

**OCEAN COUNTY COLLEGE**  
**Toms River, NJ 08754**

**MONITORING REPORT**  
**ASSESSMENT OF STUDENT LEARNING**

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**Introduction**

Ocean County College conducts the assessment of student learning in order to foster instructional, curricular, and institutional renewal. In the spring of 1999, the college affirmed its commitment to outcomes assessment when the college governance body approved a new standing committee: the Learning Assessment Committee. From its inception, this committee has worked to review and oversee assessment policies, procedures, and instruments that provide the college with useful and meaningful assessment data. Assisting this committee, the Office of Institutional Research (IR) conducts research, provides data, and maintains records of campus assessment activities. The combined efforts of the committee and IR served to coordinate the college's assessment efforts from 1999 to 2004.

Since that time, however, while the committee is still active, and while IR still provides valuable data collection and analysis in support of learning assessment, the oversight of learning assessment activities on campus has been reassigned to the Academic Affairs Division. This is a major and *defining* organizational change. The creation and staffing of a new position reporting to the Vice President of Academic Affairs, the Assistant Vice President for Learning Outcomes, who has supervisory responsibility for all learning assessment initiatives, emphasizes the college's clarified and refocused commitment to comprehensive assessment activity. The creation and staffing of another position, Assistant to the President for Institutional Effectiveness, with general oversight responsibilities that include learning assessment, creates a direct link between the President's Office and the assessment of learning outcomes.

After reading the college's 2004 Self-Study and visiting the college campus from April 18-21, 2004, the Middle States Visiting Team made many useful specific suggestions and recommendations with regard to both the college's plan for outcomes assessment and the activities employed to use assessment data to improve teaching and learning. In sum, the Visiting Team made the following recommendations:

- Make learning outcomes explicit to students at the course level (completed SP 2005 in Professors' Course Syllabi);
- Include general education skills objectives within course syllabi (completed SP 2005); link general education skills to programs. (See Appendix I, p. 29.)
- Include assessment of student learning outcomes within the course review process (in progress, see below, **Course Assessment**, p. 5);
- Review program objectives and consider a common language/format for describing them (completed SP 2005);
- Include assessment of student outcomes within program review (in progress, see below, **Program Review**, p. 3);
- Program and course reviews of student achievement should move beyond final course grades to include additional multiple measures of student

proficiency (in progress, see **Program Review**, p.3 and **Course Assessment**, p. 5, below).

In a detailed response to those suggestions sent to the MSCHE in July of 2005 (Appendix II, p. 31), the college described significant revisions not only in the aforementioned organizational structure that oversees learning assessment, but also in elements of the assessment plan itself. It is now a more active and assertive plan, declining any longer to wait months—sometimes years—for the initiative of others to determine its schedule. For example, while the plan gives the academic departments the opportunity to select or develop appropriate assessment instruments with which to measure student learning and to respond to the data generated, it does so within reasonable but clearly defined parameters and it does so with the stipulation that, if appropriate learning measures are not chosen by faculty, these measures will be chosen for them. The plan fully engages the academic departments and optimistically expects engagement in return but provides strategies that enable progress if less than full engagement is encountered.

The purpose of this monitoring report requested by the Middle States Commission on Higher Education is to identify all the actions taken over the past two years to implement a more active and productive process of learning outcomes assessment. While currently our new initiatives are operational, we envision this as a process that will take five years to be fully effective, to make adjustments in the process, and to collect informing longitudinal data. As a result, this report must be considered not only as a progress report, but also as an interim report. Nonetheless, we take great pride in the enormous measurable progress we have made since the summer of 2004. We believe that the improvements we have made to all aspects of our plan for outcomes assessment are positive, right-headed, and will significantly contribute to our ability to work for continuous improvement in teaching/learning at Ocean County College.

### **The Plan for Outcomes Assessment**

From 1994-2003, Ocean County College fostered the assessment of student learning by developing and implementing its *Plan for Outcomes Assessment*. Designed in 1996 as a follow-up requirement of the 1994 Reaffirmation of Accreditation, this plan focused on six forms of assessment: program review, course evaluation, general education assessment, classroom assessment, developmental skills assessment, and the assessment of student development. One additional component suggested by faculty to the Learning Assessment Committee in the spring of 2002 was the assessment of distance learning. In developing these components, the college clearly and comprehensively articulated program and course goals and objectives, which was productive, and reviewed the existing assessment strategies used to measure student achievement of these goals; but we never fully implemented, college wide, a concrete set of tools with which to measure these goals, and we had little if any viable learning outcomes data aside from course grades with which to work, which we have come to discover created a large gap in our assessment efforts. It was this failure to follow through on what were some excellent preparations and plans that the Middle States Visiting Team of 2004 correctly observed and it was this observation that became our challenge. The report that follows reviews each component of the college's plan for outcomes assessment and candidly describes the strengths, challenges, and growth within each component over the past five years (2000-2005).

#### **Program Review**

In December of 2000, the College Council approved a new program review model (which was subsequently revised in 2005). This model promoted student outcomes assessment by

requiring department deans to develop program goals and objectives and to devise assessment methods that would identify student achievement of learning objectives. Under this model, all A.A., A.S., and A.A.S. degree programs are reviewed within a five-year cycle and included the analysis of such demographic data as program enrollment; faculty teaching load; student achievement, retention, and graduation rates; and results of alumni satisfaction surveys. Although the college's A.A. degree in Liberal Arts and the A.A. /A.S. degrees in General Studies were not reviewed under that model, the assessment of these degree programs was designed to focus on transfer, graduation, and employment data and to include a General Education Achievement Survey to administer to graduating students.

The Learning Assessment Committee ostensibly participated in program review by reading and responding to completed program review reports. Through FA 2004, following the department dean's presentation of his/her review at an open meeting, the committee was asked to prepare a written response summarizing the program strengths and recommendations for improvement. Any improvements made as a result of the program review were to be included in the deans' Annual Departmental Reports. Between January of 2000 and December of 2003, the college completed the following program reviews: A.S. degree in Criminal Justice (2000); A.A.S. degree in Visual Communications Technology (2001); A.S. degree in Engineering (2002); A.A.S. degree in Civil/Construction Engineering Technology (2003); A.S. degree in Human Services Technician (2003); A.A.S. degree in Administrative Office Management (2003); A.A.S. degree in Business: Legal Assistant (2003); and A.A.S. degree in Business: Banking/Finance (2003). Although program reviews conducted prior to 2001 used the old model, which did not focus on outcomes assessment data, some academic deans involved in these earlier reviews nevertheless examined some outcomes data, identified areas needing improvement, and initiated curricular and instructional enhancements to effect these improvements. However, this was not done consistently across the institution.

While the Program Review Model itself changed a great deal for the better in 2001, problems arose in using the model. The major problem was that department deans and program faculty did not develop useful assessment methods to identify and document student achievement of learning outcomes. Instead, they focused largely on aggregate student success as demonstrated by grades in program-specific and general education courses. Indeed, the method used to conduct the reviews and the attitudes toward the reviews changed less than the model itself and, unfortunately, for many of the reviews completed, both the departmental reports and the Committee reviews of these reports were often perfunctory. The general attitude toward the program reviews was that they were reports rather than analyses, demographic records rather than assessments. So, while they were done reasonably systematically, they were not used to best effect. For example, one program review completed in 2003 for a program that had been steadily losing enrollments for ten years, that was down to a maximum enrollment of 23 with 1-3 graduates per year, that was unable to provide adequate longitudinal data on student success, and that incurred a high cost per student ratio due to the low enrollments in program-specific courses—this program review sent up no red flags and was recommended for continuation, without change, by both the department dean and the Learning Assessment Committee. Someone said, "It's a good program, solid," and there the matter rested—until some months later when the problem serendipitously came to the attention of the President's Leadership Team, which immediately initiated a faculty-led program revision that provided many effective solutions for the program's many articulated problems.

In 2005, the Program Review Model (Appendix III, p. 40) was further refined to focus on the assessment of student learning. This current model outlines a process with seven basic components: I) Program Description, II) Assessment of Student Learning at the Program Level,

III) Program Review Data, IV) Assessment of Program Related Factors, V) Program Review Summary (identifying strengths, weaknesses, and actions to be taken immediately and in the future), VI) Attachments, and VII) Approval of the Program Review. Program Reviews (PRs) are still due to be completed on a five-year cycle, but the model has added an important component in its seventh section (Approvals). The approvals process now receives more vigorous committee review, moving from the Chair of the Learning Assessment Committee through the Vice President of Academic Affairs to the President of the College. Both the Assistant Vice President for Learning Outcomes and the Assistant to the President for Institutional Effectiveness sit on the Learning Assessment Committee. In this way, as in the case of the above example, program oversight receives a new emphasis as it is integrated into the college's strategic planning and decision-making process as a result of review at the leadership level. In addition, a process sheet, with timelines for the twelve-month review period, is given to each dean to guide the process and encourage a timely response. The Assistant Vice President for Learning Outcomes oversees the PRs from inception to completion.

Still not fully implemented in this process are items II, C-F, the active assessment of student learning at the program level. The college has invested large amounts of assessment energy and numbers of resources during the past eighteen months in its new course-level assessment process (see below) and is using both the knowledge gained from this experience and its data to help drive program student assessment. It may be possible to replicate the course assessment model and also to use some of its data for program learning assessment or it may prove necessary to develop a new model entirely. It is also important to remember that the large majority of our students (ca. 76%) are enrolled in general transfer programs that do not lend themselves to assessment of learning in the "program," since transfer options chosen by students largely consist of the Liberal Arts/General Studies options.

However, we are now actively employing capstone courses, portfolio development and assessment, licensing exams, service learning and internships, and other external measures of student learning in some of our programs. Success in the Nursing Program, for example, has long had as one of its ultimate measures, successful completion of the nursing licensure examination (NCLEX). It is possible, therefore, that some of these types of tests and measures might be useful for assessing student learning in other programs. It is also possible that a sound General Education outcomes measure (see below) would serve to assess student learning in our highly populated A.A. Liberal Arts and A.A. /A.S. General Studies transfer programs.

### **Course Assessment**

At Ocean County College, until 2004, course evaluation relied primarily on three components: 1) the departmental review and revision of course syllabi, focusing on the currency of course materials and resources, on the physical and environmental requirements of the course, and on elements identified in the Course Proposal Format, which determined the form and content of every course syllabus; 2) faculty and student surveys; and 3) the systematic evaluation of faculty performance.

Both before and after the development of additional course evaluation practices in 2001, some academic deans and program coordinators conducted cyclic curricular reviews. But these were departmentally rather than institutionally organized and varied widely in frequency and efficiency. In November 2001, the college governing body approved a new policy and procedure on course evaluation, including two assessment instruments: the Faculty Appraisal of Course Components (FACC) and the Student Appraisal of Course Components (SACC). While the

FACC guided faculty in examining the course components identified in course syllabi, the SACC led students through a series of survey questions which assessed the currency and vitality of course materials and resources. The Learning Assessment Committee designed these instruments to promote consistent and uniform departmental evaluation of all active college courses during a five-year cycle; this served to unify this aspect of course evaluation standards across the institution and elevate the quality of regulated curricular reviews and revisions. In preparation for this course evaluation mode, the Office of Institutional Research (IR) worked with the academic deans to determine the status (*active, inactive, or obsolete*) of every college course, a valuable effort and one long overdue. These master lists are regularly updated and continue to serve this aspect of course and curricular evaluation.

While these master lists remain a valuable record of course status, the division of Academic Affairs has been re-thinking the course appraisals themselves. It is clear that these are not external, data-based measures of student learning, but rather opinion surveys related to course content. In some ways, these measures are redundancies, providing the same data available through regular student evaluations of course/instruction (given regularly in all courses) and through faculty cyclic revisions of course syllabi. As a result, both the student and faculty appraisals have been put on hold while other more direct measures of student learning are implemented. In AY 2006-07, the Learning Assessment Committee will review their re-instatement.

In addition, the systematic evaluation of full-time and adjunct faculty by departmental Deans and the Vice President of Academic Affairs contributes to an assessment of teaching/learning in every college course and is comprised of the following components in both formal and informal configurations: scheduled class observations, annual records of faculty activity, formal evaluation summaries, student evaluations and student evaluation conference summaries, and any other pertinent data entered into the process at the faculty member's request. In addition to providing anecdotal information about the teaching effectiveness of individual faculty members, these evaluation reports are used in decisions related to faculty retention, tenure, and promotion.

Upon the observations and the recommendations of the MSCHE Visiting Team in April 2004 and under the leadership of the Academic Affairs Division, the college's plan for course evaluation has been significantly expanded over the past two years to include the assessment of student learning based on measurable objectives and designed to gather concrete data that will point the way for developing practices to improve teaching/learning. (See Appendix IV, p. 42.) Designed over the summer of 2004 and initiated in FA 2004, the first phase of the new assessment initiative requires the learning assessment of a representative sample of students in 45 courses at the 100-level across all college departments, courses that are graduation or distribution requirements and that have multiple sections with large enrollments each semester. In FA 2004, each academic department reviewed the course syllabus for each of the courses identified for assessment, clarified or revised all learning objectives, and then selected those objectives that were measurable to use as the basis for developing assessment instruments. They then identified or created what they felt to be an appropriate outcome measure for each of the identified courses and their measurable objectives and developed a set of rubrics with which to assess the outcomes for each course. The assessments were scheduled to be given during the last two weeks of the spring 2005 semester and it was stipulated that at least one section of the selected courses taught by every instructor (both full-time and adjunct) be tested.

The assessment measures selected by the academic departments were multiple and varied. The following were used: course-embedded objective test questions, capstone

performances, locally-developed finals, portfolio assessment, standardized tests, blind-scored essays, and videotaped student performances with juried evaluations. Of the forty-five courses identified for assessment, thirty-eight were completed as scheduled in the spring of 05 and four were completed in the fall semester of 05. Two courses were eliminated for cause: SPAN 151, Elementary Spanish I, because it was decided that language is best measured after a two-semester sequence (at the conclusion of SPAN 152, Elementary Spanish II) and EDUC 176, Foundations of Education, because this course is being phased out (and will be replaced by EDUC 175). At the end of the spring 2005 semester, the undistributed total number of students tested in these forty courses was 4,846 students. In the fall 2005 semester, 988 additional students were tested in four of the remaining five courses for an overall total of 5,834 students. (See Appendix V, p.47.) During the summer of 2005, data collected from the forty completed courses were analyzed by department deans, first individually and then in a shared forum. Not only were the data analyzed for what they revealed about student competencies, but also to measure the validity of the instruments used to measure student learning and produce the data. The same process of data analysis was used in the winter of 2005-06 for courses tested in FA 2005.

In some cases, deans were highly satisfied with the outcome measure(s). In other instances, deans felt they wanted their departments to review and perhaps revise the instrument. The same was true for the data generated. In some instances, the deans were pleased with the information they had gathered and saw clear indications of targets for improvement. Other deans did not find their data as easily analyzed or as clearly indicative of improvement targets. Working with each other and with the Assistant Vice President for Learning Outcomes, however, most deans were able to develop significant targets of opportunity for improvements in teaching and learning and worked with faculty throughout the Fall 05 semester to develop improvement plans in targeted areas for implementation in the spring 2006 semester (table below). Examples of these improvements range from a simple change of textbook through plans to develop electronic study aids, plans to alter some units of study, and plans to alter instructional emphases. A few courses will mandate student tutoring, and virtually all departments will form faculty committees to discover and share relevant best practices for the course(s) in question. While departments were advised to focus on only the most pressing needs revealed from the outcomes data, some deans elected to go more deeply into course revision and to address several apparent needs simultaneously. As you review the summary table that follows, you are invited to identify those departments and courses that have targeted multiple teaching/learning improvements.

**LEARNING ASSESSMENT UPDATE SUMMARY**  
*(For courses assessed SP 2005/FA 2005)*

<i>Department and Courses</i>	<i>Means of Assessment</i>	<i>Instrument/Data Satisfaction</i>	<i>Significant Findings</i>	<i>Changes Based on Findings</i>
<i>Academic Services</i>				
ACAD 095 Academic Skills Support I	A text-based pre- and post-assessment survey that was edited by individual faculty.	Instrument was moderately unsatisfactory; will be changed SP 06 to a uniform outcomes-based 20-item exit test.	Assessment of behavioral changes must be added to the outcomes measure to have comprehensive findings.	Noted behavioral changes will be included in monthly discussions by faculty about course pedagogies.
<i>Business, Economics, and Computer Science</i>	<i>Means of Assessment</i>	<i>Instrument/Data Satisfaction</i>	<i>Significant Findings</i>	<i>Changes</i>

ACCT 161 Principles of Accounting I	Twelve textbook exercises were evaluated during the term by the course professors.	Instrument unsatisfactory; new course exam to be administered to all enrolled students at semester's end, SP 06.	While expectations were low (66% pass; 34% fail), students performed above the expectation—89% pass; 11% fail.	The poorest performance was on the heading of the income statement. Faculty in SP 06 will address this matter.
ACCT 162 Principles of Accounting II	Three financial statement tests were given to one section of the course during the term.	Instrument unsatisfactory; cumulative assessment test will be given to all enrolled students at semester's end, SP 06.	Between 70-91% of students achieved a grade of 70% or better on all three tests.	No instructional improvements planned.
BUSN 131 Intro to Bus Admin	A standardized 50-item test was given to all students enrolled.	Instrument modified; new test will not randomly select questions, will be a course requirement.	Students performed poorly with most answering 48% of the questions correctly.	No instructional improvements planned.
BUSN 134 Principles of Marketing	A 50-item objective test derived from course objectives was given to all students enrolled at the end of the term.	The faculty opines that the success of the outcomes indicates that no change is needed as is no further outcomes testing.	70% of students answered all 50 questions correctly.	No instructional change and no further testing planned; these findings will be reviewed.
BUSN 251 Business Law I	A 50-item test of questions selected from the text test bank.	Instrument unsatisfactory; a similar test but without random selection will be given in SP 06.	Results were poor; only 28 of the 50 items were answered correctly by a "majority" of students.	No instructional change planned; however, the new test will now become both the assessment instrument and the course final exam.
BUSN 252 Business Law II	Same as above.	Same as above.	Results were very poor; only 14 of the 50 items were answered correctly by a "majority" of students.	No instructional change planned; however, the new test will now become both the assessment instrument and the course final exam.
ECON 152 Microeconomic Principles	Same as above.	Same as above.	Results were very poor; only 20 of the 50 items were answered correctly by a "majority" of students.	No instructional change planned; however, the new test will now become both the assessment instrument and the course final exam.
CSIT 171 Computer Programming I	Capstone performance exam.	Instrument satisfactory; embedded in the Professors' Course Syllabus.	Results corresponded with students' course grades, most of which were A and B.	No instructional change planned.
CSIT 172 Computer Programming II	Capstone performance exam.	Instrument satisfactory.	Results satisfactory, as above.	No instructional change planned.
<i>English and</i>	<i>Means of</i>	<i>Instrument/Data</i>	<i>Significant Findings</i>	<i>Changes</i>

<i>Literature</i>	<i>Assessment</i>	<i>Satisfaction</i>		
ENGL 010 Fundamentals of Reading and Study I	“Companion” to the Computerized Placement Test in Reading Comprehension.	Not satisfactory due to the skills level of the test (too high for ENGL 010 exit standards); a revised version is planned for SP 06. Data retrieval good.	Fewer than half the students tested scored above 50% and 90% were not reading at a college level.	New test more closely aligned to course objectives and exit standards; faculty meetings scheduled to discuss both new instructional techniques and more uniformity in topics covered.
ENGL 011 Fundamentals of Reading and Study II	As above.	Satisfactory (because this course has higher exit standards than ENGL 010).	Based on this test alone, students are falling below expectations, but faculty point to alternative measures of student success that go beyond the parameters of a timed test.	The faculty needs to determine realistic benchmarks and coordinate these with revised benchmarks for ENGL 010. Faculty will meet to discuss course interfaces and improved instructional techniques.
ENGL 020 English Fundamentals I	Paragraphs written by students and scored using a common five-point rubric.	Revision of the instrument is needed to establish a common assignment rather than discrete assignments from each faculty member. Data retrieval needs to be modified to include blind scoring.	Students scored adequately to well in four of the five rubric-bases but scored poorly with respect to adequate basic writing skills.	Generic syllabi for the course will be made to focus more on basic skills; faculty members will share best practices in the teaching of these skills (grammar, punctuation, usage). The Dean and Coordinator see the need for more uniformity and consistency among sections, so there are plans for norming sessions.
ENGL 021 English Fundamentals II	Essays written in class and then blind-scored using a common five-point rubric.	The instrument was satisfactory but the process to preserve anonymity was cumbersome. As a result, the essay will be given in the 12 <sup>th</sup> week of the term.	In two of the five areas tested, two had poor results: adequate development of essays (58% success) and adequate basic skills – no improvement over ENGL 020 levels, both significant in that exit standards for ENGL 021 imply a readiness for college writing.	Course syllabi need to be strengthened in paragraph development and basic skills instruction. Also, faculty will meet regularly with the Coordinator to discuss best practices in these (weakest) areas.
ENGL 151 English I	The instrument was an argumentative essay based on secondary sources blind-graded based on a six-point rubric.	The instrument was satisfactory, but the <u>rubric</u> will be changed to combine items 4 (use of source material) and 5 (documentation). The process used to	Students showed strong results in thesis, structure, and coherence (1 & 2); adequate in development, detail, mechanics, and grammar (3 & 6);	English faculty has agreed to spend more class time in discussion of documentation, the process of research, and an accurate and balanced use of

		insure anonymity was cumbersome.	showed need for improvement in balanced source use and documentation.	sources. Course syllabi will be monitored to insure this change.
ENGL 152 English II	NOT YET TESTED			
<i>Health and Human Performance</i>	<i>Means of Assessment</i>	<i>Instrument/Data Satisfaction</i>	<i>Significant Findings</i>	<i>Changes</i>
HEHP 225 Contemporary Health	A comprehensive, 20-item pre and posttest was administered to all students in all 34 sections of the course.	The instrument was satisfactory requiring minor adjustments in two items. The method of data retrieval was inhibited by the anonymous nature of the test, which precluded performance assessment of individuals and student groups.	While posttest results evidenced a 62% increase in correct answers over pretest results, the HHP faculty believes that the 64.5 average score of correct answers on the posttest results indicated a need for improvement.	While plans indicate a need for “faculty review” of course instruction, no specific changes were identified.
<i>Humanities</i>	<i>Means of Assessment</i>	<i>Instrument/Data Satisfaction</i>	<i>Significant Findings</i>	<i>Changes</i>
ARTS 181 Art History I	A test was used (objective and essay) to measure four key course content areas.	The instrument is not generally satisfactory although it did produce some usable data.	Skills levels were disappointingly weak in all four areas tested with from 25 to 39% scoring in the weak and unacceptable areas.	No specific changes in instruction planned at this time. Changes in the testing instrument are contemplated.
COMM 154 Fundamentals of Public Speaking	Two standardized tests were used to measure speech anxiety and four course outcomes.	The instrument proved to be very satisfactory.	The percentage of correct responses in each area tested ranged from 78% to 93% with an average response of 83.75%. This exceeded expectations.	Plans to devise strategies to raise responses in areas testing below 80% will be examined by teaching faculty.
PHIL 191 Introduction to Philosophy	Questions were written to gather data on six primary course objectives.	The instrument was satisfactory; it might require slight adjustments.	Overall outcomes demonstrated room for improvement with two categories poor and four, fair.	Faculty will meet to share and discuss results.
SPAN 152 Elementary Spanish II	An objective exam was given to measure results for thirteen course objectives.	The instrument will be reviewed and revised for use in SP 06.	Skills levels vary widely with approximately 50% of the students falling within the average to poor range.	Faculty will meet to share and discuss results.
<i>Mathematics</i>	<i>Means of Assessment</i>	<i>Instrument/Data Satisfaction</i>	<i>Significant Findings</i>	<i>Changes</i>
MATH 011 Introduction to Algebra I	Eighteen items testing course concepts were included in the final exam.	The instrument was satisfactory; evaluation process included full, partial, and zero credit for	Findings were considered satisfactory, with student difficulties located in solving	Sharing teaching techniques among M 011 faculty and making tutoring mandatory for at-risk

		answers.	linear equations involving fractions.	students are two planned changes for SP 06.
MATH 012 Introduction to Algebra II	Embedded questions in unit tests.	The instrument created difficulties with data retrieval and assessment of specific course objectives. A new instrument will be developed for SP 06.	Findings indicate that students experience most difficulty with radical and rational expressions.	Power point presentations that deal with difficult topics have been developed for all sections of the course; best practices meetings will be held for all f/t and adjunct faculty; SP 06 results from the new instrument will determine the need for future change.
MATH 151 A Survey of Mathematics	Embedded questions in unit tests.	Some slight variations in a few of the questions for one unit created minor discrepancies and data retrieval was so time-consuming as to necessitate a change to the use of Scantron scoring for SP 06.	Overall proficiency was 65% with two units falling below a 50% proficiency level: Determining Odds, 48% and Determining Probability Value, 36%.	Seven explicit tentative changes in teaching/learning have been identified with implementation awaiting SP 06 test results for verification of need.
MATH 156 Introduction to Statistics	Embedded questions in unit tests.	Moderate satisfaction with the instrument with a need to sharpen and focus some of the questions. Data retrieval was satisfactory.	Findings indicated that computational proficiency was adequate (65-80%) while questions involving critical thinking components showed proficiency in the 30-60% range.	For SP 06, plans focus on refining the assessment instrument and its ability to measure the two distinct approaches to instruction in the course; no plans for changing pedagogies are currently underway.
MATH 161/165 College Algebra; College Algebra for Majors	The test given consisted of five open-ended problems designed to measure student progress in twenty-five learning objectives.	The grading complexity required that one professor grade all exams to insure consistent evaluation procedures.	Strong student performance in functions, linear equations, and quadratic equations. Only 50% proficiency in related objective skills and low (<50%) proficiency in skills related to rational and radical equations and graphing quadratic functions.	Some changes in test problem construction are suggested as well as the sharing of teaching techniques for low-proficiency topics and the use of publisher's software.
MATH 171 Finite Mathematics	The instrument consisted of four multi-step embedded questions in the two final unit tests.	The instrument is satisfactory but some form of multiple-choice format is envisioned to ease scoring complexities.	The outcomes data suggests two areas where students encounter most difficulty: models for applications and when to pivot in the simplex method.	Proposed instructional changes include more instructional examples, more student worksheets, more application review problems, and more emphasis on how the

				pivot is chosen.
<i>Science and Engineering</i>	<i>Means of Assessment</i>	<i>Instrument/Data Satisfaction</i>	<i>Significant Findings</i>	<i>Change</i>
BIOL 161 Biology I	A fifteen-item, multiple-choice test was used as a pre and post test.	With an average of 34.3 % correct responses on the post test, the faculty concluded that the test was poor and did not measure course objectives.	No question on the post test was answered correctly by more than 58% of the students; the average of correct answers was 34.3%; 8 of 15 course topics were seen as well or adequately understood (although one question with a 45% correct rate was classified as a topic “well understood”); 7 of the 15 topics were mixed or “not well understood.”	No changes in teaching/learning; the test will be changed to better measure course objectives.
BIOL 162 Biology II	Same as above.	With an average of 40.5% correct responses on the post test, the faculty concluded that the test was poor and did not measure course objectives.	There were only two questions with correct response rates over 70%.	Although each of the 15 questions on the test is identified by the course topic that it addresses (as above), the faculty concluded that the test did not measure course objectives and so they plan to change the test.
CHEM 181 Chemistry I	The measure was a ten item multiple choice test based on volumes, atomic structure, reactions, balancing equations, periodic table, bonding, states, gas laws, mathematics.	The faculty who wrote the test based on course topics believes the test does not measure course objectives.	There was an average of 30.4% of the test items answered correctly and on no item were there more than 52% correct answers (with a low of 15% correct answers on reactions, bonding and mathematics).	Although the test <i>seems</i> to be well constructed and the data well analyzed and positioned to suggest areas of need, the faculty has decided the test does not measure course objectives and has decided to redesign the instrument.
CHEM 182 Chemistry II	As above.	As above.	The average correct percentage for nine of the test items is 43 %; the total rises to 48% when the tenth item (ionic compounds/94% correct) is added.	As above.
<i>Social Science</i>	<i>Means of Assessment</i>	<i>Instrument/Data Satisfaction</i>	<i>Significant Findings</i>	<i>Change</i>
EDUC 178 Introduction to the Education of Exceptional Children	Capstone experience—a student-generated Individualized Education Program (IEP).	Satisfactory—with minor changes planned to meet changes in NJ law.	Students had difficulty understanding federal legislation on transition to adulthood as well as methods of testing and measuring special ed students.	Eight specific changes in teaching strategies (including websites, class activities, refinements in student assignments and class discussions) are planned.

HIST 171 Western Civilization I	A 20-item multiple-choice test designed by faculty.	The instrument requires redesign to more effectively measure course outcomes but still provided some useful data.	The overall student success rate was 61% (mean score); the most pressing need seemed to be the students' lack of understanding of the contributions of Greek and Roman Societies to the Western Tradition.	In order to provide linkages between ancient civilizations and the remainder of the course, discussions, group projects, and an electronic module will be used for consistent re-enforcement of this emphasis.
HIST 172 Western Civilization II	A 25-item multiple-choice test designed by faculty.	The instrument is in the process of being re-designed to improve its effectiveness but still provided some useful data.	The students were challenged by several areas, three of which have been selected for attention in SP 2006: the French Revolution and ideologies of the 19 <sup>th</sup> and 20 <sup>th</sup> centuries.	Changes in writing assignments (including the addition of collaborative projects), class activities, the use of in-class debate, and additional linkages for discussion about ideologies have been added.
HIST 173 U. S. History I	A 20-question multiple-choice instrument designed by faculty.	The instrument is in the process of being redesigned, but still provided some useful data.	The students evidenced major learning challenges in Jacksonian Democracy (JD) and the impact of the Thirteenth Amendment (TA).	Comparative studies of multiple authors (JD) and the addition of some primary resources (TA) are planned improvements in this course.
HIST 174 U. S. History II	A 10-question, multiple-choice test designed by faculty.	The instrument is being redesigned, but still provided useful data.	The students were most challenged by the evolving political role of women during the post-Civil War period.	Curricular reorganization includes three student-group projects on this topic.
POLI 183 Introduction to Political Science	A 50-item multiple-choice instrument designed by the f/t faculty member in this discipline.	The instrument proved effective and no changes are planned. Data retrieval was satisfactory.	The students seemed to need improvement in two significant topics: single-member plurality and the impact of Star Wars.	Elements of emphasis within each of the identified topics were selected and revised and intensified.
PSYC 172 General Psychology	A 49-question true/false test designed by f/t psychology faculty.	The instrument had some serious problems and will be re-designed for SP 2006.	The following areas need immediate attention because they represent basic psychological concepts: perception, classical conditioning and mood disorders.	Learning methodologies for these three topics are being reexamined for both f2f and DL students including text-based issues, lectures, video, quizzes, computer simulations, and web-based sources.
SOCI 181 Introduction to Sociology	The assessment instrument was an 80-question multiple-choice test designed by the f/t faculty member of the	The instrument has some minor adjustments needed in about 8 of its questions, but otherwise proved efficient and will be	Three topics seemed to require immediate attention: Cultural Values, the Symbolic Interactionist Approach, and Gender Issues in the 21 <sup>st</sup>	The course will be enhanced by adding video examples, an integrated hands-on approach with culture-specific artifacts, and integration of internet

	discipline.	used again, as revised, in SP 2006.	Century.	resources.
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As was observed by the Learning Assessment Committee at its December 2005 meeting, some departments admittedly fell short in their ability to use the data appropriately and in their ability to plan changes in learning strategies where change was clearly indicated. As was expected, some departments blamed the instrument (sometimes justifiably) and others blamed the students' lack of motivation for poor results. In the areas where this happened, further Dean and faculty training will be provided in the SP 2006 semester to insure that the fundamental premises of assessment are understood and applied. For some, this process will have a longer learning curve than for others. We are fortunate, however, in having learning assessment specialists in some departments, and we will be calling upon these resource people in our continuing implementation of our plan as we provide the extra needed training.

It is our plan to continue the development phase of the annual assessment cycle three or four more times, considering revisions as needed. As aforementioned, the instruments used to measure student competencies might continue to need adjustment. Rubrics might also need to be further refined. It might also be more appropriate for some courses to be tested in the fall rather than in the spring. Some courses might do better with a different testing cycle (every semester or every fourth semester). These are possibilities that we will continue to consider as the process is established as an ongoing practice while the outcomes data is regularly being used to create targets of opportunity for instructional improvement. The SP 2006 testing cycle will perhaps be too soon to fully measure the effect of improvements initiated in that spring's classes, but the SP 2007 cycle should give back to us clearer trends (and, hopefully, improvements) in student learning.

### **General Education Assessment**

By February 2003, Ocean County College had developed a general education assessment model based on two premises. (1) If students are achieving general education goals, their general education skills should appear throughout the curriculum. (2) General education skill development and assessment are the responsibility of the faculty as a whole, not the responsibility of individual departments.

In preparation for developing this model, the college sent two representatives to a General Education Workshop in Atlantic City, conducted by Dr. Jeff Seibert from Johnson County Community College in Kansas. Based on concepts developed at this workshop and shared with the campus community, the Learning Assessment Committee identified the skills areas for the college's thirteen general education goals. (See Appendix VI, p.48.) The committee then created a performance-based model (similar to the one used at Johnson CCC), in which interdisciplinary faculty committees of four to six members would use rubrics to assess student achievement of the goals represented by the skill areas.

At Ocean County College, these faculty committees began to perform this assessment in the fall 2003 semester by evaluating samples of student written work submitted voluntarily by faculty from various disciplines to assess students' critical thinking skills. During the semester prior to the actual assessment, these samples were gathered and all identifying information (student/faculty names and course number/title) removed. Subsequently, faculty members evaluated the student works using a set of rubrics for critical thinking that had been developed

(also during the previous term). Upon completion, the committee chairs sent the results to the Office of Institutional Research (IR) for analysis. During the following semester (SP 2004), IR attempted to analyze and report the aggregate results, intending also to hold open meetings to discuss possible uses of the findings. Evaluating one skill area each semester was planned to allow the college to evaluate all of its general education goals in a five-year cycle.

The results from the 2003 performance-based assessment model were deeply disappointing. The range of grades assigned to the student writing samples by each member of the assessment committee (eight readers) was so disparate as to be almost useless. On any given rubric for the same student sample, with a possible range of 1-10 (low to high), faculty ratings ranged from as low as 2 to as high as 10 with common clusters a rarity on any one rubric, let alone on all five rubrics used for each student. This outcome seemed so skewed to us as to nullify any attempts at “averaging results” or identifying any mean scores. Any numbers we could have derived, we believed, would have been invalid. As for attempting to get a larger pool of readers, we had no idea as to just how many readers might provide a valid response, and, at any rate, that option proved impossible due to a lack of volunteers and a lack of money to train and provide stipends for readers. We are still considering moving from range finders to pass-fail grading in any future attempt to re-implement this model. But we remain dissatisfied with its underlying validity.

Generally disappointed with this outcome and postponing further use of this model for the time being, we turned to the Academic Profile Test of General Education (AP)

developed by ETS and used by more than 350 colleges and universities across the country. We had developed a valid student sample of 100 students for our first AP pilot run, students registered in second-year courses that were indicative of the completion of 48 or more credits toward graduation before having enrolled in the selected courses. The exams were administered to 92 students in May of 2005.

We received the results from ETS (see Appendix VII, p. 53) in July of 2005 and had a great deal of difficulty interpreting the results. While OCC students seemed to do very poorly, so did everyone else who took the test (24,021 students in the national Associate Degree sample). From what we could discern, there was only a 16-point spread between the 10<sup>th</sup> and the 90<sup>th</sup> percentile and the difference of a single point seemed to move the institutional mean from the 67<sup>th</sup> to the 77<sup>th</sup> percentile. The sample we seemed to have been included within for comparison appeared to be dated 2001 (4 years distant from our examination date), and there was some confusion in the way our students’ credits were totaled (making some of them test as “juniors”—probably because remedial credits were totaled in with graduation credits). In addition, we found no satisfactory explanation of how the test questions came to be placed into the cited “proficiency levels,” a placement which did not seem to us to represent skills hierarchies. We found no way to define the category of “Marginal,” placed between “Proficient” and “Not Proficient.” Indeed, we found very little explanation of what entitled a student to a place in any category. For example, while for OCC 1% of students were rated as proficient in Critical Thinking, all the students (24,021) who took the exam were rated as 2% proficient in Critical Thinking. What does one make of such a finding? Disappointed because of the time, effort, and cost this testing involved, we contacted ETS and asked for detailed explanations of the AP report. Because the ETS explanations (Appendix VIII, p.55) were less than timely or satisfactory, we felt that we at least had to consider further options for General Education assessment instruments. We subsequently discovered that for various reasons (obvious to us), the AP test was being discontinued by ETS. While they are in the process of developing a new instrument, it is not currently available and we are not at this time anxious to use it.

We next turned to the New Jersey County College Project on General Education (NJCCPGE), which has been involved since 1995 in an attempt, initially, to create a statewide test and then, subsequently, to develop a bank of General Education examination questions. At this time, we also began to consider creating our own measure, using the aforementioned test bank questions when appropriate. New Jersey currently has no statewide college test of general education (and thus no statewide norms). As a result, we opined that piloting our own instrument could be no less useful than all previous attempts at general education measurement (which were of no use at all) and certainly a lot less expensive.

In September of 2005, we composed a General Education Assessment Test at Ocean County College with questions classified under the following categories that parallel our General Education Goals: Critical Thinking, Mathematical Reasoning, Problem Solving, Natural Science, Social Science, Aesthetic Appreciation, Historical Perspective, Diversity, Global Perspective, Health and Well-Being, and Technology. (See Appendix IX, p. 58.) In our judgment, the questions on our exam were better written and were more reflective of current curricular trends than those questions in the Academic Profile (its questions composed almost eighteen years ago). The format and design were similar to the Academic Profile's "short version" and we designed the test (33 items) to be administered in a 50-minute class hour. We identified a sample of students similar to that to which we administered the Academic Profile and gave our own test in December 2005 to 230 students (again, assumed to have completed more than half of their degree credits) as a pilot. The purpose of this pilot was primarily to test the test rather than to measure student outcomes in depth and then to revise the test based on student responses.

After examining the test data, we decided to make some adjustments in 7 of the most-missed test items and to eliminate one question entirely, reducing the exam to 32 items. The overall student success rate on the test was 49% with no particular demographic group showing any measurable difference from any other except for those 19 students identifying themselves as having completed greater than 90 college credits. Surprisingly, degree program seemed to make no significant difference in student test success, nor did any single skills area prove more difficult than any other (although we detected reading problems in some of the most-missed test items). The 25-35 age group did marginally better (3.3%) than the next closest group and those who indicated that they had completed all their general education requirements (21 students) scored 7.1% higher than those who had completed only 75% (46 students). The largest number of test takers (66.5%) had completed up to one half of their general education courses, which suggests a weakness in the sample population. (See Appendix X, p. 60.)

We are not yet ready to draw any general conclusions from this pilot study but have decided on the following three follow-up activities:

- We will revise the test items that we identified to be among the most frequently missed (based on some lack of clarity and on what we could deduce from looking at the wrong answers the students most often selected);
- We will give the test again to a similar population in SP 2006 (using the same courses that we selected for the December pilot) and compare results in terms of individual test items, overall success, and demographic correlations;
- We will give the test to college seniors to establish data from this control group against which to further measure our local outcomes.

As a result of this pilot study, we are beginning to feel more optimistic about our ability to fruitfully assess the general education skills of our students. In fact, we feel that we might be able to do a better job of this than those schools that continue to rely on the AP Test.

## **Classroom Assessment**

The goal of classroom assessment is to improve teaching effectiveness and learning quality by providing faculty with immediate, in-class feedback on how well their students are learning what they are being taught. In FA 2002, 32 full-time faculty (out of 112) and 47 part-time faculty (out of 270), totaling 79 (out of 382), or 21%, responded to a local Faculty Survey on Classroom Assessment. The results of the survey demonstrated that the following classroom assessment techniques were used by at least one-third of the respondents: invented dialogues related to a class topic; one-minute descriptions of the most important idea or technique learned during the lesson; written “translations” of something the students had learned into a form that a person outside the classroom could understand; RSQC2 (students recall, summarize, question, comment on, and connect ideas or topics.); and a list of ways in which the professor could improve the learning process. Sixty-three percent of the faculty who used these techniques did so as in-class written responses; seventy-one percent used them in oral discussions. While the data indicated a variety of classroom assessment techniques used by faculty, the low percentage of respondents using these techniques suggested the need for faculty development workshops focusing on classroom assessment techniques.

From 2003 to 2005, the Learning Assessment Committee has worked to cultivate the use of classroom assessment techniques through collaborative efforts with the college’s Committee on Instruction and Professional Improvement and the Faculty Innovation Center. These efforts built upon workshops presented in the late 1990’s by the Committee on Instruction and Professional Improvement. Two faculty members (one of whom is a member of the Learning Assessment Committee) have been instrumental in the past two years (AY 2003-04 and AY 2004-05) in providing a series of professional development activities and workshops on classroom assessment, the latest of which have been a series of brown bag lunch sessions (SP 2005) wherein interested faculty came together to share and discover successful techniques. The college has recently adopted a series of classroom assessment goals and techniques. (See Appendix XI. p.62.) In addition, a feedback icon for continuous assessment of distance learning courses will soon appear on all on-line course home pages to replicate classroom assessment in the DL mode.

In December of 2005, another survey was sent to all full-time faculty members requesting that they identify which of nine assessment modes (identified in our classroom assessment techniques cited in Appendix XI, above) they were apt to use (*never, sometimes, or frequently*). The survey response was 41% (51 out of 122) and faculty reported using the following techniques the most: 1) instructing students to raise hands whenever they were having a problem (66%, frequently); 2) calling on students at random and asking a pertinent content question (64.7%, frequently); and 3) talking with students about course content during an office hour (51%, frequently.) In the open comments section, of the 32 comments received, the assessment techniques cited most often were: 1) quizzes, writings, or summaries used to test student comprehension (28%); 2) peer collaboration and discussion (19 %). (See Appendix XII, p.65.) The higher response rate and increased range of techniques indicate progress in this area of assessment.

## **Developmental Skills Assessment**

In SP 2002, the Office of Institutional Research and Assessment resumed a data collection effort which the NJ Department of Higher Education had mandated from 1982 to 1996.

The office of Information Technology (IT) was asked to develop computer programs to gather and report the following data on students enrolled in developmental courses:

- Institutional success in conducting placement testing and in placing students into developmental reading, writing, and algebra courses
- Student completion of developmental requirements in each skill area
- Student follow-up data as listed in 1-3 below for students (a) requiring no remediation (b) needing and completing remediation; and (c) needing but not completing remediation:
  1. Number and percentage of students present in the fourth 15-week semester
  2. GPA
  3. Credits attempted and credits earned
- Performance of full-time students in first college-level courses (i.e., first post-remediation courses in the particular skill area)
 

(Note: As a skill area, writing has only one first college-level course, ENGL 151. However, the other skill areas, reading and algebra, have several potential first college-level courses. For reading, these are HIST 171, Western Civilization I; PSYC 172, General Psychology; and SOCI 181, Introduction to Sociology. For algebra, the courses are MATH 151, Survey of Mathematics; MATH 156, Introduction to Statistics; MATH 165, College Algebra; MATH 171, Finite Mathematics; and MATH 181, Introduction to Probability.)

By February 2003, IT had begun to develop one component of this data collection: a program to identify and report data regarding the testing and placement of students. Specifically, the program aimed to identify the following with regard to a fall 2000 cohort of full-time and part-time students: (a) students exempted from testing (due to SAT scores or transcript analysis); (b) students exempted from placement into developmental skills courses; (c) students identified for placement into developmental courses; and (d) students enrolled and not enrolled in developmental courses within two years.

Although the computer program had not generated fully reliable data as of February 2003, the Office of Institutional Research and Assessment provided the following developmental skills data originating in OIT and deemed reasonably accurate: the number of full-time and part-time students tested for the fall semesters between 1992 and 2001 and the number/percentage requiring remediation in each skill area. A summary of these data appears in the chart below:

	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b># Tested</b>	1581	1469	1301	1591	1937
<b>Reading Required</b>	39.8%	39.1%	51.0%	47.1%	37.0%
<b>Writing Required</b>	35.0%	46.2%	70.0%	65.4%	50.0%
<b>Algebra Required</b>	70.1%	67.9%	70.9%	73.7%	66.6%

IT generated an expanded report incorporating all four assessment criteria (cited above) in the summer of 2004 (see Appendix XIII, p. 66) and this was posted to the college's web site for use by academic administrators in the developmental skills. As well, a written analysis of the data was prepared for the Developmental English Coordinator at her request (Appendix XIV, p. 67), and was subsequently integrated into a Process Improvement Team for Enrollment Management in order to find ways to improve advising for entering students in order to increase enrollment percentages for those students requiring developmental courses. The current data is

regularly sent to the Dean of English and Literature, the Dean of Mathematics, and the Coordinator of Developmental English, who can in turn share the data with faculty. The Office of Institutional Effectiveness makes detailed written analyses available upon request.

In addition, the college is continuing the exploration of reinstating post testing in all developmental courses. Because all developmental math, reading, and writing courses are included in our course assessment of student learning (above, p. 5+), however, and because we are planning a major curricular shift in our writing and reading courses (combining discrete courses into one) we have postponed our consideration of post testing at this time.

**Assessment of Student Development**

At the request of Institutional Research and Assessment in FA 2002, Information Technology created a Microsoft Access program that could compile and report student development assessment data that had been stored but unexamined for a decade. This data had been collected in administering the Sophomore Student Attitude Survey (SSAS) to graduating students. By February 2003, Institutional Research staff members were using the Access program to input data from the 2003, 2002, and 2001 SSAS. By July of 2003, the tabulation of 2002 SSAS data was complete. Members of a subcommittee of the Learning Assessment Committee met to discuss the results. One idea that emerged was that faculty might want to use IDG funds to develop a community service component in selected courses to deepen students’ recognition of civic and community responsibilities and/or their recognition and evaluation of ethical issues. This suggestion arose because only about 60 % of the 692 students who completed the survey claimed that they recognized their “civic and community responsibilities as a citizen” or that they could “recognize and evaluate an ethical issue.” The committee shared these findings with the Vice President of Academic Affairs, who subsequently included these as student-level objectives in the college’s Academic Master Plan (2003).

In addition, the Office of Student Life developed a program to access and report data from the Entering Student Survey (ESS). Because both surveys (ESS and SSAS) contain student identification numbers, the technology will enable the college to examine its success in nurturing the development of students from their date of entry to their graduation. That data is currently being processed for analysis in SP 2006.

In FA 2002, the college also administered two Noel-Levitz surveys: the Student Satisfaction Inventory (SSI) and the Institutional Priorities Survey (IPS). The Vice President of Student Affairs reported the following significant results from the SSI:

<b>High Importance / High Satisfaction</b>	<b>High Importance / Low Satisfaction</b>
Registration Effectiveness Instructional Effectiveness	Academic Advising/Counseling Concern for the Individual
<b>Low Importance / High Satisfaction</b>	<b>Low Importance / Low Satisfaction</b>
Academic Services Student Centeredness Service Excellence	Admissions Effectiveness Financial Aid Effectiveness Campus Support Services

The data indicate that the college needed to explore the low rating regarding (a) “concern for the individual” and (b) “academic advising /counseling services.” The Division of Student Affairs recently (SU 2005) completed a reorganization that, among other things, implements major changes in direct, on-site student access to advising services, including electronically-based and easily accessed individualized student curriculum guides as well as links to NJ Transfer, a statewide system identifying course articulation between colleges and universities. All students at the college are, as usual, given the name and access instructions for seeing their academic advisors; but now they also have the option of obtaining electronically scheduling and transfer information at their convenience. The number of hits to these sites and anecdotal information from students indicate improved student satisfaction in this area. Student Affairs is preparing a web-based exit survey for students completing the advising/registration process from which they hope to garner more specific data on how students are responding to the new enrollment management services. The Noel Levitz SSI survey will be widely administered again in FA 2007 and will provide further feedback in this area.

Of concern, as well, was the fact that students were dissatisfied with Financial Aid Effectiveness but did not ascribe high importance to this service. Students’ lack of recognition of the availability of financial aid and their own eligibility to receive it is, particularly at the community college, a national problem. Recent statistics show that only 33% of all community college students eligible for financial aid in the United States actually apply for it. (See Appendix XV, p. 69.) In addition, the local Noel-Levitz data reiterated a growing suspicion concerning the degree of dysfunction in our Financial Aid Office, a suspicion based on a number of factors, not the least of which was continuous student complaints about the delays in receiving their financial aid awards. In FA 2004, the college employed the services of an external Financial Aid consultant and, as the result of her report that cited almost fifty areas of weakness in the FA process, the Financial Aid Office was completely reorganized with the aid of a temporary full-time specialist. Staffing changes, procedural changes, employee re-training, redesign of the office’s physical layout, and improved use of technology have made marked improvements in the office’s function. We have increased the actual number of applicants by 1,341, have significantly reduced the average turn-around time, and are currently awarding \$9,239,303 in total aid, up almost \$2,000,000 in two years, serving 41.6% of the student body as compared to 30% two years ago. (See Appendix XVI, p. 70.)

### **Assessment of Learning Technologies**

The assessment of learning technologies at Ocean County College has three components: (1) assessment of distance learning and on-site/on-line (OSOL/Hybrid) courses, (2) assessment of technology-based instruction in the traditional classroom, and (3) assessment of adaptive technology for handicapped and learning-disabled students.

#### **Assessment of Distance Learning**

At Ocean County College, distance learning is defined as a formal educational process in which the majority of the instruction occurs when the learner and the instructor are not in the same place at the same time. Distance learning, therefore, includes online, OSOL, home study, and telecourses. Home study courses, because they meet with faculty in a traditional class setting (albeit with greatly reduced contact hours) are included within the regular course assessment process. Telecourses have been suspended on campus for the past several years due to technological inadequacies. With the completion of the college’s fully-equipped television studio

in the fall of 2005, however, these courses will resume (AY 2006-07) after a plan for telecourse assessment has been developed.

During SP and FA 2002, the Committee on Learning Assessment drafted a plan to assess distance learning for online and OSOL courses. By February 2003, the committee was revising the draft which it shared with the College Council in May 2003. The draft has been recently updated (FA 2005) to reflect institutional changes in learning assessment (shown below in italics), as follows:

### **Distance Learning Assessment Activities**

#### **1. Assessment within the Course Evaluation Process**

At Ocean County College, all departmental course syllabi are surveyed within a five-year cycle through the Faculty Appraisal of Course Components (FACC) and the Student Appraisal of Course Components (SACC). The following items used in these surveys appear in the SACC when the latter is administered to distance learning students:

1. The course was easy to navigate.
2. Adequate technical support was available when I had questions or problems.
3. The distance-learning course provided adequate opportunities for faculty/student and student/student communication and interaction.

*In addition, learning assessment at the course level, the use of departmental measurements to test student learning in the forty-five core courses identified for assessment, must include DL sections when those courses are taught in a distance mode. (See **Course Assessment**, p. 5, above.)*

#### **2. Assessment within the Program Review Process**

At Ocean County College, all degree-granting programs are evaluated within a five-year cycle. Programs must demonstrate that student achievement and retention in program-specific courses taught at a distance are congruent with student achievement and retention in program-specific courses taught by traditional methods. This congruence is established through a comparison of retention rates and a grade-distribution comparative analysis of multiple sections of program-specific courses taught by both distance learning and traditional methods when multiple sections of program-specific courses are offered on line.

*At the present time, the college is transitioning to the offering multiple sections of program-specific courses on line. In general, data presently shows that the rate of student persistence in all DL courses is lower than the institutional average, but that the grades of students completing the DL courses are higher than face-to-face course averages. This is consistent with national data that suggest that students often underestimate the demands of online learning, but that once they make the commitment, they succeed. In order to respond to the higher attrition rate for DL students, the college has instituted two practices (AY 2004-05):*

- *Made available a self-evaluation readiness test for all students considering enrollment in a distance learning course; and*
- *Provided an online, no-cost orientation mini-course for any student wishing to become acclimated to online learning prior to enrollment in an online course.*

### 3. Assessment within Faculty Evaluation

The course/teaching evaluation form (Policy #3106, DL-7) is included in all online courses during the final two weeks of the term for students to complete online, and data from these student responses will be analyzed and shared with faculty. (See Appendix XVII, p. 72.)

*In addition, the college has recently (FA 2005) amended the same policy to include a form for use by Deans to observe online classes. (See Appendix XVIII, p. 76.)*

#### **Assessment of Technology-Based Instruction in the Traditional Classroom**

In FA 2002, as part of the college's Self-Study, the college designed a student survey and a faculty survey to determine the variety of technological media used to enhance learning in the traditional classroom and the effect of this use on teaching and learning. The faculty/administrative survey was sent to 191 full-time faculty and administrators and to 253 part-time faculty, totaling 444 individuals. Of these, 17 % of the full-time faculty/administrators completed the survey, and approximately 19 % of the part-time faculty did so. The student survey was sent to a representative sample of students; that is, to 1,379 students in 40 sections of HIST 171 and HIST 172, Western Civilization I and II. Of these, 29 % completed the survey. These limited response percentages reduced the reliability of the data but allowed for some limited conclusions.

The survey data suggested that technological media more sophisticated than overhead projectors/transparencies and videotapes were used by a small percentage of faculty members. A relatively small range (7 %) of the faculty and student respondents indicated that the following were used in class: network resources, word processors, presentation software, CD-Rom, and interactive courseware. In short, the general implementation of classroom technology at the college seemed quite limited in FA 2002. Part of this can be blamed on the lack of appropriate hardware in many classrooms; part can be blamed on the faculty's seeming unwillingness to undergo training in the use of classroom technology.

In the three years since that survey was given, three English classrooms have been equipped with portable laptop carts (as of FA 2005) to enable computer-based instruction with web interfaces and internal networking. Forty English course sections now use this computer-based instruction involving approximately 800 students per semester. In addition, the college received a PEW Foundation Grant in FA 2004 to incorporate web-based instruction into fifteen sections of PSYC 172, General Psychology. This two-year pilot program will be concluded in SP 2006 and analyzed for its implications for incorporating this mode of delivery into the remaining General Psychology sections and other large-enrollment courses across the institution. Both of these major technological infusions signal a significant increase in the use of classroom technology. In addition, two English faculty members are currently testing an electronic portfolio product, *Criterion* (from Educational Testing Services) that, if purchased, would incorporate computer-graded electronic portfolios into the developmental writing course.

In SP 2004, the college's office of Information Technology provided the college with the services of an Instructional Design Specialist to operate, full-time, the Faculty Innovation Center (FIC) (previously manned only part time by release-time faculty) and to conduct other program, course, and faculty development activities. The FIC now offers a full schedule of workshops and individualized training for faculty interested in technologically enhanced instruction and has

provided 1,784 hours of training for 92 faculty members since March of 2004. (See Appendix XIX, p.78.) The center trains faculty in Power Point, the use of the DL Platform (Web CT), creating course web pages, the use of e-mail in classroom instruction, DL assessment, online grade books, copyright basics, web navigation, and other pertinent topics. This center also has been instrumental in aiding faculty uploads of course materials to the college's portal, Ocean Cruiser, for courses taught by both full-time and adjunct faculty. Cruiser currently supports more than 1200 course offerings, providing a web-enhanced account and automatically uploaded class rosters for each course.

### **Assessment of Adaptive Technology for Students with Disabilities**

In serving a variety of students with either physical disabilities or learning disabilities, the Center for Academic Services (CAS) at Ocean County College has studied the effects of adaptive technology and computer-based instruction on student achievement. To assess student learning (including the use of adaptive technology), the CAS combines the documentation of the disability with the tracking of student achievement through the academic advising process.

Written documentation, provided by medical personnel, rehabilitation managers, and/or learning assessment specialists, is used to develop an ADA/504 Accommodation Plan, which includes notation of required or recommended adaptive technologies. Academic advisors meet with students to discuss issues beyond the scheduling of classes, issues such as how the student is using the technology in his or her course work. Special attention is given to students who are not achieving satisfactory academic results and who are not using recommended adaptive technologies. It is important to note that some students cannot work with written material because of their disability and need adaptive technology to access information in print. A technical assistant is available to instruct students in the use of many adaptive technologies:

- **JAWS** is a computer screen reader for blind/visually-impaired students. Licensure allows for a specific number of installations throughout campus. The CAS must coordinate these installations with IT according to students' needs and schedules.
- **Zoom Text** is a computer screen enhancer with screen reader for students who are visually impaired. This is licensed to individual students and is installed in every location in which a student needs it for a semester. The CAS and IT coordinate this.
- **Closed Circuit Televisions** (CCTVs) are available all over campus. This technology allows visually impaired students to magnify print. There are portable units and desktop models.
- **FM Listening Loops** are loaned to students with hearing loss or attention deficit disorder.
- **Alpha Smart Pro** is a sturdy portable keyboard with memory. Students with mobility or processing disorders can use this in class to take notes. The CAS lends and monitors this equipment and trains students to use it.
- **DANA** is an upgraded version of the Alpha Smart which operates on Palm software giving it many more applications for students. CAS staff offer training and a lending program.

- **WriteOutloud** is word processing software with audio function allowing students to listen to what they have keyed, word-by-word, sentence-by-sentence, or from beginning to end.

Students with disabilities, needing tutorial assistance, who meet eligibility requirements are assigned a professional tutor by CAS staff. Each tutor maintains a daily log and is responsible for writing a summary of student progress at the end of the semester. This descriptive information identifies how students process and retrieve academic information with the help of adaptive technology. Academic advisors compare student achievement as measured by grades with information provided by tutors.

## **Efforts to Cultivate Learning Assessment on Campus and in the Community**

### **From 2000-2003**

To cultivate assessment on campus, some initial linkages were formed between 2000-2003:

1. Learning assessment forms a link between the college's goals and its resource allocation. This link was created in SP 2002 when the Planning and Budgeting Council (PBC) created a means for allocating funds based on departmental assessment and planning. (See Appendix XX, p. 81).
2. The college also fosters institutional support for assessment through ongoing communication linkages by sharing information on assessment activities with the college community, by actively seeking responses, and by cultivating collaboration on assessment activities. Communication efforts include the following: campus-wide distribution of Learning Assessment Committee minutes; meetings between assessment leaders and academic deans; campus-wide distribution of drafts of newly developed assessment policies, procedures, and instruments; collaboration between the Learning Assessment Committee and the Curriculum Committee on such activities as program review and general education assessment; workshops by professional consultants and faculty leaders; and intranet display of assessment activities on the college website.
3. In addition, the Learning Assessment Committee invited the college community to participate in assessment activities, such as the pilot projects for the assessment of general education.
4. As well, the college has fostered institutional support for assessment activities by amending college policies regarding tenure and promotion. These amendments, approved by the College Council (in October 2001) and by the Board of Trustees (in November 2001), promote recognition of participation in assessment activities.
5. To determine the college's success in fostering community engagement, a Task Force from the 2004 Self-Study interviewed academic deans to determine how they had used feedback from advisory committees in improving programs and courses. A sampling of the results of this assessment is presented below:

The Dean of Social Sciences reported the following:

- a. The Criminal Justice Advisory Committee identified the need for two new courses: Geographical Mapping and Conversational Spanish.
- b. The Fire Science Advisory Committee provides feedback used in curricular revision and helps courses remain current with regard to fire codes.
- c. The Human Services Advisory Committee identified the need for courses to help raise the level of paraprofessionals in New Jersey.

The Dean of Humanities reported that the Visual Communications Technology Advisory Committee and the Print Broadcast Journalism Advisory Committee help to revise curricula by identifying skills needed in the workplace.

The Dean of Business, Computer, and Engineering Studies reported that advisory committees provide feedback for program reviews.

The Acting Dean of Health Sciences and Human Performance reported that advisory committees are used to evaluate programs, to assess student learning, and to help keep courses and technology up to date.

The Dean of Mathematics and Science reported that his department is working to develop advisory committees for the following new programs: A.S. and A.A.S. degree in Environmental Science; A.S. degree in Biotechnology; and A.A.S. degree in Horticulture, Technology, and Turf Management. This department also tracks the success of students who transfer into math programs at four-year institutions and uses this information when recruiting in local high schools.

6. In addition to seeking information *from* the community, the college also provides ongoing assessment information *to* the community, as the following examples indicate:
  - a. The Director of Recruitment reported that she and her staff publicize the college's 75-80 % transfer rate as well as the seamless transfer of Ocean County College students to four-year institutions.
  - b. The 97 percent pass rate on the NCLEX (Nursing Licensure Examination) is publicized and may influence recruitment efforts.

### **From 2003-Present**

Since the spring of 2004, the following initiatives have been added to the college's efforts to cultivate learning assessment on campus:

1. In 2003, the Board of Trustees approved revised college culture statements (vision, goals, and strategic initiatives, Appendix XXI, p.87), statements that stress the need to develop a campus culture of assessment;
2. In 2004, the major course assessment initiative (see above, **Course Assessment**, pp.4-5) involved all academic deans, all faculty, and 4,846 students;
3. Also in 2004, the college developed its four-part plan for Institutional Effectiveness (Appendix XXII, p. 89) based on: Integrated Planning, Outcomes Assessment, Process Improvement, and Data Based Reporting Practices. Driven by the college's eight Key Performance Targets, this Institutional Effectiveness Plan requires posting to the IE web page on the college web site, all documents used to measure institutional effectiveness, including the following for Student Learning (the first of the college's eight Key Performance Targets): The Academic Master Plan Accountability Report, the Program Review Model and Schedule, the Course Assessment Schedule, Course-Level Assessment Outcomes Data, data from the *Academic Profile* (General Education Assessment), the Basic Skills Effectiveness Reports, Classroom Assessment Goals and Objectives, Distance Learning Student

Evaluations, and relevant demographic data. These reports are updated monthly or as new data become available. Readers are invited to visit this site at:

<http://www.ocean.edu/campus/PAR/KeyPerformanceIndictors.htm>

4. In 2005, the new college governance structure, the College Senate, reaffirmed the responsibilities of the Learning Assessment Committee by incorporating this committee into the new structure and continuing the committee's role in reviewing all learning assessment activity on campus.
5. In 2005, the college awarded a budget line item to the continuation of external surveys designed to assess student engagement (CCSSE, CCFSSSE) and in SP 2006, awarded a budget line item to Learning Assessment.
6. In 2005, the college purchased web-based survey software to enable ongoing assessment activities.

### **Board of Trustees Self-Assessment**

The final recommendation from the MSCHE Visiting Team also relates to assessment, as follows:

- The Team recommends that a procedure be established and implemented for assessment of the Board of Trustees.

At its 2004 summer retreat, the Board of Trustees engaged in a workshop presented by the Association of Community College Trustees (ACCT) on the topic of Board self-evaluation and reviewed many activities designed to promote this outcome. At the 2005 fall retreat, nine (out of twelve) Board members participated in a self-evaluation survey and identified one main target of opportunity for the improvement of board members' performance: Board/Community Relations. This topic will be explored in depth during the 2006 spring retreat. (See Appendix XXIII, p. 94.)

### **Conclusion**

To conduct learning assessment in all the areas identified in this report, Ocean County College has developed assessment policies, procedures, plans, and instruments, all of which have cultivated assessment since the Learning Assessment Committee was created in 1999. These efforts have been significantly revised and intensified since 2004 as a result of the valuable assistance of the MSCHA Visiting Team, a re/vision and intensification that we hope has been sufficiently demonstrated in this report. As aforementioned, this is both a progress report and an interim report in that our ambitious intensification of learning assessment has been envisioned as requiring a minimum of five years for full implementation. It will be our pleasure, if invited, to submit a second monitoring report to the MSCHA including on-going instructional improvements and relevant longitudinal data, and, of course, we also will be focusing on our progress in the Periodic Review Report due in 2009. We know where we have to go. We continue to learn the many ways to get there.



**OCEAN COUNTY COLLEGE**  
**MONITORING REPORT**

~ LIST OF APPENDIXES~

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## APPENDIX I.

### General Education Foundation for Degree Programs at Ocean County College

#### Ocean County College General Education Goals:

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Independent Thinking</li> <li>2. Communication</li> <li>3. Problem Solving &amp; Information Literacy</li> <li>4. Ethical Judgment</li> <li>5. Natural &amp; Social Sciences</li> <li>6. Aesthetic Appreciation</li> <li>7. Historical Consciousness</li> </ol> | <ol style="list-style-type: none"> <li>8. Diversity Appreciation</li> <li>9. Global Perspective</li> <li>10. Health &amp; Well Being</li> <li>11. Civic &amp; Social Responsibility</li> <li>12. Understanding of Technology's Impact<br/>on Society and on the Environment</li> <li>13. Lifelong Learning</li> </ol> |
|---|---|

Ocean County College General Education Goals													General Education Requirements	AA Degree Credits	AS Degree Credits	AAS Degree Credits
1	2	3	4	5	6	7	8	9	10	11	12	13				
	x	x	x		x		x	x					Communication <sup>a</sup>	9	6	6
x	x	x	x				x	x	x		x		History <sup>b</sup>	6		
x	x	x	x	x			x	x	x		x	x	Social Science <sup>c</sup>	6	6	3
x	x	x	x		x		x	x	x		x		Humanities <sup>d</sup>	9	6	3
x		x											Mathematics <sup>e</sup>	6	3	3
x	x	x	x	x					x			x	Science <sup>f</sup>	8	4	4
		x											Technology <sup>g</sup> [AA,LA only]	3		
	x	x	x				x	x	x				Diversity <sup>h</sup>	3		
													<b>Required General Ed Credits – Minimum #</b>	<b>45</b>	<b>30</b>	<b>20</b>

Note	AA Programs	AS / AAS Programs
a	A set of courses which address the full scope of Goal 2 and which prepare students for studying literature, normally two courses in English composition plus a course in speech or human communication.	A minimum of two courses in English composition. May include an additional course in speech or human communication (see note "i" below).
b	Any broad-based courses such as World, Western, or American History (or Civilization).	For AS degrees, see note "d" below.
c	Any two introductory courses among anthropology, economics, geography, political science, psychology, or sociology.	For AS programs, any two introductory courses from among anthropology, economics, geography, political science, psychology, or sociology; for AAS, one course.
d	Any three broad-based courses in art, music, or theater appreciation; literature; a foreign language; philosophy and/or religious studies – and/or additional broad-based courses in history.	For AS programs, at least two broad-based courses in history; art, music, or theater appreciation; literature; a foreign language; philosophy, and/or religious studies; for AAS programs, at least one course.
e	Any foundations, statistics, or algebra/calculus courses that build on demonstrated proficiency in basic algebra.	
f	Any courses in general biology, chemistry, or physics – or robust non-major survey courses.	Any courses in general biology, chemistry, or physics – or robust non-major survey courses.
g	A standard computer/technological literacy course emphasizing common applications or a rigorous introduction to computer science. [Not required for students who can demonstrate proficiency.]	

h	Any course whose primary purpose is to help students analyze the implications of the commonalities and differences among culturally diverse people(s). May include courses in gender studies or in non-western history or thought. If the diversity competencies are successfully integrated into one or more other general education courses, three credits may be moved from this category to another.	
i		AS programs require a minimum of 30 credits and AAS programs a minimum of 20 credits from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any subset of the AA program credit distribution will be accepted. (Students who are not enrolled in an AA program but wish to transfer more than 30 credits of general education are advised to follow the AA distribution requirements.)

## APPENDIX II

*Progress Report on MSCHE Self-Study Team Report (April 2004)  
Sent to MSCHE: July 15, 2000*

<p><b>Recommendations/ Suggestions</b></p> <p>Note: All items are Suggestions unless labeled as <b>Recommendations</b></p>	<p><b>Person</b></p>	<p><b>Action taken</b></p>	<p><b>Status</b>  <u>Completed</u>=item implemented  <u>Ongoing</u>=item completed but requires continuing attention  <u>In Progress</u>=item undergoing active development  <u>Not Started</u>=item awaiting attention.</p>
<p>1. The Team concurs with the self-study recommendation that the vision and mission statements become more visible and key components of marketing initiatives. For example the College's mission statement does not appear in the catalog until page seven.</p>	<p>Tara Kelly</p>	<ul style="list-style-type: none"> <li>o Strategic Initiatives included in annual <i>President's Report</i></li> <li>o Culture Statements integrated into college web site</li> </ul>	<p>In Progress and Ongoing</p>
<p>2. The Team supports the College's recommendation in its self-study to review its strategic initiatives in order to determine their adequacy in guiding the College for the next five years.</p>	<p>Janet Hubbs</p>	<p>Board approved revised college culture statements— Vision, Values and Mission-- including re-fashioned and re-aligned strategic initiatives for 2005-2010, in December 2004.</p>	<p>Completed</p>
<p>3. While the decentralized planning process is extensive, on going, and the basis for substantive change and renewal, the Team suggests that there is a need to expand the strategic priorities to a formal strategic plan. This would bridge the gap from the above-mentioned plans to the mission of the</p>	<p>Janet Hubbs</p>	<p>A college strategic plan that describes the institutional context and integrates the college's master plans and departmental plans with the mission of the college has been drafted and is currently available for review on the college's web site. It will be scrutinized over the next year and amended as the various constituencies have an opportunity to review it in its entirety.</p>	<p>In Progress</p>

College. It would also help to define the individual plans and prevent any overlap, timing issues for implementation, and help individuals and organizations within the College to understand the connection among all of the individual plans that exist as well as with the mission.			
4. The Team suggests that the Board of Trustees develop and use a formal process to evaluate the president by reviewing Policy #3106.1 and considering other models of presidential evaluation that are more inclusive.	Board of Trustees	The Board of Trustees evaluates the President in three ways: through annual individual meetings, through quarterly review meetings with the entire Board, and by an annual written summative review. Policy #3106 is currently under revision in order to transition from a paper survey to a web-based survey for the evaluation of the President, Vice President of Academic Affairs, and Academic Deans by the faculty.	In Progress and Ongoing.
<b>Recommendation:</b> 5. No procedure currently exists for the purpose of evaluating/assessing the Board of Trustees. The Team recommends that a procedure be established and implemented for objective assessment of the Board of Trustees.	Jon Larson BOT	At its Summer Retreat, 2004, the Board of Trustees engaged in a workshop presented by the Association of Community College Trustees (ACCT) on the subject of Board self-evaluation and reviewed many activities designed to promote this outcome. At the Fall 2005 Retreat, Board members will have an opportunity to participate in a pilot self-evaluative survey designed to identify targets of opportunity for focused self-study and improvement. See Appendix____	In Progress
6. The discussion of student grievance procedures grounds the definition of a grievance solely in some form of discrimination. Yet, a student may feel aggrieved by a form of perceived ill treatment that is not based in discrimination against a category of students.  The Team suggests that the College revisit its policy on grievances and extend its definition of student grievance beyond instances of discrimination.	Don Doran	The Student Life Committee is in the process of reviewing a change in policy #5230 to reflect a broader definition of "student grievance".	In Progress.
<ul style="list-style-type: none"> <li>The Team suggests that the following should be included in <i>Time Well Spent</i>: <ul style="list-style-type: none"> <li>1. The complete college policy on sexual harassment</li> <li>2. The complete policy on student discipline (The list of disruptive behaviors</li> </ul> </li> </ul>	Don Doran	<p>Items 1 and 2 are now included in their entirety in the student handbook, <i>Time Well Spent</i>.</p> <p>The method for resolving grading disputes will include more detail in the next edition ('06-'07) of <i>Time Well Spent</i>.</p> <p>The web address reference is included in the '05-'06 edition of <i>Time Well Spent</i>.</p>	<p>Completed</p> <p>In Progress</p> <p>Completed</p>

is particularly important.) 3. The method for resolving grading disputes as well as a reference to the web address where the manual of all college policies can be found.			
7. The Team suggests that the College Code of Ethics and the College guarantee of academic freedom be printed in the Faculty Handbook.	Frank Wetta	The Code of Ethics was included in the revised edition on June 13, 2005.	Completed
8. The Team suggests that the Princeton reference be edited out of the video as soon as possible since the inclusion of Princeton University in the College's recruitment video creates the false impression that Ocean students can transfer to Princeton.	Tara Kelly	The Princeton reference was edited out of the promotional video clip. Fall 2004.	Completed
9. While there has been progress on Title IX compliance, the College's 2002-2003 report still presents some cause for concern. The report notes participation on College Teams by 73 male athletes and 40 female athletes, with \$61,000 expended on male Teams and \$34,000 expended on female Teams.	Dan Duffy Don Doran Ilene Cohen	The Intercollegiate Athletics Committee is in the process of reviewing Title IX compliance by reviewing recent reports. It is anticipated that a Title IX review and assessment document will be created by the Committee identifying recommendations by January 2006.	In Progress
10. The Team suggests that there be close monitoring of Title IX compliance reports.	As above	See above, item 9.	In Progress
11. Search committee procedures outline steps to be taken in order to establish an acceptable pool of candidates. The Team suggests that the first two steps be reversed. Step #1 is a determination that there is at least one minority candidate and one female candidate in each pool. Step #2 is removing candidates from the pool who do not meet the minimum qualifications for the position.	Sara Winchester	A new Director of Human Resources was appointed in March of 2005. This individual is in the process of reviewing and revising all materials related to the hiring process.	In Progress
12. It will be necessary to	Jon Larson	In August of 2004, the President appointed an Assistant	In Progress

<p>continue what has been started and follow through with the establishment of an institutional effectiveness model located strategically within the College. The process should be inclusive of units within the College and provide assessment data that not only impacts planning and budgeting, but also is used to create substantive change in services provided to students.</p>	<p>Janet Hubbs</p>	<p>for Institutional Effectiveness. Since then, a model for Institutional Effectiveness has been initiated. New Strategic Initiatives were developed to reflect the newly revised and re-aligned college culture statements and a matrix to report on the progress within specific target areas of each initiative has been designed. College Master Plans are assessed and the assessments updated regularly. Departmental planning documents are asked to report on the status of planning objectives annually. All planning levels are asked to tie their plans to the college's strategic initiatives and to each other. Assessment at each level is used to discover targets of opportunity so that improved services through the use of Process Improvement Teams (PIT) can be effected.</p>	
<p>13. Some Certificates of Proficiency directly correlate to Associate degrees offered by OCC. Some certificates are listed as potentially leading toward the applicable degree, while others are not.</p> <p>If the institution wants to more effectively market the Certificates it offers (Self-Study, Chapter IX Recommendation 9.6 page 148), the Team suggests it should use a consistent "certificate leader" marketing strategy for all applicable certificates and promote it in its publications.</p>	<p>Tara Kelly</p>	<p>College Relations has created a specific marketing piece for certificates, Spring 2005</p>	<p>Completed</p>
<p>14. While 75% of OCC graduates transfer, only the top ten transfer schools are listed in the College's view book. The Team suggests that a more comprehensive and thorough "outcomes" publication should be considered including transfer majors, and typical job titles (where appropriate) to assist prospective students with their decision-making.</p>	<p>Tara Kelly</p>	<p>Transfer receives a major focus in the latest <i>Viewbook</i> with all known transfer schools listed.</p> <p>A transfer-specific publication is planned for SP 06, pending available funding.</p>	<p>Completed</p> <p>In Progress</p>
<p>15. As the facilities master plan continues to unfold, the Team suggests that consideration should be given to moving all enrollment process functions to a common area. Recruitment and Financial Aid should be</p>	<p>Dan Duffy Toni Clay</p>	<p>A Process Improvement Team began work on April 20, 2005 to consider the centralization of enrollment services with a one-stop shopping concept in mind. The Team hopes to implement many of the suggestions contained in its report.</p>	<p>In Progress</p>

working hand-in-hand, as should the EOF with Financial Aid. This will provide better exposure for all offices and will allow the student an opportunity for having all enrollment related questions answered in one place.			
16. Several staff members and as many students did not understand nor could they identify where to find the "Access to Student Files" policy. The Team suggests that consideration be given to renaming, displaying and communicating this policy more effectively to students and staff.	Don Doran	College Policy #5138 <i>Confidentiality of Student Records</i> governs this process. In the '04-'05 edition of <i>Time Well Spent</i> this policy is now listed under the subject heading " <u>Access to Student Files</u> ". This is also highlighted during the Freshman Orientation program.	Completed
17. The Team suggests that the Clery Act Crime Report, now in the <i>Time Well Spent</i> publication should have broader distribution. While the report is on the College's website, distribution to prospective students, as well as the general public and upon request, is warranted.	Toni Clay	The Clery Act Crime Report we now have reports crime numbers for 2 years. We have requested our Facilities person in charge of communications to develop a more extensive (3 years required) and comprehensive report for broader distribution.	In Progress
18. The team suggests the college examine and redesign the process for managing and evaluating adjunct faculty, especially at off-campus locations.	Frank Wetta	Scheduled item for Academic Affairs Leadership Retreat: "Effective Evaluation" (August 31, 2005). Revised system will be in place for Spring 2006.	In Progress.
19. The Team suggests that a consistent, uniform orientation process is needed for adjunct faculty.	Maureen Reustle	The responsibility for the orientation of adjuncts has been reassigned to the Dean of Academic Services and a full program of orientation was instituted in FA 04.	Completed and Ongoing
20. The Team suggests that the role of the Academic Coordinators be more clearly defined across disciplines. Additionally the Team suggests that all Academic Coordinators meet as a group on a regular basis.	Frank Wetta	Academic Coordinator position descriptions were reviewed FA 04 and all coordinators now meet monthly with the VPAA and department Deans.	Completed and Ongoing
21. Currently the term General Education refers to a degree program, a selection of courses for a program, and a set of 10 skills.  The Team suggests the term General Education needs to be consistently	Frank Wetta	The term for the degree program/core courses has been changed to "General Studies" and will appear in the next college catalog (05-06)  The term "General Education" remains to define the core academic skills that the college espouses.	Completed

defined.			
22. The Team suggests that the general education requirements be clearly, accurately and consistently defined and included in appropriate official publications of the institution.	Carolyn Lafferty	Using guidelines from the Academic Officers Association, the college developed a chart displaying course categories required for completion of all A.A. and A.S. degrees. The college also developed a listing of specific courses that satisfy each general education requirement, followed by the general education goals, which these courses and requirements address. In addition, the college developed a chart identifying the general education goals addressed by courses, which satisfy program-specific and elective requirements. These four charts will appear in the college's 2005-06 online catalog and in the 2006-07-paper catalog.	Completed
23. The Team suggests that those involved in oversight of the Developmental Studies Program complete a self-study of the program including class size, instructional methods, course design, professional development, and assessment of student learning outcomes.	Carolyn Lafferty	A data base (Basic Skills Effectiveness Report) that includes some of the demographics indicated in the suggestion has been completed (4-year longevity study) and has been used as the basis for an IE report on developmental writing and recommendations for program improvement. A full self-study has not yet been instituted. In preparation for a 2006-07 Developmental Studies program review of reading, writing, and algebra courses, however, the college will implement pre and post testing of all developmental courses beginning in Fall 2005. This effort will build upon the pre and post testing of selected developmental courses initiated within the Spring 2005 course-level assessment. Accuplacer testing will be used for all courses except ENGL 020: English Fundamentals I, which will be assessed using paper copies of the former New Jersey Basic Skills Placement Test, renamed as the OCC Developmental English Test.	In Progress
24. The Team suggests that certificate programs be evaluated as part of the program review process.	Frank Wetta	Will be added to ongoing cycle of program / course review beginning Spring 2006. Currently, the priority is focused on AA, AS, and AAS degrees and courses.	In Progress
25. The Team suggests that the CPE develop, agree upon, and communicate a written process that details how offerings are designed, approved, administered, and periodically evaluated under established institutional procedures.	Judy Icklan	Written procedures are now in place for course design, approval, administration, and evaluation with appropriate forms.	Completed
26. The Team suggests that a forum for online faculty communication should be established.	Frank Wetta, Jim McGinty	An area within the College's Campus Cruiser portal has been established for faculty and administrators involved in online and web-enhanced instruction. The site is hosted by the Vice President of Academic Affairs and is used to share information and views regarding web-based instruction, discuss problems and solutions, and to post announcements, opportunities, articles, and updates.	Completed
27. Before implementing the recommendation to establish a web presence for Home Study Delivered courses, the Team suggests that the College should	Jim McGinty	A survey instrument has been developed and administered to recently enrolled Home Study students. Data will be summarized and analyzed following the administration of the instrument to the Fall 2005 Home Study students. Data will be available for analysis by December 2005.	In Progress

<p>identify a profile of Home Study students with regards to technological abilities and reasons for enrolling in Home Study courses.</p>			
<p>28. The Team suggests that the College should provide an ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings.</p>	<p>Jim McGinty</p>	<p>The College has an ongoing program that it continues to enhance and expand. Examples of the offerings during the 2004-2005 academic year include:  <b>An Introduction to Online Teaching.</b> This locally developed and regularly offered, 5-week, fully online workshop is designed to acquaint full and part-time faculty with some of the most basic components of online learning to allow them to assess their own interest in using the pedagogy--to teach an entire course or to assist with a course they are already teaching in a traditional classroom setting.  <b>Annual Faculty Survey: Teaching with Technology Needs Assessment.</b> This survey is sent to all full-time and current adjunct faculty members ("current" means that they are teaching during the survey year) to gauge their perceptions and preferences about teaching with technology. The results of this annual survey are available at <a href="http://de.ocean.edu/OSOL/workshops.htm">http://de.ocean.edu/OSOL/workshops.htm</a> and form the basis for each year's faculty development workshop program.  <b>Faculty Development Workshop Program.</b> The college offers a variety of workshops that focus on distance learning pedagogy and technologies. These are scheduled at times convenient to both full and part time faculty, in a hands-on classroom equipped with internet-accessible computer workstations. Schedules, handouts, and faculty evaluations of this program are also available at <a href="http://de.ocean.edu/OSOL/workshops.htm">http://de.ocean.edu/OSOL/workshops.htm</a>  <b>Faculty Support Web site.</b> The college has augmented its distance learning web site to include dozens of useful resources to faculty members who are interested in expanding their distance learning knowledge and skills at their own pace. The web site staging area is available at <a href="http://de.ocean.edu/staging/distance_learning.htm">http://de.ocean.edu/staging/distance_learning.htm</a> and will migrate to the main web site at <a href="http://www.ocean.edu/academics/distance_learning.htm">http://www.ocean.edu/academics/distance_learning.htm</a> in summer 2005.</p>	<p>Ongoing</p>
<p>29. The Team suggests the College create a curricular map, which links each general education skill outcome to all applicable courses in the curriculum.</p>	<p>Carolyn Lafferty for <u>all</u> remaining items</p>	<p>During Fall 2004 the College created a curricular map or matrix listing all courses in each department and identifying the general education skills addressed by each course. See Attachment A.</p>	<p>Completed</p>
<p>30. Furthermore, the Team suggests that the College use this map to assess the degree to which the general education skills are addressed within all Associates degree programs of study.</p>		<p>The college has reformatted all Program Curriculum Guides into Excel spreadsheets displaying the program courses and the general education goals addressed by each course. See Attachment B.</p>	<p>In Progress</p>

<p>31. The Team also suggests that the College make assessment of student learning a more central element of the design of each strategy within the Academic Master Plan and use the plan to drive assessment initiatives College-wide.</p>		<p>The Academic Master Plan was revised in Fall 2004 to identify the following: Departmental / Interdepartmental Objectives, Academic Technology Objectives, Professional Development Objectives, Administrative Objectives, and Learning Assessment Objectives. The revision identified individuals responsible for implementing each objective and a timeline for period review. In addition, the MS/CHE recommendations were included in the final section. The Academic Master Plan will be further revised during the summer of 2005 to enhance its use in driving the college's assessment initiatives.</p>	<p>In Progress</p>
<p><b>Recommendations (all remaining items):</b> 32. The Team recommends that the College make learning outcomes/objectives explicit to students at the course level in the course information sheets and at the program level in the descriptions of the Associates and Certificate programs of study in the College catalog.</p>		<p>During 2004-05, academic deans required their faculty to include course learning objectives in all Professor's Course Information Sheets distributed to students, as well as in all new Course Proposals and in existing Course Descriptions. This effort will continue through the summer of 2005. Also, beginning in the summer of 2005, the deans will be working with faculty to clarify program-level learning objectives for all degree and certificate programs. These objectives will appear in the 2006-07 online catalog.</p>	<p>In Progress</p>
<p>33. The Team recommends that the College include the general education skill objectives within the syllabi of all applicable courses.</p>		<p>During 2004-05, academic deans required their faculty to include in all new Course Proposals, existing Course Descriptions, and Professor's Course Information Sheets the general education goals addressed by courses. During 2005-06, all Course Descriptions and Professor's Course Information Sheets will begin to be displayed on Campus Cruiser. Hence, inclusion of the general education skill objectives (and course learning objectives) will be evident to the college community.</p>	<p>In Progress</p>
<p>34. The Team recommends that the College include assessment of student learning outcomes (keyed to the course syllabus) within the periodic course review process</p>		<p>In the summer of 2004, the college identified 45 high enrollment (mostly 100-level) courses for assessment. During Fall 2004, academic deans worked with their faculty to develop or select methods to assess student learning in each of these courses. Assessment was implemented in Spring 2005. Data will soon become available, and the college will subsequently begin using the data for course-level improvements. See Attachment C: Course-Level Assessment of Student Learning.</p>	<p>In Progress</p>
<p>35. The Team recommends that the College review the program goals/objectives and consider a common language and format for describing them.</p>		<p>During Spring 2005, the college revised the Program Review Model in order to create a common language and format for describing program goals and objectives. See Attachment D: Program Review Model.</p>	<p>Complete</p>
<p>36. The Team recommends that the College include assessment of student learning outcomes (keyed to program goals and objectives) within the periodic program review process</p>		<p>As noted above, beginning in the summer of 2005, the deans will be working with faculty to clarify program-level learning objectives for all degree and certificate programs. At the same time, methods will be selected or developed to assess student learning at the program-level in nine programs scheduled for review in 2005-06. All programs are reviewed within a five-year cycle.</p>	<p>In Progress</p>

<p>37. The Team recommends that program and course reviews of student achievement should move beyond final course grades to include additional multiple measures of student proficiency.</p>		<p>Course-level assessment implemented in Spring 2005 included the following measures of student proficiency: comprehensive multiple-choice final exams; course-embedded assessment; portfolio assessment; pre/post testing; and essays blind scored by faculty using a set of rubrics. See (again), Attachment C: Course-Level Assessment of Student Learning. As deans and faculty revise their program review plans, program-level assessment is expected to include the following measures of student proficiency: evaluation of capstone experiences; internship evaluation; assessment of the researching/writing/presentation of a topic, and comprehensive exams. General education assessment of graduating students and the evaluation of the A.A. in Liberal Arts and the A.A./A.S. in General Studies will utilize the Academic Profile.</p>	<p>Completed and Ongoing</p>
<p>38. The Team recommends that the College develop evidence that assessment of what students learn in courses and programs is being used for the improvement of teaching and learning at the College.</p>		<p>As assessment of student learning develops at the course and program levels, deans and their faculty will use the assessment results for the improvement of teaching and learning.</p>	<p>In Progress and Ongoing</p>

## **APPENDIX III**

### **PROGRAM REVIEW**

#### **OVERVIEW OF THE PROCESS**

- I. Program Description
- II. Assessment of Student Learning at the Program Level
  - A. Statement of Program Goals
  - B. List of Program Objectives
  - C. Assessment Methods
  - D. Findings
  - E. Immediate Actions
  - F. Follow-up Actions
- III. Program Review Data
  - A. Summary of Data (program enrollment, enrollment in program-specific courses, fall applications and graduation data, institutional retention and graduation rates, program cost, and student surveys)
  - B. Immediate/Follow-up Actions
- IV. Assessment of Program-Related Factors
  - A. Faculty Expertise
  - B. Curriculum Review
  - C. Recruitment and Publicity
  - D. Resources
  - E. Program Integrity
- V. Program Summary Review
  - A. Program Strengths
  - B. Program Weaknesses
  - C. Use of Review for Program Improvement: Immediate Actions
  - D. Use of Review for Program Improvement: Follow-up Actions
- VI. Attachments
  - A. Advisory Committee Comments
  - B. Program Brochures
  - C. Report by External Consultant (if necessary)
- VII. Approval Process
  - A. By the Academic Dean
  - B. By the Chair of the Learning Assessment Committee
  - C. By the Vice President of Academic Affairs
  - D. By the College President

**PROGRAMS TO BE REVIEWED, 2005-2006**

<b>Academic Dean</b>	<b>Program Codes</b>	<b>Program Titles</b>
Jim Brown	AAS.AH	AAS in Allied Health
John Nawn	AAS.ET	AAS in Environmental Technology
Martin Novelli	AAS.VCT	AAS in Visual Communications Technology
Fran Polk	AS.BA	AS in Business Administration
	AAS.BUS.MNGT	AAS in Business, Management Option
Richard Strada	AS.HST	AS in Human Services Technician
	AS.HST.GER	As in Human Services Technician, Gerontology Option
	AS.TACC	AS in Teaching Assistant / Child Care
Committee Review	AA.LA	AA in Liberal Arts

**PROGRAM REVIEW CYCLE**

By May 30, 2005	The academic dean receives the program review template and data sheets.
Beginning in mid-June 2005	Alumni Surveys are sent to program graduates.
Summer 2005	The dean, program coordinator, and faculty review and make any necessary revisions to the following: (1) the statement of program goals, (2) the list of program objectives, and (3) the assessment method.
Fall 2005	The academic dean, program coordinator, and faculty prepare the review.
February 2006	The program review is submitted to Dr. Wetta.
April 2006	The Learning Assessment Committee members discuss the review and prepare a response.
May 2006	The review is submitted for approval by the VP of Academic Affairs and by the College President.

## **APPENDIX IV**

### **Assessment of Student Learning**

#### **Course-Level Assessment**

#### **MULTIPLE MEASURES OF PROFICIENCY**

In its oral report (4/21/04), the visiting team of the Middle States Commission of Higher Education (MSCHE) made strong recommendations to the college concerning the college's outcomes assessment measures. They recommended, among other things, that the college must "move beyond course grades to multiple measures of proficiency" as well as recommending several strategies for our General Education goals. In response to these recommendations, the college has promised the Commission a progress report on the implementation of learning assessment changes by July 2005.

The academic departments are well positioned to address these changes. Each course syllabus has already established the General Education goals that the course will address and also lists the primary learning objectives of the course. Many departments also use outcomes measures other than course grades to determine student success. What is left for academic departments, guided by their Deans, to do is:

1. "Map" the courses in their department and the connections of each to the college's general education goals (e.g., develop a simple matrix); make this available to students.
2. Include the general education goals related to the course as part of the Course Information Sheet distributed to students at the start of each term;
3. Review the learning objectives identified in each course syllabus for the courses in Appendix A (attached), determine which of the major objectives are measurable, and include these in all Course Information Sheets for that course;
4. Select from the following list one or more measures that will best serve to assess student performance of both course and general education goals. Feel free, also, to develop additional measures as time goes on, but be certain that at least one, and preferably more, measures (beyond course grades) are included in the final determination of both student, course and program evaluation (for use in program and departmental assessment as well as in the planning and budgeting process). These measures may or need not be used by faculty in determining a student's final grade in the course (this can be decided at the department level). If new measures cannot be developed by the implementation date, use one or more of the following until new alternatives can be developed:

#### **ASSESSMENT METHODOLOGIES**

- A capstone experience
- Portfolio assessment
- Standardized Testing (in course content; in general education goals)
- Pre and Post Testing
- Performance on national licensure examinations

- Locally-developed tests (departmental finals, et. al)
- Essay questions blind-scored by faculty
- Juried reviews of student projects
- Reviewed exhibitions/performances in the arts
- External evaluations of service learning or internships
- Interviews with individuals or groups (taped)
- Juried evaluations of culminating research projects
- Oral proficiency exams
- Computer simulations
- Moral/ethical choice exercises
- Peer evaluation

As is clear, many, many of these measures are already being employed across the college in courses and programs. Our purposes now are:

- To be sure that at least one outcome measure in addition to the course grade is used in each of the courses listed in Appendix A.
- To be sure that the same measures are used for all students taking the same course;
- To systematically record the data gathered from these multiple measures by Deans in each department to assist with course and program assessment that will contribute to course and program improvement. The current course and program assessment documents will be changed to reflect multiple outcomes measures.

It is anticipated that the above adjustments will be discussed by departments throughout the summer and Fall of 2004 and implemented by the Spring 2005 semester. Fine tuning both the measures and the procedures used to implement them is anticipated to be an on-going process. The chart below presents a plan of action:

<i>OBJECTIVE</i>	<i>RESPONSIBLE PERSONS</i>	<i>TIME FRAME</i>
1. To develop a matrix of all departmental courses that includes the course number and name and identifies from each course syllabus which General Education Goals are addressed by the course. A template will be provided to each department for this. This information will be provided to students in the college catalog.	Department Chair→Department Secretary	SUMMER 04
2. Include the relevant General Education Goals in each faculty's Course Information Sheet (CIS). The new CISs should be reviewed each semester by department deans.	Department Dean→ Faculty	FALL 04
3. Review the learning objectives included in the course syllabus for each of the courses in Appendix A (attached) and select the major objectives that are measurable.	Department Dean→ Faculty	FALL 04
4. Select from the list of outcomes measures (above) one or more measures that will best serve to assess student performance of general	Department Deans→ Faculty	All students in courses on Appendix A should be tested with the additional outcomes measure(s) in the SPRING 05 semester.

<p>education goals and course objectives in each course on Appendix A. New measures may be developed as well, but if they cannot be completed by the implementation date, measures from the list should be used in the interim. All faculty teaching the course(s) in question should arrange to administer the selected instrument(s). These may or may not involve the use of class time, but if they do (such as a departmental final), time for this should be planned in the class schedule.</p>		
<p>5. Analyze the data for course and program evaluation.</p>	<p>Deans, with assistance from Institutional Research and Assessment</p>	<p>SUMMER 05</p>

It would be well to keep in mind that department deans and faculty will have ample time to assess the assessment instruments and change or refine them in order to provide more useful data, but until and unless some instruments are used, there will be nothing on which to base experience rating. The assessment methodologies on the list above are currently successfully used in institutions of higher learning in this country. A brief list of resources follows, most of which include links to multiple sites on this topic.

Resources

Assessment of Student Learning, Establishing a Culture of Assessment, Indiana University, <http://www.iupui.edu/it/stratdir/tf4stule.html>

Assessment of Student Learning, Sinclair Community College, “Assessment Methodologies at Sinclair,” <http://www.sinclair.edu/about/assessment/outcomes/index.cfm>

Assessment and Program Review, Kansas State University, “Direct Measures of Student Learning,” <http://www.ksu.edu/apr/Learning/Measures.htm>

Lopez, Cecelia. NCA Commission on Institutions of Higher Education: Opportunities for Improvement: *Advice from Consultant-Evaluators of Programs to Assess Student Learning*, March 1996.

“The Art of Assessing,” *New Academic*, 1995, V:3.

Ball State University, <http://www.bsu.edu/web/assessment>

APPENDIX A  
COURSES FOR MULTIPLE MEASURES OF PROFICIENCY: PHASE I  
*(Summer 04-Spring 05)*

**Notes:**

- Department Deans should identify any course(s) that seem problematic and start work on those with faculty as soon as possible.
- The Nursing Curriculum has not been included because it already includes model outcomes assessment standards and multiple measures
- The basis for selection has been 100-level courses with significant enrollments and inclusion in one or more degree/program requirements. If Deans think of any courses that fit these characteristics that are not on the list and should be added, please advise.

**English and Literature**

[ENGL-010](#)  
[ENGL-011](#)  
[ENGL-020](#)  
[ENGL-021](#)  
ENGL-151  
ENGL-152

**Social Science, Education, and Public Service**

HIST-171  
HIST-172  
HIST-173  
HIST-174  
PSYC-172  
PSCY-173  
SOSC-181  
POLI-183  
EDUC-176  
EDUC-178

**Science and Engineering**

BIOL-161  
BIOL-162  
CHEM-181  
CHEM-182

**Mathematics**

[MATH-011](#)  
[MATH-012](#)  
MATH-151  
MATH-156  
MATH-161  
MATH-165  
MATH-171

**Health Sciences and Human Performance**

HEHP-110

**Business, Economics, and Computer Studies**

BUSN-131  
BUSN-134  
ACCT-161  
ACCT-162  
ECON-151  
ECON-152  
CSIT-171  
CSIT-172

**Humanities, Fine Arts, and Media Studies**

COMM-154  
PHIL-191  
SPAN-151  
SPAN-152  
ARTS-181  
ARTS-182

## APPENDIX V

### Number of Students Tested, SP-FA 05

<i>Department</i>	<i>Number of Students</i>	<i>Totals</i>
ENGLISH	ENGL 151-279 students ENGL 021-156 students ENGL 020-62 students ENGL 011-90 students ENGL 010-60 students	650
HEALTH/HUMAN PERFORMANCE	HEHP 225-502 students	502
HUMANITIES	ARTS 181-259 students COMM 154-389 students PHIL 191-273 students SPAN 152-67 students	988
SCIENCE and ENGINEERING	BIOL 161-162- 378 students CHEM 181-182-79 students	457
BUSINESS STUDIES	All courses: 478 students	478
SOCIAL SCIENCES	All courses: 2120 students	2120
MATHEMATICS	All courses: 629 students	629
ACADEMIC SERVICES	ACAD 095-10 students	10
	<b>TOTAL:</b>	<b>5834</b>

## APPENDIX VI

### General Education Goals Aligned with Skills Areas

General Education Goals	Learning Objectives	General Education Skill Areas
<p>1. To develop the ability to become an independent thinker through mathematical, scientific, and philosophical thinking.</p>	<p>1. a. Use critical and logical methods of thinking.            b. Examine how observations, hypothesis testing and problem solving are used to develop theories in various disciplines.            c. Demonstrate skills in inductive, deductive and analogous reasoning in various disciplines.            d. Demonstrate basic arithmetic, algebraic, geometric &amp; statistical skills in various disciplines.            e. Demonstrate basic understanding of the relationship among the physical, social and behavioral sciences, mathematics and other disciplines.</p>	<p>1. Independent Thinking            A. Across Disciplines             B. In Mathematics</p>
<p>2. To develop the ability to communicate effectively through reading, listening, speaking, and writing.</p>	<p>2. a. Read and listen analytically, with understanding and openness toward other points of view.            b. Write and speak standard American English with clarity, continuity, fluency and accuracy.            c. Find and use a personal style of communication.            d. Receive, analyze and present information in order to develop and support a main point or to persuade an audience.</p>	<p>2. Communication            A. Oral Communication             B. Writing</p>
<p>3. To develop the ability to solve problems by collecting, organizing, and evaluating information.</p>	<p>3. a. State a problem clearly.            b. Gather information from libraries and other educational sources.            c. Develop a hypothesis.            d. Select a research methodology.            e. Conduct the research.            f. Observe, classify, analyze, synthesize and evaluate data.            g. Interpret results and draw conclusions</p>	<p>3. Problem Solving</p>

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	<ul style="list-style-type: none"> <li>h. Demonstrate competency with computers and other educational tools in using information to solve problems.</li> <li>i. Recognize the relationships among information, theories and applications.</li> </ul>	
4. To develop both the ability and moral sensitivity needed to make informed judgments concerning ethical issues.	<ul style="list-style-type: none"> <li>4. a. Recognize an ethical issue.</li> <li>b. Gather objective information pertinent to the issue.</li> <li>c. Analyze and evaluate differing points of view related to the issue.</li> <li>d. Evaluate the possible consequences of judgments.</li> <li>e. Make informed judgments.</li> </ul>	4. Ethical Judgment
5. To develop an understanding of the concepts, theories and fundamental principles of the natural and social sciences.	<ul style="list-style-type: none"> <li>5. a. Describe how scientists use physical and mathematical models to develop scientific theories.</li> <li>b. Explain the basic principles, concepts and methods of a science.</li> <li>c. Identify biological and social factors affecting human behavior.</li> <li>d. Identify social problems, outline their possible causes, and analyze the potential effects of suggested remedies.</li> </ul>	5. Knowledge of the Natural & Social Sciences
6. To develop an understanding of the aesthetic and intellectual experience of literature and the arts and appreciate creative expression.	<ul style="list-style-type: none"> <li>6. a. Identify and analyze the essential characteristics of a work of literature or art.</li> <li>b. Make informed judgments regarding the value of a work relative to its art form.</li> <li>c. Evaluate the historical and cultural significance of a work of literature or art.</li> <li>d. Participate in an aesthetic experience either as a creator-performer or as an informed observer.</li> </ul>	6. Aesthetic Response
7. To develop a historical consciousness, including the ability to reflect thoughtfully and accurately about historical	<ul style="list-style-type: none"> <li>7. a. Identify principal historical eras during which major world civilizations developed.</li> <li>b. Discover cross-cultural influences among major civilizations during principal historical</li> </ul>	7. Historical Reflection

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<p>and contemporary issues of local, national and global importance.</p>	<p>eras. c. Describe those social institutions, movements, individuals, ideas, beliefs and issues which were dominant in each major area. d. Describe the experiences of groups identified by race, gender, and/or ethnicity as examples of historical evolution. e. Recognize differing interpretations in evaluating the past and present. f. Recognize historical events and movements that are directly relevant to understanding the contemporary world. g. Apply a global perspective in evaluating twentieth century historical development.</p>	
<p>8. To develop an understanding and appreciation of diversity among cultures, including respect for various ways of viewing the world.</p>	<p>8. a. Explain the concept of culture and the characteristics that distinguish one culture from another. b. Analyze his or her own culture and compare it other cultures. c. Recognize prejudicial attitudes and discriminatory actions. d. Recognize the cultural heterogeneity of the United States by characterizing its racial, ethnic, linguistic and religious diversity. e. Describe several value differences among cultures with the goal of articulating accurate perceptions about cultural pluralism in our world.</p>	<p>8. Understanding of Culture and Diversity</p>
<p>9. To develop a global perspective on problems and issues that humankind faces, and to explore solutions which are morally, socially, economically, politically and ecologically sound.</p>	<p>9. a. Demonstrate a basic knowledge of world physical geography. b. Understand how regional problems and their solutions may have global impact. c. Identify political and economic realities as they impact on moral, social and ecological issues in a major power country and in a third world country.</p>	<p>9. Global Perspective</p>
<p>10. To develop the understanding of health and well being necessary to confront the challenges</p>	<p>10. a. Identify important issues of health and well being. b. Analyze and evaluate how issues of health and well being affect the individual,</p>	<p>10. Health and Well Being</p>

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<p>facing individuals, families, and communities.</p>	<p>community and humankind at large.  c. Evaluate his/her own health and fitness level through current procedures.  d. Identify and apply healthful practices and conditioning techniques toward the attainment and maintenance of optimal health and fitness through life.  e. Appreciate and demonstrate knowledge and basic skill levels of various lifetime physical activities for social and recreational enrichment.</p>	
<p>11. To develop and demonstrate civic and social responsibility.</p>	<p>11. a. Recognize and respond to social needs.  b. Understand and participate in the political process.  c. Behave as an efficient citizen in dealing with institutions and officials in the public and private sectors.  d. Demonstrate an awareness of current events, social changes and trends.  e. Behave cooperatively and responsibly in various social situations by showing respect for the norms and mores of the group.</p>	<p>11. Citizenship</p>
<p>12. To develop an understanding of technology and its impact on society and the environment.</p>	<p>12. a. Use appropriate sources to keep abreast of current technological advances.  b. Examine the ethical implications of technological advances which may hinder as well as help the individual and society.  c. Analyze the impact of at least one recent (&lt;10 yr.) technological advance on the economic, political, moral, social and ecological life of:  (1) an urban and a rural community.  (2) a major power and a third world country.</p>	<p>12. Understanding of Technology</p>
<p>13. To foster the curiosity, creativity and desire to become autonomous learners for life.</p>	<p>13. a. Understand basic theories of human motivation and learning.  b. Identify various learning processes that take place outside of the educational setting.</p>	<p>13. Life Long Learning</p>

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- c. Engage in creative self-expression.
  - d. Recognize intellectual curiosity as a motivation for life-long learning.
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## APPENDIX VII

### OCEAN COUNTY COLLEGE

#### **ETS Academic Profile**

*The Assessment of Academic Skills Acquired through Undergraduate  
General Education Courses and Course Components  
SPRING 2005*

#### **All Students, Associate's Colleges, Institutional Mean Total Score**

Mean Total Score Range	OCC Mean Total Score	Percentile
400-500	438.55	23 % scored below OCC students
		Total number of Institutions 61
		Mean 441.45
		St. Dev. 5.12

#### **All Students, Associate's Colleges, Distribution of Students' Sub Scores**

Scale: 100-130	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Mean Score	110.3	118	113.9	112.6	114.2	112.8	114.4
OCC Mean Scores	<b>109.76</b>	<b>117.05</b>	<b>113.49</b>	<b>111.52</b>	<b>113.70</b>	<b>111.91</b>	<b>113.86</b>
Standard Deviation	6.0	6.7	4.8	5.5	6.1	6.1	5.7
90 <sup>th</sup> Percentile	119	126	121	121	122	121	123
75 <sup>th</sup> Percentile	115	123	118	115	118	116	119
50 <sup>th</sup> Percentile	109	119	114	113	114	112	115
25 <sup>th</sup> Percentile	106	114	111	109	110	108	110
10 <sup>th</sup> Percentile	10-3	108	107	106	107	105	107
Total #Students:	24,021	24,021	24,021	24,021	24,021	24,021	24,021
OCC #Students:	92	92	92	92	92	92	92

**OCC/All Students Summary of Proficiency Classifications**

Skill Dimension and Level	% Classified as PROFICIENT	% Classified as MARGINAL	% Classified as NOT PROFICIENT
Critical Thinking OCC	1%	9%	90%
Critical Thinking All	2%	12%	86%
Reading, Level 2 OCC	20%	27%	53%
Reading, Level 2 All	29%	23%	28%
Reading, Level 1 OCC	55%	28%	16%
Reading Level 1, All	63%	22%	14%
Writing, Level 3 OCC	8%	15%	77%
Writing, Level 3 All	6%	24%	70%
Writing, Level 2 OCC	10%	41%	49%
Writing Level 2, All	14%	37%	49%
Writing, Level 1 OCC	59%	29%	12%
Writing, Level 1, All	62%	27%	11%
Mathematics Level 3, OCC	3%	8%	89%
Mathematics, Level 3, All	4%	12%	84%
Mathematics, Level 2, OCC	14%	27%	59%
Mathematics, Level 2, All	21%	29%	50%
Mathematics, Level 1, OCC	39%	33%	24%
Mathematics, Level 1, All	48%	32%	20%

## APPENDIX VIII

Ms. Karen Costantino  
Educational Testing Service  
Office of State and Federal Relations  
1900 K Street, N.W.  
Suite 900  
Washington, D.C. 20006



College Drive  
PO Box 2001  
Toms River, NJ 08754-2001

732.255.0400  
Fax 732.255.0444

[www.ocean.edu](http://www.ocean.edu)

Dear Ms. Costantino:

In Spring 2005, Ocean County College administered the *Academic Profile* to 94 students, 92 of whom completed answer sheets that could be scored. We have some concerns and questions about the ETS outcomes reports. Would you please respond to these concerns in writing so that I can easily share your answers with others?

1. We were perplexed by the formation of the proficiency levels. For example, Level #1 under Writing Proficiency includes "ordering elements in an outline" while level #2 includes "recognizing agreement among basic grammatical elements when these elements are complicated by intervening words and phrases." It would seem that these two examples should be reversed, placing grammatical elements in level #1 (which we are assuming to be the lowest level if, indeed, a hierarchy is intended) and organizational skills in level #2. This example suggests that the hierarchical nature of the proficiency levels breaks down. Could you explain the rationale behind the selection of items in the proficiency levels and how these levels impact on the test questions?

***The specification of the skills at each proficiency level in each skill area was established about 17 years ago with the inception of Academic Profile. The committee that determine which skills map to which proficiency level has long since disbanded, but we have maintained the proficiency levels as they were designed many years ago because they seemed to meet the needs of the more than 350 institutions that administer Academic Profile. In order to maintain comparability of the scores from earlier versions of Academic Profile to new versions and now to the successor, MAPP, we cannot change the mapping of skills to proficiency level definitions.***

2. In examining the math problems in the three test booklets used for the abbreviated form, we were perplexed to find that each booklet focused on a different form of mathematics, that is, statistics, algebra, and pre-calculus. Could you explain why each booklet does not include problems representing the scope of mathematics? We understand that proficiency is measured by correctly answering only one-fourth of the questions. Is each mathematics proficiency level represented in each short version of the test, or does each short test version represent only one level of proficiency?

***The abbreviated form is created by partitioning the standard form into three smaller tests, each one-third as long as the standard form. Each of these three smaller tests is to be taken by one-third of the students. If an institution follows the spiraling plan in administering the test, these three groups of students will all be randomly representative of the larger group. Each of the three smaller tests contains nine math questions, three at each of the three proficiency levels. Because, that's not enough questions to represent all the different types of mathematics included in the standard form. But by combining the information from the students tested with the three smaller forms, it is possible to draw some conclusions about the math skills of the combined group of students tested. I do not understand the assertion that "proficiency is measured by correctly answering only one-fourth of the questions." That is not the case, but if this is cite somewhere in our user documentation, please let us know so that we can correct any misinformation.***

3. Regarding question #2 above, with the mathematics content differing so greatly from one booklet to another, how can ETS maintain that "each question ... is associated with a particular proficiency in a particular area"? (*User's Guide*, p.?).

***I think that the answer to the second question above - concerning spiraling - answers this question, as well.***

4. We find that the report sent to us is difficult to examine and discuss in even the smallest group because the report lacks page numbers. The same is true of the charts on the ETS website. In addition, the website charts provide no option of a "printable version," thus rendering some charts truncated in either portrait or horizontal format.

***We agree, and page numbering will be added to future editions of this manual. Thanks for this excellent suggestion.***

5. We find the scores difficult to understand because of the small range presented. The difference of a single point, for example 444 to 445 moves the institutional mean from the 67<sup>th</sup> to the 77<sup>th</sup> percentile. Does this unusual cluster impact on test validity?

***Many of the institutions using the Academic Profile tend to have similar mean scores. Apparently, ten percent of the institutions have mean scores between 444 and 445. But I don't understand the question, "Does this unusual cluster impact on test validity?" What kind of impact do you mean? You might find it more useful to refer to the distribution of individual scores, rather than to the distribution of institutional means. The resulting interpretation would be something like, "Our average student has a score at the XXth percentile of the group of all students who took the test."***

6. Only in scouring the website could we determine that the charts represent students tested in 2001-02, a fact which explains why our college was not included in the list. How can we reasonably compare our students with those tested in 2001-02? Why is ETS presenting such dated figures?

***Academic Profile was a joint venture of ETS and the College Board. When the instrument was discontinued about a year ago, the two organizations decided that new comparative data would not be published. However, at the request of our many administering institutions, new comparative data through 2004 was recently compiled and will be available at our website shortly.***

7. Because students are designated in ETS reports as freshmen, sophomores, juniors, and seniors on the basis of credits taken, sophomore-level students at our college who count their remedial credits would be classified as juniors. Associate's degree students who have taken remedial credits would include these among the "number of credit hours successfully completed" (information item #3 on the *Academic Profile* answer sheet). Should item #3 include the following sentence: "Do not count credits received in remedial/developmental courses; report only credits towards graduation"?

***This issue has never been raised before, but it is certainly something we would consider as a future enhancement.***

8. We find the definition of "marginally proficient" confusing. ETS claims that a marginally proficient student "is one whose test results do not provide enough evidence to classify the student as either proficient or as non-proficient." However, for the Standard Form, the chart on page ? of the *User's Guide* indicates a specific range of correct answers for each level of proficiency, including the marginal level. Could the classifications be more accurately written as "Fully Proficient," "Moderately Proficient," and "Non-Proficient"? Finally, could ETS explain more clearly the information under "Proficiency Classifications on the Abbreviated Form" (*User's Guide*, p.?)?

***The "marginal" category is necessary to avoid implying a much greater difference than the test results actually indicate. The problem is especially acute on the standard form, where individual proficiency classifications are reported. If there were no "marginal" category, a single correct answer would change a student's classification from "not proficient" to "proficient". (Your proposed alternative set of descriptors - "Fully Proficient," "Moderately Proficient," and "Non-Proficient" - would probably work equally well.) The proficiency classifications for a particular proficiency level (Math Level 1, for example) are based on the questions at Level 2 and Level 3 in addition to those for Level 1, but the questions at the three levels are unequally weighted. The weights are empirically determined. The document titled "Proficiency Classifications on the Abbreviated Form" gives the technical details of the procedure for determining the weights, for those who want that level of detail.***

Thank you for whatever help you can offer in clarifying the matters above. The hours, dollars, and confidence we have invested in this instrument have prompted these questions and our general concern about the use of the *Academic Profile* to better measure our students' General Education proficiencies.

Sincerely,

Carolyn Lafferty

Carolyn Lafferty  
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Academic Affairs Division  
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## **APPENDIX IX**

### **Ocean County College General Education Assessment**

During 2005-06 Ocean County College will assess student achievement of general education skills primarily by administering the **OCC General Education Skills Test**. Consisting of thirty-three multiple-choice items, this test will be used to assess nine of the college's thirteen general education goals.

The OCC General Education Skills Test was developed after the completion of two unsuccessful general education assessment pilot projects involving performance-based assessment in Spring 2004 and the *Academic Profile* in Spring 2005. See Appendices A and B for a summary of these pilots.

The following general education goals will be assessed using the OCC General Education Skills Test:

- Independent/Critical Thinking, including Mathematical Reasoning (Goal #1)
  - For independent/critical thinking - 6 questions measuring interpretive, strategic, and adaptive reasoning based on material from the humanities, the natural sciences, and the social sciences.
  - For Mathematical Reasoning - 3 questions
- Problem Solving (part of Goal #3: Problem Solving and Information Literacy) – 2 test items
- Science and Social Science (Goal #5) – 6 items
- Aesthetic Appreciation (Goal #6) – 3 items
- Historical Consciousness (Goal #7) – 3 items
- Diversity Appreciation (Goal #8) – 3 items
- Global Perspective (Goal #9) – 3 items
- Health and Well Being (Goal #10) – 3 items
- Technology (Goal #12) - 1 item

Three general education goals (in addition to the second part of Goal #3) will be assessed through the college's course-level assessment process:

- Communication (Goal #2)
  - Writing: All full-time and adjunct English faculty will use a set of rubrics to blind score student essays.
  - Oral Communication: Faculty will select one of the following methods: (a) blind scoring of taped student speeches using a set of rubrics, or (b) item analysis of a graded final exam in Public Speaking.
- Information Literacy (part of Goal #3: Problem Solving and Information Literacy)
  - Included in the rubrics used for assessing writing skills.
- Ethical Judgment (Goal #4)
  - Questions evaluating ethical judgment skills may be included in the rubrics used to assess writing. These questions would apply only to student essays requiring a demonstration of ethical judgment.

Two other general education goals will be assessed through student responses on the Sophomore Student Attitude Survey (SSAS) administered to students preparing for graduation:

- Civic Responsibility (Goal #11)
- Life Long Learning (Goal #13)

## APPENDIX X

### OCC General Education Test, Demographics and Correlations

#### #51: Age Range

(a) 18-24	174
(b) 25-35	22
(c) 36-50	24
(d) over 50	5
Blank	<u>5</u>
Total	<b>230</b>

#### #55: Transfer Plans

(a) Yes	181
(b) No	40
Errors	4
Blank	<u>5</u>
Total	<b>230</b>

#### #52: Gender

(a) male	88
(b) female	134
Errors	3
Blank	<u>5</u>
Total	<b>230</b>

#### #56: Credits Completed

(a) < 30	104
(b) 30 - 60	75
(c) 61 - 90	26
(d) > 90	19
Blank	<u>6</u>
Total	<b>230</b>

#### #53: Enrollment Status

(a) F/T	140
(b) P/T	80
Errors	4
Blank	<u>6</u>
Total	<b>230</b>

#### #57: Gen.Ed Credits Completed

(a) None	39
(b) About 25%	64
(c) About half	50
(d) About 75%	46
(e) 100%	21
Blank	<u>10</u>
Total	<b>230</b>

#### #54: Degree Program

(a) AA	79
(b) AS	53
(c) AAS	13
(d) Certificate	5
(e) None	62
Blank	<u>18</u>
Total	<b>230</b>

#### Summary of Test Data

<b># of Respondents:</b>	<b>230</b>
<b># of Test Items:</b>	<b>33</b>
<b>Average Score:</b>	<b>16.0</b>
<b>Median Score:</b>	<b>16.2</b>

Standard Deviation: 5.22 / 4.08 - ?

Highest Score: 28

Lowest Score: 0

Age Range	Average % Correct
18-24 yrs.	47.7%
25-35 yrs.	56.7%
36-50 yrs.	49.5%
over 50 yrs.	53.4%

Gender	Average % Correct
Male	52.4%
Female	47.2%

Degree Program	Average % Correct
AA	48.6%
AS	50.9%
AAS	49.0%
Certif.	46.6%
None	48.0%

FT/PT Status	Average % Correct
FT	49.0%
PT	49.2%

Transfer Plans	Average % Correct
Yes	49.5%
No	48.2%

Credits Completed	Average % Correct
< 30	47.5%
30-60	47.2%
61-90	52.7%
> 90	58.0%

GenEd Credits Completed	Average % Correct
None	47.2%
25 %	48.4%
about 50%	48.3%
about 75%	49.4%
100 %	56.5%

## APPENDIX XI

### OCEAN COUNTY COLLEGE

#### Classroom Assessment Goals AY 2005-06

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**For instructors**, more frequent use of CA can:

- Provide short-term feedback about the day-to-day learning and teaching process at a time when it is still possible to make mid-course corrections.
- Provide useful information about student learning with a much lower investment of time compared to tests, papers, and other traditional means of learning assessment.
- Help to foster good rapport with students and increase the efficacy of teaching and learning.
- Encourage the view that teaching is a formative process that evolves over time with feedback.

**For students**, more frequent use of CA can:

- Help them become better monitors of their own learning.
  - Help break down feelings of anonymity, especially in larger courses.
  - Point out the need to alter study skills.
  - Provide concrete evidence that the instructor cares about learning.
- 

#### Selected Classroom Assessment Techniques (CATs) for getting feedback on student learning and response to teaching

Adapted, Cross, Angelo

<i>Name:</i>	<i>Description:</i>	<i>What to do with the data:</i>	<i>Time required:</i>
Minute paper <sup>2</sup>	During the last few minutes of the class period, ask students to answer on a half-sheet of paper: "What is the most important point you learned today?"; and, "What point remains	Review responses and note any useful comments. During the following class periods emphasize the issues illuminated by your students' comments.	Prep: Low In class: Low Analysis: Low

	least clear to you?" The purpose is to elicit data about students' comprehension of a particular class session.		
<b>Chain Notes</b>	Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.	Go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning.	Prep: Low In class: Low Analysis: Low
<b>Memory matrix</b>	Students fill in cells of a two-dimensional diagram for which instructor has provided labels. For example, in a music course, labels might consist of periods (Baroque, Classical) by countries (Germany, France, Britain); students enter composers in cells to demonstrate their ability to remember and classify key concepts.	Tally the numbers of correct and incorrect responses in each cell. Analyze differences both between and among the cells. Look for patterns among the incorrect responses and decide what might be the cause(s).	Prep: Med In class: Med Analysis: Med
<b>Directed paraphrasing</b>	Ask students to write a layman's "translation" of something they have just learned—geared to a specified individual or audience—to assess their ability to comprehend and transfer concepts.	Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories, noting ways you could address student needs.	Prep: Low In class: Med Analysis: Med
<b>One-sentence summary</b>	Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom, when, where, how, and why?" The purpose is to require students to select only the defining features of an idea.	Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class topic and their interrelationships. Share your observations with your students.	Prep: Low In class: Med Analysis: Med
<b>Exam Evaluations</b>	Select a type of test that you are likely to give more than once or that has a significant impact on student performance. Create a few questions that evaluate the quality of the test.	Try to distinguish student comments that address the fairness of your grading from those that address the fairness of the test as an assessment instrument. Respond to	Prep: Low In class: Low Analysis: Med

	Add these questions to the exam or administer a separate, follow-up evaluation.	the general ideas represented by student comments.	
<b>Application cards</b>	After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.	Quickly read once through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.	Prep: Low In class: Low Analysis: Med
<b>Student-generated test questions</b>	Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and what are good test items.	Make a rough tally of the questions your students propose and the topics that they cover. Evaluate the questions and use the good ones as prompts for discussion. You may also want to revise the questions and use them on the upcoming exam.	

## APPENDIX XII

Faculty Survey (all f/t faculty)

### Classroom Assessment Techniques

Please identify how frequently you use the following classroom assessment techniques in one or more of your classes:

1. Call on students randomly and ask a content question pertinent to the current lecture or learning experience.  
(a) never (b) sometimes (c) frequently
2. Give a short quiz or writing prompt at the end of class on material covered during the class hour asking students about the content of the class  
(a) never (b) sometimes (c) frequently
3. Talk with students during an office hour about current course content  
(a) never (b) sometimes (c) frequently
4. Survey students during the semester (early and then at mid-term) as to what you might do to further assist them with mastering course objectives  
(a) never (b) sometimes (c) frequently
5. Pause in a lecture or other learning experience to ask students to write a brief summary or “translation” of a concept that is central to the learning experience  
(a) never (b) sometimes (c) frequently
6. Ask students to evaluate a test that they have just had returned  
(a) never (b) sometimes (c) frequently
7. After teaching an important concept or theory, ask students to write down at least one real-world application for what they have just learned  
(a) never (b) sometimes (c) frequently
8. Ask students, at the end of class, to write one test question that would adequately test the content covered in that day’s class  
(a) never (b) sometimes (c) frequently
9. Instruct students regularly that they are to raise their hand when they are having trouble with content you are teaching and assuring them that you will call on them as soon as you can (if not immediately)  
(a) never (b) sometimes (c) frequently.

Comment: Please write down one other classroom assessment procedure that you use frequently.

**APPENDIX XIII**

**Basic Skills Effectiveness Report/INSERT**

## APPENDIX XIV

**Assistant to the President for Institutional Effectiveness  
REPORT**

**Janet Hubbs**



### Developmental Reading and Writing at Ocean County College

September 2004

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**Basis for Study:** At the request of Professor Louise Silverman, Coordinator of Developmental English, I have prepared this brief report on selected success rates for students who have been identified through the Accuplacer test as needing remediation in reading and writing.

**Findings:** The data tend to identify three basic trends that might be of interest:

- Of the students identified as needing remediation in reading and writing in any (2000-2002) semester, an average of 37.5% completed the prescribed course(s), as follows: 42.7% FT Reading; 37.5 % PT Reading; 45% FT Writing; 24.7% PT Writing. (See Appendix I and II.)
- Of the students identified as needing remediation in reading and writing and taking the course(s), an average of 60.5% received a grade of C or better in ENGL 020 and an average of 63.1% received a grade of C or better in ENGL 021; an average of 62.8% received a grade of C or better in ENGL 010 and an average of 67.7% received a grade of C or better in ENGL 011. (See Appendix III.)
- The college survival rates (survival defined as students with a GPA of 2.0 or better) after two years for students who complete the remedial requirements in reading and writing are slightly lower than survival rates for students who have incomplete requirements and consistently lower than students who had no remedial requirements at all. (See Appendix II.)

**Observations:**

We seem to be enrolling about 70% (average) of students needing remediation in any given semester (from 2000-2002) and, of those, we are awarding a grade of C or better to about 63.7% (average) of those enrolled, generating a total success rate for those needing remediation of about 37.5% (average) in any given semester. These figures are gross totals and do not separately identify students who stop out or repeat a course, one or more times. In terms of a two-year survival at the college, there seems to be no significant difference between students who have completed their remedial requirements and those who have not (with just a slight tendency for those who had not completed their requirements to survive better—3-5% better).

## APPENDIXES

- Appendix I: Basic Skills Effectiveness Report Summary
- Appendix II: Basic Skills Effectiveness Report (available upon request)
- Appendix III: ENGL 010,011, 020, 021 Grade Distributions
- Appendix IV: English Coordinator's Report on Developmental Writing, Spring 2004
- Addendum: Departmental Reports/Communications, 2001-2002

## APPENDIX XV

**Assistant to the President for Institutional Effectiveness  
REPORT  
Janet Hubbs**



### Who Does *Not* Apply for Financial Aid?

Taken originally from the *National Postsecondary Student Aid Study: 1999-2000*, U.S. Department of Education, National Center for Education Statistics.

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From the ACE Issue Brief, Missed Opportunities: Students Who Do Not Apply for Financial Aid (October 2004), the following list identifies categories of students who are less likely to apply for financial aid:

- Students at community colleges (67% did not apply as compared to 42% at public 4-year colleges);
- Independent students (Dependent students are classified as age 24 or younger, unmarried, have no children, and are not veterans. All other students are considered "independent.");
- Part-time students;
- Students from the higher income quintiles (incomes of \$60,000 or more);
- Fact: Community colleges enroll 3 out of every 5 students who do not apply for aid.
- Student responses citing reasons for failure to apply:
  - The family or student could afford to pay;
  - The family income was too high to qualify;
  - They missed the application deadline;
  - Other (Note: One common "other" reason was that the student was receiving aid from another source that did not require filing FAFSA).

Conclusion: Policy debates about financial aid typically center on one of two topics: the structure of aid programs and the amount of funding. Analysts and policy makers rarely discuss recipients, yet understanding who does not apply and why is vital. One of every five dependent low-income students and one in every four independent low-income students failed to submit a FAFSA. Many others failed to realize full benefits because they applied late. No student should miss the opportunity for assistance because he or she lacks information, is misinformed, or is unable to navigate the application process.

## APPENDIX XVI

### **OCEAN COUNTY COLLEGE FINANCIAL AID OFFICE AY 04-05 SUMMARY**

**Aid applications, recipients, and volume of aid disbursed:** As of June 2005, the college had processed almost 4,986 Financial Aid applications, and had completed more than twice that number of transactions. Over the past three years, OCC has had a significant increase in aid applications growing from 3, 647 in AY 02-03 by 1,341 applications.

An aid application is processed by the federal government and sent to the College. Each transaction will result in a work process to determine whether the record requires review and/or should be packaged. About 35% of the applications received by OCC are selected by the federal processor for verification. Documents are collected, e.g., tax returns, W2s, 1099s, etc, and a verification of financial and other data is completed before packaging. In 2004-05, around 70% of the applications selected for verification were reviewed, that is, 25% of the 5,000 applications were verified.

Total 04-05 enrollment (unduplicated Fall, Spring, and Summer)	Ca. 12,000	
Processed aid applications, as of 6/15/05	4,986	% of enrollment applied for financial aid: 41.6%
Total number of ISIR transactions processed, as of 6/15/05	11,196	
Federal verification completed, as of 6/15/05	1,246	% of aid applications selected for federal verification and completed by staff: 25%

The volume of aid administered correlates to the number of applicants and recipients, but the relative workload is greater because recipients may receive several types of aid.

Type of Aid	Name	2004-05 # of Recipients	2004-05 Total Aid Disbursed
<b>GRANTS:</b>			
Federal grant	Pell Grant	1682	\$3,595,774
Federal grant	Supplemental Educational Opportunity Grant (SEOG)	956	\$175,750
NJ grant	Tuition Aid Grant (TAG)	1219	\$1,397,661
NJ grant	Equal Opportunity Fund Grant (EOF)	216	\$174,165
NJ grant	Student Tuition Assistance Reward Scholarship (STARS)	108	\$237,445
	Note: First year of program.	Note: Will likely double next year	Note: Will likely double next year
NJ grant	Distinguished Scholars	21	\$19,500
NJ grant	Urban Scholars	4	\$2,500
<b>WORK</b>			
Federal work	Federal Work Study	110	\$279,521
Institutional work	Institutional Work Study	17	\$37, 294
<b>LOANS</b>			
Federal loan	Subsidized Loans	801	\$1,888,109
Federal loan	Unsubsidized Loans	528	\$1,381,037
State loan	NJ CLASS	4	\$1,645
Alternative loans	TERI, Select, etc	7	\$6,000

Federal parent loan	PLUS	15	\$42,901
<b>VETERANS</b>			
Veterans' Benefits	Veterans' Programs	Ca. 200	Unknown
<b>TOTAL</b> Unduplicated count	Total grant, work, and loans, excluding Veterans' Programs	Ca. 2,750 recipients of the 5,000 applicants	\$9,239,303

## APPENDIX XVII

### OCC, Distance Learning Assessment, Student Survey

**1. The distance learning course as a whole**

	Number	Percentage
Excellent	183	42%
Good	200	46%
Fair	43	10%
Poor	9	2%
N/A	0	0%
Total	435	100%

**2. Ease of access to course components**

	Number	Percentage
Excellent	242	56%
Good	155	36%
Fair	31	7%
Poor	7	2%
N/A	0	0%
Total	435	100%

**3. The effectiveness of the distance learning format**

	Number	Percentage
Excellent	179	41%
Good	200	46%
Fair	45	10%
Poor	10	2%
N/A	1	0%
Total	435	100%

**4. Technical support for distance learning**

	Number	Percentage
Excellent	123	28%
Good	161	37%
Fair	55	13%
Poor	14	3%
N/A	82	19%
Total	435	100%

**5. The course content**

	Number	Percentage
Excellent	221	51%
Good	176	40%
Fair	29	7%
Poor	8	2%
N/A	1	0%
Total	435	100%

**6. The relevance and usefulness of course content**

	Number	Percentage
Excellent	204	47%
Good	188	43%
Fair	34	8%
Poor	7	2%
N/A	2	0%
Total	435	100%

**7. The relevance of the textbook(s) / course materials**

	Number	Percentage
Excellent	226	52%
Good	172	40%
Fair	33	8%
Poor	3	1%
N/A	1	0%
Total	435	100%

**8. The usefulness of reading assignments in understanding course content**

	Number	Percentage
Excellent	208	48%
Good	166	38%
Fair	48	11%
Poor	11	3%
N/A	2	0%
Total	435	100%

**9. The usefulness of**

**10. The usefulness of**

**computer (online)  
resources in  
understanding  
course content**

	Number	Percentage
Excellent	193	44%
Good	172	40%
Fair	49	11%
Poor	9	2%
N/A	12	3%
Total	435	100%

**11. The usefulness of  
audiotapes in  
understanding course  
content**

	Number	Percentage
Excellent	14	3%
Good	31	7%
Fair	15	3%
Poor	3	1%
N/A	372	86%
Total	435	100%

**13. The clarity of  
student responsibilities  
and requirements**

	Number	Percentage
Excellent	236	54%
Good	136	31%
Fair	47	11%
Poor	15	3%
N/A	1	0%
Total	435	100%

**15. Relative to face-to-  
face classroom courses  
I have  
taken, I expect my  
grade will be**

	Number	Percentage
Much Higher	16	4%
Higher	103	24%
About the Same	257	59%
Lower	50	11%
Much Lower	9	2%
Total	435	100%

**17. Relative to face-to-  
face classroom courses  
I have  
taken, the amount**

**videotapes in  
understanding course  
content**

	Number	Percentage
Excellent	12	3%
Good	35	8%
Fair	18	4%
Poor	3	1%
N/A	367	84%
Total	435	100%

**12. Opportunities for  
faculty / student and  
student / student  
communication and  
interaction**

	Number	Percentage
Excellent	183	42%
Good	154	35%
Fair	64	15%
Poor	24	6%
N/A	10	2%
Total	435	100%

**14. Student support  
services (ex., advising,  
counseling,  
tutoring)**

	Number	Percentage
Excellent	94	22%
Good	136	31%
Fair	53	12%
Poor	17	4%
N/A	135	31%
Total	435	100%

**16. Relative to face-to-  
face classroom courses  
I have  
taken, the  
intellectual challenge  
was**

	Number	Percentage
Much Higher	68	16%
Higher	176	40%
About the Same	165	38%
Lower	21	5%
Much Lower	5	1%
Total	435	100%

**18. Relative to face-to-  
face classroom courses  
I have taken, the  
amount of effort**

of effort I put into this course was

	Number	Percentage
Much Higher	87	20%
Higher	154	35%
About the Same	159	37%
Lower	30	7%
Much Lower	5	1%
Total	435	100%

19. Relative to face-to-face courses, my involvement in

this course (doing assignments, reflecting on course materials, etc.) was

	Number	Percentage
Much Higher	70	16%
Higher	146	34%
About the Same	183	42%
Lower	24	6%
Much Lower	12	3%
Total	435	100%

21. Evaluate the following: Placement testing

	Number	Percentage
Excellent	32	7%
Good	78	18%
Fair	36	8%
Poor	14	3%
N/A	275	63%
Total	435	100%

23. Evaluate the following: Financial aid procedures

	Number	Percentage
Excellent	42	10%
Good	83	19%
Fair	42	10%
Poor	24	6%
N/A	244	56%
Total	435	100%

25. Evaluate the following: Academic advising in

Advising/Counseling Center

needed to succeed in this course was

	Number	Percentage
Much Higher	90	21%
Higher	177	41%
About the Same	148	34%
Lower	18	4%
Much Lower	2	0%
Total	435	100%

20. Evaluate the following: Pre-registration and advising

	Number	Percentage
Excellent	95	22%
Good	177	41%
Fair	83	19%
Poor	19	4%
N/A	61	14%
Total	435	100%

22. Evaluate the following: Registration procedures

	Number	Percentage
Excellent	88	20%
Good	205	47%
Fair	90	21%
Poor	25	6%
N/A	27	6%
Total	435	100%

24. Evaluate the following: Academic advising by faculty advisor

	Number	Percentage
Excellent	54	12%
Good	115	26%
Fair	76	17%
Poor	40	9%
N/A	150	34%
Total	435	100%

26. Evaluate the following: Career counseling

	Number	Percentage
Excellent	41	9%
Good	112	26%
Fair	64	15%
Poor	45	10%
N/A	173	40%
Total	435	100%

27. Evaluate the following: Personal counseling

	Number	Percentage
Excellent	15	3%
Good	49	11%
Fair	30	7%
Poor	21	5%
N/A	320	74%
Total	435	100%

29. Evaluate the following: Library resources

	Number	Percentage
Excellent	94	22%
Good	128	29%
Fair	41	9%
Poor	3	1%
N/A	169	39%
Total	435	100%

31. Evaluate the following: Referral for students with physical or learning disabilities

	Number	Percentage
Excellent	33	8%
Good	43	10%
Fair	18	4%
Poor	2	0%
N/A	339	78%
Total	435	100%

	Number	Percentage
Excellent	21	6%
Good	51	15%
Fair	46	14%
Poor	28	8%
N/A	189	56%
Total	335	100%

28. Evaluate the following: Tutorial services

	Number	Percentage
Excellent	19	4%
Good	56	13%
Fair	29	7%
Poor	10	2%
N/A	321	74%
Total	435	100%

30. Evaluate the following: Bookstore services

	Number	Percentage
Excellent	92	21%
Good	179	41%
Fair	89	20%
Poor	42	10%
N/A	33	8%
Total	435	100%



interaction with course content. Did the faculty member seem to be making regular contact with all students? Did you sense the existence of a “learning community” among the students?)

IV. COURSE DESIGN (Did the design suit the course objectives and content? Was the course designed to be easily navigable? Was the platform technology used to full advantage? Was the course designed to provide regular feedback to students?)

GENERAL COMMENTS OF THE EVALUATOR

GENERAL COMMENTS BY THE FACULTY MEMBER (following post-evaluation conference)

\_\_\_\_\_  
Signature of Faculty Member  
[Faculty signature only verifies evaluation conference has been held.]

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
(Date)

Cc: Original in Department Personnel File  
Vice President of Academic Affairs  
Faculty Member

## APPENDIX XIX

### FACULTY INNOVATION CENTER TRAINING ROSTER, SP04-FA05

Lastname	Firstname	Department	Role	SP04 Hrs	SU04 Hrs	FA04 Hrs	SP05 Hrs	SU05 Hrs	FA05 Hrs	Total	Totals	Notes
Kleiner	Karl	Business	FT	0	0	1	1	0	0	2		BUSN131 WebCT
Napolitano	Barbara	Business	FT	0	0	1	3	1	0	5		BUSN WebCT + Cruiser
Reilly	Virginia	Business	FT	0	2	0	0	0	0	2		ECON WebCT
Schwartz	Henry	Business	FT	0	0	0	2	1	1	4	13	ECON Cruiser
	Cruz	Business	PT	0	0	0	2	0	0	2		BUSN WebCT + Cruiser
Fillipo	James	Business	PT	0	0	0	0	0	3	3		BUSN Word + PPT + Cruiser
Samerelli	Kimberle	Business	PT	0	0	0	0	0	1	1	6	BUSN Cruiser
Angona	Judith	English	FT	0	8	4	6	2	2	22		ENGL152 IDG + Conference
Bordelon	David	English	FT	0	0	0.5	0.5	0	1	2		ENGL Web Pages + Cruiser
Carr	Maryellen	English	FT	0	0	0	2	2	0	4		ENGL PPT + Cruiser + Web Pages
Furstoss	Robert	English	FT	0	0	0	1	0	0	1		ENGL 152 WebCT
Maxymuk	Walter	English	FT	0	0	0	0	0	2	2		ENGL Graphics
Mitchell	Elizabeth	English	FT	0	0	0	0	2	2	4		ENGL Word + Cruiser
Silverman	Louise	English	FT	0	8	4	2	0	2	16		ENGL152 IDG
Tamm	Jayanti	English	FT	0	0	0	0	0	1	1		ENGL Cruiser
Veselits	Karen	English	FT	0	0	0	4	8	4	16	68	ENGL PPT + Cruiser
Perrin	Carl	English	PT	0	1	0	0	0	0	1		ENGL Cruiser Web Pages
Prothers	Lisa	English	PT	0	0	2	6	4	2	14		ENGL Cruiser Web Pages
Watiti	Judith	English	PT	0	0	2	6	4	0	12	27	ENGL + PSYC Cruiser
Malachowski	Kathleen	Health	FT	0	0	4	2	4	2	12	12	HEHP225 WebCT + ACAD155 Cruiser + Publisher
Levin	Jeffrey	Health	PT	0	0	0	4	2	0	6	6	HEHP265 Cruiser + Publisher
Brierly (Willets)	Elizabeth	Humanities	FT	0	0	2	0	0	1	3		COMM WebCT + Publishers + OSOL/DL
Milojevic	Liljana	Humanities	FT	0	0	0	0	0	4	4		SPAN Word + Photoshop + PPT
Niers	Gert	Humanities	FT	0	0	4	8	4	0	16		FREN191 Web Pages + Cruiser
Tietge	Kathleen	Humanities	FT	0	0	0	4	4	2	10	33	PHIL192 WebCT + Cruiser
Cramer	Marta	Humanities	PT	0	0	1	4	3	1	9		SPAN Cruiser + PPT + Word
Firestone	Leo	Humanities	PT	0	0	0	0	0	2	2		SPAN Cruiser + Word
O'Brien	James	Humanities	PT	0	0	6	8	2	4	20		SPAN Cruiser + PPT + Word
Vanderburgh	Jacqueline	Humanities	PT	0	0	0	1	2	0	3	34	ARTS Cruiser + Web Search
Birdsall	Maryann	Math	FT	0	0	6	10	4	4	24		MATH012 WebCT + Web Pages
Feneis	Bridget	Math	FT	10	20	40	40	4	8	122		MATH011 WebCT + Web Pages + Cruiser
Gordon	Theodore	Math	FT	0	0	0	2	1	0	3		MATH191 WebCT
McMillian	Vicki	Math	FT	0	0	1	1	0	0	2		MATH STAT PDF + Cruiser + WebCT WebDAV
Rickert	William	Math	FT	1	4	2	1	1	1	10		MATH Cruiser Web Pages
Vasquez- Rizzo	Lynn	Math	FT	0	0	0	1	1	0	2		MATH 151 WebCT + Cruiser
Zacharczyk	Jill	Math	FT	0	1	2	1	1	0	5	168	MATH 152 WebCT + Cruiser + Web Pages

Baldwin	Cliff	Math	PT	0	0	4	2	0	0	6	MATH011 Cruiser + Web Pages
Camillo	Krista	Math	PT	0	0	4	3	1	0	8	MATH011 Cruiser + Web Pages
Davis	Stuart	Math	PT	0	0	0	4	2	1	7	MATH Cruiser + Web Pages
Semplenski	Thomas	Math	PT	0	0	1	4	1	0	6	27 MATH Cruiser + Web Pages
Alexander	Barbara	Nursing	FT	0	1	0	1	3	2	7	NURS 175 Cruiser + PPT
Amendola	Barbara	Nursing	FT	0	0	0	2	0	1	3	NURS 176 Cruiser + PPT
Barrett	Joan	Nursing	FT	16	50	100	90	80	10	346	NURS175 + 176 WebCT + OWA + PPT
Donovan	Lois	Nursing	FT	0	0	2	2	1	2	7	NURS 175 Cruiser + PPT + OWA
Gilbert	MaryLou	Nursing	FT	2	6	4	2	4	2	20	NURS165, 175 WebCT, Cruiser + Web Pages
Hollema	Cheryl	Nursing	FT	0	0	4	4	2	2	12	NURS 273 WebCT + Cruiser + PPT
Kearns	Sandra	Nursing	FT	0	0	0	2	4	2	8	NURS 275 WebCT + Cruiser
Kelly	Leah	Nursing	FT	16	40	110	90	50	40	346	NURS175 + 176 WebCT + Cruiser
Kennett	Joyce	Nursing	FT	0	0	1	1	4	2	8	NURS 175 Cruiser + PPT
Nash	Denise	Nursing	FT	0	0	0	2	2	1	5	NURS 275 Cruiser + PPT + OWA
Quinn	Margaret	Nursing	FT	0	0	0	2	4	2	8	NURS 275 Cruiser + PPT + OWA
Schlossbach	Nancy	Nursing	FT	20	40	16	10	6	4	96	NURS174 WebCT pilot + 3 sections + Cruiser
Sensenbach	Frances	Nursing	FT	0	0	0	4	4	2	10	NURS 273 WebCT
Spetko	Janet	Nursing	FT	0	0	0	40	40	0	80	NURS 273 WebCT
Witman	Arlene	Nursing	FT	0	0	0	2	0	1	3	959 NURS 176 Cruiser + PPT
Gambino	Kathleen	Nursing	PT	0	0	0	2	1	1	4	
Ewtuschek	Deborah	Nursing	PT	0	0	2	2	1	0	5	
Olsen	Candace	Nursing	PT	0	0	2	2	2	0	6	
Repole	Michelle	Nursing	PT	0	0	0	0	2	0	2	
Rugar	Mary	Nursing	PT	0	0	0	0	2	0	2	19
Caltagirone	Linda	Science	FT	0	6	4	4	4	2	20	BIO232 + AHMT WebCT + Cruiser
Kalichstein	Dennis	Science	FT	0	0	0	1	1	2	4	BIO130 Cruiser
Murphy	Catherine	Science	FT	0	6	2	2	4	0	14	38 BIO232 Cruiser
Lodato	Jane	Science	PT	0	0	0	0	0	2	2	2 BIO131 Cruiesr
Atanda	Alfred	Social Sciences	FT	0	0	6	8	4	2	20	PSYC172 + 173 + 273 + 275 Cruiser
Harrison	Robert	Social Sciences	FT	0	1	1	0	0	0	2	HIST171 PPT
Kenneally	Lynn	Social Sciences	FT	0	0	0	2	0	0	2	EDUC176 Cruiser
Lavender	Neil	Social Sciences	FT	4	0	6	8	20	10	48	PSYC172 WebCT
McCormick	Kathleen	Social Sciences	FT	4	2	8	4	20	10	48	PSYC172 WebCT
Ryder	Geraldine	Social Sciences	FT	0	2	1	1	4	0	8	128 HIST(honors) PPT + Publisher clickers
Dixon	Catherine	Social Sciences	Lecturer	0	0	0	2	4	2	8	ACAD155 Cruiser
Fischer	Janis	Social Sciences	Lecturer	0	0	0	2	2	0	4	ACAD155 Cruiser + Publisher
Keller	Mary	Social Sciences	Lecturer	0	0	0	2	1	1	4	PSYC172 Cruiser
Pandolpho	Katherine	Social Sciences	Lecturer	0	0	0	1	2	1	4	ACAD155 Cruiser
Trevisan	Carey	Social Sciences	Lecturer	0	0	1	1	0	2	4	PSYC Cruiser
Williams	Sandra	Social	Lecturer	0	0	0	0	0	3	3	27 ACAD155 Cruiser +

Barton	Elizabeth (Connie)	Sciences Social Sciences	PT	0	0	0	3	0	0	3	Publisher PSYC172 Cruiser + Word
Brush	Kimberly	Sciences Social Sciences	PT	0	0	0	2	0	0	2	PSYC272 Cruiser
Cippolletti	Marianne	Sciences Social Sciences	PT	0	0	1	1	0	0	2	Cruiser
Costanza	Debra	Sciences Social Sciences	PT	0	0	0	3	2	1	6	Cruiser + WebCT
Faculty	Adjunct	Sciences Social Sciences	PT	0	0	0	108	0	0	108	3 January Cruiser Workshops + June WebCT Workshop + Summer/Fall ACAD 155 Training Cruiser
Ferraro	Alan	Sciences Social Sciences	PT	0	0	0	3	0	0	3	Cruiser
Flynn	Brian	Sciences Social Sciences	PT	0	0	0	4	1	1	6	ACAD155 Cruiser
Froriep	Kathleen	Sciences Social Sciences	PT	0	0	2	4	2	1	9	HIST Cruiser + Word + PPT + Web Search PSYC Cruiser + PDF scans
Gallo	Louis	Sciences Social Sciences	PT	0	0	0	4	8	4	16	PSYC Cruiser
Kerr	Kenn	Sciences Social Sciences	PT	0	0	0	4	2	1	7	ANTH + HIST Cruiser
LaPointe	Eleanor	Sciences Social Sciences	PT	0	0	0	2	1	0	3	PSYC 172 WebCT
Lewis	Samuel	Sciences Social Sciences	PT	0	0	0	4	6	0	10	Cruiser + Web Pages + Word
Martins- Shannon	Janine	Sciences Social Sciences	PT	0	0	0	6	0	1	7	HIST171 + 172 Cruiser + Word
Smith	Alan	Sciences Social Sciences	PT	0	0	0	2	4	1	7	Cruiser + SOCI 181 WebCT
Swanson	Dennis	Sciences Social Sciences	PT	0	0	4	6	2	2	14	
Woolery	Anita	Sciences Social Sciences	PT	0	0	0	4	8	2	14	217
				73	198	368.5	593.5	375	176		1784
Business	English	Health	Humanities	Math	Nursing	Science	Social Science				
13	68	12	33	168	959	38	128	FT	1419	80%	
6	27	6	34	27	19	2	244	PT	365	20%	
19	95	18	67	195	978	40	372				
1%	5%	1%	4%	11%	55%	2%	21%	TOT	1784		

## APPENDIX XX

Assistant to the President for Institutional Effectiveness

NOTES  
Janet Hubbs



### FY08 Departmental Planning Documents

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#### OCEAN COUNTY COLLEGE Planning Document, FY 08

**NOTE:** For this planning cycle, we have introduced a new format for items #3 and #5, Assessment Results and Summary, in order to begin to establish a clearer paradigm for Institutional Assessment. All departments should complete the new item #3 (Parts One and Two); the new item #5 need only be completed at the divisional level (and is based on the Middle States Commission of Higher Education Standards). Specific Assessment Criteria for each division for item #5 accompany this document as Appendix A.

*Each department of the college is asked to prepare a planning document for FY 08. The document should build on the FY 06 and FY 07 planning documents.*

*Budget managers should arrange to set up a process within departments whereby maximized, active input from department members contributes to the formation of this document and whereby all department members have an opportunity for development, review and revision of the final document prior to submission. The document is due to the division Vice President not later than March 15, 2006 and from the Vice President to the PBC by March 29.*

1. **Departmental Mission/Goals** Content: This section should describe the general mission and overall goals of the department. If the department has more than one sub-division, it will be necessary to obtain a mission/goals statement from each of these groups. Review the missions and goals statements from the FY 07 planning documents. Please attempt to make your mission/goal statements as *specific* as possible.
2. **Departmental Summary** Content: This section should describe succinctly the essential organization, staffing, and operations of the department. Any needs for a reorganization of department workflow should be discussed at this time.
3. **Assessment Results:** **Starting with the FY 08 Planning Documents, each department is asked to complete the following two-part assessment item.**
  - **The first, Part One, is departmental, measuring the status and related assessment activities (if appropriate) of departmental planning goals for the current fiscal year (FY 06), based on the planning document for FY 06.**

- The second is institutional, measuring the department’s processes with regard to the college’s strategic initiatives.

**Part One:** Please complete the following table based on your FY 06 Planning Document; feel free to add remarks about additional assessment activities below the table. *Note: These tables should be formatted in the “portrait” mode, 9-point font.*

<b>OBJECTIVES</b> <i>List below your top 5 (or all if you had fewer than 5) prioritized objectives for FY 06</i>	<b>STATUS/REASONS</b> <i>Identify the status of each objective including, briefly, action taken, dates, any explanations for current status, or any <u>alternative measures</u> taken.</i>	<b>ASSESSMENT</b> <i>List here any specific measures you have used, (if relevant), to assess the effectiveness of this objective, what data (if relevant) you have retrieved, and what the data suggests.</i>	<b>IMPACT ON FY08</b> <i>Identify the relationship of this objective to the objectives in your FY 08 Planning Document</i>

**Optional Additional Remarks on Departmental Assessment Practices:**

**Part Two:** Please assess how well departmental activities, ongoing and those contained in the planning documents (06, 07) serve the institution’s strategic initiatives. Select only the initiative(s) directly related to the activity.

<b>STRATEGIC INITIATIVES: 2005-2010</b>	<b>ACTIVITIES</b> <i>Identify the <u>major</u> processes, actions and activities in your department (in general terms) that address the relevant strategic initiative(s) and how you have measured their success, if applicable.</i>
1. Educational excellence that embraces quality teaching, new presentation modes, programs used to develop intentional learners, and rigorous educational assessment used to improve teaching and learning.	
2. The creation of a campus culture in which students can thrive and reach their fullest potential by receiving increased access to technological support, improved advising and transfer services, the full benefits of financial aid, retention services, and a comprehensive selection of co-curricular activities.	
3. Advancement, partnering and outreach, whereby the college seeks mutually beneficial connections and associations that promote its mission, its programs, and its culture of collaboration.	
4. Enhanced facilities and technology that support exceptional teaching and learning, institutional growth, and overall institutional effectiveness.	
5. Planning and assessment that are linked to resources management and institutional effectiveness.	
6. Human resources development through the continuation of best practices in hiring, bargaining and conflict resolution and in the continued expansion of employee development and training programs.	
7. Continued development of varied events, programs and facilities that engage students and community members in rewarding athletic, artistic, cultural, and service-oriented activities.	

- 4. Planning Objectives** Content: This section should specify in detail, with a brief but clear rationale for each, the specific objectives and requisite tasks that you wish to carry out in 2007-08 to address significant department needs as determined by the assessment process identified above in item #3. **Objectives requiring new money should be prioritized.** Remember that the primary test of departmental goals should be how they enhance opportunities for student learning. Please use the table below to organize this section.

Year \_\_\_\_\_

Departmental Planning Objectives	Rationale or Justification	Responsibilities/ Participants/Time Frames	Estimated Cost (if applicable)
Add extra rows, as needed			

*NOTES: Columns 5 and 6 have been transferred to item 3., Assessment, above. This table may now be formatted in the "portrait" mode in 9-point Times New Roman font.*

- 5. Summary** Contents: This section should provide on the chart general summaries about how the department's plans will contribute to the overall effectiveness of the institution by serving the Middle States Commission of Higher Education Standards.

**Summary (to be completed only at the divisional level): From the criteria listed in Appendix A (attached) for your division, please report (on the chart below) on both major ongoing divisional activities and/or new plans that are responsive to these criteria:**

*Note: Please use a 9-point font within the table.*

<b><u>CRITERIA</u></b>	<b><u>ACTIVITIES</u></b>	<b><u>FY 08 IMPROVEMENTS</u></b>
<i>List below each criterion for your division listed in Appendix A.</i>	<i>Identify the <u>major</u> processes, actions and initiatives in your division (in general terms) that address each of the criteria and how you have measured their success, if applicable.</i>	<i>Identify how your FY 08 new objectives (generally and grouped together when necessary) will address improved effectiveness for relevant criteria (if applicable).</i>

**FORMATTING:** Please type up the final drafts of your planning document in Windows Word 2000 or newer, Times New Roman, 11 Font (9 Font in Tables). All items, including tables, may now be formatted in the "portrait" mode. All documents should be merged into a single document with pages numbered consecutively. A proofread/edited text would be deeply appreciated.



## Office of Institutional Effectiveness

### Appendix A, Departmental/Divisional Planning Document

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Please find listed under each college division major criteria for each taken from MSCHE, *Design for Excellence* (2005).

#### 1. President's Division

- The college's culture statements are clear, related to institutional and educational contexts, and aligned with both the strategic planning and budgeting process and with each other.
- The administration of the college is composed of skilled persons who work effectively as a team and collaboratively with other college constituencies within an organizational system that has clear lines of organization and authority.
- The institution demonstrates adherence to ethical standards and its own stated policies.
- The institution has developed and implemented an institutional assessment plan and process that evaluates its overall effectiveness.
- The institution's system of governance defines the role of constituencies in policymaking and includes an active governing body with sufficient autonomy to fulfill its responsibilities.

#### 2. Planning and Administration

- The institution conducts ongoing strategic planning and resource allocation based on its mission and utilizes the results of assessment activities for institutional renewal.
- Appropriate constituencies are involved in the planning process.
- There is a comprehensive facilities or infrastructure master plan and a facilities/infrastructure life-cycle management plan appropriate to the institutional mission.
- The physical facilities necessary to achieve the institution's mission are available and accessible.
- There is a systematic use of data for planning, renewal, and revision of the institution's strategic plan.

#### 3. Business and Finance

- The human and financial resources necessary to achieve the institution's mission are available and accessible.
- The budgeting process is aligned with the institution's mission.
- The institution uses varied strategies to measure and assess the level and efficient utilization of institutional resources required in support of its mission.
- The budget process uses planning and assessment documents.
- The institution has an annual budget and multi-year budget projections (for at least three years).

- There is an annual independent audit and a follow-up process used to address issues identified in the management letter.
4. Technology and Campus Services
- The technical resources necessary to achieve the institution's mission are available and accessible.
  - The institution has a comprehensive plan to assure that learning resources are adequately supported and staffed to support the institution's objectives for student learning, both on campus and at a distance.
  - The institution has a technology acquisition and replacement process and plan as appropriate to educational programs and support services.
  - Programs delivered through distance learning modalities should meet academic and learning support standards comparable to those offered in more traditional formats.
5. Economic and Workforce Development
- Non-credit offerings are designed, approved, administered, and evaluated under established institutional procedures.
  - Institutional offerings at branch campuses or other instructional sites meet institutional standards for quality of instruction, academic rigor, and educational effectiveness.
  - In regards to contractual relationships, there are processes in place to protect the institution's integrity and to assure appropriate oversight for all activities carried out in the institution's name or on its behalf.
6. Student Affairs
- The institution's admissions policies support its mission.
  - There are adequate processes in place to assist prospective students in making informed decisions.
  - There are adequate processes in place to assess student retention
  - The institution provides and assesses a wide array of support services necessary for students to achieve their goals.
  - The institution provides a widely disseminated procedure for addressing student complaints and grievances.
  - The institution maintains adequate policies and procedures to ensure the secure and efficient maintenance of student records.
7. Academic Affairs
- The institution's instructional programs are devised, developed, delivered, monitored, and supported by qualified professionals.
  - Published standards and procedures are in place for all faculty and other learning specialists for actions such as appointment, promotion, tenure, grievance, discipline and dismissal.
  - Criteria for teaching effectiveness are clear and consistent for all faculty, full time and part time.
  - Educational offerings are consistent with the college's mission.
  - Institutional curricula are designed so that students acquire proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.
  - Student learning goals and objectives and general education requirements are stated in terms of learning outcomes and widely disseminated.
  - The institution systematically identifies and places under prepared students and provides adequate, non-degree courses and support services.

- The institution's assessment of student learning demonstrates that students have the knowledge, skills and competencies consistent with the institutional mission and program and course objectives.
- The institution has a process in place to demonstrate that students at graduation have achieved stated general education goals.

## APPENDIX XXI



### OCEAN COUNTY COLLEGE CULTURE STATEMENTS

**“An Exceptional Education at a Premier Public College”**

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#### VISION STATEMENT

Ocean County College aspires to be an institution of distinction where an exceptional faculty and staff serve to awaken students to a love of learning. We foster educational innovation through effective teaching-learning strategies to develop and nurture intentional learners who are both empowered and informed. We work to be ever new, offering through education the perpetual hope and promise envisioned by the founders of our nation. We employ sophisticated technology and sound learning assessment, clearly focused on student success. We offer quality cultural events, accessible programs that advance our commitment to learning throughout life, and educational opportunities that arise from our unique seacoast and pineland environments. Our nationally recognized model for planning and resource management, our institutional effectiveness design, and our creation of strategic partnerships for college advancement signify our intention of taking a leadership position in the academic community. Our ultimate and most lasting vision—ensuring that our students have what they need to transfer well, to find meaningful career opportunities throughout their lives, and to thrive in an increasingly diverse and complex world—affirms our continuing desire to be, quite simply, the best.

#### VALUES

- The freedom of intellectual pursuit
- A commitment to multiple teaching-learning styles
- An open-door environment with accessible faculty and staff
- A respect and an appreciation for cultural diversity
- A climate of civility and courtesy
- A family spirit in an intellectual community
- A collaborative, creative and team-spirited approach to leadership
- The highest personal and institutional integrity
- The highest standards of professional commitment

#### MISSION STATEMENT

It is the mission of Ocean County College to foster excellence and a caring environment through its commitment to:

- Offer comprehensive educational programs that develop intentional learners of all ages and ensure the full assessment of student learning in these programs;
- Provide broadly-based student support, starting from our initial contact with every individual, regardless of his or her unique needs;
- Measure employee attitudes toward the workplace and student attitudes toward the learning experience and make responsive adjustments in institutional strategies;
- Provide a well-designed campus and facilities with advanced technology;
- Address our human resource needs by recruiting and hiring highly qualified people and continuing to develop the potential of each employee;
- Generate and manage fiscal resources to best serve strategic priorities;
- Organize a leadership team committed to outreach, development, engagement, institutional effectiveness, and a fully realized implementation of the college's vision;
- Reach out to members of the Ocean County community and beyond in order to create meaningful, fulfilling, and mutually beneficial partnerships.

### STRATEGIC INITIATIVES—2005-10

It is the college's goal to include the following strategic initiatives in all its planning, assessment, and resource allocation activities in order to effect its vision, embrace its values, and achieve its mission. The college will actively promote and assess:

1. Educational excellence that embraces quality teaching, new presentation modes, programs to develop intentional learners, and rigorous educational assessment used to improve teaching and learning;
2. The creation of a campus culture in which students can thrive and reach their fullest potential by receiving increased access to technological support, improved advising and transfer services, the full benefits of financial aid, retention services, and a comprehensive selection of co-curricular activities;
3. Advancement, partnering, and outreach, whereby the college seeks mutually beneficial connections and associations that promote its mission, its programs, and its culture of collaboration;
4. Enhanced facilities and technology that support exceptional teaching and learning, institutional growth, and overall institutional effectiveness;
5. Planning and assessment that are linked to resource management and institutional effectiveness;
6. Human resource development through the continuation of best practices in hiring, bargaining, and conflict resolution and in the continued expansion of employee development and training programs;
7. Continued development of varied events, programs and facilities that engage students and community members in rewarding athletic, artistic, cultural and service-oriented activities.

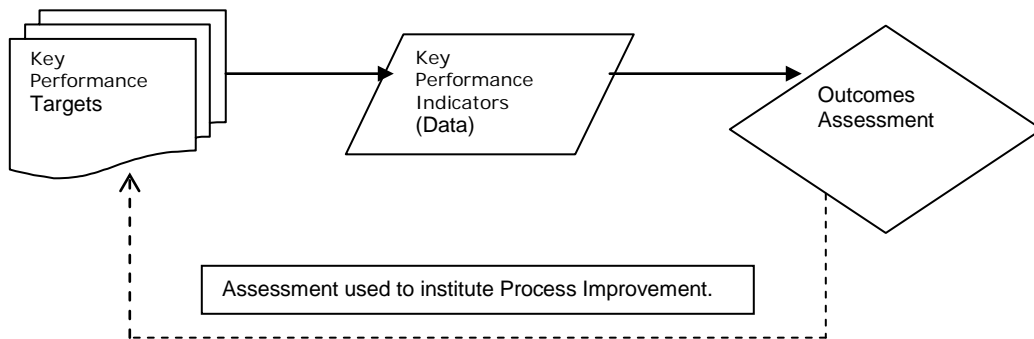
## APPENDIX XXII



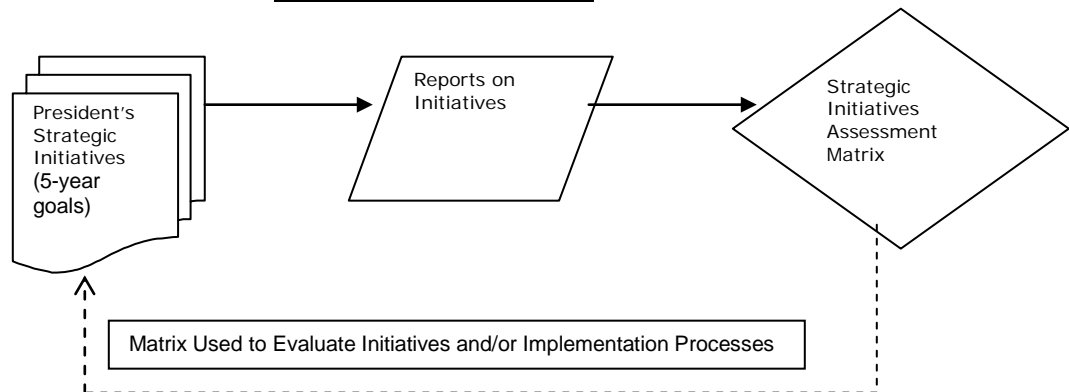
Institutional Effectiveness Annual Report-2005  
Office of Institutional Effectiveness

### **Institutional Effectiveness Design**

#### Assessment of Ongoing Performance



#### Assessment of Initiatives



#### Institutional Effectiveness Plan

Institutional Effectiveness at Ocean County College is measured in four primary ways, through: (1) effective integrated planning, (2) comprehensive and regular assessment of planning goals and outcomes, (3) institutionalized approaches to process improvement, and (4) data based reporting practices.

The college has identified eight key performance targets by which to classify the major indicators of overall effectiveness. These are:

- Student Learning
- Student Success
- Attitudinal Climate
- Workforce Conditions
- Workplace Environment
- Resources Development and Management
- Institutional Leadership
- External Benchmarks

For each of these targets, key performance indicators have been developed and relevant data is regularly collected and posted on the college web site for the use of the college's leadership to assess these aspects of ongoing institutional performance.

The college has identified seven strategic initiatives (2005-2010) designed to focus on improvements within the key performance targets. These are:

- Educational excellence that embraces quality teaching, new presentation modes, programs to develop intentional learners, and rigorous educational assessment used to improve teaching and learning;
- The creation of a campus culture in which students can thrive and reach their fullest potential by receiving increased access to technological support, improved advising and transfer services, the full benefits of financial aid, retention services, and a comprehensive selection of co-curricular activities;
- Advancement, partnering, and outreach, whereby the college seeks mutually beneficial connections and associations that promote its mission, its programs, and its culture of collaboration;
- Enhanced facilities and technology that support exceptional teaching and learning, institutional growth, and overall institutional effectiveness;
- Planning and assessment that are linked to resource management and institutional effectiveness;
- Human resource development through the continuation of best practices in hiring, bargaining, and conflict resolution and in the continued expansion of employee development and training programs;
- Continued development of varied events, programs and facilities that engage students and community members in rewarding athletic, artistic, cultural and service-oriented activities.

### 1. Integrated Planning

The college has three major planning processes upon which it relies to establish the goals that drive institutional growth and development.

Strategic Planning is the development of the five-year strategic initiatives that define the college's focus in improving its services to students based on its institutional mission. These initiatives are derived from the college's culture statements—Vision, Values and Mission—and reflect the major directions the college wishes to pursue in clearly defining and providing its curricular, co-curricular and community offerings to its large and diverse student population. These initiatives are reviewed and assessed annually. They also form the basis for the college's master plans and the departmental planning and budgeting process.

Master Plans are developed by all major divisions of the college which stand to benefit from long-range planning. Currently, the college has four master plans—Academic, Technology, Facilities, and Integrated Marketing—shortly to be followed by a fifth plan for Human Resource Development. Each of these plans expands upon one or more of the strategic initiatives and provides goals, tasks, timelines and responsible persons for implementing each goal.

Annual Departmental Plans are developed by each of the college's forty-five budget managers in order to implement the college's initiatives and master plans on a year-to-year basis and to facilitate the needed funding. Departmental plans and budget requests are reviewed at the division level and then prioritized by the college's Planning and Budgeting Council (PBC) for recommendation to the President and his leadership team.

## 2. Assessment of Planning Goals/Outcomes

The college reviews the effectiveness of its goals/outcomes in four major ways:

The Key Performance Indicators are used to measure how well the college is addressing its key performance targets. In particular, the Master Plan Accountability Reports identify all planning objectives from each Master Plan due to be completed within a given fiscal year and report on the status of their completion. The report is used annually by the appropriate Vice President to review and revise the Master Plan in his/her division (see Appendix 1).

The Strategic Initiatives Assessment Matrix identifies all new projects directly linked to the Strategic Initiatives and provides regular updates regarding progress and completion (see Appendix 2).

The Departmental Planning Documents include a section that asks each budget manager to report on the status of each of the goals initiated two years prior to the current cycle and to report on the status and effectiveness of each of these goals. In addition, all Vice Presidents are asked to identify the relationship between the major initiatives in their divisions and the relevant Characteristics of Excellence standards defined by the Middle States Commission on Higher Education (see Appendix 3).

Progress Reports on the Recommendations of External Accrediting Agents are developed in response to all reports, when applicable (see Appendix 4).

## 3. Approaches to Process Improvement

The college has adopted three main approaches to process improvements. Once a target of opportunity is discovered, through an appraisal of the assessment documents (see above) or through some operational dysfunction, one of the following approaches is taken:

Local process improvement action is initiated and pursued on the departmental level. Professional development training is available through campus workshops on the use of process mapping and analysis and many departments have found this a useful approach to problem solving. This process suggests the establishment of small departmental teams to investigate the existing process and develop solution strategies.

Institutional Process Improvement is directed by the Office of Institutional Effectiveness (OIE) when targets of opportunities span more than one department or when departmental approaches have been unable to produce a viable solution. The OIE establishes teams of no more than twelve individuals comprised of stakeholders and neutral parties with relevant expertise to map the existing process and develop process improvement statements. These teams are conceived

to be short-term action groups that meet frequently until an agreeable plan for improvement is reached by consensus. In 2005, three such teams met to propose improvements in class scheduling, grant applications, and enrollment management. (See Appendixes 5, 6 and 7.)

External Consultants are called in when the targets of opportunity prove to be too extensive or require special expertise for local teams to analyze and, in some cases, improve. The latter situation might indicate the need for a temporary specialist to be hired to work out the details of the solution strategies. In 2005, this approach was taken to completely revise the Financial Aid Department, which was found to have many serious needs. (See Appendix 8.)

#### 4. Data Based Reporting Practices

The Office of Institutional Research (IR) regularly collects and reports on quantifiable data with regard to student information (enrollment, student demographics, credit hours, degrees granted, graduation rates, class size, high school demographics, placement, and professional education), staff information (tables of organization, faculty demographics, and full-time and adjunct ratios), course information (academic program codes, average class size/academic majors), facilities information (building codes, building floor plans, space inventories, space analysis, statement of facilities values) and miscellaneous information on pertinent county demographics and financial circumstances. This information is updated regularly and retained in the college's Fact Book which is available in print and on line for ready access. IR provides this information to external agencies who require it. IR also provides data to all college departments seeking specific studies and in collaboration with OIE, develops local web-based surveys for campus use.

In addition, the Assistant Vice President for Learning Assessment (AVPLA) collects and publishes data relevant to the college's six-part Plan for Learning Outcomes Assessment (see Appendix 9). This data is reviewed by the Academic Council (the Vice President for Academic Affairs and all college academic Deans and coordinators) and by college's Committee on Learning Assessment on a monthly basis. It is also posted to the Institutional Effectiveness web site for ready access by all college divisions.

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#### Findings, 2005

At the end of FY 05, the college has shown strong evidence that it is regularly addressing its needs and improving its overall effectiveness. Based on all four of the component measures above, the following should be noted, in summary:

#### Strengths

1. The Strategic Initiatives Matrix shows almost all projects as completed or in progress. The addition of a new Human Resources director will permit that department to begin reporting on its performance indicators in FY 06.
2. The Master Plans have all been reviewed and revised as needed with all objectives completed, in process, or under examination for alternative strategies.
3. The departmental planning cycle was completed on schedule. The new formatting guidelines were implemented providing easier circulation, readability and reference. A new table was added for implementation in the FY 08 cycle to item #3 in order to more easily close the loop on the status of proposed departmental goals. The document is currently available on the college's web site.
4. A progress report on the Suggestions/Recommendations from the Middle States self-study visiting team of April 18-21, 2004 has been written with all suggestions and recommendations reported on, many either "in progress" or "completed." This report will be circulated to the campus community in July 2005 and copied to the MSCHA.

5. Three Process Improvement Teams worked on important targets of opportunity—class scheduling, grants application and implementation, and enrollment management—and each developed a comprehensive report whose suggestions have been approved and implemented.
6. The report of an outside consultant in the Financial Aid Department is currently under implementation with measurable positive results reported.
7. A new administrator for Institutional Research was hired who has been able to expand data collection and reporting activities and who has added major initiatives in data based studies and web-based surveys to the college's research services.
8. The new Assistant Vice President for Learning Assessment has led the response of the Academic Affairs Division to the MSCHE Recommendations on student learning outcomes assessment. All ten Suggestions/Recommendations have been addressed and initiated, with four items completed and six in progress or ongoing.

### Suggestions

1. From the review of the key performance indicators and strategic initiatives matrix, it is suggested that:
  - The assessment of the R2R/Pew Grant project be used make recommendations relevant to academic instruction;
  - Upgrades in faculty, staff and classroom technology be continued according to the computer replacement plan;
  - The use of course assessment data be implemented for the improvement of teaching and learning;
  - The CCSSE survey be repeated in SP 06;
  - Academic advising take full advantage of available technologies;
  - The college construct the student exit survey so as to help determine transfer and employment rates for graduates;
  - An assessment process for IT be institutionalized;
  - Outsourcing continue to be reviewed in appropriate areas commensurate with effective resource management.
  
2. From the process improvement initiatives, it is suggested that:
  - The new class scheduling/cancellation guidelines be reviewed and expanded (*All College Task Force on Class Scheduling*);
  - The new grants policy be reviewed annually by the grants staff;
  - The enrollment management process map be reviewed by systems analysts in IT for recommendations on technology enhancements.
  
3. From the data based reporting practices, it is suggested that:
  - A person from IT uniquely skilled in college data reporting needs be assigned to tasks associated with college reporting requirements;

## APPENDIX XXIII

Office of Institutional Effectiveness  
REPORT



Board of Trustees Self-Assessment  
Summary Findings  
10/10/05

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**SAMPLE** Of the 12 Board Members surveyed, 9 responded (75%). With such a small survey population, 100% response would have been preferable, but 75% is a reasonable sample.

**DATA** On the reverse side of this page is a copy of the data summary from the nine respondents. Out of 5 points, each item received 4.1 points or higher. The priority ranking is as follows:

1<sup>st</sup>, 4.8: Board Behavior, Overall Board Integrity

2<sup>nd</sup>, 4.7: Board-CEO Relationships

3<sup>d</sup>, 4.6: Board Organization, Board Orientation

4<sup>th</sup>, 4.4: Policy Direction, College Operations

5<sup>th</sup>, 4.3: Institutional Performance

6<sup>th</sup>, 4.2: Community Representation

7<sup>th</sup>, 4.1: Advocacy

Mean Score: 4.5

**STRENGTHS** Results indicate a strongly unified board with little deviation from the belief that its work as a unit is from good to excellent.

**RECOMMENDATION** Two respondents believe that Board performance is *Marginal* with regard to Community Representation and Advocacy (of College interests to community groups). This might indicate a future topic of interest/discussion: Board/Community Relationships.

