**Student Learning Outcomes (SLO) Assessment** involves determining the level of student achievement or mastery of the following SLOs:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Goals (CGs) |  | General Education Goals (GEGs) |  | Program Goals (PGs) |
|  |
| and all related learning objectives |

**Important note**: Details regarding assessment of and other related information pertaining to each type of SLO listed above can be accessed by selecting the **Course**, **Gen Ed**, or **Program** tab on the green menu bar on this website.

Thorough assessment of any of these SLOs (i.e., CGs, GEGs, and/or PGs), involves completing the **3 stages** **of the assessment cycle** depicted in the diagram below. Click here to see a draft of the proposed full ECC academic assessment calendar.

**Planning Stage** – clear, measurable SLOs (Course/General Education/Program goals & related learning objectives = knowledge, skills, behaviors, etc.) that students will have once they successfully complete a course/general education core curriculum/program are initially established; areas of concern from previously conducted assessment studies are shared collegially and action plans, or interventions, to address student underperformance on various SLOs (if any are discovered) are formulated and prioritized

**Implementation Stage** – plans to accomplish these SLOs are enacted – students are given frequent opportunities to master related content, skills, and behaviors in their courses and programs; learning and assessment materials, resources, and activities are developed and implemented at the course level; SLO data is collected on a regular basis to determine the current level of student mastery of various goals and related objectives

**Reflection Stage** – collected SLO data is analyzed and underperformance (if any if found to exist) is identified and discussed with colleagues; established SLOs are reviewed an edited as necessary

All programs offered at ECC require students to complete a general education (gen ed) core curriculum. By completing this gen ed core curriculum, the students should master prescribed general education goals and related objectives in eight **General Education Foundation Categories** and two additional **General Education Integrated Course Goals** and related objectives. The eight gen ed foundation categories and associated gen ed goals and objectives along with the two gen ed integrated course goals – i.e., the gen ed requirements – have been collegially determined and agreed upon by all 19 New Jersey County Colleges. They are as follows:

**Gen Ed Foundation Categories**

* Written & Oral Communication
* Quantitative Knowledge and Skills
* Scientific Knowledge and Reasoning
* Technological Competency
* Society and Human Behavior
* Humanistic Perspective
* Historical Perspective
* Global & Cultural Awareness of Diversity

**Gen Ed Integrated Course Goals**

* Ethical Reasoning and Action
* Information Literacy

Click here to see the detailed gen ed goals and related objectives and a list of which ECC courses are ‘affirmed’ (by the state) in each gen ed foundation category and/or are determined to address each gen ed integrated course goal. << link to Gen\_Ed\_List\_by\_Course MS Word file>>

Click here to see how many credits of coursework ‘affirmed’ in each gen ed foundation category and/or determined to address each gen ed integrated course goal are required for A.A., A.S., A.A.S., and Certificate degree programs. << link to Gen\_Ed\_Reqs\_by\_Degree MS Word file>>

{Click here to be redirected to [www.njccc.org/gened](http://www.njccc.org/gened), the website for the **New Jersey Council of County Colleges**, where specific up-to-date as well as historical details of these gen ed requirements (as included in the Lampitt Bill and the Transfer Agreement legislation, which was designed to ensure seamless transfer between NJ county colleges and four-year NJ public colleges/ institutions) can be found.}

**Gen ed assessment** requires the determination of the level of student mastery of all required gen ed goals and related objectives. Such assessment is conducted at the course level; therefore, specific SLO assessment results can be accessed by selecting the **Course** tab on the green menu bar on this website and locating the particular gen ed course in the SLOAT section on this page.

All ECC degree programs require students to master specific **program goals**, which describe the particular knowledge/content, skills, and behaviors students should have acquired upon successful completion of all required program courses. Click here to be redirected to [www.essex.edu](http://www.essex.edu) and then click on Academics 🡪 Degree and Certificate Programs by Major 🡪 [specific degree program] 🡪 *Upon completion of this program, graduates will be able to…* to locate the program goals for any major offered at the College.

Program SLO goals are achieved in the collective required program courses; therefore, specific SLO assessment results can be accessed by selecting the **Course** tab on the green menu bar on this website and locating the particular required program course in the SLOAT section on this page.

ECC degree programs are also thoroughly and regularly evaluated to determine compliance with or performance related to other standards – either particular standards set externally by (external) accrediting agencies or else the four (internal) SAAC standards, which are listed below.

**SAAC Program Assessment Standards**

Standard1: The program has an identified plan for evaluation and feedback to strengthen its educational outcomes. (Standard 1 criteria include, but are not limited to, program philosophy, program goals, program assessment plan, program outcomes, program revision.)

Standard 2: The program has the appropriate number of qualified faculty to accomplish its purposes and strengthen its educational effectiveness. (Standard 2 criteria include, but are not limited to, faculty expertise, faculty evaluation, faculty orientation, and faculty utilization.)

Standard 3: The program uses the resources necessary to accomplish its goals. (Standard 3 criteria include, but are not limited to, curriculum, pedagogy, facilities/equipment, support services, and program activities.)

Standard 4: The program assures a teaching and learning environment conducive to student achievement. (Standard 4 criteria include, but are not limited to, placement, advisement, recruitment, academic integrity, and policies/procedures.)

The primary goal of program assessment is to foster the continuous development and improvement in quality educational programs at ECC. In the assessment process, all those involved in learning – faculty, students, and administrators – define what goals they are trying to achieve, examine how they are trying to achieve these goals, determine if their efforts to achieve these goals have been effective, and implement changes deemed necessary as a result of this process. Ongoing program assessment identifies what the program does well, determines the areas that need improvement, and develops plans to address the needed improvements.

Click here for a list that indicates the degree programs that undergo **external accreditation** and the degree programs that undergo **internal review** and gives the current **Program Assessment Schedule**, which is determined cooperatively by Academic Affairs and the Office of Planning, Research, and Assessment. For the degree programs undergoing internal assessment, the Program Assessment must follow the Administrative Procedure for Program Assessment and should be conducted according to pre-set Assessment Guidelines. Click here to access the **Program Assessment Handbook**, which describes in detail the expectations of and steps that must be taken to produce a comprehensive program evaluation.