

Assessment Committee Final Report 2010 – 2011

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 are serving as co-chairs. Michael Kammer will serve as secretary. These selections have been emailed to the Vice President of Academic Affairs, Dean of Instruction, and Chair of the FAEC.

2. Review these charges to be sure that
 - a. the recommended charges of the previous year were addressed
 - b. minutes of all meetings conducted in the previous year were submitted online to <http://venus.atlantic.edu/facultyassembly/minutes/upload> (username - atlantic; password –cape)
 - c. all normal standing charges are included
 - d. the charges listed are correct, still valid and properly placed
 - e. charges that were completed aren't repeated and
 - f. 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. This is the progress report.

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.

8. *Should be rewritten to say: "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.*

14. *Should be rewritten to say: "Administer the biennial Assessment Committee Survey, analyze the results, and make recommendations for implantation.*

15. *Should be rewritten to say: "Implement an RFP, rather than "Create an RFP."*

16. *Should be rewritten to say: "Review and update Assessment Cycle with a plan that assesses both at the course and program level."*

17. *Should be rewritten to say: "Create and Maintain a Google site," rather than "Create."*

Additional Charges

6. Review and update assessment faculty handbook with the assistance of the Outcomes Assessment Coordinator.
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.
8. Continue to develop a culture of assessment by contributing "The Assessment Tip of the Month" to the Communicator.

A new list of assessment tips was gathered and published in the Communicator. Spring semester tips have also been broadcast over the Mays Landing Electronic Bulletin Board.

November 2010: Plan an Online Scavenger Hunt: Develop a series of questions targeting due dates, tools available in the course, course requirements, and other syllabus information. Have the students complete during the first week of class.

December 2010: Assessing writing assignments written by students whose first language is not English can be challenging. Often these writings may have recurring mechanical errors, yet still retain a richness in clearly explained ideas. **Dr. Paula Roberson**, learning outcome assessment coordinator, houses several examples of good writing rubrics that provide a balanced assessment of the different aspects of writing. Contact her at proberso@atlantic.edu.

January 2011: Trivia Quiz: Create a trivia quiz based upon the history of your discipline. Ask students to come up with the decade when important events occurred. Students will gain a historical perspective of the discipline.

February 2011: Select a General Education goal to assess in your course. Have students write a singular learning outcome statement after each unit or at the end of the semester related to that goal. For example, "I learned that...historically/mathematically/scientifically/regarding diversity/ethically/technologically, etc." This is a simple way to see if you are fulfilling your course goals.

March 2011: It is very easy for students to procrastinate in an online course. Long-range assignments, such as projects, presentations or papers, should be duplicated throughout the course as check points to create session reminders. Check point examples are: paper topic choices, draft outlines or preliminary peer reviews. These can be created in the Blackboard assignment tool for complete/incomplete settings, so grades are not necessary.

April 2011: When doing your first writing assignment, make sure to grade it with extensive comments. The student then begins the second assignment by answering the question, "What weaknesses were found in your previous work, and how do you plan to overcome them in this report?" This should help both the student and teacher by seeing if your comments have helped the student improve his or her writing.

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

This workshop was presented on 11/5/10 by Dottie Dunayer, Amy Shelton, Paula Roberson, and Augie Nigro.

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.

This charge was not completed and we will be coordinating our activities with the Institutional Effective Committee in the coming year.

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 February, 2011.. The website was updated and current with its information.

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

Amy Shelton and Paula Roberson presented a workshop for adjunct faculty during the summer, 2010. Paula Roberson presented a faculty workshop, "Connecting the Syllabus to Assessment," on 11/16/2010.

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

The 2009-2010 Course Assessment report was brought to the committee at their March meeting. Due to its many omissions and errors, the committee sent it back to the office of Academic Program Effectiveness & Dual Enrollment. The committee recommends that the 2010 Course level assessment report be rewritten and brought back to the committee at the beginning of the fall semester.

14. Every two years use a survey to see if the culture of assessment is improving and make any necessary changes based on the results.

The Faculty Assessment survey was revised in preparation for sending it to faculty in the fall of 2011. See Appendix A for the revised faculty survey.

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

A subcommittee, made up of Paula Roberson, Barbara Warner, and Merrill Jean Bailey, was formed to create an RFP for “innovative assessment strategies.” The RFP was approved at our December Meeting. The approved RFP has been attached as appendix B.

16. Update Assessment Plan with a plan that cyclically assesses both at the course and program level.

The committee researched various methods of course level assessment. In order to ensure that a variety of Gen. Ed. Goals are examined, a cyclical method of assessment was decided upon. This revised cyclical assessment plan was presented to the Faculty Assembly at their April Meeting. This plan will be implemented in the Fall semester. See Appendix C for the updated cyclical assessment plan.

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

A Google site was created by Paula Roberson at the beginning of the fall semester. Documents will be added to the site in the coming semester.

Appendix A

Assessment Committee Survey for Fall 2011

1. In the past year, what was your teaching status?
 - ☐ Full-time
 - ☐ Part-time
2. Over the past year, which is your primary campus based on the total number of credits taught there?
 - ☐ CMCC
 - ☐ WACC
 - ☐ ML
 - ☐ Building T & East Campus
3. Over the past year, which department do you associate yourself based on the total number of credits taught?
Academic Depts listed here
4. Are you familiar with your department's assessment activities?
 - ☐ Yes
 - ☐ No
5. Are you familiar with your department's assessment results?
 - ☐ Yes
 - ☐ No
6. Have you contributed to your department's assessment activity?
 - ☐ Yes
 - ☐ No
7. Have you used any of the following Academic Direct Measures of assessment during Academic year 2010-2011 assessment cycle?
 - ☐ Capstone Assignment
 - ☐ Comprehensives
 - ☐ Internship Evaluation
 - ☐ Licensure Exam
 - ☐ Performance
 - ☐ Portfolio
 - ☐ Pre/Post Test
 - ☐ Presentation
 - ☐ Project

- ☐ Standard Test
- ☐ Thesis/Project
- ☐ Video/Audiotape
- ☐ Writing Assignment
- ☐ Writing Exam
- ☐ Other (Please Explain)

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

- ☐ Yes
- ☐ No

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

- ☐ Designing Curriculum
- ☐ Formulating Academic Policy
- ☐ Modifying Instructional Strategies
- ☐ Making Budget Decisions

10. Do you believe assessment activities are relevant to student academic success?

- ☐ Highly Agree
- ☐ Somewhat Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

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

- ☐ High
- ☐ Moderate
- ☐ Low

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

- ☐ Administrators
- ☐ Full-time Faculty
- ☐ Part Time faculty
- ☐ Staff/IRC
- ☐ Department Chairs

13. How would you describe your level or awareness of the role of the Assessment Committee?

- ☐ Strongly Aware
- ☐ Very Aware

- ☐ Aware
- ☐ Less Aware
- ☐ Not Aware

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?

Strongly Aware

- ☐ Very Aware
- ☐ Aware
- ☐ Less Aware
- ☐ Not Aware

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

- ☐ Every Month
- ☐ Occasionally
- ☐ Sometimes
- ☐ Never

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 Community College.

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

Appendix B

Atlantic Cape Faculty Assessment Committee Application for Assessment Project Proposal

The Faculty Assessment Committee seeks proposals from faculty members interested in implementing innovative assessment strategies. Our students come to us with a wide range of exposure to different assessment strategies. Some of these assessments have been used in their grade school and high school learning experiences. In addition, many of our faculty are innovators familiar with emerging assessment strategies. These assessment strategies will enhance the teaching and learning process in the college classroom. A goal of this project is to provide a forum for faculty to experiment and pilot these assessment strategies.

Submit applications to the chair of the Faculty Assessment Committee by December 1st. For questions, please feel free to call Augustine Nigro or Amy Shelton, Assessment Committee co-chairs at x5022 or x5122.

Stipends will be awarded during the spring semester with implementation expected within the following fall semester.

Stipend: \$600 per faculty member

Please note that upon acceptance of this stipend, the recipient agrees to share the process of implementation and the results of the pilot with the college community in a presentation and a report.

Faculty Name:

Title of Project:

Department:

Date for Implementation:

Course Title:

Course Acronym in Catalog:

Brief Abstract:

Please answer the following as part of your proposal:

1. Explain how the innovative assessment strategy is related to existing course objectives and/or general education goal.
2. Explain what the students will actually be doing and the impact of this activity on the course.
3. Will resources be required for training and support for yourself and your students? Please explain.
4. Estimate the cost of the assessment strategy to be implemented (license fees, etc.) Are these costs a one-time expense or on-going? (please provide backup documentation).
5. If applicable, describe any unique or unusual aspects of the project not covered above.
6. Explain how the pilot project will be evaluated for effectiveness.

Faculty Signature: _____ Date: _____

Appendix C

Recommended General Education Assessment Schedule

The Assessment Committee was charged with updating an Assessment Plan that cyclically assesses General Education. The committee recommends that the NJ General Education Goals be assessed over a six-year period. We recommend that each of the goals be assessed for a two year time-frame to allow faculty time to make either instructional or curriculum modifications as they deem necessary and reassess the following year.

AY 2011-2012 and 2012 -2013

- Scientific Knowledge and Reasoning
- Humanistic Perspective
- Historical Perspective

AY2013-2014 and 2014-2015

- Quantitative Knowledge and Skills
- Society and Human Behavior
- Global and Cultural Awareness

AY2015-2016 and 2016-2017

- Written and Oral Communication
- Technological Competency or Information Literacy
- Ethical Reasoning and Action

NOTE:

- Critical Thinking is embedded within all of the goals.
- Ethical Reasoning and Action is not aligned with any particular group of courses, but could be assessed throughout all other goals.