# ESSEX COUNTY COLLEGE

RELEASE TIME AGREEMENT BETWEEN

ESSEX COUNTY COLLEGE AND

**Susan Gaulden\_(Name)**

 (Coordinator of Academic Assessment) (Title)

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It is hereby agreed that the above faculty member will provide the services listed below in exchange for **\_15\_** contact hours of release time for the **2011 – 2012** Academic Year, breakdown per semester as follows:

Fall Semester: **\_15\_** hours

Spring Semester:  **0\_** hours

## SPECIFIC ACTIVITIES TO BE PERFORMED

(SEE ATTACHED)

### Signatures of Approval

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President’s Executive Assistant of Academics Date

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 President Date

Activities to be Performed as Coordinator of Academic Assessment:

* serve as Co-chair with Jill Stein on the Academic Assessment Subcommittee of the Middle States Steering Committee – tasks that *I* will specifically oversee include, but are not limited to, the following:
	+ create and present a Gen Ed Requirements Workshop for all faculty and other academic advisors in early November (before early registration) to inform all of changes brought about by the Transfer Agreement/Lampitt Bill and the current ECC gen ed requirements
	+ assign and oversee/serve as a resource person as Gen Ed-related documents (e.g., ECC Catalog, www.essex.edu, etc.) are assessed for accuracy and, if necessary, are updated with current information
	+ (General Education Foundation Categories Mapping by Program Initiative) Train and support program coordinators/faculty and Chairpersons as they revise the course requirements of every academic program offered at ECC to assure that the programs are in compliance with the Transfer Agreement/Lampitt Bill; review proposed program changes to ensure that any pre-existing general education core curriculum deficiencies (relative to the statewide agreement) discovered during the audit conducted in Summer 2011 will be addressed. Notes: The framework of this project was established in Summer 2011 and was shared with faculty during Workshop #2 at Convocation (or earlier). A workshop to continue this effort is scheduled for 9/15/11.

9/15 workshop was conducted (~60 attendees) & provided initial information about this upcoming task. Further training will be incorporated into the Gen Ed Requirements workshop held in November once the recent (9/6/11) changes in the Transfer Agreement – i.e., GEICGs & separation of Technological Competency/Information Literacy – are ironed out. Chairs & faculty

* + draft with Jill Stein a long-term comprehensive gen ed assessment plan, which will be an essential component of the report prepared for Middle States
	+ with Carlos Castillo, Chair of SAAC, review and edit the process of Program Assessment at the College to make it more streamlined and easier to implement – present proposed ‘solutions’ to SAAC this October for their endorsement, then further an SAAC-endorsed proposal to IAC in October

A summary of proposed ideas was reviewed by SAAC at the October meeting.

* + create and distribute a more detailed Program Assessment Handbook for faculty to help them conduct a thorough evaluation of their program and produce a sound written report; draft and propose to SAAC a multi-dimensional analytic/rubric to make the scoring of Program Assessment reports more objective and accurate
	+ (Program Goals Revision Initiative) Train and support program coordinators/faculty and Chairpersons as they revise program goals for every academic program offered at ECC to ensure that these goals are measurable and comprehensive and are aligned with the course goals and measurable course performance objectives (MPOs) of the required courses in the program. Also train and support all program coordinators/faculty and Chairpersons as they complete a curriculum mapping for every program to identify in which course(s) student attainment of each program goal will occur and can be assessed. Notes: The framework of this project was established in Summer 2011 and was shared with faculty during Workshop #2 at Convocation (or earlier). A workshop to continue this effort is scheduled for 9/15/11.
	+ continue to conduct hardware/software assessment-related inventory, promote worthwhile assessment instruments (e.g., arrange presentations from publishers), and submit necessary recommendations to IAC
* continue to train and oversee the 50+ members of the Student Learning Outcomes Assessment Team (SLOAT) as they more extensively collect and analyze data pertaining to student mastery of the SLOs in the selected “SLOAT” courses; review all submitted SLOAT Assessment Plans, Assessment Instruments, and Final Reports; coordinate and maintain with Ron Bannon the ECC SLO Assessment website, http://sloat.mathography.org – enhance this website by adding web captures, multi-media items, resource links, and even blogs as necessary
* provide training, guidance, and support, as necessary, to full- and part-time faculty as they create action plans to address student underperformance found during the one-MPO-per-course assessment project undertaken in courses offered in Spring 2011; continue to support full- and part-time faculty as requested as they collect and analyze data to determine the level of student mastery of SLOs in their courses
* follow up on the handful of course outlines that still need to be revised to the new Student Learning Outcomes format, which includes Course Goals and Measurable Course Performance Objectives (MPOs) among other things, to ensure that ALL outlines at the College have been “completed”; maintain the master copies of the revised course outlines – update as necessary according to faculty/Chairperson input
* actively participate as a member the WEAVEonline Subcommittee of the Middle States Steering Committee
* edit with Susan Mulligan the proposed drafts of the Administrative Services/Student Success/Community & Continuing Education/Educational Support Services Assessment Calendar and the Academic Assessment Calendar to include due dates for essential components of the reflection, planning, and implementation stages of the assessment cycle; ensure faculty input/endorsement by requesting input on the Academic Assessment Calendar from AFAC, SAAC, and AAC members as appropriate; ensure administrative input/endorsement by discussing the Administrative Services/Student Success/Community & Continuing Education/Educational Support Services Assessment Calendar at IAC and Cabinet as appropriate
* provide training, as necessary, to faculty, Directors, and Chairs who are writing/finalizing their Departmental Goals/Objectives to ensure that the goals and corresponding objectives are measurable and comprehensive; review completed Departmental Goals/Objectives submissions as requested from Academic Divisions and related areas and work with the authors to add/edit as necessary to produce final drafts
* continue to solicit ideas on Academic Assessment from Assessment Coordinators at other colleges and institutions