Institutional Effectiveness Plan

Office of Institutional Research, Planning & Grants
2013-2014
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Institutional Effectiveness Plan

Institutional assessment is used to evaluate the degree to which the institution is achieving its mission and institutional goals. To that end, our Institutional Effectiveness Plan broadly reflects the implementation of the Strategic Plan to 2015 as well as the assessment of educational quality and student learning outcomes.

The responsibility for Institutional Effectiveness rests with the Office of Institutional Research and with the Office of Academic Affairs serving in a major supportive partnership role. The mission of Institutional Research at Camden County College is to support members of the College Community in an effort to make data driven decisions about all aspects of college operations, planning, assessment, and management.

Camden County College defines assessment as the systematic and ongoing process of collecting information for improving the overall effectiveness of the institution. There are four essential elements of an institutional effectiveness plan: These elements include:

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

Camden County College is committed to implementing an assessment process that evaluates its overall effectiveness in achieving its mission and goals. Anchored in the Strategic Plan to 2015, Camden County College’s Institutional Effectiveness Plan measures its effectiveness using a series of strategic issues that assess the overall unit objectives outlined in its five-year Strategic Plan. Camden County College’s Institutional Effectiveness Plan is derived from the Vision, Mission, Values and Goals (pages 13-15) of the College and is purposefully articulated in the Strategic Plan.
Planning Process
The overall purpose of the assessment of Institutional Effectiveness at Camden County College is to provide evidence for the ways the College achieves its mission and goals and to ensure institutional improvement and renewal through the use of the results. In its commitment to implement an Institutional Effectiveness Plan, the Board empowers the President and his staff to develop and maintain planning documents for the Board to review and approve. Camden County College’s Institutional Effectiveness Plan includes the following key elements used to evaluate Institutional Effectiveness at Camden County College:

Planning Documents
- Institutional Effectiveness Plan 2013-2014
- Strategic Plan to 2015
- Student Learning Outcomes Assessment Plan 2010 – 2015
- Enrollment Management Plan
- Master Plan Update – 2013
- 2013 OIT Technology Master Plan/Disaster Recovery Plan

The Strategic Plan to 2015
The Strategic Plan to 2015 outlines a series of ten Strategic Issues that reflect institutional goals of the College in support of our Vision, Mission, Values and Goals. These ten Strategic Issues are supported by Strategic Initiatives that describe expected outcomes. In an effort to ensure that all unit level goals are responsive to the changing needs of the institution and its stakeholders, all academic and non-academic units report their outcomes each spring in response to these initiatives. Camden County College measures the overall effectiveness through the annual assessment of the Strategic Plan and reports these results to the Board of Trustees at their annual Board Retreat in June.

The chart on the following page illustrates the linkage between the Strategic Plan, the College’s Mission Goals, and the Middle States 14 Standards of Excellence.
Linking Strategic Plan Issues to Middle States Standards and to Mission Goals

<table>
<thead>
<tr>
<th>Strategic Issue #</th>
<th>Teaching Quality &amp; Student Success</th>
<th>Middle States Standard (14)</th>
<th>Mission Goal (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,2,7,8,10,12,13,14</td>
<td>1,6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Technology in Education</td>
<td>1,3,6</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Facilities Transformation Plan</td>
<td>1,2,3</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Workforce Development</td>
<td>1,2,4,8,9,11,13</td>
<td>7</td>
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<td>5</td>
<td>Integrated Support Services</td>
<td>1,8,9</td>
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</tr>
<tr>
<td>6</td>
<td>College Readiness</td>
<td>1,7,8,13</td>
<td>1,3,6</td>
</tr>
<tr>
<td>7</td>
<td>Accountability</td>
<td>1,2,3,4,5,6</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Community Engagement</td>
<td>1,2,3,4,9</td>
<td>2,4,9</td>
</tr>
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<td>9</td>
<td>Entrepreneurial Activities</td>
<td>1,2,3,4</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Assessment Activities</td>
<td>1,2,6,7,14</td>
<td>1</td>
</tr>
</tbody>
</table>

The Strategic Plan to 2015 begins with an introduction that includes an analysis of external factors that may affect the College in the next five years, and internal factors that inform future strategy development. In fall 2009, the planning process began. The Strategic Plan to 2015 planning process was designed to be more inclusive than those in previous years. Toward that end, it solicited ideas and comments from stakeholders in business and industry, area school districts, local governments, the general public, and alumni, as well as from faculty, staff, and members of the Board. Specifically, the process included these activities:

- The Board of Trustees reviewed and discussed the mission, vision, values and goals statements from the 2005 Strategic Plan at their June 2009 retreat.

- The President introduced the strategic planning process at the fall 2009 Opening Day for faculty and staff, with follow-up discussions in divisional and department meetings.

- A “Town Meeting”, conducted by an outside facilitator, was held on October 28, 2009, with 28 corporate representatives, community leaders, and educators who discussed where and how the College should direct its efforts and invest its resources over the next five years.

- A similar “Town Meeting” for administrative staff was held on November 11, 2009.

- A Strategic Plan survey was emailed to corporate representatives, community leaders, and educators who were invited to the “Town Meeting,” as well as alumni,
current students, full-time faculty, adjunct faculty, and staff. The survey was also available to the public on our web site. In total, over 1,700 people responded to the survey.

- Results from the town meetings, the survey, and faculty and staff responses were compiled and analyzed. Ten areas of activity or concern emerged as having a major impact on the College over the next five years:
  ~ Technology
  ~ Teaching and Academic Programs
  ~ Support Services
  ~ Workforce Development
  ~ Facilities
  ~ College Readiness
  ~ Accountability to the Public
  ~ Community Engagement
  ~ Entrepreneurial Activities
  ~ Institutional Assessment

These ten areas of concern emerged as having a major impact over the next five years and became the focus of the Strategic Plan to 2015. Institutional assessment activities were included to demonstrate institutional commitment and highlight the importance of assessment activities at every level.

Strategic initiatives and corresponding objectives that respond to each area were developed and refined in further discussions among faculty and staff in the spring 2010 term. The ten strategic issues represent conditions we will face and policy decisions that must be made over the next five years. The broad initiatives in the Strategic Plan to 2015 are proposed to guide administrators, faculty, and staff.

The ten Strategic Issues are as follows:

1. Ensure Teaching Quality and Student Success
2. Expand the Future of Technology in Education
3. Develop a Facilities Transformation Plan
4. Enhance Workforce Development
5. Develop an Integrated Support Services Agenda
6. Develop college Readiness Strategies for High School Students and Adults in Transition
7. Ensure Accountability to the Public
8. Encourage Broader Community Engagement
9. Promote Entrepreneurial Activities
10. Enhance Institutional Assessment Activities
A draft plan document was presented to the Board of Trustees for review and was approved at their June 4, 2010 retreat. The final version of the Strategic Plan to 2015 was distributed to the College community and made available to other stakeholders at the start of the fall 2010 term.

**Student Learning Outcomes Assessment Plan**

Since 2007, Camden County College transformed its approach to assessment of student learning outcomes and developed an organized, sustainable system to assess student learning. In 2007, Camden County College invested resources and rallied faculty and staff to design, implement, and maintain a new process to address the assessment of institutional level student learning outcomes through an organized system of assessment of integrated general education outcomes, program student learning outcomes and course level outcomes. Coordinated by the Office of Academic Affairs, the College created a Student Learning Outcomes Assessment Plan that tracked and monitored assessment of student learning outcomes at the institutional level, program level, and course level as well as assessing the interrelatedness between the program student level outcomes and institutional level goals through curriculum mapping and interrelationship mapping. Since 2007, Camden County College faculty have embarked on a continuous journey to improve student success, utilizing a systemic approach to documenting assessment and outcomes as evidenced in the Student Learning Outcomes Assessment Plan.

Student Learning Outcomes articulate the skills and abilities a student will obtain through study at the College. Flowing from the College Mission and Goals, woven within the Strategic Plan and tied to budgeting, outcomes assessment allows the College to affect change while maintaining academic excellence. In 2007, the College first established its guiding principles from which the assessment plan would emerge. These principles state:

1. Assessment of student learning outcomes is a faculty driven process. It is a responsibility of a collaborative process between faculty and administration built upon assessment conducted at the level of the academic department.

2. Assessment of student learning outcomes includes systematic analysis of outcomes data used to improve student performance. It is tied to the teaching and learning process, identifies strengths and shortcoming of academic programs and results in improved student success.
3. Assessment of student learning is an ongoing, institutionalized process, forging a culture of assessment. Sufficient resources shall be devoted to the process and finding shall be communicated to the campus community.

In 2013, the existing Student Learning Outcomes Committee’s responsibilities were expanded with a new charge; to assist the academic dean in the mentoring of faculty and implementation of assessment initiatives within their division. Under the leadership of an Associate Dean of Curriculum and Assessment, stipends were offered to at least two faculty members per division to serve as a Student Learning Outcomes Assessment (SLOA) Liaison. SLOA Liaisons are responsible for meeting with assigned program coordinators, assisting faculty in the collection of assessment data and assisting the dean in recording and tracking documentation and assessment summaries. In just one semester of decentralized assessment oversight, there have been significant improvements in the quality of assessment and compliance with documentation requirements. New tools have been created to assist faculty in the assessment process, providing additional resources to interpret assessment results and understand how the assessment activities tie back to programmatic and institutional mission.

The College is involved in an ongoing evaluation of the institution’s assessment processes and outcomes and identifies both strengths and weaknesses within its existing assessment processes, utilizing resources provided by Middle States such as the Document Roadmap. The newly implemented decentralized assessment model has provided an opportunity for the college to identify and utilize faculty leadership to strengthen the existing assessment program, reducing reliance on one office/administrator, and instead creating a culture of shared responsibility of deans, faculty, and administration through the use of faculty Student Learning Outcomes Assessment Liaisons. Through this process, a number of assessment resources. i.e., Assessment Plan and Assessment Verification Checklist have been included in campus-wide, faculty assessment training initiatives.

Camden County College is committed to providing each student with an educational experience that fosters respect for the intellectual process and addresses the demands of the modern world. This process cultivates knowledge, intellectual skills and attitudes that enrich our lives and encompasses the basic concepts in the humanities, social sciences, mathematics, sciences and
technologies. Intellectual skills include the student’s ability to think critically and communicate in a global society.

The General Education program outlines a broad range of learning opportunities for students and establishes high standards for graduates. To accomplish its mission, Camden County College develops its Strategic Plan to 2015 through the continuous assessment of the fulfillment of its goals. To that end, the College utilizes a number of different methods to assess student proficiency in core academic skill areas to identify strengths, weaknesses and opportunities to improve curriculum and instruction.

**Enrollment Management Plan**

The anticipated challenges facing Camden County College over the next five years are largely a continuation and possible acceleration of the issues that the College has addressed over the prior three years. These include uncertain enrollment growth, budgetary constraints, maintaining the pace of technology innovation, and meeting the needs of an increasingly under-prepared student population. The large numbers of students in developmental courses is further compounded by a high attrition rate for those most at-risk who require targeted interventions to help ensure their success. Combined, these challenges require a prudent strategic approach to enrollment planning. One that employs a systematic, integrated strategy that relies strongly on the use of data and objective information for informed decision making and that also is agile and responsive to address emerging enrollment and retention needs.

In keeping with our Strategic Plan to 2015 (Issues I, V, and VI- pages 16-20), Camden County College has developed such an approach to its enrollment management. The planning process considers every aspect of attracting, enrolling, retaining and graduating students. This includes marketing, recruitment, orientation, advising, and instruction. It accomplishes this by having defined central leadership for planning, deployed responsibilities for implementation, and ongoing assessment.

It is the success of our students that is the overarching guiding principle of all that is planned and implemented. Meeting enrollment goals are critical to the fiscal integrity of the institution and in realizing our mission of academic excellence.
The enrollment management planning process is defined along four broad areas all of which are focused on supporting students in meeting their educational goals of:

1. Preparing for College (Recruitment)
2. Enrolling in College (Enrollment)
3. Progressing through College (Retention)
4. Completing College requirements (Graduation)

**Master Plan Update**

In order to create a strategy for future renewal, replacement and development of facilities at each campus, Camden County College initiated a master planning process beginning with its 2001 Master Plan followed by an updated report in 2004. The 2004 update provided some background on the items identified in the original plan as well as recommendations for future improvement and development. Since 2004, the College has endeavored to meet its goals and objectives as outlined in the 2001 plan. In 2013, a Master Plan Update was created to address the College’s revised goals for the next three to five years. The Improvements identified are essential to achieve academic growth and continued excellence. Continuing to improve the College infrastructure, buildings, and grounds enhances the College educational programs and growth potential as well as the surrounding communities.

The College remains committed to being a higher education resource for local and surrounding area students as well as international exchange students. The College continues its mission to provide excellence and affordable education while preparing students to be life-long learners. The College supports their students at all levels of the learning process and strives to provide superior educational leadership. The College realizes that as times change and the plan are required to be fluid enough to change with the demands of our future. In 2013, the College initiated the Master Plan Update to demonstrate its focus on the future while also providing background on projects completed since the 2001 plan was developed. The 2013 report also includes a description of work completed as a result of program changes, deficient facilities and failing infrastructure.

**Technology Master Plan**

The Office of Information Technology (OIT) provides comprehensive technology resources to students, faculty and staff. OIT provides a stable and reliable network infrastructure, applications
and technical resources for quality and timely service to its users. The OIT Master Plan provides the framework from a technology-based perspective for meeting the college mission “to provide dynamic, student-centered, comprehensive and accessible educational opportunities that address the diverse needs of the community”. Each department within OIT has a mission to support the academic and administrative needs and goals of the College.

In order to develop and assess annual goals, the Office of Information Technology created a Technology Governance Committee composed of constituents from all units of the College. This committee meets each semester to discuss campus wide issues and assist OIT in developing priorities to meet current goals and identify future needs.

The goals within the OIT Technology Plan are linked to the Camden County College Strategic Plan to 2015, Middle States Commission on Higher Education and the Mission Statement of OIT to create a comprehensive, accessible and affordable college experience for students. The goals for OIT are to provide excellent teaching and learning environments, reliable network connectivity, a complete disaster recovery plan and state of the art applications and technologies that creates a competitive and engaging environment to support students, faculty and staff. These goals represent the technology plan outlined by OIT to create a desirable and affordable institution of choice for students of all ages seeking a college degree.

**Disaster Recovery Plan**

As the College experienced a dramatic increase in reliance on computer-based systems, it became evident that computer failures could be catastrophic to the College without a disaster recovery plan. In order to address this concern, the Office of Information Technology worked with executive staff and outside consultants to develop a plan that would protect the College’s hardware, network systems and information in the event of an emergency. As trends evolved to provide alternate sites near the central systems where additional equipment could be housed and on-line operations could be resumed, redundancy in the communications network and the ability to rapidly tie in became an important part of the College’s Disaster Recovery Plan. Each year, this plan is reviewed and updated to provide the College with a secure plan that will protect its technology resources and information.
A major objective of the Disaster Recovery Plan is to define procedures for a contingency plan for recovery from disruption of computer and/or network services. Special attention and emphasis is given to an orderly recovery and resumption of those operations that concern the critical business of running the College, including providing support to Accounting, payroll, HR, and records and registration departments relying on computing. Consideration is given to recovery within a reasonable time and within cost constraints.

**Institutional Resources to Support Assessment**

In support of Institutional Effectiveness, the Office of Institutional Research, Planning and Grants is responsible for the collection, organization and analysis of institutional assessment data. The Office is responsible for providing accurate and timely information about the college to both internal and external constituents. This office also serves as a source for organizing and implementing surveys, grant writing, and quantitative analysis of institutional data. The mission of Institutional Research (IR), specifically, is to support members of the College Community in an effort to make data driven decisions about all aspects of college operations, planning, and management. In addition, IR at Camden County College is committed to providing accurate information for its constituents by adhering to the following goals:

- Provide accurate and timely information to internal and external constituents.
- Be a resource of expertise in research, planning, and assessment.
- Represent the office (IR) and CCC on statewide and other committees or groups as necessary.
- Conduct survey research, manage data, and inform faculty of new grant opportunities.
- Prepare reports for use by campus policy-makers and policy making bodies.

**Linking Planning and Assessment to Budgeting**

The College has a well developed process linking planning and budgeting. The College’s Institutional Effectiveness Plan outlines the use of the 5 year Strategic Plan to assess, develop new initiatives and plan for budgeting within all the units of the institution. The academic and non-academic unit goal statements, written as Strategic Initiatives, each have a series of “reporting out” objectives and outcomes. Every spring, each unit prepares their budget based on their efforts to complete the Strategic Initiatives. Each vice president meets with both the Finance Officer and the President to determine which initiatives will be prioritized in the coming
year. Based on priority initiatives established by the President’s Staff, the Finance Officer then prepares an Operational and Capital Budget for review of the President’s Staff before finalizing recommendations for the Board of Trustees.

Camden County College conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them and utilizes the results of its assessment activities for institutional renewal. Camden County College assesses its Strategic Plan each spring, prioritizing new recommended initiatives for the coming year for funding. Recommendations are discussed at the department level, deans and directors’ level and with the Vice Presidents before being brought to the Executive Assistant to the President for Budget and Planning for consideration in the following year’s budget. Once resources are allocated, the budget is finalized and is ready for the approval process, the President and the Board of Trustees. The chart below illustrates the inter-relationships of planning and budgets.

Camden County College approaches budget preparation mindful of the need to equip, support, and enhance the programs and services that form the core of our mission. Guided by Institutional Effectiveness Planning, as operationalized by the Strategic Plan to 2015 and supporting the Student Learning Outcomes Assessment Plan, Enrollment Management Plan, Master Plan Update and OIT Technology Plan, the College remains focused on enhancing the quality of life in Camden County by preparing students to live and work in a global economy.
Once the College develops its assumptions, the President’s Executive Staff begins working with their units to review the Strategic Plan to 2015 and identify initiatives and objectives needed to address the Issues and Initiatives in the Strategic Plan to 2015 (pages 16-20). Each member of the Executive Staff is required to cost out their initiatives to bring to the Budget and Planning Process.

In order to develop the College’s budget, each unit at the institution is fully engaged in the planning process. Each spring, units assess their objectives by reviewing the Strategic Plan and identifying both their accomplishments and their new initiatives. Units then develop individual plans, estimating costs for the coming year to be considered in the budget for the next fiscal year. Each November, the Office of Budget and Planning distributes Capital Budget packages, including facilities and technology requests. Budget managers are asked to review the Strategic Plan and unit goals to identify capital and technology needs for the next fiscal year. Deans and executive directors establish priorities and conduct appropriate meetings and research to fully develop their requests. Once their priorities are developed, they are submitted to their vice president or executive director for submission to the Office of Budget and Planning.

In January, deans, directors and vice presidents meet with the Executive Director of Budget and Planning to review the current year’s budget to determine final year projections and begin planning for the following fiscal year.

Following the mid-year budget review meetings, budget development materials are distributed to budget managers for development of base budget and operating priorities based on budget assumptions and enrollment projects. Budget managers then meet within their departments, review the materials and identify their initiatives. Once the departments identify their needs, they discuss their priorities with their deans and directors in order to make final recommendations to their vice presidents and executive directors, who then submit the final budget requests.

In March, an operating budget is prepared by the Executive Assistant to the President for Budget and Planning to be discussed by the President’s Staff, who functions as the budget committee for the College.
To evaluate the College’s overall fiscal performance, a Quarterly Report is presented to the Business Affairs Committee of the Board for review before going to the full board. The College’s credit hour and financial audits as well as the financial audit of the Foundation, are conducted annually by an external auditing firm. Reports are presented to the Business Affairs Committee of the Board of Trustees before being presented to the full board. The financial audits are used to complete the IPEDS Financial Report as well as the financial section of the Middle States Institutional Profile.

Planning Assessment and Budget Calendar

July
- President’s Staff begins developing activities to implement Strategic Initiatives for the coming year.
- Program reports continue to be compiled for coming academic year.
- Academic Assessment reports are reviewed.

August
- President’s staff continues to work on Strategic Initiatives Planning
- Assessment Findings presented at Opening Day Activities

September
- President’s staff reviews the Issues, Initiatives and corresponding objectives in the Strategic Plan with their staff identifying activities to determine objectives to work on in the coming year.
- Academic Program Review Data packets delivered to Academic Programs on 5 year review cycle.
- Student Learning Outcomes Assessment Committee convenes to begin General Education and Student Learning Outcomes assessment activities for upcoming academic year. Also reviews Assessment reports from previous academic year.
- Student Success Model is updated
- Institutional Profile for NJ Department of Higher Education is updated
- SURE Completion and 12 Month Enrollment files completed

October
- SURE Non-credit and Customized Training Enrollment files due
- SURE Summer Completion files due
- IPEDS Fall Enrollment Collection
- Gainful Employment Updates
- IPEDS Feedback Report- comparison groups
November
- Facilities and Equipment and Technology Budgets are requested by Finance Office
- IPEDS Applications and Fall Enrollments
- Student Satisfaction Survey administered (every three years)

December
- IPEDS Student FA, Finance, and Grad Rates
- Update Fact Book with summer and fall enrollment information
- Review status of next FY Strategic Plan Reporting Out responses

January
- Facilities and Equipment and Technology Budgets are submitted to Finance Office
- Distribute Operating Budget materials to Budget Managers
- IPEDS HR
- Renew Title III Eligibility (FA)
- Update Gainful Employment (FA)
- Based on review of status of Strategic Plan FY Reporting Out develop an activity list

February
- IR Dean discusses reporting out process with unit directors/deans and reminds them to review objectives for the year.
- Finance Officer holds mid-year budget reviews with budget managers to review current budgets and to establish projected budget targets based on fulfillment of the Strategic Plan Initiatives.
- Develop VEDS Perkins file for funding
- Submit Operating Budget recommendations to Finance Office

March
- Strategic Plan Reporting Out document are sent to units.
- Finance Officer finalizes the Operational and Capital Budget based on projected enrollments and financial projections from the state and county.
- Operating Budge entered into One Solution.
- Budget Committee review of the operating budget.
- Finalize FY2014 Operating Budget
- VEDS file for assessment

April
- Strategic Plan Outcomes due to the Office of Institutional Research.
- Capital Budget presented at the Academic and Student Affairs Committee Meeting
- Capital Budget presented at the Business Affairs, Audit and Campus Development Committee Meeting
- Operating Budget presented at the Business Affairs, Audit and Campus Development Committee Meeting
- Middle States Annual Institutional Profile produced
- IPEDS Student FA, Finance, and Grad Rates due
May
- Capital Budget adopted by the Board of Trustees
- Operating Budget adopted by the Board of Trustees
- Strategic Plan Reporting Out for current FY
- VEDS/Perkins Standards and Measures
- Gradate Survey (prior year graduates)

June
- Board of Trustees reviews and approves the Preparation and Capital Budget.
- Board reviews the outcomes reported in the Strategic Plan at the Board Retreat. Following the Board Retreat, the President and his staff develop priorities and action plan based on the Strategic Initiatives for the coming year.
- Update Fact Book with Spring enrollments
- Update Quick Facts
- Strategic Plan meeting to review responses and identify gaps

Major Indicators of Institutional Effectiveness
Over nineteen years ago, the administration developed a set of indicators to help determine if the College was effective in facilitating student success. These indicators measured our progress against ourselves and against others in key areas of Student Progress, Transfer Preparation, and Career Preparation.

In light of the changes in the Middle States Commission on Higher Education’s “Characteristics of Excellence in Higher Education”, it was determined that it is the right time to review, revise, and add to our indicators of success. To that end, we are developing model indicators of institutional effectiveness. After researching Institutional Effectiveness indicators at other community colleges as well as the most current edition of “Core Indicators of Effectiveness for Community Colleges” (American Association of Community Colleges, 2007), it was decided to add additional indicators and measures to improve upon our current metrics. This model will be discussed and further evolve with input from all College constituencies beginning in the fall 2013 semester.
These indicators, once adopted, will be available as a visual representation, such as a “dashboard”, of information that will provide easy access to the Institutional Effectiveness Indicators (IE). Depending on the type of data, the reports will be updated on a daily or by semester basis to ensure that the most up to date data is available on the College’s portal. An example of the type of information that will be presented follows.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Measures (totals and by programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress</td>
<td>1. Number of degrees and certificates awarded</td>
</tr>
<tr>
<td></td>
<td>2. Number of graduates</td>
</tr>
<tr>
<td></td>
<td>3. Graduation rates for FTFT matriculated students (3yr &amp; 4 yr)</td>
</tr>
<tr>
<td></td>
<td>4. Retention rates fall to spring &amp; fall to fall</td>
</tr>
<tr>
<td></td>
<td>5. Educational goal attainment</td>
</tr>
<tr>
<td></td>
<td>6. Transfer rate of graduates</td>
</tr>
<tr>
<td></td>
<td>7. Transfer rate of non-graduates</td>
</tr>
<tr>
<td></td>
<td>8. Student satisfaction (overall)</td>
</tr>
<tr>
<td></td>
<td>9. Licensure &amp; certification pass rates</td>
</tr>
</tbody>
</table>

We also continue to produce a “Quick Facts” document that provides a snapshot of comparative performance against ourselves and our four New Jersey peer institutions. We look at some basic information that depicts our students by age, residency, their graduation and transfer rates, and their persistence. In “How We Compare” we look at Bergen, Brookdale, Middlesex, and Union County Colleges, our peer institutions, to see how we compare on enrollment, tuition, graduation and retention rates. These data provide performance benchmarks to look for areas of strength or
weaknesses. Prepared by the Office of Institutional Research, Planning, and Grants, the information is from the most current comparable data available and comes from a variety of sources. In some cases, studies are conducted annually or bi-annually or in the case of placement rates of graduates, the data is self-reported. The four New Jersey peer institutions were selected based on comparable institutional characteristics through the Integrated Postsecondary Education Data System (IPEDS) software program. This also will become part of our “dashboard” of Institutional Effectiveness.

In addition to “Quick Facts” we have a New Jersey Model for Measuring Student Success. The New Jersey Council of County Colleges asked the campus institutional research officers to review the current research and suggest a new accountability model for consideration by New Jersey’s community college presidents. The New Jersey Method was developed to examine success; graduation, transfer, and retention rates; over a six year period for both full and part time degree seeking students.

Student Success Initiative

In spring of 2013, the College implemented a Student Success Initiative whose mission is to provide an integrated program of robust, sustainable support for student success. Student Success is a collective responsibility that bridges academic and student affairs in shared activities that engages students at entrance and helps them become partners in their own success.

The charge of the Student Success Committee is to identify strategies that support students as they advance through crucial milestones (acceptance, matriculation, completion of first term, completion of year one gatekeeper courses, completion of 30 credits) that are all necessary on the path to degree completion. In addition, the Committee, through the work of their three subcommittees, is to utilize the Fundamental Elements of the accreditation standards that are included in the Characteristics of Excellence to demonstrate compliance of the following standards:

- Standard 8  Student Admissions and Retention
- Standard 9  Student Support Services
- Standard 13  Related Educational Activities
The committee is developing a process to measure the effectiveness of implemented student support interventions; the effectiveness of Student Support Services. There are three subcommittees: Student Admissions and Retention, Student Support Services, and Educational Support and Related Activities.

**Institutional Effectiveness Outcomes College Wide Reporting**

Institutional Effectiveness outcomes are made available to the Board of Trustees via an annual report each year at the Board Retreat and to faculty and staff at Opening Day of the College. Institutional Effectiveness reports as well as other assessment reports will be available on the College’s SharePoint portal once access to it given to the College community. Currently, only a select number of staff has access while it is being tested and rolled out. Results of Institutional Surveys are disseminated to the College community beginning with a discussion of the results with the President’s Staff, who in turn, share the results with their deans and directors, who then share them with faculty and staff.

Once the indicators of Institutional Effectiveness are finalized they will become the main elements of an Institutional Effectiveness dashboard. The dashboard elements will detail data such as enrollment, retention, and graduation trends by academic program by comparing the most recent fall term data to the previous year’s fall term data. Depending on the type of data, updates will be produced by semester and yearly. Dashboards will be widely available through SharePoint as well as the College’s website. This will be a valuable tool used to assist the college community to monitor aggregate student success. Initially, dashboard data will be manually entered into a spreadsheet using hard-copy (PDF-format) versions of data obtained from sources such as our Fact Book and Quick Facts. In addition, a sampling of the information that will become available either on the Institutional Effectiveness dashboard or as a report includes:

- Indicators of Institutional Effectiveness
- Noel Levitz Student Satisfaction Survey Inventory (bi-annual)
- Annual Institutional Profile (NJ Department of Higher Education and Middle States Annual Profile)
- Graduate Follow-Up Survey Reports (annually)
- Graduation statistics
- Annual degrees conferred
Examples of Campus Improvements in Response to Survey Findings

As a result of ongoing planning and assessment of Institutional Effectiveness of all academic and non-academic units through the annual Strategic Plan Reporting Out, Camden County College demonstrates continuous improvement and renewal of all its processes and systems. Each academic and non-academic unit is required to document their outcomes in the “reporting out” process of the Strategic Plan each spring. New this year, non-academic units and academic units were asked to expand on their reporting out with examples of institutional improvements and renewal. Full versions of these assessments can be found in Strategic Plan Reporting Out and Non Academic Exemplars and Academic Exemplars.