



MERCER COUNTY COMMUNITY COLLEGE  
AVIATION DEPARTMENT  
CONTINUOUS ASSESSMENT PLAN  
2018 - 2022

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## **Aviation Mission Statement**

**The mission of the Aviation Flight Technology Program is to produce well educated and informed students who are prepared to successfully transfer to a baccalaureate institution or to continue preparation for a flight career using the knowledge and skill base acquired in their courses at Mercer.**

## **Assessment Overview**

This assessment plan has been developed and maintained by the faculty and staff of the Mercer County Community College's Aviation Department in conjunction with the Office of Institutional Effectiveness. This plan was implemented to ensure students who are registered in the Aviation Program attain the program objectives and are prepared to transfer to a four year institution and enter the professional field of Aviation.

The Aviation Department has developed this plan to be in compliance with Middle State Commission on Higher Education, the Aviation Accreditation Board International (AABI), and Mercer County Community College assessment requirements.

## **Student Assessment**

The aviation faculty and staff meet formally at the beginning and end of each semester and informally as needed throughout the year to address student admissions, retention, and graduation. Minutes from these meetings are recorded and maintained by the Aviation Program Coordinator. The faculty discuss options to assist students who are struggling and fall behind in their academic goals. Plans to address shortcomings are discussed and procedures are implemented as needed. In addition, Faculty meet with students at least twice a year to discuss their progress in the program. Faculty and Staff are required to enter meeting information into an online system called student planning after meeting with the student. This not only allows faculty and staff to track students, it allows the students to see notes from meeting with faculty member.

The assessment results regarding enrollment and graduation are obtained through faculty meetings, observation of enrollment numbers at the beginning of each semester, and degree audits. In addition, faculty monitor attendance records throughout the semester to ensure students are attending classes and completing the required assignments in a timely manner. The faculty member assigned to each class is responsible to report to the program coordinator any student who is struggling or not attending class. A plan is then put into place to assist those students. The assessment results allow faculty to see trends that may occur with students missing required classes or struggling with completing the course successfully. For graduation, a degree audit is completed each semester for all current students when a student meets with a faculty advisor to register for the upcoming semester. Since some of the aviation courses are only offered once a year it is imperative that the faculty assist students in registering for the appropriate courses. By completing the degree audit each semester and implementing plans to assist students who are struggling, student retention and ultimately graduation rates are increased thus improving program effectiveness.

## **Student Goals**

1. Obtain the appropriate ground and flight certificates” to successfully complete the program
2. Obtain the appropriate knowledge and skills to continue their aviation career filling related aviation positions with airport service operators located at numerous airports in the United States and abroad.

## Program Mission and Education Goals Assessment


The mission statement is reviewed formally every four years in preparation for the AABI accreditation which occurs every five years. Informally, the aviation faculty and staff review the mission statement annually during our end of year meeting. Minutes from these meetings are maintained by the Aviation Program Coordinator.

The program educational goals are reviewed by faculty and staff annually to ensure the aviation department remains in alignment with institutional requirements as well as AABI requirements. See table below regarding the assessment timeline and current curriculum map on following page.

**Program Mission and Goals  
Assessment Timeline Overview**

<b>Program Mission and Goals</b>	<b>Last Formal Assessment</b>	<b>Action Taken</b>	<b>Next Formal Assessment</b>
<b>Mission Statement</b>	<b>Spring 2018</b>	<b>Reviewed current mission statement no changes required</b>	<b>Spring 2022</b>
<b>PLO #1</b>	<b>Spring 2018</b>	<b>Aligned AABI Criteria on Curriculum Map</b>	<b>Spring 2022</b>
<b>PLO #2</b>	<b>Spring 2018</b>	<b>Aligned AABI Criteria on Curriculum Map</b>	<b>Spring 2022</b>
<b>PLO #3</b>	<b>Spring 2018</b>	<b>Aligned AABI Criteria on Curriculum Map</b>	<b>Spring 2022</b>
<b>PLO #4</b>	<b>Spring 2018</b>	<b>Aligned AABI Criteria on Curriculum Map</b>	<b>Spring 2022</b>
<b>PLO #5</b>	<b>Spring 2018</b>	<b>Aligned AABI Criteria on Curriculum Map</b>	<b>Spring 2022</b>
<b>PLO #6</b>	<b>Spring 2018</b>	<b>Aligned AABI Criteria on Curriculum Map</b>	<b>Spring 2022</b>

Program Learning Outcomes (PLO) are listed on the following page with explanations of each one.

	<b>Curriculum Map 2021-2022 Courses to Program-Level SLOs</b>	
<b>Program:</b> Aviation Flight Technology AAS	<b>Prepared by:</b> The Aviation Faculty	<b>Date:</b> September 2021

The **Aviation Flight Technology** curriculum prepares students to achieve the expected program-level student learning outcomes identified by the degree program. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

1. List Program-Level Student Learning Outcomes (as they appear in the current college catalog):
  1. Demonstrate the knowledge and skills required to obtain the private and commercial certificates and instrument rating, including aeronautical technical skills and decision-making, while demonstrating safety as their primary focus
  2. Analyze the effects of social, political, and economic world events on air transportation and how this may impact the aviation industry and careers in aviation
  3. Describe the events in the development of aviation to the present day and evaluate the impact of these events on today's society
  4. Demonstrate effective and correct written and verbal communication
  5. Research and present information pertinent to their aviation discipline individually and in teams
  6. Demonstrate an awareness of the ethical and professional issues associated with the aviation industry, including the importance of becoming a life-long learner in the aviation world
  
2. Include as "Required Courses" (Column 1) all courses in the discipline and those Gen Ed courses that align with program-level SLOs. (Add rows as necessary).
3. In the columns labeled PLO 1, PLO2, etc. cut and paste each program-level learning outcome from the list (#1 above).
4. Use the following key to indicate whether the program-level SLO is introduced, reinforced, or mastered and whether the program-level SLO is assessed in the course: **I**= Introduced; **P**= Practiced; **E** = Evaluated

I= Introduced; R= Practiced; E= Evaluated;

	<b>Program-Level Student Learning Outcomes</b>					
	<b>PLO 1:</b>	<b>PLO 2:</b>	<b>PLO 3:</b>	<b>PLO 4:</b>	<b>PLO 5:</b>	<b>PLO 6:</b>
	Demonstrate the knowledge and skills required to obtain the private and commercial certificates and instrument rating, including aeronautical technical skills and decision-making, while demonstrating safety as their primary focus  <b>AABI 2.3.1 (a,b,c,d,e,f,h,i)</b> <b>AABI 2.3.2 (1,2,3,5,6)</b>	Analyze the effects of social, political, and economic world events on air transportation and how this may impact the aviation industry and careers in aviation  <b>AABI 2.3.1 (c,d,e,f,g,h,i)</b> <b>AABI 2.3.2 (1,2,3,4)</b>	Describe the events in the development of aviation to the present day and evaluate the impact of these events on today's society  <b>AABI 2.3.1 (c,e,f,g)</b> <b>AABI 2.3.2 (1,3,4,5)</b>	Demonstrate effective and correct written and verbal communication  <b>AABI 2.3.1 (b,c,d,e,f,i)</b> <b>AABI 2.3.2 (1,2,3,4)</b>	Research and present information pertinent to their aviation discipline individually and in teams  <b>AABI 2.3.1 (a,b,c,d,e,f,g,h,i)</b> <b>AABI 2.3.2 (2,3,4)</b>	Demonstrate an awareness of the ethical and professional issues associated with the aviation industry, including the importance of becoming a life-long learner in the aviation world  <b>AABI 2.3.1 (b,c,d,e,f,g,h)</b> <b>AABI 2.3.2 (1,2,3,4)</b>
AVI 101, Aerospace Development			I,E	I,P,E	I,P,E	
AVI 102, Aviation Transportation		I, P,E	I,P,E	I,P,E	I,P,E	I, E
AVI 105, Aviation Weather	I,P,E			I,P,E	I,P,E	
AVI 112, Primary Flight	I,P,E			I,P,E		I,P
AVI 113, Flight I	I,P,E			I,P,E		I,P
AVI 114, Flight II	I,P,E			I,P,E		I,R
AVI 131, Commercial Pilot I	I,P,E			I	I	I
AVI 132, Commercial Pilot II	I,R,A			I	I	I
AVI 203, Aircraft Components	I,A			I,P,E	I,P,E	I,P,E
AVI 208, Aviation Seminar				P,E		P,E

AVI 213, Flight III	I,P,E			P,E		P,E
AVI 214, Flight IV	P,E			P,E		P,E
AVI 217, Flight VI	P,E			P,E		P,E
AVI 215, Aerodynamics	I,P			P,E		
AVI 231, Commercial Pilot III	I,P,E			I,P	I	I,P

## AABI Criteria

**2.3.1 General.** Associate degree programs in aviation **MUST** demonstrate that their graduates are able to:

- a. apply mathematics to aviation-related disciplines;
- b. identify, formulate, and solve applied aviation problems;
- c. work effectively on multi-disciplinary and diverse teams;
- d. make professional and ethical decisions;
- e. communicate effectively, using written communication skills;
- f. communicate effectively, using oral communication skills;
- g. engage in and recognize the need for and life-long learning;
- h. assess contemporary issues;
- i. use the techniques, skills and modern tools in aviation for professional practice.

**2.3.2 Aviation Core.** Aviation programs **MUST** demonstrate that their graduates are able to:

1. Describe the professional attributes, requirements or certifications, and planning applicable to aviation careers.
2. Describe the principles of aircraft design, performance and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems.
3. Evaluate aviation safety and the impact of human factors on safety.
4. Discuss the impact of national and international aviation law, including applicable International Aviation Organization (ICAO) or other international standards and practices; and applicable national aviation law, regulations and labor issues.
5. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System.
6. Discuss the impact of meteorology and environmental issues on aviation operations.



## Student Learning Outcome (SLO) Assessment

The aviation department works in conjunction with the Office of Institutional Effectiveness to assess student learning outcomes. Bases on the Institution Plan and Handbook, the aviation department developed a timeline of assessment for the student learning outcomes. The table below outlines the assessment timeline from Fall 2015 through Fall 2019.

### STUDENT LEARNING OUTCOME (SLO) ASSESSMENT TIMELINE OVERVIEW

Course	SLO Measured	Assessment Timeline	Results	Actions Taken
AVI 101	1,2	Fall 2018	Criteria Met	No Action required
AVI 101	3,4,5	Fall 2019	No Assessment	
AVI 101	1,2	Fall 2020	No Assessment	
AVI 101	3,4,5	Fall 2021		
AVI 102	2,3,5	Spring 2017	2,5 Met Criteria 3 Did not meet Criteria	2,5 No action required 3 will assess in Spring 2018
AVI 102	1,3,4	Spring 2018	Met Criteria	No action required
AVI 102	2,5	Spring 2019	2 Met Criteria 5 Did not meet Criteria	2 No Action Required 5 will assess in Spring 2020
AVI 102	3,4,5	Spring 2020	No Assessment	
AVI 102	1,2,3	Spring 2021	No Assessment	
AVI 102	4,5	Spring 2022		
AVI 105	1	Spring 2017	Met Criteria	No action required
AVI 105	1	Fall 2018	Met Criteria	No Action Required
AVI 105	1	Fall 2019	Met Criteria	No Action Required
AVI 105	1	Fall 2020	Criteria Not Met	Remote Classes still – will re-evaluate Fall 21
AVI 105	1	Fall 2021		
AVI 112	1-8	Spring 2022		
AVI 112	1-8	Fall 2022		
AVI 112	1-8	Spring 2023		
AVI 113	1-10	Fall 2015	Met Criteria	No Action Required

AVI 113	1-10	Spring 2016	Criteria Not Met	Additional Training Implemented
AVI 113	1-10	Fall 2018	Met Criteria	No Action Required
AVI 113	1-10	Fall 2019	Criteria Met	No Action Required
AVI 113	1-10	Fall 2020	Criteria Not Met	Curriculum evaluated / new curriculum F2021
AVI 113	1-10	Fall 2021		
AVI 113	1-10	Fall 2022		
AVI 114	7	Spring 2018	Criteria Met	Different assessment in next assessment
AVI 114	5	Fall 2018	Criteria Met	No action required
AVI 114	6,7	Spring 2019	Criteria Met	No action required
AVI 114	1,2,3,5	Fall 2019	Criteria Met	Criteria Met
AVI 114	1-7	Fall 2020	No Assessment	COVID restrictions
AVI 114	1-8	Fall 2021		
AVI 114	1-8	Fall 2022		
AVI 131	9	Fall 2015	Criteria Not Met	Add'l in class work implemented Spring 2017
AVI 131	1	Fall 2017	Criteria Not Met	Add'l instruction implemented 2018
AVI 131	1,3	Fall 2018	Criteria Met	No Action Required
AVI 131	4,5,6	Fall 2019	No Assessment	
AVI 131	7,8,10	Spring 2020	No Assessment	COVID – Remote
AVI 131	11,12,13	Fall 2020	No Assessment	Still Remote
AVI 131	1,3,4,5	Fall 2021		
AVI 132	6	Spring 2017	Criteria Not Met	Additional Review will be provided in Fall 2018
AVI 132	1,2,6	Fall 2018	Criteria Met	No Action Required
AVI 132	3,4,5	Fall 2019	Criteria Met	No Action Required
AVI 132	7,8,9	Spring 2020	7-Criteria Met 8-Criteria Met 9-Criteria Not Met	No Action Required No Action Required Students switched to remote unexpectedly

				because of pandemic. Will re-evaluate next cycle.
AVI 132	10,11,12	Fall 2020	9-Criteria Met 10-Criteria Not Met  11 Criteria Met 12 Criteria Met	No Action Required Remote Education still will re-evaluate next cycle No Action Required No Action Required
AVI 132	1,3,6	Spring 2021	13 Criteria Met 14 Criteria Not Met 15 Criteria Not Met	No Action Required Additional instruction will be given for 14 and 15.
AVI 132	1,2,6	Spring 2022		
AVI 203	1	Spring 2017	Criteria Met	No Action Required
AVI 203	2	Spring 2018	Criteria Met	No Action Required
AVI 203	1,2	Spring 2019	Criteria Met	No Action Required
AVI 203	1,2	Spring 2020	Not Assessed	Classes moved to remote because of Pandemic
AVI 203	1,2	Spring 2021	Not Assessed	Classes still remote
AVI 203	1,2	Fall 2022		
AVI 208	3,5	Spring 2017	Criteria Met	No Action Required
AVI 208	1,2	Fall 2018	Criteria Met	No Action Required
AVI 208	3,4,5	Fall 2020	Criteria Met	No Action Required
AVI 208	1,2	Fall 2021		
AVI 208	3,4,5	Fall 2022		
AVI 213	11	Spring 2018	Criteria Not Met	2 Students did not complete assignment - Instructor will monitor and assess again in Fall 2018
AVI 213	1,2,9,10	Fall 2018	1,2,9 criteria met 10 Criteria not met	No action required Add'l Instruction given
AVI 213	6,7,8,11	Spring 2019	6,7 Criteria Met 8,11 Criteria not met	No Action Required Add'l Assessment to be conducted Summer 2019
AVI 213	1,2,9,10	Fall 2019	Criteria Met	No Action Required
AVI 213	6,7,8,11	Fall 2020	Criteria Met	No Action Required
AVI 214	2	Spring 2018	Criteria Met	No Action Required

AVI 214	1,2	Spring 2019	Criteria Met	No Action Required
AVI 214	1,2	Spring 2020	No Assessment	COVID Shutdown
AVI 214	1,2	Spring 2021	Criteria Not Met	New Curriculum to start in Fall 2021
AVI 214	1,2	Spring 2022		
AVI 215	1	Spring 2018	Criteria Met	No Action Required
AVI 215	2,3	Spring 2019	2 – Criteria not met 3- Criteria Met	Add'l instruction No action required
AVI 215	5,6,7	Spring 2020	5- Criteria Met 6 – Criteria Not Met 7 – Criteria Not Met	No Action Required Unexpected shift to remote classes – will re-evaluate in next cycle for 6, 7.
AVI 215	1,2,4	Spring 2021	1 – Criteria Met 2 – Criteria Not Met 4 Criteria Not Met	No Action Required Remote Learning – will re-evaluate 2,4 in next cycle
AVI 215	3,5,6	Spring 2022		
AVI 217	1,2	Fall 2020	Criteria Met	No Action Required
AVI 217	1,2	Fall 2021		
AVI 217	1,2	Fall 2022		
AVI 231	5	Spring 2018	Criteria Met	No Action Required
AVI 231	1,2	Fall 2018	Criteria Met	No Action Required
AVI 231	7,8,9	Fall 2019	Criteria Met	No Action Required
AVI 231	10,1,2	Spring 2020	Criteria Met	No Action Required
AVI 231	1,2,5	Fall 2020	Criteria Not Met	Remote Learning in place because of pandemic – will re-evaluate in next cycle
AVI 231	1,2,3	Spring 2021	Criteria Met	No Action Required
AVI 231	6,7,8,9	Spring 2022		
AVI 240 (Old 213)		Fall 2021		
AVI 240 (Old 213)		Spring 2022		
AVI 241 (Old 214)		Fall 2021		

AVI 241 (Old 214)		Spring 2022		
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## Curriculum Assessment

In compliance with the Institutional Assessment Plan and Handbook (Appendix G), Program Coordinators are required to review their curriculum map annually. In addition, the academic review program is on a three year cycle which requires the program coordinator to evaluate all curriculum for currency, alignment with industry standards, and alignment for transfer to a four year institution.

In addition, the aviation program revises their flight and ground curriculum in conjunction with our FAA 141 renewal every two years. Below is an assessment timeline overview for aviation curriculum.

### Curriculum Goals:

1. To ensure that curriculum is up to date and meets current industry standards
2. To ensure the curriculum is designed to assist students in succeeding in gaining the knowledge necessary to successfully complete the program.

### Curriculum Assessment Timeline Overview

Course	Last Formal Assessment	Action Taken	Next Formal Assessment
AVI 101	Fall 2018	Aligned Course Goals with GE and Program Goals	Fall 2021
AVI 102	Spring 2021	Aligned Course Goals with GE and Program Goals	Spring 2024
AVI 105	Fall 2020	No Action Taken	Fall 2023
AVI 112	New Course Fall 2021		Fall 2022
AVI 113	Spring 2021	Revised after flight curriculum assessment	Fall 2022
AVI 114	Spring 2021	Revised after flight curriculum assessment	Fall 2022
AVI 131	Fall 2020	Revised to meet FAA Airmen Certification Standards (ACS) and FAA Part 141 renewal requirements	Fall 2022
AVI 132	Fall 2020	Revised to meet FAA Part 141 renewal requirements	Fall 2022

<b>AVI 203</b>	<b>Fall 2019</b>	<b>No Action Taken</b>	<b>Fall 2022</b>
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<b>AVI 208</b>	<b>Spring 2020</b>	<b>No Action Taken</b>	<b>Fall 2022</b>
<b>AVI 213</b>	<b>Spring 2021</b>	<b>Revised after flight curriculum assessment</b>	<b>Replaced by AVI 240 Fall 2021</b>
<b>AVI 214</b>	<b>Spring 2021</b>	<b>Revised after flight curriculum assessment</b>	<b>Replaced by AVI 241 Fall 2021</b>
<b>AVI 215</b>	<b>Spring 2020</b>	<b>Aligned Course Goals with GE and Program Goals</b>	<b>Fall 2022</b>
<b>AVI 217</b>	<b>Fall 2020</b>	<b>Revised to meet FAA Airmen Certification Standards (ACS) and FAA Part 141 renewal requirements</b>	<b>Fall 2022</b>
<b>AVI 231</b>	<b>Fall 2020</b>	<b>Revised to meet FAA Airmen Certification Standards (ACS) and FAA Part 141 renewal requirements</b>	<b>Fall 2022</b>
<b>AVI 240</b>	<b>Spring 2021</b>	<b>New Course Curriculum – Replaces AVI 213</b>	<b>Fall 2022</b>
<b>AVI 241</b>	<b>Spring 2021</b>	<b>New Course Curriculum – Replaces AVI 214</b>	<b>Fall 2022</b>



## **Faculty and Staff Assessment**

### **Faculty Goals:**

1. To help faculty members (individually and collectively) identify, achieve and maintain high standards of professional performance, for the benefit of students, the individual faculty member, the faculty as a whole, the College and the community.
2. To support decisions on matters such as reappointments tenure, and promotions

### **Staff Goals:**

1. Perform the duties and assignments satisfactorily as outlined in the professional staff members individual contract.”

Faculty members are evaluated on a rotating schedule every three years under contract terms for tenured faculty and each year for non-tenured faculty. Faculty are also required to provide annual self-evaluations and establish objectives for the following calendar year as per the faculty contract. In addition, the Division Personnel Committee (DPC) writes evaluation summaries for each faculty member they evaluate, the Division Dean is responsible for collecting the self-evaluations from faculty members. During the evaluation process, members of the DPC are required to fill out a report and have the faculty member being evaluated review the information. This gives the faculty member opportunities to improve.

The evaluations are used to identify shortcomings and improve teaching techniques. In addition, these evaluations are used for developing recommendations for reappointment, tenure, promotions, and sabbatical leave.

## Facilities, Equipment, and Services Assessment

### Facilities, Equipment, and Services Goals:

1. To provide students with the necessary aircraft to complete their training as required to earn their degree.
2. To provide students the necessary classroom space at the college and the airport to complete their academic requirements to earn their degree.

Classrooms and Equipment: Each semester, the faculty of the aviation unit meets to discuss the upcoming semester needs. During these meetings, the faculty discuss the need for equipment in the classroom or if additional classroom space is needed. In addition, the faculty discuss the operation of AATDs at the airport and if anything needs to be addressed during the semester.

Airport: The program coordinator meets with the owner of Infinity Flight Group at a minimum twice each semester to evaluate the number of aircraft and instructors available for MCCC students. In addition, MCCC and Infinity discuss classroom space and the need for expansion. In addition, see timeline of events below.

Date	Attendees	Discussion	Outcome/Actions Taken	Responsible Party
5/29/18	MCCC/Infinity	Equipment/Facility Plan needed from Infinity	Infinity President to send plan to MCCC	Infinity President/MCCC Program Coordinator
8/20/18	MCCC/Infinity	Enrollment/Equipment/Facility Needs	Additional Aircraft added/Additional space being added by 10/1/18	Infinity President
8/29/18	MCCC Faculty/Staff	Classroom/Facility needs	Additional Sections added for AVI 113/AVI 131. AVI 101 and AVI 105 moved to Lecture Hall.	MCCC Program Coordinator
11/15/18	MCCC/Infinity	Enrollment/Equipment/Facility Needs	Added Facility/Aircraft needs are met	MCCC Program Coordinator/Infinity President
12/4/18	MCCC Faculty/Staff	Semester summary	Reviewed needs for additional airport staff/courses for Spring finalized	MCCC administration, Program Coordinator, Faculty, and Staff
1/15/19	MCCC/Infinity	Enrollment/Equipment/Facility Needs	Additional Aircraft to be added	Infinity President/MCCC Program Coordinator
5/15/19	MCCC/Infinity	Enrollment/Equipment/Facility Needs	Additional Aircraft to be added Aug 19	Infinity President/MCCC Coordinator
8/15/19	MCCC/Infinity	Review Enrollment/Equipment/Facility Needs for Fall 2019		
12/1/19	MCCC/Infinity	Enrollment/Equipment/Facility Needs		

12/16/19	MCCC Faculty/Staff	Semester summary		
1/13/20	MCCC Faculty/Staff	Enrollment/Equipment/Facility Needs	Monitoring enrollment / Aircraft Needs	MCCC Aviation Faculty and Staff
1/16/20	MCCC/Infinity	Review Equipment/facility needs		Infinity President/MCCC

				Program Coordinator
3/16/20	MCCC/Infinity	Review COVID 19 response		Infinty President/MCCC Aviation Faculty and Staff
3/30/20	MCCC/Infinity	Review COVID 19 response		Infinty President/MCCC Aviation Faculty and Staff
4/13/20	MCCC/Infinity	Review COVID 19 response		Infinty President/MCCC Aviation Faculty and Staff
4/27/20	MCCC/Infinity	Review COVID 19 response		Infinty President/MCCC Aviation Faculty and Staff
5/11/20	MCCC	Review COVID 19 response/Safety Plan		MCCC Aviation Faculty and Staff
6/1/20	MCCC/Infinity	Review COVID 19 response/Safety Plan		Infinty President/MCCC Aviation Faculty and Staff
6/22/20	MCCC/Infinity	Review COVID 19 response/Return to flight plan		Infinty President/MCCC Aviation Faculty and Staff
8/30/20	MCCC Faculty/Staff	Enrollment/Equipment/Facility Needs	Monitoring enrollment / Aircraft Needs	MCCC Aviation Faculty and Staff
9/3/20	MCCC/Infinity	Review Equipment/facility needs		Infinty President/MCCC Program Coordinator
11/2/20	MCCC/Infinity	Review Equipment/facility needs		Infinty President/MCCC Program Coordinator
12/15/20	MCCC/Faculty/Staff	Review Semester and enrollment needs for Spring		MCCC Faculty and Staff
1/11/21	MCCC Faculty/Staff	Enrollment/Equipment/Facility Needs	Monitoring enrollment / Aircraft Needs	MCCC Aviation Faculty and Staff
1/13/21	MCCC/Infinity	Review Equipment/facility needs		Infinty President/MCCC Program Coordinator
5/11/21	MCCC Faculty/Staff	Semester summary		
8/30/21	MCCC Faculty/Staff	Enrollment/Equipment/Facility Needs	Monitoring enrollment / Aircraft Needs	MCCC Aviation Faculty and Staff



9/2/21	MCCC/Infinity	Review needs	Equipment/facility		Infinity President/MCCC Program Coordinator
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See Infinity Flight Group's Facilities and Fleet Plan below

# Facilities and Fleet Plan

June 2018



The Infinity Flight Group fleet consists of Cessna 172S Nav II and Nav III, and Piper Seminole (Multi-Engine) Aircraft.

#### Cessna 172S (Nav II and Nav III)

The Cessna 172S models is used as the primary trainer for all students. There are two versions, Nav II and Nav III. Nav II models are used for private pilot and some commercial training, Nav III models are used for Instrument Training as well as commercial training. Aircraft are leased from two vendors who provide Engine overhaul in the lease. Additionally, Infinity has added company owned aircraft to its fleet. In order to keep up with demand, the company will maintain a ratio of owned to purchased and add airplanes as necessary to maintain that ratio. All engines are overhauled on a remove and replace schedule, where a freshly overhauled engine is brought in to replace a timed-out engine, this minimized downtime to only a few days.

#### Piper Seminole:

The Piper Seminole multi-engine trainer is used for the multi engine ratings and for time building as necessary. We intend to maintain a ratio of owned vs leased as demand increases. All engines are overhauled on a remove and replace schedule, where a freshly overhauled engine is brought in to replace a timed-out engine, this minimized downtime to only a few days.

#### Fleet Plan:

	Owned	Leased	Total
2018	3	23	26
2019	8	25	33
2020	14	25	39
2021	14	25	39
2022	14	25	39



**FACILITIES PLAN/EXPANSION:**

Infinity Flight currently leases 5600 sq ft of office/classroom space from Signature Flight Support in TTN. In addition to this space, Infinity Flight Group has another 8,000 sq. ft. in hangar space that has additional classroom space. Additionally, all aircraft parking spots are leased from the same FBO. Currently we are working with Signature and airport management to complete a space with additional classrooms.

## **Institutional Structure and Support Assessment**

Annual assessment is conducted to determine if institution has the required amount of facilities, funding, faculty, staffing, and other support. The data is collected by the program coordinator, faculty, and students and then shared with the Dean of Business and STEM Division. If it is determined that additional support is needed, the information is presented to the Vice President of Academic Affairs, the President, and the Board of Trustees.

The results of the assessment are used by the Aviation Program Coordinator, The Dean of the Business and STEM division, Vice President of Academic Affairs, and the President to address the needs.

## Aviation Safety System Assessment

Each semester the program coordinator meets with the Safety Officer to evaluate what additions and changes need to be made to the safety program. The safety committee meets at least two times per semester to evaluate the program and make recommendations to the program coordinator.

The Safety Committee is still in the process of implementing online safety reporting. Once the online reporting is put into place, data will be collected and analyzed for trends in safety issues. In addition, the safety committee is working on a safety risk profile. See table below for a timeline of events for the safety system.

### Aviation Safety Management System Timeline 2019-2022

Action	Status	Next Target Date	Notes
Study SMS Concept	In Progress	September 2019	Reviewed SMS with students during flight class in September
Study SMS Concept	In Progress	September 2020	Review SMS with all Faculty/Staff/Students
Establish SMS Team	Initial	September 2018	Team Established – will review annually
Establish SMS Team	Ongoing	September 2021	Replace graduating students
Safety Manual Developed	Complete/Editing in progress	As Required	Safety Team will review in fall/make changes as needed
Hire New Safety Manager	In Progress	January 2022	Turn over in staff October 2021 – new safety manager to start Spring 2022
Safety Policy and Safety Mission	Review Scheduled	January 2022	Review and make changes as needed
Obtain senior management commitment	Ongoing with management changes	January 2022	Safety Manager to meet with Senior Management of MCCC
Develop ongoing hazard reporting system	In Progress	January 2022	Implement reporting System
Conduct Hazard Reporting	In Progress	January 2022	Evaluate Data
Safety Risk (FRAT) Form	In Progress	January 2022	Students complete before each flight. Safety Manager to Review in January 2022
Review ERP (Emergency Response Plan)	In Progress	May 2022	Review of plan with senior management
Amend Programs/Procedures	Ongoing		
Conduct training/education	Ongoing	February 2022	Training to be completed at least one time per semester





## **Relations with the Industry**

### **Advisory Committee Goals:**

1. To assist the faculty and staff in educating students with the latest events that are happening in the aviation industry.
2. To assist the faculty and staff in incorporating the necessary educational information in the aviation core courses so students are given the tools to succeed as a professional pilot once they graduate from the program.

MCCC Aviation Department added two new members to the advisory committee. The Program Coordinator is still seeking additional members for the advisory committee and has been in touch with several industry contacts. By adding additional members to the advisory committee, the Aviation Department will have access to a wide range of expertise and input to continuously improve the program. The Aviation Department has one meeting for the advisory committee set for the Fall 2021 semester.

The advisory committee members are appointed for a three year period. At the end of the terms, the program coordinator evaluates the needs of the advisory committee and either nominates new members or nominates the existing membership for the board approval.

The program coordinator assesses the diversity of the members of the advisory committee and notes the needs of the program. By identifying shortcomings, the program coordinator can improve the membership for a wider range of areas of aviation.

In addition, the aviation department continuously meets with MCCC's industry partner, to provide the students with the most updated training aircraft as illustrated in the facilities and fleet plan.

<b>Advisory Committee Meeting Date</b>	<b>Key Discussions</b>
February 2019	Goals for Advisory Committee were discussed and agreed upon.
December 2019	Curriculum evaluation and enrollment was discussed
May 2020	Virtual Meeting - Staff Positions available discussed, Industry updates shared by United Pilot, Enrollment increases, and curriculum changes shared for AVI 216
December 2020	Curriculum evaluation discussed changing AVI 208, Industry updates provided by United and Delta Pilots
May 2021	Enrollment discussed and industry updates provided by United Pilot
December 2021	
March 2022	

**APPENDIX A-1**  
**Institutional Assessment Plan**



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# INSTITUTIONAL ASSESSMENT PLAN AND HANDBOOK

*4th Edition, September 2021*

Office of Institutional Effectiveness

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

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# INSTITUTIONAL EFFECTIVENESS AT MERCER COUNTY COMMUNITY COLLEGE

## INTRODUCTION

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

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

## A REQUIREMENT FOR ACCREDITATION

The demonstration of institutional effectiveness and the assessment of student learning are required components of the Middle States Commission on Higher Education (MSCHE) accreditation process. Elements of institutional effectiveness can be found throughout the *Standards for Accreditation and Requirements of Affiliation*,

## Current Institutional Effectiveness Process

### I. Academic Assessment:

#### A. Academic Program Review (degree and certificate programs)

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

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

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

### II. Service Area Assessment:

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

# **ACADEMIC ASSESSMENT: ACADEMIC PROGRAM REVIEW PROCESS AND TIMELINE**

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

## **BACKGROUND**

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

The process has two purposes:

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

## **ACADEMIC PROGRAM REVIEW OBJECTIVES**

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

Objectives:

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

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

## THE ACADEMIC PROGRAM REVIEW

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

### STUDENT LEARNING OUTCOMES ASSESSMENT (PROGRAM-LEVEL, COURSE-LEVEL):

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

### QUALITY MEASURES ASSESSMENT:

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

\*Data for these categories are reported for both program totals and institutional totals.

**VIABILITY MEASURES ASSESSMENT:**

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

## THE FIVE-YEAR ACADEMIC PROGRAM REVIEW

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

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

## GENERAL EDUCATION ASSESSMENT

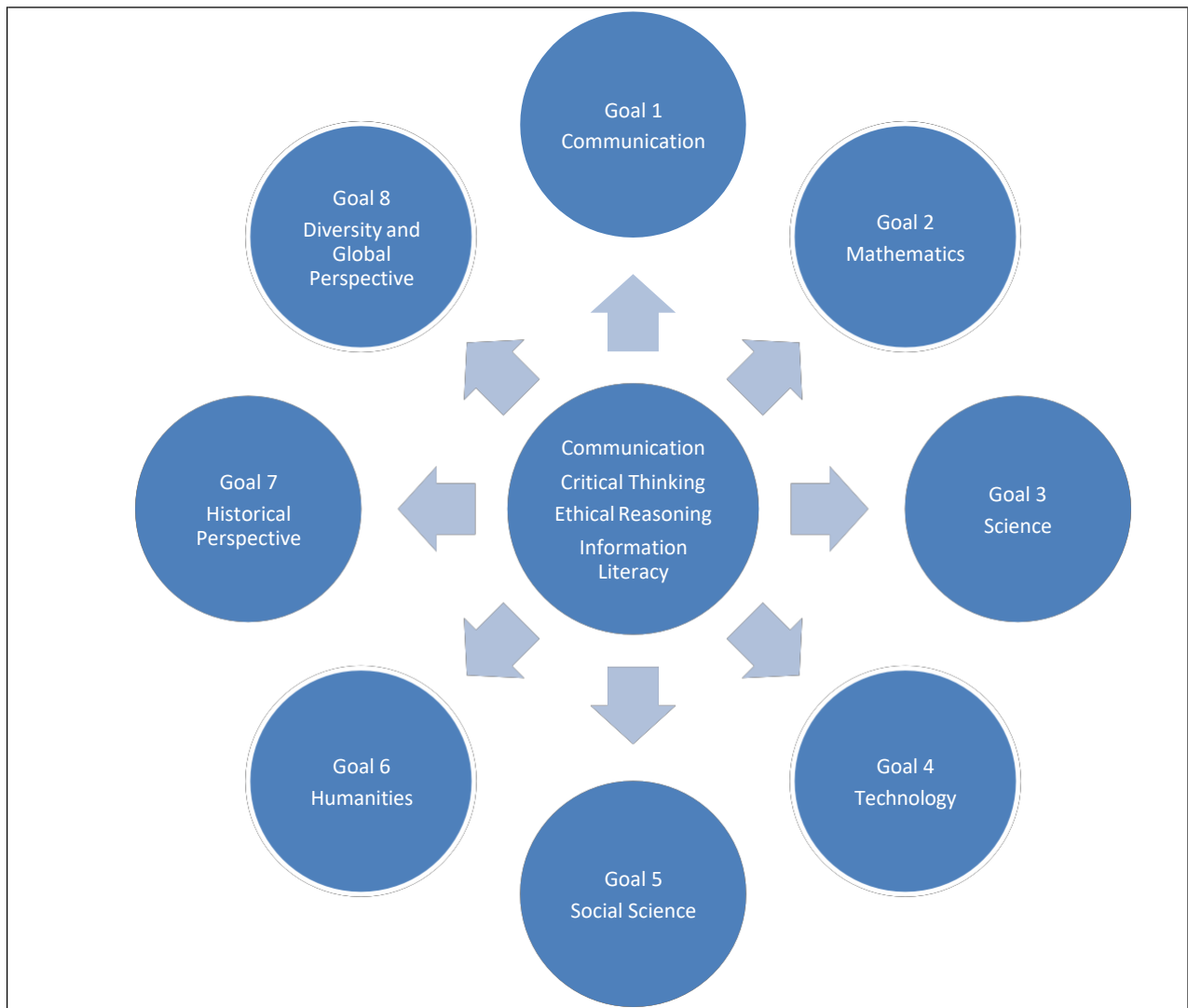
The assessment of General Education Goals and Objectives was embedded as part of the Academic Program Review process. The process reflects a systemic approach to ensure the quality and rigor of MCCC's General Education Program. The assessment process reflects both the integral relationship between the assessment of student learning and quality educational experiences as well as the understanding that the knowledge and skills reflected in the General Education Goals are complex skills that require repeated, embedded opportunities for students to practice and demonstrate mastery.

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



## GEN ED ASSESSMENT PROCESS

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



## IMPLEMENTATION PROCESS FOR GEN ED ASSESSMENT PLAN

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

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

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

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

## ASSESSMENT REPORT: GEN ED STUDENT LEARNING OUTCOMES

ACADEMIC YEAR 2014-2015

<b>Gen Ed Course:</b>	<b>Form completed by:</b>
-----------------------	---------------------------

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

## SERVICE AND ADMINISTRATIVE AREA ASSESSMENT

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

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

The objectives of Service and Administrative Area Assessment are:

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

## SERVICE AND ADMINISTRATIVE AREA ASSESSMENT REVIEW PROCESS

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



The steps in the assessment process are as follows:

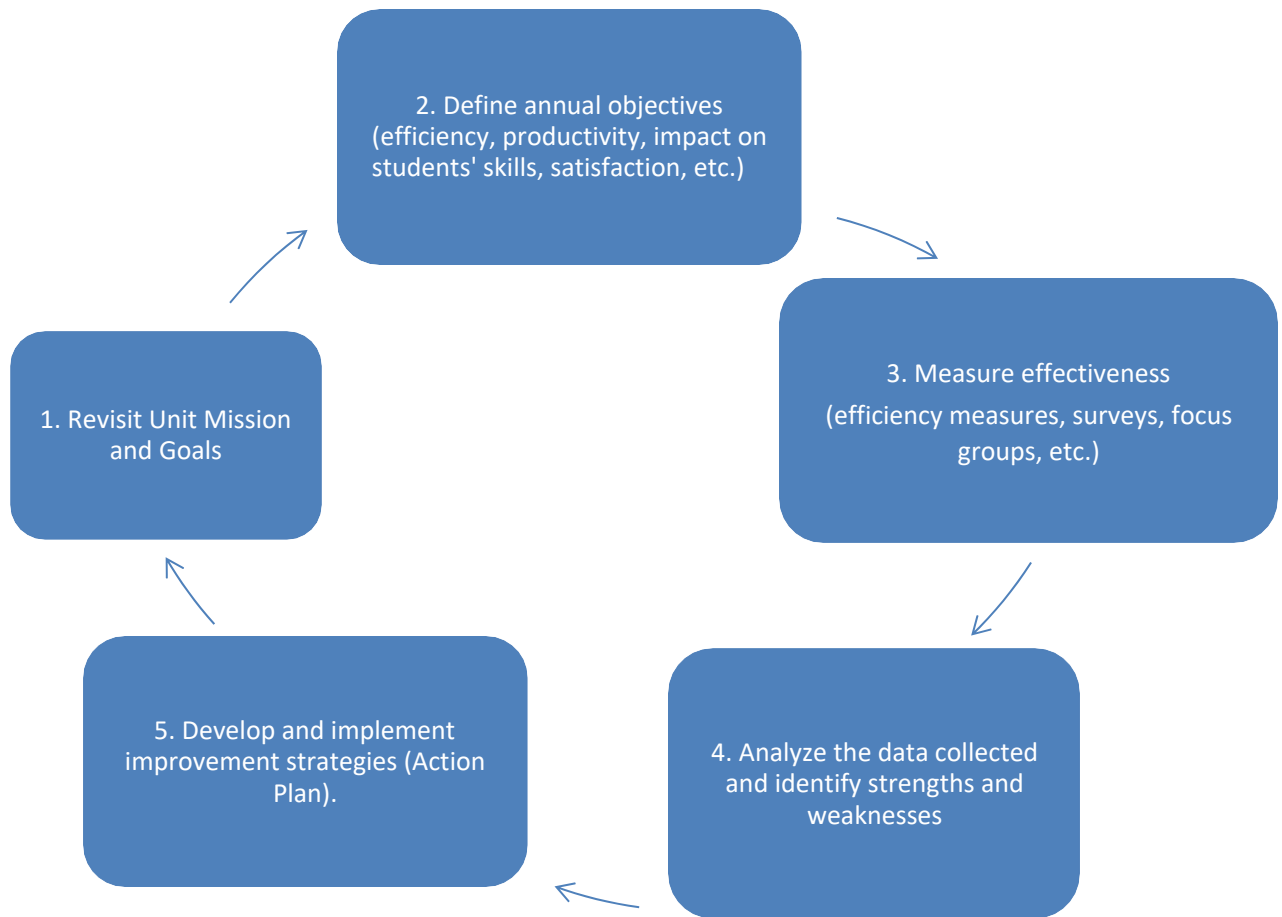
### YEAR I OF A CYCLE:

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

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

  - Skills = opportunities to apply new learning
  - Attitudes/Values Clarification = facilitated reflection
  - Behavior Change = facilitated interventions)
  
- **Step 4: Inventory existing and needed assessment methods.**  
 Identify, list, and describe available data that can be used to conduct assessment (e.g., log of student Help Desk tickets, customer satisfaction surveys). Referring back to the needs of the unit, identify what additional methods need to be used to provide the necessary information for assessing activities within the unit.
  
- **Step 5: Collect and analyze assessment evidence.**  
 (IRA&P staff members are available to help with the collection and analysis of the evidence).
  
- **Step 6: Based on the analysis, celebrate success and develop an Action Plan for improvement where needed.**  
 Each unit’s supervisor will be involved in the development and approval of an action plan for the unit. Share assessment results and action plan with stakeholders.
  
- **Step 7: Submit the Annual Assessment Report to the Office of Institutional Effectiveness (IE) by May 31.**  
 The Area Assessment Coordinator is responsible for submitting the Annual Assessment Report (the assessment plan, activities, results, analysis and action plan) to IRA&P and/or uploading into MShare.

## THE ASSESSMENT PROCESS: SERVICE AND ADMINISTRATIVE AREAS



## **INSTITUTIONAL EFFECTIVENESS SUPPORT**

While the Institutional Effectiveness Process is implemented campus-wide, it is supported primarily by the Office of Institutional Effectiveness (IE) provides support and feedback during the process and prepare a comprehensive annual report.

### **IE responsibilities and services include the following:**

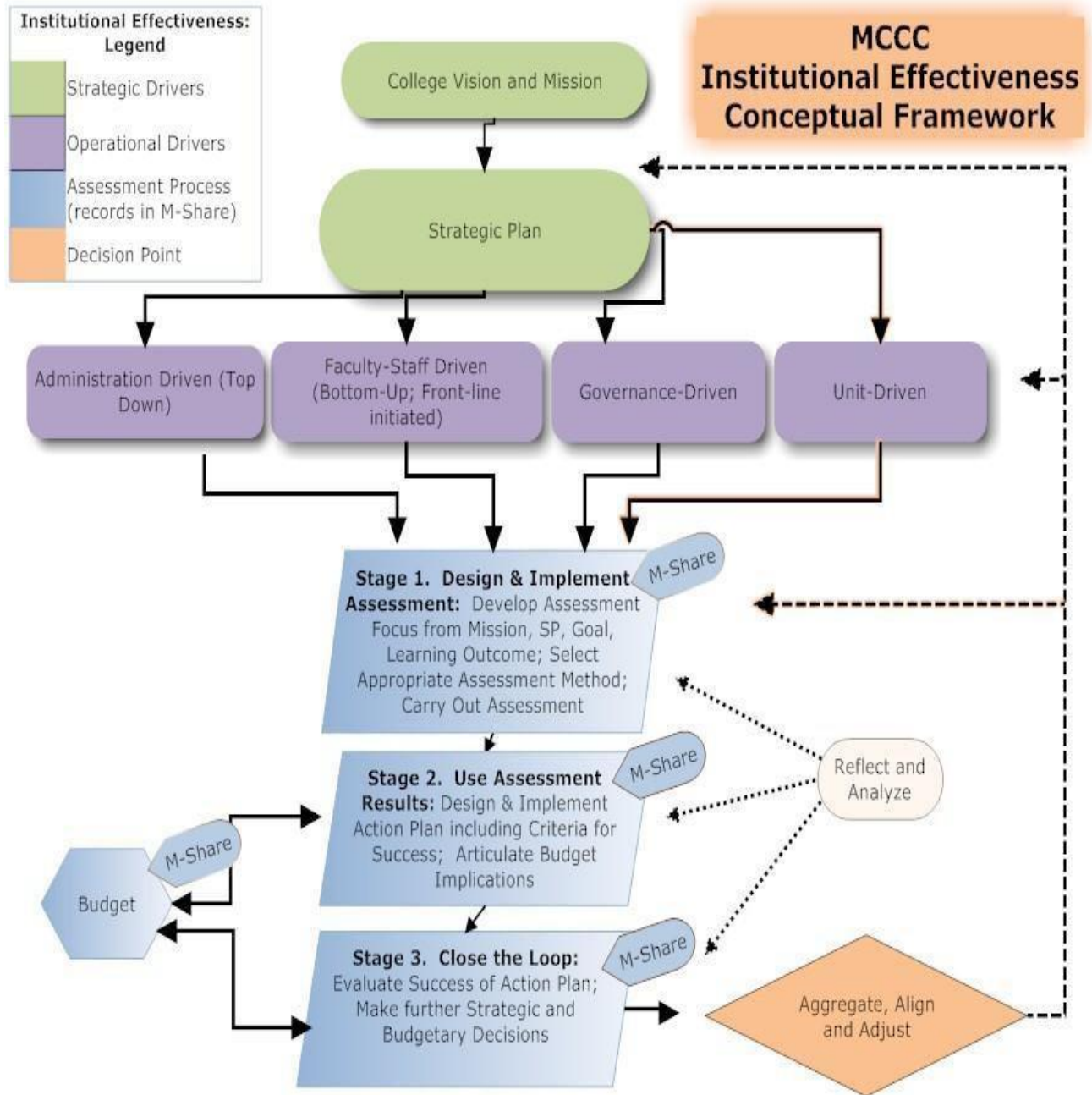
- Management of the College's institutional effectiveness and assessment programs. This includes assisting all areas of the College in developing mission statements, long-range goals and annual objectives based on the strategic plan and assessment results.
- Design, development, and implementation strategies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

### **IR provides support in the following areas:**

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



# INSTITUTIONAL EFFECTIVENESS AT MERCER COUNTY COMMUNITY COLLEGE: A FLOW CHART



# APPENDIX I: MCCC GENERAL EDUCATION GOALS AND OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Integrated Goals Ethical Reasoning and Action: Students will study the ethical implications of issues and situations. (Mercer's Core Competency C).**

**I. Information Literacy: Students will address an information need by locating, evaluating and effectively using information. (Mercer's Core Competency D).** These courses should underline the research process through the inclusion of information-based assignments that require students to:

- Identify and address an information need;
- Access information effectively and efficiently;
- Evaluate and think critically about information;
- Use information effectively for a specific purpose; and
- Use information ethically and legally.

A specific breakdown of information literacy skills for the above learning outcomes can be located at: [Information Literacy Progression Standards](http://www.valenj.org/sites/default/files/Information%20Literacy%20Progression%20Standards%202010.pdf) for NJ Colleges & Universities (available at <http://www.valenj.org/sites/default/files/Information%20Literacy%20Progression%20Standards%202010.pdf>).

Courses selected by individual institutions should focus on the Gateway/ Developing skills as identified in the Progression Standards.