

## Part C. Accountability Forms

### I. Student Definitions

#### A. Secondary Level

<b>CTE Participant:</b> A secondary student who has completed at least 10% of the standards guiding a State approved career and technical education (CTE) program
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<b>CTE Concentrator:</b> A secondary student who has completed at least 50% of the standards guiding a State Approved career and technical education program.
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<b>CTE Completer:</b> A secondary student who has completed at least 80% of the standards guiding a State approved career and technical education (CTE) program.
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#### B. Postsecondary/Adult Level

<b>CTE Participant:</b> A postsecondary/adult student who has earned one (1) or more credits in any CTE program area (both academic and technical skill credits).
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<b>CTE Concentrator:</b> A postsecondary/adult student who as of Fall term of the measurement year: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
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## **PART C**

# **FINAL AGREED UPON PERFORMANCE LEVELS**

**FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**

**A. SECONDARY LEVEL**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>reading/language arts</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>For NCLB, we administer The College Board SAT to all third year high school students in the state, data from the SAT is provided to Measured Progress . Measured Progress sends student level data files to the Maine Department of Education.</p> <p>Students are scored on a four-point scale of proficiency:                      1) did not meet proficiency goal,                      2) partially met goal,                      3) met goal, and                      4) exceeded goal.</p> <p>All CTE senior students who meet or exceed the proficiency goal on the SAT taken in their third year of high school are counted in the numerator. All CTE senior students who took the SAT in the third year of high school are in the denominator.</p>	<p><b>B: 87.45%</b></p> <p><b>Graduation rate agreed upon goal set 2005-2006 CAR</b></p>	<p><b>L: 50%</b></p> <p><b>A:</b></p>	<p><b>L: 41%</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessments in <b>mathematics</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>For NCLB, we administer The College Board SAT to all third year high school students in the state, data from the SAT is provided to Measured Progress . All third year students also take the Maine Math Augmentation. The SAT and Math Augmentation data are combined by Measured Progress. Measured Progress sends student level data files to the Maine Department of Education.</p> <p>Students are scored on a four-point scale of proficiency:</p> <ol style="list-style-type: none"> <li>1) did not meet proficiency goal,</li> <li>2) partially met goal,</li> <li>3) met goal, and</li> <li>4) exceeded goal.</li> </ol> <p>All CTE senior students who meet or exceed the proficiency goal on the SAT taken in their third year of high school are counted in the numerator. All CTE senior students who took the SAT in the third year of high school are in the denominator.</p>	<p><b>B: 87.45%</b></p> <p><b>Graduation rate agreed upon goal set 2005-2006 CAR</b></p>	<p><b>L: 20%</b></p> <p><b>A:</b></p>	<p><b>L: 21%</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who completed (at least 80% of the standards guiding the State approved program during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who have completed their secondary CTE program and left secondary education during the reporting year.</p>	<p>The students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.</p> <p>Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:</p> <ul style="list-style-type: none"> <li>• the CTE program approval process,</li> <li>• Maine’s Comprehensive School Review process for career and technical programs, and</li> <li>• the local Program Advisory Committee program review.</li> </ul>	<p><b>B:</b> 88.17%</p> <p>(2006-07 agreed upon CAR Goal) Based on Students who completed their CTE program</p>	<p><b>L:</b> 88.5%</p> <p><b>A:</b></p>	<p><b>L:</b> 89.00%</p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>3S1 Secondary School Completion</b> <i>113(b)(2)(A)(iii) (I-III)</i></p>	<p><b>Numerator:</b> Number of CTE concentrators who earned a regular secondary school diploma and have left secondary education during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who left secondary education during the reporting year.</p>	<p>Sending high schools record diploma information on each of their students in the state's database- MEDMS. The Maine Department of Education determines how many of the students graduated that year.</p> <p>Note: Our reports on 3S1 and 4S1 have been the same in the past. We are now distinguishing between students who receive a diploma and students who graduate according to NCLB. Our baseline numbers are the same, since the source has been the same in the past.</p>	<p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p>	<p>L: 87.95%</p> <p>A:</p>	<p>L: 88.45%</p> <p>A:</p>
<p><b>4S1 Student Graduation Rates</b> <i>113(b)(2)(A)(iv)</i></p>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>Using NCLB, the graduation rate is based on students who graduated in the traditional four years, per Section 1111(b)(2)(C) (vi) of the ESEA. Students who receive diplomas in outside of their cohort are not counted in this measure, although they are counted in 3S1.</p> <p>Note: This measure is now slightly different from 3S1, Secondary School Completion.</p>	<p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p>	<p>L: 87%</p> <p>A:</p>	<p>L: 87%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>5S1 Secondary Placement 113(b)(2)(A)(v)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who completed a secondary CTE program, attained a high school diploma and left secondary education in the reporting year and were placed in postsecondary education or advanced training, in military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a secondary CTE program, obtained a high school diploma and left secondary education during the reporting year.</p>	<ol style="list-style-type: none"> <li>1) We provide a list of CTE graduates in the reporting year to the Maine Dept. of Labor, which then runs matches with UI and FEDES.</li> <li>2) The DOL gives us back one number which represents the total number of our graduates who are employed in Maine or in the Federal government. NOTE 1: We do not currently have a way to discover how many of our graduates are employed outside of Maine or the federal government. NOTE 2: The DOL does not give us back information matched with the list we sent them, because they say they are prohibited from giving us that information by federal law. This means we do not have a way to determine <b>which</b> of the names on the list we sent them are employed or in the military, only <b>how many</b>. The result is that we cannot currently de-duplicate the number of students who are in post-secondary education and who are also employed or in the military. See info below on Natl. Student Clearinghouse.</li> <li>3) We intend to give a list of our graduates to the National Student Clearinghouse so we can determine how many of our graduates are in post-secondary education. At the moment, we do not have a contract with NSC, so we are using a percentage of graduates based on a sample run NSC did for us two years ago. When we have our contract, we will give NSC our list of graduates first, then send the names of whichever students are not in post-secondary information over to the DOL for employment/military matches. This will allow us to avoid duplication.</li> </ol>	<p><b>B:</b> 65.0%</p> <p>(from CAR adjusted level of performance 2006-07, 5% increase over 05-06)</p>	<p><b>L:</b> 65%</p> <p><b>A:</b></p>	<p><b>L:</b> 68%</p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</b>	<b>6S1: Non-Trad Participation</b> <b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	<ol style="list-style-type: none"> <li>1) Determine which CTE students are participants (based on participant definition);</li> <li>2) Compare participants to NAPE Nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; – DENOMINATOR</li> <li>3) Determine the number of students in step 2 who are the underrepresented gender for the program. – NUMERATOR</li> </ol> <p>This data will be collected and reported for both males and females.</p>	<b>B: For non-trad participation: 8.35%</b>	<b>L: 5.70%</b>  <b>A: Actual level of performance 06-07 5.72%</b>	<b>L: 5.72%</b>  <b>A:</b>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<b>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</b>	<b>6S2: Non-Trad Completion</b> <b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. <b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	<ol style="list-style-type: none"> <li>1) Determine which CTE students are completers (based on completer definition);</li> <li>2) Compare completers to NAPE Nontrad list to determine students who completed a program that is nontraditional for their gender; – DENOMINATOR</li> <li>3) Determine the number of students in step 2 who are the underrepresented gender for the program. – NUMERATOR</li> </ol> <p>This data will be collected and reported for both males and females.</p>	<b>For non-trad completion: 11.77%</b>  (from CAR adjusted level of performance 2006-07)	<b>L: 10.20%</b>  <b>A:</b>  <b>Actual level of performance 06-07 10.20%</b>	<b>L: 11.00%</b>  <b>A:</b>

**I. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)**  
**B. POSTSECONDARY/ADULT LEVEL**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b></p> <p><b>P-sec 1P1 (see Notes below)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who COMPLETED a CTE program and received an industry-recognized credential, a certificate, or a degree who passed third-party technical skill assessments, either end of course OR end of program, that are aligned with industry-recognized standards, if available and appropriate.            (Note – The Department recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator.)</p> <p><b>Denominator:</b> Number of CTE concentrators who COMPLETED a CTE program and received a recognized credential, a certificate, or a degree and TOOK third-party technical skill assessments, either end of course OR end of program, that are aligned with industry-recognized standards, if available and appropriate.            (NOTE – students taking more than one assessment will be duplicated in both the numerator and the denominator.)</p>	<ol style="list-style-type: none"> <li>1. determine what programs have third-party technical skill assessments, either end of course OR end of program, that are aligned with industry-recognized standards,</li> <li>2. students complete programs and receive a certificate, diploma or degree (e.g. during 2006-2007);</li> <li>3. allow 1 year for students to complete the end of program assessments and colleges to gather data (students may take assessments more than once during this year);</li> <li>4. determine which students TOOK the assessment;</li> <li>5. determine of the students that TOOK the assessment... which ones passed ;</li> <li>6. matches will be made to ALMS license search to assist in determining students who take assessments.</li> </ol> <p>*** 2006-2007 completers will be reported on the December 2008 CARS as students need time to take assessments and colleges need time to receive and report data.</p> <p>**** NOTE – due to privacy restriction the colleges cannot receive data on students who have not signed a waiver and they cannot collect data from licensing agencies who refuse to share.</p>	<p><b>B: None</b></p> <p><b>This is a new measure and therefore we have no baseline.</b></p>	<p><b>L: 35.00</b></p> <p><b>A:</b></p>	<p><b>L:35.50</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who left postsecondary education and received an industry-recognized credential, a certificate, or a degree AND did not transfer to another 2 or 4 year postsecondary institution.</p> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education AND did not transfer to another 2 or 4 year postsecondary institution.</p>	<p><b>State/local administrative records</b></p> <ol style="list-style-type: none"> <li>determine which students are concentrators (based on concentrator definition);</li> <li>compare fall concentrators of one academic year to fall enrollment of the next academic year to determine the CTE concentrators who left postsecondary education (leavers) e.g. fall 2006 concentrators compared to fall 2007 enrollment–</li> <li>compare leavers to National Student Clearinghouse to determine which students did not transfer;</li> <li>subtract transfers (step 3) from leavers (step 2) – DENOMINATOR;</li> <li>compare students in the denominator (students in step 4) to graduates of the spring following the initial fall concentrator determination in step 2 (e.g. Spring 2007) to determine which concentrator leavers who did not transfer to another 2 or 4 year institution, received an industry-recognized credential, a certificate, or a degree – NUMERATOR.</li> </ol> <p>*** NOTE fall 2006 concentrators will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008.</p>	<p><b>B: 46.91</b></p> <p><b>From 06-07 Perkins III CARS. This measure is slightly different for Perkins IV.</b></p>	<p><b>L:47.00</b></p> <p><b>A:</b></p>	<p><b>L:47.25</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p><b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who were enrolled in postsecondary education in the previous academic year and who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution (in-state and out-of-state) the following academic year AND did not receive an industry recognized credential, a certificate or degree.</p> <p><b>Denominator:</b> Number of CTE concentrators who were enrolled in postsecondary education the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree.</p>	<p><b>National/state administrative records</b></p> <ol style="list-style-type: none"> <li>determine which students are concentrators (based on concentrator definition);</li> <li>compare fall concentrators of one academic year to spring completers to determine the students who did not receive an industry recognized credential, certificate or degree – DENOMINATOR;</li> <li>compare the students in the denominator (step 2) to the fall enrollment of the next academic year to determine the CTE concentrators who remained in postsecondary education (e.g. fall 2006 concentrators compared to fall 2007 enrollment);</li> <li>compare the concentrators from step 2 who are not still enrolled (students in step 2 – students in step 3) to the National Student Clearinghouse to find the students of this group who transferred to another 2 or 4 year postsecondary institution;</li> <li>the combination of students from steps 3 and 4 is the – NUMERATOR</li> </ol> <p>*** NOTE fall 2006 concentrators will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008.</p>	<p><b>B:58.03 From 06-07 Perkins III CARS. This measure is slightly different for Perkins IV.</b></p>	<p><b>L:58.25  A:</b></p>	<p><b>L: 60.00%  A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p><b>4P1</b> <b>Student Placement</b> <b>113(b)(2)(B)(iv)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who completed their postsecondary CTE program and received an industry-recognized credential, a certificate or a degree who –</p> <ol style="list-style-type: none"> <li>1. left postsecondary education;</li> <li>2. did not transfer to another 2 or 4 year postsecondary institution; AND</li> <li>3. were placed in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</li> </ol> <p><b>Denominator:</b> Number of CTE concentrators who left postsecondary education and received an industry-recognized credential, a certificate or a degree AND did not transfer to another 2 or 4 year postsecondary institution.</p>	<p><b>State administrative records/state developed and locally administered surveys</b></p> <ol style="list-style-type: none"> <li>1. determine which students are concentrators (based on concentrator definition);</li> <li>2. compare fall concentrators of one academic year to fall of the next academic year to determine students who are leavers;</li> <li>3. compare leavers to National Student Clearinghouse to determine which students did not transfer;</li> <li>4. subtract transfers (step 3) from leavers (step 2) and compare to spring completers to determine the students who received an industry recognized credential, certificate or degree – DENOMINATOR;</li> <li>5. compare the students in the denominator to DOL wage records and FEDES in the second quarter after graduation (October to December). - NUMERATOR</li> </ol> <p>*** NOTE fall 2007 completers will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008 and DOL matches for Oct – Dec are not available until March 2008.</p>	<p><b>B:87.91</b> <b>From 06-07 Perkins III CARS. This measure is different for Perkins IV as it only gives 2 quarters to become employed instead of 1 year.</b></p>	<p><b>L:85.00</b> <b>A:</b></p>	<p><b>L:85.25</b> <b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p><b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State/local administrative records</b></p> <ol style="list-style-type: none"> <li>determine which fall CTE students are participants (based on participant definition);</li> <li>compare fall participants to NAPE nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; – DENOMINATOR</li> <li>determine the number of students in step 2 who are the underrepresented gender for the program. (Males in Nursing, Females in Automotive) – NUMERATOR</li> </ol> <p>*** NOTE 2007 fall participants would be reported on the December 2008 CARS report.</p>	<p><b>B:19.96 From 06-07 Perkins III CARS. This is new data for us and is slightly different for Perkins IV.</b></p>	<p><b>L:19.75  A:</b></p>	<p><b>L:19.75  A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p><b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State/local administrative records</p> <ol style="list-style-type: none"> <li>1. determine which students are concentrators (based on concentrator definition) e.g. fall 2006;</li> <li>2. compare concentrators (step 1) to NAPE nontrad list to determine students who are enrolled in a program that is nontraditional for their gender;</li> <li>3. identify concentrator students (from step 2) who received a credential, certificate or degree - DENOMINATOR e.g. spring 2007</li> <li>4. identify underrepresented gender students for each program from the students in step 2 - NUMERATOR</li> </ol>	<p><b>B:18.16 From 06-07 Perkins III CARS. This is new data for us and is slightly different for Perkins IV.</b></p>	<p><b>L:18.00</b></p> <p><b>A:</b></p>	<p><b>L:18.00</b></p> <p><b>A:</b></p>

Notes for Postsecondary Accountability Measures:

**P-sec 1P1 - Where available and appropriate the MCCS will use a third-party (State or National) end of program skill assessment. When The goal of the MCCS is to implement third-party end of course or end of program assessments for every CTE program where they are available and appropriate based on industry standards. The beginning of this process will be to determine what programs currently have assessments that meet this criteria and how to reliably and efficiently collect this data in a valid way. The MCCS has not collected this data so building a new data collection process will take time and will need to be done with in the financial constraints of each college.**

**NOTE** – Each college of the Maine Community College System (MCCS) is accredited by the New England Association of Schools and Colleges through its Commission Institutions on Higher Education (CIHE). The curriculum for each new program of study must comply with MCCS Policy Section 305 which reflects the accreditation standards of CIHE, and it is reviewed by the MCCS Academic Affairs Council (the chief academic officers of each college), the Presidents Council, and the Educational Policy Committee of the Board of Trustees before being approved by the MCCS Board of Trustees who are appointed by the Governor and affirmed by the Senate.

By MCCS Policy Section 302 the academic programs of each college are assessed for the purpose of assuring “... the highest quality of education and service; to assure that graduates possess the occupational and academic skills required of employers; ...”, and the Board of Trustees are apprised annually of the results of this program review using Procedure Section 304 on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a five year cycle.