

2017-2021

INSTITUTIONAL
EFFECTIVENESS PLAN



ATLANTIC CAPE
COMMUNITY
COLLEGE

Table of Contents

SECTION 1 – Introduction & Guiding Principles.....	3
Guiding Principles	4
SECTION 2 – Strategic Plan Assessment.....	4
Strategic Plan 2017-2021	4
Strategic Management Model.....	6
Strategic Management Organizational Capacity.....	7
SECTION 3 – Academic Assessment Plan	12
Introduction.....	12
Academic Program Assessment and Review	13
Institutional Assessment (General Education Assessment).....	15
Organizational Capacity	16
The Faculty Assessment Committee	17
SECTION 4 – Non-Academic Assessment Plan.....	18
Appendix	19

1. Strategic Plan 2017-2021
2. Strategic Management Model
3. Institutional Surveys (Student Satisfaction, Atlantic Cape Faculty/Staff Satisfaction, Graduate Exit, Alumni)
4. Institutional Responsibility Matrix
5. Course Syllabus Basic Template
6. Program Review Plan
7. Program Review Template
8. Program Review Yearly Schedule of Activities
9. Program Assessment Plan - Sample
10. NJCC General Education Learning Goals
11. Guide to Atlantic Cape Academic Assessment
12. Non-Academic Unit Program Assessment Plans
13. Non-Academic Unit Assessment Form

SECTION 1 – Introduction & Guiding Principles

Assessment of institutional effectiveness at Atlantic Cape involves assessing how effective the College is in meeting institutional goals and objectives from the Strategic Plan, how effective the College is in fostering student learning, and how effective are the non-academic units in delivering the mission of College's programs and services. The systematic approach by which the College achieves its institutional goals and objectives is depicted in the Strategic Management Model. Strategic initiatives supported in assessment results which focus on the main priorities of the Strategic Plan are brought forward by Cross Functional Advisory Committees and the College's Division, and are prioritized and implemented through Institutional Master/Area Plans. These plans are directly tied into the annual budget plans.

Institutional assessment is achieved through the analysis of Institutional Performance Measures that are aligned with institutional goals and objectives in the College's Strategic Plan. These measures are included in an Institutional Responsibility Matrix that also align the College's Division(s)/Department(s) responsible to design and implement budgeted strategies that support of meeting institutional objectives.

Institutional Performance Measures are reported and disseminated College-wide annually in the Institutional Outcomes Report that shows progress to date on the implementation and outcomes of budgeted strategic initiatives, and institutional stakeholder satisfaction survey outcomes. This report helps the institution to identify opportunities, and to develop and implement 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. Non-academic unit program and service effectiveness is also assessed through a systematic and sustained process. Both academic and non-academic assessment processes are designed to foster strategies for continuous improvement.

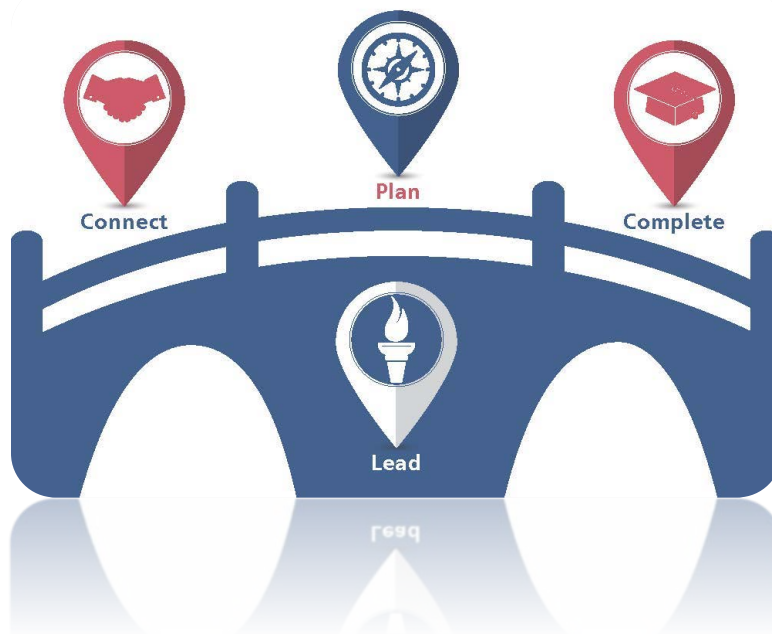
Guiding Principles

- 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.
- Assessment efforts by administrative units, promote efficient use of resources and assist in providing a high quality learning and working environment.

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 2017-2021 (Appendix 1).

Strategic Plan 2017-2021



Atlantic Cape's Strategic Plan 2017-2021 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 four institutional goals.

Atlantic Cape Community College creates opportunity by providing access to excellent programs and services that successfully meet students' educational goals.

1. **Connect:** *Connect and engage students with opportunities to be successful.*
 2. **Plan:** *Assist students in creating and fulfilling their academic and career Plan.*
 3. **Complete:** *Increase the number of students who successfully Complete their educational goals.*
 4. **Lead:** *Lead the institution to excellence through continuous improvement and the effective and efficient use of resources to maximize student success.*
-

Each of these goals is accompanied by specific measurable institutional objectives that are designed to inform the College of the success and extent to which each goal is being attained. Institutional goals and objectives, together with the College's values (**Integrity, Caring, Accountability, Respect, and Excellence**) provide a robust foundation and a clear strategic direction for the College in 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 and maximize student success.

Strategic Management Model

Atlantic Cape's Strategic Management Model (Appendix 2) is an integrated model with an institution-wide focus on continuous improvement. A systematic approach the College follows and uses for strategic budgetary decisions. It is the model upon which the College links assessment to the allocation of resources for strategy execution and the way in which to hold the institution accountable in delivering its mission.

The model depicts the continuous flow and displays the alignment and linkages between the College's Strategic Plan Goals and Objectives, Institutional Master/Area Plans, Assessment Plans, Budget Plans and the College's organizations, Cross-functional Advisory Planning Committees and Divisions, responsible to support and implement strategy execution.

At the institutional level, the process starts with the assessment of institutional effectiveness through the deployment, dissemination and analysis of an annual Institutional Outcomes Report. It 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 Assessment & Planning Office requests that each Division reports on yearly outcomes for its respective departments/units, aligned to the goals and objectives of the Strategic Plan. This information, with outcomes of Institutional Performance measures, and outcomes of Institutional Surveys, (Appendix 3) are 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 of two 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, Alumni, Faculty and Staff). Outcomes from institutional surveys are intended to utilize 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 (Appendix 4) relating the measures and institutional goals/objectives to those organizations responsible for ensuring that the College is focused and moving towards meeting its strategic goals. Institutional outcomes are used by the President and Cabinet in setting priorities. Every year new strategic projects or initiatives proposed by divisions or cross-functional advisory planning committees are brought forward by division leaders to the president's cabinet for prioritization when supplemental budget allocations are required. Once these projects are approved, they are included in the annual budget and they become one of the yearly goals of the respective division in support of the Strategic Plan. In addition, division leaders in consultation with their departments set additional annual goals to advance institutional area plans in support the strategic plan through the reallocation of existing resources. Cross Functional Committees' recommendations are analyzed and consolidated by the Executive Vice President, Institutional Planning and Research, Information Technology Services and Facilities, who makes final recommendations for prioritization to the President's Cabinet. Division Deans review and analyze recommendations from their respective departments and units before presenting them to the President's Cabinet for 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 Finance makes recommendation on the annual amount for the Strategic Initiative Fund.

Strategic Management Organizational Capacity

For the Strategic Plan 2017-2021, 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.

Meeting the goals and achieving the objectives set in the Strategic Plan 2017-2021 requires cross-functional input and efforts from College-wide stakeholders. In view of these, the Cross Functional Committees are aligned 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 the following Strategic Plan Goal:

***Goal 4 Lead** – Lead the Institution to excellence through continuous improvement and the effective and efficient use of resources to maximize student success.*

Specific strategic plan objective supported by the work of this committee is objective:

4.3 - Periodically, all academic, workforce development programs, and non-academic units will undergo an assessment process and will utilize the results to enhance institutional and educational effectiveness.

Student Success Committee (SS) – Charged with supporting the development, periodic update, assessment and implementation of an overall plan that promotes attainment of the College's Strategic Plan, specifically Goals:

***Goal 2 Plan** - Assist students in creating and fulfilling their academic plan.*

***Goal 3 Complete** - Increase the number of students who successfully complete their educational goal.*

Specific Strategic Plan objectives supported by the work of this committee are objectives:

2.1 Educate, facilitate and support students in the creation and implementation of an effective career plan to meet their educational goals in a timely manner

2.2 Increase the number of programs with a curriculum that includes experiential learning opportunities such as internships and service learning.

2.3 Create career pathways for students by developing and enhancing connections between workforce development programs, economic development efforts and the institution through community partnerships.

2.4 Develop new and strengthen existing pathways to increase utilization for students to transition to baccalaureate-granting institutions.

3.1 Increase student satisfaction with institutional communications to the student body.

3.2 Increase the success rate of students in the developmental English and math course sequence.

3.3 Increase the success rate of students in gateway English and mathematics courses.

3.4 Minimize achievement gaps for traditionally underrepresented/underserved populations through institutional programs and community partnerships.

3.5 Continue to develop, assess, support and sustain equitable initiatives and/or programs and services to increase educational goal attainment and maximize student success on all three campuses.

Enrollment Management Committee (EM) -Charged with supporting the development, periodic update, assessment and implementation of an overall Enrollment Management Plan (EMP) that promotes attainment of the College's Strategic Plan, specifically Goal:

Goal 1 Connect - Connect and engage students with opportunities to be successful.

Specific strategic plan objectives supported by the work of this committee are objectives:

1.1 Assess and enhance the community's perception of the quality of an Atlantic Cape education.

1.2 Enhance the effectiveness of outreach programs, including financial literacy and prior learning assessment, to traditional and non-traditional students.

1.3 Increase the number of incoming students through merit-based programs and scholarships in collaboration with the Atlantic Cape Foundation.

1.5 Increase the proportion of college-ready recent high school graduates enrolling by fostering community partnerships with area school districts through dual credit/articulation agreement programs and concurrent enrollment.

Safe Campus Initiative Committee (SCI) - Responsible for fostering a healthy and safe working and learning environment through the review, update of campus safety practices, procedures, policies, and through the development and implementation of recommendations in support of achieving Goals:

Goal 1 Connect - Connect and engage students with opportunities to be successful.

Goal 4 Lead – Lead the Institution to excellence through continuous improvement and the effective and efficient use of resources to maximize student success.

Specific strategic plan objectives supported by the work of this committee are objectives.

1.4 - Ensure diversity, equality, inclusiveness, and accessibility to promote a welcoming learning and working environment.

4.4 – *Continuously improve service to the College community through campus safety, security, health and wellness initiatives.*

Information Technology Committee (IT) - 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 Goal:

Goal 4 Lead – Lead the institution to excellence through the continuous improvement and the effective and efficient use of resources to maximize student success.

Goal 1 Connect - Connect and engage students with opportunities to be successful.

Specific strategic plan objectives supported by the work of this committee are objectives:

4.6 – *Support projects to improve technology and technology-based educational platforms to ensure a high quality learning and working environment.*

1.4 - *Ensure diversity, equity, inclusiveness, and accessibility to promote a welcoming learning and working environment.*

Green Campus Initiative Committee (GCI) – 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 Goal:

Goal 4 Lead – Lead the institution to excellence through the continuous improvement and the effective and efficient use of resources to maximize student success.

Specific strategic plan objective supported by the work of this committee is objective:

4.6 – Support projects to foster facilities renewal, promote efficient use of resources and sustainable practices, and minimize deferred maintenance to ensure a high quality learning and working environment.

Cross-functional committees are led by members of the President’s Cabinet, 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 three times a year, 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 are 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 and 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 and objectives. All course syllabi at Atlantic Cape follow a basic template that includes learning outcomes/objectives (Appendix 5). Both General Education and program assessment plans are built upon these courses' learning outcomes/course objectives, and assessment instruments developed by faculty. Academic assessment is guided by the LEAD goal of the Strategic Plan.

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.
5. Report analysis and utilization of assessment

Planning of assessment activities occurs beginning in September of 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, the academic program assessment plan, and/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 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 6 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 7) 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. Programs due to review follow a schedule of activities (Appendix 8) designed to ensure the review is completed within an academic year. Annual assessment of at least one program learning outcome ensures continued monitoring and improvement of program curricula. The annual assessments build to form the basis of the five-year internal program review.

The Internal program review template is a complete set of self-reflection questions regarding student learning outcomes assessment within the program (Appendix 8). 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. Assessment of Student Progress Within the Program
4. Review Teaching Strategies Used to Deliver Material
5. Review the Transferability of Courses
6. Review Faculty Expertise
7. Faculty Assignments and Utilization
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 where the program's goals, learning outcomes, assessment plan, 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 Five 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 9 for a typical example Program Assessment Plan).

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 New Jersey Board of Nursing and the Accrediting Commission for Education in Nursing (www.acenursing.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, Preschool –Grade 3 Education Option, A.A.– Accredited by the National Association for the Education of Young Children (NAEYC) (www.naeyc.org)
- Radiologic Technology – Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (www.jrcert.org) and the New Jersey Department of Environmental Protection, Bureau of X-ray Compliance.

Institutional Assessment (General Education Assessment)

Institutional Assessment at the College is framed around the NJ Community College General Education learning goals (Appendix 10). 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. Beginning in the 2017-2018 academic year, departments will select from any of the ten available NJ General

Education goals. There are currently eight NJ General Education Goals and three embedded goals for General Education courses

Every academic year, faculty selects the General Education Goal relating to a program/course; 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.

The Atlantic Cape Academic Assessment Google site supports the Academic Assessment process. <https://sites.google.com/a/atlantic.edu/general-education-assessment/>. This site contains all the documentation and resources used by faculty to track and report their assessment efforts. The Guide to Atlantic Cape Academic Assessment (Appendix 11) which includes the annual schedule of activities and general information for faculty reference. General Education Summary Reports from prior years are available for continued review on the Google site.

In spring 2013, the math faculty piloted an All-In-One assessment where projects used to assess Program Learning Outcomes are also used to assess General Education goals. The All-In-One assessment is now utilized College-wide and an embedded part of the Academic Assessment Guide (Appendix 11). All departments are encouraged to utilize the All-In-One assessment to streamline program learning outcome assessment and broaden the Institutional assessment survey.

Organizational Capacity

The College's current organizational structure in support of the assessment efforts includes a Faculty Assessment Committee, whose current chair and administrative advisor are 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 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>). In 2016, the committee membership was changed to reflect the importance of assessment in curricular improvement. Membership now consists of two members of each academic department where possible, counselors, librarians, and the Vice President of Academic Affairs and academic deans in an advisory capacity. 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.

SECTION 4 – Non-Academic Assessment Plan

The Non-Academic Units Program Assessment Plan also forms part of the Institutional Effectiveness Plan. Assessing effectiveness of non-academic units programs and services is a cyclical process whereby administrative units assess all their programs at least once over a 3 year assessment cycle. This assessment process ensures that all units document the ways in which they plan to improve programs, determine a means of measurement, report on outcomes and the results of their assessment to make evidence based, data-driven decisions for continuous improvement.

In 2016-2017, non-assessment unit program assessment plans were revised to align to the 2017-2021 Strategic Plan. In October 2016, the Office of Institutional Research, Assessment, and Planning met with department directors to assist their alignment of programs or to the new strategic plan. Each department identified a schedule of when and what they were going to assess, how they were planning to assess it, and the length of time for the assessment. Each non-academic unit program or service is planned to be systematically assessed at least one time in a three year period (Appendix 12 – Non Academic Unit Program Assessment Plans)

To facilitate the assessment process, the Non-Academic Unit Assessment Form was modified and put into a Google Sheet (Appendix 13–Non-Academic Unit Program Assessment Form). The sheet consists of two tabs. The first tab outlines the department mission, the programs and/or services provided, the department programs' clients, the resources needed to provide the program and/or services, and the department strengths and weaknesses. The second tab outlines the assessment process for each program or service provided by the department. For each program or service, a clear connection as to which institutional goal/objective(s) the program supports is established. There is at least a one sentence explanation of how a program supports each objective identified. The department is asked to identify new strategies (if any) for the upcoming assessment process, and are asked how the process will be measured to determine if any changes should be made in the future. Following the assessment process departments are

asked to identify what worked, what didn't work and what changes are recommended to feed into the next assessment cycle for that program or service.

Appendix

Strategic Plan 2017-2021



Connect



Plan



Complete



Lead

Board of Trustees

Maria Ivette Torres

Chairperson

Dave Coskey

Vice Chairperson

Maria Mento '77

Treasurer

Israel Negron II '16

Alumni Representative

Ellen Byrne, Esq.

Christina Clemans

David A. Evans

James B. Kennedy, Esq.

Brian G. Lefke

Mary B. Long

Thomas E. Milhous

Donald Parker

Dr. Richard Stepura

*Exec. Co. Superintendent of Schools
Atlantic and Cape May County*

Helen W. Walsh

Dr. Peter L. Mora

Atlantic Cape President, Ex-Officio

Louis J. Greco, Esq.

Board Attorney

Jean McAlister

Board Secretary

Executive and Senior Staff

Dr. Peter L. Mora

President

Dr. Richard Perniciaro

*Exec. Vice President,
Planning, Research and Facilities*

Dr. Mitchell Levy

*Vice President, Student Affairs and
Branch Campus Management*

Dr. Otto Hernandez

Vice President, Academic Affairs

Dr. Denise Coulter

Acting Dean of Liberal Studies

Kelly McClay

Dean, Academy of Culinary Arts

Donna Vassallo

Dean, Career Education

Eileen Curristine

*Dean, Human Resources, Public Safety
and Compliance*

August Daquila

*Dean, Administration and Business
Services*

Douglas Hedges

Dean, Information Technology Services

Leslie Jamison

Dean, Finance

Jean McAlister

*Dean, Resource Development and
President/Board of Trustees Operations*

Andre Richburg

*Dean, Enrollment Management and
College Relations*

A Letter from the President

Dear Colleagues and Community Members:

Over the last year, the college has been hard at work examining where we currently are as a college and where we need to go in the next five years and beyond. A Strategic Planning Team was appointed and was tasked with exploring the many challenges and opportunities that lie ahead and will shape the direction of the college. Extensive research and input went into the design of the current Strategic Plan. I think you will agree that this plan will serve as a sound and comprehensive roadmap to guide both the institution's and students' pathways ahead.

The 2017-2021 Plan is very student focused and centered on fostering students' success along their educational and professional pathways. The goals are designed to assist students along their educational pathways from the time they **Connect** with Atlantic Cape, as they create a **Plan** for the future and finally as they **Complete** their educational or professional goals at Atlantic Cape. The last goal, **Lead**, is the role the institution serves in supporting the students' pathways.

As we come to the end of the planning process, I want to thank the faculty, staff, students, alumni, academic advisory boards, university partners, K-12 school districts, chambers of commerce, Foundation Board, Board of Trustees, and other community partners who participated in this endeavor. I am confident that this plan will further the college's commitment to student success and expand our efforts to be the region's preferred choice for higher education and professional training and a leading catalyst for economic and workforce development. Finally, the Strategic Plan will serve as a key institutional effort 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 excellent programs and services that successfully meet students' educational goals.

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 and maximize student success.

Values

Integrity: *Assure the public's trust.*

Caring: *Committed to student success.*

Accountability: *Accept responsibility for all college actions.*

Respect: *Honor and value every member of the community.*

Excellence: *Provide the highest quality programs and services.*

Goals

1. **Connect** and engage students with opportunities to be successful.
2. Assist students in creating and fulfilling their academic and career **Plan**.
3. Increase the number of students who successfully **Complete** their educational goals.
4. **Lead** the institution to excellence through continuous improvement and the effective and efficient use of resources to maximize student success.

Strategic Plan Objectives



Goal 1: Connect

- Objective 1** Assess and enhance the community's perception of the quality of an Atlantic Cape education.
- Objective 2** Enhance the effectiveness of outreach programs, including financial literacy and prior learning assessment, to traditional and nontraditional students.
- Objective 3** Increase the number of incoming students through merit-based programs and scholarships in collaboration with the Atlantic Cape Foundation.
- Objective 4** Ensure diversity, equality, inclusiveness, and accessibility to promote a welcoming learning and working environment.
- Objective 5** Increase the proportion of college-ready recent high school graduates enrolling by fostering community partnerships with area school districts through dual credit/articulation agreement programs and concurrent enrollment.



Goal 2: Plan

- Objective 1** Educate, facilitate and support students in the creation and implementation of an effective career plan to meet their educational goals in a timely manner.
- Objective 2** Increase the number of programs with a curriculum that includes experiential learning opportunities such as internships and service learning.
- Objective 3** Create career pathways for students by developing and enhancing connections between workforce development programs, economic development efforts and the institution through community partnerships.
- Objective 4** Develop new and strengthen existing pathways to increase utilization for students to transition to baccalaureate-granting institutions.
- Objective 5** Establish, then assess, a baseline to increase employer satisfaction with career program graduates' competencies and skills to meet community employer needs.



Goal 3: Complete

- Objective 1** Increase student satisfaction with the institutional communications to the student body.
- Objective 2** Increase the success rate of students in the developmental English and math course sequence.
- Objective 3** Increase the success rate of students in gateway English and mathematics courses.
- Objective 4** Minimize achievement gaps for traditionally underrepresented/underserved populations through institutional programs and community partnerships.
- Objective 5** Continue to develop, assess, support and sustain equitable initiatives and/or programs and services to increase educational goal attainment and maximize student success on all three campuses.



Goal 4: Lead

- Objective 1** Annually maintain a balanced budget through the development of strategies that encourage cost containment, cost avoidance, revenue enhancement, and resource development.
- Objective 2** Increase overall satisfaction of institutional communications with internal stakeholders and community partners.
- Objective 3** Periodically, all academic, workforce development programs, and non-academic units will undergo an assessment process and will utilize the results to enhance institutional and educational effectiveness.
- Objective 4** Continuously improve service to the college community through campus safety, security, health and wellness initiatives.
- Objective 5** Offer opportunities of mentoring, professional and leadership development, and recognition that will motivate, empower and increase the satisfaction of faculty and staff.
- Objective 6** Support projects to foster facilities renewal, improve technology and technology-based educational platforms, promote efficient use of resources and sustainable practices, and minimize deferred maintenance to ensure a high quality learning and working environment.

The Process

In 2015, a team of faculty, staff, and a member of the Student Government Association, representing a cross-section of the college under the purview of the Long Range Planning and Capital Projects Committee of the Board of Trustees, was appointed by the President to review the current mission and values and to draft the new Strategic Plan. The framework for the 2017-2021 Strategic Plan was based on the strengths of the previous strategic plan maximizing student success and on Middle States Commission on Higher Education accreditation standards.

Key tasks included:

- An environmental scan was conducted to assess and analyze new developments and trends critical to the future of the college. This included exploring demographic, educational, economic, social, political, and technological trends.
- A series of focus groups, interviews and surveys were administered to gain input from the college's internal and external stakeholders.
- Two all-day retreats with the Strategic Planning Team were held in which the mission and values were reviewed and revised. The team also evaluated the information obtained through the environmental scan as well as from stakeholders. A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and a gap analysis were performed and used to craft the new plan.
- The draft plan recommended by the Strategic Planning Team was shared with the community for feedback. All stakeholders that were contacted in the beginning of the process to give their initial input were also asked to give feedback on the proposed plan. Modifications were then made based on that feedback.
- The plan was presented to Senior Staff in May 2016 and approved on June 7, 2016. Next it was shared with the Long Range Planning and Capital Projects Committee and approved on June 21, 2016. Finally the plan was endorsed by the Board of Trustees on June 28, 2016.

Strategic Planning Team

Dr. Richard Perniciaro, *Chair*
Exec. Vice President,
Planning, Research and Facilities

Dr. Peter L. Mora, *Ex-Officio*
President

Alison Blizzard
Senior Manager, Compliance
Resource Development

Katherine Melo
President, SGA

Michael Bruckler
Director, College Relations

Matt Miller
Senior Research Technician,
Institutional Research

Cynthia Correa
Director, WACC Student Services and
Campus Management

Luis Montefusco
Director, Institutional Research,
Assessment and Planning

Cindy DeFalco
Director, Human Resources

Jay Peterson
Associate Professor, English

Tammy DeFranco
Director, CMCC Student Services and
Campus Management

Anita Polanco
Assistant Director, EOF

Esther Gandica
Senior Manager/Interim Senior Director,
Workforce Development/Continuing
Education

Jennifer Rowand
Controller, Finance

Lisa Givens
Manager, Student Activities and
Athletics

Bridget Temme-Soifer
Senior Research Technician,
Institutional Research

Kristin Jackson
Director, Admissions & College
Recruitment

Harry J. Whitelam
Director, Purchasing Storeroom
Operations

Jennifer Martucci
Senior Manager, Institutional Planning
and Assessment

Dean Wyks
Assistant Professor, Criminal Justice

Dr. Jolie Master
Assistant Professor, Science

Alicia McMackin
Program Coordinator, Office of the
President and Board of Trustees,
Resource Development, Community and
Alumni Outreach



Connect



Plan



Complete



Lead



Locations in:

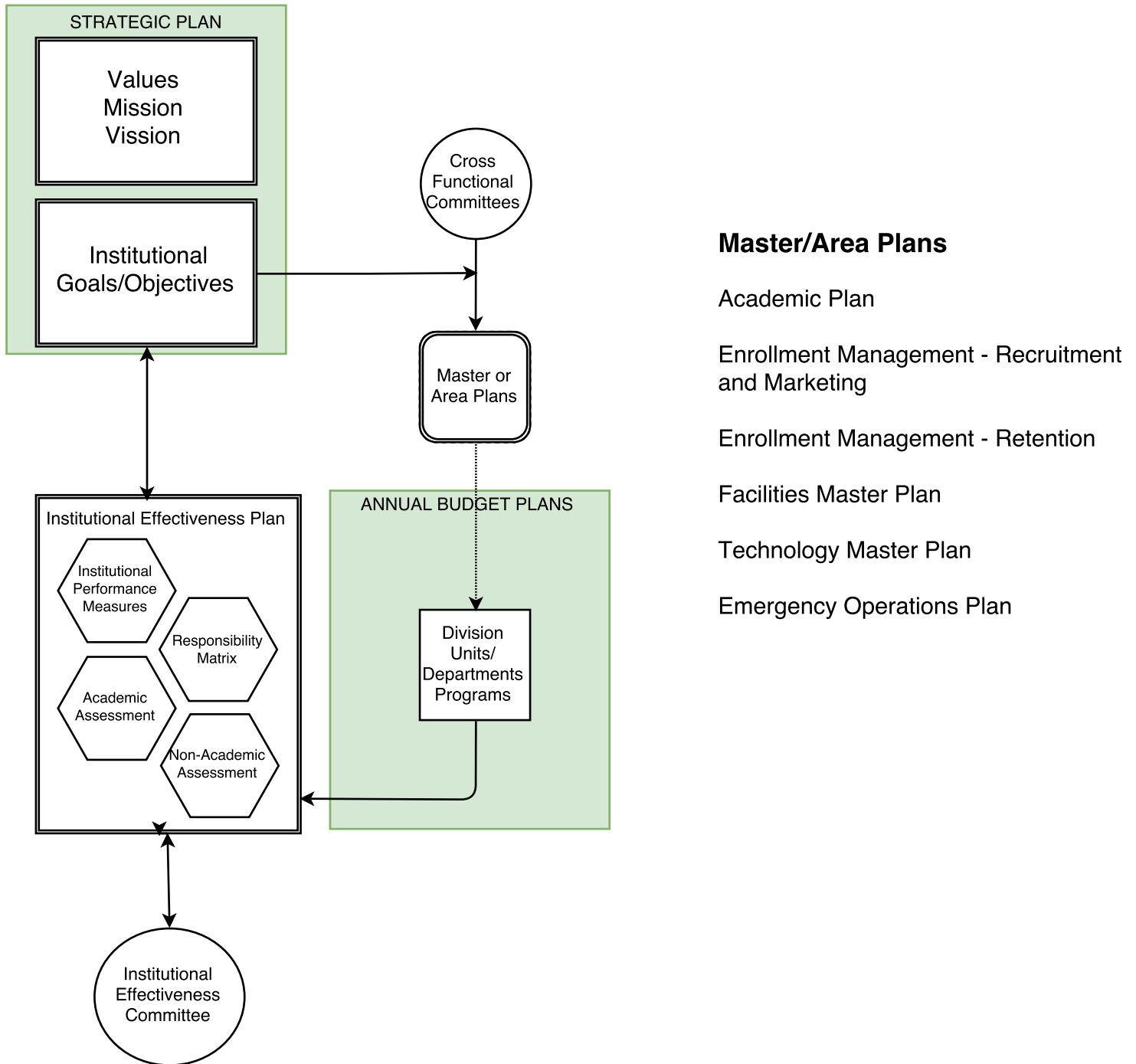
Mays Landing • Atlantic City • Cape May Court House • Online

www.atlantic.edu

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

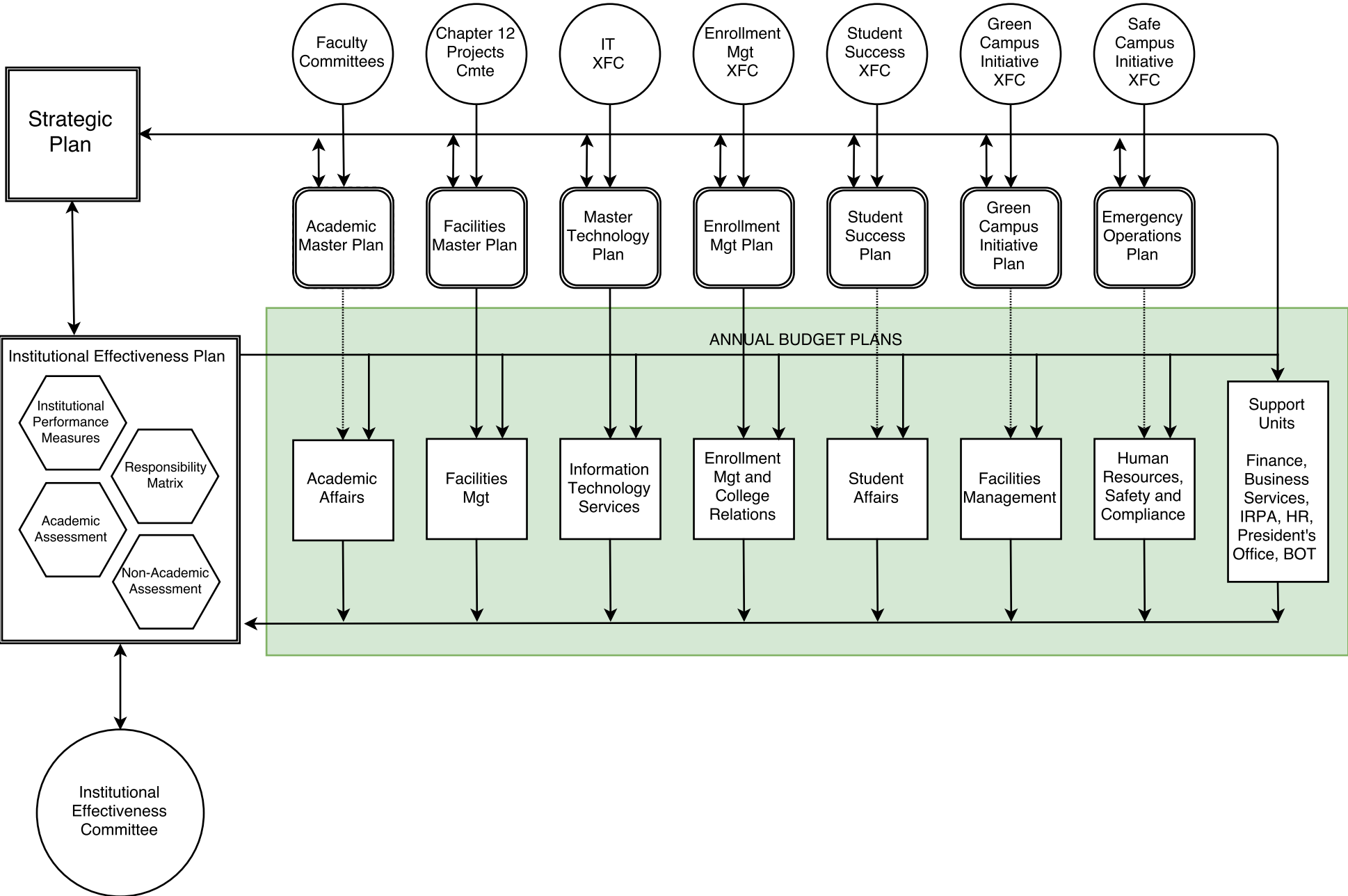
Atlantic Cape Community College

Strategic Management Model



Atlantic Cape Community College

Strategic Management Model



Student Satisfaction Survey - Spring 2016

Welcome!

Thank you for participating in our Student Satisfaction Survey here at Atlantic Cape Community College. Your input is very important to us, because it will help us in determining future changes to the college. Please read each question carefully and answer to the best of your ability. This survey should take no more than 30 minutes of your time. Please note, this survey is voluntary and completely confidential. Individual results from the survey will not be reported; only a summary of the results will be reported.

*** 1. Have you taken this survey in another class?**

No

Yes

Student Satisfaction Survey - Spring 2016

Overall Experience

*** 2. Please rate your overall experience at Atlantic Cape.**

- Excellent
- Above Average
- Average
- Below Average
- Poor

*** 3. Considering the cost of attending college (money, time) please rate the value of the education you are receiving from Atlantic Cape.**

- Excellent Value
- Good Value
- Average Value
- Poor Value
- Terrible Value

*** 4. If you had to do it over, would you enroll here again?**

- Yes
- Maybe yes
- I don't know
- Maybe not
- No

Communication

*** 5. How effective is Atlantic Cape in communicating important information to you?**

- Effective
- Somewhat effective
- Somewhat ineffective
- Ineffective

Student Satisfaction Survey - Spring 2016

Communication 2

*** 6. In what areas do you feel Atlantic Cape needs to communicate more effectively? Please check all that apply.**

- College news and activities
- Student activities
- Sporting events
- Academic deadlines
- Advising information
- Registration information
- Student policies and procedures
- College emergency alerts
- Cancelled classes
- Other (please specify)

Student Satisfaction Survey - Spring 2016

Course Schedule

*** 10. The selection of courses offered fit my needs.**

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

*** 11. The selection of course times fit my needs.**

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

*** 12. The selection of course locations fit my needs.**

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Technology

*** 13. How effective is the technology Atlantic Cape offers on campus?**

- Very effective
- Somewhat effective
- Somewhat ineffective
- Very ineffective

Student Satisfaction Survey - Spring 2016

Technology 2

*** 14. In what areas do you feel Atlantic Cape needs to offer more effective technology? Please check all that apply.**

- Current technology in the classroom (the professors computer, SMART Boards, projectors)
- Current software in the classroom (software used by the professor to teach the class)
- Current technology in the computer lab
- Current software in the computer lab
- Printer access in the computer labs
- Wireless access
- Appropriate technology to meet students educational needs
- Other (please specify)

Student Satisfaction Survey - Spring 2016

*** 20. The College's campus climate on diversity and equity is welcoming, it encourages people of diverse racial, cultural, or ethnic background to meet.**

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

*** 21. Courses at the College are taught from a culturally diverse perspective.**

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

*** 22. Extra-curricular activities at the College reflect the diverse student body.**

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

*** 23. I am treated with dignity and respect at the College by faculty and staff.**

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

*** 24. I have felt discriminated against at the College because of my racial, cultural, ethnic background, religious beliefs, disabilities, socioeconomic status, gender, sexual orientation, or age.**

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

Student Satisfaction Survey - Spring 2016

Demographics

*** 25. What is your primary campus for courses and services?**

- Mays Landing
- Atlantic City
- Cape May

*** 26. How do you get to campus?**

- Personal vehicle
- Public transportation
- Dropped off
- Walk/Bicycle
- Other (please specify)

Student Satisfaction Survey - Spring 2016

Demographics (Continued)

*** 27. Did you begin college at this college or elsewhere?**

- Started here
- Started elsewhere

*** 28. Is this your first or second semester at Atlantic Cape?**

- Yes
- No

*** 29. How many credits have you earned so far?**

- 0-12
- 13-24
- 25-36
- 37-48
- 49-60
- 60+

*** 30. Do you plan to graduate in May 2016 or in December 2016?**

- Yes
- No

*** 31. This semester I am attending...**

- Full time (12 or more credits)
- Part time (less than 12 credits)

Student Satisfaction Survey - Spring 2016

Demographics (Continued)

*** 32. Which of the following have you done, are you doing, or do you plan to do while attending this college?**

	I have done	I am doing now	I plan to do	I have not done, and do not plan to do	I don't know
Internship, field experiences, co-op experience, or clinical assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental reading/writing course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental math course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study skills course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 33. What is your primary affiliation with Atlantic Cape?**

- Earn an associates degree
- Professional series
- Develop/Improve job skills
- Take course(s) then transfer to another college
- Take course(s) while attending another college
- Self improvement/Intellectual growth
- Other (please specify)

*** 34. Which types of financial aid are you receiving? Please check all that apply**

- Scholarship
- Pell grant
- EOF assistance
- Education loan
- Work study
- GI Bill
- Support from a parent or relative
- None
- Other (please specify)

Student Satisfaction Survey - Spring 2016

Demographics (Continued)

*** 35. What is your gender?**

- Female
- Male
- Prefer not to specify

36. Do you self identify as Hispanic?

- Yes
- No

37. Which of the following racial categories do you self identify as? Please check all that apply.

- American Indian/Alaskan Native
- Asian
- Black/African American
- Native Hawaiian/Pacific Islander
- White
- Other

*** 38. Is English your native (first) language?**

- Yes
- No

39. Are you an international student?

- Yes
- No

*** 40. What is your age?**

- 18 or under
- 19-20
- 21-25
- 26-35
- 36-40
- over 40
- Prefer not to specify

Student Satisfaction Survey - Spring 2016

Additional Comments

41. Do you have any additional questions/problems/issues/concerns/compliments that you would like to share with us today?

Student Satisfaction Survey - Spring 2016

Thank You!

Thank you for participating in this survey! By clicking "Done" below your answers will automatically be submitted and this page will close.



Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

1. Introduction

Thank you for taking part in this survey to examine the quality of the work-life environment for all employees working at Atlantic Cape.

We would like your candid opinions about the about the work environment at Atlantic Cape and factors that affect your ability to have a fulfilling and productive work life.

This survey was developed by the office of Institutional Research, and focuses on elements of the strategic plan. Research was conducted, and questions were restructured from the previous survey to focus on continually improving workplace satisfaction.

There are questions in this survey that specifically address a new program on campus, the Employee Assistance Program. You may skip these questions if you choose, but please remember this survey is completely anonymous and your feedback is very important in determining the future of this program.

Your participation is voluntary. Because of the way this survey is constructed using an open link, and is not tied to your email account, it is completely anonymous. The survey results will be shared in summary form only and will be used for quality improvement.

Please note, any question with an asterisk (*) are questions that need to be answered to complete the survey. If a particular question does not apply to you, please mark "N/A" (Not Applicable) for that question.

Thank you, in advance, for your willingness to participate in this assessment. Your responses are greatly appreciated.

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

2. Primary Campus

Your primary campus is where you spend 60% or more of your work week. If your time is equally distributed between two or more campuses, please select the campus that best reflects your primary campus.

* 1. Please indicate your primary campus.

- Mays Landing Campus
- Atlantic City (WACC)
- Cape May County (CMCC)
- Online
- Other (please specify)

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

3. Overall Satisfaction

* 2. Overall, how satisfied are you working at Atlantic Cape?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

3. If you could decide all over again whether to work at Atlantic Cape, what would you decide?

- I would choose to come to Atlantic Cape
- I would have second thoughts
- I would choose not to come to Atlantic Cape

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	N/A
Institutional Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning/Assessment (college wide support in the development, implementation and evaluation of the Institutional Effectiveness and Strategic Plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance/Accounting/Payroll	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintenance/Custodial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. Please tell us how satisfied you are with following Services at your primary campus.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	N/A
Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book Store	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments.

* 6. How effective is the college in communicating information about...

	Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective	N/A
College activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sporting Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College emergency alerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cancelled classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

* 7. How effective is the college in providing you with Professional Development?

	Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective	N/A
On-campus Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition Reimbursement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NJ Best Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

5. Satisfaction with Facilities

* 8. Please tell us how satisfied you are with your office/work space at your primary campus.

	Very satisfied	Somewhat satisfied	Neither satisfied or dissatisfied	Somewhat dissatisfied	Very dissatisfied	N/A
Size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

* 9. Overall, how would you rate the overall condition of the following areas?

	Excellent	Above Average	Average	Below Average	Poor	N/A
Student Services Offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theatre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gymnasium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

* 10. Overall, how would you rate your primary campus on the following:

	Excellent	Above Average	Average	Below Average	Poor
Interior Appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interior Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exterior Appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exterior Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

6. Faculty Member?

* 11. Do you teach any classes at Atlantic Cape?

- Yes, I teach at least one class at Atlantic Cape
- No, I do not teach any classes at Atlantic Cape

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

7. Faculty Satisfaction

* 12. How satisfied are you with the resources Atlantic Cape provides to support your teaching?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

* 14. Please tell us how satisfied you are with classrooms at your primary campus.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied	N/A
Size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

8. Workload

* 15. Overall, how would you rate your workload?

- Much too light
- Too light
- About right
- Too heavy
- Much too heavy

* 16. On average, how many days per week do you work at your primary campus?

- None (I teach on-line courses)
- Once a week
- Two to three days a week
- Four days a week
- Five days a week
- More than five days a week

9. EAP

Atlantic Cape has recently implemented a new program in conjunction with AtlantiCare Behavioral Health called the Employee Assistance Program.

AtlantiCare's Employee Assistance Program (EAP) provides help when you need it most. The EAP is a counseling service that helps employees cope with personal problems which can interfere with your sense of wellness and become a problem. The EAP offers assistance before personal problems get in the way of your daily lifestyle and job performance. This program is designed to help employees deal with problems that affect quality of life.

The following questions are directly related to this program and will help Atlantic Cape in determining the best way to implement the program so it is beneficial to all. Please remember answering the following questions is voluntary and completely anonymous.

If you choose to not answer the following questions, please simply scroll down to the bottom of the page and click on "Next"

18. Overall, how satisfied are you with your life outside Atlantic Cape?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

19. Please indicate the degree to which you are satisfied with your ability to integrate the needs of your work with those of your personal/family life.

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

20. Over the past year, how often have you felt overwhelmed by all you had to do?

- Never
- Occasionally
- Often
- Very often

21. Please indicate the extent to which each of the following aspects of WORK has been a source of stress for you over the past twelve months.

	Not at all	Somewhat	Extensive	N/A
Managing a research group or grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a group or major project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarly productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee and/or administrative responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timing of departmental meetings and functions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental or campus politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bias/discrimination/unfairness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uncertain or undefined job expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of community at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of time for friends and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please indicate the extent to which each of the following aspects of YOUR LIFE OUTSIDE ATLANTIC CAPE has been a source of stress for you over the past twelve months.

	Not at all	Somewhat	Extensive	N/A
Managing household responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding suitable childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of time to spend with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing or providing care for someone who is ill, disabled, aging, and/or in need of special services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inability to pursue outside interests and avocations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of time to think and reflect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Please indicate your willingness to attend an informational workshop with respect to the following topics. Please check all that apply.

- Depression
- Anxiety
- Relationship Issues
- Domestic Violence
- Post Traumatic Stress
- Grief/Loss
- Sexual/Physical Abuse
- Work Related Stress
- Legal Problems
- Gambling Addiction
- Drug/Alcohol Abuse and Addiction
- Co-dependency
- Smoking Cessation
- Other (please specify)

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

10. Atmosphere of Department

25. What is your primary area/department?

- Career Education
- STEM
- Liberal Studies
- Academy of Culinary Arts
- Office of the President/Resource Development/Senior Staff
- Enrollment Management/College Relations
- Finance
- Information Technology Services
- Human Resources/Compliance/Public Safety
- Student Affairs/Branch Campus Management
- Planning/Research/Facilities
- Academic Support Services
- Administration and Business Services

26. How strongly to you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
The mission or purpose of my department makes me feel my job is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My departments procedures are fair and equitable to all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My departments procedures are transparent and open for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues in my department who are personal friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues at Atlantic Cape outside of my department who are my personal friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department is a place where individuals may comfortably raise personal and/or family responsibilities when scheduling department obligations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the climate and opportunities for female faculty/staff in my department are at least as good as those for male faculty/staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the climate and opportunities for minority faculty/staff in my department are at least as good as those for non-minority faculty/staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Agree Somewhat Agree Neither Agree nor Disagree Somewhat Disagree Strongly Disagree

My department chair/director/dean/supervisor creates a collegial and supportive environment.

My department chair/director/dean/supervisor helps me obtain the resources I need.

My work environment is generally free from distractions.

I have a voice in the decision-making that affects the direction of my department.

My department does a good job of keeping employees informed about matters affecting us.

Atlantic Cape does a good job of keeping employees informed about matters affecting us.

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

11. Technology

27. Please rank the following statements regarding technology: Atlantic Cape has...

	Strongly Agree	Mostly Agree	Agree	Somewhat Agree	Strongly Disagree	N/A
Current technology in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current software in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current technology in offices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current software on office computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current technology in computer labs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current software in computer labs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs with easy access to a printer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless access where I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective technology that helps me accomplish my work task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Do you have any comments/issues/concerns/recommendations about technology on campus?

32. Please respond "Yes" or "No"

	Yes	No
I am familiar with the emergency procedures provided by the college.	<input type="radio"/>	<input type="radio"/>
I know where to report a crime on campus.	<input type="radio"/>	<input type="radio"/>
I know how to contact security if I need to report an emergency on campus.	<input type="radio"/>	<input type="radio"/>
I know where the Automated External Defibrillators (AED's) are located on campus.	<input type="radio"/>	<input type="radio"/>
I know how to use the Automated External Defibrillators (AED's)	<input type="radio"/>	<input type="radio"/>
I have been on campus during a fire/emergency notification drill.	<input type="radio"/>	<input type="radio"/>
I feel confident that I would know what to do during an emergency	<input type="radio"/>	<input type="radio"/>

33. Have you ever felt your personal safety was at risk while on campus?

- Yes
- No

34. Have you signed up for campus text alerts?

- Yes
- No
- I don't know what text alerts are.

* 35. Would you be interested in joining a Community Emergency Response Team (CERT) program?

- Yes
- Maybe
- No

36. Do you have any comments/issues/concerns/recommendations about the safety and security on campus?

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

13. Personal and Development Resources

37. Please indicate your level of agreement or disagreement with the following statements.

	Strongly Agree	Somewhat Agree	No Opinion	Somewhat Disagree	Strongly Disagree	N/A
I have been given growth and learning opportunities during the last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor supports me in pursuing learning and professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My performance reviews are conducted on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given the opportunity to serve on important committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Are there any particular professional development activities you're interested in? If so, please specify.

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

14. Staying at Atlantic Cape

39. In the last five years, while at Atlantic Cape, have you received formal or informal outside job offers?

- Yes, and I informed my department chair/director/dean/supervisor.
- Yes, but I did not inform my department chair/director/dean/supervisor of the offer.
- No

40. In the next three years, how likely are you to leave Atlantic Cape?

- Very Likely
- Somewhat Likely
- I Don't Know
- Somewhat Unlikely
- Very Unlikely



Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

15. Open Comments

41. Do you have any additional comments/questions/issues/concerns/recommendations/compliments that you would like to share with us today?

Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

16. Demographics

* 42. What is your primary position at Atlantic Cape?

- Faculty/Librarian/Counselor
- Continuing Education Instructor
- Professional Staff
- Administrator (Dean, Director, etc.)
- Support Staff
- Information Technology
- Facilities
- Security
- Other (please specify)

* 43. Are you a full-time or part-time employee?

- Full-time
- Adjunct Faculty
- Part-time/hourly

* 44. How many years have you worked for Atlantic Cape?

- Less than a year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- 11 to 20 years
- 21 years of more

45. How long have you been in your current position or rank at Atlantic Cape?

- Less than a year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- 11 to 20 years
- 21 years or more

46. What is the highest level of education you have completed?

- No high school diploma
- High school diploma or GED
- Post-secondary school other than college
- Associates degree
- Bachelors degree
- Masters degree
- Doctorate
- Other degree or certificate

47. What is your gender?

- Female
- Male
- Prefer Not to Specify

48. What is your age?

- 25 or under
- 26-30
- 31-35
- 36-45
- 46-55
- Over 55
- Prefer Not to Specify

49. Which of the following racial category do you self identify as?

- American Indian/Alaskan Native
- Asian
- Black/African American
- Native Hawaiian/Pacific Islander
- White
- Two or more races

* 50. What is your primary method of transportation to get to campus?

- Personal vehicle
- Public transportation
- Dropped off
- Walk
- Bicycle
- Other (please specify)

51. If your primary method of transportation is by vehicle, how far is your one-way commute to your primary campus?

- None (I teach on-line courses)
- 0 - 5 miles (approx. 10 minutes)
- 6 - 10 miles (approx. 15 minutes)
- 11 - 15 miles (approx. 20 minutes)
- 16 - 20 miles (approx. 25 minutes)
- Over 20 miles (approx. 30 minutes or more)
- My primary method of transportation is not by vehicle



Atlantic Cape Faculty/Staff Satisfaction Survey Spring 2015

17. Thank You!

We appreciate your feedback.

If you have any questions regarding this survey, please contact Bridget Temme-Soifer at bsoifer@atlantic.edu.



Graduate Exit Survey 2017

We are conducting a survey of our recent graduates to evaluate your experiences at Atlantic Cape Community College.

Your participation is voluntary and your responses are strictly confidential. The survey results will be reported at the aggregate level and used for quality improvement.

Graduate Exit Survey 2017

* 1. How would you rate the overall quality of education you received at Atlantic Cape?

- Excellent
- Above average
- Average
- Below average
- Poor

* 2. How satisfied are you with the value of the education you received at Atlantic Cape compared to what it cost you to attend?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

Graduate Exit Survey 2017

Your primary campus is where you spent more than 50% of your time. If you spent the same amount of time at two or more campuses, select the campus that best fit your schedule.

These responses should reflect your primary campus only.

* 3. Please indicate your Primary campus. (Select only one)

- Atlantic City Campus
- Cape May County Campus
- Mays Landing Campus
- Online

Other (please specify)

Graduate Exit Survey 2017

* 4. Which semester did you graduate?

Semester

Select Semester

Other (please specify)

* 5. What is your Degree?

Certificate

AA

AAS

AS

More than one Degree (please list here)

* 8. While you attended Atlantic Cape, how effective was the college in delivering the following core competency skills?

	Very Effective	Somewhat Effective	Neither Effective nor Ineffective	Somewhat Ineffective	Very Ineffective
Written and Oral Communication (Communicate effectively in both speech and writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative Knowledge and Skills (Use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific Knowledge and Reasoning (Use the scientific method of inquiry, through the acquisition of scientific knowledge)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological Skills and Information Literacy (Use computer systems or other appropriate forms of technology to achieve educational and personal goals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society and Human Behavior (Use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanistic Perspective (Analyze works in the fields of art, history, music or theater; literature; philosophy and/or religious studies; and/or gain competence in the use of a foreign language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historical Perspective (Understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global and Cultural Awareness (Understand the importance of a global perspective and culturally diverse peoples)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Reasoning and Action (Understand ethical issues and situations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Literacy (Address an information need by locating, evaluating and effectively using information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 9. Now that you are graduating from Atlantic Cape, how would you rate your competency level:

	Excellent	Above Average	Average	Below Average	Poor
Written and Oral Communication (Communicate effectively in both speech and writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative Knowledge and Skills (Use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific Knowledge and Reasoning (Use the scientific method of inquiry, through the acquisition of scientific knowledge)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological Skills and Information Literacy (Use computer systems or other appropriate forms of technology to achieve educational and personal goals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society and Human Behavior (Use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanistic Perspective (Analyze works in the fields of art, history, music or theater; literature; philosophy and/or religious studies; and/or gain competence in the use of a foreign language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historical Perspective (Understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global and Cultural Awareness (Understand the importance of a global perspective and culturally diverse peoples)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Reasoning and Action (Understand ethical issues and situations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Literacy (Address an information need by locating, evaluating and effectively using information)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. Please rate how effective you feel specific teaching methods enhanced the learning experience for you.

	Very Effective	Somewhat Effective	Neither Effective nor Ineffective	Somewhat Ineffective	Very Ineffective
Classroom lectures, oral presentations and discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks and other course materials such as articles, handouts and study guides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movies, videos, slide presentations or interpreting graphs and other visual material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory experiments, field trips, role-playing, or other small group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of computer while completing tutorials and exercises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion groups or conferencing using a computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fieldwork/hands on/internships/service learning/real life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. In the course schedule, there was a good selection of...

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. Atlantic Cape has...

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Current technology in the classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current software in the classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current technology in computer labs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current software in computer labs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printer access in computer labs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wireless access where I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided appropriate technology to meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How could Atlantic Cape enhance its technology for students?

Graduate Exit Survey 2017

* 14. What are your future plans?

- Go to work/get a job.
- Pursue a bachelor's degree.
- I feel under-prepared to enter the workforce.
- Other (please specify)

Graduate Exit Survey 2017

* 15. Were you able to find employment as a result of your education at Atlantic Cape?

- Yes
- No
- Other (please specify)

* 17. In what industry would you classify your employment?

- Business/Banking
- Casino/Restaurant/Hospitality
- Healthcare
- Township/City/County/State/Government
- Education
- Other (please specify)

* 18. Who is your current employer?

Graduate Exit Survey 2017

* 19. What school are you planning to attend?

- Rowan University
- Rutgers University
- Stockton University
- Thomas Edison State College
- University of Delaware
- Other (please specify)

Graduate Exit Survey 2017

20. What can Atlantic Cape do to better prepare you for the workforce?

Graduate Exit Survey 2017

21. Please provide any additional comments that you may have concerning Atlantic Cape Community College.



Graduate Exit Survey 2017

This survey is part of our Institutional Effectiveness process. Your responses will be reported in summary form for the purposes of institutional improvement.



Alumni Survey 2017 (FY16 Grads)

Thank you for participating in the Atlantic Cape Alumni Survey!

Your participation is voluntary and your responses are strictly confidential. The survey results will be reported at the summary level and used for quality improvement.

Alumni Survey 2017 (FY16 Grads)

* 1. How would you rate the overall quality of education you received at Atlantic Cape?

- Excellent
- Above average
- Average
- Below average
- Poor

* 2. How satisfied are you with the value of the education you received at Atlantic Cape compared to what it cost you to attend?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Alumni Survey 2017 (FY16 Grads)

Your primary campus is where you spent more than 50% of your time. If you spent the same amount of time at two or more campuses, select the campus that best fits your schedule.

These responses should reflect your primary campus only.

3. Please indicate your Primary Campus. (Select only one)

- Atlantic City Campus
- Cape May Campus
- Mays Landing Campus
- On-line

Other (please specify)

Alumni Survey 2017 (FY16 Grads)

* 4. Thinking back to when you first enrolled at Atlantic Cape, what was your primary goal?

- To graduate/obtain a degree
- To better myself/to better my life
- To get a good job/ to get a career
- To get a good education/ to increase my knowledge/to learn
- To make more money
- To prepare for an advanced degree
- To satisfy my parents
- To identify my interests
- To experience college
- None
- Unsure
- Other (please specify)

* 5. Would you say that this goal has been achieved?

- Yes, my goal has been achieved.
- No, my goal has not be achieved.
- I did not have a goal.

Alumni Survey 2017 (FY16 Grads)

* 8. Upon graduation from Atlantic Cape, did you continue your education at a four-year college or university?

- Yes
- No, because of employment
- No, because of family commitments
- No, because of financial circumstances
- No, because of lack of time

No, because of other reasons. Please specify.

Alumni Survey 2017 (FY16 Grads)

* 9. What school did you attend?

- Rowan University
- Rutgers University
- Stockton University
- Thomas Edison State College
- University of Delaware
- Other (please specify)

* 10. When you were admitted, how many Atlantic Cape credits did you transfer to the college/university?

- All were accepted
- Most were accepted
- Some were accepted
- None were accepted
- Does not apply

Alumni Survey 2017 (FY16 Grads)

* 11. For credits that were not accepted, what would you say was the major reason?

- Certain courses were not transferable
- Different curriculums/courses did not match
- Unable to transfer more than 64 credits
- Unknown reason
- Other (please specify)

Alumni Survey 2017 (FY16 Grads)

* 12. Have you obtained a higher degree?

- No. I am not in school at this time.
- No, but I am still attending college.
- Yes

Alumni Survey 2017 (FY16 Grads)

13. What is/was your major at the four-year college or university?

* 14. Is your major at the college/university the same that you studied at Atlantic Cape?

Yes

No

Somewhat

Alumni Survey 2017 (FY16 Grads)

* 15. Have you served in the military since you graduated from Atlantic Cape?

Yes

No

* 16. Were you able to find employment as a result of your education from Atlantic Cape?

Yes

No

Alumni Survey 2017 (FY16 Grads)

* 17. How effective was your Atlantic Cape education...

	Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective	N/A
In helping you for the work force in general?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In helping you to obtain your current job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In helping you with your job performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In helping your chances for job advancement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In preparing you to communicate with others in the work setting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In providing the skills you needed specifically for your work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In preparing you for university transfer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught you the skills needed specifically for your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 18. How long after graduation from Atlantic Cape did you become employed in your field of study?

- Prior to graduation
- 0-3 months
- 4-6 months
- 7-12 months
- Over a year
- Not working in field of study

Alumni Survey 2017 (FY16 Grads)

Tell us about yourself.

23. Age group

- 17-24
- 25-49
- 50 and above

* 24. Race

- American Indian/Alaskan Native
- Asian
- Black or African American
- Hawaiian or Pacific Islander
- White
- Two or More Races
- Decline to Answer

* 25. Are you Hispanic/Latino?

- Yes
- No
- Decline to Answer

26. We would appreciate any additional comments you might have regarding your experience with Atlantic Cape Community College.

Alumni Survey 2017 (FY16 Grads)

We appreciate your feedback.

If you have questions regarding this survey, please contact:

Luis Montefusco

Institutional Research, Assessment & Planning

lmontefu@atlantic.edu

2017-2021 Strategic Plan Responsibility Matrix

Goal 1: Connect

Connect and engage students with opportunities to be successful.

Obj.		Champion/Committee Matrix				MSCHE Standard Alignment
		Division Champion(s)	Dept. Champion(s)	Cross Functional Committee(s)	BOT Committee	MSCHE Standard(s)
1	<p>Assess and enhance the community's perception of the quality of an Atlantic Cape education.</p> <ul style="list-style-type: none"> Establish mandatory Graduate survey so can compare their responses a year later in Alumni survey. Establish survey to expand and enhance baseline of broader community perception of the quality of an Atlantic Cape Education which includes: guidance counselors, chambers of commerce, transfer counselors at 4yr, advisory boards annually. 	AA, CR, SA/EM	SA	EMC	MC	2, 4
2	<p>Enhance the effectiveness of outreach programs, including financial literacy and prior learning assessment, to traditional and non-traditional students.</p> <ul style="list-style-type: none"> Increase applicant yield to 56% by 2021. Baseline Fall 2015 at 53.2% Increase applications 7% by 2021. Baseline Fall 2015 at 2,518 applications. 	CR, SA/EM, AA, FIN/FA	EM, AD, CR, FA, SA	EMC	ASA, MC	2, 4
3	<p>Increase the number of incoming students through merit-based programs and scholarships in collaboration with the Atlantic Cape Foundation</p> <ul style="list-style-type: none"> Increase the number of merit based scholarships (3.0 GPA or greater) awarded equal to 5% or more of the number of students participating in NJ STARS and other merit based programs from the previous year. Baseline Fall 2015 at 92 NJ STARS applicants. Increase the number of students participating in merit based programs by 1% each year. Baseline 90 (NJ STARS). 	SA/EM, RD/PB, FIN/FA	RD, FA, AD	EMC	FC	4
4	<p>Ensure diversity, equity, inclusiveness, and accessibility to promote a welcoming learning and working environment.</p> <ul style="list-style-type: none"> Create overarching question for satisfaction surveys focusing on diversity, equity, inclusiveness, and accessibility including but not limited to age, sex identity, physical, mental and learning disabilities. The aim is to establish a baseline and enhance the proportion of students that perceive the College's' services and initiatives as diverse, equitable, inclusive, and accessible. Sustain at 90% or above questions: <ul style="list-style-type: none"> "The College's campus climate on diversity and equity and encourages people of diverse backgrounds to meet." "I am treated with dignity and respect at the College by faculty and staff." Increase from 78% to 85% question: <ul style="list-style-type: none"> "My department procedures are fair and equitable to all." 	PR/IT/F, HR/S/C, SA/EM, AA	HR, FM, SA, IT	SCI	DE, MC	2, 4
5	<p>Increase the proportion of college-ready recent high school graduates enrolling by fostering community partnerships with area school districts through dual credit/articulation agreement programs and concurrent enrollment.</p> <ul style="list-style-type: none"> Increase the proportion of college-ready recent high school graduates who enroll by 7% per year (30% by 2021). Baseline Fall 2015 at 24%. 	AA, SA/EM	EM	EMC	ASA	3, 4

Goal 2: Plan
Assist students in creating and fulfilling their academic and career plan.

Obj.		Champion/Committee Matrix				MSCHE Standard Alignment
		Division Champion (s)	Dept. Champion(s)	Cross Functional Committee (s)	BOT Committee	MSCHE Standards
1	<p>Educate, facilitate and support students in the creation and implementation of an effective career plan to meet their educational goals in a timely manner.</p> <ul style="list-style-type: none"> Assess career planning outcomes to establish a baseline for improvement. <u>Maintain for the first three years and then increase the Fall-to-Spring and Fall-to-Fall retention rates by 1% thereafter. Baseline for Fall-to-Spring 2015 at Fall 2015 at 77%.; baseline for Fall-to-Fall 2015 at 52%.</u> <u>Maintain at 11% or above the proportion of students earning 24+ college-level credits within the first year of study. Baseline Fall 2015 at 11%.</u> 	SA/EM, AA	SA, FAC	SSI	ASA	3, 4, 5
	2					
3	<p>Create career pathways for students by developing and enhancing connections between workforce development programs, economic development efforts and the institution through community partnerships.</p> <ul style="list-style-type: none"> Increase the number of students participating in career-based Career Technical Education and customized training by 5% by 2021. Baseline FY13-15 average at 3,590 students. Increase the number of students who participate in Prior Learning Assessment (PLA) by 1% annually. Baseline FY13-15 average at 21 students. 	AA	WD & CE	SSI	ASA	3, 4, 5
	4					
5	<p>Establish, then assess, a baseline to increase employer satisfaction with career program graduates' competencies and skills to meet community employer needs.</p> <ul style="list-style-type: none"> Create a survey (to be administered to advisory boards and chambers of commerce) to assess employer satisfaction with career program graduates' competencies and skills. 	AA	WD & CE		ASA	3, 4, 5

**Goal 3: Complete
Increase the number of students who successfully complete their educational goals.**

Obj.		Champion/Committee Matrix				MSCHE Standard Alignment
		Division Champion(s)	Dept. Champion(s)	Cross Functional Committee(s)	BOT Committee	MSCHE Standards
1	<p>Increase student satisfaction with institutional communications to the student body.</p> <ul style="list-style-type: none"> Increase from 46% to 67% 	AA, SA/EM,	SA, EM	SSI	MC	2, 3, 4, 5
2	<p>Increase the success rate of students in the developmental English and math course sequence.</p> <ul style="list-style-type: none"> Increase by 3% annually for first time in college developmental students, the success rate of the developmental course sequence within 3 consecutive semesters. Baseline Fall 2014 success rate in developmental English 63%/math 35%. 	AA	MFAC, EFAC	SSI	ASA	4, 5
3	<p>Increase the success rate of students in gateway English and mathematics courses.</p> <ul style="list-style-type: none"> Increase, by 3% annually for first time in college students, the success rate in gateway courses within 4 consecutive semesters of enrollment Baseline Fall 2014 success rate in gateway English 51%/math 26%. 	AA	MFAC, EFAC	SSI	ASA	4, 5
4	<p>Minimize achievement gaps for traditionally underrepresented/underserved populations through institutional programs and community partnerships.</p> <ul style="list-style-type: none"> Minimize the gap in the graduation rate for all underrepresented/underserved populations to 5% or less. <ul style="list-style-type: none"> Baseline graduation achievement gap for underserved minorities, Fall 2012 FTIC African American 8%/Hispanic 7% Baseline graduation achievement gap by socio-economically disadvantaged (FTIC Pell Recipients) Fall 2012, 3% Baseline achievement graduation gap for FTIC males Fall 2012, 4% 	AA, SA/EM	SA	SSI	DE	4, 5
5	<p>Continue to develop, assess, support and sustain equitable initiatives and/or programs and services to increase educational goal attainment and maximize student success on all three campuses.</p> <ul style="list-style-type: none"> Maintain the NJ Success Model Outcomes rate for first three years and then increase by 2% thereafter. Baseline 2012FA Cohort 58%. All campuses rate satisfaction/helpfulness of services at 80% or above. Baseline 2016 student satisfaction survey. 	AA, SA/EM	SA	SSI	ASA	4, 5

Goal 4: Lead

Lead the institution to excellence through continuous improvement and the effective and efficient use of resources to maximize student success.

Obj.		Champion/Committee Matrix				MSCHE Standard Alignment
		Division Champion(s)	Dept. Champion(s)	Cross Functional Committee (s)	BOT Committee	MSCHE Standards
1	<p>Annually maintain a balanced budget through the development of strategies that encourage cost containment, cost avoidance, revenue enhancement and resource development.</p> <ul style="list-style-type: none"> • <u>Ensure affordability by remaining in the lower one third of the New Jersey Community College Sector Tuition and Fees Ranking (Ranking of 6 or less). Baseline FY16 ranked 6 out of 19.</u> • Sustain a positive fund balance of at least 8% of unrestricted current fund expenditure budget. • Obtain an unmodified opinion on financial statements. • <u>Increase Other Revenue by 20% over 5 years. Baseline FY15 \$650,000</u> • Increase net grant revenue by \$100,000 over 5 years. Baseline FY15 at \$3,300,000 	FIN/FA, ABS, RD/PB, AA	BUS, RD, WD & CE, FAC		BFA	6, 7
2	<p>Increase overall satisfaction of institutional communications with internal stakeholders and community partners.</p> <ul style="list-style-type: none"> • Increase by 7% over 5 years the proportion of employees that agree with the following statement: "My department does a good job of keeping employees informed on matters affecting us." Baseline 2015 Faculty and Staff Satisfaction Survey at 67%. • Increase overall employee response rate to 60% agreement with the following statement: "Atlantic Cape does a good job of keeping employees informed about matters affecting us." Baseline 2015 Faculty and Staff Satisfaction Survey at 54%. • Establish baseline to assess our community partners' satisfaction of communication with Atlantic Cape. 	RD/PB, CR, AA, SA/EM, HR/S/C	PO, AA, SA, HR		MC	1, 2, 5
3	<p>Periodically, all academic, workforce development programs, and non-academic units will undergo an assessment process and will utilize the results to enhance institutional and educational effectiveness.</p> <ul style="list-style-type: none"> • <u>Complete assessment, create/update and implement an action plan for all academic, workforce development programs, and non-academic units annually to support continuous improvement.</u> 	AA, CR, ABS, SA/EM, PR/IT/F, FIN/FA, HR/S/C, RD/PB	See Division Champions	IEC	LRP	1, 2, 3, 4, 5, 6, 7
4	<p>Continuously improve service to the college community through campus safety, security, health and wellness initiatives.</p> <ul style="list-style-type: none"> • Create overarching question for satisfaction surveys focusing on campus safety, security, health and wellness initiatives. With the aim to establish a baseline and enhance the proportion of stakeholders that perceive services/initiatives as effective. 	HR/S/C, SA/EM, PR/IT/F	HR, SS, SA, FM	SCI	PBD	2, 6

Goal 4: Lead

Lead the institution to excellence through continuous improvement and the effective and efficient use of resources to maximize student success.

Obj.		Champion/Committee Matrix				MSCHE Standard Alignment
		Division Champion(s)	Dept. Champion(s)	Cross Functional Committee (s)	BOT Committee	MSCHE Standards
5	<p>Offer opportunities of mentoring, professional and leadership development and recognition that will motivate, empower and increase the satisfaction of faculty and staff.</p> <ul style="list-style-type: none"> • Create overarching question for employee satisfaction survey focusing on mentoring, professional development, leadership development and recognition. With the aim to establish a baseline and enhance the proportion of stakeholders that perceive motivation and development initiatives as effective. 	AA, CR, ABS, SA/EM, PR/IT/F, FIN/FA, HR/S/C, RD/PB	See Division Champions		PBD	2, 5, 7
6	<p>Support projects to foster facilities renewal, improve technology and technology-based educational platforms, promote efficient use of resources and sustainable practices, and minimize deferred maintenance to ensure a high quality learning and working environment.</p> <ul style="list-style-type: none"> • Reduction of deferred maintenance by \$xx annually. Baseline xx • Create overarching question for satisfaction surveys focusing on providing a physical work environment that effectively supports accomplishing work tasks. <ul style="list-style-type: none"> ◦ Atlantic Cape provides a physical learning environment that effectively supports accomplishing educational goals. • Increase stakeholder satisfaction with the effectiveness of technology and technology services by 10% by 2021. Baseline 2016 Student Satisfaction Survey at 37%. • Ensure implementation of identified projects in Blueprint 2025 	PR/IT/F, AA, ABS	FM, BUS, INS	ITC, GCI	LRP	6

Department and Divisional Areas and Cross Functional Committees

Departmental Areas

Admissions	AD	Mitchell Levy
Business Services	BUS	August Daquila
College Relations	CR	Laura Batchelor
English Faculty	EFAC	Josette Katz
Enrollment Management	EM	Mitchell Levy
Faculty	FAC	Josette Katz
Financial Aid	FA	Leslie Jamison
Facilities	FM	Richard Perniciaro
Human Resources	HR	Eileen Curristine
Informational Technology	IT	Rich Perniciaro/Doug Hedges
Instructional Technology	INST	Josette Katz
Math Faculty	MFAC	Josette Katz
President's Office	PO	Barbara Gaba/Jean McAlister
Resource Development	RD	Jean McAlister
Student Affairs	SA	Mitchell Levy
Safety and Security	SS	Eileen Curristine
Workforce Development & Career Education	WD & CE	Josette Katz/Donna Vassallo

Divisional Areas

Academic Affairs	AA	Josette Katz
Marketing & College Relations	CR	Laura Batchelor
Administration & Business Services	ABS	August Daquila
Student Affairs and Enrollment Management	SA/EM	Mitchell Levy
Institutional Planning and Research, Information Technology Services and Facilities	PR/IT/F	Rich Perniciaro
Finance and Financial Aid	FIN/FA	Leslie Jamison
Human Resources, Public Safety & Compliance	HR/S/C	Eileen Curristine
Resource Development & President/Board of Trustees Operations	RD/PB	Jean McAlister

Cross Functional Committees

Enrollment Management Committee	EMC	Mitchell Levy
Green Campus Initiative	GCI	Jean McAlister
		Rich Perniciaro
Information Technology Committee	ITC	Douglas Hedges
		John Stratton
Institutional Effectiveness Committee	IEC	Josette Katz
		Rich Perniciaro
Safe Campus Initiative	SCI	Eileen Curristine
Student Success Initiative	SSI	Mitchell Levy/Denise Coulter

Board of Trustees Committees		
Academic and Student Affairs	ASA	Josette Katz
		Mitchell Levy
Budget, Finance & Audit	BFA	Leslie Jamison
		August Daquila
Diversity & Equity	DE	Eileen Curristine
		Richard Perniciaro
Foundation Committee	FC	Jean McAlister
Long-Range Planning & Capital Projects	LRP	Richard Perniciaro
		August Daquila
Marketing Committee	MC	Laura Batchelor
Personnel & Board Development	PBD	Eileen Curristine
		Jean McAlister
President's Evaluation Committee	PEC	
MSCHE Standards		
1. Mission and Goals	The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.	
2. Ethics and Integrity	Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully	
3. Design and Delivery of the Student Learning Experience	An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.	
4. Support of the Learning Experience	Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.	
5. Educational Effectiveness Assessment	Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.	
6. Planning, Resources & Institutional Improvement	The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.	
7. Governance, Leadership, & Administration	The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.	

ATLANTIC CAPE COMMUNITY COLLEGE

XXXXXXXXX DEPARTMENT

COURSE SYLLABUS

COURSE TITLE: include alphanumeric designation

REQUIRED TEXTBOOK AND MATERIALS: List required textbooks and materials here.

COURSE DESCRIPTION: This consists of a brief description of the course without discipline jargon.

One or two sentences that permit the reader to ascertain what they would learn from taking the course.

PRE-REQUISITE: List any pre-requisite, co-requisite, or suggested sequences.

ADA STATEMENT: Insert the following statement:

As per the Americans with Disabilities Act (ADA), reasonable accommodations can be provided to students who present current documentation (within five years) of a disability to Atlantic Cape Community College's Center for Accessibility, located on the first floor of "J" Building in the Counseling and Support Services department (Mays Landing campus). Reasonable accommodations cannot be provided for a course until the student registers with the Center for Accessibility. For more information, please contact the Center for Accessibility via email at cfa@atlantic.edu or call [609-343-5680](tel:609-343-5680).

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.)

LEARNING OUTCOMES: Evidence of measurable student learning indicative of higher order thinking and grasp of salient curricula concepts. Learning Outcomes 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 Learning Outcome should have several Learning Objectives. The majority of the Learning Outcomes should use verbs from the analysis, synthesis and evaluation levels in Bloom's Taxonomy.)

LEARNING OBJECTIVES: Learner-centered measurable behaviors (Bloom's Taxonomy) 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 listed above. In other words, Learning Objectives describe detailed aspects of Learning Outcomes or the tasks to be accomplished to achieve the outcome.

Students will be able to... (See Bloom's Taxonomy examples below)

ASSESSMENT STRATEGIES: Describe, in some detail, the ways in which the instructor will assess Learning Outcomes. Demonstrate alignment between Assessment Strategies and Learning Outcomes listed above.

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

Learning Outcomes	Assessment Strategies
Students will be able to... (Use Learning Objectives as listed above)	See examples listed above

GRADING SCHEMATIC: Insert the appropriate College grading scale

GRADING SCALES - EFFECTIVE FALL 2017

All disciplines except Nursing (NURS), Culinary (CUBP, CULN, CULA), and Paralegal Studies (LEGL).

Grade	Percentage Range	Grade Point Value
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	70-76%	2.0
D	60-69%	1.0
F	0-59%	0.0

JUST FOR YOUR INFORMATION - DOES NOT NEED TO BE INCLUDED!

BLOOM'S TAXONOMY EXAMPLES: 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	Predict
Reproduce	Recognize	Relate	Illustrate	Propose	Rate
Select	Rewrite	Schedule	Infer	Rearrange	Relate
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	

Appendix 6: Program Review Plan

Program Review Schedule			
Program	Evaluation Completed	Next Review	Comments
ACADEMY OF CULINARY ARTS			
<i>Culinary Arts, A.A.S.</i>	2013/2014	2018/2019	<i>Reaccredited in 2013/2014</i>
<i>Baking and Pastry, A.A.S.</i>	2013/2014	2018/2019	<i>Reaccredited in 2013/2014</i>
<i>Food Service Management, A.A.S.</i>	2013/2014	2018/2019	
ARTS/HUMANITIES			
<i>Communication, A.A.</i>		2016/2017	<i>In progress. Will be completed, 10/2017</i>
<i>Fine Arts Studies, A.F.A.</i>	2016/2017	2022/2023	<i>New Program - Fall 2017</i>
<i>Liberal Arts, A.A. - History Option</i>	2012/2013	2017/2018	<i>Dropped by Board. Needs to ck to Curric. & Board to re-activate</i>
<i>Liberal Arts, A.A. - Performing Arts Option</i>	2009/2010	2015/2016	
<i>Studio Arts, A.A.</i>	2015/2016	2021/2022	<i>Program changed from Liberal Arts, A.A. Option to a stand-alone degree, Effective Fall 2017</i>
ENGLISH AS A SECOND LANGUAGE			
<i>ESL/Modern Languages</i>	2014/2015	2019/2020	
<i>General Studies, A.S.</i>	2016/2017	2021/2022	
ENGLISH			
<i>Liberal Arts, A.A.</i>	2012/2013	2017/2018	
<i>Liberal Arts, A.A. - English Option</i>	2012/2013	2017/2018	
INFORMATION SYSTEMS AND AVIATION STUDIES			
<i>Air Traffic Control Terminal, A.A.S.</i>		2015/2016	<i>New Program – Spring 2011</i>
<i>Aviation Studies, A.S.</i>		2017/2018	<i>New Program – Fall 2012</i>
<i>Aviation Studies, A.S. - Professional Helicopter Pilot Option</i>		2019/2020	<i>New Program-Fall 2014</i>
<i>Aviation Studies, A.S. - Professional Pilot Option</i>		2017/2018	<i>New Program – Fall 2012</i>
<i>Office Systems Tech., A.A.S. -Computer Applications Option</i>		2017/2018	<i>New Program – Fall 2012</i>
<i>Computer Info. Systems, A.S.</i>	2010/2011	2015/2016	

<i>Computer Info. Systems, A.S.- Geographic Info. Systems Option</i>		2015/2016	<i>New Program – Spring 2011</i>
<i>Computer Systems Support, A.A.S.</i>	<i>2012/2013</i>	2017/2018	
<i>Computer Programming, A.A.S.</i>	<i>2011/2012</i>	2016/2017	
<i>Computer Programming, A.A.S.-Database Design and Development Option</i>		2015/2016	<i>New Program – Fall 2007</i>
<i>Media Studies, A.A.S.</i>		2016/2017	<i>New Program – Fall 2011. Title changed from New Media Studies to Media Studies, effective Fall 2017</i>
<i>Office Systems Technology, A.A.S.</i>	<i>2012/2013</i>	2017/2018	
MATHEMATICS			
<i>Engineering, A.S.</i>		2017/2018	<i>New Program – Fall 2012</i>
<i>Mathematics, A.S.</i>	<i>2013/2014</i>	<i>2018/2019</i>	
NURSING/ALLIED HEALTH			
<i>Nursing, A.A.S.</i>	<i>2010/2011</i>	2019/2020	<i>Reaccreditation by NLNAC 2010/2011</i>
<i>Health Science, A.S.</i>		2016/2017	<i>Program change in AY2016/17. Title changed from Health Services to Health Science, effective Fall 2017.</i>
<i>Radiologic Technology, A.A.S.</i>		<i>2018/2019</i>	<i>New program-Fall 2013</i>
<i>Respiratory Therapy, A.A.S. (Joint degree w/Rutgers)</i>			<i>PROGRAM DROPPED SP16-</i>
PROFESSIONAL STUDIES			
<i>Business Administration, A.A.S.</i>	<i>2014/2015</i>	<i>2019/2020</i>	
<i>Business Administration, A.S.</i>	<i>2014/2015</i>	<i>2019/2020</i>	
<i>Criminal Justice, A.S.</i>	<i>2012/2013</i>	2017/2018	
<i>Hospitality Management, A.A.S</i>	<i>2015/2016</i>	<i>2022/2023</i>	<i>Reaccredited in 2015/2016</i>
<i>Paralegal Studies, A.A.S.</i>	<i>2011/2012</i>	2016/2017	<i>Reaccredited in 2011/2012</i>
<i>Paralegal Studies, A.S.</i>	<i>2011/2012</i>	<i>2016/2017</i>	<i>Dropping program, effective, Fall 2018</i>
SCIENCE			

Biology, A.S.	2010/2011	2015/2016	Option converted to full degree, Fall 2014
Biomedical Science, A.S.		2018/2019	New Program, Fall 2013
Chemistry, A.S.	2013/2014	2018/2019	Option converted to full degree, Fall 2013
Environmental Science, A.S.		2019/2020	New Program - Fall 2014
SOCIAL SCIENCE			
Liberal Arts, A.A. - Child Development/Child Care Option	2013/2014	2018/2019	Accreditation NAEYC 2013/2014. Converting to full degree. Will go to AIC in September.
Psychology, A.A.	2013/2014	2018/2019	Converted from Option to full degree, effective Fall 2017.
Liberal Arts, A.A. - Elementary/Middle School Education Option		2017/2018	New Program - Fall 2012
Liberal Arts, A.A. - Preschool-Grade 3 Education Option	2016/2017	2021/2022	Converting to full degree. Will go to AIC/Pres. Council in September.
Liberal Arts, A.A. - Secondary Education Option		2017/2018	New Program – Fall 2012
Liberal Arts, A.A. - Sociology Option	2011/2012	2016/2017	Review in progress, 8/2017
Liberal Arts, A.A. - Social Science Option	2014/2015	2019/2020	
Psychology, A.A.	2013/2014	2018/2019	Program changed from Liberal Arts, A.A. Option to a stand-alone degree, Effective Fall 2017
Human Services, A.S.	2016/2017	2021/2022	

Updated, 8/16/17 lac

Program Review Template*

Overview of Program Review/Introduction

- State the program being reviewed
- Provide a brief description of the program's audience

1. Review Program Goals/Objectives and Course Goal/Objectives

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

2. Compare the Mission and Goals of the College to the Program Goals

- a. Are the goals of the program consistent with and supportive of the mission and goals of the college?
- b. What changes should be made so that the program requirements support the mission and goals of the college?

3. Assessment of Student Progress Within the Program

- a. What are the learning outcomes for students in your program? Attach copies of the assessment tools/instruments and assessment results for the program.
- b. What additional assessment strategies are recommended to further evaluate student learning?

- c. What are the outcomes of the assessment process and how are they incorporated to improve the program?
- 4. Review *Teaching Strategies Used to Deliver Material***
 - a. What teaching strategies are currently being used?
 - b. What other teaching strategies could be used?
 - c. How is technology incorporated into the curriculum?
 - d. How are information literacy (Internet and database research skills) and ethics incorporated into the curriculum? Provide examples of assignments involving information literacy and ethics.
- 5. Review *the Transferability of Courses***
 - e. What articulation agreements with other colleges have been negotiated for this program?
 - f. Which program courses are readily transferable as equivalent program courses at the receiving institutions (see transfer.org for help)?
 - g. Which courses are not readily transferable and why?
 - h. What changes do you recommend to ensure transferability of credits?
- 6. Review *Faculty Expertise***
 - a. Attach current Curriculum Vita for program 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?
- 7. *Faculty Assignments and Utilization***
 - a. Describe how the department works with part-time faculty to ensure that their course delivery is comparable to that of full-time faculty.
 - b. What recommendations can you make to improve communication between full-time and part-time faculty?
 - c. What percentage of credit hours does full-time faculty deliver? What are the recommended staffing patterns?
 - d. Does this meet the recommended staffing of your discipline?
- 8. *Examine the Environment for Learning***
 - a. Describe the average class size for the courses in the program. (NOTE: class sizes may vary in courses/programs)

- 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?
9. ***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 are the strengths and weaknesses of support services at each site?
10. ***Examine the Advisory Committee***
- a. Describe the program advisory committee's makeup.
 - b. Are the important areas within the program's discipline represented on the advisory committee and what should be each member's expected term of service?
 - c. What role should an advisory committee play?
11. ***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?
 - d. Based on the findings of this program review what changes do you forecast for your program in the next 5 years?
 - e. Describe plans to enhance the learning of students in your program.

Program Review Appendix Materials

FROM THE DEPARTMENT:

- Course syllabi
- Student assessment data
- Articles/data on national trends in program
- CVs of Full-time and Part-time 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
 - Student demographic (county and age) and ethnicity
 - Average length of time to graduate
 - Number of graduates per academic year for last five years
-
- Program review occurs every five (5) years, unless otherwise noted
 - Program reviews with reviewer's comments will be made available to the Vice President of Academic Affairs and Division Dean
 - Copies of the review will be archived by Division Dean and a copy will be kept in the William Spangler Library - Middle States Collection.

Program Review Timeline

<i>Timeline for Program Review</i>	
Start of A/Y (August/September)	Vice President of Academic Affairs notifies Institutional Research (IR) Department of programs selected for review
October	IR provides necessary data to departments
November	Departments begin the review process
December/January	External Reviewer is identified
February	Program review document is complete Program review is read by pertinent department members
March	Review is sent to External Reviewer after final adjustments are made
April	External Reviewer visits campus site(s)
May	Response due from External Reviewer
Close of A/Y (June 30)	External Reviewer's comments are discussed with Division Dean and other stakeholders. Needs are identified and strategies for improvement are discussed for implementation in the upcoming A/Y

**Revised January 2017*

Appendix 9: Program Assessment Plan Sample

PROGRAM LEVEL ASSESSMENT						
PROGRAM NAME:	Chemistry - AS		PROGRAM LIASION:	Laurie Lemons	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
2013-2014	Demonstrate safe and environmentally friendly practices in a laboratory setting.	Chem 110	Students will perform experiments that demonstrate chemical principles learned in lecture. Students will perform experiments that demonstrate basic laboratory techniques used to separate mixtures, identify unknowns and quantify chemical species. Students will be able to measure properly using standard techniques in a chemical laboratory.	Blackboard Quiz and Review of Incident Report Sheets	Students have a good understanding of basic safety rules, protocols, and procedures. This is especially true with the more commonly-encountered safety issues - wearing safety goggles, reporting spills, following directions, etc. Students have good understanding of preventative safety measures. Students struggle with remembering safety protocols for safety issues that don't occur regularly. Students also struggle with response protocols in actual situations. Review of Incident Report Sheets show that overall students are safe in the laboratory. All incidents reported were minor injuries and due to accidental cuts or burns.	Students should be reminded of relevant preventative safety measures when using a new instrument or technique. Protocols for response to fire, spills, or other emergencies should be reviewed with the students periodically. Emergencies do not occur very often, so the students often forget what they are supposed to do in each situation.

PROGRAM LEVEL ASSESSMENT						
PROGRAM NAME:	Chemistry - AS		PROGRAM LIASION:	Laurie Lemons	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
2014-2015	Utilize the vocabulary of chemistry and express experimental results in complete and coherent reports.	Chem 210	Students will perform experiments to collect data and gain practice in data analysis. Students will use established scientific conventions to write lab reports that accurately reflect their experimental findings	Lab Reports	It is evident that many students need much more practice in writing than they have had up to this point. Many students did quite well on the basis of their being able to adequately communicate their findings and rational for their conclusions, in writing. Several students who exceeded expectations showed mastery of the English language, good sentence structure, syntax, grammar, and ability to clearly and efficiently communicate their thoughts. The students who did not meet expectations failed to write sensible sentences, had many grammatical errors, or did not effectively communicate with the audience. On the basis of scientific content, none of the students exceeded expectations. Many of the introduction sections were lacking important background theory and all of the reports were lacking at least one crucial piece of data, graphical representation, or thorough spectroscopic analysis. Students overall did well in the discussion sections with explaining their findings and data, but many did not take it to a deeper level of meaning by relating it back to the theory.	Writing should be incorporated more in all of the science classes in order for students to practice writing effectively. Students also need to receive feedback in order to learn to recognize their mistakes and correct them in the future. Reading each students lab report and writing detailed feedback on each is very time-consuming and often redundant, with no guarantee that the student is receiving the feedback. In order to better address this issue and make sure the students are learning from each experience, starting next semester I will have the students exchange lab reports for peer review and feedback before submitting them for a grade. I will also conduct individual conferences with the students after their first paper to discuss their performance in both scientific writing and data analysis. This should help to address some of the recurring issues the students have with writing the labs and also allow them to ask specific questions about their papers.

PROGRAM LEVEL ASSESSMENT						
PROGRAM NAME:	Chemistry - AS		PROGRAM LIASION:	Laurie Lemons	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
2015-2016	Apply proper laboratory techniques to obtain accurate data.	Chem 110	Students will gain practice in experimentation, data recording and data analysis. Students will perform experiments that demonstrate basic laboratory techniques used to separate mixtures, identify unknowns and quantify chemical species	Lab Reports	Students were tasked to complete a simple distillation experiment in order to determine the identities of the two unknown liquids in the provided binary mixture. 59% of the students were able to accurately identify the unknown liquids. 41% incorrectly identified either one, or both, of the unknowns. This is a simple experiment and with proper laboratory techniques and accurate data recording, it is very easy to correctly identify the unknown liquids in the mixture. 41% incorrect is unacceptable. Looking at the student's data sheets, their responses match their collected data, for the most part. This would indicate that the apparatus was incorrectly assembled, or the students were unclear about what they were looking for during the experiment. There was also a large variability in how the students presented their data, with some including tables, some made graphs, and others simply listed the results. The experiment instructions direct students to graph their data. This may have needed to be stressed more by the instructor.	Ensure all lab instructors are on the same page. Everyone should be properly educated on the experimental setup and lab report expectations. This may be a distillation lab - specific occurrence, or it may permeate through to other lab activities.

PROGRAM LEVEL ASSESSMENT						
PROGRAM NAME:	Chemistry - AS		PROGRAM LIASION:	Laurie Lemons	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
2016-2017	Demonstrate the importance of keeping accurate records of results and procedures.	CHEM 111	Students will be able to perform an experiment, record data properly, and analyze that data. Students will be able to keep a proper lab notebook. A format will be provided.	Lab Notebooks	Lab notebooks were graded for all 33 students who completed the course. The average lab notebook grade was 87.9 out of 100. Lab notebooks were checked unannounced after four complete labs and again at the end of the semester. The mid-semester check only assessed certain elements of the labs themselves (average of 4.6 points lost per student who completed the course, 5.3 lost for all students), while the final check involved all aspects of formatting and neatness (average of 7.5 points lost per student). In addition, points were deducted when notebooks were absent or misused. The lab notebook grades were good. Closer monitoring of notebooks would produce better end results, but they would not then be a gauge of students' abilities to work independently. Closer monitoring of notebook use would help prevent "fudging" of notebooks.	Consider doing the surprise notebook check after 1 or 2 labs. Consider monitoring notebook use more closely.
2017-2018	Use the power of computers in applications in chemistry.	PHYS 225				

Appendix 10 - 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 10 - 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).		

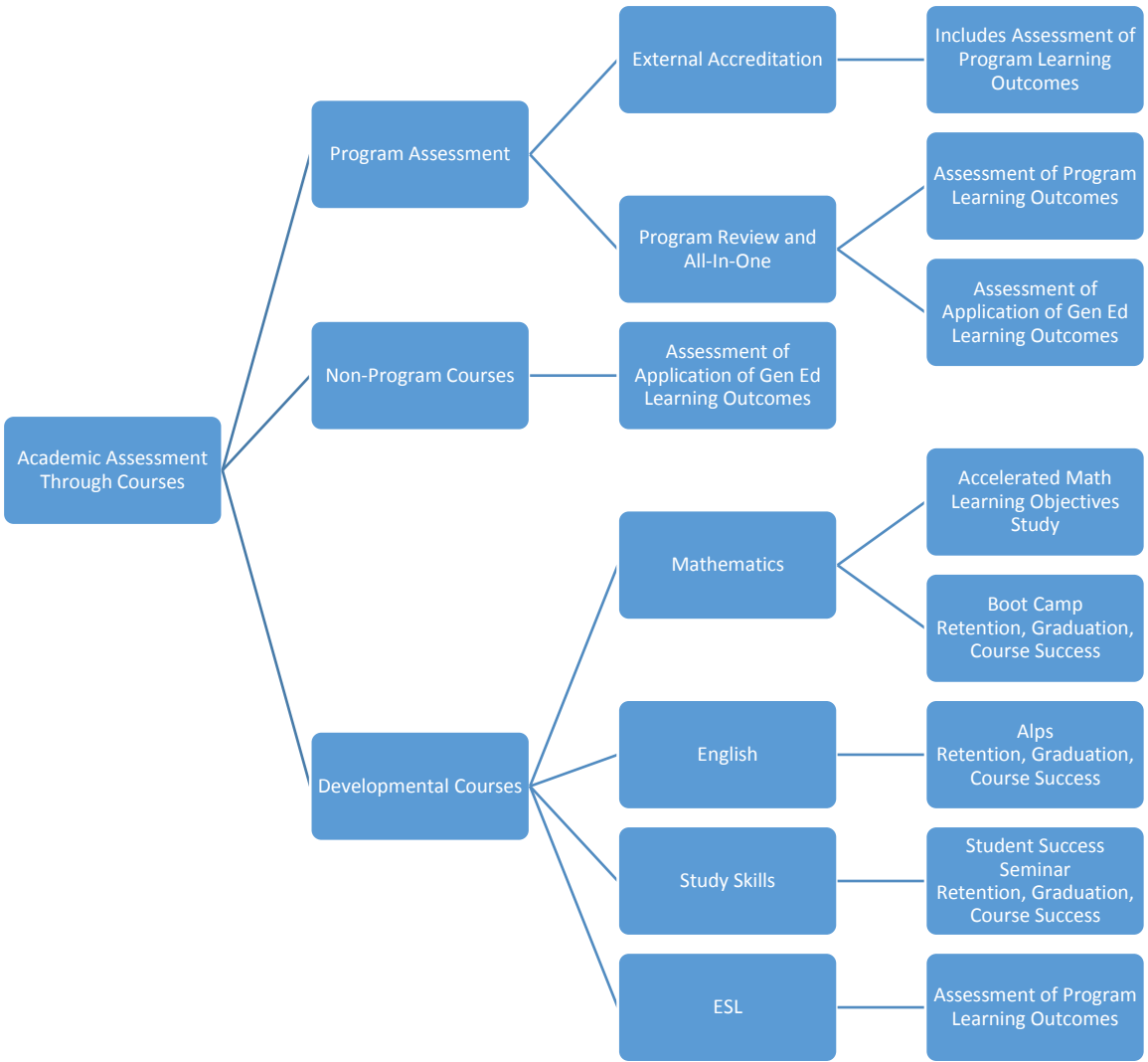


Academic Assessment Plan
Guide to Atlantic Cape Academic Assessment

Table of Contents

Academic Assessment Road Map	3
Program Review	4
Program All-In-One Assessment	5
Program Assessment Schedule	6
Gen Ed Assessment for Non-program Courses.....	7
General Education Assessment schedule	8

Academic Assessment Road Map



Program Review/External Accreditation:

- A program review must be completed every 5 years for each academic program.
- For externally accredited majors, the self-study for the accrediting agency is the program review and cycles as required by the accrediting agency. If evidence of assessment of Program Learning Outcomes is not included in the self-study, then the assessment of Program Learning Outcomes must be completed separately in the same way as non-accredited Programs.

Located on your Google Assessment Site for each Program are the following:

1. The Program Review Schedule which identifies which academic year each program is to complete their program review.
2. The Program Curriculum Map, Program Goals, Program Learning Outcomes, Program Review Template and timetable for completion.
3. A place for you to upload your program review and all supporting documents. You can use the site as a collaborative workspace while you are completing your program review.
4. The results of your Program Learning Outcomes Assessment are posted on this site in the spreadsheet.
5. The completed program review or your self-study from an accrediting agency should be posted on the site after completion. Subsequent yearly reports/letters to or from your accrediting agency should be posted here.
6. Your 2-3 year review of progress toward completing the recommendations from your Program Review should be posted here.

All-In-One Assessment:

The Assessment Committee at Atlantic Cape has adopted All-In-One Assessment as a way to assess our degree programs and General Education skills with one assignment. All Program Learning Outcomes must be assessed within the 5 year cycle or the cycle dictated by the accrediting agency. The results of these assessments are to be reported on the assessment plan spreadsheet or uploaded to the assessment site and the results are included in the program review.

Note: Programs with external accrediting agencies will use assessment methods needed to meet the accreditation standards, which could include standardized tests, assessment of learning outcomes, and general education assessment. If the accrediting agency does not require assessment of program learning outcomes, then the program must follow the steps below. Institutionally, program learning outcomes must be assessed for all programs either within an accreditation self-study or separately.

Steps:

1. The Program Assessment Plans are located on your Program Assessment Google site. Each Program Learning Outcome has been assigned an Academic Year when it will be assessed. Make sure the plan is up-to-date and doable.
2. Identify the Program Learning Outcome(s) that you are going to assess this Academic Year.
3. Identify the course(s) where you will assess this Program Learning Outcome(s).
4. Is there a current project with which you can assess the program learning outcome(s)? Identify or create the project and identify the course learning objectives that are appropriate for this assignment.
5. Next, which General Education skills does the student need to use to complete the assignment you selected for your program assessment?
6. You are ready to do your program assessment. You will assess the project using your own program assessment methods and report the results on your Program Assessment Google site.
 - a. Brief descriptions of the findings and changes based on these findings are posted to the Program Assessment Plan spreadsheet.
 - b. More details such as the project, the grading rubric and a more detailed report should be uploaded to the site by clicking on Program Level assessment and uploading the documents.
7. Use the college's General Education rubric(s) to assess the assignment you selected for your program assessment for General Education.
8. Report the results of the General Education assessment using the forms found on the General Education Google site.

All-In-One Assessment/General Education Schedule of Activities

Due Date	Program Activity	Gen Ed Activity	Responsible Person
Oct 1	<ul style="list-style-type: none"> Identify the Learning Outcomes that are being assessed this academic year. Identify the courses where these outcomes will be assessed. 	October Dept. Meeting: <ul style="list-style-type: none"> Discuss the findings of the General Education Assessment Summary from previous AY. Make recommendations to the committee on improving the Gen Ed curriculum or assessment process. 	Faculty, Faculty Program Liaison and Assessment Committee Representative
Nov 1	Notify your Assessment Committee Representative that this year's plan has been updated on the assessment site.	Notify your Assessment Committee Representative: <ul style="list-style-type: none"> Gen Ed Learning Outcomes that are being assessed this academic year. The courses where these outcomes will be assessed. 	Faculty Program Liaison, Assessment Committee Representative
Nov 1	<ul style="list-style-type: none"> Assessment Committee representative updates the Program Assessment tracking sheet Committee reviews the tracking sheet at the November Meeting for completeness including previous year's analysis and findings. Committee reports incomplete plans to the appropriate Dean. 	<ul style="list-style-type: none"> Assessment Committee representative updates the Gen Ed Assessment tracking sheet Committee reviews the tracking sheet at the November Meeting for completeness including previous year's analysis and findings. Committee reports incomplete plans to the appropriate Dean. 	Assessment Committee Representative
Feb 1	Identify the Assessment instrument and criteria	Identify the Assessment instrument and criteria	Faculty, Faculty Program Liaison
May 15	Administer your Assessment over Fall and/or Spring Terms	Administer your Assessment over Fall and/or Spring Terms	Faculty, Faculty Program Liaison
May 30	<ul style="list-style-type: none"> Analyze the results and prepare a report of findings and changes based on findings. Post summaries of findings and changes to the Program Assessment Plan spreadsheet. Upload detailed report of findings and changes to the Program Assessment site. Click on "Program Level Assessment" under the program that was assessed. 	<ul style="list-style-type: none"> Analyze the results and prepare a report of findings and changes based on findings. Complete the Gen Ed Learning Outcomes Assessment Form and submit it. The Assessment Team updates the tracking sheet and notifies the Dean of missing assessments. 	Faculty, Faculty Program Liaison and Assessment Team
May 30	Notify your Assessment Committee representative that this year's plan has been updated on the assessment site.	Notify your Assessment Committee representative that this year's plan has been updated on the assessment site.	Faculty, Faculty Program Liaison
May 30	Assessment Committee representative updates the Program Assessment tracking sheet	Assessment Team: June 30 - Prepare the General Education Course Level Summary of Learning Outcomes Assessment	Assessment Committee Representative

General Education Assessment for Non-Program Courses:

The college has standard rubrics for each General Education goal. Non-program courses will be assessed for General Education. This will help us to assess our General Studies and Liberal Arts degrees, as well as assess how students are applying their general education skills.

Steps:

1. Select a project from a non-program course and identify what general education skills are required to complete the task.
2. Use the college's General Education rubric(s) to assess the project you selected. Rubrics for each General Education Goal can be found on the Atlantic Cape Assessment website. See the appendix for examples of a blank and a completed rubric.
3. Report the results of the General Education assessment using the form found on the General Education Google site.

Note: Follow the third column, Gen Ed Activity, in the schedule of activities for the recommended timetable.

All-In-One Assessment/General Education Schedule of Activities

Due Date	Program Activity	Gen Ed Activity	Responsible Person
Oct 1	<ul style="list-style-type: none"> Identify the Learning Outcomes that are being assessed this academic year. Identify the courses where these outcomes will be assessed. 	October Dept. Meeting: <ul style="list-style-type: none"> Discuss the findings of the General Education Assessment Summary from previous AY. Make recommendations to the committee on improving the Gen Ed curriculum or assessment process. 	Faculty, Faculty Program Liaison and Assessment Committee Representative
Nov 1	Notify your Assessment Committee Representative that this year's plan has been updated on the assessment site.	Notify your Assessment Committee Representative: <ul style="list-style-type: none"> Gen Ed Learning Outcomes that are being assessed this academic year. The courses where these outcomes will be assessed. 	Faculty Program Liaison, Assessment Committee Representative
Nov 1	<ul style="list-style-type: none"> Assessment Committee representative updates the Program Assessment tracking sheet Committee reviews the tracking sheet at the November Meeting for completeness including previous year's analysis and findings. Committee reports incomplete plans to the appropriate Dean. 	<ul style="list-style-type: none"> Assessment Committee representative updates the Gen Ed Assessment tracking sheet Committee reviews the tracking sheet at the November Meeting for completeness including previous year's analysis and findings. Committee reports incomplete plans to the appropriate Dean. 	Assessment Committee Representative
Feb 1	Identify the Assessment instrument and criteria	Identify the Assessment instrument and criteria	Faculty, Faculty Program Liaison
May 15	Administer your Assessment over Fall and/or Spring Terms	Administer your Assessment over Fall and/or Spring Terms	Faculty, Faculty Program Liaison
May 30	<ul style="list-style-type: none"> Analyze the results and prepare a report of findings and changes based on findings. Post summaries of findings and changes to the Program Assessment Plan spreadsheet. Upload detailed report of findings and changes to the Program Assessment site. Click on "Program Level Assessment" under the program that was assessed. 	<ul style="list-style-type: none"> Analyze the results and prepare a report of findings and changes based on findings. Complete the Gen Ed Learning Outcomes Assessment Form and submit it. The Assessment Team updates the tracking sheet and notifies the Dean of missing assessments. 	Faculty, Faculty Program Liaison and Assessment Team
May 30	Notify your Assessment Committee representative that this year's plan has been updated on the assessment site.	Notify your Assessment Committee representative that this year's plan has been updated on the assessment site.	Faculty, Faculty Program Liaison
May 30	Assessment Committee representative updates the Program Assessment tracking sheet	Assessment Team: June 30 - Prepare the General Education Course Level Summary of Learning Outcomes Assessment	Assessment Committee Representative

Appendix

Program Assessment Tracking Sheet example

General Education Tracking Sheet example

Example Rubric – Critical Thinking

Hypothetical Completed Rubric – Critical Thinking

Hypothetical Completed Gen Ed Assessment Reporting Form

Appendix 12 Non-Academic Unit Program Assessment Plans

Non Academic Unit	Division	Contact Person	List of Programs	Assessment Form
Continuing Education/Workforce Development	Academic Affairs	Sherwood Taylor	<ol style="list-style-type: none"> 1. Workforce Development/Credentials 2. Professional Development Workshops 3. Community Education Workshops 4. Workforce Development/Grants 5. Private Contract Training 6. Health Professions Institute 7. College and Career Pathways 	https://docs.google.com/spreadsheets/d/1mLc0T5O6C7F1wQgn3Lx4b_VQb2dqzBrwk58w4B8ceBU/edit?ts=583c4d70#gid=1633537846
Academic Support Services	Academic Affairs	Janet Marler	<ol style="list-style-type: none"> 1. Information Literacy Instruction 2. Reference Services 3. Library Materials/Collection Development 4. Tutoring Services/Assistive 5. Technology Circulation 6. Cataloging/Technical Services 7. Computer labs (assistance and maintenance) 	https://docs.google.com/spreadsheets/d/1rY1bMMY3SYz_8K7-18ar566mnvtDQ5UZu8YfWf1sXNg/edit#gid=404079862
Instructional Technology	Academic Affairs	Michelle Perkins	<ol style="list-style-type: none"> 1. Learning Management System (Blackboard Learn) 2. Academic Server (Venus) 3. Professional Development 	https://docs.google.com/spreadsheets/d/1mTVUfwGXdtRz2JnNFtgAygZqZPC0fitlu_5ux15kWGQ/edit#gid=404079862
Purchasing/ Receiving/ Mailroom/ Storeroom/ Print Shop (Business Services)	Business Services	Dorie Keener	<ol style="list-style-type: none"> 1. Purchasing 2. Print Shop 3. Receiving/Mailroom/Central Stores 	https://docs.google.com/spreadsheets/d/1-RCEGZn99vCBdZJ7G951cdvrpdQ7UzKgtTtBYIH6KuvY/edit?ts=5849b923#gid=404079862
Perishable Storeroom	Business Services	Harry Whitman	<ol style="list-style-type: none"> 1. Purchasing/Receiving/Accounting 2. Production/Distribution 3. Information Technology/Chef Tec 4. Facilities Management 	https://docs.google.com/spreadsheets/d/1qZPS8A-Eqyp65FrEIKZCmHAeVGe_4AqDvIJWmiYYrs/edit#gid=1633537846
Events/Facility Rentals	Business Services	Jennie Ayres	<ol style="list-style-type: none"> 1. Internal Events 2. External Events 3. Contract Services 	https://docs.google.com/spreadsheets/d/1yr2AWqHKPKLeJ0Wk19VE0sH_NpnDZgYtWNPuJGyOau4/edit#gid=1633537846
Admissions	Student Affairs and Enrollment Management	Kristin Jackson	<ol style="list-style-type: none"> 1. Transcript Evaluations 2. External Recruitment Events 3. On Campus Recruitment Events 4. Jump Start 5. Chargebacks 6. Communication Management/Recruitment Materials 	https://docs.google.com/spreadsheets/d/1HoOL8I04JNGRpNnYdy7Plmvj_ZExboSQZYKYjysW2Rg/edit#gid=404079862
College Relations	College Relations	TBA	<ol style="list-style-type: none"> 1. Public Relations 2. Marketing 3. Social Media 4. Web Systems 5. Publications/Graphic Design 	https://docs.google.com/spreadsheets/d/11mAtNkXeidPkD6W-YJjuApza7XZZm7uH5WGSopFD-Mc/edit#gid=1633537846

Appendix 12 Non-Academic Unit Program Assessment Plans

Non Academic Unit	Division	Contact Person	List of Programs	Assessment Form
Financial Aid and Veterans Affairs	Finance and Financial Aid	Linda DeSantis	<ol style="list-style-type: none"> 1. Federal and State Programs 2. Veteran's Administration 3. Scholarship Program 	https://docs.google.com/spreadsheets/d/1DvHGHuZJQk4Nk9VtF7c-DZ_f1nDGldIQNZYH6okhaxQ/edit#gid=404079862
Testing	Student Affairs and Enrollment Management	Chris Gamboa	<ol style="list-style-type: none"> 1. Placement Testing 2. Academic Testing 	https://docs.google.com/spreadsheets/d/1Nk6IarcJHURbvGLd1a1JhM7K-uVccifQ5evc0UgrIRg/edit#gid=404079862
Finance/Bursar/Payroll	Finance	Leslie Jamison Mike Kernan Kathy Landau Maryann Sozio	<ol style="list-style-type: none"> 1. Issue Comprehensive Annual Financial Report (CAFR) and monthly board reports 2. Accounts Payable functions 3. Payroll Processing 4. Grant Accounting 5. Budgeting 6. Foundation Accounting 7. Accounts Receivable (Bursar's Office) 	https://docs.google.com/spreadsheets/d/1i-0Dys7SfHPhLeYOoxuq1xgaNlwXE7ts2bJRArRaPcc/edit#gid=404079862
Public Safety	Human Resources, Public Safety & Compliance	Eileen Curristine Charles Mettille	<ol style="list-style-type: none"> 1. Campus Security Officers 2. Armed Security Officers 3. Training 4. Reporting (security, EOP, Clery) 5. Surveillance 	https://docs.google.com/spreadsheets/d/1EfyWM1Dtt6kFXpfu2McyCi1-5a_svUCd92A-Y5b5RI/edit#gid=404079862
Health Services	Human Resources, Public Safety & Compliance	Kathy Flynn	<ol style="list-style-type: none"> 1. First aid; student and employee health, safety, and medical emergencies 2. Occupational health; workers comp, EAP coordinator 3. ADA accommodations interactive process 4. Emergency plan; medical lead construction, review and coordination 5. Compliance; OSHA requirements and training 6. Environmental health; site assessments and Indoor Air Quality designated person. ADA accommodations and interactive process. 	https://docs.google.com/spreadsheets/d/1uPSI4Tlg4J_1-bO62qwfiLBOsOJGJFf7ADfeO-Uqg/edit#gid=404079862
Human Resources	Human Resources, Public Safety & Compliance	Cindy DeFalco	<ol style="list-style-type: none"> 1. Employee and Labor Relations 2. Payroll/Time Management/Attendance/Benefits 3. Professional Development/Employee Recognition 4. Personnel Recruitment and Hiring 	https://docs.google.com/spreadsheets/d/1p-6iswdweITdUlBhjmzO-wcZ3s611MGG92IHacgiebl/edit#gid=404079862
Information Technology	Planning and Research, Information Technology Services and Facilities	Patrick Sweeny	<ol style="list-style-type: none"> 1. Administrative 2. PC/Audio Visual/Telephone/Help Desk 3. Networking 	https://docs.google.com/spreadsheets/d/1a4Dmu8fOLMfhWoa7Ji1BdF2TrRjtiY1BrBRvsYOlrK8/edit#gid=404079862

Appendix 12 Non-Academic Unit Program Assessment Plans

Non Academic Unit	Division	Contact Person	List of Programs	Assessment Form
Facilities	Planning and Research, Information Technology Services and Facilities	Russ Waugh	1. Housekeeping 2. Grounds 3. Maintenance (Preventative, General) 4. Construction 5. Deferred Maintenance	https://docs.google.com/spreadsheets/d/1yVDb_Z897RIK_LKFc8nIPp6PMRAzMO51N23yjHI3CjHk/edit#gid=404079862
Institutional Research, Planning and Assessment	Planning and Research, Information Technology Services and Facilities	Luis Montefusco	1. Institutional Research 2. Planning 3. Assessment	https://docs.google.com/spreadsheets/d/1ga_FclYkSI7GNodgJ3CKWrxpblcLxq5kmOUcxtxOU4/edit#gid=404079862
Support Services (AC)	Planning and Research, Information Technology Services and Facilities	Linda Palmer	1. Faculty Support Services 2. Conferencing and Meeting Services 3. Branch Campus Management	https://docs.google.com/spreadsheets/d/1SjX93Fmlm6MkPrFE6DrH_ME5ubwcW5wP0-oeGh2gXIU/edit#gid=404079862
Resource Development/Grants	Resource Development & President/Board of Trustees Operations	Maria Kellett	1. Grants 2. Special Events 3. Alumni Outreach 4. Major Gifts/Planned Giving	https://docs.google.com/spreadsheets/d/1f-Y9O15MoNhBrFbz9ZmbeTfVOIWmGQn_37rKKnBVA/edit#gid=404079862
President's Office	Resource Development & President/Board of Trustees Operations	Jean McAlister Brittine Pratt	1. Communication to stakeholders (internal and external)	https://docs.google.com/spreadsheets/d/1laoWsejOI3_XdPO3IOEgg-ULHd62ljF-YJ2R0Y9qFBg/edit#gid=404079862
BOT Operations	Resource Development & President/Board of Trustees Operations	Jean McAlister Brittine Pratt	1. Board Governance 2. College Policy and Procedures Oversight	https://docs.google.com/spreadsheets/d/1oufFlhCTes25vrdTWI_GsFKeE3aOUCbKHMwJWKUzGI/edit#gid=404079862
Student Affairs (AC)	Student Affairs and Enrollment Management	Cynthia Correa	1. Orientation 2. Registration/Advising 3. Student Engagement Events	https://docs.google.com/spreadsheets/d/1xBv-rUy7bmupd-N1YRUxE-FaWOjESRxHS7zkwTqqM/edit#gid=404079862
Student Affairs (CM)	Student Affairs and Enrollment Management	Tammy DeFranco	1. Orientation 2. Registration/Advisement 3. Student Engagement Events	https://docs.google.com/spreadsheets/d/1sfH1igyU1DBHLspDHBq3PrvRiGLTkva4Tq-JUS03OW0/edit#gid=404079862
Student Affairs (ML)	Student Affairs and Enrollment Management	Paula Davis	1. Orientation 2. Registration/Advisement 3. Student Engagement Events	https://docs.google.com/spreadsheets/d/1fyZef2hi_cknl0Z4kdqXiuHjF11JtqhAZzLCSQxyJA/edit#gid=1633537846
Disability Support Services (Counseling Support Services)	Student Affairs and Enrollment Management	Michael Barnes	1. Accomodations 2. Assistive Technology/Resource Center 3. Counseling and Support Services 4. Disability Awareness	https://docs.google.com/spreadsheets/d/1YYpGOuFANoAJJ1Qb4_BEzV2VQYVx5VmqL6wAcDdLi4/edit#gid=404079862

Appendix 12 Non-Academic Unit Program Assessment Plans

Non Academic Unit	Division	Contact Person	List of Programs	Assessment Form
Enrollment Services	Student Affairs and Enrollment Management	Heather Peterson	1. WebAdvisor 2. Buccaneer Email 3. Graduation 4. Transcript Processing	https://docs.google.com/spreadsheets/d/1AFcK3fL0uARHvWrXS9J7ver1HqamUSDjLDqmGkV2uVo/edit#gid=404079862
NJ STARS (Counseling Support Services)	Student Affairs and Enrollment Management	Paula Davis	NJ STARS	https://docs.google.com/spreadsheets/d/1n_VIFx4-78yx4kOmndEMjnrAsCeb51fLQKQMW70At98/edit#gid=404079862
EOF (Counseling Support Services)	Student Affairs and Enrollment Management	Paula Davis Anita Polanco	EOF	https://docs.google.com/spreadsheets/d/1FYSSD296uAHYRKNPAEnNnJZf03keC-9bcl.fzZV6d9s/edit#gid=404079862
Student Development and Judicial Office	Student Affairs and Enrollment Management	Nancy Porfido	1. Advising 2. Athletics 3. Student Activities 4. Judicial Affairs 5. Behavioral Assessment Team/Reporting System 6. New Student Day	https://docs.google.com/spreadsheets/d/1WZakYKAOhiHCWteZ5ACU8F9x5aPH2gSohqhb38xz1yA/edit#gid=404079862
Student Support Services (Counseling Support Services)	Student Affairs and Enrollment Management	Mitchell Levy Stacey Zacharoff	1. Personal Counseling 2. Academic Advisement 3. Tutoring 4. Professor Feedback 5. Workshops/Seminars 6. Transfer Initiative 7. Career Development 8. Retention Management 9. Cultural Activities	https://docs.google.com/spreadsheets/d/11HkNyNjNzxiCoQjbN9tles-Gz4fe46pU3zK3PzNAwjU/edit?ts=5901f651#gid=1633537846
https://docs.google.com/spreadsheets/d/14-W5VbHFAFFOG57ryC51i33ZeGoeyYTpa5qSS-LiABc/edit#gid=0				

Appendix 13- Non-Academic Unit Program Assessment Forms

Non-Academic Unit Overview					
		FY2016	FY 2017	FY 2018	FY 2019
Part 1: Department Mission Review	Department Name:				
	Department Dean/VP:				
	Department Liaison:				
	How does your department (as a whole) support the mission of the college and the strategic plan?				
	What is your departments primary function?				
	Who does your department serve?				
Part 2: Department Analysis	Please list your staff members				
	Describe any professional development for staff members				
	What technology does your department currently use?				
	What office supplies/materials/equipment do you use?				
	Other/Comments				
Part 3: Programs and Services	Please list programs and/or services your department performs/provides and give short description of the program's purpose.				
Part 4: Department Strengths and Weaknesses	What are your departments strengths or areas of growth?				
	What needs improvement in the department?				

Non-Academic Assessment Form Template

In Part 4 of the Department Overview, programs and/or services provided by your department were listed. At least one program or service must be evaluated each fiscal year. All programs and/or services must be evaluated at least once in a 3 year period.

To be completed in the beginning of the assessment year												Data Collection End Date & Implementation Start Date	Program or Service Evaluation Results	Begin new cycle
Programs	MSCHE	Strategic Plan		Evaluation			According to your evaluation, what worked?	According to your evaluation, what didn't work or were unable to accomplish? Why?	What changes do you recommend? (This information will be carried over in Column H when you assess this same program again in the next cycle to demonstrate closing the loop.)					
Data Collection Start Date	Name of Program or Service	What Middle States standard does this program or service align with?	What Goal(s) and Objective(s) does this program or service support in the Strategic Plan? (Please list all that apply)	How does this project Align with the Strategic Plan? (Please provide a one sentence description for each goal/objective)	What are the overall goals for this program or service?	List and describe any new changes (strategies) you are going to implement based on recommendations from previous assessment cycle (column M). (If this is your first cycle, leave blank)	What are you doing to measure if this program or service is successful?							
7/1/2016	Program 1 (List actual name of program)	Standard V	G1 O1 G1 O2 G2 O2 G2 O3 G2 O5 G3 O4 G3 O5 G4 O1 G4 O2	G1, O1: Give a brief sentence or two of how Goal 1 Objective 1 is aligned to your program or service and continue with the rest you selected that align with this particular program or service	What are the overarching goals for this particular program or service	Only complete if you have previously assessed this program or service in another cycle and have evidence based data to support why you are making these changes. Otherwise leave blank.	List qualitative and/or quantitative measures you are using to show you are assessing what you say you are. If first year of assessment, include how you will benchmark data to compare in subsequent assessment cycles when you assess it again.	6/30/2017 When will you be done with this cycle of assessment? Can be an academic year or as little as a month. You determine when assessment cycle is done	Summarize what you found out. Include what worked. Document it!	Summarize what you found out. List any changes that took place since your assessment cycle began if they impacted this cycle. These may include changes to staff, resources, etc. which may have impacted what you originally set out to do, etc. Document it here! It is all part of assessment	Summarize what changes you are recommending based on the data you collected. This will feed back into your next cycle of assessment.			
	Program2													
	Program 3													

NOTE: When working within cells and you want to advance to the next line, click **Alt Enter**, otherwise if you just click enter it will advance you to the next cell. *If more than one link in a cell, remove the hyperlinks as it will only allow one hyperlink per cell. If your document is not currently online, save it to Google Drive first and then post the link here so it can be accessed by others.