

Bergen Community College

ASSESSMENT REPORT FORM ADMINISTRATIVE AND EDUCATIONAL SUPPORT

Assessment Period: 2014-2016

AES Department: Educational Opportunity Fund

Department Head: Sonia Brown

Department Assessment Liaison: Sonia Brown

Date Submitted: 4/13/16

- ❖ **Mission/goal statement or description of the Department:**
- ❖ **The Educational Opportunity Fund Program provides access to higher education and support for highly motivated students who exhibit the potential for success but who are underprepared for the demands of college.** The program acknowledges the distinctive needs of our students and seeks to maximize academic success by providing academic, social and emotional support services, financial assistance and leadership development activities.
- ❖ **Department's Core Objectives/Outcomes:**
- ❖ **Continue to recruit and retain minority (black and Hispanic) males.**
- ❖ **Create a graduation plan for 10% the EOF student population.**
- ❖ **Increase the graduation rate by 5%.**
- ❖ **Increase the retention rate by 10% for the EOF student population.**

SEMESTER 1: CREATING A DEPARTMENT-LEVEL ASSESSMENT PLAN

1. Department's Goal(s) or Outcome(s) to be assessed (from the above section):

Increase by 2% the number of minority (black and hispanic)males.

2. Means of Assessment:

Comparison of Enrollment Data for Minority Males for Fall 2014-15 and Fall 2015 -16 to determine:

- A. The number of New EOF Minority Males over the previous Year.
- B. The number of returning EOF minority males over the previous year.
- **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.

Data will be collected from the Final EOF Enrollment Report for the Academic Years 2014/15 and 2015/16. Gender and Ethnicity information will be analyzed at the end of Spring 2016.

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

There will be a 2% increase in the number of minority males enrolled in the program.

- Feedback from CIE:

SEMESTER 3: COLLECTING AND ANALYZING DATA

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

There was a 22.4% increase in the minority male population over the A/Y 13-14 academic year. At the end of Spring 2015, this population increased to 89 students. In the population, however, Hispanic males formed the majority of this population:

Hispanic Males 71

Black males 18

Eight(8) black male students persisted from Fall 2013 to Spring 2015. Twenty four (24) Hispanic male students persisted from Fall 2013 to Spring 2015.

Five (5) new Black male students persisted from Fall 2014 to Spring 2015.

Thirty five (35) new Hispanic students persisted from Fall 2014 to Spring 2015.

The black male population remains a concern in terms of retention and persistence.

5. Recommendations for Improvement:

- **Feedback from Vice President:**

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

The reason for the low retention of, especially black males, for the most part is nonacademic, and usually is the result of other personal issues which are affecting their lives. The program will continue to aggressively recruit from this population, while making special effort to retain those who are currently enrolled with individualized counseling and follow-up, while seeking additional resources.

In conjunction with the counselors, the Summer Program staff will identify minority males, especially black males, as a separate cohort within the program and continue to address the issues both related to their recruitment and their retention. Counselors will continue to maintain contact, while employing intrusive advising with this population and try to resolve any issue which may affect their retention.

While the program has done informal surveys, to determine some of the reasons for our inability to retain them, a formal survey will be done to identify root causes and how these can be addressed. We will continue to track these students and work with the Office of Multi-Cultural Affairs through its Minority Male Initiative, as some of our EOF students are a part of this program, to further develop a strategy to address this issue.

- **Feedback from CIE:**

Last Updated: August 2013