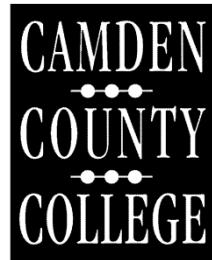


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# Periodic Review Report

Presented by: Camden County College

Blackwood, NJ 08012

June 1, 2013

Chief Executive Officer

Dr. Raymond Yannuzzi, President

Most Recent Decennial Evaluation Team Visit: 2007



# Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

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## Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements Effective October 19, 2012

Camden County College

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(Name of Institution)

is seeking (*Check one*):

- Initial Accreditation  
 Reaffirmation of Accreditation through Self Study  
 Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

*This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.*

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

(Chief Executive Officer)

(Date) 5/8/13

(Chair, Board of Trustees of Directors)

(Date) 5-7-13

## **EXECUTIVE SUMMARY**

Camden County College, an open-admission, associate degree and certificate granting institution, serves Camden County, New Jersey, an integral part of the Philadelphia region, the sixth largest metropolitan area in the United States. With a population of approximately 510,000, it is the eighth largest county in New Jersey, and contains the City of Camden, ‘inner ring’ towns, affluent suburbs, and some semi-rural communities. One of the largest and most comprehensive of the state’s community colleges, the College enrolls approximately 15,000 students each year in credit programs and an equal number in non-credit and contracted training courses. The College is governed by an eleven member [Board of Trustees](#), eight appointed by the County, two by the State, and one non-voting alumnus trustee elected by students. Tuition and fees account for almost two-thirds of the College’s seventy-three million dollar operating budget, with the remainder provided by State and County aid and grant funds. The College offers more than 100 degree and certificate programs and hundreds of professional-development and personal-interest courses, at four major locations and on-line. The Blackwood Campus encompasses 320 acres in Gloucester Township, including woods and a nature preserve, and is home to most of our academic programs. The Camden City Campus, in the heart of the City’s University District, serves 2,500 students a year, in credit classes, ABE and GED courses. The William G. Rohrer Center in Cherry Hill Township offers credit and non-credit courses at a convenient suburban location. The Regional Emergency Training Center in Gloucester Township houses the Fire Academy and Police Academy and includes a wide range of specialized equipment and facilities. In addition to its own locations, the College operates the Adult Technical Institute at the Sicklerville Campus of the Camden County Technical School, and offers credit classes throughout the County in high schools, work sites, and neighborhoods. The College also brings thousands of people to its facilities each year for concerts, plays, camps, lectures and meetings, and recreational sports. Over the past eight years, the College has been engaged in an \$83 million dollar initiative, with State and County bond support, to transform the Blackwood Campus, adding two new buildings, upgrading infrastructure, and improving technology. At the same time, the College has instituted new practices in assessment and planning to improve student learning outcomes and monitoring of institutional processes that support student success. Faculty members have made significant changes to classroom practices, and staff have adopted new approaches to the measurement and analysis of what they do. The

College is able to thrive while operating at one of the lowest costs per FTE and maintaining one of the lowest tuition rates in the State. Constant fiscal stewardship, entrepreneurial partnerships, and a host of fiscal best practices have contributed to our success. Since its opening in 1967, Camden County College has grown to be a vital resource for transfer, workforce training, and cultural activities.

### **Summary of the Institution's Approach to Preparing the PRR**

In Spring 2011, the President appointed an Executive Team (Vice President for Academic Affairs; Vice President for Institutional Advancement; Dean for Institutional Research; and Associate Dean for Curriculum and Assessment) to develop and implement a process to engage the College in the PRR. A [two-year PRR timeline](#) was developed and then communicated during Fall 2011 Opening Day meetings and in subsequent Teaching and Learning Center forums. A [PRR Planning Committee chart](#) tracked planning and documented progress. Board members, faculty, and staff were included throughout the processes of reviewing planning documents, Student Learning Outcomes (SLO) assessments, and success measures. All staff units reviewed and revised their documents and outcome measures, and updated their responses to the 2006 Self-Study at President Staff meetings. All updated materials, including a [PRR Writing Plan](#) were put on the College's shared drive for review by the college community. Folders include the last decennial reports, the Middle States Team reports, and planning documents/attachments for the 2013 PRR. Trustees, faculty and staff were thoroughly engaged in the PRR process. President's Staff members updated planning/outcomes documents, and summarized results for the Team final report. They also reviewed the [Responses to the Self-Study Recommendations](#) with their staffs to ensure updates were current as the Team quarterly meeting minutes tracked college progress. With reviewed and updated planning documents, the Team began writing in January 2013 with the goal of having a March draft for presentation to the Board, who were also presented the College's "*Verification of Compliance with Accreditation – Relevant Federal Regulations*" in May before signing the PRR Certification Statement. In the presentation, the Board was told how the College met the four compliance standards and where to find the evidence on [Middle States Accreditation Relevant Federal Regulations web page](#) on the College's website. At the May 2013 Student Affairs and Business Affairs meetings, a draft document was reviewed and discussed, and a comprehensive report will be discussed at the June 2013 Board Retreat.

## **Major institutional changes and developments since the decennial evaluation**

### **Student Learning Outcomes Assessment (Standard 14: Assessment of Student Learning)**

One significant change since 2006 was faculty implementation of Student Learning Outcomes Assessment (SLOA). After the College received a Standard 14 warning, faculty realized the need to integrate SLOA more fully into the academic program. A 2007 overhaul of curriculum/assessment processes saw master course syllabi developed, a new general education committee, and curriculum mapping to identify and address gaps. A SLOA Committee was appointed, workshops/seminars were offered and the work began with targeted and swift action in response to the warning. With guided institutional support and professional development, faculty created and implemented a [Student Learning Outcomes Assessment Plan](#), outlining guidelines, definitions and timelines. As a result of the Periodic Review Process, faculty was appointed to serve as Student Learning Outcomes Assessment (SLOA) Liaisons to support assessment initiatives within their division. Faculty are now active participants in a sustainable assessment process to improve student success. This fall, the SLOA Committee will make recommendations on the purchase an electronic system to store and track assessment data.

### **Decentralized Responsibility of Continuing Education (Standard 4: Leadership and Governance, Standard 11: Educational Offerings)**

Another major change since the decennial visit was the leadership and governance of work force development. Prior to 2013, the organizational structure called for a Dean of Corporate/Community Education, who reported to a Vice President. Over time, noncredit and credit coursework similarities became apparent, so we began moving noncredit offerings to credit divisions. When the Executive Dean left the College, we decentralized responsibility for noncredit offerings along thematic lines: nursing/allied health; business and technology; and self-enrichment, and use one set of professionals to coordinate delivery within their division.

### **Shared Services (Standard 3: Institutional Resources)**

Like other NJ colleges, the College has experienced decreases in state and county funding, rising operational costs to support needed services, and aging infrastructure, prompting the College to work on cost efficiencies with the County. We collaborate to address inclement weather, to be more efficient in our purchasing power, and combine services such as public safety. To deliver

cultural programs to County residents, we operate the County Cultural/Heritage Program. To maximize training of fire and police officers, we operate the County Regional Emergency Training Center and the Police and Fire Academies, articulating noncredit training to credit programs in Fire Science and Criminal Justice. Similarly, since many of our certificate programs duplicated the County Technical Institute evening adult programs, it was more cost efficient for the College to deliver them within our offerings. For example, we both offered a costly Dental Assisting Program so, we added an evening dental assisting program to our offerings, allowing the Institute to close their program.

### **Facilities Master Plan 2013 Update (Standard 2: Planning, Resource Allocation, and Institutional Renewal)**

In order to create a facilities renewal, replacement, and development strategy, in 2001 the College wrote a Facilities Master Plan, updated it in 2004, and now has a [Facilities Master Plan 2013](#) to address goals for up to five years. Improving infrastructure, buildings, and grounds enhances the educational programs and the surrounding communities. The Plan provides descriptions of projects completed since 2001 due to program changes, deficient facilities, and failing infrastructures. Two recent changes are the Blackwood Ring Road and the Kevin G. Halpern Hall for Science and Health Education. The Ring Road permits traffic to circumnavigate the academic core more efficiently and improves parking lot access. Halpern Hall is a Gold LEED certified, 107,000 square foot, 3-story, teaching facility with 12 biology labs, 6 chemistry labs, a physics lab, 26 classrooms, clinical skills/surgical prep lab, and a 30 chair dental lab providing student training and dental care.

### **Gateway to College (Standard 8: Student Admissions and Retention and Standard 13: Related Educational Activities)**

The College received Bill and Melinda Gates Foundation funding to replicate the national Gateway to College model targeting dropouts, ages 16-20 to complete their high school diploma and transition to college classes. Partnering with the Camden City Schools, the program served more than 50 students during fall 2011 and spring 2012 terms and over 75 fall 2012 and spring 2013. In the first year, three students completed the requirements and received their high school diplomas. This year it is anticipated that 25 of 27 seniors will receive their high school diplomas.

## **ABSTRACT**

The Camden County College Periodic Review Report describes major institutional changes as they pertain to accreditation standards, challenges and opportunities facing the College, and the significant progress made in addressing recommendations as a result of the [2006 Self-Study](#), the [2007 Middle States Team site visit report](#), and the [2008 Monitoring Report](#). This 2013 Periodic Review Report contains evidence of how the College accepted the challenge to demonstrate an organized, systematized, and sustainable assessment of student learning outcomes process, thereby strengthening the overall institutional effectiveness of the College. *Chapter 2* addresses Self-Study Recommendations made by the College across all 14 standards, as well as progress made as a result of the recommendation from the visiting team to document compliance with Standard 14, Assessment of Student Learning. *Chapter 3* addresses the College's most pressing challenges for the future, 1) increasing student success, 2) developing a new generation of faculty, staff and administrative leadership, and 3) doing more with less. We are addressing these challenges at a time when great opportunities have been presented in the areas of 1) recruitment and enrollment, 2) new state and federal funding sources, and 3) the potential of new revenue streams. *Chapter 4* outlines the College's enrollment and finance trends and projections, detailing processes used by the College to identify trends and develop enrollment projections for budget development while *Chapter 5* presents narrative and evidence detailing the College's organized and sustained processes to assess institutional effectiveness and student learning with examples of student success and improved institutional effectiveness as a result of this process. This chapter provides evidence addressing how College faculty rallied with administration to develop and implement an organized and sustained process to assess the achievement of institutional, program-level and general education student learning outcomes. *Chapter 6* outlines the College's approach to institutional planning and budgeting with particular attention to how these processes are linked. Under the leadership of President Raymond Yannuzzi and a strong executive staff, the Board of Trustees fully endorses this Periodic Review Report as evidence of a two year long review and reflection of its progress toward improved institutional success.

## **Section II:** **Response to Recommendations from previous evaluation and to Commission Actions**

### **Standard 1: Mission, Goals and Objectives**

Recommendations from Middle States Team: None

Recommendations from Middle States Self-Study: *Enrich participation in Mission and Goals review by providing more structured guidance for planning committee representatives and divisional leaders on methods they should employ to engage their constituencies in the process.*

Response: Every five years, the President conducts a comprehensive review of Mission and Goals with his staff and asks them to elicit comments from faculty and staff. These comments are then reviewed at the President's staff meeting for review by the Board. The Board is given time to review Mission and Goals at every annual retreat and is asked to review the Mission and Goals for approval every five years. The most recent approval was at the October 2013 Board meeting.

### **Standard 2: Planning, Resources Allocation, and Institutional Renewal**

Recommendations from Middle States Team: None

Recommendations from Middle States Self-Study: *Broaden and enrich direct participation in development of the Strategic Plan by returning to the use of smaller planning teams to set strategic initiatives for individual issues identified by the larger planning committee.*

The [Strategic Plan to 2015](#) is similar in structure to our 2005 Strategic Plan as well as those adopted in 1995 and 2000. It 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. At the plan's center are ten strategic issues that emerged from activities conducted since the beginning of the fall 2009 semester as supported by the mission.

However, the 2010 planning process was designed to be more inclusive than those in previous years. Toward that end, it solicited ideas and comments from small teams of 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 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

Strategic initiatives 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 are proposed to guide administrators, faculty, and staff as they develop unit goals and objectives.

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.

### **Standard 3: Institutional Resources**

Recommendations from Middle States Team: None

Recommendations from Middle States Self-Study: 1) *Design and implement a major fund-raising campaign to secure private gifts through the Foundation.*

In 2007, the Foundation hired a consultant to assist in defining strategies to deliver greater monetary support to the educational mission of the College by acquiring large gifts from major corporations. The College formed a Board of Director's Major Donor's Committee to hold meetings with major donors to determine giving interest. As a result of this initiative, the College has received gifts and pledges over \$161,000.

2) *Secure second bond issue for the next phase of the rebuilding Blackwood initiative,*

The second bond for \$2.353 million was issued on 6/29/2010 and \$25 million was issued on 12/16/2010.

3) *Develop detail for the next stages of the Facilities Master Plan*

In April 2013 the Chapter 12 funding in the amount of \$8.3 million was bonded. The College will continue to apply for the next round of bonds.

The College has been granted funding for its next phase as it approaches the completion of the \$83 million Blackwood Campus Transformation Project. The current focus is two-fold: 1) Complete the currently planned building renovation to Taft Hall and raze old out-of-service buildings that drain maintenance and energy resources; and 2) establish a revised Master Plan to see the College through the next five years of planning and development.

A [Facilities Master Plan 2013 Update](#) was presented to the Board of Trustees in March 2013. This plan will act as a guide for the further development of the academic core, surrounding

development zones as well as technology. The Facilities Master Plan - 2013 Update incorporates the core mission of the strategic plan.

*4) Develop the revenue-generating aspects of the Facilities Master Plan*

The College completed commercial projects involving the Daycare Center and two of our Campus Bookstores. With assistance from Barnes and Noble Campus Stores, an addition was built onto the Blackwood Bookstore opening up more sales space as well as another comfortable location for students to study. The bookstore at the Camden Campus also underwent extensive renovations. A new café seating area along with a Starbucks Coffee kiosk has made the store a popular destination not only for students, but also the local community. Kiddie Junction, the new daycare facility vendor operating at the Blackwood Campus, renovated the building's interior while the College upgraded the HVAC system and installed a new fire suppression system. These changes will allow new childcare services to children as young as 6 weeks old and will bring revenue to the College through the operating agreement with the vendor.

Further, all College facilities are now being marketed to outside organizations for a wide range of uses from employee training, business seminars, and workshops to social events. The College now has a "rentable facilities" section of the website, has developed partnerships with educational institutions and supplemented space with amenities such as parking and food service. During fiscal year 2012, over \$340,000 in facility rentals were generated for the College.

*5) Prepare a proactive facilities maintenance plan for all locations:*

The College invested in an online, proactive, facilities maintenance system, School Dude. This maintenance software tracks open work and proactively addresses project management. Every project is evaluated during planning to determine means to reduce construction costs with an eye to energy cost reduction.

*6) Refine and amplify the College's Disaster Recovery Plan*

The College has established a comprehensive [Disaster Recovery Plan](#) through the use of Sungard Data Recovery Services. The plan allows the College to have all necessary hardware replicated in a Sungard environment. Backup tapes will be loaded into the replicated environment in the event of an emergency situation.

*7) Define specific actions to enhance network security and to ensure that the College accommodates the changing regulatory environment.*

The College has gone through the process of reviewing and modifying the network infrastructure. The network switches have been upgraded. In addition, the network servers are being upgraded over a two-year period. An internal network assessment has been completed by the Office of Information Technology as well as a formal assessment by an outside agency specializing in computer networking.

#### **Standard 4: Leadership and Governance**

Recommendations from Middle States Team: None

Recommendations from Middle States Self-Study: *1) Consider incentives to motivate and educate students to serve as responsible representatives on committees, 2) Design and implement a web-based, easily accessible, secure website that will serve as a repository for institutional policies, minutes, and other mission critical institutional information.*

In 2006, one of the constituents visibly lacking from our committee structure and feedback systems was our student body. Upon further discussion, the College took special care to improve the student governance system. Now operating in a thriving system of student participation, student leaders meet each semester with the President and his staff to discuss student issues and College priorities. Student leaders now actively participate in a variety of activities that engage and inform the student body.

With regard to the College website, the College has designed and implemented a secure website developed using Microsoft Sharepoint Technology. Sharepoint provides the college community with a secure data repository for storing and sharing Institutional policies, minutes and other critical institutional information. The student portal was launched in spring 2013 with the faculty portal to go live Fall 2013.

#### **Standard 5: Administration**

Recommendations from Middle States Team: None

Recommendations from the Middle States Team: None

Recommendations from the Middle States Self-Study: *Post continuously updated organizational charts on the shared “S” drive so that all employees have immediate and clear notification of any faculty and staff changes or changes to the organization structure.*

Organization charts are updated quarterly or as reorganizations occur and are uploaded to the College's shared drive.

### **Standard 6: Integrity**

Recommendations from Middle States Team: None

Recommendations from Middle States Self-Study: *Initiate voluntary compliance with Sarbanes-Oxley, 2) Review all policies and procedures to ensure currency and adequacy of documentation; to ensure awareness, publish the entire inventory on the shared drive.*

Since 2006, the College has made significant strides in developing a sustainable system of auditing College Policies and Procedures in compliance with Sarbanes-Oxley. Each fall, the President asks his staff to review Board Policies related to their units and each year, policies are reviewed and approved or revised. In 2012, the President conducted a Board Policy Audit. Each of his staff was given a list of Board Policies from their area needing review for reaffirmation or revision. As of this writing, many of the policies on that list were approved, some were terminated and some are currently in a system- wide review. As part of these ongoing reviews, the [Conflict of Interest Policy](#) was revised and a new [Code of Conduct](#) was approved. The Board changed its *Business Affairs Committee* to a *Business Affairs, Audit and Campus Development Committee*, clearly defining their duties to campus compliance and auditing. A [Whistle Blower Policy](#) was approved to assure protection of employees. The College strengthened auditor independence by adopting an External Auditor Policy and conducting internal control assessment procedures. An [Internal Controls Procedures](#) document was developed and distributed to all personnel and is now available on the shared drive.

### **Standard 7: Institutional Assessment**

Recommendations from Middle States Team: None

Recommendations from Middle States Self-Study: *Strengthen the capacity of the Office of Institutional Research, Planning and Grants to enable it to coordinate the emerging needs of*

*sustained assessment by providing faculty and staff with the requisite tools, training, and access to assessment data.*

In order to better sustain the emerging needs of assessment, the Office of Academic Affairs assumed responsibility for academic assessment of student learning outcomes, tracking and monitoring documentation of student learning outcomes, and faculty training in assessment. In 2007, resources were provided to fund an additional position in the Office of Academic Affairs to coordinate assessment activities and provide ongoing training to faculty. The Office of Institutional Research assumed responsibility for data mining, data management, and reporting of data. This new team approach has been very successful in all aspects of the College's Assessment Initiative.

### **Standard 8: Student Admissions and Retention**

Recommendations from Middle States Team: None.

Recommendations from the Self-Study: *1) Conduct a comprehensive assessment of Accuplacer's effectiveness for placement and skill development needs for entering students, 2) Expand early placement testing of high school students and offer developmental courses in reading, writing and math for high school students as indicated, 3) Systematically collect and analyze retention data for programs and courses to clarify the aggregate college-wide attrition numbers with more detailed information.*

In 2008, the College participated in a statewide review of placement scores for students, resulting in common SAT and *Accuplacer* cut scores for placement into college level English and math in New Jersey community colleges. The College also expanded its outreach into high schools, offering placement testing, teacher preparation, and developmental courses to 23 high schools in Camden County. Each year, the College continues to expand the number of high schools where testing and developmental courses are offered. The College has recently partnered with an area high school to offer ESL testing and courses to international students at their site.

Retention data for courses and programs is now available on the shared drive in the annual [Fact Book](#). Faculty and staff can access this data at any time from their desktop. This data is used for Academic Program Reviews. In 2010, the College redesigned the Academic Review Process to be a more data driven process. Lengthy narrative documents have been replaced with faculty and dean recommendations in response to data rich reports from the Office of Institutional Research.

Data are compiled and provided to departments and programs for review with their dean. A final report is then submitted to the Academic Vice President for administrative review of the recommendations. Academic Reviews are now scheduled for all transfer, career, and accredited programs within a five-year cycle. APR data packets are now available on the shared drive. Programming has begun to allow faculty to track program retention numbers from the desktop using the newly developed, statewide [Student Success Data Model](#). This new model will assist the College in developing benchmarks normed against itself and other NJ community colleges.

### **Standard 9: Student Support Services**

Recommendations from the Team: None

Recommendations from the Self-Study: *Develop an improvement plan with participation of faculty, staff, and students for advisement and another such plan for transfer services.*

In 2008, plans were developed to improve faculty training and participation in advisement. At that time, it was decided that all new faculty and instructional staff would be invited to an orientation that includes training in use of WebAdvisor, the online student system that supports academic advisement as well as advisor training workshops offered through the Teaching and Learning Center. The College also launched an Intrusive Advisement program that trains faculty side by side with professional advisors. In 2011, the College embarked on a new program to train faculty in advisement that includes the development of a [training manual](#) and mentoring from the advising staff. As a result, Developmental faculty developed an early alert program for students to track attendance, grades and classroom performance. This has lead to activities within these classes that support student study groups, peer tutoring and support by faculty outside of the classroom. Each semester, the Advising Center offers a training day for all advisors to update them on transfer agreements. The College now belongs to NJ Transfer, an online system that equates all courses at the College with courses offered at colleges and universities in New Jersey. Given the large student body, the training of FT and PT faculty in advising and transfer remains an ongoing priority at the College.

### **Standard 10: Faculty**

Recommendations from the Team: None

Recommendations from the Self-Study: *1) Improve the FT/PT ratio by keeping FT faculty hiring as a first budget priority and seeking external funds for endowed faculty chairs to free operating monies for new FT hires, 2) Improve the search process for FT faculty by beginning early in the academic year and streamlining the process.*

The College prioritizes the hiring of FT faculty and continues to seek funds for an endowed chair, although no such funds have been identified as yet. Early fall, the deans are asked to submit their requests for FT faculty with consideration of the FT/PT ratio in their justification. Early spring, the deans are notified of faculty requests that have been approved pending confirmation of the next year's budget.

The decision making process begins in early fall, prior to the budget development process. The College streamlined the search process by converting from a manual paper application process to an Online Application process that filters out unqualified applicants and streamlines the approval process. Search Committees all now receive training in the search process from the Office of Human Resources.

### **Standard 11: Educational Offerings**

Recommendations from the Team: None

Recommendations from the Self-Study: *1) Develop a system based on a rolling five-year record of common indicators that monitors academic program enrollments, costs, and outcomes and supports decisions to enhance, continue, or eliminate degrees or certificates, 2) Ensure that academic program goals and student learning outcomes for each degree or certificate are prominently featured in the [Catalog](#) and [Academic Program Guide](#), 3) Ensure that student learning outcomes are clearly communicated in the written information given by faculty to students on the first day of every course.*

As noted in our responses to concerns addressed within Standard 8, the *Academic Program Review* process was significantly changed from a narrative, descriptive document to a report driven by data including, but not limited to, five year trends in enrollment, retention, graduation, transfer, class size and student learning outcomes. Student learning outcomes data has been required annually by all academic programs since 2007. All programs have been placed on a five-year program review cycle. Beginning 2011, all program reviews became subject to administrative review and analysis led by the Vice President of Academic Affairs. The process is

currently being revised to better tie the results of these reviews into the budget and planning process.

In 2008, the Curriculum committee approved the revision of the *Syllabus* to the new [Departmental Master Syllabus](#) (DMS). This DMS identifies written course level student learning outcomes as well as addresses how the student learning outcomes will be evaluated. Beginning with the 2008-2009 Catalog, all Academic Program Goals along with the Program Student Learning Outcomes have been published in the Academic Program Guide and the Catalog. Students now receive course student learning outcomes on the first day, at the beginning of each course. Students can access both documents directly from the College's website *camdencc.edu*. In order to assist students in understanding the interrelatedness of course level, program level, and institutional level, general education student learning outcomes, *Curriculum Maps* and a *Table of Course Level and Program Level SLO Interconnectedness* for each program is available in the [Academics/Assessment section](#) of the College's web page.

### **Standard 12: General Education**

Recommendations from the Team: None

Recommendations from the Self-Study: 1) *Establish measures to assess student learning outcomes for each General Education Goal by integrating and replicating already successful department practices and implementing new ones*, 2) *Enhance collaborative efforts between faculty and librarians regarding information literacy knowledge and skills with the goal of including information literacy activities in every course*, 3) *Clarify and document the extent to which programs must address the 12 General Education Goals and distribution requirements*.

In fall 2007, the College empowered an ad hoc *General Education Committee* to review and approve courses as General Education courses based on their student learning outcomes. The Committee worked in conjunction with the statewide GECC (General Education Coordinating Committee) to audit and align all general education courses in the 19 community colleges in New Jersey. The statewide committee established General Education SLOs for all areas of General Education. These General Education SLOs were adopted by the College faculty in fall 2008 and are published in the [Catalog and Academic Program Guide](#). In spring 2008, the Ad Hoc General Education Committee was dissolved and the Governance Standing Committee on Curriculum was established as the governing body which recommends a course be eligible for General Education status. Faculty on the Curriculum committee were trained on the criteria used

to determine eligibility based on the “[Guiding Principles](#)” document outlining General Education requirements, developed timelines, and asked to develop an internal process in alignment with the statewide process. By 2009, the College developed its own internal process to determine if courses met the General Education objectives for the College for recommendation to the external, statewide General Education Committee. In spring 2012, the Student Learning Outcomes Committee audited all syllabi of General Education Courses. This audit was completed to determine what General Education courses contained student learning outcomes for Information Literacy and Ethical Awareness.

By 2010, the New Jersey Council of County Colleges (NJCCC) established a statewide process to approve General Education Status for all General Education courses offered at community colleges. This process documented the extent to which programs must address each General Education Goal and outlined specific distribution requirements. Camden County College faculty coordinated and approved their internal approval process in alignment with the NJCCC process. Once courses complete the internal and external process, they are submitted to the Catalog and Academic Program Guide for publication. General Education SLOs addressing state and College approved objectives are now required to be on all Department Master Syllabi. Academic departments are required to assess General Education SLOs on an annual schedule, rotating SLO assessment each year.

In the original Guiding Principles document, information literacy and technology competency were considered within the same competency. In 2012, the New Jersey Council of County College’s Presidents voted to separate the competencies. The Academic Affairs Affinity Group approved for Information Literacy SLOs separate from Technology Competency SLOs. Librarians at Camden County College consult with faculty and the Curriculum Committee regarding the inclusion of information literacy in their courses. It is no longer a goal for information literacy competencies to be in every course, but rather to be in every program. Librarians provide instructional support for Information Literacy SLOs such as the Biology Abstract Project, given every semester in every Biology 111 section. The College is currently in progress with increasing the number of courses documenting information literacy student learning outcomes so that students can more easily identify general education courses with information literacy in the curriculum.

### **Standard 13: Related Educational Activities**

Recommendations from the Team: None

Recommendations from the Self-Study: 1) *Analyze performance data in first-level credit courses for students who complete skills courses and develop improvements as needed in both skills and first-level credit courses,* 2) *Analyze policies regarding credit for experiential learning to ensure a proper balance of program integrity and student needs,* 3) *Conduct a comprehensive review of the Distance Education program which assesses student outcomes and develops strategies for using results to improve learning, ensure academic integrity and uses resources efficiently.*

Since 2007, data were collected from English and math students who completed developmental reading, writing, and math courses at the College. Although this data was available, it did not initially assist the faculty in improving student success rates. Similarly, all 19 community colleges in New Jersey were producing different outcomes data that did not lend itself to creating “best practices” in the classroom. To remedy this situation, a committee of Institutional Researchers was formed to address the data collection issue. The result is the launching of a new statewide [Student Success Model](#) in 2012, which will track student success from developmental coursework to graduation. Camden County College volunteered to pilot the model in fall 2012. This model was developed to respond to faculty’s need to test new strategies and determine if these strategies are successful. Beginning fall 2012, the College published success data on the ten top enrolled, first year, general education courses. Faculty are now able to assess student performance based on a multitude of variables made available from the Student Success Model. In response to the College’s priority to improve student success in first level courses, the College created a new academic division, Transitional Studies, to focus on strategies to improve student success in developmental courses. The faculty has initiated a multitude of strategies, which are assessed at every level to determine their effectiveness. It is hoped that the Student Success Model will provide a more effective means of providing faculty data to assess their initiatives.

In order to address the need to ensure a proper balance of program integrity with student need to earn credits for experiential learning, the College joined a collaboration of the 19 community colleges to develop standardized policies for credit for experiential learning. A consultant was hired by the NJ Council of County Colleges to develop recommendations for consideration by

the colleges. A best practices document, [Non-Credit to Credit Articulation](#) document was developed by the Committee and is currently in use by Camden County College.

In order to address the assessment of quality in our Distance Education Program, the College participated in a statewide consortium effort. This consortium purchased the Quality Matters program, a template to assess distance education course templates, not the content within the discipline. It was established early on that assessment of SLOs in distance education courses were to be assessed within the department's larger assessment program- and not to be isolated and assessed separately. The Quality Matters program was utilized to evaluate the quality of the course integrity and set- up within the Learning Management System.

The Assistant Dean for Academic Support, along with a newly hired Instructional Designer are trained in Quality Matters and present workshops and best practices in distance education to faculty. Several faculty members have begun using the Quality Matters program. Full scale implementation is currently being considered by the faculty.

#### **Standard 14: Assessment of Student Learning**

*Commission Action: At its session on June 28, 2007, the Middle States Commission on Higher Education acted to warn the institution that its accreditation may be in jeopardy. To request a monitoring report, due by August 1, 2008, documenting compliance with Standard 14, including 1) statements of expected student learning outcomes that are measurable at the Institutional, program, general education, and course levels, 2) evidence of the interrelationship among expected student learning outcomes at the institutional, program, general education, and course levels, and 3) development and implementation of an organized and sustainable process to assess the achievement of Institutional, program-level, and general education student learning outcomes. To request that the monitoring report also document evidence that 4) course syllabi incorporate expected learning outcomes and specifically that general education course syllabi include statements of relevant general education student learning outcomes and 5) general education requirements are clearly and accurately described in official publications of the institution. To direct a staff visit to discuss the Commission's expectations for reporting. A visit may follow submission of the monitoring report.*

Most Recent Commission Action as noted on *MSCHE Statement of Accreditation Status:*

At its session on November 20, 2008, the Middle States Commission on Higher Education acted to “Accept the monitoring report, to remove the warning and to affirm accreditation. To indicate that a visit *will not be conducted*. The Periodic Review Report is due June 1, 2013.”

Recommendation from the Self-Study: *Develop standards to be addressed in academic program review to ensure consistently thorough reviews for every program and certificate, 2) Make assessments of student learning outcomes in courses and implementation of classroom assessment techniques an ongoing agenda item of the Partners in Learning Program* (the Faculty’s professional development program).

We are pleased to report that the [2008 Monitoring Report](#) submitted to the Commission was fully accepted and resulted in the removal of the Warning with no visit needed. As documented in the Monitoring Report, Camden County College provided the resources and rallied faculty and staff to address the concerns of the Commission. The College designed, implemented, and supported an organized and sustainable process to assess the achievement of Institutional, program-level, course level and general education student learning outcomes, as well as addressing concerns related to course syllabi and general education requirements.

As noted in the Monitoring Report, the College experienced a series of leadership changes from 2005 to 2006 prior to submitting the 2006 Self-Study. By the time the College received the Commission’s 2007 Action Letter, the new Executive Leadership Team had already resolved to fully commit resources, training, and an Action Plan to address their concerns. The President used the Commission’s 2007 warning to spearhead a *Call to Action* that engaged faculty and staff in a highly ambitious plan to permeate the College with a culture of evidence-based assessment. 2007-2008 was a year of intense professional development designed to educate faculty on the development of course level and program level SLOs with special emphasis on developing assessment plans and using the data as early as spring 2008 to improve student success. In June 2007, the Action Plan was presented to the Board of Trustees and endorsed with full support of the Board. The Action Plan was direct and evidence based. It detailed the step-by-step process to satisfy all five areas outlined in the Middle States Warning. The Board offered its support, immediately approving personnel changes need to accomplish these goals and requested mid-year and end-of year reports on the plan.

The College fully released a faculty member to assist the Vice President of Academic Affairs in leading the initiative, work with our Middle States liaison, organize training workshops, train and support the SLO committee, form a new committee on General Education, represent the College at all statewide General Education meetings, develop a sustainable system of documentation, develop a faculty and administration supported Student Learning Outcomes Plan and Annual Reporting System, document all progress, and meet regularly with the deans and the Curriculum Committee to assure consistency and monitor progress on the Action Plan. By fall 2007, it was clear that devoting a person full-time to our assessment initiative was successful. Fiscal commitments to support assessment included the creation of a budget for the Office of Curriculum and Assessment, enhancement of funds for the Teaching Learning Center focused on training related to assessment, and the integration of objectives and outcome measures to support our annual request for Perkins funding.

Significant structural changes implemented to guarantee sustainability of assessment included a new standing Committee on Student Learning Outcomes and Assessment, a reorganization of the Teaching Learning Center, and the move from an ad hoc committee on General Education to the current model of the Curriculum Committee assuming responsibility for approving, tracking and monitoring general education course syllabi. In addition, the Vice President of Academic Affairs met with the leadership of the Faculty's professional development program, Partners in Learning, to integrate student learning outcomes assessment into their discussions throughout the year.

The Board of Trustees revised their [Policy on Degree Granting](#) to align with the NJ General Education Foundation Document specifying general education requirements. Assessment Plans, including criteria and time-lines were developed for all programs. The College clearly defined its Assessment Process in its [2008-2009 Culture of Assessment](#) document and instituted a requirement that all programs assess each of their program level outcomes within a two-year cycle. Formal written reports detailing assessment outcomes are now due to the SLO committee each June. During the first year of implementation, the chair/coordinator was given until the end of the year to produce data on at least one program level assessment. The [Program Assessment Progress Evaluation](#) summarizes the assessment progress for each program. All academic program reviews were placed on a five year cycle, unless otherwise mandated by accreditation. All academic program reviews include a report on student learning outcomes based on data from their annual assessments. All new and revised curriculum proposals now include program level

SLOs and assessments as evidenced by the [New and Revised Curriculum Proposal Forms](#). Institutional level outcomes are now clearly embodied in the General Education courses at the College. They reflect the core values of the institution and are articulated in the NJ General Education Foundation Agreement. Our nine general education competencies were revised and adopted by the faculty in collaboration with the adoption of the NJ General Education Foundation Agreement by all 19 New Jersey Community Colleges. All general education syllabi were revised to include specific general education SLOs, and had to be submitted to the General Education/Curriculum Committee and then the NJ General Education Committee before being submitted for publication. The [Catalog and Academic Program Guide](#) now identifies courses meeting general education requirement as well as include a user-friendly grid that outlines general education requirements for each degree type. Each year, every department on campus must submit results of their assessment activities for the year. Disciplines are progressed at different levels with most closing the assessment loop within the first three years. Programs were all revised to meet the newly established General Education Course distribution list set forth by the NJ Council of County Colleges and approved by the faculty. Programs had to include a cultural diversity course or demonstrate course level SLOs that addressed cultural diversity.

At the program level, we enlisted a consultant in 2007 and offered faculty a student learning outcomes “boot camp” training program. Faculty were shown how to develop measurable program SLOs that reflected higher-order thinking and described the unique set of skills or abilities a student would learn or demonstrate in the program. The chairs of the General Education and SLO committees provided additional workshops to help faculty better understand the process. Once the SLOs were drafted, reviewed and approved, the faculty began the process of measuring outcomes. By the end of the first year, 100% of all programs developed or revised their SLOs. Outcome statements were published in the 2008-09 Catalog and are updated annually on our website in our [Catalog and Program Guide](#) for students. Programs that did not produce appropriate SLO and assessment plans were terminated while other programs were revised and modified to meet assessment criteria.

Course level changes demonstrating faculty use of student learning outcomes began immediately in 2007. The Curriculum Committee renamed the syllabus to a [Departmental Master Syllabus](#) DMS in order to distinguish it from a professor’s first-day handout. The DMS identified course level SLOs, general education SLOs and student assessment to establish transparency in

communication of expectations of the courses and how they would be measured. All General Education courses were revised to document the General Education SLOs. Courses were coded by general education competency through a degree audit process and were submitted for publication beginning 2008. Curriculum maps document general education compliance for each individual program. In order to establish interrelationships among student learning outcomes at the institutional, program, general education and course levels, the College had to first assess its interrelationships through a curriculum audit. All course level SLOs are now matched to their corresponding program SLOs. SLOs are matched against general education categories and competencies identified in the [MSCHE Characteristics of Excellence](#). A spreadsheet summarizes the interconnectedness between course level general education SLOs and program level SLOs as well as to demonstrate course level competencies. Curriculum maps determine how well the program SLOs are supported by course level student activities and identify gaps where course level outcomes do not cover program SLOs or competencies. Once identified, minor gaps are corrected through the curriculum process.

Inherent in sustainability is accountability. Camden County College developed accountability at all levels. The President and Board of Trustees have assumed regulatory responsibility for the Institutional Effectiveness process and resources that support the process. The Vice President for Academic Affairs assumes oversight and reporting responsibilities for assessment of student learning outcomes at the institutional level via the general education program, program level and course level. The Associate Dean for Curriculum and Assessment assumes responsibility for professional development and consultation to the faculty. The Student Learning Outcomes Committee assumes responsibility for oversight and evaluation of the assessment process. The Curriculum Committee assumes responsibilities for review and approval of general education courses and new and revised curricula. The deans assume responsibility for monitoring assessment outcomes at the course, program and institutional level within their divisions and finally, faculty assume full responsibility for annual review of all course syllabi SLOs, review of program level SLOs, and programmatic reviews through the Academic Program Review process.

At the time of the submission of the [2008 Monitoring Report](#), the College produced detailed plans including evidence-based outcomes clearly demonstrating compliance with Standard 14. The College has continued its efforts and is pleased to demonstrate its progress in the remainder of the report.

## Section III:

### Challenges and Opportunities

#### **CHALLENGES**

##### **Challenge - Improving Student Success**

Standard 8: Student Admissions and Retention; Standard 9: Student Support Services; Standard 13: Related Educational Activities; and Standard 14: Assessment of Student Learning

##### Strategic Plan Issue I: Ensure Teaching Quality & Student Success

Given our successes in implementing a sustainable process to assess institutional effectiveness and student learning outcomes, we now are more aware of the academic success challenges that students are facing. As a result of our self-study preparation for the PRR, we identified a five year major challenge to provide more comprehensive student services and direct support to first year students in order to improve student success. Our challenge in improving student success rates and improving student learning outcomes as outlined in Middle States Standard 14, was to implement more intrusive support services in response to Middle States Standard 8, *Student Admissions and Retention*, Standard 9, *Student Support Services* and Standard 13, *Related Educational Activities*, as well as operationalized in our Strategic Plan, *Developing an Integrated Support Services Agenda*.

Further, the College is actively involved in the NJ Council of County College statewide efforts *to improve student success* by placing our faculty and administrative leadership in key positions in the statewide Student Success Initiative Big Ideas Committees. College faculty and staff have assumed leadership roles in creating a [Student Success Data Model](#) to develop and improve metrics for measuring student success. We volunteered to be one of the four colleges to produce the first round of data from the newly developed Student Success Model. This data is assisting us in finding gaps in student success and helping us design new programs and services to improve retention and graduation rates. The College is also part of the effort to improve ESL student success rates. Faculty have completed surveys, attended summits and developed pilot programs to identify and address student success gaps. We are also working with a statewide team to implement new Core Curriculum Standards for K-12 that will bring K-12 into better alignment with the first two years of college.

In preparing for the PRR, we also identified a need to improve tracking of outcomes in initiatives to address Standards 8, 9 and 13. The College created a new [Student Success Committee](#) to better assess outcomes from existing student services and classroom support experiences. Decision makers in all major academic support areas as well as key faculty and deans were appointed to this committee and asked to assess Standards 8, 9, and 13 using the Middle States Roadmap. In spring 2013, the Committee was asked to develop a report with recommendations to the Vice President of Academic Affairs to help set the agenda for the 2013-14 school year. The report will be reviewed over the summer by the President's Staff for input before approving the action plan.

As part of our work with the NJ Big Ideas Initiative, we are also developing and implementing strategies to improve success rates in the top 10 enrolled general education courses. At our fall 2012 Opening Day, we provided success rate data to the faculty for all courses with particular emphasis on the top 10 enrolled general education courses. Faculty are challenged to "Know your numbers," and set benchmarks to improve their course level student success rates, while developing strategies to improve success. This is a long journey and to further assist us we have joined the statewide committee to develop Common Core Student Learning Outcomes in these 10 courses along with their related common assessment methods and best practices in teaching strategies. The overriding measure of success will be improvement in course level success rates, successful completion of 30 credits, and finally, degree and/or certificate completion as outlined in our [Institutional Effectiveness Plan](#). We have accepted the challenge to improve student success at Camden County College and have involved every unit of the College in this initiative.

### **Challenge - Developing a New Generation of Faculty, Staff, and Administrative Leadership**

Standard 4: Leadership and Governance and Standard 10: Faculty

Strategic Plan Issue I: Ensure Teaching Quality & Student Success

As with every college, CCC has always worked on developing new faculty, new faculty leaders, and new administrative leadership. For various economic reasons, many of our faculty have chosen not to retire at the usual retirement age, challenging the College to maintain a fairly high cohort of faculty over the age of 60 with few vacancies posted over the last five years. Most of these faculty will be retiring in the next five years, presenting the College with the challenge to not only fill the faculty vacancies, but to mentor less experienced faculty to assume leadership

positions held by some faculty for over 20 years. One way the College has begun to prepare for this changing of the guard is to provide opportunities for newer faculty to serve in internship positions in the deans' offices. These internships provide faculty with administrative experience to help them in any number of College leadership positions.

Given the large number of adjunct faculty needed to provide instruction at a community college our size, our challenge is to redefine the role of the full-time faculty member, imbedding leadership responsibilities at either the department or program level to lead academic initiatives such as the Center for Civic Leadership and Responsibility, Honors Program, Faculty Governance Committees, and the growing number of assessment committees such as Student Learning Outcomes and our new Student Success Committee. Without the replenishment of faculty leadership, we run the risk of over-extending our existing faculty. A plan is in motion to bring new faculty in to the College and grow new leadership so that our leadership and governance infrastructure remains strong and vibrant. Supportive of this initiative is our challenge to better integrate our adjunct faculty into the College to better support the larger core of College instruction. We plan on doing this by creating an Adjunct Academy that will assist us in recruitment, evaluation, and development of our adjuncts. We are also working with the NJ Big Ideas Team on Adjunct Faculty in the hopes of sharing recruitment, training, and development resources at the state level.

### **Challenge - Doing More With Less**

Standard 2: Planning, Resource Allocation and Institutional Renewal and Standard 3: Institutional Resources

#### **Strategic Plan Issue III: Developing a Facilities Transformation Plan**

The College has become quite adept at doing more with less. Among the internal practices that fall within this category are the more efficient and effective use of technology in classes and for student-service delivery; more efficient deployment of employees, including faculty, administrators, administrative assistants, secretaries and other staff; leveraging existing spaces, through centralization of activity and/or repurposing, to maximize the college wide classroom schedule and the reach of support services; and strengthening the online-learning program to reduce stress on infrastructure, parking and other campus amenities. Additionally, practices involving external constituencies that support this effort include maximizing the sharing of

resources with the County of Camden and expanding the number and scope of partnerships with other institutions of higher education, academic-program collaborators within local business/industry and companies that provide campus service.

## **OPPORTUNITIES**

### **Opportunity - Enhance Recruitment Efforts and Increase Enrollment**

Standard 8: Student Admissions and Retention

Strategic Plan Issue I: Ensure Teaching Quality & Student Success

Our most recent successes in dramatically improving our physical infrastructure provide us with a powerful opportunity to enhance recruitment efforts and increase enrollments. These infrastructure improvements support our advancement of Standard 8 of the Characteristics of Excellence, *Student Admissions and Retention* as operationalized in Strategic Plan Issue IV, *Enhancing Workforce Development, Initiative 1: Developing Seamless Career Ladders for Certificate Credit and Non-credit Programs*. Our old infrastructure did not provide the needed support for science and allied health, but the completion of our new science and allied health building not only supports growth in the sciences, but also supports growth in nursing and allied health through the addition of new nursing and health career clinical labs. Our newest initiative to increase enrollments was the signing of an articulation agreement with Rutgers, New Brunswick/Newark College of Nursing to bring a pre-licensure BSN program to the Blackwood campus. The Rutgers nursing program sought a suitable site in southern New Jersey to grow their BSN enrollments and found it in our new science building. We have already begun a joint advertisement campaign to attract pre-nursing majors to Blackwood that includes billboards, print media and website information as we continue to recruit pre-nursing majors to support the program.

Additionally, in support of increasing enrollments, the College is continuing to grow our new Honors Program. Now structurally fully developed, this program provides us with the opportunity to attract highly prepared high school graduates into a rigorous, selective Honors Program that currently has a 95% graduation rate. The Program has a growing list of articulation agreements and available scholarships, and graduates of our Honors Program are automatically accepted into the Rutgers University-Camden Honors Program. The Honors Program provides the College with an excellent academic path to increase enrollments as well as increase our

overall success rates, as noted in our Strategic Plan: Issue I- Initiative 2: *Improve student retention, graduation and transfer rates.*

Camden County College is also embarking on a new initiative to support our Mission and Goal #9, to develop programs to *Provide Students with the Understanding and Skills They Need to Adapt to Changing International Conditions and to Compete in a Global Economy*, as well as to meet our goal of increasing enrollments of our international population. In the past three years, we have partnered with Nanyang Medical College in Nanyang, Henan Province, China. As a result of several exchange visits, the College has developed a new International Healthcare Certificate and will be hosting a series of exchanges with our new international colleagues and students. This partnership will serve as a significant opportunity to increase our global recruitment efforts.

### **Opportunity - Access to New Funding Sources to Address Future and Current Equipment and Facility Needs**

Standard 2: *Planning, Resource Allocation, and Institutional Renewal*

Strategic Plan Issue III: Developing a Facilities Transformation Plan

Camden County College is fortunate to not only have received, but is also under serious consideration to receive substantial capital infrastructure investments from the state. As an example, in the spring of 2013, the College opened our 107,000 sq. ft. Kevin G. Halpern Hall for Science & Health Education facility, which is the most recent infrastructure addition that was funded as part of an \$83 million Blackwood Campus transformation initiative that had been announced in 2005 by the County Freeholders. This \$30 million, three-story, 107,000-square-foot building is allowing CCC to educate more students, increase the number of courses offered and expand curricula in a number of academic areas. It houses 10 biology labs, six chemistry labs, and a physics lab. It also contains 24 conventional classrooms and lecture rooms. Other features include expanded facilities for the CCC Dental Hygiene Clinic, a demonstration kitchen, and a student-run café for the College's hospitality, nutrition science, and culinary arts programs.

Additionally, in November 2012, New Jersey voters approved a \$750 million public referendum, which authorized the State to issue bonds for capital improvements to the State's higher education sectors. These five funding opportunities include the Building Our Future Bond Act (GO Bond Act), the Higher Education Capital Improvement Fund (CIF), the Higher Education

Facilities Trust Fund (HEFT), the Higher Education Technology Infrastructure Fund (HETI) and the Higher Education Equipment Leasing Fund (ELF) . At their March 2013 meeting, the College Board of Trustees authorized the administration to apply for funding under these programs in order to enhance our academic facilities, expand our urban campus, as well as modernize our instructional technology, laboratory equipment, communications, and data storage and transmission infrastructure to address future and current needs. We were notified that we have been recommended to receive funding for four of the funding opportunities; the Technology Infrastructure project, the Higher Education Equipment Leasing Fund, and two GO Bond Projects. The first is the Camden Project and the second is the Taft Hall (Blackwood campus) renovation and classroom expansion.

Additional capital developments that will allow us to serve more students more effectively and efficiently include a new Student Services Center that will soon begin construction, a recently completed greenhouse which is enabling the College to expand programs in the area of environmental sciences, and a revitalization of our athletic facilities to attract scholar athletes.

### **Opportunity – Develop Revenue Opportunities, Enhance Workforce Development Efforts via Development of a New Facilities Master Plan**

Middle States Standard 2: Planning, Resource Allocation and Institutional Renewal

Strategic Plan Issue III: Developing a Facilities Transformation Plan

Strategic Plan Issue IV: Enhance Workforce Development

Camden County College recently completed a new Facilities Master Plan to address changes in the student body, newly emerging needs, curriculum changes, and exploration of revenue-generating opportunities. The [Facilities Master Plan – 2013 Update](#) notes that the College continues to explore development at its various locations. With approximately 350 acres, the Blackwood Campus has the greatest potential for a mixed-use of commercial development and student housing. Efforts to expand enrollments of international students, who traditionally need housing, would be significantly enhanced by the construction of dormitories along the northern end of the campus. In addition to student housing, the College also is exploring with campus developers the construction of age-restricted residential and commercial development within the perimeter of the campus.

In addition, the College recently completed commercial projects involving two of our Campus Bookstores and a Daycare Center. With assistance from Barnes & Noble College, an addition was built onto the Blackwood Bookstore opening up more sales space as well as another comfortable location for students to study. The bookstore at the Camden Campus also underwent extensive renovations. A new café seating area along with a Starbucks Coffee kiosk has made the Barnes & Noble store a popular destination not only for students, but also the local community. Kiddie Junction, the new daycare facility vendor operating at the Blackwood Campus, renovated the building's interior while the College upgraded the HVAC system and installed a new fire suppression system. These changes will allow new child care services to children as young as six weeks old and will bring revenue to the College through the operating agreement with the vendor.

Further, all College facilities are now being marketed to outside organizations for a wide range of uses such as employee training, business seminars, workshops, and social events. We have a “rentable facilities” section of our website, developed partnerships with educational institutions, and supplemented space with amenities such as parking and food service. During fiscal year 2012, over \$340,000 in facility rentals were generated for the College.

## **Section IV:**

### **ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS**

This chapter provides an analysis of the enrollment and finance projections for the next two years as well as the assumptions on which the projections are based. The latest [Operating Budget \(FY14\)](#) was approved by the Board of Trustees on May 7, 2013. As this section demonstrates, Camden County College is financially sound. It has a solid record of enrollments and trends that are consistent with its strategic plan and mission. Detailed enrollment information is available in the [College Fact Book](#).

#### **ENROLLMENT TRENDS AND PROJECTIONS**

Enrollment is critical to the College. Over 60% of its operating budget comes from tuition and fee revenues and its financial health requires that it be able to predict and manage its enrollments.

In the fall 2009 semester Camden County College enrolled a record of 15,670 students. As indicated in the attached [Headcount by Enrollment Status \(Table 1\)](#), the number of full-time students reached a record high of 8,529 in the fall 2009 and then declined over the next three semesters to 7,211 in fall 2012. The numbers of part-time students varied over the past seven (7) years with the lowest number of 6,596 in fall 2012.

Overall enrollment peaked in FY10. The [Total Full-Time Enrollment \(Table 2\)](#) shows that the total full-time equated enrollment (FTE) increased 10% or 1,107 FTE between FY08 and FY10. Enrollments in FY11 decreased 635 FTE or 5% compared to FY10 and continued to decrease in FY12. Although enrollments decreased in FY13, the decrease was not as high as the previous two years, especially in the spring 2013 semester where the number of full-time students remained the same as the spring 2012 semester.

The FY14 budget projects enrollment to be slightly higher in full-time students and the part-time students are projected to be the same. We are employing a number of strategies to reverse this decline including enhanced high school recruitment and orientation, and intrusive advisement to returning current students. In addition, the College has opened a new 107,000 square foot science building and has entered into an agreement with Rutgers University to collaborate on offering a Bachelor of Science Degree in Nursing. The College is confident that a small increase

in full-time students for FY14 is realistic. The enrollments for FY15 and FY16 are projected to be the same as in FY14 as indicated on [Headcount by Enrollment Status \(Table 1\)](#), Non-credit enrollments fluctuated between 2008 and 2011 and enrollments increased in 2012 as shown in [Non Credit Enrollment \(Table 3\)](#).

## **FINANCE TRENDS AND PROJECTIONS**

### **OPERATING REVENUE TRENDS**

Since our last Middle States visit, revenues have remained strong yet have fluctuated in reference to sources of support. Camden County College continues to face significant reductions in both state and county funding, State aid decreased 23% from \$13,272,367 in FY07 to \$10,201,317 in FY13 and County aid decreased 21% from \$11,753,559 in FY07 to \$9,225,814 in FY13, as indicated in the following attachments, [Revenue Trends](#) and [Financial History FY2007 – FY2016](#). The same levels of revenue support from the State and County are projected for FY14 and are planned for the next two fiscal years.

Over the past decade student revenue has increased from 49% to approximately 62% of total revenue. To keep education affordable and accessible to students, particularly in a difficult economy, Camden County College implemented no tuition increases in the summer 2012, fall 2012 or spring 2013 and implemented only a \$2 facility fee increase in the spring 2013 semester. The tuition freeze was possible due to several one-time infusions of revenue from legal settlements, State refunds for adjunct pension contributions, savings from premium sharing, and the accumulated savings from prudent budgeting in past years. These revenues have been held in an [unrestricted reserve fund](#) and approximately \$1 million is projected to be transferred from this fund to balance the FY13 Operating Budget. In FY14 a \$3 increase in tuition and a \$2 increase in the general service fee were implemented. A \$5 per credit increase in tuition and fees is planned for each of the next two fiscal years. In order to keep tuition and fees low, a transfer of \$2 million from the unrestricted reserve fund is planned in FY14, \$1.5 million in FY15 and \$1 million in FY16.

## **OPERATING EXPENDITURE TRENDS**

The College's operating expenditures increased from \$64.2 million in FY07 to \$73.2 million in FY12 ([Financial History FY2007 – FY2016](#)) In FY12 the College transferred \$3.1 million, which is shown under other expenses, into the plant fund for emergency maintenance repairs.

Salaries and fringe benefits encompass the majority of the expenditures. Approximately 78% of the FY14 operating budget is for employee compensation. The remaining 22% budgeted for operating is spent on contractual services (5%), Materials & Supplies (3%), Conferences & Meetings (1%), fixed charges (4%), utilities (7%), student aid (1%) and miscellaneous (1%).

Utility costs over the past two years decreased significantly. The favorable weather pattern, coupled with an energy cooperative agreement with the County and the College's efforts to better utilize the buildings, contributed to the lower costs.

Starting in FY13, the College's operating budget includes costs for the operation of the Regional Emergency Training Center (RETC), our newest center for non-credit career training, as well as expenses to operate the Police Academy and Fire Academy within the RETC. Also included are the costs of the adult non-credit programs offered at the Camden County Technical Institute as well as the facility costs to convert the former Helene Fuld Building for College use.

## **CAPITAL FUNDING**

### **LONG TERM CAPITAL IMPROVEMENTS – Facilities Master Plan Update 2013**

In 2005, the Camden County Freeholders announced an \$83 million capital initiative to rebuild the Blackwood Campus, of which \$15,176,500 was funded through the State's portion of the Chapter 12 Program. This dramatic transformation is the most significant project undertaken by Camden County College since the institution was founded, affecting more than half of the facilities and structural amenities on the campus.

The first phase of this plan, concluded in 2008, included the refurbishment of Madison Hall, which is the campus' busiest classroom building. It also included construction of the Connector Building, which connects Madison Hall with the Otto R. Mauke Community Center and serves as the headquarters for the College's Center for Civic Leadership and Responsibility.

Subsequent phases have been focusing on the creation of roads, grounds and athletic fields and on additional demolition, refurbishment and construction, including a 107,000-square-foot

science building that allows for the expansion of science-based academic programming and the education of more students.

Construction for a renovated student building is planned to start in the summer of 2013 with a completion date of October 2014.

As a result of the dissolution of the Helene Fuld School of Nursing, the College acquired the nursing building and is repurposing it as the new administrative building with minimal changes in order to house the College's administration. This will allow the College to centralize their administrative functions and close down older buildings that are costly to maintain. In addition, the Regional Emergency Training Center (RETC) building was acquired from the County and now houses continuing education offerings in conjunction with the County as another instructional site.

### **ANNUAL CAPITAL**

Annual capital funding from the County has grown over the past years, enhancing the College's facilities that attract and support the students who desire a richer more traditional college experience. Following is the County Capital revenue received from FY2009 through FY2013.

FY2009	\$750,000
FY2010	\$3,000,000
FY2011	\$2,000,000
FY2012	\$ 500,000
FY2013	\$1,000,000

### **STATE CAPITAL and EQUIPMENT GRANTS**

In May, 2013 the College was awarded funding through the state. The money became available through four sources, anchored by a bond referendum proposal in the fall 2012. Bond award details are as follows:

#### **Building Our Future Bond Act (GO Bond)**

*Taft Hall Renovation & Classroom Expansion Project*  
Project Cost: \$9,804,198  
Requested from GO BOND: \$4,577,724

*College Downtown City Classroom Development & Expansion Initiative –  
“CCCAMDEN PROJECT”  
Project Cost: \$2,166,248*

Requested from GO BOND: \$1,624,686

**Higher Education Facilities Trust Fund (HEFT)**

*The Instructional, Technology, & Lab Equipment Modernization Project –  
“INTEL”*

Project Cost: \$1,709,186.88

Requested from HEFT: \$1,281,890.16

**Higher Education Equipment Leasing Fund (ELF)**

*Communications and Data Storage & Transmission Infrastructure Survival Project –  
“CODIS”*

Project Cost: \$1,657,992

Requested from ELF: \$828,996

**Chapter 12 Funding – FY2014**

\$4,250,000

## **Section V:**

### **Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning**

#### **Institutional Effectiveness – Standard 7**

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 the plan. Camden County College's Institutional Effectiveness Plan is derived from the Vision, Mission, Values and Goals of the College and is purposefully articulated in the Strategic Plan.

The [Strategic Plan](#) 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.

#### **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:

#### **Assessment and Planning Documents**

- [Institutional Effectiveness Plan 2013-2014](#)
- [Strategic Plan to 2015](#)

- [Student Learning Outcomes Assessment Plan 2010 – 2015](#)
- [Enrollment Management Plan](#)
- [Facilities Master Plan Update 2013](#)
- [OIT Technology Master Plan/Disaster Recovery Plan](#)

## **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. 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.

## **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 below 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**

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

## **Implementing the Strategic Plan to 2015**

The Strategic Plan 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 emerged as having a major impact over the next five years and became the focus of the Strategic Plan. Institutional assessment activities were included to demonstrate institutional commitment and highlight the importance of assessment activities at every level. Strategic initiatives 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 are proposed to guide administrators, faculty, and staff as they develop unit goals and objectives.

The ten Strategic Issues are as follows:

- I. Ensure Teaching Quality and Student Success
- II. Expand the Future of Technology in Education
- III. Develop a Facilities Transformation Plan
- IV. Enhance Workforce Development
- V. Develop an Integrated Support Services Agenda
- VI. Develop College Readiness Strategies for High School Students and Adults in Transition
- VII. Ensure Accountability to the Public
- VIII. Encourage Broader Community Engagement
- IX. Promote Entrepreneurial Activities
- X. 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 tracks and monitors assessment of student learning outcomes at the institutional level, program level, and course level as well as assesses 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.

### **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. [The Enrollment Management Plan](#) 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 (Issues I, V, and VI), Camden County College has implemented a similar approach to its enrollment management strategy. The planning process considers every aspect of attracting, enrolling, retaining and graduating students. This includes marketing, recruitment, orientation, advising, instruction and assessment. It accomplishes this by having defined central leadership for planning, deployed responsibilities for implementation, accountability for outcomes and on-going assessment.

The enrollment management planning process is defined along four broad areas:

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

While ensuring student progression and success along enrollment milestones, this integrated plan outlines strategies to support attainment of academic success and career goals and meet defined enrollment goals to ensure fiscal integrity of the institution.

### **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, an updated master plan 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 access to quality, 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 the need to have a flexible plan that can respond to the changing needs of stakeholders. The College has initiated the [Facilities Master Plan Update 2013](#) to demonstrate its focus on the future while also providing background on projects completed since the 2001 Plan was developed. The 2013 Update 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) Department 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 [Technology 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.

## **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 [Disaster Recovery 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 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.

## **Institutional Resources to Support Assessment**

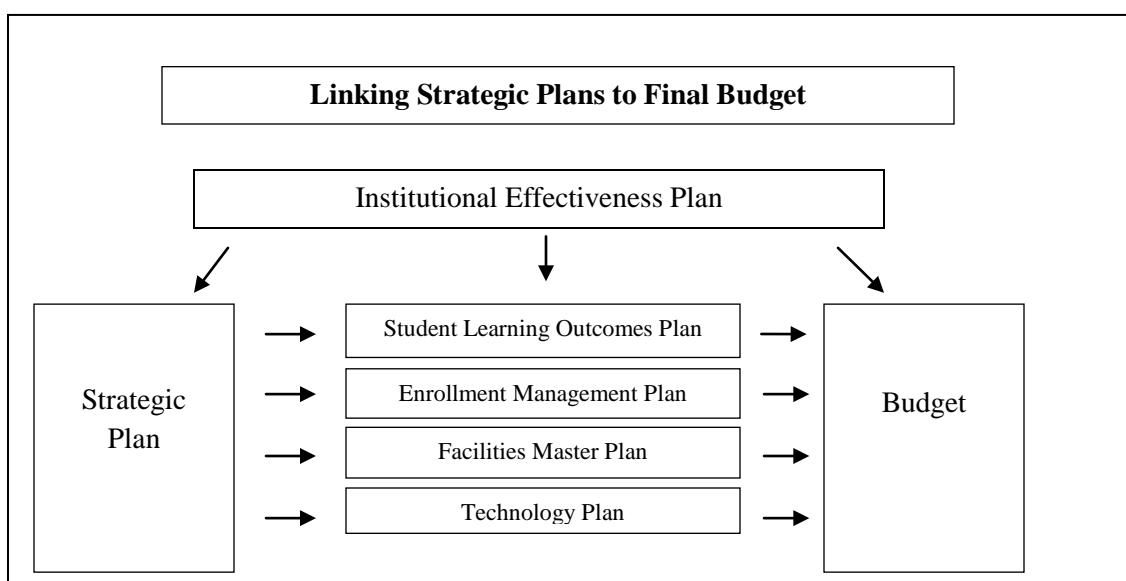
In support of Institutional Effectiveness, the Office of Institutional Research, Planning and Grants is responsible for the collection, organization and analysis of institutional assessment data. In general, the Office is responsible for providing accurate and timely information about the college to both internal and external constituents. This office also serves as a source for organizing and implementing surveys, grant writing, and 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 Strategic Plan to 2015 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.



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 Master 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 and identify initiatives and objectives needed to address the Issues in the Strategic Plan. Each member of the Executive Staff is required to cost out their initiatives to bring to the Budget and Planning Process.

## **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 Budget 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
- Graduate 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 and 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 our recent two year review of our institutional effectiveness indicators, it was determined that it is the right time to revise our indicators of success. To that end, we are enhancing our 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.

<b>Indicators</b>	<b>Measures</b>	
<b>Student Progress</b>	Student Goal Attainment Retention (fall to spring & fall to fall)	Graduation Rates (3 years & 4 years) Student Satisfaction (overall)
<b>General Education</b>	Success in Subsequent and Related Course Work	Demonstration of GE Competencies Student Learning Outcomes
<b>Community Outreach</b>	Market Penetration Responsiveness to Community Needs	Enrollment in Non-Credit Classes Enrollment in Distance Education
<b>Workforce Development (Career Prep)</b>	Placement Rates * Licensure & Certification Rates	Employer Satisfaction with Graduates Student Satisfaction with Preparation for Employment
<b>Developmental Education</b>	Success in Subsequent and Related Course Work	Retention Rates from Level to Level Graduation Rates Success rates in subsequent course following successful completion of developmental education course

Currently, Institutional Effectiveness Indicators are easily found on the College's Share Drive.

These findings are discussed at every opportunity with the Deans, Faculty, and Administration.

The Institutional Effectiveness Indicators (IE) provide a means for future planning and allocation of resources to improve institutional effectiveness. For example, Indicators of Student Success are presented below.

<b>Indicator</b>	<b>Measures (totals and by programs)</b>
<b>Student Success</b>	<ol style="list-style-type: none"> <li>1. Number of degrees and certificates awarded</li> <li>2. Number of graduates</li> <li>3. Graduation rates for FTFT matriculated students (3yr &amp; 4 yr)</li> <li>4. Retention rates fall to spring &amp; fall to fall</li> <li>5. Educational goal attainment</li> <li>6. Transfer rate of graduates</li> <li>7. Transfer rate of non-graduates</li> <li>8. Student satisfaction (overall)</li> <li>9. Licensure &amp; certification pass rates</li> </ol>

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. Quick Facts also include a *How We Compare* section that outlines how we compare to peer institutions 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 Student Success Model 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. A Student Success Assessment [webpage](#) outlines details and provides reference point for Committee members and college community.

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. The committee is charge with making recommendations to the Vice President of Academic Affairs to help set the agenda for the 2013-14 school year. The report will be reviewed over the summer by the President's Staff for input before approving the action plan.

### **Institutional Effectiveness Outcomes College Wide Reporting**

In an effort to ensure transparency of [Institutional Effectiveness Assessment](#) at the College, web pages have been developed and maintained by the Office of Academic Affairs. These pages detail [MSCHE Standards 7 and 14](#), as well as detailed pages for multiple Institutional and Academic Assessment processes.

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 this fall. 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, with the goal of improving student satisfaction and success.

Indicators of Institutional Effectiveness will be the main elements of the new 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. Currently, effectiveness data is 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 Institutional Effectiveness data include:

- [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 \(annually\)](#)
- [Enrollment Reports- Official 10<sup>th</sup> Day by semester](#)
- [Quick Facts](#)
- [Fact Books](#)- Contains the following:
  - Graduation statistics
  - Annual degrees conferred
  - Retention
  - Percent of course sections taught by full-time faculty

### **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, 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. Examples are included on the following pages with full versions in [Strategic Plan Reporting Out](#) and [Non Academic Exemplars](#) and [Academic Exemplars](#) attachments.

#### Strategic Issue III Develop a Facilities Master Plan

##### Strategic Initiative 3: Expand and enhance the facilities at the Blackwood Campus

Assessment: The bookstore management team studied the sales data associated with various sales categories during fiscal year 2010 to determine where potential sales growth opportunities existed within the Blackwood Campus Bookstore operation. After the assessment of sales data and inventory, it was determined that convenience sales had the largest potential for sales growth within the store.

Intervention: Original store design plans were changed to reduce the square footage originally drawn up for trade books and bestsellers and a new design was outlined increasing the square footage for convenience items.

Outcome: Convenience sales are up 23%, (\$21,500) for the first seven months of fiscal year 2013 over the same time period prior to the completion of the addition and renovation.

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Strategic Issue V Develop an Integrated Support Services Agenda

Strategic Initiative 2: Expand extracurricular activities.

Assessment: The Athletic department conducted a paper-and-pencil survey to determine if and what additional intercollegiate and/or intramural sports should be introduced for the 2012-2013 academic year.

Intervention: An intramural sports program was initiated - flag-football, turkey trot, 3-on-3 basketball, co-ed volleyball. Additionally men's and women's cross-country were introduced as an intercollegiate sport.

Outcome: Students had additional extracurricular activities for participation. They enjoyed the on-campus activity, the camaraderie, boasting they are intramural champions, as well as the prizes given to champions. The addition of cross-country brought 12 new athletes to the college.

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Strategic Issue V Develop an Integrated Support Services Agenda

Strategic Initiative 3 Identify services needed for a changing and more diverse population of students.

Assessment: Survey was taken to assess the College's cafeteria services to students who may have or are sensitive to Celiac Disease. The survey revealed that many more students were aware and suffered from the disease than originally thought and that the students who were sensitive to or had the disease would pay a premium for gluten free products.

Intervention: The food service company was directed to provide gluten free alternatives on the menu and a separate floor space to assist students to locate the product.

Outcome: Sales data for fiscal year 2013 show that only about \$80 in these products have been sold. However, the food service managers are periodically changing the product mix to determine the best selling gluten free alternatives.

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Strategic Issue VI: Develop college readiness strategies for high school students and adults in transition.

Strategic Initiative 3: To improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.

Assessment: Gateway to College Program started in September 2011 with four (4) foundation courses: reading, writing, math and College Success. These courses were inadequate to complete their course requirements.

Intervention: An agreement with the Transitional Studies Department enabled the program to provide alternative assessments equivalent to Gateway to College Foundation courses. The curriculum was expanded to include Music Appreciation, Spanish, Financial Literacy, and College Writing and GradPoint web based courses.

Outcome: Ten students passed the HSPA to obtain their high school diplomas. Nine students are currently enrolled in college courses for the spring 2013 semester. Twenty-five students are currently completing all their high school course requirements to be eligible to continue their college careers.

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Strategic Issue VII: Ensure Accountability to the Public

Strategic Initiative 3: Continue to ensure that all College faculty, administration and staff have transparent access to information and systems necessary to facilitate their efforts.

Assessment: IR encountered a large number of requests for basic student data. These requests were recorded by IR staff. Information was always provided in paper Fact Books. These took a great amount of time to update and publish and created a continuing problem making sure that requests were filled in a timely manner. We also discovered that stakeholders were retrieving their own unofficial data without consulting the office of Institutional Research.

Intervention: Stakeholders need/use basic student information quickly at their desktop. As a result of this finding and need, the most current and reliable information is now available to the stakeholders as Fact Books on the "S" drive. Data can now be updated as current semester tenth day data is official. A table of contents is hyperlinked to each particular page for ease. Faculty and staff have access to the "S" drive and therefore the Fact Book and official information.

Outcome: We found that we had fewer requests for more basic information because they knew where to get it. Since basic information is readily available to stakeholders, we have more opportunities to create more complex and ad hoc reports as needed. Stakeholders are more educated using data in making decisions.

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Strategic Issue VII: Ensure Accountability to the Public

Strategic Initiative 1: Increase transparency of financial data

Assessment: As a result of discussion with the Board of Trustees a more robust fiscal report would assist them in their stewardship responsibilities

Intervention: A new quarterly Financial Report was developed

Outcome: On a quarterly basis the Board of Trustees can now view year-over-year reporting, year-end projections and a narrative report

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Strategic Issue VII: Ensure Accountability to the Public

Strategic Initiative 1: Increase transparency of financial data

Assessment: As a result of surveys of the College community, the financial software was outdated and not customer friendly. Reporting capability was sorely lacking.

Intervention: Through a phased process the College upgraded to the current version of the existing software. A number of critical general and budget manager reports were written and placed on user dashboards according to their role at the College. Web forms were developed with online approvals for pink sheet hires and budget transfers.

Outcome: A web based user friendly version of the software easily accessible by faculty and staff.

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**Strategic Issue VIII:** Encourage Broader Community Engagement

**Strategic Initiative 3** Expand partnerships with outside organizations

Assessment: The 621 space parking garage in Camden provides parking to students of Camden County College as well as the community members in the University District of Camden. Utilization reports are studied to determine the peak periods of traffic and use of the garage including the capacity to serve more vehicles. The assessment of this data revealed that the garage could accommodate approximately 150 more vehicles during the daytime peak hours as well as many more during the evening.

Intervention: In 2011 Rutgers University – Camden approached the College with a request for additional parking for the new graduate dormitory being built three blocks from our facility. The College determined that we could offer Rutgers an agreement to park their students in return for rent and security enhancements.

Outcome: Through the parking agreement signed in 2012, \$42,500 in additional parking revenue is collected from Rutgers and enhancements to the security systems of the garage are being purchased and installed at Rutgers' expense.

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**Strategic Issue VIII** Encourage Broader Community Engagement

**Strategic Initiative 1:** Expand the activities of the Center for Civic Leadership and Responsibility by continuing to offer credit and non-credit workshops and by creating new institutes

Assessment: Based upon the results of Survey Monkey conducted in fall of 2012 the Center offerings have been geared to the stated interests of patrons.

**Interventions:**

- Scheduling of more daytime programming at all three campuses.
- Food events directly tied to the themes of lecture series.
- Establishment of partnerships with regional museums and community groups, leading to joint advertising, sharing of graphics and field trips.
- Guided walking tours of historical sites in New Jersey and Pennsylvania.
- Joint offerings of programs with other components of the College

Outcome: The number of people registered for mini-courses in the fall of 2011 compared to the fall of 2012 increased by 43.5%.

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**Strategic Issue IX** Promote Entrepreneurial Opportunities

**Strategic Initiative 3** Expand access to non-instructional opportunities offered by the College, such as facility rentals to outside organizations and governmental agencies

Assessment: In early 2012, a survey was taken to assess the College's services at the Camden Conference Center to organizations who rented it. The survey revealed that 80% of the clients had an overall favorable opinion of the services provided. However, some minor issues with respect to room temperature and parking were noted.

Intervention: All Conference Center events now include free parking in the garage included in the facility rental. In addition, prior to all events, the facilities team is notified to provide temperature control beginning two hours prior to the scheduled start of the event.

Outcome: Conference Center revenues increased from \$7,400 in fiscal year 2011 to \$9,000 in fiscal year 2012 and subsequent surveys reveal that these issues have been addressed.

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#### Strategic Issue X: Institutional Assessment Activities

Assessment: Results of the Noel Levitz survey indicated there was a concern about safety on campus.

Intervention: To address that, the College installed more lighting on the Blackwood Campus, the addition of new emergency phones on campus and emergency call boxes in the restrooms.

Outcome: There is also now a more visible presence of public safety officers on campus to deter crime. Public Safety Officers now regularly patrol campus grounds on foot, electric vehicles and bicycles to provide an overall feeling of safety on campus.

#### **Assessment of Student Learning (Standard 14)**

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, the 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 implemented a *Student Learning Outcomes Assessment Plan* that tracks and monitors the 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, College faculty have embarked on a continuous endeavor to improve student success, utilizing a systemic approach to documenting assessment and outcomes as evidenced in the [Student Learning Outcomes Assessment Plan](#). Assessment files for each academic program are available for review on the College's internal share drive. In 2012, the College implemented a [Student Learning Outcomes Assessment website](#) that provides a means for review of Curriculum Maps,

Assessment Summary, and Interconnectedness Assessment information for each academic program.

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 findings shall be communicated to the campus community.

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](#). As a result of the two year process of self-assessment in preparing for the Periodic Review Report, the College has come to realize the necessity to reduce the dependence on the Office of Curriculum and Assessment in the collection of assessment data and instead, has empowered newly formed faculty teams to become active participants in collection and monitoring of the assessment process. 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 Student Learning Outcomes Assessment (SLOA) Liaisons. 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. 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 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., [Student Learning Outcomes Assessment Plan](#) and [Assessment Verification Checklist](#) have been included in campus-wide, faculty assessment training initiatives, providing additional resources to interpret assessment results and understand how the assessment activities tie back to programmatic and institutional mission.

### **Institutional Effectiveness: General Education**

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 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.

Camden County College's General Education Goals and Objectives are consistent with the [New Jersey Statewide Transfer Agreement](#) and the [General Education Foundation Document](#) approved by the New Jersey Presidents' Council and subsequently approved and adopted by the CCC Faculty Assembly, the College's governing body and reflected in Camden County College [Board of Trustees Policy 510, Policy on Establishing Standards for Granting Degrees and Certificates](#). Camden County College faculty annually review curriculum to reflect the inclusion

of general education and the results of assessments of student learning. Sample of [General Education Assessment](#) is attached. The Curriculum Committee monitors the curriculum to ensure that all academic programs meet General Education guidelines. The Curriculum Committee is also charged with reviewing all courses for general education status using a specific rubric developed by the Curriculum Committee and congruent with the NJ Council of County Colleges (NJCCC) General Education Committee. Once approved internally by the faculty, courses seeking general education status must be reviewed within the NJCCC process and approved by the NJ Presidents' Council. General Education Goals are achieved by the incorporation of General Education courses within all programs of the curriculum as outlined in the [NJ General Education Foundation Document](#). These goals are continually assessed using the General Education Student Learning Outcomes as defined in the Foundation Document. The monitoring of the General Education program is a joint responsibility between the academic departments and the Student Learning Outcomes Committee. Academic disciplines conduct assessment activities on an annual basis to measure the college wide general education learning objectives as outlined in the [NJCC General Education Learning Goals](#) document.

### **General Education Outcomes (Competencies) and Student Learning Outcomes**

- Outcomes are expressed in the [General Education Course requirement distribution](#).
- All programs are required to address each of the General Education outcomes.
- Each course is coded to reflect the General Education Outcome covered.
- Codes will appear in the Academic Program Guide and the Department Master Syllabus.
- General Education Outcomes (competencies) are approved by the Faculty through the academic governance system (approved at Faculty Assembly, August 2007.)

The following areas have been identified as essential foundations to student learning.

- **Written and Oral Communication**
  - Students will be able to communicate effectively in both speech and writing.
- **Quantitative Knowledge and Skill (Mathematics)**
  - Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
- **Scientific Knowledge and Reasoning (Science)**
  - Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
- **Technological Competency**
  - Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Society and Human Behavior (Social Science)**

- The student will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- **Human Perspective (Humanities)**
  - Student will analyze works in the fields of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of foreign language.
- **Historical Perspective (History)**
  - Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- **Global and Cultural Awareness (Diversity)**
  - Students will understand the importance of a global perspective and culturally diverse people.

### **General Education Integrated Goals:**

- **Critical Thinking**
  - Students will be able to logically and critically evaluate information throughout the General Education coursework.
- **Ethical Reasoning and Action**
  - Students will understand ethical issues and situations.
- **Information Literacy**
  - Students will address an information need by locating, evaluating, and effectively using the information.
  - In 2013, the NJ Presidents Council voted to separate Information Literacy as an integrated goal from Technological Competency. Approved by the College, this change will be going into effect in 2014.

### **General Education Approval Process**

At Camden County College, there is both an internal and external process to approve a course as meeting a general education competency. All general education courses are originated from the individual academic department. The departments use the [Guiding Principles](#) document to ensure compliance with the [General Education Foundation](#) documents. The department then moves the course to the divisional Chairs and Coordinators body to affirm it as a general education course or as a general education course with an embedded competency, such as information literacy. Once affirmed by the Chairs and Coordinators' body, the course is moved to the Curriculum Committee, a committee composed of faculty and staff from all divisions of the College charged with monitoring and approving the general education curriculum at the College. Once affirmed, the course is then reviewed by the Vice President of Academic Affairs for external review by the General Education Committee of the Academic Officers of the New Jersey Council of County Colleges. Once affirmed by this body, the course is submitted to the Academic Affairs

committee of the New Jersey County College Presidents. Following their affirmation, the course may be designated as a General Education course. Following its designation as a general education course, the course is coded in the catalog. Updates are made to the Curriculum Map and Interrelatedness maps and finally publications and [website information](#) are revised.

The annual programmatic assessment process includes the evaluation of the [NJ General Education Learning Goals](#) adopted by Camden County College. Primarily, at Camden County College, assessment of general education is conducted at the course level by the discipline faculty. Academic departments that provide general education courses meet monthly in their department meetings to discuss [assessment](#) and to review outcomes and strategies to improve success. Outcomes are also reviewed by the SLO committee and published on the intranet for review by the faculty and staff. Links to [General Education Assessment information](#) are available on the Assessment webpage. The College has also implemented the use of a standardized test to assess student proficiency in core academic skill areas to identify strengths, weaknesses and opportunities to improve curriculum and instruction. A summative, standardized ETS general education assessment, *Proficiency Profile*, was administered in 2010 and again in spring 2013. Preliminary results indicate an improvement in student proficiency in reading, writing, and mathematics areas.

### **Institutional Assessment: Student Learning**

The faculty and staff at Camden County College conduct three levels of assessment- institutional level, program level and course level. Effective assessment at each level is a perpetual process of evaluating, adjusting and re-evaluating. Our assessment process consists of five phases:

1. Development of appropriate program student learning outcomes
2. Development of assessment instruments/processes and time-lines
3. Data collection and analysis
4. Implementation of change in curriculum and/or instruction
5. Re-evaluation and reporting out of the outcomes.

### **Assessment Process**

Since 2007, the faculty has taken responsibility for the process of monitoring the assessment process for the academic program. The SLO committee is now comprised of two to three faculty per academic division. Each faculty SLO liaison is part of an assessment team for their division.

They are charged with assisting the dean in monitoring and tracking the assessment of student learning outcomes and making sure the data is collected and submitted in a timely manner. The divisional SLO team responsibilities include revising the curriculum map and the interrelationship map and finally submitting all documents to the Office of the Vice President of Academic Affairs. Within the Office of Academic Affairs, the Associate Dean for Curriculum and Assessment monitors assessment for all divisions and provides support to the SLO teams as needed. The SLO teams are also responsible for providing faculty support to any faculty needing assistance with the 2012 Assessment Data Collection and Analysis process. The SLOA team is responsible for submitting a [Assessment Verification Checklist](#) for each academic program. Since much of the work the SLOA team is administrative, the SLO team is now compensated a stipend each semester.

### **Programmatic Student Learning Outcome Assessment**

Academic Programs offered at Camden County College are assessed in a variety of ways. Each program publishes program student learning outcomes in the catalog and Academic Program Guide. Program student learning outcome must be assessed each year. Each spring, data is collected from these assessments along with strategies being proposed to improve outcomes. In addition, outcomes data from SLOs measured the following year are reviewed to establish if new strategies were successful.

In addition, data is collected and published each year on student outcomes on industry standard examinations. Examples of [Career Based External Examinations](#) include exams in nursing, veterinary technician, opticianry, medical laboratory technician, dental assisting and dental hygiene. These outcomes are reported to the Advisory Board each semester in their annual report to the Advisory Committee. Results are also reported to the Board of Trustees via monthly reports at each Board meeting. An archive of all Assessment data collected is available on the College's Share drive.

### **Course Level Assessment**

All course level student learning outcomes and assessments are outlined in the Department Master Syllabus. All syllabi are presented in a standardized, consistent format and include

student learning outcomes. Those courses that are to be considered for general education must include student learning outcomes that address the general education competency. General education courses that are identified as having additional competencies integrated in the course such as information literacy, must be affirmed by the College's internal process as well as the external process required by the NJ Presidents' Council. In addition to the assessment of programmatic student learning outcomes, assessment of General Education Learning Objectives are also required. The SLO committee is responsible for reporting out on assessment of general education courses in their annual report to the vice president each year. A General Education Assessment Summary and an example of General Education Scientific Knowledge Assessment are attached.

### **Interrelatedness of Course Level and Programmatic Student Learning Outcomes**

The Inter-relatedness component of academic programs' assessment of student learning outcomes is demonstrated through the interconnectedness of Course Level Student Learning Outcomes as indicated on the Departmental Master Syllabi, and the Programmatic Student Learning Outcomes. Each year, faculty review and record how the learning outcomes at both the course and the program are appropriately integrated with one another. Evidence of Programmatic Assessment Curriculum Maps, Interconnectedness, and Assessment Summary are available on the College's [Assessment of Institutional Effectiveness webpage](#), on the [Program Student Learning Outcomes](#) page.

Through both curriculum mapping and completion of the interconnectedness chart, faculty determine whether all Camden County College graduates have adequate opportunities to achieve all core competencies and program/course learning outcomes. It is a process for showing curriculum-integration at the institutional, program and course levels and identifying where students in a program or course achieve learning outcomes and core competencies.

### **Academic Program Review and Assessment**

In addition to annual review of programmatic student learning outcomes and annual reporting of career based external examinations, academic programs are reviewed every five years. The

[Academic Program Review](#) is designed to measure the quality, effectiveness, and efficiency of academic programs offered at Camden County College. This review process has evolved in response to the changing needs of external accrediting agencies, improvements in data acquisition, and in response to the priorities as outlined in the Strategic Plan. An APR team compiles relevant data elements into an electronic packet that are transmitted to the academic dean and faculty for review. The departments are asked to review and interpret the descriptive data provided, and respond to the findings in a report submitted to the Dean. The timing and contents of the [APR process](#) have changed in response to feedback from Program Chairs and Coordinators and Deans and will provide information that is useful in planning assessment activities for the upcoming academic year. In the past, data packets were delivered in spring and responses were due by December. Data packets will be compiled through this new process in summer, 2013 and will be administered at fall 2013 Opening Day. Departmental responses will be submitted in the fall and compiled for review by the Board. In the past, individual program reviews were brought to the Board; however, with over 100 academic programs, it was determined that an annual summary of program reviews is a more efficient manner of reporting on academic programs.

## **ASSESSMENT EXEMPLARS:**

### **Programmatic Review (APR) Departmental Response:**

Business APR Final Report Excerpt:

Degrees Conferred Analysis: BUS.AS ... From fall of 2009 to fall 2010, there was a 17.3% increase in degrees conferred. Action/Recommendation: A strategy should be put in place to identify students who are close to graduation to advise them on ways of completing their degree.

Enrollment: Action: Since there were low or non-existent enrollment in BPM.CA and RES.CT, the certificate programs were terminated and no longer offered.

Assessment: Continuous process that is conducted every year. The second phase will assess weaknesses uncovered in the first phase. In addition, ethics and information literacy will be evaluated in spring, 2013.

### **Student Learning Outcomes Assessment Exemplars:**

#### **Language and Culture – Loop Closure**

In spring, 2013 the Language and Culture Department, in their assessment of the Languages and International Studies Option (INT.AA) closed the loop on the following PSLO: Interpret written and orally presented information in a language other than English. Intervention: As a result of the reading assessment of fall 2010 in all modern language courses, the department removed the second comprehension reading of the Elementary Spanish 102 final exam as the questions were testing the students' ability to analyze poetry, not assessing their reading comprehension. While the first reading comprehension in SPA 102 question #2, did not meet the 70% mark put forth by the department, the department did reword the question and, reassessed this comprehension section during fall 2012 Elementary Spanish 102 final exam. Reassessment: After reassessing and analyzing the fall 2012 data, it was concluded that the rewording did not accomplish the objective as only 60% of the students answered the reworded question correctly.

Intervention: The department has removed question #2 entirely from the Elementary Spanish 102 exam, and is replacing it with a completely new comprehension question.

### **Interventions resulting from Assessment Findings:**

#### **Food Sciences**

Program SLO: Students should be able to analyze and synthesize data. Course: Fundamentals of Food Science (CHM-160) Assessment: Assignment requiring students to design and administer a survey, and then analyze the results. While the majority of students performed well on the assignment, a detailed analysis of the grading rubric identified the main areas where students lost the most points. These areas identified as giving the students the most difficulty were lack of consistency of methodology, inadequate description of their methodology, incorrectly reporting survey results, and incomplete analysis of the survey results. Additionally, two students handed in their work late, resulting in point deductions.

Several steps were taken to improve student performance. First, a more comprehensive pre-assignment class discussion was utilized to help students gain a better understanding of survey methods and the importance of good survey design. Specific examples of leading questions and slanted surveys were provided as negative examples and contrasted with non-leading language and good survey examples. Secondly, two copies of the assignment write-ups from a previous semester (with names and scores removed) were shared with the students as examples of work

done well. Finally, the penalty for late work was emphasized. Class reminders were given for several days immediately prior to the assignment due date.

The learning outcome was reassessed using the same survey assignment. A 17% improvement was seen in the number of students receiving a passing grade. Significant improvement was seen in student performance for the two metrics related to methodology. During the initial assessment, 14% of students had difficulties with using consistent methodology and 24% had difficulty with adequately documenting their methodologies. These numbers decreased to 3% and 6% respectively after implementing the changes. Improvements were also seen in the reporting of the survey results; initially 46% of students lost points on that criteria compared with 36% in the reassessment. Finally, it was noted that all students submitted their assignment on time - an improvement from the previous assessment cycle.

## **Mathematics**

PSLO: "Solve mathematical problems both computationally and analytically." MTH-140 SLO: Find the derivative, antiderivative, definite and indefinite integral of functions using various analytical and numerical techniques. Following a successive semester study of student proficiency in finding antiderivatives and evaluating definite integrals during the SP08 and FA08 semesters, the Mathematics Department revisited the same proficiencies during the FA11. The SP08 assessment exhibited poor student performance when finding and/or evaluating integrals involving multistep procedures such as completing the square or splitting fractions prior to integration. Students also demonstrated difficulty integrating transcendental functions, e.g. trigonometric, logarithmic, and inverse trigonometric functions. Implemented recommendations included increasing the time spent covering these topics in Calculus I, adding a web-based homework component to the course, and expanding the breadth and depth of coverage of transcendental functions in our Pre-calculus courses. FA08 and FA11 showed significant increases in student performance in these areas (see Table 1 and Figure 1). For each question, student performance was superior during the FA08 and FA11 semesters when compared to student performance during the SP08 semester. Additionally, the percentage of students who earned an **A** on the assessment tool, almost doubled from SP08 (17%) to FA11 (30%), while the percentage of students who earned a **D** or an **F** decreased from 22% to 17% and from 34% to 29% respectively. The Department is somewhat satisfied with our implemented changes. We

expect to see even stronger results when we revisit this topic in the future as we have since redesigned our Pre-calculus sequence to better prepare students for Calculus.

### **Nursing, Health Sciences, and Human Services Examples:**

In reviewing Dental Assisting student's feedback of their clinical affiliate site experiences, 95% suggested needing more time chair-side experience in performing expanded functions. As a result, Core Task (CT) Minimum requirements for affiliate sites were developed. To date, students have responded positively regarding an increase in being allowed to perform intraoral functions at their affiliate sites. The Human Services department has noted significant improvement in our Students Learning Outcomes in field work course assessment by the site supervisors for "Compassion/Positive Approach to client" in 2008-2009 to 2011-2012. In 2008-2009 students were rated only 62.5% as "Excellent" for demonstrating Compassion toward the clients. In 2011-2012, students were rated 82.7% as "Excellent" in "Compassion/Positive Approach to client" by the site supervisors. This notable improvement is a result of a number of actions, including textbook changes, providing selected videos, role playing, and teaching emphasis as well as incorporating site consultations.

### **Education**

During the spring 2012 semester the Education program reassessed Student Learning Outcome #1 – Students will articulate an understanding of today's students in a diverse society and the societal influences on education. The reassessment compared the midterm and final exams of the single online section of EDU 101 with the classroom based sections of EDU 101 in an effort to compare assessment methods. The findings revealed that the online midterm and final exams are similar in content to the exams given by the in-class sections of the same course. It appears that the material that is not covered by the in-class sections in either the midterm or final exam is covered in the multiple choice questions and in the handouts and classroom assignments during the semester. In closing the loop, both the online and in-class sections of EDU 101, Historical Trends in American Education are covering and testing on the same educational topics that include an understanding of today's students in a diverse society. Further, changes have been made in classroom pedagogy to insure that all education students understand today's students in

a diverse society and the societal influences on education through the addition of additional visual examples such as videos and YouTube clips.

### **English as a Second Language (ESL)**

Course SLO: “Use various sentence types.” Course: ESL-027: ESL Writing V; Assessment: To help meet this student learning outcome, the ESL Department required all students taking ESL-027 during Fall 2011 to complete the Diagnostic Pre-Test at the beginning of the semester, the “Combining Sentences” topic during the semester, and the Diagnostic Post-Test at the end of the semester, all in MyWritingLab. The Pre-Tests and Post-Tests both include questions that test knowledge of “Combining Sentences”. The “Combining Sentences” topic includes lessons and questions on sentence variety, and students can demonstrate and apply knowledge through the available activities. Result: The average pre-test score was 39; the average post-test score was 86. The average difference between the pre and post test of the 4 sections was +47.

Intervention: To continue this improvement, the ESL Department added the following ‘sentence structure’ topics to be assessed on midterm & final exams in the course for spring 2013: Word Order; Parallel and Coordinating Structures, Adverb Clauses, Adjective Clauses, Noun Clauses

### **Reading Skills 2**

Course SLO: Upon completion of this course, the student will interpret charts and graphs that serve as support in multi-paragraphs essays. Assessment: The members of the Reading department conducted an audit of textbooks and course outlines from 101-level courses and added this student learning outcome to the master course syllabus. Intervention: Addition of “Interpreting Visual Aids” to the suggested course outline between the second and final exams. Addition of two questions requiring students to interpret a chart to Reading Skills 2 final exam. Analysis of final exam to determine if students were performing well with the addition of these questions. Analysis of new editions of the textbook to determine if the exam reflects the material covered in class. Outcome: The students performed well on the exam, but the newest edition of the textbook does not contain a chapter on visual aids, so new textbooks are being evaluated.

### **Example of General Education SLO Assessment**

#### **Communications:**

**GESLO:** Students will be able to communicate effectively in both speech and writing.

**Assessment:** 273 students enrolled in Public Speaking in Spring, 2011 were assessed by the following criteria: Criteria 1: Has an introduction that accomplishes all 4 objectives – gain attention, reveal topic, establish credibility, previews speech. Criteria 2: The body of the speech is broken into discernable main points using connectives to make the distinction. Criteria 3: Accomplishes the 2 objectives for a conclusion – signal the end and restate the central Idea.

**Results:** Student Learning Outcome 1 is being met very well in SPE-102. But over 25% of the students, in the results reported are still struggling with the structure of the Preparation Outline.

**Intervention:** Instructors are encouraged to spend more concentrated attention on the structure and critical thinking skills that are necessary to construct the introduction, body and conclusion of a Preparation Outline.

### Schedule for Assessment

Assessment of student learning outcomes is an ongoing process. At the start of each academic year, faculty review Program and Course level student learning outcomes and design an assessment plan for each programmatic learning outcome to be assessed. Assessment activities are conducted during the fall and spring semesters each year. The [2010-2015 Student Learning Outcomes Assessment Plan](#) outlines the details of both Camden County College Assessment Plan and [Operations Calendar](#).

### Camden County College Five Year Assessment Plan:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Institutional Level</b>	<ul style="list-style-type: none"><li>▪ Strategic Plan</li><li>▪ Student Success Model</li><li>▪ Strategic Indicators for Student Progress</li><li>▪ Annual IPEDS reports</li><li>▪ Graduate &amp; current student surveys</li><li>▪ Reporting Out Strategic Goals and Initiatives</li><li>▪ Annual Course and Program Audit</li><li>▪ Assess General Education Courses</li><li>▪ ETS MAPP Testing</li></ul>	<ul style="list-style-type: none"><li>▪ Strategic Plan</li><li>▪ Student Success Model</li><li>▪ Strategic Indicators for Student Progress</li><li>▪ Annual IPEDS reports</li><li>▪ Graduate &amp; current student surveys</li><li>▪ Reporting Out Strategic Goals and Initiatives</li><li>▪ Periodic Review Planning/ Writing</li><li>▪ Assess General</li></ul>	<ul style="list-style-type: none"><li>▪ Strategic Plan</li><li>▪ Student Success Model</li><li>▪ Strategic Indicators for Student Progress</li><li>▪ Annual IPEDS reports</li><li>▪ Graduate &amp; current student surveys</li><li>▪ Reporting Out Strategic Goals and Initiatives</li><li>▪ Periodic Review Planning/ Writing</li><li>▪ Assess General</li></ul>	<ul style="list-style-type: none"><li>▪ Strategic Plan</li><li>▪ Student Success Model</li><li>▪ Strategic Indicators for Student Progress</li><li>▪ Annual IPEDS reports</li><li>▪ Graduate &amp; current student surveys</li><li>▪ Reporting Out - Strategic Goals and Initiatives</li><li>▪ Annual Course and Program</li></ul>	<ul style="list-style-type: none"><li>▪ Strategic Plan</li><li>▪ Student Success Model</li><li>▪ Strategic Indicators for Student Progress</li><li>▪ Annual IPEDS reports</li><li>▪ Graduate &amp; current student surveys</li><li>▪ Reporting Out - Strategic</li></ul>

		<p>Review Planning Process</p> <ul style="list-style-type: none"> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess General Education Courses</li> </ul>	<p>Education Courses</p> <ul style="list-style-type: none"> <li>▪ ETS Proficiency Exam</li> </ul>	<p>Audit</p> <ul style="list-style-type: none"> <li>▪ Assess General Education Courses</li> </ul>	<p>Goals and Initiatives</p> <ul style="list-style-type: none"> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess General Education Courses</li> </ul>
<b>Program Level</b>	<ul style="list-style-type: none"> <li>▪ Review/Refinement of Programmatic Student Learning Outcomes</li> <li>▪ Annual Assessment Review</li> <li>▪ SLO Committee performs audit of Academic Programs for Standards 7, 12, and 14.</li> <li>▪ APR Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Writing of PRR</li> <li>▪ Distance Education Courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Distance Learning</li> </ul>
<b>Course Level</b>	<ul style="list-style-type: none"> <li>▪ Course Level Student Learning Outcomes Audit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabi Audit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus Review</li> <li>▪ Annual Course and Program Audit</li> <li>▪ CSLO BCTS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus Review</li> <li>▪ Course Level SLO Audit - All</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus Audit</li> </ul>
<b>Publications</b>	<ul style="list-style-type: none"> <li>▪ Appropriate updates to all publications</li> <li>▪ Annual Institutional Profile (AIP)</li> <li>▪ Quick Facts</li> <li>▪ Fact Book Production</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriate updates to all publications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment Webpages</li> <li>▪ General Education Course Listings in 2013 Program Guide</li> <li>▪ Assessment Verification Checklist</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement Web based Institutional Effectiveness dashboard</li> <li>▪ Appropriate updates to all publications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Web page Update</li> <li>▪ Appropriate updates to all publications</li> </ul>
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ General Education Assessment – what we have learned</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Education – Evaluation of Course Student Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Affect of Assessment on Teaching/ Learning</li> <li>▪ College Wide Implementation of Student Success Initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment: Documentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment: Best Practices</li> </ul>

As evident in this section of the narrative, Camden County College demonstrates a proactive commitment to meeting the Middle States Fundamental Elements of Standards 7 and 14.

Standard 7:

- Camden County College has identified institutional and unit goals and their inter-relationships with one another and with the institution's mission.
- The College collects qualitative and/or quantitative data related to those goals.
- The College communicates and shares results among appropriate stakeholders.
- The College uses these data for documenting success and improving programs and services.
- The College uses data to inform institutional and unit planning and continually refines the process.

Standard 14:

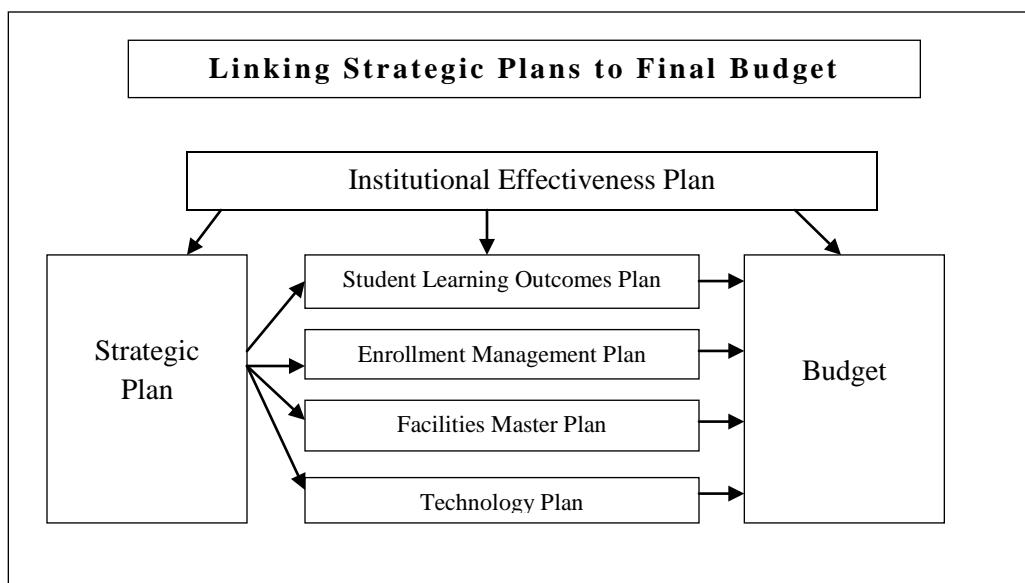
- The College has clearly articulated statements of expected student learning outcomes at the institution, degree/program, and course level.
- The College has documented their inter-relatedness with one another and with the institution's mission.
- The College's academic programs and courses provide students the opportunity to achieve institutional and degree/program outcomes.
- Assessment results are disseminated and discussed with faculty and other appropriate stakeholders. These results are available on a shared network drive and on the [Assessment web site](#).
- The College uses assessment results to document success and improve student learning, pedagogy and curriculum, and to support academic planning.
- The College has implemented a periodic evaluation of the overall assessment process.

## **Section VI:**

### **Linking Institutional Planning and Budgeting Process**

As required in Standard 2 - Planning, Resource Allocation, and Institutional Renewal, 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 many levels, starting at the department level, deans and directors' level and with the President's Executive Staff before being brought to the Executive Assistant to the President for Budgeting 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.

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](#) and supporting the [Student Learning Outcomes Assessment Plan](#), [Enrollment & Management Plan](#), [Facilities Master Plan](#) and [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, as indicated below.



## **Budget Planning and Development**

Each fall, the College begins the [budget process](#) by developing budget assumptions for the coming year. Included in this discussion are the major challenges facing the College such as declining enrollments and revenue uncertainties as well as opportunities for the coming year such as new program development and new partnerships. The President meets with his Executive Staff to discuss significant factors that will [guide the planning](#) and [development](#) of the budget for the coming year, including significant uncertainties regarding funding from the State and the County, anticipated fluctuations in [enrollment](#), external economic impacts, initiatives in areas of assessment, student success initiatives and community education programs prioritized in the [Facilities Master Plan Update 2013](#) and the [Technology Plan](#).

A significant assumption in this process is our *projected enrollments*. We project enrollments for the coming year by analyzing trend data for the past three years and looking at patterns in student enrollments. For example, when one of the College's partners, the Helene Fuld School of Nursing, announced that they were closing their program, the College assumed that enrollments in the sciences would drop until new nursing partnerships were formed. Camden County College immediately sought a new nursing partnership with Rutgers University and is now able to project that our science and pre-nursing numbers will rebound in the next three years.

Once the College develops its assumptions, the President's Executive Staff begin working with their units to review the Strategic Plan and identify initiatives and objectives needed to address the Issues in the Strategic Plan. Each member of the Executive Staff is required to cost out their initiatives to bring to the [Budgeting and Planning Process](#).

At Camden County College, the Office of Budgeting and Planning coordinates the budgeting and planning process with the President's Executive Staff under the direction of the Executive Assistant to the President for Budgeting and Planning.

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 Budgeting and Planning distributes Facilities, Equipment & Technology - [Capital Budget packages](#). 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 Budgeting and Planning.

In January, deans, directors and vice presidents meet with the Executive Assistant to the President for Budgeting and Planning to review the current year's operating 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 projections. 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 Budgeting and Planning to be discussed by the President's Staff, who functions as the budget committee for the college.

In April, the [Capital Budget](#) and [Operational Budget](#) are [presented](#) to the Business Affairs Committee of the Board of Trustees for review before it is presented to the full BOT in May for their approval. The County's appropriation is determined at the May meeting of the Camden County College [Board of School Estimates](#), which is composed of the Chairman of the Camden County Board of Chosen Freeholders, two members of the Camden County Board of Chosen Freeholders and two members of the Camden County College Board of Trustees, appointed by the Board. The approved operating and capital budget is effective July 1<sup>st</sup> each year.

### **Assessment of the Budget and Planning Process**

In order to regularly assess the implementation of the facilities and technology plan, the College conducts biweekly Capital Projects meetings, facilitated by the Assistant to the President for Budgeting and Planning. An example of [minutes](#) and [planning document](#) are attached. Members

include executive staff from Information Technology, Finance, Facilities, and Academic Affairs. The Committee oversees the progress of all the capital projects, while developing new priorities based on their assessment of the existing projects along with newly identified needs.

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 Audits](#) and [Financial Audits](#) which include the Foundation audit 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. IPEDS [2009/2010](#), [2010/2011](#), and [2011/2012](#) Financial Reports are attached.

# Academic Program Review Evaluations Planning Document

## Data Packet Delivered to Departments - 2010

Department	Programs						Disciplines
Theater Track	SPT.AA						
Automotive Technology	AUT.AAS						
Health & Exercise Science	HPE.AS						
Dental Hygiene	DHY.AAS						
Veterinary Technology	ASC.AAS						
Ophthalmic Science Tech.	OPH.AAS	OMT.CT					

## Data Packet Delivered to Departments - 2011

Department	Programs						Discipline
English	ENG.AA						ENG
Law, Government & Politics	GOV.AA						
Accounting	ACC.AAS						
Computer Aided Design	CAD.AAS						
Computer Integrated Manufacturing	CIM.AAS						
Electronical Engineering Technology	EET.AAS						
Marketing	MKT.AAS						

## Data Packet Delivered to Departments - 2012

Department	Programs						Discipline
Automotive	AUT.AAS	GMA.AAS	TOY.AAS	GAT.CA			
Business	BUS.AS	MGT.AAS	BPM.AAS	SBM.AAS	BPM.CA	RES.CA	
Computer Graphics	CGR.AAS	CGR.AA	ELP.AA	VIT.AAS	GDD.AAS	WEB.CT	CGR.CT
Human Services	ADD.AAS	ADD.CA	HSR.AS	DEV.AS	SST.CT		
Visual Arts	PHO.AA	APA.AA	STA.AFA	APA.CT			ART
Food & Nutrition Sciences	DTT.AAS	HTS.AAS					
Ophthalmic Science	OPH.AAS	OPH.CT					
Psychology	PSY.AA						PSY
Performing Arts	COM.AA	PRA.AA	PHJ.AA	MUS.AA	MUS.CA	DAN.AA	SPE.AA
						MUS	DAN THE

## Data Packet to be Delivered to Departments - 2013

Department	Programs						Discipline
Veterinary Tech 13	ASC.AAS						
Medical Lab Tech 13	MLT.AAS						
Health Information Technology	HIT.AAS	CTR.AAS	CTR.CT	MDC.CT	ELHR		
Ophthalmic Medical Tech.	OMT.CA						
Language and Culture	LNC.AA	INT.AA					LAN
Liberal Arts	LAS.AA						
Criminal Justice	CRJ.AS	CIA.CA	FOP.CA	EDM.CA	JDC.CA		
Biology	BIO.AS	ENV.AS	SEB.AS				BIO
Mathematics	MTH.AS	SEM.AS					MTH
Physics	PHY.AS						PHYS
Computer Information Systems	CIS.AAS	PCM.AAS	INF.AS	PCS.CT	CAP.CT	UNX.CA	RDB.CA
Computer Systems Technology & Networking	CST.AAS	CST.CT					
Computer Science	CSC.AA	CSC.AS	CSC.CT	CPG.CA			
Photonics	PHT.AAS	FBR.AAS	LFO.CT				

## Data Packet to be Delivered to Departments - 2014

Department	Programs						Discipline
Fire Science	FIR.AAS	FRA.AAS	FIR.CA	FIR.CA			
Chemistry	CHM.AS	BIT.AAS	FDS.AS	FSC.AAS	CTC.AS	SEC.AS	PPH.AS CHM
Education	EDU.AS						
Paralegal	PAR.AAS						
Sociology							SOC
Dental 15	DAS.AAS	DHY.AAS	DAS.CT				
Film and TV Production	FLM.AAS						
Engineering Technology & Science	EGR.AS	EET.AAS	MET.AAS	EME.AAS			

## Academic Program Review Evaluations Planning Document

### Data Packet to be Delivered to Departments - 2015

Department	Programs					Discipline	
Health and Exercise Science	HPE.AS	SPM.AAS	MAS.AAS	PT.CA	MAS.CA		
Surgical Technology	SRG.AAS	SRG.CT					
Nursing	NOL.AS	PRN.AS	NUR.CT				
Early Childhood Education	EED.AA	ECE.AAS					
Deaf Studies	SLA.AAS	SLS.AA					
Liberal Arts and Sciences	LAS.AS						
Massage Therapy	MAS.AAS						
Respiratory Therapy	RST.AAS						
Paramedic Science	PRM.AAS	PEM.AAS					

### Academic Program Review Summary Schedule

Division	Chair/ Coordinator	Faculty Contact	Program		Comments					
						2009 - 2010	2011	2012	2013	Next Due
AHSS	Michael Billingsley	Michael Billingsley	Music	MUS.AA				x		2017
AHSS			Music Recording CA	MUS.CA						
AHSS	Marjorie Sokoloff	Marjorie Sokoloff	Theater Track	SPT.AA				x		2017
AHSS	Drew Jacobs	Drew Jacobs	Communication Option	COM.AA						
AHSS			Photo Journalism	PHJ.AA				x		2017
AHSS			Public Relations Option	PRA.AA						
AHSS	Greg Brelochs	Greg Brelochs	Fine and Applied Art	APA.AA				x		2017
AHSS			Studio Art	STA.AFA						
AHSS	Fred Herr	Fred Herr	Photography	PHO.AA				x		2017
AHSS	Lisa Zappetti	Lisa Zappetti	Preschool Teacher Education	PTE.AAS*	*New Curriculum Approved FA 2011	NEW				2015
AHSS			Early Childhood Education	EED.AA*						
AHSS			HS: Early Childhood	ECH.AS**						
AHSS			Early Childhood Education	ECE.AA**						
AHSS	Sally Ann Emilius	Sally Ann Emilius	Sign Language	SLA.AAS	Major Revision of Curriculum In Progress					2015
AHSS			Deaf Studies	SLS.AA						
AHSS			Educ. Interpreter Training CA	EIT.CA						
AHSS	Jane Weber	Jane Weber	Elementary/Secondary Ed	EDU.AS						2014
AHSS			Instructional Aide CA	IAP.CA						
AHSS	Tony Spatola	Tony Spatola	English	ENG.AA			x			2016
AHSS	Martine Howard	Martine Howard	International Studies	INT.AA				x		2013
AHSS			Language and Culture	LNC.AA				x		2013
AHSS	Ted Barthold	Patrick Hughes	Law/Government/Politics	GOV.AA			x			2016
AHSS	Patrick Hughes	Patrick Hughes	Liberal Arts and Sciences	LAS.AA						2013
AHSS			Liberal Arts and Sciences CA	LAS.CA						
AHSS	Michael Colbert	Michael Colbert	Psychology	PSY.AA			x			2017
AHSS	Steven Addezio	Steven Addezio	Criminal Justice	CRJ.AS				x		2013
AHSS			Crime and Intelligence CA	CIA.CA						
AHSS			Fundamentals Policing CA	FOP.CA						
AHSS			Juvenile Detention CT	JDP.CT						
BCTS	Rich Sarkasian	Rich Sarkasian	Accounting	ACC.AAS			x			2016
BCTS			Finance	FIN.AAS						
BCTS			Computerized Accounting CT	ACC.CT						
BCTS	Domenic Priolo	Domenic Priolo	CADD	CAD.AAS						
BCTS			Computer Systems Tech	CST.AAS			x			2016
BCTS			CADD CT	CAD.CT						
BCTS			Computer Systems Tech. CT	CST.CT						
BCTS	Elaine Reeder	Elaine Reeder	Computer Graphics	CGR.AAS						
BCTS			CG: Game Designer Option	GDR.AAS						
BCTS			Game Design & Development	GDD.AAS						
BCTS			Video Imaging	VIT.AAS						
BCTS			Computer Graphics	CGR.AA			x			2017
BCTS			CG: Electronic Publishing	ELP.AA						
BCTS			Computer Graphics CT	CGR.CT						
BCTS			Web Design CT	WEB.CT						
BCTS	Rich Dolan		Computer Information Sys	CIS.AAS						
BCTS			Personal Computer	PCM.AAS						
BCTS			Business Admin. Info Systems	INF.AS						
BCTS			Comp. Programming CT	CPG.CT						
BCTS			Linux/UNIX CT	UNX.CT			x			2013
BCTS			Personal Computer Spec. CT	PCS.CT						
BCTS			ORACLE CT	RDB.CT						
BCTS	Kevin Schmidt		CIM Engineering Tech	CIM.AAS			x			2016
BCTS			CIM Tech CT	CIM.CT						

Division	Chair/ Coordinator	Faculty Contact	Program		Comments					
						2009 - 2010	2011	2012	2013	Next Due
BCTS	Larry Chatman	Larry Chatman	Electrical-Electronic Eng.	EET.AAS						2016
BCTS			Electromechanical Eng.	EME.AAS				x		
BCTS			Mechanical Engineering	MET.AAS						
BCTS			ET: Technical Studies	TES.AAS						
BCTS			Engineering Science	EGR.AS						
BCTS	Maria Aria	Maria Aria	Management	MGT.AAS						2017
BCTS			Business Prof. Management	BPM.AAS					x	
BCTS			Small Business Management	SBM.AAS						
BCTS			Business Administration	BUS.AS						
BCTS			MGT: Information Tech	ITM.AAS						
BCTS			MGT: Business Paraprof CT	BPM.CT						
BCTS			Real Estate Sales CT	RES.CT						
BCTS	Rosalie Duren	Rosalie Duren	Marketing	MKT.AAS						2016
BCTS			Administrative Assistant	ADA.AAS				x		
BCTS			Information Processing	IFP.AAS						
BCTS			Microsoft User Specialist CT	MOS.CT						
BCTS			Office Assistant CT	SAT.CT						
BCTS	Larry Chatman	Larry Chatman	Fiber Optic Technology	FBR.AAS						2013
BCTS			Laser-Electro-Optic Tech	PHT.AAS					x	
BCTS			Photonics/Fiber Optics CT	LFO.CT						
BCTS	Anita Wright	Anita Wright	Computer Science	CSC.AA						2013
BCTS			Computer Science	CSC.AS						
BCTS			Computer Apps Prog. CT	CAP.CT						
BCTS			Computer Science CT	CSC.CT						
BCTS	Patrick Bigoss		Fire Science Technology	FIR.AAS						2014
BCTS			Fire Science Administration	FRA.AAS						
BCTS			Fire Science: Admin CT	FRA.CT						
BCTS			Fire Science: Suppression CT	FIR.CT						
BCTS			Emergency Disaster Mgt CT	EDM.CT						
BCTS	Tony Marchetti	Tony Marchetti	Automotive Technology	AUT.AAS	NAFTA					2017
BCTS			AT: GM/ASEP	GMA.AAS				x		
BCTS			AT: Toyota T-Ten	TOY.AAS						
BCTS			Automotive General Tech CT	GAT.CT						
BCTS	Sondi Lee	Sondi Lee	Paralegal Studies	PAR.AAS	American Bar Association					2014
MSCI	Susan Choi	Susan Choi	Biotechnology	BIT.AAS						2014
MSCI			LAS: Biotechnology	BIT.AS			x			
MSCI			BIT: Forensic Science	FSC.AAS						
MSCI			LAS: Food Science	FDS.AS						
MSCI			LAS: Chemistry	CHM.AS		x				
MSCI			LAS: Pre-Pharmacy	PPH.AS						
MSCI	Nick DiCicco	Nick DiCicco	Health & Exercise Science	HPE.AS						2015
MSCI			Sport Management	SPM.AS		x				
MSCI			Personal Trainer CT	PT.CT						
MSCI	Rita Connolly	Rita Connolly	LAS: Biology	BIO.AS					x	2013
MSCI			Secondary Education - Bio	SEB.AS						
MSCI			LAS: Environmental Science	ENV.AS						
MSCI	Joe Diaco	Joe Diaco	Liberal Arts and Sciences	LAS.AS			x			2015
MSCI			Liberal Arts and Sciences CT	LAS.CT						
MSCI	Joe Diaco	Joe Diaco	LAS: Mathematics	MTH.AS					x	2013
MSCI	Raman Kolluri	Raman Kolluri	Physics (LAS)	PHY.AS					x	2013
NHHS	Cathy Boos	Cathy Boos	Dental Hygiene	DHY.AAS						2014
NHHS		Roxane Terranova	Dental Assisting CT	DAS.AAS	American Dental Association (ADA)					
NHHS			Dental Assisting CT	DAS.CT						

Division	Chair/ Coordinator	Faculty Contact	Program		Comments					
						2009 - 2010	2011	2012	2013	Next Due
NHHS	Marsha Patrick	Marsha Patrick	Dietetic Technology	DTT.AAS	Committee on Accreditation of Dietetics Education (CADE) American Dietetics Association (ADA)			x		2017
NHHS	Linda Mesko	Linda Mesko	Health Information Tech	HIT.AAS	American Health Information Management Association (AHIMA)				x	2013
NHHS			Medical Coding CT	MDC.CT	American Health Information Management Association (AHIMA) & Council on Accreditation (COA)					
NHHS	Anne McGinley	Anne McGinley	Massage Therapy	MAS.AAS	Massage Bodywork & Somatic Therapy Examining Committee of NJ Board of Nursing & National Certification Board for Therapeutic Massage					
NHHS			Massage Therapy CT	MAS.CT						2015
NHHS	Peggy Dorsey	Peggy Dorsey	Veterinary Technology	ASC.AAS	Committee on Veterinary Technician Education & Activities of the American Veterinary Medical Association			x		2013
NHHS	Anne McGinley		Nursing: OLOL	NOL.AS	Department of Diploma Programs of the National League for Nursing Accrediting Commission					2015
NHHS			LAS: Pre-Nursing	PRN.AS	N/A					
NHHS			Practical Nursing CT	NUR.CT	NJ Board of Nursing (NJBON)					
NHHS	Patty Chappell	Patty Chappell	Medical Laboratory Tech.	MLT.AAS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)			x		2013

Division	Chair/ Coordinator	Faculty Contact	Program		Comments					
						2009 - 2010	2011	2012	2013	Next Due
NHHS	Dr. Wendy Blume	Dr. Wendy Blume	Respiratory Therapy	RST.AAS	Committee on Allied Health Education & Accreditation					2015
NHHS	Matt Scott	Matt Scott	Paramedic Science	PRM.AAS	Committee for the Accreditation of EMS Programs (COAEMSP)					
NHHS			Paramedic Educational Mgt.	PEM.AAS						2015
NHHS			Paramedic Science CT	PRM.CT						
NHHS	Fatemah Sedighi		Human Services	HSR.AS	Addictions Professional Certification Board of New Jersey					
NHHS			Developmental Disabilities CA	HSR.CA					x	
NHHS			Social Services CA	SSR.CA						2017
NHHS			Instructional Aide CA	IAP.CA						
NHHS	Guy Jones	Guy Jones	Addictions Counseling	ADD.AAS	Addictions Professional Certification Board of New Jersey			x		2017
NHHS	Dan Banks	Dan Banks	Ophthalmic Science Tech.	OPH.AAS	Commission on Optician Association (COA)			x		
NHHS			Oph. Science Apprentice CT	OPH.CT						2017
NHHS	Patrick Goughary	Patrick Goughary	Ophthalmic Medical Tech. CT	OMT.CT	Committee on Accreditation for Ophthalmic Medical Personnel (COA-OMP)			x		2017
NHHS	Marsh Patrick	Marsh Patrick	Food Service Manager CT	FSM.CT						
NHHS			Nutrition Care Manager CT	NCM.CT						
NHHS			Culinary CT	CUL.CT				x		2017
NHHS			Hotel & Resort Mgt. CT	HRM.CT						
NHHS			Meeting & Event Planning CT	MEP.CT						
NHHS	Wendy Blume	Wendy Blume	Health Science	HSC.AAS						
NHHS			Certified Medical Assistant	CMA.AAS						2015
NHHS			Surgical Technology	SRG.AAS						
NHHS			Surgical Technology CT	SRG.CT						

# Using Colleague as an Academic Advisement Tool

Colleague is the computerized Student Information System. Colleague has many useful features to be utilized during the advisement process. The following is an explanation of the different screens in Colleague that will help you provide the most useful information to students. There are different screens in Colleague that will answer different kinds of questions.

This Manual highlights the Following Screens:

CREQ	Use to find Course Pre-Requisites and Co-Requisites
STAC	Use to find Placement Results, Transfer Credit, & Complete Academic History
SASM	Academic Summary; GPA and Active Academic Program
TRCL	Lists Courses a Student has taken, along with section number
STAT	Shows a student's GPA
RGAM	Lists Course offerings and Seat Availability

## Getting Started

After logging into Colleague, you will be presented with the main toolbar.



### To gain access to a screen:

If you know the mnemonic, at the top of the main toolbar click File, then click Run. A box will come up prompting you to “Enter a Mnemonic”. Enter mnemonic and hit enter or click cancel to cancel the entry.

If you do not know the mnemonic, at the top of the main toolbar, are different submenus. You can browse through the available modules and find the screen that you are looking for.

### Finding Student Information:

You can search for a particular student in 3 ways:

- Enter student's first and last name
- Enter student's Social Security Number
- Enter student's Colleague ID number

**FYI: Make Colleague Easier to Read** by Increasing the Font Size. On the Main Toolbar shown above click “Options”. Then scroll to “Change Colors”. A “Visual Attributes” window will be displayed. Change the font size of **8** to **12**. Click OK.

# Using Colleague as an Academic Advisement Tool

## What courses should a student take as a result of the placement test?

STAC lists placement differently depending on when a student took the placement test.

### For those students tested prior to 2001:

STAC lists the non-course equivalencies (Status: NC) of the courses that the student has tested out of. For example: On the student's record shown below the student placed into Reading Skills II, Writing Skills II, and Math I.

### For those students who have been tested since January, 2001:

STAC lists the placement level that they need to start in. For example: "PLA.ENG-RS3" indicates that the student has placed into Reading Skills III.

STAC also displays the grades and the credits earned for all courses a student has taken and transfer equivalencies.

1. Enter the Student's Colleague ID#, SS#, or first and last name. Press **Return or Click OK.**

The screenshot shows a Windows application window titled "STAC-Student Academic Credits". The menu bar includes "File", "Edit", and "Help". The main area contains a table with the following columns: Course Name, Title, Stat, Credits, CEUs, Term, and Gr. The table lists 15 courses, each with a unique ID number (1 through 15) and a blue square icon. The "Stat" column contains codes such as NC, R, X, and C. The "Credits" column shows values like 0.00, 2.00, 3.00, etc. The "Term" column includes entries like "99/SM2", "99/FA15", and "00/SP15". The "Gr" column contains letters A, B, C, and D. A red rectangular box covers the top portion of the table, with the text "Student Information Appears Here \*\*" visible inside. At the bottom of the window, there are status bars: "Controller Student Acad Cred" on the left and "Value 1/22" on the right.

	Course Name	Title	Stat	Credits	CEUs	Term	Gr
1	ENG-011	Reading Skills I	NC	0.00			
2	ENG-021	Writing Skills I	NC	0.00			
3	COL-011	College Success	R	2.00		99/SM2	A
4	ENG-011	Reading Skills I	R	0.00		99/FA15	B
5	ENG-023	Writing Skills III	R	0.00		99/FA15	A
6	MTH-010	Math Skills I	R	0.00		99/FA15	B
7	HPE-102	Health & Wellness	X			99/FA15	
8	CSC-101	Computer Literacy	R	3.00		99/FA15	B
9	MTH-020	Math Skills II	R	0.00		00/SP15	C
10	ENG-012	Reading Skills II	R	0.00		00/SP15	C
11	HPE-153	Lifeguard Training	C			00/SP15	
12	ART-151	Ceramics & Pottery I	R	3.00		00/SP15	A
13	HPE-102	Health & Wellness	R	3.00		00/SP15	A
14	ENG-013	Reading Skills III	R	0.00		00/SM1	C
15	HSR-101	Intro to Human Svcs	R	3.00		00/FAW	B

All courses that a student has registered for will appear on this screen. You must check the Stat (Status) Column code on the STAC screen:

R	Registered	A	Add	D	Dropped
W	Withdrawn	X	Deleted	C	Cancelled
PR	Preliminary Equivalency	TR	Transfer Equivalency		
NC	Non-Course Equivalency				

**For additional information regarding actual placement test results, refer students to the Testing and Assessment Office in the College Community Center, x4710.**

# Using Colleague as an Academic Advisement Tool

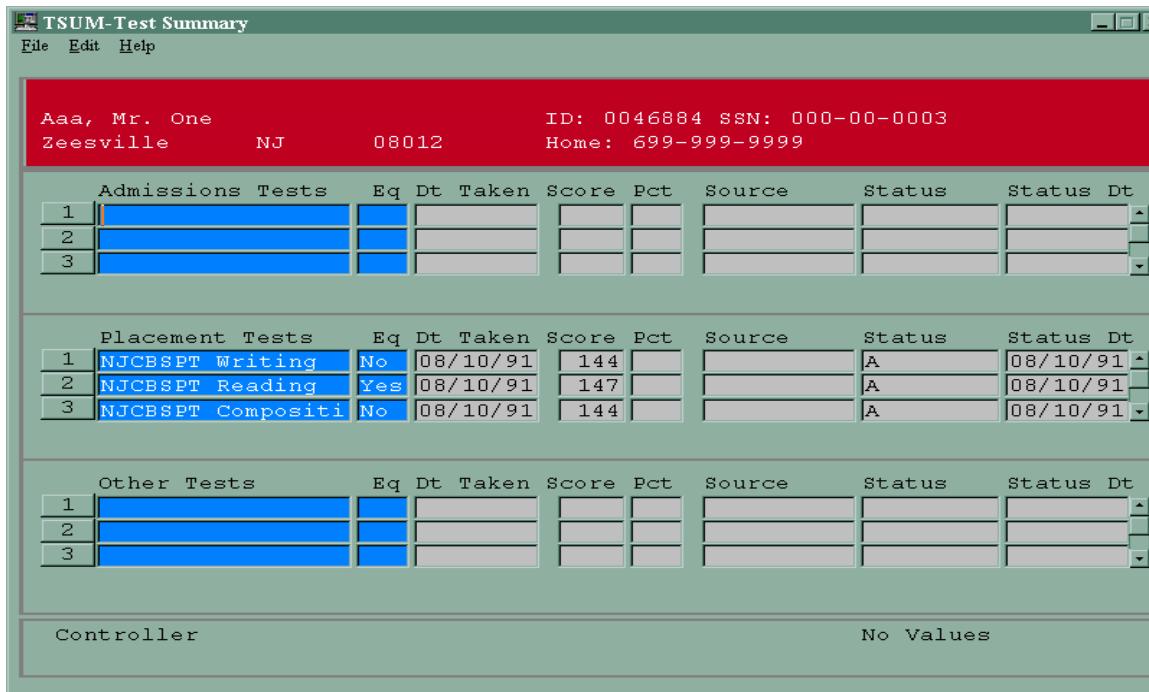
“What are the score results of the placement test?”

**TSUM Screen: Test Summary Screen – View Actual Scores.**

- Enter SS# or Student Name

You will get one of two messages:

“**Record not found return to re-enter**”: No scores are on the system for this student.  
OR - TSUM screen will appear. (See below)



It is important to notice the type of test that is listed in these fields because there are different score interpretation charts.

The two different types of placement tests are:

- 1) NJCBSPT which was administered through December, 2000  
and
- 2) ACCUPLACER which is the new test as of January 2001.

Refer to appendix for College Placement Test Interpretation Charts to determine placement using scores posted on TSUM.

**For additional information regarding actual placement test results, refer students to the Testing and Assessment Office in the College Community Center, x4710.**

# Using Colleague as an Academic Advisement Tool

“What courses has a student completed?”

## TRCL – Transcript Course Listing - View Screen

TRCL displays the grades and the credits earned for all courses a student has taken. Courses are listed on this screen in chronological order. This screen does not display the student’s curriculum.

TRCL also lists courses that a student has been given credit for based on placement testing and transfer equivalencies.

1. Enter the Student’s Colleague ID#, SS#, or first and last name. Press **Return or Click OK**.
2. Enter “UG” for an undergraduate credit transcript or “CE” for a non-credit transcript in the Transcript Groupings Lookup Box.
3. Press **Return or Click OK**. You will see a screen like the one below:

The screenshot shows a Windows application window titled "TRCL-Transcript Course Listing". The menu bar includes "File", "Edit", and "Help". The main area displays student information: "Muller, Ms. Amanda L.", "ID: 0136512", "SSN: 147-80-5158", "Sicklerville NJ 08081", and "Home: 856-627-9145". Below this, it says "Transcript Groupings: Undergraduate". The central part of the window is a table with 14 rows, each representing an academic entry. The columns are labeled: Row#, Course Name, Sect, Grade, Cred Att, Cred Cmpl, Cred Calc, and Term. The data in the table is as follows:

Row#	Course Name	Sect	Grade	Cred Att	Cred Cmpl	Cred Calc	Term
1	MTH-010			0.00	0.00	0.00	
2	ENG-011			0.00	0.00	0.00	
3	ENG-012			0.00	0.00	0.00	
4	ENG-013			0.00	0.00	0.00	
5	MTH-020			0.00	0.00	0.00	
6	ENG-021			0.00	0.00	0.00	
7	ENG-022			0.00	0.00	0.00	
8	ENG-023			0.00	0.00	0.00	
9	ENG-101	18	C	3.00	3.00	3.00	98/FA
10	MUS-101	04	C	3.00	3.00	3.00	98/FA
11	PSY-101	05	C	3.00	3.00	3.00	98/FA
12	HIS-111	06	C	3.00	3.00	3.00	98/FA
13	CSC-101	04	W	3.00	0.00	0.00	99/SP
14	ASL-101	02	W	3.00	0.00	0.00	99/SP

Controller Academic Credit Entries      Value 1/21

- Course Name column indicates the course number.
- Grade column represents the grade earned for the course. The courses at the top of the screen, where the section and grade columns are blank, are the courses that the student received credit for based on placement testing and transfer equivalencies.
- Cred Att column reflects the credits attempted.
- Cred Cmpl column reflects the credits completed.
- Cred Calc column reflects the credits calculated in the GPA.
- Term is the term the course was taken.

## Using Colleague as an Academic Advisement Tool

**Another Option to answer the question:  
“What courses has a student completed?”**

### STAC - Student Academic Credits Screen.

STAC provides a history of all courses that a student has enrolled in, completed, dropped, or withdrawn from. STAC also indicates term, grade, credits earned, and their status in each particular course.

- Enter SS# or Student Name
- Courses are listed on this screen in chronological order.

The screenshot shows a Windows application window titled "STAC-Student Academic Credits". The menu bar includes "File", "Edit", and "Help". A red banner at the top of the main area contains the text "##Student Information Appears Here ##". Below this is a grid table with columns: Course Name, Title, Stat, Credits, CEUs, Term, and Gr. The rows list various courses such as ENG-011, ENG-021, COL-011, etc., with their respective details. At the bottom left is the footer "Controller Student Acad Cred" and at the bottom right is "Value 1/22".

	Course Name	Title	Stat	Credits	CEUs	Term	Gr
1	ENG-011	Reading Skills I	NC	0.00			
2	ENG-021	Writing Skills I	NC	0.00			
3	COL-011	College Success	R	2.00		99/SM2	A
4	ENG-011	Reading Skills I	R	0.00		99/FA15	B
5	ENG-023	Writing Skills III	R	0.00		99/FA15	A
6	MTH-010	Math Skills I	R	0.00		99/FA15	B
7	HPE-102	Health & Wellness	X			99/FA15	
8	CSC-101	Computer Literacy	R	3.00		99/FA15	B
9	MTH-020	Math Skills II	R	0.00		00/SP15	C
10	ENG-012	Reading Skills II	R	0.00		00/SP15	C
11	HPE-153	Lifeguard Training	C			00/SP15	
12	ART-151	Ceramics & Pottery I	R	3.00		00/SP15	A
13	HPE-102	Health & Wellness	R	3.00		00/SP15	A
14	ENG-013	Reading Skills III	R	0.00		00/SM1	C
15	HSR-101	Intro to Human Svcs	R	3.00		00/FAW	B

All courses that a student has registered for will appear on this screen. You must check the Stat (Status) Column code on the STAC screen:

R	Registered	C	Cancelled
A	Add	PR	Prelim.Equiv
D	Dropped	TR	Transfer Equiv
W	Withdrawn	NC	Noncourse Equivalency
X	Deleted		

## Using Colleague as an Academic Advisement Tool

“Where are transfer credits listed on Colleague?”

### TRCL – Transcript Course Listing - View Screen

TRCL displays the grades and the credits earned for all courses a student has taken. Courses are listed on this screen in chronological order. This screen does not display the student's curriculum.

TRCL also lists courses that a student has been given credit for based on placement testing and transfer equivalencies.

1. Enter the Student's Colleague ID#, SS#, or first and last name. Press **Return or Click OK**.
2. Enter “UG” for an undergraduate credit transcript or “CE” for a non-credit transcript in the Transcript Groupings Lookup Box.
3. Press **Return or Click OK**. You will see a screen like the one below:

The screenshot shows a Windows application window titled "TRCL-Transcript Course Listing". The menu bar includes "File", "Edit", and "Help". A red banner across the top of the main area contains the text "##Student Information Appears Here ##". Below this, a sub-header reads "Transcript Groupings: Undergraduate". The main content is a grid table with 14 rows and 8 columns. The columns are labeled: Academic Credit Entries, Course Name, Sect, Grade, Cred Att, Cred Cmpl, Cred Calc, and Term. The "Grade" column contains mostly "TR" (Transfer Credit) except for row 7 which is "B" and rows 8-10 which are "A". The "Term" column shows various terms like "99/FA15", "00/SP15", "00/SM2", and "00/FAW". The bottom status bar indicates "Controller Academic Credit Entries" and "Value 1/10".

	Academic Credit Entries	Course Name	Sect	Grade	Cred Att	Cred Cmpl	Cred Calc	Term
1		ACC-101		TR	0.00	3.00	0.00	
2		LAW-101		TR	0.00	3.00	0.00	
3		MGT-101		TR	0.00	3.00	0.00	
4		ENG-101		TR	0.00	3.00	0.00	
5		MGT-102		TR	0.00	3.00	0.00	
6		MTH-110		TR	0.00	3.00	0.00	
7		LAW-101	53	B	3.00	3.00	3.00	99/FA15
8		ACC-101	53	A	3.00	3.00	3.00	00/SP15
9		ACC-102	52	B	3.00	3.00	3.00	00/SM2
10		PSY-101	41	A	3.00	3.00	3.00	00/FAW
11								
12								
13								
14								

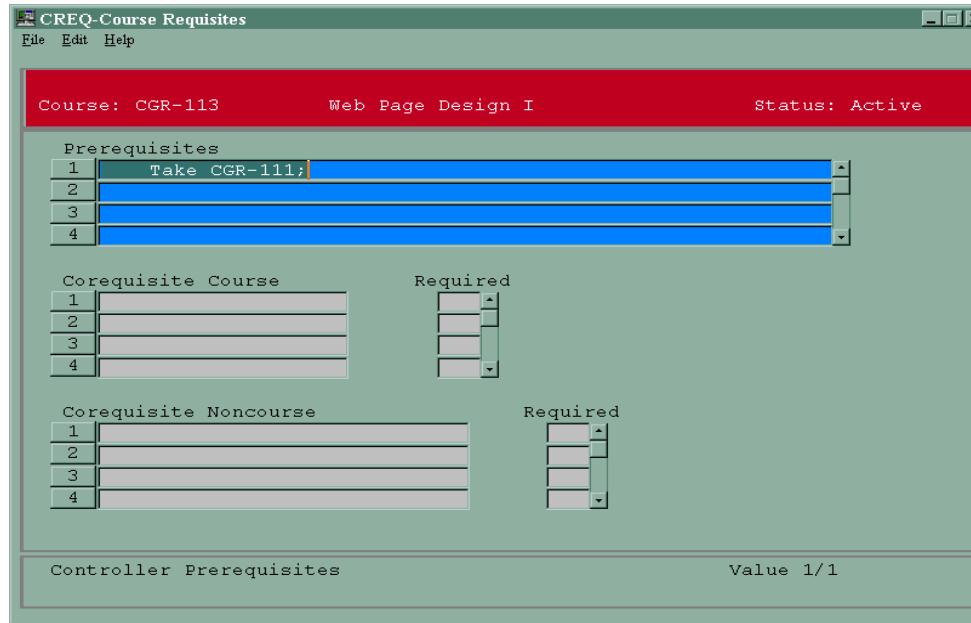
Courses with a grade of TR are transfer credits.

## Using Colleague as an Academic Advisement Tool

“What are the pre-requisites and co-requisites for particular courses?”

**CREQ:** Course Requisites Outline course pre-requisites and co-requisites

- In Course Lookup field indicate course number. Hit Enter



In example above CGR 113 was entered in course lookup. The CREQ screen indicates that CGR 111 is a pre-requisite for this course.

**SREQ:** Section Requisites

Also Outlines course pre-requisites and co-requisites.

Same as above, but you must include a section number. IE: ENG 101 01. This will allow two people to check the same course number (using different sections) at the same time.

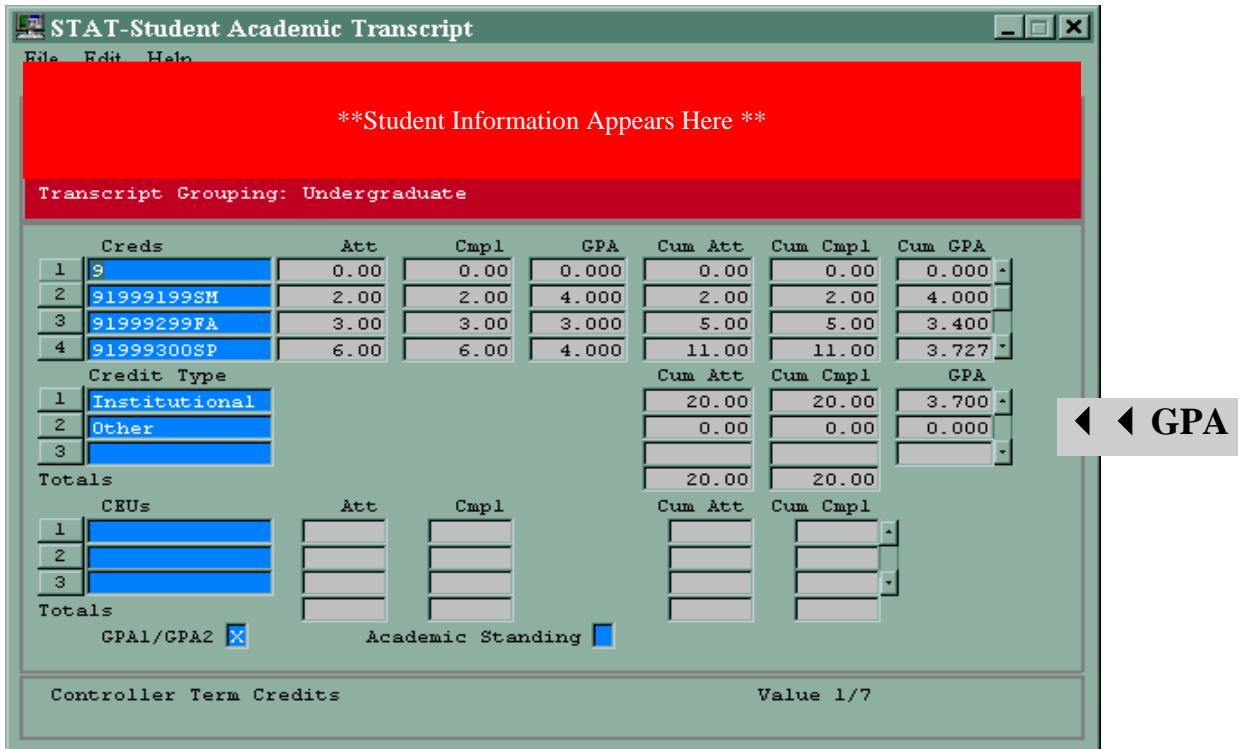
## Using Colleague as an Academic Advisement Tool

“Where on the system can I find a student’s GPA?”

### STAT Screen: Student Academic View Transcript Screen

Type in student’s name or SS# in student lookup screen.

In Transcript Grouping Lookup enter “UG” for Undergraduate



In the figure above, the GPA is indicated in the “Credit Type” area in the Institutional Credit Type. The GPA for the student above is a 3.7. This screen is also useful in it may list a credit type of Transfer, which would indicate that a student has earned transfer credit.

# Using Colleague as an Academic Advisement Tool

## What Academic Program is a Student Currently Enrolled In?

SASM: Student Academic Summary

SASM provides information regarding a student's academic program.

The student's record below indicates that the current Student Program is LAS.AA. Notice that in the Status Field, the letter "A" appears for "Active". This indicates the student's academic program is Active.

**SASM-Student Academic Summary**

File Edit Help

\*\*Student Information Appears Here \*\*

	Applications	Start Term	Admit Status	Appl Loc	Intd Status	Res Load	Housing Status	Desired
1	EDU.AS	99/FA	AM A	MA	IC	No	IC	No
2	EDU	99/FA	AM A	WI	IC	No	IC	No

	Acad Level	Start Term	Class	Enroll	Status	Acad Standing
1	Undergraduate					

	Student Program	Start Date	Ant Status	Comp Date	Acad Loc	Level	Degree
1	LAS.AA	03/09/01	A		UG	AA	AA

	Inst Attend	Trans Type	Date	Status	Yrs Attend	Cred	Degree
1	Pennsauken High Sch	HS	02/01/99	W			
2							

	Term	Load	Res St	Cred Att	Cred Cmpl	GPA Cred	GPA
1	01/SM	Part-Time		0.00	0.00	2.00	0.000
2	01/SM1	Part-Time		0.00	0.00	2.00	0.000

Tests  Hiatus  Transcripts  Addnl Info

Controller Student Programs Value 1/3

## Using Colleague as an Academic Advisement Tool

“What courses are offered? What courses are open?”

**RGAM: Registration Activity Monitor – Outlines course offerings & seat availability (Alternative to Using WebAdvisor to Search For Classes)**

\*\* You need a paper copy of the master schedule to utilize this screen.

RGAM shows all sections open and closed, but it does not list course-meeting times.

- Reg Control Lookup: **Enter MAIN.**
- Course Sections Lookup: **enter term, course number** (01/fa15 eng 101)

Course	Section/Title	Title	Term	Stat	(G)Cap	Used	Avail	Wait	Pct
					(L)Cap	Used	Avail	Wait	Pct
1	ENG-101-91/English Comp I		01/FA15	Open		0	0	0	0
2	ENG-101-90/English Comp I		01/FA15	Open	25	0	25	0	0
3	ENG-101-ESL4/English Comp I		01/FA15	Open	25	0	25	0	0
4	ENG-101-83/English Comp I		01/FA15	Open	25	0	25	0	0
5	ENG-101-82/English Comp I		01/FA15	Open	25	0	25	0	0
6	ENG-101-81/English Comp I		01/FA15	Open	25	0	25	0	0
7	ENG-101-80/English Comp I		01/FA15	Open	25	0	25	0	0

RGAM lists sections of the course that you indicated. The AVAIL column indicates how many seats remain in that particular section. This shows all sections, open and closed, but it does not list course meeting times. You should refer to a copy of the master schedule for meeting times.

WebAdvisor, can be accessed through the Camden County College homepage [www.camdencc.edu](http://www.camdencc.edu). WebAdvisor provides a user-friendly mode to view open sections of courses, using the Search for Classes feature. Please refer to WebAdvisor Documentation for details.

# Using Colleague as an Academic Advisement Tool

## Degree Audit

Degree Audit produces an automated record generated by *Colleague* which matches courses a student has completed with the requirements of a particular academic degree program. It is an academic advisement tool that maps a student's degree requirements against the student's academic transcript. It is also very helpful in determining how courses a student has already completed would apply to different majors.

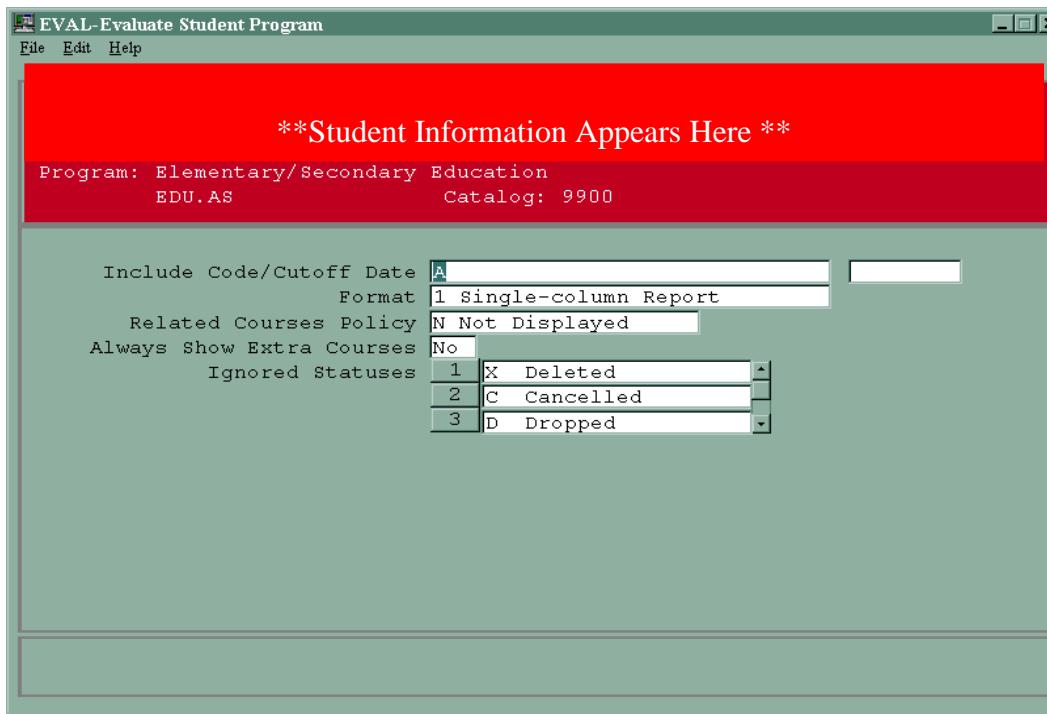
**Please Note:** As with any computer generated system, the human interaction may uncover exceptions to what is indicated on the Degree Audit. Degree Audit also has capabilities to make adjustments, waivers, and overrides on an individual basis.

### What do I need to graduate?

#### EVAL: Evaluate Student Program

EVAL will not work with LAS.AA students. Use the PSPR Screen. See below.

- Enter SS# or Student Name
- Select particular program that you want to base evaluation on.  
Indicate number in bottom right white field entry box, hit enter.
- On next screen Change Format to 2. Hit F10



- You will be told “Evaluating Please Wait.” Hit OK; Then “Formatting, Please Wait” Hit OK.

## Using Colleague as an Academic Advisement Tool

Datatel Text Window  
03/20/01  
Camden County College  
Academic Evaluation - For Lauren E. Snyd

Program: Elementary/Secondary Education (EDU.AS)  
Catalog: 9900 Ant Completion Date: 08/02

\*\*\*\*\*  
Students must complete 30 credits at Camden County College  
to receive an Associate Degree.  
Students must complete one half of the required credits  
at Camden County College to receive a Certificate.  
\*\*\*\*\*

Program Status: In Progress  
Required Current..... Earned..... Remaining..... Anticipated(\*)..... Additional..... Remaining.....

INSTITUTIONAL	Credits:	30.00	20.00	10.00	12.00	0.00
GPA....	CREDITS:	2.000	3.700	Met		
COMBINED						
CREDITS:	64.00	20.00	44.00	12.00	32.00	
GPA....	2.000	3.700	Met			

> Take  
Credits  
N) Grou  
N) Grou  
N) Grou  
N) Grou  
SPE  
C) G: Heal  
HPE  
=====  
N) 2: Concent  
Credits: 0  
Complete b  
N) A: Subr

Page: 1 @(0,0) ->>> Enter L,R,U,D,P,T,B,S,@(), <RETURN> or FINISH: [ ]

- A resolution screen will appear. Do not attempt to read on screen, it is much easier to print.
- To print, Enter the letter S (for Scroll) in the Black Field in the bottom right corner. There should be a blinking cursor already in the field. Hit Enter
- You are then brought to another Datatel Text Window. Using the Down Arrow Button, go to field 3 Form name and enter the name of the network printer. For example in the Advisement Center the Printer is “COU1L”. The “L” at the end of the name is for landscape, which is printing from East to West.

Datatel Text Window  
03/20/01 12:55

1 Output Device... P Printer Spooler  
2 Printer.....  
3 Form Name.....  
4 Banner.....  
5 Copies..... 1  
6 Defer Until....  
7 \* Other Options:  
1: NFMT  
2: NOEJECT  
3:  
4:  
8 Page Width.....: 132  
9 Page Length....: 66  
10 Top Margin....: 0  
11 Bottom Margin..: 0

- After entering printer name, hit F10. You are then prompted to hit return/enter. Return/Enter Again.

## Using Colleague as an Academic Advisement Tool

- The degree audit will print to the printer you designated.

**What if I wanted to change my major?**

**I'm in Liberal Arts, what do I need to graduate?**

### PSPR: Proposed Student Program:

- Enter SS# or student name
- You are prompted to enter an Academic Program Lookup.
- If you type three periods (...) in this field and hit enter, you will be provided with a listing of all different majors offered here at CCC.
- Using the Page Down Button on the keyboard, scroll down until you find the major that the student is interested in.
- If the student is a Liberal Arts major, you MUST indicate a concentration in order to run a degree audit. See page in addendum for concentration information.
- Select academic program, by indicating corresponding number in bottom right white field.
- Select catalog year that student would declare that major.

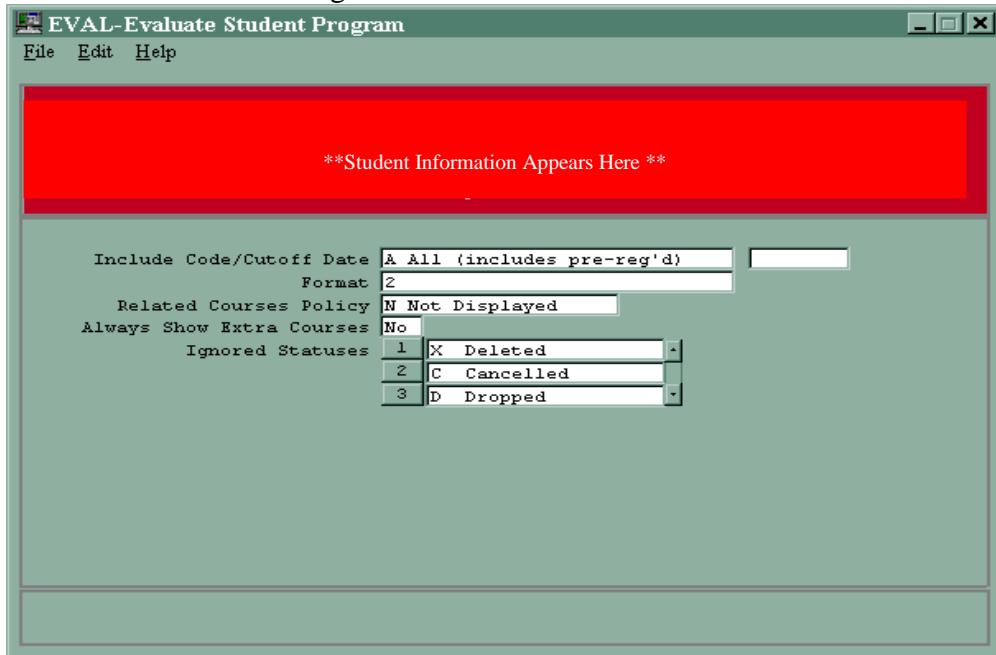
**Do NOT select the 00-01 or 01-02 catalogs (3/01)**

Evaluate  
Field

- Bring Cursor to EVALUATE field on lower left side of screen.  
Hit F2 (detail) in this box.

## Using Colleague as an Academic Advisement Tool

- On next screen Change Format to 2. Hit F10



- You will be told “Evaluating Please Wait.” Hit OK ; Then “Formatting, Please Wait” Hit OK.
- A resolution screen will appear. Do not attempt to read on screen, it is much easier to print.
- To print, Enter the letter S (for Scroll) in the Black Field in the bottom right corner. There should be a blinking cursor already in the field. Hit Enter
- You are then brought to another Datatel Text Window. Using the Down Arrow Button, go to field 3 “Form name” and enter the name of the network printer that you will be able to print the degree audit from. For example in the Advisement Center the Printer is “COU1L” . The “L” at the end of the name is for landscape which is printing from East to West.
- After entering printer name, hit F10. You are then prompted to hit return/enter. Then Return/Enter Again.
- The degree audit will print to the printer you designated.
- Hit Shift and F8 at the same time to go back to the Main Toolbar.

## Degree Audit

Degree Audit produces an automated record generated by *Colleague* which matches courses a student has completed with the requirements of a particular academic degree program. It is an academic advisement tool that maps a student's degree requirements against the student's academic transcript. It is also very helpful in determining how courses a student has already completed would apply to different majors.

### PSPR allows you to answer the following questions:

- **What do I need to graduate?**
- **What if I wanted to change my major?**
- **What courses should I enroll in next?**

### PSPR: Proposed Student Program:

- Enter SS# or Student Name
- You are prompted to enter an active Academic Program that the student is pursuing, ex. BUS.AS.
  - *If you are unsure of Academic Program Codes, you can refer to the Catalog or Academic Program Guide. If you type three periods (...) in the Academic Program Lookup field and hit enter, you will be provided with a listing of all different majors offered here at CCC.*
- You will then be prompted to select a catalog year to run the degree audit against.  
Please Note: Degree requirements are tied to a catalog year. You could run the same academic program with different catalog years, and get different degree requirements.
- Bring Cursor to **EVALUATE** field on lower left side of screen. Hit F2 (detail) in this box.

The screenshot shows the PSPR software window titled "PSPR-Proposed Student Program". At the top, there is a menu bar with File, Edit, Help, and a toolbar with icons for Go, Print, and others. A status bar at the bottom indicates "Controller Desc" and "No Values".

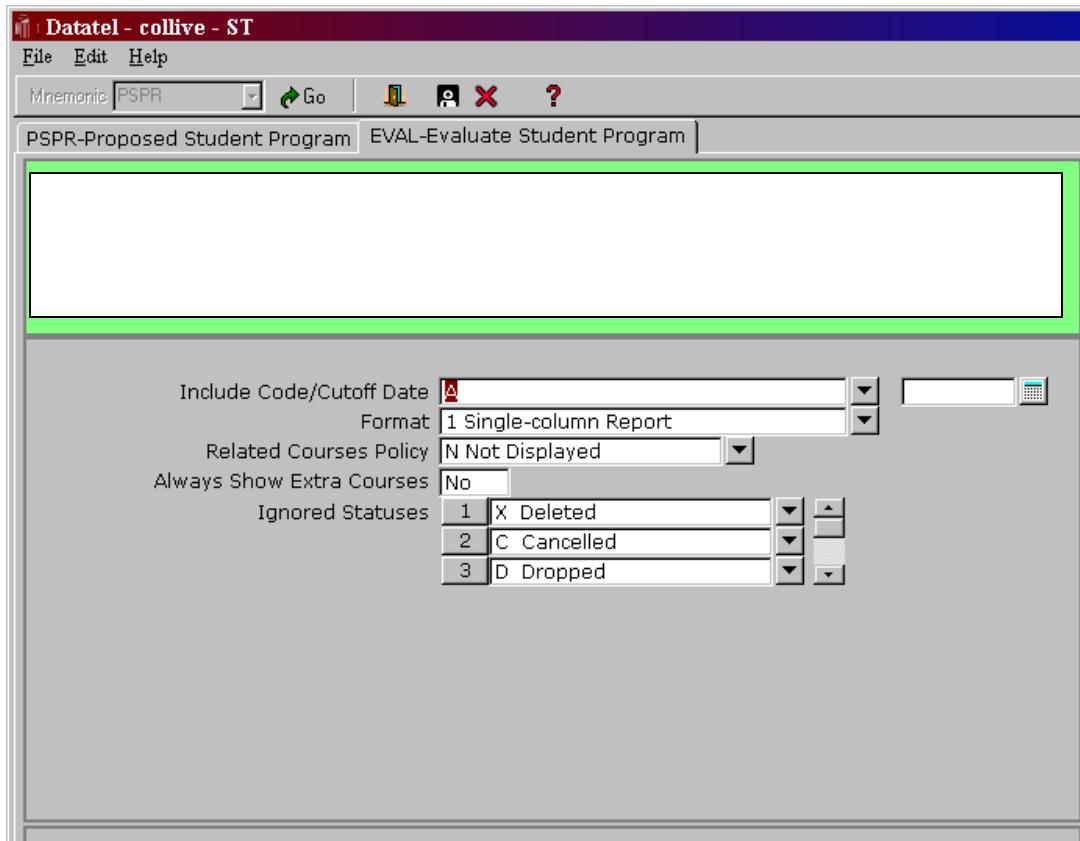
The main area contains the following fields:

- Program: BUS.AS
- Title: LAS/Business Administration Option
- Degree: Associate in Science
- Acad Level: Undergraduate
- Minor(s):
- Spec(s):
- CCD(s):
- Catalog: 2002-2003 Catalog
- Desc: 1

Below these fields is a table showing Student Programs:

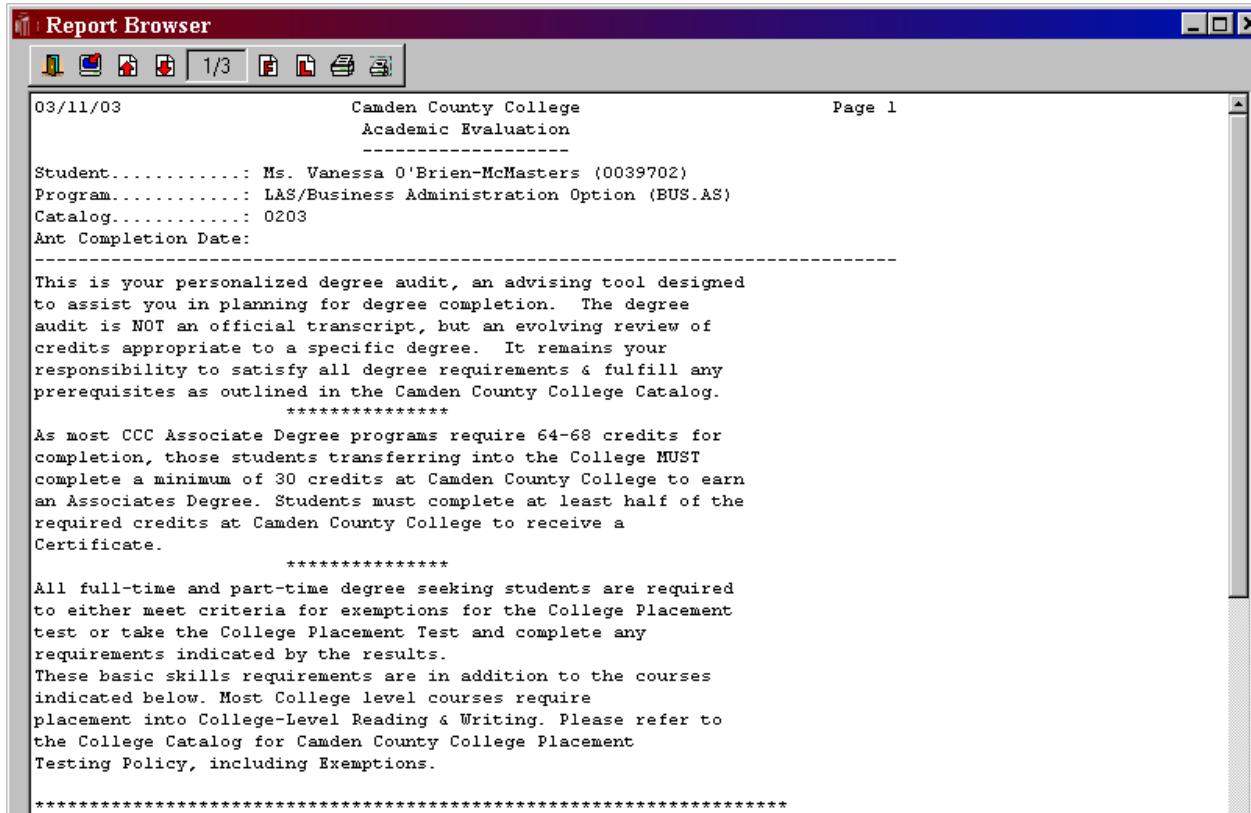
Student Programs	Catalog	Status	Start Dt	End Dt	Changed By
1 UND	0203	Active	11/13/02	11/17/05	VMCMASTE
2 GEN	9899	Changed Cu	01/04/99	11/13/02	VMCMASTE
3					

At the bottom left, there is an "Evaluate" button with a checked checkbox. To its right are fields for Last Eval Date and Last Eval Status. At the very bottom, there are buttons for Program Customization, Save Current Program (set to No), and Loc.



- The Screen above will appear. Hit the F10 button on your keyboard, or File – Save.

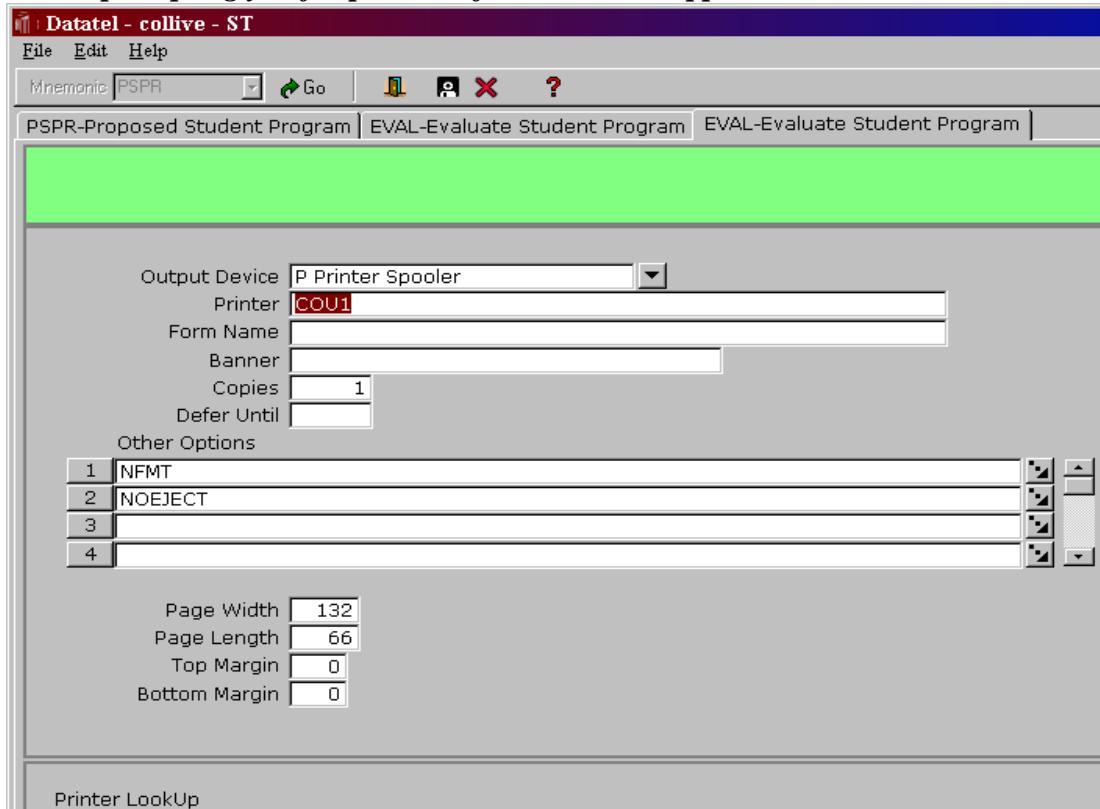
**Report Browser** will appear, as shown below:



To Print the Degree Audit Report to a Network Printer, select the smaller printer icon on the far right.



*A screen prompting you for printer information will appear:*



Enter the network printer name. Examples:

- The degree audit will print to the printer you designated.
  - Network Printer Examples:
    - Jeff1 Jefferson 222
    - AHSS1 Madison 208
    - Taft1 Faculty Lounge in Taft
    - COU1 Advisement Center printer
- After entering Network Printer Name, hit the F10 button on the Keyboard, or File – Save from the menu. Degree Audit will print.
- Close the Report Browser by closing the window. (Top Right, Click on the X)
- To Exit, hold down the SHIFT button and hit F8 OR File – Cancel.

**Degree Audit Tips:**

- Always Check the **Other Courses** Area at the end of the Degree Audit Report.
- Degree Audits for the Same Academic Program may be different with different Catalog Years

**If there are questions or problems with an evaluation, please contact Vanessa McMasters at x4571. Make a copy of the evaluation report in question, so that details can be provided in order to fix the problem!**

## **Academic Assessment Exemplars – 2013**

### **AHSS - Assessment Exemplars - 2013**

#### **English**

There was a significant improvement in basic sentences skills on both the ENG-101 and ENG-102 exams because as we became aware of the large number of students who had problems in this area, we used this SLO for two years of assessment. The result was a greater awareness among faculty that this topic has to be addressed more thorough in composition classes. The only change, then, was drilling down on a specific SLO until we saw the improvement.

We were astounded by the percentage jump in the improvement for this SLO. What remains now is to see what happens when we switch to a new SLO this semester (SP13) and then go back to this one in a few semesters.

#### **EDU.AS**

During the spring 2012 semester the Education Program reassessed student learning outcome #1 – Students will articulate an understanding of today’s students in a diverse society and the societal influences on education. The reassessment compared the midterm and final exams of the single online section of EDU 101 with the classroom based sections of EDU 101 in an effort to compare assessment methods. The findings revealed that the online midterm and final exams are similar in content to the exams given by the in-class sections of the same course. It appears that the material that is not covered by the in-class sections in either the midterm or final exam is covered in the multiple choice questions and in the handouts and classroom assignments during the semester. In closing the loop, both the online and in-class sections of EDU 101, Historical Trends in American Education are covering and testing on the same educational topics that include an understanding of today’s students in a diverse society. Further, changes have been made in classroom pedagogy to insure that all education students understand today’s students in a diverse society and the societal influences on education through the addition of additional visual examples such as videos and YouTube clips.

#### **INT.AA**

INT.AA closed the loop on the following PSLO: *Interpret written and orally presented information in a language other than English.*

As a result of the reading assessment of fall 2010 in all modern language courses, the department removed the second comprehension reading of the Elementary Spanish 102 final exam as the questions were testing the students’ ability to analyze poetry, not assessing their reading comprehension. While the first reading comprehension in SPA 102 question #2, did not meet the 70% mark put forth by the department, the department did reword the question and, reassessed this comprehension section during fall 2012 Elementary Spanish 102 final exam.

After reassessing and analyzing the fall 2012 data, it was concluded that the rewording did not accomplish the objective as only 60% of the students answered the reworded question correctly.

The department has removed question #2 entirely from the Elementary Spanish 102 exam, and is replacing it with a completely new comprehension question.

#### **Languages**

**While it is encouraging to see that the majority of students in SPE 102, Public Speaking, are learning to use the vocal instrument with confidence and musicality we note that, too close to, one fifth of the students in each category are not meeting all the criteria satisfactorily and that the highest numbers of students are lacking in pitch variety and an understanding of appropriate dynamics.**

#### **SPE-102**

Strategic Initiative - College Readiness  
**Transition Studies - Assessment Exemplars - 2013**

Assessment: Offer a four-day express course at the Reading 2 level so students who require only brief instruction in basic reading comprehension skills can complete their developmental Reading requirements in 16 weeks as opposed to 30.

Intervention:

Offer Reading Skills 2 Express as a placement for students scoring between 61-65 on Accuplacer.

Offer Reading Skills 2 Express to students who earned an RV in Reading Skills 2 (a D average).

Offer multiple sections of the course on multiple campuses during the day and evening.

Create a course outline that condenses the related material into a four-day format.

Outcome: 75% percent of the 88 students who took Reading 2 Express in July and August 2012 passed and 80% of those students then passed Reading Skills 3 in Fall 2012. In January 2013 the pass rate for the Express courses was 85%. The college now offers more sections as demand increases.

Reading Skills 2

Course SLO: Upon completion of this course, the student will interpret charts and graphs that serve as support in multi-paragraphs essays.

Assessment: The members of the Reading department conducted an audit of textbooks and

course outlines from 101-level courses and added this student learning outcome to the master course syllabus. Intervention:

1. Addition of “Interpreting Visual Aids” to the suggested course outline between the second and final exams.
2. Addition of two questions requiring students to interpret a chart to Reading Skills 2 final exam.
3. Analysis of final exam to determine if students were performing well with the addition of these questions.
4. Analysis of new editions of the textbook to determine if the exam reflects the material covered in class.

Outcome: The students performed well on the exam, but the newest edition of the textbook does not contain a chapter on visual aids, so we are evaluating new textbooks.

Developmental Writing

Program SLO: To offer holistic grading of authentic student writing.

Assessment: Provide a Portfolio Assessment and Mentoring Program that is based upon

principles of holistic grading and adjunct mentorship for the purpose of increasing English Comp. readiness.

**Intervention:**

1. Match adjunct faculty members with full-time faculty members who will serve as mentors and second readers of student portfolios.
2. Hold monthly meetings of the Portfolio Assessment and Mentoring Committee for the purpose of discussing issues and making changes to the program if needed.
3. Obtain student success data to compare students placed directly into English Comp. with students who passed Writing Skills 3 with a passing final portfolio.
4. Sourcing range finders and distribute for accurate grading.
5. Offer professional development workshops for faculty to keep them aware of policy changes and grading procedures.
6. Analyze satisfaction of professors using portfolios for assessment.

**Outcome:** Writing Skills students consistently perform equivalent to students placed directly into English Comp. 101. and both students and faculty continue to support the use of portfolios in Writing courses. In fact, this program is considered best practice by the New Jersey Association of Community Colleges and will be featured at the NJACC Best Practices Conference.

**Writing Skills 2**

**Course SLO:** Upon completion of this course, the student will be able to write clearly and effectively in standard American English.

**Assessment:** The department decided to pilot online grammar products to see if editing skills transferred into student papers when students were able to work with the individualized study plans of a mastery-based program.

**Intervention:**

1. Conduct a small pilot of various products and then select one product for larger pilot.
2. Survey students about their satisfaction with that product for several semesters.
3. Survey faculty members about their satisfaction with that product for several semesters.
4. Collect student success data through the online product.

**Outcome:** Students' writing improved and both students and faculty are pleased with MyWritingLab.com so students are now required to master specific grammar topics and display that mastery in both their final portfolio papers and on a printout from MyWritingLab.com.

**Academic Skills**  
**Math**

**Course: MTH 029**

**Course SLO:**

1. Interpret, plot ordered pairs and graph linear equations on the Cartesian coordinate plane and compare consistent, inconsistent, and dependent lines.
2. Analyze, model and solve systems of equations by using graphing, elimination and substitution methods both individually and collaboratively.

**Assessment:** Students were getting these right on the final between 60% - 70% of the time.

**Intervention:** Purchases and installed graphing boards in all ASM classrooms.  
**Outcome:** Pass rates went up to between 70% - 80% for that topic.

### Academic Skills

#### Math

##### **MTH 011 (Math Fundamentals)**

Program SLO: To prepare students for MTH 029

Assessment: Students are very unprepared and many come in with low level or no skills

**Intervention:** Created MTH 012 (Math Essentials) which was designed to aid the student in success strategies for mathematics.

**Outcome:** This course have only been offered for 2 semesters. We will assess after this semester is completed.

### Academic Skills

#### Math

Program SLO: To prepare students for College Level Math

Assessment: Many students do not complete their assignments and sometimes attendance is spotty intervention

We are mandating an online component in all of our classes, we have adopted new textbooks with more rigor and we are trying to secure a services. In 011 (Math Fundamentals) we are introducing and integrating more algebraic concepts earlier, in order to expose our students to it longer.

**Outcome:** These changes will be assessed in one year after they have been in place for 2 semesters. Pass rates and tracking will be examined.

### College Success

Program: COL Department

Assessment: Success of students taking The College Experience vs. those who were not taking. ‘Success’ was measured by overall GPA.

The sample looked at the GPA of those students enrolled in either Academic Reading Skills I OR Academic Writing Skills I. We looked at students in Spring 2012, when COL-010 became a co-requisite but not widely enforced, and Fall 2012, when a larger percentage of students complied with the co-requisite requirement.

**Outcome:** In every category, students who were enrolled in COL-010 had a higher GPA than those who did not, which is an indication that the course is effective. This information will be used as we consider expanding the group of students for whom this course should be required.

### ESL

Course: ESL-027: ESL Writing V

Course SLO: “Use various sentence types.”

Assessment: To help meet this student learning outcome, the ESL Department required all students taking ESL-027 during Fall 2011 to complete the Diagnostic Pre-Test at the beginning of the semester, the “Combining Sentences” topic during the semester, and the Diagnostic Post-Test at the end of the semester, all in MyWritingLab. The Pre-Tests and Post-Tests both include questions that test knowledge of “Combining Sentences”. The “Combining Sentences” topic includes lessons and questions on sentence variety, and students can demonstrate and apply knowledge through the available activities. The average pre-test score was 39; the average post-test score was 86. The average difference between the pre and post test of the 4 sections was +47.

**Intervention:**

Section #	Pre-Test Score	Post-Test Score	Difference
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ESL -027-01HB	32	81	+49
ESL-027-02HB	41	81	+40
ESL-027-03	42	82	+40
ESL-027-80	41	100	+59
Average:	39	86	+47

Outcome: To continue this improvement, the ESL Department added the following ‘sentence structure’ topics to be assessed on midterm & final exams in the course for Spring 2013: Word Order; Parallel and Coordinating Structures, Adverb Clauses, Adjective Clauses, Noun Clauses

## ESL

Program: ESL Department

Program SLO: College Success of ESL students

Assessment: The ESL Department created a faculty survey entitled “ESL College Success”.

The goals of the survey were to 1) to understand how non-native English speaking students perform in college-level classes at CCC; 2) to set in motion a variety of initiatives to help non-native speakers of English improve their performance and college-level classes; and 3) establish additional resources for College faculty to utilize when teaching students that are non-native speakers of English.

Intervention:

- 1) Conduct on-going training sessions for faculty in the ESL Department throughout the semester.
- 2) Implement a portfolio assessment approach for all upper-level ESL writing courses.
- 3) Include more grammatical structure review and practice in ESL writing courses.
- 1) Review and assess all learning objectives for all ESL listening and speaking (oral communication) courses in order to improve on the following skills: listening, note taking, spoken grammar, and pronunciation.

Outcome:

- 1) Faculty Workshop created for Fall 2013 semester
- 2) Portfolio Assessment being piloted in ESL-027 in Spring 2013
- 3) “Compound and complex sentences” now being assessed in ESL-027
- 4) All Grammar and Oral Communication courses revised in Spring 2013

## Work/Life Essentials

Course: Consumer Math, MTH 005

Course SLO: analyze, interpret, model, solve and verify real world problems involving whole numbers, fractions, decimals, rates ratios, proportions, percents, metrics, graphs and charts while working individually and collaboratively.

Assessment: Unit Test on Percents (students struggled with multi-step problems)

Intervention: Conducted a class on “cue words” to indicate when multi-step percent problems

required addition and when they required subtraction.

Outcome: 10 of 12 students correctly computed sales tax on an item, 9 of 12 students correctly

computed a tip for a bill for a meal, 9 of 12 students correctly

computed the sale price

of a discounted item.

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### **Work/Life Essentials**

Program : Work Life Essentials

Program SLO: Students with intellectual disabilities will be integrated with students without such disabilities.

Assessment: Survey of non-disabled students in an integrated section (reported very positive experiences)

Intervention: Solicited support at Dean's meeting and some Division meetings for more opportunities for students to integrate into a broader variety of classes.

Outcome: This term all 19 Pathways students are integrated into courses with non-disabled students. They attend 15 sections of 14 different courses. There is also a section of Yoga in which a group of 9 students are integrated with a group of non-disabled students. This is in ADDITION to the other 15 courses.

### **MSCI- Assessment Exemplars - 2013**

MTH.AS **PSLO: "Solve mathematical problems both computationally and analytically."**

**MTH-140 SLO:** Find the derivative, antiderivative, definite and indefinite integral of functions using various analytical and numerical techniques.

Following a successive semester study of student proficiency in finding antiderivatives and evaluating definite integrals during the SP08 and FA08 semesters, the Mathematics Department revisited the same proficiencies during the FA11. The SP08 assessment exhibited poor student performance when finding and/or evaluating integrals involving multistep procedures such as completing the square or splitting fractions prior to integration. Students also demonstrated difficulty integrating transcendental functions, e.g. trigonometric, logarithmic, and inverse trigonometric functions. Implemented recommendations included increasing the time spent covering these topics in Calculus I, adding a web-based homework component to the course, and expanding the breadth and depth of coverage of transcendental functions in our Pre-calculus courses. FA08 and FA11 showed significant increases in student performance in these areas (see Table 1 and Figure 1). For each question, student performance was superior during the FA08 and FA11 semesters when compared to student performance during the SP08 semester. Additionally, the percentage of students who earned an **A** on the assessment tool, almost doubled from SP08 (17%) to FA11 (30%), while the percentage of students who earned a **D** or an **F** decreased from 22% to 17% and from 34% to 29% respectively. The Department is somewhat satisfied with our implemented changes. We expect to see even stronger results

when we revisit this topic in the future as we have since redesigned our Pre-calculus sequence to better prepare students for Calculus.

#### FDS.AS

The math department took a multi-pronged approach to addressing the areas deficiency. The department began placing greater emphasis on the skills needed to recognize and evaluate those types of integrals, increased the time spent covering transcentental functions during the course, added an online homework component to the course, and expanded the breadth and depth of coverage of transcendental functions in the Precalculus course.

After making the described changes, student performance was reassessed. For each question analyzed, student performance was superior compared to before. Additionally, the percentage of students who eaned an "A" on the assessment tool almost doubled (from 17% to 30%), while the percentage of students who received a "D" or an "F" decreased from 22% to 17% and from 34% to 29%, respectively.

One of the Food Science student learning outcomes is that students should be able to analyze and synthesize data. This SLO was assessed by analyzing a student assignment in the Fundamentals of Food Science (CHM-160) course. The assignment requires students to design and administer a survey, and then analyze the results. While the majority of students performed well on the assignment, a detailed analysis of the grading rubric identified the main areas where students lost the most points. These areas identified as giving the students the most difficulty were lack of consistency of methodology, inadequate description of their methodology, incorrectly reporting survey results, and incomplete analysis of the survey results. Additionally, two students handed in their work late, resulting in point deductions.

Several steps were taken to improve student performance. First, a more comprehensive pre-assignment class discussion was utilized to help students gain a better understanding of survey methods and the importance of good survey design. Specific examples of leading questions and slanted surveys were provided as negative examples and contrasted with non-leading language and good survey examples. Secondly, two copies of the assignment write-ups from a previous semester (with names and scores removed) were shared with the students as examples of work done well. Finally, the penalty for late work was emphasized. Class reminders were given for several days immediately prior to the assignment due date.

The learning outcome was reassessed using the same survey assignment. A 17% improvement was seen in the number of students receiving a passing grade. Significant improvement was seen in student performance for the two metrics related to methodology. During the initial assessment, 14% of students had difficulties with using consistent methodology and 24% had difficulty with adequately documenting their methodologies. These numbers decreased to 3% and 6% respectively after implementing the changes. Improvements were also seen in the reporting of the survey results; initially 46% of students lost points on that criteria compared with 36% in the reassessment. Finally, it was noted that all students submitted their assignment on time - an improvement from the previous assessment cycle

### NHHS Assessment Exemplars - 2013

DAS.AA S	In reviewing student's feedback of their clinical affiliate site experiences, 95% suggested needing more time chairside experience in performing expanded functions. As a result, Core Task (CT) Minimum requirements for affiliate sites were developed. To date, students have responded positively regarding an increase in being allowed to perform intraoral functions at their affiliate sites.
DHY.A AS	Grades in digital radiography were low. We obtained dummy sensors to enable more students to practice.  Average grades in digital radiography in 2012 increased by 5.8 points to 86.3
HSR.AS	We have noted significant improvement in our Students Learning Outcomes in field work course assessment by the site supervisors for " <b>Compassion/Positive Approach to client</b> " in 2008-2009 to 2011-2012. In <b>2008-2009</b> students were rated only <b>62.5%</b> as " <b>Excellent</b> " for <b>demonstrating Compassion</b> toward the clients. In <b>2011-2012</b> , students were rated <b>82.7%</b> as " <b>Excellent</b> " in " <b>Compassion/Positive Approach to client</b> " by the site supervisors. This notable improvement is a result of a number of actions, including textbook changes, providing selected videos, role playing, and teaching emphasis as well as incorporating site consultations.
HIT.AA S	For the spring 2013 semester online course, Professor Slusarczyk will develop an instructional video with screen capture and voice with closed caption, posted on Youtube using Camtasia software to see if this assists students with a clearer expectation of what is to be produced by the teams for this project. Instructor also posted directions for students and meet with team leaders to introduce them to the "Live Video Chat" capability in the course through Webstudy.

**Spring 2013 results at this point in time:**

HIT.AA S Camtasia video/Youtube video embedded in course. Students have presented 2 assignments for their team projects. Students have viewed instructional video in course and team leaders have also used the “Live Video Chat” option in the course to meet with their teams in real time. Incorporating these two tools assisted the students with their understanding of the expectation to meet these team assignments. In comparison to spring 2012 semesters, no assignment has been returned to the teams at this point for clarification. There have been fewer inquiries from the teams regarding these assignments. Students/teams have a clearer expectation of what needs to be produced for these assignments by utilizing these tools that have been implemented in the course this semester.

OPH.AA S In spring 2011, we assessed OPH-204 for our first PSLO, which is Fabricate a complete pair of eyeglasses conforming to state and ANSI standards. Results of the examination showed proficiency of 80% - 98% accuracy in **neutralization**, 88%-100% accuracy in **lens layout** and 83%-98% accuracy in **fabrication**. Results of the assessment were positive, however room for improvement does exist. Additional timed simulations of the laboratory portion of the NJ state exam, as well as PowerPoint presentations that provide the students with more detail for the neutralization and layout process will be utilized going forward.

Upon completion of the re-assessment, we found that:

**Average score for neutralization remained flat at about 89% from 2011 to 2012.**

**Average score for lens layout increased from 93% in 2011 to 97% in 2012.**

**Average score for fabrication of eyewear increased from 90% in 2011 to 95% in 2012.**

Example #2 (PSLO #3)

During the Fall 2011 semester in OPH-240, Ophthalmic Dispensing I we tested 13 students on the rules and regulations set forth by the New Jersey Ophthalmic Dispensers. The average test score for the Fall 2011 cohort was 80%, which our department felt was lower than it should be. After adding additional lecture time to cover all of the rules and regulations, the 24 students that were tested in Fall 2012 scored an average of 86%.

NUR.CT Licensing results for 2011 were 70.21%. The required pass rate is 75%. We submitted a plan of action to the New Jersey Board of Nursing that included:

LPN

- Engaging a consultant (completed)
- Hiring an experienced Program Director (completed)
- Stabilize faculty (completed)
- Review curriculum related issues (in process)
- Offer a review course (offered twice)
- Review admission standards (in process)

Result: the 2012 licensing results are 81.58%

## **Non-Academic Exemplars**

### **Future of Technology in Education**

#### **Technology Master Plan**

The Office of Information Technology (OIT) Department 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. 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.

### **Facilities Transformation Plan**

#### **Strategic Issue III Develop a Facilities Master Plan**

- **Expand the facilities at the Rohrer Center** to maximize the delivery of College services and increase enrollment at the northern end of the County.
- Expand and enhance the facilities at the **Blackwood Campus**.
- Develop and **refine partnership agreements** involving the mutual utilization of facilities with various universities.

#### **Strategic Initiative 3: Expand and enhance the facilities at the Blackwood Campus**

**Assessment:** The bookstore management team studied the sales data associated with various sales categories during fiscal year 2010 to determine where potential sales growth opportunities existed within the Blackwood Campus Bookstore operation. After the assessment of sales data and inventory, it was determined that convenience sales had the largest potential for sales growth within the store.

**Intervention:** Original store design plans were changed to reduce the square footage originally drawn up for trade books and bestsellers and a new design was outlined increasing the square footage for convenience items.

**Outcome:** Convenience sales are up 23%, (\$21,500) for the first seven months of fiscal year 2013 over the same time period prior to the completion of the addition and renovation.

Update the **Blackwood Campus Master Plan** with an emphasis on the redevelopment of 15 acres within the academic core and the development of approximately 75 acres in Blackwood perimeter areas.

A major inconvenience to students and faculty on the Blackwood campus has been parking. As the enrollment grew parking lots were pushed outward creating a potential loss of development property for more parking lots. Additionally, it was impossible to traverse the campus without exiting onto Peter Cheeseman Road or turning around at the dead end on the south west corner of the campus. Student involved accidents were numerous on Peter Cheeseman Road due to the volume of traffic forced to use it. Inbound traffic was also unwieldy due to poorly designed traffic control device locations.

In redesign of the campus, the Department of Public Safety was intimately involved with solving these problems. Ultimately a “ring road” was designed that would permit the entire campus to be traversed without exiting onto public roadways. Additionally, a traffic speed suppressing “round-about” replaced a three way stop intersection at the College’s new entrance. From the first day, where previously, traffic would have stacked 15 + cars deep could now flow freely on the traffic circle. This also created a desirable exit for traffic to avoid Peter Cheeseman Road entirely; thus reducing congestion on what was previously a roadway frequently delayed by congestion and stacked traffic. With the ring road, manual traffic control and parking attendants have been all but eliminated because traffic can continue on the inner roadway moving from lot-to-lot thus better distributing parking and better utilizing spaces. The most notable outcome is the significant reduction of motor vehicle collisions on adjoining public roadways and the reduction of wait time while exiting the campus.

In fall of 2012, a major construction bond was passed by NJ voters calling for expansion of College campuses. In short order, the state established the application criteria and left the College with less than 6 weeks to meet the deadline. One significant obstacle that the College was facing was that the requisite Master Plan that existed was coming to its end of life in 2013. Hiring a team to develop a Master Plan would be the norm but time constraints made this option impossible.

Utilizing skills from within our Facilities Department an updated Master for 2013-2017 was designed, developed and completed in less than four weeks. The project was completed in a professional manner and it created numerous practical goals and excellent direction for the next five years. In this case the call for updating the Master Plan was performed and done so to enable the College to qualify for several grants that will also help attain all of the following additional strategic goals:

4) Continue to **enhance security procedures** and processes for emergency communications on every campus.

The Public Safety Department had been heretofore challenged with the problem of maintaining an accurate emergency contact list for 15,000+ students. The logical solution would be to tap into the College’s student account data however the acquisition of a flat file that could be moved from one data base to another was not feasible. Until Spring 2013, personnel in the public safety department hand entered more than 5000 hand written student information sheets each semester.

To resolve this matter the Public Safety Department worked with OIT to create a default information gathering page that would “pop up” whenever the student signed on to “Webadviser”. This page will force the student to enter emergency personal contact information to create a file that will then be downloaded to the emergency communication system four times per year thus keeping the data current by semester which will increase accuracy and reduce loss of time in attempting to dial outdated numbers. Students will be permitted the opportunity to “opt-out” (with a disclaimer) should they not want to receive emergency calls providing the College with added liability protection by having records of those who did not want to be part of the system.

Update the **Blackwood Campus Master Plan** with an emphasis on the redevelopment of 15 acres within the academic core and the development of approximately 75 acres in Blackwood perimeter areas.

A major inconvenience to students and faculty on the Blackwood campus has been parking. As the enrollment grew parking lots were pushed outward creating a potential loss of development property for more parking lots. Additionally, it was impossible to traverse the campus without exiting onto Peter Cheeseman Road or turning around at the dead end on the south west corner of the campus. Student involved accidents were numerous on Peter Cheeseman Road due to the volume of traffic forced to use it. Inbound traffic was also unwieldy due to poorly designed traffic control device locations.

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2) In fall of 2012, a major construction bond was passed by NJ voters calling for expansion of College campuses. In short order, the state established the application criteria and left the College with less than 6 weeks to meet the deadline. One significant obstacle that the College was facing was that the requisite Master Plan that existed was coming to its end of life in 2013. Hiring a team to develop a Master Plan would be the norm but time constraints made this option impossible.

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- **Expand the facilities at the Rohrer Center** to maximize the delivery of College services and increase enrollment at the northern end of the County.

- Expand and enhance the facilities at the **Blackwood Campus**.
- Develop and **refine partnership agreements** involving the mutual utilization of facilities with various universities.

3) Pursue **Leadership in Energy and Environmental Design (LEED) Certification** as appropriate.

The Master Plan Update included a challenge to the College Community to continue to find ways to increase sustainability and decrease the College's carbon footprint.

## **Integrate Support Services**

**Strategic Issue V.** Develop an Integrated Support Services Agenda

**Strategic Initiative 2:** Expand extracurricular activities.

**Assessment:** The Athletic department conducted a paper-and-pencil survey to determine if and what additional intercollegiate and/or intramural sports should be introduced for the 2012-2013 academic year.

**Intervention:** An intramural sports program was initiated - flag-football, turkey trot, 3-on-3 basketball, co-ed volleyball. Additionally men's and women's cross-country was introduced as an intercollegiate sport.

**Outcome:** Students had additional extracurricular activities for participation. They enjoyed the on-campus activity, the camaraderie, boasting they are intramural champions, as well as the prizes given to champions. The addition of cross-country brought 12 new athletes to the college.

**Strategic Issue V** Develop an Integrated Support Services Agenda

**Strategic Initiative 3** Identify services needed for a changing and more diverse population of students.

**Assessment:** Survey was taken to assess the College's cafeteria services to students who may have or are sensitive to Celiac Disease. The survey revealed that many more students were aware and suffered from the disease than originally thought and that the students who were sensitive to or had the disease would pay a premium for gluten free products.

**Intervention:** The food service company was directed to provide gluten free alternatives on the menu and a separate floor space to assist students to locate the product.

**Outcome:** Sales data for fiscal year 2013 show that only about \$80 in these products have been sold. However, the food service managers are periodically changing the product mix to determine the best selling gluten free alternatives.

## **College Readiness**

**Strategic Issue VI:** Develop college readiness strategies for high school students and adults in transition.

**Strategic Initiative 3:** To improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.

**Assessment:** Gateway to College Program started in September 2011 with four (4) foundation courses: reading, writing, math and College Success. These courses were inadequate to complete their course requirements.

**Intervention:**

- An agreement with the Transitional Studies Department enabled the program to provide alternative assessments equivalent to Gateway to College Foundation courses.
- Expanded the curriculum to include Music Appreciation, Spanish, Financial Literacy, and College Writing.
- Implementation of the GradPoint web based courses.

**Outcome:**

- Total of ten (10) students passed the HSPA to obtain their high school diplomas.
- Nine (9) students are currently enrolled in college courses for the Spring 2013 semester.
- Twenty-five (25) students are currently completing all their high school course requirements to be eligible to continue their college careers.

## **Accountability to Public**

**Unit  
Human  
Resources**

**Strategic Plan:** VII Ensure Accountability to the Public

**Objective:** Continue to Strengthen Accountability through Internal Compliance  
**Assessment:** Online training for mandatory internal and external compliance was phased in for all employees over a two year period beginning January 2010.

**Intervention:** Through a RFP process an online vendor was selected

**Outcome:** Annual training of employees has improved dramatically.

**Employees are able to undergo their training 24/7 and their knowledge is measured with an online test at the conclusion of the training. This web based training also provides an automated process for identifying those employees who are not in compliance.**

## **Human Resources**

**Objective:** Continue to Strengthen Accountability through Internal Compliance

**Assessment:** Development and Implementation of BOT Policy to reduce excessive absenteeism.

**Intervention:** Standards for acceptable attendance were established and supervisors were required to note unscheduled absences on employees' annual performance evaluation.

**Outcome:** Absenteeism has been reduced and supervisors discuss attendance periodically; but at least once per year.

## **VII. ENSURE ACCOUNTABILITY TO THE PUBLIC**

### **Finance**

**Objective:** Increase transparency of financial data

**Assessment:** As a result of discussion with the Board of Trustees a more robust fiscal report would assist them in their stewardship responsibilities

**Intervention:** A new quarterly Financial Report was developed

**Outcome:** On a quarterly basis the Board of Trustees can now view year-over-year reporting, year-end projections and a narrative report

### **Finance**

**Objective:** Increase transparency of financial data

**Assessment:** As a result of surveys of the College community, the financial software was outdated and not customer friendly. Reporting capability was sorely lacking.

**Intervention:**

- Through a phased process the College upgraded to the current version of the existing software.
- A number of critical general and budget manager reports were written and placed on user dashboards according to their role at the College;
- Developed web forms with online approvals for pink sheet hires and budget transfers

**Outcome:**

- A web based user friendly version of the software easily accessible by faculty and staff

### **Finance**

**Objective:** Enhance financial reporting

**Assessment:** Critical processes within the accounting office were antiquated and hindered the quick retrieval and reporting of financial information.

**Interventions:**

- Had custom programming completed to generate all financial statements directly from the software rather than have to key them into Excel;
- Developed custom interfaces between the student and financial system for critical processes such as cash receipts and invoices;

- Reinventoried our fixed assets for upload into the financial software for better accountability and control through periodic inventories;

- Implementation of an automated time keeping system

- Offered an EFT option for payment to our vendors

- Implemented the job ledger for tracking capital projects;

- Developed several new purchasing reports to track NJSC purchases, purchases by vendors and purchases by commodity ;

**Outcome:** A more streamlined, cost effective accounting system

**Objective:** Enhance financial reporting

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**Interventions:**

- Had custom programming completed to generate all financial statements directly from the software rather than have to key them into Excel;

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- Reinventoried our fixed assets for upload into the financial software for better accountability and control through periodic inventories;

- Implementation of an automated time keeping system

- Offered an EFT option for payment to our vendors

- Implemented the job ledger for tracking capital projects;

- Developed several new purchasing reports to track NJSC purchases, purchases by vendors and purchases by commodity ;

**Outcome:** A more streamlined, cost effective accounting system

## Institutional Research

### Strategic Issue VII: Ensure Accountability to the Public

**Strategic Initiative 3:** Continue to ensure that all College faculty, administration and staff have transparent access to Information and systems necessary to facilitate their efforts.

**Assessment:** IR encountered a large number of requests for basic student data. These requests were recorded by IR staff. Information was always provided in paper Fact Books. These took a great amount of time to update and publish and created a continuing problem making sure that requests were filled in a timely manner. We also discovered that stakeholders were retrieving their own unofficial data without consulting the office Institutional Research.

**Intervention:** Stakeholder need/use basic student information quickly at their desktop. As a result of this finding and need, the most current and reliable information is now available to the stakeholders as Fact Books on the “S” drive. Data can now be updated as current semester tenth day data is official. A table of contents is hyperlinked to each particular page for ease. Faculty and staff have access to the “S” drive and therefore the Fact Book and official information.

**Outcome:** We found that we had fewer requests for more basic information because they knew where to get it. Since basic information is readily available to stakeholders, we have more opportunities to create more complex and ad hoc reports as needed. Stakeholders are more educated using data in making decisions.

## **VII. ENSURE ACCOUNTABILITY TO THE PUBLIC**

**Objective:** Increase transparency of financial data

**Assessment:** As a result of discussion with the Board of Trustees a more robust fiscal report would assist them in their stewardship responsibilities

**Intervention:** A new quarterly Financial Report was developed

**Outcome:** On a quarterly basis the Board of Trustees can now view year-over-year reporting, year-end projections and a narrative report

**Objective:** Increase transparency of financial data

**Assessment:** As a result of surveys of the College community, the financial software was outdated and not customer friendly. Reporting capability was sorely lacking.

**Intervention:**

- Through a phased process the College upgraded to the current version of the existing software.
- A number of critical general and budget manager reports were written and placed on user dashboards according to their role at the College;
- Developed web forms with online approvals for pink sheet hires and budget transfers

**Outcome:**

- A web based user friendly version of the software easily accessible by faculty and staff

## **Community Engagement**

### **Strategic Issue VIII** Encourage Broader Community Engagement

#### **Strategic Initiative 3** Expand partnerships with outside organizations

**Assessment:** The 621 space parking garage in Camden provides parking to students of Camden County College as well as the community members in the University District of Camden. Utilization reports are studied to determine the peak periods of traffic and use of the garage including the capacity to serve more vehicles. The assessment of this data revealed that the garage could accommodate approximately 150 more vehicles during the daytime peak hours as well as many more during the evening.

**Intervention:** In 2011 Rutgers University – Camden approached the College with a request for additional parking for the new graduate dormitory being built three blocks from our facility. The College determined that we could offer Rutgers an agreement to park their students in return for rent and security enhancements.

**Outcome:** Through the parking agreement signed in 2012, \$42,500 in additional parking revenue is collected from Rutgers and enhancements to the security systems of the garage are being purchased and installed at Rutgers' expense.

### **Strategic Issue VIII** Encourage Broader Community Engagement

**Strategic Initiative 1:** Expand the activities of the Center for Civic Leadership and Responsibility by continuing to offer credit and non-credit workshops and by creating new institutes

**Assessment:** Based upon the results of Survey Monkey conducted in fall of 2012 the Center offerings have been geared to the stated interests of patrons.

#### **Interventions:**

1. Scheduling of more daytime programming at all three campuses.
2. Food events directly tied to the themes of lecture series.
3. Establishment of partnerships with regional museums and community groups, leading to joint advertising, sharing of graphics and field trips.
4. Guided walking tours of historical sites in New Jersey and Pennsylvania.
5. Joint offerings of programs with other components of the College

**Outcome:** The number of people registered for mini-courses in the fall of 2011 compared to the fall of 2012 increased by 43.5%.

## **Entrepreneurial Opportunities**

### **Strategic Issue IX** Promote Entrepreneurial Opportunities

**Strategic Initiative 3** Expand access to non-instructional opportunities offered by the College, such as facility rentals to outside organizations and governmental agencies

**Assessment:** In early 2012, a survey was taken to assess the College's services at the Camden Conference Center to organizations who rented it. The survey revealed that 80% of the clients had an overall favorable opinion of the services provided. However, some minor issues with respect to room temperature and parking were noted.

**Intervention:** All Conference Center events now include free parking in the garage included in the facility rental. In addition, prior to all events, the facilities team is notified to provide temperature control beginning two hours prior to the scheduled start of the event.

**Outcome:** Conference Center revenues increased from \$7,400 in fiscal year 2011 to \$9,000 in fiscal year 2012 and subsequent surveys reveal that these issues have been addressed.

## Assessment Operations Calendar

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
August	Opening Day - Assessment Update Clarify Goals for upcoming academic year	Student Learning Outcomes Liaisons positions filled as needed.		Assessment Planning	Finalize Professional Development Calendar
September	Departments meet to review curriculum and create detailed implementation plan for academic year	SLOA Committee Kickoff Meeting.  Review Results from previous submissions  Meet bi-weekly with area dean  1)Analysis of Assessment of General Education via ETS Proficiency test; 2) Analysis of Assessment of Online Courses	Recommend General Education course for consideration to VP Academic Affairs.  Recommend New or Revised Program Curriculum	Deliver Academic Program Review Data Packages to Academic Departments  Administrative review APR recommendations  PRR Planning/Writing	Assessment Update  Review of Strategic Plan and Goals

## Assessment Operations Calendar

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
October	Discuss program assessment plan with academic dean	Meet bi-weekly with area dean	Recommend General Education course for consideration to VP Academic Affairs.	Organize Professional development activities	Affect of Assessment on Teaching/Learning
	Ongoing implementation of assessment activities	Discuss assessment activities in Faculty Governance Meetings	Recommend New or Revised Program Curriculum	Plan Assessment activities – opening day January  PRR Planning/Writing	
November	Ongoing implementation of assessment activities	Meet bi-weekly with area dean  Discuss Assessment activities in Faculty Governance Meetings	Make recommendations to VP Academic Affairs for General Education course consideration  Recommend New or Revised Program Curriculum	Meet with all chairs and coordinators - Administrative review of APR recommendations	
December	Ongoing implementation of assessment activities	Meet bi-weekly with area dean  Monthly Meeting	Monthly Meeting	PRR Planning/Writing	

## Assessment Operations Calendar

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
January	Ongoing implementation of assessment activities  Student Success  College Wide Initiatives	Student Learning Outcomes Liaisons positions filled as needed.  Divisional resource for the implementation and collection of assessment activities.  Responsible for the support of faculty within their division to fulfill assessment plan for the academic year.  Discuss Assessment activities in Faculty Governance Meetings	Recommend General Education course for consideration to VP Academic Affairs.  Recommend New or Revised Program Curriculum	Update Student Learning Outcomes Assessment Plan - Administrative review of APR recommendations	Using the Assessment Verification Checklist

## Assessment Operations Calendar

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
February	Ongoing implementation of assessment activities  Discuss Assessment activities in Faculty Governance Meetings.  Progress Meeting with Associate Dean of Curriculum and Assessment  Using the Assessment Verification Checklist  Discuss Assessment activities in Faculty Governance Meetings.  Monthly Progress Meeting with Area Dean	Meet bi-weekly with area dean  Divisional resource for the implementation and collection of assessment activities.  Responsible for the support of faculty within their division to fulfill assessment plan for the academic year.  Using the Assessment Verification Checklist  Discuss Assessment activities in Faculty Governance Meetings.  Monthly Progress Meeting with Area Dean	Recommend General Education course for consideration to VP Academic Affairs.  Recommend New or Revised Program Curriculum	Review Departmental Responses to Academic Program Review Data Packages with Academic Dean.	Using the Assessment Verification Checklist

## Assessment Operations Calendar

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
March & April	Ongoing implementation of assessment activities  Discuss Assessment activities in Faculty Governance Meetings.  Progress Meeting with Associate Dean of Curriculum and Assessment  Discuss Assessment activities in Faculty Governance Meetings.  Monthly Assessment Progress Meeting with Area Academic Dean	Meet bi-weekly with area dean  Divisional resource for the implementation and collection of assessment activities.  Responsible for the support of faculty within their division to fulfill assessment plan for the academic year.  Discuss Assessment activities in Faculty Governance Meetings.  Monthly Assessment Progress Meeting with Area Academic Dean	Recommend General Education course for consideration to VP Academic Affairs.  Recommend New or Revised Program Curriculum	Review Departmental Responses to Academic Program Review Data Packages with Academic Dean.	March Assessment TLC Topics – Best Practices  April Assesment Documentation  Using the Assessment Verification Checklist

## Assessment Operations Calendar

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
May	Finalize implementation of assessment activities for June submission deadline Collect Data / Input into College Wide Assessment Reporting system.	Submit Academic Assessment to Area Dean's office by June 1, 2013.	Recommend Gen Ed courses for consideration to VP Academic Affairs. Recommend New or Revised Program Curriculum	Summarize Monthly Activities	

**Camden County College**  
**2012 Program Student Learning Outcome**  
**Assessment Verification Checklist**

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**Program Title:** \_\_\_\_\_

**Program Code:** \_\_\_\_\_

**Department:** \_\_\_\_\_ **Coordinator/Chair of Program:** \_\_\_\_\_

**All Assessment information is posted on the S Drive in the following folder:**

S:\Academic Assessment\2012 Assessment Files\2012 Program SLO Assessment Files\2012 (DIVISION) Program SLO Assessment Files

- Copy specific program information onto a flash drive, make appropriate updates as indicated below, and email your updated copy to your **Area Dean's Office no later than May 30, 2013.**
- Updated information will be posted by your Dean to the Division's Assessment Folder on the S.

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The following assessment activities have been completed for the 2012 \_\_\_\_\_ program, as indicated in the 2012 Academic Program Guide:

**Curriculum Map:**

- Change the title from 2011 Curriculum Evaluation to 2012 Curriculum Evaluation.
- Update Review Date to Current Date of completion.
- Verify Student Learning Outcomes indicated are correct. If not, update to reflect the Program Student Learning Outcomes (SLOs) that were revised, as reflected as information items in Chairs and Coordinator minutes.
- Insert Column to NJCCC section (last yellow column) for IL (Information Literacy) competency.
- Verify the GEN ED courses have a credit number indicated in NJCCC columns and an X if it is used for Middle States Categories. Add an X for any course now eligible for Information Literacy in NJCCC section.
- Update mapping of program course learning outcomes to reflect interconnectedness results. (See below)

**Interconnectedness:**

- Verify/Update Program Student Learning Outcomes indicated reflect those in the 2012 Academic Program Guide (APG).
- Include all program specific courses as indicated on Curriculum Map onto Interconnectedness Tab.
- Include course number, course title and Course Level Student Learning Outcomes as indicated on the Department Master Syllabus
- Indicate connection between Course Level Student Learning Outcomes and the Program Student Learning Outcomes. Indicate connection by including an X in appropriate cell.

**Camden County College**  
**2012 Program Student Learning Outcome**  
**Assessment Verification Checklist**

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**Assessment Raw Data:**

- Create new tab in the Excel workbook for **Assessment Data 2012**.
- Include Raw Data, i.e. Summary of Assessment Activities conducted. Include Program SLO, Population Assessed, Methodology, Results, and Recommended Actions. May also include Rubric.

**Assessment Summary:**

- Include new assessment findings submitted by the department to corresponding program SLO (date and outcome/ review of outcome). If assessing same Student Learning Outcome with a different course (or for a third time) insert new row and include Assessment information for Assessed/re-assessed Program SLO)

Program SLO	Population of Students Assessed	Assessment Instrument	Date of Report	Result	Action	Review of Action	Date of Review of Action
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- Include assessment activity information, including implementation of intervention and assessment of intervention of same Program SLO. (Loop Closure)
- Each Program Student Learning Outcome should be assessed at least once, with one also reassessing newly implemented intervention/action. (Loop Closure)

**Program Mission Statement:**

- Insert a new tab that indicates Academic Program Mission Statement
- If the program has a mission statement on file, include Mission Statement in the tab.
- If the program has not yet written a mission statement; writing statement will be a focus of 2013 - 2014 academic year.

**Camden County College**  
**2012 Program Student Learning Outcome**  
**Assessment Verification Checklist**

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***Other things to keep in mind...***

- Review Department Master Syllabi (DMS) on S: and update Date of Review on DMS copy on S drive.
- General Education Student Learning Outcomes** – for those courses within an academic program/discipline that also satisfy General Education Categories.
  - Review course level student learning outcomes and verify that the General Education Objectives indicated on p. 238 of the 2012 Academic Program Guide are reflected within the Course Student Learning Outcomes on the Department Master Syllabus.
  - Following appropriate governance course revision practices, update course SLO on Department Master Syllabus (DMS) to reflect defined General Education language.
- A 2013 Academic Assessment File has been added to the S Drive, so that changes can be made to assessment files to reflect 2013 Academic Program Guide.  
Folder located at S:\Academic Assessment\2013 Assessment Files.
- Recommended tab order of Excel worksheets: Curriculum Map, Program Level SLOs, Mission Statement, Assessment Summary, Interconnectedness, Assessment Data 2012, Assessment Data 2011, Assessment Data 2010...

**Submitted By:**

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**Chair/Coordinator/Director**

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**Date**

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**Department SLOA Liaison (if applicable)**

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**Date**

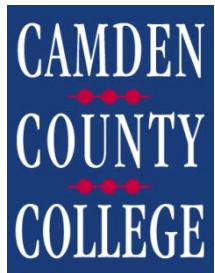
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**Division Dean**

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**Date**

**Electronic submission (email file) of updated academic program assessment file and completed Assessment Verification Checklist are due to Area Dean's Office no later than May 30, 2013.**



## **2013 Board of Trustees Members**

John T. Hanson, Chair  
Sandee G. Vogelson, Vice Chair  
Hazel T. Nimmo, Secretary  
Louis F. Cappelli, Sr., Treasurer  
Annette Castiglione  
Susan R. Croll  
Steven J. Greenfogel  
Anthony J. Maressa  
Wilbert Mitchell  
Margaret J. Nicolosi  
Helen Albright Troxell

Angelica Santiago, Alumna Trustee  
Raymond Yannuzzi, President

# CAMDEN COUNTY COLLEGE

## *Board of Trustees Policy*

<b>Subject:</b> Recommendations for Gubernatorial Appointments	<b>Number</b> 111	<b>Page</b> 1	<b>Of</b> 1
<b>Date:</b> April 4, 1995			
<b>Supersedes:</b>			

1. Recommendations for appointment or reappointment by the Governor of members of the Board of Trustees (the "Board") shall be governed by this policy.
2. When a member is to be appointed or reappointed to the Board by the Governor, the Board shall establish a schedule that will enable the Board to make a recommendation to the Governor in a timely manner.
3. The Board shall assess the needs of the Board and College giving consideration to (a) desired areas of expertise, abilities, and experience, (b) diversity of community representation, and (c) the present composition of the Board.
4. Based upon the assessment of the needs of the Board and College, the Board shall establish criteria for recommending individuals to the Governor for appointment or reappointment to the Board. The criteria shall in all cases include (a) the desirability of periodic rotation of Board membership, (b) avoidance of the appearance of conflict of interest, and (c) avoidance of incompatibility of public offices. In the case of reappointment, the criteria for recommendation shall include assessment of the incumbent's contributions to the work of the Board, and level of participation and meeting attendance.
5. The Board may refer to a nominating committee comprised of Board members only, assessment of appointee candidates based upon the criteria established by the Board for favorable appointment recommendation.
6. Recommendation of individuals for appointment or reappointment by the Governor to the Board shall be a non-delegable function and act of the Board. The Board may elect to recommend more than one individual to the Governor.

# CAMDEN COUNTY COLLEGE

## *Board of Trustees Policy*

Subject:	Number 113	Page 1	Of 2
Guidelines for the Selection of Trustees	<b>Date:</b> September 5, 1995		
	<b>Supersedes:</b>		

### Criteria for Appointment and Reappointment

1. Members of the boards of trustees should be representative of the broad public interest. They should be individuals who have demonstrated leadership in public affairs, have distinguished themselves in some field of endeavor in either the public or the private sector, and have an interest in higher education as well as the commitment to serve in an active board role.
2. Appointments should reflect a balance of age, occupations, interests, and racial backgrounds, as the presence of various points of view will assist the colleges in carrying out the purposes for which they are intended. Individuals shall be selected, as far as may be practicable, on the basis of their knowledge of, or interest or experience in, problems of higher education and without regard to political belief or affiliation. Recognizing that all the qualities for representation on the boards as listed by the Commission to Study the Mission, Financing, and Governance of the County Colleges in its report, Excellence and the Open Door, cannot be found in any one individual or be included on every board, they should be carefully included in the deliberations as individual appointments are considered.

These qualities are:

- a) broad knowledge of traditions, practices, and trends in higher education (such as academic freedom) and an understanding of the issues and problems confronting its future;
- b) background in corporate or governmental planning;
- c) familiarity with contemporary corporate accounting and auditing practices;
- d) experience related to developing and evaluating personnel policies and procedures, including contract negotiations;
- e) successful fund raising for charitable and nonprofit organizations;
- f) distinguished service as a volunteer for a non-profit agency;

# CAMDEN COUNTY COLLEGE

## *Board of Trustees Policy*

<b>Subject:</b>	<b>Number</b>	<b>Page</b>	<b>Of</b>
Guidelines for the Selection of Trustees	113	2	2
<b>Date:</b> September 5, 1995			
<b>Supersedes:</b>			

- g) experience in an administrative or supervisory capacity in human resource training and development;
  - h) graduation from the college;
  - i) employment in a capacity within the county which provides considerable contact with a geographically and ethnically diverse population;
  - j) experience in physical planning and construction;
  - k) orientation in an area of financial responsibility, such as banking;
  - l) successful operation of a small business enterprise; and
  - m) legal training and experience
3. To insure that the governance of the institution benefits from new points of view, it is suggested that trustees be limited to three full four-year terms of consecutive service. It is suggested that individuals appointed to fill vacated positions for partial terms be restricted to serving not more than 15 consecutive years. It is further suggested that persons who were appointed as original members of the Boards, as they were initially constituted, to staggered terms of one, two, three, or four years, may be reappointed to three additional consecutive four-year terms of service. Trustees completing the maximum number of terms would be eligible for reappointment after a two-year interval.
4. The requirement of the statute that each board contain at least two women is regarded only as a minimum. Efforts should be made to increase the representation beyond two.
5. The possibility of conflict of interest will be reviewed in connection with any prospective nominee. Where there is a question, the matter will be referred to the New Jersey Executive Committee on Ethical Standards before an appointment is made.
6. The selection of the chairman of a board is the right and duty of that board. However, it is suggested that an individual board chairman should serve a maximum of four consecutive one-year terms.

**Camden County College  
Board of Trustees Policy**

<b>Subject:</b>	<b>Number</b>	<b>Page</b>	<b>Of</b>
<b>Conflict of Interest and Conflict of Commitment Policy</b>	342	1	5
<b>Date:</b>			February 6, 2008
<b>Supersedes:</b> June 9, 2006 and February 6, 1996 – Code of Ethics/College Employees			

**Conflict of Interest (All Employees)**

Conflict of interest relates to financial or other personal considerations that have the potential or the appearance of compromising the employee's objectivity in meeting College duties or responsibilities. A conflict of interest exists when an individual has an external interest (financial, personal or otherwise) that affects or provides an incentive to affect the individual's conduct of his or her College activities. Conflicts of interest can arise naturally from an individual's engagement with the world outside the College, and the mere existence of a conflict of interest does not necessarily imply wrongdoing on anyone's part. When conflicts of interest do arise, however, they must be recognized, disclosed and either eliminated or properly managed.

**Conflict of Commitment (Full-Time Employees)**

Camden County College full-time employees owe their primary professional allegiance to the College and their primary commitment of time to fulfilling their College duties and responsibilities. A conflict of commitment occurs when the commitment to external activities of a faculty or staff member adversely affects his or her ability to meet College expectations. Conflicts of commitment usually involve issues of time allocation. Whenever an individual's outside consulting, business interests or other non-College-related employment interferes with College responsibilities or whenever a full-time College employee's primary professional loyalty is not to Camden County College, a conflict of commitment exists.

**Policy Application**

This policy is applicable to all College employees paid from federal, state, county or College funds. Other than the reporting requirements provision, the conflict of interest provisions do not apply to outside employment undertaken by a full-time employee during his or her annual leave or vacation periods, provided that the outside employment does not constitute a conflict of interest. The conflict of interest provisions shall not apply to outside employment as defined in N.J.S.A. 18A:6-8.1 (Leave of certain employees to serve in legislature) and 18A:6-8.2 (Leave of certain employees to serve on Board of Chosen Freeholders) provided the same is reported as required below. It is understood that adjunct faculty often have other employment.

**Standards**

1. No employee shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity which is in substantial or material conflict with the proper discharge of the employee's duties to the College.
2. An employee shall not use his or her official position to secure unwarranted privileges or advantages for himself or herself or others.

**Camden County College  
Board of Trustees Policy**

Subject:	Number	Page	Of
<b>Conflict of Interest and Conflict of Commitment Policy</b>	342	2	5
<b>Date:</b>			February 6, 2008
<b>Supersedes:</b> June 9, 2006 and February 6, 1996 – Code of Ethics / College Employees			

3. No employee shall act in his or her official capacity in any College matter in which the employee or an immediate family member of the employee has a direct or indirect financial interest that might reasonably be expected to impair the employee's objectivity or independence of judgment.
4. Employees shall not undertake any employment or engage in any business, transaction, service or professional activity, whether compensated or not, which might reasonably be expected to impair the employee's objectivity or independence of judgment in the exercise of his or her official duties to the College. If an employee is not certain whether they are permitted to take on a job or other outside activity according to these rules, they should ask the Compliance Officer for an advisory opinion. These cases are frequently very fact-sensitive, and the College will decide each case individually.
5. No employee shall perform work or render services, whether compensated or not, for any organization with which the College does business or which seeks to do business with the College without the prior approval of the Compliance Office and the employee's supervisor.
6. Employees, member of his/her immediate family, or business organization in which he/she has an interest, shall not solicit or accept, directly or indirectly, any gift, favor, loan, service, promise of future employment or other things of value (greater than \$25) under circumstances from which it might be reasonably inferred, or which the employee knows or has reason to believe, it is offered for the purpose of influencing the employee in the discharge of his or her duties to the College. Member of his/her immediate family means the person's spouse, child, parent or sibling residing in the same household.
7. No employee shall knowingly act in any way that might reasonably be expected to create an impression or suspicion that he or she may be engaged in conduct violative of his or her trust as a public employee.
8. Employees shall not appear for, represent, or negotiate on behalf of a party not affiliated with the College in any matter before the College or in a proceeding involving the College before other public agencies. Nothing contained herein shall preclude an employee from appearing on behalf of a student, employee or employee organization of the College.
9. After their employment has ended, no employee shall represent, appear for, or negotiate on behalf of any person or party, other than the College, in connection with any cause, proceeding, application, or other matter with respect to which he/she made any investigation, rendered any ruling, gave an opinion, or was otherwise substantially and directly involved during the course of his/her College service. There is no time limit on this prohibition.

**Camden County College  
Board of Trustees Policy**

Subject:	Number	Page	Of
<b>Conflict of Interest and Conflict of Commitment Policy</b>	342	3	5
<b>Date:</b>			February 6, 2008
<b>Supersedes:</b> June 9, 2006 and February 6, 1996 – Code of Ethics / College Employees			

The restriction applies to the employee's partnership, firm or corporation under the following circumstances: (1) if the former employee is a shareholder, associate or professional employee of a firm organized as a professional service corporation, or (2) if the former employee owns or controls more than 10% of the stock of the corporation or more than 10% of the profits or assets of the firm, association or partnership.

10. No employee shall use, or be allowed to use, his or her public office or employment or any information not generally available to members of the public which the employee receives in the course of or by reason of the employee's office or employment, to secure financial gain, unwarranted privileges, advantages or employment for himself or herself, his or her immediate family members or others with whom the employee is associated.
11. No employee, unless acting in a scholarly capacity, shall solicit, receive or agree to receive, whether directly or indirectly, any compensation, reward, employment, gift, honorarium, out-of-State travel or subsistence expense or other thing of value from any source other than the College, for any service, advice, assistance, appearance, speech or other matter related to the employee's official duties, except as authorized in this section.

An employee may, in connection with any service, advice, assistance, appearance, speech or other matter related to the officer, employee, or member's official duties, solicit, receive or agree to receive, whether directly or indirectly, from sources other than the College, the following:

- reimbursement or payment of actual and reasonable expenditures for travel or subsistence and allowable entertainment expenses associated with attending an event in New Jersey if expenditures for travel or subsistence and entertainment expenses are not paid for by the College;
- reimbursement or payment of actual and reasonable expenditures for travel or subsistence outside New Jersey, not to exceed \$500 per trip, if expenditures for travel or subsistence and entertainment expenses are not paid for by the College. The \$500 per trip limitation shall not apply if the reimbursement or payment is made by (a) a nonprofit organization of which the officer, employee, or member is, at the time of reimbursement or payment, an active member as a result of the payment of a fee or charge for membership to the organization by the College; (b) a nonprofit organization that does not contract with the College to provide goods, materials, equipment, or services; or (c) any agency of the federal government, any agency of another state or of two or more states, or any political subdivision of another state.

**Camden County College  
Board of Trustees Policy**

<b>Subject:</b>	<b>Number</b>	<b>Page</b>	<b>Of</b>
<b>Conflict of Interest and Conflict of Commitment Policy</b>	342	4	5
<b>Date:</b>			<b>February 6, 2008</b>
<b>Supersedes:</b> June 9, 2006 and February 6, 1996 – Code of Ethics / College Employees			

12. The restrictions in No. 11 do not apply to employees acting in a scholarly capacity (any pedagogical, academic, artistic, educational or scholarly activity performed by an employee for the institution of higher education that employs or has appointed such employee) attending, participating in, or making presentations at colloquia, seminars, conferences, or similar scholarly gatherings, so long as the employee notifies his or her department head of his or her attendance, participation or presentation. The direct or indirect benefit provided to the employee, acting in a scholarly capacity, may include the acceptance of reasonable travel and subsistence expenses and allowable entertainment expenses. The employee, acting in a scholarly capacity, may accept an honorarium, academic prize or other thing of value if the honorarium, academic prize or other thing of value reflects payment for orally sharing his or her intellectual property.
13. Except as provided in (a) below, a College employee shall not accept compensation for published work(s) created as part of his or her official duties on College time utilizing College resources, but may accept compensation for published works not created as part of his or her official duties.
  - (a) An employee acting in a scholarly capacity (any pedagogical, academic, artistic, educational or scholarly activity performed by an employee for the institution of higher education that employs or has appointed such employee) may accept compensation for published works created as part of his or her official duties on College time utilizing College resources.
  - (b) An employee acting in a scholarly capacity (any pedagogical, academic, artistic, educational or scholarly activity performed by an employee for the institution of higher education that employs or has appointed such employee) may require the use of his or her own published work in a course that he or she teaches. However, monies resulting from such use must be donated to the college or university or other nonprofit institution.
  - (c) An employee acting in a scholarly capacity (any pedagogical, academic, artistic, educational or scholarly activity performed by an employee for the institution of higher education that employs or has appointed such employee) may accept compensation for the use of his or her published work in a course that he or she does not teach, provided that he or she was not involved in the selection of the published work for use in that course.
14. Employees shall not engage in an amorous relationship with a student for whom the employee has or may reasonably be expected to have in the future a professional responsibility as a teacher, advisor, evaluator or supervisor. An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union, or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

**Camden County College  
Board of Trustees Policy**

<b>Subject:</b>	<b>Number</b>	<b>Page</b>	<b>Of</b>
<b>Conflict of Interest and Conflict of Commitment Policy</b>	342	5	5
<b>Date:</b>			February 6, 2008
<b>Supersedes:</b> June 9, 2006 and February 6, 1996 – Code of Ethics / College Employees			

15. Supervisors are prohibited from engaging in activities with subordinates that may interfere with their supervisory performance, such as hiring or working for subordinates in an outside business.
16. The primary work obligation of a full-time employee of the College is to the College. Continuing outside employment must not constitute a conflict of interest or commitment. “Continuing outside employment” means outside employment or business activity which requires that the employee render services, furnish goods or devote time to a business, professional practice or to another employer or client, on a recurring basis. Work performed outside the employee’s normal job description, for their own department or another department of the College and for which the College compensates the individual is also considered outside employment.
17. Employees are not to conduct any outside business or outside activities during paid working time (e.g., selling of Avon, raffle tickets, chances, etc.) in any College work area and may not use any College equipment, facilities or supplies in order to conduct outside business or employment.
18. A full-time employee of the College shall annually report in writing all continuing outside employment as defined in the standards to the Vice President of the division of the College in which the employee serves.
19. The President and Vice Presidents of the College shall file a financial disclosure statement which discloses the nature of any financial interest or business relationship which the officer has which relates to the College or which the officer is otherwise required to disclose under applicable law. The statement is to be filed annually by April 30th with the Local Finance Board using the prescribed disclosure statement with a copy retained in the President’s Office. The Deans and Executive Directors shall also complete the form and file it annually with the President’s Office only.
20. Employees shall complete a training program on ethical standards annually.
21. An employee who has a question about the propriety of any practice under this policy or becomes aware of a potential or actual violation of this policy regardless of whether the employee is personally involved in the matter, should contact the Compliance Office.
22. Violations of this policy, of laws and regulations or of related College policies and procedures may carry disciplinary consequences, up to and including dismissal.

**Camden County College  
Board of Trustees Policy**

<b>Code of Conduct</b>	Number:	343	Page	1	Of	3
	Date:	June 9, 2006				
	Supersedes:					

The success and reputation of the College in fulfilling its core mission depends on the integrity with which each employee participates in our joint endeavor. In addition, employees of the College have special responsibilities that derive from their membership in an academic community and from their roles as public servants. Accordingly, each member of the College is expected to adhere to the following Code of Conduct in dealings inside and outside of the College. The Code of Conduct articulates the ethical and legal principles that have long governed business dealings by Camden County College faculty and staff, both among themselves and with the outside world. They reflect the values to which this College subscribes, and identify the documents that set forth the College policies that address these matters. While this Code of Conduct cannot enumerate every responsibility or foresee every contingency, the following are viewed as essential within the context of our community.

Employees (the term "employees" includes any person receiving a paycheck from the College, including all student employees) have the responsibility to:

1. Perform their work with honesty, objectivity, diligence and responsibility and comply with all College policies and procedures.
2. Respect and act in accordance with the right of all members of the College community to exercise freedom of thought, opinion, and conscience, freedom of speech and expression, and freedom of association.
3. Treat all members of the College community with civility and respect regardless of age, race, gender, ethnicity, religion, sexual orientation, or disability (see the College's Equal Opportunity/Affirmative Action Policy).
4. Provide a work and academic environment free of sexual harassment (see the College's Sexual Harassment Policy).
5. Avoid conflicts of interest and commitment, and the appearance of such conflicts between their roles in the institution and activities and interests that benefit the individual. Employees should also refrain from abuses of authority arising from their professional or official roles (see also the College's Conflict of Interest and Commitment Policy).

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6. Refrain from hiring relatives/domestic partners in a position where they would be making, effecting or recommending employment decisions regarding the other (see the College's Policy on Employment of Relatives) and refrain from processing any student related transactions for their relatives/domestic partners.
7. Notify the Human Resource office if aware that a relative/domestic partner applies for any College position.
8. Refrain from engaging in activities which may jeopardize the tax-exempt status of the organization.
9. Keep current with and comply rigorously with federal, state, and local laws and regulations that apply to the performance of their responsibilities at the College.
10. Maintain and support internal control structures at the College.
11. Accurately and clearly represent the relevant facts or the true nature of a transaction in all financial reports, accounting records, time sheets, and other documents.
12. Maintain the confidentiality of educational and other official records and privileged information, using the information only as applicable restrictions permit.
13. Preserve and properly utilize College property and resources only for authorized activities.
14. Refrain from engaging in, or creating the appearance of any potentially exploitative relationships with a student, consensual or otherwise.
15. Take appropriate precautions to ensure academic integrity among students with respect to plagiarism; cheating on papers and examinations; and stealing, mutilating, or concealing institutional resources; and refer such matters for disciplinary action as appropriate when such are known to have occurred (see policy on Academic Honesty).
16. Not knowingly be a party to any illegal activity or engage in acts that are discreditable to the College.

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Board of Trustees Policy***

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17. Comply with other policies of the Board of Trustees.
18. All employees shall self-report within seventy-two (72) hours to the Human Resources office any arrests/charges involving sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory.

In addition, employees shall self-report within seventy-two (72) hours any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendre for any criminal offense involving dishonesty or a crime of the third degree or above or involving/touching their employment. Provisions of N.J.S.A.2C:51-2 (Forfeiture of Public Office) will apply as appropriate.
19. Report probable material violations of this Code, known applicable laws, regulations, government grant and contract requirements, and related College policies and procedures, through standard management reporting channels beginning with the immediate supervisor. Alternately, employees may go to a higher level of management and may also report suspected violations or problems to the Compliance Office, and/or Public Safety Department, depending upon the nature of the violation.
20. Individuals charged with supervising others at the College should do so actively, making sure that supervisees have reviewed this code with respect to their obligations and are meeting their obligations under this code. Supervisors are expected to take appropriate disciplinary action to address non compliance.
21. Failure to read and sign this Code of Conduct annually, and/or any violations of this Code of Conduct, of laws and regulations, or of related College policies and procedures may carry disciplinary consequences, up to and including dismissal.

**Camden County College**  
**Board of Trustees Policy**

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Whistleblower Policy	345	1	1
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It is the responsibility of all College officers and employees to report what they reasonably believe are suspected violations of known laws, regulations, grant and contract requirements, as well as College policies and procedures.

**I. No Retaliation**

The College adheres to the State of New Jersey's Conscientious Employee Protection Act NJSA 34:19-1 et seq. ("CEPA") which generally makes it unlawful for employers to take adverse action against employees who disclose activities which they reasonably believe violate a law or are illegal, or who provide information to a public body that is investigating possible violations of the law, or refuse to participate in an activity, policy or practice which violates a law or is illegal.

**II. Reporting**

Employees are encouraged to share their questions or concerns, suggestions or complaints regarding violations of known applicable laws, regulations, grant and contract requirements, as well as College policies and procedures with their supervisor who may be in the best position to address an area of concern. Alternatively, employees should share their concerns with either the Compliance Officer, the Executive Director of Human Resources, the Director of Public Safety or the President.

In order to qualify for the protections afforded by CEPA, CEPA requires that reports be in writing, unless emergent in nature, and be factual. The report should contain specific information to allow for proper assessment of the nature, extent, and urgency of the issues raised in the report, and afford the College a reasonable opportunity to correct the reported activity, policy or practice. Although anonymous disclosure is discouraged since it impedes appropriate investigation, employees that report concerns on an anonymous basis must provide sufficient corroborating evidence to justify the commencement of an investigation.

**III. Investigating Violations**

Supervisors and managers are required to bring all reports of suspected violations of known laws, regulations, grant and contract requirements, as well as College policies and procedures to the College's Compliance Officer, who has the responsibility to promptly investigate all reported violations and inform the President and the Board of Trustees.

**IV. Acting in Good Faith**

Anyone reporting a concern or violation must have an objectively reasonable belief that the information disclosed indicates a violation.

**V. Confidentiality**

Reports of violations or suspected violations will be kept confidential unless disclosure is necessary to conduct an adequate investigation or is otherwise required by law, lawful subpoena, Court Rule or Court Order.

**Camden County College**  
**Board of Trustees Policy**

<b>Subject:</b>  <b>Policy On Establishing Standards For Granting Degrees And Certificates</b>	<b>Number:</b> 510	<b>Page</b> 1	<b>Of</b> 6
<b>Date:</b>		April 1, 2008	
<b>Supersedes:</b>		September 13, 1994	April 1, 2003

- A. The College is authorized to award degrees of associate in arts, associate in science, associate in fine arts, and associate in applied science, and to award certificates and certificates of achievement to students who have successfully completed the curriculum requirements of approved programs as established by the Board of Trustees and set forth in the College Catalog. The curriculum requirements for awarding degrees and certificates shall conform to the standards established in this policy.
  - 1. The associate in arts (A.A.) degree is to be awarded to those who successfully complete programs in the liberal arts that include an array of courses in communications, mathematics, science, technology, social sciences, humanities, history and diversity; and is intended as pre-baccalaureate work. These programs are transfer oriented.
  - 2. The associate in science (A.S.) degree is to be awarded to those who successfully complete programs in the liberal arts that emphasize mathematics, science and business in an array of courses in communications, mathematics, science, technology, social sciences, and the humanities; and is intended as pre-baccalaureate work. These programs are transfer oriented.
  - 3. The associate in applied science (A.A.S.) degree is to be awarded to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers in an array of courses in communications, mathematics, science, technology, social sciences, and the humanities. These programs are career oriented and are designed to prepare students for job entry at the completion of the two-year program. Students may transfer based on the individual degree requirements of the transferring baccalaureate program.
  - 4. The associate in fine arts (A.F.A.) degree is to be awarded to those who successfully complete programs which emphasize studio art in an array of courses in communications, mathematics, science, technology; social sciences, and the humanities; and is intended as pre-baccalaureate work. These programs nurture a sense of artistic freedom and creativity while developing a strong sense of artistic discipline. These programs are transfer oriented.
- B. The regular academic year shall fall within a ten-month period and shall include a minimum of 30 weeks or its equivalent in duration, of regularly scheduled student-faculty instructional activity, including final examination periods but excluding holidays and summer sessions.
- C. An associate degree program shall be a course of study which requires not less than 60 or more than 66 semester hours, or the equivalent, except when required for licensure or accreditation by a recognized agency or when required for transfer of full junior status, where applicable.

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D. To complete a degree or certificate, students shall be required to demonstrate the basic skills of reading, writing and mathematics. Basic skills courses shall not satisfy graduation requirements.

E. GENERAL EDUCATION

1. Camden County College is committed to promoting intellectual development, aesthetic appreciation and cultural awareness. To that end, degree programs include a general education component. This component, offering choices among a variety of courses, focuses on reading analytically, communicating ideas clearly and solving essential mathematical problems. It is designed to ensure that students develop a broad base of knowledge and become proficient in the application of skills. At Camden County College, students have the opportunity to develop analytical, creative and ethical thinking; scientific and quantitative reasoning; technological competencies; historical consciousness; cultural awareness, and sensitivity to the world around them.

2. General education for the associate degree shall include the following:

Course Categories	Explanatory Notes
Oral and Written Communication	An array of courses which prepare students to speak, read, and write effectively.
Quantitative Reasoning (Mathematics)	Any college level foundations, statistics, algebra, or calculus course[s]. These courses should build upon a demonstrated proficiency in basic algebra.
Scientific Reasoning (Science)	Any course[s] in the biological or physical sciences. At least one of these courses must have a laboratory component.
Technological Competency	Any course that emphasizes common computer/technology skills and helps student access, process, and present information.
Social Science	Any introductory course[s] from among anthropology, economics, geography, political science, psychology, or sociology. These courses should include the ethical implications of issues and situations.
Humanities	Any broad-based course[s] in the history of or appreciation of art, music, or theater; literature; a foreign language; philosophy and/or religious studies; and/or additional broad-based history course in Western, non-Western, America, or World Civilization.
History	Any broad-based course or sequence of courses in Western, non-Western, America, or World Civilization.
Cultural and Global Awareness	Any course whose primary purpose is to expose students to a multicultural society or people. If these global competencies are integrated into one or more general education courses, the three credits may be moved from this category to another general education category.
Ethical dimension	This ethical dimension competency may be infused with any of the above categories.

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3. The minimum general education requirements for each associate degree are as follows:
- a. For the associate in arts (A.A.) degree programs, the general educational requirements shall total not less than 45 semester credit hours in an array of representative courses in each of the following categories: communications; mathematics/sciences/technology; social sciences; humanities; history; and diversity.
  - b. For the associate in science (A.S.) degree programs, the general educational requirements shall total not less than 30 semester credit hours in an array of representative courses from each of the following categories: communications; mathematics/sciences/technology; social science; and humanities.
  - c. For the associate in applied science (A.A.S.) degree programs, the general education requirements shall total not less than 20 semester credit hours in an array of representative courses from the communications; social sciences or humanities; and mathematics/sciences/technology categories.
  - d. For the associate in fine arts (A.F.A.) degree program, the general educational requirements shall total not less than 20 semester credit hours in an array of representative courses from the communications; social sciences or humanities; and mathematics/sciences/technology categories.
- F. The academic certificate (CT) program shall be a credit bearing course of study which, by virtue of educational content or duration, does not satisfy requirements for an associate degree program, but is specifically designed to offer content and skill acquisition and other experience appropriate to the objectives of such a program. These certificates (CT) shall consist of 30 to 36 credits and shall include six general education credits, three of which must be a composition course. In some special circumstances, the credits may be over the 36 credit limit if required by an accrediting agency.
- G. The certificate of achievement (CA) shall be a credit bearing course of study which, by virtue of education content and duration, does not satisfy the requirements for an academic certificate or an associate degree program. The certificate of achievement (CA) is not required to include general education courses and does not lead to graduation status.
- H. To be eligible for award of a degree, Certificate (CT), or Certificate of Achievement (CA) the students must satisfy the following requirements:
1. Students must earn a cumulative grade point average of 2.0 (C) or higher in courses taken at the College.

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- 2. Degree seeking students must complete at least 30 credits at the College. Certificate (CT) students and Certificate of Achievement (CA) must complete at least half the certificate credits at the College. These standards are residency requirements.
  - 3. Students must satisfactorily complete all courses in an approved curriculum. A waiver of a course in the curriculum may be granted upon the approval of the College.
- I. The length of time that a course remains current and acceptable shall be indefinite unless otherwise identified in the admission requirements of a specialized program.
- J. Students may not be matriculated in more than two programs simultaneously. General education courses are applicable to the general education requirement in both programs.
- K. The following grading system shall be utilized:

**LETTER GRADES**

- A: Superior- Superior achievement: mastery of the subject.
- B: Good- Consistent achievement that demonstrates an understanding of the subject sufficient for continued study in the discipline.
- C: Average- Satisfactory achievement that demonstrates an understanding of the subject sufficient for continued study in the discipline.
- D: Poor- Performance suggesting little aptitude or application on the part of the student in that particular course. This grade may not transfer.
- F: Failure- An insufficient understanding of the basic elements of the course.

The following designations may also appear on the student record, although are not computed in the grade point average:

- W: Withdrawal- Indicates student has withdrawn from the course after the 10<sup>th</sup> day of classes through the 13<sup>th</sup> week (or the equivalent academic period) following the procedures required by the Records and Registration Office.
- I: Incomplete Work- The grade of "I" can be assigned only if the student still has work to complete. It is assumed that the student who receives an "I" has satisfied the instructor's attendance requirements during the semester.
- AU: Audit (no credit).
- NA: Not attending- Should be used when a student attended at least one class and then stopped attending class; has exceeded the number of absences allowed in the written policy of an instructor; or if there is insufficient evidence to calculate a grade.
- XA: Student never attended the class.

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- MP: Student is making progress in the course. This grade is used for pre-college or developmental courses only.
- RV: Recommended for Academic Skills Math Review course. This grade is only used for Academic Skills Math courses.
- SA: Satisfactory Attendance. This grade is an attendance grade not a final grade. It indicates positive attendance at the point in time that attendance is reported.
- L. When repeating a course, the original grade and all repeat grades will appear on the student's transcript. However, the student's cumulative average will be computed based upon the highest grade.
- M. Recognition of transfer credits and the award of degree credits for non-traditional experience shall be governed by the following rules:
1. The College will transfer the credit (but not the grade) of courses taken at another accredited institution of higher education provided a grade of C or better was obtained in that course.
  2. The College accepts educational experiences approved by the American Council on Education, validated record of military training, satisfactory performance on exams developed by Camden County College faculty members, CLEP and DANTEs test results and documented student portfolios. The following policy governs the granting of credit for experiences outside the classroom.
    - a. Credit (not letter grade) granted for specific courses are listed on the official transcript.
    - b. Credit can only be guaranteed as Camden County College credit.
    - c. A limit of 30 credits may be awarded.
    - d. Only matriculated students are eligible.
- N. The curriculum requirements as set forth in the current College Catalog for the degree, certificate and certificate of achievement programs offered by the College are hereby adopted and continued. The College President is authorized to approve revisions to curriculum requirements when necessary based upon program changes, new courses added, courses discontinued, or to satisfy accreditation standards.
- O. Each year, the College Catalog lists courses in degree, certificate and certificate of achievement requirements that a student must complete. If program requirements change between a student's matriculation date and graduation date, the student has the option of following either the original curriculum requirements as of the date of matriculation, or the ones in effect when the student applies for graduation. Students cannot select other

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curriculum requirements that may have been in effect between the time of their matriculation and graduation. Any student who is not able to satisfy the curriculum requirements of the *Catalog* in effect at the time of matriculation or graduation, because of courses not being available, should request appropriate course substitutions or waivers from the corresponding division dean.

**Career Based External Exams - Accredited Programs & Licensure Results**

PROGRAM	Degree	Accrediting Body	Accred. Date	Next Site Visit	EXAM	Licensure Results (%)						
						2006	2007	2008*	2009	2010	2011	2012
Veterinary Technology	AAS	AVMA Committee on Veterinary Technician Education and Activities (CVTEA)	2008	2013	VTNE	77	61	60	71	66	70	72
Dental Hygiene	AAS	American Dental Association	2008	2015	NBDHE	100	100	100	100	100	90	100
Dental Hygiene	AAS	American Dental Association	2008	2013	NERB	100	100	100	100	100	90	100
Dental Assisting	AAS:CT	American Dental Association	2008	2015	DANB	100	100	69	70	100	100	100
Dental Assisting	AAS:CT	American Dental Association	2008	2013	NJRAD	100	100	69	80	100	100	100
Dietetic Technology	AAS	The Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2008	2017	CDR	67	88	69	50	54	89	64
		Academy of Nutrition and Dietetics (AND)										
Medical Laboratory Technology	AAS	National Accrediting Agency for Clinical Lab Sciences (NAACLS)	2008	2015	ASCP	55	83	100	100	83	50	74
Ophthalmic Science	AAS	Commission on Opticianry Accreditation	2003	Fall 2008		89	79	75	63	57	42	40
Ophthalmic Medical Technician	CA	Commission on Accreditation Ophthalmic Personnel	2008	Fall 2008		N/A	33	50	50	50	50	oct.
Helene Fuld School of Nursing	AS	National League of Nursing (NLNAC)	2007	2011	NCLEX	95	91	86	90		*	*
		NJ Board of Nursing										
Our Lady of Lourdes School of Nursing	AS	National League of Nursing (NLNAC)	2005-20013	2010	NCLEX							
		NJ Board of Nursing		2013		92	94	88	97	79.5	88	87.5

Career Based External Exams - Accredited Programs & Licensure Results

# Developing a Culture of Assessment

2008-2009



Student Learning Outcomes  
General Education  
And  
Assessment Plans

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## **OVERVIEW**

The assessment of Student Learning Outcomes at Camden County College is a self-sustaining system designed to ensure a continual process of evaluation and improvement of instruction. Student Learning Outcomes (SLOs) articulate the skills and abilities a student will obtain through study at the College. Flowing from the College mission, woven within the Strategic Plan, and tied to budgeting, outcomes assessment allows the College to effect change while maintaining academic excellence.

### **Guiding Principles**

- The assessment of student learning outcomes is a faculty driven process - honoring academic freedom, faculty responsibility for the curriculum, and shared governance.
  - Involves all faculty members.
  - Is a collaborative process with administration.
  - Builds on individual department assessment efforts.
- The assessment of student learning outcomes includes systematic collection of reliable data used to improve student performance.
  - Identifies strengths and shortcomings in academic programs based on analysis and reflection by the faculty.
  - Results in improved student success through ongoing dialogue and analysis of data.
  - Is tied to teaching and learning.
- The assessment of student learning is an ongoing and institutionalized process, forging a culture of assessment.
  - Sufficient resources are devoted to the assessment process.
  - Assessment findings will be communicated to the campus community.

### **Levels of Outcome Assessment**

*Institutional Level:* Outcomes on the institutional level reflect the extent to which the mission and goals of the institution are met. These outcomes are assessed through the general education program and core competencies.

*Program Level:* Program level student learning outcomes address the extent to which a program is effective. They assess general education and core competencies as well as program specific knowledge, skills, and abilities.

*Course Level:* Course level student learning outcomes address the effectiveness of each individual course. They connect and support the program student learning outcomes and are assessed by a variety of instruments including tests, presentations, and evaluations.

## **The Assessment Process (The Assessment Loop)**

Effective assessment is a perpetual process of evaluating, adjusting, and re-evaluating. An effective assessment process consists of the following five stages:

### **STAGE 1: Development of Appropriate Program Student Learning Outcomes (SLOs)**

- SLOs are specific to the program. They reflect the unique set of skills and abilities obtained from a particular course of study.
- SLOs use action verbs.
- SLOs stress higher order thinking skills.
- SLOs are assessable.
- SLOs are explicit.

### **STAGE 2: Development of Assessment Instruments and Time-Lines**

- Assessment instruments are connected to the SLO.
- Rubrics developed for transparent and objective evaluation.
- Assessment instruments are direct measures of SLO (supervisor evaluations, capstone projects).
- More than one assessment method is used to evaluate an SLO.

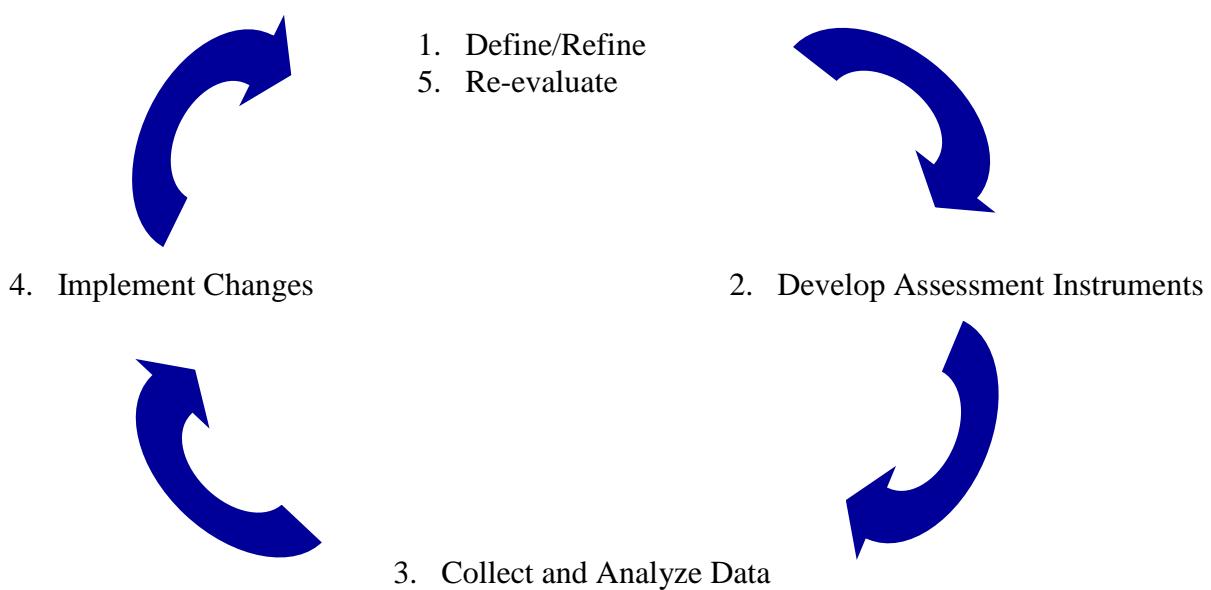
### **STAGE 3: Data Collected and Analyzed**

- Appropriate populations are selected.
- Data collection is an on-going process.

### **STAGE 4: Implementation of Change Curriculum and/or Instruction**

- Pedagogy and/or curriculum is modified to improve student success

### **STAGE 5: Re-evaluate (Determine Effectiveness of Change)**



## **MISSION STATEMENT**

Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate degree programs, occupational certificates programs, non-credit courses, and customized job training. The College welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career, and continue their education. The College responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its citizens.

## **INSTITUTIONAL GOALS**

To accomplish its mission, Camden County College develops a strategic agenda and continually assesses its progress toward the fulfillment of these goals:

1. Programs and services will enable students to achieve academic success and career competence, to pursue further higher education, and to identify and develop their personal attributes.
2. General education courses will develop students' intellectual skills, knowledge, and habits of mind that enrich their lives and enable them to participate in a democratic society.
3. Developmental courses will enable students to gain skills needed for college-level work.
4. Continuing education courses and programs will provide cultural, social, and recreational activities to enrich the community.
5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.
6. Partnerships with schools and colleges, public agencies, corporations, foundations, and other entities will enhance educational quality, student opportunities, and economic development.
7. Training programs for business and industry will provide continuous learning opportunities, including academic degrees.
8. The College will serve as a good steward of its financial, physical, and human resources.
9. Programs will provide students with the understanding and skills they need to adapt to changing international conditions and to compete in a global economy.
10. The College will provide a technology-rich environment that supports teaching, learning, and working.

## **COMPETENCIES**

These areas have been identified as essential foundations to student learning.

- These competencies are expressed in the general education course requirement distribution.
- All programs are required to address each of the competencies.
- Each course has been encoded to reflect the competencies covered.
- Encodings will appear in the Academic Program Guide and the Department Master Syllabus.
- Competencies approved by the Faculty Assembly in August 2007.

### **1. Oral and Written Communication (OWC)**

Students will be able to communicate effectively in both speech and writing.

### **2. Quantitative Reasoning (MT)**

Students will be able to apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

### **3. Scientific Reasoning (SC)**

Students will be able to apply the scientific method of inquiry to draw conclusions based on variable evidence, use scientific theories and knowledge to understand the natural world, and explain the impact of scientific theories, discoveries, and technological changes on society.

### **4. Technological Competency (TC)**

The student will be able to use computers and other types of technology (graphing calculators, scientific instrumentation) to obtain, analyze, and present information.

### **5. Society and Human Analysis (SS)**

The student will be able to use social science theories and concepts to analyze human behavior and social and political institutions

### **6. Aesthetic Perspective (HUM)**

The student will be able to analyze works of the literary, visual, or performing arts.

### **7. Historical Perspective (HIS)**

The student will be able to analyze historical events and movements in western or non-western societies and assess their subsequent significance.

### **8. Diversity and Global Perspective (DV)**

The student will be able to analyze the implications of commonalities and differences among culturally diverse people.

### **9. Ethical Awareness (EA)**

The student will be able to recognize, analyze, and assess ethical issues and situations.

- **Information Literacy (IL)** Embedded in each of the core competencies  
The student will be able to research, evaluate, organize, and present information.
- **Critical Thinking (CT)** Embedded in each of the core competencies  
The student will be able to logically and critically evaluate information.

## **GENERAL EDUCATION**

Camden County College is committed to providing each student with an educational experience that fosters a 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, science and technology. Intellectual skills include the student's ability to think and communicate in a global society.

General education addresses a broad range of learning opportunities for students and establishes high standards for graduates. To accomplish its mission, Camden County College develops its Strategic Agenda through the continuous assessment of the fulfillment of its goals.

Camden County College's general education goals and objectives are consistent with the New Jersey Statewide Transfer Agreement and the general education guidelines approved by the New Jersey Presidents' Council. Camden County College faculty annually review and revise these objectives to reflect the currency of the curriculum and the results of assessments of student learning.

The College's goal is to offer a General Education Program that provides students with competence in a broad array of intellectual skills and habits of mind that will enrich their lives and enable them to participate in a democratic society. These competencies reflect the values of a trusting, cooperative academic community that is open to new ideas and a diversity of opinions, convictions and methods of inquiry. General Education Goals are achieved by the incorporation of general education courses, appropriate student learning outcomes and pedagogy and the construction of regular assessments

### **Academic Program Requirements for General Education**

The extent to which approved general education courses are required in the various degree and certificate programs is specified in the chart below entitled *Academic Program Requirements for General Education*. These requirements may be met through particular general education courses specified in the stated curricula or through selection of elective choices from the approved list of general education electives available to the student in consultation with his or her advisor. The chart reflects greater emphasis on general education within the Associate of Arts (A.A.) and the Associate in Science (A.S.) transfer programs than within the more specialized Associate in Applied Science (A.A.S.) Associate in Fine Arts (A.F.A.) and Certificate programs.

Academic Program Requirements for General Education										
General Education Goal(s) addressed					Course Categories (Goal Categories)		AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1					Communication (Written and Oral Com.)		9	6	6	3
2	3	4			Mathematics – Science – Technology Mathematics 3-8 cr. (Quantitative Knowledge & Skills) Science 3-8 cr. (Science, Knowledge, & Reasoning.) Technological Competency or Information Literacy 0-4 cr.		12	9	3	3
		5			Social Science (Society and Human Behavior)		6	3	3	
		6			Humanities (Humanistic Perspective)		9	3		
		7			History (Historical Perspective)		6			
		8	9		Diversity courses (Global & Cultural Awareness.)		3			
					Unassigned general education credit		6	8		
					General education foundation total		45	30	20	6

### Designating a Course as a General Education Course

Camden County College participates in significant self-assessment of their general education course offerings. Following approval of the faculty, all general education courses will be submitted to the New Jersey Council of Community College's sub-committee, the General Education Coordinating Committee (GECC) for affirmation. Affirmed courses will be included in the General Education Course List published in the Catalog and the Academic Program Guide.

New courses which seek to be designated as general education courses will be submitted to the Curriculum Committee for initial approval. Final approval will be based on the decision the New Jersey GECC committee.

### Assessment

The General Education Program at Camden County College will be assessed as follows:

Summative assessment of the College's General Education Program will be completed every three years using the Education Testing Service (ETS) Measure of Academic Proficiency and Progress (MAPP) test. This test measures proficiency in critical thinking, reading, writing, and mathematics in the context of humanities, social science, and the natural sciences. It also measures academic skills and subject knowledge in general education areas.

Formative assessment will be implemented in specific general education courses on a three-year cycle. During year one, students taking courses in the areas of ethics, mathematics, and English will be assessed. During year two, science, technology, and history will be evaluated. In year three, social science, diversity, and humanities will be assessed.

## **PROGRAM LEVEL**

### **General Education**

- Each program must comply with the New Jersey Council of Community College's General Education Course distribution requirements.
- All programs must address the competency of diversity either by a designated course or by student learning outcomes in multiple courses.
- All programs requiring a science course must require a lab-science course as the first science course.

### **Requirements for Degree**

- All AA programs must contain forty-five credits of general education and should not exceed sixty-four credits.
- All AS programs must contain thirty credits of general education and should not exceed sixty-four credits.
- All AAS and AFA programs must contain twenty credits of general education and may not exceed sixty-six credits.
- All academic certificates must be between thirty and thirty-six credits and must include six credits of general education; three of which must be English Comp I. NOTE: Exceptions may be made based on requirements of individual accreditation bodies. Certificates of Achievement need not follow these criteria.

### **Competencies**

Each program must cover all required competencies. This may be completed in one of two ways:

- A single course in the designated area (i.e., Introduction to Ethics for ethical awareness).
- The presence of multiple student learning outcomes that address the competency.

### **Program Assessments**

#### **Annual Assessment**

- Each academic program is required to report annually on its assessment efforts.
- Every program level student learning outcome must be assessed within a two-year cycle.
- Results will be reported to the Student Learning Outcomes Assessment Committee.
- The Dean of Curriculum and Assessment will summarize and report on all assessment activities to the Vice President of Academic Affairs annually.

#### **Academic Periodic Review**

- All academic programs are scheduled for a comprehensive assessment every five years. This review will include five years of assessment data with analysis and recommendations.
- Results of these assessments will be presented to the Vice President of Academic Affairs, the academic deans, and the Board of Trustees.

#### **Assessment Criteria**

- Assessment instruments should primarily be direct measures of outcomes.

- Rubrics should be developed for communicating expectations and enhancing objectivity of evaluations.
- Multiple assessment methods should be outlined for each outcome.
- Assessment should focus on capstone projects or courses, but may be formative.
- Assessment must be analyzed to identify strengths and weakness of the population assessed as a whole, regardless of the grade earned.
- Assessment should lead to changes in the curriculum or pedagogy that will lead to improved student outcomes.
- Follow-up assessment must be performed to evaluate the effectiveness of the change.

#### Assessment Expectations – SPRING 2008

- 100% of programs will be at Stage II: Development of Assessment Instruments and Time-Lines.
- 50% of all programs will be at Stage III: Data Collected and Analyzed.
- 5% of all programs will be at Stage V: Re-evaluate and Determine Effectiveness of Change.

#### Assessment Expectations – SPRING 2009

- 100% of programs will be at Stage III: Data Collected and Analyzed
- 50% of all programs will be at Stage IV: Implementation of Change Curriculum and/or Instruction.
- 25% of all programs will be at Stage V: Re-evaluate and Determine Effectiveness of Change.

#### Assessment Expectations – SPRING 2010

- 100% of programs will be at Stage III: Data Collected and Analyzed
- 75% of all programs will be at Stage IV: Implementation of Change Curriculum
- 50% of all programs will be at Stage V: Re-evaluate and Determine Effectiveness of Change.

### **COURSE LEVEL**

#### **General Education and Competencies:**

All courses are encoded as to the General Education and Competency category (or categories) they fulfill:

OWC	Oral and Written Communication
MT	Mathematics (quantitative reasoning)
SC	Science (scientific reasoning)
TC	Technical competency
SS	Society and Human Analysis
HUM	Aesthetic Perspective
HIS	Historical Perspective
DV	Diversity and Global Perspective
EA	Ethical Awareness
IL	Information Literacy ( <i>embedded in each core competency</i> )
CT	Critical Thinking ( <i>embedded in each core competency</i> )

#### **Course Assessment**

Assessment methods of student learning outcomes for each course are outlined in the Department Master Syllabus.

## SAMPLE DOCUMENTS

## I. Curriculum Map

## **Office of Curriculum and Assessment Curriculum Evaluation**

## II. Program Assessment Progress Evaluation - Rubric

Program							
	STAGES OF ASSESSMENT PROCESS						
	0 nothing documented -	1 Program SLO Complete	2 Assessment Plan Complete	3 Data Collected and Analyzed	4 Change in instruction/curriculum implemented	5 Loop Closed - reevaluation	Assessment Loop Stage
Evaluation of Assessment Loop							
Quality Control/Quality Assurance of Assessment Process						COMMENTS	
	0 unacceptable	1 inadequate	2 adequate	3 well defined	Average		
<b>Program Level SLOs</b>							
Specific to program							
Reflect knowledge/skills/abilities gained in program							
Begin with verbs; favors higher order thinking							
assessable							
address core competencies							
<b>Assessment</b>							
connected to Program SLO							
appropriate rubric							
direct measure							
analysis used							
comprehensive (1st year course; 2nd year course; capstone)							
<b>Course Level SLOs</b>							
connected to Program SLO							
cover core competencies							
start with verb/higher order thinking							
assessable							
on departmental master syllabus							
<b>OVERALL QUALITY STANDING</b>							

### **III. Interconnectedness Form**

#### IV. Assessment Summary Form

Program:							
Program SLO	Schedule of Data Collection	Population of Students Assessed	Assessment Instrument	Date of Report	Result	Action	Review of action
					-		

## V. General Education Foundation Document

### A General Education Foundation for Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs in New Jersey's Community Colleges

(1997 Adoption, August 15, 2007 Revision)

General Education Goal(s) addressed							Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1						9	<b>Communication</b> (Written and Oral Com.)	9	6	6	3
	2	3	4			9	<b>Mathematics – Science – Technology</b> Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency or Information Literacy 0-4 cr.	12	9	3	3
			5			9	<b>Social Science</b> (Society and Human Behavior)	6	3	3	
			6			9	<b>Humanities</b> (Humanistic Perspective)	9	3	3	
			7			9	<b>History</b> (Historical Perspective)	6			
			8		9	9	<b>Diversity courses</b> (Global & Cult. Awns.)	3			
							Unassigned general education credit		6	8	
							<i>General education foundation total</i>	45	30	20	

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the <b>NJCC GE Course Criteria</b> (August 15, 2007).
1 <b>Communication</b>	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 <b>Mathematics</b>	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 <b>Science</b>	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 <b>Technology</b>	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Social Science</b>	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 <b>Humanities</b>	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 <b>History</b>	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8 <b>Diversity courses</b>	8 Global and Cultural Awareness	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
	9 Ethical Reasoning and Action	This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.

**Note:** This document should be used in conjunction with the **NJCC GE Learning Goals & Suggested Individual College-wide Learning Obj.** (8-15-2007).

Programs	Allocation Notes: The credit allocation below is consistent with the 1997 NJCC Gen. Ed. Foundation grid.
AA	The Associate in Arts (AA) program requires 45 semester credits hours of general education coursework from among the indicated categories. A
AS	The Associate in Science (AS) program requires a minimum of 30 semester credits hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30 credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA) and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Notwithstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.
Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those, which support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable.

# NJCC General Education

## Learning Goals and Suggested Individual College-wide Learning Objectives

(1997 Adopted, August 15, 2007 Revision)

<b>New Jersey Community College General Educational Philosophy:</b> Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all <b>NJCC Gen Ed Learning Goals</b> . Course-level learning objectives must be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the <b>NJCC Gen Ed Learning Goals</b> . (Local general education courses must also be consistent with <b>NJCC GE Course Criteria</b> for satisfying requirements.)		
<b>NJCC Goal Categories</b> (Course Category)	<b>NJCC Gen. Ed. Learning Goals</b> Critical thinking is embedded	<b>Suggested Individual College-wide Learning Objectives:</b> Colleges have discretion in the establishment of <b>Individual College-wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.
1 <b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	1. Students will explain and evaluate what they read, hear, and see. 2. Students will state and evaluate the views and findings of others. 3. Students will logically and persuasively state and support orally and in writing their points of view or findings. 4. Students will evaluate, revise, and edit their communication.
2 <b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
3 <b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.
4 <b>Technological Competency or Information Literacy</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process info. c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases. d. Students will recognize when information is needed and be able to locate, evaluate, and use information.
5 <b>Society and Human Behavior</b> (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.	a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
6 <b>Humanistic Perspective</b> (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.	a. Students will describe commonly used approaches and criteria for analyzing works*. b. Students will analyze works* and applying commonly used approaches and criteria. c. Students will demonstrate a value added competence in the production and comprehension of a foreign language. * in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.
7 <b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization. b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society. c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
8 <b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose. b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.
9 <b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. b. Students will take a position on an ethical issue or a situation and defend it.

**Note:** This document should be used in conjunction with the **General Education Foundation** (8-15-2007) and the **NJCC GE Course Criteria** (8-15-2007).

# NJCC General Education Course Criteria

## for Satisfying the NJCC Gen Ed Foundation

(August 15, 2007 Edition)

<b>New Jersey Community College Educational Philosophy:</b> Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
<b>NJCC Goal Categories (Course Category)</b>	<b>NJCC Learning Goals*</b>	<b>Course Criteria:</b> These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
1 <b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
2 <b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.
3 <b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4 <b>Technological Competency or Information Literacy</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Society and Human Behavior</b> (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.	Any introductory*** course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based*** courses.
6 <b>Humanistic Perspective</b> (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or gain competence in the use of a foreign language.	Any broad-based**** course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based**** course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7 <b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based****course(s) or sequence of courses in World, Western, non-Western, or American History.
8 <b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
9 <b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	These courses include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.
<small>* The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all <b>NJCC Learning Goals</b>. Local general education courses must be consistent with <b>Course Criteria</b> for satisfying requirements. (Course-level learning objectives must also be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the <b>NJCC Gen Ed Learning Goals</b>.)</small>		
<small>** The NJ Academic Officers Association has the responsibility of affirming individual course classification approved by institutions based upon the <b>NJCC General Education Learning Goals</b> and the <b>NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation</b>.</small>		
<small>*** <b>Introductory</b> is defined as general, i.e., not focused on "majors" or academic and vocational specializations. Its object is "common learning," based on those realities, experiences, and concerns which all humans share. Its subject matter is part of what all educated people have (and should have) in common.</small>		
<small>**** <b>Broad based</b> is defined as having a foundation or basis that is wide in range; comprehensive or extensive.</small>		
<small><b>Note:</b> This document should be used in conjunction with the <b>General Education Foundation</b> (August 15, 2007) and the <b>NJCC GE Learning Goal &amp; Suggested Individual College-wide Learning Objective</b> (August 15, 2007).</small>		

## **VI. Department Master Syllabus**

**Department Master Syllabus  
Camden County College  
Blackwood, New Jersey**

**Course Title:**

**Course Number:**

**Department/Program Affiliation:**

**Date of Review:**

(This Department Master Syllabus has been examined by the program/department faculty members and it is decided that no revision is necessary at this time.)

**Date of Last Revision:**

(This Department Master Syllabus has been examined by the program/department faculty members and it is decided a change requiring a revision is necessary at this time.)

**N.B. A change to the course materials alone (textbooks and/or supplementary materials) may not constitute a revision. Any other change to the items listed below on this form is considered a revision and requires approval by the program faculty at a Program/Department Meeting and by the division at a Chairs and Coordinator Meeting.**

**Credits:**

**Contact Hours:**      **Lecture** \_\_\_\_\_      **Lab** \_\_\_\_\_      **Other** \_\_\_\_\_

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Course Student Learning Outcomes:** Cognitive, Psychomotor, Affective Domains)

Upon completion of this course, the student will be able to:

**Course Outline:**

**Course Activities:** (A brief sentence or two about the format of the course, certain requirements, etc.)

**Assessment of Student Learning Outcomes:** The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, class participation, projects, homework assignments, etc. (There must be some evidence that the learning outcomes have been achieved.)

**Course Materials:**

**Textbook(s):**

**Supplemental Materials:**

## VII. New Curriculum Proposal Form

### NEW CURRICULUM PROPOSAL

**Curriculum Title:**

Is this an option proposal?  yes  no

(Options can differ by as many as 18 credits from the base curriculum.)

Is this a track proposal?  yes  no

(Tracks can differ by as many as 9 credits from the option.)

**Degree:****Department/Program Affiliation:****Degree Sponsored By:**

1. Indicate the purpose of this curriculum. A complete listing of the curriculum - semester by semester - must be attached to this proposal. The listing should appear as if it were ready to go into the Curricula Guide.
2. List new courses that will be in the curriculum.
3. List the program goals.
4. **List the program Student Learning Outcomes**
5. Transferability of program.
6. Relationship to Institutional and Strategic Plan.
7. Document how this curriculum meets Camden County College's general education goals. Where applicable, please list the courses that meet general education goal. (This section is not applicable to certificate programs.) (See attached General Education Addendum)
8. Campus(es) at which program will offered.
9. Anticipated student enrollment.
10. Similar programs within the State and how this program would differ from those already being offered.
11. Show evidence of the need for this new curriculum and include any Consultant's Report.
12. Certification Requirements
13. Accreditation
14. Explain any needs that this curriculum has. Comment as to any special requirements for:
  - a. Faculty
  - b. Facilities and equipment
  - c. Library resources
  - d. Finances
  - e. Other

**Department/Program Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Division Chairs/Coordinators Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Committee Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **VIII. Revised Curriculum Proposal Form**

#### **CURRICULUM REVISION PROPOSAL**

##### **Curriculum Title:**

Is this an option proposal?  yes  no

(Options can differ by as many as 18 credits from the base curriculum.)

Is this a track proposal?  yes  no

(Tracks can differ by as many as 9 credits from the option.)

##### **Degree:**

##### **Department/Program Affiliation:**

##### **Degree Sponsored By:**

- I. Explain the nature of this revision. A copy of the old curriculum, which can be cut and pasted or xeroxed right out of the newest academic advisement guide, must be attached to this proposal. A complete listing of the new curriculum - semester by semester - must also be attached. This complete listing should appear as if it were ready to go into the Curricula Guide.
  
- II. Explain the rationale for the change.
  
- III. What special needs will this revision create? (faculty, space, LRC, etc.)
  
- IV. List new courses that will be a part of this revision.
  
- V. Document how this curriculum meets Camden County College's general education goals. Where applicable, please list the courses that meet general education goal. (This section is not applicable to certificate programs.) See General Education Addendum.

##### **VI. Program Student Learning Outcomes**

**Department/Program Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Division Chairs/Coordinators Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Committee Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## IX. Assessment Tools: Direct vs. Indirect Measures

	<b>Direct Measures</b>	<b>Indirect Measures</b>
<b>Institutional</b>	<ul style="list-style-type: none"> <li>• Performance on tests of writing, critical thinking, or general knowledge</li> <li>• Rubric (criterion-based rating scale) scores</li> <li>• Performance on achievement tests</li> </ul>	<ul style="list-style-type: none"> <li>• Locally-developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement)</li> <li>• Transcript studies that examine patterns and trends of course selection and grading</li> <li>• Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.</li> </ul>
<b>Program</b>	<ul style="list-style-type: none"> <li>• Capstone projects, senior thesis, exhibits, or performance</li> <li>• Pass rates or scores on licensure, certification, subject area tests</li> <li>• Student publications or conference presentations</li> <li>• Employer and internship supervisor ratings of students' performance</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group interview with students, faculty members, or employers</li> <li>• Registration or course enrollment information</li> <li>• Department or program review data</li> <li>• Job placement</li> <li>• Employer or alumni surveys</li> <li>• Student perception surveys</li> <li>• Proportion of upper-level courses compared to the same program at other institutions</li> <li>• Graduate school placement test</li> </ul>
<b>Course</b>	<ul style="list-style-type: none"> <li>• Course and homework</li> <li>• Examination and Quizzes</li> <li>• Standardized tests</li> <li>• Term papers and reports</li> <li>• Observations of field work, internship performance, or clinical experiences</li> <li>• Research projects</li> <li>• Class discussion participation</li> <li>• Case study analysis</li> <li>• Rubric</li> <li>• Artistic performances and products</li> <li>• Grades based on explicit criteria related to clear learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Course evaluations</li> <li>• Test blueprints (outlines of the concepts and skills covered on tests)</li> <li>• Percent of class time spent in active learning</li> <li>• Number of student hours spent on service learning</li> <li>• Number of student hours spent on homework</li> <li>• Number of student hours spent at intellectual or cultural activities related to the course</li> <li>• Grades based on explicit criteria related to clear learning goals</li> </ul>

## X. Assessment Tools: Bloom's Taxonomy

Domain	Category	Examples of Verbs
Cognitive	<b>Knowledge:</b> Recall data or information	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
	<b>Comprehension:</b> Understand meaning; state a problem in one's own words.	comprehends, converts, defends, distinguishes, estimates, explains, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
	<b>Application:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
	<b>Analysis:</b> Separates material or concepts Distinguishes between facts and inferences.	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
	<b>Synthesis:</b> Builds a structure or pattern from diverse elements; creating a new meaning or structure	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
Affective	<b>Receiving Phenomena:</b> Awareness, willingness to hear, selected attention	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
	<b>Responding to Phenomena:</b> Active participation on the part of the learners.	answers, assists, discusses, greets, helps, labels, performs, presents, reads, recites, reports, selects, tells, writes
	<b>Valuing:</b> The worth or value a person attaches to a particular object, phenomenon, or behavior.	completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
	<b>Organization:</b> Organizes values into priorities by contrasting different values,	adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
	<b>Internalizing values</b> (characterization): Has a value system that controls their behavior.	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.
Psychomotor	<b>Perception:</b> The ability to use sensory cues to guide motor activity	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects
	<b>Set:</b> Readiness to act	begins, displays, explains, moves, proceeds, reacts, shows,
	<b>Guided Response:</b> The early stages in learning; imitation and trial and error	copies, traces, follows, react, reproduce, responds
	<b>Mechanism:</b> This is the intermediate stage in learning a complex skill.	assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, measures, mends, sketches.
	<b>Complex Overt Response:</b> The skillful performance of motor acts that involve complex movement patterns	assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches
	<b>Adaptation:</b> Skills are well developed and the individual can modify movement patterns to fit special requirements	adapts, alters, changes, rearranges, reorganizes, revises, varies
	<b>Origination:</b> Creating new movement patterns to fit a particular situation or specific problem	arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates

## XI. Assessment Calendar

### Office of Curriculum and Assessment: Assessment Calendar 2008-2009

	Faculty	Student Learning Outcome/Assessment Committee	Curriculum Committee	Dean of Curriculum and Assessment meeting with Vice President -Academic Affairs	Academic Dean Meeting	Teaching/Learning Center Meeting	NJ State General Education Coordinating Committee
August	Opening Day - Assessment Update; 2008-2009 plan						18 <sup>th</sup> - General Education Course Requests for Affirmation
September	Dean of Curriculum and Assessment to meet with each program to review curriculum and assessment and make detailed plan for 2008-2009 academic year	10 <sup>th</sup> : Charge; Professional Development: "Course Level Student Learning Outcomes"	16 <sup>th</sup> : Professional Development Workshop - "What Are the Necessary Components of a Curriculum: General Education, Core Courses and Electives"	2 <sup>nd</sup> : Summarize Monthly Activities	10 <sup>th</sup> : Review Assessment Plan 2008-2009; time line for reports, professional development, etc	4 <sup>th</sup> : Professional Development - Assessment: Formative vs. Summative	12 <sup>th</sup> : TBD
October	1 <sup>st</sup> : Deadline for each program to hand in their assessment plan to their academic dean	8 <sup>th</sup> : Begin review of course level student learning outcomes	21 <sup>st</sup>	7 <sup>th</sup> : Summarize Monthly Activities	8 <sup>th</sup> : Report on Assessment Plans	2 <sup>nd</sup>	10 <sup>th</sup>
November	28 <sup>th</sup> Fall Academic Program Reviews Due	12 <sup>th</sup> : Review Program Assessment Plans	18 <sup>th</sup> :	4 <sup>th</sup> : Summarize Monthly Activities	12 <sup>th</sup>	6 <sup>th</sup> :	14 <sup>th</sup> :
December	Collect Data	10 <sup>th</sup> :	16 <sup>th</sup> :	2 <sup>nd</sup> :	10 <sup>th</sup> :	4 <sup>th</sup> :	
January	<b>OPENING DAY: ASSESSMENT BEST PRACTICES WORKSHOPS</b>						
February	Progress Meeting with Dean of Curriculum and Assessment	11 <sup>th</sup> : Continue Course SLO review	17 <sup>th</sup> :	3 <sup>rd</sup> : Summarize Monthly Activities	11 <sup>th</sup> : Review Fall APRs	5 <sup>th</sup> :	13 <sup>th</sup>
March	Progress Meeting with Dean of Curriculum and Assessment	11 <sup>th</sup> : Review Fall 2008 Assessment Data	17 <sup>th</sup> :	3 <sup>rd</sup> : Summarize Monthly Activities	11 <sup>th</sup> :	5 <sup>th</sup> :	13 <sup>th</sup>
April	30 <sup>th</sup> : Spring Academic Program Reviews Due	8 <sup>th</sup> : Complete 2008-2009 activities	21 <sup>st</sup> :	7 <sup>th</sup> : Summarize Monthly Activities	8 <sup>th</sup> :	2 <sup>nd</sup> :	10 <sup>th</sup>
May	Collect Data/Write Report	13 <sup>th</sup> : Submit annual report to Dean of Curriculum and Assessment	19 <sup>th</sup> :	5 <sup>th</sup> : Summarize Monthly Activities	13 <sup>th</sup> :	7 <sup>th</sup>	15 <sup>th</sup>
June	1 <sup>st</sup> : Deadline for each program to hand in their assessment activity summary to their academic dean			30 <sup>th</sup> : Annual Report from Office of Curriculum and Assessment Due to the Vice President			

## **XII. Assessment Glossary**

### **Program/Course Student Learning Outcome**

- Statement of what a student is expected to be able to do after completion of a program or course.
- Begin with an action verb.
- Emphasize higher-order thinking.
- Measurable.
- Consistent with standards, practice, and real world expectations for performance.
- Explicit for all stakeholders to have a common understanding of its meaning.
- Examples: Give a speech that is designed to convince the audience of a specified point of view; or Design and conduct a research study Assessment is based on an exam, a rubric, a portfolio etc.

### **Program/Course Goals**

- Statement of the institution's expectation.
- Includes a benchmark.
- Examples: 80% of student art projects will receive an evaluation of satisfactory or higher from an independent jury; or 70% of the students will complete the program.

### **Assessment Instrument:**

- Method for collecting data in support of student learning outcomes.
- Direct measures: capstone projects, juried performances, exams, presentations.
- Indirect measures: course evaluations, student surveys.
- Rubric: a detailed list of criteria used to evaluate an assignment; each rated on a defined scale.



## 2013 ENROLLMENT MANAGEMENT PLAN

### The Pillars

*Recruitment ~ Enrollment ~ Retention ~ Graduation*

# **2013 ENROLLMENT MANAGEMENT PLAN**

## **The Pillars**

*Recruitment ~ Enrollment ~ Retention ~ Graduation*

**Introduction:** 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 (Issues I, V, and VI), 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 on-going assessment.

Ultimately, oversight of the planning process lies with the President's senior staff and their department administrators/faculty to achieve as well as maintain enrollment goals. Attention to the enrollment planning process is integrated into all instructional/administrative areas as a major topic of discussion at regular College planning meetings, monthly meetings of the administrative team (President, Vice Presidents, Academic Deans, Executive Directors, and others), bi-weekly meetings of the President's direct reports, quarterly meetings of Cabinet, and monthly meetings of the Board of Trustees.

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)

**Mission Statement:** The mission of the Enrollment Management Plan is to improve student recruitment, enrollment, retention, and graduation by using data-driven research and evaluation, and

ongoing assessment of academic and student support programs culminating in the success of students.

**Enrollment Management Planning** is a methodology by which higher education institutions control the size, shape, and character of their student bodies. It begins with the president of the institution and extends throughout the entire organization. Enrollment management planning is a comprehensive process. Its primary goals include stabilizing enrollments, linking student service programs and academic programs, maintaining institutional finances, maximizing resources, improving student services, and responding to economic forces.

Enrollment management planning is comprehensive. It cannot be facilitated by just one aspect of the College – but requires all departments, offices, and services working cohesively and collaboratively to provide the student with the needed tools to ensure success.

Furthermore, one of the core tenets of our enrollment management plan is that it must not operate outside of the institutional mission. Therefore, it is directly connected to the college's mission and goals, as outlined in our Strategic Plan.

**2013 Enrollment Management Plan:** Unlike many, we look at enrollment from the broadest perspective possible. A student is defined as anyone who takes a class – this includes someone taking one class in preparation for transferring to a four-year university, or someone taking a class to help build skills for a current job, someone earning a certificate or degree, an enrollee in ESL or Adult Basic Education/GED classes, or a business owner taking a class to help improve management skills.

However, determining how to define success or retention, when addressing such diverse student goals, is difficult since many student goals do not include obtaining a certificate or associate degree.

**Goals for recruitment/enrollment/retention /graduation include:**

**Goal 1: Enhance recruitment efforts.**

This will be accomplished by creating integrated marketing, recruitment, and outreach strategies. These efforts will include a college-wide communication stream with students from the point of prospect to enrollment with the development of an integrated college-wide communication process.

**Goal 2: Strengthen student enrollment processes and procedures.**

This will be accomplished by conducting a comprehensive review of enrollment procedures to improve internal practices and subsequent services that are responsive to the changing student population. This includes strengthening current services that directly support those processes and identified as critical to the efficient and effective delivery of such services. Streamlining the enrollment, registration, and orientation processes will ensure efficient and effective delivery to students.

**Goal 3: Develop retention strategies to ensure students achieve their educational goals.**

This will be accomplished by providing students with high quality academic programs and intrusive advising. Also informing students early in their education about opportunities for transfer as well as preparing them to make a seamless transition into the workforce will assist in the retention effort.

**Goal 4: Develop strategies to assist students in completing their college requirements and to graduation.**

This will be accomplished by reviewing and streamlining the Graduation packet preparation, strengthening transfer advising, and using the results of the graduation survey to assess and improve satisfaction with instruction and student support services. In addition, creating high levels of student engagement and then fostering an environment where alumni sustain their connections to the College will close the loop between student and graduate.

**Planning Assumptions:**

- The economy is unpredictable.
- Camden County College's funding, determined by the state and county, is subject to change.
- Camden County College will pursue marketing/outreach strategies, as well as grant funding opportunities, to support enrollment with limited available resources.
- The institution will focus on scheduling and continuing its programs by using data.
- Facility usage will focus on maintaining or increasing efficiencies.

Examples of the enrollment data that was used to assist in determining the Objectives, Activities and Outcomes for each Goal Statement can be found on pages 9-15.

**Enrollment Management Planning Goals and Objectives**  
**Goal 1: Enhance Recruitment Efforts**

<b><u>OBJECTIVES</u></b>	<b><u>ACTIVITIES</u></b>	<b><u>OUTCOMES</u></b>	<b><u>LEAD RESPONSIBLE AREA(S)</u></b>
Increase Camden County High School fall enrollment yields by 1 percent from fall 2013 to fall 2015	<p>Identify the top ten schools with negative yields and enrollment comparing recent years and five year trends</p> <p>Identify, target and recruit students from Camden County and border high schools with declining annual yields and increase these yields by at least 1 percent.</p>	<p>Focused on the top ten districts from 2011-2012. The target high schools are: All Camden City High Schools, CCTS-Gloucester Township, CCTS-Pennsauken, Timber Creek HS, Eastern HS, Overbrook HS, Lindenwold HS, Audubon HS, Winslow Township HS and Gloucester City HS. Made at least 3 visits to each of these high schools so far in 2012-2013.</p> <p>Met with the guidance staffs at eight different high schools; Pitman HS, Gateway HS, West Deptford HS, Williamstown HS, Clayton HS, Deptford HS, Delsea HS and Washington Township HS.</p>	SCAP and Community Academic Program
Provide a college experience for prospective students interested in Camden County College by completing 20 College For A Day Programs.	<p>Schedule a College For A Day Program through the Guidance Staff at the selected High Schools</p> <p>Hold registration events at 8 participating high schools</p> <p>Register 200 graduating seniors for 2,400 credits for fall 2013 through the registration events.</p>	<p>Completed College For A Day Programs with 21 Camden County High Schools in 2012-2013. These students have applied to the College, taken the Accuplacer exam, received a presentation about CCC and toured the Blackwood Campus.</p> <p>Each student will register for a minimum of 12 credits in Fall 2013. Project that we will meet with at least 250 students and they will enroll for a total of 3000 credits.</p>	SCAP staff and Testing

Increase enrollment by offering off site unique courses	Create and implement 8 unique courses at sites outside of CCC.	<p>Three unique courses were held at Cooper Hospital with 50 total students.</p> <p>Continued the Medical Coding Certificate Program with 1199C by offering four credit courses to a cohort of 14 students.</p> <p>Students have been registered for over 350 credits during the 2012-2013 academic years.</p>	SCAP Staff
Increase College Express from six participating districts to eight in 2012-2013	Follow High School Plus procedures for certifying courses and teachers. Have students complete a Camden County College application.	Added Audubon High School and Camden County Technical School to the College Express Cohort in 2012-2013. That increased the number of schools to eight.	SCAP and Developmental Math Department
Create a system of communications with students from point of prospecting to actual enrollment.	<p>Develop an applicant tracking system. Train admission staff to use communication software.</p> <p>Develop a welcome letter to applicants from appropriate faculty and administration.</p>	Communication management development is currently in process. Completion in fall 2014.	ESS Leadership and Staff

## **Enrollment Management Planning Goals and Objectives**

### **Goal 2: Strengthen student enrollment processes and procedures**

<u><b>OBJECTIVES</b></u>	<u><b>ACTIVITIES</b></u>	<u><b>OUTCOMES</b></u>	<u><b>LEAD RESPONSIBLE AREA(S)</b></u>
Re-engineer the testing process to allow same-day test and register activity. Establish a one-stop process.	Developed a process for regular applications. One will also be developed for ESL testing scheduled to start in the summer.	Currently on schedule. Process in place for regular applications, ESL testing scheduled to start in the summer.	Testing
Develop Financial Aid information sessions for new and continuing students' awareness.	Increase student compliance with Financial Aid regulations. Financial Aid staff has developed a process for in-person and web information that will assist with student processing.	Financial Aid staff has developed a process for in-person and web information that will assist with student processing. Result is an increase in student compliance with Financial Aid regulations.	Financial Aid
Develop a "Navigator" presence for all applicants in the enrollment process.	Admissions and ESS staff will develop streams of communication and assistance for applicants in various stages of enrollment.	Students will have a personal contact for questions or issues throughout the enrollment process.	Admissions
Develop a Summer Bridge Program for developmental students before they enroll so they are college-ready.	Identify those students who test into level 2 and 3 basic skill courses and have them attend a Summer Bridge Program.	These students will enter the fall semester college-ready and taking college level courses.	Testing and Academic Affairs

## **Enrollment Management Planning Goals and Objectives**

### **Goal 3: Develop retention strategies to ensure students achieve their educational goals**

<u><b>OBJECTIVES</b></u>	<u><b>ACTIVITIES</b></u>	<u><b>OUTCOMES</b></u>	<u><b>LEAD RESPONSIBLE AREA(S)</b></u>
Develop flexible hours for advisement and registration on weekends during the registration cycles.	Increase ESS hours for student access on Saturdays and other times when coverage is usually thin.	Improved customer service and availability of college services to the community	Advisement
Develop a process to read and post new and continuing student transcripts within seven (7) days.	Train and employ staff to read and post current student transcripts.	Improved student ability to know what courses are accepted and what courses are needed for graduation. Reduce prerequisite issues.	Enrollment Services
Develop staff to be knowledgeable in all aspects of student services.	Provide a cross-training process to develop all staff in ESS functions.	Improved student service and satisfaction	All ESS areas
Develop a process to contact students about their financial aid awards and their accounts payable electronically.	Contact students prior to the semester concerning their FA awards and their account payable balances.	Improved student enrollments.	OIT, Business Office, and Financial Aid
Develop an in-person and on-line, comprehensive New Student Orientation.	Academic divisions and ESS staff will create the content and make it available on-line.	Students will have an awareness of what is expected as they enroll in college courses. This will contribute to their academic success.	ESS Staff and Academic Affairs

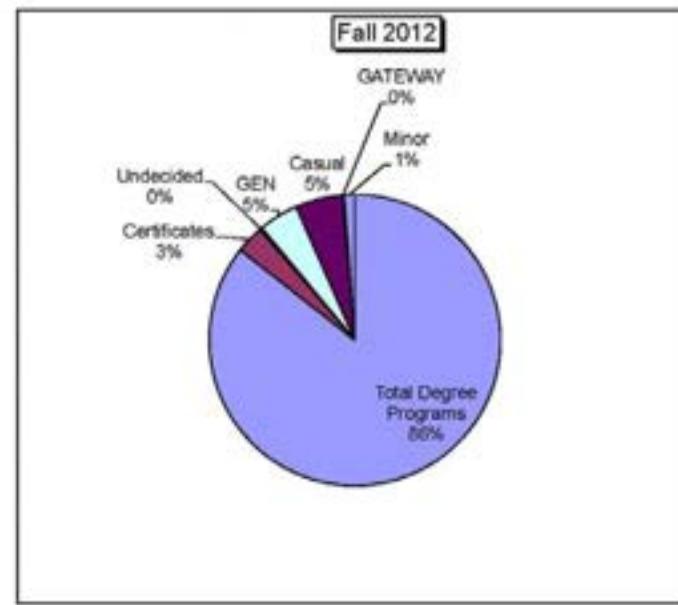
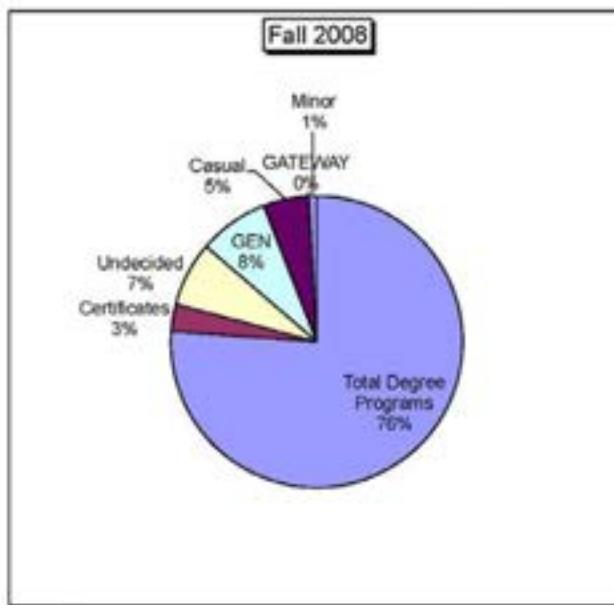
## Enrollment Management Planning Goals and Objectives

### Goal 4: Develop strategies to assist students in completing their college requirements and to graduation.

<u>OBJECTIVES</u>	<u>ACTIVITIES</u>	<u>OUTCOMES</u>	<u>LEAD RESPONSIBLE AREA(S)</u>
Implement Intrusive Advisement	Develop a process of identifying at risk students and assign faculty members to be intrusive advisors	Students will be more successful in meeting their academic goal and will graduate.	ESS Staff and Academic Affairs
Develop a faculty mentor program for developmental students	Faculty members will develop out of classroom support programs.	Developmental students will be successful and enroll in college-level classes.	ESS Staff and Academic Affairs
Develop a more efficient process for graduation assessment and notification.	Review degree audits for students that have earned 45 and 60 credits toward graduation.	Graduation rates will improve.	ESS Staff and Academic Affairs
Develop a process to identify and notify transfer students who left without graduating.	Contact those students who have transferred to 4 year colleges and have them transfer back credits so they can graduate from CCC.	Graduation numbers will increase.	ESS Staff and Academic Affairs

**Camden County College Student Enrollment**  
**Headcount by Degree Programs: Fall 2008 to Fall 2012**

Degree Programs	Fall 2008	% of Total Headcount	Fall 2009	% of Total Headcount	Fall 2010	% of Total Headcount	Fall 2011	% of Total Headcount	Fall 2012	% of Total Headcount
A.A.	1,893	12.5%	1,952	12.5%	3,026	19.5%	2,804	19.2%	2,537	18.4%
A.S.	7,023	46.2%	7,475	47.7%	7,272	46.9%	6,972	47.7%	6,724	48.7%
A.A.S.	2,625	17.3%	2,735	17.5%	2,666	17.2%	2,646	18.1%	2,510	18.2%
A.F.A.	28	0.2%	31	0.2%	33	0.2%	36	0.2%	36	0.3%
<b>Total Degree Programs</b>	<b>11,569</b>	<b>76.1%</b>	<b>12,193</b>	<b>77.8%</b>	<b>12,997</b>	<b>83.9%</b>	<b>12,458</b>	<b>85.3%</b>	<b>11,807</b>	<b>85.5%</b>
Certificates	454	3.0%	424	2.7%	367	2.4%	473	3.2%	428	3.1%
Undecided	1,088	7.2%	1,411	9.0%	26	0.2%	3	0.0%	36	0.3%
GEN	1,180	7.8%	875	5.6%	1,082	7.0%	750	5.1%	609	4.4%
Casual	762	5.0%	710	4.5%	718	4.6%	588	4.0%	723	5.2%
GATEWAY	0	0.0%	0	0.0%	0	0.0%	53	0.4%	24	0.2%
Minor	138	0.9%	51	0.3%	301	1.9%	262	1.8%	167	1.2%
Missing/No Program	7	0.0%	6	0.0%	2	0.0%	29	0.2%	13	0.1%
<b>Total Headcount</b>	<b>15,198</b>	<b>100.0%</b>	<b>15,670</b>	<b>100.0%</b>	<b>15,493</b>	<b>100.0%</b>	<b>14,613</b>	<b>100.0%</b>	<b>13,807</b>	<b>100.0%</b>



Source: Student Data Base

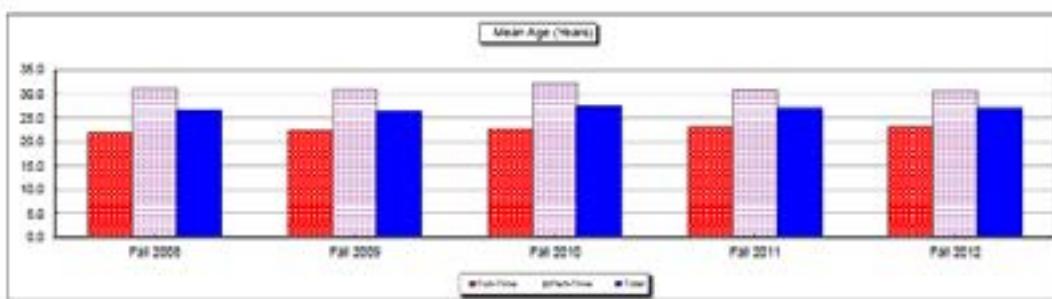
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**Camden County College Student Enrollment**  
**Enrollment by Age, Gender and Status**  
**Fall 2008 - Fall 2012**

AGE	Fall 2008				Fall 2009				Fall 2010				Fall 2011				Fall 2012			
	Male	Female	Unknown	Total																
18-24 Years Old	619	824	11	1454	661	789	9	1459	558	616	3	1236	671	869	2	1542	613	808	1	1212
19-20	1618	1745	15	3378	1514	1536	11	3561	1036	1602	18	3654	1298	1392	3	2965	1182	1364	9	2655
21-24	649	1548	8	2205	649	1124	8	2086	931	1056	6	1991	816	949	12	1799	747	888	9	1664
25-34	333	675	3	1011	423	584	3	1120	447	736	8	1182	476	728	6	1210	541	637	8	1186
35-44	32	102	0	244	81	271	0	352	153	271	0	378	111	268	1	387	115	258	1	385
45-54	22	85	1	108	34	111	1	147	46	109	1	180	45	116	0	166	42	121	0	173
55-64	3	8	0	11	11	17	0	28	13	19	0	31	8	23	0	45	17	32	0	48
65+Over	1	0	2	3	2	0	1	3	2	1	0	3	1	2	0	3	2	1	0	3
Unknown	0	4	0	4	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3297	4464	36	7799	3406	4813	30	8529	3531	4462	35	8023	3301	4165	32	7496	3184	3999	28	7211

AGE	Fall 2008				Fall 2009				Fall 2010				Fall 2011				Fall 2012			
	Male	Female	Unknown	Total																
18-24 Years Old	149	375	0	524	120	318	37	455	137	250	35	481	137	252	6	485	154	380	10	544
19-20	322	436	7	765	347	414	3	764	373	371	6	747	422	474	3	899	462	448	3	894
21-24	674	1585	13	2272	691	1293	12	1796	687	1030	15	1710	746	1012	9	1761	714	881	7	1702
25-34	399	1492	29	2711	565	1497	35	2354	566	1397	14	2099	567	1398	10	1903	602	1187	7	1936
35-44	291	899	18	1208	284	812	0	1088	296	731	10	997	280	836	6	932	238	883	7	795
45-54	178	553	18	745	143	506	12	661	196	523	16	695	186	445	8	617	157	385	13	588
55-64	97	202	14	233	78	175	8	227	150	317	18	436	87	236	5	362	77	173	20	219
65+Older	54	73	0	135	45	52	7	142	91	192	18	258	87	120	9	216	76	97	22	200
Unknown	17	19	0	46	7	4	1	6	0	0	0	6	19	1	4	24	0	0	0	0
TOTAL	2283	4558	115	7356	2332	4704	105	7141	2608	4774	158	7470	2806	4760	58	7118	2518	3984	94	6596



Mean Age (Years)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full-Time	21.9	22.4	22.8	23.1	23.2
Part-Time	31.4	31.1	32.3	30.9	30.7
Total	26.5	26.4	27.4	26.9	26.6

Source: CCMIS file  
File:EnrollAgeGender.xls

**Camden County College Student Enrollment  
Enrollment by Racial/Ethnic Group  
Fall 2008 - Fall 2012**

Camden County College																	
	White		Black		Hispanic		Asian		American Indian		Native Haw./Pacific Isl.		2 or More Races	Unknown/Other	Total		
	#	%	#	%	#	%	#	%	#	%	#	%					
Fall 2008	9253	58.2%	3252	21.4%	1383	9.1%	1063	7.0%	56	0.4%	New categories starting in Fall 2010 per the Federal Register		491	3.2%	15,198		
Fall 2009	9340	57.1%	3504	22.4%	1446	9.2%	1002	6.4%	55	0.4%	New categories starting in Fall 2010 per the Federal Register		711	4.5%	15,670		
Fall 2010	8306	63.2%	3312	21.7%	1641	7.8%	887	6.0%	83	0.6%	10	0.3%	172	0.3%	1203	0.0%	15,493
Fall 2011	7739	63.0%	3230	21.1%	1597	7.6%	778	5.5%	114	0.8%	44	0.3%	298	2.0%	1366	8.9%	14,613
Fall 2012	7156	51.8%	2609	21.3%	1732	12.5%	729	5.2%	90	0.7%	21	0.2%	337	2.4%	807	5.8%	13,807
Blackwood																	
	White		Black		Hispanic		Asian		American Indian		Native Haw./Pacific Isl.		2 or More Races	Unknown/Other	Total		
	#	%	#	%	#	%	#	%	#	%	#	%					
Fall 2008	7650	55.6%	2050	17.7%	715	6.1%	795	6.0%	47	0.4%	New categories starting in Fall 2010 per the Federal Register		391	3.4%	11,659		
Fall 2009	7566	53.5%	2235	18.5%	841	6.9%	792	6.5%	50	0.4%	New categories starting in Fall 2010 per the Federal Register		500	4.1%	12,117		
Fall 2010	7107	59.6%	2157	18.4%	889	5.9%	680	6.1%	61	0.7%	14	0.2%	129	0.4%	902	8.5%	12,005
Fall 2011	6411	59.4%	1929	16.0%	623	5.8%	598	5.5%	79	0.7%	30	0.3%	228	2.1%	889	8.2%	10,765
Fall 2012	5847	57.7%	1756	17.4%	944	9.3%	551	5.4%	73	0.7%	10	0.2%	273	2.7%	661	6.5%	10,133
Camden																	
	White		Black		Hispanic		Asian		American Indian		Native Haw./Pacific Isl.		2 or More Races	Unknown/Other	Total		
	#	%	#	%	#	%	#	%	#	%	#	%					
Fall 2008	410	36.7%	1203	48.3%	638	25.5%	201	8.1%	9	0.4%	New categories starting in Fall 2010 per the Federal Register		25	1.1%	2,493		
Fall 2009	418	35.4%	1339	49.7%	641	23.8%	185	6.9%	14	0.6%	New categories starting in Fall 2010 per the Federal Register		101	3.7%	2,696		
Fall 2010	395	33.3%	1132	46.4%	601	20.7%	152	6.3%	18	1.2%	6	0.6%	28	0.4%	119	9.1%	2,491
Fall 2011	392	35.1%	1187	46.0%	690	18.8%	134	5.1%	20	1.0%	12	0.5%	40	1.8%	307	11.8%	2,603
Fall 2012	294	12.7%	1059	45.7%	717	31.0%	121	5.2%	7	0.3%	1	0.0%	47	2.0%	70	3.0%	2,315
Rohrer Center - Cherry Hill																	
	White		Black		Hispanic		Asian		American Indian		Native Haw./Pacific Isl.		2 or More Races	Unknown/Other	Total		
	#	%	#	%	#	%	#	%	#	%	#	%					
Fall 2008	954	62.2%	235	15.2%	125	9.1%	164	10.6%	5	0.3%	New categories starting in Fall 2010 per the Federal Register		56	3.7%	1,551		
Fall 2009	950	58.8%	301	17.8%	172	10.2%	147	8.7%	6	0.4%	New categories starting in Fall 2010 per the Federal Register		104	6.2%	1,690		
Fall 2010	652	55.2%	252	17.0%	179	9.5%	119	7.9%	9	0.6%	5	0.4%	18	0.9%	128	9.9%	1,562
Fall 2011	598	54.7%	218	17.1%	115	9.0%	104	8.2%	6	0.5%	5	0.5%	22	1.7%	105	6.3%	1,275
Fall 2012	741	63.1%	273	19.6%	163	11.6%	95	6.8%	14	1.0%	2	0.1%	28	2.0%	80	6.7%	1,306
Regional Emergency Training Center - Blackwood																	
	White		Black		Hispanic		Asian		American Indian		Native Haw./Pacific Isl.		2 or More Races	Unknown/Other	Total		
	#	%	#	%	#	%	#	%	#	%	#	%					
Fall 2008																	
Fall 2009																	
Fall 2010																	
Fall 2011	172	76.8%	7	3.1%	6	1.6%	0	0.0%	1	0.4%	0	0.0%	2	0.9%	26	17.0%	224
Fall 2012	179	80.1%	9	4.3%	7	3.4%	3	1.4%	1	0.5%	0	0.0%	1	0.5%	8	3.6%	208
Distance Education - Online																	
	White		Black		Hispanic		Asian		American Indian		Native Haw./Pacific Isl.		2 or More Races	Unknown/Other	Total		
	#	%	#	%	#	%	#	%	#	%	#	%					
Fall 2008	1250	68.9%	341	18.5%	125	6.9%	70	3.9%	1	0.1%	New categories starting in Fall 2010 per the Federal Register		27	1.5%	1,814		
Fall 2009	1335	64.9%	440	21.4%	131	6.4%	98	4.8%	5	0.2%	New categories starting in Fall 2010 per the Federal Register		47	2.3%	2,058		
Fall 2010	1263	60.5%	479	23.0%	164	7.9%	83	4.0%	13	0.6%	5	0.5%	17	0.8%	67	3.2%	2,066
Fall 2011	1321	58.7%	515	22.9%	158	7.0%	93	4.1%	20	0.9%	2	0.1%	50	2.2%	93	4.1%	2,252
Fall 2012	1265	59.2%	445	20.8%	215	10.1%	66	3.2%	16	0.7%	3	0.1%	47	2.2%	77	3.6%	2,136

In the Student Information System, headcounts are based on actual course enrollments. Therefore, a student can be enrolled at multiple locations and are counted at each location.

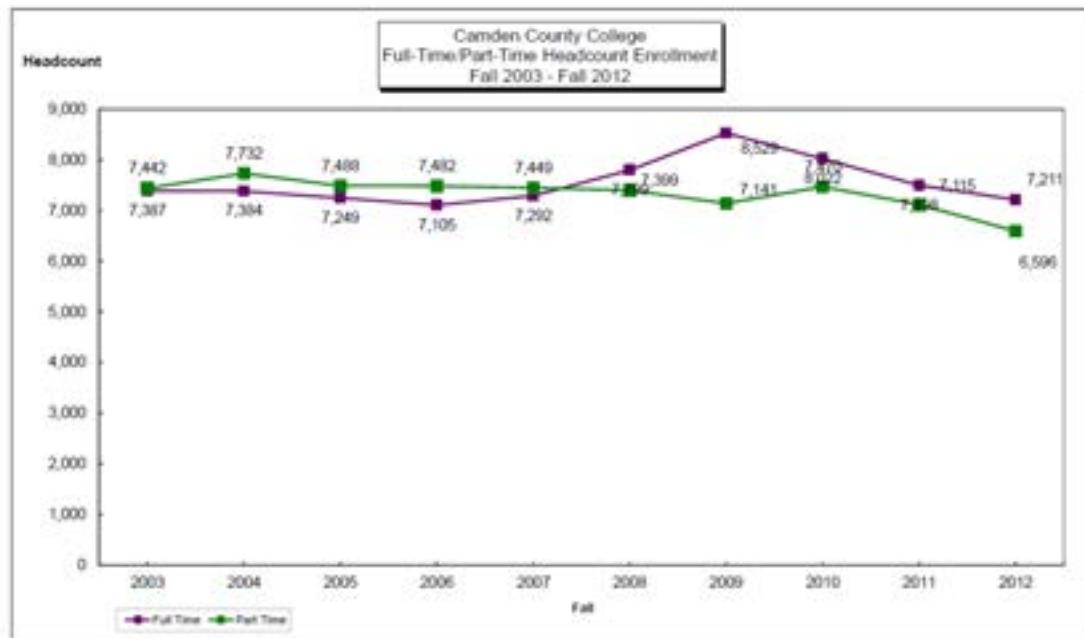
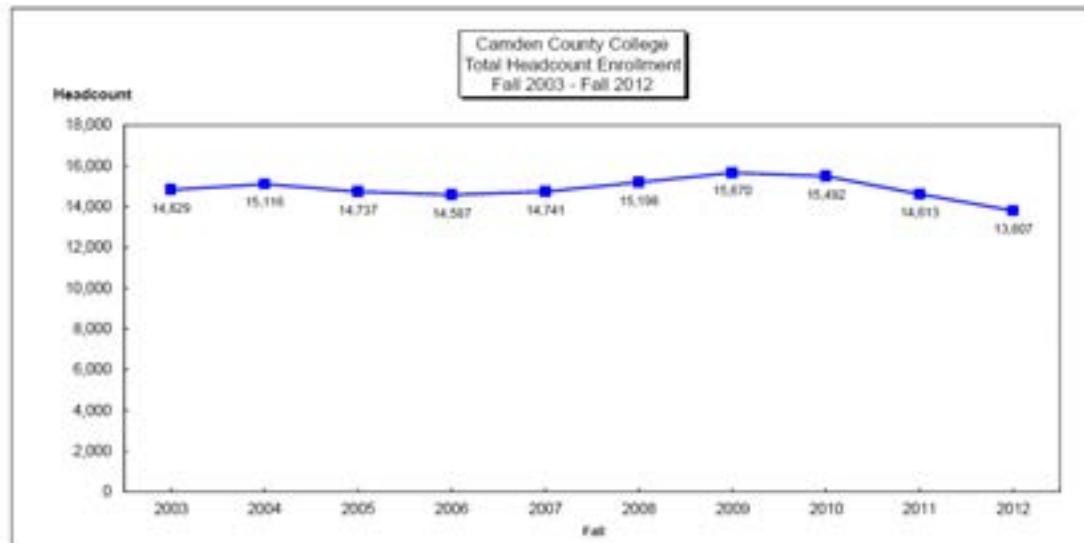
\*Fall 2010 updated in Spring 2012

Source: SURE Files

PhiBetaEdu@ccs.edu

**Camden County College**  
**Headcount Enrollment by Status**  
**Fall 2003 - Fall 2012**

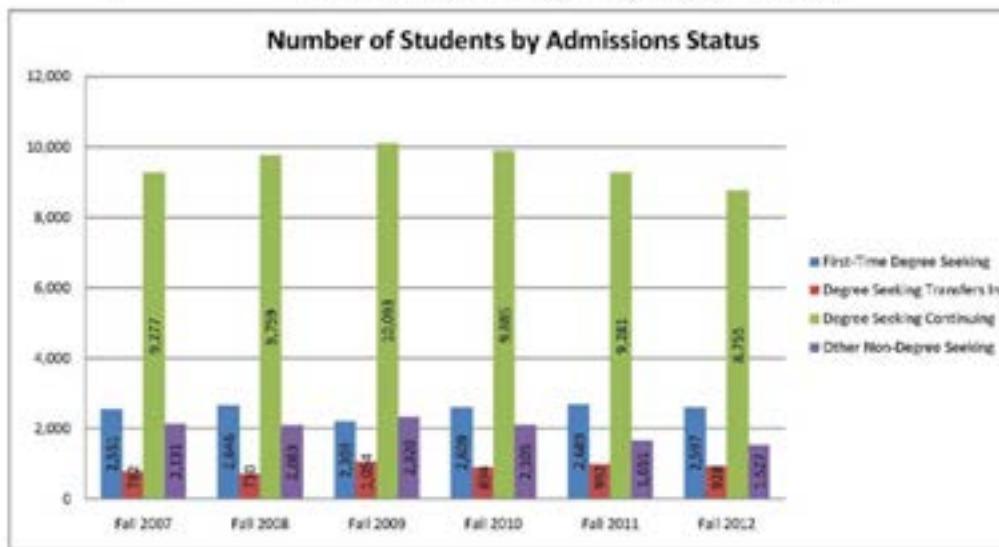
Headcount	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Full Time	7,367	7,384	7,249	7,105	7,292	7,799	8,529	8,022	7,498	7,211
Part Time	7,442	7,732	7,488	7,682	7,449	7,399	7,141	7,470	7,115	6,596
Total	14,829	15,116	14,737	14,587	14,741	15,198	15,670	15,492	14,613	13,807



Source: SURE Net

### Number of Students by Admissions Status

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
First-Time Degree Seeking	2,551	2,646	2,203	2,609	2,589	2,597
Degree Seeking Transfers In	782	710	1,054	894	992	928
Degree Seeking Continuing	9,277	9,759	10,093	9,885	9,281	8,755
Other Non-Degree Seeking	2,131	2,083	2,320	2,105	1,651	1,527
Total	14,741	15,198	15,670	15,493	14,613	13,807



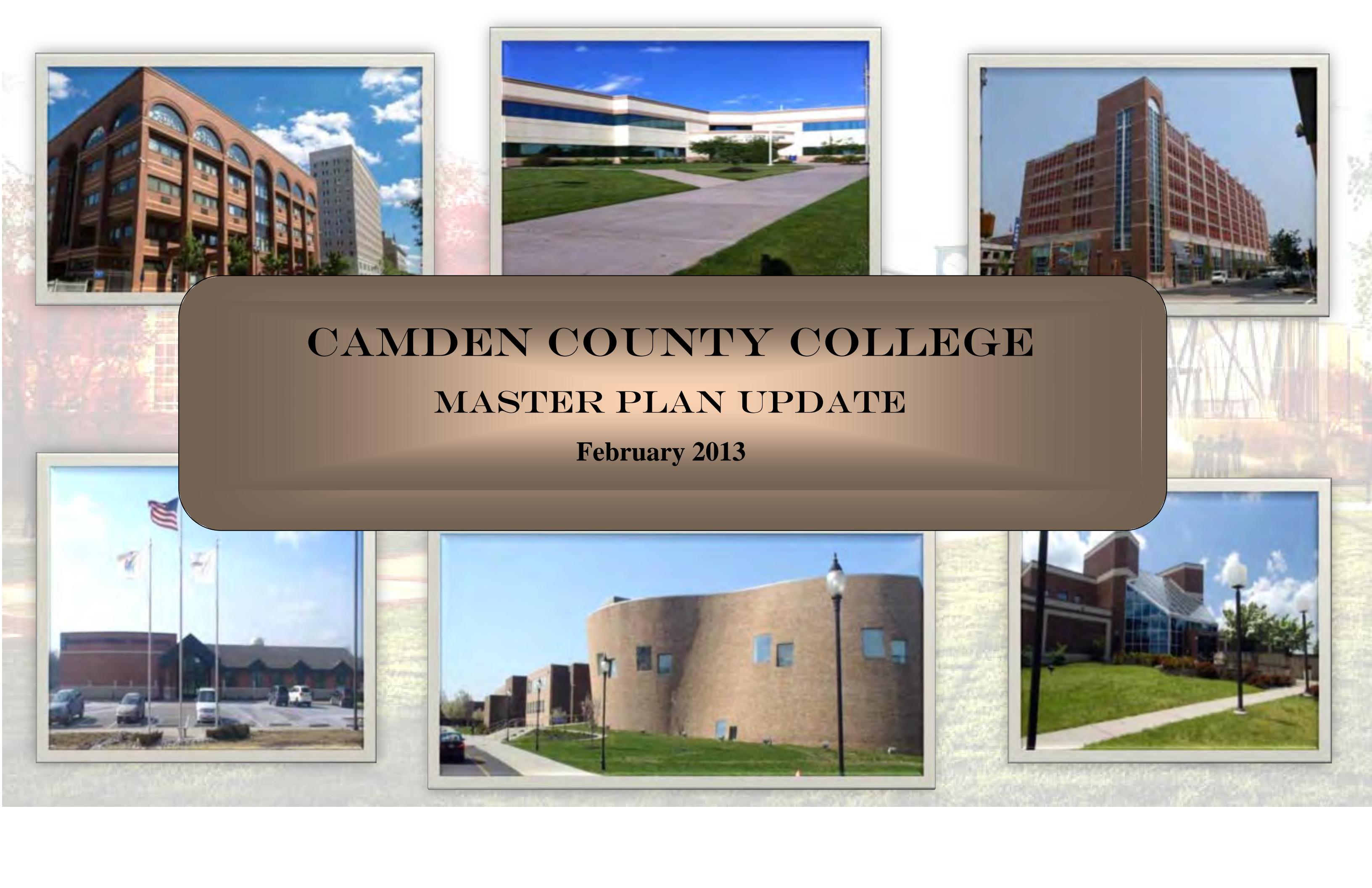
**Camden County College**  
**Full-Time Equated Enrollments (FTE) by Campus**  
**FY2008 to FY2013**

	Summer 2007		Fall 2007		Spring 2008		FY 2008	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,103	1,274	104,356	6,957	97,032	6,469	220,491	7,350
Camden	2,674	178	18,298	1,220	18,083	1,206	39,055	1,302
Cherry Hill	3,397	226	6,844	456	7,551	503	17,792	593
Off Campus/Other	742	49	3,491	233	9,558	637	13,791	460
Distance Education	4,636	309	7,194	480	8,635	576	20,465	682
Total	30,552	2,037	140,183	9,346	140,059	9,391	311,594	10,386
	Summer 2008		Fall 2008		Spring 2009		FY 2009	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,637	1,309	106,738	7,116	101,990	6,799	228,365	7,612
Camden	2,960	197	20,127	1,342	19,170	1,278	42,257	1,409
Cherry Hill	3,681	245	8,328	555	8,039	536	20,048	668
Off Campus/Other	587	39	3,713	248	9,407	627	13,707	457
Distance Education	5,454	364	8,176	545	10,609	707	24,239	806
Total	32,319	2,155	147,082	9,805	149,215	9,948	328,616	10,954
	Summer 2009		Fall 2009		Spring 2010		FY 2010	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,424	1,295	112,164	7,478	106,825	7,122	238,413	7,947
Camden	3,442	229	21,986	1,466	20,161	1,344	45,589	1,520
Cherry Hill	3,303	220	8,287	552	8,228	549	19,818	661
Off Campus/Other	452	30	3,521	235	8,899	593	12,872	429
Distance Education	6,198	413	9,773	652	12,115	808	28,086	936
Total	32,819	2,188	155,731	10,382	156,228	10,415	344,778	11,493
	Summer 2010		Fall 2010		Spring 2011		FY 2011	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	18,899	1,260	107,649	7,177	97,683	6,512	224,231	7,474
Camden	3,685	239	19,783	1,319	19,812	1,321	43,180	1,439
Cherry Hill	3,338	223	7,806	520	7,050	470	18,194	606
Off Campus/Other	651	43	3,242	216	7,859	511	11,552	385
Distance Education	6,533	436	10,142	676	11,911	794	28,586	953
Total	33,008	2,200	148,622	9,908	144,115	9,608	325,743	10,858
	Summer 2011		Fall 2011		Spring 2012		FY 2012	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	17,073	1,138	98,198	6,547	89,546	5,970	204,617	6,827
Camden	3,595	240	21,172	1,411	19,939	1,329	44,706	1,490
Cherry Hill	2,945	198	6,408	427	6,583	439	15,936	531
Off Campus/Other	403	27	2,320	155	6,592	439	9,315	311
Distance Education	6,866	458	11,380	759	12,930	862	31,176	1,039
Regional Emergency Training Center			920	61	568	38	1,488	50
Total	30,882	2,059	140,398	9,360	136,158	9,077	307,438	10,245
	Summer 2012		Fall 2012		Spring 2013		FY 2013	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	14,509	987	93,205	6,214	0	107,714	3,590	
Camden	3,321	221	20,051	1,337	0	23,372	779	
Cherry Hill	2,848	190	7,634	509	0	10,482	349	
Off Campus/Other	308	21	2,059	137	0	2,367	79	
Distance Education	6,900	465	10,843	723	0	17,823	594	
Regional Emergency Training Center	157	10	844	56	0	1,001	33	
Total	28,123	1,875	134,636	8,976	0	162,759	5,425	

Source: SURE Files  
File: creditsFTE.xls

## Camden County College Academic Year Grade Distribution

2012-2013 YTD (SP 13 Not included)			2011-2012		2010-2011		2009-2010	
A	13,504	26%	25,787	26%	27,279	26%	27,873	25%
AU	747	1%	1,549	2%	2,531	2%	1,728	2%
B	13,563	26%	25,067	25%	26,576	25%	28,445	26%
C	9,251	18%	16,927	17%	17,406	17%	18,827	17%
D	2,417	5%	4,692	5%	4,822	5%	5,328	5%
F	4,745	9%	9,878	10%	9,972	9%	10,357	9%
MP	284	1%	436	0%	490	0%	625	1%
NA	2,250	4%	4,634	5%	4,815	5%	5,321	5%
P	518	1%	574	1%	571	1%	649	1%
W	4,061	8%	8,877	9%	9,656	9%	9,813	9%
XA	661	1%	1,189	1%	1,245	1%	1,270	1%
Blank/ Incomplete /RV	638	1%	49	0%	32	0%	74	0%
<b>Grand Total</b>	<b>52,639</b>	<b>100%</b>	<b>99,659</b>	<b>100%</b>	<b>105,395</b>	<b>100%</b>	<b>110,310</b>	<b>100%</b>



# CAMDEN COUNTY COLLEGE

## MASTER PLAN UPDATE

February 2013



CAMDEN  
COUNTY  
COLLEGE

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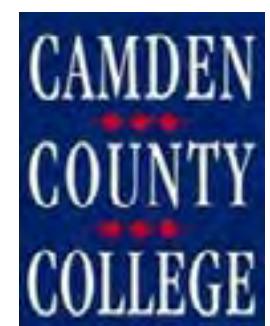
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## EXECUTIVE SUMMARY

Camden County College serves as a higher educational resource for Camden County in Southern New Jersey. Camden County College embraces its role as an educational leader for the surrounding community through its programs and services. The four campuses making up Camden County College are distinctive, yet have a common mission.

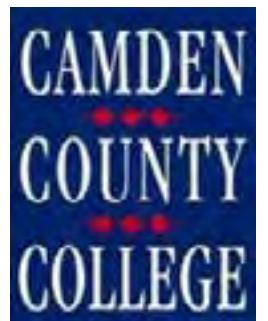
The Blackwood campus sits within a traditional collegiate setting and provides the majority of the College's programs. The Camden campus focuses on an urban mission to support the economic development of the city and county through numerous degree courses, GED programs, workforce education, and training. The Cherry Hill Rohrer Center is an expanding location for degree completion programs serving the northern end of our county. The recently acquired Regional Emergency Training Center (RETC) in Lakeland serves as the hub for business and industry training and as the regions premier emergency training center serving the continuing educational needs of local fire, police, and emergency medical

services. In 2011, the College accepted responsibility for the Camden County Police Academy in a joint venture with the Camden County Prosecutors Office and relocated the reinvigorated academy to the RETC. Additionally, in 2010 Camden County College assumed management of all county adult continuing education programs developing and teaching adult programs at the Camden County Technical Institute in Sicklerville. At all five locations sufficient physical capacity is needed to support the comprehensive mission of the College and the distinct role of the individual campuses.

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



Blackwood Campus circa 1969



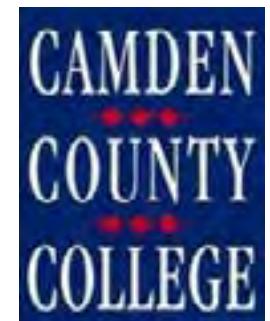
update provided some background on the items identified in the original plan as well as recommendations for future improvement and development. Since 2004, the College has endeavored to meet its goals and objectives as outlined in the 2001 plan. In 2013, an updated Master Plan was created to address the College's revised goals for the next three to five years. The following sections detail the elements of the 2001 Camden County College Master Plan integrating the 2013 Update. 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.



In 2001 Camden County College developed a master plan in order to create a strategy for future renewal, replacement, and development of the facilities at each Campus. The plan was created as a guideline that defined and recommended facility improvements to accommodate the program and academic needs at that time. The Plan provided goals to improve the College Building and Grounds to support its academic needs and improve its identity.

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.

The College has initiated this 2013 Campus 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.



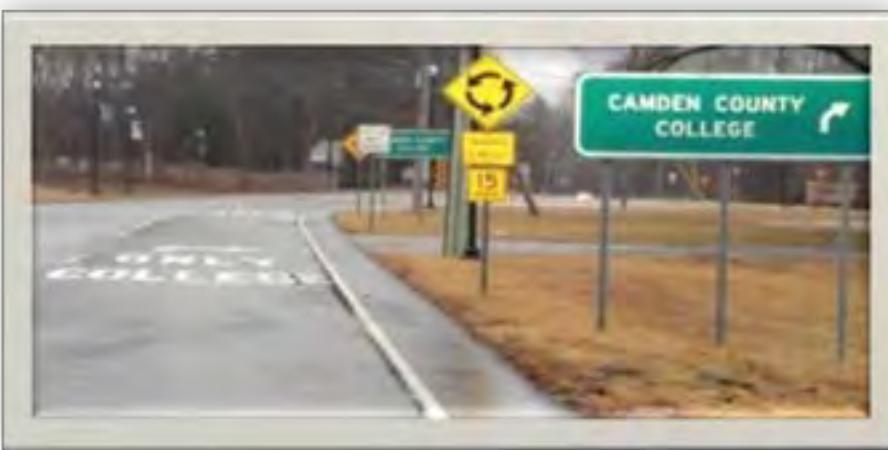
## SECTION 1: INTRODUCTION

### 1.1. College Programs and Goals

Camden County College serves as a higher educational resource for Camden County in Southern New Jersey. The College embraces its role as an educational leader for the surrounding community through its programs and services. In accordance with the Camden County College Strategic Plan this Master Plan shall comply with and compliment the goals and objectives set forth in 2010 Strategic Plan.

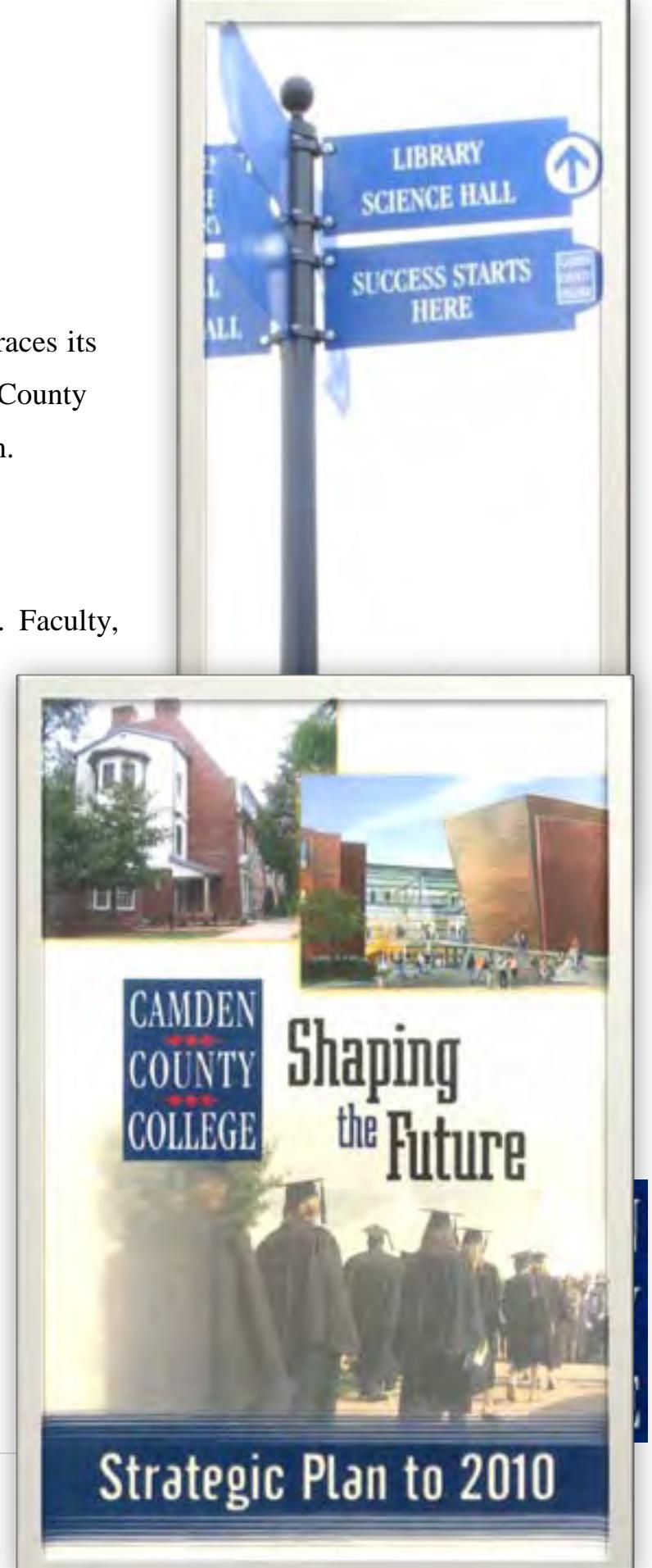
#### VALUES

Camden County College provides its students with the opportunities and support they need to reach their academic goals. Faculty, administrators and staff work together to achieve this aim, and we make a commitment to our students and each other to operate according to basic institutional values:



- Respect for individual differences
- Honesty and integrity in all that we do
- Civility and courtesy in all interactions
- Industrious pursuit of excellence in our work

These values define a trusting, cooperative academic community that is open to new ideas and a diversity of opinions, convictions and methods of inquiry. We strive to resolve disagreements through discussion and make decisions based on sound



and ethical judgments. Everyone in this academic community shares the goal of creating and sustaining an environment that supports individual student success.

## **VISION**

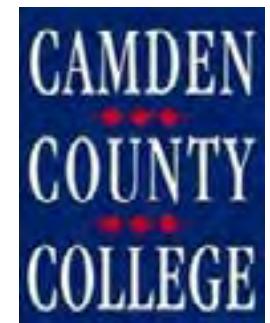
Camden County College enhances the quality of life in Camden County by preparing students to live and work in a global economy. The College further fulfills its responsibility to the citizens of Camden County by creating a skilled and stable local workforce; by encouraging enlightened civic engagement; by providing an avenue of social mobility; and by serving as a destination for cultural and recreational activities. All who study, visit or work at our four College locations will find comfortable, safe and attractive settings designed to sustain a vibrant academic community characterized by imaginative teaching, caring student services, energetic management and collegial discussion of diverse ideas and opinions.

## **MISSION**

Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate degree programs, occupational certificate programs, and non-credit courses and customized job training. The College welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career and continue their education. The College responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its citizen

## **GOALS**

To accomplish its mission, Camden County College develops a strategic agenda and continually assesses its progress toward the fulfillment of these goals; Programs and services will enable students to achieve academic success and career competence, to pursue further higher education and to identify and develop their personal attributes. General education courses will develop students' intellectual skills, knowledge and habits of mind that enrich their lives and enable them to participate in a democratic society. Developmental courses will enable students to gain skills needed for college-level work. Continuing education courses and programs will provide cultural, social and recreational activities to enrich the community. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities. Partnerships with schools and colleges, public agencies, corporations, foundations and other entities will enhance educational quality, student opportunities and economic development. Training programs for business and industry will provide continuous learning opportunities, including academic degrees. The College will serve as a good steward of its financial, physical and human resources. Programs will provide students with the understanding and skills they need to adapt to changing international conditions and to compete in a global economy. The College will provide a technology-rich environment that supports teaching, learning and working.





## 1.1 Planning Process

In 2001 Camden County College created a campus master plan to create a strategy for future renewal, replacement and development of facilities at each campus. The primary objective of the master plan is to help the College support its mission and strategic plan values that specify: *"All who study, visit or work at our three College locations will find comfortable, safe and attractive settings that are designed to sustain a vibrant academic community characterized by imaginative teaching, caring student services, energetic management and collegial discussion of diverse ideas and opinions."*

The 2001 plan included an evaluation of three campuses of Camden County College that perform distinct functions. The Blackwood campus sits within a "traditional" collegiate setting and provides the majority of the College's programs. The Camden campus focuses on the urban mission of sustaining the educational backbone of the City. It provides opportunities for associate and baccalaureate degrees in business, health, and liberal arts. The Camden Campus also houses programs for Rowan University. The Rohrer Center located in suburban Cherry Hill serves the expanding needs for degree completion programs for the northern end of our county.

Campus planning is a tool for defining the needs of a campus and how these needs may be resolved. The campus master plan becomes a "roadmap" for future improvements, expansion, and development of buildings and grounds. The master plan can also be used as a tool for evaluating development proposals. The beauty of a campus master plan is its flexible nature. Campus plans are created based on current needs and realities of funding sources. With the appropriate support, especially financial, an individual project may come to the forefront. Of course, the individual project must still meet the overall goals and mission of the College. The three key reasons for developing a campus master plan for the Camden County College are summarized below:

- 1) Confirm Campus Planning Strategies
- 2) Ensure a Practical & Realistic Implementation of Strategies
- 3) Strength Identity & Image

These campus needs and goals were identified, analyzed and refined as part of the master planning process for Camden County College in 2001. Camden County College has completed many improvements as recommended in the 2001 Master Plan as well as the 2004 Updated Plan. In addition the college has developed and completed other improvements that were realized and necessary towards satisfying the mission. In 2012, the College reviewed the 2004 Master Plan, and determined that once again the time had come to refine the direction of the 2001 plan. As the Kevin G. Halpern Hall for Science and Health Education came to fruition other priorities and deficiencies became apparent. Along with changes in funding opportunities, new revisions began to



evolve requiring adjustments in the direction of the existing Master Plan. It was determined that a new plan was not necessary since the general mission and direction of the original 2001 plan was still in line with the goals and objectives of the College.

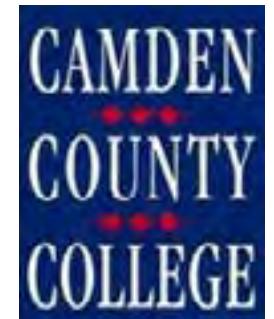
### **1.3 Recommendations**

In order to meet the goals of the mission revised recommendations were established to improve the learning environment including:

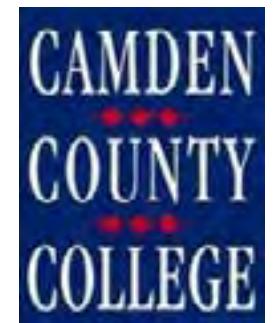
- The creation of areas for students and the community to gather;
- Provide technological resources and support, new student support services and administration facilities;
- Demolition of buildings that are beyond useful life;
- Energy efficient replacement of environmental control equipment;
- Development of workforce training facilities; and
- Continued building improvements.

The Camden Campus academic/parking structure was being designed at the time of the 2001 report. It is now complete and has been in use for approximately 9 years. The William G. Rohrer center was constructed prior to the 2001 Master Plan. The building currently is not able to meet the goals of the College and requires an addition to provide classrooms, workforce training and general Sciences labs.

The Blackwood Campus has 21 buildings of all sizes, configuration and ages. There were many deficiencies related to the lack of space and quality of space for students reported in the 2001 Plan. Many buildings were and still are outdated in terms of access, technological resources, and overall campus program integration. In order to meet the mission of the College it was reported that significant improvements to the campus buildings and grounds would be necessary. Although the College is committed to meeting these goals, there is still a great deal to accomplish to finish the plan. Several new directions include development and renovation of buildings to be program specific, expansion of facilities in collaboration with another New Jersey College or University for expansion of four year programs, upgrading all environmental control systems to address energy efficiency and comfort, and focus on the future needs of developing technology.



In addition to the programmatic needs for more buildings and grounds improvements there exists a need to further expand parking, redefine open space, and create public/private partnerships for the development of the available open space. Since 2004, the College has engaged in researching ways of supplementing the traditional means of funding the growing costs of operating a Community College while local, state and federal funds decline. Several projects have studied the benefits of the potential for land development on the non-academic zones surrounding all campuses, the RETC and Rohrer Center. Further exploration is critical to finding ways of meeting the needs of an expanding academic process, addressing workforce development and finding alternate funding streams through partnerships.



## SECTION 2: EXISTING CONDITIONS

### 2.1 Existing Campus Settings

#### ***Blackwood Campus***

The main campus, situated in the southeast edge of Gloucester Township, New Jersey is located approximately 12 miles south of Camden and consists of about 350 acres. This large tract of land includes natural features such as a lake, creeks, woods, and wetlands. The campus itself comprises groupings of freestanding, one to three-story structures, built over a time period ranging from the 1940's to the present. This group of buildings sits upon relatively flat and open high ground that is ringed by natural areas to the north, south, and west. The campus property is bounded to the east by Peter Cheeseman Road, to the north by College Drive (Route 673), and to the west by Highway 42. Residences and the Hickstown Community Park border the campus property to the south along Turnersville-Hickstown Road. Some light industry and residential areas are situated adjacent to the campus property to the west.



The natural areas within the Blackwood campus property include a ravine formed by Holly Run Creek.

Holly Run Lake lies in the ravine near the north edge of the property. Typically, the low-lying areas to the west and south contain freshwater wetlands, bounded by the wooded slopes of the ravine. These wetlands have been designated with a 50-foot buffer as part of a freshwater wetland area. Development is not permitted within this zone. An area of approximately 15 acres in the southeastern portion of the Blackwood campus has been identified by the Camden County Environmental Commission (CCEC) as a protected area. The swamp pink (*Helenians balata*) plant, listed as an endangered species, was found within this area and is to be protected against detrimental conditions due to recreational activities and development; including the introduction of increased storm water runoff into this designated area as a result of upland development. The College has dedicated almost one hundred acres of land around the protected area as a means of assuring the safety of the endangered flora.

In addition, Camden County College owns approximately 20 acres of land located northwest of College Drive, adjacent to the Blackwood campus. This tract of land is currently undeveloped and is characterized by second growth forest.

### ***Blackwood Campus (continued)***

Blackwood is the College's largest and most comprehensive campus in terms of educational offerings, available services and range of facilities. This comprehensive educational setting is accented with such areas of focus as the Arts, Humanities, and Social Sciences; Business, Computers, and Technology; Math and Science Education; Nursing, Health Science and Human Services; and Transitional Studies programs. The Blackwood campus has twenty-one significant buildings of varying age and quality that provide approximately 700,000 gross square feet of total building area.

Based on the 2001 Master Plan, the College has varying scattered uses that contain administrative, academic, maintenance, and public and student services. Since that time the College has moved toward more efficient management of departmental resources and personnel by establishing program centralization by building. For instance, the Halpern Hall of the Sciences now holds all science and health science labs whereas, in the past, labs were housed in at least three different buildings.

The College is currently in the process of relocating the business administration offices from the Wilson buildings to the previously named Helene Fuld School of Nursing. This building formally owned by Virtua Health Care was recently purchased by Camden County College to centralize all administrative functions into a single building thereby increasing efficiencies. In addition, the College currently has completed plans ready for construction to renovate the Taft Hall Building. Taft Hall is a 40,000SF facility that formally contained the Math Science and Health Care (MSHC) programs. The renovations will provide an all inclusive "One stop" for student services along with general classrooms.



Directly adjacent to Taft Hall stands the recently completed Kevin G. Halpern Hall for Science and Health Education. Halpern Hall provides a state of the art science facility with new equipment and technology consistent with the industry standards. The building consists of 20 Science Lab, 4 Health care labs, 25 General Classrooms, a 28 chair dental and material learning lab. There are many faculty administrative offices for each of the programs located adjacent to or in close proximity of the classrooms and labs.

## **Camden Campus**

The Camden Campus is located in the University District of the City of Camden. This is an urban area experiencing an exciting revitalization driven almost entirely by the development and expansion of three educational institutions: 1) Rutgers University; 2) Rowan University; and 3) Camden County College as well as the expansion of



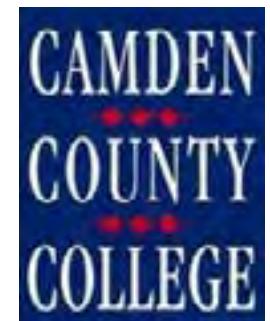
medical facilities spearheaded by Cooper Hospital. The Camden County College Camden Campus consists of two multi-story buildings:

1) College Hall – a five-story classroom and office building that occupies about half of a city block located at Cooper Street and Broadway. This facility is shared with a term-lease partnership with Rowan University; and

2) The Camden Technology Center (CTC) – a technology rich classroom building with a 600 space parking facility above the academic and office spaces. Integrated into the CTC is the Camden Conference Center, a full service catering center with auditorium available for private and corporate rentals, and the Barnes and Noble University District Bookstore which includes a full service Starbucks Café.



Camden County College's mission on the Camden campus is to provide access to affordable higher education programs for city and county residents, particularly in the curricular sectors of allied health careers, business and liberal arts. New areas of growth are in higher education development and general equivalency programs to further meet the educational needs of the community. The limited space on this campus requires agreements with Rutgers University to access classroom space and physical education programs on the adjacent Rutgers Camden Campus. Additionally, research is underway to find more classroom space in buildings adjacent to or near the current Camden Campus buildings.



### **William J. Rohrer Center – Cherry Hill**

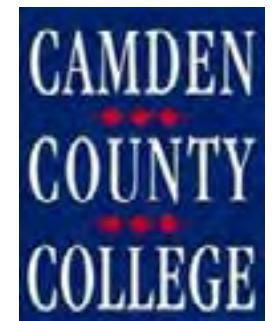


The Rohrer Center is a single building located in a suburban environment at the heavily travelled intersection of Springdale Road and Rt 70. The two story facility contains 12 classrooms, conference space, bookstore, cyber-café, library and administrative space. This additional location supports a growing selection of curriculum offerings to better serve the Cherry Hill area. The limited number of classrooms along with a growing call for additional College courses has created a need for the construction of an addition to the Rohrer Center. Essentially the Center remains as constructed in 2000 with the exception of expanded computer and science labs to meet the changing needs of the community.

### **Regional Emergency Training Center – Lakeland, Gloucester Township**

Camden County College acquired the Camden County Regional Emergency Training Center (RETC) in 2011, as another move toward centralizing shared services with the county affiliate agencies. The RETC is located on 31 acres in the Lakeland Section of Gloucester Township. Two structures and a fire training ground make up the developed part of the property. The main building is a conference center that houses classroom space, an auditorium and support staff offices. Attached to the main building is a fire training garage facility. A second smaller building on the property is the location of the College's police academy consisting of four classrooms and support staff offices. The fire training grounds make up the remainder of the developed RETC property. This consists of various training and storage buildings all of which contain the equipment and operational training facilities instrumental to the basic and continuing education of all county emergency services personnel.

The RETC was already a premier training site for county fire, police and emergency medical personnel. When the College accepted management of the County Police Academy earlier in 2011 it was a natural fit for the College to continue the centralization of the education and training needs for the county's emergency services personnel. To further enhance this effort and centralization concept the College relocated its continuing education offices to the RETC thereby creating a true *one-stop* operation for all continuing education needs in the county.



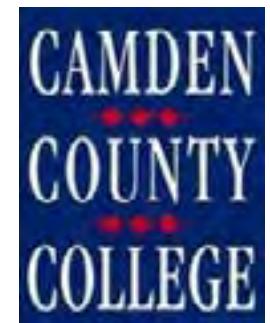
## 2.2 Current Facility Condition

### ***Existing Facility Conditions- Blackwood Campus***

The physical condition of the facilities has improved over the years with the completion of several substantial projects. However many improvements are still needed to continue the College mission and strategic goals. The majority of the older (1950 through 1970's) buildings have condition issues ranging from poor insulation, old windows, outdated environmental and mechanical systems and other building envelope conditions. Significant improvements are necessary for long term use. The buildings constructed after the mid-1980's are in fair condition. The following is a summarized evaluation:

- **Physical & Infrastructure**

- Effective facility use of classrooms is hampered by the absence of sufficient technology resources. The absence of sufficient electrical and technological infrastructure prevents installation of integrated video projection equipment and all-class Internet communications.
- The quality of classroom resources suffers as a result of the presence of cosmetic deficiencies such as outdated equipment and room finishes.
- Many of the campus facilities are still furnished with obsolete instructional equipment.
- Instructional lab and art facilities for theater and the arts in Lincoln Hall, for example carved out of former gymnasium were never fully retrofitted or equipped for their current uses.
- Substantial deferred maintenance needs especially in environmental control equipment (HVAC) substantially reduces the comfort levels of many spaces and limits the usability of certain spaces.
- Additional computer labs and computer instructional facilities are needed to meet current demand.
- Older facilities were built with limited space for faculty offices and student/faculty or student/student interaction areas. With increased educational emphasis on collaborative and interdisciplinary efforts, it is important to have a variety of spaces to support small group interaction.
- There is a growing trend toward larger classrooms in the County College educational environment. The College has drifted away from this concept and new space should be developed to be more modular in design thus permitting expansion and contraction of educational space as needed.
- Continuing education occupational skills training is limited substantially by the comparative lack of dedicated continuing education training facilities and the extreme difficulty of coordinating the scheduling of the same spaces over time for both credit and continuing education programs.



- **Accessibility**

Lincoln Hall has limited wheel chair accessibility due to the varying finished floor elevations. Other buildings have varying levels of accessibility and require updating.

- **Athletic/ Recreational Areas:**

- The track is unsuitable for long term use and should be replaced. The basketball court, baseball, softball and soccer fields are designated as fair in condition. The outdoor athletic/recreational facilities should be reconfigured and upgraded to support long term use.

- **Vehicular Parking and Circulation**

- The vehicular circulation at the Blackwood campus has been substantially improved as a result of recent projects. The projects addressed campus entrances, circulation, transit routes and parking. Reconfiguration of the parking lots and installation of an inner campus road including a roundabout at the College Drive entrance has made a major impact on the traffic flow travelling to and from the College. Parking areas generally surround the academic core and are located adjacent to the new campus ring road. The majority of the parking is currently provided along Peter Cheeseman Road. One large isolated parking lot adjacent to Lincoln Hall provides some parking for the western portion of the campus.



- The isolation of buildings, such as the Laser Institute, makes accessibility from designated handicapped parking areas difficult.

- Parking remains limited which requires the lease of a vacant gravel lot on the east side of Peter Cheeseman Road. This is deemed only a short term solution and the need for additional parking remains a necessity.

- For the benefit of developing the open spaces on the Blackwood Campus a multi-level parking structure should be considered over expanded asphalt surface parking.

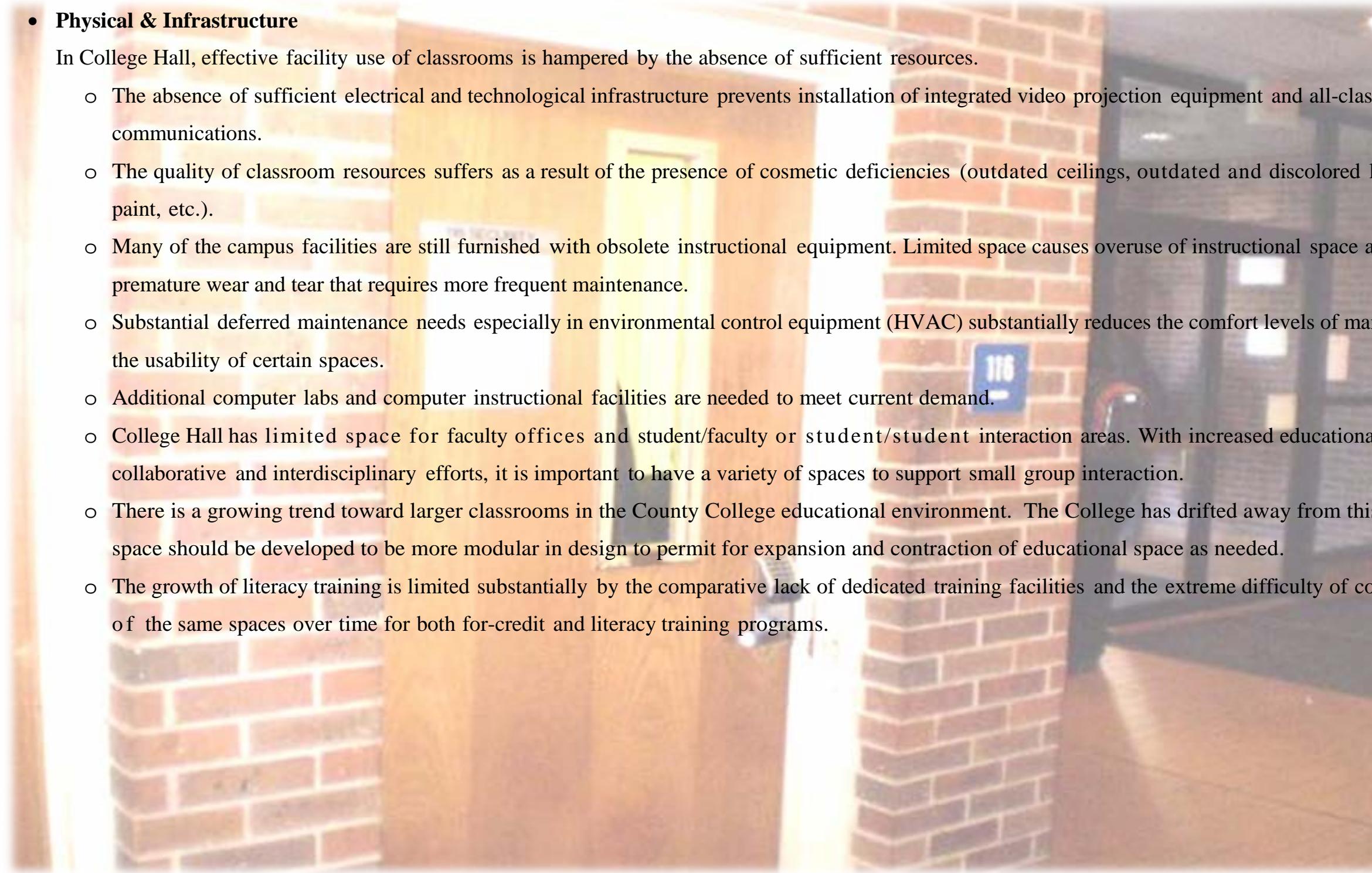


## **Existing Facility Conditions- Camden Campus**

- **Physical & Infrastructure**

In College Hall, effective facility use of classrooms is hampered by the absence of sufficient resources.

- The absence of sufficient electrical and technological infrastructure prevents installation of integrated video projection equipment and all-class Internet communications.
- The quality of classroom resources suffers as a result of the presence of cosmetic deficiencies (outdated ceilings, outdated and discolored lighting, need for new paint, etc.).
- Many of the campus facilities are still furnished with obsolete instructional equipment. Limited space causes overuse of instructional space and facilities causing premature wear and tear that requires more frequent maintenance.
- Substantial deferred maintenance needs especially in environmental control equipment (HVAC) substantially reduces the comfort levels of many spaces and limits the usability of certain spaces.
- Additional computer labs and computer instructional facilities are needed to meet current demand.
- College Hall has limited space for faculty offices and student/faculty or student/student interaction areas. With increased educational emphasis on collaborative and interdisciplinary efforts, it is important to have a variety of spaces to support small group interaction.
- There is a growing trend toward larger classrooms in the County College educational environment. The College has drifted away from this concept and new space should be developed to be more modular in design to permit for expansion and contraction of educational space as needed.
- The growth of literacy training is limited substantially by the comparative lack of dedicated training facilities and the extreme difficulty of coordinating scheduling of the same spaces over time for both for-credit and literacy training programs.



In both College Hall and CTC, space for storage in this facility are very limited especially for custodial and maintenance supplies. The College Hall building does not have an emergency generator. The emergency lights and exit signs are battery back-up supported for egress purposes should there be a power outage. It is strongly recommended that a new generator be purchased that will not only provide emergency lighting, but potentially full building power for lighting and HVAC equipment so that College operations could continue even with a loss of power to the campus.

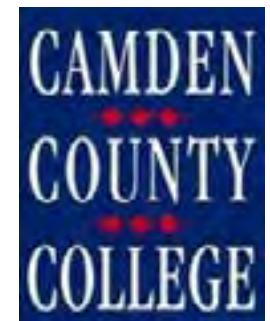
The CTC building does have an emergency generator that only provides limited power, for the requisite number of lights for egress purposes should there be a power outage. The existing generator was installed during the original building construction, however; it is strongly recommended that a new generator be purchased that not only provides emergency lighting, but potentially full building power for lighting and HVAC equipment so that College operations could continue even with a loss of power to the campus. In both the College Hall and the CTC buildings, the College has experienced shutdowns due to lack of water pressure from United Water, the City's water supplier. It is recommended that at the very least that in CTC the College pursue the purchase and installation of new domestic water circulator pumps, water filtration system and water storage tank.



## **Existing Facility Conditions- Rohrer Center**

- **Physical & Infrastructure**

- Additional instructional space, computer labs and computer instructional facilities are needed to meet potential demand.
- The Center was designed and built with the future plan of doubling the initial space with a second building or substantial addition. Without completing this plan the space is limited and prevents the site from reaching its ultimate potential as a significant instructional facility of higher education in the northeast neighborhoods of Camden County. The lack of faculty offices and student/faculty or student/student interaction areas reduces the feeling of a collegiate setting.
- There is a growing trend toward larger classrooms in the County College educational environment. The College has drifted away from this concept and new space should be developed to be more modular in design to permit for expansion and contraction of educational space as needed.
- Continuing education occupational skills training as well as credit programs are limited substantially by the comparative lack of dedicated facilities and the extreme difficulty of coordinating scheduling the same spaces over time for both for-credit and continuing education programs.
- This building does have an emergency generator that only provides limited power, for the requisite number of lights for egress purposes should there be a power outage. The existing generator was installed during the original building construction, however; it is strongly recommended that a new generator be purchased that not only provides emergency lighting, but potentially full building power for lighting and HVAC equipment so that College operations could continue even with a loss of power to the campus.



## 2.3 Open Space Network

The Blackwood Campus was evaluated in terms of the campus core open space network in addition to the natural features of the ravine, woods, and lake.

Gathering spaces for students have been addressed since 2001 substantially expanding the areas where students can socialize. There remains a need to continue to provide leisure and informal recreational space both inside and out. Informal student gathering could be enhanced by providing additional spaces designed for non-programmed activity. The opportunity for this type of gathering activity is important to the culture of any College campus. The sense of College community is fortified by providing outdoor gathering spaces for activities such as individual or group studying, social networking, or simple relaxation between classes. It is this sense of College community that encourages student connectedness to the College and in the long term, retention of the student body.



The Blackwood Campus has an improved open space character in the academic campus core. The Campus Walk was developed as the major pedestrian corridor diagonally connecting Jefferson Hall in the northwest to the CIM Center in the southeast. This corridor is intersected by series of open campus quadrangles and maintained open space between buildings. Minor corridors designated in the open spaces between buildings help create a pedestrian network for the entire campus. Development of minor informal seating and landscaped areas would improve the sense of welcoming for study or informal group gatherings. Designed open spaces like these may also include elements that unify the campus. These unifying elements include the following: 1) plantings; 2) lighting; 3) paths; 4) bollards; 5) walls; and 6) water features. Continued development of the open space network for the campus will reinforce a pedestrian-friendly campus environment.



## **SECTION 3: MASTER PLAN UPDATE 2013**

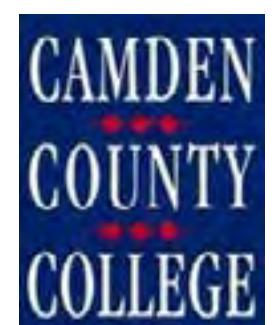
### **3.1 In Keeping with the Strategic Plan**

In keeping with the 2010 Camden County College Strategic Plan, this Master Plan update shall endeavor to continue with the following enumerated strategies and goals:

1. Design and construct new spaces for teaching and learning that are technology-rich and flexible for the needs of current and future students.
2. Create outdoor and indoor spaces for the college community to connect academically and socially and engage with each other both formal and informal settings.
3. Appropriately balance initial capital costs with later maintenance costs in the design, construction, and renovation of buildings, roads, and other amenities.
4. Continuously refine and update the facilities Master Plan for all three campuses as a framework to guide the college's future renovation and development.
5. Consistent with the Master Plan, develop the campus' athletic and recreational programs to fiscally support new and expanded athletic facilities that are not part of the Blackwood campus capital initiative.



This update is broken down into four major categories: 1) Roads and Grounds; 2) Facility Demolition; 3) New Building Construction; 4) Building Renovations. The Master Plan Update will describe the recommendations, explain the improvements for each category, provide an explanation of the work, provide a comparison of the work completed to date and describe future work to be completed with estimated budget costs to achieve the goals. It is the College's goal to develop new partnerships with other 4 year institutions and private partners and therefore have included future potential perimeter development options that can be implemented for growth.



## 3.2 ROADS AND GROUNDS

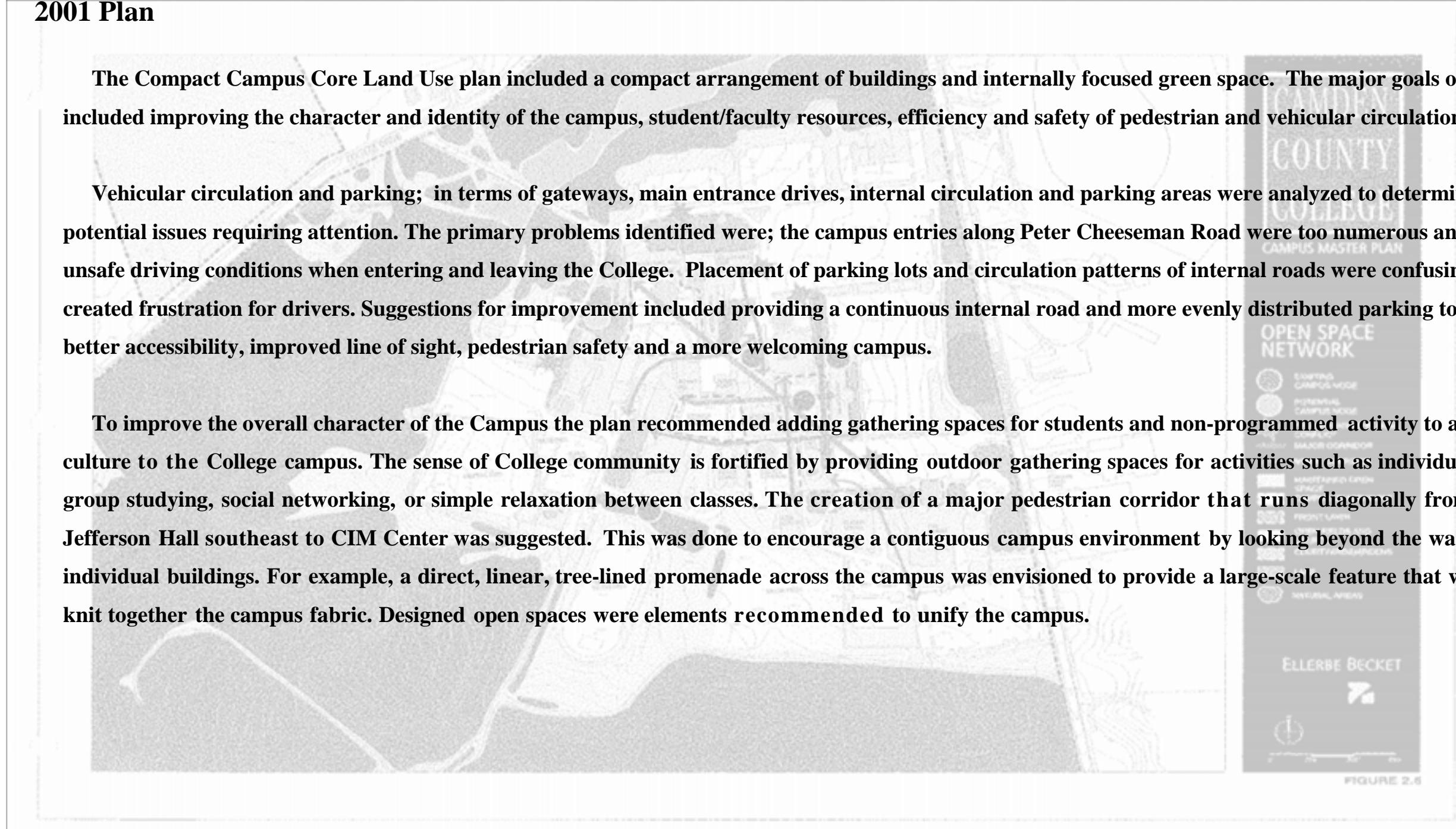
### Blackwood Campus

#### 2001 Plan

The Compact Campus Core Land Use plan included a compact arrangement of buildings and internally focused green space. The major goals of the plan included improving the character and identity of the campus, student/faculty resources, efficiency and safety of pedestrian and vehicular circulation.

Vehicular circulation and parking; in terms of gateways, main entrance drives, internal circulation and parking areas were analyzed to determine potential issues requiring attention. The primary problems identified were; the campus entries along Peter Cheeseman Road were too numerous and created unsafe driving conditions when entering and leaving the College. Placement of parking lots and circulation patterns of internal roads were confusing and created frustration for drivers. Suggestions for improvement included providing a continuous internal road and more evenly distributed parking to allow better accessibility, improved line of sight, pedestrian safety and a more welcoming campus.

To improve the overall character of the Campus the plan recommended adding gathering spaces for students and non-programmed activity to add culture to the College campus. The sense of College community is fortified by providing outdoor gathering spaces for activities such as individual or group studying, social networking, or simple relaxation between classes. The creation of a major pedestrian corridor that runs diagonally from Jefferson Hall southeast to CIM Center was suggested. This was done to encourage a contiguous campus environment by looking beyond the walls of the individual buildings. For example, a direct, linear, tree-lined promenade across the campus was envisioned to provide a large-scale feature that would knit together the campus fabric. Designed open spaces were elements recommended to unify the campus.



## Urban Village Perimeter Plan

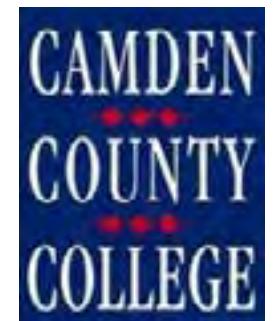
The Urban Village Perimeter Plan presents an opportunity for an age-restricted residential village on the property directly east of the campus along Peter Cheeseman Road. This village includes the following elements:

- Mixed-use commercial and multi-family housing is proposed directly along the road.
- Duplex housing is used as a transition from apartments to single-family housing.
- Single-family housing is situated near the existing wetland and creek to the east.
- A conference center within the residential village. The conference center creates a focal point for the community and potential anchor for the proposed retail along Peter Cheeseman Road.
- New age-restricted residential development is also suggested within the College property along College Drive, across from existing residential land uses.

## Athletic Areas / Athletic Village

The track, soccer fields, basketball courts and tennis courts were designated as unsuitable for long term use. Portions of the inside track lanes were removed rendering it not usable for regulation meets.

The athletic Village Perimeter Plan highlights future athletic and recreational opportunities. These facilities include several soccer fields, a track and field, softball and baseball diamonds, tennis courts and athletic recreation center. The sports and recreational perimeter plan focuses on the development of a sports center to serve both the College and the community.



- **Improvements Completed 2001 to 2008**

In following with the 2001 Master Plan for the previously enumerated reasons as well as to address unanticipated events the College has actively planned and acted to improve all campuses. The following is a list, albeit not exhaustive, of roads and grounds improvements for the Blackwood campus which occurred between 2001 and 2008.

- The Campus Walk vision was initiated with the construction of the first section of brick flanked concrete sidewalk located between Roosevelt Hall and Truman Hall. This established the design and decorative features that would ultimately set the stage for completion of the Campus Walk in 2011.
- Restoration of Soccer, Baseball and Softball Fields.
- Construction of the State Highway Route 42 exit 7B interchange. The College, aided by the expert assistance of Mr. Louis Bezich, worked closely with the County and State of New Jersey to develop

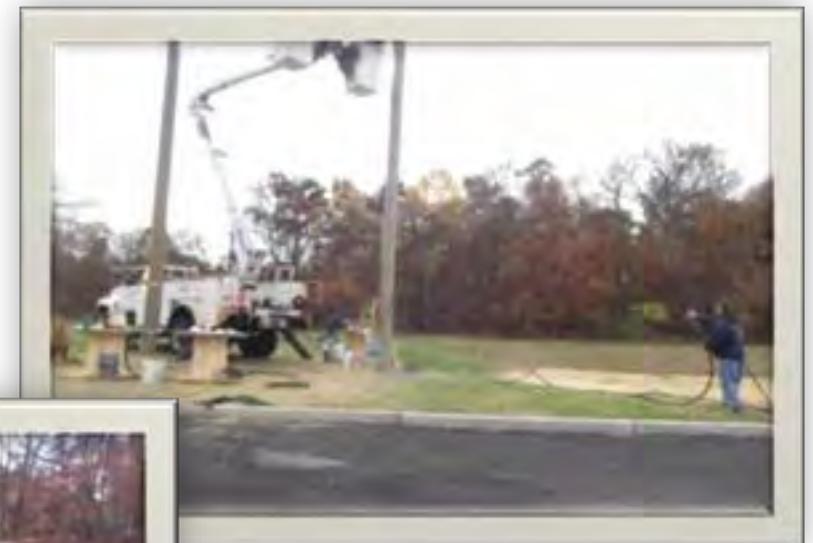
and construct a four-way “smart interchange” to and from State Highway Route 42. The interchange created a new front door to Camden County College by creating a scenic, convenient, safe and easy access to and from Route 42 north and south.

- **2009 to Present**

**Ring Road Projects** consisted of a three phase project that was developed as a result of the recommended improvements identified in the 2001 Master Plan. The Project involved the creation of the ring road, parking lot redesign and reconstruction, interior sidewalk reconfiguration and new underground electrical service.



**Phase 1,** consisted of new primary electrical services from Peter- Cheeseman Road to a series of underground manholes strategically placed throughout the College. The previous electric service from College Drive that previously ran on poles through the woods experienced frequent damage during severe weather causing power outages on the campus. With the new underground service the College is protected from preventable outages that previously resulted in class cancellations.



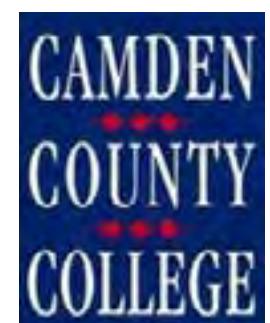
**Phase 2A,** consisted of a new roadway that connects Peter-Cheeseman Rd. to Roosevelt Dr. at the south side of the campus. This piece of road work provided two major benefits. It provided a safe, direct means of access to the Science Building Construction site for deliveries minimizing disruption to the established a direct Campus to the East side was not possible



The project involved redevelopment of the existing property, new underground utilities including storm water management, domestic water main extension and storm sewer piping systems. Two large retention basins were installed to control the road run off and allow the construction of the science building. Old town site lighting fixtures and associated underground electrical infrastructure were installed along the road and as required for future parking lot reconstruction in Phase 2B.

**Phase 2B,** the campus ring road was formed through a combination of new roadway construction and the rehabilitation to existing roadway. Together, these elements formed a new Ring Road with

College's everyday operations. It also connection from the West Side of the at the South end of the Campus. This previously without leaving the campus and reentering from another location.



consistent standards along the entire length of the road. The road was formed utilizing existing roads that were reconstructed and new roads developed in the available open space. The following is a breakdown of specific items that were included in the project:

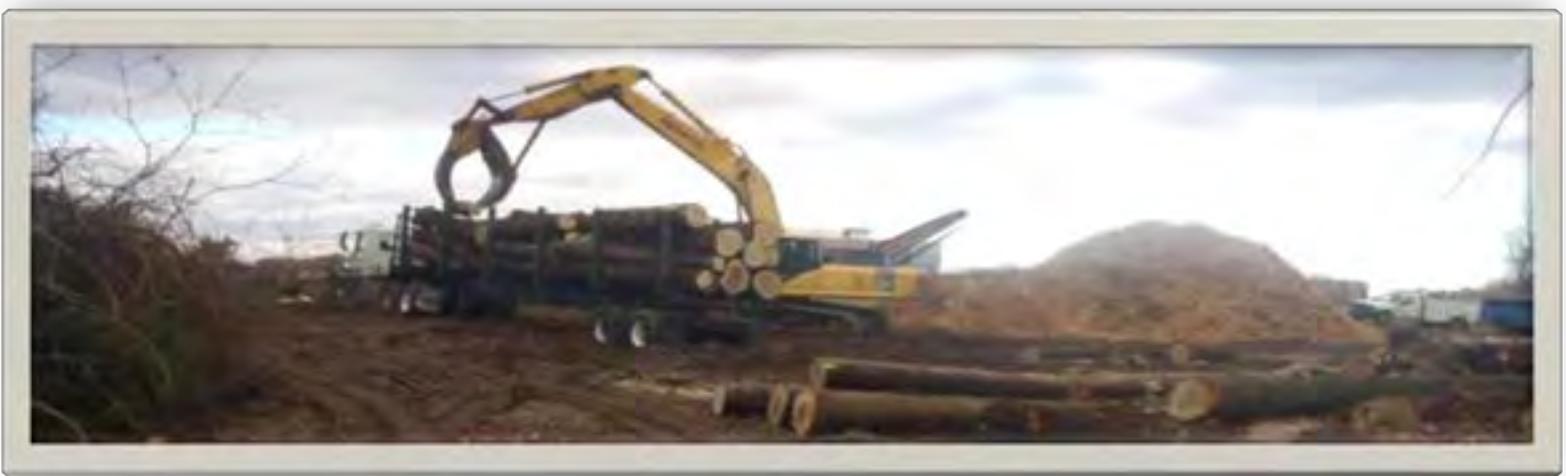
- Way finding System - Designed and constructed for the Ring Road, parking lots, walkways and all exteriors of the buildings on the Blackwood campus.
- New Parking Lot - Created with 550 new parking spaces with lighting, curbing, sidewalks, a system for wiring emergency phone and a drainage system.
- DEP Storm water Compliance- Construction of proper parking, drainage and roads surrounding the Physical Plant/Maintenance Garage area and track areas. Construction of storm drainage outfall system and repairs.
- Entryway Redesign- Landscape treatments and overall entrance design enhancements to improve the attractiveness of four College entrances on Peter Cheeseman Road and one entrance on College Drive. Large precast entry signs, lighting, landscaping and streetscaping.
- Campus-wide Landscape Plan- Enhancement to the overall appearance of the campus through improved landscape treatments where appropriate streetscape treatments along pedestrian walkways, lighting and emergency phones.

Science Building Parking- The construction of new parking lot (150 spaces) to serve the faculty, staff and patients of the new Science Building with lighting, curbing, sidewalks and a drainage system.

- Repair and reconfigure existing parking area- The repair of 10 existing parking lots and drainage system repairs. The renovated parking lots included concrete sidewalks, lighting and concrete curbing. , from Roosevelt Hall to the area between Jefferson Hall and Wilson West.



- Campus Walk - The extension of the exiting Campus Walk from the Wolverton Library to the CIM Center from Roosevelt Hall to the area between Jefferson Hall and Wilson West. The walk includes decorative paving, landscape, lighting and emergency phones.
  
- Wetlands Crossing / Washington Drive Culvert Reconstruction -The Washington Drive Culvert/Bridge Reconstruction project consists of reconstructing the existing crossing of Holly Run Lake at the main entrance to the College from College Drive. The existing roadway crossing contains a corrugated metal pipe and an inlet/catch basin that diverts rainwater into the pipe. The pipe is showing signs of failure and requires replacement. The project includes installation of a new pre-cast concrete culvert and widening of the road over the stream to improve both access to the College and pedestrian safety.



## ▪ Future Proposed Improvements

- Landscaping. Continue campus wide landscaping improvements to include; Manicured gardens throughout the campus, surrounding the buildings and at the entry drives, additional trees, shrubs and plantings to be added throughout the campus with the purpose of increasing seasonal interest and beautification, create park like settings with manicured central lawns, increase interest and function with enclaves that include planters and seating.



- Reconstruct Adams Parking Lot

Following the demolition of Adams Hall and the removal of the Temporary Trailers the parking lot reconstruction will involve: 1) Installation of underground storm systems; 2) New paving and parking configuration; 3) Line striping and signage; 4) Site-lighting. The intended benefit will be to improve surface water management, further increase the number of parking spaces on campus as well as improve vehicular and pedestrian safety.

- Miscellaneous Site Enhancements

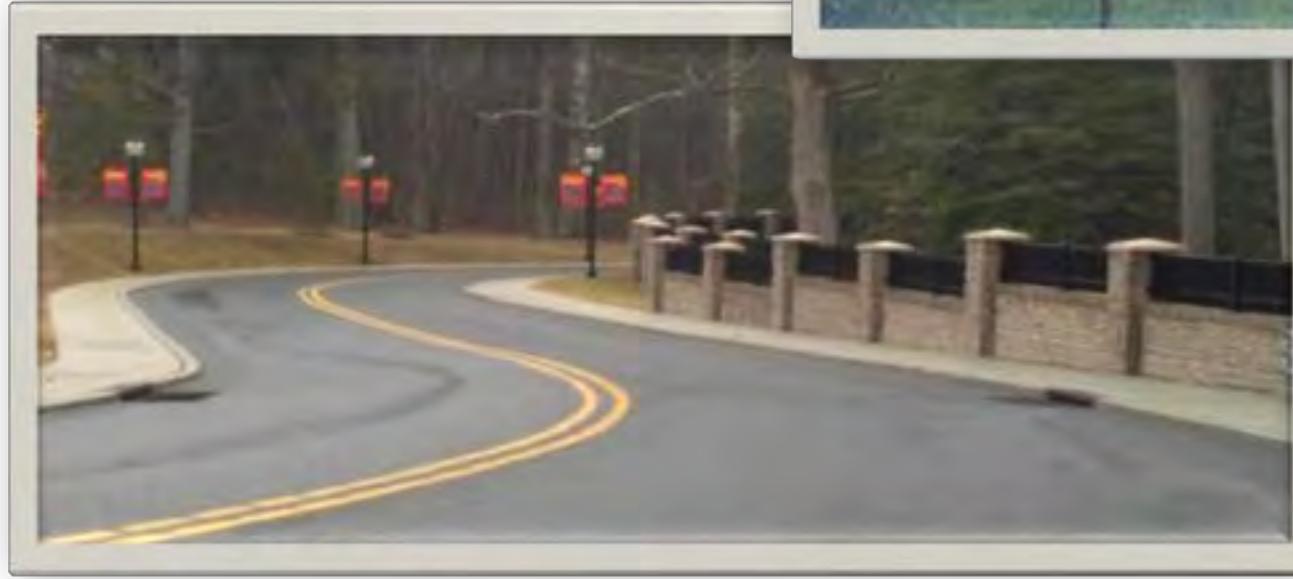


- CIM Center front entrance reconstruction- Entrance improvements, pedestrian sidewalks, steps, ramps, and landscape features will be redesigned and replaced. The design will include landscape stone and concrete block, structural and architectural retaining walls, grading, plantings, and lighting fixtures that compliment the developed campus theme.

- Softball Field Dugout-Fence and dugout modifications, new slab, wall and roof construction and minor ceiling lighting at the softball fields.

- Digital Sign – A 180 square foot digital monument sign will be constructed at the intersection of College Drive and Peter Cheeseman Road. Landscaping will be done around the sign in keeping with the beautification taking place on the campus.

- Electronic score board at Softball Field- Score board and electrical service as well as construction of a foundation and support structure will be installed at the softball field.
- Holly Run Park- Will require minor survey of existing features; curb line, and location of steep slopes. Grading and layout of park amenities to include landscaping, lighting, seating areas, gazebo and outdoor amphitheater.
- Bridge Guardrail Fencing – Extend the current cast stone pillar and metal fence configuration over the new Washington Drive Culvert integrating same into the Holly Run park development providing lighting and pedestrian safety improvement while creating an inviting waterfront setting around Holly Run Lake.



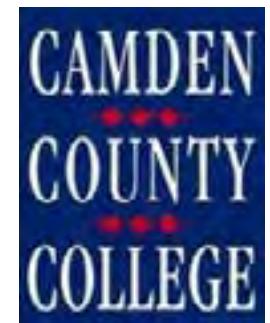
Infrastructure Improvements

In preparation for continued development within and adjacent to the academic core, the extension and further development of various underground utilities will be necessary to include:

- Expand underground storm pipe systems, sanitary sewer piping systems, water, gas and technology infrastructure;
  - Extend electric, phone and optical fiber;
  - Completion of site lighting to correspond with current plan; expand the security backbone through integration of the emergency communication and CCTV systems.
- 
- Traffic Control Device - One component recommended in the Ring Road design that was not implemented to date is the installation of a traffic control device at the south entrance of the Blackwood Campus on Peter Cheeseman Road. Due to line of site issues this drive permits right turn exits only and therefore complicates vehicular movement exiting the campus during high volume periods. A traffic control device would permit easy and safe exiting of vehicles while incorporating warning devices for north bound traffic where line-of-site issues restrict the driver's view.



- Campus Land Use and Subdivision Plan - A preliminary land use plan was completed in 2008. The services were needed to prepare applications to NJ environmental officials for the development of an access road and wetlands crossing permits necessary to access the College's perimeter properties targeted for development. The plan outlined potential development properties adjacent to the Blackwood Campus. The scope of work included potential subdivisions addressing likely viability for lease and development prospective. The next phase will include professional planning services and bidding for development companies to assist in creation of public/private partnership potentials and establishment of long term goals. **(SEE APPENDIX)**





○ Urban Village - As County College concepts evolve to meet ever changing demands the perspective of an urban village has developed into potential on-campus dormitory space. The potential demands for housing by international and other students creates incentive to further explore public/private partnership opportunities to build mixed use housing/retail space on the development zones within the Blackwood Campus perimeter.

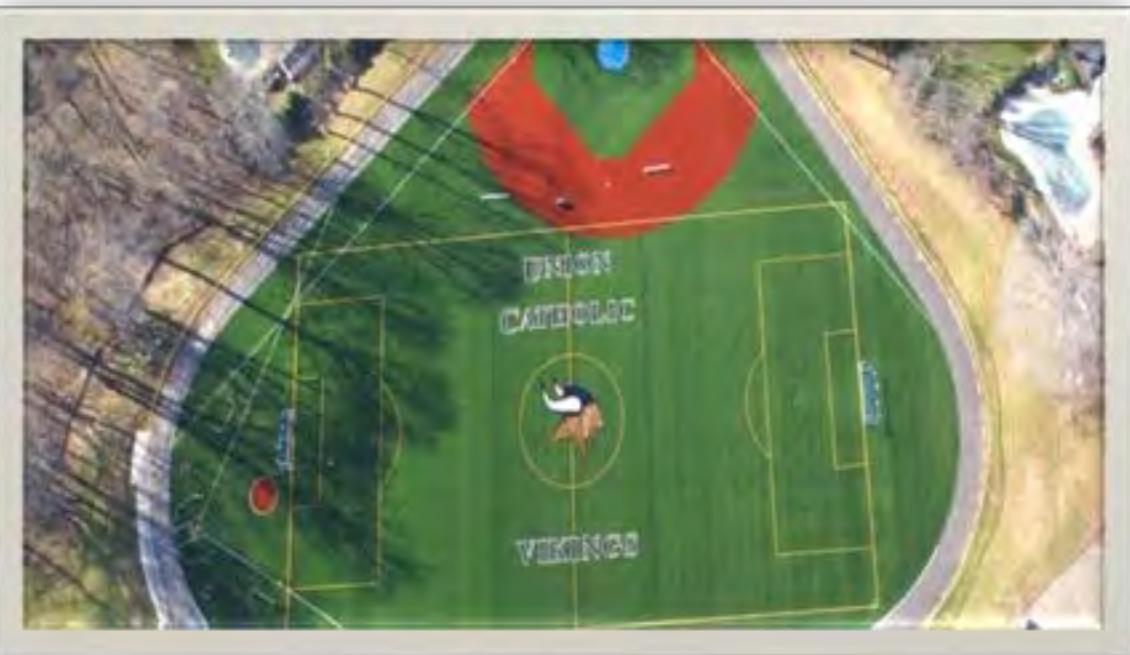
**(SEE APPENDIX)**



CAMDEN  
COUNTY  
COLLEGE

- Athletic Areas / Athletic Village – The College is pursuing expansion of athletic programs. In 2011, the College successfully resurrected its cross country program. In order to compete with other local colleges Camden County should continue in the direction of expanding these programs but can only do so through development of improved facilities that would enhance athlete recruitment. Programs that the College is currently exploring are new sports such as tennis and track and field while improving the current soccer, baseball and softball fields.

It is recommended that the college consider development of a soccer/track and field facility with increased spectator seating. A modern turf field permits one field to be utilized year round for various sporting events. The construction of a modern artificial turf soccer field surrounded by a 6-8 lane collegiate track with adjacent field event facilities could increase recruitment, spectator attendance and rental potential. Proper planning could incorporate a softball field into the soccer facility thereby opening the current softball field footprint for a field house, practice fields, additional parking or a new athletic/academic building. The versatility of an artificial turf field would also permit the College to offer additional popular athletic programs such as lacrosse, rugby, flag football and field hockey at a minimal investment since the single field can be easily transitioned into any number of field layouts on the same footprint without the maintenance issues of a grass field.



## ROADS AND GROUNDS

### Camden Campus

- **2001 Plan**

Campus development in potential expansion areas may include new academic buildings, open space facilities and stronger pedestrian corridors. Development on parcels south of the campus along Cooper Street may include uses that ultimately support the campus such as housing and retail.

- **Improvements Completed 2001 to Present**

The Camden Campus potential for expansion has been further hampered by the existing Rowan University lease agreement that provides Rowan with the opportunity to develop on the adjacent property thus limiting the College's potential for using this property for anything beyond a surface parking lot until such time that Rowan releases the College. Additionally, Rutgers University has developed its east side property to the College boundary with the exception of a small parking lot adjacent to its new law school located off of Penn Street. The College has explored potential growth space beyond the two block area in the University District but to date has not located an area for suitable expansion.

- **Future Proposed Improvements**

Pedestrian safety has become a concern since the construction of the CTC has created a steady pedestrian crossing of Broadway. Students seldom use the intersection cross walk thus creating a need to develop enhanced safety devices or procedures between campus buildings on this section of Broadway such as a raised pedestrian speed dampening table and lighted warning devices.



## ROADS AND GROUNDS

## Rohrer Center

- **2001 Plan**

Since it was built, Rohrer Center has been slated to be the location of an addition or second building to better serve the Cherry Hill area communities. As part of the proposal, enhanced open space development was recommended to further beautify the property and create an enhanced campus setting over the present business park appearance.

- **Improvements Completed 2001 to Present**

Other than routine care the Rohrer Campus has remained essentially untouched since its construction. The College entered into a land use agreement with Vineland Construction in 2009 as part of a development project to an adjacent property. This agreement called for an interior roadway access point from the adjacent property to permit vehicular traffic to exit on Springdale Road. To facilitate this, the College developed plans for an alternate access road and driveway access to Springdale Road for the purpose of improving traffic flow and vehicular safety in the area. This plan was beneficial to both the College and to its new neighbors. To date, the adjacent property has yet to be developed thus placing the reconstruction of the access road on hold.



- **Future Proposed Improvements**

Completion of the Rohrer access road redesign would improve ease of traffic movement on and around the Rohrer Center thus potentially increasing enrollment and reducing driver frustration while entering and exiting the property. This project should be completed with or without the incorporation of a building expansion plan.

## ROADS AND GROUNDS

## RETC

- **2011 to Present**

Minor enhancements such as removing over grown shrubs along with improved landscape maintenance has improved the appearance of the property

- **Future Proposed Improvements**

- RETC Police Academy Entrance- Site enhancements for the academy will include removal and replacement of unsightly paving, poorly planned landscaping, and inadequate lighting at the main entrance. The intent for this improvement will improve pedestrian circulation, access to the academy as well as providing a professional appearance and approach to a building used for this purpose.
- Repaving of fire training facility – The asphalt paving on the fire training grounds are severely deteriorated and in need of replacement. If left unaddressed this will create an increasing and ultimately unsafe condition for pedestrian and vehicular movement especially considering the main vehicle use in this area is heavy equipment.
- Emergency vehicle operation course (EVOC) driving pad - All emergency services personnel must be trained and in some cases certified in emergency vehicle operations and defensive driving. In addition there are numerous civilian courses that are in constant need of vehicle testing and safety course operation sites. There appears to be ample undeveloped property at the RETC to develop a professional driving pad that would improve emergency personnel training and become a potential for site rental for commercial trainers.



### 3.3 FACILITY DEMOLITION

#### FACILITY DEMOLITION

#### Blackwood Campus

##### **2001 Plan**

The 2001 plan described the original seminary buildings in various uncomplimentary ways. All buildings built prior to 1970 were all designated as in poor condition. With the exception of Lincoln Hall and Jefferson Hall all other pre 1970 era buildings were recommended for demolition mainly due to:

- Substantially deferred maintenance needs leading to excessive structural damage;
- Old and obsolete mechanical equipment;
- Building layouts not conducive to current needs of the institution. Remediation could be more costly than replacement of the facilities.
- Remediation would be more costly than demolition and replacement.
- The spatial configurations of the original seminary buildings do not adequately support the structure of any unit's client-service needs;
- The marginal condition and limited future capabilities of certain facilities suggest their demolition, to include: 1) Wilson East/West/Center; 2) Roosevelt; 3) Adams; 4) Trailers; 5) Washington; Optical clinic; 6) Lincoln; 7) and Physical Plant/Boiler House.



##### **Improvements Completed 2001 to Present**

Although not originally on the 2001 Master Plan the following several buildings were removed to accommodate future projects:

- President's Residence – This building was the former residence of the College President. It was no longer required and the building was not able to be converted into anything that would accommodate a College program. The site was graded and seeded and is the future location of the Holy Run Park/amphitheatre.
- Monkey House – A small storage building constructed long before the College owned the facility. It was reported that the farmer who owned the land kept Monkeys in the building. Once the College purchased the property it was converted into a storage facility. It was in conflict with the construction of the new road projects and was demolished in 2010.
- Washington Hall and former Optical Clinic – As part of the Ring Road project these two buildings located on College Drive were leased by the construction company to serve as office space during the Route 42 interchange and Ring Road projects. The agreement calls for demolition by the construction company after the projects are completed. Washington Hall has been demolished and the former Optical Clinic building will be removed at the completion of the current Culvert Project.

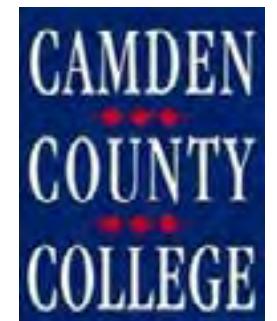


- Jefferson Hall and Lincoln Hall were designated for renovation and removed from the plans for demolition.

## **Future Proposed Improvements**

In following the 2001 plan recommendations and after continued reevaluation the following buildings remain slated for demolition to allow for the space needed for new program oriented buildings:

- Adams Hall and trailers - Following the removal of Adams Hall and the Temporary Trailers the two existing parking lots will be reconstructed to permit expanded parking and improved storm water runoff systems. Other potential use for this future open space will be to build program specific buildings such as a new Automotive Technology Center.
- Wilson East, Wilson Center, Wilson West and Roosevelt Halls - The demolition of these buildings will allow the College to design and build a cornerstone facility that would establish a north campus and campus gateway. This space permits the College to engage in discussions with four year institutions of higher learning to join together in collaborative efforts that would promote on campus four-year programs for Allied Health, Engineering and numerous other programs.



## 3.4 NEW CONSTRUCTION

### NEW CONSTRUCTION

### Blackwood Campus

#### **2001 Plan**

Facility Requirements Projections - The facility requirement projections focus on the assignable area for the existing space. Projections were determined for the following categories for each campus:

- Space deficiencies
- Projected growth
- Replacement space

The assessment of existing facilities and their ability to support the current program and current enrollment resulted in identifying an estimated current space need of between 10 and 15 percent of the total existing facility space. A review of the growth potential of each of the four academic divisions yielded an additional overall average growth of ten percent. Another potential growth impact may result simply from additional students attracted by virtue of the improvements made to physical facilities, campus amenities, and the quality of the campus environment that result from the implementation of this master plan effort. Twelve out of twenty-one buildings at the Blackwood campus are recommended for demolition and a reallocation of the programs into new facilities in order to meet the projected facility requirements. (The estimated additional space needs for the Blackwood Campus according to the 2001 Master Plan were approximately 300,000 square feet, after taking into account all three of the above categories.) Building links are proposed for Papiano Gymnasium and the Criminal Justice Center and for Madison Hall and the Community Center.



### **Buildings Constructed 2001 to Present**

#### **Connector Atrium and Madison Renovation - 2004**



The Connector Building houses a 244 seat lecture theatre, a 40 seat amphitheatre, classrooms, and offices arrayed along a three story atrium with skylights. The renovated and expanded Madison Hall includes 27 classrooms, two lecture halls, and faculty offices. Innovative learning environments and study areas are created via the very latest in educational and communication smart technologies supporting state-of-the art wireless and hard-wired lecture rooms and computer equipped classrooms featuring instant response technologies, IP phones, cable television systems, flat panel monitors, video conferencing capabilities, projectors, VCR/DVD players, document cameras, and stereo speakers.

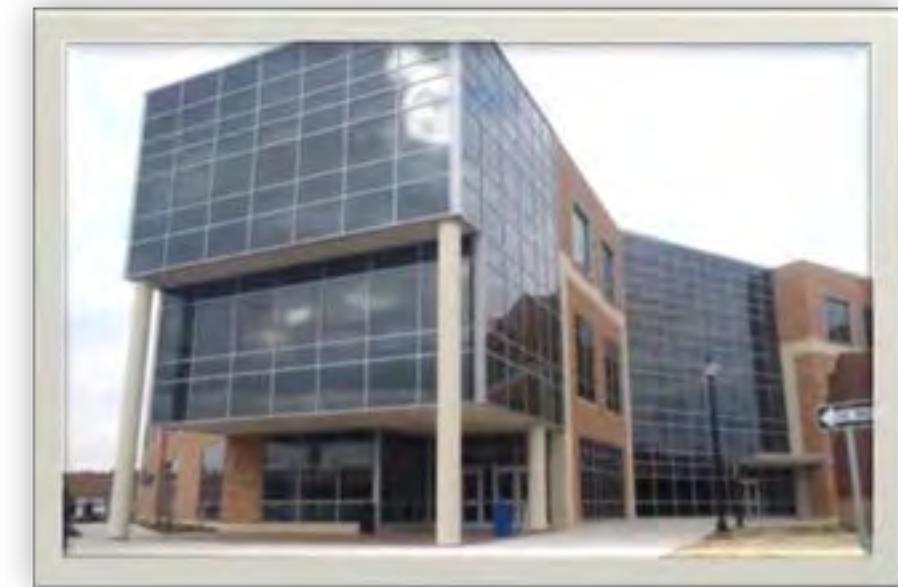
This structure features a dramatic sloping curved masonry wall and pedestrian bridges traversing the atrium at multiple levels and was designed to be the principal gateway to the campus from the east. The 50,500 square foot building was constructed in 2007 at a cost of \$27

million and is located between the Community Center building (to its west) and Madison building (to its south) – connecting them into one overall structure.

### **Kevin G. Halpern Hall for Science and Health Education - 2013**

The 107,000 square foot 3-story glass and brick faced Halpern Hall for the Sciences are centered on the south side of the Blackwood Campus. This state-of-the-art teaching facility features 12 biology labs, 6 chemistry labs, a physics lab, along with 26 general classrooms and ample research space. Additionally a 5,300 square foot clinical skills and surgical prep lab has been created with the newest teaching technologies. A 30 chair dental lab serves to train dental program students while providing low cost dental care for the community. The facility was designed for student comfort with 5 student open lounges and a first floor café with food service. To further serve the health sciences, a full service kitchen provides much needed practical experience for the food & nutrition science and hospitality students.

With program fit and consolidation in mind there is ample faculty and staff space bringing the teaching spaces and professors' offices into one location. Halpern hall is a Gold LEED certified building.



## Future Proposed Construction

### Transportation Technology Facility

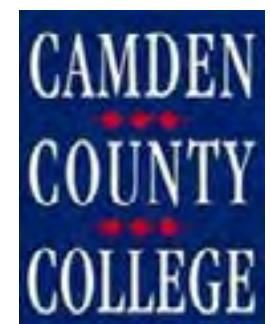
This new 20,000 square foot facility will house the College's award-winning programs that train technicians and managers for automotive facilities, trucking firms, and other components of the transportation industry. The building will provide larger lab areas, additional classrooms, and space for programs in the rapidly growing field of logistics along with marine and motorcycle technology. With today's focus on energy efficiency, additional programs in hybrid and battery powered vehicles could provide cutting edge education in the automotive repair fields. With improved connection to the campus road system and significant site work, the new Transportation Technology building will also provide easier access to service bays and additional parking for program vehicles.

### Blackwood Campus Transitional Studies Building

The College has embarked on numerous transitional studies programs designed to provide desperately needed services to young adults who require additional services to prepare them for College and life. Active programs currently exist for GED, ESL, Gateway to College, Upward Bound programs, autism and developmental programs servicing the physical and mentally challenged young adult community. The way of the future for community colleges is through building sustainable transitional programs involving computerized testing, ongoing computerized diagnostics and self-paced modular instruction. These types of activities require re-engineering of the spaces used for traditional college level instruction. These programs are dispersed throughout campuses and are desperately in need of centralized technology labs, life preparation, kitchens and classroom space. This building would house centralized services and create much needed administrative space adjacent to the program space. One whole computer lab section would provide a testing facility for potential students and ESL language labs.

### Lincoln Hall Annex

This building addition would permit the expansion of the grossly undersized theater construction shop and dance studio. The demand for additional credit theater/music/arts programs cannot be met with the limited space available. This expansion would also include renovation of the outdated and undersized recording, music and film studies studios. Currently storage of all props and theater materials are shared with the College's "Little Theater" greatly restricting credit acting courses. This expansion would create a new fine and performing arts building exclusively for credit courses with practice rooms, rehearsal rooms, dressing rooms, student art gallery, classrooms, and art studios.



### Bachelors/Advanced degree cooperative partnership building – 90,000 square feet

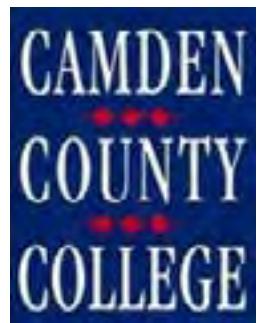
With the demolition of the Wilson Complex, the College is presented with a unique opportunity to use the Wilson/Roosevelt footprint to construct a multi-level academic facility with a four year academic partner. The College has many partnerships with four year undergraduate institutions but has only recently begun conversations to expand the cooperative concept to include a broad range of transfer programs right on the Blackwood campus. Other community colleges in New Jersey have met with success in this expanded programming and in order for Camden County College to remain competitive it is critical that it also expand their academic programs into four year transfer and graduate degree programs. A cooperative program building that would include large lecture hall space as well as numerous varieties of four year degree programs would offer the potential for increased retention and enrollment bringing an increased offering for baccalaureate degrees to the southern part of Camden County.



**Parking structure** An integral component to academic growth and public/private development must address additional parking for the campus. Even with the upgraded parking and traffic movement resulting for the Ring Road project, a shortfall of about 200 parking spaces remains even without new growth. In order to provide a sufficient foot print for any new educational, retail or housing facility, parking must be consolidated into a vertical structure. A parking deck can be combined with another educational space potentially creating an attached or combined transitional studies building space above and adjacent to the first two floors of program space. The Blackwood Campus is comprised of an academic core surrounded by protected nature wetlands providing an engaging environment to learn. It however does limit parking for this exclusively commuter college. With hopes to engage a four year state program to build on site and offer four year programs to the county college community, the college is in serious need of parking. With this design the college creates valuable emerging program space in an area that is currently parking lot and creates essential additional parking.

**Urban Village** As county college concepts evolve to meet ever changing demands the perspective of an urban village has morphed into potential on-campus dormitory space. The potential demands to house international and other students creates incentive to further explore public/private partnership opportunities to build mixed use housing/retail space on the development zones within the Blackwood Campus perimeter.

**(SEE APPENDIX)**



## NEW CONSTRUCTION

## Camden Campus



### **2001 Plan**

New areas of focus are being developed in the areas of health information technologies (medical coding), e-business and information technology careers. These new areas of focus will be accommodated with the planned construction of a second Camden building (in conjunction with a 600-car parking lot), of 33,775 square feet. The primary academic floor in the planned new facility will be built with a technology-rich environment comparable to the new Rohrer Building in Cherry Hill. Other program areas include education, human services and early childhood education. The long-term goal for this facility is to develop a more robust, full-service educational program for Camden City residents.

Camden Campus projects growth of 40 percent based on the proposed new building and parking ramp.

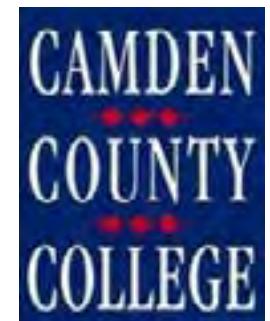
### **Buildings Constructed 2001 to Present**

- Camden Technology Center – Spring 2004. The Camden Technology Center (CTC) houses nine state-of-the-art “smart” learning spaces, an E-Village computer lab, conference rooms, a 621-space indoor parking garage, the University District bookstores and a cyber café. The CTC is the city’s major training facility for technology-driven careers in health, business and computer fields.
- Camden Conference Center – Spring 2007. The center serves as a premier location for conference and event space for the Downtown University District. With a 181 seat auditorium, catering facility and a 1,800 foot banquet-conference room, the center currently serves every major institution in the District actively supporting the growth and development of the business community, as well as promoting the City of Camden as a destination for jobs, education and business development.

## **Future Proposed Construction**

### **○ Camden Campus Transitional Studies / Science Building**

The College’s retention initiative is built on improving the success of our neediest students. In cooperation with the institutions of the University District of the City of Camden, Camden County College will continue to work closely with Rowan and Rutgers Universities to transition adults into higher education and the workforce. This urban environment demands an increase in the number of classrooms for Associate Degree programs. Additionally, the College’s growing GED and Gateway to College programs that are frankly so popular that they are competing with the valuable and limited credit space on this two-building campus. The construction of a new building adjacent to the current Camden Campus would permit not only the expansion of the transitional studies program but would permit and include development of new science labs which are currently so limited on this campus that students seeking science degrees are required to take classes on Blackwood Campus located in the southern area of the county without convenient transportation options.



## **NEW CONSTRUCTION**

### **Rohrer Center**

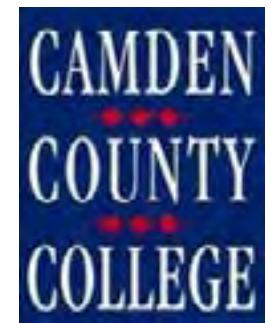
#### **2001 Plan**

The Cherry Hill campus was established in the spring of 2000 with the opening of the new technology-rich William J. Rohrer Building. The 33,688 square foot building contains state-of-the-art instructional technology equipped classrooms and technology instruction facilities. The stated mission of the Cherry Hill campus is to support corporate-focused, service-oriented cutting-edge, information technology training. The campus also supports a limited selection of entry-level for-credit curriculum offerings to better serve Cherry Hill community needs. The Cherry Hill campus includes a limited amount of classroom laboratory leased space in the nearby Heritage Square building (five classroom/lab spaces). The long-term objective for Cherry Hill is to more fully develop and expand its corporate business focus over time and to expand the facility as opportunities present themselves. Projected growth of 30 percent is based on the proposed building addition, a proposed second building, and additional expansion opportunities.

#### **Future Proposed Construction**

##### **Rohrer Center Annex**

An addition to the Rohrer Center would provide an opportunity for the College to increase enrollments in credit bearing general education courses and allow students to complete their degree without traveling to Blackwood from the northeast portion of this expansive county. Preliminary plans to construct the proposed addition to the Rohrer Center have been established. This would permit entire 2 year Associates programs to be offered at the Cherry Hill location. An addition would specifically permit the development of a complete science lab as well as 8 to 10 general classrooms and computer labs. This science lab, requisite storage and prep space would afford Rohrer students the same opportunities as those attending the Blackwood Campus. A 2-story annex will serve as a state-of-the-art teaching facility at Camden County College William G. Rohrer Center. The building will feature primarily general classrooms however include some space for biology and chemistry labs. The existing building and systems were designed for a future addition (approx 6,000 S.F. total). The Original Design Architect (RHM Associates) reviewed the original drawings to determine the feasibility of building the addition beyond the square footage for which it was originally designed. Upon review it was confirmed that a 22,000 square foot addition is viable.



## **3.5 BUILDING RENOVATIONS**

### **BUILDING RENOVATIONS**

#### **2001 Plan**

##### **Fit to Program**

The facility was also evaluated for fit to program issues. Fit to program issues relate to how the physical layout or structure of the facility meets the needs of the program housed within that facility. Buildings or facilities that have fit to program issues are summarized below:

- Lincoln Hall: The auditorium is too large of a space compared to the number of projected occupants. Also, the space fails to provide adequate lobby or spill area during performance events.
- Wilson Hall Complex: Buildings not designed for current program uses.
- Madison Hall: Buildings not designed for current program uses.
- College Community Center: Not enough space for programs.
- Learning Resource Center: Not enough space for library resources.
- Criminal Justice Center: Not enough space for program.
- Laser Institute: Underutilized space.

#### **Building Renovations - 2001 to Present**

##### **Jefferson Hall Renovation and Elevator Project – 2001**

Upon evaluation of the 2001 Master Plan recommendation to demolish Jefferson Hall it was recognized that Jefferson Hall maintained a character that the College wanted to embrace. Its regal construction gave the future new gateway to Camden County College a formal style that a new structure could not achieve. The interior was renovated by the College adding new office and classroom space. To meet access accommodations, an elevator tower was constructed on the south end of the building in an architectural style that blended well with the Victorian architecture of the original building façade.



##### **Otto R. Mauke Community Center – 2006**

The Community Center was severely damaged by a fire in the cafeteria kitchen in 2003. After 2 years of renovation the building reopened with a new cafeteria and kitchen along with a student recreation area called the Cyber-Café. A new Board room and

faculty/staff dining room completed the second floor. One the first floor renovated advisement and administrative office space helped consolidate some student services. The Barnes and Noble bookstore underwent its first of several upgrades.

#### **CIM ophthalmic lab installation- 2007**

With the planned demolition of Washington Hall the Ophthalmic program and optical labs were moved to upgraded classroom and lab space in the CIM Center. These modern quarters have permitted the growth of the related academic programs

#### **Dennis Flyer Rehabilitation – 2009 through 2011**

With funding assistance from the Theater rehabilitation fund and the College's theater partnerships, Lincoln Hall and more specifically the Dennis Flyer Theater were renovated to meet the demands of the active theater groups using the facilities. The upgrades included new seating, flooring on the audience area and on the stage, new curtains and an upgraded safety, electrical and lighting/dimmer systems, for example.

#### **Marlin Art Gallery at Lincoln Hall – 2010 through 2011**

In the interest of further advancing the visual arts, the College created an expanded art gallery area capable of displaying various form of visual media and artists' works in a well designed modern facility.

#### **Community Center HVAC upgrades - 2011**

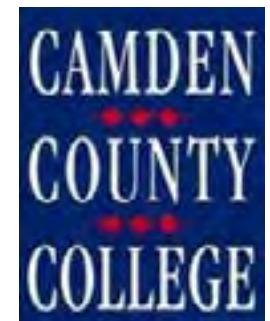
As programmed into the Connector Project, the new HVAC/mechanical system was sized to accept additional heating and cooling units for the Community Center. In that the Connector is attached to the Community Center it was a natural fit to upgrade the Community Center system by expanding the Connector HVAC thus modernizing the Community Center system.

#### **Community Center Optical Storefront - 2010**

With the closing of the isolated Optical lab on College Drive, a modern storefront was constructed on the first floor of the Community Center adjacent to the book store. This new storefront provides optical program students with the opportunity to gain first-hand experience in the retail aspects of the profession while allowing easy access for students and staff to purchase inexpensive high quality eyeglasses in a convenient setting.

#### **Barnes and Noble Bookstore Renovation and Expansion - 2012**

As part of the ongoing upgrade of the Barnes and Noble Bookstore a substantial addition was constructed adjacent to the current bookstore. This addition permitted the completion of the renovation and expansion of the bookstore to better serve the student population. Included in the expansion was the design and construction of an outdoor dining area complete with landscape features and umbrella covered tables.



### **CIM roof and HVAC Replacement 2010**

As part of an ongoing project to upgrade all obsolete HVAC systems and outdated mechanical controls on the pre-1990 buildings, a new system replaced the old CIM south HVAC units. As part of the preparation for the HVAC project a substantial portion of the CIM roof was replaced to correct ongoing water infiltration issues in the building.

### **Childcare Center – 2010 through 2012**

In order to accommodate an expanded childcare program, the college invested in a significant upgrade to the interior of the building that houses the Child Care Center. This renovation included replacement of the roof mounted HVAC units, painting and rehabilitation of the interior and installation of a complete fire suppression sprinkler system. The rehabilitated building is now capable of housing any number of programs from childcare to cosmetology to dance just for example.

### **Security Infrastructure Development – 2004 through 2012**

In order to address the ever growing demand for increased security on college campuses, the College has installed an expanding system of camera surveillance and emergency notification systems. Any new construction or building renovation includes consideration for increased building and community security. New buildings are replete with surveillance systems, increased access control and emergency communications systems.

## **Future Proposed Improvements**

### **Fit to Program**

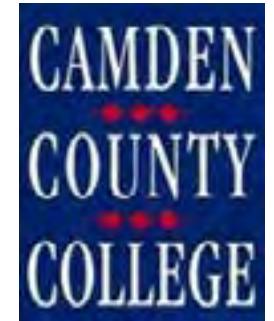
The College administration has taken the recommendation to focus on Program fit by reevaluating and repurposing every building with the intention of consolidating all academic programs into the same space as much as possible. Each Blackwood building will be repurposed to specific programs and the future plans will continue to consolidate programs as much as reasonably possible:

#### **Gabriel E. Danch CIM Center – *Manufacturing and technology***

- Continued expansion of OIT offices and renovation of faculty space to meet future needs.
- Renovate all general classrooms into computer labs. Upgrade technology and HVAC to accommodate specialized room repurposing
- Renovate classroom suite to accommodate Laser program being relocated from Laser Center.
- Replace glass atrium roof to extend life of atrium and control water infiltration.

#### **Wolverton Learning Resource Center – *Library, testing and tutoring***

- Redesign basement level (first floor) to accommodate consolidated secure long term document storage for College.
- Renovate the main entrance floor level (second floor) to create a cafe style seating recreational, study area.
- Expand testing center on second floor.



- Modify floor plan of designated second and third floor (actual third and fourth floor) to accommodate small group study, tutoring, adjunct offices and instruction rooms. Isolate open computer lab or create cyber-café by relocating same to first floor. Potential space for business incubator.

**Kevin G. Halpern Hall for Science and Health Education – *Science and Health Education***

- Current configuration meets demand.

**Washington Hall (previously the Criminal Justice Center) – *Transitional Studies***

- Roof, HVAC/mechanical/electrical system replacement/upgrades are essential to continue meeting program needs.
- Installation of a continuous use gas fired emergency generator. This will be installed to support future emergency operations at this facility.

**Roosevelt Hall (previously the Helene Fuld School of Nursing) – *Administration and staff services***

- Newly commissioned Roosevelt Hall will consolidate all administrative functions of the College including the new offices of the President, Vice Presidents and employee support services. Consolidation accomplishes efficiency by placing the majority of the administrators in a centralized location.
- Demolition and upgrade of all existing HVAC, mechanical, electrical and plumbing systems as needed to accommodate the new planned renovations. Renovations include converting all classroom spaces into new office space, complete upgrade of lighting, fire and security systems, and technology throughout the building.
- Remove and replace existing entranceways, landscape and patio to meet the requirements of new programming.

**Madison Hall – *General education classrooms***

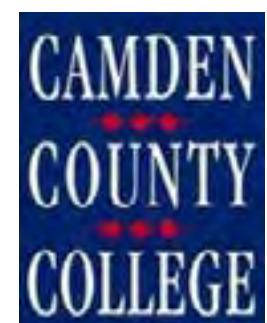
- Current configuration meets demand.

**Connector Atrium - *Center for Civic Leadership***

- Current configuration meets demand.

**Otto Mauke Community Center – *Student recreation and support services***

- Improve energy efficiencies. Replace all lighting (30) in the serving area of the cafeteria with LED lights. Replace windows and building exterior sealant.
- First level repurposing has not yet been determined. Possible uses after support services relocate to Taft Hall may be renovation of space to accommodate the Public Safety Department and/or the School and Community Academic Programs Department. Other potential considerations would be to add retail outlets that compliment the bookstore services and student recreation.

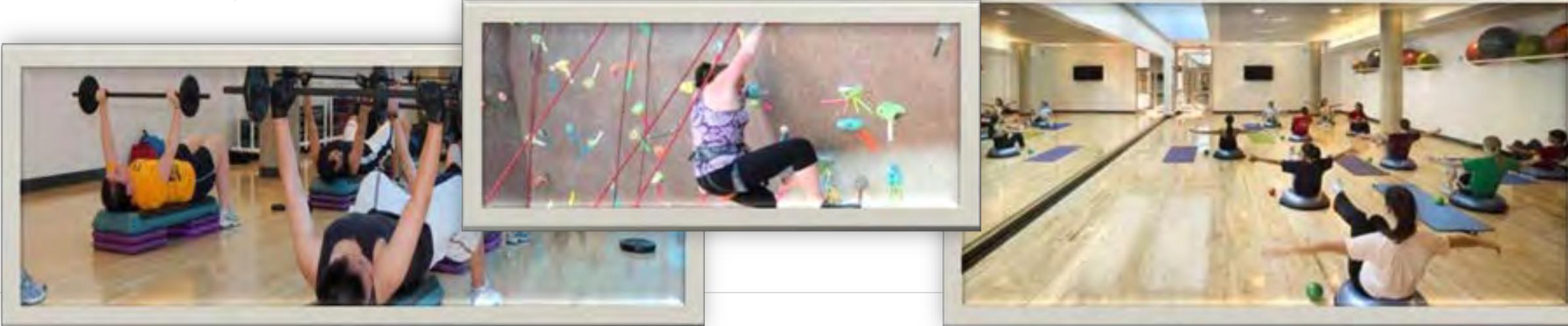


### Laser Institute of Technology Center – Yet to be determined

- Some preliminary assessments suggest this entire building should be repurposed for administrative support services such Public Safety, wellness clinic serviced by a private/public partnership. Other considerations may be that as success with the new science or health programs are realized this building may be better served for additional science related programs considering the proximity to the Halpern Hall of Science and Health Education.

### Papiano Gymnasium – *Athletic and wellness programs*

- Install new HVAC and mechanical systems to better control the environment within the current gymnasium. Currently the gym is not air conditioned which significantly inhibits use of the facility in the summer months for summer credit courses. Creating a comfortable year round environment would also increase rental and sports or transitional camp development potential. The investment would significantly lengthen the available season for the otherwise underutilized space.
- Installation of new HVAC and mechanical systems to replace a highly inefficient, antiquated hot/cold water delivery system from an out-dated central plant.
- Demolition and upgrade of all existing HVAC, mechanical, electrical and plumbing systems as needed to accommodate the new planned renovations. Roof, HVAC/mechanical/electrical system replacement/upgrade essential to continue meeting program needs.
- Renovation of obsolete natatorium into fully functional state of the art wellness and physical therapy center would increase enrollments for current insufficiently equipped physical therapy and wellness related degree programs. A professionally developed program would permit the College to provide another form of service to the community much like it already does within the dental and ophthalmic programs. This renovation would permit the expansion of the current fitness center and construction of an elevated indoor jogging track creating a true modern fitness center for the student and staff population of the College. This project could be considered for a public/private partnership with an already established fitness/wellness rehabilitation center or education institution offering related four year degrees.
- Renovate all locker rooms, team rooms and restrooms.
- Remove existing and install new LED High bay lights in gym.
- Installation of a continuous use gas fired emergency generator. This will be installed to support future emergency and shelter operations at this facility.



**Truman Hall – High school alternative education, Gateway, and GED programs**

- This facility could become a cost center for the College since annual contracts are nearing \$40,000 for current College partners to rent space for their programs. This project will allow the College to continue to expand and serve the counties secondary school population in transitional college classrooms.
- Convert existing general and lab classrooms to computer labs to accommodate expanding Gateway type programs.
- Installation of new HVAC and mechanical systems to replace a highly inefficient, antiquated hot/cold water delivery system from an out-dated central plant.
- Truman Hall will be renovated to provide additional classrooms in space vacated by Transportation Technology. These classrooms will serve GED students can be used to develop workforce development programs that would complement the current purposing of the building.
- The Publications Department must be relocated when Wilson Center is vacated and its next quarters have not been decided to date. Truman Hall would be a viable option for relocating this department.

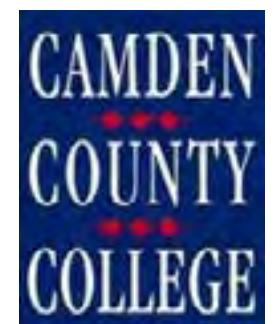
**Jefferson Hall – Community Partnerships**

- Expand partnership space by converting of all classrooms to office and meeting space.

**Lincoln Hall / Dennis Flyer Theater – Center for performing and visual arts**

Lincoln Hall currently houses the College's art and theater programs along with a 650 seat auditorium.

- Convert current sound studio into professional sound and performing arts studio.
- Rehabilitate the construction shop, dance studios and adjoining offices to improve space and energy efficiencies.
- Demolition and upgrade of all existing HVAC, mechanical and electrical systems as needed to continue to meet current and expanded program needs. Installation and upgrade of electrical switching and transformer systems to meet demand of current programming.
- Renovate and upgrade all restrooms to meet current needs and to address access accommodation limitations.
- Address access accommodation limitations between east and west side of building.
- Replace current lighting in theater with energy efficient LED lighting.



**Taft Hall - One Stop Student Services Facility with expanded capacity classroom facilities**



A significant renovation of Taft Hall into a student services building is underway. Taft will be renovated to house a complete “One-Stop” Student Services Center that will provide all services for student registration and advisement under one roof. This space will include conference rooms and welcome center. On the first level, 10 classrooms will have the ability to expand into large capacity lecture rooms or computer labs. Renovations include new mechanical, plumbing and electrical upgrades; as well as major interior wall reconstruction to accommodate the new programming and enhanced energy savings. A glass pavilion and entranceway will be constructed on the east side of Taft Hall to create a grand Welcome Center that will enhance the visit and experience of potential and current students. The pavilion will enclose soft seating and an elevator to increase convenience and comfort to those who visit the College. The space is being considered as living atrium space, a natural setting for an arboretum. Also in consideration is a green roof which would be overlooked by Halpern Hall.



CAMDEN  
COUNTY  
COLLEGE

**Childcare Center – *Childcare or yet to be determined***

**Facilities Operations building – *Office and warehouse space for Facilities Department***

The existing Facilities Operations Building requires an addition to expand the staff support offices. The addition will also create a new front entrance to the building so that access is coordinated with the Ring Road improvements that were recently completed. The addition is proposed to be approximately 2000 square feet and include four additional offices, a conference room, computer training room, front entry and enlarged reception area. Renovations to the existing building include facade renovations to support the proposed new front entry elevation of the building.

**Physical Plant/Boiler Plant – *Yet to be determined***

The central boiler plant located adjacent to Truman Hall will be decommissioned as the central plant upon completion of the Truman Hall, Papiano Gym and Taft Hall renovations. Once the plant is demolished the building will be available for reprogramming. Due to its location in the center of campus the building does not have ready access for deliveries limiting its potential uses to office or classroom space. One potential consideration is to place the Facilities Department support staff, custodial staff and construction department in this location instead of adding an addition to the current Facilities Operation building. It may be prudent to demolish this building when decommissioned and design either open space or construct an annex to Truman Hall thus better utilizing the central portion of campus.

**Security Infrastructure Development**

The expansion of the College security infrastructure should be continued. Although the College has invested in emergency and security systems over the last 10 years there remains the need to continue this expansion. It is recommended that a centralized monitoring center be developed within the Public Safety Dispatch Center to permit the consolidation of all current and new monitoring systems into one location. This, in combination, with continued growth of the emergency communications systems also

centralized within public safety to meet the growing demand will create a comprehensive and effective monitoring and dispatch center thus improving safety and detection capability on campus. All new construction and renovations must include up-to-date security technology to include access control, surveillance, intrusion and emergency communications systems.



## BUILDING RENOVATIONS

### Camden Campus

#### **2001 Plan**

The existing Camden Campus building presents the following issues, all of which should be capable of correction with renovation and reconfiguration following the completion of the planned new facility:

- Computer and laboratory facilities are small in size and should be capable of supporting larger section sizes. Additional computer instruction and open lab facilities are needed.
- Administrative office facilities are inconveniently scattered on all floors of the building.
- There is insufficient parking to support current levels of the building use.
- Occasional conflicts arise with the Rowan University concerning use of shared classroom resources.

#### **Building Renovations 2001 to Present**

##### **Camden Campus**

College Hall has seen a number of improvements through 2012 including:

- The Community room – Replacement of all standard lighting with energy efficient LED lights. Replacement of the divider wall to replace a non-functioning unit that now permits the large space to be easily divided for separate events and opened for major events.
- HVAC unit replacement includes a new chiller installation replacing an out of date roof unit. Interior wall unit replacement is ongoing. Classroom retrofitted into science lab.
- Art studio rehabilitated into general classroom space.
- Lobby – The Public Safety office has been replaced with an open Concierge area that brings the Community Service Officer into immediate contact with students and guests.
- Elevator rehabilitation is underway at the time of this report. Both elevators will be rehabilitated to improve dependability of the outdated units.



##### **Camden Technology Center**

- Barnes and Noble Bookstore renovation and Starbucks Café has yielded a modern bright student service facility. A Starbuck's Café and customer seating area established inside the bookstore provide a comfortable collegiate setting for students and visitors.

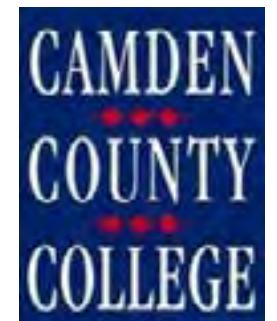
## Future Proposed Improvements

### Camden Technology Center

- The Camden Technology Center houses a central chiller plant with open cooling towers, contains several critical functions that must be maintained in the event of utility interruption, and functions as an area of refuge for the area in the event of natural disaster. The building will be provided with main water filtration of the incoming water service and central water storage to allow the building to continue operation in the event of interruption of the public water utility.
- Parking Garage lighting upgrades from metal halide and compact fluorescent to all LED fixtures for entire structure, to include the building façade, parking decks, stair towers and breezeway.
- Preventive maintenance plan and work required for garage structure to include removal/repair of damaged structure and replacement of caulk, etc.

### College Hall

- The mechanical equipment has reached its end of service life and will be replaced. This includes demolition of all existing equipment and installation of new high efficiency condensing boilers, pumps, VFDs, exhaust fans, fan coil units.
- Demolish existing metal partitions and install new solid plastic toilet partitions for all restrooms.



## BUILDING RENOVATIONS

### Rohrer Center

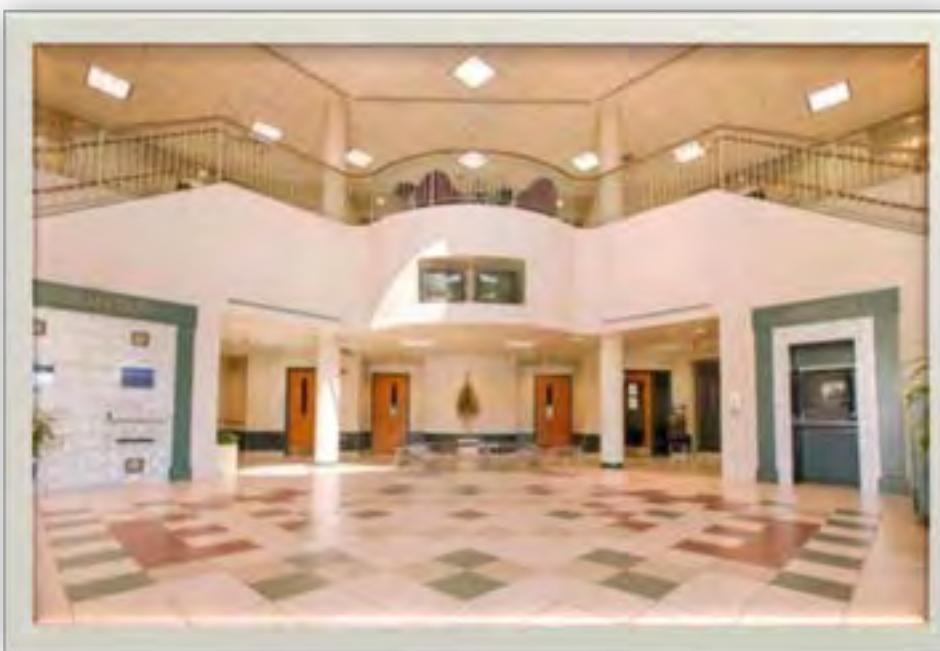
#### **2001 Plan**

The William J. Rohrer Center has been well received and facilities have been in strong demand. The technology resources, the size and configuration of classrooms and the resource support provided within the building have become a new standard of quality for Camden County College, to be emulated in the development of new or upgraded instructional facilities at the other two campuses. It is estimated there currently is additional demand for programs that suggest adding four additional labs to the end of the west wing (as originally planned). Original intentions for building use did not include seeking site accreditation for the campus. Should credit offerings expand, however, it may be necessary to develop on-site library facilities that will meet accreditation requirements, requiring the commitment of more space.

#### **Building Renovations 2001 to Present**

- Computer labs were installed and increased in number to meet the growing demand for computer based programs at this facility.
- To meet classroom demand staff hotels were converted into small classrooms.
- A dry science lab was constructed in a general classroom space to accommodate the changing demand for credit programs on the Rohrer Center.
- The program fit changed significantly from a workforce driven continuing education facility to a credit program destination.

**Future Proposed Improvements** All anticipated major improvements and classroom program refitting will depend on the viability of a multiple classroom addition to further meet the anticipated demand of credit programs in this facility.



## SUSTAINABILITY

The 2013 Campus Master Plan Update provides the College with the opportunity to further develop its green initiatives and support sustainable energy efforts. Implicit in the plan is the goal of promoting environmental stewardship and reducing the College's carbon footprint. The Campus Master Plan will bring the College innovative and sustainable buildings and landscapes designed to serve today's generation while respecting the needs of future generations.

From recycling to alternative energy, the Camden County College community is increasingly aware of the need to consider its impact on the environment and to educate and mentor students to become future environmental leaders. This heightened awareness led to the development and adoption of the **Camden County College Green Initiative** in 2010. The **Green Initiative** was designed to *formalize College practices for improving energy efficiency, conserving resources and enhancing environmental quality by educating for sustainability and creating healthy living and learning environments*. An outgrowth of the Initiative was the formation of the **Green Initiative Committee** which continues to meet regularly under the leadership of the College's Director of Facilities.

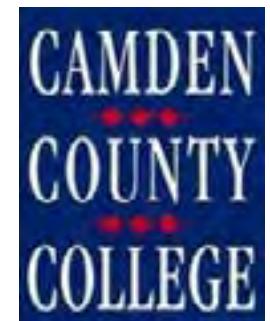
Green Initiative accomplishments include: campus-wide recycling program, switch to green certified cleaning products, availability of reduced fare passes for public transportation, construction of a campus greenhouse, increased campus tree planting and landscaping, Earth Day celebration and activities, use of document imaging to reduce reliance on paper files and the review of all construction projects to encourage discussion of alternate materials/methods with the focus of reducing the carbon footprint of the College.

Camden County College has been a member of NJHEPS since 2001. NJHEPS (New Jersey Higher Education Partnership for Sustainability) is a group of 36 Garden State Campuses supported by the New Jersey Department of Environmental Protection, Education Foundation of America, AT&T and the New Jersey Board of Public Utilities. Their mission is to be an agent for transformation so that New Jersey campuses might become models and messengers of sustainability in society and the world. The sustainable campus initiatives utilize six interrelated strategies:

- education for sustainability
- energy-efficiency and conservation measures
- high performance green designs
- sustainable materials use
- student activism
- media outreach

The college has been aware of USGBC's Center for Green Schools since the inception of NJHEPS. In 2009 at the very beginning of the conceptual plan for the proposed Science and Classroom Building design, it was decided that building would incorporate numerous USGBC design standards. It was determined that goal for the building would be to obtain a minimum of a silver LEED (Leadership in Energy and Environmental Design) certification.

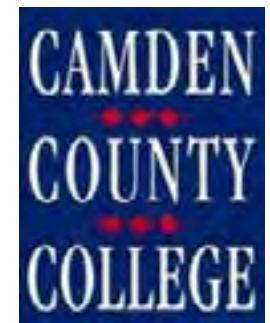
Since 2001 the college has strived to participate in sustainability programs. With the New Science and Classroom Building, this was a key opportunity to design a green building from inception. The college continues to implement energy conservation measures and green design applications in all renovations, retrofits and reconstruction projects where possible.



The transformation projects since 2004 have brought many energy savings and environmentally friendly changes to all campuses of Camden County College. These projects upgraded older buildings, roads, grounds, infrastructure, mechanical systems and added new square footage to the campuses both inside and out. These projects have all had a focus on sustainability, for instance:

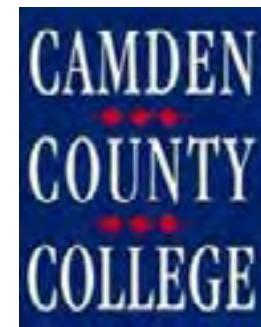
- All of exterior parking lot and roadway lighting has been replaced with high efficiency LED lighting, with a projected energy savings of 70%.
- Materials from asphalt and concrete paving to metal scrap are all recycled reducing solid waste disposal significantly.
- The College has replaced an aging, energy wasting electrical infrastructure with a modern energy efficient electrical system.
- Inviting outdoor leisure areas are designed to provide recreation space while raising appreciation of our natural environments. The exterior plantings around campus are drought resistant and low maintenance native species.
- An additional transportation hub was created to promote convenient use public transportation.
- All building retrofits, updates and reconstructions include energy management systems such as automatic heat setbacks and motion detection light switches.
- These energy management initiatives reduce lighting and HVAC energy consumption.
- The College is committed to the purchase of renewable, reusable, recycled material.
- The College will continue to take sustainable steps to manage its open spaces.
- All future construction projects will be integrated into green building designs.

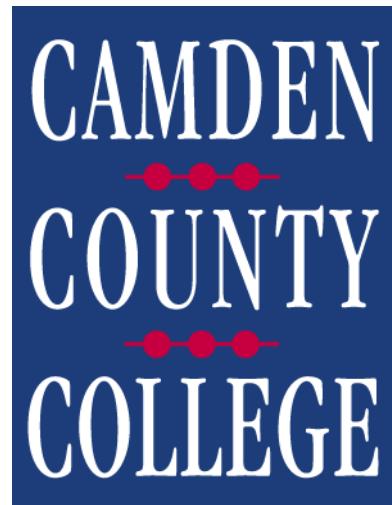
**Camden County College remains at the forefront of education and is committed to lead the way to educate, demonstrate and promote sustainability.**



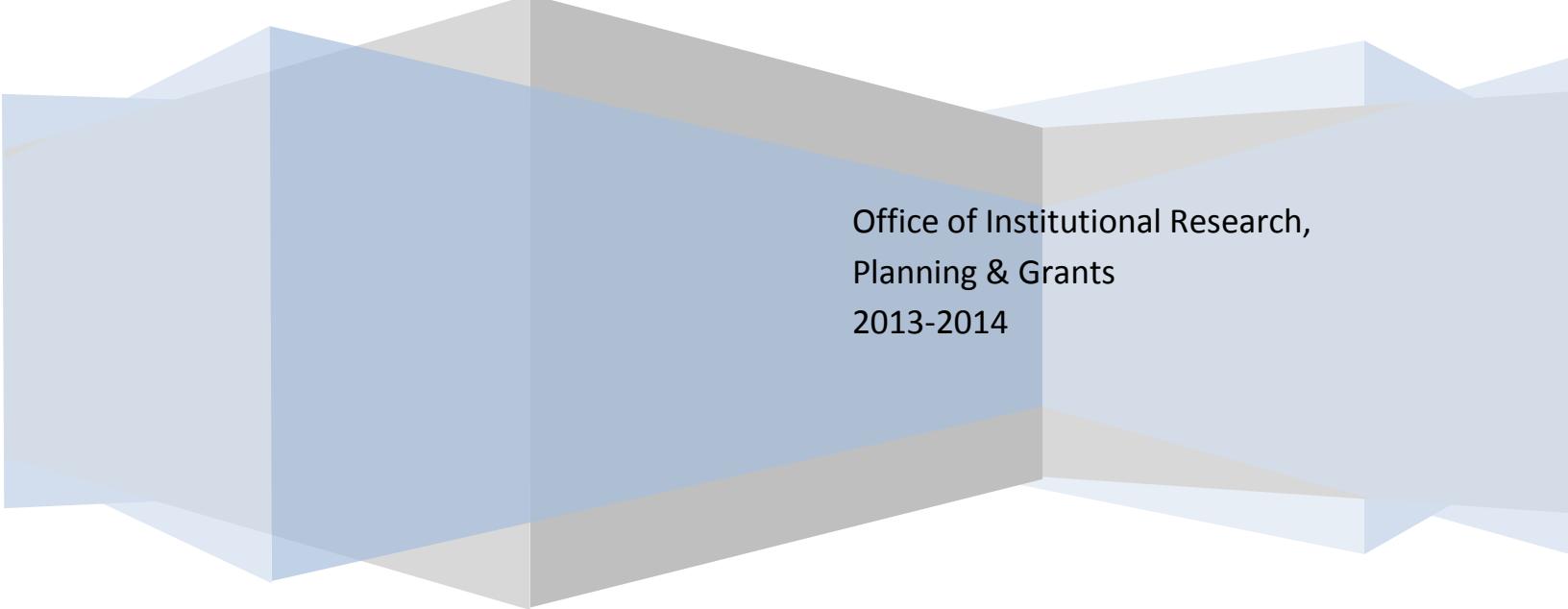
## Camden County College- Campus Master Plan Update 2013

Project Components	Construction Cost		Owners Costs					Excalation	PROJECT TOTALS w Contingency
	Construction - Trade Cost	Design/Const. Contingency	Construction MGMT/Admin	Construction Indirects	Excavation				
<b>Roads &amp; Grounds</b>									
1 Campus Underground Infrastructure	\$ 5,637,500	\$ 1,127,500	\$ 281,875	\$ 56,375	\$ 169,125	\$ 7,272,375			
2 Adams Parking Lot Reconstruction	\$ 1,276,200	\$ 255,240	\$ 63,810	\$ 12,762	\$ 38,286	\$ 1,646,298			
3 Misc Site Enhancements	\$ 942,700	\$ 188,540	\$ 47,135	\$ 9,427	\$ 28,281	\$ 1,216,083			
<b>Subtotal Roads &amp; Grounds</b>	<b>\$ 7,856,400</b>	<b>\$ 1,571,280</b>	<b>\$ 392,820</b>	<b>\$ 78,564</b>	<b>\$ 235,692</b>	<b>\$ 10,134,756</b>			
<b>Facility Demolition</b>									
4 Adams Hall	\$ 80,000	\$ 16,000	\$ 4,000	\$ 800	\$ -	\$ 100,800			
5 Roosevelt Hall	\$ 170,000	\$ 34,000	\$ 8,500	\$ 1,700	\$ -	\$ 214,200			
6 Wilson Center, East, West	\$ 700,000	\$ 140,000	\$ 35,000	\$ 7,000	\$ -	\$ 882,000			
7 Temporary Trailers	\$ 50,000	\$ 10,000	\$ 2,500	\$ 500	\$ -	\$ 63,000			
<b>Subtotal Facility Demolition</b>	<b>\$ 1,000,000</b>	<b>\$ 200,000</b>	<b>\$ 50,000</b>	<b>\$ 10,000</b>	<b>\$ -</b>	<b>\$ 1,260,000</b>			
<b>New Construction</b>									
8 Roher Addition	\$ 5,864,100	\$ 1,172,820	\$ 293,205	\$ 58,641	\$ 175,923	\$ 7,564,689			
9 Physical Addition	\$ 205,950	\$ 41,190	\$ 10,298	\$ 2,060	\$ 6,179	\$ 265,676			
10 Retail/Residential Bldg. (Urban Villa)	\$ 12,806,000	\$ 2,561,600	\$ 640,400	\$ 128,080	\$ 768,480	\$ 16,906,560			
11 Workforce Technology Development	\$ 13,600,000	\$ 2,720,000	\$ 680,000	\$ 136,000	\$ 1,224,000	\$ 18,360,000			
12 Transportation Technology	\$ 4,161,000	\$ 832,200	\$ 108,050	\$ 41,610	\$ 374,450	\$ 5,617,350			
13 Cooperative Partnership	\$ 25,710,000	\$ 5,142,000	\$ 1,285,500	\$ 257,100	\$ 1,542,600	\$ 33,937,200			
14 Parking Deck	\$ 15,750,000	\$ 3,150,000	\$ 787,500	\$ 157,500	\$ 1,890,000	\$ 21,735,000			
15 Transitional Studies Building (Camden)	\$ 11,546,000	\$ 2,309,200	\$ 577,300	\$ 115,460	\$ 692,760	\$ 15,240,720			
16 Transitional Studies Building (Blackwood)	\$ 3,625,000	\$ 725,000	\$ 181,250	\$ 36,250	\$ 217,500	\$ 4,785,000			
<b>Subtotal New Construction</b>	<b>\$ 93,270,050</b>	<b>\$ 18,654,010</b>	<b>\$ 4,663,503</b>	<b>\$ 932,701</b>	<b>\$ 6,891,932</b>	<b>\$ 124,412,195</b>			
<b>Building Renovations</b>									
17 Taft Hall	\$ 6,341,490	\$ 1,668,298	\$ 417,075	\$ 83,415	\$ 250,245	\$ 10,760,322			
18 Helene Fuld Building	\$ 2,899,072	\$ 579,814	\$ 144,954	\$ 28,991	\$ 86,972	\$ 3,739,803			
19 Wolverton Library	\$ 1,000,540	\$ 200,108	\$ 50,027	\$ 10,005	\$ 30,016	\$ 1,290,697			
20 Truman Hall	\$ 2,530,420	\$ 506,084	\$ 126,521	\$ 25,304	\$ 75,913	\$ 3,264,242			
21 Lincoln Hall	\$ 3,266,654	\$ 653,331	\$ 163,333	\$ 32,667	\$ 195,999	\$ 4,311,983			
22 Washington Hall	\$ 874,428	\$ 174,886	\$ 43,721	\$ 8,744	\$ 52,466	\$ 1,154,245			
23 Papiano Gym	\$ 5,284,898	\$ 1,056,980	\$ 261,245	\$ 52,849	\$ 317,094	\$ 6,976,065			
24 CIM Building	\$ 1,118,800	\$ 223,760	\$ 55,940	\$ 11,188	\$ 67,128	\$ 1,476,816			
25 Community Center	\$ 464,410	\$ 92,882	\$ 23,221	\$ 4,644	\$ 27,865	\$ 613,021			
26 Connector Building	\$ 83,100	\$ 16,620	\$ 4,155	\$ 831	\$ 4,986	\$ 109,692			
27 Child Care Building	\$ 135,050	\$ 27,010	\$ 6,753	\$ 1,351	\$ 8,103	\$ 178,266			
28 Boiler Plant	\$ 764,400	\$ 152,880	\$ 38,220	\$ 7,644	\$ 68,796	\$ 1,031,940			
29 Facilities Operations Office	\$ 210,000	\$ 42,000	\$ 10,500	\$ 2,100	\$ 18,900	\$ 283,500			
30 Madison Building	\$ 141,848	\$ 26,370	\$ 7,092	\$ 1,418	\$ 12,766	\$ 191,495			
31 Jefferson Hall	\$ 474,914	\$ 94,983	\$ 23,746	\$ 4,749	\$ 42,742	\$ 641,134			
32 Campus Building Infrastructure	\$ 5,034,790	\$ 1,006,958	\$ 251,740	\$ 50,348	\$ 604,175	\$ 6,948,010			
33 College Hall	\$ 5,418,540	\$ 1,083,708	\$ 270,927	\$ 54,185	\$ 650,225	\$ 7,477,585			
34 Camden Parking Garage	\$ 1,124,970	\$ 224,994	\$ 56,249	\$ 11,250	\$ 134,996	\$ 1,552,459			
35 Laser Building	\$ 465,200	\$ 93,040	\$ 23,260	\$ 4,652	\$ 55,824	\$ 641,976			
<b>Subtotal Building Renovations</b>	<b>\$ 39,633,524</b>	<b>\$ 7,926,703</b>	<b>\$ 1,981,676</b>	<b>\$ 396,335</b>	<b>\$ 2,705,211</b>	<b>\$ 52,643,451</b>			
<b>Total Cost</b>	<b>\$ 141,759,974</b>	<b>\$ 28,351,995</b>	<b>\$ 7,087,999</b>	<b>\$ 1,417,600</b>	<b>\$ 9,832,834</b>	<b>\$ 178,315,645</b>			

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## Institutional Effectiveness Plan



The background features a large, abstract geometric shape composed of several overlapping planes in shades of light blue, grey, and white. It has a stepped, mountain-like profile. In the center-right area, there is a vertical column of space where the background planes do not reach, creating a sense of depth. This central area contains the text.

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**

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

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 on-going 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:

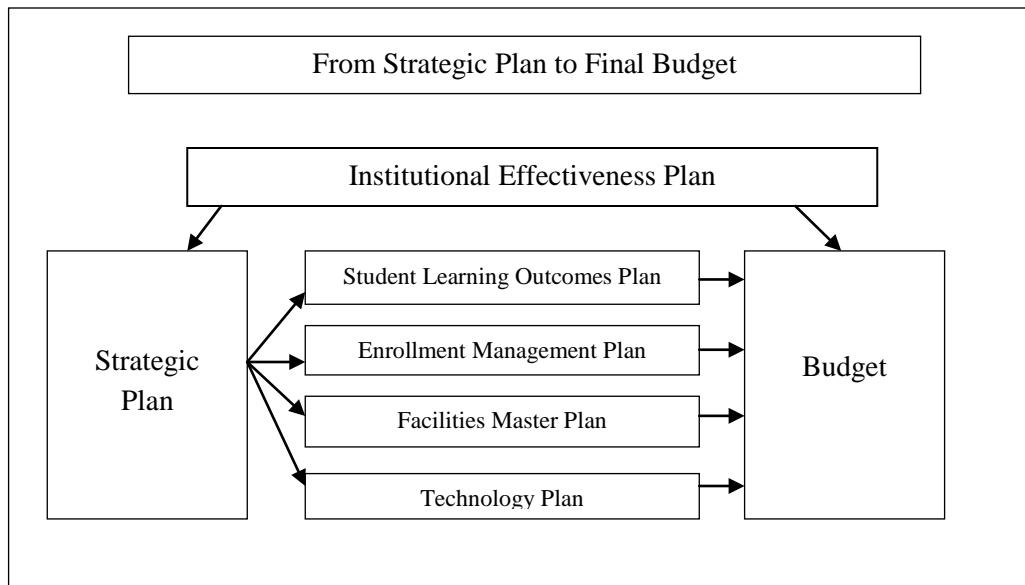
- Provide accurate and timely information to internal and external constituents.
- Be a resource of expertise in research, planning, and assessment.
- Represent the office (IR) and CCC on statewide and other committees or groups as necessary.
- Conduct survey research, manage data, and inform faculty 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 Budget 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
- Graduate 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.

<b>Indicators</b>	<b>Measures</b>	
<b>Student Progress</b>	Student Goal Attainment Retention (fall to spring & fall to fall)	Graduation Rates (3 years & 4 years) Student Satisfaction (overall)
<b>General Education</b>	Success in Subsequent and Related Course Work	Demonstration of GE Competencies Student Learning Outcomes
<b>Community Outreach</b>	Market Penetration Responsiveness to Community Needs	Enrollment in Non-Credit Classes Enrollment in Distance Education
<b>Workforce Development (Career Prep)</b>	Placement Rates Licensure & Certification Rates	Employer Satisfaction w/Graduates Student Satisfaction w/ Preparation for Employment
<b>Developmental Education</b>	Success in Subsequent and Related Course Work	Retention Rates from Level to Level Graduation Rates Success rates in subsequent course following successful completion of developmental education course

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.

<b>Indicator</b>	<b>Measures (totals and by programs)</b>
<b>Student Progress</b>	<ol style="list-style-type: none"> <li>1. Number of degrees and certificates awarded</li> <li>2. Number of graduates</li> <li>3. Graduation rates for FTF/T matriculated students (3yr &amp; 4 yr)</li> <li>4. Retention rates fall to spring &amp; fall to fall</li> <li>5. Educational goal attainment</li> <li>6. Transfer rate of graduates</li> <li>7. Transfer rate of non-graduates</li> <li>8. Student satisfaction (overall)</li> <li>9. Licensure &amp; certification pass rates</li> </ol>

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

- Retention
- Fact Books- College and Sector
- Enrollment Reports- Official 10<sup>th</sup> Day by semester
- Percent of course sections taught by full-time faculty
- Quick Facts

### **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.

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Office of Information Technology  
Disaster Recovery Plan**

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## **Purpose and Scope**

### **Introduction**

Over the past several years Camden County College has set up a highly computerized operational environment. This includes the use of personal computers in offices, as well as many network servers and computer devices that provide much of the operational support for the administrative and classroom environments. The multi-site MPLS network connects our sites and provides communications to other computer networks, universities, and the computer diagnostic facilities of the various computer vendors involved. In addition, the operation of the college's multi-site network provides a vital support component of the College system, not only in directly safeguarding our data, but enhancing the operation of our telecommunications system.

The reliability of computers and computer-based systems has increased dramatically in the past few years, and those computer failures that do occur can normally be diagnosed and repaired promptly using both local and remote diagnostic methods. Nearly all of our computer systems contain redundant parts, which improve their reliability and provide continual operation when some failures occur.

In the past, most computer operations were predominantly batch and reciprocal agreements for computer batch running, usually at night and/or weekends, were often made between users of similar systems. This has become less feasible with the very complicated on-line and diverse network systems most institutions now have installed. Although institutions may have similar equipment and operating systems, they generally do not have the storage, bandwidth or processing capacity to add a large number of users from another on-line environment to their systems even if the technical problems could be solved.

A trend is evolving to provide alternate sites near the central systems where any additional equipment needed can already be housed and critical on-line operations for the organization can be resumed in a reasonable time. Redundancy in the communications network and a tie-in to the alternate site or the ability to rapidly tie-in is an important part of our disaster plan. This type of site is called a “warm site”, as opposed to a “hot site”, which contains all equipment necessary to start immediate operations and is fully duplicating the primary site.

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For the most part, the major problems that can cause a computing system of networked servers to be inoperable for a length of time result from environmental problems related to computing systems. The various situations or incidents that can disable, partially or completely, or impair support of the college's computing facilities are identified. A working plan for how to deal with each situation is provided.

Almost any disaster will require repair and restoration funding from the College in order to repair or replace the affected systems. This report assumes that these funds will be made available as needed. Proper approval will be obtained before any funds are committed for recovery.

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### **Objectives/Constraints**

A major objective of this document is to define procedures for a contingency plan for recovery from disruption of computer and/or network services. This disruption may come from total destruction of one or more of the college's data centers or from minor disruptive incidents. There is a great deal of similarity in the procedures to deal with the different types of incidents affecting different departments in the Office of Information Technology (OIT). However, 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.

The objectives of this plan are limited to the computing support given to administrative clients from OIT, including Accounting and administrative systems under the stewardship of OIT. The elements that concern PC's and server support are addressed; however, client-related functions not directly tied to computer and telephone support by OIT are not addressed. Also, offices at Camden County College should develop their own plan to deal with manual operations within their office should computer and/or network services be disrupted. Due to cost factors and benefit considerations at this time, the alternatives of a hot site at a disaster recovery company is not considered feasible or necessary for the college, although we have contracted for use of a "warm site". The primary location for this "warm site" is in the Philadelphia area. Additionally, the college would have the option of utilizing an available mobile data center within 48 hours of requesting it.

All major computing systems that are vital for the daily operation of the College and under the stewardship of OIT are maintained under service contracts with the equipment vendors. This ensures that routine maintenance problems will be addressed in a timely way with adequate resources. These contracts range from telephone support only to more often full hardware replacement with 4-hour onsite support.

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## **Assumptions**

This section contains some general assumptions, but does not include all special situations that can occur. Senior technology staff members on site will make any special decisions for situations not covered in this plan needed at the time of an incident.

1. This plan will be invoked upon the occurrence of an incident. The senior staff member on site at the time of the incident or the first on site following an incident will contact the College CIO and the Directors of Network Services, User Services and Facilities for a determination of the need to declare an incident. The VP Finance and Administrative Services will also be notified.
2. The senior technology staff member on site or on-call at the time of the incident will assume immediate responsibility. The first responsibility will be to see that all faculty, staff, and students are evacuated if a dangerous situation is identified. If injuries have resulted or may occur as a result of the incident, immediate attention will be given to those persons injured. The College Public Safety Office (856-374-5089) and Physical Plant (dial 4038) will be notified if necessary. If the situation allows, attention will be focused on shutting down systems, turning off power by pressing the emergency shut off, etc., but evacuation is the highest priority.
3. Once an incident, which is covered by this plan, has been declared, the plan, duties, and responsibilities will remain in effect until the incident is resolved and proper College authorities are notified.
4. Invoking this plan implies that a recovery operation has begun and will continue with top priority until workable computer and/or telephone support to the College has been re-established. This includes access to “OneSolution”, Exchange email, HR, Financial Aid operations, and Accounting (including the ability to print checks).
5. We have planned for and are assuming that we will take a warm-site strategy to our alternate site, a warm site being an alternate location with sufficient hardware, duplicated from the primary site, on which backups can be restored to have the systems listed in item 4 above running in a minimal amount of time, but in a degraded state. This is primarily due to the inhibitive cost factor of a hot site duplicating the total hardware and networking infrastructure of the Camden County College network.
6. The total body of OIT staff will be notified immediately by telephone or email if possible on the invoking of a disaster incident and will be required to work 12 hour on / 12 hour off shifts until notice is given that the disaster incident is closed and staff told to stand down.

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### **Critical Systems**

Critical Systems include but are not limited to the following and are rated in order of priority to recovery:

1. Network communications (LAN and WAN) / connectivity
2. Systems Management Tools
3. Telecommunications
4. Datatel Colleague
5. Datatel WebAdvisor
6. BiTech (OneSolution)
7. Financial Aid
8. Human Resources
9. Exchange Email (@camdencc.edu)
10. Document Image Retrieval
11. College Website
12. File and Print Services
13. Individual PC's

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## **Incidents Requiring Action**

This disaster recovery plan for Camden County College will be invoked under one of the following circumstances:

1. An incident that has or may disable, either partially or completely, the operations of the College's central computing facilities and/or the communications network for a period of 24 hours.
2. An incident, which has impaired the use of computers and networks, managed by OIT, due to circumstances which fall beyond the normal processing of day-to-day operations. This includes all network, telecommunications, and administrative systems that OIT manages.
3. An incident, which was caused by problems with computers and/or networks, managed by OIT and has resulted in the injury of one or more persons at Camden County College.

## **Contingencies**

General situations that can destroy or interrupt computer and telephone services usually occur under the following major categories:

1. Electrical Power
2. Air Conditioning Interruption
3. Fire
4. Water
5. Weather and Natural Phenomenon
6. Chemical or biological disaster
7. Sabotage and Interdiction
8. Intrusion into network by outside source, including malware or computer viruses.

There are different levels of severity of these contingencies necessitating different strategies and different types and levels of recovery. This plan covers strategies for:

**Partial recovery** - operating at an alternate site or campus and/or other client areas of the College.

**Full recovery** - operating at the current central site (normally the Blackwood Campus) and client areas, possibly with a degraded level of service for a period of time.

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**Physical Safeguards, Blackwood Campus**

**MDF/Server Room, Community Center, Blackwood Campus**

This room houses data communications equipment, servers and the main backup appliances. It is the hub for the Blackwood campus-wide data networks. There is no protection against water damage. The room is connected to a Halon 1211-based fire/smoke detection system and has fire protection sprinklers. The equipment room is connected to a UPS system, an MGE 30kv UPS located in the server room. The UPS provides approximately 60 minutes of power during a power interruption to all computer equipment in the Community Center Server Room. Additionally, the entire building is backed up by a diesel-fueled generator that is designed to power-on in the event of a utility failure. The Community Center Server Room is only accessible from the interior of the building and there is secured by lock. The room itself is alarmed with a motion detection system and door sensors. Access is limited by combination door lock to O.I.T. staff. All air conditioning in this room is connected to the UPS system. This system is periodically tested to verify its runtime and operation in a power outage.

**MDF/Server Room, Madison 104**

This room houses some of the college's file servers, Exchange Email Servers and many of the College's virtual hosts. It also contains the primary external connections to the world, including Internet and Telecommunications. Many of the College's network switches for the Blackwood Campus are in this room. It is the hub for all data collection systems for the college. There is no protection against water damage. The room is connected to a HALON1211-based fire/smoke detection system. The equipment room is connected to a UPS system, an MGE 30kv UPS located in the server room. The UPS provides approximately 60 minutes of power during a power interruption to all computer equipment in the Community Center Server Room. Additionally, the entire building is backed up by a diesel-fueled generator that is designed to power-on in the event of a utility failure. The Community Center Server Room is only accessible from the interior of the building and there is secured by lock. The room itself is alarmed with a motion detection system and door sensors. Access is limited

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by combination door lock to O.I.T. staff. All air conditioning in this room is connected to the UPS system. This system is periodically tested to verify its runtime and operation in a power outage.

The A standard door lock on the both the exit and entrances and computer room protects the Data Center. All OIT Staff have access through the single entrance door using individually assigned keys.

**C.I.M., Taft, Criminal Justice, Laser, Science, Library, Gym, Truman, Lincoln, Jefferson, Wilson West, Wilson Center, Wilson East, and Roosevelt Buildings.**

**IDF Closets** – Each of these buildings contains at least one IDF room with at least one network switch. Each IDF contains a UPS designed to allow that building's network equipment to run at least 20 minutes before shutdown. Each room is accessible through a single door, and keys are individually assigned to OIT staff.

### **Types of Computer Service Disruptions**

This document includes hardware and software information, emergency information, and personnel information that will assist in faster recovery from most types and levels of disruptive incidents that may involve Camden County College's computing facilities. Additional information that may be needed is provided in the appendices of this document. Supporting documents contain additional hardware, software and vendor information.

#### **Normal computer system problems**

For most of the major hardware vendors represented at Camden County College, as well as some of the software vendors, remote diagnostic testing is available for routine problems. Normal response is within four hours for hardware problems. Camden County College also has software support agreement with Cisco, Dell, and EMC and Schneider Electric to support critical systems. The College's Dell and Cisco agreements for hardware provides support on a 24x7 basis with four hour on-site response. The College's EMC agreement for hardware provides support on a 24x7 basis with 4 hour parts response. The College's agreement with Schneider for the MGE UPS' provides support on a 24x7 basis with four hour on-site response.

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Dell servers are covered under general warranty for parts and during this time period has NBD response parts replace onsite delivery.

Some minor hardware problems do not disrupt service. Maintenance is scheduled when convenient to repair/resolve these problems. The College's data center maintenance window is Wednesday 10pm till Thursday 6:00am. Most hardware problems disrupting the total operation of the computers should be fixed within 4 to 8 hours. Other night and weekend maintenance for systems is called as needed.

**Major computer and communications system problems**

Experiences at Camden County College with vendors solving more severe computer problems have shown that they have backup strategies. If the local service personnel have not fixed the problem within a few hours, they call backup support from other locations as needed.

If the College is not satisfied with the time required to repair the system problem, OIT will escalate the issue to management as necessary.

It is not feasible to keep a supply of PC's or high-cost items to meet every emergency. In cases where Intel-based PC's are lost, these will be repurchased/leased using Repair and Replacement funds.

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**Environmental problems (air conditioning, electrical, fire)**

**Air Conditioning**

There are large datacenter-grade air conditioning units in the Community Center, Madison 104, and the Science Building main computer room. These are sealed rooms; it has no windows or access for alternate methods of cooling. Humidity factors are also a consideration in the data center environment but are controlled under the air conditioning system. If a problem occurs with the air conditioning in the main computer room the following steps will be followed;

1. Cooler Days
  - a. OIT staff would open all of the doors to the room and setting up small fans so the room temperature is maintained.
2. Warmer Days
  - a. The College's Physical Plant staff will need to setup portable air conditioners and fans should a power outage occur to prevent the LC data center from overheating.

The College's Physical Plant staff is responsible for service of these units. They are periodically checked and service for emergency problems is available nights and weekends. Response is usually within the hour reported.

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**Recovery Team**

In case of a disaster, the emergency call list will need to be used. General duties of the disaster recovery coordinator are discussed. Recovery team leaders have been assigned in each major area and general duties given. The team leader will make assignment of personnel in the major areas to specific tasks during the recovery stage over that area.

**Organization of the Disaster/Recovery Team**

1. **Disaster Recovery Coordinator** – Vice President of Finance and Administrative Services or Director of Public Safety
  - a. Director, OIT, User Services
  - b. Director, OIT, Applications
  - c. Director, Physical Plant
  - d. Manager, Network
  - e. Manager, Desktop Services
2. **Camden County College Systems Recovery Team**
  - a. Director, Technical
  - b. Manager, Network
  - c. Manager, Helpdesk
  - d. Manager, Desktop Services
  - e. Desktop Support Staff
3. **Administrative Systems/Operations Recovery Team**
  - a. Director, User Services
  - b. Director, Applications
  - c. Manager, Network
  - d. Manager Helpdesk
  - e. Computer Operator
4. **Communications Recovery Team**
  - a. Director, Technical
  - b. Director, User Services
  - c. Manager, Help Desk
  - d. Manager, Network
  - e. Computer Operator

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**Disaster/Recovery Team Headquarters**

1. If the College's data centers are usable, the recovery team will meet in the Community Center Server Room.
2. If the Community Center Server Room is not usable and other rooms are, the team will meet in the CIM 204 OIT Conference Room.
3. If CIM 204 OIT Conference Room is hazardous or not usable, the team will meet in the First Floor Library Conference Room.
4. If the First Floor Library Conference Room is not usable, the Disaster Recovery Coordinator will be responsible for locating another meeting place on the Blackwood Campus.
5. If none of the College facilities are usable, it is presumed that the disaster is of such proportions that recovery of computer support will take a lesser priority. The Disaster Recovery coordinator will make appropriate arrangements.

**Disaster Recovery Coordinator**

The Vice President of Finance and/or Administrative or Director of Public Safety will serve as Disaster Recovery Coordinator. The major responsibilities include:

1. Determining the extent and seriousness of the disaster and notifying the Director of Public Safety and CIO immediately and keeping them informed of the activities and recovery progress. Director of Public Safety and CIO will in turn keep the President and other Vice Presidents informed.
2. Invoking the Disaster Recovery Plan after approval of the college President.
3. Supervising the recovery activities.
4. Coordinating with the Director of Public Safety and CIO on priorities for clients while going from partial to full recovery.
5. Naming replacements, when needed, to fill in for any disabled or absent disaster recovery members. Any members who are out of town and are needed will be notified to return.
6. The Director, User Services will keep clients informed of the recovery activities.
7. Contact key college administrators.

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**Communications Recovery Team Leader Responsibilities**

The Director of User Services will serve as the Communications Recovery Leader. Responsibilities include:

1. Coordinating hardware and software replacement with the communications hardware and software vendors.
2. Supervising recovery of the computer communications, telephone system and/or cable TV.
3. Assigning personnel duties from telecom analysts to project leaders of disaster recovery tasks as needed.
4. Coordinating activities of computer and communications recovery with the other Recovery Team Leaders.
5. Keeping the Disaster Recovery Coordinator informed of the extent of damage and recovery procedures being implemented.
6. Being aware of staff scheduling for the duration of the disaster incident and insuring that staff is not under undo pressures do to extenuating circumstances of long work schedules.
7. Communications with Sr. Staff with hourly updates on status of crisis.

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## **Preparing for a Disaster**

This section contains the minimum steps necessary to prepare for a disaster and as preparation for implementing the recovery procedures. An important part of these procedures is ensuring that the off-site storage facility contains adequate and timely computer backup tapes and documentation for applications systems, operating systems, support packages, and operating procedures.

## **General Procedures**

Responsibilities have been given for ensuring each of following actions have been taken and that any updating needed is continued.

1. Maintaining and updating the disaster recovery plan.
2. Ensuring that all OIT personnel are aware of their responsibilities in case of a disaster.
3. Ensuring that periodic scheduled rotation of backup media is being followed for the off-site storage facilities.
4. Maintaining and periodically updating disaster recovery materials, specifically documentation and systems information, stored in the off-site areas.
5. Maintaining a current status of equipment in the main equipment rooms in Community Center Server Room and Madison 104 Server Room. (APPENDIX H).
6. Informing all technology personnel of the appropriate emergency and evacuation procedures from the College Director of Public Safety.
7. Ensuring that all security warning systems and emergency lighting systems are functioning properly and are being periodically checked by operations personnel.
8. Ensuring that fire protection systems are functioning properly and that they are being checked periodically.
9. Ensuring that UPS systems are functioning properly and that they are being checked periodically.
10. Ensuring that the client community is aware of appropriate disaster recovery procedures and any potential problems and consequences that could affect their operations.
11. Ensuring that the operations procedure manual is kept current.
12. Ensuring that proper temperatures are maintained in equipment areas.

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**General Disaster Recovery Plan Timeline**

Based upon notification that an incident has occurred at any of the computer facilities at Camden County College, the OIT Director of User services or other senior management staff member should notify the VP Finance and Administrative Services and all other senior management OIT staff. Communications among these members is critical to the successful restoration and recovery from a disaster.

If emergency procedures have not been invoked, at the four-hour mark after initial notification of an incident in any of the computer facilities, the Disaster Recovery Plan will take effect and should follow the following timeline.

**Phase 1 – Within 4 hours of initial notification**

1. Insure that all staff have been evacuated from the site and are accounted for.
2. Insure that the primary site has been secured.
3. Insure that safety, fire authorities, physical plant have all been notified.
4. Decide whether to reopen the primary site or move to an alternate site.
5. Notify all OIT staff of a disaster.
6. OIT staff should already know their primary recovery responsibilities and report-to locations.
7. Notify other TBR sites of the disaster.

**Phase 2 – Within 12 hours of initial notification**

1. Confirm funding is available for recovery plan requirements.
2. Notify vendors of the disaster and order preliminary hardware replacement.
3. Initiate transportation of supplies and hardware to the recovery site.
4. Initiate transportation of recovery media and hardware systems to the new site.

**Phase 3 – Within 24 hours of initial notification**

1. Restore system backups and test system integrity.
2. Insure sufficient supplies and needs at recovery site.
3. Bring up all recovery systems.
4. Establish backup schedules of all recovery systems.
5. Notify all OIT staff and administration of operations at recovery site.
6. Inventory salvageable materials at primary site.
7. Reassess damages and loss at primary site.

**Phase 4 – Within 48 hours of initial notification**

1. Debrief staff on causes and results.
2. Decision – move back or stay at recovery site.

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3. Prepare for disaster at recovery site.

**Phase 5 – Within 7 days of initial notification**

1. Cleanup of primary site.
2. Re-establish primary site.

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**Data Backup Procedure**

**Data Backup Storage Sites**

- **Current Backup sites**
  - Community Center Server Room – Fire-proof safe in the computer room
  - CIM Building – Room 204 Lockup, Fire-proof safe
- **Planned New Backup sites** (begin in July 2013)
  - Off-site Direct-to-Disk backup – (July 2013)
    - Backup Server in Community Ctr. Server Room will write backups directly to storage arrays in remote campuses in Cherry Hill and Camden.
    - The Cherry Hill and Camden sites will write their backups to the Blackwood site storage array.
    - Tape backups will be made of the Blackwood storage array and stored at the Cherry Hill site.
    - Tape backups of the Cherry Hill storage array and stored at the Blackwood site.
  - Virtual Machine Servers – VMotion
    - Images of the Blackwood Virtual Servers will be moved and stored at the Cherry Hill site via VMotion over our MPLS network.
    - Images of the Cherry Hill Virtual Servers will be moved and stored at the Camden site via VMotion over our MPLS network.
    - Images of the Camden Virtual Servers will be moved and stored at the Blackwood site via VMotion over our MPLS network.
    - Tape Backups of these images will be made and stored at a different remote site that the virtual images.

**Backup Tape Library** – All backup tapes are assigned a unique number. OIT has created a Excel spreadsheet that tracks all backup tapes which includes; description of data on tape and date created, date stored offsite.

**Tracking Backup Tapes Transported to Offsite location** – OIT's Backup Operator gathers all backup tapes that are to be stored offsite. They will list the backup tape numbers, description of tape, date created and retention period onto the Offsite Tape log and sign their name and date when the tapes are put into the canister. The Public Safety officer or Courier will come to OIT to pick up the portable tape safe and will sign and date the Offsite Tape log in OIT that they

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picked up the canister and took it to the Cherry Hill Campus. The same process is reversed when the canister is returned to OIT.

**All Applications, File, and exchange Servers** – all application servers (e.g. Datatel, Imaging Now, email, [www.camdencc.edu](http://www.camdencc.edu) Web Site etc) are backed up on a daily basis (data and software). We have a 5 week rotation of virtual tapes for each file server on the deduplication store. The deduplication store is then written to tape each week. These tape backups are transported each Monday morning to the Cherry Hill Campus and stored in a fire-proof safe. The last backup of each month is retained for one year for the Administrative system. Tape Backups are made to LTO 3 and LTO 5 Cartridge tapes.

**Document Imaging Data Storage** – the Imaging Now file server is backup on a daily bases as described in Application Server section. The electronic documents for the colleges ERP system are also stored on the backup tapes and deduplication store. The OIT department has created an electronic report file that contains all data elements stored in the document imaging system. These files are duplicated and stored at each of the three remote campuses.

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**Central Facilities Recovery Plan**

An incident at the central computing/networking facilities at either the Community Center Server Room or the Madison 104 Server Room may place this plan into action. An incident may be of the magnitude that the facilities are not usable and alternate site plans are required. In this case, the alternate site portions of this plan must be implemented. It is obvious that all major support sections in OIT will need to function together in a disaster, although a specific plan of action is written for each section.

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**Recovery Procedures**

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## User Services

This portion of the disaster/recovery plan will be set into motion for User Services when an incident has occurred that requires use of the alternate site, or the damage is such that operations can be restored, but only in a degraded mode at the central site in a reasonable time.

It is assumed a disaster has occurred and the administrative recovery plan is to be put in effect. The Director of Public Safety, upon advice from the CIO, will make this decision.

In case of either a move to an alternate site, or a plan to continue operations at the main site, the following general steps must be taken:

1. Determine the extent of the damage and if additional equipment and supplies are needed.
2. Obtain approval for expenditure of funds to bring in any needed equipment and supplies.
3. Notify local vendor marketing and/or service representatives if there is a need of immediate delivery of components to bring the computer systems to an operational level even in a degraded mode.
4. If it is judged advisable, check with third-party vendors to see if a faster delivery schedule can be obtained.
5. Notify vendor hardware support personnel that a priority should be placed on assistance to add and/or replace any additional components.
6. Notify vendor systems support personnel that help is needed immediately to begin procedures to restore systems software at the College.
7. Order any additional electrical or computer cables needed from suppliers. These should be anticipated and the vendors should already be on NJ State Contract.
8. Rush order any supplies, forms, or media that may be needed.

In addition to the general steps listed at the beginning of this section, the following additional major tasks must be followed in use of the alternate site:

1. Notify officials that an alternate site will be needed for an alternate User Services facility.
2. Coordinate moving of equipment and support personnel into the alternate site with appropriate personnel.
3. Bring the User Services recovery materials from the off-site storage to the alternate site.
4. As soon as the hardware is up to specifications to run the operating system, load software and run necessary tests.

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5. Determine the priorities of the client software that need to be available and load these packages in order. These priorities often are a factor of the time of the month and semester when the disaster occurs.
6. Prepare backup materials and return these to the off-site storage area.
7. Set up User Services operations in the alternate site.
8. Coordinate client activities to ensure the most critical jobs are being supported as needed.
9. As production begins, ensure that periodic backup procedures are being followed and materials are being placed in off-site storage periodically.
10. Work out plans to ensure all critical User Services support will be phased in.
11. Keep administration and clients informed of the status, progress, and problems.
12. Coordinate the longer range plans with the administration, the alternate site officials, and User Services staff for time of continuing support and ultimately the restoring of the User Services section.

### **Degraded Operations at Central Site**

In this event, it is assumed that an incident has occurred but that degraded operations can be set up at one of the College's Server Rooms (either Community Center Server Room or Madison 104 Server Room). In addition to the general steps that are followed in either case, special steps need to be taken.

1. Evaluate the extent of the damage, and if only degraded service can be obtained, determine how long it will be before full service can be restored.
2. Replace hardware as needed to restore service to at least a degraded service.
3. Perform system installation as needed to restore service. If backup files are needed and are not available from the on-site backup files, they will be transferred from the off-site storage.
4. Work with the various vendors, as needed, to ensure support in restoring full service.
5. Keep the administration and clients informed of the status, progress and problems.

### **Support Services**

Computing resources from the any of the College's sites may be provided for remote services to any other site. In addition to some hardware support at the affected site, the majority of this support is over communications lines directly to clients, departments, and various facilities across the MPLS network.

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1. Some general steps that should be taken, in case of additional damage at the affected site, are given.
2. Determine the extent of the damage and whether additional components can be brought in for present computer systems or whether additional computers need to be brought in.
3. Obtain approval for expenditures of funds to bring in added equipment as needed.
4. Notify vendor marketing and/or service officials that additional equipment needs to be shipped, with the highest priority, to the affected site.
5. Notify vendor technical support personnel of the disaster and the need for their assistance.
6. Determine if there is a need for any additional electrical or computer cables and order these for immediate shipment from suppliers.

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### **Use of Alternate Sites**

If the Blackwood site (or actually any site) is destroyed, support of critical college computing activities will be given from the alternate sites. Additional computer systems will be brought in as needed.

Some steps necessary in this process are listed:

1. Determine the priorities defined by the Business Contingency Plan that defines the needs and require of computer resources.
2. Setup for operations support.
3. Coordinate installing additional equipment and moving support personnel.
4. When additional needed equipment is available, move backup materials from the off-site storage area.
5. Coordinate restoring any communications with Technical Services.
6. Coordinate client-computing support with clients.
7. As production begins, ensure that backup procedures are followed and periodic backups are stored off site.
8. Work with the Director of User Services, the Director of Public Safety, the CIO, the Vice President of the College, and clients in coordinating long-range plans for restoring full support by the affected Computing section.

### **Degraded Service at Central Site**

If the Blackwood site's (or actually any site's) computing support can be resumed in a reasonable time from a remote site, steps will need to be taken immediately to restore these services:

1. Determine the extent of the damage and set up procedures to bring in any needed added equipment.
2. Determine priorities of client needs and prepare for running at a degraded level of service.
3. After the hardware is functioning, perform system installation as needed. If backup files are destroyed at the central site, bring these from the off-site storage area.
4. If off-site files are used, replace these at the off-site storage as soon as possible.
5. Work with vendors as needed to ensure support is given to restore full service.
6. Keep the administration and clients informed of the status, progress and problems.

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## **Communications**

Redundancy is being built into the computer communications systems. We do not have complete redundancy, but most systems have backup equipment and/or backed up images stored at remote sites.

This plan does not, at this time, address the problem of a need for redundancy in the Avaya analog and VoIP telephone system. Considerable funds will be needed for an alternate plan in this area in case of a major disaster in the College telephone switch.

Since most of the telephone and computer communications lines are direct buried and in conduits across the Blackwood Campus, connecting lines to alternate sites and to critical areas cannot be done rapidly. For example, it is estimated that if Camden County College OIT Department was displaced, it would take at least 24 hours to restore critical data and voice communications lines, and as much as 72 hours.

Some general steps that must be taken in case of a communications disaster at the central site and/or other parts of the communications network are given:

1. Assessment of the damage and an evaluation of steps needed to restore services.
2. Assignment of personnel to disaster crews and assignment of tasks. The Disaster Coordinator will make the priority of repairs after an evaluation of the critical needs of the College following the disaster.
3. If present supplies and equipment on hand are not adequate to restore service as needed, obtain approval for funds needed and contact vendors for priority shipment. These vendors should be anticipated, and should already be on NJ State Contract.
4. Coordinate repairs of data communications disasters affecting specific areas of technology support with the recovery team leader of that area.
5. Keep the Disaster Recovery Coordinator and team leaders of support areas informed of the extent of the communications damage and recovery procedures being implemented.
6. A chart of the communications network at Camden County College is being developed for all campuses. When it is completed, a copy of this chart will be placed in the off-site storage area and periodically updated.

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## **Emergency Procedures**

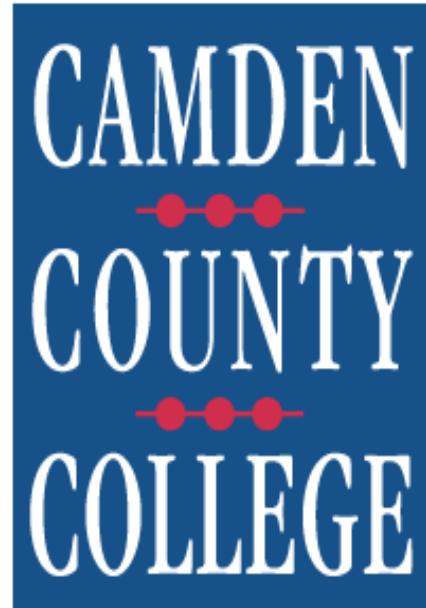
In case an incident has happened or is imminent that will drastically disrupt operations, the following steps should be taken to reduce the probability of personal injuries and/or limit the extent of the damage, if there is not a risk to employees. Similar steps should be followed, where appropriate, in incidents occurring in a satellite center.

1. An announcement should be made to evacuate the building, if appropriate, or move to a safe location in the building. As a preparation for a potential disaster, all OIT personnel should be aware of the exits available.
2. If there are injured personnel, ensure their evacuations and call emergency assistance as needed.
3. If the computers and air conditioning have not automatically powered down, initiate procedures to orderly shut down systems when possible.
4. When possible and if time is available, set up damage limiting measures.
5. Designate available personnel to initiate lockup procedures normal to last shift procedures.

# Camden County College

## OIT 5 Year Technology Plan

### 2012-2017



September 2012

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## **Executive Overview**

### **College Mission**

Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate degree programs, occupational certificates programs, noncredit courses and customized job training. The College welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career and continue their education. The College responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its goal.

### **Office of Information Technology (OIT) Mission and Purpose**

Camden County College Office of Information Technology (OIT) Department provides comprehensive technological resources to the students, faculty and staff of the college. OIT continually provides a stable and reliable network infrastructure, applications and technical resources for quality and timely service to its users.

The purpose of this plan is to provide 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.

### **Camden County College OIT Mission**

#### **Administrative Services**

The mission of the Administrative Services within the Office of Information Technology is to provide leadership and technical assistance in the programming, consultation, system design, new applications review, security and maintenance of the College's enterprise resource planning systems. These systems include Datatel Colleague (Student Information System), Web Advisor (the web interface to the student information system), SunGard One Solution (Financials, Human Resources, and Payroll system), Operation Data Store Reports System and Web-Advisor.

#### **Academic Services**

The mission of the Academic Services area within the Office of Information Technology is to provide leadership and support of academic technology for the academic community. This includes the design, installation and support services for instructional facilities, support for courseware development, and project planning for academic technology initiatives.

## **User Services**

The mission of the User Services area within the Office of Information Technology is to provide operational support, development and maintenance for the academic and administrative computing environments at the College. This support is provided to faculty, staff and students and is centralized through the Office of Information Technology Help Desk. Services include technical support and services for desktop computers, printers and associated peripheral equipment, application software, email, computer classrooms, open access labs, and technology education.

## **Network Services**

The mission of Network Services within the Office of Information Technology is to provide the development of Camden County's network infrastructure and network applications. These services include the installation, management and operational support of the College's local and wide area networks, Internet connectivity, network security, network servers, email systems and virus protection.

## **Telecommunications Services**

The mission of Telecommunications Services within the Office of Information Technology is to provide voice communication services to the College community. This includes the support, maintenance and development of the telephone and voice mail system and equipment, management of the physical infrastructure that supports voice services, and the College's relationship with our local and long distance communications providers.

## **Instructional Support Department**

The mission of the Instructional Support Department within the Office of Information Technology is to provide faculty instruction, equipment maintenance and repair and operation of all audio and visual equipment on all three Camden County College campuses. These services include support for both academic and non-academic events and meetings. Technical oversight of the college radio station, WDBK, and the Dennis Flyer Theater are included in the scope of operations.

## OIT Technology Plan Overview

The goals within the OIT Technology Plan are linked to the Camden County College Strategic Plan 2012, 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.

The goals and objectives of OIT are achieved through the various departments, including User Services, ISD, and Administrative Systems. Each department focuses on strategic technical long term and short term goals to improve the technological environment for students, faculty and the college community. The goals and objectives incorporated in this document begin with the current fiscal year July 1, 2012 to June 30, 2013 through fiscal year July 1, 2012 to June 30, 2017.

### **Goals: July 1, 2012 - June 30, 2013**

**Goal 1 - Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure**

OIT will implement Self-Service Technologies, a Web Portal, applications for Droid and iPhone and Document Imaging devices to increase data accessibility to all users. OIT will also upgrade the Campus Network, and Voice and Messaging systems to provide a secure and reliable environment that promotes academic and professional success.

**Business Justification:** Provide quick, secure, convenient and efficient data accessibility to college data from multiple devices and locations enhancing the users overall productivity, academic and administrative experience.

**Constituents:** Students, Staff, Administrators, OIT, Faculty and Potential Students

**Goal 2 - Implement Leading Edge Technologies**

OIT will implement leading edge technologies to create a competitive institution and improve the overall academic and administrative experience within the college community.

**Business Justification:** Implement State-of-the-Art technology within classrooms, lecture facilities and administrative areas to stay ahead of the competition by promoting an academically stimulating, competitive and supportive environment.

**Constituents:** Students, Staff, Administrators, Faculty and Potential Students

- Goal 3 - Provide Classroom and Operational Technical Support**  
OIT will continue to provide campus wide support for all technical aspects of the college.
- Business Justification:** As new classrooms are created or modified, OIT will design, implement, install and support technical software and hardware to help the college continue a high academic and administrative standard.
- Constituents:** Students, Faculty, Staff and Administrators
- Goal 4 - Improve OIT Planning Processes**  
OIT will create a Master OIT Project Plan to organize and schedule projects for the current a five (5) year period.
- Business Justification:** Create a Master OIT Project Plan to help OIT manage growth within the department and college as well as to help other departments understand OIT obligations, resources, priorities and availability.
- Constituents:** President's Staff, OIT CIO, OIT Managers
- Goal 5- Development of Personnel**  
OIT will develop a clearly defined comprehensive career training path for all employees and disciplines encompassed within OIT.
- Business Justification:** Strategically define technical career training paths to help standardize trouble shooting, implementation procedures, development and other important components of learning and staying current within OIT.
- Constituents:** Managers, OIT Staff, Administrative Staff and Help Desk Personnel
- Goal 6 - Develop a Risk Mitigation Strategy**  
OIT will enhance their current Technology Disaster Recovery Plan and execute a Security Audit to identify and analyze different types of emergencies and responses required by OIT. They will also test the plan to ensure that the business resiliency remains intact.
- Business Justification:** An integral component of data accessibility is the ability to readily duplicate a full system recovery, provide business resiliency in case of a disaster and save costs associated with loss data. OIT will implement a cohesive disaster recovery plan and perform mock tests to ensure the College continues to operate in the event of a disaster. This is a multiple year goal and the plan will cover the ability to retain and recover years of data needed for each department.
- Constituents:** Students, OIT, Administrative Staff and Administrators.

OIT Technology Goals and Projects	Year				
	1	2	3	4	5
<b>Goal 1: Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure</b>					
Restructure and Redesign College Network Configuration	✓	✓	✓		
College Campus Web Portal	✓	✓	✓		
Self-Service Technology - Kiosks	✓	✓	✓	✓	✓
Document Imaging	✓	✓	✓	✓	✓
Fixed Assets Inventory Control	✓	✓			
Improve and Secure Virtual Private Network (VPN )	✓				
Integrate Email Exchange Services with SharePoint		✓			
Self-Service Help-Desk		✓			
Implement Mobile Applications for Datatel		✓	✓		
<b>Goal 2: Implement Leading Edge Technologies</b>					
Investigate New Technologies to Integrate with College Community	✓	✓	✓	✓	✓
Datatel SQL Conversion	✓	✓			
Microsoft Exchange Email 2010	✓				
SharePoint 2010 implementation and Integration	✓				
Server Virtualization	✓				
Increase Wireless Footprint	✓	✓	✓		
Virtual Desktop Infrastructure (VDI)		✓			
Virtual Tour of the College Community		✓	✓		
Implement Digital Signage Project		✓			
Introduce Tablet Classroom		✓			
Introduce Hosted Cloud Solutions			✓	✓	✓
<b>Goal 3: Provide Operational Technical Support</b>					
Design and Implement New Classroom Technology	✓	✓	✓	✓	✓
Provide Technical Classroom Support	✓	✓	✓	✓	✓
Provide Software Management for College Community	✓	✓	✓	✓	✓
Implement MS Windows Live™	✓				
PC Life Cycle Management	✓	✓	✓	✓	✓
Provide Technical Event Planning	✓	✓	✓	✓	✓
Update Dimmer Lighting System	✓	✓			
Implement Proactive Help Desk Walk-Through Support		✓	✓	✓	✓
<b>Goal 4: Improve OIT Planning Processes</b>					
Campus Wide OIT Governance	✓	✓	✓	✓	✓
Annual Review of OIT Contracts	✓	✓	✓	✓	✓
Student information System (SIS) Planning Session	✓	✓	✓	✓	✓
Incorporate a Process Management Discipline		✓			
Campus Wide Software and Equipment Purchasing Policy	✓	✓	✓	✓	✓
<b>Goal 5: Development of Personnel</b>					
Develop an Overall OIT Training Plan	✓				
Technical Training for Students, Faculty and Staff	✓	✓	✓	✓	✓
<b>Goal 6: Develop a Risk Mitigation Strategy</b>					
Update Current Disaster Recovery and Business Continuity Plans	✓	✓			
Test Current Disaster Recovery and Business Continuity Plans	✓	✓			
Execute Security Audit	✓	✓			

## APPENDIX A

	Year 1		
	2012-2013	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget
	<p>The OIT Technology Plan identifies the goals and objectives of the OIT department as it incorporates the larger vision of the college. It is a plan that identifies the roadmap the college must travel to achieve their goals by providing a view of the current technological environment as well as the future direction of technology at the college.</p> <p>In addition, this plan analyzes the current state of the technological environment and identifies projects necessary to meet the technological goals of the college. Each goal within the plan has a purpose and identifies the benefit it provides the college in enhancing the classroom experience, increasing efficiency, accessibility and mobility for our students, staff and faculty.</p> <p>In our ever changing world of technology, changes create challenges but our purpose in creating this plan is for growth, reliability, security and stability within technologies that support the college community. As we continue to support existing and implement new technologies, our plan identifies how OIT also provides committed service, user satisfaction and a competitive environment for the college community.</p>		
<b>Goal1</b>	<b>Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure</b>		
	<p><b>Restructure and Redesign College Network Configuration</b></p> <p>OIT will redesign the current Network to improve intra and inter campus communications ensuring that all campuses have multiple internet connections and ample bandwidth for administrators, students and faculty to perform daily operations with a high capacity and quick response time.</p> <p><b>Business Justification:</b></p> <p>The current network configuration converges into one central point of transport causing a major bottleneck during peak performance hours. To help eliminate this issue, OIT will reconfigure the college network to increase capacity and redesign the network to have multiple routes for communication traffic. The new design of the network will ensure that each campus has multiple ways to route the communication and data intensive traffic to and from campuses with minimal effort increasing employee, student and faculty productivity</p>	\$120,000	O

	<b>College Campus Web Portal</b> <p>Single location, Single Sign-On Access for college resources.</p> <p><b>Business Justification:</b></p> <p>The Single Sign-On Access provides an easier way to manage the users experience, it consolidates all (or as many as the college desire) web login services, decoupling the authentication for each independent applications, and adding one login for multiple applications. The login is linked to the identification and security of the user. Adding this capability will save the users time and help with our goal to make the user experience more efficient and ‘user friendly’.</p>	\$29,500	O
	<b>Self-Service Technology</b> <p>Increase efficiency and accessibility by deploying of self-service technology throughout the college campuses.</p> <p><b>Business Justification:</b></p> <p><b>Kiosks</b></p> <p>Self-service technology helps the college achieve its goal to increase efficiency, accessibility and customer satisfaction with the deployment of Self-Service kiosks. Touch-screen information kiosks will provide students, staff and visitors with automated check-in for high-volume areas. This technology helps the college staff more efficiently service students and staff.</p> <p>In later phases, the kiosks will provide students, staff and visitors with campus directories and general information about the College.</p>	\$18,000	C
	<b>Document Imaging</b> <p>Scan archived records for Financial Aid and Human Resources into digital format.</p> <p><b>Business Justification:</b></p> <p>Document Imaging is another project that helps the college reach their goal to increase productivity and efficiency within the administrative departments at the college. Many departments are required by State and Federal agencies to store records for long periods of time, creating a need to manage a large number of records, storage cabinets and space.</p> <p>Storing documents electronically saves costs on paper, filing cabinets, floor space, and provides easy accessibility to archived records in a timely manner. The ability to electronically retrieve data quickly opposed to wading through volumes of files is a major improvement in efficiency and provides a means of data retrieval in the case of a disaster.</p>	\$120,000	C

	<b>Fixed Assets Inventory Control</b> <p>Implement an inventory control system with Radio Frequency Identification (RFI) to track fixed assets within the college facility.</p> <p><b>Business Justification:</b></p> <p>Inventory management in recent years, has become extremely important in identifying and tracking the college assets, particularly technological assets. Millions of dollars are spent on recovering lost, stolen or damaged inventory. As we move forward to a RFI Inventory control solution many assets can be tracked, managed and located if stolen. Therefore, the selected system must provide a secure and reliable means to track each product owned by the college. This will help with the retrieval of stolen property which will save the college on inventory purchases and other costs.</p> <p>An inventory management system will also provide a means to track assets for insurance amortization purposes in case of severe damage or a disaster.</p>	\$0*	O
	<b>Improve and Secure Virtual Private Network (VPN )</b> <p>Replace current VPN backend system to provide a more secure environment.</p> <p><b>Business Justification:</b></p> <p>OIT is replacing the current VPN backend system (Juniper) and replacing it with a less expensive, equally comparable Cisco system to tighten user security and ensure that only approved users have access to the system. This change allows approved users to access the network resources outside of the college domain but keeps out unauthorized users to the system. It also increases the student ability to access any college data from home, school or any remote location.</p> <p>The new Cisco backend process has a complicated ‘unfriendly’ User Interface (UI) and OIT will investigate software companies that could implement an improved website displaying a ‘friendly’ User Interface for the user.</p>	\$20,000	O
<b>Goal2</b>	<b>Implement Leading Edge Technologies</b>		
	<b>Investigate New Technologies to Integrate with College Community</b> <p>Investigate and review new technologies to determine if the technology will integrate with our network infrastructure and enhance our ability to provide a quality education in a competitive college environment.</p> <p><b>Business Justification:</b></p> <p>As OIT continues to review and evaluate leading edge technologies to implement for academic and professional excellence, it is also necessary to perform the appropriate evaluation to ensure the technologies of choice are the ‘best’ solutions for our daily operations opposed to being the ‘latest’ technology. The technology desired must add value to the overall college experience without restructuring the entire infrastructure.</p>	\$0*	O

	<b>Datatel SQL Conversion</b>  Improve the Student Information Systems (Colleague) architecture by migrating to a SQL environment.  <b>Business Justification:</b>  Converting Datatel to Windows SQL moves the college to a manageable and flexible architecture that supports the future direction of the vendor as well as the college in their quest to provide competitive and reliable access to students, faculty and staff. This architecture provides the ability to integrate easier with newer applications and technologies.  In addition to the architectural improvements, there is also a cost savings benefit on hardware. The current system is supported on a HP server that costs approximately \$85,000. The new architecture is supported in a Windows environment and Window servers are a fraction of the cost.	\$0*	O
	<b>Microsoft Exchange Email 2010</b>  Install, implement and integrate Exchange Email 2010 into the OIT infrastructure.  <b>Business Justification:</b>  The college is currently on an obsolete version of Exchange Email system that will soon reach End-of-Life (EOL) and End of Support (EOS). Standard support for the 2003 version ended more than a year ago, and there has been great technological progress made since then. Implementing 2010 Email Exchange will provide many benefits including improved email capabilities and functions allowing the integration with and the ability to stay current with Microsoft standards. Exchange also supports server virtualization, cost savings on storage, larger mailboxes, continuous replication of email and the “Universal Inbox”.  Of the many advantages, the ‘Universal Inbox’ is one of the most popular benefits in that email and voice mail are available from a single location and can be accessed from multiple locations. This increases efficiency amongst our user community.	\$0*	O
	<b>SharePoint 2010 implementation</b>  Install, implement and integrate SharePoint 2010.  <b>Business Justification:</b>  The 2010 SharePoint implementation establishes a centralized location to store, retrieve, access and update shared stored documents and resources. The user will now have the ability to access OIT shared documents, reports and resources from both the intranet (the office) and the internet (anywhere).	\$0*	O

	<p><b>Server Virtualization:</b></p> <p>Consolidate physical hardware (servers) with VM software.</p> <p><b>Business Justification:</b></p> <p>Server Virtualization maximizes the return on the server hardware investment by allowing several server “images” to run on one physical computer. Because of this, enterprises that have adopted virtualization have been able to consolidate multiple servers onto fewer physical devices, which can dramatically reduce space, power and administrative requirements. Virtualization also allows for rapid deployment of new servers as needed, since additional hardware is normally not required when creating additional servers in the organization.</p> <p>Since virtual server images can be easily backed up, copied and moved to other locations, virtualization can serve as the backbone of a business continuity strategy, so companies can achieve continuous application availability and automated disaster recovery across physical sites. This can reduce or eliminate the need to outsource these services.</p>	\$25,500	C
	<p><b>Increase Wireless Footprint</b></p> <p>Increase wireless accessibility throughout the college.</p> <p><b>Business Justification:</b></p> <p>Statistics suggest that college aged student use their cell phones 94-96% for internet access. Increasing the wireless coverage on the campus will improve the overall user experience, providing continuous internet coverage from building to building without interruption.</p>	\$38,000	C/O
Goal3	<b>Provide Classroom and Operational Technical Support</b>		
	<p><b>Design and Implement New Classroom Technology</b></p> <p>Design, purchase and install Audio and Video (AV) technology needed for new classrooms in new and existing buildings on campus.</p> <p><b>Business Justification:</b></p> <p>Implementing Audio and Video (AV) technology within the classroom creates an exciting and competitive educational experience for both the student and the instructor. Many students come to college expecting to be taught with leading edge technology such as Smart Boards, Smart Cards, etc.</p> <p>OIT uses in-house employees to implement AV technology in new classrooms to save on costs. Approximately, 4-6 classrooms are scheduled for new technology during a year, generating a huge saving while also meeting the student's expectation of attending a leading edge institution with technological and educational advancements.</p> <p>Further savings are realized because the Perkins Grant supports any permanent</p>	\$40,000	C

	technical equipment installed in new classrooms.		
	<p><b>Provide Technical Classroom Support</b></p> <p>Provide accessible technical support and maintenance for all classrooms</p> <p><b>Business Justification:</b></p> <p>Continue to provide On-site instant technical support and maintenance for faculty, staff and administration.</p> <ul style="list-style-type: none"> <li>Provide in-house technical repairs for all technology, TVs, PCS, lap tops, audio equipment, etc.</li> <li>Continue to provide audio, video, technical and wiring assistance for all for all events at the college.</li> <li>Provide equipment, support and operations for all events, including concerts, rallies, meetings, etc.</li> </ul>	\$0*	O
	<p><b>Provide Software Management for College Community</b></p> <p>Design, develop, review, evaluate, implement and manage software needed for the college community.</p> <p><b>Business Justification:</b></p> <p>Continue to be the single point of contact to manage software. Having OIT as the single point of contact for all software purchases and management saves the college funding on support services, redundancy in applications capabilities and hardware purchases.</p>	\$0*	O
	<p><b>Implement MS Windows Live™</b></p> <p>Increase the user experience with multiple methods of communication.</p> <p><b>Business Justification:</b></p> <p>Launching MS Windows Live™ provides a web base version of MS Office to all users in the cloud. Guest students can now access Word, Power Point (PP), Excel, and other MS Office applications to do class work.</p> <p>This provides students accessibility to applications that make them successful in the classroom which is an important goal for the college. Many students do not own a PC or have access to MS Office; the implementation of MS Window Live will give them access through our network. Additional benefits to implementing MS Windows Live™ include instant messaging capabilities and access to Skydive, which provides cloud-based storage, a system for creating, sharing and managing Microsoft Office documents, as well as a photo management and sharing environment.</p>	\$0*	O

	<b>PC Life Cycle Management</b> Increase efficiency of PC support and deployment.  <b>Business Justification:</b>  OIT will continuously work with computer vendors to ensure that the college contractually has the latest equipment and software for the best possible price.	\$0*	O
	<b>Provide Technical Event Planning</b>  Provide technical event planning for both internal and external customers who use the college facilities  <b>Business Justification:</b>  Currently, the ISD group provides technical support for all events planned at the college. Their duties include setting up and breaking down technical equipment used at the event. Making sure that all technical devices operate correctly and without problems. Having a group within the college to perform this role saves the college from the cost incurred using outside resources for the same job.	\$0*	O
	<b>Update Dimmer Lighting System</b>  Upgrade existing dimmer lighting system in the Dennis Flyer Theater to an auto programmable light system.  <b>Business Justification:</b>  The current lighting system and other room preparations for an event are manually intensive usually taking more than 8 hours to prepare for an event. As a result, no other event can be held in the facility 24 prior to an event because of the painstaking technical setup now in place. The updated Dimmer system will significantly reduce the man hours needed for lighting and other room setup. It also potentially creates additional revenue for the college because the new dimmer system takes minutes to configure and frees up the room for rental 24 hours prior to the event.	\$100,000*	C
	<b>Implement Proactive Help Desk Walk Through Support</b>  OIT will continue to provide Help Desk Support to the entire college community with an in person visit.  <b>Business Justification:</b>  OIT Helpdesk will continue to provide on demand support to the college community as needed but will also extend their services proactively by doing weekly in person visits to various departments.	\$0*	O
<b>Goal4</b>	<b>Improve OIT Planning Processes</b>		
	<b>Campus Wide OIT Governance</b>  Establish a committee consisting of OIT, SME, and Person(s) from involved department(s) to create a process to assist with purchasing of technology software	\$0*	O

	<p>and hardware.</p> <p><b>Business Justification:</b></p> <p>Currently, any department in the college community can purchase software to use without consulting OIT. Creating a process for the purchase of software ensures that any software or hardware purchased for the college will integrate with the current systems without the need for additional hardware, software or other costly items. The process should also detail support required by OIT, giving OIT the opportunity to create support processes and allocate resources.</p>		
	<p><b>Annual Review of OIT Contracts</b></p> <p>Perform annual reviews of Contracts/Bids/RFPs within OIT to maximize their value.</p> <p><b>Business Justification:</b></p> <p>Annually review OIT contracts to help understand and leverage contents of existing contracts. Establishing this practice within the department will determine what is currently available versus what is technically required for the college.</p>	\$0*	O
	<p><b>Student information System Planning Session</b></p> <p>Conduct campus wide monthly meetings to discuss and plan student activity as it pertains to OIT and other departments.</p> <p><b>Business Justification:</b></p> <p>The Student information Systems Planning meetings are conducted on a monthly basis to proactively discuss any changes that impact of the student or the college processes.</p>	\$0*	O
	<p><b>Campus Wide Software and Equipment Purchasing Policy</b></p> <p>Create a campus wide Software and Equipment policy to help manage purchasing and support costs for software and hardware used by the college.</p> <p><b>Business Justification:</b></p> <p>Create a campus wide Software and Equipment policy to help manage purchasing and support costs for software and hardware used by the college</p>	\$0*	O
<b>Goal5</b>	<b>Development of Personnel</b>		
	<p><b>Develop an Overall OIT Training Plan</b></p> <p>Develop comprehensive career training paths for OIT staff.</p>	\$0*	O

	<b>Business Justification:</b>  Increase knowledge of OIT staff by offering training to develop and enhance skill set and knowledge base ensuring that we continue to provide great support to all of customers.		
	<b>Technical Training for Students, Faculty and Staff</b>  Train faculty, adjuncts and staff to operate technical and AV equipment and applications in each classroom.  <b>Business Justification:</b>  There is growing need and expectation from students and faculty to have access to the latest media and educational technology available in the industry. With this expectation, OIT has the responsibility to train the users on all equipment to ensure proper use and care of the equipment. Educating users on how to properly use equipment reduces repair and replacement costs which can often exceed the initial cost of the equipment.	\$0*	O
<b>Goal 6</b>	Develop a Risk Mitigation Strategy		
	<b>Update Current Disaster Recovery and Business Continuity Plans</b> Update the current Disaster Recovery and Business Continuity Plans.  <b>Business Justification:</b> Disaster Recovery and Business Continuity Plans are critical for any business or school because of the many facets to consider. The Plan for the college will be created in phases, spanning several years to realize the full coverage needed for an educational institution. In order to develop the right plan, it is imperative that the cost of the data used within the college is understood and measured.  A plan should also cover all aspects of the college by determining scenarios for minor disaster infractions like a fire in a building as well as natural disasters that impacts the region. The plan will cover the steps required to recover the system and keep the college operating. It will also determine what data is required by each department in a recovery process as stipulated by Federal, State and County Government for each department. For example, Financial Aid may require that the college retain 10 years of data and another department might have a different need. Whatever the need, OIT will document the request in the plan ensuring that all data is restorable. This will save the college the cost of recreating lost data in case of a disaster.	\$0*	O

	<b>Test Current Disaster Recovery and Business Continuity Plans</b>  Test the current Disaster Recovery and Business Continuity Plans to ensure its validity.  <b>Business Justification:</b>  Once the Disaster Recovery and Business Continuity Plans are complete, OIT will test the plans by facilitating mock disaster scenarios. This will help determine if the plans work as designed.	\$0*	O
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Year 2		Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget
	2013-2014		
Goal1	<b>Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure</b>		
	<b>Self-Service Help-Desk</b> Develop an application/method to assist users on the phone with frequently asked questions and Help-Desk requests, such as resetting passwords for their student accounts.  <b>Business Justification:</b>  Introducing Self-service applications to the college community would allow students, faculty and staff to get frequently asked questions (FAQs) addressed without	\$0*	O

	<p>interaction from a Help-Desk representative. This gives the user 24 hour a day support and immediate access to college information.</p>																																																														
	<p><b>Implement Mobile Applications for Datatel</b></p> <p>Establish mobile applications to access Datatel from the Apple iPhone and Droid.</p> <p><b>Business Justification:</b></p> <p>Research proves that 94% of the community college students use their cell phone to search the internet. Adding a mobile application to access CCC student data supports this leading trend as well as the college mission “to provide dynamic, student-centered, comprehensive and accessible educational opportunities that address the diverse needs of the community”. See data below.</p> <table border="1"> <thead> <tr> <th colspan="6"><b>College students and their gadgets</b></th> </tr> <tr> <th colspan="6">Percentage of all adults in each group who own different devices</th> </tr> <tr> <th></th> <th>All adults</th> <th>Non-students, 18-24</th> <th>Undergrads</th> <th>Grad students</th> <th>Community College</th> </tr> </thead> <tbody> <tr> <td>Cell phone</td> <td>82%</td> <td>89%</td> <td>96%</td> <td>99%</td> <td>94%</td> </tr> <tr> <td>Desktop computer</td> <td>60</td> <td>58</td> <td>59</td> <td>73</td> <td>67</td> </tr> <tr> <td>Laptop computer</td> <td>52</td> <td>64</td> <td>88</td> <td>93</td> <td>70</td> </tr> <tr> <td>iPod or mp3 player</td> <td>45</td> <td>69</td> <td>84</td> <td>86</td> <td>72</td> </tr> <tr> <td>Game console</td> <td>41</td> <td>64</td> <td>58</td> <td>49</td> <td>61</td> </tr> <tr> <td>e-book reader</td> <td>5</td> <td>4</td> <td>9</td> <td>7</td> <td>4</td> </tr> <tr> <td>Tablet computer</td> <td>4</td> <td>4</td> <td>5</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Source: Pew Research Center's Internet &amp; American Life Project 2010 tracking surveys. All include landline and cell phone interviews. N for all adults=9,769; n for 18-24 year old non-students=717; n for four-year undergrads=246, n for grad students=112, n for community college students=164.</p>	<b>College students and their gadgets</b>						Percentage of all adults in each group who own different devices							All adults	Non-students, 18-24	Undergrads	Grad students	Community College	Cell phone	82%	89%	96%	99%	94%	Desktop computer	60	58	59	73	67	Laptop computer	52	64	88	93	70	iPod or mp3 player	45	69	84	86	72	Game console	41	64	58	49	61	e-book reader	5	4	9	7	4	Tablet computer	4	4	5	5	4	TBD	O
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	<p><b>Increase Wireless Footprint</b></p> <p>Increase wireless accessibility throughout the college.</p> <p><b>Business Justification:</b></p> <p>Statistics suggest that college aged student use their cell phones 92% for internet access. Increasing the wireless coverage on the campus will improve the user experience.</p>	\$20,000	C/O																																																												
<b>Goal2</b>	<b>Implement Leading Edge Technologies</b>																																																														

	<p><b>Virtual Desktop Infrastructure (VDI)</b></p> <p>OIT will design and implement VDI for the college community.</p> <p><b>Business Justification:</b></p> <p>VDI removes applications and programs from the client (PC) and places them onto centralized server(s) allowing the user to run operating systems and execute programs from any virtual desktop. VDI promotes user mobility and accessibility from any PC, Smart Phone or Thin Client with access to the network.</p> <p>Moving programs and applications to a centralized server creates a cost savings by reducing the number of licenses needed per user. In the VDI model, users share access to the software on the server instead of on each user having licensed software locally on their local PCs. The reduction of licenses per campus is a significant cost savings to the college. Other cost savings benefits include PC life cycles being extended 70-80%. Currently, we refresh PCs on average in 3-4 years after purchase. VDI could extend the life of a PC to 6 to 7 years.</p>	TBD	TBD
	<p><b>Virtual Tour of the College Community (Avatar) Web Alive</b></p> <p>OIT will design and implement an On-line Virtual Campus Tour</p> <p><b>Business Justification:</b></p> <p>OIT is focused on helping the college achieve their goals of attracting students and increasing enrollment. Providing an on-line virtual tour of the college campus facilities, programs, events and classes will help achieve this goal. The Virtual tour will benefit various users.</p> <p>The initial user is the prospectus student, who would have the ability to tour and view the college community in cyberspace in addition to allow them to virtually interact with college administration and staff.</p> <p>The next type of user is the current student who through the use of this environment will have virtual access to the cafeteria for lunch options, classrooms, study groups, and interaction with the college community.</p> <p>The last type of user is the College Staff who could use the tool as means to Virtual Administrator. The Staff would be able to extend their current access and enroll more students, specifically International Advisors who have a need to enroll students overseas using this tool.</p>	TBD	TBD
	<p><b>Implement Digital Signage Project</b></p> <p>Strategically implement digital sign boards and monitors throughout the college campus to display college information and announcements.</p> <p><b>Business Justification:</b></p> <p>OIT will implement digital signs boards and monitors strategically in high volume areas to increase the ability to keep the college community informed in an instant. The</p>	TBD	TBD

	information will vary from day to day but can be changed instantaneously in the event of an emergency.		
	<b>Introduce Tablet Classroom</b> Replace traditional PC desktop equipment in classrooms with tablet technology.  <b>Business Justification:</b>  As the college moves to a virtual environment, a technology refresh within a classroom will not require the repurchase of Personal Computers (PCs), instead, a tablet computer could be purchased to perform the same activities with a significant saving to the college.	TBD	C
<b>Goal3</b>	<b>Provide Operational Technical Support</b>		
	<b>Implement Proactive Help Desk Walk-Through Support</b> OIT will provide Help Desk Support to entire college community.  <b>Business Justification:</b>  OIT Helpdesk will continue to provide on demand support to the college community as needed but will also extend their services proactively by doing weekly walk-arounds to various departments.	\$0*	O
<b>Goal4</b>	<b>Improve OIT Planning Processes</b>		
	<b>Incorporate a Process Management Discipline</b> Develop a Process Management Discipline to help standardize specific procedures and activities and increase efficiency within the OIT staff.  <b>Business Justification:</b>  As the OIT department expands to support the every growing college community, it is imperative that policy and procedures for day to day activities are documented and standardized as much as possible. We want to ensure the college community is receiving consistent and reliable OIT products and services	\$0*	O
<b>Goal 5</b>	<b>Development of Personnel</b>		
<b>Goal 6</b>	<b>Develop a Risk Mitigation Strategy</b>		
	<b>Execute Security Audit</b> Develop and execute an independent Security Audit Plan to access and validate the technical aspects of the system and applications.  <b>Business Justification:</b>  OIT will find an independent Security Audit Plan to use to obtain a measurable technical assessment of their systems or applications. The Audit will create a baseline for any government mandated data or processes. Executing this process eliminates fees and costs incurred by specific government programs and instructions.	\$40,000	O

	<b>Year 3</b>		
	2014-2015	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget
<b>Goal1</b>	<b>Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure</b>		
<b>Goal2</b>	<b>Implement Leading Edge Technologies</b>		
	<b>Hosted Cloud Solutions</b> Evaluate and Determine the implementation of a Hosted Cloud Solution <b>Business Justification:</b> Cloud services have many varieties including public and private clouds, as well as the option to leverage your current IT environment to build a hybrid cloud. Cloud services impact organizations competitiveness, flexibility, and IT economics for several years. Camden County will continue to provide a stable and competitive environment for students and administration by analyzing how a hosted cloud implementation will benefit the college and implement the solution.	\$7,000	O
<b>Goal3</b>	<b>Provide Operational Technical Support</b>		
<b>Goal4</b>	<b>Improve OIT Planning Processes</b>		
<b>Goal 5</b>	<b>Development of Personnel</b>		

<b>Goal 6</b>	<b>Develop a Risk Mitigation Strategy</b>		
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<b>Year 4</b>			
	2015-2016	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget
<b>Goal 1</b>	<b>Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure</b>		
<b>Goal 2</b>	<b>Implement Leading Edge Technologies</b>		
<b>Goal 3</b>	<b>Provide Operational Technical Support</b>		
<b>Goal 4</b>	<b>Improve OIT Planning Processes</b>		
<b>Goal 5</b>	<b>Development of Personnel</b>		
<b>Goal 6</b>	<b>Develop a Risk Mitigation Strategy</b>		

<b>Year 5</b>			
	2016-2017	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O)

			Budget
Goal1	<b>Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure</b>		
Goal2	<b>Implement Leading Edge Technologies</b>		
Goal3	<b>Provide Operational Technical Support</b>		
Goal4	<b>Improve OIT Planning Processes</b>		
Goal 5	<b>Development of Personnel</b>		
Goal 6	<b>Develop a Risk Mitigation Strategy</b>		

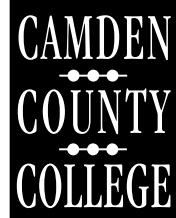
**Note:** \* = Project completed by internal staff and existing technologies.



# STRATEGIC PLAN to 2015



# **STRATEGIC PLAN** to 2015



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Adopted by The Camden County College Board of Trustees: June 4, 2010

# INTRODUCTION

Camden County College has provided high-quality, open access education to more than 312,000 credit students and enriched the professional and personal lives of thousands of area residents in the 43 years since its founding in 1967. An important resource for our county and for the Southern New Jersey/Delaware Valley region, we serve over 33,000 students annually through associate degree and certificate programs, hundreds of non-credit courses, and a variety of cultural and youth programs.

We operate two campuses, in Blackwood and Camden City, and one college center in Cherry Hill. We regularly offer numerous courses at community and corporate sites in the county and region. With an enrollment of 15,670 students in fall 2009 and over 16,500 in spring 2010, we are one of the region's largest and most comprehensive community colleges.

In FY 2009 we were ranked second among New Jersey public institutions of higher education in unduplicated number of students served. We also ranked 88<sup>th</sup> – in the top eight percent – among the nation's 1,200 two-year colleges in overall degree completion during 2009 and were in the top 50 in degree completion in education (4<sup>th</sup>), nursing (37<sup>th</sup>) and health professions/related clinical sciences (43<sup>rd</sup>).

We are accredited by the Middle States Commission on Higher Education, receiving 10-year re-accreditation in 2007. The evaluators commended us for our ongoing strategic planning efforts, stating in their report, "The College has made notable strides toward developing a comprehensive strategic plan and basing decisions regarding resource allocation on that plan."

The accomplishments made since the adoption of a strategic plan in 2005 point to an institution that is becoming ever more innovative, flexible, and responsive to the learning needs of its students. The 2005 plan set forth six strategic issues: (1) Enriching Teaching and Learning in An Era of Globalization; (2) Expanding Access to Higher Education; (3) Ensuring Accountability to the Public; (4) Enhancing the Economic Development and Quality of Life in Camden; (5) Rebuilding the Blackwood Campus; and (6) Encouraging Civic Engagement. Plan updates on progress have been presented each year to the Board of Trustees.

Our new strategic plan builds on the work of our 2005 plan with a continuing focus on several issues and initiatives that remain before us, while addressing new opportunities presented by changes in our external environment and the ongoing agenda of continuous quality improvement.

# PLAN FORMAT

The 2010 plan is similar in structure to our 2005 Strategic Plan, as well as those adopted in 1995 and 2000. It, too, 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. At the plan's center are 10 strategic issues that emerged from activities conducted since the beginning of the fall 2009 semester.

However, the 2010 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 website. 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 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

Strategic initiatives that respond to each area were developed and refined in further discussions among faculty and staff in the spring 2010 term. The 10 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 are proposed to guide administrators, faculty and staff as they develop unit goals and objectives.

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 2010-2015 was distributed to the College community and made available to other stakeholders at the start of the fall 2010 term.

## **SITUATIONAL ANALYSIS EXTERNAL ENVIRONMENT**

### **A Changing Camden County**

Camden County is an integral part of the Philadelphia metropolitan region, the fifth largest metropolitan area in the United States. Ranking eighth in size in New Jersey, the County is the most populated of the southern New Jersey counties with more than 517,234 residents (2008 estimate). Yet, because it is more densely populated, Camden County is not growing in population compared to bordering Gloucester County, which grew 13 percent between 2000 and 2008, and Burlington County, which grew 5 percent. During that same period, Camden County grew by only 2 percent.

## **Areas of Growth and Decline:**

- The five counties that make up the southern region of New Jersey (Burlington, Camden, Cumberland, Gloucester, and Salem) are projected, as a region, to have a rate of growth of only 7 percent between 2004 and 2014.
- Between 2006 and 2016, Burlington County and Gloucester County are expected to have a growth rate of 6 percent and 12 percent respectfully. Camden County's rate of growth is projected to be 3 percent.
- Population growth is greatest in the southern portion of the County. Winslow Township, for example, saw a 14 percent increase between 2000 and 2008.
- Seventy-four percent of our students live in Camden County. This percentage of our student body has remained the same over the past five years.
- The proportion of those Camden County residents 15 to 24 years of age is projected to decrease by 9 percent (6,100). This age group currently makes up over 60 percent of our student population.
- The proportion of Camden County residents 25 to 44 years of age is projected to increase by almost 6 percent (8,500). This age group currently makes up 29 percent of our student population.
- The proportion of Camden County residents 45 to 64 years of age is projected to increase by 7 percent (9,200). This age group makes up 7.5 percent of our current student population.
- The proportion of Camden Country residents 65 years of age and older is projected to increase by 23 percent (14,700). This age group currently makes up less than 1 percent of our current student population.

## **The County's Population Continues to Diversify:**

- Twenty-two percent of the population is projected to be African American/Black in Camden County in 2016, the third-highest among New Jersey counties. Currently, 22 percent of our students are African American/Black.
- Fifteen percent of the population in Camden County is projected to be Hispanic by 2016. Currently, nine percent of our students are Hispanic.

## **The County's Economic Health:**

- Camden County's unemployment rate averaged 9.1 percent in the first nine months of 2009, much higher than the same period in 2008, when it was 5.3 percent. In comparison, the state's unemployment rate averaged 8.9 percent in 2009, up from 5.2 percent in 2008. (Annual Review and Outlook Series, Camden Labor Area, January 2010)
- Employment in the Camden Labor Area is expected to have modest job gains in retail trade; transportation and utilities; leisure and hospitality; and healthcare and social assistance.
- Camden County continues to improve transportation for its residents. Plans include building a new eight-mile light rail line with stops from Camden to Glassboro, and also upgrades of the interchange of I-295, Route 42 and I-76.

## **A Changing Economic Workforce Environment**

As reported by the New Jersey Department of Labor and Workforce Development, between 2006 and 2016, most new job openings in Camden County will be in ambulatory health care services with a focus on hospital-owned outpatient centers. Manufacturing employment will continue to decline over the same period as companies consolidate their operations. The largest declines are projected for computer and related manufacturing.

- The top five occupations with the “Most Projected Job Openings” in Camden County between 2006 and 2016 are projected to be cashiers; registered nurses; retail salespeople; elementary school teachers, except special education; and waiters and waitresses.
- The top 10 industries with the “Greatest Employment Growth” between 2006 and 2016 nationally include:
  - ambulatory healthcare services
  - administrative support
  - waste management and remediation
  - social assistance
  - hospitals
  - professional, scientific, and technical services
  - food services and drinking places
  - educational services
  - nursing and residential care facilities
  - specialty trade contracting
  - civic and professional organizations

- Between 2006 and 2016, occupations requiring higher education or training are projected to increase by 11.2 percent. Ambulatory health care services, hospitals, and nursing and residential care facilities, as a group, are projected to provide over 5,600 job openings during that same period.

## EXTERNAL CHALLENGES

### For-Profit Education Companies

At a time when public and private colleges are cutting budgets and laying off faculty and staff, for-profit institutions of higher education are experiencing great growth, particularly in their online programs. These companies spend considerable staff time and advertising dollars to recruit students who would traditionally attend a community college: entry-level students with little or no college experience; students who lack the skills to be successful in college; and students looking for flexible programs and convenient schedules.

### Changing Learning Environment:

#### Adult Learners and “21<sup>st</sup> Century Learners”

As colleges continue to see a shift in the age of their students, they must also adapt to the needs of older, non-traditional students. Thirty-five percent of all undergraduate enrollment in higher education is age 25 or older “Hindsight, Insight, Foresight: Understanding Adult Learning Trends to Predict Future Opportunities,” (*Education Dynamics Hindsight*, August 2009). At Camden County College, students over age 25 made up 38 percent of our enrollment in fall 2009.

Studies have shown that adult students want to be able to submit their applications, pay for tuition, and register for courses online. They also want shorter course schedules, with more flexibility, and are increasingly looking to the power of online instruction to enable them to simultaneously learn, work and juggle family and life responsibilities.

The average age of our online students is 28, and the number of students enrolled in online courses has increased by 55 percent over the past five years, from 1,326 students in fall 2005 to 2,056 in fall 2009. But for support services such as admissions counseling, financial aid advising, academic advising, career placement and career development counseling, and tutoring, adult students prefer a face-to-face experience.

Although 38 percent of our students were 25 or older, 62 percent were 24 years old or younger in fall 2009, a percentage that has been increasing. With this group, technology is central to their education. They desire mobile computing devices “to extend learning beyond the school day;” they want to incorporate Web 2.0 computing tools into instruction to create a “digital textbook;” and make learning experiential in order to learn about occupations. (Van Der Werf M. and Sabatier G., Chronicle Research Services; eds., “The College of 2010: Students,” June 2009).

## **Financing Education**

Over the past 30 years, funding to support the costs of higher education has shifted from the government (state and local budget appropriations) to students, who are now being asked to pay more for their education. They and their families have done so willingly, seeing a college degree as a requirement for a successful career and good income.

We are no exception to this trend, as student tuition and fees now make up more than 60 percent of the College’s annual operating budget. While approximately 30 percent of our students receive some form of financial aid, the vast majority are paying their own costs, many by working part-time while they attend. This shift away from public support and toward higher costs for students threatens students’ ability to enter and complete a college program, at a time when a college degree or certificate is necessary for access to employment opportunities.

In addition to rising tuition, projected State budget deficits over the next few years will have a further negative impact on public funding for higher education. The State has addressed its deficit by cutting aid to school districts and municipalities, skipping payments to the state’s pension system, laying off employees, and asking for greater employee contributions to health care plans. Higher education funding for operating aid has also been cut, as have programs that provide scholarships and other support to students.

While State deficits threaten access to higher education, additional Federal funding may provide some relief through increased Pell Grants, new funds for student support services and grants for occupational programs. President Obama has recognized that community colleges play a key role in training the workforce of the future. Whether that recognition translates into direct federal operating aid to community colleges remains to be seen.

# SITUATIONAL ANALYSIS

## INTERNAL ENVIRONMENT

### Enrollment Trends

Our total credit enrollments have increased over the past five years by 6 percent to 15,670 in fall 2009 from 14,737 in fall 2005. Total credits generated rose by 11 percent in fall 2009 to 155,731 from 140,028 in fall 2005. Both fall 2009 headcounts and credits set records as the largest enrollments in college history. Spring enrollment has increased even more dramatically, due in large part to the economic downturn that started in October 2009. In spring 2005, we enrolled 14,449 students for 135,123 credits. In spring 2009, we enrolled 16,407 students for 149,215 credits, an increase of 12 percent in headcount and 9 percent in credits. Spring 2010 enrollments surpassed the prior record by 5 percent. Although we have generated record numbers of headcounts and credits, we are below the percentage increase of some other community colleges in the State, due to our already large size and the slow growth in county population.

The mix of student enrollment by mode of delivery continues to change. We now offer more courses in more convenient formats, including seven- and 13-week mini-sessions, a winter intersession, online courses, hybrid courses and a weekend college cohort. Growth in these non-traditional course offerings has been significant. For example, enrollment in distance learning courses (online courses) increased from 5,965 credits in fall 2005 to 9,773 credits in fall 2009, an increase of over 3,800 credits (64 percent).

Enrollment by campus also has changed. Credits generated from the Camden City Campus have increased from 17,371 in fall 2005 to 21,986 in fall 2009, an increase of over 4,600 credits (27 percent). The William G. Rohrer Center in Cherry Hill, which opened in spring 2000, also has experienced strong growth. In fall 2005, 5,743 credits were generated. By fall 2009, this had increased to 8,287, an increase of over 2,500 credits (44 percent). Growth at these two campuses has brought about a change in how enrollment is distributed. In fall 2005, Blackwood accounted for 76 percent of the total credits generated, followed by Camden (12 percent), while Rohrer and Distance Education each generated 4 percent. By fall 2009, Blackwood was only generating 72 percent of total credits while Camden generated 14 percent, Rohrer 5 percent and Distance Education 6 percent.

For over 40 years, we have been effectively partnering with area businesses to provide high-quality, customized training for their employees. In FY 2009, we provided training to 47 companies and offered 790 courses to more than 7,800 employees. Our customized training for business and industry ensures that local and regional employers have access to continuous learning opportunities for their employees. In addition, over 10,400 residents participated in non-credit, open-enrollment courses in areas such as information technology, business and management, healthcare and personal development.

### **Student Demographics and Success**

Our students are a diverse group with an average age of 26. In fall 2009, 61 percent were female and 38 percent non-white. Seventy-four percent came from Camden County, a percentage that has remained fairly consistent over the past five years. Since 2000, we have seen a shift in the attendance patterns of students, with more attending part-time from fall 2002 until fall 2008, where full-time overtook part-time enrollment to a record high of 8,529 students in fall 2009.

Additionally, our students are successful upon transfer, with our primary receiving institutions reporting that our students perform as well as or better than their native students. Graduate follow-up studies report that 60 percent of our students transfer; 83 percent are employed in a field related to their study; and 93 percent report achievement of their educational goals.

## **INSTITUTIONAL RESOURCES**

### **Financial**

We rely on a combination of public, student, and private funding to fulfill our mission. Through prudent fiscal stewardship and attention to continuous improvement of services and business practices, we consistently rank as one of the most efficient New Jersey community colleges with a cost per student FTE of \$5,838 (FY 2008), below the average for New Jersey community colleges of \$7,189 per student FTE.

As a percentage of our budget, we receive less public funding than any NJ community college. We operate at the lowest, or near the lowest, per-student cost of any institution in the state, and our tuition rate ranks near the bottom for NJ county colleges.

### **Facilities: Blackwood Transformation**

In May 2005, the Camden County Freeholders announced an \$83 million dollar initiative to transform our Blackwood campus consistent with our Master Plan. This unprecedented capital initiative is the most significant project undertaken by the College since our founding in 1967. When completed, it will affect more than half of the facilities and structural amenities on the Blackwood campus.

## **Highlights of the Plan**

- Change over 56 percent of the campus' physical plant
- Demolish seven old inefficient buildings
- Renovate two existing buildings: Madison Hall (completed) and Taft Hall
- Construct two new buildings: The Connector Building (completed) and the Science Building
- Create roads, grounds and athletic fields suitable for a large multi-faceted campus
- Six years from start to finish with three phases of construction
- Build on the incremental renovation and repair projects funded with previous capital appropriations

**Phase I:** Connector Building and Madison Hall Renovation (Completed)

**Phase II:** Science Building

*(Design in process, construction to begin fall 2010)*

**Phase III:** Renovate Taft Hall into Student Support Services and Administrative Offices

*(Design in process, construction to begin spring 2013)*

## **Technology**

The effective use of technology has improved services for students, increased operating efficiencies, and broadened access to reliable information, thereby simplifying tasks and improving decision making. Enhancements to the student information system continue with the addition of an array of web-accessible student services including registration, fee payment, grading and advising.

Technology to facilitate teaching and learning, as well as wireless access, has been integrated into the many construction and renovation projects. The College is committed to continually developing and enhancing information technology services and support in order to connect to a global community of learners and educators.

# WHAT'S NEXT?

In order to remain an important asset in Camden County and continue to fulfill its mission of offering academically excellent education in response to changing student and societal needs, we will embrace the following strategic issues:

- Ensure Teaching Quality and Student Success
- Expand the Future of Technology in Education
- Develop a Facilities Transformation Plan
- Enhance Workforce Development
- Develop an Integrated Support Services Agenda
- Develop College-Readiness Strategies for High School Students and Adults in Transition
- Ensure Accountability to the Public
- Encourage Broader Community Engagement
- Promote Entrepreneurial Activities
- Enhance Institutional Assessment Activities

# **VISION, VALUES, MISSION & GOALS**

## **VISION**

Camden County College enhances the quality of life in Camden County by preparing students to live and work in a global economy. The College further fulfills its responsibility to the citizens of the County by creating a skilled and stable local workforce; by encouraging enlightened civic engagement; by providing an avenue of social mobility; and by serving as a destination for cultural and recreational activities. Efforts continue to ensure that all who study, visit, or work at our three campus locations will find comfortable, safe and attractive settings that are designed to sustain a vibrant academic community characterized by imaginative teaching, caring student services, energetic management and collegial discussion of diverse ideas and opinions.

## **VALUES**

Camden County College provides its students with the opportunities and support they need to reach their academic goals. Faculty, administrators and staff work together and make a commitment to our students and each other to operate according to basic institutional values:

- **Respect for individual differences**
- **Honesty and integrity in all that we do**
- **Civility and courtesy in all interactions**
- **Industrious pursuit of excellence in our work**

These values define a trusting, cooperative academic community that is open to new ideas and a diversity of opinions, convictions and methods of inquiry. We strive to resolve disagreements through discussion and make decisions based on sound and ethical judgments. Everyone in this academic community shares the goal of creating and sustaining an environment that supports individual student success.

# **MISSION**

Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate's degree programs, occupational certificate programs, non-credit courses and customized job training. The College welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career and continue their education. The College responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its citizens.

# **GOALS**

To accomplish its mission, Camden County College develops a strategic agenda and continually assesses its progress toward the fulfillment of these goals:

1. Programs and services will enable students to achieve academic success and career competence, to pursue further higher education and to identify and develop their personal attributes.
2. General education courses will develop students' intellectual and critical-thinking skills and knowledge that enrich their lives and enable them to participate in a democratic society.
3. Developmental courses will enable students to gain skills needed for college-level work.
4. Continuing education courses and programs will provide cultural, social, and recreational activities to enrich the community.
5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.
6. Partnerships with schools and colleges, public agencies, corporations, foundations and other entities will enhance educational quality, student opportunities and economic development.

7. Training programs for business and industry will provide continuous learning opportunities, including academic degrees.
8. The College will serve as a good steward of its financial, physical and human resources.
9. Programs will provide students with the understanding and skills they need to adapt to changing international conditions and to compete in a global economy.
10. The College will provide a technology-rich environment that supports teaching, learning and working.

# **STRATEGIC ISSUES & STRATEGIC INITIATIVES**

## **I. ENSURE TEACHING QUALITY & STUDENT SUCCESS**

1. Strengthen campus **degree-completion partnerships** with four-year colleges and universities through collaboration and shared resources.
2. Improve student retention, graduation and transfer rates through the implementation of a **college-wide student-retention program**.
3. Enhance the quality of **online education** by developing enhancements that will attract a **broader credit and non-credit population**.
4. Enhance the general education core through the integration of **information literacy** goals and objectives within the curriculum.
5. Enhance the teaching skills of the full-time and adjunct faculty by providing professional development that utilizes **best practices in teaching**.
6. Include “green” science and “alternative energy” technologies when **developing credit and non-credit curricula**.

## **II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION**

1. Improve faculty, student and staff communications through **Web content management**.
2. Provide students, faculty, and staff with ready access to the Internet by having a **fully wireless campus at all three locations**.
3. Provide students with a state-of-the-art education by ensuring that **every classroom is a smart classroom** with a minimum technology standard for all three locations.

4. Implement a **portal for the Student Information System** to combine all resources used to support student interaction with the College.
5. Spearhead the **shared-services Technology Initiative**.
6. Create mechanisms **to better use technology** to replace the traditional hard-copy means of corresponding with students.
7. Ensure procedures and processes are in place **to protect student and staff data** from external vulnerabilities.

## **III. DEVELOP A FACILITIES TRANSFORMATION PLAN**

1. Update the **Blackwood Campus Master Plan** with an emphasis on the redevelopment of 15 acres within the academic core and the development of approximately 75 acres in Blackwood perimeter areas.
2. **Expand the facilities at the Rohrer Center** to maximize the delivery of College services and increase enrollment at the northern end of the County.
3. Expand and enhance the facilities at the **Blackwood Campus**.
4. Develop and **refine partnership agreements** involving the mutual utilization of facilities with various universities.
5. Pursue **Leadership in Energy and Environmental Design (LEED) Certification** as appropriate.
6. Continue to **enhance security procedures** and processes for emergency communications on every campus.

## **IV. ENHANCE WORKFORCE DEVELOPMENT**

1. Develop **seamless career ladders** between non-credit certificate programs and credit programs.

2. Strengthen **partnerships** with the Collegiate Consortium for Workforce and Economic Development, the New Jersey Community College Consortium for Workforce and Economic Development and community leaders to ensure **work readiness**.
3. Develop **work-readiness** and **workforce-career programs** for students with **intellectual disabilities**.
4. Continue to **expand corporate training** throughout the region.
5. Continue to **expand opportunities for displaced workers** through credit and non-credit offerings.

## V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA

1. Improve student utilization of academic support services through a review and repurposing of **use of the library building**.
2. Expand **extracurricular activities**.
3. Identify services needed for a **changing and more diverse population** of students.
4. Promote **student self-sufficiency** and faculty engagement in the provision of student services.
5. Develop a more college-wide, comprehensive and collaborative system of **advising** students.
6. Improve and enhance **tutoring services**.
7. Strengthen and expand support service for **weekend students**.
8. Establish a physical and virtual **Welcome Center** where new and returning students and their families can receive information and take campus tours throughout the semester.

## **VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION**

1. Increase retention of incoming freshmen by offering an enhanced **freshman orientation experience**.
2. Ensure freshmen student success in **online learning** through the development of a **virtual college** for Camden County high school students.
3. Improve college readiness through the **enhancement of high school partnerships** to better prepare high school students for college-level work.
4. Develop a **college-readiness** support program specifically geared for adults that are returning to college.

## **VII. ENSURE ACCOUNTABILITY TO THE PUBLIC**

1. Continue to **enhance the integrity, readability/clarity, transparency, and reliability of student and financial reporting** for both internal and external audiences.
2. Continue to **strengthen accountability** through internal compliance.
3. Continue to ensure that all College faculty, administration, and staff have **seamless and transparent access to the information and systems** necessary to facilitate their efforts.

## **VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT**

- 1. Expand the activities of the Center for Civic Leadership and Responsibility** by continuing to offer credit and non-credit workshops and by creating new institutes.
- 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.**
- 3. Expand partnerships with outside organizations.**

## **IX. PROMOTE ENTREPRENEURIAL ACTIVITIES**

- 1. Continue to expand our efforts in generating external resources** in order to increase programmatic support and student scholarships.
- 2. Explore the establishment of a non-profit entity 501(c)(3)** associated with the College that offers our resources to the region including College facilities, consultation, training, a speakers bureau, management teams and other solutions for public and private organizations.
- 3. Expand access to non-instructional opportunities** offered by the College, such as facility rentals to outside organizations and governmental agencies.
- 4. Pursue the goal of attracting compatible commercial development** that will enhance the campus and generate revenue by working with local land-use officials on the designation of the Blackwood Campus' approximately 75 acres as a redevelopment zone.

## **X. ENHANCE INSTITUTIONAL ASSESSMENT ACTIVITIES**

- 1. Continue to enhance student learning assessment.**
- 2. Expand and enhance institutional effectiveness efforts.**
- 3. Plan for and prepare the 2013 Middle States Commission on Higher Education Program Review Report.**



**President of Camden County College**

Raymond Yannuzzi, D.A.

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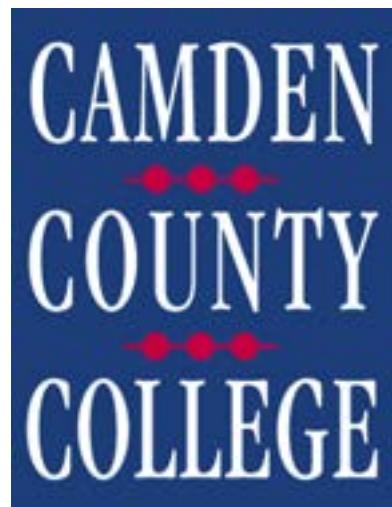
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Making It Better. Together.



# Student Learning Outcomes Assessment Plan 2010–2015

- + INSTITUTIONAL / GENERAL EDUCATION  
*Student Learning Outcomes*
- + PROGRAMMATIC / DEGREE  
*Student Learning Outcomes*
- + COURSE LEVEL  
*Student Learning Outcomes*
- + INTERRELATEDNESS OF COURSES WITH PROGRAM  
*Student Learning Outcomes*

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**2010 – 2015 Student Learning Outcomes Report**

## **Endorsed by the SLO Committee**

The assessment of Student Learning Outcomes at Camden County College is a self-sustaining system designed to ensure a continuous process of assessment and improvement of instruction. Student Learning Outcomes (SLOs) articulate the skills and abilities a student will obtain through study at the College. Flowing from the College Mission, woven within the Strategic Plan and tied to budgeting, outcomes assessment allows the College to affect change while maintaining academic excellence.

### **Guiding Principles**

1. The assessment of student learning outcomes is a faculty driven process - honoring academic freedom, faculty responsibility for the curriculum and shared governance.
  - Assessment of Student Learning Outcomes is the responsibility of all faculty.
  - Assessment of Student Learning Outcomes is a collaborative process between faculty and administration.
  - Assessment of Student Learning Outcomes builds upon individual department assessment efforts.
2. The assessment of Student Learning Outcomes includes systematic analysis of outcomes data used to improve student performance. Analysis of Student Learning Outcomes:
  - Is tied to the teaching and learning process
  - Identifies strengths and shortcomings in academic programs based on analysis and reflection by the faculty.
  - Results in improved student success through ongoing dialogue and analysis of data.
3. The assessment of student learning is an ongoing, institutionalized process, forging a culture of assessment.
  - Sufficient resources shall be devoted to the assessment process.
  - Assessment findings shall be communicated to the campus community via the “S Drive”

### **Levels of Outcome Assessment**

*Institutional Level:* Institutional level student learning outcomes reflect the extent to which the mission and goals of the institution are met in the Academic Program. These outcomes are assessed through the General Education Curriculum.

*Program Level:* Program level student learning outcomes address the extent to which the academic program is effective. Program level assessment assesses General Education competencies as well as program specific knowledge, skills and abilities.

*Course Level:* Course level student learning outcomes address the effectiveness of each individual course, including General Education courses. They connect and support the program level student learning outcomes and are assessed by a variety of instruments including tests, presentations and evaluations.

## **PART I. ASSESSMENT MANUAL**

**The Assessment Process (Loop):** Effective program level assessment is a perpetual process of evaluating, adjusting and re-evaluating. An effective assessment process consists of the following five stages:

### **STAGE 1: Development of Appropriate Program Student Learning Outcomes (SLOs)**

- SLOs are specific to the program. They reflect the unique set of skills and abilities obtained from a particular course of study.
- SLOs use action verbs.
- SLOs stress higher order thinking skills.
- SLOs are measurable.
- SLOs are explicit.

### **STAGE 2: Development of Assessment Instruments and Time-Lines**

- Assessment instruments are connected to the SLO.
- Rubrics are developed for transparent and objective evaluation.
- Assessment instruments are direct measures of SLO (supervisor evaluations, capstone projects, etc.).
- More than one assessment method is used to evaluate an SLO.

### **STAGE 3: Data Collected and Analyzed**

- Appropriate populations are selected.
- Data collection is an on-going process.

### **STAGE 4: Implementation of Change Curriculum and/or Instruction**

- Pedagogy and/or curriculum is modified and documented to improve student success.
- Change is implemented across all sections of a course or program.

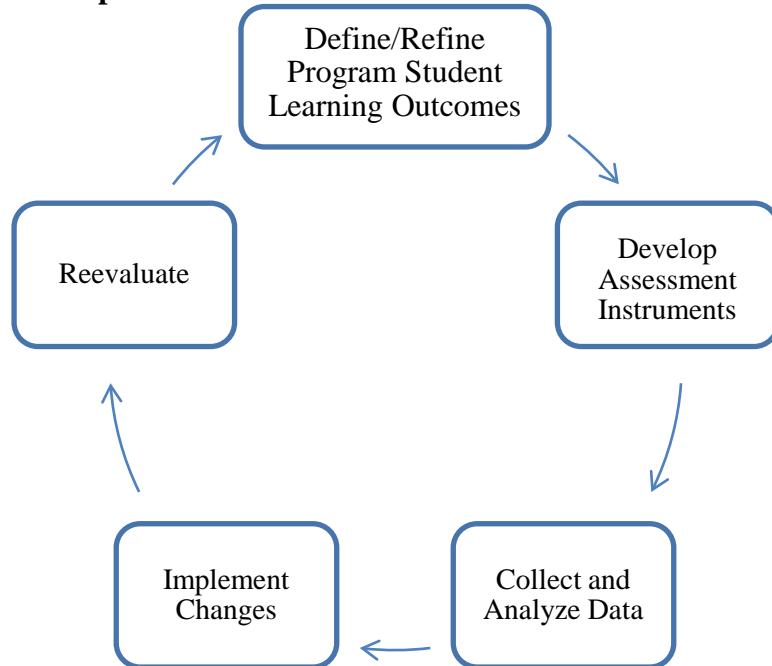
### **STAGE 5: Re-evaluate (Determine Effectiveness of Change)**

- Repeat data collection and analysis.

### **STAGE 6: Report Findings**

- Data reported to the faculty and College Community via College “S Drive.”

## The Assessment Loop



### A. INSTITUTIONAL LEVEL ASSESSMENT

#### Institutional Effectiveness

*The effectiveness of an institution rests upon the contribution that each of the institution's programs and services makes toward achieving the goals of the institution as a whole. Standard 7 (Institutional Assessment) thus builds upon all other accreditation standards, each of which includes periodic assessment of effectiveness as one of its fundamental elements. This standard ties together those assessments into an integrated whole to answer the question, "As an institutional community, how well are we collectively doing what we say we are doing?" and, in particular, "How do we support student learning, a fundamental aspect of institutional effectiveness?" (Standard 14). Self-studies can thus document compliance with Standard 7 by summarizing the assessments within each accreditation standard into conclusions about the institution's overall achievement of its key goals.*

**---Middle States Commission on Higher Education**

An Institutional Effectiveness Plan (IEP) flows from the mission and vision of the College and may be, in part, articulated in the strategic plan. The following five elements are used to evaluate institutional effectiveness:

- Student graduation, retention, and transfer rates;
- Student placement rates;
- Level of graduate satisfaction;
- Level of employer satisfaction;
- Level of student engagement;
- Student learning outcomes.

Institutional Effectiveness assessment results shall be made available via an annual report to the Board of Trustees each year at the Board Retreat and each year at Opening Day of the College. This report shall be available on the College's "S Drive".

## **Mission Statement**

Camden County College, a comprehensive public community college in New Jersey, provides accessible and affordable education including associate degree programs, occupational certificate programs, non-credit courses and customized job training. The College welcomes all who can benefit and provides the support services students need to transfer for further studies, prepare for a career and continue their education. The College responds to the changing needs of its community and students and continuously improves its programs and services to support the economic development of Camden County and the personal development of its citizens.

## **Institutional Goals**

To accomplish its mission, Camden County College develops a strategic agenda and continually assesses its progress toward the fulfillment of these goals:

1. Programs and services will enable students to achieve academic success and career competence, to pursue further higher education and to identify and develop their personal attributes.
2. General education courses will develop students' intellectual skills, knowledge and habits of mind that enrich their lives and enable them to participate in a democratic society.
3. Developmental courses will enable students to gain skills needed for college-level work.
4. Continuing education courses and programs will provide cultural, social and recreational activities to enrich the community.
5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.
6. Partnerships with schools and colleges, public agencies, corporations, foundations and other entities will enhance educational quality, student opportunities and economic development.
7. Training programs for business and industry will provide continuous learning opportunities, including academic degrees.
8. The College will serve as a good steward of its financial, physical and human resources.
9. Programs will provide students with the understanding and skills they need to adapt to changing international conditions and to compete in a global economy.
10. The College will provide a technology-rich environment that supports teaching, learning and working.

## **Institutional Effectiveness: General Education**

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 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.

Camden County College's General Education Goals and Objectives are consistent with the *New Jersey Statewide Transfer Agreement and the General Education Foundation Document* approved by the New Jersey Presidents' Council and subsequently approved and adopted by the Faculty Assembly, the College's governing body and reflected in Camden County College Board of Trustees Policy 510, *Policy on Establishing Standards for Granting Degrees and Certificates*.

Camden County College faculty review curriculum annually to determine the inclusion of general education and the results of assessments of student learning. The Curriculum Committee monitors the curriculum to ensure that all academic programs meet General Education guidelines. The Curriculum Committees is also charged with reviewing all courses for general education status using specific rubric developed by the Curriculum Committee and congruent with the NJ Council of County Colleges (NJCCC) General Education Committee. Once approved internally by the faculty, courses seeking general education status must be reviewed within the NJCCC process and approved by the NJ Presidents' Council.

General Education Goals are achieved by the incorporation of General Education courses within all programs of the curriculum as outlined in the *NJ General Education Foundation Document*. These goals are continually assessed using the General Education Student Learning Outcomes as defined in the Foundation Document. The monitoring of the General Education program is a joint responsibility between the academic departments and the Student Learning Outcomes Committee. Academic disciplines conduct assessment activities on an annual basis to measure the college wide general education learning objectives as outlined in the *NJCC General Education Learning Goals* document.

## **General Education Outcomes (Competencies) and Student Learning Outcomes Principles**

- Outcomes are expressed in the General Education Course requirement distribution.
- All programs are required to address each of the General Education Outcomes.
- Each course is coded to reflect the General Education Outcome covered.
- Codes will appear in the Academic Program Guide and the Department Master Syllabus.
- General Education Outcomes (competencies) are approved by the Faculty through the academic governance system (Last approved at Faculty Assembly, August 2007.)

The following areas have been identified as essential foundations to student learning.

**1. Written and Oral Communication**

Students will communicate effectively in both speech and writing.

**2. Quantitative Knowledge and Skill (Mathematics)**

Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**3. Scientific Knowledge and Reasoning (Science)**

Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**4. Technological Competency or Information Literacy (Technology)**

Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**5. Society and Human Behavior (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.

**6. Humanistic Perspective (Humanities)**

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

**7. Historical Perspective (History)**

Students will understand historical events and movements in World, Western non-western or American societies and assess their subsequent significance.

**8. Global and Cultural Awareness (Diversity)**

Students will understand the importance of a global perspective and culturally diverse peoples.

**NJCCC Integrated General Education Goals**

**Ethical Reasoning and Action** Students will understand ethical issues and situations.

**Information Literacy** Students will address an information need by locating, evaluating and effectively using information.

**Academic Program Requirements for General Education**

The New Jersey Council of Community Colleges established the state wide General Education Policy in September of 2008. Camden County Board Policy 510 prescribes the requirements of General Education courses in each of the degrees and certificates offered at the college.

The chart below entitled *Academic Program Requirements for General Education*, describes the General Education course distribution. These requirements may be met through particular general education courses specified in the stated curricula or through selection of elective choices from the approved list of general education electives available to the student in consultation with his or her advisor. The chart

reflects greater emphasis on general education within the Associate of Arts (A.A.) and the Associate in Science (A.S.) transfer programs than within the more specialized Associate in Applied Science (A.A.S.) Associate in Fine Arts (A.F.A.) and Certificate programs.

## General Education Course Distribution Requirements

General Education Goal(s) addressed		Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1	2	Communication (Written and Oral Com.)	9	6	6	3
3	4	Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency 0-4 cr.	12	9	3	3
5		Social Science (Society and Human Behavior)	6	3	3	
6		Humanities (Humanistic Perspective)	9	3	3	
7		History (Historical Perspective)	6			
8		Diversity courses (Global & Cult. Awns.)	3			
		Unassigned general education credit		6	8	
		<i>General education foundation total</i>	45	30	20	6

## Process: Establishing General Education Status for a New Course

### Background

The State of New Jersey passed the Lampitt Bill into law effective September 13, 2007. This legislation provided the foundation for seamless transfer between community colleges and New Jersey's four-year public institutions. On December 3, 2007 the Comprehensive State-Wide Transfer Agreement was approved unanimously by the NJ President's Council and put into effect on September 22, 2008. This document provides the guidelines and procedures for implementation of the Lampitt Bill. One of the provisions of the Transfer Agreement was the requirement of the community colleges to implement a General Education program that conformed to the General Education Foundation Document previously adopted by the Community College Presidents on August 15, 2007.

The General Education Coordinating Committee (GECC) of the New Jersey Academic Officers Association was established to provide discipline faculty charged to develop an interpretation of the General Education Foundation Document. Courses from all institutions were reviewed and a "Guiding Principles" document was developed, providing rational for the requirements of a course to be considered a General Education course. New courses must also follow these Guiding Principles in order to obtain General Education status.

The Board of Trustees of Camden County College has adopted a General Education Policy, contained within Board Policy 510, Section E 1-3, regarding the General Education requirements for each type of degree. The designation of General Education for an individual course shall conform to the standards

established in this policy. All courses are put through a multistep process to ensure that new courses comply with the General Education Foundation document as interpreted by the Guiding Principles document.

### **Internal Authorization**

Step 1: All General Education courses originate from the individual academic department responsible for that subject area. The departments use the Guiding Principles document to ensure compliance with the General Education Foundation Document.

Step 2: The Chairs and Coordinators are responsible for approving all academic courses. In the case of courses put forth as General Education, the Chairs and Coordinators review the course for compliance with the Guiding Principles. The recommendation for a course to be awarded General Education Status is then submitted to the Curriculum Committee using a request form available on the S drive. This form requires justification based on the Guiding Principles, for having a course considered as General Education.

Step 3: The Curriculum Committee is responsible to determine whether course is recommended to be considered for General Education status. The Committee's recommendation is sent to the Office of the Vice President for Academic Affairs.

Step 4: The Vice President for Academic Affairs reviews the course proposal and may approve or not approve the recommendation of the committee based on the Guiding Principles. If approved, the course is then sent to the General Education Committee of the Academic Officers Association to begin the process of external affirmation. If not approved, the course is returned to the Curriculum Committee with justification for the denial.

### **External Affirmation**

Step 1: The Vice President for Academic Affairs submits the course proposal to the General Education Committee of the Academic Officers Association.

Step 2: The General Education Committee of the Academic Officers Association reviews the recommended courses and affirms or does not affirm the General Education Status of the course.

Step 3: Once affirmed by the General Education Committee of the Academic Officers Association, the course is submitted to the Academic Affairs Committee of the New Jersey County College Presidents for affirmation.

Step 4: Once affirmed by the Academic Affairs Committee, the course is presented to the New Jersey County College Presidents. Once approved by the New Jersey County College Presidents, the course may be designated as a General Education Course. If not affirmed, Curriculum Committee and course sponsor are notified by Vice President's office with any relevant correspondence received from state.

### **Institutional Effectiveness: Assessment – Formative and Summative**

The primary focus of Student Learning Outcomes Assessment at the Institutional Level is through the assessment of General Education. Camden County College conducts both summative and formative assessment of these outcomes.

Summative assessment is performed using the Educational Testing Services Validated Instrument, the Measure of Academic Proficiency and Progress (MAPP) now renamed to the ETS® Proficiency Profile. The ETS Proficiency Profile was administered in 2010 and spring 2013. In addition to Summative Assessment of General Education, Student Engagement is also used as an assessment measure. To this end the Community College Survey of Student Engagement (CCSSE) was administered in 2010 to students across all curricula and the data is used to inform student success initiatives. The results of all assessments are published on the College “S Drive”.

Formative assessments are performed by each department offering general education courses. These instruments are developed, administered and evaluated by the department.

The Student Learning Outcomes (SLO) Committee of the faculty is duly charged to ensure compliance with Middle States Commission on Higher Education Standard 14. As a result of the two year process of self-assessment in preparing for their Periodic Review Report, the College has come to realize the importance of creating a culture of shared responsibility and integration of assessment activities. Efforts to reduce the dependence on the Office of Curriculum and Assessment in the implementation of assessment activities, including the collection and management of assessment data and instead, have empowered newly formed faculty teams to become active participants in the assessment process.

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 Student Learning Outcomes Assessment (SLOA) Liaisons. 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, including an Assessment Verification Checklist, 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.

## **B. PROGRAM LEVEL ASSESSMENT**

### **General Education**

1. Each program shall comply with the New Jersey Council of Community College’s General Education Course distribution requirements.
2. All programs shall address the competency of diversity either by a designated course or by student learning outcomes in multiple courses.
3. All programs requiring a science course shall require a lab-science course as the first science course.

## **Requirements for Degree**

1. All AA programs must contain 45 credits in General Education and cannot exceed a total of 66 credits (Board Policy 510) although it is recommended that these curricula should not exceed 64 credits in compliance with the Lampitt Bill.
2. All AS programs must contain 30 credits in General Education and cannot exceed 66 credits (Board Policy 510) although it is recommended that these curricula do not exceed 64 credits in compliance with the Lampitt Bill.
3. All AAS and AFA programs must contain 20 credits in General Education and may not exceed 66 credits (Board Policy 510).
4. All academic certificates must be between 30 and 36 credits and must include six credits of general education; three of which must be English Composition I. NOTE: Exceptions may be made based on requirements of individual accreditation bodies. Certificates of Achievement need not follow these criteria.
5. Exemptions to the course credit policy are made for any program that has an accreditation body requiring additional course work or required by a specific program transfer agreement.

## **Middle States Competencies**

Each program must cover all required competencies. This may be completed in one of two ways:

1. A single course in the designated area (i.e., Introduction to Ethics for ethical awareness).
2. The presence of multiple courses with student learning outcomes that address the competency.

Middle State competencies include:

- 1) Written and Oral Communication
- 2) Quantitative Knowledge and Skills (Mathematics)
- 3) Scientific Knowledge and Reasoning
- 4) Technological Competency
- 5) Information Literacy
- 6) Society and Human Behavior (Social Science)
- 7) Human Perspective (Humanities)
- 8) Historical Perspective (History)
- 9) Global and Cultural Awareness (Diversity)
- 10) Ethical Reasoning
- 11) Critical Thinking

## **Program Student Learning Outcomes Assessment**

Academic Programs offered at Camden County College are assessed in a variety of ways. Each program publishes program student learning outcomes in the catalog and Academic Program Guide. At least one program student learning outcome must be assessed each year. Each spring, data is collected from these assessments along with strategies being proposed to improve outcomes. In addition, outcomes data from SLOs measured the following year are reviewed to establish if new strategies were successful.

In addition, data is collected and published each year on student outcomes on industry standard examinations. Examples of career based external examinations include exams in nursing, veterinary

technician, opticianry, medical laboratory technician, dental assisting and dental hygiene. These outcomes are reported to the Advisory Board each semester in their annual report to the Advisory Committee. Results are also reported to the Board of Trustees via monthly reports at each Board meeting.

### **Program Student Learning Outcomes Assessment – Conducted Annually**

1. Each academic program is required to assess program student learning outcomes each year.
2. Academic programs are required to report annually on its assessment outcomes.
3. Every program level student learning outcome must be assessed within a two-year cycle.
4. Programmatic SLO Assessment includes the following Assessment Tools:
  - a. Curriculum Map, which outlines General education and Programmatic course requirements, as well as outlines compliance of the General Education program and interconnectedness of course level and Programmatic Level Student Learning Outcomes.
  - b. Interconnectedness Charts, outline Department Master Syllabi Course Level Student Learning Outcomes for each programmatic course and the connection to the programmatic student learning outcomes.
  - c. Assessment Raw Data – Recorded
5. The Associate Dean of Curriculum and Assessment will summarize and report on all assessment activities to the Vice President for Academic Affairs annually.
6. The Vice President for Academic Affairs will report on all assessment activities to the President annually.

### **Assessment Criteria**

1. Assessment instruments should primarily be direct measures of outcomes.
2. Rubrics should be developed for communicating expectations and enhancing objectivity of evaluations.
3. Multiple assessment methods should be outlined for each outcome.
4. Assessment should focus on capstone projects or courses, but may be formative.
5. Assessment must be analyzed to identify strengths and weakness of the population assessed as a whole, regardless of the grade earned.
6. Assessment should lead to changes in the curriculum or pedagogy that will lead to improved student outcomes.
7. Follow-up assessment must be performed to evaluate the effectiveness of the change.

### **Academic Program Evaluation**

1. All academic programs are scheduled for a comprehensive evaluation every five years. This review will include five years of assessment data with analysis and recommendations.
2. Academic departments are presented with data and asked to discuss and analyze and respond to a series of items, submitting responses to area dean.
3. Area Academic Dean presents results of these evaluations to the Vice President for Academic Affairs each academic year. .

### **Interrelatedness of Course Level and Programmatic Student Learning Outcomes**

The Inter-relatedness component of academic programs' assessment of student learning outcomes is demonstrated through the interconnectedness of Course Level Student Learning Outcomes as indicated on the Departmental Master Syllabi, and the Programmatic Student Learning Outcomes. Each year,

faculty review and record how the learning outcomes at both the course and the program are appropriately integrated with one another.

Through both curriculum mapping and completion of the interconnectedness chart faculty determine whether all Camden County College graduates have adequate opportunities to achieve all core competencies and program/course learning outcomes. It is a process for showing curriculum-integration at the institutional, program and course levels and identifying where students in a program or course achieve learning outcomes and core competencies.

## C. COURSE LEVEL ASSESSMENT

All course level student learning outcomes and assessments are outlined in the Department Master Syllabus. All syllabi are presented in a standardized, consistent format and include student learning outcomes. Those courses that are to be considered for general education must include student learning outcomes that address the general education competency. General education courses that are identified as having additional competencies integrated in the course such as information literacy, must be affirmed by the college's internal process as well as the external process required by the NJ Presidents' Council. In addition to the assessment of programmatic student learning outcomes, assessment of General Education Learning Objectives are also required. The SLO committee is responsible for reporting out on assessment of general education courses in their annual report to the vice president each year. All course level student learning outcomes and assessments are expressed in the Department Master Syllabus. [See Syllabi on S drive]

### **General Education/Competencies:**

All courses are coded as to the General Education and Competency category (or categories) they fulfill:

<b>GWOC</b>	General Education: Written and Oral Communication
<b>GMTH</b>	General Education: Mathematics
<b>GTEC</b>	General Education: Technology
<b>GSCI</b>	General Education: Science
<b>GSCIL</b>	General Education: Science with Laboratory
<b>GSOC</b>	General Education: Social Science
<b>GETH</b>	General Education: Ethics
<b>GHIS</b>	General Education: History
<b>GDIV</b>	General Education: Diversity
<b>GDIVS</b>	General Education: Diversity - Social Science
<b>GDIVH</b>	General Education: Diversity - Humanities
<b>GHUM</b>	General Education - Humanities
<b>GHUML</b>	General Education: Humanities - Language
<b>GHUMP</b>	General Education: Humanities - Philosophy
<b>GHUMA</b>	General Education: Humanities - Art
<b>GHUME</b>	General Education: Humanities - English (Literature)
<b>GHUMH</b>	General Education: Humanities – History
<b>GINFLIT</b>	General Education: Information Literacy (Integrated Competency)
<b>GETHRA</b>	General Education: Ethical Reasoning and Action (Integrated Competency)
<b>GCRTHNK</b>	General Education: Critical Thinking (Integrated Competency)

## **PART II: Assessment Plan (2010 to 2015)**

**Overview:** Camden County College's Assessment Plan has three components running concurrently: assessment on the institutional level, program level and course level.

At the institutional level, the following components of the plan have been identified:

1. Bring all curricula into compliance with the NJ Council of County College's policy on General Education requirements.
2. Introduce a diversity requirement into all programs to meet this competency requirement.
3. Formative assessment of General Education Student Learning Outcomes by each department to provide feedback for course and curriculum intervention.
4. Summative assessment of General Education Student Learning Outcomes (ETS MAPP Test).
5. Assessment of graduate satisfaction and student engagement. (i.e., Surveys such as CCSSE)

At the program level, the following components of the plan have been identified:

1. Expression of program level student learning outcomes which reflect the unique skills and abilities of each curriculum.
2. Development of assessment plan for each program.
3. Professional development on assessment issues, such documentation of changes, and affect of changes on teaching/learning.
4. Development and implementation of rubrics.
5. Assessment of program level student learning outcomes.
6. Assessment of on-line courses to demonstrate consistency with face to face course outcomes
7. Implementation of changes to improve student success.
8. Communication of assessment results to all stakeholders. Assessment Findings discussed during the following venues throughout the academic year: Opening Day Activities, Division and Faculty Assembly meetings, Board of Trustees meetings and BOT Retreat. Assessment Activities are disseminated via Assessment website and Academic Assessment Share Drive.

At the course level, the following components of the plan have been identified:

1. Revision of syllabi to include student learning outcomes.
2. Revision of syllabi to include General Education Student Learning Outcomes
3. Assessment of Course Level Student Learning Outcomes

## Camden County College Five Year Assessment Plan:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Institutional Level</b>	<ul style="list-style-type: none"> <li>▪ Strategic Plan</li> <li>▪ Student Success Model</li> <li>▪ Strategic Indicators for Student Progress</li> <li>▪ Annual IPEDS reports</li> <li>▪ Graduate &amp; current student surveys</li> <li>▪ Reporting Out Strategic Goals and Initiatives</li> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess General Education Courses</li> <li>▪ ETS MAPP Testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategic Plan</li> <li>▪ Student Success Model</li> <li>▪ Strategic Indicators for Student Progress</li> <li>▪ Annual IPEDS reports</li> <li>▪ Graduate &amp; current student surveys</li> <li>▪ Reporting Out Strategic Goals and Initiatives</li> <li>▪ Periodic Review Planning/Writing</li> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess General Education Courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategic Plan</li> <li>▪ Student Success Model</li> <li>▪ Strategic Indicators for Student Progress</li> <li>▪ Annual IPEDS reports</li> <li>▪ Graduate &amp; current student surveys</li> <li>▪ Reporting Out Strategic Goals and Initiatives</li> <li>▪ Periodic Review Planning/Writing</li> <li>▪ Assess General Education Courses</li> <li>▪ ETS Proficiency Exam</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategic Plan</li> <li>▪ Student Success Model</li> <li>▪ Strategic Indicators for Student Progress</li> <li>▪ Annual IPEDS reports</li> <li>▪ Graduate &amp; current student surveys</li> <li>▪ Reporting Out Strategic Goals and Initiatives</li> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess General Education Courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategic Plan</li> <li>▪ Student Success Model</li> <li>▪ Strategic Indicators for Student Progress</li> <li>▪ Annual IPEDS reports</li> <li>▪ Graduate &amp; current student surveys</li> <li>▪ Reporting Out Strategic Goals and Initiatives</li> <li>▪ Annual Course and Program Initiatives</li> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess General Education Courses</li> </ul>
<b>Program Level</b>	<ul style="list-style-type: none"> <li>▪ Review/Refinement of Programmatic Student Learning Outcomes</li> <li>▪ Annual Assessment Review</li> <li>▪ SLO Committee perform audit of Academic Programs for Standards 7, 12, and 14.</li> <li>▪ APR Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Writing of PRR</li> <li>▪ Distance Education Courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ Annual Assessment Review</li> <li>▪ APR Review</li> <li>▪ Distance Learning</li> </ul>
<b>Course Level</b>	<ul style="list-style-type: none"> <li>▪ Course Level Student Learning Outcomes Audit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabi Audit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus Review</li> <li>▪ Annual Course and Program Audit</li> <li>▪ CSLO audit - BCTS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus Review</li> <li>▪ Course Level SLO Audit - All</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus Audit</li> </ul>
<b>Publications</b>	<ul style="list-style-type: none"> <li>▪ Appropriate updates to all publications</li> <li>▪ Annual Institutional Profile (AIP)</li> <li>▪ Quick Facts</li> <li>▪ Fact Book Production</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriate updates to all publications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement CCC Assessment Webpages</li> <li>▪ General Education Course Listings in 2013 Program Guide</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement Web based Institutional Effectiveness dashboard</li> <li>▪ Appropriate updates to all publications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Web page Update</li> <li>▪ Appropriate updates to all publications</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Assessment Verification Checklist</li> </ul>		
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ General Education Assessment – what we have learned</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Education – Evaluation of Course Student Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Affect of Assessment on Teaching/ Learning</li> <li>▪ College Wide Implementation of Student Success Initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment: Documentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment: Best Practices</li> </ul>

## Assessment - Operations Calendar

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
August	Opening Day - Assessment Update Clarify Goals for upcoming academic year	Student Learning Outcomes Liaisons positions filled as needed.		Assessment Planning	Finalize Professional Development Calendar
September	Departments meet to review curriculum and create detailed implementation plan for academic year	SLOA Committee Kickoff Meeting. Review Results from previous submissions Meet bi-weekly with area dean 1)Analysis of Assessment of General Education via ETS Proficiency test; 2) Analysis of Assessment of Online Courses	Recommend General Education course for consideration to VP Academic Affairs. Recommend New or Revised Program Curriculum	Deliver Academic Program Review Data Packages to Academic Departments Administrative review APR recommendations PRR Planning/Writing	Assessment Update Review of Strategic Plan and Goals
October	Discuss program assessment plan with academic dean  Ongoing implementation of assessment activities	Meet bi-weekly with area dean Discuss assessment activities in Faculty Governance Meetings	Recommend General Education course for consideration to VP Academic Affairs. Recommend New or Revised Program Curriculum	Organize Professional development activities Plan Assessment activities – opening day January PRR Planning/Writing	Affect of Assessment on Teaching/Learning

	<b>Faculty</b>	<b>Student Learning Outcome/ Assessment Committees</b>	<b>Curriculum Committee</b>	<b>Academic Affairs - Asst. to VP of Academic Affairs</b>	<b>Professional Development / Teaching Learning Center</b>
November	Ongoing implementation of assessment activities	Meet bi-weekly with area dean  Discuss Assessment activities in Faculty Governance Meetings	Make recommendations to VP Academic Affairs for General Education course consideration  Recommend New or Revised Program Curriculum	Meet with all chairs and coordinators - Administrative review of APR recommendations	
December	Ongoing implementation of assessment activities	Meet bi-weekly with area dean  Monthly Meeting	Monthly Meeting	PRR Planning/Writing	
January	Ongoing implementation of assessment activities  Student Success College Wide Initiatives	Meet bi-weekly with area dean  Student Learning Outcomes Liaisons positions filled as needed.  Divisional resource for the implementation and collection of assessment activities.  Responsible for the support of faculty within their division to fulfill assessment plan for the academic year.  Discuss Assessment activities in Faculty Governance Meetings.  Monthly Assessment Progress Meeting with	Recommend General Education course for consideration to VP Academic Affairs.  Recommend New or Revised Program Curriculum	Update Student Learning Outcomes Assessment Plan - Administrative review of APR recommendations	Using the Assessment Verification Checklist
February	Ongoing implementation of assessment activities	Meet bi-weekly with area dean  Divisional resource for the	Recommend General Education course for consideration to VP Academic Affairs.	Review Departmental Responses to Academic Program Review Data	Using the Assessment Verification Checklist

	<p>Discuss Assessment activities in Faculty Governance Meetings.</p> <p>Progress Meeting with Associate Dean of Curriculum and Assessment</p>	<p>implementation and collection of assessment activities.</p> <p>Responsible for the support of faculty within their division to fulfill assessment plan for the academic year.</p> <p>Discuss Assessment activities in Faculty Governance Meetings.</p> <p>Monthly Assessment Progress Meeting with Area Academic Dean</p>	<p>Recommend New or Revised Program Curriculum</p>	<p>Packages with Academic Dean.</p>	
March	<p>Ongoing implementation of assessment activities</p> <p>Discuss Assessment activities in Faculty Governance Meetings.</p> <p>Progress Meeting with Associate Dean of Curriculum and Assessment</p>	<p>Meet bi-weekly with area dean</p> <p>Divisional resource for the implementation and collection of assessment activities.</p> <p>Responsible for the support of faculty within their division to fulfill assessment plan for the academic year.</p> <p>Discuss Assessment activities in Faculty Governance Meetings.</p> <p>Monthly Assessment Progress Meeting with Area Academic Dean</p>	<p>Recommend General Education course for consideration to VP Academic Affairs.</p> <p>Recommend New or Revised Program Curriculum</p>	<p>Review Departmental Responses to Academic Program Review Data Packages with Academic Dean.</p>	<p>Assessment TLC Topics – Best Practices</p>

		Divisional resource for the implementation and collection of assessment activities.		
April	Ongoing implementation of assessment activities  Academic Program Evaluations In Progress	<p>Meet bi-weekly with area dean</p> <p>Responsible for the support of faculty within their division to fulfill assessment plan for the 2012-2013 academic year.</p> <p>Discuss Assessment activities in Faculty Governance Meetings.</p> <p>Monthly Assessment Progress Meeting with</p>	<p>Recommend General Education course for consideration to VP Academic Affairs.</p> <p>Recommend New or Revised Program Curriculum</p>	<p>Summarize Monthly Activities</p> <p>Administrative review of 2011-2012 APR recommendations</p>
May	Finalize implementation of assessment activities  Collect Data / Input into College Wide Assessment Reporting system.	Submit Academic Assessment to Area Dean's office by June 1, 2013.	<p>Recommend General Education course for consideration to VP Academic Affairs.</p> <p>Recommend New or Revised Program Curriculum</p>	Summarize Monthly Activities
June	Assessment Submission Deadline	Assessment Submission Deadline		

### **PART III      Summary**

**2007-2008:** During the 2007-2008 year Camden County College reviewed and revised its curriculum to come into compliance with the Middle States Commission on Higher Education – Standard 14. After several months of professional development, the faculty implemented the following:

1. Development of program level student learning outcomes that reflected the skills and unique qualities of their curriculum.
2. Addition of a diversity course to come into compliance with the expected competencies.
3. Development of an assessment plan.
4. Initiation of assessment data collection and reporting.

On an institutional level, the following was accomplished:

1. Revision of General Education components of all curricula to comply with the NJ Council of College's policy.
2. Publication of website for curriculum and assessment.
3. Development and publication of assessment manual "*Developing a Culture of Assessment.*"
4. Development of an assessment process (assessment calendar).
5. Development of a five year plan.

As the result of a campus-wide curriculum review, 77 degree programs were identified and assessed. During the first cycle of assessment (2007-2008) the following chart indicates the number of programs reached at each stage of assessment.

	<b>2007-2008 (# of Programs)</b>
<b>STAGE 5</b>	2
<b>STAGE 4</b>	5
<b>STAGE 3</b>	35
<b>STAGE 2</b>	35
<b>STAGE 1</b>	0

**2008-2009:** During the 2008-2009 academic year, faculty continued to

1. Construct rubrics for assessment
2. Assess student populations
3. Begin to implement changes into the curriculum based on the first cycle assessment.

In compliance with the newly developed assessment procedure, all chairs and coordinators met with their dean and the Dean for Curriculum and Assessment. During this meeting:

1. The prior cycle's assessment was reviewed and recommendations were given.
2. The status of the program's syllabi, curriculum compliance and assessment plan for the coming year were addressed.
3. Professional development continued through workshops sponsored by the Teaching and Learning Center.
4. Meetings with academic advisors communicated new general education and program requirements.

At an institutional level:

1. Formative assessment was performed on four General Education Areas – Written and Oral Communication, Humanities, Technology and Ethical Awareness.
2. The summative instrument, the ETS Proficiency Profile was purchased and a workshop was given to faculty to explain the procedure and use of the assessment instrument.

During the first cycle of assessment (2007-2008) the following chart indicates the number of programs reached at each stage of assessment

	<b>2008-2009 (# of Programs)</b>
<b>STAGE 5</b>	9
<b>STAGE 4</b>	7
<b>STAGE 3</b>	39
<b>STAGE 2</b>	19
<b>STAGE 1</b>	3

### **2009-2010 Results**

At an Institutional Level:

1. ETS Proficiency Profile exam was administered to 160 students between the Fall 08 and Fall 09 semesters. Of those students, 113 completed the requisite 75% of the test in order to be counted in the cohort. The test assessed proficiency in Reading, Critical Thinking, Writing and Math and the areas of Humanities, Social Science and Natural Science. The results are currently being analyzed.
2. The Community College Survey of Student Engagement was administered during the Spring of 2010. The results are currently being analyzed.

At the Program Level:

1. Annual Reporting of Student Learning Outcomes assessment was due on June 1, 2010. These data are currently being analyzed and recorded.

The Student Learning Outcomes Committee will receive the report on 2009-2010 assessment activities and are charged to ensure Camden County College is in compliance with Standard 14.

### **2010-2011 Results**

During this cycle, an extensive audit of the submitted assessment data from 2007-2008 was performed. The following is a summary of those results.

1. Institutional Level – General Education
  - a. The MAPP summative test was performed in 2008-2009. The Student Learning Outcome Committee recommended that the test be repeated in 2012-2013 on a larger, more homogenous cohort.
  - b. Formative assessment has been completed in the following areas:
    - 1) Oral and Written Communication – ENG 101, ENG 102 and SPE 102

- 2) Mathematics – MTH-111
- 3) Science – BIO 111
- 4) Technology – CSC 101
- 5) Humanities – Foreign Language levels 101 and 201
- 6) Social Science –
- 7) History –
- 8) Diversity – Foreign Language levels 101 and 201
- 9) Ethics – PHL 131

Chairs of all areas offering a General Education Course are asked to include an assessment of the General Education SLO along with the Programmatic SLO Assessment submission.

- c. The Student Learning Outcomes committee audited all general education course syllabi to determine if outcomes for information literacy and/or ethical awareness were imbedded.
2. Program Level
- a. To be in compliance in this 4<sup>th</sup> cycle of assessment, all programs must:
- 1) Have all pSLOs assessed at least once
  - 2) Have at least one pSLO loop closed
  - 3) Have assessed at least one on-line course to demonstrate SLOs are consistent for both face to face and on-line delivery of courses (when an on-line course is offered by the program)
  - 4) Have at least one general education SLO assessed (if the department offers a general education course).

### **2011-2012 Results Underway – Due June 1, 2013**

A series of Assessment web pages have been developed during the 2012-2013 academic year to provide transparency and serve as a resource for faculty and staff. Assessment web pages include supporting documentation for all levels of institutional effectiveness assessment. This site contains files for: updated curriculum maps for all programs, interconnectedness tables showing the relationship between course level and program level student learning outcomes; complete assessment summaries for both program level student learning outcomes and general education outcomes and a summary of loop closures.

Program assessment was also completed in the form of comprehensive Academic Program Reviews. These data driven analysis of each program include: enrollment, retention, graduation and transfer trends, class size, success rate and other pertinent data used to evaluate the program.

#### Institutional Level – General Education

- a. In Spring, 2013 200 units of the Proficiency Profile are being administered to students with 30 or more credits enrolled in upper level courses. Sample selection was critical in

that the first attempt, students had not completed enough general education courses to be able to determine effectiveness of general education program. Testing of Spring, 2013 cohort will be completed by June 1, 2013.

- b. Formative assessment has been completed in the following areas:
  - 1) Oral and Written Communication – ENG 101, ENG 102 and SPE 102
  - 2) Mathematics – MTH-111
  - 3) Science – BIO 111
  - 4) Technology – CSC 101
  - 5) Humanities – Foreign Language levels 101 and 201
  - 6) Social Science – POL 101, 103, and 111
  - 7) History – HIS 101
  - 8) Diversity – Foreign Language levels 101 and 201
  - 9) Ethics – PHL 131
  - 10) Information Literacy – BIO course

Chairs of all areas offering a General Education Course are asked to include an assessment of the General Education SLO along with the Programmatic SLO Assessment submission.

- c. The Student Learning Outcomes committee provided resources for faculty looking to include information literacy and/or ethical awareness within their course syllabi.
2. Programmatic and Course Level
- a. To be in compliance in this cycle of assessment, all programs must continue to:
    - 1) Have all pSLOs assessed at least once
    - 2) Have at least one pSLO loop closed
    - 3) Have assessed at least one on-line course to demonstrate SLOs are consistent for both face to face and on-line delivery of courses (when an on-line course is offered by the program)
    - 4) Have at least one general education SLO assessed (if the department offers a general education course).
  - b. This year marked the implementation of a newly decentralized, shared responsibility for assessment activities. The Assessment Verification Checklist, along with online resources, and assessment documents to be completed electronically on the College's shared network drive provide a newly implemented means for faculty to be actively involved in the reporting and analysis piece of the assessment process. This newly implemented process has resulted in faculty gaining a better understanding of the ultimate ramifications and implications on Student Learning Outcomes of curriculum decisions and course decisions made throughout the academic year.

## SAMPLE DOCUMENTS

## I. Curriculum Map

## **Office of Curriculum and Assessment Curriculum Evaluation**

## **OWC – Oral and Written Communication**

**MT – Mathematics (Quantitative Knowledge and Skills)**

**SC – Science (Scientific Knowledge and Reasoning**

**TC – Technology (Technological Competency or Information Literacy)**

## **EA – Ethical Reasoning and Actions**

**CT – Critical Thinking**      **IL – Information Literacy**

## Or Critical Thinking

## **HUM – Humanities (Human Perspective)**

## **HIS – History (Historical Perspective)**

#### **DIV – Diversity (Global and Cultural Awareness)**

#### **Literacy)**

## II. Program Assessment Progress Evaluation - Rubric

Program		STAGES OF ASSESSMENT PROCESS						
	Evaluation of Assessment Loop	0	1	2	3	4	5	Assessment Loop Stage
		No Documentation	Program SLO Complete	Assessment Plan Complete	Data Collected and Analyzed	Change in Instruction/Curriculum Implemented	Loop Closed - Reevaluation	
Quality Control/Quality Assurance of Assessment Process							COMMENTS	
		0 unacceptabl e	1 inadequa te	2 adequate	3 well defined	Average		
<b>Program Level SLOs</b>	Specific to program							
Reflect knowledge/skills/abilities gained in program								
Begin with verbs; favors higher order thinking								
Assessable								
Address core competencies								
<b>Assessment</b>	Connected to Program SLO							
Appropriate rubric								
Direct measure								
Analysis used								
Comprehensive (1st year course; 2nd year course; capstone)								
<b>Course Level SLOs</b>	Connected to Program SLO							
Cover core competencies								
Start with verb/higher order thinking								
Assessable								
On departmental master syllabus								
<b>OVERALL QUALITY STANDING</b>								

### **III. Interconnectedness Form**

**MT – Mathematics (Quantitative Knowledge and Skills)**

## **DIV – Diversity (Global and Cultural Awareness)**

**EA – Ethical Reasoning and Action**

## **IL – Information Literacy**

**SC – Science (Scientific Knowledge and Reasoning**

## **TC – Technology (Technological Competency)**

## **CT – Critical Thinking**

## **IV. Assessment Summary Form**

Program:							
Program SLO	Schedule of Data Collection	Population of Students Assessed	Assessment Instrument	Date of Report	Result	Action	Review of action
					-		

## V. General Education Foundation Document

### A General Education Foundation for Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs in New Jersey's Community Colleges

(1997 Adoption, 2007 Reaffirmed, August 15, 2007 Revision)  
APPROVED BY PRESIDENTS – 9/6/2011

General Education Goal(s) addressed			Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1	2	3	Communication (Written and Oral Com.)	9	6	6	3
		4	Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency 0-4 cr.	12	9	3	3
		5	Social Science (Society and Human Behavior)	6	3	3	
		6	Humanities (Humanistic Perspective)	9	3	3	
		7	History (Historical Perspective)	6			
		8	Diversity courses (Global & Cult. Awns.)	3			
			Unassigned general education credit		6	8	
			<i>General education foundation total</i>	45	30	20	6

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller descriptions, see the <b>NJCC GE Course Criteria</b> (September 6, 2011).
1 Communication	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 Mathematics	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 Science	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – including non-majors survey courses. At least one of these courses must have a laboratory component.
4 Technology	4 Technological Competency	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 Social Science	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 Humanities	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 History	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8 Diversity courses	8 Global and Cultural Awareness	Any course whose purpose is to expose students to a multicultural society or people, possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
<b>General Education Integrated Course Goal</b>		Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller descriptions, see the <b>NJCC GE Course Criteria</b>
Ethical Reasoning and Action		This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.
Information Literacy		These courses include the requirement for students to address an information need by locating, evaluating and effectively using information.

**Note:** This document should be used in conjunction with the **NJCC GE Learning Goals & Suggested Individual College-Wide Learning Obj.** (9-6-2011).

Programs	Allocation Notes: The credit allocation below is consistent with the 1997 NJCC Gen. Ed. Foundation grid.
AA	The Associate in Arts (AA) program requires a minimum of 45 semester credit hours of general education coursework from among the indicated categories.
AS	The Associate in Science (AS) program requires a minimum of 30 semester credit hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30-credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA), and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Notwithstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.

Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those that support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable within the general education context.
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## NJCC General Education Learning Goals and Suggested Individual College-Wide Learning Objectives

(1997 Adopted, August 15, 2007 Revision, September 6, 2011 Revision)

**New Jersey Community College General Education Philosophy:** Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

The Colleges maintain responsibility for offering a general education program whose learning objectives facilitate attainment of all **NJCC Gen Ed Learning Goals**. Course-level learning objectives must be consistent with the **Individual College-Wide Learning Objectives** that fulfill the **NJCC Gen Ed Learning Goals**. (Local general education courses must also be consistent with **NJCC GE Course Criteria** for satisfying requirements.)

<b>NJCC Goal Categories</b> (Course Category)	<b>NJCC Gen. Ed. Learning Goals</b> Critical thinking is embedded	<b>Suggested Individual College-Wide Learning Objectives:</b> Colleges have discretion in the establishment of <b>Individual College-Wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.
1 <b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	<ul style="list-style-type: none"> <li>a. Students will explain and evaluate what they read, hear, and see.</li> <li>b. Students will state and evaluate the views and findings of others.</li> <li>c. Students will logically and persuasively state and support orally and in writing their points of view or findings.</li> <li>d. Students will evaluate, revise, and edit their communication.</li> </ul>
2 <b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	<ul style="list-style-type: none"> <li>a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.</li> <li>b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.</li> </ul>
3 <b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ul style="list-style-type: none"> <li>a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence.</li> <li>b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.</li> </ul>
4 <b>Technological Competency</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ul style="list-style-type: none"> <li>a. Students will use computer systems and/or other appropriate forms of technology to present information.</li> <li>b. Students will use appropriate forms of technology to identify, collect, and process information.</li> </ul>
5 <b>Society and Human Behavior</b> (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.	<ul style="list-style-type: none"> <li>a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective.</li> <li>b. Students will explain how social institutions and organizations influence individual behavior.</li> <li>c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.</li> <li>d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.</li> </ul>
6 <b>Humanistic Perspective</b> (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.	<ul style="list-style-type: none"> <li>a. Students will describe commonly used approaches and criteria for analyzing works*.</li> <li>b. Students will analyze works* and applying commonly used approaches and criteria.</li> <li>c. Students will demonstrate a value added competence in the production and comprehension of a foreign language.</li> </ul> <p>* in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.</p>
7 <b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	<ul style="list-style-type: none"> <li>a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.</li> <li>b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.</li> <li>c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.</li> </ul>
8 <b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	<ul style="list-style-type: none"> <li>a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose.</li> <li>b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.</li> <li>c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.</li> <li>d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.</li> </ul>

NJ CCC Integrated Goals		
<b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	<ul style="list-style-type: none"> <li>a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.</li> <li>b. Students will take a position on an ethical issue or a situation and defend it.</li> </ul>
<b>Information Literacy</b>	Students will address an information need by locating, evaluating and effectively using information.	<ul style="list-style-type: none"> <li>a. Students will identify and address an information need.</li> <li>b. Students will access information effectively and efficiently.</li> <li>c. Students will evaluate and think critically about information.</li> <li>d. Students will use information effectively for a specific purpose.</li> <li>e. Students will use information ethically and legally.</li> </ul>

**Note:** This document should be used in conjunction with the **General Education Foundation** (9-6-2011) and the **NJCC GE Course Criteria** (9-6-2011).

## NJCC General Education Course Criteria In Summary for Satisfying the NJCC Gen Ed Foundation (September 6, 2011 Edition)

<b>New Jersey Community College Educational Philosophy:</b> Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
<b>NJCC Goal Categories</b> (Course Category)	<b>NJCC Learning Goals*</b>	<b>Course Criteria:</b> These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
1 <b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
2 <b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.
3 <b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4 <b>Technological Competency</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Society and Human Behavior</b> (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.	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based courses.
6 <b>Humanistic Perspective</b> (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.	Any broad-based course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7 <b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.

8 <b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
<b>NJ CCC Integrated Goals</b>		
<b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	These courses in each category include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.
<b>Information Literacy</b>	Students will address an information need by locating, evaluating and effectively using information.	These courses in each category underline the research process through the inclusion of information-based assignments.
<p>* The Colleges maintain responsibility for offering a general education program whose learning objectives facilitate attainment of all <b>NJCC Learning Goals</b>. Local general education courses must be consistent with <b>NJCC Course Criteria</b> for satisfying requirements. (Course-level learning objectives must also be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the <b>NJCC Gen Ed Learning Goals</b>.)</p> <p>** The NJ Academic Officers Association has the responsibility of affirming individual course classifications approved by institutions based upon the <b>NJCC General Education Learning Goals</b> and the <b>NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation</b>.</p> <p>Note: This document should be used in conjunction with the <b>General Education Foundation</b> (September 6, 2011) and the <b>NJCC GE Learning Goal &amp; Suggested Individual College-wide Learning Objectives</b> (September 6, 2011).</p>		

## **VI. Department Master Syllabus**

*Department Master Syllabus Camden County College Blackwood, New Jersey*

**Course Title:**

**Course Number:**

**Department/Program Affiliation:**

**Date of Review:**

(This Department Master Syllabus has been examined by the program/department faculty members and it is decided that no revision is necessary at this time.)

**Date of Last Revision:**

(This Department Master Syllabus has been examined by the program/department faculty members and it is decided a change requiring a revision is necessary at this time.)

**N.B. A change to the course materials alone (textbooks and/or supplementary materials) may not constitute a revision. Any other change to the items listed below on this form is considered a revision and requires approval by the program faculty at a Program/Department Meeting and by the division at a Chairs and Coordinator Meeting.**

**Credits:**

Contact Hours:      Lecture \_\_\_\_\_      Lab \_\_\_\_\_      Other \_\_\_\_\_

**Prerequisites:**

**Co-requisites:**

**Course Description:**

**Course Student Learning Outcomes:** Cognitive, Psychomotor, Affective Domains

Upon completion of this course, the student will be able to:

**Course Outline:**

**Course Activities:** (A brief sentence or two about the format of the course, certain requirements, etc.)

**Assessment of Student Learning Outcomes:** The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, class participation, projects, homework assignments, etc. (There must be some evidence that the learning outcomes have been achieved.)

**Course Materials:**

**Textbook(s):**

**Supplemental Materials:**

## VII. New Curriculum Proposal Form:

### **NEW CURRICULUM PROPOSAL**

#### **Curriculum Title:**

Is this an option proposal?  yes  no

(Options can differ by as many as 18 credits from the base curriculum.)

Is this a track proposal?  yes  no

(Tracks can differ by as many as 9 credits from the option.)

#### **Degree:**

#### **Department/Program Affiliation:**

#### **Degree Sponsored By:**

1. Indicate the purpose of this curriculum. A complete listing of the curriculum - semester by semester - must be attached to this proposal. The listing should appear as if it were ready to go into the Curricula Guide.
2. List new courses that will be in the curriculum.
3. List the program goals.
4. **List the program Student Learning Outcomes**
5. Transferability of program.
6. Relationship to Institutional and Strategic Plan.
7. Document how this curriculum meets Camden County College's general education goals. Where applicable, please list the courses that meet general education goal. (This section is not applicable to certificate programs.) (See attached General Education Addendum)
8. Campus(es) at which program will offered.
9. Anticipated student enrollment.
10. Similar programs within the State and how this program would differ from those already being offered.
11. Show evidence of the need for this new curriculum and include any Consultant's Report.
12. Certification Requirements
13. Accreditation
14. Explain any needs that this curriculum has. Comment as to any special requirements for:
  - a. Faculty
  - b. Facilities and equipment
  - c. Library resources
  - d. Finances
  - e. Other

**Department/Program Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Division Chairs/Coordinators Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Committee Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **VIII. Revised Curriculum Proposal Form**

#### **CURRICULUM REVISION PROPOSAL**

##### **Curriculum Title:**

Is this an option proposal?  yes  no

(Options can differ by as many as 18 credits from the base curriculum.)

Is this a track proposal?  yes  no

(Tracks can differ by as many as 9 credits from the option.)

##### **Degree:**

##### **Department/Program Affiliation:**

##### **Degree Sponsored By:**

- I.** Explain the nature of this revision. A copy of the old curriculum, which can be cut and pasted or xeroxed right out of the newest academic advisement guide, must be attached to this proposal. A complete listing of the new curriculum - semester by semester - must also be attached. This complete listing should appear as if it were ready to go into the Curricula Guide.
- II.** Explain the rationale for the change.
- III.** What special needs will this revision create? (faculty, space, LRC, etc.)
- IV.** List new courses that will be a part of this revision.
- V.** Document how this curriculum meets Camden County College's general education goals. Where applicable, please list the courses that meet general education goal. (This section is not applicable to certificate programs.) See General Education Addendum.

##### **VI. Program Student Learning Outcomes**

**Department/Program Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Division Chairs/Coordinators Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Committee Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **IX. Assessment Tools: Direct vs. Indirect Measures**

	<b>Direct Measures</b>	<b>Indirect Measures</b>
<b>Institutional</b>	<ul style="list-style-type: none"> <li>• Performance on tests of writing, critical thinking, or general knowledge</li> <li>• Rubric (criterion-based rating scale) scores</li> <li>• Performance on achievement tests</li> </ul>	<ul style="list-style-type: none"> <li>• Locally-developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement)</li> <li>• Transcript studies that examine patterns and trends of course selection and grading</li> <li>• Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.</li> </ul>
<b>Program</b>	<ul style="list-style-type: none"> <li>• Capstone projects, senior thesis, exhibits, or performance</li> <li>• Pass rates or scores on licensure, certification, subject area tests</li> <li>• Student publications or conference presentations</li> <li>• Employer and internship supervisor ratings of students' performance</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group interview with students, faculty members, or employers</li> <li>• Registration or course enrollment information</li> <li>• Department or program review data</li> <li>• Job placement</li> <li>• Employer or alumni surveys</li> <li>• Student perception surveys</li> <li>• Proportion of upper-level courses compared to the same program at other institutions</li> <li>• Graduate school placement test</li> </ul>
<b>Course</b>	<ul style="list-style-type: none"> <li>• Course and homework</li> <li>• Examination and Quizzes</li> <li>• Standardized tests</li> <li>• Term papers and reports</li> <li>• Observations of field work, internship performance, or clinical experiences</li> <li>• Research projects</li> <li>• Class discussion participation</li> <li>• Case study analysis</li> <li>• Rubric</li> <li>• Artistic performances and products</li> <li>• Grades based on explicit criteria related to clear learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Course evaluations</li> <li>• Test blueprints (outlines of the concepts and skills covered on tests)</li> <li>• Percent of class time spent in active learning</li> <li>• Number of student hours spent on service learning</li> <li>• Number of student hours spent on homework</li> <li>• Number of student hours spent at intellectual or cultural activities related to the course</li> <li>• Grades based on explicit criteria related to clear learning goals</li> </ul>

## X. Assessment Tools: Bloom's Taxonomy

Domain	Category	Examples of Verbs
Cognitive	<b>Knowledge:</b> Recall data or information	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
	<b>Comprehension:</b> Understand meaning; state a problem in one's own words.	comprehends, converts, defends, distinguishes, estimates, explains, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
	<b>Application:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
	<b>Analysis:</b> Separates material or concepts Distinguishes between facts and inferences.	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
	<b>Synthesis:</b> Builds a structure or pattern from diverse elements; creating a new meaning or structure	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
	<b>Evaluation:</b> Make judgments about the value of ideas or materials	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
Affective	<b>Receiving Phenomena:</b> Awareness, willingness to hear, selected attention	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
	<b>Responding to Phenomena:</b> Active participation on the part of the learners.	answers, assists, discusses, greets, helps, labels, performs, presents, reads, recites, reports, selects, tells, writes
	<b>Valuing:</b> The worth or value a person attaches to a particular object, phenomenon, or behavior.	completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
	<b>Organization:</b> Organizes values into priorities by contrasting different values,	adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
	<b>Internalizing values</b> (characterization): Has a value system that controls their behavior.	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.
Psychomotor	<b>Perception:</b> The ability to use sensory cues to guide motor activity	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects
	<b>Set:</b> Readiness to act	begins, displays, explains, moves, proceeds, reacts, shows,
	<b>Guided Response:</b> The early stages in learning; imitation and trial and error	copies, traces, follows, react, reproduce, responds
	<b>Mechanism:</b> This is the intermediate stage in learning a complex skill.	assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, measures, mends, sketches.
	<b>Complex Overt Response:</b> The skillful performance of motor acts that involve complex movement patterns	assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches
	<b>Adaptation:</b> Skills are well developed and the individual can modify movement patterns to fit special requirements	adapts, alters, changes, rearranges, reorganizes, revises, varies
	<b>Origination:</b> Creating new movement patterns to fit a particular situation or specific problem	arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates

## **XI. Assessment Glossary**

### **Program/Course Student Learning Outcome**

- Statement of what a student is expected to be able to do after completion of a program or course.
- Begin with an action verb.
- Emphasize higher-order thinking.
- Measurable.
- Consistent with standards, practice, and real world expectations for performance.
- Explicit for all stakeholders to have a common understanding of its meaning.
- Examples: Give a speech that is designed to convince the audience of a specified point of view; or Design and conduct a research study Assessment is based on an exam, a rubric, a portfolio etc.

### **Program/Course Goals**

- Statement of the institution's expectation.
- Includes a benchmark.
- Examples: 80% of student art projects will receive an evaluation of satisfactory or higher from an independent jury; or 70% of the students will complete the program.

### **Assessment Instrument:**

- Method for collecting data in support of student learning outcomes.
- Direct measures: capstone projects, juried performances, exams, presentations.
- Indirect measures: course evaluations, student surveys.
- Rubric: a detailed list of criteria used to evaluate an assignment; each rated on a defined scale.

## **XII. Assessment Verification Checklist**

**Camden County College  
2012 Program Student Learning Outcome  
Assessment Verification Checklist**

**Program Title:** \_\_\_\_\_ **Program Code:** \_\_\_\_\_

**Department:** \_\_\_\_\_ **Coordinator/Chair of Program:** \_\_\_\_\_

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**All Assessment information is posted on the S Drive in the following folder:**

S:\Academic Assessment\2012 Assessment Files\2012 Program SLO Assessment Files\2012 (DIVISION) Program SLO Assessment Files

- Copy specific program information onto a flash drive, make appropriate updates as indicated below, and email your updated copy to your **Area Dean's Office no later than May 30, 2013**.
- Updated information will be posted by your Dean to the Division's Assessment Folder on the S.
- **Electronic submission (email file) of updated academic program assessment file and completed Assessment Verification Checklist are due to Area Dean's Office no later than May 30, 2013.**

The following assessment activities have been completed for the 2012 \_\_\_\_\_ program, as indicated in the 2012 Academic Program Guide:

**Curriculum Map:**

- Change the title from 2011 Curriculum Evaluation to 2012 Curriculum Evaluation.
- Update Review Date to Current Date of completion.
- Verify Student Learning Outcomes indicated are correct. If not, update to reflect the Program Student Learning Outcomes (SLOs) that were revised, as reflected as information items in Chairs and Coordinator minutes.
- Insert Column to NJCCC section (last yellow column) for IL (Information Literacy) competency.
- Verify the GEN ED courses have a credit number indicated in NJCCC columns and an X if it is used for Middle States Categories. Add an X for any course now eligible for Information Literacy in NJCCC section.
- Update mapping of program course learning outcomes to reflect interconnectedness results. (See below)

**Interconnectedness:**

- Verify/Update Program Student Learning Outcomes indicated reflect those in the 2012 Academic Program Guide (APG).
- Include all program specific courses as indicated on Curriculum Map onto Interconnectedness Tab.
- Include course number, course title and Course Level Student Learning Outcomes as indicated on the Department Master Syllabus
- Indicate connection between Course Level Student Learning Outcomes and the Program Student Learning Outcomes. Indicate connection by including an X in appropriate cell.

**Assessment Raw Data:**

- Create new tab in the Excel workbook for **Assessment Data 2012**.

- Include Raw Data, i.e. Summary of Assessment Activities conducted. Include Program SLO, Population Assessed, Methodology, Results, and Recommended Actions. May also include Rubric.

**Assessment Summary:**

- Include new assessment findings submitted by the department to corresponding program SLO (date and outcome/ review of outcome). If assessing same Student Learning Outcome with a different course (or for a third time) insert new row and include Assessment information for Assessed/re-assessed Program SLO)

Program SLO	Population of Students Assessed	Assessment Instrument	Date of Report	Result	Action	Review of Action	Date of Review of Action
-------------	---------------------------------	-----------------------	----------------	--------	--------	------------------	--------------------------

- Include assessment activity information, including implementation of intervention and assessment of intervention of same Program SLO. (Loop Closure)
- Each Program Student Learning Outcome should be assessed at least once, with one also reassessing newly implemented intervention/action. (Loop Closure)

**Program Mission Statement:**

- Insert a new tab that indicates Academic Program Mission Statement
- If the program has a mission statement on file, include Mission Statement in the tab.
- If the program has not yet written a mission statement; writing statement will be a focus of 2013 - 2014 academic year.

***Other things to keep in mind...***

- Review Department Master Syllabi (DMS) on S: and update Date of Review on DMS copy on S drive.
- General Education Student Learning Outcomes** – for those courses within an academic program/discipline that also satisfy General Education Categories.
  - Review course level student learning outcomes and verify that the General Education Objectives indicated on p. 238 of the 2012 Academic Program Guide are reflected within the Course Student Learning Outcomes on the Department Master Syllabus.
  - Following appropriate governance course revision practices, update course SLO on Department Master Syllabus (DMS) to reflect defined General Education language.
- A 2013 Academic Assessment File has been added to the S Drive, so that changes can be made to assessment files to reflect 2013 Academic Program Guide.  
Folder located at *S:\Academic Assessment\2013 Assessment Files*.
- Recommended tab order of Excel worksheets: Curriculum Map, Program Level SLOs, Mission Statement, Assessment Summary, Interconnectedness, Assessment Data 2012, Assessment Data 2011, Assessment Data 2010...

**Submitted By:**

**Chair/Coordinator/Director – Date; Department SLOA Liaison (if applicable)- Date; Division Dean - Date**

**CURRICULUM REVISION PROPOSAL  
NEW CURRICULUM PROPOSAL**

**Curriculum Title:**

Is this an option proposal?  yes  no

**(If yes, attach the base curriculum to this proposal. Options can differ by as many as 18 credits from the base curriculum.)**

Is this a track proposal?  yes  no

**(Tracks can differ by as many as 9 credits from the option.)**

**Degree:**

**Curriculum Code:**

**Department/Program Affiliation:**

**Degree Sponsored By:**

1. Indicate the purpose of this curriculum. A complete listing of the curriculum - semester by semester - must be attached to this proposal. The listing should appear as if it were ready to go into the Curricula Guide.
2. List new courses that will be in the curriculum.
3. List the program goals.
4. List the Program Student Learning Outcomes.
5. Indicate the transferability of the program.
6. Describe its relationship to the Institutional and Strategic Plan.
7. Document how this curriculum meets Camden County College's general education goals. Where applicable, please list the courses that meet general education goals. (See attached General Education Addendum for course categories.)
8. List the campus(es) at which program will offered.
9. Indicate the anticipated student enrollment.
10. List similar programs in the state and indicate how this program would differ from those already being offered.
11. Show evidence of the need for this new curriculum and include any Consultant's Report.
12. Describe the proposed curriculum's Certification Requirements.
13. Certify its Accreditation.

14. List any needs that have to be considered in offering this curriculum. Comment as to any requirements for:
- a. Faculty

- b. Facilities, equipment, computer classrooms

- c. Open computer labs

Do you expect students will use the College's computer labs while enrolled in this curriculum? If so, describe for what purpose? (*For example, if the course has a writing or oral presentation component, indicate that students may use the College open labs to compose papers or prepare presentations; if the textbook comes with a CD, indicate that students may wish to use it in the open labs.*)

- d. Library resources

What library/scholarly information resources are needed to support this curriculum? (*For example, if the course has a research component, indicate some of the library resources that the students will be expected to use, such as audio-visual, textual, etc.*)

- e. Finances

- f. Other

<b>Department/Program Approval</b>		<b>DATE:</b>	
<b>Division Chairs/Coordinators Approval</b>		<b>DATE:</b>	
<b>Curriculum Committee Approval</b>		<b>DATE:</b>	

\*\*\*\*DO NOT INCLUDE THIS SHEET WHEN YOU SUBMIT THE PROPOSAL\*\*\*\*

### Procedure Information for Sponsor

Courses and curricula are the primary responsibility of the academic departments and programs. Therefore, initiation of courses, programs, and curricula should be done by individual faculty working in conjunction with their departments or programs. Likewise, revision of existing courses, programs, and curricula should also come from individual faculty working in conjunction with their departments or programs. This does not preclude other individuals or groups going to the appropriate departments and/or programs to make requests or recommendations. Interdisciplinary courses should be initiated or revised by all the departments or programs involved. We propose the following system for dealing with changes to courses and curricula, for the initiation of new courses and programs, and for challenges.

When a sponsor revises an existing curriculum or develops a new one:

1. The first step is to take it to the department/program for approval.
2. Once this happens, the sponsor takes the proposal to the Division Chairs and Coordinators meeting for their approval. This group may endorse the proposal, endorse it pending agreed upon corrections, return it to the sponsor for further study/revision, or reject the proposal. Their action will be published with the supporting documentation within 10 days on the S:drive in the Chairs and Coordinators minutes of the Report of Academic Governance and Faculty Assembly Members will be notified of this posting by email. Proposals that are endorsed but require correction need to be submitted in their corrected form to the dean in time for publication within 10 days. Failure to do so nullifies passage of the proposal.
3. Once the Chairs and Coordinators endorse a new or revised curriculum, the sponsor will take the proposal to the Curriculum Committee. This Committee may endorse the proposal, endorse pending agreed upon corrections, send it back to the sponsor for further study/revision or reject it. Their action will be published with the supporting documentation within 10 days on the S:drive in the Curriculum Committee minutes of the Report on Academic Governance and Faculty Assembly Members will be notified of this posting by email. Proposals that are endorsed but require correction need to be submitted in their corrected form to the secretary of the committee in time for publication within 10 days. Failure to do so nullifies passage of the proposal.
4. If anyone wishes to challenge the proposal, that person has 10 days from the date of publication to challenge the proposal. This challenge will be taken up at the next meeting of the Curriculum Committee.
  - a. The person presenting the challenge should complete the attached Challenge Form and notify the concerned parties (the Sponsor, Coordinator/Chair, Dean, and Chairperson of Curriculum Committee) at least one week before that meeting.
  - b. The Committee, after hearing the challenge, may endorse the curriculum, send it back to the sponsor for further study, or reject the curriculum. Their action will be published within 10 days on the S:drive in the Curriculum Committee minutes of the Report of Academic Governance and Faculty Assembly Members will be notified of this posting by email.
  - c. If the person who challenged the curriculum is not satisfied with the decision of the Committee, the person presenting the challenge has 14 days from the date of publication to challenge that decision.
  - d. This challenge will be taken up at the next meeting of the Faculty Assembly which follows the notification of intent to challenge. This body may endorse the proposal, send it back to the sponsor for further study/revision or reject it.
5. If there are no challenges, or when the challenges have been resolved, the endorsed proposal will be sent to the chair of the Curriculum Committee who will forward the packet to the Vice President for Academic Affairs.

**A General Education Foundation for  
Associate in Arts, Associate in Science, Specialized Associate, and Certificate Programs  
in New Jersey's Community Colleges**  
(1997 Adoption, August 15, 2007 Revision)

General Education Goal(s) addressed			Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
1			Communication (Written and Oral Com.)	9	6	6	3
2	3	4	Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency or Information Literacy 0-4 cr.	9	12	9	3
	5		Social Science (Society and Human Behavior)	9	6	3	3
	6		Humanities (Humanistic Perspective)	9	9	3	
	7		History (Historical Perspective)	9	6		
	8	9	Diversity courses (Global & Cult. Awns.)	9	3		
Unassigned general education credit					6	8	
<i>General education foundation total</i>				45	30	20	6

Gen. Ed. Foundation Course Categories	NJCC Goal Categories*	Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the <b>NJCC GE Course Criteria</b> (August 15, 2007).
1 Communication	1 Written and Oral Communication	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for specialized degree programs and certificates.
2 Mathematics	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 Science	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 Technology	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 Social Science	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 Humanities	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 History	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8 Diversity courses	8 Global and Cultural Awareness	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
	9 Ethical Reasoning and Action	This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.

**Note:** This document should be used in conjunction with the **NJCC GE Learning Goals & Suggested Individual College-wide Learning Obj.** (8- 15-2007).

Programs	Allocation Notes: The credit allocation below is consistent with the 1997 NJCC Gen. Ed. Foundation grid.
AA	The Associate in Arts (AA) program requires 45 semester credits hours of general education coursework from among the indicated categories. A
AS	The Associate in Science (AS) program requires a minimum of 30 semester credits hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30 credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA) and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Notwithstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.
Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those, which support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable.

# NJCC General Education

## Learning Goals and Suggested Individual College-wide Learning Objectives

(1997 Adopted, August 15, 2007 Revision)

<b>New Jersey Community College General Educational Philosophy:</b> Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
<b>The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all NJCC Gen Ed Learning Goals.</b> Course-level learning objectives must be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the NJCC Gen Ed Learning Goals. (Local general education courses must also be consistent with <b>NJCC GE Course Criteria</b> for satisfying requirements.)		
<b>NJCC Goal Categories</b> (Course Category)	<b>NJCC Gen. Ed. Learning Goals</b> <small>Critical thinking is embedded</small>	<b>Suggested Individual College-wide Learning Objectives:</b> Colleges have discretion in the established of <b>Individual College-wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.
1 <b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	<ol style="list-style-type: none"> <li>1. Students will explain and evaluate what they read, hear, and see.</li> <li>2. Students will state and evaluate the views and findings of others.</li> <li>3. Students will logically and persuasively state and support orally and in writing their points of view or findings.</li> <li>4. Students will evaluate, revise, and edit their communication.</li> </ol>
2 <b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	<ol style="list-style-type: none"> <li>a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.</li> <li>b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.</li> </ol>
3 <b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ol style="list-style-type: none"> <li>a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence.</li> <li>b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.</li> </ol>
4 <b>Technological Competency or Information Literacy</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ol style="list-style-type: none"> <li>a. Students will use computer systems and/or other appropriate forms of technology to present information.</li> <li>b. Students will use appropriate forms of technology to identify, collect, and process info.</li> <li>c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases.</li> <li>d. Students will recognize when information is needed and be able to locate, evaluate, and use information.</li> </ol>
5 <b>Society and Human Behavior</b> (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.	<ol style="list-style-type: none"> <li>a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective.</li> <li>b. Students will explain how social institutions and organizations influence individual behavior.</li> <li>c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.</li> <li>d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.</li> </ol>
6 <b>Humanistic Perspective</b> (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.	<ol style="list-style-type: none"> <li>a. Students will describe commonly used approaches and criteria for analyzing works*.</li> <li>b. Students will analyze works* and applying commonly used approaches and criteria.</li> <li>c. Students will demonstrate a value added competence in the production and comprehension of a foreign language.</li> </ol> <p>* in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.</p>
7 <b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	<ol style="list-style-type: none"> <li>a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.</li> <li>b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.</li> <li>c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.</li> </ol>
8 <b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	<ol style="list-style-type: none"> <li>a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose.</li> <li>b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.</li> <li>c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.</li> <li>d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.</li> </ol>
9 <b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	<ol style="list-style-type: none"> <li>a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.</li> <li>b. Students will take a position on an ethical issue or a situation and defend it.</li> </ol>

**Note:** This document should be used in conjunction with the **General Education Foundation** (8-15-2007) and the **NJCC GE Course Criteria** (8-15-2007).

# NJCC General Education Course Criteria

for Satisfying the NJCC Gen Ed Foundation  
(August 15, 2007 Edition)

**New Jersey Community College Educational Philosophy:** Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

<b>NJCC Goal Categories (Course Category)</b>	<b>NJCC Learning Goals*</b>	<b>Course Criteria:</b> These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
1 <b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
2 <b>Quantitative Knowledge and Skills</b> (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.
3 <b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4 <b>Technological Competency or Information Literacy</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Society and Human Behavior</b> (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.	Any introductory*** course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based*** courses.
6 <b>Humanistic Perspective</b> (Humanities)	Students will analyze works in the fields of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.	Any broad-based**** course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based**** course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7 <b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based****course(s) or sequence of courses in World, Western, non-Western, or American History.
8 <b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
9 <b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	These courses include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.

\* The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all **NJCC Learning Goals**. Local general education courses must be consistent with **Course Criteria** for satisfying requirements. (Course-level learning objectives must also be consistent with the **Individual College-wide Learning Objectives** that fulfill the **NJCC Gen Ed Learning Goals**.)

\*\* The NJ Academic Officers Association has the responsibility of affirming individual course classification approved by institutions based upon the **NJCC General Education Learning Goals** and the **NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation**.

\*\*\* **Introductory** is defined as general, i.e., not focused on "majors" or academic and vocational specializations. Its object is "common learning," based on those realities, experiences, and concerns which all humans share. Its subject matter is part of what all educated people have (and should have) in common.

\*\*\*\* **Broad based** is defined as having a foundation or basis that is wide in range; comprehensive or extensive.

**Note:** This document should be used in conjunction with the **General Education Foundation** (August 15, 2007) and the **NJCC GE Learning Goal & Suggested Individual College-wide Learning Objective** (August 15, 2007).

### **Regarding Change for Purposes of Creating an Option from a Base Curriculum**

1. When there is a discipline elective offered in the base curriculum and the sponsor decides to name a particular course in the same discipline in the option, this is not a change.

e.g.

**Base Curriculum:**  
Health & Exercise Science Elective

**Proposed Curriculum in option:**  
HPE 170

2. When a choice of courses within a discipline is offered in the base curriculum and the sponsor decides to name a particular course in the same discipline in the option, this is not a change.

e.g.

**Base Curriculum:**  
MTH 140 or MTH 150

**Proposed Curriculum in option:**  
MTH 140

3. When the base curriculum requires a course in a specific discipline and the sponsor decides to change the course to an equal or more advanced course in the same discipline in the option, this is not a change.

e.g.

**Base Curriculum:**  
Example #1  
HIS 101 in base  
Example #2  
PHY 101 in base

**Proposed Curriculum in option:**  
HIS 121  
PHY 201

4. When a course is moved to another semester, this is not a change.

e.g.

**Base Curriculum:**  
First Year, First Semester  
ART-101

**Proposed Curriculum in option:**  
First Year, Second Semester  
ART-101

5. When there is a choice of courses in the core curriculum and the sponsor decides to narrow the list, this is not a change.

e. g.

**Base Curriculum:**  
Choose from:  
BIO 111  
CHM 111  
PHY 101

**Proposed Curriculum in option:**  
Choose from:  
BIO 111  
CHM 111

#### **Curriculum Title:**

Is this an option proposal?  yes  no

(If yes, attach base curriculum to this proposal. Options can differ by as many as 18 credits from the base curriculum.)

Is this a track proposal?  yes  no

(Tracks can differ by as many as 9 credits from the option.)

**Degree:**

**Curriculum Code:**

**Department/Program Affiliation:**

**Degree Sponsored By:**

- I.** Explain the nature of this revision. A copy of the old curriculum, which can be cut and pasted or xeroxed right out of the newest academic advisement guide, must be attached to this proposal. A complete listing of the new curriculum - semester by semester - must also be attached. This complete listing should appear as if it were ready to go into the Curricula Guide.
  
- II.** Explain the rationale for the change.
  
- III.** List any needs that have to be considered in offering this curriculum. Comment as to any requirements for:
  - a. Faculty
  - b. Facilities, equipment, computer classrooms
  - c. Open computer labs  
Do you expect students will use the College's computer labs while enrolled in this curriculum? If so, describe for what purpose? (*For example, if the course has a writing or oral presentation component, indicate that students may use the College open labs to compose papers or prepare presentations; if the textbook comes with a CD, indicate that students may wish to use it in the open labs.*)
  - d. Library resources  
What library/scholarly information resources are needed to support this curriculum?  
(*For example, if the course has a research component, indicate some of the library resources that the students will be expected to use, such as audio-visual, textual, etc.*)
  - e. Finances
  - f. Other
  
- IV.** List new courses that will be a part of this revision.
  
- V.** Document how this curriculum meets Camden County College's general education goals. Where applicable, please list the courses that meet general education goals. (This section is not applicable to certificate programs.) See General Education Addendum for course categories.
  
- VI.** List the Program Student Learning Outcomes.

<b>Department/Program Approval</b>		<b>DATE:</b>	
<b>Division Chairs/Coordinators Approval</b>		<b>DATE:</b>	
<b>Curriculum Committee Approval</b>		<b>DATE:</b>	

amended 9/23/97

Attachment A

**\*\*\*\*DO NOT INCLUDE THIS SHEET WHEN YOU SUBMIT THE PROPOSAL\*\*\*\***

#### **Procedure Information for Sponsor**

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  - f. The Committee, after hearing the challenge, may endorse the curriculum, send it back to the sponsor for further study, or reject the curriculum. Their action will be published within 10 days on the S:drive in the Curriculum Committee minutes of the Report of Academic Governance and Faculty Assembly Members will be notified of this posting by email.
  - g. If the person who challenged the curriculum is not satisfied with the decision of the Committee, the person presenting the challenge has 14 days from the date of publication to challenge that decision.
  - h. This challenge will be taken up at the next meeting of the Faculty Assembly which follows the notification of intent to challenge. This body may endorse the proposal, send it back to the sponsor for further study/revision or reject it.
10. If there are no challenges, or when the challenges have been resolved, the endorsed proposal will be sent to the chair of the Curriculum Committee who will forward the packet to the Vice President for Academic Affairs.

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General Education Goal(s) addressed							Course Categories (Goal Categories)	AA credits	AS credits	AAS, AFA AS Nursing credits	Certificate credits
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	2	3	4			9	Mathematics – Science – Technology Mathematics 3-8 cr. (Quant. Knlg. & Skills) Science 3-8 cr. (Sci. Knlg. & Rsng.) Technological Competency or Information Literacy 0-4 cr.	12	9	3	3
			5			9	Social Science (Society and Human Behavior)	6	3	3	
			6			9	Humanities (Humanistic Perspective)	9	3		
				7		9	History (Historical Perspective)	6			
					8	9	Diversity courses (Global & Cult. Awns.)	3			
							Unassigned general education credit		6	8	

<b>Gen. Ed. Foundation Course Categories</b>	<b>NJCC Goal Categories*</b>	<b>Course Criteria:</b> Below are brief descriptions of the course criteria for satisfying the requirements. For fuller description see the <b>NJCC GE Course Criteria</b> (August 15, 2007).
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2 <b>Mathematics</b>	2 Quantitative Knowledge and Skills	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra.
3 <b>Science</b>	3 Scientific Knowledge and Reasoning	Any course(s) in the biological or physical sciences – or non-majors survey course. At least one of these courses must have a laboratory component.
4 <b>Technology</b>	4 Technological Competency or Information Literacy	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students to access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Social Science</b>	5 Society and Human Behavior	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology.
6 <b>Humanities</b>	6 Humanistic Perspective	Any broad-based course(s) in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies.
7 <b>History</b>	7 Historical Perspective	Any broad-based course(s) or sequence of courses in World, Western, non-Western, or American History.
8 <b>Diversity courses</b>	8 Global and Cultural Awareness	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
	9 Ethical Reasoning and Action	This ethical reasoning and action goal may be infused in any of the above categories. These courses should include the ethical implications of issues and situations.

**Note:** This document should be used in conjunction with the **NJCC GE Learning Goals & Suggested Individual College-wide Learning Obj.** (8-15-2007).

<b>Programs</b>	<b>Allocation Notes:</b> The credit allocation below is consistent with the 1997 NJCC Gen. Ed. Foundation grid.
AA	The Associate in Arts (AA) program requires 45 semester credits hours of general education coursework from among the indicated categories. A
AS	The Associate in Science (AS) program requires a minimum of 30 semester credits hours from among the indicated categories, with minimum distributions as shown. Beyond these minimums, any 30 credit subset of the AA program credit distribution will be accepted. General education coursework in excess of the 24 credits listed should follow the AA distribution limits.
Specialized Associate AAS, AFA, & AS Nursing	The specialized associate degrees shall include Applied Associate in Science (AAS), Associate in Fine Arts (AFA) and AS in Nursing. These programs shall require no fewer than 20 semester credit hours of General Education. Notwithstanding any articulation agreements, the general education courses should support career preparation. General education coursework in excess of the 12 credits listed should follow the AS distribution limits.
Certificate	The Certificate (or Academic Certificate) shall prepare students to read and write effectively. At least one other general education course is required. The Certificate of Achievement (COA) requires no general education courses beyond those, which support career education. The Certificate of Completion (COC) is a noncredit certification program, which is not applicable.

## **NJCC General Education Learning Goals and Suggested Individual College-wide Learning Objectives**

(1997 Adopted, August 15, 2007 Revision)

<b>New Jersey Community College General Educational Philosophy:</b> Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.		
The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all <b>NJCC Gen Ed Learning Goals</b> . Course-level learning objectives must be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the <b>NJCC Gen Ed Learning Goals</b> . (Local general education courses must also be consistent with <b>NJCC GE Course Criteria</b> for satisfying requirements.)		
<b>NJCC Goal Categories</b> (Course Category)	<b>NJCC Gen. Ed. Learning Goals</b> Critical thinking is embedded	<b>Suggested Individual College-wide Learning Objectives:</b> Colleges have discretion in the establishment of <b>Individual College-wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.
1 <b>Written and Oral Communication</b> (Communication)	Students will communicate effectively in both speech and writing.	5. Students will explain and evaluate what they read, hear, and see. 6. Students will state and evaluate the views and findings of others. 7. Students will logically and persuasively state and support orally and in writing their points of view or findings. 8. Students will evaluate, revise, and edit their communication.
2	Students will use appropriate	c. Students will translate quantifiable problems into mathematical terms and solve these

<b>Quantitative Knowledge and Skills (Mathematics)</b>	mathematical and statistical concepts and operations to interpret data and to solve problems.	d. problems using mathematical or statistical operations. d. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.
<b>3 Scientific Knowledge and Reasoning (Science)</b>	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	c. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. d. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.
<b>4 Technological Competency or Information Literacy (Technology)</b>	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	e. Students will use computer systems and/or other appropriate forms of technology to present information. f. Students will use appropriate forms of technology to identify, collect, and process info. g. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases. h. Students will recognize when information is needed and be able to locate, evaluate, and use information.
<b>5 Society and Human Behavior (Social Science)</b>	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	e. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. f. Students will explain how social institutions and organizations influence individual behavior. g. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. h. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.
<b>6 Humanistic Perspective (Humanities)</b>	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.	d. Students will describe commonly used approaches and criteria for analyzing works*. e. Students will analyze works* and applying commonly used approaches and criteria. f. Students will demonstrate a value added competence in the production and comprehension of a foreign language. * in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.
<b>7 Historical Perspective (History)</b>	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	d. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization. e. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society. f. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.
<b>8 Global and Cultural Awareness (Diversity courses)</b>	Students will understand the importance of a global perspective and culturally diverse peoples.	e. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose. f. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society. g. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions. h. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.
<b>9 Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	c. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. d. Students will take a position on an ethical issue or a situation and defend it.

**Note:** This document should be used in conjunction with the **General Education Foundation** (8- 15- 2007) and the **NJCC GE Course Criteria** (8-15- 2007).

## NJCC General Education Course Criteria

for Satisfying the NJCC Gen Ed Foundation  
(August 15, 2007 Edition)

**New Jersey Community College Educational Philosophy:** Students are empowered to meet twenty-first century challenges by achieving learning that involves knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

<b>NJCC Goal Categories (Course Category)</b>	<b>NJCC Learning Goals*</b>	<b>Course Criteria:</b> These criteria for satisfying requirements are consistent with 1997 NJCC Gen. Ed. Foundation. Neither this nor preceding updates have modified the NJCC Gen. Ed. Foundation and their course criteria.**
<b>1 Written and Oral Communication (Communication)</b>	Students will communicate effectively in both speech and writing.	An array of courses which prepare students to speak, read, and write effectively. At least two of these must be composition courses for A.A. and A.S. degrees. At least one of these must be a composition course for other programs and certificates. This category is typically limited to courses such as English Composition I, English Composition II, and a Speech / Human Communications course.
<b>2 Quantitative Knowledge and Skills (Mathematics)</b>	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	Any college level mathematics course including statistics, algebra, or calculus course(s). These courses should build upon a demonstrated proficiency in basic algebra. Students are expected to demonstrate proficiency in basic algebra as part of the AA and AS degrees. Institutions are free to determine a basic algebra proficiency requirement for specialized associate degrees and certificates on an individual basis.

3 <b>Scientific Knowledge and Reasoning</b> (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	Any course[s] in the biological or physical sciences for science majors. Survey courses in biology, chemistry, and physics fulfill this requirement for non-science majors. At least one of the courses taken must have a laboratory component.
4 <b>Technological Competency or Information Literacy</b> (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	Any course that emphasizes common computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency.
5 <b>Society and Human Behavior</b> (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.	Any introductory*** course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based**** courses.
6 <b>Humanistic Perspective</b> (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.	Any broad-based**** course[s] in the appreciation of art, music, or theater; literature; foreign language; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based**** course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.
7 <b>Historical Perspective</b> (History)	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	Any broad-based****course(s) or sequence of courses in World, Western, non-Western, or American History.
8 <b>Global and Cultural Awareness</b> (Diversity courses)	Students will understand the importance of a global perspective and cultural diverse peoples.	Any course whose primary purpose is to expose students to a multicultural society or people possibly within the context of non-introductory study of a foreign language. If this goal is integrated into one or more general education course(s), the three credits may be moved from this category to another general education category.
9 <b>Ethical Reasoning and Action</b>	Students will understand ethical issues and situations.	These courses include the ethical implications of issues and situations. This ethical reasoning and action goal may be infused in any of the above categories.
* The Colleges maintain responsibility for offering a general education program, whose learning objectives facilitate attainment of all <b>NJCC Learning Goals</b> . Local general education courses must be consistent with <b>Course Criteria</b> for satisfying requirements. (Course-level learning objectives must also be consistent with the <b>Individual College-wide Learning Objectives</b> that fulfill the <b>NJCC Gen Ed Learning Goals</b> .)		
** The NJ Academic Officers Association has the responsibility of affirming individual course classification approved by institutions based upon the <b>NJCC General Education Learning Goals</b> and the <b>NJCC General Education Course Criteria for Satisfying the NJCC Gen Ed Foundation</b> .		
*** <b>Introductory</b> is defined as general, i.e., not focused on "majors" or academic and vocational specializations. Its object is "common learning," based on those realities, experiences, and concerns which all humans share. Its subject matter is part of what all educated people have (and should have) in common.		
**** <b>Broad based</b> is defined as having a foundation or basis that is wide in range; comprehensive or extensive.		
Note: This document should be used in conjunction with the <b>General Education Foundation</b> (August 15, 2007) and the <b>NJCC GE Learning Goal &amp; Suggested Individual College-wide Learning Objective</b> (August 15, 2007).		

### Regarding Change for Purposes of Creating an Option from a Base Curriculum

1. When there is a discipline elective offered in the base curriculum and the sponsor decides to name a particular course in the same discipline in the option, this is not a change.

e.g.

**Base Curriculum:**  
Health & Exercise Science Elective

**Proposed Curriculum in option:**  
HPE 170

2. When a choice of courses within a discipline is offered in the base curriculum and the sponsor decides to name a particular course in the same discipline in the option, this is not a change.

e.g.

**Base Curriculum:**  
MTH 140 or MTH 150

**Proposed Curriculum in option:**  
MTH 140

3. When the base curriculum requires a course in a specific discipline and the sponsor decides to change the course to an equal or more advanced course in the same discipline in the option, this is not a change.  
e.g.

**Base Curriculum:**

Example #1  
HIS 101 in base  
Example #2  
PHY 101 in base

**Proposed Curriculum in option:**

HIS 121  
PHY 201

4. When a course is moved to another semester, this is not a change.

e.g.

**Base Curriculum:**

First Year, First Semester  
ART-101

**Proposed Curriculum in option:**

First Year, Second Semester  
ART-101

5. When there is a choice of courses in the core curriculum and the sponsor decides to narrow the list, this is not a change.

e. g.

**Base Curriculum:**

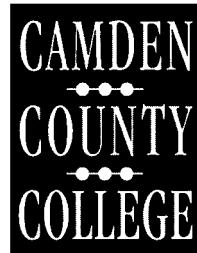
Choose from:  
BIO 111  
CHM 111  
PHY 101

**Proposed Curriculum in option:**

Choose from:  
BIO 111  
CHM 111

# **FACT BOOK**

**Last updated on: May 22, 2013**



**BLACKWOOD CAMPUS:**  
*P.O. Box 200, College Drive  
Blackwood, NJ 08012  
(856) 227-7200*

**CAMDEN CAMPUS:**  
*200 North Broadway  
Camden, NJ 08102  
(856) 338-1817*

**WILLIAM G. ROHRER CENTER:**  
*1889 Rt. 70 East  
Cherry Hill, NJ 08038  
(856) 874-6000*

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## Camden City Campus



Delaware River

Conden

Woodlyne Collingswood

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## Brooklawn

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Icon Iwp.

**Cherry Hill  
Township**

**William G. Rohrer  
Center**



Gloucester

**Voorhees  
Township**

Berlin  
Township

Berlin  
Borough

Waterford  
Township

## **Winslow Township**

**CAMDEN COUNTY**  
**Population by Municipality**

<b>Community</b>	<b>2010*</b> <b>Population</b>	<b>2011** Estimates</b>	<b>%Change 2010-2011</b>
Audubon	8,819	8,813	-0.1%
Audubon Park	1,023	1,022	-0.1%
Barrington	6,983	6,978	-0.1%
Bellmawr	11,583	11,572	-0.1%
Berlin Borough	7,588	7,583	-0.1%
Berlin Township	5,357	5,353	-0.1%
Brooklawn	1,955	1,954	-0.1%
Camden	77,344	77,283	-0.1%
Cherry Hill	71,045	70,987	-0.1%
Chesilhurst	1,634	1,633	-0.1%
Clementon	5,000	4,996	-0.1%
Collingswood	13,926	13,914	-0.1%
Gibbsboro	2,274	2,272	-0.1%
Gloucester City	11,456	11,445	-0.1%
Gloucester Township	64,634	64,580	-0.1%
Haddon Heights	7,473	7,468	-0.1%
Haddon Township	14,707	14,694	-0.1%
Haddonfield	11,593	11,582	-0.1%
Hi-Nella	870	869	-0.1%
Laurel Springs	1,908	1,907	-0.1%
Lawnside	2,945	2,943	-0.1%
Lindenwold	17,613	17,598	-0.1%
Magnolia	4,341	4,338	-0.1%
Merchantville	3,821	3,818	-0.1%
Mount Ephraim	4,676	4,673	-0.1%
Oaklyn	4,038	4,035	-0.1%
Pennsauken	35,885	35,856	-0.1%
Pine Hill	10,233	10,223	-0.1%
Pine Valley	12	12	0.0%
Runnemede	8,468	8,462	-0.1%
Somerdale	5,151	5,147	-0.1%
Stratford	7,040	7,035	-0.1%
Tavistock	5	5	0.0%
Voorhees	29,131	29,108	-0.1%
Waterford	10,649	10,641	-0.1%
Winslow	39,499	39,466	-0.1%
Woodlynne	2,978	2,976	-0.1%
<b>County Total</b>	<b>513,657</b>	<b>513,241</b>	<b>-0.1%</b>

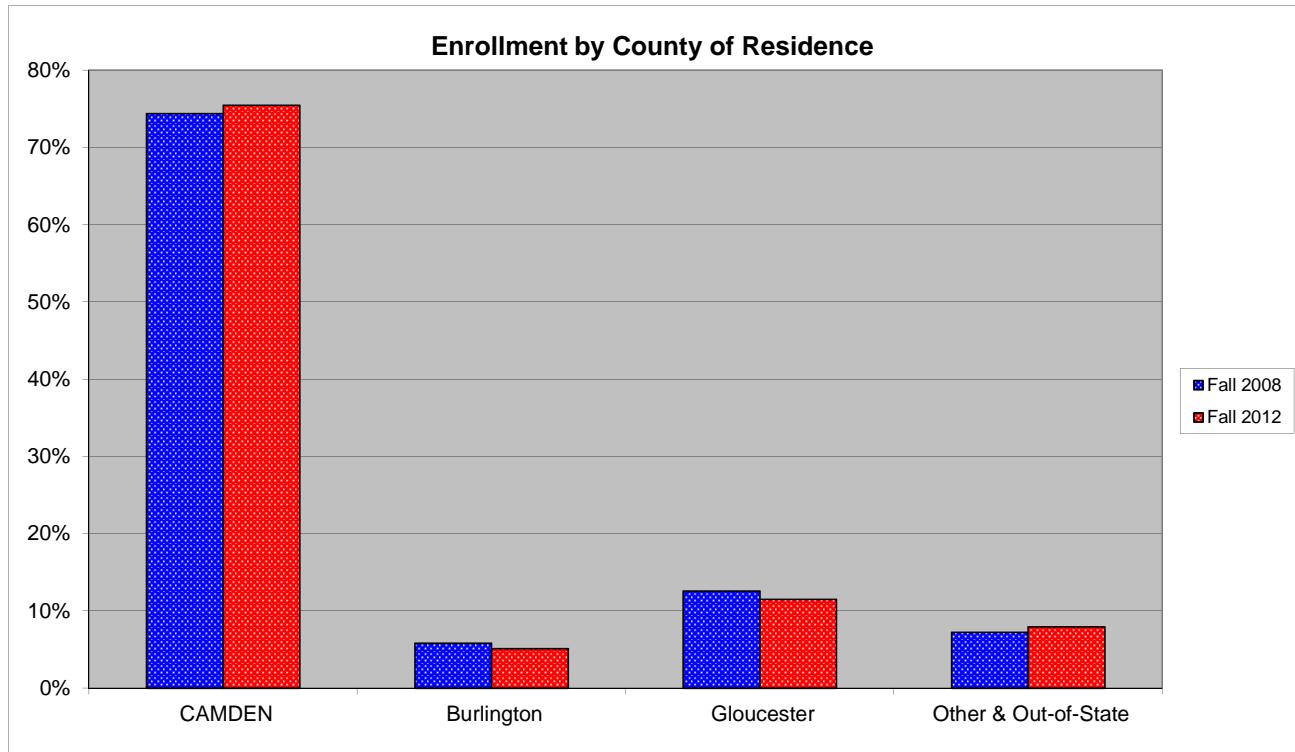
\*Source: U.S. Census Bureau

\*\*Source: U.S. Census Bureau, Population Division, June 28, 2012

**Camden County College**  
**Enrollment by County of Residence**  
**Fall 2008 & Fall 2012**

County	Fall 2008			
	Full-Time	Part-Time	Total	% of Total
CAMDEN	6,020	5,287	11,307	74%
Burlington	329	557	886	6%
Gloucester	889	1,019	1,908	13%
Other & Out-of-State	561	536	1,097	7%
Total	7,799	7,399	15,198	100%

County	Fall 2012			
	Full-Time	Part-Time	Total	% of Total
CAMDEN	5,706	4,716	10,422	75%
Burlington	241	463	704	5%
Gloucester	722	865	1,587	11%
Other & Out-of-State	542	552	1,094	8%
Total	7,211	6,596	13,807	100%



Source: SURE Files-Based on County Codes  
File:EnrollCounty.xls

**Burlington County**  
**Population by Municipality Within 5 Miles of Camden County College**

<b>Community</b>	<b>2010*</b> <b>Population</b>	<b>2011** Population</b>	<b>% Change 2010 - 2011</b>
Cinnaminson	15,569	15,599	0.2%
Evesham	45,538	45,624	0.2%
Maple Shade	19,131	19,167	0.2%
Medford	23,033	23,077	0.2%
Mount Laurel	41,864	41,943	0.2%
Willingboro	31,629	31,688	0.2%
<b>Total</b>	<b>176,764</b>	<b>177,098</b>	<b>0.2%</b>
<b>County Total</b>	<b>448,734</b>	<b>449,576</b>	<b>0.2%</b>

Source: U.S. Census Bureau

**Gloucester County**  
**Population by Municipality Within 5 Miles of Camden County College**

<b>Community</b>	<b>2010*</b> <b>Population</b>	<b>2011** Population</b>	<b>% Change 2000-2010</b>
Deptford	30,561	30,649	0.3%
Monroe	36,129	36,232	0.3%
Washington Township	48,559	48,698	0.3%
West Deptford	21,677	21,740	0.3%
Woodbury City	10,174	10,201	0.3%
<b>Total</b>	<b>147,100</b>	<b>147,520</b>	<b>0.3%</b>
<b>County Total</b>	<b>288,288</b>	<b>289,104</b>	<b>0.3%</b>

Source: U.S. Census Bureau

Source: U.S. Census Bureau, Population Division, June 28, 2012

**Camden County College**  
**Enrollment by Residence\***  
**Camden County**  
**Fall 2008 & Fall 2012**  
[\(Click here for more details\)](#)

<b>Zip-code</b>	<b>Community</b>	<b>Fall 2008</b>	<b>Fall 2012</b>	<b>Percent Change Fall 2008 to Fall 2012</b>
08106	Audubon/ Audubon Park	242	239	-3.9%
08007	Barrington	105	109	-8.1%
08031/08099	Bellmawr	229	237	11.1%
08009/08091	Berlin Borough/ Berlin Twp.	473	405	-11.1%
08101-05	Camden/ <sup>1</sup> Haddon Twp.	1330	1422	33.0%
08002-03,34	Cherry Hill	1171	1007	-10.4%
08021	Clementon/ Pine Hill/ Pine Valley/ Lindenwold/ Laurel Springs	1229	1108	-5.8%
08107/08108	Collingswood/ <sup>1</sup> Haddon Twp./ Woodlynne/ Oaklyn	691	533	-5.5%
08026	Gibbsboro	52	60	-3.6%
08030	Gloucester City/Brooklawn	337	311	-6.9%
08012	Gloucester Township (Blackwood/Turnersville)	794	757	-5.0%
08033	Haddonfield/ Tavistock	188	186	7.0%
08035	Haddon Heights	146	127	7.6%
08045	Lawnside	65	69	63.0%
08049	Magnolia	124	128	3.3%
08109/08110	Merchantville/ Pennsauken	994	930	2.1%
08059	Mount Ephraim	116	114	20.0%
08078	Runnemede	189	169	-11.1%
08083	Somerdale/Hi Nella	230	216	-5.4%
08084	Stratford	174	181	16.1%
08043	Voorhees	529	476	1.3%
08089	Waterford/Chesilhurst	115	87	-12.2%
08095	Winslow	11	3	-30.0%
	<b>Total</b>	<b>9534</b>	<b>8874</b>	<b>1.6%</b>

\*Based on zip codes, not county codes

<sup>1</sup>Haddon Twp. Is included in zip codes 08104, 08107, and 08108

Source: SURE files

## Camden County College Comparison of Student & County Demographics

### By Race, Gender and Age: Fall 2012

Race	Camden County Students				*Camden County 2010 Census
	Full-Time	Part-Time	Total		
White	48.1%	55.9%	51.8%		60.8%
Black	23.2%	19.2%	21.3%		18.2%
Hispanic	14.0%	11.0%	12.5%		13.8%
Asian	6.0%	4.4%	5.2%		4.9%
American Indian	0.8%	0.5%	0.7%		0.2%
Native Haw./Pacific Is.	0.2%	0.1%	0.2%		0.0%
2 or More Races	3.0%	1.8%	2.4%		1.8%
Unknow/Not Reported	4.7%	7.1%	5.8%		0.2%

Gender	Full-Time	Part-Time	Total		2010 Census
Male	44.2%	38.2%	41.3%		47.3%
Female	55.5%	60.4%	57.8%		52.7%
Not Reported	0.3%	1.4%	0.9%		N/A

Age	Full-Time	Part-Time	Total		2010 Census
15-19	36.9%	11.3%	24.7%		8.9%
20-24	38.4%	33.3%	36.0%		8.0%
25-34	16.4%	27.8%	21.9%		16.4%
35-44	5.1%	12.1%	8.4%		17.4%
45-54	2.4%	8.4%	5.3%		19.0%
55-64	0.7%	4.1%	2.3%		14.5%
65+	0.0%	3.0%	1.5%		15.9%

### \*County Penetration Rate: Fall 2008 - Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Penetration Rate	2.95	2.99	2.97	2.83	2.69

\* Based on Census Data 18 and older

Source: SURE Files

File: Demographics.xls

## Camden County College Comparison of Student & County Demographics

### By Race, Gender and Age: Fall 2012

Race	Camden County Students				*Camden County 2010 Census
	Full-Time	Part-Time	Total		
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Black	23.2%	19.2%	21.3%		18.2%
Hispanic	14.0%	11.0%	12.5%		13.8%
Asian	6.0%	4.4%	5.2%		4.9%
American Indian	0.8%	0.5%	0.7%		0.2%
Native Haw./Pacific Is.	0.2%	0.1%	0.2%		0.0%
2 or More Races	3.0%	1.8%	2.4%		1.8%
Unknow/Not Reported	4.7%	7.1%	5.8%		0.2%

Gender	Full-Time	Part-Time	Total		2010 Census
Male	44.2%	38.2%	41.3%		47.3%
Female	55.5%	60.4%	57.8%		52.7%
Not Reported	0.3%	1.4%	0.9%		N/A

Age	Full-Time	Part-Time	Total		2010 Census
15-19	36.9%	11.3%	24.7%		8.9%
20-24	38.4%	33.3%	36.0%		8.0%
25-34	16.4%	27.8%	21.9%		16.4%
35-44	5.1%	12.1%	8.4%		17.4%
45-54	2.4%	8.4%	5.3%		19.0%
55-64	0.7%	4.1%	2.3%		14.5%
65+	0.0%	3.0%	1.5%		15.9%

### \*County Penetration Rate: Fall 2008 - Fall 2012

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Penetration Rate	2.95	2.99	2.97	2.83	2.69

\* Based on Census Data 18 and older

Source: SURE Files

File: Demographics.xls

### Camden County High School Recent Graduates

Public High Schools															Enrolled Change 5yrs	Enrolled Change FA09 to FA10	% Yield Change 5yrs	% Yield Change FA09 to FA10
High School	HS Grads 05-06	Enrolled Fall 06	% Yield	HS Grads 06-07	Enrolled Fall 07	% Yield	HS Grads 07-08	Enrolled Fall 08	% Yield	HS Grads 08-09	Enrolled Fall 09	% Yield	HS Grads 09-10	Enrolled Fall 10	% Yield			
Audubon	171	40	23.4%	166	46	27.7%	173	55	31.9%	154	46	29.9%	173	54	31.2%	14	8	7.8% 1.3%
Camden	178	23	12.9%	217	16	7.4%	193	20	10.4%	167	29	17.4%	189	18	9.5%	-5	-11	-3.4% -7.8%
Camden Academy Charter	70	20	28.6%	92	32	34.8%	86	17	19.8%	123	19	15.4%	85	16	18.8%	-4	-3	-9.7% 3.4%
CCVT-Gloucester Twp/Penn.	391	97	24.8%	385	100	26.0%	368	103	28.0%	349	83	23.8%	378	95	25.1%	-2	12	0.3% 1.4%
Charles Brimm	56	6	10.7%	62	12	19.4%	61	19	31.1%	66	11	16.7%	49	14	28.6%	8	3	17.9% 11.9%
Cherry Hill East	505	73	14.5%	546	74	13.6%	530	54	10.2%	550	84	15.3%	509	68	13.4%	-5	-16	-1.1% -1.9%
Cherry Hill West	398	79	19.8%	377	59	15.6%	389	80	20.6%	363	89	24.5%	387	88	22.7%	9	-1	2.9% -1.8%
Collingswood	193	47	24.4%	203	58	28.6%	202	50	24.8%	193	58	30.1%	198	43	21.7%	-4	-15	-2.6% -8.3%
Creative & Performing Arts	43	6	14.0%	35	10	28.6%	40	5	12.5%	33	4	12.1%	34	5	14.7%	-1	1	0.8% 2.6%
Eastern	550	89	16.2%	548	90	16.4%	528	111	21.0%	519	80	15.4%	521	73	14.0%	-16	-7	-2.2% -1.4%
Gloucester City	156	32	20.5%	137	26	19.0%	142	41	28.9%	138	39	28.3%	143	35	24.5%	3	-4	4.0% -3.8%
Haddon Heights	172	31	18.0%	170	45	26.5%	159	44	27.7%	169	58	34.3%	190	40	21.1%	9	-18	3.0% -13.3%
Haddon Township	167	34	20.4%	192	32	16.7%	152	29	19.1%	152	41	27.0%	178	36	20.2%	2	-5	-0.1% -6.7%
Haddonfield	200	8	4.0%	194	9	4.6%	192	9	4.7%	180	11	6.1%	194	7	3.6%	-1	-4	-0.4% -2.5%
Highland	261	86	33.0%	280	97	34.6%	286	93	32.5%	291	112	38.5%	269	96	35.7%	10	-16	2.7% -2.8%
Leap Academy University Charter	53	7	13.2%	47	7	14.9%	52	13	25.0%	48	10	20.8%	56	9	16.1%	2	-1	2.9% -4.8%
Lindenwold	122	33	27.0%	125	42	33.6%	131	46	35.1%	118	31	26.3%	108	37	34.3%	4	6	7.2% 8.0%
Met East	First graduating class 2009																-7	
Overbrook	187	74	39.6%	209	72	34.4%	234	88	37.6%	164	69	42.1%	209	65	31.1%	-9	-4	-8.5% -11.0%
Pennsauken	428	105	24.5%	410	102	24.9%	434	106	24.4%	414	96	23.2%	407	95	23.3%	-10	-1	-1.2% 0.2%
Sterling	218	73	33.5%	215	72	33.5%	235	57	24.3%	230	84	36.5%	237	67	28.3%	-6	-17	-5.2% -8.3%
Timbercreek	310	102	32.9%	336	114	33.9%	372	109	29.3%	372	121	32.5%	327	109	33.3%	7	-12	0.4% 0.8%
Triton	344	114	33.1%	322	88	27.3%	334	107	32.0%	355	118	33.2%	385	147	38.2%	33	29	5.0% 4.9%
Winslow Township	367	97	26.4%	372	125	33.6%	370	116	31.4%	336	105	31.3%	389	101	26.0%	4	-4	-0.5% -5.3%
Woodrow Wilson	155	30	19.4%	197	28	14.2%	207	38	18.4%	150	36	24.0%	193	25	13.0%	-5	-11	-6.4% -11.0%
<b>TOTAL</b>	<b>5,695</b>	<b>1,306</b>	<b>22.9%</b>	<b>5,837</b>	<b>1,356</b>	<b>23.2%</b>	<b>5,870</b>	<b>1,410</b>	<b>24.0%</b>	<b>5,661</b>	<b>1,445</b>	<b>25.5%</b>	<b>5,827</b>	<b>1,347</b>	<b>23.1%</b>	<b>41</b>	<b>-98</b>	<b>0.2% -2.4%</b>

Sources:  
 Grads-NJDOE Data website  
 Enrolled-SURE Files

**Camden County College is accredited by the Commission on Higher Education of the Middle States Association of Secondary Schools and Colleges. It is approved by:**

**The Commission on Higher Education of the Middle States Association of Secondary Schools and Colleges**  
3624 Market Street  
Philadelphia PA 19104  
Phone: (267) 284-5000

**The New Jersey Commission on Higher Education**  
20 West State Street, CN 542  
Trenton NJ 08625-0542  
Phone: (856) 292-4310

The College is approved for veterans training by:

**The State Approving Agency of the New Jersey Department of Military and Veteran's Affairs**  
Eggert Crossing Road, CN 340  
Trenton, NJ 08625-0340  
Phone: (856) 530-6863  
Fax: (856) 530-6970

It is a member of the American Association of Community and Junior Colleges and the New Jersey Council of County Colleges.

In addition to institutional accreditation, the following programs are accredited by their respective bodies:

**The Addictions Counseling Program is accredited by:**  
**The Addictions Professional Certification Board of New Jersey, Inc.**  
4 Cornwall Drive, Suite 103  
East Brunswick, New Jersey 08816  
Phone: (732) 390-5900

**The Dental Assisting and Dental Hygiene programs are accredited by:**  
**The Commission on Dental Accreditation of the American Dental Association**  
211 E. Chicago Avenue  
Chicago IL 60611-2678  
Phone: (312) 440-2719

**The Radiology Course in the Dental Assisting Program is accredited by:**  
**New Jersey Department of Environmental Protection Bureau of Radiological Health**  
PO Box 415  
Trenton, New Jersey 08625-0415  
609-984-5890  
<http://www.state.nj.us/dep/rpp/index.htm>

**The Dietetic Technology Program is accredited by:**  
**The Commission on Accreditation of Dietetics Education**  
120 South Riverside Plaza, Suite 200  
Chicago, Illinois 60606-6995  
Phone: (800) 877-1600

**The Health Information Technology program is accredited by:**  
**The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)**  
in cooperation with the **American Health Information Management Association (AHIMA)**  
233 N. Michigan Avenue, Suite 2150  
Chicago, Illinois 60601-5800  
Phone: (312) 233-1100

[www.ahima.org](http://www.ahima.org)

**The Medical Coding Certificate Program is accredited by:**  
**The Approval Committee for Certificate Programs (ACCP) a joint committee established by AHIMA and AHDI to approve Coding Certificate Programs**  
233 N. Michigan Avenue, 21<sup>st</sup> floor  
Chicago, Illinois 60601-5800  
Phone: (312) 233-1100  
[www.ahima.org](http://www.ahima.org)

**The Cooperative Nursing Program, the Helene Fuld School of Nursing, and Our Lady of Lourdes School of Nursing are accredited by:**

**The National League of Nursing Accrediting Commission**  
3343 Peachtree Road NE, Suite 500  
Atlanta, Georgia 30326  
Phone: (404) 975-5000  
Fax: (404) 975-5020  
Website: [www.nlnac.org](http://www.nlnac.org)

**And approved by:**

**The NJ Board of Nursing (NJBON)**  
PO Box 45010,  
Newark, NJ 07101  
(973) 504-6430

**The Medical Laboratory Technology Program is accredited by:**  
**The National Accrediting Agency for Clinical Laboratory Sciences**  
5600 N. River Road  
Suite 670  
Rosemont, IL 60018-5119  
Phone: (847) 939-3597

**The Respiratory Therapy Program is accredited by:**  
Committee on Accreditation for Respiratory Care (CoARC)  
1248 Harwood Road; Bedford  
TX 76021-4244  
Phone: 817-283-2835.

**UMDNJ**, Camden County College's co-partner in this program is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

**The Veterinary Technology Program is accredited by:**  
**The Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA)**  
1931 North Meacham Road, Suite 100  
Schaumburg IL 60173-8070  
Phone: (908) 925-80709

**The Practical Nursing Program is approved by:**  
**The NJ Board of Nursing (NJBON)**  
PO Box 45010,  
Newark, NJ 07101  
(973) 504-6430

**The Massage Therapy Program is accredited by:**  
The Massage, Bodywork and Somatic Therapy Examining Committee under the authority of the New Jersey Board of Nursing

New Jersey Board of Nursing  
PO Box 45010  
Newark, NJ 07101  
(973) 504-6430

**ABMP**  
Associated Massage and Bodywork Professionals  
P.O. Box 740879  
Arvada, CO 80006-0879

**AMTA**  
American Massage Therapy Association  
500 Davis Street, Suite 900  
Evanston, IL 60201-4695

**AHHA**  
American Holistic Health Association  
PO Box 17400  
Anaheim, CA 92817

**YA**  
Yoga Alliance  
1701 Clarendon Boulevard, Suite 110  
Arlington, VA 22209

**The General Motors Automotive Service Educational Program (GM-ASEP), the Apprentice Program and the Toyota T-TEN Programs are all certified by the National Automotive Technicians Education Foundation (NATEF)**  
101 Blue Seal Drive, Suite 101  
Leesburg, Virginia 20175  
Phone: (703) 669-6650

**Commission on Opticianry Accreditation (COA)**  
PO Box 592  
Canton, NY 13617  
(703) 468-0566

**The Ophthalmic Medical Technician Program is accredited by**  
**Commission on Accreditation of Ophthalmic Medical Programs (CoA-OMP)**  
2025 Woodlane Drive  
St. Paul, MN 55125  
Phone: (651) 731-7237  
[CoA-OMP@jcahpo.org](mailto:CoA-OMP@jcahpo.org)

**Total Number of Sections  
Fall 2012 Compared to Fall 2011**

Campus	Fall 2012 # of Sections	Fall 2012 Average Class Size	% Change in Size from Fall 2011	Change in # of Sections from Fall 2011	Fall 2011 # of Sections	Fall 2011 Average Class Size
Blackwood	1268	23.1	-2.8	-34	1302	23.8
Camden	295	21.6	-5.5	-6	301	22.9
Rohrer	117	20.9	1.8	17	100	20.6
Off Campus	30	13.5	-9.6	-4	34	15.0
OnLine	161	22.1	3.9	-22	183	21.2
<b>TOTAL</b>	<b>1871</b>	<b>22.5</b>	<b>-2.5</b>	<b>-49</b>	<b>1920</b>	<b>23.1</b>

**Total Number of Sections  
Spring 2012 Compared to Spring 2011**

Campus	Spring 2012 # of Sections	Spring 2012 Average Class Size	% Change in Size from Spring 2011	Change in # of Sections from Spring 2011	Spring 2011 # of Sections	Spring 2011 Average Class Size
Blackwood	1234	22.7	-7.0	-8	1242	24.4
Camden	298	21.4	-6.1	18	280	22.8
Rohrer	107	19.6	1.4	-3	110	19.4
Off Campus	37	11.9	-22.5	5	32	15.4
OnLine	203	21.6	5.0	10	193	20.6
<b>Total Spring</b>	<b>1879</b>	<b>22.0</b>	<b>-5.7</b>	<b>22</b>	<b>1857</b>	<b>23.3</b>

**Average Class Size  
Total College**  
**Spring 2012 Compared to Spring 2011**

Department	Spring 2012 # of Sections	Spring 2012 # of Students	Spring 2012 Average Class Size	% Change in Size from Spring 2011	Change in # of Sections From Spring 2011	Spring 2011 # of Sections	Spring 2011 # of Students	Spring 2011 Average Class Size
ALH	7	99	14.1	20.1	-2	9	106	11.8
ASC	14	280	20.0	-11.3	1	13	293	22.5
BHC	1	8	8.0	100.0	1	0	0	0.0
BIO	98	2142	21.9	-3.2	-2	100	2259	22.6
BIT	1	20	20.0	42.9	0	1	14	14.0
CHM	53	1141	21.5	-1.2	-5	58	1264	21.8
DAS	11	219	19.9	-23.4	5	6	156	26.0
DHY	8	148	18.5	-9.8	0	8	164	20.5
EHR	14	366	26.1	65.0	1	13	206	15.8
EMT	2	39	19.5	-31.6	0	2	57	28.5
FNS	28	683	24.4	-7.4	-1	29	764	26.3
FSC	0	0	0.0	-100.0	-1	1	8	8.0
HIT	27	620	23.0	-9.5	2	25	634	25.4
HPE	71	1526	21.5	-4.9	-11	82	1853	22.6
HSR	29	689	23.8	3.4	-3	32	735	23.0
HTS	2	22	11.0	-2.9	-1	3	34	11.3
MAS	9	40	4.4	-21.6	0	9	51	5.7
MLT	1	11	11.0	-8.3	0	1	12	12.0
MTH	104	3153	30.3	-4.5	-2	106	3364	31.7
NHF	0	0	0.0	-100.0	-4	4	187	46.8
NOL	8	191	23.9	-21.1	0	8	242	30.3
NUR	2	30	15.0	-25.0	0	2	40	20.0
OMT	2	22	11.0	29.4	0	2	17	8.5
OPH	11	139	12.6	51.6	-1	12	100	8.3
PEM	1	4	4.0	33.3	0	1	3	3.0
PRM	3	61	20.3	109.3	-4	7	68	9.7
SRG	1	7	7.0	-41.7	0	1	12	12.0
<b>Math, Science and Health Careers</b>	<b>508</b>	<b>11660</b>	<b>23.0</b>	<b>-2.9</b>	<b>-27</b>	<b>535</b>	<b>12643</b>	<b>23.6</b>
ACC	31	638	20.6	-1.7	0	31	649	20.9
AUT	20	245	12.3	-9.9	0	20	272	13.6
BMT	3	38	12.7	-6.2	1	2	27	13.5
CAD	9	134	14.9	-9.5	0	9	148	16.4
CGR	27	388	14.4	-20.0	-4	31	557	18.0
CIM	8	80	10.0	-18.6	1	7	86	12.3
CIS	19	269	14.2	-18.2	6	13	225	17.3
CSC	93	1858	20.0	-7.1	-1	94	2021	21.5
CST	11	167	15.2	-24.1	3	8	160	20.0
ECO	19	495	26.1	20.4	-3	22	476	21.6
EET	5	62	12.4	10.2	1	4	45	11.3
EGR	3	61	20.3	35.6	0	3	45	15.0
FIN	3	42	14.0	-7.7	-3	6	91	15.2
FIR	12	198	16.5	32.0	4	8	100	12.5
LAW	14	298	21.3	-5.8	-1	15	339	22.6
LFO	5	48	9.6	20.0	-1	6	48	8.0
MET	1	7	7.0	-12.5	-1	2	16	8.0
MGT	32	831	26.0	-1.5	-3	35	923	26.4
MKT	8	204	25.5	18.1	-4	12	259	21.6
OST	9	112	12.4	-8.1	-2	11	149	13.5
PAR	10	121	12.1	-16.2	1	9	130	14.4
PHY	11	238	21.6	-5.2	0	11	251	22.8
<b>Business, Computer and Tech Studies</b>	<b>353</b>	<b>6534</b>	<b>18.5</b>	<b>-5.3</b>	<b>-6</b>	<b>359</b>	<b>7017</b>	<b>19.5</b>

**Average Class Size  
Total College**  
**Spring 2012 Compared to Spring 2011**

Department	Spring 2012 # of Sections	Spring 2012 # of Students	Spring 2012 Average Class Size	% Change in Size from Spring 2011	Change in # of Sections From Spring 2011	Spring 2011 # of Sections	Spring 2011 # of Students	Spring 2011 Average Class Size
ADD	14	313	22.4	-7.7	1	13	315	24.2
ANT	2	66	33.0	-17.5	0	2	80	40.0
ART	37	805	21.8	-9.7	3	34	819	24.1
ASL	12	199	16.6	-17.1	2	10	200	20.0
COM	12	255	21.3	-1.3	-1	13	280	21.5
CRJ	30	845	28.2	-8.9	0	30	928	30.9
DAN	4	50	12.5	6.4	0	4	47	11.8
EDU	16	302	18.9	-13.5	-2	18	393	21.8
ENG	150	3508	23.4	-6.9	5	145	3644	25.1
FLM	6	107	17.8	100.0	6	0	0	0.0
FRE	9	142	15.8	-11.6	2	7	125	17.9
GEO	6	144	24.0	-20.4	0	6	181	30.2
GER	1	11	11.0	-42.1	-1	2	38	19.0
GRK	1	2	2.0	-50.0	0	1	4	4.0
HIS	61	1801	29.5	-4.8	-2	63	1954	31.0
IEP	6	51	8.5	-15.0	1	5	50	10.0
ITA	4	68	17.0	-20.9	0	4	86	21.5
LAT	1	9	9.0	80.0	-1	2	10	5.0
MUS	22	539	24.5	-6.1	-1	23	600	26.1
PHL	22	567	25.8	-6.5	-3	25	689	27.6
PHO	7	96	13.7	-27.3	0	7	132	18.9
POL	12	317	26.4	-12.6	-1	13	393	30.2
PSY	106	3007	28.4	-9.9	-1	107	3368	31.5
SLS	3	40	13.3	-19.2	-1	4	66	16.5
SOC	38	1134	29.8	-3.5	-2	40	1237	30.9
SPA	37	734	19.8	-2.0	1	36	729	20.3
SPE	28	611	21.8	0.5	0	28	608	21.7
THE	5	90	18.0	-3.6	-4	9	168	18.7
Arts, Humanities, and Social Services	652	15813	24.3	-7.9	1	651	17144	26.3
COL	18	313	17.4	12.2	12	6	93	15.5
ENG SKILLS	165	3383	20.5	-1.3	14	151	3138	20.8
ESL	70	1252	17.9	-6.8	17	53	1017	19.2
MTH SKILLS	113	2345	20.8	-5.0	11	102	2229	21.9
Transitional Studies	366	7293	19.9	-4.0	54	312	6477	20.8
TOTAL COLLEGE	1879	41300	22.0	-5.7	22	1857	43281	23.3

**Average Class Size  
Blackwood Campus  
Spring 2012 Compared to Spring 2011**

<b>Department</b>	<b>Spring 2012 # of Sections</b>	<b>Spring 2012 # of Students</b>	<b>Spring 2012 Average Class Size</b>	<b>% Change in Size from Spring 2011</b>	<b>Change in # of Sections From Spring 2011</b>	<b>Spring 2011 # of Sections</b>	<b>Spring 2011 # of Students</b>	<b>Spring 2011 Average Class Size</b>
ALH	5	75	15.0	7.1	3	2	28	14.0
ASC	14	280	20.0	-11.3	1	13	293	22.5
BIO	81	1785	22.0	-2.9	-3	84	1906	22.7
BIT	1	20	20.0	42.9	0	1	14	14.0
CHM	46	1008	21.9	0.5	-2	48	1047	21.8
DAS	10	204	20.4	-21.5	4	6	156	26.0
DHY	8	148	18.5	-9.8	0	8	164	20.5
EMT	2	39	19.5	-31.6	0	2	57	28.5
EHR	0	0	0.0	-100.0	-1	1	18	18.0
FNS	18	423	23.5	-13.0	1	17	459	27.0
FSC	0	0	0.0	-100.0	-1	1	8	8.0
HIT	5	135	27.0	-23.3	0	5	176	35.2
HPE	50	1067	21.3	-5.7	-7	57	1290	22.6
HSR	17	465	27.4	11.6	-3	20	490	24.5
HTS	2	22	11.0	-2.9	-1	3	34	11.3
MLT	1	11	11.0	-8.3	0	1	12	12.0
MTH	76	2489	32.8	-2.7	-3	79	2658	33.6
NHF	0	0	0.0	-100.0	-4	4	187	46.8
OMT	2	22	11.0	29.4	0	2	17	8.5
OPH	11	139	12.6	51.6	-1	12	100	8.3
PRM	3	61	20.3	109.3	-4	7	68	9.7
SRG	1	7	7.0	-41.7	0	1	12	12.0
<b>Math, Science and Health Careers</b>	<b>353</b>	<b>8400</b>	<b>23.8</b>	<b>-3.2</b>	<b>-21</b>	<b>374</b>	<b>9194</b>	<b>24.6</b>
ACC	22	450	20.5	-9.0	1	21	472	22.5
AUT	20	245	12.3	-9.9	0	20	272	13.6
BMT	2	20	10.0	-25.9	0	2	27	13.5
CAD	9	134	14.9	-9.5	0	9	148	16.4
CGR	27	388	14.4	-20.5	-3	30	542	18.1
CIM	7	76	10.9	-11.6	0	7	86	12.3
CIS	15	206	13.7	-20.7	2	13	225	17.3
CSC	59	1179	20.0	-7.1	-1	60	1290	21.5
CST	8	143	17.9	-10.6	0	8	160	20.0
ECO	11	344	31.3	10.6	0	11	311	28.3
EET	5	62	12.4	10.2	1	4	45	11.3
EGR	3	61	20.3	35.6	0	3	45	15.0
FIN	3	42	14.0	-17.6	0	3	51	17.0
FIR	11	171	15.5	24.4	3	8	100	12.5
LAW	7	169	24.1	-8.6	0	7	185	26.4
LFO	5	48	9.6	20.0	-1	6	48	8.0
MET	1	7	7.0	-12.5	-1	2	16	8.0
MGT	17	512	30.1	-12.9	0	17	588	34.6
MKT	3	99	33.0	48.6	-2	5	111	22.2
OST	1	7	7.0	-46.2	-1	2	26	13.0
PAR	8	107	13.4	-10.1	0	8	119	14.9
PHY	11	238	21.6	-5.2	0	11	251	22.8
<b>Business, Computer and Tech Studies</b>	<b>255</b>	<b>4708</b>	<b>18.5</b>	<b>-7.3</b>	<b>-2</b>	<b>257</b>	<b>5118</b>	<b>19.9</b>

**Average Class Size  
Blackwood Campus  
Spring 2012 Compared to Spring 2011**

<b>Department</b>	<b>Spring 2012 # of Sections</b>	<b>Spring 2012 # of Students</b>	<b>Spring 2012 Average Class Size</b>	<b>% Change in Size from Spring 2011</b>	<b>Change in # of Sections From Spring 2011</b>	<b>Spring 2011 # of Sections</b>	<b>Spring 2011 # of Students</b>	<b>Spring 2011 Average Class Size</b>
ADD	7	160	22.9	-14.9	0	7	188	26.9
ANT	2	66	33.0	-17.5	0	2	80	40.0
ART	23	473	20.6	-15.7	1	22	537	24.4
ASL	11	186	16.9	-15.5	1	10	200	20.0
COM	12	255	21.3	-5.9	0	12	271	22.6
CRJ	24	678	28.3	-9.6	0	24	750	31.3
DAN	4	50	12.5	6.4	0	4	47	11.8
EDU	12	245	20.4	-10.7	-2	14	320	22.9
ENG	92	2350	25.5	-11.5	2	90	2599	28.9
FLM	2	39	19.5	100.0	2	0	0	0.0
FRE	6	103	17.2	-5.5	0	6	109	18.2
GEO	4	106	26.5	-23.7	0	4	139	34.8
GER	1	11	11.0	-42.1	-1	2	38	19.0
GRK	1	2	2.0	-50.0	0	1	4	4.0
HIS	43	1394	32.4	-4.2	0	43	1455	33.8
IEP	5	39	7.8	-25.7	1	4	42	10.5
ITA	4	68	17.0	-20.9	0	4	86	21.5
LAT	1	9	9.0	125.0	0	1	4	4.0
MUS	16	383	23.9	-8.8	-1	17	446	26.2
PHL	14	378	27.0	-11.8	-1	15	459	30.6
PHO	7	96	13.7	-27.3	0	7	132	18.9
POL	9	226	25.1	-17.1	-1	10	303	30.3
PSY	55	1777	32.3	-10.9	1	54	1959	36.3
SLS	3	40	13.3	-19.2	-1	4	66	16.5
SOC	25	832	33.3	-4.9	0	25	875	35.0
SPA	20	433	21.7	-1.4	-2	22	483	22.0
SPE	19	439	23.1	-1.2	1	18	421	23.4
THE	4	77	19.3	7.8	-3	7	125	17.9
Arts, Humanities, and Social Services	<b>426</b>	<b>10915</b>	<b>25.6</b>	<b>-9.4</b>	<b>-3</b>	<b>429</b>	<b>12138</b>	<b>28.3</b>
COL	5	68	13.6	-2.9	4	1	14	14.0
ENG SKILLS	89	1828	20.5	-3.8	4	85	1814	21.3
ESL	45	756	16.8	-11.7	9	36	685	19.0
MTH SKILLS	61	1296	21.2	-3.4	1	60	1320	22.0
Transitional Studies	<b>200</b>	<b>3948</b>	<b>19.7</b>	<b>-6.3</b>	<b>18</b>	<b>182</b>	<b>3833</b>	<b>21.1</b>
TOTAL BLACKWOOD	<b>1234</b>	<b>27971</b>	<b>22.7</b>	<b>-7.0</b>	<b>-8</b>	<b>1242</b>	<b>30283</b>	<b>24.4</b>

**Average Class Size  
Camden Campus  
Spring 2012 Compared to Spring 2011**

<b>Department</b>	<b>Spring 2012 # of Sections</b>	<b>Spring 2012 # of Students</b>	<b>Spring 2012 Average Class Size</b>	<b>% Change in Size from Spring 2011</b>	<b>Change in # of Sections From Spring 2011</b>	<b>Spring 2011 # of Sections</b>	<b>Spring 2011 # of Students</b>	<b>Spring 2011 Average Class Size</b>
ALH	2	24	12.0	7.7	-5	7	78	11.1
BHC	1	8	8.0	100.0	1	0	0	0.0
BIO	14	278	19.9	-8.8	1	13	283	21.8
CHM	5	83	16.6	-24.5	-2	7	154	22.0
EHR	0	0	0.0	-100.0	-1	1	18	18.0
FNS	3	81	27.0	-9.0	0	3	89	29.7
HIT	3	61	20.3	-25.4	-1	4	109	27.3
HPE	9	188	20.9	-9.6	0	9	208	23.1
HSR	8	165	20.6	-7.2	-1	9	200	22.2
MTH	9	248	27.6	-8.8	-1	10	302	30.2
NUR	2	30	15.0	-25.0	0	2	40	20.0
<b>Math, Science and Health Careers</b>	<b>56</b>	<b>1166</b>	<b>20.8</b>	<b>-8.6</b>	<b>-9</b>	<b>65</b>	<b>1481</b>	<b>22.8</b>
ACC	4	75	18.8	2.7	0	4	73	18.3
CIS	2	16	8.0	100.0	2	0	0	0.0
CSC	16	304	19.0	-17.0	-1	17	389	22.9
ECO	2	41	20.5	-8.9	0	2	45	22.5
LAW	1	24	24.0	-20.0	0	1	30	30.0
MGT	3	84	28.0	24.4	-1	4	90	22.5
MKT	1	21	21.0	-30.0	0	1	30	30.0
OST	0	0	0.0	-100.0	-1	1	19	19.0
<b>Business, Computers and Tech Studies</b>	<b>29</b>	<b>565</b>	<b>19.5</b>	<b>-13.5</b>	<b>-1</b>	<b>30</b>	<b>676</b>	<b>22.5</b>
ADD	2	33	16.5	-21.4	0	2	42	21.0
ART	4	85	21.3	2.4	0	4	83	20.8
CRJ	5	146	29.2	-16.0	1	4	139	34.8
EDU	1	14	14.0	-6.7	0	1	15	15.0
ENG	18	401	22.3	-5.9	0	18	426	23.7
FLM	1	24	24.0	100.0	1	0	0	0.0
FRE	1	11	11.0	100.0	1	0	0	0.0
HIS	5	132	26.4	-4.2	-2	7	193	27.6
MUS	4	109	27.3	-1.8	0	4	111	27.8
PHL	2	44	22.0	-4.3	0	2	46	23.0
POL	2	67	33.5	4.7	0	2	64	32.0
PSY	17	480	28.2	-7.5	-2	19	580	30.5
SOC	4	108	27.0	-10.0	-1	5	150	30.0
SPA	5	98	19.6	1.0	0	5	97	19.4
SPE	3	68	22.7	16.2	-1	4	78	19.5
THE	1	13	13.0	-13.3	0	1	15	15.0
<b>Arts, Humanities, and Social Services</b>	<b>75</b>	<b>1833</b>	<b>24.4</b>	<b>-6.5</b>	<b>-3</b>	<b>78</b>	<b>2039</b>	<b>26.1</b>
COL	11	225	20.5	12.1	7	4	73	18.3
ENG SKILLS	66	1361	20.6	2.2	8	58	1170	20.2
ESL	24	481	20.0	0.8	8	16	318	19.9
MTH SKILLS	37	761	20.6	-6.4	8	29	637	22.0
<b>Transitional Studies</b>	<b>138</b>	<b>2828</b>	<b>20.5</b>	<b>-0.2</b>	<b>31</b>	<b>107</b>	<b>2198</b>	<b>20.5</b>
<b>TOTAL CAMDEN</b>	<b>298</b>	<b>6392</b>	<b>21.4</b>	<b>-6.1</b>	<b>18</b>	<b>280</b>	<b>6394</b>	<b>22.8</b>

**Average Class Size  
Off Campus Courses  
Spring 2012 Compared to Spring 2011**

<b>Department</b>	<b>Spring 2012 # of Sections</b>	<b>Spring 2012 # of Students</b>	<b>Spring 2012 Average Class Size</b>	<b>% Change in Size from Spring 2011</b>	<b>Change in # of Sections From Spring 2011</b>	<b>Spring 2011 # of Sections</b>	<b>Spring 2011 # of Students</b>	<b>Spring 2011 Average Class Size</b>
FNS	0	0	0.0	-100.0	-2	2	41	20.5
HIT	1	18	0.0	100.0	1	0	0	0.0
HPE	1	13	0.0	100.0	1	0	0	0.0
HSR	2	13	6.5	-27.8	0	2	18	9.0
MAS	9	40	18.0	217.6	0	9	51	5.7
NOL	8	191	23.9	-21.1	0	8	242	30.3
<b>Math, Science and Health Careers</b>	<b>21</b>	<b>275</b>	<b>13.1</b>	<b>-21.9</b>	<b>0</b>	<b>21</b>	<b>352</b>	<b>16.8</b>
BMT	1	18	18.0	100.0	1	0	0	0.0
CIM	1	4	4.0	100.0	1	0	0	0.0
CSC	0	0	0.0	-100.0	-1	1	6	6.0
CST	3	24	8.0	100.0	3	0	0	0.0
FIR	1	27	27.0	100.0	1	0	0	0.0
MGT	1	11	11.0	22.2	-1	2	18	9.0
PAR	1	8	8.0	100.0	1	0	0	0.0
<b>Business, Computer and Tech Studies</b>	<b>8</b>	<b>92</b>	<b>11.5</b>	<b>43.8</b>	<b>5</b>	<b>3</b>	<b>24</b>	<b>8.0</b>
ASL	1	13	13.0	100.0	1	0	0	0.0
ENG	1	6	6.0	100.0	1	0	0	0.0
FLM	1	3	3.0	100.0	1	0	0	0.0
PHL	0	0	0.0	-100.0	-1	1	22	22.0
PSY	2	21	10.5	-43.2	0	2	37	18.5
<b>Arts, Humanities, and Social Services</b>	<b>5</b>	<b>43</b>	<b>8.6</b>	<b>-56.3</b>	<b>2</b>	<b>3</b>	<b>59</b>	<b>19.7</b>
COL	2	20	10.0	66.7	1	1	6	6.0
ENG SKILLS	0	0	0.0	-100.0	-2	2	23	11.5
MTH SKILLS	1	12	12.0	-17.2	-1	2	29	14.5
<b>Transitional Studies</b>	<b>3</b>	<b>32</b>	<b>10.7</b>	<b>-8.0</b>	<b>-2</b>	<b>5</b>	<b>58</b>	<b>11.6</b>
<b>TOTAL OFF CAMPUS</b>	<b>37</b>	<b>442</b>	<b>11.9</b>	<b>-22.5</b>	<b>5</b>	<b>32</b>	<b>493</b>	<b>15.4</b>

**Average Class Size  
OnLine Courses  
Spring 2012 Compared to Spring 2011**

<b>Department</b>	<b>Spring 2012 # of Sections</b>	<b>Spring 2012 # of Students</b>	<b>Spring 2012 Average Class Size</b>	<b>% Change in Size from Spring 2011</b>	<b>Change in # of Sections From Spring 2011</b>	<b>Spring 2011 # of Sections</b>	<b>Spring 2011 # of Students</b>	<b>Spring 2011 Average Class Size</b>
BIO	2	55	27.5	-5.2	0	2	58	29.0
CHM	1	30	30.0	33.3	-1	2	45	22.5
DAS	1	15	15.0	100.0	1	0	0	0.0
EHR	14	366	26.1	69.2	3	11	170	15.5
FNS	6	155	25.8	2.6	0	6	151	25.2
HIT	16	379	23.7	4.6	2	14	317	22.6
HPE	9	224	24.9	4.5	-2	11	262	23.8
HSR	1	28	28.0	3.7	0	1	27	27.0
MTH	9	178	19.8	-16.2	4	5	118	23.6
PEM	1	4	4.0	33.3	0	1	3	3.0
<b>Math, Science and Health Careers</b>	<b>60</b>	<b>1434</b>	<b>23.9</b>	<b>10.1</b>	<b>7</b>	<b>53</b>	<b>1151</b>	<b>21.7</b>
ACC	3	76	25.3	-4.4	1	2	53	26.5
CGR	0	0	0.0	-100.0	-1	1	15	15.0
CIS	2	47	23.5	100.0	2	0	0	0.0
CSC	10	221	22.1	3.4	-1	11	235	21.4
ECO	5	91	18.2	41.8	-1	6	77	12.8
LAW	5	92	18.4	1.3	-1	6	109	18.2
MKT	3	60	20.0	-1.2	-1	4	81	20.3
MGT	8	186	23.3	22.4	-2	10	190	19.0
OST	8	105	13.1	1.0	0	8	104	13.0
PAR	1	6	6.0	-45.5	0	1	11	11.0
<b>Business, Computer and Tech Studies</b>	<b>45</b>	<b>884</b>	<b>19.6</b>	<b>10.0</b>	<b>-4</b>	<b>49</b>	<b>875</b>	<b>17.9</b>
ADD	5	120	24.0	12.9	1	4	85	21.3
ART	8	209	26.1	-1.8	3	5	133	26.6
COM	0	0	0.0	-100.0	-1	1	9	9.0
EDU	1	26	26.0	-7.1	0	1	28	28.0
ENG	25	473	18.9	-2.1	1	24	464	19.3
FLM	1	29	29.0	100.0	1	0	0	0.0
FRE	2	28	14.0	-12.5	1	1	16	16.0
HIS	6	118	19.7	-4.1	0	6	123	20.5
IEP	1	12	12.0	50.0	0	1	8	8.0
LAT	0	0	0.0	-100.0	-1	1	6	6.0
PHL	5	115	23.0	0.9	0	5	114	22.8
PSY	23	529	23.0	-6.3	-1	24	589	24.5
SOC	5	128	25.6	5.2	-1	6	146	24.3
SPA	7	115	16.4	1.4	2	5	81	16.2
SPE	3	45	15.0	-9.1	1	2	33	16.5
THE	0	0	0.0	-100.0	-1	1	28	28.0
<b>Arts, Humanities, and Social Services</b>	<b>92</b>	<b>1947</b>	<b>21.2</b>	<b>-1.2</b>	<b>5</b>	<b>87</b>	<b>1863</b>	<b>21.4</b>
MTH SKILLS	6	129	21.5	-5.5	2	4	91	22.8
<b>Transitional Studies</b>	<b>6</b>	<b>129</b>	<b>21.5</b>	<b>-5.5</b>	<b>2</b>	<b>4</b>	<b>91</b>	<b>22.8</b>
<b>TOTAL ONLINE COURSES</b>	<b>203</b>	<b>4394</b>	<b>21.6</b>	<b>5.0</b>	<b>10</b>	<b>193</b>	<b>3980</b>	<b>20.6</b>

**Average Class Size**  
**Rohrer Campus**  
**Spring 2012 Compared to Spring 2011**

<b>Department</b>	<b>Spring 2012 # of Sections</b>	<b>Spring 2012 # of Students</b>	<b>Spring 2012 Average Class Size</b>	<b>% Change in Size from Spring 2011</b>	<b>Change in # of Sections From Spring 2011</b>	<b>Spring 2011 # of Sections</b>	<b>Spring 2011 # of Students</b>	<b>Spring 2011 Average Class Size</b>
BIO	1	24	24.0	100.0	0	1	12	12.0
CHM	1	20	20.0	11.1	0	1	18	18.0
FNS	1	24	24.0	0.0	0	1	24	24.0
HIT	2	27	13.5	-15.6	0	2	32	16.0
HPE	2	34	17.0	-8.6	-3	5	93	18.6
HSR	1	18	18.0	100.0	1	0	0	0.0
MTH	10	238	23.8	-0.1	-2	12	286	23.8
<b>Math, Science and Health Careers</b>	<b>18</b>	<b>385</b>	<b>21.4</b>	<b>1.2</b>	<b>-4</b>	<b>22</b>	<b>465</b>	<b>21.1</b>
ACC	2	37	18.5	45.1	-2	4	51	12.8
CSC	8	154	19.3	-4.7	3	5	101	20.2
ECO	1	19	19.0	32.6	-2	3	43	14.3
FIN	0	0	0.0	-100.0	-3	3	40	13.3
LAW	1	13	13.0	-13.3	0	1	15	15.0
MGT	3	38	12.7	-31.5	1	2	37	18.5
MKT	1	24	24.0	29.7	-1	2	37	18.5
<b>Business, Computers and Tech Studies</b>	<b>16</b>	<b>285</b>	<b>17.8</b>	<b>10.0</b>	<b>-4</b>	<b>20</b>	<b>324</b>	<b>16.2</b>
ART	2	38	19.0	-13.6	-1	3	66	22.0
CRJ	1	21	21.0	7.7	-1	2	39	19.5
EDU	2	17	8.5	-43.3	0	2	30	15.0
ENG	14	278	19.9	66.5	1	13	155	11.9
FLM	1	12	12.0	100.0	1	0	0	0.0
GEO	2	38	19.0	-9.5	0	2	42	21.0
HIS	7	157	22.4	-14.2	0	7	183	26.1
MUS	2	47	23.5	9.3	0	2	43	21.5
PHL	1	30	30.0	25.0	-1	2	48	24.0
POL	1	24	24.0	-7.7	0	1	26	26.0
PSY	9	200	22.2	-12.4	1	8	203	25.4
SOC	4	66	16.5	0.0	0	4	66	16.5
SPA	5	88	17.6	3.5	1	4	68	17.0
SPE	3	59	19.7	3.5	-1	4	76	19.0
<b>Arts, Humanities, and Social Services</b>	<b>54</b>	<b>1075</b>	<b>19.9</b>	<b>2.9</b>	<b>0</b>	<b>54</b>	<b>1045</b>	<b>19.4</b>
ENG SKILLS	10	194	19.4	-11.1	4	6	131	21.8
ESL	1	15	15.0	7.1	0	1	14	14.0
MTH SKILLS	8	147	18.4	-15.4	1	7	152	21.7
<b>Transitional Studies</b>	<b>19</b>	<b>356</b>	<b>18.7</b>	<b>-11.7</b>	<b>5</b>	<b>14</b>	<b>297</b>	<b>21.2</b>
<b>TOTAL ROHRER</b>	<b>107</b>	<b>2101</b>	<b>19.6</b>	<b>1.4</b>	<b>-3</b>	<b>110</b>	<b>2131</b>	<b>19.4</b>

**Total Number of Sections  
Summer 2012 Compared to Summer 2011**

Campus	Summer 2012 # of Sections	Summer 2012 Average Class Size	% Change in size from Summer 2011	Change in # of Sections from Summer 2011	Summer 2011 # of Sections	Summer 2011 Average Class Size
Blackwood	238	18.0	-3.5	-29	267	18.7
Camden	66	15.8	-16.0	6	60	18.8
Rohrer	52	17.2	-0.6	0	52	17.3
Off Campus	8	13.4	13.3	-2	10	11.8
On Line	112	20.7	3.3	-3	115	20.1
<b>Total Summer</b>	<b>476</b>	<b>18.2</b>	<b>-3.0</b>	<b>-28</b>	<b>504</b>	<b>18.7</b>

**Average Class Size**  
**Total College**  
**Summer 2012 Compared to Summer 2011**

DEPARTMENT	Summer 2012 # of Sections	Summer 2012 # of Students	Summer 2012 Average Class Size	% Change In Size From Summer 2011	Change In # Of Sections From Summer 2011	Summer 2011 # of Sections	Summer 2011 # of Students	Summer 2011 Average Class Size
ADD	4	79	19.8	-4.4	1	3	62	20.7
ALH	4	51	12.8	-5.6	2	2	27	13.5
BIO	38	676	17.8	-9.7	1	37	729	19.7
CHM	15	317	21.1	13.1	-4	19	355	18.7
DAS	5	89	17.8	-30.2	3	2	51	25.5
EHR	4	90	22.5	54.4	-3	7	102	14.6
EMT	1	38	38.0	94.9	-1	2	39	19.5
FNS	11	180	16.4	-5.4	1	10	173	17.3
HIT	6	123	20.5	-4.7	2	4	86	21.5
HPE	15	284	18.9	-5.9	-3	18	362	20.1
HSR	2	49	24.5	96.0	-2	4	50	12.5
HTS	1	9	9.0	100.0	1	0	0	0.0
MAS	0	0	0.0	-100.0	-1	1	2	2.0
MLT	1	10	10.0	-23.1	0	1	13	13.0
MTH	41	886	21.6	-14.4	2	39	984	25.2
NHF	0	0	0.0	-100.0	-1	1	12	12.0
NOL	2	52	26.0	25.3	-2	4	83	20.8
NUR	3	45	15.0	-17.8	-1	4	73	18.3
PRM	1	17	17.0	-5.6	0	1	18	18.0
SRG	2	34	17.0	50.0	-1	3	34	11.3
<b>Math, Science and Health Careers</b>	<b>156</b>	<b>3029</b>	<b>19.4</b>	<b>-3.4</b>	<b>-6</b>	<b>162</b>	<b>3255</b>	<b>20.1</b>
ACC	9	175	19.4	6.7	0	9	164	18.2
AUT	4	30	7.5	-16.7	0	4	36	9.0
CGR	2	20	10.0	30.4	-1	3	23	7.7
CIS	1	16	16.0	-23.8	0	1	21	21.0
CSC	17	312	18.4	4.6	-3	20	351	17.6
ECO	9	180	20.0	-2.7	0	9	185	20.6
FIN	4	42	10.5	5.0	0	4	40	10.0
FIR	1	19	19.0	100.0	1	0	0	0.0
LAW	2	22	11.0	-31.3	0	2	32	16.0
MGT	5	96	19.2	7.7	-1	6	107	17.8
MKT	3	54	18.0	-1.8	0	3	55	18.3
PAR	1	5	5.0	-58.3	0	1	12	12.0
PHY	6	113	18.8	10.8	-2	8	136	17.0
<b>Business, Computers and Tech Studies</b>	<b>64</b>	<b>1084</b>	<b>16.9</b>	<b>2.0</b>	<b>-6</b>	<b>70</b>	<b>1162</b>	<b>16.6</b>
ART	13	239	18.4	-8.8	0	13	262	20.2
ASL	1	13	13.0	-23.5	-1	2	34	17.0
COM	1	24	24.0	100.0	1	0	0	0.0
CRJ	5	83	16.6	31.1	-1	6	76	12.7
EDU	2	23	11.5	9.5	0	2	21	10.5
ENG	41	780	19.0	-1.1	-5	46	885	19.2
FLM	0	0	0.0	-100.0	-1	1	5	5.0
FRE	3	36	12.0	-5.3	0	3	38	12.7
GEO	2	31	15.5	-10.6	-1	3	52	17.3

Includes Blackwood, Camden, Off Campus, Online and Rohrer Courses

**Average Class Size**  
**Total College**  
**Summer 2012 Compared to Summer 2011**

DEPARTMENT	Summer 2012 # of Sections	Summer 2012 # of Students	Summer 2012 Average Class Size	% Change In Size From Summer 2011	Change In # Of Sections From Summer 2011	Summer 2011 # of Sections	Summer 2011 # of Students	Summer 2011 Average Class Size
HIS	19	413	21.7	-1.0	-1	20	439	22.0
IEP	1	12	12.0	20.0	0	1	10	10.0
MUS	4	51	12.8	-15.0	3	1	15	15.0
PHL	8	155	19.4	-13.4	0	8	179	22.4
PHO	0	0	0.0	-100.0	0	1	10	10.0
POL	5	91	18.2	-2.9	1	4	75	18.8
PSY	34	599	17.6	-10.0	-3	37	724	19.6
SOC	14	303	21.6	11.4	-5	19	369	19.4
SPA	16	259	16.2	3.5	-1	17	266	15.6
SPE	8	166	20.8	12.2	-2	10	185	18.5
THE	0	0	0.0	-100.0	-2	2	19	9.5
Arts, Humanities, and Social Services	177	3278	18.5	-0.9	-19	196	3664	18.7
COL	2	29	14.5	11.5	-1	3	39	13.0
ENG SKILLS	39	626	16.1	-9.3	2	37	655	17.7
ESL	7	100	14.3	-10.7	2	5	80	16.0
MTH SKILLS	31	503	16.2	-13.6	0	31	582	18.8
Transitional Studies	79	1258	15.9	-10.8	3	76	1356	17.8
<b>TOTAL COLLEGE SUMMER</b>	<b>476</b>	<b>8649</b>	<b>18.2</b>	<b>-3.0</b>	<b>-28</b>	<b>504</b>	<b>9437</b>	<b>18.7</b>

**Average Class Size  
Blackwood Campus  
Summer 2012 Compared to Summer 2011**

<b>DEPARTMENT</b>	<b>Summer 2012 # of Sections</b>	<b>Summer 2012 # of Students</b>	<b>Summer 2012 Average Class Size</b>	<b>% Change In Size From Summer 2011</b>	<b>Change In # Of Sections From Summer 2011</b>	<b>Summer 2011 # of Sections</b>	<b>Summer 2011 # of Students</b>	<b>Summer 2011 Average Class Size</b>
ADD	4	79	19.8	-4.4	1	3	62	20.7
ALH	3	32	10.7	52.4	2	1	7	7.0
BIO	28	527	18.8	-5.9	0	28	560	20.0
CHM	12	246	20.5	15.1	-4	16	285	17.8
DAS	4	66	16.5	-36.5	3	1	26	26.0
EMT	1	38	38.0	94.9	-1	2	39	19.5
FNS	5	50	10.0	-14.9	1	4	47	11.8
HPE	10	161	16.1	-10.6	-2	12	216	18.0
HSR	2	49	24.5	-18.3	1	1	30	30.0
MLT	1	10	10.0	-23.1	0	1	13	13.0
MTH	26	575	22.1	-15.4	0	26	680	26.2
NHF	0	0	0.0	-100.0	-1	1	12	12.0
PRM	1	17	17.0	-5.6	0	1	18	18.0
SRG	2	34	17.0	50.0	-1	3	34	11.3
<b>Math, Science and Health Careers</b>	<b>99</b>	<b>1884</b>	<b>19.0</b>	<b>-6.2</b>	<b>-1</b>	<b>100</b>	<b>2029</b>	<b>20.3</b>
ACC	3	41	13.7	-21.9	-1	4	70	17.5
AUT	4	30	7.5	-16.7	0	4	36	9.0
CGR	2	20	10.0	30.4	-1	3	23	7.7
CIS	0	0	0.0	-100.0	-1	1	21	21.0
CSC	7	125	17.9	16.5	-5	12	184	15.3
ECO	4	77	19.3	-9.4	0	4	85	21.3
FIN	2	20	10.0	11.1	1	1	9	9.0
FIR	1	19	19.0	100.0	1	0	0	0.0
MGT	0	0	0.0	-100.0	-1	1	14	14.0
PAR	1	5	5.0	100.0	1	0	0	0.0
PHY	6	113	18.8	10.8	-2	8	136	17.0
<b>Business, Computers and Tech Studies</b>	<b>30</b>	<b>450</b>	<b>15.0</b>	<b>-1.4</b>	<b>-8</b>	<b>38</b>	<b>578</b>	<b>15.2</b>
ART	5	64	12.8	-35.4	0	5	99	19.8
ASL	1	13	13.0	-23.5	-1	2	34	17.0
CRJ	3	46	15.3	49.6	-1	4	41	10.3
EDU	2	23	11.5	9.5	0	2	21	10.5
ENG	13	276	21.2	-3.5	-4	17	374	22.0
FRE	0	0	0.0	-100.0	-1	1	7	7.0
GEO	1	17	17.0	17.2	-1	2	29	14.5
HIS	6	149	24.8	1.9	-2	8	195	24.4
IEP	0	0	0.0	-100.0	-1	1	10	10.0
MUS	2	19	9.5	100.0	2	0	0	0.0
PHL	3	48	16.0	-21.3	0	3	61	20.3
PHO	0	0	0.0	-100.0	-1	1	10	10.0
POL	4	77	19.3	2.7	0	4	75	18.8
PSY	15	244	16.3	-15.7	-2	17	328	19.3
SOC	5	117	23.4	20.8	-3	8	155	19.4
SPA	7	123	17.6	13.9	0	7	108	15.4
SPE	4	96	24.0	18.8	-1	5	101	20.2
THE	0	0	0.0	-100.0	-1	1	12	12.0
<b>Arts, Humanities, and Social Services</b>	<b>71</b>	<b>1312</b>	<b>18.5</b>	<b>-2.0</b>	<b>-17</b>	<b>88</b>	<b>1660</b>	<b>18.9</b>
COL	0	0	0.0	-100.0	-2	2	21	10.5
ENG SKILLS	20	342	17.1	-5.0	0	20	360	18.0
ESL	4	57	14.3	-17.8	1	3	52	17.3
MTH SKILLS	14	240	17.1	-3.4	-2	16	284	17.8
<b>Transitional Studies</b>	<b>38</b>	<b>639</b>	<b>16.8</b>	<b>-3.8</b>	<b>-3</b>	<b>41</b>	<b>717</b>	<b>17.5</b>
<b>TOTAL BLACKWOOD SUMMER</b>	<b>238</b>	<b>4285</b>	<b>18.0</b>	<b>-3.5</b>	<b>-29</b>	<b>267</b>	<b>4984</b>	<b>18.7</b>

**Average Class Size  
Camden Campus  
Summer 2012 Compared to Summer 2011**

<b>DEPARTMENT</b>	<b>Summer 2012 # of Sections</b>	<b>Summer 2012 # of Students</b>	<b>Summer 2012 Average Class Size</b>	<b>% Change In Size From Summer 2011</b>	<b>Change In # Of Sections From Summer 2011</b>	<b>Summer 2011 # of Sections</b>	<b>Summer 2011 # of Students</b>	<b>Summer 2011 Average Class Size</b>
ALH	1	19	19.0	-5.0	0	1	20	20.0
BIO	6	70	11.7	-30.7	0	6	101	16.8
FNS	1	14	14.0	-12.5	0	1	16	16.0
HPE	1	20	20.0	-25.9	0	1	27	27.0
MTH	2	22	11.0	-47.6	0	2	42	21.0
NUR	3	45	15.0	-17.8	-1	4	73	18.3
<b>Math, Science and Health Careers</b>	<b>14</b>	<b>190</b>	<b>13.6</b>	<b>-27.0</b>	<b>-1</b>	<b>15</b>	<b>279</b>	<b>18.6</b>
CSC	3	51	17.0	-27.7	1	2	47	23.5
<b>Business, Computers and Tech Studies</b>	<b>3</b>	<b>51</b>	<b>17.0</b>	<b>-27.7</b>	<b>1</b>	<b>2</b>	<b>47</b>	<b>23.5</b>
ART	1	18	18.0	125.0	0	1	8	8.0
CRJ	2	37	18.5	5.7	0	2	35	17.5
ENG	3	55	18.3	5.8	0	3	52	17.3
HIS	3	75	25.0	7.1	0	3	70	23.3
MUS	1	14	14.0	100.0	1	0	0	0.0
PSY	3	42	14.0	-26.3	0	3	57	19.0
SOC	3	50	16.7	-10.7	0	3	56	18.7
SPA	1	11	11.0	100.0	1	0	0	0.0
SPE	1	20	20.0	-11.1	-1	2	45	22.5
<b>Arts, Humanities, and Social Services</b>	<b>18</b>	<b>322</b>	<b>17.9</b>	<b>-5.8</b>	<b>1</b>	<b>17</b>	<b>323</b>	<b>19.0</b>
COL	2	29	14.5	-19.4	1	1	18	18.0
ENG SKILLS	15	232	15.5	-11.8	2	13	228	17.5
ESL	3	43	14.3	2.4	1	2	28	14.0
MTH SKILLS	11	173	15.7	-22.5	1	10	203	20.3
<b>Transitional Studies</b>	<b>31</b>	<b>477</b>	<b>15.4</b>	<b>-16.1</b>	<b>5</b>	<b>26</b>	<b>477</b>	<b>18.3</b>
<b>TOTAL CAMDEN SUMMER</b>	<b>66</b>	<b>1040</b>	<b>15.8</b>	<b>-16.0</b>	<b>6</b>	<b>60</b>	<b>1126</b>	<b>18.8</b>

**Average Class Size  
Off Campus Campus  
Summer 2012 Compared to Summer 2011**

<b>DEPARTMENT</b>	<b>Summer 2012 # of Sections</b>	<b>Summer 2012 # of Students</b>	<b>Summer 2012 Average Class Size</b>	<b>% Change In Size From Summer 2011</b>	<b>Change In # Of Sections From Summer 2011</b>	<b>Summer 2011 # of Sections</b>	<b>Summer 2011 # of Students</b>	<b>Summer 2011 Average Class Size</b>
BIO	1	10	10	100.0	1	0	0	0
HTS	1	9	9	100.0	1	0	0	0.0
MAS	0	0	0	-100.0	-1	1	2	2.0
NOL	2	52	26	25.3	-2	4	83	20.8
<b>Math, Science and Health Careers</b>	<b>4</b>	<b>71</b>	<b>17.8</b>	<b>4.4</b>	<b>-1</b>	<b>5</b>	<b>85</b>	<b>17.0</b>
CSC	1	15	15.0	100.0	1	0	0	0.0
MGT	1	9	9.0	100.0	1	0	0	0.0
MKT	1	4	4.0	100.0	1	0	0	0.0
<b>Business, Computer &amp; Technical Studies</b>	<b>3</b>	<b>28</b>	<b>9.3</b>	<b>100.0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0.0</b>
FLM	0	0	0.0	-100.0	-1	1	5	5.0
HSR	0	0	0.0	-100.0	-3	3	20	6.7
PSY	1	8	8.0	100.0	1	0	0	0.0
SOC	0	0	0.0	-100.0	-1	1	8	8.0
<b>Arts, Humanities and Social Sciences</b>	<b>1</b>	<b>8</b>	<b>8.0</b>	<b>21.2</b>	<b>-4</b>	<b>5</b>	<b>33</b>	<b>6.6</b>
<b>TOTAL OFF CAMPUS SUMMER</b>	<b>8</b>	<b>107</b>	<b>13.4</b>	<b>13.3</b>	<b>-2</b>	<b>10</b>	<b>118</b>	<b>11.8</b>

**Average Class Size  
On Line Campus  
Summer 2012 Compared to Summer 2011**

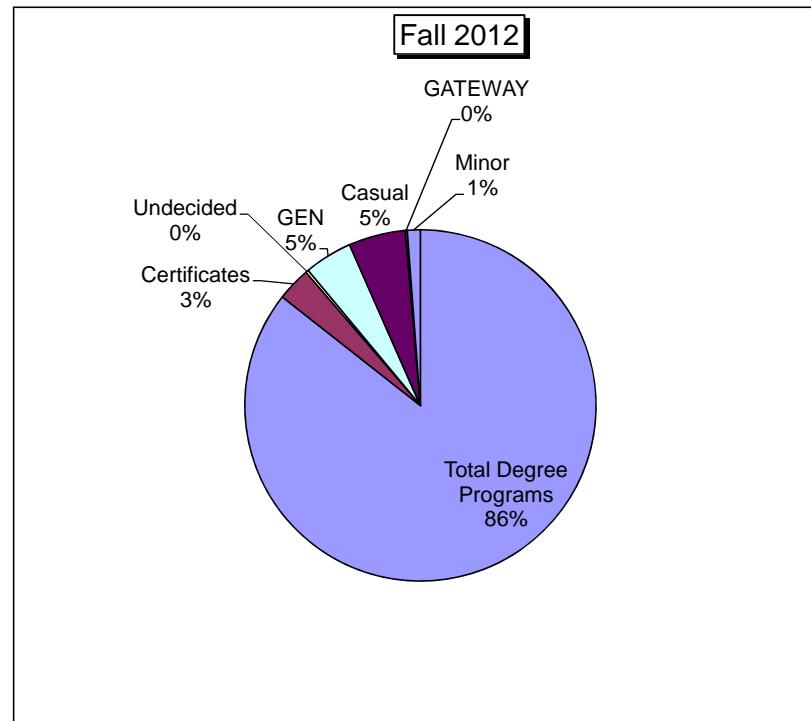
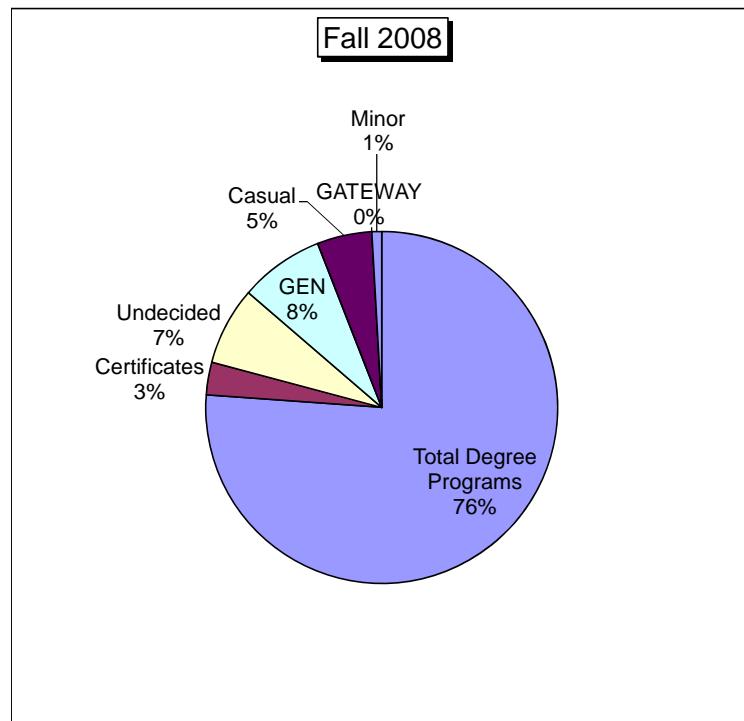
<b>DEPARTMENT</b>	<b>Summer 2012 # of Sections</b>	<b>Summer 2012 # of Students</b>	<b>Summer 2012 Average Class Size</b>	<b>% Change In Size From Summer 2011</b>	<b>Change In # Of Sections From Summer 2011</b>	<b>Summer 2011 # of Sections</b>	<b>Summer 2011 # of Students</b>	<b>Summer 2011 Average Class Size</b>
BIO	3	69	23.0	-14.8	1	2	54	27.0
DAS	1	23	23.0	-8.0	0	1	25	25.0
CHM	2	53	26.5	12.8	0	2	47	23.5
EHR	4	90	22.5	54.4	-3	7	102	14.6
FNS	4	97	24.3	14.1	0	4	85	21.3
HIT	6	123	20.5	-4.7	2	4	86	21.5
HPE	4	103	25.8	8.2	-1	5	119	23.8
MTH	5	104	20.8	-2.5	2	3	64	21.3
<b>Math, Science and Health Careers</b>	<b>29</b>	<b>662</b>	<b>22.8</b>	<b>9.8</b>	<b>1</b>	<b>28</b>	<b>582</b>	<b>20.8</b>
ACC	4	87	21.8	-11.8	1	3	74	24.7
CIS	1	16	16.0	100.0	1	0	0	0.0
CSC	4	92	23.0	8.2	0	4	85	21.3
ECO	3	75	25.0	7.1	0	3	70	23.3
LAW	2	22	11.0	-31.3	0	2	32	16.0
MGT	4	87	21.8	16.9	-1	5	93	18.6
MKT	1	25	25.0	22.0	-1	2	41	20.5
PAR	0	0	0.0	-100.0	-1	1	12	12.0
<b>Business, Computers and Tech Studies</b>	<b>19</b>	<b>404</b>	<b>21.3</b>	<b>4.5</b>	<b>-1</b>	<b>20</b>	<b>407</b>	<b>20.4</b>
ART	6	143	23.8	5.1	0	6	136	22.7
COM	1	24	24.0	100.0	1	0	0	0.0
ENG	18	329	18.3	2.7	-1	19	338	17.8
FRE	2	24	12.0	-22.6	0	2	31	15.5
HIS	6	97	16.2	-16.4	0	6	116	19.3
IEP	1	12	12.0	100.0	1	0	0	0.0
PHL	5	107	21.4	-9.3	0	5	118	23.6
PSY	13	275	21.2	5.4	-2	15	301	20.1
SOC	4	96	24.0	-3.2	-1	5	124	24.8
SPA	5	87	17.4	11.1	-1	6	94	15.7
<b>Arts, Humanities, and Social Services</b>	<b>61</b>	<b>1194</b>	<b>19.6</b>	<b>-0.4</b>	<b>-3</b>	<b>64</b>	<b>1258</b>	<b>19.7</b>
MTH SKILLS	3	63	21.0	0.0	0	3	63	21.0
<b>Transitional Studies</b>	<b>3</b>	<b>63</b>	<b>21.0</b>	<b>0.0</b>	<b>0</b>	<b>3</b>	<b>63</b>	<b>21.0</b>
<b>TOTAL ONLINE SUMMER</b>	<b>112</b>	<b>2323</b>	<b>20.7</b>	<b>3.3</b>	<b>-3</b>	<b>115</b>	<b>2310</b>	<b>20.1</b>

**Average Class Size**  
**Rohrer Campus**  
**Summer 2012 Compared to Summer 2011**

DEPARTMENT	Summer 2012 # of Sections	Summer 2012 # of Students	Summer 2012 Average Class Size	% Change In Size From Summer 2011	Change In # Of Sections From Summer 2011	Summer 2011 # of Sections	Summer 2011 # of Students	Summer 2011 Average Class Size
BIO	0	0	0.0	-100.0	-1	1	14	14.0
CHM	1	18	18.0	-21.7	0	1	23	23.0
FNS	1	19	19.0	-24.0	0	1	25	25.0
MTH	8	185	23.1	-6.6	0	8	198	24.8
<b>Math, Science and Health Careers</b>	<b>10</b>	<b>222</b>	<b>22.2</b>	<b>-6.1</b>	<b>-1</b>	<b>11</b>	<b>260</b>	<b>23.6</b>
ACC	2	47	23.5	135.0	0	2	20	10.0
CSC	2	29	14.5	-17.1	0	2	35	17.5
ECO	2	28	14.0	-6.7	0	2	30	15.0
FIN	2	22	11.0	6.5	-1	3	31	10.3
MKT	1	25	25.0	78.6	0	1	14	14.0
<b>Business, Computers and Tech Studies</b>	<b>9</b>	<b>151</b>	<b>16.8</b>	<b>29.1</b>	<b>-1</b>	<b>10</b>	<b>130</b>	<b>13.0</b>
ART	1	14	14.0	-26.3	0	1	19	19.0
ENG	7	120	17.1	-0.8	0	7	121	17.3
FRE	1	12	12.0	100.0	1	0	0	0.0
GEO	1	14	14.0	-39.1	0	1	23	23.0
HIS	4	92	23.0	19.0	1	3	58	19.3
MUS	1	18	18.0	20.0	0	1	15	15.0
POL	1	14	14.0	100.0	1	0	0	0.0
PSY	2	30	15.0	-21.1	0	2	38	19.0
SOC	2	40	20.0	53.8	0	2	26	13.0
SPA	3	38	12.7	-20.8	-1	4	64	16.0
SPE	3	50	16.7	28.2	0	3	39	13.0
THE	0	0	0.0	-100.0	-1	1	7	7.0
<b>Arts, Humanities, and Social Services</b>	<b>26</b>	<b>442</b>	<b>17.0</b>	<b>3.7</b>	<b>1</b>	<b>25</b>	<b>410</b>	<b>16.4</b>
ENG SKILLS	4	52	13.0	-22.4	0	4	67	16.8
MTH SKILLS	3	27	9.0	-43.8	1	2	32	16.0
<b>Transitional Studies</b>	<b>7</b>	<b>79</b>	<b>11.3</b>	<b>-31.6</b>	<b>1</b>	<b>6</b>	<b>99</b>	<b>16.5</b>
<b>TOTAL ROHRER SUMMER</b>	<b>52</b>	<b>894</b>	<b>17.2</b>	<b>-0.6</b>	<b>0</b>	<b>52</b>	<b>899</b>	<b>17.3</b>

**Camden County College Student Enrollment**  
**Headcount by Degree Programs: Fall 2008 to Fall 2012**

Degree Programs	Fall 2008	% of Total Headcount	Fall 2009	% of Total Headcount	Fall 2010	% of Total Headcount	Fall 2011	% of Total Headcount	Fall 2012	% of Total Headcount
A.A.	1,893	12.5%	1,952	12.5%	3,026	19.5%	2,804	19.2%	2,537	18.4%
A.S.	7,023	46.2%	7,475	47.7%	7,272	46.9%	6,972	47.7%	6,724	48.7%
A.A.S.	2,625	17.3%	2,735	17.5%	2,666	17.2%	2,646	18.1%	2,510	18.2%
A.F.A.	28	0.2%	31	0.2%	33	0.2%	36	0.2%	36	0.3%
<b>Total Degree Programs</b>	<b>11,569</b>	<b>76.1%</b>	<b>12,193</b>	<b>77.8%</b>	<b>12,997</b>	<b>83.9%</b>	<b>12,458</b>	<b>85.3%</b>	<b>11,807</b>	<b>85.5%</b>
Certificates	454	3.0%	424	2.7%	367	2.4%	473	3.2%	428	3.1%
Undecided	1,088	7.2%	1,411	9.0%	26	0.2%	3	0.0%	36	0.3%
GEN	1,180	7.8%	875	5.6%	1,082	7.0%	750	5.1%	609	4.4%
Casual	762	5.0%	710	4.5%	718	4.6%	585	4.0%	723	5.2%
GATEWAY	0	0.0%	0	0.0%	0	0.0%	53	0.4%	24	0.2%
Minor	138	0.9%	51	0.3%	301	1.9%	262	1.8%	167	1.2%
Missing/No Program	7	0.0%	6	0.0%	2	0.0%	29	0.2%	13	0.1%
<b>Total Headcount</b>	<b>15,198</b>	<b>100.0%</b>	<b>15,670</b>	<b>100.0%</b>	<b>15,493</b>	<b>100.0%</b>	<b>14,613</b>	<b>100.0%</b>	<b>13,807</b>	<b>100.0%</b>



**Camden County College Enrollment by Curriculum**  
**Fall 2012 Registration: November 19, 2012**

Division of Arts, Humanities, and Social Sciences		Final Fall 11			Final Fall 12			% Diff FA11 to FA12			Diff FA11 to FA12 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
APA.AA	Fine & Applied Arts Option: Applied Arts	52	11	63	43	19	62	-17%	73%	-2%	(1)
CIA.CA	Crime & Intelligence Analysis Cert. of Achievement	1	2	3	0	1	1	-100%	-50%	-67%	(2)
COM.AA	Communications Option	106	61	167	121	46	167	14%	-25%	0%	0
COR.CA	Corrections Certificate of Achievement	0	0	0	23	0	23	100%	0%	100%	23
CRJ.AS	Criminal Justice	482	207	689	498	200	698	3%	-3%	1%	9
DAN.AA	Dance Option	15	3	18	11	4	15	-27%	33%	-17%	(3)
ECE.AA	Early Childhood Option	73	41	114	66	49	115	-10%	20%	1%	1
EDM.CA	Emergency & Disaster Management Cert. of Achievement	0	1	1	0	2	2	0%	100%	100%	1
EDM.CT	Emergency & Disaster Management Certificate	0	0	0	0	1	1	0%	100%	100%	1
EDU.AS	Elementary/Secondary Education	371	188	559	302	176	478	-19%	-6%	-14%	(81)
EED.AA	Early Childhood Education	0	0	0	3	2	5	100%	100%	100%	5
EIT.CA	Educational Interpreter Training Certificate of Achievement	0	4	4	0	1	1	0%	-75%	-75%	(3)
EIT.CT	Educational Interpreter Training Certificate	0	1	1	0	1	1	0%	0%	0%	0
ENG.AA	LAS: English Option	48	28	76	57	23	80	19%	-18%	5%	4
FLM.AAS	Film & Television Production	0	0	0	23	2	25	100%	100%	100%	25
FLM.CT	Film & Television Production Assistant Cert.	0	0	0	1	1	2	100%	100%	100%	2
FNA.AA	Fine & Applied Arts Option: Fine Arts Track	1	1	2	2	0	2	100%	-100%	0%	0
FNA.CA	Fine Art Techniques Cert of Achievement	3	1	4	0	1	1	-100%	0%	-75%	(3)
FOP.CA	Fundamentals of Policing-Cert of Achievement	0	1	1	12	0	12	100%	-100%	1100%	11
GOV.AA	LAS: Law, Govt., Politics Track	68	29	97	75	35	110	10%	21%	13%	13
HIS.AA	LAS: History Concentration(INACTIVE)	0	1	1	1	2	3	100%	100%	200%	2
HST.AA	LAS: History Option	44	13	57	40	11	51	-9%	-15%	-11%	(6)
IAP.CA	Instructional Aide Paraprofessional Core Cert. of Achieve	0	1	1	0	1	1	0%	0%	0%	0
INT.AA	International Studies	21	8	29	18	10	28	-14%	25%	-3%	(1)
LAS.AA	Liberal Arts & Sciences	663	655	1318	563	445	1008	-15%	-32%	-24%	(30)
LNC.AA	LAS: Language & Culture Option	12	14	26	12	12	24	0%	-14%	-8%	(2)
LPA.AA	LAS: Literature, Philosophy & the Arts	0	0	0	0	1	1	0%	100%	100%	1
MUS.AA	Music Option	49	37	86	65	28	93	33%	-24%	8%	7
MUS.CA	Music Recording Certificate of Achievement	14	9	23	8	8	16	-43%	-11%	-30%	(7)
PHJ.AA	Communications Option: Photo-Journalism Track	17	6	23	16	6	22	-6%	0%	-4%	(1)
PHO.AA	Photography Option	30	18	48	34	17	51	13%	-6%	6%	3
PND.CT	Decorative Painting-Certificate	0	0	0	0	1	1	0%	100%	100%	1
PRA.AA	Communications Option: Public Rel./Adv. Track	38	14	52	53	18	71	39%	29%	37%	19
PSY.AA	LA & SPsychology Option	313	131	444	299	147	446	-4%	12%	0%	2
PTE.AAS	Preschool Teacher Education	0	0	0	2	1	3	100%	100%	100%	3
SLA.AAS	Sign Language Interpreter Education	44	72	116	40	73	113	-9%	1%	-3%	(3)
SLS.AA	Sign Language Studies Option	17	6	23	10	9	19	-41%	50%	-17%	(4)
SOC.AA	LAS: Social Science Concentration(INACTIVE)	0	1	1	2	8	10	100%	700%	900%	9
SOS.AA	Social Science Option	0	1	1	0	0	0	0%	-100%	-100%	(1)
SPE.AA	Speech Option	2	0	2	2	2	4	0%	100%	100%	2
SPT.AA	Speech & Theatre Option	26	6	32	28	14	42	8%	133%	31%	10
STA.AFA	Studio Art	27	9	36	21	15	36	-22%	67%	0%	0
<b>Division of Arts, Humanities, and Social Sciences TOTAL</b>		<b>2537</b>	<b>1581</b>	<b>4118</b>	<b>2451</b>	<b>1393</b>	<b>3844</b>	<b>-3%</b>	<b>-12%</b>	<b>-7%</b>	<b>(274)</b>

Division of Math & Science		Final Fall 11			Final Fall 12			% Diff FA11 to FA12			Diff FA11 to FA12 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
BIO.AS	L A & SIBiology Option	260	107	367	249	100	349	-4%	-7%	-5%	(18)
BIT.AAS	Biotechnology	11	12	23	13	13	26	18%	8%	13%	3
CHM.AS	L A & SIChemistry Option	25	15	40	21	15	36	-16%	0%	-10%	(4)
CTC.AAS	Biotechnology: Cell & Tissue Culture Option	3	1	4	1	0	1	-67%	-100%	-75%	(3)
ENV.AS	LAS/ Environmental Science Option	18	8	26	14	5	19	-22%	-38%	-27%	(7)
FDS.AS	LAS/Food Science Option	9	7	16	5	6	11	-44%	-14%	-31%	(5)
FSC.AAS	Biotechnology/Forensic Science Option	31	25	56	28	19	47	-10%	-24%	-16%	(9)
FSC.CT	Forensic Science Certificate (INACTIVE)	0	0	0	1	0	1	100%	0%	100%	1
HPE.AS	Health & Exercise Science	123	55	178	121	65	186	-2%	18%	4%	8
LAS.AS	Liberal Arts & Sciences	390	400	790	404	386	790	4%	-4%	0%	0
LAS.CA	LA & SIScience Certificate of Achievement	4	5	9	4	0	4	0%	-100%	-56%	(5)
MAS.AAS	Massage Therapy	7	7	14	4	9	13	-43%	29%	-7%	(1)
MAS.CA	Massage Therapy Certificates of Achievement	0	2	2	0	1	1	0%	-50%	-50%	(1)
MAS.CT	Massage Therapy-Cert (INACTIVE)	0	0	0	0	1	1	0%	100%	100%	1
MTH.AS	L A & SIMathematics Option	39	13	52	32	22	54	-18%	69%	4%	2
PCH.AS	L A & SISPre-Chiropractic Option(INACTIVE)	0	0	0	1	1	2	100%	100%	100%	2
PHY.AS	L A & SISPhysics Option	7	8	15	5	9	14	-29%	13%	-7%	(1)
PPH.AS	L A & SISPre-Pharmacy Option	85	57	142	87	47	134	2%	-18%	-6%	(8)
PT.CA	Personal Trainer Certificates of Achievement	4	11	15	1	10	11	-75%	-9%	-27%	(4)
PT.CT	Personal Trainer (INACTIVE)	0	0	0	0	2	2	0%	100%	100%	2
SEB.AS	LA & SISSecondary Education in Biology Option	1	0	1	1	1	2	0%	100%	100%	1
SEC.AS	LAS/Secondary Education in Chemistry Option	0	0	0	1	2	3	100%	100%	100%	3
SEM.AS	LAS/Secondary Education in Mathematics Option	4	1	5	12	1	13	200%	0%	160%	8
SPM.AS	Sports Management	89	24	113	86	20	106	-3%	-17%	-6%	(7)
<b>Division of Math &amp; Science TOTAL</b>		<b>1110</b>	<b>758</b>	<b>1868</b>	<b>1091</b>	<b>735</b>	<b>1826</b>	<b>-2%</b>	<b>-3%</b>	<b>-2%</b>	<b>(42)</b>

Division of Transitional Studies		Final Fall 11			Final Fall 12			% Diff FA11 to FA12			Diff FA11 to FA12 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
ISP.CPS	Independent Skills Pathway	0	0	0	1	16	17	100%	100%	100%	17
<b>Division of Nursing, Health Science &amp; Human Service TOTAL</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>16</b>	<b>17</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>17</b>

Division of Business, Computer & Tech. Studies		Final Fall 11			Final Fall 12			% Diff FA11 to FA12			Diff FA11 to FA12 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
ACC.AAS	Accounting	78	61	139	91	61	152	17%	0%	9%	13
ACC.CA	Computerized Accounting Specialist-Certificate	0	3	3	0	0	0	0%	-100%	-100%	(3)
ACC.CT	Computerized Accounting Specialist Cert.	0	0	0	0	1	1	0%	100%	100%	1
ADA.AAS	Off Sys Tech: Administrative Assistant	15	17	32	15	11	26	0%	-35%	-19%	(6)
AET.CA	Alternative Energy Engineering Technology	0	1	1	0	0	0	0%	-100%	-100%	(1)
AUT.AAS	Automotive Technology (Apprentice)	39	40	79	47	33	80	21%	-18%	1%	1
BPM.AAS	Management: Business Paraprofessional Mgt Option	18	13	31	18	7	25	0%	-46%	-19%	(6)
BUS.AS	Business Administration Option	638	405	1043	673	395	1068	5%	-2%	2%	25
CAD.AAS	CADD: Computer Aided Drafting & Design	13	23	36	21	19	40	62%	-17%	11%	4
CAD.CA	CADD: Computer Aided Drafting Design Cert of Achiever	3	4	7	1	2	3	-67%	-50%	-57%	(4)
CAM.CA	Computer Aided Manufacturing Tech. Cert. of Achievement	0	2	2	0	1	1	0%	-50%	-50%	(1)
CAP.CT	Computer Applications Programming-Cert	2	2	4	4	1	5	100%	-50%	25%	1
CGR.AA	Computer Graphics Option	46	17	63	46	13	59	0%	-24%	-6%	(4)
CGR.AAS	Computer Graphics	59	52	111	49	45	94	-17%	-13%	-15%	(17)
CGR.CT	Computer Graphics-Cert	1	7	8	1	4	5	0%	-43%	-38%	(3)
CIM.AAS	CIM: Computer Integrated Manufacturing	15	15	30	18	11	29	20%	-27%	-3%	(1)
CIM.CT	CIM-Cert	3	1	4	1	4	5	-67%	300%	25%	1
CIS.AAS	Computer Information Systems	50	37	87	43	32	75	-14%	-14%	-14%	(12)
CPG.CT	Computer Programming-Cert	2	5	7	2	4	6	0%	-20%	-14%	(1)
CPO.CT	Computer Operations Cert.	0	0	0	0	1	1	0%	100%	100%	1
CSC.AA	Computer Science	33	13	46	27	15	42	-18%	15%	-9%	(4)
CSC.AS	Computer Science	88	36	124	92	44	136	5%	22%	10%	12
CSC.CA	Computer Science Certificate of Achievement	1	1	2	0	2	2	-100%	100%	0%	0
CST.AAS	Computer Systems Technology	46	40	86	55	34	89	20%	-15%	3%	3
CST.CT	Computer Systems Technology-Cert	5	6	11	7	7	14	40%	17%	27%	3
EET.AAS	Electrical-Electronic Engineering Technology	36	24	60	24	25	49	-33%	4%	-18%	(11)
EGR.AS	Engineering Science	150	61	211	146	84	230	-3%	38%	9%	19
ELP.AA	Computer Graphics Option: Electronic Publishing Track	6	3	9	3	1	4	-50%	-67%	-56%	(5)
EME.AAS	Electromechanical Engineering Technology	11	8	19	9	11	20	-18%	38%	5%	1
ETS.AAS	Eng Tech: Electrical Electronic Tech Opt (INACTIVE)	0	0	0	0	1	1	0%	100%	100%	1
FBR.AAS	Photonics: Fiber Optic Option	8	3	11	7	1	8	-13%	-67%	-27%	(3)
FIN.AAS	Finance	23	16	39	26	16	42	13%	0%	8%	3
FIR.AAS	Fire Science Technology	19	30	49	20	41	61	5%	37%	24%	12
FIR.CA	Fire Science Technology Fire Suppression Cert Achiever	1	1	2	0	2	2	-100%	100%	0%	0
FIR.CT	Fire Science Technology: Fire Suppression-Cert	0	2	2	1	1	2	100%	-50%	0%	0
FRA.AAS	Fire Science Technology: Administration Option	1	16	17	1	14	15	0%	-13%	-12%	(2)
FRA.CA	Fire Science Technology Certificate	0	6	6	1	2	3	100%	-67%	-50%	(3)
FRA.CT	Fire Science Technology: Fire Administration Cert.	0	2	2	0	1	1	0%	-50%	-50%	(1)
GAT.CA	Automotive General Technician Cert. of Achievement	12	9	21	5	25	30	-58%	178%	43%	9
GAT.CT	General Auto Tech-Cert (INACTIVE)	0	0	0	1	0	1	100%	0%	100%	1
GDD.AAS	Game & Design Development	102	58	160	92	45	137	-10%	-22%	-14%	(23)
GDR.AAS	Computer Graphics: Game Designer Option (INACTIVE)	0	0	0	0	2	2	0%	100%	100%	2
GMA.AAS	Automotive Technology (Apprentice) GM/ASEP	22	2	24	14	4	18	-36%	100%	-25%	(6)
HRM.CA	Hotel Resort Management Certificate of Achievement	3	0	3	1	0	1	-67%	0%	-67%	(2)
HRM.CT	Hotel Resort Management Certificate	0	0	0	0	1	1	0%	100%	100%	1
IFP.AAS	Off Sys Tech. Admin Assistant Info Processing	3	5	8	1	6	7	-67%	20%	-13%	(1)
INF.AS	Business Administration Option: Information Systems Tra	38	28	66	38	20	58	0%	-29%	-12%	(8)
LES.AAS	Off Sys Tech: Legal Secretary(INACTIVE)	0	0	0	1	0	1	100%	0%	100%	1
LFO.CT	Photonics: Fiber Optic Tech Specialist	0	2	2	0	0	0	0%	-100%	-100%	(2)
MED.AAS	Bus/Adm - Secretarial Science Medical Secretary	0	0	0	0	1	1	0%	100%	100%	1
MEP.CA	Meeting and Event Planning Cert. of Achievement	1	1	2	1	1	2	0%	0%	0%	0
MET.AAS	Mechanical Engineering Technology	26	16	42	30	18	48	15%	13%	14%	6
MGT.AAS	Management	37	28	65	32	36	68	-14%	29%	5%	3
MKT.AAS	Marketing	27	10	37	28	11	39	4%	10%	5%	2
MSC.AA	Computer Science-Math/Science Track(INACTIVE)	1	2	3	3	0	3	200%	-100%	0%	0
OCS.AAS	Occupational Safety-Fire Science (INACTIVE)	0	3	3	0	2	2	0%	-33%	-33%	(1)
PAR.AAS	Paralegal Studies	54	42	96	50	36	86	-7%	-14%	-10%	(10)
PCM.AAS	Computer Information Systems: Personal Computer Optio	5	11	16	7	5	12	40%	-55%	-25%	(4)
PCS.CT	Personal Comp Spec-Cert	0	1	1	1	1	2	100%	0%	100%	1
PHT.AAS	Photonics: Laser/Electro-Optic Technology	12	6	18	10	4	14	-17%	-33%	-22%	(4)
PLC.CA	Industrial Controls: Programmable Logic Control Cert. Ac	0	6	6	0	2	2	0%	-67%	-67%	(4)
RDB.CA	Relational Database Management Sys using ORACLE-C	0	4	4	0	2	2	0%	-50%	-50%	(2)
RES.CA	Real Estate Sales - Cert. of Achievement	0	1	1	0	0	0	0%	-100%	-100%	(1)
SAT.CT	Off Sys Tech: Secretary Typist-Cert	1	4	5	1	3	4	0%	-25%	-20%	(1)
SBM.AAS	Management: Small Business Mgt. Opt.	31	21	52	30	24	54	-3%	14%	4%	2
TES.AAS	Engineering Technology: Technical Studies	3	5	8	2	3	5	-33%	-40%	-38%	(3)
TOY.AAS	Automotive Technology/Toyota	16	12	28	5	2	7	-69%	-83%	-75%	(21)
TOY.CA	Automotive Toyota T-TEN Technician	0	0	0	0	3	3	0%	100%	100%	3
UNX.CA	Linux/UNIX Administration Cert. of Achievement	0	3	3	0	0	0	0%	-100%	-100%	(3)
VIT.AAS	Video Imaging	18	10	28	18	7	25	0%	-30%	-11%	(3)
WEB.AAS	Web Design & Development	0	0	0	1	0	1	100%	0%	100%	1
WEB.CT	Web Design Development	2	3	5	3	7	10	50%	133%	100%	5

Division of Business, Computer & Tech. Studies TOTAL **1824** **1266** **3090**

Note: These numbers reflect what was in the SIS and the current semester's division alignment.

1824 1218 3042 0% -4% -2% (48)

Division of Nursing, Health Science & Human Service		Final Fall 11			Final Fall 12			% Diff FA11 to FA12			Diff FA11 to FA12 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	(19)
ADD.AAS	Addictions Counseling	132	107	239	124	96	220	-6%	-10%	-8%	14
ADD.CA	Addictions Counseling Cert of Achievement	3	7	10	5	19	24	67%	171%	140%	(41)
ASC.AAS	Veterinary Technology	59	125	184	39	104	143	-34%	-17%	-22%	2
BHC.CA	Behavioral Health Care Cert of Achievement	0	1	1	0	3	3	0%	200%	200%	3
CAS.AS	Case Aide	0	0	0	0	3	3	0%	100%	100%	(3)
CMA.AAS	Health Sci: Certified Medical Asst. Option	14	7	21	10	8	18	-29%	14%	-14%	(2)
CTR.AAS	Health Information Tech: Cancer Tumor Registry Option	0	2	2	0	0	0	0%	-100%	-100%	(1)
CUL.CA	Culinary Certificate of Achievement	2	1	3	2	0	2	-95%	0%	-59%	(19)
DAS.AAS	Dental Assisting	20	12	32	1	12	13	567%	700%	600%	24
DAS.CT	Dental Assisting-Cert	3	1	4	20	8	28	-20%	-57%	-42%	(5)
DEV.AS	Human Services: Developmental Disabilities Option	5	7	12	4	3	7	3%	8%	5%	2
DHY.AAS	Dental Hygiene	29	13	42	30	14	44	-40%	11%	-11%	(13)
DTT.AAS	Dietetic Technology	50	65	115	30	72	102	-46%	-5%	-25%	(21)
ECH.AS	Early Childhood Option	41	44	85	22	42	64	-100%	-99%	-99%	(121)
EHI.CA	Implementation Support Specialist Cert. of Achievement	2	120	122	0	1	1	0%	-100%	-100%	(6)
EHP.CA	Practice Workflow/Info Mgmt Redesign Spec. Cert of Ach	0	6	6	0	0	0	0%	-100%	-100%	(9)
EHT.CA	Trainer Cert of Achievement	0	9	9	0	0	0	0%	-100%	-100%	(1)
FSM.CA	Food Service Management Certificate of Achievement	1	1	2	1	2	3	0%	100%	50%	1
HIT.AAS	Health Information Technology	39	63	102	53	67	120	36%	6%	18%	18
HSC.AAS	Health Science	38	49	87	25	42	67	-34%	-14%	-23%	(20)
HSR.AS	Human Services	205	147	352	205	142	347	0%	-3%	-1%	(5)
HSR.CT	Developmental Disabilities	1	3	4	0	2	2	-100%	-33%	-50%	(2)
HTS.AAS	Hospitality Technology	18	11	29	24	6	30	33%	-45%	3%	1
MLT.AAS	Medical Lab Technology	12	1	13	12	2	14	0%	100%	8%	1
MST.CA	Multi-Skilled Tech. Cert. of Achievement	3	5	8	0	4	4	-100%	-20%	-50%	(4)
NCM.CA	Nutrition Care Manager Cert. of Achievement	1	3	4	1	1	2	0%	-67%	-50%	(2)
NCM.CT	Nutrition Care Manager Certificate	0	0	0	0	2	2	0%	100%	100%	2
NHF.AS	Nursing: Helene Fuld	69	7	76	0	3	3	-100%	-57%	-96%	(73)
NOL.AS	Nursing: Our Lady of Lourdes	39	129	168	38	165	203	-3%	28%	21%	35
NUR.AS	Pre-Nursing (INACTIVE)	0	0	0	1	0	1	100%	0%	100%	1
NUR.CT	Practical Nursing Certificate	3	12	15	7	27	34	133%	125%	127%	19
OMT.CA	Ophthalmic Medical Technician Certificates of Achieveme	11	9	20	2	5	7	-82%	-44%	-65%	(13)
OMT.CT	Ophthalmic Medical Technician Cert (INACTIVE)	0	0	0	0	1	1	0%	100%	100%	1
OPH.AAS	Ophthalmic Science Technology	18	33	51	26	40	66	44%	21%	29%	15
OPH.CA	Ophthalmic Science Technology Cert. of Achievement	0	15	15	1	14	15	100%	-7%	0%	0
OPH.CT	Ophthalmic Science Technology-Cert	0	2	2	0	0	0	0%	-100%	-100%	(2)
OTA.AS	Occupational Therapy Assistant	0	0	0	0	1	1	0%	100%	100%	1
PEM.AAS	Paramedic Educational Management	1	7	8	1	6	7	0%	-14%	-13%	(1)
PRM.AAS	Paramedic Science (AAS)	8	58	66	10	65	75	25%	12%	14%	9
PRM.CA	Paramedics-Cert. of Achievement	1	10	11	0	10	10	-100%	0%	-9%	(1)
PRN.AS	L A & SIScience Option (Pre-Nursing)	915	927	1842	880	816	1696	-4%	-12%	-8%	(146)
PRT.AS	Psychosocial Rehabilitation & Treatment	0	0	0	8	4	12	100%	100%	100%	12
SRG.AAS	Health Science/Surgical Tech Option	2	7	9	2	7	9	0%	0%	0%	0
SRG.CA	Surgical Technology Cert. of Achievement	1	3	4	1	5	6	0%	67%	50%	2
SRG.CT	Surgical Tech Certificate	0	1	1	0	0	0	0%	-100%	-100%	(1)
SSR.CT	Social Services Certificate	1	7	8	7	2	9	600%	-71%	13%	1
RST.AAS	Respiratory Therapy	6	16	22	8	13	21	33%	-19%	-5%	(1)
MDC.CT	Medical Coding-Cert	17	26	43	14	53	67	-18%	104%	56%	24
Division of Nursing, Health Science & Human Service TOTAL		1770	2079	3849	1614	1892	3506	-9%	-9%	-9%	(343)

Unclassified Matriculations		Final Fall 11			Final Fall 12			% Diff FA11 to FA12			Diff FA11 to FA12 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	(138)
	Casual	150	435	585	157	566	723	5%	30%	24%	138
	GATEWAY	0	53	53	0	24	24	0%	-55%	-55%	(29)
	GEN	78	642	720	50	559	609	-36%	-13%	-15%	(111)
	Minor	40	236	276	16	151	167	-60%	-36%	-39%	(109)
	Undeclared	3	15	18	2	34	36	-33%	127%	100%	18
	Missing Programs	10	16	26	0	0	0	-100%	-100%	-100%	(26)
SPAS	Animal Science Technology Selective	1	0	1	2	1	3	100%	100%	200%	2
SPDA	Dental Assisting-Selective	0	1	1	0	0	0	0%	-100%	-100%	(1)
SPDA.CT	Dental Assisting Certificate	0	1	1	0	0	0	0%	-100%	-100%	(1)
SPDH	Dental Hygiene -Selective	2	1	3	0	1	1	-100%	0%	-67%	(2)
SPHF	Helene Fuld-Selective	0	3	3	0	0	0	0%	-100%	-100%	(3)
SPHS	Health Science	0	1	1	0	1	1	0%	0%	0%	0
SPNR	Practical Nursing	0	1	1	0	1	1	0%	0%	0%	0
SPOL	Our Lady of Lourdes-Selective	2	9	11	3	3	6	50%	-67%	-45%	(5)
SPPA	Paramedic-Selective	1	3	4	0	1	1	-100%	-67%	-75%	(3)
SPPA.CA	Paramedics Cert. - Selective	0	1	1	0	0	0	0%	-100%	-100%	(1)
SPTO.CA	Automotive Toyota T-TEN Technician - Selective	0	1	1	0	0	0	0%	-100%	-100%	(1)
Unclassified Matriculations Totals		287	1419	1706	230	1342	1572	-20%	-5%	-8%	(134)

DIVISION TOTALS		Final Fall 11			Final Fall 12			% Diff FA11 to FA12			Diff FA11 to FA12 Total		
		FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL
Division of Arts, Humanities, and Social Sciences		2537	1581	4118	2451	1393	3844	-3%	-12%	-7%	(274)		
Division of Business, Computer & Tech. Studies		1824	1266	3090	1824	1218	3042	0%	-4%	-2%	(48)		
Division of Math & Science		1110	758	1868	1091	735	1826	-2%	-3%	-2%	(42)		
Division of Nursing, Health Science & Human Service		1770	2079	3849	1614	1892	3506	-9%	-9%	-9%	(343)		
Division of Transitional Studies		0	0	0	1	16	17	100%	100%	100%	17		
Unclassified Matriculations		287	1419	1706	230	1342	1572	-20%	-5%	-8%	(134)		
Totals All Students		7528	7103	14631	7211	6596	13807	-4%	-7%	-6%	(824)		

**Camden County College Enrollment by Curriculum**  
**Spring 2013 Registration: May 15, 2013**

Division of Arts, Humanities, and Social Sciences		Final Spring 12			FINAL Spring 13			% Diff SP12 to SP13			Diff SP12 to SP13 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
APA.AA	Fine & Applied Arts Option: Applied Arts	51	23	74	40	31	71	-22%	35%	-4%	(3)
CIA.CA	Crime & Intelligence Analysis Cert. of Achievement	0	2	2	1	1	2	#DIV/0!	-50%	0%	0
COM.AA	Communications Option	102	47	149	115	43	158	13%	-9%	6%	9
COR.CA	Corrections Certificate of Achievement	32	0	32	35	0	35	9%	#DIV/0!	9%	3
CRJ.AS	Criminal Justice	446	232	678	445	234	679	0%	1%	0%	1
DAN.AA	Dance Option	10	4	14	8	8	16	-20%	100%	14%	2
ECE.AA	Early Childhood Option	71	44	115	53	40	93	-25%	-9%	-19%	(22)
EDM.CA	Emergency & Disaster Management Cert. of Achievement	0	1	1	0	1	1	#DIV/0!	0%	0%	0
EDM.CT	Emergency & Disaster Management Certificate	0	1	1	1	0	1	#DIV/0!	-100%	0%	0
EDU.AS	Elementary/Secondary Education	313	192	505	291	176	467	-7%	-8%	-8%	(38)
EED.AA	Early Childhood Education	0	0	0	16	12	28	#DIV/0!	#DIV/0!	#DIV/0!	28
EIT.CA	Educational Interpreter Training Certificate of Achievement	0	5	5	0	2	2	#DIV/0!	-60%	-60%	(3)
EIT.CT	Educational Interpreter Training Certificate	0	2	2	0	0	0	#DIV/0!	-100%	-100%	(2)
ENG.AA	LAS: English Option	40	34	74	60	26	86	50%	-24%	16%	12
FLM.AAS	Film & Television Production	0	2	2	28	8	36	#DIV/0!	300%	1700%	34
FLM.CT	Film & Television Production Assistant Cert.	0	0	0	1	1	2	#DIV/0!	#DIV/0!	#DIV/0!	2
FNA.AA	Fine & Applied Arts Option: Fine Arts Track	1	3	4	2	2	4	100%	-33%	0%	0
FNA.CA	Fine Art Techniques Cert of Achievement	2	2	4	0	0	0	-100%	-100%	-100%	(4)
FOP.CA	Fundamentals of Policing-Cert of Achievement	12	0	12	26	0	26	117%	#DIV/0!	117%	14
GOV.AA	LAS: Law, Govt., Politics Track	61	36	97	63	24	87	3%	-33%	-10%	(10)
HIS.AA	LAS: History Concentration(INACTIVE)	1	5	6	0	4	4	-100%	-20%	-33%	(2)
HST.AA	LAS: History Option	36	17	53	27	20	47	-25%	18%	-11%	(6)
IAP.CA	Instructional Aide Paraprofessional Core Cert. of Achievement	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
IAP.CT	Instructional Aide Paraprofessional Core Cert.	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
INT.AA	International Studies	17	7	24	16	8	24	-6%	14%	0%	0
LAS.AA	Liberal Arts & Sciences	531	525	1056	446	406	852	-16%	-23%	-19%	(204)
LNC.AA	LAS: Language & Culture Option	17	7	24	13	6	19	-24%	-14%	-21%	(5)
LPA.AA	LAS: Literature, Philosophy & the Arts	0	2	2	0	1	1	#DIV/0!	-50%	-50%	(1)
MUS.AA	Music Option	50	41	91	48	36	84	-4%	-12%	-8%	(7)
MUS.CA	Music Recording Certificate of Achievement	9	13	22	8	11	19	-11%	-15%	-14%	(3)
MUS.CT	Music Recording Certificate	0	1	1	0	1	1	#DIV/0!	0%	0%	0
PHJ.AA	Communications Option: Photo-Journalism Track	12	9	21	15	8	23	25%	-11%	10%	2
PHO.AA	Photography Option	29	14	43	28	15	43	-3%	7%	0%	0
PND.CT	Decorative Painting-Certificate	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
PRA.AA	Communications Option: Public Rel./Adv. Track	35	18	53	45	18	63	29%	0%	19%	10
PSY.AA	LA & SPsychology Option	282	138	420	276	141	417	-2%	2%	-1%	(3)
PTE.AAS	Preschool Teacher Education	0	0	0	2	2	4	#DIV/0!	#DIV/0!	#DIV/0!	4
SLA.AAS	Sign Language Interpreter Education	41	71	112	30	70	100	-27%	-1%	-11%	(12)
SLS.AA	Sign Language Studies Option	21	4	25	11	11	22	-48%	175%	-12%	(3)
SOC.AA	LAS: Social Science Concentration(INACTIVE)	3	9	12	3	9	12	0%	0%	0%	0
SOS.AA	Social Science Option	0	1	1	0	0	0	#DIV/0!	-100%	-100%	(1)
SPE.AA	Speech Option	1	6	7	3	0	3	200%	-100%	-57%	(4)
SPT.AA	Speech & Theatre Option	21	9	30	24	8	32	14%	-11%	7%	2
STA.AFA	Studio Art	16	16	32	20	16	36	25%	0%	13%	4
Division of Arts, Humanities, and Social Sciences TOTAL		2263	1543	3806	2200	1402	3602	-3%	-9%	-5%	(204)

Division of Math & Science		Final Spring 12			FINAL Spring 13			% Diff SP12 to SP13			Diff SP12 to SP13 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
BIO.AS	L A & S Biology Option	237	110	347	227	108	335	-4%	-2%	-3%	(12)
BIT.AAS	Biotechnology	13	11	24	9	17	26	-31%	55%	8%	2
BIT.AS	L A & S Biotechnology Option	0	1	1	0	0	0	0%	0%	0%	(1)
CHM.AS	L A & S Chemistry Option	24	13	37	15	20	35	-38%	54%	-5%	(2)
CTC.AAS	Biotechnology: Cell & Tissue Culture Option	3	2	5	1	1	2	-67%	-50%	-60%	(3)
ENV.AS	LAS/ Environmental Science Option	10	6	16	13	4	17	30%	-33%	6%	1
FDS.AS	LAS/Food Science Option	7	5	12	4	3	7	-43%	-40%	-42%	(5)
FSC.AAS	Biotechnology/Forensic Science Option	30	23	53	20	22	42	-33%	-4%	-21%	(11)
FSC.CT	Forensic Science Certificate (INACTIVE)	0	1	1	0	0	0	#DIV/0!	-100%	-100%	(1)
HFT.CT	Personal Trainer Cert.	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
HPE.AS	Health & Exercise Science	100	67	167	94	65	159	-6%	-3%	-5%	(8)
LAS.AS	Liberal Arts & Sciences	319	432	751	366	437	803	15%	1%	7%	52
LAS.CA	LA & S Science Certificate of Achievement	4	7	11	4	1	5	0%	-86%	-55%	(6)
LNG.AA	LAS/Language & Culture (Concentration)	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
MAS.AAS	Massage Therapy	6	10	16	6	8	14	0%	-20%	-13%	(2)
MAS.CA	Massage Therapy Certificates of Achievement	1	0	1	0	0	0	-100%	#DIV/0!	-100%	(1)
MAS.CT	Massage Therapy-Cert (INACTIVE)	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
MTH.AS	L A & S Mathematics Option	29	17	46	22	21	43	-24%	24%	-7%	(3)
PCH.AS	L A & S Pre-Chiropractic Option(INACTIVE)	0	1	1	0	2	2	#DIV/0!	100%	100%	1
PHY.AS	L A & S Physics Option	6	5	11	7	5	12	17%	0%	9%	1
PPH.AS	L A & S Pre-Pharmacy Option	78	61	139	76	58	134	-3%	-5%	-4%	(5)
PT.CA	Personal Trainer Certificates of Achievement	1	10	11	4	10	14	300%	0%	27%	3
PT.CT	Personal Trainer (INACTIVE)	0	0	0	1	3	4	#DIV/0!	#DIV/0!	#DIV/0!	4
SEB.AS	LA & S Secondary Education in Biology Option	1	1	2	3	4	7	200%	300%	250%	5
SEC.AS	LAS/Secondary Education in Chemistry Option	0	0	0	2	2	4	#DIV/0!	#DIV/0!	#DIV/0!	4
SEM.AS	LAS/Secondary Education in Mathematics Option	5	2	7	8	2	10	60%	0%	43%	3
SPM.AS	Sports Management	74	26	100	65	27	92	-12%	4%	-8%	(8)
Division of Math & Science TOTAL		948	811	1759	947	822	1769	0%	1%	1%	10

Division of Transitional Studies		Final Spring 12			FINAL Spring 13			% Diff SP12 to SP13			Diff SP12 to SP13 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
ISP.CPS	Independent Skills Pathway	0	0	0	1	15	16	#DIV/0!	#DIV/0!	#DIV/0!	16
Division of Nursing, Health Science & Human Service TOTAL		0	0	0	1	15	16	#DIV/0!	#DIV/0!	#DIV/0!	16

Division of Business, Computer & Tech. Studies		Final Spring 12			FINAL Spring 13			% Diff SP12 to SP13			Diff SP12 to SP13 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
ABA.AS	Business Administration Option	0	0	0	36	8	44	#DIV/0!	#DIV/0!	#DIV/0!	44
ACC.AAS	Accounting	92	72	164	96	80	176	4%	11%	7%	12
ACC.CA	Computerized Accounting Specialist-Certificate	0	2	2	0	0	0	#DIV/0!	-100%	-100%	(2)
ACC.CT	Computerized Accounting Specialist Cert.	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
ADA.AAS	Off Sys Tech: Administrative Assistant	18	10	28	13	13	26	-28%	30%	-7%	(2)
AET.CA	Alternative Energy Engineering Technology	0	1	1	0	1	1	#DIV/0!	0%	0%	0
AUT.AAS	Automotive Technology (Apprentice)	45	42	87	39	45	84	-13%	7%	-3%	(3)
BPM.AAS	Management: Business Paraprofessional Mgt Option	12	12	24	16	4	20	33%	-67%	-17%	(4)
BPM.CA	Management: Business Paraprofessional Cert Achieveme	1	2	3	0	0	0	-100%	-100%	-100%	(3)
BUS.AS	Business Administration Option	615	395	1010	628	401	1029	2%	2%	2%	19
CAD.AAS	CADD: Computer Aided Drafting & Design	13	21	34	20	21	41	54%	0%	21%	7
CAD.CA	CADD: Computer Aided Drafting Design Cert of Achiever	0	5	5	0	2	2	#DIV/0!	-60%	-60%	(3)
CAM.CA	Computer Aided Manufacturing Tech. Cert. of Achieveme	1	1	2	0	1	1	-100%	0%	-50%	(1)
CAP.CT	Computer Applications Programming-Cert	1	2	3	3	1	4	200%	-50%	33%	1
CGR.AA	Computer Graphics Option	48	19	67	49	13	62	2%	-32%	-7%	(5)
CGR.AAS	Computer Graphics	53	45	98	50	33	83	-6%	-27%	-15%	(15)
CGR.CT	Computer Graphics-Cert	1	7	8	1	4	5	0%	-43%	-38%	(3)
CIM.AAS	CIM: Computer Integrated Manufacturing	11	13	24	15	19	34	36%	46%	42%	10
CIM.CT	CIM-Cert	0	5	5	2	2	4	#DIV/0!	-60%	-20%	(1)
CIS.AAS	Computer Information Systems	38	41	79	37	26	63	-3%	-37%	-20%	(16)
CMS.CT	Computer Studies Cert	0	1	1	0	0	0	#DIV/0!	-100%	-100%	(1)
CPG.CT	Computer Programming-Cert	0	3	3	1	3	4	#DIV/0!	0%	33%	1
CPO.CT	Computer Operations Cert.	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
CSC.AA	Computer Science	23	17	40	24	19	43	4%	12%	8%	3
CSC.AS	Computer Science	75	27	102	94	50	144	25%	85%	41%	42
CSC.CA	Computer Science Certificate of Achievement	0	2	2	0	3	3	#DIV/0!	50%	50%	1
CST.AAS	Computer Systems Technology	44	44	88	54	46	100	23%	5%	14%	12
CST.CT	Computer Systems Technology-Cert	8	6	14	5	7	12	-38%	17%	-14%	(2)
EET.AAS	Electrical-Electronic Engineering Technology	37	22	59	19	23	42	-49%	5%	-29%	(17)
EET.CT	Engineering Technology: Electrical-Electronic Cert	0	1	1	0	0	0	#DIV/0!	-100%	-100%	(1)
EGR.AS	Engineering Science	126	68	194	137	69	206	9%	1%	6%	12
ELP.AA	Computer Graphics Option: Electronic Publishing Track	6	3	9	5	2	7	-17%	-33%	-22%	(2)
EME.AAS	Electromechanical Engineering Technology	10	7	17	8	6	14	-20%	-14%	-18%	(3)
ETS.AAS	Eng Tech: Electrical Electronic Tech Opt (INACTIVE)	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
FBR.AAS	Photonics: Fiber Optic Option	4	6	10	7	2	9	75%	-67%	-10%	(1)
FIN.AAS	Finance	26	16	42	22	16	38	-15%	0%	-10%	(4)
FIR.AAS	Fire Science Technology	15	35	50	18	35	53	20%	0%	6%	3
FIR.CA	Fire Science Technology Fire Suppression Cert Achiever	0	2	2	0	2	2	#DIV/0!	0%	0%	0
FIR.CT	Fire Science Technology: Fire Suppression-Cert	0	1	1	0	1	1	#DIV/0!	0%	0%	0
FRA.AAS	Fire Science Technology: Administration Option	4	12	16	2	14	16	-50%	17%	0%	0
FRA.AS	Fire Science Administration	0	0	0	0	0	0	0%	0%	0%	0
FRA.CA	Fire Science Technology Certificate	0	5	5	1	2	3	#DIV/0!	-60%	-40%	(2)
FRA.CT	Fire Science Technology: Fire Administration Cert.	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
GAT.CA	Automotive General Technician Cert. of Achievement	12	13	25	5	22	27	-58%	69%	8%	2
GAT.CT	General Auto Tech-Cert (INACTIVE)	0	0	0	1	1	2	#DIV/0!	#DIV/0!	#DIV/0!	2
GDD.AAS	Game & Design Development	87	56	143	75	59	134	-14%	5%	-6%	(9)
GDR.AAS	Computer Graphics: Game Designer Option (INACTIVE)	2	1	3	1	0	1	-50%	-100%	-67%	(2)
GMA.AAS	Automotive Technology (Apprentice) GM/ASEP	17	2	19	9	6	15	-47%	200%	-21%	(4)
HRM.CA	Hotel Resort Management Certificate of Achievement	2	0	2	1	1	2	-50%	#DIV/0!	0%	0
HRM.CT	Hotel Resort Management Certificate	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
IFP.AAS	Off Sys Tech. Admin Assistant Info Processing	3	5	8	4	6	10	33%	20%	25%	2
INF.AS	Business Administration Option: Information Systems Tra	24	28	52	24	21	45	0%	-25%	-13%	(7)
ITM.AAS	Management Information Technology Management Optio	0	2	2	0	0	0	#DIV/0!	-100%	-100%	(2)
LES.AAS	Off Sys Tech: Legal Secretary(INACTIVE)	0	0	0	1	0	1	#DIV/0!	#DIV/0!	#DIV/0!	1
LFO.CT	Photonics: Fiber Optic Tech Specialist	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
MED.AAS	Bus/Adm - Secretarial Science Medical Secretary	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
MEP.CA	Meeting and Event Planning Cert. of Achievement	1	0	1	0	0	0	-100%	#DIV/0!	-100%	(1)
MET.AAS	Mechanical Engineering Technology	28	15	43	26	23	49	-7%	53%	14%	6
MGT.AAS	Management	30	34	64	25	35	60	-17%	3%	-6%	(4)
MKT.AAS	Marketing	27	15	42	25	15	40	-7%	0%	-5%	(2)
MSC.AA	Computer Science-Math/Science Track(INACTIVE)	0	1	1	0	1	1	#DIV/0!	0%	0%	0
OCS.AAS	Occupational Safety-Fire Science (INACTIVE)	0	1	1	0	0	0	#DIV/0!	-100%	-100%	(1)
PAR.AAS	Paralegal Studies	45	43	88	57	30	87	27%	-30%	-1%	(1)
PCM.AAS	Computer Information Systems: Personal Computer Optio	6	12	18	5	8	13	-17%	-33%	-28%	(5)
PCS.CT	Personal Comp Spec-Cert	0	0	0	1	2	3	#DIV/0!	#DIV/0!	#DIV/0!	3
PHT.AAS	Photonics: Laser/Electro-Optic Technology	13	7	20	9	5	14	-31%	-29%	-30%	(6)
PLC.CA	Industrial Controls: Programmable Logic Control Cert. Ac	0	3	3	1	4	5	#DIV/0!	33%	67%	2
RDB.CA	Relational Database Management Sys using ORACLE-C	0	2	2	0	1	1	#DIV/0!	-50%	-50%	(1)
RES.CA	Real Estate Sales - Cert. of Achievement	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SAT.CT	Off Sys Tech: Secretary Typist-Cert	1	2	3	2	3	5	100%	50%	67%	2
SBM.AAS	Off Sys Tech: Secretary Typist-Cert	30	28	58	30	21	51	0%	-25%	-12%	(7)
TES.AAS	Engineering Technology: Technical Studies	2	4	6	1	2	3	-50%	-50%	-50%	(3)
TOY.AAS	Automotive Technology/Toyota	13	9	22	5	1	6	-62%	-89%	-73%	(16)
TOY.CA	Automotive Toyota T-TEN Technician	0	3	3	0	1	1	#DIV/0!	-67%	-67%	(2)
UNX.CA	Linux/UNIX Administration Cert. of Achievement	0	3	3	0	0	0	#DIV/0!	-100%	-100%	(3)
VIT.AAS	Video Imaging	14	11	25	16	6	22	14%	-45%	-12%	(3)
WEB.AAS	Web Design & Development	0	0	0	4	2	6	#DIV/0!	#DIV/0!	#DIV/0!	6
WEB.CT	Web Design Development	1	1	2	1	5	6	0%	400%	200%	4

Division of Business, Computer & Tech. Studies TOTAL **1685** **1274** **2959**

**1731** **1257** **2988**

Note: These numbers reflect what was in the SIS and the current semester's division alignment.

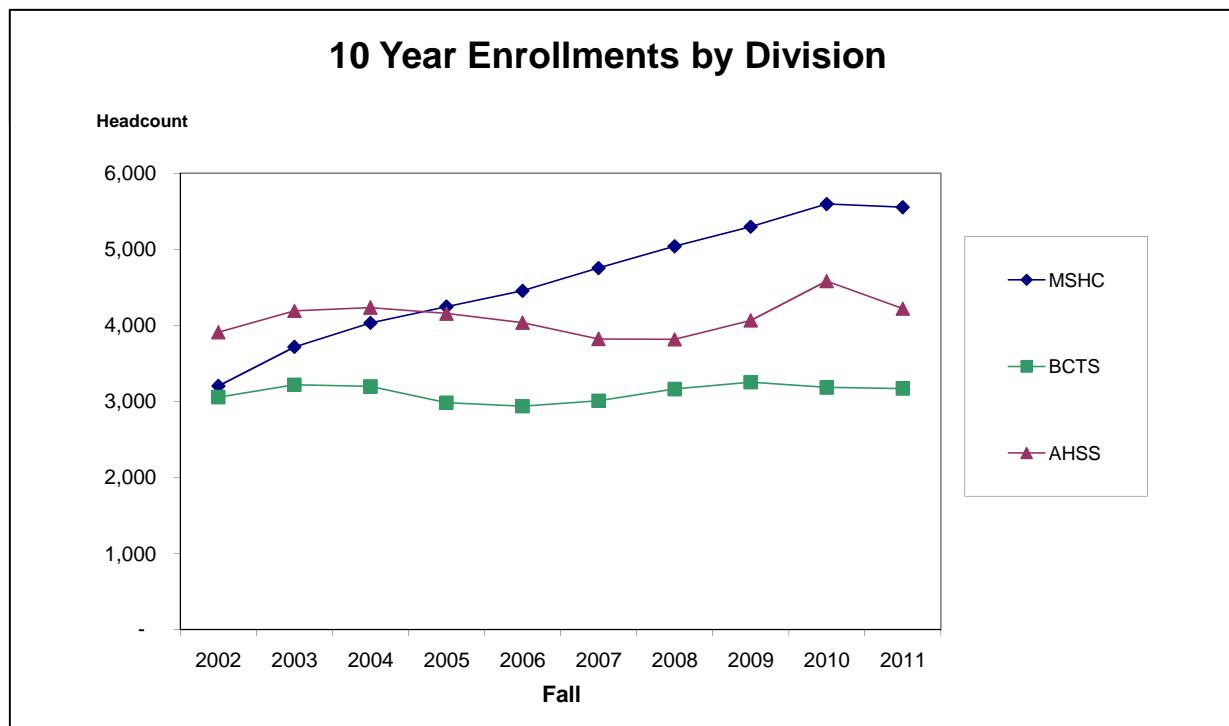
Division of Nursing, Health Science & Human Service		Final Spring 12			FINAL Spring 13			% Diff SP12 to SP13			Diff SP12 to SP13 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
ADD.AAS	Addictions Counseling	123	114	237	124	97	221	1%	-15%	-7%	(16)
ADD.CA	Addictions Counseling Cert of Achievement	4	5	9	10	18	28	150%	260%	211%	19
ASC.AAS	Veterinary Technology	39	110	149	27	93	120	-31%	-15%	-19%	(29)
BHC.CA	Behavioral Health Care Cert of Achievement	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
CAS.AS	Case Aide	0	1	1	0	1	1	#DIV/0!	0%	0%	0
CMA.AAS	Health Sci: Certified Medical Asst. Option	11	7	18	8	6	14	-27%	-14%	-22%	(4)
CTR.AAS	Health Information Tech: Cancer Tumor Registry Option	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
CUL.CA	Culinary Certificate of Achievement	1	1	2	1	1	2	0%	0%	0%	0
DAS.AAS	Dental Assisting	18	11	29	1	8	9	-94%	-27%	-69%	(20)
DAS.CT	Dental Assisting-Cert	6	9	15	19	13	32	217%	44%	113%	17
DEV.AS	Human Services: Developmental Disabilities Option	5	3	8	8	1	9	60%	-67%	13%	1
DHY.AAS	Dental Hygiene	22	28	50	12	30	42	-45%	7%	-16%	(8)
DTT.AAS	Dietetic Technology	39	67	106	35	73	108	-10%	9%	2%	2
ECH.AS	Early Childhood Option	33	38	71	21	33	54	-36%	-13%	-24%	(17)
EHI.CA	Implementation Support Specialist Cert. of Achievement	10	110	120	0	1	1	-100%	-99%	-99%	(119)
EHP.CA	Practice Workflow/Info Mgmt Redesign Spec. Cert of Ach	0	2	2	0	0	0	#DIV/0!	-100%	-100%	(2)
EHT.CA	Trainer Cert of Achievement	0	4	4	0	0	0	#DIV/0!	-100%	-100%	(4)
FSM.CA	Food Service Management Certificate of Achievement	1	2	3	2	1	3	100%	-50%	0%	0
HIT.AAS	Health Information Technology	46	78	124	52	62	114	13%	-21%	-8%	(10)
HSC.AAS	Health Science	29	51	80	22	40	62	-24%	-22%	-23%	(18)
HSR.AS	Human Services	193	142	335	199	121	320	3%	-15%	-4%	(15)
HSR.CT	Developmental Disabilities	0	4	4	0	1	1	#DIV/0!	-75%	-75%	(3)
HTS.AAS	Hospitality Technology	17	8	25	24	7	31	41%	-13%	24%	6
LBT.AS	Laboratory Technology	2	1	3	0	0	0	-100%	-100%	-100%	(3)
MLT.AAS	Medical Lab Technology	10	8	20	12	5	17	20%	-38%	-15%	(3)
MST.CA	Multi-Skilled Tech. Cert. of Achievement	3	6	9	1	1	2	-67%	-83%	-78%	(7)
NCM.CA	Nutrition Care Manager Cert. of Achievement	0	2	2	0	1	1	#DIV/0!	-50%	-50%	(1)
NCM.CT	Nutrition Care Manager Certificate	1	0	1	0	5	5	-100%	#DIV/0!	400%	4
NHF.AS	Nursing: Helene Fuld	1	7	8	0	2	2	-100%	-71%	-75%	(6)
NOL.AS	Nursing: Our Lady of Lourdes	29	146	175	85	79	164	193%	-46%	-6%	(11)
NUR.AS	Pre-Nursing (INACTIVE)	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
NUR.CT	Practical Nursing Certificate	0	6	6	6	23	29	#DIV/0!	283%	383%	23
OMT.CA	Ophthalmic Medical Technician Certificates of Achieveme	6	11	17	2	11	13	-67%	0%	-24%	(4)
OMT.CT	Ophthalmic Medical Technician Cert (INACTIVE)	0	1	1	0	1	1	#DIV/0!	0%	0%	0
OPH.AAS	Ophthalmic Science Technology	19	35	54	32	34	66	68%	-3%	22%	12
OPH.CA	Ophthalmic Science Technology Cert. of Achievement	0	14	14	2	15	17	#DIV/0!	7%	21%	3
OPH.CT	Ophthalmic Science Technology-Cert	0	1	1	0	0	0	#DIV/0!	-100%	-100%	(1)
OTA.AS	Occupational Therapy Assistant	0	0	0	2	0	2	#DIV/0!	#DIV/0!	#DIV/0!	2
PEM.AAS	Paramedic Educational Management	1	8	9	2	9	11	100%	13%	22%	2
PRM.AAS	Paramedics (AAS)	7	64	71	12	51	63	71%	-20%	-11%	(8)
PRM.CA	Paramedics-Cert. of Achievement	1	13	14	0	4	4	-100%	-69%	-71%	(10)
PRN.AS	L A & SScience Option (Pre-Nursing)	829	864	1693	854	828	1682	3%	-4%	-1%	(11)
PRT.AS	Psychosocial Rehabilitation & Treatment	2	0	2	6	8	14	200%	#DIV/0!	600%	12
RDT.AAS	LAS/Radiologic Technology Track	0	0	0	1	0	1	#DIV/0!	#DIV/0!	#DIV/0!	1
SRG.AAS	Health Science/Surgical Tech Option	2	14	16	5	18	23	150%	29%	44%	7
SRG.CA	Surgical Technology Cert. of Achievement	2	1	3	1	6	7	-50%	500%	133%	4
SRG.CT	Surgical Tech Certificate	0	0	0	1	0	1	#DIV/0!	#DIV/0!	#DIV/0!	1
SSR.CT	Social Services Certificate	2	4	6	5	6	11	150%	50%	83%	5
RST.AAS	Respiratory Therapy	5	20	25	4	11	15	-20%	-45%	-40%	(10)
MDC.CT	Medical Coding-Cert	10	41	51	16	61	77	60%	49%	51%	26
Division of Nursing, Health Science & Human Service TOTAL		1529	2062	3593	1614	1787	3401	6%	-13%	-5%	(192)

Unclassified Matriculations		Final Spring 12			FINAL Spring 13			% Diff SP12 to SP13			Diff SP12 to SP13 Total
Code	Program	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
	Casual	123	502	625	114	531	645	-7%	6%	3%	20
	DUAL	1	6	7	0	1	1	0%	0%	0%	(6)
	GATEWAY	1	63	64	0	7	7	-100%	-89%	-89%	(57)
	GEN	82	660	742	31	443	474	-62%	-33%	-36%	(268)
	Minor	40	1281	1325	30	1675	1705	-25%	31%	29%	380
	Undeclared	5	27	32	5	29	34	0%	7%	6%	2
	TEMP	0	0	0	0	2	2	#DIV/0!	#DIV/0!	#DIV/0!	2
	Missing Programs	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SPAS	Animal Science Technology Selective	0	0	0	1	2	3	#DIV/0!	#DIV/0!	#DIV/0!	3
SPDA	Dental Assisting-Selective	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SPDA.CT	Dental Assisting Certificate	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SPDH	Dental Hygiene -Selective	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SPHF	Helene Fuld-Selective	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SPHS	Health Science	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SPNR	Practical Nursing	0	0	0	0	1	1	#DIV/0!	#DIV/0!	#DIV/0!	1
SPOL	Our Lady of Lourdes-Selective	0	0	0	4	3	7	#DIV/0!	#DIV/0!	#DIV/0!	7
SPPA	Paramedic-Selective	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
SPPA.CA	Paramedics Cert. - Selective	0	2	2	0	1	1	#DIV/0!	-50%	-50%	(1)
SPST.CA	Surgical Technology Cert	0	1	1	0	0	0	#DIV/0!	-100%	-100%	(1)
SPTO.CA	Automotive Toyota T-TEN Technician - Selective	0	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0
Unclassified Matriculations Totals		252	2542	2798	185	2695	2880	-27%	6%	3%	82

		DIVISION TOTALS			Final Spring 12			FINAL Spring 13			% Diff SP12 to SP13			Diff SP12 to SP13 Total
		FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	
Division of Arts, Humanities, and Social Sciences		2263	1543	3806	2200	1402	3602	-3%	-9%	-5%	(204)			
Division of Business, Computer & Tech. Studies		1685	1274	2959	1731	1257	2988	3%	-1%	1%	29			
Division of Math & Science		948	811	1759	947	822	1769	0%	1%	1%	10			
Division of Nursing, Health Science & Human Service		1529	2062	3593	1614	1787	3401	6%	-13%	-5%	(192)			
Division of Transitional Studies		0	0	0	1	15	16	#DIV/0!	#DIV/0!	#DIV/0!	16			
Unclassified Matriculations		252	2542	2798	185	2695	2880	-27%	6%	3%	82			
Totals All Students		6677	8232	14915	6678	7978	14656	0%	-3%	-2%	(259)			

**Camden County College**  
**10 Year Enrollments by Division**  
**Fall 2002 - Fall 2011**

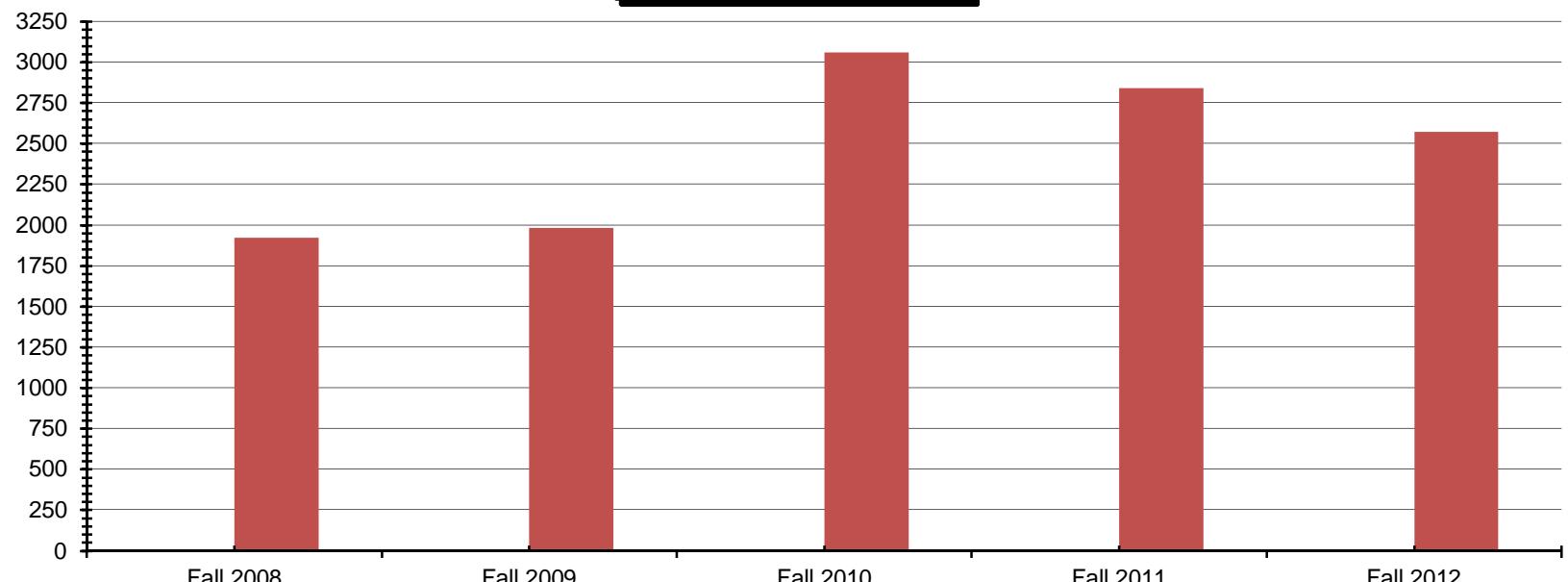
Division	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
MSHC	3,202	3,717	4,032	4,246	4,455	4,755	5,042	5,299	5,598	5,555
BCTS	3,058	3,219	3,197	2,984	2,939	3,010	3,164	3,253	3,184	3,171
AHSS	3,910	4,192	4,235	4,156	4,036	3,823	3,817	4,065	4,582	4,221
Total	10,170	11,128	11,464	11,386	11,430	11,588	12,023	12,617	13,364	12,947



File: 10 Year Enrollment Trend

## Associate in Arts

Total Headcount



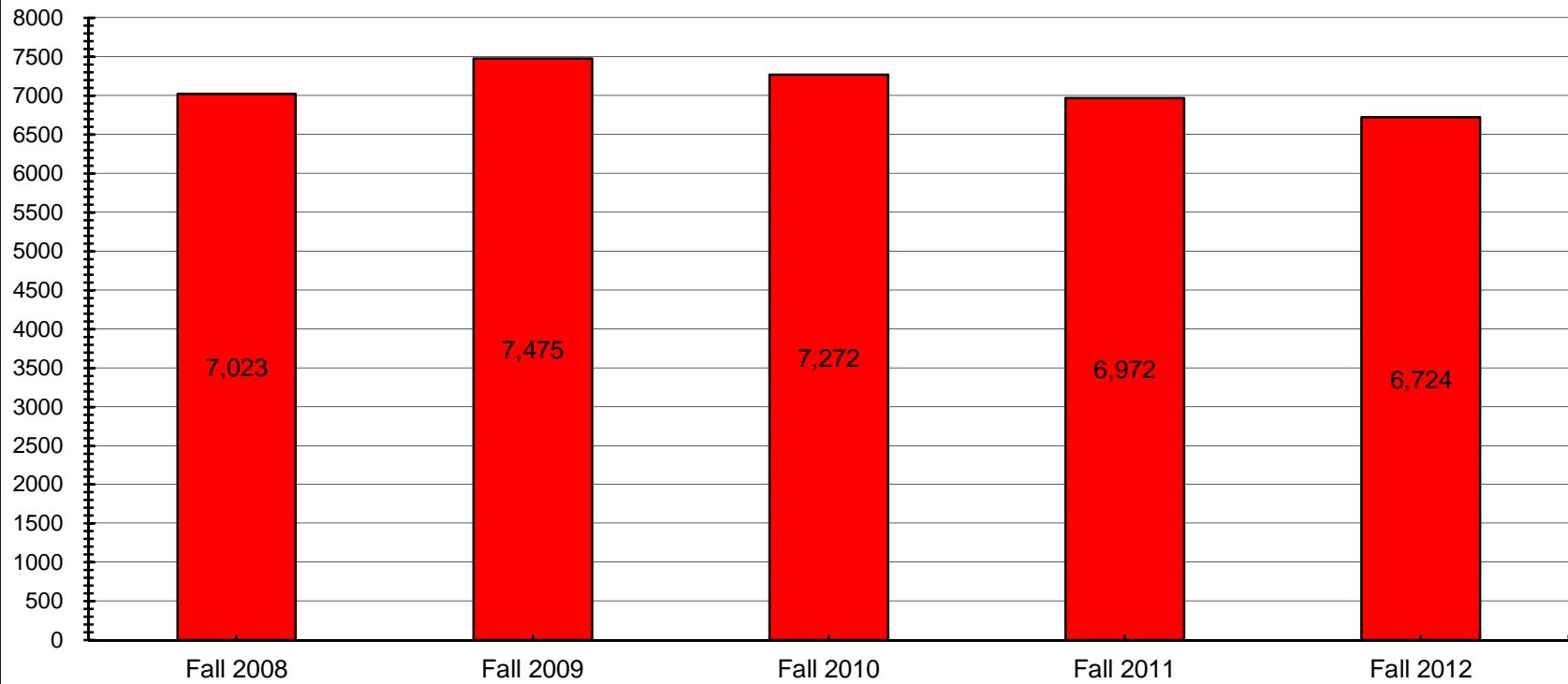
[\(Click here for more details\)](#)

Source: Student Data Base

File: AA Degrees

## Associate in Science

Total Headcount



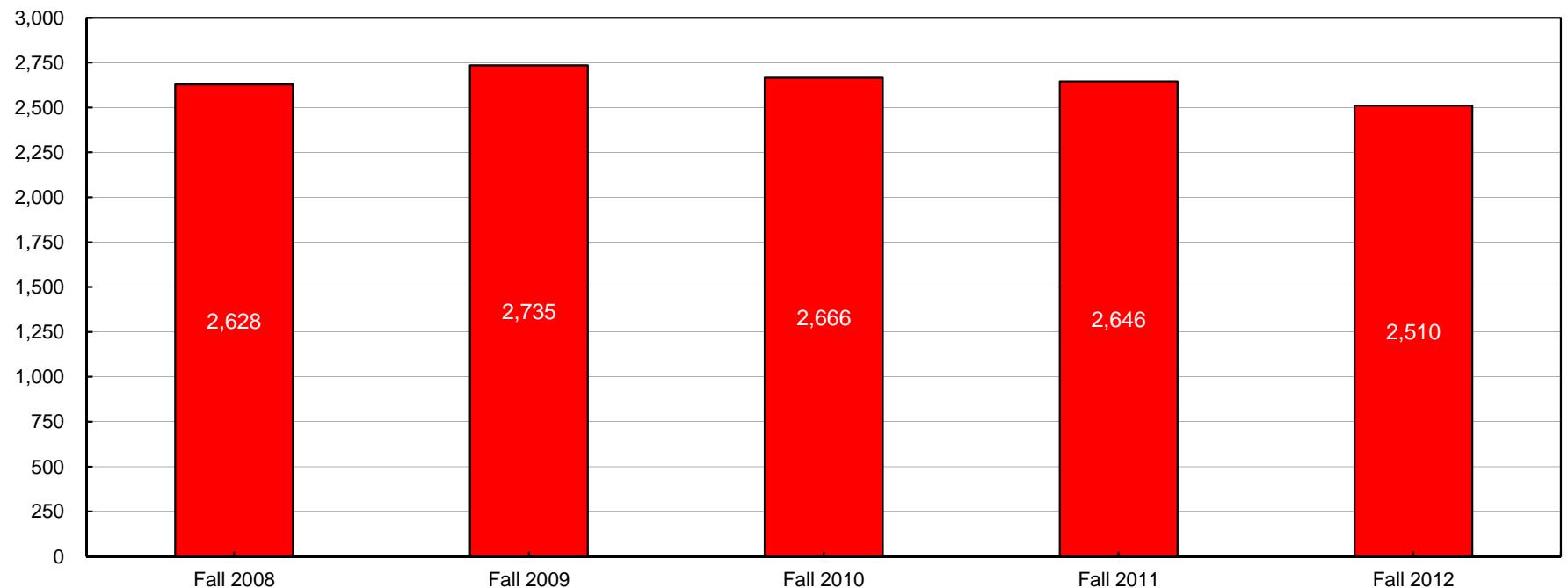
[\(Click here for more details\)](#)

Source: Student Data Base

File:ASDegrees.xls

## Associate in Applied Science

Total Headcount

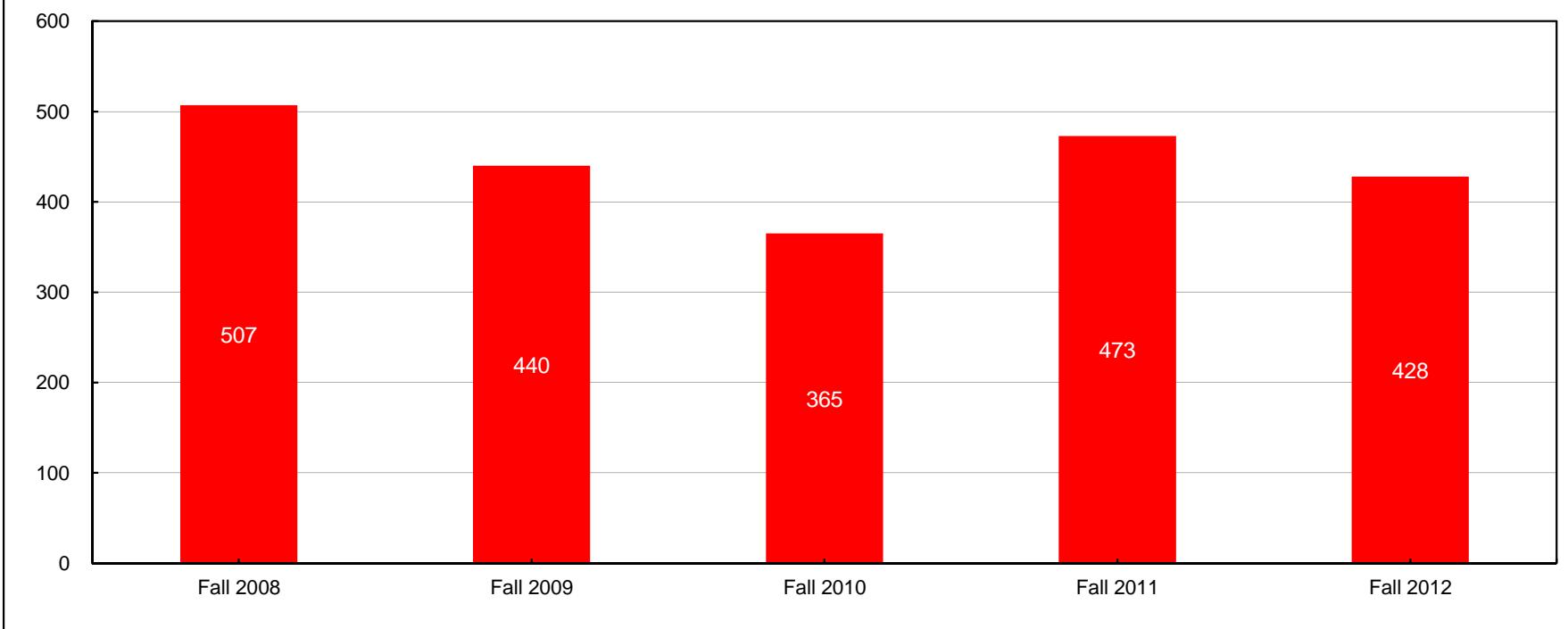


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File:AASDegrees.xls

## Certificates

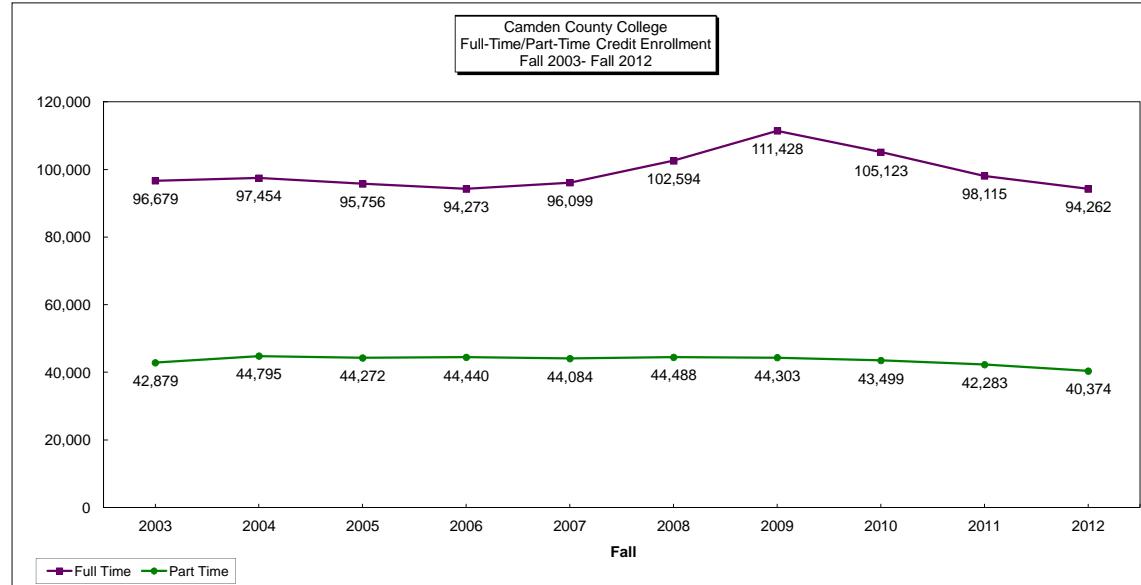
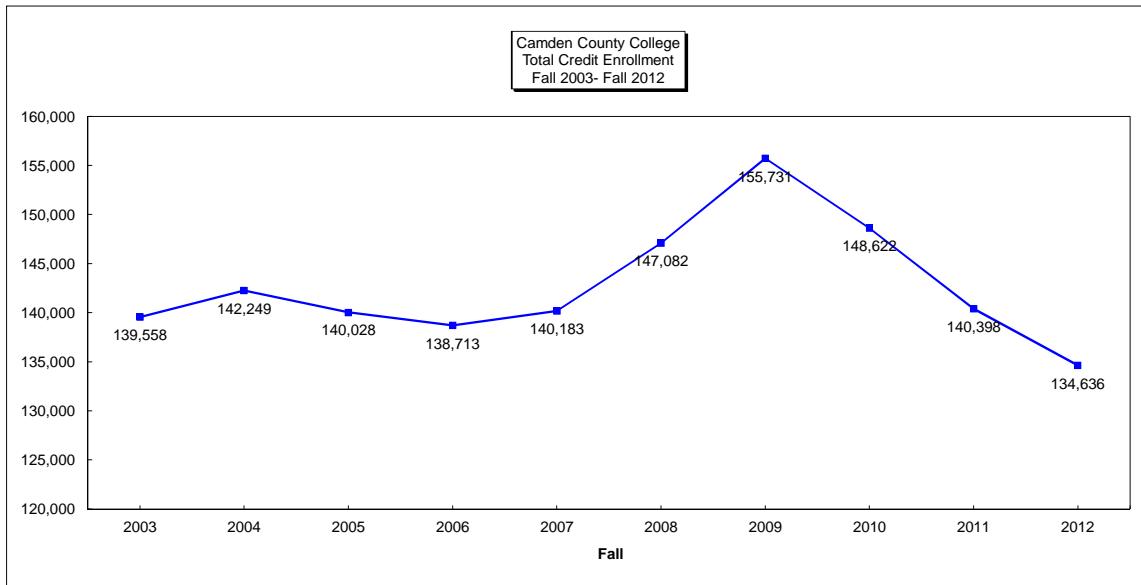
Total Headcount



[\(Click here for more details\)](#)

**Camden County College**  
**Credit Enrollment by Status**  
**Fall 2003 - Fall 2012**

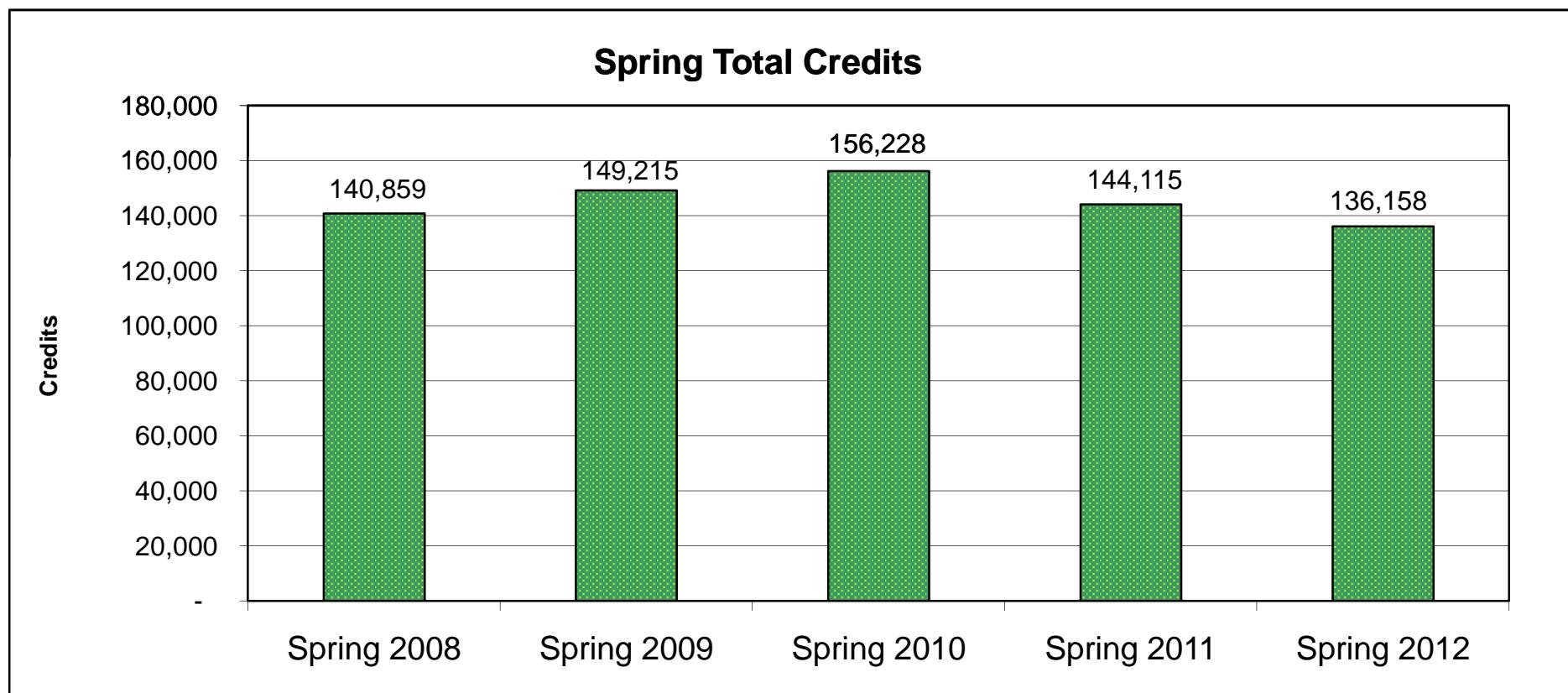
<b>Fall Credits</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Full Time</b>	96,679	97,454	95,756	94,273	96,099	102,594	111,428	105,123	98,115	94,262
<b>Part Time</b>	42,879	44,795	44,272	44,440	44,084	44,488	44,303	43,499	42,283	40,374
<b>Total</b>	<b>139,558</b>	<b>142,249</b>	<b>140,028</b>	<b>138,713</b>	<b>140,183</b>	<b>147,082</b>	<b>155,731</b>	<b>148,622</b>	<b>140,398</b>	<b>134,636</b>



Source: 10th Day Files

**Camden County College**  
**Credits by Campus**  
**Spring 2008 - Spring 2012**

	Camden County College	Blackwood	Camden	Cherry Hill	Distance Education	Regional Emergency Training Center	Off Campus/Other
Spring 2008	140,859	97,032	18,083	7,551	8,635		9,558
Spring 2009	149,215	101,990	19,170	8,039	9,407		10,609
Spring 2010	156,228	106,825	20,161	8,228	12,115		8,899
Spring 2011	144,115	97,683	19,812	7,050	11,911		7,659
Spring 2012	136,158	89,546	19,939	6,583	12,930	568	6,592



Source: 10th Day Files

file: SpCredits.xls

**Camden County College**  
**Credits: FY 2009 - FY 2013**

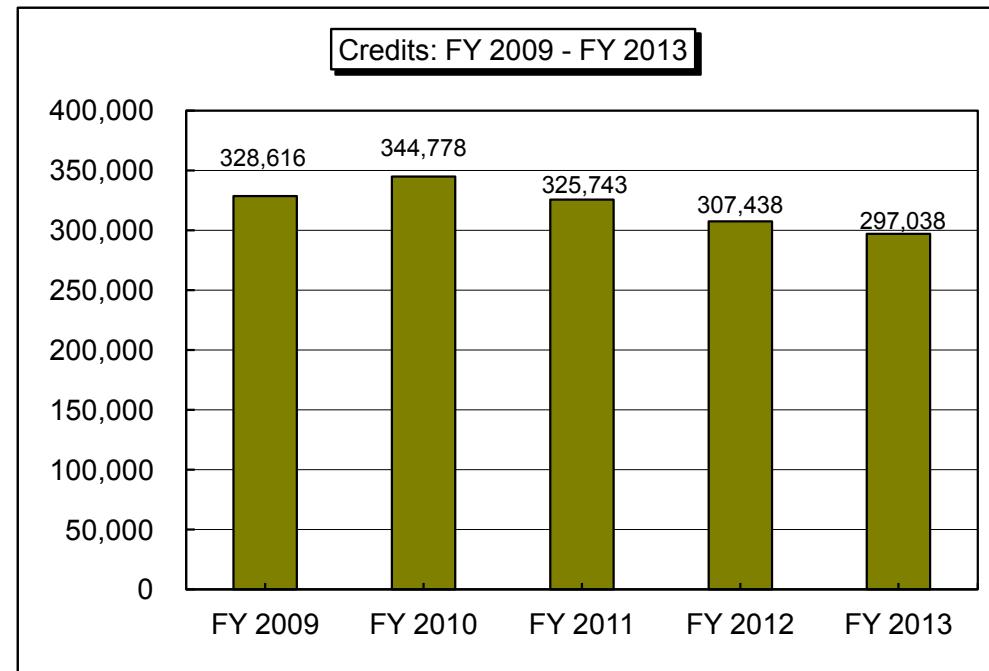
FY 2009			
	Full-Time	Part-Time	Total
Summer 2008	4,491	27,828	32,319
Fall 2008	102,594	44,488	147,082
Spring 2009	98,242	50,973	149,215
<b>Total</b>	<b>205,327</b>	<b>123,289</b>	<b>328,616</b>

FY 2010			
	Full-Time	Part-Time	Total
Summer 2009	4,017	28,802	32,819
Fall 2009	111,428	44,303	155,731
Spring 2010	106,643	49,585	156,228
<b>Total</b>	<b>222,088</b>	<b>122,690</b>	<b>344,778</b>

FY 2011			
	Full-Time	Part-Time	Total
Summer 2010	5,119	27,887	33,006
Fall 2010	105,123	43,499	148,622
Spring 2011	95,646	48,469	144,115
<b>Total</b>	<b>205,888</b>	<b>119,855</b>	<b>325,743</b>

FY 2012			
	Full-Time	Part-Time	Total
Summer 2011	4,194	26,688	30,882
Fall 2011	98,115	42,283	140,398
Spring 2012	88,365	47,793	136,158
<b>Total</b>	<b>190,674</b>	<b>116,764</b>	<b>307,438</b>

FY 2013			
	Full-Time	Part-Time	Total
Summer 2012	3,617	24,506	28,123
Fall 2012	94,262	40,374	134,636
Spring 2013	88,073	46,206	134,279
<b>Total</b>	<b>185,952</b>	<b>111,086</b>	<b>297,038</b>



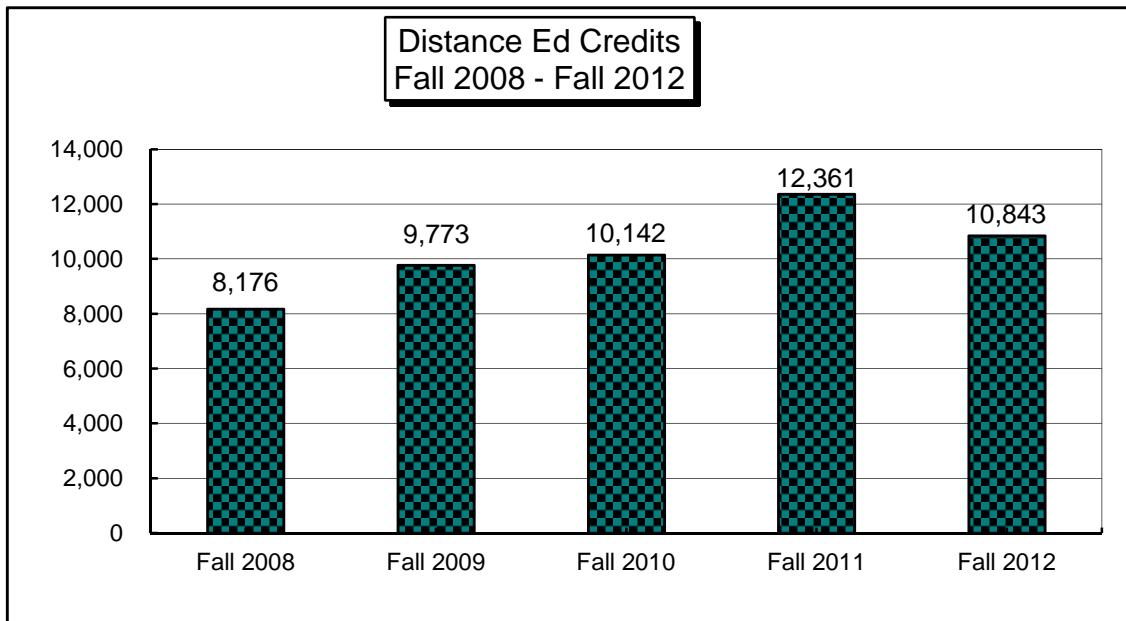
Source: 10th Day Files

file:FCredits.xls

## **Camden County College**

### **Distance Education Enrollments Fall 2008 - Fall 2012**

Head Count			
	Duplicated	Unduplicated	Credits
Fall 2008	2,667	1,814	8,176
Fall 2009	3,166	2,056	9,773
Fall 2010	3,390	2,086	10,142
Fall 2011	3,890	2,252	12,361
Fall 2012	3,560	2,136	10,843



Source: 10th Day Enrollment Reports

file:EnrollDistance.xls

**Camden County College**  
**Full-Time Equated Enrollments (FTE) by Campus**  
**FY2007 to FY2012**

	Summer 2006		Fall 2006		Spring 2007		FY 2007	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,189	1,279	104,249	6,950	95,607	6,374	219,045	7,302
Camden	2,962	197	16,954	1,130	16,517	1,101	36,433	1,214
Cherry Hill	4,307	287	7,404	494	7,903	527	19,614	654
Off Campus\Other	710	47	3,444	230	8,393	560	12,547	418
Distance Education	3,774	252	6,662	444	8,267	551	18,703	623
Total	30,942	2,063	138,713	9,248	136,687	9,112	306,342	10,211

	Summer 2007		Fall 2007		Spring 2008		FY 2008	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,103	1,274	104,356	6,957	97,032	6,469	220,491	7,350
Camden	2,674	178	18,298	1,220	18,083	1,206	39,055	1,302
Cherry Hill	3,397	226	6,844	456	7,551	503	17,792	593
Off Campus\Other	742	49	3,491	233	9,558	637	13,791	460
Distance Education	4,636	309	7,194	480	8,635	576	20,465	682
Total	30,552	2,037	140,183	9,346	140,859	9,391	311,594	10,386

	Summer 2008		Fall 2008		Spring 2009		FY 2009	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,637	1,309	106,738	7,116	101,990	6,799	228,365	7,612
Camden	2,960	197	20,127	1,342	19,170	1,278	42,257	1,409
Cherry Hill	3,681	245	8,328	555	8,039	536	20,048	668
Off Campus\Other	587	39	3,713	248	9,407	627	13,707	457
Distance Education	5,454	364	8,176	545	10,609	707	24,239	808
Total	32,319	2,155	147,082	9,805	149,215	9,948	328,616	10,954

	Summer 2009		Fall 2009		Spring 2010		FY 2010	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,424	1,295	112,164	7,478	106,825	7,122	238,413	7,947
Camden	3,442	229	21,986	1,466	20,161	1,344	45,589	1,520
Cherry Hill	3,303	220	8,287	552	8,228	549	19,818	661
Off Campus\Other	452	30	3,521	235	8,899	593	12,872	429
Distance Education	6,198	413	9,773	652	12,115	808	28,086	936
Total	32,819	2,188	155,731	10,382	156,228	10,415	344,778	11,493

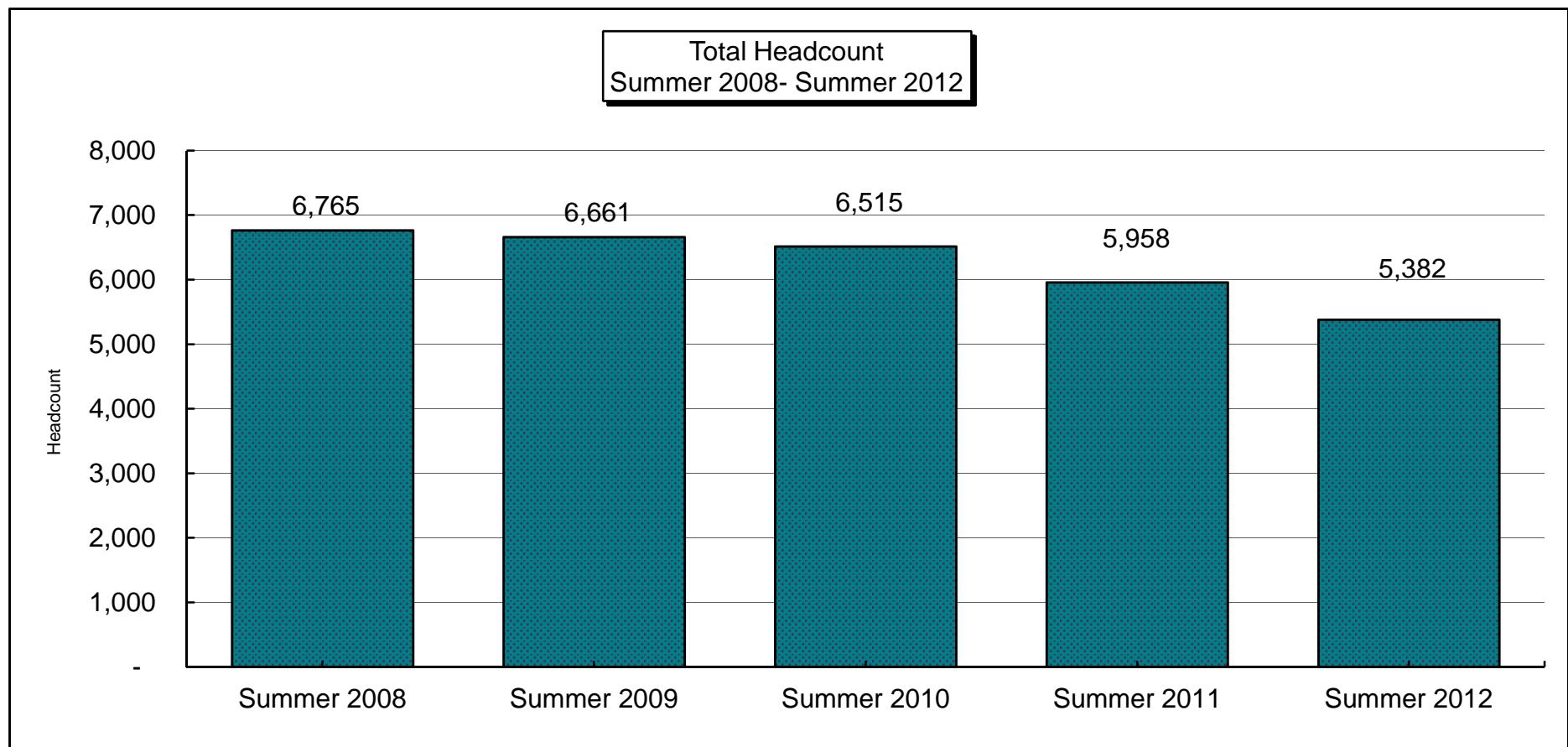
	Summer 2010		Fall 2010		Spring 2011		FY 2011	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	18,899	1,260	107,649	7,177	97,683	6,512	224,231	7,474
Camden	3,585	239	19,783	1,319	19,812	1,321	43,180	1,439
Cherry Hill	3,338	223	7,806	520	7,050	470	18,194	606
Off Campus\Other	651	43	3,242	216	7,659	511	11,552	385
Distance Education	6,533	436	10,142	676	11,911	794	28,586	953
Total	33,006	2,200	148,622	9,908	144,115	9,608	325,743	10,858

	Summer 2011		Fall 2011		Spring 2012		FY 2012	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	17,073	1,138	98,198	6,547	89,546	5,970	204,817	6,827
Camden	3,595	240	21,172	1,411	19,939	1,329	44,706	1,490
Cherry Hill	2,945	196	6,408	427	6,583	439	15,936	531
Off Campus\Other	403	27	2,320	155	6,592	439	9,315	311
Distance Education	6,866	458	11,380	759	12,930	862	31,176	1,039
Regional Emergency Training Center			920	61	568	38	1,488	50
Total	30,882	2,059	140,398	9,360	136,158	9,077	307,438	10,248

Source: SURE Files  
File: creditsFTE.xls

**Camden County College Student Enrollment  
Headcount by Status  
Summer 2008 - Summer 2012**

	Full-Time	Part-Time	Total
Summer 2008	338	6,427	6,765
Summer 2009	303	6,358	6,661
Summer 2010	390	6,125	6,515
Summer 2011	319	5,639	5,958
Summer 2012	273	5,109	5,382

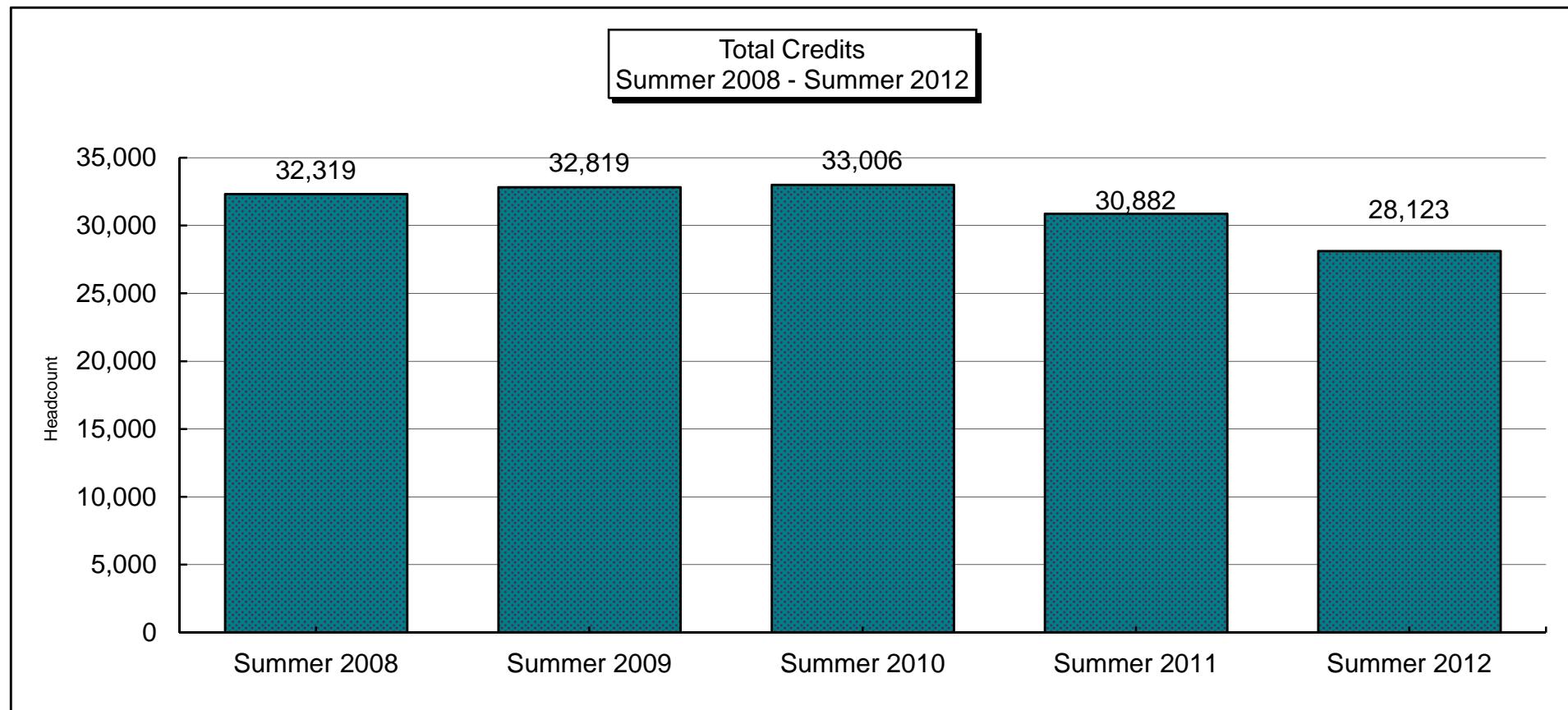


file:SummerEnrollment.xls

Source: 10th Day Files

**Camden County College Student Enrollment  
Credits by Status  
Summer 2008 - Summer 2012**

	Full-Time	Part-Time	Total
Summer 2008	4,491	27,828	32,319
Summer 2009	4,017	28,802	32,819
Summer 2010	5,119	27,887	33,006
Summer 2011	4,194	26,688	30,882
Summer 2012	3,617	24,506	28,123



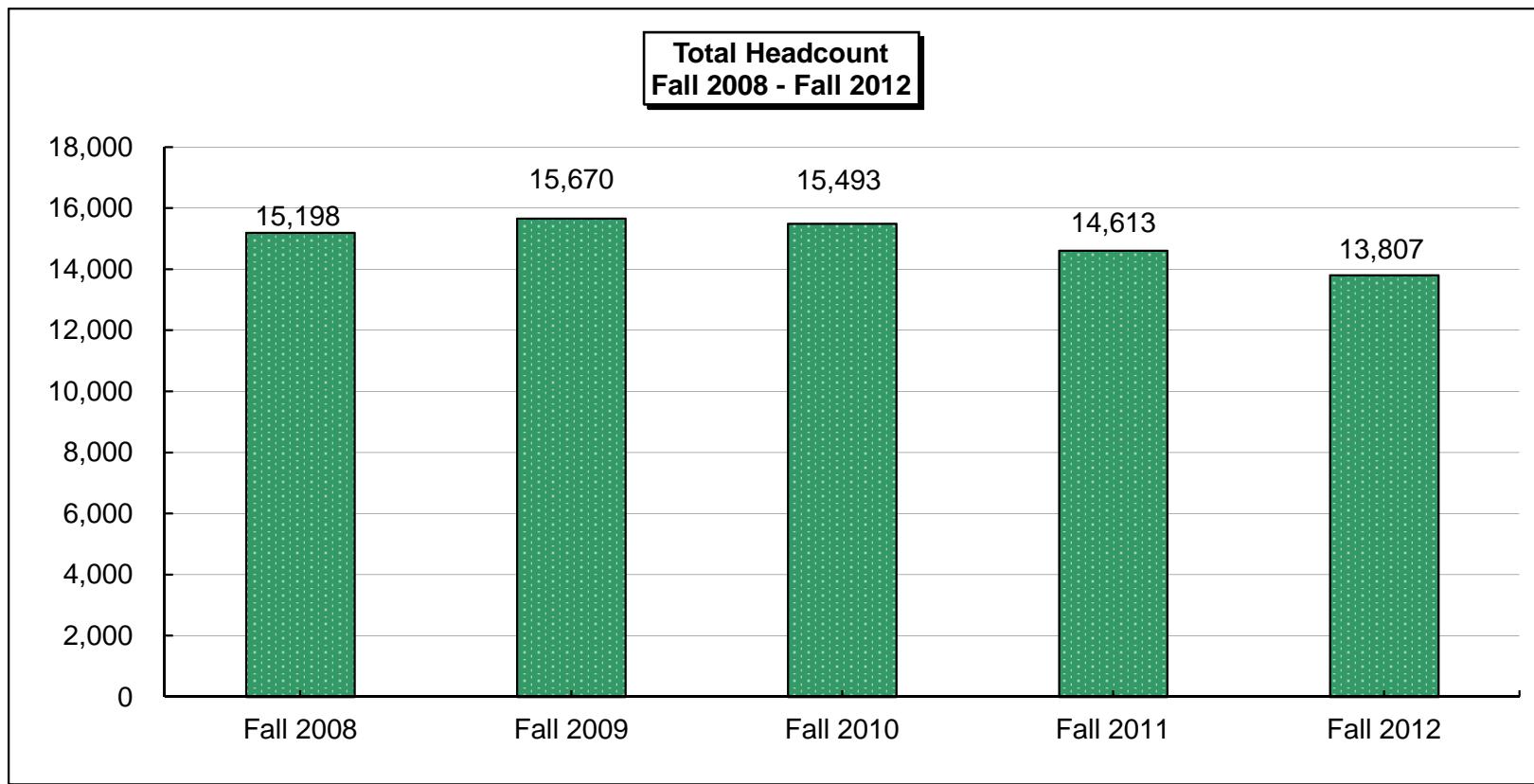
file:SummerEnrollment.xls

Source: 10th Day Files

**Camden County College Student Enrollment**  
**Headcount by Status**  
**Fall 2008 - Fall 2012**

	Full-Time	Part-Time	Total
Fall 2008	7,799	7,399	15,198
Fall 2009	8,529	7,141	15,670
Fall 2010	8,023	7,470	15,493
Fall 2011	7,498	7,115	14,613
Fall 2012	7,211	6,596	13,807

	1st Time Full-Time	1st Time Part-Time	Total
Fall 2008	2,248	1,056	3,304
Fall 2009	2,058	846	2,904
Fall 2010	2,105	1,352	3,457
Fall 2011	2,124	1,184	3,308
Fall 2012	2,103	949	3,052



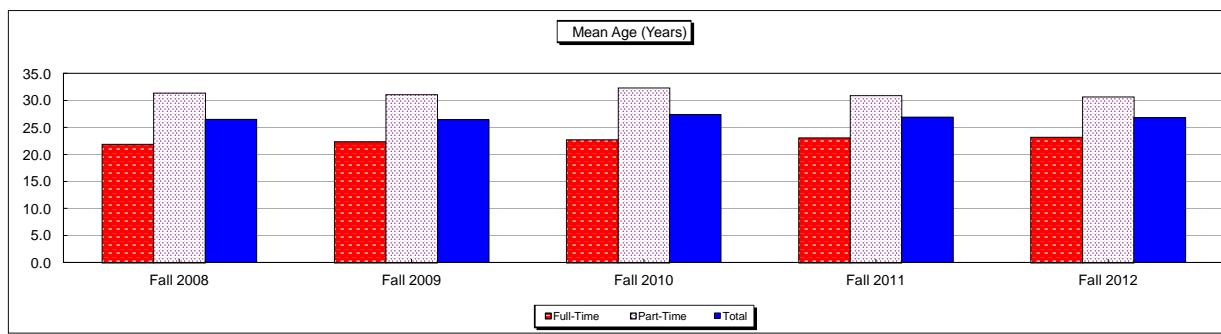
Source: SURE Files  
file:FaEnrollment.xls

**Camden County College Student Enrollment**  
**Enrollment by Age, Gender and Status**  
**Fall 2008 - Fall 2012**

AGE	Fall 2008				Fall 2009				Fall 2010				Fall 2011				Fall 2012			
	Male	Female	Unknown	Total																
18 & Younger	619	824	11	1454	661	789	9	1459	558	675	3	1236	571	669	2	1242	513	698	1	1212
19-20	1418	1740	15	3173	1514	1836	11	3361	1436	1602	16	3054	1268	1392	9	2669	1182	1364	9	2555
21-24	849	1048	6	1903	949	1104	5	2058	931	1055	5	1991	816	969	14	1799	767	888	9	1664
25-34	333	570	3	906	433	684	3	1120	447	730	5	1182	475	729	6	1210	541	637	8	1186
35-44	52	192	0	244	81	271	0	352	103	271	0	374	111	255	1	367	110	258	1	369
45-54	22	80	1	103	35	111	1	147	40	109	1	150	50	116	0	166	52	121	0	173
55-64	3	8	0	11	11	17	0	28	12	19	0	31	9	33	0	42	17	32	0	49
65&Older	1	0	0	1	2	0	1	3	2	1	0	3	1	2	0	3	2	1	0	3
Unknown	0	4	0	4	0	1	0	1	2	0	0	2	0	0	0	0	0	0	0	0
Total	3297	4466	36	7799	3686	4813	30	8529	3531	4462	30	8023	3301	4165	32	7498	3184	3999	28	7211

AGE	Fall 2008				Fall 2009				Fall 2010				Fall 2011				Fall 2012			
	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total	Male	Female	Unknown	Total
18 & Younger*	149	176	8	333	125	116	37	278	157	208	96	461	197	262	6	465	154	180	10	344
19-20	322	436	7	765	347	414	3	764	370	371	6	747	422	474	3	899	443	448	3	894
21-24	674	1086	13	1773	691	1093	12	1796	687	1035	15	1737	746	1012	9	1767	714	981	7	1702
25-34	599	1492	20	2111	645	1491	18	2154	688	1397	14	2099	687	1206	10	1903	662	1167	7	1836
35-44	291	899	18	1208	264	812	9	1085	256	731	10	997	280	636	6	922	235	553	7	795
45-54	178	553	16	747	143	506	12	661	156	523	16	695	166	445	6	617	157	385	13	555
55-64	67	202	14	283	76	175	6	257	103	317	16	436	91	206	5	302	77	173	20	270
65&Older	54	75	6	135	40	93	7	140	91	192	15	298	87	120	9	216	76	97	27	200
Unknown	17	19	8	44	1	4	1	6	0	0	0	0	19	1	4	24	0	0	0	0
Total	2351	4938	110	7399	2332	4704	105	7141	2508	4774	188	7470	2695	4362	58	7115	2518	3984	94	6596
<b>TOTAL</b>	<b>6037</b>	<b>9751</b>	<b>140</b>	<b>15928</b>	<b>6018</b>	<b>9517</b>	<b>135</b>	<b>15670</b>	<b>6039</b>	<b>9236</b>	<b>218</b>	<b>15493</b>	<b>5996</b>	<b>8527</b>	<b>90</b>	<b>14613</b>	<b>5702</b>	<b>7983</b>	<b>122</b>	<b>13807</b>



Mean Age (Years)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full-Time	21.9	22.4	22.8	23.1	23.2
Part-Time	31.4	31.1	32.3	30.9	30.7
Total	26.5	26.4	27.4	26.9	26.8

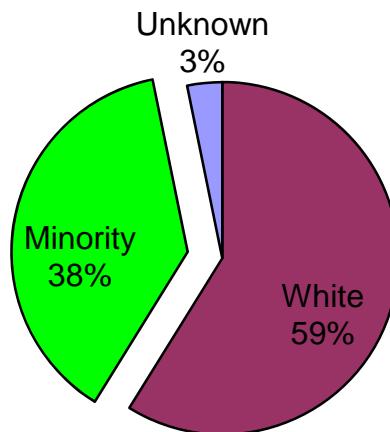
# Camden County College Student Enrollment

## Enrollment by Racial\Ethnic Group

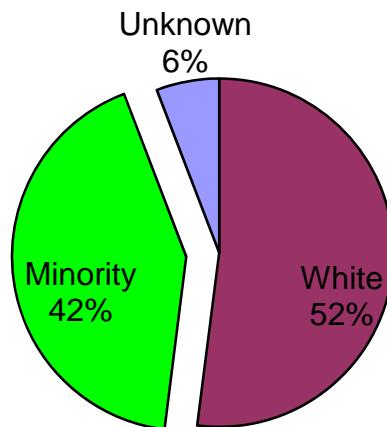
### Fall 2008 & Fall 2012

[\(Click here for more details\)](#)

**Enrollment by Racial\Ethnic Group**  
**Fall 2008**



**Enrollment by Racial\Ethnic Group**  
**Fall 2012**



Camden County College  
 Credits Generated by Location  
 Fall 2003 - Fall 2012

<b>Camden County College</b>	<b>Fall</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total		139,558	142,249	140,028	138,713	140,183	147,082	155,731	148,622	140,398	134,636

<b>Blackwood</b>	<b>Fall</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total		105,575	107,867	106,092	104,249	104,356	106,738	112,164	107,649	98,198	93,205

<b>Camden</b>	<b>Fall</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total		17,342	17,766	17,371	16,954	18,298	20,127	21,986	19,783	21,172	20,051

<b>Off Campus/Other</b>	<b>Fall</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total		5,044	5,394	4,857	3,444	3,491	3,713	3,521	3,242	2,320	2,059

<b>Distance Education</b>	<b>Fall</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total		5,618	5,871	5,965	6,662	7,194	8,176	9,773	10,142	11,380	10,843

<b>Cherry Hill</b>	<b>Fall</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Total		5,979	5,351	5,743	7,404	6,844	8,328	8,287	7,806	6,408	7,634

<b>Regional Emergency Training Center</b>	<b>Fall</b>								<b>2011</b>	<b>2012</b>
<b>Total</b>									920	844

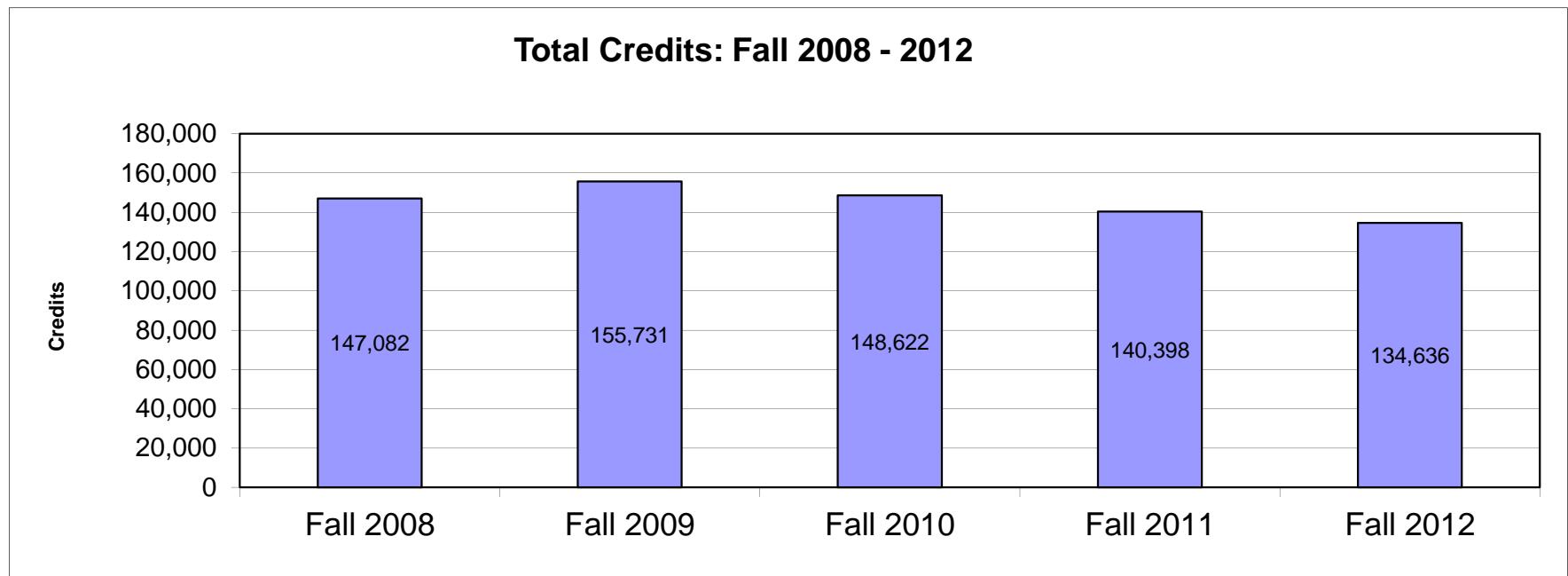
Source: SURE Files

file:credits

Note: Credits generated are based on actual course enrollments at a particular location.

**Camden County College**  
**Total Credits by Campus Location**  
**Fall 2008 - Fall 2012**

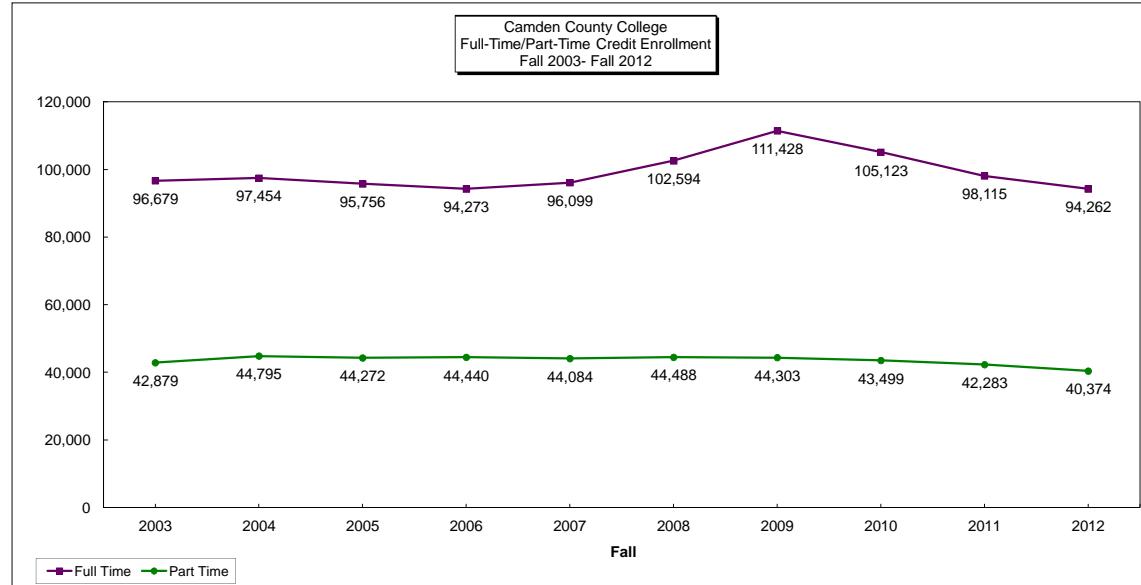
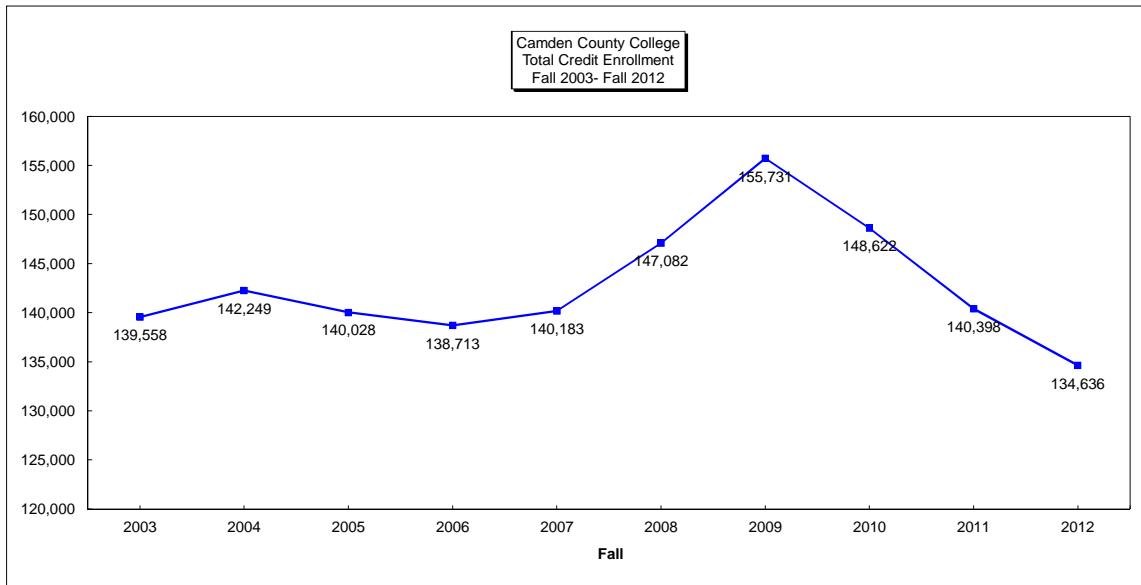
	Camden County College	Blackwood	Camden	Cherry Hill	Regional Emergency Training Center	Off Campus/ Other	Distance Education
Fall 2008	147,082	106,738	20,127	8,328	Campus opened 2011	3,713	8,176
Fall 2009	155,731	112,164	21,986	8,287		3,521	9,773
Fall 2010	148,622	107,649	19,783	7,806		3,242	10,142
Fall 2011	140,398	98,198	21,172	6,408		920	2,320
Fall 2012	134,636	93,205	20,051	7,634		844	2,059



Source: 10th Day files  
file:FaCredits.xls

**Camden County College**  
**Credit Enrollment by Status**  
**Fall 2003 - Fall 2012**

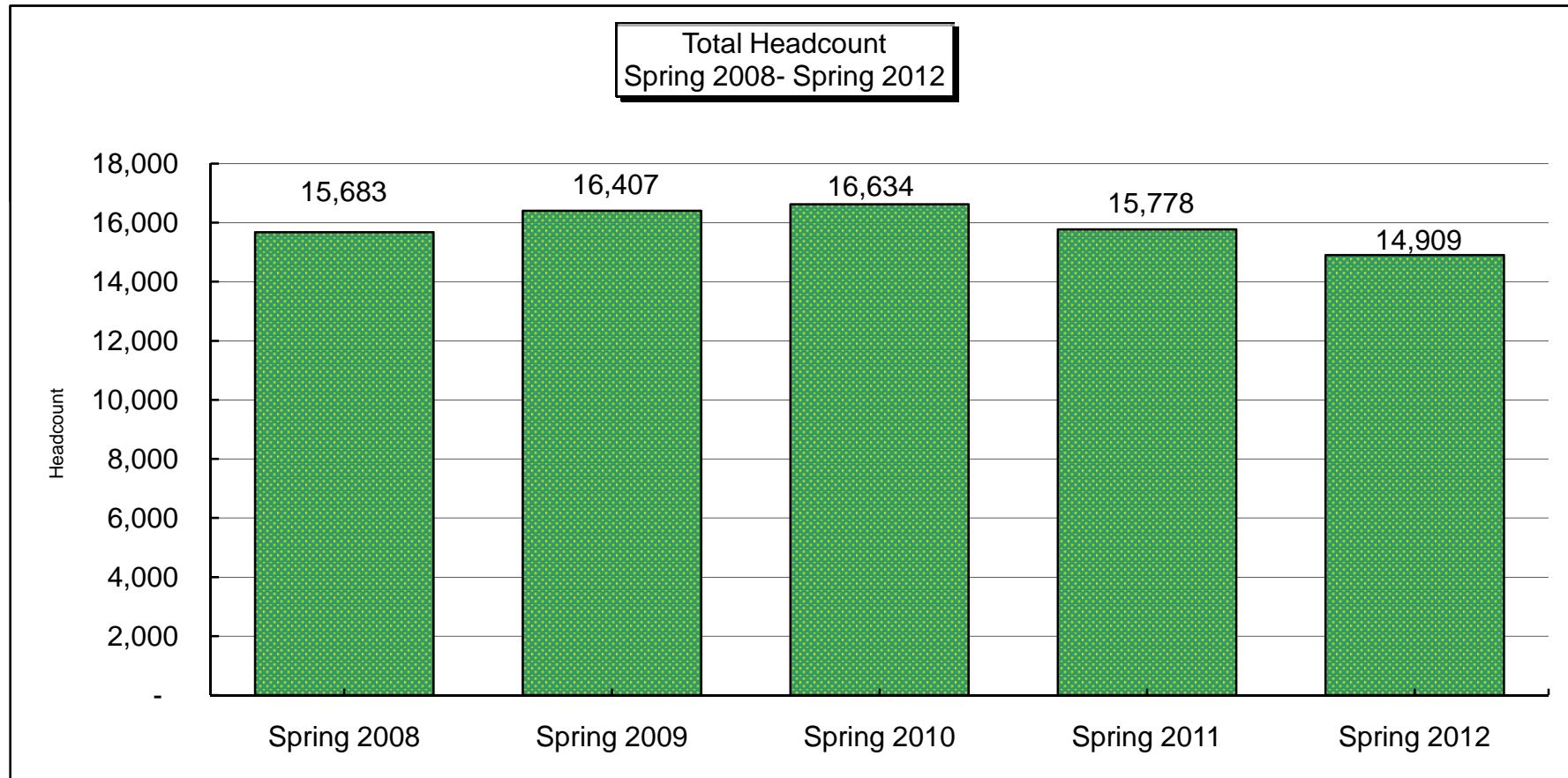
<b>Fall Credits</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Full Time</b>	96,679	97,454	95,756	94,273	96,099	102,594	111,428	105,123	98,115	94,262
<b>Part Time</b>	42,879	44,795	44,272	44,440	44,084	44,488	44,303	43,499	42,283	40,374
<b>Total</b>	<b>139,558</b>	<b>142,249</b>	<b>140,028</b>	<b>138,713</b>	<b>140,183</b>	<b>147,082</b>	<b>155,731</b>	<b>148,622</b>	<b>140,398</b>	<b>134,636</b>



Source: 10th Day Files

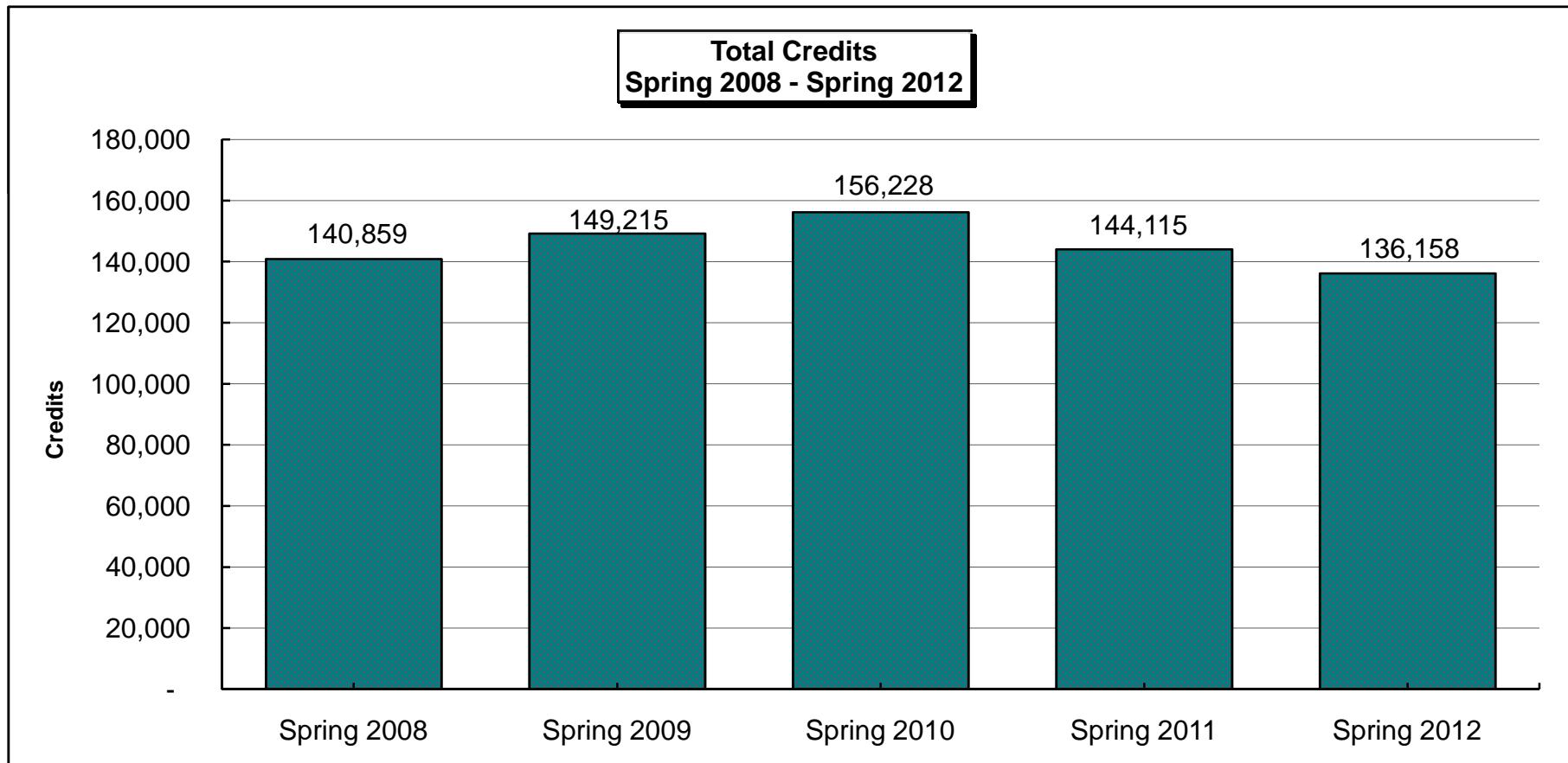
**Camden County College Student Enrollment  
Headcount by Status  
Spring 2008 - Spring 2012**

	Full-Time	Part-Time	Total
Spring 2008	6,828	8,855	15,683
Spring 2009	7,379	9,028	16,407
Spring 2010	8,018	8,616	16,634
Spring 2011	7,201	8,577	15,778
Spring 2012	6,677	8,232	14,909



**Camden County College Student Enrollment  
Credits by Status  
Spring 2008 - Spring 2012**

	Full-Time	Part-Time	Total
Spring 2008	91,300	49,559	140,859
Spring 2009	98,242	50,973	149,215
Spring 2010	106,643	49,585	156,228
Spring 2011	95,646	48,469	144,115
Spring 2012	88,365	47,793	136,158



file:SpEnrollment2.xls

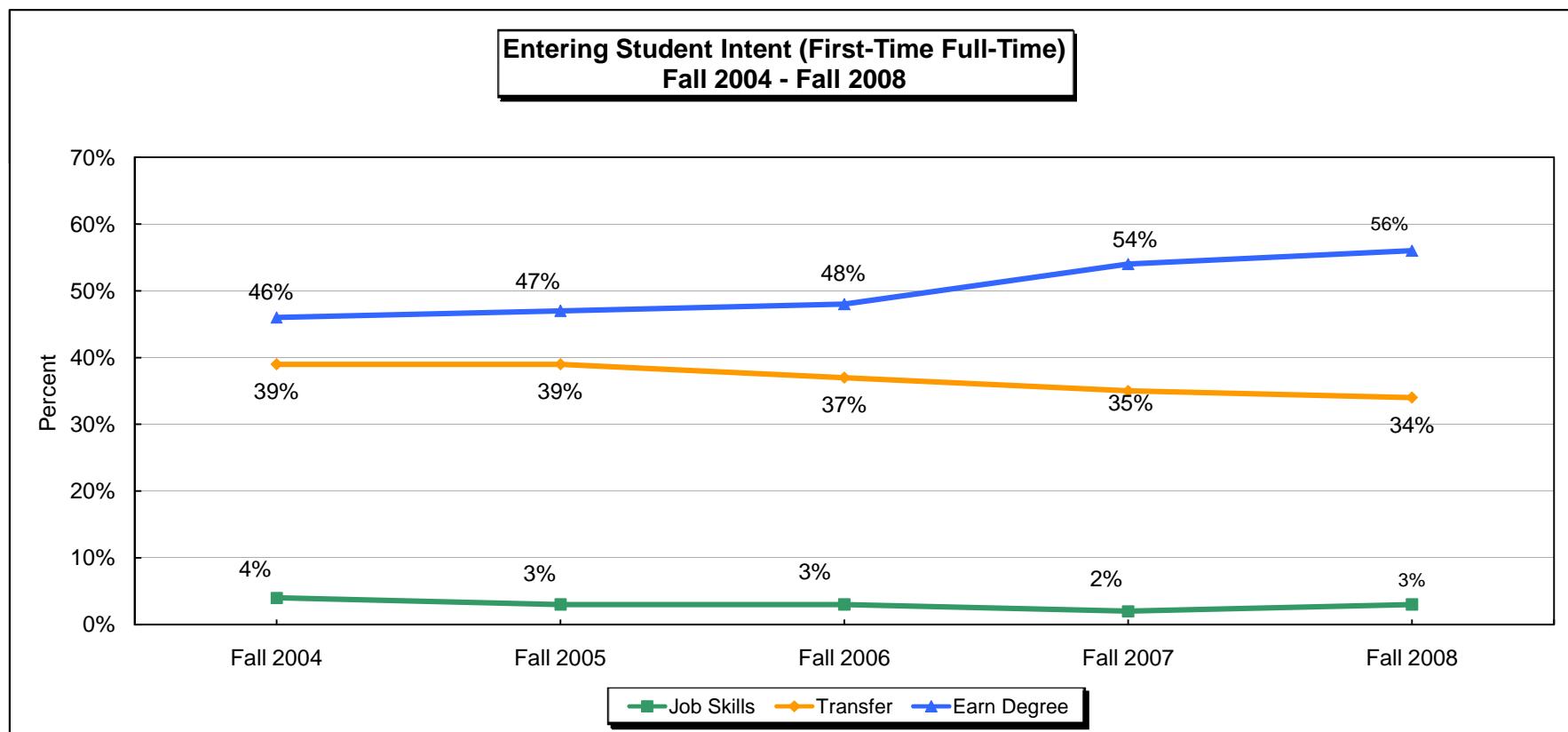
Source: 10th Day Files

**Camden County College  
Student Progress  
Fall 2004-Fall 2008**

Entering Student Intent (First-Time Full-Time)					
Intent	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Job Skills	4%	3%	3%	2%	3%
Transfer	39%	39%	37%	35%	34%
*Earn a degree/certificate	46%	47%	48%	54%	56%
Individual Enrichment	2%	2%	2%	2%	2%
Other-No response	9%	9%	10%	7%	5%
Total	100%	100%	100%	100%	100%

\* Please note as of Fall 2009 Entering Student Intent options changed on the application.

[CLICK HERE To view Fall 2009 - Fall 2011 detailed report](#)



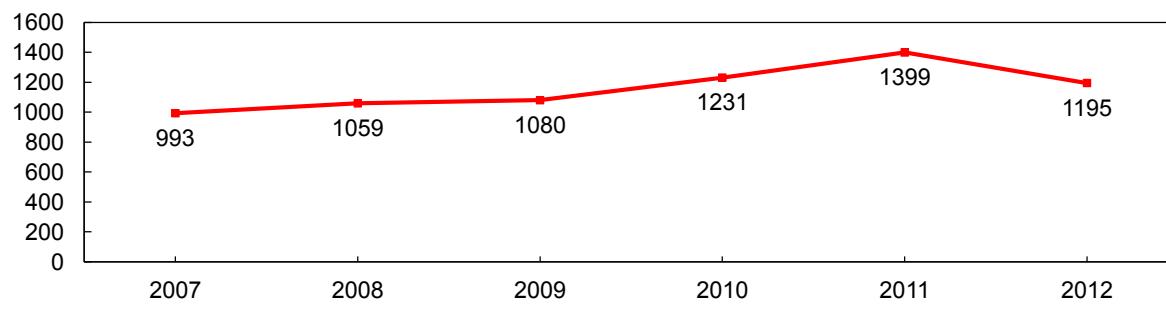
File: EnteringIntent.xls

Source: Student Data Base: STAT

**Camden County College**  
**Degrees Awarded by Curriculum**  
**Transfer Programs: 2007 - 2012**

<b>Curriculum</b>	<b>Degree</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Totals</b>
<b>Transfer Programs</b>								
Business Administration Option (BUS.AS)	A.S.	178	171	179	210	176	162	1076
Communications Option (COM.AA)	A.A.	31	24	22	32	31	27	167
Computer Graphics Option (CGR.AA)	A.A.	7	3	3	6	4	8	31
Computer Science (CSC.AA)	A.A.	0	0	1	0	3	3	7
Computer Science (CSC.AS)	A.S.	0	0	3	3	10	10	26
Criminal Justice (CRJ.AS)	A.S.	82	60	68	73	93	74	450
Dance Option (DAN.AA)	A.A.	4	3	2	3	0	3	15
Early Childhood Option (ECH.AS)	A.S.	8	7	11	6	19	8	59
Elementary/Secondary Education (EDU.AS)	A.S.	175	168	131	140	183	139	936
Engineering Science (EGR.AS)	A.S.	10	11	9	7	11	15	63
Fine & Applied Arts Option (Applied Arts) (FNA.AA)	A.A.	1	3	3	0	1	1	9
Human Services (HSR.AS)	A.S.	22	26	27	35	62	57	229
Laboratory Technology (LBT.AS)	A.S.	1	0	1	0	0	1	3
Liberal Arts & Sciences (LAS.AA)	A.A.	1	8	13	76	137	136	371
Liberal Arts & Sciences (LAS.AS)	A.S.	0	0	0	7	13	19	39
LAS/Biology Option (BIO.AS)	A.S.	7	17	21	17	29	20	111
LAS/Business Admin Option (INF.AS)	A.S.	6	1	6	5	2	1	21
LAS/Chemistry Option (CHM.AS)	A.S.	0	0	2	1	3	2	8
LAS/Communication Opt:Photo Journalism (PHJ.AA)	A.A.	2	0	0	1	0	0	3
LAS/Communication Opt:Public Rel/Advertising(PRA.A)	A.A.	2	4	10	9	9	5	39
LAS/Computer Graphics Option:Electronic Pub(ELP.AA)	A.A.	1	1	1	3	2	2	10
LAS/Computer Science Option (MSC.AA)	A.A.	3	6	4	0	1	0	14
LAS/Early Childhood Education Option (ECE.AA)	A.A.	0	2	3	3	8	6	22
LAS/English Option (ENG.AA)	A.A.	12	12	14	10	15	12	75
LAS/Fine Arts Option:Applied Arts (APA.AA)	A.S.	4	4	1	2	8	6	25
LAS/Food Science Option (FDS.AS)	A.S.	0	0	0	0	0	1	1
LAS/Law, Government, Politics Option (GOV.AA)	A.A.	6	10	7	11	8	9	51
LAS/History (HIS.AA)	A.A.	14	17	20	11	6	2	70
LAS/History Option (HST.AA)	A.A.	0	0	0	0	3	8	11
LAS/International Studies Option (INT.AA)	A.A.	3	6	7	7	2	3	28
LAS/Language & Culture (LNG.AA)	A.A.	4	6	4	8	3	1	26
LAS/Language & Culture (LNC.AA)	A.A.	0	0	0	0	1	3	4
LAS/Literature & Arts (LTA.AA)-INACTIVE	A.A.	1	0	0	0	0	0	1
LAS/Literature,Philosophy, & Arts (LPA.AA)	A.A.	31	33	26	15	11	2	118
LAS/Mathematics Option (MTH.AS)	A.S.	2	4	4	5	9	6	30
LAS/Math/Science (MNS.AA)	A.A.	18	38	23	14	4	2	99
LAS/Speech & Theatre Option: Speech Track (SPE.AA)	A.A.	1	0	0	0	0	0	1
Nursing (NHF.AS/NOL.AS)	A.S.	169	197	186	294	189	134	1169
LAS/Pre-Chiropractic (PCH.AS)	A.S.	0	0	0	0	0	0	0
LAS/Pre-Pharmacy Option (PPH.AS)	A.S.	7	7	4	8	13	9	48
LAS/ Physical Education Option (HPE.AS)	A.S.	16	14	27	9	24	9	99
LAS/ Physics Option (PHY.AS)	A.S.	0	0	1	0	3	2	6
LAS/Psychology Option (PSY.AA)	A.A.	41	47	46	50	53	63	300
Music Option (MUS.AA)	A.A.	1	9	5	5	8	6	34
Photography Option (PHO.AA)	A.A.	10	9	6	2	8	5	40
Science Option (Pre-Nursing) (PRN.AS)	A.S.	54	77	121	112	207	203	774
Sign Language Option (SLS.AA)	A.A.	6	5	5	6	5	2	29
Social Science Option (SOC.AA)	A.A.	46	40	47	19	11	2	165
Speech & Theatre Option (SPT.AA)	A.A.	2	2	0	1	2	2	9
Sport Managemnt (SPM.AS)	A.S.	2	4	3	3	6	3	21
Studio Art (STA.AFA)	A.F.A.	2	3	3	2	3	1	14
<b>Total Transfer Programs</b>		<b>993</b>	<b>1059</b>	<b>1080</b>	<b>1231</b>	<b>1399</b>	<b>1195</b>	<b>6957</b>

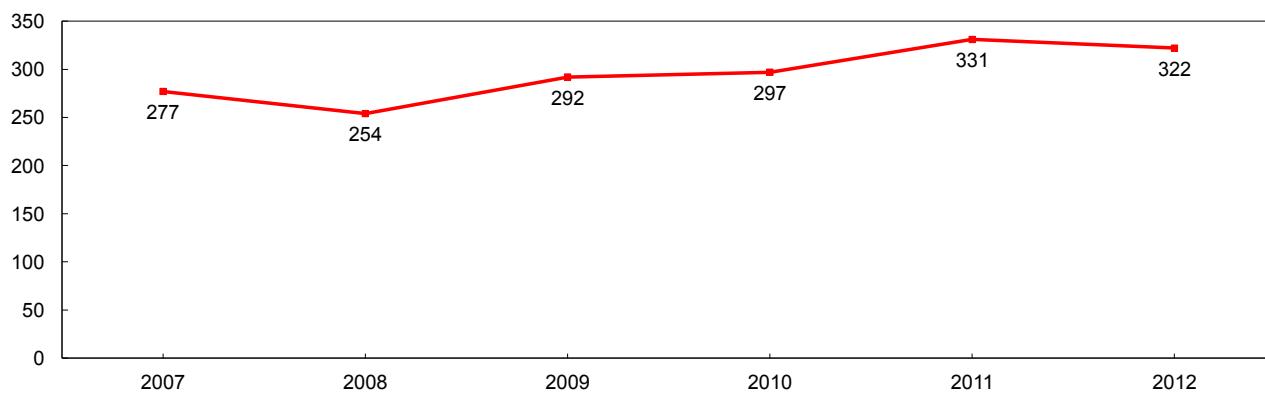
**Transfer Program Graduates  
2007-2012**



Camden County College  
Degrees Awarded by Curriculum  
Career Programs: 2007 - 2012

<b>Curriculum</b>	<b>Degree</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Totals</b>
<b>Career Programs</b>								
Accounting (ACC.AAS)	A.A.S.	5	8	10	15	18	7	63
Addictions Counseling (ADD.AAS)	A.A.S.	19	13	15	20	37	38	142
Animal Science Technology (ASC.AAS)	A.A.S.	22	14	25	19	20	22	122
Automotive Technology (Apprentice) (AUT.AAS)	A.A.S.	5	7	4	8	8	7	39
Automotive Technology (Apprentice) GM/ASEP (GMA.AAS)	A.A.S.	12	10	6	9	5	6	48
Automotive Technology (Apprentice) Toyota (TOY.AAS)	A.A.S.	3	4	10	4	4	4	29
Biotechnology (BIT.AAS)	A.A.S.	3	1	1	5	2	2	14
Biotechnology: Forensic Science Option (FSC.AAS)	A.A.S.	3	3	0	5	6	3	20
CADD: Computer Aided Drafting & Design (CAD.AAS)	A.A.S.	9	5	10	4	2	5	35
CIM: Computer Integrated Manufacturing(CIM.AAS)	A.A.S.	5	1	2	0	5	2	15
Computer Graphics (CGR.AAS)	A.A.S.	18	6	8	8	8	14	62
Computer Graphic: Game Design & Development (GDD.AAS)	A.A.S.	8	9	10	6	11	16	60
Computer Graphics: Game Designer Option (GDR.AAS)	A.A.S.	1	3	5	1	0	1	11
Computer Information Systems (CIS.AAS)	A.A.S.	7	5	6	14	4	5	41
Computer Information Sys/Personal Computer (PCM.AAS)	A.A.S.	1	3	0	2	2	2	10
Computer Systems Technology (CST.AAS)	A.A.S.	0	5	3	12	3	2	25
Dental Assisting (DAS.AAS)	A.A.S.	7	8	11	4	6	11	47
Dental Hygiene (DHY.AAS)	A.A.S.	20	13	17	20	23	18	111
Dietetic Technology (DTT.AAS)	A.A.S.	13	13	11	17	15	27	96
Electrical-Electronic Engineering Technology (EET.AAS)	A.A.S.	9	2	1	0	3	1	16
Electromechanical Engineering Technology (EME.AAS)	A.A.S.	1	0	2	2	1	3	9
Engineering Technology: Technical Studies (TES.AAS)	A.A.S.	0	2	0	0	0	0	2
Finance (FIN.AAS)	A.A.S.	4	1	4	2	2	1	14
Fire Science Technology (FIR.AAS)	A.A.S.	0	2	2	4	5	4	17
Fire Science Technology:Administration Option (FRA.AAS)	A.A.S.	2	5	4	6	9	2	28
Health Information Technology (HIT.AAS)	A.A.S.	3	10	2	6	7	8	36
Health Science (HSC.AAS)	A.A.S.	2	3	4	5	14	14	42
Health Science: Certified Medical Assistant Opt. (CMA.AAS)	A.A.S.	0	1	1	1	3	0	6
Health Science: Medical Radiography Tech Opt. (RAD.AAS)	A.A.S.	2	5	9	5	2	1	24
Heath Science: Surgical Techology Opt. (SRG.AAS)	A.A.S.	3	2	4	8	5	6	28
Hospitality Technology (HTS.AAS)	A.A.S.	0	0	0	0	4	3	7
Management (MGT.AAS)	A.A.S.	5	7	5	4	10	5	36
Management: Business Paraprof. Mgt Option (BPM.AAS)	A.A.S.	5	2	5	0	6	3	21
Management: Information Technology Management Opt. (ITM.AA)	A.A.S.	1	2	1	1	1	1	7
Management:Small Business Management Option (SBM.AAS)	A.A.S.	4	4	6	5	1	3	23
Marketing (MKT.AAS)	A.A.S.	5	5	4	3	2	1	20
Massage Therapy (MAS.AAS)	A.A.S.	8	6	9	8	4	5	40
Mechanical Engineering (MET.AAS)	A.A.S.	4	1	3	5	2	9	24
Medical Laboratory Technology (MLT.AAS)	A.A.S.	17	9	9	13	13	11	72
Office Systems Technology: Administrative Asst (ADA.AAS)	A.A.S.	1	2	3	1	1	4	12
Office Systems Technology: Executive Secretary (EXS.AAS)	A.A.S.	0	1	0	0	0	0	1
Office Systems Technology:Information Processing (IFP.AAS)	A.A.S.	1	1	3	1	1	0	7
Office Systems Technology: Legal Secretary (LES.AAS)	A.A.S.	0	0	0	1	0	0	1
Ophthalmic Science Technology (OPH.AAS)	A.A.S.	6	7	12	9	7	9	50
Paralegal Studies (PAR.AAS)	A.A.S.	12	17	10	10	11	10	70
Paramedic Science (PRM.AAS)	A.A.S.	2	2	1	5	7	5	22
Paramedic Sciences: Paramedic Education Mgt Option (PEM.AAS)	A.A.S.	3	4	6	3	4	2	22
Photonics: Fiber Optic Option (FBR.AAS)	A.A.S.	4	0	5	1	1	1	12
Photonics: Laser/Electro-Optic Technology (PHT.AAS)	A.A.S.	7	2	6	4	1	0	20
Respiratory Therapy (RST.AAS)	A.A.S.	0	7	3	5	8	10	33
Retailing (RET.AAS)	A.A.S.	0	0	1	0	0	0	1
Sign Language Interpreter Education (SLA.AAS)	A.A.S.	2	9	10	6	12	8	47
Video Imaging (VIT.AAS)	A.A.S.	3	2	3	0	5	0	13
<b>Total Career Programs</b>		<b>277</b>	<b>254</b>	<b>292</b>	<b>297</b>	<b>331</b>	<b>322</b>	<b>1773</b>

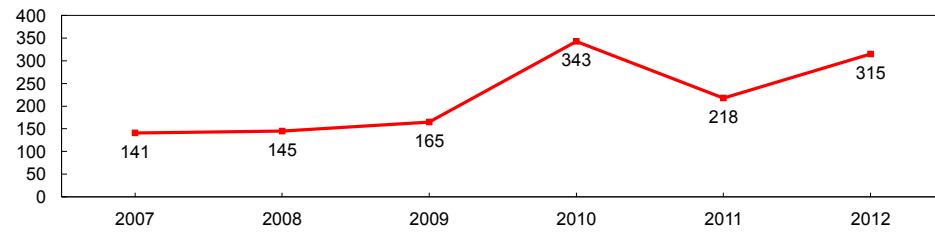
**Career Program Graduates  
2007- 2012**



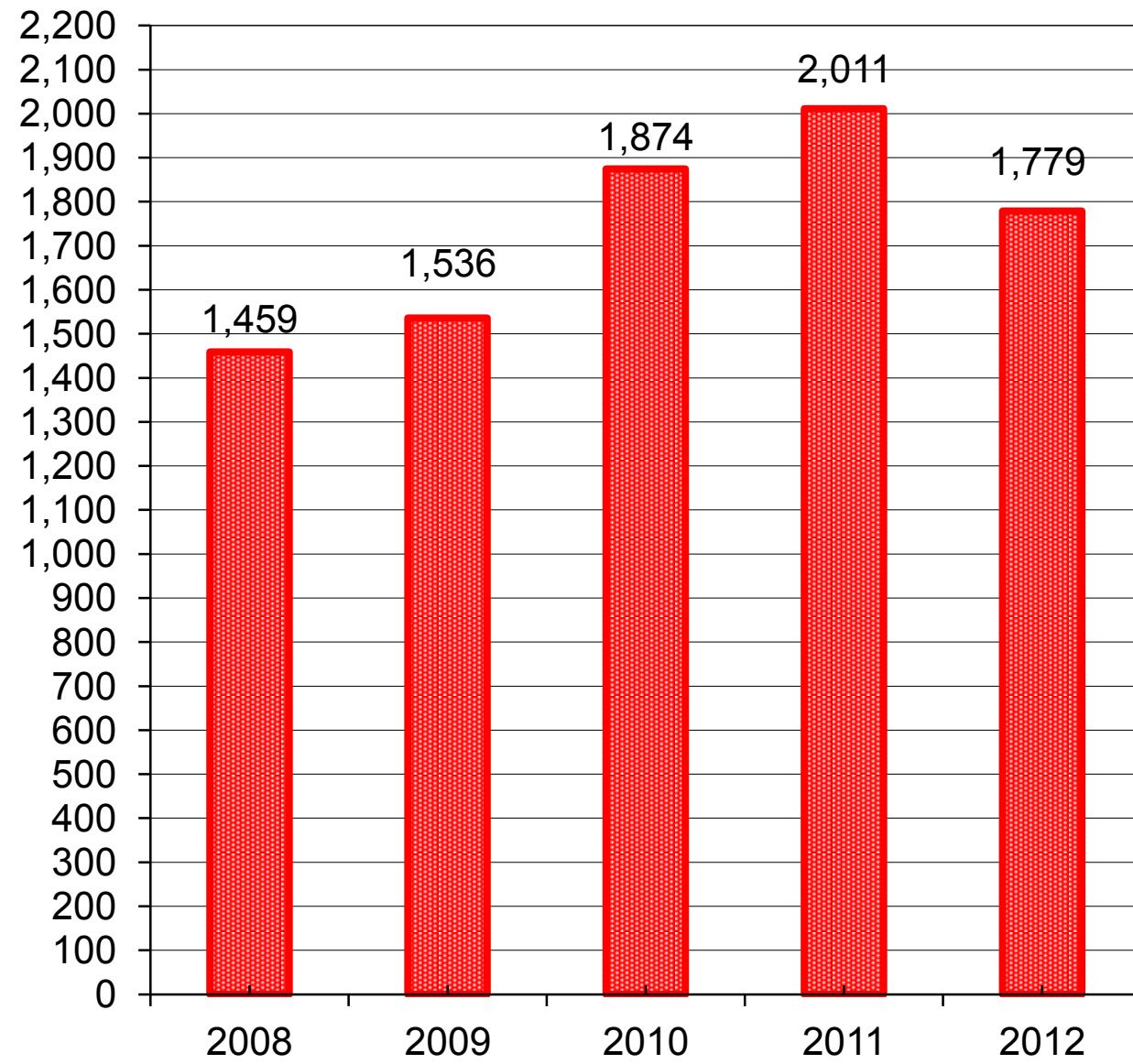
**Camden County College**  
**Certificates Awarded by Curriculum**  
**Certificate Programs: 2007 - 2012**

<b>Curriculum</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Totals</b>
<b>Certificate Programs</b>							
Addictions Counseling (ADD.CA)	0	0	0	0	2	11	13
Alternative Energy Engineering Technology (AET.CA)	0	0	0	0	0	1	1
Auto General Tech (GAT.CT)	6	4	1	3	2	1	17
Automotive General Technician Cert. of Achievement (GAT.CA)	0	0	0	1	6	3	10
Automotive Toyota T-TEN Technician	0	0	0	0	0	2	2
Basic Juvenile Detention Practice (JDP.CT)	2	0	0	0	0	0	2
CADD: Computer Aided Drafting & Design (CAD.CA)	0	0	0	0	1	5	6
CADD: Computer Aided Drafting & Design (CAD.CT)	3	2	0	1	1	0	7
Computer Aided Manufacturing Tech. Cert. of Achievement (CAM.CA)	0	0	0	1	5	4	10
Computer Application Programming (CAP.CT)	0	1	0	0	2	0	3
Computer Graphics (CGR.CT)	1	4	2	6	2	1	16
Computer Integrated Manufacturing Technology (CIM.CT)	0	0	1	1	0	0	2
Computer Programming (CPG.CT)	0	1	1	2	1	0	5
Computer Science (CSC.CA)	0	0	0	0	1	0	1
Computer Systems Technology (CST.CT)	0	0	2	1	2	1	6
Computerized Accounting Specialist Cert. (ACC.CT)	1	2	1	1	0	0	5
Computerized Accounting Specialist Cert. of Achievement (ACC.CA)	0	0	1	1	2	5	9
Corrections Cert. of Achievement (COR.CA)	0	0	0	35	3	31	69
Crime & Intelligence Analysis Cert. (CIA.CT)	0	1	0	0	0	0	1
Dental Assisting (DAS.CT)	21	13	13	22	24	24	117
Developmental Disability Certificate (HSR.CT)	0	0	1	3	0	2	6
Educational Interpreter Training Cert. of Achievement	0	0	0	0	0	1	1
EHR: Implementation Support Specialist Cert. of Achievement (EHI.CA)	0	0	0	0	0	71	71
EHR: Practice Workflow/Info Mgmt Redesign Spec Cert. of Achievement	0	0	0	0	0	12	12
EHR: Trainer Certificate of Achievement	0	0	0	0	0	19	19
Fine Art Techniques Cert. of Achievement (FNA.CA)	0	0	1	1	1	0	3
Fire Science Tech: Fire Suppression (FIR.CT)	2	3	0	0	0	0	5
Fire Science Technology: Fire Admin.(FRA.CT)	1	2	0	0	0	0	3
Food Services Management Cert. of Achievement (FSM.CA)	0	0	0	2	0	1	3
Forensic Science (FSC.CT)	1	2	1	0	0	0	4
Fundamentals of Policing (FOP.CT)	50	46	32	0	0	0	128
Fundamentals of Policing Cert. of Achievement (FOP.CA)	0	0	15	90	27	0	132
Hotel and Resort Management (HRM.CA)	0	0	0	0	1	0	1
Hotel and Resort Management (HRM.CT)	0	0	0	0	1	0	1
Industrial Controls: Programmable Logic Control Cert. of Achievement (IAP.CT)	0	0	0	2	4	19	25
Instructional Aide Paraprofessional Core (IAP.CA)	0	0	0	0	2	0	2
Instructional Aide Paraprofessional Core Certificate (IAP.CT)	1	10	0	1	0	0	12
Liberal Arts & Science: Science Cert. (LAS.CT)	0	1	3	0	0	0	4
Management: Business Paraprofessional (BPM.CA)	0	0	0	0	1	0	1
Massage Therapy (MAS.CT)	4	1	1	2	0	0	8
Massage Therapy Cert. of Achievement (MAS.CA)	0	0	1	3	4	5	13
Medical Coding (MDC.CT)	12	5	11	8	7	5	48
Medical Transcription (MDT.CT)	0	0	1	0	0	0	1
Meeting and Event Planning Cert. (MEP.CT)	0	1	0	0	0	0	1
Meeting and Event Planning Cert. of Achievement (MEP.CA)	0	0	7	2	2	1	12
Microsoft Office User Specialist Cert. (MOS.CT)	2	0	1	0	1	0	4
Multi-Skilled Technician (MST.CA)	0	0	0	0	9	7	16
Music Recording Cert. of Achievement (MUS.CA)	0	0	2	2	4	7	15
Music Recording Certificate (MUS.CT)	10	13	4	5	2	3	37
Nutrition Care Manager Cert. of Achievement (NCM.CA)	0	0	0	2	0	0	2
Office Assistant (SAT.CT)	1	1	0	0	1	0	3
Ophthalmic Medical Technician Cert. of Achievement (OMT.CA)	0	0	0	3	8	5	16
Ophthalmic Medical Technician Certificate (OMT.CT)	4	0	4	5	0	0	13
Ophthalmic Science Apprentice Cert. of Achievement (OPH.CA)	0	0	1	0	5	8	14
Ophthalmic Science Technology (OPH.CT)	1	1	2	3	4	2	13
Painting Certificate: Decorative Painting (PND.CT)	0	1	0	0	0	0	1
Painting Certificate: Faux Painting (PNF.CT)	0	0	0	0	0	0	0
Painting: Decorative Painting Cert. of Achievement (PND.CA)	0	0	1	0	0	0	1
Painting: Faux Painting Cert. of Achievement (PNF.CA)	0	0	1	0	0	0	1
Paramedic Sciences Cert. of Achievement (PRM.CA)	0	0	0	5	15	9	29
Paramedics(PRM.CT)	1	0	1	67	2	0	71
Personal Computer Specialist Certificate (PCS.CT)	0	0	0	1	0	0	1
Personal Trainer Cert. of Achievement (PT.CA)	0	0	1	0	5	3	9
Personal Training (PT.CT)	2	12	12	9	2	0	37
Photonics: Fiber Optic Specialists (LFO.CT)	0	0	4	1	0	2	7
Practical Nursing Certificate (NUR.CT)	0	0	28	35	42	33	138
Real Estate Sales Cert. (RES.CT)	0	0	0	1	0	0	1
Relational Database Management (RDB.CT)	1	2	3	1	0	0	7
Relational Database Mgt Sys Using ORACLE Cert. of Achievement (RDR.CT)	0	0	0	2	0	0	2
Secretary & Typist (SAT.CT)	1	1	0	0	0	0	2
Social Services Certificate (SSR.CT)	0	0	0	0	0	1	1
Surgical Tech Certificate of Achievement (SRG.CA)	0	0	0	0	0	6	6
Surgical Tech Certificate (SRG.CT)	9	11	1	9	11	1	42
Unix (UNIX.CT)	1	1	2	1	0	0	5
Web Designing (WEB.CT)	3	3	1	2	3	3	15
<b>Total Certificate Programs</b>	<b>141</b>	<b>145</b>	<b>165</b>	<b>343</b>	<b>218</b>	<b>315</b>	<b>1327</b>

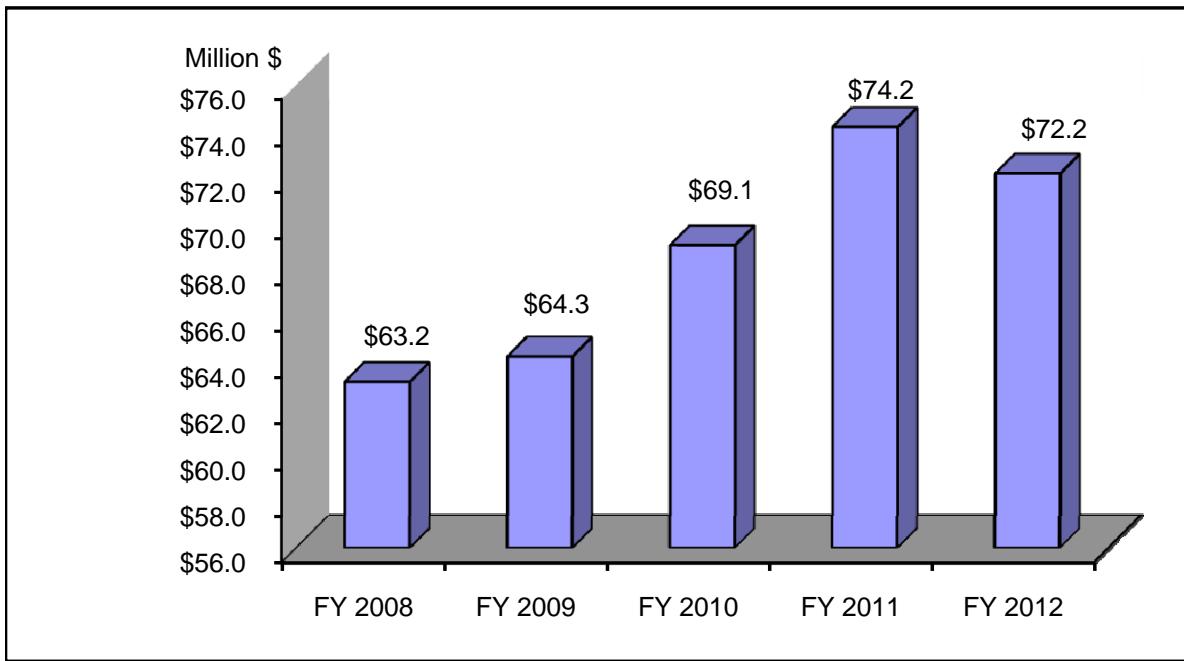
**Certificate Program Graduates**  
**2007 - 2012**



**Total Number of Degrees/Certificates Granted  
2008 - 2012**



## **Camden County College Board Approved Budgets: FY 2008 - FY 2012**



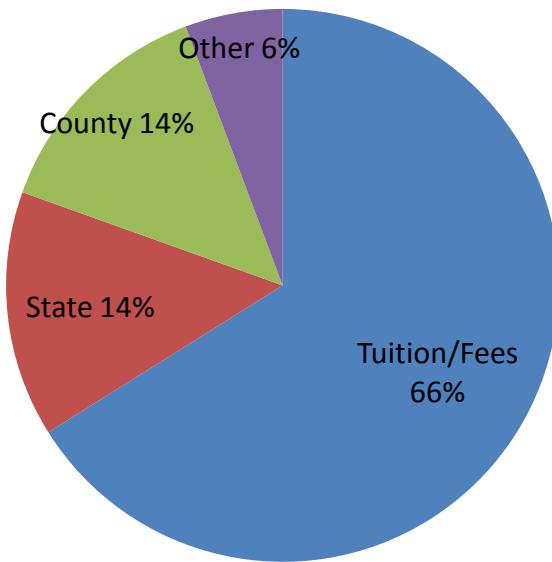
Source: Budget and Planning Office

File: Budget.xls

Camden County College  
 Current Funds Budget, Revenues\*  
 FY 2011 & FY 2012

Revenues	Budgeted	Percent of	Budgeted	Percent of
	FY2011	Total	FY2012	Total
Tuition & Fees	\$49,579,530	67%	\$47,762,383	66%
Appropriations				
State	\$10,114,745	14%	\$10,400,000	14%
County	\$9,988,756	13%	\$9,988,756	14%
Other	\$4,537,488	6%	\$4,122,607	6%
<b>Total</b>	<b>\$74,220,519</b>	<b>100%</b>	<b>\$72,273,746</b>	<b>100%</b>

**Current Funds Budget, Revenues\***  
**FY 2012**



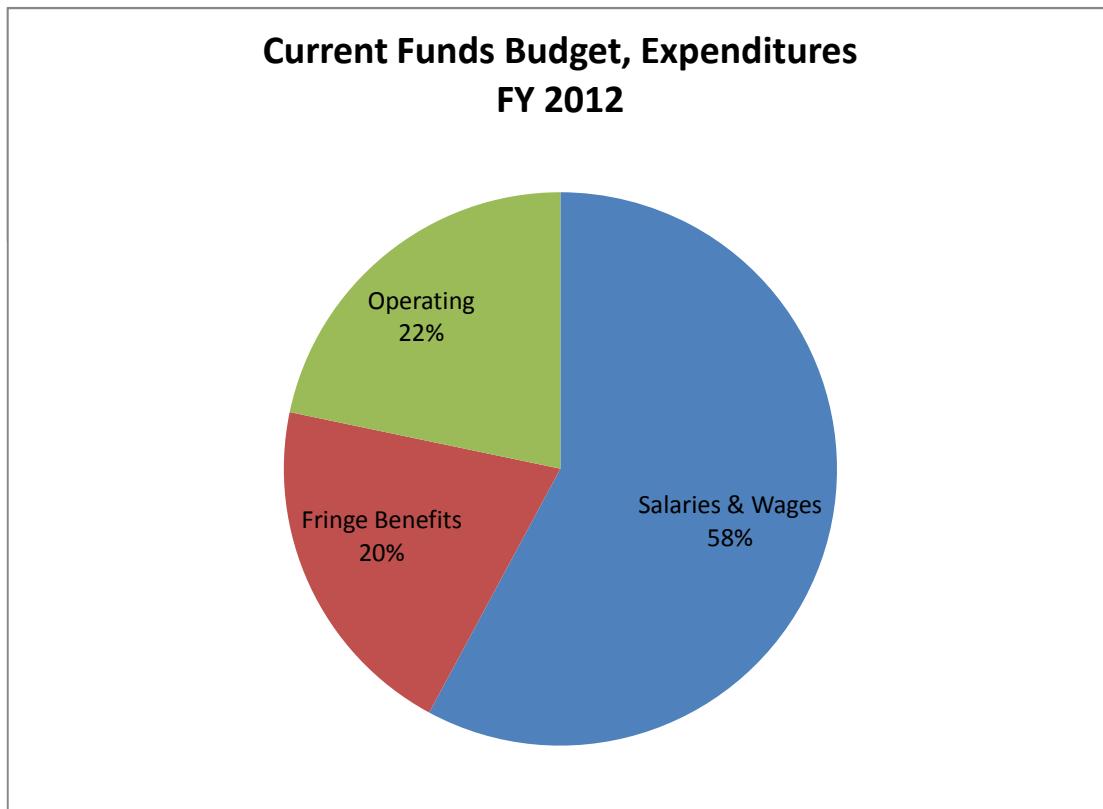
\*Approved by the Board of Trustees

Source: Office of Accounting

File: Revenues.xls

**Camden County College**  
**Current Funds Budget, Expenditures**  
**FY 2011 & FY 2012**

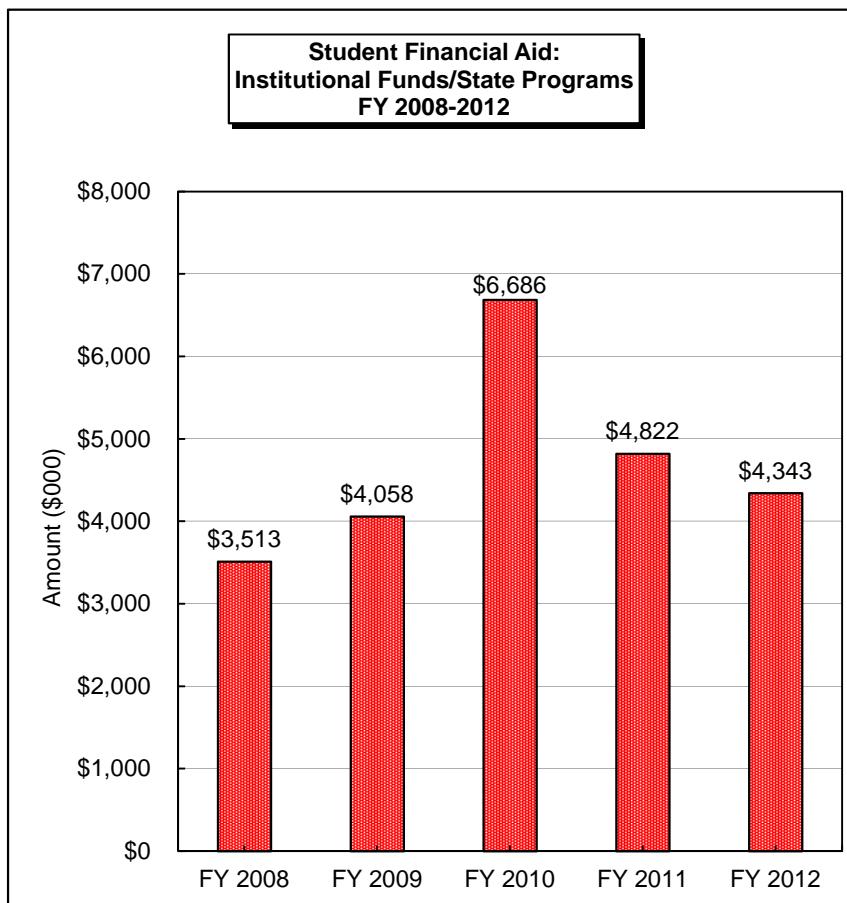
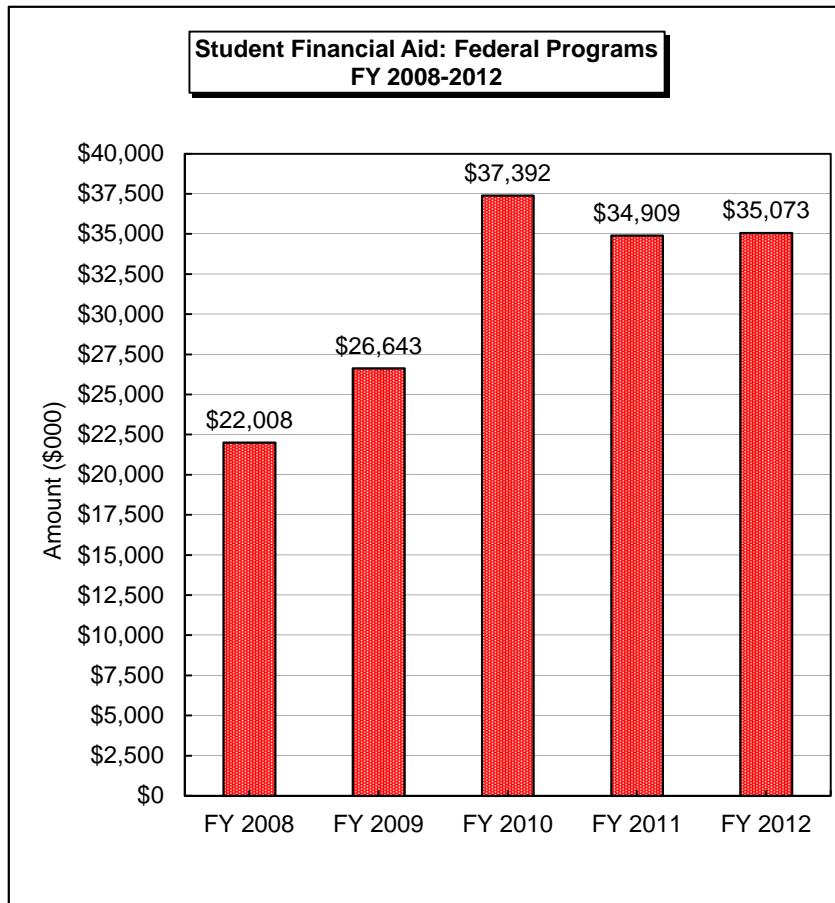
<b>Expenditures</b>	Budgeted	Percent of	Budgeted	Percent of
	FY2011	Total	FY2012	Total
Salaries & Wages	\$43,796,191	59%	\$41,818,103	58%
Fringe Benefits	\$14,202,004	19%	\$14,765,018	20%
Operating	\$16,222,324	22%	\$15,690,625	22%
<b>Total</b>	<b>\$74,220,519</b>	100%	<b>\$72,273,746</b>	100%



Source: Office of Accounting

File:Expenditures.xls

**CAMDEN COUNTY COLLEGE**  
**STUDENT FINANCIAL AID TOTAL AWARDS**  
**FY 2008-FY 2012**  
[\(Click here for more details\)](#)

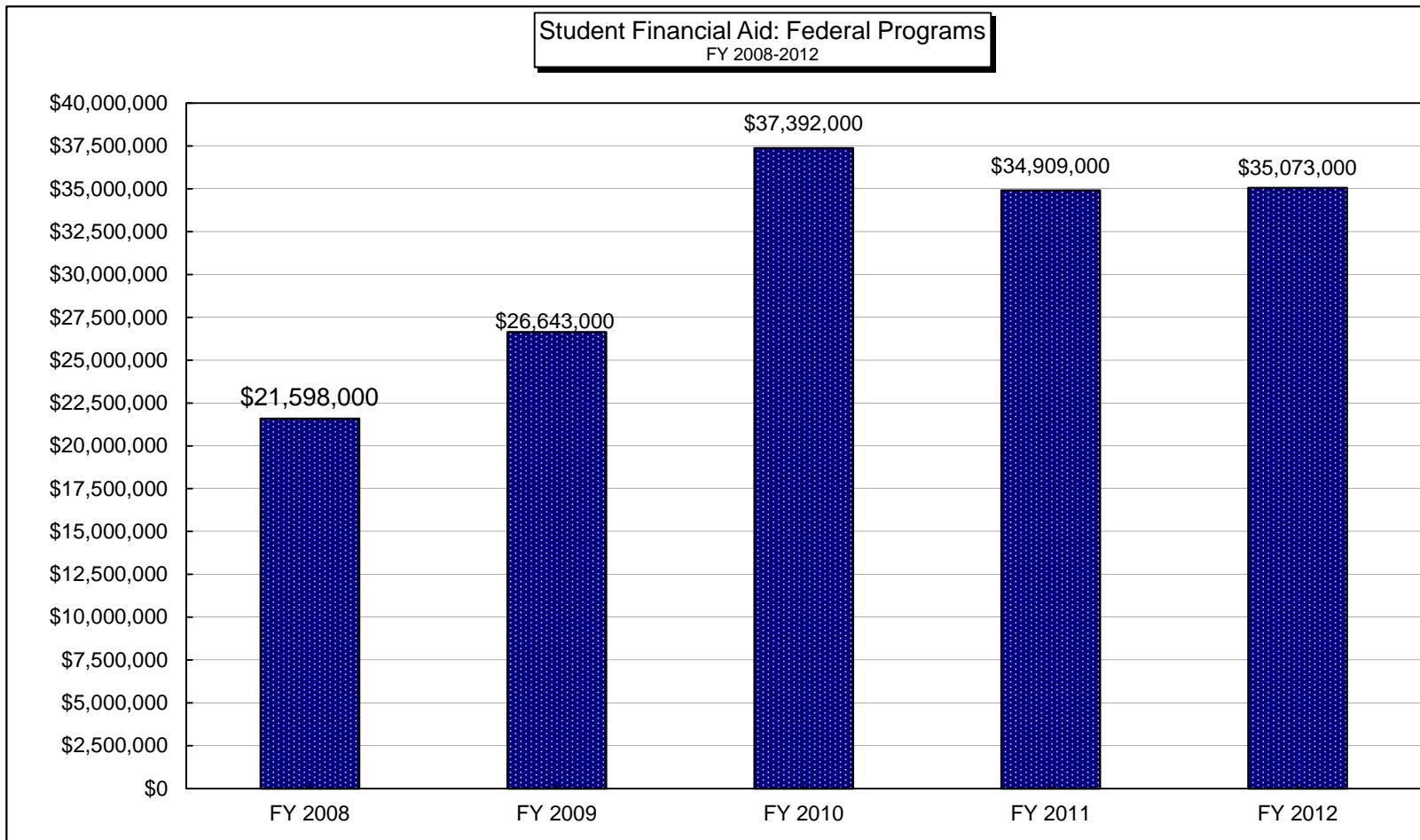


File:FinancialAidAwards.xls

\*NJ Residents

Source: Office of FA/IPEDS

**CAMDEN COUNTY COLLEGE**  
**STUDENT FINANCIAL AID TOTAL AWARDS**  
**FY 2008-FY 2012**  
[\(Click for more details\)](#)



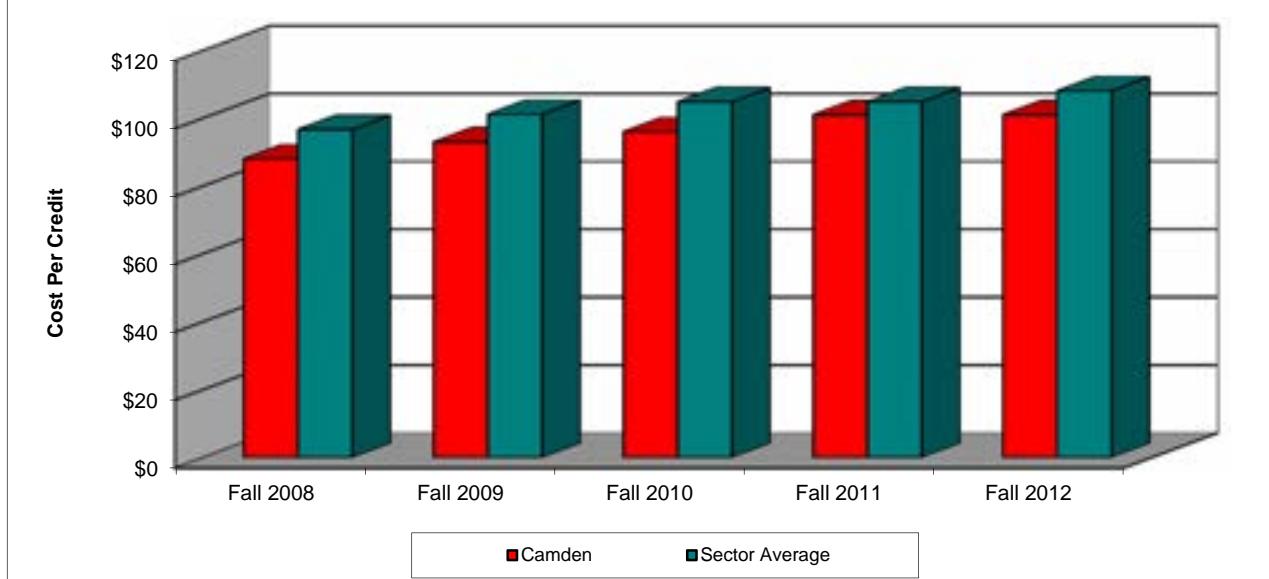
File:FinancialAidAwards.xls  
Source: Office of FA/IPEDS

**Camden County College**  
**Comparison of In-County Tuition Per Credit with N.J. Community College**  
**Fall 2008 to Fall 2012**

College	Fall 2008 Per Credit	Fall 2009 Per Credit	Fall 2010 Per Credit	Fall 2011 Per Credit	Fall 2012 Per Credit	Five Year % Change	One Year % Change
Atlantic	\$88.40	\$93.00	\$94.80	\$97.20	\$102.00	15.4%	4.9%
Bergen	103.30	111.60	118.30	124.80	128.55	24.4%	3.0%
Brookdale	108.00	115.00	118.50	118.50	115.50	6.9%	-2.5%
Burlington*	78.00	86.00	92.00	92.00	92.00	17.9%	0.0%
Camden	88.00	93.00	96.00	101.00	101.00	14.8%	0.0%
Cumberland	89.00	94.00	99.00	105.00	110.00	23.6%	4.8%
Essex	95.00	103.50	108.50	108.50	108.50	14.2%	0.0%
Gloucester	79.00	83.00	85.00	87.00	90.00	13.9%	3.4%
Hudson	93.00	93.00	101.25	106.50	110.25	18.5%	3.5%
Mercer	91.50	96.50	102.50	106.50	109.50	19.7%	2.8%
Middlesex	91.00	97.00	99.00	101.00	102.00	12.1%	1.0%
Morris	99.00	105.00	110.00	114.00	116.00	17.2%	1.8%
Ocean	92.00	92.00	94.00	94.00	98.00	6.5%	4.3%
Passaic	88.50	93.00	96.75	100.50	102.50	15.8%	2.0%
Raritan	91.00	96.00	99.00	102.00	117.00	28.6%	14.7%
Salem	86.50	93.00	98.00	98.00	102.00	17.9%	4.1%
Sussex	89.00	101.00	107.00	120.00	127.00	42.7%	5.8%
Union	90.00	94.00	100.00	109.00	112.00	24.4%	2.8%
Warren	91.00	97.25	102.25	106.25	109.25	20.1%	2.8%
Sector Average	\$96.68	\$101.15	\$104.83	\$104.83	\$108.06	11.8%	3.1%

\* Based on part-time per credit in district

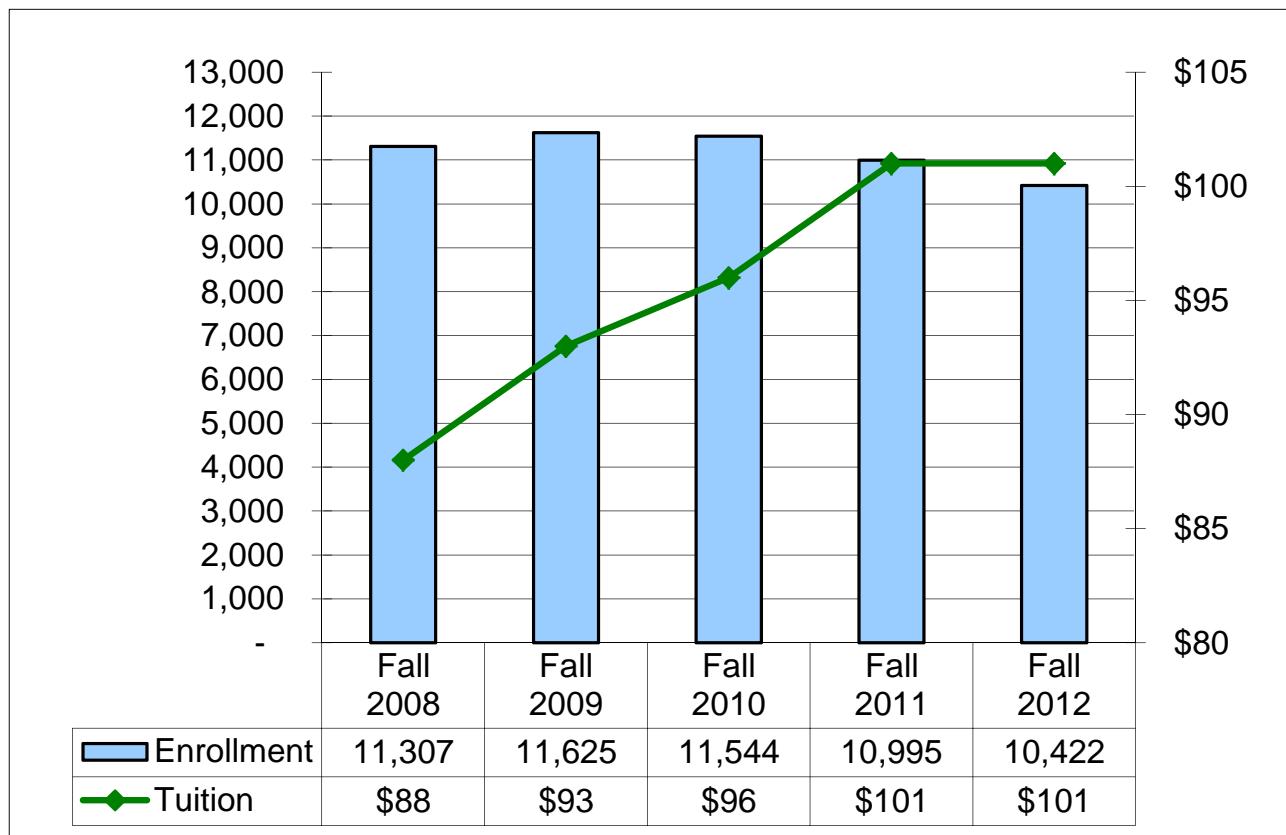
**Tuition Comparisons Fall 2008- Fall 2012**



File: TuitionComparison

Source: [www.state.nj.us/highereducation](http://www.state.nj.us/highereducation)

**Camden County College**  
**Camden County Resident Enrollment versus Tuition**  
**Fall 2008 - Fall 2012**

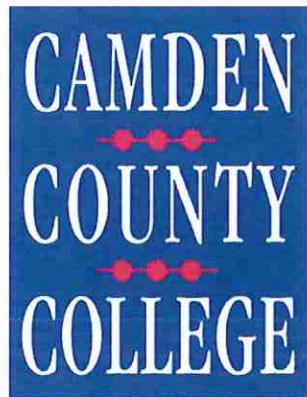


Source: Enrollment-SURE Files

Tuition-Tuition and Fees Schedule

File: EnrollvsTuition

**Camden County College Board of  
School Estimate Meeting**  
**May 14, 2013**



**Fiscal Year 2014  
Operating Budget  
& Chapter 12 Funding Request**

## Agenda

### Camden County College Board of School Estimate Meeting May 14, 2013

#### **Agenda Item #1**

#### **Call to Order**

Adequate notice of this meeting has been provided in accordance with the Open Public Meetings Act. The notice was published in the *Courier Post* on May 6, 2013. This newspaper has been officially designated by the Board of Trustees to receive this notice.

#### **Agenda Item #2**

#### **Nomination of Chairperson of the Camden County College Board of School Estimate for 2013 – 2014.**

#### **Agenda Item #3**

#### **Nomination of Secretary of the Camden County College Board of School Estimate for 2013 – 2014.**

#### **Agenda Item #4**

#### **Motion to approve Camden County College Board of School Estimate minutes from February 20, 2013.**

#### **Agenda Item #5**

#### **Motion to approve Camden County College Board of School Estimate Resolutions for 2013-2014.**

#### Operating Budget

Resolution - \$9,225,814 for 2013-2014 Operating Budget

#### Chapter 12 Funded Projects

Resolution – Funding for FY2014 in the amount not to exceed \$4,250,000.00 for Taft Hall Renovations and HVAC Renovations (Lincoln, Washington, & Truman Halls) at the Blackwood Campus. These funds must be bonded between January 1, 2014 and June 30, 2014.

#### **Agenda Item #6**

#### **Motion for adjournment.**

**CAMDEN COUNTY COLLEGE  
BOARD OF SCHOOL ESTIMATE  
MINUTES OF MEETING – February 20, 2013**

Attendees: Freeholders: Ian K. Leonard  
Trustees: Louis F. Cappelli, Sr., Wilbert Mitchell  
Others: David McPeak, Camden County Chief Financial Officer  
Raymond Yannuzzi, President, CCC  
Helen Antonakakis, Executive Assistant to the President, CCC  
Stephen Blatherwick, Executive Director of Finance, CCC

The Camden County College Board of School Estimate was called to order by Louis F. Cappelli, Sr. at 11:08 A.M. in the Office of County Counsel, Law Library, 14<sup>th</sup> Floor, City Hall, 520 Market Street, Camden, New Jersey. Mr. Cappelli read the Open Public Meetings Statement that “Adequate notice of this meeting had been provided in accordance with the Open Public Meeting Act. The notice was published in the *Courier Post* on February 13, 2013. This newspaper has been officially designated by the Board of Trustees to receive this notice.”

A motion to accept the minutes of the Board of School Estimate meeting of June 5, 2012 was made by Wilbert Mitchell. It was seconded by Louis Cappelli. Vote: All ayes (3-0).

Motion was made by Wilbert Mitchell and seconded by Louis Cappelli to approve the Board of School Estimate Resolution No. 2012-2013-08 containing an amended scope of work for previously approved and authorized funding in the amount of \$50,000,000.00 for Camden County College’s Blackwood Transformation Project. This funding was approved by the Board of School Estimate on May 7, 2010 and no new money is being requested; only a broadened scope of work for the funding. Vote: All ayes (3-0).

A motion for adjournment was made by Wilbert Mitchell and seconded by Louis Cappelli. Vote: All ayes (3-0).

Meeting was adjourned at 11:12 AM.

**RESOLUTION #2013-2014-01**  
**CERTIFICATE OF THE BOARD OF SCHOOL ESTIMATE**  
**OF THE CAMDEN COUNTY COLLEGE IN THE COUNTY OF CAMDEN TO THE**  
**BOARD OF CHOSSEN FREEHOLDERS OF THE COUNTY OF CAMDEN**

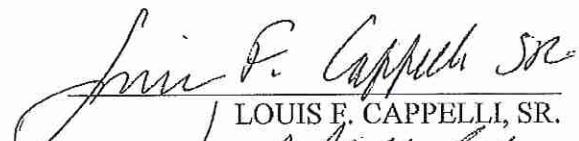
This is to certify that the Board of School Estimate of the Camden County College in the County of Camden on May 14, 2013, after careful consideration and examination of the budget certified to it by the Board of Trustees of the Camden County College in the County of Camden for the College year July 1, 2013 to June 30, 2014 has fixed and determined that the sum of \$9,225,814 (NINE MILLION, TWO HUNDRED TWENTY-FIVE THOUSAND, EIGHT HUNDRED AND FOURTEEN DOLLARS), for the operation of the College is required by said Board of Trustees of said College from the County of Camden, to cover cost of maintenance and operation of the College for the Fiscal Year 2013-2014.

We therefore, recommend that your Honorable Body appropriate the sum of \$9,225,814 (NINE MILLION, TWO HUNDRED TWENTY-FIVE THOUSAND, EIGHT HUNDRED AND FOURTEEN DOLLARS), to be available to the Board of Trustees of the Camden County College in the County of Camden on and after January 1, 2013 for use in the Calendar Year 2013 being the sum of the following budget appropriated amounts:

<b>First:</b>	One half (1/2) of the budget appropriation certified on June 5, 2012, \$4,612,907 (FOUR MILLION, SIX HUNDRED TWELVE THOUSAND, NINE HUNDRED AND SEVEN DOLLARS)
<b>Second:</b>	One half (1/2) of the budget appropriation approved above, \$4,612,907 (FOUR MILLION, SIX HUNDRED TWELVE THOUSAND, NINE HUNDRED AND SEVEN DOLLARS)



IAN LEONARD



LOUIS E. CAPPELLI, SR.



WILBERT MITCHELL

Date: May 14, 2013

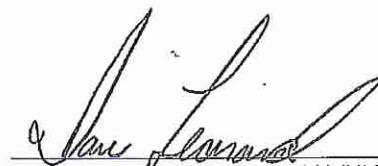
Attest: \_\_\_\_\_  
Secretary

**RESOLUTION #2013-2014-02**  
**CERTIFICATE OF THE BOARD OF SCHOOL ESTIMATE**  
**OF THE CAMDEN COUNTY COLLEGE IN THE COUNTY OF CAMDEN TO THE**  
**BOARD OF CHOSSEN FREEHOLDERS OF THE COUNTY OF CAMDEN**

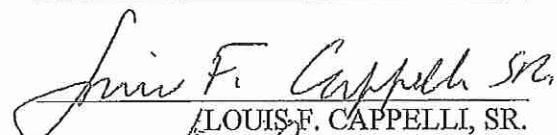
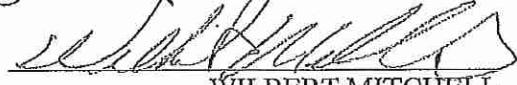
This is to certify that the Board of School Estimate of the Camden County College in the County of Camden on **May 14, 2013**, after careful consideration and examination of the budget certified to it by the Board of Trustees of the Camden County College in the County of Camden for the College year July 1, 2013 to June 30, 2014 has fixed and determined that the additional sum not to exceed \$4,250,000 (FOUR MILLION TWO HUNDRED FIFTY THOUSAND DOLLARS), for Chapter 12 Funding is additionally required by said Board of Trustees of said College from the County of Camden for the fiscal year 2013-2014.

We therefore recommend that your Honorable Body appropriate the sum, not to exceed \$4,250,000 (FOUR MILLION TWO HUNDRED FIFTY THOUSAND DOLLARS), to be available to the Board of Trustees of the Camden County College in the County of Camden on and after January 1, 2014 for use in the fiscal year 2013-2014 for Taft Hall Renovations and HVAC Renovations (Lincoln, Washington, and Truman Halls) at the Blackwood Campus.

Total Chapter 12 funding (not to exceed)	\$4,250,000
--	-------------

  
\_\_\_\_\_  
IAN LEONARD

Date: May 14, 2013

  
\_\_\_\_\_  
LOUIS F. CAPPELLI, SR.  
  
\_\_\_\_\_  
WILBERT MITCHELL

Attest: \_\_\_\_\_  
Secretary

**CAMDEN COUNTY COLLEGE  
BOARD OF SCHOOL ESTIMATE  
NOTICE OF PUBLIC HEARING**

In accordance with the Higher Education Restructuring Act of 1994, 18A: 64A-17, approved and effective July 1, 1994, a Public Hearing will be held on **Tuesday, May 14, 2013 @ 11:30 A.M** in the Law Library, 14<sup>th</sup> Floor, City Hall, 520 Market Street, Camden, New Jersey 08102. The purpose of this meeting will be to approve the financing of Camden County College's FY2014 Operating Budget and financing for the completion of design and the construction of various capital improvement projects including Taft Hall and HVAC renovations at Lincoln, Washington, & Truman Halls, as well as other renovations at the Blackwood Campus (Gloucester Township) of Camden County College.

<u>Operating Budget</u>	<u>Fiscal Year 2014</u>
<b><u>Revenue by Source</u></b>	
Total Tuition and Fees	\$48,580,000
State Appropriation	\$10,200,000
County Appropriation	\$ 9,225,814
Miscellaneous and Other Revenue Sources	\$ 3,964,641
Current Unrestricted Reserves	<u>\$2,000,000</u>
 <b>Total Budgeted Revenue</b>	 <b>\$73,970,455</b>
 <b><u>Expenditures by Object</u></b>	
Salaries and Wages	\$43,404,509
Fringe Benefits	\$15,154,916
Contractual Services	\$3,971,736
Materials & Supplies	\$2,476,294
Conferences & Meetings	\$683,318
Fixed Charges	\$3,270,346
Utilities	\$4,108,026
Student Aid	\$489,000
Capital	\$89,500
Miscellaneous	<u>\$322,810</u>
 <b>Total Budgeted Expenditures</b>	 <b>\$73,970,455</b>

**Chapter 12 Projects - Blackwood Campus**

- Design and construction of various capital improvement projects including Taft Hall and HVAC renovations at Lincoln, Washington, and Truman Halls as well as other renovations at the Blackwood (Gloucester Township) Campus. \$4,250,000

Dated: **May 14, 2013**  
 Board of Trustees – Camden County College

## **BUDGET PLANNING and DEVELOPMENT**

It is important that budget managers are educated about their budgets and given all the information, training and assistance necessary to be able to complete and manage their budgets. Keep the college community involved. The budget development process encourages the college's faculty/staff input.

### **OPERATING BUDGET**

#### **1. BUDGET ASSUMPTIONS and PROJECTIONS**

- a. Develop revenue estimates
  - i. State
  - ii. County
  - iii. Tuition rates
  - iv. Instructional fees
  - v. Other sources (develop new revenue streams)
- b. Develop enrollment projections
- c. Project the number of courses that need to be added, if enrollments are increasing, or deleted if enrollments are decreasing.
- d. Prepare Master Schedule of courses.

#### **2. EXPENDITURES**

- a. Identify full-time faculty needs.
- b. Identify other positions that need to be added or deleted.
- c. Review part time staff needs.
- d. Fringe benefits.
- e. Utilities.
- f. Materials and services.
- g. Establish other operating needs.

## **BUDGET PLANNING and DEVELOPMENT**

### **3. BUDGET DEVELOPMENT**

- a. Budget development materials distributed to budget managers for development of base budget and operating priorities.
- b. Ongoing communication with the College Community during budget preparations.
- c. Analyze department needs.
- d. Meet with President's Executive Staff
  - i. President's Executive Staff establishes the final operating priorities.
- e. Mid-year budget reviews.
  - i. Review budgets to determine where excess and shortfalls appear and meet with deans/budget managers to redistribute funds and make final year projections.
- f. Quarterly financial reports presented to the Board of Trustees to inform them about the College's finances.

## **CAPITAL and TECHNOLOGY BUDGET**

1. Budget Managers prepare a facilities request and a capital and technology budget based on the strategic plan and area goals.
2. Deans and Vice Presidents establish facilities, capital and technology priorities.
3. Submit facilities requests to Director of Facilities.
4. Submit technology requests to OIT.
5. Vice Presidents identify final requests.
6. Identify sources of funding such as grants and other sources to fund priority requests.

# BUDGETING PROCESS OVERVIEW

## 1. ONLINE ACCESS to BUDGET

- a. The chair of a department is the budget director and should have access to their departments in BiTech (both College and Perkins).
  - i. If you are not able to see your budget in bitech check with your dean's office to make sure a bi tech Access form was completed.
    1. Access form can be found on the S drive in the Dept. OIT Folder (See pathway below)
      - a. S:\Dept. - Office of Information Technology\OIT Forms
        - i. If a form was submitted and cannot log into bitech OR you would like instruction on running reports from bitech, please call Pat Meehan's office at Ext. 4245
        - ii. If you are able to log onto bitech but have system problems during log in or while running reports, call the Help desk at X4900

## 2. BUDGET PREPARATION

### a. Equipment & Technology, Capital and facilities requests

- i. Some time in October the Deans' offices will receive a request for equipment and technology needs as well as capital and Facilities needs for the upcoming Fiscal Year. Departments should determine their needs for the upcoming year and request items at this time that are eligible for Perkins. Think about the entire fiscal year needs.
- 
- b. **Operating Budget** – the budget from the prior year is a good starting point for planning for the next year. Make revisions that reflect the changes that will occur in the coming year
    - i. Some time in January requests for the next fiscal year Operating Budget will be requested.
      1. Contains the spreadsheet with the money allotted and spent for the past three years and a blank line to be filled in with the request for the FY requested. Complete according to the instruction you will receive with the spreadsheet. Once completed it is submitted back to your Dean for their review.
        - a. Prior to final submission for board approval you will receive the budget that is proposed to be submitted to the board. Please check to make sure the line items are accurate.

- b. Once the budget is approved you will receive notice and will be able to view your budget in Bi Tech.

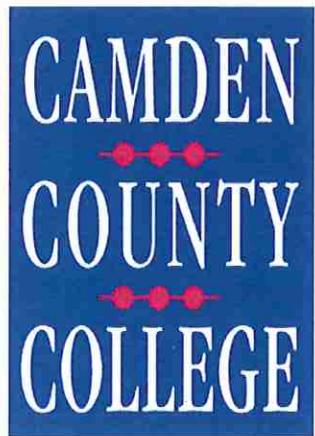
### **3. MANAGING YOUR BUDGET**

- a. **Budget Transfers** – Once the initial budget is determined, minor changes can be made during the year through a budget transfer
  - i. Keep track of your budget and request budget transfers if you see that you will need additional money in an expense line item
    - 1. Complete Budget Transfer Form, sign and forward to your Dean for approval
      - a. Do not transfer between Salary object codes (start with 5) and Expense object codes (start with 6)
      - b. Do not transfer between unrestricted departments (start with 1) and restricted (start with 5)
- b. **Perkins**
  - i. The instruction booklet for Perkins rules is on the Budgeting and Planning Drive (S) see following path below. See page 37-47 & appendix C for specifics on what is allowable in Perkins for purchasing
    - 1. S:\Dept. - Budgeting & Planning\Perkins Guidelines

### **4. PURCHASING – PURCHASE ORDERS**

- a. **Obtain quote**
  - i. If you are ordering items from vendors and do not know if the vendor is under state contract or has an approved bid through the College, please check with purchasing before you start the ordering process. Note that bids take time to be compiled, sent out to bid and approved by the board. If you have items that need to go to bid please start the process as soon as you know the item you need.
- b. **Have purchase entered in bi tech**
  - i. Object Codes
    - 1. See list attached for explanation of object codes
- c. **Track your request**
  - i. Keep track of your PO to make sure it gets through all the approvals and a PO is assigned.
    - 1. If you do not see a PO assigned to an order within 2-3 and Debbie McKee has approved the PO, call purchasing to determine what the hold up is.
    - 2. Once the PO has been assigned make sure you receive the item in a timely manner. If you do not receive the item within the timeframe noted by the vendor please call the vendor to find out the holdup. If it was purchased from PERKINS funds the item must be received and used in a classroom during the Fiscal Year purchased and the invoice dated no later than June 30<sup>th</sup> and paid before September.

- ii. Look for invoice and approve for payment. It is imperative that all invoices be received and approved for payment before Accounts Payable can issue payment.
- iii. Send invoice with your signature of approval and the PO# to Accounts Payable
- iv. Check to make sure the invoice was fully paid.
  - 1. After the invoice is sent to accounts payable check the PO to make sure it shows Fully Paid.



**Fiscal Year 2013  
Final Capital Budget**

**Fiscal Year 2013  
Capital Budget  
Overview**

Funding for FY2013 capital projects is \$1,000,000. Accordingly, this Capital Budget includes only the College's top priority requests. The recommended budget includes:

<u>Priority</u>	<u>Project Description</u>	<u>Amount</u>
1	Academic Equipment	\$ 50,000
2	Asset Tracking System	\$ 50,000
3	Athletics Softball Scoreboard	\$ 10,900
4	Connector Atrium Carpet	\$ 13,500
5	Library Renovations – Blackwood (Wireless, Furniture)	\$ 60,000
6	Physical Plant – Miscellaneous Facility/Equipment	\$ 100,000
7	Security Upgrades	\$ 50,000
8	Furniture - Camden	\$ 17,000
9	Garage Renovations – Camden	\$ 170,000
10	Rohrer Parking Lot Lighting Conveersion to LED	\$ 10,500
11	Classroom Podiums	\$ 20,000
12	Lifecycle Computers Instructional - \$118,100 Administrative - \$75,000	\$ 193,100
13	Technology Upgrades	\$240,000
14	Continuing Education – Mobile Labs	\$ 15,000
	<b>Total Funding</b>	<b>\$1,000,000</b>

**Priority 1 - Academic Equipment** \$ 50,000

The majority of equipment is funded by Perkins but some instructional and lab equipment in non Perkins programs are outdated and need to be replaced. Furniture for both Perkins and non Perkins classrooms are also included.

**Priority 2 – Asset Tracking System** \$ 50,000

The College's assets need an up-to-date process to record and catalog assets for insurance and security purposes. An asset tracking system will allow a smooth transition between the initial cataloging of new equipment as well as the upkeep of items as they are moved and eventually replaced.

**Priority 3 – Athletics Softball Scoreboard** \$ 10,900

We do not have a softball scoreboard and it is necessary in order to be in compliance with the Title IX Act. This scoreboard will provide athletics with a professional field upgrade.

**Priority 4 – Connector Atrium Carpet** \$ 13,500

Carpet needs to be replaced in order to enhance the Atrium and make the space more durable with less maintenance.

**Priority 5 – Library Renovations - Blackwood** \$ 60,000

The configuration of library space is changing with the increase in technologies such as wireless, laptops, and tablets. Students no longer need as much space for books and require areas where they can use their laptops to complete their assignments. The library needs to provide wireless access to students.

**Priority 6 – Physical Plant – Miscellaneous Facility/Equipment** \$ 100,000

Money needs to be set aside to cover emergency repairs and equipment replacement in order to address unforeseen repairs.

**Priority 7 – Security Upgrades** \$ 50,000

We will start the process of upgrading our communication with students by the use of digital bulletin boards, wireless communication systems And CCTV. The ability to post information electronically provides students with vital information in a form they are familiar with. Boards can be a vital means of informing students of class changes, new courses and events and any other information that needs to be disseminated in a timely manner. CCTV monitors will allow public safety to observe and report in real time.

**Priority 8 – Furniture – Camden** \$ 17,000

Replace chairs in CTC 210A & B Classrooms and add five additional chairs in each classroom to increase class size.

**Priority 9 – Garage Renovations - Camden** \$ 170,000

Repairs are necessary on the third floor deck in order to prevent leaks into the CTC building.

**Priority 10 – Rohrer Parking Lot Lighting** \$ 10,500

The lighting in the parking lot will be replaced with LED lighting which will decrease the usage of electricity and bring savings to the College.

**Priority 11 – Classroom Podiums** \$ 20,000

Podiums need to be replaced in order to provide usable spaces for the faculty to conduct their lectures.

**Priority 12 – Lifecycle Computers** \$ 193,100

In order to expose students to the most up-to-date software it is imperative that the College's computers are able to support the new technologies.

There are more than fifty (50) computer labs throughout Blackwood, Camden and Rohrer with a total of 1,400 computers. Upgrades in these labs are needed to assure our students receive instruction on state-of-the-art technology.

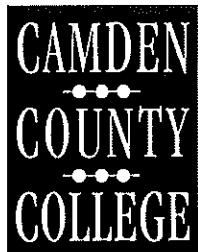
In addition, the College must replace the administrative and faculty computers on a five (5) year lifecycle plan.

**Priority 13 – Technology Upgrades** \$ 240,000

The capital money for the technology upgrades will be used to support the change of our network infrastructure. This will include new network switches to replace the end of life and end of warranty switches that we have in the Camden & Cherry Hill campuses.

**Priority 14– Continuing Education – Mobile Labs** \$ 15,000

A mobile PC lab is necessary to be able to bring the lab to the students in the various off site locations that Customized Training supports.



## Interoffice Memo

**To:**

**From:** Helen Antonakakis

**Date:** November 12, 2012

**Subject:** FY 2014 Facilities, and Equipment and Technology Budget

Attached are the **FY2014** facilities and equipment and technology budget materials. The following are provided:

- Attachment A – Facilities and Equipment/Technology Budget Guidelines
- Attachment B – Equipment and Technology Request Form
- Attachment C - Explanation for Information to be provided for each field
- Attachment D - Facilities Development Guidelines
- Attachment E - Facilities Development Form (to be used for proposed changes to facilities).

Please distribute these materials to the budget managers in your area. The FY2014 capital funding will be limited. Your requests should only include survival items. The Facilities and Equipment & Technology requests are **due** to my office by **January 25, 2013**.

Attachments  
HA/mb

## **ATTACHMENT A**

### **Facilities and Equipment/Technology Budget Guidelines**

- I. An electronic copy of the excel spreadsheet to be used to enter your requests can be downloaded from the Budgeting and Planning folder on the S drive (Folder Name: FY14 Equipment Technology Budget). If you would prefer to write out your requests please use the equipment and technology request form (attachment B).
- II. Equipment and Technology budgets are not based on prior year funding levels. A clear programmatic purpose must be provided for each requested item in the written justification. See attachment C for detail on justifications.
- III. Furniture and equipment costing more than \$500 per unit should be included in the equipment budget requests and all software and computer items should be included as technology requests.
- IV. As per the attached instructions, a line number must be assigned to each item. Items which must be bought as a package should be identified by assigning them the same line number and using a separate alphabetic suffix for each item, e.g., 2a, 2b, 2c.
- V. All proposed facility changes should be developed in conjunction with the Executive Director of Security and Facilities using the Facilities Modifications Planning and Approval Process and Facilities Development Planning Form (attached). Facilities staff will prepare a complete cost estimate. Individuals proposing facility changes are responsible for insuring that the description of the proposed change is complete. Based upon the requests received, a total annual institutional plan for physical plant changes will be developed for discussion, modification and approval by the President's Staff.
- VI. In developing budget requests, the Purchasing Department should be consulted to develop cost estimates. For computer-related items and audio/visual requests, the Office of Information Technology staff should be consulted.

## **ATTACHMENT B**

### **EQUIPMENT AND TECHNOLOGY REQUEST FORM**

Please use if you would prefer to hand write your requests (a separate form for each request)

Year:

Department:

Line:

Suffix:

Description:

Equipment Code:

New/Replacement:

Priority:

Quantity:

Unit Cost: \$

Total Cost: \$

Justification:

Funding:

## ATTACHMENT C

**Year:**

The following four-digit code should be used for each fiscal year.

<u>Code</u>	<u>Fiscal Year</u>
2014	FY2014

**Department:**

Enter six-digit department number. Do not include an expense object code.

**Line:**

Use whole (Arabic) numerals without decimals. A line number should not be repeated except for items that must be purchased together (see suffix instruction below).

**Suffix (used ONLY  
when multiple items must be  
purchased together):**

When several items must be purchased together use the same line item for ALL and change the suffix for each.  
For example:

**Purchasing of a computer:**

line item 1 – suffix a for  
a projector  
line item 1 – suffix b for computer  
for projector

**Description:**

Description of item. Keep it 60 characters or Less EXCEPT with equipment where more Detail is required such as computers; include particulars such as memory; Hard drive size; any other detailed information.

**Equipment Code:**

Use the following code structure for category items:

CA - Capital  
FA - Facility modifications  
EQ - Non-computer equipment  
CR - Computer equipment and accessories  
(Except Computer software)  
SW - Computer Software  
FR - All furniture

**New/Replacement:**

R - replacement  
N - new item

<b>Priority:</b>	Requests are to be prioritized using either a 1, 2 or 3.
	<b>Priority 1</b> - means that the item is considered critical to the “survival” of an existing program and replacement is imperative.
	<b>Priority 2</b> - means that the item is “essential” to a program or department, but the purchase could be delayed without irreparable damage to program or department.
	<b>Priority 3</b> - means the item will “enhance” the program or department but is not a necessity.
<b>Quantity:</b>	Should be whole number.
<b>Unit Cost:</b>	Cost per unit. (Whole numbers only – no decimals)
<b>Total Cost:</b>	This field will be calculated. No entry is needed.
<b>Justification:</b>	Use a single-space paragraph format with no indents or special format features. The justification should include the following:
	<ol style="list-style-type: none"> <li>1. Purpose/function of the item</li> <li>2. Explanation of how an instructional, student support, or administrative function will be enhanced including an explanation as to why current equipment/technology items are not adequate to accomplish intended activities;</li> <li>3. What is the impact if the item is not acquired</li> <li>4. What is the impact (if any) to the physical plant, safety or environment if the item is purchased</li> <li>5. What is the impact (if any) to the College’s operating</li> </ol>
	<b>NOTE:</b> It is not necessary to repeat a justification for each component of an equipment package (i.e. 1a, 1b, 1c).
<b>Funding:</b>	Use this field if these items are to be funded with grants or other special funds. Indicate the source of funds, e.g., Perkins.

## **ATTACHMENT D**

### **FACILITIES DEVELOPMENT GUIDELINES**

Facility modifications require a coordinated effort among two areas of the College: the user department seeking to alter existing space, which is responsible for initial design concepts and the supporting programmatic justification for space changes; and the Office of Facilities, Operations and Planning, which is responsible for coordination of the design, costing, and construction, if approved, of facility changes.

The following guidelines should be followed in developing budget proposals for potential facility changes:

1. The college staff member seeking to initiate a facility change should:
  - a. Complete the attached facility development request form.
  - b. Secure their supervisor's and area Vice President's authorization for design.
  - c. Meet with the Executive Director of Safety & Facilities to discuss the project and ensure that all details needed to develop a full project proposal are provided and the estimated price of the project is determined.
  - d. Submit the final plan, including design and construction budget, to their supervisor.
2. It is the responsibility of the department requesting a facility modification to include new furniture or equipment required to outfit the renovated space in the department equipment and technology budget. If a space renovation is approved outside the normal equipment budget cycle, then the department director is responsible for finding funds for new equipment needs through budget adjustments or other special funding sources.

## ATTACHMENT E

## FACILITIES DEVELOPMENT FORM

Please provide the following information to support a request for facility modification:

Date of Request: \_\_\_\_\_

Department Name and Number:

Representative from program or service area that will serve as department contact for project:

**Location of Project:**

Room \_\_\_\_\_ Building \_\_\_\_\_

Anticipated funding source: \_\_\_\_\_

Please answer the following questions about the proposed change. Attach written comments to form if more space is required.

- I.     Describe the purpose for the proposed changes, i.e., what programmatic or administrative goals will be achieved with change, how will program quality or student services be enhanced?
  
  - II.    Attach a rough draft drawing of the proposed change. Explain how space usage will change with the modification, e.g., changes in number of students or staff that will use space, changes in furniture and equipment that is used?

- III. Will this change encroach on space that is currently in use by other areas of the College? If so, what are the implications of the encroachment? Has the proposed change been discussed with other affected areas of the College?
  
  
  
  
  
- IV. Are there any implications for electrical service, plumbing or other services of which you are aware associated with proposed change? Provide a list of any new equipment you are aware of. Provide a list of electrical requirement, wattage, data lines, lighting, etc.
  
  
  
  
  
- V. Describe any proposed changes to existing floors, walls, ceilings and telecommunication systems, e.g., repainting, new carpeting, new ceiling tiles, new telephone services, relocated computer cabling, etc.
  
  
  
  
  
- VI. What is the desired date for completion of the project? If completion by a specific date is essential, please explain.

PRIORITY (Check One):

Survival (Must be undertaken for a program or service to continue to be offered) \_\_\_\_\_

Essential (Must be undertaken in order for a program or service to maintain its current level of quality) \_\_\_\_\_

Enhancement (Will allow an existing program or service to be strengthened) \_\_\_\_\_

AUTHORIZATION TO PROCEED WITH THE DEVELOPMENT OF  
DETAILED DESIGN CONCEPTS AND CONSTRUCTION PLAN BUDGET:

Department Director \_\_\_\_\_

Dean or Second Level Manager \_\_\_\_\_

Vice President \_\_\_\_\_

NOTES: (1) Once the facilities development package is complete, it should be forwarded to the area Vice President who is responsible for making a recommendation to the President with respect to the project.

(2) It is the responsibility of the department director to budget for, obtain approval, and order any new furniture or equipment that is required for approved facility changes. Any new computer or telephone services that are required must be coordinated with the Office of Information Technology.

**FY2014 - Eq & Technology ENTRY FORM  
ATTACHMENT B - Electronic Copy**

## **Capital Projects –December 11, 2012 - Notes**

**Attendees:** Julie Amadio, Helen Antonakakis, Kay Byrd, Ed Carney, Walt George, Darrell McMillon, Pat Meehan, and Chris Sabatino.

### **BLACKWOOD CAMPUS**

**Backflow Preventers:** ordered parts needed for work.

**HVAC in Community Center**– Punch list items almost completed. Final payment on balance will be made in January, 2013.

**Additional HVAC Above Board Room** – This work won't be started until the Community Center HVAC matter is resolved.

**Electric Upgrade Lincoln Hall & DFT Stage Lighting Dimmer Panel** – In progress.

**HVAC Replacement – 3 buildings** – Ed Carney met with energy audit representatives. \$4 million is needed in bondable improvements that would be payable within 15 years. The College will pay it back from savings on utility costs. The energy audit showed areas for improvement. We need a set schedule for pay back. CCIA handles bonding and agreement with the County. The next step will be an RFP for a forensic audit to quantify savings and establish amount of bond. Ed Carney will give a presentation at the next Capital Projects meeting. Debbie McKee is reviewing specs for the HVAC Helene Fuld building now and then it is ready for bid.

**Adams Hall** – Close for dry storage as soon as we know Science Building will open and we can move classes out of Adams. Note: The Superintendent's office would like to use some space in Adams for file storage. The Fire Marshall told them they had to move some files out of the offices.

**Library Renovations** – Wireless is completed on the first floor. Wireless needs to be installed in the basement, 2<sup>nd</sup> and 3<sup>rd</sup> floors. Everything else is on hold.

**Helene Fuld** –The architect drawings have been submitted to the township for permits for the second floor. All specs for HVAC have been turned over to Debbie McKee for bid.

**Science Bldg.** – We expect to have the temporary certificate of occupancy by December 21, 2012.

### **CAMDEN CAMPUS**

**College Hall HVAC** – Spent \$47,000. Purchase order completed.

**Generator** – A generator is needed for the IDF room as well as other emergency functions in the building. Lenny is working on a plan and cost. Place in FY14 Capital Budget request.

**Garage Renovations** – Met with engineer. Scope of work was presented. Worst case scenario - \$1.2M to do everything at once. A priority breakdown on costs was requested. Add to FY14 priority Capital Budget request.

**CTC AV Equipment** – put in priority Capital AV budget request. Lifecycle Camden AV.

### **ROHRER**

**Rohrer Center Road Alignment** – We should locate the agreement to see if we are required to terminate the agreement.

**Parking Lot** – The lift for installation of LED lighting is out of service in Camden.

**Asset Tracking System** – Setting up a meeting with the vendor next week. We will extend contract on existing time clocks for six months.

**Taft Hall** – The drawings we received back from Vitetta did not include our changes. We are sending them back.

Paramedics: Ask Marge Hamilton what space will be used for Paramedics.

**Additional notes:**

Science Building Classrooms – Julie will send Walt, Lenny, Chris and Ed a copy of the classrooms spreadsheet.

Fred Cappello's office suite will be moved to Wilson West 1<sup>st</sup> Floor and two classrooms on the second floor. Julie will empty two classrooms after Science Building classrooms are made available.

CIM 211-S – move all classes to the Science Building effective Spring 2013. This space will become faculty offices.

The office of Emergency Management is going to outfit the Gym building with a generator. FEMA is funding this project. It will run the whole gym with HVAC and heat.

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>BLACKWOOD CAMPUS</b>					
<b>Backflow Preventers</b>	Add backflow preventers for non-existing and repairing old ones.	\$23,785	Jan. 2013	Received quote. Ok to move forward on project. 12/11/12 Ordered equipment needed for project.	FY2012 capital budget Job Ledger #: <b>9020221</b>
<b>Community Center – HVAC</b>	Remove from central system & tie into Connector bldg; new air handler.	\$1,150,000		Failed inspection. Estimated cost \$20K. Working on closeout. Finished platform & installed ladder. Estimated cost \$50,000	FY09-\$750,000 Fy11 - \$400,000- <b>906990</b>
<b>Additional– HVAC</b>	Board Room unit is undersized.	need additional \$50,000			
<b>Electric Upgrade</b>	Lincoln Hall	\$137,000 + \$15,000	Feb. 2013	Near completion.	FY10 HVAC Capital
<b>DFT - Lincoln Hall – Stage Lighting</b>	Dimmer panel upgrade				
<b>HVAC Replacement – 3 buildings</b>	Lincoln—New rooftop units, heat pumps & controls; Truman & CJ will be alternates on bid.  Lincoln part of RFP energy audit within the next two weeks. 6/26/12 energy audit is complete. Report due 9/12.	Lincoln: Working on NEW Bid  \$6K repair - get Gardelli quote and have them do change order request for repairs.	CIM - completed  Lincoln TBA	Lincoln is a priority.  Lenny and Chris will go through CRJ and Lincoln to see if we can wait until November. Get cost for each building and prioritize. Possibly use MegaBond funds if we get it.  11-6-12: Ed to schedule meeting to discuss HVAC replacement needs and order of priority for each building.	FY10 County Cap. 1.6M; FY10 Capital - Pool Conversion \$1M  Available: FY10 \$878,078 FY11 \$587,633

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>Lincoln Hall Wheel Chair Lift</b>	Add wheel chair lift to stairway between old and new sections	\$35,000	TBA	On hold	FY13 Capital
<b>Lincoln Hall - Renovation of Room L16 &amp; Kitchen</b>	Music recording & new film program productions	\$10,000		Need total cost. \$10K for engineer. 12-11-12: Sharon is working on drawings. After drawings are submitted, engineer will give us cost and Lenny will give music dept. cost to put in their capital budget request.	FY14 Capital
<b>Wolverton – Open Access Lab</b>	Build a glass wall so that there is only one entrance/exit	\$10K TO \$15K		On hold.	FY13 Capital
<b>Adams Hall</b>	Close for dry storage as soon as Science Bldg. opens.		Feb. 2013	4H will stay in trailers through July.  Closing Trailers Fall 2013  4H may take the trailers.	
<b>Connector Atrium Carpet</b>	Replace carpet in Atrium with solid flooring	\$10,843 ACTUAL	Dec. 2012	Installation during winter break.	FY13 Capital

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>Library Renovations</b>	RENOVATIONS ON HOLD.  Wireless installation to proceed.	\$60,000 - total (\$26,000 for wireless)		Wireless completed on first floor. OIT to install wireless in basement, 2nd and 3rd floors. All other work is on hold.	FY13 Capital
<b>Physical Plant- Miscellaneous Facility/Equipment</b>	Funding for emergency repairs and equipment replacement due to unforeseen issues.	\$100,000		Ordered sprinkler system for Child Care \$50,000 Other equip. ordered - \$30,000 NOTE: Need a used truck; Lenny will get specs and let Helen know cost.	FY13 Capital
<b>Athletics Softball Scoreboard</b>	Softball scoreboard needed to be in compliance with the Title IX Act.	\$10,900	ON HOLD	Cancelled order.	move funds into Physical Plant account.
<b>Helene Fuld</b>				First Floor completed. 2nd Floor architect drawings dropped off at township 12/10/12. Debbie McKee has specs for HVAC bid.	

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>CAMDEN CAMPUS</b>					
<b>College Hall – Concierge Area</b>	Renovation needed – new public safety counter, electrical work	\$20,000	Mar-13	In process	Concierge desk - Security Upgrade budget <b>907009</b>
<b>College Hall - HVAC</b>	Upgrade HVAC system	Spent \$47,000 <i>Will spend an additional \$90,000.</i>	May-13	Purchase order processed.	FY2011 County Capital as of 11/2012 over by \$40,000 Use funds from FY10 HVAC
<b>College Hall Backup generator</b>	Backup generator needed for IDF room in College Hall and also other emergency functions of building.			Lenny working on plan and cost.	FY14 Capital budget
<b>Garage Renovations</b>	Third floor deck repairs to prevent leaks into the CTC building.	\$170,000			FY14 Capital Spent \$83,000
<b>CAM 406</b>	transform art room to classroom	\$2,000		move 25 tablet armchairs from Helene Fuld, 2nd floor to CAM 406. Need doors/frames. Over threshold. Working with a vendor to get them. Can space be used before doors and frames are installed.	
<b>CTC Kiosk</b>	2nd Fl. CTC rear kiosk needs enclosure.			Lenny to give Darrell cost.	

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>ROHRER CAMPUS</b>					
<b>Rohrer Center Road Alignment</b>	Road realignment - ON HOLD	Engineer - \$10,000-\$15,000 Construction - \$125,000	On hold	Review agreement to see if we need to terminate agreement since project never moved forward.	\$125,000 from developer-Vineland Const; Balance from operating budget 9/29/11 - Need to find out where the 25K from developer was placed.
<b>Parking Lot</b>	Rohrer Parking Lot Lighting - Replace with LED lighting	\$9,734 actual		Lift out of service in Camden.	
<b>ROHRER LOBBY</b>	Needs facelift such as plants, etc.  Also needs a new digital Bulletin Board to replace old inoperable TV screen to give updates and announcements.	??		Ask Kay Byrd for scope of work and cost.	FY13
<b>RETC</b>					
<b>Continuing Education - Mobile Labs</b>	mobile lab needed for various off-site locations	\$15,000		Helen will ask Anbar for an update.	FY13
<b>RETC LOBBY</b>	Needs facelift such as plants, etc.	??		Ask Kay Byrd for scope of work and cost.	FY13

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>ALL CAMPUSES</b>					
<b>Elevators – Madison, Wolverton, Truman, College Hall</b>	Refurbish & repair elevators in Truman & College Hall; Upgrade elevator interiors in Madison & Wolverton; Madison Elevator-needs new flooring & wallcovering	\$509,906	Jun-13	Approved at Sept. 2012 BOT meeting. Waiting for agreement to be signed by Dr. Yannuzzi.	FY10 County Capital Use funds from FY10 HVAC
<b>Security Upgrade</b>	Public Safety – cameras, lockdown hardware, concierge desk-College Hall	\$100,000		Working on approval of CTC, Physical Plant camera upgrades & alarm for Truman. Mostly completed.	\$100,000
<b>Academic equipment</b>	Instructional and lab equipment in non-Perkins rooms.	\$50,000			FY13
<b>Asset Tracking System</b>	Campus-wide system to record and catalog assets for insurance and security	\$50,000		Need to purchase scanners & time clocks.	FY13
<b>Security Upgrades</b>	Digital bulletin Boards, wireless communication systems and CCTV monitors.	\$50,000		Waiting for software service installation in Science Bldg.	FY13
<b>Classroom Podiums/ AV Equipment</b>	Replace existing classroom podiums/AV equipment	\$20,000		May use to replace equipment in Madison Hall. \$4,000 left	FY13
<b>Lifecycle Computers</b>	Replace administrative and faculty computers on a 5 year lifecycle plan; Upgrade existing computer labs.	\$193,100 Most of it spent to date.			FY13

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>Technology Upgrades</b>	<p>1. New network switches to replace end of life and end of warranty switches in Blackwood and Camden.</p> <p>2. ASR 1001 - New Internet service</p> <p>3. ASA 5520 - New Internet service</p>	<p>\$240,000</p> <p>Most of it spent to date.</p>			FY13

## UNFUNDDED CAPITAL PROJECTS FOR FY2011

CAMPUS	PROJECT/BUILDING/DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	PRIORITY	FUNDING SOURCE
BLACKWOOD	Athletic Fields	Purchase 2 more sets of bleachers	\$4,000 each	TBD	(4-6 week lead time)		
BLACKWOOD	Emergency Generators (portable) - Wilson Center & CIM	During electrical outage, needed for Public Safety emergency services	\$26,000 & \$3-4,000 for wiring	TBD	New receptacles & wiring will be needed in selected locations		
BLACKWOOD	Papiano Gym – air conditioning	Air condition basketball court, locker rooms & fitness center	\$400,000 - \$500,000	TBD	Need estimate		
BLACKWOOD	Papiano Gym – softball field improvements	Softball dugouts, scoreboard, walkway					
BLACKWOOD	Solar Panel Project	Install solar panels in parking lots to save energy	TBD	TBD	Gave energy data to County		County
CHERRY HILL	Rohrer Center Addition	Addition to Rohrer Center	\$7M	TBD	On hold		
BLACKWOOD	Burns House – 1560 Peter Cheeseman Road	Sell property			Getting appraisal quotes; township inspection documents need review 9/29/11 - Still not completed.		

# TRANSFORMATION PROJECTS

PHASE	DESCRIPTION	BUDGET	TENTATIVE COMPLETION	STATUS	FUNDING SOURCE
<b>RING ROAD PROJECT</b>					
<b>PHASE IIB: ON-SITE PARKING; REMAINING RING ROAD; SIGNAGE; LANDSCAPING; CAMPUS WALK</b>	Reorganize and rehabilitate existing parking; repair roads; repair storm drainage. Site directional signage. Upgrades & improvements to landscaping	\$6.1 million		1. Signage to be installed. 2. Modifications needed to storm water outflow behind Adams & Polk Halls. 3. Project substantially completed. 4. Need to purchase outside furniture package. 5. Overbudget by 11 to 12% with change orders. 4. Need accounting of Funds ASAP.	Transformation funds
<b>PHASE III</b>	Landscape Architect to draw scoreboards  Electronic signs for College Drive and Peter Cheeseman Roads  Holly run Park (Old President's House)  Re-Design Front steps of CIM and upgrade lighting  Tie CIM water servcie into new PVC water main  Softball dugouts			Ron Garbowski is working on scope of work. Interior pedestrian signage ois out for design now.	

# TRANSFORMATION PROJECTS

PHASE	DESCRIPTION	BUDGET	TENTATIVE COMPLETION	STATUS	FUNDING SOURCE
SCIENCE BUILDING/TAFT RENOVATION PROJECTS:					
Science Building	New Science Building Construction	\$27.4 million	9/18/12 - temporary CO 10/31/12 completion date Meet on 1/25/12 for interior furniture with Vitetta.	Meeting scheduled for 1/25/12 for interior furniture with Vitetta	Transformation funds
Taft Hall Renovation	Renovation of Taft Hall for Student Services	\$5-6 million	Bid should be advertised right before Science Bldg. is done	Boiler plans submitted for permit. Boilers & materials order is in progress.	Transformation funds
Wetlands Crossing and Perimeter Area Development	Design services for Wetlands Crossing	\$190,000 Design only	TBD	Permits approved.	FY11 \$190,000 & Transformation funds
Washington Drive Culvert Project	Phase II Bridge and culvert enhancements over Holly Run Lake-widen roadway, new curbing	\$350,000		Permits approved. Need accounting of funds from Steve B.	

# TRANSFORMATION PROJECTS

PHASE	DESCRIPTION	BUDGET	TENTATIVE COMPLETION	STATUS	FUNDING SOURCE
TRANSFORMATION – HELENE FULD BUILDING:					
<b>Helene Fuld Building</b>	Renovate existing space to create administration offices	\$1,000,000			Transformation funds
Softball dugouts		\$25,000			

## COMPLETED PROJECTS

PROJECT/BUILDING/ DEPT.	DESCRIPTION	ESTIMATED PRICE	TENTATIVE COMPLETION	STATUS	SOURCE
<b>County Communications Tower</b>	CCC easement for 300' tower	NA	Apr-11	Tower is complete. Working on security systems	County Project
<b>Mobile PC Lab for Customized Training</b>		\$10,430	completed		FY2012 capital budget Job Ledger #: <b>9020251</b>
<b>Lincoln Hall – Art Gallery &amp; DFT</b>	New doorway between DFT & Art Gallery; new vinyl wood grain flooring in interior lobby of DFT	\$5,000	Oct-11	During theater shutdown, doorway project will begin (in-house project)	Minor Projects
<b>DFT - Lincoln Hall – Stage Repairs</b>	Stage decking repairs	\$20,000	Nov-11	Almost complete. Front of stage being rebuilt and painting underway for decking. Stage plates ordered and will be dropped in	County Capital/Facility Improvements
<b>Community Center Bookstore Addition &amp; Exterior Landscape</b>	Barnes & Nobles Addition. Exterior landscape will be done by College		Nov-11	Will open Nov. 2011. exterior to be completed 11/11/11. Final CO inspection 11/8/11. Radius sign to be installed this week. Fire inspection 11/7/11.	B&N
<b>Physical Plant – Warehouse &amp; Locker Area</b>	Renovation of warehouse locker area; 10'x80' concrete pad for storage area			On hold.	FY2012 capital budget Job Ledger #: <b>9020231</b>
<b>Criminal Justice Building - Ampitheater/New Storage Room</b>				Have bulk of materials. Getting quote on drywall. Demo stage, move lights.	

## COMPLETED PROJECTS

<b>Greenhouse</b>		32745	<b>Completion must be before May 1, 2012</b>	Bid opening 11/9/11. Includes engineering drawing and heating package. 30x70 Greenhouse package. 8 weeks for delivery. CCC employees to install.	Perkins FY2012 DEPT: 512449
<b>CIM 201</b>			before 5/21/12	25 computers, 2 printers, new lighting, keep furniture and add to make additional row.	
<b>College Hall – Cafeteria &amp; Multipurpose Room</b>	New furniture, replace bifold wall, remove kitchenette in cafeteria	\$12,149.73 Lighting \$17,879.30 - Furniture	Mar-12	Work completed and furniture ordered. Furniture to be installed during spring break.	Capital Camden Renovation Budget <b>907003</b>
<b>Projector Replacement – All Campuses</b>		\$24,284  \$16,800		Bid recommendation to be presented at March BOT meeting.	FY2012 capital budget Job Ledger #: <b>9020241</b>  Perkins
<b>Old Emergency Services Training Center – Lakeland</b>	Renovation of classrooms, lavatories, offices - Police Academy		Feb. 2012	Meeting scheduled for 1-26-12 to discuss IT issues. Furniture/Equipment order completed	dept. 511572 LEOTEF
<b>CIM – Loading Dock Repairs</b>	Repairs to loading dock leveling plat	\$7,000	March, 2012	Add funding to cover installation of leveling pad.  Have single quote, waiting for 2 more from Kevin.	FY2012 capital budget Job Ledger #: <b>9020261</b>

## COMPLETED PROJECTS

Truman - & 2nd Floor Truman Bathrooms	Elevators don't work consistently. (part of all campuses) & Bathrooms not ADA.			2nd Fl. Unisex restroom converted into ADA accessible single stall.	
CTC - Business Office	Kiosk needed for registration	\$10,000 - \$20,000	Jan-12	1-23-12 In-house work in progress.	Capital Camden Renovation Budget <b>907003</b>
Colleague Program Improvements	Storage array & servers to support the new SQL architecture for Colleague	\$100,000		Hardware purchased.	FY2012 capital budget Job Ledger: <b>9020271</b>

Document Imaging System	OIT	\$150,000	FY2011	Approved at 11/2011 BOT meeting. Human Resources and Financial Aid will be first departments implemented. Equipment purchased.	FY2011-\$150,000
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## COMPLETED PROJECTS

<b>Criminal Justice Building - Classroom ESL Lab/Developmental Lab</b>	37 computers, 2 printers, furniture		<b>First week of Aug. 2012</b>	CRJ 104 to be used for lab. Needs data & power lines installed. Electricians and OIT to perform work. Need prices on wireless access points.  Purchase orders completed except for computers and printers. Data wire and access points complete. Electrician to start work on 7/2/12.	FY2012 Capital
<b>CIM - Back of OIT area</b>		\$3,000		Open front wall and clean up kitchen area. Ed C. to look at sprinkler system. In progress.  Lenny to check with Sharon for drawing and set up meeting- Lenny, Ed, Darrell, Kay & Sharon	FY13 Capital

## COMPLETED PROJECTS

Furniture - Camden	Replace chairs in CTC 210A & B and add five additional chairs in each classroom to increase class size.	\$17,000		Furniture ordered.	
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**Schedule A**

**CAMDEN COUNTY COLLEGE**  
Total Credit-Hour and Equivalent Credit-Hour Enrollments  
Fiscal Year Ended June 30, 2007

	<u>Summer 2006</u> <u>Semester</u>	<u>Fall 2006</u> <u>Semester</u>	<u>Spring 2007</u> <u>Semester</u>	Total Fiscal Year
A. Credit Credit Hours	30,942	138,713	136,742	306,397
B. Noncredit Equivalent Credit Hours	2,188	6,807	8,864	17,859
C. Total	<u>33,130</u>	<u>145,520</u>	<u>145,606</u>	<u>324,256</u>

**Schedule A**

CAMDEN COUNTY COLLEGE  
Total Credit-Hour Enrollments  
Fiscal Year Ended June 30, 2008

	<u>Summer 2007</u>	<u>Fall 2007</u>	<u>Spring 2008</u>	<u>Total</u>
	<u>Semester</u>	<u>Semester</u>	<u>Semester</u>	<u>Fiscal Year</u>
<b>Credit Hours</b>	<b>30,555</b>	<b>140,160</b>	<b>140,930</b>	<b><u>311,645</u></b>

**Schedule A****CAMDEN COUNTY COLLEGE**  
Total Credit-Hour Enrollments  
Fiscal Year Ended June 30, 2009

	<u>Summer 2008</u> <u>Semester</u>	<u>Fall 2008</u> <u>Semester</u>	<u>Spring 2009</u> <u>Semester</u>	<u>Total</u> <u>Fiscal</u> <u>Year</u>
Credit Hours	32,253	147,082	149,149	328,484

CAMDEN COUNTY COLLEGE  
Total Credit Hour Enrollments  
Fiscal Year Ended June 30, 2010

	<u>Summer 2009</u>	<u>Fall 2009</u>	<u>Spring 2010</u>	<u>Total</u>
	<u>Semester</u>	<u>Semester</u>	<u>Semester</u>	<u>Fiscal Year</u>
<u>Credit Hours</u>	<u>32,756</u>	<u>155,756</u>	<u>155,789</u>	<u>344,301</u>
In-County Credit Hours				254,955
Out of County Credit Hours				89,346
				<u>344,301</u>

CAMDEN COUNTY COLLEGE  
Total Credit Hour Enrollments  
Fiscal Year Ended June 30, 2011

	<u>Summer 2010</u> <u>Semester</u>	<u>Fall 2010</u> <u>Semester</u>	<u>Spring 2011</u> <u>Semester</u>	<u>Total</u> <u>Fiscal</u> <u>Year</u>
Credit Hours	<u>32,973</u>	<u>148,606</u>	<u>143,962</u>	<u>325,541</u>
		In-County Credit Hours		243,529
		Out of County Credit Hours		<u>82,012</u>
				<u>325,541</u>

See Independent Accountants' Report on Applying Agreed-Upon Procedures.

**Schedule A****CAMDEN COUNTY COLLEGE**  
Total Credit Hour Enrollments  
Fiscal Year Ended June 30, 2012

<u>Credit Hours</u>	<u>Summer 2011 Semester</u>	<u>Fall 2011 Semester</u>	<u>Spring 2012 Semester</u>	<u>Total Fiscal Year</u>
<u>30,764</u>	<u>140,275</u>		<u>135,680</u>	<u>306,719</u>

See Independent Accountants' Report on Applying Agreed-Upon Procedures.

Camden County College Financial History Budgets FY2007 -FY2016											
	Actual					Projections					
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	Current	FY 2013	FY 2014	FY 2015	FY 2016
Fundable FTE Enrollment					Restated						
<b>Operating Revenue</b>											
Student Tuition and Fees	\$34,135,859	\$36,554,507	\$41,363,694	\$47,305,828	\$47,139,097	\$47,755,473	\$46,020,000	\$48,580,000	\$49,830,000	\$51,080,000	
State Aid	\$13,272,367	\$13,721,740	\$12,084,580	\$11,028,633	\$10,540,430	\$10,151,513	\$10,201,317	\$10,201,317	\$10,200,000	\$10,200,000	
County Aid	\$11,753,559	\$9,789,048	\$12,251,698	\$9,841,393	\$9,725,814	\$9,725,814	\$9,225,814	\$9,225,814	\$9,225,814	\$9,225,814	
Federal	\$21,471	\$22,612	\$25,919	\$34,274	\$37,622	\$39,980	\$39,645	\$40,000	\$40,000	\$40,000	
Federal Stimulus				\$658,470							
Investment Income Earned	\$463,244	\$334,066	\$122,686	\$54,234	\$30,541	\$2,125	\$3,151	\$3,200	\$3,500	\$3,700	
Insurance Claims-Revenue	\$137,021	\$110,755		\$183,979	\$1,874,979		\$892,500				
Charge back Revenue	\$92,106	\$82,485	\$84,557	\$94,499	\$73,175	\$55,303	\$80,000	\$80,000	\$80,000	\$80,000	
Auxiliary Enterprises	\$505,914	\$538,735	\$626,421	\$657,518	\$1,017,826	\$874,593	\$875,000	\$875,000	\$875,000	\$875,000	
Other Operating Revenues	\$2,022,013	\$1,677,545	\$1,956,081	\$2,174,088	\$2,268,272	\$4,659,698	\$2,728,593	\$2,965,124	\$3,101,500	\$3,201,300	
Unrestricted Reserves							\$1,012,638	\$2,000,000	\$1,500,000	\$1,000,000	
County Security Revenue							\$2,300,000				
Total Operating Revenues	\$62,403,554	\$62,831,493	\$68,515,636	\$72,032,916	\$72,707,756	\$73,264,499	\$73,378,658	\$73,970,455	\$74,855,814	\$75,705,814	
<b>Operating Expenses:</b>											
Instruction	\$23,149,462	\$23,190,561	\$24,072,472	\$25,170,563	\$25,333,727	\$26,118,060	\$27,700,537	\$29,351,327	\$30,805,814	\$32,055,814	
Public Services	\$222,185	\$244,296	\$326,587	\$283,245	\$365,772	\$661,022	\$1,214,206	\$1,114,838	\$1,000,000	\$1,000,000	
Academic Support	\$7,584,324	\$7,405,174	\$8,136,631	\$8,222,143	\$8,607,326	\$8,371,902	\$8,618,479	\$8,794,347	\$8,700,000	\$8,650,000	
Student Services	\$6,258,359	\$6,122,728	\$6,443,739	\$7,200,663	\$7,451,539	\$7,324,460	\$7,482,267	\$7,776,577	\$7,750,000	\$7,600,000	
Institutional Support	\$10,990,876	\$11,894,119	\$12,020,954	\$12,418,104	\$12,049,060	\$11,781,733	\$12,757,471	\$12,547,326	\$12,500,000	\$12,400,000	
Facilities/Plant Operation and Maintenance	\$11,833,236	\$12,257,424	\$12,049,544	\$12,429,293	\$12,711,462	\$12,470,787	\$14,984,941	\$13,778,040	\$13,500,000	\$13,400,000	
Scholarships and Fellowships	\$539,878	\$580,976	\$689,344	\$454,156	\$686,978	\$520,947	\$620,757	\$608,000	\$600,000	\$600,000	
Other expenses	\$3,626,280	\$985,496	\$788,979	\$3,239,275	\$1,833,099	\$5,967,811					
<b>Total Operating Expenses</b>	\$64,204,600	\$62,680,774	\$64,528,250	\$69,417,442	\$69,038,963	\$73,216,722	\$73,378,658	\$73,970,455	\$74,855,814	\$75,705,814	
<b>Operating Income (Loss)</b>	(\$1,801,046)	\$150,719	\$3,987,386	\$2,615,474	\$3,668,793	\$47,777	\$0	\$0	\$0	\$0	

**CCC Expenditures by Function, 2002 to 2016**

Fiscal Year	Instruction	%	Public Service	%	Academic Support	%	Student Services	%	Institutional Support	%	Scholarships and Fellowships	%	Facilities	%	Total Operating	% Change
2002	\$21,092,103	0.348247	\$467,619	0.77%	\$4,881,202	8.06%	\$6,170,247	10.19%	\$7,870,323	12.99%	\$11,135,534	18.39%	\$8,949,435	14.78%	\$60,566,463	
2003	\$20,319,254	30.0%	\$601,925	0.9%	\$6,633,919	9.80%	\$6,790,449	10.03%	\$9,037,124	13.36%	\$15,986,152	23.62%	\$8,299,430	12.26%	\$67,668,253	10.50%
2004	\$22,037,110	29.8%	\$702,224	1.0%	\$7,222,412	9.78%	\$7,546,786	10.22%	\$9,075,409	12.29%	\$17,920,782	24.27%	\$9,331,857	12.64%	\$73,836,580	8.35%
2005	\$22,975,626	31.3%	\$853,452	1.2%	\$8,470,688	11.54%	\$8,214,820	11.19%	\$9,129,288	12.43%	\$16,251,305	22.14%	\$7,522,398	10.25%	\$73,417,577	-0.57%
2006	\$22,899,996	29.5%	\$742,144	1.0%	\$8,262,061	10.63%	\$7,966,521	10.25%	\$9,875,993	12.71%	\$15,901,920	20.47%	\$12,041,157	15.50%	\$77,689,792	5.50%
2007	\$23,149,462	38.2%	\$222,185	0.4%	\$7,584,324	12.52%	\$6,258,359	10.33%	\$10,990,876	18.14%	\$539,878	0.89%	\$11,833,236	19.53%	\$60,578,320	-28.25%
2008	\$23,190,561	37.6%	\$244,296	0.4%	\$7,405,174	12.00%	\$6,122,728	9.92%	\$11,894,119	19.28%	\$580,976	0.94%	\$12,257,424	19.87%	\$61,695,278	1.81%
2009	\$24,072,472	37.8%	\$326,587	0.5%	\$8,136,631	12.77%	\$6,443,739	10.11%	\$12,020,954	18.86%	\$689,344	1.08%	\$12,049,544	18.90%	\$63,739,271	3.21%
2010	\$25,170,563	38.0%	\$283,245	0.4%	\$8,222,143	12.42%	\$7,200,663	10.88%	\$12,418,104	18.76%	\$454,156	0.69%	\$12,429,293	18.78%	\$66,178,167	3.69%
2011	\$25,333,727	37.7%	\$365,772	0.5%	\$8,607,326	12.81%	\$7,451,539	11.09%	\$12,049,060	17.93%	\$686,978	1.02%	\$12,711,462	18.91%	\$67,205,864	1.53%
2012	\$26,118,060	38.8%	\$661,022	1.0%	\$8,371,902	12.45%	\$7,324,460	10.89%	\$11,781,733	17.52%	\$520,947	0.77%	\$12,470,787	18.54%	\$67,248,911	0.06%
2013*	\$27,700,537	37.8%	\$1,214,206	1.7%	\$8,618,479	11.75%	\$7,482,267	10.20%	\$12,757,471	17.39%	\$620,757	0.85%	\$14,984,941	20.42%	\$73,378,658	8.35%
2014*	\$29,351,327	39.7%	\$1,114,838	1.5%	\$8,794,347	11.89%	\$7,776,577	10.51%	\$12,547,326	16.96%	\$608,000	0.82%	\$13,778,040	18.63%	\$73,970,455	0.80%
2015*	\$30,805,814	41.2%	\$1,000,000	1.3%	\$8,700,000	11.62%	\$7,750,000	10.35%	\$12,500,000	16.70%	\$600,000	0.80%	\$13,500,000	18.03%	\$74,855,814	1.18%
2016*	\$32,055,814	42.3%	\$1,000,000	1.3%	\$8,650,000	11.43%	\$7,600,000	10.04%	\$12,400,000	16.38%	\$600,000	0.79%	\$13,400,000	17.70%	\$75,705,814	1.12%

\* denotes projected expenditure levels, all others are actual

**CAMDEN COUNTY COLLEGE**  
**REPORT OF AUDIT**  
**WITH SUPPLEMENTARY INFORMATION**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2010**



**CAMDEN COUNTY COLLEGE**  
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**INDEPENDENT AUDITOR'S REPORT**

To the Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

We have audited the accompanying basic financial statements of the business type activities and the discretely presented component unit of Camden County College (the College), State of New Jersey, a component unit of the County of Camden, State of New Jersey, as of and for the fiscal years ended June 30, 2010 and 2009, which collectively comprise the College's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and in compliance with audit requirements as prescribed by the Department of Treasury, State of New Jersey. The financial statements of Camden County College Foundation (a discretely presented component unit) were audited in accordance with auditing standards generally accepted in the United States of America, but were not audited in accordance with Government Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, based upon our audits, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of Camden County College, State of New Jersey, and the discretely presented component unit, as of June 30, 2010 and 2009, and the respective changes in financial position and cash flows for the fiscal years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated March 28, 2011, on our consideration of the College's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in assessing the results of our audit.

The accompanying management's discussion and analysis (MD&A) as listed in the table of contents is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted primarily of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of the College. The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations and State of New Jersey Circular 04-04-OMB, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid, and are not a required part of the basic financial statements. In addition, supplemental schedules 1 through 9, as listed in the table of contents, are also presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subject to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial taken as a whole.

Respectfully submitted,

*Bowman Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Woodbury, New Jersey  
March 28, 2011

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE  
AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

We have audited the accompanying basic financial statements of the business-type activities and the discretely presented component unit of Camden County College, State of New Jersey, a component unit of the County of Camden, State of New Jersey, as of and for the fiscal year ended June 30, 2010 and have issued our report thereon dated March 28, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and in compliance with audit requirements as prescribed by the Department of Treasury, State of New Jersey. The financial statements of the discretely presented component unit (Camden County College Foundation) were audited in accordance with auditing standards generally accepted in the United States of America, but were not audited in accordance with Government Auditing Standards.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered the College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards, and audit requirements as prescribed by the Department of Treasury, State of New Jersey.

This report is intended solely for the information and use of the board of trustees and management of the College, the Department of Treasury, State of New Jersey, and federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

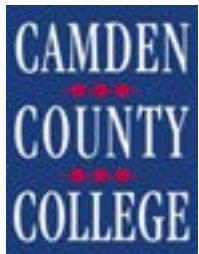
Respectfully submitted,

*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Woodbury, New Jersey  
March 28, 2011

## **REQUIRED SUPPLEMENTARY INFORMATION**



**MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2010  
(UNAUDITED)**

This discussion and analysis of Camden County College's financial performance provides an overall review of the College's financial activities for the fiscal year ended June 30, 2010. The intent of this review is to look at the College's financial performance as a whole; readers should also review the financial statements and the notes to the financial statements to enhance their understanding of the College's financial performance.

This narrative explaining Management's review and analysis of the June 30, 2010 statements is divided into the following five parts:

- An overview of all of the College's financial statements and notes included in this report.
- An analysis of the College's Statement of Net Assets.
- An analysis of the College's Statement of Revenues, Expenditures and Changes in Net Assets.
- A review of factors that will effect the College's future financial statements.
- An analysis of the College Foundation's financial activity.

**Overview of the Financial Statements**

The first section of the report contains management's discussion and analysis, the basic financial statements and the accompanying note disclosures. For FY2010, the College included comparative data for FY2009 and FY2008 in the Notes to the Financial Statements. The following three financial statements are prescribed by the Governmental Accounting Standards Board (GASB): the Statement of Net Assets; the Statement of Revenues, Expenses and Changes in Net Assets; and the Statement of Cash Flows. These statements demonstrate the net value of assets and the results of operations on a college-wide basis. These statements also include the most recent audited financial statements for the Camden County College Foundation as a component unit in accordance with GASB 39.

The supplementary information section contains statements and schedules consistent with the presentation from previous years before the implementation of GASB 35. The Balance Sheet, Statement of Changes in Fund Balance and other supplementary information are reported in the traditional fund category. They are informational in their support of the College-wide financial statements. All statements are prepared using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting records all of the current year's revenues and expenses regardless of when cash is received or paid.

**Camden County College**  
**Management's Discussion and Analysis**  
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Throughout this analysis, the reader will note the impact of several events:

- Credit student enrollment increased 4.8% to 344,301 during FY2010 and increased 5.4% to 328,484 total credit hours during FY2009. Credit student enrollment increased 1.7% to 311,645 during FY2008. The increases in FY2010 and FY2009 continued the upward trend experienced over the past several years.
- The College continues to experience an increase in accounts receivable from multiple sources including a slowdown in payments from students and governmental entities.

**Statement of Net Assets**

The Statement of Net Assets includes all assets, liabilities, and net assets of the entire College. Current (available with in one year) assets are distinguished from non-current (capital) assets. Liabilities are also distinguished between current (short term) and non-current (long term). As summarized in Table 1, net assets are displayed as:

- Amounts invested in capital assets (net of debt).
- Restricted assets.
- Unrestricted assets.

*Table 1: Statement of Net Assets as of June 30*  
(In Millions)

	2010	2009	2008	10 to 09 Percent Change	09 to 08 Percent Change
<b>Assets</b>					
Current Assets	\$23.34	\$19.33	\$16.09	20.7%	20.1%
Non-Current (Capital) Assets					
Net of Depreciation	92.63	91.54	92.03	1.2%	(0.5%)
Total Assets	115.97	110.87	108.12	4.6%	2.5%
<b>Liabilities</b>					
Current Liabilities	12.61	11.97	11.93	5.3%	0.3%
Non-Current Liabilities	8.69	8.80	8.72	(1.3%)	0.9%
Total Liabilities	21.30	20.77	20.65	2.5%	0.6%
<b>Net Assets</b>					
Investment in Capital Assets	84.76	83.69	84.04	1.3%	(0.4%)
Restricted	3.58	2.19	1.96	63.5%	11.7%
Unrestricted	6.33	4.21	1.46	50.4%	188.4%
Total Net Assets	\$94.67	\$90.09	\$87.46	5.1%	3.0%

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Total Assets, which are composed of current assets and non-current or capital assets, increased in each of the last two years, by 4.6% in FY2010 and 2.5% in FY2009. These increases primarily result from increases in cash and cash equivalents and accounts receivable.

Current assets for FY2010 increased by \$4.01 million (20.7%) resulting from an increase in cash and cash equivalents and accounts receivable. Current assets for FY2009 increased by \$3.24 million (20.1%) resulting from an increase in cash and cash equivalents, an increase in accounts receivable and a decrease in prepaid expenses. The accounts receivable increase was comprised of an increase in County and Federal receivables.

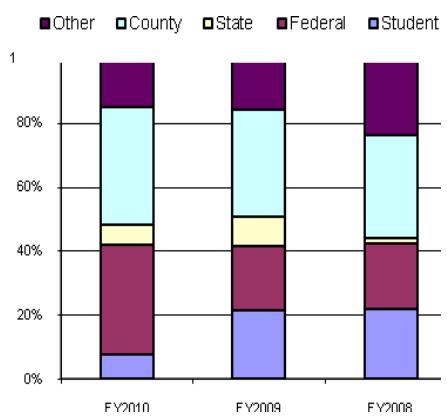
*Table 2: Comparison of Current Assets*

	2010	2009	2008	10 to 09 Percent Change	09 to 08 Percent Change
Cash & Cash Equivalents	\$11,898,127	\$9,029,033	\$7,249,302	31.8%	24.6%
Accounts Receivable – Net	10,409,218	9,340,719	8,188,146	11.4%	14.1%
Inventories	19,278	19,184	21,386	0.5%	(10.3%)
Prepaid Expenses	1,012,537	942,519	627,869	7.4%	50.1%
Total Current Assets	\$23,339,160	\$19,331,455	\$16,086,704	20.7%	20.2%

Over the examined three-year period, combined cash/cash equivalents and net accounts receivable have remained relatively stable at approximately 94.5% of current assets. The FY2010 increase in accounts receivable reflect an increase in Federal and County receivables, partially offset by a decrease in student receivables for FY1010 due to the placement of delinquent accounts placed in FY2011. The FY2009 accounts receivable reflect an increase in student accounts and other receivables and corresponding increases in Federal, State and County receivables. The county increase for FY2010 was a result of a delay by the College in billing costs associated with the College's construction costs funded by County Bonds. The decline in Other Receivables for FY2009 was a direct result in the decrease of non-credit and other billable accounts receivable. The following table and chart display the remaining components of the fluctuation in accounts receivable.

*Table 3: Comparison of Accounts Receivable*

	2010	2009	2008	10 to 09 Percent Change	09 to 08 Percent Change
Student	\$785,631	\$1,993,013	\$1,791,884	(60.6%)	11.2%
Federal	3,562,691	1,901,515	1,686,667	87.4%	12.7%
State	664,589	832,924	117,162	(20.2%)	610.9%
County	3,829,275	3,126,440	2,643,218	22.5%	18.3%
Other	1,567,032	1,486,826	1,949,214	5.4%	(23.7%)
Total	\$10,409,218	\$9,340,718	\$8,188,145	11.4%	14.1%



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The amount due from the federal government is primarily for student financial aid. In FY2010, the receivable accounts from the federal government increased by \$1,661,176 (87.4%). For FY2009, the receivable increased \$215,000 (12.7%). The amount due in this receivable at fiscal year-end is dependent on the College's ability to document the draw-downs required to balance the federally funded student financial aid programs.

The State of New Jersey receivable decreased from FY2009 to FY2010 by \$168,335 while this receivable increased from FY2008 to FY2009 by approximately \$716,000 due to the timely receipt of State aid funding during FY2009.

The receivable from Camden County fluctuates over the three year period due to the annual fluctuation in the Board of School Estimates calculation of the College's appropriation. The statutory calculation of the County appropriation has both "up years" and "down years" as the result of a reduction in the County appropriation over a decade ago. As shown in the following table, in "up years" the College will record a receivable for County revenue, and conversely, deferral of County revenue will be recorded in "down" years unless appropriation payments are not received on a timely basis. In FY2008, the College experienced a delay in its receipt of the County appropriation for June 2008 and subsequently recognized a receivable due from the county. During FY2009, the College experienced a delay in its receipt of the County appropriation resulting in the receivable of \$1,364,052. For FY2010, a similar delay existed in the County appropriation receipt.

*Table 4: County Aid Fluctuations*

	FY2010	FY2009	FY2008
	"Down Year"	"Up Year"	"Down Year"
County Revenue based on Board of School Estimates	\$9,725,814	\$12,251,698	\$9,725,814
Actual County Payments Received	9,624,704	10,887,646	9,516,371
Account Receivable or (Deferred Revenue)	\$101,110	\$1,364,052	\$209,443

In addition to the fluctuating receivable/deferred revenue of the annual County appropriation, there are other County receivables for funded capital projects. Since payment is made on a reimbursement basis, billing cannot occur until the payable is liquidated and the contractors are paid. The receivable for capital projects was \$3,612,585, \$1,762,388, and \$2,370,539 in FY2010, FY2009 and FY2008 respectively.

Receivable accounts classified as "other" include receivables for facility partnerships, customized training programs, and insurance claims. For FY2010, the college experienced an increase in other receivables in the amount of \$80,200 that included reductions in non-credit and credit other accounts receivables. For FY2009, the college experienced a decline in other receivables in the amount of \$462,000. For FY2008, multiple years of our facility partnerships remained outstanding yielding the increase in other receivables.

Concluding the analysis of assets, we need to review the second component: non-current or capital assets. Capital assets have grown by a net amount of \$19.370 million over the four year period covering FY2007 to FY2010. This growth is the result of several significant capital projects: the completion of the College's Conference Center at the Camden City Campus and the construction and renovation of Madison Hall and the Connector Building, the later two being part of Phase I of the Freeholder Initiative.

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The additions to capital assets were partially offset by annual depreciation of approximately \$2.6 million. Consistent with guidance in GASB 35, the College began including depreciation on its financial statements for the year ended June 30, 2002. Prior to FY2005, 41% of the College's assets were non-depreciable. The Conference Center at the Camden City campus received its certificate of occupancy during FY2007 and was placed into service during the same period. As of June 30, 2008, the final certificate of occupancy was not received and therefore, the renovated Madison Hall and Connector Building are still classified as construction in progress.

As shown in Table 5 below, the College had \$92,634,534 invested in land, buildings, furniture, equipment and other assets as of June 30, 2010.

**Table 5: Calculation of Capital Asset Balances**  
(In Millions)

	FY 2008 Balance	FY2009 Net Additions	FY2009 Depreciation	FY 2009 Balance	FY2010 Net Additions	FY2010 Depreciation	FY 2010 Balance
Land	<b>\$3.855</b>			<b>\$3.855</b>			<b>\$3.855</b>
Land Improvements	<b>1.050</b>	.177	(.043)	<b>1.184</b>	.177	(.043)	<b>1.318</b>
Buildings	<b>58.455</b>	.221	(1.609)	<b>57.067</b>	.371	(1.618)	<b>55.820</b>
Infrastructure	<b>1.719</b>		(.076)	<b>1.643</b>		(.058)	<b>1.585</b>
Construction in Progress and Bond Issuance Costs	<b>22.972</b>	1.238		<b>24.210</b>	1.909		<b>26.119</b>
Furniture, Equipment and Vehicles	<b>3.463</b>	.458	(.659)	<b>3.262</b>	1.169	(.703)	<b>3.728</b>
Assets Under Capital Leases	<b>.415</b>		(.156)	<b>.259</b>		(.094)	<b>.165</b>
Capitalized Software	<b>0.000</b>			<b>0.000</b>			<b>0.000</b>
Library Books	<b>.097</b>	.011	(.053)	<b>.055</b>	.017	(.028)	<b>.044</b>
Total	<b>\$92.026</b>	\$2.105	(\$2,596)	<b>\$91.535</b>	\$3.643	(\$2,544)	<b>\$92.634</b>

Also displayed in the Statement of Net Assets, summarized in Table 1 are current and non-current liabilities. Total liabilities were \$21.30, \$20.77 and \$20.65 million in FY2010, FY2009 and FY2008 respectively. The division of current and non-current liabilities remained consistent from FY2008 to FY2010.

Current liabilities are composed of payables due within the next fiscal year, the current portion of long-term debt and deferred revenue. Accounts payable were \$4,933,189, \$4,365,569 and \$4,996,473 in FY2010, FY2009 and FY2008 respectively. In all the fiscal years presented in this report, over 25% of these payables are amounts due to contractors based on the College's retainage on construction contracts. Although technically due to various contractors, these funds are generally equal to 10% of the completed work and are withheld until the project is completed satisfactorily. Another 44% of these liabilities represent the College's current liabilities for operations.

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The current portion of long-term debt, the amount of long-term debt due within the next fiscal year, increased by \$15,300 in FY2010 and \$15,000 in FY2009. Camden County holds a mortgage on the facility that is paid from the proceeds of the parking garage operations. The current portion of long-term debt is \$431,500 and \$416,000 for fiscal years 2010 and 2009, respectively.

As previously discussed, the College alternately recognizes a receivable or deferred revenue for its County appropriation. In FY2010 the College recorded a receivable of \$101,110. In FY2009, the College recorded a receivable of \$1,364,052. The College did not recognize any deferred revenue beyond tuition and fees and summer Pell receipts. Deferred tuition and fee revenue, the amount of funds the College recognizes as payments on student registrations for classes in the subsequent fiscal year, increased from FY2009 to FY2010 by \$16,000 and from FY2008 to FY2009 by \$906,000.

Non-current liabilities include the preponderance of accrued compensated absences and the long-term portion of liabilities. As shown in Table 6, total non-current liabilities were relatively constant between the comparative fiscal years.

*Table 6: Comparison of Annual Non-Current Liabilities*

	2010	2009	2008	10 to 09 Percent Change	09 to 08 Percent Change
Accrued Compensated Sick Leave	\$896,232	\$786,927	\$750,685	13.9%	4.8%
Accrued Compensated Vacation Leave	\$1,695,718	\$1,791,657	\$1,618,456	(5.4%)	10.7%
Capital Leases Payable	\$107,246	\$209,255	\$328,119	(48.7%)	(36.2%)
Camden Technology Center Mortgage	\$5,987,866	\$6,007,673	\$6,027,054	(0.3%)	(0.3%)
Total	\$8,687,062	\$8,795,512	\$8,724,314	(1.2%)	0.8%

The total liability, current and non-current, for compensated absences was \$2,930,402, \$2,832,283 and \$2,601,662 in FY2010, FY2009 and FY2008, respectively. This liability represents full funding of earned but unused vacation time payable at employees' separation as well as funding of estimated earned but unused sick time that would be paid to retiring employees. The annual fluctuations reflect the pattern of individual staff vacation schedules and illnesses. For FY2010, the liabilities for compensated absences increased by 3.5% or \$98,000. For FY2009, the liabilities increased \$231,000 or 8.9%.

Two capital leases are related to energy saving HVAC and lighting equipment. In FY2000, the College entered into a lease for HVAC equipment at the Rohrer Center. The College entered into a second \$865,000 lease for energy efficient equipment at the Blackwood Campus Library in FY2002. The total balance of capital leases payable at June 30, 2010 is \$209,255 (including the current portion of the liability).

Finally, these financial statements record the long-term liability for the County's mortgage on the Camden Technology Center. The construction of the Center was funded from multiple sources: (1) three years of Chapter 12 funding from the State and County; (2) a state appropriation pursuant to the Camden Economic Recovery Act of 2002, and (3) College funds. The College memorialized its commitment to Camden County to re-pay \$6,383,500 of its Chapter 12 allocation in a mortgage dated July 2002. During FY2006 and FY2005, the County funded the principal and interest payments due for these periods. The change in the mortgage for the Camden Technology Center is the amount of

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the change in the current portion of the long-term debt obligation and the amortization of the 2002 revenue bond premium. The changes for FY2010 and FY2009 were \$19,807 and \$19,381, respectively.

The final component of the Statement of Net Assets, summarized in Table 1, is net assets. Conceptually, net assets are similar to the College's previous fund balances. Net assets are composed of capital assets like buildings and equipment as well as more liquid assets that are designated as either restricted or unrestricted. Table 7 summarizes the components of the College's net assets in the previous three fiscal years.

*Table 7: Comparison and Composition of Net Assets as of June 30*

	2010	2009	2008	10 to 09 Dollar Change	09 to 08 Dollar Change
<b><u>Investment in Capital Assets</u></b>					
Investment In Plant Fund Balance	\$58,808,000	\$68,243,283	\$61,282,926	\$(9,435,283)	\$6,960,357
Construction in Progress	25,950,220	15,451,086	22,761,492	10,499,134	(7,310,406)
<b>Total</b>	<b>84,758,220</b>	<b>83,694,369</b>	<b>84,044,418</b>	<b>1,063,851</b>	<b>(350,049)</b>
<b><u>Restricted Net Assets</u></b>					
Restricted Fund Balance	5,675	38,242	7,174	(32,567)	31,068
Financial Aid Fund Balance	92,272	22,636	69,636	22,636	
Peter Cheeseman Facility Reserve	3,424	3,424	3,424		
Reserve for Parking Garage	279,785	237,750	190,200	42,035	47,550
Reserve for Camden Campus Renewal and Replacement	306,009	306,008	389,998		(83,990)
Reserve FY2011 Operations	1,742,607			1,742,607	
Unexpended Plant Fund Balance (Net of Construction in Progress)	1,153,416	322,758	321,391	830,658	1,366
Quasi-Endowment Fund Balance			1,045,558		(1,045,558)
Stabilization Reserve		1,262,942		(1,262,942)	1,262,942
<b>Total</b>	<b>3,583,188</b>	<b>2,193,762</b>	<b>1,957,745</b>	<b>1,389,426</b>	<b>236,015</b>
<b><u>Unrestricted Net Assets</u></b>					
Current Fund Balance	6,333,229	4,206,325	1,460,160	2,126,904	2,746,165
<b>Total Net Assets</b>	<b>\$94,674,637</b>	<b>\$90,094,456</b>	<b>\$87,462,323</b>	<b>\$4,580,181</b>	<b>\$2,632,132</b>

For FY2010 and FY2009, the respective increases of \$4.58 and \$2.63 million in Net Assets are primarily attributable to ongoing and finalization of construction/renovation projects at the Community Center, and Madison Hall and Connector Building construction-in-progress activities.

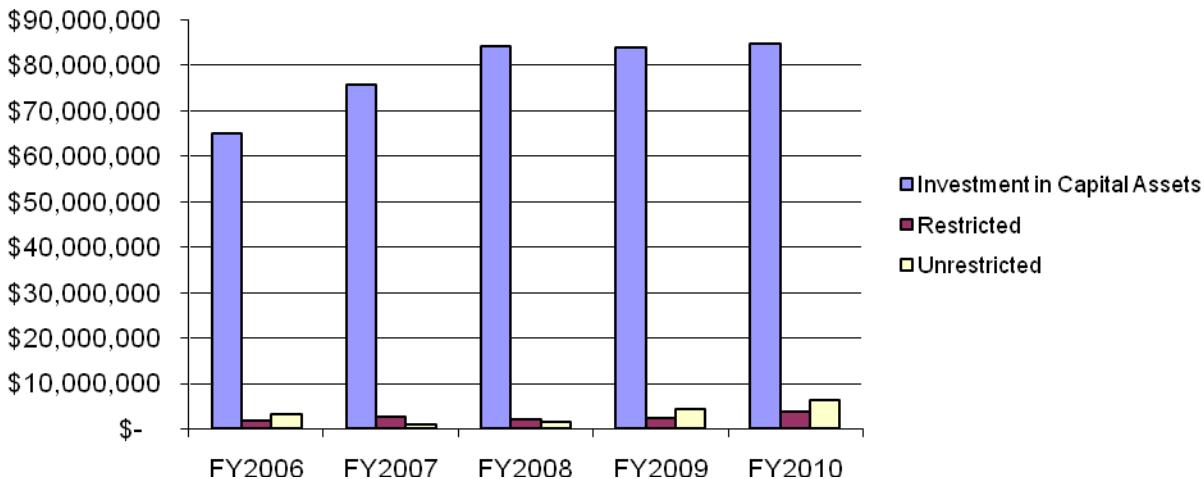
Restricted net assets for FY2010 increased by \$1.39 million primarily due to the appropriated reserve for the FY2011 operating budget. For FY2009, restricted net assets increased by \$0.24 million between FY2009 and FY2008. The notable change within the category is the use of the stabilization reserve from FY2009 to support FY2010 operations. The stabilization reserve fund is established every other fiscal year in order to equalize annual appropriations from Camden County. Budgeting and spending at the artificial levels of the Board of School Estimates calculation was extremely problematic for the College. Therefore, the College established a stabilization reserve in FY1999 to address these differences. The College now budgets and spends at the level of the County calendar

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year appropriation. The difference between the calendar appropriation and the statutory calculation is either “banked” or “spent” depending on whether it is an “up” or “down” year. During FY2006, the College established a reserve for the parking garage in accordance with the 2002 Revenue Bond documents.

Finally, the Current Unrestricted Fund Balance increased from \$2,135,808 to \$6,229,916, net of dedicated funds for student government, athletics and the College’s appropriation of reserves in the amount of \$1,742,607 for the FY2011 operating budget during FY2010, or 2.92% of total operating revenues. The amount of \$6,229,916 represents 8.5% of total operating revenues for FY2010. The Current Unrestricted Fund Balance increased by \$2,633,948 to \$4,094,108 or 80.4% of total operating revenues for FY2009. This amount represents 3.77% of total operating revenues for FY2009. As stated below, FY2010 reserves were slightly above the Board of Trustees’ policy, while in FY2009, the reserves were below the range of the targeted percentages. In addition, the College funded approximately \$1,155,551 in capital projects out of operations for FY2010 and \$357,000 in capital projects out of operations during FY2009 for projects not otherwise funded.

By Board policy, the Current Fund balance is targeted between 5% and 7.5% of total operating revenues. As stated above, for FY2010, the College was slightly higher than the targeted range at 8.5%. As a result of operations for fiscal year FY2010, approximately \$2,135,808 was added to the current fund reserve inclusive of the FY2010 stabilization reserve fund of \$1,262,942.



The composition of the College’s net assets shows a financially viable but tightly run institution. Unrestricted net assets make up only 1.7% of the total net assets. Additionally, only 20% of the net assets are relatively liquid assets as opposed to capital assets that must be sold to raise funds. The expected consistency between all three fiscal years is reflected in the preceding graph.

#### **Statement of Revenues, Expenses and Change in Net Assets**

The next statement in the first section of the audit report is the Statement of Revenues, Expenses and Changes in Net Assets (SRECNA). The SRECNA reports the results of college-wide operations using the business model prescribed by GASB. This model defines operating revenues as tuition and fees (net of scholarships), direct financial aid related to students’ tuition and fees, and other miscellaneous sources. Non-operating revenues include the state and county appropriations as well as investment earnings. Expenses related to the operational purposes of the College are functionally

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displayed. Table 8 summarizes this year's SRECNA and provides comparative data for the prior fiscal years.

*Table 8: Statement of Revenues, Expenses & Changes in Net Assets for the Year Ended June 30*  
 (In Millions)

	<b>2010</b>	<b>2009</b>	<b>2008</b>	10 to 09 Dollar Change	10 to 09 Percent Change	09 to 08 Dollar Change	09 to 08 Percent Change
<b>Operating Revenues:</b>							
Student Tuition And Fees	34.47	32.77	30.11	1.70	5.2%	2.66	8.8%
State and Local Grants/Contracts	7.34	6.37	5.22	0.97	15.2%	1.15	22.0%
Federal Grants and Contracts	40.72	29.56	25.60	11.16	37.8%	3.96	15.5%
Nongovernmental Grants/Contracts	0.04	0.22	0.11	(0.18)	(81.8%)	0.11	100.00%
Chargeback Revenue	0.09	0.08	0.08	0.01	12.5%		
Auxiliary Enterprises	0.66	0.63	0.54	0.03	4.8%	0.09	16.7%
Other Operating Revenues	2.23	2.03	1.83	0.20	9.9%	0.20	10.9%
Total Operating Revenues	85.55	71.66	63.49	13.89	19.4%	8.17	12.9%
<b>Operating Expenses:</b>							
Instruction	27.07	25.92	24.79	1.15	4.6%	1.13	4.6%
Public Services	1.30	1.20	1.24	0.10	(3.2%)	(0.04)	(3.2%)
Academic Support	8.43	8.32	8.03	0.11	3.6%	0.29	3.6%
Student Services	7.92	7.34	7.04	0.58	4.3%	0.30	4.3%
Institutional Support	12.42	12.02	11.89	0.40	3.3%	0.13	1.1%
Facilities	11.61	11.61	11.92	0.00	0.00%	(0.31)	(2.6%)
Student Aid	31.94	24.28	20.72	7.66	31.5%	3.56	17.2%
Depreciation	2.54	2.59	2.66	(0.05)	(1.9%)	(0.07)	(2.6%)
Other Expenditures	2.18	1.88	0.92	0.30	16.0%	0.96	104.3%
Total Operating Expenses	105.41	95.16	89.21	10.25	10.8%	5.95	6.7%
Operating Income (Loss)	(19.86)	(23.50)	(25.72)	3.64	(15.5%)	2.22	(8.6%)
<b>Non-operating Revenues:</b>							
State Appropriations	11.20	12.08	13.72	(0.88)	(7.3%)	(1.64)	(12.0%)
County Appropriations:	12.36	13.93	19.98	(1.57)	(11.3%)	(6.05)	(30.3%)
State and Local Grants/Contracts	0.65	-	-	0.65	-	-	-
Investment Income Earned	0.05	0.12	0.33	(0.07)	(58.3%)	(0.21)	(63.6%)
Gifts and Donations	-	-	-				
Insurance Claims - Net	0.18		0.11	(0.18)	(100.0%)	(0.11)	(100.0%)
Total Non-operating Revenues	24.44	26.13	34.14	(1.69)	(6.5%)	(8.01)	(23.5%)
<b>Increase In Net Assets</b>							
Net Assets-Beginning of Year	90.09	87.46	79.04	2.63	3.0%	8.42	10.7%
Net Assets-End of Year	94.67	90.09	87.46	4.58	5.1%	2.63	3.0%

Operating revenues rose over the period, increasing by 19.4% for FY2010 and 12.9% for FY2009. The largest component of operating revenues is student tuition and fees paid both by students directly and through state and federal financial aid. During FY2010, the College experienced an increase in scholarships, inclusive of federal grants and contracts of \$11.16 million or 37.8%. For FY2009, the College experienced an increase in scholarships, inclusive of federal grants and contracts of \$3.96 million or 15.5% compared to the increase of .08 million or 0.4% for FY2008. These increases minimized the increase in operating revenues resulting from an increase in tuition rates and a growing increase in enrollment as student tuition and fees are presented net of scholarship allowances in these financial statements.

The College experienced credit enrollment increases during FY2010 and FY2009. For FY2010, the College experienced an increase of 4.8% and an increase of 5.4% for FY2009. During Fall 2010, the

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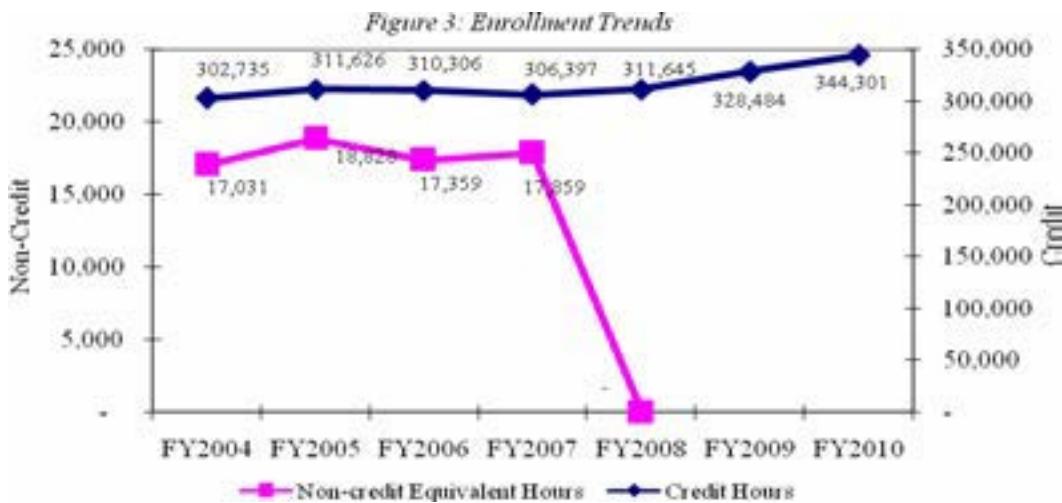
College experienced a decrease in credit hours of 5.08% over Fall 2009, reflective of a weakened economy.

During FY2008, the New Jersey County Colleges, in conjunction the New Jersey Council of County Colleges adopted a change in the method for which non-credit courses would be funded by the State of New Jersey. Non-credit hours will no longer be formula funded, instead, each of the County Colleges will receive a fixed dollar funding from the state appropriation as agreed upon the County College presidents. For Camden County College, the College will receive approximately \$400,000 annually to replace the previous funding process.

We anticipate credit enrollment will continue to decline. This decline is predicted based on our recent enrollments for Fall 2010 and Spring 2011. Although the student head count is within range of our prior experience, the decline in enrollments is in part related to full-time and part-time students taking fewer classes. We speculate that this change in enrollment is related to the current economic environment. The College continues to pursue means to cultivate new curriculum and expanded certificate programs with other educational institutions. (The College's tuition has historically been one of the lowest per credit hour rates among New Jersey community colleges.)

*Table 9: Total Fundable Credit Hour Enrollment*

	FY2010	FY2009	FY2008	FY2007	FY2006	FY2005	FY2004
Credit Hours	344,301	328,484	311,645	306,397	310,306	311,626	302,735
Non-Credit Hours					17,359	18,828	17,031
Total Credits Hours	344,301	328,484	311,645	306,397	327,665	330,454	319,766
% Change Total Hours					(0.8%)	3.3%	8.1%
% Change Credit Hours	4.8%	5.4%	1.71%	(1.26%)	(0.42%)	2.94%	7.61%



From the previous year, total tuition and fee revenue adjusted for the effect of scholarships and financial aid awards increased 5.2% during FY2010 and 8.8% during FY2009. The increase for FY2010 primarily resulted from an increase of \$5 per credit hour increase in tuition, a \$6 increase in

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the general service fees, and the establishment of a \$2 Facilities Fee per credit hour along with an increase in enrollment. The increase for FY2009 primarily resulted from an increase of \$5 per credit hour increase in tuition and a \$2 per credit hour increase in the general service fees along with a slight increase in enrollment. The increase for FY2008 primarily resulted from an increase of \$4 per credit hour increase in tuition and a \$2 per credit hour increase in the general service fees partially offset by a slight decrease in enrollment. The College experienced a decline in FY2010 of \$624,000 in Continuing Education revenues.

Federal and state financial aid programs increased \$12,211,776 or 37.90% in FY2010, \$5,656,216 or 21.3 % in FY2009 and \$4,885,496 or 22.54% in FY2008. This increase, in part, was attributable to the federal government updating its financial needs analysis formulas by bringing the State's tax tables current. The effect is that more students were eligible for or were eligible for higher amounts of Pell in FY2010 and FY2009. However, during the FY2010 and FY2009, the College received a significant increase in the number of students seeking financial assistance inclusive of student loans. The fluctuations in financial aid past five years are displayed in Table 10 below.

**Table 10: Comparison of Financial Aid Program Revenue**

	FY2010	FY2009	FY2008	FY2007	FY2006	FY2005
Pell Grants	\$21,697,019	\$13,376,676	\$10,408,940	\$8,749,858	\$8,987,898	\$9,653,579
Federal Education Loan Program	\$14,955,185	\$12,847,123	\$10,906,922	\$8,264,262	\$7,792,259	\$7,499,413
Other Federal Aid	\$1,013,057	\$594,842	\$965,505	\$693,637	\$788,248	\$789,734
New Jersey TAG	\$4,995,580	\$3,698,578	\$3,058,318	\$2,953,576	\$2,738,386	\$2,883,044
Other New Jersey Aid	\$1,771,545	\$1,703,390	\$1,224,708	\$1,017,564	\$697,041	\$502,424
Total Student Aid	\$44,432,386	\$32,220,609	\$26,564,393	\$21,678,897	\$21,003,832	\$21,328,193
Percent Change	37.90%	21.29%	22.54%	3.21%	(1.5%)	(4.2%)

Seventy-eight percent of the College's revenues are classified as operating revenues while 22% are classified by GASB as non-operating revenues for FY2010. Similarly for FY2009, 73% percent of the College's total revenues are classified as operating revenues while 27% are classified as non-operating revenues. Non-operating revenues include operating appropriations from the State and County as well as grants or contracts that are not related to student tuition and fees. As a public county college, the College views these annual subsidies as appropriate operating revenues. Non-operating revenues also include funding sources for the County's Capital Initiative.

Non-operating revenues were \$24.44, \$26.14 and \$34.14 million in FY2010, FY2009 and FY2008, respectively. These changes were the net result of the following shifts.

- Our calculated state operating appropriation was \$11,206,746, \$12,084,580 and \$13,721,740, in FY2010, FY2009 and FY2008 respectively. Camden County operating appropriation was \$9,725,814, \$12,251,698 and \$9,725,814 for FY2010, FY2009 and FY2008 respectively.
- The fluctuations in County aid are a result of changes in annual capital appropriations as well as the alternating calculation of the county appropriation reported in the College's budget. For FY2010, the college processed capital requests related to its annual capital appropriation from the county in the amount of \$985,751. In addition, the college processed requests in the amount of \$1.80 million related to Phase I of the County's Capital Initiative for the College.

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For FY2009, the college processed capital requests related to its annual capital appropriation from the county in the amount of \$298,524 and processed requests totaling \$1.38 million related to Phase I of the County's Capital Initiative for the College. For FY2008, the college processed capital requests related to its annual capital appropriation from the county in the amount of \$1.2 million and processed requests totaling \$9.04 million related to Phase I of the County's Capital Initiative for the College.

- Other non-operating revenues were \$0.05, \$0.34 and \$0.45 million in FY2010, FY2009 and FY2008, respectively. The composition of these non-operating revenues consists of investment earnings, gifts and donations and insurance claims proceeds. The other noteworthy trend is the decline in the rate of return on investments receiving \$54,000 for FY2010 and \$122,000 and \$446,000 in interest earnings during FY2009 and FY2008 respectively.

Figure 5 below graphically displays the components of the College's total operating and non-operating revenue in FY2010. Table 11 displays the relative changes between FY2010, FY2009 and FY2008. For FY2007 and FY2008, student and governmental paid tuition and fees represented about 60% of the College revenues. During FY2010 and FY2009, the amounts paid by students and governmental programs paid tuition and fees that represented approximately 75% and 70% of revenues for the respective years. For FY2010, governmental operating appropriations from the State and County represented another 21% of revenue, down from 27% of revenue for FY2009. For FY2008, governmental operating appropriations from the State and County represented another 34% of revenue, down from 39% of revenue for FY2007. The remaining percentage leaves miscellaneous revenues of 3%. Adjusting for one-time unique events, these percentages remained relatively constant over the last three fiscal years

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Figure 5: Composition of FY2010 Revenues

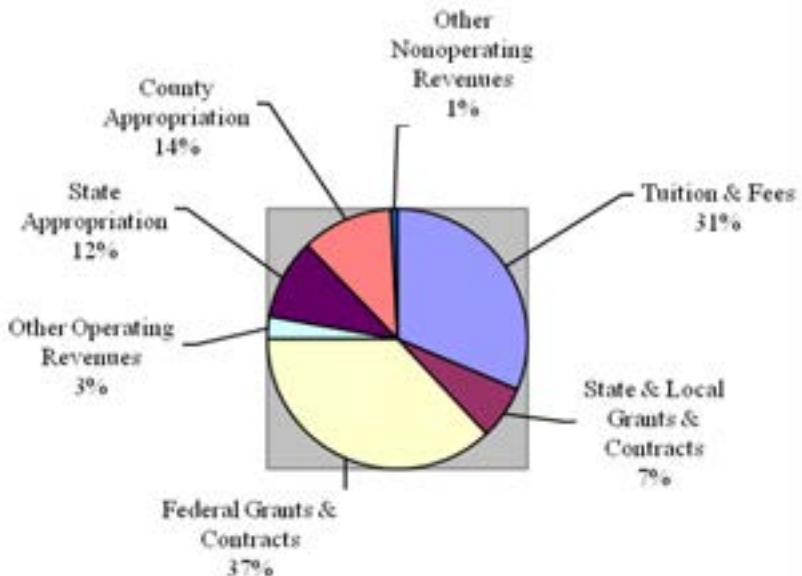


Table 11: Composition of Total Revenues

	FY2010	FY2009	FY2008	FY2007	FY2006	FY2005
Tuition & Fees	31.3%	33.5%	30.8%	29.8%	29.7%	31.7%
Operating Governmental Grants/Contracts	43.7%	36.7%	31.7%	26.8%	29.1%	31.4%
State Appropriations	10.0%	12.4%	14.0%	16.2%	17.4%	17.7%
County Appropriations	11.4%	14.3%	20.5%	23.7%	19.8%	15.7%
Other Operating and Non-operating Revenues	3.6%	3.1%	3.0%	3.5%	4.0%	3.5%

As noted in Table 8, operating expenses increased \$10.25 million or 10.8% from FY2009 to FY2010 and increased by \$5.95 million 6.7% from FY2008 to FY2009. Notable changes in FY2010 were in the following functions: (1) a \$7.7 million or 31.5% increase in Student Aid; (2) an increase in other operating expenditures of \$0.30 million or 16.0% increase; and increases in Academic and Student Support Services totaling approximately \$0.69 million combined, along with an increase of \$1.1 million in Instruction. Notable changes in FY2009 were in the following functions; (1) a \$3.56 million or 17.2% increase in Student Aid; (2) an increase of \$1.09 million or 4.4% increase in Other Expenditures. Notable changes in FY2008 were in the following functions; (1) a \$.54 million or 2.2% increase in Instruction; (2) a \$2.42 million or 2.71% increase in Other Expenditures inclusive of the reserve for the Community Center fire claim; and (3) \$.54 million or 2.2% increase in Institutional Support. These increases were partially offset by decreased expenditures in the remaining categories.

Approximately 70.0% of the College's expenditures are devoted to instruction and other services for students. The remaining 30% of the College's expenses are devoted to operation and maintenance of over 970,554 square feet of College facilities, depreciation and other institutional support. Expenses categorized as institutional support include those expenses not specifically attributable to one

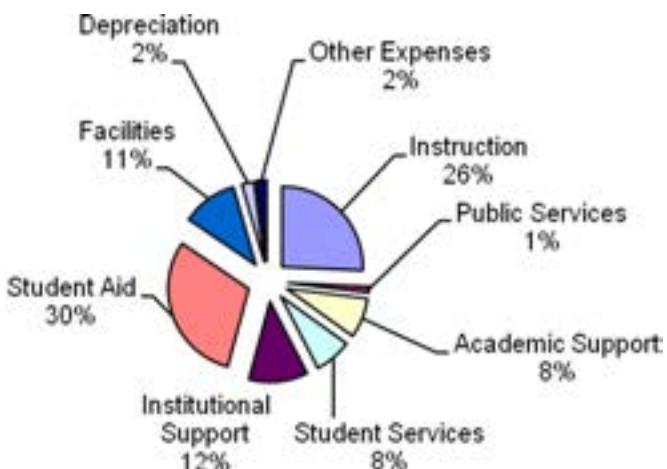
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organizational unit of the College; it includes such expenses as property/casualty insurance and information technology.

Compared to other New Jersey county colleges, Camden County College is very cost efficient. For FY2008 and FY2009, the College had an operating cost of \$5,618 and \$5,490 per full-time equivalent student, respectively. This compares to the statewide average of \$6,891 for FY2008, a 22.6% difference, and \$6,764 for FY2009, a 23.2% difference. For FY2010, the College experienced operating costs of \$5,610 per full-time equivalent or a 2.2% an increase over FY2009. This increase is primarily a result of the increase in student enrollment and the respective increase in credit hours. The \$5,610 per full-time equivalent compares to the statewide average of \$6,603 for FY2010, a 17.7% difference.

Figure 6 is a graphical illustration of operating expenses by function.

*Figure 6: FY2010 Expenditures by Function*




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Table 12 displays the College's FY2010, FY2009 and FY2008 expenditures by object classification.

*Table 12 Comparison of Expenditures by Object  
(In Millions)*

	FY2010 Expense	FY2010 Percent of Expense	FY2009 Expense	FY2009 Percent of Expense	FY2008 Expense	FY2008 Percent of Expense
Salaries and Wages	\$40.06	38.01%	\$38.47	40.4%	\$36.72	41.1%
Fringe Benefits	11.70	11.10%	10.73	11.3%	11.23	12.6%
Other Operating Costs	19.15	18.17%	19.08	20.1%	17.89	20.1%
Student Aid	31.94	30.30%	24.28	25.5%	20.72	23.2%
Depreciation	<u>2.56</u>	<u>2.43%</u>	<u>2.60</u>	<u>2.7%</u>	<u>2.66</u>	<u>3.0%</u>
Total Expenditures	\$105.41	100.0%	\$95.16	100.0%	\$89.22	100.0%

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As a labor-intensive organization, the College continues to monitor the amount it spends on compensation (salaries and fringe benefits). In Table 12, 49.1%, 51.7% and 53.7% of expenses are devoted to salaries and benefits in FY2010, FY2009, and FY2008 respectively. This amount is understated in comparison to the College's operating budget because of the additional expenditures for student aid and annual depreciation. Without these expenses, the College spent 73.1%, 76.1% and 76.0% of its expenditures on compensation in FY2010, FY2009 and FY2008, respectively. These percentages are within 72% to 77% of the operating budget target range set by the Board of Trustees.

Table 8 shows that the College had an operating loss when comparing operating expenses against what GASB defines as operating revenues; mostly those revenues associated with student charges. As a public community college, the College views the operating appropriations from the State and County governments as essential to its operations. Accounting for these revenue sources, the College had an operating deficit of \$0.43 million after the exclusion inclusion of the stabilization reserve for FY2010. For FY2009, the College had an operating deficit of \$1.70 million after the inclusion of the stabilization reserve for FY2009. The stabilization reserve is necessary due to "up" and "down" years in the county appropriation as calculated for the Board of School estimate. Since FY2009 is an "up" year, the College received a higher level of county funding due to the estimate, subsequently this amount is put aside to provide level funding for next fiscal year, a "down" year (FY2010).

***Economic and Other Factors That Will Effect the Future***

There are six significant events that will impact the College's future financial statements.

- First, the College is in the early stages of the Phase II projects that include a new science facility with an estimated 105,000 square feet along with roads and grounds projects including the completion of a ring road that will improve access and egress from the College. Although the construction will be funded, operating costs will increase as the new facility comes online. The College will also be participating in the servicing of the debt service related to the Science Building.
- Second, the economic climate has declined to appoint that reverses prior trends at the College. Typically, a downward economy would drive up enrollments, however, during the Fall 2010 and Spring 2011 the College has experienced a decline in enrollments and College's credit enrollment is in a downward trend estimated at 5.0% decreased. For Fall 2010 and Spring 2011 semesters, total credit hours are below the previous fall semester by 5.0% or 7,000 credit hours respectively. The gradual reduction of students participating in the Helene School of Nursing program is a partial contributor of this decline. Our enrollment is a critical element of the funding formula used by the State of New Jersey in distributing operating aid to the community colleges in the state. It is important for the College's enrollment to keep pace with or outperform the sector in order to maintain or increase its share of the State of New Jersey's operating appropriation. By not keeping pace with the sector, the College will face reductions in this funding method.
- Third, the College anticipates the state budget for FY2011 will be level funded for the FY2011 budget year. Previously, County colleges enjoyed their past success in receiving appropriation increases. Continuing budget cuts or level funding for the sector are certainly a possibility.

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- Fourth, the County of Camden funds annually approximately 13% of the College's revenue sources. This resource is also subject to potential reductions in funding in the coming years.
- Fifth, the College continues to pursue means to lower the costs of educating the students at Camden County College. The College participates in multiple activities including shared services within the County agencies, participation in the New Jersey County Colleges purchasing consortium in order to better control and minimize expenditures. The College also participates in the County's Cooperative Purchasing Program.
- Sixth, the College recently invested in a significant upgrade of it's financial information system. The upgrade will enhance the College' ability to timely and efficiently present financial information to senior management and the Board of Trustees at Camden County College. In addition, financial information is more readily available to analyze revenue and expenditures in a concise and consistent manner. Quarterly reports and projections can be more efficiently created to assist management with up to the minute reporting in order to make improved financial decisions utilizing current information.
- Beginning with a report for the Fourth Quarter of FY2010, the College administration instituted a new financial reporting system to the Board of Trustees. More robust and informative quarterly reports replaced monthly reports. The new system contained the following information: year-to-date performance including a comparison of budget-to-actual revenues, a comparison of FY2010 revenues to FY2009, budget-to-actual expenditures, FY2010 expenditures compared to FY2009, (going forward) year-end projections and a narrative summary that commented and otherwise explained the operating results for the Trustees.

***Review of Foundation Financial Statements***

The Camden County Foundation exists to enhance the College's tradition of academic excellence. Its purpose is to provide additional resources to support the mission of the College principally in the form of student scholarships. In addition, the Foundation provides some financial support of strategic initiatives that are related to the continuing development of excellence of the College.

The Foundation's financial statements are presented for the twelve-month period ending June 30, 2010 and June 30, 2009. The Statement of Net Assets and Statement of Revenues, Expenses and Changes in Net Assets have been prepared in conformity with generally accepted accounting principles. Those statements along with comparative data are summarized in the following table.

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*Table 13: Foundation Financial Activity*

	FY2010	FY2009	FY2008	Dollar Change	Percent Change
Assets	\$1,385,185	\$1,231,304	\$1,446,763	\$153,881	12.50%
Liabilities	\$100,391	\$37,064		\$ 63,327	170.85%
Net Assets	\$1,284,794	\$1,194,240	\$1,446,763	\$ 90,554	7.58%
<b>Revenue &amp; Investment Activity</b>					
Unrestricted & Temporarily Restricted Revenues	\$ 327,689	\$ 421,118	\$ 357,599	\$ (93,429)	(22.19%)
Investment Returns	\$ 141,514	\$ (234,886)	\$ (39,054)	\$ 376,400	160.25%
	Total \$ 469,203	\$ 186,233	\$ 318,544	\$ 282,970	151.94%
<b>Expenses</b>					
Program Expenses	\$ 99,072	\$ 189,761	\$ 120,950	\$ (90,689)	(47.79%)
Fundraising and Management Expenses	\$ 279,577	\$ 248,995	\$ 221,257	\$ 30,582	12.28%
	Total \$ 378,649	\$ 438,756	\$ 342,208	\$ (60,107)	(13.70%)
Change in Net Assets	\$ 90,554	\$ (252,523)	\$ (23,663)	\$343,077	135.86%

Several significant events reflected in these statements.

- The Foundation had an operating surplus of \$90,554 in FY2010, a deficit of \$252,523 in FY2009 and an operating deficit of \$23,663 in FY2008. During FY2010, the Foundation restructured their investment portfolio and generated a surplus thereby reversing the two year trend of negative returns. Ninety-three percent of the loss in net assets resulted from losses on investments in FY2009. This loss is indicative of current market conditions. The Foundation continues to seek revenue sources to generate funds from gifts and donations along with other fund raising activities, most notable, the Annual Golf Outing and the cultivation of the alumni population of Camden County College.

## **BASIC FINANCIAL STATEMENTS**

## CAMDEN COUNTY COLLEGE

Statements of Net Assets  
As of June 30, 2010 and 2009

	2010		2009	
	<u>College</u>	<u>Component Unit CCC Foundation</u>	<u>College</u>	<u>Component Unit CCC Foundation</u>
<b>ASSETS</b>				
Current Assets:				
Cash and Cash Equivalents	\$ 11,898,127	\$ 122,088	\$ 9,029,033	\$ 231,699
Accounts Receivable, Net	10,409,218		9,340,719	
Inventories	19,278		19,184	
Unconditional Promise to Give				3,000
Prepaid Expenses	1,012,537		942,519	
Total Current Assets	<u>23,339,160</u>	<u>122,088</u>	<u>19,331,455</u>	<u>234,699</u>
Noncurrent Assets:				
Investments		1,263,098		993,605
Unconditional Promise to Give				3,000
Capital Assets, Net	<u>92,634,534</u>		<u>91,535,835</u>	
Total Noncurrent Assets	<u>92,634,534</u>	<u>1,263,098</u>	<u>91,535,835</u>	<u>996,605</u>
Total Assets	<u>115,973,694</u>	<u>1,385,186</u>	<u>110,867,290</u>	<u>1,231,304</u>
<b>LIABILITIES</b>				
Current Liabilities:				
Account Payable	4,921,522	100,391	4,365,170	37,064
Accrued Salaries	539,204		522,153	
Accrued Compensated Absences - Current Portion	338,452		253,699	
Obligations Under Capital Lease - Current Portion	102,009		118,864	
Mortgage Payable - Current Portion	431,525		416,204	
Other Deferred Revenue	32,629		36,808	
Deferred Tuition and Fees Revenue	6,246,653		6,264,423	
Total Current Liabilities	<u>12,611,995</u>	<u>100,391</u>	<u>11,977,321</u>	<u>37,064</u>
Noncurrent Liabilities:				
Accrued Compensated Absences	2,591,950		2,578,584	
Obligations Under Capital Lease	107,246		209,255	
Mortgage Payable	5,987,866		6,007,673	
Total Noncurrent Liabilities	<u>8,687,062</u>	<u>-</u>	<u>8,795,512</u>	<u>-</u>
Total Liabilities	<u>21,299,057</u>	<u>100,391</u>	<u>20,772,834</u>	<u>37,064.00</u>
<b>NET ASSETS</b>				
Investment in Capital Assets, Net of Related Debt	84,758,220		83,694,369	
Restricted for:				
Nonexpendable:				
Other		304,429		294,600
Restricted for:				
Expendable:				
Other	3,583,189	588,864	2,193,761	525,488
Unrestricted	6,333,229	391,501	4,206,324	374,152
Total Net Assets	<u>\$ 94,674,637</u>	<u>\$ 1,284,794</u>	<u>\$ 90,094,456</u>	<u>\$ 1,194,240</u>

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
 Statements of Revenues, Expenses, and Changes in Net Assets  
 For the Fiscal Years Ended June 30, 2010 and 2009

	2010	2009
	<u>Component</u> <u>Unit CCC</u> <u>Foundation</u>	<u>Component</u> <u>Unit CCC</u> <u>Foundation</u>
<b>REVENUES</b>		
Operating revenues:		
Student Tuition and Fees (Net of Scholarship Allowance of \$12,838,120 in 2010 and \$8,587,107 in 2009)	\$ 34,467,629	\$ 32,776,587
State and Local Grants and Contracts	7,340,983	6,371,053
Federal Grants and Contracts	40,718,602	29,557,773
Nongovernmental Grants and Contracts	34,721	216,549
Chargeback Revenue	94,499	84,557
Auxiliary Enterprises	657,518	626,421
Gifts and Contributions		
Other Operating Revenues	2,231,566	\$ 327,689
Total Operating Revenues	85,545,516	2,029,348
	327,689	\$ 71,662,288
		421,118
<b>EXPENSES</b>		
Operating Expenses:		
Instruction	27,073,002	25,916,719
Public Services	1,300,102	1,198,354
Academic Support	8,431,629	8,315,564
Student Services	7,915,680	7,342,319
Institutional Support	12,418,104	12,020,954
Student Aid	31,939,523	24,280,335
Facilities	11,611,089	11,616,542
Depreciation	2,537,590	2,596,124
Amortization	16,583	
Other expenses	2,161,999	378,649
Total Operating Expenses	105,405,302	378,649
		95,166,257
Operating Income (Loss)	(19,859,785)	(50,960)
		(23,503,968)
		(17,637)
<b>NON-OPERATING REVENUES (EXPENSES)</b>		
State Appropriations:		
State Aid	11,028,633	12,084,580
County Appropriations:		
County Aid	9,725,814	12,251,698
State and Local Grants and Contracts	4,188	
Federal Stimulus	658,470	
Investment Income Earned	54,234	141,514
Insurance Claims-Revenue	183,979	122,686
On-Behalf Payments:		
State of New Jersey Alternative Benefits Program:		
Revenues	885,119	890,583
Expenses	(885,119)	(890,583)
Total Non-Operating Revenues	21,655,318	141,514
		24,458,964
Income (Loss) before Other Revenues	1,795,532	90,554
		954,996
		(252,523)
<b>OTHER REVENUES</b>		
County Appropriations:		
Capital Appropriations	985,751	298,527
Capital Initiative	1,798,899	1,378,610
Total Other Revenues	2,784,649	-
		1,677,137
Increase (Decrease) in Net Assets	4,580,182	90,554
		2,632,131
		(252,523)
<b>NET ASSETS</b>		
Net Assets-Beginning of Year	90,094,456	1,194,240
Net Assets-End of Year	\$ 94,674,637	\$ 1,284,794
		\$ 90,094,456
		\$ 1,194,240

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
 Statements of Cash Flows  
 For the Fiscal Years Ended June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Tuition and Fees	\$ 35,132,026	\$ 33,790,562
Payments to Employees	(42,009,531)	(40,365,814)
Payments to Suppliers	(58,073,870)	(51,286,714)
Grants and Contracts	47,678,312	35,119,872
Auxiliary Enterprise Charges	657,518	626,421
Other	(66,658)	547,586
Net Cash Used in Operating Activities	<u>(16,682,203)</u>	<u>(21,568,087)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
County Appropriations	10,988,755	11,103,289
State Appropriations	11,275,103	12,084,580
Net Cash Flows Provided by Noncapital Financing Activities	<u>22,263,858</u>	<u>23,187,869</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Capital Appropriations	818,873	475,405
Capital Initiative	(0)	1,866,916
Purchases of Capital Assets	(3,636,289)	(2,105,651)
Principal Paid on Capital Debt and Leases	(118,864)	(176,984)
Proceeds from Insurance Claims	183,979	
Interest Paid on Capital Debt and Leases	(14,495)	(22,424)
Net Cash Provided (Used) by Capital and Related Financing Activities	<u>(2,766,796)</u>	<u>37,262</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Interest on Investments	54,233	122,684
Net Cash Provided by Investing Activities	<u>54,233</u>	<u>122,684</u>
Net Increase (Decrease) in Cash	2,869,092	1,779,729
Cash - Beginning of the Year	9,029,033	7,249,303
Cash - End of Year	<u>\$ 11,898,127</u>	<u>\$ 9,029,033</u>
<b>Reconciliation of Net Operating Revenues (Expenses) to Net Cash Provided (Used) by Operating Activities:</b>		
Operating Income (Loss)	\$ (19,859,785)	\$ (23,503,968)
Adjustments to Reconcile Net Income (Loss) to Net Cash Provided (Used) by Operating Activities:		
Depreciation	2,537,590	2,596,124
Change in Assets and Liabilities:		
Receivables, Net	50,524	(669,349)
Inventories	(94)	2,202
Prepaid Expenses	(70,019)	(314,650)
Accounts Payable	566,361	(747,760)
Accrued Salaries	17,051	(26,439)
Accrued Compensated Absences	98,119	230,622
Deferred Tuition	(21,949)	865,130
Net Cash Provided (Used) by Operating Activities	<u>\$ (16,682,203)</u>	<u>\$ (21,568,087)</u>

The accompanying Notes to Financial Statements are an integral part of this statement.

## **NOTES TO THE FINANCIAL STATEMENTS**

**CAMDEN COUNTY COLLEGE  
Notes to Financial Statements  
For the Fiscal Years Ended June 30, 2010 and 2009**

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Note 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Description of Financial Reporting Entity** - Camden County College is a comprehensive, co-educational, community college, founded in 1967 by the Board of Chosen Freeholders, the governing body of Camden County. Camden County College is an instrumentality of the State of New Jersey, established to function as a two-year community college. The College is an accredited member of the Middle States Association of Colleges and Schools. The college operates one main campus in Blackwood, New Jersey approximately twelve miles east of the City of Philadelphia. In addition to the main campus, the College operates a campus in the City of Camden and a center in the Township of Cherry Hill. In addition to offering courses at several county high schools, the College has instituted a distance learning program that allows students to choose from internet courses, telecourses, and hybrid courses.

The Board of Trustees of Camden County College consists of the Executive County Superintendent of Schools and ten persons, eight of whom shall be appointed by the appointing authority of the County with the advice and consent of the Board of Chosen Freeholders and two of whom shall be appointed by the Governor. The term of office of appointed members shall be for four years. The Board is responsible for the fiscal control of the College. A president is appointed by the Board and is responsible for the administrative control of the College. The College offers a wide range of academic programs, including associate degrees in arts, science and applied science.

**Component Units** - Camden County College is a component unit of the County of Camden as described in Governmental Accounting Standards Board Statement No. 14 – *The Financial Reporting Entity*. These financial statements would be either blended or discretely presented as part of the County's financial statements if the County prepared its financial statements in accordance with GASB Statement No. 34 – *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. The County of Camden currently follows a basis of accounting and reporting model prescribed by the State of New Jersey, Department of Community Affairs, Division of Local Government Services. Therefore, the financial statements of the College are not presented with the County of Camden.

The Camden County College Foundation (the “Foundation”) is a New Jersey non-profit corporation. The Foundation was formed to enhance the College’s tradition of academic excellence. The Foundation receives and administers funds from private donations for the purpose of carrying out the educational goals of the College. The Foundation is governed by a board of directors. College employees and facilities are utilized for virtually all daily operating activities of the Foundation. During the fiscal years ending June 30, 2010 and June 30, 2009, the Foundation distributed \$132,599 and \$207,029 to the College for both restricted and unrestricted purposes, respectively. In accordance with GASB Statement No. 39 – *Determining Whether Certain Organizations Are Component Units*, the Foundation is discretely presented in the financial statements of the College.

A separate report of audit for the Foundation for the fiscal year ended June 30, 2010 can be obtained at the Foundation’s offices at the following address during normal business hours:

Camden County College Foundation  
P. O. Box 200  
Blackwood, New Jersey 08012

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Basis of Presentation** - The College financial statements are presented in accordance with GASB Statement No. 35 – *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*. The financial statement presentation required by GASB Statement No. 35 provides a comprehensive, entity-wide perspective of the College's assets, liabilities, net assets, revenues, expenses, changes in net assets, cash flows and replaces the fund-group perspective previously required.

**Basis of Accounting and Measurement Focus** - For financial reporting purposes, the College is considered a special-purpose government engaged only in business-type activities. Accordingly, the College's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when the obligation has been incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligible requirements imposed by the provider have been met.

**Cash, Cash Equivalents and Investments** - For the purposes of the statement of cash flows, the College considers all highly liquid investments with an original maturity of three months or less to be cash and cash equivalents. Funds invested through the State of New Jersey Cash Management Fund are also considered cash and cash equivalents.

The College accounts for its investments at fair value in accordance with GASB Statement No. 31 - *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Changes in unrealized gain (loss) on the carrying value of investments are reported as a component of investment income in the statement of revenues, expenses, and changes in net assets.

New Jersey community colleges are limited as to the types of investments and types of financial institutions they may invest in. N.J.S.A. 18A:20-37 provides a list of permissible investments that may be purchased by New Jersey Community Colleges.

N.J.S.A. 17:9-41 et seq. establishes the requirements for the security of deposits of governmental units. The statute requires that no governmental unit shall deposit public funds in a public depository unless such funds are secured in accordance with the Governmental Unit Deposit Protection Act ("GUDPA"), a multiple financial institutional collateral pool, which was enacted in 1970 to protect governmental units from a loss of funds on deposit with a failed banking institution in New Jersey. Public depositories include State or federally chartered banks, savings banks or associations located in or having a branch office in the State of New Jersey, the deposits of which are federally insured. All public depositories must pledge collateral, having a market value at least equal to five percent of the average daily balance of collected public funds, to secure the deposits of Governmental Units. If a public depository fails, the collateral it has pledged, plus the collateral of all other public depositories, is available to pay the amount of their deposits to the Governmental Units.

The College has adopted an investment policy which enables it to prudently invest available funds in a manner which will yield the highest possible return with minimum risk, while conforming to all federal, state, and local statutes governing the investment of public funds.

**Accounts Receivable** – Accounts receivable consists of tuition and fees charged to students and various other receivables. Accounts receivable are recorded net of estimated uncollectible amounts.

**Inventory** – Inventory consists primarily of Ophthalmic Clinic supplies and is carried on an average cost basis. The cost is recorded as expenses as the inventory is consumed.

**Tuition** - Each year the Board of Trustees sets tuition rates based on a per credit hour rate. Rates vary based upon residence within Camden County, out of county and international students. Tuition revenue is earned in the fiscal year the classes are taken.

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Federal Financial Assistance Programs** – The College participates in the following federally funded financial assistance programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study Grants, and Federal Family Education Loan Programs (FFELP). Federal programs are audited in accordance with the Single Audit Act Amendments of 1996, the U.S. Office of Management and Budget Revised Circular A-133, *Audit of States, Local Governments and Non-Profit Organizations* and the OMB Circular A-133 Compliance Supplement.

**State Aid** - The New Jersey Department of Treasury, Office of Management and Budget (OMB) allocates the annual appropriation for community college operating aid according to a formula of funding as prescribed by N.J.S.A.18A:64A-22. Aid is based upon audited credit hour enrollments.

**County Aid** - N.J.S.A. 18A:64A-22 states that each county which operates a county college shall continue to provide moneys for the support of college in an amount no less than 25% of the operational expense in the base State Fiscal Year.

**Deferred Revenue** - Deferred revenue represent the tuition revenue that has been received before June 30, 2010 for classes that are scheduled in the summer and fall semesters of 2010. Deferred revenue represents cash, which has been received, but not yet earned.

**Prepaid Expenses** - Prepaid expenses represent payments made to vendors for services that will benefit periods beyond June 30, 2010.

**Capital Assets** – Capital assets include land, buildings, improvements, and infrastructure assets, such as roads and sidewalks. Assets acquired or constructed during the year are recorded at actual historical cost. The College defines capital assets as assets with an initial unit cost of \$2,500 or more and an estimated useful life in excess of five years. An exception to the \$2,500 threshold is made for improvements to buildings and site improvements which are capitalized at an initial cost of \$50,000. In addition, an exception to the \$2,500 threshold is made for the purchase of library books in bulk. Purchases of this nature are categorized as a composite group of assets and recorded as such. Donated capital assets are valued at their estimated fair market value on the date of donation. Expenditures that enhance the asset or significantly extend the useful life of the asset are considered improvements and are added to the fixed asset's currently capitalized cost. The cost of normal repairs and maintenance are not capitalized.

The property, plant and equipment of the College are depreciated using straight-line method over the useful lives of the assets, generally 50 years for buildings, 5 to 20 years for equipment, and 25 to 50 years for infrastructure. Assets purchased under capital lease are depreciated over the term of the lease as opposed to the useful life of the asset. Construction in progress is depreciated when the asset is placed into service.

**Fiscal Dependency** – Among the College's largest revenue sources include appropriations from the State of New Jersey and County of Camden, including contributions made by the State on behalf of the College for the Alternative Benefit Program. The College is economically dependent on these appropriations to carry out its operations.

**Compensated Absences** - Compensated absences are those absences for which employees will be paid for vacation and sick leave when used. A liability is accrued for compensated absences that are earned and unused in accordance with College policy at June 30<sup>th</sup> of each fiscal year. Eligible employees earn a right to vacation benefits and some sick leave benefits based on seniority.

**Allowance for Doubtful Accounts** – The allowance for doubtful accounts represents the amount estimated to be uncollectible for student accounts receivable. The amount is adjusted annually based on past years collection rates. It is the College policy to write off uncollectible accounts after one year of delinquency. The allowances for June 30, 2010 and 2009 were \$3,686,894 and \$2,160,508 respectively.

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Use of Estimates** – The preparation of the financial statements in conformity of accounting principles generally accepted in the United States of America requires management to make certain estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Non-Current Liabilities** – Non-current liabilities include (1) principal amounts of mortgage notes and capital lease obligations with contractual maturities greater than one year; (2) estimated amounts for accrued compensated absences and other liabilities that will not be paid within the next fiscal year; and (3) other liabilities that, although payable within one year, are to be paid from funds that are classified as non-current assets.

**On-Behalf Payments for Pension Contributions** – In fiscal year 1997, the College adopted the requirements of Governmental Accounting Standards Board (GASB) Statement No. 24 – *Accounting and Financial Reporting for Certain Grants and Other Financial Assistance*. GASB Statement No. 24 recommends that revenue and expenditures be recorded in the financial statements for the State of New Jersey Pension payments for Alternative Benefit Program (TIAA/CREF).

**Income Taxes** – The College is a political subdivision of the State of New Jersey and is excluded from Federal income taxes under Section 115 (1) of the Internal Revenue Code, as amended.

**Classification of Revenues** – The College has classified its revenues as either operating or non-operating revenues according to the following criteria:

**Operating Revenues** - Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises and (3) most federal, state and local government grants and contracts as well as federal appropriations.

**Non-Operating Revenues** – Non-operating revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, and other revenue sources that are defined as non-operating revenues by GASB No. 9 – *Reporting Cash Flows of Proprietary and Non-expendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting* and GASB Statement No. 35, such as state appropriations, county appropriations, investment income, and amounts paid by the State of New Jersey on behalf of the College for the employer contribution to the Alternative Benefit Program (ABP).

**Net Assets** – The College's net assets are classified as follows:

**Invested in Capital Assets, Net of Related Debt** – This represents the College's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

**Restricted Net Assets – Expendable** - Restricted expendable net assets include resources in which the College is legally or contractually obligated to spend resources in accordance with the restrictions imposed by external third parties.

**Restricted Net Assets – Non-Expendable** – Non-expendable restricted net assets consist of endowment and similar types of funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Note 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Net Assets (Cont'd)**

**Unrestricted Net Assets** – Unrestricted net assets represent resources derived from student tuition and fees, state and county appropriations and sales and services of educational departments and auxiliary enterprises. These resources are used for the transactions related to the educational and general operations of the College, and may be used at the discretion of the Board of Trustees to meet current expenses for any purpose. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff.

**Scholarship Discounts and Allowances** – Student tuition and fees revenue, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses, and changes in net assets. Scholarship discounts and allowance are the difference between the stated charge for goods and services provided by the College and the amount paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other Federal, state or nongovernmental programs are recorded as either operating or non-operating revenues in the College's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the College has recorded a scholarship discount and allowance. The amount of scholarship discount and allowances for the fiscal years ending June 30, 2010 and 2009 were \$12,838,120 and \$8,587,107 respectively.

Note 2: **CASH AND CASH EQUIVALENTS**

**Custodial Credit Risk** – Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits may not be returned to it. Although the College does not have a formal policy regarding custodial credit risk, as described in Note 1, N.J.S.A. 17:9-41 et seq. requires that governmental units shall deposit public funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act. As of June 30, 2010 and 2009 the College's bank balances were exposed to custodial credit risk as follows:

	<b>2010</b>	<b>2009</b>
Insured	\$ 250,000	\$ 250,000
Collateralized under GUDPA	<u>9,456,792</u>	<u>4,529,377</u>
	<u><u>\$ 9,706,792</u></u>	<u><u>\$ 4,779,377</u></u>

**New Jersey Cash Management Fund** - During the year, the College participated in the New Jersey Cash Management Fund. The Fund is governed by regulations of the State Investment Council, who prescribe standards designed to insure the quality of investments in order to minimize risk to the Fund's participants. Deposits with the New Jersey Cash Management Fund are not subject to categorization as defined above. At June 30, 2010 and 2009, the College had \$4,696,375 and \$4,680,156 invested in the Fund, respectively.

**Note 3: CAPITAL ASSETS**

A summary of changes in the various capital asset categories for the year ending June 30, 2010 is presented as follows:

	<u>Balance</u>		<u>Balance</u>	
	<u>June 30, 2009</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2010</u>
<b>Non-Depreciable Capital Assets</b>				
Land	\$3,855,327			\$3,855,327
Construction in Progress	24,020,136	\$1,930,082		25,950,218
Bond Issuance Costs	189,626		(\$21,070)	168,557
Total Non-depreciable Capital Assets	<u>28,065,090</u>	<u>1,930,082</u>	<u>(21,070)</u>	<u>29,974,102</u>
<b>Depreciable Capital Assets:</b>				
Land Improvements	2,576,098	177,461		2,753,559
Buildings	78,858,742	370,669		79,229,411
Infrastructure	2,935,332			2,935,332
Equipment	8,288,527	1,052,821		9,341,349
Grouped Furniture	1,192,883	87,267		1,280,150
Vehicles	188,014	28,626		216,640
Assets Under Capital Lease	1,780,711		(7,250)	1,773,461
Capitalized Software	3,123,808			3,123,808
Library Books	2,926,077	17,683		2,943,760
Total Depreciable Capital Assets	<u>101,870,192</u>	<u>1,734,527</u>	<u>(7,250)</u>	<u>103,597,470</u>
<b>Less Accumulated Depreciation For:</b>				
Land Improvements	1,392,342	42,643		1,434,985
Buildings	21,791,269	1,618,770		23,410,039
Infrastructure	1,291,680	57,893		1,349,573
Equipment	6,100,947	551,071		6,652,018
Grouped Furniture	223,223	123,024		346,247
Vehicles	83,774	29,953		113,727
Assets Under Capital Lease	1,521,209	86,500		1,607,709
Capitalized Software	3,123,808			3,123,808
Library Books	2,871,195	27,735		2,898,930
Total Accumulated Depreciation	<u>38,399,447</u>	<u>2,537,589</u>	<u>-</u>	<u>40,937,036</u>
Depreciable Capital Assets	<u>63,470,745</u>	<u>(803,062)</u>	<u>(7,250)</u>	<u>62,660,434</u>
Total Capital Assets, Net	<u>\$91,535,835</u>	<u>\$1,127,020</u>	<u>(\$28,320)</u>	<u>\$92,634,535</u>

Depreciation expense for the year ended June 30, 2010 was \$2,537,590

**Note 3: CAPITAL ASSETS (CONT'D)**

A summary of changes in the various capital asset categories for the year ending June 30, 2009 is presented as follows:

	<u>Balance</u>		<u>Balance</u>	
	<u>June 30, 2008</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2009</u>
<b>Non-Depreciable Capital Assets</b>				
Land	\$3,855,328			\$3,855,328
Construction in Progress	22,761,490	\$1,541,146	(\$282,500)	24,020,136
Bond Issuance Costs	210,696		(21,070)	189,626
Total Non-depreciable Capital Assets	<u>26,827,514</u>	<u>1,541,146</u>	<u>(303,570)</u>	<u>28,065,090</u>
<b>Depreciable Capital Assets:</b>				
Land Improvements	2,398,637	177,461		2,576,098
Buildings	78,637,410	221,332		78,858,742
Infrastructure	2,935,332			2,935,332
Equipment	7,953,132	335,395		8,288,527
Grouped Furniture	1,069,853	123,030		1,192,883
Vehicles	188,014			188,014
Assets Under Capital Lease	1,780,711			1,780,711
Capitalized Software	3,123,808			3,123,808
Library Books	2,915,220	10,857		2,926,077
Total Depreciable Capital Assets	<u>101,002,117</u>	<u>868,075</u>	-	<u>101,870,192</u>
<b>Less Accumulated Depreciation For:</b>				
Land Improvements	1,349,237	43,105		1,392,342
Buildings	20,182,138	1,609,131		21,791,269
Infrastructure	1,215,846	75,834		1,291,680
Equipment	5,566,865	534,082		6,100,947
Grouped Furniture	110,086	113,137		223,223
Vehicles	71,695	12,079		83,774
Assets Under Capital Lease	1,365,371	155,838		1,521,209
Capitalized Software	3,123,809			3,123,809
Library Books	2,818,277	52,918		2,871,195
Total Accumulated Depreciation	<u>35,803,324</u>	<u>2,596,124</u>	-	<u>38,399,448</u>
Depreciable Capital Assets	<u>65,198,793</u>	<u>(1,728,049)</u>	-	<u>63,470,744</u>
Total Capital Assets, Net	<u>\$92,026,309</u>	<u>(\$186,903)</u>	<u>(\$303,570)</u>	<u>\$91,535,835</u>

Depreciation expense for the year ended June 30, 2009 was \$2,596,124

**Note 4: LEASES**

**Lease Obligations** - At June 30, 2010 the College had operating lease agreements in effect for copiers and vehicles.

**Operating Leases** - Future minimum rental payments under operating lease agreements are as follows:

<u>Fiscal Year</u>	<u>Amount</u>
2010-11	\$ 68,161
2011-12	35,734
2012-13	6,107
2013-14	1,481

Rental payments under operating leases for the fiscal years ended June 30, 2010 and 2009 were \$158,333 and \$160,788 respectively.

**Capital Leases Obligations** – At June 30, 2010, the College had lease agreements in effect for the lease of energy management equipment to be used to reduce the College's energy requirements for heating, cooling, and operating buildings and other facilities. The following is a schedule of future minimum lease payments under these capital leases, and the present value of the net minimum lease payments at June 30, 2010.

<u>Year Ending</u>	<u>Wolverton Center</u>		
	<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>
2011	\$ 102,009	\$ 9,332	
2012	<u>107,246</u>	<u>4,095</u>	
	<u><u>\$ 209,255</u></u>	<u><u>\$ 13,427</u></u>	

During the fiscal year ended June 30, 2010, the College paid \$118,864 and \$14,495 for principal and interest respectively. During the fiscal year ended June 30, 2009, the College paid \$176,984 and \$22,424 for principal and interest respectively.

**Note 5: REIMBURSEMENT AGREEMENT/LEASE PURCHASE AGREEMENT**

On July 15, 2002, the Camden County Improvement Authority issued \$12,500,000 of County-Guaranteed Lease Revenue Bonds (Camden County College Project), Series 2002. A substantial portion of the 2002 Bonds, in the aggregate principal amount of \$12,233,000, are entitled to the benefits of the provisions of the County College Bond Act, P.L. 1971, c. 12 (N.J.S.A. 18A:64-22.1 et. seq.). Proceeds from the bonds were used to finance the Camden Technology Center (CTC); an approximate 279,000 square foot eight-story multi-purpose structure containing approximately 640 parking spaces, a 13,800 square foot college bookstore as well as 39,400 square feet of classroom and office space; and the acquisition and installation of capital equipment. Construction of this facility was completed during fiscal year 2005.

The College entered into a lease purchase agreement dated July 1, 2002, by and among the Authority, as lessor, and the County College and the County as lessees pursuant to which the Authority will lease to the College the 2002 project described above in return for lease payments to be made by the County in amounts and at times sufficient to pay the principal and interest on the 2002 bonds. In addition to the lease purchase agreement, a mortgage was entered into between the College, as mortgagor, and the County, as mortgagee. The mortgage requires the College to pay from the proceeds of the garage parking fees amounts equal to the debt service on \$6,383,500. In the event the College does not have sufficient parking fee income to pay the garage's operating expenses as well as the debt service, the obligation carries forward to subsequent periods. At the end of fifteen years, if an amount remains unpaid, the County of Camden retains the right to foreclose and assume ownership of the property.

For the fiscal year ending June 30, 2010, the County of Camden made basic lease payments in the amount of \$570,507, net of interest earned on the investments held by the bond trustee. Under the terms of the Lease Purchase Agreement, the College is obligated to repay the County for these payments. Any payment obligation due and payable by the College under the Lease Purchase Agreement that remains outstanding continues to remain an obligation until paid in full by the College. These payments are included in the College's liabilities at June 30, 2010. This amount as well as prior and subsequent lease payments made by the County will be repaid to the County once revenues from the Parking Garage are sufficient to cover the lease payments in accordance with terms contained in the Lease Purchase Agreement.

**Note 6: LONG-TERM LIABILITIES**

The following is a summary of long-term liabilities at June 30, 2010:

<u>Analysis of Long-Term Liabilities</u>	<u>Beginning Balance</u>	<u>Increase</u>	<u>Decrease</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Compensated Absences	\$ 2,832,284	\$ 98,119		\$ 2,930,403	\$ 338,452
Capital Leases	328,119		\$ (118,864)	209,255	102,009
Mortgage Agreement/ Lease Purchase of CTC	6,383,500			6,383,500	431,525
Premium on Bonds	40,378		(4,487)	35,891	4,486
	<u>\$ 9,584,281</u>	<u>\$ 98,119</u>	<u>\$ (123,351)</u>	<u>\$ 9,559,049</u>	<u>\$ 876,472</u>

**Note 6: LONG-TERM LIABILITIES (CONT'D)**

The following is a summary of long-term liabilities at June 30, 2009:

<u>Analysis of Long-Term Liabilities</u>	<u>Beginning Balance</u>	<u>Increase</u>	<u>Decrease</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Compensated Absences	\$ 2,601,662	\$ 230,622		\$ 2,832,284	\$ 253,699
Capital Leases	505,103		\$(176,984)	328,119	118,864
Mortgage Agreement/ Lease Purchase of CTC	6,383,500			6,383,500	416,204
Premium on Bonds	44,864		(4,486)	40,378	4,486
	<b>\$ 9,535,129</b>	<b>\$ 230,622</b>	<b>\$(181,470)</b>	<b>\$ 9,584,281</b>	<b>\$ 793,253</b>

**Note 7: PENSION PLANS**

Substantially all of the College's employees participate in one of the two following defined benefit pension plans or defined contribution pension plan: (1) the Public Employees' Retirement System or (2) the New Jersey Alternative Benefit Program, both of which are administered and/or regulated by the New Jersey Division of Pensions. Each plan has a Board of Trustees that is primarily responsible for its administration. The Division issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to:

State of New Jersey  
 Division of Pensions and Benefits  
 P.O. Box 295  
 Trenton, New Jersey 08625-0295

**Public Employees' Retirement System** - The Public Employees' Retirement System (PERS) is a cost-sharing multiple-employer defined benefit pension plan, which was established as of January 1, 1955. The PERS provides retirement, death, and disability, and medical benefits to qualified members. Vesting and benefit provisions are established by N.J.S.A. 43:15A and 43:3B.

**Note 7: PENSION PLANS (CONT'D)**

The contribution requirements of plan members are determined by State statute. In accordance with Chapter 62, P.L. 1994, plan members enrolled in the Public Employees' Retirement System were required to contribute 5% of their annual covered salary. Effective July 1, 2007, however, in accordance with Chapter 92, P.L. 2007 and Chapter 103, P.L. 2007, plan members were required to contribute 5.5% of their annual covered salary. For employees who were enrolled in the retirement system prior to July 1, 2007, the increase was effective with the payroll period that begins immediately after July 1, 2007. The State Treasurer has the right under the current law to make temporary reductions in member rates based on the existence of surplus pension assets in the retirement system; however, statute also requires the return to the normal rate when such surplus pension assets no longer exist.

The College is billed annually for its normal contribution plus any accrued liability.

The College's contributions, equal to the required contribution for each year, were as follows:

**Public Employees Retirement System**

<u>Year Ended June 30,</u>	<u>Normal Contribution</u>	<u>Accrued Liability</u>	<u>Group Life</u>	<u>Total Liability</u>	<u>Funded by State</u>	<u>Paid by College</u>
2010	\$ 560,136	\$ 719,709	\$ 177,485	\$ 1,457,330	\$ -	\$ 1,457,330
2009	503,426	582,276	134,955	1,220,657	-	1,220,657
2008	673,254	518,838	-	1,192,092	238,418	953,674
2007	594,919	308,930	-	903,849	361,540	542,309
2006	552,290	151,915	-	704,205	422,523	281,682

**New Jersey Alternative Benefit Program** - The New Jersey Alternative Benefit Program (ABP) is a defined contribution pension plan, which was established pursuant to P.L.1969, c. 242 (N.J.S.A. 18A:66-21400167 et seq.). The ABP provides retirement, death and disability, and medical benefits to qualified members.

The contribution requirements of plan members are determined by State statute. In accordance with N.J.S.A. 18A:66-173, required contributions, calculated on the employees' base pay, are 5% for plan members, and 8% for employers. Plan members may make additional voluntary contributions subject to section 403(b) of the internal revenue code.

Under N.J.S.A 18A:66-174, most employer contributions are made by the State of New Jersey on-behalf of the College. The College is responsible for the employer contributions for non-academic employees.

Plan members direct the investment of contributions to insurance companies and mutual fund companies selected by the New Jersey Division of Pensions' Pension Provider Selector Board. These companies administer plan funds based on alternate benefit contracts with the New Jersey Division of Pensions.

**Note 7: PENSION PLANS (CONT'D)**

Amounts deferred under the plan are not available to employees until termination, retirement, death or unforeseeable emergency. The plan carriers are as follows:

***Teacher's Insurance and Annuity Association (TIAA/CREF)***  
***ING Life Insurance and Annuity Company***  
***Equitable Life***  
***The Variable Annuity Life Insurance Company (VALIC)***  
***The Hartford Group***  
***Citistreet – Travelers Educators Retirement Services***

Camden County College contributions for ABP participants were as follows:

<b>Year ended</b>	
<b><u>June 30,</u></b>	
2010	\$ 429,160
2009	281,019
2008	177,369

Employee contributions to the Alternative Benefit Program in Fiscal Year 2010 and 2009 were \$821,403 and \$732,256, respectively.

**Note 8: POSTEMPLOYMENT BENEFITS**

**Plan Description** - The College contributes to the New Jersey State Health Benefits Program ("the SHBP"), a cost-sharing multiple-employer defined benefit postemployment healthcare plan administered by the State of New Jersey Division of Pension and Benefits. SHBP provides medical, prescription drug, mental health/substance abuse and Medicare Part B reimbursement to retirees and their covered dependents. The State Health Benefits Program Act is found in the New Jersey Statutes Annotated, Title 52, Article 17.25 et.seq. Rules governing the operation and administration of the program are found in Title 17, Chapter 9 of the New Jersey Administrative Code. The State of New Jersey Division of Pension and Benefits issues a publicly available financial report that includes financial statements and required supplementary information for SHBP. That report may be obtained by writing to Division of Pensions and Benefits, PO Box 295, Trenton, NJ 08625-0295.

**Funding Policy** - P.L. 1987, c.384 of P.L. 1990, c.6 required Teachers' Pensions and Annuity Fund (TPAF) and the Public Employees' Retirement System (PERS), respectively, to fund post-retirement medical benefits for those State employees who retire after accumulating 25 years of credited service or on a disability retirement. P.L. 2007, c.103 amended the law to eliminate the funding of postemployment medical benefits through the TPAF and PERS. It created separate funds outside of the pension plans for the funding and payment of postemployment medical benefits for retired State employees and retired educational employees. As of June 30, 2009, there were 84,590 retirees eligible for postemployment medical benefits. The cost of these benefits is funded through contributions by the State in accordance with P.L. 1994, c.62. Funding of post-retirement medical premiums changed from a pre-funding basis to a pay-as-you-go basis beginning in Fiscal Year 1994.

The State is also responsible for the cost attributable to P.L. 1992 c.126, which provides free health benefits to members of PERS and the Alternate Benefit Program who retired from a school district or county college with 25 years of service. The State paid \$116.9 million toward Chapter 126 benefits for 13,320 eligible retired members in Fiscal Year 2009.

**Note 9: RISK MANAGEMENT**

The College is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

**Property and Liability Insurance** - The College maintains commercial insurance coverage for property (including crime and physical damage, liability (general and automobile), boiler and machinery, and surety bonds.

**Joint Insurance Pool** - The Camden County College is a member of the New Jersey County College Insurance Pool for the purpose of obtaining workers' compensation insurance coverage. Contributions to the Fund are payable in an annual premium and are based on actuarial assumptions determined by the Fund's actuary. Contributions to the pool for the Fiscal Years Ending June 30, 2010 and 2009 were \$245,267 and \$256,262 respectively.

**Note 10: COMPENSATED ABSENCES**

**Compensated Absences** - Accrued vacation and sick leave represents Camden County College's liability for the cost of unused employee vacation and sick time payable in the event of employee termination. College employees are granted vacation and sick time in varying amounts under the college personnel policies and negotiated agreements. In the event of retirement or termination, an employee is reimbursed for unused vacation and vested sick time at various amounts.

At June 30, 2010 and 2009 the Compensated Absences Liability was \$2,930,402 and \$2,832,284 respectively.

**Note 11: DEFERRED COMPENSATION SALARY ACCOUNT**

The College offers its employees a Deferred Compensation Plan in accordance with Internal Revenue Service Code 457. The Plan, available to full time employees at their option, permits employees to defer a portion of their salary to future years. The deferred compensation is not available to participants until termination, retirement, death or unforeseeable emergency.

Amounts deferred under Section 457 plans must be held in trust for the exclusive benefit of participating employees and not be accessible by the College or its creditors.

**Note 12: CAPITAL RENEWAL AND REPLACEMENT**

In accordance with terms of a New Jersey Department of Higher Education Jobs, Education and Competitiveness Bond Act of 1988 project contract, the College has reserved fund balance in its Plant Fund. The contract requires a seven-year funding schedule for this Reserve Fund. As of June 30, 2010, the amount reserved was \$306,008. In addition, Rowan University has also reserved a portion of its fund balance in the amount of \$210,000. Also at June 30, 2010 the College reserved fund balance in its Plant Fund for the Camden Technology Center in the amount of \$279,785 and facilities reserve in the amount of \$672,581.

**Note 13: INTERFUND RECEIVABLES AND PAYABLES**

The following interfund balances were recorded on the various fund balance sheets as of June 30, 2010:

<u>Fund</u>	<u>Interfunds Receivable</u>	<u>Interfunds Payable</u>
Current Unrestricted Fund	\$ 4,493,549	
Restricted Fund		\$138,329
Financial Aid Fund		3,133,775
Athletic Fund		11,667
Unexpended Plant		1,209,778
	<hr/>	<hr/>
	<u>\$ 4,493,549</u>	<u>\$ 4,493,549</u>

The following interfund balances were recorded on the various fund balance sheets as of June 30, 2009:

<u>Fund</u>	<u>Interfunds Receivable</u>	<u>Interfunds Payable</u>
Current Unrestricted Fund	\$ 2,625,417	
Restricted Fund		\$542,533
Financial Aid Fund		1,674,879
Athletic Fund		18,468
Unexpended Plant		389,537
	<hr/>	<hr/>
	<u>\$ 2,625,417</u>	<u>\$ 2,625,417</u>

**Note 14: NET ASSETS**

The following is a summary of the Reserved and Unreserved Net Asset balances of the College for the fiscal years ended June 30, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
<b>Invested in Capital Assets:</b>		
Gross	\$ 92,634,535	\$ 91,535,835
Related Debt	<u>(7,876,314)</u>	<u>(7,841,466)</u>
	<u>\$ 84,758,220</u>	<u>\$ 83,694,369</u>
<b>Restricted for Expendable Net Assets:</b>		
Stabilization	\$ -	\$ 1,262,942
Appropriated for Operations	1,742,607	
Renewal and Replacement Reserve	1,742,635	869,941
Federal and State Grants	<u>97,947</u>	<u>60,878</u>
	<u>\$ 3,583,189</u>	<u>\$ 2,193,761</u>
<b>Unrestricted Net Assets:</b>		
Student Government and		
Intercollegiate Athletics	\$ 98,534	\$ 112,217
Undesignated	<u>6,234,695</u>	<u>4,094,108</u>
	<u>\$ 6,333,229</u>	<u>\$ 4,206,325</u>

**Note 15: ACCOUNTS RECEIVABLE**

Accounts receivable consists of the following at the end of fiscal years ending June 30, 2010 and 2009:

	<u>2010</u>	<u>2009</u>
Student tuition and fees	\$4,472,525	\$4,105,486
Auxiliary enterprises and other operating activities	1,538,119	1,534,863
Federal, state, county and private grants and contracts	<u>8,085,468</u>	<u>5,860,878</u>
	14,096,112	11,501,227
Less: allowance for doubtful accounts	<u>3,686,894</u>	<u>2,160,508</u>
Net accounts receivable	<u>\$ 10,409,218</u>	<u>\$ 9,340,719</u>

The College has \$3,493,024 in un-reimbursed expenses associated with the \$4,492,789 claim filed with the Philadelphia Insurance Company for a fire that took place on campus. The College has posted a reserve for this claim. The College will seek to recover the all the un-reimbursed expenses associated with the claim.

**Note 16: TUITION STABILIZATION RESERVE**

Beginning the fiscal year ended June 30, 1999, the Board of Trustees reserved a portion of the College's fund balance for the purpose of compensating for fluctuations in funding from the County of Camden and the resulting impact on tuition. These fluctuations in county funding are caused by differences in the College's fiscal year budget and the County's calendar year budget. Because the College and the County operate on a different overlapping twelve-month basis, fluctuations in funding are magnified. When the County makes a substantial increase or reduction from one calendar year to another, a cyclical fluctuation is triggered on the College's fiscal year budget.

At June 30, 2009 the College had reserved \$1,262,942 of its Unrestricted Fund Balance to support the College's budget for the fiscal year ending June 30, 2010.

**Note 17: LEGAL, GOVERNMENTAL, AND PUBLIC RELATIONS EXPENSES**

Legal expenses incurred by the College for the fiscal years ended June 30, 2010 and 2009 were \$249,448 and \$246,421 respectively. The College had no expenses relating to lobbying activities.

**Note 18: CONTINGENCIES**

The College receives financial assistance from the State of New Jersey and the U.S. Government in the form of grants. Entitlement to the funds is generally conditional upon compliance with terms and conditions of the grant agreements and applicable regulations, including the expenditure of the funds for eligible purposes. The State and Federal grants received and expended during the fiscal year ended June 30, 2010 were subject to Federal OMB Circular A-133 and New Jersey OMB Circular 04-04 which mandates that grant revenues and expenditures be audited in conjunction with the College's annual audit. In addition to the aforementioned annual audit, all grants and cost reimbursements are subject to financial and compliance audits by the State and Federal grantor agencies. The College management does not believe such an audit would result in material amounts of disallowed costs.

**Note 19: LITIGATION**

The College is a defendant in several legal proceedings that are in various stages of litigation. It is believed that the outcome, or exposure to the College, from such litigation is either unknown or potential losses, if any, would not be material to the financial statements.

## **SUPPLEMENTAL SCHEDULES**

**CAMDEN COUNTY COLLEGE**  
 Balance Sheets  
 As of June 30, 2010 and 2009

<u>ASSETS</u>	<u>2010</u>		<u>2009</u>		<u>LIABILITIES, RESERVES AND FUND BALANCES</u>	<u>2010</u>		<u>2009</u>	
<b>Current Funds:</b>									
Unrestricted:					Current Funds:				
Cash and Cash Equivalents	\$ 11,313,079		\$ 8,577,854		Unrestricted:				
Accounts Receivable:					Accounts Payable and Accrued Liabilities	\$ 5,578,191		\$ 5,345,779	
Student Accounts Receivable, net	1,147,340		1,993,013		Prepaid Tuition and Student Deposits	6,238,076		6,254,217	
Other Accounts Receivable	1,172,222		1,431,992		Fund Balance - Appropriated	1,742,607		1,262,942	
Interfunds Accounts Receivable	4,493,549		2,625,417		Fund Balance	6,229,917		4,094,108	
Intergovernmental Accounts Receivable:									
Federal	2,095		3,015						
State of New Jersey	412,000								
County of Camden	216,690		1,364,052						
Inventory - Ophthalmic Clinic	19,278		19,184						
Prepaid Expenses	1,012,537		942,519						
Total Unrestricted	\$ 19,788,791		\$ 16,957,046		Total Unrestricted			\$ 19,788,791	\$ 16,957,046

(Continued)

**CAMDEN COUNTY COLLEGE**  
 Balance Sheets  
 As of June 30, 2010 and 2009

<u>ASSETS (CONT'D)</u>	<u>2010</u>	<u>2009</u>	<u>LIABILITIES, RESERVES AND FUND BALANCES (CONT'D)</u>	<u>2010</u>	<u>2009</u>
Restricted:			Restricted:		
Restricted Programs Fund:			Restricted Programs Fund:		
Cash and Cash Equivalents	\$ -	\$ -	Accounts Payable and Accrued Liabilities	\$ 396,389	\$ 334,769
Other Accounts Receivable			Interfunds Accounts Payable	138,329	542,533
Intergovernmental Accounts Receivable:			Deferred Revenue	32,629	36,408
Federal	508,643	142,695	Fund Balance	5,675	38,242
State of New Jersey	64,380	809,257			
Total Restricted Programs Fund	<u>\$ 573,022</u>	<u>\$ 951,952</u>	Total Restricted Programs Fund	<u>\$ 573,022</u>	<u>\$ 951,952</u>
Financial Aid Fund:			Financial Aid Fund:		
Cash and Cash Equivalents	\$ -	\$ -	Accounts Payable and Accrued Liabilities	\$ 7,980	\$ 4,596
Intergovernmental Accounts Receivable:			Due to Grantor:		
Federal	3,051,953	1,755,805	State	26,471	117,798
State	188,209	23,666	Interfunds Accounts Payable	3,133,775	1,674,879
Other	28,913	50,644	Deferred Revenue	8,577	10,206
			Fund Balance	92,272	22,636
Total Financial Aid Fund	<u>\$ 3,269,075</u>	<u>\$ 1,830,116</u>	Total Financial Aid Fund	<u>\$ 3,269,075</u>	<u>\$ 1,830,116</u>
Total Restricted	<u>\$ 3,842,098</u>	<u>\$ 2,782,068</u>	Total Restricted	<u>\$ 3,842,098</u>	<u>\$ 2,782,068</u>
Total Current Funds	<u>\$ 23,630,889</u>	<u>\$ 19,739,114</u>	Total Current Funds	<u>\$ 23,630,889</u>	<u>\$ 19,739,114</u>

(Continued)

**CAMDEN COUNTY COLLEGE**  
 Balance Sheets  
 As of June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>		<u>2010</u>	<u>2009</u>
<b><u>ASSETS (CONT'D)</u></b>			<b><u>LIABILITIES, RESERVES AND FUND BALANCES (CONT'D)</u></b>		
Student Activities Fund:			Student Activities Fund:		
Cash	\$ 110,608	\$ 128,848	Accounts Payable and Accrued Liabilities	\$ 408	\$ 3,083
			Fund Balance	110,201	125,765
Total Student Activities Fund	<u>\$ 110,608</u>	<u>\$ 128,848</u>	Total Student Activities Fund	<u>\$ 110,608</u>	<u>\$ 128,848</u>
Intercollegiate Athletic Fund:			Intercollegiate Athletic Fund:		
Cash	\$ -	\$ -	Interfunds Accounts Payable	\$ 11,667	\$ 18,468
Deficit	11,667	18,868	Deferred Revenue	400	
Total Intercollegiate Athletic Fund	<u>\$ 11,667</u>	<u>\$ 18,868</u>	Total Intercollegiate Athletic Fund	<u>\$ 11,667</u>	<u>\$ 18,868</u>
General Agency:			General Agency:		
Cash and Cash Equivalents	\$ 474,439	\$ 322,330	Accounts Payable	\$ 469,661	\$ 321,201
Other Accounts Receivable	4,190		Fund Balance	4,778	5,319
Total General Agency	<u>\$ 474,439</u>	<u>\$ 326,520</u>	Total General Agency	<u>\$ 474,439</u>	<u>\$ 326,520</u>

(Continued)

**CAMDEN COUNTY COLLEGE**  
 Balance Sheets  
 As of June 30, 2010 and 2009

<u>ASSETS (CONT'D)</u>	<u>2010</u>	<u>2009</u>	<u>LIABILITIES, RESERVES AND FUND BALANCES (CONT'D)</u>	<u>2010</u>	<u>2009</u>
Plant Funds:			Plant Funds:		
Unexpended:			Unexpended:		
Cash and Cash Equivalents	\$ -	\$ -	Accounts Payable and Accrued Liabilities	\$ 664,359	\$ 502,910
Other Accounts Receivable	4,188	-	Interfunds Accounts Payable	1,209,778	389,537
Intergovernmental Accounts Receivable:			Fund Balance - Restricted	1,742,635	869,941
County of Camden	3,612,585	1,762,388			
Total Unexpended	<u>\$ 3,616,773</u>	<u>\$ 1,762,388</u>	Total Unexpended	<u>\$ 3,616,773</u>	<u>\$ 1,762,388</u>
Investment in Plant:			Investment in Plant:		
Construction in Progress	\$ 25,950,218	\$ 24,020,136	Accounts Payable and Accrued Liabilities	\$ 1,247,669	\$ 1,089,470
Land	3,855,327	3,855,327	Obligations Under Capital Lease	209,255	328,119
Land Improvements	1,318,574	1,183,756	Net Investment in Plant	84,758,220	83,694,369
Buildings	55,819,374	57,067,476	Long Term Debt	6,383,500	6,383,500
Equipment and Furnishings	3,623,233	3,157,240	Premium on Bonds	35,891	40,377
Infrastructure	1,585,759	1,643,652			
Library Books	44,829	54,882			
Vehicles	102,913	104,240			
Bond Issuance Cost	168,557	189,626			
Assets Under Capital Lease	165,751	259,500			
Total Investment in Plant	<u>\$ 92,634,535</u>	<u>\$ 91,535,835</u>	Total Investment in Plant	<u>\$ 92,634,535</u>	<u>\$ 91,535,835</u>
Total Plant Funds	<u>\$ 96,251,308</u>	<u>\$ 93,298,224</u>	Total Plant Funds	<u>\$ 96,251,308</u>	<u>\$ 93,298,224</u>

**CAMDEN COUNTY COLLEGE**  
 Statement of Changes in Fund Balances  
 For the Fiscal Year Ended June 30, 2010

	Current Funds			Agency Funds			Plant Funds		
	Restricted		Financial Aid Fund	Student Activities Fund	General Agency	Intercollegiate Athletic Fund	Unexpended	Renewal and Replacement	
	Unrestricted	Restricted Programs							Investment In Plant
Revenue and Other Additions:									
Educational and General Revenues	\$ 47,400,327								
Governmental Appropriations and Grants--									
Federal	34,274	\$ 3,053,342	\$ 37,665,261						
Federal Stimulus	658,470								
State	11,913,752	573,859	6,767,124						
County	9,841,393						\$ 2,669,070		
Other Grants and Contracts--									
Restricted		34,721							
Intercollegiate Athletic Revenue							\$ 10,600		
Student Activities Revenue									
Other		3,069,819		\$ 18,452	\$ (5,848)		4,188		
Expended for Plant Assets									\$ 1,734,525
	72,918,035	3,661,921	44,432,385	18,452	(5,848)	10,600	2,673,258	\$ -	1,734,525
Expenditures and Other Deductions:									
Educational and General Expenditures	67,063,287	3,606,398	44,319,567		(5,307)				158,199
Intercollegiate Athletic Expenditures									
Increase in Accrued Compensated Absences	98,119						59,296		
Student Activities Expenditures									
Other Changes in Fund Balance	1,489,567			182,105					
Accounts Receivable Canceled	423,325								
Expended for Plant Assets								916,321	
Amortization									16,583
Depreciation									2,537,590
	69,074,298	3,606,398	44,319,567	182,105	(5,307)	59,296	914,417	-	2,712,373
Net Increase (Decrease) Before Transfers Among Funds	3,843,737	55,523	112,818	(163,653)	(541)	(48,696)	1,758,840	-	(977,847)
Additions (Deductions):									
From Financial Aid Fund:									
Administrative Expenses	43,182		(43,182)						
From Restricted Programs Fund:									
Indirect Costs	88,090	(88,090)							
To Plant Fund	(1,155,551)								
Transfer CIP from Unexpended to Investment								1,043,936	111,615
To Intercollegiate Athletic Fund	(55,896)							(1,930,082)	1,930,082
To Student Activities Fund	(148,089)			148,089					
Net Increase (Decrease) After Transfers	2,615,474	(32,568)	69,636	(15,565)	(541)	7,201	872,694	-	1,063,850
Fund Balance at Beginning of Year	5,357,050	38,243	22,636	125,765	5,319	(18,868)	866,517	3,424	83,694,369
Fund Balance End of Year	\$ 7,972,524	\$ 5,675	\$ 92,272	\$ 110,201	\$ 4,778	\$ (11,667)	\$ 1,739,211	\$ 3,424	\$ 84,758,220

**CAMDEN COUNTY COLLEGE**  
 Statement of Current Funds Revenues, Expenditures and Other Changes  
 For the Fiscal Year Ended June 30, 2010

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<b>Revenues:</b>			
Education and General:			
Student Tuition and Fees	\$ 47,305,828		\$ 47,305,828
Chargebacks from Other Counties	94,499		94,499
Governmental Appropriations	22,447,889	\$ 48,059,585	70,507,474
Other Sources	3,069,819	34,721	3,104,539
<b>Total Revenues</b>	<b>72,918,035</b>	<b>48,094,306</b>	<b>121,012,341</b>
<b>Expenditures and Mandatory Transfers:</b>			
Educational and General:			
Instruction	25,170,563	1,902,440	27,073,002
Academic Support	8,222,143	209,486	8,431,629
Student Services	7,200,663	473,616	7,674,280
Extension and Public Service	283,245	1,016,856	1,300,102
General Institutional	12,418,104		12,418,104
Operation and Maintenance of Plant	12,429,293		12,429,293
Scholarships & Fellowships	454,156	44,323,567	44,777,723
Other	885,119		885,119
<b>Total Expenditures</b>	<b>67,063,287</b>	<b>47,925,965</b>	<b>114,989,251</b>
<b>Net Increase (Decrease) Before</b>			
Other Transfers and Additions (Deductions)			
(Carried Forward)	5,854,748	168,341	6,023,089
<b>Other Transfers and Additions (Deductions):</b>			
Transfer from Restricted Programs Fund:			
Indirect Costs	88,090	(88,090)	
Transfer from Financial Aid Fund:			
Administrative Expenses	43,182	(43,182)	
Transfer to Plant Fund	(1,155,551)		(1,155,551)
Transfer to Intercollegiate Athletic Fund	(55,896)		(55,896)
Transfer to Student Activities Fund	(148,089)		(148,089)
Student Accounts Receivable Cancelled	(423,325)		(423,325)
Other Credits to Income	(1,489,567)		(1,489,567)
(Increase) in Accrued Compensated Absences	(98,119)		(98,119)
<b>Net Increase ( Decrease) in Fund Balance</b>	<b>\$ 2,615,474</b>	<b>\$ 37,070</b>	<b>\$ 2,652,543</b>

**CAMDEN COUNTY COLLEGE**  
 Statement of Unrestricted Funds Revenues  
 For the Fiscal Year Ended June 30, 2010

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Student Tuition and Fees:	
Non-Credit Tuition and Fees	\$ 3,757,433
Credit Tuition	31,289,644
Credit Fees	<u>12,258,752</u>
	<u>47,305,828</u>
Chargebacks from Other Counties	<u>94,499</u>
Governmental Appropriations:	
Federal	34,274
Federal Stimulus	658,470
State of New Jersey	11,028,633
County of Camden	9,841,393
On-Behalf Payments - Alternate Benefit Program:	
State of New Jersey	<u>885,119</u>
	<u>22,447,889</u>
Other Sources:	
Income from Investments	54,234
Commissions	657,518
Building Partnerships	781,048
Miscellaneous	<u>1,577,019</u>
	<u>3,069,819</u>
	<u>\$ 72,918,035</u>

**CAMDEN COUNTY COLLEGE**  
 Statement of Unrestricted Fund Expenditures  
 For the Fiscal Year Ended June 30, 2010

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**Instruction:**

Instructional Fringe Benefits	\$ 4,241,722
Academic Skills (Math, English)	2,225,411
Academic/Student Support	17,650
Accounting, Economics and Finance	770,975
Adult Basic Skills	1,000
Allied Health	115,601
Automotive Technology	490,233
Automotive - Toyota	227
Biology	1,517,867
Biotechnology	2,049
Business and Management	405,096
Camden Board of Education	83,048
Camden County Surrogate Office	12,976
Chemistry	893,269
CIM	157,970
Communications	74,770
Computer Aided Drafting	128,403
Computer Science	399,219
Computer Systems Technology	101,472
Computer Information Systems	692,494
Customized Training-Continuing Education	222,679
Computer Graphics	272,085
Criminal Justice	265,162
Dental and Dental Hygiene	673,691
Elementary/Secondary Education	148,597
English as a Secondary Language	481,363
Engineering Technician	143,432
English	1,429,654
Fire Science Technology	93,890
Food & Nutrition Science	278,162
General Interest Programming - Continuing Education	922,191
Health and Physical Education	437,443
Health Information Technology	182,367
History and Political Science	958,366
Hospitality Technology Service	56,889
Human Services	209,159
K-12 School Contract	32,257
Languages	350,604
Laser Technology	93,793
Liberal Arts	7,508
Marketing and Retailing	49,422
Mathematics	979,930
Medical Lab Technician	114,884
Nursing and Respiratory Therapy	203,477
Occupational Skills-Continuing Ed	648,651
Office System Technology	104,267
Ophthalmic and Hearing Science	300,744
Paramedic Science	59,261
Paralegal	84,382
Physics	273,922
Basic Police Training - Alternate Route	14,339
Police Recruit	30,709
Police Training Seminar	1,772
Psychology	844,636
Sign Language Interpreter	184,726
Sociology / Anthropology	404,035
Surgical Technology	17,501
Veterinary Technology	213,155
Visual and Performing Arts	1,050,007
	<hr/>
	25,170,563
	(Continued)

**CAMDEN COUNTY COLLEGE**  
 Statement of Unrestricted Fund Expenditures  
 For the Fiscal Year Ended June 30, 2010

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**Academic Support:**

Academic Support Fringe Benefits	\$ 1,428,930
Office of Provost and Vice-President of Academic Affairs	493,077
Vice-President of Economic Development and Dean of Rohrer Campus	115,055
Dean of Business, Computer and Technical Studies	294,251
Dean of Arts, Humanities and Social Sciences	686,764
Dean of Mathematics, Science and Health Careers	405,847
General Interest Program Office	286,321
Customized Training Office	334,838
Occupational Skills Office	325,261
Library	899,351
Shared Library Costs	44,999
Instructional Support	277,169
Academic Information Systems	1,155,678
Camden Academic Support	151,885
Ophthalmic Clinic	27,571
School Relations Office	460,859
Institutional Research	256,610
Distance Learning	577,676
	<hr/>
	8,222,143

**Student Services:**

Student Services Fringe Benefits	1,234,380
Office of Admissions and Recruitment	106,199
Office of Records and Registration Services	688,407
Enrollment Services Camden	341,885
Office of Enrollment Services	781,685
Office of Financial Aid	888,468
Office of Student Life	54,217
Honors Convocations	1,190
Advisement Center	464,136
Commencement	64,702
ESL/International Students	129,872
Intercollegiate Sports	320,485
Transfer and Student Employment	73,470
Camden Campus Student Services	105,432
Food Service	122,582
Parking Garage Office	127,036
SSS Match	13,624
Disability Services	147,570
Rohrer Center	498,797
Academic/Student Services	314,817
Hearing Impaired	156,555
Assessment & Tutoring	512,068
EOF Support Program	53,088
	<hr/>
	7,200,663

**Extension and Public Service:**

Extension and Public Service Fringe Benefits	37,301
Center for Civic Leadership	56,185
Facility Scheduling	72,659
Theatre Production/Art Gallery	16,500
Faculty Development	26,385
Wellness	47,159
Summer Camps for Kids	5,815
Miscellaneous Expense	21,242
	<hr/>
	283,245

(Continued)

**CAMDEN COUNTY COLLEGE**  
 Statement of Unrestricted Fund Expenditures  
 For the Fiscal Year Ended June 30, 2010

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**Institutional Support**

Institutional Support Fringe Benefits	\$ 2,816,079
Board of Trustees	170,237
President's Office	334,013
Office of Vice-President for Administrative Services	315,472
Office of Vice-President for Institutional Advancement	546,122
Office of Budgeting and Planning	231,581
Financial Services	956,901
Human Resources	493,815
Printing Services	417,300
Communication and Development	765,547
Foundation & Alumni	90,986
Administrative Information Systems	1,774,882
Compliance Office	170,870
Auxiliary Services/Conference Center	10,231
Salary Accruals	18,509
Consulting	313,230
Building Rentals	13,518
Audit	67,000
Solicitor	143,436
Memberships	149,250
Postage	227,833
Property and Casualty Insurance	885,944
In Lieu of Taxes	70,000
Credit Card Service Fees	324,332
Collection Agency Fee	45,997
Debt Service	597,027
Technology Priorities	332,849
Bitech Implementation	21,018
Miscellaneous	114,126
	<hr/>
	12,418,104

**Operation and Maintenance:**

Operation and Maintenance Fringe Benefits	1,937,736
Operation and Maintenance	3,541,074
Materials and Repairs	705,672
Contractual Services	147,724
Financing Costs	90
Equipment	64,703
Service Contracts	228,671
Conferences and Meetings	10,363
Operation of Vehicles	214,613
Sewerage	219,861
Electricity	2,183,421
Gas	365,742
Water	107,962
Waste Collection	108,667
Telephone	420,007
Public Safety	2,172,986
	<hr/>
	12,429,293

**Scholarships & Fellowships:**

Waivers	454,156
	<hr/>

**Other:**

On-Behalf Payments - Alternate Benefit Program	
Teachers Insurance Annuity Association (TIAA)	885,119
	<hr/>
	\$ 67,063,287

**CAMDEN COUNTY COLLEGE**  
 Statement of Current Fund Expenditures by Function and Object  
 For the Fiscal Year Ended June 30, 2010

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	<u>General Operating</u>	<u>Auxiliary Services</u>	<u>Continuing Education</u>	Total <u>Current Unrestricted</u>
<b>Instruction:</b>				
Salaries	\$ 18,675,600	\$ 9,960	\$ 1,349,158	\$ 20,034,718
Fringe	4,147,314	1,327	93,079	4,241,720
Contractual Services	48,895	11,412		60,307
Materials & Supplies	274,729	14,869	403,212	692,810
Conferences & Meetings	49,003		9,807	58,810
Fixed Charges	52,985		725	53,710
Utilities			13	13
Student Aid	4,290		8,538	12,828
Capital	4,962			4,962
Contingency	105	10,580		10,685
	<u>23,257,883</u>	<u>48,148</u>	<u>1,864,532</u>	<u>25,170,563</u>
<b>Academic Support:</b>				
Salaries	4,257,537		859,308	5,116,845
Fringe	1,184,596		244,332	1,428,928
Contractual Services	1,202,946		121,634	1,324,580
Materials & Supplies	198,484		6,560	205,044
Conferences & Meetings	59,488		9,077	68,565
Fixed Charges	9,612			9,612
Utilities	420		64,896	65,316
Student Aid				-
Capital	3,253			3,253
Contingency				-
	<u>6,916,336</u>	<u>-</u>	<u>1,305,807</u>	<u>8,222,143</u>
<b>Student Services:</b>				
Salaries	4,848,183	115,905		4,964,088
Fringe	1,197,350	37,022		1,234,372
Contractual Services	492,601	117,664		610,265
Materials & Supplies	154,742	2,983		157,725
Conferences & Meetings	98,286	1,323		99,609
Fixed Charges	122,480	9,230		131,710
Utilities	351			351
Student Aid				-
Capital				-
Contingency				-
	<u>28</u>	<u>2,515</u>	<u>-</u>	<u>2,543</u>
	<u>6,914,021</u>	<u>286,642</u>	<u>-</u>	<u>7,200,663</u>

(Continued)

**CAMDEN COUNTY COLLEGE**  
 Statement of Current Fund Expenditures by Function and Object  
 For the Fiscal Year Ended June 30, 2010

---

	<u>General Operating</u>	<u>Auxiliary Services</u>	<u>Continuing Education</u>	Total <u>Current Unrestricted</u>
<b>Extension and Public Service:</b>				
Salaries	\$ 184,719	\$ 600	\$ 26,385	\$ 211,704
Fringe	34,069	49	3,184	37,302
Contractual Services	7,797			7,797
Materials & Supplies	14,379			14,379
Conferences & Meetings	6,848			6,848
Fixed Charges				-
Utilities				-
Student Aid				-
Capital				-
Contingency		5,215		5,215
	<u>247,812</u>	<u>5,864</u>	<u>29,569</u>	<u>283,245</u>
<b>Institutional Support:</b>				
Salaries	4,050,013			4,050,013
Fringe	2,816,082			2,816,082
Contractual Services	2,415,777			2,415,777
Materials & Supplies	485,195			485,195
Conferences & Meetings	248,880			248,880
Fixed Charges	2,023,987			2,023,987
Utilities	306,643			306,643
Student Aid	0			0
Capital	60,573			60,573
Contingency	10,954			10,954
	<u>12,418,104</u>	<u>-</u>	<u>-</u>	<u>12,418,104</u>
<b>Operations &amp; Maintenance:</b>				
Salaries	5,250,848	427,175		5,678,023
Fringe	1,850,611	87,126		1,937,737
Contractual Services	425,712	23,154		448,866
Materials & Supplies	880,116	1,267		881,383
Conferences & Meetings	16,189			16,189
Fixed Charges	38,020			38,020
Utilities	3,120,433	226,362		3,346,795
Student Aid				-
Capital	82,280			82,280
Contingency				-
	<u>11,664,209</u>	<u>765,084</u>	<u>-</u>	<u>12,429,293</u>

(Continued)

**CAMDEN COUNTY COLLEGE**  
 Statement of Current Fund Expenditures by Function and Object  
 For the Fiscal Year Ended June 30, 2010

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	<u>General Operating</u>	<u>Auxiliary Services</u>	<u>Continuing Education</u>	<u>Current Unrestricted</u>	Total
<b>Scholarships &amp; Fellowships:</b>					
Salaries					-
Fringe					-
Contractual Services					-
Materials & Supplies					-
Conferences & Meetings					-
Fixed Charges					-
Utilities					-
Student Aid	454,156				454,156
Capital					-
Contingency					-
	<u>454,156</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>454,156</u>
Other	<u>885,119</u>	<u>-</u>			<u>885,119</u>
<b>Total</b>	<b>\$ 62,757,640</b>	<b>\$ 1,105,738</b>	<b>\$ 3,199,908</b>	<b>\$ 67,063,287</b>	
<b>Total</b>					
Salaries	\$ 37,266,900	\$ 553,640	\$ 2,234,851	\$ 40,055,391	
Fringe	11,230,022	125,524	340,595	11,696,141	
Contractual Services	4,593,728	152,230	121,634	4,867,592	
Materials & Supplies	2,007,644	19,119	409,772	2,436,535	
Conferences & Meetings	478,694	1,323	18,884	498,901	
Fixed Charges	2,247,084	9,230	725	2,257,039	
Utilities	3,427,847	226,362	64,909	3,719,118	
Student Aid	458,447	-	8,538	466,985	
Capital	151,068	-	-	151,068	
Contingency	11,087	18,310	-	29,397	
	<u>61,872,521</u>	<u>1,105,738</u>	<u>3,199,908</u>	<u>66,178,167</u>	
Other	<u>885,119</u>	<u>-</u>	<u>-</u>	<u>885,119</u>	
<b>Total</b>	<b>\$ 62,757,640</b>	<b>\$ 1,105,738</b>	<b>\$ 3,199,908</b>	<b>\$ 67,063,287</b>	

**CAMDEN COUNTY COLLEGE**  
 Statement of Restricted Programs Fund  
 For the Fiscal Year Ended June 30, 2010

	Revenues			Expenditures and Other Deductions		Net Increase (Decrease) For Year	Fund Balance at Beginning of Year	Fund Balance at End of Year
	Federal	State	Other	Transfers				
Upward Bound Food	\$ 11,133			\$ 11,133				
Upward Bound (end date 8/31/09)	159,674			146,131	\$ 13,543			
Upward Bound (end date 8/31/10)	276,324			256,171	20,153			
College Bound		\$ 322,982		322,982				
Dual Enrollment		13,919		13,919				
Upward Bound Parent Adv				104		\$ (104)	\$ 104	
Student Support Services(end date 8/31/09)	37,998			37,421	577			
Student Support Services (end date 8/31/10)	216,653			216,653				
Perkins	1,001,675			1,001,675		(0)	0	\$ 0
NSF - OP-TEC (end date 8/31/09)	13,102			11,310	1,793			
NSF - OP-TEC (end date 8/31/10)	69,159			42,191	26,969			
NSF-STEM (end date 8/31/10)	39,295			39,295				
NSF - ALICE (end 8/31/10)	44,346			26,206	18,140			
Title III Student Access	50			50				
Health Careers Opp Prog (HCOP) (end date 8/31/06)				69		(69)	69	
Tech Prep (end date 8/31/2009)	22,043			22,043				
Two Plus Two Tech Prep (end date 8/31/2010)	72,140			72,140				
Delaware Valley Innovation Partnership	72,345			72,345				
Advanced Manufacturing		1,816		1,816				
NSF - STEM (end date 8/31/09)	2,892			2,892				
The Big Read	20,000			20,000				
Adult Basic Skills	516,243			516,243				
English Literacy & Civics	307,007			307,007				
EOF		219,263		219,263				
21st Century Learning-CCVT(end date 8/30/10)	115,000			115,000				
21st Century -CCVT (end date 8/31/09)	36,035			36,035				
System on Chip	20,229			13,312	6,917			
Life Science Career Alliance		\$ 3,968		3,968				
Literacy Project				280		(280)	280	
Emergency Medical Technician				298		(298)	298	
American Cancer Society		1,200		1,200				
At History's Doorstep Yr 3				36		(36)	36	
Dwight Eisenhower				668		(668)	668	
India - Ancient Civilization		7,862		7,862				
Lindback Blended Learning			3,926	3,926				
Zoo in the Park							5,675	5,675
Walt Whitman - Celebrating		6,817		6,817				
Gateway United Way				31,093		(31,093)	31,093	
Gateway Danellie Foundation				21		(21)	21	
HOPE VI		22,826		22,826				
Lindback Foundation		4,000		4,000				
	\$ 3,053,342	\$ 573,859	\$ 34,721	\$ 3,606,398	\$ 88,090	\$ (32,568)	\$ 38,243	\$ 5,675

Transfer to (from) Unrestricted Current Funds:

Fringe Benefits

Indirect Costs / Administrative Allowance

\$	-
\$ 88,090	
<u><u>\$ 88,090</u></u>	

**CAMDEN COUNTY COLLEGE**  
**Statement of Financial Aid Fund**  
For the Fiscal Year Ended June 30, 2010

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	Revenues (Deobligations)		Expenditures and Other Deductions			<u>Net Increase (Decrease) For Year</u>	<u>Fund Balance at Beginning of Year</u>	<u>Fund Balance at End of Year</u>
	<u>Federal</u>	<u>State</u>	<u>Transfers</u>	<u>Transfers</u>	<u>Transfers</u>			
Pell Grant	\$21,697,019		\$21,697,019					
Supplemental Education	486,409		459,121	\$ 7,652	\$ 19,636	\$ 22,636	\$ 42,272	
Federal Work Study Program	386,318		300,788	35,530	50,000			50,000
Federal Family Education Loan Program	14,955,185		14,955,185					
SSS Trio	37,792		37,792					
Academic Competitiveness	41,955		41,955					
Plus Loans	60,583		60,583					
Tuition Aid Grant	4,995,580		4,995,580					
Educational Opportunity Fund	253,261		253,261					
New Jersey Gear Up	77,734		77,734					
NJ Class Loans	240,534		240,534					
New Jersey Stars Program	1,163,281		1,163,281					
Garden State Scholarships	36,735		36,735					
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$37,665,261	\$ 6,767,124	\$44,319,567	\$ 43,182	\$ 69,636	\$ 22,636	\$ 92,272	

**CAMDEN COUNTY COLLEGE**  
 Statement of Agency Fund Revenues, Expenditures and Transfers -  
 Student Activities Fund  
 For the Fiscal Year Ended June 30, 2010

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	<u>Revenues</u>	<u>Expenditures</u>
<b><u>Student Government Association</u></b>		
Transfer from Unrestricted Current Fund - Student Activity Fees	\$ 148,089	
Student Activity Board	4,405	\$ 91,631
Graduation Activities	5,640	43,519
<b><u>Student Media</u></b>		
Newspaper-Campus Press	1,943	7,248
Radio Station		13,146
<b><u>Student Clubs</u></b>		
Accounting Club	1,376	
Christian Connection	40	
Criminal Justice Society	230	661
Dead Poets Society	145	
Dental Assisting Club	1,892	4,081
Dental Hygiene Club	2,414	4,988
Dietetic Club	1,136	
Game Design Club	1,248	
Human Service Club	1,651	3,294
International Club	545	
Kappa Delta Pi	1,666	
NJ Business	1,002	
Owning Our Ignorance	420	
Paralegal Studies	495	
Phi Theta Kappa Honor Society	550	
PSI Beta	2,361	
Rotary Club	278	411
Urban Unity		2,141
	\$ 166,541	\$ 182,105

**CAMDEN COLLEGE COLLEGE**  
**Statement of Agency Fund Revenues, Expenditures and Transfers -**  
**Intercollegiate Athletic Fund**  
**For the Fiscal Year Ended June 30, 2010**

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	<u>Revenues</u>	<u>Expenditures</u>
General	\$ 400	\$ 1,788
Men's Soccer Team		5,125
Men's Basketball Team		8,486
Men's Baseball Team	10,200	17,142
Women's Softball Team		6,143
Women's Basketball Team		8,037
Women's Soccer Team		7,395
Men's Golf Team		5,181
Transfer from Camps	5,896	
Transfer from Unrestricted Current Fund	<u>50,000</u>	<u></u>
	<hr/>	<hr/>
	<u>\$ 66,496</u>	<u>\$ 59,296</u>

**CAMDEN COUNTY COLLEGE**  
**PART 2**  
**SINGLE AUDIT**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2010**

**REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE THAT COULD HAVE A DIRECT  
AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133 AND  
STATE OF NEW JERSEY CIRCULAR 04-04-OMB**

To the Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

***Compliance***

We have audited Camden County College's (the College) compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement and the New Jersey State Grant Compliance Supplement that could have a direct and material effect on each of the College's major federal and state programs for the fiscal year ended June 30, 2010. The College's major federal and state programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal and state programs is the responsibility of the College's management. Our responsibility is to express an opinion on the College's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; audit requirements as prescribed by the Department of Treasury, State of New Jersey; OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations; and State of New Jersey Circular 04-04-OMB, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid. Those standards, OMB Circular A-133, and State of New Jersey Circular 04-04-OMB, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal or state program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the College's compliance with those requirements.

In our opinion, Camden County College complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal and state programs for the fiscal year ended June 30, 2010.

**Internal Control Over Compliance**

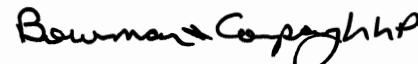
Management of the College is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal and state programs. In planning and performing our audit, we considered the College's internal control over compliance with requirements that could have a direct and material effect on a major federal or state program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133 and State of New Jersey Circular 04-04-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or state program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be *material weaknesses*, as defined above.

This report is intended solely for the information and use of the board of trustees and management of the College, the Division of Treasury of the State of New Jersey, and federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Woodbury, New Jersey  
March 28, 2011

**CAMDEN COUNTY COLLEGE**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**FOR THE FISCAL YEAR ENDING JUNE 30, 2010**

<u>Federal Grantor/ Pass - through Grantor/ Program Title</u>	<u>Federal CFDA Number</u>	<u>Grant Number</u>	<u>Program or Award Amount</u>	<u>Matching Contribution</u>	<u>Grant Period</u>		<u>Balance June 30, 2009</u>	<u>Receipt or Revenues Recognized</u>	<u>Key</u>	<u>FY 10</u>		<u>(Memo Only)</u>			
					<u>From</u>	<u>To</u>				<u>Disbursements/ Expenditures</u>	<u>Balance June 30, 2010</u>	<u>Cash Received</u>	<u>Cumulative Expenditures</u>		
<u><b>U.S. Department of Education:</b></u>															
<u>Direct Programs:</u>															
Federal Supplemental Educational Opportunity Grants	84.007	E-P007-A992540	\$ 486,409	N/A	7/1/2009	6/30/2010	\$ 22,636	\$ 486,409		\$ 466,773	\$ 42,272	\$ 397,583	\$ 466,773		
Federal Family Education Loans	84.032	Unavailable	14,955,185	N/A	7/1/2009	6/30/2010		14,955,185				14,909,995	14,955,185		
Federal Pell Grant Program	84.063	E-P063P992308	21,697,019	N/A	7/1/2009	6/30/2010		21,697,019				19,099,871	21,697,019		
Academic Competitiveness	84.375	P375AA062865	41,955	N/A	7/1/2009	6/30/2010		41,955				3,925	41,955		
Plus Loans	84.032	N/A	60,583	N/A	7/1/2009	6/30/2010		60,583				60,583	60,583		
SSS Trio	84.042	N/A	37,792	N/A	7/1/2009	6/30/2010		37,792				37,792	37,792		
Federal Work-Study Program	84.033	E-P033-A992540	386,318	N/A	7/1/2009	6/30/2010		386,318				42,073	336,318		
Total Student Financial Aid								22,636	37,665,261				34,551,822	37,595,625	
<u>Other U.S. Department of Education Programs:</u>															
<u>Direct Programs:</u>															
Upward Bound	84.047	P047A070532-09	159,674	N/A	9/1/2008	8/31/2009		159,674				159,674	159,674		
Upward Bound	84.047	P047A070532-09	450,792	N/A	9/1/2009	8/31/2010		276,324				243,393	276,324		
Upward Bound Food	84.219	5120-100-034	11,133	N/A	7/1/2009	6/30/2010		11,133				11,133	11,133		
Student Support Services	84.042	P042A060991	278,507	\$ 22,942	9/1/2008	12/31/2010		216,653	(1) \$ 22,942			202,779	239,596		
Student Support Services	84.042	P042A060991	37,998	N/A	9/1/2008	8/31/2009		37,998				37,998	37,998		
Title III	84.031	PO31A030179-4	50	N/A	10/1/2008	9/30/2009		50				50	50		
<u>Passed Through State Department of Education:</u>															
Vocational Education - Perkins	84.048	PSFS712010	1,001,675	N/A	7/1/2009	6/30/2010		1,001,675				896,090	1,001,675		
Tech Prep	84.243	subcontract	22,043	N/A	9/1/2008	8/31/2009		22,043				15,043	22,043		
Tech Prep	84.243	subcontract	93,764	N/A	9/1/2009	8/31/2010		72,140				72,140	72,140		
ARRA - State Fiscal Stabilization Fund (SFSF) - Education State Grants, Recovery Act	84.394	N/A	658,470	N/A	7/1/2009	6/30/2010		658,470				658,470	658,470		
<u>Passed Through State Department of Labor and Workforce Development:</u>															
Adult Basic Skills	84.002	ABS-FY10004	527,360	298,399	7/1/2009	6/30/2010		516,243	(1) 298,399			463,625	814,642		
English Literacy and Civics	17.259	ABS-FY10004	326,400	N/A	7/1/2009	6/30/2010		307,007				233,273	307,007		
<u>Passed Through Camden County Vocational Technical School:</u>															
21st Century-CCVT	84.287	subcontract	36,035	N/A	9/1/2008	8/31/2009		36,035				26,474	36,035		
21st Century-CCVT	84.287	subcontract	115,000	N/A	9/1/2009	8/31/2010		115,000				105,000	115,000		
<u>Passed Through Delaware Valley Innovation Network</u>															
Delaware Valley Innovation Partnership	17.xxx	N/A	76,005	N/A	9/1/2009	12/31/2009		72,345				72,345	72,345		
<u>Passed Through The National Endowment for the Arts</u>															
The Big Read	45.024	53179	20,000	N/A	4/14/2009	6/30/2010		20,000				16,000	20,000		
<u>Passed Through The National Science Foundation:</u>															
NSF-OP-TEC	47.076	DUE-0603275	115,000	N/A	9/1/2008	8/31/2009		13,102				13,102	115,531		
NSF-OP-TEC	47.076	DUE-0603275	94,136	N/A	9/1/2009	8/31/2010		69,159				39,754	69,159		
NSF-ALICE	47.076	DUE-0903271	71,054	N/A	9/1/2009	8/31/2010		44,346				44,346	44,346		
SYSTEM ON CHIP	47.076	DUE-0633512	35,346	N/A	6/1/2007	9/30/2010		20,229				20,229	20,229		
NSF-STEM	47.076	DUE-0631050	118,260	N/A	9/1/2008	8/31/2009		2,892				2,892	40,393		
NSF-STEM	47.076	DUE-0631050	117,841	N/A	9/1/2009	8/31/2010		39,295				6,078	39,295		
Total Other U.S. Department of Education Programs								- 3,711,812					3,203,170	4,173,083	
Total Federal Financial Assistance								\$ 22,636	\$ 41,377,072					\$ 37,754,992	\$ 41,768,707

(1) Matching Funds

The accompanying Notes to the Schedules of Expenditures of Federal Awards and State Financial Assistance are an integral part of this schedule.

**CAMDEN COUNTY COLLEGE**  
**SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2010**

State Grantor/ Program Title	State GMIS Number	Program or Award Amount	Matching Contribution	Grant Period		Balance June 30, 2009	Receipts or Revenues Recognized			FY 10 Disbursements/ Expenditures		(Memo Only)					
				From	To		Key	Adjustments		Cash Received	Cumulative Expenditures						
<b>Student Financial Aid Programs:</b>																	
<b>Department of the State - Commission on Higher Education:</b>																	
Opportunities Program Grants:																	
Educational Opportunities Fund - Article IV	100-074-2401-002	\$ 219,263	\$ 224,487	7/1/2009	6/30/2010		\$ 219,263	(1)	\$ 224,487	\$ 443,750		\$ 210,973	\$ 443,750				
Total Commission on Higher Education							-		219,263	224,487	443,750	-	210,973	443,750			
<b>Department of the Treasury - Office of Student Assistance:</b>																	
Educational Opportunities Fund - Article III	100-074-2401-001	\$ 253,261	N/A	6/1/2009	7/31/2010		253,261		253,261		253,261	253,261					
New Jersey Stars Program	100-074-2405-313	1,163,281	N/A	7/1/2009	6/30/2010		1,163,281		1,163,281		1,159,737	1,163,281					
Tuition Aid Grants	100-074-2405-007	4,995,580	N/A	7/1/2009	6/30/2010		4,995,580		4,995,580		4,814,509	4,995,580					
Garden State Distinguish Scholarship	100-074-2405-278	36,735	N/A	7/1/2009	6/30/2010		36,735		36,735		36,735	36,735					
NJ Gear Up Scholarship	100-074-2400-026	77,734	N/A	7/1/2009	6/30/2010		77,734		77,734		77,734	77,734					
NJ Class Loans	NA	240,534	N/A	7/1/2009	6/30/2010		240,534		240,534		236,940	240,534					
Total Student Financial Aid Programs							-		6,767,124		-	6,767,124					
												6,578,916	6,767,125				
<b>State Department of Education:</b>																	
Advanced Manufacturing	NJCHE08IPI-801080-0001	16,025	N/A	6/23/2008	7/31/2009		1,816		1,816				14,638				
Total State Department of Education							-		1,816		-	1,816	-				
												-	14,638				
<b>State Department of Higher Education:</b>																	
Operational Costs - County Colleges	100-082-2155-015	11,206,746	N/A	7/1/2009	6/30/2010		11,206,746		11,206,746		10,794,746	11,206,746					
P.L.1971, Chapter 12 Debt Service	100-082-2155-016	841,660	N/A	7/1/2009	6/30/2010		841,660		841,660			841,660					
Employer Contributions - Alternative Benefit Program:	100-082-2155-017	885,119	N/A	7/1/2009	6/30/2010		885,119		885,119		705,794	885,119					
College Bound	10YR3-800930-0055	337,406	313,290	7/1/2009	8/31/2010		322,982	(1)	313,290	636,272	269,925	636,272					
Dual Enrollment Project	100-074-2400-050	20,000	N/A	4/30/2009	6/30/2010		13,919		13,919		13,919	13,919					
Total State Department of Higher Education							-		13,270,426	313,290	13,583,716	-	11,784,384	13,583,716			
<b>Passed Through NJ Tobacco Control Worksite Program</b>																	
American Cancer Society	NA	1,200	N/A	7/1/2009	6/30/2010		1,200		1,200		1,200	1,200	1,200				
Total NJ Tobacco Control Worksite Program							1,200		-	1,200	-	1,200	1,200				
<b>New Jersey Council for the Humanities:</b>																	
India: Ancient Civilization to Modern Democracy	2009-02	7,862	11,761	7/13/2009	12/31/2009		7,862	(1)	11,761	19,623	7,862	19,623					
Walt Whitman - Celebrating and Singing America's Bard	2009-34	8,491	20,725	12/1/2009	6/15/2010		6,817	(1)	20,725	27,542	6,817	27,542					
Total New Jersey Council for the Humanities							-		14,679	32,486	47,164	-	14,679	47,164			
Total State Financial Assistance							-		\$ 20,274,508	\$ 570,263	\$ 20,844,770	-	\$ 18,590,152	\$ 20,857,593			

(1) Matching Funds

The accompanying Notes to the Schedules of Expenditures of Federal Awards and State Financial Assistance are an integral part of this schedule.

**CAMDEN COUNTY COLLEGE**  
**Notes to Schedules of Expenditures of Federal Awards and State Financial Assistance**  
**For the Fiscal Year Ended June 30, 2010**

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Note 1: **GENERAL**

The accompanying schedules of expenditures of federal awards and state financial assistance present the activity of all federal awards and state financial assistance programs of Camden County College. The College is defined in Note 1 to the College's basic financial statements. All federal awards and state financial assistance received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies, are included on the schedules of expenditures of federal awards and state financial assistance.

Note 2: **BASIS OF ACCOUNTING**

The accompanying schedules of expenditures of federal awards and state financial assistance are presented using the accrual basis of accounting. The accrual basis of accounting is described in Note 1 to the financial statements.

Note 3: **RELATIONSHIP TO FINANCIAL STATEMENTS**

Amounts reported in the accompanying schedules agree with amounts reported in the financial statements.

Note 4: **STUDENT LOAN PROGRAMS**

The College is responsible only for the performance of certain administrative duties with respect to the Federal Family Educational Loan Program (FFEL), accordingly, these loans balances are not included in the College's basic financial statements. It is not practical to determine the balance of loans outstanding to students of the College under this program as of June 30, 2010.

Note 5: **MAJOR PROGRAMS**

Major programs are identified in the Summary of Auditor's Results section of the Schedule of Findings and Questioned Costs.

Note 6: **OTHER**

In November of 2010, the United States Department of Education conducted a program review of the College's Federal Student Aid Programs. The Department of Education has not released a program review report as of March 28, 2011.

**CAMDEN COUNTY COLLEGE**  
**PART 3**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2010**

**CAMDEN COUNTY COLLEGE**  
 Schedule of Findings and Questioned Costs  
 For the Fiscal Year Ended June 30, 2010

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***Section 1- Summary of Auditor's Results***

**Financial Statements**

Type of auditor's report issued Unqualified

Internal control over financial reporting:

Material weaknesses identified? \_\_\_\_\_ yes  no

Were significant deficiencies identified that were not considered to be a material weakness? \_\_\_\_\_ yes  none reported

Noncompliance material to financial statements noted? \_\_\_\_\_ yes  no

**Federal Awards**

Internal control over compliance:

Material weaknesses identified? \_\_\_\_\_ yes  no

Were significant deficiencies identified that were not considered to be a material weakness? \_\_\_\_\_ yes  none reported

Type of auditor's report on compliance for major programs Unqualified

Any audit findings disclosed that are required to be reported in accordance with OMB Circular A-133 (section .510(a))? \_\_\_\_\_ yes  no

Identification of major programs:

**CFDA Numbers**

\_\_\_\_\_ 84.007

\_\_\_\_\_ 84.032

\_\_\_\_\_ 84.063

\_\_\_\_\_ 84.375

\_\_\_\_\_ 84.033

**Name of Federal Program or Cluster**

\_\_\_\_\_ Federal Supplemental Educational Opportunities Grants

\_\_\_\_\_ Federal Family Educational Loans

\_\_\_\_\_ Federal PELL Grant Program

\_\_\_\_\_ Academic Competitiveness Grant Program

\_\_\_\_\_ Federal Work-Study Program

Dollar threshold used to determine Type A programs \$ 1,248,863

Auditee qualified as low-risk auditee?  yes \_\_\_\_\_ no

**CAMDEN COUNTY COLLEGE**  
 Schedule of Findings and Questioned Costs  
 For the Fiscal Year Ended June 30, 2010

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***Section 1- Summary of Auditor's Results (Cont'd)***

**State Financial Assistance**

Internal control over compliance:

Material weaknesses identified? \_\_\_\_\_ yes  no

Were significant deficiencies identified that were not considered to be a material weakness? \_\_\_\_\_ yes  none reported

Type of auditor's report on compliance for major programs

Unqualified

Any audit findings disclosed that are required to be reported in accordance with OMB Circular A-133 (section .510(a)) or New Jersey Circular 04-04-OMB?

\_\_\_\_\_ yes  no

Identification of major programs:

**GMIS Numbers**

**Name of State Program**

100-074-2401-001  
 100-074-2405-007  
 100-074-2405-278  
 100-074-2400-026  
 100-074-2405-313  
 NA  
 100-082-2155-015

Educational Opportunities Fund (EOF) - Article III  
 Tuition Aid Grant Program  
 Garden State Distinguished Scholarship Program  
 New Jersey Gear Up Scholarship  
 New Jersey Stars Program  
 New Jersey Class Loans  
 State Operating Subsidy

Dollar threshold used to determine Type A programs \$ 625,343.00

Auditee qualified as low-risk auditee? X yes \_\_\_\_\_ no

**CAMDEN COUNTY COLLEGE**  
**Schedule of Findings and Questioned Costs**  
**For the Fiscal Year Ended June 30, 2010**

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***Section 2- Schedule of Financial Statement Findings***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with Government Auditing Standards and with audit requirements as prescribed by the Department of the Treasury, State of New Jersey.

**No Current Year Findings.**

***Section 3- Schedule of Federal Award Findings and Questioned Costs***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs, related to the audit of major Federal programs, as required by OMB Circular A-133.

**No Current Year Findings.**

***Section 4- Schedule of State Financial Assistance Findings and Questioned Costs***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs, related to the audit of major State programs, as required by OMB Circular A-133 and State of New Jersey Circular 04-04-OMB.

**No Current Year Findings.**

**CAMDEN COUNTY COLLEGE**  
**Summary Schedule of Prior Year Audit Findings**  
**And Questioned Costs as Prepared by Management**

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This section identifies the status of prior year findings related to the financial statements and Federal Awards and State Financial Assistance that are required to be reported in accordance with Government Auditing Standards, OMB Circular A-133 and State of New Jersey Circular 04-04-OMB.

**FINANCIAL STATEMENT FINDINGS**

No Prior Year Findings.

**FEDERAL AWARDS**

**Finding No. 2009-1**

**Programs**

Federal Supplemental Educational Opportunities Grants – CFDA No. 84.007

Federal Family Educational Loans – CFDA No. 84.032

Federal PELL Grant Program – CFDA No. 84.063

Federal Academic Competitiveness Grant – CFDA No. 84.375

**Condition**

Title IV credit balances in four of seventy-three credit balances on student accounts sampled were not paid within 14 days.

**Current Status**

This condition has been resolved.

**Finding No. 2009-2**

**Program**

Vocational Education – Perkins – CFDA No. 84.048

**Condition**

The procedure to determine if liabilities are liquidated within 90 days after project period end did not operate effectively.

**Current Status**

This condition has been resolved.

**Finding No. 2009-3**

**Program**

Federal Family Educational Loans – CFDA No. 84.032

**Condition**

Unsubsidized and Subsidized Loans were not always awarded in the correct amounts.

**Current Status**

This condition has been resolved.

**CAMDEN COUNTY COLLEGE**  
**Summary Schedule of Prior Year Audit Findings**  
**And Questioned Costs as Prepared by Management**

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**FEDERAL AWARDS (CONT'D)**

**Finding No. 2009-4**

**Program**

Federal Family Educational Loans – CFDA No. 84.032

**Condition**

Federal Family Education Loans received were not always disbursed to the student's account within 3 business days for five of thirty-one student loans sampled.

**Current Status**

This condition has been resolved.

**STATE FINANCIAL ASSISTANCE PROGRAMS**

No Prior Year Findings.

**APPRECIATION**

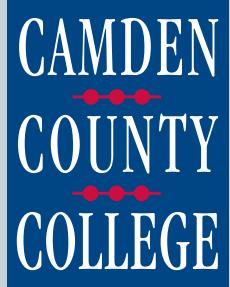
We received the complete cooperation of all of the officials of the College and greatly appreciate the courtesies extended to us during the course of the audit.

Respectfully submitted,

*Bowman & Company LLP*

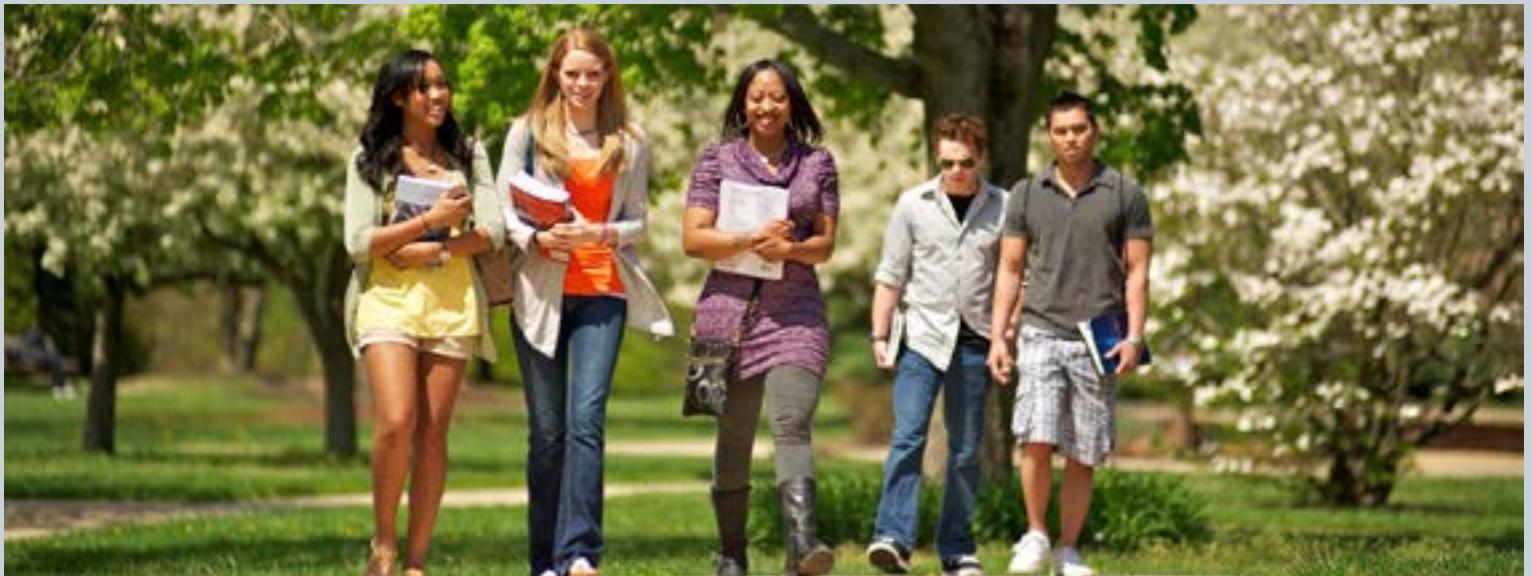
BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants





# Report of Audit

## Fiscal Year Ended June 30, 2011



**CAMDEN COUNTY COLLEGE**  
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# **INTRODUCTORY SECTION**

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**FOR THE FISCAL YEAR ENDED  
JUNE 30, 2011**

## **Camden County College**

### **Members of the Board of Trustees**

**As of June 30, 2011**

#### **NAME**

Kevin G. Halpern, Chair  
Sandee G. Vogelson, Vice Chair  
Louis F. Cappelli, Sr., Treasurer  
Hazel T. Nimmo, Secretary  
Annette Castiglione  
Susan R. Croll  
Steven J. Greenfogel  
Anthony J. Maressa  
Wilbert Mitchell  
Margaret J. Nicolosi (Executive County Superintendent of Schools)  
Helen Albright Troxell  
Amanda Braddock, Alumna Trustee

#### **COLLEGE OFFICIALS**

Dr. Raymond Yannuzzi, President  
Sivaraman Anbarasan, Executive Dean of Continuing Education  
Helen Antonakakis, Executive Assistant to the President  
Dr. James Canonica, Executive Dean of Enrollment & Student Services  
Edward Carney, Executive Director of Safety and Facilities  
Rose Coston-McHugh, Executive Director of Human Resources  
Dr. Margaret Hamilton, Vice President for Academic Affairs  
Darrell McMillon, Chief Information Officer  
Patricia Meehan, Chief Financial Officer  
William Thompson, Vice President for Institutional Advancement  
Richard Shapiro, Esq., College Counsel

# **FINANCIAL SECTION**

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**FOR THE FISCAL YEAR ENDED  
JUNE 30, 2011**

### **INDEPENDENT AUDITORS' REPORT**

The Honorable Chairman and  
Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

We have audited the accompanying basic financial statements of the business-type activities of Camden County College, State of New Jersey, a component unit of the County of Camden, State of New Jersey, as of and for the fiscal years ended June 30, 2011 and 2010, which collectively comprise the College's basic financial statements as listed in the table of contents and the financial statements of the discretely presented component unit (Camden County College Foundation) for the fiscal years ended June 30, 2011 and 2010. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and in compliance with audit requirements as prescribed by the Department of Treasury, State of New Jersey. The financial statements of the discretely presented component unit (Camden County College Foundation) were audited in accordance with auditing standards generally accepted in the United States of America, but were not audited in accordance with Government Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of Camden County College, State of New Jersey, and the discretely presented component unit, as of June 30, 2011 and 2010, and the respective changes in financial position and cash flows for the fiscal years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated December 16, 2011 on our consideration of the College's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in assessing the results of our audit.

The accompanying management's discussion and analysis (MD&A) as listed in the table of contents is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted primarily of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it. The College has presented certain information in management's discussion and analysis that is not required by accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of the College. The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations and State of New Jersey Circular 04-04-OMB, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid, and are not a required part of the basic financial statements. Such information has been subject to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Respectfully submitted,

*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Voorhees, New Jersey  
December 16, 2011

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

The Honorable Chairman and  
Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

We have audited the accompanying basic financial statements of the business-type activities of Camden County College, State of New Jersey, a component unit of the County of Camden, State of New Jersey, as of and for the fiscal year ended June 30, 2011, and have issued our report thereon dated December 16, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and in compliance with audit requirements as prescribed by the Department of Treasury, State of New Jersey. The financial statements of the discretely presented component unit (Camden County College Foundation) were audited in accordance with auditing standards generally accepted in the United States of America, but were not audited in accordance with Government Auditing Standards.

**Internal Control Over Financial Reporting**

Management of Camden County College is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. We did note certain matters that we reported to the management of the College in a separate letter dated December 16, 2011.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Camden County College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards, and audit requirements as prescribed by the Department of Treasury, State of New Jersey.

This report is intended solely for the information and use of the board of trustees and management of the College, the Department of Treasury, State of New Jersey, and federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

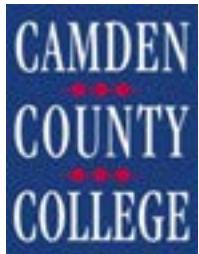
Respectfully submitted,

*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Voorhees, New Jersey  
December 16, 2011

## **REQUIRED SUPPLEMENTARY INFORMATION**



**MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2011 AND 2010  
(UNAUDITED)**

This discussion and analysis of Camden County College's financial performance provides an overall review of the College's financial activities for the fiscal years ended June 30, 2011 and 2010. The intent of this review is to look at the College's financial performance as a whole; readers should also review the financial statements and the notes to the financial statements to enhance their understanding of the College's financial performance.

This narrative explaining Management's review and analysis of the June 30, 2011 statements is divided into the following four parts:

- An overview of all of the College's financial statements and notes included in this report.
- An analysis of the College's Statement of Net Assets.
- An analysis of the College's Statement of Revenues, Expenditures and Changes in Net Assets.
- A review of factors that will effect the College's future financial statements.

**Overview of the Financial Statements**

The first section of the report contains management's discussion and analysis, the basic financial statements and the accompanying note disclosures. For FY2011, the College included comparative data for FY2010 in the Notes to the Financial Statements. The following three financial statements are prescribed by the Governmental Accounting Standards Board (GASB): the Statement of Net Assets; the Statement of Revenues, Expenses and Changes in Net Assets; and the Statement of Cash Flows. These statements demonstrate the net value of assets and the results of operations on a college-wide basis. These statements also include the most recent audited financial statements for the Camden County College Foundation as a component unit in accordance with GASB 39.

The supplementary information section contains statements and schedules consistent with the presentation from previous years before the implementation of GASB 35. The Balance Sheet, Statement of Changes in Fund Balance and other supplementary information are reported in the traditional fund category. They are informational in their support of the College-wide financial statements. All statements are prepared using the accrual basis of accounting similar to the accounting used by most private-sector companies. This basis of accounting records all of the current year's revenues and expenses regardless of when cash is received or paid.

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Throughout this analysis, the reader will note the impact of several events:

- Credit hour enrollment decreased 5.4% to 325,541 during FY2011 and increased 4.8% to 344,301 total credit hours during FY2010. Credit hour enrollment increased 5.4% to 328,484 during FY2009. The decrease in FY2011 is contrary to the previous two fiscal periods.
- The College continues to experience an increase in accounts receivable from multiple sources including a slowdown in payments from students and governmental entities.

**Statement of Net Assets**

The Statement of Net Assets includes all assets, liabilities, and net assets of the entire College. Current (available within one year) assets are distinguished from non-current (capital) assets. Liabilities are also distinguished between current (short term) and non-current (long term). As summarized in Table 1, net assets are displayed as:

- Amounts invested in capital assets (net of related debt).
- Restricted net assets.
- Unrestricted net assets.

***Table 1: Statement of Net Assets as of June 30***  
(In Millions)

	2011	2010	2009	11 to 10 Percent Change	10 to 09 Percent Change
<b>Assets</b>					
Current Assets	\$29.51	\$23.34	\$19.33	26.4%	20.7%
Non-Current (Capital) Assets					
Net of Depreciation	95.71	92.63	91.54	3.3%	1.2%)
Total Assets	125.22	115.97	110.87	8.0%	4.6%
<b>Liabilities</b>					
Current Liabilities	15.44	12.61	11.97	22.4%	5.3%
Non-Current Liabilities	22.48	8.69	8.80	158.69%	(1.3%)
Total Liabilities	37.92	21.30	20.77	78.0%	2.6%
<b>Net Assets</b>					
Investment in Capital Assets	73.18	84.76	83.69	(11.58%)	1.3%
Restricted	5.81	3.58	2.19	20.3%	63.5%
Unrestricted	8.30	6.33	4.21	1.97%	50.4%
Total Net Assets	\$87.29	\$94.67	\$90.09	(7.38%)	5.1%

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Total Assets, which are composed of current assets and non-current or capital assets, increased in each of the last two years, by 8.0% in FY2011 and 4.6% in FY2010. These increases are primarily a result from increases in cash and cash equivalents and accounts receivable.

Current assets for FY2011 increased by \$6.17 million (26.4%) resulting from an increase in cash and cash equivalents and accounts receivable, partially offset by a decrease in prepaid expenses. Current assets for FY2010 increased by \$4.01 million (20.7%) resulting from an increase in cash and cash equivalents, an increase in accounts receivable and an increase in prepaid expenses. The accounts receivable increase was comprised of an increase in County and Federal receivables, partially offset by a decrease in other receivables.

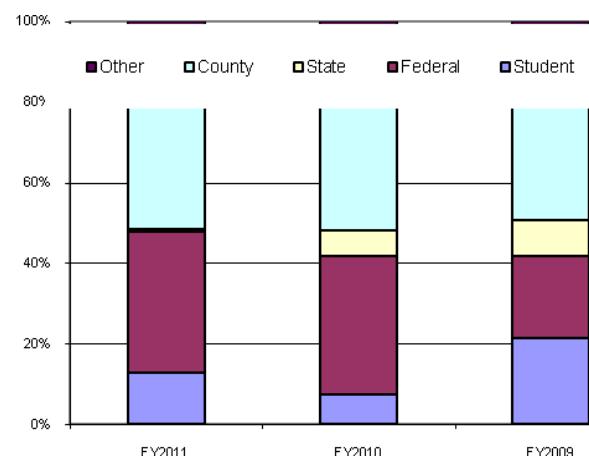
*Table 2: Comparison of Current Assets*

	2011	2010	2009	11 to 10 Percent Change	10 to 09 Percent Change
Cash & Cash Equivalents	\$17,566,598	\$11,898,127	\$9,029,033	47.6%	31.8%
Accounts Receivable – Net	11,151,497	10,409,218	9,340,719	7.1%	11.4%
Inventories	21,044	19,278	19,184	9.2%	0.5%
Prepaid Expenses	773,279	1,012,537	942,519	(23.6%)	7.4%
Total Current Assets	\$29,512,418	\$23,339,160	\$19,331,455	26.5%	20.7%

Over the examined three-year period, combined cash/cash equivalents and net accounts receivable have remained relatively stable at approximately 95.0% of current assets. The FY2011 increase in accounts receivable reflect an increase in Student, Federal and County receivables, partially offset by a decrease in State and Other. The FY2010 accounts receivable reflect a decrease in student accounts and corresponding increases in Federal, and County receivables. The county increase for FY2010 was a result of a delay by the College in billing costs associated with the College's construction costs funded by County Bonds.

*Table 3: Comparison of Accounts Receivable*

	2011	2010	2009	11 to 10 Percent Change	10 to 09 Percent Change
Student	\$1,439,439	\$785,631	\$1,993,013	83.2%	(60.6%)
Federal	3,877,664	3,562,691	1,901,515	8.8%	87.4%
State	99,245	664,589	832,924	(85.1%)	(20.2%)
County	4,575,989	3,829,275	3,126,440	19.5%	22.5%
Other	1,159,160	1,567,032	1,486,826	(26.0%)	5.4%
Total	\$11,151,497	\$10,409,218	\$9,340,718	7.1%	11.4%



The amount due from the federal government is primarily for student financial aid. In FY2011, the receivable accounts from the federal government increased by only \$314,973 (8.8%). For FY2010, the Federal receivable increased \$1,661,176 (87.4%). The amount due in this receivable at fiscal year-end is dependent on the College's ability to document the draw-downs required to balance the federally funded student financial aid programs.

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The State of New Jersey receivable decreased from FY2010 to FY2011 by \$565,334, or 85.1% while this receivable decreased from FY2009 to FY2010 by approximately \$168,335 or 20.2%.

The receivable from Camden County fluctuates over the three year period due to the annual fluctuation in the Board of School Estimates calculation of the College's appropriation. The statutory calculation of the County appropriation has both "up years" and "down years" as the result of a reduction in the County appropriation over a decade ago. As shown in the following table, in "up years" the College will record deferred County revenue and conversely, a receivable for County revenue will be recorded in "down" years. In FY2010, the College experienced a delay in its receipt of the County appropriation for June 2010 and subsequently recognized a receivable due from the county.

*Table 4: County Aid Fluctuations*

	FY2011	FY2010	FY2009
	"Up Year"	"Down Year"	"Up Year"
County Revenue based on Board of School Estimates	\$9,988,756	\$9,725,814	\$10,988,756
Actual County Payments Received	10,251,698	9,624,704	12,251,698
Account Receivable or (Deferred Revenue)	(\$262,942)	\$101,110	(\$1,262,942)

In addition to the fluctuating receivable/deferred revenue of the annual County appropriation, there are other County receivables for funded capital projects. Since payment is made on a reimbursement basis, billing cannot occur until the payable is liquidated and the contractors are paid. The receivable for capital projects was \$4,524,773, \$3,612,585, and \$1,762,388 in FY2011, FY2010 and FY2009 respectively.

Receivable accounts classified as "other" include receivables for facility partnerships, customized training programs, and insurance claims. For FY2011, the college experienced a decrease in other receivables in the amount of \$407,872 that included reductions in non-credit and credit other accounts receivables. For FY2010, the college experienced an increase in other receivables in the amount of \$80,206.

Concluding the analysis of assets, we need to review the second component: non-current or capital assets. Capital assets have grown by a net amount of \$4.175 million over the three year period covering FY2009 to FY2011. This growth is the result of several capital projects: the completion of a portion of the Ring Road and the completion of construction and renovation of Madison Hall and the Connector Building, the later two being part of Phase I of the Freeholder Initiative.

The additions to capital assets were partially offset by annual depreciation of approximately \$2.9 million for FY2011. Consistent with guidance in GASB 35, the College began including depreciation on its financial statements for the year ended June 30, 2002. Prior to FY2005, 41% of the College's assets were non-depreciable.

As shown in Table 5 below, the College had \$95,710,750 invested in land, buildings, furniture, equipment and other assets as of June 30, 2011.

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***Table 5: Calculation of Capital Asset Balances***

(In Millions)

	<b>FY 2009 Balance</b>	<b>FY2010 Net Additions</b>	<b>FY2010 Depreciation</b>	<b>FY 2010 Balance</b>	<b>FY2011 Net Additions</b>	<b>FY2011 Depreciation</b>	<b>FY 2011 Balance</b>
Land	<b>\$3.855</b>			<b>\$3.855</b>			<b>\$3.855</b>
Land Improvements	<b>1.184</b>	.177	(.043)	<b>1.318</b>	(.177)	(.046)	<b>1.094</b>
Buildings	<b>57.067</b>	.371	(1.618)	<b>55.820</b>	24.657	(1.946)	<b>78.530</b>
Infrastructure	<b>1.643</b>		(.058)	<b>1.585</b>	.293	(.064)	<b>1.815</b>
Construction in Progress and Bond Issuance Costs	<b>24.210</b>	1.909		<b>26.119</b>	(19.914)		<b>6.203</b>
Furniture, Equipment and Vehicles	<b>3.262</b>	1.169	(.703)	<b>3.728</b>	1.096	(.730)	<b>4.094</b>
Assets Under Capital Leases	<b>.259</b>		(.094)	<b>.165</b>		(.087)	<b>.079</b>
Capitalized Software	<b>0.000</b>			<b>0.000</b>			<b>0.000</b>
Library Books	<b>.055</b>	.017	(.028)	<b>.044</b>	.009	(.013)	<b>.041</b>
Total	<b>\$91.535</b>	\$3.643	(\$2.544)	<b>\$92.634</b>	\$3.643	(\$2.886)	<b>\$95.711</b>

Also displayed in the Statement of Net Assets, summarized in Table 1 are current and non-current liabilities. Total liabilities were \$37.92, \$21.30 and \$20.77 million in FY2011, FY2010 and FY2009 respectively. The division of current and non-current liabilities remained consistent from FY2008 to FY2010. For FY2011, the College recorded non-current liabilities in the amount of \$13.1 million representing the College's obligation due related the Camden County Capital Investment Initiative.

Current liabilities are composed of payables due within the next fiscal year, the current portion of long-term debt and deferred revenue. Accounts payable were \$6,344,900, \$4,921,523 and \$4,365,170 in FY2011, FY2010 and FY2009 respectively. In all the fiscal years presented in this report, over 25% of these payables are amounts due to contractors based on the College's retainage on construction contracts. Although technically due to various contractors, these funds are generally equal to 10% of the completed work and are withheld until the project is completed satisfactorily. Another 44% of these liabilities represent the College's current liabilities for operations.

The current portion of long-term debt, the amount of long-term debt due within the next fiscal year, increased by \$17,400 in FY2011 and \$15,300 in FY2010. Camden County holds a mortgage on the facility that is paid from the proceeds of the parking garage operations. The current portion of long-term debt is \$448,900 and \$431,500 for fiscal years 2011 and 2010, respectively.

As previously discussed, the College alternately recognizes a receivable or deferred revenue for its County appropriation. In FY2011 the College recorded deferred revenue in the amount of \$594,341. In FY2010, the College recorded a receivable of \$101,110. The College did not recognize any deferred revenue beyond tuition and fees and summer Pell receipts. Deferred tuition and fee revenue, the amount of funds the College recognizes as payments on student registrations for classes in the

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subsequent fiscal year, increased from FY2009 to FY2010 by \$16,000 and from FY2010 to FY2011 by \$765,000.

Non-current liabilities include the accrual of compensated absences and the long-term portion of liabilities that include an existing mortgage on the Camden Technology Center and the recording of \$13.1 million of capital leases payable representing the College's obligation due related to the Camden County Capital Investment Initiative. As shown in Table 6, total non-current liabilities were relatively constant between the comparative fiscal years exception for the increase in capital leases.

***Table 6: Comparison of Annual Non-Current Liabilities***

	2011	2010	2009	11 to 10 Percent Change	10 to 09 Percent Change
Accrued Compensated Sick Leave	\$929,909	\$896,232	\$786,927	3.8%	13.9%
Accrued Compensated Vacation Leave	1,687,506	1,695,718	1,791,657	(0.5%)	(5.4%)
Capital Leases Payable	13,900,072	107,246	209,255	12,860.9%	(48.7%)
Camden Technology Center Mortgage	5,965,932	5,987,866	6,007,673	(0.4%)	(0.3%)
Total	\$22,483,421	\$8,687,062	\$8,795,512	158.82%	(1.2%)

The total liability, current and non-current, for compensated absences was \$2,938,935, \$2,930,402 and \$2,832,284 in FY2011, FY2010 and FY2009, respectively. This liability represents full funding of earned but unused vacation time payable at employees' separation as well as funding of estimated earned but unused sick time that would be paid to retiring employees. The annual fluctuations reflect the pattern of individual staff vacation schedules and illnesses. For FY2011, the liabilities for compensated absences only increased by 0.29% or \$8,500. For FY2010, the liabilities increased \$98,000 or 3.46%.

In addition, the College recorded non-current liabilities in the amount of \$13.1 million representing the College's obligation due related to the Camden County Capital Investment Initiative as previously noted.

Also note, effective 9/28/2011, the CCIA Camden County College Series 2002 Bonds were defeased when the new Series 2011 bond issue closed. The Series 2002 Bonds were related to the Camden Technology Center Mortgage and will appropriately be accounted for during FY2012.

Two capital leases are related to energy saving HVAC and lighting equipment. In FY2000, the College entered into a lease for HVAC equipment at the Rohrer Center. The William G. Rohrer Center obligation has been fulfilled. The College entered into a second \$865,000 lease for energy efficient equipment at the Blackwood Campus Library in FY2002. The total balance of capital leases payable at June 30, 2011 is \$107,246 (including the current portion of the liability).

Finally, these financial statements record the long-term liability for the County's mortgage on the Camden Technology Center. The construction of the Center was funded from multiple sources: (1) three years of Chapter 12 funding from the State and County; (2) a state appropriation pursuant to the Camden Economic Recovery Act of 2002, and (3) College funds. The College memorialized its commitment to Camden County to re-pay \$6,383,500 of its Chapter 12 allocation in a mortgage dated July 2002. During FY2005 through FY2011 the County funded the principal and interest payments

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due for these periods. The change in the mortgage for the Camden Technology Center is the amount of the change in the current portion of the long-term debt obligation and the amortization of the 2002 revenue bond premium. The changes for FY2011 and FY2010 were \$17,447 and \$15,321, respectively.

As stated above on several occasions, the Series 2002 bonds have been defeased during FY2012.

The final component of the Statement of Net Assets, summarized in Table 1, is net assets. Conceptually, net assets are similar to the College's previous fund balances. Net assets are composed of capital assets like buildings and equipment as well as more liquid assets that are designated as either restricted or unrestricted. Table 7 summarizes the components of the College's net assets in the previous three fiscal years.

***Table 7: Comparison and Composition of Net Assets as of June 30***

	2011	2010	2009	11 to 10 Dollar Change	10 to 09 Dollar Change
<b><u>Investment in Capital Assets</u></b>					
Investment In Plant Fund Balance	\$67,129,363	\$58,808,002	\$59,674,233	\$8,321,360	(\$866,231)
Construction in Progress	6,056,195	25,950,218	24,020,086	(19,894,022)	1,930,082
<b>Total</b>	<b>73,185,558</b>	<b>84,758,220</b>	<b>83,694,369</b>	<b>(11,572,662)</b>	<b>1,063,851</b>
<b><u>Restricted Net Assets</u></b>					
Restricted Fund Balance	5,675	5,675	38,242	-	(32,567)
Financial Aid Fund Balance	92,272	92,272	22,636	-	69,636
Peter Cheeseman Facility Reserve	3,424	3,424	3,424	-	-
Reserve for Parking Garage	327,335	279,785	237,750	47,550	42,035
Reserve for Camden Campus Renewal and Replacement	306,009	306,009	306,008	-	(83,990)
Reserve FY2011 Operations	3,442,942	1,742,607		1,700,335	1,742,607
Unexpended Plant Fund Balance (Net of Construction in Progress)	1,041,083	1,153,416	322,758	(112,333)	830,658
Stabilization Reserve	594,341		1,262,942	594,341	1,262,942
<b>Total</b>	<b>5,813,080</b>	<b>3,583,188</b>	<b>2,193,762</b>	<b>2,229,892</b>	<b>1,389,426</b>
<b><u>Unrestricted Net Assets</u></b>					
Current Fund Balance	8,300,398	6,333,229	4,206,325	2,126,904	2,746,165
<b>Total Net Assets</b>	<b>\$87,299,036</b>	<b>\$94,674,637</b>	<b>\$90,094,456</b>	<b>(\$7,375,601)</b>	<b>\$4,580,181</b>

For FY2011 the College experienced a decrease in Net Assets of \$7.38 million or 7.8% in part due to the increase in non-current assets related to the increase of capital lease in the amount of approximately \$13.1 million. For FY2010 an increase in Net Assets of \$4.58 or 5.1%. The increase is primarily attributable to fund balance appropriations for internal operations.

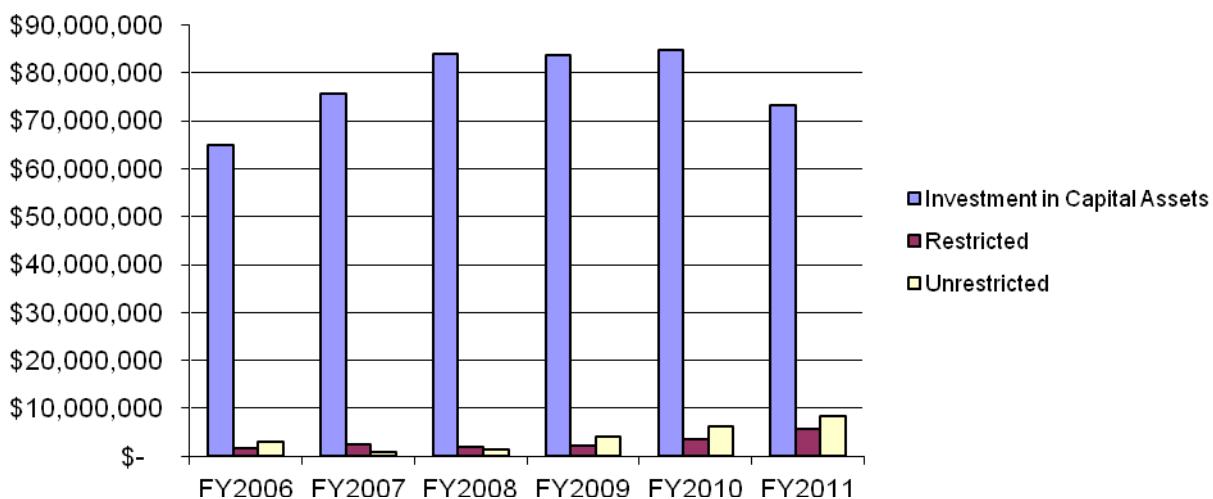
Restricted net assets for FY2011 increased by \$2.23 million primarily due to the appropriated reserve for the FY2011 operating budget. For FY2010, restricted net assets increased by \$1.39 million. The notable change within the category is the use of the stabilization reserve from FY2009 to support FY2010 operations. The stabilization reserve fund is established every other fiscal year in order to equalize annual appropriations from Camden County. Budgeting and spending at the artificial levels of the Board of School Estimates calculation was extremely problematic for the

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College. Therefore, the College established a stabilization reserve in FY1999 to address these differences. The College now budgets and spends at the level of the County calendar year appropriation. The difference between the calendar appropriation and the statutory calculation is either “banked” or “spent” depending on whether it is an “up” or “down” year. During FY2006, the College established a reserve for the parking garage in accordance with the 2002 Revenue Bond documents and continues to reserve funds on an annual basis.

Finally, for FY2011, the Current Unrestricted Fund Balance increased from \$1,968,458 to \$8,198,375, net of dedicated funds for student government, athletics and the College’s operating appropriation reserve, inclusive of the stabilization reserve fund totaling \$3,442,942 for the FY2012 operating budget or 11.1% of total operating revenues. The amount of \$6,229,916 represents 8.5% of total operating revenues for FY2010. The Current Unrestricted Fund Balance increased by \$2,633,948 to \$4,094,108 or 5.9% of total operating revenues for FY2009. As stated below, FY2011 reserves were above the Board of Trustees’ policy, while in FY2010, the reserves were slightly above the range of the targeted percentages. In addition, the College funded approximately \$1,185,641 in capital projects out of operations for FY2011, \$1,155,551 in capital projects out of operations for FY2010 and \$357,000 in capital projects out of operations during FY2009 for projects not otherwise funded.

By Board policy, the Current Fund balance is targeted between 5% and 7.5% of total operating revenues. As stated above, for FY2010, the College was slightly higher than the targeted range at 8.5%. As a result of operations for fiscal year FY2010, approximately \$2,135,808 was added to the current fund reserve inclusive of the FY2010 stabilization reserve fund of \$1,262,942. For fiscal year FY2011, approximately \$1,968,458 was added to the current fund reserve inclusive of the stabilization reserve fund of \$262,942 for FY2011. Based on Board policy, the Current Unrestricted Fund Balance is targeted between 5% and 7.5% or amounts for a low of \$3,681,779 and a high of \$5,522,668 for FY2011.



The composition of the College’s net assets shows a financially viable but tightly run institution. Unrestricted net assets make up only 9.5% of the total net assets. Additionally, 33.8% of the net assets are relatively liquid assets as opposed to capital assets that must be sold to raise funds. The expected consistency between all three fiscal years is reflected in the preceding graph.

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**Statement of Revenues, Expenses and Change in Net Assets**

The next statement in the first section of the audit report is the Statement of Revenues, Expenses and Changes in Net Assets (SRECNA). The SRECNA reports the results of college-wide operations using the business model prescribed by GASB. This model defines operating revenues as tuition and fees (net of scholarships), direct financial aid related to students' tuition and fees, and other miscellaneous sources. Non-operating revenues include the state and county appropriations as well as investment earnings. Expenses related to the operational purposes of the College are functionally displayed. Table 8 summarizes this year's SRECNA and provides comparative data for the prior fiscal years.

*Table 8: Statement of Revenues, Expenses & Changes in Net Assets for the Year Ended June 30*

	(In Millions)			11 to 10 Dollar Change	11 to 10 Percent Change	10 to 09 Dollar Change	10 to 09 Percent Change
	2011	2010	2009				
<b>Operating Revenues:</b>							
Student Tuition And Fees	32.31	34.47	32.77	(2.16)	(6.5%)	1.70	5.2%
State and Local Grants/Contracts	5.03	7.34	6.37	(2.31)	(31.5%)	0.97	15.2%
Federal Grants and Contracts	38.40	40.72	29.56	(2.32)	(5.7%)	11.16	37.8%
Nongovernmental Grants/Contracts	0.10	0.04	0.22	0.06	147.5%	(0.18)	(81.8%)
Chargeback Revenue	0.07	0.09	0.08	(0.02)	(18.9%)	0.01	12.5%
Auxiliary Enterprises	1.02	0.66	0.63	0.36	54.2%	0.03	4.8%
Other Operating Revenues	2.35	2.23	2.03	0.12	5.2%	0.20	9.9%
Total Operating Revenues	79.28	85.55	71.66	(6.28)	(7.3%)	13.89	19.4%
<b>Operating Expenses:</b>							
Instruction	27.57	27.07	25.92	0.50	1.8%	1.15	4.4%
Public Services	0.95	1.30	1.20	(0.35)	(26.8%)	0.10	8.3%
Academic Support	8.74	8.43	8.32	0.31	3.7%	0.11	1.3%
Student Services	8.18	7.92	7.34	0.26	3.2%	0.58	7.9%
Institutional Support	12.05	12.42	12.02	(0.37)	(3.0%)	0.40	3.3%
Facilities	27.33	11.61	11.61	15.72	135.4%	0.00	0.00%
Student Aid	25.51	31.94	24.28	(6.43)	(20.1%)	7.66	31.5%
Depreciation	2.89	2.54	2.59	0.35	13.7%	(0.05)	(1.9%)
Other Expenditures	0.98	2.18	1.88	(1.20)	(54.9%)	0.30	16.0%
Total Operating Expenses	114.21	105.41	95.16	8.79	8.3%	10.25	10.8%
Operating Income (Loss)	(34.93)	(19.86)	(23.50)	(15.06)	75.9%	3.64	(8.5%)
<b>Non-operating Revenues:</b>							
State Appropriations	10.54	11.20	12.08	(0.66)	(5.9%)	(0.88)	(7.3%)
County Appropriations:	15.36	12.36	13.93	2.68	21.7%	(1.57)	(11.3%)
State and Local Grants/Contracts	0.08	0.65	-	(0.57)	(88.2%)	0.65	-
Investment Income Earned	0.03	0.05	0.12	(0.02)	(40.0%)	(0.07)	(58.3%)
Gifts and Donations	-	-	-				
Insurance Claims - Net	1.87	0.18		1.69	941.1%	(0.18)	(100.0%)
Total Non-operating Revenues	27.56	24.44	26.13	3.12	12.8%	(1.69)	(6.5%)
<b>Increase In Net Assets</b>							
Net Assets-Beginning of Year	94.67	90.09	87.46	4.58	3.0%	2.63	3.0%
Net Assets-End of Year	87.30	94.67	90.09	(7.37)	5.1%	4.58	5.1%

Operating revenues decreased slightly over the period, decreasing by 7.3% for FY2011. Operating revenues for FY2010 increased by 19.4% for FY2010. The largest component of operating revenues is student tuition and fees paid both by students directly and through state and federal financial aid. During FY2011, the College experienced a decrease in scholarships, inclusive of federal grants and contracts of \$6.43 million or 20.1%. For FY2010, the College experienced an increase in

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scholarships, inclusive of federal grants and contracts of \$7.66 million or 31.5%. These increases minimized the increase in operating revenues resulting from an increase in tuition rates and a growing increase in enrollment as student tuition and fees are presented net of scholarship allowances in these financial statements. The College experienced credit enrollment decreases of 5.4% during FY2011. For FY2010, the College experienced an increase of 4.8% and an increase of 5.4% for FY2009. During Fall 2011, the College experienced a decrease in credit hours of 5.7% over Fall 2010, in part reflective of a weakened economy.

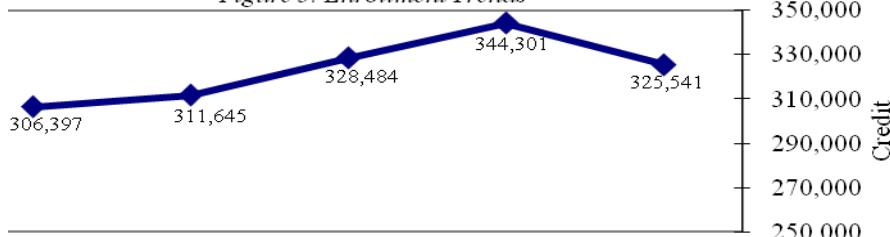
During FY2008, the New Jersey County Colleges, in conjunction the New Jersey Council of County Colleges adopted a change in the method for which non-credit courses would be funded by the State of New Jersey. Non-credit hours will no longer be formula funded, instead, each of the County Colleges will receive a fixed dollar funding from the state appropriation as agreed upon the County College presidents. For Camden County College, the College will receive approximately \$400,000 annually to replace the previous funding process.

The College anticipates credit enrollment will continue to decline. This decline is predicted based on our recent enrollments for Fall 2011, a 6% decline in head counts and a 5.7% decline in enrollments. The decline in enrollments is in part related to full-time and part-time students taking fewer classes. The College speculates that this change in enrollment is related to the current economic environment. The College continues to pursue means to cultivate new curriculum and expanded certificate programs with other educational institutions. (The College's tuition has historically and continually is one of the lowest per credit hour rates among New Jersey community colleges.)

*Table 9: Total Fundable Credit Hour Enrollment*

	FY2011	FY2010	FY2009	FY2008	FY2007	FY2006
Credit Hours	325,541	344,301	328,484	311,645	306,397	310,306
Non-Credit Hours						17,359
Total Credits Hours	325,541	344,301	328,484	311,645	306,397	327,665
% Change Total Hours	(5.45%)	4.8%	5.4%	1.71%	(1.26%)	(0.8%)
% Change Credit Hours						(0.42%)

*Figure 3: Enrollment Trends*



From the previous year, total tuition and fee revenue adjusted for the effect of scholarships and financial aid awards decreased 4.5% during FY2011 although an increase of \$3 per credit hour, \$1 per credit hour for the General Service Fee, and the establishment of the Hourly Instruction Charge of \$65 per contact hour that exceeds the number of credits per course. Tuition and Fees increased 5.2% during FY2010. The increase for FY2010 primarily resulted from an increase of \$5 per credit hour increase in tuition, a \$6 increase in the general service fees, and the establishment of a \$2 Facilities Fee per credit hour along with an increase in enrollment. The increase for FY2009 primarily resulted from an increase of \$5 per credit hour increase in tuition and a \$2 per credit hour increase in the general service fees along with a slight increase in enrollment.

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Overall federal and state financial aid usage decreased from FY10 to FY11 in the amount of \$4.7 million or 10.73% even though there was increase in the number of students applying for financial aid. There was an increase in the number of Pell eligible students and this is a direct correlation to a substantial increase to the number students applying for assistance to the aid programs. There are two factors that play a role in the increase dollar amount of \$1.09 million or 5.0% that include changes to the formula used to determine aid eligibility and issues with the economy. In FY10 there were 6460 student receiving a Pell grant compared to 6,792 for FY11 and Pell grant usage increased by \$1,093,851 to \$22,790,870.

Due to changes in the FAFSA (Free Application for Federal Student Aid) and the state requiring additional data elements we saw a \$1,514,406 decrease in state funding. For the current award year the state has worked with the Department of Education to assist students in submitting this information so they can be evaluated for state grant eligibility.

Students at the College are also borrowing less; which keeps their student loan indebtedness down. This is an area where the College wants student usage to decrease. In FY11 students borrowed \$3,584,219 less than in FY10 for approximately 24.0% decrease in loan utilization comprised of \$14.96 million for FY2010 to \$11.40 million for FY2011.

**Table 10: Comparison of Financial Aid Program Revenue**

	FY2011	FY2010	FY2009	FY2008	FY2007	FY2006
Pell Grants	\$22,790,870	\$21,697,019	\$13,376,676	\$10,408,940	\$8,749,858	\$8,987,898
Federal Education Loan Program	11,405,284	14,955,185	12,847,123	10,906,922	8,264,262	7,792,259
Other Federal Aid	826,281	1,013,057	594,842	965,505	693,637	788,248
New Jersey TAG	3,481,174	4,995,580	3,698,578	3,058,318	2,953,576	2,738,386
Other New Jersey Aid	1,232,225	1,771,545	1,703,390	1,224,708	1,017,564	697,041
Total Student Aid	\$39,735,834	\$44,432,386	\$32,220,609	\$26,564,393	\$21,678,897	\$21,003,832
Percent Change	(10.57%)	37.90%	21.29%	22.54%	3.21%	(1.5%)

Seventy-four percent of the College's revenues are classified as operating revenues while 22% are classified by GASB as non-operating revenues for FY2011. Similarly for FY2010, 78% percent of the College's total revenues are classified as operating revenues while 26% are classified as non-operating revenues. Non-operating revenues include operating appropriations from the State and County as well as grants or contracts that are not related to student tuition and fees. As a public county college, the College views these annual subsidies as appropriate operating revenues. Non-operating revenues also include funding sources for the County's Capital Initiative.

Non-operating revenues were \$27.56, \$24.44 and \$26.14 million in FY2011, FY2010 and FY2009, respectively. These changes were the net result of the following shifts.

- Our calculated state operating appropriation was \$10,540,430, \$11,028,633 and \$12,084,580, in FY2011, FY2010 and FY2009 respectively. Camden County operating appropriation was \$9,725,814, \$9,725,814 and \$12,251,698 for FY2011, FY2010 and FY2009 respectively.

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- The fluctuations in County aid are a result of changes in annual capital appropriations as well as the alternating calculation of the county appropriation reported in the College's budget. For FY2011 and FY2010, the college processed capital requests related to its annual capital appropriation from the county in the amount of \$2,039,671 and \$985,751 respectively. In addition, the college processed requests in the amount of \$3,270,768 and \$1,798,899 related to Phase I of the County's Capital Initiative for the College for FY2011 and FY2010 respectively. For FY2009, the college processed capital requests related to its annual capital appropriation from the county in the amount of \$298,524 and processed requests totaling \$1.38 million related to Phase I of the County's Capital Initiative for the College. Currently there exists outstanding receivables for County Bond issues in the amount of \$3.9 million to be invoiced for payment for completed or partially completed projects.
- Other non-operating revenues were \$1,874,979 and \$30,541 in FY2011, and \$183,979 and \$54,234 in FY2010. The composition of these non-operating revenues consists of investment earnings, gifts and donations and insurance claims proceeds. The other noteworthy trend is the decline in the rate of return on investments receiving \$30,541 for FY2011 and \$54,234 and \$122,686 in interest earnings during FY2010 and FY2009 respectively.

Figure 5 below graphically displays the components of the College's total operating and non-operating revenue in FY2011. Table 11 displays the relative changes between FY2011, FY2010 and FY2009. For FY2011 and FY2010, student and governmental paid tuition and fees represented about 71% and 75% of the College revenues for the respective years. For FY2011, governmental operating appropriations from the State and County represented another 24% of revenue, up from 21% of revenue for FY2010. For FY2009, governmental operating appropriations from the State and County represented another 27% of revenue, down from 35% of revenue for FY2007. The remaining percentage leaves miscellaneous revenues of 5%. Adjusting for one-time unique events, these percentages remained relatively constant over the last three fiscal years.

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Figure 5: Composition of FY2011 Revenues

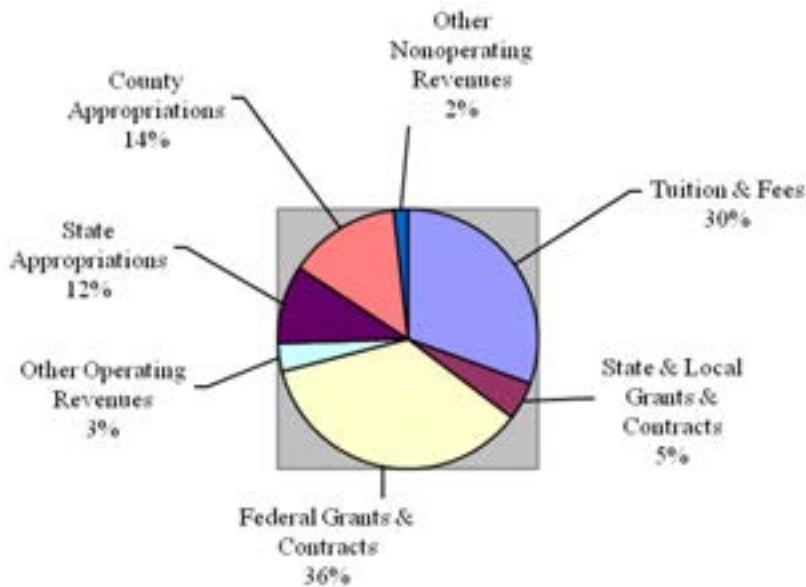


Table 11: Composition of Total Revenues

	FY2011	FY2010	FY2009	FY2008	FY2007	FY2006
Tuition & Fees	30.6%	31.3%	33.5%	30.8%	29.8%	29.7%
Operating Governmental Grants/Contracts	40.4%	43.6%	36.7%	31.7%	26.8%	29.1%
State Appropriations	9.8%	10.0%	12.4%	14.0%	16.2%	17.4%
County Appropriations	14.0%	11.4%	14.3%	20.5%	23.7%	19.8%
Other Operating and Non-operating Revenues	5.2%	3.6%	3.1%	3.0%	3.5%	4.0%

As noted in Table 8, operating expenses increased \$9.63 million or 9.1% from FY2010 to FY2011 and increased by \$10.25 million 10.8% from FY2009 to FY2010. Notable changes in FY2011 were in the following functions: (1) a \$5.83 million or 18.3% decrease in Student Aid; (2) an increase in of \$15.96 million increase or 137.5% in Facilities related to the recording College's obligation due to the Camden County Capital Investment Initiative and a decrease in Other Expenses of \$1.2 million or 54.9%. Notable changes in FY2010 were in the following functions; (1) a \$7.66 million or 31.5% increase in Student Aid; (2) an increase of \$0.30 million or 16.0% increase in Other Expenditures. .

Approximately 70.0% of the College's expenditures are devoted to instruction and other services for students. The remaining 30% of the College's expenses are devoted to operation and maintenance of over 970,554 square feet of College facilities, depreciation and other institutional support. Expenses categorized as institutional support include those expenses not specifically attributable to one organizational unit of the College; it includes such expenses as property/casualty insurance and information technology.

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Compared to other New Jersey county colleges, Camden County College is very cost efficient. For FY2009 and FY2010, the College had an operating cost of \$5,490 and \$5,610 per full-time equivalent student, respectively. This compares to the statewide average of \$6,781 for FY2009, a 23.5% difference, and \$6,576 for FY2010, a 17.2% difference. This increase is primarily a result of the increase in student enrollment and the respective increase in credit hours. The College has projected a cost per FTE of \$6,194 for the FY2011.

Figure 6 is a graphical illustration of operating expenses by function.

*Figure 6: FY2011 Expenditures by Function*

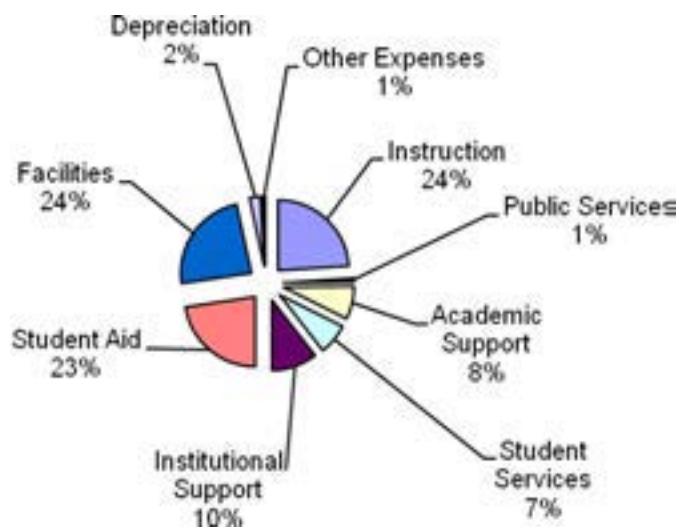


Table 12 displays the College's FY2011, FY2010 and FY2009 expenditures by object classification.

*Table 12 Comparison of Expenditures by Object  
(In Millions)*

	FY2011 Expense	FY2011 Percent of Expense	FY2010 Expense	FY2010 Percent of Expense	FY2009 Expense	FY2009 Percent of Expense
Salaries and Wages	\$43.18	37.5%	\$40.06	38.0%	\$38.47	40.4%
Fringe Benefits	13.22	11.5%	11.70	11.1%	10.73	11.3%
Other Operating Costs	29.64	25.8%	19.15	18.2%	19.08	20.1%
Student Aid	25.51	22.7%	31.94	30.3%	24.28	25.5%
Depreciation	<u>2.89</u>	<u>2.5%</u>	<u>2.56</u>	<u>2.4%</u>	<u>2.60</u>	<u>2.7%</u>
Total Expenditures	\$114.21	100.0%	\$105.41	100.0%	\$95.16	100.0%

As a labor-intensive organization, the College continues to monitor the amount it spends on compensation (salaries and fringe benefits). In Table 12, 49.0%, 49.1% and 51.7% of expenses are devoted to salaries and benefits in FY2011, FY2010, and FY2009 respectively. This amount is understated in comparison to the College's operating budget because of the additional expenditures

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for student aid and annual depreciation. Without these expenses, the College spent 74.8%, 67.3% and 71.8% of its expenditures on compensation in FY2011, FY2010 and FY2009, respectively. These percentages are within 72% to 77% of the operating budget target range set by the Board of Trustees.

Table 8 shows that the College had an operating loss when comparing operating expenses against what GASB defines as operating revenues; mostly those revenues associated with student charges. As a public community college, the College views the operating appropriations from the State and County governments as essential to its operations. Accounting for these revenue sources, the College had an operating deficit of \$34.93 million after the inclusion of the stabilization reserve for FY2011. For FY2010, the College had an operating deficit of \$19.86 million after the inclusion of the stabilization reserve for FY2010. The stabilization reserve is necessary due to "up" and "down" years in the county appropriation as calculated for the Board of School estimate. Since FY2011 is an "up" year, the College received a higher level of county funding due to the calculation of the Board of School Estimate. Subsequently this amount is put aside to provide level funding for next fiscal year, a "down" year (FY2012) in the amount of \$262,942.

***Economic and Other Factors That Will Effect the Future***

There are nine significant events that will impact the College's future financial statements.

- First, the College is in the early stages of the Phase II projects that include a new science building with an estimated 107,000 square feet with a projected completion date of January 2013 along with roads and grounds projects including the completion of a ring road that will improve access and egress from the College. The ring road project should be completed by the end of December 2011. Although the construction costs will be funded, operating costs will increase as the new facility comes online.
- Second, preliminary work has begun on the renovation and conversion of Taft Hall into new "One-Stop" student services center and college administration building. Planning and design are under way so that renovation will commence as soon as the science facility opens. Renovation will take approximately eight to twelve months with a planned opening in summer 2013.
- Third, the College will also be participating in the servicing of the debt service related to the Science Building subsequent to finalizing the last Bond Series, in the amount of \$50.0 million along servicing debt with the other existing outstanding bond funds.
- Fourth, the economic climate has declined to the point that reverses prior trends at the College. Typically, a downward economy would drive up enrollments, however, during the Fall 2010 and Spring 2011 and Fall 2011, the College has experienced a decline in enrollments and College's credit enrollment is in a downward trend estimated at a 5.0% decrease. For Fall 2010 and Spring 2011 semesters, total credit hours are below the previous semesters by 5.0% or 7,000 credit hours respectively. The gradual reduction of students participating in the Helene Fuld School of Nursing program is a partial contributor of this decline. The Helene Fuld School of Nursing will end their program at the College by mid December 2011. The College's enrollment is a critical element of the funding formula used by

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the State of New Jersey in distributing operating aid to the community colleges in the state. It is important for the College's enrollment to keep pace with or outperform the sector in order to maintain or increase its share of the State of New Jersey's operating appropriation. By not keeping pace with the sector, the College will face reductions in this funding method.

- Fifth, the College anticipates the state budget for FY2012 will be level funded for the FY2012 budget year. Previously, County colleges enjoyed their past success in receiving appropriation increases. Continuing budget cuts or level funding for the sector are certainly a possibility.
- Sixth, the County of Camden funds annually approximately 14% of the College's revenue sources. This resource is also subject to potential reductions in funding in the coming years.
- Seventh, the College continues to pursue means to lower the costs of educating the students at Camden County College. The College participates in multiple activities including shared services within the County agencies, participation in the New Jersey County Colleges purchasing consortium in order to better control and minimize expenditures. The College also participates in the County's Cooperative Purchasing Program.
- Eighth, the College recently invested in a significant upgrade of it's financial information system. The upgrade will enhance the College' ability to timely and efficiently present financial information to senior management and the Board of Trustees at Camden County College. In addition, financial information is more readily available to analyze revenue and expenditures in a concise and consistent manner. Quarterly reports and projections can be more efficiently created to assist management with up to the minute reporting in order to make improved financial decisions utilizing current information.
- Ninth, beginning with a report for the Fourth Quarter of FY2010, the College administration instituted a new financial reporting system to the Board of Trustees. More robust and informative quarterly reports replaced monthly reports. The new system contained the following information: year-to-date performance including a comparison of budget-to-actual revenues, a comparison of FY2010 revenues to FY2009, budget-to-actual expenditures, FY2010 expenditures compared to FY2009, (going forward) year-end projections and a narrative summary that commented and otherwise explained the operating results for the Trustees.

## **BASIC FINANCIAL STATEMENTS**

**CAMDEN COUNTY COLLEGE**

Statements of Net Assets  
As of June 30, 2011 and 2010

	2011		2010	
	<u>College</u>	<u>Component Unit CCC Foundation</u>	<u>College</u>	<u>Component Unit CCC Foundation</u>
<b>ASSETS</b>				
Current Assets:				
Cash and Cash Equivalents	\$ 17,566,598	\$ 157,038	\$ 11,898,127	\$ 122,088
Accounts Receivable, Net	11,151,497	121,000	10,409,218	
Inventories	21,044		19,278	
Prepaid Expenses	773,279		1,012,537	
Total Current Assets	29,512,418	278,038	23,339,160	122,088
Noncurrent Assets:				
Investments		1,516,485		1,263,098
Capital Assets, Net	95,710,750		92,634,534	
Total Noncurrent Assets	95,710,750	1,516,485	92,634,534	1,263,098
Total Assets	125,223,168	1,794,523	115,973,694	1,385,186
<b>LIABILITIES</b>				
Current Liabilities:				
Account Payable	6,344,900	82,455	4,921,523	100,392
Accrued Salaries	611,852		539,204	
Accrued Compensated Absences - Current Portion	321,577		338,452	
Obligations Under Capital Lease - Current Portion	636,747		102,009	
Mortgage Payable - Current Portion	448,973		431,525	
Other Deferred Revenue	76,909		32,629	
Deferred Tuition and Fees Revenue	6,999,753		6,246,653	
Total Current Liabilities	15,440,711	82,455	12,611,995	100,392
Noncurrent Liabilities:				
Accrued Compensated Absences	2,617,417		2,591,950	
Obligations Under Capital Lease	13,900,072		107,246	
Mortgage Payable	5,965,932		5,987,866	
Total Noncurrent Liabilities	22,483,421	-	8,687,062.00	-
Total Liabilities	37,924,132	82,455	21,299,057	100,392
<b>NET ASSETS</b>				
Investment in Capital Assets, Net of Related Debt	73,185,558		84,758,220	
Restricted for:				
Nonexpendable:				
Other		464,800		304,429
Expendable:				
Other	5,813,080	674,260	3,583,188	588,864
Unrestricted	8,300,398	573,008	6,333,229	391,501
Total Net Assets	\$ 87,299,036	\$ 1,712,068	\$ 94,674,637	\$ 1,284,794

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
 Statements of Revenues, Expenses, and Changes in Net Assets  
 For the Fiscal Years Ended June 30, 2011 and 2010

	2011	2010		
	<u>College</u>	<u>Component Unit</u> <u>CCC Foundation</u>	<u>College</u>	<u>Component Unit</u> <u>CCC Foundation</u>
<b>REVENUES</b>				
Operating revenues:				
Student Tuition and Fees (Net of Scholarship Allowance of \$14,829,166 in 2011 and \$12,838,120 in 2010)	\$ 32,309,932		\$ 34,467,629	
State and Local Grants and Contracts	5,029,376		7,340,983	
Federal Grants and Contracts	38,400,053		40,718,602	
Nongovernmental Grants and Contracts	99,041		34,721	
Chargeback Revenue	73,175		94,499	
Auxiliary Enterprises	1,017,826		657,518	
Gifts and Contributions		\$ 532,397		\$ 327,688
Other Operating Revenues	2,345,084		2,231,564	
Total Operating Revenues	79,274,487	532,397	85,545,516	327,688
<b>EXPENSES</b>				
Operating Expenses:				
Instruction	27,572,628		27,073,003	
Public Services	952,214		1,300,102	
Academic Support	8,744,788		8,431,629	
Student Services	8,177,875		7,915,680	
Institutional Support	12,049,060		12,418,104	
Student Aid	25,510,460		31,939,523	
Operation and Maintenance of Plant	27,333,310		11,611,089	
Depreciation	2,886,907		2,537,590	
Amortization	16,583		16,583	
Other expenses	965,711	336,513	2,161,999	378,649
Total Operating Expenses	114,209,536	336,513	105,405,302	378,649
Operating Income (Loss)	(34,935,049)	195,884	(19,859,785)	(50,960)
<b>NON-OPERATING REVENUES (EXPENSES)</b>				
State Appropriations:				
State Aid	10,540,430		11,028,633	
County Appropriations:				
County Aid	9,725,814		9,725,814	
State and Local Grants and Contracts	77,246		4,188	
Federal Stimulus			658,470	
Investment Income Earned	30,541	231,390	54,234	141,514
Insurance Claims-Revenue	1,874,979		183,979	
On-Behalf Payments:				
State of New Jersey Alternative Benefits Program:				
Revenues	927,821		885,119	
Expenses	(927,821)		(885,119)	
Total Non-Operating Revenues	22,249,010	231,390	21,655,318	141,514
Income (Loss) before Other Revenues	(12,686,039)	427,274	1,795,533	90,554
<b>OTHER REVENUES</b>				
County Appropriations:				
Capital Appropriations	2,039,671		985,751	
Capital Initiative	3,270,768		1,798,899	
Total Other Revenues	5,310,439	-	2,784,650	-
Increase (Decrease) in Net Assets	(7,375,600)	427,274	4,580,181	90,554
<b>NET ASSETS</b>				
Net Assets - Beginning of Year	94,674,637	1,284,794	90,094,456	1,194,240
Net Assets - End of Year	<u>\$ 87,299,036</u>	<u>\$ 1,712,068</u>	<u>\$ 94,674,637</u>	<u>\$ 1,284,794</u>

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
**Statements of Cash Flows**  
For the Fiscal Years Ended June 30, 2011 and 2010

	<b>2011</b>	<b>2010</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Tuition and Fees	\$ 33,141,857	\$ 35,132,026
Payments to Employees	(43,268,508)	(42,009,531)
Payments to Suppliers	(65,841,732)	(58,073,869)
Grants and Contracts	43,442,623	47,678,312
Auxiliary Enterprise Charges	1,014,266	657,518
Other	1,287,361	(66,658)
Net Cash Used in Operating Activities	<u>(30,224,133)</u>	<u>(16,682,202)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
County Appropriations	10,421,265	10,988,755
State Appropriations	<u>10,952,430</u>	<u>11,275,103</u>
Net Cash Flows Provided by Noncapital Financing Activities	<u>21,373,695</u>	<u>22,263,858</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Capital Appropriations	1,553,573	818,873
Capital Initiative	2,925,413	-
Capital Grants and Gifts Received	81,431	-
Purchases of Capital Assets	(5,963,123)	(3,636,289)
Principal Paid on Capital Debt and Leases	14,323,078	(118,864)
Proceeds from Insurance Claims	1,874,979	183,979
Interest Paid on Capital Debt and Leases	(306,985)	(14,495)
Net Cash Provided by (Used in) Capital and Related Financing Activities	<u>14,488,366</u>	<u>(2,766,796)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Interest on Investments	<u>30,541</u>	<u>54,234</u>
Net Cash Provided by Investing Activities	<u>30,541</u>	<u>54,234</u>
Net Increase (Decrease) in Cash	<u>5,668,469</u>	<u>2,869,094</u>
Cash and Cash Equivalents - Beginning of the Year	<u>11,898,127</u>	<u>9,029,033</u>
Cash and Cash Equivalents - End of the Year	<u>\$ 17,566,598</u>	<u>\$ 11,898,127</u>
<b>Reconciliation of Net Operating Revenues (Expenses) to Net Cash Used in Operating Activities:</b>		
Operating Loss	\$ (34,935,049)	\$ (19,859,785)
Adjustments to Reconcile Net Loss to Net Cash Provided by (Used in) Operating Activities:		
Changes in Assets and Liabilities:		
Depreciation	2,886,907	2,537,590
Change in Assets and Liabilities:		
Receivables, Net	(411,753)	50,524
Inventories	(1,766)	(94)
Prepaid Expenses	239,258	(70,019)
Accounts Payable	1,713,992	566,361
Accrued Salaries	72,648	17,051
Accrued Compensated Absences	8,591	98,119
Deferred Tuition	<u>203,039</u>	<u>(21,949)</u>
Net Cash Provided by (Used in) Operating Activities	<u>\$ (30,224,133)</u>	<u>\$ (16,682,202)</u>

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
Notes to Financial Statements  
For the Fiscal Years Ended June 30, 2011 and 2010

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Note 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Description of Financial Reporting Entity** - Camden County College is a comprehensive, co-educational, community college, founded in 1967 by the Board of Chosen Freeholders, the governing body of Camden County. Camden County College is an instrumentality of the State of New Jersey, established to function as a two-year community college. The College is an accredited member of the Middle States Association of Colleges and Schools. The college operates one main campus in Blackwood, New Jersey approximately twelve miles east of the City of Philadelphia. In addition to the main campus, the College operates a campus in the City of Camden and a center in the Township of Cherry Hill. In addition to offering courses at several county high schools, the College has instituted a distance learning program that allows students to choose from internet courses, telecourses, and hybrid courses.

The Board of Trustees of Camden County College consists of the Executive County Superintendent of Schools and ten persons, eight of whom shall be appointed by the appointing authority of the County with the advice and consent of the Board of Chosen Freeholders and two of whom shall be appointed by the Governor. The term of office of appointed members shall be for four years. The Board is responsible for the fiscal control of the College. A president is appointed by the Board and is responsible for the administrative control of the College. The College offers a wide range of academic programs, including associate degrees in arts, science and applied science.

**Component Units** - Camden County College is a component unit of the County of Camden as described in Governmental Accounting Standards Board Statement No. 14 – *The Financial Reporting Entity*. These financial statements would be either blended or discretely presented as part of the County's financial statements if the County prepared its financial statements in accordance with GASB Statement No. 34 – *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. The County of Camden currently follows a basis of accounting and reporting model prescribed by the State of New Jersey, Department of Community Affairs, Division of Local Government Services. Therefore, the financial statements of the College are not presented with the County of Camden.

The Camden County College Foundation (the “Foundation”) is a New Jersey non-profit corporation. The Foundation was formed to enhance the College’s tradition of academic excellence. The Foundation receives and administers funds from private donations for the purpose of carrying out the educational goals of the College. The Foundation is governed by a board of directors. College employees and facilities are utilized for virtually all daily operating activities of the Foundation. During the fiscal years ending June 30, 2011 and June 30, 2010, the Foundation distributed \$36,308 and \$132,599 to the College for both restricted and unrestricted purposes, respectively. In accordance with GASB Statement No. 39 – *Determining Whether Certain Organizations Are Component Units*, the Foundation is discretely presented in the financial statements of the College.

A separate report of audit for the Foundation for the fiscal year ended June 30, 2011 can be obtained at the Foundation’s offices at the following address during normal business hours:

Camden County College Foundation  
P. O. Box 200  
Blackwood, New Jersey 08012

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Basis of Presentation** - The financial statements of Camden County College are presented in accordance with GASB Statement No. 35 – *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*. The financial statement presentation required by GASB Statement No. 35 provides a comprehensive, entity-wide perspective of the College's assets, liabilities, net assets, revenues, expenses, changes in net assets, cash flows and replaces the fund-group perspective previously required.

**Basis of Accounting and Measurement Focus** - For financial reporting purposes, the College is considered a special-purpose government engaged only in business-type activities. Accordingly, the College's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when the obligation has been incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligible requirements imposed by the provider have been met.

**Cash, Cash Equivalents and Investments** - For the purposes of the statement of cash flows, the College considers all highly liquid investments with an original maturity of three months or less to be cash and cash equivalents. Funds invested through the State of New Jersey Cash Management Fund are also considered cash and cash equivalents.

The College accounts for its investments at fair value in accordance with GASB Statement No. 31 - *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Changes in unrealized gain (loss) on the carrying value of investments are reported as a component of investment income in the statement of revenues, expenses, and changes in net assets.

N.J.S.A. 17:9-41 et seq. establishes the requirements for the security of deposits of governmental units. The statute requires that no governmental unit shall deposit public funds in a public depository unless such funds are secured in accordance with the Governmental Unit Deposit Protection Act ("GUDPA"), a multiple financial institutional collateral pool, which was enacted in 1970 to protect governmental units from a loss of funds on deposit with a failed banking institution in New Jersey. Public depositories include State or federally chartered banks, savings banks or associations located in or having a branch office in the State of New Jersey, the deposits of which are federally insured. All public depositories must pledge collateral, having a market value at least equal to five percent of the average daily balance of collected public funds, to secure the deposits of Governmental Units. If a public depository fails, the collateral it has pledged, plus the collateral of all other public depositories, is available to pay the amount of their deposits to the Governmental Units.

The College has adopted an investment policy which enables it to prudently invest available funds in a manner which will yield the highest possible return with minimum risk, while conforming to all federal, state, and local statutes governing the investment of public funds.

**Accounts Receivable** – Accounts receivable consists of tuition and fees charged to students and various other receivables. Accounts receivable are recorded net of estimated uncollectible amounts.

**Inventory** – Inventory consists primarily of Ophthalmic Clinic supplies and is carried on an average cost basis. The cost is recorded as expenses as the inventory is consumed.

**Tuition** - Each year the Board of Trustees sets tuition rates based on a per credit hour rate. Rates vary based upon residence within Camden County, out of county and international students. Tuition revenue is earned in the fiscal year the classes are taken.

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Federal Financial Assistance Programs** – The College participates in the following federally funded financial assistance programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study Grants, and Federal Family Education Loan Programs (FFELP). Federal programs are audited in accordance with the Single Audit Act Amendments of 1996, the U.S. Office of Management and Budget Revised Circular A-133, *Audit of States, Local Governments and Non-Profit Organizations* and the OMB Circular A-133 Compliance Supplement.

**State Aid** - The New Jersey Department of Treasury, Office of Management and Budget (OMB) allocates the annual appropriation for community college operating aid according to credit hour enrollments as prescribed by N.J.S.A.18A:64A-22.

**County Aid** - N.J.S.A. 18A:64A-22 states that each county which operates a county college shall continue to provide moneys for the support of college in an amount no less than 25% of the operational expense in the base State Fiscal Year.

**Deferred Revenue** - Deferred revenue represent the tuition revenue that has been received before June 30, 2011 for classes that are scheduled in the summer and fall semesters of 2011. Deferred revenue represents cash, which has been received, but not yet earned.

**Prepaid Expenses** - Prepaid expenses represent payments made to vendors for services that will benefit periods beyond June 30, 2011.

**Capital Assets** – Capital assets include land, buildings, improvements, and infrastructure assets, such as roads and sidewalks. Assets acquired or constructed during the year are recorded at actual historical cost. The College defines capital assets as assets with an initial unit cost of \$2,500 or more and an estimated useful life in excess of five years. An exception to the \$2,500 threshold is made for improvements to buildings and site improvements which are capitalized at an initial cost of \$50,000. In addition, an exception to the \$2,500 threshold is made for the purchase of library books in bulk. Purchases of this nature are categorized as a composite group of assets and recorded as such. Donated capital assets are valued at their estimated fair market value on the date of donation. Expenditures that enhance the asset or significantly extend the useful life of the asset are considered improvements and are added to the fixed asset's currently capitalized cost. The cost of normal repairs and maintenance are not capitalized.

The property, plant and equipment of the College are depreciated using straight-line method over the useful lives of the assets, generally 50 years for buildings, 5 to 20 years for equipment, and 25 to 50 years for infrastructure. Assets purchased under capital lease are depreciated over the term of the lease as opposed to the useful life of the asset. Construction in progress is depreciated when the asset is placed into service.

**Financial Dependency** – Among the College's largest revenue sources include appropriations from the State of New Jersey and County of Camden, including contributions made by the State on behalf of the College for the Alternative Benefit Program. The College is economically dependent on these appropriations to carry out its operations.

**Compensated Absences** - Compensated absences are those absences for which employees will be paid for vacation and sick leave when used. A liability is accrued for compensated absences that are earned and unused in accordance with College policy at June 30<sup>th</sup> of each fiscal year. Eligible employees earn a right to vacation benefits and some sick leave benefits based on seniority.

**Allowance for Doubtful Accounts** – The allowance for doubtful accounts represents the amount estimated to be uncollectible for student accounts receivable. The amount is adjusted annually based on past years collection rates. It is the College policy to write off uncollectible accounts after one year of delinquency. The allowances for June 30, 2011 and 2010 were \$2,781,099 and \$3,686,894 respectively.

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Use of Estimates** – The preparation of the financial statements in conformity of accounting principles generally accepted in the United States of America requires management to make certain estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Non-Current Liabilities** – Non-current liabilities include (1) principal amounts of mortgage notes and capital lease obligations with contractual maturities greater than one year; (2) estimated amounts for accrued compensated absences and other liabilities that will not be paid within the next fiscal year; and (3) other liabilities that, although payable within one year, are to be paid from funds that are classified as non-current assets.

**On-Behalf Payments for Pension Contributions** – In fiscal year 1997, the College adopted the requirements of Governmental Accounting Standards Board (GASB) Statement No. 24 – *Accounting and Financial Reporting for Certain Grants and Other Financial Assistance*. GASB Statement No. 24 recommends that revenue and expenditures be recorded in the financial statements for the State of New Jersey Pension payments for Alternative Benefit Program (TIAA/CREF).

**Income Taxes** – The College is a political subdivision of the State of New Jersey and is excluded from Federal income taxes under Section 115 (1) of the Internal Revenue Code, as amended.

**Classification of Revenues** – The College has classified its revenues as either operating or non-operating revenues according to the following criteria:

**Operating Revenues** - Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises and (3) most federal, state and local government grants and contracts as well as federal appropriations.

**Non-Operating Revenues** – Non-operating revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, and other revenue sources that are defined as non-operating revenues by GASB No. 9 – *Reporting Cash Flows of Proprietary and Non-expendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting* and GASB Statement No. 35, such as state appropriations, county appropriations, investment income, and amounts paid by the State of New Jersey on behalf of the College for the employer contribution to the Alternative Benefit Program (ABP).

**Net Assets** – The College's net assets are classified as follows:

**Invested in Capital Assets, Net of Related Debt** – This represents the College's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

**Restricted Net Assets – Expendable** - Restricted expendable net assets include resources in which the College is legally or contractually obligated to spend resources in accordance with the restrictions imposed by external third parties.

**Restricted Net Assets – Non-Expendable** – Non-expendable restricted net assets consist of endowment and similar types of funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Note 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Net Assets (Cont'd)**

**Unrestricted Net Assets** – Unrestricted net assets represent resources derived from student tuition and fees, state and county appropriations and sales and services of educational departments and auxiliary enterprises. These resources are used for the transactions related to the educational and general operations of the College, and may be used at the discretion of the Board of Trustees to meet current expenses for any purpose. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff.

**Scholarship Discounts and Allowances** – Student tuition and fees revenue, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses, and changes in net assets. Scholarship discounts and allowance are the difference between the stated charge for goods and services provided by the College and the amount paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other Federal, state or nongovernmental programs are recorded as either operating or non-operating revenues in the College's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the College has recorded a scholarship discount and allowance. The amount of scholarship discount and allowances for the fiscal years ending June 30, 2011 and 2010 were \$14,829,165 and \$12,838,120 respectively.

Note 2: **CASH AND CASH EQUIVALENTS**

**Custodial Credit Risk** – Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits may not be recovered. Although the College does not have a formal policy regarding custodial credit risk, as described in Note 1, N.J.S.A. 17:9-41 et seq. requires that governmental units shall deposit public funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act. As of June 30, 2011 and 2010 the College's bank balances were exposed to custodial credit risk as follows:

	<b>2011</b>	<b>2010</b>
Insured	\$ 250,000	\$ 250,000
Collateralized under GUDPA	<u>13,581,170</u>	<u>9,456,792</u>
	<u><b>\$13,831,170</b></u>	<u><b>\$ 9,706,792</b></u>

**New Jersey Cash Management Fund** - During the year, the College participated in the New Jersey Cash Management Fund. The Fund is governed by regulations of the State Investment Council, who prescribe standards designed to insure the quality of investments in order to minimize risk to the Fund's participants. Deposits with the New Jersey Cash Management Fund are not subject to categorization as defined above. At June 30, 2011 and 2010, the College had \$4,705,799 and \$4,696,375 invested in the Fund, respectively.

**Note 3: CAPITAL ASSETS**

A summary of changes in the various capital asset categories for the year ending June 30, 2011 is presented as follows:

	<u>Balance</u>		<u>Balance</u>	
	<u>June 30, 2010</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2011</u>
<b>Non-Depreciable Capital Assets</b>				
Land	\$ 3,855,327			\$ 3,855,327
Construction in Progress	25,950,218	\$ 4,504,311	\$ (24,398,334)	6,056,195
Bond Issuance Costs	168,557		(21,070)	147,487
Total Non-depreciable Capital Assets	29,974,102	4,504,311	(24,419,404)	10,059,009
<b>Depreciable Capital Assets:</b>				
Land Improvements	2,753,559		(177,461)	2,576,098
Buildings	79,229,411	24,656,728		103,886,139
Infrastructure	2,935,332	293,240		3,228,572
Equipment	9,341,349	959,649		10,300,998
Grouped Furniture	1,280,150	133,175		1,413,325
Vehicles	216,640	3,435		220,075
Assets Under Capital Lease	1,773,461			1,773,461
Capitalized Software	3,123,808			3,123,808
Library Books	2,943,760	9,450		2,953,210
Total Depreciable Capital Assets	103,597,469	26,055,677	(177,461)	129,475,685
<b>Less Accumulated Depreciation For:</b>				
Land Improvements	1,434,985	46,788		1,481,773
Buildings	23,410,039	1,946,489		25,356,528
Infrastructure	1,349,573	63,796		1,413,370
Equipment	6,652,018	573,800		7,225,818
Grouped Furniture	346,247	133,418		479,665
Vehicles	113,727	23,154		136,881
Assets Under Capital Lease	1,607,709	86,500		1,694,209
Capitalized Software	3,123,808			3,123,808
Library Books	2,898,930	12,961		2,911,891
Total Accumulated Depreciation	40,937,036	2,886,907	-	43,823,944
Depreciable Capital Assets	62,660,433	23,168,770	(177,461)	85,651,741
Total Capital Assets, Net	\$ 92,634,534	\$ 27,673,081	\$ (24,596,865)	\$ 95,710,750

Depreciation expense for the year ended June 30, 2011 was \$2,886,907.

**Note 3: CAPITAL ASSETS (CONT'D)**

A summary of changes in the various capital asset categories for the year ending June 30, 2010 is presented as follows:

	<u>Balance</u>		<u>Balance</u>	
	<u>June 30, 2009</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2010</u>
<b>Non-Depreciable Capital Assets</b>				
Land	\$ 3,855,328			\$ 3,855,328
Construction in Progress	24,020,136	\$ 1,930,082		25,950,218
Bond Issuance Costs	189,626		\$ (21,070)	168,556
<b>Total Non-depreciable Capital Assets</b>	<b>28,065,090</b>	<b>1,930,082</b>	<b>(21,070)</b>	<b>29,974,102</b>
<b>Depreciable Capital Assets:</b>				
Land Improvements	2,576,098	177,461		2,753,559
Buildings	78,858,742	370,669		79,229,411
Infrastructure	2,935,332			2,935,332
Equipment	8,288,528	1,052,821		9,341,349
Grouped Furniture	1,192,883	87,267		1,280,150
Vehicles	188,014	28,626		216,640
Assets Under Capital Lease	1,780,711		(7,250)	1,773,461
Capitalized Software	3,123,808			3,123,808
Library Books	2,926,077	17,683		2,943,760
<b>Total Depreciable Capital Assets</b>	<b>101,870,192</b>	<b>1,734,527</b>	<b>(7,250)</b>	<b>103,597,470</b>
<b>Less Accumulated Depreciation For:</b>				
Land Improvements	1,392,342	42,643		1,434,985
Buildings	21,791,269	1,618,770		23,410,039
Infrastructure	1,291,680	57,893		1,349,573
Equipment	6,100,947	551,071		6,652,018
Grouped Furniture	223,223	123,024		346,247
Vehicles	83,774	29,953		113,727
Assets Under Capital Lease	1,521,209	86,500		1,607,709
Capitalized Software	3,123,808			3,123,808
Library Books	2,871,195	27,735		2,898,930
<b>Total Accumulated Depreciation</b>	<b>38,399,447</b>	<b>2,537,590</b>	<b>-</b>	<b>40,937,037</b>
<b>Depreciable Capital Assets</b>	<b>63,470,745</b>	<b>(803,062)</b>	<b>(7,250)</b>	<b>62,660,433</b>
<b>Total Capital Assets, Net</b>	<b>\$ 91,535,835</b>	<b>\$ 1,127,020</b>	<b>\$ (28,320)</b>	<b>\$ 92,634,535</b>

Depreciation expense for the year ended June 30, 2010 was \$2,537,590

**Note 4: LEASES**

**Lease Obligations** - At June 30, 2011 the College had operating lease agreements in effect for copiers and vehicles.

**Operating Leases** - Future minimum rental payments under operating lease agreements are as follows:

2011-12	\$ 135,597
2012-13	126,605
2013-14	126,605
2014-15	96,370

Rental payments under operating leases for the fiscal years ended June 30, 2011 and 2010 were \$45,134 and \$23,521 respectively.

**Capital Leases Obligations** – At June 30, 2011, the College had lease agreements in effect for the following:

- 1) Lease of energy management equipment to be used to reduce the College's energy requirements for heating, cooling, and operating buildings and other facilities.
- 2) Various Campus Capital Construction Improvements.

The following is a schedule of future minimum lease payments under these capital leases at June 30, 2011.

**Energy Management Equipment**

<u>Year Ending</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
<u>June 30,</u>			
2012	<u>\$ 107,246</u>	<u>\$ 4,095</u>	<u>\$ 111,341</u>

During the fiscal year ended June 30, 2011, the College paid \$102,009 and \$9,332 for principal and interest respectively.

**Note 4: LEASES (CONT'D)****Capital Leases Obligations (Cont'd)****Various Campus Capital Construction Improvements**

<b>Year Ending June 30,</b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2012	\$ 529,500	\$ 601,195	\$ 1,130,695
2013	541,500	737,320	1,278,820
2014	559,500	717,059	1,276,559
2015	577,500	696,048	1,273,548
2016	598,500	673,985	1,272,485
2017-2021	3,278,574	2,971,579	6,250,153
2022-2026	3,747,000	2,162,631	5,909,631
2027-2031	1,507,500	1,354,140	2,861,640
2032-2036	1,545,000	820,627	2,365,627
2037-2041	1,545,000	273,542	1,818,542
	<b>\$ 14,429,574</b>	<b>\$ 11,008,126</b>	<b>\$ 25,437,700</b>

During the fiscal year ended June 30, 2011, the College paid \$339,900 and \$302,890 for principal and interest respectively.

**Note 5: REIMBURSEMENT AGREEMENT/LEASE PURCHASE AGREEMENT**

On July 15, 2002, the Camden County Improvement Authority issued \$12,500,000 of County-Guaranteed Lease Revenue Bonds (Camden County College Project), Series 2002. A substantial portion of the 2002 Bonds, in the aggregate principal amount of \$12,233,000, are entitled to the benefits of the provisions of the County College Bond Act, P.L. 1971, c. 12 (N.J.S.A. 18A:64-22.1 et. seq.). Proceeds from the bonds were used to finance the Camden Technology Center (CTC); an approximate 279,000 square foot eight-story multi-purpose structure containing approximately 640 parking spaces, a 13,800 square foot college bookstore as well as 39,400 square feet of classroom and office space; and the acquisition and installation of capital equipment. Construction of this facility was completed during fiscal year 2005.

The College entered into a lease purchase agreement dated July 1, 2002, by and among the Authority, as lessor, and the County College and the County as lessees pursuant to which the Authority will lease to the College the 2002 project described above in return for lease payments to be made by the County in amounts and at times sufficient to pay the principal and interest on the 2002 bonds. In addition to the lease purchase agreement, a mortgage was entered into between the College, as mortgagor, and the County, as mortgagee. The mortgage requires the College to pay from the proceeds of the garage parking fees amounts equal to the debt service on \$6,383,500. In the event the College does not have sufficient parking fee income to pay the garage's operating expenses as well as the debt service, the obligation carries forward to subsequent periods. At the end of fifteen years, if an amount remains unpaid, the County of Camden retains the right to foreclose and assume ownership of the property.

For the fiscal year ending June 30, 2011, the County of Camden made basic lease payments in the amount of \$571,213, net of interest earned on the investments held by the bond trustee. Under the terms of the Lease Purchase Agreement, the College is obligated to repay the County for these payments. Any payment obligation due and payable by the College under the Lease Purchase Agreement that remains outstanding continues to remain an obligation until paid in full by the College. These payments are included in the College's liabilities at June 30, 2011. This amount as well as prior and subsequent lease payments made by the County will be repaid to the County once revenues from the Parking Garage are sufficient to cover the lease payments in accordance with terms contained in the Lease Purchase Agreement.

**Note 6: LONG-TERM LIABILITIES**

The following is a summary of long-term liabilities at June 30, 2011:

<u>Analysis of Long Long-Term Liabilities</u>	<u>Beginning Balance</u>	<u>Increase</u>	<u>Decrease</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Compensated Absences	\$ 2,930,403	\$ 8,591		\$ 2,938,994	\$ 321,577
Capital Leases	209,255	14,429,573	\$ (102,009)	14,536,819	636,747
Mortgage Payable	6,383,500			6,383,500	448,973
Premium on Bonds	35,891		(4,486)	31,405	4,486
	<u>\$ 9,559,049</u>	<u>\$ 14,438,164</u>	<u>\$ (106,495)</u>	<u>\$ 23,890,718</u>	<u>\$ 1,411,783</u>

The following is a summary of long-term liabilities at June 30, 2010:

<u>Analysis of Long Long-Term Liabilities</u>	<u>Beginning Balance</u>	<u>Increase</u>	<u>Decrease</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Compensated Absences	\$ 2,832,284	\$ 98,119		\$ 2,930,403	\$ 338,452
Capital Leases	328,119		\$ (118,864)	209,255	102,009
Mortgage Payable	6,383,500			6,383,500	431,525
Premium on Bonds	40,378		(4,487)	35,891	4,486
	<u>\$ 9,584,281</u>	<u>\$ 98,119</u>	<u>\$ (123,351)</u>	<u>\$ 9,559,049</u>	<u>\$ 876,472</u>

**Note 7: PENSION PLANS**

Substantially all of the College's employees participate in one of the two following defined benefit pension plans or defined contribution pension plan: (1) the Public Employees' Retirement System or (2) the New Jersey Alternative Benefit Program, both of which are administered and/or regulated by the New Jersey Division of Pensions. Each plan has a Board of Trustees that is primarily responsible for its administration. The Division issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to:

State of New Jersey  
Division of Pensions and Benefits  
P.O. Box 295  
Trenton, New Jersey 08625-0295

**Note 7: PENSION PLANS (CONT'D)**

**Public Employees' Retirement System** - The Public Employees' Retirement System (PERS) is a cost-sharing multiple-employer defined benefit pension plan which was established as of January 1, 1955. The PERS provides retirement, death, and disability, and medical benefits to qualified members. Vesting and benefit provisions are established by N.J.S.A. 43:15A and 43:3B.

The contribution requirements of plan members are determined by State statute. In accordance with Chapter 62, P.L. 1994, plan members enrolled in the Public Employees' Retirement System were required to contribute 5% of their annual covered salary. Effective July 1, 2007, however, in accordance with Chapter 92, P.L. 2007 and Chapter 103, P.L. 2007, plan members were required to contribute 5.5% of their annual covered salary. For employees who were enrolled in the retirement system prior to July 1, 2007, the increase was effective with the payroll period that began immediately after July 1, 2007. The State Treasurer has the right under the current law to make temporary reductions in member rates based on the existence of surplus pension assets in the retirement system; however, statute also requires the return to the normal rate when such surplus pension assets no longer exist.

The College is billed annually for its normal contribution plus any accrued liability.

**Public Employees Retirement System**

<u>Year Ended June 30,</u>	<u>Normal Contribution</u>	<u>Accrued Liability</u>	<u>Total Liability</u>	<u>Funded by State</u>	<u>Group Life</u>	<u>Paid by College</u>
2011	\$ 645,421	\$ 1,028,436	\$ 1,673,857		\$ 127,128	\$ 1,800,985
2010	560,136	719,709	1,279,845		177,485	1,457,330
2009	503,426	582,276	1,085,702		134,955	1,220,657
2008	673,254	518,838	1,192,092	\$ (238,418)	953,674	953,673
2007	594,919	308,930	903,849	361,540	1,265,389	542,309

**New Jersey Alternative Benefit Program** - The New Jersey Alternative Benefit Program (ABP) is a defined contribution pension plan, which was established pursuant to P.L.1969, c. 242 (N.J.S.A. 18A:66-167 et seq.) The ABP provides retirement, death and disability, and medical benefits to qualified members.

The contributions requirements of plan members are determined by State statute. In accordance with N.J.S.A. 18A:66-173, required contributions, calculated on the employee's base pay, are 5% for plan members, and 8% for employers. Plan members may make additional voluntary contributions subject to section 403(b) of the internal revenue code.

Under N.J.S.A 18A:66-174, most employer contributions are made by the State of New Jersey on-behalf of the College. The College is responsible for the employer contributions for non-academic employees.

Plan members direct the investment of contributions to insurance companies and mutual fund companies selected by the New Jersey Division of Pensions' Pension Provider Selector Board. These companies administer plan funds based on alternate benefit contracts with the New Jersey Division of Pensions.

**Note 7: PENSION PLANS (CONT'D)**

Amounts deferred under the plan are not available to employees until termination, retirement, death or unforeseeable emergency. The plan carriers are as follows:

***Teacher's Insurance and Annuity Association (TIAA/CREF)***  
***ING Life Insurance and Annuity Company***  
***Equitable Life***  
***The Variable Annuity Life Insurance Company (VALIC)***  
***The Hartford Group***  
***Citistreet – Travelers Educators Retirement Services***

Camden County College contributions for ABP participants were as follows:

<b>Year ended</b>	
<b><u>June 30.</u></b>	
2011	\$ 439,279
2010	429,160
2009	281,019

Employee contributions to the Alternative Benefit Program in Fiscal Year 2011 and 2010 were \$927,821 and \$885,119, respectively.

**Note 8: POSTEMPLOYMENT BENEFITS**

P.L. 1987, c.384 of P.L. 1990, c.6 required Teachers' Pensions and Annuity Fund (TPAF) and the Public Employees' Retirement System (PERS), respectively, to fund post-retirement medical benefits for those State employees who retire after accumulating 25 years of credited service or on a disability retirement. P.L. 2007, c.103 amended the law to eliminate the funding of postemployment medical benefits through the TPAF and PERS. It created separate funds outside of the pension plans for the funding and payment of postemployment medical benefits for retired State employees and retired educational employees. As of June 30, 2010, there were 87,288 retirees eligible for postemployment medical benefits. The cost of these benefits is funded through contributions by the State in accordance with P.L. 1994, c.62. Funding of post-retirement medical premiums changed from a pre-funding basis to a pay-as-you-go basis beginning in Fiscal Year 1994.

The State is also responsible for the cost attributable to P.L. 1992 c.126, which provides free health benefits to members of PERS and the Alternate Benefit Program who retire from a board of education or county college with 25 years of service. The State paid \$126.3 million toward Chapter 126 benefits for 14,050 eligible retired members in fiscal year 2010.

**Note 9: RISK MANAGEMENT**

The College is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

**Property and Liability Insurance** - The College maintains commercial insurance coverage for property (including crime and physical damage, liability (general and automobile), boiler and machinery, and surety bonds.

**Joint Insurance Pool** - The Camden County College is a member of the New Jersey County College Insurance Pool for the purpose of obtaining workers' compensation insurance coverage. Contributions to the Fund are payable in an annual premium and are based on actuarial assumptions determined by the Fund's actuary. Contributions to the pool for the Fiscal Years Ending June 30, 2011 and 2010 were \$280,279 and \$245,267 respectively.

**Note 10: COMPENSATED ABSENCES**

**Compensated Absences** - Accrued vacation and sick leave represents Camden County College's liability for the cost of unused employee vacation and sick time payable in the event of employee termination. College employees are granted vacation and sick time in varying amounts under the college personnel policies and negotiated agreements. In the event of retirement or termination, an employee is reimbursed for unused vacation and vested sick time at various amounts.

At June 30, 2011 and 2010 the Compensated Absences Liability was \$2,938,994 and \$2,930,403 respectively.

**Note 11: DEFERRED COMPENSATION SALARY ACCOUNT**

The College offers its employees a Deferred Compensation Plan in accordance with Internal Revenue Service Code 457. The Plan, available to full time employees at their option, permits employees to defer a portion of their salary to future years. The deferred compensation is not available to participants until termination, retirement, death or unforeseeable emergency.

Amounts deferred under Section 457 plans must be held in trust for the exclusive benefit of participating employees and not be accessible by the College or its creditors.

**Note 12: CAPITAL RENEWAL AND REPLACEMENT**

In accordance with terms of a New Jersey Department of Higher Education Jobs, Education and Competitiveness Bond Act of 1988 project contract, the College has reserved fund balance in its Plant Fund. The contract requires a seven-year funding schedule for this Reserve Fund. As of June 30, 2011, the amount reserved was \$306,008. In addition, Rowan University has also reserved a portion of its fund balance in the amount of \$210,000. Also at June 30, 2011 the College reserved fund balance in its Plant Fund for the Camden Technology Center in the amount of \$327,335 and facilities reserve in the amount of \$1,305,916.

**Note 13: AUXILIARY OPERATIONS - BOOKSTORE**

The College has an agreement with Barnes and Noble, Inc., a private contractor for the operation of the official *Campus Store* (Bookstore) at the Blackwood Campus and Rohrer Center for a period of five years commencing August, 2001. In addition, the College has entered into an agreement with Follett Higher Education Group for the operation of the *University District Bookstore* (Joint Bookstore) at the Camden County College's Technology Center in Camden, New Jersey. This bookstore serves Camden County College, Rutgers University-Camden Campus, and Rowan University. These institutions have jointly subcontracted for the provision of bookstore services at this facility. The agreement is in effect for five years commencing October, 2003.

Net commissions paid to the College for the fiscal year ended June 30, 2011 and 2010 were \$1,017,826 and \$657,518 respectively.

**Note 14: NET ASSETS**

The following is a summary of the Reserved and Unreserved Net Asset balances of the College for the fiscal years ended June 30, 2011 and 2010:

	<u>2011</u>	<u>2010</u>
Invested in Capital Assets:		
Gross	\$ 95,710,750	\$ 92,634,534
Related Debt	<u>(22,525,192)</u>	<u>(7,876,314)</u>
	<u>\$ 73,185,558</u>	<u>\$ 84,758,220</u>
Restricted for Expendable Net Assets:		
Stabilization	\$ 262,942	
Appropriated for Operations	3,180,000	\$ 1,742,607
Renewal and Replacement		
Reserve (JEC Bond Act)	2,291,555	1,742,635
Federal and State Grants	<u>78,583</u>	<u>97,947</u>
	<u>\$ 5,813,080</u>	<u>\$ 3,583,189</u>
Unrestricted Net Assets	<u>\$ 8,300,398</u>	<u>\$ 6,333,229</u>
Designation of Unrestricted Net Assets:		
Student Government and		
Intercollegiate Athletics	\$ 102,023	\$ 98,534
Undesignated	<u>8,198,375</u>	<u>6,234,695</u>
	<u>\$ 8,300,398</u>	<u>\$ 6,333,229</u>

**Note 15: CONTINGENCIES**

The College receives financial assistance from the State of New Jersey and the U.S. Government in the form of grants. Entitlement to the funds is generally conditional upon compliance with terms and conditions of the grant agreements and applicable regulations, including the expenditure of the funds for eligible purposes. The State and Federal grants received and expended during the fiscal year ended June 30, 2011 were subject to Federal OMB Circular A-133 and New Jersey OMB Circular 04-04 which mandates that grant revenues and expenditures be audited in conjunction with the College's annual audit. In addition to the aforementioned annual audit, all grants and cost reimbursements are subject to financial and compliance audits by the State and Federal grantor agencies. The College management does not believe such an audit would result in material amounts of disallowed costs.

**Note 16: LEGAL, GOVERNMENTAL, AND PUBLIC RELATIONS EXPENSES**

Legal expenses incurred by the College for the fiscal years ended June 30, 2011 and 2010 were \$313,233 and \$249,448 respectively. The College had no expenses relating to lobbying activities.

**Note 17: ACCOUNTS RECEIVABLE**

Accounts receivable consists of the following at the end of fiscal years ending June 30, 2011 and 2010:

	<u>2011</u>	<u>2010</u>
Student tuition and fees	\$ 3,428,765	\$ 4,472,525
Auxiliary enterprises and other operating activities	1,875,800	1,538,119
Federal, state, county and private grants and contracts	<u>8,628,031</u>	<u>8,085,468</u>
	13,932,596	14,096,112
Less: allowance for doubtful accounts	<u>2,781,099</u>	<u>3,686,894</u>
Net accounts receivable	<u>\$ 11,151,497</u>	<u>\$ 10,409,218</u>

**Note 18: TUITION STABILIZATION RESERVE**

Beginning the fiscal year ended June 30, 1999, the Board of Trustees reserved a portion of the College's fund balance for the purpose of compensating for fluctuations in funding from the County of Camden and the resulting impact on tuition. These fluctuations in county funding are caused by differences in the College's fiscal year budget and the County's calendar year budget. Because the College and the County operate on a different overlapping twelve-month basis, fluctuations in funding are magnified. When the County makes a substantial increase or reduction from one calendar year to another, a cyclical fluctuation is triggered on the College's fiscal year budget.

At June 30, 2011 the College had reserved \$262,942 of its Unrestricted Fund Balance to support the College's budget for the fiscal year ending June 30, 2012.

**Note 19: LITIGATION**

The College is a defendant in several legal proceedings that are in various stages of litigation. It is believed that the outcome, or exposure to the College, from such litigation is either unknown or potential losses, if any, would not be material to the financial statements.

# **SINGLE AUDIT SECTION**

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**FOR THE FISCAL YEAR ENDED  
JUNE 30, 2011**

**REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE THAT COULD HAVE A DIRECT  
AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133 AND  
STATE OF NEW JERSEY CIRCULAR 04-04-OMB**

The Honorable Chairman and  
Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

**Compliance**

We have audited Camden County College's (the College) compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement and the New Jersey State Grant Compliance Supplement that could have a direct and material effect on each of the College's major federal and state programs for the fiscal year ended June 30, 2011. The College's major federal and state programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal and state programs is the responsibility of the College's management. Our responsibility is to express an opinion on the College's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; audit requirements as prescribed by the Department of Treasury, State of New Jersey; OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations; and State of New Jersey Circular 04-04-OMB, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid. Those standards, OMB Circular A-133, and State of New Jersey Circular 04-04-OMB, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal or state program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the College's compliance with those requirements.

In our opinion, Camden County College complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal and state programs for the fiscal year ended June 30, 2011. However, the results of our auditing procedures disclosed an instance of noncompliance with those requirements, which is required to be reported in accordance with OMB Circular A-133, which is described in the accompanying Schedule of Findings and Questioned Costs as finding number 2011-1.

**Internal Control Over Compliance**

Management of the College is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal and state programs. In planning and performing our audit, we considered the College's internal control over compliance with requirements that could have a direct and material effect on a major federal or state program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133 and State of New Jersey Circular 04-04-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or state will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified a deficiency in internal control over compliance that we consider to be a significant deficiency as described in the accompanying Schedule of Findings and Questioned Costs as finding number 2011-1. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal or state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

The College's response to the finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. We did not audit the College's response and, accordingly, we express no opinion on the response.

This report is intended solely for the information and use of the board of trustees and management of the College, the Department of Treasury, State of New Jersey and federal and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,

*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Voorhees, New Jersey  
December 16, 2011

**CAMDEN COUNTY COLLEGE**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**FOR THE FISCAL YEAR ENDING JUNE 30, 2011**

<u>Federal Grantor/Pass-through Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>Grant Number</u>	<u>Program or Award Amount</u>	<u>FY 2011 Expenditures</u>
<b>U.S. Department of Education:</b>				
<b>Student Financial Aid Cluster (Direct Funding):</b>				
Federal Supplemental Educational Opportunity Grants	84.007	P007A102540	\$ 428,911	\$ 428,911
Federal Direct Student Loans	86.268	P268K112865	11,603,414	11,405,284
Federal Pell Grant Program	84.063	P063P102865	23,640,279	22,790,870
Academic Competitiveness Grant	84.375	P375A105865	52,895	52,895
Federal Work-Study Program	84.033	P033A102540	389,087	344,475
Total Student Financial Aid Cluster				<u>35,022,435</u>
<b>TRIO Cluster (Direct Funding):</b>				
Upward Bound	84.047	P047A070532-09	450,792	134,114
Upward Bound	84.047	P047A070532-09	450,792	306,985
Upward Bound Food	84.047	5120-100-034	5,799	5,799
Student Support Services	84.042	P042A060991	278,507	95,281
Total TRIO Cluster				<u>542,179</u>
<b>Passed Through State of New Jersey Department of Education:</b>				
Vocational Education - Perkins	84.048	PSFS712011	1,196,583	1,194,050
CTE Partnership Grant	84.xxx	10-AG81-H06	175,000	119,680
Tech Prep	84.243	subcontract	93,764	19,758
<b>Passed Through State Department of Labor and Workforce Development:</b>				
<b>Adult Education and Family Literacy:</b>				
Adult Basic Skills	84.002	ABS-FY11004	672,354	925,758
English Literacy and Civics	84.002	ABS-FY11004	250,420	<u>242,388</u>
				<u>1,168,146</u>
<b>Passed Through Camden County Vocational Technical School:</b>				
21st Century-CCVT	84.287	subcontract	109,500	96,632
<b>Passed Through American Library Association</b>				
Ben Franklin - In Search of a Better World	84.xxx	subcontract	1,000	800
<b>Passed Through Gloucester City School District</b>				
21st Century - Gloucester City	84.287	subcontract	59,000	<u>32,120</u>
				<u>129,552</u>
<b>Passed Through Bergen Community College</b>				
Garden State Pathways	84.407	P407A100024	187,709	63,759
<b>U.S. Department of Health and Human Services:</b>				
<b>Passed Through Tidewater Community College</b>				
Tidewater Consortia Year 1	93.721	90CC0080/01	306,609	217,014
Tidewater Consortia Year 2	93.721	90CC0080/02	447,037	<u>49,682</u>
				<u>266,696</u>
<b>National Science Foundation (Direct Funding):</b>				
NSF-OP-TEC	47.076	DUE-0603275	90,000	79,287
NSF-OP-TEC	47.076	DUE-0603275	94,136	24,976
NSF-ALICE	47.076	DUE-0903271	71,054	17,073
NSF-ALICE	47.076	DUE-0903271	51,687	33,434
SYSTEM ON CHIP	47.076	DUE-0633512	35,346	1,159
NSF-STEM	47.076	DUE-0631050	118,441	40,360
NSF-STEM	47.076	DUE-0631050	117,841	<u>473</u>
				<u>196,762</u>
Total Federal Financial Assistance				<u>\$ 38,723,017</u>

See accompanying notes to financial statements and notes to schedules of expenditures of Federal Awards and State Financial Assistance.

**CAMDEN COUNTY COLLEGE**  
**SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2011**

<u>State Grantor/Program Title</u>	<u>State GMIS Number</u>	<u>Program or Award Amount</u>	<u>Matching Contribution</u>	<u>Program Funds Received</u>	<u>From</u>	<u>To</u>	<u>Grant Period</u>	<u>FY 2011 Expenditures</u>	<u>Cumulative Expenditures</u>
<b>N.J. Department of Treasury - Office of Student Assistance:</b>									
<b>Student Financial Aid Cluster:</b>									
Educational Opportunities Fund - Article III	100-074-2401-001	\$ 194,127		\$ 194,127	07/01/10	06/30/11	\$ 194,127	\$ 194,127	\$ 194,127
EOF - Summer	100-074-2401-001	53,036		51,841	07/01/10	06/30/11	51,841		51,841
New Jersey Stars Program	100-074-2405-313	775,174		756,678	07/01/10	06/30/11	775,174		775,174
Tuition Aid Grants	100-074-2405-007	3,481,799		3,458,908	07/01/10	06/30/11	3,481,794		3,481,794
Garden State Distinguish Scholarship	100-074-2405-278	21,390			07/01/10	06/30/11	21,390		21,390
NJ Gear Up Scholarship	100-074-2400-026	55,851			07/01/10	06/30/11	55,851		55,851
NJ Class Loans	Unknown	135,184		138,647	07/01/10	06/30/11	133,842		133,842
Total Student Financial Aid Programs								<u>4,713,399</u>	<u>4,713,399</u>
Educational Opportunities Fund - Article IV	100-074-2401-002	\$ 217,343	\$ 232,388	217,343	07/01/10	06/30/11		<u>449,731</u>	<u>449,731</u>
<b>N.J. Department of Education:</b>									
CTE Partnership	10-AG81-H06	140,000		5,914	02/01/10	08/31/11		<u>79,388</u>	<u>79,388</u>
<b>N.J. Department of Treasury:</b>									
Operational Costs - County Colleges	100-082-2155-015	10,540,430		10,540,430	07/01/10	06/30/11	10,540,430		10,540,430
P.L.1971, Chapter 12 Debt Service	100-082-2155-016	1,340,640	-	-	07/01/10	06/30/11	1,340,640		1,340,640
Employer Contributions - Alternative Benefit Program:	100-082-2155-017	927,821		927,821	07/01/10	06/30/11	927,821		927,821
College Bound	10YR3-800930-0055	13,997		13,997	07/01/10	06/30/11	13,997		13,997
								<u>12,822,888</u>	<u>12,822,888</u>
<b>New Jersey Council for the Humanities:</b>									
Cleopatra's World	2010-12	5,250	12,545	5,250	08/01/10	03/31/11		<u>17,795</u>	<u>17,795</u>
Total State Financial Assistance								<u>\$ 18,083,200</u>	<u>\$ 18,083,200</u>

See accompanying notes to financial statements and notes to schedules of expenditures of Federal Awards and State Financial Assistance.

**CAMDEN COUNTY COLLEGE**

Notes to Schedules of Expenditures of Federal Awards and State Financial Assistance  
For the Fiscal Year Ended June 30, 2011

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**Note 1: GENERAL**

The accompanying schedules of expenditures of federal awards and state financial assistance present the activity of all federal awards and state financial assistance programs of Camden County College. The College is defined in Note 1 to the College's basic financial statements. All federal awards and state financial assistance received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies, are included on the schedules of expenditures of federal awards and state financial assistance.

**Note 2: BASIS OF ACCOUNTING**

The accompanying schedules of expenditures of federal awards and state financial assistance are presented using the accrual basis of accounting. The accrual basis of accounting is described in Note 1 to the financial statements.

**Note 3: RELATIONSHIP TO FINANCIAL STATEMENTS**

Amounts reported in the accompanying schedules agree with amounts reported in the financial statements.

**Note 4: STUDENT LOAN PROGRAMS**

The College is responsible only for the performance of certain administrative duties with respect to Federal Direct Student Loans, accordingly, these loans balances are not included in the College's basic financial statements. It is not practical to determine the balance of loans outstanding to students of the College under this program as of June 30, 2011.

**Note 5: MAJOR PROGRAMS**

Major programs are identified in the Summary of Auditor's Results section of the Schedule of Findings and Questioned Costs.

**Note 6: OTHER**

In November of 2010, the United States Department of Education conducted a program review of the College's Federal Student Aid Programs. The Department of Education has not released a program review report as of the date of this audit report.

**CAMDEN COUNTY COLLEGE**  
 Schedule of Findings and Questioned Costs  
 For the Fiscal Year Ending June 30, 2011

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**Section 1- Summary of Auditor's Result:**

**Financial Statements**

Type of auditor's report issued	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Were significant deficiencies identified that were not considered to be a material weakness?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no reported
Noncompliance material to financial statements noted?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

**Federal Awards**

Internal control over compliance:	
Material weaknesses identified?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Were significant deficiencies identified that were not considered to be material weaknesses?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> none reported
Type of auditor's report on compliance for major programs	Unqualified
Any audit findings disclosed that are required to be reported in accordance with OMB Circular A-133 (section .510(a))?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no

Identification of major programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
84.007	<b>Student Financial Aid Cluster:</b> Federal Suppl. Educational Opportunity Grant (FSEOG)
84.268	Federal Direct Student Loans (Direct Loan)
84.063	Federal Pell Grant Program (PELL)
84.375	Academic Competitiveness Grant (ACG)
84.033	Federal Work Study Program (FWS)
	<b>Pass Through New Jersey Department of Education:</b>
84.048	Vocational Education - Perkins Grant
	<b>Pass Through New Jersey Department of Labor and Workforce Development:</b>
84.002	Adult Education and Family Literacy Grants

Dollar threshold used to determine Type A programs	\$1,161,691
Auditee qualified as low-risk auditee?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no

**CAMDEN COUNTY COLLEGE**  
 Schedule of Findings and Questioned Costs  
 For the Fiscal Year Ending June 30, 2011

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**Section 1- Summary of Auditor's Results (Cont'd)**

**State Financial Assistance**

Internal control over compliance:

Material weaknesses identified? \_\_\_\_\_ yes  no

Were significant deficiencies identified that were considered to be material weaknesses? \_\_\_\_\_ yes  none reported

Type of auditor's report on compliance for major programs \_\_\_\_\_ Unqualified

Any audit findings disclosed that are required to be reported in accordance with OMB Circular A-133 (section .510(a)) or New Jersey Circular 04-04-OMB? \_\_\_\_\_ yes  no

Identification of major programs:

<b><u>GMIS Numbers</u></b>	<b><u>Name of State Program</u></b>
100-074-2401-001	<b>Student Financial Aid Cluster:</b> Educational Opportunity Fund (EOF) - Article III
100-074-2405-313	New Jersey Stars Program
100-074-2405-007	Tuition Aid Grant (TAG)
100-074-2405-278	Garden State Distinguish Scholarship
100-074-2400-026	New Jersey Gear Up
Unknown	New Jersey Class Loans
100-082-2155-015	Operational Costs - County Colleges
100-082-2155-016	P.L. 1970, Chapter 12 Debt Service
100-082-2155-017	Employer Contributions - Alternative Benefit Program

Dollar threshold used to determine Type A programs \_\_\_\_\_ \$542,496

Auditee qualified as low-risk auditee? \_\_\_\_\_  yes \_\_\_\_\_ no

**CAMDEN COUNTY COLLEGE**  
Schedule of Findings and Questioned Costs  
For the Fiscal Year Ended June 30, 2011

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***Section 2- Schedule of Financial Statement Findings***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with Government Auditing Standards and with audit requirements as prescribed by the Department of Treasury, State of New Jersey.

**No Current Year Findings**

**CAMDEN COUNTY COLLEGE**  
Schedule of Findings and Questioned Costs  
For the Fiscal Year Ended June 30, 2011

---

***Section 3- Schedule of Federal Award Findings and Questioned Costs***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs, related to the audit of major Federal programs, as required by OMB Circular A-133.

**Finding No. 2011-1**

**Information on the Federal Program**

Federal PELL Grant Program – CFDA 84.063

**Criteria or Specific Requirement**

20010-11 FSA Handbook – Volume 3 – Calculating Awards & Packaging, Chapter 3 – Calculating Pell Grant Awards, Changes in Enrollment Status within a Term

**Condition**

One student sampled who was awarded a Pell Grant, changed enrollment status during the fall term from half-time to less than half-time and did not have their Pell Grant award adjusted.

**Questioned Costs**

\$694 known questioned cost and \$66,844 projected questioned cost.

**Context**

In our initial sample of 40 students receiving student financial aid, we noted one exception where a student registered in the fall 2010 semester for (1) 4 credit 15 week course and (1) 3 credit compressed term course, for a total of 7 credits, making them available for a half-time Pell Grant award. Shortly after the start of the 15 week course, but prior to the start of the compressed term course, the College awarded and disbursed to this student their entire Pell Grant of \$1,388. Prior to the start of their compressed term course, the student dropped the course and never begun attendance. This constituted a change in the student's enrollment status from half-time (7 credits) to less than half-time (4 credits); however, the College did not adjust the student's award and reduce the Pell Grant from \$1,388 to \$694.

The auditor expanded testing over the award of Pell Grants by an additional 31 students, for a total of 71 students, and did not note any additional exceptions with regards to awarding Pell Grants.

The College disbursed a total of \$22,790,870 in Pell Grant awards during the fiscal year 2011.

**Effect**

Non-compliance with the requirements of change in enrollment status within a term.

**Cause**

Oversight of the College to identify the students change in enrollment status.

**Recommendation**

That the College establish procedures to identify all students who have compressed course terms, along with traditional course terms, and have changes in their enrollment status within those terms.

**View of Responsible Officials and Planned Corrective Action**

The responsible officials accept the recommendation and will address the matter as part of their corrective action plan and immediate corrective action will be implemented.

**CAMDEN COUNTY COLLEGE**  
Schedule of Findings and Questioned Costs  
For the Fiscal Year Ended June 30, 2011

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***Section 4- Schedule of State Financial Assistance Findings and Questioned Costs***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs, related to the audit of major State programs, as required by OMB Circular A-133 and State of New Jersey Circular 04-04-OMB.

**No Current Year Findings**

**CAMDEN COUNTY COLLEGE**  
Summary Schedule of Prior Year Audit Findings  
And Questioned Costs as Prepared by Management

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This section identifies the status of prior year findings related to the financial statements and Federal Awards and State Financial Assistance that are required to be reported in accordance with Government Auditing Standards, OMB Circular A-133 and State of New Jersey Circular 04-04-OMB.

**FINANCIAL STATEMENT FINDINGS**

No Prior Year Findings

**FEDERAL AWARDS**

No Prior Year Findings

**STATE FINANCIAL ASSISTANCE PROGRAMS**

No Prior Year Findings

**APPRECIATION**

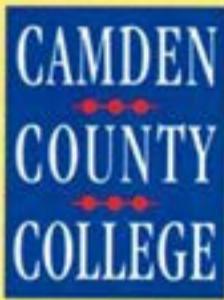
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We received the complete cooperation of all of the officials of Camden County College and we greatly appreciate the courtesies extended to us.

Respectfully submitted,

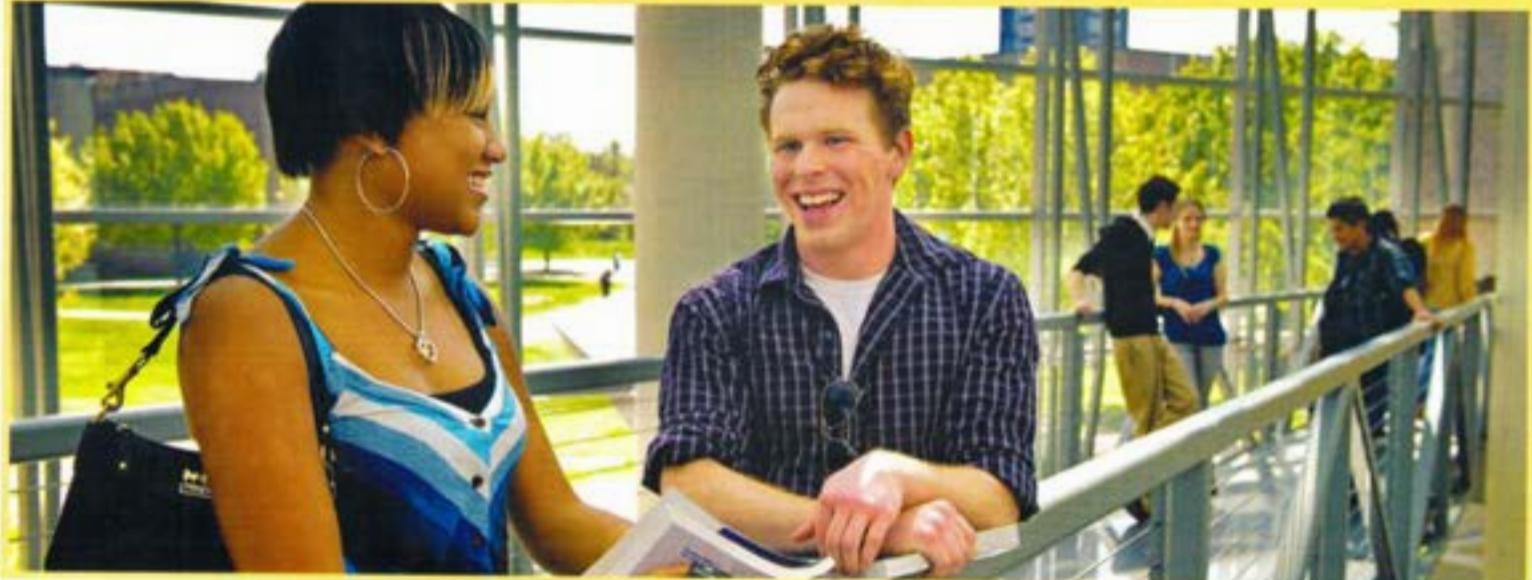
*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants



# Report of Audit

Fiscal Year Ended June 30, 2012



**CAMDEN COUNTY COLLEGE**  
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# **INTRODUCTORY SECTION**

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**FOR THE FISCAL YEAR ENDED  
JUNE 30, 2012**

## **Camden County College**

### **Members of the Board of Trustees**

**As of June 30, 2012**

#### **NAME**

Kevin G. Halpern, Chair  
Sandee G. Vogelson, Vice Chair  
Louis F. Cappelli, Sr., Treasurer  
Hazel T. Nimmo, Secretary  
Annette Castiglione  
Susan R. Croll  
Steven J. Greenfogel  
Anthony J. Maressa  
Wilbert Mitchell  
Margaret J. Nicolosi (Executive County Superintendent of Schools)  
Helen Albright Troxell  
Angelica Santiago, Alumna Trustee

#### **COLLEGE OFFICIALS**

Dr. Raymond Yannuzzi, President  
Sivaraman Anbarasan, Executive Dean of Continuing Education  
Helen Antonakakis, Executive Assistant to the President  
Dr. James Canonica, Executive Dean of Enrollment & Student Services  
Edward Carney, Executive Director of Safety and Facilities  
Rose Coston-McHugh, Executive Director of Human Resources  
Dr. Margaret Hamilton, Vice President for Academic Affairs  
Darrell McMillon, Chief Information Officer  
Patricia Meehan, Chief Financial Officer  
William Thompson, Vice President for Institutional Advancement  
Richard Shapiro, Esq., College Counsel

# **FINANCIAL SECTION**

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**FOR THE FISCAL YEAR ENDED  
JUNE 30, 2012**

### **INDEPENDENT AUDITORS' REPORT**

The Honorable Chairman and  
Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

We have audited the accompanying basic financial statements of the business-type activities of Camden County College, State of New Jersey, a component unit of the County of Camden, State of New Jersey, as of and for the fiscal years ended June 30, 2012 and 2011, which collectively comprise the College's basic financial statements as listed in the table of contents and the financial statements of the discretely presented component unit (Camden County College Foundation) for the fiscal years ended June 30, 2012 and 2011. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and in compliance with audit requirements as prescribed by the Department of Treasury, State of New Jersey. The financial statements of the discretely presented component unit (Camden County College Foundation) were audited in accordance with auditing standards generally accepted in the United States of America, but were not audited in accordance with Government Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of Camden County College, State of New Jersey, and the discretely presented component unit, as of June 30, 2012 and 2011, and the respective changes in financial position and cash flows for the fiscal years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated December 3, 2012 on our consideration of the College's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in assessing the results of our audit.

The accompanying management's discussion and analysis (MD&A) as listed in the table of contents is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted primarily of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it. The College has presented certain information in management's discussion and analysis that is not required by accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of the College. The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations and State of New Jersey Circular 04-04-OMB, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid, and are not a required part of the basic financial statements. The Schedules of Expenditures of Federal Awards and State Financial Assistance Programs are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements of each of the respective individual funds and account group taken as a whole.

Respectfully submitted,

*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Voorhees, New Jersey  
December 3, 2012

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

The Honorable Chairman and  
Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

We have audited the accompanying basic financial statements of the business-type activities of Camden County College, State of New Jersey, a component unit of the County of Camden, State of New Jersey, as of and for the fiscal year ended June 30, 2012, and have issued our report thereon dated December 3, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and in compliance with audit requirements as prescribed by the Department of Treasury, State of New Jersey. The financial statements of the discretely presented component unit (Camden County College Foundation) were audited in accordance with auditing standards generally accepted in the United States of America, but were not audited in accordance with Government Auditing Standards.

**Internal Control Over Financial Reporting**

Management of Camden County College is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the College's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. We did note certain matters that we reported to the management of the College in a separate letter dated December 3, 2012.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Camden County College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under Government Auditing Standards, and audit requirements as prescribed by the Department of Treasury, State of New Jersey.

This report is intended solely for the information and use of the board of trustees, management and others within the College, the Department of Treasury, State of New Jersey and federal and state awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

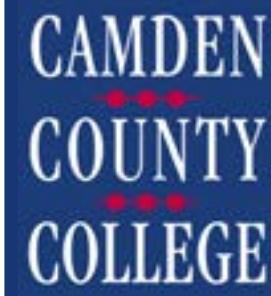
Respectfully submitted,

*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Voorhees, New Jersey  
December 3, 2012

## **REQUIRED SUPPLEMENTARY INFORMATION**



# Management's Discussion and Analysis For The Fiscal Years Ended June 30, 2012 and 2011 (Unaudited)

This discussion and analysis of Camden County College's financial performance provides an overall review of the College's financial activities for the fiscal year ended June 30, 2012. The intent of this review is to look at the College's financial performance as a whole; readers should also review the financial statements and the notes to the financial statements to enhance their understanding of the College's financial performance.

This narrative explaining Management's review and analysis of the June 30, 2012 statements is divided into the following five parts:

- An overview of all of the College's financial statements and notes included in this report.
- An analysis of the College's Statement of Net Assets.
- An analysis of the College's Statement of Revenues, Expenditures and Changes in Net Assets.
- A review of factors that will effect the College's future financial statements.
- An analysis of the College Foundation's financial activity.

## Overview of the Financial Statements

The first section of the report contains management's discussion and analysis, the basic financial statements and the accompanying note disclosures. For FY2012, the College included comparative data for FY2012 and FY2011 in the Notes to the Financial Statements. The following three financial statements are prescribed by the Governmental Accounting Standards Board (GASB): the Statement of Net Assets; the Statement of Revenues, Expenses and Changes in Net Assets; and the Statement of Cash Flows. These statements demonstrate the net value of assets and the results of operations on a college-wide basis. These statements also include the most recent audited financial statements for the Camden County College Foundation as a component unit in accordance with GASB 39.

Throughout this analysis, the reader will note the impact of several events:

- Credit student enrollment decreased 5.78% to 306,719 during FY2012 and decreased 5.45% to 325,541 total credit hours during FY2011. Credit student enrollment was 344,301 for FY2010.
- The College continues to experience increases in accounts receivable from multiple sources including a slowdown in payments from students and governmental entities.

**Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011**

**Statement of Net Assets**

The Statement of Net Assets includes all assets, liabilities, and net assets of the entire College. Current (available within one year) assets are distinguished from non-current (capital) assets. Liabilities are also distinguished between current (short term) and non-current (long term). As summarized in Table 1, net assets are displayed as:

- Amounts invested in capital assets (net of debt).
- Restricted assets.
- Unrestricted assets.

***Table 1: Statement of Net Assets as of June 30 (In Millions)***

	2012	2011	2010	12 to 11 Percent Change	11 to 10 Percent Change
<b><u>Assets</u></b>					
Current Assets	\$ 37.24	\$ 29.51	\$ 23.34	26.2%	26.4%
Non-Current Assets:					
Capital Assets, net of Depreciation	144.79	94.87	92.63	52.6%	2.4%
Total Assets	182.03	124.38	115.97	46.3%	7.3%
<b><u>Liabilities</u></b>					
Current Liabilities	19.33	15.44	12.61	25.2%	22.4%
Non-Current Liabilities	22.37	22.48	8.69	-0.5%	158.7%
Total Liabilities	41.70	37.92	21.30	10.0%	78.0%
<b><u>Net Assets</u></b>					
Investment in Capital Assets, net	122.96	72.35	84.76	70.0%	-14.6%
Restricted	9.23	5.81	3.58	58.9%	62.3%
Unrestricted	8.13	8.30	6.33	-2.0%	31.1%
Total Net Assets	\$ 140.32	\$ 86.46	\$ 94.67	62.3%	-8.7%

**Camden County College – Management’s Discussion and Analysis**  
**For the Fiscal Years Ended June 30, 2012 and 2011**

**Statement of Net Assets(Cont’d)**

Total Assets, which are composed of current assets and non-current or capital assets, increased in each of the last two years, by 46.3% in FY2012 and 7.3% in FY2011. The increases are primarily a result of increases in accounts receivable and a partial decrease in cash and cash equivalents.

Current assets for FY2012 increased by \$7.73 million (26.2%) resulting from a decrease in cash and cash equivalents and an increase in accounts receivable of \$16.67 million (149.5%). Current assets for FY2011 increased by \$6.17 million (26.5%) resulting from an increase in cash and cash equivalents, an increase in accounts receivable and an increase in prepaid expenses. The accounts receivable increase was comprised of an increase in County and Federal receivables, partially offset by a decrease in other receivables.

**Table 2: Comparison of Current Assets (In Millions)**

	2012	2011	2010	12 to 11 Percent Change	11 to 10 Percent Change
Cash & Cash Equivalents	\$ 8.64	\$ 17.57	\$ 11.90	-50.8%	47.6%
Accounts Receivable, net	27.82	11.15	10.40	149.5%	7.2%
Inventories	0.02	0.02	0.02	0.0%	0.0%
Prepaid Expenses	0.76	0.77	1.01	-1.3%	-23.8%
<b>Total Current Assets</b>	<b>\$ 37.24</b>	<b>\$ 29.51</b>	<b>\$ 23.33</b>	<b>26.2%</b>	<b>26.5%</b>

Over the examined three-year period, combined cash/cash equivalents and net accounts receivable have remained relatively stable at approximately 97.0% of current assets. The FY2012 increase in accounts receivable reflect an increase in Student, Federal and County receivables, partially offset by a decrease in the State receivable. FY2011 accounts receivable reflect an increase in student accounts and corresponding increases in Federal, and County receivables. The county increase is a result of amounts due for billings by the College in costs associated with the College’s construction costs funded by County Bonds.

**Table 3: Comparison of Accounts Receivable (In Millions)**

	2012	2011	2010	12 to 11 Percent Change	11 to 10 Percent Change
Student	\$ 2.11	\$ 1.44	\$ 0.79	46.5%	82.3%
Federal	4.12	3.88	3.56	6.2%	9.0%
State	0.02	0.09	0.66	-77.8%	-86.4%
County	19.44	4.58	3.83	324.5%	19.6%
Other	2.13	1.16	1.57	83.6%	-26.1%
<b>Total Receivables</b>	<b>\$ 27.82</b>	<b>\$ 11.15</b>	<b>\$ 10.41</b>	<b>149.5%</b>	<b>7.1%</b>

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Net Assets(Cont’d)*

The amount due from the federal government is primarily for student financial aid. In FY2012, the receivable accounts from the federal government increased by only \$238,464 (6.2%). For FY2011, the Federal receivable increased \$314,973 (9.0%). The amount due in this receivable at fiscal year-end is dependent on the College’s ability to document the draw-downs required to balance the federally funded student financial aid programs.

The State of New Jersey receivable decreased from FY2012 by \$76,840 (77.8%) and a decrease in FY2011 by \$565,344, or (86.4%).

The receivable from Camden County fluctuates over the three year period due to the annual fluctuation in the Board of School Estimates calculation of the College’s appropriation. The statutory calculation of the County appropriation has both “up years” and “down years” as the result of a reduction in the County appropriation over a decade ago. As shown in the following table, in “up years” the College will record deferred County revenue and conversely, a receivable for County revenue will be recorded in “down” years. In FY2010, the College experienced a delay in its receipt of the County appropriation for June 2010 and subsequently recognized a receivable due from the county.

*Table 4: County Aid Fluctuations*

	FY 2012 "Down Year"	FY 2011 "Up Year"	FY 2010 "Down Year"
County Revenue Based on Board of School Estimates	\$ 9,725,814	\$ 9,998,756	\$ 9,725,814
Actual County Payments Received	10,633,141	10,251,698	9,624,704
Accounts Receivable or (Deferred Revenue)	(907,327)	(262,942)	101,110

In addition to the fluctuating receivable/deferred revenue of the annual County appropriation, there are other County receivables for funded capital projects. Since payment is made on a reimbursement basis, billing cannot occur until the payable is liquidated and the contractors are paid. The receivable for capital projects was \$19,367,459, \$4,524,773, and \$3,612,585 in FY2012, FY2011 and FY2010 respectively.

Receivable accounts classified as “other” include receivables for facility partnerships, customized training programs, and insurance claims. For FY2012, the college experienced an increase in receivables in the amount of \$909,328 or (83.6%). For FY2011, the college experienced a decrease in other receivables in the amount of \$407,872 that included reductions in non-credit and credit other accounts receivables.

Concluding the analysis of assets, we need to review the second component: non-current or capital assets. Capital assets have grown by a net amount of \$52.153 million over the three year period covering FY2010 to FY2012. This growth is the result of multiple capital projects: the majority of the completion Ring Road, the completion of construction and renovation of Madison Hall the Connector Building, the Science Building the later four being all part of Phase I&II of the Freeholder Initiative and the acquisition of the RETC Building located at Lakeland.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Net Assets(Cont’d)*

The additions to capital assets were partially offset by annual depreciation of approximately \$3.954 million for FY2012. Consistent with guidance in GASB 35, the College began including depreciation on its financial statements for the year ended June 30, 2002. Prior to FY2005, 41% of the College’s assets were non-depreciable.

As shown in Table 5 below, the College had \$144.78 million invested in land, buildings, furniture, equipment and other assets as of June 30, 2012.

*Table 5: Calculation of Capital Asset Balances (In Millions)*

	FY 2010	FY 2011	FY 2011	FY 2011	Adjustments	FY 2012	FY 2012	FY 2012
	Balance	Net Additions	Depr. Expense	Balance		Net Additions	Depr. Expense	Balance
Land	\$ 3.86			\$ 3.86		5.60		9.46
Construction in Progress	25.95	\$ (19.89)		6.06		30.32		36.38
Bond Issue Costs	0.17	(0.02)		0.15		(0.03)		0.12
Land Improvements	1.32	(0.17)	(0.05)	1.10	0.77	2.15	(0.11)	3.91
Buildings	55.81	24.66	(1.94)	78.53	1.03	13.52	(3.25)	89.83
Infrastructure	1.59	0.29	(0.06)	1.82		0.18	(0.07)	1.93
Equipment	2.69	0.96	(0.58)	3.07	(1.57)	0.86	(0.35)	2.01
Grouped Furniture	0.93	0.13	(0.13)	0.93	(0.93)			-
Vehicles	0.11		(0.03)	0.08	(0.14)	1.13	(0.09)	0.98
Assets under Capital Lease	0.16		(0.09)	0.07			(0.07)	-
Capitalized Software	-			-		0.13		0.13
Library Books	0.04			0.04		(0.01)		0.03
	\$ 92.63	\$ 5.96	\$ (2.88)	\$ 95.71	\$ (0.84)	\$ 53.86	\$ (3.95)	\$ 144.78

Also displayed in the Statement of Net Assets, summarized in Table 1 are current and non-current liabilities. Total liabilities were \$41.70 million, \$37.92 million, and \$21.30 million in FY2012, FY2011 and FY2010 respectively. For FY2012, the College recorded non-current liabilities in the amount of \$22.37 million representing the College’s obligation due related the Camden County Capital Investment Initiative.

Current liabilities are composed of payables due within the next fiscal year, the current portion of long-term debt and deferred revenue. Accounts payable were \$10,439,982, \$6,344,900 and \$4,933,189 in FY2012, FY2011 and FY2010 respectively. In all the fiscal years presented in this report, over 25% of these payables are amounts due to contractors based on the College’s retainage on construction contracts. Although technically due to various contractors, these funds are generally equal to 10% of the completed work and are withheld until the project is completed satisfactorily. Another 44% of these liabilities represent the College’s current liabilities for operations.

Camden County College – Management’s Discussion and Analysis  
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*Statement of Net Assets(Cont’d)*

The current portion of long-term debt, the amount of long-term debt due within the next fiscal year decreased by \$77,373. The current portion of long-term debt represents amount due for debt service on capital improvement projects and the amount due on the mortgage for the parking garage. Camden County holds a mortgage on the facility that is paid from the proceeds of the parking garage operations. The current portion of the Long-term debt is reflected in the amounts of \$1,008,347 and \$1,085,700 for fiscal years 2012 and 2011, respectively.

As previously discussed, the College alternately recognizes receivable or deferred revenue for its County appropriation. In FY2012 deferred revenue is \$907,327 and 268,942 for FY2011. In addition the college recognized deferred revenue for tuition and fees and summer Pell receipts. Deferred tuition and fee revenue is 6,599,428 for FY2012 and 6,999,753 for FY2011.

Non-current liabilities include the accrual of compensated absences and the long-term portion of liabilities that include an existing mortgage on the Camden Technology Center and the recording of \$13.1 million of capital leases payable representing the College’s obligation due related to the Camden County Capital Investment Initiative. As shown in Table 6, total non-current liabilities were relatively constant between the comparative fiscal years exception for the increase in capital leases.

*Table 6: Comparison of Annual Non-Current Liabilities (In Millions)*

	2012	2011	2010	12 to 11 Percent Change	11 to 10 Percent Change
Accrued Compensated Sick Leave	\$ 1.28	\$ 0.92	\$ 0.90	39.1%	2.2%
Accrued Compensated Vacation Leave	1.79	1.69	1.70	5.9%	-0.6%
Capital Leases Payable	13.36	13.90	0.10	-3.9%	13800.0%
Camden Technology Center Mortgage	5.94	5.97	5.99	-0.5%	-0.3%
Total	\$ 22.37	\$ 22.48	\$ 8.69	-0.5%	158.7%

The total liability, current and non-current, for compensated absences was \$3,604,661, \$2,938,994, in FY2012, FY2011 and respectively. This liability represents full funding of earned but unused vacation time payable at employees’ separation as well as funding of estimated earned but unused sick time that would be paid to retiring employees. The annual fluctuations reflect the pattern of individual staff vacation schedules and illnesses. For FY2012, the liabilities for compensated absences increased by 20% or \$588,367. For FY2011, the liabilities increased \$25,000 or 3.46%.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Net Assets(Cont’d)*

In addition, the College recorded non-current liabilities in the amount of \$13.1 million representing the College’s obligation due related to the Camden County Capital Investment Initiative and 5.9 million for the mortgage payable on the parking garage.

The final component of the Statement of Net Assets, summarized in Table 1, is net assets. Conceptually, net assets are similar to the College’s previous fund balances. Net assets are composed of capital assets like buildings and equipment as well as more liquid assets that are designated as either restricted or unrestricted. Table 7 summarizes the components of the College’s net assets in the previous three fiscal years.

**Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011**

***Table 7: Comparison and Composition of Net Assets as of June 30***

	2012	2011	2010	12 to 11 Dollar Change	11 to 10 Dollar Change
<b><u>Investment in Capital Assets</u></b>					
Investment in Plant Fund Balance	\$ 86,582,423	\$ 67,129,360	\$ 58,808,002	\$ 19,453,063	\$ 8,321,358
Construction in Progress	36,380,778	6,056,198	25,950,218	30,324,580	(19,894,020)
Total	122,963,201	73,185,558	84,758,220	49,777,643	(11,572,662)
<b><u>Restricted Net Assets</u></b>					
Restricted Fund Balance	5,675	5,675	5,675	-	-
Financial Aid Fund Balance	81,314	92,272	92,272	(10,958)	-
Peter Cheeseman Facility Reserve	3,424	3,424	3,424	-	-
Reserve for Parking Garage	368,370	327,335	279,785	41,035	47,550
Reserve for Camden Campus:					
Renewal and Replacement	301,789	306,009	306,009	(4,220)	-
Reserve for FY 2012 Operations	3,630,000	3,442,942	1,742,607	187,058	1,700,335
Unexpended Plant Fund Balance,					
Net of Construction in Progress	4,843,147	1,041,083	1,153,416	3,802,064	(112,333)
Stabilization Reserve		594,341		(594,341)	594,341
Total	9,233,719	5,813,081	3,583,188	3,420,638	2,229,893
<b><u>Unrestricted Net Assets</u></b>					
Current Fund Balance	8,130,562	8,300,398	6,333,229	(169,836)	1,967,169
	<b>\$ 140,327,482</b>	<b>\$ 87,299,037</b>	<b>\$ 94,674,637</b>	<b>\$ 53,028,445</b>	<b>\$ (7,375,600)</b>

For FY2012 the College experienced an increase in Net Assets of \$53.01 million and for FY2011 a decrease in Net Assets of \$7.37. The increase is primarily attributable to the increases in investment in plant and construction in progress due to the Blackwood Transformation Initiative.

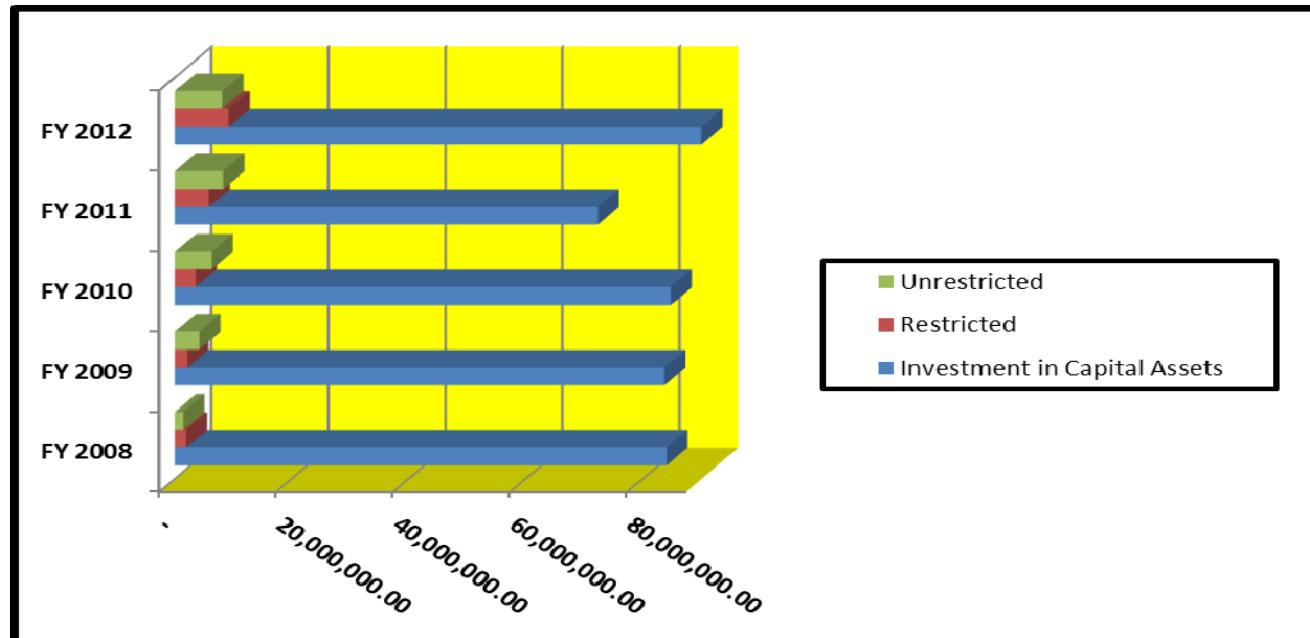
Restricted net assets for FY2012 increased by \$3.49 million. For FY2012 restricted net assets increased by \$3.5 million primarily due to the increase in the Plant Fund. Within this category is the stabilization reserve. The stabilization reserve fund is established every other fiscal year in order to equalize annual appropriations from Camden County. Budgeting and spending at the artificial levels of the Board of School Estimates calculation was extremely problematic for the College. Therefore, the College established a stabilization reserve in FY1999 to address these differences. The College now budgets and spends at the level of the County calendar year appropriation. The difference between the calendar appropriation and the statutory calculation is either “banked” or “spent” depending on whether it is an “up” or “down” year. During FY2006, the College established a reserve for the parking garage in accordance with the 2002 Revenue Bond documents and continues to reserve funds on an annual basis.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Net Assets(Cont’d)*

Finally, for FY2012, the Unrestricted Fund Balance decreased from \$8,300,398 to \$8,130,562. The Current Unrestricted Fund Balance decreased by \$169,836. As stated below, FY2012 reserves are above the Board of Trustees’ policy.

By Board policy, the Current Fund balance is targeted between 7.5% and 10% of total operating revenues. As a result of operations for fiscal year FY2012, \$47,777 was added to the current fund reserve. The Current Unrestricted Fund Balance for FY2012 is at 11% of operating revenues which is slightly over the target.



The composition of the College’s net assets shows a financially viable but tightly run institution. Unrestricted net assets make up only 5% of the total net assets. 12.4% of the net assets are relatively liquid assets as opposed to capital assets that must be sold to raise funds. The expected consistency between all three fiscal years is reflected in the preceding graph.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Revenues, Expenses and Change in Net Assets*

The next statement in the first section of the audit report is the Statement of Revenues, Expenses and Changes in Net Assets (SRECNA). The SRECNA reports the results of college-wide operations using the business model prescribed by GASB. This model defines operating revenues as tuition and fees (net of scholarships), direct financial aid related to students’ tuition and fees, and other miscellaneous sources. Non-operating revenues include the state and county appropriations as well as investment earnings. Expenses related to the operational purposes of the College are functionally displayed. Table 8 summarizes this year’s SRECNA and provides comparative data for the prior fiscal years.

As seen in Table 8, operating expenses decreased slightly over the period, decreasing by (12.98%) for FY2012 and by (12.53%) for FY2011. Operating revenues for FY2012 increased by 3.79% for FY2012. The largest component of operating revenues is student tuition and fees paid both by students directly and through state and federal financial aid. During FY2012, the Financial Aid revenue remained fairly constant at \$28.3 million. College experienced an increase in scholarships, inclusive of federal grants and contracts of \$3.96 million. The College experienced credit enrollment decreases of 5.8% during FY2012 and 5.4% during FY2011.

Overall, operating Revenue increased by 3.79% primarily due to an increase in other revenues of \$2.38 million. This was the result of additional rentals and a one-time payment from ABP for adjuncts. Tuition and fees increased by 1.49% due to the increase in tuition.

**Camden County College – Management’s Discussion and Analysis**  
**For the Fiscal Years Ended June 30, 2012 and 2011**

**Statement of Revenues, Expenses and Change in Net Assets (Cont’d)**

**Table 8: Statement of Revenues, Expenses & Changes in Net Assets for the Year Ended June 30 (In Millions)**

	2012	2011	2010	12 to 11 Dollar Change	11 to 10 Dollar Change
<b>Operating Revenues</b>					
Student Tuition and Fees, net	\$ 33.80	\$ 32.31	\$ 34.47	\$ 1.49	\$ (2.16)
State and Local Grants and Contracts	4.79	4.90	7.10	(0.11)	(2.20)
Federal Grants and Contracts	27.12	27.00	25.70	0.12	1.30
Nongovernmental Grants and Contracts	0.16	0.09	0.03	0.07	0.06
Chargeback Revenue	0.06	0.07	0.09	(0.01)	(0.02)
Auxiliary Enterprises	0.87	1.02	0.66	(0.15)	0.36
Other Operating Revenues	4.73	2.35	2.24	2.38	0.11
Total Operating Revenue	71.53	67.74	70.29	3.79	(2.55)
<b>Operating Expenses</b>					
Instruction	28.48	27.57	27.07	0.91	0.50
Public Services	1.35	0.95	1.30	0.40	(0.35)
Academic Support	8.47	8.74	8.43	(0.27)	0.31
Student Services	8.08	8.18	7.92	(0.10)	0.26
Institutional Support	11.78	12.05	12.41	(0.27)	(0.36)
Student Aid	11.10	13.97	11.61	(2.87)	2.36
Operation and Maintenance of Plant	14.62	27.33	16.68	(12.71)	10.65
Depreciation	3.95	2.89	2.54	1.06	0.35
Amortization		0.02	0.02	(0.02)	-
Other expenses	1.86	0.97	2.16	0.89	(1.19)
Total Operating Expenses	89.69	102.67	90.14	(12.98)	12.53
Operating Loss	(18.16)	(34.93)	(19.85)	16.77	(15.08)
<b>Non-Operating Revenues (Expenses)</b>					
State Appropriations	10.15	10.54	11.21	(0.39)	(0.67)
County Appropriations	9.72	9.72	9.72	-	-
State and Local Grants and Contracts	0.15	0.08		0.07	0.08
Federal Stimulus			0.66	-	(0.66)
Investment Income Earned		0.03	0.54	(0.03)	(0.51)
Insurance Claims-Revenue		1.87	0.18	(1.87)	1.69
On-Behalf Payments:					
State of N.J. Alternative Benefits Program:					
Revenues	0.95	0.93	0.86	0.02	0.07
Expenses	(0.95)	(0.93)	(0.86)	(0.02)	(0.07)
Total Non-Operating Revenues	20.02	22.24	22.31	(2.22)	(0.07)
Income (Loss) before Other Revenues	1.86	(12.69)	2.46	14.55	(15.15)
<b>Capital Grants and Contributions</b>					
	52.01	5.31	2.61	46.70	2.70
Increase (Decrease) in Net Assets	53.87	(7.38)	5.07	61.25	(12.45)
<b>Net Assets</b>					
Net Assets - Beginning of Year	86.46	93.84	88.77	(7.38)	5.07
Net Assets - End of Year	\$ 140.33	\$ 86.46	\$ 93.84	\$ 53.87	(7.38)

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Revenues, Expenses and Change in Net Assets (Cont’d)*

Due to changes in the FAFSA (Free Application for Federal Student Aid) and the state requiring additional data elements we saw a \$1,514,406 decrease in state funding in FY2011. For the current award year the state has worked with the Department of Education to assist students in submitting this information so they can be evaluated for state grant eligibility.

Students at the College are also borrowing less; which keeps their student loan indebtedness down. This is an area where the College wants student usage to decrease. In FY2012 students borrowed \$187,792 less than in FY2011.

Table 9: Comparison of Financial Aid Program Revenue

	2012	2011	2010	2009	2008
<b>Federal Grants</b>					
Pell Grants	\$ 23,052,006	\$ 22,790,870	\$ 21,697,019	\$ 13,376,676	\$ 10,408,940
Loan Programs	11,217,492	11,405,284	14,955,185	12,847,123	10,906,922
Other Federal Aid	804,733	826,281	1,013,057	594,842	965,505
<b>State Grants</b>					
Tuition Aid Grant	3,428,679	3,481,174	4,995,580	3,698,578	3,058,318
Other State Grants	968,761	1,232,225	1,771,545	1,703,390	1,224,708
Total	\$ 39,471,671	\$ 39,735,834	\$ 44,432,386	\$ 32,220,609	\$ 26,564,393
% Change	-0.66%	-10.57%	37.90%	21.29%	22.54%

Seventy-four percent of the College’s revenues are classified as operating revenues while 22% are classified by GASB as non-operating revenues for FY2011. Similarly for FY2010, 78% percent of the College’s total revenues are classified as operating revenues while 26% are classified as non-operating revenues. Non-operating revenues include operating appropriations from the State and County as well as grants or contracts that are not related to student tuition and fees. As a public county college, the College views these annual subsidies as appropriate operating revenues. Non-operating revenues also include funding sources for the County’s Capital Initiative.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Revenues, Expenses and Change in Net Assets (Cont’d)*

Non-operating revenues were \$20.02 and \$22.24 million in FY2012 and FY2011, respectively. These changes were the net result of the following shifts.

- Our calculated state operating appropriation was \$10,151,513 and \$10,540,430 in FY2012 and FY2011 respectively. Camden County operating appropriation was \$9,725,814 for FY2012 and FY2011.
- Capital Grants and Contacts were \$52,006,843 in FY2012 and \$5,310,439 in FY2011. The large increase in FY2012 was due to the capital revenue for the college’s ring road, science building and the acquisition of the Helene Fuld building and the RETC building in Lakeland.
- Other non-operating revenues were \$150,421 in FY2012 and \$1,979,761 in FY2011. The composition of these non-operating revenues consists of investment earnings, gifts and donations and insurance claims proceeds. In FY2011, non-operating revenues were higher due to the receipt of \$1,874,979 in insurance proceeds from the community center fire.

Figure 5 below graphically displays the components of the College’s total operating and non-operating revenue in FY2012. Table 10 displays the composition of revenues from FY 2008 to FY 2012.

Camden County College – Management’s Discussion and Analysis  
 For the Fiscal Years Ended June 30, 2012 and 2011

Figure 5: Composition of FY2012 Revenues

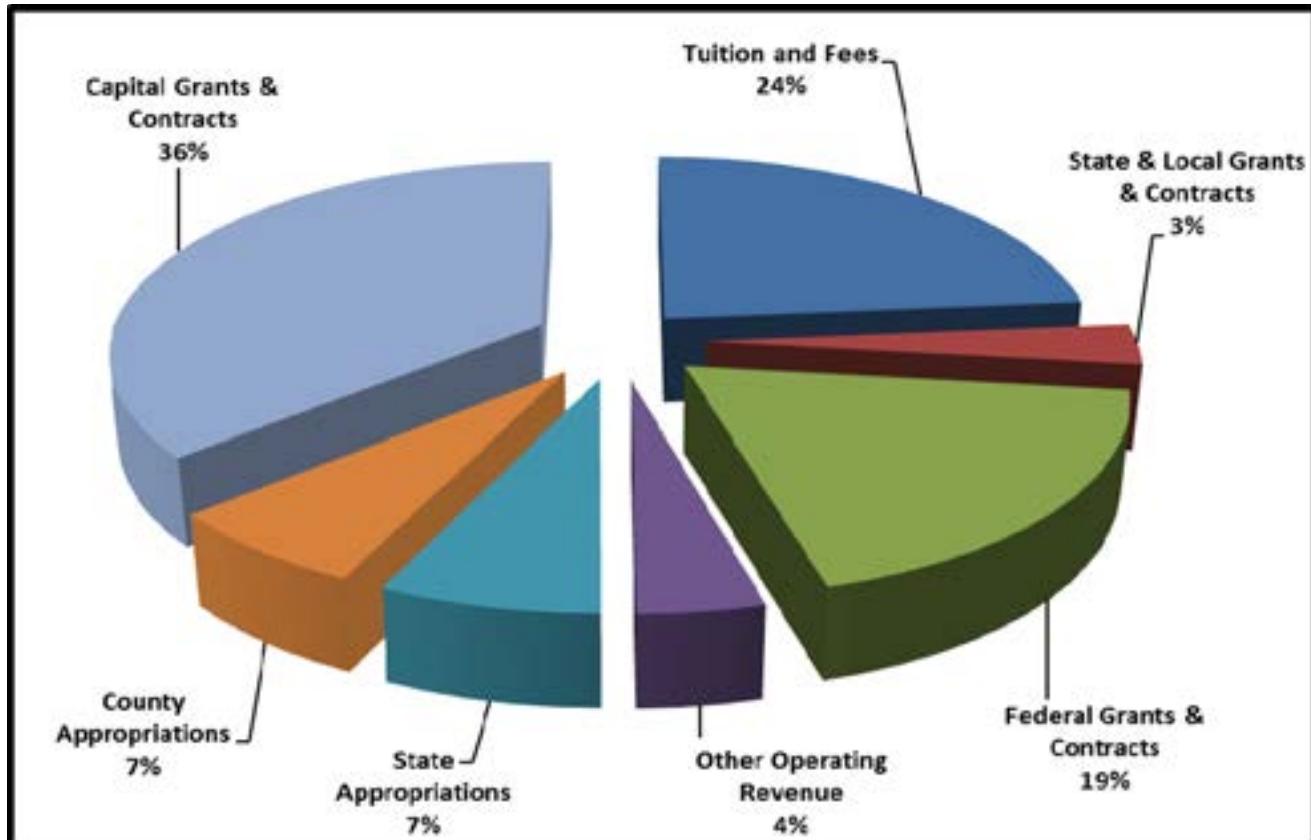


Table 10: Composition of Total Revenues

	<u><b>FY 2012</b></u>	<u><b>FY 2011</b></u>	<u><b>FY 2010</b></u>	<u><b>FY 2009</b></u>	<u><b>FY 2008</b></u>
Tuition and Fees	24%	35%	37%	35%	32%
State & Local Grants & Contracts	3%	5%	8%	7%	6%
Federal Grants & Contracts	19%	29%	27%	18%	16%
Other Operating Revenue	4%	4%	3%	3%	3%
State Appropriations	7%	11%	12%	13%	15%
County Appropriations	7%	10%	10%	13%	10%
Capital Grants & Contracts	36%	6%	3%	2%	11%

As noted in Table 8, operating expenses decreased \$12.98 million or 13% from FY2011 to FY2012. The only notable change in FY2012 was a \$12.71 decrease in operation and Maintenance of Plant. The favorable weather coupled with the energy cooperative agreements with the county as well as the college’s energy initiatives contributed to the lower costs.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

**Statement of Revenues, Expenses and Change in Net Assets (Cont’d)**

Approximately 66% of the College’s expenditures are devoted to instruction and other services for students. The remaining 34% of the College’s expenses are devoted to operation and maintenance of over 970,554 square feet of College facilities, depreciation and other institutional support. Expenses categorized as institutional support include those expenses not specifically attributable to one organizational unit of the College; it includes such expenses as property/casualty insurance and information technology.

Compared to other New Jersey county colleges, Camden County College is very cost efficient. For FY2011 the college had an operating cost of 6,064 per full-time equivalent and for FY2010, the College had an operating cost of \$5,610 per full-time equivalent student. This compares to the statewide average of \$6,715 for FY2011 a decline of 2.6%.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

*Statement of Revenues, Expenses and Change in Net Assets (Cont’d)*

Figure 6 is a graphical illustration of operating expenses by function. Expenses by function are detailed in Table 8.

*Figure 6: FY2012 Expenditures by Function*

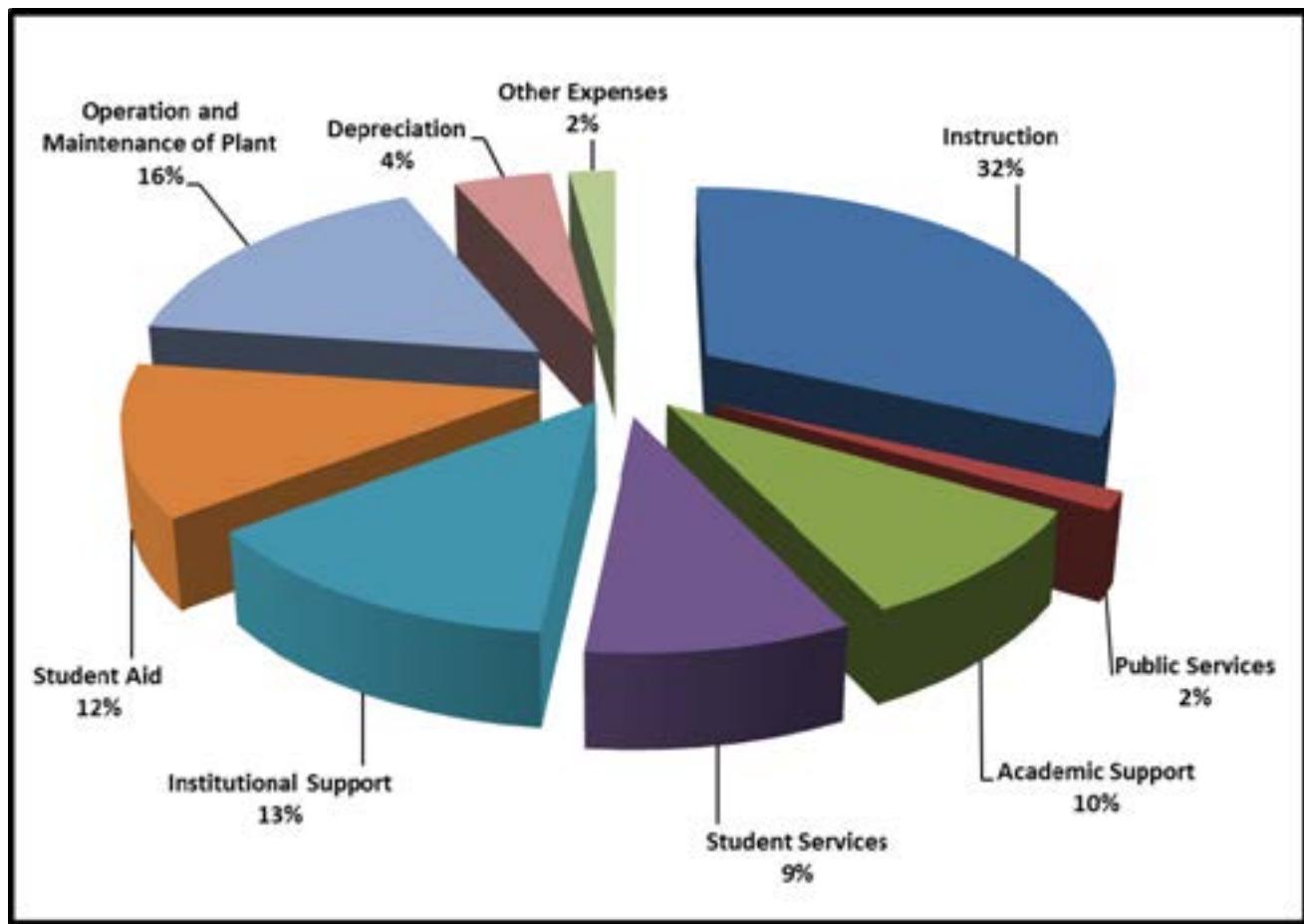


Table 11 displays the College’s FY2012, FY2011 and FY2010 expenditures by object classification.

*Table 11 Comparison of Expenditures by Object (In Millions)*

	FY 2012 Expenses	Percent of Expenses	FY 2011 Expenses	Percent of Expenses	FY 2010 Expenses	Percent of Expenses
Salaries and Wages	\$ 44.33	49.43%	\$ 43.64	42.51%	\$ 41.86	46.44%
Fringe Benefits	13.50	15.05%	13.26	12.92%	11.70	12.98%
Other Operating Costs	16.82	18.75%	28.91	28.16%	22.41	24.86%
Student Aid	11.09	12.36%	13.97	13.61%	11.61	12.88%
Depreciation	3.95	4.40%	2.89	2.81%	2.56	2.84%
Total	\$ 89.69	100.00%	\$ 102.67	100.00%	\$ 90.14	100.00%

***Statement of Revenues, Expenses and Change in Net Assets (Cont’d)***

As a labor-intensive organization, the College continues to monitor the amount it spends on compensation (salaries and fringe benefits). In Table 11, 65%, 55% and 59.42% of expenses are devoted to salaries and benefits in FY2012, FY2011, and FY2010 respectively. This amount is understated in comparison to the College’s operating budget because of the additional expenditures for student aid and annual depreciation. Without these expenses, the College spent 77%, 66% and 71% of its expenditures on compensation in FY2012, FY2011 and FY2010, respectively. These percentages are within or below 72% to 77% of the operating budget target range set by the Board of Trustees.

Table 8 shows that the College had an operating loss when comparing operating expenses against what GASB defines as operating revenues; mostly those revenues associated with student charges. As a public community college, the College views the operating appropriations from the State and County governments as essential to its operations. Accounting for these revenue sources, the College had an operating income of \$1.86 million for FY2012. For FY2011, the College had an operating deficit of \$12.69 million.

***Economic and Other Factors That Will Effect the Future***

There are five significant events that will impact the College’s future financial statements.

- First, the College is in the final stages of the Phase II projects that include a new science building with an estimated 105,000 square feet along with roads and grounds projects including the completion of a ring road that will improve access and egress from the College. Although the construction will be funded, operating costs will increase as the new facility comes online. The county initiative is nearly completed with the exception for the Taft Hall Renovation. This project will begin shortly after vacating Taft Hall. The College will also be participating in the debt service related to the Science Building subsequent to finalizing the last Bond Series, in the amount of \$50.0 million along with servicing debt with the other existing outstanding bond funds.
- Second, the economic climate has declined to appoint that reverses prior trends at the College. Typically, a downward economy would drive up enrollments; however, since the Fall 2010, the College has experienced a decline in enrollments and College’s credit enrollment. For FY2012 total credit hours are below the FY2011 by 5.78% or 18,822 credit hours. The gradual reduction of students participating in the Helene Fuld School of Nursing program is a partial contributor of this decline. The Helene Fuld School of Nursing ended their program at the College by December 2011. The College’s enrollment is a critical element of the funding formula used by the State of New Jersey in distributing operating aid to the community colleges in the state. It is important for the College’s enrollment to keep pace with or outperform the sector in order to maintain or increase its share of the State of New Jersey’s operating appropriation. By not keeping pace with the sector, the College will face reductions in this funding method.

Camden County College – Management’s Discussion and Analysis  
For the Fiscal Years Ended June 30, 2012 and 2011

Economic and Other Factors That Will Effect the Future (Cont’d)

- Third, the County of Camden funds annually approximately 7% of the College’s revenue sources. This resource is also subject to potential reductions in funding in the coming years.
- Fourth, the College continues to pursue means to lower the costs of educating the students at Camden County College. The College participates in multiple activities including shared services within the County agencies, participation in the New Jersey County Colleges purchasing consortium in order to better control and minimize expenditures. The College also participates in the County’s Cooperative Purchasing Program.
- Fifth, the College recently invested in a significant upgrade of its financial information system. The upgrade will enhance the College’ ability to timely and efficiently present financial information to senior management and the Board of Trustees at Camden County College. In addition, financial information is more readily available to analyze revenue and expenditures in a concise and consistent manner. Quarterly reports and projections can be more efficiently created to assist management with up to the minute reporting in order to make improved financial decisions utilizing current information.
- Beginning with a report for the Fourth Quarter of FY2010, the College administration instituted a new financial reporting system to the Board of Trustees. More robust and informative quarterly reports replaced monthly reports. The new system contained the following information: year-to-date performance including a comparison of budget-to-actual revenues, a comparison of FY2012 revenues to FY2011, budget-to-actual expenditures, FY2012 expenditures compared to FY2011, (going forward) year-end projections and a narrative summary that commented and otherwise explained the operating results for the Trustees.

Recently the College has been notified that the voters of the state approved a Higher Education Bonding for the four year schools and the county Colleges. A funding match formula will be required to participate.

## **BASIC FINANCIAL STATEMENTS**

**CAMDEN COUNTY COLLEGE**  
 Statements of Net Assets  
 As of June 30, 2012 and 2011

	<b>2012</b>			<b>2011</b>
	<u><b>College</b></u>	<u><b>Component Unit</b></u> <u><b>CCC Foundation</b></u>	<u><b>(Restated)</b></u> <u><b>College</b></u>	<u><b>Component Unit</b></u> <u><b>CCC Foundation</b></u>
<b>ASSETS</b>				
Current Assets:				
Cash and Cash Equivalents	\$ 8,640,464	\$ 113,291	\$ 17,566,598	\$ 157,038
Accounts Receivable, Net	27,823,422	90,000	11,151,497	121,000
Inventories	19,660		21,044	
Prepaid Expenses	757,658		773,279	
Total Current Assets	<u>37,241,204</u>	<u>203,291</u>	<u>29,512,418</u>	<u>278,038</u>
Noncurrent Assets:				
Investments		1,629,345		1,516,485
Capital Assets, Net	144,787,606		94,872,716	
Total Noncurrent Assets	<u>144,787,606</u>	<u>1,629,345</u>	<u>94,872,716</u>	<u>1,516,485</u>
Total Assets	<u>182,028,810</u>	<u>1,832,636</u>	<u>124,385,134</u>	<u>1,794,523</u>
<b>LIABILITIES</b>				
Current Liabilities:				
Account Payable	10,439,982	41,367	6,344,900	82,455
Accrued Salaries	699,333		611,852	
Accrued Compensated Absences - Current Portion	459,536		321,577	
Obligations Under Capital Lease - Current Portion	541,500		636,747	
Mortgage Payable - Current Portion	466,847		448,973	
Other Deferred Revenue	124,734		76,909	
Deferred Tuition and Fees Revenue	6,599,428		6,999,753	
Total Current Liabilities	<u>19,331,360</u>	<u>41,367</u>	<u>15,440,711</u>	<u>82,455</u>
Noncurrent Liabilities:				
Accrued Compensated Absences	3,067,825		2,617,417	
Obligations Under Capital Lease	13,358,572		13,900,072	
Mortgage Payable	5,943,571		5,965,932	
Total Noncurrent Liabilities	<u>22,369,968</u>	<u>-</u>	<u>22,483,421</u>	<u>-</u>
Total Liabilities	<u>41,701,328</u>	<u>41,367</u>	<u>37,924,132</u>	<u>82,455</u>
<b>NET ASSETS</b>				
Investment in Capital Assets, Net of Related Debt	122,963,201		72,347,524	
Restricted for:				
Nonexpendable:				
Other		552,576		464,800
Expendable:				
Other	9,233,719	770,627	5,813,080	674,260
Unrestricted	8,130,562	468,066	8,300,398	573,008
Total Net Assets	<u>\$ 140,327,482</u>	<u>\$ 1,791,269</u>	<u>\$ 86,461,002</u>	<u>\$ 1,712,068</u>

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
 Statements of Revenues, Expenses, and Changes in Net Assets  
 For the Fiscal Years Ended June 30, 2012 and 2011

	2012	2011		
	<u>College</u>	<u>Component Unit CCC Foundation</u>	<u>(Restated) College</u>	<u>Component Unit CCC Foundation</u>
<b>REVENUES</b>				
Operating revenues:				
Student Tuition and Fees (Net of Scholarship Allowance of \$13,959,766 in 2012 and \$14,829,166 in 2011)	\$ 33,795,707		\$ 32,309,932	
State and Local Grants and Contracts	4,787,490		4,895,534	
Federal Grants and Contracts	27,124,689		26,994,769	
Nongovernmental Grants and Contracts	156,577		99,041	
Chargeback Revenue	55,303		73,175	
Auxiliary Enterprises	874,593		1,017,826	
Gifts and Contributions		\$ 547,437		\$ 532,397
Other Operating Revenues	4,734,150		2,345,082	
Total Operating Revenues	71,528,509	547,437	67,735,359	532,397
<b>EXPENSES</b>				
Operating Expenses:				
Instruction	28,478,564		27,572,628	
Public Services	1,353,462		952,214	
Academic Support	8,474,324		8,744,788	
Student Services	8,078,377		8,177,875	
Institutional Support	11,781,733		12,049,060	
Student Aid	11,095,222	81,081	13,971,334	42,814
Operation and Maintenance of Plant	14,618,964		27,333,310	
Depreciation	3,954,882		2,886,907	
Amortization			16,583	
Other expenses	1,861,091	421,597	965,711	293,700
Total Operating Expenses	89,696,619	502,678	102,670,410	336,514
Operating Income (Loss)	(18,168,110)	44,759	(34,935,050)	195,884
<b>NON-OPERATING REVENUES (EXPENSES)</b>				
State Appropriations:				
State Aid	10,151,513		10,540,430	
County Appropriations:				
County Aid	9,725,814		9,725,814	
State and Local Grants and Contracts	148,800		77,246	
Investment Income Earned	1,621	34,442	30,541	231,390
Insurance Claims-Revenue			1,874,979	
On-Behalf Payments:				
State of New Jersey Alternative Benefits Program:				
Revenues	948,344		927,821	
Expenses	(948,344)		(927,821)	
Total Non-Operating Revenues	20,027,748	34,442	22,249,010	231,390
Income (Loss) before Other Revenues	1,859,638	79,201	(12,686,040)	427,274
<b>CAPITAL GRANTS AND CONTRIBUTIONS</b>	52,006,843		5,310,439	
Increase (Decrease) in Net Assets	53,866,481	79,201	(7,375,601)	427,274
<b>NET ASSETS</b>				
Net Assets - Beginning of Year	86,461,002	1,712,068	93,836,603	1,284,794
Net Assets - End of Year	<u>\$ 140,327,482</u>	<u>\$ 1,791,269</u>	<u>\$ 86,461,002</u>	<u>\$ 1,712,068</u>

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
**Statements of Cash Flows**  
For the Fiscal Years Ended June 30, 2012 and 2011

	<b>2012</b>	<b>2011</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Tuition and Fees	\$ 32,637,330	\$ 32,575,121
Grants and Contracts	32,116,581	32,033,624
Other Receipts	4,818,927	3,473,063
Payments to Employees and Fringe Benefits	(43,599,983)	(43,413,007)
Payments to Vendors and Suppliers	(26,263,084)	(40,893,590)
Payments for Scholarships and Student Aid	(11,298,904)	(13,999,344)
Net Cash Used in Operating Activities	<u>(11,589,133)</u>	<u>(30,224,133)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
County Appropriations	9,725,814	10,421,265
State Appropriations	10,151,513	10,952,430
Noncapital Grants Received	153,516	-
Net Cash Flows Provided by Noncapital Financing Activities	<u>20,030,843</u>	<u>21,373,695</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Capital Grants and Contributions:		
Capital Appropriations	16,855,056	4,478,986
Capital Grants and Gifts Received	-	81,431
Purchases of Capital Assets	(33,093,827)	(5,963,121)
Principal Issued (Paid) on Capital Debt and Leases, net	(529,500)	14,323,078
Proceeds from Insurance Claims	-	1,874,979
Interest Paid on Capital Debt and Leases	(601,195)	(306,985)
Net Cash Provided by (Used in) Capital and Related Financing Activities	<u>(17,369,466)</u>	<u>14,488,368</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Interest on Investments	<u>1,620</u>	<u>30,541</u>
Net Cash Provided by Investing Activities	<u>1,620</u>	<u>30,541</u>
Net Increase (Decrease) in Cash	<u>(8,926,136)</u>	<u>5,668,471</u>
Cash and Cash Equivalents - Beginning of the Year	<u>17,566,598</u>	<u>11,898,127</u>
Cash and Cash Equivalents - End of the Year	<u>\$ 8,640,464</u>	<u>\$ 17,566,598</u>
<b>Reconciliation of Net Operating Revenues (Expenses) to Net Cash Used in Operating Activities:</b>		
Operating Loss	\$ (18,168,110)	\$ (34,935,049)
Adjustments to Reconcile Net Loss to Net Cash		
Provided by (Used in) Operating Activities:		
Changes in Assets and Liabilities:		
Depreciation	3,954,882	2,886,907
Change in Assets and Liabilities:		
Receivables, Net	(1,806,853)	(411,753)
Inventories	1,384	(1,766)
Prepaid Expenses	15,621	239,258
Accounts Payable and Accrued Liabilities	4,182,563	1,786,640
Accrued Compensated Absences	588,367	8,591
Other Liabilities	(4,487)	-
Deferred Tuition	(352,500)	203,039
Net Cash Used in Operating Activities	<u>\$ (11,589,133)</u>	<u>\$ (30,224,133)</u>

The accompanying Notes to Financial Statements are an integral part of this statement.

**CAMDEN COUNTY COLLEGE**  
Notes to Financial Statements  
For the Fiscal Years Ended June 30, 2012 and 2011

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Note 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Description of Financial Reporting Entity** - Camden County College is a comprehensive, co-educational, community college, founded in 1967 by the Board of Chosen Freeholders, the governing body of Camden County. Camden County College is an instrumentality of the State of New Jersey, established to function as a two-year community college. The College is an accredited member of the Middle States Association of Colleges and Schools. The College operates one main campus in Blackwood, New Jersey approximately twelve miles east of the City of Philadelphia. In addition to the main campus, the College operates a campus in the City of Camden and a center in the Township of Cherry Hill. In addition to offering courses at several county high schools, the College has instituted a distance learning program that allows students to choose from internet courses, telecourses, and hybrid courses.

The Board of Trustees of Camden County College consists of the Executive County Superintendent of Schools and ten persons, eight of whom shall be appointed by the appointing authority of the County with the advice and consent of the Board of Chosen Freeholders and two of whom shall be appointed by the Governor. The term of office of appointed members shall be for four years. The Board is responsible for the fiscal control of the College. A president is appointed by the Board and is responsible for the administrative control of the College. The College offers a wide range of academic programs, including associate degrees in arts, science and applied science.

**Component Units** - Camden County College is a component unit of the County of Camden as described in Governmental Accounting Standards Board Statement No. 14 – *The Financial Reporting Entity*. These financial statements would be either blended or discretely presented as part of the County's financial statements if the County prepared its financial statements in accordance with GASB Statement No. 34 – *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. The County of Camden currently follows a basis of accounting and reporting model prescribed by the State of New Jersey, Department of Community Affairs, Division of Local Government Services. Therefore, the financial statements of the College are not presented with the County of Camden.

The Camden County College Foundation (the “Foundation”) is a New Jersey non-profit corporation. The Foundation was formed to enhance the College’s tradition of academic excellence. The Foundation receives and administers funds from private donations for the purpose of carrying out the educational goals of the College. The Foundation is governed by a board of directors. College employees and facilities are utilized for virtually all daily operating activities of the Foundation. During the fiscal years ending June 30, 2012 and June 30, 2011, the Foundation distributed \$117,341 and \$53,901 to the College for both restricted and unrestricted purposes, respectively. In accordance with GASB Statement No. 39 – *Determining Whether Certain Organizations Are Component Units*, the Foundation is discretely presented in the financial statements of the College.

A separate report of audit for the Foundation for the fiscal year ended June 30, 2012 can be obtained at the Foundation’s offices at the following address during normal business hours:

Camden County College Foundation  
P. O. Box 200  
Blackwood, New Jersey 08012

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Basis of Presentation** - The financial statements of Camden County College are presented in accordance with GASB Statement No. 35 – *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*. The financial statement presentation required by GASB Statement No. 35 provides a comprehensive, entity-wide perspective of the College's assets, liabilities, net assets, revenues, expenses, changes in net assets, cash flows and replaces the fund-group perspective previously required.

**Basis of Accounting and Measurement Focus** - For financial reporting purposes, the College is considered a special-purpose government engaged only in business-type activities. Accordingly, the College's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when the obligation has been incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligible requirements imposed by the provider have been met.

**Cash, Cash Equivalents and Investments** - For the purposes of the statement of cash flows, the College considers all highly liquid investments with an original maturity of three months or less to be cash and cash equivalents. Funds invested through the State of New Jersey Cash Management Fund are also considered cash and cash equivalents.

The College accounts for its investments at fair value in accordance with GASB Statement No. 31 - *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Changes in unrealized gain (loss) on the carrying value of investments are reported as a component of investment income in the statement of revenues, expenses, and changes in net assets.

N.J.S.A. 17:9-41 et seq. establishes the requirements for the security of deposits of governmental units. The statute requires that no governmental unit shall deposit public funds in a public depository unless such funds are secured in accordance with the Governmental Unit Deposit Protection Act ("GUDPA"), a multiple financial institutional collateral pool, which was enacted in 1970 to protect governmental units from a loss of funds on deposit with a failed banking institution in New Jersey. Public depositories include State or federally chartered banks, savings banks or associations located in or having a branch office in the State of New Jersey, the deposits of which are federally insured. All public depositories must pledge collateral, having a market value at least equal to five percent of the average daily balance of collected public funds, to secure the deposits of governmental units. If a public depository fails, the collateral it has pledged, plus the collateral of all other public depositories, is available to pay the amount of their deposits to the governmental units.

The College has adopted an investment policy which enables it to prudently invest available funds in a manner which will yield the highest possible return with minimum risk, while conforming to all federal, state, and local statutes governing the investment of public funds.

**Accounts Receivable** – Accounts receivable consists of tuition and fees charged to students and various other receivables. Accounts receivable are recorded net of estimated uncollectible amounts.

**Inventory** – Inventory consists primarily of Ophthalmic Clinic supplies and is carried on an average cost basis. The cost is recorded as expenses as the inventory is consumed.

**Tuition** - Each year the Board of Trustees sets tuition rates based on a per credit hour rate. Rates vary based upon residence within Camden County, out of county and international students. Tuition revenue is earned in the fiscal year the classes are taken.

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Federal Financial Assistance Programs** – The College participates in the following federally funded financial assistance programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study Grants, and Federal Family Education Loan Programs (FFELP). Federal programs are audited in accordance with the Single Audit Act Amendments of 1996, the U.S. Office of Management and Budget Revised Circular A-133, *Audit of States, Local Governments and Non-Profit Organizations* and the OMB Circular A-133 Compliance Supplement.

**State Aid** - The New Jersey Department of Treasury, Office of Management and Budget (OMB) allocates the annual appropriation for community college operating aid according to credit hour enrollments as prescribed by N.J.S.A.18A:64A-22.

**County Aid** - N.J.S.A. 18A:64A-22 states that each county which operates a county college shall continue to provide moneys for the support of college in an amount no less than 25% of the operational expense in the base State Fiscal Year.

**Deferred Revenue** - Deferred revenue represent the tuition revenue that has been received before June 30, 2012 for classes that are scheduled in the summer and fall semesters of 2012. Deferred revenue represents cash, which has been received, but not yet earned.

**Prepaid Expenses** - Prepaid expenses represent payments made to vendors for services that will benefit periods beyond June 30, 2012.

**Capital Assets** – Capital assets include land, buildings, improvements, and infrastructure assets, such as roads and sidewalks. Assets acquired or constructed during the year are recorded at actual historical cost. The College defines capital assets as assets with an initial unit cost of \$2,500 or more and an estimated useful life in excess of five years. An exception to the \$2,500 threshold is made for improvements to buildings and site improvements which are capitalized at an initial cost of \$50,000. In addition, an exception to the \$2,500 threshold is made for the purchase of library books in bulk. Purchases of this nature are categorized as a composite group of assets and recorded as such. Donated capital assets are valued at their estimated fair market value on the date of donation. Expenditures that enhance the asset or significantly extend the useful life of the asset are considered improvements and are added to the fixed asset's currently capitalized cost. The cost of normal repairs and maintenance are not capitalized.

The property, plant and equipment of the College are depreciated using straight-line method over the useful lives of the assets, generally 50 years for buildings, 5 to 20 years for equipment, and 25 to 50 years for infrastructure. Assets purchased under capital lease are depreciated over the term of the lease as opposed to the useful life of the asset. Construction in progress is depreciated when the asset is placed into service.

**Financial Dependency** – Among the College's largest revenue sources include appropriations from the State of New Jersey and County of Camden, including contributions made by the State on behalf of the College for the Alternative Benefit Program. The College is economically dependent on these appropriations to carry out its operations.

**Compensated Absences** - Compensated absences are those absences for which employees will be paid for vacation and sick leave when used. A liability is accrued for compensated absences that are earned and unused in accordance with College policy at June 30<sup>th</sup> of each fiscal year. Eligible employees earn a right to vacation benefits and some sick leave benefits based on seniority.

**Allowance for Doubtful Accounts** – The allowance for doubtful accounts represents the amount estimated to be uncollectible for student accounts receivable. The amount is adjusted annually based on past years collection rates. It is the College policy to write off uncollectible accounts after one year of delinquency. The allowances for June 30, 2012 and 2011 were \$1,048,199 and \$2,781,099 respectively.

**Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Use of Estimates** – The preparation of the financial statements in conformity of accounting principles generally accepted in the United States of America requires management to make certain estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**Non-Current Liabilities** – Non-current liabilities include (1) principal amounts of mortgage notes and capital lease obligations with contractual maturities greater than one year; (2) estimated amounts for accrued compensated absences and other liabilities that will not be paid within the next fiscal year; and (3) other liabilities that, although payable within one year, are to be paid from funds that are classified as non-current assets.

**On-Behalf Payments for Pension Contributions** – In fiscal year 1997, the College adopted the requirements of Governmental Accounting Standards Board (GASB) Statement No. 24 – *Accounting and Financial Reporting for Certain Grants and Other Financial Assistance*. GASB Statement No. 24 recommends that revenue and expenditures be recorded in the financial statements for the State of New Jersey Pension payments for Alternative Benefit Program (TIAA/CREF).

**Income Taxes** – The College is a political subdivision of the State of New Jersey and is excluded from Federal income taxes under Section 115 (1) of the Internal Revenue Code, as amended.

**Classification of Revenues** – The College has classified its revenues as either operating or non-operating revenues according to the following criteria:

**Operating Revenues** - Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises and (3) most federal, state and local government grants and contracts as well as federal appropriations.

**Non-Operating Revenues** – Non-operating revenues include activities that have the characteristics of non-exchange transactions, such as gifts and contributions, and other revenue sources that are defined as non-operating revenues by GASB No. 9 – *Reporting Cash Flows of Proprietary and Non-expendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting* and GASB Statement No. 35, such as state appropriations, county appropriations, investment income, and amounts paid by the State of New Jersey on behalf of the College for the employer contribution to the Alternative Benefit Program (ABP).

**Net Assets** – The College's net assets are classified as follows:

**Invested in Capital Assets, Net of Related Debt** – This represents the College's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

**Restricted Net Assets – Expendable** - Restricted expendable net assets include resources in which the College is legally or contractually obligated to spend resources in accordance with the restrictions imposed by external third parties.

**Restricted Net Assets – Non-Expendable** – Non-expendable restricted net assets consist of endowment and similar types of funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Note 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Net Assets (Cont'd)**

**Unrestricted Net Assets** – Unrestricted net assets represent resources derived from student tuition and fees, state and county appropriations and sales and services of educational departments and auxiliary enterprises. These resources are used for the transactions related to the educational and general operations of the College, and may be used at the discretion of the Board of Trustees to meet current expenses for any purpose. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff.

**Scholarship Discounts and Allowances** – Student tuition and fees revenue, and certain other revenues from students, are reported net of scholarship discounts and allowances in the statement of revenues, expenses, and changes in net assets. Scholarship discounts and allowance are the difference between the stated charge for goods and services provided by the College and the amount paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other Federal, state or nongovernmental programs are recorded as either operating or non-operating revenues in the College's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the College has recorded a scholarship discount and allowance. The amount of scholarship discount and allowances for the fiscal years ending June 30, 2012 and 2011 were \$13,959,766 and \$14,829,166 respectively.

Note 2: **CASH AND CASH EQUIVALENTS**

**Custodial Credit Risk** – Custodial credit risk is the risk that, in the event of a bank failure, the College's deposits might not be recovered. Although the College does not have a formal policy regarding custodial credit risk, N.J.S.A. 17:9-41 et seq. requires that governmental units shall deposit public funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act (GUDPA). Under the Act, the first \$250,000.00 of governmental deposits in each insured depository is protected by the Federal Deposit Insurance Corporation (FDIC). Public funds owned by the College in excess of FDIC insured amounts are protected by GUDPA. However, GUDPA does not protect intermingled trust funds such as salary withholdings, athletic and student activity funds, or funds that may pass to the College relative to the happening of a future condition. Such funds are shown as uninsured and uncollateralized in the schedule below.

As of June 30, 2012 and 2011 the College's bank balances were exposed to custodial credit risk as follows:

	<u>2012</u>	<u>2011</u>
Insured	\$ 250,000	\$ 250,000
Collateralized under GUDPA	<u>4,814,950</u>	<u>13,581,170</u>
	<u>\$ 5,064,950</u>	<u>\$ 13,831,170</u>

**New Jersey Cash Management Fund** - During the year, the College participated in the New Jersey Cash Management Fund. The Fund is governed by regulations of the State Investment Council, who prescribe standards designed to insure the quality of investments in order to minimize risk to the Fund's participants. Deposits with the New Jersey Cash Management Fund are not subject to categorization as defined above. At June 30, 2012 and 2011, the College had \$4,707,920 and \$4,715,799 invested in the Fund, respectively.

**Note 3: CAPITAL ASSETS**

A summary of changes in the various capital asset categories for the year ending June 30, 2012 is presented as follows:

	<b>Original Balance</b>	<b>Restated Balance</b>			<b>Balance</b>
	<b>June 30, 2011</b>	<b>Adjustments</b>	<b>June 30, 2011</b>	<b>Additions</b>	<b>Reductions</b>
<b>Non-Depreciable Capital Assets</b>					
Land	\$ 3,855,327		\$ 3,855,327	\$ 5,600,000	\$ 9,455,327
Construction in Progress	6,056,195		6,056,195	30,324,583	36,380,778
Bond Issuance Costs	147,487		147,487		\$ (21,070) 126,417
Total Non-depreciable Capital Assets	10,059,009	-	10,059,009	35,924,583	(21,070) 45,962,522
<b>Depreciable Capital Assets:</b>					
Land Improvements	2,576,098		2,576,098	2,152,709	4,728,807
Buildings	103,886,139		103,886,139	13,494,263	117,380,402
Infrastructure	3,228,572		3,228,572	182,641	3,411,213
Equipment	10,300,998	\$ (5,188,555)	5,112,443	858,468	5,970,911
Grouped Furniture	1,413,325	(1,413,325)	-		-
Vehicles	220,075		220,075	1,132,235	1,352,310
Assets Under Capital Lease	1,773,461		1,773,461	-	1,773,461
Capitalized Software	3,123,808		3,123,808	137,150	3,260,958
Library Books	2,953,209		2,953,209	8,791	2,962,000
Total Depreciable Capital Assets	129,475,685	(6,601,880)	122,873,805	17,966,257	- 140,840,062
<b>Less Accumulated Depreciation For:</b>					
Land Improvements	1,481,773	(770,627)	711,146	108,895	820,041
Buildings	25,356,529	(1,027,648)	24,328,881	3,220,453	27,549,334
Infrastructure	1,413,370		1,413,370	67,364	1,480,734
Equipment	7,225,819	(3,623,253)	3,602,566	362,058	3,964,624
Grouped Furniture	479,664	(479,664)	-	-	-
Vehicles	136,881	142,616	279,497	90,687	370,184
Assets Under Capital Lease	1,694,209	(7,248)	1,686,961	86,500	1,773,461
Capitalized Software	3,123,808		3,123,808	6,858	3,130,666
Library Books	2,911,891	1,978	2,913,869	12,067	2,925,936
Total Accumulated Depreciation	43,823,944	(5,763,846)	38,060,098	3,954,882	- 42,014,980
Depreciable Capital Assets	85,651,741	(838,034)	84,813,707	14,011,375	- 98,825,082
Total Capital Assets, Net	\$ 95,710,750	\$ (838,034)	\$ 94,872,716	\$ 49,935,958	\$ (21,070) \$ 144,787,604

Depreciation expense for the year ended June 30, 2012 was \$3,954,882.

**Note 3: CAPITAL ASSETS (CONT'D)**

A summary of changes in the various capital asset categories for the year ending June 30, 2011 is presented as follows:

	<u>Balance</u>		<u>Balance</u>	
	<u>June 30, 2010</u>	<u>Additions</u>	<u>Reductions</u>	<u>June 30, 2011</u>
<b>Non-Depreciable Capital Assets</b>				
Land	\$ 3,855,327			\$ 3,855,327
Construction in Progress	25,950,218	\$ 4,504,311	(24,398,334)	6,056,195
Bond Issuance Costs	168,557		\$ (21,070)	147,487
Total Non-depreciable Capital Assets	29,974,102	4,504,311	(24,419,404)	10,059,009
<b>Depreciable Capital Assets:</b>				
Land Improvements	2,753,559		(177,461)	2,576,098
Buildings	79,229,411	24,656,728		103,886,139
Infrastructure	2,935,332	293,240		3,228,572
Equipment	9,341,349	959,649		10,300,998
Grouped Furniture	1,280,150	133,175		1,413,325
Vehicles	216,640	3,435		220,075
Assets Under Capital Lease	1,773,461			1,773,461
Capitalized Software	3,123,808			3,123,808
Library Books	2,943,759	9,450		2,953,209
Total Depreciable Capital Assets	103,597,469	26,055,677	(177,461)	129,475,685
<b>Less Accumulated Depreciation For:</b>				
Land Improvements	1,434,985	46,788		1,481,773
Buildings	23,410,040	1,946,489		25,356,529
Infrastructure	1,349,574	63,796		1,413,370
Equipment	6,652,019	573,800		7,225,819
Grouped Furniture	346,246	133,418		479,664
Vehicles	113,727	23,154		136,881
Assets Under Capital Lease	1,607,709	86,500		1,694,209
Capitalized Software	3,123,808			3,123,808
Library Books	2,898,929	12,962		2,911,891
Total Accumulated Depreciation	40,937,037	2,886,907	-	43,823,944
Depreciable Capital Assets	62,660,432	23,168,770	(177,461)	85,651,741
Total Capital Assets, Net	\$ 92,634,532	\$ 27,673,081	\$ (24,596,865)	\$ 95,710,750

Depreciation expense for the year ended June 30, 2011 was \$2,886,907.

**Note 4: LEASES**

**Lease Obligations** - At June 30, 2012 the College had operating lease agreements in effect for copiers, a mail machine and vehicles.

**Operating Leases** - Future minimum rental payments under operating lease agreements are as follows:

<b>Year Ending <u>June 30,</u></b>	
2013	\$ 138,408
2014	138,408
2015	108,173
2016	7,869

Rental payments under operating leases for the fiscal years ended June 30, 2012 and 2011 were \$135,597 and \$45,134 respectively.

**Capital Leases Obligations** – At June 30, 2012, the College had lease agreements in effect for various Campus Capital Construction Improvements.

The following is a schedule of future minimum lease payments under these capital leases at June 30, 2012.

**Various Campus Capital Construction Improvements**

<b>Year Ending <u>June 30,</u></b>	<b>Principal</b>	<b>Interest</b>	<b>Total</b>
2013	\$ 541,500	\$ 737,320	\$ 1,278,820
2014	559,500	717,059	1,276,559
2015	577,500	696,048	1,273,548
2016	598,500	673,985	1,272,485
2017	622,500	650,323	1,272,823
2018-2022	3,334,072	2,825,347	6,159,419
2023-2027	3,351,000	1,970,050	5,321,050
2028-2032	1,534,500	1,250,522	2,785,022
2033-2037	1,545,000	711,210	2,256,210
2038-2041	<u>1,236,000</u>	<u>175,067</u>	<u>1,411,067</u>
	<u>\$ 13,900,072</u>	<u>\$ 10,406,931</u>	<u>\$ 24,307,003</u>

During the fiscal year ended June 30, 2012, the College paid \$529,500 and \$601,195 for principal and interest respectively. During the fiscal year ended June 30, 2011, the College paid \$339,900 and \$302,890 for principal and interest respectively.

**Note 5: REIMBURSEMENT AGREEMENT/LEASE PURCHASE AGREEMENT**

On July 15, 2002, the Camden County Improvement Authority issued \$12,500,000 of County-Guaranteed Lease Revenue Bonds (Camden County College Project), Series 2002. A substantial portion of the 2002 Bonds, in the aggregate principal amount of \$12,233,000, are entitled to the benefits of the provisions of the County College Bond Act, P.L. 1971, c. 12 (N.J.S.A. 18A:64-22.1 et. seq.). Proceeds from the bonds were used to finance the Camden Technology Center (CTC); an approximate 279,000 square foot eight-story multi-purpose structure containing approximately 640 parking spaces, a 13,800 square foot college bookstore as well as 39,400 square feet of classroom and office space; and the acquisition and installation of capital equipment. Construction of this facility was completed during fiscal year 2005.

The College entered into a lease purchase agreement dated July 1, 2002, by and among the Authority, as lessor, and the County College and the County as lessees pursuant to which the Authority will lease to the College the 2002 project described above in return for lease payments to be made by the County in amounts and at times sufficient to pay the principal and interest on the 2002 bonds. In addition to the lease purchase agreement, a mortgage was entered into between the College, as mortgagor, and the County, as mortgagee. The mortgage requires the College to pay from the proceeds of the garage parking fees amounts equal to the debt service on \$6,383,500. In the event the College does not have sufficient parking fee income to pay the garage's operating expenses as well as the debt service, the obligation carries forward to subsequent periods. At the end of fifteen years, if an amount remains unpaid, the County of Camden retains the right to foreclose and assume ownership of the property.

For the fiscal years ending June 30, 2012 and 2011, the County of Camden made basic lease payments in the amount of \$564,358 and \$571,213, respectively, net of interest earned on the investments held by the bond trustee. Under the terms of the Lease Purchase Agreement, the College is obligated to repay the County for these payments. Any payment obligation due and payable by the College under the Lease Purchase Agreement that remains outstanding continues to remain an obligation until paid in full by the College. These payments are included in the College's liabilities at June 30, 2012 and 2011. This amount as well as prior and subsequent lease payments made by the County will be repaid to the County once revenues from the Parking Garage are sufficient to cover the lease payments in accordance with terms contained in the Lease Purchase Agreement.

**Note 6: LONG-TERM LIABILITIES**

The following is a summary of long-term liabilities at June 30, 2012:

<u>Analysis of Long Long-Term Liabilities</u>	<u>Beginning Balance</u>	<u>Increase</u>	<u>Decrease</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Compensated Absences	\$ 2,938,994	\$ 588,367		\$ 3,527,361	\$ 459,536
Capital Leases	14,536,819		\$ (636,747)	13,900,072	541,500
Mortgage Payable	6,383,500			6,383,500	462,361
Premium on Bonds	31,405		(4,487)	26,918	4,486
	<u>\$ 23,890,718</u>	<u>\$ 588,367</u>	<u>\$ (641,234)</u>	<u>\$ 23,837,851</u>	<u>\$ 1,467,883</u>

**Note 6: LONG-TERM LIABILITIES (CONT'D)**

The following is a summary of long-term liabilities at June 30, 2011:

<u>Analysis of Long Long-Term Liabilities</u>	<u>Beginning Balance</u>	<u>Increase</u>	<u>Decrease</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Compensated Absences	\$ 2,930,403	\$ 8,591		\$ 2,938,994	\$ 321,577
Capital Leases	209,255	14,429,573	\$ (102,009)	14,536,819	636,747
Mortgage Payable	6,383,500			6,383,500	448,973
Premium on Bonds	35,891		(4,486)	31,405	4,486
	<u>\$ 9,559,049</u>	<u>\$ 14,438,164</u>	<u>\$ (106,495)</u>	<u>\$ 23,890,718</u>	<u>\$ 1,411,783</u>

**Note 7: PENSION PLANS**

A substantial number of the College's employees participate in one of the two following defined benefit pension plans or defined contribution pension plan: (1) the Public Employees' Retirement System or (2) the New Jersey Alternative Benefit Program, both of which are administered and/or regulated by the New Jersey Division of Pensions and Benefits. In addition, several College employees participate in the Defined Contribution Retirement Program, which is a defined contribution pension plan. This too is administered by the New Jersey Division of Pensions and Benefits. Each plan has a Board of Trustees that is primarily responsible for its administration. The Division issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to:

State of New Jersey  
Division of Pensions and Benefits  
P.O. Box 295  
Trenton, New Jersey 08625-0295

**Public Employees' Retirement System** - The Public Employees' Retirement System (PERS) is a cost-sharing multiple-employer defined benefit pension plan which was established as of January 1, 1955. The PERS provides retirement, death, and disability, and medical benefits to qualified members. Vesting and benefit provisions are established by N.J.S.A. 43:15A and 43:3B.

The contribution requirements of plan members are determined by State statute. In accordance with Chapter 62, P.L. 1994, plan members enrolled in the Public Employees' Retirement System were required to contribute 5% of their annual covered salary. Effective July 1, 2008, however, in accordance with Chapter 92, P.L. 2007 and Chapter 103, P.L. 2007, plan members are required to contribute 5.5% of their annual covered salary. For employees enrolled in the retirement system prior to July 1, 2008, the increase is effective with the payroll period that begins immediately after July 1, 2008. Pursuant to the provisions of Chapter 78, P.L. 2011, the active member contribution rate will be increased to 6.5% plus an additional 1.0% phased-in over seven years beginning in the first year. The phase-in of the additional incremental member contribution amount will take place in July of each subsequent year. The State Treasurer has the right under the current law to make temporary reductions in member rates based on the existence of surplus pension assets in the retirement system; however, the statute also requires the return to the normal rate when such surplus pension assets no longer exist.

**Note 7: PENSION PLANS (CONT'D)****Public Employees' Retirement System (Cont'd)**

The College is billed annually for its normal contribution plus any accrued liability.

**Public Employees Retirement System**

Fiscal Year	Normal Contribution	Accrued Liability	Total Liability	Funded by State	Group Life	Paid by College
2012	\$ 591,608	\$ 1,183,215	\$ 1,774,823	\$ -	\$ 113,078	\$ 1,887,901
2011	645,421	1,028,436	1,673,857	-	127,128	1,800,985
2010	560,136	719,709	1,279,845	-	177,485	1,457,330

**New Jersey Alternative Benefit Program** - The New Jersey Alternative Benefit Program (ABP) is a defined contribution pension plan, which was established pursuant to P.L.1969, c. 242 (N.J.S.A. 18A:66-167 et seq.) The ABP provides retirement, death and disability, and medical benefits to qualified members.

The contributions requirements of plan members are determined by State statute. In accordance with N.J.S.A. 18A:66-173, required contributions, calculated on the employee's base pay, are 5% for plan members, and 8% for employers. Plan members may make additional voluntary contributions subject to section 403(b) of the internal revenue code.

Under N.J.S.A 18A:66-174, most employer contributions are made by the State of New Jersey on-behalf of the College. The College is responsible for the employer contributions for non-academic employees.

Plan members direct the investment of contributions to insurance companies and mutual fund companies selected by the New Jersey Division of Pensions' Pension Provider Selector Board. These companies administer plan funds based on alternate benefit contracts with the New Jersey Division of Pensions.

Amounts deferred under the plan are not available to employees until termination, retirement, death or unforeseeable emergency. The plan carriers are as follows:

***Teacher's Insurance and Annuity Association (TIAA/CREF)***

***ING Life Insurance and Annuity Company***

***Equitable Life***

***The Variable Annuity Life Insurance Company (VALIC)***

***The Hartford Group***

***Citistreet – Travelers Educators Retirement Services***

The College is billed annually for its normal contribution plus any accrued liability.

**Alternate Benefit Program**

Year Ended June 30,	Normal Contribution	Accrued Liability	Total Liability	Funded by State	Group Life	Paid by College
2012	\$ 1,430,147	\$ -	\$ 1,430,147	\$ 948,344	\$ -	\$ 481,803
2011	1,367,100	-	1,367,100	927,821	-	439,279
2010	1,314,279	-	1,314,279	885,119	-	429,160

**Note 7: PENSION PLANS (CONT'D)**

**Defined Contribution Retirement Program** - The Defined Contribution Retirement Program (DCRP) is a cost-sharing multiple-employer defined contribution pension fund which was established on July 1, 2007, under the provisions of Chapter 92, P.L. 2007 and Chapter 103, P.L. 2007 (N.J.S.A. 43:15C-1 et. seq.), and expanded under the provisions of Chapter 89, P.L. 2008 and Chapter 1, P.L. 2010. The Defined Contribution Retirement Program Board oversees the DCRP, which is administered for the Division of Pensions and Benefits by Prudential Financial. The DCRP provides eligible members, and their beneficiaries, with a tax-sheltered, defined contribution retirement benefit, along with life insurance and disability coverage. Vesting and benefit provisions are established by N.J.S.A. 43:15C-1 et. seq.

The contribution requirements of plan members are determined by State statute. In accordance with Chapter 92, P.L. 2007 and Chapter 103, P.L. 2007, plan members are required to contribute 5.5% of their annual covered salary. In addition to the employee contributions, the College's contribution amounts for each pay period are transmitted to Prudential Financial not later than the fifth business day after the date on which the employee is paid for that pay period.

The College's contributions, equal to the required contribution for each fiscal year, were as follows:

**Defined Contributions Retirement Program**

<u>Year Ended June 30,</u>	<u>Normal Contribution</u>	<u>Accrued Liability</u>	<u>Total Liability</u>	<u>Funded by State</u>	<u>Group Life</u>	<u>Paid by College</u>
2012	\$ 5,861		\$ 5,861	\$ -	-	\$ 5,861
2011	-		-	-	-	-
2010	-		-	-	-	-

**Note 8: POSTEMPLOYMENT BENEFITS**

P.L. 1987, c.384 of P.L. 1990, c.6 required Teachers' Pensions and Annuity Fund (TPAF) and the Public Employees' Retirement System (PERS), respectively, to fund post-retirement medical benefits for those State employees who retire after accumulating 25 years of credited service or on a disability retirement. P.L. 2007, c.103 amended the law to eliminate the funding of postemployment medical benefits through the TPAF and PERS. It created separate funds outside of the pension plans for the funding and payment of postemployment medical benefits for retired State employees and retired educational employees. As of June 30, 2010, there were 87,288 retirees eligible for postemployment medical benefits. The cost of these benefits is funded through contributions by the State in accordance with P.L. 1994, c.62. Funding of post-retirement medical premiums changed from a pre-funding basis to a pay-as-you-go basis beginning in Fiscal Year 1994.

The State is also responsible for the cost attributable to P.L. 1992 c.126, which provides free health benefits to members of PERS and the Alternate Benefit Program who retire from a board of education or county college with 25 years of service. The State paid \$126.3 million toward Chapter 126 benefits for 14,050 eligible retired members in fiscal year 2010.

**Note 9: RISK MANAGEMENT**

The College is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

**Property and Liability Insurance** - The College maintains commercial insurance coverage for property (including crime and physical damage, liability (general and automobile), boiler and machinery, and surety bonds.

**Joint Insurance Pool** - The Camden County College is a member of the New Jersey County College Insurance Pool for the purpose of obtaining workers' compensation insurance coverage. Contributions to the Fund are payable in an annual premium and are based on actuarial assumptions determined by the Fund's actuary. Contributions to the pool for the Fiscal Years Ending June 30, 2012 and 2011 were \$268,325 and \$280,279 respectively.

**Note 10: COMPENSATED ABSENCES**

**Compensated Absences** - Accrued vacation and sick leave represents Camden County College's liability for the cost of unused employee vacation and sick time payable in the event of employee termination. College employees are granted vacation and sick time in varying amounts under the college personnel policies and negotiated agreements. In the event of retirement or termination, an employee is reimbursed for unused vacation and vested sick time at various amounts.

At June 30, 2012 and 2011 the Compensated Absences Liability was \$3,527,361 and \$2,938,994 respectively.

**Note 11: DEFERRED COMPENSATION SALARY ACCOUNT**

The College offers its employees a Deferred Compensation Plan in accordance with Internal Revenue Service Code 457. The Plan, available to full time employees at their option, permits employees to defer a portion of their salary to future years. The deferred compensation is not available to participants until termination, retirement, death or unforeseeable emergency.

Amounts deferred under Section 457 plans must be held in trust for the exclusive benefit of participating employees and not be accessible by the College or its creditors.

**Note 12: CAPITAL RENEWAL AND REPLACEMENT**

In accordance with terms of a New Jersey Department of Higher Education Jobs, Education and Competitiveness Bond Act of 1988 project contract, the College has reserved fund balance in its Plant Fund. The contract requires a seven-year funding schedule for this Reserve Fund. As of June 30, 2012, the amount reserved was \$301,789. In addition, Rowan University has also reserved a portion of its fund balance in the amount of \$210,000. Also at June 30, 2012 the College reserved fund balance in its Plant Fund for the Camden Technology Center in the amount of \$368,369 and a Facilities Reserve in the amount of \$1,305,917.

**Note 13: AUXILIARY OPERATIONS - BOOKSTORE**

The College has an agreement with Barnes and Noble, Inc., a private contractor for the operation of the official *Campus Store* (Bookstore) at the Blackwood Campus and Rohrer Center for a period of three years commencing August, 2010 with an option to renew the contract for an additional two years. In addition, the College has entered into a separate agreement with Barnes and Noble, Inc. for the operation of the *University District Bookstore* (Joint Bookstore) at the Camden County College's Technology Center in Camden, New Jersey. This bookstore serves Camden County College, Rutgers University-Camden Campus, and Rowan University. These institutions have jointly subcontracted for the provision of bookstore services at this facility. The agreement is in effect for five years commencing March, 2011.

Net commissions paid to the College for the fiscal year ended June 30, 2012 and 2011 were \$874,593 and \$1,017,826 respectively.

**Note 14: NET ASSETS**

The following is a summary of the Reserved and Unreserved Net Asset balances of the College for the fiscal years ended June 30, 2012 and 2011:

	<u>2012</u>	<u>2011</u>
Invested in Capital Assets:		
Gross	\$ 144,787,606	\$ 94,872,716
Related Debt	<u>(21,824,405)</u>	<u>(22,525,192)</u>
	<u>\$ 122,963,201</u>	<u>\$ 72,347,524</u>
Restricted for Expendable Net Assets:		
Stabilization	\$ -	\$ 262,942
Appropriated for Operations	3,630,000	3,180,000
Renewal and Replacement		
Reserve (JEC Bond Act)	5,516,730	2,291,555
Federal and State Grants	<u>86,989</u>	<u>78,583</u>
	<u>\$ 9,233,719</u>	<u>\$ 5,813,080</u>
Unrestricted Net Assets	<u>\$ 8,130,562</u>	<u>\$ 8,300,398</u>
Designation of Unrestricted Net Assets:		
Student Government and		
Intercollegiate Athletics	\$ 71,468	\$ 102,023
Undesignated	<u>8,059,094</u>	<u>8,198,375</u>
	<u>\$ 8,130,562</u>	<u>\$ 8,300,398</u>

**Note 15: CONTINGENCIES**

The College receives financial assistance from the State of New Jersey and the U.S. Government in the form of grants. Entitlement to the funds is generally conditional upon compliance with terms and conditions of the grant agreements and applicable regulations, including the expenditure of the funds for eligible purposes. The State and Federal grants received and expended during the fiscal year ended June 30, 2012 were subject to Federal OMB Circular A-133 and New Jersey OMB Circular 04-04 which mandates that grant revenues and expenditures be audited in conjunction with the College's annual audit. In addition to the aforementioned annual audit, all grants and cost reimbursements are subject to financial and compliance audits by the State and Federal grantor agencies. The College management does not believe such an audit would result in material amounts of disallowed costs.

**Note 16: ACCOUNTS RECEIVABLE**

Accounts receivable consists of the following at the end of fiscal years ending June 30, 2011 and 2010:

	<u>2012</u>	<u>2011</u>
Student tuition and fees	\$ 3,156,378	\$ 3,428,765
Auxiliary enterprises and other operating activities	2,081,083	1,875,800
Federal, state, county and private grants and contracts	<u>23,634,159</u>	<u>8,628,031</u>
	28,871,620	13,932,596
Less: allowance for doubtful accounts	<u>1,048,199</u>	<u>2,781,099</u>
Net accounts receivable	<u>\$ 27,823,421</u>	<u>\$ 11,151,497</u>

**Note 17: TUITION STABILIZATION RESERVE**

Beginning the fiscal year ended June 30, 1999, the Board of Trustees reserved a portion of the College's fund balance for the purpose of compensating for fluctuations in funding from the County of Camden and the resulting impact on tuition. These fluctuations in county funding are caused by differences in the College's fiscal year budget and the County's calendar year budget. Because the College and the County operate on a different overlapping twelve-month basis, fluctuations in funding are magnified. When the County makes a substantial increase or reduction from one calendar year to another, a cyclical fluctuation is triggered on the College's fiscal year budget.

At June 30, 2011 the College had reserved \$262,942 of its Unrestricted Fund Balance to support the College's budget for the fiscal year ending June 30, 2012.

**Note 18: LITIGATION**

The College is a defendant in several legal proceedings that are in various stages of litigation. It is believed that the outcome, or exposure to the College, from such litigation is either unknown or potential losses, if any, would not be material to the financial statements.

**Note 19: PRIOR PERIOD ADJUSTMENT**

In fiscal year 2012, the College contracted with an inventory company to perform an inventory of its capital assets at June 30, 2012. As a result of this inventory, it was necessary to adjust certain capital assets classifications along with their accumulated depreciation. The cumulative effect on the financial statements as reported for June 30, 2011 is as follows:

	<u>As Reported June 30, 2011</u>	<u>Prior Period Adjustment</u>	<u>Restated June 30, 2011</u>
Total Capital Assets, net	\$95,710,750	(\$838,034)	\$94,872,716
Investment in Capital Assets, Net of Related Debt	\$95,710,750	(\$838,034)	\$94,872,716

# **SINGLE AUDIT SECTION**

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**FOR THE FISCAL YEAR ENDED  
JUNE 30, 2012**

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A  
DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133 AND  
STATE OF NEW JERSEY CIRCULAR 04-04-OMB**

The Honorable President and  
Members of the Board of Trustees  
Camden County College  
Blackwood, New Jersey 08012

**Compliance**

We have audited Camden County College's (the College) compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement and the New Jersey State Grant Compliance Supplement that could have a direct and material effect on each of the College's major federal and state programs for the fiscal year ended June 30, 2012. The College's major federal and state programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal and state programs is the responsibility of the College's management. Our responsibility is to express an opinion on the College's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; audit requirements as prescribed by the Department of Treasury, State of New Jersey; OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations; and State of New Jersey Circular 04-04-OMB, Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid. Those standards, OMB Circular A-133, and State of New Jersey Circular 04-04-OMB require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal or state program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the College's compliance with those requirements.

In our opinion, Camden County College complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal and state programs for the fiscal year ended June 30, 2012.

**Internal Control Over Compliance**

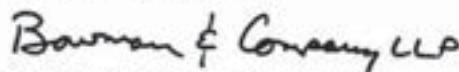
Management of the College is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal and state programs. In planning and performing our audit, we considered the College's internal control over compliance with the requirements that could have a direct and material effect on a major federal or state program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133 and State of New Jersey Circular 04-04-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or state program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or state program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the board of trustees, management and others within the College, the Department of Treasury, State of New Jersey and federal and state awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,



BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants

Voorhees, New Jersey  
December 3, 2012

**CAMDEN COUNTY COLLEGE**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**FOR THE FISCAL YEAR ENDING JUNE 30, 2012**

<u>Federal Grantor/Pass-through Grantor/Program Title</u>	<u>Federal CFDA Number</u>	<u>Grant Number</u>	<u>Program or Award Amount</u>	<u>FY 2012 Expenditures</u>
<b>U.S. Department of Education:</b>				
<b>Student Financial Aid Cluster (Direct Funding):</b>				
Federal Supplemental Educational Opportunity Grants	84.007	P007A112540	\$ 427,424	\$ 422,447
Federal Direct Student Loans	84.268	P268K122865	11,224,237	11,217,492
Federal Pell Grant Program	84.063	P063P112865	23,052,006	23,052,006
Federal Work-Study Program	84.033	P033A112540	386,318	382,286
Total Student Financial Aid Cluster				35,074,231
<b>TRIO Cluster (Direct Funding):</b>				
Upward Bound	84.047	P047A070532-09	450,792	337,757
Upward Bound	84.047	P047A070532-09	450,792	141,445
Upward Bound Food	84.047	5120-100-034	5,799	4,386
Total TRIO Cluster				483,588
<b>Passed Through State of New Jersey Department of Education:</b>				
CTE Partnership Grant	84.xxx	10-AG81-H06	175,000	33,107
CTE Partnership Grant	84.xxx	10-AG81-H06	175,000	136,824
Total CTE Partnership Grant				169,931
Vocational Education - Perkins	84.048	PSFS712011	958,676	958,676
<b>Passed Through State Department of Labor and Workforce Development:</b>				
<b>Adult Education and Family Literacy:</b>				
Adult Basic Skills (Includes \$248,731 Matching Share)	84.002	ABS-FY11004	839,393	827,015
English Literacy and Civics	84.002	ABS-FY11004	163,502	164,986
				992,001
<b>Passed Through Camden County Vocational Technical School:</b>				
21st Century-CCVT	84.287	subcontract	109,500	29,513
21st Century-CCVT	84.287	subcontract	109,500	120,716
<b>Passed Through Gloucester City School District</b>				
21st Century - Gloucester City	84.287	subcontract	59,000	10,055
21st Century - Gloucester City	84.287	subcontract	52,000	31,394
				191,678
<b>Passed Through Bergen Community College</b>				
Garden State Pathways (Includes \$28,347 in Matching Share)	84.407	P407A100024	250,999	117,011
Garden State Pathways (Includes \$6,217 in Matching Share)	84.407	P407A100024	193,926	53,795
				170,806
<b>U.S. Department of Environmental Protection Agency:</b>				
<b>Passed Through New Jersey Department of Environmental Protection</b>				
EPA's Brownfield Initiative	66.815	EG12-005	266,511	100,428
<b>U.S. Department of Health and Human Services:</b>				
<b>Passed Through Tidewater Community College</b>				
Tidewater Consortia Year 3	93.721	90CC0080/01	306,609	13,792
Tidewater Consortia Year 2	93.721	90CC0080/02	447,037	313,133
				326,925
<b>National Science Foundation (Direct Funding):</b>				
NSF-OP-TEC	47.076	DUE-0603275	90,000	10,713
NSF-OP-TEC	47.076	DUE-0603275	90,000	81,712
NSF-ALICE	47.076	DUE-0903271	31,666	6,063
NSF-Deaf STEM ALICE	47.076	31204-01	8,938	5,643
NSF-STEM	47.076	DUE-0631050	118,441	2,625
NSF-STEM	47.076	DUE-0631050	117,841	42,050
Total National Science Foundation				148,806
Total Federal Financial Assistance				\$ 38,617,070

See accompanying notes to financial statements and notes to schedules of expenditures of Federal Awards and State Financial Assistance.

**CAMDEN COUNTY COLLEGE**  
**SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE**  
**FOR THE FISCAL YEAR ENDED JUNE 30, 2012**

State Grantor/Program Title	State GMIS Number	Program or Award Amount	Matching Contribution	Program Funds Received	From	To	Grant Period	FY 2012 Expenditures	Cumulative Expenditures
<b>Student Financial Aid Cluster:</b>									
<b>N.J. Commission on Higher Education:</b>									
Educational Opportunities Fund - Article III	100-074-2401-001	\$ 194,127	\$ 174,963	07/01/11	06/30/12		\$ 174,963	\$ 174,963	
Educational Opportunities Fund - Article III Summer	100-074-2401-001	53,036	47,669	07/01/11	06/30/12		47,669	47,669	
<b>N.J. Higher Education Student Assistance Authority:</b>									
New Jersey Stars Program	100-074-2405-313	568,443	568,443	07/01/11	06/30/12		567,768	567,768	
Tuition Aid Grants	100-074-2405-007	3,430,835	3,440,285	07/01/11	06/30/12		3,428,679	3,428,679	
Garden State Scholars Program	100-074-2405-278	2,790	2,790	07/01/11	06/30/12		2,790	2,790	
Urban Scholars Program	100-074-2405-278	3,255	3,255	07/01/11	06/30/12		3,255	3,255	
NJ Gear Up Scholarship	100-074-2400-026	56,122	56,122	07/01/11	06/30/12		56,122	56,122	
NJ Class Loans	none	116,194	116,194	07/01/11	06/30/12		116,194	116,194	
<b>Total Student Financial Aid Cluster</b>							<b>4,397,440</b>	<b>4,397,440</b>	
<b>N.J. Commission on Higher Education:</b>									
Educational Opportunities Fund - Article IV	100-074-2401-002	217,343	\$ 237,866	217,343	07/01/11	06/30/12	<b>455,209</b>	<b>455,209</b>	
<b>N.J. Department of Education:</b>									
CTE Partnership	10-AG81-H06	140,000	46,438	09/01/11	08/31/12		68,843	68,843	
CTE Partnership	10-AG81-H06	140,000	43,380	02/01/10	08/31/11		43,380	43,380	
<b>N.J. Department of Treasury - Higher Education Administration:</b>							<b>112,223</b>	<b>191,611</b>	
Operational Costs - County Colleges	100-082-2155-015	10,201,317	10,201,317	07/01/11	06/30/12		10,201,317	10,201,317	
P.L.1971, Chapter 12 Debt Service	100-082-2155-016	11,335,894	11,335,894	07/01/11	06/30/12		11,335,894	11,335,894	
Employer Contributions - Alternative Benefit Program:	100-082-2155-017	948,344	948,344	07/01/11	06/30/12		948,344	948,344	
<b>N.J. Department of Law and Public Safety:</b>							<b>22,485,555</b>	<b>22,485,555</b>	
LEOTEFF	100-066-1020-314-YCJF-6120	167,644	167,644.00	07/01/11	06/30/12		167,644	167,644	
<b>N.J. Council for the Humanities:</b>									
American Civil War	Unknown	9,034	18,375	9,034	09/14/11	11/16/11	<b>27,409</b>	<b>27,409</b>	
<b>Total State Financial Assistance</b>							<b>\$ 27,645,480</b>	<b>\$ 27,724,868</b>	

See accompanying notes to financial statements and notes to schedules of expenditures of Federal Awards and State Financial Assistance.

**CAMDEN COUNTY COLLEGE**

Notes to Schedules of Expenditures of Federal Awards and State Financial Assistance  
For the Fiscal Year Ended June 30, 2012

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**Note 1: GENERAL**

The accompanying schedules of expenditures of federal awards and state financial assistance present the activity of all federal awards and state financial assistance programs of Camden County College. The College is defined in Note 1 to the College's basic financial statements. All federal awards and state financial assistance received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies, are included on the schedules of expenditures of federal awards and state financial assistance.

**Note 2: BASIS OF ACCOUNTING**

The accompanying schedules of expenditures of federal awards and state financial assistance are presented using the accrual basis of accounting. The accrual basis of accounting is described in Note 1 to the financial statements.

**Note 3: RELATIONSHIP TO FINANCIAL STATEMENTS**

Amounts reported in the accompanying schedules agree with amounts reported in the financial statements.

**Note 4: STUDENT LOAN PROGRAMS**

The College is responsible only for the performance of certain administrative duties with respect to Federal Direct Student Loans and New Jersey Class Loans; accordingly, these loans balances are not included in the College's basic financial statements. It is not practical to determine the balance of loans outstanding to students of the College under these programs as of June 30, 2012.

**Note 5: MAJOR PROGRAMS**

Major programs are identified in the Summary of Auditor's Results section of the Schedule of Findings and Questioned Costs.

**Note 6: OTHER**

In November of 2010, the United States Department of Education conducted a program review of the College's Federal Student Aid Programs. The Department of Education has not released a program review report as of the date of this audit report.

**CAMDEN COUNTY COLLEGE**  
 Schedule of Findings and Questioned Costs  
 For the Fiscal Year Ending June 30, 2012

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***Section 1- Summary of Auditor's Result:***

**Financial Statements**

Type of auditor's report issued	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Were significant deficiencies identified that were not considered to be a material weakness?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> none reported
Noncompliance material to financial statements noted?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

**Federal Awards**

Internal control over compliance:	
Material weaknesses identified?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Were significant deficiencies identified that were not considered to be material weaknesses?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> none reported
Type of auditor's report on compliance for major programs	Unqualified
Any audit findings disclosed that are required to be reported in accordance with OMB Circular A-133 (section .510(a))?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

Identification of major programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
84.007	<b>Student Financial Aid Cluster:</b> Federal Suppl. Educational Opportunity Grant (FSEOG)
84.268	Federal Direct Student Loans (Direct Loan)
84.063	Federal Pell Grant Program (PELL)
84.033	Federal Work Study Program (FWS)

Dollar threshold used to determine Type A programs	\$1,158,512
Auditee qualified as low-risk auditee?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

(Continued)

**CAMDEN COUNTY COLLEGE**  
 Schedule of Findings and Questioned Costs  
 For the Fiscal Year Ending June 30, 2012

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**Section 1- Summary of Auditor's Results (Cont'd)**

**State Financial Assistance**

Internal control over compliance:

Material weaknesses identified? \_\_\_\_\_ yes  no

Were significant deficiencies identified that were considered to be material weaknesses? \_\_\_\_\_ yes  none reported

Type of auditor's report on compliance for major programs

Unqualified

Any audit findings disclosed that are required to be reported in accordance with OMB Circular A-133 (section .510(a)) or New Jersey Circular 04-04-OMB?

\_\_\_\_\_ yes  no

Identification of major programs:

<b><u>GMIS Numbers</u></b>	<b><u>Name of State Program</u></b>
100-074-2401-001	<b>Student Financial Aid:</b> Educational Opportunity Fund (EOF) - Article III
100-074-2401-001	Educational Opportunity Fund (EOF) - Article III Summer
100-074-2405-313	New Jersey Stars Program
100-074-2405-007	Tuition Aid Grant (TAG)
100-074-2405-278	Garden State Scholars Program
100-074-2405-278	Urban Scholars Program
100-074-2400-026	New Jersey Gear Up
none	New Jersey Class Loans
100-074-2401-002	Educational Opportunity Fund (EOF) - Article IV
100-082-2155-015	Operational Costs - County Colleges
100-082-2155-016	P.L. 1970, Chapter 12 Debt Service

Dollar threshold used to determine Type A programs

\_\_\_\_\_ \$829,364

Auditee qualified as low-risk auditee?

\_\_\_\_\_ yes  no

**CAMDEN COUNTY COLLEGE**  
Schedule of Findings and Questioned Costs  
For the Fiscal Year Ended June 30, 2012

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***Section 2- Schedule of Financial Statement Findings***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with Government Auditing Standards and with audit requirements as prescribed by the Department of Treasury, State of New Jersey.

**No Current Year Findings**

**CAMDEN COUNTY COLLEGE**  
Schedule of Findings and Questioned Costs  
For the Fiscal Year Ended June 30, 2012

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***Section 3- Schedule of Federal Award Findings and Questioned Costs***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs, related to the audit of major Federal programs, as required by OMB Circular A-133.

**No Current Year Findings**

**CAMDEN COUNTY COLLEGE**  
Schedule of Findings and Questioned Costs  
For the Fiscal Year Ended June 30, 2012

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***Section 4- Schedule of State Financial Assistance Findings and Questioned Costs***

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs, related to the audit of major State programs, as required by OMB Circular A-133 and State of New Jersey Circular 04-04-OMB.

**No Current Year Findings**

**CAMDEN COUNTY COLLEGE**  
Summary Schedule of Prior Year Audit Findings  
And Questioned Costs as Prepared by Management

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This section identifies the status of prior year findings related to the financial statements and Federal Awards and State Financial Assistance that are required to be reported in accordance with Government Auditing Standards, OMB Circular A-133 and State of New Jersey Circular 04-04-OMB.

**FINANCIAL STATEMENT FINDINGS**

No Prior Year Findings

**FEDERAL AWARDS**

**Finding No. 2011-1**

**Information on the Federal Program**

Federal PELL Grant Program – CFDA 84.063

**Criteria or Specific Requirement**

20010-11 FSA Handbook – Volume 3 – Calculating Awards & Packaging, Chapter 3 – Calculating Pell Grant Awards, Changes in Enrollment Status within a Term

**Condition**

One student sampled who was awarded a Pell Grant, changed enrollment status during the fall term from half-time to less than half-time and did not have their Pell Grant award adjusted.

**Current Status**

This finding has been resolved.

**STATE FINANCIAL ASSISTANCE PROGRAMS**

No Prior Year Findings

APPRECIATION

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We received the complete cooperation of all of the officials of Camden County College and we greatly appreciate the courtesies extended to us.

Respectfully submitted,

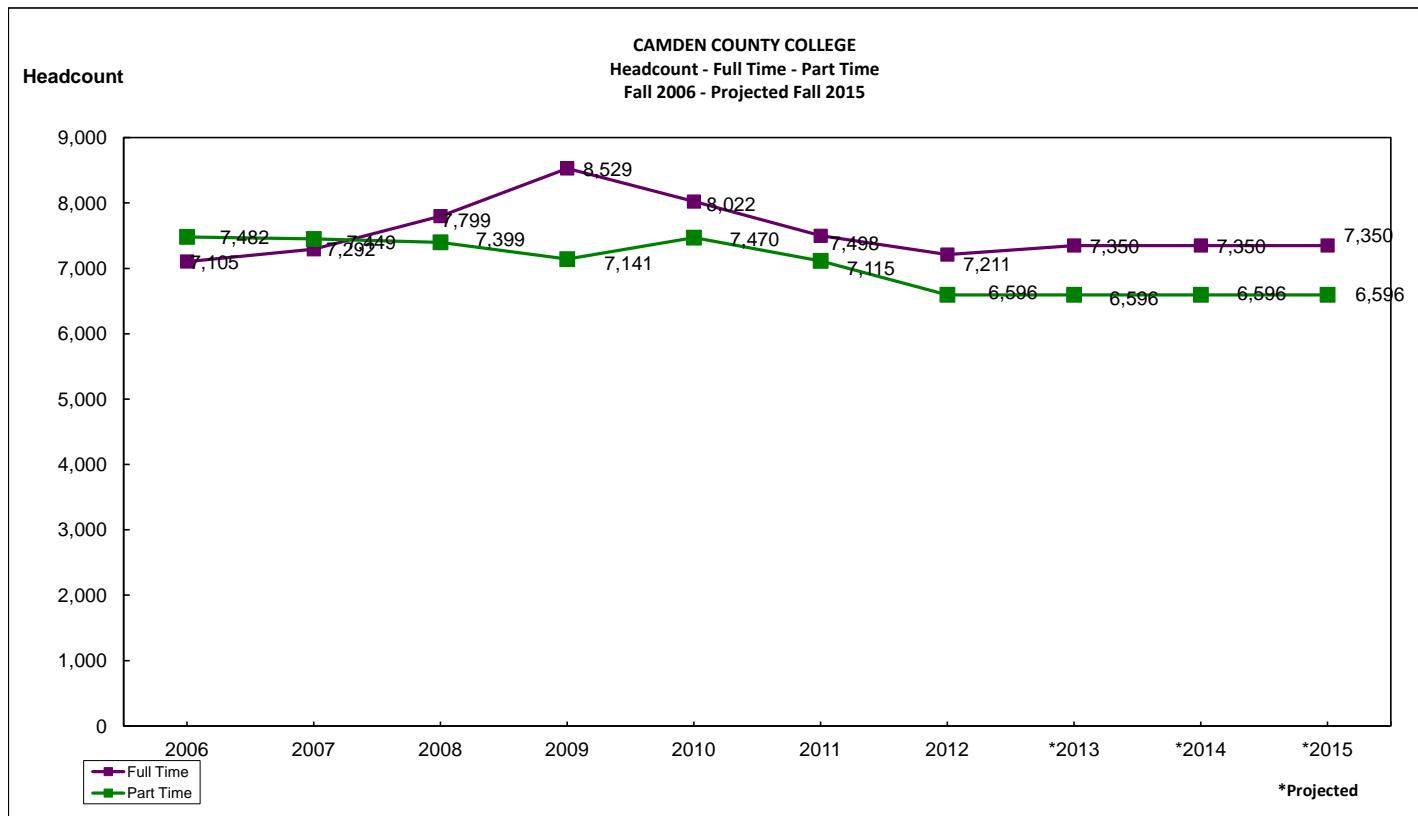
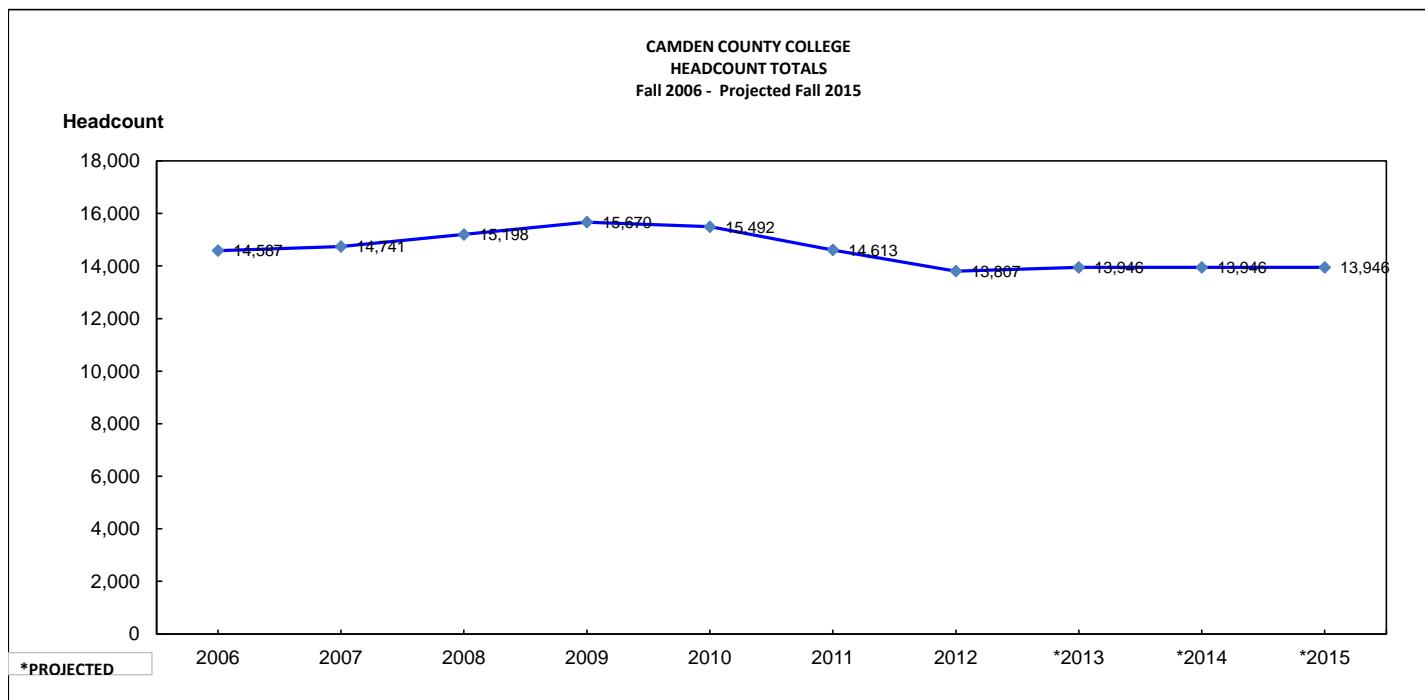
*Bowman & Company LLP*

BOWMAN & COMPANY LLP  
Certified Public Accountants  
& Consultants



**TABLE 1**  
**Camden County College**  
**Headcount Enrollment by Status**  
**Fall 2006 - Projected Fall 2015**

<b>Headcount</b>	<b>Actual</b>							<b>Projected</b>		
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>*2013</b>	<b>*2014</b>	<b>*2015</b>
<b>Full Time</b>	7,105	7,292	7,799	8,529	8,022	7,498	7,211	7,350	7,350	7,350
<b>Part Time</b>	7,482	7,449	7,399	7,141	7,470	7,115	6,596	6,596	6,596	6,596
<b>Total</b>	<b>14,587</b>	<b>14,741</b>	<b>15,198</b>	<b>15,670</b>	<b>15,492</b>	<b>14,613</b>	<b>13,807</b>	<b>13,946</b>	<b>13,946</b>	<b>13,946</b>



## Finance 2009-10

Institution: Camden County College (183938)

User ID: P91839381

**Finance - Public institutions****Reporting Standard****Please indicate which reporting standards are used to prepare your financial statements:**

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

**Please consult your business officer for the correct response before saving this screen.** Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Camden County College (183938)

User ID: P91839381

**Finance - Public institutions****Form Version****Finance - Public Institutions**

The survey for GASB has been realigned to improve commonality and comparability of the finance data, however reporting in the new format is OPTIONAL for Fiscal Year 2008-09. Please indicate in which version you will report finance data:

- GASB, using standards of GASB 34 & 35
- Aligned GASB, using standards of GASB 34 & 35 (OPTIONAL in Fiscal Year 2008-09)

**Please consult your business officer for the correct response before saving this screen.** Your response to this question will determine the forms you will receive for reporting finance data.

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Institution: Camden County College (183938)

User ID: P91839381

**Finance - Public institutions****General Information****Finance - Public Institutions (unaligned form)**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statement (GPFS). Please refer to the instructions specific to each page of the survey for detailed instruction and references.

**1. Fiscal Year Calendar**

**This report covers financial activities for the 12-month fiscal year:** (The fiscal year reported should be the most recent fiscal year ending before October 1, 2009.)

Beginning: month/year (MMYYYY)

Month: Year: 

And ending: month/year (MMYYYY)

Month: Year: **2. Audit Opinion**

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

 Unqualified Qualified  
(Explain in  
box below) Don't know  
(Explain in  
box below)**3. Reporting Model**

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution ?

- Business Type Activities
- Governmental Activities
- Governmental Activities with Business-Type Activities

**4. Intercollegiate Athletics**

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- Auxiliary enterprises
- Student services
- Does not participate in intercollegiate athletics
- Other (specify in box below)

**5. Endowment Assets**

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- Yes - (report endowment assets)
- No

**6. Component Units**

Each discretely presented component unit should be reported in the same manner and amounts as included on the face of the institution's GPFS. There should be one Finance Survey component unit form (Part F or G) completed for each column on the face of the GPFS **other than the institution itself**, whether that column represents a single component unit or a combination of component units.

- |   |   |
|---|---|
| 0 | Number of component unit columns on GPFS using FASB standards |
| 1 | Number of component unit columns on GPFS using GASB standards |

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P91839381

**Part A - Statement of Net Assets****Fiscal Year 2009**

Line no.	Description	Current year amount	Prior year amount
<u><b>Current Assets</b></u>			
01	Total <u>current assets</u>	19,331,454	<b>16,086,704</b>
<u><b>Noncurrent Assets</b></u>			
02	<u>Capital assets</u> - depreciable (gross)	101,870,192	<b>101,002,117</b>
03	<u>Accumulated depreciation</u>	38,399,448	<b>35,803,324</b>
31	<u>Capital assets</u> , net of depreciation <b>CV=(A02-A03)</b>	63,470,744	<b>65,198,793</b>
04	Other noncurrent assets <b>CV=[A05-(A02-A03)]</b>	28,065,091	<b>26,827,516</b>
05	Total noncurrent assets	91,535,835	<b>92,026,309</b>
06	Total assets <b>CV=(A01+A05)</b>	110,867,289	<b>108,113,013</b>
<u><b>Current Liabilities</b></u>			
07	<u>Long-term debt, current portion</u>	535,068	<b>578,293</b>
08	Other <u>current liabilities</u> <b>CV=(A09-A07)</b>	11,442,253	<b>11,348,081</b>
09	Total current liabilities	11,977,321	<b>11,926,374</b>
<u><b>Noncurrent Liabilities</b></u>			
10	<u>Long-term debt</u>	6,216,928	<b>6,355,173</b>
11	Other noncurrent liabilities <b>CV=(A12-A10)</b>	2,578,584	<b>2,369,141</b>
12	Total noncurrent liabilities	8,795,512	<b>8,724,314</b>
13	Total liabilities <b>CV=(A09+A12)</b>	20,772,833	<b>20,650,688</b>
<u><b>Net Assets</b></u>			
14	<u>Invested in capital assets, net of related debt</u>	83,694,369	<b>84,044,418</b>
15	<u>Restricted-expendable</u>	2,193,761	<b>1,957,744</b>
16	<u>Restricted-nonexpendable</u>	0	<b>0</b>
17	<u>Unrestricted</u> <b>CV=[A18-(A14+A15+A16)]</b>	4,206,326	<b>1,460,163</b>
18	Total net assets <b>CV=(A06-A13)</b>	90,094,456	<b>87,462,325</b>

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P91839381

**Part A - Plant, Property, and Equipment****Fiscal Year 2009**

Line No.	Description	Beginning balance	Additions	Retirements	Ending balance
<b>Plant, Property, and Equipment</b>					
21	<u>Land &amp; land improvements</u>	6,253,966	177,461	0	6,431,427
22	<u>Infrastructure</u>	2,935,332	0	0	2,935,332
23	<u>Buildings</u>	78,637,410	221,332	0	78,858,742
24	<u>Equipment</u>	12,334,807	458,425	0	12,793,232
25	Art and <u>library collections</u>	2,915,219	10,857	0	2,926,076
26	Property obtained under <u>capital leases</u> (if not included in equipment)	1,780,711	0	0	1,780,711
27	<u>Construction in progress</u>	22,761,490	1,541,146	282,500	24,020,136
<b>Total for Plant, Property and Equipment</b>		127,618,935	2,409,221	282,500	129,745,656
CV = (A21+ .. A27)					
28	<u>Accumulated depreciation</u>	35,803,323	2,596,125	0	38,399,448

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part B - Revenues and Other Additions****Fiscal Year 2009****Report in whole dollars only**

Line No.	Source of Funds	Current year amount	Prior year amount
<b><u>Operating Revenues</u></b>			
01	Tuition & fees, after deducting <u>discounts &amp; allowances</u>	32,861,144	30,193,778
	Grants and contracts - operating		
02	Federal operating grants and contracts	2,762,531	3,305,560
03	State operating grants and contracts	6,371,053	5,219,600
04	Local government/private operating grants and contracts	216,549	112,592
05	Sales & services of <u>auxiliary enterprises</u> , after deducting <u>discounts &amp; allowances</u>	626,421	538,735
08	Other sources - operating ( <b>CV</b> ) <b>CV</b> =[B09-(B01+ ....+B07)]	2,029,348	1,825,880
09	Total operating revenues	44,867,046	41,196,145

Institution: Camden County College (183938)

User ID: P91839381

**Part B - Revenues and Other Additions****Fiscal Year 2009**

Line No.	Source of funds	Current year amount	Prior year amount
<b><u>Nonoperating Revenues</u></b>			
10	<u>Federal appropriations</u>	0	0
11	<u>State appropriations</u>	12,084,580	13,721,740
12	<u>Local appropriations, education district taxes, &amp; similar support</u>	12,251,698	9,725,814
<b><u>Grants-nonoperating</u></b>			
13	Federal nonoperating grants	26,795,242	22,296,446
14	State nonoperating grants	0	0
15	Local government nonoperating grants	0	0
16	<u>Gifts, including contributions from affiliated organizations</u>	0	1,472
17	<u>Investment income</u>	122,686	334,066
18	Other nonoperating revenues <b>CV=[B19-(B10+...+B17)]</b>	0	110,755
19	Total nonoperating revenues	51,254,206	46,190,293

Institution: Camden County College (183938)

User ID: P91839381

**Part B - Revenues and Other Additions****Fiscal Year 2009**

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	<u>Capital appropriations</u>	1,677,137	10,246,680
21	<u>Capital grants &amp; gifts</u>	0	0
22	<u>Additions to permanent endowments</u>	0	0
23	Other revenues & additions <b>CV=[B24-(B20+...+B22)]</b>	0	0
24	Total other revenues and additions	1,677,137	10,246,680
25	Total all revenues and other additions <b>CV=(B09+B19+B24)</b>	97,798,389	97,633,118

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part C - Expenses and Other Deductions****Fiscal Year 2009**

Line No.	Description	1 Current year total	2 <u>Salaries &amp; wages</u>	3 <u>Employee fringe benefits</u>	4 <u>Depreciation</u>	5 All other
<b><u>Operating Expenses</u></b>						
01	<u>Instruction</u>	25,916,719	20,023,846	3,279,587		2,613,286
02	<u>Research</u>	0	0	0		0
03	<u>Public service</u>	1,198,354	729,576	129,852		338,926
05	<u>Academic support</u>	8,315,564	5,155,186	1,218,935		1,941,443
06	<u>Student services</u>	7,342,319	5,244,063	1,179,862		918,394
07	<u>Institutional support</u>	12,020,956	3,637,150	2,858,927		5,524,879
08	<u>Operation &amp; maintenance of plant</u>	11,616,542	5,573,540	1,741,800		4,301,202
09	<u>Depreciation</u>		2,596,124		2,596,124	0
10	<u>Scholarships and fellowships expenses, excluding discounts &amp; allowances</u>		24,280,335			24,280,335
11	<u>Auxiliary enterprises</u>					0
14	Other expenses & deductions <b>CV=[C15-(C01+...+C11)]</b>	1,879,344	0	0	1	1,879,343
15	Total operating expenses	95,166,257	40,363,361	10,408,963	2,596,125	41,797,808
	Prior year amount	<b>89,215,322</b>	<b>38,391,656</b>	<b>11,048,082</b>	<b>2,649,629</b>	<b>37,125,955</b>

Institution: Camden County College (183938)

User ID: P91839381

**Part C - Expenses and Other Deductions**

Fiscal Year 2009					
Line No.	Description	1 Current year total	2 Salaries & wages	3 Employee fringe benefits	4 Depreciation
<b>Nonoperating Expenses and Deductions</b>					
16	<u>Interest</u>				
17	Other nonoperating expenses & deductions (CV) <b>CV=(C18-C16)</b>	0	0	0	0
18	Total nonoperating expenses & deductions ( <b>CV</b> ) <b>CV=(C19-C15)</b>	0	0	0	0
19	Total expenses & deductions	95,166,257	40,363,361	10,408,963	2,596,125
	Prior year amount	<b>89,215,322</b>	<b>38,391,656</b>	<b>11,048,082</b>	<b>2,649,629</b>
					<b>37,125,955</b>

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part D - Summary of Changes In Net Assets****Fiscal Year 2009**

Line No.	Description	Current year amount	Prior year amount
01	Total revenues & other additions <b>(from B25)</b>	97,798,389	<b>97,633,118</b>
02	Total expenses & deductions <b>(from C19)</b>	95,166,257	<b>89,215,322</b>
03	Change in net assets during year <b>CV=(D01-D02)</b>	2,632,132	<b>8,417,796</b>
04	<u>Net assets beginning of year</u>	87,462,325	<b>79,044,528</b>
05	<u>Adjustments to beginning net assets</u> <b>CV=[D06-(D03+D04)]</b>	-1	<b>1</b>
06	Net assets end of year <b>(from A18)</b>	90,094,456	<b>87,462,325</b>

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part E - Scholarships and Fellowships****Fiscal Year 2009**

Line No.	Source	Current year amount	Prior year amount
01	<u>Pell grants</u> (federal)	13,376,676	<b>10,408,940</b>
02	<u>Other federal grants</u>	13,441,965	<b>11,887,506</b>
03	<u>Grants by state government</u>	5,401,968	<b>4,283,725</b>
04	<u>Grants by local government</u>	0	<b>0</b>
05	<u>Institutional grants from restricted resources</u>	0	<b>0</b>
06	<u>Institutional grants from unrestricted resources</u> <b>CV=[E07-(E01+...+E05)]</b>	646,833	<b>580,976</b>
07	Total gross scholarships and fellowships	32,867,442	<b>27,161,147</b>
<b><u>Discounts and Allowances</u></b>			
08	<u>Discounts &amp; allowances</u> applied to <u>tuition &amp; fees</u>	8,587,107	<b>6,443,214</b>
09	<u>Discounts &amp; allowances</u> applied to sales & services of <u>auxiliary enterprises</u> <b>CV= (E10-E08)</b>	0	<b>0</b>
10	Total discounts & allowances <b>CV=(E07-E11)</b>	8,587,107	<b>6,443,214</b>
11	Net scholarships and fellowships expenses after deducting discount & allowances ( <b>from C10</b> )	24,280,335	<b>20,717,933</b>

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part G - Component Unit that Uses GASB Standards****Part G - GASB Component Unit that uses GASB Standards****Fiscal Year 2009**

Names of entities included: Camden County College Foundation

Primary nature of unit(s) Fund Raising/Scholarships

Line No. Current year amount

**Statement of Net Assets**

01	Total <b>current assets</b>	234,699
02	Total <b>non-current assets (CV)</b> <b>CV=(G03-G01)</b>	996,605
03	<b>Total Assets</b>	1,231,304
04	Total <b>current liabilities</b>	37,064
05	Total noncurrent liabilities ( <b>CV</b> ) <b>CV=(G06-G04)</b>	0
06	<b>Total Liabilities (CV)</b> <b>CV=(G3-G11)</b>	37,064

**Net Assets**

07	Invested in capital assets, net of related debt	0
08	<b>Restricted-expendable</b>	1,003,808
09	<b>Restricted-nonexpendable</b>	0
10	<b>Unrestricted (CV)</b> <b>CV=[G11-(G07+...+G09)]</b>	190,432
11	<b>Total net assets</b>	1,194,240

Institution: Camden County College (183938)

User ID: P91839381

**Part G - Component Unit that Uses GASB Standards****Part G - GASB Component Unit that uses GASB Standards  
Fiscal Year 2009**

Line No. Current year amount

**Statement of revenues, expenses, and Changes in Net Assets**

12	Total operating <b>revenues</b>	421,118
13	Total operating <b>expenses</b>	438,755
13a	Expenses paid to institution ( <b>included in G13</b> )	0
14	<b>Net operating revenues (Expenses) (CV)</b> <b>CV=(G12-G13)</b>	-17,637
15	Total <b>nonoperating</b> revenues	-234,886
16	<b>Total nonoperating expenses (CV)</b> <b>CV=[(G14+G15)-G17]</b>	0
17	Net income before other revenues, expenses, gains, or losses	-252,523
18	<b>Total other additions &amp; deductions (CV)</b> <b>CV=(G19-G17)</b>	0
19	<b>Change in net assets</b>	-252,523
20	Net assets -- beginning of year	1,446,763
21	<b>Adjustments to beginning net assets (CV)</b> [G22-(G19+G20)]	0
22	Net assets -- end of year ( <b>from G11</b> )	1,194,240

**CV = Calculated value****You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part H - Details of Endowment Assets****Fiscal Year 2009**

Line No.	Value of Endowment Assets	<u>Market Value</u>	Prior Year Amounts
Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.			
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	209,897	<b>187,952</b>
02	Value of <u>endowment assets</u> at the end of the fiscal year	223,735	<b>209,897</b>

Institution: Camden County College (183938)

User ID: P91839381

**Part J - Revenue Data for Bureau of Census****Fiscal Year 2009**

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	41,448,251	41,448,251			
02 Sales and services	3,282,190	2,655,769	626,421		
03 Federal grants/contracts (excludes Pell Grants)	3,333,972	3,333,972			
Revenue from the state government:					
04 State appropriations, current & capital	12,084,580	12,084,580			
05 State grants and contracts	6,371,053	6,371,053			
Revenue from local governments:					
06 Local appropriation, current & capital	13,928,835	13,928,835			
07 Local government grants/contracts	216,549	216,549			
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants					
10 Interest earnings	122,686				
11 <u>Dividend earnings</u>					
12 <u>Realized capital gains</u>					

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P91839381

**Part K - Expenditure Data for Bureau of Census****Fiscal Year 2009**

Category	Total for all funds and operations (includes endowment funds, but excludes component units)	Amount			
		Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	0				
02 Employee benefits, total Payment to state retirement funds (maybe included in line 02 above)	0				
03 Current expenditures other than salaries	281,019	281,019			
04 Capital outlay:					
05 Construction	398,793	398,793			
06 Equipment purchases	469,282	469,282			
07 Land purchases	0				
08 Interest on debt outstanding, all funds & activities					
09 Scholarships/fellowships	32,867,442	32,867,442			

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part L - Debt and Assets, page 1****Fiscal Year 2009****Debt**

## Category

## Amount

01 Long-term debt outstanding at beginning of fiscal year	6,355,173
02 Long-term debt issued during fiscal year	
03 Long-term debt retired during fiscal year	138,245
04 Long-term debt outstanding at end of fiscal year	6,216,928
05 Short-term debt outstanding at beginning of fiscal year	578,293
06 Short-term debt outstanding at end of fiscal year	535,065

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P91839381

**Part L - Debt and Assets, page 2****Fiscal Year 2009****Assets**

## Category

- 07 Total cash and security assets held at end of fiscal year in sinking or debt service funds  
08 Total cash and security assets held at end of fiscal year in bond funds  
09 Total cash and security assets held at end of fiscal year in all other funds

## Amount

<input type="text"/>
<input type="text"/>
9,029,033

You may use the space below to provide context for the data you've reported above.

---



Institution: Camden County College (183938)

User ID: P91839381

**Explanation Report**

Number	Source	Location	Description	Severity	Accepted
<b>Screen: Part 3</b>					
1	Row 33 Column 3	Screen Entry	This number should be greater than zero. Please explain.	Explanation	Yes
Reason: The college does not possess endowment funds					
<b>Screen: Form 1 Part 1</b>					
2	Row 21 Column 4	Screen Entry	This number should be greater than zero. Please explain.	Explanation	Yes
Reason: Camden County College Foundation did not invested in capital assets, net of related debt					

[Print Form\(s\)](#) [Go Back](#)

Institution: Camden County College (183938)

User ID: P1839381

## Overview

### Finance Overview

#### Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

#### Resources:

To download the survey materials for this component: [Survey Materials](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

## Finance - Public institutions

### Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- |                                  |   |
|----------------------------------|---|
| <input checked="" type="radio"/> | GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35 |
| <input type="radio"/>            | FASB (Financial Accounting Standards Board)                                     |

**Please consult your business officer for the correct response before saving this screen.** Your response to this question will determine the forms you will receive for reporting finance data.

**Finance - Public institutions****General Information****GASB-Reporting Institutions (aligned form)**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

**1. Fiscal Year Calendar**

**This report covers financial activities for the 12-month fiscal year:** (The fiscal year reported should be the most recent fiscal year ending before October 1, 2010.)

Beginning: month/year (MMYYYYY)	Month: <input type="text" value="7"/>	Year: <input type="text" value="2009"/>
And ending: month/year (MMYYYYY)	Month: <input type="text" value="6"/>	Year: <input type="text" value="2010"/>

**2. Audit Opinion**

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- |  |  |   |
|--|--|---|
| <input checked="" type="radio"/> Unqualified | <input type="radio"/> Qualified<br>(Explain in<br>box below) | <input type="radio"/> Don't know<br>(Explain in<br>box below) |
|--|--|---|

**3. Reporting Model**

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution ?

- |   |
|---|
| <input checked="" type="radio"/> Business Type Activities                   |
| <input type="radio"/> Governmental Activities                               |
| <input type="radio"/> Governmental Activities with Business-Type Activities |

**4. Intercollegiate Athletics**

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- |   |
|---|
| <input type="radio"/> Auxiliary enterprises                             |
| <input checked="" type="radio"/> Student services                       |
| <input type="radio"/> Does not participate in intercollegiate athletics |
| <input type="radio"/> Other (specify in box below)                      |

**5. Endowment Assets**

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- |  |
|--|
| <input checked="" type="radio"/> Yes - (report endowment assets) |
| <input type="radio"/> No   |

You may use the space below to provide context for the data you've reported above.

--

**Part A - Statement of Net Assets**

Fiscal Year: July 1, 2009 - June 30, 2010

Line no.		Current year amount	Prior year amount
	<u>Current Assets</u>		
01	Total current assets	23,339,160	19,331,454
	<u>Noncurrent Assets</u>		
31	Depreciable <u>capital assets</u> , net of depreciation	62,660,432	63,470,744
04	Other noncurrent assets <b>CV=[A05-A31]</b>	29,974,102	28,065,091
05	Total noncurrent assets	92,634,534	91,535,835
06	Total assets <b>CV=(A01+A05)</b>	115,973,694	110,867,289
	<u>Current Liabilities</u>		
07	Long-term debt, current portion	533,534	535,068
08	Other current liabilities <b>CV=(A09-A07)</b>	12,078,461	11,442,253
09	Total current liabilities	12,611,995	11,977,321
	<u>Noncurrent Liabilities</u>		
10	Long-term debt	6,095,112	6,216,928
11	Other noncurrent liabilities <b>CV=(A12-A10)</b>	2,591,950	2,578,584
12	Total noncurrent liabilities	8,687,062	8,795,512
13	Total liabilities <b>CV=(A09+A12)</b>	21,299,057	20,772,833
	<u>Net Assets</u>		
14	Invested in capital assets, net of related debt	84,758,220	83,694,369
15	Restricted-expendable	3,583,189	2,193,761
16	Restricted-nonexpendable	0	0
17	Unrestricted <b>CV=[A18-(A14+A15+A16)]</b>	6,333,228	4,206,326
18	Total net assets <b>CV=(A06-A13)</b>	94,674,637	90,094,456

You may use the space below to provide context for the data you've reported above.



**Part A - Statement of Net Assets (Page 2)**

Fiscal Year: July 1, 2009 - June 30, 2010

Line No.	Description	Ending balance	Prior year Ending balance
<b>Capital Assets</b>			
21	<u>Land &amp; land improvements</u>	6,608,887	6,431,427
22	<u>Infrastructure</u>	2,935,332	2,935,332
23	<u>Buildings</u>	79,229,411	78,858,742
32	Equipment, including art and <u>library collections</u>	16,905,707	15,719,308
27	<u>Construction in progress</u>	25,950,220	24,020,136
<b>Total for Plant, Property and Equipment</b>		131,629,557	129,745,656
CV = (A21+ .. A27)			
28	<u>Accumulated depreciation</u>	40,937,038	38,399,448
33	Intangible assets, net of accumulated amortization	0	
34	Other capital assets	0	

You may use the space below to provide context for the data you've reported above.

**Part B - Revenues and Other Additions**

Fiscal Year: July 1, 2009 - June 30, 2010

Report in whole dollars only

Line No.	Source of Funds	Current year amount	Prior year amount
<b>Operating Revenues</b>			
01	Tuition & fees, after deducting discounts & allowances	34,562,128	32,861,144
	Grants and contracts - operating		
02	Federal operating grants and contracts	3,053,342	2,762,531
03	State operating grants and contracts	7,340,983	6,371,053
04	Local government/private operating grants and contracts	34,719	216,549
04a	Local government operating grants and contracts	0	
04b	Private operating grants and contracts	34,719	
05	Sales & services of auxiliary enterprises, after deducting discounts & allowances	657,518	626,421
26	Sales & services of educational activities	0	
08	Other sources - operating (CV) CV=[B09-(B01+ ...+B07)]	2,231,566	2,029,348
09	Total operating revenues	47,880,256	44,867,046

**Part B - Revenues and Other Additions**

Fiscal Year: July 1, 2009 - June 30, 2010

Line No.	Source of funds	Current year amount	Prior year amount
<b>Nonoperating Revenues</b>			
10	Federal appropriations	0	0
11	State appropriations	11,028,633	12,084,580
12	Local appropriations, education district taxes, & similar support	9,725,814	12,251,698
Grants-nonoperating			
13	Federal nonoperating grants	37,665,260	26,795,242
14	State nonoperating grants	662,657	0
15	Local government nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	0	0
17	Investment income	54,234	122,686
18	Other nonoperating revenues <b>CV=[B19-(B10+...+B17)]</b>	0	0
19	Total nonoperating revenues	59,136,598	51,254,206
27	Total operating and nonoperating revenues <b>CV=[B19+B09]</b>	107,016,854	96,121,252
28	<b>12-month Student FTE from E12</b> <b>CV=[B28a+B28b]</b>	10,374	
	28a Undergraduates	10,374	
	28b Graduates		
29	Total operating and nonoperating revenues per student FTE <b>CV=[B27/B28]</b>	10,316	

**Part B - Revenues and Other Additions**

Fiscal Year: July 1, 2009 - June 30, 2010

Line No.	Source of funds	Current year amount	Prior year amount
20	Other Revenues and Additions <u>Capital appropriations</u>	2,784,650	1,677,137
21	<u>Capital grants &amp; gifts</u>	183,979	0
22	<u>Additions to permanent endowments</u>	0	0
23	Other revenues & additions <b>CV=[B24-(B20+...+B22)]</b>	0	0
24	Total other revenues and additions	2,968,629	1,677,137
25	Total all revenues and other additions <b>CV=[B09+B19+B24]</b>	109,985,483	97,798,389

**You may use the space below to provide context for the data you've reported above.**

Camden County College  
does not have any  
endowment funds.

**Part C - Expenses and Other Deductions****Fiscal Year: July 1, 2009 - June 30, 2010**

Report in whole dollars only								
Line Description No.	1 Total amount	2 Salaries & wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
<b>Expenses and Deductions</b>								
01 Instruction	34,035,413	20,739,372	4,298,924	5,501,491	1,460,920	0	2,034,706	25,916,719
02 Research	0	0	0	0	0	0	0	0
03 Public service	1,623,991	847,447	98,868	264,193	59,696	0	353,787	1,198,354
05 Academic support	10,513,376	5,229,273	1,442,691	1,713,387	368,360	0	1,759,665	8,315,564
06 Student services	9,904,129	5,393,208	1,298,850	1,608,541	379,908	0	1,223,622	7,342,319
07 Institutional support	15,226,871	4,050,009	2,816,080	2,523,477	285,290	0	5,552,015	12,020,956
08 Operation & maintenance of plant (see instructions)	0	5,678,020	1,937,735	-11,611,089	0	0	3,995,334	11,616,542
10 Scholarships and fellowships expenses, excluding discounts & allowances	31,939,523						31,939,523	24,280,335
11 Auxiliary enterprises	0	0	0	0	0	0	0	0
14 Other expenses & deductions <b>CV=[C19-(C01+...+C13)]</b>	2,161,999		0	0	0	0	2,161,999	1,879,344
19 Total expenses & deductions	105,405,302	41,937,329	11,893,148	0	2,554,174	0	49,020,651	95,166,257
Prior year amount	<b>95,166,257</b>	<b>40,363,361</b>	<b>10,408,963</b>		<b>2,596,125</b>		<b>41,797,808</b>	
20 <b>12-month Student FTE from E12</b> <b>CV=[C20a+C20b]</b>	10,374							
20a Undergraduates	10,374							
20b Graduates								
21 Total expenses and deductions per student FTE <b>CV=[C19/C20]</b>	10,161							

You may use the space below to provide context for the data you've reported above.

**Part D - Summary of Changes In Net Assets**

Fiscal Year: July 1, 2009 - June 30, 2010

Line No.	Description	Current year amount	Prior year amount
01	Total revenues & other additions (from B25)	109,985,483	97,798,389
02	Total expenses & deductions (from C19)	105,405,302	95,166,257
03	Change in net assets during year <b>CV=(D01-D02)</b>	4,580,181	2,632,132
04	<u>Net assets</u> beginning of year	90,094,456	87,462,325
05	<u>Adjustments to beginning net assets</u> and other gains or losses <b>CV=[D06-(D03+D04)]</b>	0	-1
06	Net assets end of year (from A18)	94,674,637	90,094,456

You may use the space below to provide context for the data you've reported above.

**Part E - Scholarships and Fellowships**

Fiscal Year: July 1, 2009 - June 30, 2010

Line No.	Source	Current year amount	Prior year amount
01	<u>Pell grants (federal)</u>	21,697,019	13,376,676
02	<u>Other federal grants</u>	15,968,242	13,441,965
03	<u>Grants by state government</u>	6,767,124	5,401,968
04	<u>Grants by local government</u>	0	0
05	<u>Institutional grants from restricted resources</u>	0	0
06	<u>Institutional grants from unrestricted resources</u> <b>CV=[E07-(E01+...+E05)]</b>	345,258	646,833
07	Total gross scholarships and fellowships	44,777,643	32,867,442
Discounts and Allowances			
08	<u>Discounts &amp; allowances applied to tuition &amp; fees</u>	12,838,120	8,587,107
09	<u>Discounts &amp; allowances applied to sales &amp; services of auxiliary enterprises</u> <b>CV= (E10-E08)</b>	0	0
10	Total discounts & allowances <b>CV=(E07-E11)</b>	12,838,120	8,587,107
11	Net scholarships and fellowships expenses after deducting discount & allowances <b>(from C10)</b>	31,939,523	24,280,335

You may use the space below to provide context for the data you've reported above.

**Part H - Details of Endowment Assets**

Fiscal Year: July 1, 2009 - June 30, 2010

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	223,735	209,897
02	Value of <u>endowment assets</u> at the end of the fiscal year	304,429	223,735

You may use the space below to provide context for the data you've reported above.

**Part J - Revenue Data for Bureau of Census****Fiscal Year: July 1, 2009 - June 30, 2010**

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	47,400,248	47,400,248			
02 Sales and services	3,546,602	2,889,084	657,518		
03 Federal grants/contracts (excludes Pell Grants)	4,066,399	4,066,399			
Revenue from the state government:					
04 State appropriations, current & capital	11,687,103	11,687,103			
05 State grants and contracts	7,340,983	7,340,983			
Revenue from local governments:					
06 Local appropriation, current & capital	12,510,464	12,510,464			
07 Local government grants/contracts	34,721	34,721			
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants					
10 Interest earnings	54,234				
11 Dividend earnings					
12 Realized capital gains					

You may use the space below to provide context for the data you've reported above.

**Part K - Expenditure Data for Bureau of Census****Fiscal Year: July 1, 2009 - June 30, 2010**

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	0		0		
02 Employee benefits, total	429,160	429,160	0		
03 Payment to state retirement funds (maybe included in line 02 above)	0				
04 Current expenditures other than salaries	0				
Capital outlay:					
05 Construction	916,923	916,923			
06 Equipment purchases	1,186,397	1,186,397			
07 Land purchases	0				
08 Interest on debt outstanding, all funds & activities					
09 Scholarships/fellowships	44,777,643	44,777,643			

**You may use the space below to provide context for the data you've reported above.**

--

**Part L - Debt and Assets, page 1**

Fiscal Year: July 1, 2009 - June 30, 2010

**Debt**

## Category

	Amount
01 Long-term debt outstanding at beginning of fiscal year	6,355,173
02 Long-term debt issued during fiscal year	0
03 Long-term debt retired during fiscal year	260,061
04 Long-term debt outstanding at end of fiscal year	6,095,112
05 Short-term debt outstanding at beginning of fiscal year	535,065
06 Short-term debt outstanding at end of fiscal year	533,534

You may use the space below to provide context for the data you've reported above.

**Part L - Debt and Assets, page 2**

Fiscal Year: July 1, 2009 - June 30, 2010

**Assets**

## Category

07 Total cash and security assets held at end of fiscal year in sinking or debt service funds

## Amount

08 Total cash and security assets held at end of fiscal year in bond funds

09 Total cash and security assets held at end of fiscal year in all other funds

11,089,127

You may use the space below to provide context for the data you've reported above.

**Summary****Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the ExPT and sent to your institution's CEO in November 2011.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org).

**Core Revenues**

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$34,562,128	32%	\$3,332
Government appropriations	\$20,754,447	19%	\$2,001
Government grants and contracts	\$48,722,242	45%	\$4,697
Private gifts, grants, and contracts	\$34,719	0%	\$3
Investment income	\$54,234	0%	\$5
Other core revenues	\$5,200,195	5%	\$501
Total core revenues	\$109,327,965	100%	\$10,539
Total revenues	\$109,985,483		\$10,602

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

**Core Expenses**

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$34,035,413	32%	\$3,281
Research	\$0	0%	\$0
Public service	\$1,623,991	2%	\$157
Academic support	\$10,513,376	10%	\$1,013
Institutional support	\$15,226,871	14%	\$1,468
Student services	\$9,904,129	9%	\$955

<b>Core Expenses</b>				
Other core expenses	\$34,101,522	32%	\$3,287	
Total core expenses	\$105,405,302	100%	\$10,161	
Total expenses	\$105,405,302		\$10,161	

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and nonoperating expenses.

	<b>Calculated value</b>
FTE enrollment	10,374

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

**Explanation Report**

Number	Source	Location	Description	Severity	Accepted
<b>Screen: Part B - Revenues and Other Additions</b>					
1	Row: 25 Col: 3	Screen Entry	This field should not be left blank. Please explain.	Explanation	Yes
Reason: The college does not possess endowment funds					
<b>Screen: Part B - Revenues and Other Additions</b>					
2	Row: 33 Col: 3	Screen Entry	This number should not be zero or blank. Please explain.	Explanation	Yes
Reason: Camden County College does not have any endowment funds.					

[Print Form\(s\)](#)[Get PDF File](#)[Go Back](#)

## Finance 2011-12

Institution: Camden County College (183938)

User ID: P1839381

**Overview****Finance Overview****Purpose**

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

**Resources:**

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: Camden County College (183938)

User ID: P1839381

**Finance - Public institutions****Reporting Standard****Please indicate which reporting standards are used to prepare your financial statements:**

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35  
 FASB (Financial Accounting Standards Board)

**Please consult your business officer for the correct response before saving this screen.** Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Camden County College (183938)

User ID: P1839381

**Finance - Public institutions****General Information****GASB-Reporting Institutions (aligned form)**

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

**1. Fiscal Year Calendar**

**This report covers financial activities for the 12-month fiscal year:** (The fiscal year reported should be the most recent fiscal year ending before October 1, 2011.)

Beginning: month/year (MMYYYY)

Month: Year: 

And ending: month/year (MMYYYY)

Month: Year: **2. Audit Opinion**

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

 Unqualified Qualified  
(Explain in  
box below) Don't know  
(Explain in  
box below)**3. Reporting Model**

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution ?

- Business Type Activities
- Governmental Activities
- Governmental Activities with Business-Type Activities

**4. Intercollegiate Athletics**

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- Auxiliary enterprises
- Student services
- Does not participate in intercollegiate athletics
- Other (specify in box below)

**5. Endowment Assets**

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- Yes - (report endowment assets)
- No

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P1839381

**Part A - Statement of Net Assets****Fiscal Year: July 1, 2010 - June 30, 2011**

Line no.		Current year amount	Prior year amount
<b><u>Current Assets</u></b>			
01	Total <u>current assets</u>	29,512,418	<b>23,339,160</b>
<b><u>Noncurrent Assets</u></b>			
31	Depreciable <u>capital assets</u> , net of depreciation	85,651,741	<b>62,660,432</b>
04	Other noncurrent assets <b>CV=[A05-A31]</b>	10,059,009	<b>29,974,102</b>
05	Total noncurrent assets	95,710,750	<b>92,634,534</b>
06	Total assets <b>CV=(A01+A05)</b>	125,223,168	<b>115,973,694</b>
<b><u>Current Liabilities</u></b>			
07	<u>Long-term debt, current portion</u>	1,085,720	<b>533,534</b>
08	Other <u>current liabilities</u> <b>CV=(A09-A07)</b>	14,354,991	<b>12,078,461</b>
09	Total current liabilities	15,440,711	<b>12,611,995</b>
<b><u>Noncurrent Liabilities</u></b>			
10	<u>Long-term debt</u>	19,866,004	<b>6,095,112</b>
11	Other noncurrent liabilities <b>CV=(A12-A10)</b>	2,617,417	<b>2,591,950</b>
12	Total noncurrent liabilities	22,483,421	<b>8,687,062</b>
13	Total liabilities <b>CV=(A09+A12)</b>	37,924,132	<b>21,299,057</b>
<b><u>Net Assets</u></b>			
14	<u>Invested in capital assets, net of related debt</u>	73,185,558	<b>84,758,220</b>
15	<u>Restricted-expendable</u>	5,813,080	<b>3,583,189</b>
16	<u>Restricted-nonexpendable</u>	0	<b>0</b>
17	<u>Unrestricted</u> <b>CV=[A18-(A14+A15+A16)]</b>	8,300,398	<b>6,333,228</b>
18	Total net assets <b>CV=(A06-A13)</b>	87,299,036	<b>94,674,637</b>

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P1839381

**Part A - Statement of Net Assets (Page 2)**

Fiscal Year: July 1, 2010 - June 30, 2011

Line No.	Description	Ending balance	Prior year Ending balance
<b>Capital Assets</b>			
21	<u>Land &amp; land improvements</u>	6,431,425	<b>6,608,887</b>
22	<u>Infrastructure</u>	3,228,572	<b>2,935,332</b>
23	<u>Buildings</u>	103,886,139	<b>79,229,411</b>
32	Equipment, including art and <u>library collections</u>	18,011,416	<b>16,905,707</b>
27	<u>Construction in progress</u>	6,056,195	<b>25,950,220</b>
	<b>Total for Plant, Property and Equipment</b>	137,613,747	<b>131,629,557</b>
CV = (A21+ .. A27)			
28	<u>Accumulated depreciation</u>	43,823,944	<b>40,937,038</b>
33	Intangible assets, net of accumulated amortization	0	<b>0</b>
34	Other capital assets	0	<b>0</b>

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P1839381

**Part B - Revenues and Other Additions****Fiscal Year: July 1, 2010 - June 30, 2011****Report in whole dollars only**

Line No.	Source of Funds	Current year amount	Prior year amount
<b><u>Operating Revenues</u></b>			
01	Tuition & fees, after deducting <u>discounts &amp; allowances</u>	32,383,107	<b>34,562,128</b>
	Grants and contracts - operating		
02	Federal operating grants and contracts	3,396,982	<b>3,053,342</b>
03	State operating grants and contracts	5,029,376	<b>7,340,983</b>
04	Local government/private operating grants and contracts	99,041	<b>34,719</b>
	04a Local government operating grants and contracts	0	<b>0</b>
	04b Private operating grants and contracts	99,041	<b>34,719</b>
05	Sales & services of <u>auxiliary enterprises</u> , after deducting <u>discounts &amp; allowances</u>	1,017,826	<b>657,518</b>
26	<u>Sales &amp; services of educational activities</u>	0	<b>0</b>
08	Other sources - operating ( <b>CV</b> ) <b>CV=[B09-(B01+ ....+B07)]</b>	2,345,084	<b>2,231,566</b>
09	Total operating revenues	44,271,416	<b>47,880,256</b>

Institution: Camden County College (183938)

User ID: P1839381

**Part B - Revenues and Other Additions**

Fiscal Year: July 1, 2010 - June 30, 2011

Line No.	Source of funds	Current year amount	Prior year amount
<b><u>Nonoperating Revenues</u></b>			
10	Federal <u>appropriations</u>	0	0
11	State <u>appropriations</u>	10,540,430	11,028,633
12	Local appropriations, education district taxes, & similar support	9,725,814	9,725,814
	Grants-nonoperating		
13	Federal nonoperating grants	35,003,071	37,665,260
14	State nonoperating grants	77,246	662,657
15	Local government nonoperating grants	0	0
16	<u>Gifts</u> , including <u>contributions from affiliated organizations</u>	0	0
17	<u>Investment income</u>	30,541	54,234
18	Other nonoperating revenues <b>CV=[B19-(B10+...+B17)]</b>	0	0
19	Total nonoperating revenues	55,377,102	59,136,598
27	Total operating and nonoperating revenues <b>CV=[B19+B09]</b>	99,648,518	107,016,854
28	<b>12-month Student FTE from E12</b> <b>CV=[B28a+B28b]</b>	10,858	
	28a Undergraduates	10,858	
	28b Graduates		
29	Total operating and nonoperating revenues per student FTE <b>CV=[B27/B28]</b>	9,177	

Institution: Camden County College (183938)

User ID: P1839381

**Part B - Revenues and Other Additions**

Fiscal Year: July 1, 2010 - June 30, 2011

Line No.	Source of funds	Current year amount	Prior year amount
Other Revenues and Additions			
20	<u>Capital appropriations</u>	5,310,439	<b>2,784,650</b>
21	<u>Capital grants &amp; gifts</u>	1,874,979	<b>183,979</b>
22	<u>Additions to permanent endowments</u>	0	<b>0</b>
23	Other revenues & additions <b>CV=[B24-(B20+...+B22)]</b>	0	<b>0</b>
24	Total other revenues and additions	7,185,418	<b>2,968,629</b>
25	Total all revenues and other additions <b>CV=[B09+B19+B24]</b>	106,833,936	<b>109,985,483</b>

You may use the space below to provide context for the data you've reported above.

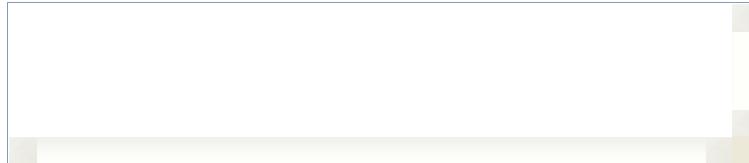
Institution: Camden County College (183938)

User ID: P1839381

**Part C - Expenses and Other Deductions****Fiscal Year: July 1, 2010 - June 30, 2011**

Report in whole dollars only		1	2	3	4	5	6	7	8
Line No.	Description	Total amount	<u>Salaries &amp; wages</u>	<u>Employee fringe benefits</u>	<u>Operation and maintenance of plant</u>	<u>Depreciation</u>	Interest	All other	PY Total Amount
<b>Expenses and Deductions</b>									
01	<u>Instruction</u>	42,072,764	21,101,026	4,438,402	13,107,760	1,392,376	0	2,033,200	<b>34,035,413</b>
02	<u>Research</u>	0						0	<b>0</b>
03	<u>Public service</u>	1,452,973	675,075	53,428	452,673	48,085	0	223,712	<b>1,623,991</b>
05	<u>Academic support</u>	13,343,574	5,834,070	1,613,956	4,157,187	441,599	0	1,296,762	<b>10,513,376</b>
06	<u>Student services</u>	12,478,528	5,601,894	1,366,817	3,887,683	412,970	0	1,209,164	<b>9,904,129</b>
07	<u>Institutional support</u>	18,385,526	4,391,814	3,577,788	5,728,006	608,459	0	4,079,459	<b>15,226,871</b>
08	<u>Operation &amp; maintenance of plant</u> (see instructions)	0	5,886,377	2,125,554	-27,333,310	0	0	19,321,379	0
10	<u>Scholarships and fellowships expenses, excluding discounts &amp; allowances</u>	25,510,460						25,510,460	<b>31,939,523</b>
11	<u>Auxiliary enterprises</u>							0	<b>0</b>
14	Other expenses & deductions <b>CV=[C19-(C01+...+C13)]</b>	965,711	0	0	1	1	302,890	662,819	<b>2,161,999</b>
19	Total expenses & deductions	114,209,536	43,490,256	13,175,945	0	2,903,490	302,890	54,336,955	<b>105,405,302</b>
	Prior year amount	<b>105,405,302</b>	<b>41,937,329</b>	<b>11,893,148</b>		<b>2,554,174</b>	<b>0</b>	<b>49,020,651</b>	
20	<b>12-month Student FTE from E12 CV=[C20a+C20b]</b>	10,858							
	20a Undergraduates	10,858							
	20b Graduates								
21	Total expenses and deductions per student FTE <b>CV=[C19/C20]</b>	10,518							

You may use the space below to provide context for the data you've reported above.



Institution: Camden County College (183938)

User ID: P1839381

**Part D - Summary of Changes In Net Assets****Fiscal Year: July 1, 2010 - June 30, 2011**

Line No.	Description	Current year amount	Prior year amount
01	Total revenues & other additions (from B25)	106,833,936	<b>109,985,483</b>
02	Total expenses & deductions (from C19)	114,209,536	<b>105,405,302</b>
03	Change in net assets during year <b>CV=(D01-D02)</b>	-7,375,600	<b>4,580,181</b>
04	<u>Net assets</u> beginning of year	94,674,637	<b>90,094,456</b>
05	<u>Adjustments to beginning net assets</u> and other gains or losses <b>CV=[D06-(D03+D04)]</b>	-1	<b>0</b>
06	Net assets end of year (from A18)	87,299,036	<b>94,674,637</b>

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P1839381

**Part E - Scholarships and Fellowships****Fiscal Year: July 1, 2010 - June 30, 2011**

Line No.	Source	Current year amount	Prior year amount
01	<u>Pell grants (federal)</u>	22,790,870	<b>21,697,019</b>
02	<u>Other federal grants</u>	12,212,201	<b>15,968,242</b>
03	<u>Grants by state government</u>	4,661,558	<b>6,767,124</b>
04	<u>Grants by local government</u>	0	<b>0</b>
05	<u>Institutional grants from restricted resources</u>	0	<b>0</b>
06	<u>Institutional grants from unrestricted resources</u> <b>CV=[E07-(E01+...+E05)]</b>	674,997	<b>345,258</b>
07	Total gross scholarships and fellowships	40,339,626	<b>44,777,643</b>
<hr/>			
<u>Discounts and Allowances</u>			
08	<u>Discounts &amp; allowances applied to tuition &amp; fees</u>	14,829,166	<b>12,838,120</b>
09	<u>Discounts &amp; allowances applied to sales &amp; services of auxiliary enterprises</u> <b>CV= (E10-E08)</b>	0	<b>0</b>
10	Total discounts & allowances <b>CV=(E07-E11)</b>	14,829,166	<b>12,838,120</b>
11	Net scholarships and fellowships expenses after deducting discount & allowances ( <b>from C10</b> )	25,510,460	<b>31,939,523</b>

You may use the space below to provide context for the data you've reported above.



Institution: Camden County College (183938)

User ID: P1839381

**Part H - Details of Endowment Assets****Fiscal Year: July 1, 2010 - June 30, 2011**

Line No.	Value of Endowment Assets	<u>Market Value</u>	Prior Year Amounts
Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.			
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	304,429	<b>223,735</b>
02	Value of <u>endowment assets</u> at the end of the fiscal year	464,800	<b>304,429</b>

You may use the space below to provide context for the data you've reported above.



Institution: Camden County College (183938)

User ID: P1839381

**Part J - Revenue Data for Bureau of Census****Fiscal Year: July 1, 2010 - June 30, 2011**

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	47,212,273	47,212,273			
02 Sales and services	3,362,910	2,345,084	1,017,826		
03 Federal grants/contracts (excludes Pell Grants)	0				
Revenue from the state government:					
04 State appropriations, current & capital	10,540,430	10,540,430			
05 State grants and contracts	5,029,376	5,029,376			
Revenue from local governments:					
06 Local appropriation, current & capital	15,036,253	15,036,253			
07 Local government grants/contracts	99,041	99,041			
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants					
10 Interest earnings	30,541				
11 Dividend earnings	0				
12 Realized capital gains	0				

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P1839381

**Part K - Expenditure Data for Bureau of Census****Fiscal Year: July 1, 2010 - June 30, 2011**

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	0				
02 Employee benefits, total	0				
Payment to state retirement funds (maybe included in line 02 above)	0				
03 Current expenditures other than salaries	0				
Capital outlay:					
05 Construction	24,656,728	24,656,728			
06 Equipment purchases	1,105,709	1,105,709			
07 Land purchases	0				
Interest on debt					
08 outstanding, all funds & activities					
09 Scholarships/fellowships	40,339,626	40,339,626			

You may use the space below to provide context for the data you've reported above.

Institution: Camden County College (183938)

User ID: P1839381

**Part L - Debt and Assets, page 1****Fiscal Year: July 1, 2010 - June 30, 2011****Debt**

## Category

Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	6,095,112
02 Long-term debt issued during fiscal year	13,770,892
03 Long-term debt retired during fiscal year	0
04 Long-term debt outstanding at end of fiscal year	19,866,004
05 Short-term debt outstanding at beginning of fiscal year	533,534
06 Short-term debt outstanding at end of fiscal year	1,085,720

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P1839381

**Part L - Debt and Assets, page 2****Fiscal Year: July 1, 2010 - June 30, 2011****Assets**

## Category

- 07 Total cash and security assets held at end of fiscal year in sinking or debt service funds  
08 Total cash and security assets held at end of fiscal year in bond funds  
09 Total cash and security assets held at end of fiscal year in all other funds

## Amount

<input type="text"/>
<input type="text"/>
17,566,598

**You may use the space below to provide context for the data you've reported above.**

Institution: Camden County College (183938)

User ID: P1839381

**Summary****Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the ExPT and sent to your institution's CEO in November 2012.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org).

**Core Revenues**

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$32,383,107	31%	\$2,982
Government appropriations	\$20,266,244	19%	\$1,866
Government grants and contracts	\$43,506,675	41%	\$4,007
Private gifts, grants, and contracts	\$99,041	0%	\$9
Investment income	\$30,541	0%	\$3
Other core revenues	\$9,530,502	9%	\$878
Total core revenues	\$105,816,110	100%	\$9,745
Total revenues	\$106,833,936		\$9,839

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

**Core Expenses**

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$42,072,764	37%	\$3,875
Research	\$0	0%	\$0
Public service	\$1,452,973	1%	\$134
Academic support	\$13,343,574	12%	\$1,229
Institutional support	\$18,385,526	16%	\$1,693
Student services	\$12,478,528	11%	\$1,149
Other core expenses	\$26,476,171	23%	\$2,438
Total core expenses	\$114,209,536	100%	\$10,518
Total expenses	\$114,209,536		\$10,518

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and nonoperating expenses.

**Calculated value**

FTE enrollment 10,858

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Institution: Camden County College (183938)

User ID: P1839381

**Edit Report**

## Finance

Institution: Camden County College (183938)

Source

Description

Severity

Resolved Options

**Screen: Assets**

The number entered, 37,924,132, does not lie within the expected range of between 10,649,529 and 31,948,585 when compared to last year's value. Please explain the difference if the value reported is correct. (Error #5302)

Explanation Yes Back to survey data

The college recorded a non-current liability in the amount of \$13.1 million

Reason: representing the College's obligation due to the Camden County Capital Investment Initiative.

**Screen: Part 3**

Screen This number should not be zero or blank. Please verify. (Error #5231)

Confirmation Yes Back to survey data

Related [Part 3](#)Screens: [Part 3](#)**Screen: Net Assets**

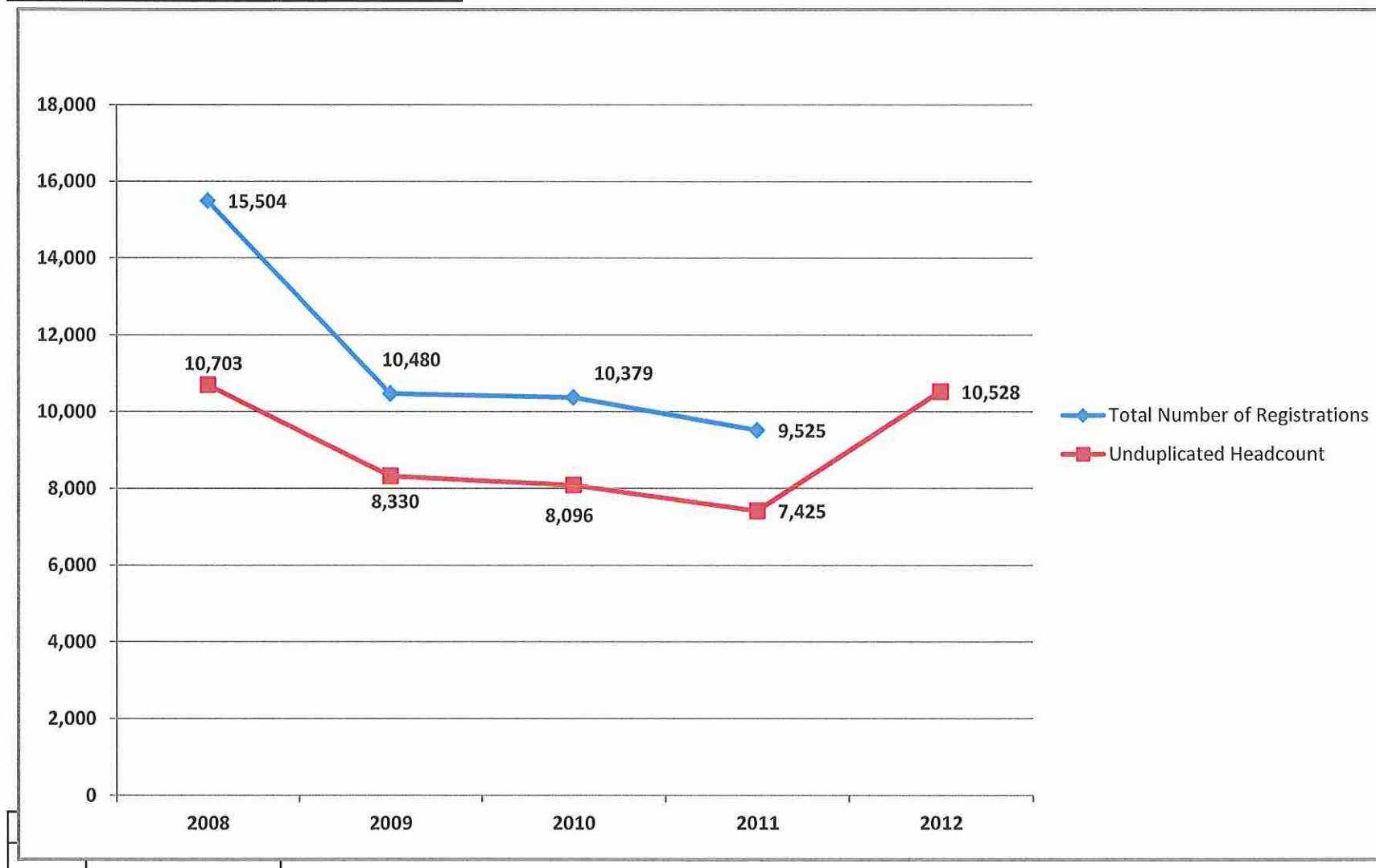
Perform This number is expected to be greater than zero.  
Edits Please verify. (Error #5202)

Confirmation Yes Back to survey data

Related [Net Assets](#)Screens: [Net Assets](#)[Print Form\(s\)](#)[Get PDF File](#)[Go Back](#)

**TABLE 3**  
**Non Credit Enrollment Trends**

Year	Total Number of Registrations	Unduplicated Headcount
2008	15,504	10,703
2009	10,480	8,330
2010	10,379	8,096
2011	9,525	7,425
2012		10,528



# Fiscal Year 2014 Operating Budget



Presented to the Business  
Affairs, Audit & Campus  
Development Committee  
April 25, 2013

# Fiscal Year 2014 Operating Budget



Presented to the  
Academic & Student  
Affairs Committee  
April 23, 2013

# What this Budget Will Do

- Continue to Incorporate the Strategic Initiatives:
  - Enrich Teaching and Learning
  - Expand Access to Higher Education
  - Ensure Accountability to the Public
  - Enhance the Economic Development & Quality of Life in Camden County
  - Continue the Blackwood Transformation
  - Encourage Civic Engagement
- Provide Contractual Obligations and Fixed Costs
- Improve Operation Efficiencies

# Key Findings - Budget Revenue Assumptions

- County Aid remains the same as FY2013 - \$9,225,814
- State Aid remains the same as FY2013 - \$10,200,000
- Enrollments increase by 4,000 credits over FY2013 projected actual
- Tuition remains the same after an increase in the summer 2013
  - Tuition increased \$3 to \$104
  - General fee increased by \$2 to \$28
- Transfer of \$2,000,000 from unrestricted reserves

# Key Findings – Budget Cost Impacts

- Budget decreases by \$421,707 over FY2013 approved budget
- Includes 2% contractual salary increases which includes contracts currently under negotiations
- Increase debt service by \$221,000 to \$1,500,000
- Increase fringe benefits by 10%
- Operating expenses for the new 107,000 square foot Science Building
- Includes County Services Integrated into operating budget
  - Direct Expenses
    - RETC
    - Police Academy
    - Fire Academy
    - Cultural Heritage Commission
  - Indirect Expenses
    - Impact on staff to run county security & OIT operations
- No annual County Capital funding

# Cost Control Initiatives

- Budget Cuts
  - Through reorganization deleted 2 faculty vacancies, 11 full-time administrative and staff positions and 4 permanent part-time positions
  - Reduced other expenses such as overloads, utilities, insurance
- Savings Initiatives
  - Continue to use the facilities more efficiently to reduce the cost of utilities
  - Expand cooperative agreements with County agencies
  - Continue to increase Average Class size

**TOTAL BUDGET CUTS: \$1,794,613**

# Revenue Comparisons

## FY2014 Revenue compared to the FY2013 Revenue

Revenue	FY2013 Adopted Revenue NOT including County Security	FY2014 Revenue	% Change
Tuition & Fees	\$47,495,000	\$48,580,000	2.3%
Chargeback	\$80,000	\$80,000	0%
State Aid	Budgeted: \$10,400,000 Received: \$10,200,000	\$10,200,000	0%
County Aid	Budgeted: \$9,725,814 Received: \$9,225,814	\$ 9,225,814	0%
Miscellaneous	\$3,061,348	\$3,884,641	+27%
Current Unrestricted Reserves	\$3,630,000	\$2,000,000	-45%
<b>TOTAL</b>	<b>\$74,392,162</b>	<b>\$73,970,455</b>	<b>-0.6%</b>
County Security Reimbursement	\$2,348,855	Not included in FY2014	

# Expenditure Comparisons

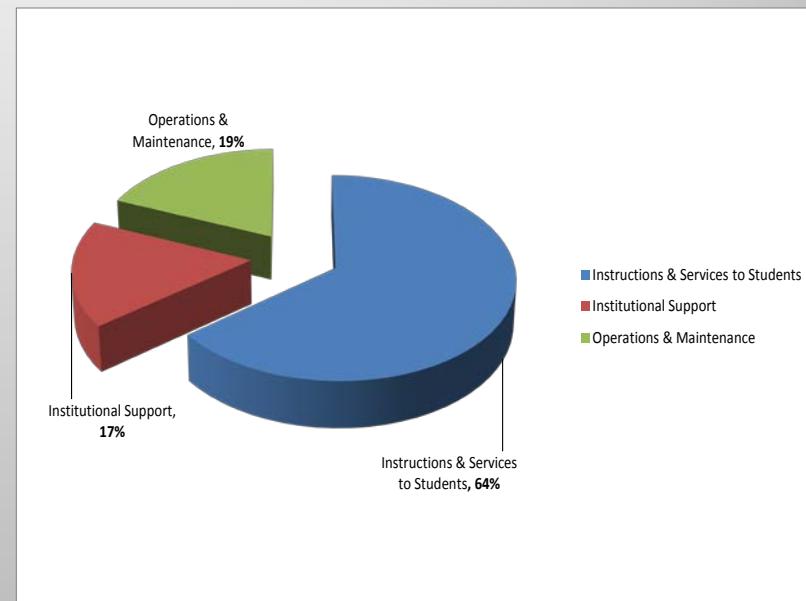
## FY2014 Budget compared to the FY2013

Expense	FY2013 Adopted Budget	FY2014 Budget	% Change
Salaries	\$43,997,935	\$43,404,509	-1.3%
Benefits	\$13,743,973	\$15,154,916	+10%
Contractual Services	\$ 4,135,606	\$ 3,971,736	-4.0%
Supplies	\$ 2,567,695	\$ 2,476,294	-3.6%
Utilities	\$ 4,973,708	\$ 4,108,026	-17.4%
Other Expenses	\$ 4,973,245	\$ 4,854,974	-2.4%
<b>TOTAL</b>	<b>* \$74,392,162</b>	<b>\$73,970,455</b>	<b>-0.6%</b>

\* Does not include Security Costs of \$2,348,855

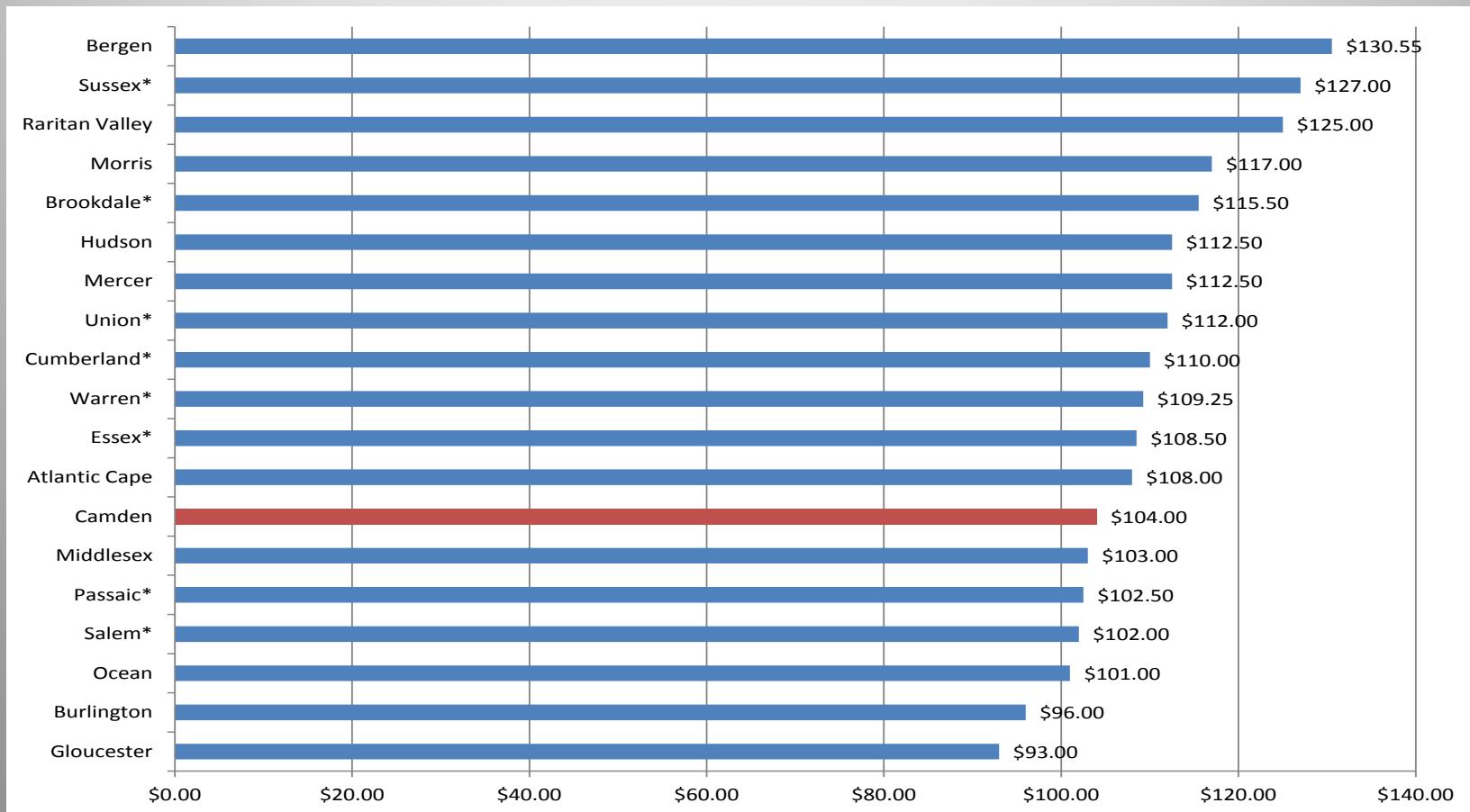
# FY2014 Budget – By Function

Function	%	FY2014
Instruction	39.7%	\$29,351,327
Public Service	1.5%	\$1,114,838
Academic Support	11.9%	\$8,794,347
Student Services	10.5%	\$7,776,577
Institutional Support	17.0%	\$12,547,326
Operations & Maintenance	18.6%	\$13,778,040
Scholarships & Fellowships	0.8%	\$608,000
<b>Total</b>		<b>\$73,970,455</b>



# Statewide Tuition Rate: Fall 2013

(Average Tuition is \$109.96 )



\*No change reported as of 4/5/13 – Tuition same as Fall 2012

# Tuition & Fee History

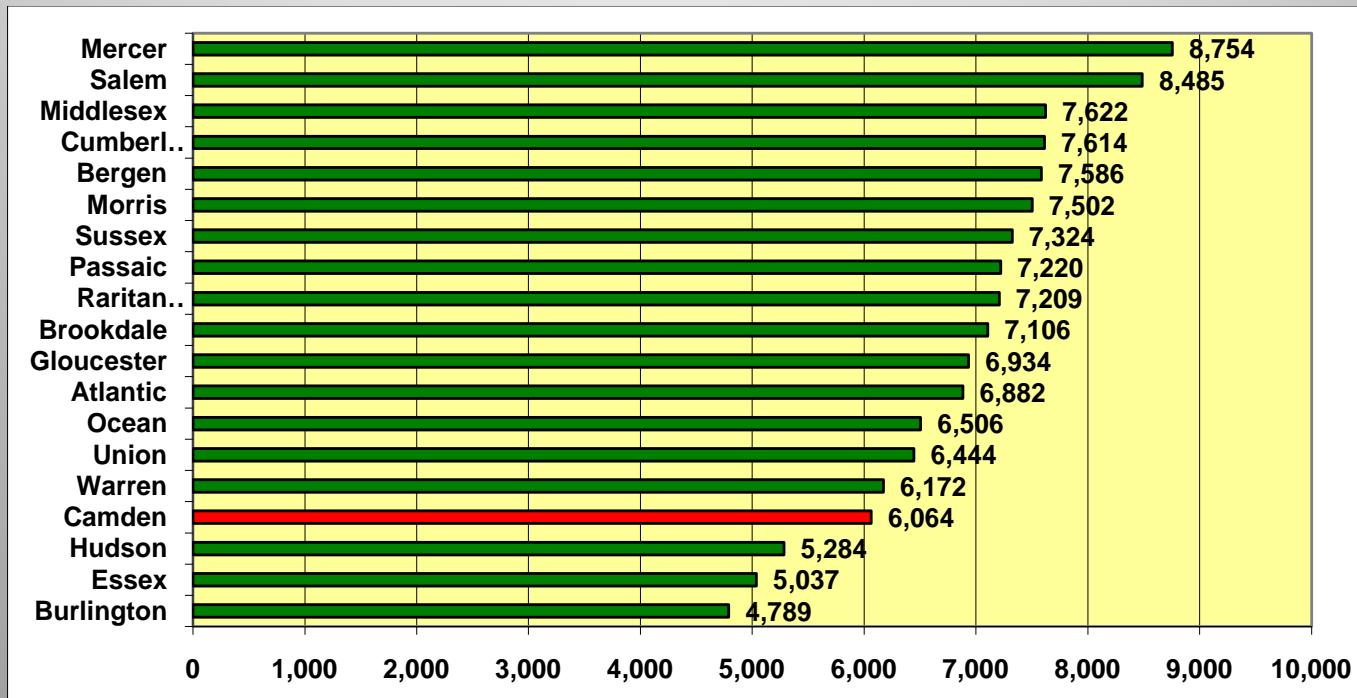
## FY2005-FY2014

	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013 Summer & Fall 2012	FY2013 Spring 2013	FY2014 Recommendations
% of Increase in Tuition	6%	4%	8%	5%	6%	6%	3%	5%	0%	0%	3%
Tuition	\$70	\$73	\$79	\$83	\$88	\$93	\$96	\$101	\$101	\$101	\$104
General Service Fees	\$11	\$13	\$16	\$17	\$19	\$25	\$26	\$26	\$26	\$26	\$28
Facilities Fee (NEW 2010)	\$0	\$0	\$0	\$0	\$0	\$2	\$2	\$4	\$4	\$6	\$6
Course Fees (Depends on type of course)											
<b>TOTAL</b>	<b>\$81</b>	<b>\$86</b>	<b>\$95</b>	<b>\$100</b>	<b>\$107</b>	<b>\$120</b>	<b>\$124</b>	<b>\$131</b>	<b>\$131</b>	<b>\$133</b>	<b>\$138</b>
% of Increase to TOTAL	5.2%	6.2%	10.5%	5.3%	7.0%	12.1%	3.3%	5.6%	0.0%	1.5%	3.8%

# FTE Performance Benchmarks – 2011

(Average Cost Per FTE = \$6,870 )

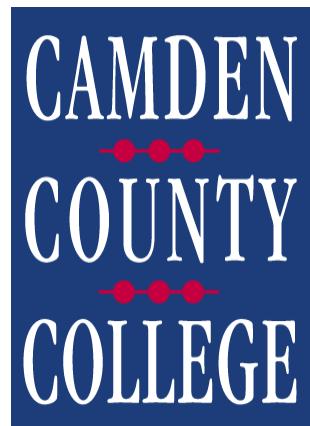
(CCC Average Cost per FTE = \$6,064 )



# Budget Summary

	FY2013 Adopted Budget	FY2014 Budget
Revenues	* \$74,392,162	\$73,970,455
Expenses	* \$74,392,162	\$73,970,455
	Percentage of change from FY2013 budget	-0.6%

\* Does not include Security Costs of \$2,348,855



**Fiscal Year 2014  
Final Operating Budget**

## **Fiscal Year 2014 Operating Budget**

### **OVERVIEW**

The FY2014 College budget proposal totals \$73,970,455. This is \$421,707 less than the FY2013 approved budget. This budget is designed to provide for contractual obligations and fixed costs, improve productivity and improve internal controls and business practices. This budget does not include revenue or expenses for security, information technology or other shared services agreements with the County. It does however include County activities that have been integrated into the College's operating budget.

The budget anticipates no increases in County or State aid, but these figures will not be certain until the passage of State and County budgets later this spring. No additional increase in tuition and fees is recommended other than the summer 2013 increase in tuition by \$3 to \$104 per credit as well as the increase in General Fee by \$2 to \$28 per credit. The administration engaged in a number of cost cutting measures, including \$824,782 in personnel cuts and \$969,831 in operating reductions for a total of \$1,794,613.

The FY2014 budget projects a conservative 1.3% increase in full-time student credit enrollments. Part-time student enrollments are projected to remain the same. The College will continue implementing additional marketing, advertising, and recruitment strategies. Partnership programs with public schools and area four-year colleges and universities continue to grow. The agreement with Rutgers University to offer a Bachelor of Science Degree in Nursing will begin with the first class in Fall 2013.

The budget reflects a significant commitment to advancing the goals contained within the College's Strategic Plan. A number of Strategic Initiatives are listed and are supported in this budget, to ensure that the College sustains both its educational effectiveness and financial viability. The FY2014 budget focuses on the College's strategic priorities and provides the resources to serve our students and the community in the year ahead.

## Budget Summary

<b>CCC - FY2014 Budgeted Expenditures</b> <b>Detail Table I attached</b>	
Salaries & Wages	\$43,404,509
Fringe Benefits	\$15,154,916
Contractual Services	\$ 3,971,736
Materials & Supplies	\$ 2,476,294
Conferences & Meetings	\$ 683,318
Fixed Charges	\$ 3,270,346
Utilities	\$ 4,108,026
Student Aid	\$ 489,000
Capital	\$ 89,500
Miscellaneous	\$ 322,810
<b>Total Expenditures</b>	<b>\$73,970,455</b>

<b>CCC - FY2014 Budgeted Revenues</b> <b>Detail Table II attached</b>	
Tuition & Fees	\$45,580,000
Continuing Education	\$ 3,000,000
Chargeback	\$ 80,000
State Appropriation	\$10,200,000
County Appropriation	\$ 9,225,814
Miscellaneous	\$ 3,884,641
Current Unrestricted Reserves	\$ 2,000,000
<b>Total Revenue</b>	<b>\$73,970,455</b>

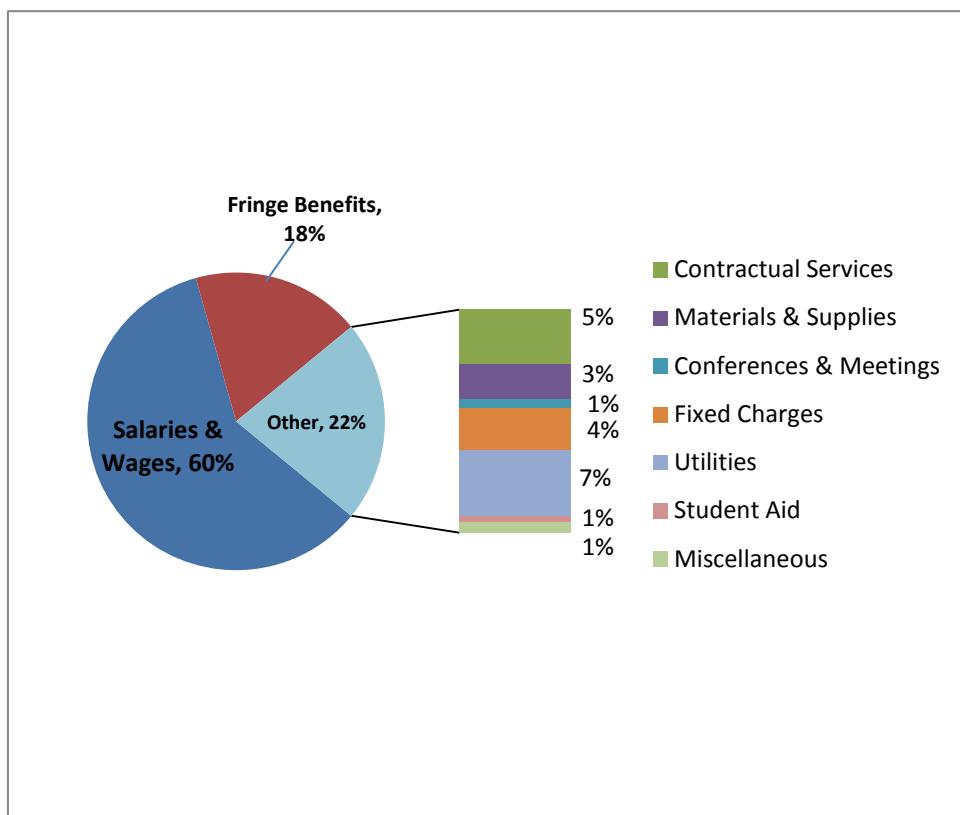
## Fiscal Year 2014 Expenditures

The College's FY2014 Operating Budget is \$73,970,455. This represents a decrease of \$421,707 compared to the FY2013 approved budget. The county security expenses are not included in these comparisons.

The expenditures are displayed two ways: by object category and by functional category.

### OBJECT CATEGORY

As noted in the following chart salaries and fringe benefits encompass the majority of the expenditures. Approximately 78% of the Operating Budget is for employee compensation. The remaining 22% budgeted for operating is spent on contracted services (5%), materials and supplies (3%), conferences & meetings (1%), fixed charges (4%), utilities (7%), student aid (1%), and miscellaneous (1%).



### Salaries and Wages

The salary budget of \$43,404,509 includes the contractual obligation of the administrative collective bargaining agreement as well as an anticipated 2% increase in the remaining contracts that are currently being negotiated. Overall, this represents a decrease of approximately \$100,000 over the FY2013 original budget.

The budget includes thirteen full-time staffing reductions and several position reclassifications that resulted from internal reorganizations. The reduction assisted in lowering the budgeted cost for salary and wages.

### Fringe Benefits

The FY2014 fringe benefits budget reflects an overall net increase of 10% over FY2013. In addition to the health benefits, this category includes the FICA costs as well as the PERS contributions.

### FY2013 Utilities

Utility costs for all of our campus locations continue to decrease. The FY2014 budget reflects a decrease of approximately 17% over FY2013. The College will continue its ongoing efforts to conserve energy usage.

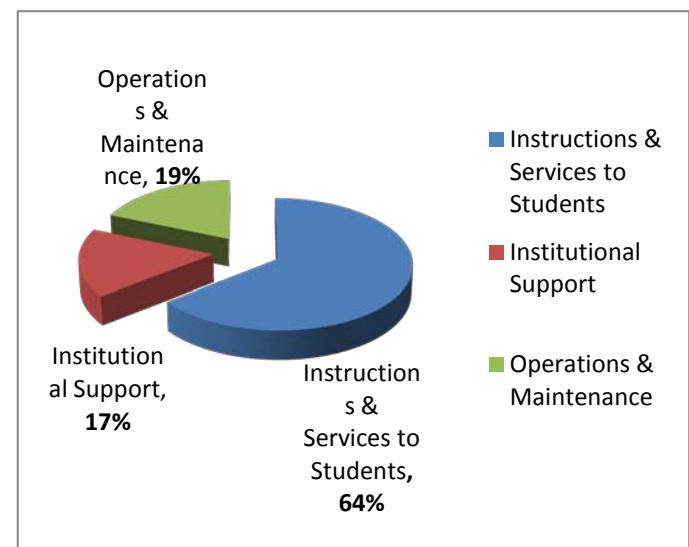
### Other Operating Costs

The majority of other expenditures were decreased for FY2014 with the exception of fixed charges which increased by approximately 4%. All other expenditures decreased as follows: contractual services (4%), materials & supplies (4%), conferences & meetings (3%), student aid (4%), capital (10%), and contingency accounts (43%).

## FUNCTIONAL CATEGORY

Seen from a functional perspective, expenditures are budgeted in seven categories as noted in the chart below. As shown in the graph below approximately 2/3 of the College's base operating expenditures are spent supporting the instructional programs.

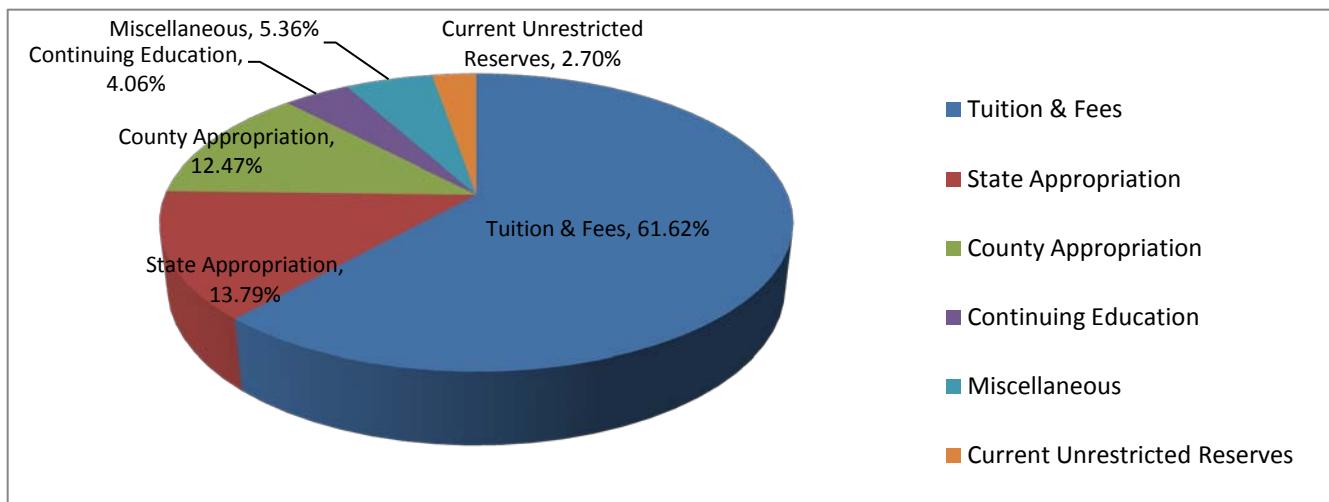
Function	%	FY2014
Instruction	39.7%	\$29,351,327
Public Service	1.5%	\$1,114,838
Academic Support	11.9%	\$8,794,347
Student Services	10.5%	\$7,776,577
Institutional Support	17.0%	\$12,547,326
Operations & Maintenance	18.6%	\$13,778,040
Scholarships & Fellowships	0.8%	\$608,000
<b>Total</b>		<b>\$73,970,455</b>



## Fiscal Year 2014 Revenues

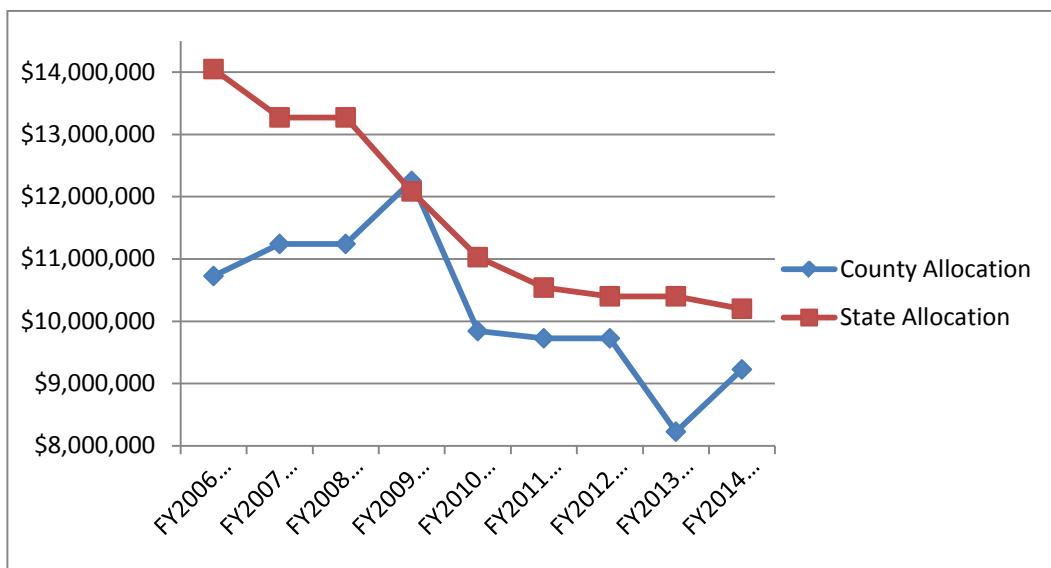
The College supports the budget from the revenue categories as summarized below:

Student Tuition, Fees	\$45,580,000
Continuing Education	\$ 3,000,000
State Appropriation	\$10,200,000
County Appropriation	\$ 9,225,814
Miscellaneous and Other Revenue Sources	\$ 3,964,641
Current Unrestricted Reserves	\$ 2,000,000
	<b>Total Revenue</b>
	<b>\$73,970,455</b>



### State and County Aid

This budget recommendation projects State and County Aid at the same level as FY2013. State and County funding continues to decline as a percentage of operating revenues. State Aid decreased 27% from \$14,048,213 in FY2006 to \$10,200,000 in FY2014 and County Aid decreased 14% from \$10,725,814 in FY2007 to \$9,225,814 in FY2014.



## **Student Tuition and Fees Revenue**

Over the past decade student revenue has increased from 49% to approximately 62% of total revenue. To keep education affordable and accessible to students, particularly in a difficult economy, Camden County College implemented no tuition increase in FY2013. No additional increase in tuition and fees is recommended other than the Summer 2013 increase in tuition by \$3 to \$104 per credit as well as the increase in the general fee by \$2 to \$28 per credit. The FY2014 budget projects enrollments to be slightly higher in full-time students and the number of part-time students is projected to be the same. An increase of 4,000 credits is projected.

## **Miscellaneous Sources**

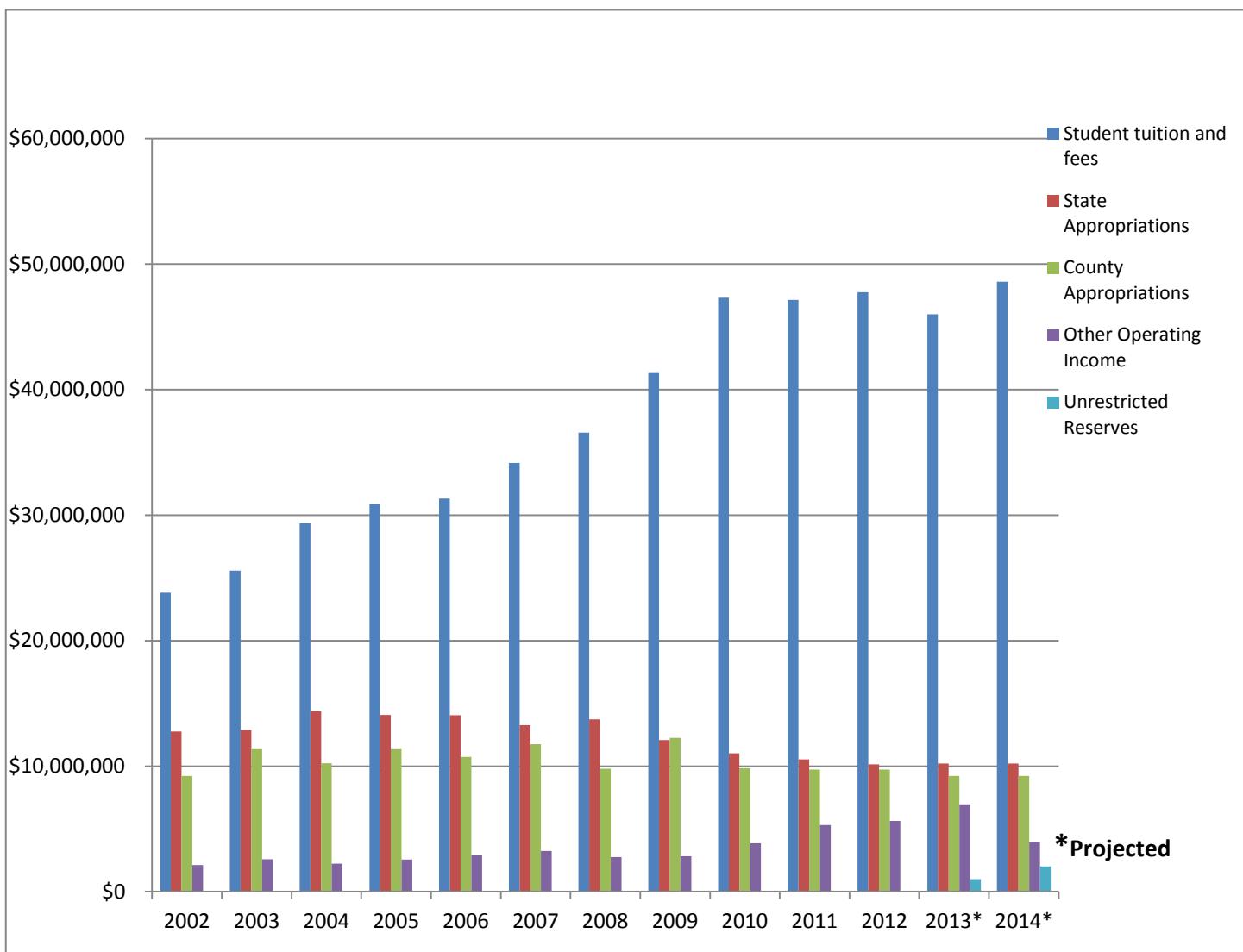
Over the past several years the College has instituted a number of best practices to maximize our self-generated revenues. Included in this category are commissions from the book store and parking garage, interest revenue, revenue from the Gateway Program in Camden, and facility rentals. The College has successfully negotiated several agreements with outside agencies for the use of our facilities.

## **Current Unrestricted Revenue**

In order to balance the budget, \$2,000,000 will be transferred from the current unrestricted reserves.

## REVENUE COMPARIONS FY2002 TO FY2014

### Revenue History and Projections:



## Fiscal Year 2014 Strategic Initiative

The College's Strategic Plan is based on ten initiatives which have helped to guide the College's budget planning for FY2014 as follows:

Ensure teaching quality & student success as well as expand the future of technology in education by providing students and faculty with the latest technology and equipment as well as the use of best practices in teaching, in order to prepare students to enter the workforce with the necessary skill sets. , the College has entered into an agreement with Rutgers University to collaborate on offering a Bachelor of Science in Nursing Degree.

The College opened a 107,000 square foot Science and Health Education Building in the spring 2013 semester.

Encourage professional development through faculty attendance at conferences and workshops and membership in various professional associations in order to broaden their knowledge base and bring it back to the classroom. Adjunct faculty, which makes up the bulk of our teaching staff, is acknowledged through the presentation of adjunct excellence awards.

Expand the usage at the Rohrer Campus by offering more courses at a time that would attract a new cohort of students to Rohrer.

Enhance workforce development through credit and non-credit offerings such as our state-wide Electromechanical and Manufacturing curricula; providing certification necessary for employment such as the American Red Cross CPR certification; provide exposure to work experiences for students with intellectual disabilities.

Provide support services such as library services both on campus as well as online and eBooks; expanded advising and tutoring services that includes weekends during peak times. Also increased need for proctors to cover the student testing.

Provide at risk high school students with exposure to the College experience through our Gateway to College program.

Ensure faculty and staff have a seamless and transparent access to the information and systems through the continuation of the upgrade to our accounting/purchasing system (One Solution) as well as the document imaging system. Additionally, adding wireless to the library.

Broader community engagement through the Center for Civic Leadership and Responsibility's lecture series, the Cultural Heritage Commission programs in the arts, Give a Kid a Smile day hosted by our dental clinic; as well as the Hosting of various outside activities such as the Coriell Science Fair.

**Table 1**

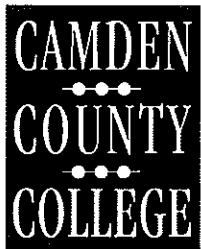
**Camden County College  
Expenditure Comparison**

Expenditures	General Operating				Continuing Education				Auxiliary Services				TOTAL Current Unrestricted				Difference Between FY2013 Projections & Fy2014 Budgeted	
	Budgeted Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014	Budgeted Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014	Budgeted Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014	Budgeted Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014		
Salaries	\$31,092,366	\$34,370,828	34,034,676	\$32,267,990	\$2,054,202	\$2,060,497	\$2,060,497	\$1,965,742	\$467,739	\$651,300	\$551,300	654,001	\$33,614,307	\$37,082,625	\$36,646,473	\$34,887,733	(\$1,758,740)	
Overloads	8,581,320	8,734,814	8,507,993	8,487,549	33,875	35,534	35,534	29,227						\$8,615,195	\$8,770,348	\$8,543,527	\$8,516,776	(\$26,751)
Fringe Benefits	13,009,625	13,295,404	14,143,097	14,222,777	367,952	649,769	550,000	698,239	106,395	206,903	150,000	233,900	\$13,483,972	\$14,152,076	\$14,843,097	\$15,154,916	\$311,819	
Contractual Services	3,309,968	3,696,306	3,360,000	3,483,104	104,825	110,000	110,000	159,000	276,810	329,300	329,300	329,632	\$3,691,603	\$4,135,606	\$3,799,300	\$3,971,736	\$172,436	
Materials & Supplies	1,635,882	1,995,394	1,027,699	1,906,354	311,701	548,200	548,200	532,792	8,348	24,101	24,101	37,148	\$1,955,931	\$2,567,695	\$1,600,000	\$2,476,294	\$876,294	
Conferences/Meetings	448,039	680,854	369,700	649,243	18,164	29,500	29,500	32,875	882	800	800	1,200	\$467,085	\$711,154	\$400,000	\$683,318	\$283,318	
Fixed Charges	1,702,756	3,118,162	2,172,196	3,225,064	16,081	3,000	3,000	14,000	8,388	32,382	32,382	31,282	\$1,727,225	\$3,153,544	\$2,207,578	\$3,270,346	\$1,062,768	
Utilities	2,831,688	4,648,358	3,474,650	3,783,676	60,102	72,100	72,100	96,100	191,452	253,250	253,250	228,250	\$3,083,242	\$4,973,708	\$3,800,000	\$4,108,026	\$308,026	
Student Aid	521,288	504,000	504,000	483,000	19,144	6,000	6,000	6,000				0	\$540,432	\$510,000	\$510,000	\$489,000	(\$21,000)	
Capital	65,401	116,500	30,000	89,500										\$65,401	\$116,500	\$30,000	\$89,500	\$59,500
Miscellaneous	2,566,648													\$2,566,648	\$0	\$0	\$0	\$0
Contingency	4,556	564,261	0	317,810		2,000	0	3,500		1,500	0	1,500	\$4,556	\$567,761	\$0	\$322,810	\$322,810	
on behalf payment	948,344													\$948,344	\$0	\$0	\$0	\$0
Transfers	6,087,786													\$6,087,786	\$0	\$0	\$0	\$0
Expenditures	\$72,805,667	\$71,724,881	\$67,624,011	\$68,916,067	\$2,986,046	\$3,516,600	\$3,414,831	\$3,537,475	\$1,060,014	\$1,499,536	\$1,341,133	\$1,516,913	\$76,851,727	\$76,741,017	\$72,379,975	\$73,970,455	\$1,590,480	

Table II

Camden County College  
Revenue Comparison

	General Operating				Continuing Education				Auxiliary Services				TOTAL Current Unrestricted				Difference Between FY2013 Projections & FY2014 Budgeted
	Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014	Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014	Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014	Actual FY2012	Budgeted FY2013	Year End FY2013 Projections	Budgeted FY2014	
Revenue																	
Student Tuition	\$30,961,257	\$29,920,000	\$29,600,000	\$31,380,000	\$3,113,562	\$3,000,000	\$3,000,000	\$3,000,000					\$34,074,819	\$32,920,000	\$32,600,000	\$34,380,000	\$1,780,000
Student Enrollment Fees	13,140,938	13,775,000	12,850,000	13,650,000									13,140,938	13,775,000	12,850,000	13,650,000	800,000
Student Service Fees	295,980	300,000	300,000	300,000									295,980	300,000	300,000	300,000	0
Student Penalties	294,328	200,000	250,000	250,000									294,328	200,000	250,000	250,000	0
County Chargebacks	55,303	80,000	80,000	80,000									55,303	80,000	80,000	80,000	0
Federal Government	39,980	27,500	27,500	30,000									39,980	27,500	27,500	30,000	2,500
State Appropriation\	10,151,513	10,400,000	10,201,317	10,201,317									10,151,513	10,400,000	10,201,317	10,201,317	0
County Appropriations (Net of Stab. Fund)	9,725,814	9,725,814	9,225,814	9,225,814									9,725,814	9,725,814	9,225,814	9,225,814	0
Other Revenue	7,692,561	2,348,848	2,534,378	2,843,324					24,225	35,000	60,000	60,000	7,716,786	2,383,848	2,594,378	2,903,324	308,946
Parking Garage Fees									596,586	600,000	600,000	600,000	596,586	600,000	600,000	600,000	0
CCC Current Unrestricted Reserves		3,630,000	1,000,000	2,000,000									0	3,630,000	1,000,000	2,000,000	1,000,000
Net Transfers/Auxiliary Expenses	350,966	350,000	350,966	350,000									350,966	350,000	350,966	350,000	-966
Fed Stimulus																	
County Security Revenue	456,453	2,348,855	2,300,000										456,453	2,348,855	2,300,000	0	-2,300,000
Total Revenue	\$73,165,093	\$73,106,017	\$68,719,975	\$70,310,455	\$3,113,562	\$3,000,000	\$3,000,000	\$3,000,000	\$620,811	\$635,000	\$660,000	\$660,000	\$76,899,466	\$76,741,017	\$72,379,975	\$73,970,455	\$1,590,480



## Interoffice Memo

**To:**

**From:** Helen Antonakakis

**Date:** January 23, 2014

**Subject:** FY2014 Operating Budget Process

Attached are the FY2014 operating budget preparation forms and related materials. The following are provided:

- FY2014 operating budget timeline
- Operating Budget Development Guidelines
- Budget Request Forms for listing the FY2014 requests by expense codes
  - Includes FY11 and FY12 actual expenditures, the initial budget for FY13 and the current working budget for FY2013 budget.
- Position Control Report listing all full-time and permanent part-time positions of record for FY2014.
- A form to identify any operating budget priorities that are beyond the base budget.  
NOTE: include the strategic goal and initiatives the item would address.

Please distribute these materials to the budget managers in your area.

The FY2014 operating budget is due to my office by February 13, 2013.

If you have any questions please call me at extension 4687.

HA/mb  
Attachments

# FY2014

## Budget Timeline

CAPITAL BUDGET	
Date	Tasks
November 5, 2012	Facilities and Equipment and Technology Budgets requested by Helen Antonakakis
January 25, 2013	Submit Facilities and Equipment and Technology requests to Helen Antonakakis
April 23, 2013 (See Operating Budget Timeline)	Capital Budget Presented at the Academic & Student Affairs Committee Meeting
April 25, 2013 (See Operating Budget Timeline)	Capital Budget Presented at the Business Affairs, Audit and Campus Development Committee Meeting
May 7, 2013 (See Operating Budget Timeline)	Capital Budget Budget adopted by Board of Trustees

OPERATING BUDGET	
Date	Tasks
January 22, 2013	Distribute budget materials to Budget Managers
February 13, 2013	Submit operating recommendations to Helen Antonakakis
March 4, 2013	Operating budget review and entry into One Solution completed
Weeks of March 4th and March 8th	Budget Committee review of the operating budget
March 22, 2013	Finalize FY2014 operating budget
April 12, 2013	MATERIALS DUE for the April 25, 2013 Business Affairs, Audit and Campus Development Committee Meeting
April 23, 2013	Operating Budget Presented at the Academic & Student Affairs Committee Meeting
April 25, 2013	Operating Budget Presented at the Business Affairs, Audit and Campus Development Committee Meeting
May 7, 2013	Operating Budget adopted by Board of Trustees

# CAMDEN COUNTY COLLEGE

## Operating Budget Development Guidelines

### FY2014

- (1) The base budget request form provides data on personnel costs and line item operating accounts. The form shows information on FY11 and FY12 actual expenditures, the FY2013 initial budget allocations as well as the working budget figures. The last column should be used to enter your recommendations for all of the base line item account requests except for salary object codes for full time (51101, 51102, 51103, 51104), permanent part time (51307, 51308), overloads (51700, 51800, 51900) and fringe (starting with 52). **Do not delete any lines.** If you do not need to budget for an object code enter a zero (0).
- (2) The position control reports list all budgeted positions for FY2014. Budget managers should confirm that employees are being charged to the correct department.
- (3) Budget managers are strongly encouraged to explore alternative operational strategies to maximize the benefits of available budget dollars. Other expenditures such as materials, part-time staff usage and conferences/meetings should be carefully reviewed to see if the planned FY2013 expenditure level is necessary in FY2014. A non-permanent salary line can be increased and/or created only if another line is decreased.
- (4) **Additionally,** each division should provide a synopsis of how the budgets within their division will be in line with the College's strategic goals and initiatives. It is not necessary to do a synopsis for every department within your division just one synopsis per division. The Strategic Plan can be accessed through the CCC website (link below) and the strategic goals and initiatives start on pages 16 to 20.

<http://camdencc.edu/loader.cfm?csModule=security/getfile&PageID=15544>

- (5) The operating priorities form is included to identify any items that are beyond the operating budget.

**Camden County College**  
**Yearly Budget Report**  
**FY2014 Base Budget Report**

	FY2011 Actual	FY2012 Actual	FY2013 Initial Budget	FY2013 Working Budget	FY2014 Request
112405 Biology					
<b>SALARIES</b>					
51101 Faculty Full Time	\$0	\$0	\$0	\$0	
51103 Administrative Union FT	\$0	\$0	\$0	\$0	
51307 Non Affiliated PT	\$0	\$0	\$0	\$0	
51409 Salaries-Temporary Part Time	\$0	\$0	\$0	\$0	
51410 Lab Assistants Part Time	\$0	\$0	\$0	\$0	
51527 Extra Assignments Non Instr	\$0	\$0	\$0	\$0	
51528 Chairs/Coordinators Instr	\$0	\$0	\$0	\$0	
<b>TOTAL SALARIES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>OVERLOADS</b>					
51700 Overloads/Adjuncts-Sm Pool	\$0	\$0	\$0	\$0	
51737 Adjunct Blackwood Summer	\$0	\$0	\$0	\$0	
51738 Adjunct Rohrer Summer	\$0	\$0	\$0	\$0	
51739 Adjunct Camden Summer	\$0	\$0	\$0	\$0	
51740 Overloads Blackwood Summer	\$0	\$0	\$0	\$0	
51742 Overloads Camden Summer	\$0	\$0	\$0	\$0	
51743 Substitutes Summer	\$0	\$0	\$0	\$0	
51800 Overloads/Adjuncts-Fall Pool	\$0	\$0	\$0	\$0	
51846 Adjunct Blackwood Fall	\$0	\$0	\$0	\$0	
51847 Adjunct Rohrer Fall	\$0	\$0	\$0	\$0	
51848 Adjunct Camden Fall	\$0	\$0	\$0	\$0	
51849 Overloads Blackwood Fall	\$0	\$0	\$0	\$0	
51851 Overloads Camden Fall	\$0	\$0	\$0	\$0	
51852 Substitutes Fall	\$0	\$0	\$0	\$0	
51900 Overloads/Adjuncts-Spring Pool	\$0	\$0	\$0	\$0	
51955 Adjunct Blackwood Spring	\$0	\$0	\$0	\$0	
51957 Adjunct Camden Spring	\$0	\$0	\$0	\$0	
51958 Overloads Blackwood Spring	\$0	\$0	\$0	\$0	
51959 Overloads Rohrer Spring	\$0	\$0	\$0	\$0	
51960 Overloads Camden Spring	\$0	\$0	\$0	\$0	
51961 Substitutes Spring	\$0	\$0	\$0	\$0	
<b>TOTAL OVERLOADS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>OTHER EXPENSES</b>					
61424 Equipment Service Contracts	\$0	\$0	\$0	\$0	
61425 Equipment-Repairs/Maintenance	\$0	\$0	\$0	\$0	
62100 Office Supplies - Pool Account	\$0	\$0	\$0	\$0	
62101 Office Supplies	\$0	\$0	\$0	\$0	
62102 Non-Instructional Computer Sup	\$0	\$0	\$0	\$0	
62200 Instructional Supplies-Pool	\$0	\$0	\$0	\$0	
62206 Instructional Supplies	\$0	\$0	\$0	\$0	
62208 Instr.Software/Site Licenses	\$0	\$0	\$0	\$0	
62209 Non-Library Books/Textbooks	\$0	\$0	\$0	\$0	
62726 Publications	\$0	\$0	\$0	\$0	
63101 Hospitality On Campus Meeting	\$0	\$0	\$0	\$0	
63102 Supplies On Campus Meeting	\$0	\$0	\$0	\$0	
63103 Set-up for Campus Meeting	\$0	\$0	\$0	\$0	
63413 Local Mileage & Tolls	\$0	\$0	\$0	\$0	
63515 Memberships	\$0	\$0	\$0	\$0	
<b>TOTAL OTHER EXPENSES</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL Biology</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Camden County College**  
**FY 2013-2014**  
**Position Control Report**

**Camden County College**  
**FY 2013-2014**  
**Position Control Report**

Employee Name	Employee ID	Title	FY 13 Salary	FY 14 Salary	Comments:
<i>Total number of positions: 9</i>					
<i>Total for Position Type: Faculty - Union</i>					
<i>Total for Department 112405: Biology</i>					

**CAMDEN COUNTY COLLEGE  
FY 2014 BUDGET DEVELOPMENT  
OPERATING PRIORITIES FORM**



# Financial & Business Analysis

## Camden County College

### Planning the FY2014 Budget

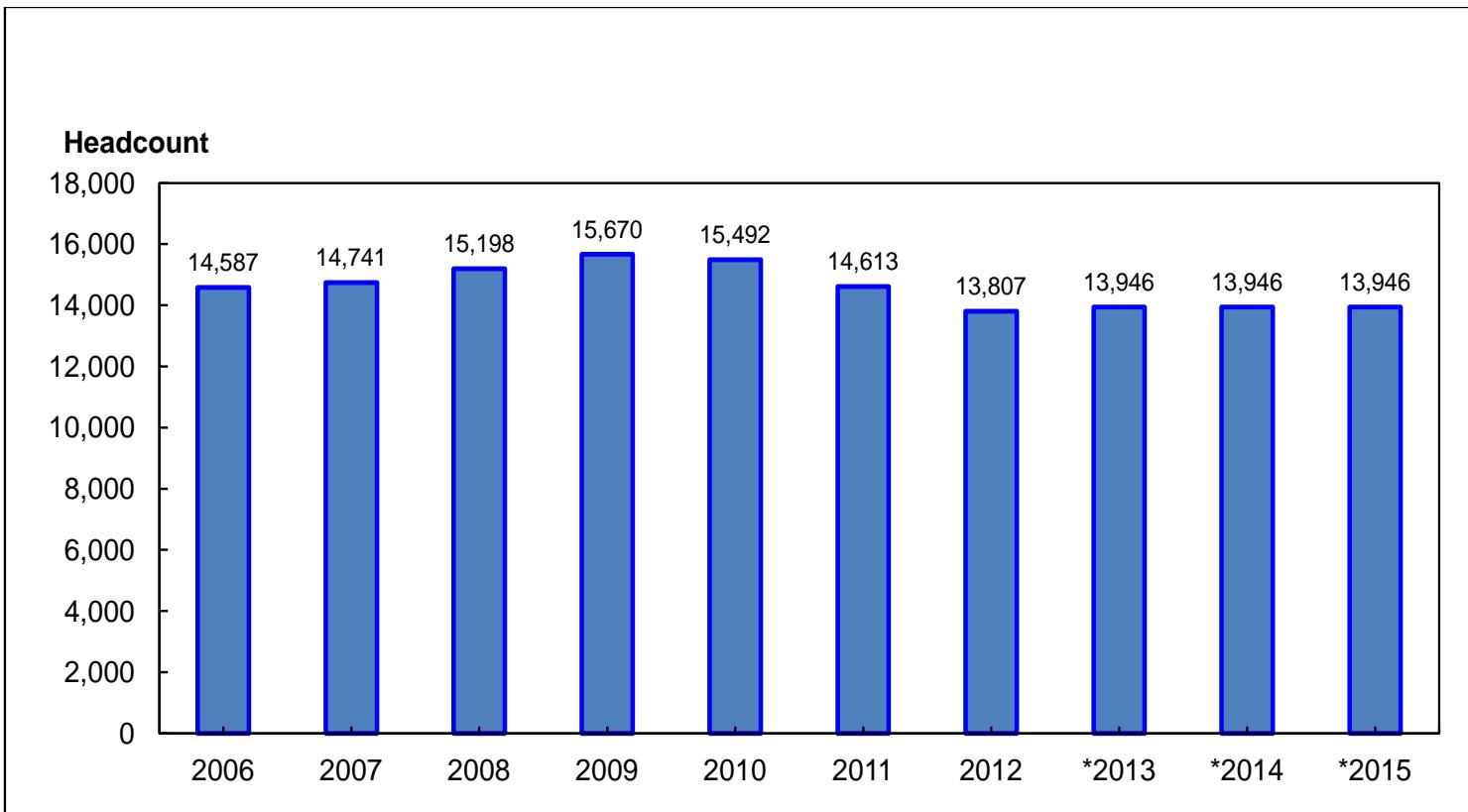
# **Enrollment Analysis**

# Mission

- **Core Mission: More Important Than Ever**
  - **Offer Quality Education**
  - **Maintain an Affordable Price**
  - **Provide Access to an Increasing Number of Students Requiring Remediation (over 70%).**
  - **Engine for Economic Growth & Development in Camden County**

# Total Headcount

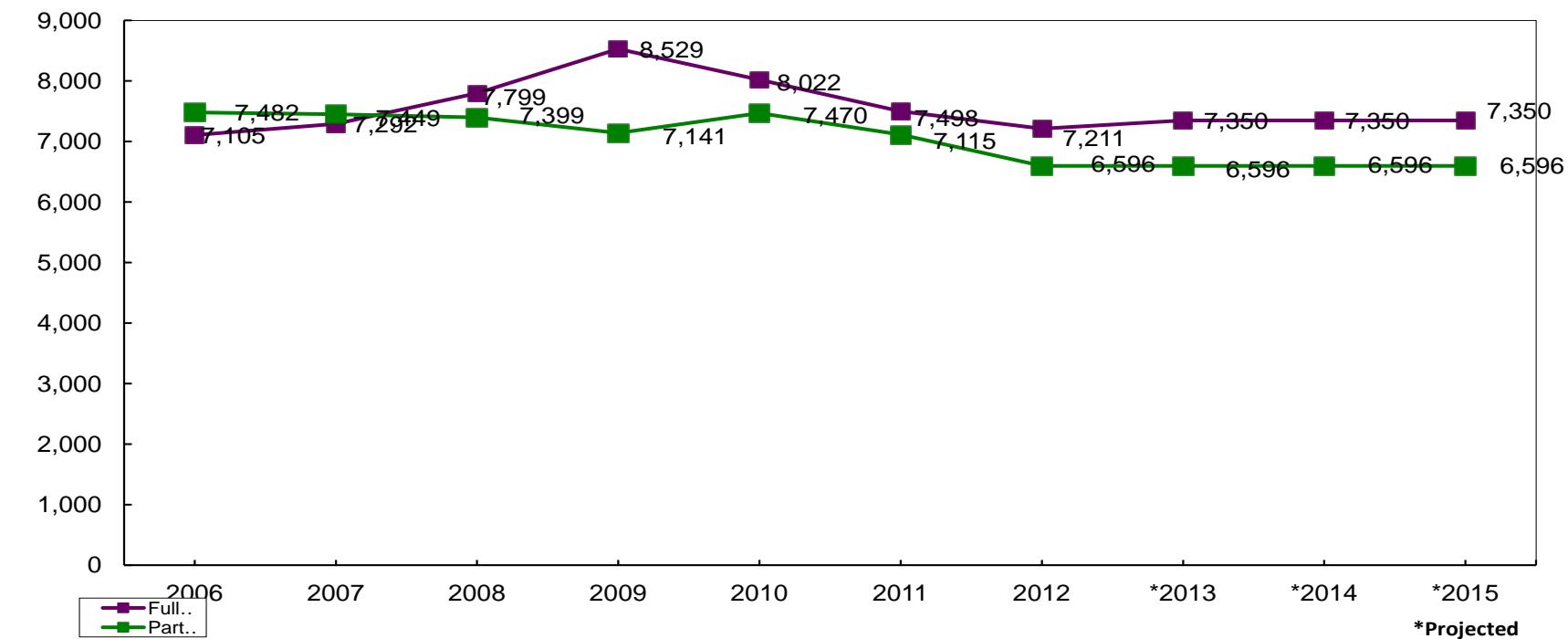
## Fall 2006-Projected 2015



\*Projected

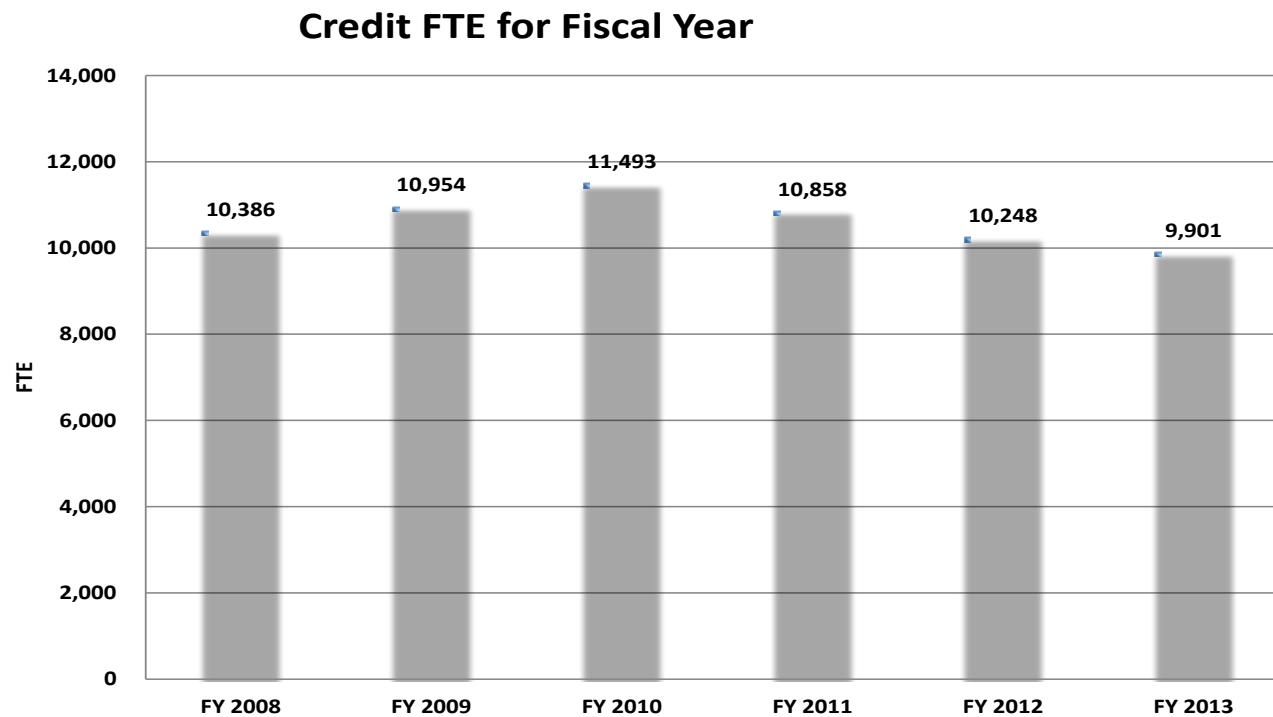
# Full-Time – Part-Time Headcount – Fall 2006-Projected 2015

Headcount

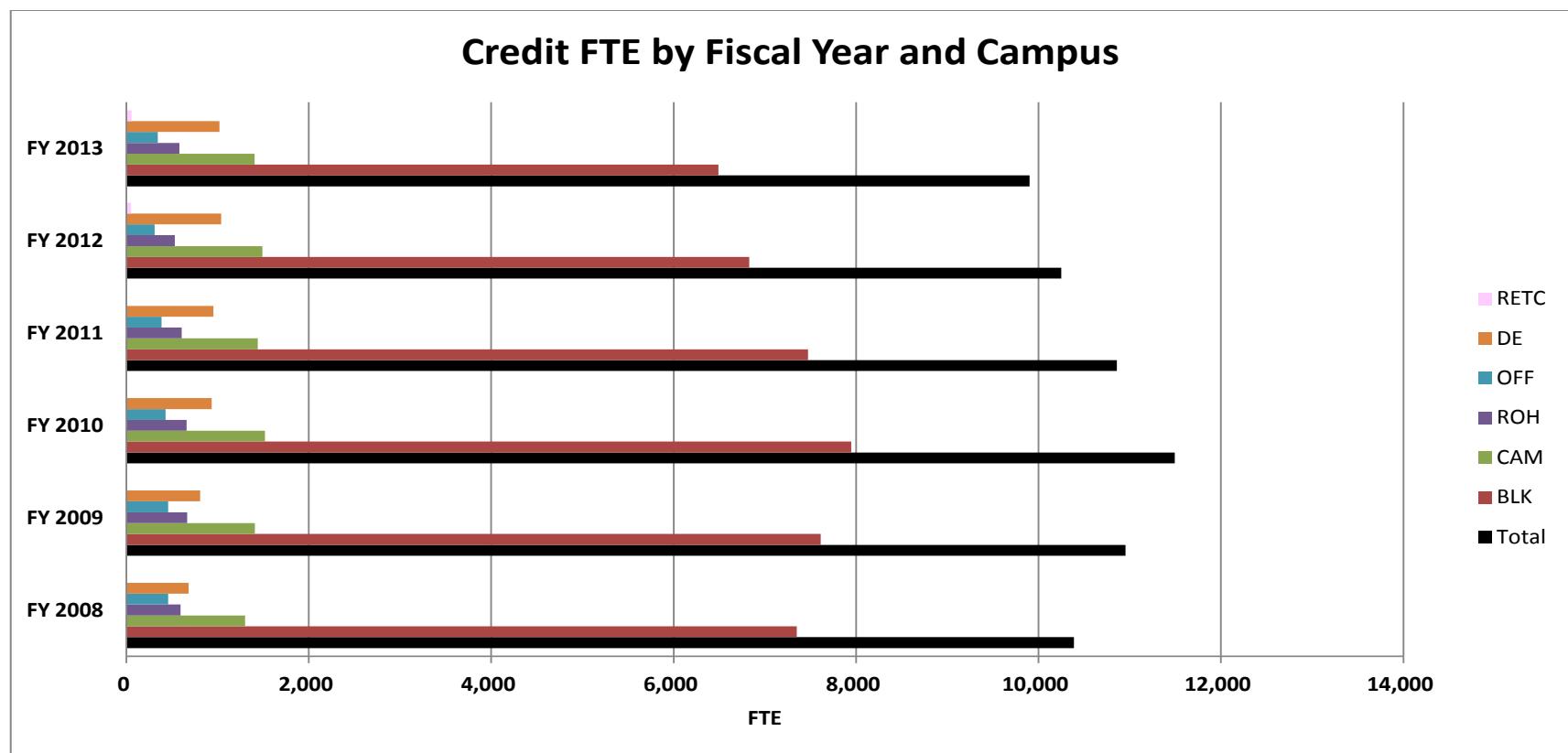


\*Projected

# Student FTE - FY2008-2013

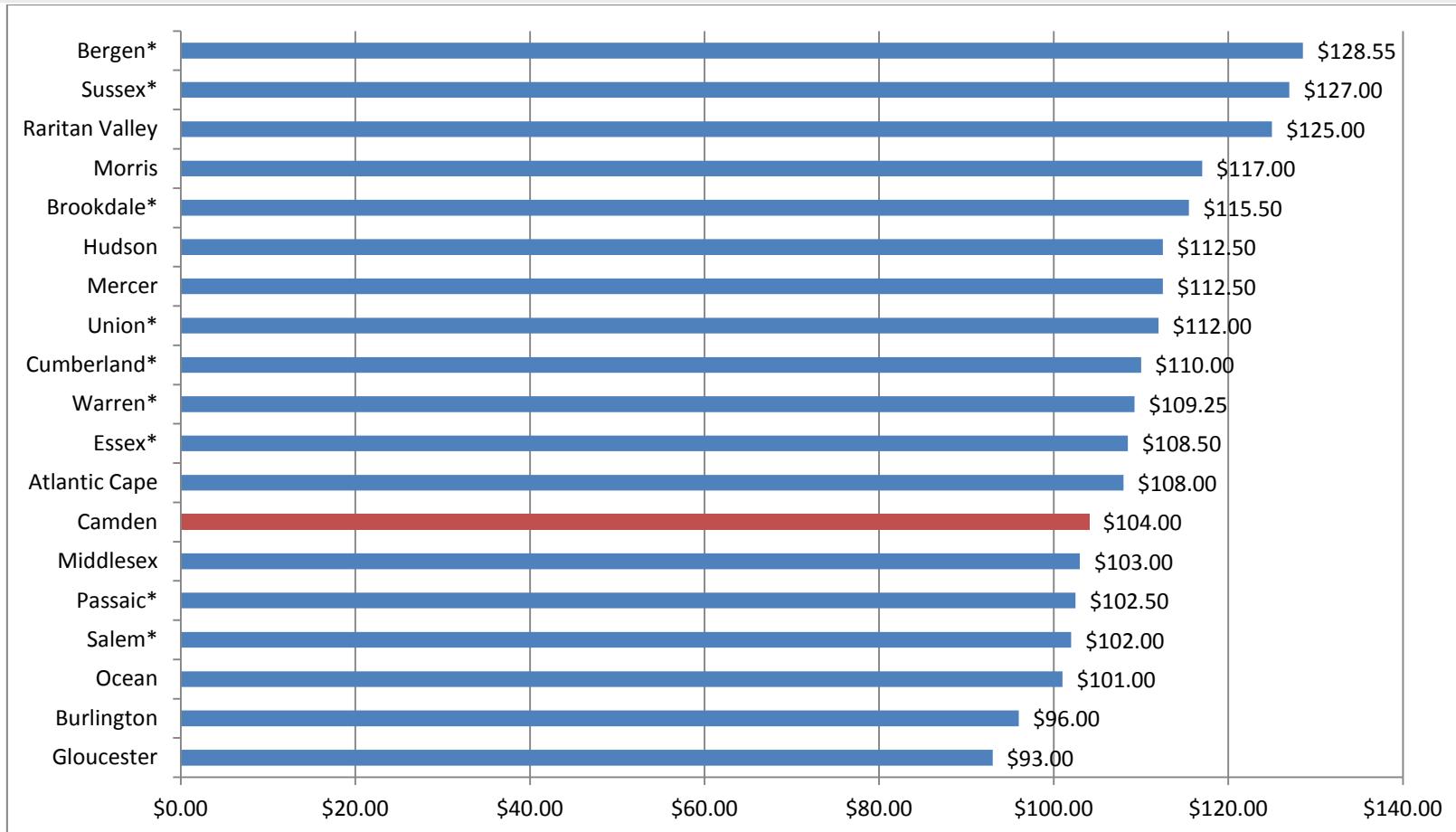


# Student FTE - FY2008-2013



# Revenue Analysis

# NJ County Colleges Fall '13 Tuition Rates



**NJ Average Tuition: \$109.86**

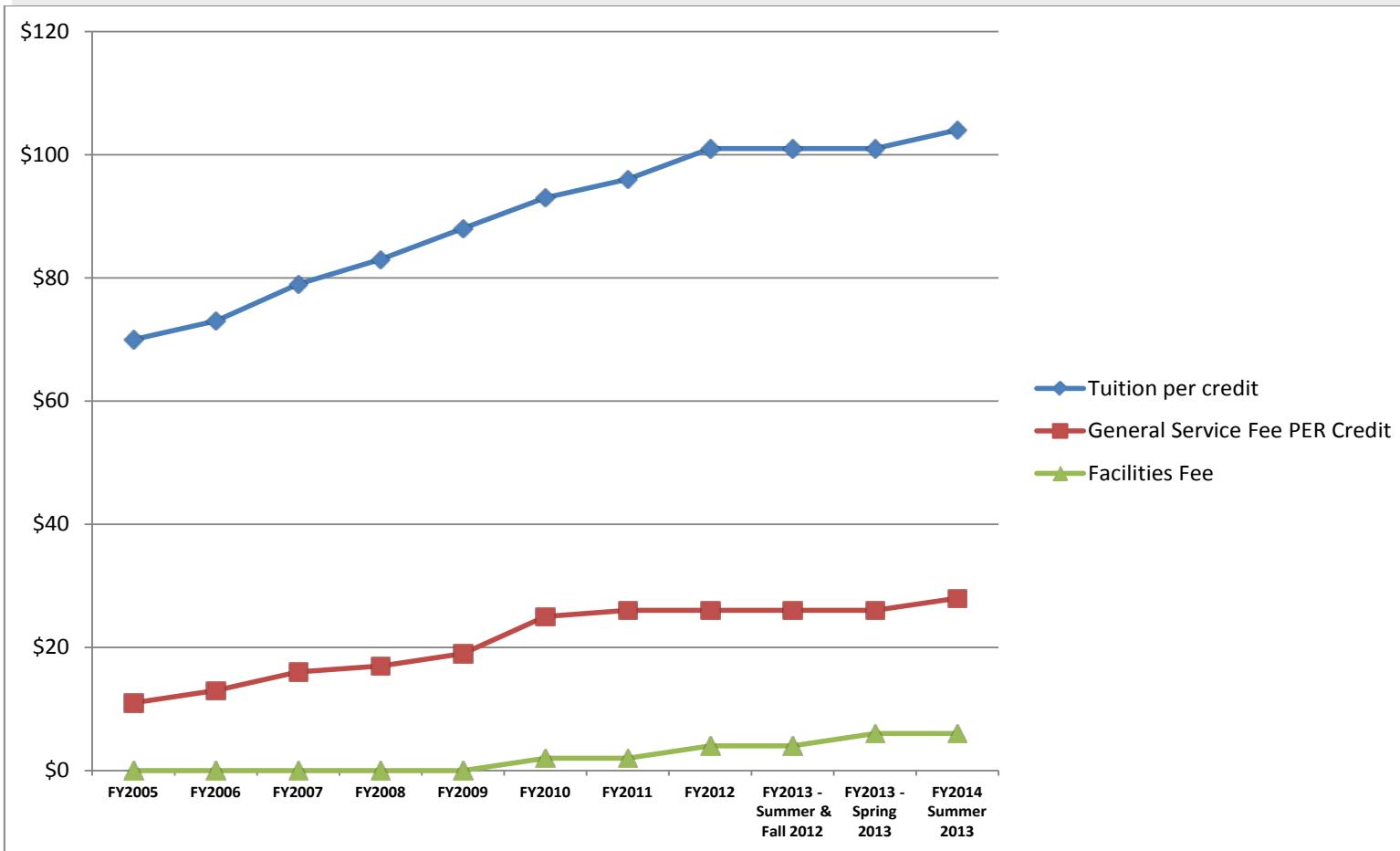
\* NO Change reported as of 4/11/13 –  
Tuition same as Fall 2012

# Tuition & Fee History

## FY2005-FY2014

	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013 Summer & Fall 2012	FY201 3 Spring 2013	FY2014 Recommendations
<b>% of Increase in Tuition</b>	6%	4%	8%	5%	6%	6%	3%	5%	0%	0%	3%
<b>Tuition</b>	\$70	\$73	\$79	\$83	\$88	\$93	\$96	\$101	\$101	\$101	\$104
<b>General Service Fees</b>	\$11	\$13	\$16	\$17	\$19	\$25	\$26	\$26	\$26	\$26	\$28
<b>Facilities Fee (NEW 2010)</b>	\$0	\$0	\$0	\$0	\$0	\$2	\$2	\$4	\$4	\$6	\$6
<b>Course Fees (Depends on type of course)</b>											
<b>TOTAL</b>	<b>\$81</b>	<b>\$86</b>	<b>\$95</b>	<b>\$100</b>	<b>\$107</b>	<b>\$120</b>	<b>\$124</b>	<b>\$131</b>	<b>\$131</b>	<b>\$133</b>	<b>\$138</b>
<b>% of Increase to TOTAL</b>	<b>5.2%</b>	<b>6.2%</b>	<b>10.5%</b>	<b>5.3%</b>	<b>7.0%</b>	<b>12.1%</b>	<b>3.3%</b>	<b>5.6%</b>	<b>0.0%</b>	<b>1.5%</b>	<b>3.8%</b>

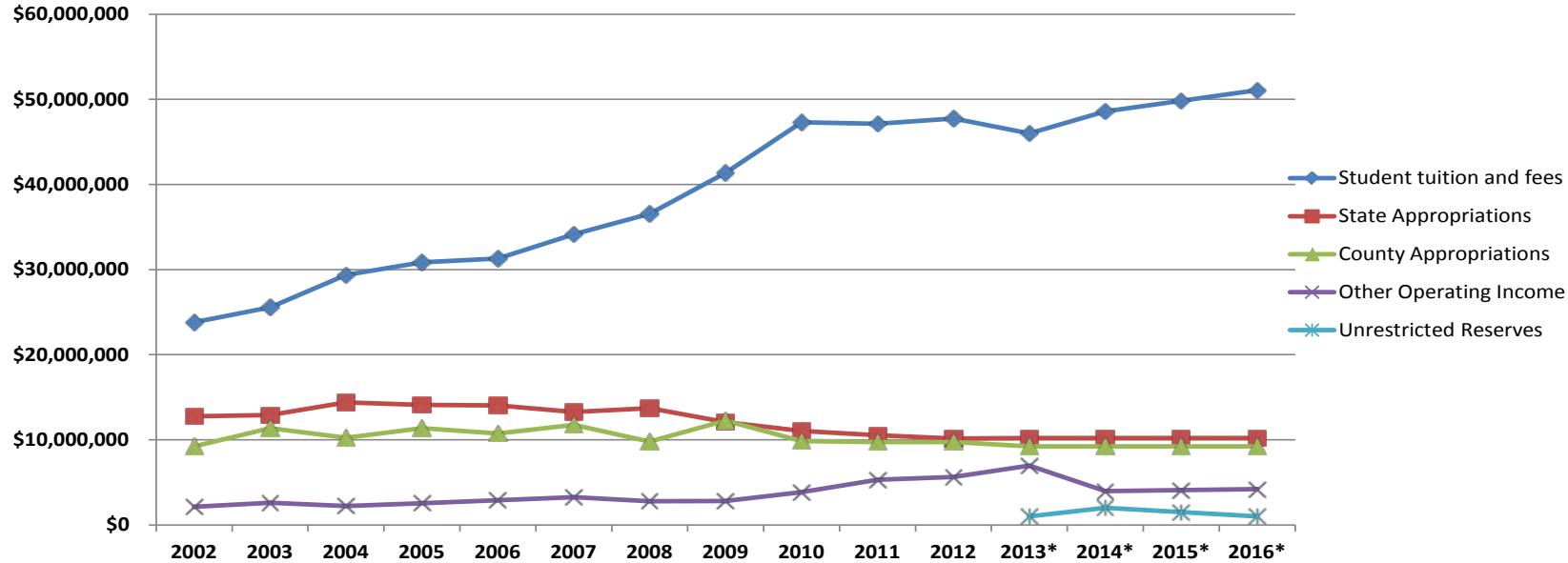
# Tuition & Fee Growth Trends: 2005-2014



# Tuition Summary

- **Camden County College's tuition is the *13<sup>th</sup>* lowest in New Jersey**
- **Fall 2013 tuition for Camden County College is \$104 per credit**
- **Fall 2013 average tuition for New Jersey County Colleges is \$109.86 per credit**

# Revenue Trends

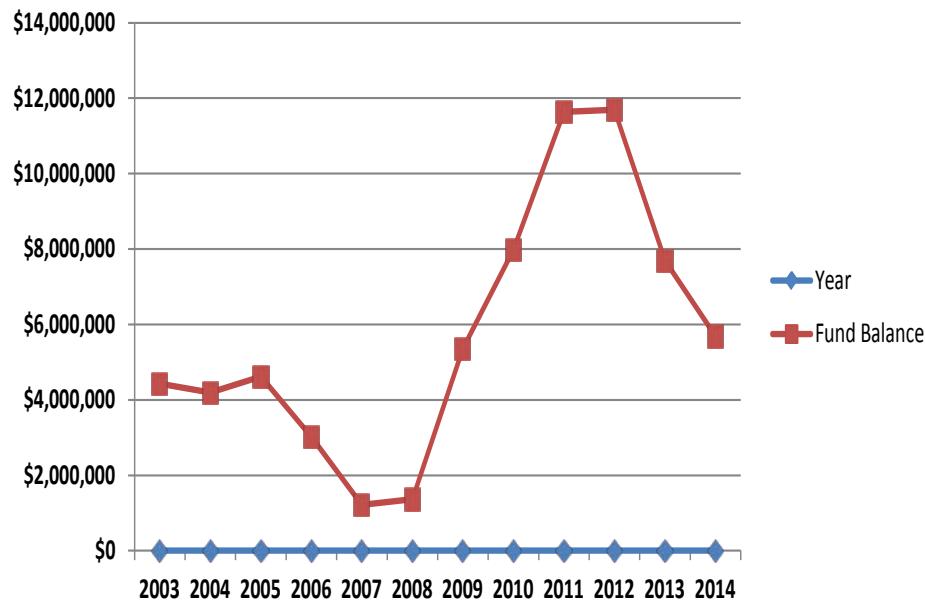


\*Projected

# Unrestricted Funds – FY2003-2014

<b>2003</b>	\$ 4,430,087
<b>2004</b>	\$ 4,193,606
<b>2005</b>	\$ 4,614,285
<b>2006</b>	\$ 3,019,990
<b>2007</b>	\$ 1,218,944
<b>2008</b>	\$ 1,369,663
<b>2009</b>	\$ 5,357,050
<b>2010</b>	\$ 7,972,524
<b>2011</b>	\$ 11,641,317
<b>2012</b>	\$ 11,689,094
<b>2013*</b>	\$ 7,689,094
<b>2014*</b>	\$ 5,689,094

\*Projected



# New Jersey Community College Comparison – FY2011

College	Total Enrollments (Credit Hours)	Total Expenditures	County Aid	Percentage of County Subsidy to Total Revenues	# of Employees
Bergen	385,766	100,013,000	19,210,000	19.2%	796
Brookdale	359,773	88,253,000	27,457,000	31.1%	748
Essex	328,893	56,369,000	11,850,000	21.0%	525
Camden	325,541	67,203,000	9,726,000	14.5%	488
Union	298,248	66,428,000	12,733,000	19.2%	495
Middlesex	294,774	76,769,000	15,914,000	20.7%	567
Burlington	249,052	40,129,000	4,740,000	11.8%	345
Ocean	237,727	54,192,000	15,200,000	28.0%	377
Hudson	221,919	45,347,000	9,323,000	20.6%	284
Morris	196,114	50,219,000	11,600,000	23.1%	447
Mercer	193,296	58,419,000	15,575,000	26.7%	403
Passaic	180,149	43,927,000	13,103,000	29.8%	345
Raritan Valley	177,580	44,929,000	13,285,000	29.6%	312
Atlantic	171,441	41,289,000	8,696,000	21.1%	372
Gloucester	149,990	35,635,000	7,655,000	21.5%	263
Cumberland	93,688	24,094,000	6,398,000	26.6%	187
Sussex	86,279	21,442,000	4,797,000	22.4%	136
Warren	44,577	11,229,000	2,033,000	18.1%	66
Salem	35,462	10,261,000	2,617,000	25.5%	100

# Challenges

- Over the past decade, tuition and fee revenues have increased from 49% to 62% of total operating revenues
- State and County funding continues to decline
- County subsidy of total operating revenues for FY2011 is the second lowest among all New Jersey County Colleges
- No prospects for any increases in State or County funding
- Tuition and fee increases represent the only significant means to keep pace with operating costs
- Covering County Expenses
  - Indirect Expenses
    - Impact on staff to run county security & OIT operations
  - Direct Expenses
    - RETC
    - Police Academy
    - Fire Academy
    - Cultural Heritage Commission

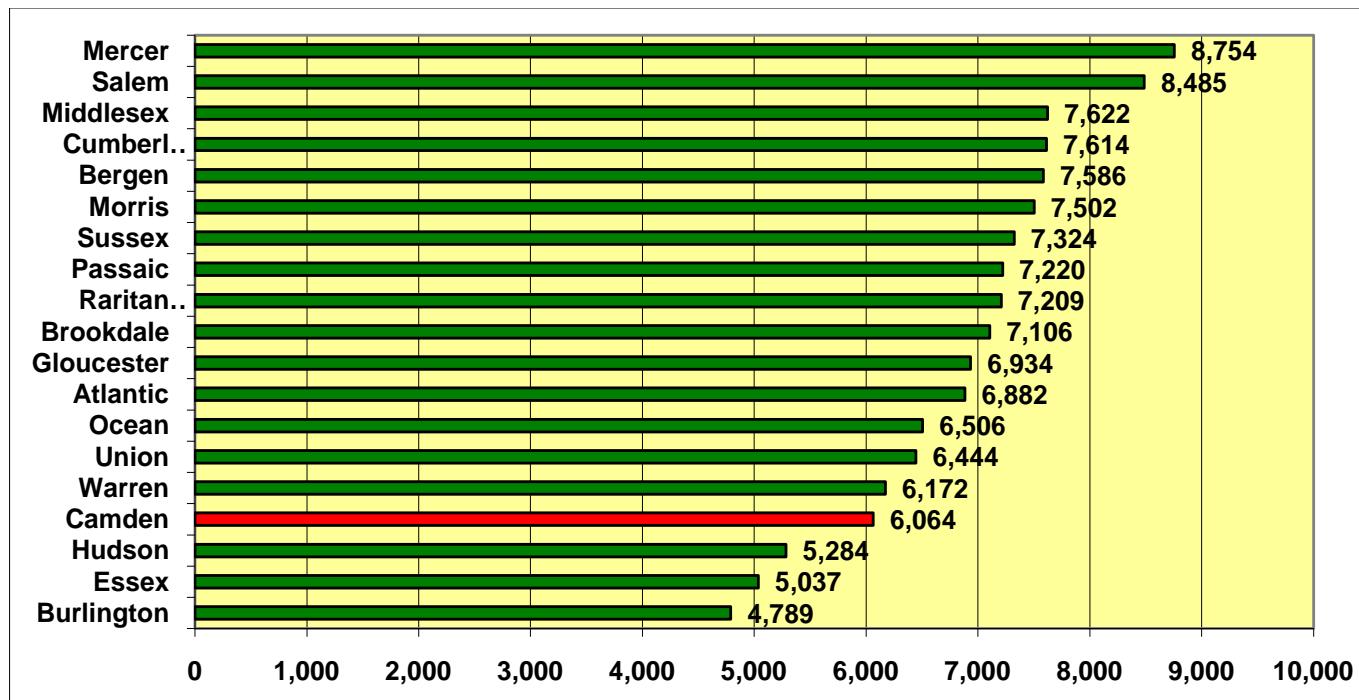
# Operating Strategies

*Achieving Productivity, Efficiency & Economy*

# FTE Performance Benchmarks – 2011

(Average Cost Per FTE = \$6,870 )

(CCC Average Cost per FTE = \$6,064 )



# Operating Strategies

- **Faculty**
- **Part-Time / Temporary Positions**
- **Lean Workforce**
- **Class Size**
- **Grants**

# Faculty

- More than 58% of the sections are taught by Adjunct Faculty  
Adjunct Faculty: 597 -- Full-Time Faculty: 125
- Almost 5X the number of Part-Time to Full-Time Faculty
- Adjunct Faculty Cost for Three-Credit Course: \$2,175
- Average Faculty Salary:  
$$\$72,538 + \$26,114 \text{ (36\% Benefit Cost)} = \$98,652$$
- Average Faculty Cost for Three-Credit Course: \$9,865
- Cost Differential Per Course: \$7,690

# Non-Faculty Part-Time Positions

- College Utilizes a Workforce of 285 “Temporary” Part-Time Positions (Pink Sheet Employees)
  - Student Advisors, Interpreters, Tutors, Lab Aides, Financial Aid Counselors, Office Assistants
- Hourly Rates Range from \$7.25 for Student Workers to \$39 Per Hour for Interpreters
  - No Benefits
  - Non-Union
  - Infrequent Increases in Wages

# Lean Workforce

The College's workforce is dominated by Part-Time Employees:

	# Employees	%
Adjunct (Part-Time) Faculty	597	42%
Pink Sheet (Part-Time) Positions	285	20%
Part-Time Permanent Positions	41	3%
<b>Subtotal Part-Time</b>	<b>923</b>	<b>65%</b>
Full-Time Faculty	125	9%
IUE (Custodians, Security, Secretaries)	140	10%
Support/Administrative (Business Office/Financial Aid)	226	16%
<b>Subtotal Full-Time</b>	<b>491</b>	<b>35%</b>
<b>TOTAL</b>	<b>1,414</b>	<b>100%</b>

# Full-Time Employees By Category: 2001-2014

	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Non-faculty Professional	125	125	124	133	131	124	131	136	138	157	171	150	158	159
Faculty	129	130	132	140	141	137	132	133	131	128	123	126	125	125
Tech/Paraprofessional	23	24	27	26	30	29	29	29	29	29	28	33	34	35
Support Staff	192	201	211	214	200	193	187	190	186	185	166	180	180	172
<b>TOTAL</b>	<b>469</b>	<b>480</b>	<b>494</b>	<b>513</b>	<b>502</b>	<b>483</b>	<b>479</b>	<b>488</b>	<b>484</b>	<b>499</b>	<b>488</b>	<b>489</b>	<b>497</b>	<b>491</b>

# Class Size

- Average class size increased from **19.0** students per section in 2000 to over **22.5** students per section in 2013
- Optimal efficiency is achieved with maximum reasonable class size
- Limited by building configuration & contractual provisions
- New buildings (i.e., Connector, Science Building) have larger classrooms

# Grants

- College receives approximately \$5.4M in recurring grants (i.e., Perkins, EOF, TAA-CCT)
- Approximately 6% of Total Budget
- Supports personnel and operating expenses (i.e., computer replacement and academic equipment)
- Grant awards – year to year basis, if not renewed cost would fall on College

# Summary: Operating Strategies

- Faculty
- Part-Time / Temporary Positions
- Lean Workforce
- Class Size
- Grants

# **FY2014**

# **Assumptions**

# FY2014 Budget Assumptions

- Full-Time salaries increase by approximately 2%
- Annual utility decrease - 17%
- Fringe benefit increase - 10%
- Student growth – 4,000 Credit Increase
- State and County revenue level at best
- Grants level at best
- Tuition and fees – only source of increasing support

# FY2014 - Cost Control Initiatives

- **Budget Cuts**
  - Through reorganization deleted 2 faculty vacancies, 11 full-time administrative and staff positions and four permanent part-time positions
  - Reduced other expenses such as overloads, utilities, insurance and advertising
- **Savings Initiatives**
  - *Continue to use the facilities more efficiently to reduce the cost of utilities*
  - *Expand cooperative agreements with County agencies*
  - *Continue to increase Average Class size*
- **TOTAL BUDGET CUTS: \$1,794,613**

# **Capital & Debt Service**

# Capital

## □ Long Term

- 2005 – Camden County Freeholders announced an \$83M capital initiative to rebuild the Blackwood Campus
  - \$15,176,500 funded through the State's portion of the Chapter 12 Program
    - Madison Hall refurbished and connected to the Otto R. Mauke Community Center
    - Ring Road completed – made campus fully accessible from within
    - Additional demolition of older buildings
    - Construction of a 107,000 square foot science building
    - Summer 2013 (completion date of October 2014) – renovation of student building (TAFT)
    - New administrative building was acquired and will eventually house the administrative operations of the College
    - Regional Emergency Training Center (RETC) building acquired and houses Continuing Education, the Police Academy and Fire Science Program

## □ Short Term

■ FY2009	\$ 750,000
■ FY2010	\$3,000,000
■ FY2011	\$2,000,000
■ FY2012	\$ 500,000
■ FY2013	\$1,000,000
■ FY2014	---0---

## □ State Capital Grants

- Currently applied for \$11,569,296 in State funded bonds/grants for five projects

# Debt Service

Fiscal Year	Debt Service Payment	Additional Debt Service Payment	TOTAL
FY2011	\$ 600,000		\$ 600,000
FY2012	\$1,130,694		\$1,130,694
FY2013	\$1,278,817	\$1,500,000	\$2,778,817
FY2014	\$1,600,000	\$1,500,000	\$3,100,000
FY2015 – Projected (Additional 13.0M)	\$1,600,000		\$1,600,000
FY2016 – Projected (Additional 3.5M)	\$1,700,000		\$1,700,000

# Conclusions

# Conclusions: Budget Framework

- **Stabilized Enrollments**
- **State and County Funding Level at Best**
- **Tuition and Fees : Revenue Growth**
- **Reliance on Part-Time Positions – Academic & Support**
- **Decrease in Full-Time Positions**
- **Reliance on Grants**
- **Class Size Growth**
- **Budget Cuts**
- **Increase in County Expenses**
- **Increase in Debt Service**

**CAMDEN COUNTY COLLEGE**  
 Board of Trustees Quarterly Financial Report

Qtr 3 - FY2013

Current Period										Year-to-Date					Year Over Year to Date			
		Original Budget	Working Budget	Revised Budget	% of Variance	Original Budget	Working Budget	Revised Budget	% of Variance	Original Budget	Working Budget	Revised Budget	% of Variance	Original Budget	Working Budget	Revised Budget	% of Variance	
		Budget	Budget	Budget		Budget	Budget	Budget		Budget	Budget	Budget		Budget	Budget	Budget		
<b>Revenues</b>																		
State Aid	2,600,000	2,600,000	1,700,220	(899,780)	65.39%	10,400,000	10,400,000	6,801,613	(3,598,382)	65.40%	10,201,317	7,942,716	(1,141,098)	85.63%	198,583,00	198,583,00	198,583,00	
County Aid	2,431,454	2,431,454	2,255,612	(175,842)	92.77%	9,725,814	9,725,814	6,733,409	(2,992,305)	69.23%	9,225,814	5,388,991	(1,344,518)	124.95%	500,000,00	500,000,00	500,000,00	
Credit Tuition	7,480,001	7,480,001	3,514,812	(3,965,189)	48.33%	29,920,000	29,920,000	25,861,290	(318,771)	98.93%	29,920,000	30,824,773	(1,223,482)	96.03%	300,000,00	300,000,00	300,000,00	
Credit Fees	3,585,377	3,585,377	1,686,508	(1,898,889)	47.04%	14,341,500	14,341,500	13,397,489	(950,011)	93.38%	13,400,000	13,709,414	(371,925)	97.68%	941,500,00	941,500,00	941,500,00	
Contributing Ed	750,000	750,000	532,411	(217,589)	70.98%	3,000,000	3,000,000	2,788,156	(201,845)	93.27%	3,000,000	2,374,844	(423,511)	117.83%	0,00	0,00	0,00	
Miscellaneous Revenue	1,447,465	1,447,465	1,678,290	230,825	115.98%	5,789,855	5,789,855	4,856,074	(933,781)	83.87%	7,029,231	3,422,753	(1,433,311)	141.88%	(1,239,376,00)	(1,239,376,00)	(1,239,376,00)	
Transfers																		
<b>Total Revenues</b>	<b>18,294,297</b>	<b>18,294,297</b>	<b>11,467,853</b>	<b>(6,826,444)</b>	<b>62.69%</b>	<b>73,177,169</b>	<b>73,177,169</b>	<b>64,182,135</b>	<b>(8,995,034)</b>	<b>87.71%</b>	<b>72,827,362</b>	<b>63,663,301</b>	<b>518,834</b>	<b>100.81%</b>	<b>349,307,00</b>	<b>349,307,00</b>	<b>349,307,00</b>	
<b>Expenditures</b>																		
Salaries	11,463,297	11,462,895	12,027,517	(574,652)	105.02%	45,852,973	45,811,310	35,067,452	10,743,858	76.55%	45,180,000	32,528,179	2,539,273	107.81%	621,310,00	621,310,00	621,310,00	
Benefits	3,538,021	3,663,586	5,070,155	(1,406,569)	138.39%	14,152,076	14,654,402	11,263,101	3,391,331	76.85%	14,930,000	10,748,131	5,14,970	104.79%	(245,998,00)	(245,998,00)	(245,998,00)	
Contractual Services	1,033,912	989,611	850,243	149,368	85.06%	4,155,606	3,988,379	2,636,506	1,361,873	65.94%	3,700,000	2,749,844	(113,338)	95.88%	298,379,00	298,379,00	298,379,00	
Supplies	641,341	620,798	518,770	102,026	83.57%	2,567,695	2,482,101	1,987,755	995,346	59.92%	1,900,000	1,384,110	(516,886)	107.45%	583,101,00	583,101,00	583,101,00	
Utilities	1,243,432	1,269,970	281,214	978,756	77.07%	4,973,708	5,079,883	2,523,001	2,456,882	51.64%	3,800,000	2,244,058	(376,903)	116.88%	1,273,563,00	1,273,563,00	1,273,563,00	
Other Expenses	1,235,647	1,152,960	52,779	625,181	45.78%	4,942,459	4,611,700	2,126,044	2,485,656	46.10%	4,300,000	1,680,543	(445,501)	126.51%	311,700,00	311,700,00	311,700,00	
Capital	23,125	25,574	10,476	2,677	22,887	10,476	11,6,500	102,296	7,775	94,521	7,60%	50,000	35,689	(27,914)	21.75%	52,296,00	52,296,00	52,296,00
<b>Total Expenditures</b>	<b>-</b>	<b>19,185,375</b>	<b>19,165,382</b>	<b>(19,375,897)</b>	<b>104.12%</b>	<b>76,741,017</b>	<b>76,741,017</b>	<b>55,214,047</b>	<b>21,529,417</b>	<b>71.95%</b>	<b>73,240,000</b>	<b>51,370,634</b>	<b>3,845,453</b>	<b>-107.48%</b>	<b>2,901,055,00</b>	<b>2,901,055,00</b>	<b>2,901,055,00</b>	
<b>Net</b>	<b>(891,079)</b>	<b>(891,079)</b>	<b>(831,086)</b>	<b>(831,086)</b>	<b>(831,086)</b>	<b>(3,563,849)</b>	<b>(3,563,849)</b>	<b>(8,968,088)</b>	<b>(1,012,638)</b>	<b>(1,012,638)</b>	<b>12,252,707</b>							

**Camden County College**  
**Board of Trustees Quarterly Financial Report**  
**Q3 – FY2013 – March 31, 2013**

This report contains results for the quarter ending March 31, 2013. It will be presented at the May 23<sup>rd</sup> meeting of the Business Affairs, Audit and Campus Development Committee and the June 7<sup>th</sup> Board of Trustees meeting. It includes performance for the third quarter and year-to-date along with year-end projections.

Quarterly targets reflect twenty-five percent of year-end goals. The quarterly targets, combined with the annual performance expectations offer a basis of measurement that enhances evaluation of the College's overall financial performance. In those cases where quarterly data does not provide sufficient insight into financial performance, a more detailed explanation has been provided in this narrative.

**Revenues – Budget vs. Actual Q-3 FY2013**

Third quarter revenues were down by \$6,826,444. This variance is a result of the arbitrary division of annual revenue targets into quarterly increments which, in this case, produced a proportionately higher quarterly target. Tuition and fees comprise the majority of this revenue variance. For example, in the first quarter revenues from tuition and fees were much higher reflecting a period of stronger student registrations compared to the third quarter.

**Revenues – FY2013 vs. FY2012**

Year over year-to-date revenue for the third quarter is up by \$518,834. This is partially attributed to the timing of the State and County aid disbursement schedules. The additional miscellaneous revenue received from the county to cover the county security expenses also contributed to this variance.

**Expenditures – Budget vs. Actual Q-3 FY2013**

Expenditures were up by \$790,515 for the third quarter. The variance reflects increases in salaries and benefits due primarily to the timing of posting for payroll and charges for health benefit premiums. Expenditures in all other categories were below budget.

**Expenditures – FY2013 vs. FY2012**

Overall expenses were up \$3,843,453 or 7% over the third quarter of FY2012. The majority of increase is in salaries and is attributed to the inclusion of salaries for county security and (OIT).

## **Projections Year-End FY2013**

Year-end projections are based on performance to date and other key variables which may impact results. While estimates, these projections are being prepared in order to better inform the Board of Trustees of anticipated changes in activity, whether positive or negative. This information is used to identify issues that arise during the fiscal year and to develop action plans to minimize any negative future consequences.

At this juncture, the administration is projecting a \$1.2 million decrease in tuition and fee revenues. The decrease is attributable to lower than anticipated enrollments. This amount is partially offset by an increase in miscellaneous revenue which includes \$640,000 from the Madison Connector insurance proceeds and \$500,000 from the Camden Board of Education for the Gateway Program.

Accordingly, the administration has identified reductions in operating expenses to reduce the use of reserves to balance the budget.

## **Summary**

The third quarter of FY2013 produced revenue shortfalls due to lower than anticipated enrollments for the summer 2012 and fall 2012 semesters. The additional miscellaneous revenue and the reductions in expenses will help to offset the anticipated revenue deficit. The administration is projecting transferring approximately \$1 million from reserves to balance the budget.

**RESOLUTION NO. \_\_\_\_\_**

**RESOLUTION ACCEPTING  
QUARTERLY FINANCIAL REPORT  
FOR THE PERIOD ENDING MARCH 31, 2013**

**WHEREAS**, it is the policy of the Board of Trustees to have a financial report prepared at the close of each quarter and submitted to the Board; and

**WHEREAS**, the attached report is submitted for the Quarter ending March 31, 2013 and

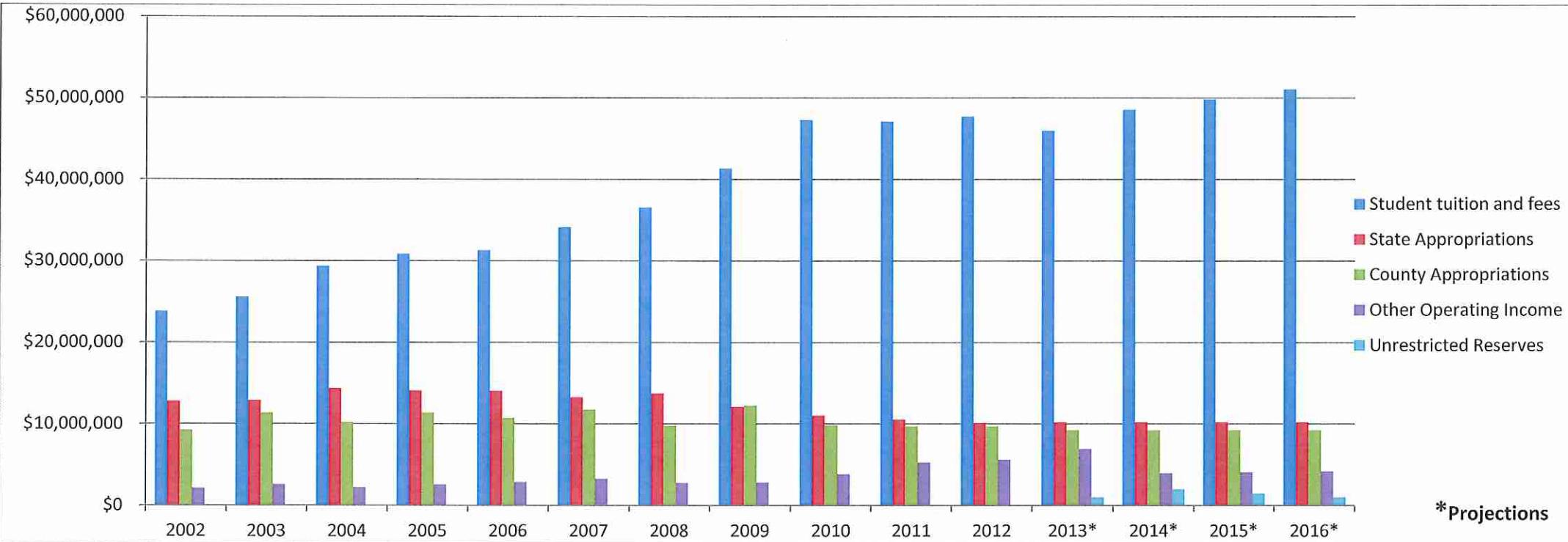
**WHEREAS**, the report presents unaudited operating results for the period as well as year-to-date performance including: a comparison of revenues –budget-to-actual for Q3 FY2013; revenues – FY2013 compared to FY2012; expenditures – budget-to-actual for Q3 FY2013; expenditures – FY2013 compared to FY2012; projections year-end FY2013 and a summary.

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees hereby accepts the financial report for the period ending March 31, 2013 as submitted.

**SUMMARY STATEMENT**

This resolution authorizes the acceptance of the financial report for the third quarter of fiscal year 2013, ending March 31, 2013.

## REVENUE TRENDS FY2002 to FY2016



\*Projections

REVENUE TRENDS	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013*	2014*	2015*	2016*
Student tuition and fees	\$23,822,247	\$25,565,733	\$29,357,253	\$30,866,733	\$31,307,531	\$34,135,859	\$36,554,507	\$41,363,694	\$47,305,828	\$47,139,097	\$47,755,473	\$46,000,000	\$48,580,000	\$49,830,000	\$51,080,000
State Appropriations	\$12,758,397	\$12,895,273	\$14,388,478	\$14,084,573	\$14,048,213	\$13,272,367	\$13,721,740	\$12,084,580	\$11,028,633	\$10,540,430	\$10,151,513	\$10,200,000	\$10,200,000	\$10,200,000	\$10,200,000
County Appropriations															
Other Operating Income	\$9,225,814	\$11,351,698	\$10,225,814	\$11,351,698	\$10,725,814	\$11,753,559	\$9,789,048	\$12,251,698	\$9,841,393	\$9,725,814	\$9,725,814	\$9,225,814	\$9,225,814	\$9,225,814	\$9,225,814
Unrestricted Reserves															
Total Revenue	\$47,922,916	\$52,402,284	\$56,198,625	\$58,856,249	\$58,973,588	\$62,403,454	\$62,831,493	\$68,515,636	\$72,032,916	\$72,707,756	\$73,264,499	\$73,378,658	\$73,970,455	\$74,855,814	\$75,705,81

**Camden County College**

TABLE 2

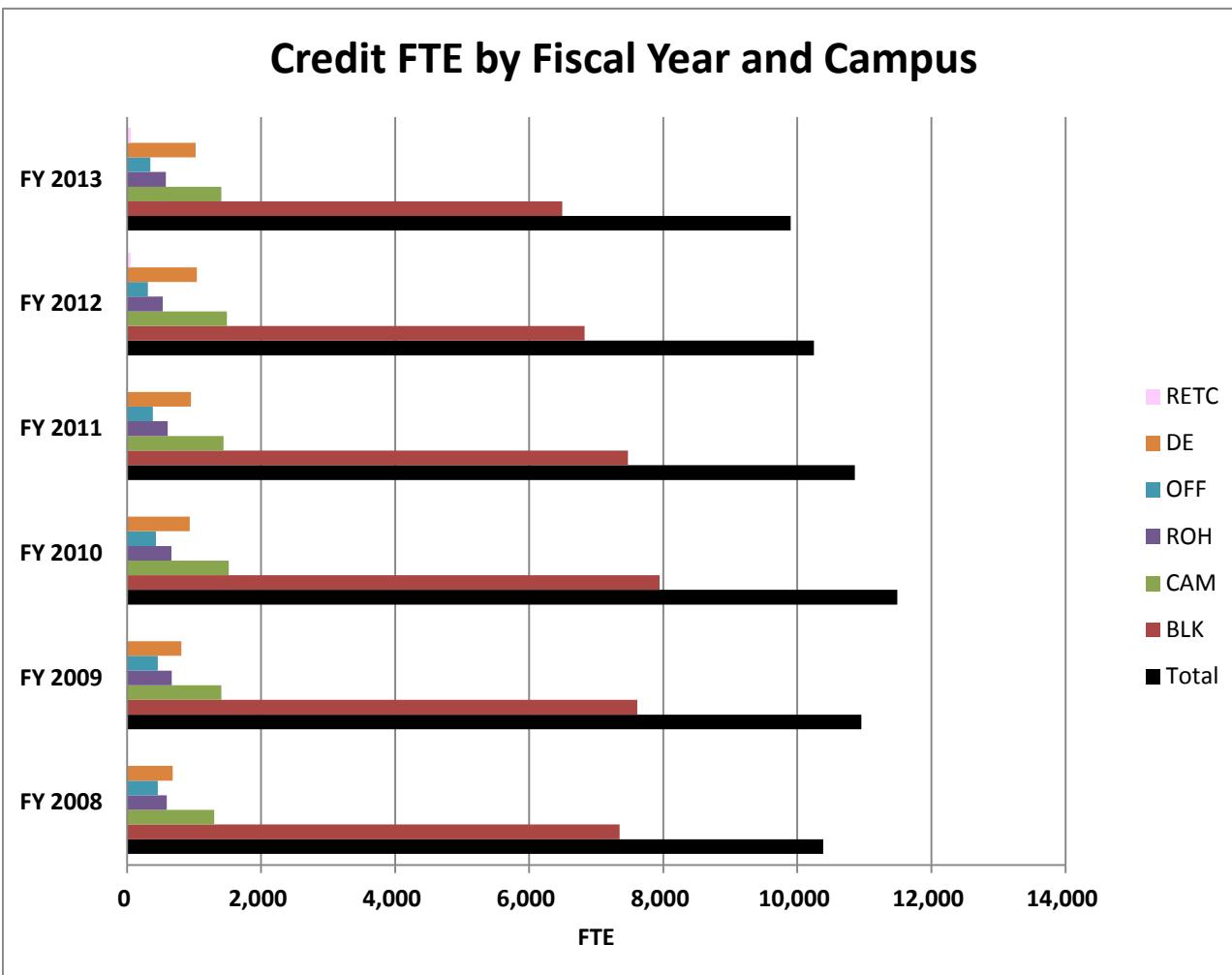
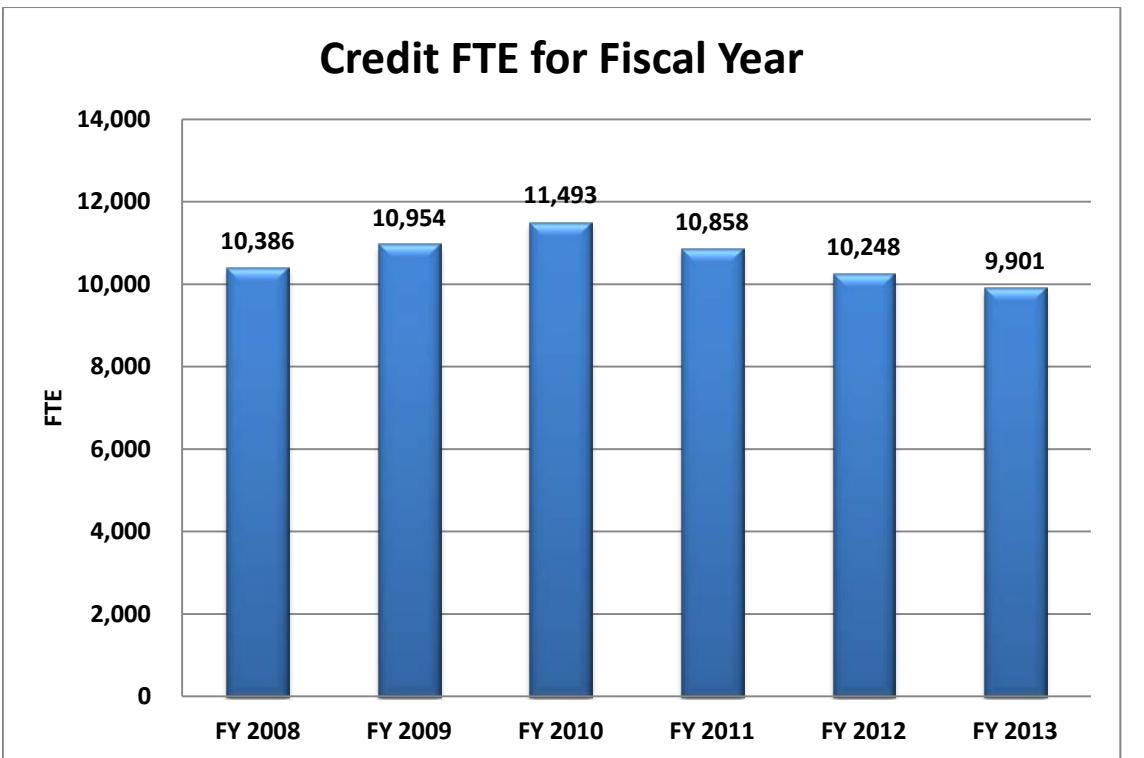
**Full-Time Equated Enrollments (FTE) by Campus  
FY2008 to FY2013**

	Summer 2007		Fall 2007		Spring 2008		FY 2008	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,103	1,274	104,356	6,957	97,032	6,469	220,491	7,350
Camden	2,674	178	18,298	1,220	18,083	1,206	39,055	1,302
Cherry Hill	3,397	226	6,844	456	7,551	503	17,792	593
Off Campus\Other	742	49	3,491	233	9,558	637	13,791	460
Distance Education	4,636	309	7,194	480	8,635	576	20,465	682
Total	30,552	2,037	140,183	9,346	140,859	9,391	311,594	10,386
	Summer 2008		Fall 2008		Spring 2009		FY 2009	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,637	1,309	106,738	7,116	101,990	6,799	228,365	7,612
Camden	2,960	197	20,127	1,342	19,170	1,278	42,257	1,409
Cherry Hill	3,681	245	8,328	555	8,039	536	20,048	668
Off Campus\Other	587	39	3,713	248	9,407	627	13,707	457
Distance Education	5,454	364	8,176	545	10,609	707	24,239	808
Total	32,319	2,155	147,082	9,805	149,215	9,948	328,616	10,954
	Summer 2009		Fall 2009		Spring 2010		FY 2010	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,424	1,295	112,164	7,478	106,825	7,122	238,413	7,947
Camden	3,442	229	21,986	1,466	20,161	1,344	45,589	1,520
Cherry Hill	3,303	220	8,287	552	8,228	549	19,818	661
Off Campus\Other	452	30	3,521	235	8,899	593	12,872	429
Distance Education	6,198	413	9,773	652	12,115	808	28,086	936
Total	32,819	2,188	155,731	10,382	156,228	10,415	344,778	11,493
	Summer 2010		Fall 2010		Spring 2011		FY 2011	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	18,899	1,260	107,649	7,177	97,683	6,512	224,231	7,474
Camden	3,585	239	19,783	1,319	19,812	1,321	43,180	1,439
Cherry Hill	3,338	223	7,806	520	7,050	470	18,194	606
Off Campus\Other	651	43	3,242	216	7,659	511	11,552	385
Distance Education	6,533	436	10,142	676	11,911	794	28,586	953
Total	33,006	2,200	148,622	9,908	144,115	9,608	325,743	10,858
	Summer 2011		Fall 2011		Spring 2012		FY 2012	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	17,073	1,138	98,198	6,547	89,546	5,970	204,817	6,827
Camden	3,595	240	21,172	1,411	19,939	1,329	44,706	1,490
Cherry Hill	2,945	196	6,408	427	6,583	439	15,936	531
Off Campus\Other	403	27	2,320	155	6,592	439	9,315	311
Distance Education	6,866	458	11,380	759	12,930	862	31,176	1,039
Regional Emergency Training Center			920	61	568	38	1,488	50
Total	30,882	2,059	140,398	9,360	136,158	9,077	307,438	10,248
	Summer 2012		Fall 2012		Spring 2013		FY 2013	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	14,509	967	93,205	6,214	87,008	5,801	194,722	6,491
Camden	3,321	221	20,051	1,337	18,840	1,256	42,212	1,407
Cherry Hill	2,848	190	7,634	509	6,927	462	17,409	580
Off Campus\Other	308	21	2,059	137	8,013	534	10,380	346
Distance Education	6,980	465	10,843	723	12,789	853	30,612	1,020
Regional Emergency Training Center	157	10	844	56	702	47	1,703	57
Total	28,123	1,875	134,636	8,976	134,279	8,952	297,038	9,901

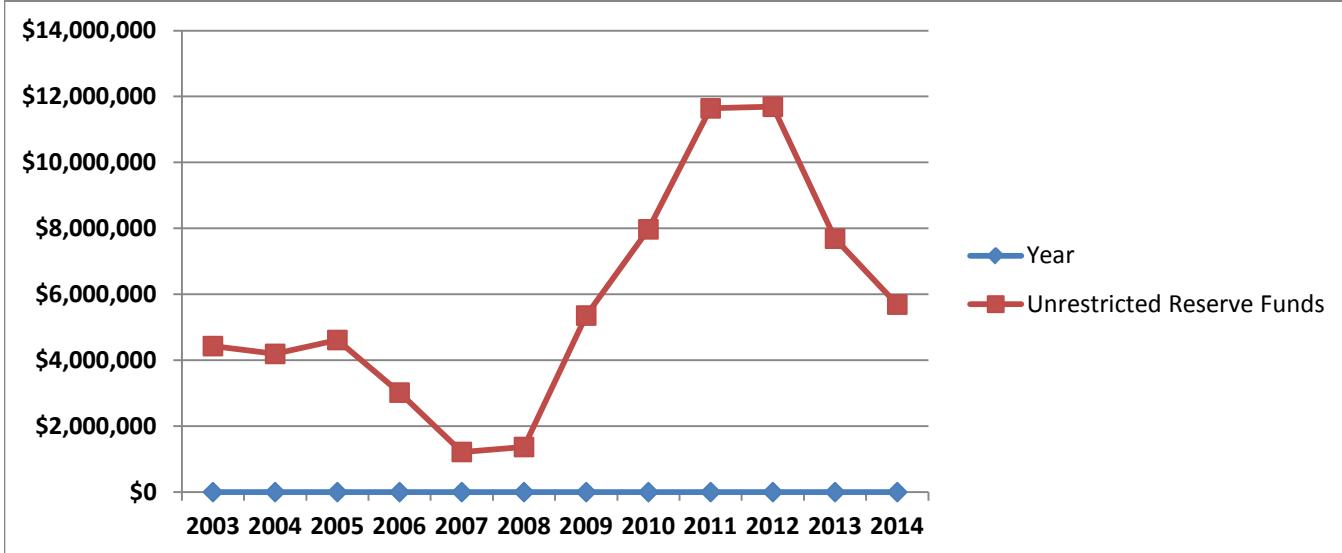
Source: SURE Files

File: creditsFTE.xls

TABLE 2



<b>Year</b>	<b>Unrestricted Reserve Funds</b>
2003	\$4,430,087
2004	\$4,193,606
2005	\$4,614,285
2006	\$3,019,990
2007	\$1,218,944
2008	\$1,369,663
2009	\$5,357,050
2010	\$7,972,524
2011	\$11,641,317
2012	\$11,689,094
2013	\$7,689,094
2014	\$5,689,094





**Office of Curriculum and Assessment**  
**General Education Assessment Summary**

General Education Category: Scientific Knowledge and Reasoning							
STAGE I	STAGE II		STAGE III		STAGE IV	STAGE V	
Program Level SLO	Population of Students Assessed	Assessment Instrument	DATE OF REPORT	OUTCOME	ACTION	DATE OF REPORT	REVIEW OF OUTCOME
Apply the scientific method to conduct experiments and analyze data.	Ten sections of Biology I Science (BIO 111) and three sections of (MTH 134) Biostatistics	Exam questions and lab reports	SP11	<p>The specific skills assessed : 1) Define the term hypothesis. 2) Distinguish between the terms hypothesis and theory.3) State and explain the "steps" of the scientific method in a logical sequence. 4) Define the terms: variables and controls 5) Distinguish between independent and dependent (response) variables 6) Given a set of observations, formulate an applicable null hypothesis. 7) Given a set of observations, formulate an applicable alternative hypothesis 8) Perform a statistical test to accept or reject an hypothesis. 9) Apply the steps of the scientific method to conduct experiments and analyze data.</p> <p><b>Students were able to identify the major components of the processes of scientific methodology, apply them in a hypothetical situation and construct lab reports or experimental simulations using those same processes. The lower scores shown by the BIO-111 class were expected since this is the introductory class and is populated by students with various levels of biology experience in their pre-college curricula, and by students in various majors</b></p>	<p><b>Distinguish between the terms hypothesis and theory</b>  in the BIO-111 class was considered satisfactory, we recommend that instructors emphasize these two concepts more strongly during the presentation of the scientific method and again during the material dealing with evolutionary theory.</p> <p><b>Define the terms: variables and controls</b>  We suggest that these concepts are emphasized more strongly during the pre-lab introductions. We also suggest that these concepts should be required as part of the procedure and discussion sections in the formal laboratory reports required by the BIO111 syllabus. Instructors will be asked to increase their attention to these components of the formal lab reports, and they will be collected and assessed by the department.</p>		

**Office of Curriculum and Assessment**  
**Program Level Student Learning Outcomes**

Program: General Education

Degree:

Reviewed/Revised: Aug-09

OUTCOME	By the end of the program the graduate will be able to	Course	Assessment
Oral and Written Communication	communicate effectively in both speech and writing	ENG 101, ENG 102, SPE 102	Writing assignments; speeches
Mathematics	use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems	ALL MTH Courses	Various
Science	use the scientific method of inquiry, through the acquisition of scientific knowledge	ALL BIO, CHM and PHY courses	Various
Technology	use computer systems or other appropriate forms of technology to achieve educational and personal goals	Listed CIS and CSC courses	Various
Social Science	use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens	Listed PSY, SOC, ANT and GEO courses	Various
Humanities	analyze works in the fields of art, music, or theater; literature, philosophy, and/or religious studies; and/or gain competence in the use of a foreign language	See listed courses	Various
History	understand historical events and movements in World, Western or non-Western or American societies and assess their subsequent significance	Listed HIS courses	Various
Diversity	understand the importance of a global perspective and culturally diverse people	See listed courses	Various
Ethical Reaction and Action	understand ethical issues and situations	See Listed Courses	Various

**Office of Curriculum and Assessment  
Assessment DATA**

**Biology Department**

**Assessment of Program Goals for BIO.AS Fall 2010; Spring 2011**

**Program Goal 4: Apply the scientific method to conduct experiments and analyze data.**

**Course Objective for BIO 111 – Biology I-Science: Apply the scientific method in the laboratory**

This program goal was assessed by collecting results from ten sections of Biology I Science (BIO 111) and three sections of (MTH 134) Biostatistics. Questions were administered to students on exams as well as on laboratory reports to assess their understanding of and ability to apply the scientific method. MTH-134 (Biostatistics) was chosen as an assessment course because it is a lecture/laboratory based course that is co-taught by the Mathematics and Biology departments. The laboratory portion of that class is structured to refine the students' knowledge of the scientific method, experimental design, data analysis and ability to conduct an independent research project that includes these skills as a capstone assessment. The Biostatistics course is almost exclusively populated by BIO.AS majors who take the course in their last semesters and therefore serves as a good assessment course for these particular BIO.AS program goals.

The specific skills assessed :

Define the term hypothesis.

Distinguish between the terms hypothesis and theory.

State and explain the “steps” of the scientific method in a logical sequence.

Define the terms: variables and controls

Distinguish between independent and dependent (response) variables

Given a set of observations, formulate an applicable null hypothesis.

Given a set of observations, formulate an applicable alternative hypothesis

Perform a statistical test to accept or reject an hypothesis.

Apply the steps of the scientific method to conduct experiments and analyze data

Results:

Skill	Percent of Students		
	BIO 111	MTH 134	
1. Identify or Define the term:  hypothesis	83%	100%	Assessed by examination questions  No remedial action required
2. Distinguish between the terms hypothesis and theory	67%	90%	See comments
3. State and explain the "null" hypothesis	78%	95%	Assessed by examination No remedial action
4. Define the terms:  hypothesis	65%	100%	Assessed by examination See comments
5. Distinguish between hypothesis and theory	N/A	81%	Assessed by examination No remedial action
6. Given a set of hypotheses	N/A	100%	Assessed by examination, No remedial action
7. Given a set of hypotheses	70%	100%	Assessed by examination, No remedial action
8. Perform a statistical test	N/A	90%	Assessed by examination No remedial action
9. Apply the steps of the scientific method	78%	100%	See comments No remedial action

**Office of Curriculum and Assessment  
Assessment Data**

**Comments and Analysis**

**Overall performance for most skills was considered satisfactory and no remedial action was required.** Students were able to identify the major components of the processes of scientific methodology, apply them in a hypothetical situation and construct lab reports or experimental simulations using those same processes.

The lower scores shown by the BIO-111 class were expected since this is the introductory class and is populated by students with various levels of biology experience in their pre-college curricula, and by students in various majors. The inclusion of the Biostatistics class in this assessment gives us the opportunity to isolate the performance of those students specifically enrolled in the BIO.AS program, to evaluate those students at a point closer to the end of the program and to examine how this new course is helping our students meet the objectives of the program. The performance of the BIO.AS majors in the Biostatistics course was assessed by multiple means, including essay questions, lab reports and multiple choice /objective questions. Additionally, students were required to design and implement an independent experimental research project for the semester, write a formal paper on their project and give a formal presentation of the project. The projects were evaluated by the co-instructors (from the Mathematics department and the Biology department) and two additional professors from the Biology department. The mean score received from the Biology referees for the presentations was 4.0 (on a scale of 1-5), indicating an above average overall performance. Importantly, during the post-presentation critique, the student were able to identify flaws in their experimental design and suggest corrections,

indicating an above average understanding of hypothesis formulation, use of variables, controls, design levels, randomization and blocking techniques

**Specific Skills.**

**2. Distinguish between the terms hypothesis and theory**

This is a commonly confused concept, especially for students in the introductory courses. Although the performance in the BIO-111 class was considered satisfactory, we recommend that instructors emphasize these two concepts more strongly during the presentation of the scientific method and again during the material dealing with evolutionary theory.

This was not a problem for the students in the Biostatistics class.

**4. Define the terms: variables and controls**

These are terms that may be easily defined, but can be confusing for students when asked to identify variables and controls in an experiment. We suggest that these concepts are emphasized more strongly during the pre-lab introductions. We also suggest that these concepts should be required as part of the procedure and discussion sections in the formal laboratory reports required by the BIO111 syllabus. Instructors will be asked to increase their attention to these components of the formal lab reports, and they will be collected and assessed by the department.

# General Education Assessment

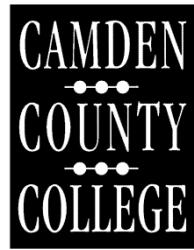
NJCC GOAL CATEGORIES <i>(Course Category)</i>	NJCC GEN.ED. LEARNING GOALS <i>Critical thinking is embedded</i>	<b>SUGGESTED INDIVIDUAL COLLEGE-WIDE LEARNING OBJECTIVES:</b> Colleges have discretion in the establishment of <b>Individual College-Wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.	Course	Assessment	Completed
1. Written and Oral Communication <i>(Communication)</i>	Students will communicate effectively in both speech and writing.	a. Students will explain and evaluate what they read, hear, and see. b. Students will state and evaluate the views and findings of others. c. Students will logically and persuasively state and support orally and in writing their points of view or findings. d. Students will evaluate, revise, and edit their communication.	ENG 101, ENG 102, SPE 102	Writing assignments; speeches	Yes - Ongoing
2. Quantitative Knowledge and Skills <i>(Mathematics)</i>	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions.	MTH-111	Various	Yes - Ongoing
3. Scientific Knowledge and Reasoning <i>(Science)</i>	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society.	BIO-111	Various	Yes - Ongoing
4. Technological Competency <i>(Technology)</i>	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	a. Students will use computer systems and/or other appropriate forms of technology to present information. b. Students will use appropriate forms of technology to identify, collect, and process information.	CSC-101	Various	Yes - Ongoing
5. Society and Human Behavior <i>(Social Science)</i>	Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.	a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. b. Students will explain how social institutions and organizations influence individual behavior. c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility.	POL-101, 103, 111	Various	Yes - Ongoing

# General Education Assessment

NJCC GOAL CATEGORIES <i>(Course Category)</i>	NJCC GEN.ED. LEARNING GOALS <i>Critical thinking is embedded</i>	<b>SUGGESTED INDIVIDUAL COLLEGE-WIDE LEARNING OBJECTIVES:</b> Colleges have discretion in the establishment of <b>Individual College-Wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.	Course	Assessment	Completed
6. Humanistic Perspective <i>(Humanities)</i>	Students will analyze works in the fields of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.	<p>a. Students will describe commonly used approaches and criteria for analyzing works*.  b. Students will analyze works* and apply commonly used approaches and criteria.  c. Students will demonstrate a value added competence in the production and comprehension of a foreign language.</p> <p><i>*in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English.</i></p>	Foreign Languages levels 101 and 201	Various	Yes - Ongoing
7. Historical Perspective <i>(History)</i>	Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.	<p>a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.  b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.  c. Students will demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective.</p>	Listed HIS courses	Various	Yes - Ongoing
8. Cultural and Global Awareness <i>(Diversity Courses)</i>	Students will understand the importance of a global perspective and culturally diverse peoples.	<p>a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose.  b. Students will explain why an understanding of differences in people's backgrounds is particularly important to American society.  c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.  d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures.</p>	Foreign Languages levels 101 and 201	Various	Yes - Ongoing
9. Ethical Reasoning and Action	Students will understand ethical issues and situations.	<p>a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.  b. Students will take a position on an ethical issue or a situation and defend it.</p>	PHL-131	Various	Yes - Ongoing

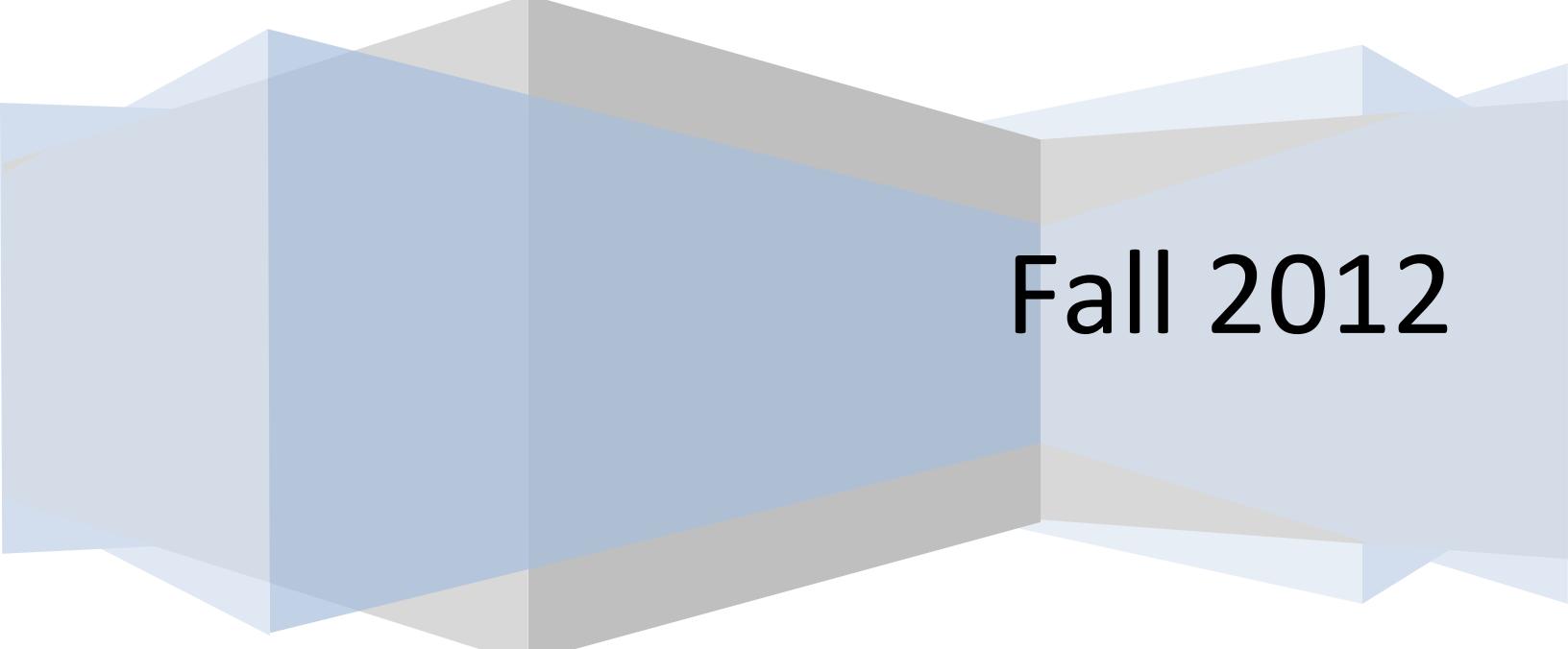
## General Education Assessment

NJCC GOAL CATEGORIES <i>(Course Category)</i>	NJCC GEN.ED. LEARNING GOALS Critical thinking is embedded	<b>SUGGESTED INDIVIDUAL COLLEGE-WIDE LEARNING OBJECTIVES:</b> Colleges have discretion in the establishment of <b>Individual College-Wide Learning Objectives</b> that support the achievement of the <b>NJCC Learning Goals</b> . The following is a list of examples.	Course	Assessment	Completed
10. Information Literacy	Students will address an information need by locating, evaluating and effectively using information.	<ul style="list-style-type: none"> <li>a. Students will identify and address an information need.</li> <li>b. Students will access information effectively and efficiently.</li> <li>c. Students will evaluate and think critically about information.</li> <li>d. Students will use information effectively for a specific purpose.</li> <li>e. Students will use information ethically and legally.</li> </ul>	BIO		Yes - Ongoing



# 2011 Graduate Follow-Up Survey

Office of Institutional Research, Planning, and Grants



Fall 2012

The background features a large, abstract 3D geometric shape composed of light blue, grey, and white facets. It has a prominent vertical blue rectangular prism on the left and a diagonal grey plane sloping upwards towards the right. The text "Fall 2012" is positioned in the lower right area of this shape.

**Camden County College**  
**2011 Graduate Follow-Up Survey – Administered Fall 2012**

**I. Respondents**

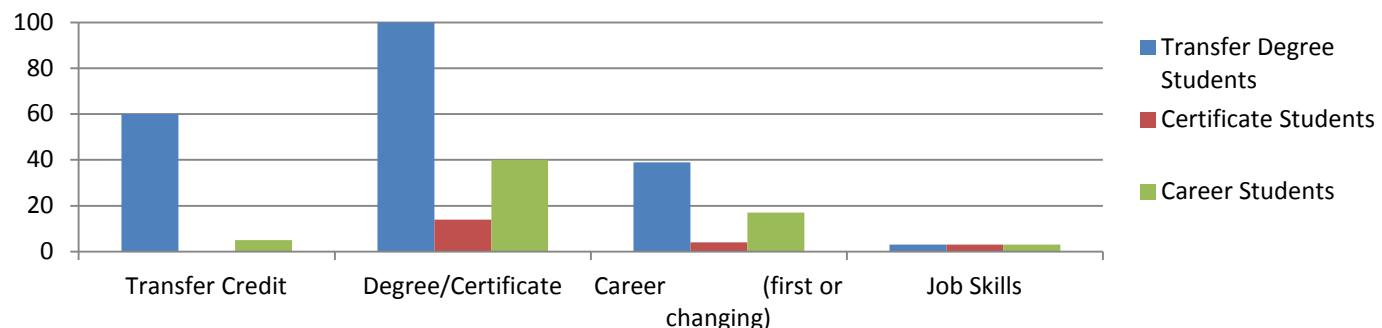
<b>Total Graduates- 2011</b>	<b>1782</b>
<b>Respondents</b>	
Career	66
Certificate	22
Transfer Degree Graduates	212
Unknown	9
<b>Total</b>	<b>309</b>

The One Year Graduate Follow-Up Survey is administered one year after students graduate. In 2009, 1,458 students were surveyed and two hundred and seventy two were returned for a 19% return rate. In 2011, 1782 students were surveyed and three hundred and nine were returned for a 17.3% return rate. Surveys were delivered to students through e-mail and direct mail.

Email letters were sent to students containing a link to take the survey on Survey Monkey. Those that could not be reached through e-mail were mailed out a survey and included a preaddressed self stamped envelope for the survey to be returned in. The responses from these surveys were then entered into Survey Monkey so that all responses were in the same file.

**II. Educational Goal Attainment**

Of the students surveyed, two hundred and eight-seven, or 92.8%, of them responded that they had achieved their primary objective by the time they left Camden County College. The options for objectives being: to improve job skills, to prepare for a first career, to prepare for a career change, transfer credit, personal interest or to earn an Associate Degree or Certificate. [Figure 1]



**Figure 1**

**Comparing 2011 and 2009 graduates**

- ✓ 54% of 2011 respondents reported that their primary objective for attending Camden County College was to graduate and earn an Associate Degree or Certificate. This is slightly up from the 52% reported from the 2009 graduates.
- ✓ 93% of the respondents reported achieving their primary goal for attending the College. This is down from the 97% reported in 2009.
- ✓ 94% of the respondents would recommend Camden County College to prospective students; which is also down from the 99% that would recommend the College from the 2009 survey.

### **III. Support Services at Camden County College**

Twelve of the College's support services were rated on 6-point scale, ranging from "excellent" to "poor", or the options of "did not know existed" and "did not use".

The three areas that received the highest "Excellent" ratings in the 2011 graduate survey were the Admissions Process (38%), Quality of Teaching (37%) and a new addition to the top three, Registration (34%).

The areas receiving the highest percentage of "Poor" responses were Parking, Financial Aid, Job Placement, and Academic Advisement. Although Parking received the highest percentage at 26%, it's important to note that this survey was given to the graduates that had not been on campus since changes to the parking areas have been updated.

	<u>2011 Grads</u>	<u>2009 Grads</u>
Financial Aid	13%	10%
Academic Advisement	9%	14%
Transfer Information	7%	7%
Job Placement	11%	9.3%

#### **Transfer Program Graduates:**

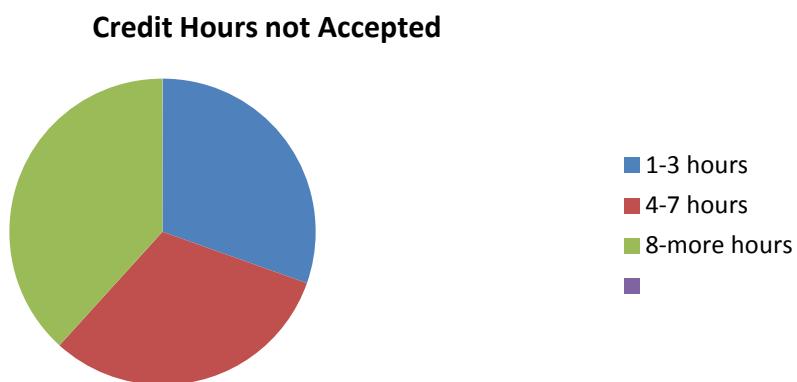
Two hundred twelve of the survey respondents were considered Transfer Program students while enrolled at Camden County College.

79% of the transfer students graduates reported enrolling in another degree-granting institution  
69% are enrolled in a program related to the major completed at Camden County College

While the number of transfer degree students reporting being enrolled in another degree-granting institution is comparable with that of the 2009 graduates (78%), the number enrolled in a related program is drastically down from that of the 2009 graduates – 90%.

32% responded having some type of problem transferring to another degree-granting institution.

Of the two hundred twelve that replied, 54% of them responded having credit hours earned at the College not be accepted into another institution; 21% or 44 students indicated not being to transfer eight or more credit hours, 17% or 36 reported 4-7 credit hours not transferring, and 16.5% or 35 students reported 1-3 credit hours not transferring. [Figure 2]



**Figure 2**

However, several graduates indicated a reason for credit hours not transferring was having reached a maximum at the other institution.

#### IV. Employment of Graduates

Overall, 77% of respondents reported being employed full-time or part-time. 92% of Career Program Graduates reported being employed; this is well up over the 87% of 2009 Career Program Graduates that reported being employed.

Of the 92% that reported being employed, 79% responded that their current position is related to their program of study at Camden County College. [Figure 3]

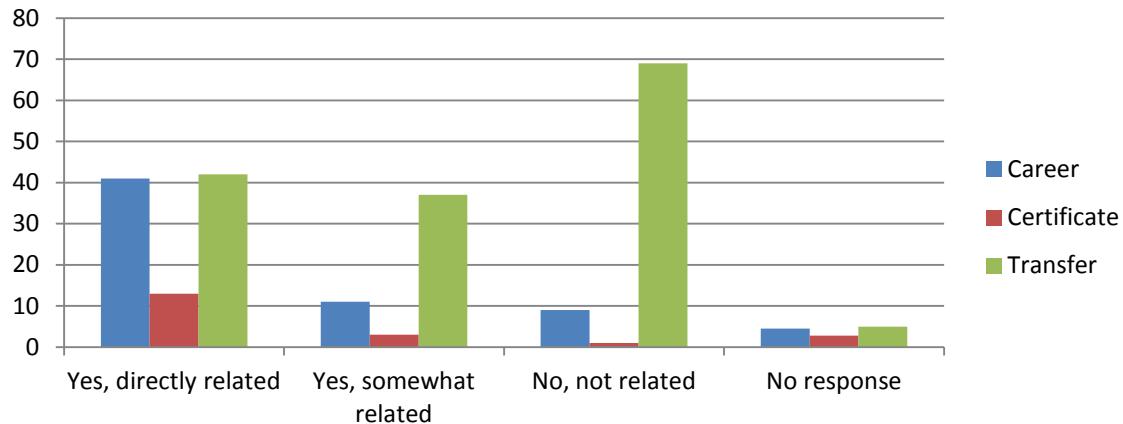


Figure 3

Out of the 309 respondents to this survey, 175 graduates feel that the education/training they received at Camden County College is either useful or very useful in their current job positions.

#### V. Comments

Graduates were given the opportunity to write comments about their experiences at Camden County College; 105 of the respondents elected to add comments.

Overall comments skewed to a very positive experience at Camden County College, noting that the College was very helpful in transitioning them from a high school setting to a college setting. Many noted that positive influence that they faculty had on their educational experience and time at the College. Below are a few samples of the positive comments received:

“Studying at camdne (sp) county has been the best experience in the field of education. I would recommend this college to anyone who wants to succeed in academics. Great staff and great people.”

“My education experience at CCC has surpassed all my expectations. “

“My time and money was VERY well spent at CCC. I feel like I received a wonderful education and could not be more grateful.”

“I had a great education at CCC. There were many classes available and registration online was a big perk.”

"I am really proud to have completed my degree from Camden County College. It has helped me in so many ways to jump start my life and push me in the right direction with my job skills and worth ethic."

As seen in previous year surveys, most of the negative comments centered on student services and the frustration of transfer misinformation, as well as frustration with staff in financial aid and registration. Examples of these comments include:

"During my time at CCC I had several questions for the financial aid department and found it very difficult to get any help. I would call and no one would answer the phone and if I left a message I did not receive a call back."

"The main complaint I have about Camden County is the lack of help. I felt that advisement was always unhelpful, and I always had to wait in long lines both in advising and in Wilson for other things. I had to do a lot of research on my own.."

"There are many things that need improving in CCC. The academic advisers made me take classes that were unnecessary, which prolonged years i had to spend in CCC along with costs. The financial aid process was excruciating."

"Since many people who attend camden county are looking to transfer to other schools there should be someone in advisement who is knowledgeable about the tranfer (sp)process."

"I enjoyed my time at CCC, and thought that the Camden County was a good starting point for my college career. However, the transfer assistance was poor, and advisors did not accurately guide me to which classes would transfer into my future Four-Year Institution."

## **VI. Issues**

The results of the One Year Follow-Up Survey give Camden County College graduates an opportunity to provide the College with feedback about their educational experiences while they were attending the College and their educational and occupational experiences once they leave. When compared to previous surveys, the results give the College a sense of what areas have been improved and what areas still need improvement.

The issues that emerged from this survey are similar to that of previous years: transfer information, academic advisement and financial aid. This is shown in the low ratings received from graduates on these areas as well as in the comments they elected to leave.

Budget Code: 1= Operational 2 = Capital 3= FD/Grants 4= Chap 12 5= Other 6= N/A

**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
1. Strengthen campus degree-completion partnerships with four-year colleges and universities through collaboration and shared resources.	Goals 1 and 6	1. Develop partnerships with colleges and universities for completion of specialized <u>associates</u> degrees	Academic Affairs	2011	Signed an agreement with UMDNJ to offer a joint AS Degree program in Psychosocial Rehabilitation and Treatment to train entry-level mental health workers.	1
				2012	Signed an agreement with UMDNJ to offer a joint AS Degree program in Occupational Therapy Assistant.	1
			Academic Affairs	2013	Hosted Nanyang Medical College and signed next step MOA to develop an ESL teacher exchange and mentor Nanyang in developing degrees in dental assisting, ophthalmic science and MLT in Nanyang, China.	1
				2013	Signed an MOA with Cumberland County College to offer a joint HIT associate degree, with CCC offering the professional courses and SCC offering the general education.	1
				2013	Fire Science courses are now being delivered in several Southern NJ counties as part of a new consortial effort to bring our Fire Science program to the southern counties in NJ.	1
		Institutional Advancement	2013		Publicized agreements and programs through press releases and pitches to media.	1

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS					
(CONTINUED) 1. Strengthen campus degree-completion partnerships with four-year colleges and universities through collaboration and shared resources.	Goals 1 and 6	2. Develop partnerships with colleges and universities for completion of <u>baccalaureate</u> degrees	Academic Affairs	2011	MOU signed with Rutgers University permits our graduates to complete an RN to BSN degree or obtain a Bachelors degree in Liberal Arts on the Blackwood Campus. Also agrees to share space at Rutgers/Camden.
					Developed a cooperative BSN program with Rowan University on the Blackwood Campus. Students take the first 2 years of general education courses here and take Rowan's nursing courses in years 3 and 4.
					Developed a partnership with the University of the Sciences - Philadelphia to offer a BA in Biology
					Continued the Rowan University Elementary Education degree completion program, using lessons learned to create more effective and efficient agreements with new partners.
					Developed a partnership with NJIT to offer baccalaureate courses in Information Technology-related fields at the Rohrer campus.

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS					
(CONTINUED) 1. Strengthen campus degree-completion partnerships with four-year colleges and universities through collaboration and shared resources.	Goals 1 and 6	2. Develop partnerships with colleges and universities for completion of <u>baccalaureate</u> degrees	Academic Affairs	2012	
					Welcomed first class of three Rohrer scholars which provides scholarships and "guaranteed" acceptance into Rowan University's Rohrer College of Business.
					Continue Rowan University partnerships on Blackwood Campus
					Developed a partnership with Neumann College for BA and BS degree completion.
					Signed an agreement with Temple University to articulate general education core-to-core courses.
					PENDING Signed an MOU with Drexel University to develop 2 + 2 BSN and associate degree completion programs in Health Sciences on the Blackwood Campus.
					Signed an agreement with Immaculata University to articulate RN (OOL) and RN BSN .
					Signed an agreement with Grand Canyon University to articulate RN (OOL) and RN BSN .
					Articulation Agreement pending signature with Temple University for Bachelor of Science in Health Information Management. Articulates both the HIT.AAS degree, and PRN.AS

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 1. Strengthen campus degree-completion partnerships with four-year colleges and universities through collaboration and shared resources.	Goals 1 and 6	2. Develop partnerships with colleges and universities for completion of <u>baccalaureate</u> degrees	Academic Affairs	2013	MOA signed with Rutgers College of Nursing, Newark and New Brunswick to offer a BS in Nursing on the Blackwood Campus beginning summer 2013.	1
				2013	Signed an MOA with Immaculata University to offer an RN to BSN and an MSN program at Our Lady of Lourdes School of Nursing.	1
				2013	Signed a transfer agreement with Temple University for Health Information Technology and Pre-Nursing graduates to transfer to Temple University. Also signed a Gen Ed to Gen Ed agreement with Temple.	1
				2013	A new, stand-alone Business degree (ABA.AS) has been created that includes a well-defined General Education Mathematics core, better satisfying B.S. transfer eligibility requirements.	1
			Institutional Advancement	2013	Publicized agreements and programs through press releases and pitches to media.	1
		3. Develop partnerships with colleges and universities for completion of a <u>masters</u> degrees	Academic Affairs/ Continuing Education	2011	Developed a partnership with Seton Hall University to offer graduate courses on the Rohrer campus; including MA/EdS degree in Educational Leadership for teachers aspiring to transition into administration	1
					Developed a partnership with Stockton State College to offer courses leading to a Masters in Holocaust Studies at the Rohrer campus	
			Continuing Education	2012	First Seton Hall University cohort began the Educational Leadership program in Fall 2011 at the Rohrer campus.	1
			Institutional Advancement	2012	Publicized the Rutgers@CCC program with multiple press releases that were issued to media outlets and posted on the College Web site.	

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 1. Strengthen campus degree-completion partnerships with four-year colleges and universities through collaboration and shared resources.	Goals 1 and 6	3. Develop partnerships with colleges and universities for completion of a <u>masters</u> degrees	Academic Affairs	2013	Seton Hall now offers their Educational Leadership master's program at the Rohrer Center.	1
2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	1. Develop and implement policies/procedures that increase student success	Institutional Advancement	2013	Publicized agreements and programs through press releases and pitches to media.	1
			Academic Affairs	2011	Implemented a prerequisite drop policy for developmental courses. Students who early-register and then fail a prerequisite course were notified to retake the failed course.	
					Probation and Suspension Policy revised and approved by the Academic Policies Committee.	
			Enrollment & Student Services	2011	Identified 174 students in the 2010 calendar year that completed their academic requirements for graduation but never filed a graduation application. Students were informed that they will be certified as 2011 graduates unless they told us not to; the graduates were invited to commencement.	
					The Financial Aid Office began awarding 2011-12 applications in late February/early March, which was earlier than any year on record. This process improvement also enabled missing information correspondence and document collection to begin earlier. Prior to the start of the spring 2011 semester, calls were made to aid applicants who had been awarded but had not yet registered to encourage them to enroll.	
					A process to identify students who pre-register for a new semester while prerequisite courses are still in progress was piloted and critiqued by ESS and AA staff.	

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I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
			Institutional Advancement	2012	Met with OIT to be prepared to take part in the Student Success Model for remediation students. Pilot testing of the Sector wide report.	N/A
			Enrollment & Student Services	2012	The Financial Aid Office began awarding 2012-13 applications in late March/ Early April. This process improvement enabled missing information correspondence and document collection to begin earlier, allowing calls to be made to aid applicants who had been awarded but had not yet registered to encourage them to enroll.	
					As a result of federal financial aid regulations, developed a new U.S.A.P. policy. F.A. staff developed a process for students that fell below the 67% course completion threshold.	1
2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	1. Develop and implement policies/procedures that increase student success	Academic Affairs	2012	Implemented a prerequisite drop policy for all developmental courses and first-level math and science courses and accounting level one. Students who early-register and then fail a prerequisite course were notified to retake the failed course.	1
					Redesign existing Degree Audit report to including the following customizations: - Include Active program, graduated program, and proposed programs; include Academic Probation Information, include Alternate GPA, and Official GPA. DA will also include detailed information regarding Financial Aid Academic Status and Developmental Requirements, including ESL.	
					Created a College Success department.	1
					Created a 3-credit College Experience course and made it a co-req for all students testing into the lowest level reading and/or writing course.	1

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS					
2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	1. Develop and implement policies/procedures that increase student success	Academic Affairs	2013	College Now requires <i>College Experience</i> (COL-010) course as a co-requisite for any student testing into Reading 1 or Writing 1. 2.
				2013	College Now require Math Essentials (MTH-012) for any student testing into Math Fundamentals and Reading 1
				2013	Revised Academic Forgiveness Policy to more accurately identify students who are eligible.
				2013	Revised Remedial Course Board Policy.
				2013	Revised the Withdrawal Policy to enable better advising of students before they withdraw from a course.
				2013	Revised the Probation and Suspension policy to implement a suspension procedure and be more in line with Financial Aid federal regulations.
				2013	Developed a new Attendance policy for online/hybrid courses to provide better accountability for online instruction.
			Enrollment & Student Services	2013	The financial aid office awarded students for 2012-2013 applications in February . This process enabled students to amend applications earlier. Prior to the start of the Fall semester students were informed once their award was issued.
				2013	Continued with an intrusive advisement program for developmental students thru the 2012-2013 year.

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	2. Increase out-of-classroom support services	Academic Affairs	2011	Expanded the tutoring area and designated adjunct faculty as primary tutors.  Created a Math Skills Lab that provided intrusive tutoring to remedial math students.	
			Enrollment & Student Services	2011	The Financial Aid Office began awarding 2011-12 applications in late February/early March, which was earlier than any year on record. This process improvement also enabled missing information correspondence and document collection to begin earlier. Prior to the start of the spring 2011 semester, calls were made to aid applicants who had been awarded but had not yet registered to encourage them to enroll.	
			Enrollment & Student Services/Academic Affairs	2012	Piloted an Intrusive advisement program for developmental courses.	N/A
					Mentors were employed to support the students in the Garden State Pathways program for students with intellectual disabilities.	3
					Enhanced new student orientation integrated with academic divisions and programs.	1
					Established an MOU with County mental health agencies to provide services to students in need.	1

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**Institutional Effectiveness**  
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I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	2. Increase out-of-classroom support services	Enrollment & Student Services  Academic Affairs	2013	Expanded behavioral health services for students needing assistance.	1
				2013	Implemented reserved textbook collection to provide easy access to textbooks. Service desk staffed with librarians to assist students. Librarians now assisting students with research assignments at the tutoring center.	1
				2013	Students now have 24/7 access to 77,000 academic e-books and a 600 volume e-reference collection. EasySearch service on website provides a Google-like search box.	1
				2013	Librarians provide online chat service and a text-a-librarian service.	1
				2013	Implemented NCLEX-PN review course for Practical Nurse Program	1
				2013	Created a new open-access Writing Lab and hired a full-time Reading and Writing Learning Coach	1
				2013	Created a new open-access ESL Lab and hired a part-time ESL Learning Coach	1

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	3. Enhance academic advisement for developmental students	Enrollment & Student Services	2011	Disability Services offered intrusive advisement sessions to 160 academic probation students and student assisted workshops on best practice strategies for academic success	
			Academic Affairs	2012	Appointed an advisor liaison to new Transitional Studies division.	N/A
			Academic Affairs	2013	The College created a Student Advocacy Liaison to focus on strategies for improving student success and retention.	1
				2013	The Student Advocacy Liaison developed a Student Success Strategies Inventory to track successes on individual strategies.	1
			Enrollment & Student Services	2013	Disability services offered intrusive advisement for its cohort. A dedicated advisor is assigned to disability services	1
				2013	Mentors were employed to support the students in the Garden State Pathways program for students with intellectual disabilities	1

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	4. Implement intrusive advisement	Enrollment & Student Services	2011	<p>Early warning system reports of negative attendance and poor academic performance were received by the Advisement Center for NJ Stars, students with disabilities, Deaf and Hard of Hearing students, and military veterans. Intervention by advisors directed students to tutoring and other support services.</p> <p>Forty-three faculty members responded to the EOF early alert progress requests for fall 2010; 72 faculty responded to the EOF early alert progress requests for spring 2011. This effort assisted EOF advisors in identifying students at risk and providing a plan of action for each of them.</p> <p>Each EOF advisor held monthly mandatory meetings with their advisees. Seventeen of the 22 summer 2010 EOF initial students enrolled for fall 2010, 16 returned in spring 2011. Twenty-four summer 2010 EOF renewal students completed 94 credits; 1 in this group graduated in August; 22 enrolled for fall 2010; 20 of this same cohort enrolled in spring 2011.</p>	
			Enrollment & Student Services	2012	<p>Early warning system reports of negative attendance and poor academic performance were received by the Advisement Center for NJ Stars, students with disabilities, Deaf and Hard of Hearing students, and military veterans. Intervention by advisors directed students to tutoring and other support services.</p> <p>127 instructors responded to the EOF Early Alert progress requests for fall 2011. This is an increase of 84 more faculty than the 43 in fall 10. For spring 12, 171 faculty responded, 99 more than responded the previous spring. Each EOF advisor managed a Student Retention Roster for a total of 213 currently enrolled EOF students. This document captured essential data i.e. total credits earned, current enrolled credits, GPA, attendance of worships, meetings, tutoring, etc.</p>	

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(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	4. Implement intrusive advisement	Enrollment & Student Services  Academic Affairs  Academic Affairs  Enrollment & Student Services	2012  2012  2013  2013	<p>47 faculty members responded to the EOF early alert progress requests for fall 2010; 72 faculty responded to the EOF early alert progress requests for spring 2011. This effort assisted EOF advisors in identifying students at risk and providing a plan of action for each of them.</p> <p>Piloted an Intrusive Advisement Program for developmental students.</p> <p>Expanded Intrusive Advisement Program for developmental students.</p> <p>Early warning system reports of negative attendance and poor academic performance were received by the Advisement Center for NJ Stars, students with disabilities, Deaf and Hard of Hearing students, and military veterans. Intervention by advisors directed students to tutoring and other support services.</p>	
		5. Increase student study skills	Enrollment & Student Services	2011	<p>At the Camden Campus, a total of 44 weekly workshops were conducted for students to learn time management, test-taking, stress management, Web Advisor, Financial Aid tips, and career-specific information, such as nursing, criminal justice, addictions counseling, etc.</p> <p>The E.D.G.E Women's Mentoring program engaged 15 female students. Assisted by their mentors, the students learned study tips and techniques as well as etiquette for business and everyday life.</p>	

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I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	5. Increase student study skills	Enrollment & Student Services	2011	About 30 professionally dressed male students participated in the monthly Men's Empowerment Leadership Symposium. Students were taught networking skills as well as how to prepare for employment. Most students in this group increased their GPA during the fall 2010 semester, with the average participant having earned a 2.9 GPA.	
			Enrollment & Student Services	2012	In fall 2011 the Camden campus conducted a total of 23 workshops with 259 students attending. For Spring 2012, 12 workshops have been presented with 84 students in attendance. Topics were time management, test-taking, stress management, Web Advisor, Financial Aid tips, and career-specific information, such as nursing, criminal justice, addictions counseling, etc.	
			Academic Affairs	2012	The Women's EDGE mentoring program was restructured by adding a certificate of completion component. Mentees must earn or maintain at least a 2.5 GPA as well as attend seminars and participate in community service projects.	
			Academic Affairs	2012	Developed 3-credit Student Success course with Study Skills and time management as key components.	1
			Academic Affairs	2013	Developed a 1-credit Math Essentials course to be taken in conjunction with lowest level math course to focus on study skills.	1
			Academic Affairs	2013	<p>Implemented the use of MyWritingLab, an online writing supplement for all writing courses.</p> <p>Opened a new reading and writing learning lab in Blackwood to support tutoring and supplemental instruction in reading and writing skills.</p>	1

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I. ENSURE TEACHING QUALITY & STUDENT SUCCESS					
(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	6. Improve Data collection for informing decisions	Institutional Advancement	2011	Disseminated retention, graduation and transfer rates via the Fact Book and specialized reports such as Quick Facts to decision makers.
			Institutional Advancement	2012	Completed the Student Success model, based on the Lumina model, which looked at six year graduation rates for full and part-time students.
			Institutional Advancement	2012	Continue to update the Fact Book as new data is available. Continue to participate/submit federal/state/and local surveys. Serving as a pilot site for Student Success (Remediation) model.
			Institutional Advancement	2013	Studied food service sales data for new Science Building café to determine summer operational hours. Drilling down on line item sales to analyze various menu options and additions.
			Academic Affairs	2013	Reworked the Academic Program Review Data Packet to provide faculty more student success data to drive decision making.
			Academic Affairs	2013	Ran Student Success Rates for every course, program and division, charging all departments to improve their course success rates each year. Success rates are now on the S drive.
			Academic Affairs	2013	CCC volunteered to be one of four beta sites for the development of the NJ Student Success data model. Results have been reviewed and shared.

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I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 2. Improve Student retention, graduation and transfer rates through the implementation of a college-wide student retention program.	Goals 1 and 6	7. Reduce ancillary costs to students	Academic Affairs	2011	Developed a faculty textbook task force to research faculty recommendations to lower costs for books.	
			Institutional Advancement	2012	Formed a Bookstore Advisory Committee of faculty and bookstore management to share operational information, textbook information, technology changes and implications, and other issues that impact students and the cost of books. Faculty work as a liaison between store management and academic divisions.	N/A
					Promoted textbook rentals and bookstore buyback as a means for students to reduce their overall costs for textbooks.	N/A
			Academic Affairs	2013	Promoted textbook customization within departments as a means to reduce overall costs to students for textbooks	1
			Institutional Advancement	2013	Textbook rental program promoted to reduce textbook costs to students.	5
				2013	Bookstore Innovation Committee continued to work on student textbook purchase options; faculty was introduced to ' Faculty Enlight' a new research tool for the selection of textbooks and materials.	5

Budget Code: 1= Operational 2 = Capital 3= FD/Grants 4= Chap 12 5= Other 6= N/A

**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
3. Enhance the quality of online education by developing enhancements that will attract a broader credit and non-credit population.	Goals 1 and 6	1. Expand & improve on-line delivery in the Continuing Education Division	Continuing Education	2011	The Continuing Education division now has access to an online course management system through which it can deliver instruction/training in a virtual environment.	
					Implemented a pilot online course offering for statewide deployment through NJCCC Workforce Consortium.	
			Continuing Education	2012	Secured a contract to host Intro to HazCom course for the Consortium for Workforce & Economic Development in Spring 2012.	1
			Institutional Advancement	2013	Coordinating development of programming with OIT and Paperthin to create a "live catalog" for the non-credit courses on website.	1
				2013		

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
3. Enhance the quality of online education by developing enhancements that will attract a broader credit and non-credit population.	Goals 1 and 6	2. Enhance quality by increasing consistency between sections of on-line courses	Academic Affairs	2011	Five full-time faculty members completed the Project Delta training program, a standardized course skills package.	
			Academic Affairs	2012	Language department approved departmental shells for all online courses.	
			Academic Affairs	2012	TLC Presentation: College Anywhere- Personalize Your On-Line Course	
			Institutional Advancement	2012	Began first Project Delta online management course: Human Relations for Business, MGT-216-OL5	
			Academic Affairs	2013	Publicized the online electronic health records certificate program and later-starting online course sessions in multiple press releases that were issued to media outlets and posted on the College Web site.	
			Academic Affairs	2013	Using Quality Matters as a template for Best Practices.	1
			Academic Affairs	2013	Implemented use of publisher's sites for e-books, use of online orientations, use of online forums to better engage students in the learning process.	1
			Academic Affairs	2013	Hired an online Instructional Designer to support online course development	1

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
4. Enhance the general education core through the integration of information literacy goals and objectives within the curriculum.	Goals 1 and 6	1. Develop courses in Information Literacy	Academic Affairs	2011	Information Literacy in the Digital Era (CSC-102) and Media Literacy (COM-105) were approved as general education courses. Information Literacy carried in the fall semester with 14 students – did not carry in spring. Media Literacy was offered in the fall term and carried with seven students.	
			Academic Affairs	2012	Faculty reviewed all Gen Ed courses for Information Literacy inclusion.	
		2. Integrate Information Literacy student learning outcomes within general education courses.	Academic Affairs	2012	All General Education courses were audited for information literacy student learning outcomes.	
			Academic Affairs	2013	Submitted Chemistry & Society (CHM-140) to NJCCC for Information Literacy integrated goals approval.	1
				2013	Integrated Information Literacy goals into English Composition II, Art Appreciation, Art History I and II and Public Speaking.	1
			Academic Affairs	2011	The Teaching Learning Center offered 28 workshops for over 200 participants and received 950+ hits on the Archived Workshops web site.	
5. Enhance the teaching skills of the full-time and adjunct faculty by providing professional development that utilizes best practices in teaching.	Goals 1 and 6	1. Offer Professional Development opportunities via the Teaching Learning Center	Academic Affairs	2011	A lecture on Universal Design and 6 workshops in Diverse Student Needs was presented to 130 faculty members.	
					Offered best practices in on-line courses January Opening Day.	

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS								
(CONTINUED) 5. Enhance the teaching skills of the full-time and adjunct faculty by providing professional development that utilizes best practices in teaching.	Goals 1 and 6	1. Offer Professional Development opportunities via the Teaching Learning Center	Academic Affairs	2013	Offered 17 Teaching Learning (TLC) Workshops. 187 full time and adjunct faculty attended.	1		
				2013	Expanded the TLC Website including the on demand video archive of TLC Workshops	1		
				2013	Faculty member was granted release time to investigate adjunct/fulltime commonality in teaching Micro and Macro Economics courses.	1		
		2. Increase support to adjunct faculty to enhance teaching consistency in all sections		2011	<p>Delivered workshops to adjunct faculty as part of the September Welcome Back/Awards night and the January welcome dinner for new adjunct faculty. Workshops included:</p> <ul style="list-style-type: none"> <li>How to use Web Advisor</li> <li>Security Policies</li> <li>Using the College email system</li> <li>Using 'smart' classrooms</li> <li>The importance of the first day handout</li> <li>Classroom management issues/solutions</li> <li>Navigating the College Web site</li> <li>Classroom assessment</li> <li>What to know if teaching off-campus</li> </ul>			
An Adjunct Faculty Academy was launched.								
A new standardized Adjunct Faculty Classroom Observation system was instituted.								

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 5. Enhance the teaching skills of the full-time and adjunct faculty by providing professional development that utilizes best practices in teaching.	Goals 1 and 6	2. Increase support to adjunct faculty to enhance teaching consistency in all sections	Academic Affairs	2012	<p>TLC officered several sessions on best practices in teaching: 1)Help Your Students Get the Most Out of the Library; 2) Academic Assessment; 3) Discipline in the Classroom 4) College Anywhere – Personalizing your Online Course</p> <p>Attended NJ Best Practices Conference</p> <p>TLC workshops were offered to faculty in Fall '11 and Spring '12:</p> <ul style="list-style-type: none"> <li>--E-Books</li> <li>--Web Advisor for Faculty</li> <li>--The use of Social Media in the Classroom</li> <li>--College Anywhere-Personalizing your Online Course</li> <li>--E-Advising</li> <li>--NJ Transfer and Transfer Resource Overview</li> <li>--Web Advisor for Faculty</li> <li>--Middle States PRR</li> <li>--Developing Online Quizzes and Homework</li> <li>--Web Advisor for Faculty</li> <li>--Help Your Students Get the Most Out of the Library</li> <li>--Citation Help for Students with the NoodleBib Online Tool</li> <li>--One Book One Philadelphia Book Discussion</li> <li>Academic Assessment</li> <li>--Identifying and addressing substance abuse on campus</li> <li>--Discipline in the classroom</li> </ul>	

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
<p>(CONTINUED) 5. Enhance the teaching skills of the full-time and adjunct faculty by providing professional development that utilizes best practices in teaching.</p>	<p>Goals 1 and 6</p>	<p>2. Increase support to adjunct faculty to enhance teaching consistency in all sections</p>	<p>Academic Affairs</p>	<p>2012</p>	<p>Specialized Adjunct Training workshops held over summer and/or January for all Transitional Studies departments: Academic Skills Math, ESL, College Success, and Academic Skills Reading/Writing.</p>	
			<p>Academic Affairs</p>	<p>2013</p>	<p>All Writing adjuncts as well as all new R/W adjuncts are paired with a full-tie faculty mentor as part of the portfolio process. All 1st-time ASM adjuncts are paired with a faculty mentor.</p>	
		<p>3. Provide program specific professional development</p>	<p>Academic Affairs</p>	<p>2011</p>	<p>The Mathematics and Academic Skills Math department held specialized in-service presentations for adjunct faculty to enhance teaching &amp; learning.</p>	
		<p>3. Provide program specific professional development</p>	<p>Academic Affairs</p>	<p>2012</p>	<p>Specialized Adjunct Training workshops held over summer and/or January for all Transitional Studies departments: Academic Skills Math, ESL, College Success, and Academic Skills Reading/Writing.</p>	
		<p>3. Provide program specific professional development</p>	<p>Academic Affairs</p>	<p>2013</p>	<p>Three teams of CCC faculty attended and presented in the NJ Big Ideas for Student Success Conference.</p>	

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**Institutional Effectiveness**  
**2010- 2015 STRATEGIC PLAN SUMMARY**

I. ENSURE TEACHING QUALITY & STUDENT SUCCESS						
(CONTINUED) 5. Enhance the teaching skills of the full-time and adjunct faculty by providing professional development that utilizes best practices in teaching.	Goals 1 and 6	3. Provide program specific professional development	Academic Affairs	2013	Ophthalmic Program Director participated in development of test outlines for National Ophthalmic Exams	6
				2013	Conducted a TLC survey of faculty and administrators to solicit feedback and suggestions.	1
				2013	Adjunct Orientations and Professional Development department specific workshops offered to all adjuncts in the Transitional Studies division. Adjuncts were trained on computer enhanced component of courses, curriculum, portfolio assessment, pedagogy, etc.	1
6. Include "green" science and "alternative energy" technologies when developing credit and non-credit curricula.	Goals 1 and 6	1. Incorporate "green" learning experiences into course work	Academic Affairs	2011	An interdisciplinary group of engineering technology students designed and built a mechanical device that automatically tilts a solar panel and tracks the path of the sun.	
				2013	Integrated green learning experiences utilizing the new Greenhouse.	1
		2. Develop "Green" curricula	Continuing Education	2011	Introduced a certification program in Solar Panel Preconstruction specifically for people looking for employment in alternative energy field.	
				2012	Built a Green Job Training Center with mock roof and a solar system for practice at RETC as well as a number of Sustainable Brownfields related training programs.	3
			Academic Affairs	2013	The Alternative Energy Engineering Technology Program (AET.CA) continues.	1

**Institutional Effectiveness**

<b>II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION</b>							
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)	
1. Improve faculty, student and staff communications through Web content management.	Goal 10	1. Increase access to college information and activities via the College Website	Administrative Services/ Institutional Advancement	2011	A new content management system has been purchased and is being implemented. The new system will improve content editing and the timeliness of web content.		
					The first phase of a new cms-driven College website was launched in spring 2011		
					Social networking initiatives, including Facebook, Twitter and YouTube, provide daily communications through the College website.		
				2012	The pictures at the top of the website now rotate to include registration , open house and other information from current advertising graphics.	1	
					College website calendar was enhanced to sort in a variety of ways to obtain information on particular days and it now resides on the homepage	1	
			Institutional Advancement		College website directory has been enhanced to show more information about faculty and staff locations, multiple locations, expanded academic departments.	1	
					CMS allowed for Continuing Education courses to be pulled from Colleague database to have current information on website for entire term without having to extract and retype class by class.	1	
					Instituted a Facebook page and Twitter account for the Camden Conference Center activities, updates, and comment.	1	
					All of the information needed for HEOAis together in one central location on the webpage.	N/A	

## Institutional Effectiveness

II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION						
1. Improve faculty, student and staff communications through Web content management.	Goal 10	1. Increase access to college information and activities via the College Website	Academic Affairs	2013	Created division presence on web site. Updated all department web pages in Transitional Studies division	1
			Institutional Advancement	2013	Developing programming for a "live catalog" for the Continuing Education courses on the website.	1
				2013	Added links and rotator ads onto home page for PRR; BOT; WBDK; Open House; Registrations; Commencement; Spotlights for activities/events; weather-related class cancellations	1
				2013	Website Calendar -representatives from all areas of College trained to input their activities for the College calendar on website homepage.	1
				2013	Uploaded press releases directly to website and kept other pages under Office of Media Relations' oversight current	1
		2. Increase access to college events through iTunes University	Institutional Advancement	2011	Over 5,000 downloads per month were accessed from the Camden County College iTunes University site. Over 45 different College events are available on the site each month.	
			Academic Affairs	2013	Developed an iTunes University storefront for iPod and tablet devices.	1
		3. Develop individual faculty web pages (shells) for posting pertinent course information	Academic Affairs	2011	The Teaching and Learning Center sponsored a workshop on how faculty and staff can develop personal web pages for storing College-related material.	
			OIT	2012	Developed systems for faculty to use electronic course shells in-class to enable them to post syllabi, materials, assignments, etc. The total number of shells used by faculty is 295. (Online: 172; Hybrid: 37; Other: 86)	
					The Content Management System (CommonSpot) was implemented and is being used by the Communications Department.	

**Institutional Effectiveness**

<b>II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION</b>						
(CONTINUED) 1. Improve faculty, student and staff communications through Web content management.	Goal 10	3. Develop individual faculty web pages (shells) for posting pertinent course information	OIT	2013	Developed software to allow faculty to post student information and assignments into the College's on-line student system (WebStudy)	1
			Institutional Advancement	2013	Developed academic division pages for each division that include the programs that are in each division. Beginning the development of individual department pages.	1
			Academic Affairs	2013	Implemented a "light" version of the College online Learning Management System for faculty to use as a repository for course documents and training materials	1
2. Provide students, faculty, and staff with ready access to the Internet by having a fully wireless campus at all three locations.	Goal 10	1. Develop and expand access to the internet	Administrative Services	2011	Wireless access is now available on all campuses. Additional access points are being added as needs are identified.	
			OIT	2012	OIT is continuing to add wireless access points. The following buildings are complete: Roosevelt, Laser, Madison, Connector, Comm Center, Helene Fuld, and College Hall in Camden. Buildings with some wireless: CIM, Lincoln/Dennis Flyer, LRC, Truman, CTC in Camden, and Rohrer in Cherry Hill. Buildings with no wireless: Physical Plant, Truman Automotive, Gym, CJ, Taft, Jefferson. Wilson West, Wilson Center and Wilson East will not be implemented due to relocation.	
			OIT	2013	Increased wireless footprint access across campus by adding wireless capabilities to the Library (LBR) and the new Science building. Restructured and redesigned the College Network Configuration by adding a secondary Internet Service Provider (ISP) to the campus network infrastructure providing a private ISP for faculty and staff and a separate ISP to support internet accessibility for students and visitors. Implemented Cisco VPN for efficiency and stronger connectivity from remote locations.	2

**Institutional Effectiveness**

<b>II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION</b>						
3. Provide students with a state-of-the-art education by ensuring that every classroom is a smart classroom with a minimum technology standard for all three locations.	Goal 10	1. Expand availability and access to technology in all three campuses	Academic Affairs/ Institutional Advancement	2011	A new 'smart' science laboratory was built on the Camden campus. Additional science sections were offered this spring.	2
			Administrative Services	2011	Progress to upgrade classrooms with technology continues on an ongoing basis. During FY2011 ten classrooms were completed.	
			OIT	2012	Progress to upgrade classrooms with technology continues on an ongoing basis. 12 additional rooms will be completed in 2012.	
			OIT	2013	Restructured and redesigned the College Network Configuration by adding a secondary Internet Service Provider (ISP) to the campus network infrastructure providing a private ISP for faculty and staff and a separate ISP to support internet accessibility for students and visitors. Implemented Cisco VPN for efficiency and stronger connectivity from remote locations.	2
4. Implement a portal for the Student Information System to combine all resources used to support student interaction with the College.	Goal 10	1. Develop the portal for the SIS	Administrative Services/ Enrollment & Student Services	2011	Identified a preferred vendor for the establishment of a portal to provide technology improvements for faculty, students and staff. Board approval was acquired to license a campus portal	
			OIT	2012	RFP was awarded to CampusEAI and we have started portal implementation.	
			Institutional Advancement	2013	Replacing all webAdvisor links on the website to link to portal	1
			OIT	2013	Continue to support the County Library through the telecommunications system	1

**Institutional Effectiveness**

<b>II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION</b>						
5. Spearhead the shared-services Technology Initiative.	Goal 10	1. Support County IT initiatives	Administrative Services	2011	College continues to spearhead the Camden County Transformation Initiative with College CIO acting as Co-Chair for IT Team. Accomplishments include: further documentation of commonalities and IT agenda for going forward.	
					Created an IT provision for IT support to affiliated agencies within the county.	
		2. Reduce costs by shared technologies with county	Administrative Services	2013		
			OIT	2012	Continue to support. of the County Library through telecommunications system	
				2013		
	Goal 10	1. Increase use of e-mail as official form of communication to students	Academic Affairs	2011	Adjunct faculty can now forward emails between their personal and college accounts.	
			Enrollment & Student Services	2011	New Web Advisor features were implemented: Faculty members are now able to email students on their class rosters directly from Web Advisor; students are able to email faculty and advisors directly from student Web Advisor accounts; FA award letters are accessible by students online.	

## Institutional Effectiveness

II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION						
(CONTINUED) 6. Create mechanisms to better use technology to replace the traditional hard-copy means of corresponding with students.	Goal 10	1. Increase use of e-mail as official form of communication to students	Enrollment & Student Services	2011	An upgrade of student email accounts was implemented, providing them with a larger mailbox and other tools. A campaign was launched in April to encourage students to activate their new and improved email accounts, sending a stronger message to convey that certain official correspondence would only be sent via email.	
					Use of email as the preferred means of communication has been further advanced by the FA department. Additionally, a more concerted effort to post needed forms on the website for student self service has occurred.	
		2. Increase use of technology to advertise upcoming events	OIT	2013	Implemented MS Windows Live™ to provide students, Adjunct Faculty and Continuing Education Faculty the ability to access their email. These accounts included online versions of MSWord and Excel, as well as collaboration tools like SkyDrive. Converted users to Microsoft Exchange Email 2010 providing improved email capabilities and functions. User conversion to MS Exchange Email 2010 is completed	1
					Social networking sites were utilized to advertise upcoming student services events.	
		2. Increase use of technology to advertise upcoming events	Institutional Advancement	2012	Social networking use of Twitter, Facebook and YouTube continues to expand in audience for messaging about events. There are over 5,120 Facebook fans, 645 Twitter followers, and over 20,000 YouTube hits.	1
					Theatre program joined the Philadelphia Theatre Alliance. Our theatre productions will be advertised for free in all of their newsletters, hardcopy and online.	

**Institutional Effectiveness**

<b>II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION</b>						
(CONTINUED) 6. Create mechanisms to better use technology to replace the traditional hard-copy means of corresponding with students.	Goal 10	2. Increase use of technology to advertise upcoming events	Institutional Advancement	2013	An example of the usefulness of technology is on the website including the Calendar, Spotlights on the homepage. QR codes from advertising, and Social Media by the communications area have allowed us to promote events virtually.	1
					Increased use of websites, both the College's and those of media for publicizing College events, activities and news.	1
		3. Use technology to increase efficiency in various process	Enrollment & Student Services	2011	An electronic process for students to sign-in for registration and payment services was implemented at the Camden Campus. Students use a kiosk to alert staff that they are in the waiting area; staff members are better able to monitor traffic flow into the service area and to assure service on a first come first served basis. In addition to fostering efficiency, the system has future security enhancement potential as a tool for emergency notification.	
					Updated the Bookstore Credit File Program to allow students that receive financial aid to access their approved funds for textbook purchases in a timely and seamless manner.	1
		Institutional Advancement	2012		Continue to use on-line surveys (Surveymonkey) to save on printing and mailing costs.	1
					Utilized new content management system to post all press releases onto the College Web site on date of release for the first time since the Web site was created, with links to the most recent releases appearing in the center of the home page for maximum visibility	
					Created and posted eye-catching messages about College honors and activities on the new electronic billboard installed on the Blackwood Campus multiple times per week.	

**Institutional Effectiveness**

<b>II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION</b>						
(CONTINUED) 6. Create mechanisms to better use technology to replace the traditional hard- copy means of corresponding with students.	Goal 10	3. Use technology to increase efficiency in various process	Institutional Advancement	2012	Updated more than 200 e-mail contacts at the media outlets used by the Office of Media Relations to ensure maximum exposure to College press-release and pitch topics and enhance the likelihood of usage and resultant viewing by students and prospective students.	
			Academic Affairs	2013	Publicized the College's partnership with Rochester Institute of Technology and Cornell University to develop a virtual academic community for deaf and hard-of-hearing science, technology, engineering and mathematics students in a press release that was issued to media outlets and posted on the College Web site.	
					Created private yahoo groups to disseminate assignments, course paperwork and communication between staff and students	1

**Institutional Effectiveness**

<b>II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION</b>						
(CONTINUED) 6. Create mechanisms to better use technology to replace the traditional hard-copy means of corresponding with students.	Goal 10	3. Use technology to increase efficiency in various process	OIT	2013	Implemented a Self Service Check-In Kiosk for the Business Office, ESL Advisement and International Students Area on the Camden Campus. The Kiosks increases efficiency, accessibility and organizes student check-ins in high volume areas. Deployed Onbase Document Imaging software to scan student, faculty and staff records into a digital format for Human Resource and Financial Aid departments. Digital imaging helps reduce the cost of storing and managing archived documents. It also helps employees more efficiently retrieve data.  Server Virtualization maximizes the return on the server hardware investment by allowing several server "images" to run on one physical computer. Because of this, enterprises that have adopted virtualization have been able to consolidate multiple servers onto fewer physical devices, which can dramatically reduce space, power and administrative requirements. Virtualization also allows for rapid deployment of new servers as needed, since additional hardware is normally not required when creating additional servers in the organization.	1
		4. Use technology to assess student satisfaction and other issues	Institutional Advancement	2011	An online survey tool was used to survey: --students for the Campus Call Out e-newsletter --graduates 1 year after graduation --HIT graduates and employers	
			Administrative Services	2011	Responsibility for oversight of the computer labs has shifted from Academic Affairs to the Office of Information Technology to provide stronger technological support for students.	
			Institutional Advancement	2012	Use an on-line survey to assess graduates satisfaction with the College.	1

## Institutional Effectiveness

II. EXPAND THE FUTURE OF TECHNOLOGY IN EDUCATION						
(CONTINUED) 6. Create mechanisms to better use technology to replace the traditional hard-copy means of corresponding with students.	Goal 10	4. Use technology to assess student satisfaction and other issues	Institutional Advancement	2012	In Food Services, data collected from the Micros register sales information system is used to monitor and adjust menus and hours of operation. Operational adjustments are made to reduce costs which, in turn, assist in keeping student retail prices competitive.	1
				2013		
7. Ensure procedures and processes are in place to protect student and staff data from external vulnerabilities.	Goal 10	1. Ensure integrity of IT infrastructure	Enrollment & Student Services	2011	A process of loading regular upgrades to the Datatel Colleague student information system has been maintained throughout the year as well as routine maintenance and upgrading of supporting software.	
			Administrative Services	2011	Established improved network infrastructure - this process is ongoing.	
			OIT	2012	Implementing new network with increased bandwidth to provide redundancy and improved connectivity	
			OIT	2013	For Local Solutions, the college is currently updating a comprehensive Disaster Recovery (DR) plan for all servers and applications at the college. The plan includes having the ability to access the college network and applications from any of its locations in the event of a disaster. For Hosted Solutions, The vendors hosting our cloud solutions provide DR plans for each application. In an event of a disaster we will have remote access to these applications. A 3rd Party vendor will conduct an independent Security Audit to validate OIT systems and applications, anticipated completion date June 2013.	1

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### Institutional Effectiveness

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
1. Update the Blackwood Campus Master Plan with an emphasis on the redevelopment of 15 acres within the academic core and the development of approximately 75 acres in Blackwood perimeter areas.	Goal 8	1. Update the Master Plan	Administrative Services	2011	Proposals prepared for solicitation from professional planning firms to develop a conceptual plan for the 15 acres within the academic core as well as conceptual plans for perimeter areas.	
			Safety & Facilities	2012	Formed a planning team to gather conceptual ideas from the community on the direction of the next phase of campus development. This will include possible expansion of parking facilities, art and wellness centers for the academic core. Also actively engaged in bringing four year programs to the Blackwood Campus with speculation of constructing a four year institutional facility.	
			Safety & Facilities	2013	Updated Master Plan completed 3/13/13. Development committees formed with Camden County and Gloucester Township. Development zone plans to be passed by Gloucester Township in June.	2,5
2. Expand the facilities at the Rohrer Center to maximize the delivery of College services and increase enrollment at the northern end of the County.	Goal 8	1. Increase visibility and access to Rohrer Center	Administrative Services	2011	Work underway to relocate Springdale Road entrance and to construct a new drive aisle between Springdale Road entrance and RT 70 entrance.	
			Safety & Facilities	2012	Project on hold due to economic down turn.	

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### Institutional Effectiveness

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 2. Expand the facilities at the Rohrer Center to maximize the delivery of College services and increase enrollment at the northern end of the County.	Goal 8	1. Increase visibility and access to Rohrer Center	Academic Affairs	2012	New signage erected on Route 70 and on Springdale Road to increase awareness of the Rohrer Center as a convenient academic resource.	
					Targeted mailings sent to surrounding communities to promote credit courses being offered at the Rohrer Center for the spring 2012 semester.	
					First Open House held in March 2012.	
					Revised "Dean's Welcome" on the Rohrer web site to better reflect the Cherry Hill location's academic focus.	
					Shifted faculty hotel to a more central location in the building further emphasizing academics and credit offerings.	
			Safety & Facilities	2013	Showing potential development site and location for building addition and road access alteration.	5
			Institutional Advancement	2013	Designed, printed and mailed newsletter and post cards for Spring and Summer open house. Promoted open house on the web via Spotlights on the homepage, social media and Rohrer's website webpage.	1
				2013	Designed and printed ads for Rohrer in CCC Fall and Spring Magazines.	1

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### Institutional Effectiveness

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 2. Expand the facilities at the Rohrer Center to maximize the delivery of College services and increase enrollment at the northern end of the County.	Goal 8	2. Expand instructional space	Administrative Services	2011	Actions to expand facility itself are on hold as a result of recent decrease in student enrollment.	
			Safety & Facilities	2012	No change	
			Academic Affairs	2012	Converted underused areas to two additional classrooms.	
					Initiated "Friday only" classes, further maximizing current space.	
			Safety & Facilities	2013	No change.	
			Academic Affairs	2013	Created a "dry" science lab that enabled Rohrer to offer lab-based science courses for Liberal Arts majors.	1
				2013	Increased enrollments at Rohrer as a result of adding new courses and maximizing classroom efficiency. Expanded offerings in a Friday-only format.	1
				2013		

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### **Institutional Effectiveness**

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
3. Expand and enhance the facilities at the Blackwood Campus.	Goal 8	1. Enhance ancillary services on the Blackwood campus	Institutional Advancement	2011	Expansion of the Barnes & Noble Blackwood Bookstore began.	
			Safety & Facilities	2012	Complete.	
			Institutional Advancement	2012	Completed the replacement of the HVAC units that service the Child Care Center. All ductwork was cleaned in the project.	1
			Safety & Facilities/ Institutional Advancement	2013	Completed the renovation of the Child Care Center to include fire suppression systems needed to support a new service for 6 week old children of students.	1,2
		2. Enhance access and traffic flow throughout campus	Administrative Services	2011	Phase I of the Campus Ring Road has been completed.	
			Safety & Facilities	2012	Ring Road project will be completed in 2012. Project successfully enhanced traffic flow and access to parking reducing faculty and student complaints during the fall semester by well over 50 %. Addition of directional signage will further reduce parking violations.	

Budget Code: 1= Operational 2 = Capital 3= FD/Grants 4= Chap 12 5= Other 6= N/A

### Institutional Effectiveness

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
3. Expand and enhance the facilities at the Blackwood Campus.	Goal 8	2. Enhance access and traffic flow throughout campus	Safety & Facilities	2013	Directional signage complete. Program to install electronic directional signs underway to increase communication with visitors.	2
				2013	Washington Drive culvert replacement to be completed by 7/2013 to further enhance traffic and pedestrian movement.	2
		3. Expand and enhance student space	Administrative Services	2011	The Board of Trustees awarded a contract for the new 105,000 square foot Science building.	
					Work underway to redesign Taft Hall and convert to student services building.	
			Safety & Facilities	2012	Work underway to redesign Taft Hall and convert to student services building. Science Building to be completed Winter of 12. Classes to begin Spring 13.	
			Institutional Advancement	2012	Publicized the topping-off ceremony for the new science building in press releases that were issued to media outlets and posted on the College Web site.	
					New addition of the B&N Blackwood Bookstore has been completed which added 1,100 sq ft, a new entrance, and a new patio and seating area for students.	N/A

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### Institutional Effectiveness

<b>III. DEVELOP A FACILITIES TRANSFORMATION PLAN</b>						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 3. Expand and enhance the facilities at the Blackwood Campus.	Goal 8	3. Expand and enhance student space	Academic Affairs/ Safety & Facilities	2013	Completion of the Kevin G. Halpern Hall for Science & Health Education. Provides student study and social spaces, 17 labs, 24 lecture/classrooms, healthcare clinical education suite, expanded dental hygiene clinic, demonstration kitchen, and student café. All laboratories are handicap accessible. (In contrast, none of the former labs in Taft, HF, or Truman had accessible sinks, lab benches, or fume hoods.)	bond and capital
					Completion of greenhouse. The facility allows students to scientifically test principles learned in the classroom and gain hands-on skills. Students are able to experiment under controlled conditions, test consumer product environmental claims, and perform research.	Perkins, capital, and cost
			Safety & Facilities	2013	Library and Laser Buildings being retasked for public/private partnerships. Capital Projects Committee tasked will space planning.	2, 5
				2013	Taft Hall construction underway, expect completion by 8/2014. Project to establish building providing one-stop student services and expansion of classroom space.	2, 4, 5
4. Develop and refine partnership agreements involving the mutual utilization of facilities with various universities.	Goal 8	1. Increase partnerships for use of academic space	Academic Affairs/ Institutional Advancement	2011	Signed an MOU with Rutgers University: Camden campus students can use the Athletic and Fitness Center at Rutgers- Camden for their physical education courses. Developed two completion programs on the Blackwood Campus (BA and BSN). Offer classes on the Rutgers campus at no expense to either institute	N/A

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### **Institutional Effectiveness**

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 4. Develop and refine partnership agreements involving the mutual utilization of facilities with various universities.	Goal 8	1. Increase partnerships for use of academic space	Institutional Advancement	2012	Signed an MOU with Rutgers University. Camden campus students can use the Athletic and Fitness Center at Rutgers-Camden for their physical education courses. Offer classes on the Rutgers campus at no expense to either institute. Camden Campus students have access and full library privileges to the Paul Robeson Library.	N/A
					New MOA with Rutgers College of Nursing, Newark and New Brunswick to offer a BSN on the Blackwood Campus	1
			Safety & Facilities	2013	Discussions underway with four year institutions and developers to determine viability of public/private partnerships. Program underway to designate space for partnerships.	5
			Institutional Advancement	2013	Signed an MOU at Rutgers University - Camden Campus students can use the Athletic and Fitness Center at Rutgers/Camden for their physical education courses. Offer classes on the Rutgers campus at no expense to either institution.	6
					Signed MOU with Rutgers University/Camden Campus for our students to have access and full library privileges to the Paul Robeson Library.	6

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### **Institutional Effectiveness**

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 4. Develop and refine partnership agreements involving the mutual utilization of facilities with various universities.	Goal 8	2. Increase partnerships for ancillary spaces	Institutional Advancement	2011	Signed the University District Bookstore Operations Agreement with Rutgers and Rowan.	
			Safety & Facilities	2012	Develop partnerships with four year institutions. Explore development of new construction with four year program on Blackwood Campus	
			Institutional Advancement	2012	Completed the renovation of the University District Bookstore in Camden. Added a Starbucks Café and seating area for students, staff, and the public to gather.	N/A
					Publicized the reopening of the University District Bookstore in press releases that were issued to media outlets and posted on the College Web site.	
			Academic Affairs	2012	Developed an operational agreement to provide Rutgers University - Camden parking garage space in return for capital improvements and rent.	N/A
					Offered 55 contract courses through collaboration with off campus partners freeing up campus facilities at any of the three campuses.	3
			Safety & Facilities	2013	All ancillary space is designed with modular equipment for ease of set ups allowing any space to be used for various purposes.	1 , 2
			Institutional Advancement	2013	Signed agreement with Rutgers Camden to allow parking in our garage in exchange for revenue, hardware installation, and snow removal.	1
					New contract signed with Kiddie Junction Child Care Inc. to provide services to students, staff, and community as well as working with our Early Childhood Education academic program.	1

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### Institutional Effectiveness

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
5. Pursue Leadership in Energy and Environmental Design (LEED) Certification as appropriate.	Goal 8	1. Develop a plan for LEED Certification	Administrative Services	2011	The college continues to pursue its green initiative in a variety of ways. The new science and classroom building is expected to be LEED certified at the silver level.	
			Safety & Facilities	2013	LEED certification pending final inspection. Taft project will seek LEED certification also.	2
6. Continue to enhance security procedures and processes for emergency communications on every campus.	Goal 8	1. Update and develop policies and procedures to enhance security	Administrative Services	2011	Administration continues to enhance its security procedures and emergency communication system; the Cougar Call has been upgraded.	
			Safety & Facilities	2012	Enhanced emergency operation manual and response protocols will be accessible via the new portal to increase awareness.	
			Safety & Facilities	2013	Emergency Operating Plan made into Board Policy 3/2013. Committee formed to discuss future security improvements, i.e., display of IDs.	1, 2
				2013	Building numbering system in development.	1
		2. Increase cooperative with local police	Administrative Services	2011	The Board of Trustees entered into a shared services agreement with Gloucester Township Police Department that will result in enhanced understanding of the Blackwood campus for local police.	
			Safety & Facilities	2012	College engaged in project with Google Earth to provide interactive aerial maps of the campuses buildings providing police with accurate floor plans of every building in the event of a critical response	

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### Institutional Effectiveness

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 6. Continue to enhance security procedures and processes for emergency communications on every campus.	Goal 8	2. Increase cooperative with local police	Safety & Facilities	2013	Working closely with new Metropolitan police department to build relationships on Camden Campus. AutoCad drawings of all campus buildings completed to be distributed to police departments.	1
		3. Enhance internal security measures on all three campuses	Administrative Services	2011	Completed lock and door hardware surveys at Rohrer, College Hall and CIM to prepare for the implementation of a wireless access control system that will integrate with the new Science Building technology. Some hardware is being purchased for advance installation. System is designed to permit remote lockdown of campus buildings.	
			Safety & Facilities	2012	With access system in place for Science Bldg other buildings will be brought on line. All CCTV systems being upgraded to mega pixel cameras and network storage devices.	
			Safety & Facilities	2013	With access system in place for Science Building, other buildings will be brought on line. All CCTV systems being upgraded to mega pixel cameras and network storage devices. Additional systems will improve perimeter and parking lot surveillance.	1, 2
				2013	Central monitoring station under design for installation in 2013.	1, 2

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### Institutional Effectiveness

III. DEVELOP A FACILITIES TRANSFORMATION PLAN						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 6. Continue to enhance security procedures and processes for emergency communications on every campus.	Goal 8	4. Maintain and extend the life of existing facilities	Institutional Advancement	2012	Completed a facilities condition survey report on the Camden Parking Garage. Extending a bid to engineers to assist with the capital improvement plan and construction to extend the life of the garage.	1
			Safety & Facilities	2013	Preventative maintenance program formalized and incorporated into work order program.	1
			Institutional Advancement	2013	Contracted engineering services for parking garage repairs bid documents.	2
				2013	Completed interior renovation (including HVAC system) of Child Care Center	1 and External Funding from contractor

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### Institutional Effectiveness

IV. ENHANCE WORKFORCE DEVELOPMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
1. Develop seamless career ladders between non-credit certificate programs and credit programs.	Goal 7	1. Award college credits for training/job experience	Academic Affairs/ Continuing Ed	2011	Developed an articulation agreement with the Camden County Fire Academy enabling Fire Academy students to earn college credits for training completed at the Academy	1
			Continuing Ed/ Institutional Advancement	2011	Applied for two US Department of Labor TAACCCT grants through two consortia. One focuses on jobs in Health Sciences, Technical Studies, and Advanced Manufacturing; one on Addictions Counseling and Homeland Security.	1
			Academic Affairs	2012	Five CE courses in Fire Academy have been converted to award credits.	1
			Academic Affairs	2013	The Engineering Technology, Fire Science, and Automotive Technology programs are granting college credits for non-credit training. Computer Systems Technology is developing a procedure to grant credit for industry credentials.	1
		2. Develop programs/courses that can be simultaneously taken by both credit and non-credit students	Continuing Education	2011	Continuing Education and the Math, Science & Health Career Division have agreed to offer a joint Certified Nurse Aide course	1
			Continuing Education	2012	Cosmetology, CMA and Dialysis programs will be converted to credit for financial aid eligibility and will lead to college degrees.	1
			Continuing Education/ Institutional Advancement	2012	Applied for a USDOL TAACCCT statewide grant focusing on credit and noncredit Advanced Manufacturing and LTD.	

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### Institutional Effectiveness

IV. ENHANCE WORKFORCE DEVELOPMENT						
(CONTINUED) 1. Develop seamless career ladders between non-credit certificate programs and credit programs.	Goal 7	2. Develop programs/courses that can be simultaneously taken by both credit and non-credit students	Institutional Advancement	2013	CCC will develop curriculum for seamless career ladders for the TAACCCT grant to serve displaced workers in the manufacturing industry, utilities, and TLD.	3
			Academic Affairs	2013	Conducted first year of a Certified Nurses Aide Program through the non-credit division. All registered students received 4 college credits.	1
				2013	The new Precision Machining Technology certificate and degree programs as well as the Fire Science Technology program (FIR.AAS) will dual-enroll credit & non-credit students	1
				2013	Working on credit assessment for non-credit Information Technology (IT) programs to allow students to transition into associate degree IT programs affiliated with the Business, Computer & Technical Studies Division.	1
2. Strengthen partnerships with the Collegiate Consortium for Workforce and Economic Development, the NJ Community College Consortium for Workforce and Economic Development and community leaders to ensure work readiness.	Goal 7	1. Provide ABS program leading to GED	Institutional Advancement	2011	Provided ABS programs to Camden City and County residents to obtain their high school diplomas.	
			Institutional Advancement	2012	Provided ABS programs to Camden City and County residents to obtain their high school diplomas.	3

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### Institutional Effectiveness

IV. ENHANCE WORKFORCE DEVELOPMENT						
<p>(CONTINUED) 2. Strengthen partnerships with the Collegiate Consortium for Workforce and Economic Development, the NJ Community College Consortium for Workforce and Economic Development and community leaders to ensure work readiness.</p>	<p>Goal 7</p>	<p>1. Provide ABS program leading to GED</p>	<p>Institutional Advancement</p>	2013	<p>Publicized ceremonies honoring successful ABS/GED through press releases.</p>	1
				2013	<p>Continue to provide ABS/GED classes to students wishing to achieve a high school diploma. The program served over 687 students and 87 students received their GED.</p>	3
		<p>2. Provide career training</p>	<p>Academic Affairs</p>	2011	<p>Developed a collaborative partnership at Cooper Medical Center to provide upward mobility for their employees. Four courses were taught at their site this academic year.</p>	
				2011	<p>Partnered with Camden County Department of Corrections and NJ Department of Environmental Protection on career training grants.</p>	
			<p>Continuing Education</p>	2011	<p>Successfully developed a statewide proposal for Workforce Consortium to deliver EPA approved training courses in partnership with NJ Department of Community Affairs.</p>	
				2012	<p>Worked with NJ Civil service Commission to design and develop Business Objects training for state employees as a pilot to provide all such training to the state.</p>	
			<p>Academic Affairs</p>	2013	<p>Currently working with the EPA to deliver career training to 72 participants in EPA approved courses through the Brownfields Remediation Grant received from the Department of Environmental Protection.</p>	3
				2013	<p>Implemented NJBIA Training Grant through delivering Open Enrollment and Designated Classes for NJ Employers. Classes included MS Office Suite, Verbal and Written Communications and Customer Service.</p>	3

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### Institutional Effectiveness

IV. ENHANCE WORKFORCE DEVELOPMENT						
(CONTINUED) 2. Strengthen partnerships with the Collegiate Consortium for Workforce and Economic Development, the NJ Community College Consortium for Workforce and Economic Development and community leaders to ensure work readiness.	Goal 7	2. Provide career training	Academic Affairs	2013	Implemented BioTech grant program targeted to train biotech industry employees. Employers included: Westward Pharmaceuticals, Thermo-Fisher and Catalent.	3
				2013	Implemented the BTOP Library Training which provided computer skills training to New Jersey residents at county libraries.	3
				2013	Implemented the Civil Service Commission training program including: Business Objects, STEP-Leadership and Electronic Health Records.	5
				2013	Delivered Leadership Training programs to the following organizations: Allied Tube, Manufacturing Industry Partners and PTR Baler	5
				2013	The new Precision Machining Technology program will prepare students for NIMS certification and grant credits to students already holding these credentials.	1
			Continuing Education	2011	Assisted in developing and implementing job readiness programs in collaboration with community based organizations and Camden County Workforce Investment Board (WIB).	
			Institutional Advancement	2013	Publicized programs through press releases and pitches to the media.	1

**Institutional Effectiveness**

IV. ENHANCE WORKFORCE DEVELOPMENT						
<p>(CONTINUED)</p> <p>2. Strengthen partnerships with the Collegiate Consortium for Workforce and Economic Development, the NJ Community College Consortium for Workforce and Economic Development and community leaders to ensure work readiness.</p>	<p>Goal 7</p>	<p>3. Provide job readiness programs</p>	<p>Academic Affairs</p>	2013	Offered career programs in computers and allied health in demand fields to retrain unemployed workers.	1
				2013	Began a collaborative effort with the Workforce Development Dept. to provide Emergency Medical Technician training to individuals seeking employment.	1
				2013	Conducted NJ State Police, Haz-Mat Technician level training for emergency responders.	3
				2013	Through our partnership with Collegiate Consortium and local One Stops, we are providing in demand job training for individuals looking to retrain.	3
		<p>4. Partner with NJ Community College Consortium</p>	Institutional Advancement	2013	Publicized activities related to this program through press releases.	1
			Academic Affairs	2013	Worked with all 19 community colleges to provide unemployment training sessions to all dislocated works in the state of New Jersey through the Reemployment and Eligibility Assessment Program (REA2).	1
		<p>4. Partner with NJ Community College Consortium</p>	Institutional Advancement	2011	A lead and safety certification training post card was designed for a mailing to 50,000 recipients for the NJ Community College Consortium for Workforce and Economic Development.	
			Continuing Education	2011	Integrated Workforce Consortium in the statewide TAACCT grant proposal to implement the Training On Demand concept	

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### Institutional Effectiveness

<b>IV. ENHANCE WORKFORCE DEVELOPMENT</b>						
(CONTINUED) 2. Strengthen partnerships with the Collegiate Consortium for Workforce and Economic Development, the NJ Community College Consortium for Workforce and Economic Development and community leaders to ensure work readiness.	Goal 7	4. Partner with NJ Community College Consortium	Institutional Advancement	2012	Publicized the EPA-HUD-approved renovation/repair/painting training offered by the Division of Continuing Education in partnership with New Jersey Department of Community Affairs, New Jersey Business & Industry Association and New Jersey Community College Consortium for Workforce and Economic Development and the free basic skills training offered to Garden State businesses and their employees offered by the Division of Continuing Education in partnership with the New Jersey Business & Industry Association, the New Jersey Community College Consortium for Workforce and Economic Development and the state Department of Labor and Workforce Development in press releases that were issued to media outlets and posted on the College Web site.	
			Continuing Education	2012	Assisted the Consortium in identifying NJBIA Basic Skills training opportunities in underserved counties.	
			Institutional Advancement	2013	Provided assistance only -set up mail house/postage for consortium to handle Lead Paint post cards.	1

**Institutional Effectiveness****IV. ENHANCE WORKFORCE DEVELOPMENT**

(CONTINUED) 2. Strengthen partnerships with the Collegiate Consortium for Workforce and Economic Development, the NJ Community College	Goal 7	(CONTINUED) 4. Partner with NJ Community College Consortium	Academic Affairs	2013	Implemented NJBIA Training Grant through delivering Open Enrollment and Designated Classes for NJ Employers. Classes included MS Office Suite, Verbal and Written Communications and Customer Service. (Employer list attached) Implemented BioTech grant program targeted to train biotech industry employees. Employers included: Westward Pharmaceuticals, Thermo- Fischer, and Catalent. Implemented the Civil Service Commission training program including: Business Objects, STEP- Leadership, and Electronic Health Records. Implemented the BTOP Library Training which provided computer skills training to NJ residents at county libraries.	3
				2013	Delivered Leadership Training programs to the following organizations: Allied Tube, Manufacturing Industry Partners and PTR Baler	5
3. Develop work-readiness and workforce-career programs for students with intellectual disabilities.	Goal 7	1. Develop a transitional education programs for students with intellectual disabilities	Academic Affairs/ Institutional Advancement	2011	Awarded a Department of Education Grant for the Transition Program for Students with Intellectual Disabilities. Students will earn a Certificate of Achievement while receiving academic support and work place training. First class is expected to begin in September 2011.	
			Academic Affairs	2012	Intellectual Skills Pathways curriculum was created. Students earn a Certificate of Postsecondary Studies.	
					Created course, Social Interaction, SPE 001 (course deals with social skills)	
			Institutional Advancement	2012	Provided on-campus job experiences for Bancroft students.	
					Publicized the information sessions for the Garden State Pathways Program in a press release that was issued to media outlets and posted on the College Web site.	

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### Institutional Effectiveness

IV. ENHANCE WORKFORCE DEVELOPMENT						
(CONTINUED) 3. Develop work-readiness and workforce-career programs for students with intellectual disabilities.	Goal 7	1. Develop a transitional education programs for students with intellectual disabilities	Academic Affairs	2013	Coordinated with the Garden State Pathways Program to offer students opportunities to enroll in non-credit career training programs.	1
		2013		Created the Vocational Studies Certificate of Postsecondary Achievement. This curriculum provides students with the vocational skills needed to become gainfully employed. The program integrates intellectually disabled and non-disabled students.	1	
		2. Expand partnerships with institutions that support and educate students with intellectual disabilities	Academic Affairs	2011	Developed a joint program with Bancroft Neurohealth to provide an academic program for students with intellectual and physical disabilities on the Blackwood Campus. Anticipated start date is September 2011.	
			Institutional Advancement	2012	Garden State Pathways brochure was developed.	1
					A second post card for CE was mailed promoting consortium programs.	3
					Redesigned a prior cinema ad into a PowerPoint presentation for CE that was then used by CE at the One Stop to promote their programs.	1
			Academic Affairs	2013	Continued relationship with the Camden County One Stop specifically the Division of Vocational Rehabilitation (DVR) to ensure students with disabilities have the benefit to train for career fields.	1

**Institutional Effectiveness**

IV. ENHANCE WORKFORCE DEVELOPMENT						
	Goal 7		Academic Affairs	2013	Continually promoted current and new training opportunities to businesses throughout NJ via email blasts, telemarketing, and client referrals.	5
					Developed semester brochure ads that targeted new training programs available for students. Focused on spotlighting programs on the college website.	
4. Continue to expand corporate training throughout the region.	Goal 7	1. Marketed training programs	Continuing Education	2011	Provided Customized training in precision measurement techniques provided to the maintenance mechanics at Rhodes Industries.	
					9 new customized training grants were received for area businesses worth \$275,000. Served over 60 businesses in training 2,232 employees.	
			Institutional Advancement	2011	Provided Corporate Training Promotion: <ul style="list-style-type: none"><li>• Developed and placed ads</li><li>• Developed new look and name for corporate training group.</li><li>• Designed and mailed post card for corporate training and their consortium partners.</li><li>• Provided enhanced linkage to corporate training on new website.</li></ul>	
					Earned press placements focusing on corporate training that included a segment on KYW News Radio 1060 AM; items in various print and online publications; and a countywide e-mail blast issued by Camden County.	
			Institutional Advancement	2012	Tab ads were developed for the CE fall, spring and summer tab mailings that promoted corporate training programs.	1

**Institutional Effectiveness**

IV. ENHANCE WORKFORCE DEVELOPMENT						
4. Continue to expand corporate training throughout the region.	Goal 7	1. Marketed training programs	Institutional Advancement	2012	Training programs for corporate training are promoted in the spotlight section of the website.	1
			Continuing Education	2012	Through direct email marketing and open enrollment classes, increased NJBIA training usage reached the second highest level in NJ.	
			Academic Affairs	2013	Conducted targeted e-mail blast campaigns for the marketing of specific programs on a monthly basis.	5
				2013	Developed semester brochure ads that targeted new training programs available for students. Focused on spotlighting programs on the college website.	1
			Institutional Advancement	2013	Publicized programs through press releases and pitches to the media.	1
5. Continue to expand opportunities for displaced workers through credit and non-credit offerings.	Goal 7	1. Pursue grant funding for programs to educate displaced workers	Academic Affairs/ Institutional Advancement	2011	The College applied for a 'Brownfields Redevelopment' grant to train displaced and unemployed workers from Camden City in environmental clean-up, remediation and hazardous material management.	
			Institutional Advancement	2011	Applied for two US Department of Labor TAACCCT grants through two different consortia. This grant will retrain workers who have been displaced in the job market.	
			Continuing Education/ Institutional Advancement	2012	Received State Energy Sector Partnership (SESP) grant from DOL for \$114,000 to train unemployed individuals in Solar Technician Training. Applied for an OSHA grant from the USDOL to provide OSHA training.	

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### Institutional Effectiveness

IV. ENHANCE WORKFORCE DEVELOPMENT						
(CONTINUED) 5. Continue to expand opportunities for displaced workers through credit and non-credit offerings.	Goal 7	1. Pursue grant funding for programs to educate displaced workers	Institutional Advancement	2013	Received TAACCCT grant to provide training in advanced manufacturing for displaced workers.	3
			Academic Affairs	2013	Applied for Hi-B grant to train displaced workers for careers as math and science teachers.	3
				2013	The TAACCCT grant and the Mortgage Industries grant fill this purpose. So too does our NJDOL Reemployment and Eligibility Assessments trust fund program.	3
			Institutional Advancement/ Academic Affairs	2013	Secured NDDOL ITDP training grant which was focused on training a cohort of unemployed individuals for employment as production workers, CNC operators and PLC technicians. Our employer partners included: Delva Tool, Radwell International, Datwyler, Precision Automation, US Vision and Glacier Garlock Bearings.	3

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### Institutional Effectiveness

IV. ENHANCE WORKFORCE DEVELOPMENT						
(CONTINUED) 5. Continue to expand opportunities for displaced workers through credit and non-credit offerings.	Goal 7	1. Pursue grant funding for programs to educate displaced workers	Institutional Advancement/ Academic Affairs	2013	Awarded USDOL TAACCT grant focused on capacity building and training unemployed individuals for employment in Advanced Manufacturing, Utilities, Transportation and Logistics industries throughout New Jersey.	3
				2013	Currently working with the EPA to train 72 displaced workers in the environmental field, CCC is subawardee for the Brownfield grant. Recently applied for second of funding to continue training.	3
				2013	Provided training for 16 displaced workers for a green training grant- State Energy Sector Partnership (SESP)	3
				2013	Provided a detailed listing of in demand career programs on the ETPL One Stop website and conducted information sessions for interested students.	1
		2. Conduct "Training on Demand" programs	Continuing Education	2011	Worked with Camden County WIB/One Stop and area employers to develop and conduct two new Training On Demand courses to retool the unemployed for gainful employment.	
				2013	Provided a detailed listing of in demand career programs on the ETPL One Stop website and conduct information sessions for interested students.	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
1. Improve student utilization of academic support services through a review and repurposing of use of the library building.	Goal 1 and 5	1. Increase and enhance space used for tutoring activities	Academic Affairs	2011	Created a separate math skills lab space that houses computers with self-help software and qualified instructors available for assistance	
					Expanded the Tutoring Center and installed new computers.	
			Academic Affairs	2012	Additional computers installed in Camden Tutoring Center *Defined tutoring area established in ROH e-library.	
			Academic Affairs	2013	Opened a new reading and writing learning lab in Blackwood to support tutoring and supplemental instruction in reading and writing skills.	1
				2013	Implemented the use of MyWritingLab, an online writing supplement for all writing courses.	1
		2. Expand space for study	Academic Affairs	2011	Provided more quiet study space for students	
			Academic Affairs	2012	First phase of 1st floor renovation completed; interactive area created.	
			Academic Affairs	2013	Preliminary approval to develop an on-campus STEM Learning Center for students majoring in Science, Technology, Engineering, and Mathematics.	1
				2013	New Science building includes multiple spaces for students to study.	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 1. Improve student utilization of academic support services through a review and repurposing of use of the library building.	Goal 1 and 5	3. Increase interaction with librarians to foster library use	Academic Affairs	2012	Service desk always attended by librarian and support staff; *Increase in information literacy sessions provided.	
			Academic Affairs	2013	Service desk staffed with librarians to assist students. Librarians now assisting students with research assignments at the tutoring center.	1
				2013	Campus-wide publication of "Library Connections" newsletter.	1
			Academic Affairs	2013	New, merged service-desk is staffed with librarians increasing visibility and accessibility.	1
				2013	Librarians provided assistance to remote users via a chat and text messaging service	1
				2013	Offered day and evening information literacy instruction sessions	1
			Academic Affairs	2013	EasySearch service on website provides a Google-like search box.	1
				2013	Librarians provide online chat service and a text-a-librarian service.	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 1. Improve student utilization of academic support services through a review and repurposing of use of the library building.	Goal 1 and 5	4. Increase student use of library by sponsoring special events in library	Academic Affairs	2012	Free Coffee and Hot Chocolate; *Inquirer tablet event.	
			Institutional Advancement	2013	Supported Polar Bear event with Tweets, Facebook.	1
			Academic Affairs	2013	The Library hosted the following special events this year: Welcome Back Celebration, Halloween Celebration, the Electoral College, Presidential Campaigns Through the Years, Voter Registration Drive, Facebook and Social Media, E-books and iPads Workshop, Multicultural Book Club and the Polar Bear Picnic.	1
		5. Increase Needed services	Academic Affairs	2012	Text book availability increased.	
				2013	Increased the number of textbooks on reserve	1
			Academic Affairs	2013	Acquired laptops and iPads for student use in the library	1
				2013	Library cards are easier to obtain and renew.	1
			Academic Affairs	2013	Obtained Anatomy TV - 3D human anatomy software accessible from library website.	1
				2013	Improved signage in the library	1
			Academic Affairs	2013	Refurbished and improved the availability of student study rooms and established a "quiet floor."	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
2. Expand extracurricular activities.	Goal 1 and 5	1. Increase activities for students in various Honor Societies	Academic Affairs	2011	Kappa Delta Pi, the Education Honor Society hosted: • A 'Lunch with Santa' for underprivileged children from the Runnemede School District. • An annual Literacy Alive event at Winslow School #5. • An Alex's Lemonade stand event. All proceeds were donated to childhood cancer.	
					Psi Beta the Psychology Honor Society: • Funded three \$250 book vouchers for three returning students. • Participated in the fall Welcome Back Barbeque; a debate on 'Is ADHD a Real Disorder?'; a "Shutter Island" (Psychological Thriller) movie/ discussion; a 'What About Bob' (Psychological Comedy) movie/ discussion in April and games and face painting at Spring Fling in April. • Raised money for the Japan Relief Fund in April.	
					• The Honors Program participated in: • A Transfer/Scholarship Workshop • The Honors Program at Rutgers/Camden • Attended preview opportunities for newly released films in Philadelphia. • A Honors Program Pre-Oscar Party • Both Open House activities and Commencement.	
					• Phi Theta Kappa participated in: • Better World Books where students, collected, organized and shipped donated books to needy schools overseas. • New Jersey Tree Foundation. Students planted 40 trees in Camden City. • Toys for Tots • Attended the 'Honors in Action' Conference	

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 2. Expand extracurricular activities.	Goal 1 and 5	1. Increase activities for students in various Honor Societies	Academic Affairs	2012	<ul style="list-style-type: none"> <li>• Kappa Delta Pi, the Education Honor Society hosted:</li> <li>• A 'Lunch with Santa' for underprivileged children from the Runnemede School District.</li> <li>• An annual Literacy Alive event at Winslow School #5.</li> <li>• An Alex's Lemonade stand event. All proceeds were donated to childhood cancer.</li> <li>• Ronald McDonald House in Camden - cooked a turkey dinner for the families and children staying at the house.</li> </ul> <ul style="list-style-type: none"> <li>• Psi Beta the honor Society in Psychology (2011-2012)</li> <li>• Participated in CCC's Fall Welcome Back Barbeque</li> <li>• Multiple fundraisers: Pretzel Sales &amp; T-Shirts</li> <li>• Movie Night and Discussion I conjunction with Rowan University's Psi Chi - Movie: Limitless</li> <li>• Debate (April); Topic: Should Psychologists have Prescription Rights</li> <li>• Will fund three book vouchers (\$250 each) for top Psi Beta students returning to CCC in the Fall</li> <li>• Actively Participate in Spring Fling - Psychological Activities (Ink Blots, Personality Inventories, Debunking Myths)</li> <li>• Planning on Can Food Drive or Toiletries for Women's Shelter to be donated the night of Induction Ceremony</li> </ul>	
					<p>The Honors Program participated in:</p> <ul style="list-style-type: none"> <li>• Orientations in both August and March</li> <li>• Scholarship Workshop in October</li> <li>• Served as Tour Guides for Open Houses in October and April</li> <li>• Two students attended the Northeast Regional Honors Council Conference in Baltimore in April</li> <li>• Visited the Honors Program at Rutgers-Camden in February</li> <li>• Took a first Honors Program Cultural Trip to see a play and a museum in NYC in April</li> <li>• Several field trips in conjunction with Honors Program classes</li> </ul>	

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 2. Expand extracurricular activities.	Goal 1 and 5	1. Increase activities for students in various Honor Societies	Academic Affairs	2012	<p>Phi Theta Kappa (Alpha Nu Mu Chapter) participated in:</p> <ul style="list-style-type: none"> <li>• Hosted a community-wide Honors in Action Program-daytime display of posters and evening program with lecture and discussion on topic, "Democratization of Information."</li> <li>• Hosted three-part seminar on the Honors in Action topic</li> <li>• Participated in Toys for Tots program</li> <li>• Participated in Better Worlds Books – students collected, organized and shipped donated books to needy overseas schools</li> <li>• New Jersey Tree Foundation – students planted forty trees in Camden City.</li> <li>• Attended Annual Mid Regional Convention in Harrisburg –co-president received \$1,000 scholarship</li> <li>• Participated in New Jersey Council of County College Phi Kappa Day in Trenton</li> <li>• Two students were recognized by NJ Council of County Colleges as New Jersey Academic Team members (applications, recommendations and essays were required)</li> <li>• Super Bowl Celebration shared with other local chapters</li> </ul>	
			Institutional Advancement	2013	Requested that Honor societies participate in Open House.	1
				2013	Publicized activities of Honor Societies through press releases and pitches to media and posting on electronic campus sign.	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 2. Expand extracurricular activities.	Goal 1 and 5	1. Increase activities for students in various Honor Societies	Academic Affairs	2013	Student officers of the Phi Theta Kappa honor society along with the faculty advisor attended the Middle States Regional Conference of PTK in Baltimore. The program focused on leadership skills and recognition of student achievement. CCC student Sarah Kamal ran for NJ State President of PTK and delivered her campaign presentation.	1
				2013	PTK students sponsored a shoe donation drive, a Gertrude Hawk candy bar sale and tee-shirt sales.	1
				2013	Psi Beta the Honor Society in Psychology participated in the following: -4 pretzel sales -1 Spirit Night at Chick-fil-A -1 Fundraiser at Burger King - Fall Semester held a Meet & Greet for students and the Psychology Faculty - Spring Semester: Presence at Open House; Table & Games at Spring Fling; Movie Night	1
				2013	Kappa Delta Pi (the Education honor society) cooked dinner for families staying at the Ronald McDonald House in Camden, NJ; Lunch with Santa for underprivileged children from Runnemede, NJ, Literacy Alive, ESL children from Lindenwold School #5 came to CCC for a morning of reading books and participation in reading activities based on a Pirate theme; Speaker from Alex's Lemonade Stand Foundation; Alex's Lemonade Stand to help raise money for childhood cancer; Fundraising events – Hot Chocolate sales, Yankee Candle Sale and Zumbathon	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 2. Expand extracurricular activities.	Goal 1 and 5	2. Increase athletic activities for Students	Academic Affairs	2011	A fulltime athletics director was hired.	
			Institutional Advancement	2011	A 600-word article and ad were placed in CC Woman magazine promoting the College's athletic activities.	1
			Institutional Advancement	2012	Developed new athletics awareness on website including photos of athletes on homepage.	1
					Promoted athletics via social networking tweeting and Facebook information about teams.	1
					Designed an athletic plaque for gym.	1
					Designed new cougar graphic for athletic department	1
					Provided advertising about athletics in print advertising including Camden County Woman magazine and Courier Post .	1
			Institutional Advancement	2013	Provide posters/web banners for athletic activities.	1
				2013	Publicized activities of athletes/Athletics Department through press releases and pitches to media and posting on electronic campus sign.	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 2. Expand extracurricular activities.	Goal 1 and 5	2. Increase athletic activities for Students	Institutional Advancement	2013	1. Introduced men's and women's cross-country as an intercollegiate sport. 2. Introduced women's golf as an intercollegiate sport. 3. Implemented an intramural program consisting of: flag-football, running club, co-ed volleyball, and 3-on-3 basketball. 4. Rejuvenated the annual Turkey Trot event to run through campus and distributed more giveaways to students, faculty, and staff.	1
				2013	Created game day programs, flyers and calendar posters to increase athletics visibility. Re worked the athletics website to include a calendar of all sporting events as well as updated photos for each sport.	1
	Goal 1 and 5	3. Increase activities sponsored by the Student Life and Activities office	Enrollment & Student Services	2011	The Student Life and Activities office sponsored over 33 events for students, including on-campus social activities, ethnic heritage events, bus excursions, community service drives, and holiday celebrations.	
					An on-campus student defensive driving workshop was offered for the first time. A CCC faculty member who teaches this course for the AAA Mid-Atlantic Insurance Company presented the workshop.	

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 2. Expand extracurricular activities.	Goal 1 and 5	3. Increase activities sponsored by the Student Life and Activities office	Institutional Advancement	2012	Provide programs, flyers and posters as well as website calendar to arts department/MLK event and student life and activities.	1
					Publicized extracurricular events and activities sponsored by The Marlin Gallery, Stages at Camden County College, the Office of Student Life and Activities, Phi Theta Kappa International Honor Society, the Center for Civic Leadership and Responsibility, the Blackwood Campus Library, the Camden County College Foundation, the Office of Alumni Relations, the Music Department, the Readers' Theatre Project, the Dead Poets' Society and other entities in press releases that were issued to media outlets and posted on the College Web site.	
			Institutional Advancement	2013	Update website with current events and E-Newsletters.	1
				2013	Publicized activities of SLA Office through press releases and pitches to media and posting on electronic campus sign.	1
			Academic Affairs	2013	The Chemistry Department received a \$500 grant from the American Chemical Society to start up a new Chemistry Club.	3

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
3. Identify services needed for a changing and more diverse population of students.	Goal 1 and 5	1. Enhance Services for the disabled population	Academic Affairs	2011	The Garden State Pathways Grant was awarded to provide additional services for students with an intellectual disability including tutors, peer mentors and job coaches.	
			Enrollment & Student Services	2012	Deaf and Hard of Hearing Program invited to participate in a NSF STEM Grant with Rochester Institute of Technology and Cornell University, Provided technical assistance and information on services for DHH population to Camden County agencies. Liaison with county to procure interpreting services for Camden County events i.e. 7/21/11 Freeholders meeting; 11/11/11 assisted with providing ASL training for South Jersey Behavioral Health	
			Academic Affairs	2012	* Mentors provided; *iPads	
					Intellectual Skills Pathways curriculum was created. Students will earn a Certificate of Postsecondary Studies.	3
					Through a supplemental grant from the 21st Century Communities Learning Centers Program, with the Camden County Technical Schools (CCTS) will provide CCTS special education students services and college courses at the CCTS facilities. The objective is to provide an opportunity for CCTS special education students to earn academic experiences and credits through CCC. The college was awarded \$24,000 to service 15 students.	3
					Continued its partnerships with YALE and Brookfield, who currently run full day programs on the Blackwood Campus. As part of these programs, students take College courses within the general population. Yale also offers a portion of its population two unique courses each semester. Between the two programs, students took over 100 credits during the 2011-2012 academic year.	3

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 3. Identify services needed for a changing and more diverse population of students.	Goal 1 and 5	1. Enhance Services for the disabled population	Academic Affairs	2012	Provide more information in spotlight section of website and using social networking.	1
				2013	Provide answers to student inquiries via webmaster and social networking.	1
		2. Enhance Services to International Students	Enrollment & Student Services	2013	Deaf and Hard of Hearing Program has continued to participate in a NSF STEM Grant with Rochester Institute of Technology and Cornell University, Provided technical assistance and information on services for DHH population to Camden County agencies. Liaison with county to procure interpreting services for Camden County events .Assisted with providing ASL training for South Jersey Behavioral health services	3
				2013	Training for mentors in all disability programs were developed with ESS staff in insure consistency in information flow to students.	1
		3. Enhance services to women.	Enrollment & Student Services	2013		
				2013	Established a female presence in the Veterans Support Office	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 3. Identify services needed for a changing and more diverse population of students.	Goal 1 and 5	4. Enhance services for enrollment management	Enrollment & Student Services	2011	A reorganization of Wilson Center services was implemented to create a “one-stop” method of service delivery. Enrollment Services Associates were cross-trained to register, collect payment, provide light advisement, and general FA information.	
					Integrated all registrations generated through the Office of School and Community Academic Programs (SCAP) and Continuing Education courses so they are now processed in Wilson Center.	
					The percentage of students who apply for admission online continues to increase with 88% of all fall 2010 admission applications being submitted online, as compared to 86% in fall 2009.	
			Institutional Advancement	2011	ESL advisors presented information sessions about our admissions process and ESL course levels to community agencies serving the Vietnamese residents of Camden County; interested members of this group visited the campus and began the enrollment process.	
					Surveyed the following college and community groups to determine satisfaction with services and education: --Health Information Technology Graduates and employers --CCC graduates	
			Enrollment & Student Services	2013	Established a regular weekend support services offering to current students and county residents during late registration periods.	1
				2013	Established follow-up phone calls to students who have registered for classes prior to payment deadline	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
4. Provide student self-sufficiency and faculty engagement in the provision of student services.	Goal 1 and 5	1. Increase faculty participation in the advising process	Enrollment & Student Services	2011	Students enrolled in LAS.AS and LAS.AA degree program were assigned full-time faculty advisors	
			Academic Affairs	2012	Piloted Intrusive Advising Project with faculty participation.	N/A
			Academic Affairs	2013	Transitional Studies faculty participated in the Student Advocacy Project, intrusively advising students in developmental courses.	1
		2. Provide Training opportunities for both staff and student	Enrollment & Student Services	2011	A series of 58 SIS training workshops were offered on various topics, such as reporting, registration processing, advising, financial aid, transfer, accounts receivable, WebAdvisor and room usage management. Over 229 staff and students have participated.	
			Enrollment & Student Services	2012	A series of <u>xx</u> SIS training workshops were offered on various topics, such as reporting, registration processing, advising, financial aid, transfer, accounts receivable, WebAdvisor and room usage management. Over <u>xx</u> staff and students have participated.	
			Institutional Advancement	2012	Provide training to input calendar events onto website for faculty and staff.	1
		Enrollment & Student Services		2013	Conducted college wide training workshops for ESS staff (45 members attended)	1
				2013	Conducted monthly workshops for students for transfer advisement, daily sessions for using webadvisor .	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 4. Provide student self-sufficiency and faculty engagement in the provision of student services.	Goal 1 and 5	2. Provide Training opportunities for both staff and student	OIT	2013	Train faculty, adjuncts and staff to operate technical and AV equipment and applications in each classroom. Provide training on various software applications to staff.	1
		3. Provide increased On-Line information so that students self advise and register	Enrollment & Student Services	2011	<p>Transfer Services webpage usage, including detailed 4-year college program information, online application access, and NJTransfer, averages 3,000 hits per month.</p> <p>Online registration activity continues to increase when comparing unduplicated headcounts:</p> <ul style="list-style-type: none"> <li>• SP08 - 5,579; SP09 – 7,136; SP10 – 8,677, and SP11 -13,720.</li> <li>• More than 85% of the students enrolled in SP11 processed their registration activity online.</li> <li>• Summer unduplicated online registration headcount also increased – SM08 – 2,283, SM09 – 2,955, and SM10 - 3,660.</li> <li>• Fall unduplicated online registration headcount increased as well: FA08 – 4,803, FA09 – 8,610, and FA10 – 14,768.</li> </ul> <p>• Transfer tips have been embedded in degree audits to guide students and their advisors in making course selections for programs that will maximize transfer.</p>	
			Institutional Advancement	2013	Promote Priority Registration on the homepage of the website, as well as social media Facebook and Twitter.	1
			Enrollment & Student Services	2013	Developed online instructions on how to register using webadvisor and the degree audit.	1
			Institutional Advancement	2013	Included online enrollment information in press releases relating to registration.	1

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
5. Develop a more college-wide, comprehensive and collaborative system of advising students.	Goal 1 and 5	1. Extend advisement training to additional cohorts of staff	Academic Affairs	2011	45 administrative professionals participated in the annual advisement & transfer services training session held during spring break.	
			Enrollment & Student Services	2011	An advisement training plan was developed and used to begin re-training of existing advisors, as well as the initial training of new advisors.	
			Enrollment & Student Services	2012	39 administrative professionals participated in the annual advisement & transfer services training session held during spring break.	
			Enrollment & Student Services	2012	An advisement training plan was developed and used to begin re-training of existing advisors, as well as the initial training of new advisors	
			Enrollment & Student Services	2013	ESA staff were trained to advise students during late registration periods.	1
		2. Collaborate between units to enhance advising	Enrollment & Student Services	2013	Advisement Workshops for faculty and support staff were established for all three locations. Future workshops are scheduled on a Bi-Annual basis.	1
			Enrollment & Student Services	2011	Successful collaboration between Academic and Student Affairs to assign student advisees to full-time faculty members.	
			Enrollment & Student Services	2012	Successful collaboration between Academic and Student Affairs to assign student advisees to full-time faculty members; students enrolled in Human Services, addictions and the transitional studies program were assigned full-time faculty advisors.	

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
6. Improve and enhance tutoring services.	Goal 1 and 5	1. Increase the quality of available tutors	Academic Affairs	2011	Began replacing non-teaching tutors with adjunct faculty members.	
				2013	Provide Transitional Studies tutors who are current adjuncts or adjuncts who recently taught the course.	1
			Academic Affairs	2013	Developed a mandatory online course that all new tutors must complete before working with students	1
			Academic Affairs	2011	Initiated tutoring by appointment to supplement walk-in tutoring at all campuses.	
		2. Change processes and procedures to make obtaining tutoring services easier	Enrollment & Student Services	2011	Redesigned the coordination of the Camden Tutoring Center.	
			Enrollment & Student Services	2011	The organizational structure of tutoring services was revised to report to a dean in Academic Affairs and tutoring services at Camden were moved to that same division.	
			Academic Affairs	2012	Tutoring is now available for walk-ins; tutoring schedule updated every 2 weeks.	

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 6. Improve and enhance tutoring services.	Goal 1 and 5	2. Change processes and procedures to make obtaining tutoring services easier	Academic Affairs	2013	Initiated 24/7 online services through Grade Results.com	1
				2013	Implemented a dynamic schedule of tutors based upon on-demand student need.	1
7. Strengthen and expand support service for weekend students.	Goal 1 and 5	1. Provide weekend students with ancillary services	Institutional Advancement	2011	The Bookstore opens every weekend term's first Saturday for service to weekend students.	
					The Connector Café opened on Saturdays from 7:30am to 12:30pm for service. The Child Care Center offered Saturday child care services to weekend students however there was only one interested student.	
			Academic Affairs	2012	Tutoring is now available on weekends.	
			Institutional Advancement	2013	Bookstores have extended and Saturday hours during the first three weeks of the semester to support weekend and on line classes.	6
		2. Provide weekend students with enrollment services	Academic Affairs	2013	Piloted an All-Services Day to provide Weekend students services including advising, financial aid and registration services in one setting.	
				Provided intrusive advisement for students participating in the Weekend College Accelerated Degree program.		

**Institutional Effectiveness**

V. DEVELOP AN INTEGRATED SUPPORT SERVICES AGENDA						
(CONTINUED) 7. Strengthen and expand support service for weekend students.	Goal 1 and 5	2. Provide weekend students with enrollment services	Enrollment & Student Services	2012	Provided an All-Services Day during summer, Fall and Spring semesters to provide Weekend students services including advising, financial aid and registration services in one setting.	
					Established regular Friday advisement during summer months.	
			Enrollment & Student Services	2013	Establish a regular weekend support services offering to current students and county residents during late registration periods.	1
				2013	Continue with expanded Friday and Saturday services during the summer months.	1
8. Establish a physical and virtual Welcome Center where new and returning students and their families can receive information and take campus tours throughout the semester.	Goal 1 and 5	1. Explore the feasibility of establishing a physical and virtual Welcome Center	Safety & Facilities	2012	The College has taken the first step in creating a physical welcome center by developing a welcome center advisor position using the Connector Concierge position as home base for this experiment as a precursor to the planned welcome center in the new Taft student center	
				2012	Established "Meet CCC night" on the 3rd Thursday of every month throughout the year.	
			Enrollment & Student Services	2013	Trained staff to work as greeters during registration periods in advisement and registration center.	1
				2013	Initiated follow-up calls to new applicants creating a navigator presence for students to go to with questions.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
1. Increase retention of incoming freshmen by offering an enhanced freshman orientation experience.	Goals 1, 3, & 6	1. Increase the number and times of freshman orientation sessions	Enrollment & Student Services	2011	520 students attended summer 2010 new student orientation (NSO) sessions on the Blackwood Campus as compared to 440 in summer 2009. An additional 85 students attended a similar event at Camden in fall 2010.	
					For the first time, a spring freshman orientation workshop was held. 74 students attended the Blackwood session and 45 attended at Camden.	
			Enrollment & Student Services	2012	700 students attended summer 2011 new student orientation (NSO) sessions on the Blackwood Campus as compared to 520 in summer 2010. An additional 115 students attended a similar event at Camden in fall 2011.	
					A spring freshman orientation workshop was held. 60 students attended the Blackwood session and 50 attended at Camden.	
			Enrollment & Student Services	2013	750 students attended New student orientation sessions at all 3 locations ,	1
				2013	Established follow-up email and outreach to students that attend New Student Orientation	1
		2. Extend orientation to student's support system	Enrollment & Student Services	2011	A supplemental parent workshop session was held in fall 2010 with 40 parents attending	
			Enrollment & Student Services	2012	A supplemental parent workshop session was held in fall 2011 with 30 parents attending.	
			Institutional Advancement	2012	Applied for Title 3 grant to provide enhanced student services to first year developmental math students.	
				2013		

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 1. Increase retention of incoming freshmen by offering an enhanced freshman orientation experience.	Goals 1, 3, & 6	3. Gather data on freshman retention and performance	Institutional Advancement	2011	Used IPEDS data along with DOE data to track incoming freshman enrolling directly from high schools.	N/A
			Institutional Advancement	2012	Continue to track First-Time cohorts in IPEDS and SURE.	
				2013		
2. Ensure freshmen student success in online learning through the development of a virtual college for Camden County high school students.	Goals 1,3, & 6	1. Pilot courses in Camden County High Schools	Academic Affairs	2011	Piloted a 'virtual' Intro to Nutrition college course for students at Collingswood, Haddonfield, Haddon Heights, Audubon and Haddon Township High Schools. Twelve students completed the course.	
					A 'virtual' Psychology course was offered to Camden County high school students. Eighteen students completed the course	
			Academic Affairs	2013	Currently offer several Computer Systems Technology and CIM courses at the Camden County Technical Institute. Articulation agreements are in place.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	1. Create programs to prepare students for college	Academic Affairs	2011	Created a new Transitional Studies Division focusing on college-readiness. Engaged the faculty in college-wide discussions to discuss initiatives to improve college readiness in this new division. New Dean to assume position July 1, 2011.	
					Created a Postsecondary Readiness Enrichment Program (PREP) to direct and support Camden City junior and senior students. The program allows students to enroll in college credit courses and provides advisement and career guidance.	
			Institutional Advancement	2011	Created a College-For-A-Day program allowing prospective Camden County high school students to get a better understanding of the College. Sixteen schools and over one thousand students have participated in the program.	
			Academic Affairs/ Institutional Advancement	2011	Received grants to support high school student readiness to transition to college, such as Gateway to College, 21st Century Grant, and CTEP.	
			Academic Affairs	2012	11 courses were offered through PREP and 103 students enrolled.	contract
					College for a Day program involved 17 school districts and over 1100 students.	80% college/20% grants
					CE and ESL department together have designed a program for improving English language skills for resident students at Camden Catholic High School.	80% college/20% grants

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	1. Create programs to prepare students for college	Institutional Advancement	2012	Publicized activities administered by the Division of School and Community Partnerships in press releases that were issued to media outlets and posted on the College Web site.	
			Institutional Advancement	2013	Established a partnership with Camden City School District and The Gateway to College National Network to enroll high school dropouts in courses at the Camden Campus. The goal is for students to complete their high school diplomas.	3
			Academic Affairs/Institutional Advancement	2013	Through the CTEP Grant efforts, SCAP has been working with Secondary and Postsecondary Education to create seamless Program of Study model for Statewide Adoption in 2013-2014.	3
			Academic Affairs	2013	Through the Camden Pathways Program, SCAP has been successful in creating Extended Learning Opportunities geared towards College and Career Readiness. Eight courses were offered during spring 2013 with 114 course enrollments.	3
				2013	Over 1200 students from over 30 high schools participated in the College For A Day program on Campus.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	2. Prepare high school students to succeed on college entrance tests	Academic Affairs	2011	The Upward Bound Program served 92 participants this year. Students participated in SAT preparation courses and received additional course work in science. A pre-college summer academy ran for six weeks.	
					Created a dual credit program for basic skills courses and piloted the program with the Cherry Hill School District. Administered the Accuplacer test to juniors and seniors and used test results to create basic skills courses. Fifty-two students enrolled in the courses	
			Enrollment & Student Services	2011	975 students from 19 high schools were given the placement test. Three more schools are scheduled to test by the end of April.	
			Institutional Advancement	2012	Applied for new Upward Bound Grant to serve 108 students per year.	
			Academic Affairs	2012	The Upward Bound Program served 92 participants this year. Students participated in SAT preparation courses and received additional course work in science. A pre-college summer academy ran for six weeks.	3
				2012	In 2011-2012, the Cherry Hill Pilot Math Program became the College Express Program. The program added two school districts and four different high schools to the program. Cherry Hill East, Cherry Hill West, Lindenwold, Highland, Timber Creek and Triton participated this year. Two hundred seventy five (275) students took part in the program. During the first semester 45 of the 175 eligible students successfully completed the Math Fundamentals end of course exam.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	2. Prepare high school students to succeed on college entrance tests	Academic Affairs	2012	Over 1300 prospective students were administered the AccuPlacer during the 2011-2012 academic year. Students from the Winslow Township High School district were able to take the AccuPlacer during the school day for the first time as part of the "College For A Day Program".	1
				2013	SCAP offered the ACCUPLACER test to all Camden County secondary districts and created academic courses to improve skills as identified via test results.	1
			Academic Affairs	2013	College and Career Planning Workshops were offered to high school students in Camden City providing assistance in completing college applications, financial aid and career exploration.	3
		3. Provide College Courses to Students in County High Schools	Academic Affairs	2011	The College Now Program had 320 high school students from 17 districts take college courses during the 2010-2011 academic year.	
					1,645 area high school students enrolled in dual credit courses during the 2010-2011 academic year.	
					The College offered ten courses through the 21st Century Learning Community grant to Gloucester City High School students and parents and to offer 20 courses through the Camden County Technical	
				2012	Courses in computers, computer technology and engineering were taught through the Informational Technology Academy at Camden County Technical School in order to increase awareness and develop	
					Added a Computer Literacy course at Lindenwold High School that enrolled 15 students.	

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	3. Provide College Courses to Students in County High Schools	Academic Affairs	2011	The PREP and 21st Century Learning Center Programs offered an EMT program for 21 students in summer 2010. Students took part in a 150-hour course, which prepared them to take the New Jersey	
					Established a partnership with Camden City School District and the Gateway to College National Network to enroll high school dropouts in courses at the Camden Campus. The goal is for students to	
			Institutional Advancement	2012	The Gateway to College program enrolled 31 Camden City high school dropouts in courses at the Camden Campus.	3
			Academic Affairs	2012	The ESL Department, working with CE, partnered with Camden Catholic High School to create a hybrid bridge-like "College Readiness Program" for their ESL students using <i>MyFoundationsLab</i> software. The group includes about 20 students.	N/A
					31 Students from Eastern High School took part in the NJ Option 2 program as they took College Classes during the day at CCC, while still attending high schools. Students enrolled in 70 college level courses in 2011-2012.	1
					Offered The College Experience to 14 students at Lindenwold High School.	1
					Over 1300 area high school students enrolled in dual credit courses during the 2011-2012 academic year.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	3. Provide College Courses to Students in County High Schools	Academic Affairs	2012	The College offered 46 courses through the 21st Century Learning Community grant to Gloucester City and Camden County Technical High School students.	3
					CCC offered 11 college courses to members of the Camden City PREP program.	3
					Signed articulation agreement with CCTI Information Technology Academy	3
			Academic Affairs	2013	SCAP articulated 58 dual credit courses at 39 County High Schools.	1
				2013	Fifty-eight (58) High School Plus courses were offered at over 30 secondary districts in Camden County. SCAP is assisting schools in preparing students for the academic demands of College. Over 1700 students were enrolled in the High School Plus Program.	6
				2013	Forty-two (42) unique college courses were offered at 9 county high schools with 565 registrations.	3
				2013	The College offered twenty-one courses through the 21st Century Learning Community grant to Gloucester City High School students and parents.	3
				2013	Courses in computers, computer technology and engineering were taught through the Informational Technology Academy at Camden County Technical School in order to increase awareness and develop career opportunities in the IT field.	3

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	3. Provide College Courses to Students in County High Schools	Academic Affairs	2013	Offered thirteen courses through the Camden County Technical School.	3
				2013	Over 200 students participated in 122 College Now courses.	6
				2013	Began collaborative planning to implement a Public Safety program for the Vo-Tech high school students.	1
				2013	Currently offering several Computer Systems Technology and CIM courses at the Camden County Technical Institute. Articulation agreements are in place.	1
		4. Enhance relationship with high school counselors	Academic Affairs	2013		
				2011	Grant coordinators for the new Career and Technical Education Partnership Grant began to provide professional development to high school teachers, faculty, guidance counselors and administrators to strengthen programs in Human Services.  The College initiated a Counselor Liaison Program for three local high schools. Four guidance counselors from Lindenwold, Eastern and Washington Township High Schools are participating in the program.	

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	4. Enhance relationship with high school counselors	Academic Affairs	2012	As part of the Guidance Director's Partnership Program, we hosted and participated in the quarterly Camden County Guidance Director's meetings at the Rohrer Center in Cherry Hill.	
				2013	A physics faculty member presented a demonstration about "Physics and Photonics at CCC" for the AP students at Lindenwold High School.	1
				2013	SCAP staff members attend and participate in monthly Camden County Counselor meetings.	1
				2013	Staff provides at least one Professional Development program to high school counselors each year.	1
				2013	Hosted ~170 area high school students and Director of the Manufacture NJ Talent Network from NJIT. Tours of the Laser Building and demonstrations in optics and lasers were given.	1
			Academic Affairs	2013		
				2013	SCAP hosted the Science Olympiad bringing over 800 students on campus.	1
				2013	SCAP hosted The Dreams of Tomorrow (DOT) Girls Summit with over 100 girls participating.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	5. Host High School Competitions to bring students onto campus	Academic Affairs	2013	The Engineer's Week and the Coriell Science Fair continue to run annually.	1
				2013	Career Pathways Program hosted a Leadership/Empowerment event for 175 high school juniors from Camden City Public Schools.	3
			Academic Affairs	2011	Hosted the New Jersey Regional Science Olympiad for the seventh consecutive year. Six hundred students from 30 different middle and high schools in New Jersey participated in the event.	
					Hosted the Camden County School Counselors Association Junior College Fair. The annual fair attracts over 700 students from various high schools in Camden County	
					Partnered with the International Society of Automation and hosted a Design Competition for middle and high school students. Over 100 students participated.	
					Hosted the 'Women in Mathematics & Chemistry Career Day,' targeting female students from Camden City schools.	
			Academic Affairs	2012	Conducted the New Jersey Regional Science Olympiad for the seventh consecutive year. Nine hundred students from 38 different schools in New Jersey participated in the event.	1
			Institutional Advancement	2013	Design and place ad in Coriell program book, design and print booklet for Science fair.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	5. Host High School Competitions to bring students onto campus	Institutional Advancement	2013	Publicized high school student events at College via press releases and pitches to media.	1
		6. Provide assistance in the college application process, especially applying for financial aid	Enrollment & Student Services	2011	The financial aid office participated in high school financial aid nights at Triton, Highland, Audubon, Bishop Eustace, Gloucester Township, and Pennsauken high schools.	
					For the 5th consecutive year, CCC hosted College Goal Sunday, a national event held in various locations to assist families with completing the FAFSA.	
			Enrollment & Student Services	2012	The financial aid office participated in high school financial aid nights at Triton, Highland, Audubon, Bishop Eustace, Gloucester Township, and Pennsauken high schools.	
			Academic Affairs	2013	For the 6th consecutive year, CCC hosted College Goal Sunday, a national event held in various locations to assist families with completing the FAFSA.	
				2013	SCAP provided 10 events for students and parents to learn about applying to college, financial aid and scholarships.	1
				2013	SCAP staff assisted over 300 students to complete their financial aid applications online.	1

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Improve college readiness through the enhancement of high school partnerships to better prepare high school students for college-level work.	Goal 1, 3, & 6	7. Increase the chances for at-risk students to continue to college	Academic Affairs	2011	Established a partnership with Camden City School District and the Gateway to College National Network to enroll high school dropouts in courses at the Camden Branch. The goal is for students to complete their high school diploma	
			Institutional Advancement	2012	Established a partnership with Camden City School District and the Gateway to College National Network to enroll high school dropouts in courses at the Camden Branch. The goal is for students to complete their high school diploma	3
			Institutional Advancement	2013	CCC continues to serve high school students through our 21st Century, CTEP, and Gateway to College grant programs in order to increase their chances to continue their education.	3
			Academic Affairs	2013	SCAP expanded their efforts to get at-risk or drop out students back into school through the Transition to College program on Blackwood Campus.	3
				2013	Seventeen students participated in the Transition to College Program.	3
				2013	SCAP partnered with YALE and Brookfield Academy to provide educational access and opportunities for their at-risk populations.	3

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
4. Develop a college-readiness support program specifically geared for adults that are returning to college.	Goals 1, 3, & 6	1. Provide academic support to transition students into college	Academic Affairs	2011	Created a new Transitional Studies Division focusing on college-readiness. Engaged the faculty in college-wide discussions to discuss initiatives to improve college readiness in this new division. New Dean to assume position July 1, 2011.	
				2012	Applied for Title 3 grant to provide enhanced student services to first year developmental math students. Was not awarded.	
			Academic Affairs	2013	SCAP staff members assisted students with both academic and career support to ensure they continue to be successful with their education goals by providing on-site counseling and advising at several County high schools.	3
		2. Assist adults in completing college entrance and diagnostic tests	Enrollment & Student Services	2013	SCAP staff members provided College level courses to adults from community based programs such as Goodwill Industries, Cooper Hospital, Bancroft, Healthcare Workers Union-1199C and Respond. 131 adults registered for 11 courses.	3
				2011	95 people from miscellaneous non-traditional cohorts were tested, including individuals from the Police Academy, Upward Bound, Cooper Health System, Career Pathways, Brookfield Academy, Camden City Prep, and Yale School.	
					783 people have registered for the GED test from July 1 to mid-March. 564 of them have taken the entire test, and 271 of those who took the entire test (48%) passed the GED.	

**Institutional Effectiveness**

VI. DEVELOP COLLEGE READINESS STRATEGIES FOR HIGH SCHOOL STUDENTS AND ADULTS IN TRANSITION						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 4. Develop a college-readiness support program specifically geared for adults that are returning to college.	Goals 1, 3, & 6	2. Assist adults in completing college entrance and diagnostic tests	Enrollment & Student Services	2011	There has been an increase, as compared to FY10, in the number of individuals taking various types of assessments offered by the Testing Center: CLEP increased by 36%, career inventories by 13%, GED by 41%.	
			Academic Affairs	2013	SCAP provided workshops on college entrance issues and application completion for adults from community-based organizations such as Girl Scouts, Goodwill Industries and Dreams of Tomorrow.	1
		3. Assist adults in their application to college	Enrollment & Student Services	2011	A workshop was held for 20 recent GED recipients to provide an opportunity to apply for admission, for FA, to receive tips on taking the Accuplacer test, and learns more about CCC academic programs and support services.	
			Academic Affairs	2013	SCAP staff work with adults in the community to understand how to enroll at the College, as well as provide guidance on how to prepare for the ACCUPLACER test.	1
			Academic Affairs	2013	SCAP hosted an event called Life After High School for community-based organization Robins' Nest to provide support for adults 18-23 years old who were returning to college.	1

**Institutional Effectiveness**

VII. ENSURE ACCOUNTABILITY TO THE PUBLIC						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
1. Continue to enhance the integrity, readability/clarity, transparency, and reliability of student and financial reporting for both internal and external audiences.	Goal 8	1. Increase access to data	Institutional Advancement	2011	List of electronic reports to be placed on website has been created. As reports are finalized they are being placed on the S drive for fast retrieval for the college community.	
			Enrollment & Student Services	2012	Additional database rules have been written; quality assurance and variance reports are being run on a regular basis to better manage collection of missing data and to correct data entry errors.	
			Institutional Advancement	2012	Continue to take advantage of our internal S Drive to share reports on the campus.	
			Institutional Advancement	2013	There is now Web access to financials, Board reports, HEOA/consumer information on the College's website.	1
			OIT	2013	The Datatel SQL Conversion will provide a new user friendly web based User Interface (UI) for the Student Information System (SIS). In addition to the new web base look and feel the reports will also be improved.	1
		2. Enhance on-line admissions process	Enrollment & Student Services	2011	Online application performance was enhanced resulting in the reformatting of the citizenship questions to assure more accurate data collection, the elimination of the undeclared major as a program choice, and the addition of new academic programs to the web search table.	
					The Admissions Task Force met monthly to troubleshoot online application issues.	
				2011	Programming and maintenance of the online admission application process was moved in-house from an outside vendor (CollegeNet), improving our ability to better manage desired changes, to collect more accurate data, and to experience budgetary savings.	

**Institutional Effectiveness**

VII. ENSURE ACCOUNTABILITY TO THE PUBLIC						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 1. Continue to enhance the integrity, readability/clarity, transparency, and reliability of student and financial reporting for both internal and external audiences.	Goal 8	2. Enhance on-line admissions process	Enrollment & Student Services	2011	A more efficient means of processing incoming external transcripts was implemented during the Spring 2011 semester, with the goal of an increased yield in students who register, and an expected decrease in the number of customer complaints.	
					Revised the transcript evaluation process reduced the wait time from 8 weeks to next day results. Hired part time advisors to read transcripts and input results.	
		3. Increase transparency of financial data	Administrative Services	2011	Initiated and continue to provide an expanded reporting of contracts and large purchases to the Board's Business Affairs Committee.	
					A schedule of all NJ State contract purchases was presented to the Business Affairs Committee each month.	
					A new quarterly Financial Report was developed and is presented to the Board of Trustees. The report includes year-over-year reporting, year-end projections and a narrative report.	
					Upon completion of external review of Business Office operations an organizational improvement plan was implemented.	
			Institutional Compliance	2012	<ul style="list-style-type: none"> <li>• A number of critical general and budget manager reports were written and placed on user dashboards according to their role at the College;</li> <li>• Developed web forms with online approvals for pink sheet hires and budget transfers;</li> <li>• Had custom programming completed to generate all financial statements directly from the software rather than have to key them into Excel</li> </ul>	1

**Institutional Effectiveness**

VII. ENSURE ACCOUNTABILITY TO THE PUBLIC						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 1. Continue to enhance the integrity, readability/clarity, transparency, and reliability of student and financial reporting for both internal and external audiences.	Goal 8	3. Increase transparency of financial data	OIT	2013	Deployed Onbase Document Imaging software to scan student, faculty and staff records into a digital format for Human Resource and Financial Aid departments. Digital imaging helps reduce the cost of storing and managing archived documents and helps employees more efficiently retrieve data. Obtained State Certification for the Document Imaging Process to ensure that documents are retained according to the State of NJ mandated retention periods for Community Colleges and Public Entities.	2
2. Continue to strengthen accountability through internal compliance.	Goal 8	1. Comply with all safety and federally mandated regulations	Academic Affairs	2011	Safety training in compliance with the Occupational Safety and Health Administration (OSHA) and other regulatory agencies was extended to include all adjunct faculty members. The online training covers topics including Sexual Harassment, Diversity and Blood Borne Pathogens	
			Safety & Facilities	2012	Emergency operations plan being posted on portal with all information for responding to in-progress incidents. The on-line material safety data website has been updated and matched with contents in buildings. Employee training on-going on chemical storage.	
			Human Resources	2012	Expanded online training to include all temporary part time employees.	
			Safety & Facilities	2013	Currently upgrading SDS system to comply with new Federal standards - will be complete one year ahead of mandate.	1
		2. Enhance financial reporting	OIT	2013	Onbase Document Imaging software to scan student, faculty and staff records into a digital format for Human Resource and Financial Aid departments. Digital imaging helps reduce the cost of storing and managing archived documents and helps employees more efficiently retrieve data.	2

**Institutional Effectiveness**

VII. ENSURE ACCOUNTABILITY TO THE PUBLIC						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 2. Continue to strengthen accountability through internal compliance.	Goal 8	2. Enhance financial reporting	Administrative Services	2011	Continued to upgrade the Bi-Tech financial software to provide greater controls, better reporting and increased accountability.	
			Institutional Compliance	2012	Bid a reinventory of our fixed assets for upload into the financial software for better accountability and control through periodic inventories;	2
					<ul style="list-style-type: none"> <li>• Upgraded to the 7.9.8 version of the financial software;</li> <li>• Developed custom interfaces between the student and financial system for critical processes such as cash receipts and invoices;</li> <li>• Implemented the job ledger for tracking capital projects;</li> <li>• Developed several new purchasing reports to track NJSC purchases, purchases by vendors and purchases by commodity ;</li> </ul>	1
			Finance Office	2013	Offered an EFT option for payment to our vendors and employee reimbursements resulting in lower bank fees and easier bank reconciliations	1
				2013	Implemented an automated time keeping system resulting in reduced payroll costs, increased accuracy and better reporting	1

**Institutional Effectiveness**

VII. ENSURE ACCOUNTABILITY TO THE PUBLIC						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
3. Continue to ensure that all College faculty, administration, and staff have seamless and transparent access to the information and systems necessary to facilitate their efforts.	Goal 8	1. Maintain a centralized system for information and data	Academic Affairs	2011	All assessment information is now placed on the College's S drive.	
			Enrollment & Student Services	2011	Resource 25 was implemented, a software enhancement that provides for better management of space on campus. The product's web viewer allows college employees who are seeking to use space, an opportunity to view campus events and available rooms, and make their room utilization requests online.	
			OIT	2012	Functionality for scheduling and reserving has been added.	
			Institutional Advancement	2012	All college wide data reports are placed on the S Drive for all to access.	N/A
			OIT	2013	OIT implemented SharePoint 2010 to provide a centralized location to store, retrieve, access and update shared stored documents and resources. The Campus Wide Software and Equipment Purchasing Compliance process was also established to implement a process for OIT to approve ALL hardware purchased on campus to eliminate redundancy and helps OIT manage hardware and support contracts on equipment.	1
		2. Continue to enhance IT capabilities for faculty and student support	Administrative Services	2011	The College's IT capabilities have been upgraded to enhance classroom technology, student services and faculty support.	
			OIT	2012	Continue to upgrade College's IT capabilities in classroom technologies, student services and faculty support.	
			OIT	2013	Designed and programmed 46 Audio and Video (AV) systems for new science building and existing classrooms. Continue to upgrade IT capabilities in classroom technologies, student services and faculty	1

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
1. Expand the activities of the Center for Civic Leadership and Responsibility by continuing to offer credit and non-credit workshops and by creating new institutes.	Goals 2,4, & 9	1. Offer events that reach a more diverse audience	Academic Affairs	2011	Offered the following events and activities in the Fall semester: <ul style="list-style-type: none"><li>• Cleopatra's World: A seven-part lecture series; registered 637 people</li><li>• Science &amp; Religion: A seven-part lecture series; registered 146 people</li><li>• Mini-courses: 18 offered; registered 562 people</li><li>• Autism Events: four offered; registered 308 people</li></ul>	
					Offered the following events and activities in the Spring semester: <ul style="list-style-type: none"><li>• Sex &amp; Society: A seven-part lecture series; registered 107 people</li><li>• Benjamin Franklin: A five-part lecture series; registered 78 people</li><li>• Mini-courses: 17 offered; registered 532 people</li><li>• Six Autism Events: 6 offered; registered 178 people</li><li>• Three One-time special events: three offered; registered 209 people</li></ul>	
			Institutional Advancement	2012	Offered the following events and activities in the Fall semester:  American Civil War: A History of Ordinary People in Extraordinary Times: registered 274 people	3
					Risorgimento! Italian Unification and the History of Italians in America: registered 102 people	1

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 1. Expand the activities of the Center for Civic Leadership and Responsibility by continuing to offer credit and non-credit workshops and by creating new institutes.	Goals 2,4, & 9	1. Offer events that reach a more diverse audience	Institutional Advancement	2012	Four One-Time special events: 412 people registered	1
					Autism Events: eight offered; registered 411 people	1
					Mini-courses: 9 offered; registered 167 people	
					Received a grant from Parents of Children Together (PACT) for the Autism Lectures	
					Received a grant from the New Jersey Council for the Humanities of Civil War Lecture series	
					Received mini-grant from the foundation for performances before Civil War Lectures \$1,500	
					Offered the following events and activities in the spring semester:	
					Dwight David Eisenhower: An American Presidency: registered 213 people	1
					Islam: Tradition and Diversity; registered 157 people	3
			Institutional Advancement	2013	Publicized Center events and activities through press releases and pitches to media.	1
				2013	Offered the following events and activities in the Fall semester: American Civil War: Polk and Generals: A seven-part lecture series; and a three-part special musical and theatrical performances to go along with lectures series registered 261 people	3
			Institutional Advancement/ Academic Affairs	2013	Maya: Countdown to The Apocalypse: registered 153 people	1

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 1. Expand the activities of the Center for Civic Leadership and Responsibility by continuing to offer credit and non-credit workshops and by creating new institutes.	Goals 2,4, & 9	1. Offer events that reach a more diverse audience	Academic Affairs/ Institutional Advancement	2013	The mathematics department and the CCLR jointly presented "Enigma: The Cipher Machine that Changed WWII."	1
				2013	The New Jersey Beekeepers Association, led a discussion on the state of beekeeping in our area. A hive was on display and information about bees and beekeeping were available. A documentary about bee colony collapse was presented. (Jointly hosted by the Biology Dept as part of Earth Day celebration and the Center for Civic Leadership.)	1
		2. Offer events that reach a more diverse audience	Academic Affairs	2011	One-time special events: two offered; created a College-For-A-Day program allowing prospective Camden County high school students to get a better understanding of the College. Sixteen schools and over one thousand students have participated in the program.	
			Institutional Advancement	2011	Received a grant from the Daniel J. Fiddle Foundation to provide professional development to our faculty and staff who work with our ASD students. Created Institute for Autism and Intellectual Disabilities	
			Academic Affairs	2012	College-For-A-Day program allowed prospective Camden County high school students to get a better understanding of the College. Seventeen schools and over 800 students have participated in the program.	1
			Institutional Advancement	2013	Five One-Time special events: registered 297 people	1
				2013	Autism Events: Five offered, registered 327 people	3

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 1. Expand the activities of the Center for Civic Leadership and Responsibility by continuing to offer credit and non-credit workshops and by creating new institutes.	Goals 2,4, & 9	3. Offer Special programs for targeted populations	Institutional Advancement/Academic Affairs	2013	Mini-courses: 10 offered: registered 215 people	3
				2013	Received a grant from Parents of Children Together (PACT) for the Autism Lectures	3
				2013	Received a grant from New Jersey Council for the Humanities for Civil War Lecture series	3
				2013	Offered the following events and activities in the spring semester:	Operational one lecture paid for out of foundation budget
					Russia and China After Stalin and Mao: Divergent Paths of Development: Five-part Lecture series registered 156 people	
					The Arts and Islamic Culture: Five-part lecture series: registered 50 people	
					Hidden Histories of Ancient Egypt: Five-part lecture series: registered 147 people	
					Four One-time special events: registered 229 people	1
					Autism Events: Five offered, registered 103 people	3
					Mini-courses: 9 offered: registered 176 people	
					Are applying for New Jersey Council for the Humanities for a to support Korea Lecture series fall 2013	

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 1. Expand the activities of the Center for Civic Leadership and Responsibility by continuing to offer credit and non-credit workshops and by creating new institutes.	Goals 2,4, & 9	3. Offer Special programs for targeted populations	Academic Affairs	2013	Participated in Give Kids a Smile Day, a National dental public health initiative for access to preventive dental care and education	1
2. Expand the opportunities for the community to participate in internally and externally sponsored activities.				2013	Developed and presented a Fire Officer III pilot program by request from the NJ Division of Fire Safety.	1
	Goals 2,4, & 9	1. Offer a variety of programs for internal and external audiences	Academic Affairs	2011	Art • 'Sample' - Student portrait photography • 'Consumed' - Mixed Media Works • 'Faculty Show' - full, adjuncts' work • 'The Possible and the Necessary' by Yikui Gu • 'The Works of Frank Hyder' • 'The 44th Annual Student Show'	
					Dance • 'The Way We Move' • 'Can't Stand Still'	
					Theatre • 'Murder On the Menu' - Dinner Theatre • 'The Odyssey' • 'As You Like It' • 'Pillowman' • 'Little Women' - The Musical	
					Music • Fall Concert-Tri-County Symphonic Band • Small Ensemble Winter Concert • Choir Winter Concert • Spring Concert- Tri-County Symphonic Band • Small Ensembles Spring Concert • Spring Choir Concert	

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.	Goals 2,4, & 9	1. Offer a variety of programs for internal and external audiences	Academic Affairs	2011	Speech • The Readers' Theatre Project: American Literature • The Readers' Theatre Project: 'In the Words of Women' • 'Benjamin Franklin in his Own Words' • 'On the Home Front': Readings & Memories of World War II	
					ART • "Flaneur: A Photographic Exhibition" Student photography • "Computer Graphics Show" by CCC Graphic Students • "Visual Arts Faculty Show" by full time and adjunct faculty of CCC • "One Man Show" by Greg Brelochs • "Retrospective" by Fred Schumm • "45th. Annual Student Show" by CCC students • 'One Man Show" by Paul Monasevitch	1
			Academic Affairs	2012	DANCE • "Spring Dance Concert"	1
					THEATRE • "Picasso at the Lapin Agile" • "The School for Wives" • "The 39 Steps" • "Our Town"	1

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.	Goals 2,4, & 9	1. Offer a variety of programs for internal and external audiences	Academic Affairs	2012	<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Fall Concert Tri-County Symphonic Band</li> <li>Small Ensemble Winter Concert</li> <li>• Jazz Concert</li> <li>• "Songs of Love" Choir Concert</li> <li>• Winter Concert-Tri-County Symphonic Band</li> <li>• "The Beatles"-Small Ensembles</li> <li>• Student Recitals</li> <li>• Spring Choir Concert</li> <li>• "Songs of Grace and Glory"-Tri-County Symphonic Band</li> </ul>	1
					<p><b>SPEECH</b>-Readers' Theatre Projects</p> <ul style="list-style-type: none"> <li>• Readers' Theatre Outreach Program: Walt Whitman,</li> <li>• Dorothy Parker, Robert Frost and Langston Hughes</li> <li>• "An American Christmas"</li> <li>• "Dr. Martin Luther King: In His Own Words"</li> <li>• "Eleanor Roosevelt: America's Revered Renaissance Woman"</li> </ul>	1
					<p><b>ENGLISH</b>-CCC Dean Poets Society</p> <ul style="list-style-type: none"> <li>• "Quixotica" and "Incommunicado"</li> <li>A Reader by Lauren Davis</li> <li>"Literature Live" Readings by CCC faculty, staff, administration</li> </ul>	1
					<p><b>LANGUAGE AND CULTURE DEPARTMENT</b></p> <p>Film Night – La Vie en Rose (French) Nueve Reinas (Argentina)</p>	1

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.	Goals 2,4, & 9	1. Offer a variety of programs for internal and external audiences	Institutional Advancement	2012	Communications areas developed support materials for the above events including flyers, posters, programs, paid advertising where appropriate, website promotions and social networking on Twitter and Facebook and ads in the CCC Magazine.	1
				2013	Offering a variety of artistic and educational programs for our students and employees, as well as for members of the Camden County/South Jersey Community. Examples: "Standing in the Shadow of Motown" "Porgy & Bess" and "The Dreamland" celebration. A Living History program offered specifically for our students on both the Camden and Blackwood campuses in February of 2013 was "The Women of the Civil Rights Movement." Along with the Latin Heritage Program, "flamenco Dancing." CCC&HC	3
				2013	Promoted CCC&HC events with flyers, programs and website promotions	1
			Academic Affairs	2013	Hosted monthly meetings for the Camden County Human Relations Commission and the ALS Support Group.	1
					Conducted Math Seminar Series. The group met once a week for presentations and discussions on applied mathematical topics such as Coding Theory, Cryptography, and Fourier Series. Participants also attended a workshop on Cryptography at York College of Pennsylvania. A second series was offered in Spring 2013.	1

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.	Goals 2,4, & 9	(CONTINUED) 1. Offer a variety of programs for internal and external audiences	Academic Affairs/ Institutional Advancement	2013	<p><b>ART</b></p> <ul style="list-style-type: none"> <li>• "One Man Show" by Paul Monaseritch</li> <li>• "Creative Spirits" by CCC Seniors Citizens</li> <li>• "Alumni Exhibition" by CCC Alumni</li> <li>• "Surface as Signifier" by 9 local artists</li> <li>• "Visual Arts Faculty Show" by full time and adjunct faculty of CCC</li> <li>• "Student Craft Show" by CCC students</li> <li>• "Art by Deborah Marris and Jane Chesson" by CCC adjunct and local artist</li> <li>• "A Matter of Perspective" by 12 national artists</li> <li>• "45th Annual Student Art Show" by CCC students</li> <li>• "Farmers in South Jersey: A Photo Essay"</li> </ul> <p><b>THEATRE - Playwriting Series</b></p> <p>"This is Our Youth"          "The Heidi Chronicles"          "The Bold Soprano"          "Zoo Story"          "No Way In But Out"          "The Laramie Project"          "Theatre Fest"</p> <ul style="list-style-type: none"> <li>• STAGES</li> <li>o "Boeing Boeing"</li> <li>o "The Mousetrap"</li> <li>o "How I Learned To Drive"</li> <li>o "Avenue Q"</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Fall Tri-County Concert</li> <li>• Small Ensemble Fall Concert</li> <li>• Jazz Concert – Fall</li> <li>• Choir Concert – Fall</li> <li>• Spring Tri-County Concert</li> <li>• Sargent Pepper's Lonely Hearts Club Band</li> <li>• Student Solo Recitals</li> <li>• CCC Choir Concert – A Chord Escape</li> </ul>	1

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.	Goals 2,4, & 9	(CONTINUED) 1. Offer a variety of programs for internal and external audiences  2. Use a variety of marketing efforts to increase awareness of College Activities.	Academic Affairs/ Institutional Advancement	2013	DANCE • “Emotions in Motion” by CCC students • “Moving On” by CCC students  SPEECH • Reader’s Theatre Projects o “The Grapes of Wrath” o “The Words of Workers” o “Spoon River Anthology”  ENGLISH • Publication Party and Open Poetry Mic • Poetry Readings by Gretna Wilkinson • Literature Live	1
			Institutional Advancement	2011	Between 8,000 and 10,000 copies of the lecture and workshop booklets were designed and printed for each fall, spring and summer CCL&R event.	
			Institutional Advancement	2011	CCL&R promotions appeared in the fall and spring CCC Magazines.	
			Institutional Advancement	2012	Earned press placements that focused on public programming sponsored by the Center for Civic Leadership and Responsibility, the Office of Student Life and Activities, the Visual, Performing and Communication Arts Department and other College	
			Institutional Advancement	2012	Publicized most major internally sponsored and some externally sponsored events and activities offered on campus with press releases that were issued to media outlets and posted on the College Web site.	

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.	Goals 2,4, & 9	2. Use a variety of marketing efforts to increase awareness of College Activities.	Institutional Advancement	2013	Events and activities such as the Ancient Beer and Myan Food events promoted via, website; social networking, Twitter/Facebook; website calendar; Fall, Spring and Summer Booklets; mailings	1
				2013	Camden Conference Center events and promotional materials are posted on Facebook and Twitter. Past client email lists are utilized for follow up surveys and promotions.	1
				2013	Develop flyers, programs, website spotlights to increase awareness of activities	1
				2013	Increased number of online media outlets that receive direct uploads of press releases.	1
		3. Extend facilities to community	Institutional Advancement	2011	Received funding from the Subaru Foundation to support an intergenerational library in Camden for ABS families.	
					Outreach efforts were made to promote the availability of the Camden Conference Center to outside groups	
			Continuing Education	2012	RETC is being widely used by county organizations for meetings and training.	

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 2. Expand the opportunities for the community to participate in internally and externally sponsored activities.	Goals 2,4, & 9	3. Extend facilities to community	Institutional Advancement	2013	Design/update the Website Rental web pages.	1
				2013	Regional Emergency Training Center rentable spaces were posted to the College's website	1
				2013	Expand our community outreach efforts in Camden through enhanced linkages with community organizations and the Camden City Board of Education.	6
			OIT	2013	Continuously provide technical event coverage and work with the Office of institutional Advancement for all major events, including but not limited to Congressman Andrews meeting, Science Building Ribbon Cutting Ceremony, etc.). Replace obsolete lighting system with a new updated automatic Dimmer Lighting System in the Dennis Flyer Theater to improve lighting and replace the current manually intensive system.	1
			Institutional Advancement	2013	Presented expanded visual art exhibitions to the entire Camden County/South Jersey Community of artists at the College's Regional Emergency Training Center. In January of 2013, the Commission sponsored the 38th annual Juried Art Competition, and hosted over 50 artists from as far away as New York City, Atlantic City, New Jersey, Philadelphia and Chester County, New Jersey to compete in this magnificent display of art and culture. Over \$1,000 in prizes was awarded to top winners. In April, 2013, the Commission's 8th annual National Arts Program drew more than 50 artists from Camden County who submitted 82 pieces of art for over \$2,400 in cash prizes.	3

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
3. Expand partnerships with outside organizations.	Goals 2,4, & 9	1. Increase partnership with County Agencies to provide additional educational opportunities	Academic Affairs	2011	A Board Resolution was signed to consolidate all adult education programs from Camden County Technical School with Camden County College. Students will now earn credit and non-credit certificates for programs offered on the CCTS Sicklerville Campus beginning in the fall.	
			Institutional Advancement	2011	Expanded our community outreach efforts in Camden through enhanced linkages with community organizations and the Camden City Board of Education.	
			Administrative Services	2011	College continues its leadership of the Camden Higher Education & Health Care Task Force.	
					College continues to lead the Camden County Transformation Initiative and serves as Principal Investigator. Second year results document a savings in excess of \$1.2 million with the potential to save an additional \$1 million in 2011.	
			Institutional Advancement	2012	Offered the following events and activities in the Fall semester: American Civil War: A History of Ordinary People in Extraordinary Times: registered 274 people	

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Expand partnerships with outside organizations.	Goals 2,4, & 9	1. Increase partnership with County Agencies to provide additional educational opportunities	Institutional Advancement	2012	Publicized – through press releases – partnerships between the College and/or its divisions, offices, departments and programs with entities such as the New Jersey Department of Community Affairs, New Jersey Business & Industry Association and New Jersey Community College Consortium for Workforce and Economic Development, the County of Camden, Camden County Technical Schools, the state Department of Labor and Workforce Development, a consortium led by the Tidewater Community College, the New Jersey Council for the Humanities, the New Jersey Italian and Italian-American Heritage Commission, the Camden County Library System, the University of Maryland's University College, Holy Family University, New Jersey City University, Thomas Edison State College, Barnes & Noble College Bookstores, Starbucks, Rutgers University, Rowan University, the New Jersey Dental Association, the Council of American Overseas Research Centers, the Carnegie Corp. of New York, the Penn Museum's International Classroom Program, the Penn Middle East Center and the American Research Institute in Turkey, the International Society of Automation, Rochester Institute of Technology, Cornell University, Actors' Equity Association, the Lumina Foundation, the New Jersey Higher Education Student Assistance Authority and local school districts. All were issued to media outlets and posted on the College Web site.	

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Expand partnerships with outside organizations.	Goals 2,4, & 9	1. Increase partnership with County Agencies to provide additional educational opportunities	Institutional Advancement	2013	The Commission's 38th Annual Arts for Teens Festival was held on the Rutgers Camden Campus again this year, offering education opportunities in the arts to teens ages 13 thru 19 from nearly 95 secondary schools within Camden County.	3
		2. Increase partnerships with agencies serving the disabled population to provide professional development and educational opportunities		2013	On July 31, 2013, the Commission will host its 7th annual CHAMP program with Rowan University. This program offers educational opportunities to approximately 100 at risk students from all over Camden, Burlington and Gloucester Counties.	3
			Academic Affairs	2011	The College signed an agreement with Bancroft School to bring students with intellectual disabilities to the Blackwood Campus to participate in job experiences on campus.	
					Speakers were provided from the Center for Neurological and Neurodevelopmental Health for the CCLR Autism Institute and collaborated in the development of the Behavioral Health Care Certificate of Achievement (BHC.CA).	
			Institutional Advancement	2013	The Cultural & Heritage Commission's Musical Interludes Programs brings the power of live music to those disabled, sick and shut-in members of our community by partnering with nursing homes, hospices, hospitals and community centers, as well as veterans facilities. Musical Interludes is not only soothing and healing but also educational in nature, and offers developmental opportunities as well as quality of life opportunities to individual incapable of attending or experiencing a live musical concert on their own!	3

**Institutional Effectiveness**

VIII. ENCOURAGE BROADER COMMUNITY ENGAGEMENT						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code (1-6)
(CONTINUED) 3. Expand partnerships with outside organizations.	Goals 2,4, & 9	2. Increase partnerships with agencies serving the disabled population to provide professional development and educational opportunities	Institutional Advancement	2013	College participates in Gloucester Township Rotary whereby speakers from CCC inform about programs. Bernadette spoke and asked about internship programs for her students and Field of Dreams project.	1
		3. Increase partnerships with private agencies to deliver various programs on campus	Institutional Advancement	2011	A full-page ad featuring the Cleopatra exhibit with the Franklin Institute was designed and placed onto the back cover of the fall CCC Magazine which is delivered to over 305,000 county residents.	
			Academic Affairs	2012	Hosted Dreams of Tomorrow's (DOT) "It's All About You Summit" in October 2011. Forty Five students attended the empowerment event.	
					Offered six college-level courses for Cooper Hospital and offered two college-level courses for 1199C.	
					Bancroft program now on campus	3
			Institutional Advancement	2013	Design flyers, posters, other print and website promotions for events.	1

**Institutional Effectiveness**

IX. PROMOTE ENTREPRENEURIAL ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
1. Continue to expand our efforts in generating external resources in order to increase programmatic support and student scholarships.	Goal 6	1. Expand external resources through the work of the College Foundation	Academic Affairs/ Institutional Advancement	2011	Hosted our 3rd Annual Civic Leadership Award fundraiser to benefit the Center for Civic Leadership.	
					Secured a scholarship fund from the Rohrer Foundation for business transfer students who completed at least 30 credits with a G.P.A. of 3.0 or higher.	
					Hired a consultant to seek funding for Literacy, Arts & the Science Center.	
					Partnered with the Rohrer Foundation and Rowan University to establish the Rohrer Business Scholars Program.	
					Continue to expand alumni programs to cultivate potential donors	
					Hosted several events this year to raise money for scholarship support.	
					Expanded the annual fund appeals to include graduates from specific programs for donations to those programs including dental hygiene, dental assisting, and veterinary technology.	
					Developed a plan with the athletic department to identify new sources of funding for athletics, including an annual fund appeal to alums who participated in CCC athletics.	

**Institutional Effectiveness**

IX. PROMOTE ENTREPRENEURIAL ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 1. Continue to expand our efforts in generating external resources in order to increase programmatic support and student scholarships.	Goal 6	1. Expand external resources through the work of the College Foundation	Institutional Advancement	2012	Publicized fundraising activities, grant awards, scholarship development, "friendraising" initiatives and board of directors member searches by the Camden County College Foundation in press releases that were issued to media outlets and posted on the College Web site.	
					Hosted our 4th Annual Civic Leadership Award fundraiser to benefit the Center for Civic Leadership	
					Secured a \$104,000+ donation from the Riletta Cream Scholarship Fund to establish the Riletta Cream Scholarship Fund at Camden County College	
					Hosted several events this year to raise money for scholarship support	
					Hosted an all-American athletic plaque unveiling to cultivate former student athletes	
					Secured a \$9,000 gift from the Gerald Schreiber Foundation to support the Veterinary Technology Clinic	
					Continue to expand alumni outreach to cultivate potential donors	
					Established the William Lyons Memorial Endowment to benefit the Center for Civic Leadership	

**Institutional Effectiveness**

IX. PROMOTE ENTREPRENEURIAL ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 1. Continue to expand our efforts in generating external resources in order to increase programmatic support and student scholarships.	Goal 6	1. Expand external resources through the work of the College Foundation	Institutional Advancement	2013	Publicized activities of Foundation through press releases to media.	1
				2013	Hosted 5th Annual Civic Leadership award where the Foundation net approximately \$20,000 for the Center for Civic Leadership	1
				2013	Secured a pledge from the Rohrer Foundation for \$250,000 (in addition to an ongoing pledge of \$150,000) to award scholarships to Camden County public high school graduates	1
				2013	Continued to use the support of a consultant to aid in developing major corporate and individual gifts for specific programs	1
				2013	Developed a retiree program to cultivate relationships with retirees that may eventually lead to increased donations from this group	1
				2013	Hosted several fundraising activities to raise money from faculty, staff, students and friends for scholarships and other programs	1

**Institutional Effectiveness**

IX. PROMOTE ENTREPRENEURIAL ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
2. Explore the establishment of a non-profit entity 501(c)(3) associated with the College that offers our resources to the region including College facilities, consultation, training, a speakers bureau, management teams and other solutions for public and private organizations.	Goal 6	1. Research the feasibility of establishing a 501 (c)(3)	Institutional Advancement	2013	Research was conducted and it was deemed not feasible to establish any additional 501 (c)3.	1
				2013		
				2013		
3. Expand access to non-instructional opportunities offered by the College, such as facility rentals to outside organizations and governmental agencies.	Goal 6	1. Increase marketing efforts to inform the community about the availability of rental space	Institutional Advancement	2011	The Camden Conference Center was noted on the Hopeworks map of Camden City.	
					Outreach efforts promoted the availability of the Camden Conference Center to outside groups.	
					Availability of rental facilities for the Camden Conference Center and the Blackwood Campus were developed and placed on the CCC website	
			Continuing Education	2012	RETC has been added as a rentable facility and is being promoted among area organizations.	
			Institutional Advancement	2013	Website Rental space pages were updated and expanded with floor plans and photos. E-newsletter created for rental promotion.	1

**Institutional Effectiveness**

IX. PROMOTE ENTREPRENEURIAL ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes/Activities	Budget Code (1-6)
(CONTINUED) 3. Expand access to non-instructional opportunities offered by the College, such as facility rentals to outside organizations and governmental agencies.	Goal 6	2. Develop policies and procedures to promote and oversee external use of facilities	Institutional Advancement	2013	In Place	1
				2013		
4. Pursue the goal of attracting compatible commercial development that will enhance the campus and generate revenue by working with local land-use officials on the designation of the Blackwood Campus' approximately 75 acres as a redevelopment zone.	Goal 6	1. Develop a plan to attract compatible commercial development	Administrative Services	2011	Working in conjunction with Gloucester Township officials to designate the perimeter area as a redevelopment area. A planning contract will be issued to develop concept plans for commercial development of the Blackwood perimeter areas as well as redevelopment concepts for the northwestern portion of the academic core.	
			Safety & Facilities	2012	Working with county improvement authority and engineers to review the area's utility infrastructure to assure improvements will support future development. Master Plan development will be coordinated with this initiative to provide best solutions for college and community. Have met with development realtors.	
			Safety & Facilities	2013	College working with Camden County and Gloucester Township and their respective Master Plans. Gloucester Township development zone to include Blackwood Campus. Establishing project criteria. Committees formed with public/private partnerships.	5

Budget Code: 1= Operational 2 = Capital 3= FD/Grants 4= Chap 12 5= Other 6= N/A

### Institutional Effectiveness

X.ENHANCE INSTITUTIONAL ASSESSMENT ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code(1-6)
1. Continue to enhance student learning assessment.	Goal 1	1. Involvement in national and regional assessment initiatives	Academic Affairs	2011	Participated in the New Leadership Alliance for Student Learning and Accountability. The purpose of the grant-funded program is to develop a national certification for assessment.	
			Academic Affairs	2012	President joined Executive Committee for New Leadership Alliance, enhancing our participation in developing a national model for assessment.	
			Institutional Advancement	2012	Academic Vice President served on Middle States PRR team. President chaired Middle States decennial visit. Assistant to the AVP served on a Middle States Small Team Visit.	
				2012	Participating in the National Community College Benchmarking Project.	1
			Academic Affairs	2013	Faculty and administrative representation are active on NJ Dept. of Education K-12 Next Generation Science Standards Committee	1
				2013	Math and English faculty are representatives on the PARCC Core Learning Outcomes committee.	1

**Institutional Effectiveness**

X.ENHANCE INSTITUTIONAL ASSESSMENT ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code(1-6)
2. Expand and enhance institutional effectiveness efforts.	Goal 1	1. Enhance program evaluation by extended data analysis	Academic Affairs	2011	The APR process was modeled to an outcome based, data-driven instrument. Twelve programs were assessed in areas including: retention, graduation, transfer, student success rate and program level student learning outcomes assessment.	
				2012	Closed loop on 2011 APR's through administrative review of recommendations. 26 additional programs provided with APR data for review and analysis. Five year plan for FY11 to FY15 Completed. Institutional Advancement hosted an Assessment Workshop reviewing best practices in assessment of units within Institutional Advancement.	
			Academic Affairs	2013	Data packages for the five-year Academic Program Reviews were revised to better inform faculty and administration on outcomes in the academic programs.	1
		2. Expand assessment to all units of the College	Institutional Advancement	2013	An Institutional Effectiveness Plan was Developed.	1
			Enrollment & Student Services	2011	The Assistant to the Vice President for Academic Affairs presented a workshop to Enrollment and Student Services staff on assessment of Non-Teaching Units. This was done to reorient the ESS leadership to Middles States requirements for writing outcomes, collecting and analyzing data.	
			Academic Affairs	2012	Workshop on Assessment for NTUs in Enrollment and Student Service Division given. President held several meetings with Vice Presidents and Executive Directors reviewing assessment requirements and expectations.	

Budget Code: 1= Operational 2 = Capital 3= FD/Grants 4= Chap 12 5= Other 6= N/A

### Institutional Effectiveness

X.ENHANCE INSTITUTIONAL ASSESSMENT ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code(1-6)
2. Expand and enhance institutional effectiveness efforts.	Goal 1	2. Expand assessment to all units of the College	Academic Affairs	2013	A new Student Success Committee was developed to address non-academic, student support units of the College. This Committee will assess student service and support units in alignment with the Middle States Characteristics of Excellence criteria.	1
					Proficiency Profile Standardized Test administered in spring 2013 to measure General Education Learning Outcomes	1
3. Plan for and prepare the 2013 Middle States Commission on Higher Education Program Review Report.	Goal 1	1. Student Learning Outcomes Committee serves as oversight body in assessment and preparation for PRR	Academic Affairs	2011	The Student Learning Outcomes Committee reviewed our compliance with Middle States Standards 12 and 14. The committee submitted recommendations to the Vice President for Academic Affairs to strengthen programs in preparation for the Periodic Review Report (PRR).	
				2012	Audited embedded SLOs for Information Literacy and Ethical Awareness in General Education Courses.	
			Academic Affairs	2013	A new Associate Dean for Curriculum and Assessment was appointed and oriented at the annual Middle States Conference. The College made a major change this year, decentralizing administrative duties to the division deans and faculty level in collaboration with the new Associate Dean.	1
				2013	Faculty liaisons were appointed to work with the Associate Dean for Curriculum and Assessment and their area dean within the structure of the SLOA committee to monitor, track and upload assessment data. Liaisons will also mentor division faculty in implementing the assessment plan in their divisions.	1

**Institutional Effectiveness**

X.ENHANCE INSTITUTIONAL ASSESSMENT ACTIVITIES						
Strategic Initiative	Mission Goals	Objectives	Responsible Area	FY	Outcomes	Budget Code(1-6)
3. Plan for and prepare the 2013 Middle States Commission on Higher Education Program Review Report.	Goal 1	2. College Personnel obtain training in assessment and PRR preparation	Academic Affairs	2011	The College sent three representatives to the Middle States Periodic Review Report Training Program for schools undergoing Periodic Review Reports in the next two years.	
					Dr. Hamilton served as a Middle States PRR reviewer for two schools in 2010 and accepted an appointment to review two additional schools in 2011.	
					The Assistant to the Vice President for Academic Affairs served on a Reviewing Team to review Middle States Standards 8, 9 and 14	
			Institutional Advancement	2011	The Middle States Annual Intuitional Profile was completed. This is used in conjunction with the PRR.	
			Academic Affairs	2011	Three forums held for faculty and staff updating the college community on our PRR progress. Agenda item at June Board retreat will give BOT members overview of PRR process and preparation.	
			Academic Affairs	2013	The new Associate Dean for Curriculum and Assessment is working with the SLOA committee members, faculty liaisons and deans to train everyone in administrative functions of assessment.	1
				2013	The Teaching Learning Center offered workshops on various assessment topics and will continue to offer assessment workshops as a series.	1

## **INTERNAL CONTROL CONCEPTS**

Internal controls help keep the College on course to achieve goals, carry out management directives, reduce surprises, increase reliability of information, promote effectiveness and efficiency, safeguard assets, and comply with rules and regulations.

### **Roles And Responsibilities**

**Everyone in the College has some responsibility for internal control.** They may produce information used in the internal control system or take other actions needed to effect control. Any weak link in the organizational structure can create a weakness in the control system.

The College's leaders are ultimately responsible and assume ownership of the internal control system for their areas of responsibility. The President provides leadership and direction to vice presidents. Together with them, the President shapes the values, principles and major operating policies that form the foundation of the institution's internal control system. Vice Presidents provide direction to senior administrators responsible for major functional areas such as departments, auxiliary operations and support services. This should include an evaluation of objectives, risks, and the associated internal controls. Senior administrators have line responsibility for designing and implementing control systems at detailed levels. They are also responsible for executing institution-wide control policies and procedures. These responsibilities should come with authority and accountability to the next higher level.

Other groups also play important roles. The Board of Trustees provides important oversight. Financial and budget officers, and their staffs, often are involved in developing institution-wide budgets and financial plans. Compliance officers contribute to the effectiveness of the controls, but are not responsible for establishing or maintaining them. Outside parties, such as external auditors, also provide information useful in evaluating and improving internal control.

### **Definition Of Internal Control**

Internal control is a process effected by the college's governing board, faculty, and staff designed to provide reasonable assurance regarding the achievement of objectives in the following categories:

- Effectiveness and efficiency of operations
- Reliability of data and financial reporting
- Compliance with applicable laws and regulations

Controls can be either preventive or detective. Preventive controls attempt to deter or prevent undesirable acts from occurring. They are proactive controls that help to prevent a loss. Examples of preventive controls are separation of duties, proper authorization, adequate documentation, and physical control over assets.

Detective controls, on the other hand, attempt to detect undesirable acts. They provide evidence that a loss has occurred but do not prevent a loss from occurring. Examples of detective controls are reviews, variance analyses, reconciliations, physical inventories, and audits.

Both types of controls are essential to an effective internal control system. From a quality standpoint, preventive controls are essential because they are proactive and emphasize quality. However, detective controls play a critical role, providing evidence that the preventive controls are functioning and preventing losses.

This definition reflects certain fundamental concepts:

- **Everyone at the College has some responsibility in an effective internal control system.**
- Internal control is a process. It is a means to an end, not an end in itself.
- People affect internal control. It's not merely policy manuals and forms, but people functioning at every level of the institution.
- Internal control is geared to the achievement of objectives in several overlapping categories.
- Internal control can be expected to provide only reasonable assurance regarding achievement of operational, financial reporting and compliance objectives.

Effective administration involves planning, executing and monitoring. Internal control is a tool used to accomplish these processes.

### **Components Of Internal Control**

Internal control consists of five interrelated components derived from basic college operations and administrative processes as follows:

1. *Control Environment* – This is the College's attitude, awareness and actions concerning philosophy, operating style, organization structure and other concerns which act as an umbrella for the accounting system and control procedures. The core of any educational institution is its people. They are the engine that drives the organization. Their attributes (integrity, ethical values and competence) and the environment in which they operate determine the success of the institution. An effective control environment is an environment where competent people understand their responsibilities, the limits to their authority, and are knowledgeable, mindful, and committed to doing what is right and doing it the right way. They are committed to following an organization's policies and procedures and its ethical and behavioral standards. The control environment encompasses technical competence and ethical commitment; it is an intangible factor that is essential to effective internal control.

#### **Control Environment Factors include:**

- (a) Integrity and Ethical Values
- (b) Commitment to Competence

- (c) Philosophy and Operating Style
  - (d) Organizational Structure
  - (e) Assignment of Authority and Responsibility
  - (f) Human Resource Policies and Practices
2. *Risk Assessment* –This is the identification and analysis of relevant risks to the achievement of the organization's broad objectives, forming a basis for determining how the risks should be managed. A precondition to risk assessment is establishing objectives that are linked at different levels within an organization and internally consistent. To properly manage College operations, we need to determine the level of financial and compliance risk we are willing to assume. Risk assessment is one of the responsibilities that enable us to act pro-actively in reducing unwanted surprises. Failure to consciously manage these risks can result in a lack of confidence that financial and compliance goals will be achieved.

Risk Assessment Questions include:

- (a) What can go wrong?
- (b) Where are we most vulnerable?
- (c) Where is our greatest exposure?
- (d) What types of transactions in our area provide the most risk?
- (e) Do we have "liquid" assets or assets which have alternative uses?
- (f) How can someone bypass the internal controls?
- (g) What potential risk areas could cause adverse publicity?

We also must establish mechanisms to identify, analyze and manage the related risks.

3. *Control Activities* – These represent specific policies and procedures in addition to the control environment and accounting system, established to provide reasonable assurance that entity objectives are achieved and that financial information is complete, accurate, and valid.

Types of Control Activities include:

- (a) Written policies and procedures
- (b) Authorization and review of transactions
- (c) Proper and timely recording and reconciliation of transactions
- (d) Specific authorization to access assets/accounts
- (e) Top level performance reviews- progress on achievement of objectives, actual vs. budget comparisons, review of performance indicators (i.e. statistics, surveys)
- (f) Functional or activity management reviews
- (g) Information processing controls
- (h) Physical controls
- (i) Segregation of duties

4. *Information /Accounting Systems and Communication* – These enable the college's staff to capture and exchange the information needed to conduct, manage and control its operations on a timely basis. It consists of the methods and records established to identify, assemble, analyze, classify, record, and report an entity's transactions in accordance with accounting principles, and to maintain accountability for recorded assets and liabilities. In addition, an appropriate communication system should ensure that employees' duties and control responsibilities are also effectively communicated. Channels should exist for staff to report suspected improprieties.
5. *Monitoring* – The entire process must be monitored and modified as necessary. Thus the system can react dynamically to changing conditions. This is accomplished through ongoing monitoring activities such as departmental self-assessments, management review of operating and financial reports, internal and external audits, and investigation of complaints from internal and external sources.

The control environment provides an atmosphere in which people conduct their activities and carry out their control responsibilities. It serves as the foundation for the other components. Within this environment, we assess risks to the achievement of specified objectives. Control activities help ensure that directives are carried out to address the risks. Meanwhile, relevant information is captured and communicated throughout the organization. The entire process is monitored and modified as conditions warrant.

## **INTERNAL CONTROLS FOR FISCAL APPLICATIONS PROCESSED BY ALL COLLEGE DEPARTMENTS**

### **Controls That Apply To All Types Of Transactions**

In addition to specific control procedures for each distinct type of transaction, there are certain common procedures that apply throughout. At a minimum all departments should adhere to the following procedures:

1. Systems and procedures should be documented in each department. Each department should assess the types of transactions it enters into on behalf of the College and document in writing how the paperwork flows, and how management achieves the broad financial control objectives to meet their fiduciary responsibility.
2. Departments should have an organization chart showing operating lines of authority and reporting. There should be appropriate job descriptions explaining in detail the responsibilities and authority for all office employees.
3. Authority should be formally assigned and documented. This should include who can initiate transactions such as purchase orders and budget transfers, who must approve them, who can document receipt of items, who is the cash custodian if applicable and who reviews accounting information. Approval authority, including electronic approvals, should not be delegated to a less senior staff member.
4. If practicable, various duties and responsibilities should be assigned in a way that promotes a good system of checks and balances. For example, those originating a transaction should not be responsible for recording it, not have asset custody, nor be involved with later reconciliation or inventory procedures.
5. Internal departmental processes should be designed to satisfy the need for timely information and should be coordinated with official College systems. Individual departmental financial transactions must be periodically compared (reconciled) to the College's statements of account. When determining the extent of this review conducted by a department, discretion should be used to weigh the risk that significant errors will occur and go undetected. The result is to determine dollar limits and thereby identify accounts, or specific transactions, that will be subject to either being scanned, reviewed, or reconciled in detail depending on the risk assumed. Differences identified in this process must be resolved. This step constitutes a significant control over the processing of information, which the College relies on for reliable financial reporting.
6. Since departments are responsible for their accounts, a manager or other knowledgeable employee should review the accounts for reasonableness in relation to the departments overall operations. Do the accounts reasonably reflect the economic operation of the department?
7. Record retention should follow the policies set by the College.

### **Monthly Reporting Control Procedures**

1. A monthly comparison should be made of departmental records with those recorded in the Bitech system
2. A monthly review by appropriate management of budget vs. actual expenditures should occur
3. A monthly review of detailed expenditure and encumbrance transactions should occur
4. In each department, formal written documentation should exist as to who in a department is authorized to do budget transfers (i.e. who is the budget manager for the department). Transfers should be processed in accordance with the College's approval hierarchy. In addition, the Vice President for Administrative Services must approve all salary transfers.

### **Purchasing Control Procedures**

1. All purchases should be made in accordance with the County Colleges Contracts Law, (NJSA 18A:64A-25.1 et.seq.) and College purchasing policies and procedures. The department should also comply with special terms and conditions of any federal and state grants and contracts.
2. All purchases including supplies, furniture, equipment, and lease commitments should be initiated online through purchase requisitions/purchase orders. Payment vouchers should only be used for unique situations where a check must accompany an order or for infrequent emergency situations.
3. College employees shall not accept gifts, free incentives, personal loans, entertainment or other special considerations from an individual or vendor doing business or proposing to do business with the College.
4. Formal written documentation should exist as to who in a department is authorized to initiate purchases, i.e., approve purchase requisitions, physically receive goods and enter receiving information. This will require the department to develop a matrix covering the various levels of authorization for certain groups of accounts.
5. Online approval authority should be given by the documented individual and not delegated to a less senior staff member
6. Requisitions and purchase orders should be in agreement and a department's receiving personnel should know what is expected to be received. The acknowledgement of receipt of goods, if practicable, should be processed by an individual separate from those authorized to requisition goods. The receipt should be processed promptly because invoices cannot be paid until receipts are approved.

7. Travel should be in accordance with the College's Conferences and Meeting Policy.
8. Consultants should be properly classified and adequately documented through use of the college's Independent Contractor Status Determination and Documentation Checklist.

### **Petty Cash and Change Funds Control Procedures**

1. Departments with petty cash and/or change funds (such as the Business Office, Parking Garage, Accounts Payable) should have written procedures for control and reconciliation.
2. Each fund should have one designated custodian.
3. If petty cash, the total cash, checks, and receipts should always agree with the balance assigned to the department.
4. Proper procedures should be in place to physically safeguard these funds, like storing them in a safe or a locked file.

### **Cash and Check Receipts Control Procedures**

1. When cash or a check is received in person, the recipient should be given a pre-numbered cash receipt.
2. Checks received through the mail should be restrictively endorsed immediately upon receipt, and listed on a receipt log that can be reconciled with the deposit.
3. All amounts received should be either deposited daily in a College bank account through the approved armored car pick up procedure, if applicable, or transmitted to the Business Office in Blackwood for deposit. If depositing through the Business Office, the depositing department should insist that the cash be counted in their presence and receive a receipt from the Business Office for their deposit.
4. Cash (currency) should not be sent to the Business Office using campus mail
5. If cash must be stored overnight, it should be properly safeguarded and stored in a secure place such as a safe.
6. Checks must be made payable to "Camden County College". Checks made payable to individuals or joint payees cannot be accepted.
7. Departmental accounting records maintained for control purposes should be adequately and timely updated to reflect receipts

8. Proper and timely reconciliations should be performed between departmental records, listing of receipts and College statements of account.
9. The individual performing such reconciliations should be independent of the accounting function if practicable, plus possess knowledge of departmental operation to detect missing or unrecorded receipts.
10. Departmental expenses should not be paid directly from departmental receipts.

### **Human Resource/Payroll Control Procedures**

#### *Federal Workstudy Employees*

1. Student workers must punch a time card at the start and end of their shift
2. Time cards are used by students to complete their timesheets and should be attached to the timesheet
3. Students and their supervisors should sign time sheets. A regular College employee should be designated in writing to approve a student's time. This authority should not be delegated to a less senior staff member. This employee must be in a position to know if the work was actually done in a satisfactory manner.
4. The supervisor should retain a copy of the time sheet for later reconciliation to College's accounts.
5. Time card and timesheets must be hand carried directly to the Payroll Office by the FWS supervisor (not the student) by the established deadlines.
6. All FWS paychecks will be disbursed from the Business Office in Blackwood or Rm.211 in the Camden Technology Center. All paychecks not picked up by 2 p.m. on payday will be mailed that day.

#### *Hourly and Overtime Timesheets Control Procedures*

1. For hourly employees and overtime for salaried employees, it is important that a supervisor who has direct knowledge of satisfactory work performance review the time sheet and sign it. Once signed, time sheets should not be returned to the employee, but sent directly to the Payroll Office
2. Paychecks should be picked up by the employee, signed for, and not given to the supervisor signing the time sheet. All paychecks not picked up by 2 p.m. on payday will be mailed that day.
3. There should be a periodic reconciliation between departmental copies of the time sheets and charges on the appropriate Bitech account. An independent employee who has knowledge of departmental operations and can identify discrepancies should perform this.

*Other Payroll/Human Resource Control Procedures*

1. All new employees should be properly authorized by the Human Resource department before commencing work.
2. Employees should submit attendance report forms to their supervisor as early as possible, but at least 7 days prior to an anticipated absence and 1 day after returning from an unanticipated absence. Supervisors should be diligent about assuring these reports are filed timely for all staff. Original copies should be delivered timely by the supervisor directly to the Human Resource Office and not returned to the staff member.
3. Supervisors should notify the Human Resource Office immediately for all absences exceeding three days.
4. IUE staff members should punch timecards daily. The supervisor should initial the time cards as well as any changes to the punched time. Timecards should be delivered to the human resource office by the supervisor on Monday for the previous week.
5. Upon an employee's termination from employment for whatever reason, the immediate supervisor must collect keys, I.D. and library cards, and other College property from the employee who is leaving, and account for all equipment used by the employee as outlined in the Separation and Termination Checklist. They should also immediately notify OIT to cancel access to all electronic media and systems.
6. Federal regulations require that the allocation of salaries to sponsored programs be supported by appropriate documentation including an after-the-fact confirmation of activity. Time and effort records should be maintained for all employee who are charged to any grant at less than 100%. These should be submitted to the grants office by the established deadlines.
7. Employee tuition waivers should be processed/approved in accordance with the tuition waiver policy and procedures.

**Furniture And Equipment, Including Computers Control Procedures**

1. Responsibility for the maintenance and control of all property and equipment rests with department chairs, deans, and directors. Responsibility for equipment acquired under sponsored agreements also rests with the project director.  
One employee in a department should be designated as the asset custodian and be responsible for:
  - Knowing the location of all departmental equipment
  - Periodically comparing recorded accountability to actual assets
  - Bringing differences to the prompt attention of departmental management

2. Departmental assets should be safeguarded from theft and unauthorized use. All College property should be properly secured when an office is unattended. Keys to offices should be distributed with discretion, particularly for late evening and weekend work. Keep a current list of employees entrusted with keys.
3. Furniture, equipment, and computers will be charged to appropriate College object codes for appropriate accounting and tagging. The following codes should be used:
  - A. Items costing **less than capitalization limit** (currently < 2,500):
    - 62624 - Non-Capitalized Non-Computer Equipment/ Furnishings – Non-depreciable equipment and furnishings (less than \$2500 and/or a useful life of less than 1 year); do not use for non-capitalized computer equipment.
    - 62625 - Non-Capitalized Computer Equipment/Peripherals – Non-depreciable computer equipment and peripherals (less than \$2500 and a useful life of less than 1 year) such as printers, monitors, mice, etc
  - B. Items costing **more than capitalization limit** (currently > 2,500):
    - 67202 - Furnishings - Depreciable furnishings (greater than \$2500 and/or a useful life of greater than 1 year)
    - 67203 - Computers/Peripherals - Depreciable computers/peripherals (greater than \$2500 and/or a useful life of greater than 1 year)
    - 67204 - Other Equipment - Depreciable equipment and furnishings (greater than \$2500 and/or a useful life of greater than 1 year); do not use for capitalized computer equipment.
    - 67205 – Capital Equipment Vehicles - Depreciable vehicles (greater than \$2500 and/or a useful life of greater than 1 year); do not use for leased vehicles
4. Disposal or moving of capitalized assets should follow the procedures in the fixed asset policy. A property control log must be completed and forwarded to accounts payable within 10 days of the transfer or disposal.
5. The Accounting Office personnel should perform periodic confirmation of asset custody.

#### **Information Security Control Procedures**

1. Anyone who uses or provides information resources has a responsibility to maintain and safeguard these assets. Providers are responsible for ensuring that appropriate efforts are expended to maintain the integrity, confidentiality, and availability of the information. Confidential information should be properly secured when an office is

unattended. Keys to offices should be distributed with discretion, particularly for late evening and weekend work. Keep a current list of employees entrusted with keys.

2. Do not share computer ID's or passwords. The purpose of a computer password is to provide security. Do not divulge computer passwords to anyone. Request a change in a computer password immediately if there is any suspicion that it has become known to another party.
3. Shred sensitive documents before they are discarded to preserve confidentiality. If diskettes or hard drives contain confidential or sensitive information you must destroy them before you dispose of them.
4. Promptly notify OIT staff when an employee in your department is no longer to have access to your accounts because they relocated, terminated or assumed different responsibilities.
5. Log off PC at the end of the day or when away from your desk for an extended period of time.

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

**Department Name:** \_\_\_\_\_

**Department Number:** \_\_\_\_\_

**Department Budget:** \_\_\_\_\_

**Department Manager:** \_\_\_\_\_

**Comments:**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

**I. Control Environment**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Do you have reasonable assurance that the College's principles of integrity and ethical values are shared and practiced by all employees in your department?			
2. Are you and your employees familiar with the College's "Code of Ethics"?			
3. Have lines of authority and responsibilities for administration of the department been established and documented?			
4. Is there a copy of your department's organizational chart available in your office along with corresponding job descriptions?			
5. Is there a signed copy of the most current job description on file in Human Resources for every employee in your department?			
6. Do employees understand how their department fits into the organizational structure of the college?			
7. Do you and your staff have copies of or know where to access all relevant human resource policies/procedures			
8. Do you and your staff have current copies of applicable negotiated labor agreements?			
9. Are current copies of all Board and other college policies and procedures available in a central location in your department?			
10. For business and financial systems that are critical to the operations of the department, does department management provide up-to-date documented procedures that establish how department personnel are to implement College standards prescribed in College policy and procedures?			
11. Is the performance of financial accounting activities divided among			

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
different individuals so that no one person has complete control over a financial transaction?			
12. If the answer to question 11 is "no," are those transactions reviewed in sufficient detail by a non-subordinate?			
13. Do supervisory personnel review the functioning of controls to ensure their adequacy and integrity?			
14. Do employees have a good understanding of what they are accountable for and of the limits of their authority and responsibility?			
15. Do employees receive appropriate training to effectively carry out their administrative responsibilities?			
16. Do employees understand what to do if they encounter unacceptable behavior?			
17. Is there timely follow-up action resulting from communications received from employees, students, parents, alumni, vendors, regulators, and other internal and external parties?			
18. Is appropriate timely action taken when exceptions to policies, procedures, laws and regulations are identified?			
19. Is technology being used in compliance with the College's Guide to Acceptable Use of Technology?			
20. Have measurement criteria been developed and their use implemented to assess progress toward objectives specified in planning and budgeting documents?			
21. Are organizational and departmental missions and objectives documented and communicated to employees?			
22. Are reports of the department's activities, programs, transactions, and financial status reviewed on a regular basis by the department head?			
23. Are departmental records maintained in accordance with the College's record retention policy?			

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

**II. Monthly Reporting**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Do you have access to the appropriate Bitech budget accounts? If not, do you know how to get access?			
2. Do you know how to access your accounts from the Bitech system?			
3. Are revenue and expenditure reports reviewed and reconciled at least monthly to departmental records?			
4. Are you familiar with the College's approval hierarchy?			

**III. Purchasing**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Do the appropriate department personnel have access to the applicable policies and the County College Contracts Law?			
2. Do you periodically review the list of your department's authorized signers and receivers to ensure it is appropriate and adequate?			
3. Do you know who to contact to change who is an authorized signer within the Bitech system?			
4. Have you and your staff been trained on entering/approving purchase requisitions in the Bitech system?			
5. Do you ensure that a purchase order is properly completed for all purchases?			
6. Do you use payment vouchers <b>only</b> for unique situations where payment must accompany an order?			
7. If a transaction warrants a formal contract or agreement in addition to the purchase order, do you ensure it is completed?			
8. Do you ever purchase goods through any means other than through a purchase requisition, such as calling in an order, using a payment voucher in place of a PO, buying personally then requesting			

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
reimbursement?			
9. Are departmental staff assuring that purchases are being charged to the appropriate department and object code based on what is being purchased?			
10. Are you aware when competitive bidding and quoting is required? If yes, do you follow these procedures for all purchases of goods and services?			
11. If a transaction relates to personal services, are steps taken to determine if the service provider is an independent contractor through use of the Independent Contractor Checklist?			
12. Is all travel following the procedures outlined in the College's Conference and Meeting Policy			
13. Is a sole source justification completed to avoid solicitation of competitive bids?			
14. Are requisitions ever split to circumvent the established levels for bidding?			
15. Do department representatives sign for receipt of goods and services?			
16. Do you ensure that the verification of receipt of goods sent by Accounts Payable is signed and returned timely?			
17. Does the designated staff member give online approvals? Are approvals ever delegated to a subordinate?			
18. Are purchase initiations, goods receipt, and payment authorization performed by the same individual?			
19. Do department personnel accept gifts from vendors?			

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

**IV. Petty Cash and Change Funds**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Does each fund have one designated custodian?			
2. Does the department have written cash handling and custody procedures?			
3. Is cash stored in a safe or other secure location?			

**V. Cash and Check Receipts**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Does the department have written cash handling procedures?			
2. Is a pre-numbered receipt issued when cash or checks are received in person?			
3. Does an employee open mail and log cash receipts daily?			
4. Are checks endorsed "For Deposit Only Camden County College" immediately upon receipt?			
5. Are cash/checks stored in a safe or other secure location?			
6. Are cash receipts deposited in a timely manner?			
7. Is cash spent by the department in lieu of being deposited?			
8. Are all cash receipts recorded in a log, journal or other system?			
9. Is access to cash receipts records restricted to specific individuals?			
10. Does management review reconciliations?			
11. Is object coding performed by an individual with adequate knowledge of the accounting system?			
12. Are cash handling, recording, and reconciliation to statements or deposit slips performed by different personnel?			

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

**VI. Payroll and Human Resource**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Are all time records completed by the employee and approved by authorized personnel?			
2. Do individuals responsible for approving employee time have direct knowledge of the hours worked?			
3. Are both the employee and supervisor aware of and do they both agree with any changes made to an employee's time?			
4. Are work study employees punching timecards?			
5. Are IUE employees punching timecards as appropriate?			
6. Are timecards signed by the supervisor and forwarded to human resources by no later than noon on Monday?			
7. Are staff members submitting attendance reports to their supervisor at least 7 days prior to an anticipated absence?			
8. Are staff members submitting attendance reports to their supervisor on the day they return from an unanticipated absence?			
9. Are staff attendance reports signed timely by the supervisor and submitted by them directly to the human resource office?			
10. Are supervisors notifying Human Resource when staff are absent for more than three days?			
11. Are time sheets delivered directly to payroll by the supervisor?			
12. Are different individuals preparing and approving payroll transactions, and picking up and distributing checks?			
13. Is management reviewing payroll transactions charged to their accounts for accuracy, completeness and validity?			
14. Are only authorized individuals in a department responsible for processing new employees?			

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
15. Are all new employees properly authorized through human resources before commencing work?			
16. Are you notifying OIT if an employee moves/terminates/retires from your area so access to electronic media can be terminated?			
17. Are time and effort reports being maintained and properly filed in accordance with grant mandates?			
18. Are employee evaluations being conducted on a timely basis as mandated by the human resource office?			
19. Are keys and College property collected from terminating employees per the Separation and Termination Worksheet?			
20. Are employee tuition waivers processed/approved in accordance with the Tuition Waiver Policy and procedures?			

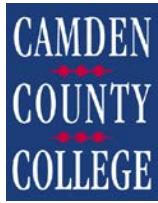
**VII. Furniture and Equipment, Including Computers**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Do appropriate department personnel have access to the Fixed Asset Policy			
2. Is the department aware of current capitalization guidelines?			
3. Is the correct object code being used based on useful life and value thresholds?			
4. Has a custodian been assigned by the department for capital equipment responsibility?			
5. Are disposals and transfers being properly reported to accounts payable?			
6. Are fixed asset tags removed before equipment is discarded? Are tags forwarded to accounts payable for proper accounting?			
7. Are inventory counts performed annually by accounting staff?			
8. Are assets properly safeguarded against theft and unauthorized use?			

**CAMDEN COUNTY COLLEGE**  
**INTERNAL CONTROL SELF-ASSESSMENT QUESTIONNAIRE**

**VIII. Information Security**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Are paper documents containing sensitive information kept in locked files?			
2. Are College critical documents kept in fireproof file cabinets?			
3. Does your department shred confidential paper documents that are no longer needed, and secure such documents until shredding occurs?			
4. Do you turn off or lock your desktop computer at the end of the day?			
5. Do you turn off or lock your desktop computer while away from your computer during the day or do you use password-protected screensavers on your desktop computer?			
6. Do you protect and secure mobile devices from theft at all times?			
7. Do you secure your passwords, and restrict access to them?			



## **CAMDEN COUNTY COLLEGE MIDDLE STATES MONITORING REPORT**

### **INTRODUCTION**

At its session on June 28, 2007, the Middle States Commission on Higher Education acted to warn Camden County College that its accreditation may be in jeopardy. A Monitoring Report was requested, due by August 1, 2008, documenting compliance with Standard 14 (Assessment of Student Learning); including 1) statements of expected student learning outcomes measurable at the institutional, program, general education, and course levels; 2) evidence of the interrelationship among expected student learning outcomes at the institutional, program, general education, and course levels; and 3) development and implementation of an organized and sustainable process to assess the achievement of institutional, program-level, and general education student learning outcomes. In addition, the monitoring report needed to document evidence that 4) course syllabi incorporate expected learning outcomes specifically, general education course syllabi include statements of relevant, general education student learning outcomes; and 5) general education requirements are clearly and accurately described in official publications at the institution. Camden County College was directed to initiate a staff visit to discuss the Commission's expectations for reporting.

This Monitoring Report will describe in detail the process, outcomes and future plans related to compliance with Standard 14, emphasizing process and outcomes for student learning outcomes at the course, program, and general education level. This document will explain in detail how we demonstrate the interrelatedness of student learning outcomes at all levels and how we publish this information for students and stakeholders. We will describe how the College has integrated assessment into a self-sustaining process within existing systems and how we have provided adequate resources to maintain this system. The document provides a three-year plan to ensure Middle States that Camden County College has articulated a clear action plan for its faculty and administration.

### **INSTITUTIONAL CONTEXT/UPDATE**

The Self-Study process began in 2005 and enabled faculty to evaluate assessment efforts and identify what work still remained. During this time, the College was engaged in a series of changes in its executive leadership. After the site visit in spring 2007, assessment initiatives resumed under the leadership of a new President and a new Vice President. The College used the warning to spearhead a Call to Action that engaged faculty in a highly ambitious plan to develop a culture of assessment and evidence. The initial year of the plan provided intense professional development designed to educate faculty on student learning outcomes, how to write them, how to assess them and how to use the assessment data to improve student success.

In June 2007, the executive leadership presented the Middle States Action Plan (Appendix I) to the Board of Trustees. The Action Plan was direct and evidenced-based. It detailed the step-by-step process required to address and satisfy all five areas outlined in the Middle States warning. The Board of Trustees' response was very supportive, immediately approving any personnel changes needed to accomplish these goals. The Board asked for a mid-year and end-of-year report to ensure the College was making appropriate progress.

## **INSTITUTIONAL UPDATE**

As with any major initiative, the College looked to the leadership of the faculty and administration to identify personnel who would best direct this initiative. It was decided a faculty member would be given full release in the fall 2007 semester to work with the Vice President for Academic Affairs to implement the Action Plan. This faculty member would work directly with other faculty, providing workshops and professional development opportunities. This person would also work with the deans and chairs and be the College's liaison with our Middle States representative. By having a faculty member assume this role, it was thought faculty would better embrace the changes as collegial improvements to their teaching and student learning.

In fall 2007, Dr. Teresa Smith, chair of the Chemistry department, stepped up to lead the faculty in this initiative. Her duties included the following:

- Chair the new ad hoc committee on General Education.
- Represent Camden County College on the state-wide, General Education Coordinating Committee (GECC), a subcommittee of the New Jersey Council of County Colleges (NJCCC).
- Co-chair the previously established, ad hoc Student Learning Outcomes Committee.
- Document all progress of the assessment initiative.
- Act as the College's liaison with Middle States.
- Meet regularly with the Vice President for Academic Affairs, the deans, and the leadership of the College Curriculum Committee to assure consistency and monitor progress on the Action Plan.

By mid-fall 2007, it was clear that having someone devoted full-time to our assessment initiative was successful. In December 2007, the College appointed Dr. Smith as the Acting Assistant Dean of Curriculum and Assessment and posted the position as a permanent, full-time position in spring 2008. In addition, the College created an Office of Curriculum and Assessment within the unit of Academic Affairs, supported by the staff within the office of the Vice President for Academic Affairs. The College acknowledged Dr. Smith as the point person on assessment of student learning outcomes and their best resource in getting help and guidance on matters of curriculum compliance, general education, and the assessment of student learning outcomes. The position was upgraded to a dean in order to establish a direct reporting line to the Vice President for Academic Affairs. A search committee consisting of faculty members and led by an academic dean was initiated; Dr. Smith was appointed to this new position in June 2008.

Other significant structural changes were implemented to guarantee the sustainability of the assessment initiative:

- A new standing committee, the Student Learning Outcomes and Assessment Committee, was formed. Members of the committee include the Dean of Curriculum and Assessment as well as nine faculty members (three from each division).
- The Teaching/Learning Center was re-organized. A faculty coordinator was appointed to direct the activities of the Center. A major focus of the Center will be to work with the Office of Curriculum and Assessment to provide regular professional development to faculty on all matters of outcomes assessment.
- The Curriculum Committee assumed responsibility for ensuring all curricula comply with the General Education Foundation document.

Fiscal changes were also made to support outcomes assessment initiatives.

- A budget was established to support the newly developed Office of Curriculum and Assessment.
- Additional funds were added to the budget of the Teaching/Learning Center to address professional development needs in the area of outcomes assessment.
- A support staff member from the office of the Vice President for Academic Affairs was assigned to support all curriculum and assessment work.
- The College's five-year budget planning for Perkins funding now includes objectives and outcome measures for our assessment initiative in addition to funds for related assessment activities in approved Perkins programs.

## **Monitoring Student Learning Outcomes**

Camden County College is committed to providing an excellent and affordable education for all. Inherent in this commitment is the communication of academic expectations through clearly articulated student learning outcomes and the rigorous assessment of those outcomes. All of the College's publications (catalog, academic program guide, and web page) make this information available to all stakeholders. Through the process of self-evaluation, the College ensures its goals are being met and the students have an optimal educational experience.

### **At the Institutional Level**

Middle States asked Camden County College to develop statements of student learning outcomes measurable at the institutional, program, course, and general education level. According to the final report issued, the College was found to be in compliance with Standard 7. Three of our institutional strategic goals are related to student learning outcomes and are by their nature, related to general education learning outcomes. The College has measurable outcome statements with benchmarks for related institutional goals and with statements of how the goals are to be assessed. After consultation with our Middle States representative, our institutional level student learning outcomes are to be addressed within our discussion of general education.

Institutional level outcomes are embodied in the General Education courses at the College. They reflect the core values of the institution and are articulated in the NJ General Education Foundation Agreement (Appendix II) and published in the Academic Program Guide as well as the College web page. They include:

1. Oral and Written Communication (OWC)
    - Students will be able to communicate effectively in both speech and writing.
  2. Quantitative Reasoning (MT)
    - Students will be able to apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
  3. Scientific Reasoning (SC)
    - Students will be able to apply the scientific method of inquiry to draw conclusions based on variable evidence, use scientific theories and knowledge to understand the natural world, and explain the impact of scientific theories, discoveries, and technological changes on society.
  4. Technological Competencies (TC)
    - The student will be able to use computers and other types of technology (graphing calculators, scientific instrumentation) to obtain, analyze, and present information.
  5. Society and Human Analysis (SS).
    - The student will be able to use social science theories and concepts to analyze human behavior and social and political institutions.
  6. Aesthetic Perspective (HUM)
    - The student will be able to analyze works of the literary, visual, or performing arts.
  7. Historical Perspective (HIS)
    - The student will be able to analyze historical events and movements in western or non-western societies and assess their subsequent significance.
  8. Diversity and Global Perspective (DV)
    - The student will be able to analyze the implications of commonalities and differences among culturally diverse people.
  9. Ethical Awareness (EA)
    - The student will be able to recognize, analyze, and assess ethical issues and situations.
- Information Literacy (IL) and Critical Thinking (CT) are embedded throughout the above competencies
- (IL) The student will be able to research, evaluate, organize, and present information.
- (CT) The student will be able to logically and critically evaluate information.

## **At the Program Level**

The first step in our Action Plan was to educate the faculty as to the nature of student learning outcomes. A consultant was hired in July 2007 and provided a student learning outcomes “boot camp” training session on how to craft program SLOs that were measurable, reflect higher-order thinking and describe the unique set of skills or abilities a student would learn in the program. The chairs of the College’s General Education Committee and SLO Committee provided additional workshops to faculty and administration.

The program level student learning outcomes for each program were written in the second phase of our Action Plan. The Acting Assistant Dean of Curriculum and Assessment met with each chair, each coordinator, and the academic deans to assist in this task. This was an invaluable exercise. Not only did it produce well-defined, program level SLOs, it opened dialogue about entire programs, their strengths, weaknesses, needs, future direction, and assessment opportunities. It also formed a bridge between faculty and administration, critical to the on-going success of the initiative. A prime example was the interaction with the Fine Arts department. Skeptical about the process but passionate about their subject, their dialog led to the development of rubrics which captured the essence of the evaluation already taking place in these areas. The Fine Arts department submitted some of the most significant assessment data to-date.

Once the SLOs were drafted, the dean, the SLO committee, and the Acting Assistant Dean reviewed them. During this process, our Acting Assistant Dean consulted with our Middle States representative to ensure the faculty were on the right track in the development of their program level SLOs. Positive outcomes resulted from this process. These included:

- 100% of all programs at the College developed or revised their student learning outcomes. These program outcome statements will be published in the 2008-2009 catalog and will be available on our website (Appendix III). These outcomes can also be accessed through the Program Profile document (Appendix IV) by opening a specific program and clicking on the “Program SLO” tab.
- Twenty-six programs were terminated. Termination decisions were based on assessment criteria: 1) similar curricula could be combined to maximize use of resources and simplify advisement of students; or 2) enrollments did not support the continuation of the program. For example, the Fine Arts track (FNA.AA) and the Applied Arts track (APA.AA) differed by only one core course and were combined into the Fine and Applied Arts option (APA.AA).
- 133 programs were revised to meet the newly established General Education Course Distribution list set forth by the New Jersey Council of County Colleges and intended to align all New Jersey community college general education courses. These revisions included the addition of a cultural diversity course to all AA and AS programs. AAS programs were revised to include a cultural diversity course or course level student learning outcomes that cover cultural diversity. All degree programs which required a science were revised to include a lab science general education course.

- Certificates were reviewed and revised to establish clear differences between academic certificates (thirty to thirty-six credits, including six credits of general education) and certificates of achievement (career based certificates not requiring any general education courses).
- The Board of Trustees revised their policy on degree granting to the College policies with the New Jersey General Education Foundation document on general education distribution requirements. This change in Board policy permitted our faculty to move forward with adopting academic policies necessary to complete curriculum revisions.
- Assessment plans, including criteria and time-lines, were developed for all programs (Appendix IV tab “Program SLOs” and “Assessment Summary”).
- The College defined an Assessment Process and instituted a requirement that all programs assess each of their program level outcomes within a two-year cycle. Programs must submit an assessment activity plan to their academic dean by October 1, 2008. A formal written report detailing the assessment as well as the changes in instruction or curriculum it necessitates must be submitted to the Student Learning Outcomes Committee for review by June 1, 2009. The Dean of Curriculum and Assessment will summarize all assessment activity in an annual report to be submitted to the Vice President for Academic Affairs by July 1, 2009.
- For the 2007-2008 academic year, each program coordinator was given until June 30, 2008, to produce data on at least one program level assessment. 50% of the programs submitted assessment data during spring 2008. The remainder of the programs will begin their two-year cycle during the 2008-2009 academic year. Five percent of the programs have already submitted re-evaluation data, “closing the loop” on an initial assessment. The Program Assessment Progress Evaluation (Appendix V), summarizes the assessment stage of each program.
- All new and revised curriculum proposals must now include program level SLOs and assessments. The Curriculum Committee formalized this by adding sections for student learning outcomes on the New Curriculum Proposal form (Appendix VI) and the Revised Curriculum Proposal form (Appendix VII).
- All comprehensive academic program reviews were placed on a five-year cycle, unless otherwise mandated by accreditation. All academic program reviews will now include a report on improved student outcomes based on data obtained from their annual student learning outcomes assessments.

## **At the Course Level**

Several outcomes were achieved in addressing concerns noted by the Middle States team:

- The Curriculum Committee renamed the syllabus to “Department Master Syllabus” (Appendix VIII) in order to distinguish it from a professor’s individual, first-day handout. Wording identifying “course level student learning outcomes,” “general education student learning outcomes,” and “student assessment” were added to this form to establish transparency in communicating the expectations of the course and how they would be measured.
- The General Education Committee of Camden County College audited the 2006-2007 list of courses considered to fulfill the general education requirements. After faculty input, the list was submitted to the New Jersey General Education Coordinating Committee (GECC) for affirmation. The affirmed general education courses were voted on and accepted by the College’s Curriculum Committee in March, 2007. The approved General Education Course list (Appendix IX) will be published in the 2008-2009 Academic Program Guide and the College Web site. This list is also currently available on the College’s shared drive.
- All general education electives have been coded through a degree audit and have been submitted for publication in the 2008-2009 Academic Program Guide based on the general education category they fulfill. Once completed, this publication will also be available to students and the public on our website.
- Revised course level SLOs have been submitted for 807 of the 1,046 courses offered at the College. 109 courses have been terminated. All course level SLOs were reviewed by the Student Learning Outcomes Committee. Based on this, the courses were assigned codes indicating which competencies were addressed. The codes are as follows:

CT – Critical Thinking  
IL – Information Literacy  
EA – Ethical Awareness  
DV – Diversity (cultural awareness)  
TC – Technical Competency  
MT – Mathematical Competency  
SC – Scientific Reasoning

Coding will be used to ensure each program includes at least one dedicated course or multiple embedded student learning outcomes within courses addressing each competency. During the 2008-2009 academic year, all programs will be brought into compliance. The encoding will appear at the end of the course descriptions in the new Academic Program Guide. The Active Course Competency Coding document (Appendix X) summarizes the results. The Program Profile document in Appendix IV provides the results for each individual program by opening the program document and clicking on the “curriculum map” tab.

- During the 2008-2009 academic year, the Student Learning Outcomes Committee will review course level student learning outcomes (CSLO) and recommend revisions similar to the review completed with program level SLOs during the 2007-2008 year. This will ensure interconnectedness between course and program student learning outcomes and will help the sponsor articulate more global competencies such as information literacy and ethical awareness.

## **Rebuilding our General Education Program**

In 2007, the New Jersey Council of County Colleges finalized its General Education Foundation document. This document clearly articulated statewide goals and student learning outcomes for each general education area. In 2007-2008, general education course categories were developed and a new statewide committee, the General Education Coordinating Committee (GECC), was formed to audit general education courses offered at community colleges throughout New Jersey and discuss implications of this new statewide initiative.

At the time of the College's site visit, the faculty had not yet had the opportunity to adopt these goals through their governance process.

In May 2007, the College's Curriculum Committee voted to recommend adoption of the statewide General Education Foundation document, which was approved by the governing body, the Faculty Assembly in August 2007. In spring 2008, the faculty approved the master list of courses to be accepted as general education courses.

This sequence of events was monumental for the College because it meant the faculty had formally transitioned from its original twelve general education goals to the nine, new general education goals and learning outcomes – now approved at all nineteen New Jersey community colleges. For the first time since the discontinuance of the New Jersey Department of Education in 1994, faculty were asked to adopt, accept, and implement standards established and recommended by the New Jersey community college sector. These standards were established in order to improve transfer outcomes for community college students throughout New Jersey. This cultural shift from complete autonomy to participation in a statewide transfer model was a tremendous challenge for the faculty and administration. Faculty accepted the statewide initiative and ultimately approved the model.

Once these goals and outcomes were accepted, the faculty could work on integrating the student learning outcomes into their general education courses and programs. It also meant all publications including catalogs, academic guides, handbooks, etc., could now be updated to include accepted and approved wording on our general education policy and procedures. The new general education goals and outcomes were published in the 2007-2008 Academic Program Guide. The revised list of affirmed general education courses will appear in the 2008-2009 Academic Program Guide.

Every academic program on campus had to be audited to ensure it met the newly established General Education Foundation document. Our audit revealed that the majority of our programs needed revisions to become compliant.

To process curriculum revisions, department faculty had to meet and vote on the curriculum changes at the department level, the chairs and coordinators level and the college-wide Curriculum Committee level. Finally, the changes had to be accepted by the Faculty Assembly and published in their official minutes. This was particularly challenging in that New Jersey community college sector efforts, also in their infancy, ran simultaneously and experienced several re-definitions of what courses met the criteria to be considered as a general education course during the academic year. The faculty focused on major procedural guidelines emphasizing identification of general education courses, compliance with general education course distribution for each degree, and revisions to incorporate general education SLOs into syllabi. As each Department Master Syllabus was revised, it was posted on the College's institutional shared network drive. A representative sample of Department Master Syllabi is included (Appendix XI).

General education is now assessed across all three levels: course level, program level, and institutional level. At the course level, each department chair is required to produce annual assessment data on their course level SLOs. Each area of general education will be fully assessed on a three-year cycle. For example, while the psychology and sociology departments gather data each semester, a comprehensive evaluation of the social science area will be conducted once every three years. At the program level, program coordinators will be required to monitor and assess the success of students in their general education courses.

At the institutional level, the new Dean of Curriculum and Assessment will be piloting the Educational Testing Service (ETS) Measure of Proficiency and Progress (MAPP) exam beginning fall 2008 to obtain baseline data on general education for Camden County College. Assessment results will be reported to the Student Learning Outcomes Committee in spring 2009 for their review, discussion, and recommendations. The College plans to retest using the MAPP exam in a three-year cycle.

To ensure that general education requirements are clearly and accurately described in official publications of the institution, a section of the College Catalog and Academic Advisement Guide is now dedicated to general education. This section includes 1) Camden County College's philosophy and definition of general education; 2) Camden County College's commitment to general education; 3) general education course requirements for all degrees; 4) general education student learning outcomes; and 5) general education electives, listed by category.

This new section clearly identifies the College's general education requirements, the College's participation in the New Jersey General Education Foundation document, and all general education course requirements in a curriculum.

### **Demonstrating Interrelationship among Student Learning Outcomes at the Institutional, Program, General Education, and Course Levels**

In order to establish interrelationships among student learning outcomes at the institutional, program, general education, and course levels, the College had to first assess its interrelationships through a curriculum audit. All course level student learning outcomes were matched to their corresponding program level student learning outcomes. This evaluation is found in the supporting documentation (Appendix IV - access program, click on tab labeled "interconnectedness").

Student learning outcomes were matched against the general education categories and competencies identified in the *Characteristics of Excellence*. A spreadsheet was developed to summarize the interconnectedness between course level general education SLOs and program level SLOs, as well as to demonstrate course level competencies.

The curriculum maps were analyzed to determine how well the program SLOs were supported by course level student activities. The criteria used can be found in the Program Assessment Progress Evaluation Rubric (Appendix XII). The results are summarized in the Program Assessment Progress Evaluation Summary. This process identified gaps where course student learning outcomes did not cover program SLOs or competencies. Minor gaps were immediately corrected by faculty. More complex issues will be addressed during the 2008-2009 academic year. For example, the business program (BUS.AS) found significant curriculum compliance issues. As a result of discussions with the department, a consultant will be hired to evaluate and make recommendations to improve the program and move toward program accreditation. Faculty understand the key to demonstrating interrelationships between all levels rests in their student learning outcomes. This exercise supported the value of having clearly written student learning outcomes statements.

The curriculum map also illustrates the complexity of our assessment process. For example, while both the NJCCC and Middle States' *Characteristics of Excellence* require a technical competency, NJCCC requires a course in which computer skills are used to gather, process, and present information. Another example is the requirement of a diversity course in the AA degree by NJCCC, as compared to a more broad expectation identified in the *Characteristics of Excellence* that every student will graduate with an experience in cultural diversity. To this end, Camden County College now requires all programs to include a diversity course or student learning outcomes that address the diversity competency.

## **Accountability**

Inherent with sustainability is accountability. Camden County College ensures accountability to its students, faculty, administration, and the public through checks and balances at the College.

### President and Board of Trustees

- College-wide regulatory responsibility for the institution's compliance with Middle States, New Jersey Commission on Higher Education, State and Federal guidelines, and professional accrediting agencies.
- The Vice President for Academic Affairs reports semi-annually to the Academic and Student Affairs Committee of the Board of Trustees on the status of our Student Learning Outcomes program.
- The Board may place non-compliant programs on a one-year probationary status pending further review.

### Vice President for Academic Affairs

- Oversight and review of Academic Assessment Initiative.
- Dean of Curriculum and Assessment reports monthly to the Vice President on all course level, program level, general education, and institutional outcomes measures.

- Annual reporting to the President and Board of Trustees.

#### Dean of Curriculum and Assessment

- Tracking of all student learning outcomes assessment data.
- Coordinate assessment workshops and training with Teaching Learning Center.
- Publishing of assessment data, maintenance of shared drive and web site information regarding student learning outcomes.
- Annual report to the Vice President for Academic Affairs on assessment of all student learning outcomes.

#### Student Learning Outcomes Committee

- Review and make recommendations on all SLO annual assessment reports (program, course, and general education).
- Review and make recommendations of academic program reviews.
- Audit and make recommendations regarding student learning outcomes for all new and revised programs.
- Audit and make recommendations regarding student learning outcomes for all new and revised courses.

#### Academic Division Deans

- Monitor all course syllabi (including student learning outcomes) and report outcomes to Vice President for Academic Affairs in the division annual report.
- Monitor program level student learning outcomes data and report outcomes to the Vice President for Academic Affairs in the division annual report.
- Monitor all comprehensive, five-year academic program reviews and report outcomes and recommendations with an implementation plan to the Vice President for Academic Affairs in the division annual report.

#### Faculty

- Annual review of all course syllabi, including student learning outcomes.
- Annual review of program level student learning outcomes data.
- Comprehensive, five-year Academic Program Review (APR). This report is reviewed by the academic division dean, the Student Learning Outcomes Committee and reported to the Board of Trustees. Programs not compliant with the assessment initiative will be placed on one-year probation to be reviewed by the Board.

### **Evaluation and Progress Report of the Assessment Initiative**

The Office of Curriculum and Assessment reviewed and evaluated the progress made by each department throughout the 2007-2008 academic year and recommended the following priorities for the 2008-2009 academic year:

## **INSTITUTIONAL LEVEL**

### **2008 – 2009 PRIORITY: *Developing a Culture of Assessment 2008-2009 Document***

The process of assessment is on-going and complex. A handbook detailing the College's guiding principals, assessment process and plans was developed. *Developing a Culture of Assessment 2008-2009* (Appendix XIII) contains key documents, rubrics and information to guide faculty in the assessment process.

*Progress:* This document was completed and is available on the College web site.

*Plan:* Faculty will review the 2008-2009 Culture of Assessment document and implement its use in the development of their ongoing assessment activities. This document can be found on the College's web site under assessment and includes all forms and documents referred to by the faculty, Board of Trustees, and NJCCC.

## **PROGRAM LEVEL**

An assessment instrument with two parts was designed to evaluate the assessment progress within each program. The first part of the rubric is designed to monitor progress for each program in the assessment loop. Coding of the process is as follows:

- 0 = No progress documented;
- 1 = Program level written;
- 2 = Assessment plan defined;
- 3 = Assessment data collected and analyzed;
- 4 = Change in instruction/curriculum implemented;
- 5 = Effectiveness of change assessed.

The second part of the rubric evaluated the quality of the program and course SLOs as well as the quality of the assessment efforts. Coding of the process is as follows:

- 0 = Unacceptable/nothing attempted;
- 1 = Inadequate;
- 2 = Adequate;
- 3 = Well defined.

This rubric is presented on the attached documentation labeled "Program Assessment Progress Evaluation Form" (PAPE) and a summary for the 2007-2008 academic year is also presented. A PAPE evaluation will be completed annually through the Office of Curriculum and Assessment. This information will be reported to the Vice President, President, and Board of Trustees each year.

## Benchmarks

Our benchmarks for the 2007-2008 academic year were as follows:

- 100% of programs will be at Stage II: Development of Assessment Instruments and Time-lines.
- 50% of all programs will be at Stage III: Data Collected and Analyzed.
- 5% of all programs will be at Stage V: Re-evaluate (Determine Effectiveness of Change).

Our benchmarks for the 2008-2009 academic year are as follows:

- 100% of programs will be at Stage III: Data Collected and Analyzed.
- 50% of all programs will be at Stage IV: Implementation of Change Curriculum and/or Instruction.
- 25% of all programs will be at Stage V: Re-evaluate (Determine Effectiveness of Change).

Our benchmarks for the 2009-2010 academic year are as follows:

- 100% of programs will be at Stage III: Data Collected and Analyzed.
- 75% of all programs will be at Stage IV: Implementation of Change Curriculum and/or Instruction.
- 50% of all programs will be at Stage V: Re-evaluate (Determine Effectiveness of Change).

During the 2007-2008 academic year, eighty-eight associate degree programs were identified for evaluation. For the purpose of evaluation, academic certificates were evaluated with the associate degree in their career ladder based on shared program level student learning outcomes. Certificates of achievement were not included at this time. Of the eighty-eight programs, forty-four submitted assessment data, however, this number may be misleading. Several programs often share a common class. For example, the computer programming department assessed Structured Programming (C++), a course taken by both CSC.AA and CSC.AS majors. The assessment data was only considered for one of the programs. Another example is the automotive assessment which was given in a class common to the AUT.AAS, GMA.AAS, and the TOY.AAS programs. Again, the data was only considered for the AUT.AAS program. Based on this evaluation, it was identified that greater than 50% of the programs were assessed.

Of the programs assessed, 14% have already implemented changes in their course instruction or program curriculum. Another 5% “closed the loop” and reported on changes that had been previously made. In terms of quality, 93% of the assessment data submitted was evaluated to be adequate or well-defined. Using the same rubric to analyze both program level SLOs and course level SLOs, it was found that 88% of the program level SLOs were adequate or well-defined, while only 42% of the course level SLOs ranked in the same categories. The discussion below enumerates recommendations based on the above findings, the progress made toward improvement, and future plans to continue to develop a culture of assessment.

Almost without exception, each program submitted student learning outcomes written in the correct format, used verbs signifying higher-order thinking, and reflected the uniqueness of the program. One challenge was assessing unique, degree completion programs that awarded academic credit for licensure, certification in a specific field, or work experience. The Health Science Associate in Applied Science degree awards up to twenty-eight transfer credits for an

allied health credential and requires the student to complete general education courses. Upon analysis, it became evident that several programs fell into this category. Programs requiring students to complete the general education portion of the degree at the College were assessed using general education student learning outcomes that reflect the College's competencies. All degree completion programs will continue to submit general education program level SLOs and be assessed in those areas.

### **2008 – 2009 PRIORITY: Addressing Competencies**

Over 100 programs have revised their curriculum and are now in compliance with the NJCCC guidelines for general education. Further analysis identified several programs that did not require a course in scientific reasoning or identify scientific reasoning in any course level SLOs. Several programs covered ethical awareness only in the context of writing research papers.

*Progress:* Each department is required to re-evaluate courses in light of the competencies. For example, ethical awareness is addressed throughout Applications of Biotechnology, a course which deals with genetic engineering techniques and issues, however, the course SLOs do not reflect this. The Student Learning Outcomes Committee will be asked to review syllabi and make recommendations to departments to consider if revisions of their SLOs are warranted.

*Plan:* During the fall 2008, the faculty will review all courses for inclusion of scientific reasoning and ethical awareness content and recommend that SLOs articulate this content in the Department Master Syllabus. For example, although some programs may require a course in social science, they do not specify which course a student needs to take to meet their scientific reasoning or ethical awareness competencies. If the programs were to specify Basic Psychology or Introduction to Sociology, both of these courses have clearly articulated SLOs for scientific reasoning and ethical awareness. Many programs do address these competencies, but did not include them in their course level SLOs.

### **2008 – 2009 PRIORITY: Assessment Data**

Faculty made significant strides in writing rubrics and performing initial assessments. Several issues remain including: 1) reliance on grade distributions; 2) confusion between continuous improvement vs. benchmarking. Once benchmarks are met, we need to raise the bar and exceed prior expectations rather than report that no action needs to be taken; 3) relying on formative rather than summative assessments. We must continue to provide additional faculty development in the area of assessment, focusing on formative vs. summative assessment; and item/skill analysis vs. grade distribution.

*Progress:* Faculty were highly productive at defining and writing appropriate program level student learning outcomes. Although a significant amount of our programs and courses presented assessment data, the focus for the 2008-2009 academic year will be data collection.

*Plan:*

- Opening Day will focus on the “Assessment Initiative,” detailing the goals for the coming year.
- The Teaching Learning Center will offer workshops on assessment based on our professional development needs identified this past year. A “Best Practices” workshop will showcase faculty whose work best embodies a culture of assessment.
- The Dean of Curriculum and Assessment will meet individually with each program coordinator to discuss their assessment activities, offer specific recommendations, and help develop rubrics and assessment tools.
- The concept of capstone courses and/or capstone experiences will be introduced to programs that will benefit by measures of summative assessment.

## COURSE LEVEL

### **2008 – 2009 PRIORITY: Course Level Student Learning Outcomes Statements**

Although completed, some course level SLOs are still not as well-defined as others. Many SLOs could be enhanced by less dependence on knowledge-level statements and more inclusion of synthesis and analysis.

*Progress:* Although all SLOs were reviewed and revised, reviews will continue this year with the goal of refinement. 1) The Student Learning Outcomes committee will review and make recommendations for each course during the fall 2008 semester; and 2) professional development will be provided to help faculty develop SLOs reflecting higher order thinking.

*Plan:* Review and revise SLOs for inclusion of general education competencies and higher order learning.

### **2008 – 2009 PRIORITY: Student Learning Outcomes Interconnectedness**

The interconnectedness between course level and program level SLOs is clear in the vast majority of programs. However, some programs have program level SLOs that are not addressed in any required course. In some programs, the disconnect appears to be more from a lack of documentation than in practice. Program outcomes were being taught and assessed in several courses, but were not documented in course level SLOs.

*Plan:* 1) The Student Learning Outcomes Committee will continue to review and revise course level SLOs in reference to defined program outcomes. 2) Dean of Curriculum and Assessment will meet with each program coordinator to discuss the connection between competencies and the course SLOs. 3) Faculty will continue to revise course and/or program level SLOs to better document the interconnectedness between program level outcomes and course level outcomes.

## **Developing a Culture of Assessment and Evidence**

In addition to the tangible results expressed above, the process that Camden County College faculty embraced produced many ancillary outcomes that indicate a change in culture and speak to the continuing commitment to outcomes assessment. Some examples include:

- The Language department gave a common assignment and developed a common rubric. The department chair is hosting a two-day, summer workshop for full-time and adjunct faculty to discuss additional common assignments and rubrics. They developed a packet for each professor containing the syllabus, guidelines, and example rubrics.
- The Education department gave a common assessment instrument and both full-time and adjunct faculty came together to discuss the results. The exchange of ideas led to a refinement of the instrument.
- The Automotive department wanted to include physics in their program but had not done so due to the additional increase in credits. When the program audit was performed, it showed the need to add credits in the Math/Science/Technology area. The addition of physics was justified and the faculty believe the program is now stronger.
- The Liberal Arts and Science AA degree consisted of five “concentrations.” These concentrations consisted of three courses in a particular area. The concentrations were not assessed by program faculty. Based on the audit process, the concentrations were eliminated. History faculty are now developing a History AA degree which will be assessed by the department.
- The Chemistry department “closed the loop” and revisited assessment data from 2005. The action taken, changing the math prerequisite from “college-level math” to College Algebra and Trigonometry resulted in an increase in scores on the National American Chemical Society exam. In fact, the majority of incorrect answers were not math-based.
- Faculty have embraced developing rubrics. In discussing how they evaluated their students, it became clear they truly had concrete, objective criteria for their assessments. The chair of the Photography department brought in four photographs; as he described the flaw in each, the criteria was used to build the rubric. Faculty are beginning to share knowledge with each other and the College plans to have an internal “Best Practices” workshop to highlight faculty progress.

## **Time-Line**

The College has developed a time-line contained in the Assessment Calendar for the 2008-2009 academic year (Appendix XIV). The assessment process will begin on Opening Day with an update on our progress and an explanation of the goals given to the faculty at large. During the month of September, the Dean of Curriculum and Assessment will meet with the faculty from each program and review the specifics of their SLOs and assessment plan and assist in developing assessment activities for the 2008-2009 year. The program will be required to formally submit

this plan to the academic dean by October 1, 2008. The plan will be reviewed by the academic dean and any recommendations will subsequently be made to the faculty. Data collection will occur in December 2008 and April 2009 and a final report detailing the assessment and the resulting changes in curriculum and/or instruction will be submitted to the Student Learning Outcomes Assessment Committee no later than June 1, 2009 for review by the committee in fall 2009. The Dean of Curriculum and Assessment will summarize the activities of all programs in a formal report due to the Vice President for Academic Affairs by July 1, 2009.

## Moving Forward

The College has developed a three-year strategic plan to sustain our assessment initiative and keep our faculty improving student learning outcomes.

Three-Year Curriculum and Assessment Plan				
	2008-2009	2009-2010	2010-2011	2011-2012
<b>General Education</b>	<ul style="list-style-type: none"> <li>▪ GECC course and program audits</li> <li>▪ Define campus specific General Education</li> <li>▪ Assess Ethics, Mathematics, English Composition II</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess Science, Technology, History</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual Course and Program Audit</li> <li>▪ Assess Social Science, Diversity; Humanities</li> <li>▪ MAPP</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ APR Review</li> <li>▪ Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ APR review by SLO committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual SLO assessment review by SLO committee</li> <li>▪ APR Review by SLO committee</li> </ul>	
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ Revisions for NJCC and GECC</li> <li>▪ Review and Revise Accredited Program Data (Appendix XV)</li> </ul>	<ul style="list-style-type: none"> <li>▪ As needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ As needed</li> </ul>	SELF STUDY AUDIT and REPORT
<b>Student Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Course Level SLO Audit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Syllabus Audit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program Audit</li> </ul>	
<b>Publications</b>	<ul style="list-style-type: none"> <li>▪ Web Page development</li> <li>▪ Include coding in course descriptions</li> <li>▪ Appropriate updates to all publications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment data included on Web</li> <li>▪ Appropriate updates to all publications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audit all publications</li> <li>▪ Appropriate updates to all publications</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Assessment: “Closing the loop” and improving curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment: Best Practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Education Assessment: What have we learned</li> </ul>	

## **Conclusion**

This Monitoring Report outlines Camden County College's compliance with Standard 14 of the *Characteristics of Excellence* and the required actions outlined by the Middle States Commission. This document described the implementation of our Action Plan during 2007-2008 in developing a sustainable process of self-assessment of the academic program at Camden County College.

In summary, measurable statements of expected student learning outcomes have been developed and documented at the institutional, program, general education, and course levels. Course syllabi now incorporate expected learning outcomes. This change has been approved by the faculty and is evidenced by the newly titled "Department Master Syllabus" which clearly requires all courses to document their student learning outcomes. Revised general education course syllabi all include statements of relevant, general education student learning outcomes. General education requirements are now clearly and accurately described in official publications. Evidence of the interrelationship among expected student learning outcomes at the institutional, program, general education, and course levels is now documented, based on college-wide audits and revisions of student learning outcomes at all levels. An organized and sustainable process to assess the achievement of institutional, program, course, and general education level student learning outcomes is now clearly in place. Camden County College has a standing Student Learning Outcomes Committee that is responsible for the review and audit of all assessment plans and outcomes data each year. A new administrative position, Dean of Curriculum and Assessment is now in place along with appropriate support staff and fiscal resources.

Camden County College has transitioned its faculty from a culture of assessment to a culture of evidence. It has enhanced its assessment initiative and clearly identified an action plan for the next three years. The College has developed and articulated assessment time-lines for all degree programs. Each academic program now reports on their assessment data annually. For each program-level student learning outcome, one population and one assessment instrument must be selected. All program SLOs will now be assessed within a two-year cycle. All assessment results will be submitted to the Student Learning Outcomes Committee for review and recommendation each fall.

Faculty made a tremendous transition this year and truly "turned the corner" in demonstrating to administration their ownership of the assessment of student learning outcomes. The evidence represents a new beginning and we look forward to enhancing our assessment program in the coming years.

## **DOCUMENTATION**

The following documentation is provided for each program in Excel spreadsheets. Upon opening the file for each program, several tabs will appear at the bottom of the screen as follows:

**APPENDIX I:** Middle States Action Plan

**APPENDIX II:** General Education Foundation Document

**APPENDIX III:** List of all Program Level Student Learning Outcomes

**APPENDIX IV:** Program Profiles

**TAB: PROGRAM SLOs**

Identifies the program, program SLOs, the courses covered, and the general methods used to assess the SLO.

**TAB: ASSESSMENT SUMMARY**

Summarizes the assessments complete to-date (population assessed, instrument used, results, and action taken,) and the time-line for reporting on all other program SLOs.

**TAB: ASSESSMENT DATA**

Documents all the details in the assessment performed.

**TAB: INTERCONNECTEDNESS**

Shows the connection between each course SLO and the program SLO as well as the Middle States' *Characteristics of Excellence*. This document also indicates whether or not a course is a general education course and to which area it belongs.

**TAB: CURRICULUM MAP**

Indicates each course in the program, which general education category it fulfills, which Middle States Characteristic of Excellence it covers, and which program SLO it addresses. It is essential that both the NJCCC and Middle States expectations be reported separately since the requirements of the two bodies are not identical. For example, while the Middle States Commission would recognize digital photography as fulfilling technical competency, this course would not satisfy the NJCCC definition which defines technological competency as "common computer skills." The curriculum map is presented for each individual program and the academic certificate(s) that lead to them.

**APPENDIX V:** Program Assessment Progress Evaluation Summary

**APPENDIX VI:** New Curriculum Proposal Form

- APPENDIX VII: Revised Curriculum Proposal Form
- APPENDIX VIII: Department Master Syllabus Template
- APPENDIX IX: Approved General Education Course List
- APPENDIX X: Active Course Competency Coding Summary
- APPENDIX XI: Representative Department Master Syllabi Samples
- APPENDIX XII: Program Assessment Progress Evaluation Rubric
- APPENDIX XIII: Developing a Culture of Assessment 2008-2009
- APPENDIX XIV: Assessment Calendar 2008-2009
- APPENDIX XV: List of Accredited Programs

# **Executive Summary**

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Over the past decade, Camden County College has achieved a record of accomplishment so substantial that it constitutes nothing less than institutional transformation. Significant improvements have been made to enhance programs and services, revitalize facilities, and create an extensive technology environment. Prudent fiscal stewardship and entrepreneurial partnerships have kept tuition low and earned the goodwill of the community. Camden County College is today a large diverse community college which is student-centered, academically excellent, governed with integrity, managerially efficient, accountable and agile. This *Self-Study* measures that institutional transformation by the fourteen standards of *Characteristics of Excellence*.

## **INSTITUTIONAL CONTEXT (Standards 1-7)**

The *Outcomes Assessment Plan (OAP)* defines institutional effectiveness as fulfillment of Mission and Goals. The *Strategic Plan* directs institutional resources toward this end. Consequently, Mission and Goals review begins each cycle of strategic planning and assessment. This cycle encompasses all functional plans, drives operational planning and budgeting, uses assessment results to adjust strategies, and reports results to the community.

Planning has been successful in achieving institutional renewal because it is conducted within the framework of four broad transformative outcomes --- reframing, restructuring, revitalization, and renewal. This framework is known as the transformation agenda and the *Transformation Agenda Report* is an annual assessment of institutional effectiveness. The *Report* incorporates learning outcomes into quantitative mission indicators like graduation, transfer, persistence, and other student success rates. It also reports the results of institutional and unit objectives according to the four transformative outcomes.

The assessment of other indicators which measure outcomes of administrative performance has had important implications for the use of institutional resources, governance, and administration. Analysis of financial indicators has enabled the College to control costs, maximize efficiency, and move from crisis financial management to planned resource allocation. The use of indicators helps the Board to distinguish between policy and operations. Indicators foster a cooperative atmosphere in administration because they keep individuals focused on common goals.

There are no substantive or structural problems with Mission and Goals, planning, or governance, but following the Vision of a vibrant academic community, there is an interest in enriching involvement in these processes. Professional development and improving the technological means of interactive communication are recommended.

Institutional integrity begins in the Values statement and is conducted through fair and impartial policies and procedures. The challenge is to maintain constant vigilance in matters large and small. To this end, the College leads in implementing operational transparency with creation of the Compliance Office and voluntary adherence to Sarbanes-Oxley. Transparency, continuous improvement, and assessment demand the ready availability of good information from an increasingly sophisticated institutional research function.

## **EDUCATIONAL EFFECTIVENESS (Standards 8-13)**

For the open admissions community college described in Mission and Goals, educational effectiveness requires good placement testing; basic skills instruction and student support services. Faculty are ready to evaluate the effectiveness of ACCUPLACER, the test instrument that they selected in 2001. Faculty in basic skills use placement test and exit data to examine learning outcomes and adjust course content and instruction. Continued assessment in entry-level courses, in collaboration with faculty who teach them,

promises improved success for students who begin in basic skills. Enrollment and student services have identified performance indicators and use evidence such as student survey data to measure them. Presently, both advisement and transfer services have been highlighted for review.

As administrators monitor student services for effectiveness, faculty regularly evaluate and improve curriculum and instruction to facilitate learning. Faculty qualifications for this critical work are ensured by structured hiring procedures, evaluation of teaching effectiveness, and professional development. Because the search process for new colleagues is time intensive, faculty generally feel that it needs to be streamlined. The "Partners in Learning" program, which is enhancing collegiality and improving teaching and learning through peer support, has reinvigorated faculty evaluation.

An audit of assessment practices indicates that faculty have moved well beyond the simple use of course grades to the use of multiple measures of proficiency. All course syllabi have been reviewed to ensure that student learning outcomes are expressed in observable language. The challenge is to communicate these outcomes consistently in first-day handouts and College publications. Individual courses, their goals, activities, assessment measures, and use of results for improvement come under scrutiny regularly during academic program review. Faculty periodically analyze quantitative and qualitative aspects of every academic program to ensure appropriate academic content, rigor, and coherence. Because reviews tend to be uneven in quality, written standards which specifically define expectations for study and analysis will help ensure consistency. Because formal review is scheduled every five years, a system, which provides program information instantaneously and continuously, is also recommended.

In pursuit of mission and goals fulfillment, faculty realigned general education standards in 2001. They integrated distribution requirements outlined in the transfer agreement between state community and baccalaureate colleges into their own 12 General Education Goals. Each academic program must address some of these 12 Goals. How many and to what extent a goal must be addressed has never been determined. All programs meet the transfer distribution requirements, but they vary in the number and depth of the 12 General Education Goals. This ambiguity needs to be clarified as faculty extend assessment of general education outcomes to include all 12 Goals in greater depth.

The *Outcomes Assessment Plan(OAP) of 2000-2005* set a schedule for implementing assessment of general education goals, academic disciplines, and programs. The 2005 evaluation of this plan found that the diffusion of innovation throughout the system was not as comprehensive or as quick as intended. Based on these findings, the next five-year plan for student learning outcomes assessment was created. The *Student Learning Outcomes Assessment Plan, 2005- 2010* assumes continuance of the successful approach to institutional assessment outlined in the original *OAP*, but it changes the approach to assessing student-learning outcomes. The new plan recognizes that goals expressed as student learning outcomes and activities for students to achieve them are already in place for the majority of programs and courses. This recognition removes the pressure for all courses and all programs to meet the same deadlines in the same format, thereby inviting individual initiative and greater creativity.

Embedded in governance, implementation of the plan is coordinated by faculty. The goal of the Student Learning Outcomes Committee is for every new course, program, and certificate to have an assessment plan with timetable. Because peer support may be the most effective means of extending good assessment practices to every course and classroom, "Partners in Learning" will make classroom assessment techniques and assessing student learning outcomes in courses a key agenda item for all participants. This initiative and the many others analyzed in this *Self-Study* confirm that Camden County College has successfully sustained a course of institutional renewal over the past decade and through the *Strategic Plan, 2005-2010*, it is positioned to continue that renewal and advancement into the future.

**Middle States Commission on Higher Education**

**Certification Statement:  
Compliance with MSCHE Eligibility Requirements  
& Federal Title IV Requirements**

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. The signed statement should be attached to the *Executive Summary of the institutions self-study report*.

If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

Camden County College \_\_\_\_\_ is seeking:  
(Name of Institution)

(Check one)     Reaffirmation of Accreditation     Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

Exceptions are noted in the attached memorandum (Check if applicable.)

Raymond Jangji  
(Chief Executive Officer)

1/9/07  
(Date)

Ken S. Blaha  
(Chair, Board of Trustees or Directors)

January 9, 2007  
(Date)

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# Introduction

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Camden County College is a comprehensive, public community college established in 1967 with a mission to provide affordable education to enable students to transfer to baccalaureate institutions, prepare for a career, or continue their studies. Believing that education is central to the economic and social well being of its students, the College provides access to higher education for all who can benefit from its offerings. The College serves the residents of Camden County, New Jersey at three major locations – Blackwood, the City of Camden, and Cherry Hill – and at many smaller sites including churches, schools, community centers, and businesses.

Located across the Delaware River from Philadelphia, Camden County is an integral part of the fourth largest metropolitan area in the United States. The most populated of the counties of southern New Jersey, Camden County displays urban, suburban, and rural characteristics. Consequently, students come from varied backgrounds – some from one of the poorest cities in the United States; others from one of the nation's richest suburbs; and many from the numerous small towns and boroughs of South Jersey.

The College attracts almost 25% of its students from neighboring counties because of the quality and scope of its academic programs. For 21% of the graduates of Camden County high schools, it is the college of choice. The unduplicated annual number of credit students in FY2006 was 22,321 with almost 15,000 registered each semester. Non-credit courses serve an additional 17,000 students. Since its founding, the College has provided a high-quality education to over 250,000 credit students, while also enriching the professional and personal lives of thousands more area residents.

During the past decade, the College has successfully met a number of challenges to accomplish a deliberate transformation in all aspects of its operations, facilities, and culture. That transformation is part of the larger story of continuity and change.

Camden County College was one of the first community colleges in New Jersey, and for almost 25 years, it remained, with little competition, the most comprehensive in academic programs and student services. Then between 1987 and 1992, credit enrollment almost doubled from 8,195 to 15,713 and a small county college became a large, diverse community college. However, the institution was not prepared for the many problems that came with rapid enrollment growth and a fluid, indeterminate external environment.

An aging physical plant was inadequate for contemporary instructional needs. An outmoded computer legacy system could not support the new student-consumer's demands for fast, reliable services. The impact of technology on society and work required a rethinking of what was taught and how it was taught. External demands for accountability were insistent. Operating costs were rising. Public subsidies were shrinking. However, the State funding formula was enrollment driven and the new money associated with increasing enrollment briefly masked the need for a critical analysis of programs, services, and systems. Then in early 1993, as the economy emerged from recession, enrollments stabilized and even declined. Competition from neighboring colleges and technical schools increased, and the student market became more complicated. Enrollment growth alone was no longer a sufficient fiscal strategy.

With the hiring of a new president in fall 1993 and the subsequent development of its first *Strategic Plan*, the College began to address the challenges of change. By the time of the 1997 *Self-Study*, the Middle States evaluation team described the College as being "led and staffed by people who are informed about national

trends, aware of and involved in community interests, and confronting change in all aspects of the institution.”

Five years later, the *Periodic Review Report* (PRR) was submitted as a progress report on an institutional transformation that had met the objectives set in the 1997 *Self-Study* as well as those of the College’s initial *Strategic Plan*. This *Self-Study* of 2007 completes the story of the institutional transformation begun in 1993. It addresses the opportunities and constraints of the College as it is today – entrepreneurial, student-centered, academically excellent, managerially efficient, governed with integrity, accountable in all its dealings, functioning in full partnership with the community.

A summary review of the last decade provides a snapshot of some of the more dramatic and significant accomplishments of the College. These include construction of the William G. Rohrer Center in Cherry Hill, a major location that emphasizes training for business and industry; the building of the Camden Technology Center, which doubled the size of the Camden City Campus; and the rebuilding of the Blackwood Campus. Following the *Facilities Master Plan*, major renovations were completed on the Blackwood Library, Student Community Center, Wilson Center, Computer Integrated Manufacturing Center, and historic Jefferson Hall.

Changes to the physical infrastructure were complemented by the implementation of an extensive technology agenda. All buildings on the three main sites are linked in a fiber optic network; all classrooms and meeting rooms are on the network. The percentage of faculty and staff connected to the College network increased from less than 5% in 1994 to 100% in 2004. From minimal use of computers in 1994, faculty and staff now routinely use e-mail, internet, and other network functions.

Faculty have adopted computer technology in classroom and curriculum. Extensive training and ready availability of support personnel have helped to develop their technical ability. Most importantly, the use of technology in instruction has advanced the transition from a teacher-centered to a student-centered model of education with faculty addressing student learning outcomes in an increasing number of programs, disciplines, and courses.

Today, the faculty is not only impressively degreed and credentialed, but it is also acclaimed. It includes members of national peer review and mentoring teams, Fulbright Scholars, recipients of humanitarian, teaching, and outstanding service awards, a New Jersey Professor of the Year, authors, poets, artists and scholars who are selected for recognition in professional journals and juried artistic exhibitions, receive fellowships, lead research projects, and are honored by local, regional, and national organizations.

In the last decade, the curriculum has changed as 47 new degree and certificate programs have been introduced in response to needs of the local job market. The College offers over 150 degree and certificate programs, general education, and preparation in academic skills and ESL. Distance learning has expanded, with more than 45 courses and 5 degrees offered online. Over 50 hybrid courses combine classroom and online work.

Enrollment has rebounded from the mid-1990’s decline and credits generated today are 34% higher than they were in 1997 when 104,501 credits were generated compared to 140,028 in fall 2005. The College almost always outperforms its New Jersey sister Colleges in this key determinant of state aid apportioned from a limited pool.

An interactive College webpage supports learning and broadens access for students. Registration, admissions, financial aid, and all other enrollment services have been reengineered to focus on customer

service. Students apply, register, are advised, and pay their bills online. Information technology has enhanced services such as the library and testing, made budgeting easier, and widened access to timely and reliable data.

While such significant improvements have been made to address aging and outmoded buildings, enhance programs and services, and create a extensive technology environment, prudent fiscal stewardship, entrepreneurial partnerships, and a host of fiscal best practices have kept tuition among the lowest in the state and region. The operating budget is in excess of \$61 million and total annual expenditures from all funds exceed \$86 million. At approximately \$5,300 per FTE, the College has the lowest expenditure per FTE among the 19 New Jersey Community Colleges. Tuition is \$79 per credit and 57% of revenues come from student tuition and fees. The state contributes 21%, the county 18%, and 4% comes from other sources. The College is lean and has been extremely creative and effective in managing its resources for maximum efficiency.

Good funding support depends upon good community relations. Camden County College is highly visible in the community and it enjoys the goodwill of the local freeholder board, representatives of state and national government, alumni, educators, and civic leaders. Businesses and labor organizations use the College for special training needs and appreciate the institution's responsiveness to their interests. The bedrock of this community respect is the College's reputation for integrity, transparency in its operations, and openness in sharing institutional information.

Camden County College is built on a tradition of excellence and is driven by a steadfast commitment to do the best for those we serve. This commitment is kept alive by collaborative evaluation of strategies and outcomes and individual, professional self-reflection. Faculty and staff at all levels strive to analyze their work and make corrections to improve courses, programs, and services.

To this end, an institutional assessment model is securely in place. This model begins with Mission and Goals review and proceeds through strategic and operational planning. It incorporates student learning outcomes and regularly measures performance of all administrative functions and student services to assess overall mission fulfillment. Planning, which is informed by the results of assessment and linked to budgeting, is especially critical for advancing the institution while maintaining quality in tight financial circumstances. Camden County College's record of accomplishments is evidence of the value of reasoned, planned action based on good assessment information.

It is from this experience that work on this *Self-Study* began in the fall of 2004, when President Phyllis Della Vecchia appointed Provost and Vice President for Academic Affairs Raymond Yannuzzi to lead the project. In February 2006, Dr. Della Vecchia retired and Dr. Yannuzzi was appointed Acting President while the Board conducts a national search for the fourth president of Camden County College.

Professor Kelly Jackson and Dr. Marilyn Feingold were appointed as Steering Committee Co-chairs. They developed a schedule and steering committee structure. Six subcommittees were established with a faculty member and administrator appointed as co-chairs of each. In spring 2005, faculty, staff, students, and trustees were invited to serve on these committees.

Because of our size, breadth of offerings, and impending presidential transition the comprehensive model, which offered the widest scope of self-study, was chosen. For over eighteen months, self-study teams analyzed College activities of the past decade in light of the *Characteristics of Excellence*. Drafts of reports, chapters and several iterations of the entire document were shared with the entire College community. Forums were held in fall 2006 to engage even more faculty, staff, and students in the process.

This *Self-Study* is in fourteen chapters, each corresponding to one of the accreditation standards. Every chapter begins by citing the basic sources, which bear evidence of compliance. After analyzing that evidence with reference to the standard and noting chapter cross-references, institutional strengths, and challenges are analyzed based on the standard and its elements as defined in *Characteristics of Excellence*.

Because a document inventory is available and all documents are readily accessible in print or on the web, the narrative does not try to be inclusive of all documentation. It focuses instead on core evidence of compliance. In addition, the narrative consciously avoids describing material that is presented in already existing documents.

Although assessment information is integrated in the discussion of strengths and challenges in the various chapters, a specific assessment section is included in each chapter. This is done to exemplify the various approaches to assessment that the College employs and to highlight the consistent use of information for improvement.

At this time of transition in presidential leadership, self-study takes on a special significance. The comprehensive model of self-study demanded a thoroughness and intensity that has served us well in preparing for a new president. Because of our serious engagement with the process, the College community is able to offer to the new president a full written review of the state of the College, which can become the basis for developing the leadership strategies needed for a new era.

# Mission and Goals

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## Standard 1

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

The written statements of Mission, Goals, Vision, and Values bear direct evidence of compliance with accreditation Standard 1.

The Mission of the College is derived from Title 18A of the Higher Education Act of 1966 of the State of New Jersey. However, the statements of Mission, Goals, Vision, and Values, which were developed by the College community and formally adopted by the Board of Trustees in September 2005, go beyond state governing law to express institutional individuality and character.

The Mission Statement places the College within the context of higher education as a public comprehensive community college, serving the citizens of Camden County, New Jersey. Like most community colleges, it limits academic programs to the associate's degree level. It refers to its open admissions policy by welcoming as students "all who can benefit," and pledges to offer a full range of programs and services that will enable students to transfer for further studies, prepare for a career, or continue their education. Having established the College's role and the audience it serves, the Mission Statement goes on to define a public purpose that encompasses more than providing the requisite educational programs for a specific service area. That larger public purpose is stated in the Mission as "the economic development of Camden County and the personal development of its citizens." Articulated this way, the ends toward which the College strives are given life and energy and are more socially compelling than a mere paraphrase of legal requirements or generic description of a community college.

The Vision Statement explains this public purpose by describing concretely what the College intends to accomplish. It intends to address the economic development of the County by creating a skilled and stable local workforce and by preparing students to live and work in a global economy. It intends to address the personal development of the citizens of Camden County by providing an avenue of social mobility. It intends to enhance the quality of life in Camden County, not only by the means already mentioned, but also by encouraging enlightened civic engagement and serving as a destination for cultural and recreational activities. As an institution funded in part by tax dollars, the College accepts its public purpose as a "responsibility to the citizens of Camden County."

The Values Statement illuminates institutional character by defining the desired college climate—honest, civil, industrious, respectful of diversity, and focused on individual student success.

The Goals Statement specifies the means by which the intentions of the Mission, Vision, and Values are to be accomplished. Written in outcomes-oriented language, the Goals direct that the College will foster student learning and community development through transfer, career, and general education at the

associate's degree level; developmental education; student support services; non-credit-training; and recreational and cultural activities. Other Goals address continuous institutional improvements in the use of technology, human, and financial resources.

Goals, Vision, and Values all complement and explicate Mission. Together they inform the development of the *Strategic Plan* whose initiatives and strategies guide all institutional activities and decisions. Institutional effectiveness is defined as mission fulfillment and every year the trustees evaluate institutional effectiveness by reviewing quantitative mission indicators and qualitative outcomes of planning based on Mission and Goals.

### **CROSS REFERENCES**

- Planning
- Institutional Assessment
- Student Admissions
- Related Educational Activities

### **ANALYSIS OF STRENGTHS AND CHALLENGES**

*WITH REFERENCE TO STANDARDS AND ELEMENTS*

The statements of Mission, Goals, Vision, and Values are disseminated widely through the College's website, public statements by the President and trustees, key publications like the *Catalog, Academic Program Guide, President's Report*, and *Strategic Plan*. As a result, the College community and external constituencies have a good understanding of the College's purpose and what it intends to accomplish.

Regular review of mission for continued relevance contributes to this wide and strong agreement on Mission, Goals, Vision, and Values. The timing of mission review is an institutional strength. Because Mission and Goals review begins each strategic planning cycle, it is done within the rich informational context assembled in the situational analysis of the College's internal and external environments. Now synchronized with the reaccreditation schedule, the three most recent reviews of Mission and Goals took place in 1997, 2002, and 2005. The 2005 version is the present statement and along with Goals, Vision and Values it comprises the introduction to the *Strategic Plan, 2005-2010*.

The present Mission Statement builds on the 1997 statement, which resulted from the first in-depth review of the purpose and role of the College since it was founded. The 1997 statement reaffirmed commitment to the core functions of a comprehensive community college, and it also introduced several new concepts. These included: a definition of institutional identity as one college operating at three locations, with a shared purpose, but different emphases; the need for continuous effort to shape programs and services to changing student and societal needs; the value of diversity; the importance of partnering with other institutions; and acceptance of the College's leadership role in both the community and economic development of Camden County. The 1997 Mission Statement began to recognize that a larger public purpose was embedded in the daily delivery of courses and services. Because of this recognition, the College expanded its involvement in the County and the greater Philadelphia region.

A review of Mission and Goals in 2002, in conjunction with the Middle States *Periodic Review Report*, resulted in minor wording changes only. The 2005 review, creating the present Mission Statement, resulted in changes that were more significant. The concept of "one college at three major locations" had become so internalized by faculty and staff that specific reference to this organizational configuration was no longer

needed in the Mission Statement. Degree level was introduced and accessibility was defined by the word “affordability” and the phrase “all who can benefit.” Responsiveness to changing needs was linked to assessment of learning outcomes, effectiveness of services, and to continuous improvement in academic and administrative programs.

These changes were subtle, but significant enough to evoke a new set of institutional Goals that not only explicate the Mission, but also define ends in student learning and institutional behavior. For example, in order to specify the reference to student support in the Mission Statement, a Goal on developmental courses was introduced. This Goal clearly states that the outcome of these courses is student readiness for college-level work-- an observable outcome, which faculty measure carefully and regularly from placement testing through the sequence of developmental courses to exit testing. The phrase “including academic degrees” was added to the Goal for business and industry training programs in response to increased requests from area corporations for career ladders leading to degrees for their employees.

The rewritten Goals, the addition of a Values statement, and the fuller definition of the College’s larger public purpose in the Mission and the Vision comprise some of the valuable outcomes of the 2005 review.

Over the past 10 years, the College used several different approaches to securing wide participation in Mission and Goals review. A consideration of these approaches will demonstrate institutional commitment to continuous evaluation of Mission and Goals and illustrate some of the associated strengths and challenges.

The 1997 review, the College’s first in thirty years, was quite lengthy. It began with the work of the “Sense of Purpose Team,” one of seven teams of faculty, staff, administrators created by the President in 1994 to begin strategic planning at Camden County College. The team developed several draft Mission Statements, sought, and received reactions and suggestions from every sector of the College. Some of these came through formal channels like the President’s Cabinet, the Faculty Assembly, and the Academic Affairs Committee of the Board. Others came through informal channels like student groups convened by the Office of Student Activities or community focus groups convened by the Office of Institutional Advancement. When the Board of Trustees approved this Mission and Goals statement in April 1997, it could truly be proclaimed a document that resulted from wide and deep community conversation and consensus.

This effort was so time consuming that the 2002 Mission review was approached with a concern for timeliness. Conducted by a planning committee which was led by the Vice President for Institutional Advancement, this approach relied heavily on the administrative structure of vice-presidents and deans to secure involvement of divisions, departments, and administrative units. The approach was efficient and it did stimulate awareness, but it did not result in significant change to Mission and Goals. The institutional consensus regarding the appropriateness of the 1997 Mission Statement was still strong.

In 2005, a third approach to Mission review was taken with the aim of balancing timeliness with richer participation than the 2002 effort had afforded. For the entire 2004-05 academic year, a group of 25-30 individuals responsible for institutional improvement, including vice-presidents, deans, directors, coordinators, faculty and staff union representatives was formed by the President as the planning committee. She chaired the group, which met monthly at the administrative staff meeting. The Dean of Institutional Research, Planning, and Grants coordinated and staffed the effort. Using the information of the “Situational Analysis,” which featured results of previous assessments of Mission fulfillment, they reviewed the continued relevance of Mission and Goals. They discussed, brainstormed, and left each

monthly meeting with assignments to develop drafts, share information with faculty and staff, and collect suggestions and responses for consideration at the next meeting.

This process was more efficient than the 1997 process, more creative than the 2002 process, and more extensive than both were, since it covered Mission, Goals, Vision, and Values. The Mission statement was refined to emphasize the College's end purposes; Goals were rewritten to point toward expected outcomes; Vision was reviewed to describe a state of Mission and Goals fulfillment; and Values were added to set expectations about how Mission and Goals should be carried out.

For those who participated directly in the monthly meetings, the experience was challenging and intellectually stimulating. For those who participated through departments, divisions, and other groups the experience and the results were uneven. Not every representative gave the same attention to securing constituency responses. A number of faculty and staff submitted ideas and comments that were included in the final statements, but some individuals chose not to respond. Others report that they were not aware of the invitation to do so. Uneven results across organizational units indicate that planning committee representatives and divisional leaders need more structured guidance in how to share and seek good constituency input.

Of the three approaches to participation in Mission and Goals review, the first, which used smaller teams reporting to a larger planning committee, involved the most people directly and the last, which used the time of administrative staff meeting, evoked the best quality effort. While there is widespread understanding and acceptance of the Mission, Goals, Vision, and Values, there is also an opportunity for enriching the involvement of the wider community in the development of Mission and Goals.

## ***ASSESSMENT***

Assessment of Mission fulfillment and the evaluation of Mission for continued relevance are two distinct but related functions. Each is conducted separately but both assessments employ information from the same databases. Because it is considered the definition of institutional effectiveness, the Board of Trustees assesses Mission fulfillment at their yearly retreat. This activity is the culmination of the annual cycle of institutional planning and assessment. The trustees review quantitative information from student learning outcomes, key performance indicators of administrative and student services, and qualitative information on the accomplishment of institutional and unit objectives.

Continued relevance and currency of Mission and Goals is assessed at the beginning of each strategic planning cycle. Each cycle starts with a scan of the internal and external environments including the results of the Board's annual assessments of Mission fulfillment. This information is organized as a "Situational Analysis" which provides background for testing the continued relevance and currency of Mission and Goals.

## ***RECOMMENDATION FOR IMPROVEMENT***

1. Enrich participation in Mission and Goals review by providing more structured guidance for planning committee representatives and divisional leaders on methods they should employ to engage their constituencies in the process.

# **Planning, Resource Allocation, and Institutional Renewal**

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## **Standard 2**

An institution 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. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

Each *Strategic Plan* and *Transformation Agenda Report* of the past ten years bears evidence of institutional compliance with Accreditation Standard 2.

These documents demonstrate a coherent, sustained process of strategic planning and evaluation. Each *Strategic Plan* covers five years. During this time, it drives institutional activities by means of a system of operational planning, which encompasses all functional plans, and is linked to budgeting. *The Transformation Agenda Report* is an annual quantitative and qualitative assessment of the results achieved through planning as they relate to institutional renewal and fulfillment of Mission and Goals.

Since 1994, strategic planning derived from Mission and Goals has been guiding the allocation of all financial, physical, and human resources toward substantial, transformative change and renewal. This effort began in spring 1993, when the Board of Trustees decided to pursue institutional renewal as they prepared to hire the College's third president. Facilitated by a consultant, they studied institutional strengths and weaknesses and determined that significant change was needed to maintain the College's tradition of academic excellence. Based on the work of seven planning teams, composed of faculty, students, and staff, the newly appointed President synthesized the expectations of the Board and the recommendations of the teams into a transformation agenda. This agenda sets four broad outcomes to be achieved through strategic planning: They are: (1) reframing or instilling new vision and new resolve; (2) restructuring or getting lean, fit and competitive; (3) revitalization or igniting new markets by linking with the environment; and (4) renewal or investing people with new skills and purposes.

Every year at its retreat, the Board evaluates institutional effectiveness both qualitatively and quantitatively by means of the *Report on the Transformation Agenda*. Comprised of two parts, the report provides (1) a record of accomplishments of the *Strategic Plan* categorized as they address reframing, restructuring, revitalization, and renewal; and (2) a review of quantitative indicators of Mission and Goals attainment. Formative evaluations conducted through administrative and academic units provide information for this annual summative evaluation. Both types of evaluation inform adjustments to the plan in place and at the appropriate time trigger development of a new plan.

### ***CROSS REFERENCES***

- Mission and Goals
- Institutional Assessment
- Leadership and Governance
- Administration

## ***ANALYSIS OF STRENGTHS/CHALLENGES***

*WITH REFERENCE TO STANDARDS AND ELEMENTS*

The strategic planning process itself is an institutional strength. It is simple enough to be easily understood, broad enough to include wide participation, flexible enough to respond to emerging issues and directive enough to ensure efficient use of limited resources. Because it is cyclical, evaluation results are regularly fed back into the process to create new strategies or revise existing ones. To ensure timely implementation, it is tied directly to operational planning and budgeting where target dates and responsibilities are set.

Camden County College has a unique planning process, which employs an issues management approach for which assessment is fundamental because good information is needed to identify and define those issues most critical for institutional progress. Consequently, strategic planning begins by scanning the internal and external environments. The Office of Institutional Research, Planning and Grants uses evaluation results from previous plans, assessments of student learning, community input from advisory committees, graduate surveys, focus groups, benchmarks, and other data to compile a “Situational Analysis” from which planning groups develop an inventory of institutional strengths, weaknesses, opportunities, and threats.

In an interactive group process, the planning committee uses this information first to review mission and goals for continued relevance and then within the context of revised mission and goals to identify issues, i.e. key policy decisions, which will advance the College over the next three to five years. Planners combine or exclude issues through several iterations until the list is reduced to those that are presently most critical to mission fulfillment. Each strategic issue is described in writing and a set of strategic initiatives is developed to address their attainment. Drafts of various parts and then the whole plan are circulated for comment and revision to the College community. The Board discusses a draft of the plan. Then, based on all the comments received, final adjustments are made, and the *Strategic Plan* is published in print and on the web.

Administrators and faculty use the *Strategic Plan* to begin operational planning. The strategic initiatives defined in the *Strategic Plan* are the institutional objectives, which guide administrators and faculty in setting unit objectives and creating annual budget requests. Unit objectives mark the transition from strategic to operational planning. Unit objectives specify actions, and target dates, as well as responsibilities.

Responsibility is further fixed as each vice-president assembles the unit plans within his/her scope of authority and creates an area plan. Each vice-president is free to use his/her own approach for gathering information and involving staff, but the key is that operational planning at the unit level is derived from the *Strategic Plan*. College-wide coordination is addressed as vice-presidents meet with the president as a group to make certain that no aspect of the *Strategic Plan* has fallen between areas. They also test all area plans against academic needs and interests as expressed in the *Academic Plan* and consider the reallocation of human resources across areas to effect the best possible execution of the *Strategic Plan*.

College-wide coordination is achieved also through the development of plans, which cross areas of responsibility, e.g. the *Strategic Plan for Technology*, *Enrollment Development Plan*, and *Facilities Master Plan*. These functional plans are developed and revised based on direction provided by the *Strategic Plan*. Functional plan objectives are then integrated into operational planning at the unit and area levels.

On a smaller scale, functional planning teams replicate the issues management approach of strategic planning. They scan the environment, identify and analyze issues, and establish an organizational response by writing objectives. Issues management planning has served the College well in a number of ways. It leverages energy from across the various sectors of the institution as it uses teams of people from various areas to study issues from different perspectives. Ownership of ideas and strategies is shared, but

accountability is fixed at the unit level. It is flexible as it allows for the ready formation of teams to address emerging problems or opportunities. A changing environment requires planning flexibility, but unrestrained flexibility can lead to a dissipation of energy and resources on too many issues.

To counter this concern, the transformation agenda complements issues management planning. The broad outcomes of the transformation agenda enable planners to maintain focus as only those issues which best address these outcomes—reframing, restructuring, revitalization, renewal-- can be allocated time, attention, and other scarce resources. Even within a limited fiscal environment, issues management planning promotes institutional advancement because it takes a proactive view of identifying issues, which are new because of changes in the internal or external environments.

While not everyone is knowledgeable about the theory of the College's planning process, almost everyone has participated in some aspect of planning. Constituency involvement in planning takes many forms. The Trustees provide direction for the "Situational Analysis." They review drafts of the completed *Strategic Plan*, and request changes both in Board Committees and when convened as the full Board. Most importantly, they evaluate institutional effectiveness based on outcomes achieved through planning.

For many faculty and staff, planning teams offer rich opportunities to share in policy development and set strategy. Faculty, administrators, staff, advisory board members, students, and community have been involved in developing the *Strategic Plan* in varying ways over time. The discussion in Chapter 1 about the three approaches to Mission and Goals review applies to development of the entire *Strategic Plan*. All three approaches have been very participatory, but the first, which used smaller planning teams who reported to an overall planning committee, provided the opportunity for intense, direct participation to the largest number of people, and as such is the most favored. Neither the top-down approach of 2002; nor use of the administrative staff meeting for planning in 2005 engaged as broad a segment of the College community in direct development of the *Strategic Plan* as did the teams who were formed in 1994 and whose work resulted in the 1997 *Strategic Plan*. The first approach was right; and, now with all the planning experience gained in ten years, it need not take as long to complete.

Faculty, administrators, and staff are fully involved in operational planning. All academic and administrative units prepare objectives derived from the initiatives of the *Strategic Plan*. All budget requests must be keyed to the plan. Faculty lead academic program review, which is the essence of the *Academic Plan*. Performance evaluations of units and individuals are based on objectives, which are set within the context of planning goals and objectives. Decisions are clarified, arguments are defended, and ideas are described, all within the language and context of the *Strategic Plan*.

Planning is an institutional strength. It is a familiar institutional activity, which enables us to maintain the tight focus needed to maximize scarce resources for high performance. Yet, from the very strengths come the challenges. In some areas, planning has become an assignment to finish by a deadline; in others easily achieved targets take precedence over stretch initiatives. Some conduct their specific planning tasks, but miss the overall structure and purpose of planning. Others choose not to participate fully or even at all unless they are assured that their interests will be funded. While none of these are major concerns because they are not pervasive, awareness will help forestall problems. This points to the importance of on-going professional development for planners at all levels because a better understanding of the overall process will enrich the quality of the effort.

## ***ASSESSMENT***

Assessment of the outcomes of planning, as well as evaluation of the planning process itself are fundamental to continuous institutional improvement. The outcomes of planning are measured, quantitatively and qualitatively, as the culmination of institutional assessment when the trustees review institutional and student learning outcomes by means of the *Transformation Agenda Report* at their annual retreat.

The extent and depth of the record of institutional accomplishments, recorded in these reports, point to the effectiveness of the planning process. More direct evaluation of the planning process typically takes place before the development of a new plan. Because the planning cycle is synchronized with the reaccreditation cycle, the broadest evaluative feedback about the process comes as a result of the self-study process. Based on this most recent experience, the following recommendations are offered.

## ***RECOMMENDATION FOR IMPROVEMENT***

1. Broaden and enrich direct participation in development of the *Strategic Plan* by using planning teams at the department and divisional level to recommend strategic initiatives for issues identified by the larger planning committee.

# Institutional Resources

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## Standard 3

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

College operating and capital budgets, audits, management letters, the *Strategic Plan*, the *Facilities Master Plan*, and *Strategic Plan for Technology* form the core evidence of compliance with Accreditation Standard 3.

The institutional accomplishments of the last decade could only have been achieved through the efficient use of resources. Annual audits and management letters testify to the excellent management of scarce resources at Camden County College. According to the *Fact Book* published by the New Jersey Council of County Colleges (NJCCC), Camden County College operates consistently at the lowest or the second lowest cost per FTE of all the New Jersey Colleges. State and county governmental appropriations together comprise forty-three percent (43 %) of the budget – a declining number as public funding for higher education has become more and more limited. As a percentage of the budget, county funding in FY2005 was only nineteen and two-tenths percent (19.2%), which is significantly lower than the sector average of twenty-six and two-tenths percent (26.2%). Over the past decade, the College has diversified revenue by relying more on entrepreneurial activities like training for business and industry, private fund-raising, and restructuring auxiliary services. Other revenues, generally proceeds from entrepreneurial activities, were four and four-tenths (4.4%) of the College's FY2005 revenue as opposed to the sector average of three and two-tenths percent (3.2%).

Even with such limited funds, the College has been able to move forward with advanced technology, new academic programs, better library resources, revitalization of its physical environment, and a host of other improvements. Tuition is at the second lowest level of all New Jersey community colleges. In fall 2006, the College's tuition rate was approximately eight percent (8%) below the sector average.

The great success story of Camden County College over the past decade has been how the College has been able to keep tuition low and still serve a record enrollment ever more effectively in a time of increasingly constrained public funding. This has been due essentially to careful financial planning, and regular analysis of financial efficiency and effectiveness indicators to ensure that resources are used for maximum value in pursuing the course laid out in the *Strategic Plan* for the attainment of Mission and Goals.

Careful financial planning begins with attention to resource acquisition, which is a daily agenda item for the President and trustees. Working through NJCCC and directly with state and local legislators, the College has developed strong relationships with public funding sources. For example, the recent New Jersey Student Tuition Assistance Reward Scholarship (NJ STARS) program, which funds the first two years of community college attendance for the top ten percent (10%) of graduating high school seniors throughout New Jersey, began with Camden County College's resource acquisition efforts.

The \$83 million funding to rebuild the Blackwood Campus is another positive result of long-term resource acquisition efforts at both the County and State levels. By tying grant applications to the *Strategic Plan*,

efficient use of external funds is ensured. For example, a Title III Grant enabled the College to prepare faculty for distance education and modernize its student information system. Also, the College Foundation seeks support for institutional needs and student scholarships.

Careful financial planning depends upon good use of resources. The annual operating budget, which is the plan for resource use, refuses simply to add on to actual or budgeted amounts of the previous year. Instead, budget builders are required to rethink basic needs every year, and to request this funding separately from funding for new initiatives.

Capital budgeting sets priorities among facilities needs. New facilities are developed according to the *Facilities Master Plan*, which is used as a tool for evaluating all renovation and development proposals. Life cycle funding for maintenance and for equipment acquisition helps to extend the reach of scarce dollars. Life cycle funding has been especially effective in keeping technology resources up to date. A *Strategic Plan for Technology* guides the use of financial and human resources in conducting an ambitious agenda for the use of information technology throughout the College. Assessment of effective resource use is conducted through the development and use of strategic financial indicators and indicators of routine work, i.e. key performance indicators as called for in the *Outcomes Assessment Plan*.

### ***CROSS REFERENCES***

- Institutional Assessment
- Planning
- Educational Offerings
- Integrity
- Faculty

### ***ANALYSIS OF STRENGTHS AND CHALLENGES***

*WITH REFERENCE TO STANDARD AND FUNDAMENTAL ELEMENTS*

Because Finance, Facilities, and Technology have played such a large role in the institutional change and renewal that is reported in this *Self-Study*, each topic will be addressed separately in the following analysis.

#### **Finance:**

Without excellent ongoing analysis of the use of institutional resources, it would have been impossible to operate so long with comparatively so few dollars for such maximum performance. Analysis of financial indicators has enabled the College to control costs, maximize efficiency, and reallocate resources toward achievement of goals. Strategic indicators, which set budget and balance sheet targets, assess financial outcomes; more routine indicators measure daily operations. Strategic financial indicators are reviewed by staff as well as the Board of Trustees throughout each budget cycle and when each fiscal year's financial results are audited. For example, strategic financial indicators assess the College's financial stability, increased revenue diversification, restructured expenditures, and available reserves. The following explains the use of some of the strategic financial indicators.

Early efforts to establish financial stability began with analysis of the composition of expenditures. In 1993, the College was spending over eighty percent (80%) of its budget on employee compensation. Salaries and benefits were taking an increasingly larger, uncontrolled share of resources. Comparative data showed that this expenditure structure was both out of line with other New Jersey county colleges and was fundamentally restricting the College's ability to respond quickly to emerging needs.

A strategic indicator was defined for compensation setting a target range of seventy-two to seventy-seven percent (72%-77%) of the budget. Over several years, a series of personnel actions helped to achieve and maintain compensation at the target. These actions included voluntary separation programs for employees nearing retirement and subsequent administrative reorganizations, which selectively filled vacant positions and reassigned duties in accordance with initiatives of the *Strategic Plan*. Agreements reached in collective bargaining were critical to bringing compensation costs more in line with peer colleges. The College was able to negotiate changes in the design of benefits plans, offer less expensive insurance programs and have employees share in the cost of their benefits. New administrative policies support the effort to control costs. For example, the College now offers an opt-out program for employees who have insurance coverage with their spouse's employer. Each year, as the budget is presented for Board action, the percentage of expenditures dedicated to employee compensation is scrutinized to ensure that it is in the target range of 72%-77% of the budget as established by the compensation indicator.

Even with this success, initial efforts to ensure financial stability were confounded by a statutory anomaly. Based on an oddity in the statutory calculation of the county appropriation, the College experienced wide swings in governmental appropriations from one year to the next. Because the College was spending based on the statutory allocation, there was an approximate \$1M annual swing in expenditures with concomitantly "easy" and "hard" budget development cycles. The impact on operations was chaotic with having to cut a million dollars of spending every other year. Faculty and staff morale was negatively affected and public funders who were unfamiliar with the reasons for such dramatic biennial fluctuation questioned the integrity of budget requests.

The creation of the stabilization fund (an accounting reserve) to either collect or expend funds eliminated the fluctuations. The existence and amount of the fund comprise another strategic financial indicator whose monitoring ensures spending at the level of the County's annual cash appropriation. A review of financial statements shows, according to accounting rules, alternate operating surpluses, and deficits. This does not signal financial instability, but in reality, it reflects the College's mastery over a statutory oddity. Most importantly, morale improved and the reputation for integrity in presenting our financial picture was established. This was a crucial enabling factor for subsequently successful acquisition of needed resources. In particular, the \$83 million initiative to rebuild the Blackwood Campus could not have been secured in the absence of freeholder confidence in the fiscal integrity of the College. That initiative is based on a partnership between the College, the State, and the Camden County Freeholder Board. It will be funded in three separate bond issues that are based on the following division.

- Fifty-six percent (56%) from the County of Camden
- Seventeen percent (17%) from the State of New Jersey, which may increase depending on other grants or the possibility of more Chapter 12, (which is the community college facilities program), monies becoming available, and
- Twenty-seven percent (27%) from the College to be paid as debt service through a gradual \$6 increase in the general service fee.

The first bond issue has been secured. Work on the second issue at both the State and County levels will be complicated and time-consuming and needs to be completed in time for the second phase of construction scheduled to begin in 2008.

The fiscal integrity of the College was also critical in creating an effective Foundation. A committed Foundation Board is steward to over \$1 million in assets and has a track record of funding numerous

scholarships, a literacy initiative, and other College needs like the restoration of Jefferson Hall. In addition, the Foundation was involved in securing the major private gift from the Rohrer Foundation, which built the Center in Cherry Hill. Despite these many successes, the needs of the College have outpaced the Foundation's private fund-raising efforts. The development function of the Office of Institutional Advancement has been very successful in raising public monies, e.g. the Camden Technology Center received a grant of \$3.5 million as part of the Camden revitalization plan; the Department of Commerce awarded the College a \$2 million grant to build a Camden Conference Center. The challenge now is to enlarge the Foundation's capacity for raising private funds to supplement operating and capital budgets.

Resource acquisition for planned activities does not completely address availability of resources. Another measure of resource availability is the capacity for meeting unexpected needs. With such limited resources, unexpected needs take on an even larger significance. Strategic indicators of the overall amount and the annual change in operating reserves monitor institutional ability to weather a fiscal "rainy day." After reviewing data from other community colleges, the Board adopted a reserve target range of five to seven and a half percent (5% to 7.5%) of operating revenues. Over time, reserves have grown from nothing (a negative fund balance) to 7.5%. Reserves in excess of 7.5% are routinely earmarked for one-time capital expenses.

In addition to strategic financial indicators, the College uses more routine indicators to measure daily operations to ensure availability of resources. For example, staff in institutional research, finance, and academic and student affairs monitor numbers of students dropped for non-payment daily. This is especially critical at the beginning of each semester, so that adjustments may be made to the number of sections offered. This indicator also alerts recruitment specialists to lagging enrollment so that adjustments can be made to meet budgeted projections. Many more examples of the regular analysis of indicators -- both routine and strategic -- to ensure availability of necessary resources are included among the financial indicators identified and measured as part of the *Outcomes Assessment Plan*.

While the availability of adequate resources is critical for Mission fulfillment, accessibility of resources for end users is just as critical. To this end, budget development and implementation is an institutional strength. Budget development is the first step in creating accessibility. All budget managers are budget builders. They are asked to develop both a base and priority budget request with justifying information. The base budget details fundamental operating needs and the priorities refer to funding needs for new initiatives as indicated by the *Strategic Plan*.

After integrating all unit requests, finance staff provide the budget by line item to senior level administrators. They are supplied with the base budget as well as the rankings of all priority requests to share in turn with their staff. Information sharing continues until after the final revenue levels are determined in the spring. Finance staff also present the overall rationale and structure of the operating and capital budgets at the general administrative staff meeting and other forums. In summary, the budget development cycle allows participants to see how their requests fared compared to the needs and priorities of other participants within the bounds of available resources.

Sustained accessibility of resources and effective implementation of the budget depend upon each budget manager; therefore, it is very important that they have the requisite tools. Since budget development begins approximately a year prior to implementation, changes are likely to occur. The effort to ensure that decision makers have timely and accurate data is strength. This is critical in an environment of scarce resources and increased accountability. To that end, the following actions have been taken.

- All departments have access to online purchase order and approval capability.
- All end users have online access to their transaction and encumbrance detail.
- Budget managers have line item transfer capability and pool and contingency accounts to manage their budgets.
- Forms and procedures describe the College guidelines for expenditures such as mileage, out of state travel, and cell phone reimbursement.
- The approval hierarchy for expenditures eliminates the need for budget managers to seek approval for every expenditure.
- Regular workshops are conducted for budget managers and their support staff

## ***ASSESSMENT***

Assessment of the efficiency and effectiveness of the use of institutional resources is conducted by means of the annual audit and by monitoring financial indicators, strategic and routine, as discussed above and as called for in the *Outcomes Assessment Plan*.

The College's financial operations are annually audited and presented in accordance with generally accepted accounting practices (GAAP). The College regularly receives an unqualified opinion from its auditors.

Within its financial statements, the College has fully embraced all Governmental Accounting Standard Board statements including GASB 34 and 35. Since June 30, 2002, staff have prepared a Management Discussion and Analysis (MD&A) for inclusion in the audit. Its comprehensiveness and its non-financial presentation of financial data, speaks to the excellence of the College's MD&A. The College's audit firm regularly uses the MD&A as an example for other clients to emulate. The auditors issue a management letter annually. The concerns addressed in the management letter, as well as those issues that qualify for discussion only at the exit conference, are reviewed by the President's staff. The Board of Trustees receives the staff's initial corrective action plan with the management letter. Additionally, at the close of the fiscal year, staff report progress on all management letter issues to the Board.

The use of indicators both, strategic and routine, has led to many institutional improvements. The following demonstrates how the use of strategic and routine indicators can be synergistic. A strategic indicator caps accounts receivable at no more than four percent (4%) of assets. A routine indicator monitors the amount of receivables associated with customized training. At bi-weekly meetings, staff report on the level and aging of each customized training account. As a result, these accounts receivable dropped from \$1,025,451 as of July 1, 2005 to \$134,439 as of June 30, 2006.

A good example of how assessment can benefit students directly and immediately is the new textbook savings program. Based on the routine indicator of textbook costs, bookstore management and college faculty developed a plan to reduce textbook costs for students. Participating faculty agree to use the same textbooks in their courses for six semesters. For these courses, the bookstore increased the amount at which it purchases used textbooks from students. In turn, it now sells them at a rate of approximately half the cost of a new book. In its first semester more than one third of the faculty participated in this program and students saved up to \$200 per semester.

## ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Design and implement a major fund-raising campaign to secure private gifts through the Foundation.
2. Secure second bond issue for the next phase of the rebuilding Blackwood initiative.

### **Facilities:**

The comprehensive and progressive change in financial operations is matched by the equally comprehensive and progressive change in facilities development and management. This College believes strongly that the physical environment and physical resources are critical for effective teaching and learning. To extend limited resources as far as possible, all development and maintenance of facilities is guided by the *Facilities Master Plan*. That plan was developed by a college-wide process that included all internal constituencies and external stakeholders from the County and Township as well. The plan is driven by the *Academic Plan* and informed by enrollment projections. To create a physical environment most conducive to teaching and learning is its first goal; the second is to create and sustain a vibrant academic community.

Given the recent construction of buildings at the Camden Campus and the Rohrer Center, the Blackwood Campus presents the greatest facilities challenge. Consisting of approximately 350 acres with natural features such as a creek, a lake, woods, and wetlands, Blackwood has twenty-five (25) significant buildings of varying age and quality that provide 405,570 assignable square feet in an approximately 675,000 gross square feet of total building area. In general, the facility conditions reflect the building chronology. For example, the majority of the older buildings (circa 1950-60's) are in poor condition. The buildings constructed in the 1970's are in good to fair condition. The buildings constructed after the mid-1980's are in good to excellent condition.

In the mid-1990's at the Blackwood Campus:

- Most facilities uses, particularly offices, were scattered into multiple buildings and locations across campus. Many units occupied spaces that were not designed for their current functions and therefore; did not, and some still do not, optimally support the unit's mission and programs. For example, the finance office is housed in apartments constructed for priests teaching at the original seminary.
- The pre-1980's buildings failed to provide adequate accessibility. Several buildings were constructed with split-level entry requiring accessible entries to be retrofitted into the buildings in locations separate from the main entries.
- Classrooms were hampered by the lack of adequate electrical, and/or telecommunications infrastructure to install video projection equipment and internet connections.
- The quality of classroom resources also suffered from cosmetic deficiencies (frayed carpet, stained ceiling tiles, discolored lighting lenses, overdue need for new paint, etc.). Buildings are relatively spartan with few amenities to support the commuter student and limited space for faculty and student interaction.
- Many facilities are well over forty years old and are still furnished with the original (now obsolete) instructional furniture and equipment. Substantial deferred maintenance needs have accrued.

In the last decade and a half, the College has systematically worked to address these issues through a variety of projects.

The Library on the Blackwood Campus was transformed in both its physical state as well as its prominence on the campus. The offices and services located in the 39,000 square foot building were reorganized for their conceptual adjacency to library services. For example, offices for Continuing Education and for the Deaf and Hard of Hearing Program were removed from the library. Now, in addition to internet access, book collections, and other traditional library services, the building includes tutoring services, the testing center, an open access computer lab, and study spaces for students. The facility was also physically transformed from a 1970's utilitarian space to a welcoming environment of wood, books, and comfort. In addition to the cosmetic changes, the 1970's spray-on acoustical ceiling that contained non-friable asbestos was completely removed. A new Heating, Ventilating, and Air Conditioning (HVAC) system was installed. This project was funded with \$2,600,000 from the capital budget, the strategic use of operating resources, and physical plant staff to complete large portions of the work. An example of the strategic use of operating resources was the purchase of over 41,000 books as well as periodicals, video tapes, compact disks, audio tapes, microforms; library furniture, shelving and study carrels from Notre Dame College of New Hampshire as they ceased operations.

Jefferson Hall, the oldest classroom building on the Blackwood campus, was ill suited to its use in 1998. Classrooms were long and shallow preventing teachers from making eye contact with students during class sessions. The building lacked central air-conditioning and was not accessible, even on the first floor. The photography dark room had jerry-rigged ventilation and students stood on wooden pallets to avoid drain overflows. In the capital budget, the County funded a \$500,000 renovation of space in Lincoln Hall (the primary arts building) for a modern photography lab. In a two-phased renovation, the College renovated Jefferson for small seminar rooms and faculty offices. The first phase was funded from Foundation fund-raising, and again by using in-house staff. In 2005, the final phase of an elevator tower and 11 additional faculty offices on the third floor were completed with County capital funding of \$1M.

Other infrastructure repairs at the Blackwood Campus were made during this period including fire safety upgrades, electrical upgrades, and storm water management improvements. Additionally, the College leveraged vendor contracts, insurance proceeds, and operating funds for other major renovations:

- In 1996, the bookstore on the Blackwood campus was moved and renovated from a one-room counter service to appropriately sized self-service retail outlet with textbooks, soft goods, and a large general book section.
- In 2000, the food serving and dining areas were remodeled with capital from a new food service vendor. After a fire in 2003, the Community Center was completely renovated from insurance proceeds. The bookstore, food service, student club areas, and student services offices were significantly improved.
- Nine (9) new classrooms were partially funded by insurance as immediately needed renovations after the Community Center fire. This emergency design-build project capitalized on under utilized space in the CIM Center.

- The fire also necessitated office relocations from Wilson Center to create a temporary cafeteria. When the Community Center reopened, insurance proceeds leveraged county funding to create a student-centered registration, records, bursar, and public safety complex.

Many colleges have successfully changed their physical environment during the last decade. Camden County College's strength is that this transformation has been accomplished without "spending our way out" of the problem of a deteriorating and outdated physical plant. Rather careful and prudent use and reuse of resources has enabled us to make significant strides towards becoming a fully welcoming, handsome, and connected environment for teaching, learning, and campus life.

In addition to projects at the Blackwood Campus, two major capital projects that leveraged resources were completed at the College's other major locations:

- The Rohrer Center in Cherry Hill was completed in 2000. The original cash donation of \$1.5M from the William G. Rohrer foundation was used to leverage an additional \$1M in county funding and \$3.6M in state funding.
- The construction of the second building at the Camden Campus, which opened in late 2003, was also built by leveraging funds. The \$20M project included monies from the county's basic facilities allocation, a grant from the Camden Redevelopment Board, state matching funds through Chapter 12, and college funding through the collection of parking fees from the garage's operation.

All of these renovations and buildings were informed by the College's *Facilities Master Plan*. As expected, this plan addresses existing facilities use, conditions, vehicular and pedestrian circulation, and open spaces. It sets a direction without setting the specifics for future facilities to permit adaptation to emerging trends and needs.

A unique component of the *Facilities Master Plan* is the emphasis on development opportunities that will capitalize on the land not needed for the College's academic core. The plan contemplates the installation of college-related retail, athletic or residential development that would generate revenue to further upgrade and maintain facilities. This may be the most innovative part of the plan, but it is also the most difficult to implement since any uses of the property must be both College-related and revenue generating. A feasibility study has been completed and developers have expressed some interest. The challenge now is to identify and develop the first project.

Participation by external stakeholders in developing the *Facilities Master Plan* helped to secure funding for its initiatives. The \$83 million dollar rebuilding of the Blackwood Campus is based on the *Master Plan*. This unprecedented capital initiative is the most significant project undertaken by Camden County College since the institution was founded in 1967. Over the next six years, this initiative will impact over 56% of the campus facilities square footage. It will:

- Demolish seven buildings totaling 73,000 gross square feet including four buildings, constructed in the 1950's, and three buildings built as temporary facilities when the College was founded in 1967.
- Renovate the most heavily used classroom buildings.
- Construct three new facilities totaling 153,000 square feet: (1) The Connector building will serve as the bridge between Madison Hall and the Community Center. (2) The Science Building will support state-of-the-art instruction in life, physical and health sciences in addition to new curricula in

biotechnology, forensics and nanotechnology. (3) The Student Services Building will create an environment for one-stop, customer-friendly, services in support of the enrollment processes, co-curricular learning, and other support services.

- Create an interior ring road with additional parking lots, improvements to the athletic fields and other upgrades to the grounds suitable for a large multi-faceted and energetic 24/7 campus.

In November 2005, work began on the renovation of Madison Hall, the most heavily used classroom building on campus, and the construction of the new 32,000-square-foot Connector Building. When completed in 2007, the Connector will serve as the indoor crossroads of the Blackwood Campus, linking the recently refurbished Community Center to the extensively remodeled Madison Hall. The Connector also will house the new “Center for Civic Leadership,” the development of which is an initiative of the present *Strategic Plan*. Featuring an architecturally dramatic curved exterior, a three-story atrium with skylight, and pedestrian bridges, the Connector Building will contain a 244-seat lecture theater, a 40-seat amphitheatre, high-tech classrooms, and offices.

The renovations to Madison Hall will increase amenities there to twenty-seven (27) classrooms, two lecture halls, and additional faculty offices. Innovative “smart” technologies will fill both structures, providing state-of-the-art wireless and hard-wired lecture halls as well as computer-equipped classrooms. Among the highlights will be instant-response technologies, IP phones, cable television systems, flat-panel monitors, video-conferencing capabilities, projectors, VCR/DVD players, document cameras, stereo speakers, and the very latest in educational and communication technologies.

Design of the next projects, the ring road, and the Science Building has begun. Even before these projects are completed, the next designs need to begin. Because the *Facilities Master Plan* was deliberately not specific in the later years, it is time to review it. Blackwood will be rebuilt in three phases over six years. The first phase is being constructed; the second is being designed; the third needs to be established by confirming already identified projects, adjusting them or planning new ones.

While the *Facilities Master Plan* informs all major construction work, keeping the many, more immediate, smaller projects consistent with College priorities is a challenge. The Capital Projects Task Force manages this issue. This team is composed of managers in academic affairs, physical plant, public safety, finance, purchasing, and information technology. While the massive preparations to close Madison Hall for renovation led to the creation of the group, it has continued to function as the best forum to discuss and prioritize smaller capital requests, e.g. the renovation of a single lab. The team has been successful in guiding many projects, from replacing frayed theater carpet to renovating classrooms, but their work is consistently reactive to requests. This underscores the need for a proactive maintenance plan that includes all College locations.

The College is rightly proud of its facilities development and experienced in successfully handling the many challenges involved in implementation of the *Facilities Master Plan*. They include temporary relocations, noise and dust inconveniences, managing professional contracts of architects and engineers, honoring the labor contracts of builders, monitoring a complex funding arrangement, communicating progress to College and community, and many more. By keeping students and classroom needs first through all the construction efforts, building and rebuilding is successfully transforming the physical environment at Camden County College.

## ***ASSESSMENT***

An indicator of routine work, which tracks actual energy costs as compared to budgeted, flagged excessive energy consumption at the Camden Technology Center (CTC). In an example of using partnerships, engineering students were made available to the College through the New Jersey Higher Education Partnership for Sustainability (NJHEPS). They completed a full review of the newly installed systems; identified problems and solutions. Improvements included a reduction in daytime lighting levels in the garage based on weather; reduced lighting when the garage is closed; and nightly shutdowns of all classroom and lab computers. Kilowatt consumption decreased significantly, saving an average of \$6,400/month or \$51,000 since changes were instituted in December 2005.

Another indicator, which monitors classroom utilization, had a positive effect during this past summer. New building shutdown processes were instituted over Friday, Saturday, and Sunday for Blackwood Campus buildings and consolidation of classes into fewer buildings reduced the need for air conditioning. Consequently, electrical consumption decreased by about \$26,900/month during June and July 2006 as compared to 2005.

## ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Develop detail for the next stages of the *Facilities Master Plan*.
2. Develop the revenue-generating aspects of the *Facilities Master Plan*.
3. Prepare a proactive facilities maintenance plan for all locations.

### **Technology:**

In addition to the transformation in Facilities and Finance, an equally dramatic change has taken place in little over a decade in the availability and accessibility of technology resources for use in classroom, laboratories, and offices.

The technology infrastructure went from a legacy system that was not Y2K compliant to a fully networked system with fiber optic cable between buildings, appropriate wiring closets, and network access in every classroom. From 1994 to 1997, \$2,317,414 was appropriated in the capital budget for technology infrastructure. Additionally, the College was able to magnify the impact of this investment through a Title III grant for technology improvements received from 1993 through 1998.

Beyond infrastructure, in the early 1990s, Camden County College faced numerous challenges associated with keeping its technology operations efficient, cost-effective, and current. For example, personal computing technologies on campus were scarce. In 1994, few students had access to a personal computer of any kind on campus or at home. Staff was only marginally better off, with Tandy computers and terminals on some desktops. Everyone worked with a disparate mix of hardware and software that was difficult at best to support. Only eleven percent (11%) of classroom space was connected to the College network, and less than five percent (5%) of the faculty and staff had network connectivity. Students, faculty, and staff shared a high level of frustration when it came to accessing institutional information. Clearly, to remain competitive, a better organized and more strategic approach to technology management was needed.

Today, faculty and staff have one hundred percent (100%) network connectivity. Approximately forty (40) servers support academic and administrative initiatives. Students have access to more than sixty (60)

computer classrooms and labs. According to the *Campus Computing Project 2004*, these numbers compare favorably to other two year colleges, as do the following.

- Camden County College provides more than 2,100 computers to students, faculty, and staff. This is up from 900 in 1997. The national average is 700-1,200
- The College's student to computer ratio is 10:1. The national ratio is 20:1.
- The College's full-time faculty to computer ratio is 1:1. The national ratio is 2:1.
- The College's full-time staff to computer ratio is 1:1. The national ratio is 2:1.

Because of a planned life cycle effort, the availability and accessibility to technology resources is better than at many community colleges with more financial resources.

The effective use of technology has improved services for students, increased operating efficiencies, and broadened access to reliable information, thereby simplifying tasks and improving decision making. For example, to implement Colleague, more than one million student academic records (30 years of historical data) were successfully converted from the old to the new system, enabling students to receive faster, more reliable advising, and registration and records services. Enhancements to the student information system continue with the addition of an array of web-accessible student services; including registration, fee payment, grading, and advising.

In 1998, Camden County College was one of the first higher education institutions in New Jersey to design and implement a building-to-building wireless networking infrastructure. That same year, the College was one of the first community colleges in the nation to adopt a “dot-edu” internet domain ([www.camdencc.edu](http://www.camdencc.edu)).

Technology to facilitate teaching and learning has been integrated into the many facilities construction and renovation projects of the last decade. The Rohrer Center in Cherry Hill is a good example. The Office of Information Technology (OIT) provided guidance for building infrastructure (wiring) specifications; desktop configurations; (selection, ordering, installing) telephony configuration; (ordering, setup, training) along with classroom multimedia capabilities. This guidance was again instrumental in the design of the 320,000 square-feet Camden Technology Center. Renovations of older building were all undertaken with the goal of integrating state of the art technology. This includes Jefferson, the CIM Center, the Wilsons, and the Blackwood Library. Since 2004, as wireless technology has matured, the College has provided wireless access in all new construction and renovated areas. Students and faculty can bring their own systems on campus and gain access to the internet through the College’s wireless hubs. Faculty who authenticate their network access can also access all of the services available to them through the hardwire and PC on their desks.

Throughout all these advances, cost efficiency has been paramount. The installation of the new telephone system is a case in point. The telephone system was antiquated in the late 1990’s. OIT designed, configured, and with assistance from a local Tier one vendor, installed a state-of-the-art telephone switch that saved money and allowed people to work more efficiently. The switch made four digit dialing between campuses possible. Previously, calls between Blackwood and Camden required dialing the entire phone number (seven digits) and the incurring local charges. With the new switch, these charges have been eliminated.

With the construction of the Camden Technology Center, the College upgraded its telephony to Voice over Internet Protocol. This permitted the phone system to move to “one wire,” saving thousands of construction dollars. The system is capable of connecting to Colleague, thus allowing staff to have information at their fingertips and be better able to provide the top-notch customer service students expect and deserve.

These improvements in the access, availability, and affordability of technical resources were made possible by (1) the partnership with SunGard, (2) the work of the Information Technology Planning Group (ITPG), and (3) the strategic plans for technology.

In June 1994, Camden County College entered into partnership with SunGard Higher Education (then known as Technology Specialists, Inc, or TSI and later as Collegis, Inc.), to manage its technology resources. It was the first institution in New Jersey to do so. Since then, seven other NJ colleges and universities have followed Camden’s lead.

In January 1997, the President created ITPG to develop a strategic plan that addressed the academic and administrative information technology needs of the College through 2001. The first *Strategic Plan for Information Technology* included visions for both learning and administrative infrastructures, and it elevated the level of student and faculty utilization of computing resources both inside and outside the classroom. Woven throughout the plan was the explicit recognition of the significant role which information technology would play in the achievement of Mission and Goals.

The formation of ITPG, comprised of faculty, staff, and administrators, has been critical in making progress possible and continuous. Over the years, this committee has been instrumental in setting priorities and developing key policies. Examples of policies that were developed, approved, and distributed college-wide to ensure the effective and efficient use of technology resources include the following.

- Acceptable Use of Technology for Faculty, Staff, and Students
- Electronic Mail
- Technology Hardware and Peripherals Lifecycle Replacement
- Policy on Sharing Digitally Copyrighted Materials
- Printing Policy for Computer Open Access Facilities

Recently, ITPG completed and the Board of Trustees approved the *Strategic Plan for Information Technology*, 2006-2009. This plan recognizes the digital age mindset of students and the institutional obligation to provide information that is fast, reliable, easy-to-use, and always available.

Because the College is an institution that is serious about technology, it cannot rest on the record of its achievements. It is committed to continually develop and enhance information technology services and support in order to connect to a global community of learners and educators. To do so, many challenges are involved. They include rising student expectations, security, and a tightening regulatory environment.

Eight hundred million teenagers in the world have had the highest exposure to audio and video technologies of any generation. They come to College ready to use the latest technology in their studies. To this end, the College offers SMART classrooms, which include a PC or laptop, DVD player, VCR, ceiling mounted projector, document camera, and stereo speakers. In addition, a SMART board device that is a touch LCD screen serves as a computer monitor and is the interface to the control system, and a first in the region. The SMART classroom of tomorrow may also include the capability to capture lectures for web playback, so that students can review a lecture at will. These future classrooms also will include capabilities for a student’s

cell phone to be used as a “clicker” or device that allows faculty to gauge student comprehension of material.

Accessibility to technology resources demands, “anywhere, anytime access” and this in turn means the effective use of mobile technology. Whether it be recruitment specialists, who use handheld devices to communicate back to the College while working in the field, or the traveling executive who responds to e-mail between meetings and is able to respond to time-sensitive requests, or the PC technician trying to maximize time for service calls, the benefits of mobility are critical. Consequently, the college has begun to provide technologies like the Blackberry to keep users connected when away from campus. Also, tablet PCs, and their applicability to the classroom experience is being pilot tested. Public Safety is testing a program that substitutes laptops that can be used in the field for traditional desktop systems.

Accessibility without security of information and equipment is useless. Electronic communication systems are readily subject to attacks and the task of keeping networks and data secure while providing easy access for qualified users is a daunting challenge.

A related concern is the potential destruction of information and infrastructure from floods, fires or other disasters. To that end, business continuity drills will be an ongoing requirement for all key staff and their respective departments; e.g. admissions, payroll, registration, and accounts receivable. Processes that support the ability to conduct business at a disaster recovery site need to be put in place. Observing what happened to many institutions in Louisiana, Texas, and Mississippi has provided a unique opportunity to reassess how to communicate and conduct business in the event of a disaster.

The same environment, which is creating increased security needs and concerns about disasters, is creating greater regulatory obligations for institutions. A role of the ITPG in the future will be to act as an effective conduit for gathering and translating operational and regulatory requirements into viable policy and control processes.

## **ASSESSMENT**

The effective and efficient use of technology resources is assessed in several ways. Key performance indicators track and benchmark quantitative factors such as cost, connectivity, and customer satisfaction. Anecdotal information from faculty and staff, often at ITPG meeting, provides a qualitative means of assessment. This information is integrated into summative evaluations of the effectiveness of technology use, which occur in two ways, (1) the Board of Trustees reviews technology effectiveness annually as part of overall institutional assessment; (2) every three years, the Board evaluates the SunGard partnership.

The above analysis of strengths and challenges demonstrates the use of some strategic indicators to assess effectiveness of technology use. The following examples demonstrate how staff uses more routine indicators of effectiveness and efficiency.

Customer satisfaction is an important concern in making technical resources available to the College community. To this end, OIT uses satisfaction surveys and changes are made to improve services. For example, times for the OIT seminar series were adjusted for faculty convenience, and Help Desk services were extended to accommodate evening classes. On a recent survey, responses indicated that sometimes the wait for a technician to go to an office and render technical support was too long. As a result, we are now implementing an application called Remote Assist. This permits the Help Desk Coordinator to connect remotely to the user’s PC and provide immediate help.

Another example of assessment addresses productivity. Productivity depends upon individuals having the proper functioning tools. For computer tools, this can be measured in degree of uptime, which is tracked regularly for telephone/voicemail, network, and administrative systems. The standard is one hundred percent (100%) Due to area power outages, the College average is ninety-nine point eight percent (99.8%).

To protect and enhance uptime, OIT tracks the number of viruses detected and captured on a monthly basis. The lowest month this year was May with 609 viruses detected and captured. The highest month was December with 137,705 viruses detected and captured. Productivity is protected when these viruses are caught before they can harm systems.

In a related effort, when spam email messages became an annoyance, which faculty and staff raised in qualitative assessment at ITPG, OIT introduced Postini, a solution which blocks spam email. Numbers of blocked messages are now tracked. This academic year, September was the lowest month with 135,724 spam messages blocked. May saw the most spam blocked with 245,981 messages captured by Postini. The magnitude of the numbers indicates the scale of productivity protected by employment of good capturing devices and regular monitoring of their effectiveness.

### ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Refine and amplify the College's Disaster Recovery Plan.
2. Define specific actions to enhance network security and to ensure that the College accommodates the changing regulatory environment.

# **Leadership and Governance**

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## **Standard 4**

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

Title 18A of the NJ Higher Education Act of 1966; the Constitution and By-laws of the Board of Trustees; and the Constitution and By-laws of the Faculty Assembly are the primary documentation of compliance with Accreditation Standard 4.

Collegial governance at Camden County College is derived directly from institutional values, which reflect a respect for individual difference and a cooperative sharing of ideas. All constituencies, including faculty, administrators, staff, students, and trustees, participate in a system of shared governance in which the roles and responsibilities of the various individuals and groups are clearly delineated and each group has access to decision-making processes.

The roles of the Board and the President are defined in Title 18A and the Board has adopted a Constitution and By-laws to further explain its role and guide its operations. Qualifications and terms of office for all board members are stipulated in statute. This clarity and the process for appointing trustees help to protect the Board's autonomy. Written procedures, including the opportunity for constituency input, guide the Governor in appointment of two trustees, the Freeholders in appointment of eight trustees; and graduating students in selecting an alumnus trustee annually. The final seats are ex officio for the Superintendent of the Camden County Schools and the President of the College.

The Board of Trustees of Camden County College is active, informed, and engaged. It operates through two committees: Academic and Student Affairs, and Business Affairs, Audit and Campus Development. Committees meet monthly and forward agenda items to the full Board for action. The full Board meets monthly except in July and August. Agenda and minutes are published promptly and widely and every meeting begins with an invitation for anyone so willing to address the Board. Individual trustees serve on committees of the College such as self-study, master planning, and the Foundation Board. They also serve on statewide committees and as trustee ambassadors for the New Jersey Council of County Colleges. Trustees are especially valuable as advocates for the College with state and local funding agencies.

Presently, the Board is engaged in a national search for a new president, a responsibility that they have undertaken with much seriousness and diligence as evidenced by the detailed "Request for Proposals," which they issued for a search consultant to aid them. A website has been developed to keep both the College and the community-at-large informed as the search proceeds.

To ensure that policies, which advance Mission and Goals, are developed and maintained, the Board of Trustees and the President provide ways for the College community to share in governance. Shared governance is founded on the assumption that faculty have a unique expertise in and responsibility for

curriculum and instruction; and that administrators are the experts on processes that support teaching and learning; and that students are the best judges of the user friendliness of policies and procedures.

The Faculty Assembly, administrative and staff labor contracts, the Student Government Association, organizational practices like the regular use of constituency-based committees to provide policy advice or cross-functional teams to manage issues comprise pieces of an extensive system of shared governance which advances policies to the President's Cabinet and then to the Board of Trustees.

The President's Cabinet is the culmination of the shared governance process. It is an inclusive constituency-based group, which is composed of representatives of students, faculty, adjunct faculty, administration and staff unions, Faculty Assembly, and the Vice Presidents. They advise the President on policy and share information with their constituencies. The President relies on the Cabinet for advice on all policies before they are forwarded to the Board for approval.

The Constitution and By-laws of the Faculty Assembly define the process for faculty leadership in curriculum and instruction. These documents provide sufficient and clear information regarding membership, duties of officers, roles of the standing committees, dissemination of Assembly decisions, and the path proposals take from academic departments through the Assembly to the President and Board of Trustees. There are two major standing committees—Academic Policies and Student Learning Outcomes Committee. While membership on these committees is representative, every full-time member of the faculty has a vote in the full Assembly. Adjunct faculty are not members of the Assembly, but they may attend department and committee meetings. They are organized for participation in decision-making through their collective bargaining agreement. Most importantly, adjunct faculty have a seat on the President's Cabinet.

All full-time College administrators below the rank of Assistant Dean (except for certain administrators and secretaries who provide direct support to executive staff and Human Resources personnel) are covered by collective bargaining agreements, as are staff and full-time and adjunct faculty. The labor contracts of each employee association detail additional opportunities for faculty, administrators, and staff to participate in decision-making, e.g. procedures are defined by which faculty provide advice on tenure and promotion; administrators do the same for job reclassification and merit raises. Representatives from each of the labor unions serve on the President's Cabinet.

Administrators and staff also participate in policy development and decision-making through the organizational structure and as representatives on college-wide committees. For example, student assistance policies originate with the Financial Aid Office. They are then discussed with all related Enrollment and Student Services units, next they are tested at Deans' meetings, Vice-Presidents' meetings, and finally with all sectors of the College at the President's Cabinet. A different example of administrative, student, and staff access to decision-making comes from participation on college-wide committees. Policies on technology use typically originate in the Information Technology Planning Group (ITPG) and move directly to President's Cabinet. The Student Information System II Team (SIS II) provides a forum for broad-based discussion on proposed student service changes before they are forwarded to the Vice Presidents and then the President's Cabinet. Both of these groups allow for opinions from across the College to be gathered and discussed by the Cabinet before the President decides to implement a major new procedure or to recommend a policy change to the Board of Trustees.

The Constitution of the Student Government Association provides the means for student participation in governance. Students too are invited to participate on committees and the President's Cabinet. Their opinion is solicited routinely through regularly scheduled student round table discussions each semester with

the President, Vice Presidents, and other administrators, and through surveys and focus groups. Before the trustees act on any tuition decision, student government leaders are informed of the proposal and asked to express their opinion.

## ***CROSS REFERENCES***

- Administration
- Integrity
- Institutional Resources

## ***ANALYSIS OF STRENGTHS/CHALLENGES***

*WITH REFERENCE TO STANDARDS AND ELEMENTS*

A strength of governance at this College is the professional and productive relationship between the President and the Board. Title 18A charges the Board with “management and control” of the college and then seventeen specific powers are delineated such as the hiring of a president to serve as chief executive officer. Given the language of the statute, the ability of the Board and President to work cooperatively is the key to establishing an atmosphere that facilitates institutional effectiveness and student success.

At Camden County College, the linchpin of this relationship is the concept of policy governance, which the Board embraced over a decade ago. According to policy governance, the Board focuses on policy and outcomes, and the President leads execution of policy toward the desired ends. In reality, the lines dividing these responsibilities are not so stark and there is good discussion, primarily in Board committees, where policy and operations are considered together. Policy governance works at Camden County College because of several factors. Board leaders exercise good judgment to distinguish between policy and operations. The President facilitates information sharing and open exchange between trustees and staff in committee meetings. Monthly staff reports prepare trustees to address substantive policy issues in a planned fashion rather than in crisis or after the fact. For example, regular review of strategic financial indicators (as described in Chapter 3) enables trustees to monitor the College’s fiscal picture, so that when it is time to approve the budget or set tuition rates they have a good understanding of context and are able to focus on policy decisions rather than line items.

Another strength of governance is the existence of many informal channels for participation in decision-making, which strengthen and support the formal channels. These include the President’s monthly administrative staff meeting; the Student Government Association meetings with the President and various Vice-Presidents. Both the formal and the informal channels provide the opportunity for advice from across divisions and departments, and allow proposals to be viewed from several perspectives.

The central role of the Faculty Assembly in the development of academic policy and its leadership on all matters related to curriculum and instruction is another strength. The Faculty Assembly emphasizes academic process and college-wide communication of its discussions and decisions. Minutes and agenda are published on the shared “S:” drive. Assembly endorsed proposals are sent first to the Provost and then to the President, who shares them with the cabinet before final approval. By these means, issues are addressed efficiently, completely, and with wide consultation.

Overall, this system of governance supports the College’s emphasis on openness, information sharing, consultation, and expectations for leadership across the organization. The system demands time and thoughtfulness. The challenge is to increase participation and the level of concentration and

communication that will make that participation effective. Shared governance deals with issues and decisions critical to Mission and Goal fulfillment, and requires a high level of participation.

The difficulty of recruiting students with time to complete service on College committees is a continuing challenge. Students, who are balancing school, work, and home responsibilities, often cannot attend meetings or when they do attend, they may not be prepared for participating effectively. The College needs their participation and recognizes its responsibility to develop the requisite student knowledge and skills.

While faculty and staff participation in governance is also critical, it too can be a challenge. Individuals selected as representatives of different constituencies usually serve diligently. However, the larger constituency group is not always as familiar with issues as they would like to be. Communication from their representatives or through the organizational structure is uneven and sometimes non-existent. Better direct communication to the College community about governance activities is needed. For example, although minutes are taken at the President's Cabinet meetings, they are not routinely published and circulated. Instead, Cabinet members have been expected to share information with their constituencies. This method of communication has not been sufficient and beginning in spring 2006, at the recommendation of this self-study team, Cabinet minutes have been published on the shared "S" drive.

While the "S" drive has been useful for sharing documents and information directly with the College community, it is being used beyond its capacity. For example, it does not provide a means for easy response. Technical improvements will provide a stronger supplement to the regular organizational means of internal communication. Throughout this *Self-Study*, in particular under the discussion on mission review, strategic planning, and administration, the concern with communication of activities, processes, and committee results has been voiced. In every case, the "S" drive is being used to supplement communication from constituency representatives and divisional leaders and in every case, it has been deemed insufficient. Good participation in governance requires good communication tools.

## ***ASSESSMENT***

The Board evaluates its effectiveness, the President's effectiveness, and the effectiveness of their working relationship annually. The packets prepared for the Board retreat provide checklists and background materials, usually from the Association of College Governing Boards and the Association of Community College Trustees, for the Board to use in this dual evaluation.

The President's evaluation is provided by confidential written communication from the individual trustees to the Chairman and by group discussion between the President and the Board. Evaluation of the effectiveness of the Board is done at the same retreat meeting. After discussion of strengths and weakness regarding Board effectiveness, suggestions for improvement are made in group session or to individuals by the Chairman of the Board. For example, the Board as a group recently discussed examples of how the newly adopted Code of Conduct affected trustees. On the other hand, the Chair would address poor attendance or disruptive behavior privately.

## ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Consider incentives (such as an academic internship) to motivate and educate students to serve as responsible representatives on committees.
2. Design and implement a web-based, easily accessible, secure website that will serve as a repository for institutional policies, minutes, and other mission critical institutional information.

# **Administration**

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## **Standard 5**

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

The Chart of Organization and associated position descriptions are evidence of compliance with Accreditation Standard 5.

The chart of organization displays the administrative structure graphically. Each area has a mission statement to guide their work. Position descriptions delineate the goal and functions of each administrative position. Qualifications are established for each position based on the requirements of the position and a committee searches and selects candidates to recommend for hiring. A formal written employee performance evaluation system is implemented throughout the administrative structure to ensure currency of qualifications and effectiveness in conducting assigned responsibilities. The files of the Department of Human Resources contain the records to substantiate administrative qualifications as well as the regular review of the job performance at all staff levels.

The administrative structure and services of the College flow directly from the statements of Mission, Goals, Vision, and Values. The administration is credentialed, experienced, current with leadership and management theory and practice, and organized to support effective teaching/learning in a large, complex, multi-campus institution. As called for in the institutional values, administrators are “in industrious pursuit of excellence” individually and collectively.

The President is the chief executive officer and is supported by a team of Vice-Presidents each of whom is assigned an area of responsibility consonant with an aspect of Mission and Goals. Academic Affairs encompasses all aspects of teaching and learning. Administrative Services provides leadership direction for all human, fiscal, and facilities resources. Because of the size, scope, and impact of information technology on all operations, especially teaching and learning, a different Vice-President is assigned responsibility for coordinating all Information Technology for both administrative and academic purposes. This is conducted in cooperation and by contract with SunGard Higher Education Managed Services (formerly Collegis). Enrollment and Student Services provides support for students with functions ranging from admissions and registration through academic advisement and student activities to graduation, transfer, and job placement. Institutional Advancement coordinates planning, assessment of institutional effectiveness, fundraising, marketing, recruitment, community relations, and reporting to external stakeholders through publications, media, and community relations. The area of Economic Development is responsible for all continuing education offered through noncredit courses and programs, occupational skills and customized training for business and industry.

The Vice President for Economic Development is also assigned governmental relations and is Executive Dean of the Rohrer Center in Cherry Hill. The Vice-President for Institutional Advancement is also the Executive Dean of the Camden Campus. Both individuals have staff support for managing the major instructional locations for which they are assigned on-site leadership. College-wide coordination is maintained through a matrix management of services that gives the two on-site Vice-Presidents

responsibility for all cross-functional aspects of campus operations while functional administrators maintain control over the resources of their specific area of responsibility. For example, the Camden Campus has an Assistant Dean for Student Services who reports to the Associate Vice-President of Enrollment and Student Services for policy issues and the Vice-President of Institutional Advancement in his role as Executive Dean of the Camden Campus for delivery of on-site services.

Additionally, an Executive Assistant, at the vice-presidential level, supports the President. His portfolio of assignments is open to change, but is focused on external issues. For example, he represents the College on the Greater Camden Partnership and the Camden Special Services District, and chairs the Camden Higher Education and Health Care Task Force. He also leads development of the entrepreneurial activities of the *Facilities Master Plan*, and facilitates community relations as requested by the President.

The administrative structure is flexible and strong enough to respond readily to emerging issues with minimal disruption in work. Most recently, after having served for over twelve years, Dr. Phyllis DellaVecchia retired as President in February 2006. She assembled the administrative leadership team, which with few personnel changes has led the College through the institutional transformation described in this *Self-Study*. Because of the soundness of the administrative structure and the skill and competence of the professionals who staff it, the Board and the retiring President were able to plan the transition in leadership carefully and successfully so as not to interrupt the steady advancement of the College. As the search for a new President proceeds, temporary changes to the administrative structure have been made. In a demonstration of its respect for the centrality of teaching and learning, the Board of Trustees appointed the Vice President of Academic Affairs/Provost as Acting President until the search is completed and a permanent president takes office. The Associate Vice President for Administrative Services who was formerly an academic Dean and Assistant Vice-President for curriculum and instruction is now the Acting Vice President for Academic Affairs. For the time being, the title of Provost has been suspended, but the Associate Vice-President for Enrollment and Student Services is now Acting Vice-President for Enrollment and Student Services. Because of careful succession planning at the Board and executive level, these changes were smooth and the progress of the institution continues toward fulfillment of Mission and Goals.

## **CROSS REFERENCES**

- Institutional Assessment
- Student Support Services
- Integrity
- Institutional Resources
- Planning
- Leadership and Governance

## **ANALYSIS OF STRENGTHS/CHALLENGES**

WITH REFERENCE TO STANDARDS AND ELEMENTS

The administrative structure facilitates a work environment that features cooperation and regular communication. All Vice-Presidents interact regularly and share physical space, tasks, and resources often crossing campuses and locations. The key meeting that fosters creative collaboration at the executive level is the President's staff meeting. With a fluid agenda to which every participant contributes, this meeting is the opportunity for brainstorming and problem solving. It focuses on results, strategies, and context for emerging opportunities and constraints. It is also an opportunity for eliminating tensions likely to build along the borders of responsibility. The President breaks down administrative silos by focusing on thematic

issues, seeking opinions and advice across areas, and by requiring Vice Presidents to consider the impact of their plans and decisions on all aspects of operations. These meetings are also the occasion for candid talk and for pushing issues to first principles, i.e. their effect on teaching, learning, and student life.

Cooperation extends from the President's meetings to other administrative areas. The Acting Vice President of Academic Affairs conducts regular bi-weekly meetings of academic managers including deans and directors from academic divisions, enrollment and students services departments, and campus administrations. The deans and directors receive data reports on enrollment, class size, and other factors of college operations that cut across academic and student service areas. Together, in a spirit of open exchange and without many of the traditional turf considerations, they develop plans to address emerging issues, and make recommendations for improved policies and procedures. These meetings help to ensure communication and discussion on all issues and reinforce the "one college" model.

Creative collaboration is a hallmark of this administration. The use of teams, which cross functional areas to plan and manage issues that no one area can sufficiently address alone has successfully increased communication and fostered cooperation across divisions. Functional managers maintain control over resources but on certain issues, representatives from various divisions meet to oversee operations that cross functions. A good example is the Capital Projects Task Force, which oversees minor facilities projects while the Vice-President for Administration maintains control over the budget and staff required for these changes.

Close monitoring of goal achievement strengthens cooperation within organizational areas. Generally, this allows individuals to focus on tasks rather than personalities. An example from Administrative Services shows how a diverse group of people functions to achieve goals. Weekly, the Administrative Services leadership team, i.e. vice-president and key supervisors, meets to review data, evaluate progress of projects under their auspices, and to assess decisions made in the previous weeks and months. Subsequent weekly meetings reach every unit of the area to maintain a flow of information and feedback. With every administrative supervisor directly accountable not only to the Vice President of Administrative Services, but also to the whole leadership team, evaluations are ongoing and adjustments are made early in the development of a system. Based on this evaluation, effective actions are maintained, but those that are not progressing are subject to reevaluation, reconstruction, and reimplementation.

Clear lines of authority, a shared decision-making environment, and depth of ability within the organizational structure to support institutional plans, characterize the Camden County College administrative model. The structure is flexible enough to meet ever-changing challenges facing an institution that has a multitude of responsibilities to its various constituents. Annually, during operating budget development, the administrative structure is reconsidered and responsibilities may be reassigned based on unit or institutional objectives. Throughout the year, filling vacancies is carefully evaluated and considered an opportunity for improving deployment of human resources and/or saving costs. Vice-presidents are usually prompt about announcing organizational changes within their areas, but occasionally the practice slips. Changes sometimes occur so fast that the College community is not as informed as it needs to be. A more certain tool is needed to record and communicate organizational changes.

## **ASSESSMENT**

Following are examples that illustrate different but complementary approaches to assessment of the effectiveness of the administrative structure and services.

The Colleague student information system was implemented starting with an assessment of the administrative structure that was based on a series of mapping activities. All major administrative processes related to enrollment services were outlined and critiqued by a group of administrators and staff representing all divisions. These process maps were used as a guide to institutional change for such things as structural reorganization of departments and divisions, physical layout of office spaces, development, and design of forms, documenting of policies and procedures, and changes in job descriptions. The Student Information System II (SIS II) Team continues to meet, assess procedures, and facilitate structural evaluations and enhancements of other administrative units.

Changes and upgrades to services are informed by considerable data on student and stakeholders satisfaction which is gathered from many sources including: local and student newspapers; complaints and appeals filed with various departments and divisions; the Noel-Levitz Student Satisfaction Inventory, annual surveys of graduates, student satisfaction cards for high traffic departments such as Records/Registration. Telephone satisfaction surveys, such as one conducted by Financial Aid, regulatory documents, and the Camden County resident survey of county services are examples of instruments which generate feedback from service recipients. These data elements become part of the base of information for measurement of key indicators of administrative unit performance. A major strategy of the *Outcomes Assessment Plan* is the definition and measurement of unit performance indicators for all administrative and student services.

Using quantitative and qualitative information from administrative unit reports on *Strategic Plan* achievements as compiled in the *Transformation Agenda Report*, the President and the Board assess effectiveness of the administrative structure annually at their retreat. Because of this assessment, changes are made to the administrative structure, if needed. For example, upon the recommendation of the President, the title Provost was added to that of Vice President for Academic Affairs in order to reinforce his college-wide responsibility as chief academic officer. This came at a time when there was turnover in the leadership of the Camden Campus and when the concept of “one college at three major locations” needed operational clarification.

### ***RECOMMENDATION FOR IMPROVEMENT***

1. Post continuously updated organizational charts on the shared “S” drive so that all employees have immediate and clear notification of faculty and staff changes or changes to the organizational structure.

# **Integrity**

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## **Standard 6**

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

The policies of the Board of Trustees, the *Student Handbook*, the *Catalog*, and labor contracts comprise the core evidence for compliance with Accreditation Standard 6.

Camden County College demonstrates integrity in all that it does by adhering to principles and standards derived from institutional Vision and Values as expressed in the *Strategic Plan*. Established policies and procedures set the boundaries for fair and impartial action even in a fluid environment that often demands quick, strategic adjustments. This is especially important for a public institution operating within a very active political environment.

Extensive written policies and procedures provide guidelines for activities ranging from the handling of student grievances to the acceptable use of technology; from course drop and add procedures to promotion and tenure decisions; from the awarding of financial aid to standards for academic honesty; from the hiring of architects, engineers and other contractors to the handling of cash. Integrity is evidenced further in policies on privacy, grading, diversity, civility, copyright, and procedures for developing press releases, publications, and conducting student recruitment.

The Board policy entitled “Code of Conduct” synthesizes those behaviors, which are expected of everyone who works at the College. It is based on the premise that mission fulfillment depends upon institutional integrity which in turn depends upon the integrity of each individual member of the College community in their role as public servants. The policy requires supervisors to be proactive in ensuring that faculty and staff review this code and that they understand their obligations under it. The policy also identifies key documents that address institutional integrity. They include the Equal Opportunity/Affirmative Action Policy, the Sexual Harassment, and Conflict of Interest/Conflict of Commitment policies.

Academic and intellectual freedoms are protected first by firm administrative support for tenure and then by policies, which are codified in the faculty labor contract. The contract further defines the terms of ownership of intellectual property produced by faculty.

The copyright policy addresses many aspects of copyright protection and emphasizes the importance of obtaining prior permission before using any copyrighted material for other than “fair use” purposes. The Acceptable Use of Technology policy cautions against using technology resources for illegal purposes, private business interests, or in a manner that reflects any degree of incivility, or in a way that could damage or compromise the information systems themselves.

As the office that interacts regularly with members of the public, and that serves as the center for employee information on payroll, benefits, training, and resolving workplace problems, the Office of Human Resources bears a unique responsibility for ensuring institutional integrity. The preparation of position descriptions and job announcements, the design of classified advertising strategies to produce diverse

candidate pools, the use of standards to screen applications, and the use of job relevant, objective criteria in hiring decisions, all reflect the high importance placed on integrity throughout the institution.

The evidence of institutional integrity is voluminous and readily available to the College community. The public may request this and other information under procedures implementing the Open Public Records Act, which are listed on the website.

### ***CROSS REFERENCES***

- Mission and Goals
- Leadership and Governance

### ***ANALYSIS OF STRENGTHS/CHALLENGES WITH REFERENCE TO STANDARDS AND ELEMENTS***

An institutional environment, which demands ethical action, is created by fair and impartial policies and procedures, but it is put into action by leadership, which models the way. When leaders act on established standards, the trust they create carries expectations for integrity throughout the institution. Camden County College is fortunate to have many models of ethical behavior among faculty, administration, and staff leaders.

The College also has an excellent written framework for ethical action, which begins in its Values statement, and is conducted through its fair and impartial body of policies and procedures. A review of these policies and procedures for this *Self-Study* confirms their usefulness, the broad extent of their coverage and the depth of detail provided for guidance. A challenge is to conduct regular review to keep them current. Some key policies, while still functional are in need of updating. They include Equal Opportunity/Affirmative Action and the Affirmative Action Plan itself.

A survey of all budget managers conducted in fall 2005 identified related challenges regarding policies and procedures. Based on an overall response rate of 82%,

1. Two thirds of the respondents indicated that they were not aware that all Board and College policies were available to them. Approximately twenty five percent (25%) thought that they did not have access to all relevant human resource policies and procedures and negotiated labor agreements. The use of the shared computer "S" drive may help correct this misunderstanding.
2. Forty-three respondents indicated that there was not written documentation available detailing how departmental personnel are to implement policy and procedures. Because policies cannot be enforced consistently if procedures are not clear, more written documentation may be needed.

These findings identify an opportunity to strengthen our integrity environment. The challenge is to maintain constant vigilance in matters large and small. To this end, the College formed the Compliance Office in 2004 by bringing together several discrete functions including internal control, risk management, affirmative action, and internal auditor. The purpose of the new office is to ensure fiscal and operating compliance with applicable laws, regulations, and the College's own policies, standards, and procedures. The range of responsibility of this office is broad. It might conduct an inquiry into an allegation of harassment from an employee or a student or investigate a report of violations in work-study timekeeping. The Compliance Office makes recommendations to solve both large and small problems, but its most

important responsibility is preventative. To that end, the office personnel study data, and based on inconsistencies, they may recommend a fuller study or audit of a function. It also provides managers with the tools for monitoring integrity on their own. For example, the document entitled, “Internal Control Concepts,” defines internal controls and specifies responsibilities for trustees, executive leadership, faculty, administrators, and staff. The “Risk Assessment Checklist” helps managers to monitor their own operations and points them toward useful data collection.

A major function of the Compliance Office is the conduct and presentation of formal financial and operational audits. The investigations conducted by this office into allegations of malfeasance or misconduct are conducted with fairness, thoroughness, and sensitivity and provide decision-makers with good information on which to base critical decisions.

To ensure that this attention to integrity fully engages the trustees, the Board has reviewed and discussed elements of Sarbanes Oxley (SOX) legislation to determine if the College will voluntarily adopt SOX. Both the National Association for College and University Businesses Officers (NACUBO) and the Association of Community College Trustees (ACCT) have reviewed SOX and made recommendations for institutions that are considering voluntary compliance. Under the guidance of the Board’s Business Affairs, Audit and Campus Development Committee, the college is moving toward voluntary compliance based on this guidance.

## ***ASSESSMENT***

The Office of Compliance coordinates the continuous assessment of institutional integrity. It conducts in-depth audits where assessment data or other information raises questions and it offers recommendations for improvement where needed. “The Fiscal Compliance Report” offers many examples of improvements, which were based on recommendations made by this office based on their study of assessment data. They include parking garage operations, credit tuition waivers, approval of non-credit courses for funding, gasoline purchases, and operations of the Upward Bound Grant as it transitioned to a new director.

The “Code of Ethics” review provides an example of how assessment leads to improvements. When a FY2006 survey on internal controls revealed that one third of the respondents were not familiar with the “Code of Ethics,” various drafts of a revised “Code of Conduct” and a “Conflict of Interest and Commitment” policy were developed and circulated for comment. By separating issues and defining them more completely, greater clarity was achieved. After much discussion in the college community, the Board adopted these policies on June 9, 2006. Professional development training on ethics, internal control, and, or fraud awareness is planned to facilitate implementation of the new policies.

## ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Initiate voluntary compliance with Sarbanes-Oxley.
2. Review all policies and procedures to ensure currency and adequacy of documentation; publish the entire inventory on the shared drive to ensure awareness.

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# Institutional Assessment

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## Standard 7

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

The *Outcomes Assessment Plan*, the *Strategic Plan*, and the *Transformation Agenda Report* form the core of evidence supporting compliance with accreditation Standard 7. The assessment sections under each of the chapters of this *Self-Study* provide examples, which when taken together, offer further proof of on-going institutional assessment that is used for institutional improvement.

Camden County College attends to institutional assessment through a regular data-driven cycle of planning and assessment, which guides resource allocation, informs decisions, and reports results to the community. This cycle defines institutional effectiveness as fulfillment of Mission and Goals. The *Strategic Plan* sets strategies to direct institutional resources toward this end. The *Transformation Agenda Report* is an annual evaluation of progress made by means of the *Strategic Plan* toward Mission and Goals fulfillment. The *Outcomes Assessment Plan* is the owner's manual of timetables, methods, purposes, and resources for developing the information needed to make evaluation of institutional effectiveness ever more meaningful and useful for improvement.

The underlying assumption of the *Outcomes Assessment Plan* is that institutional effectiveness is founded on student learning. It creates a framework for measuring institutional effectiveness by the extent to which it enables and supports student achievement. Strategic indicators of Mission fulfillment link student learning outcomes to the assessment of institutional effectiveness.

The *Outcomes Assessment Plan* is purposefully spare and direct in setting forth the conceptual framework, process, and timetable for overall assessment. It not only explains the roles which all members of the College community play in assessment; it also lays out the expectation that unit performance indicators for administrative and student services will keep these areas focused on their role of supporting student learning. For example, unit performance indicators (sometimes referred to as indicators of routine work) monitor such items as the portion of the budget devoted to classroom activities tracked over time and benchmarked to peer colleges; consistent faculty presence is gauged by considering full-time to adjunct faculty ratios.

Institutional assessment moves in concert with planning in an organized, systematic, and sustained effort, which aims to use results continuously to improve student learning and the institutional support for student learning.

### ***CROSS REFERENCES***

- Mission and Goals
- Planning, Resource Allocation and Institutional Renewal
- Student Learning Outcomes
- Standards 1 through 14

## **ANALYSIS OF STRENGTHS AND CHALLENGES**

WITH REFERENCE TO STANDARDS AND ELEMENTS

The institutional effectiveness aspect of the *Outcomes Assessment Plan* was developed within the ongoing planning, resource allocation, and assessment cycle, which had been securely in place for many years. In fact, even before the *Outcomes Assessment Plan* was written, the next step scheduled for developing the planning, resource allocation, and assessment cycle was the identification of performance indicators for administrative and student services managers to use in monitoring and measuring the outcomes of their routine work. The *Outcomes Assessment Plan* facilitated this effort by creating target dates for each unit's completion of such indicators and by providing support from the Office of Institutional Research, Planning and Grants. Much has been done. The finance indicators are clear, defined, and comprehensive. The academic administrative indicators are detailed. The Economic Development and Continuing Education indicators are critical for measuring costs versus benefits and for providing excellent service. The Office of Enrollment and Student Services indicators extend to every unit with student satisfaction as a primary focus. The Office of Information Technology indicators target effective use of information technology in the classroom and office. Every unit has participated in developing performance indicators. Some need further refinement and some areas need additional indicators to address more areas of work.

The collection of data presents a continuing challenge. Presently, good use is being made of existing data especially that collected and analyzed by the Office of Institutional Research, Planning and Grants, but the value of indicators is based on each office having its own capacity for collecting and analyzing data. Most offices cannot do this well without the guidance and support of the Office of Institutional Research, Planning, and Grants, especially in securing benchmark data and ensuring the reliability of the data that is collected.

Reporting to external constituencies is an institutional strength. The annual *President's Report* provides qualitative and quantitative information. The *Economic Impact Study* was the first in the state and the model for other county colleges. The study of the effectiveness of the colleges and hospitals in the City of Camden was coordinated by the College and was the basis of major funding under the *Camden Rehabilitation and Economic Recovery Act* for the City, and the colleges and hospitals located there.

Reporting of assessment data internally could be strengthened. The Office of Institutional Research, Planning, and Grants produces a *Fact Book* and periodic reports, but it would bring more value to ongoing assessment efforts if this capacity were developed to encourage wider dissemination and discussion of assessment information internally. More informed discussion of student learning outcomes would be useful in administrative units as would the discussion of administrative and student services outcomes be useful in academic departments and divisions. The Office of Institutional Research, Planning and Grants could facilitate this interchange.

This interchange will enrich institutional assessment by keeping its focus on student learning. The *Outcomes Assessment Plan* defines strategic indicators of mission attainment as the explicit link between institutional and student learning outcomes. For example, direct evidence of student learning in courses feeds the indirect evidence of mission attainment expressed as graduation, transfer, or other success rates. Over the last twelve years, Camden County College has been collecting data to measure strategic indicators of Mission attainment. They include Student Progress, Transfer Preparation, Career Preparation, Community Responsiveness, Library, Access, and Affordability. In addition to collecting data about College activities, data were also collected from state and national cohort community colleges in order to establish benchmarks. Setting benchmarks based on performance at comparable state and national community

colleges gives us an opportunity to look to our peers for areas of strengths and weaknesses. We are now in the process of refining the existing strategic indicators to ensure continued relevance and defining new ones whose measurement has been made possible by new sources of peer studies, more assessment data from program, and course levels, and the availability of more sophisticated technology tools for manipulating data.

These new tools will enable faculty and staff to drill down from institutional level to program level data and to share information more quickly and efficiently. Training in their use will be required. Additional training in the entire process of assessment needs to be extended to greater numbers of faculty, administrators, and staff. For those who are the leaders of institutional assessment, the overall structure of planning and assessment is clear. For those not so intimately involved on planning teams and in the development of objectives and indicators, the overall structure is not as clear. For the most part, they understand planning, but tend to see the greater attention being paid to assessment as an addition rather than an integral part of the cycle of planning, budgeting, and assessment.

The *Outcomes Assessment Plan* was developed in 2000 and even though the document calls for annual evaluation, no formal evaluation of the plan had been conducted until 2005. This *Self-Study* afforded the opportunity for a thorough review of the *Outcomes Assessment Plan* by committees of faculty and administrators. Their two reports, "Report on Institutional Assessment" and "Report on Student Learning Outcomes," represent the first written review of the *Outcomes Assessment Plan*. The findings of these reports provide the basis for this analysis and the analysis under Standard 14, "Assessment of Student Learning." Annual formal evaluation of the plan may be unrealistic because the data base from which conclusions are drawn needs more time to develop, but formal biennial evaluation with scheduled informal, formative evaluations will lead to faster corrections and perhaps closer adherence to timetables.

## **ASSESSMENT**

Despite the need for continuing development of assessment tools and expertise, the College is currently doing an excellent job of assessing institutional effectiveness, sharing, and using the results for improvement. The evidence gathered in the *Transformation Agenda Report* provides strong support for this assertion. For example:

- Student Progress is measured by the degree completion rate. Graduation rates have been below both the state and national cohort means. The latest combined graduation and transfer rate, a better indicator of student progress, was 25% (2002 cohort); very similar to the rate for the past three years, but slightly lower than the sector average of 29.5%. As a result, activities to increase the number of graduates and transfer students have been implemented. The degree audit is being used to identify students who meet graduation requirements, but who have not filed. Individual contact to discern their status and plans and follow-up advising resulted in an increase in the number of graduates by 12% in August 2005 and 19% in January 2006.
- The indicator, Transfer Preparation, is measured by student academic performance after transfer. When the College's graduates transfer to four-year colleges, they do as well academically as the native students. Measured by comparing junior year GPA's, our students' GPA's of 3.10 are now higher than the state cohort mean of 3.0 and than the national cohort mean of 2.6.

- Another way of assessing Mission fulfillment is through the indicator of Access and Affordability or the number and percent of students receiving financial aid. The number of students receiving financial aid has increased steadily over the last five years. In FY 2001, 3,710 students or 21% received some type of financial aid. In FY 2005, the number increased to 5,799 or 27% received some type of financial aid. Tracking students through the application process and making a subsequent change in the priority filing deadline, the College was able to offer the opportunity for financial assistance to more students in need beginning with the 2006-2007 academic year.

These examples demonstrate how the quantitative part of the *Transformation Agenda Report* results in improvement. The qualitative portion of the *Transformation Agenda Report* does the same. Survey data indicating dissatisfaction with the transfer experience determined that there was a need for strengthening transfer through better monitoring of articulation agreements. The National Student Clearinghouse was used to identify institutions to which our students transfer. This information helps guide faculty in both strengthening existing and developing new articulation agreements with our top transfer institutions. The improvements that have come about as a result of using clearinghouse data include: the creation of “transfer tips” for the three most popular transfer institutions; expanded transfer training to academic advisors; improved transfer information on the College’s website.

### ***RECOMMENDATION FOR IMPROVEMENT***

1. Strengthen the capacity of the Office of Institutional Research, Planning and Grants to enable it to coordinate the emerging needs of sustained assessment by providing faculty and staff with the requisite tools, training, and access to assessment data.

# **Student Admissions and Retention**

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## **Standard 8**

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

Mission and Goals, policies of the Board of Trustees, the *Catalog*, *Student Handbook*, and *Financial Aid Handbook*, all document compliance with Accreditation Standard 8.

Mission and Goals welcome “all who can benefit” and express commitment to providing the academic and support services that students need to succeed. As an open admissions institution, Camden County College provides Basic Skills instruction for those who are not yet ready for college study and a range of services to address student needs for financial assistance, disability accommodation, academic advice, tutoring, childcare, or other factors, which might inhibit learning. These are the fundamental retention strategies required to make the opportunity of the open door meaningful.

The College *Catalog* contains the broadest policy statement on admission under the heading, “Admission to Credit Programs and Credit Courses.” It is a synthesis of a number of Board policies; it informs prospective students that College courses and programs are open to all persons with a high school diploma or GED. For those over 18 years old without either the diploma or GED, other policies affect permissible course enrollments and testing requirements. Within the context of the open door, the College offers selective programs, which have more specific entry requirements. Policies govern these admissions as well as admissions to capped enrollment programs. Other policies address presently enrolled high school students, international students, senior citizens, students with disabilities, transfer students, non-degree seeking students, veterans, unemployed students, students seeking credit for experiential learning, and students interested in non-credit offerings.

Testing, financial aid, and refund policies may be found in the College *Catalog*, the semester tabloid of offerings, magazine, and on the College website. Additionally, “The Financial Aid Handbook” which is published each academic year describes all federal, state, and campus-based financial aid programs, eligibility criteria, and requirements for satisfactory academic progress.

The College also publishes its policies for acceptance of college-level learning acquired outside the classroom and for assessing credit by means of nationally accepted standards, including credit by exam, military experience, portfolio assessment, College –Level Examination Program (CLEP), Dantes Subject Standardized Tests, American Council on Education, National Program on Non-collegiate Sponsored Instruction (PONSI) and Advanced Placement (AP).

Policies such as these are critical for providing structure to admissions at an open door institution. Enrollment development planning and enrollment management strategies enhance this structure. The logic behind the invitation to “all who can benefit” assumes wide dissemination of information about the College and its offerings. The open door policy also assumes the availability of the right number of class sections offered at times and locations most convenient to students. To this end, the Enrollment Development Plan guides a coherent program of advertising and recruitment. This is evidenced by the performance indicators of the Enrollment Development area that are communicated by the Dean of Communications and

Enrollment Development to the College community each semester and by the Vice President of Institutional Advancement to the Academic Affairs Committee of the Board annually.

In addition, the Enrollment Strategies Team (EST), which is convened by the Vice-President for Institutional Advancement and includes the other Vice-Presidents, meets periodically to review enrollment data, discuss advertising and recruitment efforts, assess effectiveness, and plan future activities. Enrollment planning is discussed regularly at scheduled meetings of the President's staff. For example, based on the EST analysis of student attendance by zip code resources were reallocated for off-campus centers. An analysis of printing and postage costs led to the replacement of the traditional tabloid schedule mailer with the *College Magazine*.

Enrollment management at the course and section level is coordinated by the Assistant Vice President for Academic Administration, who monitors and reports on class size, scheduling patterns, and full-time/adjunct faculty assignment ratios. Enrollment targets for each division and department are set for financial planning. Targets are monitored daily during registration periods to ensure that enough sections are offered to handle student demand, which departments are operating within budget, and that adequate future funding is ensured. Each semester, departments, and divisions receive final reports concerning increase/decrease in number of sections, average class size, and full-time/adjunct faculty ratios. These reports are used to assess departmental operations and to prepare for subsequent budget requests.

### ***CROSS REFERENCES***

- Related Educational Offerings
- Student Support Services

### ***ANALYSIS OF STRENGTHS AND CHALLENGES***

*WITH REFERENCE TO STANDARDS AND ELEMENTS*

Clear policies explain to the public in general and to prospective students the admissions criteria and the financial assistance opportunities at Camden County College. These policies are widely disseminated through the *Catalog*, the website, and other materials. Enrollment development planning ensures that accurate, consistent information is communicated throughout the County.

Retention is a challenge for an open door institution. Consequently, the College has designed many strategies to support student persistence. Academic advisement, academic probation requirements, and early alert strategies require intervention by trained advisors and faculty using the computerized degree audit to help students plan the courses and access the services that they need to succeed. Retention data is collected and analyzed for the College as a whole and some programs have been able to track and use retention data. For example, analysis of retention data in remedial math programs, led faculty to restructure course sequence and provide additional tutoring support. The Advisement Office has developed an early intervention program to address first time student retention in targeted programs. Yet, the need exists for a systematic collection of retention information by program and course.

Mindful that attrition numbers will be greater at an open admissions institution than at a college with a selective enrollment culture, retention information helps faculty and administrators make improvements in programs and services. For example, a tracking of enrollment data revealed a marked transition in the number of students enrolled in the Liberal Arts Program (LAS.AA). Over a ten year period, enrollments in LAS.AA went from 2,304 in fall 1996 to 357 in fall 2005. New options to the LAS degree resulted in

students moving out of the more general degree (LAS.AA) and into more specific degrees such as elementary/secondary education, (EDU.AS). This program is seventh in the nation in graduating elementary education majors.

In response to the need for liberal arts students to have academic advisement as to which options or tracks are most appropriate for their goals, the College appointed a Liberal Arts Coordinator. This advisement initiative has been very successful in moving LAS.AA students into a variety of Liberal Arts concentrations and tracks as evidenced in the enrollment reports.

Student retention, especially in the open door college, depends upon good placement testing. This is a strength at Camden County College where full-time and part-time degree seeking students must take the placement test. For many years, the College used a test developed by the State of New Jersey and placement testing was as much an administrative function as an academic one. In 2001, faculty accepted full ownership of placement testing with their selection of ACCUPLACER as the test instrument. They supplemented it with writing tests of their own and established cutoff scores to determine placement in reading, writing, and math courses. Other New Jersey colleges have also adopted ACCUPLACER as their placement test and the College is engaged with them in an effort to establish statewide cut-off scores for student placement in developmental courses. This will provide a measure of consistency to placement throughout a large portion of the community college sector.

The policies and procedures, which apply to testing, are widely disseminated through the *Catalog*, website, and materials developed by the Testing Center. The College also offers area high school students the opportunity to take the ACCUPLACER in their junior or senior years in order to assess their skill levels in the event they need to take college developmental courses before high school graduation. After five years use, enough data has been collected to support a valid evaluation of ACCUPLACER's effectiveness.

Testing center staff, academic advisors, and faculty spend many hours helping students understand testing policy and the meaning of their scores. Yet, student requests for retesting are a growing concern. To address this issue, testing center staff have devised a plan to serve better the increasing numbers of students who are being referred by academic advisors for retesting. They are preparing instructional modules that focus on skill weaknesses as identified by the test and the criteria to differentiate students who should retest from students who will be better served by placement in a remedial course. English and Math faculty will also increase their work with high school faculty and students to make them aware of the skill levels required for college work and to help them achieve those levels before coming to college.

## **ASSESSMENT**

As an open admissions community college, Camden County College accepts students where they are in their learning and evaluates the reading, writing, and mathematical skills of all entering students by means of placement testing. For those not yet ready for college level work, developmental courses are provided, and exit testing from these courses required. This is the first step to ensuring student success in an open admissions environment. Student success is monitored and measured at the institutional level by means of various strategic indicators. These include: *Student Progress* measuring goal attainment, retention and degree completion; *Transfer Preparation* measuring successful transfer of graduates and students who transfer before graduation; *Career Preparation* measuring degree related employment, usefulness of training, passing rates on licensure exams; and *Remediation* monitoring enrollment. Using five years of data, trends are analyzed. The information is reported to the trustees and staff use it to illuminate student performance even better by drilling down to the academic program level.

## ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Conduct a comprehensive assessment of ACCUPLACER's effectiveness for placement and skill development needs of entering students.
2. Expand early placement testing of high school students and offer developmental courses in reading, writing, and math for high school students as indicated.
3. Systematically collect and analyze retention data for programs and courses to clarify the aggregate college-wide attrition numbers with more detailed information.

# **Student Support Services**

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## **Standard 9**

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

The *College Catalog*, *Student Handbook*, *Financial Aid Handbook*, *Chart of Organization*, and *Strategic Plan* comprise the basic evidence of compliance with accreditation Standard 9.

At any open admissions college, effective student support services are necessary for student retention and success. At a comparatively large community college, such as Camden County College, the great diversity of student characteristics and goals requires an extensive variety of effective student support services. Toward that end, the College provides the variety of services students need, regularly monitors their effectiveness, and makes improvements to serve students better.

This concentration on effectiveness began in 1997 with the first *Strategic Plan*, its emphasis on student centeredness and the charge to provide exemplary enrollment and student services. To meet this institutional objective, all student services functions were reorganized into coherent groupings and a new student information system was installed to employ technology to improve services for students.

The coherent groupings led to the creation of the Division of Enrollment and Student Services in 2001. It was placed under the leadership of an Assistant Vice President who reported to the Provost. Today, it is headed by an Acting Vice President whose direct reports include the Executive Director of Enrollment Services (with responsibility for student system records, admission processing, registration services, testing, assessment, web services, and student information system training); the Dean of Students (with responsibility for advising, student activities, discipline, scholarship coordination, tutoring, services for academically challenged students, deaf and hard of hearing, and ESL/international student services); Assistant Dean of Enrollment and Student Services, Camden Campus (with responsibility for all support services at that campus, plus Educational Opportunity Fund, and Student Support Services grants); Director of Financial Aid; and Director of Transfer Services.

All basic services, including advising, tutoring, testing, registration, student activities, and financial aid, are available at the Blackwood, Camden, and Cherry Hill locations. Most services are also available online, which makes them accessible to both on campus and distance learners. A system of referral is in place for services intentionally not provided, e.g. personal counseling. This comprehensive array of services provides the support that students need to achieve their learning goals. Effectiveness of these services is monitored regularly through student satisfaction surveys, graduation surveys, and department service cards.

### ***ANALYSIS OF STRENGTHS AND CHALLENGES WITH REFERENCE TO STANDARDS AND ELEMENTS***

Enrollment and Student Services exemplifies the institutional transformation of the past several years. Since 1997, every enrollment service has been redesigned, procedure-by-procedure, by teams of staff, faculty, and administrators to put student needs at the center of operations. In one of the past decade's most stunning

success stories, the College migrated from an outmoded, largely undocumented student information system to a modern, versatile, multi-functional one with little, if any, interruption in services.

Guided by principles of student centeredness, immediate communication, reliability in self-service opportunities, standardized processes, one-stop experiences, and universal access, a steering committee of college-wide representation known as the Student Information System (SIS) Team oversaw implementation of the new software. SIS Module Implementation Teams (MIT's) process mapped all major procedures to analyze their effectiveness and efficiency. As a result, documented policies and procedures now reflect the transformation to student-centeredness in enrollment services, and all relevant modules of Datatel's Colleague system have been implemented.

Enhancements to the system continue, as outcomes are evaluated and best practices identified. The steering committee for the monitoring and enhancement phase is the SIS II Team. This Team regularly reviews all student services policies, procedures, and processes to ensure compliance with governing or regulatory agencies and to maximize customer service and effectiveness. Through participation on the Team, student services staff collaborate with departments outside their area who have functions impacting on student services. This has resulted in improved cross divisional communication and streamlined processes. Turnaround times have been decreased, systems have been developed to facilitate student self-sufficiency, online access has increased, and more proactive intervention has been provided to promote retention and success.

In 2002-03 all student services departments created or re-wrote mission statements consistent with the College Mission, and used these statements as the basis for the identification of routine work indicators, goals, and planning. After that review, key service areas, such as financial aid, registration services, and tutoring then modified or created student survey instruments for students to report concerns or commendations more immediately. The surveys supplement feedback obtained from the analysis of Noel-Levitz gap scores, and Graduate Follow-Up Surveys that are conducted by the Office of Institutional Research, Planning, and Grants. An example of how data is used to make improvements comes from the 2001 and 2004 survey of graduates. One year after graduation, 33%, and 24% of respondents, respectively reported problems in transferring. In both surveys, advisement, transfer, and financial aid received the highest percentage of "poor" ratings (advisement -- 11% / 10%; transfer and financial aid both -- 6% each year). As a result, the following steps were taken to make improvements overall, but especially in the survey referenced functions.

In 2005, a new Dean of Students with more than fifteen years of advisement supervision experience was hired. Since his appointment, he has implemented proactive intervention strategies, consistent staff training, standards for web services, more collaboration with the academic divisions, an online orientation tutorial, and on-going opportunities for students to learn more about available campus services. Transfer services have been refocused as well, with an emphasis on providing better articulations with the most popular baccalaureate institutions, providing better and more comprehensive transfer information to advisors, and putting more and better tools in the hands of students themselves. Bachelor's degree completion programs with three senior level institutions have been piloted on campus.

Financial aid services have been improved with the hiring of a new director in 2004. Prior to her arrival, an assessment of the state of the unit indicated a need for change. Four areas were targeted for improvement. They were personnel management, including staff training, management of funds, written policies and procedures, and customer service including improved communication with students. Staff responsibilities have been restructured. Improved forms, electronic processing of loans, improved online access, better documentation, and improved award letters are recent enhancements.

Although not motivated by negative satisfaction reporting, assessment in other student service departments and functions also has yielded improvements. ESL placement testing has been computerized. Record keeping for tutoring has been networked and forms standardized across all campuses. More than half of all applications for admission are processed electronically. The turn around time for responding to outgoing transcript requests has been reduced to a maximum of 72 hours with most being processed within 48 hours. *The Student Handbook* and *Financial Aid Handbook* have been revised, and are available online. Reports of negative attendance and final grades are submitted electronically by faculty, enabling students to view their grades within 24 hours of posting. System-generated degree audits have become a standard part of the graduation certification process. Self-service PC stations have been installed in financial aid, advising, and registration, and are available at all three College locations. Instruction in how to use WebAdvisor, the online access to the student information system, is a standard part of freshmen orientation and has even been incorporated as an assignment in some classes. Updated adaptive technology for vision impaired or learning disabled students has been installed on PCs convenient for student access.

## ***ASSESSMENT***

Assessment of student support services and the use of results for improvement is continuous. The use of the SISII Team in this process is particularly noteworthy.

The SIS II Team coordinates an assessment process for all enrollment and student services. In 2005-06, department representatives reviewed their functions with the SIS II Team and received feedback on system inefficiencies as indicated by satisfaction studies, indicators of routine work, and anecdotal evidence. Smaller group meetings were held with key constituencies to work through problems. Also, all SIS II Team members were assigned specific emerging issues to research and troubleshoot. Reports on activities and findings are a regular part of the SIS II Team agenda. In one of these discussions, it was noted that the graduation process could be improved if course waivers were posted in the student information system. Staff are now trained to post waivers electronically.

Student satisfaction surveys provide important information in the area of student services. Since 1995, Noel-Levitz Student Satisfaction Inventory has helped determine effectiveness of student services. Students identified the issue of scheduling classes at convenient times. The College now offers a greater variety of courses at all three major locations and many off-campus sites, on-line, on weekends, at intersession, and in 15-week, 13-week, and 7-week sessions. Major renovations at Blackwood and additional classrooms at Camden and Cherry Hill also address this concern. Registration and payment offices were renovated to provide students with better access to services. Web registration capabilities are continuously expanded and other services related to registration are now available online.

Responses to recent surveys indicated that student parking was the greatest unmet expectation. In 2003, a parking garage was erected at the Camden Campus. At Blackwood, in fall 2005, a new gravel lot made 150 new spaces available; in spring 2006, an additional 300 spaces were made available.

## ***RECOMMENDATION FOR IMPROVEMENT***

1. Develop an improvement plan with participation of faculty, staff, and students, for advisement and another such plan for transfer services.

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# **Faculty**

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## **Standard 10**

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

The Constitution, Bylaws, agenda, and minutes of the Faculty Assembly and IPEDS reports on faculty characteristics and credentials provide the best evidence of compliance with Accreditation Standard 10.

The faculty is fully responsible for the teaching/learning process and all associated activities such as academic program and course development and assessment. The entire educational program is regularly evaluated and improved by faculty to ensure that student learning and changing student needs are addressed.

The minutes of department and division meetings bear evidence of faculty leadership in educational offerings. Beginning in department and academic division meetings, curriculum changes are reviewed successively by the full Faculty Assembly. The Academic Policies committee and then the full Assembly must first approve academic policies. Next, they are sent to the Vice-President for Academic Affairs for final review, and subsequently presented to the President who seeks Cabinet advice (where faculty have representatives) before returning the proposal or submitting it to the Board for approval. Faculty qualifications are ensured in three basic ways: structured hiring procedures, regular evaluation of teaching effectiveness, and continuous professional development. Labor contracts include agreements on faculty evaluation and the Office of the Vice-President for Academic Affairs provides support for faculty evaluation, curriculum development and review, and student learning assessment. The Vice-President leads the academic deans in coordinating and supporting all curriculum development and evaluation conducted by the faculty, and provides professional development to ensure faculty readiness in all issues of teaching and learning.

### ***CROSS REFERENCES***

- Leadership and Governance
- Educational Offerings
- Related Educational Activities
- Assessment of Student Learning

### ***ANALYSIS OF STRENGTHS AND CHALLENGES WITH REFERENCE TO STANDARDS AND ELEMENTS***

There are many strengths in the hiring process for full-time faculty. The most significant of which is that it originates with the individual academic department. To ensure that department needs are the guiding priority; departmental faculties determine criteria for the position and serve on the search committee. Search committee training is another strength. For example, the Executive Director of Human Resources not only supports the process but also stresses the importance of recruiting a diverse candidate pool and

offers strategies for doing so. Searches for full-time faculty, are advertised in *The Chronicle of Higher Education*, *Diverse, Hispanic Outlook*, and regional newspapers and websites. Discipline-targeted journals are used when departments can identify them, especially to help find the qualified candidates in highly technical or high demand areas.

While faculty are the prime agents in selecting their colleagues, the succession of interviews from committee to dean to vice-president and President provides checks and balances to increase objectivity of the selection, and broadens perspectives on the candidate's fit for the organization. Various methods of screening are used. Phone interviews are recommended during the first screen to identify serious candidates, and to answer any questions they may have. Phone interviews as a screening tool have been helpful, but some search committees have expressed concern that this is an extra, time consuming step; and that in highly competitive areas good candidates may be lost.

As with all comprehensive searches, the search process is time intensive and takes up to four months to produce a viable candidate. The timing of searches can enhance or limit the pool of candidates. Faculty are generally concerned that qualified candidates may be lost to other institutions and so they would prefer a more streamlined process that begins earlier in the academic year.

Although the timing for hiring of adjunct faculty is substantially quicker with guidelines and processes to ensure that a qualified person is hired, the sheer number of adjunct positions required in some departments may deplete the pool of best qualified applicants. In addition, the amount of time between identifying the need for an adjunct and the beginning of the class may be very short, which not only limits the numbers that can be interviewed, but also the number of available candidates since many may have secured other positions. Lastly, while the College has significantly increased the salary for adjunct faculty, it remains low compared to several neighboring institutions.

After hiring, regular evaluation is conducted to ensure maintenance of faculty qualifications, and readiness to lead on issues of curriculum and instruction. A strength of the evaluation system college-wide is that it is tailored to the various categories of teaching professionals: full-time tenured faculty, full-time non-tenured faculty, teaching administrators, adjunct faculty, and continuing education instructors.

According to their collective bargaining agreement, tenured faculty are required either to participate in the "Partners in Learning" program or to be evaluated by their deans through the traditional method of classroom observations, self evaluations, meetings, and improvement plans. Begun in 2002, the "Partners in Learning" program has been offered as an alternative to traditional evaluation. Faculty who participate in "Partners in Learning" observe each others' classes, interview students, attend meetings and professional development activities, and submit self-evaluations and final reports. As a peer managed process, it is having the intended effect of creating collegiality and improving teaching and learning. This assertion is based on the annual summary report prepared by the faculty coordinators at the end of each year.

Full-time, non-tenured faculty are evaluated at least once each year through a structured process including many classroom observations, student opinion of instruction surveys, development of a teaching portfolio, counseling with the academic dean of their division, and mentoring by colleagues. Before the award of tenure, the Vice President of Academic Affairs meets with each candidate to review their readiness and then to justify in writing the individual's qualifications for tenure for review by the President and the Board. Adjunct faculty are evaluated through classroom observations by their department chair or designee, and by student opinion of instruction surveys. Classroom observations are completed during their first semester at the College and at least once every two years thereafter. Because of the volume of adjuncts, (613 per

semester) classroom observations are not always completed on a regular cycle. However, additional observations are performed if a problem is perceived. Students of adjunct faculty are surveyed once a year in the fall semester. These student evaluations are provided to the chair and dean for review as part of the adjunct faculty evaluation process. Full-time teachers classified as administrators are evaluated using the standard administrative evaluation process (annual meeting with supervisor and written self-evaluation). In addition, they are also required to have classroom observations and submit student evaluation surveys.

All Continuing Education instructors of non-credit classes are evaluated once per semester. Students complete a printed survey at the end of each class that asks them to detail their experience in the classroom. In addition, the Continuing Education staff randomly calls students to solicit their opinions of instruction and the content of the course. Experienced instructors act as mentors to the less experienced and to those deemed in need of improvement based on evaluations. Classroom management workshops are offered regularly throughout the year.

Professional development for faculty builds on the needs evidenced through evaluation. It takes many forms and aims to keep faculty current in their discipline and familiar with new teaching theories and techniques. First year, full-time faculty begin their professional development with a yearlong orientation and mentoring program. Since 2002, all newly hired faculty are assigned a more experienced faculty mentor for their first year at the College. Faculty mentors provide guidance and advice on teaching methods, defining and measuring student learning outcomes, developing course content, pacing instruction, and administrative policies and procedures. Mentors also observe classes and give collegial advice for improvements. Survey data collected for the report on the first year's experience indicates that faculty agree on the value of the program for initiating new members into the academic community. Based on anecdotal reports from chairs, coordinators, and deans, new faculty are adjusting better to full-time teaching responsibilities.

Training faculty in the use of information technology in instruction has been a particular strength. Prior to the College participating in the Title III project in 2003, approximately 40 full-time and part-time faculty members had received training in teaching online. As of the beginning of 2006, an additional 54 faculty members have been trained, specifically for the development of hybrid courses, which include an online portion and an in-classroom component. Part-time faculty became the focus of these activities in fall 2006. In addition, the Office of Information Technology offers a regular lunchtime series on various technology topics for faculty and staff.

For the 2004-2005 academic year, 51 members of the faculty attended professional conferences or workshops outside of the College. For the same period, 39 faculty members aided by tuition reimbursement were taking courses in the pursuit of an advanced degree. The topics covered in these activities are as varied and diverse as the faculty of the College and the academic areas that they teach. Department chairs, program coordinators, and division deans are effective in ensuring that faculty are able to attend conferences. Faculty who attend conferences and workshops are required to file brief written reports and to make oral reports at department or division meetings.

Attendance at conferences, seminars, or workshops outside of the College is funded from the operating budget and appropriate grant funds. While the use of grant monies is presently effective, it will always be transitory. The College has been very supportive of faculty professional development, but as the cost of attendance at conferences and seminars increases, adequate funding will continue to be an area of need. In addition to seeking more operating funds, this need will be addressed by using satellite and other technologies more effectively to bring more conference proceedings to campus. Another strategy is to raise the number and quality of in-house workshops and lectures.

In 1994, the Teaching/Learning Center was created to coordinate just this kind of faculty professional development. Over time, it was successful in many ways, most notably with the introduction of information technology uses in the classroom. However, because of the critical need for classrooms resulting from increased enrollments, the Community Center fire, and the Blackwood Campus rebuilding, the College had to reassigned space previously dedicated to the Center. Yet, the professional development functions of the Center specifically those directed to measuring student outcomes in courses and programs and classroom assessment techniques remain active in “Partners in Learning” and through the Professional Development Institute, which offers a schedule of professional development activities specifically aimed at assessment theory and practice.

The physical location may be temporarily displaced, but the spirit of its central work as represented in the name, Teaching/Learning Center continues. As soon as the Madison Connector building is completed, space dedicated to this purpose will be available.

## ***ASSESSMENT***

Assessment of policies and procedures to ensure the use of qualified professionals to support the institution’s programs is exemplified by the following.

In 2001, the academic leadership team of Provost and Division Deans used data from teaching evaluations, and chair and coordinator experiences, to review the evaluation process and professional development for tenured faculty. They found that while the evaluation process itself was sound and a variety of professional development was available, neither standard evaluation nor professional development was effective in preventing growing professional isolation among some tenured faculty. Based on this information, the academic administration and faculty designed “Partners in Learning.”

Since its inception, “Partners in Learning” has been a popular alternative to traditional evaluation. The program is usually fully enrolled at 30 faculty in any one year and over 75 of the full-time tenured faculty have participated since 2002. The 90% attendance rate for meetings and the depth and extent of the self-evaluations and final reports indicate the seriousness and time which faculty invest in the program. They report changes made to syllabi or teaching methods that have ultimately lead to improved learning outcomes. They report that professional friendships are forged and that the exchange of ideas characteristic of a rich academic community of teaching professionals is created and sustained. When tenured faculty apply for promotion, they may use the results of their participation in this program as evidence of enhanced teaching effectiveness. “Partners in Learning” has been the catalyst for tenured faculty renewal and professional advancement.

A different kind of assessment, which also works to ensure the use of qualified professionals to support the College’s programs, takes place regularly with the monitoring of the full-time to adjunct faculty ratio. While the hiring of full-time faculty has been the first funding priority since priority budgeting was introduced in 1994 and 21 new faculty have been hired since 1999, more sections are still taught by adjunct faculty than by full-time faculty. This is because of an historical fiscal strategy of limiting full-time hires, which is now being impacted by constrained funding and record enrollments.

Despite these obstacles, careful attention to the ratio has resulted in some recent improvements. In fall 2005, 58% of classes were taught by adjunct faculty. This represents a decrease of 7% over the past five years in the number of sections taught by adjuncts. Individual departments show an even greater improvement. For example, even with increased enrollments, the percentage of classes taught by full-time

faculty in academic skills math increased from 19% in 2000 to 33% in 2005. Similarly, ESL increased from 16% of classes taught by full-time faculty in 2000 to 38% in 2005.

The need to increase the presence of full-time faculty on campus, as indicated by this continuous assessment, led to the inclusion of a new full-time “Faculty Retirement Transition” program in the latest faculty labor contract. This program allows full-time faculty to remain in the classroom longer at a reduced teaching load. This frees funds for new hires while retaining full-time faculty expertise longer. They can mentor new faculty while preparing for their own retirements. While it is too soon to measure its impact, we expect the new transition program to affect the full-time to part-time ratio positively.

### ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Improve the full-time/adjunct faculty ratio by keeping full-time faculty hiring as the first budget priority and seeking external funds for endowed faculty chairs to free operating monies for new full-time hires.
2. Improve the search process for full-time faculty by beginning as early in the academic year as possible and streamlining the process.

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# Educational Offerings

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## Standard 11

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

The Board of Trustees Policy on Establishing Standards for Granting Degrees and Certificates, the *College Catalog, Academic Program Guide*, Academic Program Reviews, program proposals, course syllabi, Mission and Goals of the College comprise the core of documentation that demonstrates compliance with Accreditation Standard 11.

Institutional Mission and Goals describe a comprehensive community college with educational offerings to include associate degree programs, credit certificates, non-credit courses and certificates, and customized training for business and industry. Mission and Goals also define expectations for rigorous, integrated General Education and a coherent program of Basic Skills for those not yet prepared for college-level work.

The Board of Trustees Policy on Establishing Standards for Granting Degrees and Certificates authorizes the award of associate in arts, associate in science, associate in applied science degrees, and associate in fine arts. In April 2003, the Board approved the College's first Associate in Fine Arts (AFA) degree in Studio Art. Board policy defines the individual degrees and the concept of certificates. It stipulates minimum semester hours and general education requirements for each degree. It sets expectations that all degree seeking students demonstrate proficiency in communication and mathematics and that all programs provide for electives to enrich general education, and pre-professional education or competence in an appropriate occupational field. It includes standards for grading, accepting credit in transfer, and for evaluating experiential education.

Because faculty develop and evaluate all degree programs, certificates, and courses according to these standards, academic content, rigor, and coherence appropriate to a comprehensive community college are established. Mission congruence, academic content, rigor, and coherence are maintained by academic program review and by identifying and assessing student learning goals at the institutional, course, and program levels. These standards are further ensured by the layered approval process for new or revised degree and certificate programs, which affords many opportunities for constructive advice from different professional perspectives.

Proposals for new degree and certificate programs move through review, evaluation, and approval at the departmental, divisional Chairs and Coordinators, Student Learning Outcomes Committee, Faculty Assembly, Academic Vice-President's, and President's levels before being presented to the Academic Affairs Committee of the Board and ultimately the full Board for final approval. Following approval by the Board of Trustees, all new degree programs are reviewed and approved by the President's Council of the New Jersey Commission on Higher Education. Proposals for revisions to existing degree and certificate programs must also move through the same process up to and including the President.

The *Report on Academic Governance* is a monthly electronic newsletter that includes agendas, minutes, and important information from the various governance groups such as chairs and coordinators, standing committees, ad-hoc committees and the Faculty Assembly. The *Report on Academic Governance* assists in maintaining appropriate rigor and coherence by publishing items such as waivers, proposed courses, and programs for review, challenge, and comment by the full membership of the Faculty Assembly.

Students are made aware of what they can expect to learn, and what they are expected to do to learn it through several channels. Students and advisors use the *Academic Program Guide* and the Degree Audit of Web Advisor to plan programs and build schedules.

Camden County College identifies student learning goals and objectives including knowledge and skills for its educational offerings. During the 2000 -2001 academic year, all course syllabi were audited. The goal was twofold, to evaluate prerequisites for all courses, and to ensure that all syllabi included student learning outcomes in observable language. Upon approval by the department Chairs or Coordinators, syllabi were posted to the shared computer drive and hardcopies filed in the Deans' offices.

### ***CROSS-REFERENCES***

- General Education
- Related Educational Offerings
- Assessment of Student Learning Outcomes
- Institutional Resources
- Faculty
- Institutional Assessment
- Leadership and Governance

### ***ANALYSIS OF STRENGTHS AND CHALLENGES***

*WITH REFERENCE TO STANDARD AND FUNDAMENTAL ELEMENTS*

The clarity and comprehensiveness of the Board of Trustees policy, which establishes standards for the educational offerings of the College, is a significant strength. Within these guidelines faculty have been able to build coherent, rigorous programs of study of appropriate breadth, content, and length. Procedures are in place and materials available to help faculty implement these standards throughout the range of educational offerings.

Another strength dating from the earliest days of the College is the great breadth of transfer and career programs, many of them unique to the region. The College currently offers more than 150 different programs, about equally divided among certificates in occupations (51), Associate in Applied Science degree programs in career fields (54), and Associate in Arts, Associate in Fine Arts, and Associate in Science degrees in academic disciplines and in some career fields (46). Certificates are designed so that students can acquire skills needed for immediate employment and can combine credits earned in certificates with additional general education and career courses for the AAS degree.

Programs leading to the AA, AFA, and AS degrees are designed for students planning to transfer to baccalaureate studies in some discipline or pre-professional program. The AAS, while providing a degree credential in some career field, can also be applied, in transfer, to BS programs at a growing number of area colleges.

Providing an array of programs in a wide range of disciplines and careers has always been a major component of the College's appeal and its success in attracting large enrollments. The multiplicity of programs also presents a challenge. At times, the number of degrees and certificates in a single discipline can make it more difficult for students and advisors alike to choose the program that best suits the student's needs. Further, overspecialization in some degree programs can present difficulties for students when they apply for transfer to a baccalaureate program. Both are issues for consideration by new teams who will plan improvements to advisement and transfer.

In addition, some programs that may have at one time seemed necessary or relevant may no longer meet the needs of our students and community due to changes in job opportunities or to the nature of how services are delivered. Academic planning is designed to maintain curriculum relevance and effectiveness. It includes an evaluation of the inventory of programs and certificates. Semi-annually, programmatic enrollment and graduation trends are reviewed and areas that seem to be in need of full academic program review are given priority scheduling. The most recent Academic Plan stimulated much curriculum creativity as many new courses and programs were developed to meet changing needs and others, no longer relevant, were discontinued. For example, based on local job market data and economic development plans, program opportunities in our region exist in emerging technologies related to bioscience, healthcare, and the arts. Faculty are at work developing new programs in these fields. In an example of discontinuance, the Word Perfect Certificate was dropped because that application is no longer commonly used in offices. In its place, a Microsoft Office User Specialist Certificate was developed. Overall, from 2000-2005, the faculty developed 47 new degree and certificate programs, revised 91, and eliminated seven. In this same time span, faculty developed 187 new courses, revised 218, and terminated 145.

Through its non-credit division and the use of experimental credit courses, the College is able to respond rapidly to changing community needs. For example, courses in new computer software such as C++ are typically taught in a non-credit format, before being offered on the credit side. Massage Therapy, Phlebotomy, and Emergency Management Services are examples of programs that were offered as non-credit before being offered as degrees or certificates. A department may offer a credit course for one semester as an experiment, before acquiring formal approval through governance. Intermediate Algebra Extended, Chemistry and Society, Play Writing, and Human Exceptionality are examples of courses that started as experimental courses.

Communication of course learning outcomes, and how they fit within program learning outcomes, is important for student understanding and success. Faculty have included student learning outcomes in syllabi as evidenced by the recent audit. Communication of these expected learning outcomes involves some challenges. Faculty prepare first day handouts based on syllabi. To maintain consistency in content and format across every department and at all teaching locations is difficult. An analysis of a random sample of first day handouts revealed that some faculty shared the syllabus; others prepared a policy document that incorporated only parts of the syllabus. Course syllabi or other materials handed out at the beginning of each semester also typically specify explicit opportunities for students to achieve learning goals of the course in the form of readings, assignments and other activities. These critical documents need to be complete and clear. At a minimum, a template and written standards are needed.

To address another communication challenge, a team is working to include student learning outcomes for degree programs and certificates in published information.

Prior to 2000, the *Academic Program Guide*, the *Catalog*, and other institutional and departmental publications included program goals. In 2000, the look of publications was revised and program goals were eliminated.

Beginning in 2007, publications will again include program goals to ensure accessibility for prospective students and the public.

Effective instruction is enhanced by excellent facilities and by strong professional and technical support, both in the classroom, in other on-campus learning environments, and on-line. Faculty need the right tools, conducive settings, and timely assistance to affect good student learning, and significant College resources are devoted to providing environments where students and faculty can flourish.

In the past decade, the College has significantly increased and enhanced the capacity and quality of its facilities based on a *Facilities Master Plan* that is driven by academic needs. The Rohrer Center and the Camden Technology Center are state of the art technology buildings. “Smart” classrooms, computer equipped classrooms and labs are spread across the Blackwood Campus where the rebuilding over the next six years will provide even more technology resources for faculty and students. At present, the rebuilding is causing some unique challenges to providing desired instructional technology in some temporary classrooms. Faculty and administrators are working cooperatively in informal and formal groups, like the Capital Projects Group, to maximize available resources until new facilities are completed.

The College provides ample and up-to-date hardware in terms of both information technology and specialized equipment. Students have access to more than 60 computer classrooms and labs outfitted with more than 1,500 PC's. More than 200 additional computers are available to students and the public, housed in the libraries at Blackwood and Rohrer and at the cyber cafes, at all three locations.

With support from state and federal capital equipment funds and from competitive grants, the College has been able to maintain teaching labs for programs such as manufacturing, engineering, dental, ophthalmic, lasers, veterinary technology and specialized computer disciplines such as Computer Aided Drafting and Design (CADD), graphics, music technology, and game design. Partnerships with area companies have also enabled several technology and science departments to teach students with donated or borrowed equipment that would be far too expensive for the College to purchase on its own. For example, the biotechnology program was enhanced by a gas chromatograph/mass spectrometer, obtained through an NSF grant, and a nuclear magnetic resonance spectrophotometer, donated to the chemistry department by an area research university.

More significant than the equipment and facilities themselves is the work of the faculty in the past ten years to embrace the tools of information technology to enhance teaching and learning across the curriculum. Many Basic Skills Writing courses, for example, are held in computer-equipped classrooms, complementing Computer Skills courses, and giving students opportunities to learn to write and to use computers for academic purposes.

New computer classrooms in the renovated Library—assigned to “non-computer” disciplines-- have enabled Language faculty to develop entirely new approaches to French and Spanish language instruction. Business faculty have used their assigned facilities to integrate computers in accounting and other business courses. Biology instructors rotate sections through their Library classroom to introduce students to web based resources that they can access in open labs or at home to complete assignments.

The bibliographic instruction classroom, with access to the same on-line resources students can use throughout the Library—or at home through the Library portal—enables librarians to work with instructors in a variety of disciplines to create assignments, give students practice in research skills, and put them on the path to information literacy.

Instructional support staff are on call day and evening on each campus, to assist faculty in using technology in the classrooms. Extensive professional development has taken place over the last decade, with support from a Title III grant. A team of professionals is available to assist faculty, including a Curriculum Specialist for help with pedagogy and course development, and an Instructional Technical Specialist to help faculty learn to adapt their course materials to on-line platforms. As a result, there have been many faculty who have expanded their use of technology, embedded student technology skills in their courses, and developed on-line and hybrid courses.

Faculty have made tremendous strides over the past decade in adapting new technologies in their teaching and many of them have embraced distance learning by developing on-line and hybrid courses. The Psychology Department has pioneered another use of technology to support learning. Faculty developed a website available to all students and instructors of their courses that includes background information, web links, sample tests, and other useful materials. The increasing sophistication of students in the use of technology for entertainment and recreation accentuates the need for faculty and staff to develop students' information literacy skills and to teach them how to use digital information as an effective and worthwhile component of their education. While instruction in research and documentation remains a major component of English courses, faculty in all disciplines have recognized that the explosion of available web-based information makes it vital that every course include instruction that will enable students to access, evaluate, and effectively use information resources.

Librarians have accepted leadership in working with faculty to promote information literacy as an integral part of their comprehensive library services. In addition to the regular assistance librarians provide through bibliographic instruction classes and help in creating research assignments, they have made special efforts to promote information literacy skills across the curriculum. Led by the Library Director, a team of faculty and librarians has collaborated in the past two years to develop methods and materials for faculty to help students acquire and improve their information literacy skills.

The Library itself has undergone tremendous change in the past five years, in terms of not only a new, expanded facility at Blackwood, and the opening of the E-library at Rohrer, but also through an expansion of its resources in all categories. The print collection has reached 100,000 volumes with the acquisition of the library of Notre Dame College of New Hampshire, which closed in 2003. Students have access to over 20,000 journals in full-text, and through the on-line ebrary collection, to more than 30,000 full-text scholarly works, in a searchable format with links to relevant journal articles. Research databases covering all disciplines taught at the College, have grown to more than 30. Through a shared services agreement with Rutgers University, Camden Campus students and faculty enjoy full borrowing privileges and can use the Rutgers Library, just two blocks from our Camden facility, for research and studying. A librarian from Rutgers is assigned as liaison to our Camden Campus and meets regularly with our faculty to discuss resources and assignments.

## **ASSESSMENT**

The College has developed and maintained excellent educational offerings as evidenced by graduate surveys, employer surveys, advisory committee feedback, pass rates on licensure exams, transfer rates, student performance after transfer, student success rates, and the entire program of institutional assessment. The following examples demonstrate some uses of assessment results.

### **Program Rigor and Coherence**

The **Dental Assisting** Department expects that 100% of its graduates will pass their National Board examinations on the first attempt. On the most recent exam, 100% of the students passed the Radiology portion of exam on the first attempt. One student needed a second attempt to pass the Chairside portion and one student needed a second attempt to pass the Infection Control portion of the exam. Analysis of test scores showed that Camden County College students exceeded the average state scores in Radiology (84.8 to 82.4) and Chairside (437 to 418), but scored slightly lower than the state average in Infection Control (476 to 483). Faculty reviewed course content in infection control and agreed to monitor student performance on class assignments for improved outcomes on the next Board examination.

Faculty in six technical programs – **Computer Assisted Drafting and Design (CADD)**, **Computer Integrated manufacturing (CIM)**, **Computer Systems technology (CST)**, **Engineering**, **Physics**, and **Fiber Optics** worked together to review their curricula, consult advisory committees, and assess student performance on mathematical problems in advanced courses. They identified an increasing emphasis on industrial processes that require an understanding of basic statistics and the need in their programs to teach students to prepare and analyze data in technical fields. They collaborated with mathematics faculty to design a new math course, MTH-132, Statistics for Technology, and revised their curricula to include the course.

Students majoring in **Music** must demonstrate their ensemble skills in a public recital. The student skills are evaluated by other music department faculty other than the course instructor. Every music major must successfully complete a minimum of four ensembles to meet their graduation requirements.

### **Program Effectiveness**

Students in the **Paramedic Sciences Program** are tested for knowledge and competencies defined by the National Registry of Emergency Medical Technicians (EMT's) as being necessary to perform as an entry level paramedic. In 2004, students scored an average of 74.9 on the pharmacology portion of the exam, a score below the department standard of 80%. Previously included as a portion of the Emergency Procedures course, faculty decided students needed more instruction in this field and made pharmacology a full 3-credit course. Because of this revision, National Registry Scores for pharmacology in 2005 increased by almost 9 points, to an average of 83.9.

In the **Computer Integrated Manufacturing Engineering Technology** program, students must score an average of 7 out of 10 on each lab assignment to achieve a passing grade on the laboratory portion of the CNC and PLC courses. Faculty observed that in 2003 and 2004 about half of the students in each class could not achieve a score of 7 on at least one lab assignment. Students reported that they failed the lab assignments because they did not have enough time to complete their work. As a result of these assessments and at the recommendation of the Advisory Board, the number of contact hours for lab work in these courses was increased from 4 to 6 to permit the students to spend more time on lab assignments.

Results in the fall 2005 semester showed an increase in the students' average lab score of 8.61%. The results of the 2004 **Medical Laboratory Technology** certification exam showed that the students' average score was approximately 10% below previous years due to lower scores on blood cell morphology and chemistry instrumentation. In addition, the spring 2005 survey of clinical instructors from 4 sites indicated that more instructional time was needed for students to achieve competency in instrumentation skills. In fall 2005, faculty revised the clinical Hematology/Coagulation course to increase the laboratory time allotted blood cell morphology. Beginning with the spring 2006 semester, clinical time in the program was increased from 10 weeks to 18 weeks to give the students more time to observe and practice the use of

instruments in a hospital laboratory setting. On the 2006 clinical instructor survey, clinical supervisors also indicated improvement in students' instrumentation skills.

In the **Interpreter Education** Program, a variety of methods is used to assess the outcomes of the program. The curriculum is based primarily on two documents. The Conference of Interpreter Trainers (CIT) has delineated Interpreter Education Standards as a suggested model for interpreter education programs. In addition, the Registry of Interpreters for the Deaf (RID) has recently instituted a new, updated national certification test. They also have a document that outlines the knowledge and skill domains that are contained on this test. In their last semester of the program, students are involved in a practicum, where they work with interpreters in the community. Each time they work with an interpreter at a specific job, the mentor interpreter completes a rubric evaluation on the student's skills. In addition, students are required to submit a graduation portfolio synthesizing the knowledge they have gained throughout the program. When these portfolios were evaluated for recent graduates, some skill deficiencies were identified. As a result, weekly video taped assessments were added to the Consecutive Interpreting and the Simultaneous Interpreting courses.

One outcome monitored for the **Early Childhood** Option is that all students who successfully meet degree requirements for the program should also meet the requirements of the State of New Jersey Group Teacher Certification through the Division of Youth and Family Services. For 2005-2006, all graduates met this requirement.

The **Human Services** degree has an outcome goal that at least 90% of the credits earned in the degree program should transfer to bachelor's programs in related fields. Using the Graduate Follow Up Survey and the Human Services Exit Survey, it was determined that 6-12 credits of general education courses have not been transferring for these students. To remedy this the faculty are revising the curriculum to ensure that courses transfer. They are also planning to begin an advisement initiative to help students identify the best courses for transfer. Further, these students should be eligible for entry level employment in human service related fields. The exit survey indicated that 60% of students seeking employment were hired by agencies. Field internships are being considered to help more students secure entry level positions upon graduation.

### ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Develop a system based on a rolling five-year record of common indicators, that monitors academic program enrollments, costs, and outcomes and supports decisions to enhance, continue, or eliminate degrees or certificates.
2. Ensure that academic program goals and student learning outcomes for each degree or certificate are prominently featured in the *Catalog* and the *Academic Program Guide*.
3. Ensure that student learning outcomes are clearly communicated in the written information give by faculty to students on the first day of every course.

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# **General Education**

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## **Standard 12**

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

Mission and Goals, Title 18A, Board Policy on Establishing Standards for the Award of Degrees and Certificates, resolutions of the New Jersey President's Council and the Faculty Assembly of Camden County College bear evidence of compliance with Accreditation Standard 12.

The General Education Program at Camden County College is founded on the set of distribution requirements outlined in the transfer articulation agreement between New Jersey community colleges and state baccalaureate colleges and universities signed in the spring, 2000. Derived from the guidelines for general education outlined in Title 18A, the New Jersey Presidents Council resolution entitled, "Transfer Articulation Principles for New Jersey Colleges and Universities" specifies a common foundation of general education courses. This is 45 credits for the AA degree, and 30 credits for the AS degree to include credits in communications, math, science and technology, social science, humanities, history, and diversity courses.

Besides recommending numbers of credits for each degree in each course category, the agreement annotates course categories according to which of the goals of the New Jersey College General Education Project they address. (The General Education Project refers to an initiative whereby the chief academic officers of each community college and each state college and university worked with their faculties to define General Education Goals.) According to the transfer agreement, participating community colleges, of which Camden County College is one, agree to offer this distribution and participating four -year colleges and universities agree to accept this general education foundation completely in transfer.

Camden County College faculty accept this distribution as only one component of a larger General Education Program that they have expressed as "The Twelve General Education Goals of Camden County College." According to the Mission and Goals of the College, faculty have designed a General Education Program intended to "develop students' intellectual skills, knowledge, and habits of mind that enrich their lives and enable them to participate in a democratic society."

In September 1997, the Faculty Assembly reaffirmed their 12 General Education Goals. They are broader in scope than the distribution requirements of the transfer agreement, but within which the distribution requirements readily fit. The 12 goals address communication skills, critical thinking, mathematical skills, science and technology, individual and societal behavior, aesthetic perspective, historical consciousness, ethical awareness, health and well-being, diversity and global perspective, computer skills and information literacy.

By including computer skills and information literacy, these goals go beyond the New Jersey General Education Project. Guided by their 12 Goals, faculty have been more directive about the distribution requirements than called for in the transfer agreement. For example, within the agreed upon 12 credits in math and science required for the AA degree, a four credit laboratory science course is required; within the nine humanities credits required for the AA, six must be in a world language.

While students who earn an AAS degree often transfer to baccalaureate degree programs, the intent of AAS degree programs is immediate employment. Therefore, these programs are not covered by the transfer articulation agreement, but faculty consider General Education knowledge and skills so important to successful student learning that as part of Camden County College's General Education Program, they require a minimum of 20 general education credits in communication, math and science, social science, and humanities for all AAS degree students. These requirements are included with the General Education requirements for AA and AS degrees in the "Board of Trustees Policy Establishing Standards for Granting Degrees and Certificates."

### ***CROSS REFERENCES***

- Educational Programs
- Assessment of Student Learning

### ***ANALYSIS OF STRENGTHS AND CHALLENGES***

*WITH REFERENCE TO STANDARDS AND ELEMENTS*

The first strength of General Education is the attention faculty have given to the design of the program. Rather than stop their curriculum development with the transfer agreement, faculty use the statewide agreement as a basis only for designing their own program of General Education. They use the 12 General Education Goals as a framework within which the distribution requirements are addressed as courses are developed and programs designed from these courses. The Vice-President's Office and the Deans have guidelines and goal definitions for faculty information. All new and revised course and program proposals have a section that specifically requires information about which general education goals are addressed and which distribution requirements they meet.

The 12 General Education Goals were never intended to be included in every academic program. However, each program must demonstrate that it addresses at least some of the 12 General Education Goals. How many and to what extent has never been specified. Consequently, all programs meet the State's distribution requirements, but individual programs vary in the number and depth of the 12 General Education Goals they incorporate.

Another strength is the wide agreement among faculty about general education goals, credit requirements, and course distribution. Recently, faculty responded to a deficiency in the distribution requirements by adopting a Public Speaking course for all AA degree programs. Nine Communication credits are a part of the distribution requirements for the AA degree. In the past, the College only had six credits of composition to fulfill its communications requirements. In fall 2001, the Faculty Assembly approved the addition of a three credit Public Speaking course to fulfill the nine credit Communications requirement for all AA degrees.

A measure of the importance, which the faculty place on General Education, is the inclusion of General Education in credit certificate programs and AAS degree programs. No general education distribution is required in the certificate programs but the expectation is that the skills and knowledge of the General Education Goals can be embedded within specific technical and other courses of the Certificate. An obvious example is MTH-132, Stats for Technology, which meets the goals for quantitative literacy, science, and technology. Dental Hygiene III Seminar (DHY-223) requires students to make speeches, write papers, and prepare visual aids that are aesthetically pleasing.

General Education requirements are discussed in all the major College publications directed toward a student audience. (See page four of the 2005-2006 *Catalog* under Mission and Goals; page 39 under New Jersey General Education Transfer Agreement, and page 50 under the heading of Academic Programs/General Education. Information on the New Jersey Education Transfer Agreement is also available on page 39 in the *Student Handbook*, available in hardcopy and on our website.) In addition, students can find website information on General Education requirements in the *Academic Program Guide* under Academics/General Education and in the Electives section. Academic advisors are trained to make general education advice a priority in schedule building and other discussions with students.

## ***ASSESSMENT***

A good example of assessment of General Education is the work of the English Department in assessing the first goal of our General Education Program, which is to foster good communication skills. The College ensures that its graduates are proficient in written communication through degree requirements, course offerings, and student, course, and discipline assessment. The English Department assesses student proficiency through class-administered materials and department-wide essay exams. Within each class, instructors use a variety of methods to evaluate student performance throughout the semester including, but not limited to in-class assignments, homework assignments, oral presentations, and exams. Student performance is summarized in a final course grade.

Students in English Composition I and II also complete a department-wide standardized essay exam for their respective class. The Department offers the standardized exams online in a proctored environment approximately three weeks before the semester ends. Each exam is scored by a software program and by a faculty member. The English Department compiles and analyzes the data every fall and spring semester. Final grade distributions and essay exam score distributions provide feed back as to whether students taking the required courses are successfully meeting course requirements and Department standards. The Department reviews grade and standardized exam data to assess performance at the section level. Particular attention is paid to sections in which student performance is below average. The Department's chairperson uses this information to identify and extend help to faculty members requiring improvement. In addition to these regular reports, the English Department has assessed writing across disciplines. The purpose of the project was to learn what types of assignments students were required to write in different academic courses and how well they wrote. Trained readers evaluated papers in terms of sentence skills, organization, and language.

The methodology and findings of this project are documented in the report "Assessment of Writing in the Disciplines." The report also contains recommendations that crosscut disciplinary boundaries. For example, instructors are advised to distribute a list of source materials that they are familiar with to reduce the number of plagiarized papers. With a solid assessment program in place, the English Department is able to obtain rapid feedback on the instructional effectiveness of pedagogical innovations.

Information Literacy outcomes are being addressed jointly by faculty and librarians. Librarians noticed that large numbers of students who had already attended bibliographic instruction classes returned later in the semester to ask basic research questions when assignments were due. Beginning in fall 2005, librarians began to post copies of the guides they prepare for bibliographic instruction classes on the Library webpage under "Course Assignments." These guides contain information on how to access, evaluate, and apply information resources appropriate to meet the learning objectives identified jointly by the instructors and librarians. Faculty informed students about the webpage on their course syllabus and librarians made particular mention of the page during the bibliographic instruction class. Statistical monitoring indicates

that people are using the guides; faculty report improved performance on students' research assignments; and in one class, students surveyed reported an 80% satisfaction rate with the webpage and said it was a great help to them in completing their work. Librarians now have expanded this service to include creating and posting guides for class assignments, in consultation with faculty, even if the class does not come to the library for a presentation.

The College created ten local questions on the Noel Levitz Student Satisfaction Survey to gauge student opinion of the adequacy of general education offerings. Questions were specific about public speaking, reading, cultural activities, civic engagement, problem solving, and computer literacy. The results indicate that from the student's point of view, the College is meeting their expectations regarding General Education. This was the first time these questions were asked, so the results can be used as a benchmark for later comparisons. While student satisfaction is not the best assessment indicator of effectiveness, it does provide contextual information for a more sophisticated assessment of student learning outcomes in general education.

The Student Learning Outcomes Steering committee has begun to work with the faculty on expanding practices of good assessment for general education goals during the next assessment plan. In 2006-2007, the math and science department will use the assessment model used by the English department for assessment of the general education goal "communication skills" across the curriculum. Committees are already working on assessing computer literacy across the curriculum. The Student Learning Outcomes Steering Committee report results in a progress report on General Education assessment in fall 2007.

### ***RECOMMENDATIONS FOR IMPROVEMENT***

1. Establish measures to assess student learning outcomes for each General Education Goal by integrating and replicating already successful departmental practices and implementing new ones.
2. Enhance collaborative efforts between faculty and librarians regarding information literacy knowledge and skills with the goal of including information literacy activities in every course.
3. Clarify and document the extent to which programs must address the 12 General Education Goals and distribution requirements.

# **Related Educational Activities**

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## **Standard 13**

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

Board Policy on Establishing Standards for the Award of Degrees and Certificates, and Title 18A ensure compliance with Accreditation Standard 13.

Camden County College offers basic skills courses, credit certificates, non-credit courses including customized training for business and industry, distance learning courses and programs. The Camden Campus is an approved branch campus; the Rohrer Center is a major location. In addition, courses and services are offered at many schools, churches, offices, and other locations throughout the County. This diversity of location, mode of delivery, content, and focus are appropriate to the very definition of a comprehensive community college and is in keeping with the entrepreneurial approach of this College in particular. In fact, these activities are not considered ancillary but are integrated into the strategies, offerings, and operations of the College. Most importantly, they are derived directly from institutional mission and goals. All of these efforts, including evaluation of experiential learning, adhere to the Board of Trustees Policy on "Establishing Standards for the Award of Degrees and Certificates" and the practices required of all College educational offerings and operations.

Basic Skills faculty are members of an academic department within an academic division. They are developmental education specialists, hired through the same search process and according to the same qualification standards as all other faculty. In fact, they are often faculty leaders, especially in defining and measuring student learning outcomes, and in using classroom assessment techniques. Although credits earned in basic skills courses do not count toward graduation, basic skills courses are developed according to the same format and standards as all credit courses. The sequence of math courses and the sequences of reading and writing courses are reviewed periodically through Academic Program Review; and departmental faculty regularly assesses student learning outcomes.

Faculty develop credit certificate programs according to the same standards that apply to associate's degree programs. Certificate programs proceed through the same approval, review, and assessment. Where required, they also comply with industry or licensure requirements.

Standards are in place for evaluating experiential learning. According to the Board of Trustees Policy on "Establishing Standards for Granting Degrees and Certificates," a limit of 30 credits may be accepted for learning gained from sources outside the College. Faculty evaluate the experience students submit for learning by comparing it to objectives and expected outcomes of college courses and programs. They employ several measures to determine collegiate level depth and breadth of learning including American Council on Education guidelines on evaluating training for college credit. The Office of Testing and Assessment works with students who are requesting credit for experiential learning to help them prepare portfolios and other documentation. Testing and Assessment staff serve as a liaison with academic divisions and the registrar's office, and familiarize faculty evaluators with the current guidelines, procedures, and forms.

Non-credit offerings at Camden County College support the economic development of the County called for in Mission and Goals as the great majority of these offerings focus on workforce or professional training in areas such as computer skills, manufacturing, and business. General interest offerings speak to the goal of enhancing the “quality of life in the County” with courses in the arts, crafts, recreation, and a wide range of personal development topics. All professionals who design, deliver, evaluate, and assess non-credit offerings must meet qualifications established by the College. Courses that enhance a student’s occupational or career skills must also conform to the guidelines of the College and the New Jersey Council on County Colleges to secure state aid.

Distance learning courses and programs contain the same content and use the same syllabi as courses and programs delivered on campus. Individual faculty tailor their on line and hybrid courses to employ the pedagogy that is most effective for these different modes of delivery, and work with a distance education curriculum specialist and a technology specialist to adapt their course materials to the on-line platform. This close collaboration helps to ensure consistent quality across the various modes of delivery. Courses offered through distance education must follow the same policies and procedures for review, evaluation, and assessment as on-campus courses. Many full-time faculty teach distance learning courses, and adjunct faculty are hired according to regular hiring processes, with special attention paid to their qualifications to teach by distance learning. The same expectations and regulations apply to distance education students as apply to all others, e.g. in grading, academic honesty, admissions, registration, and graduation. In 2005, deans and other academic administrators participated in an online intensive training experience to prepare them to guide and mentor faculty in online course development.

By means of contractual affiliations, the College offers a number of degree and certificate programs in partnership with area health systems and other organizations. These programs provide career opportunities for students in nursing, respiratory therapy, massage therapy, emergency medicine, and other fields, and enable the College to offer a wider range of programs than it could afford to do on its own. In these contractual relationships, professionals employed by the hospitals or agencies teach courses in their specialties and College faculty offer the required arts and sciences courses. All courses offered in these programs are College courses, subject to the same policies, procedures, assessments, and Curriculum Committee review required of other courses. The instructors, who can apply for College clinical faculty rank, are subject to collaborative supervision and evaluation by academic division deans. Each year, more than 200 students receive degrees or certificates through these partnership programs.

Faculty and staff understand and accept the concept, included in our Mission Statement, that Camden County College is one college delivering courses and services at many locations-- Blackwood, Camden, Cherry Hill, and at off-campus locations throughout the county. “One College” means that all courses and programs are approved, reviewed, evaluated, and assessed by the same standards through one set of academic departments and divisions. All faculty are members of the same discipline-related departments, no matter where or through what modality they teach. All adjunct faculty are hired through those same departments and according to the same procedures. Vice Presidents with college-wide responsibilities have responsibility for site supervision at Camden and Rohrer. All Enrollment and Students Services staff report to one Vice President, and the same is true of support staff in other areas. Staff make decisions through a system of matrix management, which joins college-wide functional leadership with on-site supervision to ensure consistency in quality of student and administrative services.

## ***CROSS REFERENCES***

- Educational Offerings
- Faculty
- Leadership and Governance

## ***ANALYSIS OF STRENGTHS AND CHALLENGES***

*WITH REFERENCE TO STANDARDS AND ELEMENTS*

This College embraces both the value of open access and the value of high academic standards. It accepts students where they are in their learning and provides the means of support for them to achieve their educational goals and meet the College standards for academic success. Mission and Goals extend educational opportunity to all who can benefit, but “open admissions” does not mean that all entering students are ready for college-level study. Since the Board of Trustees “Policy Establishing Standards for the Award of Degrees and Certifications” clearly sets as a minimum expectation that graduates be proficient in basic mathematical and communication skills, the College must provide a comprehensive program of basic skills instruction and support. Based on placement testing, advisors clarify for students the skill levels required for collegiate study. The strengths of the basic skills program include coherent course sequences in reading, writing, and math; talented faculty; integrated support services; and continuous assessment of curriculum and instruction according to student learning outcomes.

Academic Skills Math and Academic Skills Reading and Writing are two separate departments in different academic divisions. The advantage of this organization is that it facilitates the recruitment and development of faculty specialists and recognizes, with departmental status, the importance of developmental education in the curriculum. The need for immediate communication between the academic skills departments, and with the departments of English and Mathematics is a minor drawback of this structure, which faculty work hard to overcome by sharing minutes of departmental meetings, conducting joint meetings, and teaching across disciplines. The effectiveness of the basic skills program is enhanced when the faculty developmental specialists teach college-level courses and faculty from college-level departments teach basic skills courses. Occasionally, faculty are hired with dual appointments.

Because of the strength of both the academic skills faculty and the faculty who teach the college-level Math and English in assessing student outcomes, institutional effectiveness and student success would benefit from more regular, sustained conversations among them on a variety of topics. A particular example is on program assessment results and the improvements they indicate, especially for those courses that transition students from basic skills to the college-level discipline.

## ***ASSESSMENT***

Placement testing determines where a student begins the math sequence and each math course culminates in a cumulative departmental final exam. Students must pass this exam to move to the next level. Elementary Algebra presents an example of more specific assessment. Faculty expect that at the completion of the course all students should be able to use an appropriate method to graph a linear equation. Results from the 2004 departmental final course exam indicated that seventy-four percent (74%) of students could graph a linear equation using the intercept method and only sixty percent (60%) could do so using the slope method. To improve student learning for the intended outcome, faculty engaged in professional development and purchased portable graphing boards. Results subsequently improved upon retesting to eight-nine percent (89%) for the intercept method and seventy-eight (78%) for the slope method.

Academic Skills Reading and Writing offers three levels of reading and three levels of writing. Placement testing supplemented by a holistically scored essay determines student placement in the sequences. An end of semester portfolio assessment determines student readiness to move on to the next level of instruction or to college level study. Portfolios are graded based on holistic scoring by no less than two faculty members. In addition, reading students must pass a departmental final examination.

Originally, only Writing II and III used portfolios. The Academic Program Review conducted by the department found a lack of consistent guidelines for how students were evaluated in Writing I. Faculty found that this inconsistency in the way students' work was evaluated led to an inconsistency in student preparation for the next level of study. Now, portfolio assessment is the exit criterion for Writing I.

### ***RECOMMENDATION FOR IMPROVEMENT***

1. Analyze performance data in first-level credit courses for students who complete skills courses and develop improvements as needed in both skills and first-level credit courses.

#### **Certificate Programs:**

The *Catalog* and the *Academic Program Guide* describe 51 credit certificates that range across the curriculum from studies in automotive technology to computer graphics, faux painting, massage therapy, music recording, and paramedic science among others.

Faculty have designed a sequential program of study for each certificate program with goals, which describe for students what they will know and be able to do at successful completion of this course of study.

Board of Trustees policy defines certificates as a course of study which "by virtue of educational content or duration does not satisfy requirements for an associate's degree." In practice, faculty have gone well beyond this minimum standard to ensure that all certificate study is college-level. Certificates range between 16 and 30 credits and provide skills and knowledge for specialized occupations. The career courses are usually selected from courses offered in a closely allied associate's program. While no General Education requirement applies to Certificate programs, faculty embed career courses with general education student learning outcomes. Certificates often include at least one course each in math and English. Because of the academic seriousness with which faculty treat certificate programs, students can easily transfer to the associate's degree programs with all their credits intact.

### ***ASSESSMENT***

Certificate programs are assessed according to the five-year cycle as associate's degree programs and according to the same format and methods of the Academic Program Review process. They are often reviewed simultaneously with the associate's degree program with which they are related. Faculty consider many factors including retention rates, advisory committee comments, credential attainment, licensure certification, employer surveys, employment statistics, and transfer rates.

#### **Experiential Learning:**

Over the past several years, Camden County College has expanded its program that awards credit for knowledge and skills gained through work-related training or prior learning. Although credit for experiential learning has been available for many years, the recent emphasis in Mission and Goals on engaging in partnerships to help students attain their learning goals has expanded opportunities for students to secure

experiential learning credits. These include the successful educational partnerships of the allied health programs with various medical institutions, the increasing familiarity with workplace training, and the growing workforce and pre-professional training of the Division of Continuing Education.

These factors provided the background for serious faculty discussions about balancing student needs with the integrity and the quality of degrees. Recognizing a student interest in minimizing duplication of course content, faculty are willing to consider awarding credit for learning gained through experience. To maintain a very judicious approach to awarding this credit and to maintain the proper balance between program integrity and flexibility, an examination of relevant College policies is recommended.

More awards of credit for experiential learning at Camden County College result from faculty assessment of industry, hospital, or military training courses than from evaluation of individual student portfolios. Between 2000 and 2006, credit for 4,528 courses was awarded to students based on life experience, through military (1,335), DANTEs (19), CLEP (899), Life Experience (1,965), and High School Advance Placement (310).

Students who complete training programs evaluated for credit must produce evidence of program completion (certificate, letter, or apprentice card). After review of credentials by department faculty and the dean, credits are entered on the student's transcript. On occasion, students may be asked to demonstrate technical skills through a written or performance test. All students who receive credit for experiential learning are required to take the College's placement tests before enrolling in credit courses. In some instances, the recording of experiential credits on the College transcript is done on a semester-by-semester basis, as the student completes an equivalent number of credits at the College.

Training assessed and considered for experiential learning credit is often certified by the industry or governmental agencies. For example, many healthcare professionals in the Delaware Valley received hospital-based or community-based training. The AAS degree in Health Science has options in Medical Assisting, Radiography, and Surgical Technology. For students wishing to pursue these programs, faculty often review and recognize previous health care training and award credits based on numbers of hours and performance on national certification exams. In practice, faculty evaluation of experiential learning in allied health relies heavily on earned licensure. It was the strength of Camden County College with partnerships in the health field, which led to statewide leadership on an even broader scale with the development of the Technical Studies, AAS degree program.

The Technical Studies program, developed through the Division of Business, Computer, and Technical Studies, and approved through the regular College and statewide program review and approval processes, has been adopted by 12 of the 19 community colleges in the State of New Jersey. It is the basis of a partnership known as NJPLACE, which was formed among the New Jersey Council of County Colleges, Department of Labor and Workforce Development, and the New Jersey AFL-CIO Central Labor Council. Through the NJPLACE agreement, county colleges agree to accept learning earned from apprenticeship training. Before deciding to accept occupational learning for experiential credit, faculty visited corporate and union apprenticeship training sites to observe classes, meet with instructors, and review texts and equipment. Up to 25 credits toward an AAS in Technical Studies may be awarded based on the American Council on Education training program recommendations for college credit.

## ***RECOMMENDATION FOR IMPROVEMENT***

1. Analyze policies regarding credit for experiential learning to ensure a proper balance of program integrity and student needs.

### **Non-Credit Offerings:**

The entrepreneurial energy that characterizes Camden County College is exemplified in its approach to non-credit offerings. The design, delivery, and evaluation of non-credit offerings are centralized in the Division of Continuing Education. Divisional staff focus primarily on workforce training for business and industry through customized curricula or occupational skills courses delivered by open enrollment. They also offer general interest courses. About 12,000 students per year are served with non-credit course offerings. Courses include information technology, manufacturing technology, real estate, travel agent, construction management, literacy, language, and other training, which is consistent with the College's Mission of offering courses that lead to a wide range of educational, occupational, and professional student goals. Where credentialing standards are mandated, e.g. in dental and other health non-credit programs, credit faculty oversee offerings and standards very closely. Particularly in the fields of computer studies and allied health, many non-credit courses have been evaluated by College credit faculty for credit toward degrees and certificates. Students who successfully complete these programs apply for credits through the experiential learning process.

Customized training for corporate and institutional clients has been extremely successful and Camden County College has been a leader and founding partner of two consortia to deliver customized training to businesses whose borders extend beyond the immediate service area. The Collegiate Consortium for Workforce Education and Training, based at the Philadelphia Business Center, serves the Delaware Valley Region in partnership with four Pennsylvania community colleges and Drexel University. The New Jersey Council of County Colleges Workforce Training Consortium, based in Trenton, serves the state of New Jersey in partnership with 18 county colleges of the State. These programs not only address an important part of the College Mission, the support of economic development, but they also are intended to generate revenue beyond costs for the College. Each year, the College receives a "return on investment" from the overall revenue generated by these consortia as well as tuition revenue from courses the College delivers through consortium contracts. This revenue stream has been important to the College financial picture in recent years and has helped us maintain low tuition while serving an increasing number of students. Consequently, non-credit offerings adhere closely to a business model of development and evaluation.

With non-credit offerings, Camden County College has the ability to provide a quick response to emerging trends. It has flexibility in course development and implementation, a track record of customer satisfaction, and good student learning outcomes. Many full-time and adjunct faculty who teach in credit departments have also taught Contracted Training and Continuing Education courses. With the increasing demand for certificate-to-degree "career ladders" from corporate clients, close cooperation between academic divisions and continuing education staff has facilitated the delivery of credit courses at off-campus corporate settings. Two such notable corporate projects are at Baxter Pharmaceuticals and Metrologic Instruments.

## ***ASSESSMENT***

All non-credit offerings and the services that support them are customer-centered. This is displayed in many ways including syllabi that clearly articulate learning outcomes for students, frequent surveys of student opinion of instruction during the course, market research, competitor research, and the centralization of the administration in the Rohrer Center where cross-trained staff are available for students.

Data from the Workforce Investment Board quarterly reports show good indicators of success for our career training. The completion rate is 89.7%. Students testing at the College Prometric Testing facility have a 62.3% pass rate for industry certification tests like MCSE and A+. Over 80% of our career training students secured employment in their field of study.

**Branch Campuses, Additional Locations, and Other Instructional Sites:**

Camden County College delivers educational programs, courses, and services at many places throughout the county and region. The Camden Campus is an approved branch campus; the Rohrer Center is an approved major additional location; schools, churches, hospitals, offices throughout the County offer other sites. At all places, the concept of one college, with a shared mission prevails. Different places have different emphases but everyone at the College and in the community, understands that Camden County College is one institution with one administration, one faculty and that all students have the same rights and responsibilities.

Within the context of the “one college” concept stated in the 1997 Mission, Camden and Rohrer display distinct features. The location of the Camden Campus in the City of Camden gives it an urban focus displayed in strong support services, outreach programs like Gateway, and community involvement. Camden Campus faculty and staff are involved in efforts to revitalize the city. They serve on committees and work in joint projects with civic and corporate leaders to bring new companies and jobs, improve housing, and provide additional services to city residents. The College offers ABE, GED, and ESL classes at community sites for approximately 200 students each semester. Some of these students, after completing their classes at their church or community center come to campus and enroll in degree and certificate courses. Saturday morning ESL classes, distinct from its regular program of ESL instruction, are aimed at working adults. With the opening of the new building, the Camden Campus has also become a hub for training in computer –related fields and a site for meetings and events in the City.

The Rohrer Center in Cherry Hill focuses on training for business and industry and to that end, the Division responsible for non-credit offerings is housed there. Blackwood is a large suburban campus, which encompasses the range of programs, services, and amenities that characterize a comprehensive community college.

There are variations at each location. For example, the Library at Blackwood is a full service library housed in a renovated, technology rich building situated at the center of the campus. Students at Camden have a library card admitting them to the services of the adjacent Rutgers University Library at Camden. Students at Rohrer use the e-library at that location, a computer-based facility that has electronic connections to all the library resources of the College, county and state.

Variations like these are creative responsiveness to both efficiency and the distinct needs of locations, but they are implemented only with the confidence that college-wide standards are intact. At every location, all College standards, policies, and procedures apply. In fact, every course—whether it is taught at Blackwood, Camden, Rohrer, neighborhood sites, or through distance learning—follows the same departmentally mandated syllabus. For example, all students taking English Composition must take the same departmental exams, as students taking foreign languages must do the same, and all Computer Studies courses and programs, regardless of the campus or the site where they are offered, are taught, administered, and evaluated by the same academic faculty and staff. Many full-time faculty split their teaching schedules among major sites and modes of teaching, and are evaluated by the same departmental and divisional staff. Data on student performance in all sections is provided to each department, and departments are responsible for assessment and improvement of student learning in all their courses. In these ways, quality

of instruction, rigor, and effectiveness of courses and programs are ensured, regardless of location or delivery mode.

Certain programs may be unique to certain locations. For example, the Medical Record Technology program is offered only at Camden and Rohrer, but it is developed, approved, reviewed, and assessed by the same processes that prevail throughout the College. Administrative and student services are delivered through matrix management to ensure that the level of quality is consistent throughout the College. A Vice-President, who also has college-wide responsibilities, conducts on-site supervision. This serves to help locations keep their distinct focus integrated with institutional Mission and Goals.

## ***ASSESSMENT***

Operating at three major College locations, and more than a score of other sites, requires a judicious management of College resources, particularly faculty and staff time, and facilities maintenance. The College is committed, however, to maintaining a presence and providing services throughout the county, and to do so the impact of locations on staffing, planning, and budgeting remain a major factor in all administrative decision making. In managing the course schedule, for example, deans and department chairs recognize the need to offer courses required for students to complete a degree at Camden, even though class sizes at that campus may be less than those at Blackwood. Deans and directors in support departments, from financial aid to security, balance staffing needs at all sites and deploy their workers to provide services as needed. When budgets for repairs or for new construction are developed, the needs of all sites are considered and projects are prioritized according to their effect on students and operations. Centralized, rather than campus-based, administration works for Camden County College and the vitality of all three sites stands as testimony to the success of the “one College” model.

### **Distance Learning:**

In fall 1999, 48 students were enrolled in three online courses; in fall 2005, over 2,000 students were enrolled in forty-five online courses. Over the course of the academic year, the College assigns over 6,000 online accounts to students for distance education. The College also has approval to offer degree programs in liberal arts, business, and paramedic science totally online.

With support from a Title III grant, over 50 new hybrid courses have been developed; 45 faculty, most of whom were not using technology in their classrooms, have been trained in the best practices of web aided classroom use. The next two years of the grant will result in the expansion of the hybrid credit offerings and the application of hybrid courses to the non-credit and workforce development areas.

Administrative support reflected in adequate budgeting, advertising in College brochures, and full integration into the academic fabric of the College are additional strengths.

A dedicated team of specialists supports faculty interested in distance learning. The coordinator is a full-time tenured faculty member. A support specialist assists faculty with the use of software and hardware. A Student Help Desk specialist is the first line of student support. A Curriculum Specialist works with faculty on pedagogical issues related to Distance Learning as well as instructional design best practices. A counselor/advisor is dedicated specifically to students taking distance learning courses. This person also brings a curriculum expertise helpful to students seeking information about prerequisites needed to proceed in distance learning, how distance learning courses can accelerate their path toward a degree, and how distance learning courses articulate in a transfer. Students may also access “Smart Thinking,” an online tutoring service.

Most of the challenges associated with the Distance Learning program mirror those that exist nationwide. For example, the current rate of course attrition of 19%, while half what it was four years ago when it was 47%, is still above the College average of parallel courses, which was 16%. Although students are cautioned prior to registering regarding the demands of online learning (two surveys addressing the readiness of a student for this mode of learning are available on the College web site), many still register for a mode of learning that is inappropriate for them. The Distance Education Program started in 1999 and has grown and changed. A comprehensive review of the program is now needed and assessment of student learning outcomes formally introduced.

### ***RECOMMENDATION FOR IMPROVEMENT***

1. Conduct a comprehensive review of the Distance Education program, which assesses student outcomes, and develops strategies for using results to improve learning, ensure academic integrity, and use resources efficiently.

#### **Contractual Relationships and Affiliated Providers:**

Because a large comprehensive community college must offer such an extensive range of services to meet the needs of such a wide range of student populations, this College has found it can broaden its educational offerings to meet student demands in a cost efficient way by partnering with other institutions or agencies. Care is taken in any such contract to protect the integrity of the College by ensuring that curricula and faculty meet established College standards.

Two longstanding partnerships for the delivery of nursing education exemplify the good use of such relationships. Since 1980, Camden County College has contracted with the Helene Fuld School of Nursing and Our Lady of Lourdes School of Nursing for them to provide specialized nursing courses to Camden County students seeking the AS degree in Nursing. The partners jointly manage the curricula, including the nursing course outcomes. They are approved, evaluated, assessed, and changed according to College policies and procedures. Faculties of the nursing schools hold clinical rank as determined by the College and the Helene Fuld School is located on the Blackwood Campus.

Other such cooperative programs are offered in paramedic sciences and EMT training with Virtua Mobile Health, massage therapy with Our Lady of Lourdes, and wholistic health and respiratory therapy with the University of Medicine and Dentistry. In Criminal Justice, the partnership with the Camden County Police Academy and Corrections Department is a longstanding cooperative program. These programs follow the same model whereby the partner provides program specific courses for students of the College and programs and faculty are carefully monitored for adherence to College standards, policies, and procedures.

Addressing a somewhat different audience with a slightly different model is the contractual relationship with Camden County High Schools. Under the College Now program, high school students are offered opportunities to earn credit for college level work completed while in high school. Qualified students in the 11<sup>th</sup> and 12<sup>th</sup> grade may select from several options to take courses either at their high school sites or on the college campuses. College faculty either teach the courses or mentor adjunct faculty to teach based on the approved College syllabus. Last year, over a thousand presently enrolled high school students took college courses.

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# **Assessment of Student Learning**

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## **Standard 14**

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

### ***DESCRIPTION OF TOPIC/ANALYSIS OF EVIDENCE CONSIDERED WITH REFERENCE TO STANDARD***

Outcomes Assessment Plans and Reports, the *Strategic Plan to 2010*, Academic Program Reviews, and course syllabi form the core of documentation to support compliance with Accreditation Standard 14.

What does a student need to know and be able to do and at what levels of achievement to receive credentials from Camden County College? This is the first and defining sentence of the College *Outcomes Assessment Plans* of 2000-2005 and 2005-2010.

For the general education goals, every academic discipline, and every career program, the *Outcomes Assessment Plan of 2000-2005* provided a timetable for pilot testing and implementing a continuous approach to assessing learning outcomes. Target dates for developing faculty expertise in classroom assessment techniques were also included.

Many good assessment activities have been taking place across the College and the *Outcomes Assessment Plan, 2000-2005* was written to include these diverse activities within an institutional framework. The guidelines and principles of the plan were intended to ensure the regular implementation of these good practices, systematic use of results for improvement and extension into areas that were not yet using them.

Nearing the end of the *Outcomes Assessment Plan*, the Provost charged a committee of faculty and administrators to examine all the student learning outcomes assessment activities conducted during the first cycle of planning. They created an assessment audit document to track assessment activities and resulting improvements. The committee determined that the diffusion of innovation throughout the system was not as comprehensive or as quick as intended. Still too many people saw assessment as an addition to their regular teaching duties instead of viewing it as an integral part of good teaching. Too many people were completing assessment forms to get the assignment done and not necessarily to design good assessment practices. New and revised strategies to advance the assessment of student learning outcomes were needed.

The Provost then charged a group of faculty and deans to use the results of this evaluation to create the next five year plan for student learning outcomes assessment. The *Student Learning Outcomes Assessment Plan, 2005 - 2010* assumes the same approach to overall institutional assessment which was largely successful, but it alters the approach to assessing student learning outcomes. This second plan was developed from lessons learned during the first five years. It emphasizes the implementation of assessment measures and use of results for improvement. Recognizing that good assessment cannot take place in the absence of well-written, appropriate goals and corresponding learning activities, the present plan acknowledges that course and program goals expressed as student learning outcomes are already in place for the majority of programs and courses. It recognizes also that faculty are ordinarily thoughtful about creating activities that afford students opportunities to achieve course and program goals. Certainly, many goals and activities could benefit from refinement, but this course and program refinement will take place as faculty use the results of assessment to make improvements. According to the new *Student Learning Outcomes Assessment Plan*, the time

for defining and using assessment measures across the curriculum is upon us, but all programs and departments no longer need to meet the same timetables or use the same forms. This strategy opens the door to individual program initiative and greater creativity. It encourages experimentation and aims to encourage those who may be wary or unsure to begin in smaller steps.

To facilitate the assessment of student learning outcomes, the *Strategic Plan to 2010* includes institutional goals that were rewritten in student outcomes language. Every program and course goal can, and going forward should, be related back to these institutional goals. The *Strategic Plan* also defines an initiative regarding student learning outcomes: to identify, document and use assessment measures to make specific, concrete improvements in instruction at the course, program, and institutional levels. By specific inclusion in the *Strategic Plan*, each academic division is obligated to report progress made by their departments in assessing student learning outcomes for inclusion in the *Transformation Agenda Report* to the Board of Trustees. In addition, the Office of Institutional Research, Planning and Grants has established, and continues to refine, institutional-level strategic indicators of Mission fulfillment. In assessing attainment of student goals, graduation, transfer, persistence, and other quantitative success rates, these indicators place student learning directly at the center of institutional assessment. They incorporate results from course and program assessment into overall indicators of student learning.

Program assessment is conducted through the Academic Program Review process according to a five-year cycle. In the formal review of an academic program, quantitative and qualitative aspects of the program are studied. Strengths and challenges are identified. The review is discussed at department and sometimes division meetings, the Dean's meeting with the Provost, the Academic Affairs Committee of the Board of Trustees, and the Board of Trustees. The Academic Program Review is intended to be an objective self-study of the program as it relates to the Mission and Goals of the College. The review also serves as an historical document, identifying changes made over time. All faculty, technicians, administrators, and staff who have contact with students and assist in developing and delivering the curriculum are included in the review process. Data include budgets, faculty full-time to adjunct ratios, marketing plans and results, enrollment trends, retention rates, graduation rates, transfer and/or job placement rates, board scores (if applicable), and results of program assessment measures.

During the program review process, individual courses, their goals, activities, assessment measures, and use of these measures for improvement come under scrutiny. Also, assessment of student learning outcomes at the course level takes place outside the program review process. Individual courses are designed according to a template, which establishes a foundation for assessment of student learning, and faculty regularly reflect on course effectiveness based on surveys of student opinion of instruction, student performance in subsequent courses, and the dynamics of peer advice and support given through programs like "Partners in Learning." Discussion centering around course development and revision makes it clear that faculty have moved in practice well beyond the simple use of course grades to the expectation for multiple measures of proficiency such as course mapping, capstone experiences, portfolio assessments, pre and post testing, blind-scored essay questions, student focus groups, and peer evaluations. Course evaluation, revision, and development has resulted in the faculty's integration of multiple and varied classroom assessment activities into their courses.

Highlights of course and program improvements that were made based on the findings of assessment are provided in the *Final Report on the 2000-2005 Outcomes Assessment Plan*. Minutes of departmental and divisional meetings reflect the on-going discussion of assessment techniques and their potential for course improvement. Copies of the report and of all supporting documents related to the student learning outcomes process are available in the Office of Academic Affairs. In addition, all program and course level

materials are maintained in each of the academic deans' offices. All documents, reports, forms, and resource materials can also be easily accessed on the College's shared computer drive.

## ***CROSS REFERENCES***

- Mission and Goals
- Institutional Assessment
- Educational Offerings
- Related Educational Offerings
- General Education

## ***ANALYSIS OF STRENGTHS AND CHALLENGES***

*WITH REFERENCE TO STANDARDS AND ELEMENTS*

Assessment of student learning is a College priority as evidenced by general references in Mission and Vision and by specific inclusion among the initiatives of the *Strategic Plan*. It is central to both *Outcomes Assessment Plans*. In fact, these plans make it perfectly clear that student learning is the essence of institutional effectiveness. The range of our best practices in the assessment of student learning is another institutional strength as is the prevalence of faculty conversation about the techniques and uses of assessment to improve courses and learning.

For many years, faculty have been engaged in a fundamental shift in their approach to teaching. In more and more classrooms, in professional development activities, in program and course review and development, the transformation from a teacher-centered model of instruction to a student-centered model had been taking place well before institutional plans for assessing student learning were written. The *Outcomes Assessment Plan, 2000-2005* expressed in writing for the first time that this instructional change was an institutional expectation. The first Outcomes Assessment Plan set timetables and tasks that were intended to accelerate the pace of change and spread it to areas not yet participating in this fundamental educational revolution.

After five years experience with the *Outcomes Assessment Plan*, a team of faculty and administrators outlined existing strengths and challenges for assessing student learning outcomes. In their "Report on Outcomes Assessment Plan, 2000-2005," they found that Academic Program Review continues to be our strength in assessment activities in that the reviews provide an opportunity for in-depth study over several dimensions. They generate data for analysis by different groups on campus, for advisory committees and for institutional assessment as a whole. Faculty are expected to present a thorough analysis and record of student learning assessment activities, along with a report of how they have used the findings of assessment to improve courses, sequence of courses, and coherence of program requirements.

Assessment of student learning outcomes at the program level was good and has been steadily getting better. Faculty analyze and reaffirm their goals in the statement of learning outcomes, and provide evidence through assessment activities that the outcomes have been measured. If the outcomes do not meet proficiency levels incorporated in course goals then faculty understand that they must develop and report on alternative teaching strategies, program modifications, or some other approach to address the lack of student achievement. If the assessment indicates success—that students in the program are learning at the expected levels—faculty identify the factors responsible and work to replicate those in other areas of the program. These then often become best practices for other faculty to use in their programs. Faculty also

reassess outcomes that they tried to improve or duplicate in order to test their analyses and assumptions and confirm results.

Despite its many strengths, the Academic Program Review process still presents some challenges. Often, program reviews do not reach deeply enough into individual courses or the dynamics of program faculty as providers of a cohesive program. In addition, unless an external agency requires benchmarks or standards, program reviews may not provide the expected depth of analysis and comparison of intended and actual outcomes. In allied health, automotive, or other programs requiring national certifications or accreditations, program reviews carefully examine student learning outcomes data. In programs not subject to national certification or accreditation standards, program reviews are not as consistently thorough. Clearly, the overall quality of program reviews might be raised by the application of more structured standards in every case. Flexibility is inherent in the program review process. Each unit may develop unique questions that they wish to pursue in the collection and interpretation of data. This flexibility should be maintained; but, templates need to be more directive and standards need to be expressed in writing to guide the examination of every academic program.

According to the Assessment Audit conducted during the 2005-06 academic year, assessment of student learning at the course and classroom levels is proceeding but individual efforts vary widely in quality and completeness. For example, some faculty look at courses globally; others assess achievement of specific individual objectives. Some are conducting initial steps of the assessment loop, but fall short of completing it. Despite the target dates of the *Outcomes Assessment Plan, 2000-2005* some departments have not yet initiated systematic assessment efforts. Some faculty have met with division deans for support and advice with assessment and others have not yet been convinced of the need to revise longstanding methods. In extending good assessment practices to every course and classroom, individual peer support may be the most effective means. "Partners in Learning" has already been successful in improving teaching through a performance evaluation system founded on peer advice and support. One of the key agenda items for the 2006-2007 academic year for "Partners in Learning" participants is professional development in the area of student learning outcomes assessment.

Our experience early in the assessment initiative underscores the greater willingness of faculty to accept peer advice rather than that of external experts. Some inadvertent barriers to the assessment initiative may have been erected as externally facilitated workshops created confusion about the documentation process. Subsequent professional development has been able to work through this early misstep and has now become a source of continuing strength. Many workshops have been offered featuring faculty presentations on a variety of topics valuable for assessment, e.g. item analysis, rubrics, portfolio assessment, reflective journaling, and professional association tests. The workshops are advertised and a newsletter with assessment ideas is disseminated monthly through the College's E-News service as well as being posted on the College's "S" drive. A folder has also been created on the "S" drive summarizing efforts to date, readings, and resources. Links to assessment websites are also included. Fall 2006 activities included new and repeat workshops, small group meetings on select topics, individual meetings with chairs, coordinators and deans, and dissemination of academic program reviews for cross divisional discussion.

Professional development has raised the consciousness and ability of the faculty for assessing student learning outcomes. This is evidenced by analysis of the documentation collected by the Assessment Audit which indicates that faculty respondents are using assessment results in programs and courses to improve teaching and learning. The audit is a good tool for keeping planned activities on course and for diagnosing pitfalls.

Another strength of our current program of student learning outcomes assessment is faculty ownership. A faculty steering committee oversees implementation of the *Student Learning Outcomes Assessment Plan, 2005-2010*. Their role is to provide advice, support, and professional development. They are charged with communicating assessment information to their respective divisions and serving as resources on assessment for the faculty at large. An even stronger indicator of faculty ownership is our success with embedding assessment into the governance process. The Curriculum Committee of the Faculty Assembly now reviews degree and certificate proposals with assessment plans included on a voluntary basis. At each Curriculum Committee meeting, the need for a mechanism to assess the goals and objectives of new programs and courses is stressed. In the past year, 20% of new curricula and 10% of revised curricula have included an assessment plan. The academic deans are working with faculty to ensure that every new course, program, and certificate that is subject to governance review has an assessment plan with timetable included as an integral part of its documentation.

The agenda for the assessment of student learning is full. The challenge is to sustain energy, interest, and quality over time. Centralized support for the many and diverse decentralized efforts may be needed.

While results have been uneven, and not all departments and faculty have approached assessment of student learning outcomes with the same attention or enthusiasm, significant progress has been made across all divisions of the College, and faculty now recognize that assessment is required as a key component of their work. As implementation of the second cycle of the outcomes assessment planning proceeds, best practices are already in place, and the results of assessment have been used in many courses and programs to improve teaching and student learning.

## **ASSESSMENT**

The *Final Report on the 2000-2005 Outcomes Assessment Plan* includes specific examples of improvements made to teaching and learning because of assessment. This report was prepared in the course of this *Self-Study* as an evaluation of the *Outcomes Assessment Plan, 2000-2005*. The evaluation committee conducted a comprehensive audit of the status of assessment of student learning outcomes. They surveyed chairs and coordinators to compile an impressive record of program improvements that were made based on the results of program assessment. They found also that much assessment and improvements at the program and course levels are on going. Minutes of departmental meetings, divisional meetings, and the Faculty Assembly support this finding. They also noted weaknesses and proposed improvements as discussed in the analysis above.

## **RECOMMENDATIONS FOR IMPROVEMENT**

1. Develop standards to be addressed in academic program review to ensure consistently thorough reviews for every program and certificate.
2. Make assessment of student learning outcomes in courses and implementation of classroom assessment techniques an ongoing agenda item of the “Partners in Learning” Program.

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# **Conclusion and Major Recommendations**

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This *Self-Study* is a comprehensive analysis of the institutional and educational effectiveness of Camden County College. For over two years, the College community has been engaged in a study of every aspect of its operations. Programs, services, resources, governance, infrastructure, institutional, and student learning outcomes have all come under scrutiny.

As a result, we are confident that this College complies fully with the accreditation standards of *Characteristics of Excellence*. We can confirm that we are fulfilling our Mission and Goals and that we are on the right track for future growth and development. Also, we have been able to identify constraints and challenges and to formulate strategies for addressing them.

The consensus about the present state and future prospects of the College that is represented by this *Self-Study* comes at a critical time in the life of this institution. As one President leaves and another is being sought, we are able, by means of this *Self-Study*, to offer in writing, for the next President's consideration, a coherent set of leadership challenges and opportunities.

This institution values continuous reflection and improvement. It is within that spirit that we make the following recommendations. Each of these major recommendations derived from the *Self-Study* is linked to the *Strategic Plan* by issue (e.g. I), and initiative, (e.g. 1, 2). This puts them within the institutional cycle of planning and assessment and ensures that they become an integral component of future work.

## **1. Mission and Goals**

There are no structural or substantive concerns with Mission and Goals. The College community embraces and accepts responsibility for fulfillment of Mission and Goals as an obligation to the citizens of Camden County and uses Mission and Goals as the framework within which all institutional activity is conducted and aspirations are bound.

### **Recommendation**

1. Enrich participation in Mission and Goals review by providing more structured guidance for planning committee representatives and divisional leaders on methods they should employ to engage their constituencies in the process.

### **Strategic Plan**

Vision and Values

## **2. Planning, Resource Allocation and Institutional Renewal**

Planning is the central organizing principle around which this organization orders its work. The planning and resource allocation process helps to create a culture that supports collaboration and innovation at all levels. It allows the College to focus energy on ideas and relationships that will return maximum value. It has achieved a significant record of accomplishment by blending strategy, solutions, and execution. The challenge is to keep plans and the process of planning continually renewed. As in the past, advancement of the College has depended upon effective planning and it will continue to be critical for leading in new directions.

### **Recommendation**

1. Broaden and enrich direct participation in development of the *Strategic Plan* by using planning teams at the department and divisional level to recommend strategic initiatives for issues identified by the larger planning committee.

### **Strategic Plan**

Vision and Values

### **3. Institutional Resources**

The human, financial, physical, and technological resources of the College are being used at maximum efficiency for high performance. The College has been extremely creative in managing limited resources.

#### **A. Finance**

The challenge is to ensure that adequate resources remain available despite tight governmental budgets. Good opportunities exist for securing increased governmental and private funds.

##### **Recommendations**

1. Design and implement a major fund-raising campaign to secure private gifts through the Foundation.
2. Secure second bond issue for the next phase of the rebuilding Blackwood initiative.

##### **Strategic Plan**

III, 4

V, 1-5

#### **B. Facilities**

The challenge is to construct and maintain a physical environment conducive for academic and student needs as identified through planning and encompassed within Mission, Goals, Vision, and Values. To that end, the *Facilities Master Plan* outlines the design of the physical environment of all three major locations for at least 15 years into the future. The challenge is to periodically define more specifically the projects and construction needs of the next immediate building phase. A related challenge is to be proactive in maintaining the already built environment. The *Facilities Master Plan* also presents an opportunity whereby the peripheral space of the Blackwood Campus may be used for projects that are capable of generating revenue that is needed for operations.

##### **Recommendations**

1. Develop detail for the next stages of the *Facilities Master Plan*.
2. Develop the revenue-generating aspects of the *Facilities Master Plan*.
3. Prepare a proactive facilities maintenance plan for all locations.

##### **Strategic Plan**

V,4

IV,7; V,5

V,3

#### **C. Technology**

Technological resources are abundant and current. The challenge is to maintain their ready accessibility despite a myriad of security threats and increasing governmental regulations.

##### **Recommendations**

1. Refine and amplify the College's Disaster Recovery Plan.
2. Define specific actions to enhance network security and to ensure that the College accommodates the changing regulatory environment.

##### **Strategic Plan**

III,5

III,5

### **4. Leadership and Governance**

This *Self-Study* reveals that our leadership and governance are strong, confident, familiar, and effective. Faculty, administrators, staff, students, and trustees participate in a system of shared governance in which the roles and responsibilities of the various individuals and groups are clearly delineated and each group has access to decision-making. The system demands time and thoughtfulness. The challenge is to engage even more people in governance and to raise the quality of that participation since better and more frequent participation will likely result from more people

having more timely information. Technology offers an opportunity for quicker and more consistent sharing of information.

<b><u>Recommendations</u></b>	<b><u>Strategic Plan</u></b>
1. Consider incentives (such as an academic internship) to motivate and educate students to serve as responsible representatives on committees.	VI, 4
2. Design and implement a web-based, easily accessible, secure website that will serve as a repository for institutional policies, minutes, and other mission critical institutional information.	III, 5
<b>5. Administration</b>	
A credentialed and experienced administrative staff is in place to provide direction, policy development, management, process development, and improvements necessary to sustain a vibrant academic community. Through the <i>Strategic Plan</i> , institutional goals and objectives are made clear. Through the organizational structure, responsibilities are defined and the review process is articulated. Through matrix management, collaborative leadership, formal committees, and regular meetings, institutional issues reach appropriate levels, are reviewed, and appropriately addressed. There are many avenues for students, staff, and the general public to submit their thoughts and ideas for the continuous improvement in the administration of the institution. Again, there is the opportunity for improved information sharing through the use of technology.	
<b><u>Recommendation</u></b>	<b><u>Strategic Plan</u></b>
1. Post continuously updated organizational charts on the shared “S” drive so that all employees have immediate and clear notification of any faculty and staff changes or changes to the organizational structure.	III, 5
<b>6. Integrity</b>	
Institutional integrity begins in the Values Statement and is conducted through the consistent, fair, and impartial adherence to applicable governing laws, regulations and the College’s own policies and procedures. The Compliance Office, with its charge to prevent breeches of integrity, investigate allegations of violations, and recommend improvements, may be considered the capstone of the strong expectation for ethical action in every facet of institutional experience and by every member of the College community. Voluntary compliance with Sarbanes-Oxley underscores the institutional commitment to ethical action.	
The vibrant, engaged academic community described in the Vision Statement depends on excellent leadership, governance, and administration consistently acting with integrity. To maintain this standard requires full acceptance of accountability to the community and transparency in all operations.	
<b><u>Recommendations</u></b>	<b><u>Strategic Plan</u></b>
1. Initiate voluntary compliance with Sarbanes-Oxley.	III, 2,3
2. Review all policies and procedures to ensure currency and adequacy of documentation; to ensure awareness, publish the entire inventory on the shared drive.	III, 5

## **7. Institutional Assessment**

Assessment of institutional and educational effectiveness has been the foundation of transformative change at Camden County College. The College attends to institutional assessment through a regular data-driven cycle of planning and evaluation, which guides resource allocation, informs decisions, and reports results to the community. The model covers all College functions, administrative and academic; incorporates quantitative and qualitative information; tracks progress over time, benchmarks performance against peers, and most importantly links student learning directly to institutional success.

Institutional assessment according to this model has been in place for over ten years and has evolved over time, but as assessment demands grow, the College needs to strengthen and extend its technology and research to support the emerging needs of sustained assessment.

### **Recommendation**

1. Strengthen the capacity of the Office of Institutional Research, Planning and Grants to enable it to coordinate the emerging needs of sustained assessment by providing faculty and staff with the requisite tools, training, and access to assessment data.

### **Strategic Plan**

I, 5

## **8. Student Admissions and Retention**

Camden County College is committed to providing access to higher education and welcomes all who may benefit from the various learning experiences available at the College. This commitment to open access is reflected in the College's Mission statement and it is guided by clear, well-publicized admissions policies. In the broadest sense, these policies include related admissions functions such as testing, financial aid, and credits accepted in transfer or from experiential learning, all of which define the openness of admissions. To make the open door meaningful, good placement testing and continuous monitoring of course retention patterns are critical.

### **Recommendations**

1. Conduct a comprehensive assessment of ACCUPLACER's effectiveness for placement and skill development needs of entering students.
2. Expand early placement testing of high school students and offer developmental courses in reading, writing, and math for high school students as indicated.
3. Systematically collect and analyze retention data for programs and courses to clarify the aggregate college-wide attrition numbers with more detailed information.

### **Strategic Plan**

I, 7

II, 1

II, 1

III, 1

## **9. Student Support Services**

The open door requires a broad array of effective student services to support every opportunity for student success. The recently instituted and restructured division of Enrollment and Student Services area is a streamlined, yet comprehensive provider of student services that supports teaching and learning. All departments have mission statements and routine work can be related back to strategic planning. Written policies exist and procedures are in place to implement them. On-going training and professional development is provided to staff members. Institutional collection of satisfaction data is reviewed and analyzed and key departments use other tools to gather more immediate feedback of effectiveness. The vision and values of exemplary service, student self-sufficiency, and online services have been communicated to the staff, and underlie daily activities.

and future planning. New staff have been hired or reassigned to fill retirements in key functions such as transfer and advisement. The next step is to follow-up on the changes already introduced by the new leadership in these areas and engage the appropriate constituencies in planning to improve these key services for the long term.

	<u>Recommendation</u>	<u>Strategic Plan</u>
	1. Develop an improvement plan with participation of faculty, staff, and students for advisement and another such plan for transfer services.	I, 4 II, 2
<b>10. Faculty</b>	Through its hiring, evaluation, and professional development practices the college ensures that qualified professionals conduct all aspects of the teaching/ learning process. Faculty accept the “Partners in Learning” program as a valuable form of performance evaluation and professional development. An historic strategy of conserving resources by limiting hiring of full-time faculty has resulted in a full-time to adjunct faculty ratio that is less than desirable. This situation defies all ordinary solutions, but the goodwill which the College has accrued over time and its reputation for fiscal integrity provide a timely opportunity to address the issue by securing sustained external funding, specifically earmarked for hiring of full-time faculty.	
	<u>Recommendations</u>	<u>Strategic Plan</u>
	1. Improve the full-time/adjunct faculty ratio by keeping full-time faculty hiring as the first budget priority and seeking external funds for endowed faculty chairs to free operating monies for new full-time hires. 2. Improve the search process for full-time faculty by beginning as early in the academic year as possible and streamlining the process.	I, 9 I, 9
<b>11. Educational Offerings</b>	By defining expected student learning outcomes, designing activities appropriate to achieving those outcomes, measuring student achievement of outcomes, and using the results of those assessments for improvement, the College maintains educational offerings of appropriate content, rigor, and coherence for the award of associate degrees and certificates. The challenge is to maintain constant attention to educational quality.	
	<u>Recommendations</u>	<u>Strategic Plan</u>
	1. Develop a system based on a rolling five-year record of common indicators, that monitors academic program enrollments, costs, and outcomes and supports decisions to enhance, continue, or eliminate degrees or certificates. 2. Ensure that academic program goals and student learning outcomes for each degree or certificate are prominently featured in the <i>Catalog</i> and the <i>Academic Program Guide</i> . 3. Ensure that student learning outcomes are clearly communicated in the written information give by faculty to students on the first day of every course.	I, 3 I, 5 I, 5

## **12. General Education**

In the nine years since the 12 General Education Goals were approved, their usefulness and importance have been reaffirmed by the work of various academic departments, the chairs, coordinators, Curriculum Committee, and the Faculty Assembly. The requirements are broad enough to address the College's goal of having students acquire "intellectual skills and knowledge" and the fact that these general education requirements conform to articulation agreements serves the students well in transfer. The College ensures that its graduates are proficient in oral and written communication, scientific and quantitative reasoning, critical analysis, and technological competency by its distribution of a core of general education courses, by the nature of its course offerings, and by the increasing practice of assessment of student learning outcomes at the course, program, and institutional levels. The challenge is to extend the already existing good assessment practices to all the general education disciplines and to develop new assessment practices as needed.

### **Recommendations**

1. Establish measures to assess student learning outcomes for each General Education Goal by integrating and replicating already successful departmental practices and implementing new ones. I, 1
2. Enhance collaborative efforts between faculty and librarians regarding information literacy knowledge and skills with the goal of including information literacy activities in every course. I, 8
3. Clarify and document the extent to which programs must address the 12 General Education Goals and distribution requirements. I, 6

### **Strategic Plan**

## **13. Related Educational Activities**

The diversity of location, mode of delivery, content, and focus of related educational offerings is appropriate to the very definition of a comprehensive community college and is in keeping with the entrepreneurial approach of this College in particular. In fact, certificates, basic skills, distance education, off-campus courses, non-credit courses, training for business and industry, courses for presently enrolled high school students and courses delivered through educational partnerships are not considered ancillary, but are integrated into the strategies, offerings, and operations of the College. Most importantly, they are derived directly from institutional mission and goals. All of these efforts, including evaluation of experiential learning, adhere to the Board of Trustees Policy on "Establishing Standards for the Award of Degrees and Certificates" and the practices required of all College educational offerings and operations.

### **Recommendations**

1. Analyze performance data in first-level credit courses for students who complete skills courses and develop improvements as needed in both skills and first-level credit courses. I, 5, 7
2. Analyze policies regarding credit for experiential learning to ensure a proper balance of program integrity and student needs. II, 3; IV, 1, 3
3. Conduct a comprehensive review of the Distance Education program which assesses student outcomes and develops strategies for using results to improve learning, ensure academic integrity, and use resources efficiently. II, 3

### **Strategic Plan**

**14. Assessment of Student Learning**

The College has entered the second five year cycle of outcomes assessment planning and is making progress in extending good assessment practices to every program, certificate, course, and classroom. Professional development has enhanced faculty knowledge and raised awareness that assessment is a required key component of teaching at Camden County College. Goals expressed as Student Learning Outcomes are written for almost every course and program. Activities to achieve these goals are thoughtfully designed. The Academic Program Review process is good and getting better; but reviews across divisions and departments are of uneven quality in terms of depth of analyses and inclusiveness of all relevant issues. Written standards like those used by accrediting agencies would strengthen the guidance already given and help insure consistency through reviews of high quality.

Many good assessment practices are in place and vigorous professional development is stimulating many more. But, if we are to reach into every course and classroom with good assessment practices, peer support and advice is essential. To this end, the “Partners in Learning” program offers an excellent already tested means.

The College has been diligent in its efforts to ensure that good, effective assessment efforts are made regular. Having completed one cycle of assessment planning, work on a second five year plan has begun. Student Learning Outcomes Assessment is integrated into overall institutional assessment; Student Learning Outcomes Assessment is a priority. Progress throughout most of the curriculum needs to be accelerated and a broadened.

**Recommendations**

1. Develop standards to be addressed in academic program review to ensure consistently thorough reviews for every program and certificate.
2. Make assessment of student learning outcomes in courses and implementation of classroom assessment techniques an ongoing agenda item of the “Partners in Learning Program.”

**Strategic Plan**

- I, 2, 3  
I, 5

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## **ACKNOWLEDGEMENTS**

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# CAMDEN COUNTY COLLEGE

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**•Student Learning Outcomes•  
(Standard 14)**

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Report to the  
Faculty, Administration, Trustees, Students  
Of  
Camden County College  
Blackwood, NJ

By  
An Evaluation Team representing the  
Middle States Commission on Higher Education

Prepared after study of the institution's self-study report  
And a visit to the campus from March 18 through 21, 2007

**The Members of the Team:**

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**Working with the Team:**

Iris Li Duffield, Administrative Analyst, Academic Affairs, New Jersey Commission on  
Higher Education, Trenton, NJ

Observer: Lyle Hildahl, Chair, American Culinary Federation Foundation, Skagit Valley  
College, Mount Vernon, WA

**At the Time of the Visit**

**President:** Dr. Raymond Yannuzzi

**Chief Academic Officer:** Margaret Hamilton  
Acting Vice President for Academic Affairs

**Chair of the Board of Trustees:** Kevin Halpern

## **I. Context and Nature of Visit**

### **Institutional Overview:**

Camden County College (CCC) is an associate's degree granting public community college in the State of New Jersey, USA, and the college is comprised of three primary locations in Camden County: the Blackwood Campus in Blackwood, the Camden Campus in the city of Camden, and the Rohrer Center in Cherry Hill. In addition, the College has numerous other instructional sites, primarily at various local public schools. The college is funded by the County of Camden. It is accredited by the Middle States Commission on Higher Education, with its initial accreditation occurring in 1972. The College's last full accreditation was successfully completed in 1997 and its Periodic Review occurred in 2002. The College holds several specialized accreditations for selected programs.

### **Self-Study Process and Report:**

The College used a comprehensive self-study to enable it to appraise every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals. The College chose to report the 14 standards in its Self-study report in sequential order. The Team's assignments were based on the Self-study design and consequently the Team's findings are reported in the same format.

## **II. Affirmation of Continued Compliance with Eligibility Requirements:**

Based on the review of the self-study, certification by the institution and/or other institutional documents, the team affirms that the institution continues to meet the eligibility requirements in *Characteristics of Excellence*. The signed Certificate of Eligibility was included in the Self-Study document.

## **III. Compliance with Federal Requirements; Issues Relative to State Regulatory Requirements or Other Accrediting Agency Requirements:**

Based on the self-study, certification by the institution, other institutional documents, and/or interviews, the team affirms that the institution's Title IV cohort default rate is within federal limits. The Team reviewed institutional documents, the College's certification statement and interviewed financial aid staff and the Vice President for Administrative Services to verify the accuracy.

## **IV. Compliance with Accreditation Standards:**

### **Standard 1: Mission and Goals**

The College meets this standard.

#### **Summary of Evidence and findings:**

The 1997 MSA team final report recommended that Camden County College “move quickly to develop and adapt a mission statement that more clearly identifies the college’s purpose and its contemporary role.” A mission statement was developed and approved by the Board of Trustees in 1997. The statement was further revised in 2002 and the current version was developed in 2005.

The following conclusions relative to this standard are offered:

- They are published in all the relevant documents (College Catalog, Strategic Planning document, Student Handbook)
- The current Board of Trustee Policy Manual contains the outdated 1997 Mission Statement and Goals and various other outdated policies.
- Wide participation during the development of the mission statement
- General understanding of the mission statement by the college community
- Vision, values and goals statement flow from the mission statement.

#### **Suggestions:**

- A reference to “global” should be considered for the mission statement to reflect the importance of preparing students to compete in a global world.

### **Standard 2: Planning, Resource Allocation and Institutional Renewal**

The College meets this standard.

#### **Summary of Evidence and Findings:**

Accredited institutions are expected to demonstrate among other things “a planning process that is clearly communicated, provide constituent participation, and incorporate the use of assessment results.” Further, it is expected that institutions periodically assess the effectiveness of the planning process.

The following conclusions relative to this standard are offered:

- A planning model that features an issues management approach.
- Operational plans that are loosely connected to the strategic plan.
- The plan is fairly well communicated throughout the campus.

- Attempts are made at assessing the outcomes of the plan through the report on the Transformation Agenda.
- Strategic initiatives that are developed as part of the planning process determine resource allocation.

**Significant accomplishments, significant progress, or exemplary/innovative practices:** Camden County College is to be commended for its ongoing strategic planning efforts. The college has made notable strides toward developing a comprehensive strategic plan and basing decisions regarding resource allocation on that plan. The college is currently in the midst of a sizeable new construction facilities renovation plan and is undergoing significant change to its physical plant of the Blackwood Campus as a result. The plan is part of the 2001 Facilities Master Plan and calls for 83 million dollars in capital improvements over the next ten years.

The revitalization of the Blackwood Campus is a significant undertaking and the College is to be commended for planning and implementing this project.

**Suggestions:**

- Review the various individual unit plans together and to ensure that they are linked to the college's strategic plan.
- The college must ensure that the capital funding in place supports not only new construction and rehab of existing space, but also critical maintenance.
- The college should pay particular attention to enrollment trends and forecasting. As tuition and fees continue to make up a larger portion of the operating budget, special attention must be taken to ensure the validity of these projections.
- The college should ensure that strategic enrollment planning is done realistically and with constant emphasis on how enrollment impacts college operations, both from the revenue and expense perspectives.
- Increase the capacity of the Office of Institutional research as a way of ensuring that the strategic planning process is informed by relevant data and analysis.
- Incorporate carefully developed benchmarks within the Report on the Transformation Agenda as a way of enhancing the assessment of the strategic plan outcomes.

### **Standard 3: Institutional Resources**

The college meets this standard.

**Summary of Evidence and Findings:**

- The institutional resources of the college are well managed and efforts have been made for stakeholder input in the facilities master plan.
- The college uses various methods to compare itself to its sister colleges and continually seeks to reduce cost for the students, and to seek new alternative funding streams, including several entrepreneurial, self generating revenue projects.

- Lower than optimal sponsor contributions and low tuition rates have resulted in Camden County College being one of the lowest funded per student FTE campuses in the system.
- The College has opted to outsource its Information Technology department with SunGard Higher Education. The College involves constituencies in the planning regarding IT which SunGard staff then implements. Currently, the shelf life for faculty computers is 4-5 years, with a tiered approach so that computer studies labs and faculty are updated more frequently. Faculty indicated that they felt the computing labs, science and special technology labs were cutting edge and that their technology needs were being met.
- The IT unit has worked on disaster recovery and uses the SunGard Availability Services site in Philadelphia as a hot site. A trailer can be located on the Blackwood Campus for disaster recovery on site, and a protocol is being worked out for which systems to bring back on line first and for an overall emergency preparedness policy.
- The College is also demonstrating prudence in its library acquisitions. The College is part of state consortiums for shared resources; it has invested in on-line journals to increase both holdings and access, and has increased the technology available to students.
- The College maintains and updates its Capital Projects list and time line and methodically develops and communicates its needs.

Significant accomplishments, significant progress, or exemplary/innovative practices:

- The college's is to be commended for its proactive role in working with government to establish a highway interchange adjacent to the Blackwood Campus as a very progressive move that can yield significant benefits.
- The College is to be commended for the formulation and use of the Capital Projects Group.
- The College is to be commended for its entrepreneurial enterprise in developing the bookstore at the Camden Campus.
- The College is to be commended for its vision in establishing the Rohrer Center to meet the needs of business and industry for customized training.
- The college is to be commended for exceeding expectations in both credit and customized training contracts and revenues at its Cherry Hill Rohrer Center.
- The college is to be commended for recognizing the potential revenue generation that can be realized via the acquisition and/or use of land adjacent to the campuses.

#### **Suggestions for improvement:**

- The college should pursue its stated objective of strengthening alternative funding streams.
- The college should continue to work to increase support from the local sponsor.
- The college should continue to maximize the benefit it has created via outsourced IT services, and ensure that the cost/benefit ratio does not become unmanageable at the cost of updating equipment.

## **Standard 4: Leadership and Governance**

The college meets this standard.

### **Summary of Evidence and Findings/Significant accomplishments, significant progress, or exemplary/innovative practices:**

- The college has a well developed model of governance in place that is appropriate and effective for the overall mission of the institution.
- The Board of Trustees role is defined by Title 18A in New Jersey; in addition, the Camden County Board of Trustees has adopted the concept of Policy Governance. Under this model the board focuses more on policy and outcomes and less on operations. The model appears to be well thought out and producing the desired results.
- Faculty maintains primary responsibility for academic policy and curriculum issues with the Faculty Assembly being the governing body in such matters. Bylaws for the Faculty Assembly are clearly written and the role of the group and scope of authority are clearly defined.
- Administration provides a key role in overall operational leadership. The connection between the faculty and administration appears strong. In particular, the linkage between the faculty, deans and student and academic services administration appear to be very good.
- The team has made no suggestions and supports the college's recommendations in its self study.

## **Standard 5: Administration**

The college meets this standard.

### **Summary of Evidence and Findings:**

- The decision making process appears to be highly participatory and solicits input from all constituencies on a regular basis.
- The role of the President appears to be well and appropriately defined.

### **Significant accomplishments, significant progress, or exemplary/innovative practices:**

- Management information teams, implemented with the start of the new student information system, have resulted in an assessment of management structures and a reorganization of services into the new Enrollment and Student Services Division. The One Stop Center for Student Services is one result of this process.
- The President's Cabinet is diverse and broadly representative in functional responsibilities, and well positioned to serve in an advisory capacity to the President.
- Search committees undergo training, and have 24/7 access to search materials and applications through the revised online application process.

### **Suggestion:**

- Finalize the current plans to develop a handbook for non-affiliated staff and publish and distribute it widely.

## **Standard 6: Integrity**

The college meets this standard.

### **Summary of Evidence and Findings:**

- The publications of Camden County College are carefully screened for accuracy by the departments submitting the information, and the Compliance Office ensures that publications include required policy content.
- The College catalog, which is available only on line and in CD format, is on the website in PDF format, and is also searchable. Indexing both alphabetically and by content has been accomplished. The student handbook is also available only on the web for the first time this year.
- Students identify the web as their preferred source of information; however, when interviewed, few were aware of the handbook, or that the policies which affect them are published and available to them in this document.
- All bargaining units have clearly defined processes for hiring, evaluation, grievance, student grievance, compensation, discipline and dismissal, and they are clearly stated in the relevant bargaining agreements and the student handbook.
- Academic Freedom policy is encoded in the faculty contract, although faculty awareness of its existence is not consistent.
- The perception exists that maintenance, custodial and public safety staff does not have email access. Some of the staff in those areas claim that they are disenfranchised by not receiving college-wide communications in as timely a manner as their peers in other units.

### **Significant accomplishments, significant progress, or exemplary/innovative practices:**

- Student blogs have presented a unique and effective way to communicate with students and to answer their questions.
- The College is remarkable for a palpable sense of energy and passion for learning, as well as a respect for varied opinions and constituencies.
- Internal and external surveys have been conducted to help determine the web features that users need.
- The compliance process for distribution of important policies and compliance forms is thorough and ensures receipt of said policies throughout the college community.

### **Suggestions for improvement:**

- Workshops and policy meetings would be useful in systematically seeking knowledge about and compliance with college policies and procedures.
- Consideration should be given to training for employees to make sure they all know that they have e-mail accounts and access to a computer in their respective work areas.
- A regular schedule for reviewing and updating all college policies and procedures should be developed and implemented, and publicized to the staff and Board of Trustees.

- The Team affirms the Self Study Recommendation #2, pg. 41, that The Board of Trustee Policy Manual should be updated and put on-line as the Board continues its plan of regular policy review so that all policies can be accessed more readily and they are current.

## **Standard 7: Institutional Assessment**

The Institution meets this standard.

### **Summary of Evidence and findings:**

As stated in the *Characteristics of Excellence*, accredited intuitions are expected to engage in a “documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services....”

Institutional assessment at Camden County College encompasses the strategic plan, an outcomes assessment plan, and the Transformational Agenda Report. The Outcomes Assessment Plan was developed as a way of creating the framework to evaluate and report on the institution’s success in meeting its stated objectives. Among the plan’s objectives include supporting continuous improvement in teaching and learning, and evaluating and enhancing institutional effectiveness.

The following conclusions related to this standard are offered:

- A well thought out institutional outcomes assessment plan.
- Strategic Indicators by Mission element.
- Currently, work is underway to transform the Strategic indicators into Key Performance Indicators.
- Progress toward achievement of strategic initiatives is reported.
- Use of institutional research generated studies, such as graduate follow up and student satisfaction survey results to evaluate effectiveness.

### **Suggestions:**

- Modify the Transformation Agenda reports to include desired outcomes and benchmarks as a way of measuring achievement.
- Complete the work that is currently under way to transform the strategic indicators into Key Performance Indicators and establish benchmarks as part of the process.

## **Standard 8: Student Admissions and Retention**

The college meets this standard.

### **Summary of Evidence and Findings:**

- The institution uses placement tests in reading, writing, and mathematics.
- The college has an enrollment strategy team comprised of senior administrators, faculty and staff, that oversees the admission process and reviews available data.

- Currently, the vice presidents meet as an Enrollment Strategies Team to discuss “big picture” enrollment ideas to address enrollment opportunities and challenges.
- The institution uses an on-going monitoring system regarding student retention and adjusts the advisement and selection process to ensure high level of student success.
- Clear admissions and testing policies that support the College’s mission of serving “all who can benefit” are detailed in the college catalog and the schedule of classes in addition to prominent placement on the college’s website. Student survey data are used to measure Student Services performance. Further, there is evidence that the College uses this information to refine policies and procedures in front-end services and that student input was a critical factor in the reorganization of the Enrollment and Student Services Division.
- There is an Enrollment Development Plan that blends traditional outreach/marketing activities with new, web-based strategies (e-newsletters, live online chats, student blogs, etc.) to recruit students. However, there are no enrollment benchmarks or long-range planning tied to the academic program planning process.
- The College has taken steps to improve advising, transfer, and financial aid services.
- The new Dean of Students, hired in 2005, has made professional development training for academic advisors and outreach to students with undeclared majors two key focuses in his area. Additional work to improve transfer information services is in process. The Financial Aid Director, hired in 2004, has also addressed many recurring student concerns that arose in the various student surveys and through the state audit process.

**Significant accomplishments, significant progress, or exemplary/innovative practices:**

- The College has tested and is now using the ACCUPLACER test as the main instrument for determining student preparedness placement.
- The College is experimenting with administering this test to selected area high schools, to help school personnel design effective developmental courses that will prepare the identified students for college entry. This, the college believes, will produce students who will be more likely to succeed in the attainment of their educational goals, while increasing the retention of these students at the same time.
- The College consistently seeks out new marketing/recruitment opportunities through the use of technology and other creative approaches (for example, the Scion xB “mobile” advertisement that is “wrapped” with a promotional design featuring the College brand).
- The College has taken important steps to address deficiencies in its delivery of advising services to new students, and students who opt for advising through the Advising Center, and it recognizes the need to develop a holistic improvement plan (addressing faculty and Student Services advising) for academic advising and transfer services.
- The restructuring of the Liberal Arts Program and hiring of a Liberal Arts Coordinator resulted in moving Liberal Arts students into specific tracks most appropriate to their educational goals.
- Math staff is now regularly reviewing departmental data to verify the accuracy of student placement based upon ACCUPLACER scores, and the success of former basic skills math students in credit-level courses.

**Suggestions:**

- Develop closer ties between the Enrollment Development Plan and the Academic Plan, including data-driven decisions in program development and setting of enrollment benchmarks based on community needs and interests identified through the Institutional Research Office.
- Develop a system for assigning faculty advisors to students, while allowing students to retain the option to initiate a change in who serves as his or her faculty advisor.
- The team encourages the college to continue pursuing efforts that will identify factors attributing to student failure and devise methods to reduce them.

## **Standard 9: Student Support Services**

The college meets this standard.

**Summary of Evidence and Findings:**

- The College provides a comprehensive array of student support services, including services at various campus locations and online to help ensure student access to services.
- The College provides traditional sources of student information. Most of these publications are available in hard copy and online forms, although some (including, as of this year) the Student Handbook) are moving almost entirely to online availability. Policies regarding the release of student information and the college's privacy policies are published and implemented.
- Regular review of student services policies, procedures, and processes through the SIS II Team takes place to ensure compliance and maximize customer service and effectiveness.
- Significant efforts have been made to revive the Student Government Association, which expects to hold new elections in fall 2007.
- Numerous clubs featuring co-curricular activities are guided by faculty advisors.
- Both men's and women's intercollegiate athletic programs exist as members of the NJCAA and the New Jersey Garden State Athletic Association.
- Student Services has been redesigned and is making progress in "owning" its various work processes and ensuring that all areas of the unit are functioning at their optimal level.
- Student Services is working toward greater efficiency in moving students through the system from initial intake to greater independence in registration and accessing other student-related services.
- Support of the academic programs occurs in a variety of ways, including the satisfaction surveys about workshops and other services such as advisement sessions, both individual and group.

**Significant accomplishments, significant progress, or exemplary/innovative practices:**

- The College's migration from an outdated and inefficient student information system to Datatel's Colleague system was accomplished through a cross-divisional, college-wide approach.

- Re-engineering of Enrollment and Student Services has included reorganization and area-wide review of procedures and services in an attempt to better serve students, including cross-divisional conversations on ways to improve the student advisement process.
- Student concerns and regulatory compliance issues in financial aid were addressed by the current Financial Aid Director through staff professional development, Department of Education training, reworking and documenting of all processes, expansion of online services, and consistent follow-up with students.
- The College is working diligently to educate students and the college community about differentiating advising from scheduling.

**Suggestions for improvement:**

- The team concurs with the College's three recommendations, found on Pg. 50 of its Self Study document.
- Consider whether the Student Handbook should still be available in hard-copy form, and develop strategies for increasing student knowledge of and reliance on the Student Handbook for important college policies and procedures.

## **Standard 10: Faculty**

The college meets this standard

**Summary of Evidence and Findings:**

- Camden County College places great value on its faculty. The college has consistently developed methods and program to enhance the faculty's ability to meet the diverse needs of its student.
- A faculty mentoring programs for new hires is providing a valuable method to support new faculty.
- Grants and college resources provide a wide variety of faculty development opportunities.

**Significant accomplishments, significant progress, or exemplary/innovative practices:**

- The team commends the college for its numerous initiatives in providing meaningful professional development opportunities and targeted training.
- There is a strong contractual commitment to professional development.
- Search committees undergo training, and have 24/7 access to search materials and applications through the revised online application process.
- The *Partners in Learning* program for post-tenure faculty evaluation, which has been in place for about six years, demonstrates a commitment to innovative evaluation and reflective practice. This initiative encourages faculty members to work with a colleague, often in another discipline. Frequently, faculty will observe each other in the classroom.

**Suggestions:**

- Recognizing the fiscal realities that prevent the college from hiring more full-time teaching personnel the team strongly endorses the self-study recommendation to pursue additional funding for endowed faculty chairs so that money can be freed up for new hires.
- The team concurs with the recommendation to improve the search process when it is seeking full-time instructional personnel (Self-Study Recommendation #2 under Faculty, page 59).

## **Standard 11: Educational Offerings**

The college meets this standard

**Summary of Evidence and Findings:**

- There is a faculty approved course syllabus template.
- Broad variability exists in the course outline samples which were examined. In some cases, learning outcomes were appropriately incorporated, but application is varied and inconsistent.
- The course syllabi do not make clear and coherent connections between institutional, departmental and course goals.
- Faculty understanding of the creation of learning outcomes appears inconsistent. Course outlines are usually reviewed by department chairs, but the criteria used are unspecified, and the results of the review are not reported.
- Academic planning occurs primarily in the realm of program review for determining whether a program requires revision or discontinuance, or through new program development in responsive to the community.
- A process of developing overall indicators of program performance in addition to program cost indicators has begun which should help to facilitate program decisions.
- There is a well defined process that includes all segments of the instructional and administrative sectors of the institution to develop, review and when appropriate, terminate, programs. However, the review of programs is not conducted consistently across all areas.
- The students are advised regarding course content and goals and are given relevant information on the first day of class.
- The college supports the instructional efforts of the faculty with a wide array of human, material and structural resources that enhance the learning process.
- The College has recognized the Rohrer facility as an increasingly more important location for serving the needs of the local residents and as a revenue generator.

**Significant accomplishments, significant progress, or exemplary/innovative practices:**

- The relationship of credit and non-credit offerings at CCC is highly productive, resulting in increased revenue and an agile, responsive academic menu.
- Tutorial support for academic programs is strong, and is accompanied by effective referral and reporting systems. English tutors serve for both credit bearing and basic

skills classes. Peer math tutors are available, and there is also a math lab staffed by faculty to provide additional assistance.

- Articulation information is included on the website and is easily accessed.
- Major new construction and renovation is planned or underway to provide facilities and equipment which support innovative instructional methodologies that enhance student learning.
- “Smart” classroom have been constructed in the new and refurbished facilities.
- Instructional support staff assist faculty in devising new teaching methods, using new equipment and incorporating on-line content.
- The library has expanded its volume collection and has acquired new databases and computer for student use.
- The team commends the corporate and continuing education unit for its innovativeness and outstanding results, bringing the college’s resources to area industries and businesses and generating a sizable income for the college.

**Suggestions for improvement:**

- Ensure that statements of learning outcomes and the content and format of course syllabi are consistent across the curriculum.
- Although considerable effort has been exerted to ensure that courses which are offered online and in the high school *College Now* program have the same rigor and standards of content as courses offered on campus, assessment of the learning outcomes for these courses and programs needs to be implemented consistently.
- Academic planning should encompass a broader range of factors, including elements such as trends in student learning styles, needs for academic support, and needed support systems for various degree interests.
- Information on obtaining credit by transfer from other institutions is not easily found on the website, although it can be located in the online catalog. This should be a readily accessible academic policy.
- The team endorses the College’s recommendations delineated on Page 67 in the Self-study’s document to standardize and formalize data distribution for program review.
- The team concurs with the Self-study in recommending that all students are given course syllabi or outlines that clearly state the objectives and anticipated learning outcomes, the first day of class.

## **Standard 12: General Education**

The College meets this standard.

**Summary of Evidence and Findings:**

- The program of general education requirements is not evident in official publications.
- Elective courses are required but not linked to specific general education goals.
- The twelve general education goals were developed in 1997 by faculty and no major changes have been made to them since.

- Eleven of the 12 general education goals are clear and meaningful, but the information literacy goal focuses only on selecting and gathering information, but does not include the evaluation of sources.
- Faculty members from each major program determine which general education goals are important for their students. Some majors require more general education courses than others. It is not clear which general education goals cut across all majors. It is also not clear to what extent the general education goals are represented or emphasized with the various academic majors. For example, what general education courses help students achieve the diversity and global perspective goal?
- The College has been unable to map the general education goals against the general education course requirements per the agreement signed by the New Jersey college presidents of two and four-year institutions in response to pending legislation. (These stipulate that about half of those courses are in general education for those students who want to transfer from Camden County College to other baccalaureate institutions).
- There appears to be confusion about the difference between learning outcomes and competencies: some syllabi have neither student learning outcomes nor competencies, while others may have as many as 30 to 83 “student learning outcomes”, which are really learning competencies or skills.
- The assessment of information literacy is in the infancy stages with instructors using essays completed in English courses to determine if students are reaching the information literacy outcome.

**Significant accomplishments, significant progress, or exemplary/innovative practices:**

- The assessment of writing within the disciplines is an innovative initiative that has yielded concrete results about students’ writing skills.
- The Library staff is to be commended for the Powerpoint tutorial as well as handouts which it has developed on information literacy. However, there does not appear to be a mechanism in place to ensure that all students have the opportunity or incentive to become proficient in information literacy.

**Suggestions:**

- Conduct a review of the twelve general education learning outcomes and devise a structured system to ensure that they are integrated across the curriculum and are clearly delineated in each course syllabus where appropriate.
- Explicitly link general education requirements within individual majors to the appropriate general education goals. Determine which general education goals should cut across all majors.
- Clearly communicate the general education goals in current documents such as the Academic Program Guide and other relevant documents that students typically receive.
- Revise the information literacy general education goal to be clearer and include student evaluation of information and its sources in a critical manner.
- Offer more professional development for instructors so that they learn how to write learning outcomes.
- Implement use of the established rubric which has been developed to assess the quality of learning outcomes.

- The college should develop a Glossary of Terms around general education and related learning outcomes assessment terminology.
- Set a reasonable number of learning outcomes that an individual general education course contains.
- Ensure that appropriate instruction of the general education learning goals takes place so that student can achieve the stated learning outcomes.

## **Standard 13: Related Educational Activities**

The college meets this standard.

### **Summary of Evidence and Findings:**

- Camden County College is an institution that reaches deep into the community it serves.
- The college offers a full spectrum of related educational activities ranging from basic skills, certificate, and specialized non-credit general and contractual programs. The institution has adapted and is constantly expanding its distance learning offerings, using appropriate computer-based instruction and support services, and instructional delivery methods.
- The shift required by this type of instruction, however, has created some contractual challenges, and issues of quality control. Much attention has been paid to ensuring course quality on the front end of course development, but not at the conclusion of courses .
- Many measures have been taken to ensure quality of the courses and the faculty offering CCC courses through the *High School Plus* program. Departmental standards have been carried through in these offerings, although the same concern exists for assessment of these courses as it does with online and hybrid courses.
- Placement tests are offered in the high schools, and subsequent courses in basic skills are offered in the spring and summer of the junior year in order to facilitate academic progress.
- Restructuring of the basic skills department as a result of the last self-study has resulted in a more effective developmental education structure in reading, writing and math.

### **Significant accomplishments, significant progress, or exemplary/innovative practices:**

- Screening tools are available online for students to assess their readiness for online study.
- Online and hybrid training and support are conducted individually in both technological and pedagogical arenas, and are deemed to be exceptional.
- Non-credit enrollment has expanded rapidly, especially with the development of the Rohrer Center, and rivals credit enrollment in numbers. Responsiveness to and collaboration with the business community has resulted in almost \$3 million in grant funding for contract training.

**Suggestions for improvement:**

- The College should consider developing a scalability plan for its online program to determine the extent of development and expansion which the program is intended to reach.
- Ensure that course level assessment proceeds in all courses, regardless of teaching modality and location.
- The college is encouraged to implement goal two of its Information Technology Plan 2006-2009 (“Students will have access to a learning centered environment that provides technologically-enhanced programs and supports multiple learning delivery methods”).

**Standard 14: Assessment of Student Learning**

The College does not meet this standard.

**Summary of Evidence and Findings:**

- In October 2006, Camden County College established a Student Learning Outcomes Assessment committee consisting primarily of full-time faculty. This committee was originally chaired by two faculty members. Recently, one of the co-chairs resigned and the remaining faculty chair receives no release time.
- When there was a physical location for the Center for Teaching and Learning some assessment workshops were offered through this center. However, due to the construction of buildings, the Center no longer has a physical space and there is no operational presence. Administrators are trying to determine how to best structure assessment in terms of staffing. One senior administrator indicated “there is no new money” to support full-time positions. It is speculated by some that even if a director of the Center for Teaching and Learning were hired this individual would likely be a full-time faculty member who would be released from one course in order to perform this administrative role.
- In the fall 2007, a new mini-grant program will be established by the College Foundation. Faculty members will formally apply to this program to receive a maximum of 1500 dollars and up to three projects per year will be funded. The proposed projects must support one or more of the College’s Strategic Plan issues/initiatives.
- In the past a faculty development fellowship program had operated for several years, but it was placed on hold.
- The student learning outcomes plan for 2005-2010 indicates that a full-time coordinator/director of assessment will be hired. When the team asked faculty members and administrators about this new hire, there was great uncertainty about whether this position would actually be created and some faculty suggested that this position “needs to be discussed with the College President”.
- The plan clearly states that the purpose of assessment is to “improve student learning”. A concise set of guiding principles has been developed. One of the major guiding principles is that “assessment focuses on learning outcomes that are clearly articulated and linked institutionally, programmatically, and to courses”.

- However, a review of academic programs in the college catalogue showed neither program nor course-level student learning outcomes.
- The schedule for the outcomes assessment process is that each discipline will identify an assessment project to the dean for the academic year within the goals of the Academic Plan. Each discipline has the choice of what this project may address, whether courses and syllabi, or degree and certificate programs. Each program is also required to complete an assessment report using various forms.
- The course syllabus template does ask for student learning outcomes, but again there is very little evidence of actual student learning outcomes for courses and for academic programs. Numerous faculty members do not seem to understand how to articulate course and program-level learning outcomes. Some faculty members have attempted to articulate program-level learning outcomes within internal working documents but they are stated in terms of what will be provided to students such as, for example, “preparing students to obtain employment in the field”.

**Suggestions:**

- Offer sustained and systemic professional development for instructors that focuses on assessment and that helps faculty member to write learning outcomes effectively using generally accepted terminology and definitions.
- Design an organizational structure that fully supports the assessment of student learning initiatives and enables assessment to be fully integrated into the college.
- Reinstitute the faculty fellowship program with a specific focus on assessment and give faculty members an opportunity to develop innovative assessments.
- Provide for the effective leadership of the assessment program, i.e. at least a full-time person designated, that focuses specifically on mentoring faculty and staff on the assessment process.

**Requirements:**

- Develop a comprehensive plan that meets this accreditation standard:
  - Clearly articulated student-centered course-level learning outcomes, which are measurable, and clear, and which are included in all course syllabi and shared with students.
  - An organized, systematized, and sustained process and plan for the assessment of general education that explicitly links general education course requirements within individual majors to the appropriate general education goals.
  - Clearly articulated program level-learning outcomes for all academic programs that are student-centered, measurable, and clear, and publicized in all college documents and publicized to all students.
  - A documented evaluation of how course-level learning outcomes reinforce program-level learning outcomes.
  - Information for students about which academic program courses are designed to fulfill specific general education goals.

**Middle States Commission on Higher Education**  
**Institutional Profile 2012-13**  
[0208] Camden County College

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**A. General Information**

	<b>Data on File (as of 4/9/2013)</b>	<b>IP Data (2012-13)</b>
<b>Institution Name</b>	Camden County College	Camden County College
<b>Address</b>	P. O. Box 200 College Drive Blackwood, NJ 08012	P. O. Box 200 College Drive Blackwood, NJ 08012
<b>Telephone</b>	856 227 7200	856 227 7200
<b>Fax</b>	856 374 4892	856 374 4892
<b>Website</b>	www.camdencc.edu	www.camdencc.edu
<b>Control</b>	Public	Public
<b>Carnegie Classification</b>	Associate's - Public Suburban-serving Multicampus	Associate's - Public Suburban-serving Multicampus
<b>Calendar</b>	Semester	Semester
<b>Degree Granting Authority</b>	New Jersey	New Jersey
<b>Licensed to Operate in</b>	NJ	NJ

**Degrees/Certificates Offered**

	<b>Data on File</b>		<b>IP Data</b>	
	<b>Offered</b>	<b>Programs</b>	<b>Offered</b>	<b>Programs</b>
<b>Postsecondary Certificate (&lt; 1 year)</b>	yes	45	yes	46
<b>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</b>	yes	18	yes	18
<b>Associate's</b>	yes	48	yes	52
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	no	0	no	0
<b>Bachelor's</b>	no	0	no	0
<b>Postbaccalaureate Certificate</b>	no	0	no	0
<b>Master's</b>	no	0	no	0
<b>Post-Master's Certificate</b>	no	0	no	0
<b>Doctor's - Professional Practice</b>	no	0	no	0
<b>Doctor's - Research/Scholarship</b>	no	0	no	0
<b>Doctor's - Other</b>	no	0	no	0

**Related Entities**

<b>Name, State, Country</b>	none	none
<b>Initial Accreditation</b>	1972	1972
<b>Last Reaffirmed</b>	2008	2008
<b>Next Self-Study Visit</b>	2017-18	2017-18
<b>Next Periodic Review Report (PRR)</b>	June 2013	June 2013
<b>CHE Staff Liaison</b>	Dr. Sean A. McKittrick	Dr. Sean A. McKittrick

**Notes**



# Middle States Commission on Higher Education

## Institutional Profile 2012-13

[0208] Camden County College

### B. Key Contacts

Key Contact	Data on File (as of 4/9/2013)	IP Data (2012-13)
<b>Chief Executive Officer</b>	Dr. Raymond Yannuzzi <i>President</i> P.O. Box 200 Blackwood, NJ 08012  Phone: 856 374 4937 Fax: 856 374 4894 Email: ryannuzzi@camdencc.edu	Dr. Raymond Yannuzzi <i>President</i> P.O. Box 200 Blackwood, NJ 08012  Phone: 856 374 4937 Fax: 856 374 4894 Email: ryannuzzi@camdencc.edu
<b>Chief Academic Officer</b>	Dr. Margaret Hamilton <i>Vice President for Academic Affairs</i> P. O. Box 200 Blackwood, NJ 08012  Phone: 856 227 7200ex. 4525 Fax: 856 374 5017 Email: mhamilton@camdencc.edu	Dr. Margaret Hamilton <i>Vice President for Academic Affairs</i> P. O. Box 200 Blackwood, NJ 08012  Phone: 856 227 7200 ex. 4525 Fax: 856 374 5017 Email: mhamilton@camdencc.edu
<b>Chief Financial Officer</b>	Ms. Patricia Meehan <i>Executive Director of Finance and Purchasing</i> P. O. Box 200 College Drive Blackwood, NJ 08012  Phone: 856 227 7200 Fax: 856 374 4892 Email: pmeehan@camdencc.edu	Ms. Patricia Meehan <i>Executive Director of Finance and Purchasing</i> P. O. Box 200 College Drive Blackwood, NJ 08012  Phone: 856 227 7200 Fax: 856 374 4892 Email: pmeehan@camdencc.edu
<b>Chief Information Technology Officer</b>	Mr. Darrell McMillon <i>Chief Information Officer</i> P. O. Box 200 College Drive Blackwood, NJ 08012  Phone: 856 227 7200 Fax: none Email: dmcmillon@camdencc.edu	Mr. Darrell McMillon <i>Chief Information Officer</i> P. O. Box 200 College Drive Blackwood, NJ 08012  Phone: 856 227 7200 Fax: none Email: dmcmillon@camdencc.edu
<b>Accreditation Liaison Officer</b>	Dr. Margaret Hamilton <i>Vice President for Academic Affairs</i> P. O. Box 200 Blackwood, NJ 08012  Phone: 856 227 7200ex. 4525 Fax: 856 374 5017 Email: mhamilton@camdencc.edu	Dr. Margaret Hamilton <i>Vice President for Academic Affairs</i> P. O. Box 200 Blackwood, NJ 08012  Phone: 856 227 7200 ex. 4525 Fax: 856 374 5017 Email: mhamilton@camdencc.edu
<b>Coordinator of Distance Education</b>	Dr. Teresa A. Smith <i>Assistant to the Vice President for Academic Affairs</i> P. O. Box 200 College Drive Blackwood, NJ 08012  Phone: 856 227 7200ex. 4983 Fax: none Email: tasmith@camdencc.edu	Mr. Alex Breve <i>Assistant Dean, Academic Support</i> P. O. Box 200 College Drive Blackwood, NJ 08012  Phone: 856 374 5056 Fax: none Email: abreve@camdencc.edu
<b>Coordinator of Outcomes Assessment</b>	Dr. Teresa A. Smith	Mrs. Vanessa O'Brien-McMasters

	<i>Assistant to the Vice President for Academic Affairs</i> P. O. Box 200 College Drive Blackwood, NJ 08012	<i>Associate Dean for Curriculum and Assessment</i> P. O. Box 200 College Drive Blackwood, NJ 08012
	Phone: 856 227 7200ex. 4983 Fax: none Email: <a href="mailto:tasmith@camdencc.edu">tasmith@camdencc.edu</a>	Phone: 856 374 4227 Fax: none Email: <a href="mailto:vmcmasters@camdencc.edu">vmcmasters@camdencc.edu</a>
<b>Coordinator of Institutional Research Functions</b>	<b>Dr. Marilyn Feingold</b> <i>Dean of Institutional Research, Planning, &amp; Grants</i> P. O. Box 200 College Drive Blackwood, NJ 08012	<b>Dr. Marilyn Feingold</b> <i>Dean of Institutional Research, Planning, &amp; Grants</i> P. O. Box 200 College Drive Blackwood, NJ 08012
	Phone: 856 374 4932 Fax: 856 374 5016 Email: <a href="mailto:mfeingold@camdencc.edu">mfeingold@camdencc.edu</a>	Phone: 856 374 4932 Fax: 856 374 5016 Email: <a href="mailto:mfeingold@camdencc.edu">mfeingold@camdencc.edu</a>
<b>Chair: Self-Study Steering Committee</b>	none	none
<b>Co-Chair: Self-Study Steering Committee</b>	none	none
<b>Person in the President's Office To Whom MSCHE Invoices Should be Sent</b>	<b>Dr. Raymond Yannuzzi</b> <i>President</i> P.O. Box 200 Blackwood, NJ 08012	<b>Dr. Raymond Yannuzzi</b> <i>President</i> P.O. Box 200 Blackwood, NJ 08012
	Phone: 856 374 4937 Fax: 856 374 4894 Email: <a href="mailto:ryannuzzi@camdencc.edu">ryannuzzi@camdencc.edu</a>	Phone: 856 374 4937 Fax: 856 374 4894 Email: <a href="mailto:ryannuzzi@camdencc.edu">ryannuzzi@camdencc.edu</a>
<b>Person Who Should Receive a Copy of MSCHE Invoices (Optional)</b>	none	none
<b>Person Completing IP Financials</b>	<b>Mr. Stephen Blatherwick</b> <i>Executive Director</i> PO Box 200 Blackwood, NJ 08012	<b>Mr. Stephen Blatherwick</b> <i>Executive Director</i> PO Box 200 Blackwood, NJ 08012
	Phone: 856 227 7200ex. 4630 Fax: 856 374 5020 Email: <a href="mailto:sblatherwick@camdencc.edu">sblatherwick@camdencc.edu</a>	Phone: 856 227 7200 ex. 4630 Fax: 856 374 5020 Email: <a href="mailto:sblatherwick@camdencc.edu">sblatherwick@camdencc.edu</a>
<b>Person Completing IP (Key User)</b>	<b>Dr. Marilyn Feingold</b> <i>Dean of Institutional Research, Planning, &amp; Grants</i> P. O. Box 200 College Drive Blackwood, NJ 08012	<b>Dr. Marilyn Feingold</b> <i>Dean of Institutional Research, Planning, &amp; Grants</i> P. O. Box 200 College Drive Blackwood, NJ 08012
	Phone: 856 374 4932 Fax: 856 374 5016 Email: <a href="mailto:mfeingold@camdencc.edu">mfeingold@camdencc.edu</a>	Phone: 856 374 4932 Fax: 856 374 5016 Email: <a href="mailto:mfeingold@camdencc.edu">mfeingold@camdencc.edu</a>

# Middle States Commission on Higher Education

## Institutional Profile 2012-13

[0208] Camden County College

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### C. Graduation Data

#### Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2011, and June 30, 2012. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards	Data on File (as of 4/9/2013)	IP Data (2012-13)
<b>Postsecondary Certificate (less than 1 year)</b>	72	105
<b>Postsecondary Certificate (&gt;= 1 year, &lt; 2 years)</b>	146	210
<b>Associate's</b>	1727	1517
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate Certificate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's Certificate</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's - Research/Scholarship</b>	0	0
<b>Doctor's - Other</b>	0	0

#### Screening Questions

<b>Does your institution have undergraduate programs?</b>	<b>yes</b>	<b>yes</b>
<b>Does your institution serve only transfer students? See instructions if the answer is yes.</b>	<b>no</b>	<b>no</b>

#### Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

Completers of Programs of <= 2 Years	Data on File (as of 4/9/2013)	IP Data (2012-13)
<b>150% of expected time to completion</b>		
<b>Total number of students in the Fall 2009 cohort</b>	2019	1658
<b>Number completed within 150%</b>	350	185
<b>Total transfers out</b>	300	361
<b>Total number of Fall 2009 cohort still enrolled</b>	104	253
<b>200% of expected time to completion</b>		
<b>Total number of students in the Fall 2008 cohort</b>	1989	2019
<b>Number completed within 200%</b>	366	436
<b>Total transfers out</b>	0	0

<b>Total number of Fall 2008 cohort still enrolled</b>	40	182
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**Completers of Programs of > 2 and <= 4 Years****150% of expected time to completion**

<b>Total number of students in the Fall 2006 cohort</b>	0	0
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<b>Number completed within 150%</b>	0	0
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<b>Total transfers out</b>	0	0
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<b>Total number of Fall 2006 cohort still enrolled</b>	0	0
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**200% of expected time to completion**

<b>Total number of students in the Fall 2004 cohort</b>	0	0
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<b>Number completed within 200%</b>	0	0
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<b>Total transfers out</b>	0	0
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<b>Total number of Fall 2004 cohort still enrolled</b>	0	0
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**Notes**

**Middle States Commission on Higher Education**  
**Institutional Profile 2012-13**  
[0208] Camden County College

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## D. Enrollment (Unduplicated)

### Total Enrollment

	Data on File (as of 4/9/2013)		IP Data (2012-13)	
	Undergraduate	Graduate	Undergraduate	Graduate
<b>Total credit hours of all part-time students</b>	42283	0	40374	0
<b>Minimum credit load to be considered a full time student</b>	12	0	12	0
<b>Full-Time Head Count</b>	7498	0	7211	0
<b>Part-Time Head Count</b>	7115	0	6596	0

### Credit Enrollment

	Data on File (as of 4/9/2013)	IP Data (2012- 13)
<b>Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)</b>	12962	12280
<b>Number of Students not matriculated, enrolled in credit-bearing courses</b>	1651	1527

### Non-Credit Enrollment

	Data on File (as of 4/9/2013)	IP Data (2012- 13)
<b>Number of Students enrolled in non-credit, graduate level courses</b>	0	0
<b>Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses</b>	8258	8902
<b>Number of Students in non-credit avocational continuing education courses</b>	1267	1626

### Notes

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## E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

### Part 1. Distance Education

	Data on File (as of 4/9/2013)	IP Data (2012- 13)
<b>Did your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offer distance education courses, as defined in the Instructions?</b>	Yes	Yes

Provide: (a) the unduplicated headcount of all students in the most recent prior year (July 1, 2011 - June 30, 2012) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

	Data on File (as of 4/9/2013)	IP Data (2012-13)
<b>Headcount</b>	4661	4870
<b>Total Registrations</b>	9537	10596

### Programs

**Programs.** Report the number of degree or certificate programs offered during the previous year (July 1, 2011 - June 30, 2012) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

	Data on File (as of 4/9/2013)	IP Data (2012-13)
<b>Programs</b>	45	35

## Part 2. Correspondence Education

See the Instructions for a definition of Correspondence Education.

	Data on File (as of 4/9/2013)	IP Data (2012- 13)
<b>Did your institution, in the most recent prior year (July 1, 2011 - June 30, 2012), offer Correspondence education courses?</b>	No	No

### Notes

# Middle States Commission on Higher Education

## Institutional Profile 2012-13

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### F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs.  
*It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.*

#### Data on File (as of 4/9/2013)

##### Accreditors Recognized by U.S. Secretary of Education

- American Dental Association, Commission on Dental Accreditation
- American Veterinary Medical Association, Council on Education
- National League for Nursing Accrediting Commission

#### IP Data (2012-13)

##### Accreditors Recognized by U.S. Secretary of Education

- American Dental Association, Commission on Dental Accreditation
- American Veterinary Medical Association, Council on Education
- National League for Nursing Accrediting Commission

### Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.  
*Please separate each accreditor by semi-colon (;).*

NJ Higher Education; NJ Dept. of Military and Veteran's Affairs; Addictions Professional Certification Board of NJ, Inc.; NJ Dept. of Environmental Protection Bureau of Radiological Health; Commission on Accreditation of Dietetics Education; Commission on Accreditation for Health Informatics and Information Management Education in cooperation with the American Health Information Management Association; Approval Committee for Certificate Programs a joint committee established by AHIMA and AHDI to approve Coding Certificate Programs; NJ Board of Nursing; National Accrediting Agency for Clinical Laboratory Sciences; Committee on Accreditation for Respiratory Care; Massage, Bodywork and Somatic Therapy Examining Committee; Associated Massage and Bodywork Professionals; American Massage Therapy Association; American Holistic Health Association; Yoga Alliance; National Automotive Technicians Education Foundation; Commission on Opticianry Accreditation; Commission on Accreditation of Ophthalmic Medical Programs

**Middle States Commission on Higher Education**  
**Institutional Profile 2012-13**  
[0208] Camden County College

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**G. Instructional Personnel** (as of Fall 2012)

Data on File (as of 4/9/2013)		IP Data (2012-13)	
		Full-Time Headcount	Part-Time Headcount
Total Faculty	123	597	136
			677

**Notes**

**Middle States Commission on Higher Education**  
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[0208] Camden County College

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## **H. Related Educational Activities**

### **H-1. Study Abroad**

This section is only required if your institution's Self-Study Visit is scheduled for 2013-14 or 2014-15.

Note:

Your institution's next Self-Study Visit is scheduled for 2017-18.

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[0208] Camden County College

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**H-2. Branch Campuses**

	<b>Data on File (as of 4/9/2013)</b>	<b>IP Data (2012-13)</b>
<b>Name</b>	Camden Campus	Camden Campus
<b>Street Address, City, State,</b>	200 North Broadway	200 North Broadway
<b>Postal</b>	Camden, NJ 08102	Camden, NJ 08102
<b>Phone</b>	856 338 1817	856 338 1817
<b>Status</b>	Active	Active
Number of degree programs that may be completed at this branch		
<b>Postsecondary Certificate (&lt; 1 year)</b>	3	
<b>Postsecondary Certificate (&gt;= 1 year, &lt; 2 years)</b>	2	
<b>Associate's</b>	9	9
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this branch		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	1237	994
Part-time Headcount at this branch		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	3146	2521
<b>Administrator</b>	Mr. William C. Thompson <i>Vice President of Institutional Advancement/Executive Dean of Camden City Campus</i> P. O. Box 200 College Drive Blackwood, NJ 08012	Mr. William C. Thompson <i>Vice President of Institutional Advancement/Executive Dean of Camden City Campus</i> P. O. Box 200 College Drive Blackwood, NJ 08012
	Phone: 856 968 1279 Fax: 856 756 0497 Email: wthompson@camdencc.edu	Phone: 856 968 1279 Fax: 856 756 0497 Email: wthompson@camdencc.edu

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**H-3. Additional Locations**

	<b>Data on File (as of 4/9/2013)</b>	<b>IP Data (2012-13)</b>
<b>Name</b>	William G. Rohrer Center	William G. Rohrer Center
<b>Street Address, City, State, Postal</b>	1889 RT 70 E Cherry Hill, NJ 08003-2013	1889 RT 70 E Cherry Hill, NJ 08003-2013
<b>Status</b>	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
<b>Postsecondary Certificate (&lt; 1 year)</b>	2	1
<b>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</b>	1	1
<b>Associate's</b>	15	24
<b>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</b>	0	0
<b>Bachelor's</b>	0	0
<b>Postbaccalaureate</b>	0	0
<b>Master's</b>	0	0
<b>Post-Master's</b>	0	0
<b>Doctor's - Professional Practice</b>	0	0
<b>Doctor's: Research/Scholarship</b>	0	0
<b>Doctor's: Other</b>	0	0
Full-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	191	156
Part-time Headcount at this location		
<b>Graduate</b>	0	0
<b>Undergraduate</b>	3267	2639

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**Middle States Commission on Higher Education**  
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**H-4. Other Instructional Sites**

	<b>Data on File (as of 4/9/2013)</b>	<b>IP Data (2012-13)</b>
<b>Name of the site or facility at which courses are being offered</b>		1199C The Training Fund
<b>City/State/Country</b>		Philadelphia, PA
<b>Headcount (For Credit)</b>	82	
<b>Name of the site or facility at which courses are being offered</b>	Bancroft Neural Health	Bancroft Neural Health
<b>City/State/Country</b>	Haddonfield, NJ	Haddonfield, NJ
<b>Headcount (For Credit)</b>	43	19
<b>Name of the site or facility at which courses are being offered</b>	Camden Catholic High School	deleted
<b>City/State/Country</b>	Camden, NJ	
<b>Headcount (For Credit)</b>	18	
<b>Name of the site or facility at which courses are being offered</b>	Camden County Fire Academy	deleted
<b>City/State/Country</b>	Blackwood, NJ	
<b>Headcount (For Credit)</b>	0	
<b>Name of the site or facility at which courses are being offered</b>	Camden County Technical School - Gloucester Township	Camden County Technical School - Gloucester Township
<b>City/State/Country</b>	Sicklerville, NJ	Sicklerville, NJ
<b>Headcount (For Credit)</b>	15	142
<b>Name of the site or facility at which courses are being offered</b>	Camden County Technical School - Pennsauken	Camden County Technical School - Pennsauken
<b>City/State/Country</b>	Pennsauken, NJ	Pennsauken, NJ
<b>Headcount (For Credit)</b>	14	42
<b>Name of the site or facility at which courses are being offered</b>	Camden High School	Camden High School
<b>City/State/Country</b>	Camden, NJ	Camden, NJ
<b>Headcount (For Credit)</b>	8	24
<b>Name of the site or facility at which courses are being offered</b>		Charles Brimm Medical Arts High School
<b>City/State/Country</b>		Camden, NJ
<b>Headcount (For Credit)</b>		13
<b>Name of the site or facility at which courses are being offered</b>	Collingswood High School	deleted
<b>City/State/Country</b>	Collingswood, NJ	
<b>Headcount (For Credit)</b>	24	

<b>Name of the site or facility at which courses are being offered</b>	Cooper Hospital	Cooper Hospital
<b>City/State/Country</b>	Camden, NJ	Camden, NJ
<b>Headcount (For Credit)</b>	48	28
<b>Name of the site or facility at which courses are being offered</b>		Creative Arts High School
<b>City/State/Country</b>		Camden, NJ
<b>Headcount (For Credit)</b>		12
<b>Name of the site or facility at which courses are being offered</b>		Gloucester City High School
<b>City/State/Country</b>		Gloucester City, NJ
<b>Headcount (For Credit)</b>		155
<b>Name of the site or facility at which courses are being offered</b>	Haddonfield Middle School	deleted
<b>City/State/Country</b>	Haddonfield, NJ	
<b>Headcount (For Credit)</b>	24	
<b>Name of the site or facility at which courses are being offered</b>	Leap Academy	deleted
<b>City/State/Country</b>	Camden, NJ	
<b>Headcount (For Credit)</b>	50	
<b>Name of the site or facility at which courses are being offered</b>	Lourdes Institute of Wholistic Studies	Lourdes Institute of Wholistic Studies
<b>City/State/Country</b>	Collingswood, NJ	Collingswood, NJ
<b>Headcount (For Credit)</b>	33	51
<b>Name of the site or facility at which courses are being offered</b>		MET East High School
<b>City/State/Country</b>		Camden, NJ
<b>Headcount (For Credit)</b>		7
<b>Name of the site or facility at which courses are being offered</b>		Millville Fire Department
<b>City/State/Country</b>		Millville, NJ
<b>Headcount (For Credit)</b>		27
<b>Name of the site or facility at which courses are being offered</b>		Ocean City Library
<b>City/State/Country</b>		Ocean City, NJ
<b>Headcount (For Credit)</b>		12
<b>Name of the site or facility at which courses are being offered</b>	Our Lady of Lourdes	Our Lady of Lourdes
<b>City/State/Country</b>	Camden, NJ	Camden, NJ
<b>Headcount (For Credit)</b>	262	465
<b>Name of the site or facility at which courses are being offered</b>	Regional Emergency Training Center	Regional Emergency Training Center
<b>City/State/Country</b>	Blackwood, NJ	Blackwood, NJ
<b>Headcount (For Credit)</b>	273	336

<b>Name of the site or facility at which courses are being offered</b>	West Deptford Fire Company
<b>City/State/Country</b>	West Deptford, NJ
<b>Headcount (For Credit)</b>	20
<b>Name of the site or facility at which courses are being offered</b>	Woodrow Wilson High School
<b>City/State/Country</b>	Camden, NJ
<b>Headcount (For Credit)</b>	22

**Middle States Commission on Higher Education**  
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## I. Financial Information (Part 1)

**REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).**

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2011 through 6/30/2012 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2012 through 12/31/2012.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Enter negative numbers using a minus sign.** For example, enter -100,000, not (100,000).

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online. \* denotes a required field.

Data on File	IP Data Fiscal Year Ending
Fiscal Year Ending 2011	2012

**Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.**

GASB

GASB

**FASB (Financial Accounting Standards Board)**

**GASB (Governmental Accounting Standards Board)**

Note: For Private and International institutions the value is set automatically and the field is disabled. The FASB Reporting Standard is the approximate equivalent of the standard used by International institutions.

**Is your institution's Auditor's report on financial statements Qualified or Unqualified?**

Unqualified

Unqualified

**Fiscal Year Begin**

7/1/2010

7/1/2011

**Fiscal Year End**

6/30/2011

6/30/2012

**Does your institution allocate Operation & Maintenance of Plant expense?**

No

Yes

**Does your institution allocate Depreciation Expense?**

No

Yes

	IPEDS Part-Line	Data on File Fiscal Year Ending 2011	IP Data Fiscal Year Ending 2012	
		Expenses	Expenses	Includes O&M
<b>1. Instruction</b>	<b>C-01</b>	\$27,572,628	\$37,572,404	\$7,157,511
<b>2. Research</b>	<b>C-02</b>	\$0	\$0	\$0
<b>3. Public Services</b>	<b>C-03</b>	\$952,214	\$1,785,653	\$340,165
<b>4. Academic Support</b>	<b>C-05</b>	\$8,744,788	\$11,180,364	\$2,129,850
<b>5. Student Services</b>	<b>C-06</b>	\$8,177,875	\$13,237,588	\$2,030,337
<b>6. Institutional Support</b>	<b>C-07</b>	\$12,049,060	\$19,306,072	\$2,961,100
<b>7. Scholarships and Fellowships</b>	<b>C-10</b>	\$25,510,460	\$24,598,049	\$0
<b>8. Operation and Maintenance of Plant</b>	<b>C-Col 4</b>	\$27,333,310		\$14,618,963
<b>9. Depreciation Expense*</b>	<b>C-Col 5</b>	\$2,903,490		

<b>Total E&amp;G Expenses*</b>	\$113,243,825	\$107,680,130
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**Notes**

**Middle States Commission on Higher Education**  
**Institutional Profile 2012-13**  
[0208] Camden County College

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## I. Financial Information (Part 2)

**REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).**

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.  
**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online.

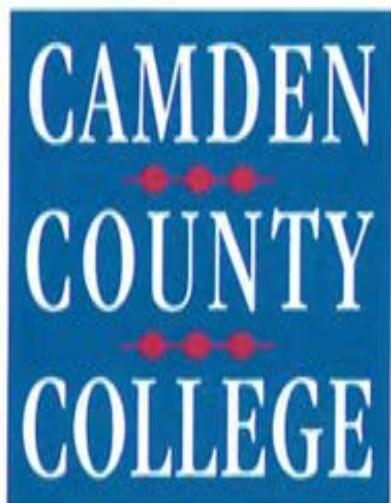
	IPEDS Part-Line	Data on File Fiscal Year Ending 2011	IP Data Fiscal Year Ending 2012
<b>SECTION 2A -- Data from IPEDS</b>			
Depreciable Capital Assets, net	A-31	\$85,651,741	\$144,787,606
Total Assets	A-06	\$125,223,168	\$182,028,810
Long-Term Debt (Current Portion)	A-07	\$1,085,720	\$1,008,347
Long-Term Debt (Non-Current)	A-10	\$19,866,004	\$19,302,143
Unrestricted Net Assets	A-17	\$8,300,398	\$8,130,562
Restricted Net Assets (Expendable)		\$5,813,080	\$9,233,719
Restricted Net Assets (Non-Expendable)		\$0	\$0
Invested in Capital Assets, net of related debt	A-14	\$73,185,558	\$122,963,201
Change in Net Assets	D-03	(\$7,375,601)	\$41,256,662
Net Assets (Beginning of Year)	D-04	\$94,674,637	\$87,299,036
Adjustment to Net Assets (Beginning of Year)	D-05	\$0	\$11,771,784
Net Assets (End of Year)	D-06	\$87,299,036	\$140,327,482
Discounts/Allowances (Applied to Tuition & Fees)	E-08	\$14,829,166	\$13,959,766
Tuition and Fees Revenue (Net of Discounts/Allowances)	B-01	\$32,383,107	\$33,851,010
Depreciation Expense	C-Col 5	\$2,903,490	\$3,954,881

### SECTION 2B -- Data from Audited Financial Statements and Supporting Documents

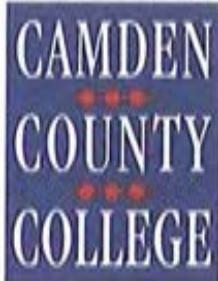
Total Operating Revenue	\$79,274,487	\$71,528,509
Total Operating Expense	\$114,209,536	\$89,696,619
Operating Income/Loss	(\$34,935,049)	(\$18,168,110)
Deposits Held by Bond Trustees	\$0	\$0
Principal Payments on Long Term Debt	\$0	\$0
Interest Expense on Long Term Debt	\$0	\$0

Annual Institutional Profile Report: FY 2012

Camden County College



September 2012



Camden County College

*September 2012*

Camden County College's information for updating the annual New Jersey Higher Education Institutional Profile Report for FY 2012 can be found on the following pages. The College is responding to those items required by state statute and as well as those items related to the long-range plan as outlined in the "Form & Content of the Annual Institutional Profile Reports for 2012".

Camden County College, with locations in Blackwood, Camden and Cherry Hill – along with its satellite locations in Lakeland, Sicklerville and elsewhere throughout the County, enrolls nearly 23,000 credit students annually in over 100 degree and certificate programs and is recognized nationally as a leader in technology programs such as video game design/development. The College is recognized as a vital resource for transfer education, customized training for business and industry, and community based cultural arts and humanities programs. In addition, some 10,000 students enroll annually in the College's non-credit, continuing education courses and programs that range from corporate training and professional development to computer, technical and personal enrichment programs.

Raymond Yannuzzi  
President

•••

Blackwood  
Campus  
P.O. Box 200  
College Drive  
Blackwood, NJ 08012  
(856) 374-4937 or 4938  
Fax: (856) 374-4894

Signed:

A handwritten signature in black ink, appearing to read "Raymond Yannuzzi". It is written in a cursive style with a prominent 'R' at the beginning.

Raymond Yannuzzi, Doctor of Arts  
President Camden County College

Camden  
City Campus  
200 North Broadway  
Camden, NJ 08102  
(856) 338-1817

William G. Rohrer  
Center  
1889 Rt. 70 East  
Cherry Hill, NJ 08003  
(856) 874-6000

**Annual Institutional Profile Report FY 2012****Camden County College**

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## Annual Institutional Profile Report: FY 2012 Camden County College

### II. Data by Category

#### History

Camden County College's mission was launched when what had been the Mother of the Savior Seminary was purchased early in 1967. That fall, the first class of Camden County College students was taking courses on what had become the Blackwood Campus.

Throughout the 1970s, 1980s and 1990s, new buildings were constructed to keep pace with growing enrollments and expanding academic offerings.

In 2005, the Camden County Freeholders announced an \$83 million capital initiative to rebuild the Blackwood Campus that would affect more than half of its facilities and structural amenities. The first phase of this plan included refurbishment of the busiest classroom building, Madison Hall, and construction of the Connector Building, which connects Madison with the Otto R. Mauke Community Center and houses the College's Center for Civic Leadership and Responsibility. Subsequent phases have focused on creation of roads, grounds and athletic fields and additional demolition, refurbishment and construction, including a 107,000-square-foot science building opening to students in 2013.

The Blackwood Campus offers a traditional collegiate setting with more than 20 buildings on 320 acres. It provides the majority of the College's academic programs.

The College's presence in the City of Camden began in 1969, when a diploma-completion program was begun in borrowed space to help students prepare to pass their GED test so they could begin college-level courses on the Blackwood Campus that fall. In 1991, a five-story Camden City Campus building – now called College Hall – provided the College's first permanent home in the City. The eight-story academic, retail and parking facility known as the Camden Technology Center was added in 2004 as one of the first projects completed under the Camden Municipal Rehabilitation and Economic Recovery Act. Today, the Camden City Campus focuses on an urban mission to support the economic development of the City of Camden and Camden County through associate degree studies and workforce training.

Camden County College's third campus location opened in 2000 as the result of a unique public/private partnership between the College, Cherry Hill Township and the William G. Rohrer Charitable Foundation. The William G. Rohrer Center is named to reflect the generosity of the late banker's endowment and offers core associate degree courses and business and industry training in a technology-rich setting.

In 2011, CCC assumed administration of the Camden County Regional Emergency Training Center and the Camden County Police Academy, both at Lakeland, and the Technical Institute of Camden County, housed on the campus of Camden County Technical Schools in Sicklerville. This development brought all County-funded postsecondary education under the supervision of the College. The Regional Emergency Training Center is a state-of-the-art, environmentally safe site that serves firefighters, emergency medical technicians and other public safety personnel and houses the Camden County Fire Academy and Camden County Police Academy. It offers classroom and hands-on instruction in the most extensive and contemporary array of credit and certification courses for first responders that is available.

## A. Accreditation Status

### 1. Institutional Accreditation

Camden County College is accredited by the Commission on Higher Education of the Middle States Association of Secondary Schools and Colleges. It is also approved by The Commission on Higher Education of the Middle States Association of Secondary Schools and Colleges and The State of New Jersey Higher Education.

Camden County College is approved for Veteran's Training by the State Approving Agency of the New Jersey Department of Military and Veteran's Affairs.

Camden County College is a member of the American Association of Community and Junior Colleges and the New Jersey Council of County Colleges.

### 2. Professional Accreditation

The Addictions Counseling Program is accredited by The Addictions Professional Certification Board of New Jersey, Inc.

The Dental Hygiene and Dental Assisting Programs are accredited by The Commission on Dental Accreditation of the American Dental Association. The Radiology Course in the Dental Assisting Program is accredited by the New Jersey Department of Environmental Protection Bureau of Radiological Health.

The Dietetic Technology Program is accredited by The Commission on Accreditation of Dietetics Education.

The General Motors Automotive Service Educational Program (GM-ASEP) and the Apprentice Program are both certified as MASTER Training Programs by the National Automotive Technicians Education Foundation (NATEF).

The Health Information Technology Program is accredited by The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in cooperation with the American Health Information Management Association (AHIMA).

The Cooperative Nursing Program with Our Lady of Lourdes School of Nursing is accredited by The National League of Nursing Accrediting Commission and The NJ Board of Nursing (NJBON).

The Medical Laboratory Technology Program is accredited by The National Accrediting Agency for Clinical Laboratory Sciences (NACCLS).

The Massage Therapy Program is accredited by The Massage, Bodywork & Somatic Therapy Examining Committee under the authority of The NJ Board of Nursing, Associated Massage and Bodywork Professionals, American Massage Therapy Association, American Holistic Health Association, and Yoga Alliance.

The Medical Coding Certificate Program is accredited by The Approval Committee for Certificate Programs (ACCP) a joint committee established by The American Health Information Management Association (AHIMA) and The Association for Healthcare Documentation Integrity (AHDI) to approve Coding Certificate Programs.

The Ophthalmic Medical Technician Program is accredited by The Commission on Accreditation of Ophthalmic Medical Personnel (COA-OMP).

The Ophthalmic Science Program is accredited by The Commission on Opticianry Accreditation (COA).

The Practical Nursing Program is accredited by The NJ Board of Nursing (BON).

The Respiratory Therapy Program is accredited by The Committee on Accreditation for Respiratory Care (COARC). UMDNJ, Camden County College's co-partner in this program is accredited by The Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

The General Motors Automotive Service Educational Program (GM-ASEP), the Apprentice Program and the Toyota T-TEN Programs are all certified by the National Automotive Technicians Education Foundation (NATEF)

The Veterinary Technology Program is accredited by The Committee on Veterinary Technician Education and Activities (CVTEA) of The American Veterinary Medical Association (AVMA).

## B. Number of Students Served

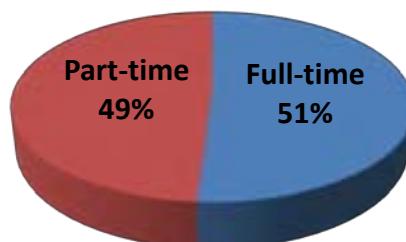
### 1. Number of Undergraduates by Attendance Status

(Source: IPEDS Fall Enrollment Survey)

Undergraduate Enrollment by Attendance Status, Fall 2011

Full-time		Part-time		Total
Num	Pct	Num	Pct	
7,498	51%	7,115	49%	14,613

### Enrollment by Attendance Status Fall 2011



### 2. Number of Non-Credit Students Served in FY11

(Source: SURE Non-credit Open Enrollment file and NJ IPEDS Form #31, Customized Training)

	Total Number of Registrations <sup>1</sup>	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs <sup>2</sup>
Open enrollment-duplicated	9,525	7,425	514,849	1,144
Customized training-duplicated	2,603		30,949	69

<sup>1</sup>Includes all registrations in any course that started on July 1, 2010 through June 30, 2011

<sup>2</sup>FTEs were computed by converting clock hours to credit hours (by dividing by 15), then converting credit hours to FTEs (dividing by 30).

### 3. Unduplicated Number of Students for FY11

(Source: IPEDS 12-Month Enrollment Survey)

Headcount Enrollment	Credit Hours	FTE
23,052	325,743	10,858

## C. Characteristics of Undergraduate Students

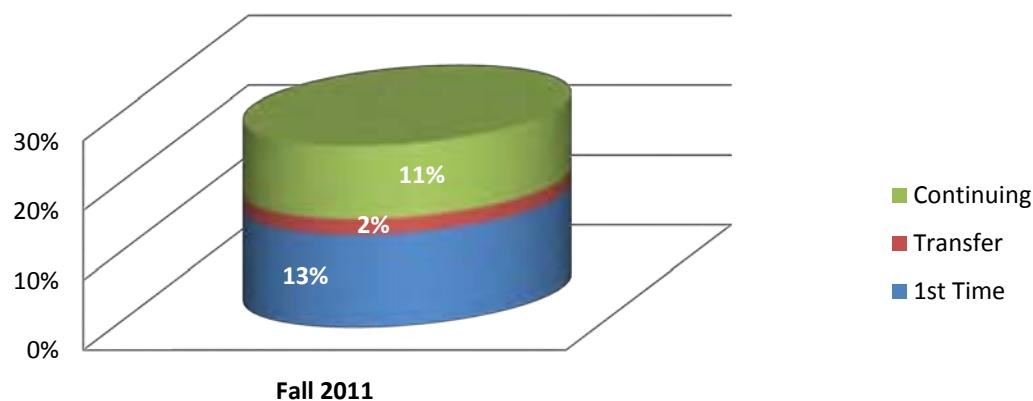
- Enrollment in Remediation Courses by Subject Area  
(Source: SURE Fall Enrollment File)

Total Number of Students Enrolled in Fall 2011

Total Fall 2011 Enrollment	Number of Students Enrolled in One or More Remedial Courses	% of Total
14,613	3,821	26.1%

Total Enrollment = includes all students, FT, PT, returning, transfer, etc.

### Percent of Students Enrolled in 1 or more Remediation Courses



Total Number of First-time, Full-time (FTFT), Degree Seeking Students Enrolled in Remediation in Fall 2011

Total Number of FTFT Students	Number of FTFT Students Enrolled in One or More Remedial Courses	Percent of FTFT Enrolled in One or More Remedial Course
2,028	1,505	74.2%

FTFT=First-Time, Full-Time Students Who Graduated High School the Previous Spring & Enrolled in Fall 2011

First-time, Full-time (FTFT), Degree Seeking Students Enrolled in Remediation in Fall 2011 by Subject Area

Subject Area	Number of FTFT Enrolled in	Percent of all FTFT Enrolled in
Computation	843	41.6%
Algebra	466	23.0%
Reading	915	45.1%
Writing	1,201	59.2%

## 2. Race/ethnicity, sex, and age (separately): (Source: IPEDS Fall Enrollment Survey)

## Undergraduate Enrollment by Race/Ethnicity: Fall 2011

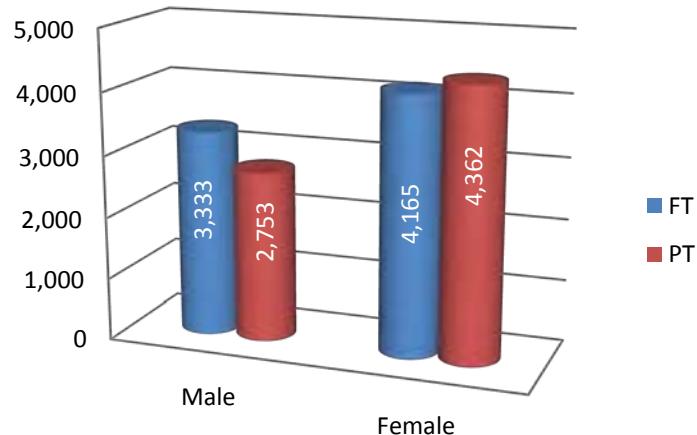
	White		Black		Hispanic		Asian*		American Ind.		Alien		Race Unknown*		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
<b>FT</b>	3,842	51.2%	1,723	23.0%	561	7.5%	502	6.7%	74	1.0%	0	0.0%	796	10.6%	7,498	100.0%
<b>PT</b>	3,897	54.8%	1,507	21.2%	546	7.7%	318	4.5%	40	0.6%	0	0.0%	807	11.3%	7,115	100.0%
<b>TOT</b>	7,739	53.0%	3,230	22.1%	1,107	7.6%	820	5.6%	114	0.8%	0	0.0%	1,603	11.0%	14,613	100.0%

\*Asian Includes Pacific Islanders and Unknown includes 2 or more races

## Undergraduate Enrollment by Sex: Fall 2011

	Male		Female		Total
	Num	Pct.	Num	Pct.	Num
<b>FT</b>	3,333	44.5%	4,165	55.5%	7,498
<b>PT</b>	2,753	38.7%	4,362	61.3%	7,115
<b>TOT</b>	6,086	41.6%	8,527	58.4%	14,613

## Gender by Attendance Status



## Undergraduate Enrollment by Age: Fall 2011

		LT 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 +	Unknown	Total
<b>Full-time</b>	Num	30	2,509	2,011	1,131	842	387	237	235	111	3	2	7,498
	Pct.	0.4%	33.5%	26.8%	15.1%	11.2%	5.2%	3.2%	3.1%	1.5%	0.0%	0.0%	100.0%
<b>Part-time</b>	Num	188	595	1,021	1,273	1,199	735	512	776	562	220	34	7,115
	Pct.	2.6%	8.4%	14.3%	17.9%	16.9%	10.3%	7.2%	10.9%	7.9%	3.1%	0.5%	100.0%
<b>Total</b>	Num	218	3,104	3,032	2,404	2,041	1,122	749	1,011	673	223	36	14,613
	Pct.	1.5%	21.2%	20.7%	16.5%	14.0%	7.7%	5.1%	6.9%	4.6%	1.5%	0.2%	100.0%

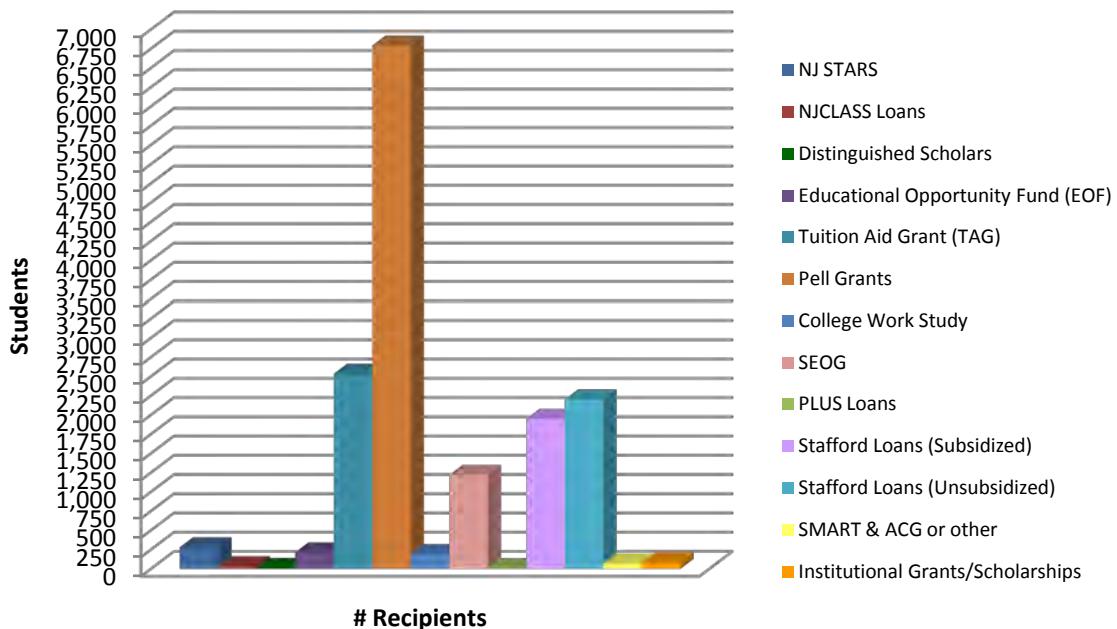
3. Numbers of students receiving financial assistance under each federal-, state-, & institutional-funded aid program: (Source: CHE/NJIPEDS Form #41 Student Financial Aid Report)

<b>State Programs AY 2010-2011</b>			
	<u>Recipients</u>	<u>Dollars (\$)</u>	<u>\$/Recipient</u>
Tuition Aid Grant (TAG)	2,534	3,467,965	1,368.57
Educational Opportunity Fund (EOF)	214	223,532	1,044.54
Outstanding Scholars (OSRP)	-	-	-
Distinguished Scholars	13	9,765	751.15
Urban Scholars	15	11,625	775.00
NJ STARS	280	775,174	2,768.48
NJCLASS Loans	36	128,180	3,560.56

<b>Federal Programs AY 2010-2011</b>			
	<u>Recipients</u>	<u>Dollars (\$)</u>	<u>\$/Recipient</u>
Pell Grants	6,791	22,790,869	3,356.04
College Work Study	192	284,533	1,481.94
Perkins Loans	-	-	-
SEOG	1,219	428,912	351.86
PLUS Loans	9	34,318	3,813.11
Stafford Loans (Subsidized)	1,948	5,037,191	2,585.83
Stafford Loans (Unsubsidized)	2,202	6,333,060	2,876.05
SMART & ACG or other	71	52,895	745.00

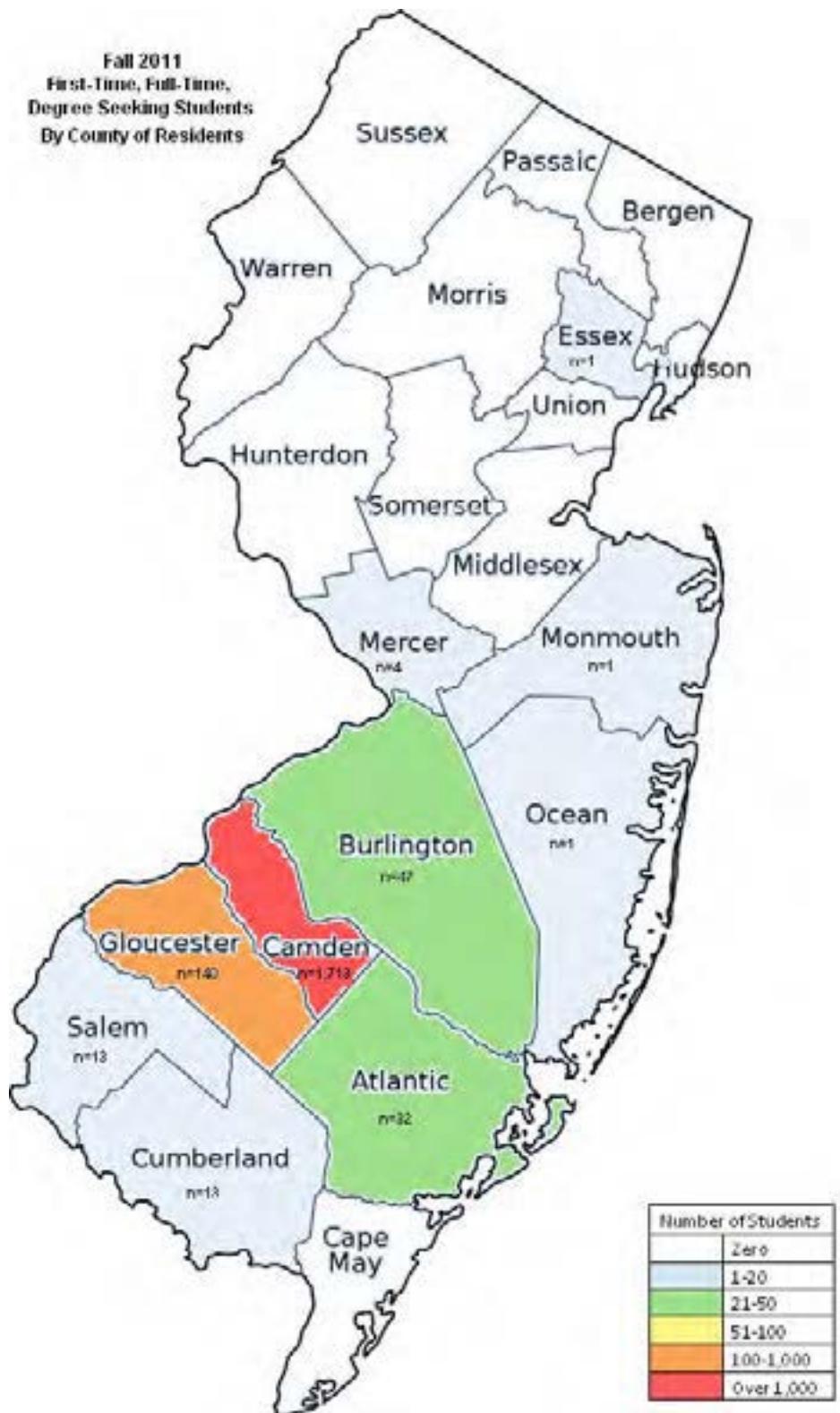
<b>Institutional Programs AY 2010-2011</b>			
	<u>Recipients</u>	<u>Dollars (\$)</u>	<u>\$/Recipient</u>
Grants/Scholarships	82	204,902	2,498.80
Loans	-	-	-

### Students Recieving Financial Assistance FY 2011



4. Percent of Students who are New Jersey Residents: (Source: IPEDS Fall Enrollment Survey)  
 First-Time, Full-Time Degree-Seeking Students, Fall 2011 Enrollment by State Residence

State Residents	Non-State Residents	Total	% State Residents
1,971	57	2,028	97.2%



## D. Student Outcomes

### 1. Graduation Rates (Source: IPEDS Graduation Rate Survey):

#### a. Two and Three –Year Graduation Rate

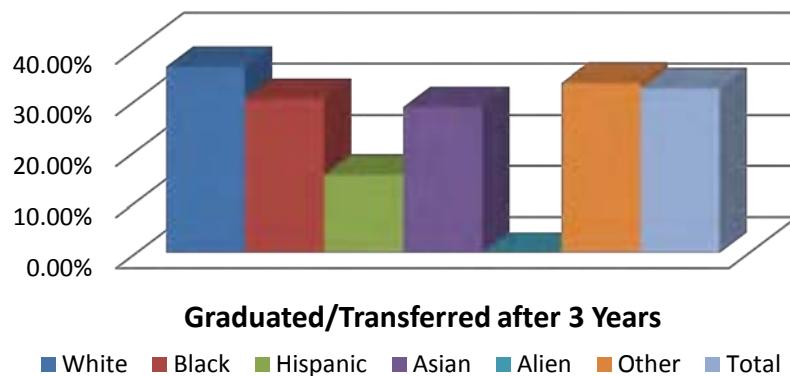
	Total	
	Num	Pct.
Fall 2008 Cohort	2,019	
Graduated after 2 years	85	4.2%
Graduated after 3 years	350	17.3%

#### b. Three –Year Graduation & Transfer by Race/Ethnicity

	White	Black	Hispanic	Asian	Alien	Other*	Total
Fall 2008 Cohort	1,191	461	222	112	0	33	2,019
Graduated after 3 Years	263	45	18	16	0	8	350
% Graduated after 3 Years	22.1%	9.8%	8.1%	14.3%	0.0%	24.2%	17.3%
Transferred after 3 Years	171	94	16	16	0	3	300
% Transferred after 3 Years	14.4%	20.4%	7.2%	14.3%	0.0%	9.1%	14.9%
Combined Graduated or Transferred after 3 Years	434	139	34	32	0	11	650
% Combined Graduated or Transferred after 3 Years	36.4%	30.2%	15.3%	28.6%	0.0%	33.3%	32.2%

\*Other includes American Indian, Native Hawaiian, Pacific Islanders, 2 or More Races and Unknown Race

### FT-FT Fall 2008 by Ethnicity



### 2. Third Semester Retention Rate (Source: IPEDS Fall Enrollment Survey, Part E)

#### a. By Attendance Status

Full-Time			Part-Time		
Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rates	Fall 2010 First-Time Undergraduates	Retained in Fall 2011	Retention Rates
2,014	1,227	60.9%	595	256	43.0%

**E. Faculty Characteristics** (Source: IPEDS Human Resources Survey)

## 1. Full-Time Faculty by Race/Ethnicity, Sex, Tenure Status and Academic Rank: Fall 2011

	White		Black		Hispanic		Asian*		American Indian		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Tenured</b>												
Professors	9	9	2	1	0	0	0	0	0	0	11	10
Assoc. Prof	5	7	1	0	2	0	1	1	0	0	9	8
Asst. Prof	19	33	2	4	0	1	1	1	0	0	22	39
All Others	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>33</b>	<b>49</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>57</b>
<b>Without Tenure</b>												
Professors	0	0	0	0	0	0	0	0	0	0	0	0
Assoc. Prof	0	0	0	0	0	0	0	0	0	0	0	0
Asst. Prof	8	6	2	2	0	0	0	0	1	0	11	8
All Others	8	5	0	3	0	0	0	0	0	0	8	8
<b>TOTAL</b>	<b>16</b>	<b>11</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>19</b>	<b>16</b>
<b>Total</b>												
Professors	9	9	2	1	0	0	0	0	0	0	11	10
Assoc. Prof	5	7	1	0	2	0	1	1	0	0	9	8
Asst. Prof	27	39	4	6	0	1	1	1	1	0	33	47
All Others	8	5	0	3	0	0	0	0	0	0	8	8
<b>TOTAL</b>	<b>49</b>	<b>60</b>	<b>7</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>61</b>	<b>73</b>

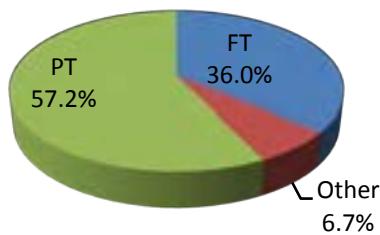
\*Asian includes Pacific Islanders

2. Percentage of course sections taught by full-time faculty: Fall 2011 = 42.7%  
(Source: Budgeting and Planning)

Total Number of Course Sections Fall 2011	Taught by Full-Time Faculty		Taught by Part-Time Faculty		Taught by Other	
	Number	Percent	Number	Percent	Number	Percent
1,920	692	36.0%	1,099	57.2%	129	6.7%

Note: Others includes Full-time Administrators and Teaching Assistants

**Percent of Course Sections  
Taught by Faculty Status**

3. Ratio of Full- to Part-time Faculty: Fall 2011  
(Source: IPEDS Human Resources Survey)

Full-time		Part-time		Total	
Num	Pct	Num	Pct	Num	Pct
134	18.3%	597	81.7%	731	100.0%

**F. Characteristics of the Board of Trustees** (Source: President's Office)

## 1. Board of Trustees by Race/ethnicity, Gender, Title, and Affiliation

Name	Gender	Ethnicity	Title	Profession
Cappelli, Louis	M	Caucasian	Treasurer	Retired (High School Principal)
Castiglione, Annette	F	Caucasian		School District Superintendent
Croll, Susan R.	F	Caucasian		(Retired) Senior Exec Director
Greenfogel, Steven	M	Caucasian		Attorney
Halpern, Kevin G.	M	Caucasian	Chair	Chief Executive Officer
Maressa, Anthony J.	M	Caucasian		Claims Manager
Mitchell, Wilbert	M	African American		Executive Director
Nicolosi, Margaret	F	Caucasian		County Superintendent of Schools
Nimmo, Hazel T.	F	African American	Secretary	Retired (Public School Lib)
Troxell, Helen Albright	F	Caucasian		Retired (Administrator)
Vogelson, Sandra	F	Caucasian	Vice Chair	Retired (Executive Assistant)

## 2. Board of Trustees webpage

<http://www.camdencc.edu/html/board/boarddetails.htm>

## G. Profile of the Institution

### 1. Degree and Certificate Programs

<b>Career Programs (AAS)</b>		<b>Transfer Programs (AA / AFA / AS)</b>	
ACC.AAS	Accounting	APA.AA	Applied & Fine Arts Option / Liberal Arts & Science (AA)
ADD.AAS	Addictions Counseling	BIO.AS	Biology Option / Liberal Arts & Science (AS)
AUT.AAS	Automotive Technology (Apprentice)	BUS.AS	Business Administration Option / Liberal Arts & Science (AS)
GMA.AAS	Automotive Technology: GM/ASEP <sup>1</sup>	INF.AS	Business Administration Option: Information Systems Track / Liberal Arts & Science (AS)
BIT.AAS	Biotechnology	CHM.AS	Chemistry Option / Liberal Arts & Science (AS)
CTC.AAS	Biotechnology: Cell & Tissue Culture Option	COM.AA	Communications Option / Liberal Arts & Science (AA)
FSC.AAS	Biotechnology: Forensic Science Option	PHJ.AA	Communications Option: Photo-Journalism Track / Liberal Arts & Science (AA)
CAD.AAS	CADD: Computer Aided Drafting and Design	PRA.AA	Communications Option: Public Relations/Advertising Track / Liberal Arts & Science (AA)
CGR.AAS	Computer Graphics	CGR.AA	Computer Graphics Option / Liberal Arts & Science (AA)
GDD.AAS	Computer Graphics: Game Design & Development	ELP.AA	Computer Graphics Option: Electronic Publishing Track / Liberal Arts & Science (AA)
CIS.AAS	Computer Information Systems	CSC.AA	Computer Science (AA)
PCM.AAS	Computer Information Systems: Personal Computer Option	CSC.AS	Computer Science (AS)
CIM.AAS	Computer Integrated Manufacturing/Engineering Technology	CRJ.AS	Criminal Justice (AS)
CST.AAS	Computer Systems Technology	DAN.AA	Dance Option / Liberal Arts & Science (AA)
DAS.AAS	Dental Assisting <sup>*1, 2</sup>	SLS.AA	Deaf Studies Option / Liberal Arts & Science (AA)
DHY.AAS	Dental Hygiene <sup>*1, 2, 3</sup>	EED.AA	Early Childhood Education (AA)
DTT.AAS	Dietetic Technology	ECE.AA	Early Childhood Education Option/Liberal Arts & Science (AA)
EET.AAS	Engineering Technology: Electrical Electronic Engineering	EDU.AS	Elementary/Secondary Education (AS)
EME.AAS	Engineering Technology: Electromechanical Engineering	EGR.AS	Engineering Science (AS)
MET.AAS	Engineering Technology: Mechanical Engineering	ENG.AA	English Option / Liberal Arts & Science (AA)
FLM.AAS	Film and Television Production	ENV.AS	Environmental Science Option/Liberal Arts & Science (AS)
FIN.AAS	Finance	FDS.AS	Food Science Option / Liberal Arts & Science (AS)
FIR.AAS	Fire Science Technology	HPE.AS	Health and Exercise Science Option / Liberal Arts & Science (AS)
FRA.AAS	Fire Science Technology: Administration Option	HST.AA	History Option / Liberal Arts & Science (AA)
HIT.AAS	Health Information Technology	HSR.AS	Human Services (AS)
HSC.AAS	Health Science <sup>1</sup>	DEV.AS	Human Services: Developmental Disabilities Option (AS)
CMA.AAS	Health Science: Certified Medical Assistant Option <sup>1</sup>	ECH.AS	Human Services: Early Childhood Education Option (AS)
SRG.AAS	Health Science: Surgical Technology Option <sup>1</sup>	INT.AA	Languages and International Studies Option / Liberal Arts & Science (AA)
HTS.AAS	Hospitality Technology	LNC.AA	Language & Culture Option / Liberal Arts & Science (AA)
MGT.AAS	Management	GOV.AA	Law, Government & Politics Option / Liberal Arts & Science (AA)
BPM.AAS	Management: Business Paraprofessional Management Option	LAS.AA	Liberal Arts & Science (AA)
SBM.AAS	Management: Small Business Management Option	LAS.AS	Liberal Arts & Science (AS)
MKT.AAS	Marketing	MTH.AS	Mathematics Option / Liberal Arts & Science (AS)
MAS.AAS	Massage Therapy <sup>1, 2</sup>	MUS.AA	Music Option / Liberal Arts & Science (AA)
MLT.AAS	Medical Laboratory Technology <sup>1</sup>	NOL.AS	Nursing: Our Lady of Lourdes School of Nursing (AS) <sup>1, 2, 3, 4</sup>
ADA.AAS	Office Systems Technology Administrative Assistant	PRN.AS	Nursing: Pre-Nursing Option / Liberal Arts & Science (AS)
IFP.AAS	Office Systems Technology Administrative Assistant: Information Processing Option	PHO.AA	Photography Option / Liberal Arts & Science (AA)
OPH.AAS	Ophthalmic Science Technology	PHY.AS	Physics Option / Liberal Arts & Science (AS)
PAR.AAS	Paralegal Studies	PPH.AS	Pre-Pharmacy Option / Liberal Arts & Science (AS)
PRM.AAS	Paramedic Sciences <sup>1</sup>	PSY.AA	Psychology Option / Liberal Arts & Science (AA)
	Paramedic Sciences: Paramedic Educational Management	PRT.AS	Psychosocial Rehabilitation and Treatment (AS)
PEM.AAS	Option <sup>1</sup>	SEB.AS	Secondary Education in Biology Option / Liberal Arts & Science (AS)
PHT.AAS	Photonics: Laser/Electro-Optic Technology	SEC.AS	Secondary Education in Chemistry Option / Liberal Arts & Science (AS)
FBR.AAS	Photonics: Laser/Electro-Optic Technology Fiber Optic Option	SEM.AS	Secondary Education in Mathematics Option / Liberal Arts & Science (AS)
RST.AAS	Respiratory Therapy	SPE.AA	Speech Option / Liberal Arts & Science (AA)
SLA.AAS	Sign Language Interpreter Education	SPM.AS	Sport Management (AS)
TES.AAS	Technical Studies	STA.AFA	Studio Art (AFA)
ASC.AAS	Veterinary Technology <sup>1</sup>	SPT.AA	Theatre Option / Liberal Arts & Science (AA)
VIT.AAS	Video Imaging		
WEB.AAS	Web Design & Development		

<b>Certificate of Achievement Programs (CA)</b>		<b>Academic Certificate Programs (CT)</b>	
ADD.CA	Addictions Counseling	CAP.CT	Computer Applications Programming
AET.CA	Alternate Energy Engineering Technology	CGR.CT	Computer Graphics
GAT.CA	Automotive General Technician	CIM.CT	Computer Integrated Manufacturing Technology
BHC.CA	Behavioral Health Care	CPG.CT	Computer Programming
CAD.CA	CADD: Computer Aided Drafting & Design	CST.CT	Computer Systems Technology
CAM.CA	Computer Aided Manufacturing Technician	DAS.CT	Dental Assisting <sup>*1,2</sup>
CSC.CA	Computer Science	HSR.CT	Developmental Disabilities
ACC.CA	Computerized Accounting Specialist	FLM.CT	Film & Television Production Assistant
CIA.CA	Crime & Intelligence Analysis	MDC.CT	Medical Coding
CUL.CA	Culinary	NCM.CT	Nutrition Care Manager
EIT.CA	Educational Interpreter Training	SAT.CT	Office Assistant
EHC.CA	Electronic Health Records: Consultant	PCS.CT	Personal Computer Specialist
EHI.CA	Electronic Health Records: Implementation Support Specialist	LFO.CT	Photonics: Fiber Optic Technical Specialist
	Electronic Health Records: Practice Workflow & Information		
EHP.CA	Mgt Redesign Specialist	NUR.CT	Practical Nursing <sup>1,2</sup>
EHT.CA	Electronic Health Records: Trainer	SSR.CT	Social Services
EDM.CA	Emergency & Disaster Management	WEB.CT	Web Design Development
FNA.CA	Fine Art Techniques		
FSM.CA	Food Services Management		
FOP.CA	Fundamentals of Policing <sup>5</sup>		
HRM.CA	Hotel and Resort Management		
PLC.CA	Industrial Controls: Programmable Logic Controller		
ISP.CPS	Independent Skills Pathways 1		
IAP.CA	Instructional Aide Paraprofessional Core		
IHC.CA	International Healthcare		
UNX.CA	Linux/UNIX Administration		
MAS.CA	Massage Therapy <sup>1</sup>		
MEP.CA	Meeting and Event Planning		
MOS.CA	Microsoft Office Specialist		
MST.CA	Multi-Skilled Technician		
MUS.CA	Music Recording		
OMT.CA	Ophthalmic Medical Technician		
OPH.CA	Ophthalmic Science Apprentice <sup>1</sup>		
PRM.CA	Paramedic Sciences <sup>1</sup>		
PT.CA	Personal Trainer		
RDB.CA	Relational Database Management System Using ORACLE		
SRG.CA	Surgical Technology <sup>1</sup>		

## 2. Other Institutional Information:

### **a. Institutional Profile:**

Since its founding, Camden County College has provided open access and high-quality education to more than 341,000 credit students while enriching the professional and personal lives of tens of thousands of additional area residents. Thanks to effective, purposeful physical resources and highly qualified, dedicated faculty, staff and administration, the College maintains a tradition of high-quality education and a reputation of agile, responsive service. With an enrollment of almost 15,000 students in Spring 2012 and annually serving more than 30,000 students through 100-plus degree and certificate programs and hundreds of non-credit and community-interest courses, the College continues to be one of New Jersey's largest and most comprehensive community colleges as well as a vital resource for transfer education, workforce training and cultural events in South Jersey and the Delaware Valley.

Degree, certificate and training programs cover technical fields such as automotive technology and mechanical engineering; health professions such as nursing and medical coding; and liberal arts and sciences such as English and chemistry. There also is a multitude of recreational offerings, ranging from social dancing to computer applications.

\*Fall start only

<sup>1</sup>Selective programs (special admission requirements)

<sup>2</sup>Certificate of Health from a physician is required

<sup>3</sup>ACT or SAT scores required

<sup>4</sup>Students must also apply directly to School of Nursing

<sup>5</sup>Students must apply through the Camden County Police Academy

Recent studies of federal Department of Education data have shown that along with ranking among the nation's top 100 two- and four-year colleges and universities for overall associate degree completion (76th) and among the nation's top 10 for associate degree completion in education (9th), the College ranks among the top 50 for associate degrees completed in homeland security, law enforcement, firefighting and related protective services (39th); criminal justice/corrections (41st); and registered nursing, nursing administration, nursing research and clinical nursing (46th). CCC also ranks among the top 100 in associate degrees completed by African-American students (58th), non-minority students (70th), Asian-American students (76th) and all minority students (85th).

In addition, the College is recognized nationally as a leader in technology programs such as video game design/development. It also is acknowledged for maintaining one of the lowest tuition rates of any college or university in the state or region. Perhaps most importantly, CCC is known for responding to the changing needs of the communities and students it serves by continuously updating its programs and services to support the area's economic development and residents' professional and personal development.

The College's campuses share the common mission of providing accessible, affordable higher education and occupational study to all who can benefit. Those who study, visit or work at the College find comfortable, safe and attractive settings that sustain a vibrant academic community characterized by imaginative teaching, caring student services, energetic management and collegial discussion of diverse ideas and opinions.

Into the future, Camden County College will continue to enhance the quality of life in Camden County and beyond by preparing students to live, work and thrive in a global economy. The College also will further fulfill its responsibility to the citizens of Camden County and New Jersey by continuing to create a skilled and stable local workforce; encourage enlightened civic engagement; provide an avenue of social mobility; and serve as a destination for cultural and recreational activities.

**b. Joint Programs:**

**Camden County Emergency Training Center Shared Services Agreement**

The College assumed ownership and total responsibility of managing the operations of the Regional Emergency Training Center (RETC) and performs a variety of functions toward the goal of improving access to training, securing private sector training contracts and expanding the scope of training courses. In addition, the College now promotes and facilitates the migration of fire fighters and emergency service personnel into college courses that lead to degree programs offered by the College. The RETC is now branded under Camden County College with support from Camden County.

**General Motors and Toyota - Automotive Service Educational Programs:**

The College and General Motors co-sponsor the Automotive Service Educational Program, serving dealerships in southern New Jersey and southeastern Pennsylvania, including the greater Philadelphia area. GM also trains College staff in the latest technologies so they can provide state-of-the-art training to students. The College and Toyota Motor Sales co-sponsor a similar technology-based, automotive service program using Toyota products and dealerships in the region. Through affiliation with the manufacturers, College faculty and staff have access

to the latest automotive equipment, including new cars and components for student lab work, as well as service manuals, videotapes and transparencies for classroom instruction. The programs, which have been recognized nationally, give students classroom instruction and on-the-job-experience at sponsoring dealerships. In addition to manufacturers' certification, students also earn an Associate in Applied Science degree. Due to increased resource allocation required by the Toyota partnership, the College has notified Toyota that this will be the last year of a partnership with Toyota. The College will continue the GM partnership and the Apprenticeship program.

**Nursing-Cooperative Programs:**

For the past thirty years, the College has offered two Cooperative Nursing programs in partnership with Our Lady of Lourdes School of Nursing and the Virtua Health - Helene Fuld School of Nursing. These programs were designed to provide students with a strong academic background at the College and a strong clinical component at the nursing schools and their affiliated hospitals. Both programs are accredited by the National League of Nursing.

Graduates receive an Associate in Science degree from the College and a diploma from the nursing schools. In December 2011, the College graduated the last class from the Helene Fuld School of Nursing. The program was discontinued due to a termination of sponsorship from the Virtua Health System and the Cooper Health System. The College will continue to offer a collaborative nursing program with Our Lady of Lourdes School of Nursing.

**Tri-County Respiratory Therapy Consortium:**

This joint program between the College and the University of Medicine and Dentistry of New Jersey-School of Health Related Professions (UMDNJ-SHRP) offers students the opportunity to combine general education courses on campus with clinical training at the Stratford Campus and affiliated hospitals of UMDNJ. The program enrolls students from Camden, Atlantic, and Gloucester counties. Upon completion of their clinical program at NMDNJ and their general education courses at the College, students graduate with an Associate in Applied Science degree in Health Science.

**A.A.S. Health Science Degree:**

In response to the need for a degree completion program for allied health professionals in the community, the College offers a Health Science degree, which combines general education courses taken at the College with clinical training at hospital-based allied health programs. Professionals graduating from approved schools of nursing, radiologic technology, operating room technology, and various other health professions are granted up to 22 credits for their professional education after the completion of 40 credits at the College. This degree program provides allied health professionals the opportunity to complete an Associate's degree in one school year.

**A.A.S. and Certificate Programs in Paramedic Science:**

The College, in cooperation with Virtua Health System, offers a certificate and degree in Paramedic Science that combines general education at the College with clinical education and internships at Virtua Health. The program also offers courses through distance education for paramedics wanting to complete an Associate's degree. Students may choose elective courses in management or clinical education.

**A.A.S. and Certificate Programs in Massage Therapy:**

This joint program between the College and Lourdes Institute of Wholistic Studies provides students with massage courses at Lourdes and general education on our campus. Students gain practical experience in massage therapy and also in the management and operation of a small business by working in the student run massage clinic in Collingswood.

**c. Other Programs and Services:****The Teaching and Learning Center:**

The Teaching and Learning Center at Camden County College (TLC) inspires and enables faculty to enhance teaching potential and effectiveness so that students are more likely to achieve their desired learning outcomes. The Teaching and Learning Center serves as a focal point for college-wide efforts to support the improvement of teaching and learning. To achieve its mission, the TLC supports the continuing improvement of instruction by offering programs and resources related to the individual professional development needs of faculty; encourages teaching innovations; enhances faculty dialogue and promotes cooperation and information sharing across the disciplines; supports the integration of technology as a tool for improving teaching and learning; and collaborates with other institutions, organizations, and individuals to exchange information and share resources.

**d. Partnerships with K-12:****College NOW! Program:**

The College has a long history of cooperative activities with public school districts and private schools in the county and neighboring areas of South Jersey. Organized under the College NOW! Program, these partnerships provide opportunities for students to earn college credits for advanced work completed at their high schools or on the College campus. Other relationships between the College and school districts support professional development of secondary school teachers and other district employees. New initiatives are bringing College faculty together with their high school colleagues to discuss and develop plans to address students' performance in reading, writing, math, and other subjects.

**• Campus Courses**

High school students with a recommendation from their guidance counselor can enroll in college-level courses at Camden County College and bank the credits for transfer to many colleges and universities. Students can enroll in any course in which they meet the prerequisites. Courses can be taken during evening hours, weekends or during the day if arrangements can be made so high school commitments continue to be satisfied. These courses are offered at a one credit tuition reduction. Approximately 200-300 high school students from seventeen school districts participate in this program annually.

**• High School Plus**

Students can earn college credit for college-level work completed during the school day at their high school. Students receive both high school and college credit through the High School Plus Program. Credits earned through this program are applied towards college freshman-level general education course requirements only. Credit is transferable to most four-year institutions. During fiscal year 2012, 1,433 students registered.

- **Career-Technical Education (CTE)**

CTE students, upon enrolling and completing courses at the College or at their high school, can earn college credits for technical courses taken in high school. College faculty members work closely with high school teachers in technical and applied subjects, curriculum specialists and guidance counselors at participating schools to provide training in technology, recruitment/retention and curriculum development. Approximately 200 students participated in the CTE program last year.

- **College Express**

The College offers a high school College Express program to upgrade the skills of high school juniors and seniors who do not succeed in their first attempt at the College's basic skills test. Four school districts provided college basic skills courses at their high school site. Approximately 120 students participated in this program.

### **Camden City Postsecondary Readiness Program**

partnership between Camden City Board of Education and Camden County College which began July 1, 2009. The program seeks to provide students with a seamless educational pathway, with established academic and industry support for students interested in pursuing a career and earning college credits related to a field of study. Eight state approved high school curriculum pathways with direct linkages to Camden County College degree programs and/or certificates were developed over the three year partnership. Over 452 students have been served by the program since its inception. Two hundred sixty-seven students earned a minimum of 3 college credits each with a total of 800 credits earned during the period. Ninety students completed this program during 2011-2012 program year. The Emergency Medical Technician (EMT) Summer Academy was another integral component of PREP. This 150-hour summer program provided students with an opportunity to become state certified EMTs and employable. Students completing this program earned six college credits.

An outcome of the PREP Program was the preparation of a proposal to provide high school service to students at risk or out of school. The project was awarded a planning grant of \$345,000 to begin with 50 students in fall 2011

### **CTEP**

The four-year (\$1,273,000,000 total award) Career and Technical Education Partnership [CTEP] Grant funded with federal funds under the Carl D. Perkins Career and Technical Act of 2006 and with State funds from the New Jersey Department of Education Office of Career Technical Education was awarded to Camden County College on September 1, 2010. This grant focuses on the systemic statewide planning and implementation of activities related to the career and technical education programs in the career cluster of Human Services. Grant activities are designed to link all stakeholders and resources involved in developing secondary/postsecondary education pathways to better prepare high school students for both college and/or credentialed entry-level career success. The College's CTEP Grant work plan includes developing model curriculum and outreach to high school districts throughout the State to develop and strengthen Programs of Study in the Human Services Career Cluster [HSSC]. The College's CTEP Grant staff provides Professional Development workshops to teachers, faculty, guidance counselors, administrators, students and parents on both the Career Cluster Model and 21<sup>st</sup> Century Career Initiatives. The CTEP Grant work plan also includes enhancing student leadership opportunities throughout the state through its work with

the Career and Technical Student Organization—Family Career and Community Leaders of America [FCCLA].

### **21<sup>st</sup> Century Community Learning Center Program**

Through the 21<sup>st</sup> Century Community Learning Center Program, students are provided academic enrichment/tutoring and technology literacy. All educational activities are designed to meet state standards. In addition, Camden County College provides opportunities for eligible students to take college course for credit as part of the afterschool program.

Participating schools associated with the 21<sup>st</sup> Century Community Learning Centers are:

- Camden County Technical School – Pennsauken
- Camden County Technical School – Gloucester Township
- Gloucester City High School
- Gloucester City Junior/ Senior High School

Approximately 400 students from the Camden County Technical Schools participated in this program during the 2011-2012 academic year and an estimated 100 students from Gloucester City Junior/ Senior High School participated in the program during the same year.

### **21<sup>st</sup> Century Supplemental Grant- Special Education**

In collaboration with Camden County Technical Schools and funded by the 21<sup>st</sup> Century Community Learning Center Program, the Special Education grant expanded services for special education students involved in the 21<sup>st</sup> Century Program at Camden County Technical Schools. The project was tailored for special education students enrolled in Culinary Arts, Commercial Baking, and other related hospitality programs who were interested in postsecondary education. The project provided students with special needs an opportunity to have a college experience in a supportive environment through college based instruction.

As a result, for the 2011-2012 academic year, nine students earned a total of four credits each for Introduction to Management and Food Safety.

### **Information Technology (IT) Academy**

Camden County College (CCC) assisted Camden County Technical Schools (CCTS) in developing a program of study in Information Technology. Through this partnership, CCC provided academic support services and college-level courses to CCTS students. The objective of this partnership was to provide an opportunity for CCTS students to earn academic credits through CCC, and for CCTS to receive academic and support services including curriculum review, curriculum alignment, articulation services, testing and assessment, student advisement, orientation, and course registration.

As a result, four courses in the area of Information Technology have been articulated between CCC and CCTS. Upon completion of the program of study at the high school, students will earn a minimum of 12 credits in the program. For the 2011-2012 academic year, eleven high school seniors earned 9 to 12 college credits.

### **Pre-Engineering Program**

Camden County College's (CCC) continued its efforts in developing articulation agreements with course offerings to Camden County Technical Schools (CCTS). For the 2011, the College

provided academic support and the delivery of a course (Machine Shop Practices) to CCTS engineering students. Seven students in this course earned 3 credits each.

### **LEAP Academy**

Camden County College's (CCC) continued efforts to provide courses to Camden County Schools offered six courses to the LEAP Academy. Three non-credit courses in SAT Prep and three credit courses in the College Experience (3 credits) were offered to high school seniors. There were an estimated 120 students participating in this after school program.

### **Advanced Placement Summer Institute**

Camden County College in partnership with the Middle States Regional Office of the College Board, offered an Advanced Placement (AP) Summer Institute in an effort to provide high-quality professional development opportunities to Advanced Placement (AP) and Pre-AP teachers in Camden County and the surrounding regions. Nearly 800 teachers have participated in this professional development activity since 2007. The 2012 AP Summer Institute attracted over 100 participants.

### **Professional Development for Teachers:**

Professional Development activities include a variety of programs geared to providing teachers with a multitude of experiences directly related to the improvement of classroom instruction. Professional development programs are available in high technology, allied health, business, human services and a variety of other fields and can be designed for individual teachers and/or districts. Teachers completing professional development activities at Camden County College receive a Certificate of Completion indicating course credit or College CEU's, date and the College's Professional Provider number for current workshops. Last year, the Division of School and Community Academic Programs held professional development workshops on "*In Real Life*," a summer curriculum institute and University of Pennsylvania professor Brian Peterson hosted two different professional development events.

### **Counselor Liaison Program:**

The Counselor Liaison Program completed its third year in FY 2012 with six participating school districts. The program will be transformed in FY 2013 to a Guidance Counselor Advisory Board with one representative from each Camden County high school. Currently ten guidance counselors are participating in the program.

### **College for a Day:**

Departmental staff continued the successful "College for a Day Program". Program in 2011-2012. Twenty-two (22) schools participated to date with 1037 students attending. Students spend a morning on the Blackwood Campus where they receive a tour of the campus, take the AccuPlacer exam, meet with various college staff and eat lunch in the Cyber Café before returning to their respective high schools.

### **Community Based Organizations:**

The College developed an on-going relationship with the DOT (Dreams of Tomorrow) Organization in Sicklerville. Last year, the DOT organization hosted their annual "It's All About You Summit" in October 2011, which was attended by over 50 middle school students.

**Camden City Schools District Parent Center:**

The College developed an on-going relationship with Camden City School District. The District Parent Center hosted a Mini Conference at Camden County College, Camden Campus on parental involvement and empowerment. The conference focused on building parent and child relationships, working and communicating with educators (teachers and administrators), and working together as a community. SCAP staff attended and participated in the conference. An estimated 40 parents and educators were present at this event.

**Professional Latina Alliance Network:**

Building on-going relationships with community based organization, Camden County College Liaison Marisol Torres presented as a guest speaker at the Annual Professional Latina Alliance Network REACH (Responding with Education and Active Community Heart-Talks) Conference. The topic of discussion was preparing parents to be actively engaged in their child's education. This was a collaborative effort between Camden County College and Rowan University. Over 50 people attended the conference.

**REAL Center:**

Camden County College partnered with the REAL Center and the Pine Hill School District which provided an after school program to over 40 students. During the 2011-2012 academic year, the College continued to provide after school instruction and services to over 40 elementary school students attending the John Glen Elementary School and Albert Bean Elementary School. After school instruction was provided in Art and Aviation/ Rocketry. Services included instructional supplies, on site visits, and providing a teacher assistant at each site.

**Upward Bound College Prep Academy:**

The Upward Bound Academy is a pre-college scholarship program at Camden County College. It is an academic and culturally enriching program for high school students seeking opportunities beyond their traditional school experience. The Academy provides student support services that include counseling, tutoring, mentoring, fieldtrips, career awareness, multicultural enrichment activities, SAT preparation, college admission and financial aid information sessions and campus tours. The Academy served 92 students in FY2012 from Camden City, Lindenwold, Overbrook, and Winslow school districts.

**Brookfield Academy:**

A partnership program with Brookfield Academy, an alternate education school, to help students develop the skills necessary to be successful in college. The "transition to college" program is designed for 11<sup>th</sup> and 12<sup>th</sup> grade high school students. Brookfield Academy has classroom space on the Blackwood Campus. Students enroll in one or more college courses each semester while completing their high school graduation requirements. During FY 2012, fourteen 12th grade students completed the program and enrolled in the College.

**Bancroft School:**

A partnership with the Bancroft School helps students develop the skills necessary to be successful in college or in the workforce. Students are given coursework in workforce skills, life skills and academics. Students are integrated into college courses based on their

individualized IEP. The Bancroft School has space on the Blackwood campus, giving students access to all student activities and services.

**Y.A.L.E.:**

▪ **Scholars Program**

Y.A.L.E. Schools, an alternate education school, provides a “transition to college” program to help students develop the skills necessary to be successful in college.

▪ **STANDARD 9 Program**

The Standard 9 program provides students with the skills necessary to secure an entry level position in the workforce. The students gain experience by job shadowing in several departments throughout the College. These students also enroll in college classes.

**Cooper Hospital:**

The Division of School of Community & Academic Programs entered into a partnership with Cooper Hospital and initiated the first credit courses for Cooper Hospital employees during the 2010-2011 academic year. That partnership continued during the 2011 – 2012 academic year during which the College offered eight courses to over 140 employees.

**Science Olympiad:**

The Division of School of Community & Academic Programs coordinated and implemented the NJ Science Olympiad, the state’s largest team competition in January 2012. The event attracted over 800 different individuals that competed in a regional event. It marked the eighth consecutive year that the event took place at the Blackwood Campus. The Science Olympiad will return to CCC in January 2013.

**College Express Math Program:**

The Division of School of Community & Academic Programs coordinated and implemented a developmental math course pilot program in the Cherry Hill School District, Black Horse Pike School District and Lindenwold School District during the 2011-2012 academic year. The program provided students with the opportunity to earn credit for Math Fundamentals and Elementary Algebra Traditional prior to attending CCC. Two hundred twenty-one students (221) started the program with a total of 119 completing the program.

**1199C:**

Camden County College entered into a partnership with 1199C – The Training Fund in 2012 to offer its employees a medical coding certificate program. The program began in spring 2012 with 18 students pursuing the certificate. The program will continue on a seven week cycle for the next two years.

**FOCUS On Your Future:**

The department partnered with the Camden County School Counselors Association to offer the Focus On Your Future event to Camden County High School juniors in March 2012.. The

event attracted over 800 prospective students as well as 115 different colleges and universities from around the country.

**e. Partnerships with Other Institutions/Entities:**

**Collegiate Consortium for Workforce & Economic Development (CCWED):**

As a founding member of this regional consortium, the College participates in joint employee training and economic development activities with three other community colleges and Drexel University. Projects this year have included curriculum development and course delivery for regional employers such as Sunoco Oil, United Parcel Service, and the U.S. Navy. The Consortium developed and is delivering an extensive Homeland Security program of credit courses and non-credit training modules in response to needs of area municipalities and employers. CCWED is also addressing regional needs for a trained technological workforce by promoting joint projects in curriculum development and program promotion by its member institutions.

**Camden University District:**

In conjunction with Rutgers University and Rowan University in The City of Camden, the college participates in a number of partnerships involving academic programs, student services, and shared facilities. As part of a cooperative agreement, students registered at our Camden City campus have full access to the Paul Robeson Library on Rutgers University's Camden campus as well as the resources of the entire Rutgers University Library system and the Rutgers University – Camden state-of-the-art recreation and fitness center. In addition during FY 2012, the college relocated 16 classrooms to Rutgers University classrooms. The college operates the University District Bookstore, which provides texts, clothing, and other materials for students from all three institutions. The college currently rents classroom space to Rowan, while Rowan operates a day-care center used by students and staff. Articulated degree programs provide students with a smooth transition to continued study for the Baccalaureate degree.

**Library Partnerships:**

The College Library shares an automated catalog and circulation system with the Camden County Public Library System under the terms of an Interlocal Services Agreement. This agreement also provides for reciprocal borrowing privileges for library cardholders. The College Library and the Camden County Public Library have begun partnering on programming efforts and successfully received an award to participate in the New Jersey Council for the Humanities ***Face to Face: Community Conversations on Environmental Justice*** program.

The College Library has a shared services agreement with Rutgers University regarding the use of the Paul Robeson Library for CCC students taking courses at the Camden Campus. We also share the cost of a librarian to serve the CCC students who use the Robeson Library. Money is provided to Rutgers to add targeted resources to the collection.

The College Library joined New Jersey's Virtual Academic Library Environment (VALE) at its inception. VALE's mission is to further excellence in learning and research at New Jersey academic institutions through innovative and collaborative approaches to the sharing of information resources and services. In addition to negotiating group purchasing contracts for electronic resources, VALE member libraries offer reciprocal borrowing privileges to each

other's faculty.

The College Library is a member of LibraryLinkNJ which has over 2,000 public and private school, public, academic, institutional, corporate, health sciences and special libraries and library-related agencies. A member-elected Executive Board meets regularly to oversee the programs and services of the organization which include the Velocity document delivery service, discounted resources and ongoing professional development activities. LibraryLinkNJ and its services are funded by the New Jersey State Library.

The College Library participates in the JerseyCat interlibrary loan system which is funded by the New Jersey State Library, the Library Services & Technology ACT (LSTA) and Regional Library Cooperatives. The interlibrary loan system allows the College Library to borrow items for students, faculty and staff that are not available in our collection.

**NJ Place: Apprenticeship and Journey workers Program:**

Camden County College has articulated agreements with union and trade organizations to provide apprentices and journey workers with associate-level college credits at NJ's 19 community colleges and baccalaureate-level credits at participating NJ colleges and universities. This Program not only promotes lifelong learning, but respects apprentices and journey workers as college-level learners, giving them the opportunity to earn a Technical Studies Associate in Applied Science Degree.

The following is a list of those organizations having articulated agreements: United Association of Journeymen and Apprentices of the Plumbing and Pipe-Fitting Industry; The International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers; and the NJ Regional Council of Carpenters.

**Camden County School Counselors Association:**

The division maintains an on-going strategic partnership with the officers and members of this association. One of the services is the College providing the site for the annual FOCUS on your Future Program held in March. Other services are in opportunities for professional development and workshops for counselors and teachers.

**Undergraduate/Graduate Partnerships:**

**Rowan University:**

Rowan University now offers an RN to BSN completion program on the Blackwood campus.

**Fairleigh Dickinson:**

Camden County College has partnered with Fairleigh Dickinson University to offer a Bachelor of Science and a Master's of Science in Sport Management on the Blackwood campus.

**New Jersey City University**

In cooperation with New Jersey City University, the College offers alternate route certification training for baccalaureate degree holders who wish to gain credentials for teaching in the public schools. Courses held at the Blackwood Campus may also be applied toward the Masters of Arts in the Teaching degree offered by NJCU.

### **Kean University/Professional Impact**

Camden County College has partnered with Professional Impact NJ program at Kean University. The program promotes and coordinates systems for the educational development of early childhood and primary education, family child care, and after-school program professionals. The center advocates for policies and standards that result in high-quality care and education for the children and families of New Jersey.

### **Immaculata**

Camden County College signed a partnership agreement with Immaculata College and Our Lady of Lourdes School of Nursing for an RN to BSN completion program to be administered at Our Lady of Lourdes School of Nursing.

### **Thomas Edison State College:**

Graduates of Camden County College are able to transfer a maximum of 80 community college credits towards a Bachelor's degree at TESC. Students who transferred into CCC with credits from four-year colleges are able to complete their Bachelor's degree with prescribed courses at CCC, and graduate from Thomas Edison.

### **Rutgers University – Camden School of Business MBA program:**

The College has partnered with Rutgers – Camden School of Business – to provide students with the opportunity to complete an MBA at our William G. Rohrer Center in Cherry Hill.

### **Rutgers University**

The College signed an MOU with Rutgers – Camden to offer the courses necessary to complete a bachelor's degree in nursing or liberal studies on our Blackwood campus. The agreement also allows us to use the Athletic and Fitness Center at Rutgers-Camden for physical education classes. In fall, 2011, Rutgers began offering a Bachelor of Arts in Liberal Studies on the Blackwood campus, which provides degree completion opportunities for all Associate in Applied Science graduates.

### **Bergen Community College**

The College, in cooperation with Bergen Community College was awarded a five-year grant from the Department of Education to initiate the comprehensive *Transition Program for Students with Intellectual Disabilities*. This joint program will provide individualized support for students and opportunities to be involved in college experiences with their peers without disabilities.

### **Articulation Agreements / Transfer Partnerships:**

- Immaculate RN to BSN
- Grand Canyon University RN to BSN
- Neumann University – general degree completion
- Temple University – HIT-A.A.S. to HIM-B.S.
- Rutgers University – Camden Campus: College of Arts & Sciences
- Rutgers University – Camden Campus: School of Business
- Rowan University – general degree completion

- Rowan University – School of Business
- Richard Stockton College of NJ
- Temple University: General Education Transfer Agreement
- Thomas Jefferson College of Health Professions
- New Jersey Institute of Technology (NJIT)
- Drexel University
- Thomas Edison State College
- St. Joseph's University
- Wilmington University
- Seton Hall University
- St. Peter's College
- Eastern University
- Strayer University
- Widener University
- Peirce College
- University of Sciences in Philadelphia
- UMDNJ
- Moore College of Art
- Pennsylvania Academy of Fine Art
- Rider University
- Philadelphia University

#### **f. Training for Business and Industry**

Camden County College has been and remains a statewide leader in the development of customized training partnerships with regional business and industry clients. After administering an industry-based organizational needs-assessment for their clients, the business and industry staff matches programs to the specific training needs identified. In addition to designing traditional “fee-for-service” training programs, the business and industry staff will assist clients in obtaining training grants funded by the NJ Department of Labor and Workforce Development. In FY 12, through workforce development grants and fee for service projects, the Customized Training Department generated \$470,855 revenue.

#### **NJBIA Basic Skills Grant**

In July 2011 the New Jersey Business & Industry Association partnered once again with the New Jersey Community College Consortium for Workforce and Economic Development. NJBIA, an employer association with over 23,000 member companies in various industries throughout the State, was awarded a \$1.4 million Basic Skills Workforce Training Grant. Based on the positive outcomes from NJBIA I, II, III, and IV grants, this fifth grant award was implemented in FY 12. The training grant was awarded to help address the basic skills training needs of NJ employees in the areas of Computer Skills, Verbal and Written Communications, Customer Service, Math and Measurements and English as a Second Language. The 19 NJ community colleges were responsible for promoting and implementing this training grant to eligible companies in their respective counties.

As a dedicated partner to the New Jersey Community College Consortium, Camden County College successfully implemented 159 classes for 134 businesses, training 1700 employees. The college’s performance was second in the state for the total number of classes delivered generating revenue of \$290,600. Participation in the NJBIA training initiatives has enhanced

CCC's visibility within the business community allowing it to forge new partnerships and strengthen existing ones. Businesses served included: American Asphalt, Albert's Organic, Sun National Bank, Renwickk & Associates, Eulo Chiropractic Center, Kelly Cleaning Service, Petsmart, Cold Technology, ARS Hospitality LLC, Crestbury Apartments, Premier Mobile Imaging, Wyndham Hotel, Fulton Financial Corporation, HOLT Logistics, Bear Staffing Services, Adventure Aquarium, Forever 21, Holman & Frenia, S4T, PHH Mortgage Co, Robert Michael Communications, RME1, American Autowire, Thermoseal Industries, Rutgers Casualty, Cooper, Prudential Fox & Roach, Lions Gate, Bayada Nurses, UMDNJ, Garden State OB/GYN Assoc., Center For Family Services, Jewish Federation/Katz Jewish Community, C. Abbonizio Contractors Inc., Advocare, Dal Tile, West Ward Pharmaceuticals, Coldwater Creek, Kasen & Kasen, Katz SCC, Family Strength Assoc., Stowe Physical Therapy, Wyanoke Group, Gray Matter Intl., Chico's Inc., Disc Makers, Hill International, Keystone Industries, Anchor Moving & Storage, Cemcraft, Questa Technology, Ann Taylor Inc., Sterling Heating & Air Conditioning, Robin's Nest, Blue Rock Construction, Greenlee Security Services, Healthcare Alliance Group, William Decker, Macro Sensors, Friendly Solutions, Wise Family Jewelers, St. Cecilia's Little Angels, Histiocytosis Association, Advanced ENT, Powell Electronics, Law Offices of Richard Sparaco, Para Plus Translations, In Another World Massage Therapy, Kennedy Health Systems, Sharpe Valuation Solutions, BPUM Child Development Ctrs., Centryco, BodiCare Spa, Our Lady of Lourdes, MRS Associates, Precision Automation, Bayada Nurses, Compas, Supermarkets of Cherry Hill, Gloucester City Terminals, Food Bank of SJ, AC Moore, Brown's Supermarket, (ShopRite), APTUIT, Eichoff Supermarkets (ShopRite), AAA, Wegman's, Delaware Valley Urology, The Butterfly Program, Rutgers Incubator, Bottom Dollar, Samaritan Healthcare& Hospice, Brown & Connery, LLP, Devereux, Marlton Assembly of God, Sbar's Inc.

### **New Jersey BioTechnology Workforce Investment Initiative**

The program was launched in 2007 was available in FY12. The initiative is based on a partnership between BioNJ, HealthCare Institute of New Jersey, New Jersey Institute of Technology, New Jersey Department of Labor & Workforce Development, US Economic Development Administration, and the New Jersey Community College Consortium. Training is available for all New Jersey biotechnology, pharmaceutical, and life-science companies at no cost to include classes such as: Project Management, Six Sigma, Strategic Planning Time Management, Conflict Resolution, Good Manufacturing Practices, Teambuilding, Leadership, Business Communications, Biotechnology for Non-Scientist, Computer Applications (Word, Excel, PowerPoint), Business Finance Presentation, and Skills Biotechnology Ethics. In FY12, the college partnered with the following businesses to implement this program: Westward Pharmaceuticals, Catalent, and ThermoFisher Scientific.

### **New Jersey State Library's Broadband Technology Opportunity Program**

Thomas Edison State College received a \$600,000 grant to support the New Jersey State Library's Broadband Technology Opportunity Program. The project's instructional component is aimed at improving the workforce skills of those hardest hit by the economic downturn. In addition to supplying public access computers to local libraries that fall below the national average, it helps both library staff and the public improve their knowledge of computer technology that is essential to any job search effort. The project is intended to help unemployed and underemployed workers acquire the computer skills that will enable them to use the Internet to research and apply for jobs on line. The instructional component is aimed at

two populations: local library staff and their customers. Library staff receives professional development training to expand their skill set in assisting the public. The public receives training in how to use computers for job searches and job applications. For this grant implementation, the NJ Collegiate Consortium was the instructional partner, whereby the 19 community colleges were responsible for scheduling and delivering the classes at the county libraries. In FY12 CCC delivered 10 classes at 2 libraries, providing instruction for 95 community residents.

### **ESL Program – Division of Human Services**

The College had an opportunity to partner with the Division of Human Services and Camden Catholic Charities for the second year to implement a customized ESL training program for a grant funded Refugee Resettlement Program. This program was designed to deliver ESL instruction to the refugee population residing in Camden County. As a result, CCC delivered 70 classroom hours on-site at Camden Catholic Charities.

### **Camden County/Camden County College Leadership Program**

For over 10 years, the Customized Training department has been working with the Camden County Administration. In FY 12, as part of the shared services initiative, we entered into our second year of delivering a Leadership Training program for Camden County and Camden County College employees. The program addresses competencies in the areas of positive workplace relationships, performance evaluations, integrity in leadership, coaching, and conflict resolution. In FY 12, this 24-hour program was delivered 4 times, providing training for approximately 100 employees.

### **Fee for Service Contract Training**

The Customized Training Department partnered with various companies in FY12 to deliver contract fee for service training. Employers included: ARI, West-Ward Pharmaceuticals, Fort Dix, Camden Housing Authority, Cooper Health, Camden County Library, Camden County Board of Social Services, and Bancroft.

### **Customized Training Programs**

The Customized Training programs include: Leadership/Supervisory Skills, Customer Service, Business Communications, Technical/Manufacturing Skills, Quality Improvement, Computer Programming/Network Administration, Interpersonal Skills/Personal Development, Basic Skills and Career Ladder Initiatives. In February 2012, the department expanded its portfolio to include OSHA and American Heart Association Heart Saver courses. In conjunction with this initiative, the college submitted a federal grant proposal to fund OSHA Hazard Communications training for individuals and businesses, and a proposal to become a regional OSHA Training Institute Education Center (approvals pending). Promotion of the American Heart Association classes provided the opportunity for CCC to deliver CPR training for the Mental Health Association of SWNJ and Southern NJ Perinatal.

### **New Jersey Department of Labor and Workforce Development for Industry Talent Development Partnerships**

In FY 12, a new training grant initiative was launched by the New Jersey Department of Labor and Workforce Development for Industry Talent Development Partnerships that would bridge

the gap between job-seekers and the many Garden State employers who report they have job openings, but cannot find workers with the necessary skills. The grant was designed to create "Talent Development Partnerships" and focus limited state resources on training opportunities that directly employ people within key industry sectors in New Jersey that are being targeted by the Department. It was intended to support efforts of educational institutions to build strong relationships with the employers in targeted industry sectors that have demonstrated the best prospects for growth and prosperity in New Jersey. Those targeted and key industry sectors include: Advanced Manufacturing, Financial Services, Health Care, Life Sciences, Technology & Entrepreneurship, and Transportation, Logistics, & Distribution.

The college submitted a grant application focused on manufacturing and was awarded \$100,000 to train individuals as CNC and PLC machinists and Production Workers. The CNC/PLC employer partners included: Datwyler Pharma, Radwell International, Precision Automation, and Delva Tool and Machine. The Production Worker employer partner was U.S. Vision.

### **EPA/NJDCA Lead-safe Work Practices Training**

NJ's community colleges offer training courses for construction industry professionals, multiple dwelling owners and property maintenance staff to become EPA Certified through Lead Safe Training. EPA accredited certificate courses are offered throughout the state in lead safe renovation, repair and painting to comply with EPA RRP and NJ DCA rules. Camden County College has supported this initiative by offering the courses at the College's Regional Emergency Training Center and has trained 75 individuals in this program

#### **g. Open enrollment (General Interest) programs:**

Through a wide variety of General Interest courses, the Division of Continuing Education offers the community many subject areas ranging from Microsoft Office training, allied health programs, business, construction, teacher education training, management courses to community enrichment opportunities such as dance, language, and arts and crafts classes to name a few. The following is a small cross section of programs the division offered:

#### **Allied Health Programs**

The College continues to enhance its training in the field of allied health. To date, the college offers Certified Nursing Aide, Multi-Skilled Technician, Pharmacy Technician, Pharmacy Laboratory, Administrative Medical Secretary, Medical Billing and Coding, Dental assistant professional development, and Animal assisted therapy.

#### **Real Estate Sales and Broker's training**

The College continued its partnership with the Weichert School of Real Estate to offer real estate salesperson training at the William G. Rohrer Center in Cherry Hill and the Blackwood Campus. To date, we have enrolled over 1,900 students in this program. In addition to receiving sales training, students can also elect to receive five college credits for completion of the course.

#### **New Pathways to Teaching**

The College entered into Year 9 of training for prospective teachers through the New Pathways to Teaching in New Jersey Program. This past year, 8 new students entered the one year program to become certified teachers in the State of New Jersey.

### **Motorcycle Safety Training**

The College continued its partnership with Rider Training of New Jersey to provide Basic and Experienced Motorcycle Rider Safety Training. Classes are offered on the Blackwood Campus during weekends throughout the months of March through November. The program offers students both classroom instruction and actual riding instruction and exercises. Motorcycles and DOT approved helmets are provided for students during the instruction. To date, over 3,800 students enrolled in these classes.

### **Online Certification Programs**

The College enhanced its partnership with EducationToGo/Gatlin Education, an online provider, to offer certification programs in the areas of Bookkeeper Certification, Medical Coding and Billing, Medical Transcriptionist, Administrative Medical Specialist, Certified Sustainability Professional, Paralegal, Wedding Planner, Event Planning, Web Design, Accounting Certification, and CompTIA Certification. Students will be able to enroll in these career programs on a rolling basis throughout the year. Since the inception of these new online programs in fall 2007, over 135 students have enrolled in the training programs through June 2012.

### **Substitute Teacher**

The College continued to prepare qualified students for certification as substitute teachers by offering preparation programs every semester. In addition, an e-mail campaign was established to inform all college students with at least 60 credits of this training opportunity.

### **24-Hour Pre-Service Program**

The College continued its partnership with NPTNJ to offer the state mandated course for individuals seeking to receive a Certificate of Eligibility that is required for teaching certification. Since July 2010, we have enrolled over 80 students

### **Grant Opportunities**

The College was fortunate to be awarded a Department of Environmental Protection grant to train 72 individuals as Environmental Technicians. The grant began in February 2012 and graduated its first class of cohorts in July. Currently, the second cohort is being trained and the third cohort is expected to begin training in November. Individuals are being trained in HAZWOPER, Solar Panel Installation, Brownfields Sampling, Underground Storage Tanks, Innovative Treatments, and Solid Waste.

### **h. Distance Education:**

#### ***Distance Education Programs:***

The College offers an Associate in Arts (A.A.) degree as well as a Business Transfer (A.S.) degree online. The Paramedic Sciences Certificate of Achievement (PRM.CA) is also offered online.

The College is a member of the Distance Education Affinity Group (DEAG) part of the NJ Big Ideas initiative composed of former members of the New Jersey Virtual Community College Consortium, which was also a partnership among the 19 New Jersey community colleges. The DEAG advocates on behalf of the member colleges for technology related discounts in an array of online services. The DEAG also offers various professional development opportunities for faculty and staff involved in online teaching.

The College is also a lead member of College Anywhere, a non-profit entity in which the College has partnered with other two year and four year colleges and universities in the region to develop and disseminate distance learning products and services to other non-profits at reasonable costs.

## H. Major Research and Public Service Activities

### **Gateway to College:**

Camden County College has been awarded a grant funded through the Bill and Melinda Gates Foundation. This grant will replicate the national Gateway to College model which targets high school dropouts between the ages of 16-20 to complete their high school diploma and transition to college level classes. The College is partnering with the Camden City School District to provide services to high school dropout students from Camden City. Through the program, students will complete their high school diploma requirements at the College while simultaneously earning college credits toward an Associate's Degree or Certificate. The program served more than fifty students during the Fall 2011 and Spring 2012 semesters. A total of three students successfully completed all the course requirements and received their high school diploma.

### **Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education**

Camden County College is the lead agency for the Camden County Adult Basic Skills Consortium, which provided comprehensive literacy services to 1,501 Camden County residents from July 1, 2011 through June 30, 2012. The Camden County Consortium, which is an integrated, unified collaboration, builds upon the strengths and expertise of each of the partners to include workplace, family, and English literacy, along with civics education that is integrated into the skill areas of reading, writing and mathematics. Coupled with the education components are support services to assist the adult learners with the daily demands of their lives.

The Camden County Adult Basic Skills Consortium consists of the following partners and provides literacy services in the day and evening hours at strategically placed locations around Camden County:

- Camden County College – Lead Agency
- Camden City Public Schools
- Hispanic Family Center of Southern New Jersey
- Housing Authority of the City of Camden
- Literacy Volunteers of Camden County
- Pennsauken Public Schools
- Respond, Inc.

### **Camden County College's Adult Basic Skills/ GED Program**

Camden County College offered three literacy learning opportunities including morning, afternoon, and evening sessions for GED Test preparation classes. The morning and afternoon session were held at the Camden Campus with the evening session operating at the Blackwood Campus.

A total of 670 students were enrolled in the ABS/ GED Program. After receiving approximately 60 hours of instruction, 433 GED or 64.5% of the enrolled students were re-tested. Of the 498 retested students, 272 or 40.5% of the students raised their scores one educational functioning level in either reading or math. The greatest accomplishment of the ABS/ GED program was that a total of 85 students took the GED Test, passed it, and received their New Jersey High School Diplomas.

The GED program offers support services of eye screenings through the South Jersey Eye Center, clerical skills training in addition to GED instruction through the Community Work Experience Program, GED Test vouchers for \$25 through the Program's fundraising pretzel sales, and bus tickets based upon skills improvement through a private donation. In only four years the ABS program has enrolled a total of 2,804 learners, had a total of 359 students obtain their high school diplomas, and over 55 of them have entered Camden County College at either the Blackwood or Camden Campuses. Clearly, the ABS program has progressed at a rate that enables the program to meet its enrollment and performance goals while making a significant difference in people's lives.

**Center for Civic Leadership and Responsibility:**

The Center for Civic Leadership and Responsibility was established to serve Camden County and the region. The Center focuses on the needs and interests of local citizens. Its goal is to create an informed citizenry through exploration of humanities, social sciences, natural sciences and issues critical to a democratic society. Citizens have the opportunity to meet scholars, scientists, government officials and business leaders to explore historical and current issues.

**2011 – 2012 Lecture Series and Special Events:**

AMERICAN CIVIL WAR: A History of Ordinary People in Extraordinary Times  
The Man Who Warned America  
RISORGIMENTO! Italian Unification and the History of Italians in America  
An Introduction to Relationship Development Intervention  
Wretches and Jabberers Film Screening  
Talking Through Walls  
Last Ghost of War  
Temple Grandin  
A Basic Introduction to Autism Spectrum Disorders  
Two Angry Mom's  
Rain Man Film Screening  
Adam Film Screening  
An evening with John Robison  
Boardwalk Empire Part II - Nelson Johnson talks about Nucky Johnson  
Dwight David Eisenhower: An American Presidency  
Islam: Tradition and Diversity  
Atlas Shrugged  
A Tribute to the Titanic - 100 Year Anniversary of the Tragedy  
Understanding and Managing Epilepsy at School  
Panel Discussion Living, Surviving and Thriving with Autism  
First Responders  
A Basic Introduction to Autism Spectrum Disorders  
RDI Therapy: Before and After

A full schedule of Professional Development Mini-Courses for Teachers and Community Members (Fall 2011; Spring 2012; Summer 2012)

### **Office of Student Life & Activities**

The Office of Student Life & Activities sponsored the following activities during 2011-2012:  
Human Papilloma Virus (HPV) & Cervical Cancer workshop with approximately 40 students in attendance.

African American Trivia Game Show event was held hosted by the WDBK Radio Station  
African American T-Shirts were awarded from Sodexho.

Two food sampling events from Corinne's Place in Camden, NJ with approximately 350 students.

"Suit Yourself" - Donated male and female business appropriate attire and accessories were collected and students were able to "shop" for the outfits of their choice. Outfits that are not distributed to students will be donated to the Image and Attitude, Inc. of Pennsauken, NJ.

Three Spring Fling Events with over 1900 students, staff and faculty. Students had fun getting their pictures taken in a big red chair, karoke, eating fresh popcorn and having fun listening to music by WDBK radio. Camden County Health Services, Gloucester Township Police Department, Cap and Gown distributions as well as clubs and honor societies were some vendors in attendance. Students enjoyed their complimentary "Spring fling T-shirt" at each event.

Three Welcome Back Barbecues/Student Appreciation Events for students which included barbecue, giveaways, voter registration, music from WDBK Radio, election speeches from SGA candidates, and college service information to returning students.

Bus trip to the Feast of San Gennaro, 103 students, faculty, staff and guests enjoyed New York City's biggest, most famous longest festival.

Veterans Day luncheon where the college honored 20 of our Veteran students who currently or previously served in any branch of military. Faculty, staff, students and administrators expressed their personal appreciation for their sacrifices to protect our Nation.

Two Blood Drives sponsored by The American Red Cross over 60 students; faculty and staff participated in each event.

"In His Own Words: The Dreams of Dr. Martin Luther King Jr." The original production was adapted and directed by CCC Professor Allison Green using King's own speeches and writings. CCC student performers did an excellent presentation as stated by faculty, staff and students who attended the event.

Camden County Department of Health and Human Services and Human Services CEED program at Virtua to presented a workshop on the HPV virus to the health and wellness class with over 40 students in attendance.

Received a thank you letter from the Food Bank of South Jersey for the college's donation of over 170 pounds of food donated to CCC food drive.

Student Praise Dancer, Takreeya Hawkins performed while over 250 students, faculty and staff enjoyed a food sampling from Corinne's Kitchen in Camden, New Jersey.

The Foreign Language Week Movie Night which featured La Vie en Rose and Nueve Reinas. Over 150 students were served dinner and enjoyed dessert while viewing the movies.

Irish Culture Week had Irish Multi Instrumentalist, Singer Songwriter Gabriel Donohue perform some Irish folklore music. 300 students were served an Irish Buffet Luncheon.

The first recipient of the 2012 Battleship New Jersey scholarship was identified and awarded.

Bus trip to Washington, D.C. which 54 faculty, students and staff enjoyed a day in Washington viewing the cherry blossoms as well as attending the Cherry Blossom Festival.

The Office of Student Life and Activities co-sponsored the following events with the various departments on campus:

Free Jazz Concert with the band, Knee body. Students, faculty and staff enjoyed the band's concert as well as their question and answer period at the end of their performance.

Women's Softball Breast Cancer T-shirts and socks for their Second Annual Breast Cancer Awareness Day softball game.

Earth Day T-shirts for the Earth Day Activities.

Honors Program trip to New York City which 35 Honor Students traveled to New York City. Some students attended the play Memphis, while other attending museums as well as toured central park.

"Feed your brain Event" which provides healthy snacks to students before finals. The Dietetic Club assists with the distribution of the snack as well as provides nutrition information to the students.

### **Camden County Transformation Initiative:**

The College completed a third year of a shared services agreement with the County of Camden for the administration of the Camden County Transformation Initiative. The initiative has continued to reveal ways to consolidate programs and departments with the essential purpose of saving taxpayers money and students tuition. The College has benefited through consolidated bids reducing material costs through bulk purchasing of supplies, utilities, waste removal just for example.

### **Camden County Campus Safety Officers:**

Camden County College department of Public Safety has served as an example of professionalism and efficiency while providing security to the College Community. In 2011, the Administration of this department was asked to evaluate the potential of providing similar services county wide. In May 2012, the College Public Safety Department created the Camden

County Government Services Division, placing officers in more than 15 county government locations. After more than four months the program is thus far successfully offering career oriented students and security professionals, employment with education and professional training the core of the program.

### **Consolidation of Camden County Technical Institute, Fire Academy, and Camden County Police Academy:**

As part of the Camden County Transformation initiative, all adult training and education has been consolidated from the Camden County Technical School (CCTS) and Fire Academy to the College. The College now offers programs in HVAC, welding, Automotive, dialysis technician, plumbing, carpentry, electrical training, cosmetology, medical assisting and culinary arts at CCTS while eliminating duplication of programs. The consolidation includes the assumption of operational responsibility for the Regional Emergency Training Center (RETC), offering training to firefighters and emergency medical technicians. The Camden County Police Academy has also officially become part of the College. These three outreach programs have been with Continuing Education and completed the first year of operations at the college. The main offices for CE are now housed in the RETC building, Blackwood.

### **Camden Conference Center:**

Camden County College hosted a variety of community events in Camden sponsored by both the college and Camden County. During FYI 2012, the Camden Conference Center hosted a total of 71 events. These events included a N.J. Department of Education information session, a N.J. State Assembly Budget Hearing, an event with the Camden Mayor's Youth Council, and the Healthy Mothers/Healthy Babies forum. The college also sponsored an autism workshop, an Earth Day film, and a Dr. Martin Luther King Jr. theatrical presentation. During Black History Month, the Camden County Cultural & Heritage Commission held two concerts that were free and open to the public.

The Camden Campus also was the venue for a Camden City Public School District 24 Math Tournament, an 8th grade dance with the Lanning Square School, the Professional Latinas Alliance Network annual outreach forum, and the LAEDA graduation. Camden Mayor Dana Redd also met with GED students to address community concerns. The Housing Authority of Camden City also held their YouthBuild graduation at the campus again this year.

### **Community Service:**

Camden County College's Division of Continuing Education successfully trained over 240 clients from multiple One Stop Centers such as Camden, Burlington, Gloucester, Atlantic, and Cumberland along with customers from Division of Vocational Rehabilitation (DVR), Trade Act, and Workforce Development Programs (WDP). Students chose training in the following fields: Technology Support Specialist, Microsoft Office Administrator, Cisco, Microsoft Certified IT Professional, Medical Office Administrator, Pharmacy Technician, Certified Nursing Assistant, Multi-Skilled Technician, QuickBooks, Real Estate, AutoCAD, Construction Management, Web Design/Graphic Design, Commercial Truck Driving, Security Officer Training, Solar Panel Pre-Construction, and Technical Institute trade training.

The Continuing Education department offers free information sessions at Camden County College to discuss training opportunities and the funding process for state training grants. Students are invited to attend these free information sessions Monday at 2pm at the William G.

Rohrer Center located in Cherry Hill or Wednesday at 2pm located at the Camden County Emergency Training Center in Blackwood.

Camden County College is working with Camden County One Stop to recruit and market new "green" programs along with in-demand occupational training courses. Joseph Pranzatelli, Job Developer for Division Continuing Education, has partnered with career counselors at the Resource Center to meet with dislocated workers in training orientations every Tuesday and Thursday at 10AM to discuss job opportunities for clients looking to make career changes.

Camden County College has worked diligently with the Camden County Workforce Investment Board team and the Executive Director Jeff Swartz. Mr. Swartz has supported new and innovative grant proposals and is committed to assisting Camden County College in the award of exciting grants such as the State Energy Sector Partnership (SESP). This grant will provide training for individuals to secure jobs in the energy industry through comprehensive training programs such as: Solar Panel Installation, Geothermal Basics, Mechanical Installation, Weatherization Tactics, HAZWOPER. This new program will provide individuals with 400 hours of hands-on training that will prepare them for positions such as solar panel technician, solar thermal technician, HVAC, and Energy Efficiency Technician. Camden County College's job developer will assist with job placement.

Camden County College's Division of Continuing Education and Office of Communications and Development produced a video that is on display at Camden County's Labor and Workforce Development office in Suite 102 located at 2600 Mt. Ephraim Avenue. The video promotes College programs and informational sessions that are held on campus.

### **Cultural Activities:**

The College provides a variety of cultural and leisure activities, including art shows, theatrical productions, concerts, dance performances and other presentations. These programs aim to enhance the quality of life for County residents. With the assistance of grant funding from sources such as the New Jersey Council for the Humanities, the College has been able to develop programs that span a wide range of topics of interest for the residents of the surrounding community.

During 2011-12, College-sponsored cultural programming has included:

#### **Art Exhibits**

- "Flaneur" Student Photographic Exhibition
- Computer Graphic Exhibition by Students
- Visual Arts Faculty Show by CCC Faculty
- "Immersion" works by Gregory Brelochs
- "Retrospective" works by Fred Schumm
- "The 45<sup>th</sup>. Annual Visual Arts Student Exhibition"
- "Paintings" by Paul Monasevitch

#### **Theater**

- Picasso at the Lapin Agile
- The School for Wives
- The 39 Steps
- Our Town

"In His Own Words: The Dreams of Dr. Martin Luther King Jr." (Readers' Theatre)

**Music Concerts**

CCC Jazz Ensemble

CCC Music Majors' Recital

CCC Choir Concert—"Songs of Love"

CCC Rock Ensemble presented "Abbey Road" by the Beatles

CCC Music Majors' Recital

CCC Choir presented "Songs of Liberation"

Tri-County Symphonic Band – Spring Concert

Tri-County Symphonic Band – Summer Concert

Woodland String Band appearance

**Dance**

"Moving Moments"

**Speech Program: The Readers' Theatre Project**

"An American Christmas"

"Eleanor Roosevelt: America's Revered Renaissance Woman"

**Events**

Dead Poets Society presented "Publication Party"

Dead Poets Society presented readings by Lauren Davis

"Literature Live" readings by faculty and staff

The Language & Culture Department presented the films "La Vie en Rose" and "Nueve Reinas"

Lest We Forget Museum of African American Slavery and Cultural Center Exhibit

Lawyers Without Rights:- Jewish Lawyers in Germany Under the Third Reich  
"The Man Who Knew" 9-11 lecture

Octavius Catto Constitution Day lecture

"American Civil War: A History of Ordinary People in Extraordinary Times" lecture and presentation series

Autism series

"Risorgimento! Italian Unification and the History of Italians in America" film screenings and discussions

"The Last Ghost of War" environmental justice film screening and discussions

"Two Angry Moms" film screening and discussion

Human trafficking Phi Theta Kappa Honors in Action Day presentations

"Boardwalk Empire" lecture

"Lia-Ria Meets the Angels" alumna children's author reading

Black History Month displays and activities

"Our Daily Bread" author reading and discussion

"Islam: Tradition and Diversity" lecture series

"Atlas Shrugged: Part I" film screening and discussion

"A Tribute to the *Titanic*: 100-Year Anniversary of the Tragedy" lecture and presentation series

### **Give Kids a Smile Day**

Camden County College dental hygiene and dental assisting students and staff provided dozens of area youngsters with dental cleanings and other preventative dental care along with dental education services as part of "Give Kids a Smile!" Day – also known as National Children's Dental Access Day.

### **Mole Day**

The keynote speaker was Dr. Maureen Kling, who presented information on the use of genetic testing in the prevention, diagnosis, and treatment of cancer in her talk "Can You Predict Breast or Ovarian Cancer?".

### **Earth Day**

Earth Day events included:

- "A Field Guide to Urban Wildlife" lecture and book signing by author and Camden County College alumna, Julie Feinstein
- "Preservation of Endangered & Threatened Species in New Jersey" lecture by Maria Grace of the Conserve Wildlife Foundation
- "Protecting New Jersey's Environments" lecture and book signing by Thomas Belton of the Dept. of Environmental Protection

### **Mainstage's Summer Stage**

Through its partnership with Camden County College, Mainstage Center for the Arts, a 501(c)(3) non-profit performing arts organization, hosts year round classes in theatre, music, acting, dance, and instrumental instruction for young people. In addition, at Camden County College this year, Mainstage's Summer Stage celebrated its 24th year with over 400 young people participating and audiences over 8,000. Running from June 19th to August 3rd, Summer Stage produced and presented 27 separate performances. Among the highlights of the season was "Winnie the Pooh", "Honk, Jr.", "Mulan" and "Joseph and the Amazing Technicolor Dreamcoat". Another Mainstage crowd pleaser were the large musical reviews presented by our 2nd through 5th graders in our Kids Stuff and Apprentice programs. The Film Premiere debuted 20 original films by members of their Video/Film Production Class. Additionally, Mainstage directs and develops two show choirs, Harmony and Encore, who performed 30 concerts throughout the Delaware Valley this year. Lastly, Mainstage's winter season was highlighted by such productions as "Young Americans", "To Kill a Mockingbird", and the new show "Brighton Beach Memoirs".

## I. Major Capital Projects: FY 2012

### NJ - Route 42 Interchange:

Exit 7B from Rt. 42 has been open now for more than 2 years. When traveling to or from the Blackwood Campus this exit is the fastest and most direct route whether you are heading north or south on Rt. 42.

### Blackwood Transformation:

#### Science & Classroom Building:

- The Sciences Building was begun fall of 2010 and is on target for the projected completion date of Summer 2013. The 107,000 square foot Sciences Hall will house 19 labs, 26 classrooms and a new dental teaching lab. The building is nearly complete. The formal ribbon cutting is planned for October 24, 2012 with limited classes to be held starting in January 2013.

#### One-Stop Student Services Hall:

- The next phase of facilities development is the renovation of Taft Hall which is slated to begin when the new Sciences Building opens. The project involves the conversion of a classroom building into space for a "One Stop" student services facility to house Financial Aid, Advisement, Testing, Business Office, and numerous administrative offices. Design of this renovation is well underway. With completion of Taft, the College will demolish several antiquated buildings that currently house the offices that will ultimately occupy Taft.

#### Updating the Blackwood Campus Master Plan:

- Concurrent with the renovation of Taft, the College will commence a new round of site planning for the academic core and updating of the College's master plan. The focus of this planning will be to determine best use of land currently housing the buildings to be vacated.

#### Ring Road:

- The ring road project is complete. This project included the installation of a new campus wide underground electrical feed that replaced the old over head lines that were prone to outages during storms. The Blackwood Campus Ring Road is complete and now permits traffic to circumnavigate the academic core facilitating more efficient traffic flow and improves access to parking lots that surround the core. Most of the parking lots have been redesigned and resurfaced reducing the need for alternate parking on the college lawns during high traffic periods. Other elements of this project now completed or nearing completion include a new way-finding system and improvements to the Campus infrastructure such as storm water management and water mains.

#### Campus Land Use & Subdivision Plan:

- Permits have been granted for the development of an access road to cross the wetlands on the southwest side of the campus. This roadway is necessary to access the

College's perimeter properties targeted for development. The scope of work includes engineering of a new culvert at the west entrance to the College.

**Blackwood Energy Conservation Audit**

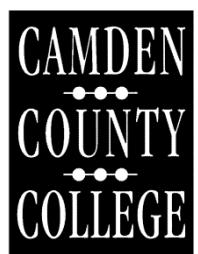
- The final report is expected in September 2012 which will be followed by evaluating possible energy saving options. With the assistance of various experts in the field the College will determine which recommendations will provide the best returns on investment. An energy audit of the Camden Campus is also planned in the near future.

## BIG IDEAS GROUP # 3

## NEW JERSEY STUDENT SUCCESS MODEL - Camden County College - Fall 2008 Cohort

Model Elements			FULL-TIME			PART-TIME			OVERALL		
			N	Percent	Total	N	Percent	Total	N	Percent	Total
Prior Enrollment & Degree Intention	First-Time, Degree Seeking, Freshmen		76.3%			23.7%			100.0%		
Preparedness		College Ready	435	21.5%		68	10.8%		503	19.0%	
		Developmental	1495	74.0%		446	71.1%		1941	73.4%	
		ESL	81	4.0%		65	10.4%		146	5.5%	
		Others*	8		2019	48	7.7%	627	56	2.1%	2646
Time Frame	Three Years										
Success Outcomes	Earned a Degree/Certificate		298	14.8%		17	2.7%		315	11.9%	
		College Ready	146	33.6%		5	7.4%		151	30.0%	
		Developmental	150	10.0%		12	2.7%		162	8.3%	
		ESL	2	2.5%		0	0.0%		2	1.4%	
		Others	0	0.0%		0	0.0%		0	0.0%	
	Transferred without Award (to four-year institutions only)		8.8%			5.4%			8.0%		
		College Ready	59	13.6%		10	14.7%		69	13.7%	
		Developmental	114	7.6%		17	3.8%		131	6.7%	
		ESL	4	4.9%		1	1.5%		5	3.4%	
		Others	0	0.0%		6	12.5%		6	10.7%	
	Earned 30 Degree Credits with GPA of 2.0 or higher		24.7%			11.0%			21.4%		
		College Ready	125	28.7%		22	32.4%		147	29.2%	
		Developmental	349	23.3%		38	8.5%		387	19.9%	
		ESL	23	28.4%		7	10.8%		30	20.5%	
		Others	1	12.5%		2	4.2%		3	5.4%	
	Total of 3 Success Outcomes		48.2%			19.1%			41.3%		
		College Ready	330	75.9%		37	54.4%		367	73.0%	
		Developmental	613	41.0%		67	15.0%		680	35.0%	
		ESL	29	35.8%		8	12.3%		37	25.3%	
		Others	1	12.5%		8	16.7%		9	16.1%	

\* Other includes students who did not take Accuplacer, were exempt or had no information regarding placement in the system.



**Camden County College  
2012 Student Satisfaction Survey**

# **Camden County College 2012 Student Satisfaction Survey**

## **Executive Summary**

The assessment of student satisfaction is an important part of the College's effort to measure institutional effectiveness. Conducted as part of a Middle States recommendation for continuous assessment by students of the College's academic programs and services, the Noel-Levitz Student Satisfaction Survey has been administered at Camden County College since 1995. The information that is provided by the results of this survey serves as a guide for developing strategies to improve student experiences. By administering the survey over time, the College can determine if the student's level of satisfaction with the College's programs and services has changed.

The Noel-Levitz Student Satisfaction Inventory was chosen because it measures not only a student's level of satisfaction, but also how important a particular experience or service is to them. A performance gap score, the difference between a student's importance score and the satisfaction score, can then be calculated. A performance gap score, or gap score, is important in identifying areas on campus that need to be addressed (high gap scores) or areas of strength (low or negative gap scores). Another important feature of the Noel-Levitz survey is the availability of national comparison scores specific to two-year colleges.

## **Survey Highlights: 2012 Survey**

### **What Was Most Important to Our Students?**

Students were asked to rate the level of importance of each item by answering the question "How important is it that your institution meet this expectation?"

- Classes held at convenient times, high quality instruction and the campus is safe and secure for all students were the top three items of importance to students. In addition to these three, tied in ranking for third was a local question added to this year's survey, "Cost as a factor in decision to enroll".
- When compared to the results of the responses from the national sample, two of the top three items, convenient class times and quality of instruction ranked as two of the top three in level of importance. The third response ranked in the top three nationally was the ability to register with few conflicts.

## **How Satisfied Were Our Students?**

Students were then asked to rate their level of satisfaction of each item by answering the question “How satisfied are you that your institution has meet this expectation?”

- Ease of finding way around campus, the campus is well-maintained and the campus is safe and secure were the items that students ranked highest in satisfaction.
- The amount of student parking was the areas of lowest satisfaction in the survey.
- When compared to the results of the responses from the national sample, students rated a well-maintained campus, on-line access to services needed and the campus is safe and secure as most satisfying.

## **How Well Are We Meeting Student Expectations?**

When the students' satisfaction score is subtracted from their importance score, the result is unmet expectations or a gap score.

- As with previous surveys, the amount of student parking received the largest gap score (2.27) and therefore was the students' largest unmet expectation. Adequate student parking has been the largest unmet expectation in all previous surveys.
- When compared to the results of the national sample, adequate student parking also topped the list of unmet expectations.

## **Conclusion**

The determination of how satisfied students are with their educational experiences provides the College with a basic understanding of what is important to students and how we are meeting their expectations. The information provided by the survey will assist the College as we develop Institutional Effectiveness Indicators and institutional strategic planning goals and objectives. Items that receive high importance scores, low satisfaction scores are areas that need attention.

## **Camden County College 2012 Student Satisfaction Survey**

### **Introduction**

The assessment of student satisfaction is an important part of the College's effort to measure institutional effectiveness. Conducted as part of a Middle States recommendation for continuous assessment by students of the College's academic programs and services, the Noel-Levitz Student Satisfaction Survey has been administered since fall 1995. The information provided by this survey serves as a guide for developing strategies to improve student experiences. By administering the survey over time, the College can determine if the student's level of satisfaction with the College's programs and services has changed.

The Noel-Levitz Student Satisfaction Inventory was chosen because it measures not only a student's level of satisfaction, but also how important a particular experience or service is to them. A performance gap score, the difference between a student's importance score and the satisfaction score, can then be calculated. A performance gap score, or gap score, is important in identifying areas on campus that need to be addressed (high gap scores) or areas of strength (low or negative gap scores). Another important feature of the Noel-Levitz survey is the availability of national comparison scores specific to two-year colleges.

This report includes the results from the 2012 Student Satisfaction Survey, including a profile of survey participants, a comparison to previous survey results and conclusions.

### **Profile of 2012 Survey Participants**

Seventeen hundred students were asked to complete a survey in fall 2012; 1,248 were returned for a response rate of 73.4%. This was a slight increase in the number of surveys returned from previous years. The students completing this survey were more likely to be female (58%), between 19 and 24 years old (60%), White (57%) and full-time (76%). This profile closely matched the fall 2004 general student population with two exceptions. Only 49% of the student population attended full-time and 46% were between 19 and 24 years old.

### **Survey Results**

The Noel-Levitz Student Satisfaction Inventory (SSI) consists of eight scales composed of over 40 items. Each item on the survey describes an expectation about a student's experience on campus. A response is entered on two separate Likert scales, using a 1

to 7 ranking. One scale ranks the importance of an item while the other ranks the student's satisfaction with the same item. The seven levels of responses are presented as mean scores ranging from "not important or not satisfied" (1) to "very important or very satisfied" (7). The difference between a student's importance score and the satisfaction score results in a performance gap score. A gap score is important in identifying areas on campus that need to be addressed (high gap score) or areas of strength (low or negative gap scores).

## **Areas of Importance**

How important a particular experience or service is to a student provides the College with information to make more informed decisions affecting student welfare. The ten most important items in the 2012 survey are presented in Figure 1. These items, ranked by level of importance, are compared to their rankings in previous surveys. Please note that the 2012 survey used "Form B", a shorter version, unlike previous years, which used "Form A", therefore some questions have changed or were not asked.

**Figure 1**

**10 Most Important Items: 2012 Survey Results Compared to Previous Surveys**

<b>Item</b>	<b>Ranking</b>					
	<b>2012</b>	<b>2004</b>	<b>2001</b>	<b>1999</b>	<b>1997</b>	<b>1995</b>
Classes are scheduled at times that are convenient for me.	1	1	1	1	1	1
The quality of instruction I receive in most classes is excellent.	2	2	2	2	2	2
Cost as factor in decision to enroll.	3	NA	NA	NA	NA	NA
The campus is safe and secure for all students.	4	5	6	8	4	5
I am able to register for the classes I need with few conflicts.	5	3	3	3	3	3
There are sufficient courses within my program of study available each term.*	6	NA	NA	NA	NA	NA
Registration processes and procedures are convenient.*	7	NA	NA	NA	NA	NA
I can easily find my way around campus. (Local Question)	8	NA	NA	NA	NA	NA
My academic advisor is knowledgeable about my program requirements.*	9	NA	NA	NA	NA	NA
Faculty are fair & unbiased in their treatment of individual students.	10	9	12	7	11	12

\* Form B used in 2012, Form A used in previous years

The following trend observations can be made:

- Classes held at convenient times and high quality instruction topped the items students ranked as important to them. These items were also the

two of the top three items in all previous surveys.

- The item “I am able to register for the classes I need with few conflicts” has decreased in importance from other surveys; while a new item “Cost as a factor in decision to enroll is tied for third with the campus is safe and secure as the most important items to students in this survey.

## Performance Gap Scores

Performance gap scores, the difference between satisfaction and importance mean scores can be used to determine areas of priority for College resources and areas of need for strategic planning. A large gap score points to areas that are not meeting students' expectations while a small gap score indicates that the College is meeting their expectation and in some cases, exceeding expectations (negative gap scores). Note: Noel-Levitz defines a large gap score as 1.50 or greater, a small gap score as 0.50 or less and one that exceeds student expectation as a negative gap score. Figure 2 compares the gap scores for the ten most important items in the 2012 survey to the national comparison group to determine if the College is meeting their expectations.

**Figure 2**

### **GAP SCORES FOR 10 MOST IMPORTANT ITEMS: 2012 Survey**

<b>Item</b>		<b>Importance Mean Score</b>	<b>Satisfaction Mean Score</b>	<b>CCC Gap Score</b>	<b>National Gap Score</b>
1.	Classes are scheduled at times that are convenient for me.	6.63	5.56	1.07	0.96
2.	The quality of instruction I receive in most classes is excellent.	6.54	5.44	1.10	0.86
3.	Cost as factor in decision to enroll.	6.53	NA	NA	NA
4.	The campus is safe and secure for all students.	6.53	5.82	0.71	0.60
5.	I am able to register for the classes I need with few conflicts.	6.50	5.46	1.04	1.04
6.	There are sufficient courses within my program of study available each term.	6.43	5.36	1.07	1.06
7.	Registration processes and procedures are convenient.	6.39	5.46	0.93	0.80
8.	I can easily find my way around campus. (Local Question)	6.38	5.96	0.42	NA
9.	My academic advisor is knowledgeable about my program requirements.	6.37	4.86	1.51	1.02
10.	Faculty are fair and unbiased in their treatment of individual students.	6.37	5.53	0.84	0.77

7= very important/very satisfied

6= important/satisfied

5= somewhat important/somewhat satisfied

4 = neutral

3 = somewhat unimportant/somewhat dissatisfied

2 = not very important/not very satisfied

1 = not important at all/not satisfied at all

Comparing the gap scores with the national comparison gap scores on the top 10 Most Important Items yields some interesting observations.

- Camden County College students indicated that their expectations were not being met to a greater degree than the national sample on all items. Their gap scores were larger in the majority of cases.
- “My academic advisor is knowledgeable about my program requirements” did not meet students’ expectations and received the largest gap score, 1.51.

## Composite Scales

The items in the survey are grouped into 8 composite scales to allow for a global perspective of students’ responses. The mean scores for each scale provide a good overview of an institution’s areas of strengths and areas that need improvement.

Figure 3 lists each scale by performance gap scores, from the highest where expectations were not met to the lowest, where students were most satisfied, and compares the 2012 gap scores to previous gap scores.

Figure 3

### Scales Listed by Gap Scores: 2012 Survey Results Compared to Previous Surveys Highest to Lowest in 2012

Item		2012	2004	2001	1999	1997	1995
1.	Academic Advising/Counseling	1.27	1.36	1.27	1.27	1.29	1.62
2.	Safety and Security	1.14	1.47	1.33	1.32	1.47	1.72
3.	Admissions and Financial Aid	1.01	1.20	1.06	1.28	1.27	1.44
4.	Registration Effectiveness	0.95	0.92	0.91	0.95	0.95	1.22
5.	Student Centeredness	0.90	0.84	0.80	0.84	0.93	1.10
6.	Instructional Effectiveness	0.87	0.98	0.99	1.00	1.06	1.19
7.	Campus Climate	0.80	0.89	0.85	0.89	0.99	1.17
8.	Campus Support Services	0.72	0.59	0.52	0.59	0.67	0.78

The following trend observations can be made:

- Camden County College students’ expectations were better met on all but three scales, Registration Effectiveness, Student Centeredness, and Campus Support Services in the 2012 survey than in the 2004 survey; the gap scores were higher for these scales.
- “Safety and security” had previously had the highest gap score in all of the surveys, but this year dropped to second because “Academic Advising/Counseling” now had the highest gap score or lowest expectations met. “Campus Support Services” remains the lowest gap scores along with

“Instructional Effectiveness” and “Campus Climate” indicating the highest expectations being met.

Figure 4 shows the importance mean scores and gap scores for each scale compared to the national group importance and gap scores.

**Figure 4**

**Scales Listed by Importance**  
**Camden County College 2012 Scores Compared to the National Scores**

	Camden County College 2012 Survey		National Group Scores	
	<u>Importance Mean Scores</u>	<u>Gap Scores</u>	<u>Importance Mean Scores</u>	<u>Gap Scores</u>
Registration Effectiveness	6.42	0.95	6.46	0.83
Campus Climate	6.27	0.80	6.38	0.71
Instructional Effectiveness	6.26	0.87	6.40	0.74
Safety and Security	6.25	1.14	6.26	1.01
Academic Advising Effectiveness	6.23	1.27	6.32	0.98
Student Centeredness	6.19	0.90	6.33	0.82
Campus Services	6.07	0.72	6.23	0.57
Admissions & Financial Aid Effectiveness	6.04	1.01	6.22	0.93

7 = very important

6 = important

5 = somewhat important

4 = neutral

3 = somewhat unimportant

2 = not very important

1 = not important at all

The following observations can be made:

- Camden County College students viewed all items slightly as less important than the national comparison group; all Importance scores were lower than the National Group.
- Camden County College’s students were less satisfied that their expectations were being met on all scales when compared to the national gap scores. Students’ expectations were not being met when compared to the national comparison group; their gap scores were larger.

## Local Questions

Ten local general education type questions were included in the 2012 survey as a follow-up to determine their level of importance and satisfaction. Figure 5 shows the Importance and Satisfaction Mean scores as well as the gap scores.

Figure 5

Local Questions for the 2012 Survey  
by Level of Importance (Highest to Lowest) & Gap Scores

<u>Question</u>		<u>Student Satisfaction 2012 Survey</u>		
		<u>Importance Mean Scores</u>	<u>Satisfaction Mean Scores</u>	<u>Gap Scores</u>
49.	I can easily find my way around campus.	6.38	5.96	0.42
48.	The college provides effective career information.	6.23	5.15	1.08
50.	People with disabilities have full access to college classrooms and facilities.	5.97	5.67	0.30
44.	Teachers provide accurate transfer information.	5.97	4.74	1.23
42.	Rules governing student conduct and discipline are clear and are well-publicized.	5.72	5.27	0.45
41.	Classes are scheduled for two days instead of three.	5.71	5.48	0.23
47.	College-sponsored activities and cultural events adequately meet the needs of students.	5.26	4.97	0.29
45.	Athletic programs and facilities meet student needs.	5.08	4.74	0.34
46.	Classes are offered in local high schools throughout the community.	4.83	4.68	0.15
43.	Evening classes start at 6:00 pm instead of 5:20 pm.	4.70	4.39	0.31

7= very important/very satisfied

6= important/satisfied

5= somewhat important/somewhat satisfied

4 = neutral

3 = somewhat unimportant/somewhat dissatisfied

2 = not very important/not very satisfied

1 = not important at all/not satisfied at all

The following observations can be made:

- “I can easily find my way around campus” and “The College provides effective career information” received the highest importance scores from the students.
- The students indicated that their expectations were being met for the most part for every item except two; “The College provides effective career information” and “Teachers provide accurate transfer information.”

## Conclusion

The determination of how satisfied students are with their educational experiences provides the College with a basic understanding of what is important to students and how we are meeting their expectations. The information provided by the survey can assist the College as we continue to develop Institutional Effectiveness Indicators and institutional strategic planning goals and objectives. Items and scales that receive high importance scores and large performance gaps are areas that need attention.

One of the challenges of survey research is incorporating the results of the survey into a plan of action. A demonstration of the commitment by the College to improve the satisfaction level of students is the continuous development of strategies and actions that are incorporated into the Colleges Strategic Goals and Objectives. Some improvement in meeting student expectations from previous Student Satisfaction Surveys may be due in part to the following activities that continue to be refined:

- Development of a, one-stop, customer-service friendly registration process and the addition of Web registration.
- Creation of a more diverse schedule of course offerings at our three locations and off-campus sites to satisfy student needs for a variety of course offerings with flexible schedules, including mini-sessions and on-line courses.
- Major renovations at the Blackwood campus and the addition of a parking garage and additional classrooms at the Camden campus will better serve the needs of our students in both credit and non-credit throughout the region.
- Implementation of new enhancements to the student information system that continues to give students the tools they need to access registration, advising, degree requirements, course schedules, and the ability to pay their bill through the Internet.

Some of the challenges that the results of this survey identified include:

- The quality of instruction, timely feedback
- Academic advisement, career goals, program requirements
- Transfer information, requirements
- Financial aid, additional resources, timely announcements
- Student parking

The College must continue to demonstrate its commitment to student satisfaction by developing additional strategies and actions that will bring the degree to which Camden County College meets student's expectations closer to the level experienced by the national comparison group.

# **Final Report**

## **Non-Credit to Credit Articulation Best Practices and Guidelines for Creating Statewide Career Ladder Programs in the New Jersey Community College Sector**

**Submitted under contract to  
The New Jersey Council of County Colleges,  
The Academic Officers Association, and  
The Senior Continuing Education Officers**

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**June, 2007**

**(With revised guidelines and final recommendations as approved by the  
New Jersey Community College Presidents on November 13, 2007)**

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## Executive Summary

Non-credit occupational training is a growing segment of the community college mission, driven to a large degree by the needs to produce a better trained workforce. With this growth comes a new emphasis on creating programs that not only train workers, but also offer opportunities to earn academic credit. This new approach to non-credit training is well documented in national reports and studies, and examples of creative policies and practices within community colleges nationwide continue to emerge. But after extensive research, the Consultant found that while states are interested in creating guidelines to help support the development of these “career ladder” or “career pathway” programs, few if any states actually have guidance on how to develop such programs. This may be because there are so many different types of programs that currently exist. In fact, the Workforce Strategy Center<sup>1</sup>, which promotes and supports statewide efforts to build such programs, cautions that career pathway programs, *cannot be purchased off the shelf*. “The specific form and content of a career pathway program will depend to a large degree on the particular industry that is targeted, the requirements of employment and advancement within that industry and the existing programs and resources that prepare workers for employment in those sectors.”

There are, however, some common characteristics of a career ladder (or career pathway) program and some lessons learned that can be used to help the New Jersey community college sector build a set of guidelines that empower innovative strategies and encourage greater participation within the missions of both the academic and workforce development area. These common characteristics can also be found in many of the credit programs that colleges are developing within New Jersey. Indeed, while we are looking to other states for strategies, the sector should recognize that it is viewed as a leader in this area and was described to the Consultant as both “forward thinking and innovative” in its approach. Exactly where New Jersey stands in relation to other states will be reported later this year when the Community College Research Center (CCRC)<sup>2</sup> completes its national study on state policies relating to the organization, measurement, regulation, and certification of non-credit occupational education at community colleges.

To better understand how community colleges structure their programs, the Consultant has identified five different career ladder models that link non-credit training to an academic credential within a career ladder. The models help to illustrate the various approaches that are being used across the country and represent many of the approaches that are specific to New Jersey. These include: articulation practices within an institution; articulation practices for business/nonprofit clients by individual colleges; and articulation practices by statewide systems of education and/or consortia of colleges. While all five are appropriate for New Jersey’s policy environment, the model that appears to be of most interest is what the Consultant refers to as the *workforce*

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<sup>1</sup> The Workforce Strategy Center is a non-profit think tank that uses a “career pathways” framework to help states promote effective workforce outcomes. The Center has published numerous working papers and reports that support non-credit articulation.

<sup>2</sup> Community College Research Center, Institute on Education and the Economy, Teachers College, Columbia University.

*development model.* Specific guidelines for developing that model are included as part of this report.

## Background/Scope of Work

The Consultant was asked to develop clear statewide guidelines that could be used to assist the community college sector build career ladder programs that bridge non-credit continuing education courses with credit programs that lead to degree attainment. Specifically, the Consultant was asked to develop guidelines based on best practices from New Jersey and other states that will help to establish a standard framework so that all statewide career ladder courses are treated similarly. The goal was to help increase capacity within the sector so that New Jersey's community colleges can remain competitive in offering statewide training with a career path in mind.

The Consultant researched state, regional, and national best practices of non-credit to credit articulation programs. To select best practice states and to identify colleges within those states, the Consultant used recommendations from the Heldrich Center for Workforce Development<sup>3</sup>, the Community College Research Center, and interviews with knowledgeable personnel in the community college sector. Please note that the states and programs included in this report help to illustrate some of the best practices in articulation. They are not intended to be a complete listing of articulation programs.

The Consultant interviewed over 25 people during the course of this project and gathered a tremendous amount of information about the policy environment affecting non-credit programs throughout the country. The Consultant identified several workable models that link non-credit to academic programming and discussed the issues and lessons learned with program administrators on both sides of the equation. As expected, each interviewee had his/her own perspective on what worked and brought a unique set of expectations to the discussion. There was also a general consensus among NJ community college stakeholders that some issues do not fit neatly into one set of guidelines, but instead warrant further discussion and recognition that one-size-fits-all may not be appropriate. Understanding that perspectives may differ within the sector, the Consultant has organized the report into four distinct sections. The first provides the reader with a national perspective and insight into the way other states are dealing with non-credit to credit training. This section provides the larger context for the issues and identifies the characteristics of a good program. The second section is specific to New Jersey's career ladder projects and addresses policies, practices, and obstacles. The third section outlines five different approaches to articulating non-credit, which the Consultant has broadly characterized into five categories or "models." These models are based on training for an adult population and generally fit within New Jersey's policy framework.

The last section of the report focuses specifically on the steps or protocol necessary to build and successfully implement a non-credit occupational training program that articulates into a formal academic certificate or degree. This section addresses the New

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<sup>3</sup> The Heldrich Center for Workforce Development prepared a report in October 2005 titled "Deploying Community Colleges to Strengthen State Economic Development: A National Study." The report summarized the efforts of 10 states that had previously been recommended by national experts.

Jersey Council of County Colleges' request to build guidelines that will help ease the development of future career ladder programs within the state.

The Consultant began work on this project January 10, 2007, with the deadline to have the draft guidelines to the Presidents by their May 8, 2007, meeting. The report was distributed to the Academic Officers and Senior Continuing Education Officers prior to that meeting. (*Please note that while the report is dated June 2007, the guidelines in this final report were amended in November 2007 following a discussion and vote by the Presidents*).

A list of written reports used throughout this document and a list of individuals interviewed are included in Appendix D.

## Section 1 – Career Ladder: A National “Best Practice” Perspective

A career ladder program is a sequencing of workforce development and academic courses that leads to an industry recognized certificate, academic certificate, and/or academic degree. The “Career Ladders” or “Career Pathways” concept is based on a commitment to improve regional economic development by connecting the competencies needed in the labor force with a relevant educational system. This concept is embraced by many state policymakers, but guidelines that link non-credit training with credit programs are not readily available. That’s not to say that states wouldn’t like to have guidance on how to establish these programs, but rather most non-credit occupational programs that can be used to complete a formal certificate and/or degree are relatively new. This means that while community colleges around the country are adapting career ladder approaches, they are struggling with many of the same issues that we in New Jersey are facing. There are however, some common characteristics of a career ladder (or career pathway) program and some lessons learned that can help the New Jersey Community College sector build guidelines that empower innovative strategies and encourage greater participation within the missions of both academic and workforce development. These best practice characteristics are listed below.

- 1 **Help both employers and employees set realistic expectations.** Many employers want their workers to have additional training and education, but employees do not always understand the commitment involved in education. To address this, several colleges are now providing orientation sessions or career exploration programs as part of their training with businesses. Some carry college credit, others are non-credit courses that range from three to 18 hours in length. For instance, Gateway Community College (Kentucky) began incorporating a one-credit “Introduction to College” course within a “Foundations of Operations Management” module requested by the employer. In this case the college offered a one-credit course, paid for by the employer, that included content-specific information along with career planning and college preparation.
- 1 **Build credentials into a program so that the employee obtains one year of college and a credential.** Kentucky’s approach is to bundle training courses into certificates that ultimately lead to a degree. As a professor from Owensboro Community and Technical College (Kentucky) stated, “the philosophy is to give rewards as much as possible.”
- 1 **Offer curriculum in smaller modules or “chunks.”** Many career pathway programs focus on high-demand, high-wage industries that are important to the regional economy. To help prepare workers for these industries, some colleges have begun to offer curricula in smaller course modules or “chunks.” In Kentucky for example, almost all of the career pathway programs begin with the assessment of an academic program. The courses within that academic program are aligned to competencies within a high-demand industry, broken down and then offered in a way that best meets the needs of the industry. As workers complete the modules, they earn certificates that are embedded within the academic curriculum.

As Kentucky developed its career pathways programs it included provisions for both peer review and substantial industry involvement. This new approach required the colleges to rewrite some curriculum so that all pathway offerings were properly aligned with both academic credit programs and industry needs. Faculty involvement helped to ensure that all pathway programs maintained academic standards. Kentucky created a system of industry-based certifications (including employability skills certifications) with 23 career pathways. Pathway programs include Allied Health (16 different health-related programs in total), Advanced Manufacturing, Construction, Transportation and Leadership.

- 1 **Use “Road maps” as a tool that connects learning to jobs.** A road map is a simple diagram that illustrates the connection between the career ladder training and the labor market. Kentucky and Oregon use roadmaps fairly extensively to help illustrate the opportunities to advance from one job level to the next. Both states involve the employer in mapping the structure of jobs, requirements, and potential advancement paths for each of the targeted industry sectors. See appendix B for two examples from Portland Community College.
- 1 **Address the need for basic skills early in the process.** The need for remediation is perhaps the single biggest obstacle facing successful articulation programs. To address this issue:
  - **Prepare students to take the college entrance exam.** As one community college representative from Kentucky stated: “Part of collegiate readiness is the ability to take a test. When people have been out of school for a long time, the whole idea of test-taking is foreign to them, particularly when it is computerized.” Colleges across the country are recognizing the need to address basic skills testing earlier in the process. Within New Jersey, Cumberland County College (CCC) has introduced a series of “Brush Ups”; courses that are designed in part to help reduce test taking anxiety. CCC offers three, nine-hour, non-credit trainings in each of the ACCUPLACER subject areas. Other colleges in New Jersey are also creating new approaches that include remedial “boot camps” and “test-taking workshops.”
  - **Integrate basic skills into workforce development training.** Career ladder programs are seen as somewhat linear, where students begin in one mission area and transfer to another, moving up the ladder until they reach their ultimate goal. But the best career ladder or career pathway programs do not approach student learning in a linear fashion. Instead they integrate remedial education into the missions of both academic training and workforce development. The Kentucky Community and Technical College System, for instance, encourages colleges to think creatively about basic skills, believing that by continuing to separate basic skills from academic and workforce development missions, the system will ultimately fail to achieve its intended outcome of academic advancement.

The Washington State Board of Community and Technical Colleges has developed an Integrated Basic Education and Skills Training Program (I-Best) that pairs adult basic education instructors with professional technical instructors who work together to prepare students for success in a credit environment. Tacoma Community College (Washington) goes one step further and prepares English language *and* basic skills learners for careers in Early Childhood Education. The program combines basic skills and ESL instruction with the required Early Childhood coursework to prepare for the Child Development Associate (CDA) credential examination process. Each course is taught by a team of teachers. While team teaching is not always practical, the concept of looking at literacy from the perspective of preparing a student for specific employment within a career ladder is the goal.

- l **Address “math placement,” particularly for dislocated and incumbent workers in occupational certificate programs.** Math has been described as one of the major stumbling blocks for returning adults students. Unfortunately, colleges don’t seem to agree on the best way to handle this issue. What they do agree on, however, is that it must be addressed in every career ladder program. Some institutions have added a college-level business math course to the curriculum. Others view this as a threat to overall program “integrity and transferability” and therefore continue to require college algebra as a component of the certificate and/or degree. Others are skirting the issue entirely. Washtenaw Community College (Michigan), for instance, allows UA apprentices who have completed an apprenticeship program the option of applying up to 32 college credits to an associate degree or certificate in Construction Supervision, Industrial Training, or Journeyworker General Studies. Three of those credits apply to the math requirement. As such, students are not required to take a math placement test, nor are they required to take any college-level math.
- l **Offer training in hybrid formats.** With many workers pressed for time, colleges are developing alternative delivery options that they sometimes refer to as “blended learning.” Blended learning is a term used to describe a combination of on-line, classroom, self-paced, and group learning. It allows employees to learn in a more self-directed style and helps to minimize time away from work and family. For instance, Owensboro Community and Technical College offers two Industry-Based Modular Accelerated Credentials (I-MAC). Specifically designed for dislocated workers or industry sponsored workers, the college used an existing academic program and created an alternative delivery option. Within the Industrial Maintenance program, instructor-led lectures were replaced with Web-based learning and an open lab environment. The quality of the learning content is the same as the traditional academic course. However, the way in which it is delivered is different. Shorter learning programs (modules) are offered and progress is based on performance, not an academic calendar. Students learn at their own pace and set their own schedule. Seat time and clock hours are not applied. The students take the same tests and must meet the same level of competency in the lab, but they are given far more flexibility to achieve the goal.

Total credit hours earned at the certificate and diploma level can be applied to the A.A.S. degree.

- 1 **Track Participant Progress.** Every career ladder program should have a provision to track the academic path and success of students. While few colleges actually track student success from non-credit entry through completion of an academic degree, many states seem to be making this a new focus and policy priority.

While our goal has been to identify best practices in other states, we need to recognize that many of these states operate as a community college *system*. As such, colleges have common course names, numberings, abbreviations, prerequisites, course requirements, and program competencies. New Jersey's community colleges, as we know, operate as a *sector*, unified in its mission, but autonomous.

## Section 2 – New Jersey Non-credit Articulation Projects: Policies, Obstacles, and Implications for Practice

New Jersey's Community College Sector has been described as both forward thinking and innovative. Almost all of the community colleges in this state currently offer some form of academic credit for non-credit programs and courses on their campus. In some institutions this may include credit for an approved occupational training program, the retroactive granting of credit for the completion of a non-credit certification program, and/or credit for certain competencies that are measured through a college-administered examination. Within these programs students are eligible to earn approximately three to 19 credits towards a certificate and/or degree. Career ladder programs exist for the Child Development Associate (CDN), Culinary Arts Certificates, Hotel Management Certificates, software application training, paramedic training, a variety of allied health programs, and others. There are no specific guidelines, however, on how to assess these occupational courses or certificates for credit. Instead, each individual college has the flexibility to decide internally how it will award credit for each program.

In 2005, the community college sector successfully developed two statewide career ladder programs that respond to the needs of two very different employers. The first program responded to the needs of the Department of Human Services (DHS) and is the model for the New Jersey Education Association (NJEA) Educational Support Services career ladders program currently under development. The second request came from New Jersey's labor organizations and resulted in a new Technical Studies Degree program that is also referred to as New Jersey Pathways Leading Apprentices to a College Education (NJ PLACE). Below is a description of both programs with an analysis of what worked and potential concerns moving forward.

### **1.) DHS Social Services Certification Program**

The DHS Career Ladders program provides current DHS employees who do not have a college degree with five modules of competency-based training in social services. Students are enrolled as cohorts and complete the 150 clock hours of coursework in an eight-month period. The training is paid for by the employer (DHS) and taught by trained faculty at New Jersey's community colleges. The program is considered non-credit and therefore the employee is not required to take a placement test and/or complete remediation.

This non-degree, content specific training program grew out of a need to train the current DHS workforce. The idea was to develop a set of training modules aligned to the workforce that could be transferred into college credit. Students who complete the training modules earn a certificate of competency in Child Protective Services.

Completers have the option to enroll in a community college and are eligible for 12 college credits towards a 27-credit certificate or A.A.S. degree in Social Services. Note that students who wish to enroll in the community college must first take the basic skills test and meet the criteria for reading, English, and math. Credits are awarded after the student completes the requirements of the Social Services certificate.

The DHS model is being used for another statewide client. Within the next several months, 15 community colleges will begin to offer a new career ladder program in Educational Support Services in conjunction with the NJEA.

*What worked:* Community college faculty and DHS staff jointly developed the five program modules using an existing Social Services program as the basis for the academic framework. Program modules were standardized and faculty members were trained to deliver the same curriculum so that the sector could offer the client a consistent level of training. A total of 319 individuals completed the program in 2005 and 2006. Based on a survey conducted by the Heldrich Center<sup>4</sup>, the vast majority of completers who responded to the survey<sup>5</sup> were satisfied with the quality of the program and would overwhelmingly recommend it to other DHS employees.

*Concerns:* Although more than half of the DHS Career Ladder completers surveyed said they either enrolled or planned to enroll in a degree program, it appears that few students are actually moving into the college-level certificate. Colleges interviewed attributed this disconnect to the fact that many employees, while successfully completing the five module Child Protective Services training program, were still not college ready. Half of the program completers who responded to the survey reported working at DHS for 10 or more years and as such, had probably not taken a standardized test in the same amount of time. As one dean stated, "students were basically caught off guard by college placement tests." The Consultant was advised

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<sup>4</sup> Survey of Participants: New Jersey Department of Human Services Career Ladders Program In Partnership with the New Jersey Community Colleges, John J. Heldrich Center for Workforce Development, 2006

<sup>5</sup> A total of 206 completers (65% of 319) responded to a combination of either the on-line or telephone survey.

that the combination of tuition and the necessary time commitment became major barriers to retention. In response, several colleges have created shorter, non-credit programs that specifically address basic education and/or preparation for the placement test. But the approaches are not unified and results may vary.

Another concern and one that should be addressed moving forward is how clock hours transfer into credit. While the DHS program offered 12 credits for 150 clock hours of training, this may not be appropriate for all programs, particularly because most credit-based career programs award one credit for 15 clock hours.

## **2.) NJ PLACE – New Jersey Pathways Leading Apprentices to a College Education**

NJ PLACE is a statewide model for awarding college credit for registered apprenticeships in the building and construction trades. The model is a collaboration among the colleges, organized labor, and several New Jersey state agencies. This model creates a pathway connecting college-level learning in local union apprenticeship training programs to degree programs in New Jersey's community colleges and senior colleges and universities. Each apprenticeship training program underwent a rigorous evaluation of its curriculum, teaching objectives, and learning assessment tools by the American Council on Education (ACE) College Credit Recommendation Service. Based on the ACE analysis, the sector agreed to accept 25 credits towards a newly created A.A.S. degree in Technical Studies.

*What worked:* The major appeal of this program is the fact that academic credit for non-collegiate courses was evaluated by faculty experts using established criteria from the American Council on Education. This third-party evaluation connects specific competencies to credit courses, reviews the rigor and equates time spent in the learning environment to determine whether the program and/or course is college level. The program also worked because it had quite a few “champions” at the union level, the state level, and the college level.

*Concerns:* While the apprenticeship training programs provide rigorous curriculum and a pathway to college, the training is not always college preparatory. As such, students enrolling in the degree program may not be prepared to take the college placement tests.

As the Consultant gathered information on the articulation projects from various colleges it became apparent that terminology used to define a “certificate” varied from program to program. For instance, the Consultant identified at least seven different types of certificates: Academic Certificates, College Credit Certificates, Certificates of Achievement, Certificates of Completion, Certificates of Competency, Career Certificates, and Professional Certificates. Each had a slightly different meaning depending upon the institution and its location within the college’s administrative structure.

While we recognize that institutional culture sometimes plays a large role and colleges need the flexibility to call programs by different names, it becomes quite cumbersome when dealing with statewide or consortium projects. As such, statewide programs should have a common language that translates throughout the sector to mean the same thing.

Note: New Jersey's administrative code (NJAC 9-A) contains the licensure rules for A.A.S., A.A., and A.S. degrees; but no specific rules apply to academic certificates. There is however, a reference in the Academic Issues Policy Manual (2006-2007)<sup>6</sup> which states that: "If an institution decides to initiate a new certificate offering, change the nomenclature, or terminate an existing certificate program, those actions will be formally accomplished by a resolution to the Governing Board." For community colleges it also states that: "*Certificate programs shall consist of 30 to 36 credits, including six credits of general education. While community colleges may offer certificates of less than 30 credits, it is recommended that the colleges consider giving these course clusters a name that differentiates them from a certificate; for example, some community colleges refer to clusters of courses as Certificates of Achievement.*"

Colleges may also want to identify a minimum number of credits per certificate type. This will give the New Jersey Community College Consortium for Workforce and Economic Development and those charged with developing the curriculum an acceptable format for selling and developing programs.

### Section 3 – Program Models That Provide Academic Credit for Non-Credit Offerings

This section identifies the different approaches that community colleges use to structure their non-credit to credit programs. As discussed, there is no one best practice model for developing a good articulation program for an adult population, but rather many different approaches. Most articulation approaches being developed by New Jersey's community colleges fall into one of five broad categories or "models."

The first three models help to validate student learning by the retroactive granting of credit. Individual students are awarded credit for specific courses and programs, industry certifications, and/or prior learning. These models are not new to the community college sector and have been used by some of our colleges for many years.

The last two models provide a new direction in the delivery and planning of non-credit occupational training. These models require far more engagement and cooperation from both the academic and non-credit areas. They provide fertile ground for innovative programs and excellent opportunities to pilot programs. The models are appropriate for both individual colleges as well as the New Jersey Community College Consortium for Workforce and Economic Development. The Consultant would like to point out that this is not a definitive list, but rather a summary of models that generally fit within New Jersey's policy framework. A one-page summary with examples is included as Appendix C.

**Credit Recommendation Model** – This model is based on the American Council on Education (ACE) Credit Recommendation Service, which recommends credit be given

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<sup>6</sup> Academic Issues Policy Manual 2006-2007, New Jersey Presidents' Council

for employer, union, or professional association courses that have been evaluated by a college faculty evaluation team. Under the ACE program, faculty with subject-matter expertise evaluate training courses and/or programs to determine what portion of the training warrants college credit. Recommendations are determined based on how well each training organization defines and assesses learning outcomes, as well as the quality of instructional materials, delivery methods, student support systems, course objectives, and instructional staff qualifications and credentials. College credit recommendations resulting from these evolutions are published along with course descriptions in the National Guide to Educational Credit for Training Programs.

Using this model the college awards retroactive credit for learning that has already occurred. This model is used frequently with apprenticeship programs and was the basis for developing NJ PLACE.

**Specialized Proficiency Certification Model** – In this model the college merges a specialized certification/license into an existing academic certificate or degree. Because these are highly recognized credentials that measure competency, the origin of the training is not important so long as the individual has successfully obtained an industry-sponsored credential. For example several colleges in New Jersey offer academic credit to students who complete a Child Development Associate (CDA) credential.

In addition to providing academic credit for these credentials, colleges have also started to offer training that had previously only been offered by industry. For instance, after creating a career ladder program that grants college credit for the CDA, Tacoma Community College (Washington) began offering students the option of taking the non-credit training directly from the college. Similarly, Cumberland County College offers a Certified Property and Casualty Underwriting program that was previously offered only by independent organizations. Working with the American Institute for Charter Property Casualty Underwriters (AICPCU) the College is offering the training certificate through non-credit and giving students the option of converting that certificate into 12 college (elective) credits.

**Prior Learning Assessment Model** – Assessment of Prior Learning (APL) is a term used by many colleges to describe the process of earning college credit based on the learning that occurs as a result of a student's work, professional or occupational training, volunteer activity, and/or personal life. Colleges and universities nationwide have adopted a number of different assessment practices and tools to determine what students already know from prior life and/or work experiences and what portion of that experience may be awarded college credit. At the individual community college level, assessment methods most often include Credit by Examination and Portfolio Assessment.

**Academic Framework Model** – This model, which is based on the Kentucky Community and Technical College System (KCTCS) Career Pathways program, uses an academic framework to build a cluster of non-credit course modules. An academic course is broken down into a set of competencies and delivered in course modules. By breaking down an academic course into a subset of course modules, individuals tackle one “chunk” of learning at a time. “Chunks” are bundled and individual learners earn college credit for each course as they proceed through the career ladder.

This model is included in the discussion because it is an appropriate one for New Jersey's community colleges. By using a process of periodic program review<sup>7</sup>, colleges have an opportunity to create a set of competency-based non-credit courses that when bundled together, offer credit toward an academic certificate. Rather than articulating courses into a set of electives, colleges that build programs around an academic framework can use course for course substitution.

**Workforce Development Model** – What differentiates this model from customized training is the opportunity for employees to connect their workforce development training to an academic certificate and/or degree program. This model is based on the way customized training is managed in New Jersey and best described by the DHS program. In this model, the industry identifies the core competencies needed for a subset of jobs and the colleges customize the training program to meet those needs. The colleges then attempt to connect the competencies within the training program to an existing or new academic program. Under this model, credits sometimes do not align to specific courses and are generally awarded to replace electives and/or fieldwork.

## Section 4 – Guidelines for Articulating Academic Credits in a Workforce Development Model

The following guidelines are designed to help New Jersey's community colleges build career ladder programs that support customized training and motivate the employee to persist through an articulated academic path. The guidelines offer a step-by-step protocol that both the New Jersey Community College Consortium for Workforce and Economic Development and individual colleges should refer to as they develop *career ladder programs*. The guidelines address the major phases of Planning, Curriculum Development, Implementation, Credit Enrollment, and Assessment. Within each one of these phases the Consultant has identified certain steps and questions that can be used to facilitate a consistent process. Note that while the guidelines are specific to the Workforce Development Model, they can also apply to the Academic Framework Model. The process is illustrated in Appendix A immediately following this section.

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<sup>7</sup> Academic program review is used by colleges to assess the overall quality and effectiveness of all academic programs at an institution. The process usually includes an assessment of all courses in that program, a review of competencies needed for licensing and/or certification, and the alignment of those competencies to learning outcomes, the longer term health of the industry, facility and equipment needs, and a review of the labor market.

## **Guidelines for Articulating Academic Credit in a Career Ladder Program**

### ***A. Planning the Career Ladder Program***

1. The first step in the planning process is to **assess the training needs of both the employer and the industry**. A good career ladder initiative requires a thorough assessment of labor market needs. The task is to determine both the immediate needs of the employer as well as the long-term opportunities for career advancement and higher earnings.
  - l What are the competencies needed to maintain employment?
  - l What are the competencies needed to advance to the next level within that industry?
  - l What is the long-term outlook for jobs within the sector?
  - l What value does the employer put on education? Training? Experience?
  - l What professional certification or licensing standards exist for jobs within this employment sector?
2. At this point the college/consortium should involve the employer in **mapping the job requirements and advancement pathways**. The “road map” is meant to be a graphic organizer that outlines the value of the educational program to the labor market. The employer is engaged in creating a road map that illustrates the connection between the career ladder training and employment. The map reflects the potential for career advancement. This includes basic skills, professional training, industry certification, and academic credentialing.
3. The next major step is to **identify the target population**. The design of the program will depend largely on the general literacy, educational backgrounds, and age of the employees who will be the learners. This information is important for determining what special needs and/or barriers exist. Questions used to guide the process should include:
  - l What are the credentials of the current workforce in that employment sector?
  - l What are the basic literacy levels of the target population?
  - l Are there any language barriers to consider?
  - l Does the population have basic computer skills? (This is important if any of the academic training is to be offered on-line.)
  - l What are the short-term and long-term occupational goals of the employees?
  - l What occupational time constraints/barriers exist?
4. The consortium should send notification to the Academic Officers Association (AOA), Senior Continuing Education Officers (SCEO), and 19 consortium liaisons that a **lead college** is needed to work closely with the employer to develop the curriculum (including observable measurable objectives) on behalf of the sector. The lead college (or colleges if more than one is identified) should have an academic program that fits within the industry and be able to demonstrate to the other colleges that its program is appropriately aligned to current industry standards. It is helpful if the college has an active advisory board for that program or an existing business relationship that demonstrates industry participation.

## **B. Developing the Curriculum**

1. **Engage college faculty** in the process of developing content-specific curriculum.
2. **Determine how newly-gained knowledge and/or competencies within the non- credit training curriculum will be aligned to credit** – specifically for what courses and in what program. Upon completion of the program students will be eligible to transfer a specified number of credits into a certificate and/or degree program. Credits can be applied in two ways.
  - 1 **Block Credit** – The credits will be applied as a block and substitute for a required practicum, internship, specific field work and/or electives within a specific program. The number of credits will be determined based on both contact hours and sufficient rigor to warrant college credit. (Note that in calculating academic credit, one credit should be granted for 15 credit hours, where a contact hour typically includes 50 minutes of instruction. While pre-college level curriculum may be included in the course, it should not count toward the credit hour calculation.)
  - 1 **Competency Based Credit** – Using this second option, credits are aligned to the competencies in the academic curriculum. Documented learning competencies within academic courses/programs are divided into “chunks” and offered as separate training courses or modules. Modules are bundled to match the competencies in a credit course and applied as credit after the individual completes the full sequence of modules. Rather than articulating courses into a set of electives, the college uses course for course substitution. Again, pre-college level curriculum may be included in the modules, but should not count toward the credit hour calculation.
3. **Determine whether the program fits within an existing degree, option, and/or certificate.** Any statewide program that articulates into a newly-created certificate that will be adopted by more than one college should follow one of the two formats below:

### Academic Credit Certificates

- 1 Total at least 30 credit hours.
- 1 Require at least six general education credits.
- 1 New programs require a resolution by the College Governing Board.
- 1 Notice is sent to the Presidents’ Council for information.

### Academic Certificates of Achievement

- 1 Total 29 or fewer credit hours.
- 1 No requirement for general education credits beyond those that support career education.
- 1 New certificates require approval by the College President.

4. **Address basic education within the design of the curriculum.** This includes provisions to strengthen skills in reading, writing, and math *prior to and during* the training program. Within this step the consortium/college must decide what services

will be necessary to “retain” students in the career ladder. As the single biggest obstacle facing successful articulation programs, remediation must be addressed early in the process. Participants interested in transitioning into a college-level program should have the opportunity to take the ACCUPLACER test while they are still enrolled in the non-credit training. Additionally, colleges should offer short-term refresher courses (“boot camps”) to help participants prepare for ACCUPLACER. If ACCUPLACER is used as a post-test in the refresher course and participants score above the cut scores, this should satisfy the colleges’ placement test admission requirements.

5. **Identify any support services that may be needed to help retain students.** Note that each college should identify a person to serve as the primary point of contact for career ladder students. The contact person should understand the program and help the student transition into the academic program.

#### **C. Implementation**

1. **Produce and distribute an instructor manual/guide** that includes the completed *road map*, training curriculum, rubric for scoring competencies, and point of contact for questions/issues.
2. **Convey the purpose and objectives of the training** to the student at the start of the program. Conveying as much information as possible prior to enrollment will help to clarify the extent of the commitment required. This will help with retention later in the process.
3. **Document strategies** that are being used to prepare students to take the college entrance exam.
4. **Develop a career ladder fact sheet** that provides all stakeholders (students, teaching faculty, counselors, employers) with the detailed information about the program, the requirements, and how it articulates into a credit credential. Include a career ladder map that illustrates the upward mobility of the program.

#### **D. Credit Enrollment**

1. Once a student commits to a credit program at the community college the student must take and pass **the basic skills test** if he/she has not already done so during the non-credit training.
2. All credits earned during the training program are **banked** and awarded after the student successfully matriculates into the designated academic program.

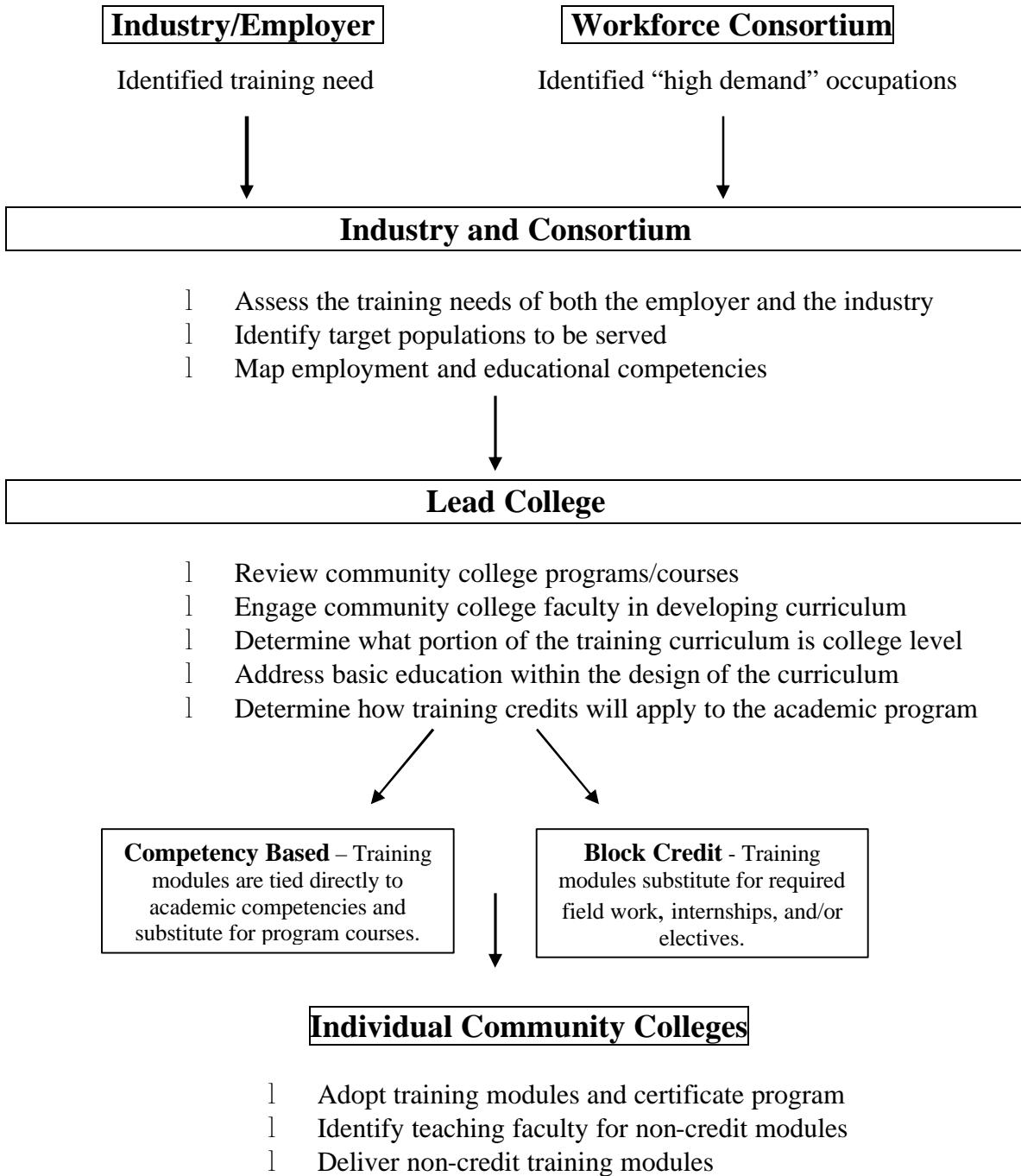
#### **E. Tracking and Assessment**

Every career ladder program should have a commitment to track the academic path (including basic skills testing and remediation) and success of students.

- 1. Establish data collection protocols to track the academic path and success of students.**
  - ? How many students completed the career ladder workforce development program?
  - ? How many students have enrolled and are taking at least one course at a community college?
  - ? How many students completed the certificate and/or degree?
- 2. Assess opportunities to expand the career ladder program** to additional populations and/or industries.

## Appendix A

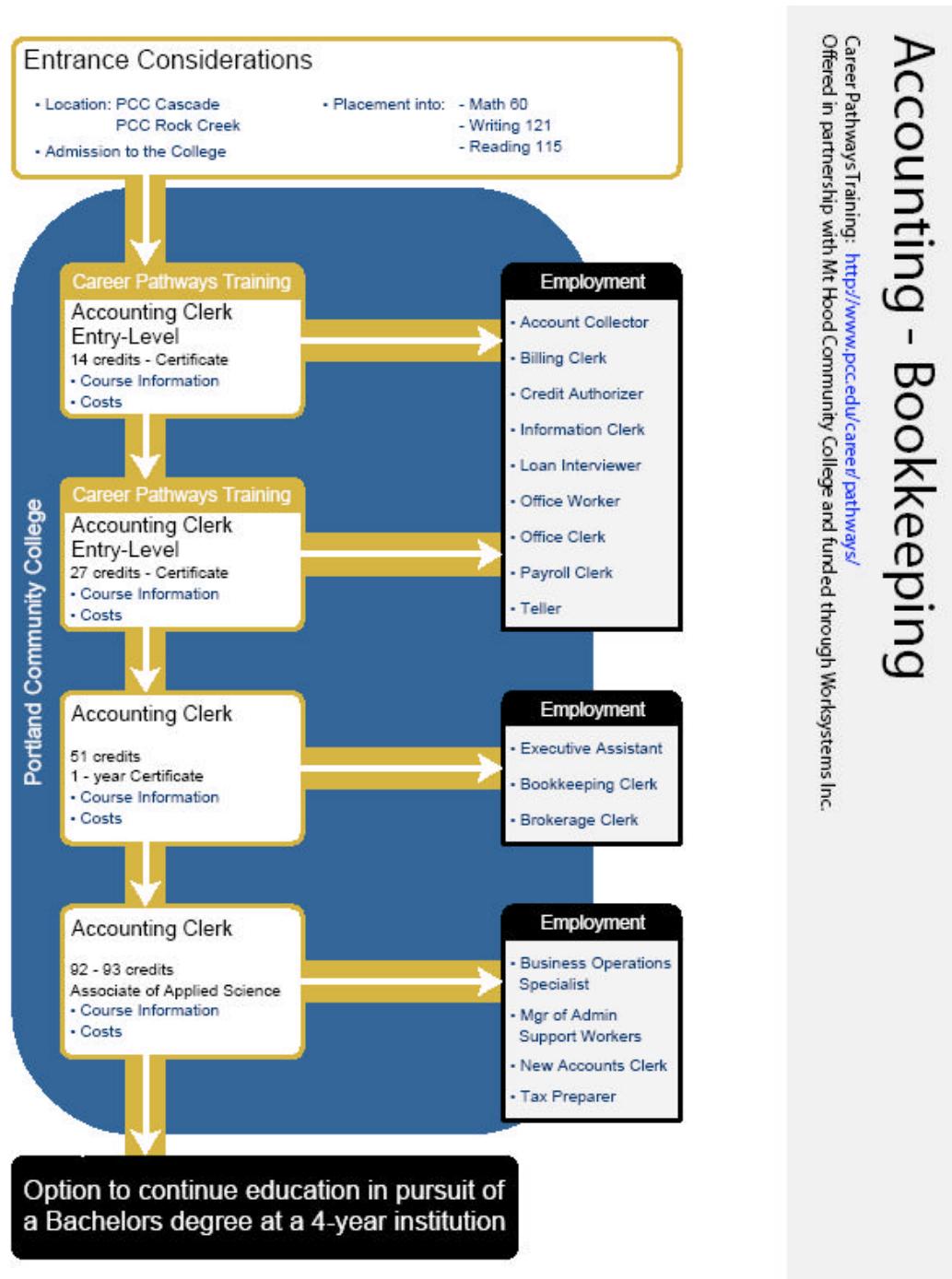
### Developing a Career Ladder Program



Credits are “banked” and awarded once the student has successfully matriculated into an approved academic program.

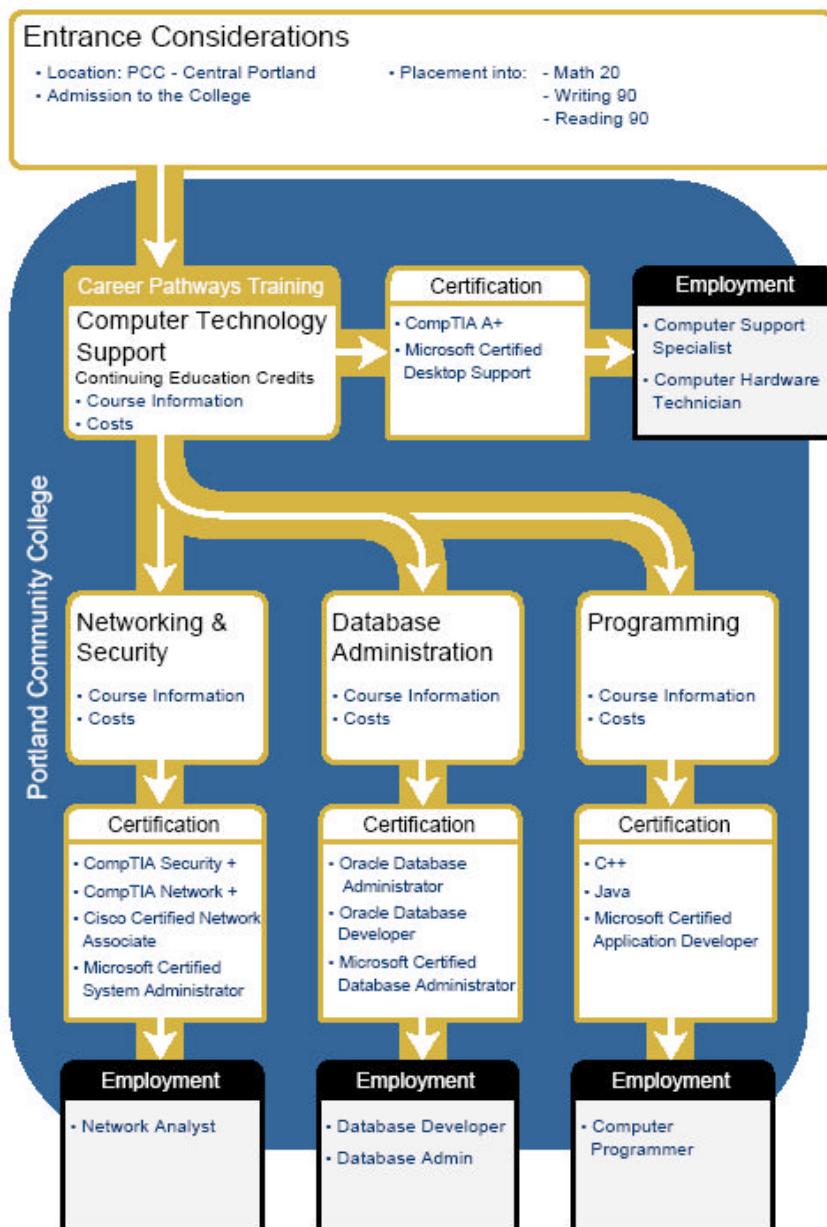
## Appendix B

### Examples of Career Ladder Road Maps



# Computer Technology Support Specialist

Career Pathways Training: <http://www.pcc.edu/career/pathways/>  
Offered in partnership with Mt Hood Community College and funded through Worksystems Inc.



## Appendix C

### Examples of Non-Credit to Credit Articulation Programs by Model

Type of Program	Credit Recommendation Model	Specialized Proficiency Certification Model	Prior Learning Assessment Model	Academic Framework Model	Workforce Development Model
Examples	NJ PLACE – Technical Studies Program	Child Development Associate (CDA) Tacoma Community College  Child Development Associate (CDA) Burlington County College  Child Development Associate (CDA) Hudson County Community College	Limited Scope Chest Radiography Certificate (Middlesex County College, NJ)	Industry-Based Modular Accelerated Credential (I-MAC) Industrial Maintenance Electrical Mechanic Certificate, (Owensboro Community and Technical College, KY)	Department of Human Services Child Protective Services Social Services (Articulates into the Social Services Certificate at 15 Community Colleges in New Jersey)
	Construction Supervision, Industrial Training, and Journey Worker General Studies, (Washtenaw Community College, MI)	Certified Property and Casualty Underwriting Certification (Cumberland County College, NJ)	Software Application Training (Essex County College, NJ)	Industry-Based Modular Accelerated Credential (I-MAC) Team Leadership Certificate, (Owensboro Community and Technical College, KY)	NJEA – Educational Support Professional (Articulates into the Business Paraprofessional Certificate in New Jersey Community Colleges)
		Hotel Management Certificate (Hudson County Community College, NJ)		Culinary Arts Certificate (Hudson County Community College, NJ)	
		Microsoft Certification		Operations Manager Certificate (Gateway Community and Technical College)	

**Credit Recommendation Model** – This model is based on the American Council on Education’s Credit Recommendation Service, which recommends credit be given for employer, union, or professional association courses which have been evaluated by a college faculty team. Under the ACE program, company and other non-collegiate courses are evaluated by faculty experts who determine whether courses are college-level and who recommend academic credit for each course. Recommendations are determined based on how well each training organization defines and assesses learning outcomes, as well as the quality of instructional materials, delivery methods, student support systems, course objectives, and instructional staff qualifications and credentials. College credit recommendations resulting from these evaluations are published along with course descriptions in The National Guide to Educational Credit for Training Programs.

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**Workforce Development Model** – What differentiates this model from customized training is the opportunity for employees to connect their workforce development training to an academic certificate and/or degree program. This model is based on the way customized training is managed in New Jersey and best described by the DHS program. In this model, the industry identifies the core competencies needed for a subset of jobs and the colleges customize the program to meet those needs by connecting the competencies identified by the employer to an existing or new academic program certificate. Courses generally articulate into a degree program and credits are awarded as electives and/or fieldwork.

## **Appendix D**

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## List of Contacts

### New Jersey Contacts

Aria, Maria	Cumberland County College
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Mink, Bill	Camden County College
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Nagron, Dan	American Council on Education at Thomas Edison State College
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**Office of Curriculum and Assessment**  
**Summary of Assessment Progress 2008 to Present**

ASSESSMENT STAGE	
1	Program SLOs submitted
2	Assessment Plan/Time Line
3	Data Collected
4	Change Implemented
5	Re-evaluation

RUBRIC			
IP			In Progress
C			Complete

			Assessment Stage						Assessment Data						P-SLO						C-SLO						Gen. Ed.
			2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	Comp				
AHSS	Communications	COM.AA	3	4	3	1	3,4,5	3	2	1	IP	IP	2	2	2	2	IP	2	2	1	1	IP	YES				
AHSS	Comm.: Phot-journalism	PHJ.AA	3	3	3	1	3,4,5	3	1	1	IP	IP	2	2	2	2	IP	1	1	1	1	IP	YES				
AHSS	Comm.: Public Rel/Advert	PRA.AA	3	5	3	1	3,4,5	3	2	2	IP	IP	2	2	1	2	IP	1	2	1	1	IP	YES				
AHSS	Dance	DAN.AA	3	3	3	3	3,4,5	2	2	1	1	IP	2	2	2	2	IP	1	1	1	1	IP	YES				
AHSS	Music	MUS.AA	3	3	3	1	3,4,5	2	2	2	IP	IP	2	2	2	2	IP	1	2	1	1	IP	YES				
AHSS	Speech/Theater	SPT.AA	2	3	3	1	3,4,5	IP	2	3	IP	IP	2	2	2	2	IP	1	2	1	1	IP	YES				
AHSS	Speech/Theater: Speech	SPE.AA	3	5	5	3	3,4,5	3	2	2	2	IP	2	2	2	2	IP	2	1	1	1	IP	YES				
AHSS	Criminal Justice	CRJ.AS	2	3	3	1	3,4,5	IP	3	1	IP	IP	3	3	2	2	IP	1	2	1	1	IP	YES				
AHSS	Deaf Studies	SLS.AA	2	IP	IP	IP	3,4,5	IP	IP	IP	IP	IP	2	2	2	2	IP	IP	IP	IP	IP	IP	YES				
AHSS	Sign Language	SLA.AAS	2	IP	IP	IP	3,4,5	IP	IP	IP	IP	IP	2	2	2	2	IP	IP	IP	IP	IP	IP	YES				
AHSS	English	ENG.AA	2	2	3	1	3,4,5	IP	IP	1	IP	IP	2	2	2	2	IP	1	1	1	1	IP	YES				
AHSS	Fine Art: Applied Art	APA.AA	3	4	3	1	3,4,5	3	3	2	IP	IP	2	3	2	2	IP	2	2	1	1	IP	YES				
AHSS	Photography (LAS)	PHO.AA	3	3	IP	1	3,4,5	2	2	2	IP	IP	3	3	2	3	IP	1	2	2	2	IP	YES				
AHSS	Studio Art	STA.AFA	3	4	IP	1	3,4,5	3	3	2	IP	IP	2	2	2	2	IP	2	2	2	1	IP	YES				
AHSS	Psycholgy	PSY.AA	2	3	3	1	3,4,5	IP	1	1	IP	IP	2	1	1	1	IP	1	1	1	1	IP	YES				
AHSS	Law, Gov. Pol	GOV.AA	3	3	3	3	3,4,5	3	3	2	2	IP	2	2	2	2	IP	1	1	1	1	IP	YES				
AHSS	History	HTS.AA	NA	IP	3	3	3,4,5	NA	IP	1	2	IP	NA	IP	2	2	IP	NA	IP	2	2	IP	YES				
AHSS	International Studies	INT.AA	3	4	3	3	3,4,5	3	3	3	3	3	2	3	3	3	2	3	3	3	3	IP	YES				
AHSS	Language and Culture (LAS)	LNC.AA	IP	IP			3,4,5	IP	IP				IP	IP									IP	YES			
AHSS	Elementar/Secondary Edu	EDU.AS	3	4	3	3	3,4,5	2	2	2	2	IP	2	2	2	2	IP	2	2	2	2	IP	YES				
AHSS	Liberal Arts and Sciences	LAS.AA						VIA GENERAL EDUCATION ASSESSMENT																		YES	
AHSS	Early Child. Education	ECE.AA	2	3	5	3	3,4,5	IP	2	1	IP	IP	2	2	2	2	IP	2	1	2	1	IP	YES				
AHSS	HS: Early Childhood	ECH.AS	2	3	5	3	3,4,5	IP	1	1	IP	IP	2	2	2	2	IP	2	1	2	1	IP	YES				
BCTS	Business	BUS.AS	3	3	3	3	3,4,5	2	2	2	IP	IP	1	1	2	2	IP	1	1	2	1	IP	YES				
BCTS	Management	MGT.AAS	3	3	5	3	3,4,5	2	2	2	IP	IP	2	2	2	2	IP	2	2	2	1	IP	YES				
BCTS	Business Pof. Management	BPM.AAS						VIA GENERAL EDUCATION ASSESSMENT																		YES	
BCTS	Small Business Manage.	SBM.AAS	2	2	1	3	3,4,5	IP	IP	IP	IP	IP	2	2	2	2	IP	2	2	2	2	IP	YES				
BCTS	Accounting	ACC.AAS	2	3	1	3	3,4,5	IP	2	IP	IP	IP	2	2	2	2	IP	2	2	2	1	IP	YES				
BCTS	Finance	FIN.AAS	2	2	1	3	3,4,5	IP	IP	IP	IP	IP	3	2	2	2	IP	1	IP	2	IP	IP	YES				
BCTS	Computer Graphics	CGR.AA						SEE CRG.AAS																		YES	
BCTS	Comp. Gr.: Electronic Publ.	ELP.AA	2	3	1	3	3,4,5	IP	2	IP	IP	IP	2	2	2	2	IP	1	2	2	NC	IP	YES				
BCTS	Computer Graphics	CGR.AAS	2	3	1	3	3,4,5	IP	2	IP	IP	IP	2	2	2	2	IP	1	2	2	NC	IP	YES				
BCTS	Game Design + Devel.	GDD.AAS	2	IP	1	3	3,4,5	IP	IP	IP	IP	IP	3	2	2	2	IP	1	2	2	NC	IP	YES				

BCTS	Video Imaging	VIT.AAS	2	2	1	3	3,4,5	IP	IP	IP	IP	IP	2	2	2	2	2	IP	1	1	2	NC	IP	YES
BCTS	Computer Science	CSC.AA																						YES
BCTS	Computer Science	CSC.AS	3	2	1	3	3,4,5	2	IP	IP	IP	IP	2	2	2	IP	IP	1	IP	2	NC	IP	YES	
BCTS	Engineering Science	EGR.AS	2	3	1	3	3,4,5	IP	2	IP	IP	IP	2	2	2	2	IP	1	2	2	2	IP	YES	
BCTS	Electrical-Electronic Eng.	EET.AAS	3	2	1	3	3,4,5	2	IP	IP	IP	IP	3	3	2	3	IP	1	1	1	1	IP	YES	
BCTS	Electromechanical Eng.	EME.AAS	2	3	1	3	3,4,5	IP	2	IP	IP	IP	2	3	2	3	IP	1	2	1	1	IP	YES	
BCTS	Mechanical Engineering	MET.AAS	2	3	1	3	3,4,5	IP	2	IP	IP	IP	2	2	2	2	IP	1	2	1	1	IP	YES	
BCTS	ET: Technical Studies	TES.AAS																						YES
VIA GENERAL EDUCATION ASSESSMENT																								
BCTS	Automotive Technology	AUT.AAS	3	3	2	3	3,4,5	2	2	IP	IP	IP	2	2	2	1	IP	2	2	1	1	IP	YES	
BCTS	AT: GM/ASEP	GMA.AAS	2	3	3	3	3,4,5	IP	1	2	IP	IP	2	2	2	2	IP	1	2	1	1	IP	YES	
BCTS	AT: Toyota T-Ten	TOY.AAS	2	3	3	3	3,4,5	1	1	2	IP	IP	2	2	2	2	IP	2	2	1	1	IP	YES	
BCTS	CADD	CAD.AAS	3	2	1	3	3,4,5	2	IP	IP	IP	IP	3	3	2	3	IP	2	2	2	2	IP	YES	
BCTS	Computer Syst. Tech	CST.AAS	3	2	1	3	3,4,5	2	IP	IP	IP	IP	3	3	2	3	IP	2	2	2	2	IP	YES	
BCTS	Computer Information Sys	CIS.AAS	2	3	3	3	3,4,5	IP	3	1	IP	IP	1	2	1	1	IP	2	2	1	1	IP	YES	
BCTS	Personal Computer	PCM.AAS	2	3	1	3	3,4,5	IP	2	IP	IP	IP	1	1	1	1	IP	2	2	1	1	IP	YES	
BCTS	Bus. Adm. Info Syst	INF.AS	3	5	1	3	3,4,5	2	2	IP	IP	IP	1	2	2	2	IP	1	2	1	1	IP	NO	
BCTS	CIM Engineering Tech	CIM.AAS	3	5	5	3	3,4,5	3	3	2	IP	IP	2	2	2	2	IP	1	2	1	1	IP	YES	
BCTS	Fire Science Tech.	FIR.AAS	2	2	1	3	3,4,5	IP	IP	IP	IP	IP	2	2	2	2	IP	1	1	1	1	IP	YES	
BCTS	Fire Sci. Administration	FRA.AAS	2	2	1	3	3,4,5	IP	IP	IP	IP	IP	2	2	2	2	IP	1	1	1	1	IP	YES	
BCTS	Marketing	MKT.AAS	2	2	3	3	3,4,5	IP	IP	2	IP	IP	2	2	2	2	IP	1	1	1	1	IP	YES	
BCTS	Administrative Assistant	ADA.AAS	3	2	3	3	3,4,5	1	IP	2	IP	IP	1	2	1	1	IP	1	1	1	1	IP	YES	
BCTS	Information Processing	IFP.AAS	2	2	1	3	3,4,5	IP	IP	IP	IP	IP	1	1	1	1	IP	1	1	1	1	IP	YES	
BCTS	Para Legal Studies	PAR.AAS	2	3	1	3	3,4,5	IP	2	IP	IP	IP	2	2	2	2	IP	2	2	2	2	IP	YES	
BCTS	Fiber Optic Technology	FBR.AAS	2	3	3	3	3,4,5	IP	2	2	IP	IP	2	2	1	1	IP	1	1	1	1	IP	YES	
BCTS	Laser-Electro-Optic Tech	PHT.AAS	5	3	5	3	3,4,5	3	2	1	IP	IP	3	3	2	2	IP	1	2	1	1	IP	YES	
BCTS	Ophthalmic Sci. Techn	OPH.AAS	3	5	1	3	3,4,5	2	2	IP	IP	IP	2	2	2	2	IP	1	2	2	2	IP	NO	
BCTS	Ophthalmic Medical Tech.	OMT.CT				3	3,4,5				IP	IP					IP					IP		
MSCI	Biology	BIO.AS	3	2	3	3	3,4,5	2	IP	2	IP	IP	2	2	2	2	IP	2	2	2	2	IP	YES	
MSCI	Environmental Science	ENV.AS		IP	IP	3	3,4,5		IP	IP	IP	IP		IP	YES									
MSCI	Chemistry	CHM.AS	5	3	3	3	3,4,5	2	2	1	IP	IP	2	2	2	2	IP	2	2	2	2	IP	YES	
MSCI	Pre-Pharmacy	PPH.AS	3	3	3	3	3,4,5	2	2	1	IP	IP	2	2	1	1	IP	1	2	1	1	GE	YES	
MSCI	Food Science	FDS.AS	2	3	3	3	3,4,5	IP	2	2	IP	IP	2	2	2	2	IP	2	2	1	1	IP	YES	
MSCI	Biotechnology	BIT.AAS	2	3	3	3	3,4,5	IP	2	2	IP	IP	2	2	2	2	IP	2	2	2	2	IP	YES	
MSCI	Forensic Science	FSC.AAS	2	3	3	3	3,4,5	IP	2	1	IP	IP	2	3	2	2	IP	2	2	2	2	IP	YES	
MSCI	Cell and Tissue Culture	CTC.AAS		IP	IP	3	3,4,5		IP	IP	IP	IP		IP	YES									
MSCI	Health + Exercise Sci.	HPE.AS	3	3	3	3	3,4,5	2	2	1	IP	IP	2	2	2	2	IP	1	1		1	IP	YES	
MSCI	Massage Therapy	MAS.AAS																					YES	
MSCI	Sport Management	SPM.AS	3	3	5	3	3,4,5	2	2	1	IP	IP	2	2		2	IP	1	1	1	1	IP	YES	
MSCI	Liberal Arts and Sciences	LAS.AS																					YES	
MSCI	Mathematics (LAS)	MTH.AS	3	3	3	3	3,4,5	2	2	1	IP	IP	2	2	2	2	IP	1	1	1	1	IP	YES	
MSCI	Physics (LAS)	PHY.AS	3	3	3	3	3,4,5	1	2	2	IP	IP	2	2	2	2	IP	1	2	2	2	IP	YES	
NHHS	Nursing: Helene Fuld	NHF.AS	3	3	3	3	3,4,5	2	2	2	IP	IP	2	2	2	2	IP	2	2	1	1	IP	NO(MTH)	
NHHS	Nursing: OLOL	NOL.AS	3	5	5	3	3,4,5	2	3	3	IP	IP	2	3	3	3	IP	2	2	2	2	IP	YES	
NHHS	NUR.CT	NUR.CT				3	3,4,5				IP	IP					IP							
NHHS	Nursing: PreNursing	PRN.AS																					YES	
NHHS	Hospitality	HTS																					YES	
NHHS	Dental Assisting	DAS.AAS	4	3	IP	3	3,4,5	3	3	NC	IP	IP	2	3			NC	IP	2	2	NC	NC	IP	YES

NHHS	Dental Hygiene	DHY.AAS	4	5	3	3	3,4,5	3	3	3	IP	IP	2	3	3	3	IP	2	2	2	2	IP	YES
NHHS	Dietetic Technology	DTT.AAS	4	2	3	3	3,4,5	3	IP	1	IP	IP	2	2	2	2	IP	2	2	1	1	IP	YES
NHHS	Health Information Tech	HIT.AAS	4	2	IP	3	3,4,5	2	IP	NC	IP	IP	3	3		NC	IP	2	2	NC	NC	IP	YES
NHHS	HIT: Cancer Tumor Regis	CTR.AAS	2	2	Term.	3	Term.	IP	IP	Term.	Term.	Term.	3	3		Term.	Term.	2	1		Term.	Term	YES
NHHS	Health Science	HSC.AAS																					YES
NHHS	Certified Medical Asst	CMA.AAS																					YES
NHHS	Surgical Technology	SRG.CT	3	5	3	3	3,4,5	2	2	1	IP	IP	1	2	2	2	IP	1	2	1	1	IP	YES
NHHS	Respiratory Therapy	RST.AAS																					YES
NHHS	Medical Laboratory Asst	MLT.AAS	3	3	5	3	3,4,5	2	2	1	IP	IP	2	2	2	2	IP	1	1	1	1	IP	YES
NHHS	Paramedic Science	PRM.AAS	3	2	5	3	3,4,5	2	IP	1	IP	IP	2	2	2	2	IP	2	1	1	1	IP	YES
NHHS	Para. Edu. Management	PEM.AAS	2	2	3	GE	3,4,5	IP	IP	1	GE	IP	2	2	2	2	GE	1	1	1	1	GE	YES
NHHS	Veterinary technology	ASC.AAS	4	5	3	3	3,4,5	3	3	2	IP	IP	2	2	3	3	IP	2	2	2	2	IP	YES
NHHS	Human Services	HSR.AS	3	4	3	3	3,4,5	2	2	1	IP	IP	2	2	2	2	IP	2	2	2	2	IP	YES
NHHS	Developmental Disabilities	DEV.AS						3	3,4,5								IP				2	2	IP
NHHS	Addictions Counseling	ADD.AAS	2	3	3	3	3,4,5	IP	1	1	IP	IP	1	1	1	1	IP	1	2	2	1	IP	YES

## **Office of Curriculum and Assessment 2012 Curriculum Evaluation**

PROGRAM: International Studies (INT.AA)											CREDITS: 62/63 REVISED 5/8							Reviewed 2/13				
COURSE	NJCCC										Middle States						Program Level Student Learning Outcomes					
	OWC	MT	SC	TC	SS	HUM	HIS	DV	EA	IL	CT	IL	EA	DV	TC	MT	SC	Speak and write a language other than English.	Interpret written and orally presented information in a language other than English.	Compare and contrast various cultures with their own.		
ENG 101	3									x												
ENG 102	3									x x												
SPE 102	3									x x												
MTH GE ELECT	3									x						x						
TECHNOLOGY GE ELECT			3							x			x									
SCIENCE: LAB SCI GE ELE				4						x					x							
MTH or SCI GE ELECT				3 or 4						x												
HUM: LANG GE ELECT					3					x x							x		x	x		
HUM: LANG GE ELECT						3				x x							x		x	x		
HUM - GE ELECTIVE						3				x												
GEO 101					3					x x												
SOC 101						3				x					x							
HIS 111 or 101							3			x												
HIS 112, 102, 103								3		x												
COM 145								3		x x												
ELECTIVE - LANGUAGE										x x							x		x	x		
ELECTIVE - LANGUAGE										x x							x		x	x		
FREE ELECT																						
FREE ELECT																						
HPE ELECT																						
<b>DISTRIBUTION</b>	9	12	6	9	6	3																
<b>TOTAL REQUIRED</b>																	45 CREDITS					

**Office of Curriculum and Assessment  
Program Level Student Learning Outcomes**

Program: International Studies Option

Degree: INT.AA

Reviewed/Revised: Feb-13

<b>OUTCOME</b>	By the end of the program the graduate wil be able to	<b>Course(s)</b>	<b>Assessment</b>
1	Speak and write a language other than English	ALL LAN COURSES	Exams, Quizzes, Oral and Written Departmental Exams
2	Interpret written and orally presented information in a language other than English.	ALL LAN COURSES	Exams, Departmental Final (both written and oral)
3	Compare and contrast various cultures with their own.	ALL LAN COURSES	Tests, Final, Required Cultural Project

**The mission of the department of Language & Culture** is, in accordance with the philosophy statement of the National Standards for Foreign Language education, to provide students with the tools to communicate successfully in a language other than English through the refinement of speaking, reading, listening and writing in order to succeed in a culturally diverse world. The department is dedicated to promote cross-cultural awareness, by developing a high degree of understanding and appreciation for other cultures in all students, as they compare and contrast these cultures to their own.

The members of the department of Language & Culture recognize their obligation to serve as advisors and mentors to language students, to actively participate in the life of the college and community and, to provide leadership in language teaching and learning through professional development.



**Office of Curriculum and Assessment**  
**Assessment Summary**

Program: International Studies (INT.AA)							
Stage 1	Stage II		Stage III		Stage IV	Stage V	
Program SLO	Population of Students Assessed	Assessment Instrument	Date of Report	Outcome	Action	Date of Report	Review of Outcome
Speak and write a language other than English.	All Sections - all levels; 578 students (101-304 students, 102 191 students, 201 65 students, 202 18 students)	<u>Writing Activity</u> Assessment was based on: Vocabulary, word count, grammar and meeting objective of activity	SP 10	The most common weakness in all levels was structure (grammar). The weakest point of the <u>LAN 101</u> students is the use of structure even though 71% did very well and is a successful percentage. The weakest point of the <u>LAN 102</u> students is the structure. None of the students had the new program that reinforces what has been learned on-line. The weakest point of the <u>LAN 201</u> students is the satisfying the objective as well as the structure of the assignment. The weakest point of the <u>LAN 202</u> students is the satisfying the objective as well as the structure of the assignment.	Some issues were the use of an on-line program for reinforcement of skills. This will be added. Also, not having a prepared homogenous class is also a concern in 201 level courses.		
	Level 101 - 344 students; level 102 - 150 students; level 201 68 students	<u>Oral Presentation</u>	SP 09	The students were assessed on their 1) comprehension; 2) comprehensibility; 3) syntax; 4) fluency and 5) vocabulary. <b>At all levels, syntax was the weakest for the students.</b>	Offer the students more grammar tutorials that are required assignments -Offer student the e-workbook of the textbook where faculty actually can see that the student is doing the required activities -Adopt language programs that offer pre and post tests online after each chapter in which the students will be offered their individual tutoring program as the results of the test will link them automatically to the material in which they showed weakness on the test. The department would like to have 2 instructors at the final oral exam listening to the		

**Office of Curriculum and Assessment**  
**Assessment Summary**

Program: International Studies Option (INT.AA)							
Stage 1	Stage II		Stage III		Stage IV	Stage V	
Program SLO	Population of Students Assessed	Assessment Instrument	Date of Report	Outcome	Action	Date of Report	Review of Outcome
Interpret written and orally presented information in a language other than English.	ALL SECTIONS 101 (352 students), 102 (140 students), 201 (32 students)	<u>Reading assessment</u> ; - Recognize and interpret basic learned written information	SP 11	The department decided as the criteria to satisfy the reading comprehension assessment component of the course that 70% of the students who participated should answer each of the questions correctly. 101 students met the benchmark, SPA 102 students struggled with several questions. However, re design of question 2 is necessary in the SPA 102 program.	Results of the measurement of reading demonstrate that in order to accomplish the objective of the novice-high level, the department will remove the second reading comprehension section of the Final Exam in the Spanish 102 program. The second section was a poem written by José Martí. The questions were in actuality testing their ability to analyze poetry, not assessing their reading comprehension. Exam deficiencies -need to reword Spanish exam.;	FA12	<p>As a result of the assessment of the reading component of the fall 2010 Elementary Spanish 102 final exam, the department removed the second reading comprehension section of the Final Exam. The second section was a poem written by José Martí. The questions were testing the students' ability to analyze poetry, not assessing their reading comprehension.</p> <p>The first reading comprehension section was still part of the exam and was used to measure the reading comprehension.</p> <p>However, question #2, on the first reading comprehension section, did not meet the 70% mark put forth by the department. The department decided to reword the question and, reassess the comprehension section of the fall 2012 Elementary Spanish 102 final exam.</p> <p><b>The department reworded question #2 on the fall 2012 Final Exam. It was decided that the wording of that question might have confused some students. We reassessed the reading component of the fall 2012 Elementary Spanish 102 final exam, to see if by rewording question #2, a minimum of 70% of the students assessed would answer the question correctly. The rewording did not accomplish our objective. Only 60% of the students answered the question correctly.</b></p> <p><b>The department has removed question #2</b></p>

**Office of Curriculum and Assessment**  
**Assessment Summary**

Program: International Studies (INT.AA)							
Stage 1	Stage II		Stage III		Stage IV	Stage V	
Program SLO	Population of Students Assessed	Assessment Instrument	Date of Report	Outcome	Action	Date of Report	Review of Outcome
Compare and contrast various cultures with their own.	456 modern foreign language students	<u>Culture Project:</u> Two Questions were addressed 1) Recognize the contribution and impact of people from various nations and/or cultures. 2) Demonstrate a connection with the cultures studied and compare and contrast with their own.	SP 08	41 of 42 section met the benchmark of having 65% of the students earn a 70% or better on the Culture Project. Overall, 90% of the students successfully complete the project, earning 7 or more points. When the two components are analyzed individually, 95% of the students were able to successfully address the contribution and impact of people from various nations and cultures but only 74% were able to successfully compare and contrast other cultures with their own.	The foreign language department (both full time and adjunct faculty) has met and will meet in the summer to refine the assessment instrument. At this time they will design a strategy to assist the students in moving past analysis and being able to synthesize information as needed in a compare and contrast type question.		

**Office of Curriculum and Assessment**  
**Interconnectedness of Student Learning Outcomes**

DEGREE: International Studies Option (INT.AA)													
Course/Course SLO: At the end of the Course the Student will be able to:	Program Level Student Learning Outcomes			Gen. Ed. Category	Middle States Competencies								
	Speak and write a language other than English.	Interpret written and orally presented information in a language other than English.	Compare and contrast various cultures with their own.		CT	IL	EA	DV	TC	MT	SC		
<b>All 101 Level Courses</b>	x	x	x	HUM	x								
Recall what has been learned and reproduce the information in written form. (Writing skill)	x												
Imitate the learned vocabulary and recite the information so that it is comprehensible to the sympathetic listener (Speaking skill).	x												
Comprehend and interpret basic learned orally distributed information. (Listening skill)		x											
Recognize and interpret basic learned written information. (Reading skill)		x											
Recognize the contributions and impact of people from various nations and/or culture.			x								x		
Demonstrate a connection with the cultures studied and compare and contrast with their own.			x			x			x		x		
<b>All 102 Level Courses</b>	x	x	x	HUM	x								
Recall what has been learned and reproduce the information in written form. (Writing skill)	x												
Imitate the learned vocabulary and recite the information so that it is Comprehensible to the sympathetic listener. (speaking skill)	x												
Comprehend and interpret basic learned orally distributed information. (listening skill)		x											
Recognize and interpret basic learned written information. (reading skill)		x											
Recognize the contributions and impact of people from various nations and/or culture.			x								x		
Demonstrate a connection with the cultures studied and compare and contrast with his/her own.			x			x			x		x		

**Office of Curriculum and Assessment**  
**Interconnectedness of Student Learning Outcomes**

DEGREE: International Studies (INT.AA)											
Course/Course SLO: At the end of the Course the student will be able to:	Program Level Student Learning Outcomes			Gen. Ed. Category	Middle States Competencies						
	Speak and write a language other than English.	Interpret written and orally presented information in a language other than English.	Compare and contrast various cultures with their own.		CT	IL	EA	DV	TC	MT	SC
<b>All 201 Level Courses</b>	X	X	X	HUM, DIV	X						
Recall what has been learned and create written language containing a variety of learned patterns. (writing skill)	X										
Create with language and initiate simple conversations so that it is comprehensible to the sympathetic listener. (speaking skill)	X										
Comprehend and interpret learned orally distributed information. (listening skill)		X									
Recognize and interpret learned written information. (reading skill)		X									
Recognize the contributions and impact of people from various nations and/or culture.			X							X	
Demonstrate a connection with the cultures studied and compare and contrast with their own				X			X		X		
<b>All 202 Level Courses</b>	X	X	X	HUM, DIV	X						
Recall what has been learned and create written language containing a variety of learned patterns. (writing skill)	X										
Create with language and initiate simple conversations so that it is comprehensible to the sympathetic listener (speaking skill).	X										
Comprehend and interpret learned orally distributed information (listening skill)		X									
Recognize and interpret learned written information. (reading skill)		X									
Recognize the contributions and impact of people from various nations and/or culture.			X							X	
Demonstrate a connection with the cultures studied and compare and contrast with their own.			X		X				X		

**DEPARTMENT OF LANGUAGE & CULTURE**

**MEASURING THE ASSESSMENT OF WRITING SKILLS IN THE FOLLOWING LANGUAGE COURSE:**

**ELEMENTARY level 101 SPANISH ONLINE Spring 2012**

**Course Students Learning Outcomes (SLO):**

*Upon completion of this course the student will be able to, at the Novice-Mid level in the target language:*

*Recall what has been learned and reproduce the information in written form.*

**The student's overall outcome on the written assessment upon completion of the course:**

7 of the 24 students received 6 points and below out of 10 points

**The department decided as the criteria to satisfy the written assessment component of the course receiving a 7 or above.**

**The department puts as criteria that 70 % of the class who participated should score a 7 or above.**

**17 of the class received a 7 or above on writing skill's assessment.**

This is **71%** of the class

**Conclusion:**

**The Online students do not do as well in writing.**

**More graded compositions as part of the homework should be added to the online program in order for students to better write.**

**FALL 2012**

## **DEPARTMENT OF LANGUAGE & CULTURE**

### **MEASURING THE ASSESSMENT OF READING COMPREHENSION IN THE FOLLOWING LANGUAGE COURSE:**

#### **ALL ELEMENTARY LEVEL 102 Fall 2012**

Amount of classes: 3                          Amount of students: 55  
Course Students Learning Outcomes (SLO):

Upon completion of this course the student will be able to, at the Novice-High level in the target language:

Recognize and interpret basic learned written information.

The student's overall outcome on the reading comprehension assessment upon completion of the course:

51 of the 55 students answered question # 1 correctly = 93%

33 of the 55 students answered question # 2 correctly = 60%

40 of the 55 students answered question # 3 correctly = 73%

48 of the 55 students answered question # 4 correctly = 87%

46 of the 55 students answered question # 5 correctly = 84%

50 of the 55 students answered question # 6 correctly = 91%

The department decided as the criteria to satisfy the reading comprehension assessment component of the course that 70% of the students, who participated, should answer the 6 questions correctly.

Between 73% and 93% of the students who participated answered 5 of the 6 questions correctly on the Department Final Exam Reading Component.

The 70% mark put forward by the department was surpassed for 5 of the questions.

However, 1 of the questions did not meet the 70% mark put forward by the department. Only 60% answered question #2 correctly.

Conclusion:

As a result of the assessment of the reading component of the fall 2010 Elementary Spanish 102 final exam, the department removed the second reading comprehension section of the Final Exam. The second section was a poem written by José Martí. The questions were in actuality testing the students' ability to analyze poetry, not assessing their reading comprehension.

The first reading comprehension section was still part of the exam and was used to measure the reading comprehension. However, question #2, on the first reading comprehension section, did not meet the 70% mark put forth by the department. The department decided to reword the question and, reassess the comprehension section of the fall 2012 Elementary Spanish 102 final exam.

The department reworded question #2 on the fall 2012 Final Exam. It was decided that the wording of that question might have confused some students. We reassessed the reading component of the fall 2012 Elementary Spanish 102 final exam, to see if by rewording question #2, a minimum of 70% of the students assessed would answer the question correctly. The rewording did not accomplish our objective. Only 60% of the students answered the question correctly.

The department has removed question #2 from the Elementary Spanish 102 exam, and replace it with another comprehension question. We will reassess the comprehension section of the exam, specifically the new question added, for the spring 2013 Elementary Spanish 102 final exam.









Department: Language

Program: Language and Culture (LNC.AA) and International Studies (INT.AA)

PSLO: Interpret written and orally presented information in a language other than English.  
-Recognize and interpret basic learned written information

Population:	SP 2010	SP 2011
	352 students in 101 level classes	
	140 students in 102 level classes	206 RE-EXAM
	32 students in 201 level classes	

Data: See below

Rubric: The department decided as the criteria to satisfy the reading comprehension assessment component of the course that 70% of the students who participated should answer each of the questions correctly.

Conclusions:

**101 16/296:** Between 79% and 97% of the students who participated answered all of the questions correctly on the Department Final Exam Reading Component. The 70% mark put forward by the department was surpassed. The department considers the reading comprehension component of the department final exam a good assessment tool. It also considers the reading comprehension components of each chapter exam, which are given to the students during the semester, a necessity in order to continue meeting the department objective.

**101 3/56:** Between 77% and 100% of the students who participated answered all of the questions correctly on the Department Final Exam Reading Component. The 70% mark put forward by the department was surpassed. The department considers the reading comprehension component of the French department final exam a good assessment tool. It also considers the reading comprehension components of each chapter exam, which are given to the students during the semester, a necessity in order to continue meeting the department objective.

**102 2/30:** Between 87% and 100% of the students who participated answered all of the questions correctly on the French Department Final Exam Reading Component. The 70% mark put forward by the department was surpassed. The department considers the reading comprehension component of the department final exam a good assessment tool. It also considers the reading comprehension components of each chapter exam, which are given to the students during the semester, a necessity in order to continue meeting the department objective.

**102 7/110** Between 83% and 95% of the students who participated answered 7 of 10 the questions correctly on the Department Final Exam Reading Component. The 70% mark put forward by the department was surpassed. However, 3 of the questions did not meet the 70% mark put forward by the department. Only 48% answered question #2 correctly, 63% answered question #8 correctly and 67% answered question # 10 correctly.

Results of the measurement of reading demonstrate that in order to accomplish the objective of the novice-high level, the department will remove the second reading comprehension section of the Final Exam. The second section was a poem written by José Martí. The questions were in actuality testing their ability to analyze poetry, not assessing their reading comprehension. The Elementary Spanish 102 will now have one reading component, as does the Elementary Spanish 101 Final Exam. Our department will reassess the reading component of the Spring 2011 Elementary Spanish 102 final exam, to see if a minimum of 70% of the students assessed, answer the questions correctly.

#### **RE-EXAMINATION**

Between 87% and 92% of the students who participated answered 5 of the 6 questions correctly on the Department Final Exam Reading Component.

The 70% mark put forward by the department was surpassed for 5 of the questions.

However, 1 of the questions did not meet the 70% mark put forward by the department. Only 67% answered question #2 correctly.

#### **Conclusion:**

As a result of the assessment of the reading component of the Fall 2010 Elementary Spanish 102 final exam, the department removed the second reading comprehension section of the Final Exam. The second section was a poem written by José Martí. The questions were in actuality testing the students' ability to analyze poetry, not assessing their reading comprehension.

The Elementary Spanish 102 final exam now, Spring 2011, has one reading comprehension section, as does the Elementary Spanish 101 final exam. The department reassessed the Spring 2011 Elementary Spanish 102 final exam.

The results of the measurement of reading demonstrate that more than 70% of the students answered all of the questions correctly.

However, this time question #2 had below 70% of students correct. In order to accomplish the objective of the novice-high level, question #2 either needs to be replaced or reworded. The department has decided they will reword question #2 on the Fall 2011 Final Exam. It was decided that the wording of that question might have confused some students.

We will reassess the reading component of the Fall 2011 Elementary Spanish 102 final exam, to see if by rewording question #2, a minimum of 70% of the students assessed will answer the question correctly.

201 2/32:

**Between 84% and 100% of the students who participated answered 9 of the 10 questions correctly on the Department Final Exam Reading Component.**

**The 70% mark put forward by the department was surpassed.**

**However, 1 of the questions did not meet the 70% mark put forward by the department. Only 63% answered question #10 correctly.**

**Conclusion:**

Even though the 70% mark put forward by the department was surpassed, one question did not meet the mark. The department has decided to assess the reading comprehension component of the spring 2011 Intermediate Spanish I final exam, without any changes to the exam. If less than 70% of the students assessed, do not answer question #10 correctly, the department will replace that question on the final exam.

Course	# Sec	# Stu	Questions									
			1	2	3	4	5	6	7	8	9	10
101	3	56	87.5	96	100	98	91	77	94	82	87.5	NA
101	16	296	97	96	94	96	96	79	94	88	91	89
102	2	30	97	97	93	100	87	NA	NA	NA	NA	NA
102	7	110	95	48	86	90	90	89	86	63	83	67
102 re	12	206	90	67	87	88	90	92	NA	NA	NA	NA
201	2	32	84	97	91	100	100	100	100	94	94	63

I WAS MODIFIED AND GIVEN IN sp 11

**Office of Curriculum and Assessment  
Assessment Summary**

Courses: All Elementary level 101 participating

Population: 17 courses; 304 students

PSLO: Speak and write a language other than English.

CSLO: Upon completion of this course the student will be able to, at the Novice-High level in the target language recall what has been learned and reproduce the information in written form.

Instrument: Written Activity - maximum points = 10

The department decided as the criteria to satisfy the written assessment component of the course receiving a 7 or above. The department puts as criteria that 70% of the class who participated should score a 7 or above.

80% - 242 students of 304---recieved a 7 or above on the writting skills assessment

The strength of the LAN 101 students is the knowledge of vocabulary and the amount they can write.

The weakest point of the LAN 101 students is the use of structure even though 71% did very well and is a successful percentage.

Conclusion: The new program in most language classes where students have to do activities online and receive instant feedback where they can try the activities over and over again in an attribution

**Overall Score**

	< 7 points	7	8	9	10
Students	62	26	52	94	70
%	20%	9%	17%	31%	23%

**Satisfactorily met objective in the activity**

	0 points	1	2	3	4
Students	2	9	39	80	174
%	0.70%	3%	13%	26%	57%

**Vocabulary**

	0 points	1	2	3	4
Students	2	3	48	93	158
%	0.70%	10%	16%	32%	52%

**Structure (Grammar) of Activity**

	0 points	1	2	3	4
Students	4	10	75	131	84
%	1.00%	3%	25%	43%	28%

**Word Count**

	0 points	1	2	3	4
Students	3	3	35	64	199
%	1.00%	1%	12%	21%	65%

**Office of Curriculum and Assessment  
Assessment Summary**

Courses: All Elementary level 102 participating

Population: 10 courses; 191 students

PSLO: Speak and Write a language other than English

CSLO: Upon completion of this course the student will be able to, at the Novice-High level in the target language, recall what has been learned and reproduce the information in written form

Instrument: Written Activity - maximum points = 10

The department decided as the criteria to satisfy the written assessment component of the course receiving a 7 or above. The department puts as criteria that 70% of the class who participated should score a 7 or above.

77% - 148 students ---recieved a 7 or above on the writting skills assessment

The strength of the LAN 102 students is word count.

The weakest point of the LAN 102 students is the structure. None of the students had the new program that reinforces what has been learned on-line.

Conclusion: The results for LAN 102 need to be compared with the new program and see if the on-line reinforcement improved the students' ability to have a better stucture in their

**Overall Score**

	< 7 points	7	8	9	10
Students	43	23	30	43	52
%	23%	12%	16%	23%	27%

**Satisfactorily met objective in the activity**

	0 points	1	2	3	4
Students	10	8	23	59	91
%	5.00%	4%	12%	31%	48%

**Vocabulary**

	0 points	1	2	3	4
Students	9	8	26	74	74
%	5.00%	4%	14%	39%	39%

**Structure of Activity**

	0 points	1	2	3	4
Students	8	13	46	74	50
%	4.00%	7%	24%	39%	26%

**Word Count**

	0 points	1	2	3	4
Students	7	6	19	40	119
%	4.00%	3%	10%	21%	62%

**Office of Curriculum and Assessment  
Assessment Summary**

Courses: All Elementary Level 201 participating

Population: 4 courses; 65 students

PSLO: Speak and Write a language other than English

CSLO: Upon completion of this course the student will be able to, at the Intermediate-Low level in the target language, recall what has been learned and create language containing a variety of learned patterns.

Instrument: Written Activity - maximum points = 20

The department decided as the criteria to satisfy the written assessment component of the course receiving a 14 or above. The department puts as criteria that 70% of the class who participated should score a 14 or above.

78% - 51 of 65 students students ---recieved a 14 or above on the writting skills assessment

**The strength** of the LAN 201 students is word count.

**The weakest point** of the LAN 201 students is the satisfying the objective as well as the structure of the assignment.

Conclusion: There are several reasons for this weakness. The placement of putting students that are unprepared by advisors is a big issue. Advisors offer students who did well in LAN 01 to skip LAN 102 as there might not be a spot in the class any longer and therefore place them in LAN 201. It has been an occurring issue out of the department's control. Ultimately students do not do well as they have skipped half of an elementary language education. A second reason might be that Spanish students jumped into a totally different program and might have missed certain links. Will be revisited as soon as those students come from the same program.

#### Overall Score

	<14 points	14	15	16	17	18	19	20
Students	14	11	2	9	4	16	0	9
%	22%	17%	3%	14%	6%	25%	0%	14%

#### Satisfactorily met objective in the activity

	0 points	1	2	3	4
Students	2	6	17	19	31
%	3.00%	9%	26%	29%	48%

#### Vocabulary

	0 points	1	2	3	4
Students	1	2	14	28	19
%	2.00%	3%	22%	43%	29%

#### Structure of Activity

	0 points	1	2	3	4
Students	1	5	10	17	28
%	2.00%	8%	15%	26%	43%

#### Word Count

	0 points	1	2	3	4
Students	3	2	7	19	35
%	5.00%	3%	11%	29%	54%

**Office of Curriculum and Assessment  
Assessment Summary**

Courses: All Elementary Level 202 participating

Population: 2 courses; 18 students

PSLO: Speak and Write a language other than English

CSLO: Upon completion of this course the student will be able to, at the Intermediate-Low level in the target language, recall what has been learned and create language containing a variety of learned patterns.

Instrument: Written Activity - maximum points = 20

The department decided as the criteria to satisfy the written assessment component of the course receiving a 14 or above. The department puts as criteria that 70% of the class who participated should score a 14 or above.

83% - 15 of 18 students students ---recieved a 14 or above on the writting skills assessment

**The strength** of the LAN 202 students is word count.

**The weakest point** of the LAN 202 students is the satisfying the objective as well as the structure of the assignment.

Conclusion: Students came from the same program in LAN 202 and were prepared. They did well above average in their skills

Overall Score

	<14 points	14	15	16	17	18	19	20
Students	3	3	1	1	3	6	2	2
%								

**NOTE: NUMBERS INDICATE 21 NOT 18 FOR OVERALL SCORE**

Satisfactorily met objective in the activity

	0 points	1	2	3	4
Students	0	0	3	5	10
%	0.00%	0%	17%	28%	56%

Vocabulary

	0 points	1	2	3	4
Students	0	0	1	12	5
%	0.00%	0%	6%	67%	28%

Structure of Activity

	0 points	1	2	3	4
Students	0	1	2	11	4
%	0.00%	6%	12%	61%	22%

Word Count

	0 points	1	2	3	4
Students	0	0	2	6	10
%	0.00%	0%	12%	33%	56%

**Office of Curriculum and Assessment Summary**

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COURSES FRE 101, ITA 101, GER 101, RUS 101, CHI 101, SPA 101

Participants: 21 classes 344 students

Course Students Learning Outcomes (SLO):

Upon completion of this course the student will be able to, at Novice-Mid Level in the target language:

2. Imitate the learned vocabulary and recite the information so that it is comprehensible to the sympathetic listener (speaking skill) for elementary level

The student's overall outcome on the oral assessment upon completion of the course:

305 of the 344 students received a 14 or more out of 20 points

The department decided as the criteria to satisfy the oral assessment component of the course receiving a 14 or above criteria that 70 % of the class who participated should score a 14 or above.

89% of the department LAN 101 received a 14 or above on the oral assessment.

In detail:

The student's outcome on comprehension of the activity

232 of the 344 students received a 4 out of 4 points

91 of the 344 students received a 3 out of 4 points

21 of the 344 students received a 2 or below out of 4 points

Conclusion: 94 % of the students received a 3 or 4.

The student's outcome on comprehensibility in the activity

218 of the 344 students received a 4 out of 4 points

102 of the 344 students received a 3 out of 4 points

24 of the 344 students received a 2 or below out of 4 points

Conclusion: 93 % of the students received a 3 or 4.

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**Office of Curriculum and Assessment Summary**

The student's outcome on syntax y in the activity

93 of the 344 students received a 4 out of 4 points

184 of the 344 students received a 3 out of 4 points

67 of the 344 students received a 2 or below out of 4 points

Conclusion: 81 % of the students received a 3 or 4.

The student's outcome fluency in the activity

132 of the 328 students received a 4 out of 4 points

158 of the 328 students received a 3 out of 4 points

38 of the 328 students received a 2 or below out of 4 points

Conclusion: 88 % of the students received a 3 or 4.

The student's outcome vocabulary in the activity

203 of the 344 students received a 4 out of 4 points

99 of the 344 students received a 3 out of 4 points

42 of the 344 students received a 2 or below out of 4 points

Conclusion: 88 % of the students received a 3 or 4.

Comprehension
Comprehensibility
Syntax
Fluency
Vocabulary

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## COURSES FRE 102, ITA 102, SPA 102

Participants: 10 classes 150 students

Course Students Learning Outcomes (SLO):

Upon completion of this course the student will be able to, at Novice-High Level in the target language:

2. Imitate the learned vocabulary and recite the information so that it is comprehensible to the sympathetic listener (speaking skill) for elementary level

The student's overall outcome on the oral assessment upon completion of the course:

137 of the 150 students received a 14 or more out of 20 points

The department decided as the criteria to satisfy the oral assessment component of the course receiving a 14 or above. The department put as criteria that 70 % of the class who participated should score a 14 or above.

91% of the department LAN 102 received a 14 or above on the oral assessment.

The student's outcome on comprehension of the activity

115 of the 150 students received a 4 out of 4 points

27 of the 150 students received a 3 out of 4 points

8 of the 150 students received a 2 or below out of 4 points

Conclusion: 95 % of the students received a 3 or 4.

The student's outcome on comprehensibility in the activity

103 of the 150 students received a 4 out of 4 points

40 of the 150 students received a 3 out of 4 points

7 of the 150 students received a 2 or below out of 4 points

Conclusion: 95 % of the students received a 3 or 4.

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The student's outcome on syntax y in the activity

57 of the 150 students received a 4 out of 4 points  
63 of the 150 students received a 3 out of 4 points  
30 of the 150 students received a 2 or below out of 4 points  
Conclusion: 80 % of the students received a 3 or 4.

The student's outcome fluency in the activity

77 of the 150 students received a 4 out of 4 points  
59 of the 150 students received a 3 out of 4 points  
14 of the 150 students received a 2 or below out of 4 points  
Conclusion: 91 % of the students received a 3 or 4.

The student's outcome vocabulary in the activity

81 of the 150 students received a 4 out of 4 points  
45 of the 150 students received a 3 out of 4 points  
24 of the 150 students received a 2 or below out of 4 points

Conclusion: 84 % of the students received a 3 or 4.

#### OVERAL CONCLUSION:

The weakest point in an elementary II student's speech is the syntax.

ACTION for ways to improve the syntax of the students:

- Offer the students more grammar tutorials that are required assignments
- Offer student the e-workbook of the textbook where faculty actually can see that the student is doing the rec
- Adopt language programs that offer pre and post tests online after each chapter in which the students will b automatically to the material in which they showed weakness on the test.

The department discussed several of the possibilities why the percentage might be so high in all the assessi

- Rubric not good enough
- Only 1 person listening to the oral exams

Conclusion: During the summer they will revisit the rubric and will make the range 1-10 instead of 1-4.

The department would like to have 2 instructors at the final oral exam listening to the students. This will als

Comprehension
Comprehensibility
Syntax
Fluency
Vocabulary

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## COURSES FRE 201, SPA 201

Participants: 4 class 68 students

Course Students Learning Outcomes (SLO):

Upon completion of this course the student will be able to, at Intermediate-Low Level in the target language:

2. Create with language and initiate simple conversations so that it is comprehensible to the sympathetic listener.

The student's overall outcome on the oral assessment upon completion of the course:

64 of the 68 students received a 14 or more out of 20 points

The department decided as the criteria to satisfy the oral assessment component of the course receiving a 14 or above put as criteria that 70 % of the class who participated should score a 14 or above.

94% of the department LAN 201 received a 14 or above on the oral assessment.

The student's outcome on comprehension of the activity

55 of the 68 students received a 4 out of 4 points

11 of the 68 students received a 3 out of 4 points

2 of the 68 students received a 2 or below out of 4 points

Conclusion: 97 % of the students received a 3 or 4.

The student's outcome on comprehensibility in the activity

52 of the 68 students received a 4 out of 4 points

12 of the 68 students received a 3 out of 4 points

4 of the 68 students received a 2 or below out of 4 points

Conclusion: 94 % of the students received a 3 or 4.

The student's outcome on syntax y in the activity

22 of the 68 students received a 4 out of 4 points

32 of the 68 students received a 3 out of 4 points

14 of the 68 students received a 2 or below out of 4 points

Conclusion: 79 % of the students received a 3 or 4.

The student's outcome fluency in the activity

29 of the 68 students received a 4 out of 4 points

29 of the 68 students received a 3 out of 4 points

10 of the 68 students received a 2 or below out of 4 points

Conclusion: 85 % of the students received a 3 or 4.

The student's outcome vocabulary in the activity

27 of the 68 students received a 4 out of 4 points

33 of the 68 students received a 3 out of 4 points

8 of the 68 students received a 2 or below out of 4 points

Conclusion: 88 % of the students received a 3 or 4.

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Comprehension
Comprehensibility
Syntax
Fluency
Vocabulary

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#### OVERAL CONCLUSION:

The weakest point in a student's speech in Intermediate 1 is the syntax.

ACTION for ways to improve the syntax of the students:

- Offer the students more grammar tutorials that are required assignments
- Offer student the e-workbook of the textbook where faculty actually can see that the student is doing the requ
- Adopt language programs that offer pre and post tests online after each chapter in which the students will be automatically to the material in which they showed weakness on the test.

The department discussed several of the possibilities why the percentage might be so high in all the assessments:

- Rubric not good enough

- Only 1 person listening to the oral exams

Conclusion: During the summer they will revisit the rubric and will make the range 1-10 instead of 1-4.

The department would like to have 2 instructors at the final oral exam listening to the students. This will also t

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## ORAL EVALUATION RUBRIC

### COMPREHENSION:

- 4: Speaker understands all of what is said to him or her.
- 3: Speaker understands most of what is said to him or her.
- 2: Speaker understands some of what is said to him or her.
- 1: Speaker understands little of what is said to him or her.

### COMPREHENSIBILITY:

- 4: Listener understands all of what the speaker is trying to communicate, when language is spoken at a normal rate.
- 3: Listener understands most of what the speaker is trying to communicate, when language is spoken at a normal rate.
- 2: Listener understands less than half of what the speaker is trying to communicate. Errors make it difficult to understand.
- 1: Listener understands little of what the speaker is communicating.

### SYNTAX:

- 4: Speaker demonstrates high degree of control of language, including grammar and word order. Errors are infrequent and minor.
- 3: Demonstrates moderate degree of control of language. Minor grammatical errors, which do not interfere with communication.
- 2: Demonstrates inaccuracies in the control of language. Many errors in agreement or verb forms; errors interfere with communication.
- 1: Demonstrates little control of language. Serious errors hinder overall comprehensibility. Communication is difficult.

### FLUENCY:

- 4: Speaker speaks clearly; some self correcting; hesitates but communicates easily.
- 3: Speaker has few problems; occasional halting and fragmentary delivery; is able to rephrase.
- 2: Speaker has some problems: frequent halting; repeats the question word before responses.
- 1: Speaker has severe problems; struggles with pronunciation and intonation; incomprehensible and inappropriate.

### VOCABULARY:

- 4: Uses full range of nouns, verbs, & adjectives. Use of relevant words.
- 3: Uses a variety of appropriate vocabulary.
- 2: Uses vocab that is sometimes not appropriate or relevant.
- 1: Uses limited vocabulary, which is often incomprehensible and inappropriate.

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## RUBRIC - ORAL EVALUATION

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Interview Role Playing Other format

**Comprehension**

Ability to understand aural cues and respond appropriately (poor) 1 2 3 4 (excellent)

**Comprehensibility**

Ability to communicate ideas and be understood (poor) 1 2 3 4 (excellent)

**Syntax**

Ability to use structures correctly (poor) 1 2 3 4 (excellent)

**Fluency**

Ability to communicate clearly and smoothly (poor) 1 2 3 4 (excellent)

**Vocabulary**

Ability to use learned vocabulary correctly (poor) 1 2 3 4 (excellent)

**TOTAL POINTS**

**NOTES:**

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**DEPARTMENT OF LANGUAGE & CULTURE  
G THE ASSESSMENT OF WRITING SKILLS IN THE FOLLOWING LANGUAG**

**ALL ELEMENTARY level 101 participating Fall 2009**

*Amount of classes:*

*Course Students Learning Outcomes (SLO):*

*Upon completion of this course the student will be able to, at the Novice-Mid level*

Recall what has been learned and reproduce the information in written form.

**The student's overall outcome on the written assessment upon completion of the course**

70 of the 304 students received a 10 out of 10 points

94 of the 304 students received a 9 out of 10 points

52 of the 304 students received an 8 out of 10 points

26 of the 304 students received a 7 out of 10 points

62 of the 304 students received below 7 points out of 10 points

**The department decided as the criteria to satisfy the written assessment component**

**242 students received a 7 or above on writing skills assessment.**

**This is 80 % of all level 101 language courses that participated**

**essment**

'  
r above. In order for the speaking assignment to be successful , the department put as

**essment**

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2 or below	3	4
21	91	232
24	102	218
67	184	93
38	158	132
42	99	203

4 or above. In order for the speaking assignment to be successful, the

quired activities  
e offered their individual tutoring program as the results of the test will link them

ment results:

› be revisited during the summer.

2 or below	3	4
8	27	115
7	40	103
30	63	57
14	59	77
24	45	81

4 or above. In order for the speaking assignment to be successful, the department

2 or below	3	4
2	11	55
4	12	52
14	32	22
10	29	29
8	33	27

ired activities offered their individual tutoring program as the results of the test will link them

ent results:

be revisited during the summer.

rmal speed.  
normal speed.  
to understand.

e self-corrected.  
with comprehension.  
n basic grammar.  
is inappropriate.

ropriate.



**E COURSE:**

**17 Amount of students: 304**

## **WRITING**

*↓ in the target language:*

**↓rse:**

**of the course receiving a 7 or above. The department puts as criteria that 70 % of th**

















**he class who participated should score a 7 or above.**

**Office of Curriculum and Assessment  
Assessment Summary**

<b>PROGRAM:</b>	<b>INT.AA      International Studies</b>
<b>POPULATION:</b>	ARA 102; CHN 102, FRE 101, 102, 202, ITA 101, 102, SPA 101, 102, 201, 202

**Program SLO:** By the end of the program the student will be able to compare and contrast various cultures with their own.

**Assessment:** Culture Project

- 1) Recognize the contribution and impact of people from various nations and/or cultures.
- 2) Demonstrate a connection with the cultures studied and compare and contrast with their own.

**RUBRIC:**

5 = Everything included; detailed information  
 4 = Everything included  
 3 = A few items missing  
 2 = Barely any information given  
 1 = No relevance to the information requested  
 0 = Nothing included

**RESULT:** See data table below

Overall, 90% of the students successfully complete the project, earning 7 or more points. When the two components are analyzed individually, 95% of the students were able to successfully address the contribution and impact of people from various nations and cultures but only 74% were able to successfully compare and contrast other cultures with their own.

**ACTION:** The faculty (both full time and adjunct) have met and will meet again in the summer to refine the assessment instrument and to address the results. While this number is still above the benchmark of 70%, it is clear that students require more practice in synthesizing information..

	5	4	3	2	1	0
Recognize the contributions and impact of people from various nations and/or cultures.	329	74	30	23	0	0
Demonstrate a connection with the cultures studied and compare and contrast with their own.	232	103	63	58	0	0

	10	9	8	7	6 or less
Overall Score	195	93	71	50	43





**DEPARTMENT OF LANGUAGE & CULTURE**  
**ASSESSMENT OF ONLINE LANGUAGE COURSES: WRITING**

**ELEMENTARY level 101 SPANISH ONLINE Spring 2012**

*Upon completion of this course the student will be able to, at the Novice-Mid level*

***Recall what has been learned and reproduce the information in written form***

**The student's overall outcome on the written assessment upon completion of the cou**

7 of the 24 students received 6 points and below out of 10 points

**The department decided as the criteria to satisfy the written assessment component**

**17 of the class received a 7 or above on writing skill's assessment.**

**The Online students do not do as well in writing. More graded compositions as part**

*of the target language*

1.

**use:**

**of the course receiving a 7 or above. The department puts as criteria that '**

**: of the homework should be added to the online program in order for stud**

**70 % of the class who participated should score a 7 or above.**

**lents to better write.**

**Camden County College**  
**Middle States 2013 Periodic Review**  
**Planning Committee Meetings**  
**Revised 3.18.13**

Date	Attendees	Planning/Activity	Follow up Needed	Status
8/11	ASA Committee of the BOT	1. Academic and Student Affairs Committee of the Board was briefed on the PRR Process and given a timeline of activities to prepare for the report. 2.	1. Follow up briefing to full Board of Trustees.	1. Full Board Briefed September 2, 2011.
8/11	Faculty and Administration	3. Opening Day for the Faculty. 4. VP Academic Affairs gave overview of the PRR process; 5. Faculty and staff referred to the Shared drive to track progress on the development of the 2013 PRR. 6. S drive will contain all historic and new documents.	1. Create folder for 2013 PRR Process on S drive. 2. Create sub-folder for 2006 Self-Study on S drive. 3. Create sub-folder for Middle States Team recommendations. 4. Create sub-folder for College's Responses to Self-Study Recommendations and Team's recommendations. 5. Create sub-folder for Middle States Manuals and Characteristics of Excellence. 6. Create a sub folder for Appendices for 2013 PRR. 7. Put PRR Timeline in a subfolder	1. 2013 PRR Folder created. 2. Sub-folder for Self-Study created. 3. Sub-folder for Team Recommendations created. 4. Sub-folder for College's Responses to the Recommendations created. 5. Sub-folder for PRR Manual and Characteristics of Excellence created. 6. Sub-folder for Appendices created. 7. Sub-folder for PRR Timeline in S.
10/11	Hamilton, Feingold, Smith	Organization Meeting. <ul style="list-style-type: none"> <li>• Committee will meet 1-2 a month as needed.</li> <li>• Recommend Creation of Binders for each Planning Committee Member and President.</li> </ul>	1. One binder will contain all resource documents. 2. Once binder will contain all planning documents.	1. Hamilton, Feingold and Smith have a planning binder and a resource binder. 2. President Yannuzzi has a planning binder and a resource

				binder.
Date	Attendees	Planning/Activity	Follow up Needed	Status
10/11	Hamilton, Feingold, Smith	1.Update responses to the Self-Study 2.Recommendation and assign executive leadership responsible for each standard.	1. Hamilton to inform President of progress and send him chart showing gaps in responses to the Self-Study. 2. President to contact executive leadership to have them update responses to the Self-Study.	1. Done. Chart sent to Dr. Yannuzzi. 2. Completed. President met with executive leadership to update responses.
11/11	Hamilton, Feingold, Smith	1.Review all responses received to Self-Study and identify gaps. 2.Review Strategic Planning Document for goals/objectives and link to budget and planning.	1. Gaps identified. To be discussed with President	1. SS Responses still pending 2. SP Goals and objectives linked to budget year.
1/12- 2/12	Smith	Holding meetings with department faculty and deans to review progress on assessment activity.	1. Auditing all SLOs. 2. Auditing closing the loop for at least one Program SLO for each department 3. Auditing General Education SLO assessments in GE departments 4. Discussion regarding inclusion of online courses in all assessment activity.	In progress
1/12	Student Learning Outcome Committee	General Education Audit for Information Literacy and Ethical Awareness- SLOs required. List all courses. Must be provided to NJCCC by March 2012		In progress
1/12	Student Learning Outcome Committee	Put all minutes up on S drive in the 2013 PRR folder. Create SLO folder.	1. Update 2013-2015 Culture of Assessment 2. Update Assessment timelines and Planning documents	Updated timelines

Date	Attendees	Planning/Activity	Follow up Needed	Status
1/12 to 5/12	SLO Committee	Review of PRR process and documents up on S	Begin reporting out at each Faculty Assembly meeting to keep the faculty informed of their progress and findings.	VP Reports on Assessment and Chair of Assessment Committee gives report to Faculty
SP 2012	Hamilton/Smith	Update Culture of Assessment Document 2013-2015	Reviewed by Vice President of AA. Needs to be reviewed by SLO committee. 2013-2015 plans need to be updated	Updated
Sp 2012	SLO Committee	General Education. Review of Results and planning for repeat of test. Develop timing for test, population and incentives for student completion.	Purchase order for ETS MAPP test Develop timeline	Purchase order completed
2/12	President Yannuzzi, VP Hamilton, VP Thompson Smith and Feingold	Meeting of Executive Planning Committee to review PRR progress	<ol style="list-style-type: none"> <li>1. SS Recommendations- Each unit supervisor to meet with staff and update responses.</li> <li>2. Strategic Plan- Revising and Updating format to include relationship to budget.</li> <li>3. Board Retreat- focus on Mission Review and Opportunities and Challenges</li> <li>4. Unit Planning Documents – to be updated. Focus on Non-Teaching Units. Review format and 2012 updates on Outcomes</li> </ol>	
3/1/12	VP Hamilton Smith	TLC Forum to update faculty and staff on PRR progress Atrium Forum at 3:30 pm.		

Date	Attendees	Planning/Activity	Follow up Needed	Status
3.16.12	Hamilton, Smith, Feingold	Discuss HEOA requirements : Student Consumer Information:	<p>Decision:</p> <ol style="list-style-type: none"> <li>1. Need link on the front page lower section of the webpage to Student consumer Information and then hyperlink all compliance policies.</li> <li>2. Copy Right Infringement</li> <li>3. Student Technology Acceptable Use</li> <li>4. Vaccination Policy</li> <li>5. Alcohol and Substance Abuse Policy</li> <li>6. Specific Actions to enhance network security</li> <li>7.</li> </ol>	
		Reviewed Self-Study Recommendations	<ol style="list-style-type: none"> <li>1. Update College Disaster Recovery Plan</li> <li>2. Need a 2010-2015 Master Facilities Plan</li> <li>3. External Auditing Policy BOT Policies need to go on the Web or in the Portal</li> <li>4. Identify and post policies in handbooks, catalog and web for credit for experiential learning</li> <li>5. Assessment of SLO discussions in TLC and PIL- provide evidence.</li> </ol>	

Date	Attendees	Planning/Activity	Follow up Needed	Status
3.14.12	Executive PRR Team	<b>Jim-</b> Enrollment Management Plan (Helen Rosemary ■ Assessment Format <b>Darrell</b> – Information Technology Acceptable Use Policy for Students and Faculty/Staff ■ IT 5 year Plan ■ Recommendations ■ Strategic Plan Helen- Fiscal Projections Auditing Reports Enrollment Management Reports	<ul style="list-style-type: none"> <li>• EMP in progress</li> <li>• IT Plan in progress</li> <li>• Fiscal Reports in progress</li> <li>• Auditing Reports being gathered</li> </ul>	<ul style="list-style-type: none"> <li>• EMP in progress</li> <li>• IT Plan in progress</li> <li>• Fiscal Reports in progress</li> <li>• Auditing Reports being gathered</li> </ul>
6/12	VP Hamilton	Update Board of PRR Progress	Board Retreat Agenda Item	Done
6.12	President Yannuzzi	Engage Board in Mission Review at Board Retreat.	Board Retreat Agenda Item	Done
6.12	President Yannuzzi	Engage Board at their Board Retreat to discuss Challenges and Opportunities	Board Retreat Agenda Item	Done
9.12	Executive Committee	Thompson- Write “About the College” Hamilton- Write “Institutional Approach” Feingold- Draft IEP Yannuzzi- Draft Challenges and Opportunities Antonakakis- Draft Enrollment Plan Hamilton- Outline SLO Assessment Feingold- Outline IE Assessment	In Progress- College to conduct sessions with faculty, staff and direct reports regarding Challenges and Opportunities	In progress
12.12	Executive Committee	Technology Plan –Completed and ready for the Board	Tech Plan Ready for Board Approval	2/13 Approved
1.13	President	Administrative Staff meeting to discuss Challenges and Opportunities; summary to go to Executive Staff and Board for discussion	Challenges and Opportunities discussed at Administrative Staff meeting with direct reports`	List completed
2.13	Executive Committee	Revised Facilities Master Planning Document	Ready for Board Review and Approval	2/13 Ready for BOT

Date	Attendees	Planning/Activity	Follow up Needed	Status
2.27.13	MF MH	HEOA 1. Credit Hours- Draft Completed 2. Title IV Default Rate 3. Verification of Student Identity in DE 4. Transfer of Credit (Vanessa)	1. Review Draft (Marge) 2. MF to work with Felicia 3. Draft written by Alex. Marge to review/edit 4. Vanessa to draft	In progress
2.27.13	MF MH	Attachments	President's office to begin putting attachments in S drive	
3.18.13	MH VM MF	Chapter 5	<ul style="list-style-type: none"> <li>• Descriptions of planning documents to be inserted.</li> <li>• Examples of institutional improvements as a result of assessment to be inserted</li> <li>• Examples of improvements of student outcomes as a result of assessment to be inserted</li> </ul>	First Draft pending.
5.7.13	MH	HEOA Regulation Compliance Bring to Board for review and approval. Obtain Board Chair's signature	Brought to May Board Meeting. Discussed at Board.	Completed. Posted to S drive
5.10.13	MH HA	Chapter 6 Completed. Sent to Bill Thompson for Editing	Final Editing Attachments to be posted	
5.10.13	MH LD	Cross editing of Responses to the Recommendations narrative with Action Chart	Editing Completed	Posted in S drive
5.13	MH MF BT	Executive Summary Abstract	Completed	Send to President's office for inclusion in May ASA and Business Affairs packets and June Board Retreat


## 2011-2013 PERIODIC REVIEW REPORT (PRR) PROCESS

**What is the PRR?** The Periodic Review Report (PRR) is a retrospective, current and prospective analysis of an institution, subsequent to its last on-site (decennial) evaluation. It is a detailed progress and planning report similar to a self study document that should provide opportunities for reflection and discussion on a campus.

***What is the PRR development timetable?***

- Fall 2011
  - Create a folder on S drive for all related PRR materials
  - Distribute process guidelines to the College community
  - Identify key documents to be place on S drive
  - Update Self- Study responses to College's recommendations
  - Update response to Middle States Team recommendations
  - Update all Planning Documents
  - Complete Non-Teaching Assessment Plans
  - Charge SLO Committee to review PRR materials
  - Charge Executive Planning Group to oversee PRR process
- Spring 2012
  - SLO Committee completes its review of PRR documents, identifying gaps to the PRR Executive Planning Group
  - Institutional Planning Units complete their planning documents
  - Non-Teaching Units assess their outcomes
- Summer 2012
  - Executive Planning Committee collates all planning documents
  - and drafts Executive Summary and narrative of the PRR
- Fall 2012
  - College community reviews document and appendices on S drive and
  - Provides feedback
- Spring 2013
  - Executive Planning Committee completes final document and uploads it to S,
  - Final document is sent to Middle States reviewers

***When is the College's next full Self-Study?***

The College's next decennial Self-Study is due spring 2018. The submission of the 2018 Self-Study report will be followed by a Middle States team visit.

***What materials do we need to begin the PRR process?***

1. The 2007 Decennial Report
2. The 2007 Visiting Team's Report in response to the visit
3. The Visiting Team recommendations and our Monitoring Report in response to the Team recommendations
4. Our Self-Study recommendations with updated responses listed according to the appropriate Middle States Standard
5. 2008 Follow –Up Monitoring Report
6. 2008 Middle States Response to our Monitoring Report
7. Current Strategic Plan linked to Budget and Planning
8. All Institutional Planning Documents i.e. Technology Plan, Master Facilities Plan, Enrollment and Student Services Plan, Student Learning Outcome Assessment Plan, Non-Teaching Units Assessment Plans, Emergency and Disaster Plan, and Safety Plan

***What additional documents will be required when we submit the report?***

- Financial Plans for each year of the Strategic Plan, but no less than the current year and two future years [FY12, FY13, FY14, FY15]
- Audited financial statements and management letters covering the three previous years [FY11, FY12, FY13]
- Financial information submitted to IPEDS for the three previous years FY11, FY12, FY13]
- Actual enrollment data for the current year and three previous years [FY13, FY12, FY11, FY10]
- Enrollment Projections for the period covered by the institution's financial plan [FY12, DY13, FY14, FY15]

***What is the format of the document?***

Middle States has a specific format that we are to follow. The report is expected to be brief and concise with all evidence provided in the appendices. The format includes:

- I. Introduction

- II. Responses to Recommendations from the Previous Decennial Evaluation
- III. Major Challenges and/or Opportunities
- IV. Enrollment and Finance Trends and Projections
- V. Assessment Processes and Plans (Achievement of goals at all levels of the organization)
- VI. Linked Institutional Planning and Budgeting Process
- VII. Conclusions

**Who will be reviewing our document?**

The report has two distinct audiences: the institution and the Commission on Higher Education. There will be a separate analysis of the institution's fiscal status prepared by a finance associate.

**When will we get a response back from Middle States?**

The College should receive a final response after the November 2013 Commission meeting.

**Do we maintain our Middle States Accreditation while we are being reviewed?**

Yes

**Middle States Timelines**

June 1, 2013- Institution submits materials to the Commission

June, 2013- Institutional reviewers receive materials

July 2013- Finance Associates review financial documents.

November 2013- Commission reviews the PRR Committee's report and communicates its decision via letter to the institution, stating the precise action taken

**What are the Actions that can be taken?**

1. Reaffirm accreditation
2. Reaffirm accreditation requesting a Progress Letter
3. Reaffirm accreditation requesting a Monitoring Report
4. To warn the institution that its accreditation may be in jeopardy and to request a Monitoring Report and a visit
5. To postpone a decision and to request supplemental information

Revised 8.1.11

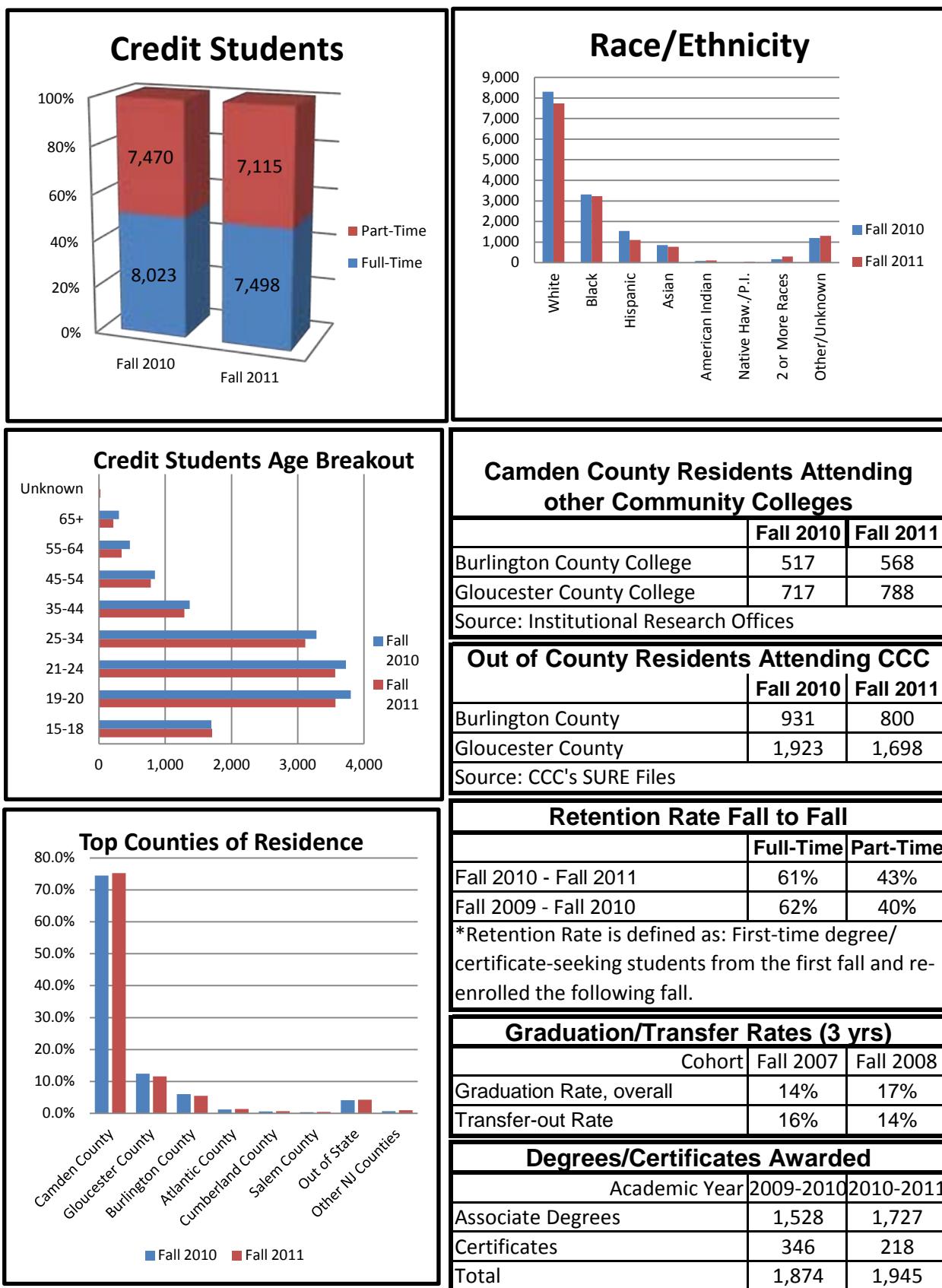
PRR WRITING PLAN		Revised 5.10.13 DUE DATE: May.13.13		
Chapter	Section	No. Pages	Lead Writer	Progress
<b>Table of Contents</b>	<b>Attachments to S drive</b>		All	In S drive
<b>Entire PRR</b>	All Narrative	50		
<b>Chapter 1. Executive Summary</b>		5	Bill	
	Overview of the College including mission, enrollment, educational offerings, resources	1.5	Bill	Completed
	Summary of institutional approach to writing the PRR	.5	Marge	Completed
	Summary of major Institutional Changes and developments	1.5	Bill	Completed
	Highlights of the PRR in Narrative form	1.5	Bill	Compledged
<b>PRR Certification and HEOA Report</b>	Attachments- No narrative Required signature of Board Chair and President.	5	Marge	Completed
<b>Chapter 2. Responses to the Recommendations</b>			Marge	
	Self Study Recommendations with Responses in chart form according to Standards of Excellence		Marge	Completed Posted
	Recommendation of Visiting Team (Attachment)		Marge	Completed Posted
<b>Chapter 3. Major Challenges and Opportunities</b>			Marge and Bill	Completed
<b>Chapter 4. Enrollment, Finance and Trends Projections</b>	1. Narrative 2. Enrollment Management Plan		Bill/Jim	Completed
<b>Chapter 5. Organized and Sustained process to assess Institutional Effectiveness and student learning</b>	Description our planning process, all unit plans and how we assess our plans. Include Actual Documents as attachments		Marge Vanessa Marilyn	Completed

<b>Chapter 6. Linked Institutional Planning and Budgeting Process</b>			Helen and Marge	Completed
<b>Attachments: Planning Documents</b>				
	Current Catalog (Current)			TBP
	Academic Program Guide (Current)			TBP
	Faculty Handbook (Current)			TBP
	Student Handbook (Current)			TBP
	Institutional Effectiveness Plan (5 years)			TBP
	Student Learning Outcomes Plans (5 years)	Marge	Posted	
	Enrollment Management Plan	Bill/Jim	Posted	
	Information Technology Plan	Darrell	Posted	
	Master Facilities Plan (New)	Ed	Posted	
<b>Attachments: Financial Documents</b>				
	Financial Plans for last year, current year and three future years: FY12, FY13, FY14 FY15, FY 16	Helen	TBP	
	Audited financial statements and management letters for three previous years: FY 12, FY11, FY10	Helen	TBP	
	Financial information Operation and Capital, submitted to IPEDS for the three previous years FY 13, FY12, FY11, FY10	Helen	TBP	
	Actual Enrollment data for the current year and three previous years: FY 10, FY11, FY12, FY 13,	Marilyn	TBP	
	Enrollment Projections for the period covered by the institutions financial plan: FY12, FY13, FY14 FY15, FY 16	Helen	TBP	
<b>Attachments: MS Documents</b>				
	Middle States Profile 2008, 2009, 2010, 2011,2012, 2013	Marilyn	TBP	
	2007 Self-Study	Marge	Posted	
	2007 Visiting Team's Report	Marge	Posted	

	2007 Commission Action		Marge	Posted
	2008 Monitoring Report		Marge	Posted
	2008 MSCHE Renewal Action Letter		Marge	Posted

# Quick Facts I

## Who We Are: Fall 2010 to Fall 2011



## Quick Facts

### Who We Are: Fall 2012

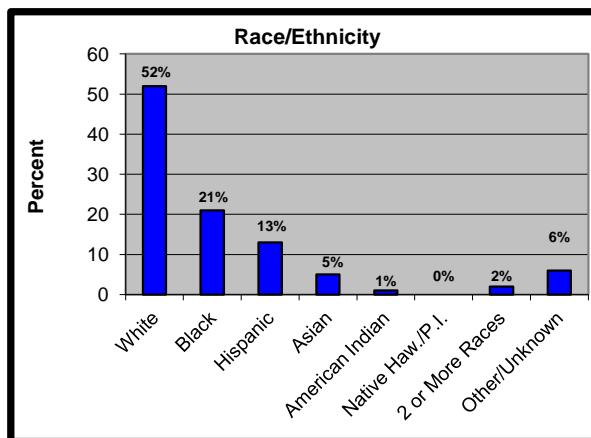
Credit Students	
Full-Time	7,211
Part-Time	6,596
Total	13,807

Credit Students Age Breakout		
	Number	Percent
15-18	1,556	11%
19-20	3,449	25%
21-24	3,366	24%
25-34	3,022	22%
35-44	1,164	8%
45-54	728	5%
55-64	319	2%
65+	203	1%
Unknown/Not Reported	0	0%
Total	13,807	100%

Top Counties of Residence		
Camden County	10,422	75.5%
Gloucester County	1,587	11.5%
Burlington County	704	5.1%
Atlantic County	220	1.6%
Cumberland County	94	0.7%
Salem County	65	0.5%
Out of State	565	4.1%
Other NJ Counties	150	1.1%

Graduation/Transfer Rates (3 yrs)	
Fall 2009 Cohort	
Graduation Rate, overall	11%
Transfer-out Rate	22%
*Graduation/Transfer Rates cohort is defined as First-time, Full-time matriculated students	

Degrees/Certificates Awarded	
Academic Year (AY) 2011-2012	
Associate Degrees	1,517
Certificates	315
Total	1,832



Camden County Residents Attending other Community Colleges		
	Fall 2010	Fall 2011
Burlington County College	517	568
Gloucester County College	717	788
Source: Institutional Research Offices (latest data)		

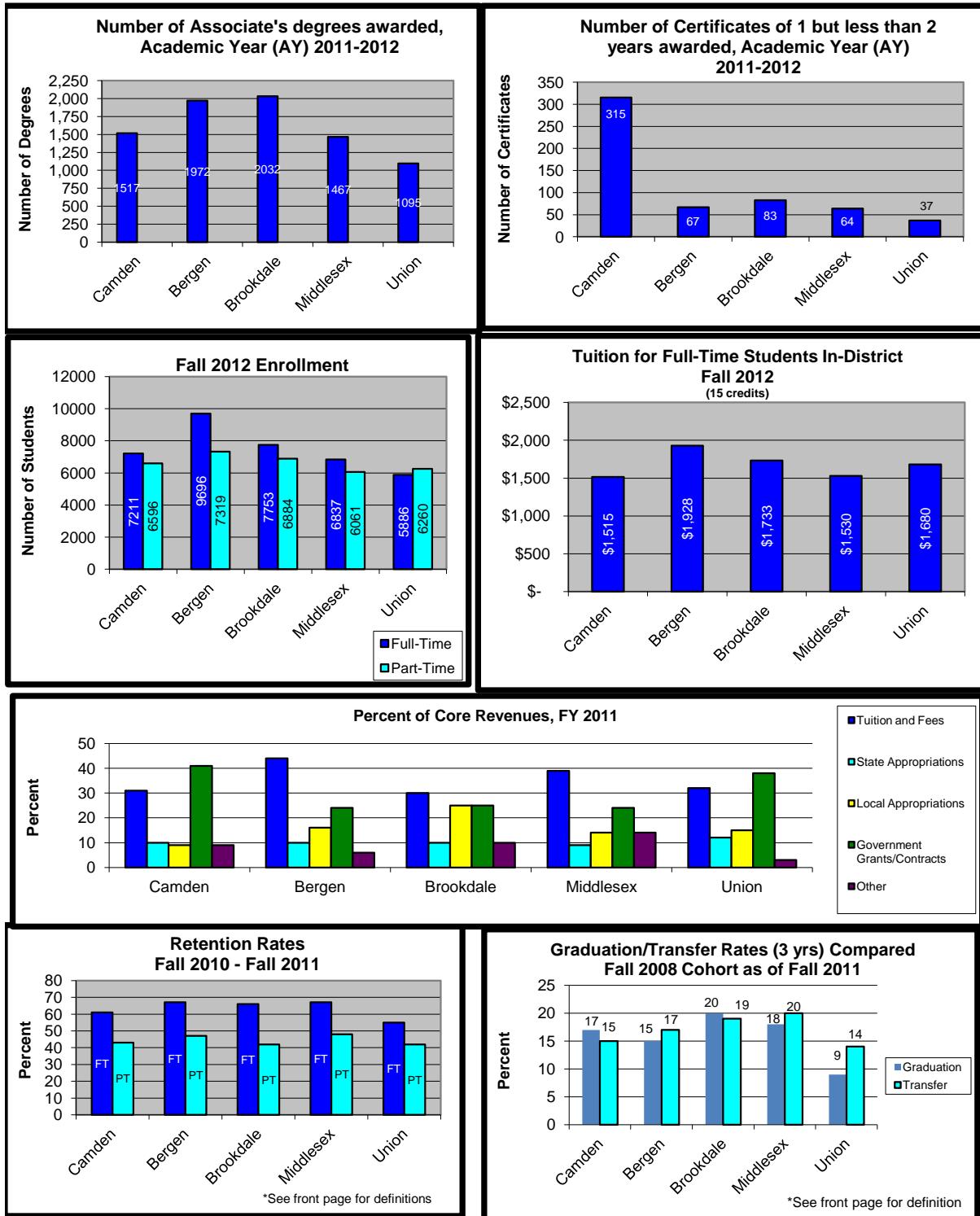
Out of County Residents Attending CCC		
	Fall 2011	Fall 2012
Burlington County	800	704
Gloucester County	1,698	1,587
Source: CCC's SURE Files		

Retention Rate		
Fall to Fall		
	Full-Time	Part-Time
Fall 2011 - Fall 2012	60%	39%
Fall 2010 - Fall 2011	61%	43%

\*Retention Rate is defined as: First-time degree/certificate-seeking students from the first fall and re-enrolled the following fall.

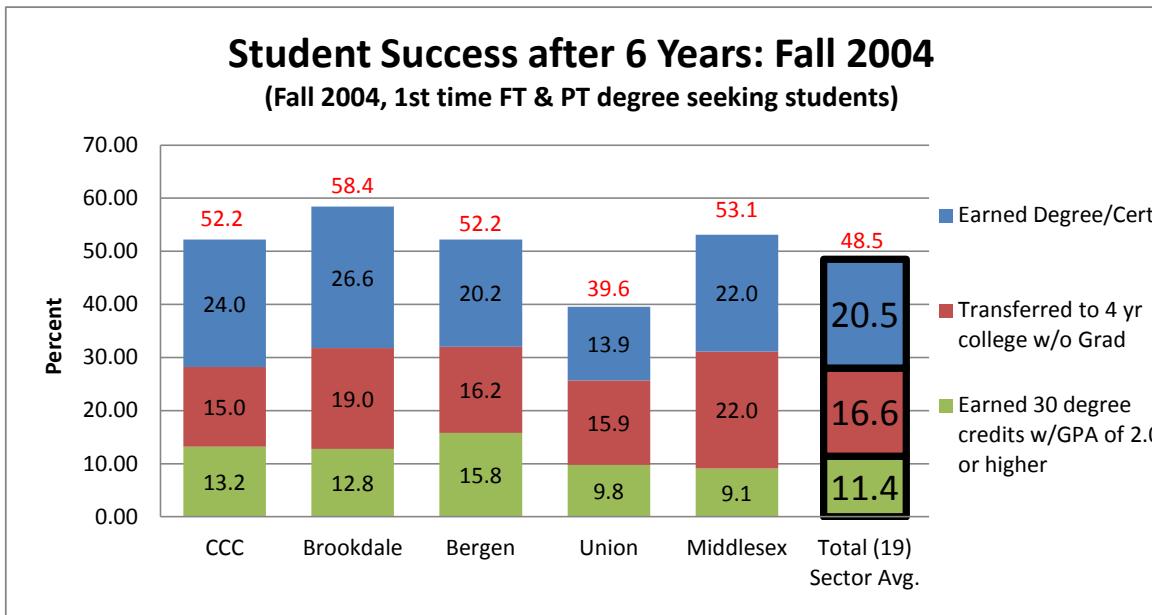
# Quick Facts

## How We Compare: Using the Most Updated Information Available



## Quick Facts

### How We Compare: Using the Most Updated Information Available









2007 Self Study Recommendations		
Item	Recommendation	Action Taken
<u>Standard 1: Mission and Goals</u>	1.1 Enrich participation in Mission and Goals review by providing more structured guidance for planning committee representatives and divisional leaders on methods they should employ to engage their constituencies in the process.	Discussions took place within each unit of the College to review and elicit comments from faculty and staff concerning the current Mission and Goals. These comments were then reviewed at the President's staff meeting where revisions were discussed and incorporated as needed. There were no changes recommended to the Board. This process will be repeated again in 5 years to coincide with the development of the next Strategic Plan.
<u>Standard 2: Planning, Resource Allocation and Institutional Renewal</u>	2.1 Broaden and enrich direct participation in development of the <i>Strategic Plan</i> by returning to the use of smaller planning teams to set strategic initiatives for individual issues identified by the larger planning committee.	The 2010 Planning Process was designed to be more inclusive. Toward that end, the College solicited ideas and comments from stakeholders in business and industry, area school districts, local governments, the general public, and alumni, as well as faculty, staff and the BOT to broaden and enrich direct participation.
<u>Standard 3: Institutional Resources - Finance, Facilities, Technology</u>	3.1 Design and implement a major fund-raising campaign to secure private gifts through the Foundation	In June, 2007 the Foundation hired a consultant to assist in defining strategies to deliver greater voluntary monetary support to the educational mission of the College by acquiring large gifts from major corporations. The Foundation formed a Board of Directors Major Donors Committee, held meetings with major donors to determine giving interests. As a result, the College received gifts and pledges totaling over \$161,000 the first year.

2007 Self Study Recommendations				
Item	Recommendation	Action Taken		
<u>Standard 3: Institutional Resources - Finance, Facilities, Technology (Cont.)</u>	3.2 Secure second bond issue for the next phase of the "Rebuilding Blackwood" initiative.	4/10/2008	Series 2008	\$6,000,000
		6/29/2010	Series 2010	\$2,353,000
		10/14/2010	Series 2010A-1	\$2,080,000
		10/14/2010	Series 2010A-2	\$5,830,000
		10/14/2010	Series 2010A-3	\$17,090,000
		Fall 2012	Series2012	\$25,000,000
		The second bond for \$2.353 million was issued on 6/29/2010 and \$25 million was issued on 12/16/2010. In April 2013 the Chapter 12 funding in the amount of \$8.3 million was bonded. The College will continue to apply for the next round of bonds.		
	3.3 Develop detail for the next stages of the Facilities Master Plan.	A 2013 Master Plan update was presented to the BOT in March 2013. This plan will act as a guide for the further development of the academic core, surrounding development zones as well as technology. The Master Plan update incorporates the core mission of the Strategic Plan. Plans are underway to hire a consultant in 2014 to assist with the next Facilities Master Plan.		
	3.4 Develop the revenue-generating aspects of the Facilities Master Plan.	A new café seating area along with a Starbucks Coffee kiosk have made the Blackwood and Camden campus bookstores a popular destination not only for students, but also the local community. The changes to the daycare allow new child care services to children as young as six weeks old and will bring revenue to the College through the operating agreement with the vendor. During fiscal year 2012, over \$340,000 in facility rentals were generated for the College.		
	3.5 Prepare a proactive facilities maintenance plan for all locations.	The College invested in an online, proactive, facilities maintenance system, School Dude. This maintenance software tracks open work and proactively addresses project management. Every project is evaluated during planning to determine means to reduce construction costs with an eye to energy cost reduction.		

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
<u>Standard 3: Institutional Resources - Finance, Facilities, Technology (Cont.)</u>	3.6 Refine and amplify the College's Disaster Recovery Plan.	IT has focused on protecting information and creating redundancy through document imaging and information backup. Emergency preparedness plans were evaluated and updated to address preparation, mitigation and recovery. The College has established a comprehensive Disaster Recovery Plan through the use of Sungard Data Recovery Services. The plan allows the college to have all necessary hardware replicated in a Sungard environment. Backup tapes will be loaded into the replicated environment in the event of an emergency situation.
	3.7 Define specific actions to enhance network security and to ensure that the College accommodates the changing regulatory environment.	The College has gone through the process of reviewing and modifying the network infrastructure. Network switches have been upgraded and network servers are being upgraded over a two year period. An internal network assessment has been completed and an external network assessment has been completed by an outside agency specializing in computer networking.
<u>Standard 4: Leadership and Governance</u>	4.1 Consider incentives (such as an academic internship) to motivate and educate students to serve as responsible representatives on committees.	Students now meet each semester with the President's Staff. The Academic Assembly Constitution dictates that a student sits on Academic Policies and Curriculum Committee. The College now has a very active student government that promotes participation by giving students a voice at committees and access to the President, the Vice Presidents and the Board. Upon consideration of incentives by the faculty, it was decided that no external incentives would be used.
<u>Standard 4: Leadership and Governance (Cont.)</u>	4.2 Design and implement a web-based, easily accessible, secure website that will serve as a repository for institutional policies, minutes, and other mission critical institutional information.	The College has designed, developed and implemented a secure website using Microsoft Sharepoint technology. Sharepoint supplies the College with a secure data repository for storing and sharing institutional policies, minutes and other critical institutional information. The student portal was launched in spring 2013 with the faculty portal to go live Fall 2013.

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
<u>Standard 5: Administration</u>	5.1 Post continuously updated organizational charts on the shared “S” drive so that all employees have immediate and clear notification of any faculty and staff changes or changes to the organizational structure.	Organization charts are updated quarterly or as reorganizations occur.
<u>Standard 6: Integrity</u>	6.1 Initiate voluntary compliance with Sarbanes-Oxley.	<p>Revised the Conflict of Interest Policy and wrote a Code of Conduct; Reviewed and revised all college procedures in 2012.</p> <p>Established an Audit Committee by renaming the Business Affairs, and Campus Development Committee to the Business Affairs, Audit and Campus Development Committee and clearly defined their duties related to the audit.</p> <p>Strengthened auditor independence by adopting an external auditor policy.</p> <p>Conducted an internal control assessment. Issued a document to all departments explaining Internal Controls.</p> <p>Assured protection for whistleblowers by adopting a whistleblower policy.</p> <p>Reported to the audit committee on the adequacy of controls and the outcomes of compliance reviews.</p>
<u>Standard 6: Integrity (cont.)</u>	6.2 Review all policies and procedures to ensure currency and adequacy of documentation; to ensure awareness, publish the entire inventory on the shared drive.	Board Policies are now reviewed annually by the appropriate vice presidents before being sent to the BOT for review and approval. In 2012, the President conducted a Board Policy Audit. All were reviewed. Some were approved, some were revised and others were terminated. Final approval of recommended action occurs monthly at the BOT meeting.

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
<u>Standard 7: Institutional Assessment</u>	7.1 Strengthen the capacity of the Office of Institutional Research, Planning and Grants to enable it to coordinate the emerging needs of sustained assessment by providing faculty and staff with the requisite tools, training, and access to assessment data.	<p>Academic Affairs assumed the responsibility for training faculty in assessment and coordinating assessment of student learning outcomes. A position was added to the office of the Vice President for Academic Affairs to serve as the liaison between the faculty and the office of Institutional Research in obtaining and analyzing program data. In winter of 2013, a new approach was undertaken in Academic Affairs, giving each academic dean release time for two to four faculty each, to coordinate academic assessment in their divisions. In addition, there are plans underway for a new position in the office of Institutional Research to strengthen the team approach. This staff member will provide support for both academic and institutional assessment.</p> <p>The Office of Institutional Research, Planning and Grants has enhanced faculty accessibility to data by providing institutional and program data in the annual Fact Book, which is maintained on the S drive and is accessible to all faculty and staff.</p>
<u>Standard 8: Student Admissions and Retention</u>	8.1 Conduct a comprehensive assessment of ACCUPLACER's effectiveness for placement and skill development needs of entering students.	In 2008, the College participated in a Statewide review of placement scores for students. As a result of this review, the statewide SAT cut-off score for math became 530 and an Accuplacer score of 76 placed students in college level math. In addition, an SAT score of 540 and essay score of 6 was determined to place students in English Comp I.
	8.2 Expand early placement testing of high school students and offer developmental courses in reading, writing, and math for high school students as indicated.	CCC has expanded early testing to 23 high schools, offering developmental courses to all schools who request course offerings on their campus.
	8.3 Systematically collect and analyze retention data for programs and courses to clarify the aggregate college-wide attrition numbers with more detailed information.	In 2010-11, the College redesigned the Academic Review process to focus on data analysis as it relates to graduation, retention and transfer. Each program is reviewed in a five year cycle. Reviews include enrollment trends, degree confirmed, average class size, fall to fall retention, graduation and transfer patterns. Data is compiled and provided to the program coordinators for their review and recommendation to the dean, who then reviews the program with the VPA. APR results are now posted on the S drive in the Dept. of Academic Affairs.

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
<u>Standard 8:</u> <u>Student</u> <u>Admissions</u> <u>and</u> <u>Retention</u> <u>(Cont.)</u>		<p>Camden County College is one of the pilot schools developing a statewide Student Success Model. The new model will assist the college in developing benchmarks normed against itself and other New Jersey Community Colleges.</p> <p>In 2007, the College began a Graduation, Transfer and Retention initiative which addressed barriers to retention, transfer and graduation. This initiative is documented on the S drive. In 2013, the college transitioned to a college wide Student Success Committee, including faculty, staff, institutional research staff and librarians to assess its performance in Middle States Standards 8, 9 and 13. The College Success Committee will identify strategies that support students as they advance through critical milestones that are necessary for degree completion.</p>
<u>Standard 9:</u> <u>Student</u> <u>Support</u> <u>Services</u>	9.1 Develop an improvement plan with participation of faculty, staff, and students for advisement and another such plan for transfer services.	Since 2008, all new faculty are given an orientation that includes training in academic advisement. The College also launched an Intrusive Advisement system which trained faculty side by side with professional advisors. In 2011, the College embarked on a new program to train faculty in advisement that includes the development of a training manual and mentoring from the advising staff. As a result, Developmental faculty developed an early alert program for students that tracks attendance, grades and classroom performance. This has lead to activities within these classes that support student study groups, peer tutoring and support by faculty outside of the classroom.
<u>Standard 10: Faculty</u>	10.1 Improve the full-time/adjunct faculty ratio by keeping full-time faculty hiring as the first budget priority and seeking external funds for endowed faculty chairs to free operating monies for new full-time hires.	The College has maintained FT faculty hiring as a top priority and continues to replace and hire new faculty each year.

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
<u>Standard 10: Faculty</u> <u>(Cont.)</u>	10.2 Improve the search process for full-time faculty by beginning early in the academic year and streamlining the process.	Each fall, the academic deans are asked for their faculty needs based on FT/PT ratio data provided to them. Their requests are prioritized by the dean and then by the VPA. This information is then submitted to the Assistant to the President for Budget and Planning for incorporation into the next year's budget requests.  The decision making process begins in early fall, prior to the budget development process. The College streamlined the process by converting from a manual paper application process to an Online Application process that filters out unqualified applicants and streamlines the approval process.
<u>Standard 11: Educational Offerings</u>	11.1 Develop a system based on a rolling five-year record of common indicators, that monitors academic program enrollments, costs, and outcomes and supports decisions to enhance, continue, or eliminate degrees or certificates	Currently, comprehensive academic program reviews are being conducted every five years. In addition to academic review of student learning outcomes, program costs and expenditures are also reviewed.  Beginning spring 2008, all programs were required to submit assessment data for student learning outcomes in their program. It is now required that all programs submit assessment data annually.  In Spring 2011, the Academic Review Process was revised. A paradigm shift from narrative descriptions of the programs status to evaluation of data took place. All programs are evaluated on 5 year trends of enrollment, graduation, retention, as well as transfer rates, course enrollment, average class size and delivery method.
<u>Standard 11: Educational Offerings</u>	11.2 Ensure that academic program goals and student learning outcomes for each degree or certificate are prominently featured in the Catalog and the Academic Program Guide.	Beginning with the 2008-2009 Catalog, all academic program goals are now published in the annual Academic Advisement Guide and Catalog. The Academic Program Guide is published as a paper copy for students and can be found on the web, along with the catalog.  Since 2008, Program Student Learning Outcomes for all programs are printed in Academic Program Guide and the College Catalog.

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
<u>Standard 11:</u> <u>Educational Offerings(Cont.)</u>		The Program Student Learning Outcomes, Curriculum Maps and the Table of Course Level and Program Level SLOs Interconnectedness for each program are also available on the Program SLOs web page in Assessment under Academics.
	11.3 Ensure that student learning outcomes are clearly communicated in the written information given by faculty to students on the first day of every course.	In spring 2008, the Curriculum committee approved the revision of the <u>Syllabus</u> to the new <u>Master Departmental Syllabus (MDS)</u> . This MDS identifies written course level student learning outcomes as well as addresses how the student learning outcomes will be evaluated.
<u>Standard 12:</u> <u>General Education</u>	12.1 Establish measures to assess student learning outcomes for each General Education Goal by integrating and replicating already successful department practices and implementing new ones.	In fall 2007, the College empowered an ad hoc General Education Committee to review and approve courses as General Education courses based on their student learning outcomes. In fall 2008 the Governance Standing Committee on Curriculum was established. By 2010, when the New Jersey Council of County Colleges established a statewide process to approve General Education Status for all General Education courses offered at community colleges, the College coordinated and approved their internal process with the NJCCC process. General Education SLOs addressing state and College approved objectives are now required to be on all Department Master Syllabi. Academic departments are required to assess General Education SLOs on an annual schedule, rotating SLO assessment each year.
<u>Standard 12:</u> <u>General Education (Cont.)</u>	12.2 Enhance collaborative efforts between faculty and librarians regarding information literacy knowledge and skills with the goal of including information literacy activities in every course.	<p>The Information Literacy pages on the library website were reviewed and updated. They contain many suggestions for collaboration. Librarians now visit each Division meeting each semester to discuss integration of information literacy into coursework.</p> <p>The Librarians provide instructional support for Information Literacy projects such as the Biology Abstract Project given every semester in every BIO 111 section.</p> <p>Librarians give lectures in and completely teach sections of "Information Literacy in a Digital Age" for the Computer Science Department.</p>

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
		In spring 2011, the Academic Officers of the 19 Community Colleges accepted the recommendation by a statewide Information Ad Hoc Committee separating the General Education requirement for Information Literacy from that of Technology. In response, CCC has a Librarian assigned to each division to work with the departments in designing assignments and assessments for this General Education category.
<u>Standard 12:</u> <u>General Education</u>	12.3 Clarify and document the extent to which programs must address the 12 General Education Goals and distribution requirements.	In fall, 2007, Camden County faculty approved new General Education Goals in line with the statewide NJ Council of County College General Education Document. These General Education Goals are clearly articulated in the catalog and all college publications. In fall 2007, all academic programs were audited for the new general education goals. In spring 2008, programs out of alignment with the new general education goals submitted revisions to the curriculum committee to be in compliance. Now, all programs are in compliance and are reviewed for compliance on a yearly basis. Each year, all curriculum are re-audited for compliance with General Education distribution requirements by the Assistant to the VP for Academic Affairs.
<u>Standard 13:</u> <u>Related Educational Activities</u>	13.1 Analyze performance data in first-level credit courses for students who complete skills courses and develop improvements as needed in both skills and first-level credit courses.	Efficiency data for basic skills students taking English Comp I and college level math were analyzed. Annual reports are reviewed by the department and the dean as part of the assessment initiative.
	13.2 Analyze policies regarding credit for experiential learning to ensure a proper balance of program integrity and student needs.	CCC worked with the Academic Officers of the 19 community colleges to develop standardized policies for credit for experiential learning. A consultant was hired by the NJ CCC to develop recommendations to the Academic Officers. Standardized policies and practices are now in place.
<u>Standard 13:</u> <u>Related Educational Activities</u>	13.3 Conduct a comprehensive review of the Distance Education program which assesses student outcomes and develops strategies for using results to improve learning, ensure	In 2011-2012, departments offering an on-line and face to face delivery of the same course assessed both to demonstrate common student learning outcomes regardless of delivery method

2007 Self Study Recommendations		
Item	Recommendation	Action Taken
(Cont.)	academic integrity, and use resources efficiently.	<p>The College led a statewide consortial effort to assess distance education. This consortium purchased the Quality Matters program. The new Assistant Dean for Academic Support, along with a newly hired Instructional Designer were trained in Quality Matters. They continue to present workshops on Quality Matters and best practices in distance education to faculty.</p> <p>13.3.c Through the Teaching Learning Center, faculty are continually updated with the best practices for delivering material on-line as well as all the technological updates of the LMS.</p>
<u>Standard 14:</u> <u>Assessment</u> <u>of Student</u> <u>Learning</u>	14.1 Develop standards to be addressed in academic program review to ensure consistently thorough reviews for every program and certificate.	Since spring 2011, a new process was developed to streamline the APR process. Data packages are prepared by the AVP in collaboration with IR for each academic program. The program faculty review the data and their P-SLO results, making recommendations to the dean on improvement strategies. The dean reviews the packet along with the department's recommendations with academic and administrative support staff (ie library, budget, equipment, etc) . The dean prepares a final report, which is shared with the VP, President and BOT.
<u>Standard 14:</u> <u>Assessment</u> <u>of Student</u> <u>Learning</u> (Cont.)	14.2 Make assessment of student learning outcomes in courses and implementation of classroom assessment techniques an ongoing agenda item of the "Partners in Learning Program."	<p>In 2007-2008, the Partners in Learning Program focused on classroom assessment. In addition, the Teaching Learning Center and the Office of Academic Affairs sponsored several speakers, workshops and training sessions on course level and program level assessment. Each year, the PIL committee is asked by the VPA to include discussions on assessment in their program.</p> <p>14.2.c In 2010, the SLO committee was charged with auditing all assessment and providing feedback to faculty. In spring 2013, the SLO committee was expanded to include 2-3 faculty in each division who will now be division SLO Liaisons and will work with the deans to provide support to the faculty and deans in recording, tracking and evaluating the assessment of student learning outcomes in the division.</p>

**Department Master Syllabus**  
**Camden County College**  
**Blackwood, New Jersey**

**Course Title:** English Composition 102

**Course Number:** ENG-102

**Department/Program Affiliation:** English

**Date of Review:** Spring 2013

**Date of Last Revision:** January 2013

**Credits:** 3

**Contact Hours:** Lecture 3      Lab 0      Other 0

**Prerequisites:** ENG-101, English Composition I or the equivalent.

**Co-requisites:**

**Course Description:**

English Composition II is the second semester of a two-semester course. Its purpose is to develop more fully the reading, writing, and speaking ability of the composition student to build on the basis of English Composition I. English Composition II will especially stress argumentative writing and will provide the student with a strong basis in the rhetoric of argumentation. In addition, the development of the student's research skills and ability to handle source material are important aspects of this course.

**Course Student Learning Outcomes:**

Upon completion of this course, the student will be able to:

1. present ideas in traditional rhetorical format.
2. use the elements of formal argument, including the proposition, induction, deduction, the syllogism, the enthymeme, and the example.
3. analyze difficult prose passages to uncover the structure of the argument and to use that structure as a model in writing.
4. use information literacy skills to accomplish the following: (1) locate and select data, (2) collect information from several sources, (3) evaluate various kinds of evidence in light of a thesis, and (4) synthesize the information into an acceptable research paper in support of an argumentative thesis.
5. recognize elements such as tone, structure, thesis, and theme in reading a variety of assignments, which may include poetry, fiction, and drama.
6. use grammar, rhetoric, and diction as aids in editing and making stylistic choices.

**Course Outline:**

(Instructors will create their own course outlines on the basis of this syllabus and distribute them to students.)

**I. Reading**

- A. Summarizing and Paraphrasing
- B. Using Sources
- C. Scrutinizing Sources
- D. Synthesizing
- E. Understanding Figurative Language

**II. Writing****A. Argument**

- 1. Thesis (major proposition)
- 2. Proof
- 3. Refutation

**B. Logic****C. Documentation**

- 1. Sources
- 2. Paraphrase
- 3. Citation

**III. Speaking****A. Preparation**  
**B. Audience**  
**C. Delivery****Course Activities:**

A. Writing: There is no substitute for essays that are carefully planned and written. Essays must be based on selected readings and exhibit sophistication of both form and content. Several essays are required, each between 500-900 words, and either a 2000-word research paper or several short documented papers. Some essays may be graded holistically. Personal experience, narrative, and descriptive essays are *not* permitted.

B. Reading: Reading assignments should reflect the objectives of the course. The student must offer careful analysis and meaningful criticism of the ideas expressed in the readings.

C. Oral Communication: The student is required to make oral presentations, which may include (1) a summary or an analysis of a work, (2) a defense of an argumentative thesis, (3) a refutation of an argumentative thesis, (4) a briefing on a principle of rhetoric, (5) the recitation of a work, (6) a presentation of the student's own essay or research, (7) a formal declamation, (8) a debate.

D. Research: The effective use of source material and the proper documentation of sources should be demonstrated through the traditional research paper or documented essays. Students will use information literacy skills gained through the course to present researched arguments using available resources. The theses of all such papers *must* be argumentative—that is, the papers must not be mere reports. All such papers must be typewritten.

E. Conferences: Having a conference with the instructor when it is requested by the instructor is a course requirement.

F. Collaborative learning exercises are encouraged and are an important component of the course..

G. Students will demonstrate the ability to work independently.

### **Assessment of Student Learning Outcomes:**

1: ENG-102 Departmental Essay Examination (departmental level assessment: The assessment policy is attached to this syllabus.) To pass the course with a grade of C or higher, the student must pass the Departmental Essay Examination. This requirement is separate from the course requirements established by the instructor although the instructor may use the results of the examination as part of the final grade. A student must meet both the instructor's requirements and pass the essay examination.

2: Random review of student's graded essays (departmental level assessment)

3: Graded essays, the research paper, oral presentations, quizzes, conferences (instructor level assessment)

4: Homework assignments (instructor level assessment)

**Course Materials:** These are selected by the instructor.

**Textbook(s):** Full-time instructors may choose the books to be used in their classes. For adjunct faculty, a committee will select the texts; the department then approves or disapproves the choice. Films, slides, recordings, student samples, and periodical articles may also be used.

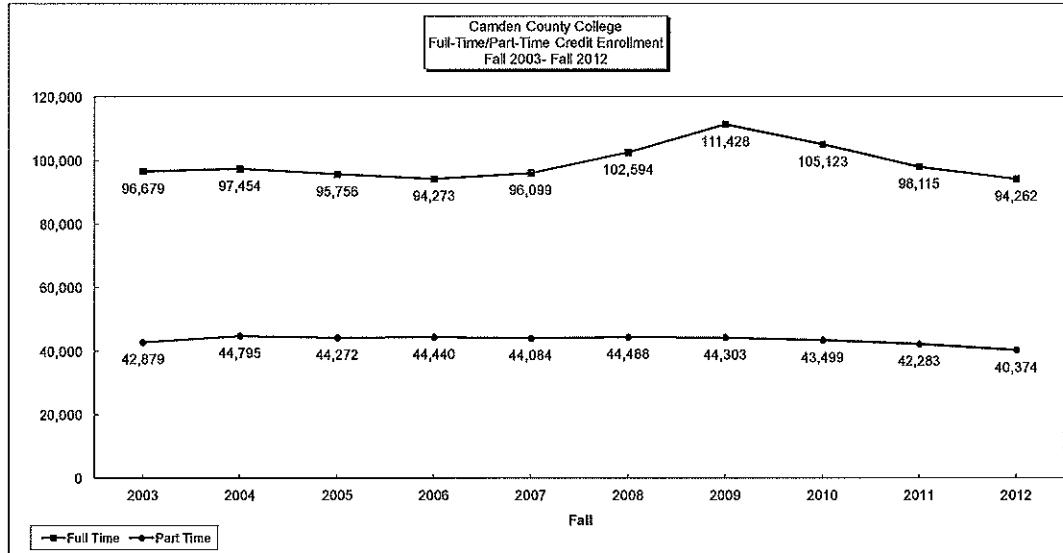
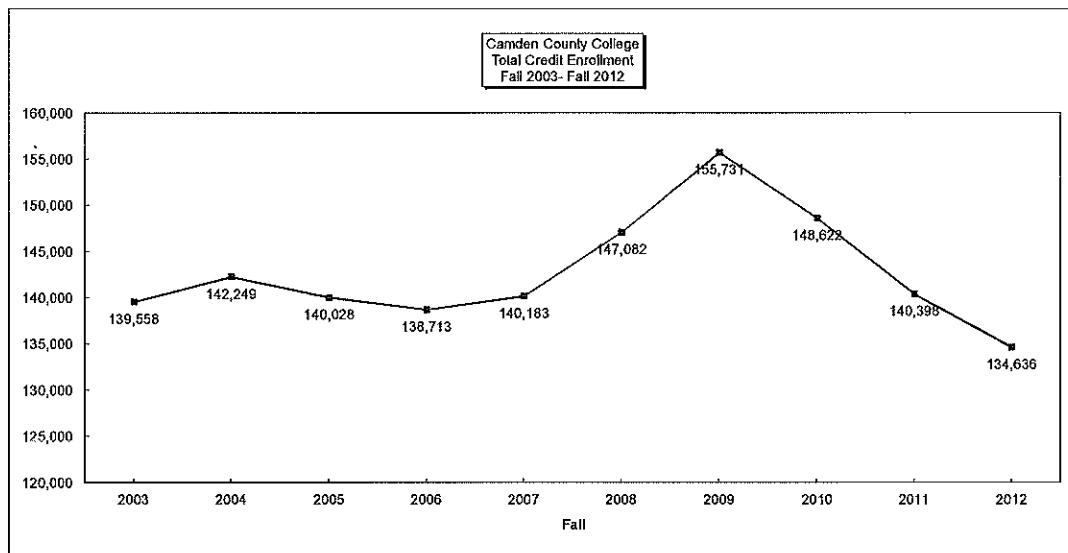
**Supplemental Materials:** These are determined by the instructor.

## **Departmental Assessment Examination Policy English Composition 102**

- If the student receives a score lower than a six on the departmental final, the exam will be immediately be reevaluated by a team of readers. These readers will confirm the validity of this score.
- Students who do receive a score below **6** must be given a final grade of Incomplete (**I**).
- The **I** grade can be changed only if the student retakes and passes the examination *before* the official expiration date; otherwise, the **I** automatically changes to an **F**.
- The student will be advised to engage in one or more of the following activities before retesting: (1) to attend a scheduled review session and/or (2) to seek assistance at the Tutoring Center.
- Students who pass the retest with a score of **6** or higher will be assigned the final grade earned in the course.
- The **I** grade can be changed only if the student retakes and passes the examination before the official expiration date; otherwise, the **I** automatically changes to an **F**. For students who do not pass the retest, the instructor may also choose to give the student a **D**.

**Camden County College**  
**Credit Enrollment by Status**  
**Fall 2003 - Fall 2012**

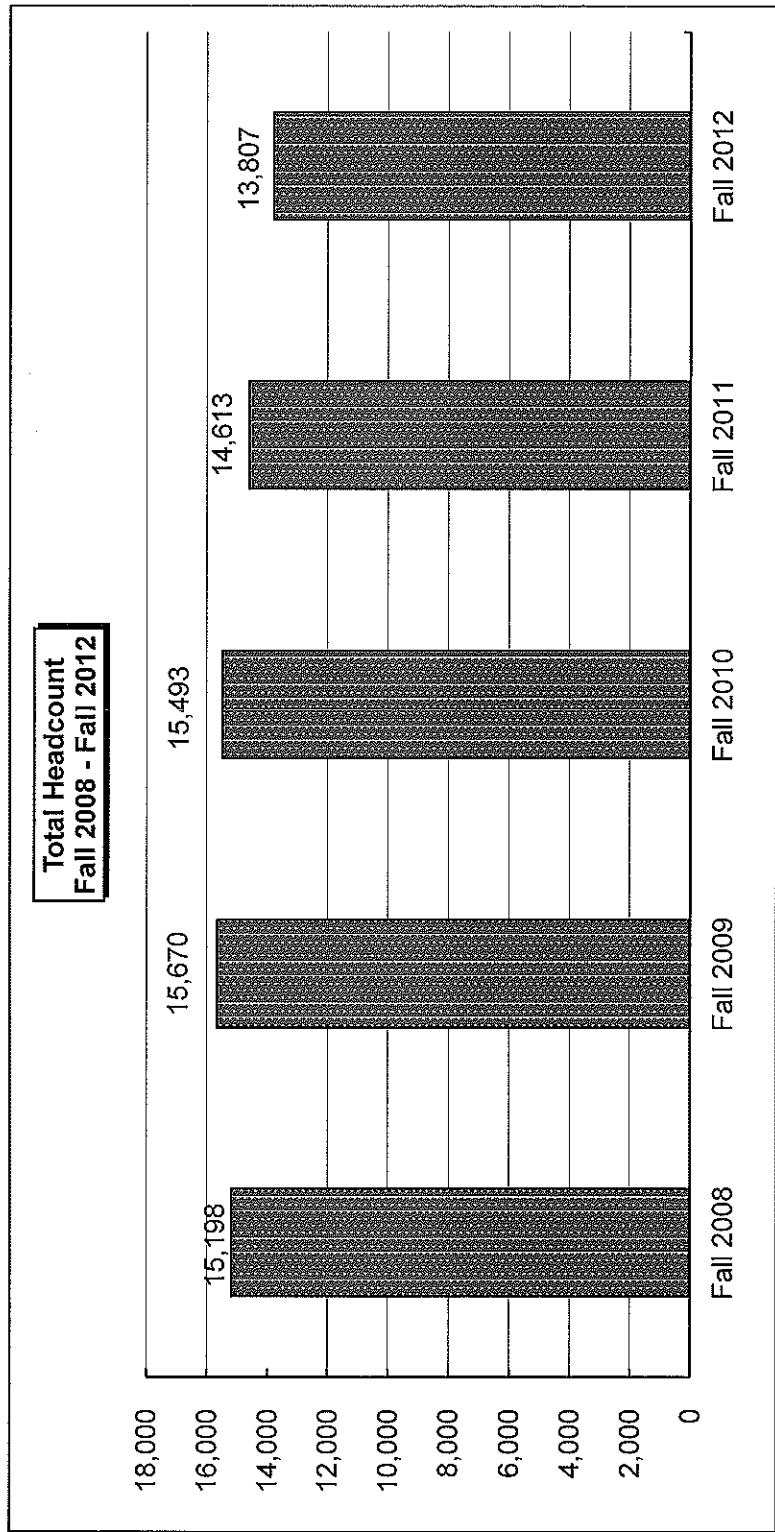
<b>Fall Credits</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Full Time</b>	96,679	97,454	95,756	94,273	96,099	102,594	111,428	105,123	98,115	94,262
<b>Part Time</b>	42,879	44,795	44,272	44,440	44,084	44,488	44,303	43,499	42,283	40,374
<b>Total</b>	<b>139,558</b>	<b>142,249</b>	<b>140,028</b>	<b>138,713</b>	<b>140,183</b>	<b>147,082</b>	<b>155,731</b>	<b>148,622</b>	<b>140,398</b>	<b>134,636</b>



Source: 10th Day FTEs

**Camden County College Student Enrollment**  
**Headcount by Status**  
**Fall 2008 - Fall 2012**

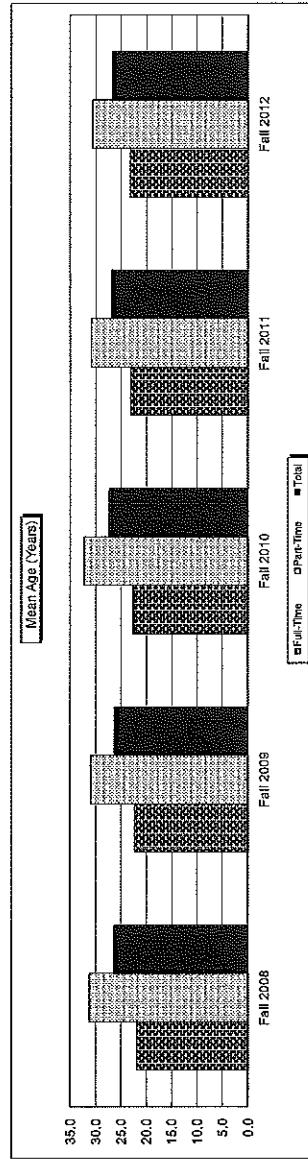
	Full-Time	Part-Time	Total
Fall 2008	7,799	7,399	15,198
Fall 2009	8,529	7,141	15,670
Fall 2010	8,023	7,470	15,493
Fall 2011	7,498	7,115	14,613
Fall 2012	7,211	6,596	13,807



Source: SURE Files  
file:FaEnrollment.xls

**Camden County College Student Enrollment**  
**Enrollment by Age, Gender and Status**  
**Fall 2008 - Fall 2012**

AGE	Fall 2008									Fall 2009									Fall 2010									Fall 2011									Fall 2012								
	Male			Female			Unknown			Total			Male			Female			Unknown			Total			Male			Female			Unknown			Total			Male			Female			Unknown		
Full-Time	619	624	11	1454	661	789	9	1459	566	675	3	1236	571	659	2	1242	513	698	1	1212	513	659	2	1242	513	698	1	1212	513	659	2	1242	513	698	1	1212									
18 & Younger	1418	1740	15	3173	1514	1835	11	3361	1436	1602	16	3554	1258	1352	9	3699	1182	1384	9	2555	1182	1384	9	3699	1182	1384	9	2555	1182	1384	9	3699	1182	1384	9	2555									
19-20	849	1046	6	1903	949	1104	5	2056	561	1055	5	1891	616	866	14	1796	767	888	9	1684	767	888	9	1684	767	888	9	1684	767	888	9	1684													
21-24	333	570	3	906	433	664	3	1120	447	750	5	1182	475	728	6	1210	541	637	8	1186	541	637	8	1186	541	637	8	1186	541	637	8	1186													
25-34	52	152	0	244	81	271	0	352	103	271	0	374	111	255	1	374	110	258	1	369	110	258	1	369	110	258	1	369	110	258	1	369													
35-44	22	80	1	103	35	111	1	147	40	109	1	150	50	116	0	166	52	121	0	173	52	121	0	173	52	121	0	173	52	121	0	173													
45-54	3	8	0	11	11	17	0	23	12	19	0	31	9	33	0	42	17	32	0	49	17	32	0	49	17	32	0	49	17	32	0	49													
55-64	1	0	0	1	2	0	1	3	2	1	0	3	1	2	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3	2	1	0	3									
65&Older	0	4	0	4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
Unknown	3297	4466	36	7766	3826	4813	30	8529	3531	4462	30	8023	3301	4195	32	7498	3184	3999	28	7211	3184	3999	28	7211	3184	3999	28	7211	3184	3999	28	7211	3184	3999	28	7211									



Mean Age (Years)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full-Time	21.9	22.4	22.8	23.1	23.2
Part-Time	31.4	31.1	32.3	30.9	30.7
Total	26.5	26.4	27.4	26.9	26.8

Source: SURE files  
File:EnrollAgeGender.xls

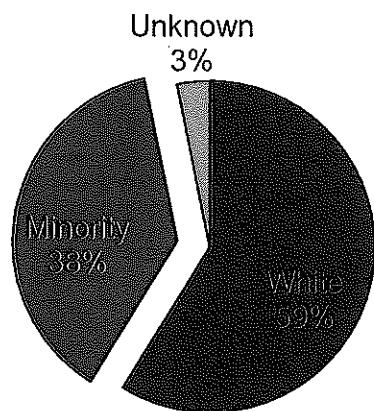
# **Camden County College Student Enrollment**

## **Enrollment by Racial\Ethnic Group**

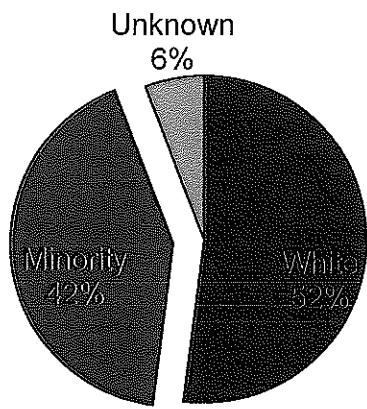
### **Fall 2008 & Fall 2012**

[\(Click here for more details\)](#)

**Enrollment by Racial\Ethnic Group**  
**Fall 2008**



**Enrollment by Racial\Ethnic Group**  
**Fall 2012**



**Camden County College**  
**Credits Generated by Location**  
**Fall 2003 - Fall 2012**

<b>Camden County College</b>		<b>Fall</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Total</b>			139,558	142,249	140,028	138,713	140,183	147,082	155,731	148,622	140,398	134,636
<b>Blackwood</b>	<b>Fall</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>
<b>Total</b>			105,575	107,867	106,092	104,248	104,356	106,738	112,164	107,649	98,198	93,205
<b>Camden</b>	<b>Fall</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>
<b>Total</b>			17,342	17,766	17,371	16,954	18,298	20,127	21,986	19,783	21,172	20,051
<b>Off Campus/Other</b>	<b>Fall</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>
<b>Total</b>			5,044	5,394	4,857	3,444	3,491	3,713	3,521	3,242	2,320	2,059
<b>Distance Education</b>	<b>Fall</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>
<b>Total</b>			5,618	5,871	5,965	6,662	7,194	8,176	9,773	10,142	11,380	10,843
<b>Cherry Hill</b>	<b>Fall</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>
<b>Total</b>			5,979	5,351	5,743	7,404	6,844	8,328	8,287	7,806	6,408	7,634
<b>Regional Emergency Training Center</b>	<b>Fall</b>											
<b>Total</b>												

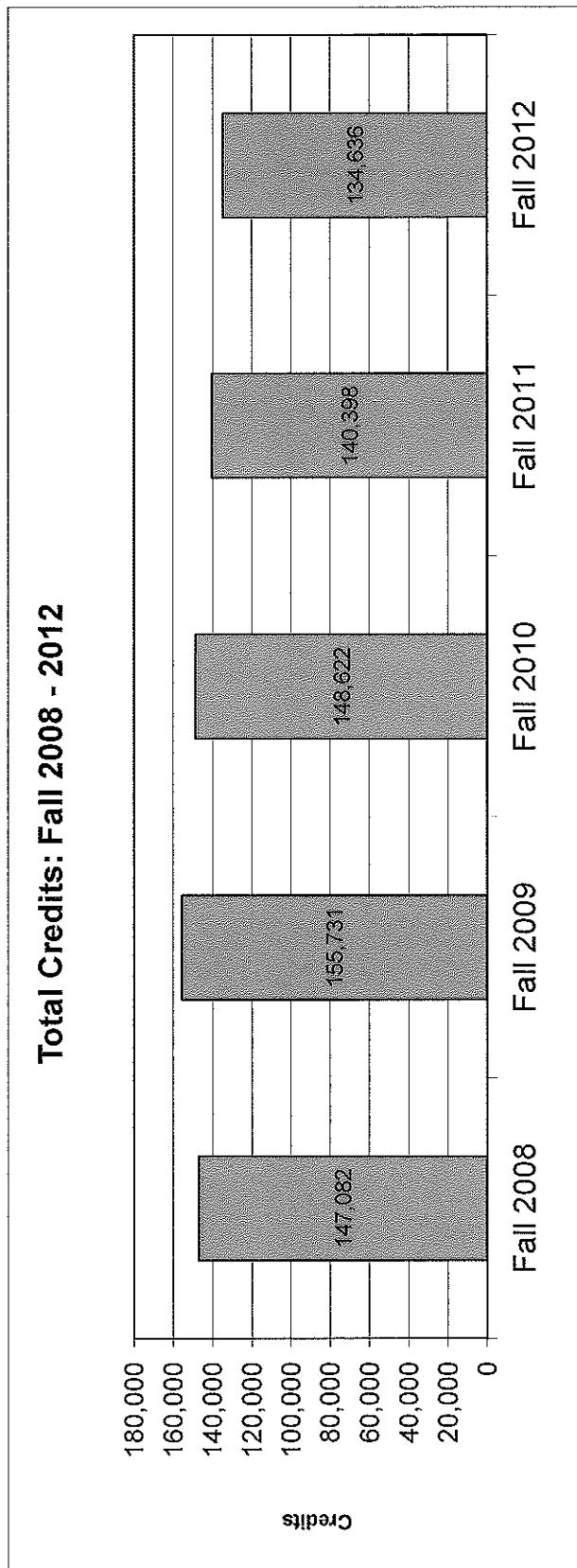
Source: SURE Files  
file:credits

Note: Credits generated are based on actual course enrollments at a particular location.

**Camden County College**  
**Total Credits by Campus Location**  
**Fall 2008 - Fall 2012**

	Camden County College	Blackwood	Camden	Cherry Hill	Regional Emergency Training Center	Off Campus/ Other	Distance Education
Fall 2008	147,082	106,738	20,127	8,328		3,713	8,176
Fall 2009	155,731	112,164	21,986	8,287	Campus opened 2011	3,521	9,773
Fall 2010	148,622	107,649	19,783	7,806		3,242	10,142
Fall 2011	140,398	98,198	21,172	6,408		2,320	11,380
Fall 2012	134,636	93,205	20,051	7,634		2,059	10,843

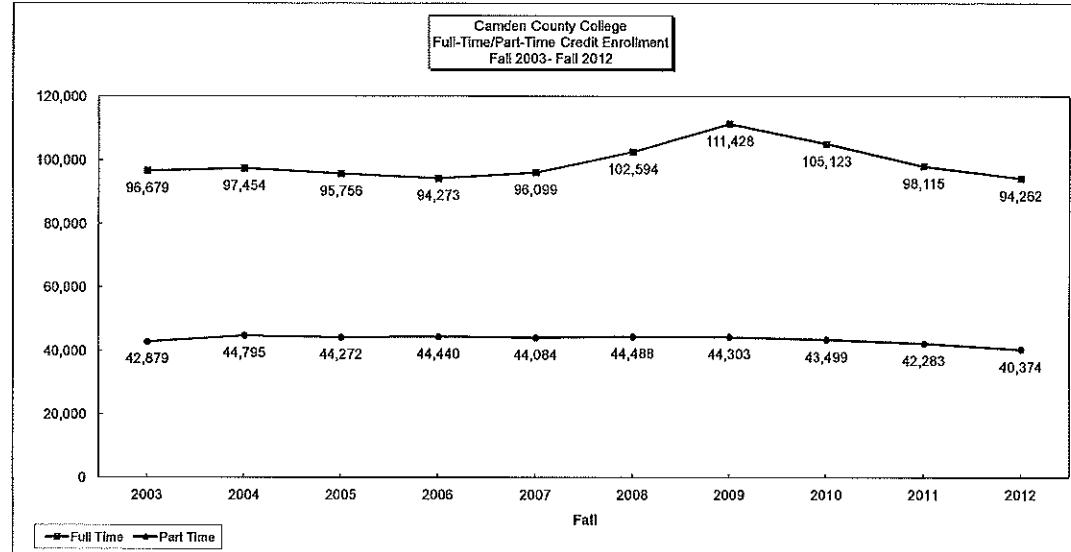
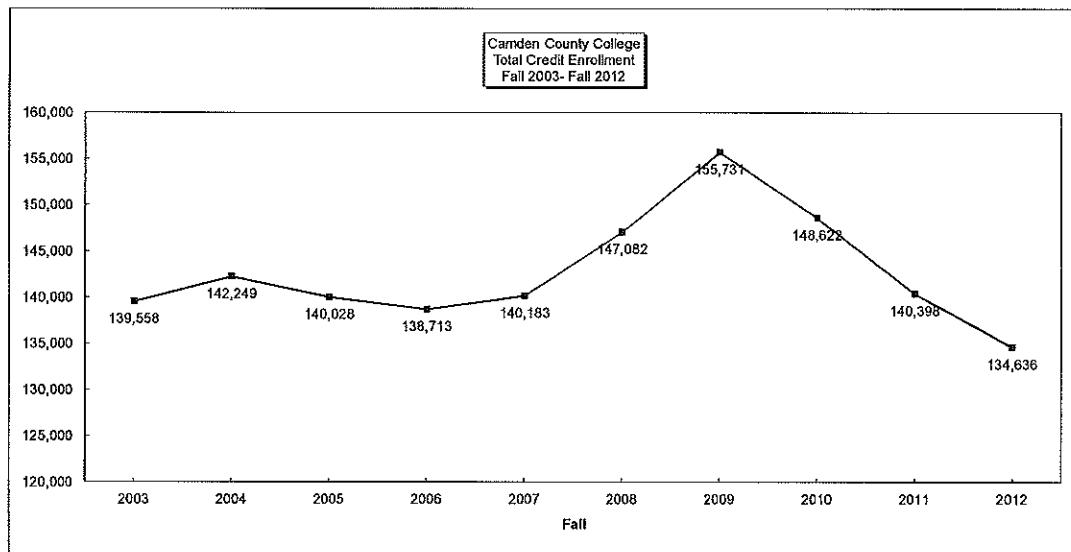
**Total Credits: Fall 2008 - 2012**



Source: 10th Day files  
file:FaCredits.xls

**Camden County College**  
**Credit Enrollment by Status**  
**Fall 2003 - Fall 2012**

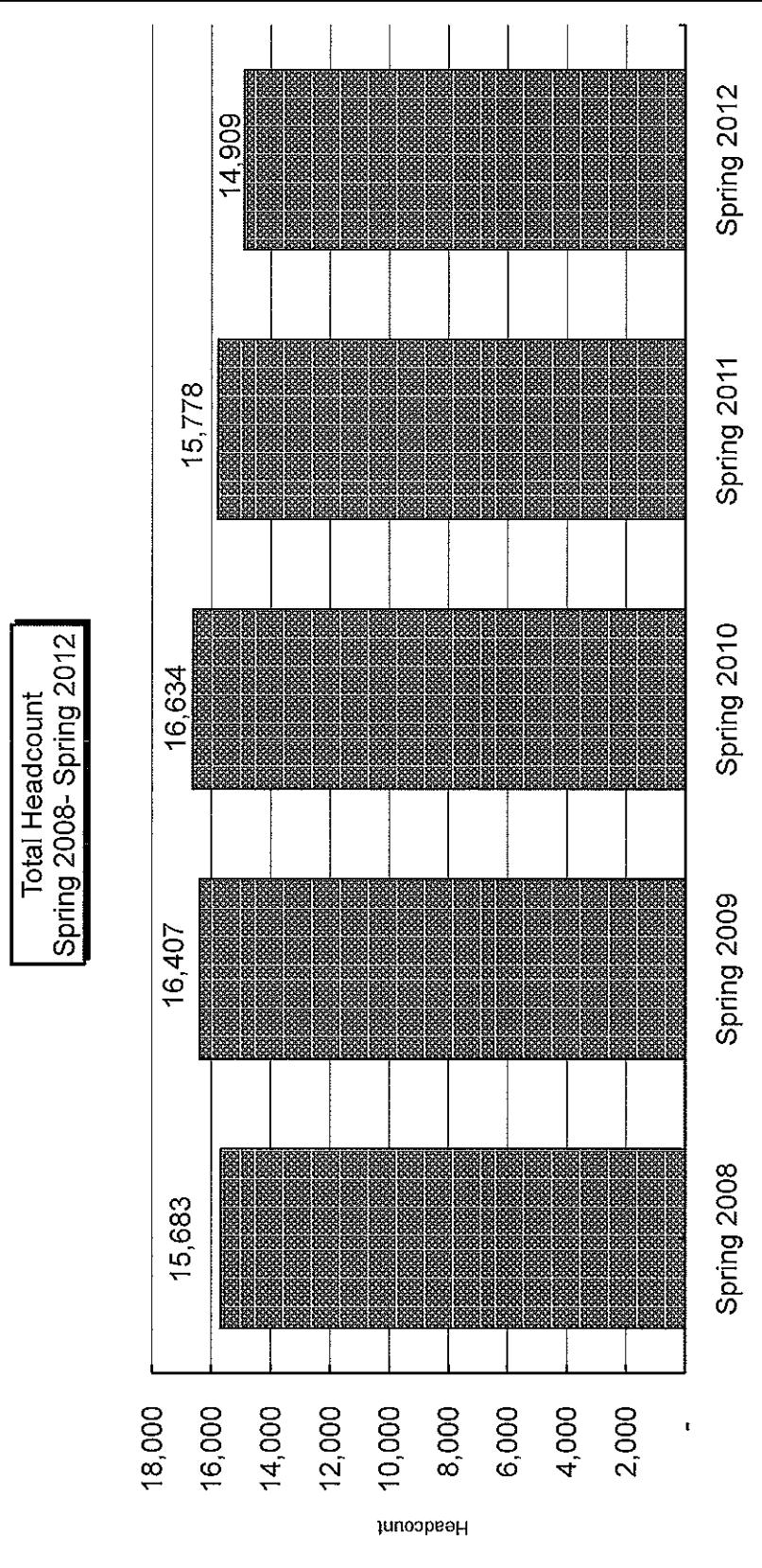
<b>Fall Credits</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Full Time</b>	96,679	97,454	95,756	94,273	96,099	102,594	111,428	105,123	98,115	94,262
<b>Part Time</b>	42,879	44,795	44,272	44,440	44,084	44,488	44,303	43,499	42,283	40,374
<b>Total</b>	139,558	142,249	140,028	138,713	140,183	147,082	155,731	148,622	140,398	134,636



Source: 10th Day Files

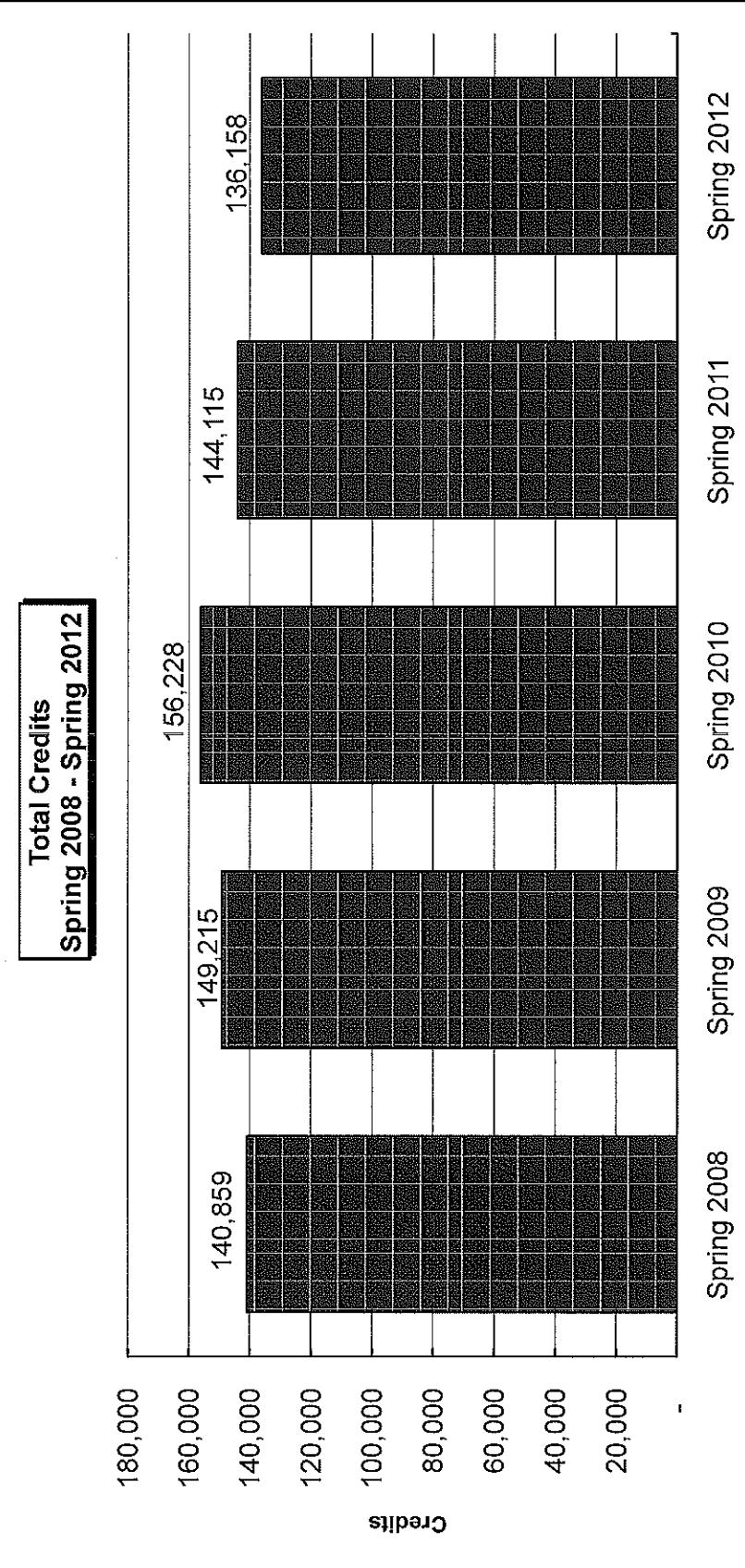
**Camden County College Student Enrollment  
Headcount by Status**  
**Spring 2008 - Spring 2012**

	Full-Time	Part-Time	Total
Spring 2008	6,828	8,855	15,683
Spring 2009	7,379	9,028	16,407
Spring 2010	8,018	8,616	16,634
Spring 2011	7,201	8,577	15,778
Spring 2012	6,677	8,232	14,909



**Camden County College Student Enrollment  
Credits by Status  
Spring 2008 - Spring 2012**

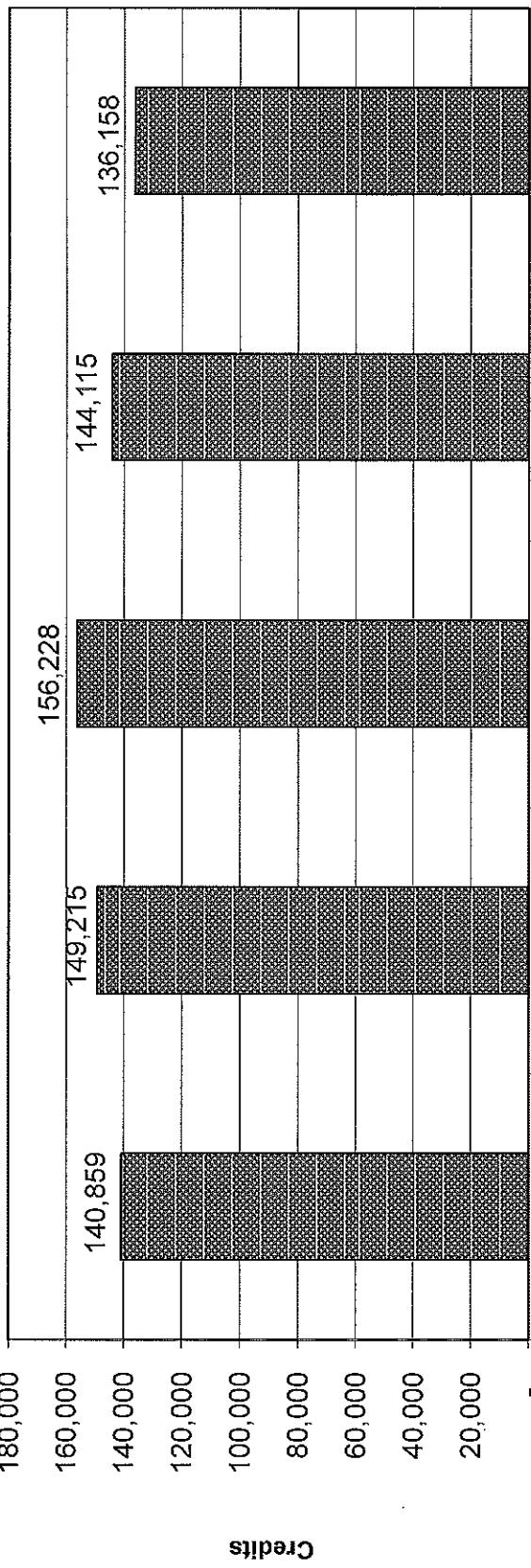
	Full-Time	Part-Time	Total
Spring 2008	91,300	49,559	140,859
Spring 2009	98,242	50,973	149,215
Spring 2010	106,643	49,585	156,228
Spring 2011	95,646	48,469	144,115
Spring 2012	88,365	47,793	136,158



**Camden County College**  
**Credits by Campus**  
**Spring 2008 - Spring 2012**

Camden County College	Blackwood	Camden	Cherry Hill	Distance Education	Regional Emergency Training Center	Off Campus/Other
Spring 2008	140,859	97,032	18,083	7,551	8,635	9,558
Spring 2009	149,215	101,990	19,170	8,039	9,407	10,609
Spring 2010	156,228	106,825	20,161	8,228	12,115	8,899
Spring 2011	144,115	97,683	19,812	7,050	11,911	7,659
Spring 2012	136,158	89,546	19,939	6,583	12,930	568
						6,592

**Spring Total Credits**



Spring 2008    Spring 2009    Spring 2010    Spring 2011    Spring 2012

**Camden County College**  
**Credits: FY 2009 - FY 2013**

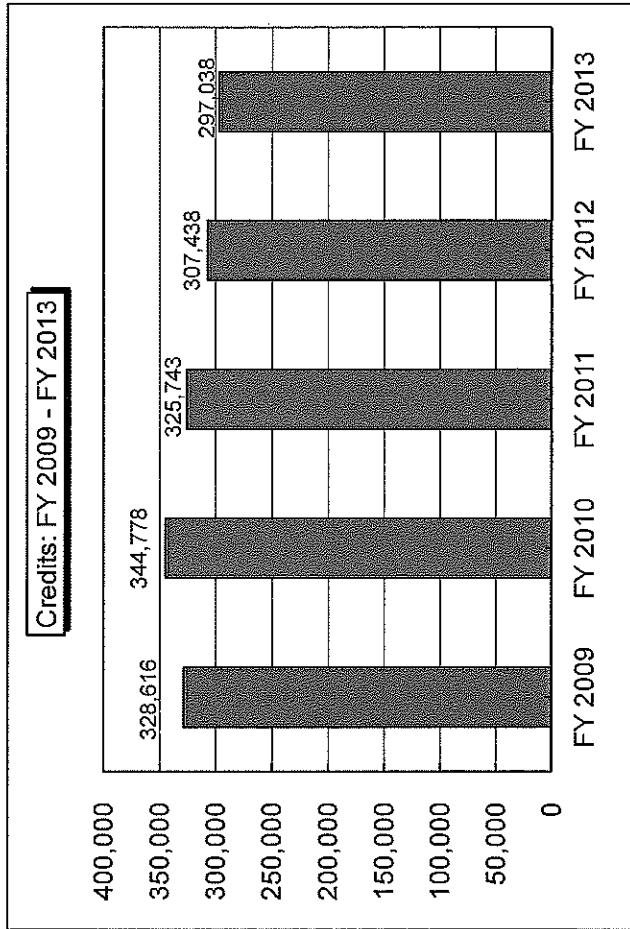
FY 2009			
	Full-Time	Part-Time	Total
Summer 2008	4,491	27,828	32,319
Fall 2008	102,594	44,488	147,082
Spring 2009	98,242	50,973	149,215
Total	205,327	123,289	328,616

FY 2010			
	Full-Time	Part-Time	Total
Summer 2009		4,017	28,802
Fall 2009		111,428	44,303
Spring 2010		106,643	49,585
Total		222,088	122,690
			344,778

FY 2011			
	Full-Time	Part-Time	Total
Summer 2010	5,119	27,887	33,006
Fall 2010	105,123	43,499	148,622
Spring 2011	95,646	48,469	144,115
Total	205,888	119,855	325,743

FY 2012			
	Full-Time	Part-Time	Total
Summer 2011		4,194	26,688
Fall 2011		98,115	42,283
Spring 2012		88,365	47,793
Total		190,674	116,764
			307,438

FY 2013			
	Full-Time	Part-Time	Total
Summer 2012	3,617	24,506	28,123
Fall 2012	94,262	40,374	134,636
Spring 2013	88,073	46,206	134,279
Total	185,952	111,086	297,038

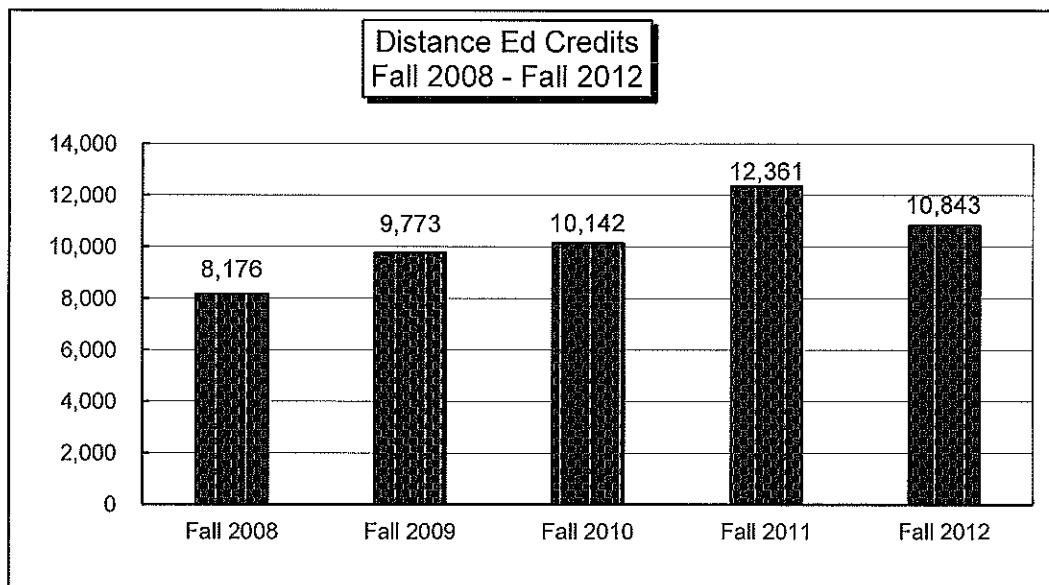


Source: 10th Day Files  
file:FYCredits.xls

## **Camden County College**

### **Distance Education Enrollments Fall 2008 - Fall 2012**

Head Count			
	Duplicated	Unduplicated	Credits
Fall 2008	2,667	1,814	8,176
Fall 2009	3,166	2,056	9,773
Fall 2010	3,390	2,086	10,142
Fall 2011	3,890	2,252	12,361
Fall 2012	3,560	2,136	10,843



Source: 10th Day Enrollment Reports

file:EnrollDistance.xls

**Camden County College**  
**Full-Time Equated Enrollments (FTE) by Campus**  
**FY2007 to FY2012**

	Summer 2006		Fall 2006		Spring 2007		FY 2007	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,189	1,279	104,249	6,950	95,607	6,374	219,045	7,302
Camden	2,962	197	16,954	1,130	16,517	1,101	36,433	1,214
Cherry Hill	4,307	287	7,404	494	7,903	527	19,614	654
Off Campus\Other	710	47	3,444	230	8,393	560	12,547	418
Distance Education	3,774	252	6,662	444	8,267	551	18,703	623
Total	30,942	2,063	138,713	9,248	136,687	9,112	306,342	10,211

	Summer 2007		Fall 2007		Spring 2008		FY 2008	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,103	1,274	104,356	6,957	97,032	6,469	220,491	7,350
Camden	2,674	178	18,298	1,220	18,083	1,206	39,055	1,302
Cherry Hill	3,397	226	6,844	456	7,551	503	17,792	593
Off Campus\Other	742	49	3,491	233	9,558	637	13,791	460
Distance Education	4,636	309	7,194	480	8,635	576	20,465	682
Total	30,552	2,037	140,183	9,346	140,859	9,391	311,594	10,386

	Summer 2008		Fall 2008		Spring 2009		FY 2009	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,637	1,309	106,738	7,116	101,990	6,799	228,365	7,612
Camden	2,960	197	20,127	1,342	19,170	1,278	42,257	1,409
Cherry Hill	3,681	245	8,328	555	8,039	536	20,048	668
Off Campus\Other	587	39	3,713	248	9,407	627	13,707	457
Distance Education	5,454	364	8,176	545	10,609	707	24,239	808
Total	32,319	2,155	147,082	9,805	149,215	9,948	328,616	10,954

	Summer 2009		Fall 2009		Spring 2010		FY 2010	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	19,424	1,295	112,164	7,478	106,825	7,122	238,413	7,947
Camden	3,442	229	21,986	1,466	20,161	1,344	45,589	1,520
Cherry Hill	3,303	220	8,287	552	8,228	549	19,818	661
Off Campus\Other	452	30	3,521	235	8,899	593	12,872	429
Distance Education	6,198	413	9,773	652	12,115	808	28,086	936
Total	32,819	2,188	155,731	10,382	156,228	10,415	344,778	11,493

	Summer 2010		Fall 2010		Spring 2011		FY 2011	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	18,899	1,260	107,649	7,177	97,683	6,512	224,231	7,474
Camden	3,585	239	19,783	1,319	19,812	1,321	43,180	1,439
Cherry Hill	3,338	223	7,806	520	7,050	470	18,194	606
Off Campus\Other	651	43	3,242	216	7,659	511	11,552	385
Distance Education	6,533	436	10,142	676	11,911	794	28,586	953
Total	33,006	2,200	148,622	9,908	144,115	9,608	325,743	10,858

	Summer 2011		Fall 2011		Spring 2012		FY 2012	
	Credits	FTE	Credits	FTE	Credits	FTE	Credits	FTE
Blackwood	17,073	1,138	98,198	6,547	89,546	5,970	204,817	6,827
Camden	3,595	240	21,172	1,411	19,939	1,329	44,706	1,490
Cherry Hill	2,945	196	6,408	427	6,583	439	15,936	531
Off Campus\Other	403	27	2,320	155	6,592	439	9,315	311
Distance Education	6,866	458	11,380	759	12,930	862	31,176	1,039
Regional Emergency Training Center			920	61	568	38	1,488	50
Total	30,882	2,059	140,398	9,360	136,158	9,077	307,438	10,248

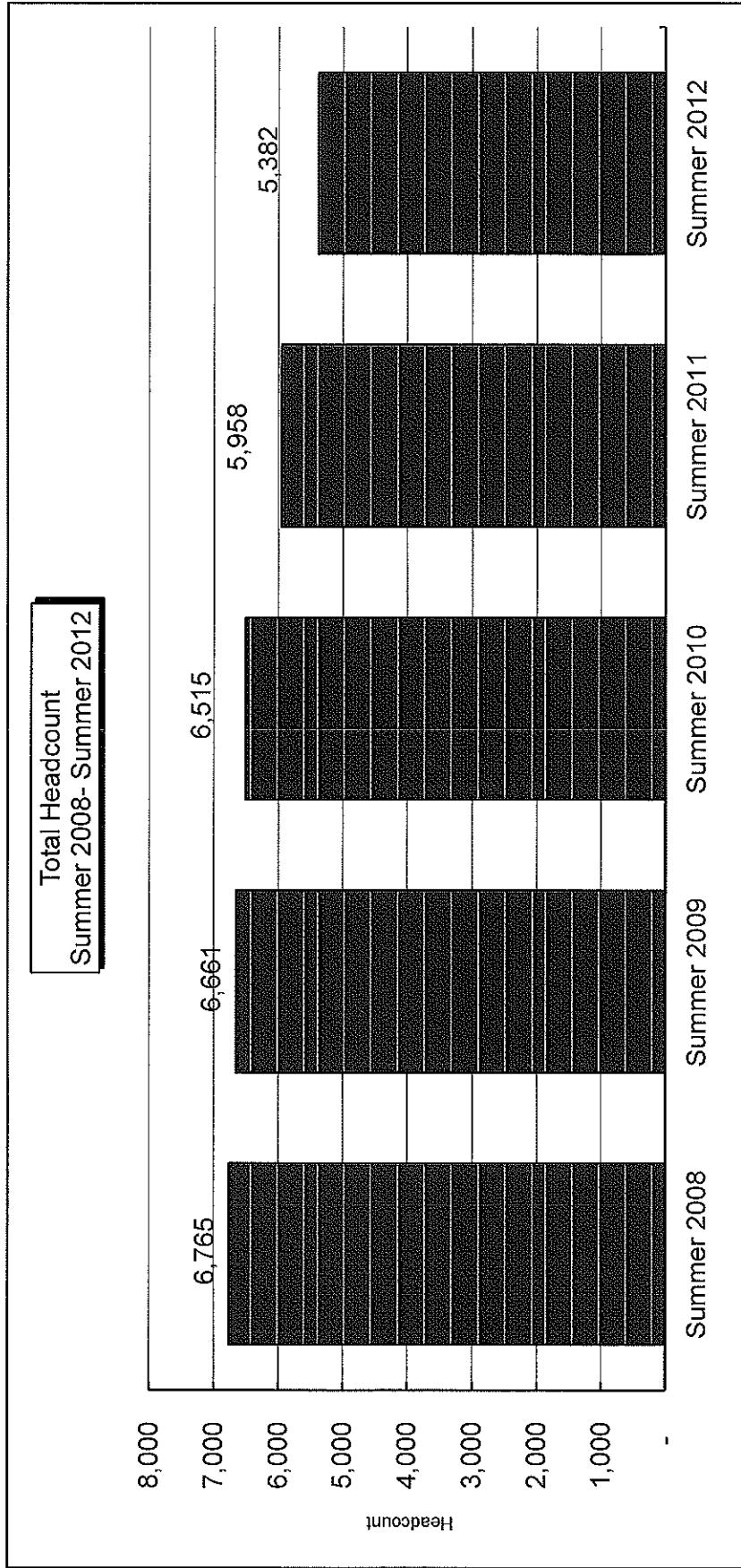
Source: SURE Files

File: creditsFTE.xls

**Camden County College Student Enrollment**  
**Headcount by Status**  
**Summer 2008 - Summer 2012**

	Full-Time	Part-Time	Total
Summer 2008	338	6,427	6,765
Summer 2009	303	6,358	6,661
Summer 2010	390	6,125	6,515
Summer 2011	319	5,639	5,958
Summer 2012	273	5,109	5,382

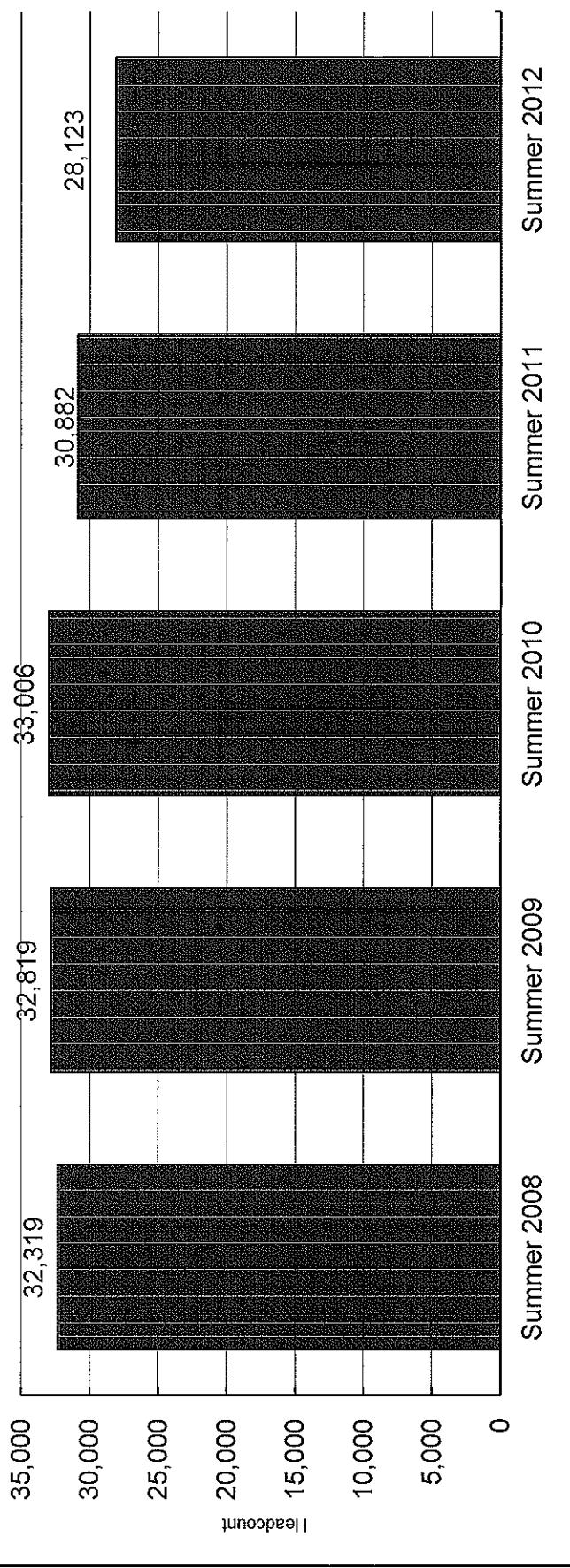
Total Headcount  
Summer 2008- Summer 2012



**Camden County College Student Enrollment  
Credits by Status  
Summer 2008 - Summer 2012**

	Full-Time	Part-Time	Total
Summer 2008	4,491	27,828	32,319
Summer 2009	4,017	28,802	32,819
Summer 2010	5,119	27,887	33,006
Summer 2011	4,194	26,688	30,882
Summer 2012	3,617	24,506	28,123

**Total Credits  
Summer 2008 - Summer 2012**



**Camden County College  
Student Success Initiative  
Spring 2013**

**Mission Statement:**

Camden County College shall 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 Student Success Committee will 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 a degree. The committee will establish a process to measure the effectiveness of implemented student support interventions.

**The Charge:**

- To develop an integrated roadmap for comprehensive student support for student success at Camden County College.
- To develop a realistic action plan to implement and sustain a system of student support.
- To identify evidence-based best-practices appropriate for implementation at the College.
- To encourage and support innovation and research that will lead to improved student outcomes.
- 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

(Basic Skills, Certificate Programs, Experiential Learning, Non-Credit Offerings, Branch Campuses, Distance Education)

**Scheduled Meeting Dates:**

Committee will meet the first Wednesday of each month

- |                 |             |             |
|-----------------|-------------|-------------|
| • March 6, 2013 | 3:30 – 4:30 | Madison 107 |
| • April 3, 2013 | 3:30 – 4:30 |             |
| • May 1, 2013   | 3:30 – 4:30 |             |

**Subcommittees:****I. Student Admissions and Retention**

*Camden County College seeks to admit students whose interests, goals, and abilities are congruent with its mission and seek to retain them through the pursuit of the students' educational goals.*

**Potential Area of Focus:**

Implement an admissions tracking system for applicants which would establish a "navigator" presence for the student through their enrollment in courses.

**II. Student Support Services**

*Camden County College provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

**Potential Area of Focus:**

Develop a comprehensive orientation program for new students which would include face to face, online and workshop components. This group would also look at developing competencies for students to understand their major, web advisor, webstudy and transfer. By the completion of their degree students should be empowered to continue their educational and career plans with a high degree of success.

**III. Educational Support – Related activities**

*Camden County College's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

<i>Developmental Education</i>	<i>Certificate Programs</i>
<i>Distance Learning</i>	<i>Other campuses</i>
<i>Workforce Development &amp; Non-credit offerings</i>	
<i>Preparation Experiential Learning Credits</i>	

**Potential Area of Focus:**

- Develop information workshops for distance students as well as communicate log-in information, prior to the start of online classes.
- Develop training for advisors and support staff to service and inform students concerning Continuing Ed classes
- Develop a comprehensive prior learning assessment (PLA) process for students consistent with institutional standards.

## **Subcommittee Membership**

### **I. Student Admissions and Retention**

#### **Membership:**

Danielle Powers (Administrative Chair)	Dorothy Brown (Faculty Chair)
Eve Highstreet	Don Delaney
Felicia Bryant	Lauren Hill
Tish McGee	Dan Flisser
Mel Roberts	Penny Luczak
Olivia Nellums	Institutional Research Representative
Harry Costigan	

### **II. Student Support Services**

#### **Membership:**

Jackie Tenuto (Administrative Chair)	Wendy Blume (Faculty Chair)
Judith Rowlands	Joanne Kinzy
Tony DiPietro	Peter DiLorenzo
Tony Fortini	Ron O'Neal
Ellen Hernandez	Miriam Mlynarski
Linda Berger	Institutional Research Representative

### **III. Educational Support – Related Activities**

#### **Membership:**

Jackie Baldwin (Administrative Chair)	Bill Mink (Faculty Chair)
Kathy Dawson-Faul (Administrative Co-Chair)	
Elena Bogardus	Institutional Research Representative
Alex Breve	Melanie Monturano
Gary Divens	Guy Jones
Pat Fazio	Jennifer Zimmerman

## **Executive Committee**

Convened on February 6, 2013 & February 20, 2013 to set goals for spring 2013

Marge Hamilton	Jim Canonica	Vanessa McMasters
Marilyn Feingold	Barbara Laynor	Academic Dean
Elaine Bobrove	Danielle Powers	Dorothy Brown
Jackie Tenuto	Kathy Dawson-Faul	Bill Mink
Jackie Baldwin	Wendy Blume	

**Camden County College  
Student Success Committee  
2013 Timeline**

**Spring 2013**

Subcommittees will complete the survey of Fundamental Elements for specific Standard of Excellence as outlined in Middle States Commission on Higher Education Document Roadmap

Subcommittees will gather and record evidence of required artifacts that demonstrates compliance with the Fundamental Elements.

Subcommittees will identify gaps in the documentation required to demonstrate compliance.

Data Resources provided by Institutional Research

    Student Success Data – State Pilot Model

    Noel Levitz Results (April, 2013)

Student Support Services Departments will begin to identify and Service Area Student Learning Outcomes

    A student who receives services through the \_\_\_\_\_ Office will be able to...

**Challenge:** Examine the current services provided by our student support areas and identify two (2) new realistic practical interventions that can be provided to students in the Fall 2013 semester.

**Meetings:**

    Wednesday, March 6, 2013

    Wednesday, April 3, 2013 – Compile Evidence

    Wednesday, May 1, 2013 - Final Evidence May 15

**Fall, 2013**

New Policies and Initiatives

    Academic Probation process

    Pell Term Limits

Implement new student interventions in the Fall, 2013 term.  
Identify cohort to receive the service, and measure the results. (Survey, focus group/interviews, etc.)