

## Program Review

### Associate in Science (CIP: 24.0102)

#### Program Purpose

<b>What is the published purpose/mission of the program?</b>
The purpose of the Associate in Science Program is to prepare students for transfer into four-year or baccalaureate programs.
<b>How does the program's purpose/mission fit into the overall mission of the college?</b>
The program's purpose is consistent with the college's mission, specifically mission goal two, to provide "available, accessible, and affordable courses that provide quality instruction in general education at the freshman and sophomore levels that lead to the attainment of specified learning outcomes, associate degrees, and transfer to senior institutions."
<b>Do any changes need to be made to the program's purpose/mission? Explain.</b>
No changes need to be made to program's purpose/mission.
<b>Do any changes need to be made to how the program's purpose/mission fits into the overall college mission? Explain.</b>
No changes need to be made to how the program's purpose/mission fits into the overall college mission.

## Program Learning Outcomes

### What are the program learning outcomes?

**The Associate in Science program outcomes are the General Education Outcomes identified by the College:**

**Written Communication**—Students will demonstrate adequate writing skills by developing ideas and organizing contents effectively. (ENG 100 or 101)

**Oral Communication**—Students will articulate ideas, concepts, and theories in a clear fashion using language and elocution skills indicative of college-level preparation. (SPH 106 or 107)

**Mathematical Computation**—Students will compute basic mathematical operations accurately, comprehend mathematical information, and utilize analytical thinking skills to solve problems. (MTH 100 and MTH 116)

**Computer Literacy**—Students will use current technology and develop computer skills for informational, academic, personal, and professional needs. (CIS 146)

**Information Literacy**—Students will locate, access, and analyze information that facilitates learning and critical inquiry. (Library Orientation in ENG 101 and SPH 107)

**Critical Thinking**—Students will process and evaluate information carefully and then apply reasoning in the use of that information to make a decision and employ an action. (BIO 103 and BIO 201)

### How are the Program Learning Outcomes assessed?

Outcome	Course(s)	Assessment
<b>Written Communication</b> — Students will demonstrate adequate writing skills by developing ideas and organizing contents effectively.	ENG 100 or 101	The assessment of student proficiency in written communication will be evaluated by an impromptu essay on the final exam. The essay will be scored by rubric. Students achieving the outcome will score a minimum of 75% on the essay.
<b>Mathematical Computation</b> — Students will compute basic mathematical operations accurately, comprehend mathematical information, and utilize analytical thinking skills to solve problems.	MTH 100	The assessment of student proficiency in basic mathematical computations and operations, comprehension of mathematical information, and utilization of analytical thinking skills to solve problems will be conducted through a common exam containing the following topics: properties of exponents, scientific notation, exponent notation, evaluating an expression for a given value, algebra of polynomials. Students achieving the outcome will score a minimum of 70% on the exam.

**How are the general education learning outcomes assessed? (continued)**

<p><b>Mathematical Computation</b>—Students will compute basic mathematical operations accurately, comprehend mathematical information, and utilize analytical thinking skills to solve problems.</p>	MTH 116	The assessment of student proficiency in basic mathematical computations and operations, comprehension of mathematical information, and utilization of analytical thinking skills to solve problems will be conducted through a common exam containing the following topics: ratio and proportion, percent problems and applications, and sales tax and interest problems. Students achieving the outcome will score a minimum of 70% on the exam.
<p><b>Oral Communication</b>—Students will articulate ideas, concepts, and theories in a clear fashion using language and elocution skills indicative of college-level preparation.</p>	SPH 106 or 107	The assessment of student proficiency in oral communication will be evaluated by the delivery of a researched persuasive speech. The speech will be scored by rubric. Students achieving the outcome will score a minimum of 75% on the speech.
<p><b>Information Literacy</b>—Students will locate, access, and analyze information that facilitates learning and critical inquiry.</p>	Library Orientation for ENG 101 and SPH 107	The assessment of student proficiency in information literacy will be conducted through a graded scavenger hunt assignment in library orientation that is a part of ENG 101 and SPH 107. Students achieving the outcome will score a minimum of 70% on the assignment.
<p><b>Computer Literacy</b>—Students will use current technology and develop computer skills for informational, academic, personal, and professional needs.</p>	CIS 146	The assessment of student proficiency in computer literacy will be conducted through SAM Projects. Students achieving the outcome will score a minimum of 75% on the composite score averaged from all exams.
<p><b>Critical Thinking</b> - Students will process and evaluate information carefully and then apply reasoning in the use of that information to make a decision and employ an action.</p>	BIO 103 or 201	The assessment of student proficiency in Critical Thinking will be conducted through a lab experiment or simulation in which students in BIO 103 and BIO 201 demonstrate the ability to process and evaluate information. Students will then apply the information to make interpretations and predictions about changes that would occur under the different conditions. Students achieving the outcome will score a minimum of 70% on the assessment.

**What can students do with the knowledge they have after completing the program?**

Students completing the Associate in Science degree use this knowledge to transfer into four-year or baccalaureate programs. By completing the two-year A.S. degree, the student will also have additional job opportunities unavailable to students with a high school education.

**What are the plans for reviewing the program learning outcomes and revising them?**

Program learning Outcomes are reviewed annually. Each instructor teaching a class in which PLO's are measured submits a report detailing student success rates and recommended changes and improvements. The data is collated by the Division Chair and submitted to the Office of Institutional Planning and Assessment for further analysis.

## Assessed Needs and Assumptions

### **What is the outlook for the continued need of the program within the mission of the college?**

The A.S. Degree Program dates from the college's inception in 1965 and continues to be an important offering to individuals in the institution's service area. In Fall 2021, 50.9% (784 of 1,565) of all degree-seeking students were enrolled in the A.S. Program. Enhanced course transferability through STARS agreements with Alabama public four-year colleges and universities, reasonable tuition rates well below those of four-year schools, the increasing popularity of dual-enrollment courses in area high schools, increased course offerings and improved scheduling, and the variety of specific fields encompassed in the general associate program's offerings contribute to the A.S. Degree Program's viability for the coming decades.

## Structure

### What credentials does the program offer?

Associate in Science Degree (AS)

### What are the requirements for this degree?

<b>Associate in Science Degree Requirements</b>
<b>Area I: Written Composition (6 credits total)</b>
ENG 101—English Composition I (3 credits)
ENG 102—English Composition II (3 credits)
<b>Area II: Humanities and Fine Arts (12 credits total)</b>
Must complete 3 semester hours in Literature
Must complete 3 semester hours in the Arts
Remaining semester hours to be selected from humanities and/or fine arts
<b>Area III: Natural Science and Mathematics (11 credits total)</b>
Must complete 3 semester credits in mathematics at the pre-calculus algebra or finite math level or higher
Must complete 8 semester credits in the natural sciences which must include laboratory experiences
<b>Area IV: History, Social, and Behavioral Sciences (12 credits total)</b>
Must complete 3 semester credits in history
Must complete at least 6 semester credits from among other disciplines in the social and behavioral sciences
<b>Area V: Pre-Professional, Major, and Elective Courses (19-23 hours total)</b>
Courses appropriate to the transfer major of the individual student and electives
<b>Total Credits Required for Degree: 60-64</b>

### How often are the requirements for the degree reviewed?

Requirements for the degree are reviewed every five years during the program review process. The Alabama Community College System sets parameters for the general Associate in Science degree.

### Are there any plans for revising the degree requirements?

There are no current plans to revise the degree requirements.

## Accreditation

<b>What is the institutional accreditation for the program?</b>
---

The Associate in Science Degree program is within the institutional accreditation granted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and reaffirmed in 2015.
--

<b>Does the program have any program-specific accreditations?</b>
---

The program does not have any program-specific accreditations.
--

## Instructors

<b>Who are the current instructors in the program, and what are their credentials?</b>
--

A total of 28 full-time instructors are employed in offering courses in the A.S. Degree Program, and 83 part-time instructors taught one or more courses in the program during the fall 2022 semester. All instructors, whether full-time or adjunct, meet SACSCOC guidelines for employment to teach in a two-year institution (i.e., a master's degree and competency in subject area--usually at least eighteen semester hours in the teaching field.)
---

**How have the instructors in the program developed professionally over the past two years?**

**Professional Development Activities**

**Fall 2021 through Summer 2022**

**Natural Sciences and Mathematics**

Alabama Student Success Organization (ALSSO) annual meeting: "Reimagining the Classroom and Reestablishing Community". Webinar.

Course Design with a Purpose, Quality Matters Student Learning Outcome Principles (7 hours). Webinar.

InstructureCon 2021 Alabama Canvas Users' Group (ALCUG) Conference. Webinar.

Quality Matters Course Design with a Purpose, Student Learning Outcomes Principles, Northeast Alabama Community College. Canvas.

Quality Matters Designing Your Online Course (DYOC), Northeast Alabama Community College. Canvas.

Teaching Learning and Design Conference. Huntsville, Alabama.

Zoom meeting with representatives from the University of West Alabama; Dr. John McCall (Dean, College of Natural Sciences and Mathematics) and Ms. Brenda K. Jones (Transfer Admissions Counselor) concerning the recruitment of Biology Majors. We also discussed in length methods to build NACC and UWA connections. Virtual Meeting.

**Psychology**

Biological Basis of Behavior. Liberty University Online.

**Social Sciences**

20th annual ACCA Human Resources Management Association Diversity Conference. Virtual Meeting.

2021 American Council of Foreign Language National Convention- ACTFL. Virtual Conference.

American Village - Grand Opening of the West Wing of Independence Hall - Tour of American Village - Revolutionary War History Program. Montevallo, Alabama.

Canvas Conference conducted at Shelton State. Virtual Conference.

CourseArc and Quality Matters: Principles and Best Practices for Using Visuals in Course Design (1 hour). Webinar.

QM Training. NACC.

Quality Matters Don't Ignore the D.E.A.: Design, Equity, and Access in Online Education. Webinar.

Quality Matters Certification (15.67 hours). Canvas.

Quality Matters Student Learning Outcome Principles (7 hours). Canvas.

Self-Guided History Professional Development: The Clinton Presidential Library and Museum, Little Rock Central High School, Arkansas State Capital Building, Old State House and Museum, Historic Arkansas Museum. Little Rock, Arkansas.

Self-Guided History Professional Development: of The Legacy Museum and The National Memorial for Peace and Justice. Montgomery, Alabama.

Self-Guided Professional Development Study of Historical Sites in the Midwest: Cahokia Indian Mounds, Gateway Arch and Westward Expansion Museum, Lewis and Clark Museum, Old Salem, Abraham Lincoln Presidential Library and Museum, Abraham Lincoln Home, Illinois State Capital, Illinois State History Museum, William Howard Taft Birthplace and Museum, National Underground Railroad Freedom Center, Churchill Downs. St. Louis, MO, Springfield. IL, Cincinnati, OH, Louisville, KY.

**Fall 2020 through Summer 2021**

**Psychology**

Appy Hour, sponsored by the Alabama Community College Commission on Faculty. Webinar.



CanvasCon, sponsored by Instructure. Webinar.
Foundations of Doctoral Study in Psychology, at Liberty University. Virtual.
Intro to Zoom Webinars. Webinar.
Psych-Ed Talk with Dr. Gregory J. Fiest, by McGraw-Hill. Webinar.
<b>Social Sciences</b>
2020 AEA Postsecondary Division Conference. Birmingham, AL.
ACCS. Oliver Charles Enrollment Management Strategies During COVID-19 and Beyond. Webinar.
ACCSHRMA 19th Annual Diversity Conference Diversity: Through the Looking Glass 9-3. Webinar.
Quality Matters. Let's Fix-It! Fledgling Students and Forgotten Feedback. Webinar.
A Teacher's Guide to Educating Over Zoom by Zoom Customer Marketing. Virtual.
ACCAHRMA Diversity Conference. Virtual.
Enrollment Management Strategies During COVID. Virtual.
Maintaining Community Through a Pandemic by Pronto. Virtual.
Psychological Research and Biblical Worldview. Liberty University Online.
Research Methods and Statistics II. Liberty University Online.
Social Cognitive Development. Liberty University Online.
<b>Fall 2019 through Summer 2020</b>
<b>Mathematics</b>
Annual Alabama Association for Developmental Education (ALADE) conference: Focus on Student Success - The Panoramic View. Southern Union State Community College, Opelika, AL.
Bridge Over Troubled Waters: From Silos to Bridges webinar sponsored by the Alabama Community College Association. Webinar.
Strong Start, Strong Finish - An Education-to-Workforce Vision for Alabama webinar sponsored by the Alabama Community College Association. Webinar.
<b>Natural Sciences</b>
Discussion of Research related to Student Misconceptions in Chemistry Instruction. Webinar.
<b>Social Sciences</b>
Alabama Community College Association. Montgomery, AL.
Alabama Community College System Instructional Leadership Academy Graduation. Snead Community College, Boaz, Alabama.
Alabama Community College System Instructional Leadership Academy. Northeast Alabama Community College.
American Council on Teaching of Foreign Languages Annual National Convention and Pre-Convention Workshop. Washington, DC.
Bridge Over Troubled Waters: From Silos to Bridges by the Alabama Community College System. Webinar.
Desoto Caverns- Tour- Historical Study- Early Exploration/ Civil War/ Prohibition. Childersburg, AL.
Horseshoe Bend National Military Park- Historical Study- Battle of Horseshoe Bend/ War of 1812. Daviston, AL.
Mercer University McAfee School of Theology; Preaching Consultation; Main Speaker, Brett Strawn; Topic: The Old Testament is Dying. Chattanooga, TN.
National Council for the Social Studies (NCSS) Annual Conference- Informed Action: Agency, Advocacy, Activism. Austin, TX.
NCSS. Austin, TX.

Phi Theta Kappa Fall Leadership Conference. Columbiana, AL.

Self- Guided History Tour of Austin, TX: 1) Bullock Museum of Texas State History 2) Texas State Capital Building . Austin, TX.

Strategies to Promote Student Engagement by Pearson. Webinar.

Strong Start, Strong Finish: An Education-to-Workforce Vision For Alabama by ACCA. Webinar.

Texas History Museum; University of Texas. Austin, TX.

## Instructional Quality and Enhancements/Curriculum Design

**How is the program's curriculum evaluated to ensure it is relevant and current? Examples include advisory committee suggestions, student learning outcome evaluations, student evaluations, etc.**

The program's curriculum is evaluated through annual program learning outcome reviews which are reviewed by division directors and deans. The Evaluation of Instruction is held each fall semester to ensure that the program's curriculum is relevant and current. Suggestions made by students on these fall evaluations are examined and appropriate changes are considered and implemented. Student comments are distributed to faculty members for self-evaluation of their instructional methods.

**Describe changes that have been made in the program over the last five years that improve student learning.**

Based on faculty evaluation of courses through the forms that evaluate General Education Outcomes/Program Learning Outcomes, courses have been modified to improve student attainment of these outcomes. Modifications include such things as course delivery as well as means of evaluation of outcomes. Specific examples include:

- Instructors of Speech have altered their delivery methods by teaching the "Toulmin Model" to improve speeches, stressed the difference between credible vs. non-credible sources, and included Pronto for more immediate communication. Instructors are also contacting students with feedback immediately after first speech, especially in the event of a low grade, and have included even more video examples of successful speeches.
- English instructors created a model English 101 class in Canvas to ensure that the learning outcomes for this course are being addressed in the traditional, online, and dual-enrollment sections for English 101. Students have been better prepared for the final essay which measures the Program Learning Outcome of communication.
- Instructors of Mathematics have utilized technology in the classroom for traditional, flipped-classroom, hybrid, and online classes. Students have been better served and engaged in the learning process through the use of communication platforms such as Zoom or Microsoft Teams as well as the implementation of open-source textbooks and software for many of the math courses.
- Instructors of science have implemented more online interactivity and laboratory simulations that reflect those found in on-campus courses.

**Are courses in the program scheduled to maintain availability and accessibility in accordance with the college's mission? Explain.**

In accordance with NACC Mission Goal 3, courses are routinely offered and made available so that students can graduate on time.

Improvements in course scheduling during recent years, including additional course offerings through mini-term courses and distance learning, have accommodated students, enabling students to schedule full academic loads more easily (e.g., five or six classes two days per week). Semester schedules are subjected to intense analysis by the Office of Institutional Planning and Assessment, division directors, and the administration. More courses are being offered at a greater variety of times and modalities, and through the Student Evaluation of Campus Services and Facilities, student input about course scheduling is solicited.

## Program Resources

### **Describe the physical facilities and resources, including any laboratories, used in the program. Are the physical facilities and resources adequate? Explain.**

The Math, Science and Engineering Technology building, completed in 2014, consists of seven classrooms, two of which are stadium-style lecture halls, six science labs for Anatomy, Biology, Chemistry and Physics, two Math labs, two computer labs, and fourteen staff offices.

The Social Sciences building has five classrooms, one of which is a lecture hall and ten staff offices. Two additional classrooms in the attached Annex building are also used for Social Science classes.

Religion and Philosophy courses are taught in the Pendley building.

The English building contains four classrooms, one computer lab, a conference room, and ten staff offices.

### **Are there any plans for major expansion or upgrade of facilities or major replacement/expansion of equipment? Explain the rationale and include projected costs.**

While facilities are regularly upgraded, there are no current plans for any major upgrades or expansions.

### **Describe the technological resources used in the program. Are the technological resources adequate? Explain.**

Northeast provides 24 computer labs, and approximately 600 computers for student use. Wireless internet is available campus-wide. Every classroom and lecture hall is internet connected and provided with Smart Teaching Boards.

All students are provided with the full version of the latest Microsoft Office productivity suite at no charge.

Online and on-campus classes all use the latest Canvas technology.

The Student and Faculty Technology Learning Center in BE 107 answers questions and teaches short courses to students and staff members needing skills in instructional technology. Help is also available by phone and email.

### **Are there any plans for major expansion or upgrade of technological resources? Explain the rationale and include projected costs.**

A space in the MSET building is undergoing modifications to include a Revolutionary Light Board System so that instructors can record lectures that transition abstract concepts into a tangible format. This system, including installation will cost \$25,000.

### **Describe the library resources that are available to the program.**

NACC's Learning Resources Center provides access to the following online learning resources: an online catalog; EBSCO's Discovery Service, EBSCO's *Associates Programs Source Plus* database, EBSCO's *Academic eBook Collection*, Alexander Street Press's *Academic Video Online* database, America's News *Newsbank* database, and the *Alabama Virtual Library*. Combined, these resources provide students and faculty with access to over 50,000 print books, 250,000 eBooks, 60 print periodicals, 24,000 online periodicals, 79,000 audiovisual materials and digital media. In addition, the LRC has over 450 laptops and hotspots for students to check out. Librarians assist students in person and via text, phone, chat, and email. NACC librarians have also created research guides/LibGuides for A.S.-related programs

offered at NACC, such as math, chemistry, etc. These research guides highlight resources such as books, eBooks, journals, magazines, and webpages specific to that program/degree. These guides are accessible from the LRC's webpage; however, NACC librarians also created easy-to-remember URLs for each research guide so that instructors can place the URLs on the syllabi.

**Are the library resources adequate for the program? Explain.**

Yes. Program-specific resources are available for on- or off-campus use by students and faculty.

**Are there any plans for expansion or upgrade of library resources for the program? Explain the rationale and include projected costs.**

While library resources are currently adequate, library resources are continually being updated.

## Enrollment and Completions

### What are the enrollment trends in the program over the last five years?

#### Number of Students Enrolled in the Associate in Science Program Fall 2017 – Fall 2022

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
1,050	1,026	1,039	811	784	774

Source: ACCS DAX Student Headcount by Program Report. Retrieved October 31, 2022.

### What are the enrollment trends in the program over the last five years by gender?

#### Number of Students Enrolled in the Associate in Science Program By Gender Fall 2017 – Fall 2022

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>Male</b>	424	374	377	283	535	260
<b>Female</b>	626	652	662	528	249	514
<b>Total</b>	<b>1,050</b>	<b>1,026</b>	<b>1,039</b>	<b>811</b>	<b>784</b>	<b>774</b>

Source: ACCS DAX Student Headcount by Program Report. Retrieved October 31, 2022.

### What are the enrollment trends in the program over the last five years by race/ethnicity?

#### Number of Students Enrolled in the Associate in Science Program by Race/Ethnicity Fall 2017 - Fall 2022

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>African American</b>	26	21	23	21	25	9
<b>Asian</b>	9	6	8	12	9	7
<b>Hispanic</b>	97	120	130	120	119	134
<b>American Indian</b>	35	35	34	26	24	31
<b>Other</b>	90	102	108	84	86	71
<b>White</b>	876	837	836	623	583	587
<b>Multi-Race</b>	14	23	27	42	55	66
<b>Total</b>	<b>1,050</b>	<b>1,026</b>	<b>1,039</b>	<b>811</b>	<b>784</b>	<b>774</b>

Source: ACCS DAX Student Headcount by Program Report. Retrieved October 11, 2022.

**What are the completion rates in the program over the last three academic years?\***

**Student Completion Rates in 150% of Program Time  
Associate in Science Program  
Fall Cohorts 2017-2019\***

	Fall 2017	Fall 2018	Fall 2019
<b>Full-Time</b>	55.6%	58.66%	53.14%
<b>Part-Time</b>	25.4%	23.53%	17.46%
<b>Cohort</b>	50.3%	52.2%	43.1%

Source: ACCS DAX 150% Graduation Rate by CIP Code. Retrieved October 31, 2022.

**What do the data indicate about enrollment and student retention in the program?**

The data indicates enrollment has decreased by 26% since 2017. This reflects the national trend. When the COVID 19 pandemic hit, most students transitioned to distance learning. However, even with the return to in-person learning, enrollment numbers have not yet reached pre-COVID levels.

**What are the plans for increasing enrollment and retention rates in the program?**

To increase enrollment in the program, the Mathematics, Social Science, Natural Science, and English Divisions have set unit goals to increase course enrollment. The institution also set a directive goal to increase certain subgroups by fall 2023.

Offering more upper-level summer courses to increase transient student enrollment and provide more opportunities for current NACC students to complete degree plans.

To increase retention in the program, the Mathematics, Social Science, Natural Science, and English Divisions have set unit goals to increase retention.

**How many students have earned a credential in the program in the last five academic years?**

<b>Associate in Science Degrees Conferred AY 2017-2018 through AY 2021-2022</b>					
<b>Credential</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
AS Degree	237	263	269	176	197

Source: ACCS DAX Report Award Summary by CIP Code, Retrieved October 31, 2022.

**What are the plans for increasing the completion rates in the program?**

Each semester advisors receive a list of advisees who may be eligible for graduation, pending successful completion of current semester courses. Advisors check graduation eligibility and contact advisees who are eligible for graduation. Students who will reach eligibility in upcoming semesters are encouraged to complete required courses for the degree.

Full-time and adjunct instructors complete three retention reports per semester. The names of students who are at-risk academically are submitted by instructors to the retention specialist who contacts each student. Strategies for success in each course are shared with encouragement to seek tutorial assistance. Attendance in one of more of the success seminars is encouraged.

Students with undecided majors are advised by the director of the College and Career Planning Center. Students whose placement test scores indicate a need for two or more developmental courses are advised by the Developmental Studies Coordinator.

Through the MAPS advising program, new students attend a hands-on orientation session. Students complete a career interest inventory and schedule an appointment with their advisor prior to leaving the orientation meeting. Advisors promote goal setting and completion of degree requirements.

Faculty within academic divisions promote retention and completion through various division/unit goal activities. For example, mathematics faculty discovered that many developmental students who are successful in their initial developmental courses do not enroll in subsequent mathematics courses and thus do not complete their degree. Math faculty encourage developmental students to enroll in a math course each semester in order to reach the goal of completion of degree requirements.

Participation in various classes and extracurricular activities and events offered as part of the A.S. curriculum encourages interest, retention, and ultimately completion.



## Student Follow-Up Reports

**Is student satisfaction with the program assessed? If so, are students in the program satisfied with the program? Please describe.**

Not at this time.

**Is alumni satisfaction with the program assessed? If so, are alumni of the program satisfied with the program? Please describe.**

Not at this time. The Office of Institutional Planning and Assessment is currently revising all Alumni survey components.

**Findings of Review**

<b>What are the strengths of the program?</b>
The college effectively assesses program learning outcomes/general education outcomes and improves instruction. This program offers quality instruction in core courses required in various types of transfer programs as well as freshman and sophomore courses in specific majors. Students are able to access courses through an increasing variety of modalities with a flexible, accommodating schedule of classes. Facilities and up-to-date technologies provide an environment conducive to learning. Faculty are provided professional development opportunities to strengthen pedagogical skills. Retention continues to be strong. The college’s retention rate (70.7%) exceeds the national average (61%). As a result, the college has been the recipient of various state and national awards and recognitions.
<b>What are recommendations for improvement?</b>
The college should focus on increasing enrollment in the program’s courses.
<b>Please provide any other findings that are pertinent to the review.</b>

**Report Affirmed by:**

<b>Signed:</b>	<b>Date:</b>
Signatures on file in Office of Institutional Planning and Assessment	
<b>Ro</b>	
<b>Ad</b>	
<b>Dr</b>	
<b>Sig</b>	
<b>Ch</b>	
<b>Sig</b>	
<b>Dr</b>	
<b>Sig</b>	
<b>Kelly Black, Chair of the Curriculum Committee</b>	