Assessment Committee
Charges 2009 – 2010

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 (jsacchin@atlantic.edu).

    Amy Shelton – Chairperson
    Michael Kammer and Ellen Parker – Secretarial Duties

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, Kristi A. Bergman (kbergman@atlantic.edu) and Vickie Melograno (vmelogra@atlantic.edu).

    Charges were reviewed August 27, 2009 and changes were discussed with Dr. Wexler. Laura Campbell made the appropriate changes and the charges were reviewed on September 24.

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.

    Michael Kammer has submitted all minutes thus far and uploaded them to the appropriate 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.

    Michael Kammer has submitted all minutes thus far and uploaded them to the appropriate website.

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

    The committee recommends next year's charges include:
    1. *Not keeping charge #14 Co-present with Institutional Research Department workshops for the adjunct faculty, since scheduling has been as issue.*

    2. *Creating an RFP for small stipend to be paid to two full-time faculty for Assessment Projects.*

    3. *Charge #6 change to "review and update" the faculty handbook and the quick start guide*

    4. *#16 Change to looking into having the survey not every year, have committee discuss how often this survey should be done.*

5. *Update Assessment Plan with a plan that cyclically assesses a gen ed goal at the course level and also at the program level.*

6. *Create a Google Site for the Assessment Committee in cooperation with Institutional Research.*

Additional Charges

6. Develop and complete a faculty handbook on assessment by Fall 2009 with the assistance of the Outcomes Assessment Coordinator.

    Completed and posted to the Assessment Committee Website. The Student Learning Outcomes Coordinator did a brief presentation at the January 15, 2010 Faculty Development Day to inform faculty of the handbook as well as other resources that are available to them. The Student Learning Outcomes Coordinator has reported good feedback from the presentation and some faculty have begun to use this valuable resource.

7. Continue to coordinate planning efforts with the Vice President of Academic Affairs to sponsor an "Assessment Day" or Professional Development Day including speakers, Best Practices presentations and recognizing faculty members or Departments for outstanding achievements in assessment.

    The committee did recommended asking Linda Suskie to speak. Suskie is a leader in the Assessment field and works for Middle States. The committee feels she could answer a lot of questions that faculty still have concerning our assessment efforts.

    Recommend training for faculty on WEAVE at the next faculty development day.

8. Continue to develop a culture of assessment by contributing "The Assessment Tip of the Month" to the Communicator. This can be the topic of assessment at monthly department meetings.

    Committee members are each contributing on Assessment tip. Tips have been sent to Stacy Clapp for publication in the Communicator monthly.

    A student Assessment Brochure was reviewed by the committee during the September 2009 meeting and the Student Learning Outcomes Coordinator completed the project. A Faculty brochure was also created and edited, which explains how to write learning objectives using Bloom's Taxonomy. The committee chair has been asked to request funds for distributing the brochures.

9. Sponsor a workshop for the benefit of newly hired full-time faculty concerning the Assessment Plan, the assessment process and assessment terminology.

    There was only one new hire this year, so a workshop was not needed from the committee. The committee offered, but it was not needed.

10. Review and amend the Assessment Plan that was submitted as a draft to Middle States, as necessary.

    Revised and updated Goal 1 and Section 3 of the monitoring report and IEP.

It was recommended that the committee use a blackboard shell for the committee minutes and discussion throughout the month, however, the committee did not want to do this. Instead the committee recommends using a google site if technology is needed for editing.

11. Provide an orientation of the Assessment Committee to new incoming committee members each Sept.

    The committee has 4 new members this year. During the September meeting we had a question and answer session with the new members.

    A discussion on the term Learning Outcomes developed and the committee defined Learning Objectives as the statements in the syllabus which refer to measurable outcomes. The term Learning outcomes is reserved for the measurement of the learning objectives. Learning Objectives are in our syllabi defining our expectations of students "Students will be able to..." and Learning Outcomes are the measurement of the learning objectives.

12. Review the results of the MAPP testing. Check the alignment of MAPP with the New Jersey General Education Foundation and Guiding Principles documents, and the recently approved ACCC General Education curriculum and course objectives. Coordinate this effort with the General Education Subcommittee.

    A meeting between the Chair of the Assessment Committee and a member of the General Education Subcommittee is being planned for May to address this charge.

    The Assessment Committee Members recommend that the English and mathematics faculty review MAPP objectives and compare them to the current college curriculum. Clearer objectives have been requested from MAPP.

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

    This is done on an ongoing basis. The charges were posted in September and the membership updated. The handbook was posted to the website in November. The results for AY 2007-2008 and AY 2008-2009 were posted in December.

14. Co-present with Institutional Research Department workshops for the adjunct faculty.

    Amy Shelton will co-present a workshop in July with Paula Roberson on Assessment.

15. Academic departments select their course assessment from the NJ General Education requirements.

    For this year's assessment effort, the departments have selected their own assessment related to general education. Few are assessing in the fall, many are assessing in the Spring. The move this year to the "theme" of General Education was provided so that the institution can begin to assess on the program/institutional level as is requested by Middle States. Also, the flexibility permits faculty to select a known student weakness or strength in which they want to improve upon.

    Next year some departments will be doing Program level assessments. Yearly course level assessments will target either general education. During the January meeting, the

committee members were asked to assist their department in researching and facilitating discussion on assessing our programs. Program level assessment should be piloted next Spring, discussed and researched this Spring and assessment instruments developed Fall 2010.

16. Develop a survey to see if faculty are reading the assessment tip of the month to see what things faculty like, don't like, suggest, etc…take a pulse to see if the culture of assessment is improving.

The committee prepared a survey and edited it at the September meeting. The survey was administered during the months of October and November. The results were distributed to the committee members in December and again at the January committee meeting. Some things were discussed, however, the February meeting will dedicated to discussion of the survey results and how and what we are going to do in response to the data collected. The committee found that there is a lack of awareness of what resources are available. In response the committee asked the Student Learning Outcomes Coordinator to give the faculty a quick tour of resources available to them at their January Faculty Development Day. There has been good feedback from this response and multiple contacts requesting help with faculty projects.

Departments have been asked to include adjuncts in the departmental business. Minutes have been emailed to Adjuncts and some departments have invited them to their department meetings.

The Culinary Department used the survey results to relate to faculty during the department educator's day course, program, and institution level assessment.

A summary of the results follows. It is a rough draft at this time and will be refined and edited after the February meeting. The report is being prepared for the February meeting and also for the IEP/Middle States monitoring report. Thus the report below is not yet complete. The committee will review and edit it at their February meeting.

Overall, we had a 67% return on the survey. The committee members worked hard with their departments to promote and actively get full- and part-time faculty to complete the survey, including a reminder email send during a department meeting so that when they returned to their offices they could complete the survey.

The majority of the respondents were from the Mays Landing Campus, however, most faculty work on the Mays Landing Campus, so this is expected. Most Departments where well represented, with one exception, only one culinary adjunct completed the survey.

For full-time faculty approximately 25% where from the mathematics and science department and approximately 17.5% where from the English department, but this is to be expected since those departments are the largest within the institution.

94.7% of the full-time faculty where reportedly aware of their departments yearly assessment activities, while only 67% of the part-time faculty reported awareness. As we

continued to read through the Adjunct response to other questions, it became apparent that 67% were not really aware of the department's yearly assessment. The Adjuncts responses indicate that they are aware of the assessments they do within the classroom experience, however, they are mostly unaware and not included in the department assessment projects. Some reported awareness due to presentations done during adjunct workshops, so they are aware of the assessment process, but have mostly not yet been included.

In response to the need for Adjunct inclusion, department chairs brought discussion to the department meetings seeking ideas on how to include the Adjuncts more in the process. Also in response to this department chairs have been asked to invite Adjuncts to department meetings.

Assessment Results – 68.4% of full-time faculty reported awareness of results from the assessments and only 40.8% of part-time faculty reported awareness of results. This is an area which the assessment committee has been working with the Student Learning Outcomes Assessment Coordinator to get better reporting of results. The Student Learning Outcomes Assessment Coordinator has put together the results for the past two academic years and these have been posted to a website and brought before the departments by their assessment committee representative for discussion.

Awareness of Assessment Committee's role – 86% of full-time faculty reported a satisfactory level of awareness of the role of the assessment committee whereas only 50% of part-time faculty. This is to be expected since part-time faculty are not included in faculty governance. A brochure has been distributed to all full- and part-time faculty to help increase awareness and the Student Learning Outcomes Assessment Coordinator presented briefly at the faculty development day in January 2010 to help increase awareness of the committee and also of the resources that the Student Learning Outcomes Assessment Coordinator and the committee have put together for faculty.

88% of full-time faculty reported they were aware of the assessment expectations of Middle States Commissions on Higher Education, however, from their comments later in the survey they indicated that they were aware that Middle States held ACCC responsible for Assessment, but it appears exactly what is expected from the faculty is still unclear to the faculty. They know they have to do the assessment, but they are unaware of exactly what is expected of the institution academically. 52% of Adjuncts reported awareness, but they have not been included in the activities, nor have they been included in the department discussions. Their awareness comes from presentations by the Student Learning Outcomes Assessment Coordinator, Assessment tips of the month in the college communicator and columns in the adjunct faculty newsletter.

Overall both groups indicate that assessing intended student learning outcomes is important for designing curriculum, formulating policy and making decisions. They ranked designing curriculum highest, making decisions second and formulating policy somewhat less than the other two. However, when asked to rate the benefits to your curriculum as a result of your annual assessment for instructional purposes and departmental purposes the percentages decreased in importance. It appears that faculty believes it is important to assess the students but that perhaps the results are not applied to the curriculum instructionally or departmentally.

Both groups believe that assessment activities are practical and relevant to student academic success. Very few faculty disagreed.

When asked if they were committed to the annual program's assessment activity, full-time faculty are more committed than adjunct faculty, however, adjuncts have not been included in the process thus far. Nor has the institution begun an annual program level assessment activity, so this is perhaps a badly phrased question. Some programs such as nursing and paralegal may have a yearly program assessment, but most programs do not. At least we know the faculty are committed to program assessment when it begins

Spring 2011.
68% of full-time faculty are confident that the annual assessment activity is effective in varying degrees and 91% have contributed to the assessment activity by either grading an assessment or implementing an assessment activity. 90% of the part-timr faculty state they are confident that the annual assessment activity is effective; however, only 33% of those who responded have contributed. The faculty will strive to get adjunct faculty more involved.

Question #14 on the survey asked respondents to list two or more resources in order of priority that they would like to see made available to the faculty to educate, promote, or inform the assessment culture at ACCC. Full-time faculty requested the following (assessment related responses listed only):

1. *More examples of and explanation of curriculum mapping.*

2. *Terminology Definitions, i.e. goals, objective, outcomes and the language used to define them.*
    Faculty handbook is located at
    http://www.atlantic.edu/about/faculty-and-staff/faculty-governance/ assessment.php

3. *The Middle States specifics on what we do right and where we need to do some work.*
    https://www.google.com/a/atlantic.edu/ServiceLogin2?continue=https%3A%2F% 2Fsites.google.com%3A443%2Fa%2Fatlantic.edu%2Finstitutional-effectiveness- commitee%2F&service=jotspot&passive=true&ul=1

Many of the requested resources are available. Knowing this, the committee identifies an awareness problem. The Part-time faculty are not aware of the resources that are available. The Adjuncts have not as a whole been included in the Assessment effort. Part-time faculty requested the following (assessment related responses listed only and * items are already available):

1. *Publication in print on the college website. Faculty handbook is located at*
    http://www.atlantic.edu/about/faculty-and-staff/faculty-governance/ assessment.php

2. *Updates in the Communicator.*
   There is a monthly assessment tip.

3. *Inquiry into how the Assessment effects the students*

4. *Inquiry into how using the assessment tools developed assist the faculty.*

5. *Evening information sessions, teaching best practices workshops, Adjunct workshop in Bloom's Taxonomy.*
   Adjunct workshops have been offered.

6. *Include Adjunct Faculty in department meetings.*

   This has been discussed with the department chairs and was discussed at the

   February department meetings.

7. *Inform and include Adjunct Faculty in College-wide assessment planning.*

8. *More copies of Assessment made available.*

9. *Made aware of what the assessment activities are*

10. *Be offered a chance to see what Middle States expects of us as a school.*

    Information and link is located at:

    http://www.atlantic.edu/about/faculty-and-staff/faculty-governance/assessment.php

11. *Be made aware of how we can contribute to make curriculum more appropriate.*

12. *Include this information on Department Websites.*
    Information is located on the Assessment Committee and Institutional Research websites.
    http://www.atlantic.edu/about/faculty-and-staff/faculty-governance/assessment.php/

13. *Variety of Assessment Tools for essay writing (besides the rubric).*

    We have these online.

14. *Online assessment tools for instructors and students.*
    ACCC has Blackboard which contains a variety of assessment tools. The college is adopting WEAVE, however, the process is not completed yet for Faculty use.
    Other resources are located at:

15. *Webinars and Blogging*

16. *A brochure on the organization, activities and reporting chain for the assessment effort.*

17. *Annual Report of each department's assessment results.*

    The past two academic years reports are located at:

    http://www.atlantic.edu/about/faculty-and-staff/faculty-governance/assessment.php

18. *More input from teachers and less input from the administration.*

19. *A more libertarian approach and less collectivist one.*

20. *Person who works with faculty on assessment.*

    We have a coordinator, Paula Roberson, who is available to work with Faculty

    on Assessment.

21. *Vocabulary books – if this request is asking for Assessment terms defined then,*
    Located at:
    http://www.atlantic.edu/about/faculty-and-staff/faculty-governance/assessment.php

22. *More department interaction re: what is expected of students?*
    The departments recently went through all their syllabi and made sure all student
    learning outcomes/objectives where stated in a measurable manner. All courses
    have measurable objectives defined in the syllabus. This was a department effort.

23. *Educational and supportive resources for adjunct faculty.*

    We have a coordinator, Paula Roberson, who is available to work with Faculty

    on Assessment.

24. *Results of assessment studies*

25. *Assessment newsletter, web discussion board and online resources.*

Online resources are here:
We have a coordinator, Paula Roberson, who is available to work with
Faculty on Assessment.

However, we do not have an Assessment Newsletter or web discussion board.
26. *Training sessions on student learning outcomes.*

    Training sessions have been offered on Faculty Development Day(s) and evening

    and day times.

27. *Results as compared to other community colleges.*

28. *Common rubrics and shared examples of graded essays.*