
INSTITUTIONAL ASSESSMENT PLAN AND HANDBOOK

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Office of Institutional Research, Assessment & Planning

2013-2018

The institutional effectiveness process measures how well we fulfill the College's Mission and demonstrates continuous improvement in student learning, educational programs, and administrative and educational support services.

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INSTITUTIONAL EFFECTIVENESS AT MERCER COUNTY COMMUNITY COLLEGE

INTRODUCTION

Institutional effectiveness assessment is an iterative model for improving the programs and processes through which we carry out the College's mission and implement strategic planning. Institutional assessment at MCCC is tied to the institutional mission, is comprehensive of all college operations, uses multiple sources and types of evidence, and involves faculty and staff throughout the institution. The institutional effectiveness process demonstrates continuous improvement in student learning, educational programs, and educational support and administrative services

One of the most important components of good institutional assessment is its capacity to inform and evaluate change. Information gleaned from assessment shall be used to improve programs and processes at the college. This aspect of assessment has become more important at Mercer as the culture of assessment for improvement has become a more intrinsic part of all college operations. The goal of this plan is to support systemic and sustained assessment for improvement of all college programs and procedures.

A REQUIREMENT FOR ACCREDITATION

The demonstration of institutional effectiveness and the assessment of student learning are required components of the Middle States Commission on Higher Education (MSCHE) accreditation process. Although elements of institutional effectiveness can be found throughout the *Characteristics of Excellence*, Standards 7 and 14 are specifically devoted to the institutional effectiveness requirement.

Standard 7. Institutional Assessment

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14. Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional goals and appropriate higher education goals.

Current Institutional Effectiveness Process

INSTITUTIONAL ASSESSMENT PLAN @ MCCC

The MCCC Institutional Assessment Plan was originally developed in AY 2003-2004 (under the leadership of Dr. Gianna Durso-Finley, Director of College Effectiveness Assessment, 2003-2006) and underwent a major revision in AY 2009-2010 (under the leadership of Deborah Kell, Dean for Instructional and Institutional Effectiveness, 2009-2012). The Assessment Plan has two tracks: Academic Assessment and Service and Administrative/Operational Area Assessment:

I. Academic Assessment:

A. Academic Program Review (degree and certificate programs)

- i. Course-Level Student Learning Outcomes Assessment
- ii. Program-Level Student Learning Outcomes Assessment
- iii. Institutional Core Competencies Assessment
- iv. Quality and Viability Measures
- v. Curriculum Mapping (Courses to Program SLOs)

B. General Education Assessment (newly revised process and guidelines go into effect in AY 2014-2015)

- i. Annual Assessment of Gen Ed SLOs
- ii. Curriculum Mapping (Courses to Gen Ed SLOs)

II. Service Area Assessment:

- A. Educational Support Units/Service Areas
- B. Administrative/Operational Areas

ACADEMIC ASSESSMENT: ACADEMIC PROGRAM REVIEW PROCESS AND TIMELINE

The goal of the academic program evaluation process at Mercer County Community College is to maintain a vital credit-bearing educational program through continuous improvement of degree and certificate programs and of course offerings within discipline/program areas.

BACKGROUND

Prior to 2008, the Academic Program Review (APR) process involved an in-depth program review every five years. The self-evaluation process called for the responsible faculty and staff members to assess available data on operations and outcomes, to reach conclusions on the extent to which the program was consistent with the applicable characteristics of program excellence (Mission, Objectives, Program Outcomes, Program Logistics), and to recommend how the identified issues should be addressed and the program's strengths maintained. After an external consultant reviewed the self-evaluation, the self-study team proposed an action plan for program improvement that was approved by the Division Dean, the Curriculum Committee, and the Vice President for Academic and Student Affairs.

From 2006-2008, the College Effectiveness Assessment Committee (CEAC) analyzed the APR process and current best practices. CEAC members sought a new process that would have two purposes:

1. Focus more on student learning outcomes and success measures
2. Reduce the burden on program coordinators to prepare an extensive program review every five years.

After reviewing a number of models, a task force of the College Effectiveness Assessment Committee (Bettina Caluori, Gianna Durso-Finley, and Linda Scherr) proposed a re-envisioned and streamlined Academic Program Review process that was approved by the CEAC in Spring 2008. The process was revised and approved by the Academic Affairs Council in Summer 2008 and implemented in Fall 2008.

ACADEMIC PROGRAM REVIEW, 2008-PRESENT

Academic Program Review is intended to be an objective self-study of the academic program in support of the college's mission and goals. The review also serves as a historical document for the college, identifying changes made over time in relation to the program's mission and goals and the college's strategic plan. Critical to the document is an overall assessment of the program's student learning outcomes and plans to improve student success.

Objectives:

- To improve student learning outcomes
- To identify strengths, concerns, and recommendations for improvement
- To document changes since the previous review
- To serve as a plan of action for budget development, curriculum development, faculty hiring, and departmental change
- To increase retention and graduation rates (as appropriate)
- To improve transfer and job placement rates (as appropriate)
- To improve student and employer satisfaction with MCCC

The 2008 APR process shifted academic program review from a five-year cycle to an annual process wherein annual reports are short and the five-year review document represents a summation of and reflection on the annual data, including an action plan. The process is designed to produce annual data that will support continuous improvement.

There are three major components of the APR process: student learning outcomes, viability and quality. Objective, data-driven metrics are used to determine both the quality and viability pieces of the analysis.

THE ANNUAL ACADEMIC PROGRAM REVIEW

Annually, each program is responsible for up to seven metrics. Annual measures must include the assessment of program-level, course-level and core competency student learning outcomes, a minimum of two quality measures (selected by program faculty), and a minimum of two viability measures. The five-year review includes a discussion and analysis of the data gathered over the previous five years, as well as a comprehensive action plan.

STUDENT LEARNING OUTCOMES ASSESSMENT

(PROGRAM-LEVEL, COURSE-LEVEL, CORE COMPETENCIES):

Program Data	Source	Frequency
SLO1. Program-level Student learning outcomes (minimum of one per year; all Program-level SLOs must be assessed within the five year cycle)	Program faculty	Annual
SLO2. Course-level Student learning outcomes (minimum of one per discipline per year)	Program faculty	Annual
SLO3. Core Competency Student learning outcomes (minimum of one per year)	Program faculty	Annual

QUALITY MEASURES ASSESSMENT:

Program Data	Source	Frequency
Q1. Full-time to part-time faculty ratios (by course)*	IRAP	Annual
Q2. Student to faculty ratios*	IRAP	Annual
Q3. Individual course completion rates	IRAP	Annual
Q4. Transfer rates for transfer program graduates*	IRAP (SURE and National Student Clearinghouse data)	1-3 years
Q5. Accreditation status (where applicable)	Program faculty	
Q6. Advisory commission input (where applicable)	Program faculty	
Q7. Industry and workforce connectivity	Program faculty	
Q8. Placement rates for career program graduates	Program faculty & IRAP	
Q9. Appropriately credentialed faculty	Program faculty	
Q10. Growth and strategic plans	Program faculty	
Q11. Advisement	Program faculty	
Q12. Maintenance of appropriate library resources to support the program	Program faculty in consultation with library staff	

*Data for these categories will be reported for both program totals and institutional totals.

VIABILITY MEASURES ASSESSMENT:

Program Data	Source	Frequency
V1. Headcount trend for the past 3-5 years	IRAP	Annual
V2. Full-time equivalent trend for the past 3-5 years	IRAP	Annual
V3. Fall to Spring student retention rates	IRAP	Annual
V4. Fall to Fall retention rates	IRAP	Annual
V5. Graduation and completion rates for the past 3-5 years	IRAP	Annual
V6. Numbers of degrees or certificates granted	IRAP	Annual
V7. Transfer rates to four-year institutions (including program graduates and students who transfer prior to program completion)	IRAP (see Q4)	Annual
V8. Service courses that are required by other programs (e.g., English and math)	Program faculty	
V9. Occupational outlook at least five years out	Program faculty, IRAP, Advisory Commissions, EMSI, NJ DOL projections (http://lwd.dol.state.nj.us/)	
V10. The program's relationship to the college's Strategic Plan	Program faculty	

TIMELINE FOR ANNUAL APR:

Fall Start	Spring Start	Activity
October 1	February 1	Program Coordinator and appointed/invited work group (if desired) decides Student Learning Outcomes, Viability and Quality areas to evaluate and appropriate measures. [Note: The assistance of a work group may not be practical or appropriate for all programs.]
November 1	March 1	Program Coordinator and work group develop specific measures/assessments for SLOs.
November 1	April 1	Program Coordinator sends request for data, research, or survey needs to IRAP (and, where appropriate, library staff)
December 1		Distribution of IRA&P data (prior AY)
By end of Fall semester	By end of Spring semester	Assessment of SLOs
February 1	October 1	Program Coordinator and work group review and analyze data
March 15	November 15	Documentation of findings, recommendations, action plan (if warranted) and future goals. Documentation will consist of a summary grid and a narrative summary. (Templates are under development and will be supplied).
April 1	December 1	Program Coordinator and work group meet with the Dean to review findings
April	December	Dean reviews budget and makes budget requests (as appropriate)
April	December	Program Coordinator and work group begin to identify SLOs and assessments for use in the next semester
May	January	Summary presented to VPAA and CEA
June	February	Executive Summary of all program reviews presented to President

CURRICULUM MAPPING

Curriculum mapping shows where (in which courses) each program-level learning objective is addressed, in one of the following ways: introduced, reinforced, mastered and assessed. Use the **Curriculum Map Template** (Appendix II) to map courses to program-level outcomes. All program coordinators will review their Curriculum Maps annually.

THE FIVE-YEAR ACADEMIC PROGRAM REVIEW

The five-year Academic Program Review is primarily a summation and reflection on the annual data. The five-year Program Review also includes a comprehensive curriculum map and an action plan for the program. As appropriate, the five-year Program Review might also address the following questions and elements:

- I. Mission
 - What is the overall purpose/mission of this program and how does it relate to the overall objectives of the division and the college?
 - Are updates or revisions needed to program SLOs?
 - Are program goals clearly and accurately articulated in all college publications?
 - Provide evidence of how the department/program publicizes its curriculum and related services. Attach samples of brochures, advertisements, and other publications promoting the department.
- II. Faculty and Staff
 - Describe professional growth activities within the department.
- III. Interdepartmental Communications
 - Identify what other departments or disciplines support this program.
 - Discuss how the program/department communicates with departments that provide courses for your program OR programs that send students to your department.
- IV. Institutional Resources (i.e., linking programs and budgets to the Strategic Plan, College Mission, Values, Goals)
 - How does your department/program use the funding currently allocated for the department/program? What are your anticipated needs?
 - Do the current facilities, resources, and equipment meet the needs of the department/program?
 - What do you see as your limitations or opportunities for improvement of the facilities?
 - What efforts if your department/program making to contain costs while achieving effectiveness?
 - How has your department/program integrated technology into the classroom?
 - What direction do you see the department/program moving toward with regard to technology? What needs to be done to move the department/program toward this goal?
- I. Additional elements
 - Pass rates on state/national exams
 - Class size
 - Academic Support (e.g., library resources, availability of tutoring)
 - Survey data (advisory commission surveys, current student surveys, graduating student surveys, alumni surveys, employer surveys)
 - Maintenance of articulation agreements; oversight of dual admissions students
 - Effectiveness of placement tests in identifying student course placement
 - Description of how prior learning is appropriately assessed and credit awarded

TIMELINE FOR THE FIVE-YEAR APR:

Date	Activity
May	Identification of programs to be reviewed (as per schedule)
May	Notification of selected program coordinators. Identification of work group members and support as needed and desired (IRAP, director of transfer services, librarians, consultant).
September-October	Internal and External consultant(s) identified/recruited (Internal consultants include Mercer faculty from other divisions/programs who rely on the courses of the target program. For example, the Science programs could have a Business faculty member as an internal consultant.) A library staff member should be included.
October-January	Program Coordinator and work group review and analyze data from the prior 4 years of annual reviews and action plans
December 1	Distribution of IRAP data (Fall & Spring of prior year)
January-March	Draft self-study, recommendations and action plan
April	Internal and External consultant visit
May	Meeting with the Dean to review findings
May	Summary presented to VPAA and CEA
May	Dean reviews budget implications
June	Executive Summary of all program reviews presented to President and Board of Trustees
Fall	Follow up on action plan items

See Appendix I for the Schedule of 5 Year APRs.

GENERAL EDUCATION ASSESSMENT

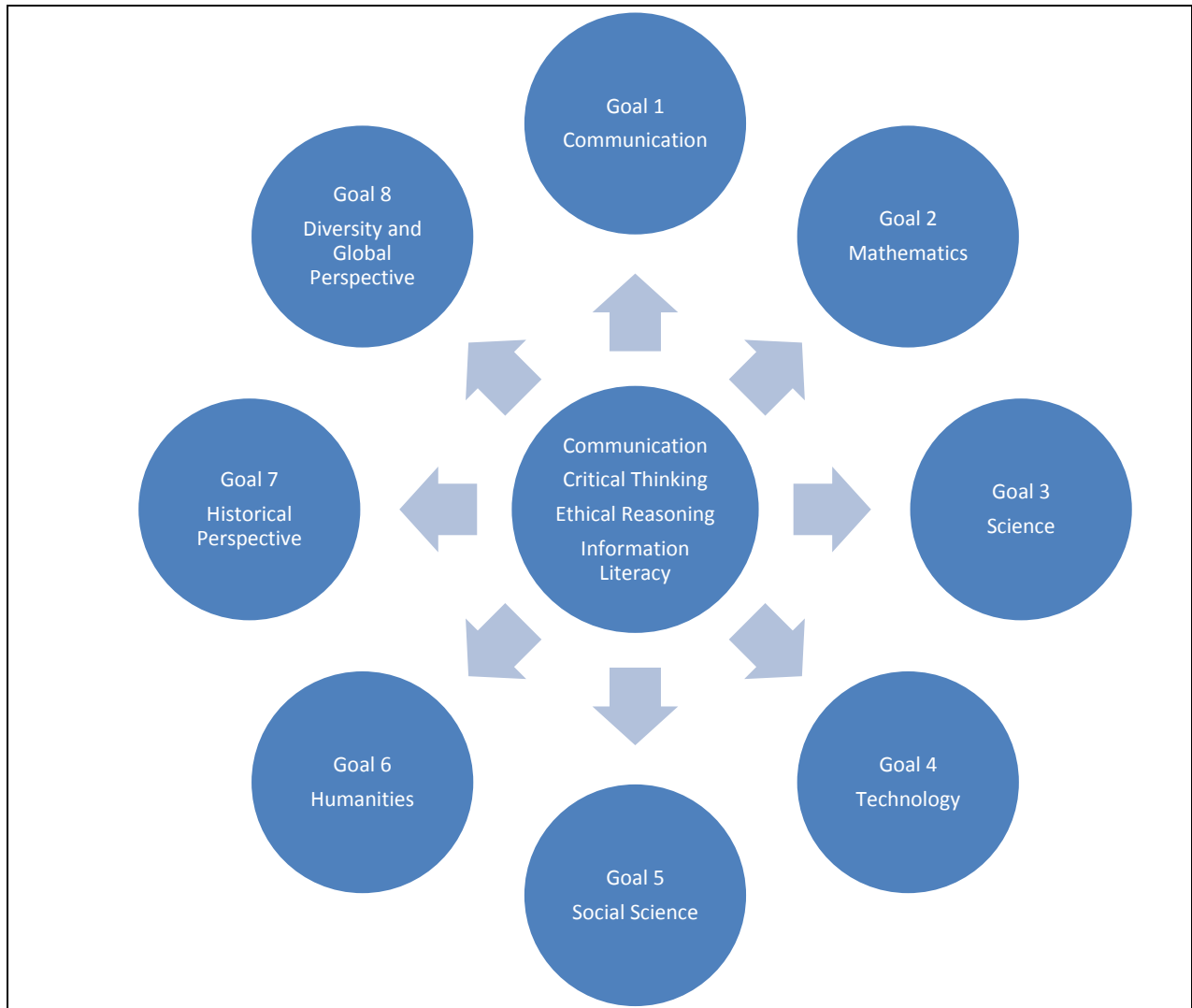
(new guidelines go into effect in AY 2014-2015)

Until AY 2014-2015, the assessment of General Education Goals and Objectives was embedded as part of the Academic Program Review process. To make General Education assessment more systemic and sustained, in Spring 2014, Gen Ed assessment was separated from the APR process and a new process was developed to make Gen Ed assessment more prominent within the College's overall assessment initiatives. The new process reflects a systemic approach to ensure the quality and rigor of MCCC's General Education Program. The assessment process reflects both the integral relationship between the assessment of student learning and quality educational experiences as well as the understanding that the knowledge and skills reflected in the General Education Goals are complex skills that require repeated, embedded opportunities for students to practice and demonstrate mastery.

In removing General Education assessment from the Academic Program Review process and developing a complementary process and timeline, the new assessment format encourages a shared responsibility and understanding of General Education assessment throughout the college. It reflects the college-wide value that General Education is a core to all academic and career programs at the College.

GEN ED ASSESSMENT PROCESS

1. Annually, the course coordinator for each Gen Ed course develops an assessment plan that incorporates opportunities for students to practice – and for faculty to assess – the students’ mastery of the SLOs assigned for that year. The course coordinator assists in communicating the assessment plan with all full-time and part-time faculty who teach the course. If there is no recognized “course coordinator” for the Gen Ed course, the full-time faculty members who teach that course will collaborate on an assessment plan.
2. General Education assessment will be on-going; each semester faculty in the discipline will plan to assess 1-2 Gen Ed learning outcomes (see table, below).
3. Assessment data will be collected every semester (short form in MShare) and systematically analyzed every year.
4. Disciplines will be expected to use assessment data to improve General Education courses by creating recommendation actions based on the data collected. Discipline Action plans will be updated yearly.
5. To the extent possible, each Gen Ed discipline will also assess the following infused Gen Ed knowledge and skills: critical thinking, information literacy, ethical reasoning and action, [and communication – which is a Gen Ed Goal and an infused core competency].



IMPLEMENTATION PROCESS FOR GEN ED ASSESSMENT PLAN (NEW IN 2014-2015)

During the AY 2014-2015 year, the Dean for Instructional Effectiveness will coordinate a team of experienced faculty to oversee the implementation of the General Education assessment plan. The Team will consist of faculty leaders in five Gen Ed areas:

1. Communication
2. Math, Science, and Technology
3. Social Science
4. Humanities and Historical Perspective
5. Diversity and Global Perspective

Team members will work one-on-one or in small groups with the faculty in their Gen Ed area to develop and hone authentic assessments that align with the Gen Ed goals and objectives. They will also assist in the analysis of assessment results and the development of action plans to support improved student learning of Gen Ed goal or objectives.

	General Education Goals (See Appendix III)								Infused Goals		
	Goal 1: Communication	Goal 2: Mathematics	Goal 3: Science	Goal 4: Technology / Info Lit	Goal 5: Social Science	Goal 6: Humanities	Goal 7: Historical Perspective	Goal 8: Diversity & Global Perspective	Critical Thinking (formerly Core Comp. B)	Ethical Reasoning & Action (formerly Core Comp. C)	Information Literacy (formerly Core Comp. D)
Fall 2014	1.1-1.2	2.1	3.1	4.1-4.2	5.1	6.1-6.2	7.1	8.1-8.2	B.1-B.2	C.1	D.1-D.2
Spring 2015	1.3-1.4	2.2	3.2	4.3-4.4	5.2	6.3-6.4	7.2	8.3-8.4	B.3-B.4	C.2	D.3-D.4
Fall 2015	1.5-1.6	2.3	3.3	4.5-4.6	5.3	6.1-6.2	7.3	8.5	B.5	C.3	D.5-D.6
Spring 2016	1.1-1.2	2.4	3.1	4.7, 4.1-4.2	5.1	6.3-6.4	7.1	8.1-8.2	B.1-B.2	C.1	D.1-D.2
Fall 2016	1.3-1.4	2.1-2.2	3.2	4.3-4.4	5.2	6.1-6.2	7.2	8.3-8.4	B.3-B.4	C.2	D.3-D.4
Spring 2017	1.5-1.6	2.3-2.4	3.3	4.5-4.6	5.3	6.3-6.4	7.3	8.5	B.5	C.3	D.5-D.6

ASSESSMENT REPORT: GEN ED STUDENT LEARNING OUTCOMES

ACADEMIC YEAR 2014-2015

Gen Ed Course:	Form completed by:
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Outcome(s)	Evidence	Action	Evaluation	Reflection and Planning
Which of the Gen Ed student learning outcomes were assessed during <i>this</i> reporting period?	Other than grades, what data/evidence were used to determine that students have achieved the stated Gen Ed outcome(s)? (e.g., embedded questions in assignments or exams, presentations, performances, capstone course, portfolio review, research paper, etc.)	What method(s) or process(es) were used to evaluate student work; who interpreted the evidence?	<p>What were the results of the evaluation of the assessment data? Indicate patterns of weakness to address.</p> <p>Provide:</p> <ul style="list-style-type: none"> • sample size, • expected level of student achievement • actual levels of student achievement. 	<p>Are there recommendations for change based on the results?</p> <p><i>If yes:</i></p> <ul style="list-style-type: none"> • What recommendations for change are planned based on the assessment results? • When do you plan to implement the change(s)? • When do you plan to assess the effect of the change(s)?

*add lines as needed

SERVICE AND ADMINISTRATIVE AREA ASSESSMENT

The goals of Service and Administrative Area assessment are to measure how well we are fulfilling the College's Mission and to demonstrate continuous improvement in and educational support and administrative services. Educational Support Areas and Administrative Areas define their missions, establish goals, and determine how to measure objectives associated with those goals so that key processes that meet the needs and expectations of students, staff, and other stakeholders can be improved on a continuous basis. Each of the Educational Support Areas and Administrative Areas listed below engages in assessment activities and data analysis that provide evidence of how well the area meets its operational goals. Educational Support Areas assess both operational goals as well as student learning/development outcomes.

Educational Support / Student Service Areas	Administrative /Operational Areas
<ul style="list-style-type: none"> • Academic Testing Center • Admissions and Outreach • Advisement (Intake) and Enrollment Services • Alumni Relations • Athletics • Counseling • Financial Aid • Community Education and Training (ABE/GED/ESL, CTI) • Learning Center • Library Services • MercerOnline • Office of Special Services • Office of the First 30 • Pre-college access programs (JKC) • Programs for Academic Services and Success/Retention Services/EOF • Registration and Records • Student Activities/Student Life and Leadership • Transfer and Career Services • Veteran's Affairs 	<ul style="list-style-type: none"> • Board of Trustees • College Advancement (Development, Grants, Marketing & Communications, College Publications, Public Relations, Foundation) • Conference Center and Dining Services • Facilities and College Safety • Financial and Accounting Services • Fitness Center • Human Resources • Information Technology Services • Institutional Research, Assessment & Planning • Kelsey Theatre • Mercer Institute & Continuing Education • Purchasing • WWFM
<p style="text-align: center;">Educational Support Units assess operational effectiveness and student learning/development outcomes.</p>	<p style="text-align: center;">Administrative Areas assess operational effectiveness.</p>

The objectives of Service and Administrative Area Assessment are:

- **To improve** – The assessment process will provide feedback to determine how the Service or Administrative Area can be improved.
- **To inform** – The assessment process will inform department heads and other decision-makers of the contributions and impact of the Service or Administrative Area to the development and growth of students.
- **To prove** – The assessment process will demonstrate what the Service or Administrative Area is accomplishing to students, faculty, staff, and outside constituents
- **To support** – the assessment process will provide support for campus decision-making activities such as strategic planning as well as external accountability such as accreditation.

SERVICE AND ADMINISTRATIVE AREA ASSESSMENT REVIEW PROCESS

Annually, each Service and Administrative Area develops a plan to assess annual objectives that align with that area's mission and goals. A Service / Administrative Area Assessment Plan is developed collaboratively by the staff of the area. One person from each Service / Administrative Area is designated as the Area Assessment Coordinator and given time and support to fulfill this role.



The steps in the assessment process are as follows:

YEAR I OF A CYCLE:

- **STEP 1: Revisit the Mission Statement and Goals for the Service or Administrative Area. If Area does not have a Mission Statement and Goals, develop them.**
Verify that the Mission Statement and Goals are still current. If the unit does not have a mission statement and goals, develop them. The mission statement is a broad statement of the Area's direction. The mission statement should reflect each Service or Administrative Area's contribution to the educational paths of students who encounter the unit specifically. Goals are general statements (sometimes presented in bullet points) that clarify the mission statement.
- **Step 2: Develop annual Objectives for the Service or Administrative Area**
The objectives align with the unit mission and goals, the institutional Mission Statement, and the current Strategic Plan. Objectives provide the basis for assessment and therefore should be stated in measurable terms. Service and Administrative Areas have objectives that can relate to process, satisfaction, or outcomes.
 - Process-oriented: what the unit intends to accomplish. (E.g., level or volume of activity, efficiency of processes, compliance with best practices or regulations)
 - Satisfaction-oriented: client satisfaction level after receiving the service.
 - Outcomes-oriented: what clients will know or be able to do after receiving the unit's services.Each unit should have 3-5 annual objectives. You will not need to assess every objective every year.

- **Step 3 (for Student Service Areas only): Define the student learning/development outcomes/objectives for the Service Area**
 Describe what the students will know, do, or value after receiving a service or participating in an activity. (For example, “After New Student Orientation (SOAR), students will be able to use the MyMercer Portal.” The following prompts may be helpful in developing outcomes:
 Knowledge = workshops

 - Skills = opportunities to apply new learning
 - Attitudes/Values Clarification = facilitated reflection
 - Behavior Change = facilitated interventions)

- **Step 4: Inventory existing and needed assessment methods.**
 Identify, list, and describe available data that can be used to conduct assessment (e.g., log of student Help Desk tickets, customer satisfaction surveys). Referring back to the needs of the unit, identify what additional methods need to be used to provide the necessary information for assessing activities within the unit.

- **Step 5: Collect and analyze assessment evidence.**
 (IRA&P staff members are available to help with the collection and analysis of the evidence).

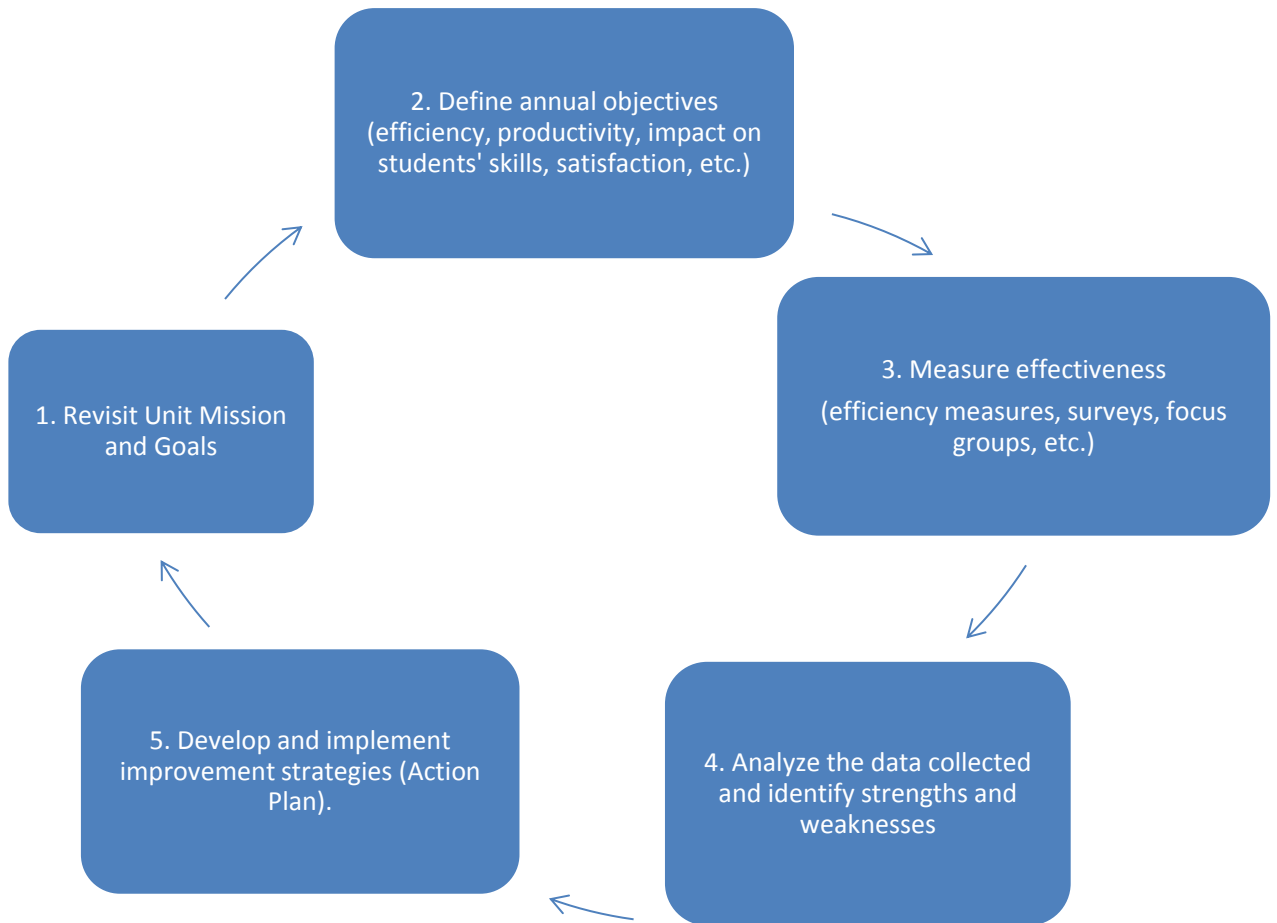
- **Step 6: Based on the analysis, celebrate success and develop an Action Plan for improvement where needed.**
 Each unit’s supervisor will be involved in the development and approval of an action plan for the unit. Share assessment results and action plan with stakeholders.

- **Step 7: Submit the Annual Assessment Report to the Office of Institutional Research, Assessment, & Planning (IRA&P) by May 31.**
 The Area Assessment Coordinator is responsible for submitting the Annual Assessment Report (the assessment plan, activities, results, analysis and action plan) to IRA&P and/or uploading into MShare.

BEYOND YEAR 1:

In all future years, the unit will select a new objective(s) and engage in Steps 2-7 while also implementing and monitoring the action plan from the previous year.

THE ASSESSMENT PROCESS: SERVICE AND ADMINISTRATIVE AREAS



INSTITUTIONAL EFFECTIVENESS SUPPORT

While the Institutional Effectiveness Process is implemented campus-wide, it is supported primarily by the Office of Institutional Research, Assessment, and Planning. IRA&P will provide support and feedback during the process and prepare a comprehensive annual report for the Executive Team by June 30.

IRA&P Staff (2014-2015):

- Dr. Karen Bearce, Acting Dean for Institutional and Instructional Effectiveness
- Nina May, Director of Institutional Research

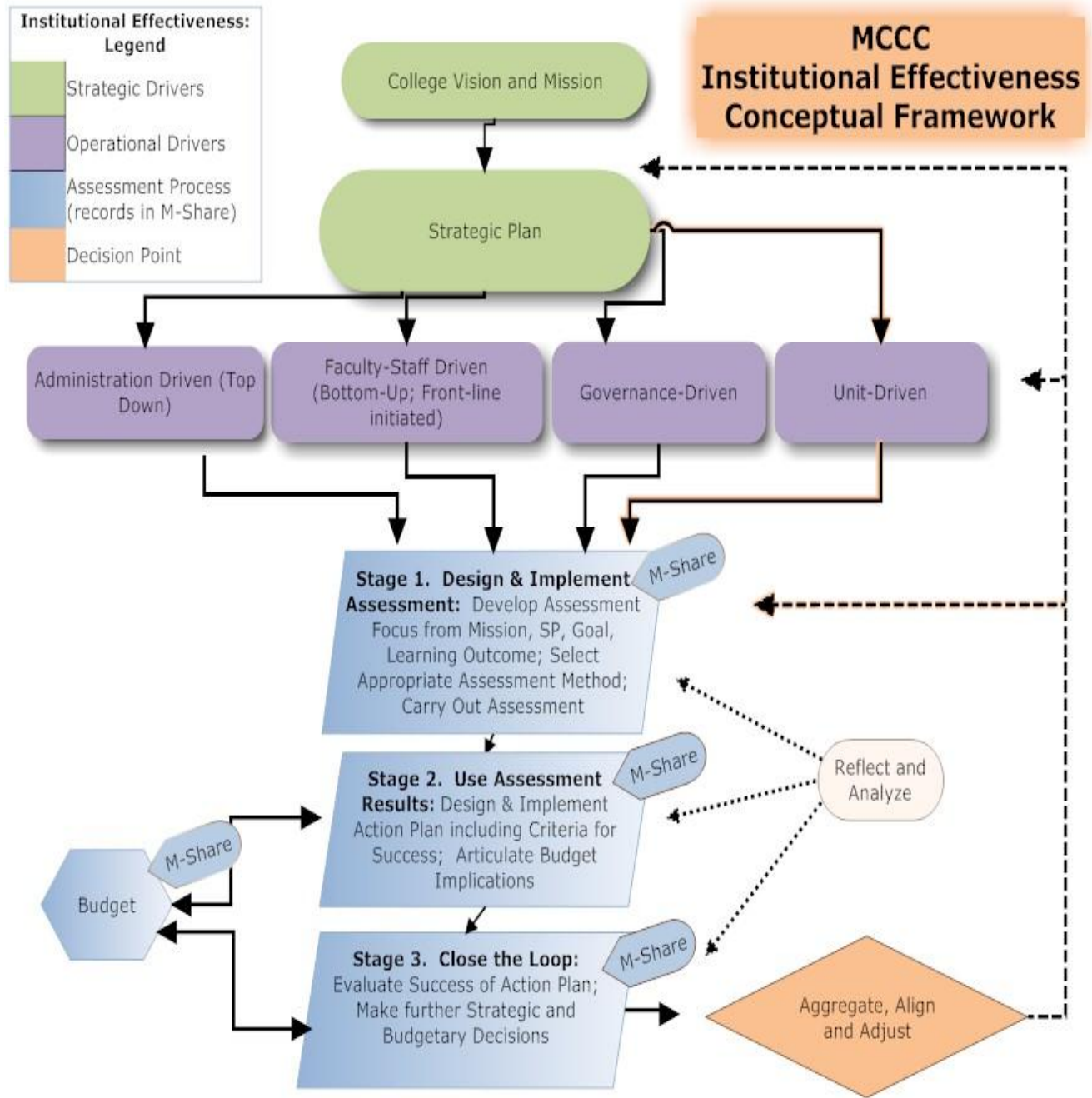
IRA&P responsibilities and services include the following:

- Management of the College's institutional effectiveness and assessment programs. This includes assisting all areas of the College in developing mission statements, long-range goals and annual objectives based on the strategic plan and assessment results.
- Design, development, and implementation strategies to assess and improve the quality and effectiveness of all areas of the college. This includes assisting all members of the college community (academic and administrative) with their annual assessments and program evaluation endeavors through internal consultation.

IRA&P provides support in the following areas:

1. Data collection, synthesis, and entry-level analysis
2. Institutional planning and evaluation;
3. Development of institutional research reports.
4. Assistance in designing reports using clear language, tables and charts and communicating results to internal and external audiences.
5. Implementation of the annual Graduating Student Survey, employer surveys, and other internal and external surveys
6. Collection of data for faculty and staff for program review, student outcomes assessment reporting, and unit planning and evaluation as assigned.
7. Tracking transfer data from four-year colleges and universities.

INSTITUTIONAL EFFECTIVENESS AT MERCER COUNTY COMMUNITY COLLEGE: A FLOW CHART



MSHARE: MCCC’S REPOSITORY FOR SYSTEMATIC TRACKING AND REPORTING

As early as 2008, the Institutional Assessment Plan recognized the need for a systematic and ongoing tracking and reporting mechanism for assessment across the college. After examining the products of several outside vendors, the academic leadership decided to use Microsoft SharePoint and the expertise of our own staff to develop an assessment tracking tool tailored specifically to our needs and specifications. In consultation with academic and administrative leaders and the College Effectiveness and Assessment Committee (CEAC), the SharePoint team developed templates to track the assessment loop and to tie assessment to budgeting and planning.

Named “MShare” (the Mercer SharePoint Assessment Repository for Effectiveness), the portal has become the College’s resource that integrates data archiving, storage, retrieval, application, and reporting. The power of MShare is not only in its centralized repository. Its template documents the alignment between initiatives and related national and regional standards and institutional mission and strategic plan. Its reporting capabilities aggregate and illustrate the college’s efforts within or across organizational units against standards and goals. Access permissions allow appropriate faculty, staff, managers and administrators to access and review records. Individuals may collaborate and consult upon initiatives that represent shared needs and goals.

The MShare template and the training in its use emphasize the use of multiple qualitative and/or quantitative measures to maximize the use of existing data and information. The following screen shot illustrates.

Academic Placement Data
 Department/Service Area Records
 Enrollment/Registration Data
 Environmental Scanning
 External Benchmarking
 Fiscal Analysis
 Focus Groups
 Graduation Data
 Integrow Data
 Licensure Pass Rates/Data
 Locally-Developed Testing
 Passing Rates/GPA
 Portfolio/Project-based Evaluation
 Program Review Findings
 Retention Data
 Rubric Analysis
 Standardized Testing
 Survey/Questionnaire
 Transfer Data
 Specify your own value:

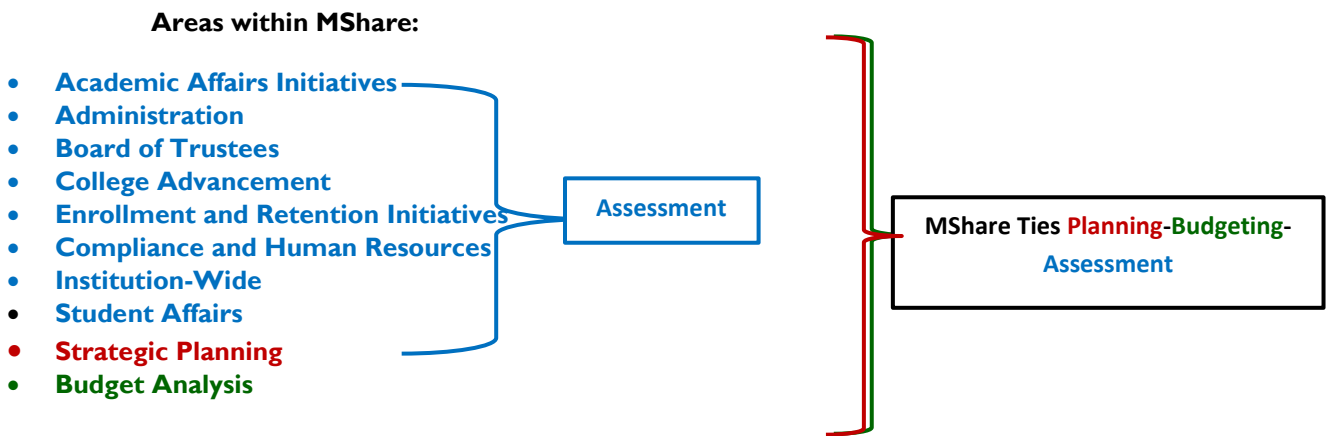
Select the instrument(s), process(es) or data source(s) used to generate your findings.

INSTITUTIONAL EFFECTIVENESS: PLANNING AND RESOURCE ALLOCATION

MShare also supports the institutional linkages between Assessment, Planning, and Budgeting in three ways. First, all assessment initiatives recorded in MShare follow a multi-stage process; as part of Stage 2, users must explain the budgetary impact of the action plan that resulted from the assessment.

Second, all users recording Strategic Planning initiatives must include information about the budget impact.

Third, a separate area in MShare, accessible only to budget managers, is used for Budget Analysis. In this area, budget managers must align all budget requests to the current Strategic Plan and prioritize them in order for the requests to be considered by the Executive Team. Assessment data providing evidence of effectiveness and alignment with the Strategic Plan inform and drive many budgetary decisions and allocations.



The table below indicates the fields that are in the MShare SharePoint database. Some of the fields are similar in the Assessment-side and the Strategic Planning-side. Many Strategic Planning objectives in MShare are also recorded in the Assessment area in MShare when their effectiveness is assessed (“did it make a difference?”).

MShare Assessment (Effectiveness) Records of what faculty/staff have assessed for or plan to assess is the current year.	MShare Strategic Planning (Planning) Records of specific strategic priorities (objectives) faculty/staff plan to implement in the current year in support of the institutional mission. (The records in MShare are the implementation plan portion of the Strategic Plan.)	MShare Budget Analysis (Budget) Annually, the college does zero-based budgeting. All budget requests are tied to the Strategic Plan and requests for additional budget allocations must be justified with assessment data
Assessment Initiative (Short Title)*	SP 13-16 Goals: Short Form*	Title*
Assessment Initiative (Description)*	Objective (Not the same wording as the Goal)*	Department Number*
Department/Organization Unit *	Multi-Year Objective* (yes/no/maybe)	Full Account Number*
Person(s) Responsible for Assessment Initiative*	Organizational Unit – Primary* Academic Affairs Administration & Finance Student Affairs College Advancement President Board of Trustees	Object Number
Department/Organization Unit Mission Statement*	Point Person(s) – Contact Info*	FY 2015 [current year] *
College Mission Statement*	Objective Target Plan Year* FY14 FY15 FY16	FY 2016 Budget Request [next year] *
MCCC Strategic Plan 2013-2016*	Action Item(s): Overview*	Strategic Plan Link*
Stage I: Department/Org Unit Goal or Annual Unit Objective Being Assessed*	Action Item(s): Detail*	Request Explanation and Justification*
Stage I: Date Started*	Expected Measurable Outcomes* Increased enrollment Improved student success Increased student retention Enhanced curriculum Increased efficiency Increased revenue Increased resources Increased community outreach Improved facilities	Priority of Request* Survival/Highest Priority Essential Enhancement/Lowest Priority

	Improved services Specify your own value:	
Assessment Purpose*	Details on Expected Outcomes*	Comment (updated by the VP, Executive Director, or Executive Dean)
Instrument, Process or Data Source*	Status* Just being launched On Hold 1/4 complete 1/2 complete 3/4 complete 100% complete	
Stage 2: Findings or Data Study Results	Anticipated End Date*	
Stage 2: Date	Fiscal-Year Budget Impact* FY14 FY15 FY16 \$0	
Data Analysis/Interpretation of Findings	Fiscal-Year Budget Impact: Details*	
Operational/Action Plan		
Performance Standards/Expected Improvements		
AY14-15 Budgetary Impact: Explanation and Notes		
Stage 3: Progress Report/Follow Up (Synopsis)		
Do you plan to re-assess this initiative in 2015-2016?*		
Supporting Materials		

*Asterisk indicates that field is mandatory.

APPENDIX I: 5-YEAR ACADEMIC PROGRAM REVIEW SCHEDULE: 2013-2018

Coordinator	Liberal Arts Division Program/Cluster/Discipline	Last 5-Year Program Review Completed	Next 5-Year Review
	Liberal Arts Division: General Education (annual focus on course-level SLOs; 5-year focus on Gen Ed Policy SLOs)		
	Communication: ENG 101, ENG 102, CMN 111, CMN 112		2014-2015
	Social Science: ANT, GEO, POL, PSY, SOC		2014-2015
	History: HIS		2014-2015
	Humanities: Aesthetic Appreciation courses, Foreign Language, HIS, PHI, REL		2014-2015
	Diversity (see list in catalog)		2014-2015
	Liberal Arts Division – Degree Programs		
T. L.	Advertising + Graphic Design AAS Illustration AAS	2010	2013-2014
M.C. & J.P.	Communication AA w/concentrations Communication: New Media AS Communication: Speech and Theatre AA	2010 (CMN: New Media new in 2011)	2014-2015
J.P.	Dance AA/AFA	2011-2012	2016-2017
B.L.	Digital Film AAS	(New in Fall 2009)	2013-2014
T.C.	<u>Education cluster</u> Education AA Early Childhood Education/Special Ed Asst AAS	2012	2016-2017
M.C.	Entertainment Technology AAS w/concentrations	New in 2005	2011-2012
A.C.	Fashion/Apparel Design AAS Fashion Merchandising AAS	(New in Fall 2011)	2015-2016
R.G.	Game Design AAS Game Programming AAS	(New Fall 2009) (New Fall 2011)	2013-2014
R.G.	<u>Graphic Design Cluster</u> 3-D Animation Cert Digital Media Arts AAS w/ concentrations Web Design Cert	2005	2013-2014
B.H.	<u>Liberal Arts AA with concentrations</u> American Studies Global Studies Humanities Political and Legal Studies Social Science Women's and Gender Studies	2014	2017-2018
J.K.	Music AS		2011-2012
M.D.	Photography and Digital Imaging AFA/Cert	(New stand-alone in 2011)	2013-2014
M.C.	Radio AAS		2012-2013
R.W.	Social Service AS	(New in Fall 2011)	Closing May 2012
B. L.	Television AAS		2012-2013
J.P.	Theatre AA/AFA	2010	2014-2015
M.W.	<u>Visual Arts AFA with Concentrations</u> Art History Ceramics/Sculpture Fine Arts	2007	2013-2014

Coordinator	Business & Technology Program/Cluster/Discipline	Last 5-Year Program Review Completed	Next 5-Year Review	External Accredited Last/Next
	Business & Technology Division: <u>General Education</u> (annual focus on course-level SLOs; 5-year focus on Gen Ed Policy SLOs)			
	Social Science: ECO 102, 111, 112		2014-2015	
	Technology: COS 101, 102, IST 101, 102, 103, 109, 140		2015-2016	
	Business & Technology Division: <u>Degree Programs</u>			
J.M.	Accounting AAS	2012	2016-2017	
G.P.	Architecture AS	1992; New Review began May 2004	2011-2012	
F.B.	Automotive Technology AAS	2008	*	2013
J.J.	Aviation Customer Relations AAS Aviation Flight Technology AAS/Cert Aviation Management AS Travel Agent Cert	2013	*	2018
G.P.	Building Construction Tech AAS/Cert Civil Engineering Technology AAS Computer Aided Design Cert	2012	2016-2017	
F.K.	Business Administration AS – w/concentrations	2003 (concentrations new in 2011)	2012-2013	
L.S.	<u>Business Management cluster</u> Banking and Financial Services AAS Business Studies AAS w/concentrations Insurance and Financial Services AAS	2002 (Bus. Studies new in 2011) (Ins & Fin Svc new in 2009)	2012-2013	
D.R.	Computer Science AS/Cert	2012-2013	2017-2018	
C.C.	<u>Criminal Justice cluster</u> Criminal Justice AS: Corrections Criminal Justice AS: Law Enforcement	2007	2012-2013	
D.F.	Culinary Arts AAS w/concentrations	(New in 2009)	2013-2014	
D.F.	Culinology AS	(New in 2006)	2011-2012	
D.D.	Electronics Engineering Technology AAS/Cert	2004	2011-2012	
J.M.	Engineering Science AS/Cert	(AS new in 2010)	2011-2012	
T.L.	Fashion Merchandising AAS	(New in 2011)	2014-2015	
J.M.	Fire Science Technology AAS/Certs		2012-2013	
R.S.	Funeral Service AAS/Cert Funeral Service Prep AS	2011	*	2018
D.D.	Heating, Refrigeration & A/C AAS/Cert		2011-2012	
D.F.	<u>Hospitality programs cluster</u> Catering Management Cert Hotel, Restaurant and Institution Management AAS Professional Baking Cert Professional Cooking Cert	1999?	2011-2012	
D.R.	<u>Information Technology cluster</u> Information Systems AS	(New in 2006)	2011-2012	

	Information Technology AAS/Cert			
C.C.	Medical Office Assistant Cert		2012-2013	
K.C.	<u>Office Systems Technology cluster</u> Administrative Professional AAS Administrative Support Cert Business Software Apps AAS Microcomputer Applications Cert Micro Systems Admin AAS	1999?	2011-2012	
E.P.	Paralegal AAS/Cert	2006	*	2012-2013
E.B.	Small Business Employment Readiness Cert		2011-2012	
G.P.	Solar/Energy Technology Cert	(New in 2009)	2013-2014	
D.S.-J.	Technical Studies AAS	(New in 2005)	2011-2012	

Coordinator	Math, Science and Health Professions Program/Cluster/Discipline	Last 5-Year Program Review Completed	Next Review	External Accredited Last/Next
	Math, Science and Health Professions Division: <u>General Education</u> (annual focus on course-level SLOs; 5-year focus on Gen Ed Policy SLOs)			
	Mathematics	2011-2012	2016-2017	
	Science (Courses for Majors and Non-Majors)		2017-2018	
	Math, Science and Health Professions Division: <u>Degree Programs</u>			
D.H.	Biology AS	2013	2017-2018	
H.T.	Chemistry AS	2013	2017-2018	
J.K.	Exercise Science AS	New in 2005	2011-2012	
L.G.	Health Science AAS		2011-2012	
H.T.	Laboratory Technology AAS		2011-2012	
D.R.	Mathematics AS	2012	2016-2017	
J. O.	Medical Laboratory Technology AAS		*	2014
M.G.	Nursing AS	2002?	*	2018
L.M.	Nursing – Coop with St. Francis Med Ctr AS		*	2012
	Nursing – Coop with CHS		Closing May 2012	
B.B.	Occupational Therapy Assistant AS	New in 2012	2016-2017	
A.R.	Ornamental Hort AAS w/concentrations Ornamental Horticulture Cert Plant Science AS	2009	2012-2013	
J.H.	Physics AS	Reinstated in 2009	2014-2015	
B.B.	Physical Therapist Assistant AAS		*	2014/2024
S.K.	Radiography AAS		*	2017
S.K.	Respiratory Therapy AAS (w/Brookdale)		*	[Brookdale]
A.R.	Sustainability AS	New in 2012	2016-2017	

*Programs with external accreditation do not need to complete Program Reviews but must update MShare records with executive summaries of key findings and action plans from the external accreditation process.

Coordinator	College-Wide Programs and Academic Services	Last 5-Year Program Review Completed	Next Review
C.F.	ESL	2013	2017-2018
B.P.	Foundations	Annual Review	Annual
VPAA	General Education Program/Policy	2005	2012-2013
G.D-F	Honors Program / American Honors	2011	2015-2016
A.S.	Learning Center		2012-2013
P. P.	Library Services		2012-2013
M.R. & L.N.	Academic Testing Center		2012-2013
M.S.	MercerOnline	2010 (Substantive Change Report)	2014-2015

APPENDIX II: CURRICULUM MAPPING: ACADEMIC PROGRAM REVIEW AND GEN ED ASSESSMENT

Curriculum mapping is a method to align instruction with desired goals and program-level student learning outcomes. The map documents what is taught and when, reveals gaps in the curriculum and helps in designing an assessment plan

Curriculum Mapping: Courses to Program-level Outcomes (a component of Academic Program Review)

Curriculum mapping shows where (in which courses) each program-level learning objective is addressed, in one of the following ways: introduced, reinforced, mastered and assessed. Use this **curriculum map template** to map courses to program-level outcomes.

Curriculum Mapping: Courses to General Education Outcomes (a component of General Education Assessment)

Curriculum mapping shows where (in which Gen Ed courses) each Gen Ed Goal and Objective is addressed, in one of the following ways: introduced, reinforced, mastered and assessed. Use this **curriculum map template** to map courses to Gen Ed outcomes.

General Education GOALS (Statewide in NJ) <i>Knowledge goals are associated with specific courses.</i>	General Education CORE COMPETENCIES (Mercer-specific, with exception of C. Ethical Reasoning and Action and D. Information Literacy) <i>* Core competencies should be embedded – to the greatest extent possible – in all courses.</i>
Goal 1: Written and Oral Communication in English	A. Written and Oral Communication in English
Goal 2: Mathematics	B. Critical Thinking and Problem-Solving
Goal 3: Science	C. Ethical Reasoning and Action
Goal 4: Technology or Information Literacy	D. Information Literacy
Goal 5: Social Science	E. Computer Literacy
Goal 6: Humanities	F. Collaboration and Cooperation
Goal 7: Historical Perspective	G. Intra-Cultural and Inter-Cultural Responsibility
Goal 8: Diversity and Global Perspective	Note: Mercer’s Gen Ed Core Competencies are assessed as part of the Annual Program Review Process. Ethical Reasoning and Action and Information Literacy should be integrated (where appropriate) in courses and must be addressed in the Curriculum Map.




Curriculum Map Courses to Program-Level SLOs

Program:	Prepared by:	Date:
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The _____ curriculum prepares students to achieve the expected program-level student learning outcomes identified by the degree program. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

1. List Program-Level Student Learning Outcomes (as they appear in the current college catalog):
 - _____
 - _____
 - _____
2. Include as “Required Courses” (Column 1) all courses in the discipline and those Gen Ed courses that align with program-level SLOs. (Add rows as necessary).
3. In the columns labeled PLO 1, PLO2, etc. cut and paste each program-level learning outcome from the list (#1 above).
4. Use the following key to indicate whether the program-level SLO is introduced, reinforced, or mastered and whether the program-level SLO is assessed in the course: **I**= Introduced; **R**=Reinforced/Opportunity to practice; **M**=Mastery at exit level; **A**=Assessment evidence collected

Required Courses	Program-Level Student Learning Outcomes					
	PLO 1:	PLO 2:	PLO 3:	PLO 4:	PLO 5:	PLO 6:

	Curriculum Map Courses to General Education Goals and Objectives		
Gen Ed Goal:	Discipline:	Prepared by:	Date:

The following table demonstrates how learning activities in Gen Ed courses map to the Gen Ed learning outcomes. Attach samples of the assessments/assignments and any rubrics used for evaluation. Please review your evidence for student performance in past semesters (e.g., grade book data) a measure for student learning. Keep in mind that final grades are a summation of too much information to be valid assessments of student performance in individual Gen Ed objective and that measures of attainment of the Gen Ed objective should map to individual assignments.

All Gen Ed courses should be listed on the Curriculum Map.

- Each Curriculum Map should be completed collaboratively by the faculty in each discipline (e.g., all the Biology faculty should work collaboratively on the Curriculum Map for Biology).
- For some Gen Ed Goals, multiple Curriculum Maps should be submitted. For example, there should be six Curriculum Maps submitted for Gen Ed Goal 5, Social Science (Anthropology, Economics, Geography, Political Science, Psychology, and Sociology).
- If the Course-Level Student Learning Outcomes align to multiple Gen Ed Goals and/or Objectives, include all that are applicable. (E.g., if a History course also meets the Diversity Goal – even if the course is not on the list of approved Gen Ed Diversity courses, include a column for the Diversity Goal).
- In general, do not include Unit-Level Objectives. The exception is for the two infused Gen Ed Goals, Information Literacy and Ethical Reasoning & Action. In the columns for these two Gen Ed Goals, note whether the course addresses the Goals at the Course-Level or Unit-Level (and how/whether the infused Goal is assessed).
- Use the following key to indicate whether the program-level SLO is introduced, reinforced, or mastered and whether the program-level SLO is assessed in the course: **I**= Introduced; **R**=Reinforced/Opportunity to practice; **M**=Mastery at exit level; **A**=Assessment evidence collected (briefly describe the evidence and provide a measure of student attainment in a past semester)

APPENDIX III: MCCC GENERAL EDUCATION GOALS AND OBJECTIVES

Goal 1. Communication. Students will communicate effectively in both speech and writing.

- 1.1. Students will read, write, and listen actively, critically, and reflectively.
- 1.2. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
- 1.3. Students will evaluate and revise their written communication.
- 1.4. Students will identify, critically evaluate and revise their own oral communication practices as well as evaluate the delivery techniques, use of research/sources, and speaking strategies of their peers and other communicators.
- 1.5. Students will write and speak clearly and effectively in formal American English.
- 1.6. Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

- 2.1. Students will develop graphical, numerical, analytical and verbal models to describe quantitative relationships that exist in the world and communicate these concepts effectively.
- 2.2. Students will investigate and interpret these models using the mathematical and/or statistical tools and reasoning appropriate to each type of model.
- 2.3. Students will draw logical conclusions by applying a variety of mathematical problem-solving strategies.
- 2.4. Students will demonstrate an understanding that mathematics is a precise language that is used to solve complex problems in many disciplines.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

- 3.1. Students will apply the scientific method of inquiry to solve problems and draw conclusions based on verifiable evidence.
- 3.2. Students will use scientific theories and knowledge to understand the Natural Sciences and assess the impact of scientific theories, discoveries, and technological changes on society.
- 3.3. Students will integrate scientific principles and scientific discovery, and will critically investigate the impact of science and scientific discovery on our understanding of the natural universe.

Goal 4. Technology or Information Literacy. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

- 4.1. Students will demonstrate proficiency with electronic communications as appropriate to academic and professional use.
- 4.2. Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems.
- 4.3. Students will demonstrate proficiency in the accurate use of interfaces, files, basic productivity software, web browsers and search engines.
- 4.4. Students will be able to describe accurately and analyze the impact computer technology has on modern society.
- 4.5. Students will explain the social and ethical issues that surround a particular technology or group of technologies and articulate their opinions about such issues using written and oral communication.
- 4.6. Students will gather information using a variety of appropriate resources, search tools, and strategies, evaluate and analyze that information, and then select information and use it correctly to answer a research question.
- 4.7. Students will respect the privacy, security and ownership of the information they locate and use, recognizing and honoring the ethical considerations relevant to the use of information with a particular focus on eliminating plagiarism.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

- 5.1. Students will critically evaluate behavioral or societal issues using theories and concepts from a social science perspective.
- 5.2. Students will analyze and appreciate how social and political institutions and organizations influence individual development and behavior.
- 5.3. Students will demonstrate an understanding of the ways social scientists gather and analyze data, integrate knowledge, and draw conclusions, and will engage with these processes.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

- 6.1. Students will interact with texts, performance and visual media, demonstrating an awareness of significant themes and their contexts. They will analyze these themes and contexts, articulating their connections, meanings and values to self, society, and others.
- 6.2. Students will draw upon the visual, literary and performing arts and/or the study of philosophical and religious systems of thought and practice in order to extend their understanding of cultural, historical, and intellectual imagination.
- 6.3. Students will use project-based learning to demonstrate an awareness of and critically engage with a range of historical and contemporary performances and visual and literary works and the approaches commonly used to analyze them.
- 6.4. Students will demonstrate communicative competence in a language other than their own and an appreciation of that language's cultural and historical context.

Goal 7. Historical Perspective. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

- 7.1. Students will demonstrate an understanding of the causes of major historical events and analyze the impact of those events on a nation or civilization.
- 7.2. Students will critically interpret primary and secondary historical documents and critically evaluate the influence of perspective, time, and culture on the writers' point of view.
- 7.3. Students will explain major ideas, movements, and technological discoveries, and their impact on western, world, and American society.

Goal 8. Diversity and Global Perspective. Students will understand the importance of a global perspective and culturally diverse peoples.

- 8.1. Students will link culture, its practices and perspectives, with its geographical and/or historical conditions.
- 8.2. Students will analyze how the differences in people's backgrounds are important to U.S. society and the global community.
- 8.3. Students will evaluate the consequences of prejudicial attitudes and discriminatory actions.
- 8.4. Students will analyze the impact of globalization on the economic and political structures of various nations and cultures.
- 8.5. Students will demonstrate an understanding of the behaviors and beliefs of different social groups within a pluralistic society.

Integrated Goals (approved by the Academic Affairs Affinity Group, 2011)

- I. **Ethical Reasoning and Action: Students will study the ethical implications of issues and situations. (Mercer's Core Competency C).**
- II. **Information Literacy: Students will address an information need by locating, evaluating and effectively using information. (Mercer's Core Competency D).** These courses should underline the research process through the inclusion of information-based assignments that require students to:
 - Identify and address an information need;
 - Access information effectively and efficiently;
 - Evaluate and think critically about information;
 - Use information effectively for a specific purpose; and
 - Use information ethically and legally.

A specific breakdown of information literacy skills for the above learning outcomes can be located at: [Information Literacy Progression Standards](http://www.valenj.org/sites/default/files/Information%20Literacy%20Progression%20Standards%202010.pdf) for NJ Colleges & Universities (available at <http://www.valenj.org/sites/default/files/Information%20Literacy%20Progression%20Standards%202010.pdf>). Courses selected by individual institutions should focus on the Gateway/ Developing skills as identified in the Progression Standards.