



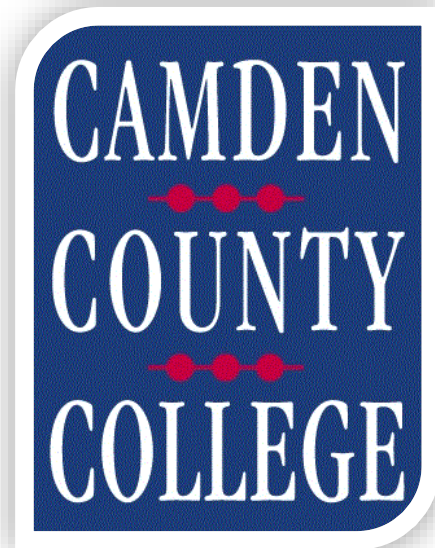
# ENVIRONMENTAL SCAN

2016

## ABSTRACT

An internal and external analysis of current trends locally and nationally impacting higher education. This report contains information on factors that will likely influence enrollment, program development, and institutional planning at Camden County College over the next five to ten years.

Office of Institutional Planning & Research



## Executive Summary

The purpose of the Environmental Scan is to examine trends on the local and national scene that could impact Camden County College and the population it serves within the next five to ten years. It provides a view of the strengths, weaknesses, opportunities and threats the College faces now and in the near future. It highlights some of the most prominent issues nationally and locally that the College should take into consideration as the next strategic plan is developed to guide the institution over the next three to five years.

### Major Findings from External Analysis

- Shifting Demographics have the following implications:
  - The County continues to age. To counter this shift, the College needs to strengthen existing partnerships with area high schools to recruit more of the shrinking high school age population. At the same time, the institution needs to review the current program offerings and market specific career programs to the under-employed, non-traditional college age population.
  - With an increasing diverse population in the County, the College needs to continue to be strong advocates for our diverse student population and champions for inclusivity.
- Need for Workforce Training
  - Nationally there is a need for workers to be trained in “middle-skilled” jobs – jobs that require more than a high school diploma but less than a bachelor’s degree. To meet this demand the College should consider:
    - Strengthen existing and develop new programs that support leisure and hospitality; construction; and healthcare and social assistance, all which are areas of growth identified by the NJ Department of Labor
    - Market certificate and degree programs to non-traditional aged students who are unemployed or under-employed
    - Establish the College as a regional Center of Excellence for training in high demand occupations such as healthcare and social assistance
- Expand Education and Training to our Veteran population – Twenty-three states provide eighty percent (80%) of the educational benefits to veterans in the US. New Jersey is not one of those states so there is room to increase our efforts locally through career programs aligned with their skill sets and military training and nationally through online programs.
- Competition and Partnerships – Plan for increased competition from area institutions and utilize strategic partnerships to strengthen College’s reputation for quality and service. Include students and parents/family members in new student orientation and marketing/recruitment efforts to reinforce the value and savings of getting associates degree at CCC first before transferring to a four year institutions.
- Concerns about Cost – Develop strategic marketing to highlight quality and value of an education from Camden County College; work to educate students and families about financial aid and scholarship opportunities and financial literacy.
- Prepare for the Adult Learner and Non-Traditional Course Formats – Develop plan to be prepared to meet the needs of adult learners including greater flexibility in course scheduling

and format to accommodate their competing priorities, as well as examining ways to provide greater availability to student support services outside of normal College business hours. This plan should also include an analysis of current course offerings and the delivery mode, especially in the hybrid and online format.

### **Major Findings from Internal Analysis**

- Institutional Renewal
  - With the appointment of a new president, the College has entered a time of institutional renewal; with a renewed vision and mission, the leadership is evaluating the institution's effectiveness and continues to work the Board of Trustees to develop a new strategic plan focused on student-centered decision-making and the long-term sustainability of the institution.
- Institutional Resources
  - Examine current assets and facilities to generate revenue as well as external grant opportunities to supplement the funds to support the College's mission
  - Invest in the College's human capital through ongoing professional development
  - Refocused Technology Plan that prioritizes the technology needs of the across the whole institution
- Enrollment Trends
  - There has been a continued decrease in the number of credits over the past five years; early numbers may indicate a leveling off in the rate of decrease compared to previous years
  - There has been a decrease in the number of non-credit students enrolled over the past five years. In light of the shifting demographics, marketing personal enrichment and lifelong learning courses targeted at the non-traditional college-aged population may provide an additional revenue source.
- Student Demographics
  - There is a slight decrease in full-time enrollment. This trend needs to be monitored to determine if the trend will persist yielding more part-time students.
- Student Outcomes
  - With decreased enrollments, we need to focus on increasing the retention of our current students and providing the necessary support to increase our students' success.
  - Focus on student milestones to monitor enrollment patterns, student progress and success.
  - Different course formats, such as an enhanced course (a mix of in-person and online meetings also known as a hybrid) should be explored to see if they would better meet the needs of the current student body.

## **SITUATIONAL ANALYSIS EXTERNAL ENVIRONMENT**

### **A Changing Camden County**

Camden County is an integral part of the Philadelphia metropolitan region, the 7<sup>th</sup> largest metropolitan area in the United States. Ranking 8<sup>th</sup> in size in New Jersey, the County is the most populated of the southern New Jersey counties with more than 510,923 residents (2015 estimate). Yet, because it is more densely populated, Camden County is not growing in population compared to bordering Gloucester County, which grew 14% between 2000 and 2015, and Burlington County, which grew 6%. During that same period, Camden County grew 1%.

#### **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 2.3% between 2012 and 2022.
- Between 2012 and 2022, Burlington County and Gloucester County are expected to have a growth rate of 2.7% and 4.5% respectfully. Camden County's rate of growth is projected to be 1.5%.
- Population growth is greatest in the southern portion of the County. Berlin Borough, for example, saw a 23% increase between 2000 and 2015 and Winslow Township, saw a 13% increase during the same time frame.
- Seventy-six percent (76%) of our students live in Camden County. This percentage of our student body has remained consistent over the past 5 years.
- The proportion of Camden County residents 15 to 24 years of age is projected to decrease from 2012 to 2022 by 11% (~6,700). This age group currently makes up over 62% of our student population.
- The proportion of Camden County residents 25 to 44 years of age is projected to decrease from 2012 to 2022 by almost 3% (~3,700). This age group currently makes up 30% of our student population.
- The proportion of Camden County residents 45 to 64 years of age is projected to decrease from 2012 to 2022 by 4% (~2,100). This age group makes up 6% of our current student population.
- The proportion of Camden Country residents 65 years of age and older is projected to increase from 2012 to 2022 by 38% (~26,600). This age group currently makes up 2% of our current student population.

## Total County Population Projections by Age Group and Percent Change

Projections of County Population by Age: New Jersey  
Estimates as of July 1, 2012 & July 2022

	County	Camden 2012	Camden 2022	Change	% Change	Burlington 2012	Burlington 2022	Change	% Change	Gloucester 2012	Gloucester 2022	Change	% Change
Age Group	<b>Total</b>	513,689	521,200	7,511	1%	451,626	463,900	12,274	3%	289,808	302,900	13,092	5%
	0-4	33,010	32,200	-810	-2%	24,968	25,100	132	1%	16,883	16,200	-683	-4%
	5-9	33,407	32,000	-1,407	-4%	28,126	26,200	-1,926	-7%	18,781	16,600	-2,181	-12%
	10-14	34,319	33,200	-1,119	-3%	29,690	26,600	-3,090	-10%	20,319	18,000	-2,319	-11%
	15-19	33,663	30,800	-2,863	-9%	29,410	28,900	-510	-2%	19,880	19,800	-80	0%
	20-24	33,567	29,700	-3,867	-12%	28,386	30,900	2,514	9%	19,656	23,500	3,844	20%
	25-29	35,153	33,000	-2,153	-6%	27,119	29,800	2,681	10%	16,863	21,100	4,237	25%
	30-34	33,854	32,400	-1,454	-4%	26,391	26,000	-391	-1%	17,026	18,500	1,474	9%
	35-39	31,281	33,900	2,619	8%	26,572	26,600	28	0%	17,573	16,500	-1,073	-6%
	40-44	35,425	32,700	-2,725	-8%	32,228	27,900	-4,328	-13%	21,144	16,900	-4,244	-20%

Source: NJ DOL

With shifting demographics and the decreasing size of high school graduating class, more Camden County high school graduates need to enroll at Camden County College (CCC) just to maintain the current enrollment levels. Although the College has invested considerable energy into its partnerships with the county high schools, pressure and marketing from nearby 2-year institutions continue to allure potential students across county borders.

Consider the recent Rowan College at Burlington County (RCBC) initiative to offer discounts for online courses to high school students in select courses. RCBC strategic plan also includes initiatives to expand its online offerings at a discounted rate to out of county residents. In addition, RCBC has partnered with the Burlington County Institute of Technology to offer discounts to high school students through the Head Start in High School, or CH2.

Rowan College at Gloucester County (RCGC) has the High School Collegiate Scholar program which admits students who are 15 and older and have completed their freshman year of high school. According to a recent news article, this year more than 400 high school students have taken advantage of the college courses at RCGC at a 65 percent discount. A recent article highlights the success of one student who completed her associate degree while still in high school saving time and tuition.

Although the College has similar programs and initiatives, a continued focus on the importance of community awareness, and strengthening these partnerships with area high schools is crucial to stabilizing the College's declining enrollment since roughly 62% of CCC students are from the traditional age group (15-24).

*Related Sources:*

\*<http://www.rcbc.edu/news/rowan-college-burlington-county-offers-high-school-students-new-opportunities-earn-college>

\*[http://articles.philly.com/2016-03-29/news/71877165\\_1\\_online-courses-online-program-international-student](http://articles.philly.com/2016-03-29/news/71877165_1_online-courses-online-program-international-student)

\*<http://www.rcbc.edu/ch2>

\*<http://www.njtvonline.org/news/video/high-school-students-graduate-associate-degrees/>

## **The County's Population Continues to Diversify:**

Population projection from the New Jersey Department of Labor continue to indicate that Camden County will be more ethnically and racially diverse.

- Eighteen percent (18%) of the population is projected to be African American/Black, non-Hispanic in Camden County in 2022, and the third highest among New Jersey counties. Currently, 20% of our students are African American/Black.
- By 2032, over half of the African American/Black population of New Jersey will reside in five counties, Camden being one of those five.
- Seventeen percent (17%) of the population in Camden County is projected to be Hispanic by 2022. Currently, 16% of our students are Hispanic.

The College needs to be a part of the national dialog on several prominent social issues to be prepared to best serve our changing population.

- On the national discussion board is a growing awareness of issues impacting the LGBTQ student population. For example, issues related to transgender students and designing campus facilities with gender-inclusive bathrooms and locker rooms is currently a hot topic of discussion on college campuses nationally.
- Also of significance is the growing concern about racial equality and the need to do more to encourage inclusivity on our college campuses. This includes but is not limited to facilitating discussions on issues such as:
  - The role of the Police Academy in building positive community relationships with law enforcement; teaching cadets how to create open channels of communication with community members to establish mutual respect and awareness
  - Addressing concerns about the achievement gap; currently students of color are retained and graduate at a lower rate compared to our Caucasian students
  - Awareness of the growing ESL population and issues related to the immigrant's path to legal status

## **The County's Economic Health:**

- Camden County's unemployment rate averaged 6.3% in 2015, a three percentage point decrease from 2013. In comparison, the state's unemployment rate averaged 6.0% in 2015. Although the county rate is slightly higher than the state average, for every one percentage point drop in unemployment, a community college can expect a 2.5 percentage point decrease in fall enrollment (as a general rule of thumb, see Insider Higher Ed article). The lower unemployment rates are correlated to a decrease in enrollment at community colleges in New Jersey.
- Employment in the Camden Labor Area is expected to have modest job gains in retail trade; leisure and hospitality; construction; and healthcare and social assistance. Given some of the opportunities in construction and healthcare and social assistance, there is an opportunity for

the College to provide the necessary workforce training to the unemployed and particularly to the under-employed members of our county and surrounding areas.

*Related Resource: <https://www.insidehighered.com/views/2015/08/27/unemployment-rate-community-college-enrollments-and-tough-choices-essay>*

## **A Changing Economy & Workforce Environment**

In April 2016, Vice President Joe Biden visited the Community College of Philadelphia to announce the launch on a new White House initiative to support community college and workforce development with \$100 million dollars for America's Promise Job-Driven Training grants. This is announcement is part of the federal government's ongoing attempt to help provide the funds to train America's workforce. According to a recent White House report,

“Of the new jobs the economy is expected to generate over the next ten years, around half will require postsecondary education or training. The President's Job-Driven Training agenda has made federally supported education and training programs more responsive to employer needs. As part of this approach, community and technical colleges are playing a critical role in helping Americans get the skills to get good jobs. The \$100 million America's Promise Grants will help communities catalyze new and strengthen existing partnerships and programs to offer more Americans access to the knowledge and skills they need to pursue their educational and career goals, particularly in high-growth sectors like technology, manufacturing, and health care.”

Camden County College has a prominent role to play in the development of the local workforce. As reported by the New Jersey Department of Labor and Workforce Development, between 2012 and 2022, most new job openings in Camden County will be in healthcare and healthcare support related occupations, followed by sales and service related occupations.

- Occupations in the top 10 with the “Most Projected Job Openings” in Camden County between 2012 and 2022 are projected to include: Office and Administrative Support Occupations, Sales and Related Occupations, Healthcare Practitioners and Technical Occupations, Transportation and Material Moving Occupations, Health Diagnosing and Treating Practitioners, Healthcare Support Occupations, Management Occupations, Construction Trade & Extraction Occupations and Education, training, & library Occupations.
- The top 10 occupational groups with the “Greatest Employment *Growth*” between 2014 and 2024 nationally include:
  - Healthcare support occupations
  - Healthcare practitioners and technical occupations
  - Personal care and service occupations
  - Computer and mathematical occupations
  - Community and social service occupations

- Construction and extraction occupations
- Business and financial operations occupations
- Education, training, and library occupations
- 

According to the most recent Bureau of Labor Statistics (BLS) report, “the fastest job growth is projected to occur in healthcare support occupations and healthcare practitioners. Nearly 1 in 4 new jobs in the economy is projected to be in these two occupational groups. Production occupations and farming, fishing, and forestry occupations are the only two occupational groups projected to decline.”

The report cites the “growing elderly population”, as the primary reason for this trend due to “increasing rates of chronic conditions, and greater access to healthcare.” According to the report, an aging population is also important in the projected growth of personal financial advisors, as many older Americans will seek assistance in retirement planning and other financial matters. Nationally, about 1 in 3 new jobs are projected to be in one of these occupational areas.

Personal care aides and home health aides are projected to add many of the new jobs in the next ten years with demand driven by increases in the population over the age of 55. In addition, three other healthcare-related occupations noted include: registered nurses, nursing assistants, and medical assistants.

These areas of growth fall in line with the projected need to fill what has been termed as “middle skills” jobs, defined as jobs that require more than a high school diploma but less than a bachelor’s degree. Middle skills jobs account for over 50% of the jobs in the US. According to a recent report these jobs now require more education and training beyond high school due to “changes in production and increasingly sophisticated technology.” The nation is looking to community colleges to help meet the growing demand.

*Related Sources:*

*<https://www.whitehouse.gov/the-press-office/2016/04/25/fact-sheet-white-house-launches-new-100-million-competition-expand>*

*<http://blog.dol.gov/2015/03/15/the-10-fastest-growing-jobs/>*

*<http://www.bls.gov/opub/mlr/2015/article/industry-employment-and-output-projections-to-2024-1.htm>*

*<http://www.bls.gov/opub/mlr/2015/article/occupational-employment-projections-to-2024.htm>*

*<http://www.achieve.org/files/MiddleSkillsJobs.pdf>*

### **Opportunity to Grow Services to Veterans**



There continues to be an opportunity to provide workforce training to our men and women of the armed services. According to a study on community colleges and veterans, when asked why they joined the military, enlisted personnel consistently answer that the opportunity to get a college education along with the funds to pay for it is one of their top three reasons for entering military service. Since the Post 9/11 GI Bill was passed in 2008, over 1 million veterans and their families have taken advantage of the opportunity to attend college. According to a 2014 report compiled by the National Center for Veterans Analysis and Statistics for the Department of Defense (DOD), twenty-three states account for 80% of VBA educational program beneficiaries.



New Jersey is ranked 30<sup>th</sup>. There is room to expand our efforts to provide training to our nation’s veterans and enlisted personnel and eligible family members.

The College needs to continue to build on its reputation as a military friend school by examining how it compares to other institutions in the area. For example, when you do a google search for Military Friendly Colleges, two of the top ten hits are for the websites MilitaryFriendly.com and GI JOBS.com. Below is a screen shot on how we compare to RCGC and RCBC.

<b>School Information</b>			
School Name	Rowan College at Burlington County	Camden County College	ROWAN COLLEGE AT GLOUCESTER COUNTY
Student Reviews	★★★★★ (4.17)	-	-
Main Campus Location	Pemberton, NJ	Blackwood, NJ	Sewell, NJ
Online Classes	Yes	Yes	Yes
BAH	\$1,773	\$1,803	\$1,803
Campus Setting	Rural: Fringe	Suburb: Large	Suburb: Large
<b>Military Friendly Results</b>			
# of Years Military Friendly	5	2	6
On-Campus Military Support			
Credit Acceptance			
School Offered Tuition Assistance			
Spouse and Dependent			
Flexibility			

Data Source: <https://www.gijobs.com/military-friendly-schools/compare/>

What can we do to improve? Find the top sites and ensure we are reflected well. We can increase our standings by asking our successful veteran students to go online and review/rate us on the top sites.

Next we can explore what RCBC & RCGC are doing regarding credit acceptance and better market how we work with veterans to accept credit for their military experience and training. The College should explore scholarships that might be offered through the Foundation to veterans and their family members and market not just to Veterans but also their spouses and dependents who may be eligible for some funding.

Finally, the College should examine the certificate and degree offerings to determine the programs that best line up with a student’s military experience. For example, the Career Coach application by EMSI has a tool that allows a potential student to match his or her MOC (military occupation code) to similar civilian careers that link to a college’s offerings.

Related Source:

[http://www.va.gov/VETDATA/docs/QuickFacts/Education\\_Beneficiaries.pdf](http://www.va.gov/VETDATA/docs/QuickFacts/Education_Beneficiaries.pdf)

## External Challenges

### Competition amongst Two Year Institutions and Enrollment Increases at Four Year Institutions in New Jersey

Headlines from a recent article on Philly.com summarizes the new era of community college enrollment plans, “With less money and fewer students, community colleges compete with one another.”

The decrease in the number of students is due in part to several factors. The first factor is the increase in the four year institutions enrollment in New Jersey. In recent years, four year institutions have lowered the admission criteria and are admitting a larger number of incoming students.

According to the recent Appleseed report commissioned by the NJ community college presidents, enrollment trends vary by type of institution. Between fall 2009 and fall 2014:

- Enrollment in county colleges declined by 8.1 percent
- Enrollment in public research universities rose by 13.2 percent (includes Rowan University)
- Enrollment in state colleges and universities rose by 6.4 percent
- Enrollment at independent colleges and universities declined by 3.0 percent
- Number enrolled at for-profit institutions rose by 22.3 percent (note they account for a relatively small portion of the overall enrollment in New Jersey)

The second reason is due to the decrease in unemployment rates, as traditionally community college enrollments decrease when unemployment rates go down. From March 2014 to March 2016, all 11 counties in the Philadelphia metropolitan area had unemployment rate declines. The Camden Metropolitan Area, which includes Gloucester, Camden, and Burlington counties, decreased in unemployment rates by 1.6 percentage points. It is down nearly 3% points from 2014 to 2016. For every 1 percentage point drop in unemployment, a college can expect a 2.5% decrease in fall enrollment (Johnson, 2015).

However, despite the decrease in unemployment, many residents in Camden and the surrounding counties are employed in low paying, part-time retail and food services positions often needing to work two or three jobs in order to survive. According to the NJ Department of Labor (DOL), the average hourly rate for retail & food service workers in the Camden Metropolitan Area is \$11.65 to \$11.85 or roughly \$24,000 annually. There is an opportunity for the College to align with regional employers to provide these individuals with workforce training to prepare them need for middle skills jobs to meet the growing regional and national demand in construction, health care and social services.

#### *Related Sources:*

*\*[http://www.philly.com/philly/education/20160523\\_With\\_less\\_money\\_and\\_fewer\\_students\\_community\\_colleges\\_compete\\_with\\_one\\_another.html](http://www.philly.com/philly/education/20160523_With_less_money_and_fewer_students_community_colleges_compete_with_one_another.html)*

*\*Sustaining Growth, Expanding Opportunity: Higher Education’s Role in Building New Jersey’s Economy, Draft Appleseed Study (2016)*

*\*Bureau of Labor Statistics-[http://www.bls.gov/regions/mid-atlantic/news-release/unemployment\\_philadelphia.htm](http://www.bls.gov/regions/mid-atlantic/news-release/unemployment_philadelphia.htm)*

*\* <https://www.insidehighered.com/views/2015/08/27/unemployment-rate-community-college-enrollments-and-tough-choices-essay>*

## 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. In the past, they and their families have done so willingly, seeing a college degree as a requirement for a successful career and good income.

However, growing concerns over the cost of an education, have many beginning to questioning the value against the growing mount of student loan debt. A recent Consumer Reports issue focuses on the national student loan debt crisis and is just one of many such headlines touting concerns about the \$1.3 trillion dollars in student loan debt. An article featured in the New York Times describes the burden repaying student loans has created for many borrowers in New Jersey and documents practices employed by the Higher Education Student Assistance Authority that could negatively impact students and their families.



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We are no exception to this trend, as student tuition and fees make up more than 60% of the College's annual operating budget. 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.

Concerns about cost have strengthened the push for partnerships between 2 and 4 year institutions with initiatives such as reverse transfer agreements and the "3+1" programs at neighboring Rowan College at Gloucester and Burlington County saving students on average \$75,000 in college tuition.

The College's continued exploration of current and future partnerships is vital. The institution needs to maximize its marketing campaigns to highlight the quality and value of attending the first two years at Camden County College. Efforts to promote cost saving partnerships with 4 year institutions will continue to grab media headlines in the current climate with both students and parents wanting to see a justification on their return on investment.

In addition, including parents in an orientation session has proven effective at addressing student and parent concerns about costs and sharing important information to help students be successful. The College should continue to strengthen and develop its new student orientation programs for students and parents, educating both on how to become successful students and self-advocates.

Moreover, the College needs to continue its efforts to educate students and parents about making wise decisions regarding student loans and advocate for national resources to support students and their families when it comes to financing the cost of higher education. We need to continue to find more ways to incorporate financial literacy topics into our interactions with our students both through in-person and online resources.

*Related Sources:*

*[http://articles.philly.com/2016-06-14/news/73746080\\_1\\_community-college-research-center-college-degree-four-year-colleges](http://articles.philly.com/2016-06-14/news/73746080_1_community-college-research-center-college-degree-four-year-colleges)*

*<http://www.rcbc.edu/rowan/3plus1>*

*<https://www.rgc.edu/3plus1/Pages/default.aspx>*

*<http://www.nytimes.com/2016/07/04/nyregion/in-new-jersey-student-loan-program-even-death-may-not-bring-a-reprieve.html? r=1>*

### **Changing Learning Environment: Adult Learners & Non-Traditional Course Formats**

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. Non-traditional is becoming the “new traditional.” With that comes the realization that the “one size fits all” mentality to offering traditional course formats and providing student services on Monday through Friday from 9 to 5 will no longer suffice.

The needs of non-traditional students are different than the needs of the traditional 18-to-22 year-old, full-time students. Many of our non-traditional students are more likely to be employed full-time and attend college part-time. They want shorter course schedules, with more flexibility, and are increasingly looking to online instruction and advising to enable them to simultaneously learn, work, and juggle family and life responsibilities.

With stagnate or decreasing income growth and a higher cost of living, non-traditional students need a college education that is affordable and can be completed in a reasonable amount of time with little to no room for error or delay. Today’s students cannot afford to take the “wrong” course that doesn’t apply to their chosen degree program’s completion. They want a clearly defined path to know which courses to take that will increase their skills, knowledge, and employability. They want to take courses that are relevant to their chosen career path and a college degree that leads to a job where they can earn wages to meet their family’s needs. They are looking to attend institutions that will help them achieve their goals by being willing to offer prior learning credit for previous training, work and life experiences. They are seeking career services for students and alumni to provide tools to aid in finding employment.

The College has begun to address these concerns by offering a mixed mode of course delivery. In recent years, we have offered more courses in a variety of convenient formats, including seven- and 13-week mini-sessions, a winter intersession, online courses, hybrid courses, and a weekend college cohort. The average age of our online students in fall 2015 was 28 and the growth in these online course offerings continues to be significant, with credits increasing from 28,086 in FY 2010 to over to 31,488 in FY 2016.

However, the increase in online enrollment comes with a cautionary warning. In both national and local studies, the course pass rates for students in some online courses is lower compared to the same course in a traditional format. It should be noted that not all online course success rates are lower and programs such as Health Information Technology have seen great success in the online courses by employing best practices and preparing students for the challenges and demands of online learning.

The key is to provide the appropriate resources and utilizing the in-house expertise of the distance learning committee and others on campus to ensure our students success. In addition, the College needs to examine the best practices of leaders in online education, such as Central Michigan

University's approach to a "Global Campus", which offers online students telephone and online academic tutoring, as well as an early alert system to identify students who are struggling and provide the appropriate intrusive advising to keep them on track.

In addition to the increased student demand for online and non-traditional course formats, the College should also consider different modalities to maximize its space utilization. A comprehensive analysis of course offerings is needed to explore the times and days courses are offered and to determine if there is the need for more hybrid or online courses. However as noted previously, offering more online courses without supporting the students might initially lead to higher enrollment in a given semester, but will not contribute to the longer term goal of retaining and graduating the students we have.

*Related Sources:*

\* <http://www.epi.org/publication/charting-wage-stagnation/>

\* <https://www.cmich.edu/global/Future/Pages/default.aspx>

\* <http://www.universitybusiness.com/news/new-online-platform-help-fill-empty-seats-classrooms>

## **SITUATIONAL ANALYSIS INTERNAL ENVIRONMENT**

### **Institutional Renewal**

Not only is the College adapting to change in the external environment, it is also in the process of change and renewal internally. While it is widely known that change can produce anxiety in the workplace, it also brings with it the hope of renewal, fresh perspectives, and new opportunities. As the College has begun the Middle States Self-Study and new Strategic Planning process, the institution's executive leadership team is evaluating the College's effectiveness at achieving its mission.

The College started the process of reviewing its mission and goals in 2015 with community-wide town halls and continued the process in 2016 using the feedback to develop a proposed set of vision, mission and goals with the Board of Trustees. Various stakeholders, such as faculty and administrators, students, and community members, were asked to review the proposed statements and provide feedback by survey. The proposed mission and goals were vetted at college-wide forums using survey results to discuss and make revisions. The results of the survey and forums produced the new vision, mission and goals adopted by the Board of Trustees in June 2016.

As the College has recently installed its fifth president in July 2016, under new leadership, the executive team has begun the process of evaluating and restructuring to maximize the institution's effectiveness. With a renewed focus on accountability and an emphasis on improving communication and customer services across the institution, the executive team led by President Borden, is looking to establish student centered decision-making guided by an awareness of key indicators of student success and institutional sustainability. As unit plans are updated college-wide, institutional departments and academic programs are being asked to link their goals to the College's mission and ground initiatives in the institution's four pillars – Access, Affordability, Student Success, and Responsible Utilization of Resources.

## Institutional Resources

### Financial

We rely on a combination of public, student, and private funding to fulfill our mission. With flat or decreasing funds from the state and county, the institution has trimmed its workforce and is relying more on other funds to offset short comings in enrollments. Between FY 2012 and 2015, the College saw a 3.6% *decrease* in state aid and a 2.4% *decrease* in county aid compared to the sector average of a 0.5% *decrease* in state aid and 3.8% *increase* in county aid.

Through prudent fiscal stewardship, College has kept tuition rates steady. The institution has managed to keep the cost per student FTE down to \$7,529 in (FY 2015), which is less than the state average of \$7,783. Despite the fact that the College has the largest gross square feet, across multiple locations, it's expenditure per foot is 11.45 compared to the state average of 12.14. As a percentage of our budget, we are in the bottom three of institutions receiving public funding, receiving 14.8% funding from the county compared to the state average 20.9% in FY 2015.

*Related Source:*

*Financial Report of the County Community Colleges of the State of New Jersey for the Fiscal Years 2012 – 2015*

### Facilities

#### *Blackwood Transformation*

In May 2005, the Camden County Freeholders announced an \$83 million dollar initiative to transform the Blackwood campus consistent with the Master Plan. This unprecedented capital initiative was the most significant project undertaken by the College since the founding in 1967. Its completion in 2015 affected more than half of the facilities and structural amenities on the Blackwood campus.

#### *Highlights of the Transformation*

- Changed over 56% of the campus' physical plant
- Demolished several older, inefficient buildings
- Renovated two existing buildings: Madison and Taft
- Constructed two new buildings: The Connector and the Science Building
- Created roads, grounds, and athletic fields suitable for a large multi-faceted campus such as the Ring Road and College Walk

#### *Revenue Generation and Deferred Maintenance*

The new College facilities plan will focus on prioritizing existing needs and deferring unnecessary maintenance as the institution works to capitalize on its return on investment from the previous facility enhancements. Utilizing a facility audit and inspection plan, the College can prioritize deferred maintenance projects and capital renewal/replacement projects according to the urgency of need.

The success of the previous plan leaves the College's physical plant in good working order. A new facilities master plan is under way with a focus on generating alternative revenue sources through the

utilization of current facilities, such as Conference Center rentals, leasing of space vacated by Rowan's departure from the Camden City facility, and improved revenue flow from the Camden parking garage. In addition, the College has joined a collaborative effort with Rowan and Rutgers University-Camden, through a general obligation (GO) Bond, to fund the building of a facility to house instructional and rental space for healthcare programs in the City of Camden. The proposed Health Careers Education Facility (HCEF) will house simulation labs for students in our Health Career programs and is scheduled to open in 2018.

## **Human Resources**

An indication of an institution's success and effectiveness can be measured by its investment in and management of one of its most valuable assets – human capital. A recent Deloitte report on HR trends identified several key issues every organization needs to be mindful of in regards to the workforce. Two items of high importance are the development of human talent and vigilance in managing the effects of new technologies on work-life balance. According to the report, failure to recognize the “overwhelmed employee” could result in an era of “doing less better” rather than “doing more with less.” Helping employees find ways to reduce stress and being mindful of respecting boundaries, despite the ease of constant communication via emailing and texting, is crucial to the long term investment in executive leadership and retention of talent.

Of equal importance is the investment in developing human talent across the organization. Customer service training, building leadership capacity, developing the employee's ability to adapt to new and emerging technologies, and recognizing the differences in the Baby Boomer/Millennial employees are key to the institution's long term success and sustainability. Developing succession plans to address the aging workforce and ensure a smooth transition when employees leave or retire is important for the institution's long-term health. Identifying opportunities for professional growth and developing future leaders will ensure the College has the human resources needed to sustain its long-term viability.

In addition to providing access to education for the masses, community colleges are social institutions that play a key role in social equity and reform. Ensuring that hiring practices results in diversity in the workplace and that the institution is in compliance with federal regulations such as Title IX and the Clery Act will continue to be a priority. Development of a Human Resource Plan by members of the College's Executive Team with target goals and measureable outcomes will help ensure the long-term success of the institution's human capital investment.

*Related Resources:*

<http://www2.deloitte.com/content/dam/Deloitte/at/Documents/human-capital/hc-trends-2015.pdf>

## **Technology**

The effective use of technology continues to be a concern expressed by many members of the campus community. Results from the Technology Use Survey administered in spring 2016, indicated that while over 86% of respondents believed the college used current technology to support learning and services, there were a number of students that complained about poor Wi-Fi and internet access on campus. In addition, the College received a -1 Net Promoter score on the question how likely is it that you would recommend an online or hybrid course from Camden County College to a friend or colleague. Only 35% of respondents who had taken one or more online courses gave ratings that

classified them as promoters. The remaining students gave ratings that classified them as detractors or passives and therefore unlikely to recommend new customers to our online courses.

Enhancements to the College's website that will improve services for students, increase operating efficiencies, and broaden access to reliable information continue to be a priority. Enhancements to the student information system continue as the institution works to implement and update an array of web-accessible student services including registration, fee payment, grading, and advising. Better use of the communication management tool to automate communication with students and early alert systems to help identify students who need additional support will also play a role to increase student success.

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. A new master technology plan is underway with eye toward identifying and prioritizing the institution-wide technology initiatives including but not limited to enhanced mobile applications and support and training on new and existing technology for faculty, staff and students

*Related Resources:*

*Internal document – Summary of Technology Use Survey, Office of Institutional Research and Planning (2016).*

## **Student Demographics**

With a renewed focus and a clear vision, the College continues to monitor the demographic make-up of our student body to ensure we are serving our constituents in the surrounding community. Our students are a diverse group with an average age of 26. In fall 2015, 57% were female and 50% non-white. Seventy-six percent came from Camden County, a percentage that has remained fairly consistent over the past five years. In fall 2008, full-time overtook part-time enrollment to a record high of 8,529 students in fall 2009. However, since the enrollment began to decline in 2011, the shift has moved back toward a nearly 50/50 split in full-time/part-time enrollment, as more of our students are working while attending college.

## **Enrollment Trends**

### **Decline in Credit Enrollment Patterns**

Overall, credit enrollment has decreased at community colleges, both nationally and locally. Camden County College, being one of the largest institutions in the state, experienced the largest decline in the Southern region and the second largest decline statewide. In fall 2010, we enrolled 15,493 students for 148,622 credits. In fall 2015, we enrolled 11,263 students for 109,070 credits, a decrease of 27% in both headcount and credits. Our total spring headcount has also decreased over the past six years by 17% to 13,854 in spring 2015 from 16,634 in fall 2010. Total spring credits generated fell by 20% to 125,631 in spring 2015 from 156,228 credits in spring 2010.

However, early indications for fall 2016 are showing modestly positive enrollment numbers compared to the previous fall. The rate of enrollment decline has slowed slightly compared to the



previous fiscal year. Institution-wide efforts to recruit new students and retain the current ones seems to be having a positive impact based on preliminary numbers.

Enrollment by campus also has changed. Although credits generated from the Camden City Campus and William G. Rohrer Center in Chery Hill were growing between Fiscal Year (FY) 2000 and FY 2010; recent trend data from FY 2012 to the present has shown a large decrease in enrollment at both locations. The chart below shows the subsequent decline at all three locations over time, with the Camden City campus having the largest decline.

Location	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Blackwood	238,413	224,231	204,817	194,722	187,935	168,597	156,848
Camden City	45,589	43,180	44,706	42,212	37,203	31,264	25,790
Cherry Hill	19,818	18,194	15,936	17,409	15,023	12,919	11,094
Online	28,086	28,586	31,176	30,612	30,120	31,038	31,488

Credits generated from the Camden City Campus have decreased from 21,986 in fall 2009 to 12,266 in fall 2015, a decrease of over 9,720 credits (44%). The William G. Rohrer Center in Cherry Hill, which opened in spring 2000, also has experienced a decline. In fall 2009, 8,287 credits were generated. By fall 2015, this had decreased to 4,991, a decrease of over 3,293 credits (40%). In fall 2015, Blackwood generated 70% of total credits while Camden generated 11%, Rohrer 5% and Distance Education 10%. Distance Education is the only area to show growth with a four percentage point increase in online enrollment between fall 2009 and fall 2015.

Overall, this downward trend in enrollment for community colleges at both the state and national level, points to a need for us to annually assess our enrollment management plan. Recent enrollment management meetings, have focused on specific campus enrollment trends, as well as special, target populations. We need to continue to refocus our efforts not just on recruiting new students but more importantly on providing good customer services and support to retain and facilitate the success of our current student population.

### **Decline in Non-credit Enrollment Patterns**

For over 40 years, we have been effectively partnering with area businesses to provide high-quality, customized training for their employees. Our customized training for business and industry ensures that local and regional employers have access to continuous learning opportunities for their employees. However, in recent years we have seen a decline in the number of individuals registering for our customized training. In FY 2009, we provided training to 47 companies and offered 790 courses to more than 7,800 employees. In FY 2015, while we increased the number of companies to 131, we reduced the number of course sections offered down to 185 which only resulted in 2, 019 employees enrolled.

In addition, our non-credit, open-enrollment courses in areas such as information technology, business and management, and personal development, have decreased from over 6300 seats in FY 2011 to a little over 4000 seats in FY 2016. In light of the shift in the population age in Camden

County, the College should research the interests of non-traditional, college-aged old population and offer personal enrichment courses and short-term occupational skill building/financial planning courses relevant to the demand for this segment of the population. These non-credit courses could prove to be an additional source of revenue, contribute to the overall reputation of College, and elevate the institution as the seat of cultural and intellectual enrichment in the County.

### **Student Outcomes**

The College is examining ways to increase the retention and success of student currently enrolled. The College's fall 2014 to fall 2015 retention rate of first-time, full-time students is 58.6% which is slightly lower than the state average of 63.2%. The institution also lags its counterparts in the 150% Graduation Rate of first-time, full-time students. However, the College saw improvement in the graduation rates from 11.2% with the 2011-14 Cohort to 14.7% with the 2012-2015 Cohort. Providing the necessary support, being responsive to our student's needs, and empowering them to take ownership of their education is central to increase retention and student success.

There are a number of external factors that contribute to lower retention and student completion rates. The College recognizes these not as excuses but as barriers or challenges our students face that need to be overcome. These include a lack of college readiness, financial need, and an increase in work-life demands on our student population.

### **College Readiness**

A lack of college readiness and difficulty completing the developmental course sequence is major concern for many of our students. Over 72% of our first-time, full-time students were enrolled in a remedial class in fall 2014 compared to the state average of 62%. To address this issue, the College continues to work with our High School partners to provide access to test preparation and diagnostic software, early testing, and remediation for students from our sending districts. In addition, the Academic Skills English, Reading and Math departments have also worked to streamline courses and develop express developmental courses and Accelerated Learning Program (ALP) courses that pair developmental courses with college-level, credit-bearing courses.

### **Financial Need**

The College recognizes its role in helping students with financial need obtain their educational goals. According the 2010 census data, Camden County has a greater percent of families below poverty levels (13%) compared to Gloucester (8%) and Burlington County (5%). The definition of poverty level is determined by the size of the household and number of dependent children. For example the poverty level threshold for a three person household (1 parent & 2 dependent children) is only around \$19,073.

There is also a great number of families in Camden County who although above the poverty level by federal definition, are struggling to survive. This group sometimes referred to as the "working-poor" are greatly impacted by the relatively high cost of living in New Jersey. In general, the average per capita personal income for Camden County in 2010 was nearly \$10,000 lower than the State average.

The income discrepancy is not balanced out by a lower cost of housing, childcare, health insurance, and minimums of basic bare necessities.

<b>Per Capita Personal Income for New Jersey and Camden County 2004-2010</b>							
<b>Area</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>New Jersey</b>	<b>42,302</b>	<b>43,880</b>	<b>47,500</b>	<b>50,256</b>	<b>52,141</b>	<b>49,549</b>	<b>51,139</b>
<b>Camden</b>	<b>34,955</b>	<b>36,299</b>	<b>38,671</b>	<b>40,260</b>	<b>41,992</b>	<b>41,406</b>	<b>42,720</b>
Source: US Bureau of Economic Analysis							

It is not surprising that a large portion of our students apply for and receive some type of financial aid. For example, in fall 2014 approximately 70% of our first-time, full-time students received some type of financial aid. Roughly 60% of our first-time, full-time students received some amount of Pell funding which is based on the financial needs of the student.

With so many of our students relying on need based financial aid, changes to Pell funding and the definition of Unsatisfactory Academic Progress (USAP) has a large impact on student success and continued enrollment. With the new definitions a greater number of students find themselves ineligible for financial aid due to their USAP status. The College continues to work on improving its reporting capabilities to identify and track students at risk of USAP to connect them with additional resources and advisement. In addition, the College’s Student Support Services through the Foundation Office continues to connect students with need to available grants and scholarship opportunities. Partnering with successful alumni and local businesses to grow the scholarship funds continues to be a priority for the institution.

Support for learners is an important positive predictor of college completion. Three of the five student engagement benchmarks from the Community College Survey of Student Engagement — active and collaborative learning, student-faculty interaction, and support for learners—“correlated to a statistically significant degree with IPEDS graduation rates” (Price & Tovar, 2014, pp. 774–775). According to Price and Tovar, “student engagement—particularly as it is experienced through active and collaborative learning and in a supportive institutional environment for learners—can result in higher graduation rates.” Finding ways to support low-income students is essential to increasing the retention and graduation rates at our institution.

### **Competing Priorities**

Competing work and life demands have resulted in more students working 20 or more hours a week while enrolled in college to compensate for the financial need mentioned previously. This increase in Work-Life demands is forcing many students to either struggle to attend college full-time while working or enroll part-time prolonging the time it takes to graduate. Both options put the student at a higher risk for non-completion of their certificate or degree program. In fall 2015, we saw a shift back toward an increase in part-time enrollment compared to previous years, which could indicate

that students are choosing to attend college part-time, trying to fit courses around their work and family/child care schedules.

The College needs to continue to monitor enrollment patterns and track student milestones to identify individuals needing additional support. To address this issue, the College continues to offer a number of different course modalities including a variety of 7 and 13-week block semesters, hybrids, and online courses. The College should also explore competency-based programs to allow students to earn credits for courses that they can demonstrate mastery in.

### **Student Satisfaction**

In addition to external factors that we have less influence over, there are internal factors that we can work more aggressively to improve on. The last Student Satisfaction Survey was done in 2012. Significant changes have been made to centralize student services and improve on the College's infrastructure so it is time to once again survey students in fall 2016 to see if their satisfaction with services has improved or declined. A standardized instrument will allow us to compare ourselves to our previous scores as well as to other community colleges nationally. It was also provide additional data to validate or refute anecdotal evidence about students' perceptions of "poor customer service" and College's reputation as an institution that is concerned about individual students. As mentioned previously, "support for learners" is statistically significantly correlated with graduation rates.

#### *Related Sources:*

\* <http://www.njspotlight.com/stories/16/01/27/why-is-nj-s-poverty-rate-so-high-and-what-can-be-done-to-lower-it/>

\* [http://cnw.rutgers.edu/sites/cnw.rutgers.edu/files/documents/publications/Cliff%20Effect%20Fact%20Sheet%20\(2016\).pdf](http://cnw.rutgers.edu/sites/cnw.rutgers.edu/files/documents/publications/Cliff%20Effect%20Fact%20Sheet%20(2016).pdf)

\* [https://www.ccsse.org/docs/Matter\\_of\\_Degrees\\_3.pdf](https://www.ccsse.org/docs/Matter_of_Degrees_3.pdf)

\* Price, D. V., & Tovar, E. (2014). *Student engagement and institutional graduation rates: Identifying high-impact educational practices for community colleges*. *Community College Journal of Research and Practice*, 38(9), 766–782, doi: 10.1080/10668926.2012.719481