

ASSESSMENT HANDBOOK

*Office of the Provost &
Vice President for Academic Affairs*



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Introduction

Assessment is a professional responsibility and promotes institutional effectiveness. As the accrediting body for UCNJ, Middle States Commission on Higher Education (MSCHE) requires evidence that outcomes are met and that a “culture of assessment” exists at the institution. The practice of assessment allows faculty and staff to fulfill these requirements and engage in continuous improvement.

UCNJ is committed to engaging in academic and non-academic assessment activities. The process of academic assessment helps determine whether students are learning what faculty think they are teaching. Similarly, the process of non-academic assessment helps determine whether the services provided at the institution support student learning. The results of academic and non-academic assessment enable faculty to make changes to curriculum/instruction and staff to make changes to administrative, financial, and student services to improve student learning.

All required forms, existing program and non-academic assessment plans and results are posted on the Learning Outcomes Assessment and Non-Academic/Non-Credit team site located on Owl’s Nest. Assessment of General Education and key courses (Table A) identified in Program Assessment Plans (Table A) and Non-Academic Assessment Plans respectfully (Table B) should be conducted on a per-semester basis. Results, including a summary of data, proposed changes, and a reassessment of the effectiveness of earlier changes (Closing the Loop) should be discussed among appropriate faculty and staff and posted on the team sites no later than May 31 of each year.

Table A - Academic Assessment

Program assessment should include the following:

- Regular review of program learning outcomes
- Program Assessment Plan
- Mapping Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs)
- Changes Made: Closing the Loop

Course assessment should include the following:

- Regular review of course learning outcomes and their relationship to PLOs
- Assessment of CLOs by individual faculty
- Course Closing the Loop (for General Education Courses and courses identified as part of a program assessment plan)

Table B – Non-Academic Assessment

Non-Academic Assessment should include the following:

- Regular review of student learning outcomes or department outcomes
- Non-Academic Assessment Plan
- Assessment of student learning outcomes or department outcomes by area Changes Made: Closing the Loop

ACADEMIC ASSESSMENT

Academic Assessment

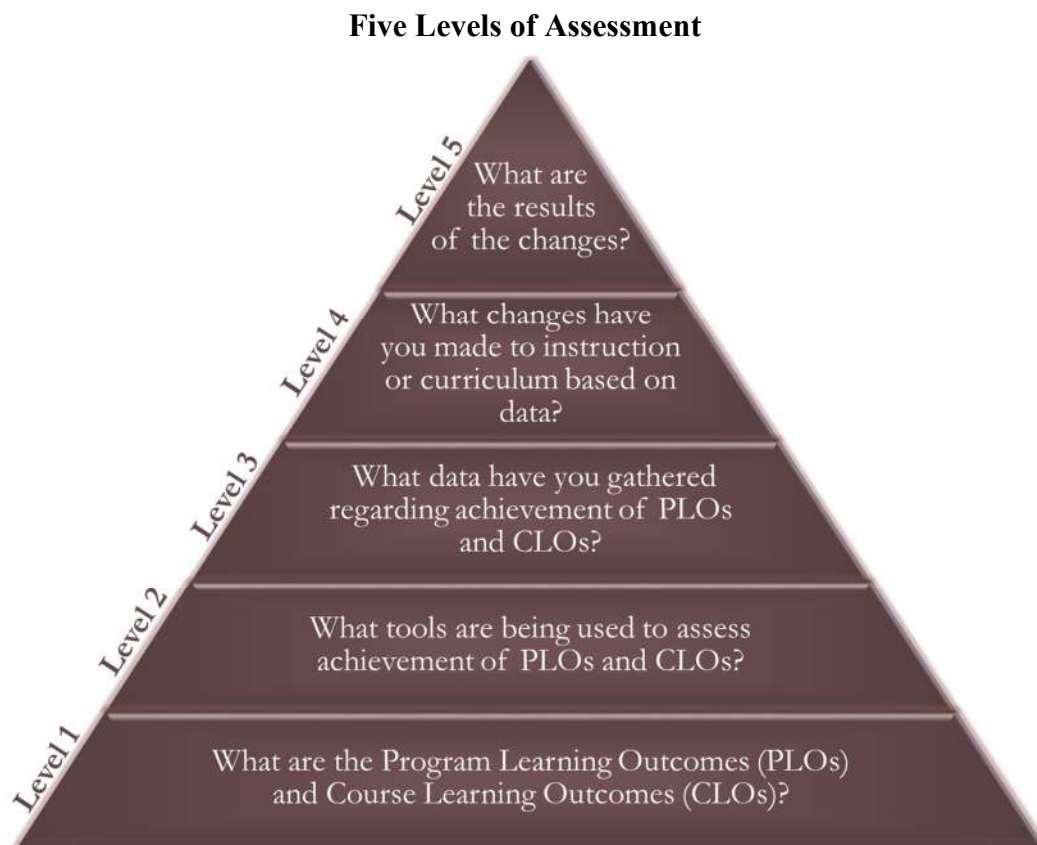
What is Assessment?

Assessment is:

- establishing **outcomes** and engaging in a systematic, ongoing process of collecting and analyzing data, making evidence-based changes to instruction/curriculum, and reassessing (aka “closing the loop”) to prove whether or not those changes were effective;
- generating *data* that is meant to ensure that students are learning as effectively as possible;
- a way to help us improve the programs and courses we provide to students.

Data is the evidence that allows us to check the effectiveness of what we do and how we do it. It also helps us demonstrate how our programs, courses, and learning activities:

- support student learning,
- promote student success,
- enhance the institutional priorities and missions of the College and the Divisions.



Purpose of Academic Assessment

A sustainable and continuous cycle is essential for effective assessment as the results determine not only the quality of program/course offerings, but what students learn as a result of successfully completing an academic program or course.

Additional purposes of assessment include:

- **Improve** - assessment provides feedback to determine how academic programs/courses/learning opportunities can be improved
- **Inform** - assessment informs decision-makers of the contributions and impact a program/course has in fostering student success
- **Prove** - assessment should be transparent to demonstrate to students, faculty, staff, and other stakeholders what the program is accomplishing through student learning
- **Support** - assessment provides support for campus decision-making activities such as strategic planning, resource allocation, as well as external accountability activities such as accreditation¹

Benefits of Academic Assessment

Both students and faculty benefit from assessment. A process that helps students focus on where and how to best utilize their time and energy; assessment supports and empowers the students to become responsible for their own learning. Through multiple opportunities to achieve the desired outcomes, student learning will improve. In addition, as a result of assessment, faculty will be able to obtain useful feedback that can be used to improve courses and programs. More importantly, faculty will have the occasion to collaborate with colleagues both within their divisions and with other disciplines.



¹ Adapted from *The “Why,” “What,” and “How” of Performance Measurement*, (Terrell, J.D., 1999)

Characteristics of Effective Academic Assessment

Effective learning outcomes assessment should answer these questions²:

1. *How does the program/course contribute to student success and institutional priorities?*
2. *What is the program/course aiming to teach and why?*
3. *How well is the program/course doing it and how do we know?*
4. *What do we want students to know/be able to do as a result of completing the program/course?*
5. *How can improvements be made to the curriculum/instruction of the program/course?*
6. *How do the improvements we make contribute to our intended end results?*
7. *How can student learning be improved?*

Key Performance Indicators

While academic assessment is composed of three elements, including General Education learning outcomes assessment, Program/Course learning outcomes assessment, and five-year Program Reviews, a number of additional measures address student success at the institutional level. Six of the 13 collegewide assessment approaches have been identified as Key Performance Indicators (KPIs) and are incorporated in five-year program reviews.

KEY PERFORMANCE INDICATORS (TARGET SUCCESS METRICS)
Graduation Rates
Graduation Raw Numbers
Course Completion Rates
Retention
Transfer Rates
Job Placement
Default Rates

² Adapted from Bresiani, Moore Gardner, and Hickmott, 2009

Academic Assessment Focus Areas

As previously mentioned, academic assessment is comprised of General Education Learning Outcomes Assessment, Program/Course Learning Outcomes Assessment, and Five-year Program Reviews.

General Education Assessment

Assessed at institutional and course levels, General Education is measured through General Education Learning Outcomes (Institutional Learning Outcomes), program learning outcomes, and course learning outcomes. They are also assessed through standardized testing of students using the ETS Proficiency Profile and through course-specific assessment in ENG 101 and 102, HIS 101 and 102, PSY 101, and MAT 119 and MAT 125. This course-specific assessment must be documented in the Course Assessment: Closing the Loop form (Appendix A).

Defined as the skills and abilities with which every student graduates, General Education Learning Outcomes (Institutional Learning Outcomes) at UCNJ include:

1. Oral and written communication:

Upon completion of their degree program, students will be able to communicate clearly, concisely and accurately through written and oral formats for a variety of academic, professional and creative purposes.

2. Scientific/critical thinking and quantitative reasoning:

Upon completion of their degree program, students will be able to make decisions based on research and analysis of relevant data and information and use quantitative concepts to identify and solve problems from a variety of contexts.

3. Information literacy/technological competencies:

Upon completion of their degree program, students will be able to use technology in a variety of formats in order to determine relevant information necessary for critically evaluating sources and successfully applying the information to solve problems.

Program Learning Outcome Assessment

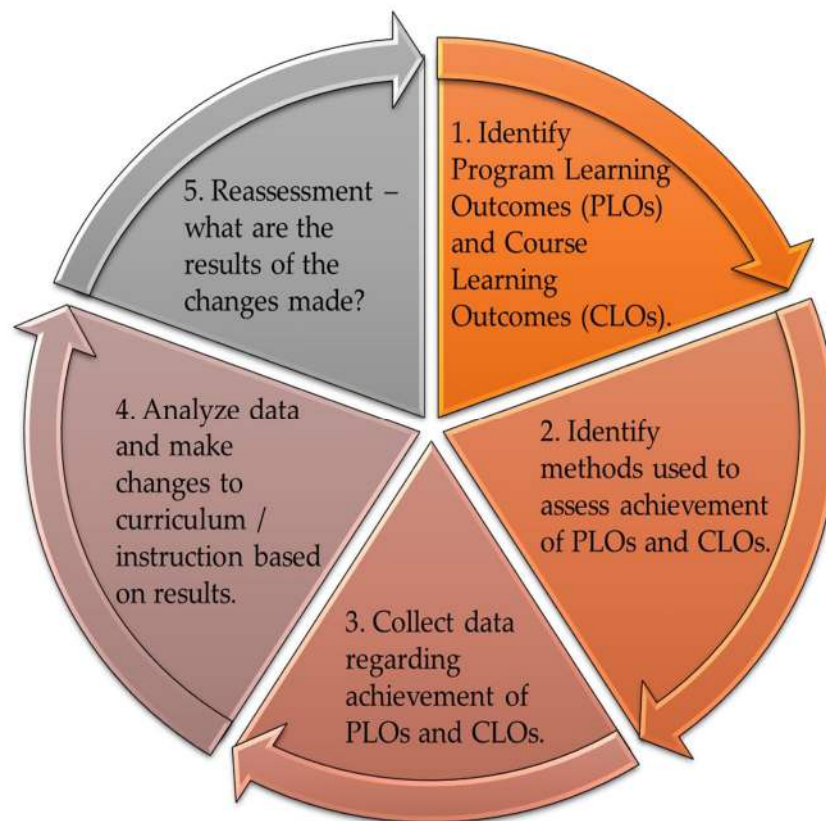
Program Learning Outcomes Assessment requires the following documentation:

- Program Assessment Plan (Appendix B)
- Mapping PLOs to CLOs (Appendix C)
- Program Assessment: Closing the Loop (Appendix D)

It is important to remember that faculty members have choice and flexibility when choosing the methods through which they will conduct program assessment. Some methods of assessment include:

- Key courses
- Capstone experiences
- Standardized exams
- Portfolios
- Other approaches selected by faculty

Program Assessment is a five-step continuous cycle that can be done on a yearly or a semesterly basis.



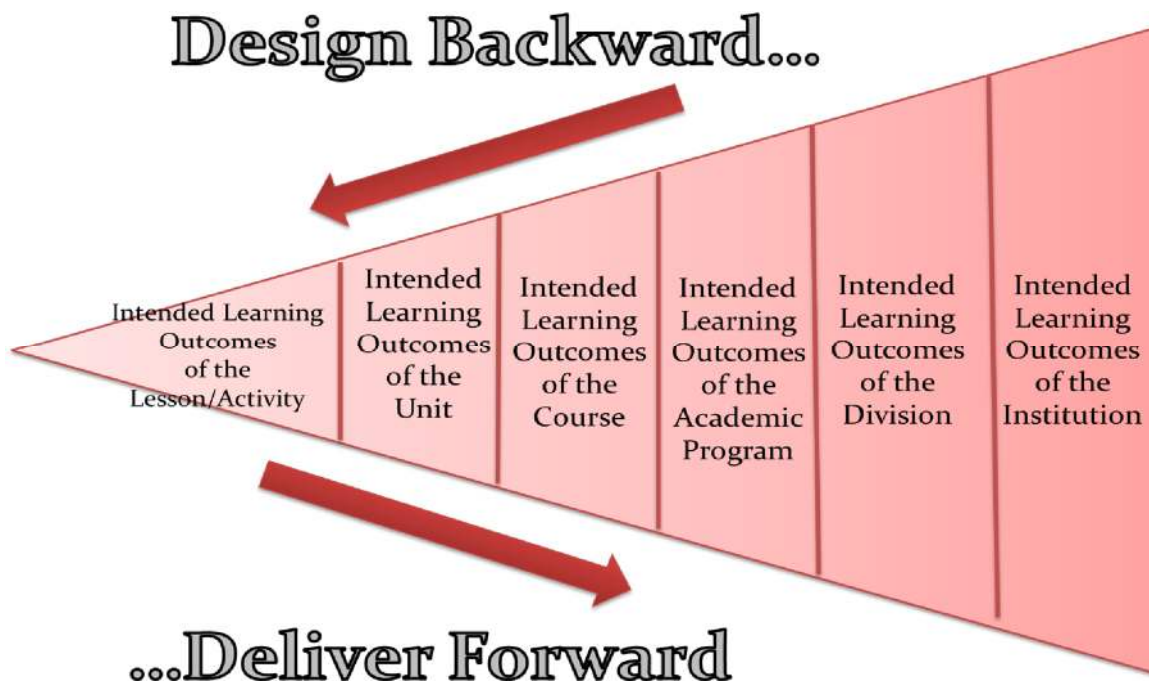
When implementing or revising a Program Assessment Plan, ask yourself:

- Step 1 – Identify PLOs and CLOs: What is it you want the students to **know and be able to do upon completion**?
- Step 2 – Identify methods used to assess achievement of PLOs and CLOs: What **tools** are you using to assess achievement of these learning outcomes?
- Step 3 – Collect data regarding the achievement of PLOs and CLOs: What **data** have you gathered regarding achievement of these learning outcomes?
- Step 4 – Analyze data and make changes to curriculum/instruction based on results: How have you **changed** your instruction/curriculum based on the assessment data?
- Step 5 – Reassessment: what are the results of the changes made? Aka Closing the Loop: What **evidence** do you have that the changes you made improved student learning?

Step 1 – Identify PLOs and CLOs

Start with expected outcomes of student learning at both the program (Program Learning Outcomes) and course levels (Course Learning Outcomes) that are:

Program Learning Outcomes (PLOs)	Course Learning Outcomes (CLOs)
Clear	Clear
Measurable	Measurable
Specific to the discipline	Specific to the discipline
Embed 3 or more General Education Learning Outcomes (Institutional Learning Outcomes)	Correlate to PLOs Embed 3 or more General Education Learning Outcomes (Institutional Learning Outcomes)
Are identified in the College catalog	Are identified in the Master Course Syllabus



EXAMPLES:

PROGRAM LEARNING OUTCOMES

- a. Students will be able to **discuss** the ethical standards that guide research in psychology.
- b. Students will be able to **demonstrate** information literacy through familiarity with and the effective use of engineering information resources.
- c. Students will be able to **correlate** theory and practice in the chemical sciences.

COURSE LEARNING OUTCOMES

- a. Students will be able to **analyze** performance of a contract and determine whether contract has been breached.
- b. Students will be able to **apply** the scientific method to analyze environmental problems and draw conclusions from data and evidence.
- c. Students will be able to **explain** how law has impacted sport and the legal terminology found in sport law.

Step 2 – Identify methods used to assess achievement of PLOs and CLOs

Discipline-specific assessment methods selected by faculty should be direct (integrated learning). These direct methods include:

- Capstone experience
- Comprehensive exams
- Key courses
- Portfolios
- Authentic Assessment Approaches

Step 3 – Collect data regarding achievement of PLOs and CLOs Data collected should:

1. Be meaningful - if you're not sure how you'll use the information to measure student learning or program effectiveness, then consider whether it's necessary to collect it
2. Reflect intended skills/knowledge established in PLOs and CLOs
3. Be substantial enough to make decisions/changes (if changes are necessary)

Step 4 – Analyze data and make changes to curriculum/instruction based on results.

When analyzing the data, keep these questions in mind:

1. *How well did students do in comparison to the expected learning outcomes of the course/program?*
2. *Did the content of the course/program provide students sufficient learning opportunities to be successful?*
3. *Where can improvements in student learning happen?*
4. *What changes can be made to facilitate possible improvements?*

Also, be sure to discuss and share results with faculty in the program, in the division, and across divisions to facilitate collaboration. These discussions should take place at division meetings, on Assessment Day, and with administration in Annual Reports.

Step 5 – Reassessment: what are the results of the implemented changes?

Throughout the following academic year, implement the documented changes that were made to curriculum/instruction. Then gather and analyze the new data and ask yourself:

1. *Did the implemented changes improve results?*
2. *Did the implemented changes generate the same results?*
3. *Did the implemented changes not produce desired results?*

This reassessment is also referred to as “closing the loop.”

Writing Learning Outcomes

The information in a learning outcome should be as specific as possible and measure a BEHAVIOR as opposed to a thought or a belief. Take care with double-barreled outcomes (i.e., if the outcome has an “and” in it), as they may be difficult to assess. Consider whether splitting it into two outcomes will make it easier to report results (*how would you report your progress if one part of the outcome was achieved, but not the other?*).

A good way to start thinking about learning outcomes is to ask yourself:

How will I know that students know/are able to do...?

As a result of program assessment, it may be decided that a program learning outcome or a course learning outcome may need to be changed completely, or simply refined, to make it easier to assess. Below are some examples of refined learning outcomes.

- ✗ Students will understand the biological problems caused by human misuse of the environment.
- ✓ Students will be able **to discuss** the biological problems caused by human misuse of the environment.

- ✗ Students will appreciate cultural differences in society.
- ✓ Students will be able **to summarize** cultural differences in society.

- ✗ Upon successful completion of the course, students will know about global market trends.
- ✓ Upon successful completion of the course, students will be able **to analyze** global market trends.

Bloom’s Taxonomy – the classification of levels of the cognitive process – is a helpful tool when writing learning outcomes. It is important to have outcomes reflect the level of thinking that is being measured through the assessment method and learning activity. For more specific verbs, see Appendix E.

Program Assessment Method Guidelines

1. Capstone Experience

Capstone experiences provide a final common experience for students to demonstrate the knowledge and skills they have acquired throughout the program of study. A Capstone experience is specific to the discipline by integrating student work that demonstrates knowledge, concepts, and skills associated with the entire sequence of courses in a program (i.e. Program Learning Outcomes). The evaluation of this work is the means of assessing learning outcomes.

A useful assessment tool, Capstone experiences may also consist of experiences (e.g., internships) that broaden a student's understanding of the work environment and the communities in which they will work and contribute to upon completion of a degree. Assessment of the Capstone experience should be repeated each year to evaluate efficacy. The collecting and analyzing of the new data is essentially "closing the loop," though in reality the loop is never closed as assessment is a systematic, continuous and ongoing process.

2. Comprehensive Standardized Exam

Various companies, such as the Educational Testing Service, offer standardized tests for different disciplines that are administered at the national level. These tests provide the opportunity for widespread comparison to comparable programs of study on a larger scale (e.g., the Organic Chemistry American Chemical Society (ACS) National Exam). Scores on tests like licensure exams also can be used as direct evidence of student learning. Program faculty might also decide to develop a blueprinted exam for majors that is reflective of the program's learning outcomes. Assessment using a standardized or a blueprinted exam should be repeated each year to evaluate efficacy. The collecting and analyzing of the new data is essentially "closing the loop," though in reality the loop is never closed as assessment is a systematic, continuous and ongoing process.

3. Key Courses

The assessment of key courses within a program of study provides evidence of what and how students are learning in the classroom. Strategically selected courses must contain course learning outcomes that satisfy every program learning outcome and run regularly in an effort to collect the most representative sample of data possible. Ideally, assessment of key courses should include at least two 100-level courses and at least two 200-level courses, with one of those courses addressing at least two PLOs.

Step 1 – Map the program curriculum by completing the "Mapping PLOs to CLOs" form. This provides an overview of the courses with course learning outcomes that will best assess the program. When mapping, ensure that every PLO is being assessed through an appropriate CLO.

Step 2 – For each of the selected courses decide which learning activities will be utilized in each course and identify the evaluation tool for those learning activities.

Evaluation tools include:

- Rubrics
- Research papers
- Oral presentations
- Journaling
- Quiz
- Pre-test/post-test
- Concept maps
- Service learning
- Case studies
- Performances
- Internships
- Collaborative projects

Step 3 – Collect data from each assessment tool and document the results in column three of the “Program Assessment: Closing the Loop” form.

Step 4 – Document any changes to be made to instruction/curriculum based on the data.

Step 5 – Reassess after implementing the documented changes by gathering and analyzing new data to evaluate efficacy. The collecting and analyzing of the new data is essentially “closing the loop,” though in reality the loop is never closed as assessment is a systematic, continuous and ongoing process.

4. Portfolio

A portfolio assessment is a direct measure of learning through a collection of student work related to specific learning outcomes and skills.

In general, components of a portfolio assessment include:

Step 1 – Assessable program learning outcomes. Review PLOs to ensure they are assessable.

Step 2 – Appropriate comprehensive student portfolio.

Select student portfolio to be produced at or near the end of the Program. The Portfolio must contain a variety of tasks (e.g., researching, writing, analyzing, organizing, etc.).

Step 3 – Portfolio Review method.

Create a Portfolio review method by associating PLOs with specific skills, identifying items in the Portfolio or project with specific skills, establish a rating system/form that is easy to use.

Step 4 – Portfolio Review session.

Plan a Portfolio review session by selecting reviewers (e.g., Advisory Committee members, employers, academics from other institutions), schedule to accommodate the reviewers, and explain the Portfolio, project, and review sheet. If research was required, it may also be helpful to provide reviewers with a brief list of what students were supposed to find.

Step 5 – Report of results.

After the review session, results should be compiled and analyzed in a report. These results should also be reviewed by others (Advisory Committee, program faculty, division faculty, etc.). Through this review, deficiencies and strengths in achievement of student learning outcomes should be identified.

Step 6 – Follow-up adjustments to Program.

Results of the assessment should be followed up with a plan to improve the program. Any resulting changes should be reviewed with faculty and other appropriate stakeholders. Changes made should be documented in the “Program Assessment: Closing the Loop” form and posted to the Learning Outcomes Assessment Team Site on Owl’s Nest.

Step 7 – Repeat assessment to evaluate efficacy.

Repeat steps 4-6 regularly (aka Closing the Loop). When done consistently, this process should document the results/effectiveness of program changes. Over time, it may help to establish a regular meeting date for the portfolio review. The collecting and analyzing of the new data is essentially “closing the loop,” though in reality the loop is never closed as assessment is a systematic, continuous and ongoing process.

5. Authentic Assessment Approaches

What is Authentic Assessment?

An authentic assessment is a form of assessment in which students are asked to perform real-world challenges to demonstrate relevant application of fundamental knowledge and skills from their program(s).

An assignment is authentic if it:

- is realistic.
- requires judgment and innovation.
- asks the student to “do” the subject.
- replicates or simulates the contexts in which adults are “tested” in the workplace or in civic or personal life.
- assesses the student’s ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
- allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.³

Selected programs will choose 200-level courses to assess student performance through portfolio, internships and other learning tasks that mirror problem-solving that are required outside of the classroom. Data collected will be evaluated by discipline faculty to make any necessary pedagogical or curricular changes. Closing the loop will be completed the following semester.

Why use Authentic Assessment?

Authentic Assessments are direct measures to know if students can apply and demonstrate what they have learned in the classroom in real-life authentic situations. We not only want students to know the content of the discipline, but we want them to be able to use the acquired knowledge and critical thinking skills in any setting. Authentic assessment serves as an instrument to apply knowledge as students have more freedom to demonstrate what they have learned from different perspectives.

³ Adopted from *Grant Wiggins (1998)*

Purpose of Authentic Assessment

Authentic Assessment aims to assess many different kinds of literacy abilities that enables the students to demonstrate their competency and performance outside the classroom. Instead of recalling information they have learned, students apply what they know to new tasks. Examples of authentic assessment categories include:

- Observation
- Essays
- Interviews
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Teacher-created tests
- Rubrics
- Self- and peer-evaluation

One of the goals of authentic assessment is to determine if what the student has learned can be applied outside of the classroom. The purpose is to engage students through real-life settings while using critical-thinking skills.

Benefits of Authentic Assessment

Defining Attributes of Traditional and Authentic Assessment

Traditional assessment follows selecting a response from learners whereas authentic assessment engages learners to perform a task on the basis of the item they are informed. Traditional assessment is contrived but authentic is in real-life. Traditional assessment says recalling or recognition, it is teacher structured and indirect evidence is put but authentic one is construction or application, it is student structured and direct evidence is set.

Authentic assessments have several advantages over conventional or traditional tests. They are likely to be more valid than conventional tests, particularly for learning outcomes that require higher-order thinking skills. Because they involve real-world tasks, they are also likely to be more interesting for students, and thus more motivating. And finally, they can provide more specific and usable information about what students have succeeded in learning as well as what they have not learned.⁴

Examples of Authentic Tasks⁵

Traditional -----	Authentic
Selecting a Response -----	Performing a Task
Contrived -----	Real-life
Recall/Recognition -----	Construction/Application
Teacher-structured -----	Student-structured
Indirect Evidence -----	Direct Evidence

⁴ Adopted from <https://www.daily-sun.com/post/343911/Defining-features-of-traditional-and-authentic-assessment->

⁵ Adopted from <http://jfmuelller.faculty.noctrl.edu/toolbox/whatisit.htm>

Selecting a Response to Performing a Task: On traditional assessments, students are typically given several choices (e.g., a, b, c or d; true or false; which of these matches with those) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application.

Contrived to Real-life: Tests offer these contrived means of assessment to increase the number of times you can be asked to demonstrate proficiency in a short period of time. More commonly in life, as in authentic assessments, we are asked to demonstrate proficiency by doing something. <http://jfmuellder.faculty.noctrl.edu/toolbox/whatisit.htm>

Recall/Recognition of Knowledge to Construction/Application of Knowledge: Well-designed traditional assessments (i.e., tests and quizzes) can effectively determine whether or not students have acquired a body of knowledge. Furthermore, we *are* often asked to recall or recognize facts and ideas and propositions in life, so tests are somewhat authentic in that sense. However, the demonstration of recall and recognition on tests is typically much less revealing about what we really know and can do than when we are asked to construct a product or performance out of facts, ideas and propositions. Authentic assessments often ask students to analyze, synthesize and apply what they have learned in a substantial manner, and students create new meaning in the process as well.

Teacher-structured to Student-structured: When completing a traditional assessment, what a student can and will demonstrate has been carefully structured by the person(s) who developed the test. A student's attention will understandably be focused on and limited to what is on the test. In contrast, authentic assessments allow more student choice and construction in determining what is presented as evidence of proficiency. Even when students cannot choose their own topics or formats, there are usually multiple acceptable routes towards constructing a product or performance. Obviously, assessments more carefully controlled by the teachers offer advantages and disadvantages. Similarly, more student-structured tasks have strengths and weaknesses that must be considered when choosing and designing an assessment.

Indirect Evidence to Direct Evidence: Even if a multiple-choice question asks a student to analyze or apply facts to a new situation rather than just recall the facts, and the student selects the correct answer, what do you now know about that student? Did that student get lucky and pick the right answer? What thinking led the student to pick that answer? We really do not know. At best, we can make some inferences about what that student might know and might be able to do with that knowledge. The evidence is very indirect, particularly for claims of meaningful application in complex, real-world situations. Authentic assessments, on the other hand, offer more direct evidence of the application and construction of knowledge. As in the golf example above, putting a golf student on the golf course to play provides much more direct evidence of proficiency than giving the student a written test. Can a student effectively critique the arguments someone else has presented (an important skill often required in the real world)? Asking a student to write a critique should provide more direct evidence of that skill than asking the student a series of multiple-choice, analytical questions about a passage, although both assessments may be useful.

Examples of Authentic Rubrics⁶

History Research Rubric

Criteria	1	2	3
Number of Sources	1-4	5-9	10-12
Historical Accuracy	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies
Organization	Cannot tell from which source information came	Can tell with difficulty where information came from	Can easily tell which sources info was drawn from
Bibliography	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included

Psychology Scientific Thinking Research Rubric (Sample)

CRITERIA	LESS THAN ADQ.	ADEQUATE	GOOD	VERY GOOD	EXCELLENT
Correctly identified I.V.					
Correctly identified D.V.					
Explained random assignment					
Identified alternative explanation					
Controlled alternative explanation					
Well written <ul style="list-style-type: none"> • clarity • organization • mechanics 					

⁶ Examples adopted from
<http://jfmuellet.faculty.noctrl.edu/toolbox/examples/authentictaskexamples.htm>

Required Documentation and Uploading – Academic Assessment

The documentation of program assessment requires the completion of the following three (3) forms:

1. Program Assessment Plan (Appendix B)
2. Mapping PLOs to CLOs (Appendix C)
3. Program Results: Closing the Loop (Appendix D)

To complete the Program Results: Closing the Loop form, begin by listing PLOs in column one. Next, identify in column two the assessment methods and tools used to assess each PLO.

As data is collected from each assessment tool the results are documented in column three:

Program Learning Outcomes (PLOs) <i>List as they appear in the catalog.</i>	Assessment Methods <i>What methods (e.g., key courses, standardized tests, capstones, portfolios, etc.) are you using to assess the achievement of PLOs?</i>	Summary of Collected Data <i>*AY: 20_____</i> <i>What data have you collected and analyzed from your assessment methods? Be specific and always keep records/documentation. *Please indicate for which academic year the data is collected.</i>	Changes Made Based on Data <i>What changes have you made to the curriculum or instruction based on your data findings?</i>	Closing the Loop <i>*AY Reassessing: 20_____</i> <i>Reassessing - does the data from your reassessment indicate that the changes you made were effective? *Please indicate the academic year that reassessment is taking place.</i>

After reviewing, analyzing, and discussing the data/results, faculty should propose any changes in the curriculum and document them in column four:

Program Learning Outcomes (PLOs) <i>List as they appear in the catalog.</i>	Assessment Methods <i>What methods (e.g., key courses, standardized tests, capstones, portfolios, etc.) are you using to assess the achievement of PLOs?</i>	Summary of Collected Data <i>*AY: 20_____</i> <i>What data have you collected and analyzed from your assessment methods? Be specific and always keep records/documentation. *Please indicate for which academic year the data is collected.</i>	Changes Made Based on Data <i>What changes have you made to the curriculum or instruction based on your data findings?</i>	Closing the Loop <i>*AY Reassessing: 20_____</i> <i>Reassessing - does the data from your reassessment indicate that the changes you made were effective? *Please indicate the academic year that reassessment is taking place.</i>

These changes are intended to be implemented over the course of the next semester or academic year (depending on the cycle of assessment chosen). The new data from that reassessment period is then documented in column five:

Program Learning Outcomes (PLOs) <i>List as they appear in the catalog.</i>	Assessment Methods <i>What methods (e.g., key courses, standardized tests, capstones, portfolios, etc.) are you using to assess the achievement of PLOs?</i>	Summary of Collected Data *AY: 20_____ <i>What data have you collected and analyzed from your assessment methods? Be specific and always keep records/documentation. *Please indicate for which academic year the data is collected.</i>	Changes Made Based on Data <i>What changes have you made to the curriculum or instruction based on your data findings?</i>	Closing the Loop *AY Reassessing: 20_____ <i>Reassessing - does the data from your reassessment indicate that the changes you made were effective? *Please indicate the academic year that reassessment is taking place.</i>

Once assessment forms are completed, they must be uploaded to the [Learning Outcomes Assessment Team Site on Owl's Nest](#). Examples of completed assessment forms can be found in that repository.

Using Canvas for Assessment

Learning management systems can ease assessment by generating reports, mapping PLOs and CLOs, and aligning results with General Education Learning Outcomes (Institutional Learning Outcomes). See the “Faculty Lounge” video tutorials in Canvas on mapping evaluation tools to course learning outcomes.

Academic Assessment FAQs

1. *How is assessment different from grading?*

Grading measures how students perform on a given assignment or exam. Learning Outcomes Assessment measures whether students are acquiring the knowledge and the skills that we have identified as the objectives of the course/program.

2. *I have filled out a Closing the Loop form. Am I done?*

No. To be effective, assessment and re-assessment must be done every year. Assessment is a continuous cycle aimed at improving educational effectiveness. Therefore, a Closing the Loop form should be completed for each academic year.

3. *Do I have to make changes to all the PLOs/CLOs?*

No. It is often more effective to concentrate on improving a few learning outcomes at a time.

4. *Do I have to change everything all the time?*

No. Sometimes data may indicate that changes are not necessary. Other times it may be decided that the results are due to the cohort and another assessment cycle may be more representative of how well students are learning. This is why it is crucial to share and discuss assessment results among fellow faculty within the discipline, as well as across divisions, in order to collaborate and make decisions most effectively.

5. *How do I know the assessment is reflective of the students in the actual major/program?*

You do not have to identify and only assess the students who are in your program. Rather, you are assessing the skills taught in the course.

6. *Do we have to assess every section of a key course in order to do an effective assessment?*

No, it is permissible to assess a sampling of the sections.

7. *How do I know which courses should be assessed as key courses?*

Select the courses that most closely reflect the program learning outcomes. It is also helpful to select courses that run regularly.

8. *Where can I find examples of different assessment methods?*

You can find examples of different assessment methods on the [LOA team site on Owl's Nest](#). Here is one example of each method:

- Key Courses method - American Studies
- Comprehensive Exam method - Chemistry
- Portfolio method - Paralegal Studies

Additional Academic Assessment Resources

1. “Bloom’s Taxonomy.” Retrieved from <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>
2. “The Degree Qualifications Profile (DQP).” Retrieved from [dqp.pdf](#) (luminafoundation.org)
3. National Institute for Learning Outcomes Assessment (NILOA)
<http://www.learningoutcomesassessment.org/>

NON-ACADEMIC AND NON-CREDIT ASSESSMENT

Non-Academic and Non-Credit Assessment

Introduction

Each administrative department, educational support, student support and community enrichment program contribute to the process of UCNJ by aligning its outcomes with institutional outcomes. During the planning process, departments establish a mission and outcomes and ensure congruency with the college's mission and outcomes. Each department develops a plan that assesses the effectiveness of the department and the extent to which it is achieving its purpose and contributing to the success of the institution. Representatives from all non-academic departments consider how operations and services support student learning.

The information below offers a framework that provides procedures, and guidelines to assist the college's Student Development, Finance and Operations, and Administrative Services departments in developing plans to demonstrate effective operations and provide insights that will support data-informed decision making. Assessment is best prepared and supported when a group from the department participates in creating objectives and measures. The objectives and measures provide sound guidance which should make assessment easier by pointing out that the institution guides objectives through its mission and values.

Non-Academic and Non-Credit Assessment Departments at UCNJ

Student Development	Finance and Operations	Administrative Services
<ul style="list-style-type: none">• Admissions, Records and Registration• Recruitment• College Life• Student Accounts• EOF• Financial Aid• Advising, Career, Transfer Services	<ul style="list-style-type: none">• Facilities• Human Resources• Information Technology• Public Safety	<ul style="list-style-type: none">• Grants• CEWD / GED• College Relations• Industry-Business Institute• Continuing Education

Assessment Measures for Non-Academic and Non-Credit Departments

<ul style="list-style-type: none">• Student satisfaction surveys• Number of complaints• Count of program participants• Growth in participation• Average wait time• Comparisons to professional organizations' best practices• Statistical reports• Average service time• Staff training hours	<ul style="list-style-type: none">• Number of applications• Processing time for requests• Number of users• Focus groups• Opinion surveys• External review• Number of staff trained• Dollars raised• Attendance at events• Student participation in clubs and activities
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Developing the Non-Academic and Non-Credit Assessment Plan

A crucial part of developing an assessment plan is to clarify the focus and content of your plan, which should be based on the needs of your administrative department. The assessment approach will depend on your department's mission. Assessment should be ongoing, with data being collected throughout the academic year. An assessment, by progressing from year to year, should provide evidence of continuous improvement within the department. Using a systematic approach will help in devising an effective assessment plan that matches the needs of your administrative department.

Introduction to Developing an Assessment Plan

A crucial part of developing an assessment plan is to clarify the focus and content of your plan, which should be based on the needs of your administrative department. The assessment approach will depend on your department's mission to help identify and focus the department's need, as well as help devising the assessment plan.

Continually ask the following questions during the assessment plan design phase:

1. What is the main goal of our department?
2. How well are we achieving our goal?
3. Using the answers to the first two questions, how can we improve what we are doing?
4. What and how does our administrative department contribute to the development and growth of students?
5. How can our administrative department improve the student learning experience?

Developing an Effective Assessment Plan

Using a systematic approach will help you in devising an effective assessment plan that matches the needs of your department. The following are some steps to aid in developing an effective plan.

Step 1: Organize for assessment – Staff should assume the responsibility for designing, implementing, and carrying out the assessment process.

Step 2: Define the mission of the administrative department – The mission statement should reflect each administrative department's contribution to the educational path of the student.

Step 3: Define the goals of the administrative department – Goals should provide the basis for assessment and therefore should be defined adequately and clearly.

Step 4: Define the Outcomes of the administrative department – Outcomes are more specific statements and reflect the broader goals. The outcomes will primarily describe what the department is going to do and what its impact will be on students.

Step 5: Identify performance criteria for each outcome – Determine what standards are expected from services provided by your department (i.e. good, very good, excellent, etc.)

Step 6: Inventory existing and needed assessment methods – Identify, list and describe all available approaches that can be used to conduct assessment. (See above *Assessment Measures for Nonacademic Departments*)

Step 7: Determine how assessment results will be used for administrative department improvement – The results and information gained should be distributed to the appropriate parties to achieve continuous improvement in a timely manner.

Step 8: Establish a schedule for the above steps.

Step 9: Submit assessment plan for review to your respective divisional review committee.

Step 10: Implement the assessment plan, collect data, review data at appropriate intervals and continue to update where needed.

Step 11: Provide feedback to key members of the administrative department so that data driven improvements can be made on a continuous basis.

Preparing the Annual Assessment

The annual assessment involves a template for Administrative Services Assessment Plan, Finance and Operations Services Assessment Plan, and Student Development Assessment Plan (see Appendices F, G, and H).

Required Documentation and Uploading – Non-Academic and Non-Credit Assessment

The documentation of non-academic and non-credit assessment requires the completion of the following:

1. Administrative Services Assessment Plan (Appendix F),
2. Finance and Operations Assessment Plan (Appendix G), or
3. Student Development Assessment Plan (Appendix H).

To complete the assessment plan for the Administrative Services or Finance and Operations Divisions, begin by entering the department information in Part I and the Department Goals in Part III of the form.

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

UCNJ Mission: <i>UCNJ - Transforming Our Community One Student at a Time.</i> "Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College's unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all."
Division Mission: <i>To generate revenue to support the College's operations through noncredit education, resource development, and community outreach and to advance the College's brand of excellence.</i>
Purpose for Assessment: <i>To measure the Department's activities and impact in order to guide decision-making and allocation of resources.</i>

PART III – DEPARTMENT GOALS

1.
2.
3.
4.
5.

As data is collected, the results are documented in Part IV Department Outcomes:


PART IV – DEPARTMENT OUTCOMES

1.
2.
3.
4.
5.

After reviewing, analyzing and discussing the data/results, departments should propose any changes in services or processes and document them in Part V (i.e. Outcome # to Changes).

These changes are intended to be implemented over the course of the next semester or academic year (depending on the cycle of assessment chosen). The new data from that reassessment period is then documented in Part V (i.e. Closing the Loop).

PART V - ASSESSMENT CYCLE (Identify the outcome(s) to be assessed)

Outcome #	<i>State the department outcome being assessed.</i>
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>FY 2023: insert 2023 results here</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the FY)</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next FY) </i>
Outcome #	<i>State the department outcome being assessed.</i>
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>FY 2023: insert 2023 results here</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made  (Ctrl) - the results data? (To be completed at the end of the FY)</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next FY)</i>

After the Closing the Loop is documented, the department should complete Part VI to indicate how the results and changes are shared with appropriate constituents.

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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Once assessment forms are completed, they must be emailed to assessment@ucc.edu. The completed plans will be uploaded to the [Non-Academic/Credit Assessment Team Site on Owl's Nest](#). Examples of completed assessment forms can be found in that repository.

To complete the assessment plan for the Student Development Division, begin by entering the department information in Part I of the form. Parts III and IV are updated at the division level. No changes by the departments are needed in those sections.

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

<p>UCNJ Mission: <i>UCNJ - Transforming Our Community One Student at a Time.</i> "Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College's unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all."</p>
<p>Division Mission: <i>In accordance with the College Mission, the Division of Student Development promotes students' holistic learning and personal development within an inclusive environment. Through quality programs, experiences, and services students are inspired to maximize their potential; to engage in self-directed learning; to become successful graduates and societal change agents.</i></p>
<p>Purpose for Assessment: To guide efficiency and effectiveness, data-driven decision-making, and continuous improvement in student learning, support services, engagement, and success.</p>

PART III – DIVISION GOALS

1. Provide comprehensive and progressive student services that increase opportunities for student access, engagement and success.
2. Provide seamless enrollment and successful adjustment of students to augment retention and persistence to student graduation.
3. Offer experiences where students can: engage in authentic dialogue with others, respect the inherent dignity of all peoples, and create a community where differing points of view and experiences are valued as opportunities for mutual learning.
4. Commit to utilizing technology to enhance knowledge and increase student access to programs and services.
5. Ensure a supportive, safe, and caring community that fosters students' personal growth, coherent values, ethical standards and civility.
6. Ensure on-going assessment of Student Services programs to enhance quality and accountability.

PART IV – DIVISION STUDENT LEARNING OUTCOMES

1. Students will explain graduation requirements for their program and develop an education plan to graduate on-time.
2. Students will use student support services.
3. Students will engage in co-curricular activities designed to enhance their personal growth, knowledge of their own socio-cultural identity, respect for similarities and differences among other groups of people, coherent values, ethical standards and civility.
4. Students will demonstrate technological competency to access programs and services.

After reviewing, analyzing and discussing the data/results, departments should propose any changes in services or processes and document them in Part V (i.e. Outcome # to Changes).

These changes are intended to be implemented over the course of the next semester or academic year (depending on the cycle of assessment chosen). The new data from that reassessment period is then documented in Part V Closing the Loop.

PART V - ASSESSMENT CYCLE (Identify the student learning outcomes that your department will assess). Duplicate the cycle as needed for each learning outcome being measured.

Student Learning Outcome #	<i>(Clearly state the division/department outcome being assessed. <u>I.e.</u> what should they learn? <u>E.g.</u> for academic advising, Student will know the graduation requirements for their major.)</i>
Outcome Activity: (Where will the learning occur?)	<i>(Clearly state what opportunities are provided for this learning to happen? <u>E.g.</u> for academic advising, the opportunities might be Individual Academic Advising Sessions)</i>
Assessment Methods/Procedures: (What evidence will be gathered)	<i>(Clearly state how you will know that the learning took place. What evidence will you gather? When will you collect the data) <u>E.g.</u> Survey the students, or identify how many students have an educational plan or ask advisors to rate their students' understanding or review institutional data.)</i>
Timeline: (When will the learning occur?)	<i>(Clearly state by when the learning should occur? <u>E.g.</u> End of their first year, at the conclusion of their attendance at mandatory new student orientation.)</i>
Results:	<i>To be completed at the end of the AY</i>
Changes: (based on results)	<i>To be completed at the end of the AY</i>
Closing the Loop: (reassessing)	<i>To be completed at the end of the AY</i>

After the Closing the Loop is documented, the department should complete Part VI to indicate how the results and changes are shared with appropriate constituents.

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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Once assessment forms are completed, they must be emailed to assessment@ucc.edu. The completed plans will be uploaded to the [Non-Academic/Credit Assessment Team Site on Owl's Nest](#). Examples of completed assessment forms can be found in that repository.

APPENDICIES

Appendix A – Course Results: Closing the Loop

Course:		Date of Implementation:	
Course/Program Assessor:			

Course Learning Outcomes (CLOs) <i>List as they appear on the Master Course Syllabus.</i>	Assessment Methods <i>What methods (e.g., exams, presentations, research papers, quizzes, essays, etc.) are being used to assess the achievement of CLOs?</i>	Summary of Collected Data *AY: 20_____ <i>What data has been collected and analyzed from your assessment methods? Be specific and always keep records/ documentation. *Please indicate for which academic year the data is collected.</i>	Changes Made Based on Data <i>What changes have been made to the curriculum or instruction based on your data findings?</i>	Closing the Loop *AY Reassessing: 20_____ <i>Reassessing - does the data from your assessment indicate that the changes made were effective? *Please indicate the academic year that reassessment is taking place.</i>

Appendix B – Program Assessment Plan

Academic Program:		Email:	
Degree:		Phone:	
Division:		Date of Implementation:	
Program Assessor:		Date of Revision: (if applicable)	

UCNJ Mission: *UCNJ...Transforming Our Community One Student at a Time*

“Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College’s unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all.”

Briefly describe how this program supports UCNJ’s Mission.

Academic Affairs Mission: The Academic Affairs Division is committed to on time completion and to preparing students to be successful in their career pathways. The Division promotes and ensures academic quality and cultivates a culture of student and faculty engagement. A student-centered environment provides the context for the development of critical thinking and scientific reasoning skills, oral and written communication skills, and information and technological literacy skills. Embedded in the mission of the Division is the need to continually improve through the use of predictive and learning analytics and the assessment of student learning and effective instructional practices.

Program Learning Outcomes

Program Learning Outcomes (PLOs) must have Institutional (General Education) Learning Outcomes embedded, including scientific/critical thinking and quantitative reasoning; oral/written communication; and information literacy/technological competencies. Generally, there should be about 5-8 PLOs and they should answer the question, "What will the students be able to do upon completion of the program?"

Please list your Program Learning Outcomes as they appear in the catalog.

- 1.
- 2.
- 3.
- 4.
- 5.

Assessment Methods

What methods (e.g., assessment of key courses, capstone projects, portfolios, comprehensive standardized exams, etc.) is your program using to assess the achievement of PLOs? Please note, if your program is assessing key courses, there must be an attached copy of the completed "Mapping PLOs to CLOs" grid, which is used to align PLOs to CLOs from the courses selected for assessment.

Briefly describe the methods your program will use to assess its success.

Program Assessment: Closing the Loop

After completing an assessment cycle (at the end of a semester, or at the end of the year), please attach a copy of the completed "Program Assessment: Closing the Loop" form, which is used to clearly identify the methods of assessment used to measure student achievement, the data collected via assessment methods, the changes made based on the data, and the impact the changes had on Program Learning Outcomes.

Appendix C – Mapping PLOs to CLOs

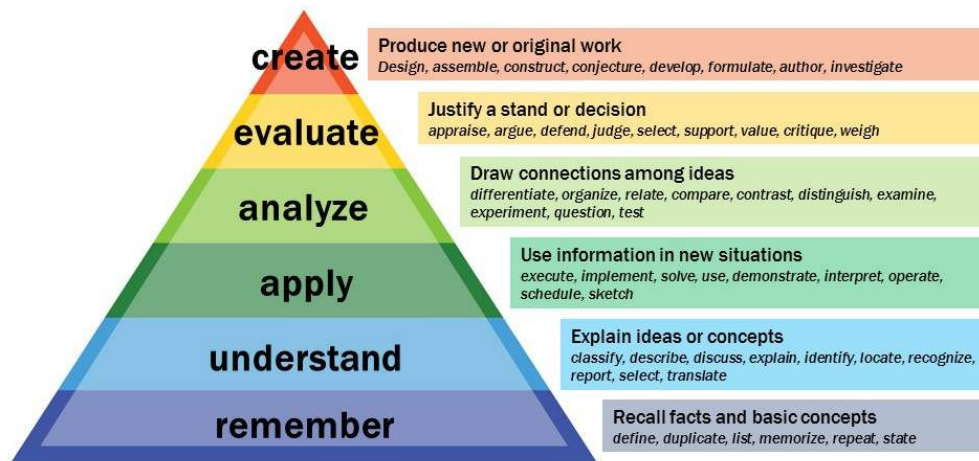
Program:		Program Assessor:	
Degree:		Date of Implementation:	

PLOs <i>List as they appear in the catalog.</i> ↓	CLOs <i>For each course being assessed, list the CLOs that align with the PLO.</i>					
Course Code & No. <i>List only the courses you are using to assess the program.</i> →						

Appendix D – Program Results: Closing the Loop

Program:		Program Assessor:		
Degree:		Date:		
Program Learning Outcomes (PLOs) <i>List as they appear in the catalog.</i>	Assessment Methods <i>What methods (e.g., key courses, standardized tests, capstones, portfolios, etc.) are you using to assess the achievement of PLOs?</i>	Summary of Collected Data *AY: 20_____ <i>What data have you collected and analyzed from your assessment methods? Be specific and always keep records/ documentation. *Please indicate for which academic year the data is collected.</i>	Changes Made Based on Data <i>What changes have you made to the curriculum or instruction based on your data findings?</i>	Closing the Loop *AY Reassessing: 20_____ <i>Reassessing - does the data from your reassessment indicate that the changes you made were effective? *Please indicate the academic year that reassessment is taking place.</i>

Appendix E – Bloom’s Taxonomy



Vanderbilt University Center for Teaching

Retrieved from Vanderbilt University Center for Teaching [Bloom’s Taxonomy](#) | [Center for Teaching](#) | [Vanderbilt University](#).

Bloom’s Taxonomy					
lower order thinking skills			higher order thinking skills		
REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
(to know specific facts, terms, concepts, principles or theories)	(to interpret, to compare and contrast, or to explain)	(to solve problems; to apply knowledge to a situation)	(to identify parts, relationships, and organizing principles)	(to integrate ideas into a solution, to propose an action plan)	(to judge the quality of something based on its adequacy, value, logic or use)
recognize identify define indicate label list select name recall retrieve	interpret clarify paraphrase represent translate exemplify illustrate classify categorize summarize abstract generalize infer conclude extrapolate interpolate predict compare contrast map match explain construct model	execute carry out compute implement use investigate predict dramatize	differentiate discriminate distinguish focus select organize find integrate outline structure attribute deconstruct appraise determine diagram experiment solve	check coordinate detect monitor test critique judge assemble collect compose construct manage formulate plan	generate hypothesize plan design produce construct assess choose decide rate revise select

Adapted from Anderson and Krathwohl, 2001, pp. 67–68.

Appendix F – Administrative Services Assessment Plan

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

UCNJ Mission: <i>UCNJ - Transforming Our Community One Student at a Time.</i> "Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College's unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all."
Division Mission: To generate revenue to support the College's operations through noncredit education, resource development, and community outreach and to advance the College's brand of excellence.
Purpose for Assessment: To measure the Department's activities and impact in order to guide decision-making and allocation of resources.

PART III – DEPARTMENT GOALS

1.
2.
3.
4.
5.

PART IV – DEPARTMENT OUTCOMES

1.
2.
3.
4.
5.

PART V - ASSESSMENT CYCLE

Outcome #	<i>State the department outcome being assessed.</i>
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>Summary of data results collected (to be completed at the end of the current FY).</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the current FY)</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next FY)</i>
Outcome #	<i>State the department outcome being assessed.</i>
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	<i>Summary of data results collected (to be completed at the end of the current FY).</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the current FY)</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next FY)</i>

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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Appendix G - Finance and Operations Services Assessment Plan

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

UCNJ Mission: *UCNJ - Transforming Our Community One Student at a Time.* "Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College's unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all."

Division Mission: In accordance with the College Mission, the Business and Finance Division oversees the financial stability of the institution. Using both internal and external controls to ensure viability through fiscally responsible measures, the Business and Finance Division seeks to provide the community with high quality and affordable higher education through a comprehensive approach to resource coordination and allocation.

Purpose for Assessment: To guide efficiency and effectiveness, decision-making needs, and provide a strategic direction for supporting student success.

PART III – DEPARTMENT GOALS

1.
2.
3.
4.
5.

PART IV – DEPARTMENT OUTCOMES

1.
2.
3.
4.
5.

PART V - ASSESSMENT CYCLE (Identify the outcome(s) to be assessed)

Outcome #	<i>State the department outcome being assessed.</i>
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	FY 2014: <i>insert 2014 results here</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the FY)</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next FY)</i>
Outcome #	<i>State the department outcome being assessed.</i>
Outcome Activity:	<i>Clearly describe the opportunities that are provided for this activity/ service to happen.</i>
Assessment Methods/Procedures:	<i>How will this outcome be measured? How will data be collected?</i>
Timeline:	<i>Clearly state by when the activity/ service will occur.</i>
Results:	FY 2014: <i>insert 2014 results here</i>
Changes: <i>(based on results)</i>	<i>What changes, if any, will be made based on the results data? (To be completed at the end of the FY)</i>
Closing the Loop: <i>(reassessing)</i>	<i>Were the changes made effective? (To be completed at the end of the next FY)</i>

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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Appendix H - Student Development Assessment Plan

PART I – DEPARTMENT INFORMATION

Department:	Date Submitted:
Contact:	
Email:	Phone:

PART II – MISSION AND PURPOSE

UCNJ Mission: <i>UCNJ - Transforming Our Community One Student at a Time.</i> "Our Mission is to empower students to achieve their goals by providing access to high quality and affordable higher education. As a comprehensive community college, we provide career programs, transfer programs, developmental education, and lifelong-learning opportunities, with a focus on excellence. This mission is sustained through the College's unwavering commitment to the transformational strength of a diverse campus community and an equitable and inclusive learning and work environment for all."
Division Mission: <i>In accordance with the College Mission, the Division of Student Development promotes students' wholistic learning and personal development within an inclusive environment. Through quality programs, experiences, and services students are inspired to maximize their potential; to engage in self-directed learning; to become successful graduates and societal change agents.</i>
Purpose for Assessment: To guide efficiency and effectiveness, data-driven decision-making, and continuous improvement in student learning, support services, engagement, and success.

PART III – DIVISION GOALS

1. Provide comprehensive and progressive student services that increase opportunities for student access, engagement and success.
2. Provide seamless enrollment and successful adjustment of students to augment retention and persistence to student graduation.
3. Offer experiences where students can: engage in authentic dialogue with others, respect the inherent dignity of all peoples, and create a community where differing points of view and experiences are valued as opportunities for mutual learning.
4. Commit to utilizing technology to enhance knowledge and increase student access to programs and services.
5. Ensure a supportive, safe, and caring community that fosters students' personal growth, coherent values, ethical standards and civility.
6. Ensure on-going assessment of Student Services programs to enhance quality and accountability.

PART IV – DIVISION STUDENT LEARNING OUTCOMES

1. Students will explain graduation requirements for their program and develop an education plan to graduate on-time.
2. Students will use student support services.

3.	Students will engage in co-curricular activities designed to enhance their personal growth, knowledge of their own socio-cultural identity, respect for similarities and differences among other groups of people, coherent values, ethical standards and civility.
4.	Students will demonstrate technological competency to access programs and services.

PART V - ASSESSMENT CYCLE (Identify the student learning outcomes that your department will assess). Duplicate the cycle as needed for each learning outcome being measured.

Student Learning Outcome #	<i>(Clearly state the division/department outcome being assessed. I.e. what should they learn? E.g. for academic advising, Student will know the graduation requirements for their major.)</i>
Outcome Activity: (Where will the learning occur?)	<i>(Clearly state what opportunities are provided for this learning to happen? E.g. for academic advising, the opportunities might be Individual Academic Advising Sessions)</i>
Assessment Methods/Procedures: (What evidence will be gathered)	<i>(Clearly state how you will know that the learning took place. What evidence will you gather? When will you collect the data) E.g. Survey the students, or identify how many students have an educational plan or ask advisors to rate their students' understanding or review institutional data.)</i>
Timeline: (When will the learning occur?)	<i>(Clearly state by when the learning should occur? E.g. End of their first year, at the conclusion of their attendance at mandatory new student orientation.)</i>
Results:	<i>To be completed at the end of the AY</i>
Changes: <i>(based on results)</i>	<i>To be completed at the end of the AY</i>
Closing the Loop: <i>(reassessing)</i>	<i>To be completed at the end of the AY</i>

PART VI – INFORMATION SHARING

Sharing Results:	<i>How and with whom will the department share its results and changes?</i>
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