ASSESSMENT AND PLANNING HANDBOOK

Office of Institutional Planning, Effectiveness, and Compliance

Contents

I. Assessment and Planning Overview 2
Overview 2
II. Structure and Functions 3
Overview 3
Assessment and Planning Committees 3
Assessment and Planning Resources 7
III. Academic Assessment 8
Overview 8
General Education Assessment 9
Program Evaluation 13
Program Review Report 14
Program Benchmarks 19
Annual Program Updates 24
Deep Data Course Assessment 27
IV. Administrative Unit Assessment 32
Administrative, Educational, and Support (AES) Unit Reviews 33
Planning and Budgeting Documents 36
V. Leadership and Administration 40
Board of Trustees Self-Assessment 40
VI. Institutional Research 41
Alumni Survey 41
Graduate Exit Survey 42
Graduate Transfer Report 43
DFIW Report 44
Factbook 45
Environmental Scan 46
Satisfaction and Engagement Surveys 47
VII. Effectiveness of Assessment Processes 48
Evaluation of the Assessments Report 48
Assessment and Planning Handbook 49
VIII. Attachments 50

I. Assessment and Planning Overview

Overview

The College's planning, budgeting, and assessment processes have been informed by the MSCHE Standards for Accreditation and Requirements of Affiliation and are geared towards advancing the College's Mission, Vision and Strategic Plan: *Ocean County College at the Helm: Leading People to a Better Life.*

Development of the Strategic Plan: 2021-2026: OCC at the Helm

The planning process of the OCC Strategic Plan (*OCC at the Helm*) began in September 2019 with Strategic Consultants from Ellucian, Dr. Tim Coley and Dr. Jennifer Latino, working alongside Executive Director Dr. Alexa Beshara-Blauth to gather relevant reports and studies for the development of a meaningful planning process for the College. A twelve-member Core Planning Team, composed of a diverse mix of College employees, was charged in October 2019 with leading the College's strategic planning efforts. The Core Planning Team met extensively from October through January to develop a plan that expands on the success achieved by the College under its current plan and recognizes the need to address future trends. A series of focus groups, open forums, and colloquium sessions have informed the work of the Core Planning Team through a collaborative process of planning. Over 70 campus constituents, including faculty, staff, students, and Board members, participated. Based on the work of the team and input from these events, revised Mission, Vision, and Guiding Principle statements were developed. Four themes emerged that formed the foundation of the College's Goals:

Goals in the new OCC Strategic Plan 2021-2026: OCC at the Helm.

I. Empowering students to learn, engage, and achieve
II. Optimize and expand enrollment of all learners
III. Elevate organizational effectiveness
IV. Expand relationships with external stakeholders

Institutional Planning, Effectiveness, and Compliance Goals

- To provide timely, accurate, and meaningful data and analysis to campus constituents in an easily understood format
- To coordinate systematic assessment of educational, support services and administrative effectiveness
- To facilitate the strategic planning process including the development, implementation, and tracking of the College's strategic plan
- To ensure the on-time submission of federal and state regulatory reports
- To maintain compliance with MSCHE standards and to continue to receive commendations
- To foster a data-informed culture by supporting data access and independence

II. Structure and Functions

Overview

All academic and administrative units at OCC are expected to engage in assessment and planning practices that will lead to improvement and innovation. The Office of Institutional Planning, Effectiveness, and Compliance has the responsibility for the administration of the assessment and planning activities at the college. This office includes Assessment and Institutional Research staff.

This office works to plan, guide, report or facilitate assessment and planning initiatives. There are also committees of faculty and staff that are focused on assessment and planning efforts.

Assessment and Planning Committees

Guiding Coalition

First developed during the College's transformation initiative, *Charting Our New Course*, the Guiding Coalition is the body that holds leadership accountability in attaining institutional goals and objectives. The Mission of the Guiding Coalition is governed by the co-chairs of the group.

Mission. While overall responsibility for achieving College goals rests with the President's Leadership Team (PLT) and the OCC Board of Trustees, a unique mission and role of crucial importance to the ongoing success of the strategic plan has been assigned to a volunteer group of faculty, staff, administrators, and community representatives who collectively comprise the Guiding Coalition (GC).

The mission of the Guiding Coalition is to:

a) Monitor and evaluate the overall success of the Strategic Plan.
b) Serve as a sounding board and reactor to the initiatives proposed by the PLT and the goal leaders.
c) Regularly communicate with their personal networks on the progress of the Strategic Plan.

Role. The role of the GC includes meeting at least twice a year with the PLT/Goal Leaders to receive updates on the progress of each of the goal agendas and annually to deliver a status and evaluation report to the Board of Trustees. The report describes the status of the overall strategic plan, as well as provides an evaluation of the relative success of each of the goals. Additionally, GC members may participate in forums, colloquia, and presentations to appropriately communicate the College's progress. As well-informed employees who have a broad understanding of the College and insight into the strategic plan, GC members will also be well suited to participate in the accreditation process.

The Guiding Coalition's Report to the Board of Trustees will derive from reports provided to the GC by the goal leaders and PLT. Reports will include annual updates to Key Performance Indicators (KPIs); KPIs allow the GC to gauge progress on attaining goals and objectives and should contain targets that can be tracked. The report will be presented by the co-chairs of the GC at a public meeting of the Board of Trustees. The report should be presented at the September Board meeting.

Membership. The Guiding Coalition will consist of no more than 18 members. The Coalition will work to achieve consensus, encourage the free and open exchange of ideas, maintain confidentiality, and foster a strong commitment to strategic planning, implementation, and adaptation as conditions change. Although there are no prescribed membership categories, the Guiding Coalition should be a diverse body with inclusive representation from the College and stakeholder community at large, including: representatives of the College community; administrative staff, faculty, and campus groups at all levels.

Leadership. To facilitate the achievement of its mission and role, the Guiding Coalition will select two co-chairs and a Report Editor with appropriate skill sets from its membership. The Executive Director of Institutional Planning, Effectiveness and Compliance will serve as the GCs Research and Assessment Specialist.

Appointment and Term. The co-chairs of the Guiding Coalition and the Executive Director of Institutional Planning, Effectiveness, and Compliance will nominate members to the Guiding Coalition. The President and the President's Leadership Team (PLT) will then appoint members of the Guiding Coalition based on these nominations with full consideration of the College's needs and the desired demographic representation of the Guiding Coalition. Guiding Coalition members will be appointed for a term of two years from the date of appointment unless otherwise provided by the President and the PLT. The terms of the members first appointed shall be so determined that to the greatest practicable extent, the expiration of such terms shall be distributed evenly over the first two years after appointment. Continued membership is subject to reappointment. Continuous membership shall require reappointment at the expiration of a representative's term on the Guiding Coalition.

Vacancies. The recommendation to the President and PLT to fill vacancies on the Guiding Coalition as a result of resignation, or removal may be made by the Coalition to fill said vacancy. To the extent possible candidates to fill vacancies on the Guiding Coalition should be representative of the same category as the member being replaced. Any member appointed by the President and PLT shall serve the remaining part of the term of the member replaced, but would be considered for service for a full term after the replacement.

Meetings. The Guiding Coalition will meet at a minimum of 2 times on a set schedule to be determined in consultation with the President and PLT. In addition to the scheduled meetings, the Guiding Coalition or sub-groups of the Guiding Coalition may meet informally around specific projects associated with the goals, for onboarding new members, and for other activities that strengthen the function of the GC.

Learning Assessment Committee

The Learning Assessment Committee is a standing committee of the College Senate and is guided by the Bylaws of the College Senate.

a. Charges

1. Every five years, review and make recommendations for additions, deletions, and changes in existing policies and procedures that relate to assessment of student learning.
2. Review and make recommendations to the learning assessment plans of the college to assure alignment with the Academic Master Plan and the college's strategic initiatives.
3. Review and assess summary course-level learning outcomes data, and convey to academic schools its recommendations for ways to improve teaching and learning. As appropriate, provide recommendations to the Instruction Committee for planning and implementing relevant workshops.
4. Review program evaluation reports using criteria established by Policy/Procedure #7160, including assessment of the viability of programs and certificates.
5. Review the Academic Master Plan every three to five years.
6. Serve in an advisory role on related issues at the request of a vice president or the President.

b. Membership (15 voting members)

Elected Full-Time Faculty and Lecturer representatives from each of the following:

One Faculty or Lecturer from the School of Language and the Arts
One Faculty or Lecturer from the School of Mathematics, Science and Technology
One Faculty or Lecturer from the School of Social Science and Human Services
One Faculty or Lecturer from the School of Nursing
One Non-Teaching Faculty or Lecturer (Librarians and Counselors)
Two At-Large, Faculty or Lecturer, with no more than 2 representatives from each group

Elected Constituency representative(s) from each of the following:

One Adjunct Faculty
One Administrator
Two Students (appointed by the student government executive committee)

Appointed Administrator Representative(s) to be determined by the area vice president for each of the following:

Two Academic Deans from different schools
One Institutional Research Representative
Associate Vice President of Academic Affairs

Ex Officio Member

Assistant to the President for Institutional Quality

Planning and Budgeting Council

The Planning and Budgeting Council (PBC) serves to link the planning and budgeting processes and to evaluate new money requests from units and divisions. The PBC Process is explained in further detail in the Administrative Unit Assessment Section.

Mission. The Planning and Budgeting Process allows administrative units to review their mission and goals, articulate their planning objectives for the upcoming fiscal year, provide updates to past planning objectives, and to submit new money requests.

Role. PBC members are charged with reviewing all of the Unit planning documents, attending meetings with each Unit, and making recommendations on new budget requests to the Presidents Leadership Team (PLT).

PBC Members are asked to rank new money requests using the criteria below.

- Connection to the college's vision, mission, and strategic plan
- Betterment of the quality of the students' experience at OCC
- Number of students served
- Justification in unit planning document
- VP's ranking of item
- Cost effectiveness
- Single or continuing impact on the budget
- Innovation or enhancement of existing program
- Suitability of the program to the institution's effectiveness

Membership. The council consists of standing positions drawn from the college leadership as well as volunteers from the various constituencies of the college. A call for volunteers is sent out annually during the Spring Semester to fill vacant positions, volunteers are asked to serve for two years.

Co-chair	Permanent
Co-chair	Permanent
EVP	Permanent
VP e-Learning	Permanent
VPSA	Permanent
VPAA	Permanent
Co-Chair, GC	Permanent
Adjunct/Faculty/Lecturer	Two Year
Faculty/Lecturers	Two Year
Faculty/Lecturers	Two Year
Faculty/Lecturers	Two Year
Faculty/Lecturers	Two Year
Administrator	Two Year
Administrator	Two Year
Administrator	Two Year
M/T	Two Year
M/T	Two Year
Support Staff	Two Year

Meetings. The PBC meets in person approximately 6-9 times in the fall beginning in September. October is the busiest month with approximately 2 meetings per week, each of which will be 1.5-2 hours.

Leadership. The Planning and Budgeting Council (PBC) is co-chaired by the Controller and Executive Director of Institutional Planning, Effectiveness, and Compliance.

Assessment and Planning Resources

Office of Institutional Planning, Effectiveness, and Compliance

The Office of IPEC This unit is responsible for overseeing all functions of Institutional Research, federal and state mandatory reports, accreditation activities, institutional and academic assessment, and the strategic planning process. Its mission is to support data informed decision-making, strategic planning, continuous improvement within Ocean County College, and to ensure the college adheres to MSCHE accrediting standards.

Office of Institutional Research

The Office of Institutional Research provides analytical support for any variety of assessment efforts, including accreditation, regulatory reporting, general knowledge, grant and funding proposals, informing policy decisions, marketing campaigns, and program evaluations. Services include ad-hoc data queries, qualitative and quantitative data analysis, survey design and administration, and qualitative research such as focus groups. Standard reports (such as college profiles; student/faculty and staff satisfaction survey results; enrollment data; student performance and persistence data, etc.) are routinely provided to the campus community in a variety of formats.

Office of Assessment

The Office of Assessment plans, organizes, and coordinates academic and administrative assessment processes in support of accreditation requirements and institutional effectiveness. This includes but is not limited to course level assessment, general education assessment, program review and administrative planning documents. The office also aids with the coordination of assessment documents for accreditation purposes and helps ensure the College meets necessary accreditation guidelines.

Ocean Connect Webpage

The Office of IPEC maintains an Ocean Connect webpage to facilitate the assessment and planning processes. This includes assessment reports, data reports, and unit planning documents.

https://oceancc.sharepoint.com/sites/offices/InstitutionalResearchandPlanning/SitePages/Institutional-Planning,.aspx

III. Academic Assessment

Overview

Ocean County College is dedicated to its goal of *"Empowering students to learn, engage, and achieve"* and is committed to a process of continuous improvement to enhance student learning and improve student persistence, completion, and career attainment by continually reviewing its degree programs and assessing student success. Through the use of technology and information provided by the review of programs and measurements of student success, stakeholders can make informed decisions to elevate organizational effectiveness. The Academic Assessment processes are designed to comply with the following Middle States Standards of Accreditation.

Standard III: An accredited institution possesses and demonstrates periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard V: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The College has several categories of education goals and learning outcomes at the institutional, program, and course level that are interrelated with one another and the College mission.

- Institutional Learning Outcomes
- Program Learning Outcomes
- Course Learning Outcomes

Program Evaluation is conducted according to Policy #7160:

In recognition of its responsibility for the efficient allocation of resources and its mission of service to the community, Ocean County College shall establish criteria for the evaluation of the effectiveness of its academic programs. These criteria will serve as a guide when the College is deciding to continue, revise, or terminate programs.

Program Evaluation is the comprehensive assessment of the effectiveness of programs providing student learning opportunities. Within program evaluation is a periodic Program Review Report, Annual Program Updates, Program Benchmarks, and possible Program Monitoring Report. Evaluation is also conducted through annual student surveys of graduates and alumni as well as input from advisory board, the comprehensive local needs analysis, and learning outcomes assessments.

Ocean County College maintains educational goals at the intuitional level, designated as College-Wide Learning Outcomes, that facilitate attainment of all New Jersey Council of Community College (NJCCC) general education learning goals. The NJCCC General Education Foundation Document established eight goal categories that all New Jersey community colleges must integrate into their degree and certificate requirements. An additional three learning outcomes: Ethical Reasoning, Information Literacy, and Critical Thinking are integrated throughout the curriculum. These learning outcomes as assessed through the General Education Assessment.

General Education Assessment

Policy

New Jersey colleges maintain responsibility for offering a general education program, whose learning outcomes facilitate attainment of all NJCCC General Education Learning Goals. Course-level learning outcomes must be consistent with the College-Wide Learning Outcomes that fulfill the NJCC Gen Ed Learning Goals. Ocean County College has established eleven College-Wide Learning Outcomes that are assessed through the General Education Assessment.

Procedure

The General Education Goals being assessed are determined by a pre-set five-year cycle, the rubrics used are based on the Association of American Colleges and Universities (AAC&U) VALUE (Valid Assessment of Learning In Undergraduate Education) Rubrics to provide comparison to other Institutions. The VALUE Rubrics are adapted and approved by the Learning Assessment Committee during the Fall Term prior to use in the Spring Term. Eligible sections are notified in December that they may be included in the sample and provided a copy of the relevant VALUE Rubric, Learning Outcomes, and instructions to choose an assignment from their course that will fit the parameters.

Following the census date of the Spring terms, in order to ensure the courses have run, Institutional Research prepares a sample of students and sections as detailed below. Sections not selected are informed that nothing further is required. Sections that are selected are asked to submit their identified assignment to the Assistant Director of Assessment for a preliminary review for appropriateness.

At the end of the term, the Assistant Director of Assessment creates an online repository for student work submissions in OneDrive, each instructor is given an individual folder identified by section number containing an individual folder for each student in their section that has been included in the sample. Faculty upload ungraded assignments to the identified folders and remove both instructor and student names.

Sampling

A Sampling methodology was determined at the beginning of the current General Education Assessment cycle for Face-to-Face and Distance Learning Sections. The FY2020 Assessment initiated assessment of both the Dual Enrollment and Egypt Ain Shams (EAS) sections; the sampling method was adjusted to ensure inclusion of sections in all modalities.

Courses are selected based on the General Education Learning Outcomes being assessed that year and based on the chart below. Courses in each category must meet specific guidelines and be approved by the NJCCC for inclusion. OCC maintains a current list of all courses in each category as well as specific learning outcomes for each General Education Goal in the catalog. For integrated Learning Goals the courses are selected based on the Official Courses Description which indicates whether Learning Goals is being addressed and it linked to a topical outline, courses learning outcomes, and assessments.

Institutional Learning Goals and Courses in Sample					
Written Communication	GCOM Courses	Scientific Knowledge	GSCI Courses	Humanistic Perspective	GHUM Courses
Oral Communication	COMM 154 (Public Speaking)	Technological Competency	GTEC Courses	Historical Perspective	GHIS Courses
Quantitative Knowledge	GMAT Courses	Society and Human Behavior	GSOC Courses	Global and Cultural Awareness	GDIV Courses
Integrated Learning Goals					
Information Literacy	All Courses Marked on Official Course Description	Ethical Reasoning	All Courses Marked on Official Course Description		

All Face to Face sections offered in the Spring Term are eligible for inclusion. Embedded sections in the Yearly Intercession and Spring Quick Term are eligible, and EAS sections in the L1 and L2 terms were eligible.

- Eligible sections are notified in December that they may be included in the sample and provided a copy of the relevant VALUE Rubric, Learning Outcomes, and instructions.
- **Face to Face and Distance Learning Sections:** Following the census date, a list is compiled of students enrolled in eligible sections that have completed 45 to 60 credits, at the time of the sample, in order to limit the sample to students who have fulfilled the majority of their General Education Requirements. The desired sample size is twenty percent (20%) of these students, which is then oversampled by ten percent (10%).
- **Dual Enrollment Sections:** The credit requirement cannot be maintained for Dual Enrollment sections. The Dual Enrollment sample size is therefore determined separately from the F2F and DL sections.
- **EAS Sections:** Due to the limited number of eligible sections, all eligible EAS sections are included and the sample size is fifty percent (50%) of students to maintain a reliable sample.
- F2F and DL Course Sections with at least five students with 45 to 60 credits are then randomly selected until the desired sample size is met. Dual Enrollment sections with at least five students are randomly selected until the sample size for that modality is met.
- Once the sample has been established, the professors are notified that their section has been selected, given further instructions, the list of sampled students, and asked to upload the selected student work to a OneDrive folder by the end of the term to be assessed on Assessment Day. Sections not included in the sample and notified that they will not be required to submit assignments.

Selection of Assignments

Ideally, the assignments are something the instructors have already included on their syllabus as part of the final grade for each student, and would be due in the final third of the term (so that the student had some benefit of instruction prior to submission). The assignment should also be a written or authentic assessment, not an objective test.

Face to Face and Embedded sections will have the assignment for their sections selected by the instructor teaching the course.

Distance Learning courses, including international and partnership sections, will have the assignments selected by the E-Learning department from the master course.

Assessment Day

On Assessment Day, the assignments are scored by volunteer faculty and staff, predominantly drawn from the Learning Assessment Committee (LAC). A common rubric is used for all assignments based on the VALUE rubrics. Assessment Day is held between the last day of the Spring semester and commencement and is determined at a meeting of the LAC.

The day consist of training participants on how to utilize the rubrics, a group scoring of a few assignments, and a discussion of the process. The scorers are split into pairs to submit a single score reflecting a consensus score for each assignment by the two evaluators. In the event of an inability to reach a consensus score, a team leader will weigh in to make a judgment. During the training session scorers are given access to team “toolboxes” with pre-assigned sections to score, rubrics, links to a submission form, and the training documents. Scoring pairs are then given a week to score the assignments and submit the scores. The assessment office plans and organizes Assessment Day with Institutional Research assisting in collecting the data.

VALUE Rubrics

Each year the VALUE rubrics are adapted to fit the OCC Learning Outcomes. If there is no one VALUE Rubric that corresponds directly to the Learning Goals or the OCC Learning Outcomes then criteria may be taken from multiple VALUE rubrics and the wording adapted to fit OCC Learning Outcomes. Language from the rubrics should preserved whenever possible to ensure continuity with best practices and national standards. The rubrics are intended for use by two-year and four-year colleges, therefore the “performance level” of “2” is considered appropriate for a student who has 45-60 credits.

In analyzing the results, a performance level of three (3) or four (4) is considered appropriate for the junior or senior level and therefore is labeled as “above expectations” in the tables below. A score of two (2) is considered to be “meets expectations” and a score of one (1) is considered to be “below expectations”. Scorers were also able to give a student a zero (0) score if the requirements for a one (1) were not met, these students were scored as “Not Evidenced.”

A sample can be found in **Attachment I**.

Using the Value Rubrics

The goal of the developers was to identify descriptors or labels that do not have pejorative connotations when used to describe student achievement and that incorporate terms commonly used in academic settings. Hence, “capstone” was selected to describe the culminating level of achievement, whereas “benchmark” was chosen to describe the starting point for learning exhibited by entering students. “Milestones” simply represent progressively more sophisticated or accomplished performance as students move from benchmark to capstone.

The numerical scores do not represent years or grades. The development teams indicated that "4" represents the level of achievement expected for a student to be awarded a baccalaureate degree, whereas "1" reflects the level of performance the rubric developers found among entering students in their own classrooms. "2" and "3" represent intermediate milestones that indicate students are moving toward more complex and sophisticated demonstrations of learning. Community colleges often use "2" and "3" as expected levels of achievement for associate-level degrees and for transfer, although in practice their students often exhibit higher levels of achievement in various rubric areas.

Timeline

Month/Term	Action	Responsibility
August	Determine Eligible Sections	Assessment Office
September	List of Sections sent to DL to determine assignments	Assessment Office
Fall Term	Assignments chosen for DL sections	Distance Learning
	VALUE Rubrics Reviewed	Learning Assessment Committee
December	Instructors notified they are teaching an eligible section in the Spring term	Assessment Office
February	Sampling conducted and instructors notified	Assessment/Institutional Research
Spring Term	Assignments deployed by instructors	Faculty
	OneDrive folders created for upload	Assessment Office
May	Assignments uploaded to One Drive folders	Faculty
	Assessment Day	Learning Assessment Committee and Volunteers
June	Report Completed	Assessment Office
July/August	Report shared with Learning Assessment Committee for Recommendations	Assessment Office
Fall Term	Report shared with ALT, Instruction Committee, and relevant schools	Assessment Office

Communication and Use

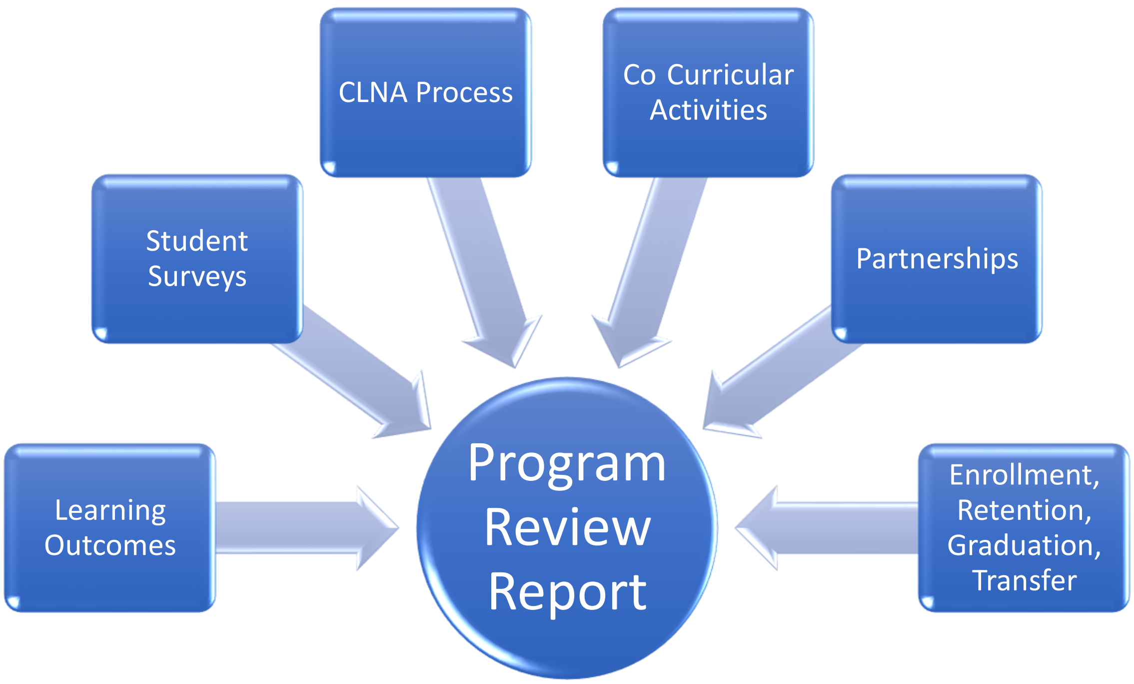
The assessment office will complete the General Education Report and share it with the Learning Assessment Committee and elicit recommendations for improvement. The Assessment Office will then share the report with the Instruction Committee and provide recommendations from the LAC for planning and implementing relevant workshops and projects. The report should also be shared at ALT and relevant School Meetings.

The assessment schedule, VALUE rubrics, and past reports can be found in the Assessment Webpage in Ocean Connect.

Program Evaluation

In recognition of its responsibility for the efficient allocation of resources and its mission of service to the community, Ocean County College shall establish criteria for the evaluation of the effectiveness of its academic programs. These criteria will serve as guides when the College is deciding to continue, revise or terminate program. (Policy #7160)

Program Evaluation refers to the comprehensive assessment of the College's Academic Programs and incorporates the annual program updates, periodic program review report, program chair reports, advisory committee meetings, and comprehensive local needs analysis data.



Program Review Report

Policy

The College will conduct periodic assessment of the effectiveness of its programs providing student learning opportunities.

Procedure

Academic program review provides on-going, faculty-based evaluation for the purpose of improving the quality of the college's instructional programs and ensuring that outcomes achieved are consistent with the mission and goals of the institution. The primary focus of academic assessment is on student learning outcomes and includes the review of all academic programs that award a degree.

Through program review the college determines that its academic programs are effective and that its students are learning. This is accomplished by assessing the degree to which:

- students are learning the knowledge, skills, and habits of thought necessary to achieve the program learning outcomes.
- the curriculum is designed to foster a coherent student learning experience and to promote synthesis of learning.
- the resources are sufficient to support the program of study and students' academic progress.
- student learning experiences are designed and delivered by faculty who are qualified, sufficient in number, and provided with resources, opportunities, and support for professional growth.
- the program of study is accurately described in official publications in a way that students are able to follow degree and program requirements.
- the program is preparing students for successful careers and, where appropriate, further education.
- the program is sustainable and consistent with the institutional mission, vision, and strategic goals.

Each year the Learning Assessment Committee will reserve a portion of its agenda for the purpose of program review. This committee will perform the function of receiving, evaluating, and responding to completed program review reports as indicated below.

1. After the department dean, program coordinator, and/or departmental program review committee has completed the program review report, the dean will send a copy to the chair of the Learning Assessment Committee, who will distribute copies to the members of the Learning Assessment Committee.

2. The chair of the Learning Assessment Committee will plan a meeting at which the department dean will present the report. Members of the college will be invited to attend this meeting and to engage in discussion.

3 The Learning Assessment Committee will evaluate the program, as described in the program review report, using the following criteria:

a. Program learning outcomes are clearly stated, assess-able, appropriate in number, and clearly aligned to the college mission, vision, and institutional goals.
b. Program has activities with a description of how they support students.
c. Student enrollment, retention, and graduation trends indicate sustainability of the program.
d. Use of student feedback to determine acceptability of the program to students.
e. Transfer and/or employment possibilities for students graduating from the program.
f. If applicable, students and alumni have pathway opportunities such as certificates, stackable credentials, and experiential learning.
g. Advisory committee recommendations are accepted and incorporated into the program review.
h. All recommendations are evidence based, and areas of deficit in student learning outcomes, curriculum, resources and functions are targeted for improvement with accompanying actions plans with timelines.

4. The Learning Assessment Committee will examine the program strengths, areas needing improvement, and suggestions for enhancing the program, as identified in the report, prepare a written response, attach this response to the report, and return the report to the department dean.

5. The department dean may enhance the program review process and/or report. They will then send a copy of the report to the Vice President of Academic Affairs.

6. The Learning Assessment Committee shall share with the Curriculum Committee any program review reports for programs under consideration for termination. The Curriculum Committee and the Learning Assessment Committee shall jointly offer to the College Senate any recommendation for program termination.

7. Programs must meet certain benchmarks, as detailed in the Planning and Assessment Handbook. A Program that fails to meet any of the benchmarks at the time of their Program Review Report will need to develop an action plan and complete a follow-up monitoring report.

Academic Degree Program will complete a Program Review Report after three full years of enrollment and then every five years. A schedule of programs for review will be maintained by the Office of Assessment and posted on the Assessment page on the Institutional planning and Research website in Ocean Connect.

Program Review Template

The program reviews will follow a standardized template that is aligned with the institutional priorities in the strategic plan. The template will be pre-populated by the Assessment Office with available information and provided to the faculty writing the report. As additional information becomes available it will be provided for inclusion. Sections of the template include:

- Program Overview
- Enhance Student Learning
- Co-Curricular Activities
- Persistence, Completion, and Career Attainment
- Program Enrollment
- Enrollment in Program-Specific Courses
- Pathways and Workforce Development
- Program Effectiveness
- Facilities and Resources
- Faculty Expertise
- Program Integrity
- Partnerships
- Program Demand
- Recommendations

The template can be found in **[Attachment II]**

Data Collection

Institutional Research will provide the following information for the use of the Program Review Report:

- Program Enrollment
- Cohort Analysis
- First-Time Full-Time Retention Rates
- First-Time Full-Time Graduation Rates
- Program Graduates
- Enrollment in Program Specific Courses

Comprehensive Local Needs Analysis

Program Review Reports will include occupational outlook data generated by the Comprehensive Local Needs Assessment (CLNA) that will be conducted by Academic Affairs. The CLNA will use a combination of quantitative data and qualitative data to develop a two-year plan that will assist in new program development and the assessment of existing programs (via traditional gap analysis model).

Quantitative: environmental scan, EMSI reporting, DOE and DOL data cards, etc.

Qualitative: advisory board and stakeholder meetings (both internal to OCC and external)

Program Benchmarks

At the time the program review report is presented to the Learning Assessment Committee, the program metrics will be reviewed against the benchmarks given in the Program Benchmark section below. Programs that fail to meet any of the benchmarks at the time of their Program Review Report will need to develop an action plan and complete a follow-up monitoring report.

Learning Assessment Committee Response

The Learning Assessment Committee will examine the program strengths, areas needing improvement, and suggestions for enhancing the program, as identified in the report, prepare a response utilizing the rubric attached, attach this response to the report, and return the report to the department dean. The rubric can be found in **[Attachment III]**

Timeline

Month/Term	Action
September:	Meeting to Discuss Program Review Process/Identify Courses
October:	Course selection for assessment finalized; Course Outcomes mapped to Program Outcomes; E-Learning notified of courses to choose master course assignments for assessment; Academic Success notified which courses will be assessed in High Schools
November-December:	Assessment Tools finalized and shared with Assessment Asst. Director; E Learning Assignments identified and shared with program faculty for approval
November:	Institutional Research Provides Enrollment, Graduation, Transfer data
Spring Semester:	Assessments conducted in courses; Alumni survey distributed by IR; Graduation Exit survey distributed by IR
June:	Assessment data collected and entered into the report by program faculty and the Assessment Office.
Summer:	Report Completed
September:	Report due to Dean for final approval
Fall Term:	Report presented to the Learning Assessment Committee

Communication and Use

After the department dean, program coordinator, and/or departmental program review committee has completed the program review report, the dean will send a copy to the chair of the Learning Assessment Committee, who will distribute copies to the members of the Learning Assessment Committee.

Following the response by the Learning Assessment Committee, the Assessment Office will forward the report for approval to the Academic Dean, Executive Director of Institutional Planning, Effectiveness, and Compliance, Vice President of Academic Affairs, and President.

The Reports are used to inform revisions to the program and identify areas for innovation and improvement. Recommendations in the report are updated in the Program Update Document and used to inform Perkins reporting.

Program Benchmarks

Academic Programs will be reviewed after three years of enrollment and subsequently every five years. Program options will be reviewed independently. A Program Review will consist of the completion of a Program Review Report and will include the assessment of Learning Outcomes. The review report will be presented to the Learning Assessment Committee upon completion and the program metrics will be reviewed against the benchmarks below. Programs that fail to meet any of the benchmarks at the time of their Program Review Report will need to develop an action plan and complete a follow-up monitoring report.

The program review will utilize three benchmarks to measure the efficacy of the program:

1. Learning Outcomes
2. Enrollment
3. Occupational Outlook

Monitoring Report

Programs that fail to meet one or more of the benchmarks at the time of their Program Review Report will need to develop an action plan and complete a follow-up monitoring report. The monitoring report is a not a full program review; it is a separate, more focused report to address the deficiencies related to the benchmarks and assess the efficacy of the action plan and its recommendations.

The Monitoring Report will review the metrics associated with the benchmarks, any program that still fails to meet them will be reviewed by Academic Affairs leadership for change of status, curricular revision, or termination.

Timeline for Monitoring Report

Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Program Review Presented	Action Plan Implemented	Progress Monitored	Progress Monitored	Monitoring Report Due

*Action Plan would be developed as part of the Program Review

Program Learning Outcomes

Benchmark: Target of 92.5% meets/exceeds for all Program Learning Outcomes as measured through Deep Data course assessment.

Procedure: Program Learning Outcomes will be assessed using "Deep Data" courses; these courses should be required for completion of the degree and collectively address all of the Program Learning Outcomes (PLOs). Programs that have a natural capstone course may require only one Deep Data course, however it is more likely that two courses will be chosen, or alternatively a cluster of three or more in a program with multiple options.

Program faculty will identify an assessment tool or tools for each of the Deep Data courses; it should be for a class grade and will likely already be a part of the course. The tool will be mapped to the Course Learning Outcomes; this may be in the form of a rubric with criteria mapped to course learning outcome outcomes or questions on an objective test mapped to course learning outcomes.

The results will be calculated by the Assessment Office following the example given below:

OCC 110

OCC 110 utilized two assessment tools, a final exam and a group project.

Final Exam

The questions on the final exam were mapped to the one or more course learning outcomes (CLOs), the exam addressed five of the CLOs. The point total for each CLO was calculated and each individual student's performance was measured with respect to the CLO. Exceeds was measured as 90% of points, Meets was 70%-89% of points, Doesn't Meet was 69% or less of points.

	Points Possible	Exceeds	Meets	Doesn't Meet
CLO1	25	>22.5	17.5>x<22.5	<17.5
CLO2	25	>22.5	17.5>x<22.5	<17.5
CLO3	25	>22.5	17.5>x<22.5	<17.5
CLO4	25	>22.5	17.5>x<22.5	<17.5
CLO5	25	>22.5	17.5>x<22.5	<17.5

Project

The Group Project addressed all five of the course learning outcomes and the final grade for the project was applied to all outcomes equally. All students who submitted a project received a grade over 90% - all students were counted as "exceeds" for all course outcomes.

Totals

The total for each course outcome was calculated by totaling the number of "exceeds", "meets", and "Doesn't Meet" for each assignment. There was no additional weighting. The CLO mastery totals were divided by the total number of submitted assignments that addressed that course learning outcome.

Example:

CLO1	Exceeds	Meets	Doesn't Meet
Exam	20	7	3
Project	24	6	0
Totals	**44**	**13**	**3**
Percent	73%	22%	5%

This was calculated for each of the five course learning outcomes for OCC 110 which results in the percentages given below.

OCC 110	Exceeds	Meets	Doesn't Meet
CLO1	**73%**	**22%**	**5%**
CLO2	68%	27%	5%
CLO3	73%	22%	5%
CLO4	73%	22%	5%
CLO5	63%	27%	10%

This program utilized two Deep Data courses: OCC 110 and OCC 214. Course Learning Outcomes were mapped to the Program Learning Outcomes. The total number of scores for the mapped CLOs was used to calculate the mastery of Program Learning Outcomes. No weighting was used.

PLO 1			
OCC 110 CLO1	44	13	3
OCC 110 CLO2	41	16	3
OCC 214 CLO2	38	19	3
Totals	123	48	9
	68%	**27%**	**5%**
PLO 2			
OCC 110 CLO3	44	13	3
OCC 214 CLO3	41	13	6
OCC 214 CLO4	38	19	3
Totals	123	45	12
	68%	**25%**	**7%**
PLO 3			
OCC 110 CLO4	44	13	3
OCC 110 CLO5	38	16	6
OCC 214 CLO1	41	16	6
Totals	123	45	12
	68%	**25%**	**7%**

Enrollment

Benchmark: The program must have a positive or neutral enrollment change in two of the past three years, as measured by total enrollment at the start of the fall terms ***OR*** it must have a positive enrollment change over the previous two-year period as measured by total enrollment at the start of the fall terms.

Benchmark: The program must also have a minimum enrollment of ten (10) students, as measured by total enrollment at the start of the most recent fall term.

Example: The program below has a negative enrollment change in two of the past three years which would not meet the benchmark. However, it has a positive change in enrollment over the previous two-year period (A gain of 16 students from Fall 2018 to Fall 2020), this program would therefore **meet** the enrollment benchmark.

PROGRAM	AA.OCC	
FALL 2018	46	-19%
FALL 2019	63	37%
FALL 2020	62	-2%
2 Yr. Change	16	35%

Procedure:

Enrollment is calculated as total enrollment at the start of the fall term, it includes both full-time and part-time students.

Occupational Outlook

Benchmark: The program must have a 2.0% or greater job growth, in target occupations, in the defined labor market over the next five years.

Benchmark: The program must have greater than 1,000 annual openings, in target occupations, in the defined labor market.

Procedure:

The labor market will be evaluated utilizing the EMSI Program Development and Review Report. The program will be identified by the appropriate CIP Code. The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

The labor market is defined regionally as all counties in New Jersey as well as Bucks and Philadelphia Counties in Pennsylvania and Bronx, Kings, Queens, and Richmond Counties in New York. A list of target occupations associated with the CIP code will be identified by EMSI using SOC codes, occupations that are not appropriate will be removed. Additional occupations, identified by SOC code, may be added as appropriate.

The Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition.

The demand for the target occupations will be evaluated by EMSI; the results will be filtered by the proportion of the national workforce in these occupations with an Associate's degree or Bachelor's degree for an AA or AS program of Associate's only for an AAS program.

EMSI will provide an aggregate % change over the next five years for the target occupations in the defined labor market. A current projection of jobs and annual openings will also be provided for the evaluation.

Annual Program Updates

Policy

Program Updates will be completed every year by the Assessment Office to leverage the data collected annually by Institutional Research and ensure it is shared with stakeholders.

Procedure

Each program update will consist of the following information:

Data	Source
Program Enrollment – 4 Years	OCC Fact Book
Program Full-time/Part-time ratio	OCC Fact Book
Program Degrees Conferred	OCC Fact Book
Course Enrollment and Success Rates	OCC Course Success Report
Program Transfer Rate	OCC Graduates Transfer Report
Transfer Institutions and Major	OCC Graduates Transfer Report
Program Graduate Survey Responses	Graduate Exit Survey and Alumni Survey
Occupational Outlook	Comprehensive Local Needs Analysis
Program Recommendations	Most Recent Program Review Report
Program Recommendation Updates	Program Faculty/Chair Report

Communication and Use

The Program Updates will be sent by email to the School Dean, Assistant Dean, and Program Chair when completed each June. They will be posted to the Assessment Website in Ocean Connect to be available to all faculty and staff. The Program Updates will be used for the following purposes:

- The annual data can be utilized by school administrators and faculty to review trends in program metrics as well as to review student survey results specific to each program.
- The report provides a concise overview of program metrics to share with other stakeholders and advisory boards.
- Program Recommendations will be reviewed annually which will increase their visibility and ensure they are being acted on.
- Program Recommendation Updates will ensure the ‘closing of the loop’ of the program review reports.
- Program Recommendation Updates will assist in completing annual Perkins reports showing usage of funds.
- Provide evidence of the use of assessment results for the improvement of educational effectiveness to show evidence of compliance with Middle States Standards.

The Template for the Annual Updates can be found in **[Attachment IV]**

Perkins and CLNA

The Program Updates are utilized to inform annual Perkins reporting as well as to inform stakeholders through the Comprehensive Local Needs Assessment (CLNA). Data, assessment results, and narratives in the program review will help inform decision making and communicate the results to stakeholders. The crosswalk below shows the links between the CLNA document questions and the Program Review reports. The CLNA process is conducted through Academic Affairs with the assistance of Institutional Research.

CLNA CROSSWALK TO PROGRAM REVIEW TEMPLATE

CLNA DOCUMENT	PROGRAM TEMPLATE
What is the market need for this existing program?	V. Expanding Relationships • ***External Demand: Does the program curriculum reflect current workforce needs in terms of jobs and skills?***
How do this program's outcomes align with industry recommended knowledge, skills, and abilities (KSA's)?	V. Expanding Relationships • ***Discuss any Advisory Committee recommendations.*** • ***External Demand: Does the program curriculum reflect current workforce needs in terms of jobs and skills?***
Does this program include work-based learning opportunities? Should it?	III. Optimize and Expand Enrollment • Pathways and Workforce Development • ***What pathways, certificates, stackable credentials, or Workforce and Professional Education programs are available to students? (if applicable)*** • ***What internships or workforce partners for credits awarded through experiential learning are available to students? (if applicable)***
Does this program include industry credentialing opportunities for students? Should it?	III. Optimize and Expand Enrollment • Pathways and Workforce Development • ***What pathways, certificates, stackable credentials, or Workforce and Professional Education programs are available to students? (if applicable)***
What is the career placement percentage for this program (if available)? Is there an opportunity for growth in this area? Do we monitor students after the leave this program?	II. Empowering Students • Analysis • ***Discuss program graduate results from the alumni survey and graduate exit report.***
Based on the data, what gaps exist between local high school enrollment in similar programs and	III. Optimize and Expand Enrollment • Program Enrollment

OCC enrollment in this program? What can we do to bridge these gaps?	• ***What program enrollment trends exist? Is enrollment sufficient to support the program? If not, how do you recruit for it?***
Based on the data, what gaps exist in relation to equity for your program? This can include but is not limited to enrollment gaps based on non-traditional gender, race, socioeconomic status, veteran status, and disability (waiting on what word to use here), etc.	III. Optimize and Expand Enrollment • Program Enrollment • ***What program enrollment trends exist? Is enrollment sufficient to support the program? If not, how do you recruit for it?***
Any additional recommendations from the stakeholder engagement meetings that would benefit this program?	V. Expanding Relationships • ***Discuss any Advisory Committee recommendations.***

DEEP DATA COURSE ASSESSMENT

Policy

Ocean County College conducts course-level assessment in "Deep Data" courses representing all academic programs that award a degree. (Policy #7165)

Procedure

The Assessment Office, in conjunction with Academic Affairs will conduct course level assessment in "Deep Data" courses. This process links course-level and program-level assessment, which will streamline the course review process. Through this streamlined view, IPEC is able to gather stronger assessment results while reducing redundant assessment data. Course-Level Assessment will be conducted in designated "Deep Data" courses on a set schedule. These courses will be selected from the required courses within a program of study (both certificate and degree programs included). Combined, the deep data course reviews will collectively meet all of the Program-Level Outcomes. These Program-Level Outcomes are the central guideposts for the program, encompassing the learning outcomes students must reach in order to fully master their chosen educational program. Some programs may require multiple "Deep Data" courses to meet all Program Outcomes, and some programs may have a natural capstone that addresses all of a Program's Learning Outcome.

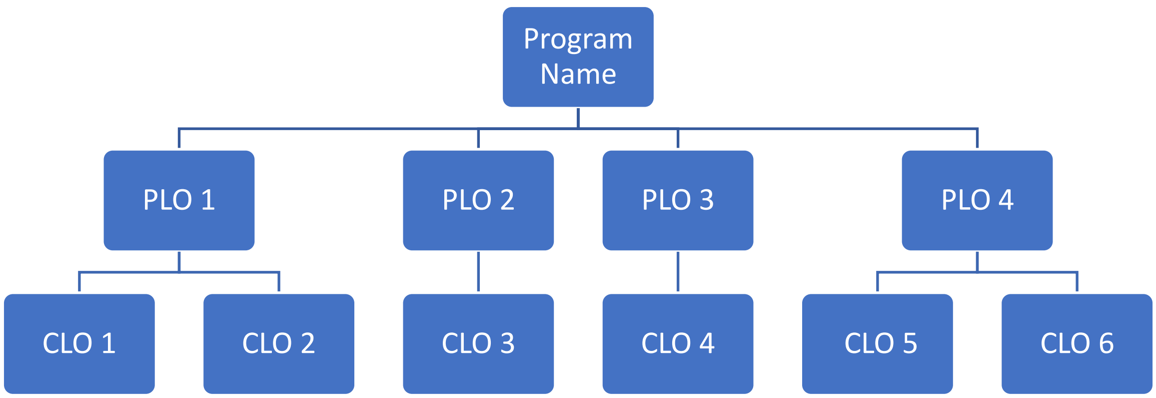
Deep Data courses must utilize a faculty-developed assessment tool or tools that will measure all of the course learning outcomes in the course. The assessment tool should be standardized across all face to face sections, including embedded sections, and should be for a grade in the course. Details for assessment of course learning outcomes in distance learning sections can be found in the section below. Student mastery should be measured in terms of individual student mastery of each individual course outcomes addressed by the assessment tool.

For an objective test the measurement should calculate each individual student's score on questions related to learning outcomes rather than the total score on each question for the section. Details on the calculation can be found in the Program Benchmarks section. Assessment tools utilizing a rubric should map the criteria on the rubric to the learning outcomes in the course to show student mastery of each outcome. Student mastery should be reported in terms on Exceeds Expectations (>90% or A), Meets Expectations (70%-89%, B/C), Doesn't Meet Expectations (<69%, D/F).

The Assessment Office will maintain a schedule of the courses being assessed. Deep Data courses should be assessed on a three-year cycle in order to provide multiple learning outcomes data points for each program review report.

Assessment of Program Learning Outcomes

Assessment Tools will be developed to show proficiency of CLOs which are then linked to PLOS. PLOs will often have multiple CLOs contributing to proficiency. PLOs will not be directly assessed in this new model.



The Figure below is utilized for all Deep Data courses to map the Course Learning Outcomes to the Program Learning Outcomes and to identify the assessment tools being used in the course. Assessment tools should be standardized for all sections being taught Face to Face and should be for a grade. Distance Learning courses will select assessment tools already built into the master course, which will then be approved by program faculty. Should the master course not include suitable assessments, then additional measures may be required.

Figure #: Sample Deep Data Course Mapping

Deep Data Course AA.PA																		
MUSC 190	**Introduction to Music Appreciation**	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO 7	PLO 8									**Assessment Tools**
Course Learning Outcomes	a. Describe the major musical styles in the evolution of classical / concert music.		X															Quiz #3 "The Classical Period" 5 Questions - True False Section III - Questions 1-5 and/or Sections IV,V
	b. Identify the major composers of classical / concert music and their contributions.			X														Quiz #3 "The Classical Period" 10 Questions - Multiple Choice Section II - Questions 1-10
	c. Participate as an appreciative and informed audience member at varied musical performances.				X	X												Concert Report "Full Paper" 100% of assignment grade
	d. Identify important contemporary cultural centers where one can experience classical / concert music in live performance.				X													Concert Report "Concert Environment" section 5% of assignment grade
	e. Acquire vocabulary essential to understanding and appreciating classical / concert music.	X																Concert Report "Music Terminology" section 20% of assignment grade

Figure #: Sample Program Learning Outcomes Mapping

AA in Performing Arts – Program Learning Outcomes Mapping	
1. Develop artistic/technical skill, a working vocabulary, and knowledge of equipment and materials pertaining to one or more of the performing arts disciplines (dance, music, theatre performances, and/or theater production).	
MUSC 190	e. Acquire vocabulary essential to understanding and appreciating classical / concert music.
MUSC 139	d. Understand basic jazz vocabulary, style, and roles of the front line and the rhythm section.
MUSC 139	a. Explain and apply basic techniques and materials of improvisation and gleaning from jazz masters and innovators.
2. Define and discuss basic theories, principles, and terminology inherent to one or more of the performing arts.	
MUSC 190	a. Describe the major musical styles in the evolution of classical / concert music.
3. Discuss the historical role, cultural reference, and social impact of one or more of the performing arts.	
MUSC 190	b. Identify the major composers of classical / concert music and their contributions.
4. Use critical thinking in analyzing a performing art and/or in managing a production.	
MUSC 190	c. Participate as an appreciative and informed audience member at varied musical performances.
MUSC 190	d. Identify important contemporary cultural centers where one can experience classical / concert music in live performance.
5. Compare various career opportunities and professional challenges in one or more of the performing arts.	
MUSC 190	c. Participate as an appreciative and informed audience member at varied musical performances.
6. Apply classroom/studio learning to a performance art.	
MUSC 139	a. Explain and apply basic techniques and materials of improvisation and gleaning from jazz masters and innovators.
MUSC 139	b. Construct an improvised solo, simple jazz tune, and a personal performance style.
MUSC 139	c. Demonstrate a working knowledge of group dynamics/listening and interaction, comping/accompaniment skills, group etiquette, and stage appearance/ group to audience dynamics.
7. Demonstrate basic performance/production principles and processes pertaining to one or more of the performing arts.	
MUSC 139	a. Explain and apply basic techniques and materials of improvisation and gleaning from jazz masters and innovators.
MUSC 139	b. Construct an improvised solo, simple jazz tune, and a personal performance style.
MUSC 139	c. Demonstrate a working knowledge of group dynamics/listening and interaction, comping/accompaniment skills, group etiquette, and stage appearance/ group to audience dynamics.
8. Display individual style and creativity in one or more of the performing arts.	
MUSC 139	b. Construct an improvised solo, simple jazz tune, and a personal performance style.

Distance Learning

Deep Data courses shall be assessed in all modalities in which they are offered during the academic year in which the course is scheduled. The Assessment Office will communicate to E-Learning the courses early in the fall term and assessments already integrated into the master courses will be chosen. The program faculty will review the assessments for appropriateness. The assessments will be conducted in courses in the spring term and results will be shared with the Assessment Office who will incorporate them into the Deep Data course outcomes report.

Timeline

Fall	faculty review the course learning outcomes, assessment instruments, previous year's assessment data, and teaching strategies designed to address problem areas in order to prepare for the upcoming assessment.
	E-Learning determines the assessment tools in the master courses
	Embedded faculty notified of assessment
Spring	All full-time faculty and adjuncts teaching the designated courses are required to administer the assessment in at least one course section unless the assessment is a required project or the final exam for all sections of a given course, as verified by the Academic Dean
Summer	Results Compiled by faculty and assessment office
Fall	Results shared with Academic Affairs, Learning Assessment Committee for the purpose of recommendations for pedagogical improvement

Communication and Use

The results of the Deep Data course assessment will be compiled during the summer following the deployment of the assessment tools and incorporated into the next Program Review Report. A report on the Deep Data Assessments will be compiled annually by the assessment office, shared with Academic Affairs, and posted to the Course Assessment page on the IPEC website on Ocean Connect. Subsequently, deans and faculty members review the data, discuss results, identify new teaching strategies.

A sample of the Deep Data Assessment Report can be found in **[Attachment V]**

IV. Administrative Unit Assessment

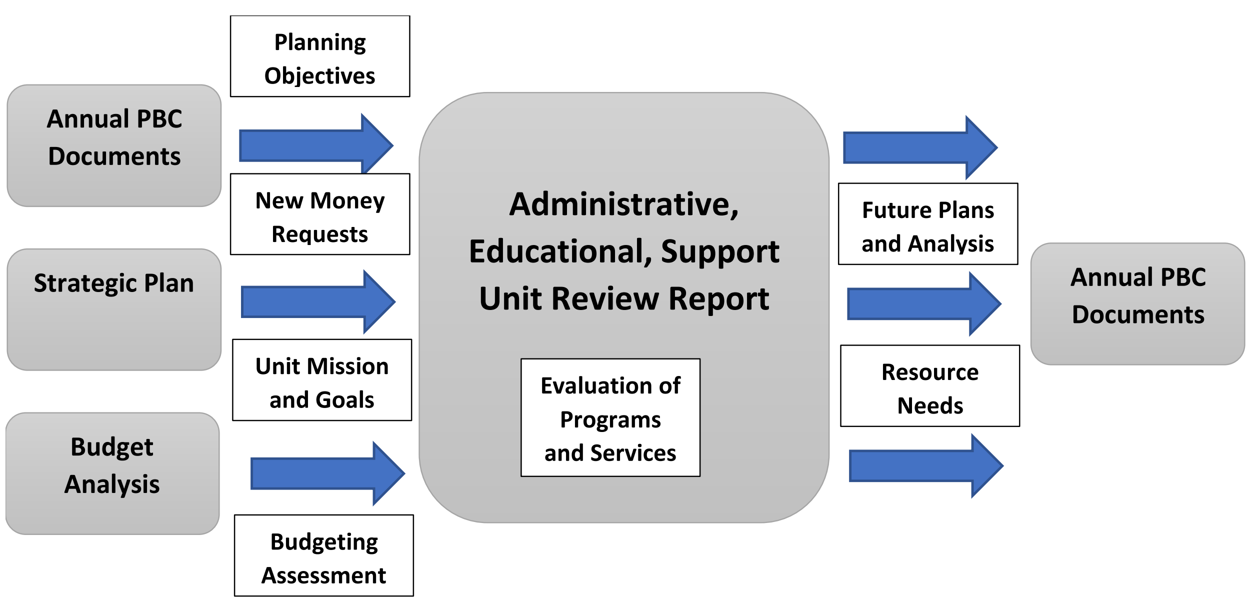
Purpose

- To ensure that we are providing high-quality programs and services that are consistent with the College's vision, mission, and strategic directions.
- To encourage and support self-improvement through the thoughtful, detailed analysis of each AES unit's key issues and challenges.
- To ensure that each AES unit is cost effective and innovative in its use of resources and in its delivery of services.
- To ensure that each AES unit has the talent, financial resources, technology, facilities, and equipment needed to meet its goals.
- To encourage reflection on how collaboration and cross-unit synergy could potentially improve operational effectiveness.
- To provide an opportunity to explore annual assessment results comprehensively and craft future plans reflecting potential changes and trends.

Standard I: *An accredited institution possesses and demonstrates goals that are supported by administrative, educational, and student support programs and services.*

Standard IV: *An accredited institution possesses and demonstrates the periodic assessment of the effectiveness of programs supporting the student experience.*

Standard VI: *An accredited institution possesses and demonstrates institutional objectives for individual units that are clearly stated, assessed appropriately, and linked to mission and goal achievement.*



Administrative, Educational, and Support (AES) Unit Reviews

Policy

Ocean County College will conduct periodic assessment of the effectiveness of programs supporting the student experience and of individual unit objectives.

Procedure

The purpose of this review process is to ensure that nonacademic administrative and educational support units undergo a comprehensive, systematic, and rigorous evaluation on a regular basis. The emphasis of the review is upon analysis of the unit's effectiveness, contribution to the college's mission and goals, cost effectiveness and innovation, and description of services offered. Assessment is an on-going activity that is expected to be part of each department's annual activities and plans and will be reported in the annual PBC document, while comprehensive unit review takes place only once every five years. The five-year review will also include a summary of assessment results with emphasis upon how these results have been used to improve the unit's effectiveness.

A schedule of the unit reviews will be maintained by the Assessment Office and will be posted to the Administrative Assessment webpage in the Institutional Planning and Research section of Ocean Connect.

Template

All division units will utilize a standardized template based on best practices and the CAS Standards. Student Affairs units will incorporate the CAS Standards in Section III as noted below. Following each annual review cycle, the template will be evaluated and updated as needed.

I. Executive Summary
  a. History of the Unit
  b. Unit Summary
II. Mission and Goals
  a. Mission and Goals
  b. Unit Goals
III. Programs and Services
  a. Services
IV. Communication and Collaboration
  a. Collaboration
  b. Communication
V. Organization and Leadership
  a. Planning, Policy, and Procedure
  b. Organization
VI. Financial Resources
  a. Budget Analysis
VII. Planning, Budgeting, and Assessment
  a. Planning Analysis
  b. Resource Needs

VIII. Future Plans
   a. Potential Changes
   b. Trends
   c. Changes in Purpose

The template can be found in **[Attachment VI].**

Council for the Advancement of Standards in Higher Education (CAS)

Units in the Student Affairs division will incorporate the CAS Standards into their AES Review Report in Section III. CAS promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services.

Programs and services should be the main focus of the unit review and annual assessments. This portion of the review should be conducted using materials provided by the CAS Professional Standards for Higher Education 10th Edition, specifically from the following two sections.

> **2. Program and Services:** This section explains how the functional area is structured and what it does. Its further outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function's performance.
>
> **3. Student Learning, Development, and Success:** This section explains how the functional area contributes to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.

The OCC Library will maintain a copy of the most recent edition of the CAS Standards for the use by the campus community. The Assessment Office will populate the AES Review Reports for Student Affairs units with the relevant Standards in Section 2 and 3 which will be self-assessed by the Unit review committee. An example can be found in **[Attachment VII]**

Review Committee

Overview:

The Review committee will draw from the Planning and Budgeting Committee and Learning Assessment Committee to evaluate the completeness of the reports. The membership will be determined at the beginning of each academic year and will consist of six members.

Responsibilities:

Review the submitted AES reports and meet to complete the review rubric for each report. Attend meetings with unit leaders to discuss suggestions for the report with unit leaders.

Membership:

- PBC Co-Chair
- PBC Co-Chair
- PBC Committee Volunteer
- Learning Assessment Committee Chair
- Learning Assessment Committee Volunteer

- Assessment Administrator

Procedure:

The membership will have four members determined by position and one volunteer each from the PBC and Learning Assessment Committee. The review committee will be provided with a copy of each AES report in November of the year that it is due. The committee will then meet in November to evaluate the reports using the AES Unit Review Rubric attached below. The unit leaders preparing the report may be asked to meet with the committee to clarify any questions the committee may have and will have the evaluation rubric provided to them. Should any section be rated as Does Not Meet, they unit leader will be asked to provide additional information. The results of the committee's finding will be presented to the area VP.

The Rubric utilized by the committee can be found in **Attachment VIII**.

Timeline

Month/Term	Action	Responsibility
April	Training for Unit Leaders and Templates distributed.	Assessment Office/Unit Leaders
Spring Term	Team Chairs identify team members for program review	Unit Leaders
Summer Term	Reports in progress.	Unit Leaders
June	Monthly Check-in.	Assessment Office
July	Monthly Check-in.	Assessment Office
August	Monthly Check-in.	Assessment Office
September	Reports completed and sent to Assessment Office	Unit Leaders
	Presentation of review to unit and others as appropriate	Unit Leaders
October	AES Committee formed	Assessment Office and PBC Co-Chairs
November	Reports shared for review	Assessment Office
December	AES Review Committee meets	AES Review Committee
	Review Rubric shared with unit leaders and area vice-presidents	Assessment Office

Communication and Use

Upon presentation the AES Review Reports will be uploaded to the IPEC page on Ocean Connect and the report and completed rubric will be shared with the unit leader and area vice-president.

The reports are intended to inform future planning and budgeting for the unit and should serve as a resource for future PBC Planning Documents.

Planning and Budgeting Documents

Purpose

The college will possess and demonstrate objectives for individual units that are clearly stated, assessed appropriately, and linked to mission and goal achievement. The PBC process will ensure planning, resources, and improvements are aligned with each other and are sufficient for the institution to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges. The structure of the Planning and Budgeting Council can be found in the section II: Structure and Functions.

Procedure

Planning and Budgeting Documents

Planning and Budgeting Documents are sent to the unit leaders each Spring by IPEC to be completed and then submitted to the area Vice-Presidents by Mid-June. The Documents will include the Unit Mission and Goals, a Unit Summary, updates to the previous year's unit objectives, unit objectives for the upcoming year, and new money requests for the upcoming budget. Unit objectives should be linked to the Unit Goals, which in turn should be linked to the institution's Strategic Plan.

FY Instructions to Unit Leaders: Each unit of the college is asked to prepare their progress updates for objectives from the past fiscal year, including what assessments were used to measure success, to develop planning objectives for coming fiscal year, and to develop their new money requests for the next budget cycle. The new money portion of the documents will be directly tied into the next budgeting cycle; therefore, unit leaders must be sure to fill out the "estimated cost" in section 4 and indicate if it is a recurring cost in the next column. These requests will be shared with the Planning and Budgeting Council after being vetted by the respective VP.

Unit Leaders should arrange to set up a process within units whereby maximized, active input from unit members contribute to the formation of this document and whereby all unit members have an opportunity to provide feedback.

1. Unit Mission and Goals

   This section should describe the general mission and overall goals of the unit. These may not change from year to year unless there have been reorganizations. If the unit has more than one sub-division, it will be necessary to obtain a mission/goals statement (updated if needed) from each of these groups. Review the mission and goals statements from prior years. Please attempt to make the mission/goal statements as specific as possible and link them back to the Institutional Goals.

2. Unit Summary

   This section should describe succinctly the essential organization, staffing, and operations of the unit. Any needs for a reorganization of unit workflow should be discussed at this time.

3. FY Updates

   Each unit is asked to provide progress updates on their planning objectives from the past fiscal year. Objectives for this year that did not have budget implications should also be included; add objectives to this list if your unit worked towards more during the year. If a unit did not submit objectives, they must completely fill in this section and provide appropriate updates. Please include the assessment data used to measure the success of your objective in the UPDATE column.

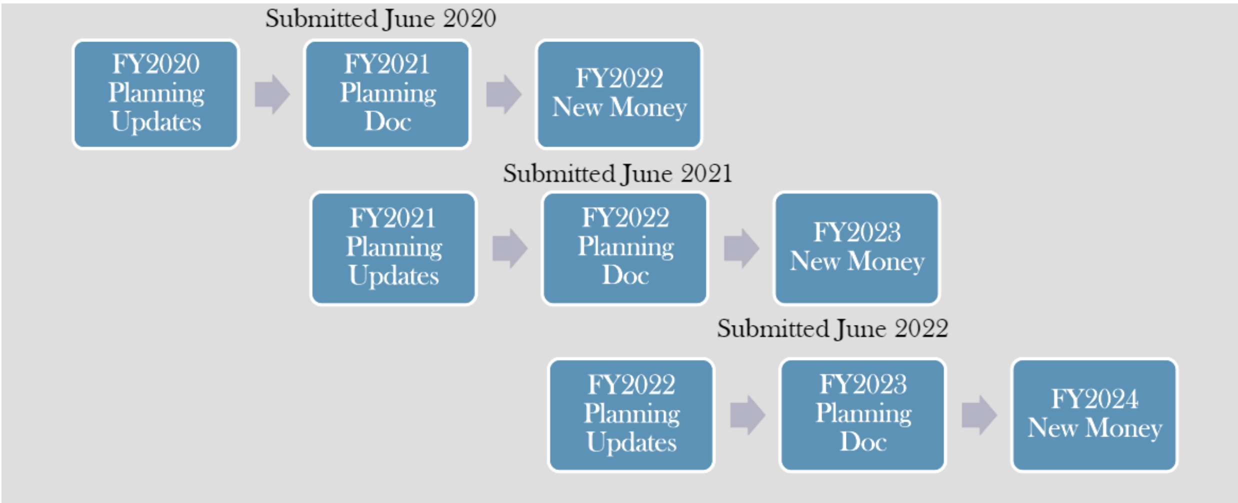
4. FY Planning Document

   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 the coming fiscal year to address significant unit needs or priorities. Remember that the primary test of unit objectives should be how they enhance both the institutional mission and goals and the mission and goals of the overall division, therefore each should be connected to a particular Unit Goal. Each objective should specify an achievement target, assessment method, and details on participants, responsibilities and timelines. New Money requests should not be included in this section as the budget has already been determined. **Each Planning document should include as least 3 planning objectives not linked to new money requests.**

5. FY New Money Requests

   To prepare and budget for unit needs and priorities in the future, specify any objectives for the next budgeting cycle that would require new expenditures. All new money request should include a rationale, details, achievement target, assessment method, connection to unit goals, and expected costs. Your Vice-President will decide to discuss your budget requests and will determine which requests will move forward to the Planning and Budgeting Council (PBC) for review in Fall. Include no more than 5 new money requests.

As shown in the figure below, all funded new money requests will be included in the PBC documents the following year as a planning objective. All planning objectives will be included for updates in the following year's PBC document. This will ensure continuity and linkages of resources, planning, and improvement.



Prioritization Documents

Unit Leaders should submit their PBC documents to their area vice-president. The vice-presidents will create a prioritized list of the new money requests that will be submitted to the PBC Co-Chairs.

Public Hearings

During the Fall term the PBC Co-Chairs will set a schedule for public hearings in which the Unit Representatives will present on their new money requests. The schedule for the public hearings will be sent to the college community via broadcast. Presentations will be organized by division, unit leaders will present on their new money and requests, and the PBC members will have the opportunity to ask questions.

Unit Objectives

All units must submit three to five planning objectives for the coming fiscal year regardless of whether they have new money requests. All funded new money request must be a planning objective the following year.

Objectives should be based on some of the following characteristics:

- Where there any needs identified in the last AES review?
- What are your key services or key performance indicators?
- How well are you doing them?
- Is there something that you are not doing that you would like to implement?
- Using these answers, how can you improve what you are doing?
- What and how does your unit contribute to the development and growth of students or the campus?
- How can the student learning/campus community experience be improved?

Objectives should meet the following criteria"

- Is it aligned with the unit mission and goals?
- Is it important to the college and reflect key results of the unit?
- Is it possible to collect accurate and reliable data with existing resources?
- Is it stated so that it is possible to use a single measurement method?
- Can it be used to identify areas to improve?
- Is it SMART?

Timeline

Month/Term	Action	Responsibility
April	Send unit leaders planning template	Assessment Office
May	Call for volunteers for vacant and expired positions	PBC Co-Chairs
July	Unit leaders submit plans to area VP	Unit Leaders
	Area VPs submit vetted and prioritized planning documents to PBC co-chairs	VPs
September	Planning Documents sent to PBC for review	Co-Chairs
October	PBC meets with unit representatives to review documents	PBC and Unit Representatives
November	PBC votes on new money requests	PBC
January	Recommendations reviewed by PLT	PLT
	Budget approvals by BOT	BOT
February	Board of School Estimates	BOT
March	PBC Prioritization decision sent to units	PBC Co-chairs

Communication and Use

The Area VPs will submit the vetted documents to the PBC Co-Chairs who will posted them to the PBC webpage on the IPEC website on Ocean Connect.

The PBC will hold Public Hearings which will be announced via broadcast and are open to all members of the college. The PBC prioritization decision will be sent to units once completed.

New money requests will be voted on by the members of the PBC and prioritized for approval by the PLT and BOT.

A sample PBC planning document can be found in **[Attachment IX].**

V. Leadership and Administration

Board of Trustees Self-Assessment

Policy

Bylaws, Policy, and Curriculum Committee #1252.2

The Bylaws, Policy, and Curriculum Committee shall be responsible for and shall make recommendations to the full Board regarding:

- The oversight of the Board's self-assessment procedures, as recommended by the Office of Institutional Planning, Effectiveness, and Compliance to ensure compliance with the Middle States Commission on Higher Education.

Process

As per Bylaws, Policy, and Curriculum #1252.2, and based on feedback from the February 2021 Board Self-Assessment, this evaluation is deployed annually in April via Qualtrics. The survey administration and analysis are overseen by the Office of Institutional Planning, Effectiveness, and Compliance. A final report is issued to the Board of Trustees in June and the results are discussed at a following Board Retreat. Recommendations derived from the report and Board discussion are implemented beginning in the new Fiscal Year; therefore, if an assessment is held in April 2022, the recommendations are implemented in FY2023.

The Board Assessment is conducted on an annual cycle, similar to Academic Program Review and Administrative Unit Review, the assessment is administered in-house. The New Hampshire Center for Non-Profits recommends that all items that have 65 percent or more of the Board rating as 'strongly agree' or 'agree' be identified as strengths. Questions are related to following areas:

1. Board and Staff Roles
2. Policy Making Practices
3. Planning Practices
4. Fiscal Management Practices
5. Board Structure and Practices
6. Board Committees
7. Board Meetings
8. Board Membership and Orientation
9. Board/Executive Relationship
10. Monitoring and Evaluation Practices
11. External Relations Practices

Communication and Use

The Self-Assessment of the Board ensures compliance with the Middle States Standard VII: *An accredited institution possess and demonstrative the following attributes or activities: periodic assessment of the effectiveness of governance, leadership, and administration.*

VI. Institutional Research

Institutional Research elevates organizational effectiveness and advances the college's use of information through a variety of annual reports. In addition to the annual reports, Institutional Research also gauges student and staff satisfaction through the periodic deployment of industry-standard surveys.

Alumni Survey

Purpose

An Alumni Survey will be developed and deployed in conjunction with Institutional Research, Career Services, and College Relations. Its purpose is to collect data on employment, transfer outcomes, and institutional satisfaction post-graduation. This data is provided annually in a report by Institutional Research (IR) and posted to the Data Reports page on the IPEC Ocean Connect webpage.

Procedure

The Survey will be deployed by Institutional Research to all students with a graduation date in the previous fiscal year. The initial invite will be sent via email during the Spring term with several follow up reminders.

The Alumni Survey should address:

- Student satisfaction with the educational experience at OCC
- Student perception of achieving their education goals
- Transferability and usefulness of courses
- Student improvement in institutional learning outcomes
- Contribution of OCC education to employment post-graduation
- Areas of improvement for OCC programs and services

Spring 2021 Survey Questions can be found in **Attachment X**.

Communication and Use

Institutional Research will aggregate the results and complete a report that will be distributed to Academic Affairs, Career Services, and the Alumni Office. The completed report will then be uploaded into the Data Reports page on the Institutional Research website on Ocean Connect. Selected Survey Responses for each individual program and options will be included in the annual Program Updates that are sent to all Deans and Program Faculty by the Assessment Office.

The survey's intended uses will be to apprise Academic Affairs of overall trends among alumni, provide information on student satisfaction of their educational experiences, provide program specific data to deans and faculty, and inform Career Services initiatives.

Graduate Exit Survey

Purpose

The Graduate Exit Survey is deployed prior to the end of each spring term to all students who have applied for graduation in that fiscal year. The intent of the survey is to obtain data in a variety of areas that could be used in the college's decision-making process. The survey collects data on student satisfaction with college processes and services, perceived impact on skills and abilities, achievement of goals, and future goals such as further studies or careers.

Procedure

The Graduate Exit survey will be deployed by Institutional Research via email late in the Spring term to all students who have applied for graduation in that Fiscal Year. Several reminders will be sent and it will remain open until approximately one week after the end of the Spring term.

The intent of the survey is to obtain data in a variety of areas that could be used in the College's decision-making process. Questions will be grouped into the following categories:

a. Satisfaction: *with college processes and services, campus life, and college outreach*
b. Impact: *perceived impact on skills and abilities*
c. Goals: *what were your goals when enrolling at OCC and did you achieve them?*
d. Future plans: *further studies, work, combination, other?*
e. Additional questions

Spring 2021 Survey Questions can be found in [**Attachment XI]**.

Communication and Use

Institutional Research will aggregate the results and complete a report that will be distributed to targeted audiences. The completed report will then be uploaded onto the Data Reports page on the Institutional Research website on Ocean Connect. Selected Survey Responses for each individual program and options will be included in the annual Program Updates that are sent to all Deans and Program Faculty by the Assessment Office.

The survey's intended uses will be to apprise Academic Affairs of overall trends among graduates, provide information on student satisfaction of the processes and services offered by the college, provide program specific data to deans and faculty, and inform Student Affairs initiatives.

Graduate Transfer Report

Purpose

The Graduate Transfer Report will be conducted annually to track transfer rates as well as transfer institutions for OCC Graduates.

Procedure

Institutional Research will compile a list of all graduates within a fiscal year and utilize Clearinghouse data to determine which students have transferred within two years of graduation from OCC to a four-year institution.

The report provides the following:

- OCC graduates enrolling in four-year institutions within one or two years of graduating
- Four-year institutions with more than five students enrolling: one year after graduating
- Four-year institutions with more than five students enrolling: two years after graduating
- Percentage of OCC graduates obtaining a bachelor's degree within two years of graduating
- Top four-year institutions from which OCC graduates obtained bachelor's degrees
- Top majors in which OCC graduates received bachelor's degrees

Communication and Use

Institutional Research will compile the results and complete a report that will be distributed via Broadcast. The completed report will then be uploaded into the Data Reports page on the Institutional Research website. Transfer rates and institutions for each individual program and options will be included in the annual Program Updates that are sent to all Deans and Program Faculty by the Assessment Office.

DFIW Report

Purpose

The DFIW report will be an annual report showing the success rates of courses offered at OCC in all modalities.

Procedure

Institutional Research will produce a report and supplemental data table showing the course success rates for all courses in the previous fall, spring, and summer terms.

The report provides the following:

- A set of tables showing, by reporting term, the thirty courses with the lowest success rates. The tables will be broken out by DL and non-DL courses and show both the grade distribution as well as the course success rate.
- A set of tables showing, by reporting term, the thirty courses with the highest success rates. The tables will be broken out by DL and non-DL courses and show both the grade distribution as well as the course success rate.
- A set of tables showing, by reporting term, the thirty courses with the highest number of enrollments rates. The tables will be broken out by DL and non-DL courses and show both the grade distribution as well as the course success rate.

Communication and Use

The completed report will be uploaded into the Data Reports page on the Institutional Research website. Success rates and course enrollment for each individual program and options will be included in the annual Program Updates that are sent to all Deans and Program Faculty by the Assessment Office.

FACTBOOK

Purpose

The Office of Institutional Research holds itself accountable for the integrity of the data that it reports as it strives to support a culture of evidence and continuous improvement. The data contained within the Fact Book are official figures; many have been submitted to both the state and federal government, including the State of New Jersey's Office of the Secretary of Higher Education and to the federal Integrated Postsecondary Education Data System (IPEDS). The data presented includes a historical look at trends and narratives to give readers contextual information.

Procedure

The report provides the following:

- Tracking Enrollment at Ocean County College
- Demographic Trends
- Academic Programs
- Expanding Ocean County College's Reach
- Business and Community
- Affordable Pathways
- Student Success
- Degrees Conferred
- Financial Aid

Communication and Use

Institutional Research will compile the results and complete a report that will be distributed via Broadcast. The completed report will then be uploaded into the Data Reports page on the Institutional Research website as well as the "About Us" link on the college homepage. Enrollment and graduation statistics for each individual program and option will be included in the annual Program Update Documents that are sent to all Deans and Program Faculty by the Assessment Office. The Fact Book is also distributed to the Board of Trustees.

Environmental Scan

Purpose

Ocean County College's Environmental Scan is one of many data sources that is utilized by the Institutional Research and Planning division as well as the campus community to inform strategic planning and continuous improvement. The goal of this scan is to offer a detailed look at the many trends and projections of Ocean County College's population and communities that may have an influence on advancing the college's overall mission. The College utilizes this data in order to distinguish important trends and better understand external influences that impact the institution. This can lead to new curricular opportunities and potential challenges to be considered in the planning process.

The Environmental Scan offers the institution comprehensive projections in order to inform future decision making in a wide variety of areas. By compiling past, present, and forecasted data from Ocean County and its neighboring regions, Ocean County College may effectively strengthen its future and successfully advance its strategies and overall mission.

Procedure

Institutional Research will develop statistical tables utilizing information from EMSI, US census, and department of labor.

Areas reviewed within this Scan include:

- Demographics and Population;
- Labor Markets;
- Income Statistics and Educational Attainment.

Communication and Use

The completed report will be uploaded into the Data Reports page on the Institutional Research website. The report will be shared with and utilized by Academic Affairs during the New Program Development process each year. The Environmental Scan is also a key report used in the development of the strategic plan.

Satisfaction and Engagement Surveys

Purpose

Institutional Research will periodically conduct Satisfaction and Engagement Surveys of students and staff for the purpose of institutional planning.

Procedure

Institutional Research will select the appropriate survey for distribution and work with stakeholders on campus to develop, if necessary, additional questions for the survey.

As part of the survey process, IR will work on:

- Selecting population and/or sampling;
- Distribution of survey
- Aggregating results and conducting additional analysis
- Creating a report for the campus community
- If necessary, conducting follow-up focus groups on campus

Communication and Use

Institutional Research will compile the results and complete a report that will be distributed via Broadcast. The completed report will be uploaded into the Data Reports page on the Institutional Research website and department specific presentations are made, highlighting key pieces of relevant data.

VII. Effectiveness of Assessment Processes

Evaluation of the Assessments Report

Policy

Ocean County College will conduct periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Procedure

Following each Academic Year, the Office of Assessment will develop a report summarizing the assessments conducted during the year as well as any recommendations for improvement. The report will then be presented at a Learning Assessment Committee prior to the start of the next Academic Year.

Report should include:

- Summary of Program Review Reports
- Summary of Deep Data Course Learning Outcomes Assessment
- Summary of the General Education Assessment
- Summary of the AES Review Reports
- Recommendations for improvement of processes
- LAC agenda items

Timeline

Month/Term	Action	Responsibility
June	Report Prepared	Assessment Office
July/August	Reviewed and Recommendations	Learning Assessment Committee
Summer/Fall	Implement Recommendations	Assessment and Relevant Offices
As Needed	Update Assessment Handbook	Assessment Office

Communication and Use

The report will be presented to the Learning Assessment Committee and incorporate any feedback. Any recommendations in the report will be discussed further with the relevant offices, implemented if deemed necessary, and the Assessment and Planning Handbook updated. The completed report will be uploaded into the Assessment page on the Institutional Research and Planning webpage on Ocean Connect.

The ongoing review of assessment processes will ensure compliance with Standard V of the Middle States Standards.

Assessment and Planning Handbook

Policy

The Office of Institutional Planning, Effectiveness, and Compliance shall maintain a handbook of institutional Planning and Assessment Processes as well as reports compiled by Institutional Research.

Procedure

The Office of Assessment will maintain, and ensure the accuracy of, an Assessment and Planning Handbook to include the following:

- Assessment and Planning Overview
- Institutional Structures and Functions
- Periodic Assessment of:
    - Mission and goals
    - Academic programs and student learning experiences
    - Administrative and Educational Support programs.
    - Assessment Processes utilized by the institution.
    - Institutional objectives, both institution wide and for individual units.
    - the effectiveness of governance, leadership, and administration.
- Institutional Research Reports

The Handbook is to be updated as needed and reviewed every three years by the Assessment Office and Learning Assessment Committee for accuracy and appropriateness. Changes to the Handbook may be recommended to the Learning Assessment Committee for Academic Processes or relevant institutional offices or committees for Planning, Budgeting, and Institutional Research processes.

Communication and Use

The Handbook will be uploaded to the Institutional Research and Planning webpage on Ocean Connect.

The articulation of assessment and planning policies and processes will ensure compliance with the Middle States Standards for Accreditation.

VIII. Attachments

I. VALUE Rubric
II. Program Review Report Template
III. Learning Assessment Committee Response Rubric
IV. Program Update Document
V. Deep Data Course Document
VI. AES Unit Review Report
VII. AES Unit CAS Standards Review Report
VIII. AES Unit Report Review Rubric
IX. Sample PBC Document
X. Alumni Survey Questions
XI. Graduate Exit Survey Questions
XII. Evaluation of the Assessments Document

Last Reviewed: 11.3.2021