Assessment Committee
Final Report
2011–2012

Standing Charges

1. Elect a chair and secretary, or rotate the secretarial duties if desired. Email these selections to the Vice President of Academic Affairs (wexler@atlantic.edu) Dean of Instruction (mcarthur@atlantic.edu) and the Chair of the FAEC (dvassall@atlantic.edu).

   Amy Shelton and Augustine Nigro were elected as co-chairs. Michael Kammer served as secretary. These selections have been emailed to the Vice President of Academic Affairs, Dean of Instruction, and Chair of the FAEC. Amy Shelton resigned as chair of the committee at the Dec. 8th Assessment Committee meeting due to her appointment as Faculty Assessment Liaison. She remained on the committee in an advisory position.

2. Review these charges to be sure that (1) the recommended charges of the previous year were addressed, (2) minutes of all meetings conducted in the previous year were submitted online to http://venus.atlantic.edu/facultyassembly/minutes/upload (username - atlantic; password –cape), (3) all normal standing charges are included, (4) the charges listed are correct, still valid and properly placed, (5) charges that were completed aren't repeated and (6) the charges are clear. Email corrections and changes to the Secretaries of the FAEC, Vickie Melograno (vmelogra@atlantic.edu) Phil Cragg(cragg@atlantic.edu).

   The charges of the previous year were addressed. Last year's minutes have been submitted online. Corrections to the charges were sent to both Vickie Melograno and Phil Cragg.

3. Minutes of the committee meetings should be submitted to the Vice President of Academic Affairs and the Dean of Instruction. An additional copy of all committee meeting minutes shall be submitted to the Chair of the FAEC electronically via http://venus.atlantic.edu/facultyassembly/minutes/upload (username -atlantic; password – cape) under the appropriate committee category. A progress report is due by December 15. A year-end report is due by the end of May. Reports should also be uploaded to the web.

   Minutes have been submitted in a timely manner to both the Vice President of Academic Affairs, the Dean of Instruction, and the Chair of the FAEC. The Committee's Progress report was forwarded to the appropriate personnel on January 24th. This is the committee's End of Year Report. End of Year reports from 2007-2012 have been uploaded to the committee's website.

4. Minutes of all meetings and a description of your activities should be posted on ACCC's website, along with a list of members.

   Minutes have been posted onto ACCC's website, as well as a list of current members.

5. Submit recommendations for next year's charges to the Vice President of Academic Affairs, Dean of Instruction and the Chair of the FAEC.

   6. Should be rewritten to say: "Update the Assessment faculty handbook with the assistance of the Outcomes Assessment Coordinator."
   14. Should be rewritten to say: "Make recommendations and implement revisions based on the 2011-2012 biennial Assessment Committee Survey."
   17. Charge 17 should be removed. This google site has been created, and is maintained as a regular part of the Assessment Committee's work. This doesn't need to be a active charge of the committee.
   10. Charge 10 should be removed. This charge has been completed by the Assessment Team. Revisions will be forwarded to the IEC committee prior to their next meeting.
   New Charge: Assist the Periodic Review Committee in their planning of the upcoming Middle States Periodic Review Report.

Additional Charges

6. Review and update assessment faculty handbook with the assistance of the Outcomes Assessment Coordinator.

   A subcommittee was formed to review the faculty handbook. A list of recommended changes was created. We hope to update the handbook in the fall semester, 2012.

7. Continue to coordinate planning efforts with the Vice President of Academic Affairs to recommend assessment speakers for Professional Development Day, organize Best Practices Presentations, and recognize faculty members or departments for outstanding achievements in assessment.

   The committee will use its Innovative Assessment Techniques RFP to foster Best Practices and to recognize faculty members for outstanding achievements in Assessment.

8. Continue to develop a culture of assessment by contributing "The Assessment Tip of the Month" to the Communicator, and posting it to the electronic bulletin board on all three campuses.

   A new list of assessment tips was gathered and has been forwarded to the Communicator. The committee has also sent these tips to both the Atlantic City and CMCC campuses to be forwarded to faculty there.

   November, 2011: Assessment Tip: During the first day of class, have the students develop a list of expectations seen as important for both the teacher and student to follow, for example turning in work on time and getting timely feedback once it is turned in. By having the students work together in class on the list with you, they can understand the expectations of other students. This list development is a terrific critical-thinking exercise, and can be done in an online environment too. Some instructors have the students sign, and post it in the classroom or an online folder.

   December, 2011: Here is a list of some ice-breakers to use during the first couple of days in a course to help students and yourself find some common interests: 1. Instead of roll call have the students introduce themselves and use a list of a few basic points for each to describe themselves. 2. Discuss their names and how they received them. Is there something unique about the name or how they were named? 3. Sitting in a circle give your students a list of qualities or descriptors from which they may choose. As the list is read aloud, students can opt to stand up to identify with them. 4. Have groups of 4 or 5 students find as many things that they have in common with one another, keeping track of how many members of their group have the same experiences in common. Then share their findings with entire class.

   January, 2012: Short paper assignment that I call "Web Quest." Choose a subject or topic that the students will research online. Give the students guidelines and rubric that they will be graded on. All I require is a 2 paragraph summary on an article that they researched online related to the topic (no Wikipedia!). They also have to insert a hyperlink to the article they chose to summarize. I do not require MLA or APA formatting. I believe this alleviates any stress that might occur normally and I find the students perform better. You could also have your students investigate the source site article to validate the site.

   February, 2012: A reminder: for a new assessment ideas or templates of rubrics on various disciplines and assessment activities, contact Atlantic Cape's Program Coordinator of Student Learning Outcomes Assessment Maria Eubanks at meubansk@atlantic.edu or 343-5003. She is located in the Academic Affairs office H-111

   March, 2012: Want to emphasize the importance of varying word choice in essays? Have learners submit their papers to Wordle and let them study the results. What is "Wordle," you ask? It's a Web site, a "toy" that generates "word clouds" or word images from the text students plug into a text box at the site. The words repeated most frequently in the submission are given the greatest prominence in the word cloud created by Wordle. Students are often surprised by what they discover about their vocabulary preferences when they see the results of their submissions. Some are motivated to alter the language of their papers and submit the text again to see if the cloud changes. Learn more and see examples by visiting the following: http://www.wordle.net/--borrowed from Chris Wahl of Hudson County College

April, 2012: Smart phones for smart assessment! Use your smart phone to record video or audio during student presentations. It saves from having to order recording equipment, and allows you easy playback wherever and whenever you are ready to assess the projects. In addition, you can easily use your smart phone to e-mail a student recording to yourself, and then open and play the recording on your computer. While playing it on the computer, you can use your smart phone to record the playback while adding your own comments (of course pausing the computer playback as necessary to allow you to comment). You now have a copy of your students' presentations and a copy of the presentation with your comments which can be forwarded to the student

May, 2012: This tip comes from Tasha Souza, of Humboldt State University, and is based on ideas from Angelo and Cross. "Focused Lists: Identify a key point or concept that you expect students to know, and ask them to make a list of words and ideas associated with it. Give them a time limit (3-5 minutes) or an item limit (5-10 items), and collect their lists when they are done. Use this information to help you understand how well students know and use the common vocabulary of the subject you are studying, to see what concepts they associate with one another, or to check their preconceptions before you introduce a topic in detail.

9. Sponsor a workshop for the benefit of newly hired full-time faculty concerning learning outcomes assessment.

   Due to the low levels of newly hired full-time faculty, it was determined that an orientation workshop was not needed this year. This was agreed to by both the chairs of the committee and Dr. Art Wexler and Dr. Ron McArthur.

10. Review and amend the Assessment Plan that was submitted to Middle States, as necessary; specifically section 3 of the Institutional Effectiveness Plan and standard 14.

    With the help of Luis Montefusco, the Assessment Team has reviewed and revised section 3 of the Institutional Effectiveness Plan. These changes will be forwarded to the Institutional Effectiveness Committee prior to their next meeting.

11. Keep the Assessment Committee website up-to-date with the assistance of the Institutional Research Department.

    Current charges and membership were sent to Dr. Paula Pitcher in January, 2012. The website was updated and is current with its information.

12. Co-present workshops for the adjunct faculty with Academic Affairs.

    Amy Shelton and E. Maria Eubanks presented a "Levels of Assessment at Atlantic Cape Community College" workshop to adjunct faculty in January 2012.

13. Provide timely and constructive feedback to the departments based on analysis and recommendations from the previous course assessment.

    Committee members shared last year's course level assessment report at the April Department meetings. A schedule was created by the Assessment team to ensure that faculty receives timely feedback from their course level assessments. (See Appendix A for the Assessment Schedule). Faculty should receive this year's report by their October department meetings.

14. "Administer the biennial Assessment Committee Survey, analyze the results, and make recommendations for implementation.

    The survey was administered from January 26th-February 3. (See Appendix B for Survey Results). Results have been tabulated, and reviewed. Recommendations and revisions will need to be made in the fall semester.

15. Implement an RFP for a small stipend to be paid to two full-time faculty for innovative assessment projects.

    The Committee developed the RFP for Innovative Assessment Techniques. A subcommittee was formed to review the applications. A list of strengths and weaknesses of each applicant was forwarded to Dr. Wexler.

16. Review and update Assessment Cycle with a plan that assesses both at the course and program level.

    The committee has begun to administer a cyclical plan of assessment. With the assistance of Luis Montefusco, we have developed a rubric so that findings from the course level assessments done by faculty can also provide insights into program levels as well.

17. Create and maintain a Google Site for the Assessment Committee in cooperation with Academic Affairs.

    The Google Site for the Assessment Committee has been created; relevant forms and documents have been uploaded for department members to view.

18. Communicate ongoing assessment committee activities at Academic Department Meetings.

    Committee Members have been informed of important Assessment information, and have been asked to relay this information at their monthly department meetings. Department minutes should have an attached assessment discussion form when they are submitted as well.

Appendix A
Program Level Assessment
Academic Year   Schedule of Activities

Activity	Schedule of Activities	
	Timing	**Responsible Person**
Program Level Assessment		
IR provides necessary data to departments	August 15	Institutional Research Dean of Instruction/Chairs
Departments begin the review process	September 15	Chair of Department/ Faculty Committee
Program review document is complete Program review is read by pertinent department members	February	Chair/Faculty/Outcomes Assessment Program Coordinator
Conduct on-site(s) visit and exit interview	April	Consultant/Dean of Instruction/Department Chair
Consultant's comments are discussed with Dean of Instruction and other stakeholders including Full –Time Faculty and Department Chair -Action items to be developed -Timeline to complete these items	May 15	Dean of Instruction/ Chair/Faculty/ Stakeholders/ Consultant/Outcomes Assessment Program Coordinator
Present Program Review, Consultant's report and final written responses to the President	June 30	Senior Dean of Academic Affairs/President
Follow up - evaluate implementation and progress of the action plan	September Year after review	Chair/Faculty Committee/Dean of Instruction/Outcomes Assessment Program Coordinator
Follow up - report progress on action plan	October 2 years after review	Dean of Instruction/ Chair/Faculty Committee/ Outcomes Assessment Program Coordinator

Appendix B
Assessment Committee Survey Faculty 2012

SurveyMonkey

1. In the past year, what was your teaching status?

		Response Percent	Response Count
Full-Time		29.4%	45
Part-Time		**70.6%**	**108**
Other (please specify)			4

answered question	153
skipped question	0
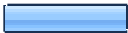
2. On which campus have you considered your primary campus over the last year?

		Response Percent	Response Count
Cape May County Campus		20.3%	31
Charles D Worthington Atlantic City Campus		16.3%	25
Mays Landing Campus		**58.8%**	**90**
Building T & East Campus		0.0%	0
Other (please specify)		4.6%	7

answered question	153
skipped question	0

3. Over the past year, which department do you associate yourself based on the total number of credits taught?

		Response Percent	Response Count
Arts & Humanities		18.3%	28
Business		5.9%	9
CIS Management		7.2%	11
English		**22.2%**	**34**
ESL/Modern Languages		5.9%	9
Math & Science		18.3%	28
Nursing/Allied Health		5.2%	8
Social Science		13.1%	20
Academy of Culinary Arts		3.9%	6
		answered question	153
		skipped question	0

4. Are you familiar with your department's assessment activities?

		Response Percent	Response Count
Yes		**75.8%**	**116**
No		24.2%	37
		answered question	153
		skipped question	0
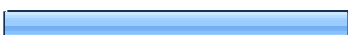
5. Are you familiar with your department's assessment results?

		Response Percent	Response Count
Yes		42.5%	65
No		**57.5%**	**88**
	answered question		153
	skipped question		0
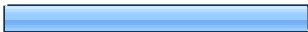
6. Have you contributed to your department's assessment activity?

		Response Percent	Response Count
Yes		47.1%	72
No		**52.9%**	**81**
	answered question		153
	skipped question		0

7. Which of the follow direct measures have you used in the last year?

		Response Percent	Response Count
Capstone Assignment		11.8%	18
Comprehensives		8.5%	13
Internship Evaluation		2.6%	4
Licensure Exam, Performance		1.3%	2
Portfolio		12.4%	19
Pre/Post Test		28.8%	44
Presentation		41.2%	63
Project		36.6%	56
Standard Test		51.6%	79
Thesis/Project		16.3%	25
Video/Audiotape		8.5%	13
Writing Assignment		**71.2%**	**109**
Writing Exam		42.5%	65
Other (please specify)		8.5%	13
	answered question		**153**
	skipped question		**0**

8. Have you modified your instructional strategies due to the college's assessment activities?

		Response Percent	Response Count
Yes		**54.2%**	83
No		45.8%	70
		answered question	153
		skipped question	0

9. How would you rate the importance of assessment to:

High		Medium	Low	Response Count
Designing Curriculum	**73.2% (112)**	22.2% (34)	4.6% (7)	153
Formulating Academic Policy	**50.7% (76)**	40.0% (60)	9.3% (14)	150
Modifying Instructional Strategies.	**67.8% (103)**	28.9% (44)	3.3% (5)	152
Making Budget Decisions.	30.2% (45)	**46.3% (69)**	23.5% (35)	149
			answered question	153
			skipped question	0
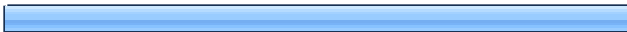
10. Do you believe assessment activities are relevant to student academic success?

		Response Percent	Response Count
Highly Agree		**52.3%**	**80**
Somewhat Agree		31.4%	48
Agree		11.8%	18
Disagree		2.6%	4
Strongly Disagree		2.0%	3
	answered question		153
	skipped question		0

11. How would you rate your level of confidence in the effectiveness of the annual assessment activity?

		Response Percent	Response Count
High		26.8%	41
Moderate		**58.2%**	**89**
Low		15.0%	23
	answered question		153
	skipped question		0

12. In your opinion, who should participate in Atlantic Cape's course level assessment project?

		Response Percent	Response Count
Administrators		47.7%	73
Full-time Faculty		**94.1%**	**144**
Part Time Faculty		67.3%	103
Professional Staff		32.7%	50
Department Chairs		69.9%	107
		answered question	153
		skipped question	0
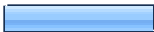
13. How would you describe your level or awareness of the role of the Assessment Committee?

		Response Percent	Response Count
Strongly Aware		9.2%	14
Very Aware		11.1%	17
Aware		**40.5%**	**62**
Less Aware		20.3%	31
Not Aware		19.0%	29
		answered question	153
		skipped question	0

14. How would you describe your level of awareness of the assessment expectations of Middle States Commission on Higher Education as it relates to Atlantic Cape?

		Response Percent	Response Count
Strongly Aware		11.8%	18
Very Aware		8.5%	13
Aware		**41.8%**	**64**
Less Aware		26.8%	41
Not Aware		11.1%	17
		answered question	153
		skipped question	0

15. How often do you read the Communicator's Assessment Tip of the Month?

		Response Percent	Response Count
Every Month		22.2%	34
Occasionally		**28.8%**	**44**
Sometimes		22.9%	35
Never		26.1%	40
		answered question	153
		skipped question	0

16. Optional: Please list two or more resources in order of priority that you would like to see made available to the faculty to educate, promote or inform the assessment culture at Atlantic Cape.

	Response Percent	Response Count
1st Priority	**100.0%**	**43**
2nd Priority	62.8%	27
3rd Priority	20.9%	9
Other Please specify	7.0%	3
answered question		43
skipped question		110

17. Please provide additional comments on the culture of assessment at Atlantic Cape.

	Response Count
	31
answered question	31
skipped question	122

Page 2, Q1. In the past year, what was your teaching status?

1	Adjunct Three courses	Feb 9, 2012 1:17 PM
2	Senior Adjunct instructor	Feb 8, 2012 8:33 PM
3	adjunct	Feb 8, 2012 6:48 PM
4	adjunct	Jan 30, 2012 7:45 AM

Page 2, Q2. On which campus have you considered your primary campus over the last year?

1	online	Feb 8, 2012 7:54 PM
2	I teach strictly online. The "virtual" campus.	Feb 8, 2012 7:53 PM
3	E-Campus	Feb 6, 2012 7:29 PM
4	on line	Feb 2, 2012 6:28 PM
5	online	Jan 26, 2012 5:50 PM
6	Online	Jan 26, 2012 3:27 PM
7	online	Jan 26, 2012 2:54 PM

Page 2, Q7. Which of the follow direct measures have you used in the last year?

1	"'mock" practicals, technology clicker quizzes	Feb 9, 2012 11:56 AM
2	oral evaluation	Feb 8, 2012 6:37 PM
3	Movement Studies	Feb 5, 2012 7:46 PM
4	Service Learning Project	Feb 2, 2012 12:39 PM
5	None	Feb 2, 2012 11:28 AM
6	student assessment	Feb 2, 2012 10:27 AM
7	None	Feb 2, 2012 10:19 AM
8	Embedded Questions. Not quite a capstone Assignment	Jan 31, 2012 10:08 AM
9	Production Work	Jan 27, 2012 2:25 PM
10	student evaluations	Jan 27, 2012 8:17 AM
11	Grammar exam	Jan 26, 2012 9:51 PM
12	student evaluations	Jan 26, 2012 2:17 PM
13	None-new to college	Jan 26, 2012 2:10 PM

Page 2, Q16. Optional:
Please list two or more resources in order of priority that you would like to see made available to the faculty to educate, promote or inform the assessment culture at Atlantic Cape.

	1st Priority	
1	email	Feb 14, 2012 11:23 AM
2	inclusion of senior adjuncts in discussion and assessment activities decisions	Feb 9, 2012 5:46 PM
3	Turning Point Technology Clickers	Feb 9, 2012 11:56 AM
4	data from the research dept. on student course completion, graduation, etc	Feb 9, 2012 10:44 AM
5	part-time faculty included in e-mails	Feb 9, 2012 7:35 AM
6	Department meetings that review assessment tools, resources, and results	Feb 8, 2012 8:33 PM
7	common assessment for development English classes	Feb 8, 2012 7:54 PM
8	Animoto	Feb 8, 2012 6:34 PM
9	Model Rubics	Feb 8, 2012 4:39 PM
10	Assessment results for the department	Feb 8, 2012 1:02 PM
11	syllabus templates that are Middle States approved	Feb 8, 2012 11:14 AM
12	Hire more full-time faculty	Feb 7, 2012 6:30 PM
13	tools	Feb 7, 2012 9:53 AM
14	Networking resources	Feb 7, 2012 12:35 AM
15	Online Evaluation and Comments Reported to Online Instructors	Feb 6, 2012 7:29 PM
16	Can't think of any	Feb 6, 2012 8:52 AM
17	Professional Development Workshop	Feb 5, 2012 7:46 PM
18	Speakers for Fac Dev Day (e.g. Cross and Angelo)	Feb 3, 2012 8:37 AM
19	The Chronicle of Higher Education	Feb 2, 2012 8:23 PM
20	Directed workshops per discipline	Feb 2, 2012 5:00 PM
21	Meetings on uses of Assessment by toher faculty members and the Dept.(which I believe are being implemented)	Feb 2, 2012 2:17 PM
22	more dvd library materials	Feb 2, 2012 11:43 AM
23	Films in Psychology	Feb 2, 2012 11:28 AM
24	Use of Scantron results to develop criteria-mastery assessments	Feb 2, 2012 12:11 AM
25	Examples of Assessment Programs	Feb 1, 2012 1:30 PM

26	let educators take the same test	Jan 30, 2012 9:12 AM
27	More current up to date videos	Jan 29, 2012 6:07 PM
28	Full Time non tenure appointments	Jan 29, 2012 3:06 PM
29	computer skills	Jan 28, 2012 9:55 PM
30	examples of other assessment activities	Jan 27, 2012 5:25 PM
31	Help with aggregating data	Jan 27, 2012 1:53 PM
32	Computer-based tutorial	Jan 27, 2012 12:01 PM
33	Samples of how to design learning outcomes for all classes.	Jan 27, 2012 9:16 AM
34	A searchable body of collected observations by professors about methods' success, anecdotal in nature.	Jan 27, 2012 7:56 AM
35	Assessment newsletter that goes to ALL employees (part-time included)	Jan 26, 2012 9:51 PM
36	what other institutions are doing by progeams	Jan 26, 2012 6:52 PM
37	Faculty session	Jan 26, 2012 6:50 PM
38	I'd like to be kept up-to-date online, perhaps in the form of a newsletter to instructors.	Jan 26, 2012 5:50 PM
39	assessment workshops	Jan 26, 2012 5:13 PM
40	The hiring of full-time faculty	Jan 26, 2012 3:27 PM
41	on-site training, seminars, & workshops	Jan 26, 2012 3:16 PM
42	more professional development opportunites	Jan 26, 2012 2:17 PM
43	workshops	Jan 26, 2012 1:57 PM
	2nd Priority	
1	workshop	Feb 14, 2012 11:23 AM
4	data on number of students in developmental classes that drop out/withdraw/complete/pass/fail	Feb 9, 2012 10:44 AM
5	copy of Assesment Tip of the month	Feb 9, 2012 7:35 AM
6	I would like to learn to use technological assessment tools	Feb 8, 2012 8:33 PM
7	performance based assessment for writing	Feb 8, 2012 7:54 PM
9	Dept. Standards	Feb 8, 2012 4:39 PM

10	Assessment results for the college	Feb 8, 2012 1:02 PM
11	learning activities that are Middle States approved	Feb 8, 2012 11:14 AM
12	Share results of assessment activities with the faculty	Feb 7, 2012 6:30 PM
14	Smart resources	Feb 7, 2012 12:35 AM
16	Can't think of any	Feb 6, 2012 8:52 AM
17	Supplemental written materials	Feb 5, 2012 7:46 PM
18	more institutional research results	Feb 3, 2012 8:37 AM
20	Writing across curriculum	Feb 2, 2012 5:00 PM
23	Avenues for Adjuncts to share materials	Feb 2, 2012 11:28 AM
24	Teach students how to examine their own writings for an identified skill (i.e. critical thinking)	Feb 2, 2012 12:11 AM
26	see the results for the same class as compared to others	Jan 30, 2012 9:12 AM
28	Affordable Health Care Benefits	Jan 29, 2012 3:06 PM
29	teacher suggestions to newer teachers	Jan 28, 2012 9:55 PM
32	Peer-to-Peer Mentoring	Jan 27, 2012 12:01 PM
33	Differentiation between learning outcomes and objectives.	Jan 27, 2012 9:16 AM
35	Department-specific assessment tools	Jan 26, 2012 9:51 PM
37	Information by use of book	Jan 26, 2012 6:50 PM
39	departmental assessment websites	Jan 26, 2012 5:13 PM
40	Results of assessment projects (data seems to go into a great void)	Jan 26, 2012 3:27 PM
41	on-site area where teacher's resources can be borrowed	Jan 26, 2012 3:16 PM
43	e-mails	Jan 26, 2012 1:57 PM
	3rd Priority	
6 ACCC	I would like to be a part of the conversation regarding assessment culture at	Feb 8, 2012 8:33 PM
11	sharing of dept activities across the curriculum	Feb 8, 2012 11:14 AM
12	Have faculty be the ones to initiate assessment activities	Feb 7, 2012 6:30 PM

Page 2, Q16. Optional:
Please list two or more resources in order of priority that you would like to see made available to the faculty to educate, promote or inform the assessment culture at Atlantic Cape.

17	Brochure addressing frequently asked assessment questions	Feb 5, 2012 7:46 PM
20	External speakers who can provide directed assessment activities per discipline.	Feb 2, 2012 5:00 PM
26	assessment at the start, middle and end of each semester	Jan 30, 2012 9:12 AM
40	More capstone projects for degree programs	Jan 26, 2012 3:27 PM
41	a mentor program for maximum student retention/success	Jan 26, 2012 3:16 PM
43	brochures	Jan 26, 2012 1:57 PM

	Other Please specify	
6	How do I get involved? Am I able to become involved? Send an email to all educational stakeholders.	Feb 8, 2012 8:33 PM
20	Link to the students so they understand why assessment is important.	Feb 2, 2012 5:00 PM
41	Service learning built into the culture of the College community	Jan 26, 2012 3:16 PM

Page 2, Q17. Please provide additional comments on the culture of assessment at Atlantic Cape.

1	I get the feeling the school could care less about adjuncts and would just replace us if need be. We are expendable used for their convince.	Feb 13, 2012 2:48 PM
2	As a senior adjunct at ACCC for over 25 years, I feel very disconnected from decision making and discussions concerning assessment. Adjuncts bring a wealth of knowledge to Atlantic Cape that would enrich the perspective on the culture of assessment.	Feb 9, 2012 5:46 PM
3	This is only the start of my second semester here at Atlantic Cape. I feel supported by the department, and feel that the standards and learning objectives for my courses are clearly written for both myself and students.	Feb 9, 2012 11:56 AM
4	It has become a bit too much of a topic.	Feb 8, 2012 10:08 PM
5	I would like to be a part of the overall conversation. Assessment is vitally important to the delivery of instruction, coursework, and end in mind. I would like to become more informed and looking forward to an email regarding the meetings, the forums, literature, websites, and assessment periodicals. Thank you!	Feb 8, 2012 8:33 PM
6	I would like to see the ability for an instructor to issue say a B+ or a B-, instead of just a straight B. There is a big difference between an 81 and an 89... Thanks!	Feb 8, 2012 7:53 PM
7	To be kept in the loop as to the evaluation requirements to meet the assessment needs.	Feb 8, 2012 4:39 PM
8	Not many have changed what happens IN THE CLASSROOM. Many classes continue to be lecture as they were 40 years ago. Most think that the "assessment committee" speaks to Middle States and will make up whatever needs to be reported in order to "pass." With 80% adjuncts in our department there is no way to police what is happening. Stories abound that some students are not assigned research papers (for example) in ENGL 102 even though that assessment is required. Adjunct faculty do not have as much invested in the place. Much literature supports research that more students are retained and are successful when taught by more full time faculty, but the institutions' priority is to staff the 80% of full-time employee positions which are NOT faculty. In this educational institution only 20% of full-time employees are faculty. Does anyone think that is pathetic?	Feb 8, 2012 11:14 AM
9	I think the assessment process is doing fine, I can't think of any resources to add to the resourses we have already. This is my second semester teaching at Atlantic Cape Community College. I use the PowerPoint presentation for teaching and my students and I enjoy it. I love to teach. Administrator call me to issue the results of the assessment, but because I had another job, and conflicting times, I never had the chance to see the result. However, I trust that the assessors will be fair and do what is right for the employees and the students. Have a good day.	Feb 6, 2012 8:52 AM
10	There is a lot of time spent on submitting assessments yet we rarely receive results. What is the benefit?	Feb 3, 2012 4:07 PM
11	I am a fairly new adjunct professor in ESL at Atlantic Cape Community College. I believe that Kristi Bergman (Chair of the Dept) is putting new measures into	Feb 2, 2012 2:17 PM

	effect to involve adjunct faculty more in all areas in the department. How do I sign up to receive the Communicator's Assessment Tip of the Month? Also, there are many different levels of Assessment that can be shared at these meeting that occur on a daily basis in the classroom. Assessment is a very broad term.	
12	the final exam has listening exercises far above what is taught in the curriculum	Feb 2, 2012 12:44 PM
13	I would like to be informed of what is going on. Maybe an invite to sit in on this meetings would be beneficial to me.	Feb 2, 2012 12:37 PM
14	I think there should be more peer mentoring and a willingness to share materials within each department.	Feb 2, 2012 11:43 AM
15	I enjoy teaching here.	Feb 2, 2012 11:28 AM
16	At a reasonable level	Feb 2, 2012 10:27 AM
17	While it is probably my fault that I have not been as involved in assessment as I should be, we (satff) should be reminded via more emails, hrd copy notices in mailboxes, and through direct contact of the assessment process and opportunities.	Feb 2, 2012 10:19 AM
18	I suggest that faculty receive more feedback on their efforts toward reaching Middle States requirements. This would help to relate our efforts in your committee's task.	Feb 2, 2012 12:11 AM
19	I do not understand question 16. I read the communicator less since it is online. Can we leave a copy at tables in adjunct office. I don't remember the last time I read it. I used to keep my copies but now since the A building office is closed when I have to chance to go online I cannot print a copy to keep.	Jan 31, 2012 12:04 PM
20	Although I participate in the Assessment activities, I believe that they are no different than what I do in my semester-to-semester course upkeep, i.e., they provide no additional information. Analyzing student weaknesses and modifiying materials to address them is what I do.	Jan 31, 2012 10:08 AM
21	The support and the relevance have improved. Marie is very practical and helpful.	Jan 27, 2012 5:25 PM
22	Personally I feel the assessment at our school is not well thoughtout. Insturctions are constantly changing, education is limited and effectiveness is low.	Jan 27, 2012 1:53 PM
23	Someone needs to step in and control/streamline this process in a way that demonstrates an understanding of assessment from the faculty perspective. I have a lot of hope for Amy Shelton being in her new position.	Jan 27, 2012 9:16 AM
24	The first professional development date I attended as an adjunct professor was on assessment, particularly around the needs of developmental students. However, I'm not aware of what was done to follow that up.	Jan 26, 2012 9:51 PM
25	I am an adjunct we are not aware of anything	Jan 26, 2012 8:31 PM

Page 2, Q17. Please provide additional comments on the culture of assessment at Atlantic Cape.

26	In my view, and based on my knowledge to what others do at other higher ed institutions, ACCC goes way overboard in this area. Based on conversations and conferences I have attended, I know that the four year schools do none of this and I am not sure why we are held to some different standard. The process is cumbersome, aggravating, and at best meaningless and at worst destructive. It is busy work that tries to neatly organize and mechanize the educational process, which if successful, will squeeze the life out of it. I am so glad that when I went to college and grad school, my professors did not have to do this and that they did not alter their classes to fit into the rigid paradigm, a paradigm of "accountability" that some bean counters who have no understanding of education are seeking to impose, visiting destruction on a higher educational system that has been the envy of the world.	Jan 26, 2012 6:25 PM
27	We have not bought in to the assessment program because we have never seen the connection between our activities and student outcomes. By conducting the assessment activities piecemeal, we don't get a sense of the bigger picture. How does my course assessment data relate to the data collected by others? By what standards are our results being evaluated? How do we compare to other colleges? Are our goals realistic, appropriate? Seems like we started in the middle, and we don't have a handle on why we assess, and what we do with the data. We just assess, rinse, and repeat.	Jan 26, 2012 5:17 PM
28	I feel that finally there is open, constructive conversation on the topic of assessment and what it is that we can do better. The ESL/ML department has a history of progressive interest in assessment as we are skills-based department. However, we realize that we need to improve our measurement instruments and make better use of the data. I would be interested in hearing and learning about how colleagues in other departments modify their means for assessing and how they incorporate the data in improving both courses and program. (This interest applies to question 16.)	Jan 26, 2012 3:45 PM
29	Without a priority on hiring more full-time faculty in the general education programs, much of this seems a moot point to me. Part-time faculty are not compensated to participate in designing institutional assessment activities and thus are often alienated from the process. Because we are not invited (or paid) to participate in department meetings, we assess students in our classes but that is mostly it.	Jan 26, 2012 3:27 PM
30	Adjuncts need to be included more in the Assessment process	Jan 26, 2012 2:17 PM

31	Both full time and part time faculty need to be informed about department assessment activities. I have been working for three years and never informed about assessment activities from my department.