

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: 2014 - 2016

AES Department: BCC at the Meadowlands

Department Head: Linda Emr

Department Assessment Liaison: Linda Emr

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Mission/goal statement or description of the Department: BCC at the Meadowlands is a location of the main campus and adheres to the mission of the College. "Bergen Community College educates a diverse student population in a supportive and challenging academic environment that fosters civility and respect. The College offers a comprehensive set of accessible, affordable, high-quality credit and non-credit courses as well as degree and non-degree programs. Bergen provides lifelong learning opportunities for all members of the community. The College responds to community needs through workforce training and continuing education, and by developing programs for employers."

- ❖ **Department's Core Objectives/Outcomes:** To continue to expand the educational opportunities of the additional location as it expands and grows to meet the needs of the students while bettering the utilization of space and scheduling. To offer more courses in the 7 and 15 week format to meet the needs of students.

SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

- 1. Department's Goal(s) or Outcome(s) to be assessed (from the above section):** To increase enrollment at the Meadowlands Campus by expanding the 15 week and 7 week classes to align with the college's plan of offering 7 week, 12 week and 15 week courses at all locations in order to better accommodate student schedules.
- 2. Means of Assessment:** Enrollment reports, room utilization reports, and input from advisors and deans will determine which classes to offer in the 7 and 15 week formats. Once scheduled, enrollment in these new courses will be tracked to determine if they had an overall positive effect on enrollment.

- **Feedback from Vice President:**

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

Colleague will be used to generate enrollment reports and course offerings for Fall 1, 2 & 3 and Spring 1, 2 & 3 for the years starting Sept. 2014 through June 2016. As each semester ends the data will be gathered. The target sessions are 1 & 3. The final analysis will occur during Cycle 4.

Data will be analyzed in 2 ways:

1. A comparison of the number of courses offered each session.
2. The enrollment trends will be analyzed.

3B. Desired results department and Vice President would like to see.

The desired outcomes would be both an increase in offerings for 1 & 3 by 20% as well as an increase in enrollment.

- **Feedback from CIE:**

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

Both the Fall 1 and Spring 1 start dates saw an 20%+ increase in sections offered and enrollment from 1 year to the next. The Fall 3 and Spring 3 stayed constant in sections offered but did show a 20%+ increase in enrollment.

5. Recommendations for Improvement:

The goal was reached in offerings for Fall 1 and Spring 1 though with increased planning the diversity of classes needs to be continually examined and assessed. Enrollment also increased for the same time period indicating that additional courses can be supported at the Meadowlands.

Fall 3 and Spring 3 will need further discussion within Academic Affairs to see determine if the Meadowlands is the right place for these courses or a dedicated effort in holding them in Ciarco is a better option.

- **Feedback from Vice President:**

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

Although an increase was noted the types of classes and outcomes further discussion is being conducted with the Academic Vice President and divisional Deans on the following:

15 Week

- ❖ A collaborative effort of schedule planning. Offering courses so a student could take a full schedule for the 15 weeks needs to be discussed instead of arbitrary course offerings.
- ❖ Success 101 (IST 123) was offered to compliment the DMAT. EBS was requested as well to compliment these sequences but it was unable to be offered in either semester.
- ❖ A recommended grouping of courses could be planned and offered

7 Week

- ❖ Further research/data needs to be compiled on whether there is a demand for this session at the Meadowlands.
- ❖ Are we competing with ourselves with the offerings at Hackensack?

- **Feedback from CIE**