

*Periodic Review Report - Progress Report to the
Middle States Commission on Higher Education
From*

Camden County College
Blackwood, NJ 08012

Dr. Raymond Yannuzzi, President

*Dr. Margaret Hamilton, Vice President for Academic Affairs
Accreditation Liaison Officer*

April 1, 2015

Subject of the Follow-Up Report:

To request a progress report... documenting continued implementation of an organized and sustained assessment process, including the use of direct measures, to improve institutional effectiveness and student learning, with evidence that assessment information is used in budgeting, planning and the allocation of resources. (Standards 7 and 14).

**Date the PRR Was Submitted:
June 1, 2013**

INTRODUCTION:

“At its session on November 21, 2013, the Middle States Commission on Higher Education acted: To accept the Periodic Review Report and to reaffirm accreditation. To commend the institution for the quality of the Periodic Review report and process and for progress to date. To request a progress report, due April 1, 2015, documenting continued implementation of an organized and sustained assessment process, including the use of direct measures, to improve institutional effectiveness and student learning, with evidence that assessment information is used in budgeting, planning, and the allocation of resources (Standards 7 & 14).”

Camden County College is one of the largest, comprehensive community colleges in New Jersey and the surrounding region and is a vital resource for transfer education, workforce training and cultural events. Its three distinct locations in Blackwood, Camden and Cherry Hill share the common mission of providing accessible, affordable higher education and occupational study. Founded in 1967 in Blackwood, New Jersey and expanding its offerings in the city of Camden in 1969, the Camden City location was awarded full campus status in 1991. Camden County College’s third permanent location, the William G. Rohrer Center, opened in 2000 in Cherry Hill, New Jersey. In May 2005, the Camden County Freeholders announced an \$83 million capital initiative to rebuild the Blackwood Campus, a project 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 new Connector Building, a facility linking our Community Center and Madison Hall. Subsequent phases focused on creation of roads, grounds, athletic fields and additional demolition and construction, including a 107,000-square-foot science building that opened to students in 2013. In June 2015, the newly renovated Taft Hall will reopen as a One-Stop Student Services Center to address gaps in student services identified by our students, teachers and staff. This three-story, 45,000 sq. ft. facility is designed to assist students through admission, career planning, academic advising, student clubs and activities, veterans support, financial aid, and registration. In addition, the renovated facility holds 10 modular classrooms in fully networked instructional spaces on the first floor. As we open our newly renovated student services building, we officially complete the last phase of our original 10 year plan and can begin work on our next Master Facilities Plan.

In 2011, Camden County transferred administration of the Camden County Regional Emergency Training Center (RETC) to the College. The RETC is located in Lakeland, minutes from the main campus in Blackwood. The RETC is a state-of-the-art site that houses the Camden County Fire Academy and Camden County Police Academy. In addition, Camden County transferred administration of all adult training offered at the Technical Institute of Camden County in Sicklerville to the College. This development brought all County-funded postsecondary non-credit education under the supervision of the College. Access to these facilities provides the College with the opportunity to offer high skilled, in-demand, non-credit occupational training to students with funding support from the various County and regional police and fire districts as well as our County’s One Stop Career Center.

Following a year-long discussion and evaluation of all of our planning documents, including the Strategic Plan to 2015, in preparation for the development of our new Strategic Plan, the College community has been engaged in a variety of assessment activities to inform future planning. This spring, a Town Hall meeting of stakeholders from outside the College provided feedback to assist us in establishing our priorities for the 2015-2020 Strategic Plan. As the executive team analyzed feedback from our Town Halls, surveys and planning documents, we chose to organize our new Strategic Plan around our four Institutional Indicators - Access, Affordability, Student Success and Resources. These Institutional Indicators will serve as our major themes to structure the next self-study process.

In 2010, the College experienced a peak in enrollments of 16,000 before gradually trending downward in steady decline. As the downward trend continued, we ramped up our enrollment management initiatives helping to reverse the downward trend. We will finish this semester with a headcount of around 12,700, less of a decline, but still a loss of revenue over the previous year. In years past, the College would focus on total headcount as a measure of success, but more comprehensive analysis has led us to track credits generated by campus and cohort more deliberately. This more detailed level of analysis led us to meet monthly to discuss and evaluate our enrollment plans and drive recruitment and master schedule decisions informed from data. We launched a new Enrollment Management Team made of key staff from admissions, recruitment, registration, business office, academic affairs and advertising. This team meets monthly and is provided with data supporting each initiative in our Enrollment Management Plan. This team addresses data supporting each institutional indicator intending to justify changes that will increase enrollments and retention.

With approximately 22% fewer students since 2010, we have incurred a proportionate drop in revenue from student tuition. Compounding this has been comparatively flat funding from the County and State. Throughout this period, the College has continued to ensure the educational program and the needs of our students remain of paramount importance. We have accomplished this by maintaining focus on fiscal stewardship, entrepreneurial partnerships, and shared services within our County government guided by strong strategic planning principles and continuous improvements coming from our Enrollment Management Plan, Student Learning Assessment Outcomes Plan, OIT Technology Plan, and Facilities Master Plan documents – all linked carefully to budget planning. We hope that our enrollments stabilize and begin to grow again, as our numerous initiatives become sustainable. We continue to adjust our Enrollment Management Plan to address the decline and have reassessed all our College plans in light of our new financial circumstances- focusing on *access, student success, affordability and resources*.

Access

To help students view CCC as their first two years of a four year degree, we signed three significant agreements with Rutgers University Camden offering a BA completion degree on our main campus, and conditional acceptance for most majors. We have also begun a Bachelor of Science in Nursing on the Blackwood campus in partnership with Rutgers- New Brunswick and Newark. This partnership is in its second year and significantly opened up access to a four year nursing degree for our students, with the first class of graduates this

May. We continue to focus on partnering with regional four year schools to provide seamless articulation and tuition discounts that will ultimately increase our enrollments. Additional articulation agreements have been signed with LaSalle University, Thomas Edison University, Widener University, Temple University and Holy Family University. A most interesting partnership has been with Nanyang Medical College in China. We have focused on providing access and ESL preparation for our international partners and expect to see our first cohort of students from China this summer.

Other significant interventions to increase access are in response to significant gaps in college readiness at several of our County high schools. Camden County College offers every high school in the Camden County the ability to take the Accuplacer test at their location. In the past year, we tested approximately 1,900 students at 26 high schools. In addition, the College prepares a report for each of the 37 school districts, outlining the academic supports we provided at their school to improve college readiness. Superintendents that receive this report are able to see College courses and services provided to their school and can request additional supports at any time. We recently partnered with the Camden County Technical School to offer Academies in Medical Arts and Public Safety. We have similar partnerships with Camden City Schools and several of our larger districts. We expanded reading, writing and math learning labs on campus to better prepare students for college level work with a new emphasis on preparing students to pass the Accuplacer exam through a Title III funded, self-paced computerized math remediation project, iPowers.

To address access and student success through improved student services, we will open our newly renovated *One Stop Student Services Center* this June. In response to student requests for help with locating and using services at the College, we created a new Welcome Center staffed with navigators to guide and support students. This one-stop building will serve as the hub for new and existing students to access services designed to support student success. We also opened a *Kiddie Junction Childcare Center* in direct response to students' requests for childcare and earned *Military Friendly* status as well as *Top School* status by the Military Advanced Education Guide for helping veterans and students in the military gain access to higher education. We also identified the need to make access easier for visiting students from four year schools. In response to sluggish summer enrollments from casual students, we streamlined the enrollment process for visiting students who do not intent to apply here. Visiting students can now take a class, submit pre-requisite declaration in one easy step and receive a payment confirmation call in four hours.

In response to declining enrollments in some of our non-credit, certificate and degree career programs, we launched the new Camden County Career Institute. With information prominently located on our website, students looking for short term training opportunities can pick from a variety of non-credit and credit programs as short as our "One Course Wonders" to one year certificate programs that offer industry credentials and prepare completers for immediately employment. We created career ladders for all short term training programs so that students can apply their courses to short term certificates and their certificates to degrees. Faculty and staff remain very enthusiastic about this project as we continue to improve seamless career paths for our students.

Student Success

Analysis of our enrollments, retention and graduation numbers indicated a drop in enrollments in career clusters that offered *too many similar options* and a drop in interest in transfer programs that *were too similar* and/or where the job demand shifted due to advances in technology or in the industry itself. Examples included decreasing enrollments in specific offerings in technology and health care. During the Dean's retreat in June 2014, we launched a comprehensive Academic Program Audit to assess the effectiveness of all Academic Programs focusing on enrollments, retention and completion along with discussions of student learning outcomes, program costs and job placement. This program audit resulted in efforts to reduce the number of choices of similar degrees and certificates, terminating some and combining others. This project is driving students into more streamlined career and transfer programs, eliminating redundancy in programs that confused both students and advisors. This work continues as the deans and faculty evaluate their degree audits and make recommendations. As of this June 1, the College is reducing its offerings from 149 to 100, a significant reduction that should help our students focus on completing one specific major. The Academic Program Audit was conducted in addition to the Academic Program Reviews (APRs), which will continue on a 5 year review cycle. Each year, academic departments evaluate their APR findings, including assessment progress and analysis. We will continue to keep our academic programs on this five- year cycle.

As the programs become better aligned, we also identified the need to reorganize our academic divisions from four to three to better centralize the new academic clusters: Art, Humanities and Social Sciences; Business, Computers and Technical Studies; and Math, Science and Health Careers. Reducing our academic divisions back to three will provide funds for a new division to manage customized training and workforce development. Following the resignation of our Executive Dean for Workforce Development in late 2012, the College decentralized Continuing Education activities under each academic dean. We evaluated this decentralization and identified a greater collaboration between non-credit and credit faculty, better understanding of the need for customized training and non-credit occupational skills by the deans and more thorough assessment and auditing of costs and revenues incurred in this division. However, declining enrollments and revenue in this decentralized process made us recognize the need to centralize efforts and hire a visionary leader experienced in customized training and workforce development to lead this unit. Currently, reorganization plans to establish a new division of Workforce and Economic Development will be submitted to the Board at their June Board retreat for implementation July 1, 2015.

Additional measures to improve student success include assessments of student use of learning labs. As a result of low completion rates in developmental courses, the College invested resources in its writing skills lab and math skills lab. Both labs are established in central locations and have administrative and faculty support. Math and writing skills faculty have led these efforts and continue to demonstrate increasing lab usage resulting in subsequent increases in completion rates for those who attend. The faculty recognizes the impact of these labs on student success and continue to work with administration to improve lab support services. Assessing the need for students to access information in the library, the

Librarians use technology to offer a digital library card that allows students to use a smart phone display for checkout as well as video tutorials that introduces students to the library. Along with a variety of social and informational events, we have increased traffic in the library and significantly increased student usage of library resources.

One of our most significant interventions to improve student success through better advisement was suggested *by the faculty* at a Town Hall with the President and administration. A recurring theme was the need for greater student-faculty contact in academic advising. In response, the College reinstated arena style advisement and registration in a welcoming and centralized location, the Atrium of our Connector Building and Community Center. This process, *Project Connect*, brought faculty and advising staff together in one location over the course of a few days and provided “one stop” services for students who needed to see several different faculty or support staff. This event was an overwhelming success, bringing record numbers of students in to see advisors and faculty and lessening our enrollment decline in the spring of 2015. This event was so successful that it was repeated in January 2015 and will be repeated again this month to assist students in their career planning and course selection for summer and fall. As long as students continue to participate, the College will continue to hold *Project Connect* events each semester.

To provide support to students in STEM majors, the College partnered with American Water to establish a new STEM Center. This Center has already begun to offer enrichment programs, tutoring, advising and student engagement with faculty and industry leaders to support student success. The College recently signed a “Finish in Four” BSN completion agreement with Our Lady of Lourdes School of Nursing and the School of Nursing at Thomas Edison College. This agreement incentivizes students to complete their general education courses at the College, their nursing courses at the Nursing program and their BSN at Thomas Edison College in order to complete their degree in four years. To promote access and support student success in manufacturing, the College launched a new mobile manufacturing training program to enable unemployed and underemployed students the opportunity to complete short term technology certificate programs. Partnerships with industry remain a top priority in providing access to students as well as supporting their success in career and technical education.

Affordability

The College continuously assesses revenue and expenses using quarterly reports to better inform the executive staff and the Board in their decision making. These quarterly reports provide on-time information on revenues and expenditures as well as year-end projections. The information in these reports is helpful in identifying issues that arise during the fiscal year and helps the College to respond accordingly by developing action plans to minimize future consequences. Our core mission informs us to offer a quality education at an affordable price. Our enrollment and student success outcomes data identified that we need to provide access to an increasing number of students requiring remediation, which directly affects the cost of their education. As a result of quarterly declines in enrollment driven revenues, the College launched a new initiative, “*The Power of 15.*” This program provides Foundation funded scholarships for tuition free, 3 credit courses in the spring and/or summer

semesters for students who register at least 15 credits in the fall. The program was launched in the fall of 2014 through an aggressive media campaign. Sixty-two students have already taken advantage of this scholarship and we are optimistic that the number will grow as we continue to advertise this program to the students.

Another opportunity for students to keep program costs down continues to be the NJ STARS program. This program offers free tuition to NJ high school seniors in the 15th percentile of their graduating class who maintain a 3.0 GPA at the College. Monitoring of this program identified our need to aggressively recruit these students, resulting in our first Camden County Scholars event for parents and students. As with our NJ STARS, our Scholars Event was aimed at students who intend to complete a four year degree. We have added special advisors and information nights to help grow and maintain these students. NJ STARS and the *Power of 15* are only some of the scholarship programs that we provide to students to keep the cost of education down. To support business majors intending to transfer to Rowan University, the College collaborated with the William G. Rohrer Foundation to provide scholarships for incoming and graduation students. As we track completion rates for our business majors transferring to Rowan University, we are beginning to see an increase in students completing their associate degrees in business and transferring to Rowan University and look forward to seeing more significant increases next year. We continuously monitor and increase the amount of money providing private scholarships to our students. Over \$200,000 in private scholarships were given in 2014 and we continue to push ourselves to higher levels. In an effort to provide resources to students to keep down the cost of their education, we have identified that student use of financial aid is at an all-time high. Over \$40 million of financial aid is granted each year. This represents approximately 74% of our student body- a significant message to the College to provide additional support to students needing and using financial aid. In addition, the College continues to support an active EOF program on our Camden Campus, supporting students in need with tuition assistance and student support. As we continue to survey students and assess ways to maintain affordability, we do not underestimate financial barriers such as text book costs and transportation. In order to ensure a comprehensive and accurate understanding of the various options available to faculty and students to help lower the cost of textbooks, a committee was established by our bookstore partner, Barnes and Noble and the College. The information provided at these meetings has been reviewed, discussed and disseminated, resulting in cost savings through various alternatives such as reordering the same edition for consecutive years, student rentals, using digital books and buyback options.

Camden County College recently became eligible to offer full-time students the ability to travel to and from the College at a lower cost, thanks to a NJ Transit discount pass arranged by the Office of Student Life and Activities. Students have been asking for this discount for years on student surveys and the College was finally able to remove the barriers to offering this discount.

College affordability is the highest priority of our Board of Trustees and County government. As they meet monthly, they continue to assess quarterly reports and encourage staff to seek out initiatives to reduce expenses and increase revenues. To bring down overall expenses in salary and benefits, the College laid off 50 custodial/maintenance staff and now outsources

these services with projected annual savings of \$950,000 each year for the three year term of our first contract. Another cost saving initiative was the revision of the FY2015 budget to include a 15% reduction in all non-essential expenditures which lowered the operating budget by \$1.8 million. In addition, each area of the College was asked to look at their staffing patterns to assess if restructuring their units could improve efficiencies. Employees who submitted their notice of retirement effective June 30 had the opportunity to cash out a percentage of their sick time as permitted within the State mandated cap. Sick time cash out as a benefit upon retirement is being eliminated for non-affiliated personnel effective June 30, 2015. Following this announcement, 47 full-time and 3 part-time positions were eliminated through retirements, voluntary separations and layoffs from the budget, reducing our overall salary and benefits costs by \$2 million. The County also announced the elimination of \$1,750,000 of the College's portion of the debt service obligation. As a result of these cost cutting initiatives and the debt service relief from the County, the College was able to hold down tuition costs for the summer and fall of 2015.

Resources

Monthly monitoring of our financial institutional indicators is critical in order to keep the cost of attendance down and tuition affordable. Over the past two years, we have stepped up monitoring of our indicators and have had to adjust our benchmarks based on actual audited credit declines. As we monitor revenue and expenditures, our Board reviews summaries via the quarterly reports. The President communicates the State-of-the College at the monthly Faculty Assembly meetings and more often, communicates in writing to the College community or in person at Town Halls. As the audited numbers in the FY2016 Budget Discussion show, the College experienced its most dramatic decline peaking in 2010, leveling off in 2015. This pattern informed us to change our projections to a more conservative flat projection for FY16 with 2% growth over the next 2-3 years based on the interventions that we put in place last year and this year. Our cost per FTE is currently \$6,882, falling well below the average cost per FTE of \$7,669 for the sector. Camden County College tuition is \$107.00, fifth lowest in the state and below the state average of \$118.28.

The College's FY2016 Preliminary Budget Discussion planning document is being presented to the Board in May for their review and approval. This document provides a comprehensive summary of student enrollments, audited and projected from 2003 to 2016. For FY16, State appropriation is projected to decrease by \$200,000 based on lower than state average enrollments. County funding is projected to increase an additional \$1 million and revenue from workforce development is projected to increase by \$300,000 based on our investment in hiring a new Executive Director and project planning in progress to date. Other assumptions include an increase in fringe benefits by 10%, an increase in negotiated full-time salaries by 2% and an increase in insurance premiums. Our only capital funding request is in the form of a Chapter 12 request for \$3 million for the continuation of HVAC replacements. Other cost control initiatives include the elimination of salary increases and sick time retirement payout for non-represented employees, closing of three buildings to reduce utility costs, replacement of lighting across the campus with LED, a reduction in the number of academic coordinators, a reduction of write-off's through the implementation of an e-billing system and a reduction of administrative costs at the Rohrer Center by reducing Library services and restructuring

registrations services. These projections have allowed us to recommend *no increase in tuition for FY2016*, a rather Herculean accomplishment due to the efforts of the County, the Board and administrative staff as a result of constant monitoring of our institutional indicators. Most significant has been the College's efforts to include faculty, administration and staff in assessing programs and initiatives to inform changes to reduce costs, increase revenues, improve enrollment and retention and ultimately improve student success.

INSTITUTIONAL EFFECTIVENESS:

Since submitting the PRR in 2013, the College continues to strengthen its approach to planning and institutional improvement. The College is executing planning and improvement processes which incorporate the use of assessment results to inform future planning and resource allocation. The College utilizes a planning and assessment process where all College plans are reviewed, evaluated, and updated on an annual cycle. Professional development on assessment and evaluation is provided to all executive staff, administrators, faculty and staff involved in this effort throughout the organization.

Although existing plans have always been evaluated, we realize that these evaluations were not done consistently. In response, we conducted professional development at each level of the organization, beginning with the executive staff to evaluate their plans and processes and identify reporting gaps. Although evaluation was done in the past, documentation across units was inconsistent. To eliminate these inconsistencies, the executive staff established a requirement to submit evaluative summaries to the President prior to mid-year budget review. Each College plan is now dated, evaluated and updated annually. The length of a plan is based on individual operations of the unit. For example, budget plans are annual and must be assessed quarterly. The Technology Plan is closely tied to operational needs of individual units and changes according to institutional priorities; therefore it must be evaluated annually. The Enrollment Management Plan is so dynamic and critical to the budget that the plan is reviewed and updated monthly by the Enrollment Management Team. The Student Learning Outcome Plan is continuously monitored by deans and executive staff in order to drive professional development offered to faculty. Our first Facilities Master Plan was a 10 year plan due to the complexity of the plan and the fiscal realities of implementation. As we look toward creating the next Facilities Master Plan, we may shift our attention to developing revenue generating opportunities such as leasing space and land development to offset rising costs. Once completed, this plan will be evaluated annually and adjusted as needed. The Institutional Effectiveness Plan is a compilation of all College plans and is reviewed on an annual basis to inform the Board of Trustees of institutional progress. The five Plans that comprised the IE Plan include the Strategic Plan, SLO Plan, Enrollment Management Plan, Facilities Master Plan, and Technology Plan.

Evaluation of our 2013 Institutional Effectiveness Plan assisted the College in clarifying our Indicators of Institutional Effectiveness. We have determined that the metrics we consistently report on an annual basis fundamentally support four overarching themes directly linked to our Mission. **Camden County College's Institutional Indicators are: Access, Affordability, Student Success, and Resources.**

The following chart is a representation of the Indicators of Institutional Effectiveness, as categorized by our four themes, and the metrics collected for each.

Indicators of Institutional Effectiveness	Data Points
Access	<ul style="list-style-type: none"> • Enrollment • Community Outreach • Developmental Education
Affordability	<ul style="list-style-type: none"> • Tuition & Fees • Financial Aid
Student Success	<ul style="list-style-type: none"> • Retention • Completion/Graduation • Transfer
Resources (Financial and Human)	<ul style="list-style-type: none"> • Financial • Staffing • Resource Utilization

The example below illustrates one data element for Enrollment, with benchmark identified:

Institutional Performance Measures			2020 Benchmark*
	Semester Headcounts		8%
	Summer	Fall	Spring
2014	4,723	12,051	13,854
2013	4,938	13,301	14,656
2012	5,382	13,807	14,909

10th Day Counts * Benchmarks based on 2014 baseline data to 2020 (6 yrs.)

Benchmarks measure metrics within each of the four indicators. Benchmarks have been identified based on 2014 baseline data through 2020 (6 yrs.). Camden County College has consistently used our New Jersey Peer institutions (Bergen, Brookdale, Middlesex & Union Community Colleges), to measure our progress in our annual reporting. These 6 year benchmarks have been used to evaluate our success in retention, completion, graduation and transfer.

Within the six year benchmarks yearly targets are identified, reviewed and adjusted based upon evaluation of prior year performance. This review and assessment of each target ensures the sustainability of the process. The resulting performance data is reviewed and presented to the BOT on a monthly basis and at the annual Board Retreat. The executive team now uses a newly created an “*Indicators of Institutional Effectiveness Data Tool*” that

organizes the data to support each of the Indicators of Institutional Effectiveness. This new resource is in addition to the information available in the Fact Book. Data and the resulting analysis can be accessed through a link on our website for use by the College community. In addition, the Institutional Effectiveness Indicators that were presented in the Plan have been enhanced and are accessible through electronic links within the Plan.

The original 2013 Enrollment Management Plan has been evaluated and updated. The 2015-2018 Enrollment Management Plan includes additional objectives to reflect the realities of our current enrollment priorities, as well as benchmarks for each of its four goals. Similarly, the OIT Technology Plan has been updated to reflect current budgetary priorities. Every five years, Camden County College develops its Strategic Plan to guide our institutional priorities and decision-making. Each time we develop a new plan, we build on the experiences and processes that produced prior versions. This helps us determine what we could do differently to craft a better blueprint for our future. We believe that we can best achieve a meaningful outcome for 2015-2020 by repeating the successful strategies that were used in the development of the current Strategic Plan to 2015. One of these strategies was engaging the broader community in planning the institutional direction for the next five years through a Town Meeting. With the assistance of a focus group facilitator, we have reached out to corporate and community leaders, educators, alumni and other interested citizens in producing a thoughtful document that will underscore a comprehensive understanding of where and how we should invest our limited resources and how to face our increasing challenges. In addition to the “Town Meeting” we will be soliciting ideas and comments from faculty, staff, current students and the general public. One of the major differences in the development of the new Strategic Plan is a more focused approach on our Institutional Effectiveness Indicators. By concentrating on access, affordability, student success, and resources, we can link the assessment of the Strategic Plan directly with our Institutional Effectiveness Indicators.

EDUCATIONAL EFFECTIVENESS ASSESSMENT & IMPROVEMENT OF STUDENT LEARNING OUTCOMES & ACHIEVEMENT:

Camden County College is only as successful as the achievement of our students. The College continues to focus on student achievement, academic effectiveness, and improvement, and supports an organized and sustainable assessment process to evaluate student learning, program effectiveness, and institutional effectiveness. Evaluation of student learning and achievement are reviewed on an ongoing basis and new strategies are implemented to improve student outcomes. We continue to assess and improve overall assessment process, modifying processes, providing additional professional development and resources to improve assessment of student learning. Since submitting our Periodic Review Report (PRR) in 2013, Camden County College has implemented additional improvements, based on the evaluation of previous assessment processes and continues to enhance and maintain a sustainable system of assessing and improving student learning outcomes.

The most effective way to support a sustainable system of assessment and determine educational effectiveness is to respond to the need for additional professional development. Since 2013, professional development opportunities have been expanded. A variety of workshops are available to faculty and staff and a web-based *Electronic Lib Guide* has been developed that provides a central location for all assessment related resources. In evaluating the effectiveness of professional development offered, it has been determined that faculty respond better to one-on-one meetings than large group workshops. Meetings between the deans and the Associate Dean for Curriculum and Assessment are held monthly to review assessment activities and individual meetings with each dean are held to review specific issues within their areas. The Associate Dean of Curriculum and Assessment meets with faculty and chairs on an individual basis throughout the academic year to provide individual professional development for those areas where there are gaps in student learning outcomes assessment.

A recent example of the benefit of individualized mentoring can be shown from improvements made in our Criminal Justice Department. Individual meetings with the faculty resulted in improvement in the quality of the assessments given and assistance in using assessment results to evaluate the design of the Criminal Justice curriculum. Course level outcomes data were reviewed resulting in a curriculum revision this spring. It was realized in evaluation of Program Learning Outcomes that a critical content area of criminal justice was only covered if a student selected a Probation and Parole course as an elective. In realizing the content of the course that supports the program SLO: “Compare and contrast the components of the criminal justice system and the various types of agencies involved in the administration of criminal justice” the lack of exposure to those on probation, was a gap that needed to be improved. The evaluation of programmatic and course level outcomes led to a curriculum revision.

The Vice President for Academic Affairs meets monthly with the Associate Dean for Curriculum and Assessment to review outcomes data and evaluate assessment processes to identify gaps within our existing assessment processes. Each month, assessment activities and findings are highlighted within each of the academic divisions. Since our PRR submission, our monitoring of assessment continues to evolve and improve. A Deans’ Assessment Meeting is held each month, where assessments are evaluated and action plans are recommended to address gaps in the process. All academic departments are required to submit an assessment report on Student Learning Outcomes to their academic dean every June. The annual report must detail the direct measures used, findings, and future interventions, if needed. The Deans monthly assessment meetings determine how effective programs are in assessing program Student Learning Outcomes. This monthly meeting has been highly effective in providing regular professional development to the Deans.

In evaluating the decentralized model of assessment implemented in January 2013, we realized that moving direct responsibility and accountability for assessment to the academic departments and the academic dean of each division was necessary. Academic deans are responsible for the evaluation of student learning, through the assessment of Student Learning Outcomes within each of their areas.

Under the leadership of an Associate Dean of Curriculum and Assessment, Student Learning Outcomes Assessment (SLOA) Liaisons were identified, trained and supported their area dean in 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. Faculty accountability to their academic dean has significantly improved compliance with assessment requirements. Academic departments are required to provide an updated Curriculum Map, Interconnectedness Chart, mapping course student learning outcomes to programmatic student learning outcomes, and Assessment Summaries; documenting new assessment findings to the Dean at the end of each academic year. Faculty collaboration has also improved. After discussing assessment activities at a divisional meeting, the English Department has adopted the same rubric design as Speech.

Upon evaluation of the assessment process, yet another change was necessary. The existing process of using Excel worksheets was extremely effective in collecting assessment data, however is limited in being able to organize summative evaluation of existing assessment activities. In order to evaluate the overall progress of assessment, a more sustainable means to document, store and report on program assessments was necessary. Committed to Strategic Plan *Issue X. Enhance Institutional Assessment Activities*, the College supported the decision to purchase a web-based assessment management system. In fall 2013, faculty vetted different online assessment management systems and ultimately decided upon TK20. TK20 was purchased in spring 2014, and weekly meetings are conducted to ensure all previous data maintained in Excel from 2008 has been configured and converted into TK20. Moving to TK20 provides faculty with the ability to enter Assessment Plans on an ongoing basis, using web based forms in a user friendly system. The implementation of TK20 has been a significant advancement in the sustainability of quality assessment activities to determine the effectiveness of educational programs offered by the College.

TK20 training materials have been developed for implementation this spring. TK20 assessment plan templates have been modified and are ready for new assessment plan data entry. 2014 Assessment completion is due by May 30. The Associate Dean and academic deans will meet with each department, review submitted assessment, evaluate and make recommendation for further improvement in June. The College will continue to use the month of June as a significant professional development time period, as faculty have completed and their assessment findings by May 30, and begin planning for the upcoming academic year. Meetings are held with individual departments to reflect on assessment findings, discuss strategies to make improvements based on assessment findings will inform addition strategies to improve student attainment of desired outcomes.

The College continues to identify and utilize faculty leadership to strengthen the existing assessment program, creating a culture of shared responsibility of deans, faculty, and administration. The Student Learning Outcomes Assessment Liaisons evolved into “TK20 MIT Team” positions, responsible for assisting in the implementation of TK20 and training faculty. Through this process, an *Assessment Verification Checklist* has been developed and included in faculty assessment training initiatives, providing additional resources to interpret assessment results and understand how the assessment activities tie back to programmatic

and institutional mission. The goal continues to be to maintain a sustainable system of assessing and improving student learning outcomes.

The College remains engaged in ongoing discussions and evaluation of the institution's assessment processes and uses every opportunity to identify gaps in our process and celebrate improvements in student learning outcomes. Because assessment has become part of normal departmental work, faculty recognize the importance of Student Learning Outcomes and results of assessment activities. So much so that in fall, 2013 *faculty voted to require that all changes to Student Learning Outcomes must be approved through the governance process; the SLO's are reviewed and discussed at Department meetings, approved through appropriate governance processes, and are included in governance minutes.* Only then, are Program Student Learning Outcomes able to be revised and included in the Catalog. During the 2013-2014 Academic year, 25 academic programs' Program Student Learning outcomes were reviewed by the curriculum committee; 7 programs brought programs forward for SLO update, and 7 new programs were brought to the committee for review. As Program Student Learning outcomes are reviewed, the methods of measuring the attainment of student learning outcomes are discussed by the Curriculum committee, Academic Deans, and Associate Dean of Curriculum and Assessment.

These discussions have led to further review of the Curriculum process and the realization that there are many additional items that should be included in a curriculum proposal, including measurements to be used to assess each student learning outcome. In many cases of Curriculum revision, assessment data analysis has informed curriculum revisions. Inclusion of assessment findings analysis is helping to better inform the committee's decisions. For example, at a recent monthly meeting, the Automotive Department proposed changes to the AAS and Certificate program that would increase the number of practicum hours required for students finishing the program. The Chair explained that additional hours were found to be necessary as a result of assessment findings. Our Music faculty has documented how the college's institutional goals are supported from the program-level down to the course-level student learning outcomes in a recent supporting document provided for a new Music Recording degree. New Curriculum Committee forms are currently being reviewed and will be adopted for implementation in the Fall, 2015 semester. These new forms will guide the academic departments through the connection of assessment data analysis as rationale that could have prompted the need for a curriculum revision.

As the College evaluates improvements made to student learning resulting from the 2010 – 2015 Student Learning Outcomes Plan, we will be better informed to identify priorities for the upcoming 2015-2020 Student Learning Outcomes Plan. The faculty will collaborate with the deans in fall 2015 to review the evaluation of the 2010-2015 and identify goals for the next plan.

The faculty has established benchmarks for student progress through analysis of course success rates. Benchmarks are reflective of overall institutional goals; however, are contingent upon the benchmarks set by the industry or discipline. Existing data collection and analysis have limited the means to determine whether SLOA benchmarks have been identified and met. TK20 provides the College with the ability to identify and track our

benchmarks. Each year, course level success data is provided to the faculty to help establish benchmarks within their department. Our evaluation of this process has identified the need to establish more specific expectations for the entire unit. Both the institutional effectiveness indicators and the enrollment management plan focus on the success, retention progression of students along a series of milestones.

To better assess discrete student learning outcomes in General Education, Camden County College participated in the New Jersey Big Ideas Initiative # 8, “Establishing Core Student Learning Outcomes for the Top 10 Enrolled General Education Courses.” Camden County College’s Vice President, Dr. Hamilton co-led this initiative in collaboration with the NJ Student Success Center and the NJ Council of County Colleges. Faculty from Camden County College joined faculty from the 19 community colleges in New Jersey in regular meetings to review Student Learning Outcomes for courses in English Composition I and II, Introduction to Psychology, Introduction to Sociology, Computer Literacy, Introduction to Spanish, Math for Liberal Arts, Anatomy & Physiology I & II, and World Civilization to identify Core Student Learning Outcomes that are most relevant to these general education course. Once the core SLO’s were identified, faculty were brought together again to identify “Best Practices” in assessing these SLOs. Meetings continued over a two year period and provided highly effective professional development to general education faculty. The meetings were also used for professional development to bring in speakers and experts to critique the student learning outcomes and advise the faculty in their revisions. Since so many variations of math courses for Liberal Arts majors exist within the 19 community colleges in New Jersey, the statewide meeting for mathematics only recently completed the identification of core student learning outcomes. Meetings to establish “Best Practices” in assessing Student Learning Outcomes in math are being scheduled this spring.

CONCLUSION:

As we move forward in the development of our 2015-2020 Strategic Plan and begin analysis for our next Self-Study, Camden County College has positioned itself to document continued implementation of an organized and sustainable assessment process that includes use of direct and indirect measures to improve institutional effectiveness and student learning, providing evidence that assessment information is used in budgeting, planning and the allocation of resources. In examining and closing our gaps in institutional assessment this year, we made a decision to provide additional leadership and supports to the process through the creation of an Office of Institutional Effectiveness. Although the components of the Office were already in place, they were decentralized throughout various units of the College, who independently designed their own planning documents and assessment practices. Since much of the recent guidance for assessing our planning documents is being structured to address the new Middle States Standards, it was decided to appoint the current Associate Dean for Curriculum and Assessment as the Executive Director for Institutional Effectiveness to ensure consistency in documenting the results of our assessment activities. This position will replace the Dean of Institutional Research and Planning, who is retiring, and expand the responsibilities to leading assessment of all Institutional Effectiveness Indicators. The Executive Director for Institutional Effectiveness will chair the Committee for Institutional Effectiveness, made up of the President’s Staff and will report to the Vice

President of Academic Affairs within a matrix management of direct reporting to the President. We transferred an Academic Systems Manager and support staff to the Office of Institutional Effectiveness to support the expanded reporting responsibilities of this office. This organizational change is part of a more comprehensive package of changes being in the academic area to be brought to the Board in June in support a more sustainable assessment process across the institution.

After careful analysis of our Academic Program Audit, we have reduced the number of academic offerings by one third. Reducing the number of programs will provide students more direct paths to career and transfer programs and reduce the amount of “assessment fatigue” experienced by our faculty and staff in the assessment of 149 programs. We realized that when we added programs over the years, we were not terminating programs with low enrollments, graduation and completion rates. To sustain ongoing, effective assessment of the Academic Program, it has been determined that the Office of Institutional Effectiveness will conduct the same comprehensive Academic Program Audit of all programs on a five year cycle as the academic deans continue to facilitate assessment of individual programs.

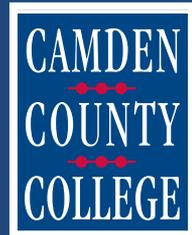
Analysis and reflection of our student learning outcomes also helped us identify the need to focus on the assessment of our general education program. Although our general education courses have been assessed, we feel that we could improve our outcomes in the top ten most enrolled general education courses and subsequently improve completion and graduation rates. Our participation in the New Jersey Big Ideas #8 Assessment of Core Student Learning Outcomes Project has helped kick-start our initiative, providing our faculty with the opportunity to work with faculty throughout the State to re-examine their course SLOs and share best practices in assessment. To support this work, we appointed a faculty member to study best practices in the assessment of general education and help us identify gaps and improve student outcomes in the assessment of our general education program.

We have significantly strengthened our assessment process for student learning outcomes through the implementation of the TK20 system. As we continue to train our faculty in the use of this system, we look forward to a more sustainable system of data collection and reporting.

Most exciting for us has been the clarification of our four themes: Access, Affordability, Student Success and Resources, to organize and measure our Institutional Effectiveness Indicators and guide us through our 2015-2020 Strategic Plan. These four indicators will provide us the structure to focus on outcomes that inform budget and planning and ultimately lead to improvements in student learning outcomes. Camden County College prioritizes the value of integrating assessment results across all units of the organization to ultimately improve outcomes. The new Middle States Standards released in Fall 14 provide a renewed context and meaning for all of the assessment activities. As we prepare the College community for the next Self-Study, we will evaluate programs and services using the new Middle States Standards as measured by our metrics for access, affordability, student success and resources. We will continue to improve our processes and academic programs to provide a more effective and efficient institution to serve the residents of Camden County.



STRATEGIC PLAN to 2015



STRATEGIC PLAN to 2015

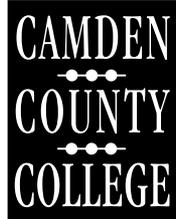


Table of Contents

Introduction	2
Plan Format	3
Situation Analysis	4
What's Next	12
Vision, Values, Mission & Goals:	
Vision	13
Values	13
Mission	14
Goals	14
Strategic Issues and Initiatives:	
I. Ensure Teaching Quality and Student Success.....	16
II. Expand the Future of Technology in Education	16
III. Develop a Facilities Transformation Plan.....	17
IV. Enhance Workforce Development	17
V. Develop an Integrated Support Services Agency	18
VI. Develop College Readiness Strategies for High School Students and Adults in Transition	19
VII. Ensure Accountability to the Public	19
VIII. Encourage Broader Community Engagement	20
IX. Promote Entrepreneurial Activities	20
X. Enhance Institutional Assessment Activities.....	20

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 88th – 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 (4th), nursing (37th) and health professions/related clinical sciences (43rd).

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 respectively. 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 County 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 “21st 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

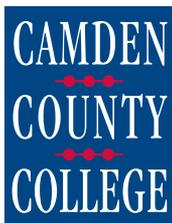
1. **Expand the activities of the Center for Civic Leadership and Responsibility** by continuing to offer credit and non-credit workshops and by creating new institutes.
2. Expand the opportunities for the **community to participate in internally and externally sponsored activities.**
3. Expand **partnerships 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.

Camden County College Board of Trustees

Kevin G. Halpern, Chair
Santee G. Vogelson, Vice Chair
Hazel T. Nimmno, Secretary
Louis F. Cappelli, Sr., Treasurer
Helen M. Albright
Annette Castiglione
Susan R. Croll
Steven J. Greenfogel
Anthony J. Maressa
Wilbert Mitchell
Margaret J. Nicolosi
Denise A. Weintraut, Alumna Trustee

Camden County Board of Chosen Freeholders

Louis Cappelli, Jr., Director
Edward T. McDonnell, Deputy Director
Riletta L. Cream
Rodney A. Greco
Ian K. Leonard
Jeffrey L. Nash
Carmen G. Rodriguez

DRAFT

Strategic Plan 2015-2020 Timeline

	Jan 2015	Feb 2015	Mar 2015	April 2015	May 2015	Jun 2015	July 2015	Aug 2015	Sept 2015	Oct 2015	Nov 2015
Annouce SP planning activities at Opening Day	Jan 20th	<input checked="" type="checkbox"/>									
Review Mission/Vision and determine Goals											
On-campus Town Meeting (8:00 a.m.- 11:30 a.m.). Survey those who could not attend											
Summerize results and get feedback from Admin Staff											
Report preliminary results to Academic and Business Affairs Committees, President's staff-reactions. Draft SP end of May											
Finalize Documents											
Final Draft to BOT Subcommittees											
Review/discuss President's Staff											
Final Draft to Admin Staff											
Final Draft to BOT											
Approved SP on Web											

Blue = COMPLETED

Planning Document
Middle States Self-Study
&
Middle States Accreditation Team Visit

Semester Timeline	Process	Activity & Timeline
Spring, 2015	Updating Strategic Plan	<ul style="list-style-type: none"> Review Vision, Mission and Goals Statement
Fall, 2015	Begin Self-Study Process	<ul style="list-style-type: none"> New Strategic Plan presented Select Steering Committee Co-chairs (September) Attend Self-Study Institute (December) Selected Self-Study Model (December)
Spring, 2016	Implement process for self-study analysis and planning	<ul style="list-style-type: none"> Develop Self-Study Process; including timeline, committee leadership & membership (February-March) Meet with MSCHE VP and review selected Self-Study Model (March) Steering Committee Appointed (March-April) Develop Charges for Committees and preliminary drafts of revised vision, mission and Goals statements (March-April) Appoint Committee Leaders and establish membership (March-April) Committees meet, review materials, and develop charge questions for Standards (April 16 – September 16)
Fall, 2016	Continue process for self-analysis and planning	<ul style="list-style-type: none"> Review Self-Study Design with MSCHE liaison (November) Committees meet to review Vision, Mission, Goals statements and to do research on strengths and challenges relative to accreditation Standards (understand, evaluate, improve) September 16 – February 17
Spring 2017	Draft of Self Study prepared and shared	<ul style="list-style-type: none"> Subcommittees reports due, including descriptions of each topic, analysis of strengths and issues, and recommendations based on standards (February-March) Steering committee reviews subcommittee reports (March) Steering Committee prepares draft report(April) Draft to President (May) Draft to BOT (June)
Fall, 2017	Prepare report for submission	<ul style="list-style-type: none"> Draft report to college community (September) Steering Committee Revises Report (October) Preliminary visit with MS Evaluation Team Chair (October) Final Version of report mailed to Evaluation Team (December)
Spring, 2018	Middle States Evaluation Team Visit	<ul style="list-style-type: none"> Host MS team (April) Team Report to President (May) Respond to report (June)

Strategic Enrollment Management Planning Meeting
Wednesday, February 25, 2015 ~ 9:00 a.m.
LRC Conference Room

In attendance: Bill Thompson, Helen Antonakakis, Jim Canonica, Greg Bender, Don Delaney, Walt George, Monica Reid, Linda Drexel, and Diane Staas

- Proposed advertising strategy mix:
 - 50% - RU – Start Here, Stay Here
 - 25% - Start Here – Go Anywhere
 - 25% - CCCI Now
- RU – Start Here, Stay Here
 - Discussed the lack of support from Rutgers with regard to attracting students to come to CCC.
 - Waiting for Rutgers South to get back to us with language for our students applications
 - Discussed the RU Start Here, Stay here advertisement is not attracting students to our programs.
 - Because of the concern about the percentages and RU, **Bill to speak** with Ray.
- Jim informed the group Wilmington has a high percentage of Camden County residents currently attending. Wilmington will accept all of our credits and add CCC to their advertising.
 - **Jim will give Bill** a one page information sheet on Wilmington.
- Diane will share with Susan that the program list from Vanessa was not finalized due to pending reorganization. However; Bill asked that the programs that are surely running be forwarded to him ASAP.
- Discussed including programs that are only offered at CCC in our advertising.
 - Linda Drexel suggested the Sports Management degree from Farleigh Dickenson which is offered online. Linda also informed the group Farleigh Dickenson is interested in offering additional online programs.
- Direct mailing:
 - Helen suggested more direct mail advertising but due to the costs repetitive direct mailing does not seem a viable option.
 - Postage for direct mailing is between \$26,000 and \$27,000 (not including printing costs) depending on the size of the mailing.
 - Helen would like a plan for direct mailing to be sent out in July. **Bill and Greg** will get together and obtain approximate pricing for various size mailings.
 - Discussed targeting top 5 zip codes if the entire County would be too expensive.
 - Discussed buying the SAT list and addressing communications to “The Parent Of...”
 - Don suggested buying the PSAT mailing list. PSAT tests are given in October of sophomore year.
 - Mini Mag for the fall (to be mailed in late July or early August).
 - **Greg will get pricing** and **Bill asked the group** to think about what programs and success stories should be included in the Mini Mag. Some suggestions were: write about student successes, statistics on graduation rate, academic programs, and compare salaries with a college degree vs. without.
 - Summer semester
 - Target guest students
 - Anyone who took a summer course in the last three years will receive electronic information regarding summer courses.
 - A reminder to register card will be mailed in April for summer registration.
 - Fall tab is going to the printer on March 9
- Bill discussed Geo-fencing – Targeting certain areas around a school or other location to receive electronic messages.
 - **Don will give Bill** the info on the Open House to use for Geo-fencing messages.

- Jim discussed the need for revamping the developmental courses to enable our students to be enrolled in college-level courses earlier than the current schedule.
- Cops teaching Cops and Fire teaching Fire are small online programs bringing in revenue that Bill will test promote.
- Advertising
 - Bill discussed advertising our ESL program directed towards Latino, Vietnamese, and Chinese populations.
 - Jim will send Bill the contact information for our advisor who speaks Vietnamese.
 - Discount ad space is available for last minute ads in newspapers.
 - Jim suggested a letter to parents of Camden County residents. Jim will send bullets to Bill for the letter for Ray's signature.
 - Bill discussed ads for summer – page takeovers for SJersey.com, Courier, Philly Inc., and possibly full-page ad in an educational guide. In addition to these advertisements radio, cable television, and movie theatre advertisements are also being considered.
 - Bill reported Channel 57 and 3 would like us to do an e-direct campaign. Don will send Bill information on the Open House and summer reminder information.
 - CCCI advertising is separate from other advertising because it is non-credit.
 - The workforce training programs generates \$2.3 million per year.
 - Carol McCormick and Jaclyn Wallace run the workforce development programs.
 - A new position will be advertised soon to head up the Workforce Development programs.
 - Bill reminded the group he seeks their input but is responsible for how the advertising dollars should be spent in concert with Ray.
- Job Fair and Open House
 - More Healthcare vendors and an emphasis on home schooling this year.
 - Stronger ESL and International presence this year
 - More faculty supporting the Open House.
- Jim requested a change to Certificate programs that are not eligible for financial aid be "tweaked" to add a class that will allow the program to qualify for financial aid.
- Project Connect starts April 8th.
- Walt will send Jim instructions for the mobile app Elucian to distribute to the college community.
- Home schooling – Don reported many home-schooling families are familiar with CCC. The home-schooling community is not happy that we require students to be 16 years old to be accepted.
- Rowan Run Down – Bill showed the group the Rowan document and we are creating one for CCC.
- Don reported he is out of view books. Don gave the agency the info and the agency created the view book. Bill will review the copy.
- March 18 – Focus on Your Future event in the gym. Jim would like to see more support from the faculty for this event.
 - Don would like to use Geo-fencing in the future for College Night (Focus on Your Future) Don to provide Bill with details and location targets.
- Don will send Bill a calendar of all upcoming events.
- New payment process for the fall – Ebilling and Epayments. Jim asked Bunny and Linda to send the information to Greg.
- Jim will contact Susan Coulby with the Best Practices information for a news release.

STRATEGIC ENROLLMENT MANAGEMENT PLANNING MEETING

Monday, December 15, 2014 ~ 9:00 a.m.

LRC Conference Room

MEETING NOTES

- Project Connect – January 12th in the Atrium.
- * The next ESL Open House is scheduled for January 13th in Cherry Hill, from 6-8 p.m. in the Executive Conference Room. Bill stressed the need for better planning and marketing for this one, as there was a very poor turnout at the Camden event on December 5th.
- * Jim indicated that we have had some inquiries based on the Military Friendly status. While we do have a Psychologist here on Mondays, Jim feels we should look into offering additional support systems. Greg will also ask Eric to provide Bill with the click-through numbers on the Military-friendly site.
- * With regard to the Welcome Center, Jim needs to have a discussion with Darrell regarding the phones and kiosks, and making sure everything is coordinated.
- * As we go forward with Rutgers University, we are pushing this as much as we can. Jim is going to follow up with Adam as we need to establish some benchmarks to determine cohorts, find a way to code the students in the systems, etc. Also, current students **are** grandfathered in. We are trying to make the Library Agreement that we currently have with Rutgers a wash as their students now also have access to our library, and we pay quite a bit of money under this agreement.
- * It was agreed that with regard to the Summer Tab, we will do the same as last year as it needs to go to bid ASAP. We will revisit our options for the Fall.
- * The Virtual Tour is moving forward, as time permits. We should be running next month.
- * Website issues are being addressed as they arise. If you know of any issues or problems, please bring them to the attention of Greg Bender or Stacey Matteo Maier.
- * FAFSA Completion Project is going to the Dec. 16th Academic Affairs Board meeting. We are working closely with the Camden School District to make sure the students are well prepared and next we need to find a way to get these Camden students here and keep them here.
- * Retention Efforts: We recently mailed a Spring Registration Reminder postcard to approximately 18,600 addresses. We also keep pushing via social media and continue to promote the Power of 15 Scholarship. We need to keep tracking the students who have applied but not registered, attended in the fall but not yet registered for spring, tested but not registered, etc.
- * Customer Service Training: Helen Antonakakis needs to revisit this. She met with the suggested consultant and was not happy with the results. Marilyn Feingold will check with Hanover to see if they can recommend someone.

- * Marketing to Out-of-County students for programs unique to CCC: **Bill will get the list of these programs from Marge Hamilton.**
- * Camden Centric Recruitment: We need to revisit the Camden Master Schedule – it must have more flexibility with times and staffing. Camden course selections are much more limited, so we need to be more mindful of the students needs. Marilyn will work with Monica and Jim to develop surveys for both the Camden students and also the ESL students in the hopes of finding out exactly what types of classes they are looking for and the most popular days/times. Jim indicated that Mark Taylor is very interested in helping with Camden recruitment and is supposed to meet with Gary Divens. Also some members of the Camden Board of Education that also work here have shown an interest in assisting with Camden outreach.
- * Omega Institute has announced that we are doing the teach-out for them and we will soon promote ourselves.
- * In discussing the next Town Meeting, everyone agreed that it should be held in February or March, after the semester is underway and we have implemented some changes. **Bill will follow up with Marge Hamilton on the status of the document that includes everyone’s suggestions.**
- * 2014 Enrollment Management Plan Status – Don, Marilyn, and Jim have met and have a clear vision moving forward.
- * International: Our Out-of-County/International tuition is comparatively low according to other area schools, so this is something we may wish to consider marketing, especially to out-of-county and Philadelphia. Also, Jim will look into the costs associated with various languages available on the telephone system, i.e. “press 1 for Spanish”, etc. One of the problems we have is a lack of multi-lingual employees to actually answer in the students’ first language. We could also advise the students to have someone who either speaks English with them when they come in or available when calling. Another tool which could be very successful would be to use International Day (April) as a major International Recruitment Day as it is usually very well attended. **Bill will also inquire with the ad agency on any recommended second-language publications.**
- * Spring Open House is scheduled for Saturday, April 18th
- * Segmented Marketing efforts
 - ~Fire Magazine—in speaking with Pat Bigoss, they have a completely on-line program for which this publication would be ideal.
 - ~Courier Post – Project Connect: A quarter page ad ran in the Courier Post on 11/8, 9, 15 and 16 promoting PROJECT CONNECT – Student Advisement Event – and was accompanied by an online banner campaign on courierpostonline.com and yahoo.com
 - ~January Courier-Post Weekend Ads: Using Don Delaney’s phone number and a new URL so we are able to track the click-thru numbers
 - ~Voorhees & Cherry Hill Sun – Weeklies: Doing a sticky and an ad in Voorhees and an ad only in the Cherry Hill area
 - ~Home School: Don is getting good results so far and has another Information

Session scheduled in February. A good number of these students seem to be 13-14 year olds so we are thinking along the lines of keeping them in “learning communities” or doing hybrid courses for them

~Geo Fencing: At this time, Bill is working with the ad agency on the “***Had a Bad Fall***” campaign

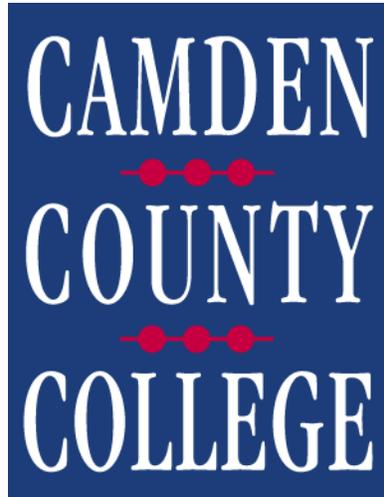
~Continuing Ed (Summer tab)

- Summer & CCCI (Camden County Career Institute)

~Viewbook: Don is running extremely low on his supply and asked if we could print these again as they are a very good resource when going to schools, holding Open House events, etc. **Bill will check the budget to see if the money originally set aside for these is still there and if so, we will see what we can do.** Greg suggested some changes to reduce the cost such as eliminating the die-cut, reduce the paper quality, reduce the amount of pages by 4-8, etc. We can produce a more generic piece to increase the shelf-life and add inserts as necessary. We also need to make Rutgers more prominent.

~Other:

- Fall Calendar: Helen is concerned that we are losing students because our fall semester begins after Labor Day. Since the meeting, Marilyn has checked Burlington CC, and they begin their fall 2015 semester on September 2nd. Rowan (GCC) did not list their fall 2015 start date yet but their fall 2014 start date was September 3rd.



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

TABLE OF CONTENTS

2010 – 2015 Student Learning Outcomes Report	3
Guiding Principles	
Levels of Outcome Assessment	
Part I. Assessment Manual	4
The Assessment Process	
The Assessment Loop	
A. Institutional Level Assessment	5
Mission Statement	
Institutional Goals	
Institutional Effectiveness: General Education	
General Education Outcomes (Competencies) and Student Learning Outcome Principles	
Academic Program Requirements for General Education	
General Education Course Distribution Requirements	
Process: Establishing General Education Status for a New Course	
Institutional Effectiveness: Assessment – Formative and Summative	
B. Program Level Assessment	11
General Education	
Requirements for Degree	
Middle States Competencies	
Program Student Learning Outcomes Assessment	
Assessment Criteria	
Academic Program Review / Evaluation	
Interrelatedness of Course Level and Programmatic Student Learning Outcomes	
C. Course Level Assessment	14
General Education/ Competencies	
Course Level Student Learning Outcomes	
Part II. Assessment Plan (2010 to 2015)	15
Overview	
Five Year Plan	
Assessment Operations Calendar	
Part III. Summary	20
Sample Documents	25
I. Curriculum Map	
II. Program Assessment Progress Evaluation - Rubric	
III. Interconnectedness Form	
IV. Assessment Summary Form	
V. General Education Foundation Document	
VI. Department Master Syllabus	
VII. New Curriculum Proposal Form	
VIII. Revised Curriculum Proposal Form	
IX. Assessment Tools: Guide to Direct vs. Indirect Assessment	
X. Assessment Tools: Bloom’s Taxonomy .	
XI. Assessment Glossary	
XII. Assessment Verification Checklist	

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.

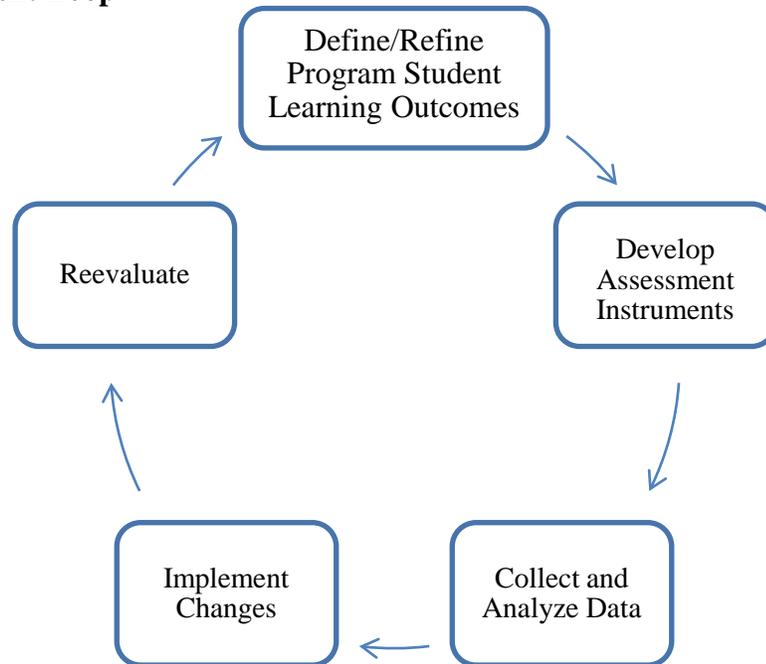
STAGE 5: Re-evaluate (Determine Effectiveness of Change)

- 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 be 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								Communication (Written and Oral Com.)	9	6	6	3
	2							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
		3						Social Science (Society and Human Behavior)	6	3	3	
			4					Humanities (Humanistic Perspective)	9	3		
				5				History (Historical Perspective)	6			
					6			Diversity courses (Global & Cult. Awns.)	3			
						7		Unassigned general education credit		6	8	
							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 rationale 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:

GWOC	General Education: Written and Oral Communication
GMTH	General Education: Mathematics
GTEC	General Education: Technology
GSCI	General Education: Science
GSCIL	General Education: Science with Laboratory
GSOC	General Education: Social Science
GETH	General Education: Ethics
GHIS	General Education: History
GDIV	General Education: Diversity
GDIVS	General Education: Diversity - Social Science
GDIVH	General Education: Diversity - Humanities
GHUM	General Education - Humanities
GHUML	General Education: Humanities - Language
GHUMP	General Education: Humanities - Philosophy
GHUMA	General Education: Humanities - Art
GHUME	General Education: Humanities - English (Literature)
GHUMH	General Education: Humanities – History
GINFLIT	General Education: Information Literacy (Integrated Competency) General Education: Ethical Reasoning and Action
GETHRA	(Integrated Competency)
GCRTHNK	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
Institutional Level	<ul style="list-style-type: none"> ▪ Strategic Plan ▪ Student Success Model ▪ Strategic Indicators for Student Progress ▪ Annual IPEDS reports ▪ Graduate & current student surveys ▪ Reporting Out Strategic Goals and Initiatives ▪ Annual Course and Program Audit ▪ Assess General Education Courses ▪ ETS MAPP Testing 	<ul style="list-style-type: none"> ▪ Strategic Plan ▪ Student Success Model ▪ Strategic Indicators for Student Progress ▪ Annual IPEDS reports ▪ Graduate & current student surveys ▪ Reporting Out Strategic Goals and Initiatives ▪ Periodic Review Planning Process ▪ Annual Course and Program Audit ▪ Assess General Education Courses 	<ul style="list-style-type: none"> ▪ Strategic Plan ▪ Student Success Model ▪ Strategic Indicators for Student Progress ▪ Annual IPEDS reports ▪ Graduate & current student surveys ▪ Reporting Out Strategic Goals and Initiatives ▪ Periodic Review Planning/Writing ▪ Assess General Education Courses ▪ ETS Proficiency Exam 	<ul style="list-style-type: none"> ▪ Strategic Plan ▪ Student Success Model ▪ Strategic Indicators for Student Progress ▪ Annual IPEDS reports ▪ Graduate & current student surveys ▪ Reporting Out - Strategic Goals and Initiatives ▪ Annual Course and Program Audit ▪ Assess General Education Courses 	<ul style="list-style-type: none"> ▪ Strategic Plan ▪ Student Success Model ▪ Strategic Indicators for Student Progress ▪ Annual IPEDS reports ▪ Graduate & current student surveys ▪ Reporting Out - Strategic Goals and Initiatives ▪ Annual Course and Program Audit ▪ Assess General Education Courses
Program Level	<ul style="list-style-type: none"> ▪ Review/Refinement of Programmatic Student Learning Outcomes ▪ Annual Assessment Review ▪ SLO Committee perform audit of Academic Programs for Standards 7, 12, and 14. ▪ APR Review 	<ul style="list-style-type: none"> ▪ Annual SLO assessment review by SLO committee ▪ Annual Assessment Review ▪ APR Review ▪ Distance Learning 	<ul style="list-style-type: none"> ▪ Annual SLO assessment review by SLO committee ▪ Annual Assessment Review ▪ APR Review ▪ Writing of PRR ▪ Distance Education Courses 	<ul style="list-style-type: none"> ▪ Annual SLO assessment review by SLO committee ▪ Annual Assessment Review ▪ APR Review ▪ Distance Learning 	<ul style="list-style-type: none"> ▪ Annual SLO assessment review by SLO committee ▪ Annual Assessment Review ▪ APR review by SLO committee
Course Level	<ul style="list-style-type: none"> ▪ Course Level Student Learning Outcomes Audit 	<ul style="list-style-type: none"> ▪ Syllabi Audit 	<ul style="list-style-type: none"> ▪ Syllabus Review ▪ Annual Course and Program Audit ▪ CSLO audit - BCTS 	<ul style="list-style-type: none"> ▪ Syllabus Review ▪ Course Level SLO Audit - All 	<ul style="list-style-type: none"> ▪ Syllabus Audit
Publications	<ul style="list-style-type: none"> ▪ Appropriate updates to all publications ▪ Annual Institutional Profile (AIP) ▪ Quick Facts ▪ Fact Book Production 	<ul style="list-style-type: none"> ▪ Appropriate updates to all publications 	<ul style="list-style-type: none"> ▪ Implement CCC Assessment Webpages ▪ General Education Course Listings in 2013 Program Guide 	<ul style="list-style-type: none"> ▪ Implement Web based Institutional Effectiveness dashboard ▪ Appropriate updates to all publications 	<ul style="list-style-type: none"> ▪ Web page Update ▪ Appropriate updates to all publications

			<ul style="list-style-type: none"> ▪ Assessment Verification Checklist 		
Professional Development	<ul style="list-style-type: none"> ▪ General Education Assessment – what we have learned 	<ul style="list-style-type: none"> ▪ General Education – Evaluation of Course Student Learning Outcomes 	<ul style="list-style-type: none"> ▪ Affect of Assessment on Teaching/Learning ▪ College Wide Implementation of Student Success Initiatives 	<ul style="list-style-type: none"> ▪ Assessment: Documentation 	<ul style="list-style-type: none"> ▪ Assessment: Best Practices

Assessment - Operations Calendar

	Faculty	Student Learning Outcome/ Assessment Committees	Curriculum Committee	Academic Affairs - Asst. to VP of Academic Affairs	Professional Development / Teaching Learning Center
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	<p>SLOA Committee Kickoff Meeting. Review Results from previous submissions</p> <p>Meet bi-weekly with area dean</p> <p>1) Analysis of Assessment of General Education via ETS Proficiency test; 2) Analysis of Assessment of Online Courses</p>	<p>Recommend General Education course for consideration to VP Academic Affairs.</p> <p>Recommend New or Revised Program Curriculum</p>	<p>Deliver Academic Program Review Data Packages to Academic Departments</p> <p>Administrative review APR recommendations</p> <p>PRR Planning/Writing</p>	<p>Assessment Update</p> <p>Review of Strategic Plan and Goals</p>
October	<p>Discuss program assessment plan with academic dean</p> <p>Ongoing implementation of assessment activities</p>	<p>Meet bi-weekly with area dean</p> <p>Discuss assessment activities in Faculty Governance Meetings</p>	<p>Recommend General Education course for consideration to VP Academic Affairs.</p> <p>Recommend New or Revised Program Curriculum</p>	<p>Organize Professional development activities</p> <p>Plan Assessment activities – opening day January</p> <p>PRR Planning/Writing</p>	Affect of Assessment on Teaching/Learning

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	
	Faculty	Student Learning Outcome/ Assessment Committees	Curriculum Committee	Academic Affairs - Asst. to VP of Academic Affairs	Professional Development / Teaching Learning Center
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>

April	<p>Ongoing implementation of assessment activities</p> <p>Academic Program Evaluations In Progress</p>	<p>Divisional resource for the implementation and collection of assessment activities.</p> <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 Administrative review of 2011-2012 APR recommendations</p>	<p>Assessment Documentation Using the Assessment Verification Checklist</p>
May	<p>Finalize implementation of assessment activities</p> <p>Collect Data / Input into College Wide Assessment Reporting system.</p>	<p>Submit Academic Assessment to Area Dean's office by June 1, 2013.</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>	
June	<p>Assessment Submission Deadline</p>	<p>Assessment Submission Deadline</p>			

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.

	2007-2008 (# of Programs)
STAGE 5	2
STAGE 4	5
STAGE 3	35
STAGE 2	35
STAGE 1	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

	2008-2009 (# of Programs)
STAGE 5	9
STAGE 4	7
STAGE 3	39
STAGE 2	19
STAGE 1	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 4th 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.

II. Program Assessment Progress Evaluation - Rubric

Program							
	STAGES OF ASSESSMENT PROCESS						
	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	
Evaluation of Assessment Loop							
Quality Control/Quality Assurance of Assessment Process							COMMENTS
	0 unacceptable	1 inadequate	2 adequate	3 well defined	Average		
Program Level SLOs							
Specific to program							
Reflect knowledge/skills/abilities gained in program							
Begin with verbs; favors higher order thinking							
Assessable							
Address core competencies							
Assessment							
Connected to Program SLO							
Appropriate rubric							
Direct measure							
Analysis used							
Comprehensive (1st year course; 2nd year course; capstone)							
Course Level SLOs							
Connected to Program SLO							
Cover core competencies							
Start with verb/higher order thinking							
Assessable							
On departmental master syllabus							
OVERALL QUALITY STANDING							

III. Interconnectedness Form

DEGREE:												
Course/Course SLO	Program Level Student Learning Outcomes				Gen. Ed. Category	Competencies						
						CT	IL	EA	DV	TC	MT	SC

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								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 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		Diversity courses (Global & Cult. Awns.)	3			
								Unassigned general education credit		6	8	
								<i>General education foundation total</i>	<i>45</i>	<i>30</i>	<i>20</i>	<i>6</i>

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 NJCC GE Course Criteria (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.
General Education Integrated Course Goal		Course Criteria: Below are brief descriptions of the course criteria for satisfying the requirements. For fuller descriptions, see the NJCC GE Course Criteria
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.
-------------	---

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.)		
NJCC Goal Categories (Course Category)	NJCC Gen. Ed. Learning Goals	Suggested Individual College-Wide Learning Objectives: Colleges have discretion in the establishment of Individual College-Wide Learning Objectives that support the achievement of the NJCC Learning Goals . The following is a list of examples.
1 Written and Oral Communication (Communication)	Students will communicate effectively in both speech and writing.	<ul style="list-style-type: none"> 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.
2 Quantitative Knowledge and Skills (Mathematics)	Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.	<ul style="list-style-type: none"> 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 Scientific Knowledge and Reasoning (Science)	Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.	<ul style="list-style-type: none"> 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 Technological Competency (Technology)	Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.	<ul style="list-style-type: none"> 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.
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.	<ul style="list-style-type: none"> 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 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.	<ul style="list-style-type: none"> 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. <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 Historical Perspective (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"> 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 Global and Cultural Awareness (Diversity courses)	Students will understand the importance of a global perspective and culturally diverse peoples.	<ul style="list-style-type: none"> 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.

NJ CCC Integrated Goals		
Ethical Reasoning and Action	Students will understand ethical issues and situations.	<ul style="list-style-type: none"> 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.
Information Literacy	Students will address an information need by locating, evaluating and effectively using information.	<ul style="list-style-type: none"> a. Students will identify and address an information need. b. Students will access information effectively and efficiently. c. Students will evaluate and think critically about information. d. Students will use information effectively for a specific purpose. e. Students will use information ethically and legally.

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)

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.		
NJCC Goal Categories (Course Category)	NJCC Learning Goals*	Course Criteria: 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 Written and Oral Communication (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 Quantitative Knowledge and Skills (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 Scientific Knowledge and Reasoning (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 Technological Competency (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 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.	Any introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology. Typically this category is limited to broad-based courses.
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.	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 Historical Perspective (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 Global and Cultural Awareness (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.
NJ CCC Integrated Goals		
Ethical Reasoning and Action	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.
Information Literacy	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.
* 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 NJCC 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 classifications 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 .		
Note: This document should be used in conjunction with the General Education Foundation (September 6, 2011) and the NJCC GE Learning Goal & Suggested Individual College-wide Learning Objectives (September 6, 2011).		

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

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

X. Assessment Tools: Bloom's Taxonomy

Domain	Category	Examples of Verbs
Cognitive	Knowledge: Recall data or information	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
	Comprehension: 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.
	Application: 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
	Analysis: 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
	Synthesis: 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
	Evaluation: 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	Receiving Phenomena: Awareness, willingness to hear, selected attention	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
	Responding to Phenomena: Active participation on the part of the learners.	answers, assists, discusses, greets, helps, labels, performs, presents, reads, recites, reports, selects, tells, writes
	Valuing: 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
	Organization: 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.
	Internalizing values (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	Perception: The ability to use sensory cues to guide motor activity	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects
	Set: Readiness to act	begins, displays, explains, moves, proceeds, reacts, shows, copies, traces, follows, react, reproduce, responds
	Guided Response: The early stages in learning; imitation and trial and error	copies, traces, follows, react, reproduce, responds
	Mechanism: This is the intermediate stage in learning a complex skill.	assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, measures, mends, sketches.
	Complex Overt Response: 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
	Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements	adapts, alters, changes, rearranges, reorganizes, revises, varies
	Origination: 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:** _____

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

Enrollment Management Plan 2015 – 2018

Goal 1: Enhance recruitment efforts.

1. Increase enrollment of high school students.
2. Increase enrollment of non-traditional students.

Institutional Performance Measures		Fall 2020 Benchmark*
	<u>% Enrollment by Age</u>	5%+@
	Traditional (24 & younger)	Non-Traditional (25+)
Fall 2014	61.5%	38.5%
Fall 2013	68.8%	31.2%
Fall 2012	60.7%	39.3%
<i>Fall Headcount for credit courses by Age. 10th Day Counts.</i>		
<i>*Benchmark based on 2014 baseline data through 2020 (6 years)</i>		

Goal 2: Strengthen student enrollment processes and procedures.

1. Remove barriers to enrollment by providing students the ability to test and register on the same day.
2. Students will be better informed about Financial Aid policies.
3. Students will receive regular and consistent guidance regarding their progress through their academic career.
4. Students will move quickly through developmental courses.
5. Students will be better informed about student support services on campus and become more engaged in their education.
6. Students will be empowered to build their own schedules.
7. Remove barriers to enrollment by assessing local and nationally adopted exemptions for developmental Reading and Writing.
8. Improve faculty participation and engagement in academic planning and enrollment activities.
9. Students will receive regular and consistent communication regarding their progress through their academic career.

Institutional Performance Measures			2020 Benchmark*
	<u>Semester Headcounts</u>		8%
	Summer	Fall	Spring
2014	4,723	12,051	13,854
2013	4,938	13,301	14,656
2012	5,382	13,807	14,909
<i>10th Day Counts</i>			
<i>*Benchmark based on 2014 baseline data through 2020 (6 years)</i>			

Enrollment Management Plan

2015 – 2018

Goal 3: Develop retention strategies to ensure students achieve their educational goals.

1. Students will have increased access to support services in relation to their varying schedules and will be more likely to utilize them.
2. Students will know what courses are accepted and what courses are needed for graduation, aiding them in creating their academic plan early.
3. Students will receive better service and their satisfaction levels will increase.
4. Students will be able to make informed decisions about enrollment based on their financial responsibilities.
5. Students will be better informed about student support services on campus and become more engaged in their education.
6. Students will feel more connected to the college and their department of study.
7. Students will spend less time in developmental math courses.
8. Students will utilize advising and tutoring services to improve progress in courses.
9. Students will be more accountable for their academic progress, while being supported by resources at the College.
10. International students will be aware of their responsibilities and receive supports to maintain their status.
11. NJStars students will remain on target to completion.
12. Students will utilize resources offered and develop strategies for successful completion of courses, academic planning, and balancing of responsibilities.

Institutional Performance Measures			Fall 2020 Benchmark
	FTFT Fall to Fall Retention		65%
	Camden	Peers ¹	NJ Sector
Fall 2013 to Fall 2014			
Fall 2012 to Fall 2013	60.0%	65.0%	63.6%
Fall 2011 to Fall 2012	60.0%	66.0%	62.4%
Fall 2010 to Fall 2011	61.0%	64.0%	62.2%
The percentage of FTFT students who re-enrolled the next fall term.			
*Benchmark based on 2014 baseline data through 2020 (6 years)			

Enrollment Management Plan 2015 – 2018

Goal 4: Develop strategies to assist students in completing their college requirements and to graduation.

1. Monitor and support the academic progress of currently enrolled students.
2. Developmental students will be successful and enroll in college level courses.
3. Graduation rates will improve.
4. Graduation numbers will increase.

Institutional Performance Measures			Fall 2020 Benchmark*
	<u>FTFT 3 Year Graduation Rate</u>		18%
	Camden	Peers ¹	NJ Sector
Fall 2010 to Fall 2013	13.8%	14.6%	17.3%
Fall 2009 to Fall 2012	11.0%	15.8%	17.9%
Fall 2008 to Fall 2011	17.3%	15.9%	19.0%
The percentage of FTFT students who graduated within 150% normal time (3 years). This includes graduates from all three years.			
<i>*Benchmark based on 2014 baseline data through 2020 (6 years)</i>			

Institutional Performance Measures			FY 2020 Benchmark
	Total Graduates		15%
	Camden	Peers ¹	NJ Sector
2014	1,833	1,851	1,173
2013	1,660	1,719	1,098
2012	1,832	1,704	1,095

2015 - 2018 Enrollment Management Plan

Benchmark: Increase Enrollment 5%

Goal 1: Enhance Recruitment Efforts

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/ Goals	Strategic Initiative	Unit Goal	Objectives / Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Increase enrollment of high school students.</p>	<p>Increase Camden County High School fall enrollment yields. Identify the top ten schools with negative yields and enrollment recent years and five year trends.</p>	<p>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. Attended 26 College and Career Fairs to meet with 1546 prospective students. Made 39 High School Visits to meet with 757 students. Attended 9 Community Events and met with 841 prospective students.</p>	<p>Program Outreach</p>	<p>FY14</p>	<p>Attending college fairs and community events are essential pieces of any recruitment plan.</p>	<p>College</p>
			<p>Provide a college experience for prospective students interested in Camden County College by completing 20 College For A Day Programs.</p>	<p>Hosted 1130 students during 25 College For A Day Programs. These students have applied to the College, taken the Accuplacer exam, received a presentation about CCC and toured the Blackwood campus.</p>	<p>Program Outreach</p>	<p>FY14</p>	<p>In order to increase the enrollment of students that take part in College for a Day, all College for a Day visitations will be scheduled after January 2015.</p>	<p>College</p>

2015 - 2018 Enrollment Management Plan

Benchmark: Increase Enrollment 5%

Goal 1: Enhance Recruitment Efforts

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/ Goals	Strategic Initiative	Unit Goal	Objectives / Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>		<p>Increase College Express from six participating districts to eight in 2012-2013</p>	<p>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.</p>	<p>Program Outreach/ SCAP and Developmental Math Department</p>	<p>FY13</p>	<p>Eight schools is the maximum number of participating districts.</p>	<p>College</p>
			<p>Provide High School students the opportunity to complete college level credits.</p>	<p>Registered 32 Eastern Option 2 students for 99 total credits</p>	<p>Program Outreach</p>	<p>FY14</p>	<p>85 percent of the students that enrolled in the option 2 program received a passing grade.</p>	<p>Recruitment of students - College Budget. Cost of the courses - student's responsibility</p>

2015 - 2018 Enrollment Management Plan

Benchmark: Increase Enrollment 5%

Goal 1: Enhance Recruitment Efforts

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/ Goals	Strategic Initiative	Unit Goal	Objectives / Activity	Progress	Responsible Area	FY	Findings	Budget
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. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students	V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.		Expand Advisement and Registration events to prospective students while still in high school.	Setup and completed a registration day at 17 Camden County high schools. Registered 433 students for 5354 credits.	Program Outreach	FY14	The delivery of the registration day will need to be reviewed in 2014-2015 due to high school PARCC testing that will take place during the entire month of May.	College / ESS
			Expand High School Counselor knowledge of Camden County College offerings and services.	Hosted 63 guidance counselors from 5 surrounding counties in October, 2014.	Program Outreach	FY15	Planned a full program of activities including presentations by CCC Enrollment Services staff and tours of select programs on campus. Feedback was very positive with several requests for similar future events.	College

2015 - 2018 Enrollment Management Plan

Benchmark: Increase Enrollment 5%

Goal 1: Enhance Recruitment Efforts

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/ Goals	Strategic Initiative	Unit Goal	Objectives / Activity	Progress	Responsible Area	FY	Findings	Budget
with disabilities.		Increase enrollment of non traditional students.	Increase enrollment by offering off site unique courses.	Offered 10 courses to students at Cooper Hospital and 1199C The Training Fund.	Program Outreach	FY14	The first cohort of medical billing students at 1199C completed their program prior to May 2014. A second cohort will begin, however the same number of courses will not be available in 2014-2015.	K-12
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. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.	V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.	Increase enrollment of traditional and non-traditional students.	Create a system of communications with students from point of prospecting to actual enrollments.	Admissions developed several communication "tracks" for new students and Financial Aid is using the system to communicate with their cohort.	Enrollment Services	FY15	A comprehensive Communication Plan needs to be developed to communicate with students from Prospect to Graduate. Training has been scheduled with Ellucian for several staff to receive training on the software.	College

2014 - 2018 Enrollment Management Plan

Benchmark: Increase Semester Headcount 8%

Goal 2: Strengthen student enrollment processes and procedures

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will be able to test and register on the same day.</p>	<p>Re-engineer the testing process to allow same-day test and registration activity. Establish a one-stop process.</p>	<p>Currently on schedule. It was found to be problematic if students had not completed an application before testing and registering.</p>	<p>Testing</p>	<p>fy15</p>	<p>Students must have an application on file before testing. The Testing Center process has been modified to allow for application entry at time of testing.</p>	<p>College</p>
		<p>Students will be better informed about Financial Aid policies.</p>	<p>Develop Financial Aid information sessions for new and continuing awareness.</p>	<p>Financial Aid staff has developed a process for in-person and realizes need for expanded web information that will assist with student processing.</p>	<p>Financial Aid</p>	<p>fy15</p>	<p>Result is an increase in student compliance with Financial Aid regulations.</p>	<p>College</p>
		<p>Students will receive regular and consistent guidance regarding their progress through their academic career.</p>	<p>Develop a "Navigator" presence for all applicants in the enrollment process.</p>	<p>Currently there are three full-time and two part-time employees serving as Navigators.</p>	<p>Enrollment Services</p>	<p>fy15</p>	<p>More people need to be trained as Navigators. With the renovation of the Taft building to be completed June 2015, CCC will be able to provide a One-Stop experience for students to apply, register, meet with an advisor and apply for financial aid. The new physical set-up will allow for cross-training across departments and ultimately the building of a team of Navigators.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Increase Semester Headcount 8%

Goal 2: Strengthen student enrollment processes and procedures

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
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. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.	II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.	Students will move more quickly through developmental courses.	Develop a Summer Bridge Program for developmental students testing into levels 2 and 3.	EOF successfully offers a Summer Bridge.	Testing and Academic Affairs	fy15	There is not currently a Summer Bridge Program for the student population at large. The EOF model will be utilized for the larger population. .	College
		Students will be better informed about student support services on campus and become more engaged in their education.	Offer Student Success Workshops throughout the summer. Empower new students to register online, utilize college email and navigate the college environment.	A PowerPoint presentation was created to highlight successful strategies for navigating college. 12 optional workshops were offered Summer 2014.	Advisement	fy15	Attendance was low for the 2014 Summer. The workshops will be required for Summer 2015.	College

2014 - 2018 Enrollment Management Plan

Benchmark: Increase Semester Headcount 8%

Goal 2: Strengthen student enrollment processes and procedures

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will be empowered to build their own schedules.</p>	<p>Educate students on navigating WebAdvisor and building their own schedule with the help of Schedule Builders. Increase student utilization of online registration.</p>	<p>The new Coordinator of Advising, hired in July 2014, instructed advisors to no longer build the student's schedule, but spend the session on academic planning. Once courses are identified in the academic plan, students are referred to a Schedule Builder (in the same office suite) to learn how to log on to WebAdvisor and build their schedule.</p>	<p>Advisement</p>	<p>fy15</p>	<p>This has proven to be a very successful initiative with thousands of students in 2014/15 gaining access and learning to use WebAdvisor to build their schedules as well as utilize other features of the software. Advisors can now spend the session developing an academic plan and providing career advice while the student is then empowered to build a schedule with the help of a schedule builder or in the convenience of their home.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Increase Semester Headcount 8%

Goal 2: Strengthen student enrollment processes and procedures

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will be better informed about student support services on campus and become more engaged in their education.</p>	<p>Offer a New Student Orientation to registered students and their families to acclimate them to the college and introduce them to Student Services and faculty.</p>	<p>New Student Orientation was held on August 27, 2014 with improved organization of the event and sign-up process for students. Student success strategies and support services were presented with break out sessions by major and for special populations (International, NJSTARS, Honors, etc.) 500 students and family members attended. Feedback from families and faculty was very positive. A follow-up survey to students provided additional positive feedback.</p>	<p>Advisement, Student Activities, Enrollment Services, Academic Affairs</p>	<p>fy15</p>	<p>By adding the online sign-up and capturing major, we were able to identify majors attending and schedule faculty breakout sessions accordingly. Faculty then had contact information to reach out to the students after the session as well. We could also then contact students with a follow-up survey.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Increase Semester Headcount 8%

Goal 2: Strengthen student enrollment processes and procedures

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
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. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.	II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.	Remove barriers to enrollment by assessing local and nationally adopted exemptions for developmental Reading and Writing.	Review local and nationwide practices for placement test exemptions based on ACT and AP scores as well as cut scores for Accuplacer. Consider college level English placement based on an essay score of 5 and reading score of 83 through a study of current student success in developmental courses and ultimately English Composition.	New placement exemptions were put into place March, 2015 for ACT and AP scores as well as for an essay score of 5 with a reading score of 83.	Testing	fy15	The adjustment to the essay and reading score resulted in 115 additional students from the Spring 2015 new student testing cycle eligible for English Composition.	

2014 - 2018 Enrollment Management Plan

Benchmark: Increase Semester Headcount 8%

Goal 2: Strengthen student enrollment processes and procedures

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Improve faculty participation and engagement in academic planning and enrollment activities.</p>	<p>Offer a one-stop registration experience where students meet with faculty advisors and general advising staff for academic planning and ultimately build their schedule using their online WebAdvisor access.</p>	<p>"Project Connect" was conceived and implemented in November 2014. 600 students registered in 3 days. Faculty from across the college participated as well as administrators and support staff. A late registration event was held in January and another is scheduled for April 6-8, 2015.</p>	<p>Advisement and Enrollment Services, Academic Affairs</p>	<p>fy15</p>	<p>There was a great sense of community about the event and resulting survey feedback from students was very positive. The success of these events supports the College's plan for a one-stop experience in the newly renovated Taft building, including the inclusion of space for faculty presence.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Increase Semester Headcount 8%

Goal 2: Strengthen student enrollment processes and procedures

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will receive regular and consistent communication regarding their progress through their academic career.</p>	<p>Develop a comprehensive Communication Plan with correspondence scheduled throughout the student's career.</p>	<p>Admissions developed several communication "tracks" for new students and Financial Aid is using the system to communicate with their cohort.</p>	<p>Enrollment Services</p>	<p>fy15</p>	<p>A comprehensive Communication Plan needs to be developed to communicate with students from Prospect to Graduate. Training has been scheduled with Ellucian for several staff to receive training on the software.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will have increased access to support services in relation to their varying schedules and will be more likely to utilize them.</p>	<p>Develop flexible hours for advisement and registration on weekends during the registration cycles.</p>	<p>Services are available until 6:30 Monday through Thursday, with regular Friday hours and then 4 Saturdays per semester.</p>	<p>Advisement Records and Registration</p>	<p>fy15</p>	<p>While the evening hours are utilized, the Saturday still has low traffic. The numbers need to be reviewed to determine viability to continue with Saturday.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will know what courses are accepted and what courses are needed for graduation; aiding them in creating their academic plan early.</p>	<p>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.</p>	<p>Due to transitions in staff, this process is still lagging with wait times of three to six weeks.</p>	<p>Enrollment Services</p>	<p>fy15</p>	<p>Refining this process is a priority for the new Director of Admissions slated to begin March 23. With the implementation of Onbase, all transcripts will be scanned allowing advisors, program coordinators, etc. to view the incoming transcript at any point in the evaluation process. Staff will be identified and trained to help in the high volume periods.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will receive better service and their satisfaction levels will increase.</p>	<p>Develop staff to be knowledgeable in all aspects of student services. Provide a cross-training process to develop staff in all ESS functions.</p>	<p>Currently there are three full-time and two part-time Enrollment Services Associates who provide light advising, registration services and accept payment.</p>	<p>All ESS areas</p>	<p>fy15</p>	<p>With the renovation of the Taft building to be completed June 2015, CCC will be able to provide a true One-Stop experience for students to apply, register, meet with an advisor and apply for financial aid. The new physical set-up will allow for cross-training across departments.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/ Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will be able to make informed decisions about enrollment based on their financial responsibility.</p>	<p>Develop a process to contact students in a timely manner electronically about their financial aid awards and their accounts payable.</p>	<p>The Communications Management feature of Datatel is being used more aggressively to reach out to students proactively about their financial aid.</p>	<p>OIT, Business Office, and Financial Aid</p>	<p>fy15</p>	<p>Students are better informed about their financial responsibility.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will be better informed about student support services on campus and become more engaged in their education.</p>	<p>Offer Student Success Workshops in the Summer as a brief introduction to college with a registration component. Offer a comprehensive New Student Orientation at the end of the summer for all new students.</p>	<p>Student Success Workshops were offered 12 times during the summer of 2014. A PowerPoint presentation was developed to inform students of college basics, including email and WebAdvisor features in addition to student success topics. The sessions were conducted in a computer lab where students could log on to their account. New Student Orientation was held on August 27, 2014 with improved organization of the event and sign-up process for students. Student success strategies and support services were presented with break out sessions by major and for special populations (International, NJSTARS, Honors, etc.) 500 students and family members attended the NSO on 8/27. With the sign-up, we were able to identify majors attending and schedule faculty breakout sessions accordingly.</p>	<p>Academic Affairs and Enrollment Services</p>	<p>fy15</p>	<p>The college is going to make the Student Success Workshops mandatory for new students for Summer 2015 to increase attendance. An online version will be developed as well. accordingly. Feedback from families and faculty was very positive. A follow-up survey to students provided additional positive feedback.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
1. Programs and services will enable students to achieve academic success and career competence, to pursue	II. Expand the	Students will feel more connected to the college and their department of study.	Develop a welcome letter to applicants from appropriate faculty and administration. Students will receive a general admissions letter and then a specific email from the Dean of their program of study.	Communications management was put to use this year with admission tracks developed with a series of letters going out to students including a letter from their Academic Dean. Going forward, tracks will be developed to reach out to students via email regarding key benchmarks, important dates and even social activities..	Admissions	fy15	The College needs to develop a comprehensive communication plan addressing prospects through graduates.	College

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>further higher education and to identify and develop their personal attributes. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will spend less time in developmental math.</p>	<p>Students who place into developmental math will be identified and offered online tutorials in a lab setting with tutors in addition to advising services..</p>	<p>581 students were served since the grant's implementation with 55 students increasing placement. Beginning March 2015, participation will be mandatory for any student requesting to retest in math. Monthly reports of new students placing into developmental math have been requested and a letter developed for outreach.</p>	<p>Enrollment Services/Title III Grant Activity coordinator</p>	<p>fy15</p>	<p>To increase participation , students must be required to complete iPowers to be retested for the math placement test.</p>	<p>Title III</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will utilize advising and tutoring services to improve progress in courses.</p>	<p>Develop an early alert process for students in jeopardy. Students who are not attending and/or receiving poor grades will be contacted and encouraged to utilize tutoring and advising services.</p>	<p>Various options for early alert have been considered, but none implemented College-wide.</p>	<p>Enrollment Services, Advising, Academic Affairs</p>	<p>fy15</p>	<p>EOF has a successful Early Alert system that will be evaluated for implementation across the board at the College.</p>	<p>College, Title III</p>

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
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. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.	II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.	Students will be more accountable for their academic progress, while being supported by resources at the College.	Enforcement of Academic Probation policy to foster student success. Students who have below a 2.0 gpa and/or have a completion ratio below 67% will be contacted via mail and advised to speak to an advisor, the first time identified, and restricted from registration until contact with the Dean's office, the second time identified.	Letters were sent Fall 2014 and Spring 2015 based on the revised policy. Students came in for advisement and received successful interventions. Going forward, the letters will be sent out once final grades are submitted for the semester allowing more time for students to address their academic plan before having to register for the next semester and allowing Advisement to better manage the flow of students.	Enrollment Services/Advisement/Academic Affairs	fy15	The outreach was effective in bringing student in for advisement, but the letters need to go out sooner to allow students time to discuss their options with their advisors before registering for the next semester. Factors, such as extended gaps in attendance, need to be considered for those placed on academic probation.	College

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
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. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.	II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.	International students will be aware of their responsibilities and receive supports to maintain their status.	Increase retention and success of International Students. Inform students of the responsibilities to maintain and complete 12 credits per semester with a gpa of 2.0 to maintain status. Police the 10th day grades and reach out to students with NA and XA grades.	Orientation workshops offered several times before and during the Fall 2014 and Spring 2015 semester, educating students on their responsibility to remain in good academic standing and the supports available should they have difficulty. As a result, students are much better informed and very few are out of compliance.	International Student Services	fy15	The increased correspondence with students via email, mail and in-person workshops made a significant difference in retention of this group. This is further evidence of the benefits of a comprehensive communication management plan.	College
		NJSTARS Students will remain on target to completion.	Improve retention of NJSTARS students. Offer workshops to NJSTARS students for academic planning and review of available supports.	Advisement and Registration Workshops were presented to 40 first time NJSTARS students at which they reviewed NJSTAR policies and received assistance with academic planning and registration.	Advisement	fy15	NJSTARS students need increased communication and in-person meetings to stay connected and stay in school.	College

2014 - 2018 Enrollment Management Plan

Benchmark: Retention FA-FA +8%

Goal 3: Develop retention strategies to ensure students achieve their educational goals

*Benchmark based on 2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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. 5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Students will utilize the resources offered and develop strategies for successful completion of courses, academic planning and balancing of life responsibilities.</p>	<p>Offer workshops to students on Student Success topics. Improve retention of students by teaching college survival skills.</p>	<p>Workshops offered Fall 2014 and Spring 2015: Time Management, Real Money 101/HESEAA, Critical Thinking, Financial Literacy, Classroom Success, Creating your Business Plan, Test taking and study strategies, Healthy behavior and Healthy Relationships, Stress Management</p>	<p>Camden Advisement</p>	<p>fy15</p>	<p>The College needs to incorporate success workshops at all three campuses. Advisement can make better use of the months of February and October, typically slower traffic months, to offer workshops.</p>	<p>College</p>

2014 - 2018 Enrollment Management Plan

Benchmark*: Enrollment +5%

Goal 4: Develop strategies to assist students in completing their college requirements to graduation.

*2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Monitor and support the academic progress of currently enrolled students.</p>	<p>Identify At Risk Students that require additional support services</p>	<p>Various options for early alert have been considered, but none implemented College-wide.</p>	<p>ESS Staff and Academic Affairs</p>	<p>fy15</p>	<p>EOF and International Students have successful Early Alert systems that will be evaluated for implementation across the board at the College.</p>	<p>College</p>
		<p>Developmental students will be successful and enroll in college-level classes.</p>	<p>Out of classroom support programs will be offered to students.</p>	<p>Faculty-led Student Advocacy team is gathering best practices initiatives to share across the curriculum. Presentations were made to faculty at Opening Day re: peer tutoring and "flipped classrooms."</p>	<p>Academic Affairs</p>	<p>fy15</p>	<p>Current CCC faculty have best practices to share. The Student Advocacy Team provides a conduit for sharing these practices.</p>	<p>Title III</p>

2014 - 2018 Enrollment Management Plan

Benchmark*: Enrollment +5%

Goal 4: Develop strategies to assist students in completing their college requirements to graduation.

*2014 baseline data through 2020 (6 years)

Mission/Goals	Strategic Initiative	Unit Goal	Objectives/Activity	Progress	Responsible Area	FY	Findings	Budget
<p>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.</p> <p>5. Programs and services will recognize diversity and meet the needs of special populations, including academically gifted students and students with disabilities.</p>	<p>II. Expand the Future of Technology in Education. V. Develop an Integrated Support Services Agenda. VI. Develop College Readiness Strategies for High School Students and Adults in Transition.</p>	<p>Graduation rates will improve.</p>	<p>Develop a more efficient process for graduation assessment and notification.</p>	<p>Pilot with Career Technical Education students, newly funded Perkins advisors, are reviewing student degree audit for those that have earned more than 45 credits towards graduation requirements.</p>	<p>ESS Staff and Academic Affairs</p>	<p>fy15</p>	<p>In addition to the hands-on pilot, the College needs to</p>	<p>Perkins</p>
		<p>Graduation numbers will increase.</p>	<p>Develop a process to identify and notify transfer students who left without graduating.</p>	<p>Students who were close to graduation, but did not receive their degree and are no longer at CCC have been contacted to apply for graduation. Discussions have taken place with Rutgers University and Richard Stockton College of New Jersey to implement a reverse transfer agreement.</p>	<p>ESS Staff and Academic Affairs</p>	<p>fy15</p>	<p>There is discussion in the state to adopt a state-wide policy for reverse transfer.</p>	<p>College</p>

Enrollment Management Plan

Evaluative Summary

Submitted December 2014

The enrollment 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.

Evaluation of the 2013 Enrollment Management Plan goals and the associated objectives and activities found that original unit goals were effectively addressed. Additional unit goals have been identified and the Enrollment Management Plan has been updated to include additional goals. The goals and objectives have been pursued in the time period since the original plan and are highlighted in gray in the accompanying spreadsheets.

The four goals outlined in the new 2015 – 2018 Enrollment Plan are:

Goal 1: Enhance recruitment efforts.

1. Increase enrollment of high school students.
2. Increase enrollment of non-traditional students.

Goal 2: Strengthen student enrollment processes and procedures.

1. Remove barriers to enrollment by providing students the ability to test and register on the same day.
2. Students will be better informed about Financial Aid policies.
3. Students will receive regular and consistent guidance regarding their progress through their academic career.
4. Students will move quickly through developmental courses.
5. Students will be better informed about student support services on campus and become more engaged in their education.
6. Students will be empowered to build their own schedules.

7. Remove barriers to enrollment by assessing local and nationally adopted exemptions for developmental Reading and Writing.
8. Improve faculty participation and engagement in academic planning and enrollment activities.
9. Students will receive regular and consistent communication regarding their progress through their academic career.

Goal 3: Develop retention strategies to ensure students achieve their educational goals.

1. Students will have increased access to support services in relation to their varying schedules and will be more likely to utilize them.
2. Students will know what courses are accepted and what courses are needed for graduation, aiding them in creating their academic plan early.
3. Students will receive better service and their satisfaction levels will increase.
4. Students will be able to make informed decisions about enrollment based on their financial responsibilities.
5. Students will be better informed about student support services on campus and become more engaged in their education.
6. Students will feel more connected to the college and their department of study.
7. Students will spend less time in developmental math courses.
8. Students will utilize advising and tutoring services to improve progress in courses.
9. Students will be more accountable for their academic progress, while being supported by resources at the College.
10. International students will be aware of their responsibilities and receive supports to maintain their status.
11. NJStars students will remain on target to completion.
12. Students will utilize resources offered and develop strategies for successful completion of courses, academic planning, and balancing of responsibilities.

Goal 4: Develop strategies to assist students in completing their college requirements and to graduation.

1. Monitor and support the academic progress of currently enrolled students.
2. Developmental students will be successful and enroll in college level courses.
3. Graduation rates will improve.
4. Graduation numbers will increase.

The detailed progress toward attainment of the goals can be found on the Enrollment Management Plan spreadsheets.

In the narrative that follows, we will address overarching themes across the goals.

Evaluation of outcomes has identified the following priorities:

Leadership

With recent layoffs and voluntary separations, there were found to be gaps in leadership and disconnect between key departments in Enrollment Services. **Action:** Internal staff was identified for leadership roles, resulting in a new Assistant Dean of Enrollment Services and Director of Admissions beginning March, 2015.

Recruitment of Students

In the assessment of recruitment activities, it is clear that the high school recruitment process is comprehensive and successful. Where enrollment numbers have declined is in the adult population.

Action: A comprehensive recruitment plan for adult learners must be developed with thoughtful consideration of current high school practices and the best use of limited human resources.

Communication to Students

While pieces of Communication Management are being utilized in Admissions and Financial Aid, the College needs to develop a comprehensive communication plan to students, from prospect to graduate. Enrollment Services must look at the whole picture and develop a comprehensive plan including mail, email and social media.

Action: Training in Communications Management has been purchased from Ellucian scheduled for Spring 2015 for ten staff members throughout Enrollment Services. Each department has been asked to develop an operations calendar. Once integrated, this calendar can be used to drive date-sensitive communications to students. Early alert and academic probation will be built into the overall plan.

One-Stop Experience for Students

Historically, services at the College have been physically disjointed with key departments spread out across campus.

Action: With the renovation of the Taft Building scheduled to be complete June 2015, students will have a One-Stop Experience with Admissions, Records, Registration, Financial Aid, Advising including Disability Services, Program for Deaf and Hard of Hearing, International Students, etc. in one location.

Integration of Services/Cross-training

Employees can be better utilized if they are trained across departments and with fiscal restraints as they are, this is becoming more imperative all the time.

Action: The renovation of the Taft building will allow departments to be physically closer to each other and cross-training will be a natural by-product as well as an intentional goal of Enrollment Services.

Analysis of Current Practices

As goals were addressed, new processes emerged such as adding the missing application piece to the goal of same day test and register.

Action: With the advent of the Assistant Dean of Enrollment Services, an Enrollment team will be constructed of key Enrollment Services decision makers on campus to review current enrollment policies and procedures with the intent to streamline and coordinate. This dovetails with the goal of the comprehensive communication plan and cross-training initiatives.

Connection to Faculty

Enrollment drops and low retention rates highlight that there needs to be more connection between Enrollment Services and faculty.

Action: Project Connect was conceived in the fall of 2014 with over 100 faculty and staff participating in a three day registration event. Over 600 students registered during this period and positive feedback was received from students, faculty and staff. The effort was repeated in January 2015 and will again be repeated in April 2015 and going forward.

Student Self-Advocacy

The College found that historically students spent the bulk of their advisement session building their schedule (choosing days, times, locations, etc.) This practice allowed less time in an advisement session for academic planning. It also left students unprepared to navigate the four-year institution upon transfer.

Action: The College has moved toward an Advisement model where students meet with an Academic Advisor for academic and career planning and then build their schedule with the help of a schedule builder using their personal WebAdvisor account or, once comfortable, on their own from home.

Student Learning Outcomes

In evaluating the plan, it was noted that while Enrollment Services departments began the process of developing student learning outcomes two years ago, there needs to be consistent review and assessment of those outcomes to inform planning for the coming year.

Action: The Assistant Dean of Enrollment Services will include a review and assessment of SLOAs in the yearly performance appraisal process.

Camden County College Office of Information Technology (OIT) Technology Plan 2012-2017

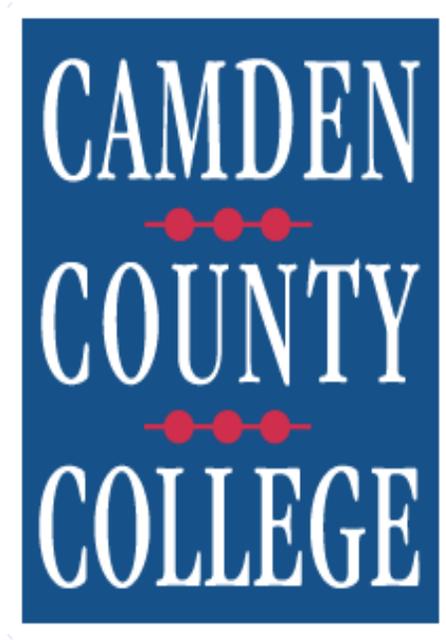


TABLE of CONTENTS

Executive Overview.....3

College Mission.....3

Office of Information Technology (OIT) Mission and Purpose.....3

Camden County College OIT Mission.....3

 Administrative Services.....3

 Academic Services.....3

 User Services.....4

 Network Services.....4

 Telecommunications Services.....4

 Instructional Support Department4

OIT Technology Plan Overview5

Goals: July 1, 2012 - June 30, 2013 5

 Goal 1 - Increase Data Accessibility and Efficiency to the College
 Community with a Reliable and Secure Infrastructure5

 Goal 2 - Implement Leading Edge Technologies..... 5

 Goal 3 - Provide Operational Technical Support 6

 Goal 4 - Improve OIT Planning Processes 6

 Goal 5- Development of Personnel.....6

 Goal 6 -Develop a Risk Mitigation Strategy.....6

OIT Goals and Projects Chart..... 7

APPENDIX A.....8

OIT Goals and Projects 8

 Year 1 (2012-2013)..... 8

 Year 2 (2013-2014)..... 17

 Year 3 (2014-2015)..... 20

 Year 4 (2015-2016)..... 21

 Year 5 (2016-2017)..... 21

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 design, 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), Onbase Document Imaging, Operation Data Store Reports System and Web-Advisor.

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, tablets, printers, mobile devices 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, wireless 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, conferencing 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 (ISD) - (effective FY15, ISD is no longer a part of OIT)

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, 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.

Camden County College – OIT Technology Plan 2012-2017

OIT Technology Goals and Projects	Year Completed 20XX				
	12-13	13-14	14-15	15-16	16-17
	1	2	3	4	5
Goal 1: Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure					
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)	√				
Self-Service Help-Desk		√			
Implement Mobile Applications for Datatel		√	√		
Goal 2: Implement Leading Edge Technologies					
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)				√	
Implement Digital Signage Project				√	√
Introduce Tablet Classroom				√	
Introduce Hosted Cloud Solutions			√	√	√
Goal 3: Provide Classroom and Operational Technical Support					
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		√	√	√	√
Goal 4: Improve OIT Planning Processes					

Camden County College – OIT Technology Plan 2012-2017

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	√	√	√	√	√
Goal 5: Development of Personnel					
Develop and Maintain an Overall OIT Training Plan			√	√	√
Technical Training for Students, Faculty and Staff	√	√	√	√	√
Goal 6: Develop a Risk Mitigation Strategy					
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	Results
	<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>			
Goal1	Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure			
	<p>Restructure and Redesign College Network Configuration</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</p>	\$120,000	O	The College awarded Comcast as the Service Provider of Choice to help with the reduction of costs and increased communication routes

	<p>with a high capacity and quick response time.</p> <p>Business Justification:</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>			<p>throughout campuses. The new design increases efficiency by providing ways to route college communication and eliminating single points of failure.</p>
	<p>College Campus Web Portal</p> <p>Single location, Single Sign-On Access for college resources.</p> <p>Business Justification:</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>	<p>\$29,500</p>	<p>O</p>	<p>Implemented EAI Campus MyPortal website to provide students with a single sign on access. MyPortal for faculty and staff will occur in the next phase.</p> <p>Currently as of January 2015, approximately, 3,139 students, which is 28% of the student population uses the Portal.</p>
	<p>Self-Service Technology</p> <p>Increase efficiency and accessibility by deploying of self-service technology throughout the college campuses.</p> <p>Business Justification:</p> <p>Kiosks</p> <p>Self-service technology helps the college achieve its goal to increase efficiency,</p>	<p>\$18,000</p>	<p>C</p>	<p>Implemented a Self Service Check-In Kiosk for the Business Office, ESL Advisement and International Students Area on the Camden Campus. The Kiosk increased efficiency by digitally displaying and organizing student</p>

	<p>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>			<p>names to assist with student check-ins in high volume areas. The Kiosks allowed the college to efficiently and effectively process an excess of 13,000 records in 2014 and 18,000 in 2013.</p>
	<p>Document Imaging</p> <p>Scan archived records for Financial Aid and Human Resources into digital format.</p> <p>Business Justification:</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 a the case of a disaster.</p>	<p>\$120,000</p>	<p>C</p>	<p>Configured and implemented Onbase Document Imaging software to scan student, faculty and staff records into a digital format for Human Resource and Financial Aid departments. All development performed by a 3rd party vendor. FY 13 and FY14</p> <p>Onbase development was brought in-house providing a \$50K in savings. The following departments were deployed in FY14 and FY15. Records, Admissions, Business Office, International Student Services. Public Safety and Purchasing are next to</p>

				be implemented in this process. OIT also obtained State Certification for the Document Imaging Process ensuring that documents are retained according to the State of NJ mandated retention periods for Community Colleges and Public Entities.
	<p>Fixed Assets Inventory Control</p> <p>Implement an inventory control system with Radio Frequency Identification (RFI) to track fixed assets within the college facility.</p> <p>Business Justification:</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 to also provide a means to track assets for insurance amortization purposes in case of severe damage or a disaster.</p>	\$0*	0	Data collected from the Inventory Management Process was downloaded into One Solution to produce inventory and asset reports eliminating manual asset depreciation assessments. 3 new reports were created to aid in this process.
	<p>Improve and Secure Virtual Private Network (VPN)</p> <p>Replace current VPN backend system to provide a more secure environment.</p> <p>Business Justification:</p> <p>OIT is replacing the current VPN backend system (Juniper) and replacing it with a less</p>	\$20,000	0	The Cisco AnyWhere and Cisco Connect systems were deployed to provide a more secure VPN environment and more VPN options for mobile

Camden County College – OIT Technology Plan 2012-2017

	<p>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>			device accessibility.
Goal2	Implement Leading Edge Technologies			
	<p>Investigate New Technologies to Integrate with College Community</p> <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>Business Justification:</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*	0	Investigated various technologies for all projects prior to deploying the selected technology. Each approved project and technology are included in this document.
	<p>Microsoft Exchange Email 2010</p> <p>Install, implement and integrate Exchange Email 2010 into the OIT infrastructure.</p> <p>Business Justification:</p> <p>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</p>	\$0*	0	<p>Converted College staff and full-time faculty to MicroSoft Exchange Email 2010 providing improved email capabilities and functions.</p> <p>This project was originally estimated for completion in FY13 but</p>

	<p>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”.</p> <p>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.</p>			<p>due to funding and resources limitations the project was postponed and completed in FY 14.</p>
	<p>SharePoint 2010 implementation and Integration</p> <p>Install, implement and integrate SharePoint 2010.</p> <p>Business Justification:</p> <p>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).</p>	<p>\$0*</p>	<p>O</p>	<p>Implemented Sharepoint 2010, an internal OIT project to improve OIT processes by providing a centralized document storage location giving OIT the ability to share, retrieve, update and access project documents.</p>
	<p>Server Virtualization:</p> <p>Consolidate physical hardware (servers) with VM software.</p> <p>Business Justification:</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</p>	<p>\$25,500</p>	<p>C</p>	<p>Deployed 47 Virtual Server Hosts out of 65 to support new and expanding applications.</p>

	recovery across physical sites. This can reduce or eliminate the need to outsource these services.																							
	<p>Increase Wireless Footprint</p> <p>Increase wireless accessibility throughout the college.</p> <p>Business Justification:</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	<p>Extended the Wireless footprint on all campuses. See percentage of increase in chart below.</p> <table border="1"> <thead> <tr> <th>Campus</th> <th>FY13</th> <th>FY14</th> <th>FY15</th> </tr> </thead> <tbody> <tr> <td>Blkw</td> <td>24</td> <td>48</td> <td>60</td> </tr> <tr> <td>CDM</td> <td>21</td> <td>42</td> <td>TBD</td> </tr> <tr> <td>CH</td> <td>13</td> <td>21</td> <td>TBD</td> </tr> <tr> <td>RETC</td> <td>16</td> <td>33</td> <td>TBD</td> </tr> </tbody> </table> <p>Note: All numbers in percentages.</p>	Campus	FY13	FY14	FY15	Blkw	24	48	60	CDM	21	42	TBD	CH	13	21	TBD	RETC	16	33	TBD
Campus	FY13	FY14	FY15																					
Blkw	24	48	60																					
CDM	21	42	TBD																					
CH	13	21	TBD																					
RETC	16	33	TBD																					
Goal3	Provide Classroom and Operational Technical Support																							
	<p>Design and Implement New Classroom Technology</p> <p>Design, purchase and install Audio and Video (AV) technology needed for new classrooms in new and existing buildings on campus.</p> <p>Business Justification:</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 technical equipment installed in new classrooms.</p>	\$40,000	C	<p>Designed and programmed 46 Audio and Video (AV) systems for new science building and existing classrooms.</p> <p>Effective FY15 ISD is no longer part of OIT.</p>																				

	<p>Provide Technical Classroom Support</p> <p>Provide accessible technical support and maintenance for all classrooms</p> <p>Business Justification:</p> <p>Continue to provide On-site instant technical support and maintenance for faculty, staff and administration. Provide in-house technical repairs for all technology, TVS, PCS, lap tops, audio equipment, etc. Continue to provide audio, video, technical and wiring assistance for all for all events at the college. Provide equipment, support and operations for all events, including concerts, rallies, meetings, etc.</p>	\$0*	0	<p>OIT will continue to upgrade IT capabilities in classroom technologies, student services and faculty support. Audio Visual (AV) technical support will remain with ISD. Effective FY15 ISD is no longer part of OIT.</p>
	<p>Provide Software Management for College Community</p> <p>Design, develop, review, evaluate, implement and manage software needed for the college community.</p> <p>Business Justification:</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*	0	<p>OIT will continue providing quotes and verifying software and hardware for technical purchases, ensuring the best price and correct vendors are being used for the technology requested.</p>
	<p>Implement MS Windows Live™</p> <p>Increase the user experience with multiple methods of communication.</p> <p>Business Justification:</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</p>	\$0*	0	<p>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</p>

Camden County College – OIT Technology Plan 2012-2017

	<p>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 Skydrive, 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>			<p>SkyDrive.</p>
	<p>PC Life Cycle Management Increase efficiency of PC support and deployment.</p> <p>Business Justification:</p> <p>OIT will continuously work with computer vendors to ensure that the college contractually has the latest equipment and software for the best possible price.</p>	<p>\$0*</p>	<p>O</p>	<p>FY13 – OIT deployed 24 MAC computers</p> <p>FY14 – 70 staff members received all-in-one PC and 200 all-in-one workstations for were deployed for students.</p> <p>FY15 – 10 of the Staff received new all-in-one PC and 24 new MACs were installed in classrooms.</p>
	<p>Provide Technical Event Planning</p> <p>Provide technical event planning for both internal and external customers who use the college facilities</p> <p>Business Justification:</p> <p>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.</p>	<p>\$0*</p>	<p>O</p>	<p>OIT will provide support for all technical events.</p> <p>ISD provided technical event coverage and worked with the Office of institutional Advancement for all major events, including but not limited to meetings, Graduation, etc.).</p> <p>Effective FY15 ISD is no longer part of OIT</p>

	<p>Update Dimmer Lighting System</p> <p>Upgrade existing dimmer lighting system in the Dennis Flyer Theater to an auto programmable light system.</p> <p>Business Justification:</p> <p>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.</p>	\$100,000*	C	<p>Replaced 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.</p> <p>Effective FY15 ISD is no longer part of OIT</p>
Goal4	Improve OIT Planning Processes			
	<p>Campus Wide OIT Governance</p> <p>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 and hardware.</p> <p>Business Justification:</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>	\$0*	O	<p>The Campus Wide OIT Governance Committee established the Campus Wide Software and Equipment Purchasing Compliance process for OIT to approve ALL software and hardware purchased on campus to eliminate redundancy and help OIT manage hardware and support contracts on equipment.</p>
	<p>Annual Review of OIT Contracts</p> <p>Perform annual reviews of Contracts/Bids/RFPs within OIT to maximize their value.</p>	\$0*	O	<p>OIT continues to review contracts to ensure the technical content are still relevant to the needs</p>

	<p>Business Justification:</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>			<p>of the College. In reviewing contract for 2014, OIT was able to reduce the number of contracts from 65 to 44, resulting in a savings of \$741,182.99.</p>
	<p>Student information System Planning Session</p> <p>Conduct campus wide monthly meetings to discuss and plan student activity as it pertains to OIT and other departments.</p> <p>Business Justification:</p> <p>The Student information Systems (SIS) Planning meetings are conducted on a monthly basis to proactively discuss any changes that impact of the student or the college processes.</p>	\$0*	0	<p>SIS Planning meetings are conducted monthly.</p>
	<p>Campus Wide Software and Equipment Purchasing Procedure</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>Business Justification:</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*	0	<p>Established the Campus Wide Software and Equipment Purchasing Procedure for OIT to approve ALL software and hardware purchased on campus to eliminate costs and redundancy and help OIT manage hardware and support contracts on equipment.</p>
Goal5	Development of Personnel			

	<p>Technical Training for Students, Faculty and Staff</p> <p>Train faculty, adjuncts and staff to operate technical and AV equipment and applications in each classroom.</p> <p>Business Justification:</p> <p>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.</p>	<p>\$0*</p>	<p>0</p>	<p>OIT will continue to cross train employees within the OIT disciplines, educate staff through the Tech Ed Series and train users on new and existing applications.</p> <p>AV trained the faculty to operate Smart Podium Technology, Smart phones and Tablets. AV training will reside with ISD.</p> <p>Effective FY15 ISD is no longer part of OIT</p>
<p>Goal 6</p>	<p>Develop a Risk Mitigation Strategy</p>			

	<p>Update Current Disaster Recovery and Business Continuity Plans Update the current Disaster Recovery and Business Continuity Plans.</p> <p>Business Justification: 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.</p> <p>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.</p>	\$0*	0	<p>For Local solutions, the college is currently updating a comprehensive Disaster Recovery (DR) plan for all applications and servers at the college. The plan includes having the ability to access the college applications and network 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 addition to remote access during a disaster.</p>
	<p>Test Current Disaster Recovery and Business Continuity Plans</p> <p>Test the current Disaster Recovery and Business Continuity Plans to ensure its validity.</p> <p>Business Justification:</p> <p>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.</p>	\$0*	0	<p>Testing is contingent upon the completion of the comprehensive Disaster Recovery Plan and the purchase of the hardware needed to support the plan.</p>

	<p>Execute Security Audit</p> <p>Develop and execute an independent Security Audit Plan to access and validate the technical aspects of the system and applications.</p> <p>Business Justification:</p> <p>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.</p>	<p>\$40,000</p>	<p>0</p>	<p>An outside vendor, Ferilli, assisted and provided additional Security expertise in the development of OIT's Security Audit requirements for the College.</p>
--	--	------------------------	-----------------	---

Camden County College – OIT Technology Plan 2012-2017

	Year 2			Results
	2013-2014	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget	
Goal1	Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure			
	<p>Restructure and Redesign College Network Configuration</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>Business Justification:</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>	\$200,000	?	To eliminate a single point of failure within the College's Network, OIT replaced the existing Hub and Spoke topology with a new Nexus infrastructure that created a Mesh Topology.
	<p>Self-Service Help-Desk</p> <p>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.</p> <p>Business Justification:</p> <p>Introducing Self-service applications to the college community would allow students, faculty and staff to get frequently asked questions (FAQs) addressed without interaction from a Help-Desk representative. This gives the user 24 hour a day</p>	\$0*	O	A Self-Service call tree was added to the Help Desk phone line to provide 24 hour answers to FAQs and assist the College Community when calling the HelpDesk.

	support and immediate access to college information.																																																			
	<p>Implement Mobile Applications for Datatel</p> <p>Establish mobile applications to access Datatel from the Apple iPhone and Droid.</p> <p>Business Justification:</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> <p>College students and their gadgets <i>Percentage of all adults in each group who own different devices</i></p> <table border="1"> <thead> <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><small>Source: Pew Research Center's Internet & 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.</small></p>		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	0	Datatel Mobile application is in the testing phase and estimated for production in February 2015.
	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																																															
Goal2	Implement Leading Edge Technologies																																																			
Goal3	Provide Operational Technical Support																																																			
	<p>Implement Proactive Help Desk Walk-Through Support</p> <p>OIT will provide Help Desk Support to entire college community.</p>	\$0*	0	HelpDesk personnel continue to proactively perform periodic walk-																																																

Camden County College – OIT Technology Plan 2012-2017

	<p>Business Justification: 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.</p>			arounds to various departments.
Goal4	Improve OIT Planning Processes			
	<p>Incorporate a Process Management Discipline Develop a Process Management Discipline to help standardize specific procedures and activities and increase efficiency within the OIT staff.</p> <p>Business Justification: 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</p>	\$0*	0	<p>OIT has implemented portions of the Software Development Lifecycle Cycle (SDLC) process to create standard development processes. Increased peer and cross training among OIT disciplines; technicians, network, telecom, application development, etc.</p>
Goal 5	Development of Personnel			
Goal 6	Develop a Risk Mitigation Strategy			

Camden County College – OIT Technology Plan 2012-2017

	Year 3			
	2014-2015	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget	Results
Goal1	Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure			
Goal2	Implement Leading Edge Technologies			
	<p>Implement Digital Signage Project Strategically implement digital sign boards and monitors throughout the college campus to display college information and announcements.</p> <p>Business Justification: 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 information will vary from day to day but can be changed instantaneously in the event of an emergency.</p>	TBD	C	This project is a part of the Taft Renovation project.
	<p>Hosted Cloud Solutions Evaluate and Determine the implementation of a Hosted Cloud Solution</p> <p>Business Justification: 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.</p>	\$7,000	O	OIT continues to investigate and evaluate whether an application is best suited for hosting or in-house development. Currently, One Solution and ExecuTime are hosted solutions.
Goal3	Provide Operational Technical Support			
Goal4	Improve OIT Planning Processes			

Camden County College – OIT Technology Plan 2012-2017

Goal 5	Development of Personnel			
	<p>Develop and Maintain an Overall OIT Training Plan</p> <p>Develop comprehensive career training paths for OIT staff.</p> <p>Business Justification:</p> <p>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.</p>	\$0*	O	OIT is currently developing procedural documents for the applications used at the college to assist with training and development.
Goal 6	Develop a Risk Mitigation Strategy			
	Year 4			
	2015-2016	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget	Results
Goal1	Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure			
Goal2	Implement Leading Edge Technologies			
	<p>Datatel SQL Conversion</p> <p>Improve the Student Information Systems (Colleague) architecture by migrating to a SQL environment.</p> <p>Business Justification:</p> <p>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</p>	\$0*	O	<p>DataTel SQL Conversion Project in was initiated and put on hold in 2013. The project will resume in FY2016.</p> <p>Purchased the Informer Reporting Tool to support development and report conversions easier for users.</p>

	<p>technologies.</p> <p>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.</p>			
	<p>Virtual Desktop Infrastructure (VDI)</p> <p>OIT will design and implement VDI for the college community.</p> <p>Business Justification:</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>Implemented the Core switch needed for VDI applications.</p> <p>VDI implementation will continue through FY16 pending available funding.</p>
	<p>Introduce Tablet Classroom</p> <p>Replace traditional PC desktop equipment in classrooms with tablet technology.</p> <p>Business Justification:</p> <p>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.</p>	TBD	C	<p>3 Classrooms have been updated with IPAD technology.</p>

Camden County College – OIT Technology Plan 2012-2017

Goal3	Provide Operational Technical Support			
Goal4	Improve OIT Planning Processes			
Goal 5	Development of Personnel			
Goal 6	Develop a Risk Mitigation Strategy			

	Year 5			
	2016-2017	Estimated Annual Cost	Funding Source: Capital (C) or Operating (O) Budget	Results
Goal1	Increase Data Accessibility and Efficiency to the College Community with a Reliable and Secure Infrastructure			
Goal2	Implement Leading Edge Technologies			
Goal3	Provide Operational Technical Support			
Goal4	Improve OIT Planning Processes			
Goal 5	Development of Personnel			
Goal 6	Develop a Risk Mitigation Strategy			

Note: * = Project completed by internal staff.



CAMDEN COUNTY COLLEGE
MASTER PLAN UPDATE
2014



Camden County Board of Freeholders
Louis Cappelli, Jr. - Director
Edward T. McDonnell – Deputy Director
Michelle Gentek
Ian K. Leonard
Scot N. McCray
Jeffrey L. Nash
Carmen G. Rodriguez



Camden County College Board of Trustees

John T. Hanson, Chair
Susan R. Croll, Vice Chair
Louis F. Cappelli, Sr., Treasurer
Annette Castiglione
Steven J. Greenfogel
Karen S. Halpern

Anthony J. Maressa
Helen Albright Troxell
C. Ann Volk
Robin N. Hester, Alumna Trustee
Raymond Yannuzzi, President

In Memory of
Kevin G. Halpern
Chairman
March 1, 1948 - September 17, 2012

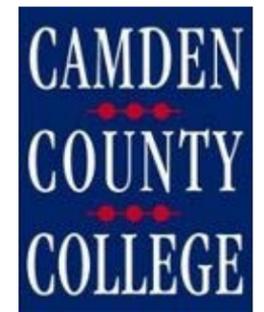


TABLE OF CONTENTS

EXECUTIVE SUMMARY

SECTION 1: Introduction

- 1.1 College Program & Goals
- 1.2 Planning Process
- 1.3 Recommendation

SECTION 2: Existing Conditions

- 2.1 Existing Campus Settings
- 2.2 Existing Facility Condition
- 2.3 Open Space Network

SECTION 3: Master Plan Update

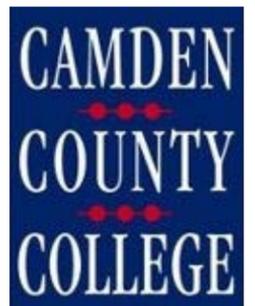
- 3.1 In Keeping With the Strategic Plan
- 3.2 Roads and Grounds Improvements
- 3.3 Facility Demolition
- 3.4 New Construction
- 3.5 Building Renovations

SECTION 4: 2014 Budget Summary

SECTION 5: Camden County College – OIT 5 Year Technology Plan

Camden County College Master Plan 2001

Gloucester Township Land Use Planning Recommendations 2009



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.

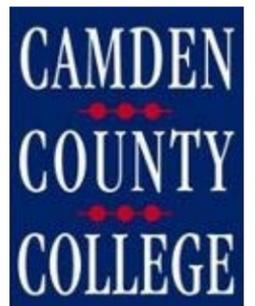
The Blackwood campus sits within a traditional collegiate setting and provides the majority of the College's programs. The Camden campus focuses on an urban mission to support the economic development of the city and county through numerous degree courses, GED programs, workforce education, and training. The Cherry Hill



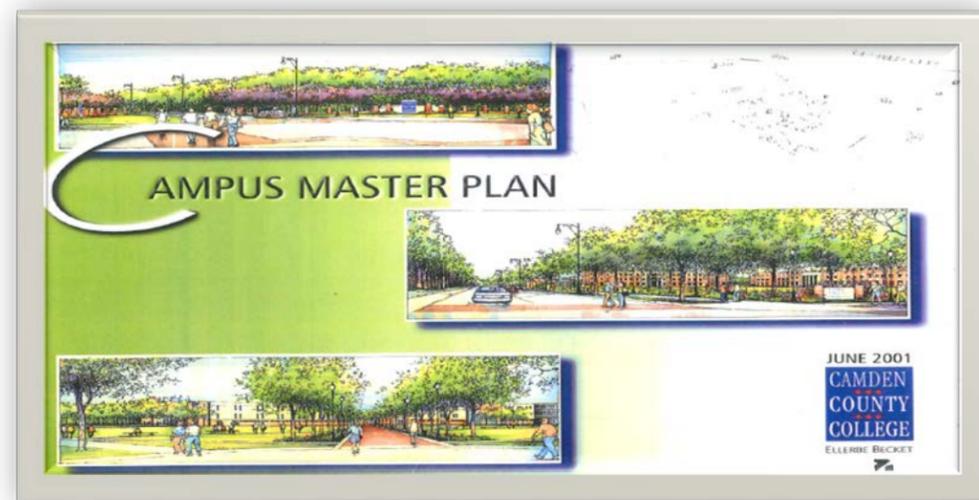
Blackwood Campus circa 1969

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 region's 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 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's educational programs and growth potential as well as the surrounding communities.

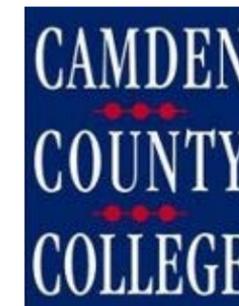


In 2001, Camden County College developed a master plan in order to create a strategy for future renewal, replacement, and development of the facilities at each Campus. The plan was created as a guideline that defined and recommended facility improvements to accommodate the program and academic needs, 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, the plans are required to be fluid enough to change with the demands of our future.

The College 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 included a description of work completed as a result of program changes, deficient facilities and failing infrastructure.

The College, again in 2014, initiated its 2014 Campus Master Plan Update to further its focus on the future of the campuses and higher education in Gloucester Township and Camden City. The 2014 Update includes the status of projects and development as the calendar year 2014 comes to a close.



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 the 2010 Strategic Plan.

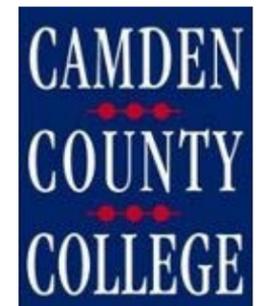
VALUES

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

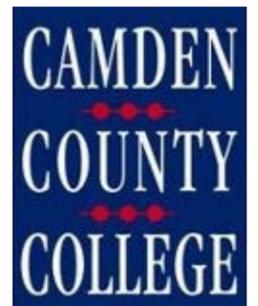
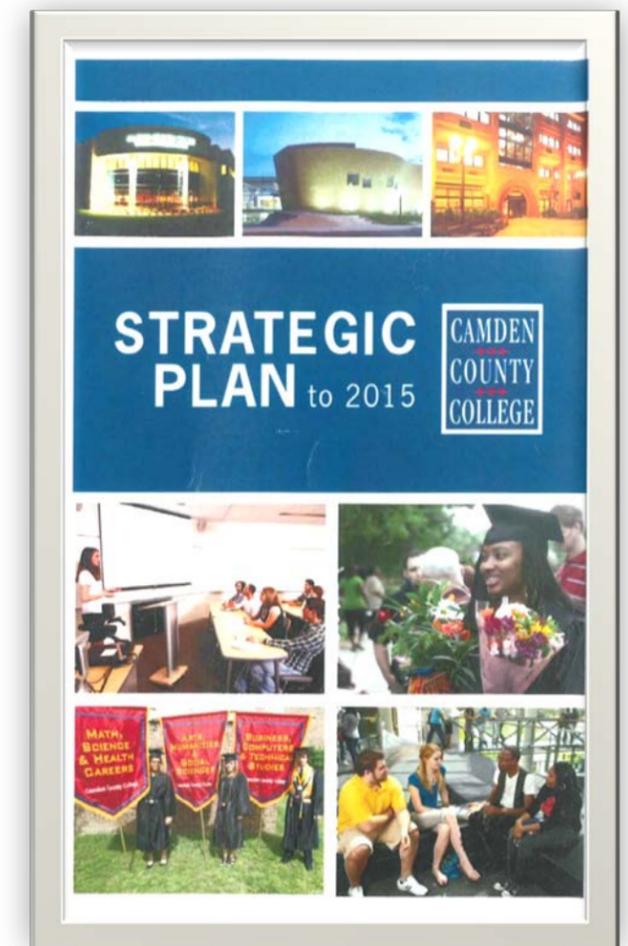
Camden County College enhances the quality of life in Camden County by preparing students to live and work in a global economy. The College further fulfills its responsibility to the citizens of Camden County by creating a skilled and stable local workforce; by encouraging enlightened civic engagement; 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 citizens.

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 Camden County College are summarized below:

- 1) Confirm Campus Planning Strategies
- 2) Ensure a Practical & Realistic Implementation of Strategies
- 3) Strengthen 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.

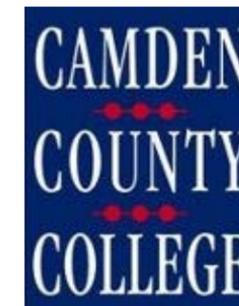
In 2013 and again in 2014, two updates were completed to refine the Master Plan as new development strategies and educational directions are realized. The College continues to meet its strategic mission by engaging in partnerships with schools and colleges, public agencies and other entities that will enhance educational quality, student opportunities and economic development.

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 nine (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.

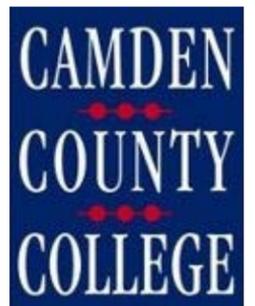


In 2014, the College has entered into an agreement with the Governor's Joint Commission on Higher Education in Camden and will be integral to the development of an Allied Health and Sciences Building in the University District to further address the needs for the Camden Campus and community.

The Blackwood Campus has 21 buildings of all sizes, configurations 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 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, formerly 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 is under construction to renovate the Taft Hall Building. Taft Hall is a 40,000 square foot facility that formerly 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 industry standards. The building consists of 20 Science Labs, 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

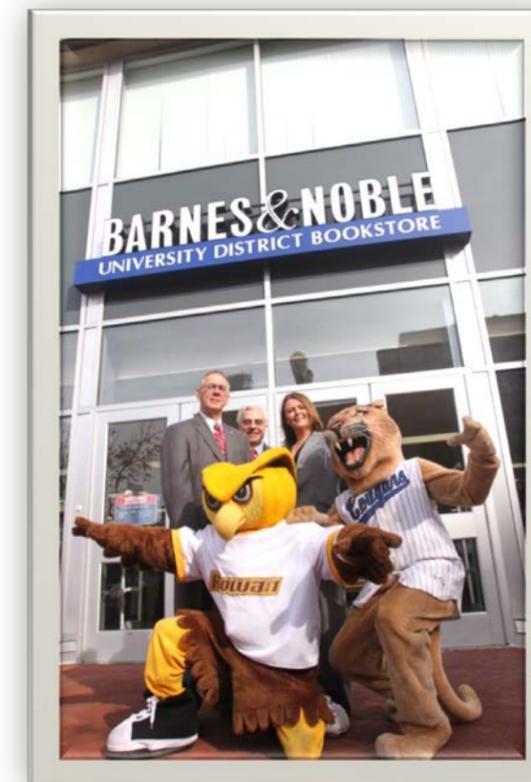
The Camden Campus is located in the University District of the City of Camden. This is an urban area experiencing an exciting revitalization, driven almost entirely by the development and expansion of three educational institutions: 1) Rutgers University; 2) Rowan



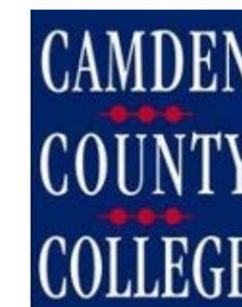
University; and 3) Camden County College as well as the expansion of medical facilities spearheaded by Cooper Hospital. The Camden County College Camden Campus consists of two multi-story buildings:

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



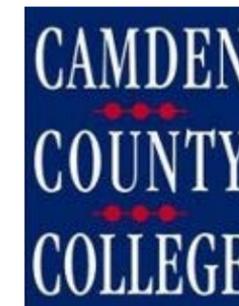
The Rohrer Center is a single building located in a suburban environment at the heavily travelled intersection of Springdale Road and Rt 70. The two-story facility contains 12 classrooms, conference space, bookstore, cyber-café, library and administrative space. This additional location supports a growing 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.



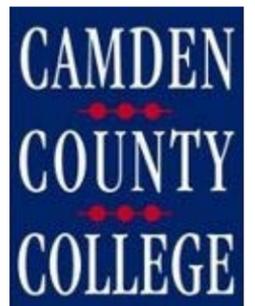
2.2 Current Facility Condition

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), which significantly 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.

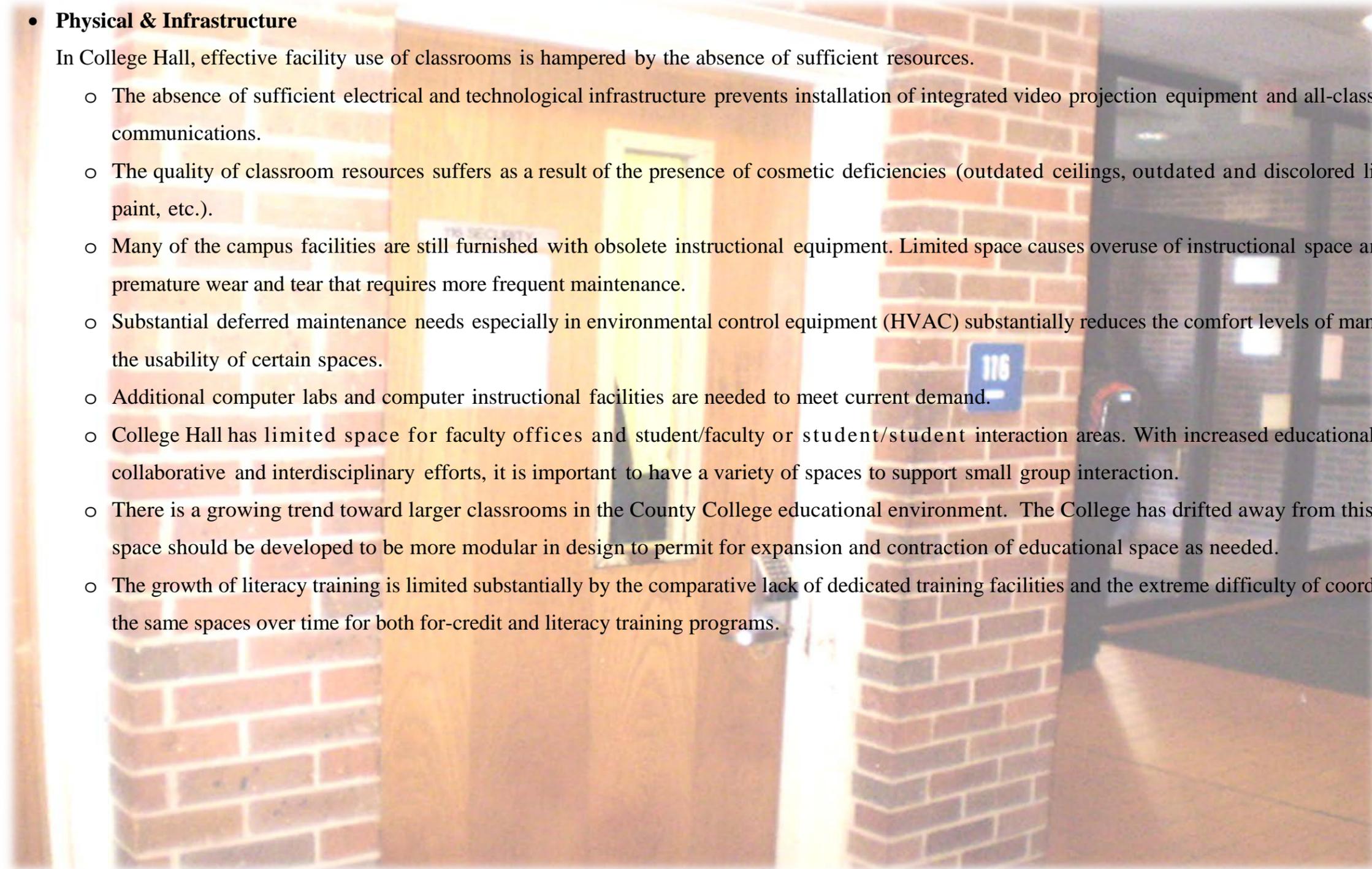


Existing Facility Conditions - Camden Campus

- **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 these facilities is 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.

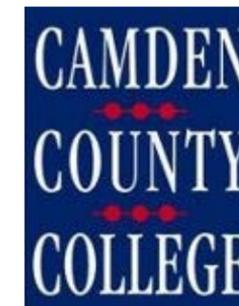
The CTC building does have an emergency generator that only provides limited power for the requisite number of lights for egress purposes should there be a power outage. The existing generator was installed during the original building construction; however, it is strongly recommended that a new generator 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, 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.



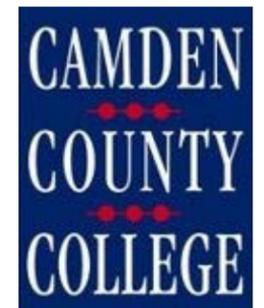
2.3 Open Space Network

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 a 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 2014

3.1 In Keeping with the Strategic Plan

In keeping with the 2015 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 in 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

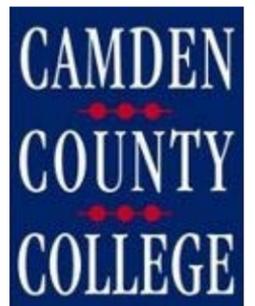
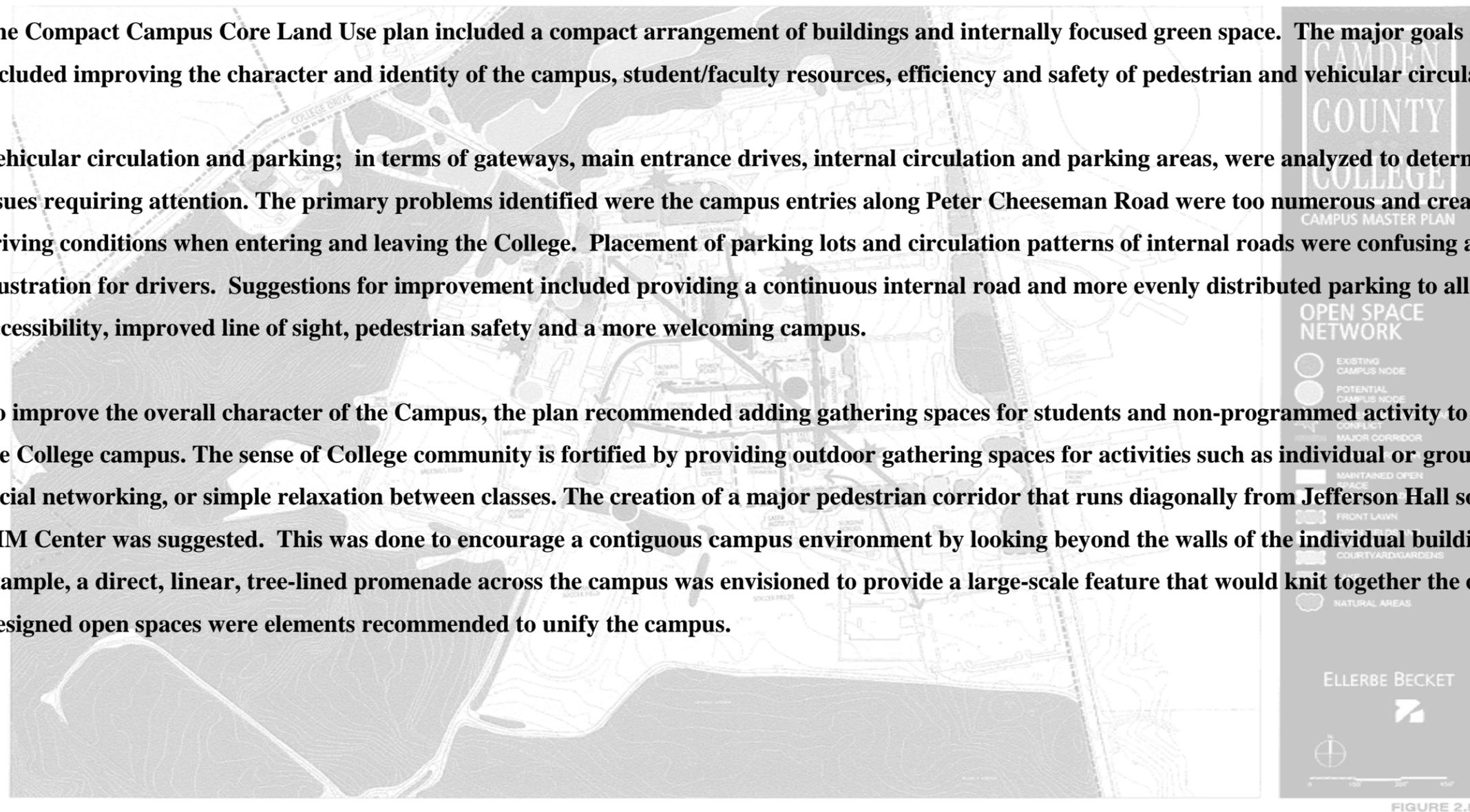
Blackwood Campus

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

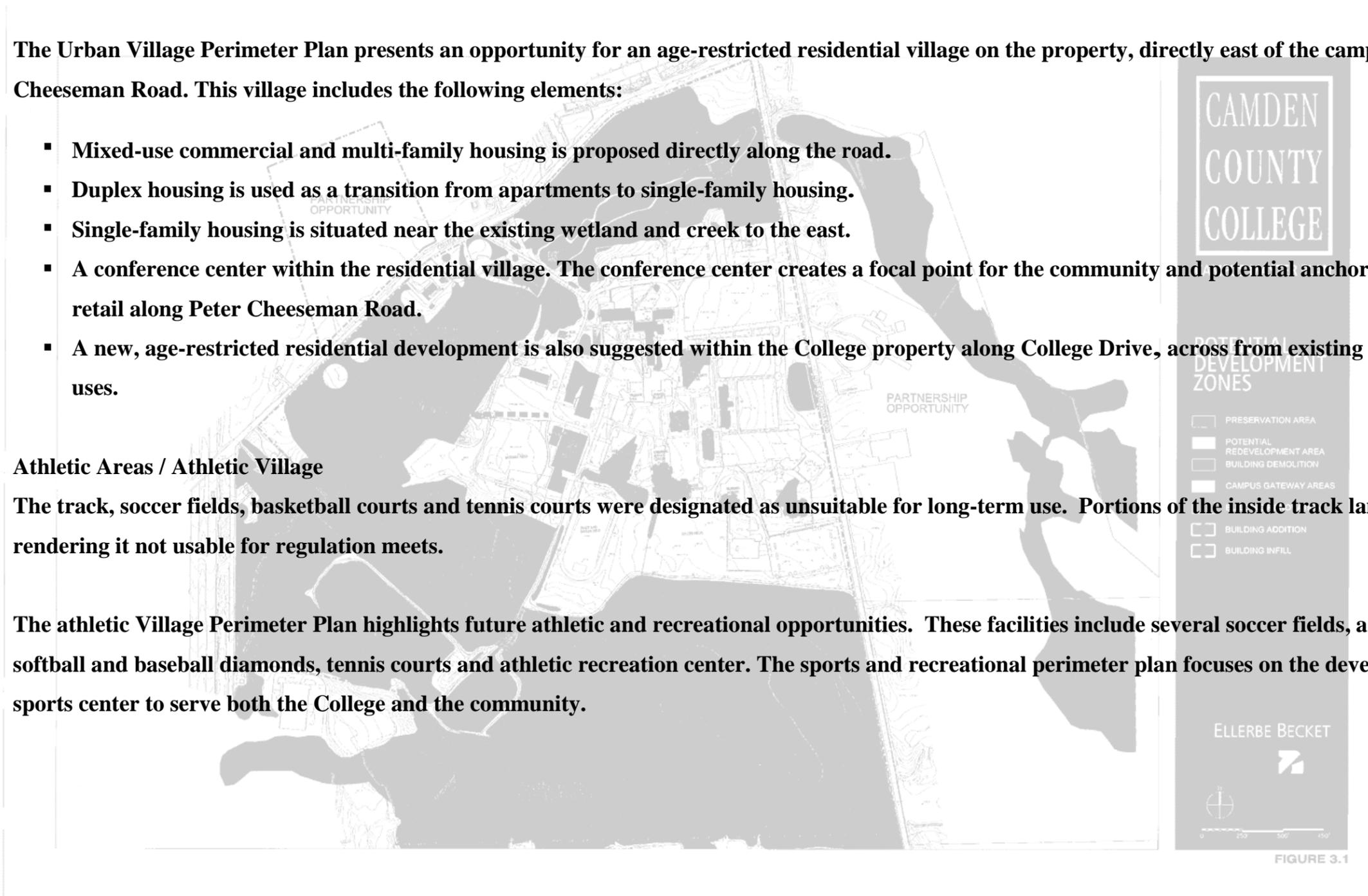
The Urban Village Perimeter Plan presents an opportunity for an age-restricted residential village on the property, directly east of the campus, along Peter Cheeseman Road. This village includes the following elements:

- 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.
- A 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.

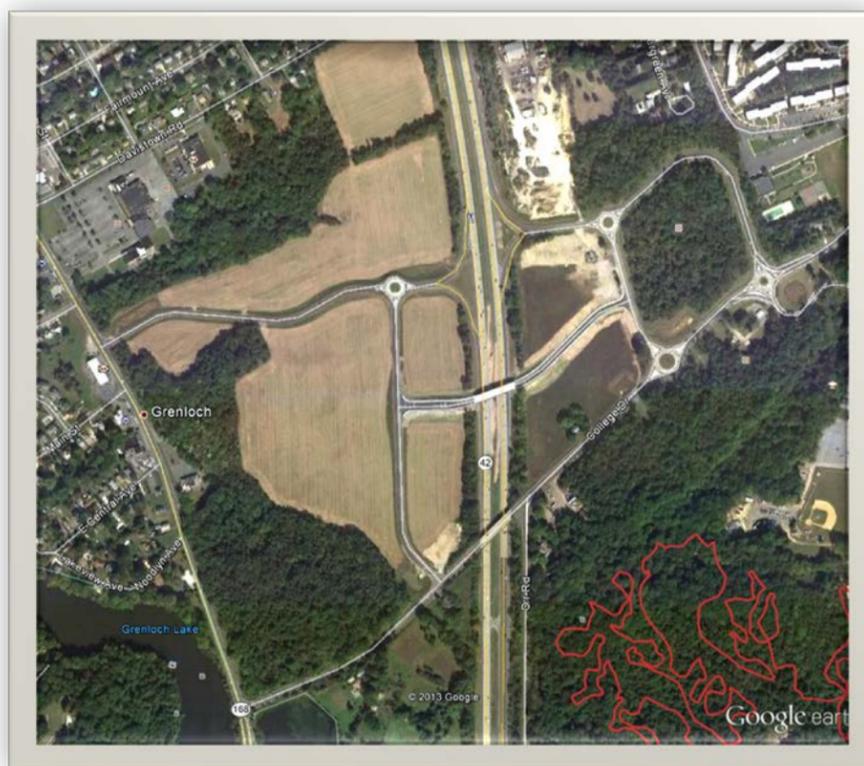


- **Improvements Completed 2001 to 2008**

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.

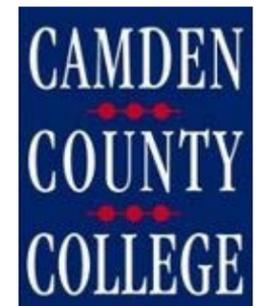
- The Campus Walk vision was initiated with the construction of the first section of brick-flanked concrete sidewalk located between Roosevelt Hall and Truman Hall. This established the design and decorative features that would ultimately set the stage for completion of the Campus Walk in 2011.
- Restoration 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.



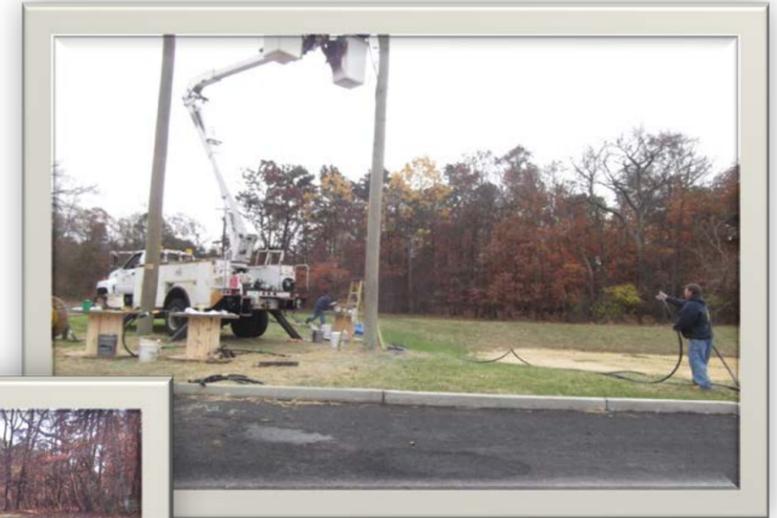
- **2009 to Present**

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 which 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.

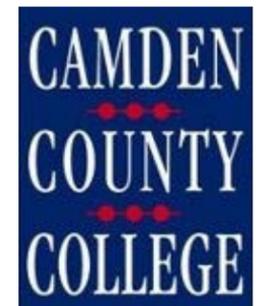
Phase 2A, consisted of a new roadway that connects Peter Cheeseman Road to Roosevelt Drive at the south side of the campus. This piece of road work provided two major benefits. It provided a safe, direct means of access to the Science Building construction site for deliveries minimizing disruption to the established a direct Campus to the East Side was not possible



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.

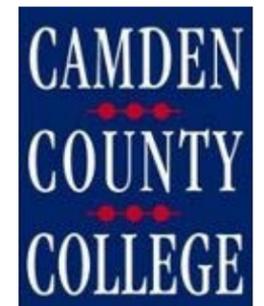


The project involved redevelopment of the existing property, new underground utilities including storm water management, domestic water main extension and storm sewer piping systems. Two large retention basins were installed to control the road run off and allow the construction of the Science building. 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 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 a 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 existing 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 consisted of reconstructing the existing crossing of Holly Run Lake at the main entrance to the College from College Drive. The roadway crossing was supported by a corrugated metal pipe and an inlet/catch basin that diverted rainwater into the pipe. The completed project included installation of a new pre-cast concrete culvert and the widening of the roadway over the stream to improve both access to the College and pedestrian safety. Simultaneously, the Holy Run Dam, adjacent to the crossing, was upgraded with an improved concrete weir and pedestrian crossing.



- CIM Center Front Entrance Reconstruction - Entrance improvements, pedestrian sidewalks, steps, ramps, and landscape features have been redesigned and replaced. The design replaced retaining walls and deteriorating flower boxes with open spaces, sidewalk, seating areas, grading, plantings, and lighting fixtures that complement the developed campus theme.

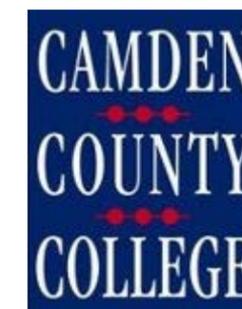
▪ **Future Proposed Improvements**

- 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**

- 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.



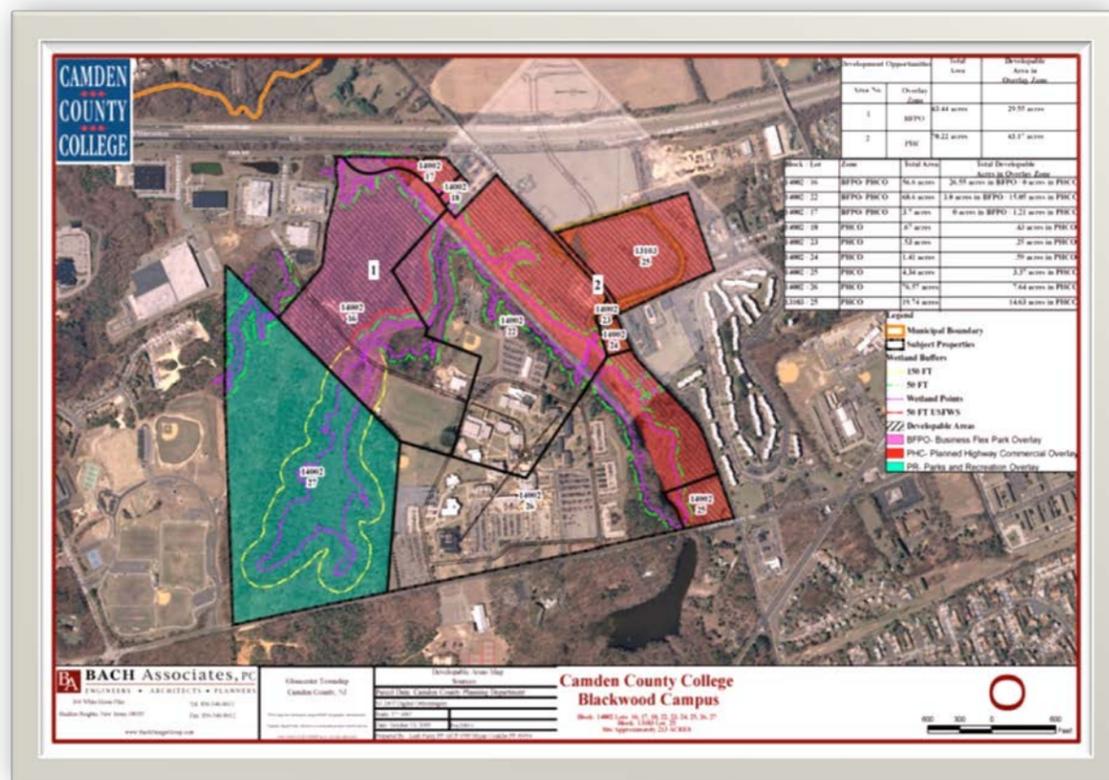
- Holly Run Park - Will require minor survey of existing features; curb line and location of steep slopes. Grading and layout of park amenities to include landscaping, lighting, seating areas, gazebo and outdoor amphitheater.
- Bridge Guardrail Fencing – Extend the current cast stone pillar and metal 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

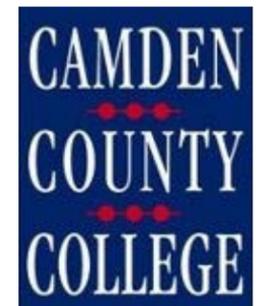
In preparation for continued development within and adjacent to the academic core, the extension and further development of various underground utilities will be necessary to include:

- 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.

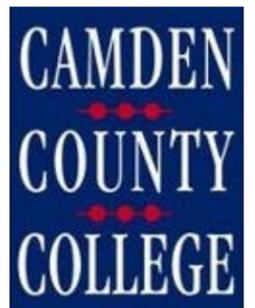
(SEE APPENDIX)





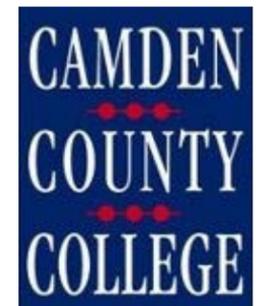
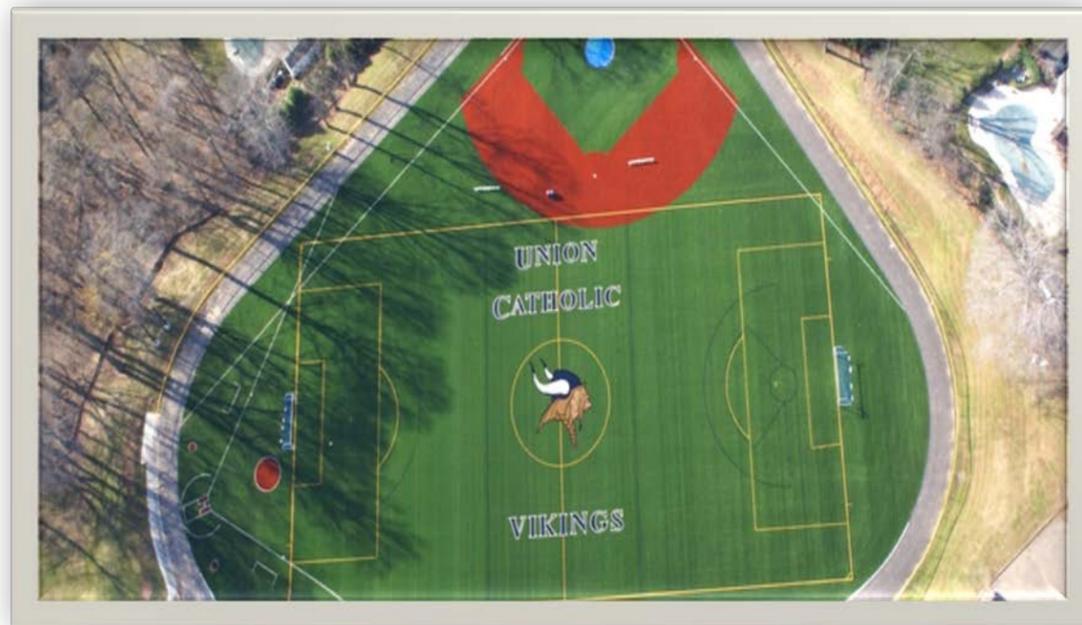
- Urban Village - As County College concepts evolve to meet ever changing demands, the perspective of an urban village has developed into potential on-campus dormitory space. The potential demands for housing by international and other students creates incentive to further explore public/private partnership opportunities to build mixed-use housing/retail space on the development zones within the Blackwood Campus perimeter.

(SEE APPENDIX)



- 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**

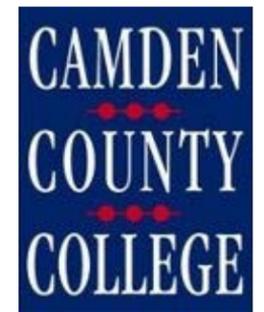
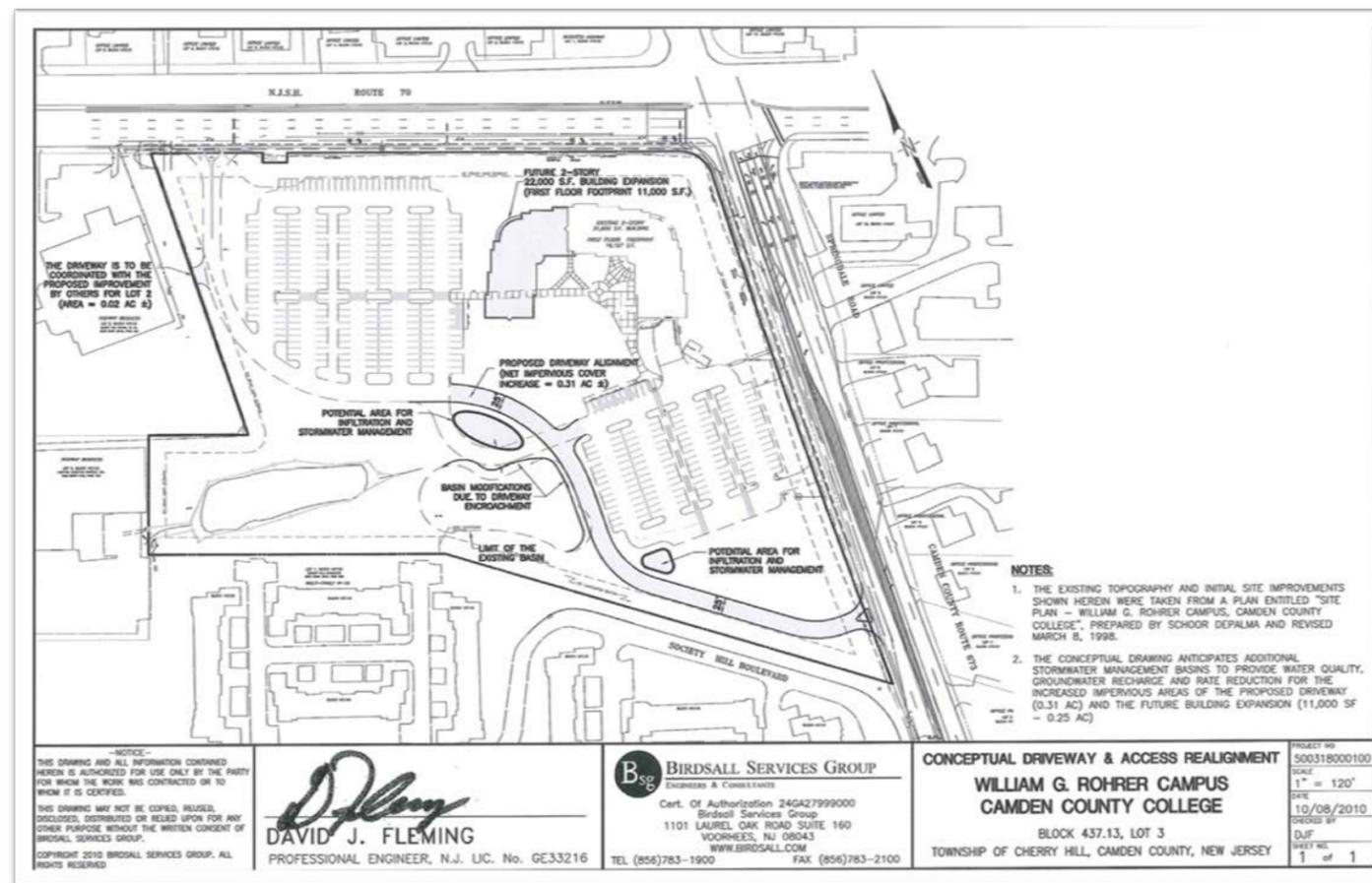
Since it was built, Rohrer Center has been slated to be the location of an addition or second building to better serve the Cherry Hill area communities. As part of the proposal, enhanced open space development was recommended to further beautify the property and create an enhanced campus setting over 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

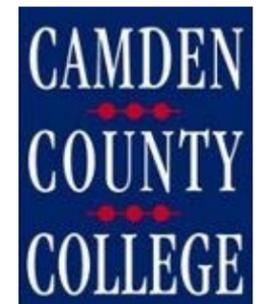
RETC

- **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

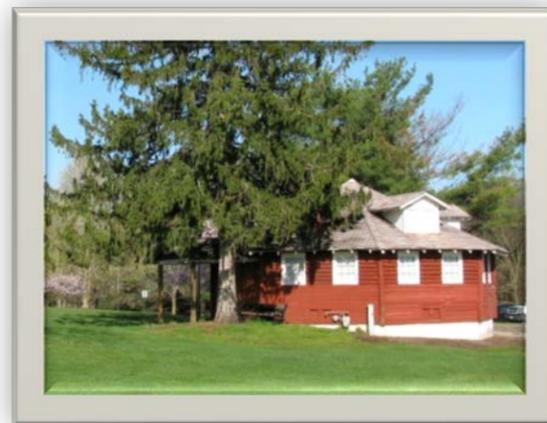
The 2001 plan described the original seminary buildings in various uncomplimentary ways. All buildings built prior to 1970 were all designated as in poor condition. With the exception of Lincoln Hall and Jefferson Hall, all other pre 1970 era buildings were recommended for demolition mainly due to:

- 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/amphitheater.
- 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 new development such as an arts center, 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 focuses 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.

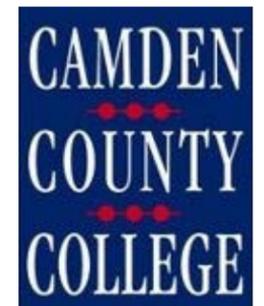


Buildings Constructed 2001 to Present



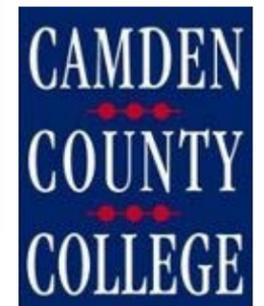
Connector Atrium and Madison Renovation - 2004

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 - 2014

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 30,000 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, diesel, alternate fuels and medium duty trucks. 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. Currently, the most favorable proposed location is near the Blackwood Campus in the Lakeland Complex as part of a concept that creates an automotive complex adjacent to the Lakeland Maintenance Facility. Discussions are ongoing to engage private partners in the development and funding of this project.

Blackwood Campus Transitional Studies Building

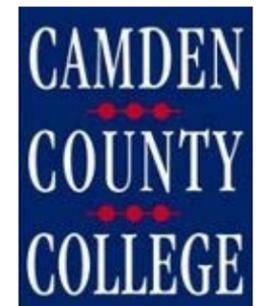
The College has embarked on numerous transitional studies programs designed to provide desperately needed services to young adults who require additional services to prepare them for College and life. Active programs currently exist for GED, ESL, Gateway to College, Upward Bound programs, autism and developmental programs servicing the physically 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.

Emergency Services Facility

The College is currently engaged in discussions with the Township of Gloucester to provide land to construct an Emergency Services Facility for the housing of Basic Life Support Vehicles. The College utilizes EMS services routinely. An EMS facility on campus would be beneficial for support services and educational programs in allied health. As the College moves forward with housing and/or athletics facilities, the need for EMS increases and the College will have a ready resource.

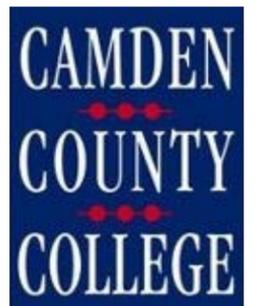




Bachelors/Advanced Degree Cooperative Partnership Building – 90,000 Square Feet With the demolition of the Wilson Complex, the College is presented with a unique opportunity to use the Wilson/Roosevelt footprint to construct a multi-level academic facility with a four year academic partner. The College 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 footprint 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.

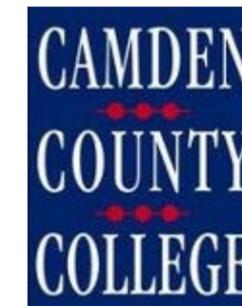
Camden Campus projects growth of 40 percent based on the proposed new building and parking ramp.

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

- **Allied Health Educational Facility**
The College has entered in to a partnership with Rowan and Rutgers Universities to construct a 106,000 square foot educational facility dedicated to higher education programs in allied health. A guiding principle of Camden County College’s (CCC) involvement in the Allied Health Facility is the focus on employment for students who complete our program and an opportunity to move to a next step on the health careers ladder. To that end, CCC will provide a network of certificate and associate degree healthcare career pathways that result in a job and/or will in some cases articulate to a bachelor’s degree program at Rutgers or Rowan. Stacked and latticed pathways will give students the flexibility to acquire short-term credentials and complementary skills while pursuing primary career interests. The offerings in the proposed building will provide educational opportunities in close proximity to Camden City and will provide an employment pathway in 12 months or less for citizens of Camden City.
- The College’s retention initiatives are built on improving the success of our neediest students. In cooperation with the institutions of the City of Camden, Camden County College will continue to work to transition adults into higher education and the workforce. This urban campus demands an increase in the number of classrooms for Associate Degree programs. Additionally, the College’s growing GED and Gateway to College programs are so popular that they compete for the valuable and limited credit class space on this two-building campus. With the construction of the Allied Health Facility, the College anticipates the expansion of the transitional studies programs through renovation of current campus space.



NEW CONSTRUCTION

Rohrer Center

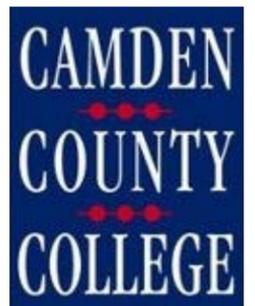
2001 Plan

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 in Cherry Hill as well as create alternate income potentials through leasing of space. 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

Blackwood Campus

2001 Plan

Fit to Program

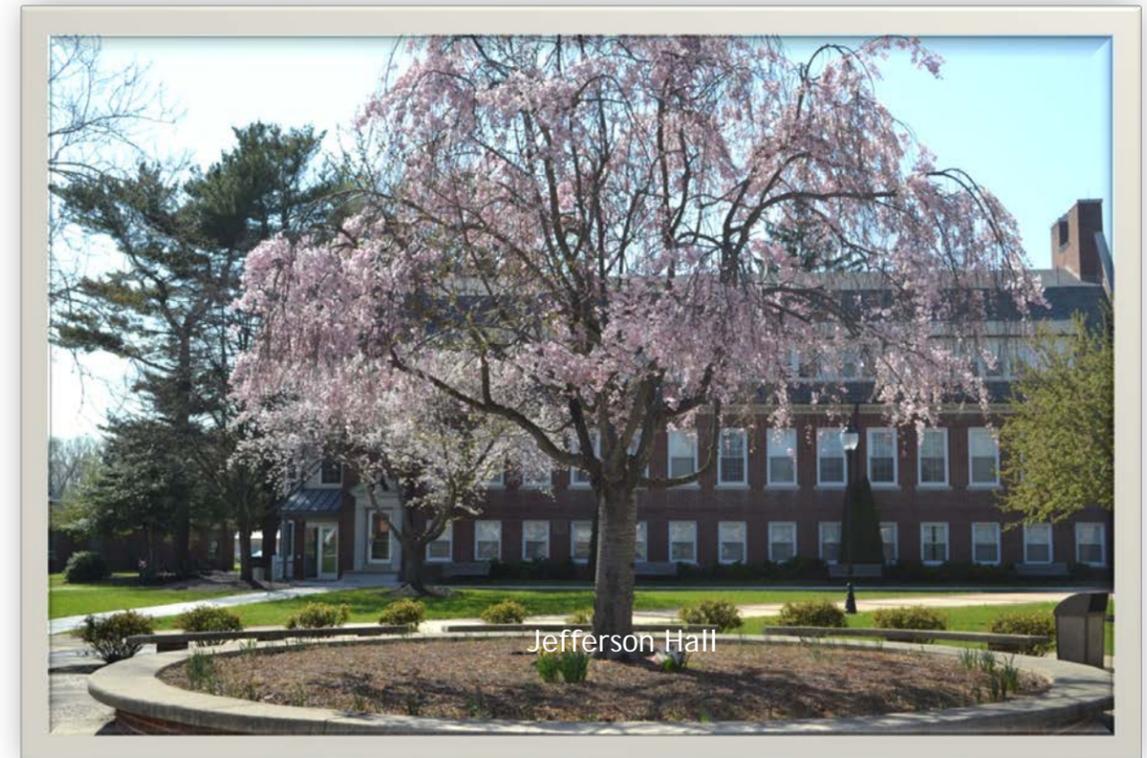
The facility was also evaluated for fit to program issues. Fit to program issues relate to how the physical layout or structure of the facility meets the needs of the program housed within that facility. Buildings or facilities that have fit to program issues are summarized below:

- 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 facade.



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. On 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

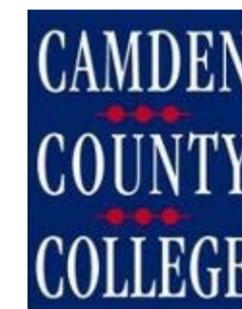
In the interest of further advancing the visual arts, the College created an expanded art gallery area capable of displaying various form of visual media and artists' works in a well designed modern facility.

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 café 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) – *Rutgers University Center*

- 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*

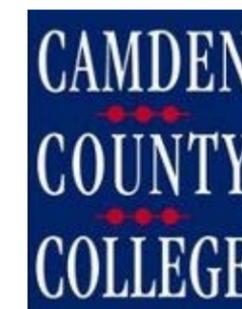
- Current configuration meets demand.

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 complement the bookstore services and student recreation.

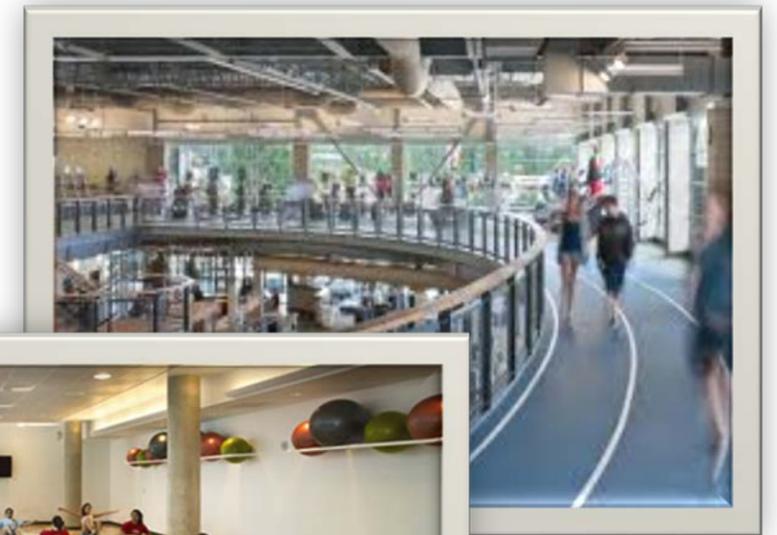


Laser Institute of Technology Center – Yet to be determined

- Some preliminary assessments suggest this entire building should be repurposed for administrative support services such as 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 outdated 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

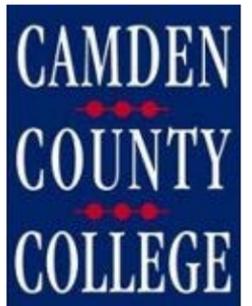
- This facility could become a cost center for the College since annual contracts are nearing \$40,000 for current College partners to rent space for their programs. This project will allow the College to continue to expand and serve the counties' secondary school population in transitional college classrooms.
- 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 outdated central plant.
- Truman Hall will be renovated to provide additional classrooms in space vacated by Transportation Technology. These classrooms will serve GED students and 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 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 the 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.



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 2,000 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. Alternately, this building may be considered for demolition if development plans are such that the current facility impinges on development potential.

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

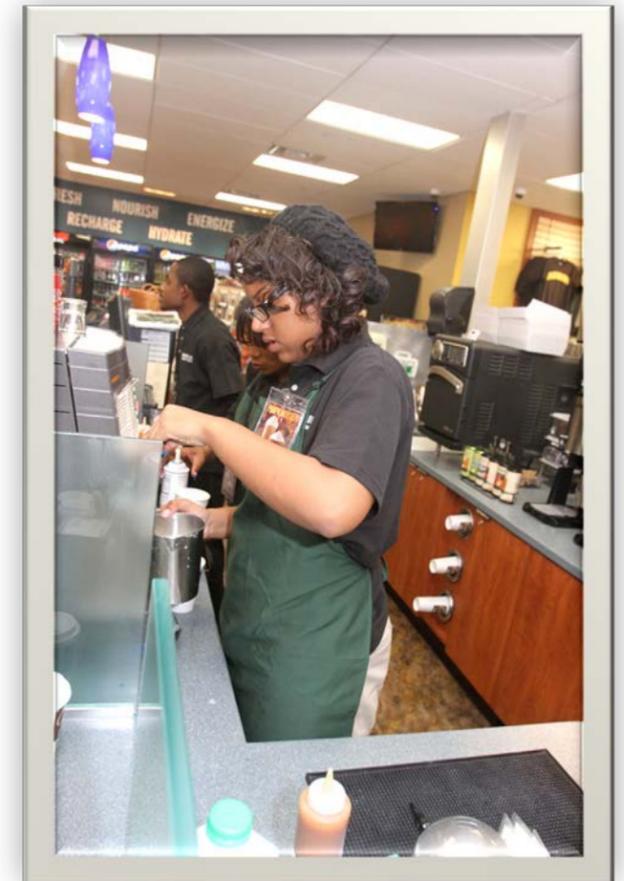
Camden Campus

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.



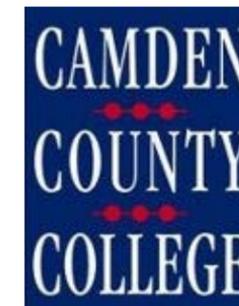
Future Proposed Improvements

Camden Technology Center Future Proposed Construction

- The College's retention initiatives are built on improving the success of our neediest students. In cooperation with the institutions of the City of Camden, Camden County College will continue to work to transition adults into higher education and the workforce. This urban campus demands an increase in the number of classrooms for Associate Degree programs. Additionally, the College's growing GED and Gateway to College programs are so popular that they compete for the valuable and limited credit class space on this two-building campus. With the construction of the Allied Health Facility, the College anticipates the expansion of the transitional studies programs through renovation of current campus space.
- 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 facade, parking decks, stair towers and breezeway.
- Preventive maintenance plans 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

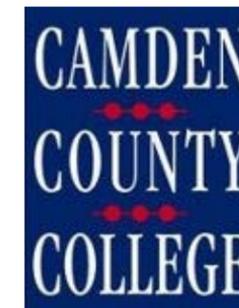
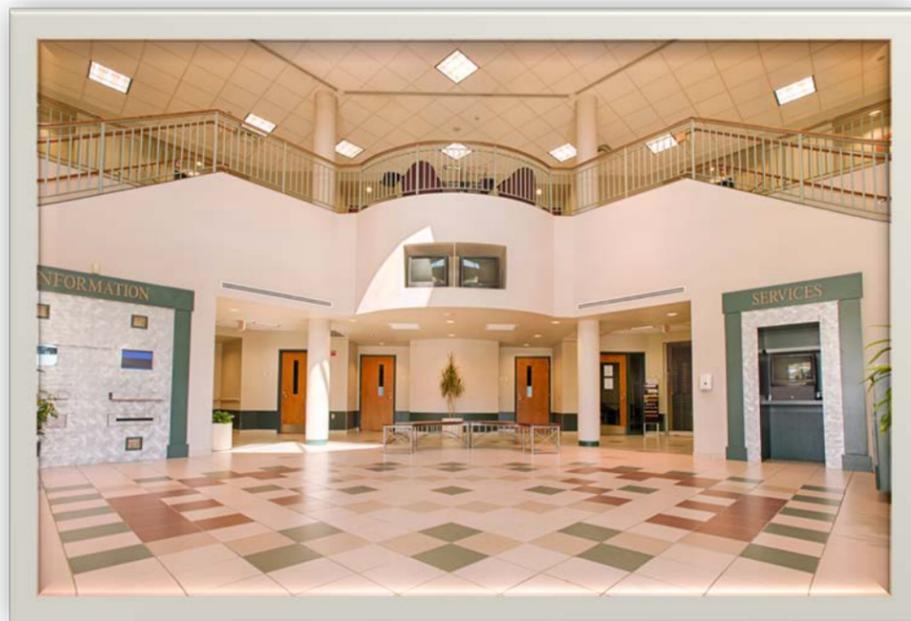
The William J. Rohrer Center has been well received and facilities have been in strong demand. The technology resources, the size and configuration of classrooms and the resource support provided within the building have become a new standard of quality for Camden County College, to be emulated in the 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 2014 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.

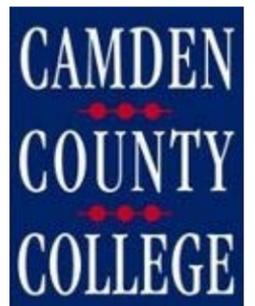
Green Initiative accomplishments include: campus-wide recycling program, switch to green certified cleaning products, availability of reduced fare passes for public transportation, construction of a campus greenhouse, increased campus tree planting and landscaping, Earth Day celebration and activities, 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 the goal for the building would be to obtain a minimum of a silver LEED (Leadership in Energy and Environmental Design) certification.

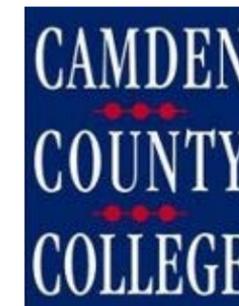
Since 2001, the College has strived to participate in sustainability programs. With the New Science and Classroom Building, this was a key opportunity to design a green building from inception. The College continues to implement energy conservation measures and green design applications in all renovations, retrofits and reconstruction projects where possible.



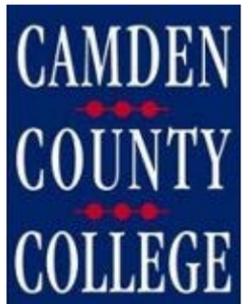
The transformation projects since 2004 have brought many energy savings and environmentally friendly changes to all campuses of Camden County College. These projects upgraded older buildings, roads, grounds, infrastructure, mechanical systems and added new square footage to the campuses both inside and out. These projects have all had a focus on sustainability, for instance:

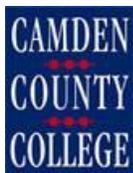
- All of exterior parking lot and roadway lighting has been replaced with high efficiency LED lighting, with a projected energy savings of 70%.
- Materials from asphalt and concrete paving to metal scrap are all recycled reducing solid waste disposal significantly.
- The College has replaced an aging, 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.



Project Components	Construction Cost		Owners Costs			Escalation	PROJECT TOTALS w Contingency
	Construction - Trade Cost	Design/Const. Contingency	Construction MGNT/Admin	Construction Indirects			
Roads & Grounds							
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	
Subtotal Roads & Grounds	\$ 7,856,400	\$ 1,571,280	\$ 392,820	\$ 78,564	\$ 235,692	\$ 10,134,756	
Facility Demolition							
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	
Subtotal Facility Demolition	\$ 1,000,000	\$ 200,000	\$ 50,000	\$ 10,000	\$ -	\$ 1,260,000	
New Construction							
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)	\$ 12,808,000	\$ 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	\$ 208,050	\$ 41,610	\$ 374,490	\$ 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	
Subtotal New Construction	\$ 93,270,050	\$ 18,654,010	\$ 4,663,503	\$ 932,701	\$ 6,891,932	\$ 124,412,195	
Building Renovations							
17 Taft Hall	\$ 9,691,490	\$ 1,938,298	\$ 484,575	\$ 96,915	\$ 290,745	\$ 12,502,022	
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	\$ 264,245	\$ 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	\$ 28,370	\$ 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	
Subtotal Building Renovations	\$ 40,983,524	\$ 8,196,705	\$ 2,049,176	\$ 409,835	\$ 2,745,711	\$ 54,384,951	
Total Cost	\$ 143,109,974	\$ 28,621,995	\$ 7,155,499	\$ 1,431,100	\$ 9,873,334	\$ 180,057,145	





College Master Plan Progress Report 2014-2015

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 College realizes that as times change, the plans are required to be fluid enough to change with the demands of our future. The College 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 included a description of work completed as a result of program changes, deficient facilities and failing infrastructure.

Dedicated to keeping the College Community informed and to continue a forward focused development plan, an additional update to the master plan was completed in fall of 2014. The 2014 Update included the status of projects and development as the calendar year 2014 came to a close.

As of this writing, the College closes in on completing its final phase of transformation at the Blackwood Campus. The last piece of the puzzle, being the integration of all student services into a one-stop facility will come to fruition with the opening of the newly renovated Taft Hall in June 2015. This building will essentially be the capstone for the ten year Master Plan project. The College met its goals established by this plan including a new science building, rebuilding of the college infrastructure, the establishment of a single administration building and the student services one-stop center albeit not exactly as laid out in 2003. Interestingly, when roadblocks to the plan were faced, either financially or through adjusting to changing environments, the foundation of the plan remained solid. For instance, the plan called for a construction of a new administration building. Several years ago however, a long term lessee granted a building back to the college that lent itself perfectly for refitting. The Administration Building plan

was adjusted to fit this renovation and therefore met the goal at a reduced cost while leaving valuable property open for future growth.

The revised 2013 and 2014 updated Master Plans did call for several other projects that had not been set forth in the 2003 plan. These included the purchase of an additional building in the Camden Downtown University District for the expansion of Transition to College programs as well as the partnership with University District partners to build an Allied Health lab and classroom building in Downtown Camden City.

The Allied Health project has remained at the forefront of the College's revised plans and at this time the means to obtain funding is currently underway. This project is expected to remain on course for completion in 2018 in partnership with the NJ Board of Governors, Rutgers and Rowan Universities.

Unfortunately due to lack of funding and environmental issues, the Transition to College building has not been purchased to date and currently, the project has been placed on hold. The potential exists at this time that the project will be scrapped entirely if no movement is made in 2015.

Lastly, as the College moves into 2015, the Master Plan has reached the end of its useful life. With the substantive goals met, the next step is to establish a new plan. Since 2004, all updates and revisions have been performed by in-house staff. Although the work was performed expertly, we realize that in order to truly understand the college's future potential, we will require fresh ideas and professionals to build a new plan.

In 2014, an RFP was issued to hire a planning firm to begin this next phase through creation of a new Academic Master Plan. The thought process was to first establish the academic direction of the college over the next ten years and then bring in professionals who could recommend how to maintain an infrastructure to support it. Unfortunately this project was ultimately not funded even though the planning firm was selected. Negotiations with the fiscal officer are underway to fund a new academic master plan and companion facilities master plan in 2015 that would formalize the direction of the college for the next ten years.

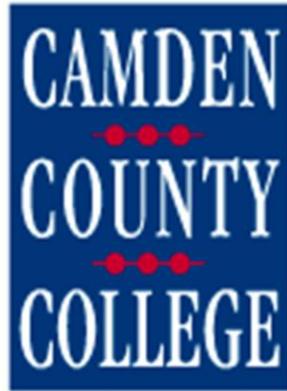
In the meantime, notwithstanding additional financial setbacks, the College Development Team will continue to work on new ideas and current plans that will internally carry the college through the next year and into the future as necessary.

Several examples of concepts proposed by the development team are:

- Building student housing on the Blackwood Campus,

- Public private partnerships to develop open spaces surrounding Blackwood Campus,
- Building of sports complexes to engage the community,
- High school stem and performing arts programs.
- Leasing of unused classroom spaces for business opportunities and local government cooperatives.

In support of this there are currently three market studies in process. Additionally, the development team meets regularly with government officials and private development companies continuing to study and establish plans to carry Camden County College into the future.



45th
ANNIVERSARY

Institutional Effectiveness Plan

2013-2015

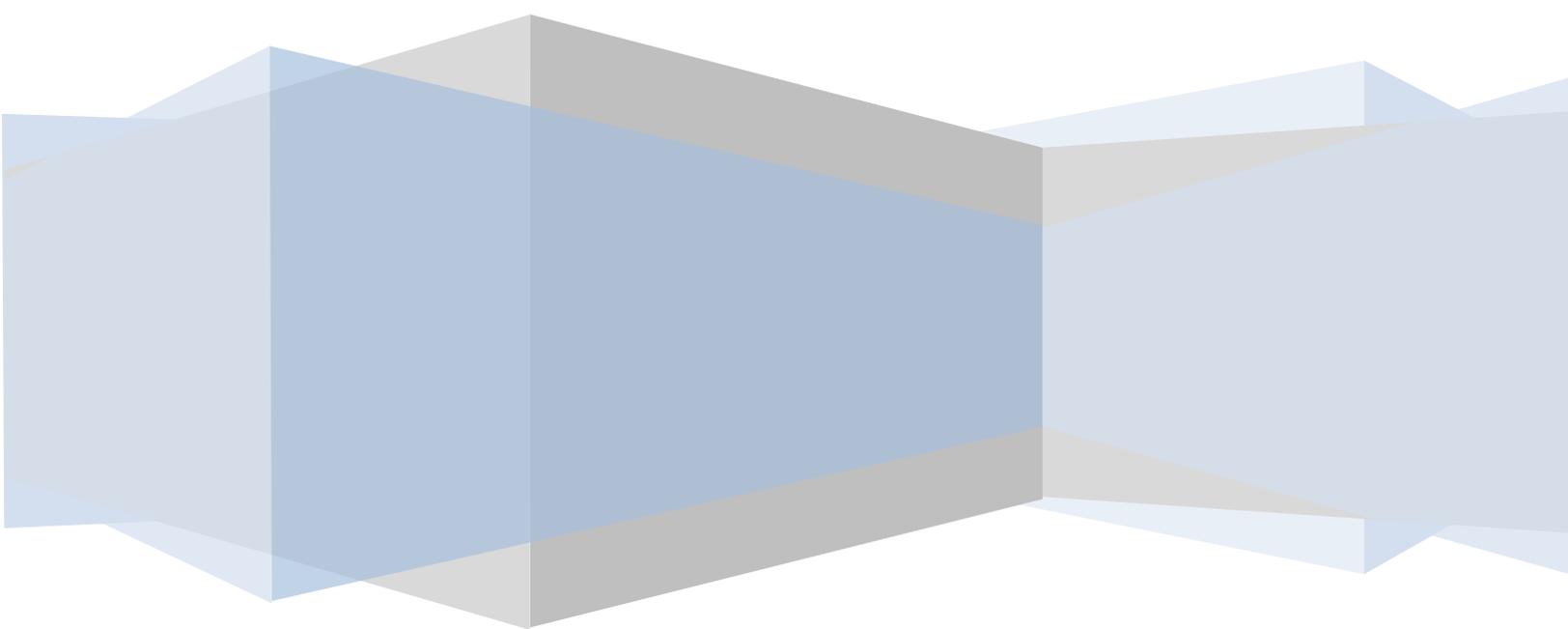


Table of Contents

Institutional Effectiveness Plan.....	1
The Strategic Plan to 2015.....	2
Camden County College Goals as Outlined in the Strategic Plan to 2015.....	2
Linking Strategic Plan to 2015 Issues to Middle States Standards and to Mission Goals.....	3
Institutional Indicators of Effectiveness.....	3
Planning Documents.....	5
Institutional Surveys and Other Reports.....	5
Student Learning Outcomes Assessment Plan.....	6
Educational Effectiveness Assessment & Improvement of Student Learning Outcomes & Achievement Since 2013.....	8
Enrollment Management Plan.....	11
Student Success Initiative.....	12
New Jersey Model for Measuring Student Success.....	12
Facilities Master Plan Update.....	13
Technology Master Plan.....	13
Disaster Recovery Plan.....	14
Institutional Resources to Support Assessment.....	14
Linking Planning and Assessment to Budgeting.....	15
Planning Assessment and Budget Calendar.....	18

Institutional Effectiveness Plan

Camden County College has implemented a systemic assessment process, using an evaluative template of defined institutional effectiveness indicators, which evaluates its overall effectiveness in achieving its mission and goals. The College's Institutional Effectiveness Indicators provide a framework for each College Unit to identify objectives which support the institution's goals, plan activities to support those objectives, and evaluate outcomes.

Essential elements of Camden County College's Institutional Effectiveness Plan include:

- Clear statements of institutional mission and goals;
- Identification of clear and measurable outcomes tied to the goals;
- Clear, articulated plans documenting unit priorities in accomplishing goals;
- A well-defined, sustainable approach to gathering data and comparing results;
- Analysis of assessment findings to inform budget priorities, institutional improvement and renewal;

Anchored in the *Strategic Plan to 2015*, Camden County College's *Institutional Effectiveness Plan* measures its effectiveness in accomplishing institutional goals, using a *series of strategic issues* that assess the overall unit objectives. Camden County College's evaluation of Institutional Effectiveness is derived from the Vision, Mission, Values and Goals of the College and is purposefully articulated in the Strategic Plan. The evaluation of Institutional Effectiveness at Camden County College provides data to determine the degree to which the College achieves its mission and goals. The collection and analysis of unit outcomes ensures institutional improvement and renewal through the use of the results.

In its commitment to implement an Institutional Effectiveness Plan, the Board of Trustees empowers the President and his staff to develop and implement planning documents. These Plans are assessed and presented to the Board for discussion each June. Camden County College's Institutional Effectiveness Plan is supported by the adoption, implementation, and evaluation of the following Planning Documents: Strategic Plan to 2015, Student Learning Outcomes Assessment Plan 2010 – 2015, Enrollment Management Plan, Facilities Master Plan Update – 2014, Technology Master Plan.

The Strategic Plan to 2015

The Strategic Plan to 2015 outlines a series of ten Strategic Issues which support the College's Vision, Mission, Values and Goals. These ten Strategic Issues are supported by Strategic Initiatives that describe expected outcomes. The Strategic Plan outlines a strategic agenda and provides a framework to continually assess progress toward accomplishment of the College's goals. 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.

Camden County College Goals as Outlined in the Strategic Plan to 2015

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 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 college, 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 good steward of its financial, physical and human resources.
9. Programs will provide students with the understanding and skills they need to adapt to change international conditions and to compete in a global economy.
10. The College will provide a technology rich environment that supports teaching, learning, and working.

The Strategic Plan to 2015 also outlines ten Strategic Initiatives and proposes objectives to organize institutional priorities to inform decision-making.

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

Linking Strategic Plan to 2015 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

Institutional Indicators of Effectiveness

Evaluation of our 2013 Institutional Effectiveness Plan assisted the College in clarifying our Indicators of Institutional Effectiveness. Camden County College's Institutional Indicators are: **Access, Affordability, Student Success, and Resources**. We have determined that the metrics we consistently report on an annual basis fundamentally support four overarching themes directly linked to our Mission.

The following chart is a representation of the Indicators of Institutional Effectiveness, as categorized by our four themes, and the metrics collected for each.

Indicators of Institutional Effectiveness	Metrics
Access	<ul style="list-style-type: none"> • Enrollment • Community Outreach • Developmental Education
Affordability	<ul style="list-style-type: none"> • Tuition & Fees • Financial Aid
Student Success	<ul style="list-style-type: none"> • Retention • Completion/Graduation • Transfer
Resources (Financial and Human)	<ul style="list-style-type: none"> • Financial • Staffing • Resource Utilization

Benchmarks measure metrics within each of the four indicators. Benchmarks have been identified based on 2014 baseline data through 2020 (6 yrs.). Camden County College has consistently used our New Jersey Peer institutions (Bergen, Brookdale, Middlesex & Union Community Colleges), to measure our progress in our annual reporting. These six-year benchmarks are used to evaluate our success in retention, completion, graduation and transfer. Within the six year benchmarks, yearly targets are identified, reviewed and adjusted based upon evaluation of prior year performance. This review and assessment of each target ensures the sustainability of the process. The resulting performance data is reviewed and presented to the BOT on a monthly basis and at the annual Board Retreat. The executive team now uses a newly created an “IE Data Tool” that organizes the data to support each of the Indicators of Institutional Effectiveness. This new resource is in addition to the information available in the Fact Book. Data and the resulting analysis can be accessed through a link on our website for use by the College community. In addition, the Institutional Effectiveness Indicators that were presented in the Plan have been enhanced and are accessible through electronic links within the Plan.

The Institutional Effectiveness Indicators are set up in a dashboard fashion. The user is presented with a graphic depiction of the four major indicators- access, affordability, student

success, and resources. Clicking on any of these indicators brings up a table of contents with hyperlinks to each area containing detailed information. When the major data tables are revealed, hyperlinks to more detailed information are available. This detailed information includes both trend data and comparative sector data, including our peer data. In addition, a link to our Fact Book is available so the reader can get additional information on individual college programs. Also included on the front page is the ability to write specific queries through a report writer (Informer) directly linked to the student database. This report writer is being developed by the Office of Information Technology and when completed will give the user an interactive process to get more customized student and program information.

Planning Documents

In addition to the use of the metrics in the EI Data Tool to inform the Institutional Effectiveness Indicators, five unit plans address operational priorities at the College. These plans include the Strategic Plan, the Student Learning Outcomes Plan, the Enrollment Management Plan, the Facilities Master Plan and OIT Technology Plan. Each of the President's staff takes responsibility for their own planning document and develops priorities based on assessment of the prior year's plan and current conditions at the College. Outcomes from Unit Plan 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 semester. Institutional Effectiveness Outcomes data as well as other unit reports are made available through the College's Share Drive. As a result of ongoing planning and assessment of all academic and non-academic units through the annual Strategic Plan reporting out process, Camden County College demonstrates continuous improvement and renewal of all its processes and systems.

Institutional Surveys and Other Reports

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. In addition, a sampling of the surveys that are available as a report includes the biannual Noel Levitz Student Satisfaction Survey Inventory and the annual Graduate Follow-Up Survey. Other College reports that are updated annually and are available on our share drive include:

- New Jersey Department of Higher Education Annual Institutional Profile
- Middle States Annual Profile
- College Fact Book
- NJ Community College Sector Fact Book
- Enrollment Reports- Official 10th Day by semester
- Percent of course sections taught by full-time faculty
- Institutional Quick Facts

Student Learning Outcomes Assessment Plan

Camden County College has continued to implement and improve upon its processes 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 assessing the interrelatedness between the program student level outcomes and institutional level goals through curriculum mapping and interrelationship mapping. Camden County College faculty remains committed 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 Guiding 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, two faculty members per division were appointed 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. Upon decentralized of assessment oversight to the division level, 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 provides an opportunity for the College to identify and utilize faculty leadership to strengthen the existing assessment program, reducing reliance on one office/administrator, and sustain a culture of shared responsibility of deans, faculty, and administration. 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.

Educational Effectiveness Assessment & Improvement of Student Learning Outcomes & Achievement Since 2013

We continue to assess and improve overall assessment process, modifying processes, providing additional professional development and resources to improve assessment of student learning. Since submitting our Periodic Review Report (PRR) in 2013, Camden County College has implemented additional improvements, based on the evaluation of previous assessment processes and continues to enhance and maintain a sustainable system of assessing and improving student learning outcomes.

The most effective way to support a sustainable system of assessment and determine educational effectiveness is to respond to the need for additional professional development. Since 2013, professional development opportunities have been expanded. A variety of workshops are available to faculty and staff and a web-based Electronic Lib Guide has been developed that provides a central location for all assessment related resources. Meetings between the deans and the Associate Dean for Curriculum and Assessment are held monthly to review assessment activities and individual meetings with each dean are held to review specific issues within their areas. The Associate Dean of Curriculum and Assessment meets with individual faculty and chairs throughout the academic year to provide individual professional development for those areas where there are gaps in student learning outcomes assessment.

The Vice President for Academic Affairs meets monthly with the Associate Dean for Curriculum and Assessment to review outcomes data and evaluate assessment processes to identify gaps within our existing assessment processes. Each month, assessment activities and findings are highlighted within each of the academic divisions. Since our PRR submission, our monitoring of assessment continues to evolve and improve. A Deans' Assessment Meeting is held each month, where assessments are evaluated and action plans are recommended to address gaps in the process. All academic departments are required to submit an assessment report on Student Learning Outcomes to their academic dean every June. The annual report must detail the

measures used, findings, and future interventions, if needed. The Deans monthly assessment meetings determine how effective programs are in assessing program Student Learning Outcomes. This monthly meeting has been highly effective in providing regular professional development to the Deans.

In evaluating the decentralized model of assessment implemented in January 2013, we realized that moving direct responsibility and accountability for assessment to the academic departments and the academic dean of each division was essential. Academic deans are responsible for oversight of the evaluation of student learning in their division.

Under the leadership of an Associate Dean of Curriculum and Assessment, Student Learning Outcomes Assessment (SLOA) Liaisons were identified, trained and supported their area dean in 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. Faculty accountability to their academic dean has significantly improved compliance with assessment requirements. Academic departments are required to provide an updated Curriculum Map, Interconnectedness Chart, mapping course student learning outcomes to programmatic student learning outcomes, and Assessment Summaries; documenting new assessment findings to the Dean at the end of each academic year.

Upon evaluation of the assessment process, yet another change was necessary. The existing process of using Excel worksheets was extremely effective in collecting assessment data, however is limited in being able to organize summative evaluation of existing assessment activities. In order to evaluate the overall progress of assessment, a more sustainable means to document, store and report on program assessments was necessary. Committed to Strategic Plan Issue X. Enhance Institutional Assessment Activities, the College supported the decision to purchase a web-based assessment management system. In fall 2013, faculty vetted different online assessment management systems and ultimately decided upon TK20. TK20 was purchased in spring 2014, and all previous data maintained in Excel from 2008 has been configured and converted into TK20. Moving to TK20 provides faculty with the ability to enter Assessment Plans on an ongoing basis, using web based forms in a user friendly system. The implementation of TK20 has been a significant advancement in the sustainability of quality

assessment activities to determine the effectiveness of educational programs offered by the College.

TK20 training materials have been developed for implementation this spring. TK20 assessment plan templates have been modified and are ready for new assessment plan data entry. 2014 Assessment is completion is due by May 30. The Associate Dean and academic deans will meet with each department, review submitted assessment, evaluate and make recommendation for further improvement in June. The College will continue to use the month of June as a significant professional development time period, as faculty have completed and their assessment findings by May 30, and begin planning for the upcoming academic year. Meetings are held with individual departments to reflect on assessment findings, discuss strategies to make improvements based on assessment findings will inform addition strategies to improve student attainment of desired outcomes.

The College continues to identify and utilize faculty leadership to strengthen the existing assessment program, creating a culture of shared responsibility of deans, faculty, and administration. The Student Learning Outcomes Assessment Liaisons evolved into “TK20 MIT Team” positions, responsible for assisting in the implementation of TK20 and training faculty. Through this process, an Assessment Verification Checklist has been developed and included in faculty assessment training initiatives, providing additional resources to interpret assessment results and understand how the assessment activities tie back to programmatic and institutional mission. The goal continues to be to maintain a sustainable system of assessing and improving student learning outcomes.

The College remains engaged in ongoing discussions and evaluation of the institution’s assessment processes and uses every opportunity to identify gaps in our process and celebrate improvements in student learning outcomes. Because assessment has become part of normal departmental work, faculty recognizes the importance of Student Learning Outcomes and results of assessment activities. So much so that in fall, 2013 faculty voted to require that all changes to Student Learning Outcomes must be approved through the governance process; the SLO’s are reviewed and discussed at Department meetings, approved through appropriate governance processes, and are included in governance minutes. Only then, are Program Student Learning

Outcomes able to be revised and included in the Catalog. During the 2013-2014 Academic year, 25 academic programs' Program Student Learning outcomes were reviewed by the curriculum committee; 7 programs brought programs forward for SLO update, and 7 new programs were brought to the committee for review. As Program Student Learning outcomes are reviewed, the methods of measuring the attainment of student learning outcomes are discussed by the Curriculum committee, Academic Deans, and Associate Dean of Curriculum and Assessment.

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 the following educational goals:

1. Preparing for College (Recruitment)
2. Enrolling in College (Enrollment)

3. Progressing through College (Retention)
4. Completing College requirements (Graduation)

Student Success Initiative

In spring of 2013, the College implemented a Student Success Initiative, whose mission was 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

Over time, these measures of effectiveness for student services have been integrated into the Enrollment Management Plan, since these support services directly affect enrollment, retention and graduation.

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.

Facilities 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 2014, a Facilities Master Plan Update was updated to address the College's revised goals for the next one to three 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 realizes that as times change and the plan are required to be fluid enough to change with the demands of our future. The 2014 report includes a description of work completed as a result of program changes, deficient facilities and failing infrastructure. As we look ahead, we look forward to reviewing our current infrastructure and land use in preparation for our next Facilities Master Plan

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 Technology 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.

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

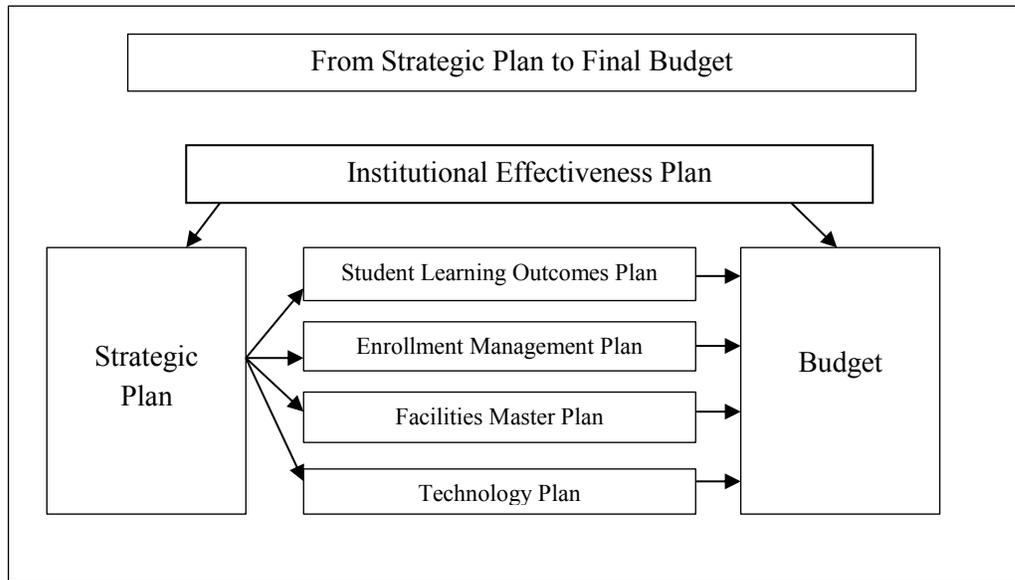
management. In addition, IR at Camden County College is committed to providing accurate information for its constituents by adhering to the following goals:

- 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 for the next year, 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 and Initiatives in the Strategic Plan. Each member of the Executive Staff costs 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, identifying activities to determine objectives for 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

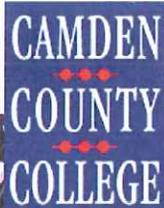
- Strategic Plan Outcomes due to the Office of Institutional Research.
- Capital Budget presented at the Academic and Student Affairs Committee Meeting
- Capital Budget presented at the Business Affairs, Audit and Campus Development Committee Meeting
- Operating Budget presented at the Business Affairs, 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
- Gradate Survey (prior year graduates)

June

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



[Home](#) > [Press Room](#) > Article Detail

Article Detail

Pact with CCC Expands Student Possibilities for Rutgers-Camden Study

Every student who enrolls at Camden County College will receive conditional acceptance into Rutgers University--Camden, thanks to an agreement signed by officials from both institutions Monday. The same agreement gives any student from any of the eight South Jersey counties – Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean and Salem – who applies to Rutgers–Camden for freshman-year admission and is denied conditional acceptance if they subsequently enroll at CCC.

As long as the student completes a Camden County College associate degree and satisfies program-specific requirements, he or she will gain admission to Rutgers–Camden. CCC students who meet all admission criteria for their selected programs also will be given priority access as transfer students over students applying from other institutions of higher education.

Signing the new pact were Raymond Yannuzzi, president of Camden County College, and Phoebe A. Haddon, chancellor of Rutgers–Camden. They joined state Sen. Donald Norcross, Camden County Freeholder Director Louis Cappelli, Freeholder Ian K. Leonard and CCC trustee chairman John T. Hanson in explaining the significance of the expanded partnership between the two schools to the audience of students, faculty, staff, government officials and community members who witnessed the signing on CCC's Blackwood Campus.

Monday's activity expands significantly the longtime partnership that Camden County College has maintained with Rutgers–Camden. Previous agreements between the institutions include bachelor's degree-completion programs in business administration, liberal studies and psychology offered on the Blackwood Campus. They also include conditional acceptance pacts for CCC students into Rutgers–Camden's College of Arts and Sciences or School of Business and for international students who want to attend CCC before transferring to Rutgers–Camden. There have been numerous articulation agreements and facility-sharing contracts as well. In addition, CCC offers a bachelor of science in nursing degree program on its Blackwood Campus in cooperation with the Rutgers College of Nursing, Newark and New Brunswick.

Also announced Monday was the new umbrella title for the entire partnership between the institutions: Rutgers University at Camden County College.

Students interested in taking advantage of any of the Rutgers University at Camden County College opportunities may contact academic program manager Adam Brown at (856) 227-7200, ext. 4524, or adam.a.brown@rutgers.edu with any questions.

Published: September 29, 2014

■ [CCC in the News](#)

■ [Press Releases](#)

■ [Public Relations Internships](#)

■ [Resources for the Media](#)

■ [Home](#)

Our Locations

[Blackwood Campus](#)

P.O. Box 200
College Drive
Blackwood, NJ 08012-0200
(856) 227-7200
[Directions](#) | [Interactive Map](#) | [Map](#)

[Camden City Campus](#)

200 N. Broadway
Camden, NJ 08102-1185
(856) 338-1817
[Directions](#)

[Regional Emergency Training Center](#)

420 North Woodbury-Turnersville Road
Blackwood, NJ 08012
(856) 874-6004
[Directions](#)

[William G. Rohrer Center](#)

1889 Rt. 70 East
Cherry Hill, NJ 08003-2013
(856) 874-6000
[Directions](#)

Stay Connected

- [Facebook](#)
- [Twitter](#)
- [YouTube Channel](#)
- [Check your student e-mail](#)
- [iTunes](#)
- [WebStudy](#)
- [CCC Radio](#)
- [AskCCC](#)
- [CCC Photo Blog](#)

Additional Information

- [Accreditations](#)
- [Athletics](#)
- [HEOA/Consumer Information](#)
- [Board of Trustees Details](#)
- [Conference Center](#)
- [College Publications](#)
- [Contact Us](#)
- [Directory](#)
- [Faculty and Staff](#)
- [Gainful Employment](#)
- [HFSN Alumni Transcript Request](#)
- [Jobs @ CCC](#)
- [Media Inquiries](#)
- [Middle States Commission on HE](#)
- [Police Academy](#)
- [Search for Classes](#)
- [Public Safety](#)
- [Rentable Facilities](#)
- [Rutgers at CCC](#)
- [Strategic Plan](#)
- [Vendor Opportunities](#)

[Translation Disclaimer](#)

Powered by [CommonSpot](#).™

2014 Camden County College Programs - Enrollment and Graduate Data

DIV	Code	Dept	Program	Action Required	Cr	FA Eligible	Enrollment Fall 2012	Enrollment Spring 2013	Enrollment Fall 2013	Enrollment Spring 2014	Duplicated Enrollment Fall 2014*	Enrollment Trend	Enrollment Average 5 terms	GRADS FY11	GRADS FY12	GRADS FY13	GRADS FY14	GRAD Trend	GRADS Average 4 Yrs	FY15 Perkins Funding
AHHS	LAS.AA	AHS	Liberal Arts & Sciences	Progressing	62	FA Eligible	1008	852	784	721	679		809	136	136	153	120		136	
AHHS	ECE.AA	ECE	Early Childhood Option	Terminated	61	FA Eligible	115	93	60	50	29		69	8	6	9	11		9	
AHHS	EDU.AS	EDU	Elementary/Secondary Education -	Revision needed - Reduce Credits	64	FA Eligible	478	467	434	396	385		432	183	139	99	83		126	
AHHS	IAP.CA	EDU	Instructional Aide Paraprofessional Core	TERMINATE	48	FA Eligible	1	1	1	1	1		1	2	0	0	2		1	
AHHS	EED.AA	EED	Early Childhood Education	NEW - reduce credits	64	FA Eligible	5	28	75	87	114		62	0	0	0	2		1	
AHHS	PTE.AAS	EED	Preschool Teacher Education	NEW	60	FA Eligible	3	4	15	20	32		15	0	0	0	0		0	
AHHS	ECH.AS	EED	Early Childhood Option	Terminated		NO	64	54	45	41	24		46	18	9	14	11		13	
AHHS	ENG.AA	ENG	LAS: English Option	Progressing	62	FA Eligible	80	86	85	73	86		82	15	12	14	9		13	
AHHS	FLM.AAS	FLM	Film & Television Production	NEW	60	FA Eligible	25	36	44	42	52		40	0	0	0	1		0	\$55,624
AHHS	FLM.CT	FLM	Film & Television Production Assistant Cert.	TERMINATE		NO	2	2	1	2	3		2	0	0	0	0		0	
AHHS	GOV.AA	HIS	LAS: Law, Govt., Politics Option	Increase Graduates	63	FA Eligible	110	87	89	83	82		90	8	9	12	8		9	
AHHS	HST.AA	HIS	LAS: History Option	Increase Graduates	62	FA Eligible	51	47	57	52	59		53	3	8	4	7		6	
AHHS	INT.AA	LAN	International Studies	Increase Graduates	62	FA Eligible	28	24	20	29	39		28	2	3	8	7		5	
AHHS	MUS.CA*	MUS	Music Recording Certificate of Achievement	Increase Graduates	24	0	16	19	18	14	9		15	4	7	10	10		8	\$ 88,115
AHHS	PSY.AA	PSY	LAS: Psychology Option	Progressing	62	FA Eligible	446	417	441	433	413		430	52	63	67	69		63	
AHHS	SLA.AAS	SLE	ASL/English Interpreting	Increase Graduates	63	FA Eligible	113	100	87	79	88		93	12	8	5	6		8	
AHHS	SLS.AA	SLE	Deaf Studies /Pre-Interpreting Option	Increase Graduates	61	FA Eligible	19	22	22	19	19		20	5	2	4	1		3	
AHHS	SLS.CA	SLE	American Sign Language	NEW			0	0	0	0	0		0	0	0	0	0		0	
AHHS	EIT.CA	SLE	Educational Interpreter Training Certificate of Achievement	TERMINATE - No Grads- Notify grant	18	NO	1	2	1	1	5		2	0	1	0	0		0	
AHHS	MUS.AA	VPA	Music Option good enroll- low grads	Increase Graduates	64	FA Eligible	93	84	83	68	64		78	8	6	4	7		6	
AHHS	SPT.AA	VPA	Speech & Theatre Option	Revision needed - Reduce Credits	64	FA Eligible	42	32	31	28	39		34	2	2		2		2	
AHHS	STA.AFA	VPA	Studio Art	Revision needed - Reduce Credits	64	FA Eligible	36	36	36	33	31		34	3	1	1	4		2	
AHHS	APA.AA	VPA	Fine & Applied Arts Option: Applied Arts	Increase Graduates	62	FA Eligible	62	71	76	70	62		68	8	6	9	7		8	
AHHS	COM.AA	VPA	Communications Option	Revision needed - Reduce Credits	62	FA Eligible	167	158	162	142	126		151	31	27	25	29		28	
AHHS	PHJ.AA	VPA	Communications Option: Photo-Journalism Track	Terminate	62	FA Eligible	22	23	18	17	13		19	0	0	1	0		0	
AHHS	PHO.AA	VPA	Photography Option;	Increase Graduates	62	FA Eligible	51	43	40	32	32		40	8	5	8	3		6	
AHHS	PRA.AA	VPA	Communications Option: Public Rel./Adv. Track	Increase Graduates	62	FA Eligible	71	63	64	56	62		63	9	5	7	4		6	

2014 Camden County College Programs - Enrollment and Graduate Data

DIV	Code	Dept	Program	Action Required	Cr	FA Eligible	Enrollment Fall 2012	Enrollment Spring 2013	Enrollment Fall 2013	Enrollment Spring 2014	Duplicated Enrollment Fall 2014*	Enrollment Trend	Enrollment Average 5 terms	GRADS FY11	GRADS FY12	GRADS FY13	GRADS FY14	GRAD Trend	GRADS Average 4 Yrs	FY15 Perkins Funding
BPS	GMA.AAS	AUT	Automotive Technology (Apprentice) GM/ASEP	Revision needed - Reduce Credits	75	FA Eligible	18	15	26	18	23		20	5	6	2	6		5	22,428
BPS	AUT.AAS	AUT	Automotive Technology (Apprentice)	Revision needed - Reduce Credits	66	FA Eligible	80	84	91	90	91		87	8	7	4	6		6	
BPS	ASM.CA	AUT	Automotive Service Management	New - move to business?			0	0	0	0	0		0	0	0	0	0		0	
BPS	GAT.CA	AUT	Automotive General Technician Cert. of Achievement	Increase Graduates	44	FA Eligible	30	27	21	27	31		27	6	3	6	4		5	
BPS	GMT.CA	AUT	Automotive GM Technician Cert of Achievement	Terminate	20	0	0	0	2	2	1		1	0	0	0	1		0	
BPS	ACC.AAS	BUS	Accounting	Analysis of All Business AAS degrees; 2 transfer (AA & AS) AAS degree, certificates?	66	FA Eligible	152	176	174	167	149		164	18	7	10	11		12	
BPS	FIN.AAS	BUS	Finance		66	FA Eligible	42	38	44	40	46		42	2	1	3	2		2	
BPS	MKT.AAS	BUS	Marketing		63	FA Eligible	39	40	40	40	37		39	2	1	1	4		2	
BPS	ABA.AS	BUS	Business Administration		62	FA Eligible	0	44	204	232	353		167	0	0	0	1		0	
BPS	MGT.AAS	BUS	Management		62	FA Eligible	68	60	50	57	51		57	10	5	6	2		6	1,679
BPS	SBM.AAS	BUS	Management: Small Business Management Option		62	FA Eligible	54	51	62	56	66		58	1	3	0	1		1	
BPS	BPM.AAS	BUS	Business Paraprofessional Management Option	60	FA Eligible	25	20	28	26	16		23	6	3	0	2		3		
BPS	ACC.CA	BUS	Computerized Accounting Specialist-Certificate	Terminated		NO	0	0	1	1	2		1	2	5	1	0		2	
BPS	BUS.AS	BUS	Business Administration Option	Terminated		NO	1068	1029	864	842	766		914	176	162	179	162		170	
BPS	INF.AS	BUS	Business Administration Option: Information Systems Track	Terminated		NO	58	45	44	44	27		44	2	1	1	0		1	
BPS	CAD.AAS	CAD	CADD: Computer Aided Drafting & Design	Increase Graduates	63	FA Eligible	40	41	41	42	52		43	2	5	5	2		4	20,674
BPS	CAD.CA	CAD	CADD: Computer Aided Drafting Design Cert of Achievement	TERMINATE	34	FA-Eligible	3	2	3	3	3		3	1	5	0	0		2	
BPS	CIS.AAS	CIS	Computer Information Systems	Revision needed - Reduce Credits	65	FA Eligible	75	63	65	57	57		63	4	6	6	5		5	
BPS	PCM.AAS	CIS	Computer Information Systems: Personal Computer Option	TERMINATE	63	FA-Eligible	12	13	14	15	13		13	2	2	1	1		2	
BPS	MIS.AS	CIS	Management Information Systems	new	61	FA Eligible	0	0		0	3		0	0	0	0	0		0	
BPS	PCS.CT	CIS	Personal Comp Spec-Cert	TERMINATE	34	FA-Eligible	2	3	4	3	1		3	0	0	0	0		0	107,166
BPS	CPG.CT	CIS	Computer Programming-Cert	TERMINATE	33	FA-Eligible	6	4	3	3	5		4	1	0	2	1		1	
BPS	UNIX.CA	CIS	Linux/UNIX Administration Cert. of Achievement	TERMINATE	18	NO	0	0	2	0	11		3	0	0	0	0		0	
BPS	CRJ.AS	CRJ	Criminal Justice	Revision needed - Reduce Credits	64	FA Eligible	698	679	627	580	601		637	94	74	96	80		86	
BPS	CIA.CA	CRJ	Crime & Intelligence Analysis Cert. of Achievement	TERMINATE	24	NO	1	2	2	3	3		2	0	0	0	0		0	
BPS	EDM.CA	CRJ	Emergency & Disaster Management Cert. of Achievement INACTIVE	Increase Graduates	20	0	2	1	1	5	6		3	0	0	0	0		0	
BPS	HLS.CT	CRJ	Homeland Securiry	NEW			0	0	0	0	0		0	0	0	0				
BPS	FOP.CA	CRJ	Fundamentals of Policing-Cert of Achievement	Progressing	15	0	12	26	92	71	4		41	27	0	21	216		66	
BPS	COR.CA	CRJ	Corrections Certificate of Achievement	Progressing	12	0	23	35	21	0	52		26	3	31	53	32		30	
BPS	FIR.AAS	FIR	Fire Science Technology	Revision needed - Reduce Credits	64	FA Eligible	61	53	94	186	151		109	5	4	4	8		5	
BPS	FRA.AS	FIR	Fire Science Administration	Increase Graduates	62	FA Eligible	0	0	12	4	8		5	9	2	4	0		4	
BPS	PAR.AAS	OST	Paralegal Studies	Revision needed - Reduce Credits	65	FA Eligible	86	87	75	73	79		80	11	10	14	11		12	61,563
BPS	ADA.AAS	OST	Off Sys Tech: Administrative Assistant	Increase Graduates	62	FA Eligible	26	26	16	11	13		18	1	4	2	3		3	10,700

2014 Camden County College Programs - Enrollment and Graduate Data

DIV	Code	Dept	Program	Action Required	Cr	FA Eligible	Enrollment Fall 2012	Enrollment Spring 2013	Enrollment Fall 2013	Enrollment Spring 2014	Duplicated Enrollment Fall 2014*	Enrollment Trend	Enrollment Average 5 terms	GRADS FY11	GRADS FY12	GRADS FY13	GRADS FY14	GRAD Trend	GRADS Average 4 Yrs	FY15 Perkins Funding
BPS	IFP.AAS	OST	Off Sys Tech. Admin Assistant Info Processing	TERMINATE	62	FA Eligible	7	10	6	5	3		6	1	0	0	2		1	
BPS	SAT.CT	OST	Office Assistant Certificate	TERMINATE	30	NO	4	5	8	1	4		4	1	0	1	3		1	
BPS	VAS.CA	OST	Virtual Assistant Certificate -- NEW --	TERMINATE	24	NO	0	0	0	0	1		0	0	0	0	0		0	

2014 Camden County College Programs - Enrollment and Graduate Data

DIV	Code	Dept	Program	Action Required	Cr	FA Eligible	Enrollment Fall 2012	Enrollment Spring 2013	Enrollment Fall 2013	Enrollment Spring 2014	Duplicated Enrollment Fall 2014*	Enrollment Trend	Enrollment Average 5 terms	GRADS FY11	GRADS FY12	GRADS FY13	GRADS FY14	GRAD Trend	GRADS Average 4 Yrs	FY15 Perkins Funding
NHHS	ADD.AAS	ADD	Addictions Counseling	Progressing	60	FA Eligible	220	221	216	200	194		210	37	38	39	36		38	
NHHS	ADD.CA	ADD	Addictions Counseling Cert of Achievement	Increase Graduates	24	FA Eligible	24	28	32	36	46		33	2	11	16	7		9	
NHHS	OTA.AS	AHN	Occupational Therapy Assistant	TERMINATE	74	NO	1	2	1	0	3		1	0	0	0	0		0	
NHHS	CMA.AAS	AHN	Health Sci: Certified Medical Asst. Option	Do we need both? Do we have one Health Science, and revise	63	FA Eligible	18	14	11	6	5		11	3	0	0	0		1	
NHHS	HSC.AAS	AHN	Health Science		60	FA Eligible	67	62	41	30	24		45	14	14	8	11		12	
NHHS	IHC.CA	AHN	International Healthcare Cert of Achievement	TERMINATE	18	NO	0	0	1	0	0		0	0	0		0		0	
NHHS	ASC.AAS	ASC	Veterinary Technology	Revision needed - Reduce Credits	64	FA Eligible	143	120	101	80	73		103	20	22	22	40		26	40,765
NHHS	DAS.AAS	DAS	Dental Assisting	fix publication - must show all courses; elim free elective	63	FA Eligible	13	9	23	26	41		22	6	11	14	20		13	42,610
NHHS	DAS.CT	DAS	Dental Assisting-Cert	Progressing	41	FA Eligible	28	32	17	21	43		28	24	24	18	35		25	
NHHS	DHY.AAS	DHY	Dental Hygiene	Revision needed - Reduce Credits	78	FA Eligible	44	42	47	47	44		45	23	18	19	20		20	
NHHS	DTT.AAS	DTT	Dietetic Technology	Progressing	64	FA Eligible	102	108	110	99	101		104	15	27	12	15		17	21,205
NHHS	NCM.CT	DTT	Nutrition Care Manager Certificate	TERMINATE - combine w HTS ca's into 1 certificate	34	FA Eligible	2	5	3	6	7		5	0	0	0	1		0	
NHHS	HIT.AAS	HIT	Health Information Technology	Revision needed - Reduce Credits	67	FA Eligible	120	114	125	118	132		122	7	8	12	14		10	
NHHS	MDC.CT	HIT	Medical Coding-Cert	Revision needed - Reduce Credits	39	FA Eligible	67	77	104	112	108		94	7	5	13	25		13	
NHHS	HPE.AS	HPE	Health & Exercise Science	Progressing	60	FA Eligible	186	159	152	150	159		161	24	9	19	15		17	10,000
NHHS	SPM.AS	HPE	Sports Management	Increase Graduates	60	FA Eligible	106	92	97	95	107		99	6	3	4	6		5	
NHHS	PT.CA	HPE	Personal Trainer Certificate of Achievement	Increase Graduates	18	0	11	14	12	8	14		12	5	3	3	3		4	
NHHS	DEV.AS	HSR	Human Services: Developmental Disabilities Option	TERMINATE	62	FA Eligible	7	9	15	20	20		14	0	0	0	2		1	
NHHS	HSR.AS	HSR	Human Services	Revision needed - who is target student	62	FA Eligible	347	320	349	317	309		328	62	57	48	53		55	
NHHS	PRT.AS	HSR	Psychosocial Rehabilitation & Treatment	TERMINATE	62	FA Eligible	12	14	19	15	24		17	0	0	0	0		0	
NHHS	HSR.CT	HSR	Developmental Disabilities	TERMINATE - combine into 1 certificate	31	NO	2	1	4	2	6		3	0	2	1	0		1	
NHHS	SSR.CT	HSR	Social Services Certificate	TERMINATE - combine into 1 certificate	30	FA Eligible	9	11	7	9	12		10	0	1	6	4		3	
NHHS	BHC.CA	HSR	Behavioral Health Care Cert of Achievement	TERMINATE - combine into 1 certificate	14	NO	3	1	3	2	4		3	0	0	1	0		0	
NHHS	HTS.AAS	HTS	Hospitality Technology	Increase Graduates	62	FA Eligible	30	31	37	32	34		33	4	3	3	5		4	
NHHS	FSM.CA	HTS	Food Service Management Certificate of Achievement	TERMINATE - combine into 1 certificate	31	NO	3	3	1	3	3		3	0	1	0	0		0	

2014 Camden County College Programs - Enrollment and Graduate Data

DIV	Code	Dept	Program	Action Required	Cr	FA Eligible	Enrollment Fall 2012	Enrollment Spring 2013	Enrollment Fall 2013	Enrollment Spring 2014	Duplicated Enrollment Fall 2014*	Enrollment Trend	Enrollment Average 5 terms	GRADS FY11	GRADS FY12	GRADS FY13	GRADS FY14	GRAD Trend	GRADS Average 4 Yrs	FY15 Perkins Funding
NHHS	HRM.CA	HTS	Hotel Resort Management Certificate of Achievement	TERMINATE - combine into 1 certificate	31	NO	1	2	2	1	2		2	1	0	0	1		1	
NHHS	CUL.CA	HTS	Culinary Certificate of Achievement	TERMINATE - combine into 1 certificate	30	NO	2	2	5	2	2		3	0	0	0	0		0	
NHHS	MEP.CA	HTS	Meeting and Event Planning Cert. of Achievement	Revision needed - Title Change; CE ladder	22	0	2	0	4	3	5		3	2	1	0	0		1	
NHHS	MAS.AAS	MAS	Massage Therapy	Revision needed - Reduce Credits	66	FA Eligible	13	14	14	15	17		15	4	5	1	1		3	
NHHS	MAS.CA	MAS	Massage Therapy Certificates of Achievement	TERMINATE	35	NO	1	0	0	1	2		1	4	5	5	0		4	
NHHS	MLT.AAS	MLT	Medical Lab Technology	Revision needed - Reduce Credits	65	FA Eligible	14	17	11	17	14		15	13	11	10	9		11	14,895
NHHS	MST.CA	MST	Multi-Skilled Tech. Cert. of Achievement	Increase Graduates	14	0	4	2	5	12	12		7	9	7	6	4		7	
NHHS	NOL.AS	NOL	Nursing: Our Lady of Lourdes	Progressing	82	FA Eligible	203	164	148	131	151		159	73	67	61	73		69	68,384
NHHS	PRN.AS	NUR	L A & S Science Option (Pre-Nursing)	Progressing	60	FA Eligible	1696	1682	1801	1713	1593		1697	207	203	144	158		178	
NHHS	NUR.CT	NUR	Practical Nursing Certificate	Revision needed - Reduce Credits	51	FA Eligible	34	29	25	9	34		26	42	33	24	20		30	
NHHS	PRM.AAS	PRM	Paramedic Science (AAS)	Revision needed - Reduce Credits	65	FA Eligible	75	63	59	49	57		61	7	5	4	7		6	
NHHS	PEM.AAS	PRM	Paramedic Educational Management	Increase Graduates	61	FA Eligible	7	11	13	5	10		9	4	2	2	6		4	
NHHS	PRM.CA	PRM	Paramedics-Cert. of Achievement	Increase Graduates	40	0	10	4	4	1	4		5	15	9	13	0		9	
NHHS	RST.AAS	RST	Respiratory Therapy	TERMINATE	69	FA Eligible	21	15	13	8	4		12	7	10	8	9		9	
NHHS	SRG.AAS	SRG	Health Science/Surgical Tech Option	Increase Graduates	61	FA Eligible	9	23	19	25	15		18	5	6	9	9		7	3,200
NHHS	SRG.CA	SRG	Surgical Technology Cert. of Achievement	Revision needed - Reduce Credits	38	FA Eligible	6	7	4	2	4		5	0	6	10	9		6	
NHHS	OPH.AAS	VIS	Ophthalmic Science Technology	Revision needed - Reduce Credits	66	FA Eligible	66	66	76	70	70		70	7	9	9	17		11	21,700
NHHS	OMT.CA	VIS	Ophthalmic Medical Technician Cert. of Achievement	Increase Graduates	32	FA Eligible	7	13	20	18	24		16	8	5	6	3		6	
NHHS	OPH.CA	VIS	Ophthalmic Science Technology Cert. of Achievement	Increase Graduates	27	FA Eligible	15	17	16	12	15		15	5	8	4	3		5	

2014 Camden County College Programs - Enrollment and Graduate Data

DIV	Code	Dept	Program	Action Required	Cr	FA Eligible	Enrollment Fall 2012	Enrollment Spring 2013	Enrollment Fall 2013	Enrollment Spring 2014	Duplicated Enrollment Fall 2014*	Enrollment Trend	Enrollment Average 5 terms	GRADS FY11	GRADS FY12	GRADS FY13	GRADS FY14	GRAD Trend	GRADS Average 4 Yrs	FY15 Perkins Funding
STEM	ENV.AS	BIO	LAS/ Environmental Science Option	Increase Graduates	62	FA Eligible	19	17	16	22	21		19	0	0	0	2		1	
STEM	SEB.AS	BIO	LAS\Secondary Education in Biology Option	TERMINATE	60	FA Eligible	2	7	9	6	4		6	0	0	0	0		0	
STEM	FSC.AAS	BIT	Biotechnology\Forensic Science Option	Revision needed - Reduce Credits	66	FA Eligible	47	42	34	28	26		35	6	3	1	2		3	
STEM	BIT.AAS	BIT	Biotechnology	Increase Graduates	63	FA Eligible	26	26	25	23	26		25	2	2	0	4		2	29,291
STEM	FDS.AS	BIT	LAS\Food Science Option	TERMINATE	63	FA Eligible	11	7	8	8	15		10	0	1	0	0		0	
STEM	CGR.AAS	CGR	Computer Graphics	Revision needed - Reduce Credits	66	FA Eligible	94	83	102	103	93		95	8	14	8	5		9	
STEM	VIT.AAS	CGR	Video Imaging	Revision needed - Reduce Credits	66	FA Eligible	25	22	27	20	17		22	5	0	2	2		2	
STEM	GDD.AAS	CGR	Game & Design Development	Increase Graduates	62	FA Eligible	137	134	161	138	159		146	11	16	12	0		10	
STEM	CGR.AA	CGR	Computer Graphics Option	Increase Graduates	61	FA Eligible	59	62	54	49	46		54	4	8	4	8		6	
STEM	ELP.AA	CGR	Computer Graphics Option: Electronic Publishing Track	TERMINATE	61	FA Eligible	4	7	3	5	5		5	2	2	1	0		1	
STEM	WEB.AAS	CGR	Web Design & Development	Increase Graduates	61	FA Eligible	1	6	14	15	22		12	0	0	1	1		1	60,061
STEM	CGR.CT	CGR	Computer Graphics-Cert	TERMINATE	33	FA Eligible	5	5	4	7	7		6	2	1	1	0		1	
STEM	WEB.CT	CGR	Web Design Development	TERMINATE	33	NO	10	6	5	1	4		5	3	3	1	3		3	
STEM	SEC.AS	CHM	LAS/Secondary Education in Chemistry Option	TERMINATE	60	FA Eligible	3	4	5	3	3		4	0	0	0	0		0	
STEM	CIM.AAS	CIM	CIM: Computer Integrated Manufacturing	Revision needed - Reduce Credits	65	FA Eligible	29	34	36	31	29		32	5	2	4	4		4	78,744
STEM	PMT.AAS	CIM	CIM/Engineering Technology: Precision Machining Option	NEW	61	FA Eligible	0	0	1	4	7		2	0	0	0			0	
STEM	CIM.CT	CIM	CIM-Certificate	TERMINATE	33	FA Eligible	5	4	3	4	2		4	0	0	3	0		1	
STEM	CAM.CA	CIM	Computer Aided Manufacturing Tech. CA	Terminate - total of 3 certs to be terminated	13	0	1	1	1	6	4		3	5	4	5	22		9	
STEM	PMT.CA	CIM	Precision Machining Technology Cert Achievement	Terminate - total of 3 certs to be terminated	13	0	0	0	0	2	0		0	0	0	0	5		1	
STEM	PLC.CA	CIM	Industrial Controls: Programmable Logic Control CA	Terminate - total of 3 certs to be terminated	10	0	2	5	1	0	5		3	4	19	4	4		8	
STEM	CSC.AA	CSC	Computer Science	Increase Graduates	62	FA Eligible	42	43	54	52	62		51	3	3	5	4		4	
STEM	CSC.AS	CSC	Computer Science	Increase Graduates	62	FA Eligible	136	144	171	158	203		162	10	10	5	7		8	
STEM	CAP.CT	CSC	Computer Applications Programming-Cert	TERMINATE	30	FA Eligible	5	4	5	3	8		5	2	0	1	0		1	
STEM	CSC.CA	CSC	Computer Science Certificate of Achievement	TERMINATE	29	NO	2	3	6	4	3		4	1	0	0	0		0	
STEM	CST.AAS	CST	Computer Systems Technology	discuss rich	64	FA Eligible	89	100	105	89	77		92	3	2	4	11		5	17,052
STEM	CST.CT	CST	Computer Systems Technology-Cert	discuss rich	34	FA Eligible	14	12	13	16	14		14	2	1	2	0		1	
STEM	EGR.AS	EGR	Engineering Science	Revision needed - Reduce Credits	70	FA Eligible	230	206	212	186	181		203	11	15	15	14		14	74,550
STEM	MET.AAS	EGR	Mechanical Engineering Technology	Revision needed - Reduce Credits	66	FA Eligible	48	49	55	50	51		51	2	9	1	3		4	
STEM	EET.AAS	EGR	Electrical-Electronic Engineering Technology	TERMINATE either EET or EME	64	FA Eligible	49	42	47	40	43		44	3	1	4	2		3	

2014 Camden County College Programs - Enrollment and Graduate Data

DIV	Code	Dept	Program	Action Required	Cr	FA Eligible	Enrollment Fall 2012	Enrollment Spring 2013	Enrollment Fall 2013	Enrollment Spring 2014	Duplicated Enrollment Fall 2014*	Enrollment Trend	Enrollment Average 5 terms	GRADS FY11	GRADS FY12	GRADS FY13	GRADS FY14	GRAD Trend	GRADS Average 4 Yrs	FY15 Perkins Funding
STEM	EME.AAS	EGR	Electromechanical Engineering Technology	TERMINATE either EET or EME	64	FA Eligible	20	14	14	16	23		17	1	3	4	1		2	
STEM	TES.AAS	EGR	Engineering Technology: Technical Studies	Increase Graduates	60	FA Eligible	5	3	5	4	3		4	0	0	1	0		0	
STEM	FBR.AAS	LFO	Photonics: Fiber Optic Option	TERMINATE	66	FA Eligible	8	9	5	4	5		6	1	1	4	5		3	
STEM	PHT.AAS	LFO	Photonics: Laser/Electro-Optic Technology	Revision needed - Reduce Credits	66	FA Eligible	14	14	14	13	10		13	2	0	4	5		3	
STEM	CHM.AS	MSH	L A & S\Chemistry Option	Revision needed - Reduce Credits Increase Graduates	64	FA Eligible	36	35	35	33	48		37	3	2	3	4		3	
STEM	PPH.AS	MSH	L A & S\Pre-Pharmacy Option	Revision needed - Reduce Credits Increase Graduates	64	FA Eligible	134	134	117	112	94		118	12	9	9	6		9	
STEM	BIO.AS	MSH	L A & S\Biology Option	Progressing	63	FA Eligible	349	335	335	322	288		326	29	20	18	19		22	
STEM	MTH.AS	MSH	L A & S\Mathematics Option	Progressing	62	FA Eligible	54	43	34	49	50		46	9	6	17	13		11	
STEM	PHY.AS	MSH	L A & S\Physics Option	Increase Graduates	62	FA Eligible	14	12	13	11	13		13	3	2	1	2		2	
STEM	LAS.AS	MSH	Liberal Arts & Sciences	Progressing	60	FA Eligible	790	803	898	813	909		843	13	19	11	27		18	
STEM	SEM.AS	MTH	LAS/Secondary Education in Mathematics Option	TERMINATE	60	FA Eligible	13	10	15	14	14		13	0	0	2	0		1	
STEM	VOC.CPS	WLS	Vocational Studies	TERMINATE? Ask Ray	44	FA Eligible	0	0	15	21	21		11	0	0	0	4		1	

Camden County College Academic Program Review & Evaluation

The Academic Program Review and Evaluation process is designed to analyze the curriculum, enrollment, student success (retention and graduation), and assessment of student learning outcomes in department programs and to ensure fiscally responsible allocation of funds to all departments. This collaborative, transparent analysis provides a means of reporting on the status of our academic programs and their relation to the College's Mission.

Attached you will find a data packet including academic program specific information from Fall 2008 – Fall 2012. Departments are expected to review data and identify key findings, provide analysis of findings, and identify any actions or recommendations. A departmental response to the Academic Program Review Packet is due to the Deans' office by the end of the Spring 2014 semester. A template, *Response to APR Template*, is available in the Academic Assessment S Drive folder; Academic Program Review. The Academic Dean, along with Academic Program Chair, will present packet to the Vice President of Academic Affairs to review and discuss findings and recommendations.

Data in APR packets are collaboratively prepared by the Office on Institutional Research, Academic Affairs, Budgeting & Planning, and Curriculum and Assessment.

Academic Program Review Guiding Questions:

Analysis and Review of the Program Curriculum:

Program Structure

- Describe the connection of all courses (career and general education) to program learning outcomes (PLOs) utilizing the detailed PLO/curriculum maps.
- Review Degree Audit for accuracy and determine if clearly indicates academic requirements and transfer information. What additional information might be included on Degree Audit?

Courses

- Review course descriptions, as reflected in Academic Program Guide.
- Verify accuracy of each component of the syllabi, including Student Learning Outcomes and General Education Student Learning Outcomes.

Stakeholder Input

- Include the status of any specialized accreditation recommendations, if applicable.
- Include any recommendations from Advisory Committees, where applicable.
- Discuss program's satisfaction of Perkins competencies, if applicable.

Enrollment Analysis

- Analyze enrollment trends.
- Discuss internal and external factors that affect enrollment trends.
- Identify possible department initiatives to promote program.

Graduate and Transfer Analysis

- Discuss Graduate Data provided. Identify strategies that could increase degree completion.
- Based on transfer data provided, analyze currency of articulation agreements.
- Identify opportunities for new articulation agreements.
- Determine what/if any curriculum revisions would ease transfer process.

Section Analysis

- Section Delivery Analysis by Term: Review number of sections, number of students enrolled each semester, and location each semester
- Review Average Class Size: Discuss what future actions will address findings.

Camden County College

Academic Program Review & Evaluation

Guiding Questions, continued:

Student Success Data:

- Grade Distribution: Analyze student success in specific courses. Determine what/if any actions would address findings.
- Analyze course completion rates and grades earned of students enrolled in courses.
- Provide employer and/or advisory board comments on student's performance and preparation.

Syllabi Analysis

- Complete Syllabi & Prerequisites Tab on Response to APR Template Excel File available on S:\Academic Assessment\Academic Program Review (APR)\Response to APR Template – mult
- Review/revise the course learning outcomes in syllabi.
- Determine if Student Learning Outcomes provide information regarding how outcome is measured. “As Measure By”. Identify evidence collected to demonstrate that actual learning has occurred relating to a specific content or skill.

Assessment - Student Learning Outcomes Analysis

- Discuss assessment projects over the past five years. Identify changes made. What was the impact?
- Review/revise PLOs for currency and relevance.
- Affirm that the PLOs reflect the skills and abilities expected by employers.

Program Resources Analysis

- Faculty Information Worksheet – to be Completed on S:\Academic Assessment\Academic Program Review (APR)\Response to APR Template – multiple tabs
- Budgeting and Funding - Analyze current resources, i.e., faculty, staff, technology, facilities, library. Analyze how efficiently they are used. Identify and explain if additional resources are needed.

Analyze Published Information

- Verify and update catalog program and course information as follows:
- Review/revise program description to ensure that it summarizes the nature and focus of the program and provides information on career opportunities, the knowledge and skills students will acquire, and any cooperative arrangements with other institutions, e.g., articulations.
- Ensure the program page in the catalog reflects admissions criteria if relevant.
- Review the four-semester sequence in the catalog. Identify specific career courses when possible. Indicate courses that have limited offering (e.g., Fall only).
- Ensure the accuracy of course descriptions, prerequisites, co-requisites, lecture and lab hours, and course offering information in all course documentation: Webadvisor/Colleague, syllabi, catalog, handbooks, and instructor addendum.
- Review/revise the department web page to ensure that program, courses, faculty, staff and policies are accurate and current.

Town Hall Meeting - Civic Hall
October 29, 2014
Recruitment & Retention

Strategy	Suggested by	Outcome
*Reinstate in-person/arena registration	Domenic Priolo	
*Unexplored populations (homeschoolers, international students). *Check home study websites & blogs	Jack Pesda/Ellen Hernandez	
*Advisement: Shift mode of delivery, i.e. focus on number of credits to take, what is probation, look to the middle 60% (neglected cohort)	Kelly Jackson	
*Use our students to go out to high schools to tutor, advise, etc. (Suggest English, Accounting and Nutrition). *Service Learning activities	Tracie-Jo Crowthers (Registrar's Office)	
*Students are confused; she suggested preceptors meet mid-term with students to check status and answer questions	Rachel Sanders (Registrar's Office)	
*Faculty – take the time to talk to and advise students in classroom	Dorothy Brown	
*Suggest a student “social” hosted by student groups. Utilize PTK members to guide students as early as high school – take them on high school recruitment visits.	Crystal (PTK)	
*Suggest staff members use community connections *Review policies that can sometimes push students out, such as the Departmental Exam policy. Eliminate Departmental exams – knows they chase students away.	Demetrius Robinson (Registrar's Office)	
*Issue with online courses – told they would receive initial information in the mail but was sent through	Margo Venable	

email. How do they know to look at email? *Need a welcome letter that means something		
*Community is important – look at population “pockets” *Showcase our good retention efforts *Communicate more with non-traditional students *Promote Autism and special population centers	Rick Camacho	
*Expand our professional certification programs to compete with proprietary schools like Pennco Tech	Jeff Bradley	
*Stress economics to parents – more affordable than 4-year schools *Update webpages *Put full-time faculty and administrators in advisement center	Tony Fortini	
*Advertise the total cost for a two year degree *Look at current students and see what we do wrong here	Kristen (Financial Aid)	
*She was disappointed with our Advisement Center full-time faculty would be better utilized *Need more specific advisement *Need more internships – work experience would be good	Rana Elmekadem (PTK)	
*Cut advertising budget when enrollment is down *Make an organized public relations effort *Focus on weekend students *Initiate a public relations task force that she would be willing to serve on.	Julie Yankanich	
*Faculty visit high schools personally. Could target students in specific areas of interest *Coordinate campus tours with faculty and labs *Cumbersome website *Poor advising—it’s hard to sit with a student and tell them they took the wrong class!	Greg Brellochs	

*Create more online courses – online enrollments are NOT down	Scott Purdy	
Suggestions received via email		
*Require mandatory use of student email *Institute online orientation *Expect a three-year graduation rate *Direct financial comparison of our cost vs. for-profit schools and 4-year schools	Jennifer Hoheisel	
*Recruit homeschooled high school students *Recruit students for degrees earned entirely online *Identify & recruit student cohorts for a developmental, math-based learning community *Hire student tutors and student advisors from the peer tutoring project	Ellen Hernandez	
*Stop cancelling low enrollment courses so early *Improve the environment in classrooms, i.e. cannot take coats off in some of the rooms *Invite students to visit high schools and assist with recruitment – maybe go back to their old high schools *Advisors should suggest student meet with program coordinators/chairs *More advertisement on campus about visiting colleges/transfer days	Kay Klotzbach	
*Everyone uses their cell phones – suggest a Cougar Call-type text service. We can text out important information, i.e. dates, events, motivation, deadline reminders, etc. *Arena registration would be more streamlined now because students could register on web advisor as they talk to the faculty member.	Kelly Jackson	
*Heard a report on NPR that some college admissions offices hire people to manage social media full-time	Jennifer Hoheisel	
*Hold regular Town Hall meetings to mend the	Julie Yankanich	

communication gap between faculty and administrators.		
<ul style="list-style-type: none"> *Use the TLC to host internal training sessions, i.e. customer service, dealing with difficult people, College processes & procedures, etc. *Off-site “open house” type visits. Include faculty and staff – maybe arrange “bus trips” to schools or community events. Bring people from key areas and/or popular programs *Personal touch – faculty and staff take the initiative to reach out to students; wear identification lanyards; greet students in hallways and outside of buildings at the beginning of each semester *Increase knowledge of course delivery options – students do not know the difference between online and hybrid courses and educating advisement staff of these options also *Increase hybrid and online offerings 	Rosalie Denardo	
<ul style="list-style-type: none"> *Create an “over-arching” public relations committee that has a plan such as “We keep it personal!” *Have a real person answer the telephone instead of the old message. *In Camden secretaries cannot keep doors open for student access. Cannot put up “welcome” signs. *Engage faculty members in advisement *Faculty visit high schools *Student interns could come to schools and watch/practice presenting *Money saving suggestions: <ul style="list-style-type: none"> Turn off computers every night Turn off light when faculty leave a classroom 	Elisabeth Bass	
*Academic – pay it forward – challenge each faculty member, administrator, assistant to help one student	Kelly Jackson	

<ul style="list-style-type: none"> *Faculty – hold a study hall or exam prep before finals (especially dept. finals) *Hold a “meet & greet” for students to meet faculty *Offer workshops to assist with a skill (calculator, microscope, etc.) *Reach out to a student who is struggling *Make effort to introduce a student to Linda Drexel, encourage students to join the Honors program, help write a USAP appeal, walk then to tutoring, introduce them to program coordinator *Paper the Atrium or hallways with small papers that say “_____ made a difference.” *Morale is low – give people a lift by seeing they make a difference – everyone loves getting a “gold star” 		
<ul style="list-style-type: none"> *Produce a series of “spotlight” videos and post to the website, Facebook and Twitter. (see Temple’s webpage). Videos part of a “new media marketing” effort. Post tutorial videos, Q & A sessions with faculty, services, student life/health, lectures, event coverage, etc. 	Chris Passanante (Radio Station via Jackie Tenuto)	
<ul style="list-style-type: none"> *NOT the time to cut the public relations budget *Use alumni to visit schools, speak on campus, post testimonial videos on website, etc. exhibit the fruits of their CCC experience by discussing their careers 	Sean Platt	
Submitted a 29-page article entitled, “What Works in Student Retention?” via email	Larry Danks	
Submitted iPOWERS handout that is given to all Academic Skills Math students.	Eve Highstreet	
Submitted advertisement for location-based, Social Grid intelligence software	Tom Riddle	
Marge’s Suggestions		
*Use administrators as advisors		

*Administrators teach one course in-load		
*Release time to do recruiting in community		
*More community events (concerts, etc.) on campus		
*Promote and offer industry certifications		
*Recommend Julie Yankanich for Search Committee (Public Relations Task Force committee???)		
*Target Open Houses by disciplines		
*Accountability for advisement decisions (signatures)		

[Home](#) > [Get Connected with Your Future](#)

Get Connected with Your Future

PROJECT CONNECT

3-Day Advisement and Registration Event | November 18-20, 2014



BLACKWOOD CAMPUS

Connector Building, Atrium
10 a.m. - 6 p.m.

[Click here for the schedule of participating faculty and administrators at the Blackwood Campus.](#)

CAMDEN CAMPUS

CTC, Advisement Center
11 a.m. – 2:30 p.m. Tuesday, Wednesday & Thursday
4 p.m. – 6 p.m. Tuesday & Wednesday

[Click here for the schedule of participating faculty and administrators at the Camden Campus.](#)



Take the opportunity to:

- Meet with academic department faculty, teaching administrators and general advising staff about CCC programs and course options for the spring semester
- Choose your courses and build your schedule in one centralized location
- Register at the event with deferred payment until December 15th

All students who register for classes at Project Connect will be entered into a drawing to win a

Samsung Galaxy Tab 4 NOOK or Skullcandy Uprock Headphones

Details available at the event!



For further information contact Linda Drexel at ldrexel@camdencc.edu or (856) 227-7200, ext. 4079.

Our Locations

Blackwood Campus

P.O. Box 200
College Drive
Blackwood, NJ 08012-0200
(856) 227-7200
[Directions](#) | [Interactive Map](#) | [Map](#)

Camden City Campus

200 N. Broadway
Camden, NJ 08102-1185
(856) 338-1817
[Directions](#)

Regional Emergency Training Center

420 North Woodbury-Turnersville Road
Blackwood, NJ 08012
(856) 874-6004
[Directions](#)

William G. Rohrer Center

1889 Rt. 70 East
Cherry Hill, NJ 08003-2013
(856) 874-6000
[Directions](#)

Stay Connected

-  Facebook
-  Twitter
-  YouTube Channel
-  Check your student e-mail
-  iTunes
-  WebStudy
-  CCC Radio
-  AskCCC
-  CCC Photo Blog

Additional Information

- Accreditations
- Athletics
- HEOA/Consumer Information
- Board of Trustees Details
- Conference Center
- College Publications
- Contact Us
- Directory
- Faculty and Staff
- Gainful Employment
- HFSN Alumni Transcript Request
- Jobs @ CCC
- Media Inquiries
- Middle States Commission on HE
- Police Academy
- Search for Classes
- Public Safety
- Rentable Facilities
- Rutgers at CCC
- Strategic Plan
- Vendor Opportunities

[Translation Disclaimer](#)

Powered by [CommonSpot](#).[™]



COMMUNITY COLLEGE COMPLETION CORPS

Administrator, Faculty and Staff Pledge

As an administrator, faculty or staff member, I recognize and celebrate my role, working alongside my colleagues, in promoting and ensuring an educated citizenry and a globally competitive workforce. I affirm the need for a dramatic increase in the number of individuals earning postsecondary degrees and certifications to fulfill critical local, state, national and international goals. With the "completion agenda" as a global imperative, I have an obligation through my work to meet the challenge while holding firmly to traditional values of access, opportunity, and quality.

I Commit...

To a change in the community college culture, from an emphasis on access only to an emphasis on student success.

To eliminating the attainment gaps that separate student groups on the basis of race, ethnicity, and family income, while increasing success rates for all students.

To acting on facts and proven research to make positive changes in the interest of student success and college completion.

To providing and/or engaging in development opportunities focused on evidence-based educational practice to improve student learning, persistence, and completion.

To creating a positive learning environment, outlining clear objectives, holding high standards and implementing proven practices that encourage and promote engaged learning.

To reaching out to students by mentoring, encouraging, and guiding them toward college completion.

I Ask...

Everyone on my campus (trustees, administrators, faculty, academic advisors, financial aid officers, fiscal office staff, support staff, physical plant staff, security, ancillary programs staff members, student organizations, and students) to help examine current college practices, to identify ways to help students understand the added value of degrees and certifications, and to help them make progress toward their goals.

My students to commit, by attending class; being prepared; asking for help when needed; and engaging actively in discussion, assignments and projects with me and with other students, both in and out of class.

Other administrators, faculty, and staff members to join me by signing and sharing this commitment and call to action.

Every student to help one other student to succeed.

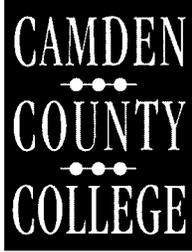
As a community college administrator, faculty, or staff member, I commit and pledge to promote practices and strategies that will produce 50% more students with high-quality degrees and certificates by 2020. I call upon every sector and constituency of my college and community to join me in this work.

Name

Date

Institution

Job Title



MEDIA RELEASE

P.O. Box 200, College Drive
Blackwood, NJ 08012
Phone: **(856) 374-4949**
Fax: **(856) 374-5051**
<http://www.camdencc.edu>

For immediate release
March 31, 2015

Contact: Susan Coulby
scoulby@camdencc.edu

NEW FACILITY, PROGRAMS FOR CCC STUDENTS IN HIGH-DEMAND STEM MAJORS

Thanks to funding recently provided by American Water, Camden County College's 2,500 science, technology, engineering and mathematics (STEM) majors have a newly renovated home base for academic and career-preparation activities.

CCC's American Water STEM Center is located in Room 220 of the Danch Computer Integrated Manufacturing Center on the Blackwood Campus. The American Water STEM Center is providing a place where students will do more than learn. It will serve as a location for them to gather to work on projects, participate in academic and career workshops, attend presentations and meet with professionals in their fields of study.

American Water is the largest publicly traded water and wastewater utility company in the United States, serving an estimated 14 million consumers. The company funded \$28,150 worth of renovations at Camden County College and is contributing additional funding annually in support of the Center's activities. The partnership between the College and American Water also is providing mentors, tutors, guest lecturers and other volunteers to work with STEM students and staff in a variety of enrichment and support services. In addition, the American Water STEM Center will host a week-long summer STEM program that will provide a range of preparatory experiences for rising high school sophomores, juniors and seniors who have expressed an interest in STEM studies and careers.

According to Division of Science, Technology, Engineering and Mathematics Dean Susan Choi, a primary purpose of this partnership is to enhance the retention, persistence and graduation rates of those CCC students who declare STEM majors. Choi said that Camden County College looks forward to continuing and expanding its partnership with American Water in the years to come.

###

Camden County College is New Jersey's most comprehensive community college as well as one of the largest community colleges in the state and one of the largest institutions of higher education in the state and region. CCC serves over 30,000 students annually through more than 100 degree and certificate programs, hundreds of non-credit courses and an array of cultural programming. Since its founding in 1967, the College has provided a high-quality education to more than 300,000 credit students while also enriching the professional and personal lives of thousands of additional area residents.

NEWS

Camden County College & Our Lady of Lourdes School of Nursing Partner with Thomas Edison State College to Offer Four-Year Pathway to BSN Degree

TUESDAY, FEBRUARY 10, 2015



Pictured at the signing ceremony are (l – r, bottom row): Dr. Anne McGinley, dean of Nursing, Health Sciences and Human Services at Camden County College; Dr. Lisa Easterby, dean of Our Lady of Lourdes School of Nursing; and Dr. Filomela Marshall, dean of the W. Cary Edwards School of Nursing at Thomas Edison State College, along with Our Lady of Lourdes School of Nursing students (l – r, top row): Zachary Weidensaul, of Somerdale, NJ; Samantha Brant, of Erial, NJ; and Gerard Schuler, of Oaklyn, NJ.

Camden County College and Our Lady of Lourdes School of Nursing are collaborating with the W. Cary Edwards School of Nursing at Thomas Edison State College to create a dual admission nursing program that enables students to complete a Bachelor of Science in Nursing (BSN) degree in four years.

The “Finish in Four” program will allow graduates of the nursing cooperative program offered by Camden County College and Our Lady of Lourdes School of Nursing to transfer and apply up to 80 credits to the online RN-BSN program at Thomas Edison State College.

“This partnership answers a key recommendation from the Institute of Medicine report, *The Future of Nursing*, which calls for an increase in the proportion of nurses with a baccalaureate degree to 80 percent by 2020,” said Dr. Filomela Marshall, dean of the W. Cary Edwards School of Nursing at Thomas Edison State College. “Many hospitals and healthcare organizations have shown an increase in hiring nurses with a BSN. This trend is driven by the research that demonstrates the educational level of professional nurses is clearly linked to better patient outcomes.”

The program will provide a pipeline of baccalaureate-prepared nurses to provide healthcare services to underserved populations in Camden and throughout the Delaware Valley. The public-private collaboration provides a seamless transition for eligible students enrolled in the nursing cooperative program offered by Camden County College and Our Lady of Lourdes School of Nursing, where students complete a nursing diploma and an associate in science degree.

“This model is a perfect example of what can be accomplished when nursing education at the baccalaureate degree level collaborates with diploma/associate degree programs,” said Dr. Anne McGinley, dean of Nursing, Health Sciences and Human Services at Camden County College.

Eligible students enrolled in the cohort-based program will be granted conditional acceptance to the RN-BSN program at Thomas Edison State College and full acceptance once they complete the nursing diploma and associate in science degree and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students enrolled under the collaboration will receive discounted tuition and a deferred payment option.

“We are very excited about the opportunity to partner with Thomas Edison. Our Lady of Lourdes School of Nursing and Camden County College provide a challenging curriculum coupled with 880 clinical hours of practical, hands-on experiences that thoroughly prepare students for nursing in today’s healthcare environment,” said Dr. Lisa Easterby, dean of Our Lady of Lourdes School of Nursing. “This partnership allows our students to complete their BSN degree in one additional year following graduation from the cooperative program—and at considerable savings in tuition.”

Dr. Margaret Hamilton, vice president of Academic Affairs at Camden County College, added, “This agreement will ensure that any student wanting to complete a BSN will be able to attend nursing school in their own community at a reasonable cost and be able to complete their BSN on their own time.”

Those interested in the program may contact Mary Beth Sauter, coordinator of Enrollment Services for Our Lady of Lourdes School of Nursing, at (856) 757-3726.

The post [Camden County College & Our Lady of Lourdes School of Nursing Partner with Thomas Edison State College to Offer Four-Year Pathway to BSN Degree](#) appeared first on [Lourdes Health System](#).

• [More news](#)

Camden County College
Board of Trustees Quarterly Financial Report
Q1 – FY2015 – September 30, 2014
and Revision of FY2015 Operating Budget

This report contains results for the quarter ending September 30, 2014. It will be presented to the December 18, 2014 meeting of the Business Affairs and Campus Development Committee and the January 6, 2015 Board of Trustees meeting. It includes performance for the first quarter and year-to-date along with year-end projections.

Additionally, the original FY2015 revenue and expense budget has been revised from \$72,327,896 to \$70,114,369 and is presented for approval.

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 the 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.

Revenues – Budget vs. Actual Q-1 FY2015

First Quarter revenues exceeded budget projections by \$9,247,358. This variance is a result of the arbitrary division of annual revenue targets into quarterly increments which, in this case, produced a disproportionately lower quarterly target which was exceeded by a substantial margin. Tuition and fees comprise the majority of this revenue.

Revenues – FY2015 vs. FY2014

Year over year-to-date revenue for the first quarter is down by \$2,492,767. This is due to the timing of the County aid disbursement schedule. Lower enrollments also contributed to lower revenue in tuition.

Expenditures – Budget vs. Actual Q-1FY2015

Expenditures are \$862,457 under budget for the first quarter. This is primarily the result of the timing of postings for payroll and charges for health benefit premiums, not any significant reduction in spending. These same timing issues will push second quarter expenditures higher. Specifically, the variance reflects salaries and fringe benefits of approximately \$1.0 million.

Expenditures - FY2015 vs. FY2014

The FY2015 revised expense budget includes a 15% reduction in expenses which was implemented in September as one of the steps in reducing the College's deficit.

The FY15 variance is down by \$458,470.

Projections Year-End FY2015

The report contains year-end projections based on actual financial activity for the first three months of the fiscal year plus projected needs for the remainder of FY2015. While estimates, these projections are being prepared in order to better inform the Board of Trustees of anticipated changes in activity, whether they are positive or negative. This information will be helpful in identifying issues that arise during the fiscal year and respond accordingly by developing action plans to minimize future consequences.

The administration is projecting a \$3 million decrease in tuition and fee revenues. The decrease is attributed to lower than anticipated enrollments for the summer 2014 and fall 2014 semesters. Tuition and fees for spring 2015 are also projected to be lower than spring 2014 figures.

Salary and benefit expenses are projected to be lower than budgeted due to the layoff of the custodial and grounds personnel and the elimination of all vacant positions. The contractual services budget was increased to cover the shared services contract for custodial and grounds services. All other budgeted lines were reduced by 15% to offset the lower revenue projections.

Summary

The first quarter of FY2015 produced revenue shortfalls due to lower than anticipated enrollments. Although the administration has taken actions to help offset the anticipated operating revenue deficit, a shortfall of \$1 million is projected for FY2015 which is in addition to the appropriation of the \$2 million from reserves that was originally budgeted.

CAMDEN COUNTY COLLEGE
Board of Trustees Quarterly Financial Report

Qtr 1 - FY2015

	Current Period				Year-to-Date				Year Over Year to Date						
	Original Budget	Revised Budget	Actual	Variance	% of Revised Budget	Original Budget	Revised Budget	Actual	Variance	% of Revised Budget	Year-End Projection	2014 Actual	2015 Variance	2015 Var %	2015 Projected vs. Revised Budget
Revenues															
State Aid	2,450,000	2,450,000	2,481,924	31,924	101.30%	9,800,000	9,800,000	2,481,924	(7,318,076)	25.33%	9,800,000	2,487,638	(15,714)	99.37%	0
County Aid	2,372,214	2,372,214	933,689	(1,438,525)	39.36%	9,488,856	9,488,856	933,689	(8,555,167)	9.84%	9,488,856	1,581,476	(647,787)	59.04%	0
Credit Tuition	7,472,630	7,472,630	14,873,249	7,400,619	199.04%	29,890,521	28,176,994	14,873,249	(13,303,745)	52.79%	27,720,821	16,133,917	(1,260,668)	92.19%	456,473
Credit Fees	3,570,380	3,570,380	7,429,319	3,858,939	208.08%	14,281,437	13,781,437	7,429,319	(6,382,118)	53.91%	13,351,437	7,555,010	(128,691)	98.34%	430,000
Continuing Ed	650,000	650,000	1,052,856	402,856	161.98%	2,600,000	2,600,000	1,052,856	(1,547,144)	40.49%	2,300,000	1,174,727	(121,871)	89.63%	300,000
Miscellaneous Revenue	1,066,771	1,066,771	58,296	(1,008,475)	5.46%	4,267,082	4,267,082	58,296	(4,208,786)	1.37%	4,267,082	379,332	(321,036)	15.37%	0
Transfers	0	0	0	0	0%	2,000,000	2,000,000	0	2,000,000	0%	2,000,000	2,000,000	0	0%	0
Total Revenues	17,581,975	17,581,975	26,829,333	9,247,358	152.60%	72,327,896	70,114,369	26,829,333	(39,285,036)	38.27%	68,927,896	29,322,100	(2,492,767)	91.50%	1,186,473
Expenditures															
Salaries	10,459,702	9,983,834	9,973,008	10,826	99.89%	42,028,904	39,935,053	9,973,008	29,962,045	24.97%	39,600,000	10,555,307	(582,299)	94.48%	335,053
Benefits	3,836,427	3,836,447	2,863,854	972,593	74.65%	15,449,700	15,345,722	2,863,854	12,481,888	18.66%	15,000,000	3,021,026	(157,172)	94.80%	345,722
Contractual Services	784,992	1,223,051	1,390,992	(167,941)	113.73%	3,693,975	4,892,108	1,390,992	3,501,116	28.43%	4,900,000	1,037,557	353,435	134.06%	(7,892)
Supplies	524,205	521,543	524,136	(2,593)	100.50%	2,393,113	2,085,995	524,136	1,561,859	25.13%	2,085,995	535,390	(11,254)	97.90%	0
Utilities	819,058	820,040	931,745	(111,705)	113.62%	3,854,382	3,280,145	931,745	2,348,400	28.41%	3,800,000	946,088	(14,343)	98.48%	(519,855)
Other Expenses	1,072,773	1,108,796	950,278	158,518	85.70%	4,759,112	4,435,061	950,278	3,484,783	21.43%	4,435,061	1,023,654	(73,376)	92.83%	0
Capital	31,601	35,071	32,312	2,759	92.13%	148,710	140,285	32,312	107,973	23.03%	140,000	5,773	26,539	559.71%	285
Total Expenditures	17,528,758	17,528,782	16,666,325	862,457	95.08%	72,327,896	70,114,369	16,666,325	53,448,044	23.77%	69,961,056	17,124,795	(458,470)	97.32%	153,813
Net	53,217	53,193	10,163,008	9,247,358	152.60%	0	0	10,163,008	(1,033,160)	38.27%	(1,033,160)	12,197,305	(1,033,160)	91.50%	1,033,160

Camden County College
Board of Trustees Quarterly Financial Report (Unaudited)
Q2 – FY2015 – December 31, 2014

This report contains results for the quarter ending December 31, 2014. It will be presented at the March 26th meeting of the Business Affairs, Audit and Campus Development Committee and the April 7th Board of Trustees meeting. It includes performance for the second 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 compared to Actual Q-2 FY2015

Second quarter revenues exceeded budget by \$585,599. Although revenue from the State and Continuing Education was lower for this quarter, revenue from tuition and fees was higher. This is an indication of a period of stronger student registration. For example, during the second quarter there was registration for both the fall and spring semesters.

Revenues – FY2015 compared to FY2014

Year over year-to-date revenue for the second quarter was down by \$3,492,913. This was due to the timing of State reimbursements as well as lower enrollments which produced a \$1.6 million decrease in tuition revenue.

Expenditures – Budget compared to Actual Q-2 FY2015

The continuous efforts of the administration in reducing costs and managing projections by reducing expenses by 15% in September produced overall actual expenditures of \$1.8 million lower than budgeted.

Expenditures – FY2015 compared to FY2014

Expenditures decreased by \$1,534,784 between FY2014 and FY2015. The majority of the decrease is in salaries and benefits and is attributed to the College's reduction of positions.

Projections Year-End Q-2 FY2015

The report contains year-end projections based on actual financial activity for the first six months of the fiscal year plus projected needs for the remainder of FY2015. While estimates, these projections are being prepared in order to better inform the Board of Trustees of anticipated changes in activity, both positive and negative. This information will be helpful in identifying issues that arise during the fiscal year and help the College to respond accordingly by developing action plans to minimize future consequences.

The administration is projecting a \$3,608,431 decrease in tuition and fee revenues which is attributed to lower than anticipated enrollments for the summer 2014, fall 2014 and spring 2015 semesters.

Salary and benefit expenses are projected to be lower than budgeted due to layoffs and the elimination of all vacant positions. The debt service of \$1,750,000 to the County is also eliminated. All other budgeted expenses were reduced by 15% to offset the lower revenue projections.

The contractual services budget was increased to cover the shared services contract for custodial and grounds services.

Based on the results of the second quarter, the administration is projecting transferring \$1.4 million from reserves to balance the budget, \$600,000 less than budgeted.

Summary

The second quarter of FY2015 produced revenue shortfalls due to lower than anticipated enrollments. The administration has taken action to help offset the anticipated deficit. Additionally, the County forgiveness of \$1,750,000 in debt payment will help offset the anticipated revenue deficit and decrease the budgeted transfer from reserves.

CAMDEN COUNTY COLLEGE
Board of Trustees Quarterly Financial Report

QTR2 - FY2015

	Current Period				Year-to-Date				Year Over Year to Date					
	Original		Revised		Original		Revised		Year-End		2015		2015	
	Budget	Actual	Variance	% of Revised Budget	Budget	Actual	Variance	% of Revised Budget	Projection	Actual	Variance	Var %	Projected vs. Revised Budget	
Revenues														
State Aid	2,450,000	1,654,616	(795,384)	67.54%	9,800,000	4,136,540	(5,663,460)	42.21%	9,800,000	4,995,276	(658,736)	82.81%	0	
County Aid	2,372,214	2,372,214	0	100.00%	9,488,856	4,887,379	(4,601,477)	51.51%	9,488,856	4,744,428	(142,951)	103.01%	0	
Credit Tuition	7,472,630	9,105,593	1,632,963	121.85%	29,890,521	23,978,840	(4,198,154)	85.10%	25,100,000	25,594,755	(1,615,915)	93.69%	3,076,994	
Credit Fees	3,570,360	4,511,608	941,248	126.36%	14,281,437	11,941,007	(1,840,430)	86.65%	13,250,000	11,849,931	(91,076)	100.77%	591,437	
Continuing Ed	650,000	244,660	(405,340)	37.64%	2,600,000	1,307,922	(1,292,078)	50.30%	2,300,000	1,574,504	(266,582)	83.07%	300,000	
Miscellaneous														
Revenue	1,066,771	278,883	(787,888)	26.14%	4,267,082	477,125	(3,789,957)	11.18%	4,467,000	1,462,832	(985,707)	32.62%	(199,918)	
Transfers	0	0			2,000,000	0	(2,000,000)	0.00%	1,400,000				600,000	
Total Revenues	17,581,975	18,167,574	585,599	103.33%	72,327,896	46,728,813	(19,385,556)	66.65%	65,805,856	50,221,726	(3,492,913)	93.05%	4,308,513	
Expenditures														
Salaries	10,459,702	9,852,601	(186,654)	101.89%	42,028,904	20,068,315	(19,341,778)	50.92%	39,600,000	21,658,229	(1,589,914)	92.66%	(189,907)	
Benefits	3,836,427	3,833,338	708,795	81.51%	15,449,700	5,898,762	(9,434,640)	38.47%	14,000,000	6,235,002	(336,240)	94.61%	1,333,402	
Contractual														
Services	784,994	1,015,214	217,022	82.39%	3,693,975	2,406,206	(2,522,671)	48.82%	4,800,000	1,929,379	(476,827)	124.71%	128,877	
Supplies	524,205	505,157	(343,074)	67.91%	2,393,113	912,494	(1,107,994)	45.16%	1,500,000	985,863	(73,369)	92.56%	520,488	
Utilities	819,058	832,802	(40,380)	104.85%	3,854,382	1,804,925	(1,526,270)	54.18%	3,929,353	1,608,811	(196,114)	112.19%	(698,158)	
Other Expenses	1,072,773	1,237,532	279,649	22.60%	4,759,112	1,227,462	(3,722,567)	24.80%	1,850,000	1,465,684	(238,222)	83.75%	3,100,029	
Capital	31,601	35,071	22,009	37.24%	148,710	45,374	(94,911)	32.34%	126,503	15,354	(30,020)	295.52%	13,782	
Total														
Expenditures	17,528,760	17,528,737	1,840,758	89.50%	72,327,896	32,363,538	(37,750,831)	46.16%	65,805,856	33,898,322	(1,534,784)	95.47%	4,308,513	
Net	53,215	53,238	2,479,595		0	14,365,275				16,323,404			0	

Camden County College
Board of Trustees Quarterly Financial Report
Q4 – FY2014 • June 30, 2014 (Unaudited)

This report is prepared for the period ending June 30, 2014. It will be presented at the October 30th meeting of the Business Affairs, Audit and Campus Development Committee and the November 11th Board of Trustees meeting. The narrative report focuses on year-end results. The detailed report includes both quarterly and year-to-date figures. All year-end results presented in this report are unaudited and will be the subject of an audit which will be presented to the Board in December.

Revenues – Budget to Actual FY2014

The College experienced a net decrease in revenue of \$5,618,630 over the budgeted FY2014 revenue. Credit tuition and fees were down by \$5,440,283 and State Aid decreased by \$271,486. Decreases are attributable to lower than anticipated enrollments. Continuing Education revenues were lower than the anticipated FY2014 budget by \$588,787. Miscellaneous revenues were up by \$681,926.

Revenues – FY2014 compared to FY2013

Overall revenue for FY2014 compared to FY2013 decreased by \$4,130,236. Revenue from tuition and fees, our largest revenue item, is approximately \$1.9 million lower than last year. Keeping the tuition the same for fall 2013 and a decrease in enrollments contributed to this decrease. Revenue from Continuing Education was down by \$879,539 from FY2013. Miscellaneous revenue decreased by \$1,196,611 and State Aid was down by \$113,388.

Expenditures -- Budget to Actual FY2014

The continuous efforts of the administration in reducing costs and managing projections by closing the purchasing system before the end of the fiscal year produced overall actual expenditures of \$3.7 million lower than budgeted. It is important to note that these expenditures include expenses related to payouts to cover the layoffs during FY2014.

Expenditures – FY2014 Compared to FY2013

Expenditures decreased by \$2,529,565 between FY2013 and FY2014. The FY2014 totals do not include expenses for the County Security. All other expenditures decreased except for utilities which increased by \$312,885 which can be attributed to the addition of the Halpern Hall as well as the severe weather.

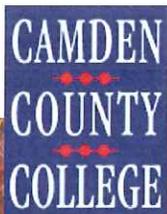
SUMMARY

Overall, as projected earlier, the preliminary financial report shows a shortfall of \$3,765,371. In addition to keeping the tuition the same in the fall 2013, the College experienced a decline in enrollments which contributed to lower revenue. The administration was able to reduce expenses by implementing a number of initiatives including the closing of the purchasing system for three months.

CAMDEN COUNTY COLLEGE
Board of Trustees Quarterly Financial Report

Qtr 4 - FY2014

	Current Period						Year-to-Date						Year Over Year to Date											
	Original Budget		Working Budget		Actual		Variance		% of Revised Budget		Working Budget		Actual		Variance		% of Revised Budget		2013 Actual		2014 Variance		2014 Var %	
Revenues																								
State Aid	2,550,000	2,550,000	2,435,600	(114,400)	95.51%	10,200,000	10,200,000	9,928,514	(271,486)	97.34%	10,041,902	(113,388)	98.87%											
County Aid	2,306,454	2,306,454	3,690,648	1,384,194	160.01%	9,225,814	9,225,814	9,225,814	-	100.00%	9,225,814	-	100.00%											
Credit Tuition	7,753,104	7,753,104	(2,431,702)	(10,184,806)	-31.36%	31,012,415	31,012,415	26,652,437	(4,359,978)	85.94%	28,599,177	(1,946,740)	93.19%											
Credit Fees	3,626,021	3,626,021	22,996	(3,603,025)	0.63%	14,504,085	14,504,085	13,423,780	(1,080,305)	92.55%	13,417,738	6,042	100.05%											
Continuing Ed	750,000	750,000	437,482	(312,518)	58.33%	3,000,000	3,000,000	2,411,213	(588,787)	80.37%	3,290,752	(879,539)	73.27%											
Miscellaneous Revenue	1,006,785	1,006,785	2,598,179	1,591,394	258.07%	4,027,141	4,027,141	4,709,067	681,926	116.93%	5,905,678	(1,196,611)	79.74%											
Total Revenues	17,992,364	17,992,364	6,753,203	(11,239,161)	37.53%	71,969,455	71,969,455	66,350,825	(5,618,630)	92.19%	70,481,061	(4,130,236)	94.14%											
Expenditures																								
Salaries	10,850,949	10,849,625	10,119,962	729,658	93.27%	43,403,509	43,398,264	42,884,358	513,906	98.82%	43,431,749	(547,391)	98.74%											
Benefits	3,788,730	3,745,904	2,960,530	770,559	79.03%	15,154,916	14,983,730	14,153,519	830,211	94.46%	14,210,897	(57,378)	99.60%											
Contractual Services	992,946	942,978	718,551	224,165	76.20%	3,971,736	3,771,871	3,244,677	527,194	86.02%	3,423,322	(178,645)	94.78%											
Supplies	619,095	596,496	335,442	269,748	56.24%	2,476,294	2,385,882	1,713,394	672,488	71.81%	1,958,361	(244,967)	87.49%											
Utilities	1,027,012	1,049,158	1,047,705	1,450	99.86%	4,108,026	4,196,604	3,847,356	349,248	91.68%	3,534,471	312,885	108.85%											
Other Expenses	1,191,405	1,245,516	2,370,808	(1,124,771)	190.35%	4,765,474	4,981,922	4,257,538	724,384	85.46%	6,058,380	(1,800,842)	70.28%											
Capital	22,375	19,700	-	19,700	0.00%	89,500	78,799	15,354	63,445	19.49%	28,581	(13,227)	53.72%											
Total Expenditures	18,492,512	18,449,377	17,552,998	896,379	95.14%	73,969,455	73,797,072	70,116,196	3,680,876	95.01%	72,645,761	(2,529,566)	96.52%											
Net	(500,148)	(457,013)	(10,799,795)			(2,000,000)	(1,827,617)	(3,765,371)			(2,164,700)													



[Home](#) > [Registration](#) > Scholarships Available for Current Students

Scholarships Available for Current Students



Complete Your Degree in Two Years.

Earn a Scholarship Valued at Three Tuition Credits for the Spring 2015 Semester!

**Are you taking 12 to 14 Credits for the Fall 2014 Semester?
Enroll in at least 15 Credits for the Spring 2015 Semester
and receive a scholarship for three tuition credits!**

Just make sure that you are a Camden County College student in good standing with a cumulative GPA of 2.5 or better (with 20 earned credits) and you are currently enrolled in 12 to 14 credits for the fall 2014 semester.

HOW IT WORKS

We make it simple. File a [Power of 15 scholarship application](#) with Camden County College. You will be contacted promptly with notification of whether you have met all the eligibility requirements for the award.

INTERESTED?

Contact Monica Reid at mreid@camdencc.edu or 856-227-7200, ext. 4632.



Tuition Free 3-Credit Course for the Summer 2015 Semester!

**Are you taking at least 15 credits for the Fall 2014 Semester?
Enroll in at least 15 Credits for the Spring 2015 Semester and receive
a scholarship valued at three tuition credits toward a summer 2015 course!**

- Admissions
- Advisement
- Apply Online
- Calendars/Deadlines
- Catalog/Program Guide
- Forms
- Financial Aid
- Six Easy Steps
- Identification Cards
- iPowers Math
- Net Price Calculator
- Online Education
- Parking
- Placement Test
- Tuition & Payment
- WebAdvisor Help

Just make sure that you are a Camden County College student in good standing with a cumulative GPA of 2.5 or better and you are currently enrolled in 15 credits for the fall 2014 semester.

HOW IT WORKS

We make it simple. File a [Power of 15 scholarship application](#) with Camden County College. You will be contacted promptly with notification of whether you have met all the eligibility requirements for the award.

INTERESTED?

Contact Monica Reid at mreid@camdencc.edu or 856-227-7200, ext. 4632.



Our Locations

Blackwood Campus

P.O. Box 200
College Drive
Blackwood, NJ 08012-0200
(856) 227-7200
[Directions](#) | [Interactive Map](#) | [Map](#)

Camden City Campus

200 N. Broadway
Camden, NJ 08102-1185
(856) 338-1817
[Directions](#)

Regional Emergency Training Center

420 North Woodbury-Turnersville Road
Blackwood, NJ 08012
(856) 874-6004
[Directions](#)

William G. Rohrer Center

1889 Rt. 70 East
Cherry Hill, NJ 08003-2013
(856) 874-6000
[Directions](#)

Stay Connected

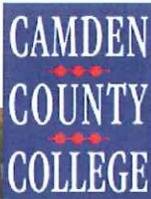
-  [Facebook](#)
-  [Twitter](#)
-  [YouTube Channel](#)
-  [Check your student e-mail](#)
-  [iTunes](#)
-  [WebStudy](#)
-  [CCC Radio](#)
-  [AskCCC](#)
-  [CCC Photo Blog](#)

Additional Information

- [Accreditations](#)
- [Athletics](#)
- [HEOA/Consumer Information](#)
- [Board of Trustees Details](#)
- [Conference Center](#)
- [College Publications](#)
- [Contact Us](#)
- [Directory](#)
- [Faculty and Staff](#)
- [Gainful Employment](#)
- [HFSN Alumni Transcript Request](#)
- [Jobs @ CCC](#)
- [Media Inquiries](#)
- [Middle States Commission on HE](#)
- [Police Academy](#)
- [Search for Classes](#)
- [Public Safety](#)
- [Rentable Facilities](#)
- [Rutgers at CCC](#)
- [Strategic Plan](#)
- [Vendor Opportunities](#)

[Translation Disclaimer](#)

Powered by [CommonSpot](#).™



Search CCC

[Go]



[Home](#) > [Financial Aid](#) > NJ STARS

NJ STARS

NJ STARS Fact Sheet for High School Graduates

The New Jersey Student Tuition Assistance Reward Scholarship (NJ STARS) Program is an initiative created by the State of New Jersey that provides New Jersey's highest achieving students with free tuition at their home county college.

NJ STARS Benefits

The NJ STARS award covers the cost of tuition, less any State and/or Federal grants and scholarships, for up to five semesters. The award covers these charges for up to 18 credit hours per semester. Funding for NJ STARS awards is dependent upon annual state appropriations.

Student Eligibility

- ◆ New Jersey residents, who graduate in the top 15.0 percent of their high school class, complete a rigorous high school course of study and achieve the required score on a college placement test to determine college readiness may be eligible.
- ◆ Students who do not achieve the required score on the placement test will be able to take appropriate courses while still in high school to improve their skills or they can attend remedial courses at the county college while enrolled in high school.
- ◆ Students who graduate from high school and do not demonstrate college readiness will be given up to one year to gain the skills they need to become college ready. Students who do not demonstrate college readiness by September 1, of the following year, are no longer NJ STARS eligible. NJ STARS does not cover costs for remedial coursework.
- ◆ All students must enroll in a full-time course of study no later than the fifth semester following high school graduation.
- ◆ Students must enroll full time in a degree program at their home county college, unless the student demonstrates that the home county college does not offer the desired program of study or the program is oversubscribed for at least one year.
- ◆ Students must take a minimum of 12 college-level credits per semester. NJ STARS covers up to 18 college-level credits per semester.
- ◆ Students and parent(s) must be permanent New Jersey residents pursuant to regulations established by HESAA at the time of high school graduation and upon county college enrollment.
- ◆ Students must be U.S. citizens or eligible non-citizens and legal New Jersey residents for a minimum of twelve consecutive months prior to high school graduation.
- ◆ Students must apply for all forms of State and Federal need-based grants and merit scholarships and submit any requested documentation to complete and verify application data within established State deadlines.

Application Process

- ◆ Apply for admission to your home county college
- ◆ Meet all admission and application requirements established by the county college
- ◆ File the Free Application for Federal Student Aid (FAFSA) annually within established State deadlines

Meet the NJ State deadlines below for submission of additional information:

- Applicant Information Requests (AIR's)
- Verification documents
- College choice changes
- Corrections to ineligible conditions

Renewal Eligibility

- ◆ Students must attain a minimum cumulative grade point average (GPA) of 3.0 or higher at the start of the third semester of enrollment at the county college to remain an NJ STAR. Summer courses are included in determining the GPA.
- ◆ Students must maintain continuous full-time enrollment unless on a medical leave, approved by the county college, due to the illness of the student, a member of the student's immediate family, or a family emergency. The only other exception to continuous full-time enrollment applies to NJ STARS students called to partial or full mobilization for State or Federal active duty as a member of the National Guard or a Reserve component of the Armed Forces of the United States.
- ◆ Students may take less than 12 credits in their final semester if the county college determines that the student needs less than 12 credits in that semester to complete the degree program.
- ◆ Students enrolled in a nursing or engineering program that regularly requires six semesters to complete may retain NJ STARS II eligibility. However, NJ STARS will not cover the cost of the sixth semester.
- ◆ Students may receive the scholarship for up to five semesters, including summer sessions. However, NJ STARS resources are not available to cover any summer 2012 payments.

NJ STARS II Program

- ◆ NJ STARS recipients who earn an associate degree from a county college with a cumulative GPA of 3.25 or higher, have a family income (taxable and untaxed income) less than \$250,000, and meet all other program eligibility requirements may be eligible to receive an NJ STARS II award to transfer to a New Jersey four-year public college or university to earn a baccalaureate degree.

- [Home](#)
- [Contact Info, Hours & Location](#)
- [Net Price Calculator](#)
- [The Financial Aid Process](#)
- [Types of Aid](#)
- [Policies and Procedures](#)
- [Transfer Students](#)
- [Financial Aid FAQ's](#)
- [Forms](#)
- [The FAFSA](#)

Our Locations

[Blackwood Campus](#)

P.O. Box 200
College Drive
Blackwood, NJ 08012-0200
(856) 227-7200
[Directions](#) | [Interactive Map](#) | [Map](#)

[Camden City Campus](#)

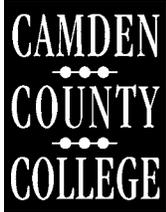
200 N. Broadway
Camden, NJ 08102-1185

Stay Connected

- [Facebook](#)
- [Twitter](#)
- [YouTube Channel](#)
- [Check your student e-mail](#)
- [iTunes](#)
- [WebStudy](#)
- [CCC Radio](#)
- [AskCCC](#)

Additional Information

- [Accreditations](#)
- [Athletics](#)
- [HEOA/Consumer Information](#)
- [Board of Trustees Details](#)
- [Conference Center](#)
- [College Publications](#)
- [Contact Us](#)
- [Directory](#)
- [Faculty and Staff](#)
- [Gainful Employment](#)



Congratulations!

As one of the top 15 percent of graduates from your high school, you could receive ***free tuition*** for the first two years of college through the NJ STARS (*Student Tuition Assistance Reward Scholarship*) Program.

You and your parents are invited to NJ STARS information session on Saturday, April 5, 2014 at 10:00 a.m., which is the same time as Camden County College's Open House, in the Connector Building on the Blackwood campus.

At this meeting, you can meet other NJ Star students, members of our faculty and staff and discover the many outstanding career and transfer academic programs we offer. You will also have the ability to tour our beautiful Blackwood campus.

NJ STARS covers up to eighteen credits of tuition for no more than five college semesters for eligible students who may not qualify for need-based assistance (NJ STAR is subject to the state of New Jersey annual budget appropriation). To receive this merit-based scholarship, you need to:

- Enroll as a full-time student in an associate's degree program at Camden County College,
- Carry at least 12 college-level credits per semester, and prove college readiness
- Complete the Free Application for Federal Student Aid (FAFSA).

All NJ STARS eligible students are required to complete the FAFSA application and apply now for admission to CCC – it's easy, and CCC does not require an application fee. You can apply for admission and financial aid on-line by visiting our web page www.camdencc.edu or call our financial aid office at 856-374-4985 and ask about the NJ STARS program.

We look forward to you joining us. Please RSVP to the financial aid office at 856-227-7200 extn. 4210.

Best Regards,

Felicia Bryant
Director of Financial Aid

As a **POTENTIAL NJ STARS**
candidate, you are invited to...



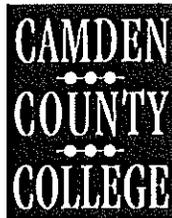
November 13, 2014 • 6–7 p.m.

Blackwood Campus, Civic Hall in the Connector Building

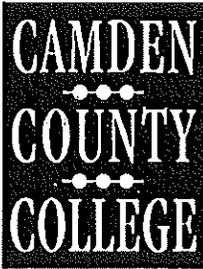
Light refreshments will be available

You may be eligible for scholarship opportunities,
our Honors Program and Honor Societies.

Learn about your eligibility and meet the
Academic Deans and faculty at Scholars Night.



RSVP to Don Delaney,
Director of Program Outreach
(856) 227-7200, ext. 4660
ddelaney@camdencc.edu



October 21, 2014

Dear Potential NJ Stars Student:

Congratulations! You have been identified as a potential NJ Stars candidate upon graduating from your high school in June 2015. NJ Stars is a scholarship program exclusively for New Jersey residents that covers the cost of tuition at New Jersey's 19 community colleges.

As a student at the top of your senior class, I would like to invite you to our Scholars Night at Camden County College on Thursday, November 13, 2014 from 6 – 7 p.m. in the Connector on the Blackwood Campus. During this event, we are going to provide you with a presentation about NJ Stars and other scholarships potentially available to you at Camden County College.

Also on that evening, you will be able to learn about the opportunities that Camden County College can provide you through our Honor's Program, Honor's Societies, Student Government and Club and Activities.

Finally, we will discuss the variety of transfer options available to Camden County College students as well as the benefits of NJ Stars II, which is available for New Jersey community college NJ STARS students who earn their associate's degrees with a 3.25 grade point average and transfer to a participating New Jersey public or independent four-year college or university.

If you plan to attend this event, please RSVP directly to me by email: ddeaney@camdenccl.edu or phone: (856) 227-7200, ext. 4660.

I look forward to seeing you on November 13.

Sincerely,

A handwritten signature in black ink, appearing to read "Don Delaney".

Don Delaney
Director of Program Outreach



Blackwood
Campus
P.O. Box 200
College Drive
Blackwood, NJ 08012
(856) 227-7200

Camden
City Campus
200 North Broadway
Camden, NJ 08102
(856) 338-1817

Regional Emergency
Training Center
420 North Woodbury-
Turnersville Road
Blackwood, NJ 08012
(856) 874-6004

William G. Rohrer
Center
1889 Rt. 70 East
Cherry Hill, NJ 08003
(856) 874-6000

BOOKSTORE INNOVATION COMMITTEE MEETING

Meeting Minutes 11/7/13

In Attendance: Amanda Howe Peg Dorsey, Dave Chojnacki, Kaina Hanna, Chris Gallo, Wendy Henson, Keith O'Shaughnessy, Denise Neri

Not in Attendance: David Nugiel, Jason Love, Kelly Jackson

SPRING BOOK ORDERS:

- Amanda shared the list of courses without textbook orders for spring 2014. Those in attendance agreed to share the list with their division colleagues.
- Amanda noted that some students are already making requests about buybacks.
- Amanda offered an overview to the divisions on how to use the online ordering system Faculty Enlight; committee agreed that the best time would be in February.
- Textbook rentals are offered by the Bookstore but only 40% of CCC titles are available for rent (80% is the national average). Faculty should consider adoption options, including rentable textbooks, to make more available to students. Customized textbooks and bundles (packages) are not rentable. Amanda will assist with every option for securing faculty member's best choice.
- Amanda used Survey Monkey successfully to quantify English 101 -102 adjunct faculty textbook orders.

Discount Cards:

Barnes & Noble Faculty Discount Cards were distributed good for a 10% discount at the Marlton Rt. 70 B&N location.

Items not carried in the bookstore:

The vendor CLUB COLORS information will be sent out to interested parties. Contact person is Christine Karavakis. Purchase orders can be placed through B&N for orders from Club Colors. Club Colors offers low cost options on items such as tee shirts, pins, and other college related items for student clubs or department needs.

Desk copies for faculty:

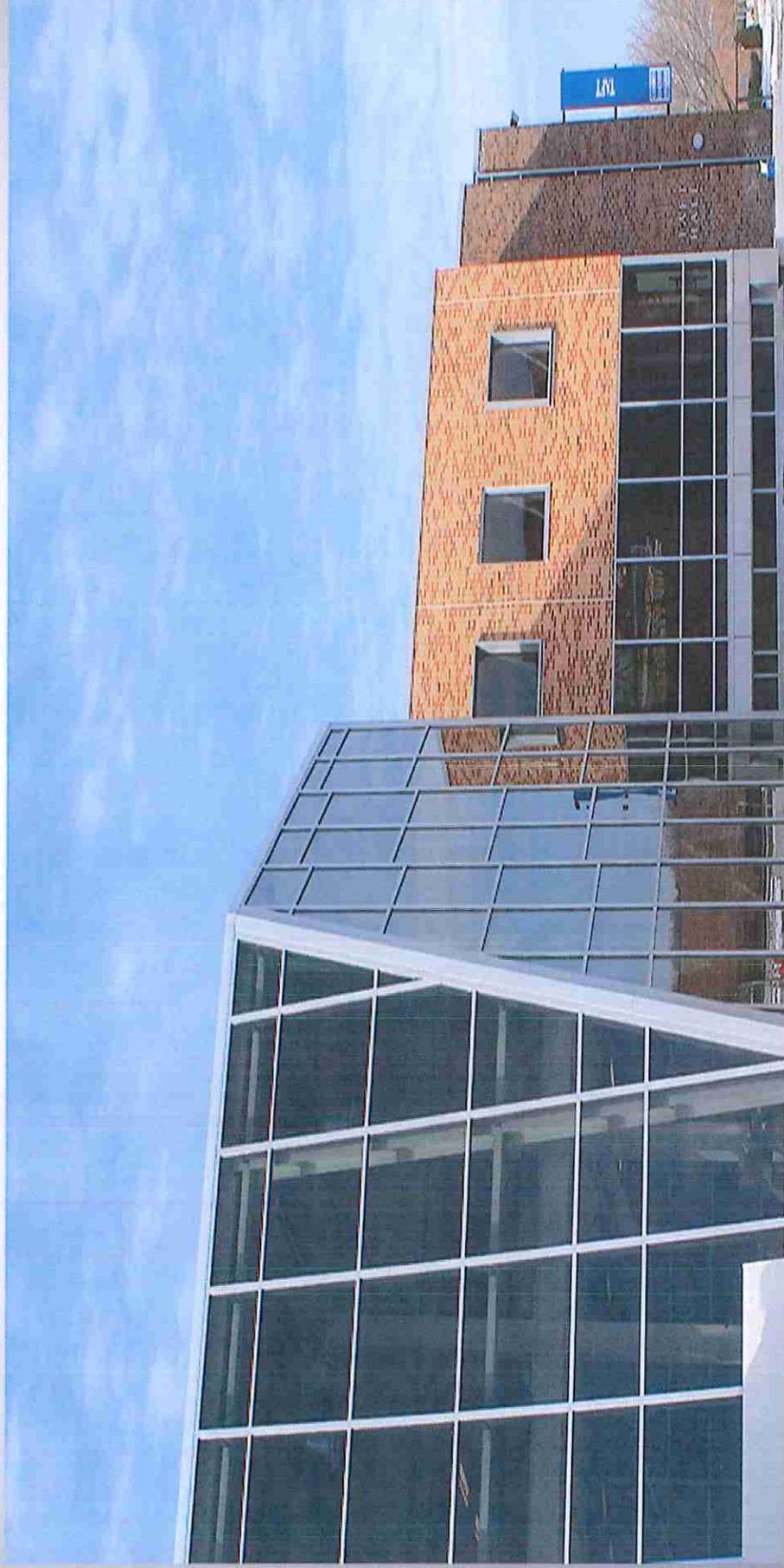
There will be reminders going out this week to faculty who need desk copies.

Keith O'Shaughnessy:

Keith made available for everyone his second "Dead Poets Society" publication.



Fiscal Year 2016 Preliminary Budget Discussion



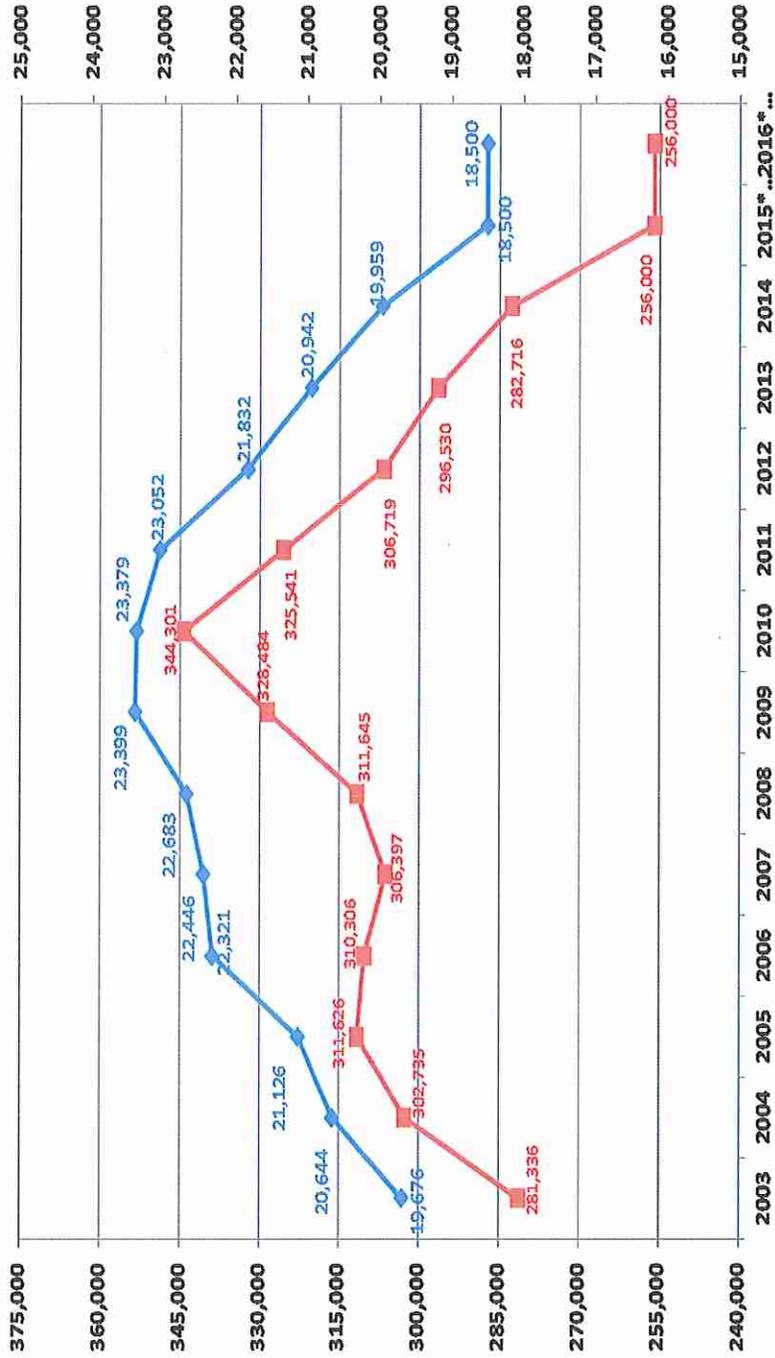
Presented to the Business Affairs, Audit & Campus Development
Committee, March 26, 2015



Student Enrollments / Total Audited Credits

2003-2014 Audited

2015-2016 Projected



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015*	2016*
Total Student Enrollments	19,676	20,644	21,126	22,321	22,446	22,683	23,399	23,379	23,052	21,832	20,942	19,959	18,500	18,500
Total Audited Credits	281,336	302,735	311,626	310,306	306,397	311,645	328,484	344,301	325,541	306,719	296,530	282,716	256,000	256,000

Revenue Outlook: FY2016

- **State Funding**
 - **State Appropriation projected to decrease by \$200,000**
 - Enrollment lower than State Average
- **County Funding**
 - **Additional \$1M**
- **No Tuition Increase**
- **Other Revenue**
 - **Workforce Development revenue projected to increase by \$300,000**
 - **Miscellaneous revenue projected to increase through rentals and other partnerships**
- **Enrollments are projected to remain the same**

FY2016 Budget Assumptions

- **Projected Additional Expenses**
 - **Fringe Benefits projected to increase by 10%**
 - **Full-time negotiated salaries will increase by 2%**
 - **Insurance premiums are projected to increase**
 - **Previously funded Perkins expenses need to be budgeted**
 - **Five new/replacement administrative/faculty positions will be budgeted**

Cost Control Initiatives

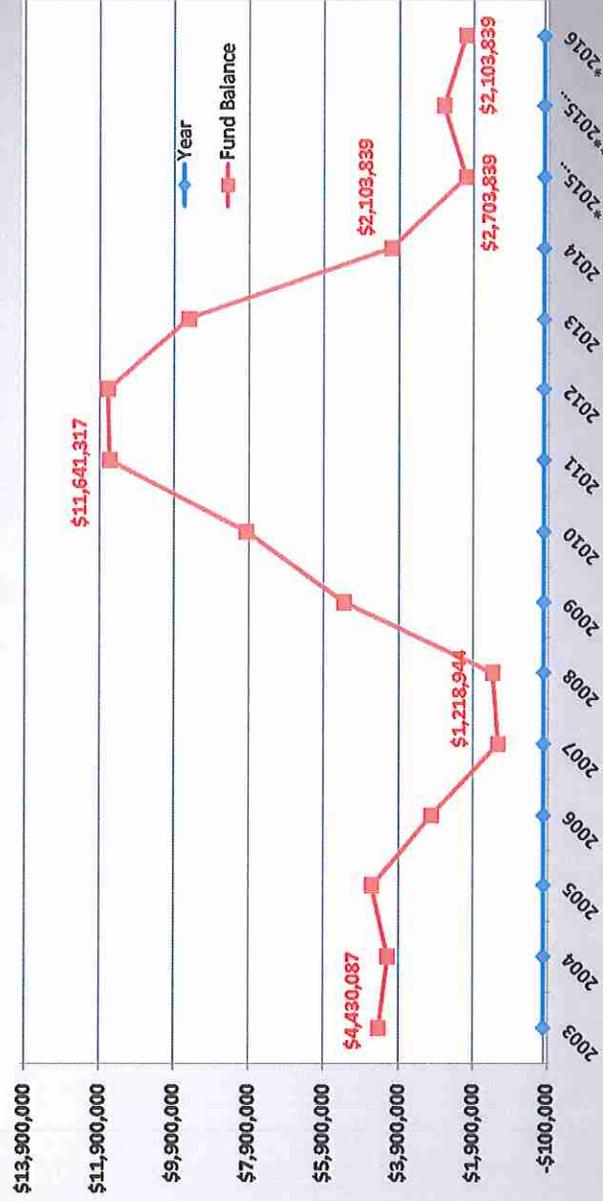
- **Reduction of full-time and part-time permanent positions**
- **Eliminated 47 Full-Time permanent positions through retirements, voluntary separations and layoffs**
 - Faculty Vacancies - 5
 - Deans Positions/Assistant Deans - 3
 - Directors/Managers - 10
 - Coordinators/Asst. Directors - 6
 - Programmer - 1
 - Technicians - 8
 - Librarians - 1
 - Security Officers/Public Safety Officer - 3
 - Maintenance - 4
 - Administrative Assistants/Secretaries - 6
- **Eliminated 3 Part-Time permanent vacant positions**

Cost Control Initiatives

- **Eliminate sick time retirement payout for all non-affiliated employees**
- **No salary increase for non-affiliated employees**
- **Continue to reduce utility costs by closing the Wilson buildings and replacing the lighting in other buildings with LED**
- **Reduce Chairs and Coordinators payments through reorganization**
- **Reduce write-offs through the implementation of the e-billing system**
- **Reduce administrative costs at the Rohrer Center by reducing Library Services and revising registration services**

Unrestricted Funds – FY2003-2016

Year	Fund Balance
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	\$9,503,839
2014	\$4,103,839
*2015 Budgeted	\$2,103,839
**2015 Projected	\$2,703,839
*2016	\$2,103,839



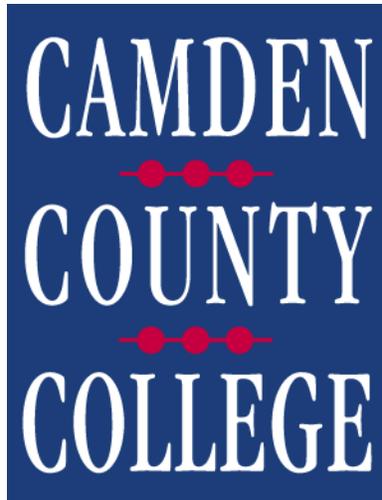
** Projected - Note: Projected Balance Includes the use of funds for:
\$1,700,000 Financial Aid Audit

*Budgeted



Capital Funding

- **Minor Capital Funding will not be available for FY2016**
- **FY16 Chapter 12 request**
 - **\$3 Million for the continuation of HVAC replacements**



Institutional Effectiveness Plan

Office of Institutional Research,
Planning & Grants
2013-2014

Table of Contents

Institutional Effectiveness Plan	1
Planning Process.....	2
Planning Documents	2
The Strategic Plan.....	2
Linking Strategic Plan Issues to Middle States Standards and to Mission Goals	3
Student Learning Outcomes Assessment Plan	5
Enrollment Management Plan.....	7
Facilities Master Plan	8
Technology Master Plan.....	8
Disaster Recovery Plan.....	9
Institutional Resources to Support Assessment	10
Linking Planning and Assessment to Budgeting.....	10
Planning Assessment and Budget Calendar	13
Major Indicators of Institutional Effectiveness	15
Student Success Initiative	17
Institutional Effectiveness Outcomes College Wide Reporting	18
Examples of Campus Improvements in Response to Survey Findings	19

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:

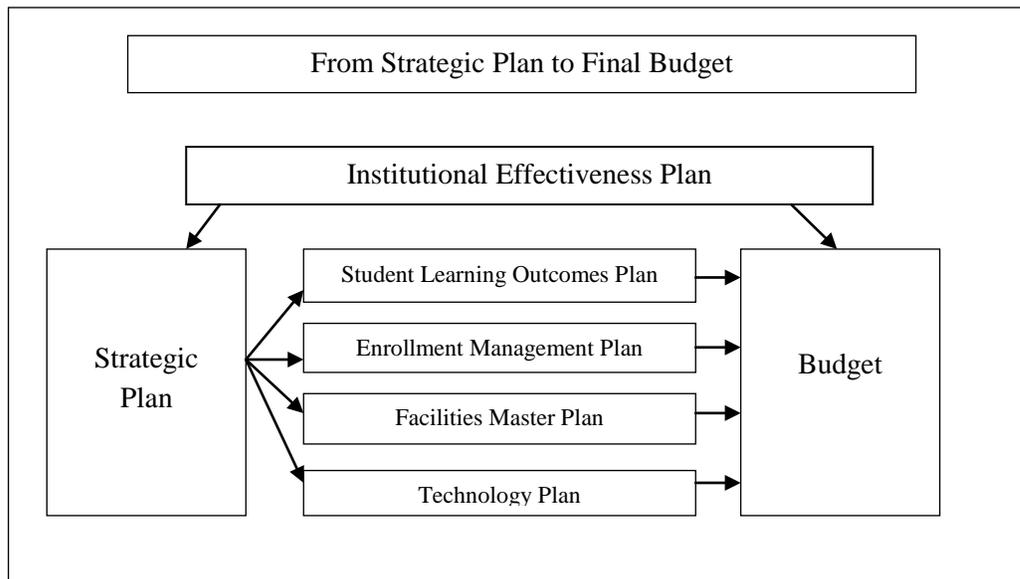
- Provide accurate and timely information to internal and external constituents.
- Be a resource of expertise in research, planning, and assessment.
- Represent the office (IR) and CCC on statewide and other committees or groups as necessary.
- Conduct survey research, manage data, and inform faculty 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
- Gradate Survey (prior year graduates)

June

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

Major Indicators of Institutional Effectiveness

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

In light of the changes in the Middle States Commission on Higher Education's "Characteristics of Excellence in Higher Education", it was determined that it is the right time to review, revise, and add to our indicators of success. To that end, we are developing model indicators of institutional effectiveness. After researching Institutional Effectiveness indicators at other community colleges as well as the most current edition of "Core Indicators of Effectiveness for Community Colleges" (American Association of Community Colleges, 2007), it was decided to add additional indicators and measures to improve upon our current metrics. This model will be discussed and further evolve with input from all College constituencies beginning in the fall 2013 semester.

Indicators	Measures	
Student Progress	Student Goal Attainment Retention (fall to spring & fall to fall)	Graduation Rates (3 years & 4 years) Student Satisfaction (overall)
General Education	Success in Subsequent and Related Course Work	Demonstration of GE Competencies Student Learning Outcomes
Community Outreach	Market Penetration Responsiveness to Community Needs	Enrollment in Non-Credit Classes Enrollment in Distance Education
Workforce Development (Career Prep)	Placement Rates Licensure & Certification Rates	Employer Satisfaction w/Graduates Student Satisfaction w/ Preparation for Employment
Developmental Education	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.

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

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 10th 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.

**Student Learning Outcomes Assessment
Professional Development**

Assessment at Work: Increasing Student Success	4/10/2013
Embedded Assessment of General Education Outcomes	9/18/2013
Opening Day – 2013 - PRR Reviewers’ Response	9/2/13
Middle States Training – Student Learning Outcomes Assessment	9/20/2013
Developing a Clear Statement of Learning Outcomes	10/3/13
Writing Student Learning Outcomes Workshop	12/5/13
Best Practices Assessing Student Learning – Professional Development Day	1/21/14
Encouraging and Supporting Campus Wide Involvement in Improving Institutional Effectiveness	April 2014
NJ Assessment Consortium: NJAC Spring 2014 Meeting	June 12, 2014
Monthly Assessment Meetings with Area Deans and Vice President	September, 2013 – present
Monthly Assessment Meetings with SLOA committee; 3 rd Tuesday	September 2013 – May 2014
Monthly Assessment Meeting with TK20 MIT; 3 rd Tuesday	September 2014 – present
Monthly TK20 Working Meeting; 1 st Tuesday	January 2014 - present

Additional Professional development resources:

- Assessment Lib Guide
- Assessment Web Page

Office of Curriculum and Assessment
2013 Curriculum Evaluation - Curriculum Mapping

PROGRAM: Language & International Studies Option (INT-AA)										CREDITS: 62										REVISED 3/ REVIEWED: May 2014										
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.	Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people.										
ENG 101	3											X																		
ENG 102	3							X	X		X																			
SPE 102	3							X		X																				
MTH GE ELECT	3														X															
TECHNOLOGY GE ELECT			3											X																
SCIENCE: LAB SCI GE ELE		4																												
MTH or SCI GE ELECT		3 or 4																												
HUM: LANG GE ELECT					3						X						X			X										
HUM: LANG GE ELECT					3						X						X			X										
HUM - GE ELECTIVE					3						X																			
GEO 101					3						X									X										
SOC 101					3						X																			
HIS 111 or 101						3					X																			
HIS 112, 102, 103						3					X																			
COM 145							3				X									X										
POL 108																				X										
ENG 271 or 272									X											X										
ELECTIVE - LANGUAGE											X						X			X										
ELECTIVE - LANGUAGE											X						X			X										
ELECTIVE - LANGUAGE											X						X			X										
DISTRIBUTION	9		12		6	9	6																							
TOTAL REQUIRED	45 CREDITS																													

**Office of Curriculum and Assessment
Interconnectedness of Student Learning Outcomes**

DEGREE: Languages & International Studies Option (INT-AA)			Middle States Competencies								
Course/Course SLO: At the end of the Course the Student will be able to:	Program Level Student Learning Outcomes			Gen. Ed. Category	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.	Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people.								
All 101 Level Courses				HUM	X						
Recall what has been learned and reproduce the information in written form. (Writing skill)	X	X	X								
Imitate the learned vocabulary and recite the symphonic listener. (Speaking skill)											
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			
All 102 Level Courses				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 symphonic listener. (Speaking skill)											
Comprehend and interpret basic learned orally distributed information. (Listening skill)	X	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			
All 201 Level Courses				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 symphonic 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			

Office of Curriculum and Assessment
Interconnectedness of Student Learning Outcomes

DEGREE: Languages & International Studies Option (INT-AA)			Middle States Competencies									
Course/Course SLO: At the end of the Course the Student will be able to:	Program Level Student Learning Outcomes			Gen. Ed. Category	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.	Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people.									
Demonstrate a connection with the cultures studied and compare and contrast with their own			X		X			X				
All 202 Level Courses	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 symphonic 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			
Demonstrate a connection with the cultures studied and compare and contrast with their own.									X			
World Literature I (ENG 271)												
Will demonstrate an understanding of World Literature from its beginnings in Greece and Mesopotamia to the seventeenth century through the readings and discussion of major literary works.												
Analyze the major social, ideological and literary trends, which contributed to the formation of the world culture.									X			
Distinguish among the various literary genres and traditions.									X			
Interpret and criticize literary works and express and support original ideas about literature.									X			
Relate their knowledge of the literature written in each period to developments in intellectual, social, and political history during that period.									X	X		
Demonstrate awareness of how the literature of previous periods influenced later developments and of how certain general themes can be traced through the literature of several consecutive periods or through world literature as a whole.									X			

Office of Curriculum and Assessment
Interconnectedness of Student Learning Outcomes

DEGREE: Languages & International Studies Option (INT-AA)		Program Level Student Learning Outcomes					Middle States Competencies				
Course/Course SLO: At the end of the Course the Student will be able to:	Gen. Ed. Category	Speak and write a language other than English.	Interpret written and orally presented information in a language other than English.	Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people	CT	IL	EA	DV	TC	MT	SC
Develop and use their critical vocabularies by defining and illustrating concepts such as plot, characterization, meter and rhyme scheme, and be able to distinguish among literary genres such as heroic and lyric poetry, allegory, comedy, and tragedy.				x	x	x					
World Literature II (ENG 272) Will demonstrate an understanding of World Literature from the end of the seventeenth century through the twentieth century. Analyze the major social, ideological and literary trends, which contributed to the formation of the world culture. Distinguish among the various literary genres and traditions. Interpret and criticize literary works and express and support original ideas about literature. Relate their knowledge of the literature written in each period to developments in intellectual, social, and political history during that period. Demonstrate awareness of how the literature of previous periods influenced later developments and of how certain general themes can be traced through the literature of several consecutive periods or through world literature as a whole. Develop and use their critical vocabularies by defining and illustrating concepts such as plot, characterization, meter and rhyme scheme, and be able to distinguish among literary genres such as heroic and lyric poetry, allegory, comedy, and tragedy.	HUM, DIV			x							
Introduction to International Relations (POL 108) Define the essential terminology of the field of International Relations, identify the main actors in global politics and discuss the historical evolution of the international system. Identify and compare the different theoretical approaches to the study of International Relations including the different levels of analysis that each theory emphasizes				x		x					

THIS PROGRAM WAS REVISED AS OF 1/13 AND WITH A SLO #3 REMOVED AND A NEW ONE ADDED 3/13

Program: Languages and International Studies Option (INT.AA)							
Upon completion of this program, the student will be able to	AS measured By... How will you assess that students have learned the P-SLO? Identify Data Assessment Methods		In what term is PSLO assessed? What was the outcome of the assessment used? Were there weaknesses, issues with the student learning?		Reflective Summary What conclusions from the findings can be used to improve the student learning?	Closing the Loop : How are findings used to improve student learning? Were new interventions implemented? Reassess student learning after implementing new intervention.	
Program Level SLO	Data Assessed & Data Source	Assessment Instrument - Identify Tool/Rubric	Term Assessed	Outcomes - Summary of Assessment Data Collected	Actions to Assure that the Outcome Is or Will Be Met	Term Reassessed	Review of Outcome - How Results can be used to improve student learning
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>A 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.	FA13 40 classes 622 students	<p>The strength of all 622 language student assessed in 40 language classes is the ability to express themselves with enough words to get the message across. The weakest part is the correctness of the structure (72% satisfactory) although the department reached the goal of a satisfactory percentage of 70 or above. The percentage drops as the level of language gets higher: In LAN 101 73% satisfaction, LAN 102 71% satisfaction, LAN 201 62% satisfaction for structure.</p> <p>In an ideal situation language courses should be 4 credits instead of 3 credits in order to improve structure use of the target language and offer more reinforcement.</p> <p>As structure will always be the weakest part of the writing skills, no matter if it is first or second language acquisition, the department will continue to make improvements through the use of technology (PowerPoint presentations, video streams...) and choice of language program to be used in order to improve the language learner's ability of correct structure.</p>

<p>Speak and write a language other than English.</p>	<p>Level 101 - 344 students; level 102 - 150 students; level 201 68 students</p>	<p><u>Oral Presentation</u></p>	<p>SP 09</p>	<p>The students were assessed on their 1) comprehension; 2) comprehensibility; 3) syntax; 4) fluency and 5) vocabulary. At all levels, syntax was the weakest for the students.</p>	<p>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 students. This will also be revisited during the summer.</p>	<p>SP13</p>	<p>491 students out of 565 students in LAN 101, 102, and 200 levels received a 14 out of 20 points or above on the assessment of comprehension, comprehensibility, syntax, fluency and vocabulary. 87 % of the students in all language levels had over 70%, the benchmark the department determined for success in an oral assessment. Students did very well in all 5 skills of the oral assessment but were the weakest in syntax with 80% of the students passing with a 70% or above. In 2009 the syntax was also the weakest. We implemented the actions presented in 2009: 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 results of LAN 101, 102 and 200 levels will be discussed in the September 2013 department meeting in order to improve syntax, especially in LAN 102 where the success rate of syntax was the weakest with 75%.</p>
---	--	---------------------------------	--------------	--	--	-------------	---

<p>Interpret written and orally presented information in a language other than English.</p>	<p>ALL SECTIONS 101 (352 students), 102 (140 students), 201 (32 students)</p>	<p><u>Reading assessment:</u> -Recognize and interpret basic learned written information</p>	<p>SP 11</p>	<p>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.</p>	<p>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.;</p>	<p>FA12</p>	<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 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.</p> <p>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.</p>
---	---	--	--------------	---	--	-------------	---

<p>Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people</p>	<p>482 students in ARA 102, CHI 192, FRE 101, FRE 102, ITA 101, ITA 102, SPA 101, SPA 102, SPA 201, SPA 202</p>	<p>Cultural Project</p>	<p>SP 08</p>	<p>The department decided as the criteria to satisfy the culture component of the course receiving a 7 or above. In order for the cultural project to be a successful project the department put as criteria that 65 % of the class who participated in the project should score a 7 or above. 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.</p>	<p>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..</p>	<p>SP14</p>	
---	---	-------------------------	--------------	--	---	-------------	--

**DEPARTMENT OF LANGUAGE & CULTURE
MEASURING THE ASSESSMENT OF WRITING SKILLS IN FRENCH, GERMAN, ITALIAN and SPANISH
LANGUAGE COURSE:
ALL LANGUAGE COURSES PARTICIPATING IN FALL 2013
Amount of classes: 40 Amount of students: 622**

I. Course level assessment of SLO:

Upon completion of this course the student will be able to, at the appropriate ACTFL level in the target language:

- **Recall what has been learned and reproduce the information in written form. (in all elementary levels))**
- **Recall what has been learned and create written language containing a variety of learned patterns (in all intermediate levels)**

2. Program level assessment of SLO: INT.AA

- Write a language other than English

3. General Education assessment of SLO:

- Demonstrate a competence in the production and comprehension of a foreign language.

The student's overall outcome on the written assessment upon completion of the course:

523 of the 622 students received a 7 or above out of 10 points

99 of the 622 students received below 7 points out of 10 points

The department decided as the criteria to satisfy the written assessment component of the course receiving a 7/ 10 or 14/ 20 or above.

The department puts as criteria that 70 % of the class who participated should score a 7 or above.

523 of the 622 students received a 7 or above on writing skill's assessment.

This is 84% of all the LANGUAGE students who participated in Fall 2013

The department decided as the criteria to satisfy the 4 components of the written assessment component of the course students who received a 3 or above. The department puts as criteria that 70 % of the class who participated should score a 3 or above. *

The student's outcome on the satisfaction of the objective in the activity

- 391 of the 622 students received a 4 out of 4 points
- 119 of the 622 students received a 3 out of 4 points
- 78 of the 622 students received a 2 out of 4 points
- 29 of the 622 students received a 1 out of 4 points
- 5 of the 622 students received a 0 out of 4 points
- 510 out of 622 of the students received a 3 or above.

This is 82% of the students in all language classes during fall 2013

The students' outcome on vocabulary use in the activity

- 295 of the 622 students received a 4 out of 4 points
- 228 of the 622 students received a 3 out of 4 points
- 71 of the 622 students received a 2 out of 4 points
- 22 of the 622 students received a 1 out of 4 points
- 6 of the 622 students received a 0 out of 4 points
- 523 out of 622 of the students received a 3 or above.

This is 84 % of the students in all language classes during fall 2013

The student's outcome on structure in the activity

- 184 of the 622 students received a 4 out of 4 points
- 262 of the 622 students received a 3 out of 4 points
- 136 of the 622 students received a 2 out of 4 points
- 33 of the 622 students received a 1 out of 4 points
- 7 of the 622 students received a 0 out of 4 points
- 446 out of 622 of the students received a 3 or above.

This is 72% of the students in all language classes during fall 2013

The student's outcome on word count in the activity

- 458 of the 622 students received a 4 out of 4 points
- 88 of the 622 students received a 3 out of 4 points
- 47 of the 622 students received a 2 out of 4 points
- 20 of the 622 students received a 1 out of 4 points
- 9 of the 622 students received a 0 out of 4 points
- 546 out of 662 of the students received a 3 or above.

This is 87 % of the students in all language classes during fall 2013

Conclusion and implementation:

The strength of all our language students is the ability to express themselves with enough words to get the message across. **The weakest part is the correctness of the structure (72% satisfactory) although the department reached the goal of a satisfactory percentage of 70 or above. The percentage drops as the level of language gets higher: In LAN 101 73% satisfaction, LAN 102 71% satisfaction, LAN 201 62% satisfaction for structure.**

In an ideal situation language courses should be 4 credits instead of 3 credits in order to improve structure use of the target language and offer more reinforcement.

As structure will always be the weakest part of the writing skills, no matter if it is first or second language acquisition, the department will continue to make improvements through the use of technology (PowerPoint presentations, video streams...) and choice of language program to be used in order to improve the language learner's ability of correct structure.

* This criteria is higher than in 2009 when the same assessment was done.

____.____ **Program Assessments for** _____ **Final Report**
 (program) (semester/year)

Program Student Learning Outcome # ____

By the end of the program the student will be able to: _____

- Criteria 1
- Criteria 2.
- Criteria 3.
- Criteria 4.

Assessment Tool _____
 (indicate the assignment used to evaluate students)

Each student who completed the course was rated according to the following standards:

- E = Excellent: 80% or more of the time
- S = Satisfactory: More than 60% of the time
- U = Unsatisfactory: Less than 60% of the time

The data is entered in whole numbers for all sections of _____, _____
 (program) (course #) (course title)

Prog. Code – Course # - Section	Criteria 1			Criteria 2			Criteria 3			Criteria 4			Total # Assessed
	E	S	U	E	S	U	E	S	U	E	S	U	
- -													

Result: With _____ instructors reporting for _____ to a total of _____ students who completed
 (#of instructors reporting) (number of sections offered) (# of students assessed)
 the course of study our findings are as follows: _____

Action: _____

Review of Action: _____
 (Semester two years in the future)

FLM.AAS Program Assessments for Spring 14 Final Report

Program Student Learning Outcome 2

Demonstrate an ability to participate in all areas of film/television production.*

- Criteria 1 Pre-production
- Criteria 2. Production
- Criteria 3. Post-production
- Criteria 4. Critical evaluation

*For all appreciation courses, interpret this “ability to participate” as being a knowledgeable critical thinker.

The total number of students, in each section, is evaluated according to one of the following standards:

- E = Excellent: All of the time
- S = Satisfactory: More than 60% of the time
- U = Unsatisfactory: Less than 60% of the time

The data is entered in whole numbers for each section for all FLM Courses.

	Criteria 1			Criteria 2			Criteria 3			Criteria 4			Total # of Students Assessed
	E	S	U	E	S	U	E	S	U	E	S	U	
Course #													
FLM- 101	6	7	6	6	7	6	6	7	6	6	7	6	19
FLM- 110	12	2		12	2		12	2		12	2		14
FLM- 201	27	3	5	27	3	5	27	3	5	27	3	5	35
FLM-201H	8	1		8	1		8	1		8	1		9

Result: We are delighted with the results in the production classes and are still acutely aware of the disparity in FLM-201 Film Appreciation as a General Education Humanities course. We feel even more strongly that we should look into provided a section of the course for majors only.

Action: Continue to examine if we best serve our majors by having them in the same classes as the general ed population for FLM-101 and 201.

Review of Action: Spring 16

**DEPARTMENT OF LANGUAGE & CULTURE
MEASURING THE ASSESSMENT OF WRITING SKILLS IN FRENCH, GERMAN, ITALIAN and SPANISH
LANGUAGE COURSE:
ALL LANGUAGE COURSES PARTICIPATING IN FALL 2013
Amount of classes: 40 Amount of students: 622**

I. Course level assessment of SLO:

Upon completion of this course the student will be able to, at the appropriate ACTFL level in the target language:

- **Recall what has been learned and reproduce the information in written form. (in all elementary levels)**
- **Recall what has been learned and create written language containing a variety of learned patterns (in all intermediate levels)**

2. Program level assessment of SLO: INT.AA

- Write a language other than English

3. General Education assessment of SLO:

- Demonstrate a competence in the production and comprehension of a foreign language.

The student's overall outcome on the written assessment upon completion of the course:

523 of the 622 students received a 7 or above out of 10 points

99 of the 622 students received below 7 points out of 10 points

The department decided as the criteria to satisfy the written assessment component of the course receiving a 7/ 10 or 14/ 20 or above.

The department puts as criteria that 70 % of the class who participated should score a 7 or above.

523 of the 622 students received a 7 or above on writing skill's assessment.

This is 84% of all the LANGUAGE students who participated in Fall 2013

The department decided as the criteria to satisfy the 4 components of the written assessment component of the course students who received a 3 or above. The department puts as criteria that 70 % of the class who participated should score a 3 or above. *

The student's outcome on the satisfaction of the objective in the activity

- 391 of the 622 students received a 4 out of 4 points
- 119 of the 622 students received a 3 out of 4 points
- 78 of the 622 students received a 2 out of 4 points
- 29 of the 622 students received a 1 out of 4 points
- 5 of the 622 students received a 0 out of 4 points
- 510 out of 622 of the students received a 3 or above.

This is 82% of the students in all language classes during fall 2013

The students' outcome on vocabulary use in the activity

- 295 of the 622 students received a 4 out of 4 points
- 228 of the 622 students received a 3 out of 4 points
- 71 of the 622 students received a 2 out of 4 points
- 22 of the 622 students received a 1 out of 4 points
- 6 of the 622 students received a 0 out of 4 points
- 523 out of 622 of the students received a 3 or above.

This is 84 % of the students in all language classes during fall 2013

The student's outcome on structure in the activity

- 184 of the 622 students received a 4 out of 4 points
- 262 of the 622 students received a 3 out of 4 points
- 136 of the 622 students received a 2 out of 4 points
- 33 of the 622 students received a 1 out of 4 points
- 7 of the 622 students received a 0 out of 4 points
- 446 out of 622 of the students received a 3 or above.

This is 72% of the students in all language classes during fall 2013

The student's outcome on word count in the activity

- 458 of the 622 students received a 4 out of 4 points
- 88 of the 622 students received a 3 out of 4 points
- 47 of the 622 students received a 2 out of 4 points
- 20 of the 622 students received a 1 out of 4 points
- 9 of the 622 students received a 0 out of 4 points
- 546 out of 662 of the students received a 3 or above.

This is 87 % of the students in all language classes during fall 2013

Conclusion and implementation:

The strength of all our language students is the ability to express themselves with enough words to get the message across. **The weakest part is the correctness of the structure (72% satisfactory) although the department reached the goal of a satisfactory percentage of 70 or above. The percentage drops as the level of language gets higher: In LAN 101 73% satisfaction, LAN 102 71% satisfaction, LAN 201 62% satisfaction for structure.**

In an ideal situation language courses should be 4 credits instead of 3 credits in order to improve structure use of the target language and offer more reinforcement.

As structure will always be the weakest part of the writing skills, no matter if it is first or second language acquisition, the department will continue to make improvements through the use of technology (PowerPoint presentations, video streams...) and choice of language program to be used in order to improve the language learner's ability of correct structure.

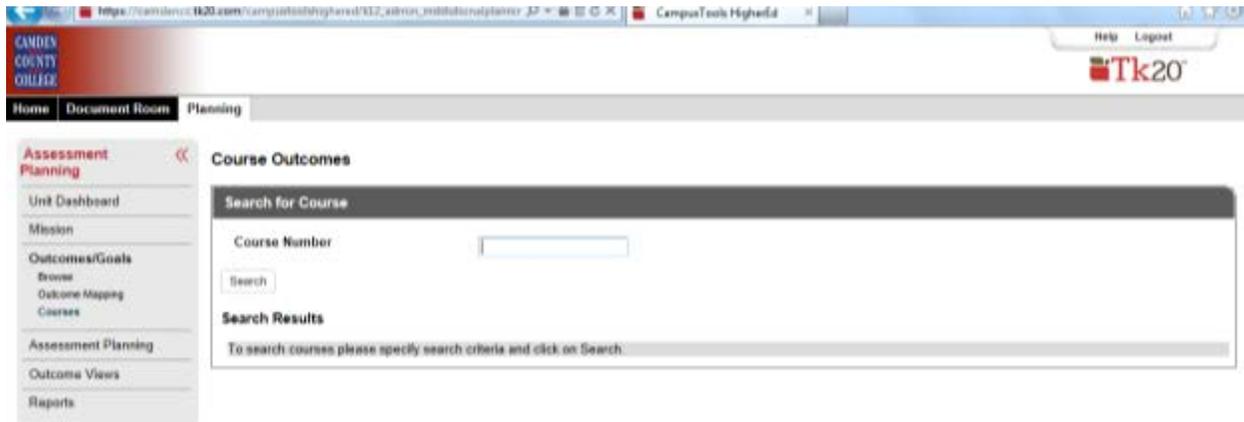
* This criteria is higher than in 2009 when the same assessment was done.

Course Outcome Entry

Camden County College – TK20 Server: <https://camdencc.tk20.com>

GETTING STARTED

1. Click on the **Planning** tab on the top menu.
2. Click on the **Outcomes/Goals** on the side menu and choose **Courses**.
3. Enter the **Course Number** (ex. CRJ-101 or just CIS) and **Search**. *Note that you must use a hyphen when entering the course number.*
4. Select the course for which you want to enter outcomes.



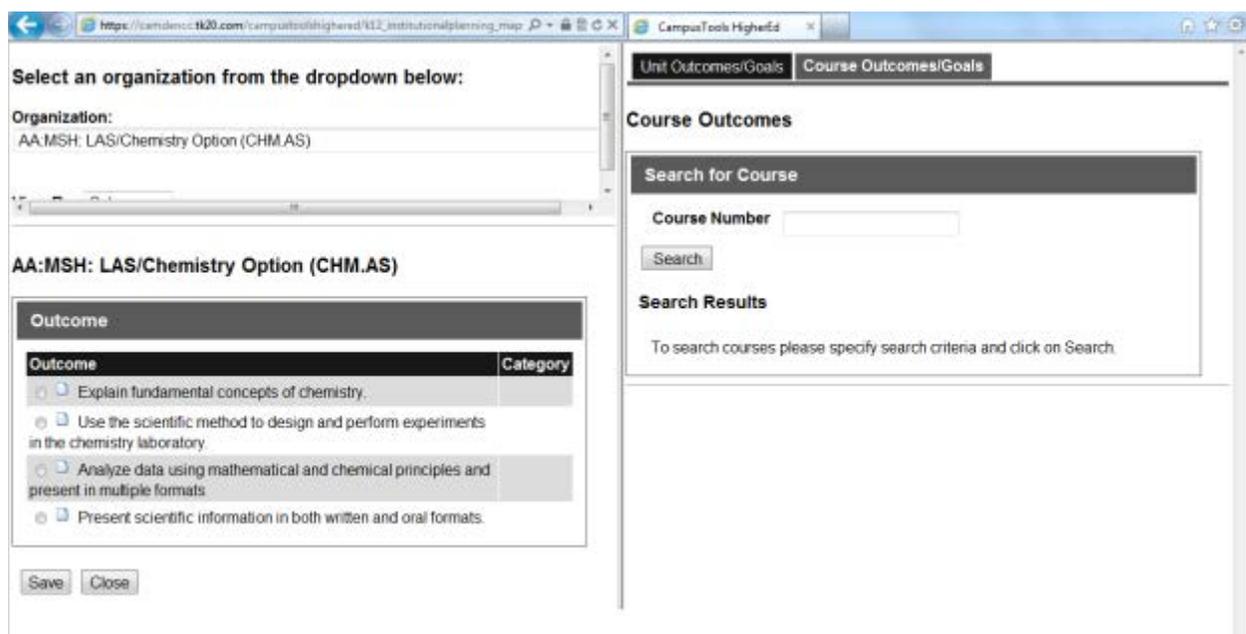
ENTERING COURSE OUTCOMES

1. Click on “**Add Outcome**” to enter first course outcome. To add additional course outcomes, click on “**Add Outcome.**”
2. Cut and paste the Course Student Learning Outcomes either from the interconnectedness chart in excel document or from the Department Master Syllabus on the S drive.
3. Save the course outcomes. You will be notified once you have clicked SAVE.

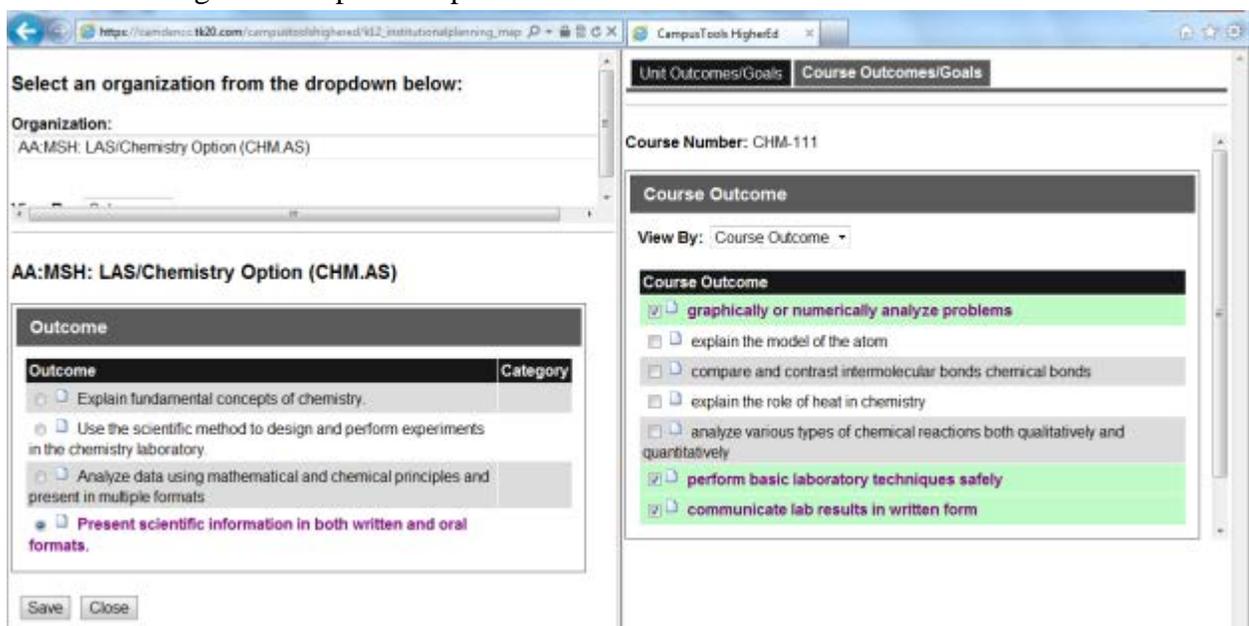
Curriculum Mapping – Interconnectedness

GETTING STARTED

1. Click on the **Planning** tab on the top menu.
2. Click on the **Outcomes/Goals** on the side menu and choose **Outcome Mapping**. A split screen will appear.
3. In top Left of split screen, select **Organization (Academic Program)** you are mapping. Select **Outcome** from View By: drop down. Student Learning Outcomes added to TK20 for that program will appear in lower left of Split Screen.



4. In upper Right Split Screen, Select **Course Outcomes/Goals** tab. Enter Course prefix. List of courses will appear. Select course. Select Program SLO on left, and select course outcomes on right that map to the specific outcome. SAVE



Assessment Period(s): Fall 2013, Spring 2013, Fall 2012, Spring 2011, Spring 2010, Spring 2009, Spring 2008

Organization Type(s): All

Organization(s): AA:LAN: LAS/Languages and International Studies Option (INT.AA)

Display blank entries: No

Camden County College

Fall 2013

AA:LAN: LAS/Languages and International Studies Option (INT.AA)

1. Speak a language other than English	
No Data	
2. Write a language other than English	
Data Source:	40 classes; 622 students
Assessment Instrument:(Identify Tool/Rubric)	A Writing Activity Assessment was based on: Vocabulary, word count, grammar and meeting objective of activity
Term Last Assessed:	Spring 2010
If the outcome was reassessed based on previous findings, please describe the impact of any interventions introduced in this reassessment:	The strength of all 622 language student assessed in 40 language classes is the ability to express themselves with enough words to get the message across. The weakest part is the correctness of the structure (72% satisfactory) although the department reached the goal of a satisfactory percentage of 70 or above. The percentage drops as the level of language gets higher: In LAN 101 73% satisfaction, LAN 102 71% satisfaction, LAN 201 62% satisfaction for structure. In an ideal situation language courses should be 4 credits instead of 3 credits in order to improve structure use of the target language and offer more reinforcement. As structure will always be the weakest part of the writing skills, no matter if it is first or second language acquisition, the department will continue to make improvements through the use of technology (PowerPoint presentations, video streams) and choice of language program to be used in order to improve the language learners ability of correct structure.
Upload any supporting documents:	INT Assessment Data Fall 2013.pdf
3. Interpret written presented information in a language other than English.	
No Data	
4. Interpret orally presented information in a language other than English.	
No Data	
5. Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people	
No Data	

Spring 2013

AA:LAN: LAS/Languages and International Studies Option (INT.AA)

1. Speak a language other than English	
Data Source:	565 students in LAN 101, 102, and 200 levels
Assessment Instrument:(Identify Tool/Rubric)	Oral Presentation
Term Last Assessed:	Spring 2009
If the outcome was reassessed based on previous findings, please describe the impact of any interventions introduced in this reassessment:	491 students out of 565 students in LAN 101, 102, and 200 levels received a 14 out of 20 points or above on the assessment of comprehension, comprehensibility, syntax, fluency and vocabulary. 87 % of the students in all language levels had over 70%, the benchmark the department determined for success in an oral assessment. Students did very well in all 5 skills of the oral assessment but were the weakest in syntax with 80% of the students passing with a 70% or above. In 2009 the syntax was also the weakest. We implemented the actions presented in 2009: 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 results of LAN 101, 102 and 200 levels will be discussed in the September 2013 department meeting in order to improve syntax, especially in LAN 102 where the success rate of syntax was the weakest with 75%.
Upload any supporting documents:	INT Assessment Data Spring 2013.pdf
2. Write a language other than English	
No Data	

3. Interpret written presented information in a language other than English.	
No Data	
4. Interpret orally presented information in a language other than English.	
No Data	
5. Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people	
No Data	

Fall 2012

AA:LAN: LAS/Languages and International Studies Option (INT.AA)

1. Speak a language other than English	
No Data	
2. Write a language other than English	
No Data	
3. Interpret written presented information in a language other than English.	
Term Last Assessed:	Spring 2011
If the outcome was reassessed based on previous findings, please describe the impact of any interventions introduced in this reassessment:	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.
Upload any supporting documents:	INT Assessment Data 2012.pdf
4. Interpret orally presented information in a language other than English.	
No Data	
5. Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people	
No Data	

Spring 2011

AA:LAN: LAS/Languages and International Studies Option (INT.AA)

1. Speak a language other than English	
No Data	
2. Write a language other than English	
No Data	
3. Interpret written presented information in a language other than English.	
Data Source:	ALL SECTIONS 101 (352 students), 102 (140 students), 201 (32 students)
Assessment Instrument:(Identify Tool/Rubric)	Reading assessment; -Recognize and interpret basic learned written information
Term Last Assessed:	----
Summarize the results of the assessment. Identify strengths and weaknesses with the student learning:	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.
Upload any supporting documents:	INT Assessment Data 2011.pdf
What conclusions from the findings can be used to improve student learning?	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.
4. Interpret orally presented information in a language other than English.	
No Data	

5. Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people

No Data

Spring 2010**AA:LAN: LAS/Languages and International Studies Option (INT.AA)****1. Speak a language other than English**

No Data

2. Write a language other than English

Data Source:	All Sections - all levels; 578 students (101-304 students, 102 191 students, 201 65 students, 202 18 students)
Assessment Instrument:(Identify Tool/Rubric)	A Writing Activity Assessment was based on: Vocabulary, word count, grammar and meeting objective of activity
Term Last Assessed:	----
Summarize the results of the assessment. Identify strengths and weaknesses with the student learning:	The most common weakness in all levels was structure (grammar). The weakest point of the LAN 101 students is the use of structure even though 71% did very well and is a successful percentage. 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. The weakest point of the LAN 201 students is the satisfying the objective as well as the structure of the assignment. The weakest point of the LAN 202 students is the satisfying the objective as well as the structure of the assignment.
Upload any supporting documents:	INT Assessment Data 2010.pdf
What conclusions from the findings can be used to improve student learning?	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.

3. Interpret written presented information in a language other than English.

No Data

4. Interpret orally presented information in a language other than English.

No Data

5. Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people

No Data

Spring 2009**AA:LAN: LAS/Languages and International Studies Option (INT.AA)****1. Speak a language other than English**

Data Source:	Level 101 - 344 students; level 102 - 150 students; level 201 68 students
Assessment Instrument:(Identify Tool/Rubric)	Oral Presentation
Term Last Assessed:	----
Summarize the results of the assessment. Identify strengths and weaknesses with the student learning:	The students were assessed on their 1) comprehension; 2) comprehensibility; 3) syntax; 4) fluency and 5) vocabulary. At all levels, syntax was the weakest for the students.
Upload any supporting documents:	INT Assessment Data Spring 2009.pdf
What conclusions from the findings can be used to improve student learning?	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 students. This will also be revisited during the summer.

2. Write a language other than English

No Data

3. Interpret written presented information in a language other than English.

No Data

4. Interpret orally presented information in a language other than English.

No Data

5. Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people

No Data

Spring 2008**AA:LAN: LAS/Languages and International Studies Option (INT.AA)**

1. Speak a language other than English	
No Data	
2. Write a language other than English	
No Data	
3. Interpret written presented information in a language other than English.	
No Data	
4. Interpret orally presented information in a language other than English.	
No Data	
5. Identify and/or demonstrate an understanding of the importance of a global perspective and culturally diverse people	
Data Source:	482 students in ARA 102, CHI 192, FRE 101, FRE 102, ITA 101, ITA 102, SPA 101, SPA 102, SPA 201, SPA 202
Assessment Instrument:(Identify Tool/Rubric)	Cultural Project
Term Last Assessed:	----
Summarize the results of the assessment. Identify strengths and weaknesses with the student learning:	The department decided as the criteria to satisfy the culture component of the course receiving a 7 or above. In order for the cultural project to be a successful project the department put as criteria that 65 % of the class who participated in the project should score a 7 or above. 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.
Upload any supporting documents:	INT Assessment Data 2008.pdf
What conclusions from the findings can be used to improve student learning?	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.

**Camden County College
2014 Program Student Learning Outcome
Assessment Checklist**

Program Title: _____	Program Code: _____
Department: _____ Coordinator/Chair of Program: _____	

All Assessment information is posted on the S Drive in S:\Academic Assessment\2013 Assessment Files

Assessment activities completed for the 2014 _____ Program Student Learning Outcomes, as indicated in the 2014 Academic Program Guide:

Curriculum Map:

- Update Title: **2014 Curriculum Evaluation.**
- Delete Review Date - Replace with Date to be submitted: **May, 2015**
- Verify Program Student Learning Outcomes indicated are those printed in **2014 Academic Program Guide.**
Update to reflect the Program Student Learning Outcomes (SLOs) that were revised, as reflected as information items in Chair and Coordinator minutes.
- General Education: Verify that courses have a credit number indicated in NJCCC columns and marked with an X for Middle States Categories.
- Add an X for any course now eligible for Information Literacy or Ethical Reasoning in NJCCC section:

Information Literacy ENG-102, CHM-140
Ethical Reasoning BIO-106, BIO-140, CIS-206, CSC-101, ENG-102, PHL-131, PHL-232, SPE-102
Curriculum Map - General Education Legend

**All Curriculum Maps Need Updating -
INSERT A NEW COLUMN FOR NJCC IL**

NJCCC	OWC	Written and Oral Communication
	MT	Quantitative Knowledge
	SC	Scientific Knowledge and Reasoning
	TC	Technological Competency
	SS	Society & Human Behavior
	HUM	Humanistic Perspective
	HIS	Historical Perspective
	DV	Cultural & Global Awareness
	EA	Ethical Reasoning & Action
	IL	Information Literacy

Middle States	CT	Critical Thinking
	IL	Information Literacy
	EA	Ethics
	DV	Diversity
	TC	Technological Competence
	MT	Quantitative Reasoning
SC	Scientific Reasoning	

- Update NJCCC section for ENG-102 with an x for Ethical Awareness (EA) and Information Literacy (IL).
ENG-102 "x" for Middle States EA as well.
- Update mapping of program course learning outcomes to reflect interconnectedness results. (See below)

**Camden County College
2014 Program Student Learning Outcome
Assessment Checklist**

Program level SLOs Tab:

- Add three new column headings to appear as follows:

What can students DO after successfully completing the program?	In which courses can you assess these P-SLOs?	How do you assess how well your students have learned this? What does the student need to know and do? Identify Measures	What tool are you using?	Which courses or course are you assessing in the next assessment?	When are you planning on assessing it?	Closing the Loop When are you planning on using the results to re-assess by using new tools or techniques to improve student learning
By the end of the program the graduate will be able to	Course(s)	Measurements	Assessment	Course(s) Assessed	Projected Term of Assessment	Next loop closure

- Verify/Update Program Student Learning Outcomes indicated to reflect those in the 2014 Academic Program Guide (APG).** UNDER EXCEPTION: If Programs SLO's have been recently approved and updated for 2015 APG, new SLOs can be included with ** notation that they reflect the 201 APG.
- Indicate courses and/or student cohorts that could be included to assess specific SLOs.
- Update type of assessments that could be utilized, i.e. departmental exams, national certification results, specific quizzes, items on exams, etc.

Interconnectedness: Relationship of Course Level SLOs to Programmatic SLOs.

- Verify/Update Program Student Learning Outcomes indicated to reflect those in the 2014 Academic Program Guide (APG). UNDER EXCEPTION: If Programs SLO's have been recently updated for 2015 APG, new SLOs can be included with ** notation that they reflect the 2015 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, posted on the S drive.
- If courses were newly added, or revised, verify that Course level SLOs are those that are indicated on Interconnectedness chart.
- 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
2014 Program Student Learning Outcome
Assessment Checklist**

Assessment Raw Data:

- Create new tab in the Excel workbook for **Assessment Data 2014**.
- Include Raw Data, i.e. Summary of Assessment Activities conducted. Include Program SLO, Population Assessed, Methodology, Rubric Used, Results, and Recommended Actions.

Assessment Summary:

- Add the **Name of the Academic Program to the Title of the form**.
- Cut and Paste Column Headings to reflect the following:

**PROGRAM TITLE & PROGRAM CODE
Assessment Summary**

Program: Title and Code							
Upon completion of this program, the student will be able to	As Measured By... How will you assess that students have learned the P-SLO? Identify Data Assessment Methods		In what term is PSLO assessed? What was the outcome of the assessment used? Were there weaknesses, issues with the student learning?		Reflective Summary What conclusions from the findings can be used to improve the student learning?	Closing the Loop: How are findings used to improve student learning? Were new interventions implemented? Reassess student learning after implementing new intervention.	
Program Level SLO	Data Assessed & Data Source	Assessment Instrument - Identify Tool/Rubric	Term Assessed	Outcomes - Summary of Assessment Data Collected	Actions to Assure that the Outcome Is or Will Be Met	Term Reassessed	Review of Outcome - How Results can be used to improve student learning

- Include new assessment findings submitted by the department to corresponding program SLO. 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.

Closing the Loop: Reassess student learning after implementing new intervention.

How are findings used to improve student learning? Were new interventions implemented?

- Include assessment activity information, including implementation of intervention and assessment of intervention of same Program SLO (Loop Closure).
- Document assessment of each Program Student Learning Outcome and reassessment of newly implemented intervention/action (Loop Closure).

**Camden County College
2014 Program Student Learning Outcome
Assessment Checklist**

Program Mission Statement:

- Insert a new tab that indicates Academic Program Mission Statement
- Include programmatic Mission Statement, as available. This statement will be included in 2015 Academic Program Guide.

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. 237 of the 2014 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 2015 Academic Assessment File has been added to the S Drive, so that changes can be made to assessment files to reflect 2014 Academic Program Guide.
Folder located at *S:\Academic Assessment\2014 Assessment Files*.
- Recommended tab order of Excel worksheets: Curriculum Map, Program Level SLOs, Mission Statement, Assessment Summary, Interconnectedness, Assessment Data 2013, Assessment Data 2012, Assessment Data 2011, Assessment Data 2010...
- Save P-SLO Assessment & General Education Assessment Files in the S:/2013 Assessment File May 30, 2015. To indicate final submission, save file as: "2013 <Program Code> FINAL Date (052514) and initials. Assessment Verification Checklist can also be saved to S 2013 <Program Code> FINAL Date (052514) and your initials.

Submitted By:

Chair/Coordinator/Director

Date

Department SLOA Liaison (*if applicable*)

Date

Division Dean

Date

Electronic submission, saving to S of updated academic program assessment file and completed Assessment Verification Checklist are due to Area Dean's Office no later than May 30, 2015.

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
LAS.AA	AHHS	AHS	Liberal Arts & Sciences	2013	2013	no	X	X	X	Assessment Remediation required	Assessment Remediation required	62
ECE.AA	AHHS	ECE	Early Childhood Option	0							Terminated	61
EDU.AS	AHHS	EDU	Elementary/Secondary Education -	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	64
IAP.CA	AHHS	EDU	Instructional Aide Paraprofessional Core	0							TERMINATE	48
EED.AA	AHHS	EED	Early Childhood Education	2013	2013	no	X	X	X	Professional Development	NEW - reduce credits	64
PTE.AAS	AHHS	EED	Preschool Teacher Education	2013	2013	no	X	X	X	Professional Development	NEW	60
ECH.AS	AHHS	EED	Early Childhood Option	0							Terminated	
ENG.AA	AHHS	ENG	LAS: English Option	2013	2013	no	X	X	X	Gen Ed Professional Development	Progressing	62
FLM.AAS	AHHS	FLM	Film & Television Production	2013	2013	no	X	X	X	Professional Development	NEW	60
FLM.CT	AHHS	FLM		0							TERMINATE	
GOV.AA	AHHS	HIS	LAS: Law, Govt., Politics Option	2013	2013	no	X	X	X	Professional Development	Increase Graduates	63
HST.AA	AHHS	HIS	LAS: History Option	2013	2013	no	X	X	X	Assessment Remediation required	Assessment Remediation required	62
INT.AA	AHHS	LAN	International Studies	2013	2013	no	X	X	X	Professional Development	Increase Graduates	62
MUS.CA*	AHHS	MUS	Music Recording Certificate of Achievement	0		yes	X	X	X	Professional Development	Increase Graduates	24
PSY.AA	AHHS	PSY	LASIPsychology Option	no	no	no	no	no	no	Assessment Remediation required	Assessment Remediation required	62
SLA.AAS	AHHS	SLE	ASL/English Interpreting	2013	2013	yes	X	X	X	Professional Development	Increase Graduates	63

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
SLS.AA	AHHS	SLE	Deaf Studies /Pre-Interpreting Option	2013	2013	yes	X	X	X	Professional Development	Increase Graduates	61
SLS.CA	AHHS	SLE	American Sign Language	#N/A			X	X	X		NEW	
EIT.CA	AHHS	SLE	Educational Interpreter Training Certificate of Achievement	0							TERMINATE - No Grads-Notify grant	18
MUS.AA	AHHS	VPA	Music Option good enroll- low grads	2013	2013	no	X	X	X	Professional Development	Increase Graduates	64
SPT.AA	AHHS	VPA	Speech & Theatre Option	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	64
STA.AFA	AHHS	VPA	Studio Art	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	64
APA.AA	AHHS	VPA	Fine & Applied Arts Option: Applied Arts	2013	2013	no	X	X	X	Professional Development	Increase Graduates	62
COM.AA	AHHS	VPA	Communications Option	2013	2013	no	X	X	X	Professional Development	Revision needed - Reduce Credits	62
PHJ.AA	AHHS	VPA	Communications Option: Photo-Journalism Track	2012	2012						Terminate	62
PHO.AA	AHHS	VPA	Photography Option;	2013	2012	no	X	X	X	Professional Development	Increase Graduates	62
PRA.AA	AHHS	VPA	Communications Option: Public Rel./Adv. Track	2013	2013	no	X	X	X	Professional Development	Increase Graduates	62
GMA.AAS	BPS	AUT	Automotive Technology (Apprentice) GM/ASEP	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	75
AUT.AAS	BPS	AUT	Automotive Technology (Apprentice)	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	66
ASM.CA	BPS	AUT	Automotive Service Management	2012	2012	yes	X	X	X	Professional Development	New - move to business?	
GAT.CA	BPS	AUT	Automotive General Technician Cert. of Achievement	0	2012	no	X	X	X	Professional Development	Increase Graduates	44
GMT.CA	BPS	AUT	Automotive GM Technician Cert of Achievement	0	2012						Terminate	20
ACC.AAS	BPS	BUS	Accounting	2012	2012	no	X	X	X	Professional Development		66

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
FIN.AAS	BPS	BUS	Finance	2012	2012	no	X	X	X	Professional Development	Analysis of All Business AAS degrees; 2 transfer (AA & AS) AAS degree, certificates?	66
MKT.AAS	BPS	BUS	Marketing	0	2012	no	X	X	X	Professional Development		63
ABA.AS	BPS	BUS	Business Administration	0	2012	no	X	X	X	Professional Development		62
MGT.AAS	BPS	BUS	Management	2013	2012	no	X	X	X	Professional Development		62
SBM.AAS	BPS	BUS	Management: Small Business Management Option	0	2012	no	X	X	X	Professional Development		62
BPM.AAS	BPS	BUS	Business Paraprofessional Management Option	2013	2012	no	X	X	X	Professional Development		60
ACC.CA	BPS	BUS	Computerized Accounting Specialist-Certificate	0							Terminated	
BUS.AS	BPS	BUS	Business Administration Option	2012	2012						Terminated	
INF.AS	BPS	BUS	Business Administration Option: Information Systems Track	0	2012						Terminated	
CAD.AAS	BPS	CAD	CADD: Computer Aided Drafting & Design	2013	2012	no	X	X	X	Professional Development	Increase Graduates	63
CAD.CA	BPS	CAD	CADD: Computer Aided Drafting Design Cert of Achievement	0	2012						TERMINATE	34
CIS.AAS	BPS	CIS	Computer Information Systems	2012	2012	no	X	X	X	Professional Development	Revision needed - Reduce Credits	65
PCM.AAS	BPS	CIS	Computer Information Systems: Personal Computer Option	2012	2012						TERMINATE	63
MIS.AS	BPS	CIS	Management Information Systems	0	2012	no	X	X	X	Professional Development	new	61
PCS.CT	BPS	CIS	Personal Comp Spec-Cert	0	2012						TERMINATE	34
CPG.CT	BPS	CIS	Computer Programming-Cert	0	2012						TERMINATE	33
UNIX.CA	BPS	CIS	Linux/UNIX Administration Cert. of Achievement	0							TERMINATE	18
CRJ.AS	BPS	CRJ	Criminal Justice	2013	2013	no	X	X	X	Professional Development	Revision needed - Reduce Credits	64

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
CIA.CA	BPS	CRJ	Crime & Intelligence Analysis Cert. of Achievement	0							TERMINATE	24
EDM.CA	BPS	CRJ	Emergency & Disaster Management Cert. of Achievement INACTIVE	0		no	X	X	X	Professional Development	Increase Graduates	20
HLS.CT	BPS	CRJ	Homeland Security	#N/A		no	X	X	X	Professional Development	NEW	
FOP.CA	BPS	CRJ	Fundamentals of Policing-Cert of Achievement	0		no				Professional Development	Progressing	15
COR.CA	BPS	CRJ	Corrections Certificate of Achievement	0		no				Professional Development	Progressing	12
FIR.AAS	BPS	FIR	Fire Science Technology	2013	2013	no	x	X	X	Professional Development	Revision needed - Reduce Credits	64
FRA.AS	BPS	FIR	Fire Science Administration	0		no	X	X	X	Professional Development	Increase Graduates	62
PAR.AAS	BPS	OST	Paralegal Studies	0		no	X	X	X	Professional Development	Revision needed - Reduce Credits	65
ADA.AAS	BPS	OST	Off Sys Tech: Administrative Assistant	2012	2012	no	X	X	X	Professional Development	Increase Graduates	62
IFP.AAS	BPS	OST	Off Sys Tech. Admin Assistant Info Processing	2012	2012						TERMINATE	62
SAT.CT	BPS	OST	Office Assistant Certificate	0							TERMINATE	30
VAS.CA	BPS	OST	Virtual Assistant Certificate -- NEW --	0							TERMINATE	24
ADD.AAS	NHHS	ADD	Addictions Counseling	2013	2013	no				Professional Development	Progressing	60
ADD.CA	NHHS	ADD	Addictions Counseling Cert of Achievement	0		no	X	X	X	Professional Development	Increase Graduates	24
OTA.AS	NHHS	AHN	Occupational Therapy Assistant	0							TERMINATE	74
CMA.AAS	NHHS	AHN	Health Sci: Certified Medical Asst. Option	0		no	X	X	X	Professional Development	Do we need both? Do we have one Health Science, and revise other to be pre-health professional aas?	63
HSC.AAS	NHHS	AHN	Health Science	0		no				Professional Development		60
IHC.CA	NHHS	AHN	International Healthcare Cert of Achievement	0							TERMINATE	18

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
ASC.AAS	NHHS	ASC	Veterinary Technology	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	64
DAS.AAS	NHHS	DAS	Dental Assisting	2013	2013	yes	X	X	X	Professional Development	fix publication - must show all courses; elim free elective	63
DAS.CT	NHHS	DAS	Dental Assisting-Cert	0		no	X	X	X	Professional Development	Progressing	41
DHY.AAS	NHHS	DHY	Dental Hygiene	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	78
DTT.AAS	NHHS	DTT	Dietetic Technology	2013	2013	no	X	X	X	Professional Development	Progressing	64
NCM.CT	NHHS	DTT	Nutrition Care Manager Certificate	0							TERMINATE - combine w HTS ca's into 1 certificate	34
HIT.AAS	NHHS	HIT	Health Information Technology	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	67
MDC.CT	NHHS	HIT	Medical Coding-Cert	0		no	X	X	X	Professional Development	Revision needed -Reduce Credits	39
HPE.AS	NHHS	HPE	Health & Exercise Science	2013	2013	no				Professional Development	Progressing	60
SPM.AS	NHHS	HPE	Sports Management	2013	2013	no	X	X	X	Professional Development	Increase Graduates	60
PT.CA	NHHS	HPE	Personal Trainer Certificate of Achievement	0		no	X	X	X	Professional Development	Increase Graduates	18
DEV.AS	NHHS	HSR	Human Services: Developmental Disabilities Option	0		yes					TERMINATE	62
HSR.AS	NHHS	HSR	Human Services	2013	2013	no	X	X	X	Professional Development	Revision needed - who is target student	62
PRT.AS	NHHS	HSR	Psychosocial Rehabilitation & Treatment	2012	2012						TERMINATE	62
HSR.CT	NHHS	HSR	Developmental Disabilities	0		yes					TERMINATE - combine into 1 certificate	31
SSR.CT	NHHS	HSR	Social Services Certificate	0							TERMINATE - combine into 1 certificate	30

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
BHC.CA	NHHS	HSR	Behavioral Health Care Cert of Achievement	0							TERMINATE - combine into 1 certificate	14
HTS.AAS	NHHS	HTS	Hospitality Technology	2013	2013	no	X	X	X	Professional Development	Increase Graduates	62
FSM.CA	NHHS	HTS	Food Service Management Certificate of Achievement	0							TERMINATE - combine into 1 certificate	31
HRM.CA	NHHS	HTS	Hotel Resort Management Certificate of Achievement	0							TERMINATE - combine into 1 certificate	31
CUL.CA	NHHS	HTS	Culinary Certificate of Achievement	0							TERMINATE - combine into 1 certificate	30
MEP.CA	NHHS	HTS	Meeting and Event Planning Cert. of Achievement	0		no	X	X	X	Professional Development	Revision needed - Title Change; CE ladder	22
MAS.AAS	NHHS	MAS	Massage Therapy	0		no	X	X	X	Professional Development	Revision needed -Reduce Credits	66
MAS.CA	NHHS	MAS	Massage Therapy Certificates of Achievement	0							TERMINATE	35
MLT.AAS	NHHS	MLT	Medical Lab Technology	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	65
MST.CA	NHHS	MST	Multi-Skilled Tech. Cert. of Achievement	0		no	X	X	X	Professional Development	Increase Graduates	14
NOL.AS	NHHS	NOL	Nursing: Our Lady of Lourdes	2013	2013	no	X	X	X		Progressing	82
PRN.AS	NHHS	NUR	L A & S Science Option (Pre-Nursing)	0		no	X	X	X		Progressing	60
NUR.CT	NHHS	NUR	Practical Nursing Certificate	2013	2013	no	X	X	X	Professional Development	Revision needed - Reduce Credits	51
PRM.AAS	NHHS	PRM	Paramedic Science (AAS)	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	65
PEM.AAS	NHHS	PRM	Paramedic Educational Management	0		no	X	X	X	Professional Development	Increase Graduates	61
PRM.CA	NHHS	PRM	Paramedics-Cert. of Achievement	0		no	X	X	X	Professional Development	Increase Graduates	40
RST.AAS	NHHS	RST	Respiratory Therapy	0							TERMINATE	69
SRG.AAS	NHHS	SRG	Health Science/Surgical Tech Option	0		no	X	X	X	Professional Development	Increase Graduates	61

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
SRG.CA	NHHS	SRG	Surgical Technology Cert. of Achievement	0		no	X	X	X	Professional Development	Revision needed - Reduce Credits	38
OPH.AAS	NHHS	VIS	Ophthalmic Science Technology	2013	2013	no	X	X	X	Professional Development	Revision needed - Reduce Credits	66
OMT.CA	NHHS	VIS	Ophthalmic Medical Technician Cert. of Achievement	0		no	X	X	X	Professional Development	Increase Graduates	32
OPH.CA	NHHS	VIS	Ophthalmic Science Technology Cert. of Achievement	0		no	X	X	X	Professional Development	Increase Graduates	27
ENV.AS	STEM	BIO	LAS/ Environmental Science Option	2012	2012	no	X	X	X	Professional Development	Increase Graduates	62
SEB.AS	STEM	BIO	LAS\Secondary Education in Biology Option	0							TERMINATE	60
FSC.AAS	STEM	BIT	Biotechnology/Forensic Science Option	2012	2012						Revision needed -Reduce Credits	66
BIT.AAS	STEM	BIT	Biotechnology	0			X	X	X	Professional Development	Increase Graduates	63
FDS.AS	STEM	BIT	LAS\Food Science Option	2013	2013						TERMINATE	63
CGR.AAS	STEM	CGR	Computer Graphics	2013	2013	no	X	X	X	Professional Development	Revision needed -Reduce Credits	66
VIT.AAS	STEM	CGR	Video Imaging	0		no	X	X	X	Professional Development	Revision needed -Reduce Credits	66
GDD.AAS	STEM	CGR	Game & Design Development	0		no	X	X	X	Professional Development	Increase Graduates	62
CGR.AA	STEM	CGR	Computer Graphics Option	0		no	X	X	X	Professional Development	Increase Graduates	61
ELP.AA	STEM	CGR	Computer Graphics Option: Electronic Publishing Track	0							TERMINATE	61
WEB.AAS	STEM	CGR	Web Design & Development	0		no	X	X	X	Professional Development	Increase Graduates	61
CGR.CT	STEM	CGR	Computer Graphics-Cert	0							TERMINATE	33
WEB.CT	STEM	CGR	Web Design Development	0							TERMINATE	33
SEC.AS	STEM	CHM	LAS/Secondary Education in Chemistry Option	0							TERMINATE	60

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
CIM.AAS	STEM	CIM	CIM: Computer Integrated Manufacturing	2013	2013	yes	X	X	X	Professional Development	Revision needed -Reduce Credits	65
PMT.AAS	STEM	CIM	CIM/Engineering Technology: Precision Machining Option	2013	2013	no					NEW	61
CIM.CT	STEM	CIM	CIM-Certificate	0							TERMINATE	33
CAM.CA	STEM	CIM	Computer Aided Manufacturing Tech. CA	0							Terminate - total of 3 certs to be terminated	13
PMT.CA	STEM	CIM	Precision Machining Technology Cert Achievement	0							Terminate - total of 3 certs to be terminated	13
PLC.CA	STEM	CIM	Industrial Controls: Programmable Logic Control CA	0							Terminate - total of 3 certs to be terminated	10
CSC.AA	STEM	CSC	Computer Science	0		no	X	X	X	Professional Development	Increase Graduates	62
CSC.AS	STEM	CSC	Computer Science	2012	2012	no	X	X	X	Professional Development	Increase Graduates	62
CAP.CT	STEM	CSC	Computer Applications Programming-Cert	0	2012						TERMINATE	30
CSC.CA	STEM	CSC	Computer Science Certificate of Achievement	0	2012						TERMINATE	29
CST.AAS	STEM	CST	Computer Systems Technology	2013	2012	no	X	X	X	Professional Development	discuss rich	64
CST.CT	STEM	CST	Computer Systems Technology-Cert	0	2012	no	X	X	X	Professional Development	discuss rich	34
EGR.AS	STEM	EGR	Engineering Science	2013	2012	no	X	X	X	Professional Development	Revision needed - Reduce Credits	70
MET.AAS	STEM	EGR	Mechanical Engineering Technology	2013	2012	no	X	X	X	Professional Development	Revision needed - Reduce Credits	66
EET.AAS	STEM	EGR	Electrical-Electronic Engineering Technology	2013	2012						TERMINATE either EET or EME	64
EME.AAS	STEM	EGR	Electromechanical Engineering Technology	2013	2012						TERMINATE either EET or EME	64
TES.AAS	STEM	EGR	Engineering Technology: Technical Studies	0	2012		X	X	X	Professional Development	Increase Graduates	60
FBR.AAS	STEM	LFO	Photonics: Fiber Optic Option	2013	2012						TERMINATE	66

**Evaluation of 2013 Assessment of Program Student Learning Outcomes
(2014 Assessment Due May 30, 2015)**

Code	DIV	Dept		TK20 File Year	Assessment Date	Changes to P-SLOs	General Ed Curriculum Map	Program/Course Mapping	Syllabi Review	Evaluation Results	Program Review Assessment Results	Cr
PHT.AAS	STEM	LFO	Photonics: Laser/Electro-Optic Technology	2013	2012	no	X	X	X	Professional Development	Revision needed - Reduce Credits	66
CHM.AS	STEM	MSH	L A & SChemistry Option	2012	2012	no	X	X	X	Professional Development	Revision needed - Reduce Credits Increase Graduates	64
PPH.AS	STEM	MSH	L A & SPre-Pharmacy Option	2012	2012	no	X	X	X	Professional Development	Revision needed - Reduce Credits Increase Graduates	64
BIO.AS	STEM	MSH	L A & SIBiology Option	2012	2012	no	X	X	X		Progressing	63
MTH.AS	STEM	MSH	L A & SMathematics Option	2013	2013	no	X	X	X		Progressing	62
PHY.AS	STEM	MSH	L A & SPhysics Option	2013	2013	no	X	X	X	Professional Development	Increase Graduates	62
LAS.AS	STEM	MSH	Liberal Arts & Sciences	0		no	X	X	X		Progressing	60
SEM.AS	STEM	MTH	LAS/Secondary Education in Mathematics Option	2013	2013	yes					TERMINATE	60
VOC.CPS	STEM	WLS	Vocational Studies	0							TERMINATE? Ask Ray	44

Alignment of Audio Production AAS with Camden County College's Institutional Goals

The college lists ten goals under its strategic agenda. This program particularly targets goals numbered 1, 2, 3, 6, 7, and 10. Included in the table below are the details of these goals and a brief explanation of how this program supports each.

Goal #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.	This AAS program is designed to prepare career-oriented students for job entry at the completion of the program. However, in addition to all of the general education courses, students will be able to transfer many of the audio-related courses to comparable programs throughout the state and region.
Goal #2: General education courses will develop students' intellectual and critical-thinking skills and knowledge that will enrich their lives and enable them to participate in a democratic society.	Within this degree, students will be required to complete 20 hours of general education courses.
Goal #3: Developmental courses will enable students to gain skills needed for college-level work.	A few courses in this degree will require students to demonstrate competencies in basic reading, writing and math skills (via a passing score on the Basic Skills Test or successful completion of applicable developmental courses).
Goal #6: Partnerships with schools and colleges, public agencies, corporations, foundations and other entities will enhance quality, student opportunities and economic development.	The "Audio Production Internship" experience will require that the College and music program create and sustain relationships with media-related companies around the state and region.
Goal #7: Training programs for business and industry will provide continuous learning opportunities, including academic degrees.	This AAS degree is designed to train students using current industrial technologies and practices.
Goal #10: The College will provide a technology-rich environment that supports teaching, learning and working.	Students will have an opportunity to utilize current technology via our sound studio and computer laboratory.

Alignment of Course-Level Student Learning Outcomes with Audio Production AAS Program-Level Student Learning Outcomes

Program Learning Outcome	Program Learning Outcome #1: Manage, engineer and mix a full recording session	Program Learning Outcome #2: Communicate effectively with clients to achieve their technical and aesthetic audio demands.	Program Learning Outcome #3: Critically analyze and provide constructive criticism to improve musician and ensemble performance.
<i>Audio Production AAS courses where course-level student learning outcomes directly support program-level learning outcome</i>	MUS-133 Audio Recording Techniques I MUS-134 Audio Recording Techniques II MUS-135 MIDI/DAW I MUS-136 MIDI/DAW II MUS-229 Basic Studio Maintenance MUS-230 Audio Production MUS-231 Mixing Audio MUS-233 Advanced Audio Production and Mixing	MUS-127 Fundamentals of Music for Sound Engineers MUS-129 Introduction to Audio Recording MUS-227 Live Sound Reinforcement MUS-228 Business of Music MUS-232 Sound Design MUS-275 Audio Internship	MUS-227 Live Sound Reinforcement MUS-134 Audio Recording Techniques II MUS-136 MIDI/DAW II MUS-227 Live Sound Reinforcement MUS-230 Audio Production MUS-231 Mixing Audio MUS-233 Advanced Audio Production and Mixing

Program-Level Assessment Plan

Much of the assessment related to course-level learning outcomes will take place via class discussion, assignments, exams and projects on a week to week basis. However, programmatic monitoring of enrollment, prerequisite efficiencies, and graduates will be monitored on an annual basis. Additionally, a full programmatic review will be conducted on a five-year cycle. Assessment of programmatic student learning outcomes will begin during the first year the program runs and review of these PSLOs will follow the established institutional assessment plans. Finally, as per the consultant’s report under Letter L – Evaluation, “Success of this program will be assessed by the graduate’s ability to earn a commendable evaluation (grade of B or higher) at the conclusion of his/her internship. The program’s administration will use the data provided by the college on the number of students who begin this program compared with the number who follow through until the end of an internship.”

Course-Level Assessment Plan

The courses in the Audio Production two-year sequence include a variety of activities for the students each with assessment opportunities for audio faculty. The areas include the following:

Course Activity	Explanation	Assessment Tool(s)
Lecture and Demonstration	The instructor discusses the theory (or theories) of a learning concept as students take notes and questions. This discussion is followed by the demonstration of the concepts (where applicable) by the instructor. Finally, the instructor engages in a general discussion about the concept with students and assigns applicable assignments.	Class discussion, quizzes and homework
Laboratory Practice and Drilling	Class lab hours are spent working hands-on with hardware and software in an effort to both understand the theoretical learning concepts more fully and be able to execute the practical techniques associated with the concepts.	Software drill assignments
Critical Listening	There is a great need in the field of audio for finely tuned listening skills. Specific software and websites are used by the instructor to improve the student’s ability to listen critically.	Software drill assignments, quizzes
Peer Evaluation	Audio-related career fields are balanced between objectively sound technical aspects and more subjective aesthetic components. Therefore, students will spend a portion of each class session objectively and subjectively evaluating each other’s work. Evaluation also strengthens the student’s ability to communicate their opinions related to audio.	Class discussion

Audio Mixing and Editing	Lab hours are spent working hands-on with hardware and software in an effort to both understand the theoretical learning concepts more fully and be able to execute the practical techniques associated with the concepts.	Class projects
Collaborative Composition	There is a growing demand for audio-engineers with an ability to compose and provide original audio segments. Basic aspects of music theory, composition and their related software are covered accordingly.	Class projects
Audio Session Management and Scheduling	Audio production days allow students to schedule and manage real audio sessions.	Class projects
Audio Philosophy	An audio engineer must develop a personal philosophy of audio production based on the study of existing philosophies and an accumulation of real life experience. Course time is spent discussing differing philosophies of audio production and developing individual philosophies.	Class discussion and quizzes
Studio System Analysis and Computer-Based Trouble Shooting	Sections of class and lab time are dedicated to diagnosing problems and configuring solutions. Students will be tested on their ability to diagnose a problem and prescribe an appropriate plan to remedy the issue.	Class discussions, quizzes and homework

Working DRAFT – Not yet approved for adoption

Course Proposal Form

Add section at top to indicate New, Revised, Suspend, Reactivate, and Terminate.

Information on the course suspension and termination form was adding to ensure that publications, elective, requisites, curriculum were checked prior to submitting paperwork. This significantly reduced issues after paperwork was submitted. Please add to form.

Revision indicating system changes should be made prominent for accurate processing by records (Title, Number, Credit/Contact Hour, prereq, coreq, description, fee change, type) and reporting by academic affairs (Title, Number, Credit/Contact Hour)

Also for revision, the old information and the new should both be provided to aid in processing.

Effective Date or Term in System

- Course **Code and Number** _____ (What does course code mean? – prefix or subject)
- Course Title _____
- Department/Program _____
- State Fundable Credit Hours** _____
- Contact Hours
 - o Lecture _____
 - o Laboratory _____
 - o Studio/performance _____
 - o Cooperative/internship/clinical/field study/practicum _____ must indicate which type along with the actual hours.
- Lab Fee;** _____ definition was removed. (Based on the number of lab contact hours)
- Hourly Instruction Fee:** definition was removed. (Applies when the contact hours exceed the credit hours)

These definitions were added to reduce the amount of support needed when completing these items.

- Differential classification category _____
 - o **DIFFERENTIAL CATEGORY AND DEFINITION:**
- Program specific elective _____
- Enrollment limit _____
- Pre-requisite list (indicate add or remove when revising)
 - Course number(s) _____ Course title(s) _____
- _____
- College level English required ? yes/no**
- College level Math required? Yes/no**
- Co-requisite list _____ (indicate add or remove when revising)
- Course Description: this will be the **official** wording for submission to the New Jersey Council of County Colleges as well as the CCC Academic Program Guide. **Must be submitted electronically in a format that can be copied and pasted into the system.**

- Student Learning Outcomes

- Course specific student learning outcomes
 - Upon completion of this course the student will be able to: please list below
 - As measured by: please describe the assessment of course specific student learning outcomes
- General Education student learning outcomes
 - If this course has applied for General Education Elective status the general education student learning outcomes listed below must exactly match those the sponsor has identified on the General Education Elective Request form
 - If this course is not a General Education Elective but it satisfies a program learning outcome related to a General Education goal or outcome that connection must be stated below
 - Upon completion of this course the student will be able to: please list below
 - As measured by: describe the assessment of the general education student learning outcomes and goals
- Program Learning Outcomes
 - Upon completion of the program the student will be able to: list all student learning outcomes that interconnect to a particular program learning outcome
 - As measured by :describe the assessment of the interconnected program learning outcome(s)
- Institutional impact: will this course transfer?
 - Which degrees/programs/certificates will be affected by this course change: please list all
 - Which transfer institutions will accept this course(see comment WS8): please list at least all in NJ.
- List all **degrees/programs/certificates** that will use this course as a requirement
- Is this course eligible for Perkins funding or does it belong to a Perkins funded program
- List any institutional needs to be considered prior to offering this course such as:
 - Special facility(lab, clinic, kitchen, garage, **studio, dark room, gymnasium,greenhouse**
 - List any special equipment needed for this course
 - List software needed**
 - List all computer requirements
 - i. Computer classroom **with programming capabilities**
 - ii. Open computer classroom to complete assignments
 - iii. **Classroom with teaching computer station and projections capability**
 - Department/Program and Division budget considerations: please confer with your chair, coordinator and your dean to insure that the course budget can be met.
 - Library holdings needed for this course
 - i. Print
 - ii. Digital

Sponsor _____
 Contact information, extension and email address

Department/Program Approval _____ Date _____

Chairs, Coordinators and Dean's Approval _____ Date _____

Academic Vice-President's Approval _____ Date _____

Department Master Syllabus

Course number _____

Course title _____

- New course proposal
- Revised course proposal

Rationale/Justification of course offering: Please compose a short narrative that describes why this course should be offered at Camden County College. The reasons/boxes you identified on the Course Proposal Form must match your narrative.

Please attach

- Course **Code and Number** _____
- Course Title _____
- Department/Program _____
- Credit **Hours** _____
- Contact Hours**
 - o **Lecture** _____
 - o **Laboratory** _____
 - o **Studio/performance** _____
 - o **Cooperative/internship/clinical/field study/practicum** _____
- Course Description**
- Course Outline
- Course Activities
- Course Assessment Plan
- Course Materials
 - o Textbook(s)
 - o Supplemental materials

Sponsor _____
 Contact information, extension and email address

Department/Program Approval _____ Date _____

Chairs, Coordinators and Dean's Approval _____ Date _____

Curriculum Committee Chair Approval _____ Date _____

Academic Vice President Approval _____ Date _____

Course Success Rates-SBM.AAS program 11SP - 14FA

Course	Success										Failure					Non-Completion					Total	
	% Success					% Failure					% Non-Completion					% Incomplete/RV/Blank		Total	Total			
	A	B	C	D	AU	F	W	XA	NA	(blank)*	F	W	XA	NA	(blank)*	% Incomplete/RV/Blank	Total					
ACC-104: Financial Accounting	23.8%	18.8%	15.8%	9.4%	0.3%	68.1%	16.0%	12.0%	1.1%	2.8%	16.0%	16.0%	12.0%	1.1%	2.8%	15.9%	0.0%	0.0%	3139			
11/SP	19.8%	15.1%	14.5%	8.2%	0.3%	57.9%	17.6%	19.2%	2.2%	3.1%	17.6%	19.2%	19.2%	2.2%	3.1%	24.5%	0.0%	0.0%	318			
11/SM	42.3%	24.3%	9.9%	1.8%	0.9%	79.3%	9.0%	11.7%	0.0%	0.0%	9.0%	11.7%	11.7%	0.0%	0.0%	11.7%	0.0%	0.0%	111			
11/FA	29.5%	17.0%	15.7%	6.5%	0.3%	68.9%	15.4%	10.5%	1.9%	3.2%	15.4%	10.5%	10.5%	1.9%	3.2%	15.7%	0.0%	0.0%	370			
12/SP	14.6%	18.7%	13.9%	13.0%	0.0%	60.1%	16.5%	19.9%	1.3%	2.2%	16.5%	19.9%	19.9%	1.3%	2.2%	23.4%	0.0%	0.0%	316			
12/SM	34.1%	14.8%	12.5%	8.0%	2.3%	71.6%	5.7%	15.9%	3.4%	3.4%	5.7%	15.9%	15.9%	3.4%	3.4%	22.7%	0.0%	0.0%	88			
12/FA	22.5%	23.7%	15.9%	6.6%	0.0%	68.8%	16.2%	12.1%	0.3%	2.6%	16.2%	12.1%	12.1%	0.3%	2.6%	15.0%	0.0%	0.0%	346			
13/FA	34.7%	16.0%	14.6%	6.7%	0.3%	72.3%	18.1%	7.6%	0.9%	1.2%	18.1%	7.6%	7.6%	0.9%	1.2%	9.6%	0.0%	0.0%	343			
13/SM	34.4%	18.8%	26.0%	5.2%	0.0%	84.4%	4.2%	7.3%	2.1%	2.1%	4.2%	7.3%	7.3%	2.1%	2.1%	11.5%	0.0%	0.0%	96			
13/SP	15.7%	20.1%	17.6%	9.4%	0.6%	63.4%	17.6%	17.1%	0.3%	1.7%	17.6%	17.1%	17.1%	0.3%	1.7%	19.0%	0.0%	0.0%	363			
14/FA	18.8%	18.2%	17.3%	15.6%	0.0%	69.9%	20.2%	5.1%	0.6%	4.0%	20.2%	5.1%	5.1%	0.6%	4.0%	9.7%	0.3%	0.3%	352			
14/SM	27.7%	18.1%	18.1%	16.9%	1.2%	81.9%	9.6%	3.6%	2.4%	2.4%	9.6%	3.6%	3.6%	2.4%	2.4%	8.4%	0.0%	0.0%	83			
14/SP	21.5%	21.0%	15.6%	11.3%	0.3%	69.7%	15.9%	7.9%	0.8%	5.7%	15.9%	7.9%	7.9%	0.8%	5.7%	14.4%	0.0%	0.0%	353			
ACC-105: Managerial Accounting	29.8%	24.1%	19.2%	8.1%	0.2%	81.5%	8.2%	7.9%	0.9%	1.6%	8.2%	7.9%	7.9%	0.9%	1.6%	10.4%	0.0%	0.0%	1736			
11/SP	35.7%	25.7%	16.5%	8.0%	0.0%	85.9%	3.2%	8.0%	1.6%	1.2%	3.2%	8.0%	8.0%	1.6%	1.2%	10.8%	0.0%	0.0%	249			
11/SM	20.8%	18.9%	18.9%	11.3%	1.9%	71.7%	9.4%	17.0%	0.0%	1.9%	9.4%	17.0%	17.0%	0.0%	1.9%	18.9%	0.0%	0.0%	53			
11/FA	16.3%	25.2%	16.3%	14.8%	0.7%	73.3%	8.9%	13.3%	1.5%	3.0%	8.9%	13.3%	13.3%	1.5%	3.0%	17.8%	0.0%	0.0%	135			
12/SP	27.1%	21.9%	21.9%	8.5%	0.0%	79.4%	6.5%	12.6%	0.8%	0.8%	6.5%	12.6%	12.6%	0.8%	0.8%	14.2%	0.0%	0.0%	247			
12/SM	39.1%	27.6%	17.2%	3.4%	1.1%	88.5%	3.4%	4.6%	1.1%	2.3%	3.4%	4.6%	4.6%	1.1%	2.3%	8.0%	0.0%	0.0%	87			
12/FA	20.4%	26.8%	22.5%	3.5%	0.0%	73.2%	12.0%	8.5%	2.1%	4.2%	12.0%	8.5%	8.5%	2.1%	4.2%	14.8%	0.0%	0.0%	142			
13/FA	18.9%	18.9%	27.3%	10.6%	0.0%	75.8%	15.9%	5.3%	0.8%	2.3%	15.9%	5.3%	5.3%	0.8%	2.3%	8.3%	0.0%	0.0%	132			
13/SM	21.9%	28.8%	20.5%	12.3%	0.0%	83.6%	6.8%	8.2%	1.4%	0.0%	6.8%	8.2%	8.2%	1.4%	0.0%	9.6%	0.0%	0.0%	73			
13/SP	33.0%	24.6%	18.7%	7.4%	0.0%	83.7%	7.4%	8.9%	0.0%	0.0%	7.4%	8.9%	8.9%	0.0%	0.0%	8.9%	0.0%	0.0%	203			
14/FA	33.6%	23.7%	19.7%	7.2%	0.0%	84.2%	9.9%	3.3%	1.3%	1.3%	9.9%	3.3%	3.3%	1.3%	1.3%	5.9%	0.0%	0.0%	152			
14/SM	40.7%	18.5%	22.2%	3.7%	0.0%	85.2%	11.1%	0.0%	0.0%	3.7%	11.1%	0.0%	0.0%	0.0%	3.7%	3.7%	0.0%	0.0%	54			
14/SP	40.7%	25.4%	13.9%	6.7%	0.0%	86.6%	9.1%	3.3%	0.0%	1.0%	9.1%	3.3%	3.3%	0.0%	1.0%	4.3%	0.0%	0.0%	209			

Data represents each course in which a student is registered. Students retaking classes are counted for each attempt (duplicated).

Course Success Rates-SBM.AAS program 11SP - 14FA

Course	Success										Failure					Non-Completion					Total
	% Success					% Failure					% Non-Completion					% Incomplete/RV/Blank	Total				
	A	B	C	D	AU	F	F	W	XA	NA	(blank)	Total									
BMT-101: Business Mat	43.4%	23.0%	10.7%	2.5%	0.0%	79.5%	5.7%	5.7%	9.0%	0.8%	4.9%	14.8%	0.0%	0.0%	122						
11/FA	35.3%	23.5%	23.5%	0.0%	0.0%	82.4%	0.0%	0.0%	8.8%	0.0%	8.8%	17.6%	0.0%	0.0%	34						
12/SP	22.2%	33.3%	11.1%	5.6%	0.0%	72.2%	5.6%	5.6%	22.2%	0.0%	0.0%	22.2%	0.0%	0.0%	18						
12/FA	34.5%	31.0%	0.0%	6.9%	0.0%	72.4%	13.8%	13.8%	10.3%	3.4%	0.0%	13.8%	0.0%	0.0%	29						
13/FA	47.6%	19.0%	14.3%	0.0%	0.0%	81.0%	9.5%	9.5%	0.0%	0.0%	9.5%	9.5%	0.0%	0.0%	21						
14/FA	85.0%	5.0%	0.0%	0.0%	0.0%	90.0%	0.0%	0.0%	5.0%	0.0%	5.0%	10.0%	0.0%	0.0%	20						
BMT-102: Business Mat	56.9%	15.5%	13.8%	1.7%	0.0%	87.9%	5.2%	5.2%	5.2%	0.0%	1.7%	6.9%	0.0%	0.0%	58						
11/SP	63.2%	10.5%	10.5%	0.0%	0.0%	84.2%	15.8%	15.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	19						
12/SP	50.0%	15.0%	25.0%	5.0%	0.0%	95.0%	0.0%	0.0%	5.0%	0.0%	0.0%	5.0%	0.0%	0.0%	20						
13/SP	66.7%	25.0%	0.0%	0.0%	0.0%	91.7%	0.0%	0.0%	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%	12						
14/SP	42.9%	14.3%	14.3%	0.0%	0.0%	71.4%	0.0%	0.0%	14.3%	0.0%	14.3%	28.6%	0.0%	0.0%	7						
MGT-101: Intro to Busin	25.1%	23.2%	16.7%	6.8%	0.5%	72.4%	13.7%	13.7%	6.7%	1.7%	5.4%	13.8%	0.1%	0.1%	3747						
11/SP	22.7%	22.2%	17.5%	6.2%	0.2%	68.9%	12.2%	12.2%	7.9%	2.4%	8.6%	18.9%	0.0%	0.0%	418						
11/SM	38.2%	18.2%	9.1%	0.0%	0.0%	65.5%	27.3%	27.3%	7.3%	0.0%	0.0%	7.3%	0.0%	0.0%	55						
11/FA	28.1%	23.9%	15.1%	5.7%	3.3%	76.1%	11.0%	11.0%	7.4%	1.9%	3.6%	12.9%	0.0%	0.0%	581						
12/SP	22.3%	26.9%	13.3%	9.0%	0.0%	71.5%	10.6%	10.6%	7.6%	1.9%	8.4%	17.9%	0.0%	0.0%	368						
12/SM	10.7%	28.6%	10.7%	3.6%	0.0%	53.6%	21.4%	21.4%	10.7%	10.7%	3.6%	25.0%	0.0%	0.0%	28						
12/FA	21.8%	22.4%	17.0%	7.1%	0.0%	68.3%	16.2%	16.2%	8.3%	2.0%	5.3%	15.6%	0.0%	0.0%	495						
13/FA	31.5%	22.3%	16.4%	7.4%	0.0%	77.7%	11.2%	11.2%	3.7%	1.4%	6.1%	11.2%	0.0%	0.0%	511						
13/SM	19.0%	33.3%	4.8%	4.8%	0.0%	61.9%	33.3%	33.3%	4.8%	0.0%	0.0%	4.8%	0.0%	0.0%	21						
13/SP	18.4%	18.6%	18.4%	10.6%	0.0%	66.0%	17.6%	17.6%	10.9%	1.3%	4.3%	16.5%	0.0%	0.0%	376						
14/FA	30.2%	23.1%	17.3%	5.8%	0.0%	76.5%	13.8%	13.8%	3.3%	1.0%	4.4%	8.8%	1.0%	1.0%	480						
14/SM	36.7%	36.7%	13.3%	3.3%	0.0%	90.0%	6.7%	6.7%	0.0%	3.3%	0.0%	3.3%	0.0%	0.0%	30						
14/SP	20.8%	24.7%	21.9%	4.9%	0.0%	72.4%	15.4%	15.4%	6.0%	1.0%	5.2%	12.2%	0.0%	0.0%	384						
MGT-102: Intro to Man	26.8%	24.6%	16.2%	6.9%	0.0%	74.4%	5.5%	5.5%	6.0%	2.9%	11.1%	19.9%	0.1%	0.1%	3039						
11/SP	29.6%	24.3%	13.0%	6.0%	0.0%	72.8%	10.0%	10.0%	8.1%	1.1%	8.1%	17.2%	0.0%	0.0%	470						

Data represents each course in which a student is registered. Students retaking classes are counted for each attempt (duplicated).

Course Success Rates-SBM.AAS program 11SP - 14FA

Course	Success										Failure				Non-Completion				Total	
	% Success										% Failure				% Non-Completion					Total
	A	B	C	D	AU	F	W	XA	NA	(blank)	F	F	F	F	W	XA	NA	(blank)		
11/SM	13.5%	35.1%	21.6%	10.8%	0.0%	81.1%	2.7%	2.7%	5.4%	2.7%	8.1%	16.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	37
11/FA	17.8%	27.8%	16.7%	9.3%	0.0%	71.5%	3.9%	3.9%	9.6%	6.4%	8.5%	24.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	281
12/SP	30.9%	21.9%	15.6%	7.0%	0.0%	75.3%	7.2%	7.2%	7.7%	4.2%	5.6%	17.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	430
12/SM	14.3%	44.9%	24.5%	4.1%	0.0%	87.8%	2.0%	2.0%	2.0%	2.0%	6.1%	10.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	49
12/FA	20.1%	27.6%	16.7%	7.5%	0.0%	72.0%	5.5%	5.5%	6.8%	5.5%	10.2%	22.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	293
13/FA	25.7%	23.6%	14.6%	8.7%	0.0%	72.6%	4.9%	4.9%	3.1%	3.8%	15.6%	22.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	288
13/SM	10.3%	30.8%	38.5%	5.1%	0.0%	84.6%	0.0%	0.0%	7.7%	0.0%	7.7%	15.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	39
13/SP	33.3%	22.6%	11.9%	4.8%	0.0%	72.4%	4.0%	4.0%	6.7%	2.1%	14.7%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	421
14/FA	20.5%	28.7%	23.5%	5.2%	0.0%	78.0%	1.1%	1.1%	3.7%	1.9%	13.8%	19.4%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	100.0%	268
14/SM	20.5%	28.2%	28.2%	2.6%	0.0%	79.5%	0.0%	0.0%	2.6%	0.0%	17.9%	20.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	39
14/SP	33.0%	19.6%	15.6%	8.3%	0.0%	76.4%	6.1%	6.1%	2.4%	0.9%	14.2%	17.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	424
MGT-212: Human Resou	11.8%	32.7%	30.0%	5.5%	0.0%	80.0%	10.0%	10.0%	1.8%	2.7%	5.5%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	110
11/SP	12.5%	50.0%	25.0%	0.0%	0.0%	87.5%	12.5%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	8
11/SM	20.0%	46.7%	6.7%	13.3%	0.0%	86.7%	0.0%	0.0%	6.7%	0.0%	6.7%	13.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	15
12/SP	8.3%	16.7%	50.0%	0.0%	0.0%	75.0%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	12
12/SM	26.3%	21.1%	15.8%	15.8%	0.0%	78.9%	10.5%	10.5%	5.3%	0.0%	5.3%	10.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	19
13/SM	0.0%	52.4%	28.6%	0.0%	0.0%	81.0%	4.8%	4.8%	0.0%	14.3%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	21
13/SP	11.8%	29.4%	47.1%	5.9%	0.0%	94.1%	5.9%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	17
14/SM	11.1%	22.2%	33.3%	0.0%	0.0%	66.7%	11.1%	11.1%	0.0%	0.0%	22.2%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	9
14/SP	0.0%	11.1%	44.4%	0.0%	0.0%	55.6%	22.2%	22.2%	0.0%	0.0%	22.2%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	9
MGT-222: Small Business	12.5%	25.0%	37.5%	0.0%	0.0%	75.0%	12.5%	12.5%	0.0%	0.0%	12.5%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	8
11/SP	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	1
11/FA	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	1
12/SP	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	2
12/FA	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	2
13/SP	50.0%	0.0%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	2

Data represents each course in which a student is registered. Students retaking classes are counted for each attempt (duplicated).

Course Success Rates-SBM.AAS program 11SP - 14FA

Course	Success										Failure				Non-Completion					Total	
	% Success										% Failure				% Non-Completion						Total
	A	B	C	D	AU	F	W	XA	NA	(blank)	F	F	F	F	W	XA	NA	(blank)	Total		
MKT-101: Prin of Marke	36.2%	29.8%	13.2%	3.7%	0.1%	83.0%	6.3%	4.6%	2.7%	3.5%	10.7%	0.0%	0.0%	0.0%	1913						
11/SP	40.5%	23.6%	12.4%	3.5%	0.0%	79.9%	6.9%	5.8%	3.1%	4.2%	13.1%	0.0%	0.0%	0.0%	259						
11/SM	23.6%	30.9%	20.0%	3.6%	0.0%	78.2%	7.3%	7.3%	7.3%	0.0%	14.5%	0.0%	0.0%	0.0%	55						
11/FA	34.7%	24.9%	14.0%	3.1%	0.0%	76.7%	7.3%	7.8%	4.1%	4.1%	16.1%	0.0%	0.0%	0.0%	193						
12/SP	35.4%	31.9%	15.0%	2.2%	0.0%	84.5%	3.5%	7.5%	2.2%	2.2%	11.9%	0.0%	0.0%	0.0%	226						
12/SM	33.9%	35.5%	16.1%	4.8%	0.0%	90.3%	1.6%	4.8%	3.2%	0.0%	8.1%	0.0%	0.0%	0.0%	62						
12/FA	36.7%	31.7%	13.3%	3.3%	0.0%	85.0%	5.6%	2.2%	3.9%	3.3%	9.4%	0.0%	0.0%	0.0%	180						
13/FA	28.3%	40.4%	15.7%	3.0%	0.6%	88.0%	8.4%	1.2%	0.6%	1.8%	3.6%	0.0%	0.0%	0.0%	166						
13/SM	42.3%	30.8%	9.6%	5.8%	0.0%	88.5%	7.7%	3.8%	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%	52						
13/SP	39.8%	32.7%	8.7%	3.5%	0.0%	84.6%	7.5%	3.5%	2.0%	2.4%	7.9%	0.0%	0.0%	0.0%	254						
14/FA	36.3%	29.2%	10.7%	4.8%	0.0%	81.0%	6.5%	4.8%	3.0%	4.8%	12.5%	0.0%	0.0%	0.0%	168						
14/SM	36.4%	25.5%	9.1%	5.5%	0.0%	76.4%	10.9%	7.3%	0.0%	5.5%	12.7%	0.0%	0.0%	0.0%	55						
14/SP	37.0%	26.3%	15.6%	4.9%	0.0%	84.0%	4.9%	2.1%	2.5%	6.6%	11.1%	0.0%	0.0%	0.0%	243						
MKT-124: Fund of Sellin	63.6%	36.4%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11						
11/SP	71.4%	28.6%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7						
11/FA	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1						
12/SP	#####	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2						
13/SM	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1						
Total	27.5%	23.6%	16.3%	7.1%	0.2%	74.7%	10.6%	7.6%	1.9%	5.3%	14.7%	0.1%	0.1%	0.1%	13883						

Data represents each course in which a student is registered. Students retaking classes are counted for each attempt (duplicated).

STANDARDS
for Accreditation
and
REQUIREMENTS
of Affiliation

THIRTEENTH EDITION



Middle States Commission on Higher Education

STANDARDS
for Accreditation
and
REQUIREMENTS
of Affiliation

THIRTEENTH EDITION



Middle States Commission on Higher Education

Published by the

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104

Telephone: (267) 284-5000
Fax: (215) 662-5501
www.msche.org

© 2014 by the Middle States Commission on Higher Education

All rights reserved

Standards for Accreditation and Requirements of Affiliation replaces all the earlier editions of Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation: 1919, 1941, 1953, 1957, 1971, 1978, 1982, 1988, 1989, 1994, 2002, and those revised with editorial changes in 2006, 2007, 2008 and 2011.

Permission is granted to colleges and universities within the jurisdiction of the Middle States Commission on Higher Education to photocopy this handbook for the purpose of institutional self-study and peer review.

The text of this publication also may be downloaded from the Commission's website. Bound copies may be purchased through the publications order form, also available on the website.

Printed in the United States of America

Contents

	Page
Preamble	v
Introduction	1
Requirements of Affiliation	2
Standard I: Mission and Goals	4
Standard II: Ethics and Integrity	5
Standard III: Design and Delivery of the Student Learning Experience	7
Standard IV: Support of the Student Experience	9
Standard V: Educational Effectiveness Assessment	10
Standard VI: Planning, Resources, and Institutional Improvement	12
Standard VII: Governance, Leadership, and Administration	13
Index	15

This page intentionally left blank.

Preamble

Statement Regarding the Purpose of and Commitment to Accreditation *by the Middle States Commission on Higher Education*

An institution of higher education is a community dedicated to students, to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. The Middle States Commission on Higher Education (MSCHE), through accreditation, mandates that its member institutions meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredited institutions. In meeting the quality standards of MSCHE accreditation, institutions earn accredited status, and this permits them to state with confidence: “Our students are well-served; society is well-served.”

This page intentionally left blank.

Introduction

Middle States accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in its endeavors.

The Middle States Commission on Higher Education Accreditation Standards and Requirements of Affiliation are comprised of the enclosed seven standards and 15 requirements which serve as an ongoing guide for those institutions considering application for membership, those accepted as candidate institutions, and those accredited institutions engaged in self-review and peer evaluation. Accredited institutions are expected to demonstrate compliance with these standards and requirements, to conduct their activities in a manner consistent with the standards and requirements, and to engage in ongoing processes of self-review and improvement.

Four principles guided the development of these standards: first, the mission-centric standards acknowledge the diversity of institutions; second, the focus of the standards is on the student learning experience; third, the standards emphasize institutional assessment and assessment of student learning; fourth, the standards support innovation as an essential part of continuous institutional improvement.

These standards affirm that the individual mission and goals of each institution remain the context within which these accreditation standards are applied. They emphasize functions rather than specific structures, recognizing that there are many different models for educational and operational excellence.

Each standard is expressed in one or two sentences and is then followed by criteria. The criteria specify characteristics or qualities that encompass the standard. Institutions and evaluators will use these criteria together with the standards, within the context of institutional mission, to demonstrate or determine compliance. Institutions and evaluators should not use the criteria as a checklist.

Requirements of Affiliation

To be eligible for, to achieve, and to maintain accreditation from the Middle States Commission on Higher Education, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution's compliance. Once eligibility is verified, an institution then must demonstrate that it meets the standards for accreditation.

1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.

Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

2. The institution is operational, with students actively pursuing its degree programs.
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.
4. The institution's representatives communicate with the Commission in English, both orally and in writing.
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.
7. The institution has a statement of mission and goals, approved by its governing body, that defines its purpose within the context of higher education.

Requirements of Affiliation

8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.
10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.
12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.
14. The governing body/bodies are prepared to demonstrate in writing, as may be required, that the institution will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in identical terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Standard I

Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
 - a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
 - b. address external as well as internal contexts and constituencies;
 - c. are approved and supported by the governing body;
 - d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
 - e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
 - f. are publicized and widely known by the institution's internal stakeholders;
 - g. are periodically evaluated;
2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and
4. periodic assessment of mission and goals to ensure they are relevant and achievable.

Standard II

Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;
5. fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees;
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;
7. as appropriate to its mission, services or programs in place:
 - a. to promote affordability and accessibility;
 - b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
8. compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
 - a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
 - b. the institution's compliance with the Commission's Requirements of Affiliation;

Standard II

- c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
 - d. the institution's compliance with the Commission's policies; and
- 9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Standard III

Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning;
2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
 - a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
 - b. qualified for the positions they hold and the work they do;
 - c. sufficient in number;
 - d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
 - e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;
3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;
4. sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;
5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
 - a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

Standard III

- b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; and
 - c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;
- 6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;
 - 7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and
 - 8. periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard IV

Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
 - a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
 - b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;
 - c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
 - d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement;
2. policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;
3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;
4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;
5. if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers; and
6. periodic assessment of the effectiveness of programs supporting the student experience.

Standard V

Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 - a. assisting students in improving their learning;
 - b. improving pedagogy and curriculum;
 - c. reviewing and revising academic programs and support services;
 - d. planning, conducting, and supporting a range of professional development activities;
 - e. planning and budgeting for the provision of academic programs and services;
 - f. informing appropriate constituents about the institution and its programs;
 - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. implementing other processes and procedures designed to improve educational programs and services;
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Standard VI

Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;
2. clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;
3. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;
4. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;
5. well-defined decision-making processes and clear assignment of responsibility and accountability;
6. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;
7. an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;
8. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and
9. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VII

Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;
2. a legally constituted governing body that:
 - a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
 - b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
 - c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;
 - d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;
 - e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
 - f. appoints and regularly evaluates the performance of the Chief Executive Officer;
 - g. is informed in all its operations by principles of good practice in board governance;
 - h. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest;

Standard VII

- i. supports the Chief Executive Officer in maintaining the autonomy of the institution;
3. a Chief Executive Officer who:
- a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
 - b. has appropriate credentials and professional experience consistent with the mission of the organization;
 - c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
 - d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness;
4. an administration possessing or demonstrating:
- a. an organizational structure that is clearly documented and that clearly defines reporting relationships;
 - b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;
 - c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;
 - d. skills, time, assistance, technology, and information systems expertise required to perform their duties;
 - e. regular engagement with faculty and students in advancing the institution's goals and objectives;
 - f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations; and
5. periodic assessment of the effectiveness of governance, leadership, and administration.

Index

A

academic freedom 5
academic programs 3, 7
administration 13, 14
admission 9
advisement, academic 9
affordability and accessibility 5
alternative learning approaches 9
assessment 3, 8, 9, 10, 11, 12, 14
audit 12

B

board members 3, 13
(see also governing body)
budgeting 12

C

certificate programs 3, 7
chief executive officer 13, 14
communication, oral and written 8
competency-based assessment 9
compliance
 with applicable federal and
 state regulations 2, 5
 with Commission policies 2, 6
 with the requirements of affiliation 2, 5
conflict of interest 3, 5, 13
critical analysis and reasoning 8

D

degree programs 7
design and delivery of the
 student learning experience 7
distance education
(see Standard III: Design and Delivery
of the Student Learning Experience 7

E

educational goals 10
educational programs 7
ethics and integrity 5
ethics and integrity, assessment of 6
experiential learning 9

F

facilities 12
faculty 3, 7, 10
financial planning 12
financial viability 12
fiscal
 audit 12
 budgeting 12
 documented financial resources
 and funding base 3
 financial planning 12
 fiscal and human resources 12
 responsible fiscal management 3

G

general education 7, 8
goals, institutional 12
governance 3, 13
governing body 3, 13
graduate and professional education 8
grievance policy 5
guiding principles of the standards 1

I

information literacy 8
infrastructure 12
institutional objectives 12
institutional resources 12
intellectual freedom 5
intellectual property rights 5
introduction 1

Index

L

- leadership 13
- licensure, state 2

M

- mission and goals 2, 4

O

- objectives, institutional 12
- organizational structure 14
- orientation, student 9
- other appropriate professionals 3, 7

P

- preamble v
- prior non-academic learning 9
- professional development 10

Q

- quantitative reasoning 8

R

- requirements of affiliation 2, 3
- research and scholarship 8
- retention, student 9
- rigor 3

S

- scientific reasoning 8
- state licensure 2
- student information and records 9
- substantive changes 6
- support of the student experience 9

T

- technological competency 8
- technology 12
- third-party providers 8, 9, 10
- transfer credits 9

This page intentionally left blank.

This page intentionally left blank.



Middle States Commission on Higher Education
www.msche.org

Camden County College

Indicators of Institutional Effectiveness

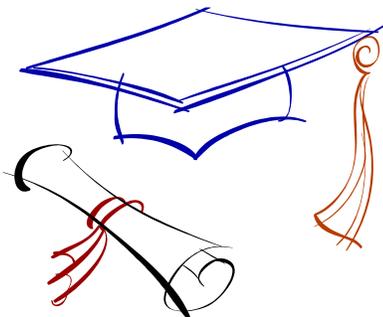
Camden County College provides detailed data for each of the following Indicators of Institutional Effectiveness. Click each corresponding image below to access additional information.



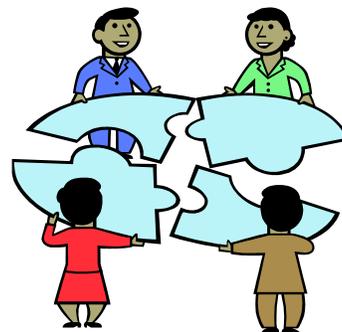
Access



Affordability



Student Success



Resources



Fact Book



Informer

(Under construction)

Camden County College

Institutional Effectiveness Indicators

Access

- Enrollment
 - Semester Headcounts
 - FY Annual Credit Headcount
 - Duplicated Headcount by Campus
 - Headcount by Program
 - Headcount by Age
 - Headcount by Diversity
 - Credits by Campus
 - Credit FTE

- Community Outreach
 - Non-Credit FTE
 - Non-Credit Enrollment by Content & Audience
 - Non-Credit Financial

- Developmental Education
 - Enrollment in Basic Skills courses

Affordability

- Tuition and Fees
- Financial Aid
- Default Rates

Student Success

- Retention
 - Fall to Fall FTFT
 - Fall to Fall FTPT (under construction)
 - Fall to Spring FTFT (under construction)
 - Fall to Spring FTPT (under construction)
 - Spring to Fall (under construction)

- Completion/Graduation
 - 2 year grad rate
 - 3 year grad rate
 - Graduation by Programs
 - Total number of graduates

- Transfer Rates
 - 3 yr Non-graduated transfers
 - Graduated transfers (under construction)

Resources

- Financial
 - Revenue by Source
 - Expenditures by Source
 - Cost per FTE
 - Expense to Educate Students

- Staffing
 - Full-Time Faculty (under construction)
 - Part-Time Faculty (under construction)
 - Student/Faculty Ratio
 - Full-Time Staff (under construction)

- Resource Utilization
 - Average Class size

Strategic Plan Goal I: Access

Enrollment

Institutional Performance Measures			2020 Benchmark
	Semester Headcounts		8%
	Summer	Fall	Spring
2014	4,723	12,051	13,854
2013	4,938	13,301	14,656
2012	5,382	13,807	14,909
10 th Day Counts			

Institutional Performance Measures			FY 2020 Benchmark
	Annual FY Headcount		5%
	Camden	Peers ¹	NJ Sector (AVERAGE)
FY 2014	19,959	19,590	12,639
FY 2013	20,942	20,481	13,139
FY 2012	21,832	20,581	13,510
Annual FY Unduplicated Headcount for credit courses.			

Institutional Performance Measures					2020 Benchmark
	Duplicated Headcount by Campus				5%+@ location
	Blackwood	Camden	Cherry Hill	Online	Other*
Fall 2014	30,037	5,955	2,073	3,686	648
Spring 2014	26,305	5,298	2,039	4,146	2,733
Fall 2013	30,372	6,490	2,475	3,560	680
Spring 2013	28,076	6,092	2,277	4,193	2,588
*Other includes RETC, Off-Campus and Dual Credit					
Duplicated Headcount for credit courses for each campus. 10th Day Counts					

Institutional Performance Measures		2020 Benchmark
	Headcount By Program	5%+@ division
	Fall	Spring
2014	Fall 2014	Spring 2014
2013	Fall 2013	Spring 2013
2012	Fall 2012	Spring 2012
10th Day Counts by Program		

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
 Benchmarks based on 2014 baseline data to 2020 (6 yrs.)

Institutional Performance Measures		Fall 2020 Benchmark
	<u>% Enrollment by Age</u>	5%+@
	Traditional (24 & younger)	Non-Traditional (25+)
Fall 2014	61.5%	38.5%
Fall 2013	68.8%	31.2%
Fall 2012	60.7%	39.3%

Fall Headcount for credit courses by Age. 10th Day Counts.

Institutional Performance Measures		Fall 2020 Benchmark
	<u>% Enrollment by Diversity</u>	5% + @
	Minority	Non-Minority
Fall 2014	N/A	N/A
Fall 2013	49.7%	50.3%
Fall 2012	48.2%	51.8%

Fall Headcount for credit courses by Ethnicity/Race. 10th Day Counts.

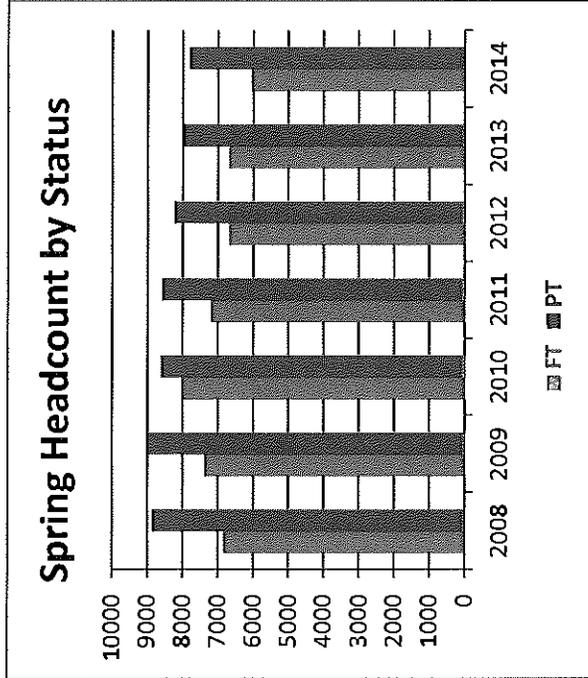
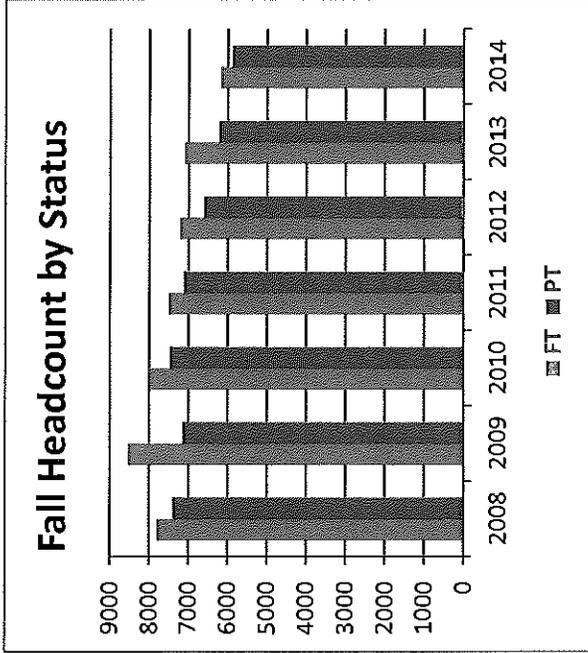
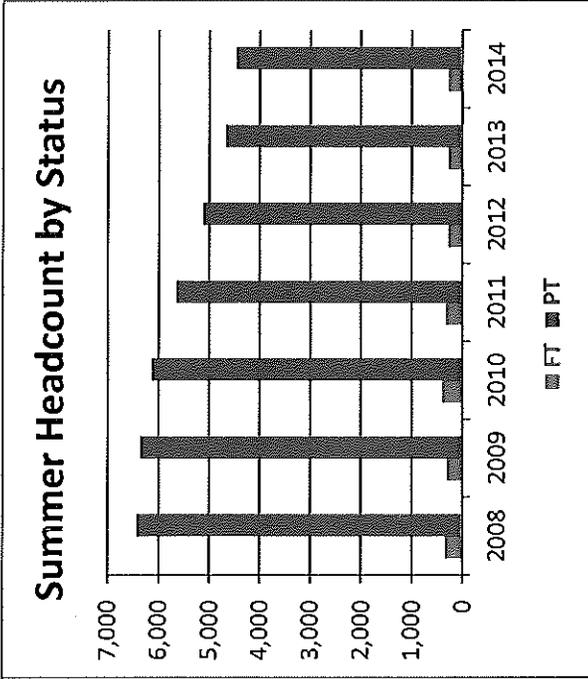
Institutional Performance Measures						FY 2020 Benchmark
	<u>Credits by Campus</u>					+1%
	Blackwood	Camden	Cherry Hill	Online	Other*	Total
FY 2014	187,935	37,023	15,023	30,120	12,806	283,093
FY 2013	194,722	42,212	17,409	30,612	12,083	297,038
FY 2012	204,817	44,706	15,936	31,176	11,870	307,438

*Other includes RETC, Off-Campus and Dual Credit

Annual Credit Hours for credit courses by campus. 10th Day Counts

Institutional Performance Measures			FY 2020 Benchmark
	<u>Credit - FTE</u>		5%
	Camden	Peers ¹	NJ Sector
FY 2014	N/A	N/A	N/A
FY 2013	9,884	10,615	6,679
FY 2012	10,224	10,838	6,837

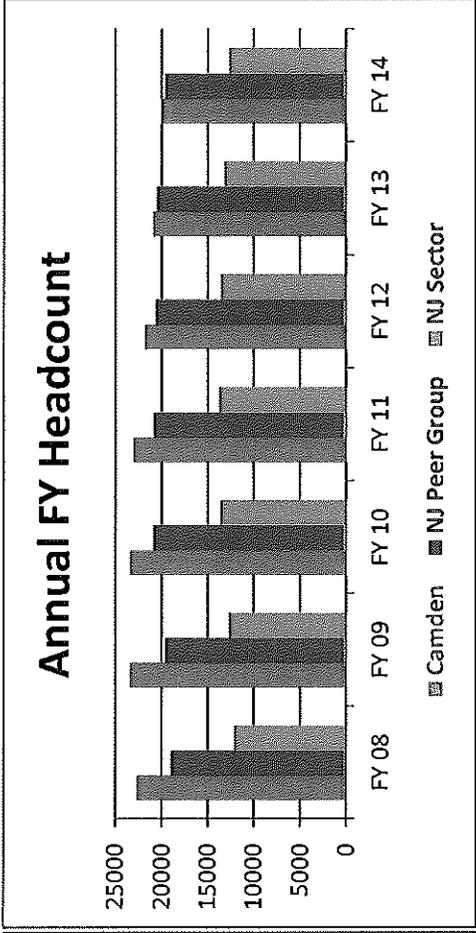
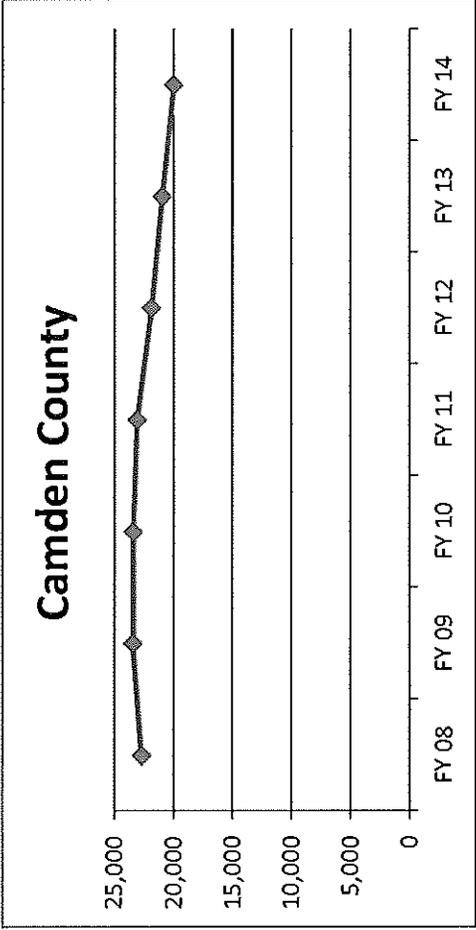
¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
 Benchmarks based on 2014 baseline data to 2020 (6 yrs.)



Semester Headcounts by Status

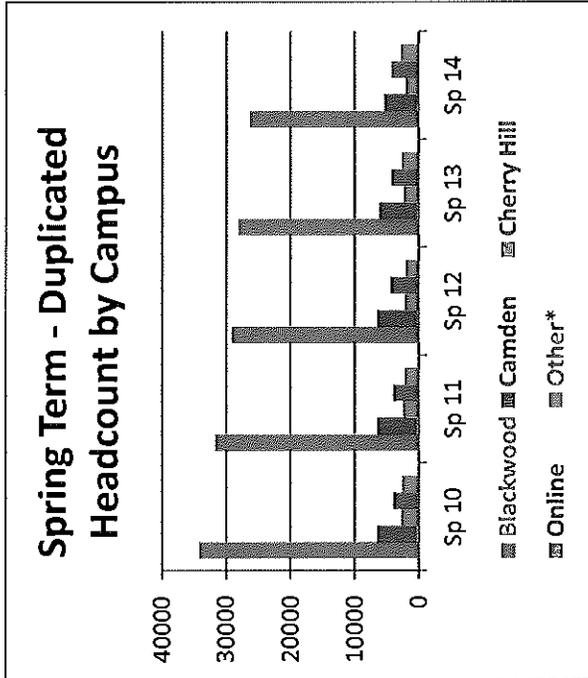
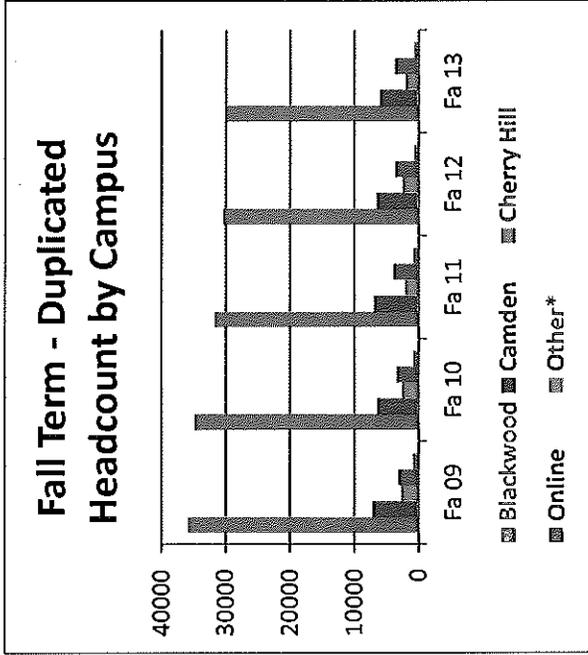
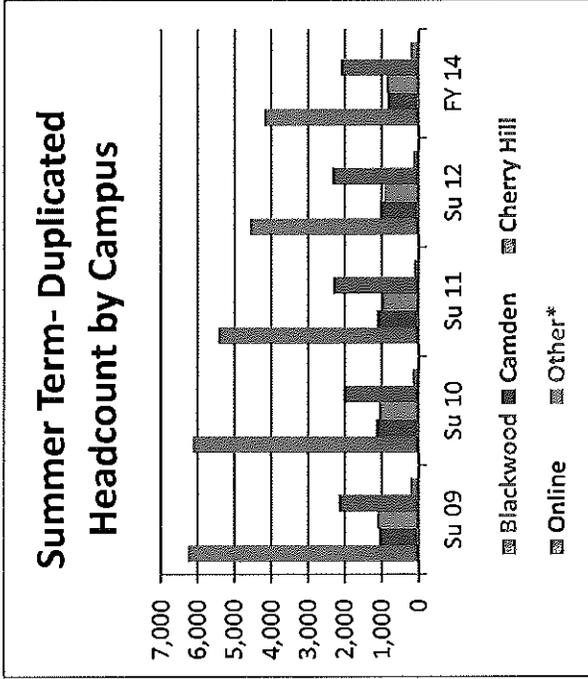
	2008	2009	2010	2011	2012	2013	2014
Summer Term							
Full Time	338	303	390	319	273	275	269
Part Time	6,427	6,358	6,125	5,639	5,109	4,663	4,454
Total	6,765	6,661	6,515	5,958	5,382	4,938	4,723
Fall Term							
Full Time	7,799	8,529	8,022	7,498	7,211	7,092	6,173
Part Time	7,399	7,141	7,470	7,115	6,596	6,209	5,878
Total	15,670	15,670	15,492	14,613	13,807	13,301	12,051
Spring Term							
Full Time	6,828	7,379	8,018	7,201	6,677	6,678	6,049
Part Time	8,855	9,028	8,616	8,577	8,232	7,978	7,805
Total	15,683	16,407	16,634	15,778	14,909	14,656	13,854

10th day files



Annual Headcount – Credit Courses

	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Camden	22,683	23,399	23,379	23,052	21,832	20,942	19,959		
NJ Peer Group	18,989	20,846	20,846	20,804	20,581	20,481	19,590		
NJ Sector	12,097	12,689	13,597	13,714	13,510	13,139	12,639		
NJ CC's									
Atlantic Cape	11,114	10,414	11,053	11,219	10,656	10,422	9,911		
Bergen	21,370	22,206	23,625	23,777	24,283	23,874	22,537		
Brookdale	20,676	21,573	22,830	22,446	21,699	21,213	20,816		
Burlington	13,507	15,241	16,705	17,479	17,770	17,156	16,530		
Camden	22,683	23,399	23,379	23,052	21,832	20,942	19,959		
Morris	12,353	12,557	13,901	13,936	12,491	12,290	11,757		
Cumberland	5,000	5,439	5,828	5,486	5,476	5,133	5,042		
Essex	14,858	16,461	18,087	17,414	16,544	16,079	16,203		
Gloucester	9,186	9,215	9,863	10,152	10,782	10,953	9,914		
Hudson	9,899	10,609	12,192	12,608	12,986	12,576	12,675		
Mercer	13,247	13,327	13,731	13,803	13,519	11,970	11,073		
Middlesex	17,483	17,470	18,657	19,505	19,037	19,561	18,516		
Ocean	12,839	15,011	15,653	16,387	16,447	15,966	15,152		
Passaic	10,462	10,977	12,588	13,446	13,475	12,586	12,591		
Raritan	9,971	10,808	11,666	12,227	12,461	12,144	11,867		
Salem	1,605	1,870	2,037	1,970	1,800	1,760	1,650		
Sussex	4,969	5,053	5,511	5,241	5,089	4,840	4,518		
Union	16,425	17,087	18,272	17,486	17,304	17,275	16,490		
Warren	2,190	2,373	2,767	2,935	3,038	2,897	2,948		

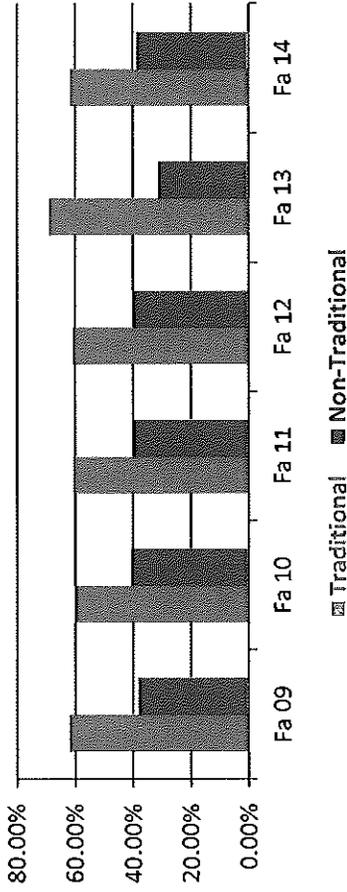


Duplicated Headcount by Campus

	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Summer Term							
Blackwood	6,251	6,121	5,439	4,568	4,193		
Camden	1,070	1,146	1,126	1,040	829		
Cherry Hill	1,120	1,077	983	933	863		
Online	2,166	2,032	2,310	2,341	2,099		
Other*	226	164	125	148	210		
Fall Term							
Blackwood	35,835	34,838	31,725	30,372	30,037		
Camden	7,114	6,413	6,929	6,490	5,955		
Cherry Hill	2,672	2,554	2,085	2,475	2,073		
Online	9,773	3,390	3,890	3,560	3,685		
Other*	877	801	807	680	648		
Spring Term							
Blackwood	34,178	31,702	29,140	28,076	26,305		
Camden	6,436	6,410	6,419	6,092	5,298		
Cherry Hill	2,713	2,433	2,157	2,277	2,039		
Online	3,976	3,981	4,396	4,193	4,146		
Other*	2,552	2,214	2,064	2,588	2,733		

*Other includes RETC (campus opened in 2011), Off-Campus and Dual Credit (dual credit in spring only)

Fall Headcount - Age

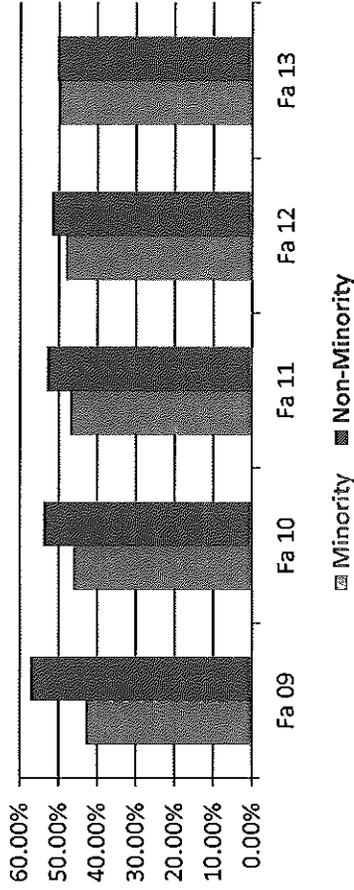


Fall Headcount - by Age

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Traditional (24 & younger)	62.0%	59.6%	60.5%	60.7%	68.8%	61.5%		
Non-Traditional (25+)	38.0%	40.4%	39.5%	39.3%	31.2%	38.5%		
All Ages								
Age 18 & Younger	11.1%	11.0%	11.7%	11.3%	12.2%	12.5%		
Age 19-20	26.3%	24.5%	24.4%	25.0%	25.8%	24.8%		
Age 21-24	24.6%	24.1%	24.4%	24.4%	30.8%	24.2%		
Age 25-34	20.9%	21.2%	21.3%	21.9%	14.9%	22.0%		
Age 35-44	9.2%	8.8%	8.8%	8.4%	8.1%	7.9%		
Age 45-54	5.2%	5.5%	5.4%	5.3%	5.1%	4.8%		
Age 55-64	1.8%	3.0%	2.4%	2.3%	2.0%	2.3%		
Age 65 & Older	0.9%	1.9%	1.5%	1.4%	1.1%	1.5%		
Unknown	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%		

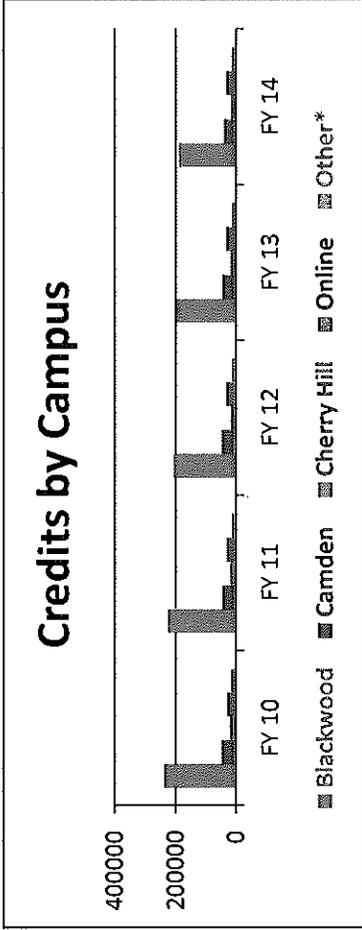
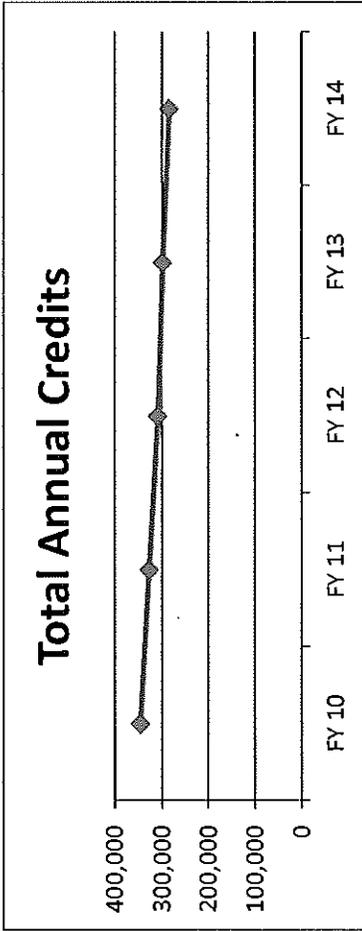
Sure Files

Fall Headcount- Diversity



Fall Headcount - Diversity

	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Minority	42.9%	46.1%	47.0%	48.2%	49.7%			
Non-Minority	57.1%	53.9%	53.0%	51.8%	50.3%			
White	57.1%	53.9%	53.0%	51.8%	50.3%			
Black/African American	22.4%	21.7%	22.1%	21.3%	21.6%			
Hispanic	9.2%	7.8%	7.6%	12.5%	14.0%			
Asian	6.4%	5.9%	5.3%	5.2%	5.0%			
American Indian/Alaska Native	0.4%	1.0%	0.8%	0.7%	1.4%			
Native Hawaiian/Pacific Islander	0.0%	0.3%	0.3%	0.2%	0.3%			
Two or more races	0.0%	0.3%	2.0%	2.4%	0.4%			
Unknown/Other	4.5%	9.0%	8.9%	5.9%	4.9%			

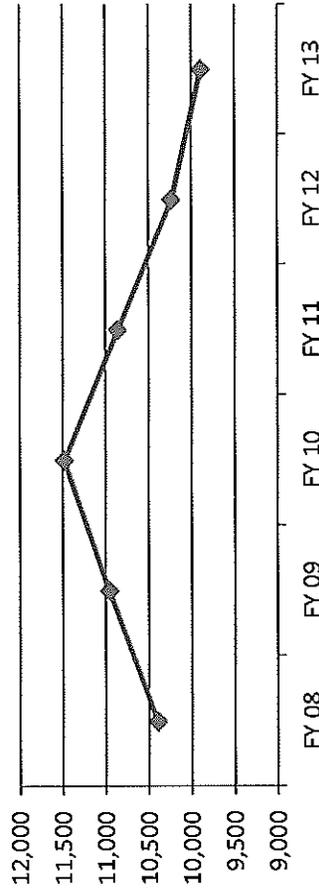


Credits – by Campus

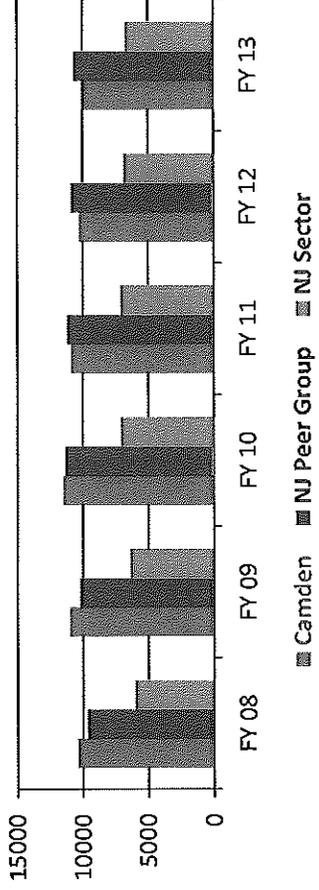
	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Annual Credits	344,778	325,743	307,438	297,038	283,093		
Blackwood	238,413	224,231	204,817	194,722	187,935		
Camden	45,589	43,180	44,706	42,212	37,023		
Cherry Hill	19,818	18,194	15,936	17,409	15,023		
Online	28,086	28,586	31,176	30,612	30,120		
Other*	14,582	12,792	11,870	12,083	12,806		
Summer Term	32,819	33,006	30,882	28,123	26,185		
Blackwood	19,424	18,899	17,073	14,509	13,576		
Camden	3,442	3,585	3,595	3,321	2,630		
Cherry Hill	3,303	3,338	2,945	2,848	2,518		
Online	6,198	6,533	6,866	6,980	6,324		
Other*	452	651	403	465	1,137		
Fall Term	155,731	148,622	140,398	134,636	131,277		
Blackwood	112,164	107,649	98,198	93,205	92,900		
Camden	21,986	19,783	21,172	20,051	18,207		
Cherry Hill	8,287	7,806	6,408	7,634	6,388		
Online	9,773	10,142	11,380	10,843	11,219		
Other*	3,521	3,242	3,240	2,903	2,563		
Spring Term	156,228	144,115	136,158	134,279	125,631		
Blackwood	106,825	97,683	89,546	87,008	81,459		
Camden	20,161	19,812	19,939	18,840	16,366		
Cherry Hill	8,228	7,050	6,583	6,927	6,117		
Online	12,115	11,911	12,930	12,789	12,577		
Other*	10,609	8,899	8,227	8,715	9,106		

*Other includes RETC (campus opened in 2011), Off-Campus and Dual Credit (dual credit in spring only)

Camden County



Credit - FTE



Credit FTE

	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Camden	10,388	9,638	10,949	11,477	10,851	10,224	9,884		
NJ Peer Group	9,638	10,179	11,293	11,155	10,838	10,615			
NJ Sector	5,978	6,345	7,037	7,071	6,837	6,679			
NJ CC'S									
Atlantic Cape	4,988	5,214	5,769	5,715	5,509	5,413			
Bergen	10,911	11,548	12,627	12,859	12,749	12,529			
Brookdale	10,514	11,118	11,981	11,992	11,186	10,814			
Burlington	6,231	6,940	7,886	8,302	7,708	7,380			
Camden	10,388	10,949	11,477	10,851	10,224	9,884			
Morris	6,114	6,337	6,606	6,537	6,414	6,471			
Cumberland	2,548	2,787	3,018	3,123	3,000	2,853			
Essex	8,747	9,498	10,592	10,963	10,402	10,423			
Gloucester	4,226	4,345	4,799	5,000	5,023	5,120			
Hudson	5,395	5,585	6,810	7,397	7,114	6,824			
Mercer	5,987	6,064	6,601	6,443	6,205	5,793			
Middlesex	9,217	9,340	10,239	9,826	9,707	9,809			
Ocean	6,816	7,433	8,081	7,924	7,805	7,471			
Passaic	4,575	4,822	5,749	6,005	6,208	6,196			
Raritan	4,470	4,969	5,558	5,919	5,853	5,797			
Salem	982	1,071	1,203	1,182	1,063	1,015			
Sussex	2,513	2,652	2,961	2,876	2,581	2,402			
Union	7,911	8,708	10,324	9,942	9,711	9,307			
Warren	1,053	1,169	1,429	1,486	1,448	1,404			

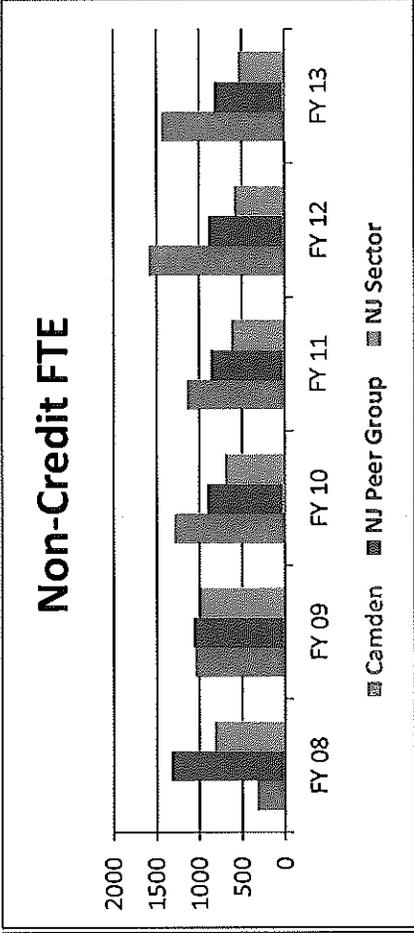
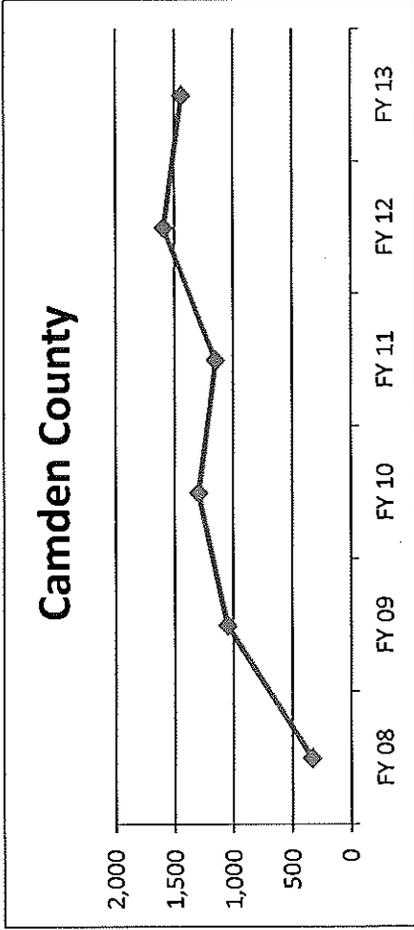
Community Outreach

Institutional Performance Measures			FY 2020 Benchmark
Non-Credit FTE			
	Camden	Peers ¹	NJ Sector
FY 14	N/A	N/A	N/A
FY 13	1,437	811	536
FY 12	1,589	887	584

Institutional Performance Measures						FY 2020 Benchmark
Non-Credit Enrollment Details						
	Camden		Peers ¹		NJ Sector	
	Avoc.	Career	Avoc.	Career	Avoc.	Career
FY 13	13.6%	86.3%	45.1%	54.9%	37.1%	62.7%
FY 12						
FY 11						

Institutional Performance Measures							FY 2020 Benchmark
Non-Credit Financial Data							
	FY 13		FY 14		FY 15 (Projected)		
	Net Rev	Margin	Net Rev	Margin	Net Rev	Margin	
Occupational Skills	\$182,850	18.3%	\$96,846	16.2%	\$12,082	2.7%	
Tech Institute	\$347,363	36.1%	-\$1,810	-0.3%	\$172,528	23.1%	
Allied Health	\$91,635	37.9%	-\$72,053	-72.0%	\$36,881	57.0%	
Customized Training	-\$15,342	-3.3%	\$85,540	17.3%	\$163,417	36.8%	
General Interest	-\$274,420	-151.8%	-147,985	-91.3%	-96,527	-72.9%	

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
 Benchmarks based on 2014 baseline data to 2020 (6 yrs.)



Non-Credit FTE

	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Camden	325	1,043	1,290	1,144	1,589	1,437			
NJ Peer Group	1,325	1,066	899	861	887	811			
NJ Sector	818	990	695	623	584	536			
NJ CC's									
Atlantic Cape	306	496	564	536	347	179			
Bergen	1,233	1,063	928	941	1,075	1,040			
Brookdale	893	789	705	825	887	834			
Burlington	262	270	970	542	509	546			
Camden	325	1,043	1,290	1,144	1,589	1,437			
Morris	168	152	143	150	160	147			
Cumberland	129	70	193	140	132	158			
Essex	2,012	8,570	2,185	1,769	1,574	1,681			
Gloucester	2,336	784	808	1,246	535	502			
Hudson	107	96	99	91	99	96			
Mercer	2,185	1,859	1,728	1,073	1,074	795			
Middlesex	1,112	1,047	1,101	1,046	1,058	1,004			
Ocean	373	435	434	430	344	321			
Passaic	313	324	451	546	440	387			
Raritan	310	151	268	285	351	302			
Salem	16	1	8	11	4	13			
Sussex	147	172	198	206	187	197			
Union	2,062	1,365	861	630	528	366			
Warren	1,245	123	279	225	206	186			

Non-Credit Financial Data -- Total Operations

	FY 13			FY 14			FY 15 (Projected)					
	Gr Rev	Exp	Net Rev	Margin	Gr Rev	Exp	Net Rev	Margin	Gr Rev	Exp	Net Rev	Margin
Occupational	\$1,000,648	\$817,798	\$182,850	18.3%	\$599,040	\$502,194	\$96,846	16.2%	\$439,860	\$427,778	\$12,082	2.7%
Skills												
Tech Institute	\$962,256	\$614,893	\$347,363	36.1%	\$697,761	\$699,571	-\$1,810	-0.3%	\$746,385	\$573,857	\$172,528	23.1%
Allied Health	\$241,990	\$150,355	\$91,635	37.9%	\$100,043	\$172,096	-\$72,053	-72.0%	\$64,733	\$27,852	\$36,881	57.0%
Customized	\$471,527	\$468,869	-\$15,342	-3.3%	\$494,096	\$408,556	\$85,540	17.3%	\$444,571	\$281,154	\$163,417	36.8%
Training												
General	\$180,782	\$455,202	-\$274,420	-151.8%	\$162,045	\$310,030	-\$147,985	-91.3%	\$132,338	\$228,865	-\$96,527	-72.9%
Interest												

Developmental Education

Institutional Performance Measures			FY 2020 Benchmark
	<u>% FTFT Enrolled in Remedial Courses</u>		-20% drop
	Camden	Peers ¹	NJ Sector
Fall 14	N/A	N/A	N/A
Fall 13	76.1%	67.5%	60.9%
Fall 12	74.6%	69.3%	65.4%

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
 Benchmarks based on 2014 baseline data to 2020 (6 yrs.)

Strategic Plan Goal II: Affordability

Tuition and Fees

Institutional Performance Measures				FY 2020 Benchmarks
	<u>Tuition and Fees</u>			10%
	Rank	Camden	Peers ¹	NJ Sector
Fall 2014	9	\$138.00	\$153.20	\$142.10
Fall 2013	4	\$131.00	\$149.80	\$139.50
Fall 2012	6	\$131.00	\$146.80	\$134.00
Fall 2011	4	\$124.00	\$141.00	\$129.30

Rank in the New Jersey Community College sector. 1 as lowest and 19 is highest. Tuition + Fees per credit

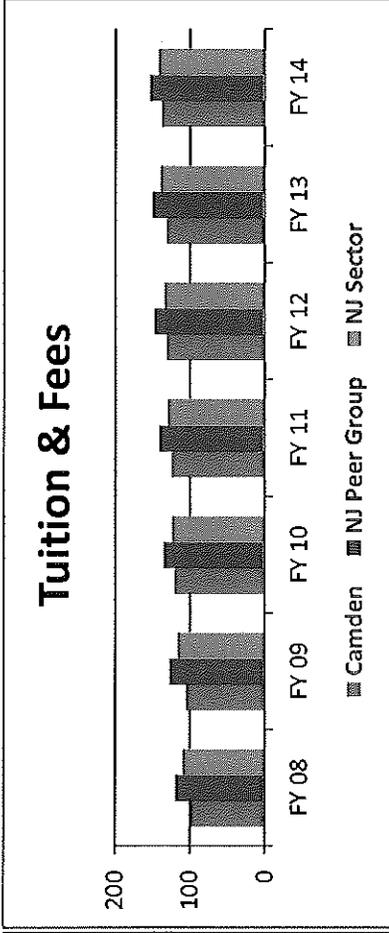
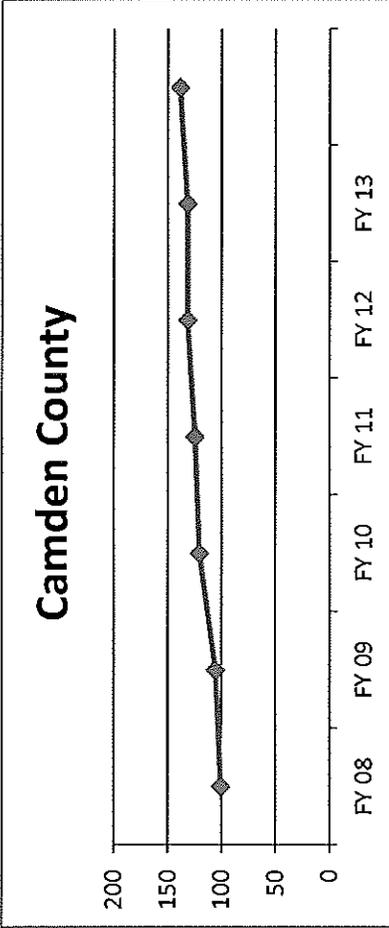
Financial Aid

Institutional Performance Measures				FY 2020 Benchmarks
	<u>Students Receiving Financial Assistance</u>			TBD
	# of Students*	State Programs	# of Students*	Federal Programs
AY 13-14 Totals	3,040	\$4,180,000	13,436	\$32,767,000
AY 12-13 Totals	3,104	\$4,195,000	14,524	\$36,022,000
AY 11-12 Totals	3,199	\$4,288,000	12,940	\$35,073,000

*Duplicated Student Count *Source: IPEDS*

Institutional Performance Measures		Fall 2020 Benchmark
	<u>Default Rates</u>	>15%
	Camden	Peers ¹
FY 2012	N/A	N/A
FY 2011	15%	10.8%
FY 2010	19.3%	14.5%
FY 2009	19.1%	15.3%

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
Benchmarks based on 2014 baseline data to 2020 (6 yrs.)



Tuition and Fees

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Camden	\$100.00	\$105.00	\$120.00	\$124.00	\$131.00	\$131.00	\$138.00		
NJ Peer Group	\$118.80	\$126.40	\$134.70	\$141.00	\$146.80	\$149.80	\$153.20		
NJ Sector	\$109.20	\$116.00	\$123.50	\$129.30	\$134.00	\$139.50	\$142.10		
NJ CC's									
Atlantic Cape	101.00	109.90	113.50	115.70	118.60	124.50	131.90		
Bergen	123.40	131.10	145.60	154.30	162.80	168.60	171.60		
Brookdale	125.70	135.90	142.60	146.90	146.90	143.90	143.20		
Burlington	89.50	96.50	110.50	120.50	120.50	120.50	125.50		
Camden	100.00	105.00	120.00	124.00	131.00	131.00	138.00		
Morris	110.50	114.00	121.00	126.50	131.30	133.50	134.50		
Cumberland	111.00	116.00	123.00	128.00	134.00	139.00	140.00		
Essex	118.00	125.50	136.00	141.00	141.00	141.00	141.0		
Gloucester	96.00	99.50	104.00	108.00	113.00	119.00	126.50		
Hudson	112.80	125.10	128.40	141.40	146.60	159.00	151.30		
Mercer	102.00	112.00	119.00	127.00	133.00	138.00	142.00		
Middlesex	113.10	121.50	129.50	132.50	135.50	136.50	137.50		
Ocean	115.00	120.00	120.00	122.00	122.00	128.00	131.00		
Passaic	104.30	113.70	119.50	124.30	131.80	134.50	134.50		
Raritan	116.30	120.30	125.00	128.00	131.00	147.50	156.00		
Salem	113.20	117.20	125.80	130.80	130.80	135.00	135.00		
Sussex	100.50	108.50	122.00	130.00	145.00	167.00	167.00		
Union	113.00	117.00	121.00	130.00	141.80	150.30	160.30		
Warren	108.80	114.80	121.00	126.00	130.00	133.00	133.00		

Number of Students Receiving Financial Assistance

State Programs	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15	
	# of Students	Dollars \$	# of Students	Dollars \$						
Tuition Aid Grant (TAG)	2,534	\$3,467,965	2,709	\$3,423,000	2,577	\$3,422,000	2,569	\$3,501,000		
Educational Opportunity Fund (EOF)	214	\$223,532	218	\$175,000	295	\$227,000	263	\$190,000		
Outstanding Scholars (OSRP)	-	-	-	-	-	-	-	-		
Distinguished Scholars	13	\$9,765	5	\$3,000	-	-	-	-		
Urban Scholars	15	\$11,625	7	\$3,000	6	\$5,000	8	\$7,000		
NJ STARS	280	\$775,174	235	\$567,000	212	\$491,000	193	\$454,000		
NJCLASS Loans	36	\$128,180	25	\$117,000	14	\$50,000	7	\$28,000		
Federal Programs										
Pell Grants	6,791	\$22,790,869	7,049	\$23,052,000	8,001	\$23,538,000	7,716	\$23,089,000		
College Work Study	192	\$284,533	191	\$308,000	167	\$284,000	152	\$236,000		
Perkins Loans	-	-	-	-	-	-	-	-		
SEOG	1,219	\$428,912	1,251	\$495,000	1,523	\$476,000	1,645	\$498,000		
PLUS Loans	9	\$34,318	15	\$54,000	12	\$30,000	3	\$9,000		
Stafford Loans (Subsidized)	1,948	\$5,037,191	2,121	\$4,930,000	2,369	\$5,394,000	2,252	\$5,124,000		
Stafford Loans (Unsubsidized)	2,202	\$6,333,060	2,313	\$6,234,000	2,452	\$6,300,000	1,668	\$3,811,000		
SMART & ACG or other	71	\$52,895	-	-	-	-	-	-		

Number of Students Receiving Financial Assistance										
State Programs	AY 10-11		AY 11-12		AY 12-13		AY 13-14		AY 14-15	
	# of Students	Dollars \$	# of Students	Dollars \$						
Tuition Aid Grant (TAG)	2,534	\$3,467,965	2,709	\$3,423,000	2,577	\$3,422,000	2,569	\$3,501,000		
Educational Opportunity Fund (EOF)	214	\$223,532	218	\$175,000	295	\$227,000	263	\$190,000		
Outstanding Scholars (OSRP)	-	-	-	-	-	-	-	-		
Distinguished Scholars	13	\$9,765	5	\$3,000	-	-	-	-		
Urban Scholars	15	\$11,625	7	\$3,000	6	\$5,000	8	\$7,000		
NJ STARS	280	\$775,174	235	\$567,000	212	\$491,000	193	\$454,000		
NJCLASS Loans	36	\$128,180	25	\$117,000	14	\$50,000	7	\$28,000		
Federal Programs										
Pell Grants	6,791	\$22,790,869	7,049	\$23,052,000	8,001	\$23,538,000	7,716	\$23,089,000		
College Work Study	192	\$284,533	191	\$308,000	167	\$284,000	152	\$236,000		
Perkins Loans	-	-	-	-	-	-	-	-		
SEOG	1,219	\$428,912	1,251	\$495,000	1,523	\$476,000	1,645	\$498,000		
PLUS Loans	9	\$34,318	15	\$54,000	12	\$30,000	3	\$9,000		
Stafford Loans (Subsidized)	1,948	\$5,037,191	2,121	\$4,930,000	2,369	\$5,394,000	2,252	\$5,124,000		
Stafford Loans (Unsubsidized)	2,202	\$6,333,060	2,313	\$6,234,000	2,452	\$6,300,000	1,668	\$3,811,000		
SMART & ACG or other	71	\$52,895	-	-	-	-	-	-		

Financial Aid 3-Yr Default Rates

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Bergen	15.3%	12.9%	9.5%			
Brookdale	17.3%	20.5%	17.1%			
Camden	19.1%	19.3%	15.0%			
Middlesex	13.3%	10.8%	7.0%			
Union	15.4%	13.7%	9.7%			

Strategic Plan Goal III: Student Success

Retention

Institutional Performance Measures			Fall 2020 Benchmark
	<u>FTFT Fall to Fall Retention</u>		65%
	Camden	Peers ¹	NJ Sector
Fall 2013 to Fall 2014	N/A	N/A	N/A
Fall 2012 to Fall 2013	60.0%	65.0%	63.6%
Fall 2011 to Fall 2012	60.0%	66.0%	62.4%
Fall 2010 to Fall 2011	61.0%	64.0%	62.2%
The percentage of FTFT students who re-enrolled the next fall term.			

Completion/Graduation

Institutional Performance Measures			Fall 2020 Benchmark
	<u>FTFT 2 Year Graduation Rate</u>		6%
	Camden	Peers ¹	NJ Sector
Fall 2010 to Fall 2012	3.9%	4.2%	8.0%
Fall 2009 to Fall 2011	2.8%	4.8%	7.7%
Fall 2008 to Fall 2010	4.2%	5.4%	7.3%
The percentage of FTFT students who graduated within 100% normal time (2 years).			

Institutional Performance Measures			Fall 2020 Benchmark
	<u>FTFT 3 Year Graduation Rate</u>		18%
	Camden	Peers ¹	NJ Sector
Fall 2010 to Fall 2013	13.8%	14.6%	17.3%
Fall 2009 to Fall 2012	11.0%	15.8%	17.9%
Fall 2008 to Fall 2011	17.3%	15.9%	19.0%
The percentage of FTFT students who graduated within 150% normal time (3 years). This includes graduates from all three years.			

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
Benchmarks based on 2014 baseline data to 2020 (6 yrs.)

Institutional Performance Measures			FY 2020 Benchmark
	# Grads per Program		10%+@
	Transfer	Career	Certificates
2014	1,045	358	430
2013	1,094	292	274
2012	1,195	322	315

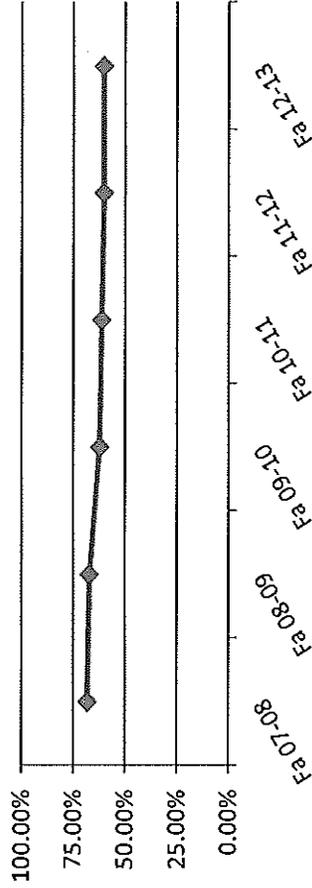
Institutional Performance Measures			FY 2020 Benchmark
	Total Degrees/Certifications Awarded		15%
	Camden	Peers ¹	NJ Sector
2014	1,833	1,851	1,173
2013	1,660	1,719	1,098
2012	1,832	1,704	1,095

Transfer Rates

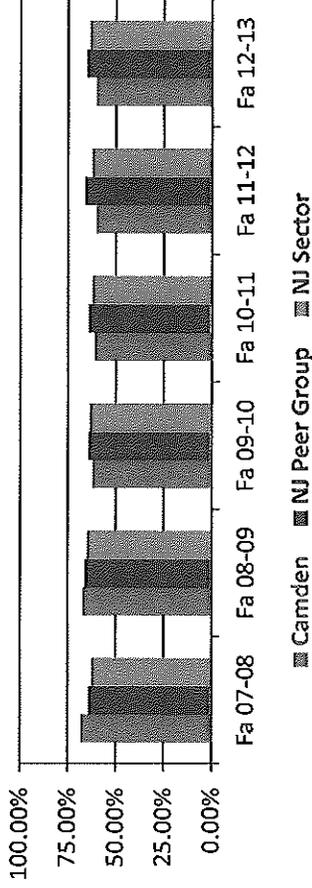
Institutional Performance Measures			FY 2020 Benchmark
	3 yr Transfer Rates (non-graduated)		TBD
	Camden	Peers ¹	NJ Sector
Fall 2010-2013	19.4%	17.1%	17.9%
Fall 2009-2012	21.8%	16.1%	18.1%
Fall 2008-2011	14.9%	16.9%	18.1%

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
 Benchmarks based on 2014 baseline data to 2020 (6 yrs.)

Camden County



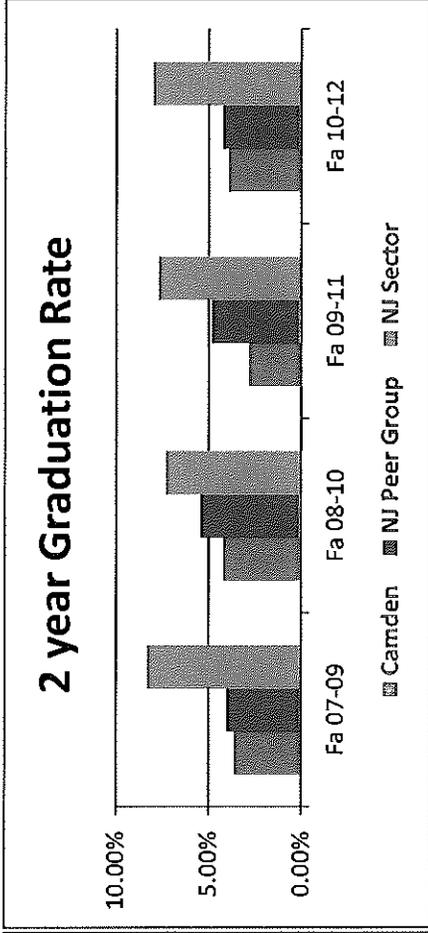
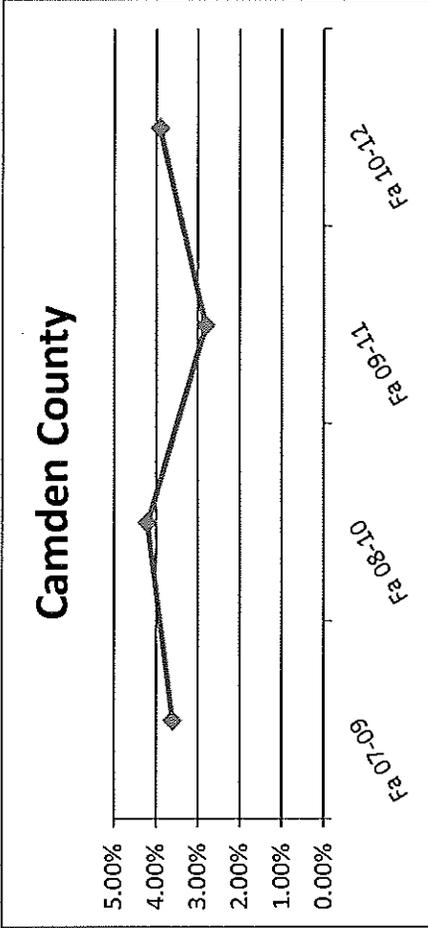
Fall to Fall Retention Rate



First Time Full Time – Fall to Fall Retention Rate

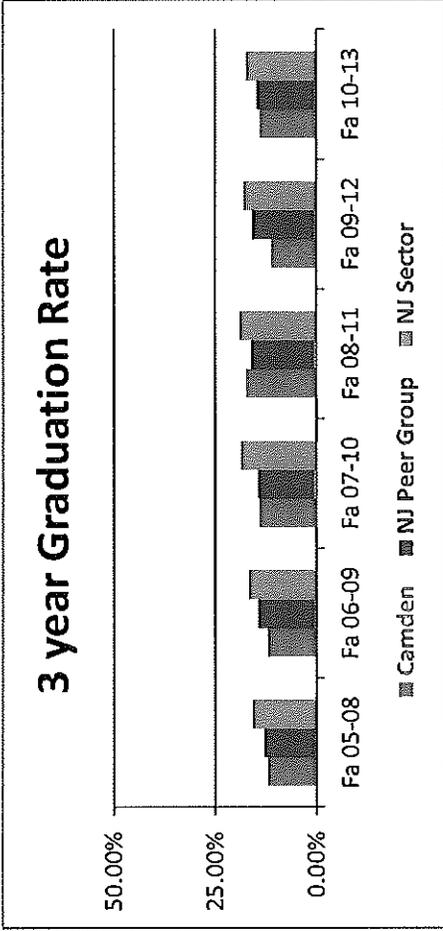
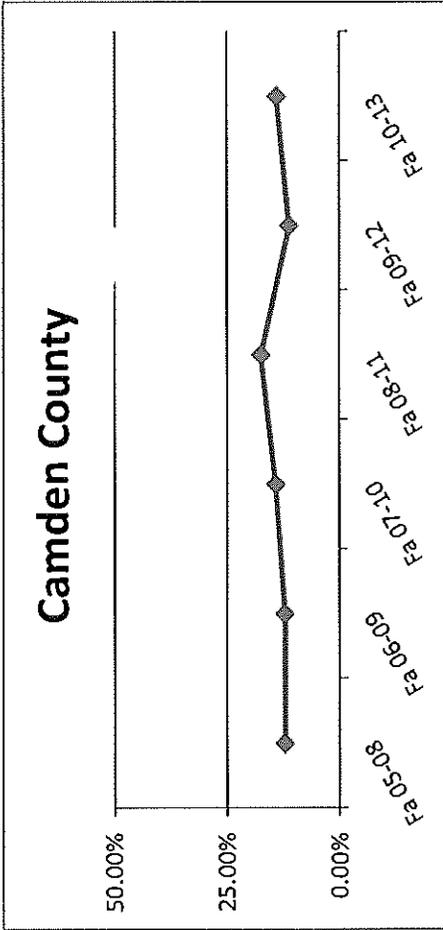
	Fa 07-08	Fa 08-09	Fa 09-10	Fa 10-11	Fa 11-12	Fa 12-13	Fa 13-14	Fa 14-15	Fa 15-16
Camden	68.0%	67.0%	62.0%	61.0%	60.0%	60.0%			
NJ Peer Group	64.0%	66.0%	64.0%	64.0%	66.0%	65.0%			
NJ Sector	62.3%	64.9%	63.5%	62.2%	62.4%	63.6%			
NJ CC'S									
Atlantic Cape	61.5%	62.5%	65.0%	62.1%	63.1%	62.1%			
Bergen	64.0%	66.0%	67.0%	67.0%	65.0%	63.0%			
Brookdale	70.0%	70.0%	69.0%	66.0%	69.0%	69.0%			
Burlington	63.0%	67.0%	60.0%	63.0%	60.0%	63.0%			
Camden	68.0%	67.0%	62.0%	61.0%	60.0%	60.0%			
Morris	66.0%	68.0%	65.0%	69.0%	70.0%	72.0%			
Cumberland	68.0%	69.0%	67.0%	66.0%	66.0%	65.0%			
Essex	48.0%	48.0%	46.0%	50.0%	50.0%	58.0%			
Gloucester	59.0%	64.0%	63.0%	62.0%	62.0%	64.0%			
Hudson	54.0%	58.0%	57.0%	53.0%	47.0%	52.0%			
Mercer	64.0%	68.0%	61.0%	61.0%	61.0%	61.0%			
Middlesex	67.0%	68.0%	62.0%	67.0%	66.0%	64.0%			
Ocean	71.0%	70.0%	68.0%	67.0%	67.0%	68.0%			
Passaic	57.0%	68.0%	66.0%	66.0%	67.0%	60.0%			
Raritan	66.0%	69.0%	68.0%	65.0%	72.0%	77.0%			
Salem	59.0%	61.0%	64.0%	58.0%	53.0%	59.0%			
Sussex	68.0%	66.0%	75.0%	61.0%	60.0%	66.0%			
Union	54.0%	61.0%	58.0%	55.0%	63.0%	63.0%			
Warren	57.0%	62.0%	63.0%	63.0%	65.0%	63.0%			

IPEDS: FTFT Retention Rate (Fall to Fall Retention)



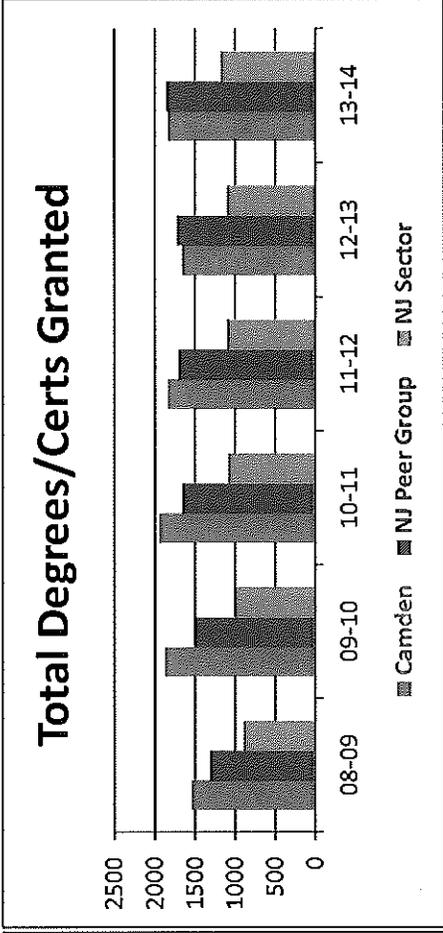
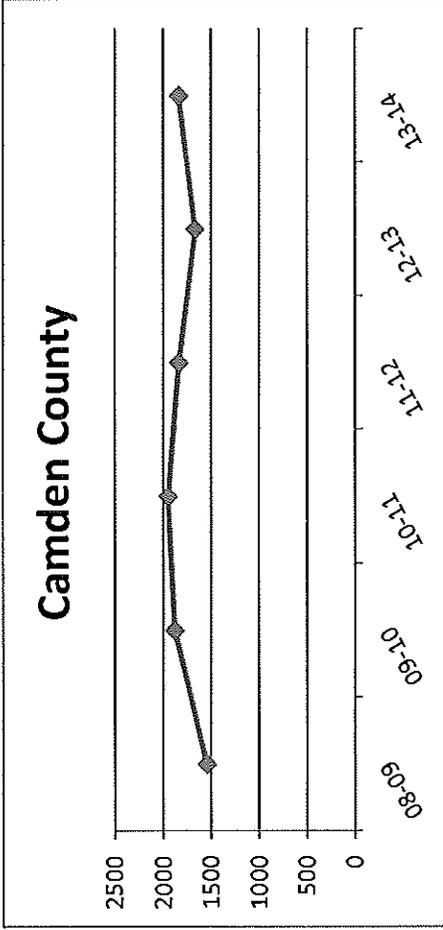
First Time Full Time – 2 Year Graduation Rate

	Fa 07-09	Fa 08-10	Fa 09-11	Fa 10-12	Fa 11-13	Fa 12-14
Camden	3.6%	4.2%	2.8%	3.9%		
NJ Peer Group	4.0%	5.4%	4.8%	4.2%		
NJ Sector	8.3%	7.3%	7.7%	8.0%		
NJ CC's						
Atlantic Cape	2.9%	2.0%	5.0%	3.4%		
Bergen	3.1%	4.8%	4.7%	4.0%		
Brookdale	7.7%	7.6%	8.2%	8.2%		
Burlington	8.6%	10.4%	8.4%	10.2%		
Camden	3.6%	4.2%	2.8%	3.9%		
Morris	15.6%	5.6%	10.8%	11.7%		
Cumberland	16.6%	14.2%	9.1%	9.5%		
Essex	1.0%	1.3%	1.6%	1.1%		
Gloucester	11.8%	15.1%	13.2%	10.9%		
Hudson	4.0%	3.0%	1.7%	2.6%		
Mercer	5.1%	7.7%	4.9%	4.9%		
Middlesex	3.4%	6.4%	4.1%	3.3%		
Ocean	14.3%	15.6%	13.5%	12.8%		
Passaic	2.3%	1.6%	1.2%	2.3%		
Raritan	7.2%	7.0%	7.6%	19.3%		
Salem	13.5%	13.6%	16.5%	14.9%		
Sussex	10.9%	7.9%	9.3%	9.3%		
Union	1.6%	2.9%	2.3%	1.3%		
Warren	25.2%	7.3%	21.1%	17.9%		



First Time Full Time – 3 Year Graduation Rate

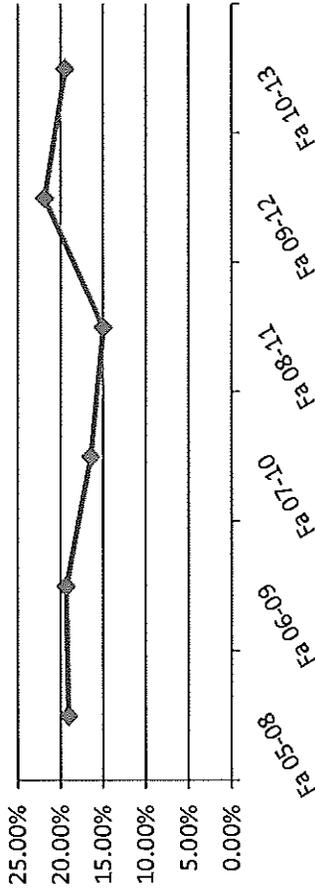
	Fa 05-08	Fa 06-09	Fa 07-10	Fa 08-11	Fa 09-12	Fa 10-13	Fa 11-14	Fa 12-15	Fa 13-16
Camden	12.0%	12.0%	14.0%	17.3%	11.0%	13.8%			
NJ Peer Group	12.8%	14.3%	14.3%	15.9%	15.8%	14.6%			
NJ Sector	15.7%	16.6%	18.6%	19.0%	17.9%	17.3%			
NJ CC'S									
Atlantic Cape	20.2%	19.0%	17.8%	15.2%	18.3%	15.5%			
Bergen	10.0%	14.0%	15.0%	16.9%	17.0%	16.5%			
Brookdale	20.0%	22.0%	20.0%	20.3%	22.0%	21.4%			
Burlington	15.0%	17.0%	21.0%	23.0%	19.0%	21.9%			
Camden	12.0%	12.0%	14.0%	17.3%	11.0%	13.8%			
Morris	23.0%	22.0%	21.0%	21.6%	23.0%	22.3%			
Cumberland	20.0%	25.0%	34.0%	29.8%	22.0%	20.9%			
Essex	6.0%	5.0%	5.0%	5.5%	7.0%	7.8%			
Gloucester	17.0%	20.0%	22.0%	28.1%	25.0%	22.0%			
Hudson	8.0%	9.0%	12.0%	11.1%	8.0%	8.9%			
Mercer	12.0%	13.0%	15.0%	17.6%	14.0%	12.5%			
Middlesex	13.0%	15.0%	15.0%	17.7%	15.0%	13.7%			
Ocean	21.0%	27.0%	31.0%	31.8%	30.0%	28.5%			
Passaic	6.0%	6.0%	9.0%	8.8%	8.0%	11.1%			
Raritan	17.0%	18.0%	21.0%	21.1%	20.0%	19.3%			
Salem	21.0%	20.0%	21.0%	19.1%	27.0%	24.9%			
Sussex	28.0%	27.0%	27.0%	23.1%	18.0%	20.7%			
Union	8.0%	6.0%	7.0%	8.8%	9.0%	6.8%			
Warren	21.0%	18.0%	25.0%	24.7%	26.0%	20.4%			



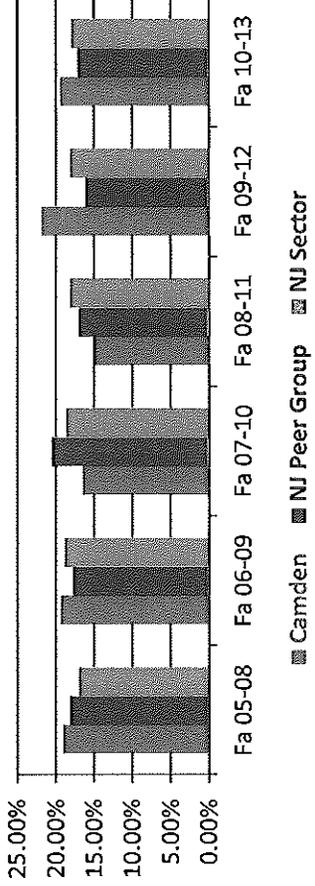
Total Number of Degrees/Certificates Granted

	08-09	09-10	10-11	11-12	12-13	13-14
Camden	1,536	1,874	1,945	1,832	1,660	1,833
NJ Peer Group	1,309	1,506	1,654	1,704	1,719	1,851
NJ Sector	887	997	1,082	1,095	1,098	1,173
NJ CC's						
Atlantic Cape	726	779	815	830	771	871
Bergen	1,542	1,916	2,027	2,039	2,285	2,610
Brookdale	1,625	1,773	2,012	2,115	2,025	1,958
Burlington	1,035	1,220	1,310	1,328	1,403	1,348
Camden	1,536	1,874	1,945	1,832	1,660	1,833
Morris	1,118	1,154	1,148	1,111	1,158	1,365
Cumberland	572	581	577	607	521	716
Essex	963	1,036	1,242	1,311	1,354	1,433
Gloucester	729	834	875	884	864	957
Hudson	666	698	753	857	861	886
Mercer	940	980	1,069	1,031	1,056	881
Middlesex	1,148	1,433	1,513	1,531	1,428	1,528
Ocean	1,278	1,478	1,613	1,504	1,503	1,547
Passaic	449	484	581	601	772	922
Raritan	756	892	1,043	1,056	1,058	1,093
Salem	182	209	215	224	243	257
Sussex	444	452	521	514	516	534
Union	920	897	1,065	1,132	1,139	1,306
Warren	215	254	242	293	246	250

Camden County



3 year Transfer Rate



First Time Full Time – 3 Year Transfer Rate

	Fa 05-08	Fa 06-09	Fa 07-10	Fa 08-11	Fa 09-12	Fa 10-13	Fa 11-14	Fa 12-15	Fa 13-16
Camden	19.0%	19.3%	16.4%	14.9%	21.8%	19.4%			
NJ Peer Group	18.1%	17.7%	20.5%	16.9%	16.1%	17.1%			
NJ Sector	16.9%	18.8%	18.6%	18.1%	18.1%	17.9%			
NJ CC's									
Atlantic Cape	13.7%	13.0%	13.8%	16.7%	19.2%	20.0%			
Bergen	17.0%	16.9%	16.6%	15.4%	14.5%	16.1%			
Brookdale	20.3%	18.9%	20.4%	18.6%	18.1%	17.9%			
Burlington	22.0%	24.0%	24.2%	20.0%	20.9%	17.4%			
Camden	19.0%	19.3%	16.4%	14.9%	21.8%	19.4%			
Morris	31.0%	30.5%	12.5%	27.8%	21.7%	21.4%			
Cumberland	11.0%	14.0%	11.0%	10.6%	14.5%	13.4%			
Essex	14.0%	13.6%	15.6%	10.1%	12.8%	11.8%			
Gloucester	23.0%	23.1%	22.5%	19.8%	18.7%	20.2%			
Hudson	18.0%	17.7%	22.7%	20.3%	11.7%	13.3%			
Mercer	19.0%	19.2%	22.4%	21.8%	23.2%	20.9%			
Middlesex	18.0%	18.3%	21.7%	19.5%	19.5%	19.3%			
Ocean	16.0%	16.3%	12.5%	16.6%	14.6%	18.5%			
Passaic	17.0%	16.9%	17.8%	15.6%	15.8%	15.1%			
Raritan	21.0%	20.8%	14.5%	21.3%	21.0%	20.4%			
Salem	23.0%	23.4%	29.5%	20.3%	21.8%	17.0%			
Sussex	17.0%	17.3%	18.5%	18.5%	19.1%	24.7%			
Union	17.0%	16.7%	23.1%	13.9%	12.3%	15.2%			
Warren	17.0%	17.4%	17.6%	21.7%	23.6%	18.8%			

Strategic Plan Goal IV: Resources

Financial

Institutional Performance Measures					FY 2020 Benchmark TBD
<u>Revenue by Source</u>					
	Tuition	Chargebacks	State Aid	County Aid	Other
FY 2014	N/A	N/A	N/A	N/A	N/A
FY 2013	63.7%	0.0%	13.8%	12.7%	9.9%
FY 2012	65.1%	0.1%	13.9%	13.3%	7.6%

Institutional Performance Measures						FY 2020 Benchmark TBD
<u>Expenditures by Source</u>						
	Instruction	Instructional Support	Student Services	Extension & Public Services	Academic Support	Plant Operations & Maint.
FY 2014	N/A	N/A	N/A	N/A	N/A	N/A
FY 2013	37.6%	17.0%	10.3%	1.7%	11.8%	21.7%
FY 2012	391.1%	17.7%	11.0%	1.0%	12.5%	18.7%

Institutional Performance Measures			FY 2020 Benchmark TBD
<u>Cost per FTE</u>			
	Camden	Peers ¹	NJ Sector
FY 2014	N/A	N/A	N/A
FY 2013	7,106	7,519	7,327
FY 2012	6,404	7,356	7,150

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
Benchmarks based on 2014 baseline data to 2020 (6 yrs.)

Institutional Performance Measures			FY 2020 Benchmark
	Expense to Educate Students		+5%
	Camden	Peers ¹	NJ Sector
FY 2014	N/A	N/A	N/A
FY 2013	49.4%	55.7%	52.4%
FY 2012	51.7%	55.5%	52.0%
Instruction + Academic Support/Total Educational & General Expenditures			

Staffing



Institutional Performance Measures		Fall 2020 Benchmark
	Student/Faculty Ratio	22 to 1
Fall 14	25 to 1	
Fall 13	28 to 1	
Fall 12	28 to 1	
Fall 11	29 to 1	
IPEDS reported numbers		

Resource Utilization

Institutional Performance Measures			FY 2020 Benchmark
	Average Class Size		22
	Fall	Spring	Summer
2014	<u>22.6</u>	<u>21.8</u>	<u>18.0</u>
2013	<u>22.7</u>	<u>22.1</u>	<u>18.0</u>
2012	<u>22.5</u>	<u>22.0</u>	<u>18.2</u>
Budgeting & Planning			

¹Peers – Bergen, Brookdale, Middlesex & Union Community Colleges
 Benchmarks based on 2014 baseline data to 2020 (6 yrs.)

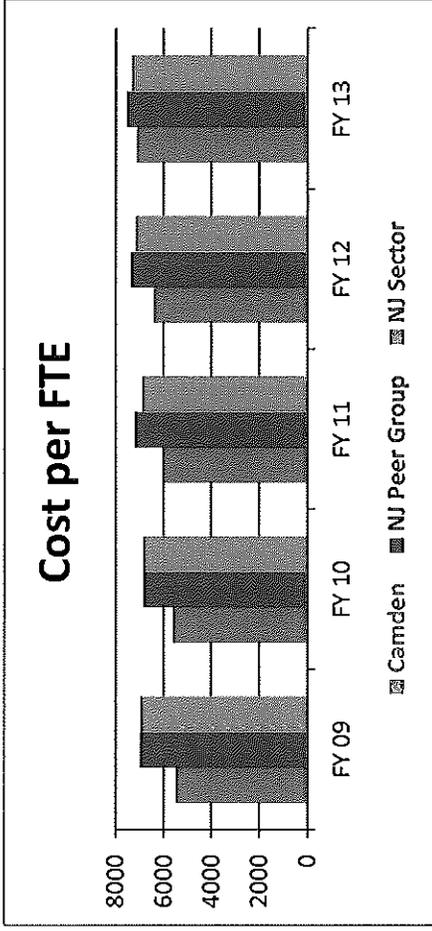
Revenue by Source

	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
Tuition							
Camden	64.9%	64.0%	65.1%	63.7%			
Bergen	67.8%	69.3%	74.1%	74.2%			
Brookdale	57.4%	58.3%	60.7%	59.5%			
Middlesex	58.6%	58.6%	58.4%	59.0%			
Union	58.7%	59.1%	60.4%	62.9%			
Peer - Tuition	60.6%	61.3%	63.4%	63.9%			
Sector - Tuition	58.5%	60.1%	61.0%	61.0%			
Chargebacks							
Camden	0.1%	0.1%	0.1%	0.0%			
Bergen	0.0%	0.0%	0.0%	0.0%			
Brookdale	0.5%	0.5%	0.5%	0.4%			
Middlesex	0.2%	0.2%	0.1%	0.3%			
Union	0.2%	0.3%	0.3%	0.2%			
Peer - Chargebacks	0.2%	0.3%	0.2%	0.2%			
Sector - Chargebacks	0.3%	0.2%	0.2%	0.2%			
State Aid							
Camden	16.3%	15.6%	13.9%	13.8%			
Bergen	11.7%	11.4%	11.4%	11.4%			
Brookdale	11.3%	11.2%	12.4%	12.7%			
Middlesex	14.4%	13.7%	13.2%	13.0%			
Union	15.3%	15.4%	15.0%	15.1%			
Peer - State Aid	13.2%	13.0%	16.5%	13.1%			
Sector - State Aid	15.2%	14.7%	14.5%	14.5%			
County Aid							
Camden	13.5%	13.2%	13.3%	12.7%			
Bergen	18.1%	17.5%	13.2%	13.0%			
Brookdale	28.3%	28.9%	25.0%	26.2%			
Middlesex	20.1%	20.7%	20.4%	20.0%			
Union	18.3%	18.5%	18.7%	19.0%			
Peer - County Aid	21.2%	21.4%	19.3%	20.0%			
Sector - County Aid	22.4%	21.8%	20.2%	20.1%			
Other							
Camden	5.2%	7.1%	7.6%	9.9%			
Bergen	2.4%	1.8%	1.3%	1.5%			
Brookdale	2.5%	1.2%	1.3%	1.3%			
Middlesex	6.7%	6.9%	7.9%	7.7%			
Union	7.5%	6.7%	5.6%	2.9%			
Peer - Other	4.8%	4.2%	4.0%	3.4%			
Sector - Other	3.4%	3.2%	3.9%	4.0%			

Expenditures by Source

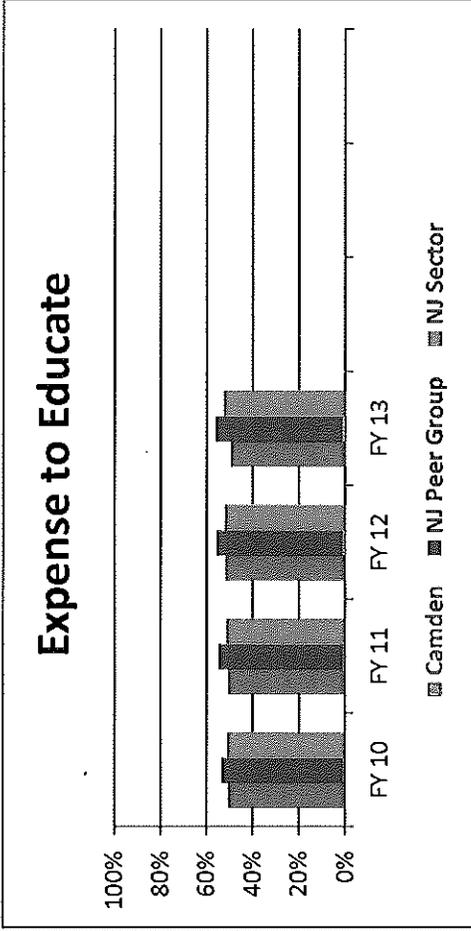
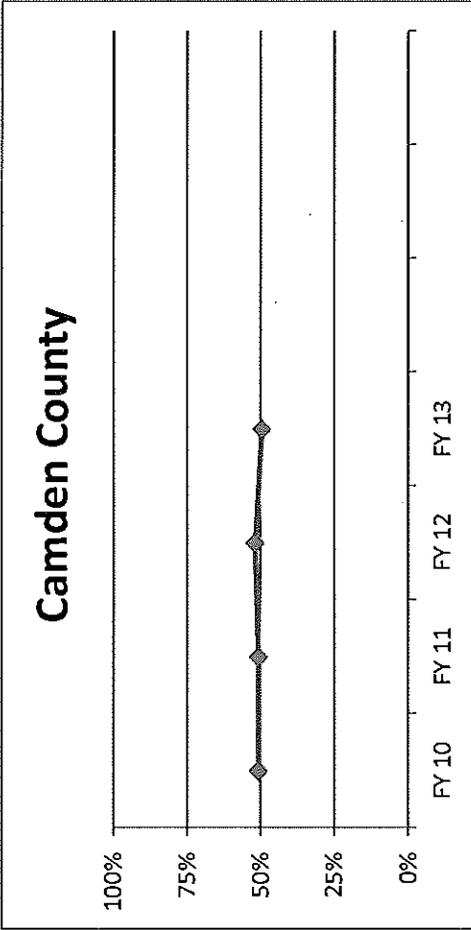
	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16
				Instruction			
Camden	38.0%	37.7%	39.1%	37.6%			
Bergen	48.1%	48.9%	50.0%	49.9%			
Brookdale	45.4%	45.4%	47.0%	48.9%			
Middlesex	44.4%	44.4%	43.8%	44.2%			
Union	47.3%	48.2%	48.0%	47.3%			
Peer - Instruction	46.3%	46.7%	47.2%	47.6%			
Sector- Instruction	41.5%	41.7%	42.3%	43.0%			
				Instructional Support			
Camden	18.8%	17.9%	17.7%	17.0%			
Bergen	23.1%	23.3%	22.0%	21.7%			
Brookdale	14.4%	15.0%	13.3%	12.5%			
Middlesex	22.8%	22.2%	22.9%	23.2%			
Union	19.0%	16.3%	17.4%	15.6%			
Peer - Instl Support	19.8%	19.2%	18.9%	18.3%			
Sector - Instl Support	23.0%	23.2%	22.7%	21.8%			
				Student Services			
Camden	11.6%	12.1%	11.0%	10.3%			
Bergen	8.3%	8.9%	8.8%	9.9%			
Brookdale	11.2%	11.3%	11.9%	12.0%			
Middlesex	10.1%	10.3%	10.7%	10.5%			
Union	8.4%	8.6%	9.2%	9.9%			
Peer - Student Svcs	9.5%	9.8%	10.2%	10.6%			
Sector - Student Svcs	10.2%	10.3%	10.7%	10.9%			
				Extension & Public Services			
Camden	0.4%	0.5%	1.0%	1.7%			
Bergen	0.0%	0.0%	0.0%	0.0%			
Brookdale	0.0%	0.0%	0.0%	0.0%			
Middlesex	5.4%	5.8%	5.9%	5.7%			
Union	3.4%	4.4%	4.1%	3.0%			
Peer - Ext & Publ Svc	2.2%	2.6%	2.5%	2.2%			
Sector - Ext & Publ Svc	2.8%	2.1%	1.9%	1.8%			
				Academic Support			
Camden	12.4%	12.8%	12.5%	11.8%			
Bergen	9.2%	7.6%	7.4%	7.4%			
Brookdale	16.4%	16.7%	17.2%	15.1%			
Middlesex	3.7%	4.0%	3.8%	3.8%			
Union	6.8%	7.4%	6.2%	7.9%			
Peer - Academic Sup	9.0%	8.9%	8.7%	8.6%			
Sector - Academic Sup	8.6%	8.7%	8.8%	8.9%			
				Plant Operations & Maintenance			
Camden	18.8%	18.9%	18.7%	21.7%			
Bergen	11.2%	11.3%	11.8%	11.0%			
Brookdale	12.6%	11.5%	10.5%	11.5%			
Middlesex	13.6%	13.3%	13.0%	12.6%			
Union	15.2%	15.1%	15.2%	16.3%			

Peer – Plant & Main	13.2%	12.8%	12.6%	12.9%
Sector – Plant & Main	14.4%	14.0%	13.5%	13.7%



Cost per FTE

	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Camden	5,490	6,064	6,404	7,106	7,519	7,106			
NJ Peer Group	6,970	7,190	7,356	7,519	7,519	7,519			
NJ Sector	6,996	6,847	6,870	7,150	7,327	7,327			
NJ CC's									
Atlantic Cape	6,939	6,695	6,882	7,116	7,069				
Bergen	7,279	7,271	7,586	7,674	8,035				
Brookdale	7,089	7,156	7,106	7,216	7,520				
Burlington	5,527	4,736	4,789	5,382	5,447				
Camden	5,490	5,610	6,064	6,404	7,106				
Morris	7,484	7,434	7,502	7,598	7,413				
Cumberland	7,255	7,299	7,614	7,877	8,174				
Essex	5,507	5,104	5,037	5,618	5,958				
Gloucester	7,265	6,685	6,934	6,913	6,807				
Hudson	5,706	5,413	5,284	5,858	6,526				
Mercer	8,341	8,349	8,754	9,058	8,948				
Middlesex	7,237	7,026	7,622	7,856	7,663				
Ocean	6,699	6,742	6,506	6,546	6,698				
Passaic	7,800	6,917	7,220	7,143	7,599				
Raritan	7,897	7,320	7,209	7,321	7,562				
Salem	8,739	10,337	8,485	9,189	9,049				
Sussex	7,373	7,688	7,324	7,697	8,057				
Union	6,275	5,905	6,444	6,678	6,856				
Warren	7,027	6,403	6,172	6,708	6,727				



Expense to Educate Students

	FY 10	FY 11	FY 12	FY 13	FY 14
Camden	50.5%	50.5%	51.7%	49.4%	49.4%
NJ Peer Group	53.3%	54.6%	55.5%	55.7%	55.7%
NJ Sector	51.0%	51.3%	52.0%	52.4%	52.4%

NJ CC's

Atlantic Cape	47.6%	47.6%	47.3%	47.6%	47.6%
Bergen	57.3%	56.5%	57.4%	57.4%	57.4%
Brookdale	61.8%	62.2%	64.2%	64.0%	64.0%
Burlington	41.8%	43.7%	43.8%	46.4%	46.4%
Camden	50.5%	50.5%	51.7%	49.4%	49.4%
Morris	59.2%	59.1%	59.5%	61.3%	61.3%
Cumberland	51.6%	52.3%	51.3%	51.4%	51.4%
Essex	39.8%	40.4%	41.9%	41.5%	41.5%
Gloucester	58.2%	58.6%	59.6%	57.4%	57.4%
Hudson	49.6%	44.2%	40.9%	48.4%	48.4%
Mercer	40.1%	44.3%	46.2%	46.1%	46.1%
Middlesex	48.1%	48.4%	47.6%	48.0%	48.0%
Ocean	50.1%	52.6%	55.2%	55.4%	55.4%
Passaic	46.1%	46.4%	49.2%	48.3%	48.3%
Raritan	47.0%	49.0%	48.6%	50.5%	50.5%
Salem	43.2%	40.3%	42.9%	43.5%	43.5%
Sussex	54.0%	49.8%	55.4%	55.5%	55.5%
Union	54.1%	55.5%	54.2%	55.2%	55.2%
Warren	51.7%	56.4%	55.4%	57.5%	57.5%
Instruction + Academic Support/Total Educational & General Expenditures					



(<http://library.camdencc.edu/>)

Camden County College Library (<http://library.camdencc.edu/>) / **LibGuides** (<http://libguides.camdencc.edu>)

/ **Assessment of Institutional Effectiveness** (<http://libguides.camdencc.edu/assessment>)

/ **Middle States Commission on Higher Education**

Assessment of Institutional Effectiveness: Middle States Commission on Higher Education

Middle States Commission on Higher Education (</c.php?g=150558&p=989964>)

Assessment of Student Learning Outcomes (</c.php?g=150558&p=989961>)

Student Success (</c.php?g=150558&p=989966>)

General Education (</c.php?g=150558&p=996714>)

MSCHE



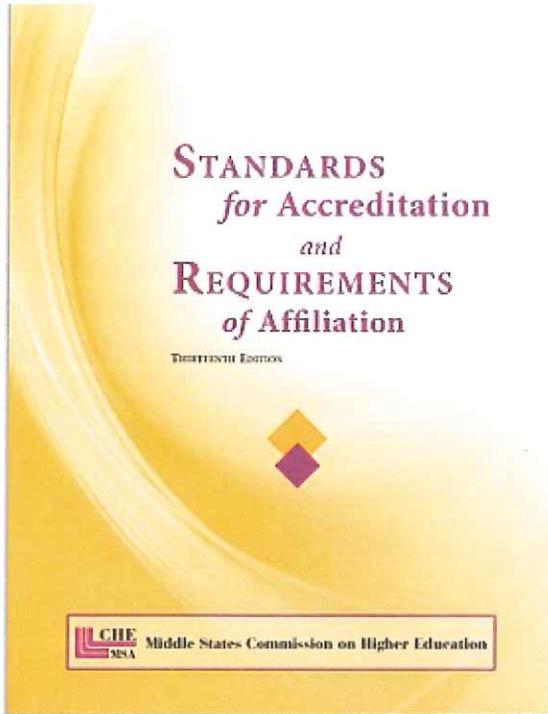
For the current documentation from MSCHE, please view the documents below.

Additional information can be found on the **Middle States Commission on Higher Education** website.

(<https://www.msche.org/>)

- ****NEW** Standards for Accreditation and Requirements of Affiliation, Adopted by MSCHE, Fall 2014**
(<http://www.msche.org/documents/RevisedStandardsFINAL.pdf>)
- **Previous Standards: Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation, Revised 2011** (<http://www.msche.org/publications/CHX-2011-WEB.pdf>)
-  **MSCHE Document Roadmap** (http://libguides.camdencc.edu/ld.php?content_id=5538132)
- **MSCHE Workshop Presentation Materials (previous workshops)**
(https://www.msche.org/events_presentationmaterials.asp)
- **MSCHE Newsletters** (https://www.msche.org/news_newsletter.asp)
- **MSCHE Camden County College Accreditation Status Document**
(<http://www.msche.org/Documents/SAS/75/Statement%20of%20Accreditation%20Status.htm>)

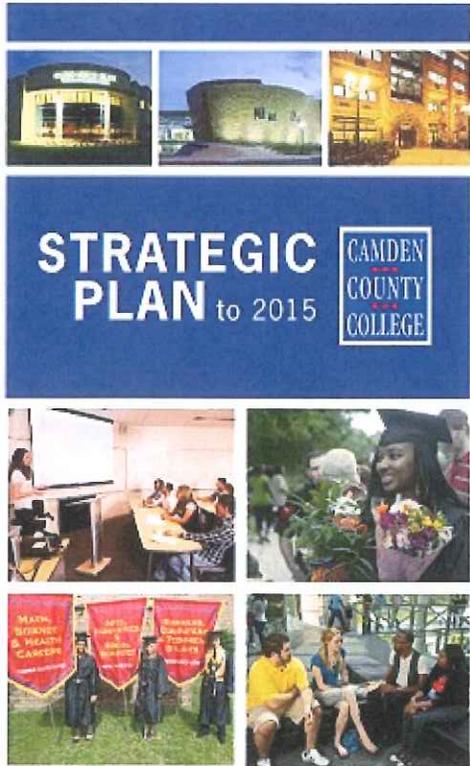
MSCHE Standards, Fall 2014



(<https://www.msche.org/publications/RevisedStandardsFINAL->

2.pdf)

CCC Strategic Plan to 2015



Middle States Accreditation-Relevant Federal Regulations #1

This document is focused on the Commission's verification of institutional compliance in four areas:

1. Student identity verification in distance and correspondence education

The Commission must verify that institutions have effective procedures in place to ensure that the students who register in a distance or correspondence education course are the same students who participate in and complete the course, and receive the academic credit (34 CFR 602.17(g)).

-  Distance Education Student Identity Verification (http://libguides.camdencc.edu/ld.php?content_id=5625113)
-  Best Practices Academic Integrity in Online Education (http://libguides.camdencc.edu/ld.php?content_id=5625177)
-  Acceptable Use of Technology (http://libguides.camdencc.edu/ld.php?content_id=5625183)
-  Student Code of Conduct (Student Handbook) (http://libguides.camdencc.edu/ld.php?content_id=5625194)

Middle States Accreditation-Relevant Federal Regulations #2

2. Transfer of credit

In accordance with 34 CFR 602.24(e), the Commission must confirm that an "institution has transfer of credit policies that: (1) Are publicly disclosed in accordance with section 668.43(a)(11); and (2) include a statement of criteria established by the institution regarding the transfer of credit earned at another institution of higher education."

Section 668.43(a)(11) states:

(a) Institutional information that the institution must make readily available to enrolled and prospective students under this subpart includes, but is not limited to-

(11) A description of the transfer of credit policies established by the institution which must include a statement of the institution's current transfer of credit policies that includes, at a minimum—

- (i) Any established criteria the institution uses regarding the transfer of credit earned at another institution; and
- (ii) A list of institutions with which the institution has established an articulation agreement.

-  Camden County College Transfer of Credit (http://libguides.camdencc.edu/ld.php?content_id=5625246)

Middle States Accreditation-Relevant Federal Regulations #3

3. Title IV Cohort default rate

In accordance with 34 CFR 602.16(a)(1)(x), the Commission must verify that the institution's three-year cohort default rate is within the federal limit.

-  Financial Aid Default Rates (http://libguides.camdencc.edu/ld.php?content_id=5625362)

Audit Reports:

-  FY2012 (http://libguides.camdencc.edu/ld.php?content_id=5625374)
-  FY2011 (http://libguides.camdencc.edu/ld.php?content_id=5625377)
-  FY2010 (http://libguides.camdencc.edu/ld.php?content_id=5625378)

Middle States Accreditation-Relevant Federal Regulations #4

4. Assignment of credit hours

In accordance with 34 CFR 602.24(f), the Commission "must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours." The Commission must review the institution's policies and procedures for determining the credit hours awarded as well as the application of the institution's policies and procedures to its programs and coursework. The Commission must make a "reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education."

-  Verification of Compliance with Credit Hour (http://libguides.camdencc.edu/ld.php?content_id=5625393)
-  Verification of Distance Learning Credit Hour (http://libguides.camdencc.edu/ld.php?content_id=5625406)
-  Credit Hour Equivalency for Online and Hybrid Courses June 2013 (http://libguides.camdencc.edu/ld.php?content_id=5625417)