

## Institutional Effectiveness

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### **Institutional Effectiveness at Lincoln College of New England**

#### **The Goals of Institutional Effectiveness**

- To evaluate quality and effectiveness of instruction delivered to the students.
- To assess all learning outcomes to make sure the college is providing high quality education to its students.
- To examine the college environment through surveys to identify the areas on campus that need to be improved to provide students with the best learning environment.

#### **Integrated Postsecondary Education Data System (IPEDS)**

<http://nces.ed.gov/collegenavigator/?q=Lincoln+College+of+New+England&s=CT&ct=3&ic=2&id=128683>

This link will lead you to Lincoln College of New England education statistics. Data included: students demographics, tuition fees and expenses, financial aid, retention and graduation rates, and completion rates by program.

#### **Supplemental Information Regarding Retention and Graduation Rates for Lincoln College of New England**

**(As of July, 2016)**

The retention and Graduation Rates identify only those who have enrolled for the first-time as a full-time student (taking 12 or more credits), seeking a bachelor's degree at Lincoln College of New England.

This represents a very small number of students at LCNE, given that nearly 40% of students are considered part-time, and many also transfer from other institutions.

To this end, in order to provide additional disclosures, the College has provided you the graduation and retention rates for all students regardless of status, be it enrolled in an Associate's Degree or Bachelor's Degree, at full-time or part-time status, and considers those who are not first-time students.

**For fall 2015, the following rates apply when considering the entire student population.**

Retention Rate: 2-year programs <sup>1</sup>	45%
Retention Rate Dental: 3-year programs	63%
Retention Rate: 4-year programs <sup>1</sup>	66%
Graduation Rate: 2-year programs (100% completion time) <sup>2</sup>	10%
Graduation Rate: 2-year programs (150% completion time) <sup>2</sup>	10%
Fall 2015 Overall 2-year Graduation Rate <sup>2</sup>	24%
Graduation Rate: 3-year Dental Hygiene program (100% completion time) <sup>2</sup>	39%
Graduation Rate: 3-year Dental Hygiene program (150% completion time) <sup>2</sup>	
Fall 2015 Overall 3-year Graduation Rate <sup>2</sup>	39%
Graduation Rate: 4-year programs (100% completion time) <sup>2</sup>	28%
Graduation Rate: 4-year programs (150% completion time) <sup>2</sup>	8%
Fall 2015 Overall 4-year Graduation Rate <sup>2</sup>	36%
Graduation Rate: Dental Hygiene Completer Program <sup>3</sup>	86%
Default Rate <sup>4</sup>	

<sup>1</sup>Calculations are based on total student enrollment regardless of status during the fall semester and reflect students that return to the College the following fall.

<sup>2</sup>Calculations are based on total student enrollment regardless of status (e.g. 6 semesters for a 2-year program, 3-year program 12 semesters, and 16 semesters for a 4-year program).

<sup>3</sup>Dental Hygiene completer's graduation rate is based students who officially started the program in DEN251 in fall 2014 semester regardless of status.

<sup>4</sup>Calculated after a 2-year period following separation from the College

## Assessment Process

Lincoln College of New England (LCNE) has developed a learning management system using the Canvas network. Our faculty can assess the learning outcomes for each student while grading assignments, test, quizzes, term papers, etc. A report is exported into an excel spreadsheet where the Director of Institutional Effectiveness analyzes the data by programs and the institution as a whole. Figure 1 provides an overview of the three stages of the assessment process.

Figure 1

<b>Course Level Assessments</b>	<b>Every semester</b>	Completed electronically in Canvas every semester. This includes an evaluation of institutional and student learning outcomes and program outcomes. Note: Two program outcomes for each program are chosen to evaluate each academic year. Institutional Learning outcomes are also attached to course assignments. The Institutional learning outcomes measures the effectiveness of the college mission statement. The student learning outcomes measure the effectiveness of program outcomes.
<b>Program and Department Level Assessment</b>	Yearly	Course assessment data and program outcomes are analyzed yearly. Each program identify the strengths and weakness of each program and institutional outcome and create an implementation of change to improve learning outcomes for the following academic year. Program highlights and course changes are discussed.
<b>Institutional Program Review</b>	Every 3 years	The review of academic programs is intended to improve the overall quality of existing instructional programs offered to LCNE students. Its purpose is to assist the faculty in conducting a self-study of their programs to assure that the educational programs are responsive to the needs of our students, as stated in the college’s mission statement.

## Measures of Student Success by Programs

Institutional Learning outcomes are assessed on a five point scale.

Program outcomes are assessed on a 100 point scale

Assessment Results by Program	Institutional Learning Competencies		Program Outcomes			
	Academic Year	2015-2016		2016-2017	2015-2016	2016-2017
Program				PO 1	PO 1	PO 2
Business Management A.A.S.	3.8 At Standard	4.0 Above Standard	1. Demonstrate problem-solving skills, sound judgment, self-discipline, team cooperation, resiliency, research skills, technological skills and cultural awareness  2. Utilize qualitative and quantitative tools to plan and analyze business decisions, trends and operations	81 At Standard	85 At Standard	84 At Standard
Business Administration B.S.	3.9 At Standard	3.9 At Standard	1. Achieve a basic understanding of ethical dilemmas and the importance of ethics in the workplace.  2. Incorporate social, organizational, and technological	83 At Standard	88 At Standard	88 At Standard

			system skills to succeed in the professional environment.			
Broadcast Technology A.A.S.	3 At Standard	N/A		N/A	N/A	N/A
Criminal Justice A.S.	3.7 At Standard	3.9 At Standard	1. Illustrate specific types of crimes and their assigned punishments.  2. Identify the ethical principles used in criminal justice.	82 At Standard	83 At Standard	87 At Standard
Criminal Justice B.S.	3.7 At Standard	3.9 At Standard	1. Demonstrate desirable, ethical attitudes and work habits: verbal/written communication skills, creative thinking, problem solving, good judgment, self-reliance, team cooperation, acceptance of change, commitment to life-long learning, support of diversity and technology usage.  2. Illustrate specific types of crimes and their assigned punishments.	85 At Standard	81 At Standard	90 Above Standard

Health Information Management A.A.S.	4.2 Above Standard	4.4 Above Standard	<p>1. Demonstrate desirable, ethical attitudes and work habits: verbal/written communication skills, creative thinking, problem solving, good judgment, self-reliance, team cooperation, acceptance of change, commitment to life-long learning, support of diversity and technology usage.</p> <p>2. Demonstrate the ability to code, abstract, and retrieve health information in any core delivery setting.</p>	86 At Standard	96 Above Standard	93 Above Standard
Human Services A.S.	4 Above Standard	3.9 At Standard	<p>1. Illustrate specific types of crimes and their assigned punishments.</p> <p>2. Identify the ethical principles used in criminal justice.</p>	86 At Standard	84 At Standard	89 At Standard
Mortuary Science A.A.S.	3.1 At Standard	2.8 Approaching Standard	<p>1. Demonstrate desirable, ethical attitudes and work habits: verbal/written communication skills, creative thinking, problem solving, good judgment, self-reliance, team cooperation, acceptance of change, commitment to life-long learning,</p>	72 Approaching Standard	76 Approaching Standard	72 Approaching Standard

			<p>support of diversity and technology usage.</p> <p>2. Demonstrate the proper techniques in the safe preparation of human remains, communicate with the clergy of various faiths to present a dignified funeral experience for the bereaved, and the necessary merchandising skills to secure an entry level position in a funeral home.</p>			
Occupational Therapy Assistant A.A.S.	<p>3.8</p> <p>At Standard</p>	<p>4.1</p> <p>Above Standard</p>	<p>1. Clinical Reasoning- thinking through the various aspects of patient care to arrive at a reasonable decision regarding the prevention or treatment of clinical problems in a specific patient as a foundation for effective clinical practice</p> <p>2. Professional Attitude- Beneficence, Non maleficence, autonomy and confidentiality. Social justice, procedural justice, veracity and fidelity as outlined in the AOTA Code of Ethics. Which provide a base for a continuation of competency, lifelong learning and self-development.</p>	<p>86</p> <p>At Standard</p>	<p>86</p> <p>At Standard</p>	<p>86</p> <p>At Standard</p>

RN to BSN	3.9 At Standard	4.5 Above Standard	1. Demonstrate accountability for developing and maintaining evidence-based standards of nursing practicing.  2. Communicate effectively within the health care team to assess manage, and achieve, positive interdisciplinary and health related outcomes	86 At Standard	93 Above Standard	93 Above Standard

### 2016-2017 Institutional Learning Outcome Report

<b>Communication (CO)</b> <b>Communicate effectively to express thoughts, ideas, and concepts in oral and written communication.</b>	<b>Number of Times Assessed</b>	<b>Average</b>
CO 1: Incorporate terminology and specialized vocabulary to demonstrate mastery of communication in a specific discipline or profession.	359	3.8 At Standard
CO 2: Use verbal and non-verbal communication to present a well formulated concept or argument in a clear and concise manner.	213	4.3 Above Standard
CO 3: Evaluate and assemble information in order to incorporate it into a presentable format.	339	4.1 Above Standard
CO 4: Present information that is logically organized and developed and which achieves a clear purpose with regard to presenting a concept or argument.	657	3.9 At Standard
CO 5: Compose documents that display appropriate format and demonstrate appropriate use of American English syntax, grammar, punctuation and spelling.	367	3.9 At Standard

<b>Critical Thinking (CT)</b> <b>Use critical thinking and problem-solving skills.</b>	<b>Number of Times Assessed</b>	<b>Average</b>
CT 1: Identify and explain relationships, and draw reasonable and justifiable conclusions.	238	3.9 At-Standard
CT 2: Determine when information is pertinent and necessary, and separate it from information that is not.	184	3.7 At-Standard
CT 3: Evaluate and synthesize base knowledge to create original, informed solutions to problems.	286	4.0 Above Standard
CT 4: Determine the legitimacy and relevance of information sources.	237	4.3 Above Standard
CT 5: Identify problems, and devise and implement solutions with an appreciation for the probability of success.	492	3.6 At-Standard
<b>Quantitative Skills (QS)</b> <b>Demonstrate the ability for scientific and quantitative reasoning.</b>	<b>Number of Times Assessed</b>	<b>Average</b>
QS 1: Use mathematical reasoning and problem solving to draw logical conclusions.	101	3.2 At Standard
QS 2: Analyze numerical data to solve problems and draw conclusions.	162	4.0 Above Standard
QS 3: Develop the application of basic algebraic and mathematical computation and analysis.	None	
QS 4: Use evidence-based literature and research as a foundation for the analysis of data.	207	4.2 Above Standard
QS 5: Understand and apply the scientific method.	78	2.6 Approaching Standard
<b>Information Technology and Literacy (IT)</b> <b>Use technology and media to access, process, synthesize, and communicate information.</b>	<b>Number of Times Assessed</b>	<b>Average</b>

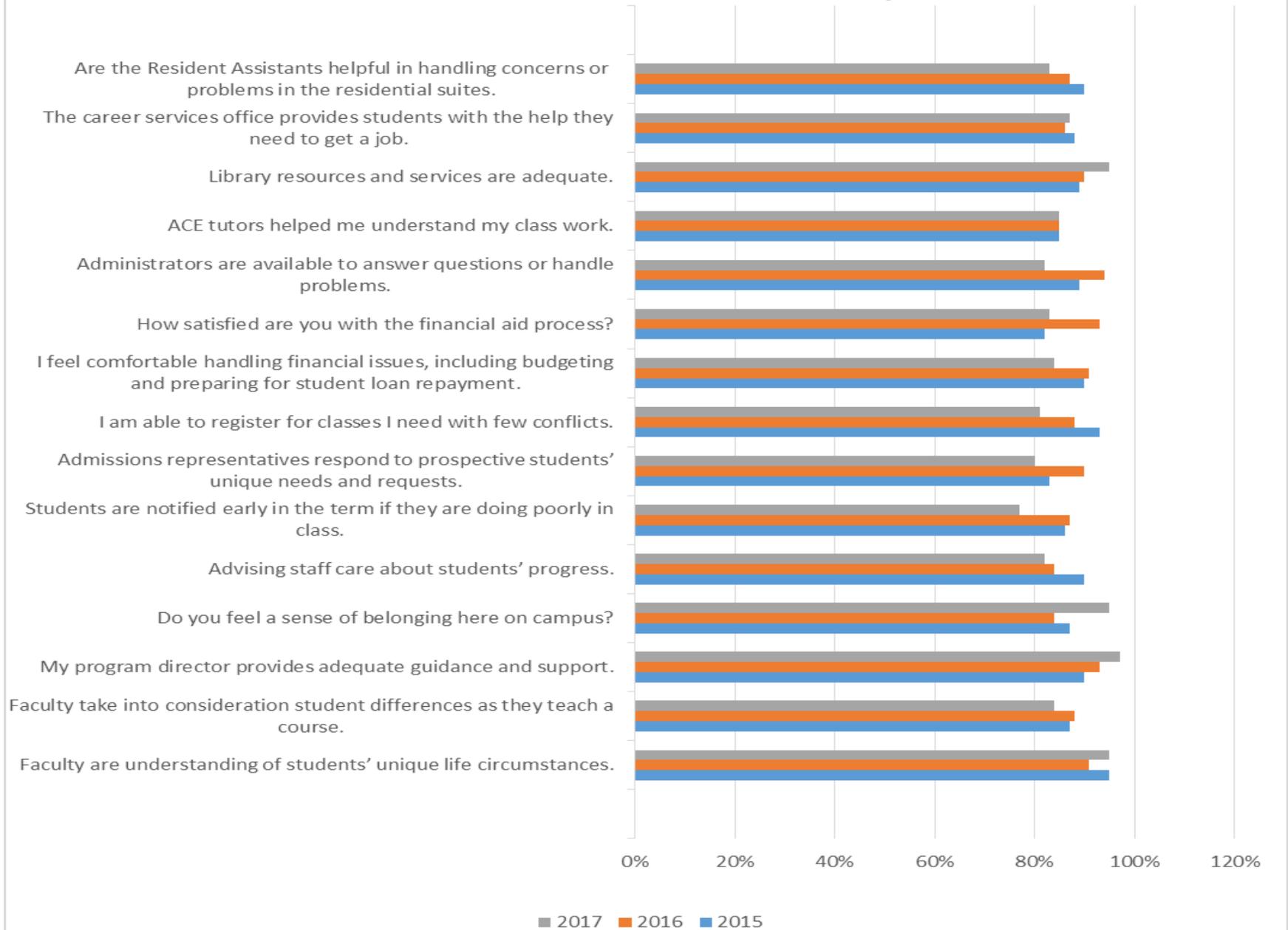
IT 1: Identify computer technology needs in a variety of academic and professional settings.	52	4.3 Above Standard
IT 2: Locate, analyze, and question information from multiple sources.	391	4.0 Above Standard
IT 3: Conduct research electronically via the internet and scholarly databases, as well as through traditional media.	131	3.8 At Standard
IT 4: Develop proficiency in software for both data organization and analysis.	122	4.4 Above Standard
IT 5: Evaluate the purpose of software programs and the circumstances under which they are useful.	113	3.8 At Standard
<b>Group Dynamics (GD)</b> <b>Work effectively and appropriately with others to achieve common goals.</b>	<b>Number of Times Assessed</b>	<b>Average</b>
GD 1: Demonstrate teamwork and contribute to the success of a group.	223	4.1 Above Standard
GD 2: Evaluate how individuals interact in and between groups.	442	4.1 Above Standard
GD 3: Evaluate the effects of one's own role on the performance of a team.	44	4.5 Above Standard
GD 4: Interact with supervisors and peers in a professional and courteous manner.	113	3.8 At Standard
GD 5: Evaluate personal beliefs, biases, and assumptions in problem solving.	131	4.2 Above Standard
<b>Ethics and Social Responsibility (ES)</b> <b>Demonstrate appropriate professional behavior and a standard of ethics within applicable socio-cultural contexts.</b>	<b>Number of Times Assessed</b>	<b>Average</b>
ES 1: Examine local and global issues from a historical perspective, and demonstrate the integration of this knowledge.	64	4.5 Above Standard
ES 2: Demonstrate sensitivity to cultural issues by showing respect to those of diverse backgrounds.	100	4.4 Above Standard

ES 3: Access information with respect to ethical and legal standards, and demonstrate proper acknowledgment of authorship.	274	4.0 Above Standard
ES 4: Understand the negative effects of stereotyping and prejudice, and make efforts to confront these issues.	41	3.6 At Standard
ES 5: Demonstrate a positive and effective approach toward learning and development that will extend into a professional career.	717	4.0 Above Standard
<b>Aesthetics and Creativity (AC)</b> <b>Be able to recognize the contributions of fine arts to society and culture and demonstrate the principles of aesthetic understanding and creative expression.</b>	<b>Number of Times Assessed</b>	<b>Average</b>
AC 3: Identify historical context for works in the arts and recognize master works and their creators.	77	3.4 At Standard

### Survey Process

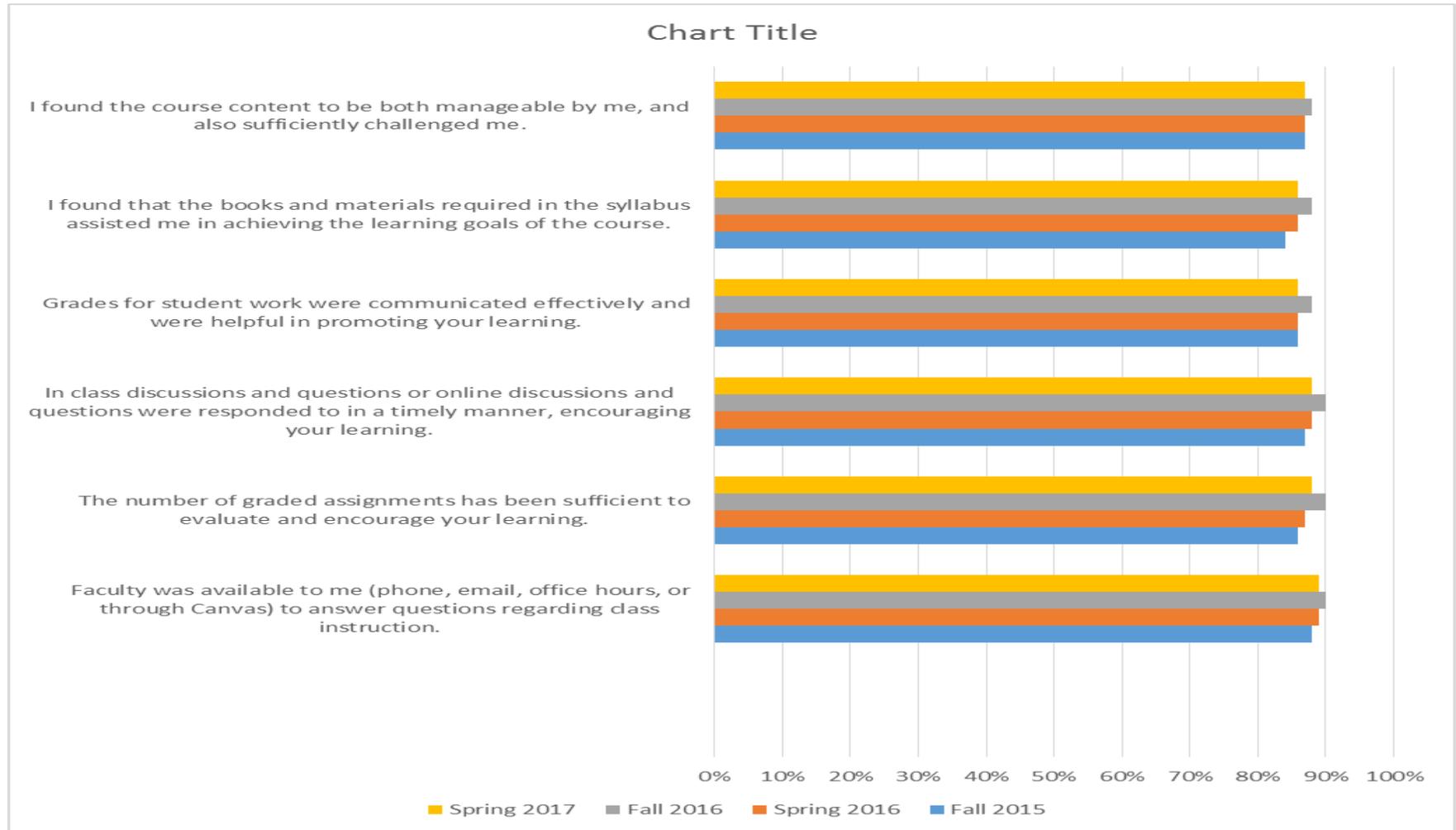
Lincoln College of New England uses surveys as direct forms of assessments to provide programs with another tool to evaluate instruction. The student satisfaction survey is given in April every year. This survey focuses on all departments at the college which students can share their opinions whether their educational experience has been positive.

## Student Satisfaction Survey



## End of Course Survey

The end of course survey is given at the end of each semester for each course. Students evaluate each of their courses and provide write comments that are a great benefit for faculty in improving their course instruction.



## **Accreditations and Approvals**

Lincoln College of New England is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.

Accreditation of an institution of higher education by the Commission indicates that the College meets or exceeds the criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the College. Individuals may also contact: New England Association of Schools and College, Inc., 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803, (855) 886-3272.

Lincoln College of New England is also accredited by the State of Connecticut Office of Higher Education. For additional information regarding the College's approval by the State of Connecticut, please visit <http://www.ctohe.org/HEWeb/CollegesList.asp>  
The College is also approved to offer programs for the education and training through the following organizations:

- U.S. Department of Veterans Affairs for veterans and other beneficiaries
- Service Members Opportunities College (SOC)
- Connecticut Bureau of Rehabilitation Services
- United States Department of Justice (for enrollment of non-immigrant alien students)

## **Programmatic Accreditations**

### *Dental Programs*

The Associate of Science degree in dental hygiene is accredited by the Commission on Dental Accreditation and has been granted the status of "approval without reporting requirements." The Commission on Dental Accreditation is a specialized accrediting body recognized by the United States Department of Education. The Commission may be contacted at: 211 East Chicago Avenue, Chicago, Illinois 60611, (312) 440-4653.

The dental chairside assistant certificate is accredited by the Commission on Dental Accreditation. The Commission on Dental Accreditation is a specialized accrediting body recognized by the United States Department of Education. The Commission may be contacted at: 211 East Chicago Avenue, Chicago, Illinois 60611, (312) 440-4653.

#### *Executive Medical Assistant Program*

The executive medical assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Additional information can be found at [www.caahep.org](http://www.caahep.org). [The College is no longer enrolling in the Executive Medical Assistant program].

#### *Health Information Management Program*

The health information management program is accredited by the Commission of Accreditation for Health Informatics and Information Management Education (CAHIIM) in collaboration with the American Health Information Management Association (AHIMA), 233 N. Michigan Avenue, Suite 2150, Chicago, Illinois 60601, [www.ahima.org](http://www.ahima.org).

#### *Mortuary Science Program*

The mortuary science degree program at Lincoln College of New England is accredited by the American Board of Funeral Service Education (ABFSE), 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097 (816) 233-3747. Web: [www.abfse.org](http://www.abfse.org).

#### *Occupational Therapy Assistant Program*

The occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. ACOTE's telephone number, c/o of AOTA, is (301) 652-AOTA, and its web address is [www.acoteonline.org](http://www.acoteonline.org).

The Occupational Therapy Assistant program at Lincoln College of New England, Southington, Connecticut, was placed on Probationary Accreditation effective December 2, 2016. Full details of the program's accredited status are available on the Disclosure Statement on the American Occupational Therapy Association's website: [www.aota.org](http://www.aota.org).

#### *RN/BSN Program*

The baccalaureate degree in nursing at Lincoln College of New England is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Washington, DC 20001, (202) 463-6930. <http://www.ccneaccreditation.org>