

# Bergen Community College

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## ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

**Assessment Period:** 2014-2016

**AES Department:** College/High School Partnership

**Department Head:** Dr. David Eichenholtz

**Department Assessment Liaison (if other than Dept. Head) :**

**Date Final Plan Submitted:** July 2016

❖ **Mission/goal statement or description of the Department:**

To provide academic opportunities to high school students of junior and/or senior standing through specially designed programs targeted to meet their needs. Through dual enrollment, credit replacement, college courses taken during junior or senior year of high school and shared time programs, high school students can earn college credit in advance of high school graduation.

❖ **Department's Core Objectives/Outcomes (list several actions your department does to accomplish the mission):**

- Communicate with high schools to secure agreements for dual enrollment programs with BCC.
- Bergen Prep: a shared time program for students to attend high school in the morning and BCC in early afternoon.
- Coordinate credit replacement for students who need to make up missed high school credit due to extenuating circumstances.
- Work with high school guidance counselors to recruit Bergen Prep.
- Increase the number of dual enrollment students in Bergen County and increase number of student who enroll at BCC after completing high school.

❖ **Department's Objectives(s) or Outcome(s) to be assessed (from the above section):**

- Increase the number of dual enrollment students in Bergen County and increase number of student who enroll at BCC after completing high school.

Students are taking dual enrollment credits through their high school in records numbers. We have increased the number of schools participating in dual enrollment with BCC and the next step is to track the number of students who ultimately attend BCC after high school graduation.

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## **YEAR 1: CREATING THE ASSESSMENT PLAN**

### **1. Assessment Plan (what are you going to look at and assess?)**

We are going to examine how to best track dual enrollment students and to identify accurately the number of dual enrollment students who ultimately enroll at Bergen post high school graduation. We will use this information to determine what programming we can implement in the future to increase enrollment at BCC post dual enrollment participation.

### **2. Provide a brief background of this process/procedure/practice and why you selected this as your Assessment Plan focus.**

Being able to track dual enrollment students in the Datatel system as well as track students who enroll at BCC after coming through a college/high school transition program has been challenging as the data may not be 100% accurate due to several issues related to the coding of students in the system. In support the goal of increasing the number of dual enrollment students who ultimately enroll at BCC, it is essential to identify a process for tracking these students through the college/high school transition programs so that the BCC recruitment team can ensure targeted outreach to these students to encourage enrollment at BCC after high school graduation.

As this data has been "difficult-to-determine", a key element of this plan is to analyze how we currently code and track students to determine best practices for tracking students through dual enrollment to BCC enrollment, including how to produce reporting and analysis of students who attend dual enrollment and ultimately attend BCC.

**3A. Describe your assessment tool (s) you will be utilizing in your assessment plan, including sources of data, timeline for data collection and how data will be analyzed. (Note: assessment tool sample should be attached to the final submission) :**

Datatel will be used for gathering data related to dual enrollment students and to identify how many have enrolled at BCC. Reports that will be requested will include the number of students who enrolled at BCC after taking dual enrollment classes as well as what majors they ultimately enrolled in when they came to BCC.

Data will be analyzed for accuracy and ease of gathering to determine what changes will need to be implemented to streamline this process and assure accuracy.

**3B. Desired results department would like to see.**

The results that the department would like to see are that any issues with data gathering be revealed and solutions will be identified. We would like to coordinate these efforts with admissions so that the recruiters can use accurate data and that student and academic affairs can use the data to track students' success once enrolled at BCC.

The department would like to conclude this assessment cycle having identified a process for tracking dual enrollment students from high school through enrollment at BCC.

- **Feedback from CIE:**
- **Feedback from Vice President:**

**YEAR 2: COLLECTING AND ANALYZING DATA**

**4. Summary of Results (attach data table, survey or focus group results, etc., to support the summary.)**

Using dual enrollment students entering BCC from fall 2013 to spring 2016, a report was requested to identify students who were enrolled in dual enrollment and ultimately enrolled at BCC. Another

report was requested to determine what programs the students enrolled in upon entering BCC. These reports are attached. In the process of running these reports several issues were identified:

- Students entering dual enrollment in the high schools are currently coded as **non-degree DE** (dual enrollment). Some students had two degree programs which was confusing for cleaning the data.
- Upon applying to BCC students also get assigned to a degree program. This sometimes results in duplicate records or degrees that aren't updated or changed.
- There were 9 students who had enough credits to graduate that were still had the non-degree DE program listed as their degree program.
- It was difficult to determine when a student graduated from high school as there wasn't an end date on the dual enrollment status of non-degree DE
- While the number of dual enrollment students who enter BCC each fall is increasing, there is still opportunity to increase this number.

#### **5. Use of results and Recommendations for Improvement:**

These results necessitated a meeting between the office of College/High School Partnerships, Admissions, IT staff and student affairs to determine how to best code students through this process to support easier reporting and identification of student cohorts.

- A key solution was to create an end date for the non-degree DE status at the time the student enters the dual enrollment program instead of waiting until the student enrolls at BCC post high school graduation. When a student enters dual enrollment as a junior, the end date will be Sept 1<sup>st</sup> 2 years later, and when a senior enters dual enrollment, their end date will be Sept 1 one year later. This process will begin with students who were enrolled in the 2015-16 AY and will be tracked and assessed going forward to see if this solution facilitates a reduction in duplicate records and students being identified as DE long after high school graduation.
- A recommendation for improvement is to increase recruitment efforts targeted to dual enrollment students. Following meetings with student affairs personnel, and enrollment services, we have identified several strategies including parent outreach, bringing dual enrollment students on campus earlier for tours and information sessions designed specifically for them. Students who participate in these additional initiatives will be tracked to see if participation leads to increased enrollment.
- Another finding is that the 3 top majors for dual enrollment students who ultimately enroll at BCC are Business, Liberal Arts General, and Math/Science fields. This data can be used to promote these programs in coordination with department faculty and recruitment.