. This new approach shortens the math sequence, reduces transition points for students, and provides the mathematics skills most needed in an academic program. Early success results were encouraging, as the college posted a 6% increase from 2015 to 2016 for the Percentage of New Degree Seeking Students Who Passed College Math in First Year (26%). That rate fell 2% each of the next 2 years, however, though still above 2015 levels. Disaggregated by ethnicity, Hispanics followed the downward trend 3% each year to 12% in 2018, after a 4% increase from 2015-16, while White students gained steadily over the same period to 33% in 2018. (Source: [NECC IRP Tableaau Dashbaoard](#)) The percentage of first time, full-time, degree-seeking students returning a year after initial enrollment was 58% in 2017, the same as national peers but 3% less than retention rates in 2013 and 2014. This evidence supports the need for changes that the ISE is designed to address. There are hopeful signs that this work is paying off. For instance, the percentage of new Hispanic students that persisted from fall to spring for fall 2018 was 66.6% compared to 60.8% for fall 2016. (see Fig 8.4)

These data provided on first-year progress demonstrates that NECC has mixed results in first-year indicators of longer-term student success. In order to move the needle on retention and graduation rates, the ISE implementation must continue to evolve for students who are only likely to reap the full benefits when all elements of the plan have been implemented.

The changes around the Integrated Student Experience that have been previously discussed are a profound response by the college to

New Student Fall to Spring Success

Select a Student Category

Ethnicity

Select a Second Category

All Students

Hispanic , All Students
Not Hispanic , All Students

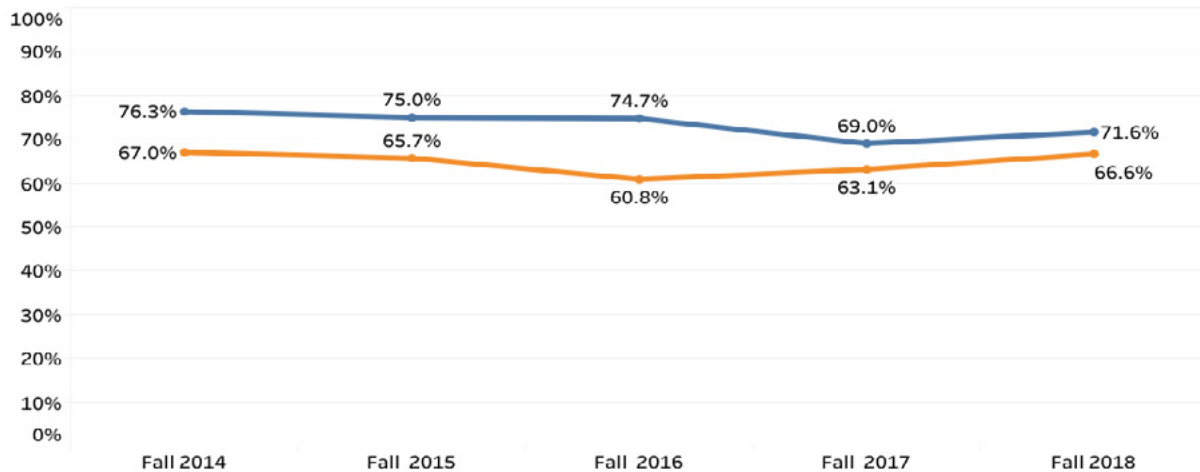


Fig 8.4 Source: NECC Institutional Research and Planning Tableau Dashboard

the trends evident in the data. With fewer high school graduates to enroll, the college developed the ISE as an innovative approach to help more of them that do enroll succeed. By focusing on how they experience NECC, the aim is to impact important touchpoints to increase their chances of success. Assessment of the impact of these changes is in early stages, but results are promising that the support services are effective. These early results are meant to assess progress towards student belonging, increased academic structure, and ease of navigation, serving as a baseline against which the experiences of new students can be compared. When viewed in the aggregate, the assessment of student belonging results overall were extremely positive, though non-Hispanic females consistently scored lowest. As a specific example, when asked to rate on a scale of 1-5 their agreement with the statement, "I feel a part

of the NECC community," 2/3 of the respondents chose a 4 or 5, showing that the majority of students are in agreement. However, further disaggregation showed this was higher among females than males, and higher for Latino students than non-Latino, with 3/4 of Latino students choosing a 4 or 5 on the scale. Non-Hispanic females generally outperform other categories in retention and completion, and the fact that they score lower on the 'belonging' measures needs to be further explored and analyzed to determine if it is indeed an important metric at NECC.

The Office of Institutional Research and Planning has created [data visualizations](#) for the ISE implementation teams to access the survey data. Longitudinal data collection and analysis around the ISE is essential to fully evaluate the changes. While some key features of the ISE are just now being operationalized, much has

already been accomplished and showing results. The fall to spring retention rate for new students has been steadily increasing over the past three years from 63% to 68%, and most dramatically for Hispanic students.

Despite the ISE changes, the college is not likely to achieve the original ISE retention and course completion goals. The fall to fall retention has remained stagnant over the last four years at 61%-62%, well shy of the goal of 68%. For Hispanic males, the rate has declined significantly, down 4% between 2015 and 2019, and more than 10% below goal. While keeping students from one semester to the next is essential, raising their academic success is also necessary. Course completion rates during the same period also remain largely unchanged, though recent improvements by Hispanic males are encouraging, having jumped from 58% in fall 2016, to 62% in fall 2018 – trending toward the ISE goal of 65%. Other indicators around academic structure highlight this challenge, as GPAs of new students in their first term is trending lower, as is the percentage of students completing 12 or more credits in their first term.

That students taking full-time credits have higher success rates is well understood at NECC, and another area of emphasis within the ISE is to increase the number of credits that students take to help get them through their programs sooner. Guided Pathways and more intensive advising are among the approaches the college has recently implemented to reverse these trends.

Shown on the E-Series forms, some degree and certificate programs are farther into the assessment cycle than others, though all are making demonstrable and measurable progress. As part of their mandated five-year review, programs devote energy and resources to assessment, and assuring its buy-in across disciplines. Programs and certificates that receive outside accreditation are well positioned for assessment, and effective at

assisting other programs with their evidence and interpretation. A crucial component of NECC's annual Assessment Day is the ability of faculty to engage in work with their peers to effect more comprehensive and meaningful evaluation.

While there is some variability in the depth of assessment across the college, specific academic programs are taking evidence based approaches to increase effectiveness and drive development. To assess the value of academic pathways for improving student success in the Liberal Arts program, all new students who matriculated at NECC in September 2016 (with zero college credits) and who declared the Liberal Arts program as their major, were tracked over three years. One of the surprising findings of the [Liberal Arts cohort study](#) was the program's attrition due to students changing majors. After just one semester, 19% of the Liberal Arts cohort had changed their majors. This attrition increased to 37% after three semesters and to 41% after five semesters. A new [Exploratory Program option](#) was piloted in January 2019 to assist students who are unsure what academic major they wish to pursue. Now fully part of the curriculum, students enrolled in the program work closely with faculty mentors along a [structured pathway](#) towards a degree or certificate option. This is likely to reduce the number of students entering Liberal Arts because they are not sure what other programs to try, thus improving Liberal Arts program retention.

Other programs have worked to 'close the loop' and demonstrate assessment impact. The Healthcare Technician (HCT) program experienced stagnate pass rates for their certification exams. From 2016 to 2018, those rates ranged between 55%-58%. The program faculty redesigned the course structure to include more targeted review questions, 'boot camp' study sessions, a language component for non-native speakers, and an additional written

component to the externship requirement. After the first year of implementing these changes, the pass rate soared to 100% in 2019.

While assessment has become an important and essential part of the academic program, additional development can occur, as the use of indirect measurables is infrequent at the program and department levels. Further, some departments/programs have only recently completed curriculum maps and assessment plans and thus are just getting started with systematic direct assessment of program outcomes. More representative artifacts can be used as well, since program assessment has at times been implemented with convenience samples which limits the usefulness of findings.

The most recently published NECC [Graduate Follow-up report](#) shows there is a high degree of satisfaction with the college. With a 42%

response rate, over 85% of respondents indicated they were either “satisfied” or “extremely satisfied.” More data collection and analysis is needed to better understand the progress of NECC students after graduation, however there is evidence that finishing students are becoming more gainfully employed. The same graduate survey showed that 59% of respondents were employed full-time, up from 52% four years prior. Further, 69% confirmed that their full-time employment was “related” or “somewhat related” to their program of study. In the past the Alumni Office gathered additional employment data by telephone survey, but that practice has been curtailed due to budget cuts.

The Assessment of Student Learning Committee and the administration work together to respond to any areas of concern identified by institution-level assessment. For

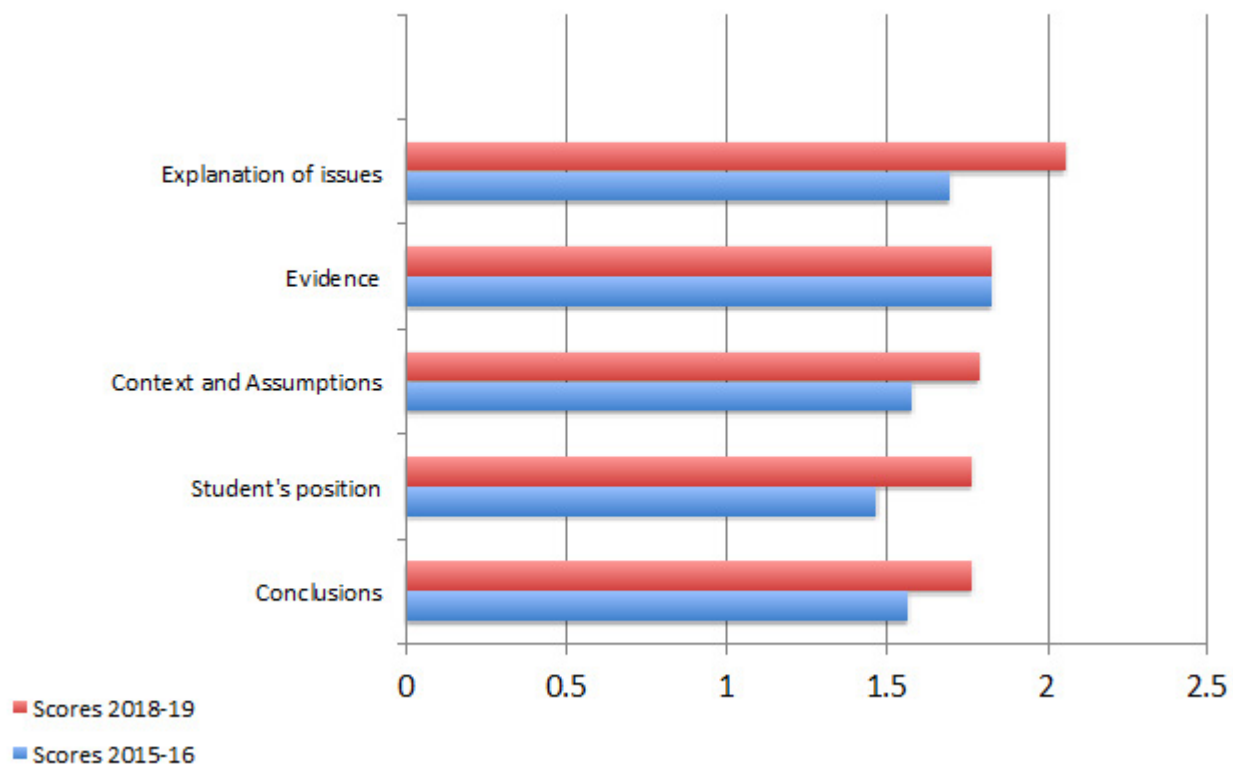


Fig 8.5 Source: [Annual Report from the Assessment of Student Learning Committee Academic Year 2018 - 2019](#)

example, even though the 2017-18 assessment of Quantitative Reasoning (QR) showed satisfactory student performance on the learning outcomes, raters became concerned that there were not enough artifacts and that many of the assignments given to students did not align well with the AAC&U rubric. In response, the college provided two workshops, one during the summer of 2018 and one at Assessment Day in fall 2018, focused on QR assignment design. In addition, two QR intensive areas have elected to create additional QR intensive opportunities for their students. Faculty teaching Cell Biology and General Chemistry I and II now ensure that one assignment in each of those classes is designed to align well with the QR VALUE rubric, and the Accounting department designated ACC203 as QR Intensive in order to garner more artifacts from eligible students (those nearing graduation).

Benchmark comparisons with peer institutions are completed routinely through NECC's active participation in AMCOA, and evidence shows that NECC students are performing as well as or better than students at comparable institutions. The work of NECC students was [gauged against peer artifacts in the area of critical thinking, quantitative literacy, and written communication](#). NECC students exceeded the project mean for certain critical thinking criteria, though scored lower than other Massachusetts institutions across the entire skill. When assessed for written communication ability, the college fared much better, significantly outpacing the scores of

the other Massachusetts community college participants, and equaling those of all two-year colleges in the MSC.

The college participated in a new project with MSC starting in fall 2018 to collect and assess 100 Critical Thinking (CT) artifacts from two consecutive years. Nineteen instructors from NECC participated in the process. Preliminary results ([see committee report](#)) obtained from the VALUE Institute in fall 2019 show a marked improvement in NECC students' CT skills (Fig. 8.5), and the Assessment of Student Learning Committee will use the full results once available to help guide curriculum design.

Projection

The new Director of Academic Policy, Curriculum, and Assessment will conduct a thorough evaluation of the level of resources the college is devoting to assessment during Fiscal Year 2022.

Assessment plan implementation will be completed by all current academic programs and certificates by January 2023.

All existing separate tools for artifact collection, juried assessment, and assessment management will be integrated under the umbrella of Tk20 by June 2022 to show connections between what seem to be separate dimensions of the assessment process.

The college will implement the remaining aspects of the Integrated Student Experience by the end of Fiscal Year 2022 to improve overall student success rates.



Standard 8: Educational Effectiveness (8.1)
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current Year	Next Year Forward (goal)
	Prior	Prior	Prior		
	(FY 2016-2017)	(FY 2017-2018)	(FY 2018-2019)	(FY 2019-2020)	(FY 2020-2021)
IPEDS Retention Data					
Ipeds reporting date					
Associate degree students	58%	58%	56%	58%	60%
Bachelors degree students					
? IPEDS Graduation Data (150% of time)					
Associate degree students	19%	18%	15%	18%	19%
Bachelors degree students					
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	29%	28%	28%	28%	29%
Awarded a degree within eight years	31%	29%	30%	30%	31%
Not awarded within eight years but still enrolled	30%	32%	24%	27%	29%
First-time, part-time students					
Awarded a degree within six years	18%	18%	12%	19%	20%
Awarded a degree within eight years	19%	20%	14%	22%	23%
Not awarded within eight years but still enrolled	23%	25%	22%	20%	23%
Non-first-time, full-time students					
Awarded a degree within six years	38%	36%	41%	37%	39%
Awarded a degree within eight years	39%	38%	42%	40%	42%
Not awarded within eight years but still enrolled	40%	42%	34%	38%	39%
Non-first-time, part-time students					
Awarded a degree within six years	27%	30%	31%	26%	28%
Awarded a degree within eight years	29%	30%	34%	28%	30%
Not awarded within eight years but still enrolled	25%	26%	32%	27%	28%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness (8.2)
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students			Fall 2013	Fall 2015
Degree from original institution			31%	23%
Not graduated, still enrolled at original institution			4%	9%
Degree from a different institution			7%	4%
Transferred to a different institution			16%	17%
Not graduated, never transferred, no longer enrolled			43%	47%
First-time, Part-time Students				
Degree from original institution			15%	11%
Not graduated, still enrolled at original institution			4%	9%
Degree from a different institution			3%	2%
Transferred to a different institution			15%	14%
Not graduated, never transferred, no longer enrolled			63%	65%
Non-first-time, Full-time Students				
Degree from original institution			37%	36%
Not graduated, still enrolled at original institution			2%	6%
Degree from a different institution			12%	5%
Transferred to a different institution			15%	21%
Not graduated, never transferred, no longer enrolled			34%	33%
Non-first-time, Part-time Students				
Degree from original institution			29%	22%
Not graduated, still enrolled at original institution			2%	4%
Degree from a different institution			16%	9%
Transferred to a different institution			17%	20%
Not graduated, never transferred, no longer enrolled			36%	44%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior Fall 2016	2 Years Prior Fall 2017	1 Year Prior Fall 2018	Current Year Fall 2019	Next Year Forward (goal) Fall 2020
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Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

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Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

Fall-to-Fall Retention	62%	61%	62%	63%	64%
Course Completion Rates	70.3%	71.3%	72.1%	71.7%	73%

Definition and Methodology Explanations

Fall-to-Fall Retention: For who students start in fall. (Graduates+transfer out+remain following Fall)/initial headcount.
 Course Completion Rate: enrollment earning a grade of C or better divided by all enrollments.

Standard 8: Educational Effectiveness (8.3)
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior (FY 2015-2016)	2 Years Prior (FY 2016-2017)	1 Year Prior (FY 2017-2018)	Most Recent Year (FY 2018-2019)
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? State Licensure Examination Passage Rates									
	Name of exam	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed	# who took exam	% who passed
1	NCLEX-PN		95%		84%		92%		96%
2	NCLEX RN		90%		84%		89%		91%
3									
4									
5									

? National Licensure Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? Job Placement Rates										
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	SEE Std 8.3a									
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
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? Completion Rates					
1					
2					

? Placement Rates					
1					
2					

Please enter any explanatory notes in the box below

Percent Passing of First Time Candidates Educated in Massachusetts Regardless of State of Initial Licensure
 NA - Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

Job Placement Rates

Employment Rates by Program Major.

Graduates: Number of Graduates per Major

Respondents: Number of Graduates who responded to the Graduate Followup Survey

Employed: Number of Respondents who stated that they are employed. They are employed in any capacity: Full time or Part time; may or may not be related to degree/certificate.

E/G: Employment rate where number employed is divided by number of graduates.

E/R: Employment rate where number employed is divided by number of respondents.

MAJOR_CODE	MAJOR_DESC	DEG_TYPE	1415			1415		1516			1516	
			Graduates	Respondents	Employed	E/G	E/R	Graduates	Respondents	Employed	E/G	E/R
0100	Liberal Arts	AA	59	44	26	44.1%	59.1%	60	18	15	25.0%	83.3%
0113	LA: Theater	AA	3	3	1	33.3%	33.3%	4	1	1	25.0%	100.0%
0121	LA: Political Science	AA	2	2	1	50.0%	50.0%	3	2	2	66.7%	100.0%
0122	LA: History	AA	2	1	0	0.0%	0.0%	2	0	0	0.0%	-
0124	Paralegal Certificate	CT	5	5	4	80.0%	80.0%	4	2	2	50.0%	100.0%
0131	LA: Biology	AA	14	11	9	64.3%	81.8%	10	6	5	50.0%	83.3%
0134	LA: Writing	AA	7	5	2	28.6%	40.0%	6	3	3	50.0%	100.0%
0136	Biology	AS	0	0	0	-	-	1	0	0	0.0%	-
0137	LA: Psychology	AA	29	27	12	41.4%	44.4%	29	9	5	17.2%	55.6%
0138	Graphic Design/Desktop Pub Ct	CT	4	3	1	25.0%	33.3%	0	0	0	-	-
0143	LA: Philosophy	AA	5	5	2	40.0%	40.0%	2	0	0	0.0%	-
0144	Paralegal Career	AS	5	2	0	0.0%	0.0%	1	0	0	0.0%	-
0145	Paralegal Transfer	AS	3	3	3	100.0%	100.0%	4	3	2	50.0%	66.7%
0147	Elementary Education	AS	10	7	5	50.0%	71.4%	11	5	4	36.4%	80.0%
0149	LA: Journalism/Communication	AA	14	11	6	42.9%	54.5%	12	4	4	33.3%	100.0%
0155	Dance Education Cert	CC	1	0	0	0.0%	-	2	0	0	0.0%	-
0156	LA: Physical Sciences Option	AA	1	1	0	0.0%	0.0%	2	0	0	0.0%	-
0157	General Studies:Art and Design	AA	0	0	0	-	-	0	0	0	-	-
0179	GS: Movement Science Option	AA	0	0	0	-	-	4	2	2	50.0%	100.0%
0180	General Studies	AA	120	87	59	49.2%	67.8%	50	14	9	18.0%	64.3%
0181	Graphic Design	AA	9	4	2	22.2%	50.0%	4	1	1	25.0%	100.0%
0182	Illustration	AA	1	0	0	0.0%	-	2	0	0	0.0%	-
0191	General Studies: Visual Arts	AA	3	1	0	0.0%	0.0%	1	0	0	0.0%	-
0192	General Studies: Multi-Media	AA	3	3	1	33.3%	33.3%	4	1	1	25.0%	100.0%
0193	General Studies: Music Option	AA	4	3	3	75.0%	100.0%	2	1	1	50.0%	100.0%
0194	General Studies: Dance Option	AA	2	1	1	50.0%	100.0%	1	0	0	0.0%	-
0195	Music Technology Certificate	CC	0	0	0	-	-	4	0	0	0.0%	-
0196	GS: Phy Ed, Ex Sci, Sports Stu	AA	5	3	2	40.0%	66.7%	8	2	2	25.0%	100.0%
0197	LA: Middle/HS Teaching Option	AA	9	8	4	44.4%	50.0%	11	1	0	0.0%	0.0%
0198	General Studies:Health Studies	AA	0	0	0	-	-	1	0	0	0.0%	-
0199	General Studies: Art	AA	16	16	8	50.0%	50.0%	27	6	4	14.8%	66.7%
0200	Criminal Justice	AS	50	37	22	44.0%	59.5%	51	12	12	23.5%	100.0%
0201	Early Childhood Education	AS	35	23	16	45.7%	69.6%	31	8	8	25.8%	100.0%
0209	Practical Nursing (PN)	CT	22	16	15	68.2%	93.8%	19	6	6	31.6%	100.0%
0212	Radiologic Technology	AS	15	5	4	26.7%	80.0%	13	2	2	15.4%	100.0%
0213	Nursing (ADN) Day	AS	26	23	17	65.4%	73.9%	30	10	9	30.0%	90.0%
0214	Respiratory Care	AS	12	9	9	75.0%	100.0%	14	6	6	42.9%	100.0%
0217	Alcohol Drug Abuse Counseling	CT	19	15	8	42.1%	53.3%	12	4	4	33.3%	100.0%
0218	Dental Assisting	CT	17	10	10	58.8%	100.0%	23	2	1	4.3%	50.0%
0239	Law Enforcement Cert	CC	26	18	15	57.7%	83.3%	27	7	7	25.9%	100.0%
0247	DST: American Sign Language	AA	1	1	0	0.0%	0.0%	1	0	0	0.0%	-
0254	Paramedic Technology Cert	CC	7	5	4	57.1%	80.0%	6	3	3	50.0%	100.0%
0255	Human Services	AS	34	25	15	44.1%	60.0%	35	18	16	45.7%	88.9%
0256	Paramedic (EMT-P) Technology	AS	3	2	1	33.3%	50.0%	8	5	4	50.0%	80.0%
0257	Computed Tomography (CT) Cert	CC	6	3	2	33.3%	66.7%	7	1	1	14.3%	100.0%
0258	EKG Technician Certificate	CC	1	1	0	0.0%	0.0%	1	0	0	0.0%	-
0259	Medical Office Assistant Cert	CC	1	1	1	100.0%	100.0%	0	0	0	-	-
0260	Medical Assistant (Day)	CT	19	13	12	63.2%	92.3%	20	7	7	35.0%	100.0%
0261	Medical Assistant (Eve)	CT	0	0	0	-	-	0	0	0	-	-
0262	Community Support Human Svs	CT	28	18	10	35.7%	55.6%	19	9	9	47.4%	100.0%
0264	Sleep Technologist Cert	CC	9	6	4	44.4%	66.7%	16	5	5	31.3%	100.0%
0266	DS: Interpreting Transfer	AA	5	3	1	20.0%	33.3%	1	1	1	100.0%	100.0%
0267	Deaf Studies	AA	3	3	2	66.7%	66.7%	2	0	0	0.0%	-
0268	Deaf Studies Cert	CT	2	2	1	50.0%	50.0%	4	0	0	0.0%	-
0269	GS: Individualized Option	AA	0	0	0	-	-	11	5	3	27.3%	60.0%
0291	Phlebotomy Technician Cert	CC	3	3	3	100.0%	100.0%	1	0	0	0.0%	-
0293	Healthcare Technician Cert	CC	54	38	27	50.0%	71.1%	38	7	7	18.4%	100.0%
0294	Community Health Worker Cert	CC	0	0	0	-	-	0	0	0	-	-
0300	Accounting	AS	14	10	6	42.9%	60.0%	22	9	5	22.7%	55.6%
0308	Business Management	AS	30	21	17	56.7%	81.0%	30	11	9	30.0%	81.8%
0311	Business Transfer	AS	69	60	40	58.0%	66.7%	56	18	14	25.0%	77.8%
0312	Executive Secretarial	AS	1	0	0	0.0%	-	0	0	0	-	-
0336	Health Information Technology	AS	0	0	0	-	-	1	0	0	0.0%	-
0343	Bus Mgt: Hospitality Option	AS	0	0	0	-	-	0	0	0	-	-
0347	Medical Billing Cert (IH)	CC	7	3	2	28.6%	66.7%	15	6	5	33.3%	83.3%
0366	Bus Mgt: Healthcare Practice	AS	4	2	1	25.0%	50.0%	0	0	0	-	-
0372	Bus Mgt: Computer Applications	AS	5	4	3	60.0%	75.0%	2	0	0	0.0%	-

0506	Electronic Technology	AS	11	5	5	45.5%	100.0%	2	0	0	0.0%	-
0507	Engineering Science	AS	30	28	10	33.3%	35.7%	22	7	7	31.8%	100.0%
0521	Computer Aided Drafting	CC	22	12	5	22.7%	41.7%	15	2	2	13.3%	100.0%
0529	Electronic Equipment Tech Cert	CC	3	1	0	0.0%	0.0%	6	2	2	33.3%	100.0%
0535	Computer Applications Cert	CC	17	14	7	41.2%	50.0%	9	7	6	66.7%	85.7%
0536	CIS: Applications & Operations	AS	0	0	0	-	-	1	0	0	0.0%	-
0539	Web Page Design & Development	CC	3	2	2	66.7%	100.0%	9	8	7	77.8%	87.5%
0544	Computer Networking Cert	CC	14	11	8	57.1%	72.7%	12	5	4	33.3%	80.0%
0546	Elect Tech: Computer Systems	AS	1	1	0	0.0%	0.0%	1	1	1	100.0%	100.0%
0558	Elect Tech: Computer Netwk Eng	AS	1	1	1	100.0%	100.0%	0	0	0	-	-
0559	CIS: Information Technology	AS	22	17	10	45.5%	58.8%	22	8	6	27.3%	75.0%
0562	Information Technology Fluency	CC	20	16	10	50.0%	62.5%	10	4	3	30.0%	75.0%
0563	CIS: Applications Option	AS	7	4	3	42.9%	75.0%	8	5	3	37.5%	60.0%
0564	Computer Forensics Basic Cert	CC	4	3	3	75.0%	100.0%	3	1	0	0.0%	0.0%
0565	CIS: Transfer Option	AS	4	4	4	100.0%	100.0%	8	4	4	50.0%	100.0%
0566	Test B Elec Equip Tch-Raytheon	CC	16	6	5	31.3%	83.3%	1	1	0	0.0%	0.0%
0567	Computer Security Cert	CC	6	5	5	83.3%	100.0%	10	5	4	40.0%	80.0%
0568	Engineering Science Techn Opt	AS	0	0	0	-	-	0	0	0	-	-
0572	Help Desk Cert	CC	9	5	3	33.3%	60.0%	3	0	0	0.0%	-
0574	Laboratory Science	AAS	10	5	3	30.0%	60.0%	10	2	1	10.0%	50.0%
0662	Direct Support Cert	CC	2	1	1	50.0%	100.0%	0	0	0	-	-
0663	Direct Support Cert	CC	2	1	1	50.0%	100.0%	1	0	0	0.0%	-
8100	Medical Coding Cert	CC	11	10	9	81.8%	90.0%	13	4	2	15.4%	50.0%
8101	Medical Office Assistant Cert	CC	17	12	8	47.1%	66.7%	9	2	2	22.2%	100.0%
8102	Bus Mgt: Healthcare Practice	AS	14	7	4	28.6%	57.1%	15	4	4	26.7%	100.0%
8103	Medical Assistant	CT	10	5	5	50.0%	100.0%	12	2	1	8.3%	50.0%
8104	Nursing (ADN)	AS	18	12	10	55.6%	83.3%	14	5	5	35.7%	100.0%
8105	Medical Laboratory Technology	AS	3	1	0	0.0%	0.0%	6	3	3	50.0%	100.0%
8106	Ophthalmic Assistant Cert	CC	0	0	0	-	-	9	1	1	11.1%	100.0%
8107	GS: Health Specialization	AA	14	12	8	57.1%	66.7%	19	4	3	15.8%	75.0%
8108	Elec Health Record Spec Cert	CC	0	0	0	-	-	7	4	2	28.6%	50.0%
8109	Public Health	AS	0	0	0	-	-	0	0	0	-	-
TOTALS			1155	837	550	47.6%	65.7%	1045	334	280	26.8%	83.8%
undup grads			1027			931						

Job Placement Rates

Employment Rates by Program Major.

Graduates: Number of Graduates per Major

Respondents: Number of Graduates who responded to the Graduate Followup Survey

Employed: Number of Respondents who stated that they are employed. They are employed in any capacity: Full time or Part time; may or may not be related to degree/certificate.

E/G: Employment rate where number employed is divided by number of graduates.

E/R: Employment rate where number employed is divided by number of respondents.

MAJOR_CODE	MAJOR_DESC	DEG_TYPE	1617			1617		1718			1718	
			Graduates	Respondents	Employed	E/G	E/R	Graduates	Respondents	Employed	E/G	E/R
0100	Liberal Arts	AA	62	25	24	38.7%	96.0%	69	17	15	21.7%	88.2%
0113	LA: Theater	AA	3	1	0	0.0%	0.0%	3	0	0	0.0%	-
0121	LA: Political Science	AA	1	0	0	0.0%	-	1	1	1	100.0%	100.0%
0122	LA: History	AA	3	1	1	33.3%	100.0%	2	0	0	0.0%	-
0124	Paralegal Certificate	CT	0	0	0	-	-	0	0	0	-	-
0131	LA: Biology	AA	6	3	3	50.0%	100.0%	4	0	0	0.0%	-
0134	LA: Writing	AA	2	2	2	100.0%	100.0%	4	1	1	25.0%	100.0%
0136	Biology	AS	4	1	1	25.0%	100.0%	7	2	1	14.3%	50.0%
0137	LA: Psychology	AA	22	11	8	36.4%	72.7%	26	7	6	23.1%	85.7%
0138	Graphic Design/Desktop Pub Ct	CT	0	0	0	-	-	0	0	0	-	-
0143	LA: Philosophy	AA	4	3	2	50.0%	66.7%	1	0	0	0.0%	-
0144	Paralegal Career	AS	3	2	2	66.7%	100.0%	0	0	0	-	-
0145	Paralegal Transfer	AS	2	1	1	50.0%	100.0%	0	0	0	-	-
0147	Elementary Education	AS	15	5	3	20.0%	60.0%	10	4	3	30.0%	75.0%
0149	LA: Journalism/Communication	AA	18	6	4	22.2%	66.7%	7	2	2	28.6%	100.0%
0155	Dance Education Cert	CC	6	3	3	50.0%	100.0%	4	0	0	0.0%	-
0156	LA: Physical Sciences Option	AA	0	0	0	-	-	0	0	0	-	-
0157	General Studies:Art and Design	AA	0	0	0	-	-	1	0	0	0.0%	-
0179	GS: Movement Science Option	AA	11	3	3	27.3%	100.0%	5	0	0	0.0%	-
0180	General Studies	AA	16	7	6	37.5%	85.7%	15	3	3	20.0%	100.0%
0181	Graphic Design	AA	0	0	0	-	-	1	0	0	0.0%	-
0182	Illustration	AA	0	0	0	-	-	0	0	0	-	-
0191	General Studies: Visual Arts	AA	0	0	0	-	-	0	0	0	-	-
0192	General Studies: Multi-Media	AA	0	0	0	-	-	0	0	0	-	-
0193	General Studies: Music Option	AA	3	1	1	33.3%	100.0%	3	1	1	33.3%	100.0%
0194	General Studies: Dance Option	AA	3	1	1	33.3%	100.0%	1	0	0	0.0%	-
0195	Music Technology Certificate	CC	1	0	0	0.0%	-	1	0	0	0.0%	-
0196	GS: Phy Ed, Ex Sci, Sports Stu	AA	1	0	0	0.0%	-	0	0	0	-	-
0197	LA: Middle/HS Teaching Option	AA	8	3	1	12.5%	33.3%	6	2	2	33.3%	100.0%
0198	General Studies:Health Studies	AA	0	0	0	-	-	0	0	0	-	-
0199	General Studies: Art	AA	24	12	10	41.7%	83.3%	14	1	1	7.1%	100.0%
0200	Criminal Justice	AS	40	18	13	32.5%	72.2%	37	10	9	24.3%	90.0%
0201	Early Childhood Education	AS	26	12	12	46.2%	100.0%	13	2	1	7.7%	50.0%
0209	Practical Nursing (PN)	CT	27	12	12	44.4%	100.0%	21	2	2	9.5%	100.0%
0212	Radiologic Technology	AS	13	6	6	46.2%	100.0%	17	3	3	17.6%	100.0%
0213	Nursing (ADN) Day	AS	28	19	18	64.3%	94.7%	17	7	7	41.2%	100.0%
0214	Respiratory Care	AS	16	7	6	37.5%	85.7%	15	1	1	6.7%	100.0%
0217	Alcohol Drug Abuse Counseling	CT	17	8	3	17.6%	37.5%	11	3	3	27.3%	100.0%
0218	Dental Assisting	CT	20	7	5	25.0%	71.4%	13	1	0	0.0%	0.0%
0239	Law Enforcement Cert	CC	30	10	7	23.3%	70.0%	16	5	5	31.3%	100.0%
0247	DST: American Sign Language	AA	0	0	0	-	-	0	0	0	-	-
0254	Paramedic Technology Cert	CC	2	0	0	0.0%	-	7	2	2	28.6%	100.0%
0255	Human Services	AS	23	10	8	34.8%	80.0%	19	10	9	47.4%	90.0%
0256	Paramedic (EMT-P) Technology	AS	1	0	0	0.0%	-	3	0	0	0.0%	-
0257	Computed Tomography (CT) Cert	CC	0	0	0	-	-	9	2	2	22.2%	100.0%
0258	EKG Technician Certificate	CC	1	0	0	0.0%	-	0	0	0	-	-
0259	Medical Office Assistant Cert	CC	0	0	0	-	-	0	0	0	-	-
0260	Medical Assistant (Day)	CT	16	6	6	37.5%	100.0%	19	4	3	15.8%	75.0%
0261	Medical Assistant (Eve)	CT	0	0	0	-	-	1	0	0	0.0%	-
0262	Community Support Human Svs	CT	18	7	6	33.3%	85.7%	15	6	5	33.3%	83.3%
0264	Sleep Technologist Cert	CC	14	8	8	57.1%	100.0%	16	7	7	43.8%	100.0%
0266	DS: Interpreting Transfer	AA	3	3	3	100.0%	100.0%	10	2	2	20.0%	100.0%
0267	Deaf Studies	AA	0	0	0	-	-	4	1	1	25.0%	100.0%
0268	Deaf Studies Cert	CT	1	0	0	0.0%	-	1	0	0	0.0%	-
0269	GS: Individualized Option	AA	38	17	13	34.2%	76.5%	49	10	7	14.3%	70.0%
0291	Phlebotomy Technician Cert	CC	2	1	0	0.0%	0.0%	1	1	1	100.0%	100.0%
0293	Healthcare Technician Cert	CC	40	15	13	32.5%	86.7%	40	12	10	25.0%	83.3%
0294	Community Health Worker Cert	CC	1	0	0	0.0%	-	7	3	3	42.9%	100.0%
0300	Accounting	AS	14	4	4	28.6%	100.0%	14	3	1	7.1%	33.3%
0308	Business Management	AS	33	10	10	30.3%	100.0%	37	7	7	18.9%	100.0%
0311	Business Transfer	AS	65	24	22	33.8%	91.7%	65	13	11	16.9%	84.6%
0312	Executive Secretarial	AS	0	0	0	-	-	0	0	0	-	-
0336	Health Information Technology	AS	3	2	2	66.7%	100.0%	1	0	0	0.0%	-
0343	Bus Mgt: Hospitality Option	AS	0	0	0	-	-	1	0	0	0.0%	-
0347	Medical Billing Cert (IH)	CC	12	6	6	50.0%	100.0%	12	2	2	16.7%	100.0%
0366	Bus Mgt: Healthcare Practice	AS	0	0	0	-	-	0	0	0	-	-
0372	Bus Mgt: Computer Applications	AS	2	0	0	0.0%	-	5	1	1	20.0%	100.0%

0506	Electronic Technology	AS	1	0	0	0.0%	-	1	1	1	100.0%	100.0%
0507	Engineering Science	AS	15	6	6	40.0%	100.0%	17	4	3	17.6%	75.0%
0521	Computer Aided Drafting	CC	14	6	5	35.7%	83.3%	21	1	1	4.8%	100.0%
0529	Electronic Equipment Tech Cert	CC	0	0	0	-	-	1	0	0	0.0%	-
0535	Computer Applications Cert	CC	21	11	8	38.1%	72.7%	7	1	0	0.0%	0.0%
0536	CIS: Applications & Operations	AS	0	0	0	-	-	0	0	0	-	-
0539	Web Page Design & Development	CC	2	1	0	0.0%	0.0%	1	0	0	0.0%	-
0544	Computer Networking Cert	CC	9	4	4	44.4%	100.0%	9	1	1	11.1%	100.0%
0546	Elect Tech: Computer Systems	AS	0	0	0	-	-	0	0	0	-	-
0558	Elect Tech: Computer Netwk Eng	AS	0	0	0	-	-	0	0	0	-	-
0559	CIS: Information Technology	AS	28	15	11	39.3%	73.3%	24	3	3	12.5%	100.0%
0562	Information Technology Fluency	CC	24	10	7	29.2%	70.0%	6	1	0	0.0%	0.0%
0563	CIS: Applications Option	AS	8	2	1	12.5%	50.0%	5	1	0	0.0%	0.0%
0564	Computer Forensics Basic Cert	CC	1	0	0	0.0%	-	1	1	0	0.0%	0.0%
0565	CIS: Transfer Option	AS	10	2	0	0.0%	0.0%	14	0	0	0.0%	-
0566	Test B Elec Equip Tch-Raytheon	CC	0	0	0	-	-	10	3	2	20.0%	66.7%
0567	Computer Security Cert	CC	5	4	3	60.0%	75.0%	3	1	1	33.3%	100.0%
0568	Engineering Science Techn Opt	AS	1	0	0	0.0%	-	1	0	0	0.0%	-
0572	Help Desk Cert	CC	3	2	1	33.3%	50.0%	1	0	0	0.0%	-
0574	Laboratory Science	AAS	10	3	3	30.0%	100.0%	5	1	1	20.0%	100.0%
0662	Direct Support Cert	CC	3	2	2	66.7%	100.0%	2	0	0	0.0%	-
0663	Direct Support Cert	CC	3	0	0	0.0%	-	1	0	0	0.0%	-
8100	Medical Coding Cert	CC	12	6	5	41.7%	83.3%	11	2	2	18.2%	100.0%
8101	Medical Office Assistant Cert	CC	10	6	4	40.0%	66.7%	15	9	6	40.0%	66.7%
8102	Bus Mgt: Healthcare Practice	AS	18	10	8	44.4%	80.0%	9	5	5	55.6%	100.0%
8103	Medical Assistant	CT	10	4	4	40.0%	100.0%	10	4	4	40.0%	100.0%
8104	Nursing (ADN)	AS	3	1	1	33.3%	100.0%	0	0	0	-	-
8105	Medical Laboratory Technology	AS	10	4	4	40.0%	100.0%	9	1	0	0.0%	0.0%
8106	Ophthalmic Assistant Cert	CC	4	0	0	0.0%	-	4	2	1	25.0%	50.0%
8107	GS: Health Specialization	AA	21	5	4	19.0%	80.0%	15	4	4	26.7%	100.0%
8108	Elec Health Record Spec Cert	CC	5	3	3	60.0%	100.0%	2	0	0	0.0%	-
8109	Public Health	AS	0	0	0	-	-	5	4	3	60.0%	75.0%
TOTALS			975	410	343	35.2%	83.7%	975	211	179	18.4%	84.8%
undup grads			850									

Standard 8: Educational Effectiveness (8.4)
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current Year	Next Year
	Prior	Prior	Prior		Forward
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	(goal) (FY 2021)
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Location Main Campus - Haverhill (Add definitions/methodology in #1 below)					
Course completion rates	69%	70%	71%	72%	73%
Retention rates	65%	64%	65%	NA	67%
Graduation rates	12%	12%	15%	NA	16%
Graduation Headcounts	358	373	408	NA	450
Other measures, specify:					
Location Branch Campus - Lawrence (Add definitions/methodology in #1 below)					
Course completion rates	72%	73%	74%	72%	74%
Retention rates	61%	59%	59%	NA	61%
Graduation rates	14%	12%	14%	NA	14%
Graduation Headcounts	325	246	243	NA	250
Other measures, specify:					
Location - Other (Add definitions/methodology in #1 below)					
Course completion rates	73%	86%	85%	81%	85%
Retention rates	63%	61%	63%	NA	64%
Graduation rates	10%	16%	21%	NA	23%
Graduation Headcounts	24	34	43	NA	50
Other measures, specify:					
Location - Students enrolled in 100% online courses (Add definitions/methodology in #1 below)					
Course completion rates	66%	65%	66%	62%	66%
Retention rates	58%	55%	54%	NA	56%
Graduation rates	15%	16%	14%	NA	16%
Graduation Headcounts	60	68	61	NA	65
Other measures, specify:					
Modality - Distance Education (Add definitions/methodology in #2 below)					
Course completion rates	67%	67%	71%	71%	72%
Retention rates	69%	70%	67%	NA	70%
Graduation rates	21%	25%	25%	NA	26%
Graduation Headcounts	187	198	208	NA	215
Other measures, specify:					
Modality - CBE (Add definitions/methodology in #3 below)					
Course completion rates	56%	69%	62%	69%	70%
Retention rates	63%	60%	70%	NA	71%
Graduation rates	11%	23%	10%	NA	15%

Graduation Headcounts	2%	8	6	NA	8
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Other measures, specify:

Modality - Dual Enrolled (Add definitions/methodology in #4 below)

Course completion rates	74%	85%	86%	83%	86%
Retention rates	67%	63%	77%	NA	78%
Graduation rates	0%	0%	0%	NA	0%
Graduation Headcounts	0	1	0	NA	1

Other measures, specify:

Definition and Methodology Explanations

Locations are the same Campus and Locations as described in STD 3.2. Only includes Fall Cohorts (not AY Cohorts). Graduation Rates and Retention Rates are for a Fall-to-Fall Cohort.
Modalities are the same as in STD 3.2. Distance Education Includes any student in a Program that can be completed online by at least 50%, and the student enrolls in at least one online course (WEBON OR WEBHY). Only includes Fall Cohorts (not AY Cohorts). Graduation Rates and Retention Rates are for a Fall-to-Fall Cohort.
Modalities are the same as in STD 3.2. CBE includes students in CBE courses, and they are exclusive from other Modalities.. Only includes Fall Cohorts (not AY Cohorts). Graduation Rates and Retention Rates are for a Fall-to-Fall Cohort.
Modalities are the same as in STD 3.2. Dual Enrolled (Early College) are High school students enrolled in college level courses, and they are exclusive from other Modalities. Only includes Fall Cohorts (not AY Cohorts). Graduation Rates and Retention Rates are for a Fall-to-Fall Cohort. On occasion a Dual Enrolled student may graduate with an Associate or Certificate.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE



STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Strengths

- The college has, and operates from, a solid culture of integrity.
- The college practices public accountability and has an active community presence.

Challenges

- Listing of continuing faculty needs to be current and systemic.
- Keeping the college's large online presence updated taxes available resources.

Description

Integrity

In setting an appropriate example for the students and communities it serves, Northern Essex practices the highest level of ethical and honest behavior. Members of the college community regularly receive training on state conflict of interest ethics laws in the context of the academic environment. Employees of the college understand the role they play in not only educating our students, but also that they are representatives of the college in the community, and agents of the Commonwealth through the work they perform.

Honesty is expected of employees and students at the college, and is ingrained in the cultural fabric of the institution. A fundamental tenet of our ['Respect' and 'Excellence' core values](#), honesty and integrity drive the mission of the college at all levels and is communicated to students through written channels and modeled behavior. All students are provided with printed versions of the Student Code of Conduct and NECC Policies and Procedures, in which standards of academic honesty are detailed, and the rights and processes to follow if aggrieved

are outlined. In addition, these policies are also published on our website through the [Academic Catalog](#). Student research is encouraged widely in various program curricula, and vehicles for public presentation and publication are available, such as [Parnassus](#) and [The Writing Project](#). More prominently, Northern Essex is one of only a few community colleges in Massachusetts with a regularly published [student newspaper](#), giving students a voice for free speech on campus.

The Academic Affairs Committee of the ACA ensures academic rigor and integrity through a curriculum approval process that is driven by faculty leaders. Intellectual property rights of faculty are recognized, and academic freedom is codified and assured through the MCCC Collective Bargaining Agreement. Concerns related to academic freedom may be raised through shared governance. Faculty examine and regularly update curriculum and teaching practices through faculty-led, evidence-based processes. The college's Institutional Compliance Committee meets regularly to help ensure the college is legally meeting its obligations when serving students, and includes wide representation with leadership in legal and information security matters.

As a state supported institution of higher education, Northern Essex is legally [authorized by the Legislature](#), and is part of the Commonwealth's system of public higher education, accountable to the [Massachusetts DHE](#) and a local Board of Trustees. In May 2016, the New Hampshire Higher Education Commission granted administrative approval to NECC to offer two online degrees – Respiratory Care and Criminal Justice – that require a credit-bearing internship/practicum/clinical for students who are residents of that state. The same year, NECC became a member of the [National Council for State Authorization Reciprocity Agreements](#) (NC-SARA).

With most of its employees covered by collective bargaining agreements (CBA), clear and documented processes exist to address employee grievances fairly and consistently. Both the [MCCC](#) and [AFSCME](#) agreements outline multilevel procedures leading to resolution of conflicts. Certain grievances or complaints fall under specific categories of discrimination or harassment, and guidelines for handling such situations are provided in the college's [Employee Handbook](#), made available to all employees and accessible on the website. While not specifically covered by a CBA, Non-Unit Professionals are subject to the rights published in the Massachusetts Board of Higher Education's [Non-Unit Professionals Personnel Policies Handbook](#) for community colleges.

The college is committed to the recruitment, retention, and non-discrimination of a diverse workforce that reflects the communities it serves. As a Hispanic-Serving Institution, we are keenly aware of our obligation to our constituencies, and continue to increase the diversity of our faculty and staff to improve the educational experience of all students, though more improvement is necessary. As shown on the Data First Form 6.5, full-time professional staff are 45% minority, but the full-time faculty ranks are only

at 15%. All faculty and staff are expected to be committed to the community college mission, actively engaged in promoting diversity, and prepared to use their unique strengths and innovation in the name of student success.

NECC is strongly vested in the Merrimack Valley region, and has earned its status as a cultural anchor by operating with dignity and virtue since its founding. College employees recognize their roles as community ambassadors, in both official and unofficial capacities, and both on and off campus. Northern Essex is deliberate in its community activity, engaging with appropriate partners, and serving as a sponsor or host for mission-related activities. The college's Public Relations office effectively promotes the importance of NECC and facilitates and chronicles community impact. As one of many examples, the college hosted and co-sponsored a Suicide Prevention event in the fall of 2019.

All college policies are continually evaluated for relevancy and currency, and adjusted as regulations and laws, both federal and state, change. The integrity of the college is bolstered by the nature and depth of assessment discussed in Standards 2 and 8, the results of which drive impactful growth. In so doing, data is gathered, maintained, and retrieved accurately and consistently to inform planning and evaluation activities. Department and division heads periodically review internal policies and procedures as practices are adjusted for improvement and compliance. As policies are changed, the college community is informed through standard channels of communication.

NECC believes and promotes that accreditation is a vital opportunity to explore our practice in all areas of the college. With continuous accreditation awarded since 1970, the college submitted a [Fifth-Year Interim Report](#) in August 2015, which was [accepted by the Commission](#) in November 2015. In accepting the report, the Commission cited the favorable condition of the

college, and NECC's responsiveness to previous concerns raised. As necessary, the college engages NECHE in an advisory capacity as needs or issues are indicated.

Transparency

As often the first, and at times only, interaction that members of the public have with the college, the [NECC website](#) is a tool for marketing the many opportunities NECC provides, as well as a portal for the public to access information about the college. Completely redesigned through a multiyear process and relaunched in November 2017, the website offers resources and data to help meet the needs of prospective students, current students, and members of the general public.

The college's [Academic Catalog](#) serves as the official source of information for students, and it contains the academic calendar, college policies, course and program descriptions, student expectations, and other information relevant to a student's academic experience. The [Student Code of Conduct](#) (a common policy adopted by all 15 community colleges in Massachusetts), outlines the process, definitions of language and terms used, description of what equals a disciplinary offense, interim measures, disciplinary process, including description of sanctions, and appeal process. Information about the [Student Grievance Procedure](#) (SGP) is publicly available, with a stated goal of conflict resolution – to resolve disputes amicably, such that all decisions are fair and just. Students are advised that the SGP does not address allegations of discrimination, including sexual harassment. When a student believes that he/she has been discriminated against, the college's [Policy on Affirmative Action, Equal Opportunity and Diversity](#) is the mechanism for resolution.

Through [job postings to prospective employees](#), the college provides a description of the physical campus, our culture, diversity,

and Human Resources contact information – complete with policy clarification, position classification, labor relations, recruitment, benefits, payroll, disciplinary issues, and conflict resolution. At NECC, [all job postings](#) contain language identifying the college as an affirmative action/equal opportunity employer, and directs prospects to a [Frequently Asked Questions \(FAQ\) page](#) for further instructions on how to apply for a position.

Beginning with the 2016-17 academic year, the college began producing only electronic versions of its [Academic Catalog](#), abandoning printed materials in favor of more dynamic content. Static versions of the electronic catalog are archived, and accessible from the main catalog. The catalog is updated once midyear, and those updates are captured in a stable file as well. [Historical catalogs](#) dating back to 1962-63 have been digitized and preserved by the library, and are available through the library catalog and the Internet Archive. Printed copies are available in the college archives at the Bentley Library. Responsibility for updating the college's webpages is a decentralized process, managed by content editors across college departments.

Leveraging the power of visual elements, and targeting potential students who are drawn to streaming video as a delivery mode, the college has produced promotional videos for most of its academic programs, as well as support services, events, co-curricular and nonacademic opportunities, and other resources from which a student can benefit. For both current and prospective students, NECC regularly uses digital marketing, social media promotion, emails, print ads, brochures, flyers, postcards, and banners to promote the programs, events, opportunities, and calendar items, such as when to register and apply for financial aid. With the exception of the academic catalog and department webpages, digital and print publications are routinely renewed and kept current by the Marketing

Communications department.

As a public institution, NECC is dedicated to supplying its public constituents with the data and information guaranteed to them by state and federal law. NECC is responsive to reasonable requests for information, and strives to make the most likely requested content easily accessible on its website. [Student Outcomes](#) and other verifiable data about student success and achievements are publicly available. Through the [DISCOVER/About NECC navigation](#), a Public Records section has been established. From this page, users are granted direct access to the college's [Annual Budget](#) and [Annual Financial Statements, Bid Awards, Federal, State, and Municipal Grants Awarded, Salaries and Benefits of Employees, and Trustee Meeting Schedule and Minutes](#). Additional requests for information are directed to the college's Records Access Officer.

Public Disclosure

NECC's website contains the necessary information that students and the community need in order to engage with the college as a public institution. It sufficiently presents the size and characteristics of the student body and campus setting, programs, academic and other support services, events, and co-curricular and nonacademic opportunities and resources from which a student can benefit. The [About NECC](#) page elucidates the college's purpose and intent, and provides a basic enrollment profile. Easily accessible under this "DISCOVER" navigation heading are direct links to [NECC's Mission Statement and Core Values](#), [Leadership](#), current [Strategic Plan](#), [Serving the Hispanic Community](#), [Institutional Initiatives](#), [Consumer Information](#), [Public Records](#), [Grants Awarded](#), and [College Policies](#). Links to general college information directs consumers to accreditation data, the [College Score Card](#), academic programming, a [Net Price Calculator](#), and a [cost of attendance](#) page, among many other areas of interest.

The leadership of the college is clearly published through webpages for the [Board of Trustees](#), [the President](#), and his [Leadership Cabinet](#). A comprehensive list of continuing faculty with affiliation and credentials is not currently published. Individual faculty may include such information on individual websites, and programs may promote their faculty through their own online channels. Faculty is included in the college's [employee directory](#), however, which includes contact telephone numbers and office locations.

The college publishes an [Academic Catalog](#) online with comprehensive information about degrees and certificates offered and the requirements to complete those credentials. Academic programs and course offerings are readily available, including seat availability for each section. The ability to differentiate between sections that are online, in person, or a hybrid model is an option for students needing to know the method of content delivery, as well as the ability to select courses that have been coded for "Low-cost/No-cost textbooks." Anticipated course schedules are currently being created to show two years in advance to facilitate course planning for students.

Information related to relationships with four-year institutions, for both Massachusetts public institutions as well as some private colleges and universities, is easily located on the NECC website. [Articulation Agreements](#) are made available for students interested in transferring credits from other institutions to NECC, or vice versa. When partnerships are documented, such as with [Early College](#) high schools, or [Bachelor's completion arrangements](#) with Regis College and Cambridge College, the roles and affiliations of college representatives are made clear through parameters set forth in Memoranda of Understanding and published materials.

NECC proudly and prominently posts its [accreditation status](#) to inform the public

that we meet or exceed criteria set by the Commission. The ability of consumers to access student outcome data is validated by the [Student Outcomes](#) navigation section, pointing consumers to important metrics such as [Athletic Program Participation Rates & Financial Support Data](#), [Completion or Graduation Rate](#); [Transfer Out Rate](#), and [Retention Rate](#). Both current and past statistics about student success are featured on a dedicated [Student Success Data](#) page of the college website.

The college is committed to making the cost of education as visible and understandable as possible, with clear paths for locating [Tuition and Costs](#), a [Net Price Calculator](#), [Types of Financial Aid](#), [Financial Literacy](#), and [length of programs](#). Additional links are included for [Transfer Agreements](#), [IPEDS DATA Feedback Report](#), and the [National Center for Education Statistics - College Navigator](#), which in addition to detailed financial aid data, includes cohort default rates for NECC. [Licensure passage rates](#) are published for individual programs.

Online access provides up-to-date information about courses, services and academic programs; value is still gained, however, by offering and distributing print materials that promote the college and its programs. Professionally designed view books, flyers, postcards, brochures, and tabletop displays are examples of how the college attempts to reach a varied constituency.

Appraisal

Integrity

Expectations of ethical behavior and acts of integrity for employees are expressed, encouraged, and facilitated through college governance. The All College Assembly fosters this exchange as an engaging forum for faculty, staff, and administrators to question, advise, and communicate about the impact of college policy.

Changes to policies are addressed and debated, assuring they are appropriate, current, and effective. Policies about [cannabis use](#), [minors on campus](#), and [guest speakers](#) have been enhanced and adopted.

With decreased numbers of faculty and staff, there are fewer employees available to participate in college governance. Even though data suggests membership has remained steady in recent years, it has become more difficult to recruit members of the community to do the work of college governance, according to standing committee chairs.

The college is actively pursuing strategies for a more equitable approach to educational policies and procedures, such as in the Integrated Student Experience initiative, which aims to provide comprehensive supports to students throughout their academic journey. In its work with the [Leading for Change Higher Education Diversity Consortium](#), the college recognizes the pressing need to implement new strategies for equity in serving all students. NECC has recently adopted TK20 (an online management system) to conduct juried assessment of students' work in order to ensure anonymity and fairness at the course and program level.

NECC strictly follows its published [Statement of Non-Discrimination](#) (SND) in all recruitment, admissions, and hiring practices through its inclusion on all student applications to the college and all employment announcements. NECC has an admission process that is consistent with its mission and purpose, and is managed with honesty and integrity. In- and out-of-classroom interactions between student and faculty create an education culture based on openness and fairness, including scheduled office hours and co-curricular experiences. Credit transfer policies are clear and easily accessible, readily available in the [Academic Catalog](#) and setting a tone of fairness in their application.

The [catalog](#) documents degree requirements

that are unambiguous and applied equitably to all students, free from discrimination. The college has sufficient procedures in place to address inquiries about the application of fairness for both its academic and administrative functions through its [Student Code of Conduct](#) and [Student Grievance Procedure](#). Functional articulation agreements are drafted so as to serve all students impartially, and are a foundation for the connections NECC has with in-state, out-of-state, and international institutions, both private and public.

The college's Compliance Committee includes appropriate representation from all invested departments. The Director of Compliance for Student Affairs regularly conducts internal audit of Financial Aid practices and recommends changes or actions to assure the college's continued dedication to integrity. NECC places a high priority on data protection and the privacy of individuals; all information storage and communication systems are continuously monitored. The Chief Information Officer/ Information Security Officer takes immediate corrective action when cybersecurity is threatened, and proactively conducts individual and group trainings to address network integrity.

Results from the Institutional Capacity Assessment Tool (ICAT) in 2017 suggest the college is strengthened by its assessment practices, and has strong processes for using results productively. For the Culture of Evidence functional area, NECC [consistently rated as having 'moderate' to 'strong' capacity](#) in place for each of the instrument's overarching themes. The results further suggested there was potential for considerable growth, which future ICAT assessments will gauge.

Transparency

With a web presence on the scale of NECC, with many departments and content editors responsible to particular pages, keeping the

content accurate and up-to-date is an ongoing challenge. Evidence was gathered during open forums, and one instance was highlighted when Mental Health Services listed their contact as a counselor that departed the college over two years prior. While this is an isolated example, it illustrated the necessity for making sure content is periodically audited and systemically kept current.

The Director of Online Communication position was eliminated as part of budget reductions during spring 2019, and responsibilities for the website management were redistributed to other positions. With a web presence as large as NECC, and with the need to market the college becoming even greater as enrollments drop, it is paramount that the website receives the support necessary in order to continue to serve its multifaceted purpose. The production of expanded video content was led by a full-time staff videographer; that position was also retrenched as a cost-saving measure, however, so as the visual content needs updating, resources will need to be devoted for that purpose.

The college's commitment to offering clear and consistent information is exemplified by the adoption of SmartCatalog – its new [electronic Academic Catalog](#) – as a repository for official published information. While additional public information requests are acknowledged and processed, responding to the inquiries and collecting the allowable records within the time guidelines mandated by the state public records law can be challenging given current staffing levels. ICAT data affirmed that the college has good systems in place for communicating and engaging with both internal and external stakeholders about student success. In 2017 NECC rated 'strong' in the Engagement and Communication theme on creating and fostering strategic partnerships for improving student outcomes.

Presenting the cost of a degree can be challenging, as there are multiple variables at play and each student may take a unique path to completion. To enhance this presentation, different projections need to be developed to address the full estimates for an associate degree or certificate, costs for a full-time semester, a part-time semester, one course, and costs for different fees, as well as other possible combinations.

Public Disclosure

While historically done as part of its printed catalog, NECC does not currently have an easily accessible list of faculty that includes credentials. The challenge of creating and managing a current faculty list in an accessible, electronic format has not been met, but needs to be a priority. The faculty listing should be better integrated with the college's online directory in order to avoid multiple points of data stretched across different college departments.

There have been numerous personnel changes, through separation, retirements, creation of new roles, and retrenchment, as well as physical moves and employees assuming new positions at the college that have made the online directory incomplete. There is a need to have staff contacts, titles, and locations updated. There is also potential to create faculty profiles that could include sabbatical information.

NECC has dedicated a significant amount of effort towards the Consumer Information section of its website. Recognizing that [Prospective Students, Current Students, and the Community](#) are all consumers of the educational services offered by the college, the information is sufficient and well organized to serve all audiences. Students who choose to enroll at NECC are 'informed consumers.' The college has raised awareness of education costs for those admitted, and has prioritized the availability of resources dedicated to students and families fully understanding their financial commitment. While all academic programs submit their student learning outcomes and objectives to the assessment portal on Blackboard, only some of them also publish this information on the public website.

Projection

Beginning in Academic Year 2021-2022, NECC will establish a Website Review Team with strategic college-wide representation to ensure that content remains current and to improve user functionality.

By December 2021, the college will complete an updated listing of all continuing faculty members that includes academic credentials and departmental affiliation. The list will be integrated with, and updated by, the employee directory.



**Standard 9: Integrity, Transparency, and Public Disclosure (9.1)
(Integrity)**

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/Academic-Policies-and-Procedures/General-Policies/Academic-Ethics-and-Plagiarism	Academic Affairs
Intellectual property rights	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/College-Statements-Policies-and-Disclosures/Copyright-and-Intellectual-Property-Policy/Ownership-of-Intellectual-Property	Compliance
Conflict of interest	2019	https://www.mass.gov/service-details/summary-of-the-conflict-of-interest-law-for-state-employees	MA State Government
Privacy rights	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/Family-Educational-Rights-and-Privacy-Act-FERPA-Policy	US Dept Education
Fairness for students	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Student-Grievance-Procedure	Student Affairs
Fairness for faculty	May 2017	https://facstaff.nec.mass.edu/departments-and-organizations/human-resources/	Human Resources
Fairness for staff	May 2017	https://facstaff.nec.mass.edu/departments-and-organizations/human-resources/	Human Resources
Academic freedom Research	July 2015	https://mccc-union.org/local-contracts/full-time-and-part-time-day-faculty-and-professional-staff-2015-2018/	MA State Government
Title IX Other; specify	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/Know-Your-Title-IX	Human Resources
Non-discrimination policies			
Recruitment and admissions	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/College-Statements-Policies-and-Disclosures/Affirmative-Action-Nondiscrimination-and-Accessibility	Human Resources
Employment	Sept 2017	https://www.nec.mass.edu/employment/statement-non-discrimination/	Human Resources
Evaluation	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/Academic-Policies-and-Procedures/Grading-Systems-and-Policies	Academic Affairs
Disciplinary action	Oct 2018	https://nec.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Code-of-Conduct-Disciplinary-Process	Academic Affairs
Advancement	N/A		
Other; specify			

Resolution of grievances

Students	Oct 2018	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Student-Grievance-Procedure	Student Affairs
Faculty & Professional Staff	July 2018	https://mccc-union.org/wp-content/uploads/sites/69/2020/05/MCCC_BHE_Day_Contract_2018-2021-final.pdf	MA State Government
Non Unit Professional Staff Other; specify	July 2016	https://facstaff.necc.mass.edu/wp-content/uploads/2017/02/Community-Colleges-NUPs-Personnel-Policies-Handbook.pdf	Human Resources
Staff - Non-Professional (AFSCME)	July 2017	https://facstaff.necc.mass.edu/wp-content/uploads/2019/03/Afscme-2017-2020-CBA-Final-Version-March-10-2019.pdf	Human Resources

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Staff resolution of grievances resource is for non-union staff

**Standard 9: Integrity, Transparency, and Public Disclosure (9.2)
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.necc.mass.edu/discover/public-records/
Notice of availability of publications and of audited financial statement or fair summary	https://www.necc.mass.edu/discover/public-records/
Processes for admissions	https://www.necc.mass.edu/apply/
Processes for employment	https://www.necc.mass.edu/employment/
Processes for grading	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Academic-Policies-and-Procedures/Grading-Systems-and-Policies
Processes for assessment	https://www.necc.mass.edu/apply/assessment/
Processes for student discipline	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Code-of-Conduct-Disciplinary-Process
Processes for consideration of complaints and appeals	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Student-Grievance-Procedure

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Choose From Over 60 Programs	https://www.necc.mass.edu/learn/credit-programs/
Prepare for a New Career	https://www.necc.mass.edu/succeed/career-services/
Save Thousands of Dollars on Your Bachelor's Degree	http://www.necc.mass.edu/wp-content/uploads/201812-033_NECC_Viewbook-2018.pdf
Earn Guaranteed Admission to State Colleges and Universities	https://www.necc.mass.edu/succeed/academic-support-services/starting-necc-transferring/mass-transfer-pathways/
Take Advantage of Transfer Agreements with Colleges around the Region and the Country	https://www.necc.mass.edu/succeed/academic-support-services/starting-necc-transferring/transfer-agreements/
Build a Strong Academic Foundation	https://www.necc.mass.edu/succeed/
Get Help Choosing a Career Path	https://www.necc.mass.edu/succeed/career-services/
Secure Training Dollars	https://www.necc.mass.edu/engage/business-industry/mass-
Get Free Business Counseling	https://www.necc.mass.edu/engage/business-industry/small-business-development-center/
Post a Job or Participate in NECC's Internship Program	https://www.necc.mass.edu/business-and-industry/become-internship-partner/
Improve Your Skills with a Noncredit Course	https://www.necc.mass.edu/noncredit/
Earn Your Certificate or Degree Online	https://www.necc.mass.edu/learn/online-programs-courses/
Get College Credits Faster	https://www.necc.mass.edu/learn/innovative-programs/competency-based-education/
Stay Engaged with Programs for Learners 50+	https://www.necc.mass.edu/noncredit/personal-interest/life-long-studies/
Boost Your Child's Love of Learning Through STEM College for Kids	https://www.necc.mass.edu/engage/community-educational-programs/stem-college-kids/
Improve Your College and Career Readiness with Adult Education	https://www.necc.mass.edu/learn/innovative-programs/academic-preparation/adult-education/
Earn College Credit in High School	https://www.necc.mass.edu/learn/early-college/

Take Courses that Transfer to Other Colleges	https://www.necc.mass.edu/learn/early-college/individualized-program/
Save Money on College	https://www.necc.mass.edu/learn/early-college/individualized-program/

Date of last review of: December 2018	
Print publications	http://www.necc.mass.edu/wp-content/uploads/201812-033_NECC_Viewbook-2018.pdf
Digital publications	http://www.necc.mass.edu/wp-content/uploads/201812-033_NECC_Viewbook-2018.pdf

Please enter any explanatory notes in the box below

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Standard 9: Integrity, Transparency, and Public Disclosure (9.3)
(Public Disclosure)

Information	Website location
Institutional catalog	https://necc.smartcatalogiq.com/current/Catalog
Obligations and responsibilities of students and the institution	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Student-Code-of-Conduct
Information on admission and attendance	https://www.necc.mass.edu/apply/
Institutional mission and objectives	https://www.necc.mass.edu/discover/mission-statement-core-values/
Expected educational outcomes	https://necc.smartcatalogiq.com/current/Catalog/Academic-Programs-Course-Expectations
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.necc.mass.edu/discover/
Requirements, procedures and policies re:	https://www.necc.mass.edu/apply/
Requirements, procedures and policies re: transfer credit	https://www.necc.mass.edu/succeed/academic-support-services/starting-necc-transferring/
A list of institutions with which the institution has an articulation agreement	https://www.necc.mass.edu/succeed/academic-support-services/starting-necc-transferring/transfer-agreements/
Student fees, charges and refund policies	https://www.necc.mass.edu/afford/tuition-costs/
Rules and regulations for student conduct	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Student-Code-of-Conduct
Procedures for student appeals and complaints	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures/Student-Grievance-Procedure
Other information re: attending or withdrawing from the institution	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Academic-Policies-and-Procedures/Course-Program-and-Graduation-Policies/Withdrawing-from-the-College
Academic programs	https://www.necc.mass.edu/learn/credit-programs/
Courses currently offered	https://necc.smartcatalogiq.com/current/Catalog/Courses
Other available educational opportunities	https://www.necc.mass.edu/learn/
Other academic policies and procedures	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Academic-Policies-and-Procedures
Requirements for degrees and other forms of academic recognition	https://necc.smartcatalogiq.com/current/Catalog/College-Policies/Academic-Policies-and-Procedures
List of continuing faculty, indicating department or program affiliation, degrees	Not currently available; addressed in Standard 9 and as a projection for 2021.
Names and positions of administrative officers	https://www.necc.mass.edu/discover/leadership/presidents-cabinet/
Names, principal affiliations of governing board members	https://www.necc.mass.edu/discover/leadership/board-of-trustees/
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	https://www.necc.mass.edu/learn/
Programs, courses, services, and personnel not available in any given academic year.	https://www.necc.mass.edu/learn/credit-programs/
Size and characteristics of the student body	https://www.necc.mass.edu/discover/
Description of the campus setting	https://www.necc.mass.edu/experience/
Availability of academic and other support services	https://www.necc.mass.edu/succeed/
Range of co-curricular and non-academic opportunities available to students	https://www.necc.mass.edu/experience/
Institutional learning and physical resources from which a student can reasonably be	https://www.necc.mass.edu/future-students/

Institutional goals for students' education	https://www.necc.mass.edu/discover/mission-statement-core-values/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission.	https://www.necc.mass.edu/discover/consumer-information/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.necc.mass.edu/afford/tuition-costs/estimating-costs/
Expected amount of student debt upon graduation and loan payment rates	https://www.necc.mass.edu/afford/types-of-aid/direct-loans/
Statement about accreditation	https://www.necc.mass.edu/discover/consumer-information/accreditation/

SUBSTANTIVE CHANGE IMPLEMENTATION UPDATE: COMPETENCY-BASED EDUCATION

Introduction

This report provides an update on the implementation of the substantive change of offering six online Early Childhood Education (ECE) courses and an English Composition II course in a course-based competency-based education (CBE) format, since approval was granted on April 20, 2018. General information on NECC’s CBE initiative is included in the appropriate self-study standard chapters. This update addresses 1) steps taken to implement the substantive change proposal, 2) enrollment, student success, and financial data, 3) reflections on substantive change implementation, and 4) future plans for the following 3-credit courses:

NECC began offering course-based competency-based education courses in fall 2016. Course-based competency-based courses are held within the traditional 15-week semester and allow students a more personalized learning experience where mastery is emphasized instead of time. We began in 2016 by offering mostly computer applications and art courses. We

have since shifted our focus to early childhood education for two reasons. First, the Computer Applications Certificate, the focus of the initial CBE initiative, was inactivated as a result of an academic program audit in 2016-2017. Second, since 2017, NECC has received funding through the Massachusetts Department of Higher Education (DHE) [Higher Education Innovation Fund](#) Grant Competency-Based Pathways in Early Education and Care in response to a severe shortage of early childhood teachers and to address factors that have the potential to decrease time to degree. Given the large group of incumbent workers in the early childhood field without college credentials but possessing many of the competencies needed for success, CBE is a particularly attractive way to help these students earn certificates and degrees. These grant funds have built the capacity of the early childhood education department to innovate. The funds also provided the resources needed to adapt the NECC Early Childhood Director Certificate to CBE. The Early Childhood Education

Course	Semesters offered
ECE 101 Introduction to Early Childhood	Fall 2018
ECE 104 Child Growth and Development	Not yet offered
ECE 111 Preschool Curriculum	Not yet offered
ECE 113 Learning Environments for Infants and Toddlers	Not yet offered
ECE 203 Math/Science for Early Childhood Curriculum	Spring 2019
ECE 211 Child Care Administration	Fall 2019
ENG 102 English Composition II	Fall 2018, Spring 2019, Fall 2019, Spring 2020

courses listed above make up half of the courses required for the 28-credit [Early Childhood Director Certificate](#). Several of the courses are also required in the [Early Childhood Education Associate Degree](#), which we plan to adapt entirely to CBE by fall 2021. The six ECE courses listed above and ENG 102 were adapted to a CBE model using the existing curriculum and learning outcomes, which received approval by the college's shared governance and appropriate external entities at their inception.

Steps Taken to Implement Substantive Change Proposal

CBE Implementation Team

The CBE Implementation Team continues to lead the planning and implementation of the initiative, with minimal changes since the original substantive change request submitted in 2015, and consists of the following faculty and staff:

- Dean of Academic Innovations and Professional Development Kim Burns
- Dean of Business & Professional Studies Kelly Sullivan
- Director of Compliance for Student Affairs Heather Mores
- CBE Faculty Coordinator & Professor of English Elle Yarborough
- CBE Learning Coach Milissa Duncan
- Director of Instructional Technology and Online Learning Melba Acevedo
- Coordinator of Instructional Technology & Instructional Designer Sue Tashjian
- Instructional Coach & Professor Rick Lizotte
- Instructional Coach & Associate Professor of Early Childhood Education Jody Carson

The CBE Implementation Team supports the CBE faculty with the development of policies, procedures, assessment and training.

Faculty Professional Development, Competency Mapping and Validation

Early childhood faculty participated in extensive professional development and competency alignment as part of the Competency-Based Pathways in Early Education and Care grant program. Faculty participated in CBE trainings that provided foundational knowledge of competency-based education. These trainings were led by Professor of English Elle Yarborough, who teaches the CBE ENG 101 and ENG 102 courses.

The early childhood education faculty are well versed in competency mapping and alignment due to the demands of aligning their curriculum with state and professional standards. Faculty aligned their course outcomes with state and national professional competencies, validated them with advisory board members and engaged in program and course alignment with faculty from other Massachusetts community colleges. Faculty align their programs with [Massachusetts Department of Early Education and Care](#) mandates in order for students to meet licensing requirements. The NECC associate degree program is accredited by the National Association for Education of Young Children (NAEYC) and aligns with the [Standards for Professional Preparation](#). Professional development and competency mapping and alignment activities are listed below.

Course Adaptation and Support

ECE faculty benefitted from the work of the early adopters of CBE in the Computer Information Sciences (CIS) and Art departments, who contributed to the development of a Blackboard course template which was designed to include elements that would meet accreditation requirements and follow best practices (such as those promoted by Quality Matters). The consistency of the look and design of the template allows ease of navigation for

Date	Professional Development & Alignment Activities
October 2019	Sue Tashjian and Milissa Duncan attended CBExchange national conference.
October 2019	Sue Tashjian completed the edX course: Competency-Based Education: The Why, What, and How
February – November 2019	A set of common ECE program outcomes for all community college ECE associate degree programs and common outcomes for 4 of the 5 MassTransfer Pathway foundational courses were revised and distributed to all Massachusetts community college ECE faculty.
September 2018	Sue Tashjian and Kim Burns attended CBExchange national conference.
February – June 2018	<p>CBE Design Studio</p> <p>Led by Professor Elle Yarborough for the Competency-Based Pathways in Early Education and Care grant</p> <p>Faculty created competency maps and adapted assignments, lessons and rubrics. An evaluation survey clearly indicated participants were able to increase their knowledge of the central components of CBE.</p>
July 2017	CBE Accreditation Workshop: Dr. Kate Kazin and Kris Clerkin of Volta Learning Group, consultants who are CBE experts, presented a workshop on the fundamentals of CBE accreditation, federal regulations and the broader higher education landscape.
May 2017	Competency Validation: Competencies were presented to the NECC ECE Advisory Board for validation.
May 2017	<p>Competency Alignment: Early Childhood Education (ECE) faculty aligned their course outcomes with the following competencies:</p> <ul style="list-style-type: none"> • 2015 National Academies of Sciences • Massachusetts Department of Early Education and Care Core Competencies • Massachusetts Department of Early Education and Care Quality Rating Improvement System (QRIS) standards. • National Association for Education of Young Children (NAEYC) Professional Preparation Standards
April 2017	<p>CBE 101 Workshop</p> <p>Facilitated by Elle Yarborough for the Competency-Based Pathways in Early Education and Care grant</p> <p>Provided fundamentals of competency-based education, including: the use of the growth mindset, the role of faculty, competency mapping, competency validation, course design process and a CBE course demonstration.</p>

students. Each faculty member who developed a CBE course completed an iTeach training within the past three years (a requirement for all faculty who teach online at NECC). The iTeach training is offered by the Center for Instructional Technology (CIT). CIT developed an Introduction to CBE module for faculty to learn the foundational CBE concepts, how CBE courses are different from traditional online courses and the importance of course assessment.

In the course adaptation process, faculty

first completed a competency map aligning competencies with course outcomes, learning activities and assessments. Once competency maps were created, validated and approved by a CIT instructional designer, faculty were assigned an instructional coach to help them adapt their course. Faculty created course modules that included introduction, learning outcomes, activities checklist, instructional materials, pre-assessments, practice activities, self-checks and authentic performance-based assessments.

Once each course was adapted, the instructional designer performed a technical review using a rubric based on the Quality Matters Design Standards for Online Courses, an accessibility check and a CBE Review checklist.

Coaching and Orientation

Students are supported by the CBE Learning Coach, Milissa Duncan, who was hired in December 2018 to replace Ada Greenberg. Ms. Duncan has a Master of Education degree in Teaching, Curriculum, and Learning Environments. Ms. Duncan works with students from the moment they register or are referred by an academic advisor to the point of course completion. Once a student registers, the typical procedure is that she engages the student in an intake process that involves explaining the CBE modality and enrolling in a required online orientation. The orientation includes an overview of expectations in a CBE course as well as the [SmarterMeasure](#) online readiness assessment. The orientation modules include an explanation of competency-based education; an explanation of the role of the learning coach and the instructor; a sample pace chart; and CBE policies.

The CBE Learning Coach uses a case management approach to student support. She assists prospective CBE students in determining whether CBE is appropriate for their academic needs. Ms. Duncan communicates with faculty weekly about students' progress and works with students who need support in following either a standard or personalized pace chart. She helps enrolled CBE students with registering for classes, assisting with time management, and connecting students to resources for academic and personal support at the college and in the community as needed.

The Early Childhood Education Department conducts its own student advising. Students are advised by faculty rather than professional advisors. This high-touch approach extends to

the preparation faculty provide for students taking a CBE ECE course. Associate Professor Jody Carson modified the CBE orientation, contextualized it for ECE students, and required them to take it as a 1-week noncredit course that is facilitated and graded. The purpose of the orientation course is to prepare students for the expectations of a CBE course by building the technical and organizational skills needed to succeed. Early childhood education students typically require substantial support in using online tools. Faculty have found similar success in their accelerated online courses when such preparation is required. Students must complete the orientation one time prior to taking ECE CBE courses. The advising provided by the faculty, the orientation noncredit course and the case management of the CBE Learning Coach provide ECE students with a robust network of institutional support services.

Students and Student Feedback

The students enrolling in CBE courses reflect the age and gender of the college's overall student population. The average age of CBE students enrolled in fall 2018 was 24 years, with the college average of 25 years. NECC's student body is typically 60% female and 40% male, including CBE students. On average, students accrued 37 NECC (not transfer) credits by the start of their CBE courses. This means students had the equivalent to two full semesters of credit prior to starting a CBE course. The majority of CBE students reside in Lawrence and Haverhill, MA.

The [C-RAC Common Framework](#) recommends institutions validate the quality of the CBE program through feedback from students and graduates. In addition to the formal student evaluation process that is negotiated as part of the faculty contract and the informal student feedback faculty and the CBE Learning Coach regularly receive, surveys were used to assess

Survey Distribution Semester/Date	Survey Distribution Method	Number of Survey Responses (Response Rate)	Summary of Results
Fall 2019 December 2019	Qualtrics survey emailed to 100 unique students	21 (21%)	<ul style="list-style-type: none"> • 9 students responded that they chose CBE for the flexibility it provided them to manage their coursework at a pace that fit their schedules. • 15 students responded the orientation prepared them for the expectations of the CBE course very well. • 10 students indicated they liked the flexibility to do the work when it fit into their schedules. • 4 students stated they liked the opportunity to get ahead.
Fall 2018 December 2018	External evaluators of PIF grant surveyed ECE 101 students	7 (44%)	<ul style="list-style-type: none"> • Students felt prepared to navigate the online environment. • The majority of students rated the CBE framework as helpful in progressing through the coursework. • Students rated the course content highly. • The majority of the students would take another CBE course based on their experience.
Fall 2018 December 2018	Qualtrics survey provided in Blackboard announcements & emailed to 100 unique students	7 (7%)	<ul style="list-style-type: none"> • Students chose CBE for the flexibility it afforded them to manage their coursework at a pace that fit their schedules • All students indicated the orientation prepared them very well or somewhat well for the expectations of CBE. • Students liked managing assignments on their own schedule.
Fall 2017 December 2017	SurveyMonkey emailed to 90 students; paper survey distributed again in January 2018	11 (12%)	<ul style="list-style-type: none"> • Ten students mentioned either flexibility with due dates and/or the flexibility of taking college classes while working full time were the reasons to take a CBE course. • 9 students indicated the orientation prepared them very well or somewhat well for the course. 2 students indicated they did not remember.
Spring 2017 April 2017	SurveyMonkey emailed to 70 students & faculty asked to include in Blackboard announcements	5 (7%)	<ul style="list-style-type: none"> • All students indicated the orientation prepared them very well or somewhat well for the course. • All students indicated the CBE format was chosen to allow them flexibility and to work at their own pace.
Fall 2016 December 2016	SurveyMonkey emailed to 50+ students	4 (8%)	<ul style="list-style-type: none"> • All students indicated the orientation prepared them very well or somewhat well for the course. • All students indicated the CBE format was chosen to allow them flexibility and to work at their own pace. • Three of the four students indicated satisfaction with the CBE model.

students' experience with and perceptions of their CBE courses. The online survey administration and results are summarized below.

While response rates have been low, survey results indicate students are satisfied with the CBE model and want CBE options to grow. In a personal interview conducted in spring 2020, one student explained how she benefited by taking a CBE course.

"There were two things that were real benefits compared to a traditional course. I really appreciated the pacing. When my life got busy with work-related things, I could put the course on the back burner and come back to it when I could focus on it, instead of half-heartedly rushing to finish an assignment to meet a deadline or get it downgraded because it was late. I could do higher quality work because I could do it when I had the chunk of time. . . . There was a module in the course that I had a lot of experience with and I didn't have to do those assignments that I already knew. The main benefit wasn't time - I did the readings anyway. It was the empowering feeling that I had control: I have this competency and I have shown it and now I can move onto something that I would benefit from spending more time on.

This appreciation for a personalized pace is what we hear from students the most. While an accelerated pace is often thought of as an appealing aspect of CBE, the option of slowing down when life gets busy is more common among students taking CBE courses.

Student feedback is considered for continuous improvement of the model.

Assessment of Student Learning

Assessment strategies are in place for both ENG 102 and the ECE program. Assessment of ENG 101 and 102 CBE sections occur as part of the annual English Department assessment process. The English Composition sequence of ENG 101 and ENG 102 have common student learning outcomes. The typical procedure is that artifacts (a source-based essay from ENG 101 and a research paper from ENG 102) from two students in each section of ENG 101 and 102 are randomly selected in Blackboard by the Tk20 assessment tool. Approximately 60 ENG 102 artifacts are collected, anonymized and scored annually. Faculty score the artifacts using the English Department's rubric. In May 2020, English Department faculty will increase the number of CBE artifacts to 10 for each CBE course (a total of 20 CBE artifacts) to allow for a richer comparison between CBE sections and non-CBE sections. The purpose of this assessment is to determine if the artifacts from the CBE students are of at least equal quality compared to non-CBE students. Results of the assessment will be presented to the CBE Implementation Team for discussion and determination of next steps for continuous improvement. These results will be available to the NECHE visiting team in October 2020.

Program assessment of the ECE associate degree learning outcomes focuses on key assessments designed to measure students' knowledge of [NAEYC standards](#). For instance, in spring 2020, the key assessment in ECE 272 Early Childhood Education Practicum II is a lesson plan. This key assessment will be used to assess NAEYC Standard 5 which is students' ability to use content knowledge to build meaningful curriculum. To assess the effectiveness of the CBE modality, in spring 2020, common assignments from CBE and non-CBE sections of ECE 101, ECE 211 and ECE 203 will be scored using a common rubric. The purpose of this assessment is to determine if the artifacts from the CBE students

are of at least equal quality compared to non-CBE students. Results of the assessment will be presented to the CBE Implementation Team for discussion and determination of next steps for continuous improvement. These results will be available to the NECHE visiting team in October 2020.

Marketing

An outcome of the fall 2017 evaluation visit was a commitment to focus on marketing CBE courses. In FY19 and FY20, the ECE Department received [Career Pathways](#) grants from the Department of Early Education and Care (EEC). This funding intends to promote and expand higher education certificate and degree attainment for the early childhood education workforce. Initiatives supported through the grant focus on the expansion of opportunities for career advancement and reducing the early childhood teacher shortage, which has reached crisis status across the state. The grant has provided \$103,915 for tuition scholarships and books, which has helped drive enrollments to ECE courses. The NECC Career Pathways Director Doris Buckley has focused on efforts to target incumbent workers by conducting outreach to childcare providers in the region. She has created a Childcare Directors Group to enhance relationships with and support the professionals

who are in dire need of early childhood teachers. Dr. Buckley regularly visits centers and distributes marketing materials to multiple distribution lists to reach potential students already working in the field interested in career advancement.

Enrollment, Student Success, and Financial Data

Enrollment Data

Despite the dire need for early childhood teachers in the field, enrollments in early childhood education programs have declined over recent years. This is mostly due to a lack of compensation parity, which is a serious issue for teachers who work with young children. The lack of parity is a result of a system that is segmented by children's age and the program's funding stream – teachers working with young children in public school systems earn a living wage while teachers working in community-based centers don't. EEC Career Pathways funding promises to boost enrollments in the degree and certificate programs, most likely by providing free tuition for incumbent workers who have yet to complete an academic credential. Increasing the credentials of incumbent workers will enhance their earnings, although it will not address this systemic compensation parity issue. Meanwhile, course offerings must be carefully scheduled

Course	Enrollments			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
ECE 101 Introduction to Early Childhood	16			
ECE 104 Child Growth and Development	Not yet offered			
ECE 111 Preschool Curriculum	Not yet offered			
ECE 113 Learning Environments for Infants and Toddlers	Not yet offered			
ECE 203 Math/Science for Early Childhood Curriculum		10		
ECE 211 Child Care Administration			16	
ENG 102 English Composition II	22	21	22	22

to offer the right mix of face-to-face, online, hybrid and CBE modalities to meet students' needs. Currently, one CBE section is offered per semester. Assistant Professor and Program Coordinator Jody Carson has redesigned the course schedule so incumbent workers will have a consistent schedule, allowing them to schedule their work hours and their courses beyond one semester. Coursework will also be in a hybrid format (i.e., a combination of online and face-to-face instruction) resulting in students on campus for less time to accommodate busy lives but still providing consistent contact with faculty. Once the full degree is developed and approved to be offered as CBE (anticipated fall 2021), a CBE option will be marketed to incumbent workers who can leverage their prior learning.

ENG 102 is offered each semester and draws from all sections of ENG 101, particularly the CBE section of ENG 101. The course consistently enrolls at or near the contractual maximum of 22 students.

Student Success Data

Since the CBE initiative began in fall 2016, more than half of the sections have a higher A-C completion rate compared to other sections of the same course. In fall 2019, of the seven courses offered with both CBE and non-CBE sections, five

courses (71%) had higher A-C completion rates. The data set for the courses that are the focus of this evaluation is too small to draw generalizable conclusions, as demonstrated in the table below.

Course completion rates may not be the ideal metric for determining the success of the CBE initiative. Quality of learning that results from a mastery approach, which will be assessed at the end of spring 2020, may be a better indicator of the value CBE brings to our students' educational experience.

Financial Data

Tuition and fees for CBE courses follow the college's fee structure. Students are not charged additional fees for CBE courses. Revenue per course is listed below. Total FY19 revenue generated by CBE courses was \$78,218.

In addition to tuition and fee revenue, CBE courses are supported by grants from the Department of Higher Education, the Department of Early Education and Care and the college's Perkins allocation. In FY20, the following CBE costs were covered by grant funding:

Because we are still working towards the development of an ECE credential that is 100% CBE, we are unable to provide program revenue at this time.

Course	A-C Course Completion Rates Compared to Other Sections of the Same Course					
	Fall 2018		Spring 2019		Fall 2019	
	CBE	Non-CBE	CBE	Non-CBE	CBE	Non-CBE
ECE 101 Introduction to Early Childhood	81.3%	86.7%				
ECE 203 Math/Science for Early Childhood Curriculum			70%	91.7%		
ECE 211 Child Care Administration					81.3%	N/A
ENG 102 English Composition II	54.5%	68.6%	81%	68.7%	59.1%	62.4%

Reflections on Substantive Change Implementation

In the letter from the Commission dated March 22, 2018, the Commission stated the “addition of competency-based education offerings has been a ‘very positive development’ for NECC, and we are gratified to learn of the ‘enthusiastic support’ of CBE by students and faculty.” As we work towards a fully online CBE ECE associate degree, we believe CBE continues to add value

to our students’ learning experiences and has growing support among students and faculty. Significant grant resources have supported CBE expansion, with the eventual completion of the full ECE degree developed by fall 2020. We plan to submit a substantive change request for the full degree in fall 2020, with the expectation that, if approved by the Commission, the program will be offered in fall 2021.

In addition to the ability to garner grant resources, areas of strength include faculty

Fall 2018 revenue

Course	Credits	Enrolled	Revenue
ECE 101 Introduction to Early Childhood (contract course)	3	16	\$6,500
ENG 102 English Composition II	3	22	\$16,808.00

Spring 2019 revenue

Course	Credits	Enrolled	Revenue
ECE 203 Math/Science for Early Childhood Curriculum	3	10	\$7,640.00
ENG 102 English Composition II	3	22	\$16,808.00

Fall 2019

Course	Credits	Enrolled	Revenue
ECE 211 Child Care Administration	3	16	\$12,512.00
ECE 101 Introduction to Early Childhood (directed study)	3	1	\$746
ENG 102 English Composition II	3	22	\$17,204.00

CBE Cost	Grant	Expense
CBE Learning Coach	Perkins	\$26,479
Faculty professional development stipends	Perkins	\$2,000
SmarterMeasure units	Perkins	\$1,500
Faculty development stipends for CBE adaptation of 12 courses (34 credits) to create a fully online CBE ECE associate degree	DHE Higher Education Innovation Fund	\$29,700
Instructional designer to support development of fully online CBE ECE associate degree	DHE Higher Education Innovation Fund	\$18,375
Faculty coordinator to manage development of online CBE ECE associate degree	DHE Higher Education Innovation Fund	\$7,200
Tuition scholarships for CBE ECE courses	EEC Career Pathways Grant	\$7,500
Total FY20 Grant Funding		\$92,754

professional development and student coaching. Faculty are provided in-depth training and guidance to adapt existing courses for CBE delivery. Students experience the additional support of the Learning Coach helping them navigate this learning modality.

We continue to develop our collection and analysis of data related to student success in CBE courses. As an institution, we are infusing student success data into our decision making more than ever before. With greater access to data through the Zogotech data warehouse, we will be able to dig deeper into the data on the success of CBE students. As course offerings expand, we will monitor patterns in course completion rates as well as other success metrics. As stated above, quality of student work may be a better indicator of student success than course completion rates.

The Commission's letter also placed emphasis on marketing CBE offerings to support achievement of our enrollment goals. As described above, state level agencies such as the Department of Early Education and Care, the Department of Higher Education and others are putting a spotlight on the shortage of early childhood educators and the impact on the Massachusetts workforce. The funding provided by EEC through the Career Pathways grants have bolstered the financial and human resources

of the Early Childhood Education Department, allowing the department to conduct outreach and recruitment like never before. The parallel outreach efforts and the development of the fully online CBE degree are expected to generate an increase in enrollments in the early childhood education program.

The CBE Implementation Team will continue to work on the following actions:

- Complete the development of a fully online CBE ECE associate degree by fall 2020
- Continue to analyze student success data, analyze trends, and use the data in a feedback loop to faculty for continuous improvement
- In 2020, assess student artifacts to determine level of quality compared to artifacts from non-CBE courses
- By fall 2020, increase the survey response rate by administering shorter surveys with relevant questions throughout the semester, rather than a comprehensive survey after finals week (e.g., embedding questions into the SmarterMeasure assessment, surveying about the orientation experience 4-6 weeks into the semester, and administering the end of the semester survey in November).



APPENDICES

Affirmation of Compliance with Federal Requirements of Title IV	A3
Select List of Supporting Documents Available	A5
NECC Organization Charts	A7
E-Series Forms: Making Assessment More Explicit	A13
Financial Statements and Management's Discussion and Analysis, including Auditor's Management Letter	A89



**AFFIRMATION OF COMPLIANCE WITH
 FEDERAL REGULATIONS RELATING TO TITLE IV**

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

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL 1	https://www.necce.mass.edu/succeed/academic-support-services/starting-necce-transferring/transfer-agreements/
URL 2	https://necce.smartcatalogiq.com/2020-2021-Updated/Catalog/College-Policies/Academic-Policies-and-Procedures/Transferring-Credits-from-Another-College
Self-study/Fifth-year Report Page Reference	36, 102

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL 1	https://necce.smartcatalogiq.com/2020-2021-Updated/Catalog/College-Policies/Student-Code-of-Conduct-and-Grievance-Procedures
URL 2	https://necce.smartcatalogiq.com/2020-2021-Updated/Catalog/College-Policies/Academic-Policies-and-Procedures
Self-study/Fifth-year Report Page Reference	53, 101

- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit..... The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	institutional authentication protocols, including unique ID, passwords, DOB, and personal security questions
Self-study/Fifth-year Report Page Reference	38

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

URL	https://www.necce.mass.edu/discover/consumer-information/accreditation/
Print Publications	Eagle-Tribune, Haverhill Gazette
Self-study Page Reference	xv

The undersigned affirms that [Northern Essex Community College](#) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Dr. Lane A. Glenn, President

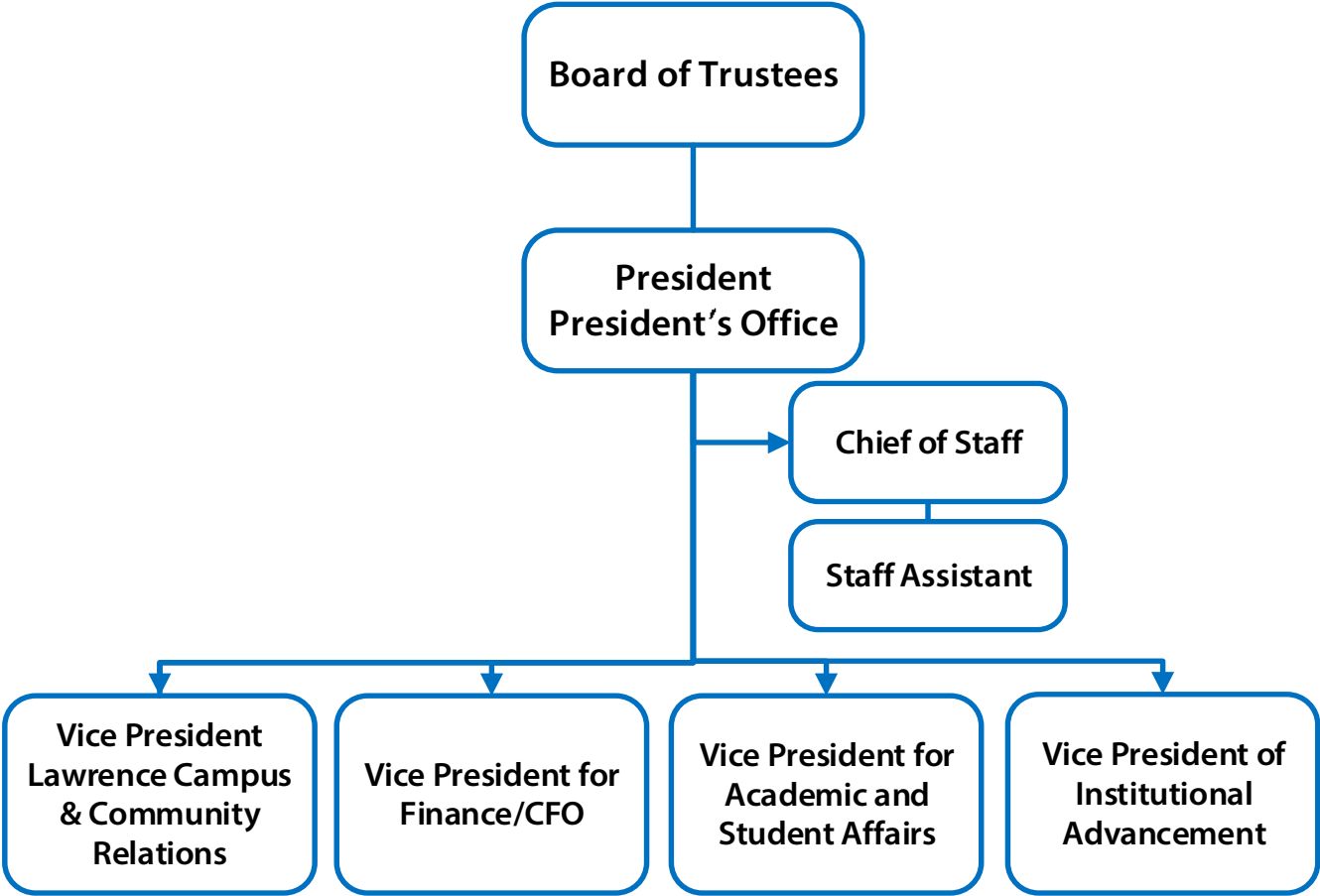
Date: February 1, 2021

March 2016
June 2020

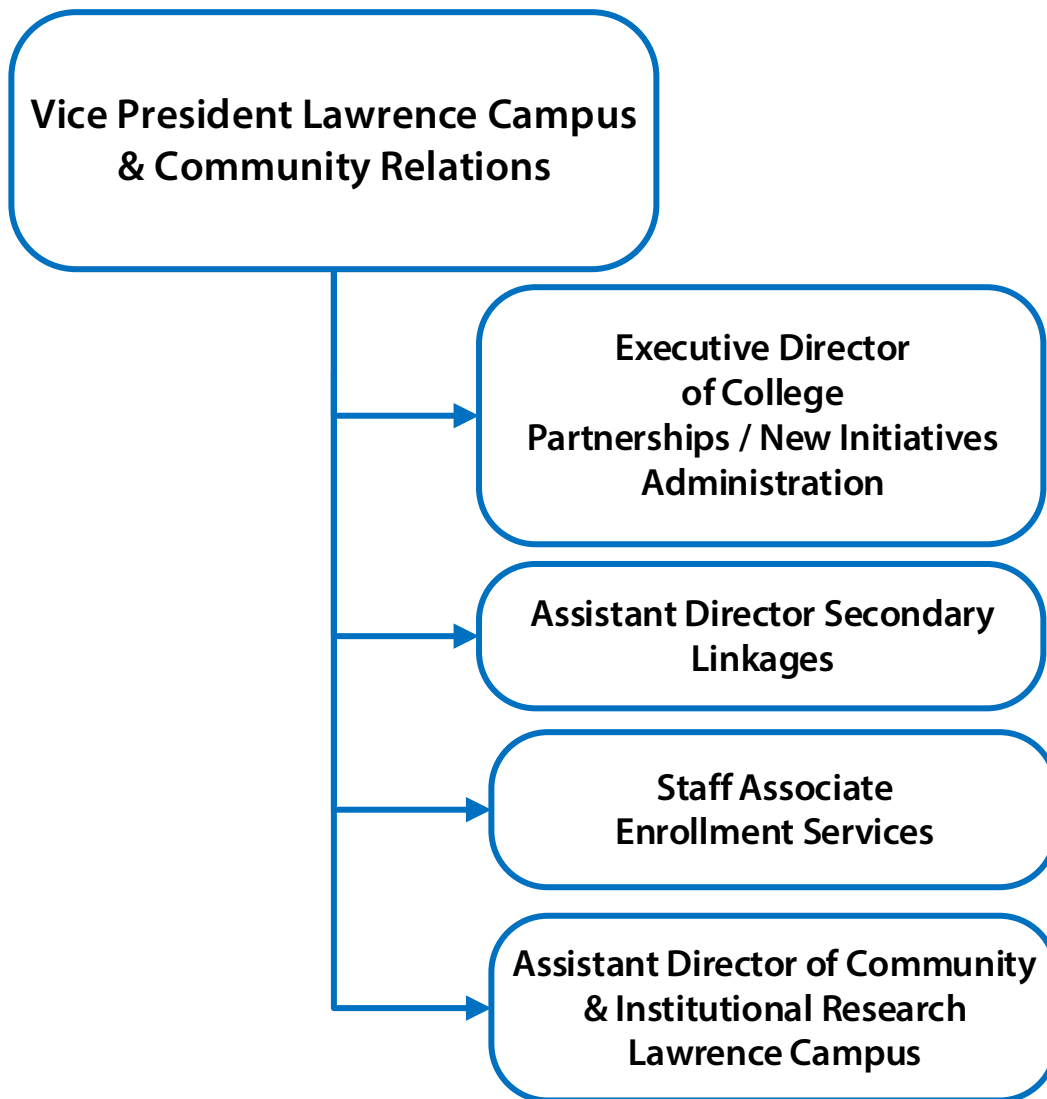
SELECT LIST OF SUPPORTING DOCUMENTS AVAILABLE

All College Assembly Annual Report	Integrated Student Experience Survey
All College Assembly Charter	IT Master Plan 2017-2020
Academic Catalog	Liberal Arts Cohort Study
Academic Master Plan 2016-2020	Library Strategic Plan
AFSCME Collective Bargaining Agreement	LIFT (Leading Into The Future Together)
Assessment of Student Learning Committee Annual Report	MCCC Collective Bargaining Agreement
Audit and Finance Committee Minutes	NECC Employee Handbook,
Audited Financial Statements	NECC Revised Mission Statement Approval
Board of Trustees By-Laws, FY19 & FY20	NECC2020 Strategic Plan
Building Portfolio Summary Report	Non-Unit Professionals Handbook
Checklist for Course Materials	Parnassus
College Investment Policy	Pathways
Competency Based Education	PENC Statement of Commitment and Responsibilities for Massachusetts Public College and University Board of Trustees
<ul style="list-style-type: none">• Letter from NECHE on CBE, Dated March 22, 2018• CBE Review Checklist• ENG 101 & 102 Learning Outcomes (CBE)• English Department Grading Rubric (CBE)	Policy on Affirmative Action, Equal Opportunity and Diversity
Comprehensive List of Projects	Program and Certificate Curriculum Maps
Core Academic Skills Requirements	Program Review Schedule
Course Syllabi	Program Reviews
Distance Education Course Interaction Plan	Site and Building Data Section
Graduate Follow-Up Report	Student Code of Conduct
Huron Report Summary	Voices: 2012-2015 Strategic Plan
Institutional Capacity Assessment Tool-Results Summary	

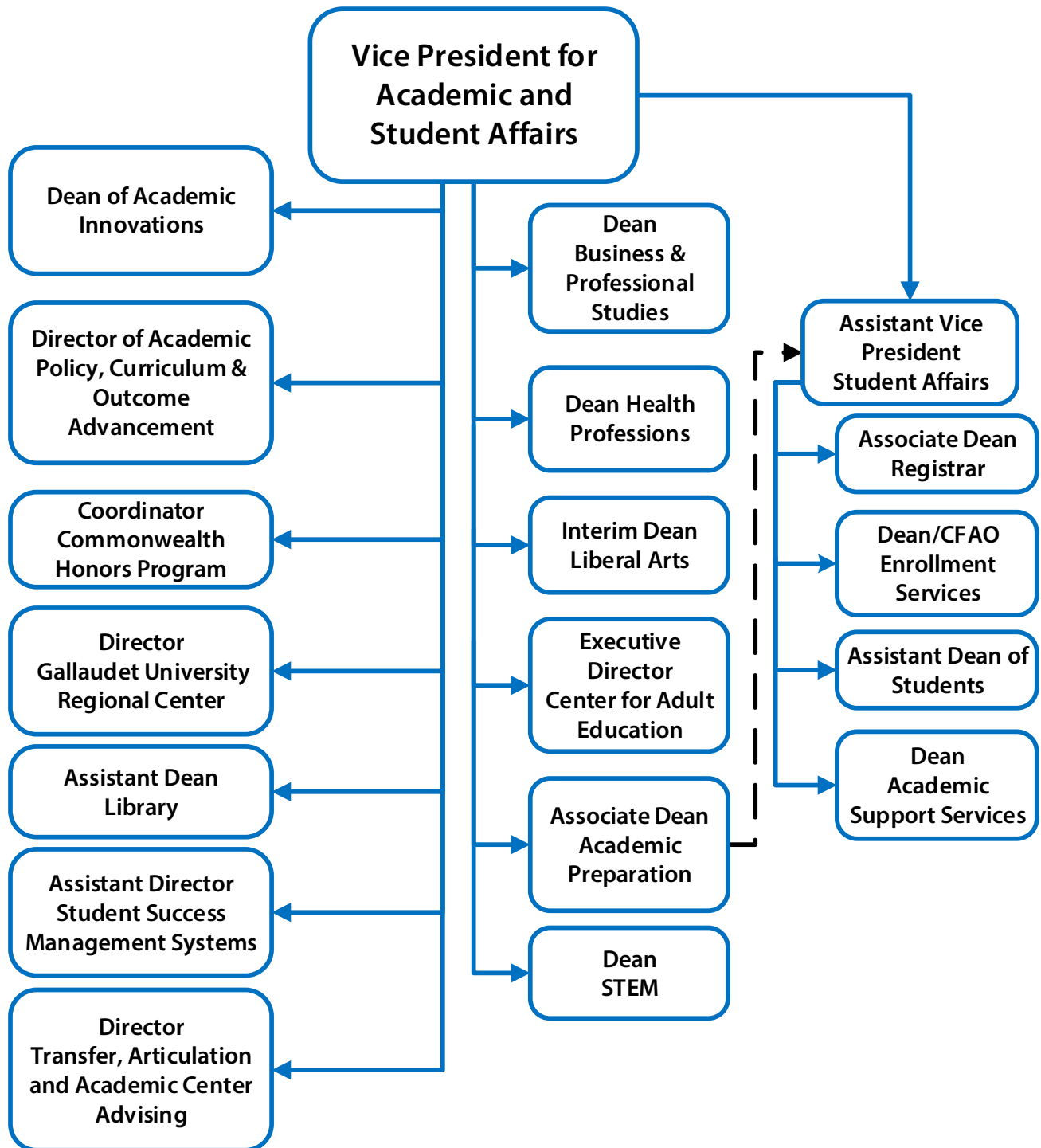
President's Office SPRING 2020



Lawrence Campus & Community Relations SPRING 2020



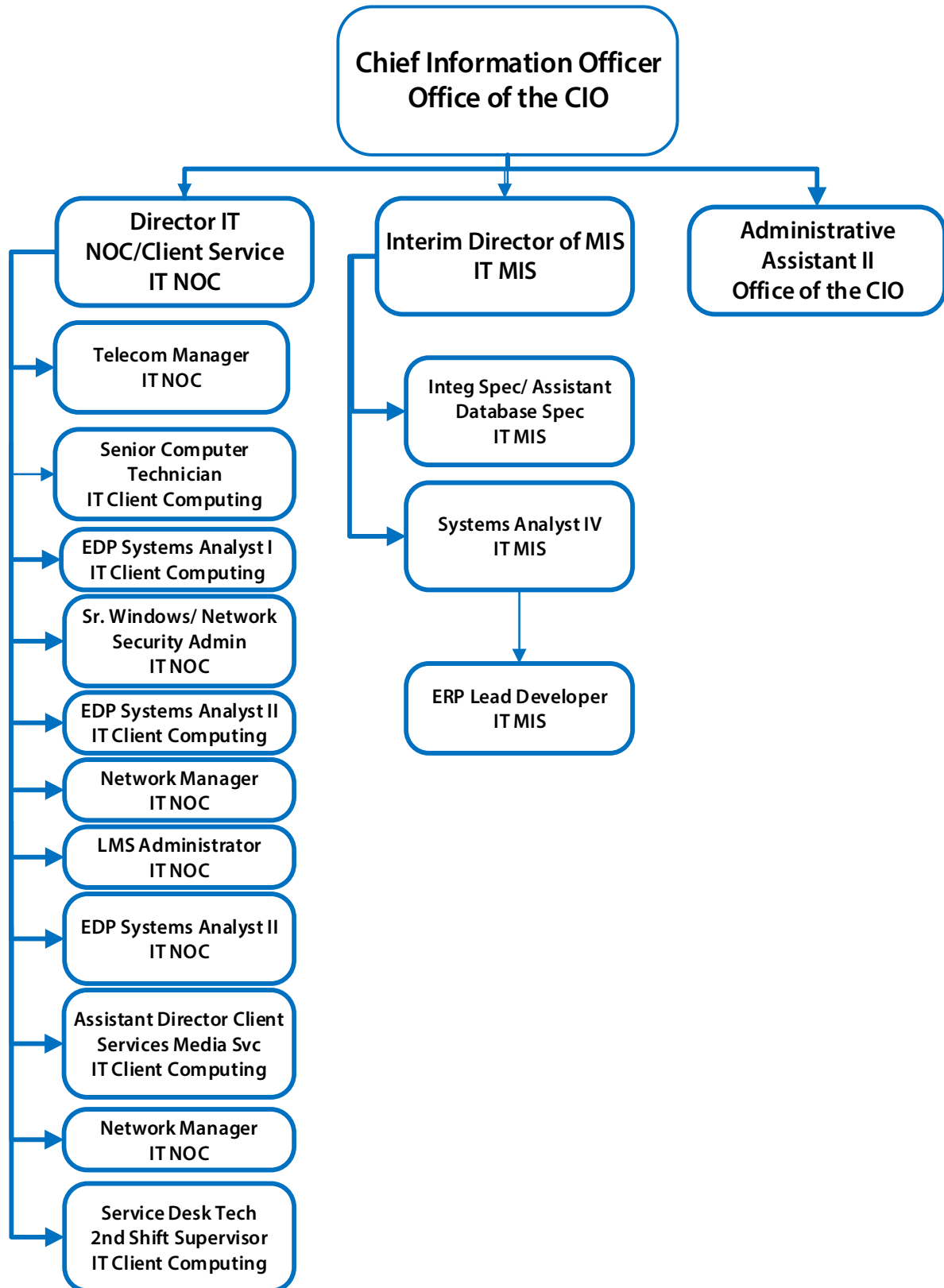
Academic & Student Affairs SPRING 2020



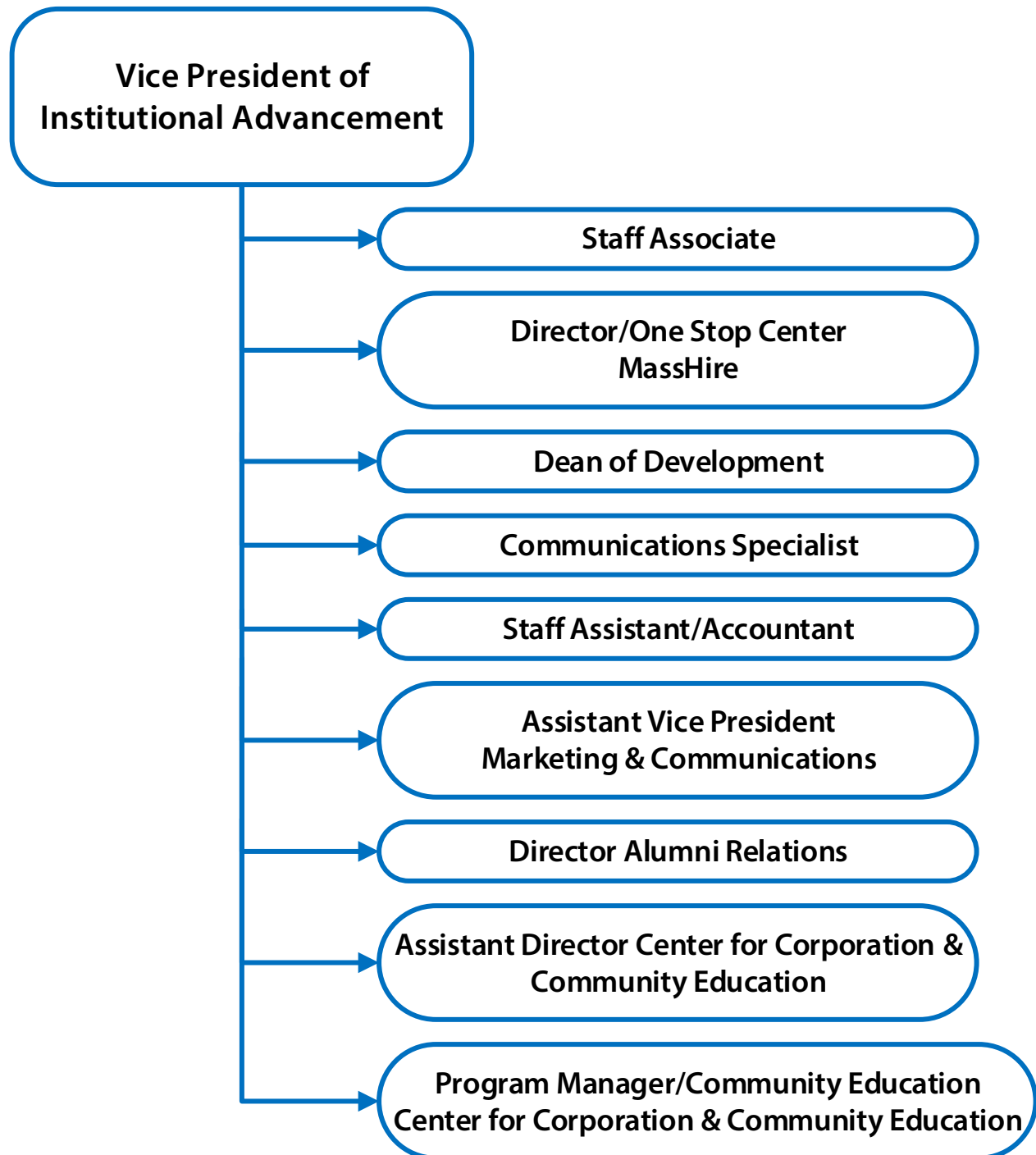
Finance & Administration Spring 2020



Office of the CIO SPRING 2020



Institutional Advancement Spring 2020



E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	NECC institutional level outcomes assessment is the same as our general education assessment: please see next row.				
For general education if an undergraduate institution:	At NECC, the six Core Academic Skills represent our general education and institutional learning outcomes: Global Awareness, Information Literacy, Public Presentation, Quantitative Reasoning, Science & Technology, Written Communication. See more at this link: https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/core-academic-skills/	Assessment of the Core Academic Skills is done annually by assessing artifacts from courses intensive in the skill using a rubric. See more at these links: https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/core-academic-skills/core-skills-rubrics/ https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment/institutional/	The evidence is interpreted by a group of faculty who have experience in assessing learning outcomes. They work under the auspices of the Assessment of Student Learning Committee. They receive training on using the relevant rubric and do norming sessions to assure inter-rater reliability. See more at this link: https://facstaff.necc.mass.edu/faculty-resources/program-review-outcomes-assessment-of-student-learning-committee/	Based on the results of the annual assessment, which are shared with the college community and particularly with those that teach intensive courses in the skill that was assessed, adjustments may be made to pedagogy, curriculum, and course assignments to improve student learning. For instance, as a result of the Quantitative Reasoning skill assessment in 2017-2018, the following academic year, adjustments were made in several intensive QR courses, including Accounting and Chemistry, and professional development was provided	Global Awareness assessment originally scheduled for 2019-2020 is being completed in 2020-2021 academic year. Last completed assessment was Quantitative Reasoning in 2018. See more at this link: https://facstaff.necc.mass.edu/wp-content/uploads/2019/10/Quantitative-Reasoning-2017-2018.pdf

				<p>to faculty. See more at this link: https://facstaff.necc.mass.edu/wp-content/uploads/2019/12/Report-ASLC-2018-19.pdf</p>	
<p>List each degree program:</p>	<p>Accounting</p> <p>All learning outcomes are included in the Accounting Outcomes and Curriculum Map available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Accounting_Outcomes_and_Curriculum_Map_20201.pdf And on the program website https://www.necc.mass.edu/learn/credit-programs/business/accounting/</p>	<p>Intermediate Accounting I & II were assessed in Fall 2019 and Spring 2020 for learning outcome: "Analyze and record sophisticated accounting transactions and prepare advanced financial statements in accordance with GAAP." Same faculty teaches both courses and used homework assignments and test that covered specific chapters to assess the above-mentioned LO. Both courses were offered only online.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the assessment professional day, the group discusses which outcome will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results.</p> <p>The computerized accounting assignments are reviewed by the full-time faculty member who oversees the accounting program.</p>	<p>We found the following: The results were overall not surprising as these are majors should be able to demonstrate a strong understanding. Although the final semester grades for ACC202 did not meet the 85% expected goal (4% lower than goal) this was also the semester that the COVID-19 pandemic hit and many of our students were struggling with a variety of challenges.</p> <p>For the two assignments that the goal was not met the professor as reviewed the areas where the students struggled the most and will be developing additional resources, such as videos, to aid the students in having a stronger understanding of the material covered.</p>	<p>2017-2018 academic year</p>

					Removed the free elective and replaced it with a program elective that will require students to take either the internship class or Managerial Business Communications, this went into effect in the Fall of 2019.
					In addition, the program requirement Organizational Behavior (PSY105) instead of Intro. To Psychology (PSY101) went into effect in the Fall of 2019.
					Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into effect in the Spring of 2020.
					Changes to course sequencing and prerequisites went into effect in Spring 2019:
					BUS102 (Introduction to Entrepreneurship) a 100 - level course with 3 prerequisites: BUS101, MKT210, and ACC101.
					BUS105 (Business Communications) prerequisites: BUS101 and ENG102.

				<p>BUS211 (Business Law) prerequisites: BUS101 and raised ENG101 to 102.</p> <p>Made BUS101 prerequisite for all upper level courses</p> <p>A capstone course was created this year called Business Analytics Capstone and paperwork was submitted and approved to require this course for the Accounting and Business Management programs. The course is not yet implemented awaiting other potential changes.</p> <p>ACC202, ACC203, and MKT210 underwent a course description change, which went into effect in the Spring of 2020.</p> <p>We have also created curriculum pathways for students taking 9, 12, or 15 credits to make the registration process easier for students and in an organized sequence.</p>	
Advanced Manufacturing, Precision Machining	All learning outcomes are included in the Advanced Manufacturing Outcomes and Curriculum Map available here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Adv-	The Advanced Manufacturing Precision Machining Program is a "hands-on" learning process where the students are required to actually apply the classroom instruction to existing problems	All courses are taught by certified manufacturing industry professionals. All courses are instructed by a recognized authority in their field. Cumulatively, these	The program is relatively new, only having been available to students for less than one year. As such, little data (5 students) has been accumulated. With only	The program was updated and approved by the NECC Academic Affairs Committee in November of 2017.

May 2016

	<p>Manufacturing-Outcomes-and-Curriculum-Map-2018.pdf And on the program webpage https://www.necc.mass.edu/learn/credit-programs/technology-and-engineering/engineering-science-advance-manufacturing/</p> <p>The Learning Outcomes are also noted in the approved version of the Academic Affairs Committee Program Proposal, number 1718-020.</p>	<p>either where they work or at an institution which provides the ability for student access and assessment.</p> <p>EST113 – This course focuses on specific manufacturing activities which align to the Toyota Production System. Topics such as Kanbans, Jidoka, Flow versus Push, 5S, Takt Time, Andons, and many other key elements of a lean production system are taught with examples from current manufacturing companies. The students must take these topical learnings to the designated work area or company and portray how (if) these topics are deployed. Each week, students return to class with evidence that portrays the application (or not) of the topics. Because of the uniqueness and variety of potential manufacturing models, students learn from each other about the diversity of multiple manufacturing types and how elements of the TPS need to be modified based on a particular business’ needs. Summary: tools and techniques learned in class are required to be applied in a work setting and a report out to the class follows. Students are assessed based on depth of application / knowledge.</p>	<p>experts review the curriculum, courses and student results to ensure that the presentations made to students reflect contemporary revisions of all standards. The instructors collaborate on student outcomes to ensure that the learning outcomes are achieved and / or modify the course work accordingly.</p> <p>EST113, Principles of Manufacturing is currently led by a professional manufacturing manager with 30 plus years of experience. The Instructor is a certified Six Sigma Black Belt, approved by the American Society for Quality as an expert in the use of manufacturing and quality techniques aligned with and used by industry leaders such as Toyota, Boeing, Danaher, Honda and many other highly respected manufacturing entities. The instructor is also a recognized authority in Lean Manufacturing having studied under “senseis” from Toyota, Parker Hannifin, and other lean manufacturing companies.</p> <p>EST140, is led by an OSHA 30 certified instructor. Only OSHA can authorize certification of these teachers who have been</p>	<p>sparse data, no changes have been made to the curriculum and outcome assessments. It is worth noting however that the course, curriculum, learning outcomes, assessment methodologies, etc. are regularly reviewed to assure that the course are maintaining currency to industry standards.</p>	<p>https://www.osha.gov/laws-regs.html At that time, no major changes were made; for example, course sequencing was adjusted to allow for better student progression, courses were identified to reflect core academic skills, etc. Whereas the program is relatively new with very little application history, more time and students will provide input as to potential improvements.</p>
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		<p>The fashion of learning in the class is "Learn, See, Do" where the students learn a particular topic, then are shown evidence and portrayals of the topic and then the student must find similar instances in their designated work areas.</p> <p>Assessment of student capability is based on their understanding and ability to implement the tool.</p> <p>The course requires a final presentation which summarizes to what degree lean manufacturing methodology can be applied at the work place. Each student presents to the class how the TPS has (has not) or can (cannot) be applied at the manufacturing location. The presentation is typically in Powerpoint format and the students are assessed on their Lean manufacturing knowledge, their structure and content of the presentation as well as their ability to present the TPS lean system as reflecting their workplace.</p> <p>EST140 – This course centers around comprehending ALL safety aspects associated with a manufacturing entity. Manufacturing Safety is a critical course and is typically required</p>	<p>authorized as experts in their field. Any instructor teaching EST140 MUST be OSHA 30 certified AND have actual experience of applying standards.</p> <p>EST141. Quality Systems is also taught by an industry recognized professional. The instructor must have thorough experience in multiple industries including aerospace, defense, commercial and service fields in order to be considered for the course. The instructor must be certified as a Lead Auditor for at least one of the instructed standards.</p>		
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			<p>at EVERY manufacturing business without exception.</p> <p>Similar to EST113, students are assessed on their understanding of the learning topics themselves and how those topics apply to their place of work or designated assignment company. The course and the topics are guided by standards produced by the Occupational Health and Safety Administration (OSHA), the designated entity of the federal government responsible for overseeing workplace safety. OSHA itself has many assessment methods which range from a "level 10" to a "level 30". The EST140 course reflects the level 30 standard, the highest recognized process within OSHA: https://www.osha.gov/law-regs.html</p> <p>At the end of the course, students are assessed on their ability to pass the OSHA 30 standard and are prepared to take the official exam (offered only by OSHA itself or an authorized trainer). The instructor(s) for this class are OSHA 30 Certified.</p> <p>EST141 – Quality Standards compliance is typically an absolute requirement for contemporary manufactures to</p>
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				<p>be selected to perform work. Aerospace and Defense industries need to comply with AS9100 quality standards. Industrial and Commercial industries require compliance to ISO9000 standards. Food producers must comply with GMP standards and so on. This course teaches the basics of all the standards. Again, assessment occurs as the students themselves use the standard(s) to assess their current workplace status. Each week in class, students review a different set of topics, return to the workplace, determine compliance (or not) to the standard and report such in the next class. Assessment is completed by determining the student's ability to comprehend the topic, recognize its utility at the workplace and how they would alter (if necessary) their workplace to comply with the standard.</p> <p>EST150, 151, 152 – All three of these classes are actual use of CNC machinery to produce manufactured products. The courses are constructed for ever increasing complexity with regard to intricate machining. For example, in EST150 students are required to produce actual parts from basic machinery equipment. EST152 requires</p>		
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				<p>students to produce highly intricate parts and components using state of the art equipment. This makes student assessment relatively simple. The quality of the part produced is an artifact of the students' ability to operate the equipment. Over the time spent in these three classes, students produce literally dozens of parts which reflect (assess) their ability to transfer the classroom learning into actual product. As students portray competency in understanding the dozens of elaborate and progressive tasks, they are then allowed to proceed to the next level of machining. report back into the classroom. Assessment of the students' ability is literally whether they can manufacture product.</p> <p>A major component of the learning of the three machining programs is an internship with a local manufacturer. As part of their curriculum, students are placed as interns at local companies where they apply this formal education. As part of the placement, feedback is provided by the company intern management as to the students' capabilities in a real world setting. In other words, assessment is actually derived</p>		
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<p>Alcohol & Drug Abuse Counselor Certificate</p>	<p>All learning outcomes are included in the Alcohol and Drug Abuse Outcomes and Curriculum Map available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Alcohol-and-Drug-Abuse-Counselor-Certificate-Map-2019.pdf and additional information is located on the program webpage https://www.necc.mass.edu/learn/credit-programs/human-services/alcoholdrug-abuse-counseling-certificate/</p>	<p>from the companies who may eventually hire the students. This type of assessment is valuable, crucial, forces upgrades in the learning and most importantly provides feedback directly to the student relative to their capabilities to be ready for employment.</p>	<p>See pdf at address below https://facstaff.necc.mass.edu/wp-content/uploads/2010/02/fs-irp-101909-studsuccessese1a.pdf</p>	<p>Faculty has met each Assessment Day since 2015 to study outcomes and plan for activities to deal effectively with process. Program Outcomes were revised as and Competencies were adopted as discussed and reviewed during the Department Meetings spring 2018, fall 2019</p>	<p>As of the 2016-7 program review changes have been made to simplify these outcomes and work to make them more understandable, user-friendly, and effective. Outcomes have been reduced in number and improved in content</p>	<p>Alcohol and Drug Certificate external reaccreditation done in 2019 and program review for Associate Degree done Summer 2018 and full accreditation granted by the Counsel for Standards in Human Services Education. Next review is Aug. 2022, written report only.</p>
<p>American Sign Languages Studies</p>	<p>All learning outcomes are included in the American Sign Language Studies Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Deaf_Studies_Outcomes_and_Curriculum_Map1.pdf</p> <p>And on the program page located here</p>	<p>The American Sign Language Studies Program has an Assessment Process that collects the following measures are used for assessment of program outcomes this associate</p> <p>Fall 2019: The result of two ASL 111 courses:</p>	<p>The program coordinator will review results and discuss with the program team and the ASL Studies Advisory Board.</p>	<p>As a result of faculty members discussion, the ASL Studies will need to re-visit the assessment.</p>	<p>The ASL Studies (former Deaf Studies Program) was last reviewed in AY2015-2016.</p> <p>Since the last review, the ASL Studies Program has made several changes in the program and in design curriculum and alignment of the course level outcomes to the</p>	

<p>American Sign Language Interpreting Certificate</p>	<p>Learning outcomes are listed on the Sign Language Interpreting Outcomes and Curriculum Map, located here https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/Sign-</p>	<p>The American Sign Language Studies Program has an Assessment Process that collects the following measures are used for assessment of program outcomes this certificate. The data collects to compare Spring</p>	<p>The program coordinator will review results and discuss with the program team and the ASL Studies Advisory Board.</p>	<p>As a result of faculty members discussion, the ASL Studies will need to re-visit the assessment.</p>	<p>program level outcomes, which are evidenced in the Program Map.</p> <p>The ASL Studies Program is hopeful that the most recent changes to the Assessment Process and data collection will create a culture within the program that assessment is second nature to faculty, these objectives include:</p> <p>Designing courses both online, hybrid, and ground using the Quality Matters Rubric.</p> <p>Clearly identifying aligned Assignment Objects to the students</p> <p>Educating students on Outcomes and Objectives</p> <p>Training faculty on the use of tools, such as BlackBoard and Juried Assessment.</p> <p>No Available.</p> <p>Next review will be AY20-21.</p>
		<p>Targeted 3 comprehensive skills – a self-quiz to measure their comprehension skill of ASL through the narrative on video – one course result: 85 and another course result: 89</p> <p>6 Self-Observation Assessment Review a.k.a. SOAR using ASL standardized rubric: this is a tool empowering students to assess their signing skills by comparing themselves to the sign model. One course result: 81 and another course result: 90.</p>			

May 2016

<p>Language-Interpreting-Outcomes-and-Curriculum-Map-.pdf</p> <p>Program outcomes are also shared on the program webpage https://www.necc.mass.edu/learn/credit-programs/american-sign-language-studies/american-sign-language-interpreting-certificate/</p>	<p>2019 and Spring 2020 for DST202.</p> <p>The result for S19: Targeted 5 Interpreting performance assignments (expressive and receptive interpreting skills) measured by rubric through GoReact video result: 92.</p> <p>Targeted 8 evaluations projected result: 94</p> <p>Spring 20: Targeted 5 Interpreting performance assignments (expressive and receptive interpreting skills) measured by rubric through GoReact video result: 81.</p> <p>Targeted 8 evaluations projected result: 82</p>	<p>Once we have collected sufficient post-test results, Biology Faculty at NECC will analyze results of pre and post-testing each semester during NECC Assessment Day and determine strengths and weaknesses in student conceptual understanding.</p>	<p>Adoption of the Concept Inventory was not complete across the department. As of 2019, we had remedied this, and now 80% or more of all introductory biology students take the pre-test.</p> <p>Post-test results are scant as of 2020. Schedule changes and the pandemic meant we could not administer the post-test in the courses we</p>	<p>This program has not been reviewed. It was first introduced in 2014 to replace its predecessor Liberal Arts: Biology (reviewed 2013-14), which was phased out in 2017. The A.S. Biology Program was revised in 2016 (with Outcomes updated in 2018) so as to maximize transferability</p>
<p>Biology</p> <p>All learning outcomes are included in the Biology Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Biology-Outcomes-and-Curriculum-Ma-p-2018L.pdf</p> <p>The A.S. Biology program learning outcomes were modified in the Spring 2018 to align with those</p>	<p>Since Fall 2018, a biology Concept Inventory has been administered as a pre-test in Introductory Biology I sections. The same instrument will be administered again at or near the end of the student's time in the program.</p> <p>Individual student gains, as well as averaged, aggregate gains can then be analyzed.</p>			

May 2016

Business Management	<p>developed by Biology Faculty across the state and adopted by Massachusetts DHE.</p>	<p>Skills based outcomes pertaining to laboratory techniques, experimental design, data collection, analysis, and communication will be assessed using an instrument currently in development modeled on the Bioskills Guide.</p> <p>Progression in sense of self as scientist/science identity will be assessed using a single question measurement where students report how strongly they identify as a STEM Professional. This assessment will be given at the beginning of the General Chemistry sequence, and again at the end of the Organic Chemistry sequence.</p>		<p>had planned. In order to analyze individual student gains, we also must wait for those students to work their way through the program. This will take a few more years before we have collected a workable number of artifacts.</p> <p>We also had to pursue IRB approval to collect results from individually identifiable students. We have accomplished this now.</p> <p>Concepts that show weak student understanding and/or progress across the program will be targeted for intervention through professional development and support to faculty.</p> <p>Results of the assessment of experimental design and other data related skills will be used to revise the standardized lab activities used across the department, with interventions focused on bolstering any weaknesses in student skills.</p>	<p>throughout the state of Massachusetts within the University of Massachusetts University System.</p>
	<p>All learning outcomes are included in the Business Management Outcomes and Curriculum Map, available here https://facstaff.nec.mass.edu/wp-</p>	<p>Introduction to Business (BUS101) was assessed in Spring 2020 for learning outcome: "Identify and analyze the components of a viable business."</p>	<p>The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the</p>	<p>We found the following: The sample size was too small for meaningful conclusions,</p>	<p>2016-2017 academic year</p>

May 2016

	<p>content/uploads/2009/07/Business_Management_Outcomes_and_Curriculum_Map_20201.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/business/business-management/</p>	<p>Full-time and adjunct faculty were consulted on the type of assessment that would best capture student learning. 4-BUS101 sections participated in a multiple-choice assessment deployed through Bb towards the end of the semester. 51 students responded to the survey, which was administered after the college made the transition to go online in March due to COVID-19 pandemic.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>assessment professional day the group discusses which outcome to assess and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results. We typically only look at student samples from students that have completed at least 45 credits as they are then closer to the end of their program and should have developed solid skills over the course of their education at the college.</p>	<p>55% of participants passed with a passing grade of 70% or higher, inconsistency in the individual class passing rates, the question sample chosen seemed to be well chosen given that there is not a significant discrepancy in the responses; however, five questions had the most inconsistency in student responses.</p> <p>It is advised to take a deeper look into the chosen question to identify whether any biases exist. Add additional lines to the survey to capture more information on the students to allow for any connections regarding potential biases:</p> <ul style="list-style-type: none"> • Demographics • Whether English is first language, • First generation students <p>A deeper look at inconsistency in the individual class passing rates.</p> <p>The free elective was removed and replaced with a program elective that will require students to take either the internship class COP110 or Managerial Business Communications BUS105.</p>	
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			<p>The program requirement Organizational Behavior (PSY105) replaces Intro. To Psychology (PSY101) went into effect in the Fall of 2019. (not sure of the semester)</p> <p>Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into effect in the Spring of 2020.</p> <p>The prerequisites BUS101, MKT210, and ACC101 were approved for BUS102 Introduction to Entrepreneurship, which went into effect in the Spring of 2020.</p> <p>BUS101, BUS102, BUS105, BUS211, and MKT210 underwent a course description change, which went into effect in the spring of 2020.</p> <p>We have also created curriculum pathways for students taking 9, 12, or 15 credits to make the registration process easier for students and in an organized sequence.</p> <p>Program coordinator.</p>
			<p>Following a review: currently we are without a meaningful</p>
			<p>https://www.necc.mass.edu/learn/credit-</p>
			<p>Manage all facets of medical offices including customer</p>
<p>Business Management:</p>			

<p>Healthcare Practice</p>	<p>service, billing, and staffing</p> <p>Transfer credits toward a bachelor's degree in business management, health care management or related health care field</p> <p>Additional program information can be found here https://www.necc.mass.edu/learn/credit-programs/health/business-management-healthcare-practice/</p>	<p>programs/health/business-management-healthcare-practice/</p>	<p>and reproducible means to reliably assess the program outcomes in relation to similarly situated program.</p>	<p>Current plan to address the inadequacies:</p> <p>Creation of an Academic Advisory Board comprised of faculty, students, and local representatives in the field. (small medical groups, large franchise medical systems, hospital leaders, specialty nursing facility managers, and medical supply chain members)</p> <p>Program review of all courses, audit for cohesion and efficiency. Identification of gaps in content or needs that would enrich and improve the student experience and professional status.</p> <p>Outreach: disseminate surveys to alumni of the program, seeking input and to re-connect the student and the school. Disseminate survey to local healthcare settings, seeking input related to their current needs and anticipated short/long term needs.</p> <p>Review and recommend program changes based upon the new data; encourage a cyclical pattern for improvements and review.</p>	
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Business Transfer	<p>All learning outcomes are included in the Business Transfer Outcomes and Curriculum map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Business_Transfer_Outcomes_and_Curriculum_Map_20201.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/business/business-transfer/</p>	<p>Introduction to Business (BUS101) was assessed in Spring 2020 for learning outcome: "Identify and analyze the components of a viable business."</p> <p>Full-time and adjunct faculty were consulted on the type of assessment that would best capture student learning. 4-BUS101 sections participated in a multiple-choice assessment deployed through Bb towards the end of the semester. 51 students responded to the survey, which was administered after the college made the transition to go online in March due to COVID-19 pandemic.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the assessment professional day, the group discusses which outcome to assess and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results. We typically only look at student samples from students that have completed at least 45 credits as they are then closer to the end of their program and should have developed solid skills over the course of their education at the college.</p>	<p>We found the following: The sample size was too small for meaningful conclusions, 55% of participants passed with a passing grade of 70% or higher, inconsistency in the individual class passing rates, the question sample chosen seemed to be well chosen given that there is not a significant discrepancy in the responses; however, five questions had the most inconsistency in student responses.</p> <p>It is advised to take a deeper look into the chosen question to identify whether any biases exist. Add additional lines to the survey to capture more information on the students to allow for any connections regarding potential biases:</p> <ul style="list-style-type: none"> • Demographics • Whether English is first language, • First generation students 	2016-2017 academic year
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Chemistry/Physical Science	All learning outcomes are included in the Chemistry / Physics / Environmental Science Outcomes and Curriculum Map, available here http://facstaff.nec.mass.edu/wp-content/uploads/2021/02/Chem-Physics-EnvSci-Outcomes-and-Curriculum-Map-2018.pdf And on the program webpage https://www.nec.mass.edu/learn/credit-programs/science/chemistry-physics-environmental-science/	Beginning in fall 2018, a concept inventory has been administered at the beginning and end of CHM121 and again at the beginning and end of CHM122. The benchmark for the post-CHM121 test is to have 70% of students score as Proficient or higher. In 2018-2019, 89% of students scored in this range. Benchmark Achieved The benchmark for the post-CHM122 test is to have 80% of students score as Proficient or higher. In 2018-2019, 90% of	Program faculty will review data from the concept inventory, safety concept identification survey, as well as lab report rubric grading results at the end of each academic year.	A deeper look at inconsistency in the individual class passing rates. Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into effect in the Spring of 2020. BUS101, ACC203, and MKT210 underwent a course description change, which went into effect in the Spring of 2020. Free elective is replaced by MKT210 Principles of Marketing as a required course which went into effect in the Fall of 2020.	This program is new as of fall 2017. No program reviews have been completed. The program is scheduled to be reviewed in 2022.
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	<p>students scored in this range.</p> <p>Benchmark Achieved</p> <p>Learning outcomes regarding laboratory work are measured as follows:</p> <p>Lab reports are collected in CHM121 and CHM122 (beginning in fall 2020). The lab reports are graded by program faculty using a rubric. Learning outcomes regarding laboratory safety are measured as follows:</p> <p>A safety concept inventory is administered (beginning in fall 2019).</p> <p>This is administered at the beginning of CHM121 and again at the end of CHM122.</p> <p>Progression in sense of self as scientist/science identity will be assessed using a single question measurement, where students report how strongly they identify as a STEM Professional. This assessment will be given at the beginning of the General Chemistry sequence, and again at the end of the .</p>		<p>Several concepts should be clarified in CHM121/122, including: atomic theory, solute concentration, and heat capacity.</p> <p>There was only a slight increase (1%) in students who achieved a level of Proficient or higher on the concept inventory after CHM121 and CHM122. This is despite an overall average score of 7%. This means that the best students are improving while the weaker students are becoming weaker. Faculty are discussing how to address this issue.</p> <p>Assessment in 200-level courses is difficult as students in the three concentrations within this program do not take any common higher level courses.</p> <p>2020-2021 Assessment Planning will occur during summer 2020 to ensure that all action items are included in fall 2020 courses. Some of our assessment work (such as the collecting and grading of lab reports) had to be postponed due to COVID-19.</p>	
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<p>CIS: Computer Science Transfer</p>	<p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/computer-information-science/computer-science-associate-degree/</p>	<p>Student success is defined by our students successfully transferring to a 4-year school or acquiring gainful employment after graduation. Because this degree has knowledge that is built upon previous courses, part of the success of this program is the successful completion of the higher-level courses.</p> <p>Common assessments have been selected for required courses CIS115 and CIS117. Also, our last year's form stated a plan to select common assessments for CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year. Common assessment was also discussed for CIS154, but no assessment agreed upon at this time, although change to course-level objective was made (see column 4)</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019 several changes have been made to content in each course (see next column)</p>	<p>This work will continue this coming year.</p> <p>A new articulation agreement with UML was signed as of Spring 2019. Revisions include a stronger sequence of classes and including sciences as part of our degree. We also launched a new Web Option for the degree, which rolled out effective Spring 2020, which includes two new classes (CIS235, CIS236). CIS235 ran for the first time Spring 2020, and CIS236 slated to run Fall 2020. In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses. Faculty teaching CIS154 revised course level objective related to command line after discussion and comparison of student results. Finally, a discussion was held related to CIS140,</p>	<p>Fall 2017</p>
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CIS Information Technology	<p>All learning outcomes are included in the CIS: Information Technology Outcomes and Curriculum Map, available here https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/CIS-Information-Technology-Outcomes-and-Curriculum-Map.pdf</p> <p>And on the program webpage https://www.nec.mass.edu/learn/credit-programs/computer-information-sciences-information-sciences-information-technology-option/</p>	<p>Student success is defined by our students successfully transferring to a 4-year school or gainful employment after graduation.</p> <p>Common assessments have been selected for required courses CIS115 and CIS117. In addition, faculty is in the process of selecting common assessments for required course CTN110 (scheduled for Fall 2020) . Also, our last year's form stated a plan to select common assessments for CIS112 and CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year.</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>Common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019several changes have been made to content in each course (see next column)</p>	<p>which has multiple teachers, and how students from different teachers' faire in subsequent courses (CIS153, CIS154). It was determined that student grasp of required knowledge from CIS140 appears to be uniform, so issue not explored further at this time.</p> <p>This program has undergone several changes effective Fall 2018 based on changing need in industry. We have launched 2 new courses (CTN223, , CIS245) over the past year to better serve the current job market for IT professionals. In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses.</p>	Fall 2017
CIS Networking and Security	All learning outcomes are included in the CIS Network and	Student success is defined by our students successfully	The department chair can request data and then share	This new degree program was created based off	This is a new program as of Fall 2018.

May 2016

CIS: Network Certificate	<p>Security Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Computer-Science-Network-Security.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/computer-information-science/computer-networking-and-security/</p>	<p>transferring to a 4-year school or gainful employment after graduation.</p> <p>Common assessments have been selected for required courses CIS115 and CIS117. In addition, faculty is in the process of selecting common assessments for required course CTN110.</p> <p>Also, our last year's form stated a plan to select common assessments for CIS112 and CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year.</p>	<p>with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>Common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019 several changes have been made to content in each course (see next column)</p>	<p>industry needs and feedback. It evolved from a previous program, CS: Security Certificate which has been inactivated effective Fall 2019.</p> <p>In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses.</p>	
CIS: Network Certificate	<p>All learning outcomes are located on the CIS: Network Certificate Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Computer-Science-Network-Certificate.pdf</p> <p>Information about program outcomes is available on the program webpage https://www.necc.mass.edu/learn</p>	<p>The success is based on graduation as well as employment. The way these courses are created, you have to be able to show certain skills before you can pass to the next course. For example, in networks I there is a pass/fail checklist. If you cannot do everything stated on the checklist you fail the checklist and the class so you can't move to Networks II.</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>Common assessments were scheduled to be reviewed by faculty teaching CIS115 and CIS117 to determine if stated outcomes have been met for</p>	<p>This is one of our most popular certificates. We are have a revised program debuting in fall 2018. We have included more Linux and system administration. We removed an operating system course.</p> <p>In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program</p>	<p>Fall 2014</p> <p>New review scheduled Fall 2020 will be completed by Adrianna Holden-Gouveia</p>

Community Health Worker certificate	/credit-programs/computer-information-science/computer-networking/	<p>Common assessments have been selected for required courses CIS115 and CIS117. In addition, faculty is in the process of selecting common assessments for required course CTN110.</p>	<p>Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019 several changes have been made to content in each course (see next column)</p>	<p>map. Also, Common mid-term and final exams for CIS117 were analyzed by faculty which uncovered a discrepancy in teaching of a necessary topic. Teachers came to agreement on common teaching method as of Oct 2019 to standardize student technique needed for subsequent courses</p>	
<p>All outcomes are located in the Community Health Worker Outcomes and Curriculum Map, located here https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/Community-Health-Worker-outcomes-2019-.pdf</p> <p>Outcomes are also located in the Community Health Worker Handbook https://www.nec.mass.edu/wp-content/uploads/health/community-health-worker-evening-program-certificate/Community-Health-Worker-Program-Handbook.pdf</p> <p>The outcomes for the academic year 2020-21 will be updated in the handbook by Fall 2020.</p>	<p>The CHW certificate program has an assessment process that collects multiple sources of direct measurements and indirect measurements. Assessment this year focused on outcome 2: "Integrate communication strategies that are responsive to the diversity of culture, clients, community, members and professionals."</p> <ul style="list-style-type: none"> Students complete 120 hours of supervised internship in the field. This year due to the Covid 19 outbreak in person internships were disrupted. In order to redesign assessment and support student completion of internship skills we provided the opportunity for students to attend online trainings and webinars. In addition many of our students participated in the statewide initiative of 	<p>In FA2019, the Program Coordinator reviewed the results of assessment and reported these to the Assistant dean of Health Divisions.</p> <p>The Program Coordinator also presents results to the Public Health Advisory in the fall.</p> <p>The CHW teaching assistants who are currently working in the field assess skills in the case studies and scenarios in the classroom. We use the rubric that was introduced this year.</p> <p>Based on discussions with the Dean and Assistant Dean and presentation to the Health Advisory Committee any necessary action is noted and put into an action plan.</p>	<p>The changes that have been made to the CHW program assessment last year are as follows:</p> <ol style="list-style-type: none"> 1) A complete assessment and rewrite of the learning outcomes. The outcomes were reviewed in October 2019 and again in March 2020. 3) Learning outcome 4 which addresses the students complying with the Massachusetts Code of Ethics for Community Health Workers will now have three levels of assessment which will include: <ol style="list-style-type: none"> 1) CHW 190 discussion and site supervisor evaluation. 2) CHW 102 Health Education discussion artifact. 3) In the Fall we will confirm that the CHW 190 reflection paper is included as an 	<p>The CHW Program is due to be reviewed after its first five years in existence .This is due 2021.</p>	

		<p>volunteer contact tracing. Exposure to Community Health Work was very real for our students and there were many opportunities to access learning and experience in the field even as our lives were disrupted.</p> <ul style="list-style-type: none"> In CHW 190 the internship class the indirect measurement is a site supervisor survey. The survey addresses the student ability to integrate appropriate communication strategies as required by this outcome. All students in CHW 190 were required to complete and pass an online training in cross cultural communication. https://phtc-online.org/learning/?courseid=21 Students then completed a rubric scored discussion based on skills learned in this training. The site internship survey was used this year with a more direct artifact in the form of a reflection paper. The reflection paper required students to address each learning outcome of the internship. This was especially useful in instances where a site supervisor could not complete an evaluation due to Covid 19. The reflection paper may now be used as an 	<p>The results of the data are shared with all adjunct faculty and the Public Health Advisory Committee.</p>	<p>additional artifact. In addition the site supervisor evaluation of this outcome has now been changed to a required score. There is now no possibility for an NA on this skill.</p>	
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		<p>additional assessment tool for CHW 190. The Program Coordinator will bring this concept to the Public Health Advisory board in the fall 2020 meeting.</p> <p>We do have the opportunity to upload these papers into TK20. We have limited faculty to complete juried assessment since there is only one full time faculty. The goal would be to engage a willing adjunct faculty member to review the reflection paper in TK20 in the Fall semester. There is a rubric available.</p> <p>CHW 102 Health Communications has been identified in our curriculum pathways as a course where students are assessed on this skill. Using a grading rubric students are required to present and discuss a Health Communications Advocacy Campaign that is responsive to diversity of culture, community members and health professionals. The overall scores for this project showed that 75% of the students achieved a level of mastery or exemplary. On the itemized line the actual score for the communication strategy showed that 47% of the students showed proficiency and 53% were competent.</p>			
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		<p>cultural responsiveness showed that 75% of the students achieved exemplary at this level. These results are not surprising – the theme of cross cultural communication and cultural responsiveness threads its way into every classroom session and is an essential aspect of the CHW training.</p> <p>As an indirect measurement, the CHW program utilizes a final student survey and a student survey of CHW skills that students must complete before submitting their final discussions. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes and the skills needed to complete the CHW training. In CHW 110 the survey is a requirement of all approved training centers for the CHW.</p>			
Community Practitioner Certificate	<p>Learning outcomes for this certificate are located in the Community Practitioner Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Community-Practitioner-Certificate-Map-2019.pdf</p>				<p>Has never been formally focused for assessment since it is really a certificate inside the Associate Degree and has the same standards and outcome measures as the Associate Degree</p>
Computer Aided Drafting Certificate	<p>All outcomes are located in the Computer Aided Drafting Outcomes and Curriculum Map,</p>	EST-104 Engineering Essentials & Design (Note: introductory level course, with no pre-requisites,	Program faculty, EST104 instructors and department chair	New program outcomes were established, SP2018	NECC Audit Fall 2016

May 2016

<p>located here https://facstaff.nec.mass.edu/wp-content/uploads/2019/08/Computer-Aided-Drafting-Certificate-Map-2019.pdf</p>	<p>required of all Engineering Science majors) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test (same test) given in week #1 and week # 15 of course.</p> <p>FA19 Results: Q # 2, 3 and 10 post course tests >70%</p> <p>EST-112 Computer Aided Drafting II. Develop an assessment plan, FA21</p> <p>Note: required for all CAD Certificate students</p> <p>1) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test given in week #1 and week # 15 of course;</p> <p>2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p> <p>EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this.</p>	<p>Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum. Evaluate SP21</p>	
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Criminal Justice	<p>All learning outcomes are listed in the Criminal Justice Outcomes and Curriculum Map, available here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Criminal-Justice_curriculum-map.pdf</p> <p>And on the program webpage, here https://www.necc.mass.edu/learn/credit-programs/criminal-justice/criminal-justice-associate-degree/</p>	<p>See below, EST104 final presentation rubric.</p> <p>The Criminal Justice Program has an Assessment Process that collects multiple sources of direct measurements and indirect measurements. CRJ101 – A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Emerging or higher.</p> <p><u>Results:</u> Artifacts scored in this area achieved 77.6%. Benchmark Achieved</p> <p>CRJ202 (Odd Years) Insufficient artifacts to be scored. <u>Results:</u> Benchmark Not Achieved</p> <p>CRJ291 - A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Mastery or higher. <u>Results:</u> Artifacts scored in this area achieved 91.78%. Benchmark Achieved</p>	<p>In Summer 2020, the Program Coordinator and CRJ Full-time Faculty member utilized the Program Assessment Plan form to set benchmarks for each of the assessed courses that were determined to be assessed at the end of SP20. The Program Coordinator and the CRJ faculty member scored all artifacts manually since putting TK20 in place was not feasible during the COVID-19 transition to remote learning.</p> <p>The data was then collected by the CRJ Full-time faculty member.</p> <p>The Pre/Post Quiz results are collected and reviewed.</p> <p>The Program Coordinator and CRJ Full-time faculty member then interpret the data and begin to hypothesize the results of the data.</p> <p>An Action plan was then created to make adjustments to curriculum, direct measurement tools, and indirect measurements in an effort to make appropriate changes to increase benchmarks.</p>	<p>During AY 2019-2020 the Criminal Justice Program continued to make incremental changes to improve the quality of content in the courses and standardization of specific assignments for assessment purposes. Additional items discovered during this AY Assessment Process included:</p> <p>The content delivery in CRJ202 needed to become more aligned to the CJ Program Outcomes, including a change to the final assignment.</p> <p>In AY 2018-2019 CRJ202 was redesigned to meet industry standards with an increase on legal concepts and case law. This change neglected to address the program assessment process by not including a final research assignment. In AY 2020-2021 a final research paper will need to be included to capture student learning at the conclusion of the course.</p> <p>Inclusion of an Assessment Committee to avoid cross contamination of artifacts and scorers.</p>	<p>The Criminal Justice Program was last reviewed in AY2015-2016. Program Review will need to be completed at the end of AY 2020-2021.</p> <p><u>Assessment Process:</u> An Action Item from AY 2018-2019 identified that a jury be selected for scoring artifacts. Adjunct Faculty have agreed to participate in the process meeting during the AY 2020-2021 for norming sessions and Program/Course Outcome Alignment.</p>
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		<p>Additionally, each of the above courses uses a Pre/Post Assessment quiz to chart growth both within the courses and as student progress through the program.</p> <p><u>Results:</u> CRJ101: Students demonstrated an 84.91% increase from the pre assessment to the post assessment. Clear acquired knowledge was present in the gateway courses.</p> <p>CRJ202: Students demonstrated a 83.11% increase from the pre assessment to the post assessment. Acquired knowledge was demonstrated using the pre/post assessment.</p> <p>As an indirect measurement, the Criminal Justice Program utilizes a Student Satisfaction Survey that students must complete before submitting their Final Assignment. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes. The Benchmark for this survey was 100%. <u>Results:</u> Student Satisfaction was at 100%. Benchmark Achieved</p>	<p>The results of the data and data analysis were then shared with all adjunct faculty. The data will also be discussed with the Criminal Justice Advisory Committee in Fall 2020, where additional recommendations will be taken to make adjustments for Spring 2020.</p> <p>This process will be repeated to validate the hypothesis made during the data interpretation phase.</p>	<p>Early Implementation TK20 links in the Milestone courses</p> <p>The AY 2019-2020 Assessment Planning was delayed due to restructuring the program to be offered fully online due to COVID-19 restrictions.</p> <p>Looking ahead at program, faculty, and student needs, the department focused attention on developing and updating online courses in the program. These changes included the following:</p> <ul style="list-style-type: none"> • CRJ205 fully developed for online learning. • CRJ101 was updated in the CBE modality. • CRJ102 was updated in the CBE modality. • CRJ291 was modified due to COVID-19 restrictions for internship placement. 	
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Criminal Justice (Accelerated Track)	All learning outcomes are listed in the Criminal Justice Outcomes and Curriculum Map, available here https://facstaff.nec.mass.edu/wb-content/uploads/2009/07/Criminal-Justice_curriculum-map.pdf	The Criminal Justice Accelerated Program has an Assessment Process that follows the traditional program by collects multiple sources of direct measurements and indirect measurements. CRJ101 – A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Emerging or higher. <u>Results:</u> Artifacts scored in this area achieved 77.6%. Benchmark Achieved	In Summer 2020, the Program Coordinator and CRJ Full-time Faculty member utilized the Program Assessment Plan form to set benchmarks for each of the assessed courses that were determined to be assessed at the end of SP20. The Program Coordinator and the CRJ faculty member scored all artifacts manually since putting TK20 in place was not feasible during the COVID-19 transition to remote learning. The data was then collected by the CRJ Full-time faculty member. The Pre/Post Quiz results are collected and reviewed. The Program Coordinator and CRJ Full-time faculty member then interpret the data and begin to hypothesize the results of the data. An Action plan was then created to make adjustments to curriculum, direct measurement tools, and indirect measurements in an effort to make appropriate changes to increase benchmarks.	During AY 2019-2020 the Criminal Justice Program incremental changes to improve the quality of content in the courses and standardization of specific assignments for assessment purposes. Additional items discovered during this AY Assessment Process included: The content delivery in CRJ202 needed to become more aligned to the CJ Program Outcomes, including a change to the final assignment. In AY 2018-2019 CRJ202 was redesigned to meet industry standards with an increase on legal concepts and case law. This change neglected to address the program assessment process by not including a final research assignment. In AY 2020-2021 a final research paper will need to be included to capture student learning at the conclusion of the course. Inclusion of an Assessment Committee to avoid cross contamination of artifacts and scorers.	The Criminal Justice Accelerated Program has not gone through a Program Review at this time. The program is new with only 2 students in the program at the time of this report. These students are registered for courses within the traditional A.S Program. The Criminal Justice Department does not have the student enrollment and the 7-week courses have not be used. Assessment Process: An Action Item from AY 2018-2019 identified that a jury be selected for scoring artifacts. Adjunct Faculty have agree to participate in the process meeting during the AY 2020-2021 for norming sessions and Program/Course Outcome Alignment.
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		<p>Additionally, each of the above courses uses a Pre-/Post Assessment quiz to chart growth both within the courses and as student progress through the program.</p> <p>Results:</p> <p>CRJ101: Students demonstrated an 84.91% increase from the pre assessment to the post assessment. Clear acquired knowledge was present in the gateway courses.</p> <p>CRJ202: Students demonstrated a 83.11% increase from the pre assessment to the post assessment.</p> <p>Acquired knowledge was demonstrated using the pre/post assessment.</p> <p>As an indirect measurement, the Criminal Justice Program utilizes a Student Satisfaction Survey that students must complete before submitting their Final Assignment. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes.</p> <p>The Benchmark for this survey was 100%.</p> <p><u>Results:</u> Student Satisfaction was at 100%.</p> <p>Benchmark Achieved</p>	<p>The results of the data and data analysis were then shared with all adjunct faculty. The data will also be discussed with the Criminal Justice Advisory Committee in Fall 2020, where additional recommendations will be taken to make adjustments for Spring 2020.</p> <p>This process will be repeated to validate the hypothesis made during the data interpretation phase.</p>	<p>Early Implementation TK20 links in the Milestone courses</p> <p>The AY 2019-2020 Assessment Planning was delayed due to restructuring the program to be offered fully online due to COVID-19 restrictions.</p> <p>Looking ahead at program, faculty, and student needs, the department focused attention on developing and updating online courses in the program. These changes included the following:</p> <ul style="list-style-type: none"> • CRJ205 fully developed for online learning. • CRJ101 was updated in the CBE modality. • CRJ102 was updated in the CBE modality. • CRJ291 was modified due to COVID-19 restrictions for internship placement. 	
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Criminal Justice - Law Enforcement Certificate	All learning outcomes are listed in the Criminal Justice Outcomes and Curriculum Map, available here https://facstaff.nec.mass.edu/wp-content/uploads/2009/07/Criminal-Justice-curriculum-map.pdf	And on the program's webpage, here https://www.nec.mass.edu/learn/credit-programs/criminal-justice/law-enforcement-certificate/	<p>Note: At this time, the Accelerated AS Program does not have enough students to financially support running the 7-week courses in their CBE Accelerated format. Students matriculated in this program have registered for classes in the traditional A.S. program. Data reflects student learning in both programs combined.</p> <p>The Criminal Justice - Law Enforcement Certificate has an Assessment Process that follows the traditional Criminal Justice program by collecting multiple sources of direct measurements and indirect measurements.</p> <ul style="list-style-type: none"> CRJ101 – A standardized final assignment is used for all sections. The final assignments is link to TK20 and an Assessment Committee scores the artifacts against the Program Assessment Rubric with 100% of artifacts scoring Emerging or higher. <p><u>Results:</u> Artifacts scored in this area achieved 77.6%.</p> <p>Benchmark Achieved</p> <ul style="list-style-type: none"> CRJ202 Insufficient artifacts to be scored. <p><u>Results:</u> Benchmark Not Achieved</p>	In Summer 2020, the Program Coordinator and CRJ Full-time Faculty member utilized the Program Assessment Plan form to set benchmarks for each of the assessed courses that were determined to be assessed at the end of SP20. The Program Coordinator and the CRJ faculty member scored all artifacts manually since putting TK20 in place was not feasible during the COVID-19 transition to remote learning. The data was then collected by the CRJ Full-time faculty member. The Pre/Post Quiz results are collected and reviewed. The Program Coordinator and CRJ Full-time faculty member then interpret the data and	During AY 2019-2020 the Criminal Justice Program continued to make incremental changes to improve the quality of content in the courses and standardization of specific assignments for assessment purposes. Additional items discovered during this AY Assessment Process included: The content delivery in CRJ202 needed to become more aligned to the CJ Program Outcomes, including a change to the final assignment. In AY 2018-2019 CRJ202 was redesigned to meet industry standards with an increase on legal concepts and case law. This change neglected to address the program assessment process by not including a final research	The Criminal Justice - Law Enforcement Certificate shares many of the same courses within the Criminal Justice A.S. Program, which was last reviewed in AY2015-2016 . Criminal Justice A.S. Program will undergo the next Program Review during AY 2020-2021. Data and curriculum examination for the LEO Certificate will be aligned during this review process. Assessment Process: An Action Item from AY 2018-2019 identified that a jury be selected for scoring artifacts. Adjunct Faculty have agreed to participate in the process meeting
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	<p>Additionally, each of the above courses uses a Pre/Post Assessment quiz to chart growth both within the courses and as student progress through the program.</p> <p>Results: CRJ101: Students demonstrated an 84.91% increase from the pre assessment. Clear acquired knowledge was present in the gateway courses. CRJ202: Students demonstrated a 83.11% increase from the pre assessment to the post assessment. Acquired knowledge was demonstrated using the pre/post assessment.</p> <p>As an indirect measurement, the Criminal Justice Program utilizes a Student Satisfaction Survey that students must complete before submitting their Final Assignment. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes. The Benchmark for this survey was 100%. <u>Results:</u> Student Satisfaction was at 100%. Benchmark Achieved</p>	<p>begin to hypothesize the results of the data.</p> <p>An Action plan was then created to make adjustments to curriculum, direct measurement tools, and indirect measurements in an effort to make appropriate changes to increase benchmarks.</p> <p>The results of the data and data analysis were then shared with all adjunct faculty. The data will also be discussed with the Criminal Justice Advisory Committee in Fall 2020, where additional recommendations will be taken to make adjustments for Spring 2020.</p> <p>This process will be repeated to validate the hypothesis made during the data interpretation phase.</p>	<p>assignment. In AY 2020-2021 a final research paper will need to be included to capture student learning at the conclusion of the course.</p> <p>Inclusion of an Assessment Committee to avoid cross contamination of artifacts and scorers.</p> <p>Early Implementation TK20 links in the Milestone courses</p> <p>The AY 2019-2020 Assessment Planning was delayed due to restructuring the program to be offered fully online due to COVID-19 restrictions.</p> <p>Looking ahead at program, faculty, and student needs, the department focused attention on developing and updating online courses in the program. These changes included the following:</p> <ul style="list-style-type: none"> • CRJ101 was updated in the CBE modality. • CRJ102 was updated in the CBE modality. 	<p>during the AY 2020-2021 for norming sessions and Program/Course Outcome Alignment.</p>
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Dental Assisting Certificate Program	<p>All learning outcomes are included in the Dental Assisting Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Dental-Assisting-Outcomes-and-Curriculum-Map_20131.pdf</p> <p>And on the program's webpage, here https://www.necc.mass.edu/learn/credit-programs/health/dental-assisting-certificate/</p>	<p>Passing the Dental Assisting National Board Exam: RHS, ICE, GC</p> <p>Meeting expected score range on final student evaluations.</p> <p>Completion of Case Study</p> <p>Graduation/Retention rate</p> <p>Employment in Field</p> <p>Graduate Surveys</p>	<p>Program Coordinator and Faculty assess designated outcomes annually. Every outcome is assessed on a 3 year cycle.</p>	<p>Add new board preparation materials for student resources.</p> <p>Program has purchased new equipment and materials.</p> <p>Support students academic success with open lab and tutoring</p>	<p>NECC Program Review 2013</p> <p>CODA Accreditation Site Visit 2015</p> <p>Status: Full ADA accreditation. Next review: 2022.</p>
Direct Support Certificate (0662)	<p>Learning outcomes are listed on the Direct Support Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Direct-Support-Outcomes-and-Certificate_Map_20192.pdf</p>				<p>Has never been formally focused due to small numbers but may be considered in near future</p>
Early Childhood Education	<p>All learning outcomes are located on the Early Childhood Education Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Early-Childhood-Education-Outcomes-and-Curriculum-Map.pdf</p> <p>And on the program's webpage, here https://www.necc.mass.edu/learn/credit-</p>	<p>Student products are collected and evaluated on a regular basis. The following assessments were scheduled for AY 2019-2020:</p> <p>Child Study Reports (ECE 271)</p> <p>Practicum I Journals (ECE 271)</p> <p>Lesson Plans (ECE 272)</p> <p>Practicum II Journals (ECE 272)</p> <p>Topic Papers (ECE 250)</p>	<p>Student work is evaluated by faculty using faculty developed rubrics. During annual assessment day faculty review data and discuss recommendations for changes as needed. Data and Summary Reports are posted on the ECE Department Blackboard site so all faculty have access.</p>	<p>After reviewing data collected, faculty revised the assignment and rubric for the Final Journal assignment to reflect a closer alignment with the NAEYC Standards.</p> <p>In spring 2020, faculty will look more closely at the Key Assessment data, in preparation for Part 2 of the NAEYC Renewal Self-Study for Accreditation Report, due in Sept. 2020</p>	<p>April 2018</p>

May 2016

Educational Studies	<p>programs/education/early-childhood-education-associate-degree/</p> <p>Learning outcomes are listed on the Educational Studies Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Educational-Studies-Outcomes-and-Curriculum-Map-2020.pdf</p> <p>Design lesson plans, strategies, and assessments that promotes high quality instruction.</p> <p>Demonstrate critical thinking about teaching and learning theories and practices.</p> <p>Create and design safe and productive classroom environments that embrace diverse learning abilities and cultures.</p> <p>Modify instruction, curriculum, and assessments to meet the needs of all learners.</p> <p>Cultivate and identify collaborative partnerships with families, caregivers, community members and local organizations.</p> <p>Develop the capacity to reflect</p>	<p>The Educational Studies Program collects the following assessments from each of the required courses. The assessments are from multiple sources of direct measurements and indirect measurements.</p> <p>EDU 101 – Standardized assignment Philosophy of Teaching used in all sections. The final Philosophy of Teaching assignment will be linked to TK20.</p> <p>The assignment utilizes a rubric that identifies the learning outcomes from the course.</p> <p>A committee of faculty meet to score all sections utilizing identified benchmark papers from previous semesters.</p> <p>Artifacts are collected against the Program Assessment Rubric with 100% of artifacts scoring Proficient or higher range.</p>	<p>The Program Coordinator and one Adjunct faculty member will score all artifacts. TK20 will collect data in 2020- 21.</p> <p>Benchmarks were established in 2019.</p> <p>The Coordinator and Adjunct Staff will interpret the assignments from EDU 101, EDU 202, and EDU 203</p> <p>In the future the data from TK20 will be collected by the Program Coordinator.</p> <p>Each course will establish a pre assessments with results collected and submitted to the</p>	<p>During 2019-2020 school year the program was re-named to Educational Studies Program combining two programs.</p> <p>After completing a Program Review of assessment data, determined to change the names of the program to provide students with consistency to instruction and outcomes to all courses (EDU 101, EDU 102, EDU 202 and EDU 203).</p> <p>A hybrid online course for EDU 101 was added in 2019 – 2020.</p>	<p>The Elementary Program conducted a Program Review in 2018-2019.</p> <p>The Elementary Education Program and Middle/H.S. Education Program was combined with a name change of Educational Studies (1-12).</p> <p>This resulted in more consistent course pathways and the establishment of a Capstone Course EDU 204.</p> <p>Changes in curriculum and alignment of the Course Level Outcomes and to the Program Level Outcomes, which are evidenced in the Program Map.</p>
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Electronic Equipment Technology Certificate	<p>on and improve the practice of teaching.</p> <p>The outcomes are listed in the Electronic Equipment Technology Outcomes and Curriculum Map, located here https://facstaff.nec.mass.edu/wp-content/uploads/2010/10/electronic-technology-outcomes-curriculum.pdf</p> <p>And on the program webpage https://www.nec.mass.edu/learn/credit-programs/technology-and-engineering/engineering-equipment-technology/</p>	<p>EST-104 Engineering Essentials & Design (Note: introductory level course, with no pre-requisites, required of all Engineering Science majors)</p> <p>MATLAB Grader test.</p> <p>Benchmark: post course completion >70% class average on this assessment; Matlab Grader test (same test) given in week #1 and week #15 of course.</p> <p>FA19 Results: Q # 2, 3 and 10 post course tests >70%</p> <p>CTE-111 Circuit Analysis I Lab Experiments. Develop an assessment plan, FA21</p> <p>Note: required for all EET Certificate students</p> <p>1) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test given in week #1 and week # 15 of course;</p> <p>2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this.</p>	Program faculty, EST104 instructors and department chair	<p>New program outcomes were established, SP2018</p> <p>Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum.</p> <p>Evaluate SP21</p>	NECC Audit Fall 2016
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Engineering Science	<p>Learning outcomes for the Engineering Science program are listed on the Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Engineering-Science-curriculum-map.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/technology-and-engineering/engineering/</p>	<p>See below, EST104 final presentation rubric.</p> <p>EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid-19 may impact this. See below, EST104 final presentation rubric.</p>	<p>Program faculty, EST104 instructors and department chair</p>	<p>New program outcomes were established, SP2018</p> <p>Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum.</p> <p>Evaluate SP21</p>	May 2018
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Engineering Science – Technology Option	Learning outcomes are listed on the Engineering Science Technology Option Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Technology-Option-Engineering-Science-Outcomes-and-Curriculum-Map.pdf And also on the program webpage https://www.necc.mass.edu/learn/credit-programs/technology-and-engineering/engineering-science-technology-option/	2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric. EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.	Program faculty. EST104 instructors and department chair	New program outcomes were established, SP2018 Covid-19 impacted evaluation of Matlab grader questions and/or course curriculum. Evaluate SP21	NECC Audit Fall 2016
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<p>Exercise Science: Transfer concentration</p>	<p>Outcomes are included on the Exercise Science Outcomes and Curriculum Map, located here https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/Exercise_Science_Outcomes_and_Curriculum_Map_20181.pdf and here https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/Exercise_Science_Transfer_Outcomes_and_Curriculum_Map1.pdf</p>	<p>1) MATLAB Grader test. Benchmark: post course completion >70% class average on this assessment; Matlab Grader test given in week #1 and week # 15 of course;</p> <p>2) EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p> <p>EST104 will be collecting data during final presentation, capstone course project. Spring 2021, Covid -19 may impact this. See below, EST104 final presentation rubric.</p>	<p>The program coordinator will review results and discuss with the faculty</p>	<p>None at this time.</p>	<p>N/A- planned for 2020-21</p>
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Associate in Science in Exercise Science: Health Fitness Instructor	<p>The learning outcomes for this program are: Demonstrate knowledge of major concepts and principles in exercise science. Collect, analyze, interpret, and present qualitative and quantitative data. Research, evaluate, and synthesize information from a variety of sources Demonstrate knowledge of standard of risk management practices.</p>	<p>Outcomes are included on the Exercise Science Outcomes and Curriculum Map, located here https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/Exercise_Science_Fitness_Instructor_Outcomes_and_Curriculum_Map1.pdf</p>	<p>Results of the Senior exit survey. We look to see how many students are transferring into a baccalaureate program. Passing rates of the students who take the National Strength and Conditioning Association's Certified Personal Trainer exam.</p>	<p>The program coordinator will review results and discuss with faculty</p>	<p>None at this time.</p>	<p>N/A- planned for 2020-21</p>
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<p>Research, evaluate, and synthesize information from a variety of sources Demonstrate knowledge of standard of risk management practices.</p> <p>Plan, execute, and evaluate health and fitness programs</p>	<p>The learning outcomes are listed on the Art & Design Outcomes and Curriculum Map, available here: https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/Art-Design-Outcomes-and-Curriculum-Map-2020.pdf And additional information is available on the program's webpage https://www.nec.mass.edu/learn/credit-programs/art/general-studies-art/</p>	<p>Art 235, Portfolio for Art, is our capstone course. Students begin building online portfolios when they enter the program and add to them with each course.</p> <p>As a benchmark, we review portfolios of ART 111 (Drawing I.) students at the end of each semester. Our fall 2019 reviews of two sections of ART111 took place on 12/9/19 and 12/10/19. Each student met for ten minutes with two guest professors (from our own department, teaching other courses or sections). The professors discussed the work with the students and scored it with a rubric with a scale of 0-4 for 5 criteria (this was not "blind" and therefore not a true assessment).</p> <p>On 10/25/19, our department conducted an assessment of Program Level Outcome #3 ("Use art & design terminology to analyze and assess the formal aspects of an artwork"). We</p>	<p>For the PLO 3 assessment, the ART109 professor collected samples, removed names, and shared them with department colleague reviewers via dropbox. The artifacts were scored with a rubric by two adjunct professors and the department chair. The department chair analyzed the data and led a discussion among the faculty. The professor who had initially graded the samples participated in the discussion.</p>	<p>Assessment indicated that 70% of majors in that section of ART109 reached the benchmark of a "2" ("satisfactory") or higher. 30% scored below satisfactory. In discussing the artifacts, we noticed that students tended to be more proficient in content that they had learned closer to the end of the semester (the time of the assignment) and less proficient in content from the beginning of the semester. We decided to dedicate more course time to review. Also, the professor who had created the assignment realized that the instructions could be more explicit about what students needed to include in their descriptions. He revised the assignment. As a department, we've also continued to share teaching materials that relate to PLO 3. We hope to standardize some of the vocabulary in</p>	<p>A program review is currently underway and will be complete in Spring 2021. There has not been a program review since the art and design areas were combined into one major in 2013.</p>
<p>General Studies: Art & Design</p>					

Healthcare Technician Certificate	<p>Learning outcomes are published for this program in the Healthcare Technician handbook, which is given to HCT students. Learning outcomes are also published on the program's webpage https://www.necc.mass.edu/learn/credit-programs/health/healthcare-technician-certificate/ the college website https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Health-care-Technology-Outcomes_and-Curriculum_Map_20181.pdf and on Blackboard.</p>	<p>assessed ART109 (2D Foundations) because its course objectives align closely with PLO 3. The artifact was a formal written analysis assignment from a Spring 2019 ART109 section. Completion of all required courses for this degree with a grade of "C" or higher, demonstration of EKG and Phlebotomy skills and completion of the phlebotomy externship where students are required to complete 100 blood draws to demonstrate phlebotomy proficiency.</p>	<p>Faculty reviews data/evidence each academic year in conjunction with the advisory board and changes in curriculum and pedagogy are implemented when identified or needed.</p>	<p>order to make connections clearer to students from course to course.</p> <p>Recent changes in curriculum included adding a Certified Nurse Assistant component to the curriculum effective fall 2017 in order to provide a career ladder for CNAs into this program.</p>	<p>Institutional program review scheduled for 2022-2023.</p>
Human Services (0255)	<p>All learning outcomes are listed in the Human Services Outcomes and Curriculum Map located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Human-Services-Outcomes-and-Curriculum-Map-2018.pdf And on the program's webpage https://www.necc.mass.edu/learn/credit-programs/human-services/human-services-associate-degree/</p>	<p>Faculty has met each Assessment Day since 2015 to study outcomes and plan for activities to deal effectively with process. Program Outcomes were revised as and Competencies were adopted as discussed and reviewed during the Department Meetings spring 2018, fall 2019</p>	<p>As of the 2016-7 program review changes have been made to simplify these outcomes and work to make them more understandable, user-friendly, and effective. Outcomes have been reduced in number and improved in content</p>	<p>2016-7 Program Review and Presentation at Summit. Program Reaccreditation with the Council for Standards in Human Services Education was delayed 6 months due to illness of Program Coordinator but completed in summer 2018 and full accreditation given without exceptions.</p>	<p>May 2016</p>

Laboratory Science	<p>Learning outcomes are included in the Laboratory Science Outcomes and Curriculum Map, found here https://facstaff.nec.mass.edu/wp-content/uploads/2021/01/Laboratory-Sciences-Outcomes-and-Curriculum-Map-.pdf</p> <p>In addition, learning outcomes are posted on the laboratory science web page https://www.nec.mass.edu/learn/credit-programs/science/associate-applied-science-laboratory-science/</p>	<p>Technical and non-technical skills (soft skills), as defined by the MLSEC, have been incorporated across the program curriculum and assessed by instructors through student coursework and by industry supervisors during the capstone course, Laboratory Science Externship experience</p>	<p>Data is collected from evaluations from employers from the externship experience and the Lab Science faculty formally interpret the results from the summer externships each fall. In addition, the faculty discuss how students are doing regularly at all Lab Science meetings, so successes can be shared and shortcomings can be addressed quickly.</p>	<p>The Lab Science curriculum is constantly being evaluated and updated based on feedback from the employee evaluations, advisory board recommendations, and current trends in science. This year, we proposed adding a QA/QC course to our program. The idea was well receiving by our advisory board, so we have begun the process of adding this new course on QA/QC to our program.</p> <p>The lab work in SCI106 Biotechnology was revamped so the required skills center around a central theme (the amylase enzyme) so it more resembles a coherent research project. Briefly, the students will do all the steps required to go from cloning the amylase gene to determining the enzyme activity of the final purified enzyme.</p> <p>A project introducing students to the job search process – comparing job search sites, evaluating job postings, researching the companies posting the job - was introduced into the first course in the program, SCI105 Lab Methods.</p>	2020
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May 2016

<p>Liberal Arts Program</p>	<p>Learning outcomes can be found on the Liberal Arts Outcomes and Curriculum Map, located here https://facstaff.nec.mass.edu/wp-content/uploads/2021/02/Liberal-Arts-Outcomes-and-Curriculum-map-2019.pdf</p> <p>And on the program webpage https://www.nec.mass.edu/learn/credit-programs/liberal-arts/liberal-arts/</p>	<p>In past years, the Liberal Arts Program has assessed one or two of the stated learning outcomes found on the Liberal Arts Curriculum Map. Six of the seven learning outcomes align with the six Core Skills of NECC: Written Communication, Information Literacy, Global Awareness, Science and Technology, Public Presentation, and Quantitative Reasoning. The final outcome is specific to the Liberal Arts program and asks students to who knowledge of the interconnectedness of the Liberal Arts program.</p> <p>Assessments have aligned with the Liberal Arts Program Assessment Plan that includes collecting artifacts (usually an essay) from Liberal Arts students in Liberal Arts courses, norming readers, and evaluating artifacts based on a rubric that examines the learning objectives associated with that outcome.</p> <p>Due to the COVID-19 outbreak, the Liberal Arts Program was unable to collect artifacts to assess two learning outcomes: Public Presentation and Information Literacy. These outcomes will be assessed next year.</p>	<p>Assignments may be collected by the Liberal Arts Program Coordinator in consort with Liberal Arts faculty or may be collected by Institutional Assessment (when assessment of a Core Skill overlaps with a Liberal Arts assessment of the same skill (e.g. Global Awareness)).</p> <p>Artifacts are assessed by a committee of Liberal Arts faculty.</p>	<p>Based on previous assessments, the most significant change has been in assessing the one program outcome specific to the Liberal Arts program. In the past, an essay assignment that asks students to show knowledge of the interconnectedness of the Liberal Arts disciplines has been administered and collected from an ANT 101: Introduction to Anthropology course. This course does not specifically address this program outcome and assessment of these artifacts revealed the need for more structured opportunities for students in the Liberal Arts Program to meet the more important outcome of the Program. An introductory Liberal Arts course and a capstone project are currently being proposed to ensure that Liberal Arts students meet this outcome and to create an opportunity for authentic assessment of this outcome.</p> <p>Changes to the program (i.e. required introductory course and capstone course) will lead to changes to the curriculum map and assessment plan—both of</p>	<p>The Coordinator of the Liberal Arts program completed a Program Review in Fall 2019 as part of AY 19/20. The Program Review revealed the need for a revised curriculum map and assessment plan that addresses the results described in column 4.</p>
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Liberal Arts: Journalism/ Communication Option	Learning outcomes are listed on the Liberal Arts: Journalism / Communication Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/LA-Journalism-Communication-Outcomes-and-Curriculum-Map.pdf The learning outcomes are also published on the website on the Journalism/ Communication degree page: https://www.necc.mass.edu/learn/credit-programs/communication-arts/liberal-arts-journalism/communication/	JRN102 functions as a capstone course. It is taken after successful completion of JRN101 and builds on skills in writing, journalistic techniques and standards, media literacy, and ethics. During Spring 2019 the program learning outcome of Media Literacy was assessed in the JRN102 class. Assessment instruments were created to measure students' abilities to identify media ownership, purpose of media content, and threats to the First Amendment and the free press. Artifacts were collected and evaluated.	Assessments are conducted by the full- and part-time faculty in the program. For the 2019 assessment, the full-time faculty member, who served as the program coordinator, met with the part-time instructor of the JRN102 course to evaluate the anonymized artifacts and interpret the evidence. For Assessment Day, 2020, the new program coordinator met with faculty who teach in the program to develop a plan for future assessments.	which better serve, and more accurately assess, our Liberal Arts students. These changes will be submitted by Spring 2021. The 2019 assessment of media literacy revealed a strong ability for students to identify ownership and purpose, but also revealed a weakness in students' ability to identify threats to the First Amendment right of the free press. Faculty discussed how the curriculum could be shifted to address this finding by adding more materials related to the free press. One resource to use for this purpose is the active student newspaper.	Program reviews for options within the Liberal Arts degree program have been discontinued. A complete program review of the LA: Journalism/ Communication Program was conducted in 2007.
Liberal Arts: Philosophy	The learning outcomes are published in the Philosophy Option Outcomes and Curriculum Map located here https://facstaff.necc.mass.edu/wp-content/uploads/2010/10/LA-Philosophy_Outcomes_and_Curriculum_Map_20181.pdf And also on the program webpage https://www.necc.mass.edu/learn/credit-programs/liberal-arts/liberal-arts-philosophy/	While there are program level outcomes, there is no specific program rubric. In several classes specific rubrics were developed in association with assessments. The work product in the form of written papers, oral presentations, and other assessments are submitted. A representative sample are utilized for review. While artifacts are captured from several courses, no review was completed in spring 2020.	Faculty in the program interpret the evidence and use it in submissions to academic affairs, and for program revision by faculty. Faculty in the program typically meet in the summer to review the course offerings and suggest revisions to the learning outcomes and the assessment in each course. This has led to written papers being integrated into more courses.	Several assessments have been refined to ensure some uniformity by faculty teaching the same course. As a result of review in 2018, all philosophy courses now contain some element of formal writing. The products of PHI 121 were interpreted over the summer 2019 and appropriate revisions made as necessary beginning in fall 2019. It	Philosophy is an option within the Liberal Arts program. As a result, reviews separate from the LA program are not necessary.

		involved adding written assignments for the course.	<p>In addition, all instructors of the Ethics (PHI 110) course now assign at least one written paper, where previously this had been optional.</p> <p>Since the previous submission one course, the History of Modern Philosophy (PHI 202) was dropped from the program, and the Philosophy of Happiness (PHI 208) was added. This step was taken to allow students to take a class with high transferability, would be compelling to a contemporary student body, would strengthen the program, and would fulfill the Public Presentation Core Academic Skill. The first offering of the class had an initial enrollment of 22 students.</p> <p>Further revision of the program has been hampered by the outbreak of COVID-19. It has proved difficult to convene faculty who were preparing to deliver all courses online for the fall 2020 semester.</p>
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<p>Liberal Arts: Psychology</p>	<p>Learning outcomes are included in the Psychology Option Outcomes and Curriculum Map, found here https://facstaff.nec.mass.edu/wp-content/uploads/2009/07/LA_Psychology_Outcomes_and_Curriculum_Map_201811.pdf</p> <p>And on the NECC website on the program page: https://www.nec.mass.edu/learn/credit-programs/liberal-arts/liberal-arts-psychology/</p>	<p><i>Syllabi review of common outcomes and core academic skills</i></p> <p><i>Concerning the knowledge base in psychology (Goal 1): Describe key concepts, principles and overarching themes in Psychology</i></p> <p><i>Concerning ethical and social responsibility in a diverse world (Goal 3): Apply ethical standards to evaluate psychological science and practice</i></p> <p><i>Concerning communication skills (Goal 4): Demonstrate effective writing for different purposes</i></p> <p><i>Evaluations of essays in PSY 209 Biopsychology (writing intensive course designation)</i></p>	<p>Program Coordinator Department Chair PSY 200 Research Method Faculty and Program Coordinator</p>	<p>1. Personal emails to Faculty who have not written common outcomes in syllabi</p> <p>2. Discussions in department meetings</p> <p>3. Continued monitoring of syllabi. Goals to have 75% to 100% of syllabi in all major PSY courses have common course outcomes and core academic skills.</p> <p>4. Syllabi will now be read by department coordinator and not chair as the chair has more knowledge of Psy. content.</p> <p>1. Exit exam was not administered in Spring 2019. The exam was not completed and we were still looking at the best way to administer it.</p> <p>2. Exit exam was not administered in Spring 2020 due to Covid.</p> <p>3. Exit exam is expected to be given for a baseline assessment in Spring 2021 regardless of the Covid situation.</p>	<p>Program reviews for concentrations within the Liberal Arts program have been discontinued.</p>
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<p>Liberal Arts: Writing Option</p>	<p>Learning outcomes are included in the Writing Option Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/LA_Writing_Outcomes_and_Curriculum_Map_2018.1.pdf</p>	<p>One learning outcome category for the program is assessed each Spring. Artifacts are collected from an advanced course that emphasizes the learning outcomes being assessed.</p> <p>During the Spring 2020 semester, artifacts were collected from ENG 115: Creative Writing Fiction to assess whether students could:</p> <p>Examine the craft of writing in creative genres such as fiction, creative, nonfiction, and poetry.</p> <p>Produce work in a variety of creative styles.</p> <p>Construct original storylines and different genres and construct written narratives through vivid imagery and dramatic action.</p> <p>Create main characters with clearly defined objectives and identifiable dramatic arcs.</p>	<p>Members of the English Department teaching courses in the Writing Option serve as an annual review committee. Each year artifacts are collected from a specific course and one outcome is assessed. Assessment procedure includes a rubric and members of a small assessment committee comprised of faculty will be normed before assessment. The committee will analyze the results.</p> <p>Due to COVID-19, artifact collection was delayed into Summer 2020. Assessment of artifacts will take place during the Fall 2020 semester.</p>	<p>Due to COVID-19, artifact collection was delayed into Summer 2020. Assessment of artifacts will take place during the Fall 2020 semester.</p> <p>After artifacts have been assessed, the committee will determine what changes to assessment rubrics, course structure, or opportunities to meet program learning outcomes need to be amended or created. These changes will be reflected in the 2021 E-Series form.</p> <p>*The curriculum map and program assessment plan were both updated Summer 2020 to reflect stronger assessment practice in terms of measurable learning outcomes.</p>	<p>Program reviews for concentrations within the Liberal Arts program have been discontinued.</p> <p>Graduation and employer surveys were created and sent in September 2019.</p> <p>Due to COVID-19 the medical billing internship summer semester has been transitioned to a 100% virtual experience.</p> <p>Institutional program review scheduled for 2021-2022</p>
<p>Medical Billing Certificate</p>	<p>Learning outcomes are listed in the Medical Billing Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Medical_Coding_Outcomes_and_Curriculum_Map_2018.1.pdf</p>	<p>Completion of all required courses for this degree with a grade of "C" or higher and completion of 60 hour externship with established externship competencies.</p> <p>Graduate surveys and Employer surveys will be utilized to ensure</p>	<p>Faculty reviews data/evidence each academic year in conjunction with the advisory board and changes in curriculum and pedagogy are implemented when identified or needed.</p>	<p>Graduate surveys and Employer surveys will be utilized to ensure</p>	<p>Graduate surveys and Employer surveys will be utilized to ensure</p>

Medical Coding Certificate	<p>Learning outcomes are published for this program in Medical Billing handbook, which is given to Medical Billing students.</p> <p>Learning outcomes are listed in the Medical Coding Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Medical_Coding_Outcomes_and_Curriculum_Map_20181.pdf</p> <p>Learning outcomes are also published for this program in Medical Coding handbook, which is given to Medical Billing students.</p>	<p>program graduates have met the program outcomes.</p> <p>Completion of all required courses for this degree along with completion of a 60 hour Externship with established competencies.</p>	<p>Faculty reviews data/evidence each academic year in conjunction with the advisory board and changes in curriculum and pedagogy are implemented when identified or needed.</p>	<p>Graduate and employer survey was created and sent to students in September 2019.</p> <p>Due to COVID-19 the practicum was transitioned to a 100% virtual experience in spring semester.</p>	<p>Institutional program review scheduled for 2021-2022.</p>
Medical Office Assistant Certificate	<p>Learning outcomes are listed on the Medical Office Assistant Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Medical_Office_Assist_Outcomes_and_Curriculum_Map1.pdf</p> <p>Learning outcomes are also published for this program in Medical Office Assistant handbook, which is also given to all MOA students.</p>	<p>Completion of all required courses for this degree with a grade of "C" or higher and completion of a 60 hour Externship with established externship competencies.</p> <p>Graduate surveys and Employer surveys will be utilized to ensure program graduates have met the program outcomes.</p>	<p>Faculty reviews data/evidence each academic year with advisory board.</p> <p>Any changes in curriculum and pedagogy are implemented when needed.</p>	<p>Curriculum changes were made FY 2016 and enacted in 2017.</p> <p>Students have been completing externship in their Spring Semester.</p>	<p>Institutional program review scheduled for 2022-2023</p>

<p>General Studies: Music Option</p>	<p>Learning outcomes are listed in the Music Option Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/General-Studies-Music-Option-Outcomes-and-Curriculum-Map-2018.pdf And on the program webpage at https://www.necc.mass.edu/current-students/academic-centers/center-for-liberal-arts/liberal-arts-pathways/music-pathway/</p>	<p>The technology was insufficient to collect student artifacts and significantly impacted student learning</p> <p>Blackboard and Zoom technologies were insufficient for music students learning with remote learning transition due to COVID</p>	<p>The previous Music Dept chair, resigned in Jan 2020</p> <p>Due to a lack of data and not having an assessment plan in place along with the collection of artifacts, review of data from the entire AY 2019/2020 was not possible</p>	<p>In reaction to COVID - The music department will adapt our Spring 2020 semester end capstone music performance jury for all Applied Music students by using technology to film every student, so as to enable the entire music faculty to review and assess their performances.</p> <p>Using anecdotal evidence, the department identified that the technology inhibited music student learning.</p> <p>Action Items for AY 2020/2021 The department will locate technology that enhances student learning as an online modality</p> <p>Develop MUS 102, MUS 112, MUS 115, MUS 217 and MUS 218 for online delivery</p> <p>Develop an assessment plan that will assess MUS 121, MUS 122, and MUS 224</p> <p>Develop a new Curriculum Map</p>	<p>AY2017/ 2018</p>
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<p>Nursing</p>	<p>Learning outcomes are listed on the Nursing Outcomes and Curriculum Mpa, https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Nursing_Outcomes_and_Curriculum_May_20181.pdf</p> <p>The program outcomes and the End of Program student learning outcomes are published in the NECC Nursing student handbook.</p> <p>The Course Learning outcomes are published on the course syllabi.</p> <p>Additional information is available on the program webpage https://www.necc.mass.edu/learn/credit-programs/health/nursing-associate-degree/</p>	<p>The Associate Nursing Program has an Assessment Process that collects multiple sources of direct measurements and indirect measurements.</p> <p>NCLEX RN licensure exam: for Nursing education, set a benchmark of 80% or higher of the graduates passing first time test takers.</p> <p>Direct measurements: Assessment Technologies Institute (ATI) has a series of proctored assessments in each of the all areas of Nursing. The Final proctored assessment given at the end of the program is the Comprehensive Predictor. This assessment estimates the probability that the student will pass the NCLEX-RN on the first attempt.</p> <p>Mountain Measurement, Inc. provides the program with an annual report comparing the program's performance with that of similar schools nationally. Assessment Technologies Institute also provides an annual report -The complete insights review comparing the students</p>	<p>The assessment and evaluation committee aggregates the data and identifies downward trends and reports to the program committee as well as the curriculum committee.</p> <p>This is performed at the end of each semester, the end of the program, and once the final NCLEX pass rate has been provided in late January. Mountain Measurement reports are available in March.</p> <p>The Assessment and Evaluation committee chair is responsible for ensuring that the student satisfaction surveys, job placement data, and program completion data are sent out and completed.</p> <p>The chair also collects the reports from ATI as well as Mountain Measurement to distribute to the Committee.</p>	<p>Develop a new Program Rubric to be used in assessing AY 2020/2021 Program Assessment</p> <p>Data analysis of the Associate Nursing students performance on the ATI comprehensive predictor for the class of 2019 indicated a drop in probability of passing the NCLEX. Actual pass rate was 91% in 2019.</p> <p>Analysis of Mountain measurement results in the client need categories indicated that students did not perform well on Coordination of care, reduction of risk and health promotion and maintenance. These results were brought to the curriculum committee, and the ADN faculty examined the content of the courses to ensure that these areas were included in the program.</p> <p>We have also added ATI Program Manager which allows us to ensure that our curriculum aligns with our course and program student learning outcomes .</p>	<p>The associate nurse program has an annual review by the MA Board of Registration in Nursing.</p> <p>The program is due for an accreditation visit by the Accrediting Commission for Nursing Education in February 2021</p> <p>Since this last review, the Associate Nursing Program has made several changes in design, curriculum, and alignment of the Course Level Outcomes to the Program Level Outcomes, which are evidenced in the Program Map.</p> <p>Due to the COVID-19 pandemic, faculty had to quickly switch to remote with support of the college ensuring the deliver of the nursing curriculum.</p> <p>follows the new 2019 NCLEX-PN Test Plan</p>
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May 2016

<p>Paramedic Technology</p>	<p>Learning outcomes are listed on the Paramedic Technology Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2010/10/Paramedic_Outcomes_and_Curriculum_Map_20201.pdf</p> <p>Additional information is available on the program webpage https://www.necc.mass.edu/learn/credit-</p>	<p>performance on the standardized testing for 3 years.</p> <p>As an indirect measurement, the Survey for each course that students must complete before the end of the semester. The purpose of this survey is to allow students to rate their learning based on their understanding of the course student learning outcomes.</p> <p>At the completion of the course, the students must complete a program satisfaction survey, outlining whether they were satisfied that they could meet the program student learning outcomes.</p> <p>6 months after graduation, the students are sent a graduate survey regarding their satisfaction with the program, are they employed, are they pursuing a higher degree.</p>	<p>Currently there are only two Faculty members involved in review of Portfolio data. The Clinical Coordinator is primarily responsible for oversight and utilization of the Portfolio. The Program Coordinator, in conjunction with the Clinical Coordinator, review the data sets on a monthly basis and make individual student adjustments as needed while tracking.</p>	<p>Retention of students, specifically minority students, has been identified as a concern. During class year 2019-2020, multi-lingual TA's have been employed to survey our multi-lingual students to determine if language proficiency can be identified as an issue. Early results indicate that interventions targeted towards correcting for</p>	<p>Review of the curriculum to ensure alignment with the course learning outcomes and the end of program student outcomes.</p> <p>Train faculty on effective teaching strategies for remote learning</p> <p>Provide faculty opportunity to participate in the evaluation process</p> <p>Train faculty on the use of TK20, as well as ATI Program Manager, and Mountain Measurement to collect outcome data.</p>	<p>MA DPH-OEMS review 9/2020 with Training Institution Accreditation to run from 1/1/2021-1/1/2024</p>
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May 2016

<p>programs/health/paramedic-technology-associate-degree/</p>	<p>embark upon applying these newly acquired capabilities to both simulated patients and actual patients in the healthcare setting; and finally, during their Field Experience portion of the program, where they track their evolution from employing these capabilities under controlled supervision while in the field to when they undertake their Capstone phase in the Field Experience of the program where they undertake the primary role for patient care and management of the entire patient interaction in the field.</p> <p>The Portfolio has been a written document recorded on paper until June 2020. With the beginning of the Summer 2020 Clinical phase, and with the Fall 2020 class start, the Portfolio will begin to be created and preserved with the use of an electronic application. This will streamline document creation, allow for rapid reviews and data collection, and will allow for increased ease of use by Preceptors and Students during the Clinical and Field Experience phases.</p> <p>The Portfolio is Reviewed at several levels. During the 1st and 2nd semesters of the program, the Portfolio is taught to the</p>	<p>program wide data sets for opportunities to improve the program as a whole.</p> <p>This process has been identified as an area for improvement during the 2020-2021 school year, as the program is shifting to the new electronic Portfolio, which will allow for reviews that are more frequent and a more robust screening system to identify program wide improvement opportunities. This will also increase the number of opportunities where individual students can be critiqued and guided.</p> <p>This process will also be modified by the creation of a Review Committee, to be comprised of TA's, Faculty, Medical Director, and members of the Program Advisory Committee. Due to the small number of Faculty in this Program, it is not possible to exclude members that have or will be involved in grading student performances. The Portfolio Committee will remain cognizant of this potential bias.</p>	<p>language translation issues can both identify latent issues as well as provide for early corrective actions to benefit Students.</p> <p>Current action plan is to increase the use of multi-lingual TA's to perform these surveys, but to also formalize out data collection to more fully understand and define this phenomenon.</p> <p>Additionally, it was noted that of the students that dropped out of the Program for the 2019-2020 class, the reason given by all but one student was that they had wider family issues that prevented them from continuing in school.</p> <p>The action plan initiated to address this concern involves frequent well-being checks that are not related to school and performance. This will be related to the students and Faculty as a priority for early detection, so that ancillary support services may be accessed in time to help the affected student avoid having to take such a drastic step.</p> <p>During the mid-Spring semester, due to the State of</p>
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	<p>students by the Instructors and by the Teaching Assistants. The students learn to document their actions and how to utilize the Portfolio program to track their performances and acquisition of their skills. They also begin to track their skill tasks that are part of the requirement for advancement within the program – didactic onward to clinicals and onward to field experience. The Faculty review these Portfolios individually as well as in total in order to assess individual attainment of the skill sets and later to track the evolution of the individual and groups abilities to apply recently acquired knowledge via the appropriate deployment of the newly learned physical skill sets in order to safely and efficiently address the needs of a patient. Individual corrections can be made in response to identified areas of concern, and this allows for quick corrections and further reinforcement of best practices.</p> <p>The assessment of the Portfolios generates Program Level data points to guide the Faculty in making changes to individual topics, modules, course design, or style of delivery as needed.</p> <p>The Portfolio is used during both the Clinical and Field Experience</p>		<p>Emergency declared by the Governor in response to COVID-19, the school closed all on-campus sessions and converted to on-line learning.</p> <p>This coincided with Clinical and Field Experience sites barring access to Students.</p> <p>The response was broad based. First the Program confirmed with DPH-OEMS and CoAEMSP acceptable modifications to the delivery of services. Then the Program began the process of converting the current courses to the on-line format.</p> <p>The Laboratory classes and Clinical/Field Experience portions of the Program were addressed by the initiation of an on-line simulation suite, offered by Oxford Medical Simulations (OSM). This package allowed students to continue with their simulated patient interactions. This option was also identified by the State and the accreditor as an acceptable alternative for a major portion of the Clinical phase of the program.</p>	
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Paramedic Technology Certificate	Outcomes for this program are listed on the program website, here https://www.necc.mass.edu/learn	<p>phases of the program. During these phases, both the Student and their Preceptor will enter information into the Portfolio related to individual patient interactions, skills performed, and critique of performance. The Student and the Preceptor are able to review past performances and track the progress made by the Student. The Clinical Coordinator and the Program Coordinator are able to monitor the progress of individual students as well as the class as a whole.</p> <p>The Certification Exam Pass rate is tracked and compared to programs nationally. The Programs pass rate is reported both to the Commonwealth of MA Department of Public Health Office of Emergency Medical Services (DPH-OEMS) as well as to the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP) in compliance with accreditation duties related to reporting on program outcomes.</p>	Currently there are only two Faculty members involved in review of Portfolio data. The Clinical Coordinator is	Retention of students, specifically minority students, has been identified as a concern. During class year	MA DPH-OEMS review 9/2020 with Training Institution Accreditation
<p>The continuation of laboratory skill learning was addressed following the partial lifting of precautions allowed for small group in-person sessions on campus.</p> <p>The use of the OSM is planned to continue beyond the response to COVID-19, the program will be included in future classes.</p> <p>Further efforts were planned to be undertaken during the Summer of 2020 to re-create the Program to better serve the students as a remote/asynchronous on-line program. The core program courses were re-formatted for the Fall semester, and plans are underway to complete the same refit for Spring courses should the ongoing COVID-19 response continue to dictate a remote learning environment.</p>					

May 2016

	<p>/credit-programs/health/paramedic-technology-certificate/</p>	<p>students to record their efforts in learning new static skill sets; tracking their progress as they learn how to apply their acquired knowledge in conjunction with these new skill sets in the setting of simulated patient encounters; during their Clinical Rotation time, as they embark upon applying these newly acquired capabilities to both simulated patients and actual patients in the healthcare setting; and finally, during their Field Experience portion of the program, where they track their evolution from employing these capabilities under controlled supervision while in the field to when they undertake their Capstone phase in the Field Experience of the program where they undertake the primary role for patient care and management of the entire patient interaction in the field.</p> <p>The Portfolio has been a written document recorded on paper until June 2020. With the beginning of the Summer 2020 Clinical phase, and with the Fall 2020 class start, the Portfolio will begin to be created and preserved with the use of an electronic application. This will streamline document creation, allow for rapid reviews and data collection, and will allow for</p>	<p>primarily responsible for oversight and utilization of the Portfolio. The Program Coordinator, in conjunction with the Clinical Coordinator, review the data sets on a monthly basis and make individual student adjustments as needed while tracking program wide data sets for opportunities to improve the program as a whole.</p> <p>This process has been identified as an area for improvement during the 2020-2021 school year, as the program is shifting to the new electronic Portfolio, which will allow for reviews that are more frequent and a more robust screening system to identify program wide improvement opportunities. This will also increase the number of opportunities where individual students can be critiqued and guided.</p> <p>This process will also be modified by the creation of a Review Committee, to be comprised of TA's, Faculty, Medical Director, and members of the Program Advisory Committee. Due to the small number of Faculty in this Program, it is not possible to exclude members that have</p>	<p>2019-2020, multi-lingual TA's have been employed to survey our multi-lingual students to determine if language proficiency can be identified as an issue. Early results indicate that interventions targeted towards correcting for language translation issues can both identify latent issues as well as provide for early corrective actions to benefit Students.</p> <p>Current action plan is to increase the use of multi-lingual TA's to perform these surveys, but to also formalize out data collection to more fully understand and define this phenomenon.</p> <p>Additionally, it was noted that of the students that dropped out of the Program for the 2019-2020 class, the reason given by all but one student was that they had wider family issues that prevented them from continuing in school.</p> <p>The action plan initiated to address this concern involves frequent well-being checks that are not related to school and performance. This will be related to the students and</p>	<p>to run from 1/1/2020-1/1/2024</p>
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	<p>increased ease of use by Preceptors and Students during the Clinical and Field Experience phases.</p> <p>The Portfolio is Reviewed at several levels. During the 1st and 2nd semesters of the program, the Portfolio is taught to the students by the Instructors and by the Teaching Assistants. The students learn to document their actions and how to utilize the Portfolio program to track their performances and acquisition of their skills. They also begin to track their skill tasks that are part of the requirement for advancement within the program – didactic onward to clinicals and onward to field experience. The Faculty review these Portfolios individually as well as in total in order to assess individual attainment of the skill sets and later to track the evolution of the individual and groups abilities to apply recently acquired knowledge via the appropriate deployment of the newly learned physical skill sets in order to safely and efficiently address the needs of a patient. Individual corrections can be made in response to identified areas of concern, and this allows for quick corrections and further reinforcement of best practices.</p>	<p>or will be involved in grading student performances. The Portfolio Committee will remain cognizant of this potential bias.</p>	<p>Faculty as a priority for early detection, so that ancillary support services may be accessed in time to help the affected student avoid having to take such a drastic step.</p> <p>During the mid-Spring semester, due to the State of Emergency declared by the Governor in response to COVID-19, the school closed all on-campus sessions and converted to on-line learning.</p> <p>This coincided with Clinical and Field Experience sites barring access to Students.</p> <p>The response was broad based. First the Program confirmed with DPH-OEMS and CoAEMSP acceptable modifications to the delivery of services. Then the Program began the process of converting the current courses to the on-line format.</p> <p>The Laboratory classes and Clinical/Field Experience portions of the Program were addressed by the initiation of an on-line simulation suite, offered by Oxford Medical Simulations (OSM). This package allowed students to continue with their simulated</p>	
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		<p>The assessment of the Portfolios generates Program Level data points to guide the Faculty in making changes to individual topics, modules, course design, or style of delivery as needed.</p> <p>The Portfolio is used during both the Clinical and Field Experience phases of the program. During these phases, both the Student and their Preceptor will enter information into the Portfolio related to individual patient interactions, skills performed, and critique of performance. The Student and the Preceptor are able to review past performances and track the progress made by the Student. The Clinical Coordinator and the Program Coordinator are able to monitor the progress of individual students as well as the class as a whole.</p> <p>The Certification Exam Pass rate is tracked and compared to programs nationally. The Programs pass rate is reported both to the Commonwealth of MA Department of Public Health Office of Emergency Medical Services (DPH-OEMS) as well as to the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP) in compliance with</p>	
<p>patient interactions. This option was also identified by the State and the accreditor as an acceptable alternative for a major portion of the Clinical phase of the program.</p> <p>The continuation of laboratory skill learning was addressed following the partial lifting of precautions allowed for small group in-person sessions on campus.</p> <p>The use of the OSM is planned to continue beyond the response to COVID-19, the program will be included in future classes.</p> <p>Further efforts were planned to be undertaken during the Summer of 2020 to re-create the Program to better serve the students as a remote/asynchronous on-line program. The core program courses were re-formatted for the Fall semester, and plans are underway to complete the same refit for Spring courses should the ongoing COVID-19 response continue to dictate a remote learning environment.</p>			

<p>Practical Nursing</p>	<p>accreditation duties related to reporting on program outcomes.</p>	<p>The Practical Nursing Program has an Assessment Process that collects multiple sources of direct measurements and indirect measurements.</p> <p>Direct measurements: Assessment Technologies Institute (ATI) has a series of proctored assessments in each of the areas of Nursing: Fundamentals, Medical/Surgical, Care of children, Maternal Child care, Pharmacology and Leadership.</p> <p>Students must achieve a level two on the examination if they do not achieve a level two, they must do 2 hours of a focused review provided by ATI.</p> <p>The Final proctored assessment given at the end of the program is the Comprehensive Predictor. This assessment estimates the probability that the student will pass the NCLEX-PN on the first attempt.</p> <p>An 80% probability or higher usually results in a passing grade on the NCLEX.</p>	<p>The assessment and evaluation committee aggregates the data and identifies downward trends and reports to the program committee as well as the curriculum committee. This is performed at the end of each semester, the end of the program, and once the final nalex pass rate has been provided. In late January, Mountain Measurement reports are available in March.</p> <p>The Assessment and Evaluation committee chair is responsible for ensuring that the student satisfaction surveys are sent out and completed.</p> <p>The chair also collects the reports from ATI as well as Mountain Measurement to distribute to the Committee.</p>	<p>Data analysis of the Practical Nursing students performance on the ATI comprehensive predictor for the class of 2019 indicated a drop in probability of passing the NCLEX. From 94 in 2018 to 84 in 2019</p> <p>Actual pass rate was 100% in 2018 to 96% in 2019.</p> <p>Analysis of Mountain measurement results in the client need categories indicated that students did not perform well on Coordination of care, reduction of risk and health promotion and maintenance. These results were brought to the curriculum committee, and the PN faculty examined the content of the courses to ensure that these areas were included in the program.</p> <p>We have also added ATI Program Manager which allows us to ensure that our curriculum aligns with our course and program student learning outcomes .</p>	<p>The practical nurse program has an annual review by the Massachusetts Board of Registration in Nursing. The program is due for an accreditation visit by the Accrediting commission for Nursing Education in February 2021</p> <p>Since this last review, the Practical Nursing Program has made several changes in design, curriculum, and alignment of the Course Level Outcomes to the Program Level Outcomes, which are evidenced in the Program Map.</p> <p>Due to the COVID-19 pandemic, faculty had to quickly switch from face to face learning to remote . With the assistance of the center for instructional technology, and faculty coaching, the transition was accomplished. Clinical courses are</p>
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May 2016

		<p>Finally the NCLEX-PN Examination. The board of registration in nursing and Accrediting Commission for Nursing education, set a benchmark of 80% of the graduates passing the NCLEX-PN. The Final pass rate for the year is provided to the Program in late January or February. An independent company, Mountain Measurement, Inc. provides the program with an annual report comparing the program's performance with that of similar schools nationally. Assessment Technologies Institute also provides an annual report - The complete insights review comparing the students performance on the standardized testing for 3 years.</p> <p>As an indirect measurement, the utilizes a Student Satisfaction Survey for each course that students must complete before the end of the semester. The purpose of this survey is to allow students to rate their learning based on their understanding of the course student learning outcomes.</p> <p>At the completion of the course, the students must complete a program satisfaction survey, outlining whether they were satisfied that they could meet</p>			<p>either in person (if the health care facility allows students to attend) remote and Simulation. Educating students on Outcomes and Objectives</p> <p>Ensuring the curriculum follows the new 2019 NCLEX-PN Test Plan Review of the curriculum to ensure alignment with the course learning outcomes and the end of program student outcomes.</p> <p>Train faculty on effective teaching strategies for remote learning</p> <p>Provide faculty opportunity to participate in the evaluation process</p> <p>Train faculty on the use of TK20, as well as ATI Program Manager, and Mountain Measurement to collect outcome data.</p>
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May 2016

Public Health	<p>All learning outcomes are listed in the Public Health Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/01/Public-Health-Outcomes-and-Curriculum-Map-2018.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/health/public-health/</p> <p>They are also available in the program handbook: https://www.necc.mass.edu/wp-content/uploads/health/public-health/Public-Health-Program-Handbook.pdf</p> <p>The outcomes for the academic year 2020-21 will be updated in the handbook by Fall 2020.</p>	<p>the program student learning outcomes.</p> <p>6 months after graduation, the students are sent a graduate survey regarding their satisfaction with the program, are they employed, are they pursuing a higher degree.</p> <p>The Public Health Program has an assessment process that collects multiple sources of direct measurements and indirect measurements. In addition students complete 120 hours of supervised internship in the field. This year due to the Covid 19 outbreak student in person internships were disrupted.</p> <p>In order to redesign assessment and ensure that students completion of internship skills we provided the opportunity for students to attend online trainings and webinars. In addition many of our students participated in the statewide initiative of contact tracing. Exposure to Public Health learning was very real for our students and there were many opportunities to access learning and experience in the field even as our lives were disrupted. In CHW 290 the internship class the indirect measurement of a site supervisor survey was integrated with a reflection</p>	<p>In FA2019, the Program Coordinator reviewed the results of assessment and reported these to the Assistant dean of Health Divisions.</p> <p>The Program Coordinator also presents results to the Public Health Advisory in the fall. The results from the pre post quiz in CHW 101 will be collected and submitted to the Program Coordinator.</p> <p>Based on discussions with the Dean and Assistant Dean and presentation to the Health Advisory Committee any necessary action is noted and put into an action plan.</p> <p>The results of the data are shared with all adjunct faculty and the Public Health Advisory Committee.</p>	<p>The changes that have been made to the PH program are as follows: A complete assessment and rewrite of the learning outcomes. The outcomes were reviewed in October 2019 and again in March 2020. The new outcomes strive to be succinct and to address the reality of an Associates level education. For example we no longer suggest a student will complete a community needs assessment which is something normally done at the local PH department level. The update shows that students will develop a needs assessment and create a plan to educate a selected population on health risk modification.</p> <p>In addition the wording of all the outcomes strives to be clear and more concise for students.</p>	<p>The Public Health Program is due to be reviewed after its first five years in existence. This is due 2021.</p>
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		<p>CHW 206 is the penultimate course taken in the Associate program and also fulfills the criteria for the core skill in Information Literacy. Students in this class read The Prevention Diaries and answer regular quizzes and discussion questions on the social determinants of health and public health policy. They are exposed to various interventions that address public health and learn about organization and policies in detail. This course was selected to measure learning outcome 1 at the mastery and expert level.</p> <p>Assessment of artifacts in this course showed that this written paper is still a challenge for a few students and that ranges are varied. 89% of students showed proficiency and of those 60% showed exemplary. 10.5% of the students are showing emerging skills and struggling with the writing and analysis.</p> <p>In compares to the written paper the final exam showed that 80% of the students showed exemplary- whilst 20% showed proficiency. This result points to the need for continued practice and support for students who are weaker in independent written skills and analysis.</p>		<p>for this paper. In addition the Program Coordinator will continue to address student weakness by emphasizing to students the importance of utilizing Academic Coaching and tutoring centers. The Program Coordinator currently strives to refer students for support but may have to be more proactive on these recommendations. The faculty in CHW 206 will also consider changing up early assessments in the course to include another written assignment beyond discussion. This assignment will underline the skills needed to prepare to write the final paper.</p>	
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Radiological Technology	<p>The learning outcomes are listed in the Radiologic Technology Outcomes and Curriculum Map, https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Rad-Tech-Outcomes-and-Competency-Map-2021.pdf</p> <p>And on the program webpage https://www.necc.mass.edu/learn/credit-programs/health/radiologic-technology-associate-degree/</p>	<p>As an indirect measurement, the Public Health Program utilizes a final Student Survey that students must complete before submitting their final discussion in CHW 290. The purpose of this survey is to allow students to rate their learning based on their understanding of the Program Level Outcomes.</p>	<p>The Program Director will interpret the data. The data is reviewed with the Program Coordinator then shared with the Radiologic Technology Advisory Board and the Radiology Clinical Instructors at the Clinical Instructor Meetings.</p>	<p>After reviewing the data and there is evidence of a failed benchmark(s), the program determines an action plan to meet the benchmark. Evaluation methods are also revised when there are program policy and/or program form revisions.</p>	<p>The Radiologic Technology program received the maximum eight year accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT) on November 23, 2015. The maintained eight year accreditation was received on December 11, 2019.</p>
Raytheon Test B Certificate	<p>Learning outcomes for the Raytheon Test B Cert are listed on the Outcomes and Curriculum Map located here https://facstaff.necc.mass.edu/wp-content/uploads/2019/08/Raytheon-Test-B-Electronic-Technology-Certificate.pdf</p> <p>And on the program webpage, https://www.necc.mass.edu/learn/credit-programs/technology-</p>	<p>CTE 101 Fundamentals of Digital Logic Online format launched FA20</p> <p>CTE 101: Digital Logic Fundamentals online pre-test and post-test. Benchmark: post course test completion >70% class average on this assessment. Same test given in week #1 and week # 15 of course starting SU21.</p>	<p>Program faculty, CTE 101 instructors and department chair</p>	<p>New program outcomes were established, SP2018</p> <p>New Test B program starts SP21</p>	<p>NECC Audit Fall 2016</p>

Respiratory Care	and-engineering/test-b-electronic-equipment-technology-raytheon/	<p>CTE 112 Circuit Analysis II Lab Experiments. Develop an assessment plan, FA21</p> <p>Note: required for all Raytheon Test B Certificate students</p>	<p>Biannually by the Respiratory Care Faculty during Assessment Day (October) and during Professional Day (March), and additionally by the Program Coordinator during the CoARC Annual Report submission in June.</p>	<p>AS a result of using the data/evidence, a third Self-Assessment Examination (SAE), given as Capstone Examination has been added to the curriculum and is given to the first year students during final exam week in the Spring semester.</p>	<p>CoARC Annual Report 2019</p> <p>CoARC Annual Report for 2020 to be submitted by July 1, 2020</p> <p>CoARC site visit completed on 4/23/19</p> <p>No citations noted</p> <p>Formal certificate on file.</p> <p>NECC Program Review completed in April, 2019</p>
<p>Learning outcomes are listed on the Respiratory Care Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wb-content/uploads/2021/01/Respiratory_Care_Outcomes_and_Curriculum_Map_20181.pdf</p> <p>And on the program's webpage https://www.necc.mass.edu/learn/credit-programs/health/respiratory-care-associate-degree/</p> <p>Link to CoARC Accreditation Agency: https://www.coarc.com/Students/Programmatic-Outcome-Data.aspx</p>	<p>Curriculum review is a constant process, and several mechanisms are used.</p> <p>External accreditation outcomes are monitored annually, such as the credentialing examination pass rates. It is possible to use the group exam results to examine areas of the curriculum which need strengthening.</p> <p>National credentialing examinations have been validated and are based upon content materials required in the field. Respiratory programs can access National Board of Respiratory Care (NBRC) content matrices, which serve as necessary guides to use in the development of curricula. In addition to content, various levels of learning are addressed in the content matrices, such as recall, application, and analysis.</p> <p>Students are also required to take Self-Assessment Examinations (SAE), given as Capstone Examinations. These exams are given internally</p>	<p>Curriculum review is a constant process, and several mechanisms are used.</p> <p>External accreditation outcomes are monitored annually, such as the credentialing examination pass rates. It is possible to use the group exam results to examine areas of the curriculum which need strengthening.</p> <p>National credentialing examinations have been validated and are based upon content materials required in the field. Respiratory programs can access National Board of Respiratory Care (NBRC) content matrices, which serve as necessary guides to use in the development of curricula. In addition to content, various levels of learning are addressed in the content matrices, such as recall, application, and analysis.</p> <p>Students are also required to take Self-Assessment Examinations (SAE), given as Capstone Examinations. These exams are given internally</p>	<p>Curriculum review is a constant process, and several mechanisms are used.</p> <p>External accreditation outcomes are monitored annually, such as the credentialing examination pass rates. It is possible to use the group exam results to examine areas of the curriculum which need strengthening.</p> <p>National credentialing examinations have been validated and are based upon content materials required in the field. Respiratory programs can access National Board of Respiratory Care (NBRC) content matrices, which serve as necessary guides to use in the development of curricula. In addition to content, various levels of learning are addressed in the content matrices, such as recall, application, and analysis.</p> <p>Students are also required to take Self-Assessment Examinations (SAE), given as Capstone Examinations. These exams are given internally</p>	<p>AS a result of using the data/evidence, a third Self-Assessment Examination (SAE), given as Capstone Examination has been added to the curriculum and is given to the first year students during final exam week in the Spring semester.</p>	<p>CoARC Annual Report 2019</p> <p>CoARC Annual Report for 2020 to be submitted by July 1, 2020</p> <p>CoARC site visit completed on 4/23/19</p> <p>No citations noted</p> <p>Formal certificate on file.</p> <p>NECC Program Review completed in April, 2019</p>

Sleep Technologist Certificate	<p>- Learning outcomes are listed on every PSG course syllabus.</p> <p>They are also available on the Sleep Technologist Outcomes and Curriculum Map, https://facstaff.nec.mass.edu/wb-Technology_Outcomes_and_Curriculum_Map_20181.pdf</p>	<p>during the second year at the end of both the fall and spring semesters. The exams are purchased from the NBRC, and they are actual credentialing examinations that have been retired. The fall examination consists of a retired TMC examination, while the spring examination is a retired Clinical Simulation exam, once again demonstrating the sequential model of teaching adopted by the program. The information and feedback from these exams is twofold. First, it is a valuable tool for the student because, following the exam, the student receives a detailed description of his/her weak areas. Second, the feedback is used by the program faculty to analyze the curriculum based on outcomes, and then implement an action plan to rectify any weak areas in the program.</p>	<p>Program coordinator and Clinical coordinator track completion of clinical competencies and attempt/pass/fail rate of sleep credential exams. Results are reported during the sleep technologist advisory board meeting.</p>	<p>No curriculum changes have been made.</p>	<p>The most recent CoA PSG accreditation renewal was 2018 and is due for renewal in 2023.</p>
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Technology and Business	<p>And on the Sleep Technologist page on NECC site: https://www.necc.mass.edu/learn/credit-programs/health/sleep-technologist-certificate/</p>	<p>RST. Administered by the American Board of Sleep Medicine. Completion of all 14 clinical competencies</p>	<p>Student success is defined by our students successfully transferring to a 4-year school or gainful employment after graduation</p> <p>In addition, faculty is in the process of selecting common assessments for required course CTN110. Also, our last year's form stated a plan to select common assessments for CIS112 and CIS113; this did not happen in 2019-2020 for several reasons (employee retirement as one) but will be planned for upcoming year.</p>	<p>Learning outcomes are listed on the Technology and Business Outcomes and Curriculum Map, located here https://facstaff.necc.mass.edu/wp-content/uploads/2021/02/Technology-and-Business-Outcomes-and-Curriculum-Map-.pdf</p> <p>Additional information can be found on the program webpage, https://www.necc.mass.edu/learn/credit-programs/computer-information-science/cis-technology-and-business/</p>	<p>The department chair can request data and then share with the rest of the department. We also have an advisory board which can help us identify industry trends to ensure our programs are up to date.</p> <p>were scheduled to be reviewed by faculty teaching CIS115 to determine if stated outcomes have been met for Spring 2020 but was not completed due to switch to remote campus. Faculty planning on reviewing CIS115 common assessment over Summer or Fall 2020. Upon discussion and comparison of common assessments (not graded student examples, but just the assessment itself) in Fall 2019several changes have been made to content in this course (see next column)</p>	<p>This new degree program was created based off industry needs and feedback. It evolved from a previous program, CS: Applications which we no longer offer. This new degree is a hybrid of computer science and business courses. In addition, common lab assignment in CIS115 has been adjusted as of Oct 2019 to ensure standardization and mapping to program map.</p>	<p>This is a new program as of Fall 2018.</p>
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Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).*	(6) Date and nature of next scheduled review.
The Alcohol & Drug Abuse counselor Certificate is accredited by the Bureau of Substance Addictions Services (BSAS)-state of MA- Division of Dept. of Public Health	Aug 2019 Next due Aug 2022	None cited. No significant changes made. Assessed two Gateway Courses; HUS171-17 of 23 (74%)-under the Benchmark 80% on 5 cumulative quizzes. HUS191-6 of 6 (100%) scored better than 80% Benchmark.	Demonstrate well-developed clinical skills, techniques, and approaches consistent with national skills standards as outlined by Bureau of Substance Abuse Services (BSAS) state of MA Describe historical overview of confluence of factors that shaped institutional and direct professional service delivery models with clients & communities, including, but not limited to bio-psycho-social, economic, political, and legal issues. Provide accurate written & oral, clinical assessments of general health and welfare of clients, their families, and communities guided by ethical standards set forth by Bureau of Substance Addictions Services, state of MA, and the National Associate of Alcohol and Drug Abuse Counselors.	Next Program Review 2020

<p>The Dental Assisting Commission on Dental Accreditation, American Dental Association</p>	<p>2020 Program Change Report: May, 2020 (due to COVID-19 Distance Learning) August, 2020 (add new dental evening cohort for Spring 2021)</p>	<p>Full accreditation status with no reporting requirements.</p>	<p>sexual orientation, ageism, social class, immigrants, et al.) Demonstrate skills involved in screening, orienting, assessing, crisis intervention, case management, treatment planning, documentation, consultation with other professionals, and appropriate referral of clients and families, Bureau of Substance Addictions Services, state of MA Demonstrate a professional level of comfort and expertise with the mechanisms involved in the administrative aspects necessary to deliver services provided by human services agencies and their interacting institutions (e.g. Health Maintenance Organizations, Department of Children and Families, courts, schools, et al.), And apply knowledge/skills using data and other management systems to develop/improve administrative services involved in the delivery of care.</p>	<p>Accreditation Site Visit: 2022</p>
<p>The Medical Office Assistant certificate gains accreditation by</p>	<p>Most recent accreditation site visit by</p>	<p>Revisions to curriculum competencies was cited by site</p>	<p>Key Performance Indicators required annually are: Student Retention</p>	<p>Next MAERB program review</p>

May 2016

<p>the Commission on Accreditation of Allied Health Programs (CAAHEP) upon the recommendation of the Medical Assistant Educational Review Board (MAERB) which evaluates programs according to the established standards of the American Association of Medical Assistants (AAMA) and CAAHEP.</p> <p>NECC Institutional program was successfully completed in Spring 2020.</p>	<p>MAERB was in Fall 2013. The program maintained continuing accreditation with the next program review scheduled for Fall 2021.</p>	<p>visitors and corrections were made in Fall 2014.</p> <p>Program completes yearly Annual Report of Key Performance Indicators and program needs to achieve required levels of proficiency each year.</p>	<p>Placement Rate</p> <p>Graduation Rate</p> <p>Employer Satisfaction</p> <p>Exam/Certification results</p>	<p>scheduled FALL 2021 with site visit to follow.</p> <p>NECC Institutional program was successful in 2020.</p>
<p>The Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as evaluated by the Commission on Accreditation of EMS Programs (CoAEMSP).</p> <p>Additionally, the EMS Department is accredited as an "Accredited Training Institution" by the</p>	<p>The most recent site visit from the CoAEMSP was June, 2016. Full accreditation was granted on 9/30/2018.</p> <p>OEMS ATI accreditation was re-approved on 9/25/2020, so as to continue our accreditation</p>	<p>The standards for continuing accreditation for a Paramedic program are identified with the CoAEMSP standards..</p> <p>Standard One: Sponsorship: A sponsoring institution must be at least one of the following, and must either award credit for the program or have an articulation agreement with an accredited post-secondary institution: 1. A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and</p>	<p>Key performance indicators required by the CoAEMSP are Program Effectiveness Data including Retention / Attrition rates, Licensure exam pass rates, positive placement rate, graduate and employer surveys, and resource assessment (RAM).</p> <p>Northern Essex Community College KPI Outcomes (2018-2020, incomplete due to COVID interruptions)</p> <p>Retention / Attrition: 88% for the 2018-2019 cohort; (70% threshold achieved)</p>	<p>The Paramedic Program is reviewed annually by CoAEMSP via and reports. The next self-study is due in 2021 (may be delayed due to national COVID restrictions, awaiting update from CoAEMSP) which will be followed shortly thereafter by an accreditation team site visit.</p>

<p>Mass Department of Public Health, Office of Emergency Medical Services.</p>	<p>from 1/1/2021 through to 1/1/2024.</p>	<p>authorized under applicable law or Standards and Guidelines for the Accreditation of Educational Programs in the Emergency Medical Services Professions (2015) 3 other acceptable authority to provide a post-secondary program, which awards a minimum of a diploma/certificate at the completion of the program.</p> <p>Standard Two: Program Goals: There must be a written statement of the program's goals and learning domains consistent with and responsive to the demonstrated needs and expectations of the various communities of interest served by the educational program. The communities of interest that are served by the program must include, but are not limited to: students, graduates, faculty, sponsor administration, hospital/clinic representatives, employers, police and/or fire services with a role in EMS services, key governmental officials, physicians, and the public</p> <p>Standard Three: Resources: Program Resources Program resources must be sufficient to ensure the achievement of the program's goals and outcomes. Resources must include, but are not limited to: faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and,</p>	<p>Licensure Exam (NREMT) pass rate: 78% for 2019; 100% for 2020 (70% threshold achieved)</p> <p>Positive Placement: 100% (70% threshold achieved)</p> <p>Graduate Surveys sent: 100% (70% threshold achieved)</p> <p>Employer Surveys sent: 100% (70% threshold achieved)</p> <p>Resource Assessment (RAM) Greater than 80% in all categories (threshold achieved)</p>	<p>The OEMS review completed 9/2020, Re-accreditation awarded and will begin to run on 1/1/2021.</p>
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		<p>ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education.</p> <p>Hospital/Clinical Affiliations and Field/Internship Affiliations For all affiliations, students must have access to adequate numbers of patients, proportionally distributed by age-range, chief complaint and interventions in the delivery of emergency care appropriate to the level of the Emergency Medical Services Profession(s) for which training is being offered.</p> <p>Standard Four: Student and Graduate Evaluation/Assessment:</p> <p>Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.</p> <p>Standard Five: Fair Practices:</p>		
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<p>The Radiologic Technology program currently has an eight year accreditation with the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program also has a state license with the Massachusetts Radiation Control Board.</p>	<p>The most recent program review from the JRCERT was September 2019.</p>	<p>The standards for continuing accreditation for a radiography program are identified with the JRCERT's standards. The standards below are provided on the JRCERT's website under the 2014 Radiography Standards. The standards below are broken down further with an explanation and many objectives in each standard. The objectives state the required program response and documentation required for each objective within the standard.</p> <p>Standard One: Integrity: The program demonstrates integrity in the following: representations to communities of interest and the public, pursuit of fair and equitable academic practices, and treatment of, and respect for, students, faculty, and staff.</p>	<p>Key performance indicators required by the JRCERT are Program Effectiveness Data. The data is collected from the past five years, as requested by the JRCERT. This information must be submitted to the JRCERT by August each year and published on the NECC Radiologic Technology website for the general public and students to see.</p> <p>https://www.necc.mass.edu/learn/credit-programs/health/radiologic-technology-associate-degree/</p>	<p>The Radiologic Technology program completed a four year interim report for the JRCERT in fall 2019. On December 11, 2019, the JRCERT determined the program will maintain the eight year accreditation. The next site visit is tentatively scheduled for the Third Quarter of 2023.</p>
<p>The Sleep Technologist Program is Accredited by the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) under the Commission on Accreditation of</p>	<p>The most recent accreditation was 2018.</p>	<p>The CoA PSG regularly monitors the program's compliance with the outcomes assessment thresholds through the program's Annual Report. The accreditation standards are established by CAAHEP, CoA PSG, American Association of Sleep Technologists (AAST), and Board of Registered Polysomnographic Technologists (BRPT).</p>	<p>Pass rate of students passing the sleep technologist credentialing exam are reported to the CoA PSG on the annual report. The program aims for an >80% pass rate, however, students don't always follow up with faculty as to whether the exam was attempted, passed or failed.</p>	<p>The next comprehensive CAAHEP evaluation of the program, including an on-site review, is scheduled to occur no later than 2023.</p>

<p>Allied Health Education Programs (CAAHEP)</p>	<p>Accredited by the Council for Standards in Human Services Education (CSHSE)</p>	<p>August 2018 With site visit</p>	<p>No issues so identified and program accredited for five years without conditions Assessed Outcome #2-in adjacent cell. Results: Two Gateway Courses assessed: HUS101.40 of 47 students (85%) scored better than Benchmark 75% HUS103.44 of 49 (90%) scored better than 80% Benchmark cumulatively on a set of 5 Response Papers scored on a standardized rubric. One Capstone Course assessed: HUS250-19 of 22 (86%) scored better than 80% Benchmark scored on a standardized rubric..</p>	<p>Demonstrate well-developed clinical skills, techniques, and approaches consistent with national skills standards as outlined by the Council for Stand in Human Services Education (CSHSE), Community Support Skills Standards (CSSS) Describe historical overview of confluence of factors that shaped institutional and direct professional service delivery models with clients & communities, including, but not limited to bio-psycho-social, economic, political, and legal issues. Provide accurate written & oral, clinical assessments of general health and welfare of clients, their families, and communities guided by ethical standards set forth by the Council for Standards in Human Services Education. Analyze the effect of the injustices caused by prejudicial and/or discriminatory treatment as they pertain to individuals, families, groups, and institutions, (e.g. race, gender, ethnicity, sexual orientation, ageism, social class, immigrants, et al.) Demonstrate skills involved in screening, orienting, assessing, crisis intervention, case management, treatment planning, documentation, consultation with other professionals, and appropriate referral of clients and families.</p>	<p>Next Program Review 2022-23 narrative only using reformulated standards of CSHSE</p>
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				Demonstrate a professional level of comfort and expertise with the mechanisms involved in the administrative aspects necessary to deliver services provided by human services agencies and their interacting institutions (e.g. Health Maintenance Organizations, Department of Children and Families, courts, schools, et al.). And apply knowledge/skills using data and other management systems to develop/improve administrative services involved in the delivery of care.	
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*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.

**NORTHERN ESSEX COMMUNITY
COLLEGE**
(an agency of the Commonwealth of Massachusetts)

**FINANCIAL STATEMENTS AND
MANAGEMENT'S DISCUSSION AND ANALYSIS**

JUNE 30, 2019

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

**Financial Statements and
Management's Discussion and Analysis**

June 30, 2019 and 2018

CONTENTS

Independent Auditors' Report	1-2
Management's Discussion and Analysis (Unaudited)	3-12
Financial Statements:	
Statements of Net Position	13
Statements of Revenues, Expenses, and Changes in Net Position	14
Statements of Cash Flows	15-16
Notes to the Financial Statements	17-55
Required Supplementary Information:	
Schedule of Proportionate Share of the Net Pension Liability (Unaudited)	56
Schedule of Pension Contributions (Unaudited)	57
Notes to the Required Supplementary Information - Pension (Unaudited)	58-59
Schedule of Proportionate Share of the Net OPEB Liability (Unaudited)	60
Schedule of OPEB Contributions (Unaudited)	61
Notes to the Required Supplementary Information - OPEB (Unaudited)	62
Additional Report:	
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	63-64



INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Northern Essex Community College
Haverhill, Massachusetts

Report on the Financial Statements

We have audited the accompanying financial statements of Northern Essex Community College (an agency of the Commonwealth of Massachusetts) (the "College"), and its discretely presented component unit, the Northern Essex Community College Foundation (the "Foundation"), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses, and changes in net position, and cash flows for the years then ended and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Northern Essex Community College and its discretely presented component unit as of June 30, 2019 and 2018, the respective changes in financial position and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis and the required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 4, 2019, on our consideration of Northern Essex Community College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Northern Essex Community College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Northern Essex Community College's internal control over financial reporting and compliance.

**Certified Public Accountants
Braintree, Massachusetts**

December 4, 2019

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited)

June 30, 2019 and 2018

The following discussion and analysis provides an overview of the financial position and activities of Northern Essex Community College (The "College") as of June 30, 2019 for the fiscal year then ended. The objective of the Management Discussion and Analysis ("MD&A") section is to provide information that enables an individual to read the College's financial statements and come away with a clear understanding of the College's financial position and to know how resources are used to support the College's Mission.

Northern Essex Community College is an accredited, public, two-year institution serving the cities and towns of the Merrimack Valley and Northeastern Massachusetts. The College has two campuses located in Haverhill and Lawrence that offer comprehensive academic programs of study leading to an associate degree or certificates of program completion. In addition, the College has a number of partnerships with several public and private institutions that offer Bachelor's and Master's degree programs on campuses of the College.

Overview of the Financial Statements and Financial Analysis

The focus of the MD&A is on the current fiscal year, with data from the previous fiscal year provided for comparative purposes. The MD&A is prepared by management and should be read in conjunction with the audited financial statements and footnotes which follow.

The MD&A discussion is framed around four financial statements: (1) the Statements of Net Position, (2) the Statements of Revenues, Expenses, and Changes in Net Position, and (3) the Statements of Cash Flows. These statements are prepared in compliance with Governmental Accounting Standards Board ("GASB") Statement 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*.

Please note: All numbers are reported in thousands, unless otherwise noted.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Statements of Net Position

The Statements of Net Position presents information on the assets and liabilities of the College as of the end of the Fiscal Year (FY); it is a snapshot as of a fixed point of time (June 30). The three primary components of the statement are: (a) *total assets*, (b) *total liabilities*, and (c) *net position*. Comparing the changes in net position from one year to another is one indicator of whether the financial condition of the College has improved or deteriorated.

Assets and liabilities are measured using current value, with the exception of Capital Assets, which are stated at historical cost less an allowance for depreciation.

<i>(\$ in thousands)</i>	<u>FY19</u>	<u>FY18</u>	<u>FY17</u>	Change <u>FY19-FY18</u>	<u>%</u>
Current assets	\$ 11,218	\$ 8,540	\$ 12,039	\$ 2,678	
Non-current assets	<u>71,917</u>	<u>69,365</u>	<u>62,484</u>	<u>2,552</u>	
Total assets	<u>83,135</u>	<u>77,905</u>	<u>74,523</u>	<u>5,230</u>	6.7%
Deferred outflows of resources					
Pension allocation	2,790	3,307	3,175	(517)	
OPEB allocation	<u>4,016</u>	<u>1,953</u>	<u>505</u>	<u>2,063</u>	
Total deferred outflows of resources	<u>6,806</u>	<u>5,260</u>	<u>3,680</u>	<u>1,546</u>	29.4%
Total assets & deferred outflows	<u>\$ 89,941</u>	<u>\$ 83,165</u>	<u>\$ 78,203</u>	<u>\$ 6,776</u>	8.1%
Current liabilities	8,045	8,892	8,740	(847)	
Non-current liabilities	<u>35,109</u>	<u>35,674</u>	<u>40,185</u>	<u>(565)</u>	
Total liabilities	<u>43,154</u>	<u>44,566</u>	<u>48,925</u>	<u>(1,412)</u>	-3.2%
Deferred inflows of resources					
Service concession arrangements	253	299	344	(46)	
Pension allocation	1,701	1,944	296	(243)	
OPEB allocation	<u>6,011</u>	<u>2,355</u>	<u>-</u>	<u>3,656</u>	
Total deferred inflows of resources	<u>7,965</u>	<u>4,598</u>	<u>640</u>	<u>3,367</u>	73.2%
Invested in capital assets	63,229	60,717	58,081	2,512	
Restricted, expendable	288	162	324	126	
Unrestricted	<u>(24,695)</u>	<u>(26,878)</u>	<u>(29,767)</u>	<u>2,183</u>	
Total net position	<u>38,822</u>	<u>34,001</u>	<u>28,638</u>	<u>4,821</u>	14.2%
Total liabilities, deferred inflows & net position	<u>\$ 89,941</u>	<u>\$ 83,165</u>	<u>\$ 78,203</u>	<u>\$ 6,776</u>	8.1%

NORTHERN ESSEX COMMUNITY COLLEGE
 (an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Total Assets

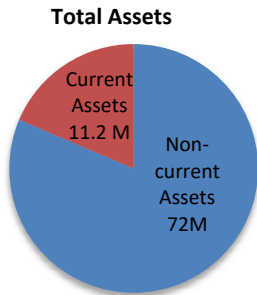
Total assets represent property, facilities, and equipment owned or controlled by the College, along with payments due to the College for services rendered prior to the end of the fiscal year. Total assets on June 30, 2019 were \$89.9 million, an increase of \$6.8 million or 8.1% from the prior year.

The value of current assets on June 30 was \$11.2 million, an increase of \$2.7 million compared to the prior year. Total Cash and Equivalents totaled \$8.3 million, \$2.2 million higher than last year primarily due to management of cash disbursements and well as a conscious effort in expense savings.

The value of non-current assets at year-end was \$72.0 million, \$2.6 million higher as compared to prior year. Buildings and the newly renovated Dimitry building are the largest component of non-current assets.

Current assets are assets which could be converted to cash within a year and typically include cash, money market funds, investments, and accounts receivable.

Non-current assets are not easily converted to cash and include facilities and other fixed assets and equipment.



The increase in non-current assets of \$2.6 million is primarily related to the Capital Improvements of Dimitry general-purpose academic building in Lawrence. The value of capitalized assets was offset by the depreciation expense on existing capitalized assets. Additional information on capital assets is available in Footnote 7: Capital Assets.

Total Liabilities

Total liabilities at the end of FY19 were \$43.2 million, a decrease of \$1.4 million from the prior year. The decrease was primarily due to a decrease in the net OPEB liability at June 30, 2019. Additional information pertaining to these liabilities may be found in Footnote 8.

Total liabilities represent what the College owes to others.

There are three primary components of College liabilities.

- (a) salaries and compensated absences;
- (b) outstanding accounts payable; and
- (c) deferred revenue.

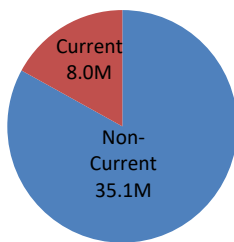
NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Total Liabilities



The calculated liability for compensated absences and workers' compensation, both current and non-current, is \$3.8 million, a decrease of \$300k from the prior year. The total liability averages approximately \$10,000 per employee.

Outstanding accounts payable reflect goods and services received during the fiscal year for which payment has not been made as of June 30. The balance of accounts payable at the end of the year was \$1.2k. This is a decrease of \$500k over the previous year. The decrease is a result of expense management.

Student deposits and unearned revenue on June 30 was \$2.2 million, which was an increase of \$237k from the previous year. Approximately \$2.1 million represents student tuition and fees collected for the summer and fall 2019 terms. Due to the timing of the fiscal year, payments for these classes and when classes are provided cross fiscal years. Unearned revenue reflects the value of classes which will be held in FY20. Grant revenue received but not yet earned equals \$140K.

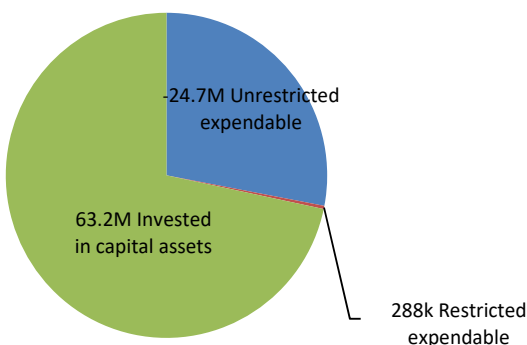
Net Position

Net Position represents resources currently available to the College. At the end of FY19, net position was \$39 million. This is \$5.0 million or 15% higher as compared to last year. There are two measures of the financial health of the institution based on net position: (a) the current ratio; which measures the degree to which current assets are available to pay short-term obligations; and (b) the primary reserve ratio; indicating how long the institution could function using its expendable reserves to cover operations. The current ratio for FY19 is 1.3, which is 0.3 higher than the previous year.

Current ratio = current assets/current liabilities.

Primary reserve ratio = unrestricted and restricted-expendable net assets/total expense.

Net Position



Current assets increased \$2.7 million, primarily due to an increase in cash and accounts receivable, which resulted in the higher current ratio. The higher the current ratio, the more capable the institution is of paying its obligations; a preferred ratio is 2.0. The primary reserve ratio is (0.40) for FY19 and was (0.42) for FY18: the preferred primary ratio is 40. While the ratios highlight that the College has limited flexibility to endure turbulent economic conditions, enrollment declines, or respond to a significant adverse event, the College continues to strive to improve its financial health by careful monitoring of expenses and increasing its sources of revenue.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Statements of Revenues, Expenses, and Changes in Net Position

The Statements of Revenues, Expenses, and Changes in Net Position summarize the financial results of College operations and encompass all activity throughout the fiscal year. The five primary components of the Statements of Revenues, Expenses, and Changes in Net Position are: (a) *operating revenue*, (b) *operating expenses*, (c) *non-operating revenue*, (d) *non-operating expenses*, and (e) *net position*.

<i>(\$ in thousands)</i>	FY19	FY18	FY17	Change FY19-FY18	%
Operating revenues					
Student tuition and fees	\$ 23,525	\$ 24,615	\$ 24,931	\$ (1,090)	
less: Scholarship allowances	(9,920)	(10,224)	(9,950)	304	
Net student tuition & fees	13,605	14,391	14,981	(786)	-5.5%
Federal grants and contracts	10,702	11,762	12,111	(1,060)	
State grants and contracts	5,966	6,931	4,280	(965)	
Private/local grants and contracts	1,062	847	545	215	
Other operating revenues	1,397	2,253	1,991	(856)	
Total operating revenues	32,732	36,184	33,908	(3,452)	-9.5%
Operating expenses	61,220	63,630	62,930	(2,410)	-3.8%
Operating gain/loss	(28,488)	(27,446)	(29,022)	(1,042)	3.8%
Non-operating revenues (expenses)					
State appropriations	27,760	26,393	26,105	1,367	
Investment income, net	492	288	415	204	
Donations	-	-	166	-	
Interest on Indebtedness	(147)	(155)	(161)	8	
Net non-operating revenues	28,105	26,526	26,525	1,579	6.0%
Net loss before other revenues	(383)	(920)	(2,497)	537	
Capital appropriations	5,204	3,228	12,502	1,976	
Total increase in net position	4,821	2,308	10,005	2,513	108.9%
Net position, Beginning of Year	34,001	31,693	41,267	2,308	
Net position, End of Year	\$ 38,822	\$ 34,001	\$ 51,272	\$ 4,821	
Prior period adjustment - OPEB	-	-	(19,579)		
Net position, after OPEB adjustment	\$ 38,822	\$ 34,001	\$ 31,693		

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

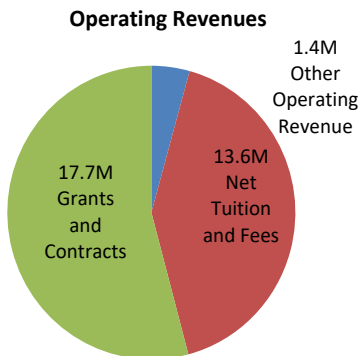
June 30, 2019 and 2018

Operating Revenue

Operating revenue reflects income received from primary business activities; due to the comprehensive mission of a community college this includes revenue from a wide variety of sources, including student charges, grants, and auxiliary-type services like space rental activity. Overall, operating revenues in FY19 were \$32.7 million, a decrease of (9.5%) as compared to the prior year.

Total (gross) revenue from student tuition and fees was \$23.5 million. This was a decrease of \$1.1 million from the prior year.

Revenue reported as federal grants and contracts was \$10.7 million, a decrease of \$1.1 million, primarily due to the decrease in financial aid received. State grants and contracts totaled \$6.0 million, a decrease of \$900k, primary due to the ending of the Capital Skills Mechatronics and Culinary Grants.



Other operating revenues reflect commissions received from Follett (bookstore), food service and vending sales; rental of Northern Essex facilities, including Haverhill child care facilities, enterprise activity; and, other non-instructional related activities. Total other operating revenues were \$1.4 million, \$900k less than prior year. Donations from the NECC Foundation totaled \$224k, compared to \$605k in FY18, a decrease of \$381k. Collections from Intercept Recovery decreased \$139k, Enterprise funds decreased \$117k and TCBI Contracts decreased by \$157k.

Operating Expenses

Operating expense results from activities directly related to the activities of the College; the eight functional categories within operating expense correspond to those defined by the Integrated Postsecondary Education Data System (IPEDS).

Total operating expense includes expenditures made by the college and fringe benefits paid by the state on behalf of NECC employees

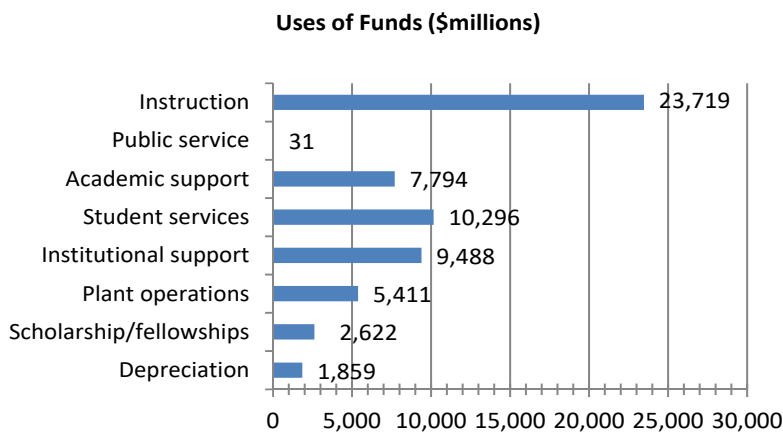
Instruction includes faculty, associate and assistant Deans, division chairs, and related personnel engaged in credit and non-credit academic teaching, remedial and tutoring. *Academic Support* includes services integral to the primary mission of instruction: libraries, audiovisual services, course and curriculum development, museums and galleries, academic deans, vice presidents and support staff. *Student Services* includes offices of admission and registrar as well as student organizations, athletics, counseling and career guidance, student aid administration. *Public Service* provides non-instructional services to benefit groups external to the college. *Plant operations* include service and maintenance to the facilities and grounds, and utilities. *Institutional Support* includes operational support of the institution such as: security, human resources, legal, finance and administration, and alumni relations. *Operations & Maintenance* includes service and maintenance to the facilities and grounds, and utilities.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

In FY19, total operating expenses were \$61.2 million, a decrease of \$2.41 million or (3.8%). The area with the largest change was Instruction, which decreased \$1.6 million. Other significant changes included a decrease in Student Services by \$622k.



Employee compensation and benefits totaled \$43.7 million, which represented 71% of total operating costs, the same percentage as fiscal year 2018.

Spending in Instruction was the highest of the eight IPEDS functional areas and represented 38.7% of the total. Student Services was the next highest at 16.8%, followed by Institutional Support at 15.5%.

Operating Expenses					
<i>(\$ in thousands)</i>	FY19	FY18	FY17	Change FY19-FY18	%
Instruction	\$ 23,719	\$ 25,294	\$ 24,036	\$ (1,575)	-6.2%
Academic services	7,794	7,773	7,756	21	0.3%
Student services	10,296	10,918	11,519	(622)	-5.7%
Public service	31	28	34	3	10.7%
Plant operations	5,411	5,705	5,785	(294)	-5.2%
Institutional support	9,488	9,307	9,503	181	1.9%
Depreciation	1,859	1,906	1,366	(47)	-2.5%
Scholarships and fellowships	2,622	2,699	2,931	(77)	-2.9%
Total Operating Expenses	\$ 61,220	\$ 63,630	\$ 62,930	\$ (2,410)	-3.8%

Operating expenses by natural classification are reported in the Financial Section, Footnote 15.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

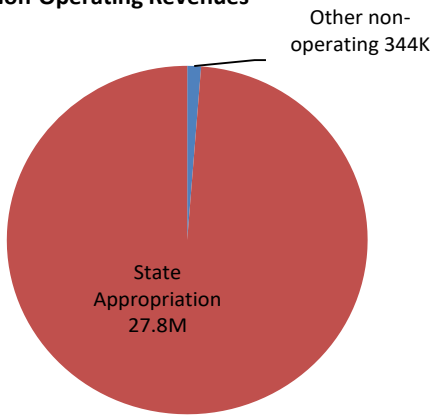
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Non-Operating Revenue

Non-operating revenue is the result of activities not directly related to the mission of the College and includes state-appropriated funds. The largest component of non-operating revenue is funds earmarked for the College in the annual General Appropriation Act (“GAA”) of the Commonwealth. Since FY04, the Department of Higher Education approved budget formula has provided the foundation upon which GAA funding to the state and community college system is based.

Non-Operating Revenues



State appropriations as reported on the financial statements include GAA, fringe benefits paid by the state on behalf of NECC employees, less tuition remitted back to the general fund of the state (remitted tuition). Overall state support increased in FY19 by \$1.4 million or 5.2% due to the increased appropriation and increase fringe benefit paid by state on behalf of NECC.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Statement of Cash Flows

The Statement of Cash Flows presents detailed information about the cash activity of the institution during the year. At the end of FY19, cash on hand was \$8.3 million. This is an increase of \$2.2 million or 37% higher than FY18.

<i>(\$ in thousands)</i>	<u>FY19</u>	<u>FY18</u>	<u>FY17</u>	<u>Change</u> <u>FY19-FY18</u>
Cash received from (applied to) operations	\$ 31,402	\$ 37,111	\$ 30,376	\$ (5,709)
Cash expended from operations	<u>50,273</u>	<u>54,043</u>	<u>49,959</u>	<u>(3,770)</u>
Net cash applied to operating activities	(18,871)	(16,932)	(19,583)	(1,939)
Net cash provided by noncapital financing activities	20,465	19,499	19,442	966
Net cash applied to capital and related financing activities	682	(1,753)	(847)	2,435
Net cash provided by (applied to) investing activities	<u>(27)</u>	<u>1,255</u>	<u>464</u>	<u>(1,282)</u>
Net increase (decrease) in cash and cash equivalents	2,249	2,069	(524)	180
Cash and cash equivalents, beginning of FY	<u>6,072</u>	<u>4,003</u>	<u>4,527</u>	<u>2,069</u>
Cash and cash equivalents, end of FY	<u>\$ 8,321</u>	<u>\$ 6,072</u>	<u>\$ 4,003</u>	<u>\$ 2,249</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Major Projects

Collaboration

In July 2017, Northern Essex Community College was awarded a Workforce Innovation and Opportunity Act ("WIOA") subrecipient contract from the City of Lawrence/Merrimack Valley Workforce Investment Board ("WIB") to act as administrator of WIOA funds and operate a One-Stop Career Center ("MassHire"). The contract runs from July 1, 2017 – June 30, 2021. NECC approved an allocation of approximately \$2.5M from the WIOA funds as well as other funding for the program. The purpose of the program is to provide cost effective workforce development services that foster economic opportunity. Services must help increase employment, job retention and earning potential. Funding sources are primarily Federal with some Massachusetts grants. All employees of MassHire became NECC employees effective July 1, 2017, and all revenue and expenses are processed through NECC financial systems. NECC annually reviews its records that pertain to MassHire with the WIB to verify proper documentation is on hand.

Requests for Information

This financial report is designed to provide a general overview for all readers with an interest in the finances of Northern Essex Community College. Questions concerning the information provided in this report, or requests for additional financial information, should be addressed to the Office of the Vice President for Administration and Finance/CFO, 100 Elliott Street, Haverhill, MA 01830.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	<u>Primary Government</u>		<u>Component Unit</u>	
	<u>2019 College</u>	2018 College	<u>2019 Foundation</u>	2018 Foundation
Current Assets:				
Cash and equivalents	\$ 5,318,287	\$ 3,126,703	\$ 349,600	\$ 349,209
Restricted cash and equivalents	151,265	47,328	840,837	403,442
Deposits held by State Treasurer	589,404	1,635,086	-	-
Deposits held by DCAMM	1,245,793	50,236	-	-
Cash held by State Treasurer	1,015,771	1,212,818	-	-
Accounts receivable, net	2,517,104	2,090,897	-	-
Other current assets	<u>380,456</u>	<u>376,747</u>	<u>902,546</u>	<u>110,248</u>
Total Current Assets	<u>11,218,080</u>	<u>8,539,815</u>	<u>2,092,983</u>	<u>862,899</u>
Non-Current Assets:				
Investments	4,954,790	4,435,123	3,616,855	3,406,096
Capital assets, net	<u>66,961,576</u>	<u>64,929,582</u>	<u>-</u>	<u>-</u>
Total Non-Current Assets	<u>71,916,366</u>	<u>69,364,705</u>	<u>3,616,855</u>	<u>3,406,096</u>
Total Assets	<u>83,134,446</u>	<u>77,904,520</u>	<u>5,709,838</u>	<u>4,268,995</u>
Deferred Outflows of Resources:				
Deferred outflows of resources related to pension	2,790,022	3,307,053	-	-
Deferred outflows of resources related to OPEB	<u>4,016,006</u>	<u>1,953,412</u>	<u>-</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>6,806,028</u>	<u>5,260,465</u>	<u>-</u>	<u>-</u>
 Total Assets and Deferred Outflow of Resources	 <u>\$ 89,940,474</u>	 <u>\$ 83,164,985</u>	 <u>\$ 5,709,838</u>	 <u>\$ 4,268,995</u>

See accompanying notes to the financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	Primary		Component	
	<u>Government</u>		<u>Unit</u>	
	2019	2018	2019	2018
	<u>College</u>	<u>College</u>	<u>Foundation</u>	<u>Foundation</u>
Current Liabilities:				
Accounts payable and accrued expenses	\$ 1,218,979	\$ 1,684,938	\$ 11,500	\$ 10,600
Funds held for others	23,709	101,319		-
Accrued salaries and wages	1,912,910	2,124,453		-
Current portion of notes payable	391,369	480,177		-
Accrued compensated absences	2,196,929	2,453,045		-
Accrued workers' compensation	75,472	60,281		-
Student deposits and unearned revenues	2,225,451	1,987,995	24,775	27,580
	<u>8,044,819</u>	<u>8,892,208</u>	<u>36,275</u>	<u>38,180</u>
Total Current Liabilities				
Non-Current Liabilities:				
Accrued compensated absences	1,247,880	1,338,695	-	-
Accrued workers' compensation	272,325	224,063	-	-
Notes payable, net of current position	3,341,348	3,732,716	-	-
Net pension liability	10,973,238	10,315,396	-	-
Net OPEB liability	19,274,122	20,063,487	-	-
	<u>35,108,913</u>	<u>35,674,357</u>	<u>-</u>	<u>-</u>
Total Non-Current Liabilities				
Total Liabilities	<u>43,153,732</u>	<u>44,566,565</u>	<u>36,275</u>	<u>38,180</u>
Deferred Inflows of Resources:				
Service concession arrangements	252,893	298,618	-	-
Deferred inflows of resources related to pension	1,701,054	1,943,641	-	-
Deferred inflows of resources related to OPEB	6,011,105	2,355,132	-	-
	<u>7,965,052</u>	<u>4,597,391</u>	<u>-</u>	<u>-</u>
Total Deferred Inflows of Resources				
Total Liabilities and Deferred Inflows of Resources	<u>51,118,784</u>	<u>49,163,956</u>	<u>36,275</u>	<u>38,180</u>
Net Position:				
Net investment in capital assets	63,228,859	60,716,689	-	-
Restricted:				
Nonexpendable	-	-	2,572,011	1,538,330
Expendable	287,805	162,321	1,591,873	1,281,761
Unrestricted	(24,694,974)	(26,877,981)	1,509,679	1,410,724
	<u>38,821,690</u>	<u>34,001,029</u>	<u>5,673,563</u>	<u>4,230,815</u>
Total Net Position				
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 89,940,474</u>	<u>\$ 83,164,985</u>	<u>\$ 5,709,838</u>	<u>\$ 4,268,995</u>

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Statements of Revenues, Expenses, and Changes in Net Position

For the Years Ended June 30,

	<u>Primary</u>		<u>Component</u>	
	<u>Government</u>		<u>Unit</u>	
	<u>2019</u>	<u>2018</u>	<u>2019</u>	<u>2018</u>
	<u>College</u>	<u>College</u>	<u>Foundation</u>	<u>Foundation</u>
Operating Revenues:				
Tuition and fees	\$ 23,525,430	\$ 24,615,387	\$ -	\$ -
Less: scholarships and allowances	<u>(9,919,608)</u>	<u>(10,223,842)</u>	-	-
Net tuition and fees	13,605,822	14,391,545	-	-
Gifts and contributions	-	-	1,657,075	897,639
Federal grants and contracts	10,702,090	11,762,054	-	-
State grants and contracts	5,965,710	6,930,730	-	-
Private and local grants and contracts	1,061,712	846,985	-	-
Other operating revenues	<u>1,396,826</u>	<u>2,252,860</u>	-	-
Total Operating Revenues	<u>32,732,160</u>	<u>36,184,174</u>	<u>1,657,075</u>	<u>897,639</u>
Operating Expenses:				
Instruction	23,718,576	25,293,854	-	-
Academic support	7,793,730	7,772,942	-	-
Student services	10,296,416	10,918,211	-	-
Public service	30,631	27,750	-	-
Operations and maintenance	5,411,233	5,705,071	-	-
Institutional support	9,488,471	9,306,789	311,668	402,039
Depreciation	1,858,827	1,905,742	-	-
Scholarships and fellowships	<u>2,621,759</u>	<u>2,699,698</u>	<u>241,004</u>	<u>617,563</u>
Total Operating Expenses	<u>61,219,643</u>	<u>63,630,057</u>	<u>552,672</u>	<u>1,019,602</u>
Net Operating Income (Loss)	(28,487,483)	(27,445,883)	1,104,403	(121,963)
Non-Operating Revenues (Expenses):				
State appropriations, net	27,760,223	26,393,065	-	-
Investment income, net	491,612	287,972	338,345	268,630
Interest expense	<u>(147,656)</u>	<u>(155,013)</u>	-	-
Total Non-Operating Revenues	<u>28,104,179</u>	<u>26,526,024</u>	<u>338,345</u>	<u>268,630</u>
Net Increase (Decrease) in Net Position				
Before Capital Appropriations	(383,304)	(919,859)	1,442,748	146,667
Capital appropriations	<u>5,203,965</u>	<u>3,227,994</u>	-	-
Changes in Net Position	4,820,661	2,308,135	1,442,748	146,667
Net Position, Beginning of Year	<u>34,001,029</u>	<u>31,692,894</u>	<u>4,230,815</u>	<u>4,084,148</u>
Net Position, End of Year	\$ 38,821,690	\$ 34,001,029	\$ 5,673,563	\$ 4,230,815

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows

For the Years Ended June 30,

	2019	2018
	<u>College</u>	<u>College</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 12,864,544	\$ 15,836,969
Grants and contracts	17,338,434	19,263,821
Payments to suppliers	(13,053,365)	(17,107,850)
Payments to students	(2,621,759)	(2,699,698)
Payments to employees	(34,598,363)	(34,235,042)
Other operating revenues	<u>1,199,228</u>	<u>2,010,441</u>
Net Cash Applied to Operating Activities	<u>(18,871,281)</u>	<u>(16,931,359)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	20,702,610	19,725,822
Tuition remitted to state	<u>(237,436)</u>	<u>(226,678)</u>
Net Cash Provided by Non-Capital Financing Activities	<u>20,465,174</u>	<u>19,499,144</u>
Cash Flows from Capital Financing Activities:		
Purchases of capital assets	(121,744)	(1,123,029)
Capital appropriations	1,434,888	-
Payment on note payable	(480,176)	(471,739)
Interest paid on note payable	<u>(151,409)</u>	<u>(158,618)</u>
Net Cash Provided by (Applied to) Capital Financing Activities	<u>681,559</u>	<u>(1,753,386)</u>
Cash Flows from Investing Activities:		
Proceeds from sale of investments	1,935,910	3,115,103
Interest and dividends on investments, net	82,894	92,077
Purchases of investments	<u>(2,045,907)</u>	<u>(1,952,177)</u>
Net Cash Provided by (Applied to) Investing Activities	<u>(27,103)</u>	<u>1,255,003</u>
Net Increase in Cash and Equivalents	2,248,349	2,069,402
Cash and Equivalents, Beginning of Year	<u>6,072,171</u>	<u>4,002,769</u>
Cash and Equivalents, End of Year	\$ <u>8,320,520</u>	\$ <u>6,072,171</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	<u>2019</u> <u>College</u>	<u>2018</u> <u>College</u>
Reconciliation of Net Operating Loss to:		
Net Cash Applied to Operating Activities:		
Net operating loss	\$ (28,487,483)	\$ (27,445,883)
Adjustments to reconcile net operating loss to net cash applied to operating activities:		
Depreciation	1,858,827	1,905,742
Net pension activity	932,286	542,304
Net OPEB activity	804,014	885,780
Amortization of deferred inflows of resources	(45,725)	(45,726)
Fringe benefits provided by the state	7,295,049	6,893,921
Bad debts	1,016,327	827,041
Changes in assets and liabilities:		
Accounts receivable	(1,443,485)	(644,963)
Other current assets	(3,709)	(15,577)
Accounts payable and accrued expenses, and funds held for others	(539,816)	(501,614)
Accrued salaries and wages	(211,543)	(45,965)
Accrued compensated absences and workers' compensation	(283,478)	(77,128)
Student deposits and unearned revenue	<u>237,455</u>	<u>790,709</u>
Net Cash Applied to Operating Activities	<u>\$ (18,871,281)</u>	<u>\$ (16,931,359)</u>
Reconciliation of Cash and Equivalents Balance to the Statements of Net Position:		
Cash and cash equivalents	\$ 5,318,287	\$ 3,126,703
Restricted cash and equivalents	151,265	47,328
Deposits held by State Treasurer	589,404	1,635,086
Deposits held by DCAMM	1,245,793	50,236
Cash held by State Treasurer	<u>1,015,771</u>	<u>1,212,818</u>
Cash and Equivalents, End of Year	<u>\$ 8,320,520</u>	<u>\$ 6,072,171</u>
Non-Cash Transactions:		
Fringe benefits provided by the state	<u>\$ 7,295,049</u>	<u>\$ 6,893,921</u>
Capital appropriations	<u>\$ 3,769,077</u>	<u>\$ 3,227,994</u>
Unrealized gain on investments	<u>\$ 259,913</u>	<u>\$ 36,377</u>

See accompanying notes to the financial statements.

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements

June 30, 2019 and 2018

Note 1 - Summary of Significant Accounting Policies

Organization

Northern Essex Community College (the “College”) is a state-supported comprehensive two-year community college that offers a quality education leading to associate degrees in the arts and sciences, as well as one-year certificate programs. The College also offers, through the Division of Continuing Education, credit and non-credit courses, as well as community service programs. The College provides instruction in a variety of fields, including nursing and allied health, business and computer technology, liberal arts, and human services. The College offers courses at its campuses in Haverhill and Lawrence and is accredited by the New England Commission of Higher Education.

Basis of Presentation and Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (“GASB”).

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying Statements of Revenues, Expenses, and Changes in Net Position demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenues.

The College has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management’s discussion and analysis, basic financial statements including the College’s discretely presented component unit and required supplementary information. The College presents Statements of Net Position, Revenues, Expenses, and Changes in Net Position and Cash Flows on a combined college-wide basis.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

The College's policies for defining operating activities in the Statement of Revenues and Expenses are those that generally result from exchange transactions such as payments received for services and for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35. These non-operating activities include the College's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, and interest expense.

The College's financial statements are prepared in accordance with generally accepted accounting principles ("GAAP"). The Governmental Accounting Standards Board is responsible for establishing GAAP for state and local governments through its pronouncements.

The Northern Essex Community College Foundation, Inc. (the "Foundation"), a discretely presented component unit of the College, was formed in 1975 to render financial assistance and support to the educational programs and development of the College. The Foundation is legally separate from the College, but in accordance with GASB, has been included in these financial statements because of the nature and significance of its relationship with the College. A complete copy of the financial statements can be obtained from the Foundation's administrative office in Haverhill, Massachusetts.

Net Position

Resources are classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation, reduced by the outstanding principal balances of debt attributable to the acquisition, construction, repair, or improvement of those assets.

Restricted-nonexpendable: Net position subject to externally imposed conditions such that the College must maintain the conditions in perpetuity.

Restricted-expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the College's Board of Trustees.

The College has adopted a policy of generally utilizing restricted – expendable funds, when available, prior to unrestricted funds.

Trust Funds

In accordance with the requirements of the Commonwealth, the College's operations are accounted for in several trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Cash and Equivalents

The College considers cash and deposits held by the State Treasurer, the Department of Capital Assets Management and Maintenance ("DCAMM"), and all short-term debt securities purchased with maturity of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risk, and current economic conditions.

Investments

The College categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles as prescribed by the GASB. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value as further discussed in Note 6.

Student Deposits and Unearned Revenue

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year will be recorded as revenue as the related services are provided.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, only those items with a unit cost of more than \$50,000 are capitalized. Library materials are no longer capitalized and amortized. College capital assets, with the

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 40 years. The cost of normal maintenance and repairs that do not add to the value of the assets or materially extend assets' lives are not capitalized.

The College does not have collections of historical treasures, works of art or other items that are inexhaustible by their nature and are of immeasurable intrinsic value, thus not requiring capitalization or depreciation in accordance with GASB guidelines.

Capital assets are controlled, but not owned by the College. The College is not able to sell or otherwise pledge its assets, since the assets are owned by the Commonwealth.

Fringe Benefits

The College participates in the Commonwealth's Fringe Benefit programs, including health insurance, unemployment, and pension and workers' compensation benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the College. Workers' compensation costs are assessed separately based on the College's actual experience.

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30 of each year. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of State service at the end of the fiscal year. Upon retirement, these employees are entitled to receive payment of their accrued balance.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employees' Retirement System plan ("SERS") and the additions to/deductions from SERS' fiduciary net position have been determined on the same basis as they are reported by SERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Post-employment Benefits Other Than Pensions (“OPEB”)

For purposes of measuring the College's net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Retirees' Benefit Trust (“SRBT”) and additions to/deductions from SRBT’s fiduciary net position have been determined on the same basis as they are reported by SRBT. For this purpose, SRBT recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Student Fees

Student tuition and other fees are presented as net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts paid directly to, or refunded to, the student are generally reflected as expenses.

Tax Status

The College is an agency of the Commonwealth of Massachusetts and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Funds Held for Others

Funds held for others consists of resources held by the College as custodian or fiscal agent of students’ and other organizations. Accordingly, disbursement or receipt of these funds is not reflected in the Statement of Revenues and Expenses.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as reported amounts of revenues and expenses during the reporting period.

Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

certainty, actual results may differ from estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation and determining the net pension and OPEB liabilities.

New Governmental Accounting Pronouncements

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

GASB Statement 90 – *Majority Equity Interests*, an amendment of GASB Statements 14 and 61 is effective for reporting periods beginning after December 15, 2018. The objective of this Statement is to improve the consistency of reporting a government’s majority equity interest in a legally separate organization. A majority equity interest should be recognized using the equity method if the government’s holding of the equity interest represents an investment. Management has not completed its review of the requirements of this applicability.

GASB Statement 91 – *Conduit Debt Obligations* is effective for reporting periods beginning after December 15, 2020. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. Management has not completed its review of the requirements of this standard and its applicability.

Reclassification

Certain amounts in the 2018 financial statements have been reclassified to conform to 20189 presentation.

Note 2 - Cash and Equivalents

Custodial credit risk is risk associated with the failure of a depository financial institution. Bank deposits are insured to the limits provided by the Federal Deposit Insurance Corporation (“FDIC”), or as applicable, by the Depositors Insurance Fund. The College has an agreement with its primary banking institution that it must maintain an Irrevocable Stand-by Letter of Credit in the College's favor in an amount sufficient to cover the College's deposits. This agreement has been accepted by the Office of the State Treasurer as acceptable collateral.

The bank balances of the deposits and investments at June 30, 2019 and 2018 amounted to \$5,329,677 and \$3,287,704, respectively, of which \$124,425 and \$159,070, respectively, was exposed to custodial credit risk.

Note 3 - Cash and Deposits Held by State Treasurer

Accrued payroll and related expenses to be funded from state funds totaled \$891,482 and \$11,150 at June 30, 2019 and 2018, respectively. There was no accrued payroll or related expenses to be funded from state funds at June 30, 2019. The College has

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the College, which was subsequently used for these liabilities. The State is also holding funds of \$124,289 and \$1,201,668 at June 30, 2019 and 2018, respectively, for the College's development of a new culinary program.

Accounts payable and accrued salaries to be funded by cash forwarded by the College to the State Treasurer held for payment of so-called "non-appropriated" liabilities at June 30, 2019 and 2018 through the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System ("MMARS"), were recorded in the sums of \$589,404 and \$1,635,086, respectively.

Note 4 - **Deposits Held by Department of Capital Assets Management & Maintenance ("DCAMM")**

A total of \$1,245,793 and \$50,236 was held by DCAMM on behalf of the College at June 30, 2019 and 2018, respectively. The balance was allocated by DCAMM for multiple projects on the Haverhill and Lawrence campuses for the years ended June 30, 2019 and 2018. These include renovations to the Dimitry building and a variety of deferred maintenance projects.

Note 5 - **Accounts Receivable**

The accounts receivable balance comprises the following at June 30,:

	<u>2019</u>	<u>2018</u>
Student accounts receivable	\$ 3,023,106	\$ 2,030,217
Grants receivable	840,496	475,091
Other receivables	<u>601,564</u>	<u>401,207</u>
	4,465,166	2,906,515
Less: allowance for doubtful accounts	<u>1,948,062</u>	<u>815,618</u>
	<u>\$ 2,517,104</u>	<u>\$ 2,090,897</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 6 - **Investments**

College

The College categorizes short-term investments according to the level of risk assumed by the College. At June 30, 2019 and 2018, the entire balance of investments of \$4,954,790 and \$4,435,123, respectively, represents investments that are insured, registered, or held by the College's agent in the College's name. Investment income is presented net of related expenses. The College currently follows investment policies largely defined by the Commonwealth of Massachusetts. The College has a formal investment policy; however, the policy does not limit investment maturities as a means of managing its exposure to fair value losses arising from interest rate fluctuations.

As of June 30, 2019 and 2018, one federal entity made up 12% and 11%, respectively, of the market value of the College's investment portfolio.

Investments of the College are stated at fair market value and consist of the following at June 30,:

2019
Investment Maturities (in Years)

<u>Investment Type</u>	<u>Fair Value</u>	<u>1-5</u>	<u>6-10</u>	<u>More Than 10</u>
<u>Debt Securities:</u>				
U.S Government and Agencies	\$ 889,855	\$ 118,919	\$ 100,413	\$ 670,523
Municipal	146,149	-	33,589	112,560
Corporate	<u>806,791</u>	<u>186,898</u>	<u>409,982</u>	<u>209,911</u>
Total	1,842,795	<u>\$ 305,817</u>	<u>\$ 543,984</u>	<u>\$ 992,994</u>
 <u>Other Investments:</u>				
Equity Securities	<u>3,111,995</u>			
Total	<u>\$ 4,954,790</u>			

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

2018
Investment Maturities (in Years)

<u>Investment Type</u>	<u>Fair Value</u>	<u>1-5</u>	<u>6-10</u>	<u>More Than 10</u>
<u>Debt Securities:</u>				
U.S Government and Agencies	\$ 846,980	\$ 147,313	\$ 137,882	\$ 561,785
Municipal	113,745	-	-	113,745
Corporate	712,895	77,609	53,497	581,789
Total	<u>1,673,620</u>	<u>\$ 224,922</u>	<u>\$ 191,379</u>	<u>\$1,257,319</u>
<u>Other Investments:</u>				
Equity Securities	<u>2,761,503</u>			
Total	<u>\$4,435,123</u>			

The following tables summarize the quality ratings of the College's investments using Standard & Poor's ratings.

Quality Ratings
2019

<u>Rated Debt Investments</u>	<u>Fair Value</u>	<u>AAA</u>	<u>AA+</u>	<u>AA</u>	<u>AA-</u>	<u>A+</u>	<u>A</u>	<u>A-</u>	<u>BBB+</u>	<u>BBB</u>	<u>BBB-</u>
U.S. Government and Agencies	\$ 889,855	\$ 889,855	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Municipal Bonds	146,149	-	-	26,500	55,906	46,482	-	-	17,261	-	-
Corporate	<u>806,791</u>	<u>20,670</u>	<u>-</u>	<u>85,717</u>	<u>74,488</u>	<u>102,259</u>	<u>65,954</u>	<u>191,581</u>	<u>84,517</u>	<u>106,950</u>	<u>74,655</u>
	<u>\$ 1,842,795</u>	<u>\$ 910,525</u>	<u>\$ -</u>	<u>\$ 112,217</u>	<u>\$ 130,394</u>	<u>\$ 148,741</u>	<u>\$ 65,954</u>	<u>\$ 191,581</u>	<u>\$ 101,778</u>	<u>\$ 106,950</u>	<u>\$ 74,655</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

		<u>2018</u>									
<u>Rated Debt Investments</u>	<u>Fair Value</u>	<u>AAA</u>	<u>AA+</u>	<u>AA</u>	<u>AA-</u>	<u>A+</u>	<u>A</u>	<u>A-</u>	<u>BBB+</u>	<u>BBB</u>	<u>BBB-</u>
U.S. Government and Agencies	\$ 846,980	\$ 846,980	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Municipal Bonds	113,745	-	-	-	77,090	19,996	-	-	16,659	-	-
Corporate	<u>712,895</u>	<u>16,662</u>	<u>42,509</u>	<u>25,051</u>	<u>47,949</u>	<u>111,452</u>	<u>60,434</u>	<u>159,027</u>	<u>60,752</u>	<u>128,358</u>	<u>60,701</u>
	<u>\$ 1,673,620</u>	<u>\$ 863,642</u>	<u>\$ 42,509</u>	<u>\$ 25,051</u>	<u>\$ 125,039</u>	<u>\$ 131,448</u>	<u>\$ 60,434</u>	<u>\$ 159,027</u>	<u>\$ 77,411</u>	<u>\$ 128,358</u>	<u>\$ 60,701</u>

The following schedule summarizes the investment return of the College in the Statement of Revenues and Expenses for the year ended June 30,:

	<u>2019</u>	<u>2018</u>
Interest and dividend income	\$ 103,799	\$ 112,530
Investment expense	(21,856)	(24,008)
Realized gain	149,756	163,073
Unrealized gain	<u>259,913</u>	<u>36,377</u>
	<u>\$ 491,612</u>	<u>\$ 287,972</u>

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority

input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

U.S. Government Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

Municipal Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

Corporate Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

Equity Securities: Value based on quoted prices in active markets of similar instruments.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine if the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

The following tables set forth, by level, the College's investments, measured on a recurring basis:

	June 30, 2019			
	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:				
<u>Debt Securities:</u>				
U.S. Government and Agencies	\$ 889,855	\$ -	\$ -	\$ 889,855
Municipal bonds	-	146,149	-	146,149
Corporate bonds	-	806,791	-	806,791
<u>Other Investments:</u>				
Equity securities	<u>3,111,995</u>	<u>-</u>	<u>-</u>	<u>3,111,995</u>
Total marketable securities at fair value	<u>\$ 4,001,850</u>	<u>\$ 952,940</u>	<u>\$ -</u>	<u>\$ 4,954,790</u>
	June 30, 2018			
	Level 1	Level 2	Level 3	Total
Recurring fair value measurements:				
<u>Debt Securities:</u>				
U.S. Government and Agencies	\$ 846,980	\$ -	\$ -	\$ 846,980
Municipal bonds	-	113,745	-	113,745
Corporate bonds	-	712,895	-	712,895
<u>Other Investments:</u>				
Equity securities	<u>2,761,503</u>	<u>-</u>	<u>-</u>	<u>2,761,503</u>
Total marketable securities at fair value	<u>\$ 3,608,483</u>	<u>\$ 826,640</u>	<u>\$ -</u>	<u>\$ 4,435,123</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Component Unit

Investments of the Foundation are stated at fair value and consist of the following at June 30:

	<u>2019</u>	<u>2018</u>
U.S. Government obligations	\$ 131,030	\$ 106,538
Mortgage backed securities	409,070	333,210
Corporate bonds	488,654	547,213
Municipal bonds	93,877	73,659
Mutual funds	362,285	344,973
Equity securities	<u>2,131,939</u>	<u>2,000,503</u>
	<u>\$3,616,855</u>	<u>\$3,406,096</u>

Note 7 - **Capital Assets**

Capital assets activity for the year ended June 30, 2019 is as follows:

	Estimated Lives (in years)	Beginning Balance	Additions	Retire- ments	Reclass- ifications	Ending Balance
Capital assets, not depreciated:						
Land		\$ 774,915	\$ -	\$ -	\$ -	\$ 774,915
Construction in progress		17,112,377	3,769,077			20,881,454
Total capital assets, not depreciated		<u>17,887,292</u>	<u>3,769,077</u>	-	-	<u>21,656,369</u>
Capital assets, depreciated:						
Buildings and improvements	40	71,873,931		-		71,873,931
Land improvements	20-30	1,454,359	-	-	-	1,454,359
Furnishings and equipment	5-20	3,770,934	121,744		-	3,892,678
Total capital assets, depreciated		<u>77,099,224</u>	<u>121,744</u>	-	-	<u>77,220,968</u>
Total capital assets		<u>94,986,516</u>	<u>3,890,821</u>	-	-	<u>98,877,337</u>
Less: accumulated depreciation:						
Buildings and improvements		26,931,999	1,597,160	-	-	28,529,159
Land improvements		354,453	60,213	-	-	414,666
Furnishings and equipment		2,770,482	201,454		-	2,971,936
Total accumulated depreciation		<u>30,056,934</u>	<u>1,858,827</u>	-	-	<u>31,915,761</u>
Capital assets, net		<u>\$ 64,929,582</u>	<u>\$ 2,031,994</u>	\$ -	\$ -	<u>\$ 66,961,576</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Capital assets activity for the year ended June 30, 2018 is as follows:

	Estimated Lives (in years)	Beginning Balance	Additions	Retire- ments	Reclass- ifications	Ending Balance
Capital assets, not depreciated:						
Land		\$ 774,915	\$ -	\$ -	\$ -	\$ 774,915
Construction in progress		36,832,899	3,789,728		(23,510,250)	17,112,377
Total capital assets, not depreciated		<u>37,607,814</u>	<u>3,789,728</u>	<u>-</u>	<u>(23,510,250)</u>	<u>17,887,292</u>
Capital assets, depreciated:						
Buildings and improvements	40	48,239,153	124,528	-	23,510,250	71,873,931
Land improvements	20-30	1,454,359	-	-	-	1,454,359
Furnishings and equipment	5-20	3,474,488	436,767	(140,321)	-	3,770,934
Total capital assets, depreciated		<u>53,168,000</u>	<u>561,295</u>	<u>(140,321)</u>	<u>23,510,250</u>	<u>77,099,224</u>
Total capital assets		<u>90,775,814</u>	<u>4,351,023</u>	<u>(140,321)</u>	<u>-</u>	<u>94,986,516</u>
Less: accumulated depreciation:						
Buildings and improvements		25,339,510	1,592,489	-	-	26,931,999
Land improvements		294,241	60,212	-	-	354,453
Furnishings and equipment		2,657,762	253,041	(140,321)	-	2,770,482
Total accumulated depreciation		<u>28,291,513</u>	<u>1,905,742</u>	<u>(140,321)</u>	<u>-</u>	<u>30,056,934</u>
Capital assets, net		<u>\$62,484,301</u>	<u>\$2,445,281</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$64,929,582</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 8 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2019 consist of:

	<u>Beginning</u>			<u>Ending</u>	<u>Current</u>
	<u>Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Balance</u>	<u>Portion</u>
Notes payable	\$ 4,212,893	\$ -	\$ 480,176	\$ 3,732,717	\$ 391,369
Compensated absences	3,791,740	-	346,931	3,444,809	2,196,929
Workers' compensation	284,344	63,453		347,797	75,472
Net pension liability	10,315,396	657,842		10,973,238	-
Net OPEB liability	<u>20,063,487</u>	<u>-</u>	<u>789,365</u>	<u>19,274,122</u>	<u>-</u>
Total Long-Term Liabilities	<u>\$ 38,667,860</u>	<u>\$ 721,295</u>	<u>\$ 1,616,472</u>	<u>\$ 37,772,683</u>	<u>\$ 2,663,770</u>

Long-term liabilities at June 30, 2018 consist of:

	<u>Beginning</u>			<u>Ending</u>	<u>Current</u>
	<u>Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Balance</u>	<u>Portion</u>
Notes payable	\$ 4,684,632	\$ -	\$ 471,739	\$ 4,212,893	\$ 480,177
Compensated absences	3,843,175	-	51,435	3,791,740	2,453,045
Workers' compensation	310,037	-	25,693	284,344	60,281
Net pension liability	11,288,307	-	972,911	10,315,396	-
Net OPEB liability	<u>20,084,497</u>	<u>-</u>	<u>21,010</u>	<u>20,063,487</u>	<u>-</u>
Total Long-Term Liabilities	<u>\$ 40,210,648</u>	<u>\$ -</u>	<u>\$ 1,542,788</u>	<u>\$ 38,667,860</u>	<u>\$ 2,993,503</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Notes Payable

In July 2012, the College entered into an agreement with Commonwealth's Division of Capital Asset Management and Maintenance ("DCAMM") to participate in the Massachusetts Clean Energy Investment Program ("CEIP"). Under the program, DCAMM was responsible for construction of specific energy conservation projects, including the conversion of heating systems from electric to gas, replacement of boilers, updating of lighting, installation of water conservation equipment, and other similar projects at the College funded by CEIP funds and proceeds of bonds issued by the Commonwealth. In connection with this agreement, in January 2013 the College issued notes payable to DCAMM in the original amount of \$4,585,686, requiring annual payments of \$334,469 including principal and interest, at 4.1% per annum through January 2033. The outstanding balance of the note payable is \$3,509,828 and \$3,693,502 at June 30, 2019 and 2018, respectively.

During the fiscal years ended June 30, 2016 and 2017, the College issued notes payable to its electric provider to provide funds for the installation of energy efficient lighting on the Haverhill and Lawrence campuses. The note payable issued during the fiscal year ending 2016 was in the amount of \$765,592 and required monthly principal payments of \$15,950 through December 2020. Notes payable issued during fiscal year ended 2017 were in the aggregate amount of \$420,416 and require aggregate monthly principal payments of \$8,759 through December 2021. The notes are non-interest bearing and unsecured. No interest has been imputed due to a lack of materiality. The aggregate outstanding balance of these notes is \$222,889 and \$519,391 at June 30, 2019 and 2018, respectively.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Principal and interest on long-term debt payable for the next five years and through maturity are as follows:

Fiscal Years <u>Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2020	\$ 391,369	\$ 143,903	\$ 535,272
2021	220,465	136,090	356,555
2022	206,513	127,956	334,469
2023	214,980	119,489	334,469
2024	223,794	110,675	334,469
2025-2029	1,264,363	407,982	1,672,345
2030-2033	<u>1,211,233</u>	<u>126,644</u>	<u>1,337,877</u>
Total	<u>\$ 3,732,717</u>	<u>\$ 1,172,739</u>	<u>\$ 4,905,456</u>

Note 9 - **Pensions**

Defined Benefit Plan Description

Certain employees of the College participate in a cost-sharing multiple-employer defined benefit pension plan - the Massachusetts State Employees' Retirement System - administered by the Massachusetts State Board of Retirement (the "Board"), which is a public employee retirement system ("PERS"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The Massachusetts State Employees' Retirement System does not issue stand-alone financial statements. Additional information regarding the Plan is contained in the Commonwealth's financial statements, which are available online from the Office of State Comptroller's website.

Benefit Provisions

SERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws ("MGL") establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

after April 1, 2012, retirement allowances are calculated based on the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service, and group classification. The authority for amending these provisions rests with the Massachusetts State Legislature (the "Legislature").

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement until they have reached age 60.

Contributions

The SERS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the SERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for SERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percent of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

The Commonwealth does not require the College to contribute funding from its local trust funds for employees paid by state appropriations. Pension funding for employees paid from state appropriations are made through a benefit charge assessed by the Commonwealth. Such pension contributions amounted to \$2,521,590, \$2,329,456, and \$2,607,806, for the years ended June 30, 2019, 2018 and 2017, respectively.

For employees covered by SERS but not paid from state appropriations, the College is required to contribute at an actuarially determined rate. The rate was 12.06%, 11.78% and 9.95% of annual covered payroll for the fiscal years ended June 30, 2019, 2018, and 2017, respectively. The College contributed \$478,772, \$758,476, and \$628,838 for the

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

fiscal years ended June 30, 2019, 2018 and 2017, respectively, equal to 100% of the required contributions for each year. Annual covered payroll was approximately XX%, 77% and 78% of total related payroll for fiscal years end 2019, 2018 and 2017, respectively.

Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019 and 2018, the College reported a liability of \$10,973,238 and \$10,315,396, respectively, for its proportionate share of the net pension liability related to its participation in SERS. The net pension liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. The net pension liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2017 rolled forward to June 30, 2017.

The College's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed to the College for the fiscal years 2019 and 2018. The Commonwealth's proportionate share was based on actual employer contributions to the SERS for fiscal years 2019 and 2018 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the College's proportion was 0.083% and 0.080%, respectively.

For the years ended June 30, 2019 and 2018, the College recognized pension expense of \$1,411,058 and \$1,300,781, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources at June 30,:

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

	<u>2019</u>	<u>2018</u>
<u>Deferred Outflows of Resources Related to Pension</u>		
Contributions subsequent to the measurement date	\$ 478,772	\$ 758,476
Differences between expected and actual experience	347,978	398,835
Changes in proportion from Commonwealth	29,595	35,330
Changes in plan actuarial assumptions	1,112,070	1,073,474
Changes in proportion due to internal allocation	<u>821,607</u>	<u>1,040,938</u>
Total deferred outflows of resources related to pension	<u>\$ 2,790,022</u>	<u>\$ 3,307,053</u>
 <u>Deferred Inflows of Resources Related to Pension</u>		
Changes in proportion from Commonwealth	\$ 2,086	\$ 3,677
Changes in proportion due to internal allocation	1,093,915	1,536,400
Differences between expected and actual experience	223,635	280,656
Net differences between projected and actual investment earnings on pension plan investments	<u>381,418</u>	<u>122,908</u>
Total deferred inflows of resources related to pension	<u>\$ 1,701,054</u>	<u>\$ 1,943,641</u>

The College's contributions of \$478,772 and \$758,476 made during the fiscal years ending 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in each of the succeeding years.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years ending <u>June 30,</u>	
2020	\$ 620,192
2021	246,929
2022	(226,829)
2023	(47,009)
2024	<u>16,913</u>
	<u><u>\$ 610,196</u></u>

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	<u>2019</u>	<u>2018</u>
Measurement date	June 30, 2018	June 30, 2017
Inflation on the first \$13,000 of allowance	3.00%	3.00%
Salary increases	4.00% to 9.00%	4.00% to 9.00%
Investment rate of return	7.35%	7.50%
Interest rate credited to annuity savings fund	3.50%	3.50%

For measurement dates June 30, 2018 and 2017, mortality rates were based on:

- Pre-retirement - reflects RP-2014 Blue Collar Employees table projected generationally with Scale MP-2016 set forward 1 year for females.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

- Post-retirement - reflects RP-2014 Blue Collar Healthy Annuitant table projected generationally with Scale MP-2016 set forward 1 year for females
- Disability - reflects RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct)

The 2019 pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 1, 2018 and rolled forward to June 30, 2018. The 2018 pension liability for the June 30, 2017 measurement date was determined by an actuarial valuation as of January 1, 2017 and rolled forward to June 30, 2017.

Investment assets of SERS are with the Pension Reserves Investment Trust (“PRIT”) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund’s target asset allocation as of June 30, are summarized in the following table:

2019		
Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	39.0%	5.0%
Portfolio Completion Strategies	13.0%	3.7%
Core Fixed Income	12.0%	0.9%
Private Equity	12.0%	6.6%
Real Estate	10.0%	3.8%
Value Added Fixed Income	10.0%	3.8%
Timberland/Natural Resources	4.0%	3.4%
	100.0%	

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

2018		
Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global Equity	40.0%	5.0%
Portfolio Completion Strategies	13.0%	3.6%
Core Fixed Income	12.0%	1.1%
Private Equity	11.0%	6.6%
Real Estate	10.0%	3.6%
Value Added Fixed Income	10.0%	3.8%
Timberland/Natural Resources	4.0%	3.2%
Hedge Funds	0.0%	3.6%
	100.0%	

Discount Rate

The discount rate used to measure the total pension liability was 7.35% and 7.50% at June 30, 2019 and 2018, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following table illustrates the sensitivity of the net pension liability calculated using the discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage-point lower or one-percentage-point higher than the current rate at June 30,:

2019		
1.00% Decrease (6.35%)	Current Discount Rate (7.35%)	1.00% Increase (8.35%)
\$ 14,790,090	\$ 10,973,238	\$ 7,711,884
2018		
1.00% Decrease (6.50%)	Current Discount Rate (7.50%)	1.00% Increase (8.50%)
\$ 14,049,140	\$ 10,315,396	\$ 7,307,776

Note 10 - **Other Post-Employment Benefits ("OPEB")**

Plan Description

As an agency of the Commonwealth, certain employees of the College participate in the Commonwealth's single employer defined benefit-OPEB plan – the State Retirees' Benefit Trust ("SRBT"). Benefits are managed by the Group Insurance Commission ("GIC") and investments are managed by the Pension Reserves Investment Management ("PRIM") Board. The GIC has representation on the Board of Trustees of the State Retirees' Benefits Trust ("Trustees").

The SRBT is set up solely to pay for OPEB benefits and the cost to administer those benefits. It can only be revoked when all such health care and other non-pension benefits, current and future, have been paid or defeased. The GIC administers benefit payments, while the Trustees are responsible for investment decisions.

Management of the SRBT is vested with the board of trustees, which consists of seven members including the Secretary of Administration and Finance (or their designee), the Executive Director of the GIC (or their designee), the Executive Director of PERAC (or their designee), the State Treasurer (or their designee), the Comptroller (or a designee),

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

one person appointed by the Governor and one person appointed by the State Treasurer. These members elect one person to serve as chair of the board.

The SRBT does not issue stand-alone audited financial statements but is reflected as a fiduciary fund in the Commonwealth's audited financial statements.

Benefits Provided

Under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care / benefit costs, which are comparable to contributions required from employees. Dental and vision coverage may be purchased by these groups with no subsidy from the Commonwealth.

Contributions

Employer and employee contribution rates are set by MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2019 and 2018, and as of the valuation date (January 1, 2018 and 2017), participants contributed 0% to 20%, respectively, of premium costs, depending on the date of hire and whether the participant's status is active, retired, or survivor. As part of the fiscal year 2010 General Appropriation Act, all active employees pay an additional 5% of premium costs.

Effective beginning in fiscal year 2014, by statute, the Commonwealth is required to allocate, to the SRBT, a portion of revenue received under the Master Settlement Agreement with tobacco companies, increasing from 10% in fiscal year 2014 to 100% by fiscal year 2023. In fiscal years 2018 and 2017, 30% and 10%, respectively, of tobacco settlement proceeds or approximately \$73 million and \$25 million was allocated to the SRBT. The percentage of proceeds to be transferred to the SRBT in fiscal years 2018 and 2017 was set at 30% and 10%, respectively, overriding existing statute.

The Massachusetts General Laws governing employer contributions to SRBT determine whether entities are billed for OPEB costs. Consequently, SRBT developed an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner (based on an employer's share of total covered

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

payroll). The College is required to contribute based on Massachusetts General Laws; the rate was 8.79% and 8.92% of annual covered payroll for the fiscal years ended June 30, 2019 and 2018, respectively. The College contributed \$349,118 and \$574,256 for the fiscal years ended June 30, 2019 and 2018, respectively, equal to 100% of the required contribution for the year.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2019 and 2018, the College reported a liability of \$19,274,122 and \$20,063,487, respectively, for its proportionate share of the net OPEB liability related to its participation in SRBT. The net OPEB liability was measured as of June 30, 2018 and 2017, respectively, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2018 and 2017, respectively. The College's proportion of the net OPEB liability was based on its share of the Commonwealth's collective OPEB amounts allocated on the basis of an effective contribution methodology which allocates total actual contributions amongst the employers in a consistent manner based on the College's share of total covered payroll for the fiscal years 2018 and 2017. The College's proportionate share was based on the actual employer contributions to the SRBT for fiscal years 2018 and 2017 relative to total contributions of all participating employers for the fiscal year. At June 30, 2019 and 2018, the College's proportion was 0.129% and 0.115%, respectively.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

For the years ended June 30, 2019 and 2018, the College recognized OPEB expense of \$1,279,271 and \$1,491,497, respectively. The College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources at June 30,:

	<u>2019</u>	<u>2018</u>
<u>Deferred Outflows of Resources Related to OPEB</u>		
Contributions subsequent to the measurement date	\$ 349,118	\$ 574,256
Differences between projected and actual experience	234,101	-
Changes in proportion from Commonwealth	61,942	41,991
Changes in proportion due to internal allocation	<u>3,370,845</u>	<u>1,337,165</u>
Total deferred outflows of resources related to OPEB	<u>\$ 4,016,006</u>	<u>\$ 1,953,412</u>
 <u>Deferred Inflows of Resources Related to OPEB</u>		
Net differences between projected and actual investment earnings on OPEB plan investments	\$ 48,128	\$ 36,605
Differences between expected and actual experience	41,139	46,130
Changes in OPEB plan actuarial assumptions	<u>5,921,838</u>	<u>2,272,397</u>
Total deferred inflows of resources related to OPEB	<u>\$ 6,011,105</u>	<u>\$ 2,355,132</u>

The College's contributions of \$349,118 and \$574,256 made during the fiscal year 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in each of the succeeding years.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as decreases in OPEB expense as follows:

Years ending	
<u>June 30,</u>	
2020	\$ (526,147)
2021	(526,147)
2022	(526,147)
2023	(401,289)
2024	<u>(364,487)</u>
	<u>\$ (2,344,217)</u>

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Actuarial Assumptions

The total OPEB liability for 2019 and 2018 was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	June 30, 2018	June 30, 2017
Inflation	3.00%	3.00%
Salary increases	4.0% per year	4.5% per year
Investment rate of return	7.35%, net of OPEB plan investment expense, including inflation	7.5%, net of OPEB plan investment expense, including inflation
Health care cost trend rates	8.0%, decreasing by 0.5% each year to an ultimate rate of 5.5% in 2023 then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for Medical; 5.0% for EGWP; 5.0% for administrative costs	8.5%, decreasing by 0.5% each year to an ultimate rate of 5.0% in 2024 for Medical; 5.0% for EGWP; 5.0% for administrative costs

The mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.

The participation rates are actuarially assumed as below:

- 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over 65 with POS/PPO coverage switch to HMO.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

- All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
- 80% of current and future contingent eligible participants will elect health care benefits at age 55, or current age if later.
- Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	<u>Retirement Age</u>	
	<u>Under 65</u>	<u>Age 65+</u>
Indemnity	40.0%	85.0%
POS/PPO	50.0%	0.0%
HMO	10.0%	15.0%

The actuarial assumptions used in the January 1, 2018 and 2017 valuations were based on the results of an actuarial experience study for the periods ranging July 1, 2016 and 2015 through December 31, 2017 and 2016, depending upon the criteria being evaluated.

As a result of this actuarial experience study, the mortality assumption was adjusted in the January 1, 2017 and 2016 actuarial valuations to more closely reflect actual experience as a result of the recent experience study completed by the Public Employee Retirement Administration Commission ("PERAC").

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The SRBT is required to invest in the PRIT Fund. Consequently, information about SRBT's target asset allocation and long-term expected real rate of return as of June 30, 2019 and 2018, are the same as discussed in the pension footnote.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Discount Rate

The discount rate used to measure the total OPEB liability for 2019 and 2018 was 3.95% and 3.63%, respectively. These rates were based on a blend of the Bond Buyer Index rate (3.87% and 3.58%) as of the measurement date and the expected rate of return. The OPEB plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2025 and 2023 for the fiscal years 2019 and 2018, respectively. Therefore, the long-term expected rate of return on OPEB plan investments is 7.35% and 7.50%, respectively per annum was not applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the discount rate

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

2019		
1.00% Decrease	Current	1.00% Increase
(2.95%)	Discount Rate	(4.95%)
(3.95%)	(3.95%)	(4.95%)
\$ 22,759,431	\$ 19,274,122	\$ 16,487,669
2018		
1.00% Decrease	Current	1.00% Increase
(2.63%)	Discount Rate	(4.63%)
(3.63%)	(3.63%)	(4.63%)
\$ 23,816,964	\$ 20,063,487	\$ 17,079,180

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Sensitivity of the College's proportionate share of the net OPEB liability to changes in the healthcare cost trend rates

The following presents the College's proportionate share of the net OPEB liability, as well as what the College's proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

2019		
1.00% Decrease	Current Healthcare Cost Trend Rate	1.00% Increase
(B)	(A)	(C)
\$ 16,013,468	\$ 19,274,122	\$ 23,530,758
2018		
1.00% Decrease	Current Healthcare Cost Trend Rate	1.00% Increase
(B)	(A)	(C)
\$ 16,599,984	\$ 20,063,487	\$ 24,621,248

(A) - The current healthcare cost trend rate, as disclosed on page 47

(B) - 1-percentage decrease in current healthcare cost trend rate, disclosed on page 47

(C) - 1-percentage increase in current healthcare cost trend rate, as disclosed on page 47

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 11 - **Service Concession Agreements**

The College has a service concession arrangement for beverage products with Coca Cola, Inc. (“Coca Cola”). In exchange for this agreement, Coca Cola has provided the College with funds aggregating \$50,000. These monies are amortized into revenue ratably over the life of the agreement through June 2022. In the event of termination, as provided for by either party in the agreement, repayment of the unamortized portion would be required. The agreement also requires additional payments from Coca Cola to defray costs incurred by the College, as well as revenue sharing. During the fiscal year ended June 30, 2019 and 2018, the sales volume did not meet the required amount in order for the College to receive additional payments. The College expects to recognize \$5,000 per year over the next 3 years, with the remaining balance recognized in revenues during the year ended June 30, 2022.

The College has entered into an operating agreement with Follett Higher Education Group (“Follett”). A provision of the agreement is that Follett will make a planned investment in the College bookstore. Specifically, Follett shall provide a one-time contribution of \$300,000 to the College for the creation of the new bookstore/café on the Haverhill campus. Additionally, during the fiscal year ended June 30, 2015, the College received \$136,280 as a supplemental payment from Follett for new modifications to the bookstore. These monies will be amortized into revenue ratably through April 2025, the end of the agreements. In the event of termination, as provided for by either party in the agreement, repayment of the unamortized portion would be required. The agreement also requires additional payments from Follett to defray costs incurred by the College, as well as revenue sharing. During the fiscal years ended June 30, 2019 and 2018, such additional payments received aggregated \$99,055 and \$167,240, respectively. The College expects to recognize \$40,725 per year over the next 5 years, with the remaining balance recognized in revenues during the year ended June 30, 2025. There were no payments received in the year ended June 30, 2019.

The University reports the carrying value of the capital assets relating to the service concession arrangements of approximately \$327,210 and \$349,024 at June 30, 2019 and 2018, respectively.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 12 - **Leases**

The College leases certain equipment, vehicles, and buildings under various operating leases with monthly payments ranging from \$148 to \$67,016 per month. The terms of these leases range between two to nine years and expire at various dates through September 2028. Total lease expense was \$2,554,787 and \$2,039,888 for the years ended June 30, 2019 and 2018, respectively.

At June 30, 2019, future minimum payments due under all operating leases for the College are as follows:

Fiscal Years <u>Ending June 30,</u>	<u>Total</u>
2020	\$ 2,313,607
2021	1,988,761
2022	996,758
2023	793,735
2024	290,921
Thereafter	<u>965,626</u>
Total	<u>\$ 7,349,408</u>

Note 13 - **Restricted Net Position**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time.

Restricted - expendable net position consists of funds whose income is mainly to be used for scholarships, the Lawrence Capital Campaign and the Women of NECC program.

The Foundation's restricted - nonexpendable net position consists of endowment funds to be held indefinitely. The income from these assets is restricted for the purpose of providing scholarships.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 14 - **Contingencies**

Various lawsuits are pending or threatened against the College that have arisen in the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened that would materially affect the College's financial position.

The College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditure resulting from such audits becomes a liability of the College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the College.

The College participates in the Massachusetts College Savings Prepaid Tuition Program (the "Program"). This Program allows individuals to pay in advance for future tuition at the cost of tuition at the time of election to participate, increased by changes in the Consumer Price Index plus 2%. The College is obligated to accept as payment of tuition the amount determined by the Program without regard to the standard tuition rate in effect at the time of the individual's enrollment at the College. The effect of the program cannot be determined as it is contingent on future tuition increases and the Program participants who attend the College.

The College participates in the various programs administered by the Commonwealth for property, general liability, automobile liability and workers' compensation. The Commonwealth is self-insured for employees' workers' compensation, casualty, theft, tort claims, and other losses. Such losses, including estimates of amounts incurred but not reported, are obligations of the Commonwealth. For workers' compensation, the Commonwealth assumes the full risk of claims filed under a program managed by the Human Resources Division. For personal injury or property damages, Massachusetts General Laws limit the risk assumed by the Commonwealth to \$100,000 per occurrence, in most circumstances.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 15 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, comprise the following at June 30,:

	<u>2019</u>	<u>2018</u>
Compensation and benefits	\$ 43,708,944	\$ 45,760,848
Supplies and services	13,030,113	13,263,771
Scholarships and fellowships	2,621,759	2,699,696
Depreciation	<u>1,858,827</u>	<u>1,905,742</u>
	<u>\$ 61,219,643</u>	<u>\$ 63,630,057</u>

Note 16 - **Fringe Benefits**

The College participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and workers' compensation benefits. Health insurance for active employees and retirees is paid through a fringe benefit rate charged to the College by the Commonwealth.

Group Insurance Commission

The Commonwealth's Group Insurance Commission ("GIC") was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small number of municipalities as an agent multiple-employer program, accounted for as an agency fund activity of the Commonwealth, not the College.

The GIC is a quasi-independent state agency governed by a seventeen-member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and it is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2019, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans. The GIC also administers carve-outs for pharmacy, mental health, and substance abuse benefits for certain health plans. In addition to health insurance, the GIC sponsors

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pretax health care spending account and dependent care assistance program (for active employees only).

Other Retirement Plans

The employees of the College can elect to participate in two defined contribution plans offered and administered by the Massachusetts Department of Higher Education – an IRC 403(b) Tax-Deferred Annuity Plan and an IRC 457 Deferred Compensation SMART Plan. Employees can contribute by payroll deduction a portion of before-tax salary into these plans up to certain limits. The College has no obligation to contribute to these plans and no obligation for any future pay-out.

Note 17 - **Massachusetts Management Accounting and Reporting System**

Section 15C of Chapter 15A of the Massachusetts General Laws requires Commonwealth Colleges and Universities to report activity of campus-based funds to the Comptroller of the Commonwealth on the Commonwealth's Statewide Accounting System, MMARS on the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements.

Management believes the amounts reported on MMARS meet the guidelines of the Comptroller's *Guide for Higher Educational Audited Financial Statements*.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

The College's state appropriation is composed of the following at June 30,:

	<u>2019</u>	<u>2018</u>
Direct unrestricted appropriations	\$ 20,702,610	\$ 19,725,822
Add:		
Fringe benefits for benefited employees on the state-funded payroll	7,295,049	6,893,921
Less:		
Day school tuition remitted to the state and included in tuition and fee revenue	<u>(237,436)</u>	<u>(226,678)</u>
Total unrestricted appropriations	<u>27,760,223</u>	<u>26,393,065</u>
Capital appropriations	<u>5,203,965</u>	<u>3,227,994</u>
Total appropriations	<u>\$ 32,964,188</u>	<u>\$ 29,621,059</u>

A reconciliation between the College and MMARS as of June 30, 2019 is as follows (unaudited):

Revenue per MMARS	\$ 50,230,440
Revenue per College	<u>50,230,440</u>
Difference	\$ <u> -</u>

Note 18 - **Pass-Through Grants**

The College distributed approximately \$5,500,000 and \$5,700,000 for student loans through the U.S. Department of Education Federal Direct Lending Program during the year ended June 30, 2019 and 2018, respectively. These distribution and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of the Net Pension Liability (Unaudited)

Year ended	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Valuation date	January 1, 2018	January 1, 2017	January 1, 2016	January 1, 2015
Measurement date	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Proportion of the collective net pension liability	0.083%	0.080%	0.082%	0.105%
Proportionate share of the collective net pension liability	\$ 10,973,238	\$ 10,315,396	\$ 11,288,307	\$ 11,931,702
Covered payroll	\$ 6,438,676	\$ 6,319,979	\$ 6,218,504	\$ 6,316,080
Proportionate share of the net pension liability as a percentage of its covered payroll	170.43%	163.22%	181.53%	188.91%
Plan fiduciary net position as a percentage of the plan's total pension liability	67.91%	67.21%	63.48%	67.87%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

NORTHERN ESSEX COMMUNITY COLLEGE

(an agency of the Commonwealth of Massachusetts)

Schedule of Pension Contributions (Unaudited)

Year ended	<u>June 30, 2019</u>	<u>June 30, 2018</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Contractually required contribution	\$ 478,772	\$ 758,476	\$ 628,838	\$ 587,850
Contributions in relation to the contractually required contribution	<u>478,772</u>	<u>758,476</u>	<u>628,838</u>	<u>587,850</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered payroll	\$ 3,969,917	\$ 6,438,676	\$ 6,319,979	\$ 6,218,504
Contribution as a percentage of covered payroll	12.06%	11.78%	9.95%	9.45%

Notes:

Employers participating in the Massachusetts State Employees' Retirement System are required by MA General Laws, Section 32, to contribute an actually determined contribution rate each year

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension (Unaudited)

June 30, 2019

Note 1 - **Changes in Plan Actuarial and Assumptions**

Measurement date – June 30, 2018

The investment rate of return changed from 7.50% to 7.35%. In conjunction with the investment rate of return changing, the discount rate was also changed to mirror the new investment rate of return.

The mortality rate assumptions were changed as follows:

- Disabled members – the amount reflects the same assumptions as for superannuation retirees, but with an age set forward of one year

Measurement date – June 30, 2017

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Employees Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct) to RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward 1 year for females
- Disability – did not change

Measurement date – June 30, 2016

The assumption for salary increases changed from a range of 3.5% to 9.0% depending on group and length of service to a range of 4.0% to 9.0% depending on group and length of service.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan (“ORP”) to transfer to the SERS and purchase service for the period while members of the ORP. As a result, the total pension liability of SERS increased by approximately 400 million as of June 30, 2016.

See Independent Auditors' Report.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - Pension (Unaudited) - Continued

June 30, 2019

Note 1 - **Change in Plan Actuarial and Assumptions - Continued**

Measurement date – June 30, 2015

The discount rate to calculate the pension liability decreased from 8.0% to 7.5%

In May 2015, Chapter 19 of the Acts of 2015 created an Early Retirement Incentive (“ERI”) for certain members of SERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of SERS increased by approximately \$230 million as of June 30, 2015.

The mortality rates were changed as follows:

- Pre-retirement – was changed from RP-2000 Employees table projected 20 years with Scale AA (gender distinct) to RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Post-retirement – was changed from RP-2000 Healthy Annuitant table projected 15 years with Scale AA (gender distinct) to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2009 (gender distinct)
- Disability – was changed from RP-2000 table projected 5 years with Scale AA (gender distinct) set forward three years for males to RP-2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct)

See Independent Auditors' Report.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Schedule of Proportionate Share of Net OPEB Liability (Unaudited)

State Retirees' Benefit Trust

Year ended	June 30, 2019	June 30, 2018
Measurement date	June 30, 2018	June 30, 2017
Valuation date	January 1, 2018	January 1, 2017
Proportion of the collective net OPEB liability	0.129%	0.115%
Proportionate share of the collective net OPEB liability	\$ 19,274,122	\$ 20,063,487
College's covered payroll	\$ 6,438,676	\$ 6,319,979
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	299.35%	317.46%
Plan fiduciary net position as a percentage of the total OPEB liability	7.38%	5.39%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

NORTHERN ESSEX COMMUNITY COLLEGE
 (an agency of the Commonwealth of Massachusetts)

Schedule of OPEB Contributions (Unaudited)

State Retirees' Benefit Trust

For the Year Ended June 30,

	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 349,118	\$ 574,256
Contributions in relation to the statutorily required contribution	<u>(349,118)</u>	<u>(574,256)</u>
Contribution (excess)/deficit	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 3,969,917	\$ 6,438,676
Contribution as a percentage of covered payroll	8.79%	8.92%

Notes:

Employers participating in the State Retirees' Benefit Trust are required by MA General Laws, Section 32, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

NORTHERN ESSEX COMMUNITY COLLEGE
(an agency of the Commonwealth of Massachusetts)

Notes to the Required Supplementary Information - OPEB (Unaudited)

June 30, 2019

Note 1 - **Change in Plan Assumptions**

Fiscal year June 30, 2019

Assumptions:

Change in Trend on Future Costs

The healthcare trend rate decreased from 8.5% to 8.0%, which impact the high cost excise tax.

Change in Mortality Rates

The following mortality assumption changes were made in the January 1, 2018 Actuarial Valuation:

- Disabled members – would reflect the same assumptions as for superannuation retirees, but with an age set forward of one year

Change in Discount Rate

The discount rate was increased to 3.95% (based upon a blend of the Bond Buyer Index rate (3.87%) as of the measurement date as required by GASB Statement 74.

Fiscal year June 30, 2018

Assumptions:

Change in Discount Rate

The discount rate was increased to 3.63% (based upon a blend of the Bond Buyer Index rate (3.58%) as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 2.80%.

See Independent Auditors' Report.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Northern Essex Community College
Haverhill, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Northern Essex Community College (the "College"), and its discretely presented component unit, the Northern Essex Community College Foundation (the "Foundation"), which comprise the statements of net position as of June 30, 2019, the related statements of revenues, expenses, and changes in net position, and cash flows for the years then ended and the related notes to the financial statements, which collectively comprise the College's basic financial statements.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Northern Essex Community College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Northern Essex Community College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**Certified Public Accountants
Braintree, Massachusetts**

December 4, 2019



NORTHERN ESSEX
COMMUNITY COLLEGE
Haverhill • Lawrence

December 4, 2019

O'Connor & Drew, P.C.
25 Braintree Hill Office Park, Suite 102
Braintree, MA 02184

We are providing this letter in connection with your audit of the financial statements of Northern Essex Community College, (an agency of the Commonwealth of Massachusetts) (the "College"), which comprise the statements of net position as of June 30, 2019 and 2018 and the statements of revenues, expenses and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expression an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

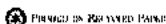
Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of December 4, 2019, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 25, 2019, including our responsibility for the preparation and fair presentation of the financial statements and for preparation of the supplementary information in accordance with the applicable criteria.
2. The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles and include all properly classified funds and other financial information of the primary component units required by U.S. generally accepted accounting principles to be included in the financial reporting entity.

HAVERHILL CAMPUS 100 ELLIOTT STREET HAVERHILL, MA 01830-2399 978.556.3000
LAWRENCE CAMPUS 45 FRANKLIN STREET LAWRENCE, MA 01841-4911 978.738.7000



3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
6. Related party relationships and transactions, including revenues, expenditure/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
7. Adjustments or disclosures have been made for all events, including instances of noncompliance, subsequent to the date of the financial statements that would require adjustment to or disclosure in the financial statements.
8. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and are not required to be disclosed in accordance with U.S. GAAP.
9. Guarantees, whether written or oral, under which Northern Essex Community College is contingently liable would be properly recorded and disclosed if any such guarantees exist.
10. Our debt contains no covenants.

Information Provided

11. We have provided you with –
 - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - d. Minutes of the meetings of Northern Essex Community College's Board of Trustees or summaries of actions of recent meetings for which minutes have not yet been prepared.
 12. All material transactions have been recorded in the accounting records and are reflected in the financial statements.
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13. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
14. We have no knowledge of any fraud or suspected fraud affecting the entity involving:
 - a. Management,
 - b. Employees who have significant roles in internal control, or
 - c. Others where the fraud could have a material effect on the financial statements.
15. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, analysts, regulators, or others.
16. We have no knowledge of instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse, whose effects should be considered when preparing financial statements.
17. We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
18. We have disclosed to you the identity of the College's related parties and all the related party relationships and transactions of which we are aware.

Government-specific

19. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
 20. We have a process to track the status of audit findings and recommendations.
 21. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
 22. The College has no plans or intentions that may materially affect the carrying value or classification of assets, liability or position.
 23. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts, and legal and contractual provisions for reporting specific activities in separate funds.
 24. We have identified and disclosed to you all instances, which have occurred or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to
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the audit objectives, and any other instances that warrant the attention of those charged with governance.

25. We have identified and disclosed to you all instances, which have occurred or are likely to have occurred, of noncompliance with provisions of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
 26. We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.
 27. There are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
 28. As part of your audit, you assisted with preparation of the financial statements and related notes. We acknowledge our responsibility as it relates to those nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes.
 29. The College has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
 30. The College has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
 31. The financial statements include all component units as well as joint ventures with an equity interest, and properly disclose all other joint ventures and other related organizations.
 32. The financial statements properly classify all funds and activities, in accordance with GASB Statement No. 36.
 33. All funds that meet the quantitative criteria in GASBS No. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.
 34. Components of net position (net investment in capital assets; restricted-nonexpendable and expendable; and unrestricted) are properly classified and, if applicable, approved.
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35. Investments, derivative instruments, and land and other real estate held by endowments are properly valued.
 36. Provisions for uncollectible receivables have been properly identified and recorded.
 37. Expenses have been appropriately classified in or allocated to functions and programs in the statement of revenues and expenses, and allocations have been made on a reasonable basis.
 38. Revenues have been appropriately classified in the statement of revenues and expenses within the appropriate classification.
 39. Deposits and investment securities and derivative instruments are properly classified as to risk and are properly disclosed.
 40. Capital assets, including infrastructure assets, are properly capitalized, reported and, if applicable, depreciated.
 41. We have appropriately disclosed the College's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net assets are available and have determined that net assets were properly recognized under the policy.
 42. We are following our established accounting policy regarding which resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more than one resource classification is available. That policy determines the fund balance classifications for financial reporting purposes.
 43. We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.
 44. With respect to the Management's Discussion and Analysis (MD&A)
 - a. We acknowledge our responsibility for presenting MD&A in accordance with accounting principles generally accepted in the United States of America, and we believe the MD&A, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods used of measurement and presentation of the MD&A have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
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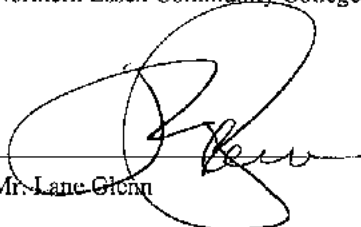
O'Connor & Drew, P.C.

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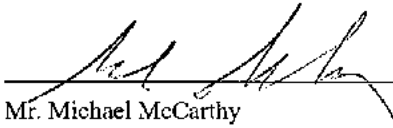
45. We agree that all investments are categorized in Level 1 or Level 2 of the fair value hierarchy for the disclosure related to GASB Statement No. 72, *Fair Value Measurement and Application*.

Very truly yours,

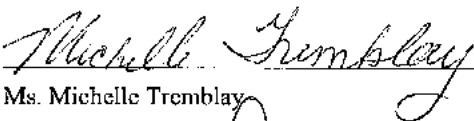
Northern Essex Community College



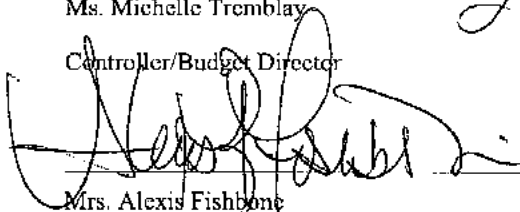
Mr. Lane Glenn
President



Mr. Michael McCarthy
Vice President of Administration and Finance/CFO



Ms. Michelle Tremblay
Controller/Budget Director



Mrs. Alexis Fishbone
Director of Financial Aid

