



Criterion 4

Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

CRITERIA FOR ACCREDITATION

I: Mission

II: Integrity: Ethical and Responsible Conduct

III: Teaching and Learning: Quality, Resources, and Support

IV: Teaching and Learning: Evaluation and Improvement

- The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

V: Institutional Effectiveness, Resources and Planning

THE INSTITUTION MAINTAINS A PRACTICE OF REGULAR PROGRAM REVIEWS

Annual Program Review / Data Analysis

- Measures course data, program data, and student outcomes trends for each program.
- Supports course/program action plans for the following academic year.

Comprehensive Program Review (4-Year & 7-Year)

- Measures student learning outcomes, syllabi, course descriptions, mission alignment, etc. for each program (7-year also presents evidence for demand and efficiency).
- Used to develop annual report to CCPE
- 4-year review was previously done year 3

AND ACTS UPON ITS FINDINGS

- A review of the Horticulture Golf Course Management (HGCM) program in 2020-21 revealed a need to revise the curriculum to better align with industry needs and provide learning opportunities for students.
- A review of Wind Energy in 2021-2022 led to a realignment of the curriculum based on Global Wind Organization standards and reduction in credit hours based on Advisory Board feedback.
- A review of Diesel in 2021-2022 led to a reduction of credit hours and an increased focus on lab work instead of lecture.
- The Program Review for Health Information Management Systems (HIMS), determined that shorter-term programming would benefit the industry and students.

TRANSCRIPTION OF CREDIT AND ENSURING QUALITY

- **Guided by:**

- Transfer of Credit Procedure
- Nebraska Transfer Initiative
- Articulation Agreements

- **Credits applied to programs may be:**

- Transferred from another institution
- Acquired through College Level Examination Preparation (CLEP) or Defense Activity for Nontraditional Education Support (DANTES)
- Demonstrated through Advanced Placement exams
- Awarded through Prior Learning Assessment
- Identified through international credentialing service for credits earned outside the US

MAINTAINS SPECIALIZED ACCREDITATION FOR ITS PROGRAMS

- **Automotive Technology**
- **Food Service and Dietary Management**
- **Health Information Management Systems**
- **Heating, Ventilation, and Air Conditioning**
- **Practical and Associate Degree Nursing**
- **Nurse Aide and Medication Aide**
- **Paramedic, EMR, and EMT**
- **Physical Therapist Assistant**
- **Veterinary Technology**

EVALUATES THE SUCCESS OF OUR GRADUATES

- **Six-year and three-year graduation rates**
- **Three-year success rate**
- **Feedback reports from employers**
- **Graduate feedback reports**
- **Advisory Committees**
- **National Clearing House**
- **Benchmarking**

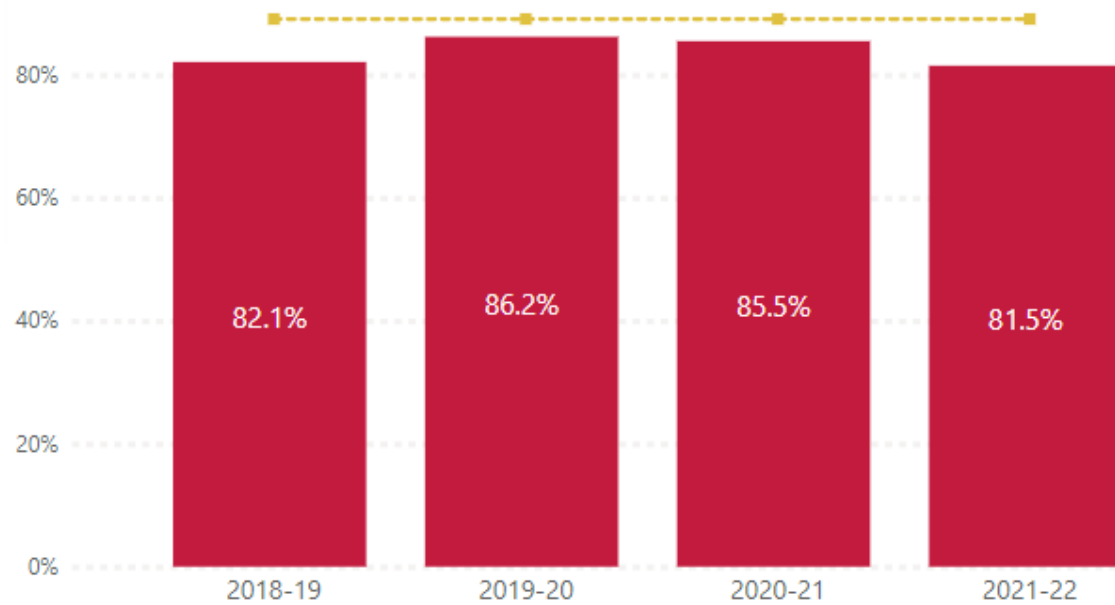
DUAL CREDIT QUALITY AND RIGOR

- **Instructors who teach dual credit, including those teaching in high schools, must have the same faculty qualifications**
- **Course objectives, syllabi, textbooks, etc. are equivalent to other sections of the course offered in any location or through any modality**
- **Dual credit in-service**
- **Mentor faculty**
- **Student Evaluation of Instruction**

EDUCATIONAL IMPROVEMENT THROUGH RETENTION, PERSISTENCE, AND COMPLETION



Strategic Measurements Fall to Spring Persistence



● Fall to spring persistence in the first year - ■ Target

Persistence and Retention															
Start Term: All Degree: All Program: All Major: All Concentration: All Student Population: Freshman Time Status: All			Persistence: Fall Start				Retention: Fall Start				Persistence: Spring Start		Retention: Spring Start		
Start Term	Program Enrollments	Persisted to Spring	% Change	Start Term	Program Enrollments	Retained to Fall	% Change	Start Term	Program Enrollments	Persisted to Fall	% Change	Start Term	Program Enrollments	Retained to Spring	% Change
Fall 2011	807	600	-31.19%	Fall 2011	807	394	-54.82%	Spring 2012	126	49	-63.70%	Spring 2012	126	4000.0%	-70.37%
Fall 2012	827	615	-29.63%	Fall 2012	827	418	-52.17%	Spring 2013	127	42	-68.42%	Spring 2013	127	3100.0%	-76.69%
Fall 2013	801	602	-29.59%	Fall 2013	801	421	-50.76%	Spring 2014	116	44	-63.03%	Spring 2014	116	3600.0%	-69.75%
Fall 2014	863	657	-29.96%	Fall 2014	863	501	-46.59%	Spring 2015	77	35	-58.33%	Spring 2015	77	2700.0%	-67.86%
Fall 2015	843	613	-33.44%	Fall 2015	843	421	-54.29%	Spring 2016	86	34	-61.80%	Spring 2016	86	2800.0%	-68.54%
Fall 2016	931	681	-32.84%	Fall 2016	931	518	-48.92%	Spring 2017	72	27	-67.07%	Spring 2017	72	2200.0%	-73.17%
Fall 2017	935	730	-31.46%	Fall 2017	935	529	-50.33%	Spring 2018	59	21	-67.69%	Spring 2018	59	1600.0%	-75.38%
Fall 2018	941	715	-32.93%	Fall 2018	941	533	-50.00%	Spring 2019	60	22	-66.67%	Spring 2019	60	1800.0%	-72.73%
Fall 2019	942	787	-27.93%	Fall 2019	942	579	-46.98%	Spring 2020	63	31	-56.34%	Spring 2020	63	2600.0%	-63.38%
Fall 2020	881	738	-26.20%	Fall 2020	881	507	-49.30%	Spring 2021	63	30	-55.22%	Spring 2021	63	2100.0%	-68.66%
Total	10634	7646	-37.15%	Total	10634	5517	-54.65%	Total	899	364	-62.55%	Total	899	26500.0%	-72.74%

GRADUATE SUCCESS



- **Graduate Report**
- **Annual employer surveys**
- **Transfer success**

ASSESSMENT OF STUDENT LEARNING IN ACADEMIC AND CO- CURRICULAR OFFERINGS

ASSESSMENT IN ACADEMIC AND CO-CURRICULAR OFFERINGS

- **General Education Assessment**

- General education goals: reasoning, communication, stewardship, and relational perspective

- **Program/Department Assessment**

- Competency evaluation
- Capstone courses
- Projects/demonstrations
- Industry exams

- **Foundational Education Assessment**

- Progression and preparedness in curriculum advancement for math and English

- **Co-curricular Assessment**

- Learning activities, programs, and experiences that reinforce the institution's mission and values and complement the formal curriculum

ASSESSMENT OF STUDENT LEARNING



- **Measures the student learning and achievement of our general educational goals and curriculum specific learning**
- **Supports Teaching & Learning action plans for the following academic year**
- **Reflect best practice**
- **Institutional Master Plan for the Assessment of Student Learning 2021-2025**
- **Full-time Director of Assessment**
- **External Evaluations of Student Perception and Satisfaction**
 - Community College Survey of Student Engagement (CCSSE)
 - Ruffalo Noel Levitz Student Satisfaction Inventory (SSI)
- **Examples**

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