Camden County College

Assessment Plan

2015-2018

Part I: Assessment Manual

A. Overview

The assessment of Student Learning Outcomes at Camden County College is a self-sustaining system designed to ensure a continuous process of assessment and improvement of instruction. Student Learning Outcomes (SLOs) articulate the skills and abilities a student will obtain through study at the College. Flowing from the College Mission, woven within the Strategic Plan and tied to budgeting, outcomes assessment allows the College to affect change while maintaining academic excellence.

Guiding Principles

1. The assessment of student learning outcomes is a faculty driven process - honoring academic freedom, faculty responsibility for the curriculum and shared governance.
   - Assessment of Student Learning Outcomes is the responsibility of all who teach
   - Assessment of Student Learning Outcomes is a collaborative process between faculty and administration.
   - Assessment of Student Learning Outcomes begins with and builds upon department assessment efforts.

2. The assessment of Student Learning Outcomes is tied to the teaching learning process and includes systematic analysis of outcomes data. This data is used to:
   - Improve student performance
   - Identify strengths and opportunities in academic programs based on analysis and reflection by the faculty.
   - Improve student success through ongoing dialogue and analysis of data.

3. The assessment of student learning is an ongoing, institutionalized process, forging a culture of evidence based teaching
   - Sufficient resources shall be devoted to the assessment process.
   - Assessment findings shall be communicated to the campus community via the "S Drive"

Levels of Outcome Assessment

Institutional Level: Institutional level student learning outcomes reflect the extent to which the mission and goals of the institution are met in the Academic Program. These outcomes are assessed though the General Education courses.

Program Level: Program level student learning outcomes address the extent to which the academic program is effective. Program level assessment assesses specific knowledge, skills and abilities students will obtain by graduation.

Course Level: Course level student learning outcomes address the effectiveness of each individual course, including General Education courses. They connect and support the program student learning outcomes and are assessed by a variety of measures including tests, presentations and evaluations.

The Assessment Process (Loop): Effective program level assessment is a perpetual process of evaluating, adjusting and re-evaluating. An effective assessment process consists of the following five stages:

STAGE 1:   Development of Appropriate Program Student Learning Outcomes (SLOs)
Each department will develop appropriate Program Student Learning Outcomes for each of their programs. Theses outcomes should embody the unique set of knowledge, skills and abilities necessary for success in that area of study. These outcomes should:
- **begin with action verbs**
  - **Verbs should be measureable (identify, analyze, compare and contrast not verbs such as "understand")**
- **reflect the level of learning expected**
  - **Beginning level (use verbs such as: define, label, list, memorize, name, recognize, recall, describe)**
  - **Mid-Level (use verbs such as: apply, choose, analyze, calculate, examine, differentiate)**
  - **Advanced Level: (use verbs such as compose, contrast, create, design, appraise, assess, defend)**
- **flow from the College's Mission and Goals as stated in the Strategic Plan**
- **be interconnected with the course level student learning outcomes and the program goals**

STAGE 2:   Development of Assessment Instruments
Each department will develop appropriate Assessment Instruments for each of the Program Level Student Learning Outcomes. These assessments:
- **assessments can be direct measures**
  - **Students have completed some work or product that demonstrates they have achieved the learning outcome. Examples: project, paper, performance**
  - **The instructor makes a decision regarding what a student learned and how well it was learned. Examples: faculty evaluated papers, tests, or performances**
  - **This is most effective form of assessment when you are measuring a single learning outcome, objective, or goal**
- **Assessments can be indirect measures**
  - **A proxy measure was used, such as participation in a learning activity, students' opinions about what was learned, student satisfaction, etc. Examples: teaching evaluations, surveys asking students how much they think they learned, course grades**
  - **the student decides what he or she learned and how well it was learned. Examples: surveys, teaching evaluations**
  - **As a complement to direct assessment methods. Indirect assessment is often an extremely useful tool in combination with direct assessment to offer a more comprehensive view of student learning.**
- **Assessment instruments is clearly connected to program student learning outcome**
- **Rubrics are developed for transparent and objective evaluation an should include:**
  - **Criteria which assessment instrument is based (for example, a presentation might be assessed on the quality of research, and the quality of slides developed**
  - **Definition of evaluation scale (for example, "a score of excellent reflects 0 to 1 error in the essay")**

- **Assessment measurement should be specific for one level of learning (for example even though atomic theory is presented at the 100 and 200 level, the assessment measure should be specific for one of those levels – not both)**
- **All students assessed should be assessed by the same measure or the same criteria**
- **More than one assessment method is used to evaluate an SLO.**

STAGE 3:   Data Collected and Analyzed
- **Raw data should be submitted**
- **Analysis should convey what data reveals about student learning**
    - **It is not sufficient that all students "passed" the assessment**
    - **The areas of the assessment should be analyzed to determine areas of challenge to the students**
- **Data collection is an on-going process.**

STAGE 4:   Implementation of Change Curriculum and/or Instruction
- **Pedagogy and/or curriculum may be modified to address areas of challenge to the students**
- **Documentation of change must be submitted**
- **Change is implemented across all sections of a course or program.**
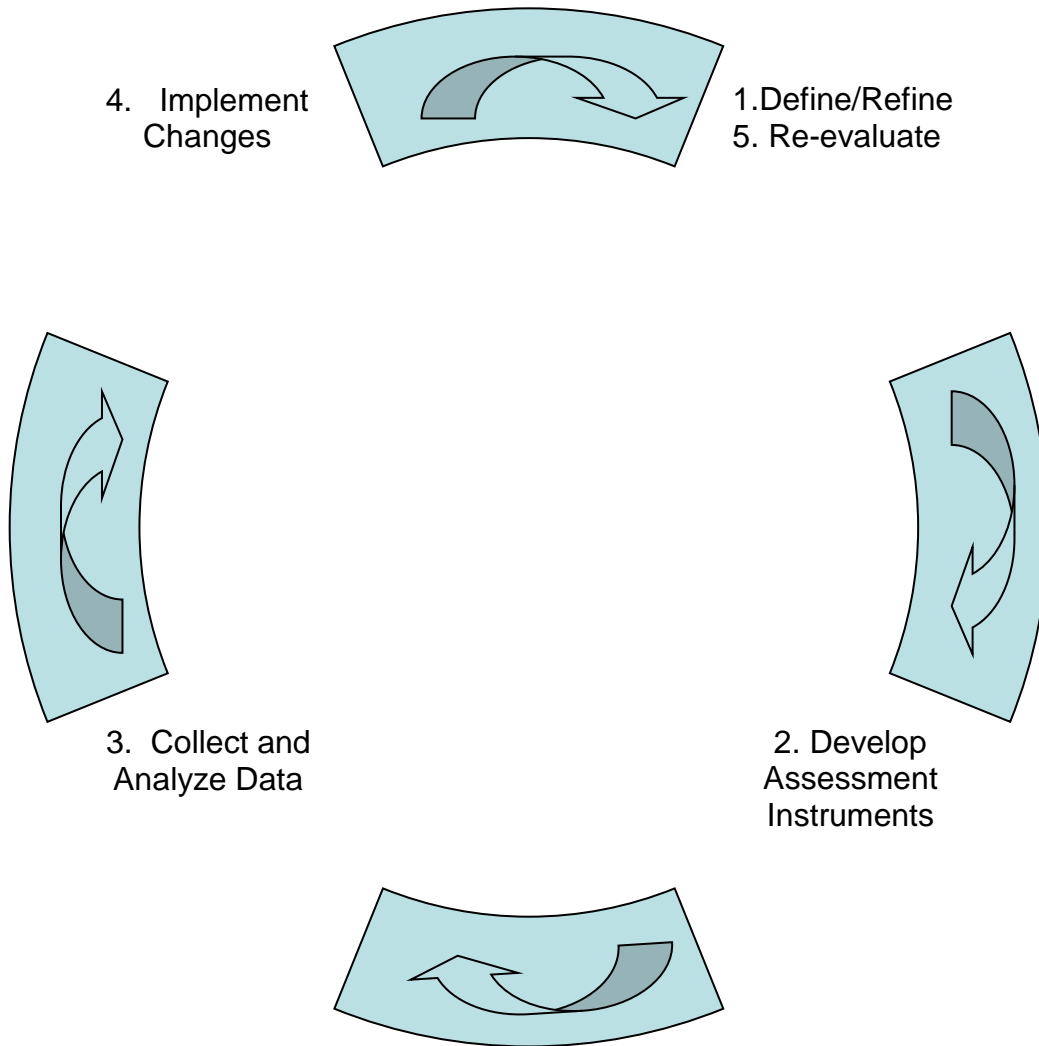
STAGE 5:   Re-evaluate ("Closing the Loop")
- **After implementation of the change, the exact same assessment measure is used to evaluate a comparable cohort of students**
- **Results are used to demonstrate effectiveness of change.**

STAGE 6:   Report Findings
- **Assessment finding are submitted for each program once a year.**
- **Summary of findings are reported to the Dean and Vice President of Academic Affairs.**
- **Data reported to the faculty and College Community via College "S Drive."**

The Assessment Loop

4. Implement
Changes

1.Define/Refine
5. Re-evaluate

3. Collect and
Analyze Data

2. Develop
Assessment
Instruments

B.   INSTITUTIONAL LEVEL ASSESSMENT

Institutional Effectiveness

> *The effectiveness of an institution rests upon the contribution that each of the institution's programs and services makes toward achieving the goals of the institution as a whole.*
> **----Middle States Commission on Higher Education**

At Camden County College the Institutional Effectiveness Plan (IEP) flows from the Mission and Vision of the College and is articulated in the Strategic Plan. The following elements are included in in the IEP:

- Student graduation, retention, and transfer rates;
- Student placement rates;
- Level of graduate satisfaction;
- Level of employer satisfaction;
- Level of student engagement;
- Student learning outcomes.

Institutional Effectiveness assessment results shall be made available via an annual report to the Board of Trustees each year at the Board Retreat and each year at Opening Day of the College. This report shall be available on the College's "S Drive".

Mission Statement (2010-2015)
Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate degree programs, occupational certificate programs, non-credit courses and customized job training. The College welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career and continue their education. The College responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its citizens.

Mission Statement (Approved by the Board of Trustees – June 2016)
Camden County College is committed to the success of a diverse student body through collaborative engagement that provides high quality, accessible and affordable education. The College is responsive to the needs of the community through continuous enhancement of its programs and services.

Strategic Goals (2010-2015)
To accomplish its mission, Camden County College develops a strategic agenda and continually assesses its progress toward the fulfillment of these goals:

1. Programs and services will enable students to achieve academic success and career competence, to pursue further higher education and to identify and develop their personal attributes.

2. General education courses will develop students' intellectual skills, knowledge and habits of mind that enrich their lives and enable them to participate in a democratic society.

3. Developmental courses will enable students to gain skills needed for college-level work.

4. Continuing education courses and programs will provide cultural, social and recreational activities to enrich the community.

5.   Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.

6.   Partnerships with schools and colleges, public agencies, corporations, foundations and other entities will enhance educational quality, student opportunities and economic development.

7.   Training programs for business and industry will provide continuous learning opportunities, including academic degrees.

8.   The College will serve as a good steward of its financial, physical and human resources.

9.   Programs will provide students with the understanding and skills they need to adapt to changing international conditions and to compete in a global economy.

10.   The College will provide a technology-rich environment that supports teaching, learning and working.

Strategic Goals (Approved by the Board of Trustees June 2016)

To accomplish its mission, Camden County College will continually assess institutional improvement through the evaluation of the following goals:
1.   Provide accessible and affordable, high-quality educational opportunities
2.   Foster student success through high-quality learning experiences and support services
3.   Respond to the needs of labor force, collaborative partners, and community members
4.   Develop and manage institutional resources focused on supporting student success and organizational effectiveness

Institutional Learning Outcomes (ILO): General Education

Camden County College is committed to providing each student with an educational experience that fosters respect for the intellectual process and addresses the demands of the modern world. This process cultivates knowledge, intellectual skills and attitudes that enrich our lives and encompasses the basic concepts in the humanities, social sciences, mathematics, sciences and technologies. Intellectual skills include the student's ability to think critically and communicate in a global society.

General Education addresses a broad range of learning opportunities for students and establishes high standards for graduates. To accomplish its mission, Camden County College develops its Strategic Agenda through the continuous assessment of the fulfillment of its goals.

Camden County College's General Education Goals and Objectives are consistent with the New Jersey Statewide Transfer Agreement and the General Education Foundation Document approved by the New Jersey Presidents' Council. Camden County College faculty shall annually review and revise these objectives to reflect the currency of the curriculum and the results of assessments of student learning. The Curriculum Committee shall monitor to ensure that all academic programs meet General Education guidelines. The Student Learning Outcomes Committee shall monitor assessment of the General Education program.

General Education Goals are achieved by the incorporation of General Education Courses within the curriculum. These goals are continually assessed using the General Education Student Learning Outcomes.

General Education Outcomes (Competencies) and Student Learning Outcomes Principals

- Outcomes are expressed in the General Education Course requirement distribution.
- All programs are required to address each of the General Education outcomes.
- Each course is coded to reflect the General Education Outcome covered.
- Codes will appear in the Academic Program Guide and the Department Master Syllabus.
- General Education Outcomes (competencies) are approved by the Faculty through the academic governance system (Approved by the Faculty Assembly, August 2007.)

The following areas have been identified as essential foundations to student learning.

1. **Written and Oral Communication**
   Students will be able to communicate effectively in both speech and writing.

2. **Quantitative Knowledge and Skill (Mathematics)**
   Students will be able to apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems**.**

3. **Scientific Knowledge and Reasoning (Science)**
   Students will be able to apply the scientific method of inquiry to draw conclusions based on variable evidence, use scientific theories and knowledge to understand the natural world and explain the impact of scientific theories, discoveries, and technological changes on society.

4. **Technological Competency or Information Literacy (Technology)**
   The student will be able to use computers and other types of technology (graphing calculators, scientific instrumentation) to obtain, analyze and present information.

5. **Society and Human Behavior (Social Science)**
   The student will be able to use social science theories and concepts to analyze human behavior and social and political institutions

6. **Human Perspective (Humanities)**
   The student will be able to analyze works of the literary, visual or performing arts.

7. **Historical Perspective (History)**
   The student will be able to analyze historical events and movements in western or non-western societies and assess their subsequent significance.

8. **Global and Cultural Awareness (Diversity)**
   The student will be able to analyze the implications of commonalities and differences among culturally diverse people.

9. **Ethical Reasoning and Action**
   The student will be able to recognize, analyze, and assess ethical issues and situations.

*Critical Thinking Embedded in each of the core competencies. The student will be able to logically and critically evaluate information.

Academic Program Requirements for General Education

The New Jersey Council of Community Colleges established the state wide General Education Policy in September of 2008. Camden County Board Policy 510 prescribes the requirements of General Education courses in each of the degrees and certificates offered at the college.

The chart below entitled *Academic Program Requirements for General Education*, describes the General Education course distribution. These requirements may be met through particular general education courses specified in the stated curricula or through selection of elective choices from the approved list of general education electives available to the student in consultation with his or her advisor. The chart reflects greater emphasis on general education within the Associate of Arts (A.A.) and the Associate in Science (A.S.) transfer programs than within the more specialized Associate in Applied Science (A.A.S.) Associate in Fine Arts (A.F.A.) and Certificate programs.

- **General Education Course Distribution Requirements**

Academic Program Requirements for General Education					
General Education Goal(s) addressed	**Course Categories** (Goal Categories)	**AA** credits	**AS** credits	**AAS, AFA AS Nursing** credits	**Certificate** credits
1 ... 9	**Communication** (Written and Oral Com.)	9	6	6	3
2 3 4 ... 9	**Mathematics – Science – Technology** Mathematics 3-8 cr. (Quantitative Knowledge & Skills) Science 3-8 cr. (Science, Knowledge, & Reasoning.) **Technological** Competency or Information Literacy 0-4 cr.	12	9	3	3
5 ... 9	**Social Science** (Society and Human Behavior)	6	3	3	
6 ... 9	**Humanities** (Humanistic Perspective)	9	3	3	
7 ... 9	**History** (Historical Perspective)	6			
8 ... 9	**Diversity courses** (Global & Cultural Awareness.)	3			
	Unassigned general education credit		6	8	
	General education foundation total	*45*	*30*	*20*	*6*

Process: Establishing General Education Status for a New Course

Background

The State of New Jersey passed the Lampitt Bill into law effective September 13, 2007. This legislation provided the foundation for seamless transfer between community colleges and New Jersey's four-year public institutions. On December 3, 2007 the Comprehensive State-Wide Transfer Agreement was approved unanimously by the NJ President's Council and put into effect on September 22, 2008. This document provides the guidelines and procedures for implementation of the Lampitt Bill. One of the provisions of the Transfer Agreement was the requirement of the community colleges to implement a General Education program that conformed to the General Education Foundation Document previously adopted by the Community College Presidents on August 15, 2007.

The General Education Coordinating Committee (GECC) of the New Jersey Academic Officers Association was established to provide discipline faculty charged to develop an interpretation of the General Education Foundation Document. Courses from all institutions were reviewed and a "Guiding Principles" document was developed, providing rational for the requirements of a course to be considered a General Education course. New courses must also follow these Guiding Principles in order to obtain General Education status.

The Board of Trustees of Camden County College has adopted a General Education Policy, contained within Board Policy 510, Section E 1-3, regarding the General Education requirements for each type of degree. The designation of General Education for an individual course shall conform to the standards established in this policy. All courses are put through a multistep process to ensure that new courses comply with the General Education Foundation document as interpreted by the Guiding Principles document.

Internal Authorization

Step 1: All General Education courses originate from the individual academic department responsible for that subject area. The departments use the Guiding Principles document to ensure compliance with the General Education Foundation Document.

Step 2: The Chairs and Coordinators are responsible for approving all academic courses. In the case of courses put forth as General Education, the Chairs and Coordinators review the course for compliance with the Guiding Principles. The recommendation for a course to be awarded General Education Status is then submitted to the Curriculum Committee using a request form available on the S drive. This form requires justification based on the Guiding Principles, for having a course considered as General Education.

Step 3: The Curriculum Committee is responsible for reviewing and recommending/not recommending the course be awarded General Education status. Their recommendation is sent to the Office of the Vice President for Academic Affairs.

Step 4: The Vice President for Academic Affairs reviews the course proposal and may approve or not approve the recommendation of the committee based on the Guiding Principles. If approved, the course is then sent to the General Education Committee of the NJ Academic Affairs Affinity Group (AAAG) to begin the process of external affirmation. If not approved, the course is returned to the Vice President of Academic Affairs with justification for the denial.

External Affirmation

Step 1: The Vice President for Academic Affairs submits the course proposal to the General Education Committee of the Academic Officers Association.

Step 2: The General Education Committee of the NJ Academic Affairs Affinity Group (AAAG) reviews the recommended courses and affirms or does not affirm the General Education Status of the course.

Step 3: Once affirmed by the General Education Committee of the NJ Academic Affairs Affinity Group (AAAG), the course is submitted to the Academic Affairs Committee of the New Jersey County College Presidents for affirmation.

Step 4: Once affirmed by the Academic Affairs Committee, the course is presented to the New Jersey County College Presidents. Once approved by the New Jersey County College Presidents, the course may be designated as a General Education Course.

Institutional Learning Outcomes: Assessment – Formative and Summative

The primary focus of Student Learning Outcomes Assessment at the Institutional Level is through the assessment of General Education. Camden County College conducts both summative and formative assessment of these outcomes.

Summative assessment is performed using the Educational Testing Services Validated Instrument, the Measure of Academic Proficiency and Progress (MAPP) now renamed to the ETS® Proficiency Profile. The results are published on the College "S Drive".

Formative assessments are performed by each department offering general education courses. These instruments are developed, administered and evaluated by each department .

Oversight: The Student Learning Outcomes (SLO) Committee of the faculty is duly charged to ensure compliance with Middle States Commission on Higher Education Standard 14.

In addition to Summative Assessment of General Education, Student Engagement is also used as an assessment measure. To this end the Community College Survey of Student Engagement (CCSSE) is administered to students across all curricula and the data is used to improve student success. The results are reviewed, analyzed and published on the College "S Drive".

C.   PROGRAM LEVEL

General Education

1.   Each program shall comply with the New Jersey Council of Community College's General Education Course distribution requirements.
2.   All programs shall address the competency of diversity either by a designated course or by student learning outcomes in multiple courses.
3.   All programs requiring a science course shall require a lab-science course as the first science course.

Requirements for Degree

1. All AA programs must contain 45 credits in General Education and cannot exceed a total of 66 credits (Board Policy 510) although it is recommended that these curricula should not exceed 64 credits in compliance with the Lampitt Bill.
2. All AS programs must contain 30 credits in General Education and cannot exceed 66 credits (Board Policy 510) although it is recommended that these curricula do not exceed 64 credits in compliance with the Lampitt Bill.
3. All AAS and AFA programs must contain 20 credits in General Education and may not exceed 66 credits (Board Policy 510).
4. All academic certificates must be between 30 and 36 credits and must include six credits of general education; three of which must be English Composition I. NOTE: Exceptions may be made based on requirements of individual accreditation bodies. Certificates of Achievement need not follow these criteria.

5. Exemptions to the course credit policy are made for any program that has an accreditation body requiring additional course work or required by a specific program transfer agreement.

Middle States Competencies

Each program must cover all required competencies. This may be completed in one of two ways:
1.   A single course in the designated area (i.e., Introduction to Ethics for ethical awareness).
2.   The presence of multiple courses with student learning outcomes that address the competency.

Middle State competencies include:
1)   Written and Oral Communication
2)   Quantitative Knowledge and Skills (Mathematics)
3)   Scientific Knowledge and Reasoning
4)   Technological Competency
5)   Information Literacy
6)   Society and Human Behavior (Social Science)
7)   Human Perspective (Humanities)
8)   Historical Perspective (History)
9)   Global and Cultural Awareness (Diversity)
10)   Ethical Reasoning
11)   Critical Thinking

Program Assessments

- Annual Assessment of Program Student Learning Outcomes
1. Each academic program is required to report annually on its assessment outcomes.
2. Every program level student learning outcome must be assessed within a two-year cycle.
3. Results will be posted on the College's "S" Drive.
4. The Assistant to the Vice President for Academic Affairs will summarize and report on all assessment activities to the Vice President for Academic Affairs annually.
5. The Vice President for Academic Affairs will report on all assessment activities to the President annually.

1. <u>Academic Program Review</u>
2. All academic programs are scheduled for a comprehensive evaluation every five years. This will include
    - Analysis and Review of the Program Curriculum:
        - Program Structure
        - Courses
        - Stakeholder Input
    - Enrollment Analysis
    - Graduate and Transfer Analysis
    - Section Analysis
    - Student Success Data:
    - Syllabi Analysis
    - Student Learning Outcomes Analysis
    - Student Success Outcomes Analysis
    - Analyze Published Information

    - Program Resources Analysis

3. Results of these evaluations will be presented to the Vice President for Academic Affairs, the academic deans and the President. This information will be used to inform decisions related to budget and planning, including, but not limited to, personnel needs, resource allocation and program viability.

Assessment Criteria
1. Assessment instruments should primarily be direct measures of outcomes.
2. Rubrics should be developed for communicating expectations and enhancing objectivity of evaluations.
3. Multiple assessment methods should be outlined for each outcome.
4. Assessment should focus on capstone projects or courses, but may be formative.
5. Assessment must be analyzed to identify strengths and weakness of the population assessed as a whole, regardless of the grade earned.
6. Assessment should lead to changes in the curriculum or pedagogy that will lead to improved student outcomes.
7. Follow-up assessment must be performed to evaluate the effectiveness of the change.

D. COURSE LEVEL ASSESSMENT

1. General Education/Competencies:
All courses are encoded as to the General Education and Competency category (or categories) they fulfill:

GWOC	General Education: Written and Oral Communication
GMTH	General Education: Mathematics
GTEC	General Education: Technology
GSCI	General Education: Science
GSCIL	General Education: Science with Laboratory
GSOC	General Education: Social Science
GETH	General Education: Ethics
GHIS	General Education: History
GDIV	General Education: Diversity
GDIVS	General Education: Diversity - Social Science
GDIVH	General Education: Diversity - Humanities
GHUM	General Education - Humanities
GHUML	General Education: Humanities - Language
GHUMP	General Education: Humanities - Philosophy
GHUMA	General Education: Humanities - Art
GHUME	General Education: Humanities - English (Literature)
GHUMH	General Education: Humanities - History

IL   Information Literacy
EA   Ethical Awareness
CT   Critical Thinking *(embedded in each core competency)*

2. CORE COMPETENCIES
The New Jersey Counsel of Community College implemented a series of "Core Competencies" for the ten most highly enrolled general education classes across the state. Ten courses included: English Composition I, English Composition II, Introduction to Psychology, Introduction to Sociology, Introduction to Computers, Public Speaking, Western Civilization, Liberal Arts Math (non-STEM Track); Introductory College-Level Algebra (STEM Track), Anatomy and Physiology, and Introduction to Statistics. The actual Core Competencies can be found in Appendix VI.

Strategic Goals for Student Success (#5) Identifying Learning Outcomes in the Highest Enrolled General Education Courses

The Core Student Learning Outcomes listed below were identified by full-time faculty in a series of statewide faculty meetings for consideration of college adoption in the highest enrolled general education courses. After a rigorous process that included master course syllabi reviews, faculty surveys, and convenings across all 19 community colleges, the following Core Student Learning Outcomes were recommended for adoption, subsequently endorsed by the Academic Affairs Affinity Group, and finally accepted by the presidents at their May 2, 2016 meeting. Starting in Fall 2016, the Academic Affairs Affinity Group, through its General Education Committee, will review and affirm the inclusion of these Core Student Learning Outcomes and accompanying activities in the course syllabi of the 19 community colleges. The Academic Affairs Affinity Group also plans to continue providing professional development opportunities for faculty to share best practices in teaching and assessing these outcomes for these courses.

Camden County College's syllabi are in compliance.

3.   Course Level Student Learning Outcomes
All course level student learning outcomes and assessments are expressed in the Department Master Syllabus. [See Syllabi on S drive]

E.   Assessment of Assessment

Each academic year, assessments are evaluated by the Academic Assessment Committee. This committee uses a rubric to determine that all the necessary information is included in the submission. The Office of Curriculum and assessment evaluates the assessments using a rubric called the Program Assessment Progress Evaluation or PAPE document. The PAPE document reviews three areas: Course level student learning outcomes, Program level student learning outcomes and the actual assessment.   (SEE Sample Document II). The committee makes recommendations to the Vice President of Academic Affairs and offers professional development to the department to improve the assessments.

In addition, as of 2016-2017, during the fall semester of each year, the Faculty Coordinator of Assessment meets with each chair/coordinator to discuss the overall assessment of each program. The review focuses in on challenges reflected by the PAPE document. At this time, the assessment plan for the current academic year is formalized.

PART II: **Assessment Plan (2015 to 2017)**

Overview: Camden County College's Assessment Plan has three components running concurrently: assessment on the institutional level (General Education), program level and course level.

At the institutional level, the following components of the plan have been identified:
1. Bring into compliance all curricula with the NJ Council of County College's policy on General Education requirements.
2. Introduce a diversity requirement into all programs to meet this competency requirement.
3. Formative assessment of General Education Student Learning Outcomes by each department to provide feedback for course and curriculum intervention.
4. Summative assessment of General Education Student Learning Outcomes (ETS Proficiency Test - Fall 2012).
5. Assessment of graduate satisfaction and student engagement. (i.e., Surveys such as CCSSE)

At the program level, the following components of the plan have been identified:
1. Expression of program level student learning outcomes which reflect the unique skills and abilities of each curriculum.
2. Development of assessment plan for each program.
3. Professional development on assessment issues, such documentation of changes, and affect of changes on teaching/learning.
4. Developing and implementing rubrics.
5. Assessing program level student learning outcomes.
6. Assessing on-line courses to demonstrate consistency with face to face course outcomes
7. Implementing changes to improve student success.
8. Communication of assessment results to all stakeholders via website.

At the course level, the following components of the plan have been identified:
1. Revision of syllabi to include student learning outcomes.
2. Revision of syllabi to include General Education Student Learning Outcomes
3. Assessment of Course Level Student Learning Outcomes

Assessment Schedules

1. Typical Yearly Assessment Schedule

Typical Assessment Calendar by Month

	Faculty	Academic Assessment Committee	Curriculum Committee	Director of Curriculum and Academic Assessment	Professional Development
August	Opening Day - Assessment Update				
September	Meet with Director of Curriculum and Academic Assessment to make detailed assessment plan for coming academic year	Organizational Meeting;	Monthly Meeting	Complete prior year report due to VP; Review APR Submissions	How to write Student Learning Outcomes
October	Deadline for each program to hand in their assessment plan to their academic dean	Monthly Meeting – Review and recommend on submitted assessment materials	Monthly Meeting	Update Culture of Assessment Document - Review APR submissions	
November	Fall Academic Program Evaluations Complete	Monthly Meeting – Review and recommend on submitted assessment materials	Monthly Meeting	Meet with all chairs and coordinators – Review APR Submissions	How to develop an assessment measure
December	Collect Data				
January					
February	Progress Meeting with Asst. to VP of Academic Affairs	Monthly Meeting – Review and recommend on submitted assessment materials	Monthly Meeting	Academic Program Review Data Packages sent to Chairs/Coordinators	
March	Progress Meeting with Asst. to VP of Academic Affairs	Monthly Meeting – Review and recommend on submitted assessment materials	Monthly Meeting	Administrative review of 2011-2012 APR recommendations	Assessment Documentation
April	Spring Academic Program Evaluations Complete	Monthly Meeting – Review and recommend on submitted assessment materials	Monthly Meeting	Summarize Monthly Activities Administrative review of 2011-2012 APR recommendations	How to Assess On-Line Courses
May	Collect Data/Write Report	Monthly Meeting - Summary	Monthly Meeting	Summarize Monthly Activities	
June	Deadline for each program to hand in their assessment activity summary to their academic dean	Submit report to Asst. to VP of Academic Affairs			

2. Specific Assessment Calendar for 2015-2017

	2015-2016	2016-2017
Institutional Level	*Assess Science, Technology, History; Info. Literacy	* Assess Social Science, Diversity; Humanities
	* State Audit of General Education Courses	* State Audit of General Education Courses
Program Level	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments
	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee
	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)
Course Level	On-going departmental assessment	On-going departmental assessment
Communicate	Update Academic Program Guide;	Update Academic Program Guide;
	Update Assessment Files on S-Drive	Update Assessment Files on S-Drive
Professional Development		TLC Presentation 10/17: Syllabus Revisions Mandated by NJCCC, Middle States and Other Accrediting Bodies
		TLC Presentation 3/2017: Assessment Submissions: What do We Really Need??

Part III: Results

2013-2014 Results

1.   Institutional Level

    a.   In 2012 an extensive effort was made to increase the number of formative General Education assessments completed by each of the disciplines. The following chart indicates what has been submitted to date:

GE area	2008	2009	2010	2011	2012	2013	2014	2015(pending)
Oral and Written Communication	ENG 101, 102 and SPE 102	ENF 101, 102	ENG 101, 102 and SPE 102	ENG 101, 102 and SPE 102	ENF 101, 102	ENF 101, 102	ENF 101, 102	
Mathematics					MTH 111		MTH 105, 107	
Science				BIO 111		PHY 103		
Technology			CSC 101					
Humanities		LAN 101, 102					ENG 121	
History			HIS 101	HIS 101	HIS 101			
Social Science		POL 101		POL 103				
Diversity								

In 2010 and 2013 the MAPP (now the Proficiency Profile) test from the Education Testing Service was used. The results were shared with stakeholders, but both tests produced results that were not statistically significant. The results are on the College Share Drive.

    b.   The NJCCC has requested that courses which embed information literacy and Ethical Awareness be submitted to the General Education subcommittee of the Academic Officers Affinity Group to begin the approval process. The Table Below shows courses submitted for approval in these categories.

Information Literacy	Ethical Awareness
	2009 – PHL 131

2.   Program Level

The chart below summarizes program compliance:

Summary of Compliance With Assessment Requirements: 2014-15

DIVISION	# Programs for pSLO Assessment	% Submitting at least 1 Assessment	% Programs - Loop Closed
AHSS	23	74	32
BCTS	34	41	6
MSHC	28	29	7

Summary of Compliance With Assessment Requirements: 2015-16

DIVISION	# Programs for pSLO Assessment	% Submitting at least 1 Assessment	% Programs - Loop Closed
AHSS	22	50	19
BCTS	34	38	15
MSHC	28	11	7

b.   **APR:**
Program assessment was also completed in the form of comprehensive Academic Program Reviews. These data driven analysis of each program include: enrollment, retention, graduation and transfer trends, class size, success rate and other pertinent data used to evaluate the program.
1)   Data packages were distributed to the following programs:

2015:   HPE.AS, SPM.AAS, PT.CA, SRG.AAS, SRG.CT, NOL.AS, PRN.AS, NUR.CT, ECE.AA,ECH.AAS, SLA.AAS, SLS.AA,LAS.AS,MAS.AAS, MAS.CA, RST.AAS, PEM..AAS, PRM.AAS, PRM.CA.

<u>Evaluation of Assessment:</u>

Beginning in Fall 2016 a major evaluation was undertaken which included a review of:
1)   department master syllabi
2)   curriculum maps
3)   assessment raw data and summaries
4)   interconnectedness crosswalks

The results were:
1)   syllabi were updated to include assessment method with course student learning outcome.
2)   curriculum maps were updated to match current revisions
3)   additional crosswalks were added to include:
      a)   Program student learning outcomes matched to program goals
      b)   Program student learning outcomes matched to strategic plan goals
      c)   At this time it was not possible to match assessments with fiscal allocations
4)   Review of assessments
      a)   many programs had assessments completed that were not included in TK20 or in their excel spreadsheet, the files were updated to include these assessments.
      b)   loop closures were reviewed to ensure that the action was completed
      c)   Assessments require more submission of raw data and more complete analysis. A TLC presentation was given in the fall by the Director of Curriculum and Assessment to address the specifics required in all assessment submissions.

Evaluation of the Assessment Process

TK20
TK20 has not been able to provide a satisfactory means of storing and reporting assessment data. Although programing has been ongoing for three years, old files are still not faithfully replicated, and reports are not customized. The decision has been made to revert to the excel method of assessment file storage.

New Process
In light of the difficulties with TK20 and the need for more faculty support to ensure sustainability of the assessment process, a Faculty Director of Curriculum and Assessment has been named and the process of assessment will now be centralized.

In addition, the college is in the process of approving a Governance Committee for academic assessment that will review all assessments for quality each year. They will also be charged with providing professional development.

The process going forward is as follows:
Fall: 1.   Director of Curriculum and Assessment meets with each Chair/Coordinator to review previous assessments and help determine the assessment plan for the current academic year.
2.   The Academic Assessment Committee will begin to review assessments submitted the previous spring.
3.   Professional Development opportunities will be provided to faculty.
4.   APR data will be distributed to the appropriate departments

Spring 1.   Assessments will be submitted by June 1
2.   The Director of Curriculum and Assessment will process the paperwork in preparation for committee review.
3.   APR Reports will be submitted.. The chair/coordinator will meet with the dean to develop an action plan.

SAMPLE DOCUMENTS
   I.   **Curriculum Map**

Office of Curriculum and Assessment
Curriculum Evaluation

PROGRAM:																CREDITS:			
Course	NJCCC									Middle States							Program Level Student Learning Outcomes			
	OWC	MT	SC	TC	SS	HUM	HIS	EA	DV	CT	IL	EA	DV	TC	MT	SC				
DISTRIBUTION:	6		3		3															
TOTAL REQUIRED	20 CREDITS																			

OWC – Oral and Written Communication
MT – Mathematics (Quantitative Knowledge and Skills)
SC – Science (Scientific Knowledge and Reasoning)
TC – Technology (Technological Competency or Information Literacy)
SS – Social Science (Society and Human Behavior)

HUM – Humanities (Human Perspective)
HIS – History (Historical Perspective)
DIV – Diversity (Global and Cultural Awareness)
EA – Ethical Reasoning and Action
CT – Critical Thinking
IL – Information Literacy

   II.   **Program Assessment Progress Evaluation - Rubric**

Program

	STAGES OF ASSESSMENT PROCESS						
	0	**1**	**2**	**3**	**4**	**5**	Assessment Loop Stage
	No Documentation	**Program SLO Complete**	**Assessment Plan Complete**	**Data Collected and Analyzed**	**Change in Instruction/Curriculum Implemented**	**Loop Closed - Reevaluation**	
Evaluation of Assessment Loop							

Quality Control/Quality Assurance of Assessment Process						COMMENTS
	0	**1**	**2**	**3**	**Average**	
	unacceptable	**inadequate**	**adequate**	**well defined**		
Program Level SLOs						
Specific to program						
Reflect knowledge/skills/abilities gained in program						
Begin with verbs; favors higher order thinking						
Assessable						
Address core competencies						
Assessment						
Connected to Program SLO						
Appropriate rubric						
Direct measure						
Analysis used						
Comprehensive (1st year course; 2nd year course; capstone)						
Course Level SLOs						
Connected to Program SLO						
Cover core competencies						
Start with verb/higher order thinking						
Assessable						
On departmental master syllabus						
OVERALL QUALITY STANDING						

III.   Interconnectedness Form

Course/Course SLO	Program Level Student Learning Outcomes				Gen. Ed. Category	Competencies						
						CT	IL	EA	DV	TC	MT	SC

MT – Mathematics (Quantitative Knowledge and Skills)   **SC – Science (Scientific Knowledge and Reasoning**
DIV – Diversity (Global and Cultural Awareness)   **TC – Technology (Technological Competency)**
EA – Ethical Reasoning and Action   **CT – Critical Thinking**
IL – Information Literacy

IV.   **Assessment Summary Form**

Program:								
Program SLO	Schedule of Data Collection	Population of Students Assessed	Assessment Instrument	Date of Reprot	Result		Action	Review of action
					-			

Assessment Schedule

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-5016	2016-2017
Institutional Level	*GECC course and program audits	*Assess Science, Technology, History; Info. Literacy	*Assess Social Science, Diversity; Humanities	*Assess Ethics, Mathematics, English Composition	*Assess Science, Technology, History; Info. Literacy	* Assess Social Science, Diversity; Humanities	* Assess Ethics, Mathematics, English Composition	*Assess Science, Technology, History; Info. Literacy	* Assess Social Science, Diversity; Humanities
	*Define campus specific General Education	* State Audit of General Education Courses	* State Audit of General Education Courses	* State Audit of General Education Courses	* State Audit of General Education Courses	* State Audit of General Education Courses	* State Audit of General Education Courses	* State Audit of General Education Courses	* State Audit of General Education Courses
		*MAPP and CCSSE			* MAPP				
Program Level	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments	*Program Student Learning Outcome Submissions - All departments
	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee	*Annual SLO assessment review by SLO committee
	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)	*APR Review (See specific distribution list)
Course Level	*Course Level SLO Audit - All Syllabi		*Course Level SLO Audit - All Syllabi		*Course Level SLO Audit - All Syllabi		*Course Level SLO Audit - All Syllabi		
Communicate	*Web Page development	*Assessment data included on Web	*Audit all publications	*Post all assessments on Web Pge					
	*include coding in course descriptions	*Appropriate updates to all publications	* Appropriate updates to all publications	*Audit all publications					
Professional Development	*Assessment: "Closing the loop" and improving curriculum	*Assessment: Best Practices	*General Education Assessment: What have we learned	*General Education- evaluation of course student learning outcomes					

V. General Education Foundation Document

A General Education Foundation for
Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs
in New Jersey's Community Colleges
(1997 Adoption, August 15, 2007 Revision)

General Education Goal(s) addressed	Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1 ... 9	**Communication** (Written and Oral Com.)	9	6	6	3
2 3 4 ... 9	**Mathematics – Science – Technology** **Mathematics 3-8 cr.** (Quant. Knlg. & Skills) **Science 3-8 cr.** (Sci. Knlg. & Rsng.) **Technological** Competency or Information Literacy **0-4 cr.**	12	9	3	3
5 ... 9	**Social Science** (Society and Human Behavior)	6	3	3 (with Humanities)	3
6 ... 9	**Humanities** (Humanistic Perspective)	9	3		
7 ... 9	**History** (Historical Perspective)	6			
8 ... 9	**Diversity courses** (Global & Cult. Awns.)	3			
	Unassigned general education credit		6	8	
	General education foundation total	*45*	*30*	*20*	*6*

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the **NJCC GE Course Criteria** (August 15, 2007).
1 **Communication**	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 **Mathematics**	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 **Science**	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 **Technology**	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 **Social Science**	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 **Humanities**	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 **History**	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8 **Diversity courses**	8 Global and Cultural Awareness	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
	9 Ethical Reasoning and Action	This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.

Note: This document should be used in conjunction with the **NJCC GE Learning Goals & Suggested Individual College-wide Learning Obj.** (8-15-2007).

Programs	Allocation Notes: The credit allocation below is consistent with the 1997 NJCC Gen. Ed. Foundation grid.
AA	The Associate in Arts (AA) program requires 45 semester credits hours of general education coursework from among the indicated categories. A
AS	The Associate in Science (AS) program requires a minimum of 30 semester credits hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30 credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA) and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Not withstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.
Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those, which support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable.

NJCC General Education
Learning Goals and Suggested Individual College-wide Learning Objectives
(1997 Adopted, August 15, 2007 Revision)

New Jersey Community College General Educational Philosophy: Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all **NJCC Gen Ed Learning Goals**. Course-level learning objectives must be consistent with the **Individual College-wide Learning Objectives** that fulfill the **NJCC Gen Ed Learning Goals**. (Local general education courses must also be consistent with **NJCC GE Course Criteria** for satisfying requirements**.)**

NJCC Goal Categories (Course Category)	NJCC Gen. Ed. Learning Goals — Critical thinking is embedded	Suggested Individual College-wide Learning Objectives: Colleges have discretion in the established of **Individual College-wide Learning Objectives** that support the achievement of the **NJCC Learning Goals**. The following is a list of examples.
1 **Written and Oral Communication** (Communication)	Students will communicate effectively in both speech and writing.	1. Students will explain and evaluate what they read, hear, and see. 2. Students will state and evaluate the views and findings of others. 3. Students will logically and persuasively state and support orally and in writing their points of view or findings. 4. Students will evaluate, revise, and edit their communication.
2 **Quantitative Knowledge and Skills** (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
3 **Scientific Knowledge and Reasoning** (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.
4 **Technological Competency or Information Literacy** (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process info. c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases. d. Students will recognize when information is needed and be able to locate, evaluate, and use information.
5 **Society and Human Behavior** (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
6 **Humanistic Perspective** (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	a. Students will describe commonly used approaches and criteria for analyzing works*. b. Students will analyze works* and applying commonly used approaches and criteria. c. Students will demonstrate a value added competence in the production and comprehension of a foreign language. * in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.
7 **Historical Perspective** (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization. b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society. c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
8 **Global and Cultural Awareness** (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose. b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.
9 **Ethical Reasoning and Action**	Students will understand ethical issues and situations.	a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. b. Students will take a position on an ethical issue or a situation and defend it.

Note: This document should be used in conjunction with the **General Education Foundation** (8-15-2007) and the **NJCC GE Course Criteria** (8-15-2007).

NJCC General Education
Course Criteria
for Satisfying the NJCC Gen Ed Foundation
(August 15, 2007 Edition)

New Jersey Community College Educational Philosophy: Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
NJCC Goal Categories (Course Category)	**NJCC Learning Goals***	**Course Criteria:** These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
1 **Written and Oral Communication** (Communication)	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
2 **Quantitative Knowledge and Skills** (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.
3 **Scientific Knowledge and Reasoning** (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4 **Technological Competency or Information Literacy** (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5 **Society and Human Behavior** (Social Science)	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	Any introductory*** course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based**** courses.
6 **Humanistic Perspective** (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	Any broad-based**** course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based**** course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7 **Historical Perspective** (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based****course(s) or sequence of courses in World, Western, non-Western, or American History.
8 **Global and Cultural Awareness** (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
9 **Ethical Reasoning and Action**	Students will understand ethical issues and situations.	These courses include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.

* The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all **NJCC Learning Goals**. Local general education courses must be consistent with **Course Criteria** for satisfying requirements. (Course-level learning objectives must also be consistent with the **Individual College-wide Learning Objectives** that fulfill the **NJCC Gen Ed Learning Goals**.)

** The NJ Academic Officers Association has the responsibility of affirming individual course classification approved by institutions based upon the **NJCC General Education Learning Goals** and the **NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation**.

*** **Introductory** is defined as general, i.e., not focused on "majors" or academic and vocational specializations. Its object is "common learning," based on those realities, experiences, and concerns which all humans share. Its subject matter is part of what all educated people have (and should have) in common.

**** **Broad based** is defined as having a foundation or basis that is wide in range; comprehensive or extensive.

Note: This document should be used in conjunction with the **General Education Foundation** (August 15, 2007) and the **NJCC GE Learning Goal & Suggested Individual College-wide Learning Objective** (August 15, 2007).

VI. NJCCC – Core Competencies for 10 General Education Courses with the Highest Enrollment

Course	Core Student Leaning Outcomes: Students will be able to…
English Composition I	Apply the writing process: invent, draft, revise, and edit using the conventions of academic writing.
	Analyze and synthesize textual evidence to produce academic writing with attribution.
	Alternate Outcomes for Institutional/Departmental Consideration:
	Evaluate and integrate sources using proper documentation.
	Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse.
English Composition II	Use the writing process and conventions of academic writing to compose analytical and argumentative essays.
	Employ the writing process in the completion of an individual research project.
	Locate, evaluate, appropriately integrate, and document source material into their writing using a recognized citation style.
	Employ active reading strategies to interpret and evaluate complicated texts.
Introduction to Psychology	Describe the major fields, theoretical perspectives and key concepts within psychology.
	Apply psychological principles to every day life.
	Critically evaluate information from a variety of sources using scientific and psychological principles.
	Describe socio-cultural influences on mental processes, behaviors and interactions.
Introduction to Sociology	Apply sociology concepts and theories to everyday life.
	Identify relationships between the individual and society.
	Analyze factors contributing to social inequality and its consequences.
	Describe how sociologists conduct research.

Course	Core Student Leaning Outcomes: Students will be able to…
Introduction to Computers	Apply critical thinking skills to retrieve, organize, analyze, and evaluate information using technological means.
	Explain the functions of computing hardware components.
	Apply system and application software to accomplish tasks.
	Collaborate using technological tools.
	Describe secure, safe, ethical, and legal use of technology.
	Analyze the impact of technology and connectivity on society and culture.
	Describe techniques to acquire and upgrade technology skills as the level of computing evolves.
Public Speaking	Identify and apply basic public speaking principles.
	Analyze audiences, choose and research topics, organize speeches, and cite sources to support their speaking purpose(s).
	Deliver speeches in a variety of styles using effective verbal and nonverbal behaviors.
	Implement effective strategies to manage public speaking anxiety.
Western Civilization	Analyze major events, ideas, and developments and their context within history.
	Formulate an argument about the impact of historic events, ideas, and developments on the modern world.
	Evaluate primary and secondary sources critically.
Liberal Arts Math (NonSTEM)	Communicate accurate mathematical terminology and notation to explain strategies to solve problems and interpret solutions.
	Use technology correctly to solve mathematical problems.
	Utilize various reasoning, problem-solving, and critical thinking techniques to solve applications, such as financial management, consumer math, and exponential growth.
Introductory College-Level Algebra (STEM Track)	Identify and solve linear and non-linear equations and inequalities with an emphasis on: • Linear • Quadratic • Rational • Polynomial • Square Root
	Identify and analyze functions with an emphasis on: • Linear • Quadratic • Constant • Rational • Square Root
	Communicate accurate mathematical terminology and notation in written and/or oral form in order to identify function models to solve problems and interpret found solutions.

Course	Core Student Leaning Outcomes: Students will be able to…
Anatomy & Physiology	Use working vocabulary of appropriate terminology in (applicable systems).
	Identify structures of (applicable body systems).
	Differentiate among various histological body tissue samples.
	Explain the function of the organs within a particular system and their importance to that system's function and to maintaining homeostasis.
	Correlate structure and function relationships within a particular system. Integrate knowledge of anatomical and physiological functions of the entire body.
	Utilize concepts of the scientific method investigating laboratory/clinical data.
Introduction to Statistics	Compute measures of descriptive statistics.
	Apply basic rules of probability (binomial, conditional, addition, etc.)
	Solve problems involving probability distributions.
	Formulate conclusion through inference.
	Analyze bivariate data through linear correlation and regression.
	Apply basic statistical concepts.

VII. Department Master Syllabus

Department Master Syllabus Camden County College Blackwood, New Jersey

Course Title:
Course Number:

Department/Program Affiliation:

Date of Review:
(This Department Master Syllabus has been examined by the program/department faculty members and it is decided that no revision is necessary at this time.)

Date of Last Revision:
(This Department Master Syllabus has been examined by the program/department faculty members and it is decided a change requiring a revision is necessary at this time.)

N.B.   A change to the course materials alone (textbooks and/or supplementary materials) may not constitute a revision. Any other change to the items listed below on this form is considered a revision and requires approval by the program faculty at a Program/Department Meeting and by the division at a Chairs and Coordinator Meeting.

Credits:

Contact Hours: Lecture____   Lab_____   Other ____

Prerequisites:

Co-requisites:

Course Description:

Course Student Learning Outcomes: Cognitive, Psychomotor, Affective Domains)
        Upon completion of this course, the student will be able to:

Course Outline:

Course Activities: (A brief sentence or two about the format of the course, certain requirements, etc.)

Assessment of Student Learning Outcomes: The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, class participation, projects, homework assignments, etc. (There must be some evidence that the learning outcomes have been achieved.)

Course Materials:
        Textbook(s):
        Supplemental Materials:

VIII. New Curriculum Proposal Form:

NEW CURRICULUM PROPOSAL

Curriculum Title:

 Is this an option proposal? ____yes   ____no
      (Options can differ by as many as 18 credits from the base curriculum.)
 Is this a track proposal? ____yes   ____no
           (Tracks can differ by as many as 9 credits from the option.)

Degree:

Department/Program Affiliation:

Degree Sponsored By:
1.   Indicate the purpose of this curriculum. A complete listing of the curriculum - semester by semester - must be attached to this proposal. The listing should appear as if it were ready to go into the Curricula Guide.
2.   List new courses that will be in the curriculum.
3.   List the program goals.
4.   **List the program <u>Student Learning Outcomes</u>**
5.   Transferability of program.
6.   Relationship to Institutional and Strategic Plan.
7.   Document how this curriculum meets Camden County College's general education goals. Where applicable, please list the courses that meet general education goal. (This section is not applicable to certificate programs.) (See attached General Education Addendum)
8.   Campus(es) at which program will offered.
9.   Anticipated student enrollment.
10.   Similar programs within the State and how this program would differ from those already being offered.
11.   Show evidence of the need for this new curriculum and include any Consultant's Report.
12.   Certification Requirements
13.   Accreditation
14.   Explain any needs that this curriculum has. Comment as to any special requirements for:
        a. Faculty
        b. Facilities and equipment
        c. Library resources
        d. Finances
        e. Other

Department/Program Approval: _____ **Date:** _____

Division Chairs/Coordinators Approval: _____ **Date:** _____

Curriculum Committee Approval: _____ **Date:** _____

IX. **Revised Curriculum Proposal Form**

CURRICULUM REVISION PROPOSAL

Curriculum Title:

 Is this an option proposal?   ____yes   ____no

 (Options can differ by as many as 18 credits from the base curriculum.)

 Is this a track proposal?   ____yes   ____no

(Tracks can differ by as many as 9 credits from the option.*)*

Degree:

Department/Program Affiliation:

Degree Sponsored By:

I.   Explain the nature of this revision**.** A copy of the old curriculum, which can be cut
              and pasted or xeroxed right out of the newest academic advisement guide, must be attached to this
              proposal. A complete listing of the new curriculum - semester by semester - must also be
              attached. This complete listing should appear as if it were ready to go into the Curricula Guide.

II.   Explain the rationale for the change.

III.   What special needs will this revision create? (faculty, space, LRC, etc.)

IV.   List new courses that will be a part of this revision**.**

   V.   Document how this curriculum meets Camden County College's general
              education goals. Where applicable, please list the courses that meet general education goal. (This
              section is not applicable to certificate programs.) See General Education Addendum.

   VI. Program Student Learning Outcomes

Department/Program Approval: _____   **Date:** _____

Division Chairs/Coordinators Approval: _____   **Date:** _____

Curriculum Committee Approval: _____   **Date:** _____

X. Assessment Tools: Direct vs. Indirect Measures

	Direct Measures	**Indirect Measures**
Institutional	- Performance on tests of writing, critical thinking, or general knowledge - Rubric (criterion-based rating scale) scores - Performance on achievement tests	- Locally-developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement) - Transcript studies that examine patterns and trends of course selection and grading - Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.
Program	- Capstone projects, senior thesis, exhibits, or performance - Pass rates or scores on licensure, certification, subject area tests - Student publications or conference presentations - Employer and internship supervisor ratings of students' performance	- Focus group interview with students, faculty members, or employers - Registration or course enrollment information - Department or program review data - Job placement - Employer or alumni surveys - Student perception surveys - Proportion of upper-level courses compared to the same program at other institutions - Graduate school placement test
Course	- Course and homework - Examination and Quizzes - Standardized tests - Term papers and reports - Observations of field work, internship performance, or clinical experiences - Research projects - Class discussion participation - Case study analysis - Rubric - Artistic performances and products - Grades based on explicit criteria related to clear learning goals	- Course evaluations - Test blueprints (outlines of the concepts and skills covered on tests) - Percent of class time spent in active learning - Number of student hours spent on service learning - Number of student hours spent on homework - Number of student hours spent at intellectual or cultural activities related to the course - Grades based on explicit criteria related to clear learning goals

XI. Assessment Tools: Bloom's Taxonomy

Domain	Category	Examples of Verbs
Cognitive	**Knowledge:** Recall data or information	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
	Comprehension: Understand meaning; state a problem in one's own words.	comprehends, converts, defends, distinguishes, estimates, explains, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
	Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
	Analysis: Separates material or concepts Distinguishes between facts and inferences.	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
	Synthesis: Builds a structure or pattern from diverse elements; creating a new meaning or structure	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
	Evaluation: Make judgments about the value of ideas or materials	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
Affective	**Receiving Phenomena**: Awareness, willingness to hear, selected attention	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
	Responding to Phenomena: Active participation on the part of the learners.	answers, assists, discusses, greets, helps, labels, performs, presents, reads, recites, reports, selects, tells, writes
	Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior.	completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
	Organization: Organizes values into priorities by contrasting different values,	adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
	Internalizing values (characterization): Has a value system that controls their behavior.	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.
Psychomotor	**Perception**: The ability to use sensory cues to guide motor activity	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects
	Set: Readiness to act	begins, displays, explains, moves, proceeds, reacts, shows,
	Guided Response: The early stages in learning; imitation and trial and error	copies, traces, follows, react, reproduce, responds
	Mechanism: This is the intermediate stage in learning a complex skill.	assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, measures, mends, sketches.
	Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns	assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches
	Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements	adapts, alters, changes, rearranges, reorganizes, revises, varies
	Origination: Creating new movement patterns to fit a particular situation or specific problem	arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates

XII. **Assessment Glossary**

Program/Course Student Learning Outcome
- ➢ Statement of what a student is expected to be able to do after completion of a program or course.
- ➢ Begin with an action verb.
- ➢ Emphasize higher-order thinking.
- ➢ Measurable.
- ➢ Consistent with standards, practice, and real world expectations for performance.
- ➢ Explicit for all stakeholders to have a common understanding of its meaning.
- ➢ Examples: Give a speech that is designed to convince the audience of a specified point of view; or Design and conduct a research study Assessment is based on an exam, a rubric, a portfolio etc.

Program/Course Goals
- ➢ Statement of the institution's expectation.
- ➢ Includes a benchmark.
- ➢ Examples: 80% of student art projects will receive an evaluation of satisfactory or higher from an independent jury; or 70% of the students will complete the program.

Assessment Instrument:
- ➢ Method for collecting data in support of student learning outcomes.
- ➢ Direct measures: capstone projects, juried performances, exams, presentations.
- ➢ Indirect measures: course evaluations, student surveys.
- ➢ Rubric: a detailed list of criteria used to evaluate an assignment; each rated on a defined scale.