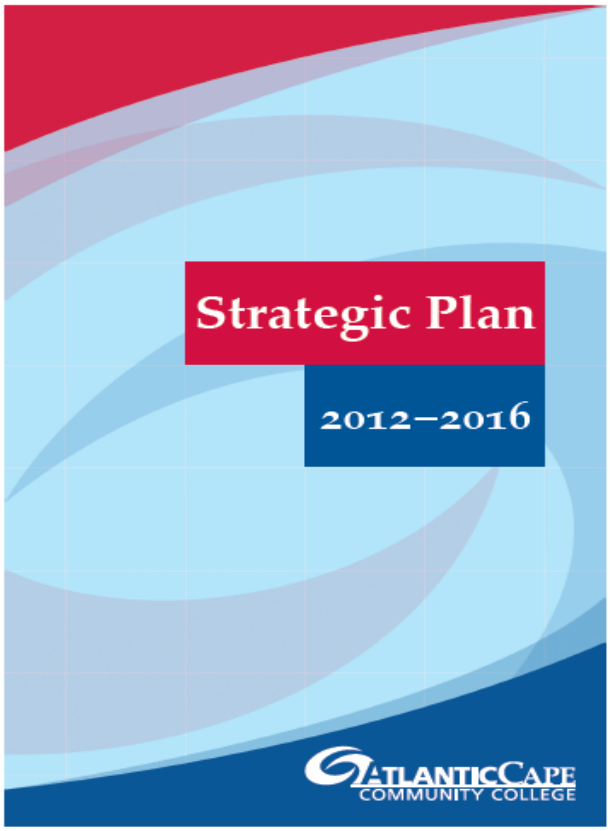
2012-2016

Institutional Effectiveness Plan



Atlantic Cape Community College

TABLE OF CONTENTS

Table of Contents i
Section 1 – Introduction & Guiding Principles 1
Guiding Principles 1
Section 2 - Strategic Plan Assessment 2
Strategic Plan 2012-2016 2
Strategic Management Model 3
Strategy Management Organizational Capacity 4
Section 3 – Academic Assessment Plan 7
Introduction 7
Academic program assessment and review 8
Institutional Assessment (General Education Assessment) 10
Organizational Capacity 11
The Faculty Assessment Committee 11
The Assessment Team 12
Appendix 13

1. Strategic Plan 2012-2016
2. Strategic Management Model - Process and Timeline
3. Annual Planning and Assessment Form
4. Institutional Performance Measures
5. Institutional Planning and Assessment Responsibility Matrix
6. Course Syllabus Basic Template
7. Program Review Plan
8. Program Review Template
9. Program Review and Annual Schedule of Activities
10. Program Assessment Plan - Sample
11. NJCC General Education Learning Goals
12. General Education Assessment Plan
13. Learning Outcomes Assessment Reporting Form
14. General Education Assessment, Department Notification Form

SECTION 1 – INTRODUCTION & GUIDING PRINCIPLES

Assessment of institutional effectiveness at Atlantic Cape involves assessing how effective is the College in meeting institutional goals and objectives from the Strategic Plan and how effective is the College in fostering student learning. Meeting institutional goals and objectives is assessed yearly through a strategic management model which comprises the development, college-wide dissemination, and analysis of an Institutional Outcomes Report that shows progress to date on the implementation and outcomes of strategic initiatives, institutional performance measure outcomes, and institutional stakeholder satisfaction survey outcomes. This report helps college-wide organizations in identifying opportunities, and in developing and implementing strategies built on strengths to support the achievement of institutional objectives. Fostering student learning is accomplished by the college through a systematic and sustained process of academic program quality review and student learning outcomes assessment at the institutional-, program-, and course-level.

GUIDING PRINCIPLES

- Assessment efforts must assist the College in accomplishing its mission and goals.
- Assessment efforts lead to the improvement of teaching and learning through high quality instruction, curriculum and support services.
- The faculty takes the primary responsibility for academic assessment.
- Assessment efforts bring about quality improvement based on planning, data collection, analysis, and appropriate allocation of resources.
- Assessment efforts promote improvements in teaching and learning through course-level assessment results, best practices, and professional development.

SECTION 2 - STRATEGIC PLAN ASSESSMENT

This section of the Institutional Effectiveness Plan provides the college community the necessary information and guidelines to assess progress towards advancing the *Strategic Plan 2012-2016*.

STRATEGIC PLAN 2012-2016

Atlantic Cape's *Strategic Plan 2012-2016* plan consists of the institution's mission, values, vision, goals and objectives for the next five years. The College's mission is supported by the following three institutional goals.

> *Atlantic Cape Community College creates opportunity by providing access to superior educational programs.*
>
> 1. *Maximize Student Success*
> 2. *Strengthen Community Partnerships*
> 3. *Demonstrate Effectiveness, Continuous Improvement, and Efficient Use of Resources*

Each of these goals is accompanied by specific measurable institutional objectives that would inform the College of the success and extent to which each goal is being attained (Appendix 1). Institutional goals and objectives, together with the College's ***"I CARE"*** values (***I****ntegrity,* ***C****aring*, ***A****ccountability*, ***R****espect,* and ***E****xcellence)* provide a robust foundation and a clear strategic direction for the College on its efforts to fulfill its mission, and to achieve its vision:

> *Atlantic Cape Community College will be the region's preferred choice for higher education and professional training and a leading catalyst for economic and workforce development. The College will anticipate and fulfill regional educational needs, strengthen our community's economy, and partner with K-12 and higher education institutions to create seamless educational pathways.*

STRATEGIC MANAGEMENT MODEL

Atlantic Cape's Strategic Management model allows the College in transforming strategies depicted in the Strategic Plan into tangible budget initiatives or projects. The model is on-going annual cyclical process (Appendix 2) which guides yearly strategic budget planning, execution and assessment tasks. The process starts with the assessment of institutional effectiveness through the deployment, dissemination and analysis of an annual Institutional Outcomes Report and continues with planning, prioritization and execution of yearly strategic budget initiatives/projects to enhance institutional effectiveness outcomes in support of meeting institutional goals and objectives in the current strategic plan.

Every fiscal year, the Institutional Research Planning & Assessment Office creates and shares with the college community an internal Strategic Management Google Site which contains the required planning and assessment form (Appendix 3) and guidelines used for strategic projects or initiatives proposals aligned to support goals and achieve objectives of the strategic plan, and to report yearly outcomes derived from those projects and initiatives.

The information gathered at the Strategic Management site is used to prepare the Institutional Outcomes Reports which are disseminated to, analyzed, and used by the College community. These annual reports is designed to inform institutional and program decision making focused on preserving strengths and addressing areas of opportunity for future institutional renewal and improvement. The report is comprised by two main sections. The first section includes progress and accomplishments on strategic initiatives and projects planned for the fiscal year and; the outcomes of institutional surveys to stakeholders (Students, Faculty & Staff). Outcomes from institutional surveys are intended for a directional identification of stakeholders' opinions about the institution's strengths and areas of opportunity for improvement on its programs and services. Institutional surveys to stakeholders are administered every year by Institutional Research. The second section presents the outcomes for Institutional Performance Measures (IPM's) which were selected to represent the broadest measures of progress and effectiveness towards fulfilling the College's goals and mission. This section also includes the definition for performance measures, and a responsibility matrix relating the measures and institutional goals/objectives to organizations (Divisions and Cross

Functional Committees) responsible for ensuring that the College is focused and moving towards meeting its strategic goals (Appendix 4 and 5).

Institutional outcomes are used by Senior Staff in setting priorities and guidelines for the upcoming fiscal year budget planning process. Once priorities are set, College Divisions and Cross-Functional Committees led by Senior Staff make recommendations and develop proposals on yearly strategic budget initiatives and/or projects designed to enhance institutional effectiveness outcomes. Cross Functional Committee's recommendations are analyzed and consolidated by the Vice President of Academic Affairs, who makes final recommendations for prioritization to Senior Staff. Division's Deans review and analyze recommendations from their respective department and units before presenting them to Senior Staff prioritization and approval. Approved strategic initiatives/projects are funded by the Strategic Initiative Fund and/or by reallocation of resources within the approved fiscal year budget for each division. The Dean of Administration and Finance recommends on the annual amount for the Strategic Initiative Fund.

STRATEGY MANAGEMENT ORGANIZATIONAL CAPACITY

For the *Strategic Plan 2012-2016*, annual College Division's goals are set to reflect the institutional objectives as depicted in the strategic plan. To guide the implementation of the plan, a responsibility matrix was created. This matrix relates performance measures, institutional goals, and objectives to Divisions and Cross Functional Committees responsible for ensuring that the College is focused and moving towards meeting its strategic goals (Appendix 5).

Meeting the goals and achieving the objectives set in the *Strategic Plan 2012-1026* requires cross-functional input and efforts from college-wide stakeholders. In view of these, the horizontal organization created in 2007 (Cross-functional committees) was kept for specific areas and realigned to support the implementation and assessment of the strategic plan. Cross-functional committees supporting the strategic plan are the following:

Institutional Effectiveness Committee (IEC) - Overall institutional assessment activities of the College are shared, reported and planned by representatives of all of the College's divisions in this committee. Guiding college-wide progress towards meeting MSCHE

Characteristics of Excellence and achieving Strategic Plan Objectives 1.1 - Assessment of Academic Program Quality and Student Learning, and 3.1 - Assessment of Support Programs and Services, is an on-going responsibility of this committee.

Enrollment Management & Student Success Initiative Committee (EM & SSI C) - Charged with advancing the College's enrollment, retention, graduation, and student success goals by identifying emerging issues, recommending policies and programs, advising on resource allocations, and developing plans in support of those goals. Specific strategic plan objectives supported by the work of this committee are objective.

1.1 Assessment of academic program quality and student learning
1.2 Fostering of experiential learning opportunities
1.3 Enhance student persistence and success in developmental sequence
1.4 Increase educational goal attainment for degree/certificate seeking students
2.2 Increase participation and success rates with emphasis on underserved/under-represented populations

Safe Campus Initiative Committee (SCI) - Responsible for fostering a healthy and safe work and learning environment through the review, update of campus safety practices, procedures, policies, and trough the development and implementation of recommendations in support of achieving strategic objective 3.7 - Improving safety statistics and stakeholders' satisfaction with campus safety and security.

Technology Committee (TC) - Charged to develop and recommend Atlantic Cape's Technology tactical action plan every two years which addresses technological needs/requirements from the college community, sets priorities for identified needs and support the College in achieving strategic plan objective 3.3 - Maintain satisfaction of relevant stakeholders with the College's technology infrastructure and innovation effectiveness.

Green Campus Initiative Committee (GCIC) – Responsible in fostering sustainability both in the operations and academic offerings of the College. Efforts focused in the next

five years towards making recommendation in the achievement of strategic plan objective 8.1 - Reduction of the College's carbon foot print.

Cross-functional committees are led by Senior Staff, and are set up under a common structure that includes representation across the College and the ability to participate in the yearly planning, budgeting and assessment. Committees meet at least once a semester, and are required to recommend when necessary yearly tactical budget and assessment plans aligned with the strategic plan.

Membership, detailed charges and the collaborative work done by each of these cross-functional committees is available to internal stakeholders via Google collaborative sites. These that can be accessed through the college's internet portal at:
www.atlantic.edu/about/research/crossFunctional.html

SECTION 3 – ACADEMIC ASSESSMENT PLAN

INTRODUCTION

The Academic Assessment Plan at Atlantic Cape Community College is designed to foster learning and student success through learning outcomes assessment at the institutional-, program-, and course-level and to ensure curricular offering quality through continuous improvement via a sustained and systematic process of academic program reviews.

Course-level student learning outcomes assessment at Atlantic Cape is the driver for improvements of teaching and learning in the classroom and the building block for institutional and academic program learning outcomes assessment in support of high quality curricular offerings. At the institutional level, New Jersey (NJ) Community College General Education learning goals and objectives are mapped and aligned with course learning outcomes/course objectives where the General Education skill is applied. Also at the Institutional level, academic program learning outcomes are mapped and aligned with course learning outcomes/objectives. All course syllabi at Atlantic Cape follow a basic template that includes learning outcomes/objectives (Appendix 6). Both General Education and program assessment plans are built upon these courses' learning outcomes/course objectives, and assessment instruments developed by faculty.

Assessment each academic year is framed within the following four steps to ensure consistency:

1. Determine learning outcomes to be measured.
2. Select Assessment tools – embedded question, pre- and post-test, projects, etc., linked with a grading rubric.
3. Collect and analyze data from assessment tools.
4. Implement changes based on results of data.

Planning of assessment activities occur minimally during September/October each academic year with the discussion of findings from the previous year's assessment efforts and the selection of courses to be assessed based either on the findings, or the academic program assessment plan, or the general education assessment plan. Once assessment efforts for the academic year are decided upon, faculty proceed within the academic year with the selection and administration of the assessment

instrument, the analysis of results, and the identification of recommendations to improve teaching and foster learning.

ACADEMIC PROGRAM ASSESSMENT AND REVIEW

A systematic and cyclical process of academic program review is used by Atlantic Cape to continually allow faculty to revise and modify, where appropriate, existing academic programs and courses to continually optimize quality and effectiveness in support of the mission of the College. Two forms of program review are used by the College. An internal program review is done on a collaborative effort by faculty for most of the programs. The result of this process is a program review report that is handed to an external peer expert reviewer for his opinion and recommendations. A few specific programs are encouraged to undergo accreditation through national accrediting bodies engaging program faculty in a collaborative effort and process of self assessment coupled with peer assessment and review by those bodies. Appendix 7 includes the current list of academic program reviews and the due date for the upcoming review taking into account either a five year cycle for internal reviews or the schedule mandated by accrediting bodies for external reviews.

The internal program review process is done following a template of questions (Appendix 8) that fosters collaborative faculty reflection and analysis on program demand and currency, program resource needs, currency of course content, program support processes and, program direct and indirect student learning outcomes. During a specific academic year, those programs due to review follow a yearly schedule of activities (Appendix 9) designed to ensure the review is completed within an academic year.

External accreditation processes follow the self-study guidelines, peer visits and schedules prescribed by accrediting bodies. Currently the following programs are reviewed through external accreditations:

- Nursing, A.A.S. - Accredited by the National League for Nursing Accrediting Commission (http://www.nlnac.org)

- Hospitality Management, A.A.S. – Accredited by the Accreditation Commission for Programs in Hospitality Administration (http://www.acpha-cahm.org/)
- Culinary Arts, A.A.S., Culinary Arts – Baking and Pastry Option, A.A.S., and Food Service Management, A.A.S. – Accredited by the American Culinary Federation Education Foundation Accrediting Commission (http://www.acfchefs.org)
- Paralegal Studies, A.A.S., and Paralegal Studies A.S. – Accredited by the American Bar Association (http://www.americanbar.org/groups/paralegals.html)
- Child Development/Child Care

The Internal program review template is a complete set of self-reflection questions regarding student learning outcomes assessment within the program (Appendix 7). Listed below are the sections in the program review template:

1. Review Program Goals/Objectives/Outcomes - Course Goal/Objectives/Outcomes
2. Compare the Mission and Goals of the College to the Program Goals
3. Evaluate Your Program's Planning and Budgeting Process
4. Assessment of Student Progress Within the Program
5. Review Teaching Strategies Used to Deliver Material
6. Review the Transferability of Courses
7. Review Faculty Expertise
8. Examine the Environment for Learning
9. Compare Program/Course Delivery at Mays Landing, Atlantic City, and Cape May
10. Examine the Advisory Committee
11. Summary Statements

Taking into account the currently established program review cycle, all Academic Programs are on a five year assessment cycle. In support and to manage the assessment process, each program has an internal Google assessment site were the program's goals, learning outcomes and curriculum map are posted and kept up-to-date by faculty. All the learning outcomes must be assessed over a five year period through course objectives and the final assessment reports are included in the 5-year

Program Review Report, and used to answer the review's questionnaire about student learning assessment.

All assessments, rubrics, and other forms are posted to the site as well as a spreadsheet identifying the academic year each Program Learning Outcome is to be assessed. The course objectives used for assessment are noted within the spreadsheet, as well as a cell for a brief summary of the tools used and the outcome of the assessment. These spreadsheets are meant to be dynamic and change from year to year as faculty learns from the assessment process (see Appendix 10 for a typical example Program Assessment Plans).

INSTITUTIONAL ASSESSMENT (GENERAL EDUCATION ASSESSMENT)

Institutional assessment at the College is framed around the NJ Community College General Education learning goals (Appendix 11). General Education Assessment is completed on an institutional level through our courses. It evolved from a pilot program in 2004 assessing Critical Thinking. After working with the process, the institution moved on to assess communication skills and quantitative reasoning. In 2010, a new cycle was developed by the Faculty led Assessment Committee to ensure that all nine NJ General Education goals would be assessed (Appendix 12). There are currently eight NJ General Education Goals and three embedded goals throughout any General Education course, which are Ethical Reasoning, Information Literacy and Critical Thinking. If a department could not usefully assess one of the three for the year, then they could always assess Ethical Reasoning, Critical Thinking or Information Literacy.

Assessment of General Education is on a six year cycle with three goals assessed for duration of two years each so that changes can be made and reassessed for effectiveness. Every academic year, faculty selects the General Education Goal; matches it to a current or new classroom assignment; and assesses the goal using a faculty developed General Education rubric. The results are aggregated; a report is generated; and a summary is given to the Assessment committee each September for review. The results of the report help the Assessment Committee plan assessments in the Fall and Spring of that academic year.

A General Education Google site was developed in 2012 in support of the institutional assessment process. This site contains all the forms used by faculty to report their assessment efforts (Appendix 13, Appendix 14), the annual schedule of activities (Appendix 15), and general information for faculty reference.

In Spring 2013, the math faculty is piloting an All-In-One assessment where projects used to assess Program Learning Outcomes are also used to assess General Education goals. One group is using presentations of math content to assess General Education speech skills; the other is using a journal article review to assess General Education writing skills. Program Learning Outcomes are being assessed with the same assignment, but with a different grading rubric. The Speech grading rubric was provided by the communications faculty and the writing rubric was provided by the English faculty.

Organizational Capacity

The college's current organizational structure in support of the assessment efforts includes a Faculty Assessment Committee, the Assessment Team formed from a subset of members of the college's Institutional Effectiveness Committee.

The Faculty Assessment Committee

The Faculty Assessment Committee (FAC) reports to the Faculty Assembly and makes recommendations to the Vice President, Academic Affairs; Main responsibilities of the committee are:

- To develop a College-wide assessment plan that reflects input from all academic departments
- To review recent reports submitted to Middle States and identify assessment needs
- To communicate regularly with all academic departments, members shall periodically ask for comments and suggestions
- To conduct a faculty workshop(s) on classroom assessment methods
- To keep apprised of current materials on outcomes assessment

Framed within this responsibility, the FAC has standing charges and additional charges. The standing charges are to be completed each year and the additional charges may change from year to year based on the institutional assessment needs and the recommendations made to the academic administration. The committee's additional charges are reviewed and updated yearly to ensure a sustained culture of assessment and continuous improvement in assessment processes. Committee's membership, yearly charges, and progress reports towards fulfilling charges are shared with the college-community through the college's web site (http://atlantic.edu/program/academic/AssessmentCommittee.htm). Salient tasks performed regularly by the committee include the review and update of the faculty assessment handbook, the assessment of the college's assessment culture and processes through the assessment survey, and the development of recommendations of college-wide faculty professional development opportunities in assessment.

THE ASSESSMENT TEAM

The Assessment Team, formed by members of the Institutional Effectiveness Committee, serves as advisory members to the Faculty Assessment Committee. The team researches best practices, gathers data, produces reports from assessment activities for the faculty, and presents new ideas and best practices to the Faculty Assessment Committee. Members of the Assessment Team meet with the Vice President of Academic Affairs and at the Institutional Effectiveness committee to ensure alignment of assessment efforts with the College's mission and goals, and to bridge the gap between Faculty and Administration. The team monitors all Academic Assessment Sites for accuracy and completeness. Members of this team are: the Chair of the Faculty Assessment Committee; the Faculty Liaison, Learning Outcomes Assessment; the Director, Institutional Planning and the Assessment and, Program Coordinator for Student Learning Outcomes.

APPENDIX

Strategic Plan

2012–2016

ATLANTIC CAPE
COMMUNITY COLLEGE

Executive and Senior Staff

Dr. Peter L. Mora
President

Dr. Arthur Wexler
Vice President, Academic Affairs

Eileen Curristine
Dean, Human Resources

Dr. Patricia Gentile
Dean, Continuing Education, Resource Development & Cape May County Campus Operations

Douglas Hedges
Dean, Information Technology Services

Dr. Richard Perniciaro
Dean, Facilities, Planning and Research

Bobby L. Royal
Dean, Worthington Atlantic City Campus, Community Affairs & Security

Carmen Royal
Dean of Students

Catherine Skinner
Dean, Administration & Finance

Sean Fischer
Executive Assistant to the President & Director for Board of Trustee Services

Board of Trustees

Nicholas F. Talvacchia, Esq.
Chairperson

David A. Evans
Vice-Chairperson

Maria Ivette Torres
Treasurer

Thomas J. Dowd
Atlantic County Executive Superintendent of Schools

Martha L. Madronero
Alumni Representative

Robert J. Boyer

Dave Coskey

Brian G. Lefke

Mary B. Long

Andrew W. Melchiorre

Maria K. Mento

Donald J. Parker

Eric Reynolds

Helen W. Walsh

Dr. Peter L. Mora
Ex-Officio

Louis J. Greco, Esq.
Board Attorney

Strategic Planning Steering Committee

Paula Pitcher, *Co-chairperson*
Assistant Dean
Institutional Research & Assessment

Donna Vassallo, *Co-chairperson*
Assistant Professor

Luis Montefusco, *Facilitator*
Director
Institutional Planning & Assessment

Torrina Bennett-Michael
Director, Community & Cultural Affairs

Kathy Corbalis
Executive Director, College Relations

Dr. Dorothea Dunayer
Director
Academic Program Effectiveness & Dual Enrollment

Nick Ganaway
Director
Telecommunications & Video Services

Mike Kernan
Associate Director
Cash Reconcilement, Finance

Jean McAlister
Associate Dean
Continuing Education Operations

Bart Musitano
Benefits Coordinator
Human Resources

Nancy Porfido
Director
Student Development & Judicial Officer

Message from the President

Dear Colleagues and Community Members:

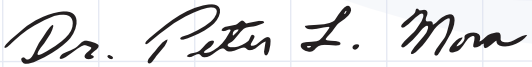
We have been very busy at Atlantic Cape Community College, planning how we can further fulfill regional educational needs while creating opportunity for our students and the community. In 2010, I appointed the Strategic Planning Steering Committee to develop a strategic plan for 2012-2016, and I am most pleased with the resulting document.

In conjunction with the college's Institutional Research, Planning and Assessment department, a strategic planning process was created that included input from internal and external stakeholders to develop a comprehensive plan to address the needs of the community that we serve. I am proud to present this strategic plan, developed after a year of exhaustive planning and research.

I thank the Strategic Planning Steering Committee members for their dedication and perseverance. Their task was great, and their achievement substantial. Indeed, this plan will guide us through the next five years, enabling us to provide our students with the tools they will need to be successful at Atlantic Cape.

This five-year plan includes our new mission and vision statements, as well as the three strategic goals that will support their implementation. These goals are ambitious, measurable, and most importantly, achievable. I look forward to the opportunities that lie ahead as we continue to fulfill our legacy of serving as the community's college.

Sincerely,



Dr. Peter L. Mora, *President*
Atlantic Cape Community College

MISSION

Atlantic Cape Community College creates opportunity by providing access to superior educational programs.

VISION

Atlantic Cape Community College will be the region's preferred choice for higher education and professional training and a leading catalyst for economic and workforce development. The college will anticipate and fulfill regional educational needs, strengthen our community's economy, and partner with K–12 and higher education institutions to create seamless educational pathways.

VALUES

Integrity

Caring

Accountability

Respect

Excellence

GOALS

Maximize student success.

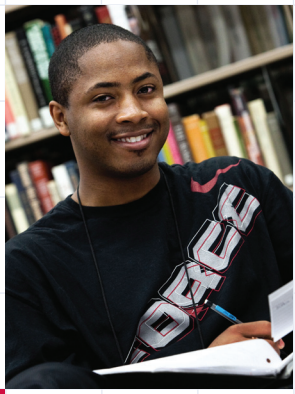
Strengthen community partnerships.

Demonstrate effectiveness, continuous improvement, and efficient use of resources.

Strategic Plan Objectives

Goal 1: Maximize Student Success

Objective 1	**All instructional programs will be assessing curriculum and program quality, analyzing student learning outcomes, and using results to enhance institutional effectiveness.**
Objective 2	**Increase the number of degree and non-degree programs that incorporate service learning, internships or co-ops prior to graduation by 2% annually.**
Objective 3	**Increase the progression rates of first-time, full-time students from developmental to college-level education by 3% annually.**
Objective 4	**Develop and implement a comprehensive completion program for first-time degree and certificate-seeking students that increases educational goal attainment by 25%.**



Goal 2: Strengthen Community Partnerships

Objective 1 Increase awareness and enhance the image of the college among key stakeholders by 10% from the baseline established by 2009 branding research.

Objective 2 Increase Atlantic Cape's participation and success rates with emphasis on underserved/under-represented populations in demographic areas (gender, age and ethnicity) and socio-economic statuses.

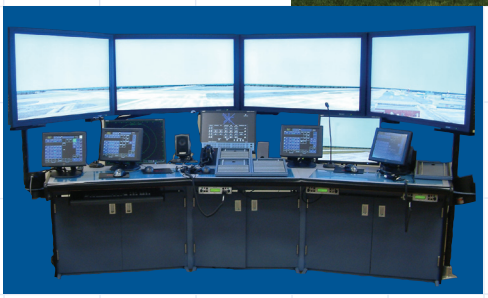
Objective 3 Respond to the academic, training, research and conference/meeting needs of business and industry, and increase the number of stakeholders with whom the college actively collaborates by 10% over a baseline established in 2011-2012.

Objective 4 Enhance the career planning system to increase students' employment opportunities and employer satisfaction.

Objective 5 Continue a collaborative partnership between the college and the Atlantic Cape Foundation to increase advocacy, visibility and financial support for the college.

Goal 3: Demonstrate Effectiveness, Continuous Improvement, and Efficient Use of Resources

Objective 1	All support programs and services will be reviewed and a periodic assessment process will be established to enhance institutional effectiveness.
Objective 2	Increase classroom utilization by 10% over a baseline established in 2011-2012.
Objective 3	Maintain satisfaction of relevant stakeholders with the college's effectiveness of the technological infrastructure, innovative technology applications, and equipment.
Objective 4	Implement the Diversity Plan to ensure equity from an established baseline in 2011-2012 .
Objective 5	Increase employee professional development and job-related training initiatives by 5% annually.



Objective 6 Establish a baseline by 2011-2012 to assess the flow of college information to key stakeholders to increase overall stakeholder satisfaction.

Objective 7 Improve safety statistics and stakeholders' satisfaction with campus safety and security by providing a safe working and learning environment for all faculty, staff, students and the college community.

Objective 8 Reduce the college's carbon footprint by 5% from baselines established in 2011-2012.

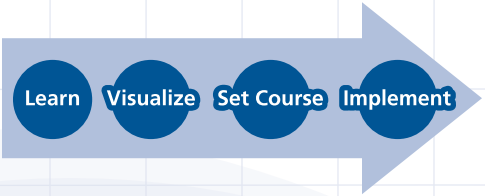
Objective 9 Support capital projects as defined in the Blueprint 2020 Master Plan and reduce the deferred maintenance by 2% annually from a baseline established in 2011-2012 to ensure a high quality learning environment.

Objective 10 Maintain a balanced budget through the development of strategies that encourage cost containment and revenue diversification from an established baseline in 2011-2012.

The Process

Atlantic Cape's Strategic Planning process was based on the Society of College and University Planning strategic planning model and focused on the framework of fostering student learning, community as partner, and excellence in stewardship with an emphasis on student success.

The process was conducted in four phases:
Learn, Visualize, Set Course, and Implementation.



The **Learn** phase was comprised of the collection and synthesis of key data, to identify issues that pose challenges and/or offer opportunities for the future direction of the college in enhancing student success.

Key learning tasks included:

- An environmental scan to assess and analyze new developments and trends critical to the future of the college.
- A community stakeholders retreat that brought together faculty, staff, students and community members with the purpose of identifying community needs and the development of strategies to meet those needs.
- College focus group sessions with faculty, staff and students that provided additional ideas and feedback that would add value to recommended strategies.
- A retreat where strategies were reviewed by the Board of Trustees.

During the **Visualize** phase, the mission, values and vision of the college were reviewed to ensure alignment with community needs. The process was based on research conducted on organizations that "enjoy enduring success" (Collins & Porras, 2002), and was complemented in a formative session with Atlantic Cape's senior staff.

The **Set Course** phase allowed setting goals and developing institutional objectives that will support meeting the college's envisioned future. A gap analysis between the outcomes of the preceding phases provided the identification of "critical success factors" to set goals and develop Specific, Measurable, Attainable, Realistic, and Time bounded (SMART) institutional objectives that will provide evidence institutional goals are being achieved.

Having developed a navigation chart to guide college efforts, "The Strategic Plan 2012-2016," in its **Implement** phase will focus the college in meeting its goals by transforming strategies tied to institutional objectives into tangible actions and projects, and by monitoring the effectiveness of the actions through the analysis of key performance indicators.

Community/College Participants

Dr. J. Michael Adams*
President, Fairleigh Dickinson University

Dr. Thomas Baruffi*
Superintendent, Linwood City Schools

Frannette Bourne*
Division Manager – FAA

Bob Bowman
NJ CC Consortium & Economic Development

Robert Boyce
NJ Regional Council of Carpenters

Betty Burke*
Shore Memorial Hospital

Kim Butler
Atlantic City Outlets, The Walk

Dr. David Carr*
Richard Stockton College

Tom Carver
Casino Reinvestment Development Authority

Justine Coyle
TD Bank

Dave Cunniff
NJ Apprentice Training Center

John Emge
Atlantic County United Way

Dr. Donald Farish*
President, Rowan University

Walter Fillmore
Select Bank

Maria Flynn*
Jobs for the Future

Dr. Philip Guenther*
Chief School Administrator
Atlantic County Institute of Technology

Lori Herndon
AtlantiCare Regional Medical Center

Paul Herron
Bay Atlantic Symphony

Byron Hunter
Cape Regional Medical Center

Michelle Johnson*
NJ Commission on Higher Education

Rona Kaplan
Cooper Levenson, Attorneys at Law

Howard Kyle*
Atlantic County Government

Rhonda Lowery
Workforce Investment Board

Cal Maradonna
Rutgers University

Dr. Robert W. Matthies*
Superintendent, Cape May County Technical School District

Dr. Richard Perniciaro*
Dean, Facilities, Planning and Research, Atlantic Cape Community College

Eric Reynolds
Borgata Hotel Casino & Spa

Tim Rundall*
South Jersey Industries

Chet Sherman
NJ Department of Labor

Lee Wasman
Atlantic City Electric

Robin Widing*
NJ State Employment & Training Commission

Faculty & Staff

Mike Bolicki
Lisa Braunwell
Paula Davis
Linda DeSantis
Vanessa English
John Feldbauer
Dennis Furgione
Esther Gandica
Deanne Gipple
Otto Hernandez
Louise Kaplan
Bill Keener
Marilyn Keiner
Maria Kellett
Ron McArthur
Kelly McClay
Donna McElroy
Rita Michalenko
Carol Mohrfeld
Geoff Pettifer
Effie Russell
Terry Sampson
Amy Shelton
Regina Skinner
Mariann Sozio
Mark Streckenbein
Dan Thoren
Rob Townsend
Mike Wozniak
Roger Bounthisane, *SGA*
Wanda Lugo, *SGA*
Elton Volar, *SGA*
Margo Silcox, *SGA*

**Retreat Panelists*

Locations in:

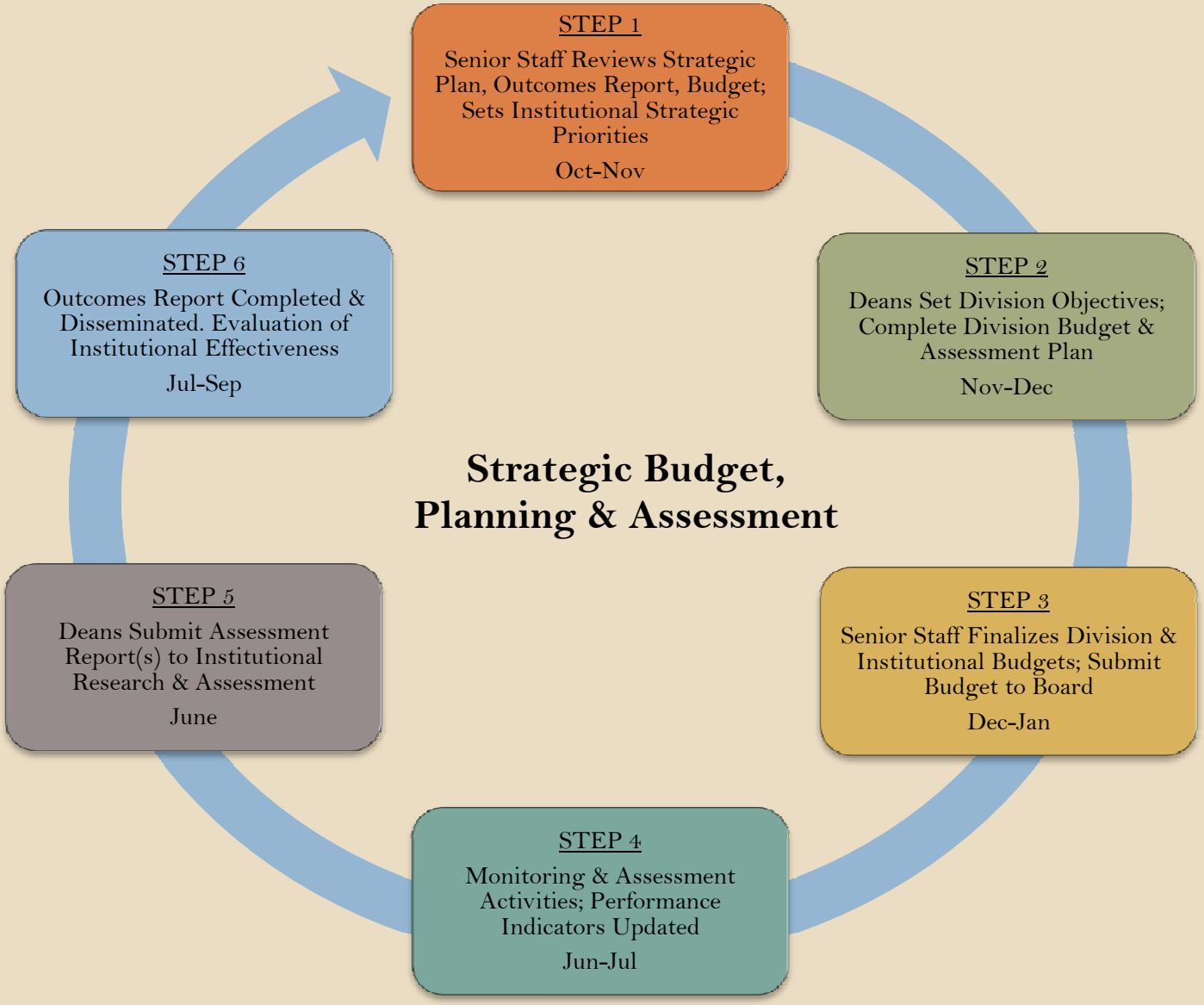
Mays Landing • Atlantic City • Cape May Court House

www.atlantic.edu

Atlantic Cape Community College is an equal opportunity/affirmative action institution

2011

Appendix 2
"Strategic Management" Model



Appendix 3

Annual Planning & Assessment Form

Atlantic Cape Community College
Strategic Priority Project Proposal – Fiscal Year:_____

SUBMITTING GROUP:	
DIVISION/DEPARTMENT(S):	
PROJECT TITLE:	
STEP I – Project Description	
Project Goal Statement	**Project Goal Statement** *Limit project goal statement to one sentence.* • *The goal of this priority project is to*:
Project Strategy	**Project Strategy** *In three to five sentences or bullet points, describe how the department will accomplish project goal.*
Project Deliverables	**Project Deliverables** *List the products and/or services or tangible outcomes that will be delivered by the project.*
Project Term	**Project Term** Estimated start date for project: Estimated end date for project:
Need	**Need for Project** *Briefly describe the specific need at Atlantic Cape for this project.*
Project History	**Project History** *Briefly describe/explain:* *1) What has already been accomplished to set the stage for this project to begin; and* *2) Why is the project strategy appropriate to enact as soon as possible?*
Project Oversight	**Project Oversight** *List the person (s) and department(s)/organization(s) responsible for project deliverables.*
Project Assessment	**Assessment of Project Effectiveness** *Describe the means of assessment to measure attainment of the project goal and deliverables. Also state the timeframe needed for this assessment.*

STEP II – Project Budget			
Please provide a project budget that includes all personnel and non-personnel expenses of executing the project. If project will extend for more than two years, provide a budget spreadsheet as an attachment to this document.			
Budget	**Personnel Costs**	Estimated Amount	Comments
		$	
		$	
	(add rows if needed)		
	Non-personnel Costs	$	
		$	
	(add rows if needed)		
	Total Project Cost	$	

STEP III – Project Justification	
Alignment with Strategic Plan	**Alignment with Mission and Strategic Plan** *Briefly describe how the project will support the mission statement of the college. List the Atlantic Cape institutional goals and objectives that the project will support and briefly explain why the project will support each selected goal or objective.*
Urgency of Funding Need	**Urgency of Funding Need** *Does the project meet an emergency or highly urgent need at Atlantic Cape?* If yes, please explain why: *Does the project meet a need that is mandated by law or statute (example: Federal Communications Commission regulations)?* If yes, please describe:
Project Sustainability	**Project Sustainability** *When the project is operational, will it generate revenue or cost savings for Atlantic Cape?* If yes, please describe how project will be revenue-generating or how cost-savings will be attained. Indicate the estimated amount of revenues or cost savings per year. *Will the project need funding in future years in order to remain operational?* If yes, please estimate the annual amount of funding needed each year to sustain the project: *What are future sources of funding for the project?* Please state the potential sources of future funding:
Project Outcomes	**Project Outcomes Fiscal Year_____**

Institutional Performance Measures		
IPM	**STUDENT SUCCESS**	
1	Retention Rate	The percentage of FTFT students who re-enrolled the next fall term.
2	Graduation Rate	The percentage of FTFT students who graduated within 150% normal time (3 years). This includes graduates from all three years.
3	Transfer Rate (Post Graduation)	Percentage of total graduates who transferred to a senior institution within one year after graduating who persisted to the second term. (Not FTFT but All Graduates)
4	Remedial Progression Rate (based on enrollment not placement)	
	Math	FTFT Remedial Cohort who complete remedial requirements within three years.
	English	FTFT Remedial Cohort who complete remedial requirements within three academic years.
IPM	**ACCESS**	
5	Annual Headcount	Annual Unduplicated Headcount for credit courses.
6	High School Penetration Rate	Atlantic and Cape May County recent public high school graduates who enrolled in the fall term as a percentage of their total recent public high school graduates.
	Atlantic County - Fall	Atlantic County recent public high school graduates who enrolled in the fall term as a percentage of their total recent public high school graduates.
	Cape May County - Fall	Cape May County recent public high school graduates who enrolled in the fall term as a percentage of their total recent public high school graduates.
7	Market Share - County Penetration	Atlantic and Cape May County students enrolled in the fall term as a percentage the total population of both counties. County residency determined by mailing address.
	Atlantic County - Fall	Atlantic County students enrolled in the fall term as a percentage the total population of Atlantic County. County residency determined by mailing address.
	Cape May County - Fall	Cape May County students enrolled in the fall term as a percentage the total population of Cape May County. County residency determined by mailing address.
8	Audited FTE Credit	Annual full-time equivalent student enrollments (FTE's) for full-time, part-time and summer session students are calculated by dividing the total unweighted annual credit hour enrollment by 30.
	Credits by Campus (Un-Audited - 10th Day Count)	
	Mays Landing	Annual Credit Hours for credit courses for the Mays Landing Campus.
	Cape May	Annual Credit Hours for credit courses for the Cape May Campus.
	Atantic City	Annual Credit Hours for credit courses for the Atlantic City Campus.
	Online	Annual Credit Hours for credit courses for Online Courses.
9	Headcount by Campus (Duplicated)	
	Mays Landing	Annual Duplicated Headcount for credit courses for the Mays Landing Campus.
	Cape May	Annual Duplicated Headcount for credit courses for the Cape May Campus.
	Atantic City	Annual Duplicated Headcount for credit courses for the Atlantic City Campus.
	Online	Annual Duplicated Headcount for credit courses for Online Courses.
10	Percentage Student Headcount by Age	
	Traditional (17-24)	Fall Unduplicated Headcount of traditional age students (17-24) for credit courses.
	Non-Traditional (25 +)	Fall Unduplicated Headcount of non-traditional age students (25+) for credit courses.
11	Percentage Student Headcount by Diversity	
	Non-Minority (White)	Fall Unduplicated Headcount of non-minority students (white) for credit courses.
	Minority (Non-white)	Fall Unduplicated Headcount of students (non-white) for credit courses.
12	Credits by Tuition Type	
	General	Number of (un-audited) annual credits for general courses.
	Online	Number of (un-audited) annual credits for online courses.
	Culinary	Number of (un-audited) annual credits for culinary courses.
	Nursing	Number of (un-audited) annual credits for nursing courses.
	Aviation	Number of (un-audited) annual credits for aviation courses.

13	Internships, Co-ops and Experimental Learning	
	Number of Students	Number of students enrolled annually in courses with an internship, co-op or experimental learning component.
	Number of Programs	Number of programs offered with an internship, co-op or experimental learning component.
14	Non-Credit FTE	Students enrolled in courses that start July 1 - June 30 (inclusive). Credit Hours conversion = (clock hours * 10) divided by 15. FTE = Credit hours / 30. Includes fundable and non-fundable Non-credit FTE.
15	Contract Training-Headcount	Annual unduplicated Headcount for customized courses.
IPM	AFFORDABILITY	
16	Tuition and Fees	
	Rank (all NJCC's)	Rank in the New Jersey Community College sector. 1 as highest and 19 as lowest.
	Tuition	Tuition per credit
	Fees	Required Fees per credit
	*All NJCC's included in Tuition and Fees Calculation	
17	Affordability	
	Atlantic County	Annual Tuition and Fees for full time student (30 credits) divided by annual average household income for Atlantic County.
	Cape May County	Annual Tuition and Fees for full time student (30 credits) divided by annual average household income for Cape May County.
IPM	HUMAN CAPITAL	
18	Full-time Faculty Fall Load	
	Courses	Percentage of fall courses taught by full-time faculty.
	Credits	Percentage of fall credits taught by full-time faculty.
19	Student Ratios	Number of faculty or staff per annual FTE student.
	Faculty:Student	Full-time faculty and one-third part-time faculty divided by the annual FTE student count.
	Staff:Student	Full-time staff and one-third part-time staff divided by the annual FTE student count.
	Percentage Faculty/Staff Headcount by Diversity	
20	Full-time Faculty: Diversity	Percentage of Full-time Fall Unduplicated Headcount of minority (non-white) faculty.
	Part-time Faculty: Diversity	Percentage of Part-time Fall Unduplicated Headcount of minority (non-white) faculty.
21	Staff: Diversity	Percentage of Fall Unduplicated Headcount of minority (non-white) staff.
IPM	RESOURCES	
22	Revenue by Source - Operating Budget	
	Tuition	Tuition Revenue as Percentage of Total Operating Budget (Audited).
	Chargeback	Chargeback Revenue as Percentage of Total Operating Budget (Audited).
	State Aid	State Aid as Percentage of Total Operating Budget (Audited).
	County Aid	County Aid as Percentage of Total Operating Budget (Audited).
	Other	Miscellaneous sources such as investment interest, gifts, and unrestricted grants.
23	Expense to Educate Students	Operating Expenditures divided by Instruction/Academic Support Expenditures.
24	Cost per FTE Student	The cost per Full-time Equivalent student is calculated by dividing the total Educational and General Expenditures (E&G) by the full-time equivalent enrollment (FTE). See *Audited FTE Credit* definition.
IPM	FACILITIES	
25	Classroom Utilization	
26	Age of Facilities/Deferred Maintenance	

Appendix 5 - Institutional Planning and Assessment Responsibility Matrix

Strategic Plan 2012-2016

Champion Matrix and Data Map

Return to IPM Main Page

Goal 1: Maximize Student Success

Obj.	Institutional Satisfaction Surveys				Institutional Data		Champion/Committee Matrix		
	Graduate	Alumni	Student	Faculty Staff	IPM's	Other	Division	Cross Functional	BOT
1	All instructional programs will be assessing curriculum and program quality, analyzing student learning outcomes, and using results to enhance institutional effectiveness. ✓ ✓ ✓					✓	AA	IEC	ASA
2	Increase the number of degree and non-degree programs that incorporate service learning, internships or co-ops prior to graduation by 2% annually.				✓		AA, SD	EMC	ASA
3	Increase the progression rates of first-time, full-time students from developmental to college-level education by 3% annually.				✓		AA, SD	EMC	ASA
4	Develop and implement a comprehensive completion program for first-time degree and certificate-seeking students that increases educational goal attainment by 25%.				✓		AA, SD	EMC	ASA

Goal 2: Strengthen Community Partnerships

Obj.	Institutional Satisfaction Surveys				Institutional Data		Champion/Committee Matrix		
	Graduate	Alumni	Student	Faculty Staff	IPM's	Other	Division	Cross Functional	BOT
1	Increase awareness and enhance the image of the college among key stakeholders by 10% from the baseline established by 2009 branding research.					✓	CMCC		LRP
2	Increase Atlantic Cape's participation and success rates with emphasis on underserved/under-represented populations in demographic areas (gender, age and ethnicity) and socio-economic statuses.				✓		AA, SD	EMC	DE
3	Respond to the academic, training, research and conference/meeting needs of business and industry, and increase the number of stakeholders with whom the college actively collaborates by 10% over a baseline established in 2011-2012.					✓	CMCC, WACC, FA		LRP

4	Enhance the career planning system to increase students' employment opportunities and employer satisfaction. ✓ ✓ ✓ ✓	SD	EMC	ASA
5	Continue a collaborative partnership between the college and the Atlantic Cape Foundation to increase advocacy, visibility and financial support for the college. ✓	CMCC		F, PBD

Goal 3: Demonstrate Effectiveness, Continuous Improvement, and Efficient Use of Resources									
Obj.	Institutional Satisfaction Surveys				Institutional Data		Champion/Committee Matrix		
	Graduate	Alumni	Student	Faculty Staff	IPM's	Other	Division	Cross Functional	BOT
1	All support programs and services will be reviewed and a periodic assessment process will be established to enhance institutional effectiveness. ✓ ✓ ✓						AA, CMCC, WACC, SD, FR, FA, HR, IT	IEC	LRP
2	Increase classroom utilization by 10% over a baseline established in 2011-2012. ✓ ✓ ✓						AA	EMC	ASA, LRP
3	Maintain satisfaction of relevant stakeholders with the college's effectiveness of the technological infrastructure, innovative technology applications, and equipment. ✓ ✓ ✓						IT	ITC	ASA, LRP
4	Implement the Diversity Plan to ensure equity from an established baseline in 2011-2012 . ✓						WACC		DE
5	Increase employee professional development and job-related training initiatives by 5% annually. ✓						HR		PBD
6	Establish a baseline by 2011-2012 to assess the flow of college information to key stakeholders to increase overall stakeholder satisfaction. ✓ ✓ ✓						CMCC		LRP
7	Improve safety statistics and stakeholders' satisfaction with campus safety and security by providing a safe working and learning environment for all faculty, staff, students and the college community. ✓ ✓						WACC	SCI	PBD
8	Reduce the college's carbon footprint by 5% from baselines established in 2011-2012. ✓						FR	GCI	LRP

9	Support capital projects as defined in the Blueprint 2020 Master Plan and reduce the deferred maintenance by 2% annually from a baseline established in 2011-2012 to ensure a high quality learning environment. ✓ ✓ ✓	FR, FA		LRP
10	Maintain a balanced budget through the development of strategies that encourage cost containment and revenue diversification from an established baseline in 2011-2012. ✓	AA, CMCC, WACC, SD, FR, FA, HR, IT		BFA

Appendix 6 – Syllabus Template

ATLANTIC CAPE COMMUNITY COLLEGE

XXXXXXXX DEPARTMENT

SYLLABUS

A. **COURSE TITLE:** include alpha #

B. **COURSE DESCRIPTION:** This consists of a brief description of the course without discipline jargon. One or two sentences that permits the reader to ascertain what they would learn from taking the course.

C. **PREREQUISITE:**

D. **LEARNING GOALS:** Broad based statements of instructor intention describing full course content broken into several curricula components common to all sections of this course.

Students will…
(Verbs: Learn, understand, expand their knowledge, explore, study, etc. …all non-measurable verbs.)

E. **STUDENT LEARNING OUTCOMES (SLO):** Evidence of measurable student learning indicative of higher order thinking and grasp of salient curricula concepts. SLOs are described using learner-centered terms (Bloom) and subject to full course assessment. **This should be a bulleted list.** Learning outcomes, learning goals, indicators, and competencies are different terms that all refer to "the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience." (Suskie, 2004)

Students will be able to...
(See Bloom's Taxonomy on next page. Each SLO should have several learning objectives. The majority of SLO's should use verbs from the analysis, synthesis and evaluation levels in Bloom's taxonomy.)

F. **LEARNING OBJECTIVES:** Learner-centered measurable behaviors (e.g. Bloom's Taxonomy, see Committee's web site) that the instructor wants students to demonstrate when verifying their mastery of this course's core material. Each objective must be clearly traceable to the learning outcomes specified in "E." In other words, learning objectives describe detailed aspects of outcomes or the tasks to be accomplished to achieve the outcome.

Students will be able to...
(See Bloom's Taxonomy on next page.)

G. **ASSESSMENT STRATEGIES:** Describe, in some detail, ways the instructor will assess student learning outcomes. Demonstrate alignment between assessment strategies and student learning outcomes listed above.

Student Learning Outcomes	**Assessment Strategies**
Students will be able to... (From E above.)	See examples below.

Examples:
Capstone Assignment, Comprehensives, Internship Evaluation, Licensure Exam, Performance, Portfolio, Pre/Post Test, Presentation, Project, Standard Test, Computer Lab Project, Video/Audiotape, Written Assignment, Writing Exam, Classroom Observation, etc.

Do not use: quizzes, test, CATs, or homework. These are typically used to measure an objective, but not an outcome.

H. **TEXTBOOK AND MATERIALS:** List required textbooks and materials here.

BLOOM'S TAXONOMY

BEHAVIORAL VERBS APPROPRIATE FOR EACH LEVEL

KNOWLEDGE	***COMPREHENSION***	***APPLICATION***	***ANALYSIS***	***SYNTHESIS***	***EVALUATION***
Arrange	Classify	Apply	Analyze	Arrange	Appraise
Define	Convert	Change	Appraise	Assemble	Argue
Describe	Defend	Choose	Breakdown	Categorize	Assess
Duplicate	Discuss	Compute	Calculate	Collect	Attach
Identify	Distinguish	Demonstrate	Categorize	Combine	Choose
Label	Estimate	Discover	Classify	Comply	Compare
List	Explain	Dramatize	Compare	Compose	Conclude
Match	Express	Employ	Contrast	Construct	Defend
Memorize	Extend	Illustrate	Criticize	Create	Describe
Name	Generalize	Interpret	Derive	Design	Discriminate
Order	Give example(s) of	Manipulate	Diagram	Develop	Estimate
Outline	Identify	Modify	Differentiate	Devise	Evaluate
Recall	Indicate	Operate	Discriminate	Explain	Explain
Recognize	Infer	Practice	Distinguish	Formulate	Judge
Record	Locate	Predict	Examine	Generate	Justify
Relate	Paraphrase	Prepare	Experiment	Plan	Interpret
Repeat	Predict	Produce	Identify	Prepare	Relate
Reproduce	Recognize	Relate	Illustrate	Propose	Predict
Select	Rewrite	Schedule	Infer	Rearrange	Rate
State	Report	Show	Interpret	Reconstruct	Select
Underline	Restate	Sketch	Model	Relate	Summarize
	Review	Solve	Outline	Reorganize	Support
	Select	Use	Point out	Revise	Value
	Summarize	Write	Question	Rewrite	
	Translate		Relate	Set up	
			Select	Summarize	
			Separate	Synthesize	

			Subdivide	Tell	
			Test	Write	

Appendic 7
Atlantic Cape Community College
LIST OF ACADEMIC PROGRAM REVIEWS

Updated 1/18/12

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
CULINARY ARTS			
Culinary Arts, A.A.S. Culinary Arts, A.A.S. – Baking and Pastry Option Food Service Management, A.A.S.	2007/2008	2012/2013	ACF Reaccreditation until 2014

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
ARTS/HUMANITIES			
Communication Option, A.A. Communication A.A.		2011/2012 2016/2017	Deleted Fall 2011 Replaces option fall 2011
Digital Design Option, A.A.		2011/2012	New Program, Fall 2006/**Drop fall 2011**
History Option, A.A.	2007/2008	2012/2013	
Humanities Option, A.A. & Philosophy, A.A.	2008/2009	2013/2014	**Programs Deleted**
Performing Arts Option, A.A. Studio Arts Option, A.A.	2009/2010 2008 – 2009	2014/2015 2013 - 2014	

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
BUSINESS			
Accounting, A.A.S. Accounting, A.A.S.-Accounting Info. Systems Option	2007/2008	2012/1013	
Business Administration, A.A.S. Business Administration, A.S. Business Administration, A.S. –Economics Option	2004/2005	2009/2010	**In Progress**

Criminal Justice, A.S. Criminal Justice, A.S. – Corrections Option	2007/2008	2012/2013	**Deleted Fall 2011**
Hospitality Management, A.A.S Hospitality Management, A.A.S -Travel & Tourism	2008/2009	2013/2014	**Program Deleted**
Paralegal Studies, A.A.S. Paralegal Studies, A.S.	2005/2006	2011/2012	ABA Review-Paralegal self study submitted April 2011.
Technical Studies, A.A.S. – Business Management Option		2012/2013	New Program, Spring 2007

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
COMPUTER SYSTEMS			
Air Traffic Control Terminal, A.A.S.		2015/2016	New Program – Spring 2011
Computer Info. Systems, A.S.	2010/2011	2015-2016	
Computer Info. Systems, A.S. – Computational Science Option		2015/2016	New Program – Fall 2010
Computer Info. Systems, AS – Geographic Information Systems Option		2016-2017	New Program – spring 2011
Computer Systems Support, A.A.S.	2007/2008	2012/2013	
Computer Systems Support, A.A.S. –Web Technologies Option	2008/2009	2015/2016	
Computer Systems Support – Digital Media Production Support – Option		2016-2017	New Program –Jan 2011
Computer Programming, A.A.S.	2005/2006	2011/2012	
Computer Programming, A.A.S. – Database Design & Development Option		2012/2013	New Program – Fall 2007
Office Systems Technology, A.A.S.	2007/2008	2012/2013	
Office Systems Technology, A.A.S. – Computing for Small Business Option		2013/2014	New Program – Fall 2008
Technical Studies, A.A.S. – MCSE Option		2011/2012	New Program-Fall 2006
Technical Studies , AAS – Computer Technician Option		2016-2017	New Program –spring 2011
Business Paraprofessional Management (Certificate)		2013 - 2014	New Program Fall 2008

Computer Security (Certificate)		2015-2016	New Program Fall 2010
New Media Studies A.A.S.		2016-2017	New Program Fall 2011
Technical Studies: Solar Energy Technology A.A.S.		2016-2017	New Program Fall 2011

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
ENGLISH AS A SECOND LANGUAGE			
ESL	2009 – 2010	2014-2015	
Modern Language Courses	2008-2009	2013-2014	
General Studies, A.S.		2016-2017	New Program- fall 2011

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
ENGLISH			
Literature Option, A.A.		**2005-2006**	**Will be finalized in Spring 2012**
Composition – I & II (English 102 & 102)	2003/2004	2014/2015	In progress
Liberal Arts, A.A.		2013/2014	

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
MATH/ SCIENCE			
Science and Mathematics, A.S. – Biology Option	2010-2011	2015-2016	
Science and Mathematics, A.S. – Chemistry Option	2007/2008	2012/2013	
Science and Mathematics, A.S. – Mathematics Option	2003/2004	**2008-2009**	**Will be completed Fall 09**

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
NURSING/ALLIED HEALTH/PHYS. ED.			
Nursing, A.A.S.	2002-2003	NLN Review Update in 2013	**Reaccreditation for 8 years.**
Allied Health Division (Including Physical Ed. Courses)	2000/2001	2006/2007 **(2005/2006)**	**NOT A PROGRAM**
Technical Studies, A.A.S. - Health Professions Option		2013/2014	New program, Fall 2008
Health Services A.S.		2016-2017	New Program Fall 2011
Respiratory Therapy, A.A.S. (coop. program with UMDNJ)			NA

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
SOCIAL SCIENCE			
Child Development/Child Care Option, A.A.	1998/1999	2010-2011 **(2003-2004)**	**Self Study In Progress (9/09 – 12/2010) for NAEYC Accreditation**
Education Option, A.A.		**2010-2011**	**Will be completed by December 2011.**
Psychology Option, A.A.	2008/2009	2013/2014	
Human Services, Certificate		2015/2016	New Program, Fall 2010
Sociology Option, A.A.	2010-2011	2015-2016	
Social Science Option, A.A.		2011/2012	

PROGRAM	EVALUATION Completed	NEXT REVIEW	COMMENTS
DEVELOPMENTAL EDUCATION			
Developmental Education Courses (English, Math, Social Science)	2002/2003	2007/2008	**Being reviewed by the *Basic Skills Committee 2008-09***

Appendix 8 - Program Review Template
(Revised November 2009)

--Overview of Program Review/Introduction
--State the program/courses being reviewed
--A brief description of the program's audience

1 ***Review Program Goals/Objectives/Outcomes ~Course Goal/Objectives/Outcomes***
   a What are the national trends in the discipline?
   b. Are the General Education requirements for this program appropriate?
   a What are the program goals, objectives and outcomes? Do the program objectives and outcomes effectively align with program goals? If not what changes should be made to program goals/objectives/outcomes?
   b Does the course content and requirements reflect the national or state guidelines as indicated by professional organizations related to the disciplines?
   c What percentage of the total program requirements are the program courses and are the total credits for the program requirements within acceptable boundaries?
   d How should the courses be revised to reflect program goals?
   e Are the course goals/objectives/outcomes consistent with and supportive of the program goals/objectives/outcomes?
   f What is the grading policy for each course?
   g How is student progress assessed?
   h How does the aforementioned assessment adequately reflect student progress?
   i How are your course/program goals and objectives/outcomes measured through the assessments.

1 ***Compare the Mission and Goals of the College to the Program Goals***
   a Are the goals of the program consistent with the mission and goals of the college?
   b Do the program requirements support the goals?
   c What changes should be made so that the program requirements support the mission and goals of the college?

2 ***Evaluate Your Program's Planning and Budgeting Process***
   a Can the current budget effectively support the program goals, objectives and trends in the industry (if applicable)? If the budget cannot effectively support program goals, objectives and career or industry trends, how does the budget need to be amended?
   b What connections are there between student assessment, planning, and budgeting?
   c Based on the findings of this program review what changes do you forecast for your program in the next 5 years?

1 ***Assessment of Student Progress Within the Program***
   a What are the learning outcomes for students in your program? *Attach learning outcomes and assessment plan for the program.*

b. Describe efforts to measure student learning and achievement in your curriculum
c. What tools or instruments are used and are they providing necessary information?
    1. *What information are they providing?*
    2. *Is this information adequately assessing achievement?*
d. What changes are recommended?
e. Describe the results of your assessment strategies. Evaluate the assessment efforts of your program (i.e. Are the assessment techniques adequate and reliable? Does your program need to develop additional measures to engage in reliable assessment)
f. What are the outcomes of the assessment process and how are they incorporated to improve the program?
g. Describe plans to improve the assessment of students in your program.

1. ***Review Teaching Strategies Used to Deliver Material***
    a. What teaching strategies are currently being used? How are the multiple learning styles of the target students being addressed?
    b. What other teaching strategies could be used?
    c. What recommendations can be made to implement better teaching strategies?
    d. How is technology incorporated into the curriculum?
    e. How is information literacy (Internet and database research skills) incorporated into the curriculum? Provide two or three examples of assignments involving information literacy.

2. ***Review the Transferability of Courses***
    a. What articulation agreements with other colleges have been negotiated for this program?
    b. Which courses are readily transferable?
    c. Which courses are not readily transferable and why?
    d. What changes should be made to ensure transferability of credits?

3. ***Review Faculty Expertise***
    a. What are the credentials of current faculty (both full- and part-time)?
    b. Describe the professional development activities in which program faculty participate.
    c. What additional training is needed in order to enhance the effectiveness of the program?
    d. Describe how the department works with part-time faculty to ensure that their course delivery is comparable to that of full-time faculty.
    e. What recommendations can you make to improve communication between full-time and part-time faculty?
    f. What percentage of credit hours are delivered by full-time faculty? What are the recommended staffing patterns?
    g. Does this meet the need of your recommended staffing of your discipline?

1. ***Examine the Environment for Learning***

a. Describe the average class size for the courses in the program. (NOTE: these vary in courses)
b. Describe the current facilities and equipment available to program participants at all three sites.
c. Is the physical environment for learning positive? Why and why not?
d. What additional equipment/materials and support services are needed to support the learning environment?
e. **How does the college address ADA compliance and students with special needs?**

1. ***Compare Program/Course Delivery at Mays Landing, Atlantic City, and Cape May***
   a. What are the differences in program and course delivery at the three sites?
   b. What steps can be taken to ensure equivalency in individual course delivery?
   c. Can the program be delivered in totality at all three sites? Why or why not?
   d. What steps must the college take to be able to deliver the program in totality at all three sites and is this realistic? Why or why not?
   e. What are the strengths and weaknesses of support services at each site?

2. ***Examine the Advisory Committee***
   a. Is there an existing advisory committee?
   b. If not, should there be an advisory committee for this program? Why or why not?
   c. If yes, who should serve on the advisory committee and what should be each member's expected term of service?
   d. What role should an advisory committee play?

3. ***Summary Statements***
   a. Make projections on past and current student demand.
   b. Reflect on changes that have occurred.
   c. What could be done to improve the program to meet student demand?

Appendix materials:

FROM THE DEPARTMENT:

- Course syllabi
- Student assessment data
- Articles/data on national trends in program
- Resumes of FT faculty
- Resumes of PT faculty
- Samples of assessment tools (rubrics, grading methods)

FROM INSTITUTIONAL RESEARCH:

- Program head count enrollment for last five years
- Enrollment data for last five years
- Average GPA for students enrolled in program
- Average length of time to graduate
- Student demographic (county and age) and ethnicity
- Number of graduates per academic year for last five years
- Student satisfaction surveys
- Degree breakdown of faculty both full and part-time

Program review occurs every 5 years.
Program reviews with reviewer's comments will be made available to the Vice President of Academics, Dean of Instruction and Committee Members. Copies of the review will be archived by Laura Campbell and a copy will be kept at the ACCC library.

Appendix 9 - Program Review - Yearly schedule of activities

Timeline for Program Review	
June 15 August 15 September 15	Notify Institutional Research (IR) Department of programs selected for review. IR provides necessary data to departments Departments begin the review process
Nov./Dec.	Outside evaluator identified
February	Program review document complete Program review is read by pertinent department members
March	Review is sent to outside evaluator after final adjustments are made
April	Outside evaluator visits campus site(s)
May	Response due from outside evaluator
June 15	Reviewer's comments are discussed with Dean of Instruction and other stakeholders including Full-Time Faculty and Department Chair ~Needs are identified ~Strategies for improvement are discussed

PROGRAM LEVEL ASSESSMENT PLAN						
PROGRAM NAME:	History - AA	**PROGRAM LIASION:**	Augustine Nigro	**DATE:**		
AY Assessed	**Program Learning Outcomes**	**Course(s) Selected**	**Course Learning Goals and Objectives**	**Assessment Instrument**	**Summary of Significant Findings From Assessment Analysis**	**Change Based on Findings**
2012-2013	Students will analyze and discuss behavioral or societal issues using theories and concepts from a historical	HIST 101	Study of the past as a method to exam the factors that led to the development of	Written Exams		
2012-2013	Students will analyze primary and secondary sources while applying commonly used approaches and criteria.	Hist 103	Be able to interpret past events in their proper historical context	In Class Essays		
2013-2014	Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and	HIST102	Develop critical thinking skills in evaluation the major issues in the rise of	Written Exams		
2013-2014	Demonstrate knowledge of key historical facts, values, and ideas that have shaped civilizations throughout history.	HIST104		Written Exams		
2014-2015	Logically and persuasively state and support orally and in writing their points of view and findings.	Hist 102		Written Exams and term papers.		
2014-2015	•Research skills, including formulating historical questions; obtaining historical data from a variety of reliable sources	HIST101	Study of the past as a method to exam the factors that led to the development of	Term Papers		

Appendix 11 - NJCC General Education Learning Goals and Suggested Individual College-Wide Learning Objectives

(1997 Adopted, August 15, 2007 Revision, **September 6, 2011 Revision**)

New Jersey Community College General Education Philosophy: Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

The Colleges maintain responsibility for offering a general education program whose learning objectives facilitate attainment of all **NJCC Gen Ed Learning Goals**. Course-level learning objectives must be consistent with the **Individual College-Wide Learning Objectives** that fulfill the **NJCC Gen Ed Learning Goals**. (Local general education courses must also be consistent with **NJCC GE Course Criteria** for satisfying requirements**.)**

NJCC Goal Categories (Course Category)	**NJCC Gen. Ed. Learning Goals** Critical thinking is embedded	**Suggested Individual College-Wide Learning Objectives:** Colleges have discretion in the establishment of **Individual College-Wide Learning Objectives** that support the achievement of the **NJCC Learning Goals**. The following is a list of examples.
1 **Written and Oral Communication** (Communication)	Students will communicate effectively in both speech and writing.	a. Students will explain and evaluate what they read, hear, and see. b. Students will state and evaluate the views and findings of others. c. Students will logically and persuasively state and support orally and in writing their points of view or findings. d. Students will evaluate, revise, and edit their communication.
2 **Quantitative Knowledge and Skills** (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
3 **Scientific Knowledge and Reasoning** (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.
4 **Technological Competency or Information Literacy** (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process info. c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases. d. Students will recognize when information is needed and be able to locate, evaluate, and use information.
5 **Society and Human Behavior** (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
6 **Humanistic Perspective** (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.	a. Students will describe commonly used approaches and criteria for analyzing works*. b. Students will analyze works* and applying commonly used approaches and criteria. c. Students will demonstrate a value added competence in the production and comprehension of a foreign language. * in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.
7 **Historical Perspective** (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization. b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society. c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
8 **Global and Cultural Awareness** (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose. b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.
NJ CCC Integrated Goals		
Ethical Reasoning and Action	Students will understand ethical issues and situations.	a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. b. Students will take a position on an ethical issue or a situation and defend it.
Information Literacy	Students will address an information need by locating, evaluating and effectively using information.	a. Students will identify and address an information need. b. Students will access information effectively and efficiently. c. Students will evaluate and think critically about information. d. Students will use information effectively for a specific purpose. e. Students will use information ethically and legally.

Note: This document should be used in conjunction with the **General Education Foundation** (9- 6- 2011) and the **NJCC GE Course Criteria** (9-6- 2011).

Appendix 11 - NJCC General Education Learning Goals

Course Criteria In Summary

for Satisfying the NJCC Gen Ed Foundation

(**September 6, 2011 Edition**)

New Jersey Community College Educational Philosophy: Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

NJCC Goal Categories (Course Category)	**NJCC Learning Goals***	**Course Criteria:** These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
1 **Written and Oral Communication** (Communication)	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
2 **Quantitative Knowledge and Skills** (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.
3 **Scientific Knowledge and Reasoning** (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4 **Technological Competency or Information Literacy** (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5 **Society and Human Behavior** (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based courses.
6 **Humanistic Perspective** (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.	Any broad-based course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7 **Historical Perspective** (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8 **Global and Cultural Awareness** (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
NJ CCC Integrated Goals		
Ethical Reasoning and Action	Students will understand ethical issues and situations.	These courses in each category include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.
Information Literacy	Students will address an information need by locating, evaluating and effectively using information.	These courses in each category underline the research process through the inclusion of information-based assignments.

* The Colleges maintain responsibility for offering a general education program whose learning objectives facilitate attainment of all **NJCC Learning Goals**. Local general education courses must be consistent with **NJCC Course Criteria** for satisfying requirements**.** (Course-level learning objectives must also be consistent with the **Individual College-wide Learning Objectives** that fulfill the **NJCC Gen Ed Learning Goals**.)

** The NJ Academic Officers Association has the responsibility of affirming individual course classifications approved by institutions based upon the **NJCC General Education Learning Goals** and the **NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation**.

Note: This document should be used in conjunction with the **General Education Foundation** (September 6, 2011) and the **NJCC GE Learning Goal & Suggested Individual College-wide Learning Objectives** (September 6, 2011).

Appendix 10 - General Education Assessment Plan
Academic Years 2011 - 2017

The Assessment Committee was charged with updating an Assessment Plan that cyclically assesses General Education. The Committee recommended that the NJ General Education Goals be assessed over a six-year period with each Goal assessed for a two year time-frame. This would allow the faculty time to make either instructional or curriculum modifications that they deem necessary and then reassess the next academic year.

The breakdown for the assessment of the nine (9) NJ General Education Goals for the next six (6) years is as follows:

- AY 2011-2012 and 2012-2013*
    - Scientific Knowledge and Reasoning
    - Humanistic Perspective
    - Historical Perspective
- AY 2013-2014 and 2014-2015
    - Quantitative Knowledge and Skills
    - Society and Human Behavior
    - Global and Cultural Awareness
- AY 2015-2016 and 2016-2017
    - Written and Oral Communication
    - Technological Competency or Information Literacy

Note:
Critical Thinking is embedded within all the goals.
Ethical Reasoning and Action and Information Literacy are not aligned with any particular group of courses, but could be assessed throughout all other goals and at any time.

General Education Assessment is an on-going process here at Atlantic Cape. Each academic year we modify our assessment plan based on the findings from the previous year.

***AY2012-2013** assessment is expected to change to one where all 9 NJCC GE Learning Goals are assessed yearly by discipline-specific faculty.

Appendix 13 - Learning Outcomes Assessment Form
AY 2012-2013

The completed assessment results should be e-mailed to eeubanks@atlantic.edu
(As a reminder: the ***General Education Goal*** being assessed, the ***Student Learning Outcomes***, and the ***Use of Results*** must show a connection to the course, curriculum, and/or assessment technique.)

Date of Assessment:
Course Assessed: (Course Name & Code)
General Education Goal Assessed:

1. **STUDENT LEARNING OUTCOME/S:**
    a. What will students know or be able to do? Be specific.
    (Be sure to link the General Education Goal to a Course specific objective.)

2. **MEANS/METHODS OF ASSESSMENT:**
    a. Describe the procedures, teaching strategies, or assessment instruments that were used to collect information on student learning. How did you collect this information?
    b. ATTACH ASSIGNMENT.

3. **CRITERIA FOR SUCCESS:**
   a. Describe the criteria that was used to measure student assessment.
   b. ATTACH RUBRIC**.**

4. **SUMMARY REPORT** – To be completed **after** assessment activity:

   a. Total number of students assessed: _____

   b. In the table below, indicate the number of students that *Exceeds*, *Meets*, or *Does Not Meet* the Expectations of the General Education Goal Assessed.

Exceeds	Meets	Does not meet

   c. State qualitative findings resulting from the assessment activities.

5. **USE OF RESULTS:**
    a. What changes, if any, will be made in response to the findings?
    b. What changes will be made in terms of curriculum, teaching strategies and/or assessment technique?

GEN ED GOALS AY2012-2013
3 – Scientific Knowledge & Reasoning
6 – Humanistic Perspective
7 – Historical Perspective

Appendix 14
General education assessment
Notification form AY: _____

COURSE CODE	Course Title	Faculty Name	Fall 2012	Spring 2013
			Gen Ed Goal #	Gen Ed Goal #

Email to: eeubanks@atlantic.edu

Appendix 15 - GENERAL EDUCATION ASSESSMENT Schedule of Activities
AY 2012-2013

Activity	Timing/Due Date	Person(s) Responsible
Assessment Committee receives and reviews the General Education Course Level Summary of Learning Outcomes Assessment from previous AY Fall and Spring Assessments.	**AUGUST** At the first Assessment Committee Meeting	▪ Dean of Instruction ▪ Assessment Committee ▪ Program Coordinator of Learning Outcomes Assessment
Discuss significant findings of the General Education Assessment Summary from previous AY and how they will be used for this AY assessment.	**SEPTEMBER** Department Meeting	▪ Dean of Instruction ▪ Department Chairs ▪ Faculty
Begin planning for assessment using measureable learning objectives and expanding courses to be assessed for measured student learning. **THE FOCUS:** • Select one of the following Goals: ○ #3 – Scientific Knowledge ○ #6 – Humanistic Perspective ○ #7 – Historical Perspective Note: Goal 9-Ethical Reasoning & Action and Goal 4-Information Literacy are not aligned with any group of courses; either one can be assessed. **THE PROCESS:** • Each department will assess all ALPHAs • Each faculty who participates will choose one of the General Education Goals to assess in alignment with their course content	**OCTOBER** Department Meeting	▪ Dean of Instruction ▪ Department Chairs ▪ Faculty
Provide Department Chairs with: • Name of Course to be assessed and methodology • Name of the Gen Ed Goal to be assessed • When the assessment will be done: Fall or Spring	**NOVEMBER 1ST**	▪ Faculty
Email completed Gen Ed Goal Assessment Notification Form with the names of the faculty participating in the assessment to Program Coordinator of Learning Outcomes Assessment	**NOVEMBER 15TH**	▪ Department Chairs ▪ Program Coordinator of Learning Outcomes Assessment
Email completed **Fall 2012** Learning Outcomes Assessment Forms to the Program Coordinator of Learning Outcomes Assessment	**JANUARY 15TH**	▪ Faculty ▪ Program Coordinator of Learning Outcomes Assessment
Email completed **Spring 2013** Learning Outcomes Assessment Forms to the Program Coordinator of Learning Outcomes Assessment	**JUNE 10TH**	▪ Faculty ▪ Program Coordinator of Learning Outcomes Assessment
Data from Fall 2012 and Spring 2013 assessments is analyzed for the General Education Course Level Summary of Student Learning Outcomes and Assessment	**AUGUST 1ST**	▪ Program Coordinator of Learning Outcomes Assessment