

FINAL REPORT
ASSESSMENT COMMITTEE
2007-2008 Academic Year

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Assessment Committee 2007-2008

MEMBERSHIP		
Voting – One full-time faculty member from each academic area		
DEPARTMENT	NAME	TERM EXPIRES
Business	Marilyn Keiner	5/08
English	Vickie Melograno	5/08
Arts/Humanities	Cheryl Knowles-Harrigan	5/08
ESL	Michael Kammer - Chair	5/08
Computer Info. Systems	Bill Dougherty	5/09
Social Science	Barbara Warner	5/08
Math/Science	Amy Shelton	5/09
Nursing/Allied Health	Carol Mohrfeld	5/09
Academy of Culinary Arts	Vincent Tedeschi	5/10
ADVISORY		
<i>Other Relevant Areas</i>		
Dir., Academic Program Effectiveness & Dual Enrollment	Dorothea Dunayer	
Dir., Institutional Research	TBA	
Dean, Academy of Culinary Arts	Kelly McClay	
Librarian	Ellen Parker	
Dir., Institutional Planning and Assessment	Luis Montefusco	
Counselor	Lynette Ingram	

Assessment Committee Charges 2007 - 2008

Standing Charges

1. Elect a chair and secretary, or rotate the secretarial duties if desired. Email these selections to the Senior Dean of Academic Affairs (wexler@atlantic.edu), Dean of Instruction (mcarthur@atlantic.edu) and the Chair of the FAEC (sdephili@atlantic.edu).
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 - *****; password – *****), (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 Secretary of the FAEC, Myra Caplan (mcaplan@atlantic.edu).
3. Minutes of the committee meetings should be submitted to the Senior Dean 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.
4. Minutes of all meetings and a description of your activities should be posted on ACCC's website, along with a list of members.
5. Submit recommendations for next year's charges to the Senior Dean of Academic Affairs, Dean of Instruction and the Chair of the FAEC.

Additional Charges

6. Develop and complete a faculty handbook on assessment by spring 2008 with the assistance of the Outcomes Assessment Coordinator.
7. Continue to coordinate planning efforts with the Senior Dean 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.
8. Continue to develop a culture of assessment by contributing "The Assessment Tip of the Month" to the Communicator beginning in Fall 2007. This can be the topic of assessment at monthly department meetings.
9. Continue collaboration with the Outcomes Assessment Coordinator including input on assessment forms and process as faculty representatives.

10. Sponsor a workshop for the benefit of new faculty concerning the Assessment Plan, the assessment process and assessment terminology.
11. Review and amend the Assessment Plan that was submitted as a draft to Middle States, as necessary.
12. Review Faculty Assembly bylaws, particularly regarding the existence and function of your committee, and submit recommendations for revision to the FAEC Chair electronically (sdephili@atlantic.edu) by *October 26, 2007*.

Report on Charges 2007-2008

Standing Charges

Standing Charges

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

This charge was complete 9/07. Barbara Warner agreed to serve as recording secretary and Vickie Melograno agreed to upload the minutes. All have been uploaded with exception of the unapproved minutes of April. There was no meeting in January 2008 because of bad weather. The committee members had continued working independently on their assigned part of the faculty handbook.

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 - *****; password – ****), (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 Secretary of the FAEC, Myra Caplan (mcaplan@atlantic.edu).

Changes were made by the committee at the September and October meetings, and approved changes were sent to Laura Campbell October 30th to be uploaded on the website.

3. Minutes of the committee meetings should be submitted to the Senior Dean 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.

Completed

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

Approved committee minutes have been uploaded in a timely manner. Updates on membership lists/title changes were sent to Laura Campbell on February 8th and uploaded.

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

See page 9 of this report.

Additional Charges

6. Develop and complete a faculty handbook on assessment by spring 2008 with the assistance of the Outcomes Assessment Coordinator.

This has been on going and will be completed in the Fall semester. Committee members have been assigned certain sections to work on. See page 32 for the most recent draft of a table of contents and the committee members assigned to those sections.

7. Continue to coordinate planning efforts with the Senior Dean 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.

Marilyn Keiner presented "Learning Outcomes Assessment at ACCC: Review of the Assessment Plan" on Faculty Development day on September 28th 2007. See PowerPoint on pages 25-31.

8. Continue to develop a culture of assessment by contributing "The Assessment Tip of the Month" to the Communicator beginning in Fall 2007. This can be the topic of assessment at monthly department meetings.

The committee created a bank of assessment tips which were periodically sent to Kathy McGowan for publication in The Communicator. The assessment tips were also published in the adjunct faculty newsletter put out by Avon Chapman.

9. Continue collaboration with the Outcomes Assessment Coordinator including input on assessment forms and process as faculty representatives.

Marilyn Keiner had developed a summary page for the four-form system in an attempt to make more clear to the college community the purpose for each of the forms. See page 33 for this document.

Subsequently, the committee, upon feedback from various department chairs, has decided to streamline the four-form system to a single form that would be submitted each semester. The first part would be completed the first semester. A copy would be sent to the director of Academic Program Effectiveness, and the chair would retain the original to complete the second part the following semester. See page 34 for a draft of the form that the committee will continue to work on.

10. Sponsor a workshop for the benefit of new faculty concerning the Assessment Plan, the assessment process and assessment terminology.

Cheryl Knowles-Harrigan, Amy Shelton, and Vickie Melograno presented a workshop for new faculty at the 11/30/07 meeting.

11. Review and amend the Assessment Plan that was submitted as a draft to Middle States, as necessary.
12. Review Faculty Assembly bylaws, particularly regarding the existence and function of your committee, and submit recommendations for revision to the FAEC Chair electronically (sdephili@atlantic.edu) by **October 26, 2007**.

The committee reviewed the bylaws and made minor changes which were then forwarded to Jim Taggart and uploaded to the website.

Other notes:

1. The director of Academic Program Effectiveness had money to send two committee members to the Middle States sponsored "Student Learning Assessment Institute" held at the University of Delaware. Two volunteers Michael Kammer and Amy Shelton attended. See attached starting on page 42 for information, notes, and power point presentations about the workshops held there. Both Michael and Amy strongly suggest that each year, funding permitting, at least two different faculty members attend the institute to help sustain the culture and enthusiasm for assessment at ACCC.

2. A voluntary committee meeting was held on May 29th 2008 1:00-2:00 to further discuss the revision of the four-form system to a single form. See page 34 for the latest draft that committee members will continue to work on. The meeting was attended by all members who were able to attend.

3. In October of 2007, Dr. Art Wexler selected committee member Marilyn Keiner, who had two years experience as chair of the Assessment Committee, to represent the committee as interviewee with Middle States representative Dr. Ruth E. Andes, Assistant Dean, Assessment and Special Projects, Genesee Community College. Here is a summary of the meeting from Marilyn:

"Please find below and attached a note from Dr. Andes, the Middle States rep who interviewed me last week about assessment. We discussed our three semester process, as well as the history creating the process, etc.

We also discussed what her College does and she has now forwarded the information to Art and myself. If the attachments do not forward, let me know. I will print out and forward through interoffice mail.

Marilyn

You will find the aforementioned attachments beginning on page 35 of this report.

**Recommendations for next year's charges for the Assessment
Committee 2008-2009
Assessment Committee
Charges 2008 – 2009**

Standing Charges

1. Elect a chair and secretary, or rotate the secretarial duties if desired. Email these selections to the Senior Dean of Academic Affairs (wexler@atlantic.edu), Dean of Instruction (mcarthur@atlantic.edu) and the Chair of the FAEC.
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 - *****; password – ****), (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 Secretary of the FAEC.
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4. Minutes of all meetings and a description of your activities should be posted on ACCC's website, along with a list of members.
5. Submit recommendations for next year's charges to the Senior Dean of Academic Affairs, Dean of Instruction and the Chair of the FAEC.

Additional Charges

6. Develop and complete a faculty handbook on assessment by Fall 2008 with the assistance of the Director of Academic Program Effectiveness and Dual Enrollment.
7. Continue to coordinate planning efforts with the Senior Dean 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.
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.

9. Continue collaboration with the Director of Academic Program Effectiveness and Dual Enrollment including input on assessment forms and process as faculty representatives.
10. Sponsor a workshop for the benefit of new faculty concerning the Assessment Plan, the assessment process and assessment terminology.
11. Review and amend the Assessment Plan that was submitted as a draft to Middle States, as necessary.
12. Provide an orientation of the Assessment committee to new incoming members each September meeting.

Minutes
Atlantic Cape Community College
Assessment Committee Minutes
Thursday, August 30, 2007

The meeting was held in B-121, called to order at 11:05 AM.

In Attendance: Marilyn Malerba Keiner, Mike Kammer, Barbara Warner, Alison Blizzard, Carol Mohrfeld, Ellen Parker, Vickie Melograno, Cheryl Knowles- Harrigan, Amy Shelton, Bill Dougherty, Kelly McClay , Dean Richard Peniciaro, Vincent Tedeschi

Excused: Dottie Dunayer

The meeting was called to order at 11:05 AM. Mike Kammer was unanimously elected chairperson and immediately assumed his duties. Barbara Warner agreed to serve as recording secretary to the Committee.

A motion was passed to accept the amended minutes of the April 4, 2007 Committee meeting. Amendments included the correction of typos and the addition of the names of the four assessment reporting forms. The Committee was reminded that the minutes from each meeting need to be posted to the Web after approval.

The Committee reviewed the attached 2007-2008 charges.

-Charges 3 and 4: Amy Shelton will check out the procedures for Charges 3 and 4 and report back to the Committee at the next meeting.

-Charge 8: Members who have ideas for the “Tip of the Month” should send them to Mike Kammer. Kelly will look for any information that she has in her files and pass it along to Mike.

-Charge 10: Vickie Melograno, Cheryl Knowles-Harrigan and Amy Shelton volunteered to be presenters at the workshop for new faculty this semester. Mike Kammer will forward their names to Ron McArthur.

-Charges 11 and 13: Charge 11 instructs the Committee to gather materials for the faculty manual. Materials have been gathered for a faculty “handbook” and an outline has been prepared. The Committee will be working on the handbook this year. Charge 13 instructs the Committee to propose a process for reporting annual assessment project results. The Committee prepared and submitted a four form procedure last academic year which was submitted to Dean McArthur and distributed to the department chairs. A motion was made and seconded to strike these charges. The motion was passed. The Committee agreed that a charge for next year should include the assessment of the annual reporting process which includes the four form procedure.

-Charge 14: The bylaws of the Committee will be discussed at our next meeting.

The meeting was adjourned at 11:55 AM.

Respectively Submitted,
Marilyn Malerba Keiner

**ATLANTIC CAPE COMMUNITY COLLEGE
ASSESSMENT COMMITTEE MINUTES
September 27, 2007**

Present: Michael Kammer, Chairperson; Cheryl Knowles-Harrigan; Dottie Dunayer, Kelly McClay; Marilyn Keiner; Vickie Melograno; Bill Dougherty; Amy Shelton; Vincent Tedeschi; Ellen Parker; Lynette Ingram; Alison Blizzard; Dean Perniciaro; Barbara Warner.

The meeting was called to order at 12:35p.m. by Michael Kammer, Chairperson.

Topic: Review of minutes from the meeting which was held on August 30, 2007. A motion was passed to accept the minutes as amended.

Topic: Report from Dottie Dunayer

Dottie Dunayer described her new role at ACCC. Her title is now Director of Academic Program Effectiveness and Dual Enrollment. Her responsibilities will include:

- Working with faculty outcomes assessment reports with subsequent faculty recommendations for curriculum revisions
- Continuing her work with high schools located throughout Atlantic and Cape May counties upon dual enrollment legislation which will impact upon their programs. Dottie will continue to monitor the consistency of the curriculum of those high schools which are associated with ACCC. Her monitoring efforts are conducted to ensure that consistency is maintained between our institution and theirs.
- Dottie introduced Alison Blizzard to the Assessment Committee members, as Alison is filling in for the Director of Institutional Research.

Topic: Update from Dean Perniciaro

Dean Perniciaro reported that the College is advertising for an Assistant Dean of Research and Assessment and for a Director of Institutional Assessment. Both of these positions will report to Dean Perniciaro who is the Dean of Administration, Planning, and Research.

Topic: Report from Michael Kammer

Michael Kammer reported that he met with Dean Wexler and Dean McArthur to discuss the role of the Assessment Committee for this academic year. They explored the connection between academic and institutional assessment.

Topic: Assessment Committee work for today

Michael Kammer asked the members of this committee to break into three groups to work on:

- Review and potential revisions to the current bylaws
- Table of contents for the Faculty Handbook
- Tips of the month from Assessment Committee

Topic: Reports from the three working groups

- There were no recommended revisions to the current bylaws except to correct the titles of individuals who are listed in sections 1.4 and 13.3 under the Assessment Section of the bylaws, in keeping with previous changes which had been made by the College
- The table of contents for the Faculty Handbook will continue to be a work in progress
- The Tips of the Month were generated, and will be sent to the ACCC Faculty Website, the Communicator, and to Avon Chapman (for inclusion in the adjunct newsletter)

Topic: Reports from Assessment Committee to Department Meetings next week

Representatives from Assessment Committee need to remind their respective department members of the need to provide input from their spring assessment data for form #4 , in which each department is required to reflect upon the Spring 2007 assessment data and decide upon any necessary curriculum revisions which they may need to make. This is information which will be included in the summary report which is be prepared by the chairperson of each department using feedback from their faculty members. This assessment summary is due in December. It was suggested that all timelines for assessment need to be reviewed and necessary revisions be added for General Education and Career courses.

Topic: Assessment for Spring 2008

Dottie Dunayer volunteered to discuss this with Dean Wexler.

Adjournment:

The meeting was adjourned at 1:50p.m.

Respectfully submitted,
Barbara Warner, Recorder

Cc: Dean McArthur
Dean Wexler
Sue DePhilippis, Chairperson FAEC

**ATLANTIC CAPE COMMUNITY COLLEGE
ASSESSMENT COMMITTEE MINUTES
October 25, 2007**

Present: Michael Kammer, Chairperson; Vickie Melograno; Bill Dougherty; Amy Shelton; Ellen Parker; Vincent Tedeschi; Lynette Ingram; Kelly McClay; Dottie Dunayer; Carol Mohrfeld; Barbara Warner.
(Excused: Cheryl Knowles-Harrigan; Marilyn Keiner)

The meeting was called to order at 12:30p.m. by Barbara Warner, at the request of Michael Kammer who was delayed.

Topic: Review of the minutes from the meeting which was held on September 27, 2007
A motion was made and passed to accept the minutes as amended.

Topic: November meeting

Since the customary meeting date falls on Thanksgiving Day, the Assessment Committee agreed to meet instead on Thursday, November 29, 2007.

Topic: Selection of the Assessment Tips of the Month

The Assessment Committee selected the Tips of the Month from a list which was distributed by Michael Kammer. An Assessment Tip will be placed in the Communicator and in the adjunct newsletter, and on the ACCC Faculty Website monthly.

Topic: Announcements from Michael Kammer

- On Wednesday, November 7, 2007, the Academic Affairs Council will be considering the MAPP, which is a computerized student assessment system for General Education courses. The Council will be deciding if the MAPP could be a viable assessment tool to use with ACCC students.
- Dean Wexler has appointed Marilyn Keiner to represent the Assessment Committee with the Middle States Team.

Topic: Finalizing the Table of Contents for the Faculty Handbook

The remainder of the meeting was spent finalizing the Table of Contents and assigning sections of the Faculty Handbook for completion. Assignments were accepted as follows:

- Introduction – Dottie Dunayer
- General Education requirements by degree—Amy Shelton; Lynette Ingram; and Cheryl Knowles-Harrigan
- Process of assessment—Vincent Tedeschi and Kelly McClay
- Identifying and writing outcomes competencies—Michael Kammer
- Creation of a rubric—Carol Mohrfeld
- Matrix—Bill Dougherty
- Reporting procedures including feedback loops—Michael Kammer
- Appendices—Vickie Melograno and Barbara Warner
- Links to Resources—Ellen Parker

Adjournment:

The meeting was adjourned at 1:35p.m.

Respectfully submitted,
Barbara Warner, Recorder

Cc: Dean McArthur
Dean Wexler
Sue DePhilippis, Chairperson FAEC

**ATLANTIC CAPE COMMUNITY COLLEGE
ASSESSMENT COMMITTEE MINUTES
November 29, 2007**

Present: Michael Kammer, Chairperson; Vicki Melograno; Bill Dougherty; Ellen Parker; Cheryl Knowles-Harrigan; Luis Montefusco; Amy Shelton; Barbara Warner.
(Excused: Carol Mohrfeld; Marilyn Keiner, Kelly McClay; Vincent Tedeschi; Dottie Dunayer).

The meeting was called to order at 12:35p.m. by Michael Kammer, Chairperson.

Topic: Review of the minutes from the meeting which was held on October 25, 2007.
A motion was made and passed to accept the minutes as amended.

Topic: Revision of Charges and Membership List
Michael Kammer distributed copies for the members of the Assessment Committee to review. The revisions to the Charges and Membership List were accepted.

Topic: MAAP General Education Assessment Tool
Comments were offered by members of the Assessment Committee who had attended the meeting which had been held on October 31, 2007. The expressed concerns were the validity of the test results across disciplines/majors and how the results of this testing will be used for ACCC students. Another concern was voiced about who will be paying for the expense of testing. A suggestion was made that this test should be compared with the new General Education requirements.

Topic: Meeting with Middle States Reviewers
Michael Kammer read Marilyn Keiner's report which described her meeting with the Middle States reviewers regarding the work of the Assessment Committee. Michael will forward copies of Marilyn's report to all committee members.

Topic: Announcements for Department Meetings
Assessment Committee members were directed to report to their respective Department Meetings regarding the assessment to be conducted during the spring 2008 semester. Data is to be collected by each department on a learning outcome/objective from the syllabus using critical/analytical thinking.

Topic: Update of Progress with Faculty Handbook
For review by committee members:

- Michael Kammer distributed copies of the Introduction which had been developed by Dottie Dunayer.
- Ellen Parker distributed copies of a list which was entitled: Further Readings on Assessment.
- Barbara Warner distributed copies of: Ongoing Glossary of Useful Terms for Assessment, which had been developed by Louise Kaplan and Marilyn Keiner.

Michael asked the committee members to bring any suggestions for revisions of these documents to the January 2008 Assessment Committee Meeting. The committee members suggested that the General Education Requirements section be deleted from the Faculty Handbook. Another suggestion was to add Departmental Program Goals and Outcomes in the Appendices.

Adjournment:

The meeting was adjourned at 1:50p.m.

Respectfully submitted,
Barbara Warner, Recorder

Cc: Dean McArthur
Dean Wexler
Sue DePhilippis, Chairperson FAEC

**ATLANTIC CAPE COMMUNITY COLLEGE
ASSESSMENT COMMITTEE MINUTES
February 28, 2008**

Present: Michael Kammer, Chairperson; Vicki Melograno; Ellen Parker; Kelly McClay; Luis Montefusco; Amy Shelton; Lynette Ingram; Carol Mohrfeld; Marilyn Keiner; Dottie Dunayer; Barbara Warner.
(Excused: Cheryl Knowles-Harrigan; Bill Dougherty; Vincent Tedeschi)

The meeting was called to order at 12:30p.m. by Michael Kammer, Chairperson.

Topic: Review of the minutes from the meeting which was held on November 29, 2007. A motion was made and passed to accept the minutes as amended.

Topic: Approve updated membership list.

A motion was made and passed to accept the 2007-2008 Assessment Committee List as updated.

Topic: MAPP and Form 4 updates.

Dottie Dunayer reported that the computerized program for assessment of General Education (MAPP) will begin to assess students probably in April of 2008. Dottie is currently waiting for emails from some of the department heads regarding their selection of courses which are to be assessed by MAPP. The forty minute version of MAPP will be used.

In addition, Dottie reviewed the use of Form 4 and identified areas for improvement in the assessment process which should be taking place during the 2008 spring semester.

Topic: Director of Institutional Planning and Assessment

Luis Montefusco provided an overview of his new role as Director of Institutional Planning and Assessment. Luis distributed copies of the assessment of institutional effectiveness and the recommendations from the most recent Middle States Report. He commented that standard #14 should hold special interest for the Assessment Committee. Luis reminded the Assessment Committee that all assessment recommendations need to be entered into the plans for the college budget and aligned with the Strategic Plan for the college.

Topic: Group Editing of Faculty Handbook

The Assessment Committee Members spent the remainder of this meeting, in small groups, reviewing and working on possible revisions to the Faculty Handbook.

Topic: The meeting was adjourned at 1:45p.m.

Respectfully submitted,
Barbara Warner, Recorder

Cc: Dean McArthur
Dean Wexler
Sue DePhilippis, Chairperson FAEC

**ATLANTIC CAPE COMMUNITY COLLEGE
ASSESSMENT COMMITTEE MINUTES
March 27, 2008**

Present: Michael Kammer, Chairperson; Vicki Melograno; Kelly McClay; Luis Montefusco; Amy Shelton; Marilyn Keiner; Bill Dougherty; Cheryl Knowles-Harrigan; Barbara Warner.
(Excused: Lynette Ingram; Vincent Tedeschi; Dottie Dunayer; Carol Mohrfeld; Ellen Parker)

The meeting was called to order at 12:35p.m.

Topic: Review of the minutes from February 28, 2008. A motion was made and passed to accept the minutes as amended.

Topic: Announcements

Michael Kammer announced that he and Amy Shelton will attend the Middle States Conference, which is entitled: "Taking the Next Step: A Student Assessment Institute," to be held at the University of Delaware.

Topic: Discussion of four forms and possible changes.

The three semester cycle description, by way of a diagram, will introduce the Atlantic Cape Community College Assessment packet. The Assessment Committee members agreed to continue to simplify the assessment forms. Considerable discussion revolved around the assessment of program goals and course goals, and learning outcomes. It was agreed that work should continue on a plan to assess learning outcomes at the program level.

Topic: Faculty Manual Update

The following suggested timetable for the completion and dissemination of the Faculty Manual was accepted by the Assessment Committee members:

- Completion of compilation of content—October 2008
- Publication of Manual—November 2008
- Distribution of Manual to Chairs—January 2009
- Distribution of Manual by Chairs to their respective Faculty—January 2009

It was suggested that the Faculty Manual be contained within a loose leaf binder so that revisions can be accomplished more expeditiously and cost effectively. It was also suggested that responsibility for adding the revisions when necessary be assigned to a clerical staff member with a checklist for assuring that all Faculty Manuals would be kept current.

Topic: Open Forum

The Assessment Committee agreed to the suggestion that an orientation workshop should be provided to all new members who will be joining the Assessment Committee at the beginning of the fall semester.

Respectfully submitted,
Barbara Warner, Recorder

Cc: Dean McArthur
Dean Wexler
Sue DePhilippis, Chairperson FAEC

E-Mail Exchanges

The following e-mail exchanges contain some good ideas, references, and explanations; thus the reason of their inclusion in this report. **(Notes from Michael Kammer are in parenthesis to help with clarification.)**

Amy Shelton to Dorothea, Mkammer

Jun 4

I am compiling the MATH assessments and putting them all on one Form #2. It will take me a couple of more days to gather all the information from the other faculty. Sorry for the delay.

Also, our department will discuss ways to assess our programs other than the program review we already do. The folks I have spoken to would like to think about it and come up with something besides the same four forms condensed to one form. I think it might be a good idea to throw it out to the chairs to have them discuss possible ways to review programs with their individual departments. Then the assessment committee rep in the department can bring the ideas back to the committee for discussion.

Just my thoughts,

Amy

Dorothea Dunayer to Mkammer regarding the Assessment Institute Amy Shelton and Michael Kammer attended

May 21

Hi Mike-

Glad you enjoyed the conference. I saw Amy and she told me how much you both liked it. I would like to send more faculty. I think that is a good idea. There is another conference in September in Philadelphia also that I want to look in to.

Dottie

On 5/21/08, Michael Kammer <mkammer@atlantic.edu> wrote:

Hey Dottie!

Amy and I had an excellent time at the assessment institute. We have a lot to share with you and the committee. I have the paperwork on the way to you.

Do you think we could send 2 people every year to this institute? We could include nominating 2 people as a charge for next year. I think it would go a long way for continuing to develop a culture of assessment and to keep us connected with Middle States.

Thanks,

Michael

(This e-mail from Amy alerted me to the website from the Middle States Assessment Institute)

Amy Shelton to Mkammer

Show details Jun 2

Take a look:

<http://assessment.udel.edu/Tools%20and%20Resources/powerpoint.html>

Amy

From: Michael Kammer to committee May 1

I figured you would rather have one e-mail rather than separate ones.

1. Status quo! We are still doing the four-form system this semester. We need to be scoring this Spring semester's assessment and filling out form 2. Here is the summary of form 2:

Assessment Form #2 is a reporting form for faculty after assessment is administered to the students. This form will assist faculty in analyzing the results of the assessment in terms of student learning and how those results will be used to improve teaching and learning. The completed form will be returned by June 1 directly to the Department Chair and in turn to the Director of Academic Program Effectiveness and Dual Enrollment Services. A copy of same should be retained on file by the Department Chair.

2. As we spoke in the meeting, you'll be getting a draft of a document (if you don't have a copy already) that the committee is considering turning into a single form (thus addressing departmental concerns about our current 4-form system.) We will be meeting one more time (see item #3 below) to work on the form. Possibly, this single form would have two parts, the first part to be filled out in the fall semester, and then in the Spring semester the form would be returned to have the second part filled out.

3. As agreed at the last meeting, we will have an extra assessment committee meeting on graduation day, between the noon validation lunch and the graduation ceremony. Exact time and room TBA. We will be working on the form. If you like, you can send me feedback ahead of the meeting that I can compile and bring with me.

4. Friday (tomorrow) I will be sending a draft of suggestions for next semester's charges. Please check over and give me suggestions for changes.

5. Attached is the committee membership. Barbara and I have declared our interest in staying on the committee another year. The following members' term also is scheduled to expire this year: Marilyn, Vickie, and Cheryl. Please let me know by next week if you are moving on as scheduled or if you would like to stay on for another year. I am assuming that all other members are staying on as scheduled.

(From Cheryl Knowles-Harrigan that includes a couple of ideas for the Faculty Assessment Handbook) February 27

Michael,

An update: I have asked Dottie Dunayer to provide some learning outcomes for the faculty handbook on Gen. Ed., and Career Programs. I think these would be best left very generic - I think we talked about this.

And, I think it would be exceptionally beneficial to add the program review template to the handbook so faculty have it at their fingertips.

Cheryl

(From the new Dir., Institutional Planning and Assessment Luis Montefusco introducing his new role) February 27th

Michael, Good Morning!

I was recently appointed by the College's Board, Director of Institutional Planning and Assessment, and part of my duties are to support the College's Departments in aligning their assessment efforts and initiatives to ACCC's Strategic and Institutional Effectiveness Plan. Additionally, while we fill the position of Director of Institutional Research, I am also taking care some of these duties.

Taking this into account, I will continue with my participation in the Assessment Committee in the Advisory Membership in place of the Outcomes Assessment Coordinator and the Director of Institutional Research.

Please let me know next meeting's date and time to set up my schedule.

Regards,

Luis E. Montefusco

(Explanation of the cancelled January 2008 meeting)

Michael Kammer to sdephili, doughert, kmcclay, Alison, Amy, Barbara, Carol, Cheryl, Dorothea, Ellen, Marilyn, Vickie, Vincent, Art
show details Jan 24

Sue,

Because of the questionable afternoon weather forecasted, I had e-mailed the Assessment Committee members notice to change the meeting to next Thursday (a 5th free Thursday of the month). Since then, I have been reminded that we have the emergency Faculty Assembly meeting, which means our committee will not be convening this month. Our committee members have each been assigned parts of the Assessment Faculty Handbook to work on independently, so going without our first meeting this semester will not hurt the progress of our charges. Now with all this trouble I've caused, watch it not snow one single flake.

Thanks,

Michael

Committee members,

Please continue to e-mail me any updates to your sections of the handbook. I will post an updated contents page with the status of each section the first week of February.

Thanks,
Michael

Susan DePhilippis to me

Jan 25

Mike, thanks for keeping me updated -- all sounds appropriate and good. Whatever announcement/committee report you want to go before faculty at the Jan 31 faculty assembly meeting, just email it to Donna V asap for inclusion in the handout. Thanks! Sue

Learning Outcomes Assessment at ACCC Power Point for “Professional Development Day”

The following Power Point presentation was developed and presented by Marilyn Keiner to satisfy charge 7: Continue to coordinate planning efforts with the Senior Dean 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.

Slide 1

LEARNING OUTCOMES ASSESSMENT AT ACCC: REVIEW OF THE ASSESSMENT PLAN

SEPTEMBER 2007

Presented by Marilyn Keiner

Slide 2

Mission

- Responds to a variety of community needs
- Encourages the pursuit of lifelong learning
- Promotes responsible citizenship
- Provides superior academic, technical and training program
- Committed to encouraging an environment that is multicultural and diverse

Slide 3

General Information about Assessment

Assessment is a continuous, systematic process that includes:

- developing appropriate assessment tools,
- accumulating and analyzing data,
- making decisions based on data analysis,
- taking action on those decisions, and
- determining whether those actions have improved teaching effectiveness.

Slide 4

In a Nutshell...

**Assessment is about
IMPROVING STUDENT LEARNING.**

**The underlying goal of student outcomes
assessment is the enhancement of learning.**

Slide 5

Background History

- Middle States mandate resulting from a 2001 Periodic Review Report required ACCC to develop a comprehensive Outcomes Assessment Plan by October 2003

Response

- Professional Development Workshops on Assessment Presented on Multiple Occasions
- Assessment Committee created to develop Plan and became the liaison to faculty. On a departmental basis, faculty participated in the review, update, and/or creation of department/program/course goals and objectives. Input received from all departments resulted in an inventory of “core” competencies (indicators of essential knowledge/skill proficiency on a course by course, program by program and department by department levels.) Detailed analysis determined commonalities of course competencies found within each department and were aligned with program or general education goals. There was a direct relationship between these competencies and the ACCC’s mission standards.

Slide 6

Background History (continued)

- Two pilot programs instituted during 2003-2004 and 2004-2005 academic years.
Purpose: assess student learning and assess the process, with emphasis on the latter.
- With input from each discipline, Assessment Committee developed a universal rubric.
- Core competency assessed in Pilots and subsequent student learning assessments covered critical thinking.
- Assessment exercises were administered during the past four spring semesters, results were compiled and following an analysis by each discipline/faculty member, changes to the assessment instruments and/or instructional strategies and/or course/program were considered and/or implemented.

The Assessment Plan

- Part I: Introduction
- Part II: Overview of General Education
- Part III: Description of Career Programs
- Part IV: Details of Implementation
- Part V: Evaluation Plan
- Part VI: Appendix

General Education Core Competencies

As a result of research and input from faculty through the Assessment Committee, the following General Education Competencies were selected: communication skills, mathematical skills, critical thinking skills, information literacy skills, computer literacy skills and ethics.

The Assessment Process

Introduction:

- Each assessment focuses on one or two teaching goals that are predetermined within each discipline. Depending on the dictates of each department, each faculty member determine the assessment technique or activity. The results of the assessment are evaluated and if applicable, modification (s) to curricula and/or instruction is/are made.
- There are three phases of assessment.

Three Phases of Assessment

Phase I: PLANNING Classroom Assessment Activities (Fall Semester)

- Each discipline will select the class or group of classes to focus on and plan the assessment in concert with other faculty teaching the same course.
- Each discipline will select, adapt or design the assessment techniques that will be used for obtaining feedback appropriate to teaching goal(s). All preparations for assessment should be made this semester.

Three Phases of Assessment (Continued)

Phase II: IMPLEMENTING the assessment activity
(Spring Semester)

- Teach the target unit related to the teaching goal(s).
- Administer the assessment activity.
- Analyze student feedback concerning course specific goal and related behavioral outcomes by using the discipline specific rubric to assess student work. The method of analysis will depend on the assessment activity used. Some disciplines may require faculty within the discipline or department to take part in the analysis, while others may use external stakeholders or advisory committees to assist in analysis.

Three Phases of Assessment (Continued)

Phase III: REFLECTING AND REACTING to
Feedback from the Assessment Activity
(following fall semester)

- Interpret and evaluate the results and impact of the assessment on teaching, student learning and/or curricula. Make modifications, if needed.

Forms Relating to Phase II and Phase III Assessment Process

Phase II

“Report for Learning Outcomes Assessment”

This form is completed by the faculty member responsible for administering the assessment activity. Information gathered include basic procedural information and conclusions reached concerning the improvement of teaching and learning.

Phase III

“ Faculty Review of Student Assessment from Previous Semester”

This form is completed by faculty members to be discussed at department meetings as a tool for reflection and the exchange of ideas concerning conclusions made from the previous semester’s assessment activity.

Assessment Tools (Separate Handout)

- Minute Paper
- Muddiest Point
- Portfolio Analysis
- Capstone Course
- Exams
- Oral Presentations

Latest Table of Contents for Assessment Faculty Handbook

Work in Progress: Assessment Handbook for Faculty (with which committee member is working on which section)

- I. Introduction (mention glossary), explain assessment process as it relates to the Middle states process, tied into institutional effectiveness and budgeting, the necessity, valuable tool for the teacher, so faculty can take a look at coursework and program areas to see how to improve both instruction and curriculum, (Dottie)
- II. Learning Outcomes (Amy and Cheryl and Lynette)
What was sent is not based on new standards
Use state learning outcomes?
- III. Process of Assessment (Vincent & Kelly)
Three semester cycle
Types of Assessment (examples in appendices)
Tools for Assessing Learning
- IV. What is required by faculty
Identifying and writing outcomes competencies (Mike)
Creation of a rubric (Carol)
Matrix (Bill)
Reporting procedures including feedback loops (Marilyn)
- V. Appendices (Vicki and Barbara and Ellen)
Forms
Bloom's Taxonomy
Links to Resources
Types of Assessment (examples in appendices)
Examples of Rubrics, Matrixes (Vincent & Kelly)
Glossary of terms

Explanation of Four Forms written by Marilyn Keiner

Note: As of the end the academic year 07-08, the committee is leaning towards streamlining the four forms into a single form.

Assessment Form #1 is the first step in the process of student learning assessment. It is simply used to record the course that faculty will be assessing, the type of assessment tool to be used and when the assessment will be administered. This form is completed by Department Chairs at the beginning of the semester in which the assessment will take place. The completed form will be returned directly to the Director of Academic Program Effectiveness and Dual Enrollment Services. A copy of same should be retained on file by the Department Chair.

Assessment Form #2 is a reporting form for faculty after assessment is administered to the students. This form will assist faculty in analyzing the results of the assessment in terms of student learning and how those results will be used to improve teaching and learning. The completed form will be returned by June 1 directly to the Department Chair and in turn to the Director of Academic Program Effectiveness and Dual Enrollment Services. A copy of same should be retained on file by the Department Chair.

Assessment Form #3 is a summary form used for the assessment exercises administered in a Department. Each Chair has the option to fill out the form alone or with the assistance of the faculty member or members participating in the assessment exercise.

Completing Assessment Form #3:

- The first two columns of this form is from Assessment Form #1 or The Assessment Organization Form.
- The third column or Significant Findings is made up of information from Form #2 or the Report for Learning Outcomes Assessment. The analysis should include, but not limited to, the number of faculty and student participants, etc. It should also state and identify weakness and strengths in skill levels (percentages are acceptable) and any analysis information about the assessment as it relates to the department, program or course.
- The last column entitled, Use of Results, is from the information on Form #2. This column will provide a starting point for reflection at the beginning of the following semester using Assessment Form #4, the Feedback Form.

The completed form will be returned by the end of the first week in June to the Director of Academic Program Effectiveness and Dual Enrollment Services. A copy of same should be retained on file by the Department Chair.

Assessment Form #4 is a tool for reviewing the results of student assessment administered the previous semester. Each department chair will distribute this form to faculty members for review and completion during the first month of classes. Faculty answers will be discussed at a department meeting during or before the third department meeting of the semester. Faculty will have the benefit of exchanging ideas among themselves that involve procedure and substance of the assessments. Department Chairs are to summarize the discussion for each area on this form and send same to the Director of Academic Program Effectiveness and Dual Enrollment Services by the end of the semester.

Latest Draft of Single Form
Work in progress to be continued the fall of 2008

Assessment Plan Template

Effectiveness Measures Key Questions

Purpose:

- Why does the program exist?
- What does the program provide students?
- What can students expect to “get” from this program?
- What is the major “task” of this program?

Intended Outcome	Assessment Criteria	Methodology
As you answer, consider these questions: What results will be achieved? What will students be able to do? What will students know? What skills will students have acquired? What impact will the program have on students and the community?	As you answer, consider these questions: Who will demonstrate results? When will results be demonstrated? What specific behavior or action will demonstrate results? Under what conditions will results be demonstrated? What level of achievement is acceptable to identify success?	As you answer, consider these questions: What data will be collected? Who is responsible for data collection? When will the data be collected? What “vehicle” will be used for collecting data? How will the data be analyzed? How will the results be reported?
Summary and Analysis of Data	Improvement Actions	Impact
As you answer, consider these questions: What did you find out? Were the criteria met? What problems need to be addressed? What successes were identified? How many participants____	As you answer, consider these questions: What will you do next? What changes need to be made? What other data is needed to make improvements? What budgetary resources are needed to make improvements?	How has the program changed as a result of improvement actions?

Ideas:

Cover page with directions
 (e-mail info (from old form 1)
 Disclosure statement

First semester:
 Boxes 1,2, and 3
 Second semester”
 Boxes 4.5.7

Information about the Assessment process at SUNY

As forwarded to ACCC from Dr. Ruth E. Andes, Assistant Dean, Assessment and Special Projects, Genesee Community College.

The following 6 pages are referred to in the section of this report entitled "Report/Update on Committee Charges for 2007-2008" page 8 under "Other Notes" #3.

Here is the e-mail from Dr. Andes that accompanied the 4 attachments on the subsequent pages:

Subject: Assessment
Date: Mon, 5 Nov 2007 16:27:28 -0500
From: "Andes, Ruth E." <REAndes@genesee.edu>
*To: <keiner@atlantic.edu>,
<wexler@atlantic.edu>*

Hi,
Here are some examples of what we have done in course-level assessment. The first one is an old one that was too cumbersome but it does spell out the 'thinking' that has to go into the process. The second one is how data are now reported (all of this is also electronic into a database) and the third one is the timetable for all the courses ----- there is a separate one for GenEd because we have to report those to SUNY on a set schedule.

Faculty members have to set their course student learning outcomes and then identify which outcome they are going to collect data on for assessment purposes. Some courses have to do more than one but many just have to assess one of the student learning outcomes (see the last attachment which is the revised SOC 101 slo's ----different from the one used in the first example above which came from a much earlier semester).

The third is the assessment timetable where faculty --- especially those in programs such as paralegal --- have to identify how each course will be assessed (on what schedule).

If you have questions, let me know. I have a couple of other things but this is the basic structure of our course level assessment process.

Take care.
Ruth

ASSESSMENT DATA REPORT

Fall 2006

Instructor: _____

Course Number/Section: _____ SOC 101-00

Course Title: _____ Introductory Sociology

Please state the Course Student Learning Outcome that was assessed:

SUNY Learning Outcome: Students will demonstrate knowledge of major concepts, models, and issues of at least one discipline in the social sciences.

Course-level Learning Outcome: Apply at least one of the three major theoretical perspectives (functionalism, conflict, and symbolic interaction) to a selected social issue, identifying how the perspective provides a different view of the social issue.

I. Describe how the assessment was conducted:

Students submitted a paper according to specific directions after selecting a social issue from a list provided. The paper was graded by a grading sheet that identified the required paper content and format/citation.

II. What was the benchmark and was the benchmark attained? ☐ Yes ☐ No

The benchmark is that 70% of students who complete the paper assignment will earn at least 70%. Benchmark was attained.

III. Attainment

Level	Number of Students
Exceeded the benchmark (80 or better)	21
Met the benchmark (70-79)	36
Approached the benchmark (60-69)	15
Did not meet the benchmark (59 or below)	11
Total students:	83

IV. Recommendations (corrective action to be taken): _____

In reviewing the grading sheets, students were having the most problems applying the symbolic interactionist perspective. More in-class activities will focus on this in the next semester.

Signature _____ Date _____

ASSESSING STUDENT LEARNING OUTCOMES

Genesee Community College

Institutional Mission: <i>Genesee Community College is a public, open admission, learner-centered college. The college community values diversity and welcomes all who can benefit as they seek to attain their educational, career, and personal goals. Dedicated to meeting the changing needs of individuals and the community, Genesee Community College commits to providing educational experiences which promote intellectual and social growth, workforce and economic development, and global citizenship. Genesee Community College is an innovative leader, excelling in the provision of educational and cultural opportunities, advanced technologies, service to the region, and linkages to the world.</i>		
Program: General Education		
Program Philosophy: General education should enable students to participate effectively in their personal, professional, and social development. General education would, therefore, help students acquire skills and knowledge necessary for adapting to a changing world, inquiry, critical thinking, and creative achievement.		
Knowledge and Skill Area: Social Sciences	Subject Area: Sociology	Course Number: 101
SUNY General Education Objective Addressed: Knowledge of major concepts, models and issues of at least one discipline in the social sciences.		
Course Student Learning Outcome: Students will be able to apply the three major theoretical perspectives to a selected social issue, showing how each perspective provides a different view of the social issue, by writing a 5 – 7 page paper utilizing a minimum of three correctly cited references (APA) while scoring a minimum of 65 points on the Application Paper Assessment Grading Sheet.		
Objective Being Assessed: # 2 from SOC 101 Course Outline		
Assessment Methodology: Grade papers using the grading sheet and retain copy for analysis.	Time Frame: Fall 2004	Data To Be Collected: Grading sheets for all sections of SOC 101.
Benchmark Standards: 70% of students enrolled in SOC 101 (who finish the semester) will score at least 65 points on the assignment, using the grading sheet for scoring.		

<p>Evaluation Summary:</p> <p>Only 62.5% of the students scored a 65 or better. The areas where students experienced the most difficulty were the Review of the Literature and the Conclusions sections.</p>
<p>Attainment: Was the benchmark attained (yes or no)? No</p>
<p>Recommendations (corrective actions to be taken):</p> <ul style="list-style-type: none"> ➤ Incorporate more in-class discussion/exercises on applying the three theoretical perspectives. ➤ Work with colleagues to revise the assignment directions and the grading sheet. ➤ Work with an English professor to produce a model of the paper, especially emphasizing a well prepared Review of the Literature.
<p>Resolution (Restatement of Learning Outcome and New Benchmark if needed):</p> <p>No change in learning outcome or benchmark. Re-analyze at conclusion of semester after implementing recommendations.</p>

Attach the course outline and any analysis materials (rubrics, data summaries etc.)

Submitted by _____ Date _____

Reviewed by _____ Date _____

Reviewer notations:

ASSESSMENT TIMETABLE

Fall 2005 through Spring 2008

Program: _____

Schedule all courses in your program (non-General Education) by putting one course in each block, spread over three years (you do not need to fill every block – whatever is correct for your program).

Year One		Year Two		Year Three	
Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008

Signature: _____

Date: _____

SOC 101 (6/12/07): Upon successful completion of the course, as documented by exams, papers, discussion, group projects, and application exercises, the student will be able to:

1. Demonstrate the ability to analyze the link between individual circumstances and the broader social context by using the major concepts, models, and theories of sociology (functionalism, conflict, and symbolic interaction).*
2. Identify a minimum of four types of research methodologies (survey, experiment, content/secondary analysis, ethnography, etc.) as well as the basic elements contained within the scientific method.*
3. Analyze the impact of the following elements of culture on the daily lives of all members of society: material/non-material culture; social structure, values, norms, and laws; subcultures; cultural diversity; ethnocentrism and cultural relativism; culture change and culture lag.
4. Apply the key elements within the process of socialization (for example, agents of socialization, development of self-concept, nature/nurture, socialization across the lifespan, etc.) to their own lives, with particular emphasis on the theories of Mead and Cooley.
5. Apply the components of role theory to the ways people relate to each other within society (achieved/ascribed statuses, master status, role conflict, role strain, secondary versus primary group relationships, reference groups, and the relationship of roles to the social structure).
6. Compare and contrast a minimum of two theories of deviance to a current example of deviant behavior in society.
7. Identify a social movement, analyze the elements of collective behavior evident in that social movement, and describe the impact of the social movement on social change within society.
8. Identify a minimum of three ideal attributes of the American stratification system, and then compare and contrast those attributes in regard to the reality of the American stratification system, identifying five personal characteristics that are class-linked.
9. Contrast the nature of prejudice and discrimination, and apply theories of prejudice to individual-level and societal outcomes of discrimination against minorities (such as racial/ethnic groups, women, the elderly, differences in sexual orientation, etc.).
10. Analyze one of the following major societal institutions (family, education, religion, polity, media, technology, and health and medicine) in terms of its manifest and latent functions, and then describe how a major social force in society today will impact social interaction within this institution in the future.

* This course objective has been identified as a student learning outcome that must be formally assessed as part of the College's Comprehensive Assessment Plan. All faculty teaching this course must collect the required data (see *Assessing Student Learning Outcomes* form) and submit the required analysis and documentation at the conclusion of the semester to the Office of Assessment and Special Projects.

Student Learning Assessment Institute Information

Note: If you are viewing this on computer and are having trouble with focus, zoom in to 125%

Middle States Commission on Higher Education

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MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

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Taking the Next Step: A Student Learning Assessment Institute

print

May 18-20, 2008

University of Delaware Conference Center
Newark, DE

This institute is designed for faculty and administrators seeking in-depth and hands-on experience with strategies to lead their institution to the next level of student learning assessment.

Topics

- Promoting a campus-wide culture of assessment
- Developing statements of expected learning outcomes
- Developing Assessment tools
- Defining and assessing critical thinking skills
- Interpreting and using assessment results

Who Should Attend

Faculty members and administrators will benefit from attending by improving their skills in the key topics of the Institute through hands-on practice and discussion.

Individuals or teams are welcome, including: assessment coordinators and committee members, institutional research staff, self-study chairs and steering committee members, academic affairs administrators, and other faculty and administrators.

Participants will have time to work on ideas and materials they can take back to their own institutions for assessing learning goals at the institutional or program levels and in general education.

Learning Opportunities

- Mini presentations on key topics
- Small-group case studies & scenarios
- Individual exercises to apply key concepts to each person's own institution

The Faculty

Virginia Anderson
Professor of Biological Sciences
Towson University

Elizabeth Jones
Associate Professor, College of Human Resources and Education
West Virginia University

Elizabeth Paul
Interim Provost, The College of New Jersey

Linda Suskie
Vice President, Middle States Commission on Higher Education

Preliminary Agenda

Sunday, May 18, 2008

After 3:00 p.m.	Hotel Check-in
6:00 p.m.-7:00 p.m.	Registration, Informal Reception & Traveler's Buffet Meal at the Conference Center
7:00 p.m.-7:45 a.m.	Opening Presentation
Monday, May 19	
7:30 a.m.-8:30 a.m.	Registration & Breakfast
8:30 a.m.-4:00 p.m.	Presentations, Group Work & Lunch
5:00 p.m.-6:00 p.m.	Informal Reception & Dinner
Tuesday, May 20	
7:30 a.m.-8:30 a.m.	Breakfast
8:30 a.m.-3:30 p.m.	Presentations, Lunch & Group Work
3:30 p.m.	Adjourn

Materials

Each participant will receive the speakers' handout materials and a complimentary copy of each of the following:
Effective Grading by Barbara E. Walvoord & Virginia Anderson (Jossey-Bass)
Assessing Student Learning: A Common Sense Guide by Linda Suskie (Jossey-Bass)
Student Learning Assessment: Options and Resources, 2nd Edition, 2007 (Middle States Commission on Higher Education)

Registration Fees

In addition to the materials listed above, the registration fee also includes other workshop materials, a traveller's buffet meal on Sunday evening, 2 Continental breakfasts, refreshments, 2 lunches, and 2 receptions. The residential fee includes hotel accommodations. All participants are encouraged to stay at the hotel to facilitate their participation in networking opportunities, but residents of the Newark, DE, area may choose the non-residential rate.

Seating is limited to 80 people—Register Early!

	If Received by 4/1/08	Received 4/2/08 to 4/17/08	Received 4/2/08 to 5/12/08
Residential Registration	\$1,035	\$1,085	- - -
Non-Residential Registration	\$614	- - -	\$664

Note: All registrations must be completed on-line with a credit card. Checks and purchase orders are not accepted.

Cancellation Policy: Cancellations must be completed on-line no later than April 30, 2008, to qualify for a refund, less a \$50.00 processing fee.

Click here to register!

Accommodations

The residential nature of this program allows for immersion in the subject, sufficient dedicated time to focus on the development of sustainable integrated planning and assessment practices that will lead to institutional improvement, and opportunities for networking by guests staying at the same hotel.

Accommodations will be provided at the Courtyard by Marriott in Newark, located adjacent to the Conference Center. Hotel accommodations cannot be guaranteed after April 17, 2008. For a description of the hotel, visit <http://www.marriott.com/hotels/travel/ilgud-courtyard-newark-university-of-delaware>.

Travel Directions

For travel directions to Clayton Hall at the University of Delaware, Newark, click here: http://www.udel.edu/conf/clayton_dir.htm

Transportation

Shuttle service to Newark by Delaware Express Shuttle is available in a shared van (\$36.50 per person, one way), or a group of up to three people using a Town Car (\$82.60).

For participants arriving at Philadelphia International Airport or Baltimore-Washington International Airport:

Online advance reservations are required.

- **Log on to www.delexpress.com. In the upper right-hand side of the home page, click on "Online Reservations."**
- **At the bottom of the page, "Reservation & Fare Quote System," enter the following group ID: 170609, and click "Go."**
- **Fill in the travel information requested.**

For participants arriving at AMTRAK's Wilmington station:

- **Call 1-800-648-5466. Choose #1 on the menu to speak to a customer service representative.**

Agenda

Agenda For : **Michael Kammer**

Sunday, May 18, 2008
Monday, May 19, 2008
Tuesday, May 20, 2008

Sunday, May 18, 2008

6:00 PM - 7:45 PM **Registration, informal reception/buffet meal, and Opening Presentation**

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Monday, May 19, 2008

7:30 AM - 8:30 AM **Registration and Breakfast**

8:30 AM - 4:00 PM **First day of the Institute**
Linda A. Suskie, MSCHE Executive Associate Director

12:00 PM - 1:00 PM **Lunch**

4:00 PM - 4:00 PM **Adjourn for the day**

5:00 PM - 5:30 PM **Reception**

5:30 PM - 7:00 PM **Dinner**

[top](#)

Tuesday, May 20, 2008

7:30 AM - 8:30 AM **Breakfast**

8:30 AM - 3:30 PM **Second day of the Institute**

12:00 PM - 1:00 PM **Lunch**

3:30 PM - 3:30 PM **Adjourn**

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