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MISSION STATEMENT

Comprehensive, Student Centered, Accessible

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

INSTITUTIONAL EFFECTIVENESS PLAN

- Strategic Plan
- Student Learning Assessment Plan
- Annual Outcomes Report
SECTION 1:

INSTITUTIONAL EFFECTIVENESS PLAN
INTRODUCTION OF PLAN AND PROCESS
Atlantic Cape Community College defines assessment as the systematic and ongoing process of collecting information for improving the overall effectiveness of the institution. This process includes:

- Establishing a clear statement of institutional mission and goals;
- Identifying clear and measurable outcomes tied to the goals;
- A systematic approach to gathering data and comparing results;
- Using assessment results to inform decision-making and the allocation of institutional resources effectively.

Atlantic Cape Community College is committed to implementing a process that ensures all stakeholders, including its Board of Trustees, students, accrediting agencies and governing authorities that it is in compliance with the Middle States standard for institutional effectiveness. In addition to being in compliance with Middle States, the College is also interested in demonstrating its accountability at all levels of the institution.

ACCC’s Institutional Effectiveness Plan is organized into four sections:

**Section 1**  Introduction of Plan and Process

**Section 2**  Assessment of the seven key goals identified in the College’s 2005-2009 Strategic Plan. These goals are linked to the 14 standards within Middle States and represent the major activities of the College.

**Section 3**  Student Learning Assessment Plan that addresses student learning at the course and program level. While the preceding section includes the assessment of curriculum and instruction at the institution level, this section focuses primarily on student learning outcomes at the course and program levels.

**Section 4**  Evaluation of Yearly Institutional Effectiveness (Annual Outcomes Report). This section includes the annual outcomes report submitted to the Board of Trustees. The report addresses the college’s progress in meeting the goals and objectives outlined in the Strategic Plan.
Section I: Introduction of Plan and Process

Restructuring Institutional Effectiveness Activities

In the spring of 2006, the College reorganized the existing assessment structure and created the Department of Administration, Planning, and Research, (APR). Members of this newly created department include a Dean, Director of Institutional Assessment and Grants Compliance, Director of Institutional Research, Manager of Planning, and Outcomes Assessment Program Coordinator. This team was charged with developing a sustainable process for measuring institutional effectiveness.

Choosing an Approach

Following the spring 2006 Middle States visit, Atlantic Cape Community College began drafting an institutional effectiveness plan that engaged the entire college community in the assessment of educational quality and effectiveness of mission. The plan is part of a larger planning and assessment model that begins with the seven institutional goals presented in the College’s 2005-2009 Strategic Plan. The College chose to use this approach because the goals in the Strategic Plan are comprehensive and represent all areas of the College. Additionally the goals are aligned with the Middle States standards as indicated below:

<table>
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<th>Goal</th>
<th>ACCC Institutional Goals for 2005-2009</th>
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Strategic Goals
Developing Measurable Objectives

While the institutional goals provide a clear strategic direction for the College, they were not accompanied by measurable planning objectives that would inform the College of the success and extent to which each goal was being met. To correct this, the Department of Administration, Planning and Research began working one-on-one with each College Division to help develop measurable objectives for each goal. Additionally, the Department identified and collected metrics to operationalize the goals and discussed with each Division head how results could be used to inform decision-making. These sessions were extremely productive and provided an excellent opportunity to engage as many people as possible in the development of this plan.

To help identify performance measures the team used the following questions:

- Is data needed to measure effectiveness available?
- What data/reports/systems already exist to help us measure this goal/objective?
- Have we been collecting trend data? Should we be collecting trend data?
- Are there national benchmarks that can be used to guide performance indicators?

From our discussions, we were also able to inventory the many performance measures that the College was already using, but had not linked to a planning objective. These included:

- mandatory measures set by funding and/or regulatory agencies, (i.e.; IPEDS, EOF, SURE, Perkins)
- trends and output measures by semester, (i.e.; enrollment numbers for new and returning students, NJ STARS, graduation rates)
- self-imposed benchmarks for achieving stated goals and objectives, (i.e.; tuition increases, full time faculty ratios)
- satisfaction measures, (i.e.; student surveys)
- academic assessment measures including those related to program review and student learning, and other indicators that address learning outcomes.
In addition, we determined that a set of Performance Indicators to measure effectiveness and benchmark against both national and peer institutions would be appropriate. These Performance Indicators provide the President and Senior Staff with a quick assessment of how well we are doing in the following categories: Enrollment, Student Outcomes, Satisfaction, Budget, and Facilities.

**Developing the Student Learning Assessment Plan**

The Commission on Higher Education expects institutions to assess their overall effectiveness with primary attention given to the assessment of student learning outcomes. Atlantic Cape Community College is committed to evaluating and reporting student learning and has actively engaged faculty in the process of using valid, reliable assessment tools.

Initial activities intended to introduce the college community to the process of assessment of learning outcomes began in 2001. Soon after the College created a standing Academic Assessment Committee charged with developing and implementing outcomes assessment at the course level. In 2003, the College hired a grant-funded Outcomes Assessment Program Coordinator whose primary job was to work directly with the faculty to encourage and promote assessment activities that improve student learning at both the course and program level.

Since 2003 ACCC has:

- Streamlined the academic program review process.
- Piloted an assessment of general education courses.
- Expanded the pilot model used for the Critical Thinking.
- Continued to develop and share course embedded assessments techniques.
- Encouraged greater faculty involvement in learning assessment initiatives.
- Institutionalized the Outcomes Assessment Program Coordinator position.

**Developing the Evaluation of Yearly Institutional Effectiveness**

The last step in the process was to tie the Annual Outcomes Report to the planning and assessment model. Traditionally, the Annual Outcomes Report was presented to the Board as
a summary of Strategic Planning accomplishments. It was, to a large degree, a summary of activity and outputs rather than actual measurable outcomes.

The Annual Outcomes Report will be published and distributed to all key stakeholders. A copy of the Executive Summary of the Annual Outcomes Report is included in Section 4. The President will utilize these outcomes as part of his yearly evaluation and distribute this report to the Board of Trustees. It will also be shared and discussed at faculty in-service meetings at the beginning of each semester. As shown below the report is a major component of ACCC’s annual cycle for planning and assessment.

Organizational Commitment

During the past 18 months, Atlantic Cape Community College has worked to develop an Institutional Effectiveness model that addresses both Middle States concerns and the need to base decisions on sound data. The College has indicated a strong commitment to ensuring
institutional effectiveness through continuous assessment and quality improvement. ACCC has been engaged in gathering data and using the information to guide decision-making. Its commitment to institutional effectiveness is articulated in the College’s seven strategic goals. By continuing the practice of data collection and analysis, ACCC creates a “culture of assessment” to guide the institution in its continuous improvement. A dashboard of Performance Indicators has been developed and consists of the compilation of data gathered, analyzed and interpreted. It represents selected measures that ACCC believes will help answer questions about institutional goals and purposes. It will guide us in making longer-term decisions about our responsiveness to organizational needs. As we collect clear and credible evidence of performance, the results will help us monitor how we are doing. This process will strengthen the College’s yearly and long-term commitment to an integration of planning, budgeting and assessment.

Accomplishments

In order to support the College’s commitment, ACCC has:

• Developed an ambitious agenda that resulted in the completion and implementation of an Institutional Effectiveness Plan. The team decided to engage outside expertise and brought in consultants who worked with the President, Senior Staff, and APR team to identify best practices. Additionally, the team provided two workshops focusing on
  o Linkage of Budgeting and Planning—Setting Priorities
  o Structuring an Institutional Effectiveness Plan—Establishing Goals

• Developed a modified Nichols’ format for non-academic departments centered on benchmarking (with national standards, if appropriate). The Nichols’ format included four assessment areas: support for instructional programs; quality of service to the College community; relationship/interaction with other departments; and the planning/budgeting/evaluation cycle to assess the effectiveness and efficiency of the department’s internal process. This format helps to assess internal organizational processes. (See Appendix A)

• Enabled the President and Senior Staff to set FY2008 priorities linking Strategic Plan Goals with budget for “special initiatives.”
• Helped to cultivate an institutional assessment culture by clarifying processes that in the past were cumbersome and even confusing.
• Identified national benchmarks that could be utilized for non-academic areas.
• Conducted staff development training in the area of learning outcomes.
SECTION 2:

INSTITUTIONAL EFFECTIVENESS PLAN
STRATEGIC PLAN GOALS AND OBJECTIVES
Section II: Assessment of the seven key goals identified in the College’s 2005-2009 Strategic Plan. These goals are linked to the Mission of the College and the 14 Standards within Middle States and represent the major activities of the college.

The decision was made by the President and his Senior Staff that the Goals and Objectives from the FY2005-2009 Strategic Plan are valid and represent the direction of the College. In order to enhance the Strategic Plan, each objective has now been clarified with the insertion of measurable outcomes and specific key measures.

It was determined that in order to cultivate an institutional assessment culture at the College, it would be essential to have a common language when discussing assessment:

- **Goals** should be used when discussing the major areas of the Strategic Plan.
- **Priorities** should be used when discussing special initiatives that are tied to a given budget year. (For instance, in the FY08 budget there are five priorities for special initiatives.) The subtle distinction should help clarify the difference.

The next steps in completing this project were determined as follows:

- Take each objective in the strategic plan and add a measurable outcome to the existing objective rather than rewriting the objective. Since the strategic plan does not change, the new statements will be included in the Institutional Effectiveness Plan. In addition to writing measurable outcomes statements, the APR group also began identifying dashboard Performance Indicators. Questions arose in conjunction with these indicators:
  - Is what we need to measure effectiveness even available?
  - What already exists to help us measure this goal/objective?
  - Do we have trend data?
  - Are there national benchmarks that can be used to guide performance indicators?

In order to include participation from across departments in the development of the Institutional Effectiveness Plan, it was decided that the APR group would set up meetings with each of the deans and have them work through one of the Strategic Plan goals that was
most appropriate for their area. A specific format was established so that each dean was asked to respond under the same structure:

- Review the Institutional Goal
- Discuss the rationale for the objective:
  - What is the situation driving this objective?
  - How is this situation effecting achievement of the institutional goal?
- Add a statement that addresses the measurable outcome for each objective under that goal
- What are the appropriate measures for this objective?
  - There is no need to put inputs or outputs; the concern is for outcomes.

The following schedule covered this aspect of the process:

- **2/1/07** Carmen Royal, Dean of Student Development  
  Goal 2: Improving Student Centered Service Delivery
- **2/13/07** Dr. Arthur Wexler, Senior Dean, Academic Affairs  
  Goal 1: Improving Quality and Responsiveness of Curriculum & Instruction
- **2/13/07** Doug Hedges, Dean of Information Technology Services  
  Goal 5: Technology: An Enabling Tool for Learning & Institutional Effectiveness
- **2/20/07** Patricia Owens, Dean of Continuing Education and Resource Development  
  Goal 3: Improving Visibility and Presence
- **2/20/07** Bobby Royal, Dean of Worthington Atlantic City Campus  
  Goal 4: Institutional Integrity and Culture
- **2/27/07** Dr. Richard Perniciaro, Dean of Administration, Planning & Research  
  Goal 7: Planning and Resource Acquisition and Use: Investing to Make Things Happen
- **3/5/07** Dr. Peter Mora, President  
  Goal 4: Institutional Integrity and Culture
  Goal 7: Planning and Resource Acquisition and Use: Investing to Make Things Happen
- **3/15/07** Dr. Joseph Rossi, Dean of Cape May County and Labor Relations  
  Goal 6: Human Resources: A Highly Skilled Workforce
• 3/21/07   Catherine Skinner, Dean of Finance

Goal 7: Planning and Resource Acquisition and Use: Investing to Make Things Happen

These sessions produced a rationale for the strategic goals and objectives and how there is a direct linkage between planning, budgeting and assessment. In addition, it was determined that a set of Performance Indicators to measure effectiveness would be appropriate. General categories selected were: Enrollment, Student Outcomes, Satisfaction, Budget, and Facilities (See Appendix B and C). Within each category are items to be measured with benchmarking against both national and peer institutions.

The following pages document the results of the meetings with the Senior Staff:
Goal 1: Improve Quality and Responsiveness of Curriculum and Instruction

Atlantic Cape Community College will provide relevant high quality programs, courses, and instruction, delivered regionally and internationally in diversified innovative ways which respond to the learning and scheduling needs of diverse constituencies and maximize students’ potential to succeed academically, perform optimally in their careers, and lead fulfilling lives.

Rationale

To maximize student learning, the College is attempting to create a culture of assessment focused on student needs, programmatic quality and student learning outcomes. Currently, there is great variability in the assessment methods faculty use to measure success. As a result, there is a need for standard course objectives that identify intended outcomes. The College wants to move from statements of intention to measures of effectiveness.

The College is also attempting to measure how successful students are in their academic journey in terms of academic achievement and persistence. Previous attention has been placed on measuring student success through grades rather than on indicators of personal and intellectual development through critical stages of the academic program. Because a significant proportion of incoming students require remediation, the College is particularly interested in how successful these students are as they move through developmental courses into college level courses under existing placement and exit criterion. Additionally, in an effort to strengthen the non-credit to credit relationship, the College is also interested in student progression in programs that bridge industry competencies to academic career paths.

Objective 1.1 Strengthening of Curriculum: Strengthen and enrich the learning continuum from developmental to accelerated instructional offerings by making certain that: a) content is current and relevant, (b) skills development is fully defined and emphasized, (c) critical thinking, problem solving, effective communication, work attitudes and character are fully developed, and (d) global and multicultural sensitivities and understanding are cultivated across curriculum.

Measures:

- The College will maintain a comprehensive review process of each academic course/sequence to assess the quality of curriculum (program/course) and instructional delivery systems where by student learning benchmarks (where appropriate) can be assessed at both the institutional and peer level.

- Student career continuums will be examined with particular attention on: (a) progression from developmental to accelerated instructional credit offerings; and (b) non-credit to credit internal articulations.
By November 2007, all program courses and curricula will be integrated into the program review process.
  o Academic Programs will continue to be reviewed every 5 years. (See Appendix I)
  o Continuing Education will review non-credit program review guidelines from other community colleges and choose a review format and cycle for ACCC.

By spring 2008, all full-time and adjunct faculty will have participated in at least one (1) workshop on learning outcomes assessment whereby a “shared understanding” of the purpose, key concepts, and process of learning outcomes assessment at the College can be achieved. The College will annually administer the Assessment Form No. 4: Faculty Feedback Form (See Appendix D) to gauge progress towards this end and provide additional workshops as needed.

By November 2007, all course syllabi will have identified measurable learning objectives. For every course, ACCC will define and disseminate commonly agreed upon learning objectives that identify specific learning outcomes and assessment measures (where appropriate).

The College will pilot, across the curriculum, a standardized tool for general education assessment in 100 level courses with the highest enrollment. The College will use the revised New Jersey General Education Goals as approved by the New Jersey President’s Council (December 22, 2006).

ACCC will use the “critical thinking model of assessment” to expand its assessment of learning outcomes within identified programs/courses not covered by general education assessment.

The College will develop a comprehensive study to examine student career continuums from point of entry through completion of desired student goals with emphasis on: (a) the success rates of students placed into ENGL080 through completion of selected general education courses; and (b) students that enter the Health Sciences A.A.S. degree program through the Surgical Tech Program via the internal articulation agreement.

Objective 1.2: A Learner Centered College: Enhance the quality of teaching and learning by diversifying instructional approaches to more effectively address diverse learning needs, styles, and cultural backgrounds, and engage students more fully and actively in the learning process through curricular and co-curricular activities.

Measures:
  • The College plans to participate in the Community College Survey of Student Engagement in alternate years to assess the ways in which students engage faculty and each other in learning activities, strategies and learning styles amount our students, and benchmarking the extent to which our students are similar to or different from students at other two-year colleges. The current annual use of the Faces of the Future Survey is being reconsidered.
• The College will improve classroom strategies through systematic assessment of: (a) best practices; (2) annual faculty evaluations (e.g. classroom performance evaluations); and (c) student course evaluations. Findings and recommendations will be incorporated into Program Review. Through Committee, the College will regularly examine aggregated trends data reported in Program Review; recommendations will be incorporated into the Annual Outcomes Report.

Objective 1.3: Instructional Quality Assurance: Continuously improve the clarity and consistency of instructional standards, quality of the College’s curriculum (programs, courses) and instructional delivery systems through College-wide implementation of a systemized process of student learning outcomes assessment.

Measures:
• The College will institute a continuous program of outcomes assessment of general education and program courses across credit and non-credit curriculum whereby classroom strategies can be measured across various domains. (See Objective 1.1)

• Through the Assessment Committee, the College will regularly examine aggregated learning outcomes trends data reported in Program Review. (See Appendix 1) Findings and recommendations will be incorporated into the Annual Outcomes Report (See Appendix E).

Objective 1.4: Responsiveness to New Needs: Develop new learning opportunities (programs/courses) and appropriate learning support mechanisms and systems that address high demand requirements dictated by labor market and student needs.

Measures:
• The College will conduct a comprehensive Environmental Scan every three years to identify the high demand labor markets and student needs and will systematically assess whether program offerings and enrollment trends effectively match these demands.

Objective 1.5: Responsive and Innovative Delivery Systems: Package, schedule, and deliver programming, instruction, and learning resources in creative, flexible ways that directly address the unique learning and scheduling needs of diverse student populations.

Measures:
• The College will participate in the ACT Student Needs Assessment Survey annual survey of students wherein students self-identify intellectual need, social need, and learning strategies where they feel they need assistance. This will be followed by a similar survey (post-test) to assess the extent to which the College successfully addressed those self-identified needs.
The College will administer a Facilities and Services Satisfaction annual survey to faculty/staff and students to assess satisfaction with learning facilities (e.g. libraries, classrooms) as well as course availability/scheduling. (See Appendix F)

**GOAL 2.0: Improving Student Centered Service Delivery:**

Atlantic Cape Community College will actualize its “Student Centered” philosophy through assuring a nurturing, learning centered environment and providing a high quality, proactive system of student support that maximizes student success in access to the College, learning, and goal attainment.

**Rationale:**

Students’ support services at ACCC play an important role in integrating ACCC students into the College Community. The comprehensiveness of our academic and continuing education programs tied together with the diversity challenge that our open access mission imposes, mandates the maintenance of existing and the development of new appropriate and comprehensive student centered support services programs. Especially for those students who may have financial difficulties, work or family responsibilities, and weaknesses on academic preparation, these issues may work against the student.

Through these programs, ACCC empowers students to accomplish their educational goals, by reinforcing their strengths and addressing their needs and learning expectations. Improvements to Student Centered Services Delivery will be reflective of our institutional mission and will be accomplished with the successful achievement of the following strategic objectives:

**Institutional Objective 2.1: Access and Success of Under-prepared/At-Risk Students:**

Institute policies, procedures, and specialized support and retention systems that enable under-prepared, under-represented, and “at risk” students to succeed at ACCC.

**Rationale:**

As a comprehensive, student centered, open access institution, Atlantic Cape Community College faces the challenge of raising the educational levels and success rates of under-prepared students who represent over 70% of the college’s student body. At ACCC, student services efforts are focused in identifying, advising, counseling and properly placing these students in developmental courses to help them begin their college educational experience at the appropriate level of instruction.

Additionally, taking into account that at least 70% of the student body at ACCC seeks financial aid, the institution should continue to focus its student services efforts on increasing the percentage of eligible students who complete the financial aid application process by appropriate deadlines. To accomplish this ACCC will provide accurate, comprehensive information and advice regarding financial aid, scholarships, grants, loans and refunds.

The institution has also implemented targeted pilot programs supported by state grants (SSS, EOF), which focus on specialized counseling, support and retention systems and services. These services target low income students, first generation college students and ethnic
minorities’ students, especially African American and Latino males, who are considered most at risk.

**Measures:**

- By implementing piloted programs for Student Support Services and EOF, the College will
  - Increase the percent of cohort students enrolled in ENGL-080 who subsequently pass to ENGLISH-101
  - Increase by five percent the number students that complete the developmental sequence within four semesters.
  - Improve the completion ratio (credits attempted/credits earned) as measured by a sustained increase from the baseline year.
  - Increase by two percent the third semester retention rates of FTFT fall cohort at risk students in the identified programs.

- At Risk students participating in the Noel Levitz Retention Inventory will have a higher percentage of Satisfactory Academic Progress following interventions. ACCC will track the participants as a cohort. The college will also aggregate the data to determine the most prominent academic issues within the inventory and make appropriate adjustments.

- For each academic year in the strategic plan, increase the percentage of enrolled students who apply for and receive federal and/or state financial aid.

- When an increase of state and/or federal financial aid funds becomes available, ensure that all students, including students in high cost programs receive the higher funding amount allowed. The college will track the financial aid funding trends.

- Identify and track the percentage of scholarships available and awarded each year to ensure that funding is being used to support intended objectives.

**Institutional Objective 2.2: Integration of Student Support Processes:** Strengthen and more effectively integrate student support services, from the point of recruitment through transferring and/or graduation, into a comprehensive continuum of proactive student support delivered for timely intervention to improve student learning and goal attainment.

Through re-organization and consolidation of student support services as a more cohesive unit, ACCC strives to provide better and more direct service to its current and potential students from the time of recruitment and admissions until the achievement of the student’s personal educational goal, be it transfer, degree completion, or certificate of achievement. Through each phase of the student’s learning experience, the quality and satisfaction of student services will remain high.
Measures:

- Maintain quality of counseling services, assuring that at least 85 percent of students responding to an end of semester survey give a favorable rating for the services received.

- Provide support services aimed at increasing the ratio of students who file electronically for financial aid assistance. Percentages will be tracked by semester.

- Ensure 100% compliance with Federal, State and Institutional policy and procedure when delivering financial aid services as measured by audit reports.

- Increase overall student satisfaction by 5% on services received in the processes of recruitment and admissions, testing, counseling, advising and academic appeals as measured by the annual student satisfaction survey.

Institutional Objective 2.3: Computerized Student Tracking/Quality Assurance:
Institute the electronic tracking and reporting capabilities essential for monitoring student progress, ensuring “early and often” interventions to keep students on track, and maintaining readily accessible retention and performance data for refining and enhancing student support systems and success strategies.

By utilizing the Student Information System, the college will continue its efforts to monitor student progress. Through tracking mechanisms, ACCC will continue to assure that each student meets the standards of academic progress and successfully achieves its educational goals.

During the strategic planning cycle, our Student Support Services Office will coordinate the implementation and use of WEB for Faculty and Advisors, a web product that will provide an interactive interface to the student information system and will allow faculty and advisors to seek the information they need to manage course information and advise students. While this new system is put in place, the institution will continue its efforts to monitor progress and ensure early intervention of at-risk student cohorts.

Measures:

- Track GPA of 2.0 or higher. At least 70 percent of EOF and SSS - FTFT fall cohort students will meet the GPA target.

- Maintain the Academic Appeal Process for students. At least ninety percent of students will be satisfied with the appeal process.
GOAL 3: Improving Visibility and Presence

Atlantic Cape Community College will enhance its visibility and presence among all sectors of its community, create and promote its competitive advantages, and be universally recognized as a readily accessible, high quality, and responsive resource vital to the economic, social, and cultural growth and development of Atlantic and Cape May Counties.

Rationale:
This goal challenges the college to think creatively about its approach to marketing the value of a 2-year degree while building opportunities to expand workforce development training to local and regional businesses. While the college has had a great deal of success communicating its message of personal and economic growth, policy decisions at the state level, the changing demographics within the county, and educational preparedness of our residents continue to impact how well we can continue to communicate our value.

NJ is a high tuition, high aid state which means that we must have a well coordinated message regarding financial aid, STARs, and high school articulations. We must communicate our value at a time when we are faced with increased competition from proprietary schools within the counties and from distance education providers elsewhere.

Like many counties in New Jersey, Atlantic and Cape May counties are experiencing a shift in the demographic of its population with an increase in both non-English speaking and ethnic minorities. The counties have also experienced a shift in the average age of its residents with a greater percentage of older adults. As the population shifts, the college is also finding that academic preparation of both our traditional (high school age) and adult student populations is inadequate. New Jersey’s economy depends on high literacy skills and businesses are requiring higher levels of education and work readiness. The success of the college will be measured by the impact it has on promoting economic and workforce development in the communities it serves.

Objective 3.1: Marketing/Outreach Planning System: Institute a comprehensive marketing/outreach process and plan supportive of recruitment/enrollment, workforce development, and institutional development that incorporates (a) continuous analysis of constituency needs, market characteristics, and competitive advantages, (b) a target market approach to promotional strategies, and (c) documentation and promotion of the College’s impact on community growth, development, and prosperity.

Rationale:
This objective addresses the need to collect, analyze and share marketing data using a coordinated and comprehensive approach. Through the process of enrollment management, the college has the capacity to integrate its marketing and outreach data collection activities.
College personnel must work to identify marketing, recruitment and retention strategies that build enrollment.

**Measures:**

- Branding Research to measure the quality and perception of recruitment publications and the Web site the impact they have on enrollment decisions.

- Student satisfaction (Content analysis from 9 previous years worth of data from the Faces of the Future Survey) measure satisfaction/opinions of college

- Measures of advocacy will include participation of BOT members, foundation members, alumni and students in events. Publications/news articles and press release content will also measure advocacy and support within the counties.

- To measure online marketing promotions the college will continue to use:
  - Google Analytics to learn and measure which online marketing initiatives are cost effective and how visitors interact with the web-site.
  - Constant Contact (CC) an e-mail messaging product that includes e-mail campaign assessment features to track and measure the effectiveness of e-mail campaigns.

- Enrollment Measure:
  - –SURE Data
  - Internal from community college sector (historical data/FTE [10 year/audit])

- High School Portfolios (projections for 12th grade students)

- Using ESRI Web Tool, the College will assess county demographics and labor market forecasting and projections.

**Objective 3.2: Partnerships:** Cultivate strong, active, and viable partnerships, articulations, and contractual agreements with business and industry, county schools (preschool through grade 12), two and four-year colleges and universities, county and state governments, and community groups.

**Rationale:**

ACCC’s reputation is built around its long tradition of maintaining strong collaborations and partnerships. With the changes that have occurred in Atlantic County, ACCC has responded to the impact of the casinos by continually evolving to serve the needs of its service area by offering more classes, credit and noncredit, at varied locations. The Worthington Atlantic City Campus houses the Casino Career Institute and the Health Professions Institute and is a hub of noncredit activity. Some of these programs include partnership arrangements with local business and industry and also contractual agreements with NJDOL and Workforce Development and the Atlantic Cape May WIB. In addition, articulations are sought and
implemented between ACCC and local high schools to create a seamless transition for students from the secondary to the postsecondary environment. In turn, ACCC maintains and pursues articulations with 4-year colleges so that ACCC students can transfer more easily.

**Measures:**

- Program Review will examine participation of advisory committees;
- Collection of output measures to include: the number of existing and new articulation agreements and tracking the number of students who transfer, number of dual partnerships/enrollments and the number of students participating.
- Customized Training Report (non-credit) submitted to NJCCC to measure businesses served, clock hours of training, and revenue.
- Non-credit FTE report to NJ Council of County Colleges will identify alignment of ACCC’s training to seven high growth industry sectors. (NJCCC – survey information vs accurate data)

**Objective 3.3: Access for Underserved Populations: Extend College outreach to underserved populations within Atlantic and Cape May Counties to enhance their access to educational programs and services.**

**Rationale:**
As an open access institution, the College is committed to making higher education accessible to all socioeconomic segments of the community. Historically the College has always attempted to reflect all demographic segments of the population. But as the population shifts, the College must develop new connections and opportunities to interact with its population base. Although ACCC has provided postsecondary education in Cape May County since 1973, there was a need presented for a full service campus to be established. As such, in 1999, ACCC became a joint college encompassing both Atlantic and Cape May counties. This full service campus opened for classes in September 2005.

**Measures:**

- The college will measure the actual number of referrals over the projected year from community outreach programs and initiatives. Measures of success will be based on increased effort and referrals. (see community affairs)
- Track success rate of the underserved population over a 5 year period
- College will monitor precollegiate students served by grants and contracts including literacy and ESL programs. Success will be determined by adequate attainment of performance measures as specified in grant contract.
Objective 3.4: Economic and Workforce Development: Fully support the economic and workforce development needs of Atlantic and Cape May Counties and the State through the delivery of responsive, customized need-specific workforce development and training programs.

Rationale:
The New Jersey Department of Labor and Workforce Development (NJDOL) will invest training dollars in what it has defined as the 7 High Growth Industry sectors within the state. These sectors have been identified by DOL as critical to increasing workers career opportunities and the growing New Jersey economy. To be responsive, ACCC will adjust its targets to align with the state’s definition of High Growth Industries. The College will target Finance and continue to target the Hospitality/Tourism Industry. The College will develop new consortia modeled after the Casino Consortium, the Healthcare Workforce Development Consortium, and Institute for Service Excellence. These programs, along with business and industry training contracts, provide the vast majority of the millions in revenue for the College. More importantly, however, training provided by the college supports the economic and workforce development needs of the counties. Measures of success in this area are based on the numbers and dollar values of total contracts, as well as the numbers of participants and the satisfaction of the employers working with the college.

Measures:

- Number of customized training contract applications and awards (output measure)
- Net Revenue (or loss) based on the expense of running the program and the actual contract dollars generated by customized training contracts, workforce development grants, and interlocal agreements.
- Percent of dollars/contracts awarded is benchmarked against Community College sector
- Satisfaction of businesses following services or training (reaction measure).
- Satisfaction of employees by program course
- Number of businesses, organizations and agencies served
- Non-credit enrollment report (NJCCC)

Objective 3.5: Faculty/Staff Involvement: Actively cultivate College community involvement in promotion, recruitment, and advancement by encouraging and fostering every faculty staff members’ involvement in College image building and marketing.

Rationale:
In order to promote the College most effectively, the ACCC community will continue to market its educational benefits to all citizens of the communities served. It is essential to
share our story and use various media to ensure that all understand the service we provide to the community. This concept was considered strategic to the College and the President has requested that members of the Board of Trustees and college faculty and staff become ambassadors to the community in the promotion of the institution.

**Measures:**

- Co-curricula activities as defined in faculty (evaluations)
- Adjunct training outcomes
- Annual Report published as a marketing tool
- Accountability Report
- Board activity reports/ Web site

**GOAL 4: Institutional Integrity and Culture:**

Through development and refinement of college policies, systems, and processes and application of resources, Atlantic Cape Community College will emphasize institutional integrity throughout the College by embracing diversity, setting high standards, assessing institutional effectiveness, and systematically improving to achieve the mission’s mandates of quality, access, responsiveness, and excellence.

**Rationale:**

The college moved into this latest planning cycle at the beginning of what would be a challenging time in its history. The opening of the Cape May County campus, a Middle States accreditation self study, imminent changes in leadership and organization, and a prediction of reduced funding tested the fortitude of the organization and required a renewed emphasis on institutional integrity. It also required that the college assess its organizational structure (infrastructure) to ensure that all levels of the college are properly aligned with college goals.

The College Board of Trustees (BOT) plays a pivotal role in the assessment of institutional integrity and culture. In addition to its fiduciary responsibility, the Board has responsibility for evaluating the President on an annual basis. This evaluation covers all aspects of the administrative oversight and assessment of operation. In addition, the Board is charged with developing college policy and providing a level of leadership that is ethical and supportive of the diversity of the community.

To be an effective Board, the members must engage in a continuing process of self-assessment or evaluation. This willingness to engage in self-assessment is a model for the rest of the institution and helps set a tone for others. As such, the BOT has implemented a self-evaluation that helps to assess its own success as a policy setting body. Additionally, a self-assessment provides a forum for discussion about board roles and responsibilities and has the
potential to strengthen communication and understanding among board members. (See Appendix G and H)

**Objective 4.1: Learning Community:**
Accelerate the evolution of Atlantic Cape Community College as a learning community by creating a culture in which all employees increase their capacity to learn, create, and innovate, design new systems, commit to a shared vision, and adopt team learning and systems thinking.

**Rationale:** As part of this objective, ACCC is committed to better integrate professional learning communities into the culture of the college. A professional learning community is seen as a powerful staff development approach and a potent strategy for improvement. The goal is to encourage personnel at all levels of the institution - faculty, administrators, and staff - to participate in a continuous learning culture and a commitment to making significant and lasting changes. This can be done by encouraging the development of virtual knowledge communities, increasing the number and types of common interest groups and supporting participation in technical user groups. In addition, the President has elevated ACCC as a learning community through the allocation of funds for the Instructional Resources Council (faculty projects) and through a proposal for the Beacons by the Sea Visiting Scholar Program. In addition, the College will continue the tuition reimbursement program supported by institutional funds and the Board of Trustees.

**Measures:**

- Increased sharing of information as measured by the participation of faculty and staff in college-wide interest groups, technical users groups and knowledge communities.

- Minutes of meetings will reflect “action steps” and recommendations with less emphasis on “reporting out” ….. Faces of the Future

- Collective learning among staff and the application of that learning to college wide solutions as measured by a survey instrument.

**Objective 4.2: Diversity:**
Affirming the innate worth of all individuals, incorporate the College’s broad definition of diversity throughout the organization, and create a welcoming and accepting climate supportive of the growth and development of all community members.

**Rationale:** ACCC’s service area is experiencing a shift in its population, with steady increases in the number of residents who are both non-English speaking and ethnic minorities. As the counties’ populations shift, the college will be challenged to serve a greater number of students who cannot be reached by traditional approaches. The Enrollment Management Committee monitors ethnicity and demographic measures against established benchmarks. College policy, procedures, systems and resources must be linked to the goal of maintaining diversity and therefore, access. Yet the college must continue to maintain a high level of academic integrity. Doing so will require a faculty and support staff that is willing to initiate
academic support strategies aimed at fostering student learning. The college must also strive to create a faculty and administrative workforce that is reflective of the community it serves.

In order to foster diversity, ACCC’s Board of Trustees has established a Diversity and Equity Committee that has an advisory component. Both have diverse representation from the college, community business and industry leaders, and residents. This is directly linked to the College Mission – the heart of what ACCC does.

**Measures:**

- Enrollment trends (new and returning) for credit programs will be compared annually and by semester.

- Enrollment trends for new non-credit programs will be measured in accordance with guidelines set by contracting agencies.

- ACCC will strive to maintain a workforce that is reflective of the community as measured annually by the IPEDs; faculty and staff percentages in comparison to county demographic trends.

- The college will maintain a compliance plan for diversity awareness/value initiatives through the Office of Affirmative Action/Diversity and Equity

**Objective 4.3: Infrastructure:**

*Improve College systems and processes to foster achievement of the College’s strategic goals and objectives, promote collaboration and accountability, cultivate participatory decision-making, and inspire a sense of ownership and unity among members of the community.*

**Rationale:**

This objective refers to the alignment of our administrative structure within the programmatic areas of the college and the need to realign the organization based on new leadership. The objective places greater emphasis on participatory management and recognizes that a new Cape May County Campus will require an improved flow of communication both horizontally and vertically within the organization. This objective is designed to foster improved planning and outcomes.

The President has designed his leadership through key concepts to foster student learning: stewardship (supported by budget stabilization); excellence (supported by quality faculty and staff through professional development initiatives); and access (affordable and competitive tuition). In addition, this objective also ties into part of the President’s reorganization with the establishment of the Community Affairs Program. The Program is an initiative offered by the College to link its public service programs to community projects in search of such services. As part of this initiative, a community survey was completed to ascertain engagement in ACCC.
As part of maintaining/improving the College’s infrastructure, ACCC undertook a Facilities Master Plan, *Blueprint 2020*. Results will be linked directly with Academic planning and budgeting.

In addition, the President has instituted a new Board of Trustees Development Program that is assessed annually.

**Measures:**

- A major accomplishment/outcome will be the completion and endorsement of a new Facilities Master Plan that focuses on fostering student learning and enhancing the student’s college experience on campus. The plan will address student life, expanded academic programs, technology and infrastructure issues.

- Annual Outcomes Report

- Annual BOT Self Evaluation.

**Objective 4.4: Communications:**

*Improve institutional communication systems to ensure all full and part time members of the community are knowledgeable and well informed for active collaboration and participation in the advancement of the College.*

**Rationale:** The College will improve communication at all levels of the institution. It is essential to know what mechanisms are in place to communicate with faculty and staff. Communications contributes to the culture of the organization by providing the most current information available and promoting diversity.

**Measures:**

- At the Board of Trustees level the College has:
  - created a resource center so that Board members have better access to information;
  - deepened the knowledge and oversight of the Board by moving from a committee of the whole to a sub-committee structure with five sub-committees who report back to the Board;
  - posted all monthly BOT minutes on the College’s Web page in a timely manner.

- These changes are designed to improve communication and will be measured by the annual Board evaluation.

- The College will coordinate college wide community activities through a centralized office. Improved communication will be measured by an annual outcomes report.
• The college community will have a more favorable satisfaction rating with the instruments/content of institutional communication as measured by a survey. (This includes the Communicator, Web Updates, Atlantic Cape Review, etc.).

• The President and senior staff will continue to use the departmental structure to discuss strategic issues.

**Objective 4.5: Institutional Integrity:**
Commit to a system of continuous quality improvement and performance accountability in which all College units establish performance benchmarks, assess effectiveness, and strive to improve.

**Rationale:** While the all of the objectives are designed to improve integrity, this last objective highlights several important measures.

**Measures:**

• **End of Year Fiscal Audit Report** and management letter is satisfactory, without material findings. The Audit report is provided to the Board of Trustees each December.

• **Annual Institutional Outcomes Report** submitted to the Board of Trustees in June of each calendar year. This report provides an assessment of how well the College is doing in meeting its Strategic Plan. The annual report is designed to fully engage the College Board of Trustees. Senior staff report on the outcomes and progress of each goal using the measures within the institutional effectiveness plan.

• **Board Self-Evaluation**- Using recommendations and criteria from the Association of Community College Trustees’ Center for Effective Governance, the College has designed a self assessment tool that includes governance, the board-CEO relationship, policies, advocacy and ethics. The evaluation helps to assess the Board’s success as a policy setting body and provide a forum for discussion. Additionally the evaluation has the potential to strengthen communication and understanding of institutional integrity.

• **Performance Indicators** – Institutionalize a set of performance indicators (*key performance measures that provide a snapshot of a certain activity compared to a pervious time period*) that can be used to identify trends and aid/facilitate the decision making process.

• **Comprehensive Presidential Annual Evaluation conducted by the BOT.**

**Goal 5: Technology: An Enabling Tool for Learning and Institutional Effectiveness**
Atlantic Cape Community College will increase the use of technology as an innovative tool for improving the effectiveness and efficiency of all aspects of college life and will be recognized as a leader in the application of educational technology.
Rationale:
ACCC shall provide its diverse communities and student populations with equal opportunities for educational access and success through technologic efficiency.

Implicit in the integration of technology into the College community is making, strategic, well-coordinated decisions. Stewardship of technology requires making interdependencies explicit, including recognizing that internal and external funding while solid, are not limitless. The priorities set as a result of pursuing the Strategic Plan will be accomplished under the leadership of ITS in consultation with the President and his Senior Staff. Priorities will be used to allocate funds and staff resources, and to make decisions about what external funding sources to pursue.

Technology at ACCC enriches learning, teaching, research, working and living within the College community. By aligning with the College's mission and providing constant, vigilant and appropriate support, Atlantic Cape Community College seeks to be a leader in the creative and mindful use of technology.

Objective 5.1: Technology Infrastructure
Build on the present college technological infrastructure, and develop and implement a flexible institutional plan to maintain, upgrade, and replace equipment to ensure that Atlantic Cape Community College has the capacity to maintain its currency and use technology extensively and effectively across the college.

Rationale:
In order to maintain and expand access to educational and administrative technology systems, ACCC intends to monitor its equipment through a schedule for replacement and renewal. The aim is to regularly monitor student labs first for inadequacies. Based on funding sources, the technology needs of the institution are addressed and prioritized. Utilization of a renewal schedule and a search for external funding streams will effect achievement of this goal. Within and between campuses, the bandwidth is fine; however, there is pressure on the bandwidth for the Internet.

In order to maintain and expand the resources of the College’s infrastructure, it will be necessary to upgrade/replace the MIS ERP within the next four years. This comes as the result of the notification by the current company to phase out the current system. Since this will be a major College acquisition, it is essential to know the relationship between this infrastructure and the College’s planning and budgeting process. This infrastructure renewal/replacement will become part of the College’s Technology Plan.

Measures:
On a yearly basis, maintain and expand a reliable technology infrastructure, enabling innovative uses of technology to ensure educational excellence and appropriate working tools as measured by:

• Utilizing a report mechanism to indicate an annual uptime rate of 98% or better on the Internet connection to NJEDGE.NET
• Replacing cache with a flow control device

• utilizing an automated report mechanism to indicate that over 50,000 mainframe transactions per day are handled during the fall and spring registration periods while maintaining responsive reporting capabilities to departments in real time.

**Objective 5.2: Educational Technologies**

Employ the most feasible instructional and information delivery technologies to increase student access to college programs and services and enhance student success.

**Rationale:**
In order to increase student access to all programs and services, ACCC will: evaluate the remote access to college information resources; improve remote management to all instructional technology; expand/improve online, web-based information and services; and use web technologies to better communicate all policies and procedures to the entire college community. In addition, a new charge to the Faculty Technology Committee (December 2006) was to research new platforms for delivery of online instruction. Upon completion of the research, a recommendation will be made to the Faculty Assembly. This is a mission critical decision since ACCC is currently delivering approximately 250 courses online each semester. The impact of this change will not only be on the technology but also on the training that will be involved with a new platform for faculty and instructional technology staff.

Since ACCC is a leader in online education, it is essential that there be a measure(s) of effectiveness where those courses are concerned. It is important to know from both the student and faculty perspective whether there is an ease to the accessibility. In addition, it would be good to assess the teaching strategies used to foster an online collaborative learning environment. One of the decisions that will face the technology and academic departments shortly will be the potential change to a new platform to deliver online instruction. The questions that will need answers and assessment include: What will the consequences of upgrading to a new platform be for delivery of online courses? What kind of and how much training will be required for faculty and staff when there is a change to a new system?

Perhaps, the one major question to be asked is how does ACCC promote its technology excellence to the external and internal community?

**Measures:**

Improve and enhance access to online information resources required to effectively accomplish College objectives for students as measured by:

• increasing the number of online students participating in the online evaluative survey.

• decreasing the number of trouble shooting requests by students.
• Increasing the number of online faculty who will use the rubric for online course design and self-evaluation.

• Increasing the number of traditional (face-to-face) courses that contain Web-based components (i.e. printable online lectures, narrated PowerPoint, podcasts, etc.).

Objective 5.3: Facilitating Student Success
Use innovative technological applications to enhance the College’s capacity to provide relevant and responsive student support and facilitate student’ achievement of their educational goals.

Rationale:
In order to provide the optimum experience for student success, it is necessary to maintain technology systems such as online tutoring, adequate open computer labs, technical support and current library technology. Professional development for faculty is essential in this online/hybrid environment. Instructional technologists work hand-in-hand with faculty providing expertise in the integration of media into traditional and hybrid courses, as well as helping faculty who teach online with the design and delivery of those courses.

Since adjunct faculty constitutes a large portion of the teaching staff, this technology expertise is intended for this group, also. Any unique issues that arise with adjuncts can also be addressed in relation to online instruction.

The College needs to be aware of the problems that may arise from distance education. There are special support services that may be required for online and hybrid instruction by both faculty and students. It is also necessary to be able to measure student success in an online learning environment. The other question to ask is how will we assess the effectiveness of Web-based teaching and learning as a supplement to the traditional classroom experience? A College committee that addresses these issues would be helpful.

Measures:
Maintain or enhance an information technology environment that fosters excellence in teaching and learning to facilitate students’ educational goal attainment as measured by:

• Conducting qualitative assessment (by survey and interview) of faculty opinions on support and training for online courses and/or other instructional technologies. (every two years)

• Conducting qualitative assessment (by survey and interview) of student opinions on technical support for online courses and system-ease-of-use. (part of course evaluation)

• Developing accurate cost models necessary to determine return-on-investment and evaluate continued investment in web-based instructional technology
Objective 5.4: Administrative/Management Efficiencies:
Maximize administrative/management service to students, faculty, staff and external
groups by streamlining, automating, and increasing the efficiency and effectiveness of
administrative/management processes, procedures and information use, and reporting.

Rationale:
In order to maximize administrative/management of technology services to the college
community, it is necessary to address the following issues: development of a long-range
College Technology Plan that addresses issues of both staff and faculty; development of a
long-range budget to address technology needs; and a reevaluation of existing and identified
critical technology policies.

In addition, the nature of modern technology will precipitate discussions related to the
enhancement to the College’s cyber security systems. It will also lead to a plan to enforce
secure and effective access to technology resources through use of authentication and identity
management technologies (e.g. 802.1X).

Measures:
Maintain information technology policies, standards, and practices that efficiently and
effectively manage IT assets and meet the technology needs of the College as measured by:

- A survey of critical users (students and staff) of the technology services to ascertain
  satisfaction with the adequacy of appropriate technologies.

- An evaluation of Help Desk services in regards to both academic and non-academic
  functions.

- An evaluation of College technology security by a cross section of critical users.

Objective 5.5: Technology Training and Support
Provide faculty and staff with adequate and timely technological training, education,
and support to make certain that technology is used to its full capacity and that the
College realizes the maximum benefit from its investment.

Rationale:
One of the core strategies that should be used to manage the IT investment and create
institutional value is to develop a robust training program for faculty and staff. The purpose
of this is not only to provide opportunities for upgrade of skills but also to bring together
faculty and staff to increase their understanding of the value technology brings to the campus.
By employing sound training practices, ACCC is encouraging all faculty, staff and students to
adopt available technologies within their educational processes and utilize them to their
fullest. The question arises as to what is the best way to provide the appropriate training and
access for technology? In addition, the distribution of providing technical support documents
through the College’s web site could be a source of continuous training. This practice will result in an increase in the use of technology on campus over time – and the College gains the fact that there is a direct link to investment. By maintaining or increasing information technology fluency for all employees, it provides the effective support of technology training opportunities and the adoption of technology enabled business processes.

**Measures: (specifically related to Instructional Technology and Distance Education)**

- increase the number of online teaching workshop offerings for faculty
- increase the number of other instructional technology workshop offerings for faculty
- increase the number of conferences and seminars that staff may attend (adequate funding must be provided in budget planning)

**Measures: (general)**

- analyze training needs of all personnel to correlate training opportunities.
- 90% of workshop participants will rate the training as useful

**INSTITUTIONAL GOAL 6.0: Human Resources: A Highly Skilled Workforce:** Recognizing that dedicated and highly skilled faculty and staff are essential to achieving its vision, Atlantic Cape Community College will use proactive, creative approaches to hiring, developing, rewarding, and utilizing its employees.

**Rationale:**
As an expanding institution in terms of campus locations, master planning, academic programs, student services, and community outreach, Atlantic Cape Community College, as a learning institution, believes that all staff, as well as students and faculty, should be engaged in continuous learning. While the College continues to modestly support financially (funding available) professional development through faculty and staff participation in external conferences, workshops and professional organizations, it must recognize the need for a formal internal program to enhance the capabilities of high-potential employees in order to fill vacancies.

Atlantic Cape Community College is committed to providing job-related training to staff. Reaching the goal of appropriate workplace behavior is a concern for many institutions and employees. Creating a culture that validates professional conduct can be instrumental in meeting objectives and ultimately enhancing employee satisfaction. With the employee development accomplished through professional development opportunities, the College will be able to promote advancement opportunities, morale and employee satisfaction, and optimize faculty and staff performance.
Institutional Objective 6.1: Human Resources Management: Establish efficient and effective human resources management policies, procedures, and practices that ensure equitable and competitive compensation; attract and retain a high quality and diverse workforce; foster a positive, pleasant work environment; and inspire and reward high productivity and performance.

Rationale:
Human resources procedures are in place and in compliance with all Board policies. These procedures include: recruiting and hiring employees; processing employment status changes; maintaining employee records; developing job descriptions; overseeing employee evaluations; and handling employee complaints and grievances and employment-related issues. Policies are in place at the Board level and reviewed periodically to ensure that they meet all federal, state and county regulations. Board policies are aligned with the collective bargaining agreements. To be more efficient and effective the Board has restructured and redefined committee roles. The personnel committee is charged with reviewing, updating and modifying, all policies. The goals of this committee include assuring fair labor practices and a safe working environment through current human resource policies, procedures and practices.

Measures:

- By 2009, all ACCC Board of Trustee policies will be reviewed to ensure:
  - they are relevant
  - they are aligned with the New Jersey Commission on Higher Educations Standards
  - that conditions of employment align, where applicable, with bargaining unit contracts.

- The institution will provide a safe environment as measured by published safety statistics available to all stakeholders as required by the Campus Security Act of 1990. The Institutional Security Policies and Statistics report will be published and available on-line.

- The College will make available a College wide security awareness plan.

Institutional Objective 6.2: Human Resources, Faculty and Staff Support: Recognizing that all faculty and staff, both full and part time, play a vital roll in the advancement of the College, develop and implement consistent policies, procedures, and support programs to recruit, hire, supervise, train, and recognize and reward personnel.

Rationale:
This objective reflects the need to maintain or revise existing policies/procedures that support legal, equitable, and timely hiring practices that maintain market-competitive salary, benefits and working conditions.
Effective human resource departments track key performance measures and use them to hold the department accountable for performance. One essential aspect of hiring and retaining employees is how the institution promotes ACCC as a safe and pleasant work environment. A complete analysis of the measurement of campus security that is communicated to all employees is necessary. In addition, a packet of information concerning drug and alcohol awareness should be available to all current and new employees. The Human Resources Department needs to provide a means to recognize the accomplishments of faculty and staff. Several recognition programs exist to accomplish this including: perfect attendance awards, service awards (longevity and retirement), and employee of the quarter.

In order to address issues that involve employees, it is assumed that the Human Resources Department reviews and updates current Board policies for employment. Policies include recruitment and hiring of faculty and staff, and comprehensive orientation for new employees. It is also assumed that required training is provided to all employees. This includes course content to avoid harassment and discrimination in the workplace.

Union contracts include provisions for employee development. There are provisions for employees to take advantage of ACCC courses to obtain an associate’s degree. In addition, each union contract contains language that employees can apply for tuition reimbursement to pursue higher level degrees. Sabbatical leaves are an established part of the contracts for those who are eligible.

**Measures:**

- Maintain programs that recognize and reward employee contributions and exemplary actions.

- Conduct increased opportunities for professional development through seminars, retreats and workshops.

- Develop an annual Human Resources report that documents staffing statistics.

**Institutional Objective 6.3: Faculty/Staff Training and Development:** Support professional development and training which will enable faculty and staff to remain current, competent, and skilled in their fields.

**Rationale:**
Maintain or expand professional development opportunities internally and externally for faculty and staff that will enhance their effectiveness to the College. The Human Resources program will focus on the essential knowledge and skills that promising employees need to advance as well as promoting development of personal competencies. Through an investment in faculty/staff training and development, it is anticipated that the College will be able to promote advancement opportunities, increase morale and employee satisfaction, and optimize staff and faculty performance.

**Measures:**
• maintain and expand comprehensive orientation program for new employees that includes follow-up to ascertain satisfaction of the program.

• Increase the level of training at the institution as measured by:
  o evaluating faculty development programs
  o evaluating the number and participation in current technology classes including online training for software applications and mainframe systems (SIS/FRS)
  o promoting training opportunities in security and safety

• monitor the number of harassment incidents and timelines of resolution

• measure the effectiveness of training initiatives through evaluations

Institutional Objective 6.4: Workforce Utilization: Implement creative approaches to employee assignments and schedules to make the most effective and cost beneficial use of the College’s workforce.

Rationale:
As the environment changes there is an opportunity to better align staff assignments with the evolving mission of the College. As a student-centered institution, the College needs to recognize that human resources are only effective if they are meeting student life schedules. Both academic and continuing education should operate in an environment where student’s needs are given priority and aligned with appropriate timing of services. The College must look at reallocating resources, when appropriate to improve processes and productivity to improve service delivery while also increasing cost efficiency.

Measures:

• Evaluate vacant and new positions for alignment of job tasks with the College mission.

• Develop a procedure for cross training of staff

GOAL 7: Planning and Resource Acquisition and Use: Investing to Make Things Happen.
Atlantic Cape Community College will increase its competitive advantage, respond fully to community needs, and enhance teaching/learning excellence by acquiring and effectively utilizing the essential fiscal and physical resources to adequately support the implementation of its strategic priorities, goals, and objectives.

Rationale:
The College is seeking to maximize its competitive advantage as measured by: (1) affordability, 2) learning excellence, (3) enrollment, and (4) programs/services that meet the needs of the community. At the same time, the College is seeking to develop a fiscally responsible plan to achieve these goals which considers a potential shift in state and local funding priorities and a changing market as measured by shifts in demographics, labor
demands and educational needs. To do so, the College plans to implement processes/policies designed to increase efficient utilization of fiscal and physical resources as well as incorporate innovative strategies to increase diversification of funding resources.

The College recognizes the need to engage in proactive planning regarding the update and maintenance of its facilities to meet and/or exceed industry standards with regard to technology, program offerings and instructional delivery systems. In March 2006, the College initiated the development of a comprehensive assessment of existing facilities and academic program offerings (Environmental Scan / Facilities Master Plan) during the current strategic planning cycle to guide capital planning and budgeting efforts.

With the 2005 – 2006 academic year, ACCC opened a new Cape May County campus. This new facility was to meet the needs of the community by providing expanded access to higher education within Cape May County.

**Institutional Objective 7.1: Pricing and Student Related Revenue Generation: Keep credit and non credit tuition and fees at a level essential to maintain competitive advantage while providing high quality education and increasing the number of students enrolled and retained at the College.**

**Measures:**

- The College will strive to control within 5% tuition increases for credit courses that keeps ACCC within the bottom third of rates compared with other New Jersey community colleges.

- The college will use the IPEDS Cost Affordability Index as a measure to benchmark against its peers. (checks and balances)

- The College will increase its penetration rate in Cape May. In 2005, the participation rates were 1.82% for Atlantic County and 1.39% for Cape May (Source: 2006 Environmental Scan).

- Specific Strategies for budget stabilization include:
  - The College will maintain a differential fee/tuition schedule for high-cost programs to offset increases in regular credit courses.
  - The college will minimize direct costs to students by maximizing financial aid opportunities and expending all scholarship money.
  - Investigate instructional alternatives for students (e.g. classes offered at non-traditional times, places, blocks, learning and delivery methods) to use resources more efficiently.

**Other Cost-Containment / Finance Measures**
• The College will demonstrate compliance in management of resources to ensure fiscal stability as evidenced by an unqualified audit with no significant findings/reportable conditions on material weaknesses in management letter. Measures: Comprehensive Financial Report (CAFR), Board Financial Report, Continuing Education Financial Report.

• The college will benchmark institutional costs per FTE expenditures categories (instruction, academic support, student support, etc.). Measure: IPEDS, NACUBO measures, against other community colleges.

• Maintain a range of 50-55% of credit hours taught by FT faculty.

Objective 7.2: Non Student Revenue Streams: Increase college revenues by (a) securing an adequate level of local and state funding, (b) aggressively seeking funds from public and private sources, including grants, and (c) expanding entrepreneurial, corporate training, and auxiliary services activities.

Measures:

• The college will maintain at 5% other miscellaneous revenue sources for the College’s operating budget, which is expected to increase annually.

• The College will work to:
  o Establish annual Institutional Initiatives Fund to support new efforts to support strategic goals and objectives.
  o Maintain Emergency Fund Balance of approximately 8% - 10% of operating budget.
  o Maintain facilities fee to support renewal initiatives.
  o Increase county contributions to 26% by FY2010.

Objective 7.3: Planning and Budgeting System: Promote achievement of the College’s mission and goals and objectives by fully integrating planning, budgeting, and quality improvement processes into one cohesive system that (a) defines, (b) ensures reallocation of resources to high demand/high need activities, and (c) informs resource development planning.

Measures:

• By the FY2009 budget planning cycle, the College will modify and formalize a Budget Planning Model. The Budget Planning Model will provide the College and the Board with the tools to effectively prioritize allocation of resources and systematically monitor the extent to which funds were efficiently delegated, effectively implemented, and successful in terms of their intended outcome (i.e. supporting the strategic goals of the College). Evidence of successful Budget Planning will be assessed and documented in the annual Institutional Effectiveness Outcomes Report.
Objective 7.4: Facilities: Develop a flexible institutional plan and capital funding formula for facility acquisition, upgrade/improvement, and usage reflective of Atlantic Cape Community College’s learner centered focus, supportive of the evolving instructional and administrative needs of the College, and readily responsive to a rapidly changing environment.

Measures:

- In 2007, the College adopted a Facilities Master Plan, *Blueprint 2020*, designed to: (a) provide a roadmap for facility and programmatic growth.

- By 2009, the College will develop a Capital Planning Model based on the new Facilities Master Plan, *Blueprint 2020* designed to:
  - Use all allocated Chapter 12 funds from the State (through designated procedures)
  - Improve the Capital Budget (as defined by Finance) to stabilize or reduce the backlog of Renewal and Replacement projects.
  - Begin the implementation of the Master Plan approved by the Board of Trustees.

- Starting in 2007, the College initiated an employee/student satisfaction survey of facilities and services as measured by the Facility/Services Satisfaction Survey. These will continue in conjunction with the implementation of the Facilities Master Plan, *Blueprint 2020*. 
SECTION 3:

INSTITUTIONAL EFFECTIVENESS PLAN
STUDENT LEARNING ASSESSMENT PLAN
Section III: Student Learning Assessment Plan that addresses student learning at the course level. While the goals include the assessment of curriculum and instruction at the institution and the program level, this section focuses on student learning outcomes at the course level.

Atlantic Cape Community College is committed to quality evaluation of academic effectiveness and student learning through the use of valid, reliable assessment tools. Consequently, the assessment process is guided by these principles:

- Assessment efforts will assist the College accomplish its mission and goals.
- Assessment efforts will focus on improving student learning through high quality instruction, curriculum, and support services.
- Assessment will involve and seek input from the College community, especially faculty who take the primary responsibility for academic assessment.
- Assessment efforts will bring about quality improvement based on planning, data collection, analyses, and appropriate allocation of resources.

Initial activities intended to introduce the college community to the process of assessment of learning outcomes began in 2001. Since that time, Atlantic Cape Community College has continued with the efforts to educate all the constituencies across the campus, students, faculty, staff, and administrators, concerning assessment. This was essential in helping develop the culture of assessment on campus.
Several major initiatives have contributed to the continuation of the assessment culture. The first was the continuation of professional development activities for faculty and staff on assessment. Another has been the creation of an ongoing Assessment Committee, representative of the academic departments and the administrative staff to direct the planning and development of academic assessment activities. The next was the hiring of the Outcomes Assessment Coordinator to work directly with the faculty on outcomes assessment on both the course and program level.

In order for the College to accelerate its efforts to bring assessment of student learning to the point where it becomes an integral part of the institution, ACCC has made a concerted effort to:

- Streamline the academic program review process
- Review the assessment of general education courses
- Expand the model used for the Critical Thinking pilot
- Continue classroom assessment techniques such as course embedded assessments

NOTE: learning assessments may include locally developed tests, standardized assessment instruments, common finals, and portfolios. Course grades are normally considered non-measures of student achievement.
Section 3 - Student Learning Assessment

Faculty Development

Faculty and administration share responsibility for the assessment of student learning. As such, the College recognizes the need to enhance the culture of assessment through ongoing professional development activities.

The Outcomes Assessment Program Coordinator helps to ensure all members of the academic area understand their responsibility to assessment. The creation of this position in October 2003 acknowledges the need to encourage and promote assessment activities that improve student learning. The position's assignment is to the Administration, Research and Planning Department and reports directly to the Director of Institutional Assessment and Grants Compliance. The position offers a communication bridge regarding student-learning assessment between Administration departments and Academic departments. For example, working in conjunction with the Director of Adjunct Development and Faculty Administration Support, the Assessment Coordinator will ensure all adjuncts receive the proper training in assessment. Working together, they will identify training needs and assessment tools for the adjuncts. The Outcomes Assessment Program Coordinator also conducts workshops on the development and use of rubrics for adjunct faculty and contributes assessment tips to the Adjunct newsletter. The Coordinator is increasing communication with the Department Chairs by attending the Chairs meeting once a month with the Director of Institutional Research. There is an increased dialogue demonstrated with a better understanding of assessment and institutional research processes because of those meetings. The coordinator will continue to work with the Chairs to define professional development areas.

Assessment Committee

ACCC’s Assessment committee is a faculty led standing academic committee charged with developing and implementing outcomes assessment at the course level. The committee originally initiated in 2002 is composed of standing academic members from the following areas:

- A member from each academic department
- A Librarian
- A member of Student Development
- The Director of Institutional Assessment and Grants Compliance
- The Director of Institutional Research
- The Outcomes Assessment Program Coordinator

The assessment committee has done a commendable job in coordinating the College’s assessment plan. One of the outstanding accomplishments of the committee was the development and implementation of the critical thinking model recognized by the visiting
Middle States Team. Faculty representation and involvement is extremely important. The committee’s charges will continue to do the following:

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

- Continue to coordinate planning efforts with the Senior Academic Dean to sponsor an Assessment Day or Professional Development Day including speakers, Best Practices Presentations and recognizing faculty members or Departments for outstanding achievements in assessment.

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

- Continue to develop a culture of assessment by contributing “The Assessment Tip of the Month” to the Communicator Fall 2007. This can be the topic of assessment at monthly department meetings

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

**Academic Program Review**

ACCC’s Academic Program Review is a five-year cycle of review and evaluation that ensures the quality of all educational programs. The college acknowledges the need to keep the content of Academic Program Review updated and revised its current model in 2007 to remain current with changing standards. The Academic Program Review revision includes a stronger emphasis on student learning (See Appendix I). The 2007 model of Academic Program Review continues to evaluate program quality and analyze the effectiveness of programs, services, and all department courses in support of the College’s mission and goals. The review will also serve as a historical document of the program, identifying changes over time in relationship to the College’s strategic plan. The use of results is for the following purposes:

- To revise and modify, where appropriate, existing academic programs and courses to optimize quality and effectiveness.

- To provide the President information on program quality and effectiveness in order for the President and Board of Trustees to carry out their statutory responsibilities.

- To provide the Commission on Higher Education of the Middle States Association of College and Schools information on program quality and effectiveness in order for the Commission to carry out its responsibilities with respect to accreditation.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR provides necessary data to departments</td>
<td>August 15</td>
<td>Institutional Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean of Instruction/Chairs</td>
</tr>
<tr>
<td>Departments begin the review process</td>
<td>September 15</td>
<td>Chair of Department/ Faculty Committee</td>
</tr>
<tr>
<td>Program review document is complete</td>
<td>February</td>
<td>Chair/Faculty/Outcomes Assessment Program Coordinator</td>
</tr>
<tr>
<td>Program review is read by pertinent</td>
<td></td>
<td></td>
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<tr>
<td>department members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct on-site(s) visit and exit interview</td>
<td>April</td>
<td>Consultant/Dean of Instruction/Department Chair</td>
</tr>
<tr>
<td>Consultant’s comments are discussed</td>
<td>May 15</td>
<td>Dean of Instruction/</td>
</tr>
<tr>
<td>with Dean of Instruction and other</td>
<td></td>
<td>Chair/Faculty/</td>
</tr>
<tr>
<td>stakeholders including Full –Time Faculty</td>
<td></td>
<td>Stakeholders/Outcomes</td>
</tr>
<tr>
<td>and Department Chair</td>
<td></td>
<td>Assessment Program Coordinator</td>
</tr>
<tr>
<td>-Action items to be developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Timeline to complete these items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Program Review, Consultant’s report</td>
<td>June 30</td>
<td>Senior Dean of Academic Affairs/President</td>
</tr>
<tr>
<td>and final written responses to the President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow up - evaluate implementation and</td>
<td>September Year after</td>
<td>Chair/Faculty Committee/Dean of Instruction/</td>
</tr>
<tr>
<td>progress of the action plan</td>
<td></td>
<td>Instruction/Outcomes Assessment Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinator</td>
</tr>
<tr>
<td>Follow up - report progress on action plan</td>
<td>October 2 years after</td>
<td>Dean of Instruction/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chair/Faculty Committee/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outcomes Assessment Program Coordinator</td>
</tr>
</tbody>
</table>

In order to effect this change, the 2007 model of academic program review focuses on analysis and assessment. The College will be able to document how the assessment of student learning is improving teaching and learning. The course level assessments will now feed directly into the program review. The 2007 model of academic program review will also demonstrate planning for program effectiveness and link to the budget process appropriately. The program review results lead to a discussion on use of funding in the departments and linking it to the budget.

The next cycle of Academic Program Review will begin with the 2007-2008 review schedule of programs. Beginning with this cycle the Outcomes Assessment Program Coordinator will assist the Dean of Instruction and the Department Chairs in overseeing the Program Review process (See Appendix J).

The College recognizes the need to develop and implement a program review for noncredit continuing education. Beginning in fall 2007, the Dean of Continuing Education and Resource Development will form a committee to develop and plan this review process. Implementation of the review process should be ready for fall 2008.
General Education

General Education Assessment constitutes an essential part of all undergraduate programs at ACCC. This assessment gives the best focus for measuring student learning at the College. The College is in the process of reviewing all General Education courses for compliance with the new state goals and objectives (December 22, 2006). After careful consideration and deliberation, the College decided to pilot a standardized tool across the curriculum to measure student learning. The ability to benchmark against our peers is another benefit. In May 2007, approximately 100 college students participated in an online assessment of General Education conducted by the College Assessment Institute (CAI). (See Appendix K) During the 2007 – 2008 year, ACCC will run a cohort of students through another computerized test for General Education from ETS. The cohort of students who would participate will be identified by 100 level courses with significant enrollments and include a minimum number of general education prerequisites. Utilization of the tool will measure student learning under the new General Education State Requirements. The results from both pilots will then be discussed by faculty and academic deans to determine which measurement tool is most suitable for evaluation of student learning outcomes in General Education.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Schedule of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Assessment</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Begin Discussion and research of new assessment tool to be used across the curriculum</td>
<td>June 1</td>
</tr>
<tr>
<td>Discuss and organize research findings of assessment tool to be used and linked with new General Education Guidelines from the state</td>
<td>August</td>
</tr>
<tr>
<td>Begin planning assessment tool</td>
<td>September</td>
</tr>
<tr>
<td>Identify 100-level courses with significant enrollments and inclusion in one or more degree/program requirements</td>
<td>October</td>
</tr>
<tr>
<td>Complete new assessment tool and implementation procedures including timing of test</td>
<td>November</td>
</tr>
<tr>
<td>Explanation of new tool to Departments by chairs</td>
<td>December</td>
</tr>
<tr>
<td>Answer questions from faculty on tool and implementation of test</td>
<td>January</td>
</tr>
<tr>
<td>Assessment tool given</td>
<td>Spring</td>
</tr>
<tr>
<td>Analyze results and complete forms</td>
<td>Two weeks after test No later than June 1</td>
</tr>
</tbody>
</table>
Course Level Assessment

In addition to the assessment of General Education, the Senior Dean of Academic Affairs has instructed the faculty to use the model for Critical Thinking to conduct student-learning assessment for all other program courses. The model for critical thinking has been piloted in 25 -40 courses over the last four years. The model uses a variety of embedded questions linked to measurable learning course objectives. Throughout the assessment process, individual departments have refined assessment tools, revised teaching strategies, and adjusted course content with regard to critical thinking.

In the fall 2007, the Department Chairs and faculty will complete a review of all courses to identify program courses not currently included in the General Education assessment. These courses will be assessed in the spring 2008, following the same timeline of the previous critical thinking model. The assessment will utilize measurable learning objectives that are linked to course and program goals.

To enrich and streamline the course level assessment, the college has created a set of assessment forms design to help faculty and department chairs organize and report on the assessment process. These forms help the college systematically track results. All forms used in the assessment process are electronically distributed (See Appendix L).

Schedule of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Level Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Summary Form (Form #3) of Spring Assessment and return to Assessment Coordinator</td>
<td>June 10</td>
<td>Chairs/Outcomes Assessment Program Coordinator</td>
</tr>
<tr>
<td>Discuss significant findings and how they will be used from Assessment Complete Faculty Feedback Form (Form #4) from last Assessment</td>
<td>October Department Meeting</td>
<td>Chair/Faculty</td>
</tr>
<tr>
<td>Begin planning for next assessment using measurable learning objectives and expanding courses to be assessed for measured student learning</td>
<td>October Department Meeting</td>
<td>Chair/Faculty</td>
</tr>
<tr>
<td>Completed Faculty Feedback Form (Form #4) to Assessment Coordinator</td>
<td>October 10</td>
<td>Chair/ Outcomes Assessment Program Coordinator</td>
</tr>
<tr>
<td>Complete review of all courses to identify measurable learning objectives</td>
<td>November Department Meeting</td>
<td>Chair/Faculty/Outcomes Assessment Program Coordinator/ Dean of Instruction</td>
</tr>
<tr>
<td>Complete and return Organizational Form of Courses (Form #1) to be Assessed Spring</td>
<td>December 15</td>
<td>Outcomes Assessment Program Coordinator/Chair/Faculty</td>
</tr>
<tr>
<td>Report for Learning Outcomes Assessment (Form #2) to chairs for distribution for Spring Assessment</td>
<td>January 15</td>
<td>Outcomes Assessment Program Coordinator/Chair/Faculty</td>
</tr>
<tr>
<td>Report Forms (Form#2) to be completed within two weeks after assessment is given and returned to chair</td>
<td>June 1</td>
<td>Faculty/Chair/Outcomes Assessment Program Coordinator</td>
</tr>
<tr>
<td>Analyze and complete assessment results Summary Form (Form #3)</td>
<td>On or before</td>
<td>Chairs/Outcomes Assessment Program Coordinator</td>
</tr>
<tr>
<td></td>
<td>June 10</td>
<td></td>
</tr>
</tbody>
</table>

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By reviewing yearly outcomes from these assessments, the results can help planning for further academic improvement. Comparisons can also be analyzed between years (See Appendix M).
SECTION 4:

INSTITUTIONAL EFFECTIVENESS PLAN
EVALUATION OF YEARLY INSTITUTIONAL EFFECTIVENESS
Section IV: Evaluation of Yearly Institutional Effectiveness. This section includes the revised format for the annual outcomes report and addresses the success of meeting the strategic plan.

Institutional assessment is an ongoing process. There is a timeline that should be followed that identifies specific deadlines regarding collection, review, and dissemination of information.

The timeline is predicated on an annual assessment cycle so that the results of the assessment efforts every year parallel the President’s planning cycle. By employing such a cycle, each department/division will be able to assess their progress, analyze their results, and implement change, thus reporting on the completion of an entire assessment cycle.

- Periodic Reporting Update – all areas (December and May)

- Priority Initiatives/ Budget Link

- Institutional Timeline
  - July-Sept – review assessments completed in previous academic fiscal year
  - Oct.-Nov. – initiate new FY plan and budget; prioritize “new budget initiatives” – per strategic plan priorities (Senior Staff)
  - Nov. – Dec. – Deans set division objectives, complete division budget & assessment plan
  - Dec.- Feb. – Finalize budget for next fiscal year
  - July – June – Complete activities associated with measurable objectives; performance indicators updated
  - June – complete outcomes assessment report for President and BOT from information gathered from Deans (See Appendix N and O)
  - June – completed Annual Outcomes Report (See Appendix E)

Communicating the Plan for Institutional Effectiveness

The Plan for Institutional Effectiveness needs to be effectively communicated to both internal and external stakeholders. Stakeholders’ participation is central to the communication effort. The following activities have been and will continue to be utilized to ensure that the Plan and its results will be communicated effectively:

- Key stakeholders who are responsible for identifying success and continuous improvement plans related to established benchmarks collected and analyzed benchmark data;

- A WEB site to include the Institutional Effectiveness Plan and a secured WEB site for online reports and information was developed;

- After formal approval, The Plan for Institutional Effectiveness will be published on the ACCC Web site at http://www.atlantic.edu/about/research/index.html
• An Annual Outcomes Report was published and distributed to all key stakeholders. This report included results from the previous year and plans for continuous improvement. The President utilized these outcomes as part of his yearly evaluation and distributed this report to the Board of Trustees.

• External stakeholders (including members of Advisory Boards) were included in the communication.

• Expanded participation in the stakeholder process will be accomplished including a cross section of the college community including students.