

2022-2027

# Institutional Effectiveness Plan

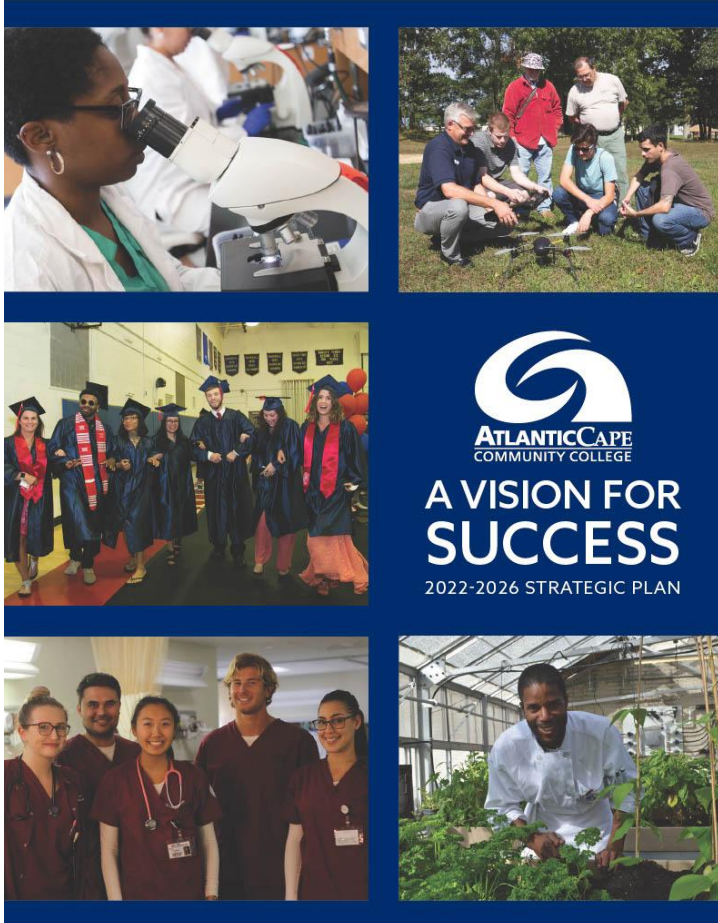




Table of Contents

SECTION 1 – Introduction & Guiding Principles..... 4

    Guiding Principles ..... 4

SECTION 2 – Strategic Plan Assessment ..... 5

    Strategic Plan 2022-2027 ..... 5

    Strategic Management Model ..... 7

    Strategic Management Organizational Capacity ..... 9

SECTION 3 - Academic Assessment Plan..... 14

SECTION 4 – Administrative/Support Unit Assessment Plan ..... 20

## 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 the Administrative/Support Units are in delivering the mission of the 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 that focus on the main priorities of the Strategic Plan are brought forward by Cross-Functional Advisory Committees and the College's Divisions and are prioritized and implemented through Institutional Master/Area Plans. These plans are directly tied to the annual budget plans.

Institutional assessment is achieved through the analysis of Strategic Plan Goal Metrics that are aligned with institutional goals and objectives in the College's Strategic Plan. Strategic Plan Goal Metrics are reported and disseminated College-wide annually in the Institutional Outcomes Report, which shows progress to date on the implementation and outcomes of budgeted strategic initiatives, and institutional stakeholder satisfaction survey outcomes. This report helps the institution identify opportunities and 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/general education, program, and course levels. Administrative/Support Unit program and service effectiveness is also assessed through a systematic and sustained process. Both academic and Administrative/Support Unit 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 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 with the necessary information and guidelines to assess progress toward advancing the [Strategic Plan 2022-2026](#). The Board of Trustees, in April 2025, approved a one-year extension of the 2022-2026 Strategic Plan to 2027.

### Strategic Plan 2022-2027

---



Atlantic Cape's Strategic Plan 2022-2027 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 five institutional goals.

---

*Atlantic Cape Community College provides **inclusive, accessible, and equitable** educational programs and services to **transform lives and empower students** to successfully meet their academic, social, and career goals, while also **supporting the diverse needs of our community**.*

1. ***Engage:** Ensure high quality and equitable student, employee, and community stakeholder experiences.*
  2. ***Support:** Provide innovative services designed to bolster student progress and wellness that enhance the educational experience.*
  3. ***Educate:** Cultivate an innovative and inclusive climate for high quality learning across the college community responsive to both immediate challenges and long-term needs.*
  4. ***Achieve:** Eliminate barriers to increase academic, social, and career goal attainment for students.*
  5. ***Excel:** Provide fiscal, physical, human, and technological resources that maximize efficiency while delivering innovative, responsive, and inclusive programs and services that foster excellence.*
-

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 (**Student-centered, Respect, Integrity, Excellence, Collaboration, and Innovation**), 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 provides an innovative, student-centered approach to learning. The College anticipates and fulfills academic and workforce needs, strengthens our community's economy and partnerships to create seamless pathways to maximize student growth and success. An integral part of the community, known as a caring institution focused on delivering quality educational programs and support services throughout all aspects of the student experience, both inside and outside of the classroom.*

## Strategic Management Model

---

Atlantic Cape's [Strategic Management Model](#) is an integrated model with an institution-wide focus on continuous improvement. It is a systematic approach that 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 for 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, Cross-Functional Committees, and the College's units responsible for supporting and implementing strategies.

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 Outcomes Report](#) includes yearly outcomes for the respective departments/units, aligned to the goals and objectives of the Strategic Plan. This information, together with [Strategic Plan Goal Metrics](#) and outcomes of [Institutional Surveys](#), is designed to inform institutional and program decision-making, focused on preserving strengths and addressing areas of opportunity for future institutional renewal and improvement.

The report comprises 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 key stakeholders (Students, Graduates, 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 in its programs and services. Institutional surveys of stakeholders are administered periodically by Institutional Research. In addition to being integrated into the annual Institutional Outcomes Report, the summary data and analysis are posted on the [Institutional Effectiveness Dashboard](#), which is available to all faculty and staff in support of their assessment efforts.

The second section presents the outcomes of Strategic Plan Goal Metrics, which were selected to represent the broadest measures of progress and effectiveness toward fulfilling the College's goals and mission. 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 of the strategic plan through the reallocation of existing resources. Division heads 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 Student Success Initiative Fund and/or by reallocation of resources within the approved fiscal year budget for each

Division. The Chief Financial Officer makes a recommendation on the annual amount for the Student Success Initiative Fund.

## Strategic Management Organizational Capacity

---

For the Strategic Plan 2022-2027, the annual College Division's goals are set to reflect the institutional objectives depicted in the Strategic Plan. Meeting the goals and achieving the objectives set in the Strategic Plan 2022-2027 requires Cross-Functional input and efforts from college-wide stakeholders. Given 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)** – Charged with supporting the development, periodic update, assessment, and implementation of the Institutional Effectiveness Plan, which focuses on continuous improvement and assessment of the institution through the Strategic Plan, specifically Goal:

Goal 5 Excel – Provide fiscal, physical, human, and technological resources that maximize efficiency while delivering innovative, responsive, and inclusive programs and services that foster excellence.

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

- 5.1 Maintain a balanced budget through the development of strategies that support revenue enhancement, cost containment, and cost avoidance.
- 5.2 Strengthen institutional effectiveness for continuous improvement through the evaluation of academic and Administrative/Support Units using a data-driven approach.
- 5.3 Invest in academic and institutional innovative programs and services that foster student success and institutional effectiveness.
- 5.5 Foster facilities renewal, leverage technology across the institution, and promote efficient use of resources and practices to ensure a high-quality learning and working environment.

**Student Success Committee (SS)** – Charged with supporting the development, periodic review, assessment, and implementation of student success strategies within a committee-identified area of focus selected annually. The committee’s work advances the College’s Strategic Plan, specifically Goals:

Goal 2 Support - Provide innovative services designed to bolster student progress and wellness that enhance the educational experience.

Goal 3 Educate - Cultivate an innovative and inclusive climate for high-quality learning across the college community, responsive to both immediate challenges and long-term needs.

Goal 4: Achieve - Eliminate barriers to increase academic, social, and career goal attainment for all students.

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

2.1 Increase economic support services for students that include expanded utilization of open educational resources (OER) or other low-cost learning materials

2.2 Expand scholarship awards and maintain competitive tuition and fees relative to the community college sector.

2.3 Leverage technology to identify and support special populations and expand the utilization of academic support services

2.4 Increase availability and utilization of emotional/social support services, including advising/counseling and wellness programs.

3.1 Increase the percentage of high school students in Atlantic and Cape May counties who have an opportunity to take college-level courses.

3.2 Decrease achievement gaps in course success for socioeconomically disadvantaged, first-generation, and underrepresented populations.

3.3 Increase professional development opportunities to continue to implement “high impact” learning practices such as Writing-Intensive Courses, Honors, and other research-informed practices.

3.4 Improve college-level English and mathematics course success rates.

3.5 Expand participation in professional development and educational opportunities to create career pathways for faculty and staff to ensure seamless succession planning

4.1 Increase course success rates, persistence, and retention.

4.2 Increase graduation and transfer rates.

4.3 Increase retention and completion for socioeconomically disadvantaged, first-generation, and underrepresented populations to minimize current achievement gaps.

4.4 Increase the number of participants completing certifications and certificates in non-credit career training programs.

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

Goal 1 Engage – Ensure high-quality and equitable student, employee, and community stakeholder experiences.

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

1.1 Increase student enrollment of both traditional and nontraditional populations.

1.2 Increase community awareness, brand recognition, and engagement

1.3 Improve diversity, equity, and inclusion outcomes as demonstrated in the Campus Climate Survey

1.4 Increase the number of Workforce Development/Continuing Education students who transition to credit courses

1.5 Increase faculty and staff engagement in the community as demonstrated by serving on external boards, volunteering, and participating in professional organizations.

**Information Technology Committee (IT)** - Charged with supporting the development, periodic update, assessment, and implementation of an Institutional Technology Plan and strategies that promote the attainment of the College's Strategic Plan, specifically Goals:

Goal 2 Support – Provide innovative services designed to bolster student progress and wellness that enhance the educational experience

Goal 3 Educate – Cultivate an innovative and inclusive climate for high-quality learning across the college community, responsive to both immediate challenges and long-term needs.

Goal 4: Achieve - Eliminate barriers to increase academic, social, and career goal attainment for all students.

Goal 5 Excel – Provide fiscal, physical, human, and technological resources that maximize efficiency while delivering innovative, responsive, and inclusive programs and services that foster excellence.

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

2.3 Leverage technology to identify and support special populations and expand the utilization of academic support services.

3.5 Expand participation in professional development and educational opportunities to create career pathways for faculty and staff to ensure seamless succession planning.

4.1 Increase course success rates, persistence, and retention.

5.5 Foster facilities renewal, leverage technology across the institution, and promote efficient use of resources and practices to ensure a high-quality learning and working environment.

**Diversity, Equity, Inclusion, and Culture Committee (DEIC)** - Charged with supporting the development, periodic update, assessment, and implementation of a Diversity, Equity, and Inclusion Plan and strategies that promote the attainment of the College's Strategic Plan, specifically Goals:

Goal 3 Educate - Cultivate an innovative and inclusive climate for high-quality learning across the college community, responsive to both immediate challenges and long-term needs.

Goal 4: Achieve - Eliminate barriers to increase academic, social, and career goal attainment for all students.

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

3.2 Decrease achievement gaps in course success for socioeconomically disadvantaged, first-generation, and underrepresented populations

4.3 Increase retention and completion for socioeconomically disadvantaged, first-generation, and underrepresented populations to minimize current achievement gaps.

**Health & Safety Committee (HS)** – Charged with supporting the development, periodic update, assessment, and implementation of health and safety strategies that promote the attainment of the College's Strategic Plan, specifically Goal:

Goal 5 Excel - Provide fiscal, physical, human, and technological resources that maximize efficiency while delivering innovative, responsive, and inclusive programs and services that foster excellence.

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

5.2 Strengthen institutional effectiveness for continuous improvement through the evaluation of academic and Administrative/Support Units using a data-driven approach.

5.4 Support student, faculty, and staff well-being by expanding health and wellness initiatives in a secure and safe campus environment.

5.5 Foster facilities renewal, leverage technology across the institution, and promote efficient use of resources and practices to ensure a high-quality learning and working environment.

Cross-Functional Committees are led by the President's Cabinet and selected members of the President's Council. Committees operate under a common structure that ensures representation across the College and provides a forum for members to participate, offer input, and make recommendations related to annual planning, budgeting, and assessment. Committees meet at least three times each year and serve in an advisory capacity, making recommendations tied to the Strategic Plan.

Membership, detailed charges, and the collaborative work of each Cross-Functional Committee are available to internal stakeholders via Google collaborative sites, which can be accessed through the [Institutional Effectiveness Committee's internal site](#).

## SECTION 3 - Academic Assessment Plan

### Introduction

Atlantic Cape Faculty provide high-quality educational opportunities designed to foster student learning and success. Assessment at the course-, program-, and institutional/general education-level is key to the assurance of student learning and the continuous improvement of our academic offerings.

*Course-level* assessment serves two purposes: to determine the extent and depth of student learning through formative and summative assessment and to determine the effectiveness of the pedagogy and content of our classes. Course-level student learning assessment serves as the building block for program and institutional/general education assessment. Course learning outcomes and objectives are documented in all course syllabi, following a standard syllabus template. Course learning outcomes and objectives are aligned with program learning outcomes and institutional/general education learning goals. For *program-level* assessment, faculty engage in a five-year cycle in which all program learning outcomes are assessed within the first four years, culminating in a comprehensive program review in the fifth year. For programs that are externally accredited, the assessment cycle and program review requirements as specified by the external accrediting body are followed. Atlantic Cape's *general education* curriculum is aligned with the [New Jersey Community College \(NJCC\) General Education learning goals and objectives](#). General Education learning goals are assessed on a rotating basis.

The framework for academic assessment is laid out in the *Guide to Assessment for Continuous Improvement*, with guidance and support provided by the Faculty Assessment Committee. The *Guide*, along with additional resources, Program Data, the Institutional/General Education assessment calendar and reports, and Program Assessment Pages with assessment plans, curriculum maps, assessment reports, and program reviews, are housed on the [Internal Google Atlantic Cape Assessment Site](#)

## Academic Program Assessment & 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. Academic Affairs maintains a Program Review Schedule on the Atlantic Cape Assessment Site with a list of each program and the due date for its upcoming review, taking into account either a five-year cycle or the schedule mandated by a program's external accrediting body. Although Academic Affairs and faculty strive to meet the five-year timeline, extensions may be requested when internal or external factors warrant postponement (e.g., staffing/capacity, prioritization of departmental goals, etc.).

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

- Culinary Arts, A.A.S.; Baking and Pastry, A.A.S.; Certificate in Baking and Pastry - Accredited by the American Culinary Federation Education Foundation Accrediting Commission (<http://www.acfchefs.org>)
- Hospitality Management, A.A.S. - Accredited by the Accreditation Commission for Programs in Hospitality Management (<https://www.acpha-cahm.org/>)
- Nursing, A.A.S. - Accredited by the New Jersey Board of Nursing and the Accreditation Commission for Education in Nursing ([www.acenursing.org](http://www.acenursing.org))
- Practical Nursing (PN) - Provisional Accreditation by the New Jersey Board of Nursing

Additionally, Atlantic Cape maintains partnerships with external educational institutions for the following programs and abides by their assessment and external accreditation requirements:

- Health Information Technology, A.A.S. - partnership with Camden County Community College and accredited by the Commission on Accreditation for Health Informatics and Information Management Education (<https://www.cahiim.org>)

### ***Program terminated effective Fall 2025***

- Medical Laboratory Technology, A.A.S. - partnership with Mercer County Community College and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (<https://www.naacls.org>)

- Radiologic Technology, A.A.S. - partnership with Shore Medical Center School of Radiologic Technology (SMCSRT) and accredited by the Joint Review Committee on Education in Radiologic Technology ([www.jrcert.org](http://www.jrcert.org))
- Respiratory Care, A.A.S. - partnership with Brookdale Community College and accredited by the Commission on Accreditation for Respiratory Care ([www.coarc.com](http://www.coarc.com))

For all other programs, the five-year cycle of Program Assessment, as laid out in the *Guide to Assessment for Continuous Improvement*, begins and ends with a comprehensive program review, consisting of a programmatic self-study and an external evaluation. During the first 4 years, all program learning outcomes (PLOs) are assessed to inform and improve student learning toward that outcome. Assessment of PLOs is framed within the following steps:

1. Determine the program learning outcome to be measured for that academic year.
2. Identify course(s) that align appropriately to the selected PLO and ensure a representative sample of students for assessment.
3. Select an appropriate assessment instrument - embedded question, pre-and post-test, project, survey, portfolio assignment, etc., linked with evaluation/grading criteria, such as a rubric or scoring guide.
4. Collect and analyze data against the determined criteria.
5. Reflect on results and summarize findings and recommendations.
6. Implement changes based on findings and recommendations. Reassess to determine the impact of change, as needed.

Program assessment may take place at any time during the academic year, but must be completed no later than May 31. Annual assessment of at least one PLO ensures continued monitoring and improvement of program curricula and builds to form the basis of the five-year program review.

To support and document assessment, each program has a page on the [Internal Google Atlantic Cape Assessment Site](#) where the program's goals, learning outcomes, curriculum map, and assessment plans and reports are posted and maintained by program faculty. The assessment plan and report template document each year's assessment of a selected PLO, including the course(s) selected and aligned course outcomes and objectives, a summary of the assessment instrument

used, significant findings from the analysis process, and changes made. To promote the need to “close the loop,” program faculty are encouraged to reassess the PLO to examine the impact of any changes made and then summarize those results within the assessment report.

During the 5th year of the five-year cycle, program faculty engage in Program Review, which consists of a reflective and thoughtfully written programmatic self-study, a review by an external evaluator chosen by program faculty, and a written response to the external report. The programmatic self-study fosters collaborative faculty reflection and analysis on the program’s enrollment trends, curriculum and instructional delivery, student learning and support, and faculty credentials and professional development. With the programmatic self-study, faculty summarize how assessment of student learning has been utilized to improve learning for all student populations and inform program improvement. As part of a comprehensive report form, external reviewers are asked to comment on how the program demonstrates a commitment to a robust and ongoing process for assessing student learning, and how results are used to inform program improvement. Recommendations gleaned through the programmatic self-study and the external evaluator help to inform the next five-year cycle.

### **Institutional/General Education Assessment**

Institutional/General Education assessment at the College is framed around the NJ Community College General Education learning goals. There are currently eight NJ General Education Goals and two integrated goals. Our process has evolved through the years, beginning with a pilot program in 2003-2004 assessing Critical Thinking, followed by communication skills and quantitative reasoning in 2008-2009. In 2010, a new cycle was developed by the Faculty Assessment Committee to ensure that all NJ General Education goals would be assessed on a rotating basis. In the spring of 2013, math faculty piloted an ‘All-In-One assessment’ where projects used to assess Program Learning Outcomes were also used to assess Institutional/General Education goals. The All-In-One assessment process was then utilized by all programs in an attempt to streamline program learning outcome assessment while also broadening general education assessment efforts. Feedback from the Middle States review team in the spring of 2018, and the realization that the All-In-One assessment process was yielding results of greater breadth but minimal depth, resulted in the Faculty Assessment Committee

evaluating and revising the assessment process to distinguish the general education assessment process from the program assessment process.

The revised assessment process for general education established a five-year cycle to encompass the eight NJ Community College General Education goals and two Integrated Goals.

Departments offering courses approved as general education courses for each goal are to identify the course(s) and section(s) most appropriate for assessment of each year's goal and then select an assessment instrument that could be used with associated rubrics that were adopted by faculty.

The responsible department(s) then analyze data, reflect on results, and summarize findings to share with the larger faculty body. This revised process was introduced in the spring of 2020.

General education assessment efforts since 2019-2020 have implemented this new process; reports are documented on the [Internal Google Atlantic Cape Assessment Site](#).

### Organizational Support of Academic Assessment

Assessment of student learning is a faculty-led process at Atlantic Cape. The Faculty Assessment Committee (FAC) is a standing committee within Atlantic Cape's faculty governance structure. With a membership of at least one, and, where possible, two full-time faculty member(s) from each department, the FAC provides guidance and support on implementing the academic assessment process at the course-, program-, and general education-level. The core functions of the FAC, as laid out in the Faculty Bylaws, are:

- To oversee and maintain the Guide for Assessment for Continuous Improvement that reflects input from all academic departments.
- To keep apprised of Middle States expectations of assuring student learning and make recommendations on areas of need in terms of assessment.
- To communicate regularly with all academic departments regarding yearly assessment process, members shall periodically report to their respective departments about the committee's activities and progress and ask for comments and suggestions.
- To review all assessments submitted by faculty in order to provide guidance on future assessment projects.
- To support planning efforts for professional development on topics such as assessment methods and results.

- To keep apprised of current materials of all aspects of the assessment process.

In the fall of 2022, the Senior Vice President of Academic Affairs charged Academic Deans and Department Chairs with oversight and authority to ensure assessment of student learning is being meaningfully conducted to inform continuous improvement of our academic offerings.

Additionally, the Director of Academic Program Effectiveness, a position created in the Summer of 2022, provides additional support to faculty in assessment efforts. Serving as an advisory member on the FAC, the Director maintains the Internal Google Atlantic Cape Assessment Site and works with faculty and academic leadership to promote robust assessment.

## SECTION 4 – Administrative/Support Unit Assessment Plan

### Introduction

The Administrative/Support Unit Assessment Plan ensures the implementation of a comprehensive and systemic process of assessment of institutional effectiveness in support of continuous improvement. This process allows the alignment of Administrative/Support Unit goals to institutional goals and the College's mission, and facilitates continuous improvement and the overall effectiveness of the College's operations.

### Administrative/Support Unit Assessment

The Administrative/Support Unit Assessment Plan aligns planning, resources, and structures of Administrative/Support Units to their respective goals and objectives, which are also aligned to the College's mission and goals. The process is designed to facilitate continuous assessment and improvement of programs and services within each of the Administrative/Support Units. At the same time, it allows units to respond effectively to opportunities and challenges (Standard VI: Planning, Resources, and Institutional Improvement of the Middle States Commission on Higher Education Standards of Accreditation).

Each Administrative/Support Unit within our institution establishes clearly defined annual goals that are assessed in alignment with the mission and goals of the College. These assessments are used for informing decision-making, resource allocation, and strategic planning.

The annual assessment cycle for Administrative/Support Units commences after the preceding fiscal year in anticipation of the upcoming fiscal period. Each Division, overseen by its respective cabinet member (a member of the President's Cabinet), initiates the cycle by evaluating the achievements and challenges encountered throughout the fiscal year. This evaluation is informed by individual departments, which conduct assessments using their own unit-level methods and/or rely on assessment data from institutional surveys (described below), and share findings within the Division. The cabinet member compiles and synthesizes this department-level information and documents it in mid-year and end-of-year reflection reports, which inform Division unit goals.

The mid-year report evaluates progress toward achieving end-of-year goals and identifies recommendations for necessary adjustments to ensure successful goal attainment.

The end-of-year report provides a comprehensive overview of the Division/Unit's accomplishments for the fiscal year. In addition, it includes a reflection on goal achievements that addresses any unmet goals or priorities and provides the opportunity to offer insights into the reasons for the non-achievement of any specific goal. Goals/priorities are also identified for the upcoming fiscal year, aligned with the Strategic Plan.

The annual cycle of assessment and continuous improvement for all Administrative/Support Units ends with the end-of-year report. Contents from these end-of-year unit reports are integrated into the annual Institutional Outcomes Report, which supports the assessment process of the College's strategic plan implementation.

In support of unit-level assessment, the College also administers a series of institutional surveys to gather consistent feedback from key stakeholders. These instruments include Student Evaluation of Instruction (SEI), Higher Education Data Sharing Consortium (HEDS) Campus Climate Survey, the Community College Survey of Student Engagement (CCSSE), the Student Satisfaction Survey, the Faculty and Staff Satisfaction Survey, the 3-Week Check-in Surveys, the Graduate Exit Survey, and the Alumni Survey. Each measures the following:

- **Student Evaluation of Instruction (SEI):** student feedback on course instruction and learning experience
- **HEDS Campus Climate Survey:** student, faculty and staff experiences, outcomes, and perceptions (e.g., engagement, climate, belonging, advising/support)
- **CCSSE:** student engagement and practices linked to learning and persistence
- **Student Satisfaction Survey:** satisfaction with services, facilities, technology, communication, resources, and overall college experience
- **Faculty and Staff Satisfaction Survey:** employee perceptions of workplace climate, communication, resources, and unit support
- **3-Week Student Check-in Surveys:** early-term feedback on onboarding, course start, and immediate support needs

- **Graduate Exit Survey:** graduating students' satisfaction with the overall educational experience (e.g., course availability/scheduling, instruction, services, facilities, technology, and communication) and perceptions of preparation for transfer and/or workforce entry
- **Alumni Survey:** alumni perceptions of how well Atlantic Cape prepared them for transfer and/or workforce entry, including the overall quality/value of their education and whether their primary goal for enrolling was achieved

Survey findings provide indirect and direct evidence of the student and employee experience and are reviewed alongside unit assessment results and Strategic Plan Goal Metrics to identify strengths, monitor trends, and prioritize improvements. Results inform decision-making, planning, and resource allocation, and support “closing the loop” through documented actions and follow-up assessment. Findings are published on the college’s internal Institutional Effectiveness Dashboard as well as the Institutional Outcomes Report, which summarizes annual outcomes for college departments/units aligned with the Strategic Plan’s goals. Along with Strategic Plan Goal Metrics and institutional survey results, it supports institutional and program decision-making, reinforcing strengths and identifying opportunities for renewal and improvement.