



**Monitoring Report to the
Middle States Commission on Higher Education
from**

**Bergen Community College
Paramus, New Jersey 07652-1595**

**B. Kaye Walter, Ph.D., President
Chief Executive Officer**

**Yun K. Kim, Ph.D., Vice President of Institutional Effectiveness
Accreditation Liaison Officer**

September 11, 2013

Subject of the Follow-Up Report:

"To accept the monitoring report and to note the visit by the Commission's representatives. To remove the warning and reaffirm accreditation because the institution is now in compliance with Standard 7 (Institutional Assessment) and 14 (Assessment of Student Learning). To request a monitoring report, due by October 1, 2013, documenting (1) further implementation of a comprehensive, organized, and sustained process for the assessment of institutional effectiveness, including evidence that results are used in budgeting, planning, and allocating resources (Standard 7); and (2) further implementation of a documented process to assess the achievement of program-level student learning goals, including General Education (Standard 14). A visit may follow submission of the monitoring report. The next evaluation visit is scheduled for 2015-2016."

Follow-Up Team's Visit: October 3-4, 2012

Introduction

This monitoring report is prepared in response to the Commission's action on March 7, 2013. After reviewing the Periodic Review Report submitted by Bergen Community College in summer 2011, in November 2011, the Commission acted to place the institution on warning. Subsequently, Bergen prepared a Monitoring Report and it was followed with a small team visit on October 3-4, 2012. At its session on March 7, 2013, the Middle States Commission on Higher Education acted "to remove the warning and reaffirm accreditation because the institution is now in compliance."

This monitoring report is organized into four sections covering the progress made between October 2012 and August 20, 2013. It includes broad input from faculty and staff as well as from the Board of Trustees (see Appendix 1 - Timeline for Monitoring Report Preparation). The first section, Institutional Context, includes a brief introduction of Bergen Community College and several significant changes in the College's leadership. The second section, Progress to Date and Current Status, focuses on the progress made on Standards 7 and 14 since the October 2012 visit, including General Education assessment (Standard 12). The third section is a short conclusion and the fourth section contains documentation supporting the narrative of this report.

Section 1: Institutional Context

Bergen Community College was established by the County Board of Chosen Freeholders in 1965. The first classes were offered in September 1968, on the 167-acre campus in Paramus with an initial enrollment of 1,454 students. Today, the College offers 143 degree and certificate programs. With a current enrollment of over 17,000 students in its academic degree programs (57% full-time & 43% part-time), and an additional 15,000 students in its continuing education and adult education programs, Bergen strives to be a college of choice, and to achieve its stated vision and mission. (see Appendix 2 - BCC's Vision, Mission and Values).

Within the last decade, Bergen has seen a major expansion of its facilities. Successive phases of construction in Paramus have added the Technology Education Building in 2002; West Hall, housing Bergen's Educational Broadcast Center, Media Technologies, and Arts and Communications instructional facilities, in 2007; and a science annex, containing expanded and updated science laboratory facilities, in 2009. Renovation and expansion of the Student Center was completed in September 2011.

Bergen Community College has two off-campus facilities. The Ciarco Learning Center, located in Hackensack, opened in 1970. It offers college-level courses as well as a GED attainment program and courses in English as a Second Language. Bergen Community College at the Meadowlands in Lyndhurst, opened in 2008, offers a wide range of college-level courses, as well as Developmental Math, English Basic Skills, and workforce development courses. Bergen also offers criminal justice courses at the Police Academy in Mahwah, New Jersey.

With the appointment of Dr. B. Kaye Walter as the new President of the College on August 7, 2012, the Board of Trustees took steps to stabilize the administrative leadership of the College. Dr. Walter successfully established a new administrative leadership team by replacing interim vice presidents with four permanent vice presidents, all hired through an open search process within the first seven months of her presidency (see Appendix 3 – Announcement of New Leadership Team). The following accomplishments have been achieved under the new administration:

- ***Additional County Funding***

The Bergen County Government restored \$3.7 million from the \$5.0 million cut in funding it made five years ago. In addition, the County Government committed approximately \$5.0 million to building a new high tech health professions teaching center. This restoration of funding and additional financial commitment is a strong indication of the confidence that the County Government has in the College's new leadership and its satisfaction with the growth and success of the College (see Appendix 4 – FY 2014 Budget Aid, Rates & Credits).

- ***Grants***

Through a state-wide competitive grant program, on April 30, 2013, Bergen Community College was awarded \$12.7 million to fund a new academic building for a high tech health professions teaching center, which will include a new simulation center to provide opportunities for training in collaborative care, as well as a dental hygiene clinic and a patient care center. The Health Professions Teaching Center will house both credit and non-credit credential certificate programs. Groundbreaking for this building is scheduled for August 20, 2013, at 9:00 A.M.

The College also received \$2.9 million to upgrade its IT infrastructure, convert 130 traditional classrooms to SMART classrooms, install a One Card Student ID Management System, and build a data warehouse with data mining capabilities (see Appendix 5 – NJ Higher Education Capital Facilities Programs – Award Allocations).

- ***Strategic Plan***

The College completed the *Strategic Plan: 2013-2018, Framework for the Future: Maximizing Potential for Student Success* in May 2013. The current strategic plan ended on June 30, 2013 and the new plan started on July 1st. The new plan was developed within a three month time frame, and the planning process involved a comprehensive engagement of major stakeholders, including alumni for the first time in the College's history (see Appendix 6 - Strategic Plan: 2013- 2018, <http://www.bergen.edu/cie/Documents/StratPlan-FullBroc0713.pdf>). The College's first Values Statement was also developed during this planning process. Bergen will continue to utilize the Institutional Dashboard to track the implementation of strategic initiatives, with some minor changes requested by the Board of Trustees to make it more reader-friendly (see Appendix 7 – Institutional Dashboard: 2012-2013 End of Year Update).

- ***All College Day***

An all-day event, *A Day of Service*, took place on May 14, 2013. The College was closed for business so that all faculty and staff could engage in discussions on how to create a sustainable culture that respects each individual's strengths and professional expertise, appreciates the challenges and barriers to academic success and completion that our students face daily, and increases effective collaboration to fully maximize internal resources. In addition, an Employee Recognition Ceremony was held during the lunch hour (see Appendix 8 - Day of Service Program Agenda). Two faculty/staff learning communities, 1) *Food or Tuition*, and 2) *Access, Success and Completion*, grew out of the Day of Service workshops. *A Day of Service* will take place once each semester. The Fall 2013 semester's event is scheduled for September 10th. Kay McClenney is one of the keynote speakers, will discuss student access and success at community colleges.

- ***Regularizing Communication with the Board of Trustees***

One week prior to the monthly Board of Trustees meeting, all five standing committees of the Board meet with the President and designated vice presidents. This move was made to better align the work of the Board and the College leadership, and to increase open dialogue.

- ***Strategic Enrollment Management Plan***

For the first time in Bergen's history, a strategic enrollment management plan (SEMP) is being developed and finalized. An open forum to receive feedback to the plan was held on May 20th and additional open forums are scheduled in early Fall 2013 to ensure ample faculty and staff input into the final SEMP. The enrollment plan is closely aligned with Strategic Theme 1: Student Success and Excellence and Theme 3: Commitment to Bergen County of the Strategic Plan: 2013-2018, Framework for the Future: Maximizing Potential for Student Success (see Appendix 9 – Draft of Enrollment Management Plan).

- ***Principle-Based Budgeting Model***

In late May, the President and Executive Team developed a comprehensive process to move the College away from a legacy-based budgeting model to a principle-based budgeting model (see Appendix 10 – Budget Principles, Budget Process and Budget Templates). This change was a direct response to the MSCHE Visiting Team's concern that our fiscal resource allocation decisions might not be strongly linked to the strategic plan and might not support other institutional priorities (see Section 2, Standard 7 of this report for more detail).

Section 2: Progress to Date and Current Status

Standard 7: Institutional Assessment

October 2012 Visiting Team's Recommendations:

"Continue to evaluate AES departmental assessment processes to improve programs and services. Ongoing staff development will assist departments with designing and conducting meaningful assessments. Continue to integrate the Institutional Dashboard (key performance indicators) with the Strategic Plan, linking goals to outcomes, and linking outcomes to institutional decision-making and budget priorities. Ensure that the outcomes of the Strategic Plan, including the Institutional Dashboard, are readily available and easily accessible to the campus community. Future strategic plans should be built on the strength of outcomes assessment."

The Commission on March 7, 2013, wrote:

"To request a monitoring report, due by October 1, 2013, documenting (1) further implementation of a comprehensive, organized and sustained process for the assessment of institutional effectiveness, including evidence that results are used in budgeting, planning, and allocating resources (Standard 7)."

Faculty, staff and administrators are committed to deepening the culture of outcomes assessment and to effectively utilizing assessment data to improve all college operations. The actions listed below highlight some of the institutional accomplishments made between October 2012 and August 20, 2013. This evidence demonstrates our continued commitment to self-assessment and continuous improvement:

▪ ***Performance Tracking Measures (Institutional Dashboard) and Strategic Plan Implementation***

As part of the new Strategic Plan, twenty-six performance tracking measures have been proposed to track the implementation of strategic initiatives. Approximately half of these indicators are core institutional measures that have been tracked for many years and the remainder are new performance indicators which will measure a variety of initiatives including course completion rates of gate-keeping courses, the percent of faculty/staff participating in documentable professional development activities, mean scores of student satisfaction with instruction, and employee satisfaction with communication. As noted in the Strategic Plan, these performance tracking measures will be streamlined in September 2013, after holding comprehensive conversations with the Faculty Senate, College Council members and Board of Trustees (see Appendix 6 – Strategic Plan: 2013-2018, page 8, Preliminary Tracking Measures; Appendix 7 – Institutional Dashboard: 2012-2013). President Walter and the Executive Team recently decided on core strategic plan implementation team leaders and group members. Each strategic action item has team leader(s) and whenever possible, each team is composed of faculty, staff and

administrators (see Appendix 11 – Implementation Team Leaders and Group Members).

- **AES Outcomes Assessment**

AES (Administrative and Educational Support) units are engaged in annual outcomes assessment. Each unit has an assessment liaison; in addition, two assessment fellows are dedicated to providing direct, individualized assistance so that meaningful outcomes assessment can occur. In order to assure an even quality of work, the Assessment Fellows have been reviewing the work at each step of the process and have encouraged AES assessment liaisons to attend CIE's Best Practices in Assessment Workshop Series (see Appendix 12 – Assessment Workshop Schedule).

These efforts positively affected AES assessment, evidenced in the follow examples. In spring 2013, the Center for Innovation in Teaching and Learning (CITL) assessed its support for faculty using iPad apps in their classrooms. 82% of the participating faculty used the iPad to access educational apps. Through this assessment, the Center learned that WiFi connections in some classrooms require an upgrade, and the use of iPads for group or paired activities in the classroom is an effective teaching tool for our students. The Center is already coordinating with IT to make the necessary technology upgrades and is purchasing additional iPads to support group activities. Another example is The Cerullo Learning Assistance Center. In 2011-2012, the Center conducted a satisfaction survey of its services. Data were collected and analyzed resulting in eight recommendations for improvement. During 2012-2013, actions were taken to carry out the recommendations and another round of student satisfaction data was collected and analyzed in spring 2013 to learn if their corrective actions resulted in their desired success outcomes (see Appendix 13 – CITL Assessment Report and Appendix 14 - Cerullo Learning Assistance Center's Assessment Report).

In early fall 2013, AES units will be uploading their program goals/outcomes and assessment reports into Tk-20 (see Standard 14 for more detail). Moreover, an "assessment" responsibility statement has been added to all director-level job descriptions. The assessment responsibility statement reads, *"Develops a set of core outcomes for the unit and measures and tracks annual performance against objectives; prepares and submits an annual assessment report to the designated office; and fully engages with the College's Outcomes Assessment Program."* This statement now enables the College to formally weave the outcomes assessment responsibility into the annual performance evaluation of all directors, managers, and deans in charge of non-academic units.

- **Financial Aid**

The Community College Survey of Student Engagement (CCSSE) data from 2011, a survey conducted by the Student Government Association in Spring 2013, and the survey of student knowledge on financial aid (see Appendix 15 – Survey of Student Knowledge of Financial Aid) indicated that our students were having great difficulty with the financial aid process and related services, as well as understanding the different options for financing their education. Long lines frequently formed in front

of the Financial Aid Office before it opened, and students often got deleted from class rosters for non-payment. President Walter ordered a comprehensive audit of the Financial Aid Office and infused IT support to automate significant portions of its processes. As a result of these steps, a fully online financial aid award process is now up and running, and it is available in English and Spanish. At the same time, to accommodate the needs of those students who prefer in-person transactions, the Office increased its operating hours, added additional secure computer stations, increased the number of financial aid workshops offered both at the Paramus campus and the Meadowlands site, and, in spring 2013, implemented “Financial Aid Doctor Days” to increase student access to financial aid representatives for on-the-spot question and answer sessions. These improvements and changes are linked to the Strategic Plan: 2011-2013, Goal 1.3. We will continue with process changes until all of the issues are addressed.

- ***Graduation Rates***

Although the overall graduation rate improved by 2% compared to three years ago and exceeded our internal target, our graduation rate is still below the national average. The College leadership has addressed this issue in the new strategic plan. The three “Audacious Goals,” highlight the institutional commitment to increasing our graduation rate. These *Audacious Goals* are: 1) to become an *Achieving the Dream* college, 2) to develop BCC at the Meadowlands into a full branch campus, and 3) to increase the graduation rate by 25% (see Appendix 6 – Strategic Plan: 2013-2018, page 2 and 4). These actions are also linked to the Strategic Plan: 2011-2013, Goal 1.1 and 1.2.

- ***Voluntary Framework for Accountability (VFA)***

President Walter has committed the College to participate in the Voluntary Framework for Accountability (counterpart to the Voluntary System of Accountability for 4-year institutions), a national accountability system created by community colleges for community colleges. This is an additional tool that will help us to focus on institutional effectiveness. Bergen is now a *beta testing* site for the VFA.

- ***Principle-Based Budgeting Model***

In order to strengthen the structural link between institutional resource allocation and the results of assessment, such as the implementation of new strategic goals, and the creation of a one-stop service center, a new budgeting model was developed in May and launched in June 2013. Two training sessions were held in June to orient Budget Managers to the new budget principles and process, and to teach the managers how to use the Excel templates for building the FY 2015 budget (see Appendix 10 – Budgeting Principles, Process and Budget Templates). During June and July, the Budget and Financial Advisory Committee met several times to thoroughly review every cost center’s budget request. Although this model improves upon the previous process, it still does not provide the level of efficiency, transparency, and resource analytics we are striving for. The Vice Presidents of Administrative Services

and Institutional Effectiveness are investigating various automated budgeting and reporting tools. An integrated electronic budget building tool should be available no later than December 2014.

Standard 14: Assessment of Student Learning

October 2012 Visiting Team's Recommendations:

"The College will need to complete the curriculum mapping, and ensure all the maps are of consistent quality.

The College should create a clear and practical process for the comprehensive reporting of academic program learning outcomes (i.e., degree programs).

Drawing on the existing general education assessment results, the College should develop a regular review and report on general education outcomes across disciplines."

The Commission on March, 7, 2013 wrote:

"To request ..., documenting... (2) further implementation of a documented process to assess the achievement of program-level student learning goals, including General Education (Standard 14)."

The Bergen community has been steadily working toward fully addressing all of the Visiting Team's recommendations. The previous monitoring report submitted in September 2012 emphasized the span of assessment happening at the College and demonstrated that assessment is occurring throughout the institution. While the Visiting Team acknowledged this, they also noted that in addition to assessing our program goals, we need to clearly state and share our goals and outcomes with the larger community. The current administration has taken the necessary steps to do this. Although we cannot declare a 100% completion rate, nonetheless, we are pleased to share the following progress as of this writing.

- ***Program Learning Goals/Outcomes***

As of July 30, 2013, all (143) of our degree and certificate granting programs submitted their latest program learning goals/outcomes to the Center for Institutional Effectiveness. Faculty, department chairs, academic deans and the Vice President of Academic Affairs worked diligently to reach this 100% completion rate. In addition, as part of the College's effort to increase communication and transparency, completed program learning goals/outcomes have been posted on the College's website. Making this information readily available to faculty, staff and students is helping the College realize President Walter's number one focus: student success. It is also a way to publicly honor the time and energy invested in outcomes assessment, and provides a means of learning from our own colleagues. This is a positive change from the October 2012 team visit when very little outcomes assessment content was available on the website (see Appendix 16 – Status of Program Learning Goals and Curriculum Maps). Currently, the Vice President of Academic

Affairs is working with faculty to assure that these program learning goals/outcomes are also published in the online academic catalogue so that our students are very clear about the learning outcomes of their field of study and the expectations that we have for their learning.

- **Curriculum Mapping**

As the Visiting Team noted, the “quality” of our curriculum maps varies. The Vice President of Institutional Effectiveness and the CIE Assessment Fellows agreed that the reason for this was that academic departments were not given clear guidelines on how to build effective curriculum maps. Therefore, as a stop-gap process, the Vice President of Institutional Effectiveness has been meeting with each department to review their curriculum maps and to offer suggestions for improvement, if necessary. Open lab sessions for building curriculum maps are scheduled for August 8 and August 12 so that academic department chairs can complete their maps. In addition, mandatory assessment liaison training workshops on curriculum mapping are scheduled for September 2013. At these workshops, all assessment liaisons will learn how to build their curriculum maps in Tk-20 and how to conduct quality checks. If a department already has a curriculum map, the Assessment Fellows will upload it into Tk-20 this summer to ease the faculty workload and transition to an electronic tool. As a result of using one template, there will be mapping consistency throughout all programs. While 53.8% (77 out of 143) of our degree and certificate granting programs have completed curriculum maps as of September 3, 2013, the academic deans and faculty are working diligently to meet the President’s mandate that all degree and certificate programs have their curriculum maps posted online by the end of September 2013 (http://www.bergen.edu/cie/Pages/curriculum_mapping.aspx).

- **General Education**

Under the leadership of the General Education Committee (GEC) Chair, an ad-hoc group was formed and finished drafting a general education assessment plan to address the Visiting Team’s recommendation on assessment of general education (see Appendix 17 – General Education Assessment Plan). While deliberating the merits of the draft plan, it became clear to faculty and administration that we had to first reconcile Bergen’s general education program goals, Bergen’s core learning outcomes which were passed by the Faculty Senate in 2005, and New Jersey State mandates on general education competencies. These difficult yet fruitful conversations took place from late January to April, 2013, led by the GEC Chair. At the April meeting of the Faculty Senate, the faculty voted to replace Bergen’s Core Competencies with the LEAP Essential Learning Outcomes, with one caveat. Faculty felt that “aesthetics” should be explicitly stated in par with critical and creative thinking. As a result, LEAP’s description of *Intellectual and Practical Skills* was changed to read, “Inquiry and analysis, critical and creative thinking, aesthetics, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.” The LEAP Essential Learning Outcomes will anchor our general education program and guide assessment of the general education goals/outcome. (see Appendix 18 – Crosswalk of Essential Learning Outcomes and BCC General Education Goals). This momentous decision by faculty was the first step toward bringing about a

system's perspective to assessing our general education program at the institutional level rather than continuing to focus at the individual course level. During summer 2013, the Assessment Fellows along with representatives from the General Education Committee and the Learning Assessment Committee will fine tune the draft plan for general education outcomes assessment and develop a plan to assess general education learning outcomes at the institution level, beginning in fall 2013. It should be noted that even though a definitive General Education Assessment Plan is not in place, assessment of General Education outcomes has continued. In spring 2013, the Department of Communication held a college-wide speech competition to assess one of the general education competencies - *written and oral communication*. The competition was open to all actively enrolled students. This creative data collection method used a panel of judges to assess the competencies of the 65 student finalists from the one week competition. It generated excitement among the students while allowing the data to be collected (see Appendix 19 – Annual Speech Competition and Scoring Sheet).

- **Meta-Analysis of Assessment Results**

On August 1, 2013, the Assessment Fellows conducted a meta-analysis on the status of outcomes assessment at the college. Fourteen assessment reports from academic departments and fourteen assessment reports from AES units submitted during the 2011-2013 assessment cycle were carefully reviewed. Close attention was paid to the assessment of general education outcomes. Of these twenty-eight reports, only three (11%) were deemed to be “exemplary” and 15 (54%) were “satisfactory” (see Appendix 20 – Rating Rubric for Outcomes Assessment Report). Two information sessions are scheduled for vice presidents, deans and department/unit heads in late August to discuss the assessment process at the college, share the results of the meta-analysis, and review the rating rubric. In addition, CIE's fall assessment workshops will be addressing short comings observed and the Assessment Fellows will work a bit more intrusively with their assigned departments throughout each phase of outcomes assessment cycle. An assessment handbook is also in a near completion. This internal reference/guidance material will help in enhancing the quality of our efforts (see Appendix 21 – Outcomes Assessment Handbook).

- **Assessment Workshops and CIE Assessment Fellows**

Assessment Fellows conducted eight topical workshops during the academic year 2012-2013. These workshops were open to all Bergen community members, except one session which was designed exclusively for the Department Assessment Liaisons whose departments were completing their assessment cycles (see Appendix 12 – CIE Assessment Workshops for 2012-2013).

An assessment fellows program has existed at the College since 2008. This program is highly valued by the College and 84 credit hours of reassigned time/stipends were given to support the work of the six assessment fellows and department assessment liaisons during AY 2012-2013. Initially, the role of the fellows was to help departments throughout the four semester assessment cycle. In discussions with the current Fellows, the Vice President

of Institutional Effectiveness determined that the role and responsibilities of the Fellows needed to be clarified and revised. At the Assessment Fellows retreat in June, the Fellows and Vice President redefined the work of the Fellows and formalized the process of becoming one. The Assessment Fellows will continue to work closely with assessment liaisons to ensure that program-level assessment, including AES units, continues to be robust. In addition, they will take the central role in orchestrating the assessment of general education outcomes along with selected members from the General Education Committee and Learning Assessment Committee (see Appendix 22 – Role of Assessment Fellows). The College is looking at the possibility of increasing the number of fellows during the next academic year.

- **Assessment Software**

In spring 2012, the Chair of the Learning Assessment Committee appointed an Assessment Software Selection Committee to select assessment software. Nevertheless, it was under the current administration that a larger committee with additional faculty and members from IT and Institutional Research moved forward. This committee was charged with conducting a thorough investigation of electronic tools to help streamline the completely manual outcomes assessment and reporting process being used. (These manual processes were hindering the sharing of outcomes assessment results and the systematic archival of reports produced.) The Committee successfully finished its work in April. Six assessment software vendors submitted proposals in response to an RFP (#R-042) announcement. These proposals were reviewed by the Software Selection Committee and three vendors were invited for campus demonstration sessions. A total of six open campus sessions were conducted and attendees completed a rating sheet developed by the Selection Committee. The Committee concluded that the Tk-20 product would best meet our current and future needs. The e-portfolio option and the ability to link goals from the strategic plan to budgeting were factors in the selection. The Board of Trustees approved the Committee's recommendation (see Appendix 23 - Approved Board Resolution on Tk-20 Purchase).

It should be noted that Tk-20 was used by the College from 2009 – 2011 with mixed success because of some internal resistance and an unfriendly user-interface. When looking for assessment software this time, faculty and staff had a greater appreciation of why we needed software – to demonstrate our robust outcomes assessment program - and how it would help us utilize outcomes assessment results to generate institutional knowledge of our students' learning. In addition, this new version of Tk-20 is more user-friendly than the previous version. With the re-launching of Tk-20 in fall 2013, we can significantly improve communication and the sharing of outcomes assessment practices and results with the entire Bergen community.

- **Learning Assessment Committee**

The Learning Assessment Committee (LAC) of the Faculty Senate has been chaired by an administrator, typically a vice president, since its creation in 2011. In the spirit of shared governance, the Vice President of Institutional Effectiveness asked to lead the Committee with a faculty co-chair, nominated by the Faculty Senate Chair, effective September 2013. However, in early summer, Vice President Kim learned that this request to co-chair the LAC requires an official request to amend the Faculty Senate Constitution. Vice President Kim will file an official request to establish a co-chair structure for the Committee. During the past academic year, the Committee expanded to include all of the Assessment Fellows and a representative from the General Education Committee so that assessment information is shared and LAC committee members can benefit from varying experiences and perspectives. These changes should enhance faculty and administrative accountability in deepening the culture of assessment and our march toward becoming an evidence-based learning organization.

CONCLUSION

Bergen experienced many changes in the academic year 2012 – 2013, including the appointment of a new president in August 2012, a disciplinary visit by the Middle States Commission on Higher Education in October 2012, and the hiring of four new vice presidents in early spring 2013. Together, these actions revitalized our commitment to making student success our number one priority.

In order to ensure student success, well-developed practices and processes were needed. The systematizing of our processes, including the online posting of program learning goals/outcomes and curriculum maps, the development of performance tracking measures to guide the next five years, and a newly developed principle-based budgeting model has created more transparency and enabled clearer communication of our work to each other and to our students. It has also encouraged faculty and staff to delve deeper into their assessment work and to view it as an essential component of what we do.

The evidence described throughout this report demonstrates that we have deepened the culture of assessment at Bergen and that the College is on a solid path to fully maximizing its potential to promote the successes of its community members – students, faculty, staff, and the institution. We look forward to sharing our lessons and achievements with the Commission in our next decennial evaluation visit in 2015-2016.

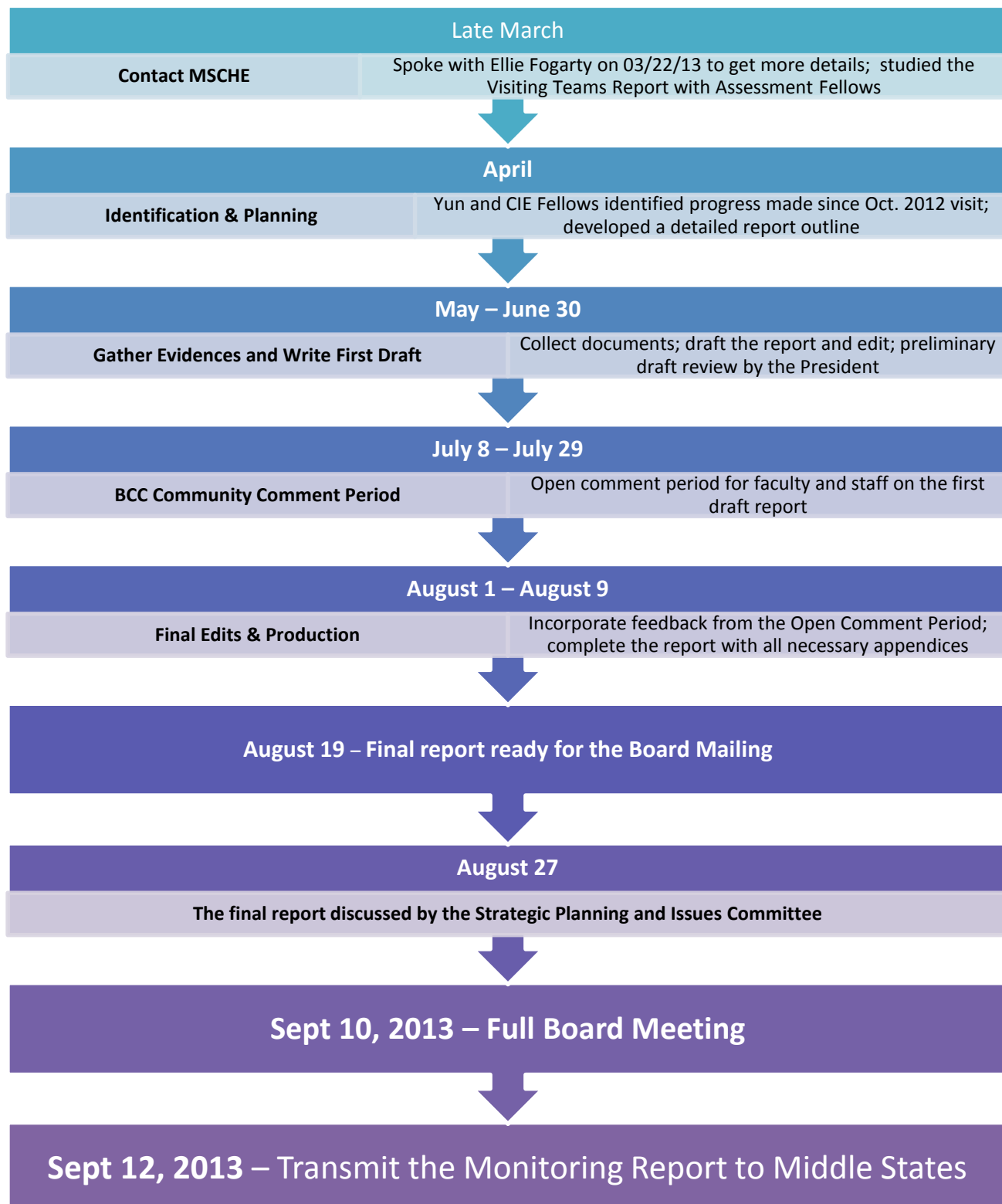
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Timeline for Preparing Monitoring Report to MSCHE

Report Due on Oct. 1, 2013



Bergen Community College Vision, Mission & Values

Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of work force development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

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 life-long learning opportunities for all members of the community. The College responds to community needs through work force training and continuing education, and by developing programs for employers.

Values

To fulfill the vision and mission of Bergen Community College, we are committed to:

- integrity
- student success
- academic and institutional excellence
- lifelong learning
- respect
- accountability
- innovation

These core values will guide our daily endeavors.



from the office of the **President**

Meet Bergen Community College's Executive Team

You are cordially invited to meet the Bergen Community College

President's Executive Team

When: Thursday, March 28, 2013, 12:00 pm – 2:00 pm

Where: Room A-318, Pitkin Education Center

Please come and introduce yourself. The Executive Team looks forward to greeting you.

Light refreshments will be provided.

Please see below for further information.

Sincerely,



Kaye Walter, President
Bergen Community College



H A C K E N S A C K | M E A D O W L A N D S | P A R A M U S

The Bergen Community College Executive Team



Ursula Parrish Daniels, Ed.D.
Executive Assistant to the President

Dr. Daniels began her tenure at Bergen Community College in 1976 as a Professor in the disciplines of Education and Psychology in the Department of Social Sciences. She is the Founding Director of the College's Child Development Center (CDC) which opened its doors in 1982. Since its opening, the CDC has served as the learning laboratory for students who are primarily enrolled in both the A.A.S. degree in Early Childhood Education and the A.S./P.S. option in Education. This state-of-the-art center has served as the training site for the National Association for the Education of Young Children

(NAEYC), the Bergen County Office for Children and Monarch Teachers' Network International.

In addition to her teaching, Dr. Daniels has served as the Chair of the Early Childhood Community Advisory Board and is a member of the Educational Opportunity Fund (EOF) Community Advisory Board. She was also appointed Co-Project Director for the US Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) grant from 1999 -2006. Recently, Dr. Daniels was a member of the team that responded to the proposal for the STEM grant which was awarded by the US Department of Education in 2011. She is also Club Advisor for the Early Childhood Education Club and the African Student Union. She is also the former Chair of the Department of Education.

Dr. Daniels is the recipient of numerous awards for her work in the community. Her awards include the Pioneer Women of the 1990s Award from former County Executive Pat Schuber, an Award for Excellence from the Bergen Family Center, the Kathryn Miller Award for Community Service received from the Paramus Unitarian Church, the Sojourner Truth Award from the Hackensack and Vicinity Chapter of the National Negro Business and Professional, and the Martin Luther King "Keeper of the Dream Award" in 2010. She also serves on numerous Boards of Directors in Bergen County.

She earned a B.A. from Ohio Wesleyan University, an M.A. from Hunter College, The City University of New York and an Ed.D. from New York University.



Laurie Francis
Executive Director of Bergen Community College
Foundation

Ms. Francis joined Bergen Community College in November of 1995 as the Director of Development. Prior to joining Bergen Community College, Ms. Francis served as the Director of the Health Science Center Foundation at Syracuse, Inc., in Syracuse, New York where she provided leadership for the Center's development plan, including annual, corporate, foundation, planned and major gifts.

Ms. Francis earned a B.A. in Urban Studies from Utica College of Syracuse University.



Naydeen González-De Jesús, Ph.D.
Vice President of Student Affairs

Vice President of Student Services Naydeen González-De Jesús has worked in student services on the community college level for the past decade.

Dr. González-De Jesús joined Bergen Community College in January of 2013 after serving as Burlington County College's associate dean of Academic Advisement, Transfer, Special Populations, and the Educational Opportunity Fund since 2009. Prior to her work at

Burlington, she was assistant dean of student services at Salem Community College, where she also served as director of a \$1.7 million Title III grant through which she established the Center for Student Success. Dr. González-De Jesús began her community college career as a counselor and an assistant professor at the Community College of Philadelphia.

A graduate of Penn State with a Bachelor of Arts degree in journalism, Dr. González-De Jesús earned a Master's degree in student personnel services from Rowan University and a doctorate in industrial organization psychology from Northcentral University.

She is a member of the National Academic Advising Association, a fellow of the National Community College Hispanic Council Mid-Manager Fellows Program, and an institutional representative of NJ ACE Net (New Jersey Women in Higher Education American Council on Education Women's Network).



Yun K. Kim, Ph.D.
Vice President of Institutional Effectiveness

Dr. Yun K. Kim, Vice President of Institutional Effectiveness, is responsible for the development of program assessment, strategic planning and institutional research for Bergen.

She joined the administrative staff at Bergen in January 2013. Prior to her current position, she served as associate provost for academic and institutional effectiveness at East Stroudsburg University of Pennsylvania. She was responsible for ensuring that the university was in full compliance with reporting requirements to state, federal, and other stakeholders. She also led the development of the

university's new strategic plan, "Inspiring Leadership and Service." In addition, Dr. Kim served as the accreditation liaison officer for the university to the Middle States Commission on Higher Education.

Dr. Kim has extensive knowledge in every aspect of assessing institutional effectiveness. She developed and executed a college-wide performance outcome assessment program at four institutions – Goucher College in Maryland, College of Southern Maryland, Columbia College Chicago and East Stroudsburg University.

As a first-generation immigrant, Dr. Kim believes in the importance of promoting diversity within an academic environment. She earned her bachelor's and master's of science degrees from the University of Kentucky in 1980 and 1983, respectively. Dr. Kim received a doctorate in educational psychology from the University of Kentucky in 1989. She also is a trained group facilitator and conflict mediator.



James R. Miller
Executive Director of Human Resources

Mr. Miller joined Bergen as Director of Human Resources in 2007 after working for other institutions of higher education and private companies including the City College of New York and the Philips Electronics Corp.

He earned a B.A. in Economics and an M.A. in Student Counseling and Psychology from Jersey City State University (now New Jersey City University).



Ronald Anthony Milon, Ph.D.
Vice President of Administrative Services

As Vice President of Administrative Services, Dr. Ronald A. Milon is responsible for the organization, administration and planning of all business affairs of the College.

Dr. Milon joined the administrative staff at Bergen in July of 2008 as director of Bergen Community College at the Meadowlands. He also served as interim director of Continuing Education and Outreach, where his responsibilities included workforce development and civic engagement. He was interim vice president of administrative services for several months before his permanent appointment.

Dr. Milon has held various administrative positions in institutions of higher education since 1992, including dean of business and technology programs at DeVry Institute of Technology and as dean of DeVry's Keller Graduate School of Management. He was director of the Business Training Institute, Rochelle Park; director of education at Katharine Gibbs, Piscataway; director and academic dean of Drake School of the Bronx, and served as coordinator of the liberal arts programs at Boricua College, Brooklyn.

In addition to his administrative duties at Bergen, Dr. Milon teaches political science as an adjunct professor. Since earning his bachelor's of science degree in political science and history from the State University of New York at Brockport in 1987, Dr. Milon has earned three master's of arts degrees, starting with a master's in history from the University of Buffalo in 1989, and in political science and in international affairs from the New School of Social Research, both in 1995. He also achieved an ABD (all but dissertation) in political science at the New School and earned a doctorate in adult education from Capella University in 2006.



William P Mullaney, Ph.D.
Vice President of Academic Affairs

After beginning his career with the McGraw-Hill Book Company, Dr. William (Bill) Mullaney entered the academic arena by teaching at the University of California, San Diego as a graduate student.

Shortly thereafter, he became an adjunct instructor in the Maricopa Community College District at Chandler-Gilbert Community College (CGCC) and Glendale Community College.

He was hired as a full-time member of the English faculty at CGCC in 1999 and earned tenure five years later. As a faculty member, he led two of the college's key instructional initiatives, service learning and learning communities, and became very involved in outcomes assessment and curriculum development. During this time, he developed and taught the college's first online English class and first African-American literature course and led the team that developed a student electronic portfolio system. In 2005 he was elected chair of the Language and Humanities Division. His accomplishments in this role included the creation of a creative writing program, the expansion of the world languages program and the development of a partnership between the ESL program and the Intel Corporation.

In 2008 he was appointed CGCC's first Dean of Arts and Sciences. His accomplishments in this role include the development of two new programs: iStart Smart, the college's multi-faceted student success program, and Connect to Your Major, a faculty advisement program, which was awarded the college's 2010 Innovation on the Year Award.

Prior to joining Bergen, he served on a special assignment as Dean-in-Residence at the district office of the Maricopa Community Colleges on a number of large-scale projects, most notably developmental education and student success.

Dr. Mullaney has published articles on Harriet Beecher Stowe, John Steinbeck and Zora Neale Hurston.

He earned his B.A. in English from the University of Virginia, an M.A. in literature from the University of California, San Diego and a Ph.D. in English from Tulane University.



B. Kaye Walter, Ph.D.
President

The Bergen Community College Board of Trustees appointed Dr. B. Kaye Walter as president August 7, 2012.

Dr. Walter, the seventh president of Bergen, previously served as chancellor for Ivy Tech Community College – Central Indiana Region. She has more than 15 years of experience in senior administrative positions in higher education. In the Central Indiana Region, the largest of 14 regions that make up Indiana's Ivy Tech Community College system, Dr. Walter oversaw an institution of more than 32,000 students operating with more than 1,300 faculty and staff and a \$71 million budget.

Prior to joining Ivy Tech, Dr. Walter served as executive vice president and chief learning officer for Valencia Community College in central Florida, where she led the district's four campuses and more than 63,000 students annually. She also oversaw faculty professional development, institutional research and institutional effectiveness. In addition, Dr. Walter served as vice president for academic services at Kansas City Kansas Community College, where she also served as dean of mathematics and the sciences.

A native of Texas, she earned a doctorate in chemistry from Rice University in Houston, a master's degree in divinity from Saint Paul School of Theology in Kansas City, Missouri, and a bachelor's degree in chemistry from the University of Houston. Her academic career includes teaching general chemistry and organic chemistry while a professor at Kansas City Kansas Community College and as an instructor at Southern Methodist University in Dallas.

Dr. Walter has collaborated on numerous publications and presentations on learning assessment, curriculum alignment, faculty development, international programming, and in her discipline, chemistry. She has garnered awards for teaching and leadership skills, including the National Institute for Staff and Organizational Development (NISOD) Teaching Excellence Award. She is the past chair of the Council of Instructional Affairs for Florida Community Colleges and previously served in a similar position in the State of Kansas.

Bergen Community College
FY 2014 Budget Aid, Rates & Credits

Rate Category:	FY10	FY11	FY12	FY13	FY14
Tuition 1.5%	\$ 111.60	\$ 118.30	\$ 124.80	\$ 128.55	\$ 130.55
Tuition out of County Increase	\$ 234.00	\$ 248.00	\$ 262.00	\$ 270.00	\$ 272.00
Tuition out of State Increase	\$ 245.00	\$ 260.00	\$ 273.00	\$ 283.00	\$ 285.00
General Fee	\$ 22.00	\$ 23.00	\$ 24.00	\$ 26.00	\$ 26.00
Technology Fee	\$ 11.00	\$ 12.00	\$ 13.00	\$ 14.00	\$ 14.00
Security Fee	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00
Course (Contact Hour) Fee	\$ 60.00	\$ 60.00	\$ 60.00	\$ 75.00	\$ 75.00
Registration Fee	\$ 12.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00
Nursing Fee	\$ 375.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 600.00

Credits:	FY10 Projection	FY11 Projection	FY12 Projection	FY13 Projection		FY14 Projection	
Summer II	11,000	15,000	14,000	13,000	3%	12,000	3%
Fall	156,000	165,000	172,000	180,000	48%	177,000	47%
Winterim		2,000	2,000	2,000	1%	2,000	1%
Spring	138,500	157,000	161,000	160,000	42%	159,000	43%
Summer I	20,000	29,000	24,000	23,000	6%	22,000	6%
Total	325,500	368,000	373,000	378,000		372,000	

Source - Enrollment Audit	FY10 Actual		FY11 Actual		FY12 Actual		FY13 Act/Proj	
Summer II	14,530	4%	13,692	4%	13,653	4%	12,846	4%
Fall	172,322	45%	182,757	47%	183,609	47%	179,442	52% Ottey 10/9/12
Winterim	1,477	1%	1,669	0%	1,229	0%	1,188	0%
Spring	166,124	44%	164,553	43%	162,160	42%	150,928	44%
Summer I	24,365	6%	23,095	6%	21,826	6%		0%
	378,818		385,766		382,477		344,404	

History of State & County Aid:	Total Budget		Tuition & Fees		State Aid		County Aid		Federal Aid	
FY77	10,980,171	100%	3,320,404	30%	3,345,000	30%	4,374,710	40%		
FY78	12,195,743	100%	3,657,270	30%	3,978,600	33%	4,588,010	38%		
FY79	13,254,483	100%	3,737,551	28%	4,690,700	35%	4,855,410	37%		
FY80	14,099,428	100%	3,856,338	27%	5,040,000	36%	5,105,410	36%		
FY81	15,525,504	100%	4,344,504	28%	5,452,750	35%	5,600,000	36%		
FY82	18,993,838	100%	6,449,733	34%	5,360,476	28%	6,300,000	33%		
FY83	19,831,000	100%	6,405,000	32%	5,360,000	27%	7,125,000	36%		
FY84	21,846,000	100%	7,832,000	36%	5,420,000	25%	7,723,000	35%		
FY85	24,290,185	100%	7,994,266	33%	6,501,137	27%	8,580,000	35%		
FY86	25,211,200	100%	7,445,000	30%	7,299,000	29%	9,458,000	38%		
FY87	27,020,400	100%	7,917,400	29%	7,600,000	28%	10,472,500	39%		
FY88	29,446,773	100%	9,059,295	31%	8,309,011	28%	11,097,500	38%		
FY89	30,861,000	100%	8,577,500	28%	8,620,000	28%	12,167,900	39%		
FY90	32,279,900	100%	9,840,100	30%	8,400,000	26%	12,812,800	40%		
FY91	36,370,877	100%	13,499,349	37%	7,757,640	21%	13,982,000	38%		
FY92	38,565,000	100%	13,603,400	35%	7,850,000	20%	14,152,600	37%		
FY93	41,861,000	100%	15,975,300	38%	8,400,000	20%	13,982,000	33%		
FY94	44,225,458	100%	19,446,807	44%	9,166,715	21%	14,615,230	33%		
FY95	47,279,800	100%	19,754,100	42%	9,260,000	20%	14,353,900	30%		
FY96	48,868,600	100%	21,886,400	45%	9,500,000	19%	14,694,600	30%		
FY97	49,508,350	100%	22,294,099	45%	9,540,000	19%	14,780,156	30%		
FY98	51,028,100	100%	23,319,800	46%	10,140,800	20%	14,694,000	29%		
FY99	52,150,560	100%	23,343,100	45%	11,049,200	21%	14,884,760	29%		
FY00	54,040,840	100%	24,130,700	45%	12,351,880	23%	14,884,760	28%		
FY01	57,163,740	100%	25,349,700	44%	13,758,090	24%	15,182,450	27%		
FY02	59,153,750	100%	25,810,130	44%	14,984,020	25%	15,486,100	26%		
FY03	61,711,860	100%	28,051,980	45%	15,090,060	24%	15,696,320	25%		
FY04	65,965,850	100%	32,052,720	49%	15,010,910	23%	16,088,720	24%		
FY05	71,555,780	100%	37,236,675	52%	15,010,910	21%	16,490,945	23%		
FY06	75,052,310	100%	40,273,630	54%	14,901,890	20%	16,490,945	22%		
FY07	79,456,150	100%	44,743,640	56%	14,295,590	18%	16,903,220	21%		
FY08	83,410,530	100%	47,763,660	57%	14,513,340	17%	17,494,830	21%		
FY09	89,272,140	100%	51,248,680	57%	13,521,860	15%	18,107,150	20%		
FY10	96,132,650	100%	59,528,060	62%	12,845,770	13%	18,650,358	19%	695,630	1%
FY11	106,882,400	100%	70,712,820	66%	12,175,900	11%	19,116,620	18%	456,000	0%
FY12	108,398,800	100%	75,794,370	70%	12,065,190	11%	14,139,870	13%		
FY13	111,006,020	100%	79,618,360	72%	12,163,630	11%	14,139,870	13%		
FY14	114,086,240	100%	80,530,980	71%	12,163,630	11%	17,876,630	16%		

CURRENT OPERATING
BUDGET RESOLUTION
April 11, 2013

BOARD OF SCHOOL ESTIMATE
BERGEN COMMUNITY COLLEGE

WHEREAS, the Board of School Estimate has received, pursuant to New Jersey Statutes Annotated (N.J.S.A.) 18A:64A-17 the budget for current operations from the Board of Trustees of Bergen Community College, 400 Paramus Road, Paramus, New Jersey, for the fiscal year commencing July 1, 2013 and ending June 30, 2014, and

WHEREAS, said budget has been on file from April 2, 2013 to this date in the Office of the Vice-President of Administrative Services of Bergen Community College, 400 Paramus Road, Paramus, New Jersey, open to examination by the Public, and

WHEREAS, this Board of School Estimate has today held a Public Hearing at 4:30PM, in the Bergen County Administration Building, Board of Chosen Freeholders' Executive Conference Room, 5th floor, One Bergen County Plaza, Hackensack, New Jersey, and

WHEREAS, pursuant to N.J.S.A. 18A:64A-17, "The Board of School Estimate shall fix and determine by official action taken at a public meeting of the Board, the amount of money necessary for the operation of the College for the ensuing year, exclusive of the amount to be received from the State and other sources," and NOW THEREFORE BE IT

RESOLVED, and hereby fixed, determined, and certified in

April 11, 2013

accordance with provisions of N.J.S.A. 18A:64A-17, that the amount to be raised by Bergen County for Bergen Community College's operating expenses shall be \$9,303,814 under the County's 2013 calendar year budget (for the period July 1, 2013 and December 31, 2013) and \$8,572,816 under the County's 2014 calendar year budget (for the period January 1, 2014 to June 30, 2014). The amount for the College's fiscal year July 1, 2013 to June 30, 2014 is \$17,876,630 and be it

RESOLVED further, that the Secretary of this Board be and is hereby instructed and authorized upon the signature of the majority of the members of the within Board to prepare and deliver copies of the within certification to the Board of Trustees of Bergen Community College and the Board of Chosen Freeholders of the County of Bergen.



E. Carter Corrison

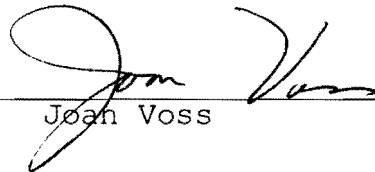
Cid D. Wilson



Dorothy Blakeslee



David Ganz



Joan Voss

Steve Tanelli

Higher Education Capital Financing Grant Programs
Certified List of Approved Projects - Spring 2013 Cycle

County Colleges

	GO	CIF	HEFT	HETI	ELF	TOTAL
BERGEN COMMUNITY COLLEGE						
004-01 Health Professions Integrated Teaching Center New academic bldg. for High Tech. Health Professions Teaching Ctr incl. additional/upgraded equipment, smart classrooms, labs, simulation ctrs, computer facilities, student support, counseling and admin areas.	12,750,000					12,750,000
004-03 Infrastructure Enhancement Project Network infrastructure upgrade across its 3 campuses; Computer Workstation Lifecycle; purchase of Queue Management Solution hardware (software included in HETI app 004-04 below).					2,023,000	2,023,000

**Higher Education Capital Financing Grant Programs
Certified List of Approved Projects - Spring 2013 Cycle**

County Colleges

	GO	CIF	HEFT	HETI	ELF	TOTAL
BERGEN COMM. COLLEGE cont. 004-04 Institutional Improvement Project Technology infra. incl.: Data Warehouse and Data Mining Solution; purchase/install Admissions Customer Relations Management (CRM) solution; purchase of Human Resources management package for Datatei; purchase One Card Student ID Mangmt System; Network Security Upgrade; purchase Queue Management Solution software.				1,071,000		1,071,000

CAPITAL BOND
ISSUANCE RESOLUTION
April 11, 2013

BOARD OF SCHOOL ESTIMATE
BERGEN COMMUNITY COLLEGE

WHEREAS, The Board of School Estimate has received, pursuant to the New Jersey Statutes Annotated (N.J.S.A.) 18A:64A-19, a request to issue bonds not to exceed \$4,250,000.00 in Chapter 12 Funds for the 25% match for Building Our Future Bond Act (the College will utilize these funds to construct a health professional integrated teaching center), from the Board of Trustees of Bergen Community College, 400 Paramus Road, Paramus, New Jersey.

WHEREAS, said request has been on file from April 2, 2013 to this date in the Office of the Vice President of Administrative Services of Bergen Community College, 400 Paramus Road, Paramus, New Jersey, open to examination by the Public, and

WHEREAS, This Board of School Estimate has today held a meeting at 4:30PM, in the Bergen County Administration Building, Board of Chosen Freeholders' Executive Conference Room, 5th floor, One Bergen County Plaza, Hackensack, New Jersey, and

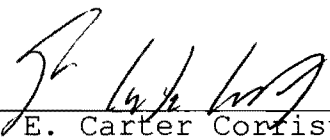
WHEREAS, Pursuant to N.J.S.A. 18A:64A-19, The Board of School Estimate shall fix and determine by official action the bonding of capital projects at the College, and

WHEREAS, This resolution is contingent upon the State approval of Chapter 12 funding for said project, and NOW THEREFORE
BE IT

CAPITAL BOND
ISSUANCE RESOLUTION
April 11, 2013

RESOLVED, And hereby fixed, determined, and certified in accordance with provisions of N.J.S.A. 18A:64A-19, that the amount to be raised through issuance of bonds by Bergen County shall not exceed \$4,250,000.00 and shall be entitled to the benefits of the County College Bond Act of the State of New Jersey, P.L. 1971, Chapter 12 (as amended in 1985), and be further

RESOLVED, That the Secretary of this Board is hereby instructed and authorized upon the signature of a majority of the members of the within Board to prepare and deliver copies of the within certification to the Board of Trustees of the Bergen Community College and the Board of Chosen Freeholders of the County of Bergen.



E. Carter Corrison

Cid D. Wilson



Dorothy Blakeslee



David Ganz



Joan Voss

Steve Tanelli

Framework for the Future

2013 - 2018

Maximizing Potential for Student Success



Approved by the Board of Trustees June 4, 2013



Letter from the President

This five-year Strategic Plan is the framework that will guide our efforts in mobilizing individual and collective commitments to facilitate student success and excellence in their learning. My hope is that the Plan will inspire our commitment to invest our energy and resources in mission-centric issues; assist Bergen in becoming more transparent in all aspects of what we do, and help us to create a truly collaborative institution.

Framework for the Future: Maximizing Potential for Student Success is the product of open dialogue and collaboration among our faculty, staff, alumni, and community supporters, including County Freeholders. Thirty-three members of the Bergen family served on the Strategic Planning Workgroup, which met from February to May 2013, to collect, analyze, synthesize, dream, and write the new Strategic Plan.

We have developed a five-year implementation and planning cycle to demonstrate — and to ensure — that Bergen is committed to continuous assessment, improvement, and planning to maximize the College's full potential. As a challenge to all of us at Bergen, the President's Executive Team has developed three far-reaching, yet attainable goals. These audacious goal are:

- Become an "Achieving the Dream" college
- Obtain branch campus status for BCC at the Meadowlands
- Increase the graduation rate by 25%

Sincerely,

A handwritten signature in black ink that reads "B. Kaye Walter". The signature is written in a cursive, flowing style.

B. Kaye Walter, Ph.D.
President



Vision

As a college of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the College creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the College as a reliable partner and principal provider of workforce development. Bergen County residents of all ages and cultural backgrounds appreciate the College as the hub of their educational and cultural activities.

Mission

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.

Values

To fulfill the vision and mission of Bergen Community College, we are committed to:

- integrity
- student success
- academic and institutional excellence
- lifelong learning
- respect
- accountability
- innovation

These core values will guide our daily endeavors.

Vision, Mission and Values



Strategic Theme 1

Student Success and Excellence

Cultivating student success and assuring the quality of learning remain bedrocks of the College. Evidence-based decisions regarding achieving student success and providing superior learning opportunities will solidify these objectives as primary goals of the institution.

Audacious Goals*

- Become an *Achieving the Dream* college
- Obtain a branch campus status for BCC at the Meadowlands
- Increase graduation rate by 25%

*Adopted from Jim Collins (2001), *Good to Great*, Harper Business

Goal: Enhance and expand a college-wide culture dedicated to student success [T1.GA.]

Actions:

- Evaluate courses and programs to ensure that offerings are current, class expectations are clear, and courses meet the needs of all our students [T1.GA.a1]
- Develop, implement and sustain a system for students to access academic planning and career planning information [T1.GA.a2]
- Publicize and expand all academic and student support services; orient students to ensure access to these services [T1.GA.a3]
- Continuously assess student learning outcomes and track student satisfaction of their overall college experience; share data extensively and utilize it for program enhancements [T1.GA.a4]

Goal: Increase course completion, retention, transfer and graduation rates [T1.GB.]

Actions:

- Plan and launch a “one-stop-shop” for admission, registration and financial aid [T1.GB.a1]
- Facilitate the development of independent learners through academic, personal and career counseling [T1.GB.a2]
- Create an initiative to engage family members in student success [T1.GB.a3]
- Establish an alumni-mentoring program to help students connect academics with career aspirations [T1.GB.a4]
- Expand program-to-program and institution-to-institution articulations with four-year schools to assure seamless and successful transitions [T1.GB.a5]

Goal: Reduce the achievement gap between majority and under-represented minority populations [T1.GC.]

Actions:

- Identify and address barriers encountered by minority students [T1.GC.a1]
- Provide a summer academic enrichment experience for minority students enrolling for the first time [T1.GC.a2]
- Assign an advisor to guide each student until graduation [T1.GC.a3]



Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions [T2.GA.]

Actions:

- Develop, implement, and sustain professional training pathways for faculty and staff [T2.GA.a1]
- Align technology training and support to meet organizational needs in and outside the classroom [T2.GA.a2]
- Showcase the achievements of all faculty and staff on a regular basis [T2.GA.a3]

Goal: Launch an orientation program for all positions and new hires [T2.GB.]

Actions:

- Provide a continuous and consistent employee orientation for all hires; monitor the effectiveness of the orientation program [T2.GB.a1]
- Create an easily accessible and continuously updated electronic archive for College policies and procedures [T2.GB.a2]

Goal: Embrace the contributions of non-tenure track faculty [T2.GC.]

Actions:

- Create a compensated orientation program for all new adjunct faculty [T2.GC.a1]
- Reevaluate the College's policy on lecturer opportunities [T2.GC.a2]
- Tap into adjunct faculty connections in the public and private sectors to create additional summer internship and field experience opportunities for students [T2.GC.a3]

Strategic Theme 2

Faculty and Staff Success and Excellence

The College's faculty and staff remain one of the school's most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base, secure future goals and accomplish the College's vision and mission.



Strategic Theme 3

Commitment to Bergen County

The College serves Bergen County residents by providing access to quality post-secondary education, value-added workforce training, and cultural and artistic programming. Collectively, Bergen faculty, staff and administrators pledge to strengthen existing relationships with community stakeholders and partners while aggressively forging new relationships that support the College's vision and mission.

Goal: Develop, nurture and strengthen partnerships with the Bergen County community [T3.GA.]

Actions:

- Develop and execute strategic outreach programs with K-12 schools and community-based organizations (e.g., faith/interfaith groups, cultural organizations, PTA, PTO, et al.) in Bergen County [T3.GA.a1]
- Create a community-based advisory council for the College to facilitate continuous dialogue [T3.GA.a2]
- Establish partnerships with local technology and healthcare industry representatives [T3.GA.a3]
- Implement an "adopt-a-town" program where faculty, staff, students and alumni serve as liaisons to Bergen County municipalities [T3.GA.a4]

Goal: Strengthen awareness of the College's commitment to excellence and public service [T3.GB.]

Actions:

- Promote the College through better use of traditional and new media [T3.GB.a1]
- Develop a coordinated plan and processes to manage outgoing communication to stakeholders and partners [T3.GB.a2]
- Establish and train alumni ambassadors to represent the College at different venues throughout the county [T3.GB.a3]
- Regularly survey key external stakeholders and the community at large to gauge the College's image and reputation [T3.GB.a4]

Goal: Enhance and expand programs to better serve the educational and workforce development needs of Bergen County [T3.GC.]

Actions:

- Launch countywide activities that utilize the College's resources to meet the needs of the Bergen County community [T3.GC.a1]
- Examine the feasibility of pathways to college degrees for certifications earned through continuing education courses and programs [T3.GC.a2]



Goal: Establish clear and transparent communication pathways [T4.GA.]

Actions:

- Launch and maintain a faculty and staff directory on the College's website [T4.GA.a1]
- Complete the communication plan; implement it consistently and continuously in order to build trust with internal and external stakeholders [T4.GA.a2]
- Establish a student communication advisory council to enact recommendations of the Communications Task Force and improve effectiveness [T4.GA.a3]
- Develop multiple pathways to engage alumni to help strengthen the College's reputation [T4.GA.a4]

Goal: Foster a culture of collaborative innovation [T4.GB.]

Actions:

- Increase college-wide collaboration to reduce the duplication of efforts and the occurrence of missed opportunities [T4.GB.a1]
- Champion innovation and respect in all areas of the College – including classrooms, operational units and professional development opportunities [T4.GB.a2]
- Review and realign major business processes impacting employees and students to improve accuracy, efficiency and satisfaction [T4.GB.a3]

Goal: Build inviting and functional facilities [T4.GC.]

Actions:

- Improve handicap accessibility of all facilities [T4.GC.a1]
- Create and implement a facilities maintenance plan to assure that existing facilities remain clean, safe, welcoming and systematically upgraded [T4.GC.a2]
- Develop a facilities projection plan for the next five-to-ten years [T4.GC.a3]
- Establish a plan for reducing energy use throughout the institution with the support of the Sustainability Learning Community [T4.GC.a4]

Goal: Ensure instructional and administrative technology systems remain cohesive, current and intelligent [T4.GD.]

Actions:

- Systematically maintain and update the College's new website [T4.GD.a1]
- Implement and continuously update the College's technology plan to meet the changing needs of faculty, staff and students [T4.GD.a2]
- Develop internal information technology capacities to fully and effectively utilize the institution's student information system [T4.GD.a3]
- Identify and automate routine business processes each year [T4.GD.a4]

Goal: Obtain additional funding and strengthen human resources [T4.GE.]

Actions:

- Pursue funding opportunities by building stronger relationships with community stakeholders and by actively seeking grant opportunities [T4.GE.a1]
- Develop and execute a comprehensive human resources plan, including a review of existing positions to increase employee satisfaction and effectiveness [T4.GE.a2]
- Develop clear fundraising goals to support the complex needs of current and future students [T4.GE.a3]

Strategic Theme 4

Institution Building

The College will strive for excellence in internal operations and fully commit to the success of the institution through utilizing the intellect and dedication of faculty and staff. College leaders will strengthen budgetary and technological resources through improved stewardship. Effective communication and continued civility will drive transparent decision-making that will reflect the College's vision and mission.



Preliminary Tracking Measures*

Note: The measures included in Layer One are intended to be the primary tracking measures, which will be published widely. The measures in Layer Two are intended to serve as supplemental indicators of progress and will be used for internal tracking.

KEY:

- (ATD) - Achieving the Dream
- (VFA) - Voluntary Framework of Accountability
- (CCSSE) - Community College Survey of Student Engagement
- (PACE) - Personal Assessment of the College Environment

Layer One

1. Graduation rate (T1) -ATD/VFA
2. Transfer rate (T1) -ATD/VFA
3. Fall-to-fall retention rate (T1) -ATD/VFA
4. Student satisfaction with BCC experience (T1) -CCSSE
5. \$ spent on professional development (T2)
6. Mean score for student satisfaction with instruction (T2) -CCSSE
7. Faculty and staff satisfaction with the College's support for professional development (T2) -PACE
8. # of programs and activities offered to local school and community organizations (T3)
9. # of companies served through customized training (T3)
10. Community's rating of the College image (T3) -CLARUS Survey
11. # of alumni serving as BCC ambassadors/representatives (T3)
12. Employee satisfaction with communication (T4) -PACE
13. Total amount of private giving to BCC Foundation (T4)
14. Student satisfaction with services (T4) -CCSSE
15. Total amount awarded in institutional scholarship (T4)

Layer Two

1. Semester-to-semester retention rate (T1) -ATD/VFA
2. Remedial, General Education, and Gate-keeper course completion rates (T1) -ATD/VFA
3. # of graduates employed in a field that is related to their BCC degree/certificate (T1) - VFA
4. % of faculty, adjuncts, and staff participating in professional development activities (T2)
5. # of presentations and publications by faculty, adjuncts, and staff (T2)
6. Overall effectiveness of faculty and staff orientation (T2) -PACE
7. # of participants attending programs and activities offered to local schools and community organizations (T3)
8. # of enrollments in customized training courses (T3)
9. # of students in high school programs, e.g., dual enrollment (T3)
10. # of community organizations served by faculty and staff (T3)
11. # of recipients of institutional scholarships (T3)



Five-Year Implementation and Planning Cycle

YEAR ONE		
June – August 2013	<ul style="list-style-type: none"> Develop first year rollout strategies 	<ul style="list-style-type: none"> President Executive Team
September 2013	<ul style="list-style-type: none"> College Council and Executive Team will develop an on-going implementation & planning process 	<ul style="list-style-type: none"> President Executive Team College Council
January 2014	<ul style="list-style-type: none"> Progress Report (covering July – December) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President VP of Institutional Effectiveness
May - June 2014	<ul style="list-style-type: none"> Conduct annual assessment of the implementation; if necessary make adjustments to the strategic plan Develop a rollout plan for Year Two 	<ul style="list-style-type: none"> Center for Institutional Effectiveness College Council President Executive Team
June 2014	<ul style="list-style-type: none"> Progress Report (covering January to June) to Board of Trustees' Strategic Planning and Issues 	<ul style="list-style-type: none"> Committee President Executive Team
July 2014	<ul style="list-style-type: none"> Annual report to the Board and BCC Community – Results of the first year's implementation and a rollout plan for Year Two 	<ul style="list-style-type: none"> President VP of Institutional Effectiveness
YEAR TWO		
January 2015	<ul style="list-style-type: none"> Progress Report (covering July to December) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President Executive Team
May - June 2015	<ul style="list-style-type: none"> Conduct annual assessment of the implementation; if necessary make adjustments to the strategic plan Develop a rollout plan for Year Three 	<ul style="list-style-type: none"> Center for Institutional Effectiveness College Council President Executive Team
June 2015	<ul style="list-style-type: none"> Progress Report (covering January to June) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President Executive Team
July 2015	<ul style="list-style-type: none"> Annual report to the Board and BCC Community – Results of the second year's implementation and a rollout plan for Year Three 	<ul style="list-style-type: none"> President VP of Institutional Effectiveness
YEAR THREE		
January 2016	<ul style="list-style-type: none"> Progress Report (covering July to December) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President Executive Team
May - June 2016	<ul style="list-style-type: none"> Conduct annual assessment of the implementation; if necessary make adjustments to the strategic plan Develop a rollout plan for Year Four 	<ul style="list-style-type: none"> Center for Institutional Effectiveness College Council President Executive Team
June 2016	<ul style="list-style-type: none"> Progress Report (covering January to June) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President Executive Team
July 2016	<ul style="list-style-type: none"> Annual report to the Board and BCC Community – Results of the third year's implementation and a rollout plan for Year Four 	<ul style="list-style-type: none"> President VP of Institutional Effectiveness



Five-Year Implementation and Planning Cycle

YEAR FOUR		
Sept. – Dec. 2016	<ul style="list-style-type: none"> Comprehensive review of Vision, Mission, and Values Statements 	<ul style="list-style-type: none"> Center for Institutional Effectiveness College Council President Executive Team
January 2017	<ul style="list-style-type: none"> Progress Report (covering July to December) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President Executive Team
May - June 2017	<ul style="list-style-type: none"> Conduct annual assessment of the implementation; if necessary make adjustments to the strategic plan Develop a rollout plan for Year Five 	<ul style="list-style-type: none"> Center for Institutional Effectiveness College Council President Executive Team
June 2017	<ul style="list-style-type: none"> Progress Report (covering January to June) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President Executive Team
July 2017	<ul style="list-style-type: none"> Annual report to the Board and BCC Community – Results of the fourth year's implementation and a rollout plan for Year Five 	<ul style="list-style-type: none"> President VP of Institutional Effectiveness
YEAR FIVE		
Sept. '17 – April 2018	<ul style="list-style-type: none"> Develop a new strategic plan: 2018 – 2023 	<ul style="list-style-type: none"> President College Council VP of Institutional Effectiveness
January 2018	<ul style="list-style-type: none"> Progress Report (covering July to December) to Board of Trustees' Strategic Planning and Issues Committee 	<ul style="list-style-type: none"> President Executive Team
April 2018	<ul style="list-style-type: none"> Open comment period for strategic plan: 2018-2023 	<ul style="list-style-type: none"> President VP of Institutional Effectiveness College Council
May – June 2018	<ul style="list-style-type: none"> Write final strategic plan: 2018-2023 document, incorporating the assessment results Conduct annual assessment of the current strategic plan's implementation Develop a rollout plan for Year One of the new strategic plan 	<ul style="list-style-type: none"> VP of Institutional Effectiveness College Council Center for Institutional Effectiveness President
June 2018	<ul style="list-style-type: none"> Progress Report (covering January to June) to Board of Trustees' Strategic Planning and Issues 	<ul style="list-style-type: none"> Committee President Executive Team
July 2018	<ul style="list-style-type: none"> Five year summary report to the Board of Trustees and BCC Community Present a new strategic plan 2018-2023 to the Board 	<ul style="list-style-type: none"> President VP of Institutional Effectiveness



FACULTY

Andy Krikun, *Music*
Dan Sheehan, *Music*
Gail Fernandez, *American Language Program & Center for Institutional Effectiveness Fellow*
Harriet Terodemos, *Health Professions*
Keith Chu, *History*
Joan Dalrymple, *Library*
Joan Tscherne, *Physical Science*
Michael Redmond, *Philosophy & Religion*
Peter Helff, *English Basic Skills*

PJ Ricatto, *Dean, Mathematics, Science & Technology*
Tiziana Quattrone, *World Languages*
Susan Barnard, *Dean, Health Professions*
Bill Jiang, *American Language Program*
Linda Kass, *Developmental Math*
Melanie Walker, *Developmental Math*
Lenore Lerer, *Mathematics*
Joan Cohen, *Library*
Bernard Fuersich, *Exercise Science*

STAFF

Christian Mdeway, *Continuing Education*
Larry Hlavenka, *Public Relations*
Laurie Francis, *Bergen Community College Foundation*
Linda Emr, *Bergen Community College at the Meadowlands*
Lisa Castellano, *Student Services*
Margaret Roidi, *Testing*
Mike Martinez, *Student Services*

Nishika Gupta, *Human Resources*
Patti Bonomolo, *Human Resources*
Tonia McKoy, *Center for Institutional Effectiveness*
Tracy Miceli, *Continuing Education*
Juhi Bhatt, *Student Services*
Paul Ragusa, *The Philip J. Ciarco Learning Center*

STUDENTS

Stefani Gjorgievska
Jessica Michelle Anaya

Michelle Soto
Evan Bruce

TRUSTEES

Philip Ciarco
Dr. Jo-Anne Mecca

James Napolitano

Yun Kim, *Facilitator*
Alma DeLucca, *Administrative Support*

Strategic Planning Workgroup

Member List



400 Paramus Road
Paramus, New Jersey 07652
201 447-7100
www.bergen.edu



Bergen Community College

Engaged for Excellence
2010-2013



Institutional Dashboard Review
End of Year, FY2013
(Preliminary)

TABLE OF CONTENTS

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Dashboard

2012-2013 End of Year Update (Preliminary)

		Success Factors		Key Performance Indicators		Exceeded Target	Target	Below Target	Well Below Target	Actual	Tactical Objective(s)	Snapshot/Cohort
Students	Retention Rate (FTF)(%)	69.0	68.0	67.2	<67.2	61.1	1.1	2011FA - 2012FA				
	Retention Rate (FTS)(%)	79.0	78.8	77.8	<77.8	74.2	1.1	2012FA - 2013SP				
	Graduation Rate (%)	17.0	15.0	14.0	<14	17.0	1.2	2009 Cohort (3 years)				
	Transfer Rate (%)	19.0	18.0	17.0	<17	15.0	1.2	2009 Cohort (3 years)				
	Learning Outcomes Attainment	3.5	3.0	2.5	<2.5	3.32	1.3	2011 Graduates				
Faculty/ Staff/ Admin	PACE Overall Score	4.00	3.61	3.00	<3.00	3.70	2.1; 2.2; 2.3;	Fall 2011				
	PACE Teamwork Score	4.00	3.70	3.00	<3.00	3.70	2.2	Fall 2011				
Programs and Processes	Student Satisfaction w/Services (CCSSE %)	82.0	79.2	74	<73.5	74.0	1.3	Spring 2012				
	DL % Increase in Sections(Semester)	30	20	10	<10	10.4	3.2	FY2012 - FY2013				
Community	Market Penetration - Credit (%)	3.0	2.9	2.8	<2.8	2.3	3.1; 4.2	Fall 2012				
	Market Penetration - Non- Credit (%)	1.5	1.4	1.3	<1.3	1.5	3.1;4.2	FY 2012				
	HS Market Share (%)	23	21.0	19.0	<19	19.0	4.1	Fall 2012				
Financial	Student Headcount (K) Fall Semester	18.2	17.3	17.2	<17.2	17.0	3.1; 4.1; 4.2; 5.2	2011FA - 2012FA				
	% Increase in Credit Hours (Fall Semester)	6	5	4	<4	-1.8	3.1; 4.1; 4.2; 5.2	2011FA-2012FA				
	Grant Revenue (\$M)	6.5	5.0	4.8	<4.8	7.6	5.1; 5.2	FY2013				
	Foundation Revenue (%)	6.0	4.8	3.8	<3.8	-45.0	5.1; 5.2	June 13, 2013 (preliminary)				
	Quarterly Financial Analysis (% Net Diff.)	7%	5%	3%	<3%	-15.50	5.1; 5.2	March 31, 2013				

Key Performance Indicators

Definitions

2013

Success Factor	Key Performance Indicators	Definition
Students	Retention rates (Fall to Fall)	Percentage of total full- and part-time ENTERING credit students in the fall semester (semester 1) who were enrolled the following fall (semester 3). Excludes high school students.
	Retention rates (Fall to Spring)	Percentage of total full- and part-time ENTERING credit students in the fall semester (semester 1) who were enrolled the following spring (semester 2). Excludes high school students.
	Graduation rate	Percentage of first-time, full-time degree- and certificate-seeking students who have graduated after three years.
	Transfer Rate	Percentage of first-time, full-time degree- and certificate-seeking students who have transferred after three years.
	Learning Outcomes Attainment	Improvements attained in graduates' learning as a result of attending BCC as determined by specified questions on the Graduate Follow-up Survey. Improvements are assessed using a four point scale ranging from 4 (very much) to 1 (not at all).
F/S/A Faculty, Staff and Administration	F/S/A Engagement Score	Overall rating from PACE Survey. PACE results are used to describe a leadership system, which includes the following four models: Coercive management (a mean score of 1 to 2), Competitive management (a mean score of 2 to 3), Consultative management (a mean score of 3 to 4), and Collaborative management (a mean score 4 and 5).
	F/S/A Collaboration/Teamwork	PACE Teamwork mean score related to aspects of being a part of a 'work team'/department. PACE results are used to describe a leadership system, which includes the following four models: Coercive management (a mean score of 1 to 2), Competitive management (a mean score of 2 to 3), Consultative management (a mean score of 3 to 4), and Collaborative management (a mean score 4 and 5).
Programs & Processes	Student Satisfaction with Services	Percentage of CCSSE respondents (BCC students) who felt 'Very' and 'Somewhat' satisfied with the services at BCC.
	DL % increase in Sections	Percentage increase in distance learning (online and hybrid) sections offered, year to year.

Definitions (cont'd)

Success Factor	Key Performance Indicator	Definition
Community	Market Penetration—credit	Percentage of the population (age 16 and older) in the service area enrolled at BCC as credit students.
	Market Penetration—noncredit	Average percent of the population in the service area enrolled at BCC as non-credit students (children 5 – 14; adults 16+; seniors 55+).
	HS Market Share	Percentage of Bergen County high school graduates enrolled at BCC for the first-time in the fall.
Financial	Student Headcount	Total unduplicated headcount for fall semester (credit students).
	Credit Hours	Percentage increase in credits generated (fall semester).
	Grant Revenue	Revenue (dollars) reported recognizes revenue generated through grant awards directly benefiting BCC funded projects. Revenue benefiting outside BCC organizations, where BCC is serving as the Lead Agency in a Consortia, is excluded.
	Foundation Revenue	Percentage variance from last year to this year for net revenue (i.e., contributions and grants, and fundraising events net of related cost).
	Quarterly Financial Analysis	Percentage variance from last year to this year for revenues and expenditures. (Revenue categories include: tuition, student fees, government appropriations, sales and services, fund balance appropriations, and other sources. Expenditure categories include: educational and general expenses, mandatory and non-mandatory transfers, and auxiliary enterprise expenses.)

Data Sources:

Administrative Services

Center for Institutional Effectiveness (CIE)

Community College Survey of Student Engagement (CCSSE)

Foundation Office

Grants Office

Integrated Postsecondary Education Data System (IPEDS)

Personal Assessment of College Environment (PACE)

Target Setting Considerations

	KPI	Target	BCC History
STUDENTS			2009FA-2010FA = 67.2 2010FA-2011FA = 60.0
	Retention Rate (FTF)	Target set at 68	
			2010FA-2011SP = 77.8 2011FA-2012SP = 76.9
	Retention Rate (FTS)	Target set at 78.8	
	Graduation Rate	Target set at 15%	2006 Cohort = 14% 2007 Cohort = 15% 2008 Cohort = 17%
	Transfer Rate	Target set at 18%	2006 Cohort = 17% 2007 Cohort = 17% 2008 Cohort = 15%
	Learning Outcomes Attainment	Target set at 3.0	Class of 2009 = 3.3
FACULTY, STAFF & ADMINISTRATION			
	PACE Overall Score (Engagement)	Target set at 2009 PACE norm (3.61)	Fall 2009 = 3.47
	PACE Teamwork Score	Target set at 2009 PACE norm (3.70)	Fall 2009 = 3.53
PROGRAMS & PROCESSES	Student Satisfaction w/Services (CCSSE %)	Target set at CCSSE norm (79.2)	Spring 2008 = 73.5
	DL % Increase in Sections(Fiscal Year)	Target set at 20%	10% increase annually
COMMUNITY	Market Penetration - Credit (%)	Target set at NCCBP 2008 50th (2.9)	2011 = 1.5%
	Market Penetration - Non-Credit (%)	Target set at NCCBP 2008 50th (1.4)	2011 = 0.8%
	HS Market Share (%)	Target set at NCCBP 2008 50th (21.0)	2011 = 20.8%
FINANCIAL			2009FA = 16,469 2010FA = 17,197 2011FA = 17,271
	Student Headcount(K) Fall Semester	Target set at 17.3	
	% Increase In Credit Hours (Fall Semester)	Target set at 5%	2010FA – 2011FA = 0.75%
	Grant Revenue	Target set at \$5M	FY12 = \$6.5M
	Foundation Revenue	Target set at 4.8%	FY2011-FY2012 = 8.8%
	Quarterly Financial Analysis (% Net Diff.)	Target set at 5%	8.10% (Mar.31, 2012)

Supplemental Data Sheet

Key Performance Indicator (KPI)	Grant Revenue			
Data Source or Data Provider	Office of Grant Administration			
Data to be reported on Dashboard	Revenue (dollars) generated through grant awards during FY2013. \$ 7,649,066			
Comments/ Additional Data	<p><u>Description of Operating Budget Projects</u></p> <p>Carl D. Perkins Vocational & Tech Ed</p> <p>Consolidated ABS & IELCE</p> <p>Consolidated ABS & IELCE MATCHING</p> <p>Work First NJ/Welfare To Work Adult Basic Ed Training</p> <p>Quality Assurance Technician Training</p> <p>BCC Campus Violence Prevention Project</p> <p>Garden State Pathways - TPSID Years 2 & 3</p> <p>Garden State Pathways - TPSID Years 2 & 3 MATCH</p> <p>Title V HSI-STEM – Years 1 & 2</p> <p>Title V 123 Connect – Years 2 & 3</p> <p>Title V 123 Connect – Year 3 MATCH</p> <p>Health Profession Pathway for TANF & Low Income-Yrs 2 & 3</p> <p>Bergen County Jail Inmate Education (1)</p> <p>SAMSHA Suicide Prevention – Year 1</p> <p>SAMSHA Suicide Prevention – Year 1 MATCH</p> <p>H1-B Employment Training</p> <p>Workforce Learning Link</p> <p>Bergen County Jail Inmate Education (2)</p>	<p>FY13 Budget</p> <p>BCC</p> <p>598,468</p> <p>353,300</p> <p>120,488</p> <p>92,400</p> <p>201,383</p> <p>112,767</p> <p>510,350</p> <p>112,641</p> <p>1,195,315</p> <p>902,819</p> <p>197,637</p> <p>2,674,654</p> <p>79,270</p> <p>100,405</p> <p>100,405</p> <p>60,000</p> <p>107,660</p> <p>129,104</p>	<p>FY13 Budget</p> <p>Consortium Partners</p> <p>432,957</p> <p>123,185</p> <p>7,994,175</p>	<p>Total</p> <p>598,468</p> <p>353,300</p> <p>120,488</p> <p>92,400</p> <p>201,383</p> <p>112,767</p> <p>943,307</p> <p>235,826</p> <p>1,195,315</p> <p>902,819</p> <p>197,637</p> <p>10,668,829</p> <p>79,270</p> <p>100,405</p> <p>100,405</p> <p>60,000</p> <p>107,660</p> <p>129,104</p>
	Total Budget	\$7,649,066	\$8,550,317	\$16,199,383
	Source: Grants Office Activity Report			

Key Performance Indicator (KPI)	Quarterly Financial Analysis
Data Source or Data Provider	VP Administrative Services
Key Performance Indicator Definition	Percentage variance from last year to this year for revenues and expenditures. <i>(Revenue categories include: tuition, student fees, government appropriations, sales and services, fund balance appropriations, and other sources. Expenditure categories include: educational and general expenses, mandatory and non-mandatory transfers, and auxiliary enterprise expenses.)</i>
Data to be reported on Dashboard	-15.50% As of March 31, 2013 <i>(For FY 2012 to FY2013)</i>
Comments/ Additional Data	<p>The following factors contribute to the -15.50% rating:</p> <ul style="list-style-type: none"> 1 million dollar difference in county revenue compared to March 2012 (Payment was received early the next quarter); 1.2 difference in tuition compare to March 2012 Other county revenue was down by \$50,000 Instruction costs were up by \$811,221 Academic Support was up by \$300,000 Institutional Support was up by \$615,118 Student services was up by \$881,652

Supplemental Data Sheet (cont'd)

Key Performance Indicator (KPI)	Foundation Revenue (%)		
Data Source or Data Provider	BCC Foundation		
Key Performance Indicator Definition	Percentage variance from last year to this year for net revenue (i.e., contributions and grants, and fundraising events net of related cost).		
Data to be reported on Dashboard	-45% As of June 13, 2013 <i>(For FY2012 to FY 2013)</i>		
Comments/ Additional Data		<u>FY12 ending 6/30/12</u>	<u>FY13 estimated thru 6/13/13</u>
	Contributions and grants	\$564,116.00	\$256,138.00
	Fundraising events net of related costs	\$270,602.00	\$202,840.00
	Total	\$834,718.00	\$458,978.00

Bergen Community College

Day of Service Agenda

Tuesday, May 14, 2013

9:00am-5:00pm

Pick one interactive workshop for the morning:

Time:	Location:	Speaker:	Capacity:
9:00am-12:00pm	TEC-128	Clifton Taulbert, We are the Bergen Team: We are the Process [Spending time with international thought leader on the power of community: Clifton Taulbert] According to Clifton L. Taulbert, building a culture for student success and connecting all of the independent silos of excellence will require COMMITMENT and ACCOUNTABILITY, both of which when embraced and lived out create the PROCESS that transforms lives. In our time with Mr. Taulbert, you will be exposed to the <i>Eight Habits of the Heart</i> , timeless and universal principles that will fuel the daily PROCESS needed to create sustainability—building community in times of uncertainty where the vision for Bergen remains the same. Taulbert experienced these habits while growing up on the Mississippi Delta and they were personalized through the individual and collective unselfishness of the ordinary people who saw their future through his lengthening steps—steps that have taken him from the fields of the Delta to lecturing before members of the United States Supreme Court. This is what we want to happen at Bergen, for all of us-The Bergen Team- to see our future through the lengthening steps of each student who crosses our path.	250
9:00am-12:00pm	Student Center Lounge	Idahlynn Karre, Celebrating Strengths! Description: Know your strengths! Be engaged, energized, and achieve excellence! Join us for this high-energy active-learning workshop as we learn to maximize effectiveness by focusing on our strengths. When you sign up for this workshop you will receive code and directions for completing the Clifton Strengths Finder Survey online. The online survey will take you about 20 minutes to complete. A report of your Top 5 Signature Themes of Talent and Strength will be immediately generated. Please print the Top	120

5 Report and bring it with you to this session. Using the Clifton Strengths Finder Survey as a foundation for activities and discussions, we will enhance understanding of strengths concepts, identify your strengths, and deepen your understanding of the unique talents and strengths of others. Join the learning and the fun!

OBJECTIVES

- Gain an understanding and appreciation of the “best of you.”
- Identify and maximize your talents and strengths.
- Understand strengths concepts for the purpose of personal insight and growth
- Learn how to identify and develop strengths in others
- Celebrate strengths

9:00am-12:00pm	Recital Hall W-226	Laurie Francis and Jim Miller <i>He Said, She Said: Learn the Secrets of Successful Crucial Conversations</i>	80
9:00am-12:00pm	West Hall Gallery W-329	Naydeen Gonzalez-DeJesus and Kaye Walter Seeing Jennifer Thru To Completion	80
9:00am-12:00pm	C-211	Ursula Daniels and Bill Mullaney Tuition or Food: Understanding and Supporting Students in Poverty	80
9:00am-12:00pm	S-138	Ron Milon and Yun Kim Hammer, Nail, Saw, Sand- Just Another Day at the Office	Gym
12:00-1:30pm	Cafeteria	LUNCH	

Pick 2 afternoon workshops:

First Session: 1:45-2:45pm, Pick one

Workshop & Presenter:	Location:	Capacity:
Using the BCC Library by Library Staff	Library	30
Financial Aid Workshop by FA Staff	L-158	30
Self Defense by Toni Plantamura-Rossi & Bernie Fuersich	Gym	40
Collaborative Painting by Ruth Ann Heck	S-Wing 1 st Floor	30
How to Hit a Golf Ball by William Shapiro	Baseball Field	30
TV Studio Production by Brian Hemstreet	W-126	30
Ballroom Dance by Janette Dishuk	C-106D	40
Yoga by Heidi Stonier	S-115	40
Scuba Diving-	S-132	90

Papua Nuigini by William “Skip” Huisking		
Skin Care Class by Stephanie Shewciw	L-147	40
Epic of Gilgamesh by Jonathon Gohlich	L-131	90
Chinese by Rong Wang	L-146	35
The Dimensions of Sustainability by Roseanne Crisafi	L-145	40
Immigrants in the Land of Opportunity by Benicia D’Sa	S-134	90
Dialogue: The Sandwich Generation by Cristina Haedo	L-160	40
Micro- Messages: How the Little Things Make All the Difference	S-138	90

Second Session: 3:00-4:00pm, Pick one

Workshop & Presenter:	Location:	Capacity:
Using the BCC Library by Library Staff	Library	30
Financial Aid Workshop by FA Staff	L-158	30
Self Defense by Toni Plantamura-Rossi & Bernie Fuersich	Gym	40
Collaborative Painting by Barbara Bliss	S-wing 1 st Floor	30
Hula Dancing by Amy Baldassare	C-106D	40
Deep Meditation by Azize Ruttler	S-115	40
National Parks by Jonathon Gohlich	L-131	90
Philippine Culture by Susana Lansangan	L-142	30
Creating an Authentic Life of Personal Value by Rachel	L-147	40

Weiland		
Sign Language by Tia Ivanko	L-145	40
Basic Spanish by Laura Ruderman	L-146	35
Special Effects/Stage Make-up by Mary Clifford	Dressing Rooms across from C-106D	15
Facebook: Tracing Your Family History by Beverly Margolies	S-105	24
Eating Healthy by Tiziana Quattrone	L-141	35
Cooking with an Argentinean Twist by Cristina Haedo	C-210	30
Improv with Ellen Feig	S-111	40
Recruitment, Retention, and Instructional Strategies	S-138	90

4:00pm	Cafeteria	Ice Cream Social
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**STRATEGIC ENROLLMENT MANAGEMENT PLAN:
COMPLETION BY DESIGN AT BERGEN COMMUNITY COLLEGE**

2013-2016



Draft Presented to Strategic Enrollment Management Task Force

May 6, 2013

ENROLLMENT MANAGEMENT PLAN 2013-2016

Overview

Enrollment management literature indicates that plans for enrollment management must establish clear enrollment goals to serve as measurable objectives. To accomplish the measurable objectives that would lead to successful enrollment goals, student centered strategies and activities must be executed. However, measurable objectives cannot be established until the institution develops a structure that would facilitate initiatives conducive to data collection and assessment.

The Vice Presidents of Student Affairs and Academic Affairs were hired in January and March 2013 respectively and were asked to develop a Strategic Enrollment Management Plan by June 1, 2013. A task force, which included representation from student affairs and academic affairs, was formed to create a draft of this plan. Although the narrow timeline for this part of the project made it difficult for more faculty to be involved in the creation of this draft, subsequent drafts will be shared more widely and greater numbers of faculty members will be asked for their input. This draft is an important first step. Its aim is to help the college establish a structure that facilitates the assessment of measurable goals. In fall 2013, faculty, administrators, and staff will be invited to focus groups and will be asked to comment on this plan for the purposes of revision. Once revisions have been made and the structure is in place, a new committee of faculty members, staff, and administrators will be convened to move this project to its second stage.

To address the changing student enrollment patterns and current and future employment and educational needs of the region, this enrollment management plan has been designed as a **dynamic** document that will help the College community address enrollment in a three-year period. The plan itself is dynamic in that it will be evaluated each year; its evaluation may lead to redrafting of sections of the plan and redefining of enrollment goals and objectives.

Vision

As a College of choice, Bergen Community College provides a comfort level that enables students of all abilities to mature as learners and engaged citizens. A leading community college in the nation, the college creates a stimulating, rigorous, and inclusive learning environment. Use of innovative technology enhances learning experiences and widens access to learning media. Community and business leaders value the college as a reliable partner and principal provider of workforce development. Bergen county residents of all ages and cultural backgrounds appreciate the college as the hub of their educational and cultural activities.

Mission

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 life-long 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.

Strategic Planning

The College's Strategic Plan provides a general road map on the direction the College should be taking to achieve attainable goals. Representatives from each Division of the College have met to develop an Enrollment Management Plan (EMP) that includes the overarching ideas of the Strategic Plan as guiding tools in preparing the EMP's measurable objectives. Specifically, the Enrollment Management Plan addresses and responds to Strategic Theme 1: Student Success and Excellence, and to Strategic Theme 3: Commitment to Bergen County of the College's Strategic Plan.

Planning Assumptions

External

High School Drop-out and Graduation Rates

1. Due to changes in the 18-year-old population, the high school graduation rate in the Northeast of the United States will decrease from 2004-05 through 2017-18. The 5% decrease is projected for states in the Northeastern region of the United States (National Center for Education Statistics: nces.ed.gov/programs/projections).

Economy

2. The economy is unpredictable, and as such, county college appropriations by state and county funding sources will continue to fluctuate.

Financial Aid

3. Enrollment will greatly be impacted by federal and state financial aid regulations as fewer students will be able to afford the increasing costs of a college education.

Workforce Development

4. The New Jersey industry and occupational employment projections for years 2010-2020 (Wait on Continuing Ed. Data on employment projections)

Public Transportation System

5. Although public transportation services are modestly increasing in the county, the western and northwestern regions of the county continue to have very limited public transportation services.

Federal Agenda

6. The current federal administration has challenged community colleges to increase the number of graduates by 50% by 2020.
7. Sequestration is expected to impact federal financial aid regulations.
8. The Patient Protection and Affordable Care Act is requiring the college to change a number of its policies for part-time employees, including adjuncts.

State Agenda

9. The State of New Jersey has approved a Go-Bond referendum which provides the College with the funding needed to build a state-of-the-art health professions and science facilities.

Internal

Campus Growth

1. Campus growth within the next two-three years will include the building of a Health Professions Building, the redesign of the Enrollment Services suite to provide one-stop services, and the expansion of the academic program offerings.

Scalability

2. The implementation of selected campus-wide strategies that have proven to be successful under various grant-funded programs (i.e. EOF, STEM, Title V, Suicide Prevention Grant, Domestic Violence Grant) will be scaled up for larger segments of the student population.

Partnerships

3. Opportunities exist for stronger partnerships with K-12 school districts, four-year colleges/universities, and employers.

Academic Engagement

4. Faculty members are proactively engaged in research, professional development, and the implementation of best practices in the classroom.

Organizational Engagement

5. The College has begun to implement initiatives to promote organizational engagement. The College Council, the Suburban Studies Group, and the Day of Service are examples of the organizational engagement initiatives taking place at the College.

Social and Emotional Engagement

6. The College has secured several grants to promote students' social and emotional engagement. The Suicide Prevention Grant, the Prevention of Violence Against Women Grant, the NJ Pathways grant, and the Title V grant are examples of funding sources that have been used to integrate peer mentoring, health and well-being workshops and presentations, and career training and placement for the disabled to address the social and emotional needs of all students.
7. Social media, especially Facebook and Twitter, will play an increasingly larger role in the lives of BCC students.

Family Engagement

8. The College has begun to include students' support network by addressing parent concerns through special New Student Orientation Parent Sessions, and Financial Aid presentations for students and their families in English and Spanish to serve the growing Spanish-speaking population and their families.

What We Know: BCC Facts

- Tenth-day student enrollment at Bergen Community College decreased from 17,271 in fall 2011 to 17,015 in Fall 2012. This small decrease of -1.4% is the first time enrollment has decreased since 2006.
- Continuing a ten-year trend, the number of full-time students exceeded the number of part-time students in the Fall 2012 semester by a ratio of 57% full-time to 43% part-time.
- Enrollment in distance learning courses (online and hybrid) continued to increase. Consistent with the past few years, 24.9% of the students were enrolled in a distance education course in fall 2012.
- The majority of our students are from Bergen and Passaic and the third largest group is comprised of F-1/other Visa status students.

Enrollment by County of Residence* Fall 2012

County of Residence	Full-Time	Part-Time	Total
Bergen	7,034	5,745	12,779
Essex	252	185	437
Hudson	474	283	757
Passaic	843	548	1,391
Other NJ Counties and Out of State**	228	195	423
Non-resident alien***	865	363	1,228
Total	9,696	7,319	17,015

Source: Center for Institutional Effectiveness 2012-2013 Fact Book

*Residence is defined as legal residence.

**Includes cases where county of residence is unknown.

***Students with F-1/Other Visa status.

- The 2,039 degrees and certificates awarded to students during the 2012 academic year, a 0.5% increase from 2011, once again set a new high for the college.
- The number of degrees awarded in Transfer programs (A.A. and A.S) remained relatively consistent, from 1,511 in 2011 to 1,513 in 2012.
- The number of degrees awarded in Career programs (A.A.S and Certificate/COA) increased by 4%, from 505 in 2011 to 516 in 2012.
- **Enrolled students across the observed period most commonly identified as being either White (69 percent) or Hispanic (33 percent).¹ (The percentages here add up to 102%; I'm confused.)** Students were slightly more likely to be full-time (55 percent) than part-time (45 percent), and slightly more likely to be female (58 percent) than male (42 percent). **(Go back to Consulting Firm: Hanover and get clarification)**
- There are several differences in academic characteristics of students based on their identified race or ethnicity. Black students and American Indian/Alaskan Native students are disproportionately flagged as probation-status. Black students are also disproportionately present in remedial classes.
- Similarly, when examining grade distribution by race, we note Black and American Indian/Alaskan Native students earn a higher portion of D, E, F, and W grades and a

¹ We note that Hispanic students could choose whether to identify with a specific race—i.e. American Indian, Asian, Black, Hawaiian/Pacific Islander, or White—and then further specify their Hispanic ethnicity. For this reason, race and ethnicity are treated as two separate categories in our analysis. The percentage of students listed here therefore includes some students who identified their race as “White” and further specified their ethnicity as “Hispanic.” Source: Hanover Research.

lower portion of A, B+, and B grades compared to White or Asian students. Hispanic students also earned a higher portion of D, E, F, and W grades compared to non-Hispanic students, though this gap is less pronounced.

- Some differences are also observed in academic characteristics by identified gender. Females earn a larger portion of A, B+, and B grades compared to males. However, females are disproportionately represented in remedial courses.

NJ Council of Community Colleges' Big Ideas

In addition to using the Strategic Plan as a guiding tool, the EMP Task Force has also used the NJ Council of Community Colleges' Big Ideas to improve on the Recruitment, Retention, Graduation, and Transition of the Bergen Community College student. More specifically, it has focused on Big Idea1: Transforming Developmental Education, Testing, and Placement, Big Idea 3: Enhancing Student Success Data, and Big Idea #4: Promoting Adjunct Faculty Development,

Enrollment Management Plan: Completion by Design

In defining our enrollment management plan, the Enrollment Management Plan Task Force has shared the plan with relevant constituents as prescribed by the College's Governance Structure to ensure that the plan is: understandable to those not directly involved with the institution; specific enough to provide direction, and adaptable to change as necessary. Additionally as indicated in the research, we have included in the plan the basics of enrollment management planning; broad goals, and results oriented, measurable, realistic, and achievable objectives.

Major goals of the Plan are divided into four categories: (a) Pre-entry Goals, (b) Entry Goals, (c) Retention Goals, and (d) Transition Goals. Key Performance Indicators (KPIs) that will be used to assess the overall progress of the Enrollment Management Plan are: (a) inquiries, (b) applications, (c) enrollments, (d) persistence and retention rates, (e) transfer and graduation rates. KPIs along with Big Ideas established by the New Jersey Council of Community Colleges will be used to help guide the attainment of goals and their respective measurable objectives.

Pre-entry Goals

Goal 1: Develop stronger partnerships with school districts in Bergen County.

Objective 1.1: Develop connections with key constituents such as guidance counselors, principals, teacher, and child study teams.

Objective 1.2: Increase high school student opportunity for early placement testing and enrollment.

Objective 1.3: Enhance college branding with parents and guardians of high school students through open houses, financial aid presentations and VIP networking events.

Goal 2: Involve alumni, student ambassadors, and staff more fully in recruitment efforts.

Objective 2.1: Redesign recruitment initiatives to include faculty and adjuncts as college/department representatives during college events, such as, Open House and Financial Aid Family Conferences.

Objective 2.2: Assess effectiveness of individual recruitment events by tracking status of students from prospect to applicant to enrollee and further strategize better use of human resources and recruitment efforts.

Goal 3: Encourage on-time registration by demonstrating success data of students who enroll after the start of the semester.

Entry Goals

Goal 4: Enhance admission and enrollment services in order to be responsive to the diverse student population.

Objective 4.1: Expand the use of technology to enhance communication.

Objective 4.2: Align and synchronize all marketing communication activities toward targeted consumer behavior consistent with the enrollment decision process.

Goal 5: Increase student retention efforts and attain enrollment targets.

Objective 5.1: Support customized, technologically-enabled response mechanisms to track the following areas:

- a. Prospects from inquiry through application, enrollment and registration.
- b. Retention of student cohorts (i.e. First-Time Full-time, AIMS, TITLE V, OSS, EOF, etc.)
- c. Alumni participation and return to student status.

Objective 5.2: Implement a blended services model within a visible and integrated facility for one-stop student service.

Goal 6: Increase Continuing Education net revenue by 7% within the next three years.

Additional information is needed from Cont. Ed. to explain this number.

Objective: What will Cont. Ed. do to meet the required 7% net revenue increase?

Goal 7: Implement required activities that are proven to yield positive student success outcomes.

Objective 7.1: Require new students to attend New Student Orientation prior to registering.

Objective 7.2: Phase out late registration and institute “On-time Registration”.

Objective 7.3: Support “On-time Registration” by developing an academic calendar with various course start dates.

Objective 7.4: Conduct academic advising for all new students and assist students in developing a “pathway to graduation” academic plan.

Objective 7.5: Conduct major-specific academic advising of all continuing students in collaboration with faculty advisors.

Objective 7.6: Involve academic departments in assignment of advisees.

Retention Goals

Goal 8: Strengthen student retention by creating mechanisms that enhance opportunities for relevant careers, further education, and lifelong learning.

Objective 8.1: Fuse credit and continuing education to seamlessly transition students from non-credit to credit.

Objective 8.2: Expand offerings through learning communities.

Objective 8.3: Require Success 101 courses that tailor learning experiences to connect to student interests.

Goal 9: Provide seamless delivery of services for students.

Objective 9.1: Leverage new and existing technology.

Objective 9.2: Integrate communication across departments.

Goal 10: Engage faculty and staff in training and planning that accentuate education of the ‘whole student’.

Objective 10.1: Implement faculty and staff training on sensitivity to impact of socioeconomic conditions on student success.

Objective 10.2: Identify periods of time in the semester where students stop attending class and develop specific interventions.

Objective 10.3: Identify race/ethnicity achievement gaps and work towards eradicating those gaps.

Goal 11: Use innovative academic learning strategies to accelerate student academic success.

Objective 11.1: Offer courses that include and share core experiences with developmental education.

Goal 12: Engage faculty and adjuncts as mentors in increasing student retention.

Objective 12.1: Encourage faculty to participate in e-retention and advising.

Objective 12.2: Provide faculty-oriented workshops on academic advising and student mentoring.

Objective 12.3: Develop a pool of adjuncts for part-time academic advising work.

Transition Goals

Goal 13: Conduct a comprehensive review of policy and procedures of services and assessment programs that prepare students for the world beyond BCC.

Objective 13.1: Update Board-approved policies and department-approved procedures on a regular and as needed basis.

Objective 13.2: Document updated policies on the internet for public view, and updated procedures on the intranet for internal use.

Goal 14: Ensure that students are informed early in their education about post-graduation opportunities.

Objective: 14.1: Conduct transfer counseling and track post-graduation transfer rate of students who receive transfer counseling.

Objective 14.2: Conduct career counseling and job search skill-building presentations and track success of career placement of students who participate in career-oriented sessions.

Goal 15: Create an exit process that is encompassing and proactive in ensuring the students will successfully complete their curriculum/graduation audit.

Objective 15.1: Assess students' preparation for transfer, internships, and/or career placement. (See Figure G)

Objective 15.2: Update and develop an electronic version of the Exit Interview.

Objective 15.3: Develop and conduct focus groups of graduating students to gather, through qualitative data, areas in which BCC has prepared them and areas in which BCC could improve to better prepare students.

Goal 16: Develop and implement an assessment model to closely track students who transition out through career placement, transfer out, and degree/certificate attainment.

Objective 16.1: Assess job placement rate immediately post BCC graduation.

Objective 16.2: Assess transfer rate immediately post BCC graduation.

Goal 17: Incorporate College alumni in events and programming.

Objective 17.1: Encourage alumni participation as BCC ambassadors, program presents as experts in their chosen careers, and as community recruiters during open houses and presentations in high schools.

DRAFT

SECTION I: STUDENT ENROLLMENT

ENROLLMENT BY CREDIT STATUS

Figure 1.1: Student Enrollment by Full-Time/Part-Time Status

CREDIT STATUS	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Full-Time	Number	8,804	10,214	8,673	10,002	8,470	9,532	55,695
	Percent of students in semester	54%	58%	53%	57%	51%	56%	55%
	Percent change	--	16%	-15%	15%	-15%	13%	--
Part-Time	Number	7,637	7,308	7,722	7,474	8,093	7,564	45,798
	Percent of students in semester	46%	42%	47%	43%	49%	44%	45%
	Percent change	--	-4%	6%	-3%	8%	-7%	--
Grand Total		16,441	17,522	16,395	17,476	16,563	17,096	101,493

Figure 1.2: Student Enrollment by Gender and Full-Time/Part-Time Status

GENDER	CREDIT STATUS	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Female		Total Number	8,517	8,931	8,388	8,913	8,496	8,600	51,845
	Full-Time	Number	4,265	4,938	4,217	4,843	4,143	4,620	27,026
		Percent of students in semester	26%	29%	26%	28%	25%	28%	27%
		Percent change	--	16%	-15%	15%	-14%	12%	--
	Part-Time	Number	4,252	3,993	4,171	4,070	4,353	3,980	24,819
		Percent of students in semester	26%	23%	26%	23%	27%	24%	25%
		Percent change	--	-6%	4%	-2%	7%	-9%	--
Male		Total Number	7,669	8,387	7,809	8,421	7,799	8,200	48,285
	Full-Time	Number	4,393	5,159	4,363	5,086	4,265	4,763	28,029
		Percent of students in semester	27%	30%	27%	29%	26%	28%	28%
		Percent change		17%	-15%	17%	-16%	12%	--
	Part-Time	Number	3,276	3,228	3,446	3,335	3,534	3,437	20,256
		Percent of students in semester	20%	19%	21%	19%	22%	20%	20%
		Percent change	--	-1%	7%	-3%	6%	-3%	--
Grand Total			16,186	17,318	16,197	17,334	16,295	16,800	100,130

Figure 1.3a: Student Enrollment by Race and Full-Time/Part-Time Status

RACE	CREDIT STATUS	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Am Indian		Total Number	36	38	39	39	30	36	218
	Full-Time	Number	21	21	21	23	20	23	129
		Percent of students in semester	0%	0%	0%	0%	0%	0%	0%
		Annual percent change	--	0%	0%	10%	-13%	15%	--
	Part-Time	Number	15	17	18	16	10	13	89
		Percent of students in semester	0%	0%	0%	0%	0%	0%	0%
		Annual percent change	--	13%	6%	-11%	-38%	30%	--
Asian		Total Number	2,125	2,115	1,915	1,843	1,669	1,539	11,206
	Full-Time	Number	1,256	1,338	1,160	1,143	949	908	6,754
		Percent of students in semester	12%	13%	12%	11%	10%	10%	11%
		Annual percent change	--	7%	-13%	-1%	-17%	-4%	--
	Part-Time	Number	869	777	755	700	720	631	4,452
		Percent of students in semester	8%	7%	8%	7%	8%	7%	8%
		Annual percent change	--	-11%	-3%	-7%	3%	-12%	--
Black		Total Number	1,066	1,148	1,048	1,150	971	1,042	6,425
	Full-Time	Number	577	669	540	687	514	561	3,548
		Percent of students in semester	6%	6%	6%	7%	6%	6%	6%
		Annual percent change	--	16%	-19%	27%	-25%	9%	--
	Part-Time	Number	489	479	508	463	457	481	2,877
		Percent of students in semester	5%	5%	5%	5%	5%	5%	5%
		Annual percent change	--	-2%	6%	-9%	-1%	5%	--
Hawaiian/ Pacific Islander		Total Number	24	50	55	71	64	98	362
	Full-Time	Number	15	37	32	42	34	55	215
		Percent of students in semester	0%	0%	0%	0%	0%	1%	0%
		Annual percent change	--	147%	-14%	31%	-19%	62%	--
	Part-Time	Number	9	13	23	29	30	43	147
		Percent of students in semester	0%	0%	0%	0%	0%	0%	0%
		Annual percent change	--	44%	77%	26%	3%	43%	--
White		Total Number	7,030	7,255	6,754	6,882	6,324	6,474	40,719

RACE	CREDIT STATUS	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
	Full-Time	Number	3734	4166	3486	3790	3185	3587	21,948
		Percent of students in semester	36%	39%	36%	38%	35%	39%	37%
		Annual percent change	--	12%	-16%	9%	-16%	13%	--
	Part-Time	Number	3,296	3,089	3,268	3,092	3,139	2,887	18,771
		Percent of students in semester	32%	29%	33%	31%	35%	31%	32%
		Annual percent change	--	-6%	6%	-5%	2%	-8%	--
Grand Total			10,281	10,606	9,811	9,985	9,058	9,189	58,930

Figure 1.3b: Student Enrollment by Ethnicity and Full-Time/Part-Time Status

ETHNICITY	CREDIT STATUS	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Hispanic		Total Number	4,519	4,883	4,418	4,730	4,155	4,355	27,060
	Full-Time	Number	2,483	2,920	2,427	2,786	2,241	2,416	15,273
		Percent of students in semester	17%	19%	18%	20%	18%	20%	19%
		Annual percent change	--	18%	-17%	15%	-20%	8%	--
	Part-Time	Number	2,036	1,963	1,991	1,944	1,914	1,939	11,787
		Percent of students in semester	14%	13%	15%	14%	16%	16%	15%
		Annual percent change	--	-4%	1%	-2%	-2%	1%	--
Not Hispanic		Total Number	10,128	10,163	9,245	8,943	7,992	7,733	54,204
	Full-Time	Number	5,521	5,931	4,913	4,963	4,006	4,138	29,472
		Percent of students in semester	38%	39%	36%	36%	33%	34%	36%
		Annual percent change	--	7%	-17%	1%	-19%	3%	--
	Part-Time	Number	4,607	4,232	4,332	3,980	3,986	3,595	24,732
		Percent of students in semester	31%	28%	32%	29%	33%	30%	30%
		Annual percent change	--	-8%	2%	-8%	0%	-10%	--
Grand Total			14,647	15,046	13,663	13,673	12,147	12,088	81,264

Figure 2.3d: Changes in Continuing Student Enrollments by Credit Status

CREDIT STATUS	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Full-Time	Number	1,018	2,425	2,685	5,005	5,378	8,622	25,133
	Number Change	--	1,407	260	2,320	373	3,244	--
	Percent Change	--	138%	11%	86%	7%	60%	--
Part-time	Number	675	1,122	1,539	2,380	3,224	5,956	14,896
	Number Change	--	447	417	841	844	2,732	--
	Percent Change	--	66%	37%	55%	35%	85%	--
Grand Total		1,693	3,547	4,224	7,385	8,602	14,578	40,029

FIRST-TIME STUDENT ENROLLMENT**Figure 2.4a: Changes for First-Time Student Enrollment by Race**

RACE	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
American Indian	Number	8	12	6	11	3	11	51
	Number Change	--	4	-6	5	-8	8	--
	Percent change	--	50%	-50%	83%	-73%	267%	--
Asian	Number	285	501	194	373	145	309	1,807
	Number Change	--	216	-307	179	-228	164	--
	Percent change	--	76%	-61%	92%	-61%	113%	--
Black	Number	185	362	136	339	111	297	1,430
	Number Change	--	177	-226	203	-228	186	--
	Percent change	--	96%	-62%	149%	-67%	168%	--
Hawaiian/Pacific Islander	Number	6	32	11	33	9	41	132
	Number Change	--	26	-21	22	-24	32	--
	Percent change	--	433%	-66%	200%	-73%	356%	--
White	Number	821	1,981	760	1,866	645	1,626	7,699
	Number Change	--	1,160	-1,221	1,106	-1,221	981	--
	Percent change	--	141%	-62%	146%	-65%	152%	--
Grand Total		2,448	5,231	2,151	5,041	2,371	4,665	21,907

Figure 2.4b: Changes for First-Time Student Enrollment by Ethnicity

ETHNICITY	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Hispanic	Number	577	1,447	524	1,230	364	1,076	5,218
	Number Change	--	870	-923	706	-866	712	--
	Percent change	--	151%	-64%	135%	-70%	196%	--
Not Hispanic	Number	1,255	2,564	913	2,029	698	1,709	9,168
	Number Change	--	1,309	-1,651	1,116	-1,331	1,011	--
	Percent change	--	104%	-64%	122%	-66%	145%	--
Grand Total		1,832	4,011	1,437	3,259	1,062	2,785	14,386

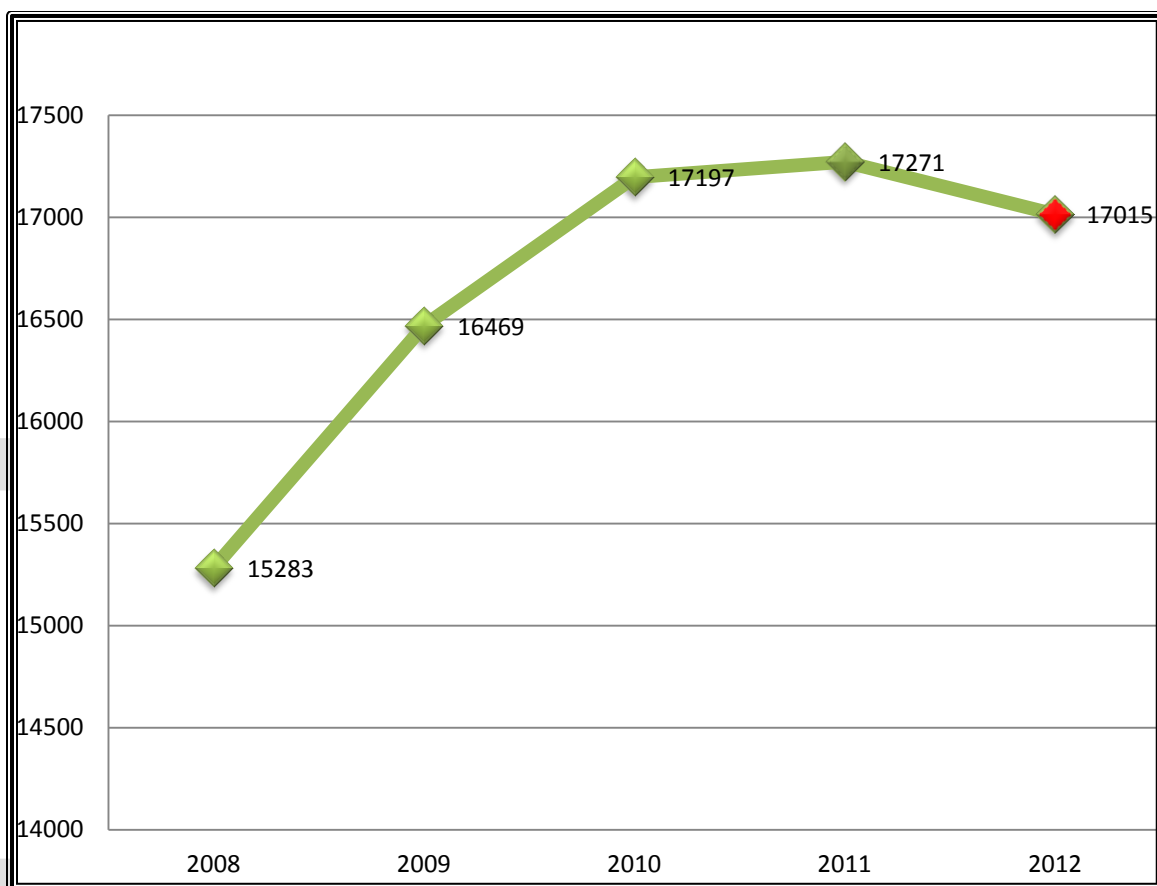
Figure 2.4c: Changes for First-Time Student Enrollment by Credit Status

CREDIT STATUS	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Full-Time	Number	1,157	3,680	985	3,571	959	3,129	13,481
	Number Change	--	2523	-2695	2586	-2612	2170	--
	Percent change	--	218%	-73%	263%	-73%	226%	--
Part-Time	Number	1,291	1,551	1,166	1,470	1,412	1,536	8,426
	Number Change	--	260	-385	304	-58	124	--
	Percent change	--	20%	-25%	26%	-4%	9%	--
Grand Total		2,448	5,231	2,151	5,041	2,371	4,665	21,907

Figure 2.4d: Changes for First-Time Student Enrollment by Gender

GENDER	MEASURE	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	GRAND TOTAL
Female	Number	1,287	2,580	1,105	2,460	1,220	2,214	10,866
	Number Change	--	1,293	-1,475	1,355	-1,240	994	--
	Percent change	--	100%	-57%	123%	-50%	81%	--
Male	Number	1,128	2,625	1,014	2,558	1,008	2,264	10,597
	Number Change	--	1,497	-1,611	1,544	-1,550	1,256	--
	Percent change	--	133%	-61%	152%	-61%	125%	--
Grand Total		2,415	5,205	2,119	5,018	2,228	4,478	21,463

Figure A: Enrollment Patterns from 2008-2012



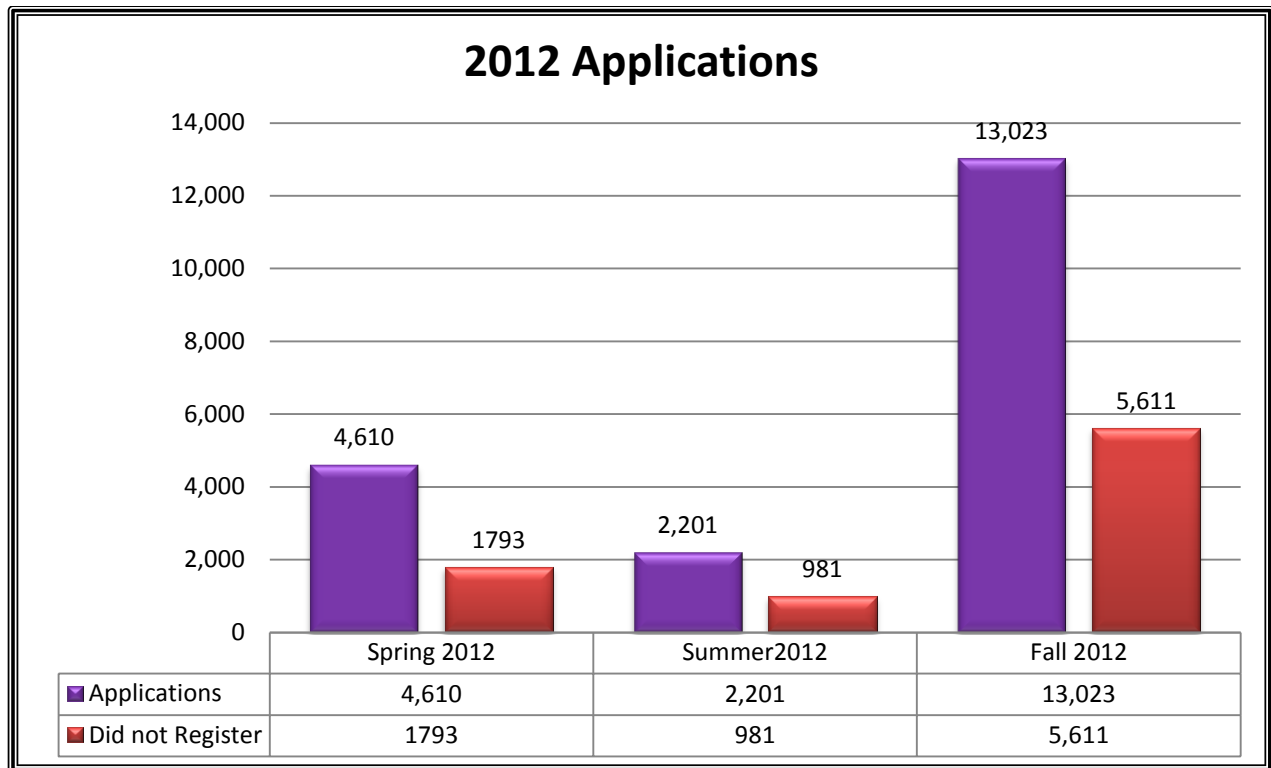
Total Enrollment	15283	16,469	17197	17271	17015
Difference		1186	728	74	-265

Source: Bergen Community College Fact Book 2012-2013

- From 2008 until 2010 there was a uniform increase in enrollment of 1%.
- From 2011-2012, enrollment decreased by 1.04% (-265) -the first decrease since 2008

◆ Refers to the FY 2012 cohort See Figure B-C-D for analysis

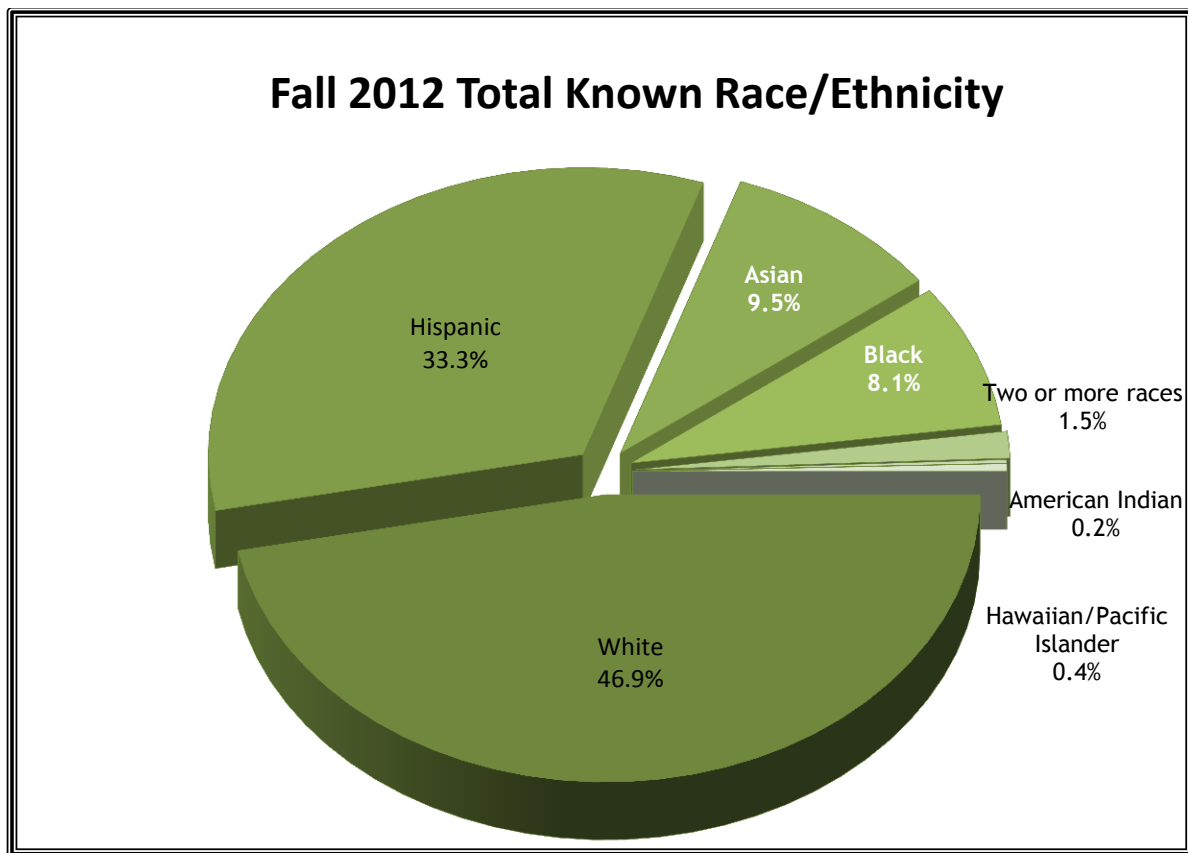
Figure B: FY 2012 Application Numbers



Source: Bergen Community College, Fact Book, 2012-2013

- In the Spring of 2012, BCC received 4,610 applications
- 1,739 of these applicants did NOT attend BCC
- In the Summer of 2012, BCC received 2,201 applications
- 981 of these applicants did NOT attend BCC
- In the Fall of 2012, BCC received 13,023 applications
- 5,611 of these applicants did NOT attend BCC

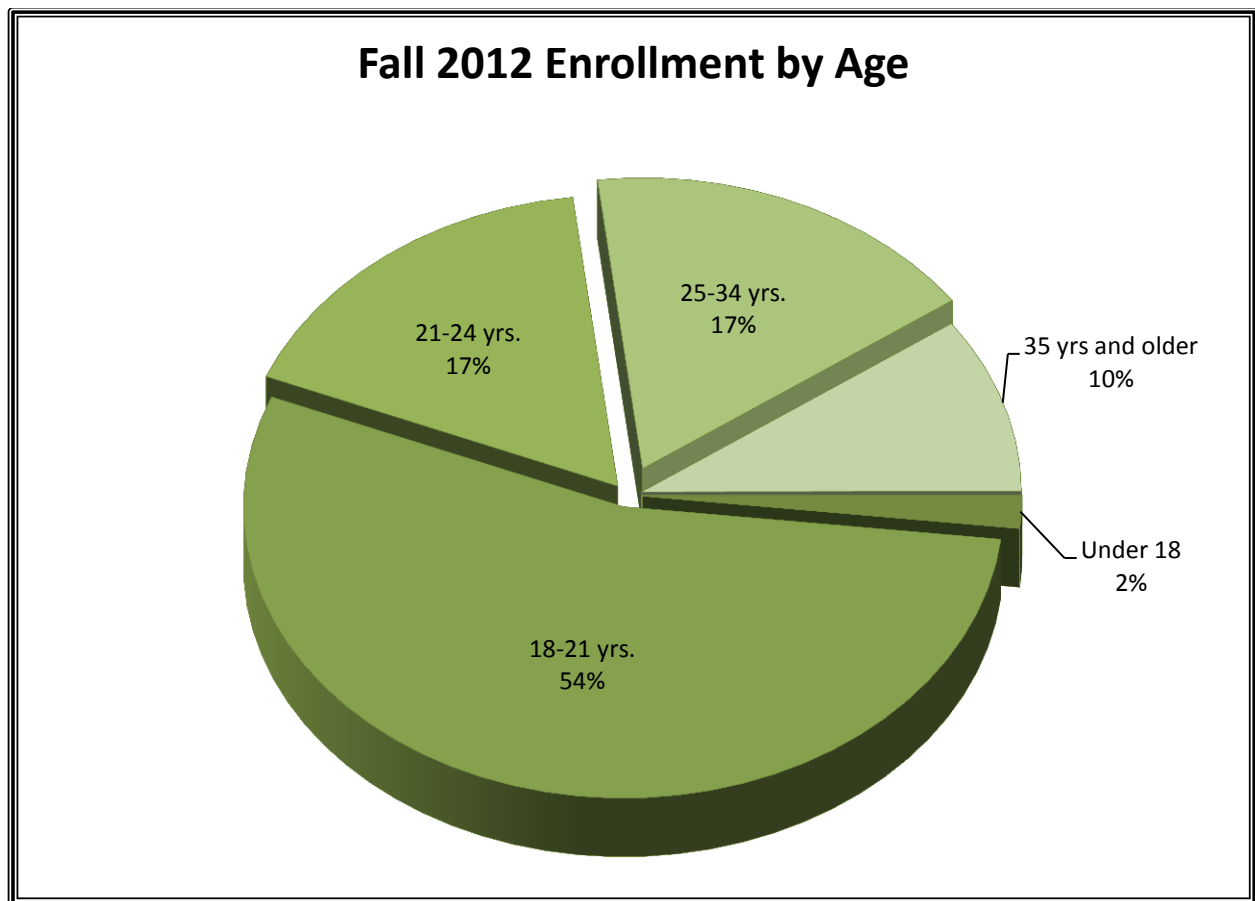
Figure C: FY 2012: Racial/Ethnic breakdown



Source: Bergen Community College Fact Book 2012-2013

- The Hispanic population has remained consistent for the past three years
- The white population has increased by 6% over the past three years

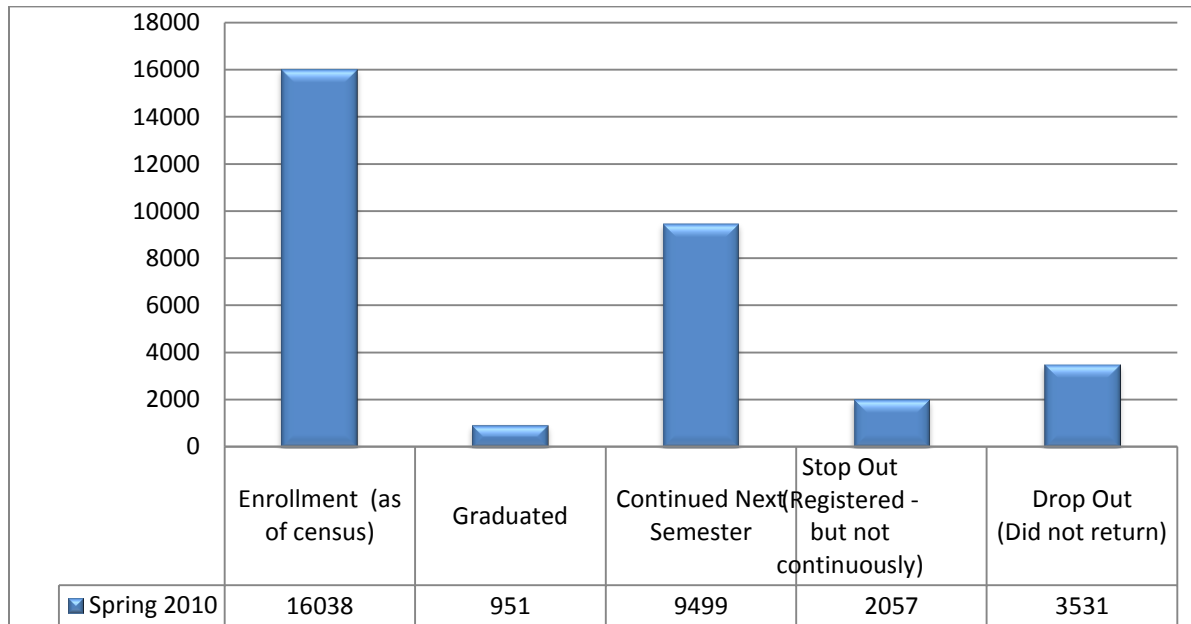
Figure D: FY 2012: Breakdown by Age



Source: Bergen Community College Fact Book 2012-2013

- 44% of our students are above the age of 21 years.

Figure E: Overall Retention Demonstrating Number of NEW and CONTINUING Students for Spring 2012 Cohort



Source: Data from College System (Datatel)

- Cohort (16038) includes new and continuing students.
- Semester to semester retention = 9,499 (60%)
- Dropout our Rate =3,531 (22%)

Figure F: Academic Success by Major Demonstrating Number of Declared Majors

FY2012	Total	Full time	Part Time
Liberal Arts (gen)	4,201	2,698	1,503
Natural Science and Math	8,306	5,132	3,174
Applied Science	2,810	1464	1346

- **Twice as many students sign up the AS (natural science) Major compared to AA (liberal arts)**

Liberal Arts with lowest Declared majors (total = 4,201)

religion	Music arts-comp	Music arts - electronic	Theatre – Tech production
4	9	6	7

Associate Science with lowest Number of majors (total = 8,306)

Bus. admin-non profit	Health science	Labor studies	Pre-Chiropractic
5	7	4	0

Source: Bergen Community College Fact Book 2012

Enrollment in Associate of Arts (AA) programs decreased by 12% Enrollment in Associate (AAS) programs decreased by 4.2% from fall 2011-2012

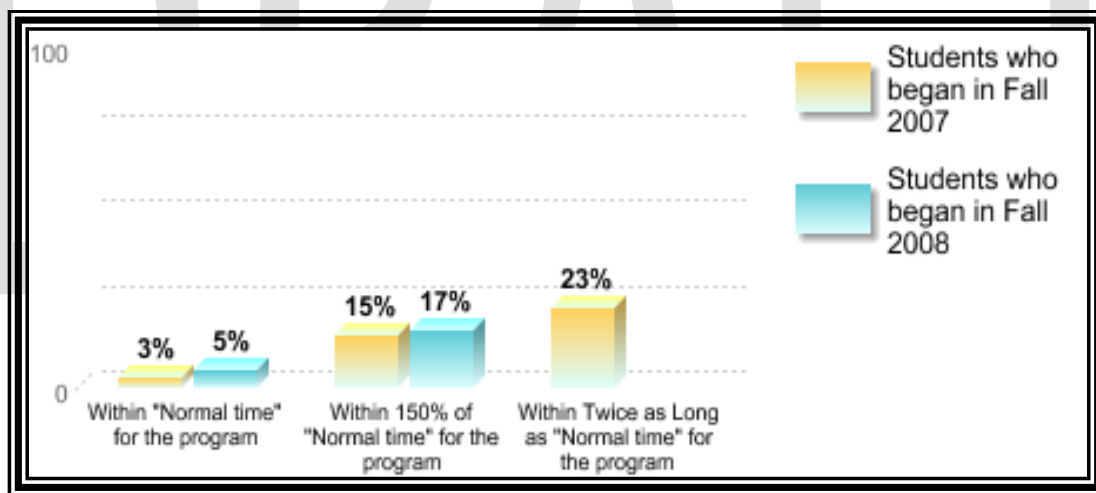
Enrollment in Associate of Science (AS) programs increased by 7% from fall 2011-2012

Figure G: Overall Graduation Rates for Students Who Began in Fall 2008

Graduation rates can be measured over different lengths of time:

- "Normal time" is the typical amount of time it takes full-time students to complete their program. For example, the "normal" amount of time for many associate's degree programs is 2 years.
- "150% of normal time" (e.g., 3 years for a 2-year program) and
- "200% of normal time," or twice as long as the normal time (e.g., 4 years for a 2-year program).

Graduation Rates for Students Who Began Their Program in Fall 2007 or Fall 2008, by Time to Completion

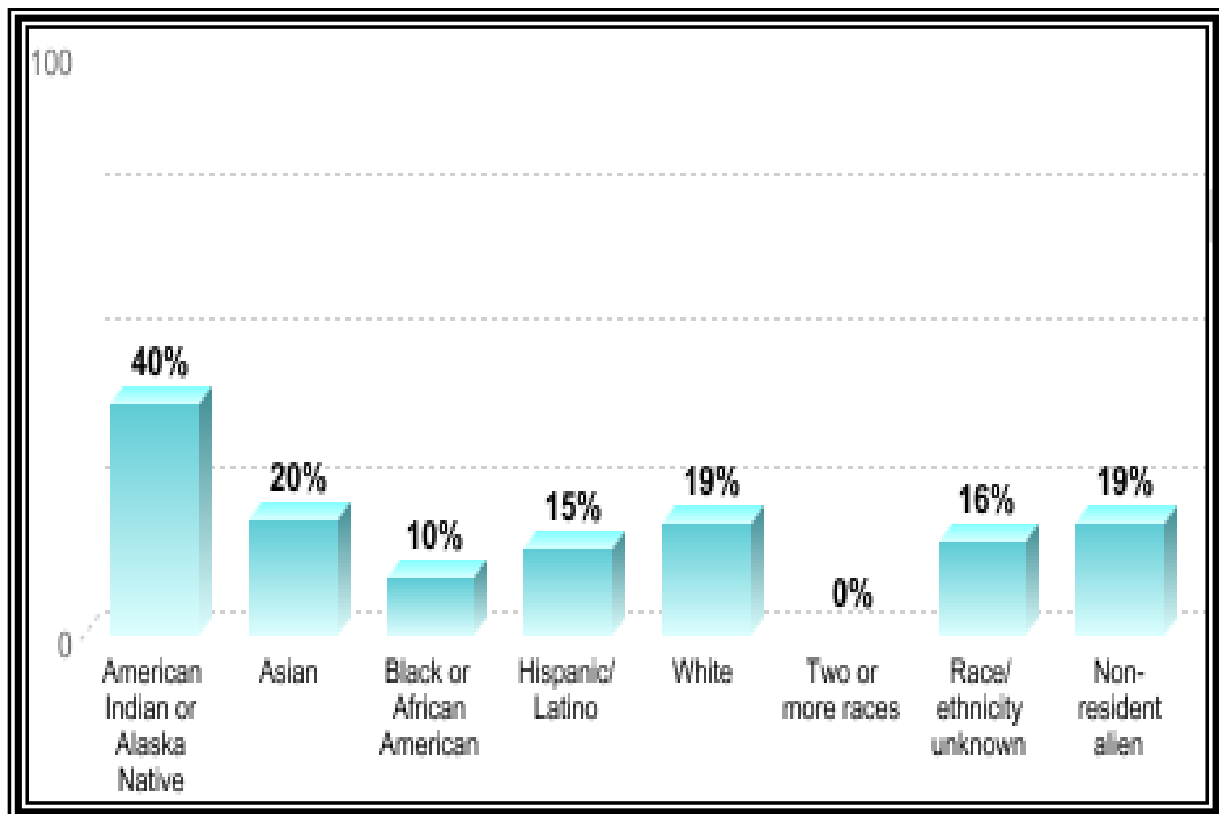


Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time

- 17% of student graduate with the 'normal time' (3years plus)
- 23% of students graduate after four years

Figure H: Overall graduation rate by race/ethnicity

Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2008 and Graduated Within 150% of "Normal Time" to completion for Their Program



Source: Iped's: national Center for Statistical Information FY 2012

Other than the American Indian or Alaskan Native (N= < 5) no MORE than 20% of all our students graduate on time.

Recommended Analysis for Pre- Entry and Entry Goals

A more detailed /tracking system is necessary to understand what happens to the students who do not register at BCC after applying.

- Is it because some of our programs do not have space?
- Are there administrative errors on the application?
- Is it because we do not charge a fee for our application?

We are attracting as many adult students as we are the traditional age of 18 years.

- Do recruitment efforts need to be geared toward an adult population?
- What appeals to their decision making?
- Should we provide more online classes?
- Are we attracting a working/career population?
- Would mature students need more evening courses?

Our student enrollment population in general decreased by 1% in FY 2012.

- We need to further understand if this is a trend.
- What are some of predictive indicators indicator's (census/high school graduation rates/economic environment)?
- What can we do to help connect these students earlier to BCC?

Recommended Analysis for Retention and Transition Goals

The widely varying rates of completion and levels of disparity across the college suggest the disciplines find way to be more effective at helping students of all backgrounds make progress.

Perform cohort analysis of student progress through:

Milestones, by race/ethnicity and academic majors, statuses (probation, PTK, honors) ,
2nd term retention/ 2nd year retention/ 12+ credit/30+ credits;

Enrollment patterns: attend full time/first term : take college success tour/enroll
continuously pass college level math within two years/pass college level English with
2years ;complete 2- credits in first year earn summer credits;% withdrawals/% course late
registration

Do additional analysis (surveys, interview, data on student use of services) to learn why students are getting stalled and why they are not following successful enrollment patterns; where do students get stalled?

Develop a more detailed understanding of transition success. Work Force's practices: where do our students get jobs?

DRAFT



Budget Principles for FY 2015*

1. Align our budgetary process to student success and completion priorities stated in the Strategic Plan: 2013-2018, *Framework for the Future – Maximizing the Potential for Student Success* and Enrollment Management Plan.
2. Invest in our people to achieve student success and student completion.
3. Invest in strategic initiatives, outlined in the Strategic Plan: 2013-2018, Commitment to Bergen County Theme, that assist us in meeting Bergen County needs.
4. Maintain integrity throughout the process.
5. Strive for transparency with all of our stakeholders.
6. Invest in resources that help us create an integrated system approach that can be assessed and upgraded for continuous improvement annually.
7. Trust those closest to the work to apply principles of effective stewardship in the use of college resources.
8. Make the budgeting process as collaborative as possible at all levels throughout the college.

* Developed by President's Executive Team, May 22, 2013

Bergen Community College
Budget and Financial Advisory Committee (BFAC)

The Budget and Financial Advisory Committee is charged to carefully review the budget in terms of compliance with the budget planning principles and make recommendations to the College Council.

Co-Chair: Ron Milon, Vice President of Administrative Services

Co-Chair: Yun K. Kim, Vice President of Institutional Effectiveness

MEMBERS: One member from each group

- Finance Officer -
- College Council Representative – Gregory Reilly
- Faculty Senate Representative – Brant Chapman
- Treasurer of Student Government Association – Elif Karacayir
- Representative from Meadowlands – Kim Meekins
- Representative from Ciarco – Monica Postle
- Representative from Deans Group – Susan Barnard
- Representative from Department Chairs Group – Keith Chu
- Representative from Managing Directors – Caroline Ofodile

Bergen Community College

Budgeting Process

Summer 2013

June 7 – Template
to VPs

June 14 – VPs
Finalize Division
Budget Proposals

June 17 – Budget
Proposals to BFAC

June 20 – CC
receives BFAC's
Recommendations

June 24 – CC to
Executive Team

June 25 –
Executive Team
prepares final
budget proposal

Distribute budget template to budget managers

Budget managers work with their team to develop an annual budget

Budget manager submits the completed budget template to supervisor

Budgets are then submitted to VP/Executive Team members

Merge budget and send it to BFAC for review and prioritization

College Council for review and Recommendations

College Council submits budget to Executive Team

Audit & Finance - Board of Trustees

Final annual budget is shared with the College community

Normal Process

December 10

February 15

March 15

April 1

May 1

June 1

**July & August for
Full Board**

**Sept. 12 -
Freeholders**

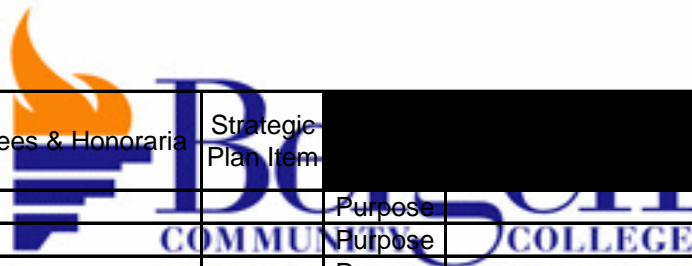
May 2013

**Bergen Community College
FY 2014-15 Proposed Budget**

Department:

*Strategic
Marker(refer
to strategic
plan)

<u>Budget Category</u>	<u>Budget Code</u>	<u>Proposed Budget</u>
Lecture fees & Honoraria	607501	0
Association and Membership	607502	0
Travel & Conferences	607503	0
Books & Subscriptions	607504	0
Office Supplies	607505	0
Printing / Graphic Supplies	607508	0
Instructional Supplies	607509	0
Maintenance on Equipment	607511	0
Textbooks & Publications	607544	0
Contracted Services	607550	0
Minor Computer Software	607561	0
Minor Equipment / Furniture	607611	0
Testing and Assessment	607620	0
Standardized Medical Testing (Respiratory)	607521	0
Evaluations/Accrediation	607568	0
Disposables	607759	0
Contracted Services	607550	0
Hospital Contract	607588	0
Externship Program Fee (Vet Tech)	607827	0
Farm Camp Fee (Vet Tech)	607828	0
Food Supplies (Hotel/Rest)	607510	0
Cleaning Supplies (Hotel/Rest)	607557	0
Total		0
Dean/Director Approval:		_____
VP Approval:		_____



Budget Category	Lecture fees & Honoraria	Strategic Plan Item		
Event			Purpose	
Event			Purpose	
Event			Purpose	

Budget Category	Association and Memberships			
Association			Purpose	
Association			Purpose	
Association			Purpose	

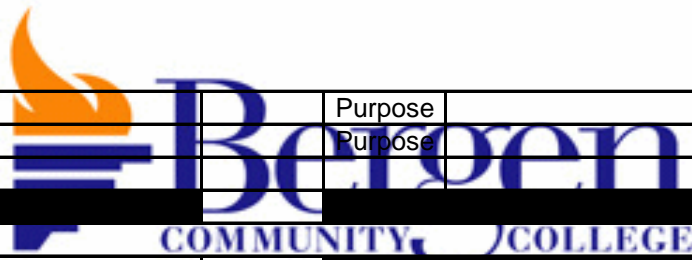
Budget Category	Travel & Conference			
Event			Purpose	
Event			Purpose	
Event			Purpose	

Budget Category	Books & Subscriptions			
Event			Purpose	
Event			Purpose	
Event			Purpose	

Budget Category	Office Supply			
			Purpose	
			Purpose	
			Purpose	

Budget Category	Printing & Graphic Supply			
			Purpose	
			Purpose	
			Purpose	

Budget Category	Instructional Supply			
			Purpose	



			Purpose	
			Purpose	

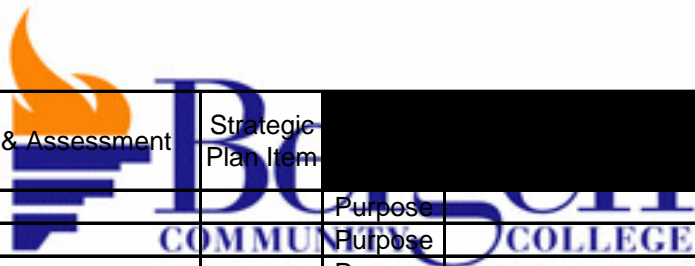
Budget Category	Maintenance on Equipment		Purpose	
			Purpose	
			Purpose	

Budget Category	Textbooks & Publications		Purpose	
			Purpose	
			Purpose	

Budget Category	Contracted Services			
			Purpose	
			Purpose	
			Purpose	

Budget Category	Computer Software			
			Purpose	
			Purpose	
			Purpose	

Budget Category	Minor Computer/Furniture Under \$1500		Purpose	
			Purpose	
			Purpose	



Budget Category	Testing & Assessment	Strategic Plan Item		
			Purpose	
			Purpose	
			Purpose	

Budget Category	Standardized Medical Testing(Respiratory)	Strategic Plan Item		
			Purpose	
			Purpose	
			Purpose	

Budget Category	Evaluations/Accreditation	Strategic Plan Item		
			Purpose	
			Purpose	
			Purpose	

Budget Category	Disposables	Strategic Plan Item		
			Purpose	
			Purpose	
			Purpose	

Budget Category	Contracted Services	Strategic Plan Item		
			Purpose	
			Purpose	
			Purpose	

Budget Category	Hospital Contracts	Strategic Plan Item		
			Purpose	
			Purpose	
			Purpose	



Externship Program Fee (Vet Tech)		Strategic Plan Item		
Budget Category			Purpose	
			Purpose	
			Purpose	
			Purpose	

Farm Camp Fee (Vet Tech)		Strategic Plan Item		
Budget Category			Purpose	
			Purpose	
			Purpose	
			Purpose	

Food Supplies (Hotel/Rest)		Strategic Plan Item		
Budget Category			Purpose	
			Purpose	
			Purpose	
			Purpose	

Cleaning Supplies (Hotel/Rest)		Strategic Plan Item		
Budget Category			Purpose	
			Purpose	
			Purpose	
			Purpose	

<p align="center">Bergen Community College FY 2014-15 Proposed Budget</p>	
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Department:

Budget Category	Budget Code	Proposed Budget
Memberships	607502	0
Travel & Conferences	607503	0
Office Supplies	607505	0
Printing / Graphic Supplies	607508	0
Maint/Repairs Equipment	607511	0
Minor Equipment / Furniture	607611	0
Meetings on Campus/Catering	607630	0
Public Relations Advertising		
Total		0
Dean/Director Approval:		
VP Approval:		



Budget Category	Association and Memberships	Strategic Plan Item							
Event			Purpose		Justification		Cost		
Event			Purpose		Justification		Cost		
Event			Purpose		Justification		Cost		
					Justification		Cost		
								Total	0

Budget Category	Travel & Conference								
Association			Purpose		Justification		Cost		
Association			Purpose		Justification		Cost		
Association			Purpose		Justification		Cost		
					Justification		Cost		
								Total	0

Budget Category	Office Supplies								
Event			Purpose		Justification		Cost		
Event			Purpose		Justification		Cost		
Event			Purpose		Justification		Cost		
					Justification		Cost		
								Total	0

Budget Category	Prinitng & Graphic Supply							
Event			Purpose		Justification		Cost	
Event			Purpose		Justification		Cost	



Budget Category	Minor Computer/Furniture Under \$1500								
Event			Purpose		Justification		Cost		
Event			Purpose		Justification		Cost		
Event			Purpose		Justification		Cost		
					Justification		Cost		
								Total	0

Budget Category	Meetings on Campus/Catering							
Event			Purpose		Justification		Cost	
Event			Purpose		Justification		Cost	
Event			Purpose		Justification		Cost	
					Justification		Cost	
							Total	0

**Bergen Community College
FY 2014-15 Proposed Budget**

Department:

<u>Budget Category</u>	<u>Budget Code</u>	<u>Proposed Budget</u>
Memberships	607502	0
Travel & Conferences	607503	0
Office Supplies	607505	0
Printing / Graphic Supplies	607508	0
Maint/Repairs Equipment	607511	0
Rentals	607512	0
Uniforms	607548	0
Contracted Services	607550	0
Maintenance Supplies	607552	0
Minor Equipment / Furniture	607611	0
State Regulatory Fee	607628	0
Meetings on Campus/Catering	607630	0
Right To Know	607631	0
Swimming Pool Expense	607632	0
Safety Supplies	607648	0
Recycling Expenses	607758	0
Total		0
Dean/Director Approval:		
VP Approval:		



Budget Category	Association and Memberships	Strategic Plan Item							
Event			Purpose		Justification		Cost	0	
Event			Purpose		Justification		Cost	0	
Event			Purpose		Justification		Cost	0	
					Justification		Cost	0	
								Total	0

Budget Category	Travel & Conference							
Association			Purpose		Justification		Cost	0
Association			Purpose		Justification		Cost	0
Association			Purpose		Justification		Cost	0
					Justification		Cost	0
							Total	0

Budget Category	Office Supplies							
Event			Purpose		Justification		Cost	0
Event			Purpose		Justification		Cost	0
Event			Purpose		Justification		Cost	0
					Justification		Cost	0
							Total	0

Budget Category	Prinitng & Graphic Supply							
Event			Purpose		Justification		Cost	0
Event			Purpose		Justification		Cost	0



Event			Purpose		Justification		Cost	0
					Justification		Cost	0
							Total	0

Budget Category	Maintenance on Equipment							
Event			Purpose		Justification		Cost	
Event			Purpose		Justification		Cost	
Event			Purpose		Justification		Cost	
					Justification		Cost	
							Total	0

Budget Category	Rentals							
Event			Purpose		Justification		Cost	0
Event			Purpose		Justification		Cost	0
Event			Purpose		Justification		Cost	0
					Justification		Cost	0
							Total	0

Budget Category	Uniforms							
Event			Purpose		Justification		Cost	0
Event			Purpose		Justification		Cost	0
Event			Purpose		Justification		Cost	0
					Justification		Cost	0
							Total	0

Contracted Services								
		Purpose		Justification		Cost	0	
		Purpose		Justification		Cost	0	



		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

Maintenance Supplies							
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

Minor Computer/Furniture Under \$1500							
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

State Regulatory Fees							
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

Meetings on Campus/Catering							
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		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

Right To Know							
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

Swimming Pool Expense							
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

Safety Supplies							
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0



				Justification		Cost	0
						Total	0

Recycling Expenses							
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
		Purpose		Justification		Cost	0
				Justification		Cost	0
						Total	0

<p align="center">Bergen Community College FY 2013-14 Proposed Budget</p>	
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Personnel Requests:

Job Title

Justification

Salary[illegible]

TOTAL FY COST

0

Dean/Director Approval:

VP Approval:

The budget process must connect to our current Strategic Plan

Budget Code	Budget Category	Descriptions
607501	Lecturer Fee & Honoraria	Fees associated with invited guest speaker, workshop facilitator, and other professional services delivered by non-BCC personnel.
607502	Memberships	Annual due paid to professional organizations/associations that are directly related to one's job responsibilities.
607503	Travel & Conferences	Payment for transportation, registration fees, hotel and lodging cost, mileage and per diem payments and related expenses of travel such as tolls, parking fees, taxi fare, and attending conferences/meetings for persons authorized to travel at the college's expense because these are directly related to person's job responsibilities.
607504	Books & Subscriptions	Cost of specialized periodicals, journals, and other publications not subscribed by BCC Library
607505	Office Supplies	Consumable and semi-durable materials/equipment such as paper, pen/pencil, calculator, tapes and dispenser, letterheads - supplies need for normal operation of an office.
607508	Printing/Graphic Supplies	Visual communication materials, i.e., poster, reports, newsletter, & etc., that required assistance from the Public Relations Team and/or contracted printing jobs.
607509	Instructional Supplies	Includes classroom materials, such as workbooks, supplies, art materials, lab supplies, audio-visual materials and such
607511	Maintenance of Equipment	Cost of all repairs and maintenance performed by other than College personnel; repairs and maintenance contracted services/agreements
607544	Textbooks & Publications	
607550	Contracted Services	Professional, authorized contracted services performed by other than College personnel. May require a Board Resolution and a consulting contract.
607561	Minor Computer Software	Technology-type purchases which are less than \$1,000 and do not meet the College's criteria for
607611	Minor Equipment/Furniture	Purchases of equipment/furniture which are less than \$1,500 and do not meet the College's criteria for capitalizing – including chairs, file cabinets and other items that have a useful life of more than a year.
607630	Meetings on Campus	Cost related to hosting APPROVED large event/meeting at Bergen, such as Closing Ceremony of Black History Month.....

604217	Equipment	Purchases of equipment/furniture which are over \$1,500 and do not meet the College’s criteria for capitalizing – including chairs, file cabinets and other items that have a useful life of more than a year.
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STRATEGIC PLAN: 2013 – 2018

Framework for the Future: Maximizing Potential for Student Success

Core Implementation Team Leaders and Group Members**Strategic Theme 1: Student Success and Excellence**

Cultivating student success and assuring the quality of learning remain bedrocks of the College. Evidence-based decisions regarding achieving student success and providing superior learning opportunities will solidify these objectives as primary goals of the institution.

		Bold denotes Group Leader (s)
Goal: Enhance and expand a college-wide culture dedicated to student success [T1.GA.]		
	<ul style="list-style-type: none"> Evaluate courses and programs to ensure that offerings are current, class expectations are clear, and courses meet the needs of all our students [T1.GA.a1] 	Naydeen Gonzalez-DeJesus, William Mullaney , Amparo Coddling, PJ Ricatto, Andrew Tomko, Susan Barnard, Academic Dept. Chairs, Student Affairs Deans
	<ul style="list-style-type: none"> Develop, implement and sustain a system for students to access academic planning and career planning information [T1.GA.a2] 	Naydeen Gonzalez-DeJesus, Jennifer Reyes , Diana O'Connor, Lori Talarico, Nadine Phillips (online)
	<ul style="list-style-type: none"> Publicize and expand all academic and student support services; orient students to ensure access to these services [T1.GA.a3] 	Larry Hlavenka, Tracy Miceli , Jennifer Reyes, Nestor Melendez, Khairia Fazal
	<ul style="list-style-type: none"> Continuously assess student learning outcomes and track student satisfaction of their overall college experience; share data extensively and utilize it for program enhancements [T1.GA.a4] 	Amparo Coddling, PJ Ricatto, Andrew Tomko , Susan Barnard, Nestor Melendez, Ralph Choonoo, Ann Gill, Yun Kim , Tonia McKoy, Alexis Bravo (SGA), Carol Miele, 4 Academic Dept. Chairs
Goal: Increase course completion, retention, transfer and graduation rates [T1.GB.]		
	<ul style="list-style-type: none"> Plan and launch a "one-stop-shop" for admission, registration and financial aid [T1.GB.a1] 	Priscilla Klymenko, Caroline Ofodile, Exc. Director of FA, Jude Fleurismond, Naydeen Gonzalez-DeJesus , Ralph Choonoo, Alexis Bravo (SGA)
	<ul style="list-style-type: none"> Facilitate the development of independent learners through academic, personal and career counseling [T1.GB.a2] 	4 Academic Department Chairs, All Counselors, Jennifer Reyes (and one Academic Department Chair)



	<ul style="list-style-type: none"> Create an initiative to engage family members in student success [T1.GB.a3] 	Diane Mandrafina, Nestor Melendez , Larry Hlavenka, Lori Talarico, Exe. Director of F.A.
	<ul style="list-style-type: none"> Establish an alumni-mentoring program to help students connect academics with career aspirations [T1.GB.a4] 	Joe Cavaluzzi , Nicole Conklin, Margarita Valdez (Student Trustee), Ralph Choonoo
	<ul style="list-style-type: none"> Expand program-to-program and institution-to-institution articulations with four-year schools to assure seamless and successful transitions [T1.GB.a5] 	William Mullaney, Amparo Coddling , PJ Ricatto, Andrew Tomko, Susan Barnard, 4 Academic Department Chairs, Dianna O'Connor
Goal: Reduce the achievement gap between majority and under-represented minority populations [T1.GC.]		
	<ul style="list-style-type: none"> Identify and address barriers encountered by minority students [T1.GC.a1] 	Ursula Parrish-Daniels , Yun Kim, Naydeen Gonzalez-DeJesus, Sonia J. Brown, Jill Rivera, William Mullaney, 4 Academic Dept. Chairs
	<ul style="list-style-type: none"> Provide a summer academic enrichment experience for minority students enrolling for the first time [T1.GC.a2] 	Dean of Instruction, Ralph Choonoo, Ursula Parrish-Daniels
	<ul style="list-style-type: none"> Assign an advisor to guide each student until graduation [T1.GC.a3] 	William Mullaney, Naydeen Gonzalez-DeJesus

Strategic Theme 2: Faculty and Staff Success and Excellence

The College's faculty and staff remain one of the school's most valuable resources in achieving student success and institutional excellence. Bergen leaders will continuously invest in the professional development of both groups in order to expand the organizational knowledge base, secure future goals and accomplish the College's vision and mission.

		Bold denotes Group Leader (s)
Goal: Increase professional development opportunities; recognize and promote faculty and staff contributions [T2.GA.]		
	<ul style="list-style-type: none"> Develop, implement, and sustain professional training pathways for faculty and staff [T2.GA.a1] 	Jim Miller , William Mullaney
	<ul style="list-style-type: none"> Align technology training and support to meet organizational needs in and outside the classroom [T2.GA.a2] 	Ron Milon, Sharyne Miller , Jim Miller, William Mullaney
	<ul style="list-style-type: none"> Showcase the achievements of all faculty and staff on a regular basis [T2.GA.a3] 	William Mullaney, Larry Hlavenka , Jim Miller
Goal: Launch an orientation program for all positions and new hires [T2.GB.]		
	<ul style="list-style-type: none"> Provide a continuous and consistent employee orientation for all hires; monitor the effectiveness of the orientation program [T2.GB.a1] 	Patti Bonomolo , Diana Davis, Bridgett Kelly, Dean of Instruction
	<ul style="list-style-type: none"> Create an easily accessible and continuously updated electronic archive for College policies and procedures [T2.GB.a2] 	Jim Miller, Ron Milon, Nishika Gupta , Sharyne Miller
Goal: Embrace the contributions of non-tenure track faculty [T2.GC.]		
	<ul style="list-style-type: none"> Create a compensated orientation program for all new adjunct faculty [T2.GC.a1] 	William Mullaney, Dean of Instruction, Christian Mdeway , Jim Miller
	<ul style="list-style-type: none"> Reevaluate the College's policy on lecturer opportunities [T2.GC.a2] 	Jim Miller, William Mullaney , Silvana Raso (Legal Counsel)
	<ul style="list-style-type: none"> Tap into adjunct faculty connections in the public and private sectors to create additional summer internship and field experience opportunities for students [T2.GC.a3] 	Chris Mathews, William Mullaney, Amparo Coddington, PJ Ricatto, Andrew Tomko, Susan Barnard

Strategic Theme 3: Commitment to Bergen County

The College serves Bergen County residents by providing access to quality post-secondary education, value-added workforce training, and cultural and artistic programming. Collectively, Bergen faculty, staff and administrators pledge to strengthen existing relationships with community stakeholders and partners while aggressively forging new relationships that support the College's vision and mission.

		Bold denotes Group Leader (s)
Goal: Develop, nurture and strengthen partnerships with the Bergen County community [T3.GA.]		
	<ul style="list-style-type: none"> Develop and execute strategic outreach programs with K-12 schools and community-based organizations (e.g., faith/interfaith groups, cultural organizations, PTA, PTO, et al.) in Bergen County [T3.GA.a1] 	Ursula Parrish-Daniels, Jude Fleurismond , Denise Liguori, David Eichenholtz, Tracy Miceli, Magali Muniz
	<ul style="list-style-type: none"> Create a community-based advisory council for the College to facilitate continuous dialogue [T3.GA.a2] 	President Walter , Board of Trustees, Ursula Parrish-Daniels
	<ul style="list-style-type: none"> Establish partnerships with local technology and healthcare industry representatives [T3.GA.a3] 	PJ Ricatto, Susan Barnard, Andrew Tomko, Christine Gillespie
	<ul style="list-style-type: none"> Implement an "adopt-a-town" program where faculty, staff, students and alumni serve as liaisons to Bergen County municipalities [T3.GA.a4] 	William Mullaney, Ursula Parrish-Daniels, William Corcoran , Community Advisory Board (Ursula has this list), Larry Hlavenka, Joe Cavaluzzi
Goal: Strengthen awareness of the College's commitment to excellence and public service [T3.GB.]		
	<ul style="list-style-type: none"> Promote the College through better use of traditional and new media [T3.GB.a1] 	Larry Hlavenka
	<ul style="list-style-type: none"> Develop a coordinated plan and processes to manage outgoing communication to stakeholders and partners [T3.GB.a2] 	Laurie Francis, Jim Miller, Larry Hlavenka, Communication Committee, Ruth Ann Heck , Ellen Feig (College Council)
	<ul style="list-style-type: none"> Establish and train alumni ambassadors to represent the College at different venues throughout the county [T3.GB.a3] 	Jim Miller, Joe Cavaluzzi , Laurie Francis
	<ul style="list-style-type: none"> Regularly survey key external stakeholders and the community at large to gauge the College's image and reputation [T3.GB.a4] 	Yun Kim, Tonia McKoy , Larry Hlavenka
Goal: Enhance and expand programs to better serve the educational and workforce development needs of Bergen County [T3.GC.]		
	<ul style="list-style-type: none"> Launch countywide activities that utilize the College's resources to meet the needs of the Bergen County community [T3.GC.a1] 	Christine Gillespie, Sandy Sroka , Linda Emr , Phil Dolce, Freeholder Jim Mitchell, Ursula Parrish-Daniel, Tracy Miceli
	<ul style="list-style-type: none"> Examine the feasibility of pathways to college degrees for certifications earned through continuing education courses and programs [T3.GC.a2] 	William Mullaney , Amparo Coddig, PJ Ricatto, Andrew Tomko, Susan Barnard, Christine Gillespie



July 29, 2013

Strategic Theme 4: Institution Building

The College will strive for excellence in internal operations and fully commit to the success of the institution through utilizing the intellect and dedication of faculty and staff. College leaders will strengthen budgetary and technological resources through improved stewardship. Effective communication and continued civility will drive transparent decision-making that will reflect the College's vision and mission.

		Bold denotes Group Leader (s)
Goal: Establish clear and transparent communication pathways [T4.GA.]		
	<ul style="list-style-type: none"> Launch and maintain a faculty and staff directory on the College's website [T4.GA.a1] 	Jim Miller , Ron Milon, Cathy Krostek, Sharyne Miller, PR Staff
	<ul style="list-style-type: none"> Complete the communication plan; implement it consistently and continuously in order to build trust with internal and external stakeholders [T4.GA.a2] 	Jim Miller, Ruth Ann Heck , Communication Committee, Ellen Feig
	<ul style="list-style-type: none"> Establish a student communication advisory council to enact recommendations of the Communications Task Force and improve effectiveness [T4.GA.a3] 	Nestor Melendez , Juhi Bhatt, Greg Fenkart, Jill Rivera, Alexis Bravo (SGA)
	<ul style="list-style-type: none"> Develop multiple pathways to engage alumni to help strengthen the College's reputation [T4.GA.a4] 	Joe Cavaluzzi, Laurie Francis , Jim Miller
Goal: Foster a culture of collaborative innovation [T4.GB.]		
	<ul style="list-style-type: none"> Increase college-wide collaboration to reduce the duplication of efforts and the occurrence of missed opportunities [T4.GB.a1] 	Ron Milon , Jim Miller, William Mullaney
	<ul style="list-style-type: none"> Champion innovation and respect in all areas of the College – including classrooms, operational units and professional development opportunities [T4.GB.a2] 	Ron Milon, William Mullaney , Yun Kim
	<ul style="list-style-type: none"> Review and realign major business processes impacting employees and students to improve accuracy, efficiency and satisfaction [T4.GB.a3] 	Ron Milon , Victor Anaya, Peter Bosco, Priscilla Klymenko, Jim Miller, Ralph Choonoo
Goal: Build inviting and functional facilities [T4.GC.]		
	<ul style="list-style-type: none"> Improve handicap accessibility of all facilities [T4.GC.a1] 	Ron Milon, Tracy Rand, Sam John , Norm Shapiro, William Corcoran
	<ul style="list-style-type: none"> Create and implement a facilities maintenance plan to assure that existing facilities remain clean, safe, welcoming and systematically upgraded [T4.GC.a2] 	Bob Coane , Ron Milon, Norm Shapiro, Sam John
	<ul style="list-style-type: none"> Develop a facilities projection plan for the next five-to-ten years [T4.GC.a3] 	Ron Milon, Robert Dill, Amy Beth , Bob Coane, Naydeen Gonzalez-DeJesus, William Mullaney, Alexis Bravo (SGA), Sam John
	<ul style="list-style-type: none"> Establish a plan for reducing energy use throughout the institution with the support of the Sustainability Learning Community [T4.GC.a4] 	PJ Ricatto , Sam John, Ron Milon

Goal: Ensure instructional and administrative technology systems remain cohesive, current and intelligent [T4.GD.]		
	<ul style="list-style-type: none"> Systematically maintain and update the College's new website [T4.GD.a1] 	Sharyne Miller , Web Master (new position), Larry Hlavenka,
	<ul style="list-style-type: none"> Implement and continuously update the College's technology plan to meet the changing needs of faculty, staff and students [T4.GD.a2] 	Peter Bosco, Sharyne Miller, Ron Milon, Amarjit Kaur , Priscilla Klymenko, Hyacinthe Nkurunziza
	<ul style="list-style-type: none"> Develop internal information technology capacities to fully and effectively utilize the institution's student information system [T4.GD.a3] 	Ron Milon, Tom Jewell, Peter Bosco, Naydeen-Gonzalez-DeJesus , Sharyne Miller, Yun Kim, Tonia McKoy
	<ul style="list-style-type: none"> Identify and automate routine business processes each year [T4.GD.a4] 	President Walter
Goal: Obtain additional funding and strengthen human resources [T4.GE.]		
	<ul style="list-style-type: none"> Pursue funding opportunities by building stronger relationships with community stakeholders and by actively seeking grant opportunities [T4.GE.a1] 	Bill Yakowicz , Laurie Francis, Yun Kim
	<ul style="list-style-type: none"> Develop and execute a comprehensive human resources plan, including a review of existing positions to increase employee satisfaction and effectiveness [T4.GE.a2] 	Jim Miller, Patti Bonomolo , Yun Kim/Tonia McKoy
	<ul style="list-style-type: none"> Develop clear fundraising goals to support the complex needs of current and future students [T4.GE.a3] 	President Walter , Laurie Francis

CIE Assessment Workshops: 2012 – 2013

Date	Workshop Topic
October 10, 2012	Starting the Assessment Cycle: Writing Outcomes (Assessment Liaisons, Faculty & Staff)
October 11, 2012	Starting the Assessment Cycle: Writing Outcomes (Assessment Liaisons, Faculty & Staff)
October 24, 2012	Assessment Plan: Q & A
October 30, 2012	Assessment Update (Only for Assessment Liaisons whose department are completing their assessment cycle)
November 14, 2012	Means of Assessment
November 15, 2012	Means of Assessment
December 6, 2012	Assessment Plan: Q & A
February 7, 2013	Introduction to VP of Institutional Effectiveness and Q & A
February 8, 2013	Introduction to VP of Institutional Effectiveness and Q & A
March 7, 2013	Creating Curriculum Maps
April 3, 2013	Using Surveys for Assessment
May 1, 2013	Closing the Loop
May 2, 2013	Closing the Loop

BERGEN COMMUNITY COLLEGE

Administrative & Educational Support Assessment Report

Assessment Report for Department or Unit: Center for Innovation in Teaching and Learning

Department or Unit Leader: Amarjit Kaur

Assessment Period: 2012-2013

Submitted by: Amarjit Kaur

1. Intended Outcome (Goal): CITL will support faculty with using iPad apps in their classroom

2. a) Section(s) of the Strategic Plan to which the intended outcomes relates:

2.1

b) General Education Requirement(s) to which the intended outcome relates:

3. a) Means of assessment: Survey

b) Sources of data: Faculty responses

c) Desired result: Faculty participating in the pilot project will report use of at least 2 iPad apps in their classroom.

**4. Summary of Results:
See attached.**

5. Recommendations for modifications:

- a) Update classroom technology**
- b) iPads for group or paired activities**

6. Actions taken based on recommendations:

- a) Coordinate with IT to set up additional rooms with wifi connection**
- b) Prepare iPads for group or paired activities in the classroom**

Center for Innovation in Teaching and Learning

iPad Pilot Project Report

Submitted by Amarjit Kaur

At the end of the spring semester 2013, Center for Innovation in Teaching and Learning surveyed 23 faculty who participated in the iPad pilot project. Although most of the respondents used iPads in their classrooms, three of the faculty used it for other educational projects (library instruction, advising and professional development).

Faculty used the iPads for accessing educational apps (82 percent), taking notes (43 percent) and recording audio/video and reading e-books (30 percent). Three of the nursing faculty used it for reviewing questions before the exam and for initiating discussions on health care topics.

Nearly half of the faculty (14 percent) who participated in the pilot project would like to use the iPad to demonstrate apps in the classroom and develop group activities. Less than half of the faculty would like to assign individual exercises using iPads. Three of the faculty do not plan to use the iPad in the coming semester.

Some of the challenges of incorporating an iPad in the classrooms mentioned were lack of Wifi access, difficult to project iPad in the smart classroom, getting it work with netsupport, connecting to home network, non-availability of iPads for students in the class and lack of training material.

Most of the faculty found workshops (57 percent), pilot group meetings (43 percent) and one-on-one assistance (48 percent) helpful. Some of the faculty mentioned they would like to spend more time on iPad during a less busy semester, get help with finding apps and see more participation on the iPad blog.

Faculty used iPads in lots of interesting ways such as using Simplemind+ to create curriculum webs and google drive to collaborate lesson plans; take pictures to remember students name and record mini speeches; include real time information from New York Times during class discussions; using Socrative to collect student responses; use Grey's Anatomy to diagnose patient in Spanish language; demonstrate three dimensional view of human anatomy; drawing and projecting on the iPad screen; viewing demonstrations from Khan academy.

Some other suggestions made for this project included get the classroom technology updated; explore apps with android, windows and iPads; and have iPads for group or paired activities available next semester.

BERGEN COMMUNITY COLLEGE

Assessment Report for (Department or Unit):

Cerullo Learning Assistance Center

Department/Unit Leader:

Lena Bakir / Margaret Maria Roidi

Assessment Period:

2011-2012

Submitted by:

Margaret Maria Roidi and Sean Tanner

1. Intended Outcome (Goal):

Students participating in the Cerullo Learning Assistance Center's satisfaction survey will reply to 70% of the survey questions with scores indicating "agree/satisfied" or "strongly agree/very satisfied."

* Please note that the original intended goal submitted was modified to reflect the rating options available to the survey participants. The original intended goal was:

Students participating in the Cerullo Learning Assistance Center's satisfaction survey will reply to 70% of the survey questions with scores of 3 or higher (indicating "satisfied" to "very satisfied").

2. General Education Requirement(s) to which the intended outcome relates:

N/A

3. Section(s) of the Strategic Plan to which the intended outcomes relates:

1.3—Help students better navigate the college experience through the focused coordination and development of student communications, registration, financial and support services, advisement, and inter-office process improvement.

2.2—Build community, and improve two-way communication on campus through the development of interdepartmental and cross-disciplinary collaborative projects, electronic discussion boards, and dialogues processes.

3.1—Renew academic programs and develop new credit and noncredit programs and classes to meet career and workforce needs, the demands of the new economy, and changing demographics.

3.3—Increase the integrity, accuracy and consistency of college information and data.

5.1—Increase efficiency in our use of fiscal resources, and implement expense control measures to ensure affordability for our students.

4. Means of assessment, sources of data, and desired result:

The CLAC satisfaction survey will be administered online using SurveyMonkey. Links to the survey will be emailed to all students who have filled out a student contract for the Spring 2012 semester as of 3/12/2012, using the email addresses listed in TutorTrac. Voluntary student responses will be collected during the period from 3/12/2012 to 4/2/2012. The CLAC desires that at least 70% of questions will be answered with a value of “agree/satisfied” or better. The email and survey can be found below:

Email to CLAC Students

Dear BCC Student:

The Cerullo Learning Assistance Center would like to thank you for using its services. We would appreciate your feedback regarding your experiences at our center.

Please complete the brief student satisfaction survey by visiting the link below:

<https://www.surveymonkey.com/s/SH9K5YP>

Thank you,
Margaret Maria Roidi
Interim Manager
The Cerullo Learning Assistance Center (L125)
Bergen Community College
400 Paramus Road L-125
Paramus, NJ 07652
201-493-4093
mroidi@bergen.edu

----- Sent by mroidi usr:[1.56.0.0.0.22]

CLAC Satisfaction Survey

1. How did you hear about Cerullo Learning Assistance Center (CLAC)? (Check all that apply)

Professor
BCC Staff Member
Student
Walk By
Flyer
Email
BCC homepage
Orientation
Other (please specify)

2. What services did you use in the CLAC? (Check all that apply)

One-on-one Appointments
Walk-in, last-minute Appointments
Permanent Appointments
Math Walk-In Center
Writing Walk-In Center
Supplemental
Study Groups
Online tutoring
Worked with a faculty member

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Front desk workers provide friendly reception

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Front desk workers provide helpful service

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Front desk workers are knowledgeable about services

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Front desk workers communicate clearly person to person

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Front desk workers communicate clearly on the phone

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Other (please specify)

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Tutors show concern for your progress

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Tutors treat you with respect

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Tutors are knowledgeable about subject areas

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Tutors communicate clearly

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Tutors answer questions in a reasonable time

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree**

Other (please specify)

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

Physical setting is comfortable

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Atmosphere is favorable to learning

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Technology is relevant to your needs (i.e. computers, software, and adaptive technology)

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Math Walk-In is staffed appropriately

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Writing Walk-In is staffed appropriately

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Hours are convenient

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Requests are answered promptly

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Service options meet your needs

Strongly Agree **Agree** **Neutral** **Disagree** **Strongly Disagree** **No Opinion**

Other (please specify)

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

Very satisfied

Somewhat satisfied

Neutral

Somewhat unsatisfied

Very unsatisfied

5. Summary of Results:

Satisfaction Based on the Result of Each Statement

70% or more students responded to 16 out of 18 area specific statements with “Agree” or “Strongly Agree.”

Significantly more students responded to the two statements that scored less than 70% than indicated that they used the designated service; the two statements were: *Math Walk-In is staffed appropriately*, scored 55% and *Writing Walk-In is staffed appropriately*, 59%. Only 37% of students surveyed said that they used the Math Walk-In, but 77% of students surveyed responded to the statement *Math Walk-In is staffed appropriately* with a response other than “No Opinion.” Similarly, only 29% of students surveyed said that they used the Writing Walk-In, but 73% of students surveyed responded to the statement *Writing Walk-In is staffed appropriately* with a response other than “No Opinion.”

Satisfaction Based on the Result for Each Area

The average number of “Agree” or “Strongly Agree” responses for each area (front desk workers, tutors, and facilities) was over 70%.

Students agreed or strongly agreed with statements concerning their satisfaction with front desk workers 81% of the time. Students agreed or strongly agreed with statements concerning their satisfaction with tutors 79% of the time. Students agreed or strongly agreed with statements concerning their satisfaction with CLAC facilities 71% of the time.

Satisfaction Based on the Result for Question 6

78% of students indicated that their level of overall satisfaction with the CLAC was either “Satisfied” or “Very Satisfied.”

Satisfaction Based on the Average of all the Responses

In 76% of all relevant statements, (questions 3, 4, 5, 6 disregarding responses of “No Opinion”), students responses were “Very Satisfied,” “Satisfied,” “Strongly Agree,” or “Agree.”

*Please refer to tables found on pages 5 and 6 for the detailed description of the results.

3. Please rate your level of satisfaction regarding the front desk workers of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher
Front desk workers provide friendly reception	41	54	12	8	6	79%
Front desk workers provide helpful service	46	52	14	6	3	81%
Front desk workers are knowledgeable about services	40	61	15	2	3	83%
Front desk workers communicate clearly person to person	40	62	10	5	3	85%
Front desk workers communicate clearly on the phone	34	54	19	2	7	76%
Front desk workers Average	201	283	70	23	22	81%

4. Please rate your level of satisfaction regarding the tutors of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	% of Agree or higher
Tutors show concern for your progress	48	42	21	5	6	74%
Tutors treat you with respect	57	49	11	2	3	87%
Tutors are knowledgeable about subject areas	51	45	17	5	4	79%
Tutors communicate clearly	55	43	15	6	3	80%
Tutors answer questions in a reasonable time	48	43	15	5	8	76%
Tutors Average	259	222	79	23	24	79%

5. Please rate your level of satisfaction regarding the facilities of the Cerullo Learning Assistance Center by identifying your agreement with the following statements

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	% of Agree or higher*
Physical setting is comfortable	40	55	11	9	6	1	79%
Atmosphere is favorable to learning	44	45	22	4	6	1	74%
Technology is relevant to your needs (i.e. computers, software, and adaptive technology)	39	44	20	6	3	9	74%
Math Walk-In is staffed appropriately	19	32	29	6	7	24	55%
Writing Walk-In is staffed appropriately	21	31	29	5	2	31	59%
Hours are convenient	36	56	14	8	8	1	75%
Requests are answered promptly	34	47	25	5	4	4	70%
Service options meet your needs	33	60	14	7	7	1	77%
Facilities Average	266	370	164	50	43	72	71%

6. Please rate your overall level of satisfaction with the Cerullo Learning Assistance Center (includes Tutoring Center, Math Walk-In Center and Writing Walk-In Center).

	Very Satisfied	Satisfied	Neutral	Somewhat Unsatisfied	Very Unsatisfied		% of Satisfied or higher
Cerullo Learning Assistance Center Overall	61	34	15	7	5		78%
	Strongly Agree/ Very Satisfied	Agree/ Satisfied	Neutral	Disagree/Somewhat Unsatisfied	Strongly Disagree/ Very Unsatisfied	No Opinion	% of Agree/ Satisfied or higher*
Average of All Questions	787	909	328	103	94	72	76%
*Does not included responses of "No Opinion"							

6. Recommendations for improvement:

Upon the completion of the survey, the CLAC Supervisory staff discussed the results and collaborated to develop effective strategies to improve the services offered.

Below please find the CLAC staff's recommendations to improve the quality of services offered based on the survey results:

- Reinforce the CLAC's policy of tutors being present at the designated area to greet their students; each respective Supervisor will be notified immediately of the tutors who do not fulfill this aspect of their responsibilities and take appropriate action
- Train tutors to use TutorTrac in order to assist the front desk in making appointments; these tutors would be able to accommodate students' requests during peak times
- TutorTrac is being utilized by all CLAC facilities; the wait time for registering students will continue to decrease as their information is now directly imported from Datatel.
- Student aides' change of schedule requests will follow the same guidelines as tutors'; a two-week notice will be provided to allow the staff to properly find coverage
- Ongoing customer service trainings will be conducted throughout every semester by the CLAC staff and outside personnel. It was suggested that the staff incorporates training materials such as Dale Carnegie book titled, *How to Win Friends and Influence People*. This recommendation will ensure that the front desk workers and the tutors maintain a constant customer service approach
- Ongoing sensitivity trainings will be scheduled throughout every semester by the CLAC and BCC staff to ensure that the students' experience at the CLAC will be satisfactory
- The CLAC has requested the immediate upgrade of all outdated computer mice and towers from the help desk
- Implement a reward system for tutors and student aides to recognize outstanding work performance; for example, "Tutor/Student Aide of the Month"

7. Actions taken based on recommendations:

The CLAC staff members successfully implemented the recommendations proposed above during the 2012-2013 academic year.

Additionally, another survey was made available for a two week period from April 8th to April 20th of 2013. The data collected are meant to record students' perception a year after said recommendations were implemented.

Below please find the detailed updates on each recommendation made:

- Reinforce the CLAC's policy of tutors being present at the designated area to greet their students; each respective Supervisor will be notified immediately of the tutors who do not fulfill this aspect of their responsibilities and take appropriate action
 - Each supervisor was immediately contacted via email to address such matters. This communication system allowed the CLAC staff to document properly and follow up on situations
- Train tutors to use TutorTrac in order to assist the front desk in making appointments; these tutors would be able to accommodate students' requests during peak times

- 14 tutors were trained to work at the front desk on an as needed basis; six professional and eight peer
- TutorTrac is being utilized by all CLAC facilities; the wait time for registering students will continue to decrease as their information is now directly imported from Datatel
 - The TutorTrac/Datatel communication decreased the wait time for registering new students. However, the server remained a concern as there were extended periods of time during which it took up to 10 minutes to make/cancel a single appointment. This situation resulted in long lines of students
- Student aides' change of schedule requests will follow the same guidelines as tutors'; a two-week notice will be provided to allow the staff to properly find coverage
 - Coverage for the front desk improved significantly. Student aides and receptionists were asked to provide their immediate supervisor with advance notice for any schedule change. A formal Student Aide/Receptionist Application was created and implemented in the Spring 2013, allowing a thorough screening process prior to providing employment
- Ongoing customer service trainings will be conducted throughout every semester by the CLAC staff and outside personnel. It was suggested that the staff incorporates training materials such as Dale Carnegie book titled, *How to Win Friends and Influence People*. This recommendation will ensure that the front desk workers and the tutors maintain a constant customer service approach
 - Peer and professional tutors attended mandatory biweekly TTMs each semester. During these sessions, each respective supervisor stressed the importance of customer service, modeling good behavior and eagerness to assist others
 - Staysha Taylor held two receptionist and student aide training sessions on February 25th and 28th of 2013. The staff members were reminded of their responsibilities and the importance of maintaining a customer service oriented demeanor at all times
- Ongoing sensitivity trainings will be scheduled throughout every semester by the CLAC and BCC staff to ensure that the students' experience at the CLAC will be satisfactory
 - On September 4th and 7th 2012, Personal counselor Eileen Purcell, Professor Lori Talarico, and Peer Mentor Manager Ann Gill attended and presented at the Fall 2012 General Tutor Training meetings
 - On March 26th and 29th 2013, Coordinator of Deaf Services Tia Ivanko conducted two training sessions addressing deaf culture and education
 - On Thursday April 11th and Monday April 15th, Academic Counselor Linda Seidman conducted a training session for the CLAC front desk staff members titled "Red Flags"

- During Fall 2012 and Spring 2013, Margaret M. Roidi conducted individual training sessions for tutors assigned to work with students from the Transitional Program for Students with Intellectual Disabilities (TPSID) initiative
- The CLAC has requested the immediate upgrade of all outdated computer mice and towers from the help desk
 - All of the requested computer mice were updated; over the summer of 2013, the computers will be upgraded as part of the campus wide initiative
- Implement a reward system for tutors and student aides to recognize outstanding work performance; for example, “Tutor/Student Aide of the Month”
 - Below please find the model reward system which will be implemented in the Fall of 2013:

Tutor Rewards Program:

All tutors will be issued lanyards with which they will be able to properly display their Tutor Identification Cards. This will allow tutors to be more easily identified and will make certain their Tutor Identification Cards are visible.

Rewards will be issued for the following:

- Unsolicited positive student feedback to a supervisor
- Unsolicited faculty/staff feedback to a supervisor
- Supervisor observation of a tutor providing superior service*
- Unsolicited tutor observation of another tutor providing superior service*

*Superior Service is to be defined as going above and beyond normal tutoring services while adhering to the CLAC policies and procedures and their job description.

For each occasion of the above, the tutor will be given a small silver star pin which can be attached to their lanyard.

On the occasion of a fifth silver star, the tutor will be awarded a gold star pin.

These pins may be worn at all times in the CLAC as recognition of their outstanding service.

Student Affairs Survey: Assessing Student Knowledge on Financial Aid

Spring 2013

Total # of Participants: 458 (*Significant per Office of Institutional Effectiveness team*)
 Total # of Survey Items: 5
 Method Used: Survey Monkey—Online.

1. Do you know what FAFSA is? On a scale from 1 to 5 how much do you know about the FAFSA application?

	1 Don't know	2 Unsure	3 Some Idea	4 Learned through Financial Aid Representative	5 Know All About It
Responses	67	41	84	109	157

2. Have you ever filed for a FAFSA application?

Yes	No
309	149

3. Do you know when the priority deadline is to apply for FAFSA?

Yes	No
152	306

4. Has your Financial Aid ever been discontinued?

Yes	No
57	401

5. Bergen Community College provides a number of workshops that help students fill out FAFSA. Are you willing to attend?

Yes	No
57	401

Modifications Made to Office of Financial Aid Based on Survey Data

- ✓ Financial Aid front desk operations were joined with Enrollment Services front desk operations for a one-stop approach to student service spring 2013.
- ✓ Financial Aid representatives have been cross trained with Enrollment Services staff.
- ✓ Financial Aid Doctor Days were implemented spring 2013 for improved student access to financial aid representatives for on-the-spot question and answer sessions.
- ✓ Financial Aid Application Completion Assistance workshops added, including online reservation for workshop attendance spring 2013.
- ✓ Hours of Operation for the Division of Student Affairs have changed to reflect students' need. Opening earlier in the morning and adding three evenings thru 7pm effective fall 2013.

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS

Division of Arts, Humanities & Wellness: 2009 - 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Liberal Arts, General AA.LA.GEN	X			X
Liberal Arts, Cinema Studies AA.LA.CINST	X		X	
Liberal Arts, Communication AA.LA.COM	X		X	
Liberal Arts, Literature AA.LA.LIT	X		X	
Liberal Arts, Philosophy AA.LA.PHIL	X		X	
Liberal Arts, Religion AA.LA.REL	X		X	
Liberal Arts, World Languages AA.LA.LAN	X			X
Liberal Arts, Global Studies AA.LA.GLOBAL.STUD	X			X
Liberal Arts, Latin American Studies AA.LA.LAS	X			X
Liberal Arts, History AA.LA.HIST	X		X	
Fine & Performing Arts, General AA.FPA.GEN	X			X
Fine & Performing Arts, Art AA.FPA.ART	X		X	
Fine & Performing Arts, Cinema AA.FPA.CINST	X			X
Fine & Performing Arts, Music AA.FPA.MUSIC	X			X
Fine & Performing Arts, General Theatre Arts AA.FPA.THTR	X			X

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS

Division of Arts, Humanities & Wellness: 2009 - 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Fine & Performing Arts, Theatre Arts- Acting AA.FPA.THTR.ACT	X			X
Liberal Arts, Women's Studies AA.LA.WMST	X		X	
Fine & Performing Arts, Theatre Arts- Dance AA.FPA.THTR.DAN	X			X
Fine & Performing Arts, Technical Theatre Production AA.FPA.THRTR.TECH	X			X
Fine & Performing Arts, Theatre Arts, Electronic Music AA.FPA.MUSIC.ELEC **DISCONTINUED 2011**				
Fine & Performing Arts, Theatre Arts, Computer-Based Recording AA.FPA.MUSIC.COMP **DISCONTINUED 2011**				
Fine & Performing Arts, Theatre Arts, Music Business AA.FPA.MUSC.BUS **DISCONTINUED 2011**				
General Curriculum AS.PS.GEN	X			X
Broadcasting AS.PS.BRCAST	X			X
Exercise Science AS.PS.EXER	X		X	
Journalism AS.PS.JOUR	X		X	
Art, Computer Animation AAS.ART.ANIM	X		X	
Art, Graphic Design/Computer Graphics AAS.ART.GRPH	X		X	

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS

Division of Arts, Humanities & Wellness: 2009 - 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Music-Music Business AAS.MUSC.MUS.BUS	X			X
Music-Recording Technology AAS.MUSC.REC.TECH	X			X
Music Business AFA.MUSC.BUS	X			X
Computer Animation CERT.ANIM	X			X
Computer Graphics CERT.COMP.GRAPH	X			X
Exercise Science CERT.EXER.SCI	X			X
Music Business CERT.MUSC.BUS	X			X
Music Technology CERT.MUSC.TECH	X			X
Music Theater CERT.MUSC.THR	X			X
Piano Instruction/Pedagogy CERT.PIANO	X			X
Commercial Music Production COA.MUSC.COMM.PROD	X			X
Sports Management COA.SPORTS.MGMT	X			X
Transfer Studies: Liberal Arts CERT.TRAN.LA.GEN **DISCONTINUED 2011**				
United States Studies CERT.US **DISCONTINUED 2011**				

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS

Division of Arts, Humanities & Wellness: 2009 - 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
American Language Program	X		X	
ALP Speech	X		X	
English Basic Skills	X		X	
Writing	X		X	
TOTAL	41	0	16	25

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS

Division of Business, Social Sciences, & Public Service: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Liberal Arts, Economics AA.LA.ECON	X		X	
Liberal Arts, Political Science AA.LA.POLISCI	X		X	
Liberal Arts, Psychology AA.LA.PSY	X		X	
Liberal Arts, Social Sciences, AA.LA.SOC.SCI	X		X	
Liberal Arts, Sociology AA.LA.SOC	X		X	
Liberal Arts, Women Studies AA.LA.WMST	X			X
Business Administration-General AS.PS.BUS.ADM	X			X
Business Administration-Accounting AS.PS.BUS.ACCT	X		X	
Business Administration-Hospitality AS.PS.BUS.HOSP	X		X	
Business Administration-International Trade AS.PS.BUS.INTL	X			X
Business Administration-Management AS.PS.BUS.MGMT	X		X	
Business Administration-Marketing AS.PS.BUS.MKTG	X		X	
Business Administration-Nonprofit Management AS.PS.BUS.NONPRF.MGT	X		X	
Criminal Justice AS.PS.CRIMJ	X		X	
Education AS.PS.EDU	X		X	
Computer Science AS.NSM.COMP.SCI	X		X	
Information Technology AS.PS.INFO *New in 2012*	X			X

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS

Division of Business, Social Sciences, & Public Service: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Labor Studies AS.PS.LABOR	*program deletion in progress		*program deletion in progress	
Social Work AS.PS.SOC.WK	X		X	
Business Administration AAS.BUS.AACT	X		X	
Business Administration, Banking and Finance AAS.BUS.BANK	X		X	
Business Administration, e-Business Management AAS.BUS.e-BUS.MGMT	X		X	
Business Administration, Management Information Systems AAS.BUS.INFO.SYS	X		X	
Hotel/Restaurant/Hospitality- General AAS.BT.HR.GEN	X		X	
Hotel/Restaurant/Hospitality- Catering & Banquet Management AAS.BT.HR.CATER	X		X	
Hotel/Restaurant/Hospitality- Culinary Entrepreneurship AAS.BT.HR.CUL.EPR	X		X	
Hotel/Restaurant/Hospitality- Event Planning & Management AAS.BT.HR.EVENT	X		X	
Hotel/Restaurant/Hospitality Management AAS.BT.HR.HOSP	X		X	
Information Technology-Office Technology AAS.BT.OFF.TECH	X			X
Medical Informatics AAS.MED.INFO	X			X

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS
Division of Business, Social Sciences, & Public Service: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Human Services, Early Childhood Education AAS.HS.EARLY.CHILD	X		*program deletion in progress	*program deletion in progress
Human Services, Correctional Studies AAS.HS.CORR	X		X	
Human Services, Law Enforcement Studies AAS.HS.LAWENF	X		X	
Human Services, Legal Studies, Paralegal AAS.LS.PARALGL	X			X
Information Technology-Database Programming & Administration AAS.IT.DB	X			X
Information Technology-Networking Administration AAS.IT.NET	X			X
Information Technology-Web Development & Management AAS.IT.WEB	X			X
Software Development-Game Programming AAS.SD.GAME.PGMG	X			X
Software Development-Game Testing AAS.SD.GAME.TEST	X			X
Career Ladder Education/Child Development AAS.HS.CARLAD.CDEV **DISCONTINUED 2011**				
Information Technology AAS.BT.INFO **DISCONTINUED 2011**				
Computer Science CERT.COMP.SCI	X		X	

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS
Division of Business, Social Sciences, & Public Service: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Computer Technical Support CERT.COMP.SUPPORT	X			X
Culinary Arts CERT.CULN.ARTS	X		X	
Culinary Science CERT.CULN.SCI	X		X	
Hospitality Management CERT.HOSP.MGT	X		X	
Database Programming and Administration CERT.DB	X			X
e-Commerce: Business Emphasis CERT.e.COMM.BUS	X		X	
Event Planning and Management CERT.EVENT.PLAN.MGT	X		X	
Labor Studies CERT.LABOR	*program deletion in progress – Spring 2013		*program deletion in progress – Spring 2013	
Legal Nurse Consultant CERT.LGN.CON	X			X
Office Technology CERT.OFF.TECH	X			X
Small Business Management CERT.SM.BUS.MGMT	X		X	
Accounting Assistant COA.ACCT.ASST	X		X	
Baking COA.BAKING	X		X	
Business Paraprofessional Management COA.BUS.PARA.MGMT	X		X	
Catering COA.CATER	X		X	
Finance COA.FINANCE	X		X	

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS
Division of Business, Social Sciences, & Public Service: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Nonprofit Management COA.NONPRF.MGT	X			X
Private Security COA.PRIV.SECURITY	X		X	
Professional Cooking COA.PROF.COOK	X		X	
Real Estate COA.REAL.EST	X			X
Retailing COA.RETAIL	X		X	
Career Ladder Education/Child Development COA.CARLAD.CDEV **DISCONTINUED 2011**				
Fire Science COA.FIRE.SCI	X		X	
Forensic Science COA.FORENSIC	X		X	
Homeland Security COA.HOME.SEC	X		X	
Hospitality Operations COA.HOSP.OPR	X		X	
Labor Studies COA.LABOR	*program deletion in progress – Spring 2013		*program deletion in progress – Spring 2013	
Marketing Assistant COA.MKTG.ASST	X		X	
Network Security COA.NET.SECURITY	X			X
TOTAL	64	0	45	19

STATUS OF PROGRAM LEARNING GOALS
Division of Mathematics, Science, & Technology: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
General Science AS.NSM.GEN	X			X
Aviation Operations AS.NSM.AVT.OPR	X			X
Biology AS.NSM.BIO	X		X	
Biotechnology AS.NSM.BIO.TECH	X			X
Chemistry AS.NSM.CHM	X		X	
Mathematics AS.NSM.MATH	X		X	
Physics AS.NSM.PHYSC	X			X
Engineering Science AS.NSM.ENGIN	X			X
Aviation Administration AS.PS.AVT.ADM	X			X
Drafting and Design Technology AAS.IDT.DRFT	X		X	
Electronics Technology AAS.IDT.ELECT.TECH	X			X
General Engineering Technology AAS.IDT.ENGIN.TECH	X			X
Manufacturing Technology AAS.IDT.MFG.TECH	X			X
Horticulture AAS.ST.HORT	X			X
Horticulture-Landscape/Design/Build AAS.ST.LAND	X			X
Environmental Technology AAS.ST.ENV.TECH **DISCONTINUED 2011**				
Science Laboratory Technology AAS.ST.SLT **DISCONTINUED 2011**				

STATUS OF PROGRAM LEARNING GOALS
Division of Mathematics, Science, & Technology: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Landscaping CERT.LAND	X			X
Computer Aided Drafting [CAD] CERT.CAD	X		X	
Floral Design CERT.FLORAL	X			X
Grounds Management CERT.GRND.MGT	X			X
Science, Technology and Professional Studies CERT.TRAN.STP.GEN **DISCONTINUED 2011**				
Biotechnology COA.BIO.TECH	X			X
Machine Tooling COA.MACH.TOOL	X			X
Manufacturing Design using Pro/Engineer® COA.MFG.PROENG	X			X
Welding Technology COA.WELD	X			X
CNC Programming COA.CNC.PROG	X			X
Quality Assurance COA.QA **DISCONTINUED 2011**				
Environmental Technology COA.ENV **DISCONTINUED 2011**				
Geographic Information Systems COA.GIS **DISCONTINUED 2011**				
Developmental Math	X		X	
TOTAL	25	0	6	19

STATUS OF PROGRAM LEARNING GOALS AND CURRICULUM MAPS

Division of Health Professions: 2009 – 2013

PROGRAM	PROGRAM LEARNING GOALS		CURRICULUM MAP	
	YES	NO	YES	NO
Dental Hygiene AAS.HP.DENTL	X		X	
Diagnostic Medical Sonography AAS.HP.DMS	X		X	
Medical Office Assistant AAS.HP.MOA	X		X	
Health Science AAS. HP.HEALTH SCI	X			X
Radiography AAS.HP.RAD	X		X	
Respiratory Care AAS.HP.RESP	X		X	
Veterinary Technology AAS.HP.VET	X		X	
Nursing, Day Session AAS.NURS.DAY	X		X	
Nursing Evening Session AAS.NURS.EVE	X		X	
Medical Office Administrative Assistant CERT.MOAA	X			X
Radiation Therapy Technology CERT.RAD.THERAPY	X		X	
Surgical Technology CERT.SURG	X		X	
Vascular Technology CERT.VAS.TECH	program deletion in progress — Spring 2013		program deletion in progress – Spring 2013	
Special Imaging for Radiologic Technologies COA.IMAG.RAD	program deletion in progress — Spring 2013		program deletion in progress – Spring 2013	
Nursing-LPN/ADN Career Mobility Track-Day AAS.NURS.MBL.DAY**DISCONTINUED 2011**				
Nursing-LPN/ADN Career Mobility Track-Evening AAS.NURS.MBL.EVE**DISCONTINUED 2011**				
TOTAL	12	0	10	2

Executive Summary

The following proposal of the ad hoc General Education Assessment Committee (GEAC) presents a comprehensive plan to assess General Education (GE) goals. The proposed GEAC plan will augment the ongoing assessment work at the College. It will neither change the assessment plan already in effect nor require faculty to develop any additional assessment projects.

The ad hoc committee recommends the creation of a permanent GEAC to conduct GE program-wide assessment, which would complement the current discipline-specific practice. This proposal addresses the need for a centralized approach to GE assessment, which has been missing from our current discipline-specific approach.

Assessment of General Education Background

- **As early as 2005** the faculty of BCC committed to assessment of student learning in the context of student learning outcomes in their courses and programs. Learning outcomes were aligned with course goals, program goals and college core competencies. In 2010, alignment with GE goals was added to assessment plans in transfer programs (AA and AS) and in 2011, in Career Program (AAS). In all cases, the assessment of core competencies or GE goals has been embedded in program curricula. There is evidence that assessment of student learning in core competencies and GE proficiencies is going on throughout the programs in the institution. There is also evidence that the proverbial “loop” is being closed; that is, curriculum is changing and programs are acting on the results of the assessment.
- **In August 2011**, in the Middle States Commission on Higher Education (MSCHE) response to BCC’s Periodic Review Report the reviewers recommended more, “systematic and sustained evidence of student learning at the **course, program, and departmental level.**” In addition MSCHE recommended that “general education proficiencies be imbedded in all credit programs and that they be assessed regularly to ensure the improvement of student learning.”
- **In spring 2011**, the GE Committee reviewed and updated its own program goals to be in closer alignment with the goals and recommendations of the New Jersey Council of Community Colleges (NJCCC). The BCC GE goals were approved by the BCC Faculty Senate in April 2012.
- **In spring 2012**, the NJCCC asked for evidence of the assessment of Information Literacy. A group of Library faculty worked with the Chair of the GE Committee to find a way to ascertain how information literacy is integrated into General Education. This “requirement” from NJCCC evolved into an interdisciplinary assessment project, and a possible model for assessing other GE goals.
- **In spring 2012**, the MSCHE liaison told the BCC Accreditation Liaison Officer that BCC GE Proficiencies are assessed primarily in a “decentralized manner,” referring to the course-level embedded plan already in existence for student learning outcomes assessment. Furthermore, the MSCHE liaison recommended that the College add some “centralized” assessment to the current method of GE assessment. The GE Committee Chair agreed to develop an assessment plan including centralized assessment, building upon the work already underway on the Information Literacy Project.
- **In fall 2012**, the Chair of the GE Committee, in consultation with the Vice President of Academic Services, formed a small ad hoc committee to write a plan for assessment of General Education. Committee members included: Heather Cook (Library), Judith Davis (Chair of GE Committee), Gail Fernandez (CIE Assessment Fellow), Judith Fitzpatrick (Biology Representative on the LAC), Seamus Gibbons (Composition Assessment Liaison), Lenore Lerer (Mathematics Assessment Liaison), Bill Madden (Information Technology Chair), and Andrew Tomko (Interim Dean of Business, Social Sciences, and Public Service).
- **In the winter of 2013**, the GEAC ad hoc committee reviewed the current state of GE assessment at the College and created a database of assessment projects mapped to GE goals and core competencies; researched the GE assessment plans of numerous community colleges, four-year colleges, and universities; and developed a proposal for GE assessment that is tailored to the College.

General Education Assessment Plan

Introduction

"A general education program—developed, owned, and reviewed by the institution's faculty—should be purposeful, coherent, engaging, and rigorous. General education skills may be taught or developed as part of courses in the major, in separate courses, or through a **decentralized distribution**. However, the skills and knowledge derived from general education and the major should be **integrated** because general education and study in depth, together, comprise a quality undergraduate education." (*Characteristics Of Excellence*, Standard 12, 47-8)

The need for assessment focused on General Education *as a program*, rather than merely a collection of courses, has been recognized at BCC for quite some time. Our embedded and decentralized approach to assessment makes it difficult to see a comprehensive picture of how our students are achieving GE goals. There are two problems with the current approach: (1) a lack of coordination among departments in choosing GE goals to be assessed and (2) a lack of emphasis on discipline-specific GE goals.

As stated in Standard 12 of the *Characteristics of Excellence*, the skills and knowledge of General Education should be **integrated** into the fabric of the courses and programs of the institution. Like warp threads on a loom, the existing assessments of individual courses and programs are separate from one another. We have used our disciplinary results to improve our work in the threads of our disciplines. However, we need to weave in weft threads to provide strength and substance to the fabric of GE assessment at Bergen Community College.

Proposal

It is proposed that the College develop and adopt a plan for the assessment of General Education that will (1) be rooted in the assessment work that we have been doing at BCC since 2005, and (2) incorporate GE program-level assessment.

There are ten GE Goals (see below). Five are largely discipline-specific and will continue to be assessed using the existing Student Learning Outcomes Assessment Plan. The remaining five goals are broad and woven through all or most of the GE courses offered at the College. These latter five will be assessed through program-wide integrated assessment projects.

Course Level Content-Based Assessment	GE Program Level Integrated Skill-Based Assessment
With the <i>proposed GE assessment plan</i> , departments will select student learning objectives that are aligned with one or more of the following <u>discipline-specific</u> GE categories and perform course embedded assessments according to the two-year cycles currently in practice.	This approach will be used to address GE goals that extend across all disciplines. GE program level assessments of two or more <u>skill-based goals</u> will be embedded in GE courses in several disciplines.
<ol style="list-style-type: none"> 1. <i>Scientific Knowledge and Reasoning</i> 2. <i>Humanistic Perspective</i> 3. <i>Society and Human Behavior</i> 4. <i>Historical Perspective</i> 5. <i>Quantitative Knowledge and Skills</i> 	<ol style="list-style-type: none"> 1. <i>Information Literacy</i> 2. <i>Ethical Reasoning and Action</i> 3. <i>Communication and Writing</i> 4. <i>Technological Competency</i> 5. <i>Global and Cultural Awareness</i>

Therefore, the GE Program will be assessed on two levels. First, content proficiencies at **the course level** will be assessed through results from the current embedded assessment plans. Second, a group, the GE Assessment Committee, will be formed to design GE **program-wide** assessment projects, such as the Information Literacy Project, that are integrated and skill based.

Charge of the General Education Assessment Committee (GEAC):

The primary charge of the **GEAC** is to formulate and implement policies and procedures for the assessment of student learning related to General Education and to inform the College community of the results. This committee will further be responsible for the coordination and supervision of GE assessment for the purpose of improving student learning and achievement. It will oversee all activities that relate to formal instructional assessment of General Education at the College and shall report to the GE Committee. The GEAC will coordinate with The Center for Institutional Effectiveness (CIE), which is responsible for producing reports and data required for assessment activities.

Roles and Responsibilities of GEAC

The Chair will:

- Be appointed by the VP of Academic Services and be responsible for working directly with faculty and administrators to provide information and support to the GE assessment process.

- Be responsible for consulting with the Learning Assessment Committee (LAC) and the GE Committee, as needed, to coordinate efforts relating to the overall goals of the assessment of student learning at BCC.

The Committee will:

- Design GE assessments and rubrics, read and evaluate artifacts that are collected, process data, and make reports and recommendations to the GE Committee and faculty.
- Coordinate GE assessment for the GE Program in the same way designated faculty and CIE liaisons coordinate departmental assessments in the existing plan.
- Be limited to designing assessment projects (devices and rubrics) for the five integrated and skill-based GE Goals: Information Literacy, Communication and Writing, Ethical Reasoning, Technological Competency, Global and Cultural Awareness.
- Coordinate with CIE to establish a repository of all assessment projects involving GE goals.
- Be appointed by the Vice President of Academic Services in consultation with the Chairs of the GE Committee and GEAC.
- Be compensated by stipends or reassigned time.

The Assessment Process for program-level, integrated skill-based GE Goals

Assessment Instruments

1. Assessment instruments will be administered in GE courses that are offered in multiple sections and in several delivery methods, i.e., face to face, hybrid, and online; thus, an instrument needs to be capable of being delivered in any of these instructional formats. Ideally, each assessment instrument should cover more than one of the five GE competencies.
2. Instruments should be designed to be administered in courses in more than one discipline.
3. Instructors should be given the instruments and be responsible only for administering them, not for designing or grading them.

Collection and Analysis of Data

1. Artifacts will be submitted to the GEAC.
2. GEAC or faculty trained by the GEAC will use rubrics and other assessment measures to determine whether the GE proficiencies are being met.
3. Assessment data will be analyzed by the GEAC.
4. Conclusions from the analyses will be shared with the GE Committee, the LAC, CIE, and the faculty in the departments participating in the assessment.

The Assessment Process for five content-based GE Goals

1. Five discipline-specific GE goals (Quantitative Knowledge and Skills, Scientific Knowledge and Reasoning, Society and Human Behavior, Humanistic Perspective, and Historical Perspective) will be assessed by the academic departments as is being done now.
2. Assessment data will be analyzed by the GEAC.
3. Conclusions from the analysis will be shared with faculty in the departments participating in the assessment, the GE Committee, the LAC and CIE.

Closing the Loop

1. After the assessment is analyzed, the results will be shared with the College community.
2. GEAC will facilitate discussion of the implications of the results with faculty and create an action plan for continued improvement of student learning or confirmation of existing practices.
3. In the next assessment cycle, the GEAC will close the loop by including elements of the action plan in a new assessment.

Proposed Timeline of Implementation

Fall of 2012	<ol style="list-style-type: none"> 1. Development, discussion and revision of GE Assessment Plan. 2. Examine existing assessment findings and reports, and create a spreadsheet of data as it relates to GE Goals. Determine where the GE program stands with existing data. 3. Work on Information Literacy Project and syllabus revision.
Spring 2013	<ol style="list-style-type: none"> 1. Formation of GEAC: Define and organize committee responsibilities, roles of members, compensation, reporting structure, etc. 2. Pilot IL Assessment Project
Summer 2013	<p>GEAC will:</p> <ol style="list-style-type: none"> 1. review pilot assignment and make initial analysis of IL and GE Program; 2. develop an IL rubric and assessment project based on the first results; 3. analyze reports from discipline-specific assessment plans in AAS program cycle; 4. develop a project to assess selected GE integrated skill-based goals in AY 2013-14; 5. meet with departments participating in the project to discuss the process and procedures of the assessment.
Fall 2013	<ol style="list-style-type: none"> 1. At the General Faculty Conference, GEAC will report the results of the IL pilot study and share the assessment project for the selected GE integrated skill-based goals. 2. Designated faculty and GEAC will collect data from integrated skill-based project. 3. Faculty will discuss results and potential actions based on already completed AAS discipline-specific data.
Winter 2014	<ol style="list-style-type: none"> 1. GEAC will analyze data from the Fall 2013 data collection.
Spring 2014	<ol style="list-style-type: none"> 1. GEAC will share data and analysis with departments. 2. Faculty will discuss results and potential actions based on integrated skill-based data. 3. GEAC will discuss potential actions and begin planning the next cycle.
Summer 2014	<p>GEAC will:</p> <ol style="list-style-type: none"> 1. analyze reports from discipline-specific assessment plans in AS program cycle; 2. develop a project to assess selected GE integrated skill-based goals in AY 2014-15; 3. meet with departments participating in the project to discuss the process and procedures of the assessment.
Fall 2014	<ol style="list-style-type: none"> 1. At the General Faculty Conference, GEAC will announce the assessment project for the selected GE integrated skill-based goals for AY 2014-15. 2. Designated faculty and GEAC will collect data.

Projected Assessment Cycle of GE Discipline-Specific Goals and Integrated Goals

	AA, AS Programs	AAS Programs	Integrated Skill-Based Goals
9/2012	New cycle	Final year of cycle	Information Literacy
9/2013		New cycle	
9/2014	New cycle	New cycle	Ethical Reasoning, Communication
9/2015			Technological Competency, Cultural and Global Awareness
9/2016	New cycle	New cycle	Information Literacy, Ethical Reasoning
9/2017			Communication, Technological Competency

Appendix A General Education Goals

Approved by the Bergen Community College Faculty Senate, April, 2012.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
 2. **Quantitative Knowledge and Skills:** Students will apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
 3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry to acquire knowledge of the natural world. They will apply the scientific skills of observation, investigation, experimentation, and verification to examine and explain natural phenomena; understand how the scientific process can lead to theories and laws that uncover fundamental principles of nature; and become aware of the influence of scientific discoveries and applications on society.
 4. **Technological Competency:** Students will use appropriate computer and other technologies to achieve educational and personal goals.
 5. **Society and Human Behavior:** Students will use social and behavioral science theories and concepts to analyze human behavior and social and political institutions.
 6. **Humanistic Perspective:** Students will analyze and interpret works and productions in such fields as literature, art, music, theater, philosophy, and religion; students will also consider learning and using a second language.
 7. **Historical Perspective:** Students will analyze historical events and movements in Western and/or non-western societies and assess their subsequent significance.
 8. **Global and Cultural Awareness:** Students will study various world cultures and will analyze their similarities and differences.
 9. *****Information Literacy:** As they pursue their academic work, students will locate, evaluate, and use effectively information from a variety of relevant sources.
 10. *****Ethical Perspective:** Students will recognize, analyze, and assess ethical issues and situations.
- *** Goals designated with asterisks are considered as “integrated” course goals by NJCCC.

Appendix B

Works Consulted

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The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

***Focused** by engagement with big questions, both contemporary and enduring*

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

***Practiced extensively**, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

***Anchored** through active involvement with diverse communities and real-world challenges*

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

***Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems*

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

Essential Learning Outcomes and BCC General Education Goals

<p>LEAP: Knowledge of Human Cultures and the Physical and Natural World</p> <ul style="list-style-type: none"> Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts <p><i>Focused by engagement with big questions, both contemporary and enduring</i></p>	
	BCC General Education Goals
	<p>1. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry to acquire knowledge of the natural world. They will apply the scientific skills of observation, investigation, experimentation, and verification to examine and explain natural phenomena; understand how the scientific process can lead to theories and laws that uncover fundamental principles of nature; and become aware of the influence of scientific discoveries and applications on society.</p> <p>2. Society and Human Behavior: Students will use social and behavioral science theories and concepts to analyze human behavior and social and political institutions.</p> <p>3. Humanistic Perspective: Students will analyze and interpret works and productions in such fields as literature, art, music, theater, philosophy, and religion; students will also consider learning and using a second language.</p> <p>4. Historical Perspective: Students will analyze historical events and movements in Western and/or non-western societies and assess their subsequent significance.</p> <p>5. Quantitative Knowledge and Skills: Students will apply appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.</p>
<p>LEAP: Intellectual and Practical Skills:</p> <ul style="list-style-type: none"> Inquiry and analysis, critical and creative thinking, aesthetics, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving <p><i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</i></p>	
	<p>6. Written and Oral Communication: Students will communicate effectively in both speech and writing.</p> <p>7. Technological Competency: Students will use appropriate computer and other technologies to achieve educational and personal goals.</p> <p>8. Information Literacy: As they pursue their academic work, students will locate, evaluate, and use effectively information from a variety of relevant sources.</p>
<p>LEAP: Personal and Social Responsibility</p> <ul style="list-style-type: none"> Civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning <p><i>Anchored through active involvement with diverse communities and real-world challenges</i></p>	
	<p>9. Global and Cultural Awareness: Students will study various world cultures and will analyze their similarities and differences.</p> <p>10. Ethical Perspective: Students will recognize, analyze, and assess ethical issues and situations.</p>
<p>LEAP: Integrative and Applied Learning</p> <ul style="list-style-type: none"> Synthesis and advanced accomplishment across general and specialized studies <p><i>Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems</i></p>	

**Bergen Community College
Annual Speech Competition
On
Contemporary Issues**

Report of Students' Scores as A Direct Measure of Student Learning Outcomes

Bergen Community College has held an Annual Speech Competition since 2008. Students volunteer to present a 6 to 8 minute informative or persuasive speech on a contemporary issue of significance. To prepare and present speeches, students have to be able to think critically: to decide on a topic, research it, formulate a point of view, develop a logical argument and write an outline. They have to be able to communicate their ideas in an extemporaneous setting. Most importantly, students have to be willing to present themselves to be judged on their thinking and speaking.

The range of skills required to deliver a speech of substance make the speech competition an effective way to directly assess student learning outcomes in the General Education objective of written and oral communication.

An analysis of students' scores for 4 of those years shows that out of 222 students, 79.3% of the student speakers were rated as average or above speakers. Another 16.6% of students received scores of below average, which would be equivalent to a grade of "D." Only 4% of students received scores indicating they were not competent speakers, which would be equivalent to a grade of "F."

The average scores of speakers in each of the 4 years in the study were in the "good" range. The median scores also were in the "good" range, except for the first year in the study (2009) when the median was 37, "excellent."

Explanation of How the Speeches Are Scored

Students are evaluated on 9 separate areas of speaking competence, using a rating scale of 1 to 5, 1 being low and 5 being high. The total points of the top speakers range from 40 to 45, indicating an average of 4.4 or better on all 9 measures. The total points of good speakers usually range from 30 to 36 points, earning an average of 3.3 or better on the 9 measures. The total points of average speakers range from 25 to 29 points, earning an average of 2.7 or better on the 9 measures.

Scores of

Top speakers:	40 to 45 points
Excellent speakers:	37 to 39
Good speakers:	30 to 36
Average speakers:	25 to 29
Below average speakers:	19 to 24
Not competent speakers:	18 or lower

A total score of 19 to 24, which is a 2.1 to 2.6 average on the 9 measures, would be considered below average. A score of 18 or less indicates that a student is not competent in at least some of the areas being measured.

Here is a breakdown of the average, median and modal scores for the years 2013, 2012, 2010 and 2009*:

	Number Of Speakers	Average Score	Median Score	Mode	Number of Scores 24< 18<		% Below 24
2013	65	32.9	33	29 (N=12) 34 (N=11)	9	4	20%
2012	68	32.7	32	32 (N=11) 31 (N=11)	14	1	22%
2010	39	34.6	35	36	3	0	8%
2009	50	31.6	37	37 (N=11)	11	4	8%
Totals N= 222				Totals N =	37	9	
				Percentage	16.6%	4%	20.7%

*Average, median and modal scores for 2011 and 2008 will be included in the next report.

Beginning in 2012, the competition intentionally recruited student participants from a broader range of academic abilities, from honors students to “C” students. This is possibly reflected in the higher percentages of students who scored below 24 (“below average”) in 2012 and 2013. Note that the average and median scores in 2012 and 2013, the years that the highest number of students participated, are similar.

Inter-Judge Reliability. A good speech is a good speech - there is a high degree of inter-judge reliability in the scoring. The closeness of the average, median and modal scores over the years indicates that scoring is consistent each year, and from year to year.

Jane Phelps
May 31, 2013

Spring 2013 Speech Competition Scoring Sheet

Student's Name _____ Title of Speech _____

Circle one number (1 to 5) for each category, 1 being the lowest score and 5 being the highest.

Speech Content
High

Low

1. Introduction: gets your attention, creates interest.	1	2	3	4	5
2. Thesis: is clear – you know what the speech is about.	1	2	3	4	5
3. Main points: are logical, easy to follow.	1	2	3	4	5
4. Main points: are developed with evidence or sources.	1	2	3	4	5
5. Conclusion: is clear, refers back to the introduction.	1	2	3	4	5

Speech Delivery

Low

High

6. Effective vocal tone, speed, and volume. Easy to understand.	1	2	3	4	5
7. Effective gestures , movements, and posture	1	2	3	4	5
8. Strong eye contact with the audience.	1	2	3	4	5
9. Extemporaneous delivery. Does not read the speech!	1	2	3	4	5
Total Points for Items 1 – 9 (to be added later)					

General Scoring Guide: Top Speakers = 40 – 45; Good Speakers = 35 – 40; Average Speakers = 27 - 35

Please complete the following after you have heard all of the speakers in the room:

Do you think this speaker should be a candidate for one of the *top finalists* to go to the awards round of the competition?

This is a holistic response to the overall speech/speaker. Respond without regard to the other speakers. You may think all of the speakers you hear should be one of the finalists. Or you may think that none of the speakers should move on the awards round. Please check one:

This student should move on to the awards round to compete for prizes: Yes___ No___

How do you rank this speaker compared to the other speakers in this room, with “1” being the highest rank for best speaker and “6” being the lowest?

Rank: 1 (highest ranking - best speaker) ___ 2___ 3___ 4___ 5___ 6___ (lowest ranking)

Any Comments:

Judge's Name _____

How the Speech Competition Meets General Education Goals

General Education Goal: written and oral communication. To present speeches students have to be able to think critically: to decide on a topic, research it, formulate a point of view, develop a logical argument and write an outline. Students have to be willing to present themselves to be judged on their thinking. Students of all academic abilities participate in the competition, from honors students to C students.

Themes. The Speech Competition encourages students to develop speeches on a variety of contemporary themes that support General Education goals across the curriculum. Here are some of the Gen Ed themes that are suggested to students for the competition:

1. Society and human behavior
 - a. Use social and behavioral science theories and concepts to analyze human behavior and social and political institutions
 - b. Examples: Speech about the “Psychology of Teenagers and What We are Learning”
2. Humanistic perspective
 - a. Example: speeches about the arts - literature, art, music, theater
 - b. Example: speeches about philosophy and religion
3. Historical perspective: students will study past conflicts and movements and their impact on current society
 - a. Example: fighting in El Salvador
 - b. Example: Armenian genocide
4. Global and cultural awareness: students will study various world cultures and analyze their similarities and differences
 - a. Speeches on peace, justice and reconciliation:
 - b. Example: the Palestinian – Israeli conflict
 - c. Example: profiling – racial, ethnic, religious
5. Information literacy: students will be able to research their speeches
6. Ethical perspective: students will recognize, analyze and assess ethical situations:
 - a. Plight of child soldiers
 - b. Address child hunger
 - c. Most of the United Nations Millennial Development Goals

J. Phelps
June 26, 2013

Rating Rubric for Outcomes Assessment Report

<i>Incomplete</i>	<ul style="list-style-type: none"> • Did not follow through with the program's assessment plan • No evidence that assessment data were collected • Submitted an incomplete assessment report
<i>Below Satisfactory</i>	<ul style="list-style-type: none"> • Not clear as to what outcome (s) was/were assessed • Assessment method did not link well with the outcome being assessed • Minimal effort was given to assessment • Did not show any evidence of faculty/staff dialogue regarding assessment results
<i>Satisfactory</i>	<ul style="list-style-type: none"> • Showed evidence that the program's assessment plan was followed through • Assessment method was appropriate for assessing the stated program learning goal/outcome • Showed some evidence of faculty/staff dialogue regarding assessment results
<i>Exemplary</i>	<ul style="list-style-type: none"> • In addition to being <i>SATISFACTORY</i> <ul style="list-style-type: none"> ○ Employed a validated assessment tool or faculty developed rubric ○ Focused on assessing program-level outcome ○ Showed strong evidence of faculty/staff dialogue regarding assessment results and application of the results

July 30, 2013



OUTCOMES ASSESSMENT HANDBOOK

THE CENTER FOR INSTITUTIONAL EFFECTIVENESS
September 2013

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PART I: INTRODUCTION

The Center for Institutional Effectiveness (CIE) promotes policies, practices, and activities which enhance institutional effectiveness. It fosters on campus a culture that values inquiry, evidence, and collaboration, and one that supports college-wide decision-making and planning initiatives by collecting, analyzing and reporting information about the College.

One way the College encourages student success is by assessing academic courses and programs, commonly known as learning outcomes assessment. Assessing student learning outcomes provides evidence that students are acquiring the knowledge, skills, and competencies the College expects of them as they move through the courses in their programs. Learning outcomes assessment encourages faculty, staff and students to continuously and systematically ask questions, leading to new learning opportunities and informed decisions that affect student learning.

In addition to learning outcomes assessment, the College also considers the work of Administrative and Educational Support (AES) departments and programs. AES assessment allows the College to better prioritize its resources, identify challenges and opportunities, improve efficiency, and enhance student outcomes and constituent satisfaction.

The *Assessment of Student Learning Handbook* provides an overview of the key tenets of assessment. It is not intended to be prescriptive, rather it was prepared for all members of the college community as an introduction to some of the more established assessment practices. We hope you find this handbook useful.

What is assessment of student learning?

*Assessment is the systematic collection and analysis of information to **improve student learning**.* It refers to any activity designed to collect information on whether students can demonstrate a set of knowledge and skills after completing a program/discipline. Student learning outcomes data informs curriculum and program enhancement. It is **not** an evaluation of faculty.

Why assess?

Faculty assess all the time in their classes and programs. In fact, faculty are constantly considering what worked well and what didn't, and are using those observations to make change. Formal assessment makes those informal activities more systematic and better understood by students.

There are three main reasons to assess:

- 1. To Prove:**
What should students be learning and in what ways should they be growing?
- 2. To Inform:**
What are students actually learning and in what ways are they actually growing?
- 3. To Improve:**
Using the answers to 1 and 2, what should be done to facilitate student learning and growth?

POTENTIAL BENEFITS OF ASSESSMENT

- ***Because Assessment can provide information about the knowledge and skills students have as they enter a course,*** faculty members can design instruction to target the knowledge and skill levels students should have upon finishing a course and better determine the levels of thinking or reasoning appropriate for the course.
- ***Because Assessment can make available richer data about the effects of the curriculum or teaching methods,*** faculty members can engage in more productive conversations about the status of student achievement and make better decisions about how it might be improved.
- ***Because Assessment can yield more reliable data about instruction,*** faculty members can make reliable decisions about innovations or experimental projects in instruction and share successes more easily.
- ***Because Assessment can provide evidence that faculty members make a difference in student learning,*** faculty members can enjoy greater satisfaction in their work as educators.
- ***Because Assessment can offer a larger view of student needs and accomplishments,*** faculty members can identify directions for future instructional development.

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American Association for Higher Education's Principles of Good Practice for Assessing Student Learning

- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but, also, and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

Part II: DEVELOPING A STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

Developing an effective assessment plan begins with being clear about what you are trying to accomplish. A clear statement of program learning outcomes and student learning outcomes serve as the foundation for the entire assessment plan. They shape the kinds of questions you will ask, the assessment methods you will employ, and determine how useful your assessment results will be for making programmatic changes.

STEP 1: PROGRAM LEARNING OUTCOMES

Program learning outcomes *describe learning outcomes and concepts* -- what you want students to learn. Developing agreed upon program learning outcomes is not always a quick and easy task. Departments vary in the extent to which the faculty share a common disciplinary framework. When faculty have various perspectives, identifying agreed upon outcomes may be more difficult than in departments where there is a unified approach to the discipline. Before actually writing or revising departmental outcomes, it is useful to have open discussions with department faculty on at least one or more of the following topics or similar topics:

- Describe the ideal student in your program at various phases in your program. Be concrete and focus on those strengths, skills, and values that you feel are the result of your program. What does this student care about and what is this student able to do? List and briefly describe the program experiences that contribute most to the development of the ideal student.
- List the achievements you implicitly expect of students who take your program.
- Collect and review instructional materials that you think are important for program outcomes. You may want to look at:
 - Syllabi and course outlines
 - Course assignments and tests
 - Textbooks (especially the tables of contents, introductions, and summaries)
 - Documents that describe your department and its programs
 - Brochures and catalogue descriptions
 - Accreditation reports
 - Curriculum committee reports
 - Mission statements

It is generally a good idea to identify between three and five outcomes for your program. These outcomes can be general as well as discipline-specific to the department or program itself.

STEP 2: STUDENT LEARNING OUTCOMES

Student learning outcomes transform the program learning outcomes into ***specific student performance and behaviors that demonstrate student learning and skill development of these outcomes***. Before drafting outcomes, it is helpful to consider the following three questions:

1. For each of your stated program outcomes, what are the specific student behaviors, skills, or abilities that would tell you this outcome is being achieved?
2. Ideally and briefly, what would a skeptic need (evidence, behavior, etc.), in order to see that your students are achieving the major outcomes you have set out for them?
3. In your experience, what evidence tells you when students have met these outcomes – how do you know when they’re “getting” it?

KEEP IN MIND:

- When writing student learning outcomes, you should describe realistic and achievable outcomes in simple language. Even if a learning outcome that is important to you seems difficult to measure, try to word the outcome into language that focuses on student behavior. Effectively worded objectives use action verbs that describe definite, observable actions (See appendix for Bloom’s Taxonomy.)
- Student learning outcomes should be accepted and supported by members of the department. Developing appropriate and useful outcomes is an iterative process; it’s not unusual to go back a number of times to refine outcomes. In many cases, it is only when you try to develop assessment techniques for student learning outcomes that the need for refining those outcomes becomes apparent.

STEP 3: DESIGNING THE ASSESSMENT PROJECT

A key part of deciding on what assessment methods to use is knowing what you want to assess. Before beginning an assessment project, it is helpful to ask:

- What should students be learning and in what ways should they be growing?
- What are students actually learning and in what ways are they actually growing?
- What should you be doing to facilitate student learning and growth?

In addition, the most effective assessment projects are those that are closely linked to the curriculum and that use available information and resources to the greatest degree possible.

Hint

(1) Take an Inventory of Current Assessment Practices

Even though it may not be called “assessment,” instructors and departments already assess student learning through a variety of methods including assigning grades based on a rubric, competency exams, and capstone courses. Before designing an assessment, it is important to identify what assessment information you are already collecting and match these data sources to your program learning outcomes and student learning outcomes. Once you have done this, you can pinpoint central questions that are not being answered by your current assessment practices.

(2) Refer to a Curriculum Map

Curriculum mapping makes it possible to identify where your student learning outcomes are addressed in the program. (See appendix for curriculum map template.)

STEP 4: SELECTING ASSESSMENT METHODS

Each department should select and develop assessment methods that are appropriate to departmental outcomes and that will provide useful and relevant information for the purposes that faculty in the department have identified. The following are points to consider:

a) Effective program assessment is generally:

- Faculty-designed and implemented, not imposed from the top down
- Systematic
- Ongoing and cumulative

- b) ***If possible, use multiple methods to assess each learning outcome.*** Many outcomes will be difficult to assess using only one measure. The advantages to using more than one method include:
- multiple measures can assess different components of a complex task
 - no need to try to design a complicated all-purpose method
 - greater accuracy and authority can be achieved when several methods of assessment produce similar findings
 - provides opportunity to pursue further inquiry when methods contradict each other
- c) ***Include both direct and indirect measures when possible.*** Direct methods ask students ***to demonstrate*** their learning while indirect methods ask them ***to reflect*** on their learning. Direct methods include measures such as objective tests, essays, presentations and classroom assignments. Indirect methods include surveys, interviews, and reflection papers.
- d) ***Include qualitative as well as quantitative measures.*** A combination of qualitative and quantitative methods offers the most effective way to assess outcomes. However, it is as important that the assessment method matches your departmental culture.
- **Qualitative** measures “rely on descriptions rather than numbers.” Examples include exit interviews, formal recitals, participant observations, writing samples, open-ended questions on surveys.
 - **Quantitative** measures assess teaching and learning by collecting and analyzing numeric data using statistical techniques such as GPA, grades, exam scores, standardized teaching evaluations.
- e) ***Choose assessment methods that allow you to assess the strengths and weaknesses of the program.*** Effective methods of assessment provide both positive and negative feedback. Finding out what is working well is only one goal of program assessment.
- f) ***Be selective about what you choose to observe or measure.*** Assessment methods should be selected carefully. Remember:
- Comprehensive does not mean assessing everything
 - Choosing assessable indicators of effectiveness is key
 - Complex methods are not necessarily the best choice
- g) ***Use established accreditation criteria to design your assessment program.*** Established criteria will help you:
- respond more effectively to accreditation requirements

- build on the techniques and measures that you use as part of the accreditation process

Remember:

- Answer questions that are important to you and your program.
- Are manageable, given available resources (including time and money).
- Enlist the assistance of The Center for Institutional Effectiveness when you plan to create, adapt, or revise assessment instruments. CIE can help you:
 - identify appropriate assessment measurements for specific goals and tasks
 - ensure validity and reliability of test instruments
 - ensure validity and reliability of qualitative methods
 - analyze and interpret quantitative and qualitative data collected

Challenges to Assessment Design

As your department works to identify and design assessment methods to measure student learning, you may be faced with a number of challenges. The following are some suggestions on how to overcome difficulties.

1. **Allow time for mistakes and for ongoing faculty input and discussion.**
Pilot projects are excellent ways to try out new techniques to see how well they assess the outcome you are trying to measure. Encourage and set time aside for faculty meetings to discuss assessment techniques and methods so that faculty both invest in the process and see how assessment is connected to the learning that goes on in their classrooms.
2. **Tie the assessment methodology and instruments to the purpose of the assessment.**
Avoid the common error of designing or identifying an assessment technique, then fitting a purpose or goal to it.
3. **Address the issues of participant attrition/retention, the actual amount of time involved, and cost and/or resources.**
Longitudinal studies are particularly vulnerable to these challenges. Any effective assessment plan will acknowledge these challenges and incorporate ways to address them within the development and implementation of the plan itself.

4. Think about the ways in which you can use one source of information for a variety of course and program-level purposes.

This method will improve the chances that the assessment activity will become embedded into the structure of your program, requiring less start up work down the road.

STEP 5: ANALYZING AND REPORTING RESULTS

It is important to make the most out of the information you collect through appropriate analysis and interpretation. In its “Nine Principles of Good Practice for Assessing Student Learning” (1992), the American Association of Higher Education (AAHE) asserts that an assessment plan’s value to the department lies in the evidence it offers about overall department or program strengths and weaknesses, and in the evidence it provides for change (Wright, 1991).

Analyzing:

After you have completed your assessment and have tabulated the results, it is important to ask yourself a number of questions including:

- What were you trying to accomplish from the assessment project?
- What does the data say about your students’ mastery of the subject matter? What does the data say about your students’ preparation for taking the next step in their careers?
- Are there areas where your students are outstanding? Are they consistently weak in some respects?
- Are graduates of your program getting good jobs, transferring to reputable schools, or reporting satisfaction with their education?
- Do you see indications in student performance that point to weakness in any particular skills, such as writing, or critical thinking skills?
- Do you see areas where performance is okay, but not outstanding, and where you would like to see a higher level of performance?
- What was the most valuable thing you learned?
- What are the three most important things you would like to share with others about your results?

- 1.
- 2.
- 3.

The answers to these questions will help your department decide what steps to take next. How will your department incorporate the results of the assessment project into curriculum or pedagogical changes, program requirements, faculty development or additional resources?

Reporting:

A department often has more than one purpose for engaging in assessment. The audience for your assessment results plays an important role in defining the purpose of the report(s) you generate. For example, if the primary purpose of your report is to help faculty members in the department identify ways to improve the program, you would focus on how the results inform curricular change and improvement. Your report might include a detailed analysis of how students scored on a specific exam or lab. For a report to an external audience, your purpose is more likely to make a case for the quality of the educational experience students receive in your program, and highlight the program's particular strengths in fostering student learning, while also documenting the improvements made as a consequence of results. This report might include an overview of how students performed on a particular assessment.

Assessment results are often included in:

- accreditation reports
- general education reviews
- curriculum review
- recruitment material
- alumni newsletters
- publications
- career services
- securing grants

Remember:

Good news is always worth sharing.

Sharing encouraging results is one way to begin paving the way for a culture shift toward continuous self-assessment and quality improvement.

STEP 6: EVALUATING THE PROCESS

At the end of an assessment cycle, it is important for the faculty involved in the assessment project to reflect on the process and to share their thoughts with all departmental faculty so that everyone in the department stays informed and engaged.

Some questions to reflect upon are:

- Did you have a positive or negative experience implementing your assessment methods?
- What were students' reactions to the assessment process?
- What did you find especially effective in the assessment process?
- What did you particularly dislike about the process?
- What would you change about the process? Why?
- What will you do again? Why?
- What do the results suggest for assessment at BCC?

The information gathered from these discussions should help inform the next assessment cycle.

There is a lot of help out there.

It is important to keep in mind that you are not alone. If you have assessment questions or need help, you can speak with your department head, dean, assessment liaison, or someone in The Center for Institutional Effectiveness.

PART III: DEVELOPING AN ADMINISTRATIVE AND EDUCATIONAL (AES) ASSESSMENT PLAN

The assessment of institutional effectiveness is a systematic process for thinking about, studying, and making efforts to improve college programs and services. This process ultimately establishes direction for improving institutional quality and building a solid reputation.

Effective administrative unit assessment should answer these questions:

1. What are you trying to do?
2. How well are you doing it?

The answers to the first two questions leads to the following questions:

3. How can you improve what you are doing?
4. What and how does an administrative unit contribute to the development and growth of students?
5. How can the student learning experience be improved?

STEP 1: PROGRAM/ DEPARTMENT GOAL

Developing agreed upon department goals is not always a quick and easy task. Departments vary in the extent to which staff shares a common operational framework. Before actually writing or revising departmental goals, it is useful to have open discussions with department staff on at least one or more of the following topics or similar topics:

- How does your department support Bergen's mission, vision, and values statements?
- Why does your department do what it does?
- What does the department wish to accomplish?
- What are the strengths and weaknesses of your department?
- What would be good indicators of quality for your department?

It is generally a good idea to identify between three and five goals for your program. These outcomes can be general as well as specific to the department or program itself.

Department Goals should:

- Be challenging but attainable.
- Be useful to the department, as well as to the College.

STEP 2: PROGRAM/DEPARTMENT OUTCOMES

Outcome statements transform the program goals into *specific behaviors that demonstrate the goal is being met*.

Program / Department Outcomes should respond to the following questions:

- How will the department accomplish this goal?
- What service or program is being provided?
- What value is being added to students and Bergen because of the service or program?

Avoid establishing outcomes which might be easily assessed, but which are of little value in improving the quality of programs and services.

STEP 3: DESIGNING THE ASSESSMENT PROJECT

A successful assessment project will answer two questions:

- Is your department accomplishing what it wishes to accomplish?
- How do you know?

Assessment should NOT:

- Be viewed as an evaluation or accountability process.
- Be accepted as being optional.
- Be used to compare units.
- Be used to evaluate staff.

STEP 4: SELECTING ASSESSMENT METHODS

Assessment tools can be qualitative or quantitative. However, they need to directly relate to specific outcomes. Some assessment tools used in AES departments include:

- Direct Measures: specific tallies of performance. (quantitative)
- Indirect Measures: student and constituent satisfaction surveys conducted through questionnaires or focus groups. (qualitative)
- Data System Indicators: data related to outcomes may be collected in the college's routine data collection efforts. (quantitative)

- Administrative Practice: administrative departments may collect information in the process of writing annual reports or other required documentation procedures. (quantitative)

STEP 5: ANALYZING AND REPORTING RESULTS

The value of an effective assessment program lies in its contribution to the improvement of the quality of programs and services. Effective assessment should inform decisions leading to department / program changes. In addition, for assessment to take hold, it must be integrated into day to day operations.

Analyzing:

After you have completed your assessment and have tabulated the results, it is important to ask yourself:

- What were you trying to accomplish from the assessment project?
- What does the data say about your department's work?
- Are there areas where your department is outstanding? Is it consistently weak in some respects?
- Do you see areas where performance is okay, but not outstanding, and where you would like to see a higher level of performance?
- What was the most valuable thing you learned?
- What are the three most important things you would like to share with others about your results?
 - 1.
 - 2.
 - 3.

The answers to these questions will help your department decide what steps to take next. How will your department incorporate the results of the assessment project into changes in service, productivity, staff development or additional resources?

Reporting:

The audience for your assessment results plays an important role in defining the purpose of the report(s) you generate.

Assessment results are often included in:

- accreditation reports

- recruitment material
- alumni newsletters
- publications
- career services
- securing grants
- resource allocation

STEP 6: EVALUATING THE PROCESS

At the end of an assessment cycle, it is important for the staff involved in the assessment project to reflect on the process and to share their thoughts with other members of the department so that everyone in the department stays informed and engaged.

Some questions to reflect upon are:

- Did you have a positive or negative experience implementing your assessment methods?
- What were your colleagues' reactions to the assessment process?
- What did you find especially effective in the assessment process?
- What did you particularly dislike about the process?
- What would you change about the process? Why?
- What will you do again? Why?
- What do the results suggest for assessment at BCC?

APPENDIX:

Program Learning Outcomes Definition Worksheet

Each faculty member in the department should complete a copy of this worksheet. Arrange a time for all of you to sit down together to compare notes and discuss results. The final product of this exercise should be a list of three to five broad outcomes that describe what department faculty believe should be characteristic of graduates in the major.

1. List any department outcomes that you know. This information can most likely be found in the course catalog, program brochure, or department mission statement.
2. Describe your ideal student in terms of strengths, skills, knowledge and values, and identify which of these characteristics are the result of the program experience. Keeping this ideal student in mind, ask what the student:
 - a. knows
 - b. can do
 - c. cares about
3. What program experiences can you identify as making the most contribution to producing and supporting the ideal student?
4. What should every graduate of your program know?
5. What career achievements of your alumni are you most proud of?

APPENDIX: Determining Student Learning Outcomes

Once you have identified your program goals, have all faculty members complete the following table. Meet as a group to discuss your response and try to reach consensus on desired student learning outcomes. Remember that an **outcome** is the ***specific learning behavior that the student should demonstrate*** in the context of achieving the goal. You may end up with more than one outcome for each goal.

Program Goal	Student Learning Outcome(s)
1.	a. b. c.
2.	a. b. c.
3.	a. b. c.
4.	a. b. c.
5.	a. b. c.

Appendix

Unit Assessment Planning Checklist

Purpose: To help identify a unit's assessment needs

1. What objective are you seeking to assess?
 - _____ Unit productivity/output
 - _____ Level of satisfaction
 - _____ Unit efficiency
2. Why are you conducting the assessment?
 - _____ To enhance management effectiveness/performance
 - _____ To improve quality e.g., reduce error rates
 - _____ To track progress over time
3. From whom will the data be collected?
 - _____ Incoming students
 - _____ Current students
 - _____ Students who stopped or dropped out
 - _____ Graduating students/recent graduates
 - _____ Alumni
 - _____ Employers
 - _____ Faculty
 - _____ Staff
 - _____ Administrators
 - _____ Parents
 - _____ Other institutions
 - _____ Professional associations/organizations
4. From what sources will the data be gathered?
 - _____ In-house surveys
 - _____ National surveys
 - _____ Internal unit data (documents, memos, reports, etc.)
 - _____ Focus groups
 - _____ Other _____
5. How will the data be used?
 - _____ To improve programs or services
 - _____ To develop a proposal
 - _____ To improve student outcomes
6. Data collection
 - _____ Regular/recurring

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- ____ One-time (special purpose)

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APPENDIX:

Direct and Indirect Methods of Assessment

Direct methods of assessment provide evidence that *actual learning* has occurred. Examples of direct measures include examinations, capstone projects, licensure exams, and work assessed with a rubric.

Indirect methods of assessment *imply* that learning has occurred but does not *demonstrate* the actual learning. Indirect methods of assessment include surveys, course evaluations, and reflections pieces.

The Method Selection Criteria Matrix can help you determine which methods of assessment might be most appropriate for your departmental culture and your assessment questions. This matrix allows you to evaluate the appropriateness of the methods you are considering based on criteria of importance to the department. Completing this matrix will help you link learning outcomes to specific measures that can be used to assess these outcomes.

Assessment Method Selection Criteria Matrix

Key

✓ = Adequate tool

+ = Valuable tool

- = Not an effective tool for criterion

Criteria of Value to Department	Measures (examples)				
	Standardized tests	Portfolios	Performances	Surveys	Classroom Assignments
Curriculum match					
Low data Gathering Costs					
Reasonable Planning Time					
Reasonable Analysis Time/Cost					
Value to Student Learning					

Appendix: Components of an Assessment Plan

All assessment plans include the following elements:

<i>Student Learning Outcomes</i>	What will the student in the program know, value and be able to do upon graduation?
<i>Means of Assessment</i>	By what measure(s) will you know that students are meeting departmental learning outcomes? Source(s) of data: From whom, and at what points, will you gather data? How will the information be collected?
<i>Assessment Processes</i>	When will you conduct the assessment? Who will be responsible for each component? What is the overall timeline for the assessment plan?
<i>Summary of Results</i>	What did you find out? How do the data support these findings?
<i>Recommendations and Actions Taken Based on Recommendations</i>	Based on your findings, what do you plan to do now? What is already in place?

Appendix Curriculum Mapping

Curriculum mapping makes it possible to identify where your student learning outcomes are addressed in the program. Below is an example of a framework that can help you to identify links between program outcomes and curricular processes. Along the top of the matrix, list all the courses for the program. Along the side, list your program outcomes. Then indicate which assessment tool(s) are used to address each program outcome.

Assessment Matrix: Linking Objectives to Curriculum

Bergen Community College

Curriculum Map: *insert your program/discipline name here*
Courses to Program/Discipline Level Student Learning Outcomes
Completion Date: *insert date here*

The _____ curriculum prepares students to achieve the expected student learning outcomes identified by the program or discipline. The following table demonstrates how learning activities in specific courses map to these learning outcomes.

KEY:

I – Introduced R – Reinforced and opportunity to practice M – Mastery at exit level

A -

Assessment evidence collected at exit level

	Program/Discipline Student Learning Outcomes*				
Required Courses					

* Adapted from Community College of Philadelphia's Curriculum Map template, August 2013

What About Grades?

When the issue of assessment is raised, faculty members often say, “I already do assessment. I grade student assignments.” While grades are one measure of student achievement, there are significant drawbacks to using grades to meet assessment’s primary goal – to improve teaching and learning. Traditional grading which offers one “score” to represent the sum total of a student’s performance across a host of outcomes does not necessarily provide the detailed and specific information necessary for linking student performance to program outcomes and, ultimately, to improvement. Because grades don’t always tell you about student performance on individual learning outcomes or program outcomes, they do not provide sufficient information on the overall success of the program in helping students attain specific and distinct learning outcomes.

Appendix

BLOOM’S TAXONOMY of EDUCATIONAL OBJECTIVES

Bloom’s Taxonomy is a classification of learning objectives. Six levels, which move from the lowest order processes (Level 1) to the highest (Level 6), are often used to describe the cognitive behaviors of student learning.

Below are descriptions of each level and examples of typical action verbs that can be used when writing student learning outcomes.

Level 1

Knowledge: Requires students to remember or recall information without necessarily understanding the required material. The behavior includes describing, identifying or labeling.

define	memorize	select
identify	name	underline
indicate	recall	tell
know	record	translate
label	relate	use
list	repeat	

Level 2

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Comprehension: Is concerned with understanding and comprehending learned material or information. Students' behavior demonstrates the ability to explain, discuss and or interpret materials or a condition.

classify
describe
discuss
explain
express
identify
locate

paraphrase
recognize
report
restate
review
suggest
summarize

schedule
shop
question
relate
solve

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Level 3

Application: Involves students' ability to put ideas, concepts and actions into play to solve problems. Students demonstrate, show, and make use of information.

apply	give examples	practice
compute	illustrate	predict
construct	interpret	inspect
demonstrate	investigate	inventory
dramatize	operate	
employ	organize	

Level 4

Analysis: Involves students' ability to use critical thinking and emphasizes analysis and evaluation. This requires breaking down information into components and seeing relationships and ideas. The related behavior includes comparing, categorizing, or differentiating.

analyze	criticize	examine
appraise	debate	experiment
calculate	determine	propose
categorize	diagram	set-up
compare	differentiate	
contrast	distinguish	

Level 5

Synthesis: Involves students' ability to put parts together to form something original. This requires the learner to use creativity to design, compose, and create new designs or creations.

arrange	design	prepare
assemble	formulate	produce
collect	manage	select
compose	organize	value
construct	perform	
create	plan	

Level 6

Evaluation: Involves making judgment based on evidence or defined criteria. Students' related behavior includes criticizing, prioritizing and recommending.

appraise
assess
choose
compare
contrast

decide
estimate
evaluate
grade
judge

measure
rate
revise
score

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At Bergen, the Learning Assessment Committee of the Faculty Senate revised the *Assessment of Student Learning Report Form* and the *Student Learning Outcomes Assessment Plan* that will now be used by all academic departments. Both documents were approved by the Faculty Senate and by the Board of Trustees in spring 2012.

BERGEN COMMUNITY COLLEGE

Student Learning Outcomes Assessment Report

Assessment Report for (Department or Program):

Academic Chair:

Assessment Period:

Submitted by:

1. Intended Outcome (Goal):

2. a) Program goal(s) to which the intended outcome is related.

b) General Education Requirement(s) to which the intended outcome relates:

c) Section(s) of the Strategic Plan to which the intended outcomes relates:

3. a) Means of assessment:

b) Sources of data:

c) Desired result:

4. Summary of Results:

5. Recommendations for modifications:

6. Actions taken based on recommendations:

Student Learning Outcomes Assessment Plan

As part of fulfilling its mission, the Center for Institutional Effectiveness (CIE) will work with faculty to provide support, training and workshops, and guidance for assessment activities.

Four Semester Assessment Sequence

Semester 1: Create the assessment plan

- a) Identify one intended outcome that will be assessed
- b) Identify a program goal to which the intended outcome relates
- c) Identify one or more General Education Requirements to which the intended outcomes relates
- d) Identify at least one sub-goal of the current Strategic Plan to which the intended outcome relates
- e) Identify means of assessment for the intended outcome. (For example: examinations, quizzes, essays, standardized tests, research projects, artistic performances and products, capstone projects, licensure/certification pass rates, etc. The use of rubrics for grading is recommended.)
- f) Discuss assessment plan with academic department head and dean

Semester 2: Develop assessment strategy

- (a) Develop any required assessment tools, as needed and as appropriate. (These may include such items as rubrics, surveys, test questions, etc.) A copy of the assessment tool(s) used should be included in the report.
- (b) Develop the desired result.
- (c) Develop a plan for data collection
- (d) Identify resource needs and discuss same with academic department head and dean, as appropriate
- (e) Revise assessment plan, if necessary, based upon available resources
- (f) Assign, as appropriate, responsibilities
- (g) Submit assessment plan to CIE for record keeping

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Semester 3: Implement assessment plan & strategy

- (a) Collect assessment data using chosen assessment tools
- (b) Analyze and interpret assessment results
- (c) Complete Section 4 of the Assessment Report (Summary of Results)

Semester 4: Recommendations and Actions Taken (Closing the Loop)*

- (a) Discuss assessment results with department and program faculty
- (b) List recommendations for modification. (For example: any changes to courses or programs, changes in instructional methods, changes in evaluation instruments, etc.).
- (c) Identify actions taken based on recommendations. This is an opportunity to indicate what was actually done as a result of the recommendations, and prepare for the next assessment cycle, which will assess the impact of these changes or actions.
- (d) Make assessment report available to the department
- (e) Submit Assessment Report to CIE for record keeping (Complete Sections 5 & 6 of the Assessment Report and submit the entire report.)

*A significant part of the cycle occurs in Semester 4 when findings are discussed and departments/disciplines use the findings to make adjustments/changes in curriculum, etc. for implementation in the next assessment cycle, using the same intended outcome. The iteration of the same intended outcome will allow the department to determine if the changes do improve student learning. This is “closing the loop”.

ACKNOWLEDGMENTS

This handbook draws heavily from the following sources:

Assessing Student Learning, 2nd edition, Suskie, Jossey-Bass, (2009).

Using Assessment for Academic Program Improvement, *The University of Wisconsin-Madison (April 2000)*.

Guide for Student Learning Outcomes Assessment, *Columbia College, Chicago*.

Assessment Plan, *California State University, Chico, (1998)*.

Assessment Workbook, *Ball State University, (1999)*.

PACT Outcomes Assessment Handbook, *California State University, Bakersfield, (1999)*.

Designing and Assessing Courses and Curricula , *Diamond, Rober M. (1998)*.

Busy Chairperson's Guide to Assessment, *Southeast Missouri State University, (1997)*.

OAPA Handbook Program-Based Review and Assessment, UMass Amherst.

Southwestern University Administrative Assessment Handbook, 3rd Edition (2011).

An Introduction to Institutional Assessment, *Lehman College, (2010)*.

Operational Excellence and Assessment Support, UCF Administrative Assessment Handbook, University of Central Florida 12 May 2008

Center for Institutional Effectiveness Assessment Fellows

Role of Fellows

The role of the CIE Assessment Fellows is to provide leadership in outcomes assessment and facilitate outcomes assessment work carried out by Bergen faculty and staff, in both academic and AES units. The Fellows promote communication and the utilization of assessment results. Fellows, in collaboration with the General Education Committee and the Learning Assessment Committee, address the General Education assessment needs of the College.

The Fellows' responsibilities include:

- Working with department assessment liaisons, unit leaders and key stakeholders (i.e., deans, department heads, unit leaders, vice presidents, the Faculty Senate) to ensure the development of high quality and meaningful assessment plans
- Assisting and mentoring in all phases of outcomes assessment
- Creating and conducting assessment workshops to expand the assessment knowledge base; engaging in college-wide forums
- Providing leadership in General Education assessment and working together with the General Education Committee and the Learning Assessment Committee
- Publishing the CIE Newsletter
- Attending Learning Assessment Committee (LAC) meetings and monthly Fellows meetings
- Attending regional/national conferences
- Creating and maintaining an electronic resource center
- Assisting in the preparation of reports and documents for Middle States accreditation
- Facilitating the implementation and use of the Tk20 Assessment Software

Commitment:

- Two-year term (summer as needed)
- Three hours of reassigned time per semester

Bergen Community College
CIE Assessment Fellow Application
2013 - 2015

The application deadline for the 2013 - 2015 CIE Assessment Fellow is **September 12th, 2013**. Please email your completed application to Dr. Yun Kim, Vice President of Institutional Effectiveness, yunkim@bergen.edu .

Name:

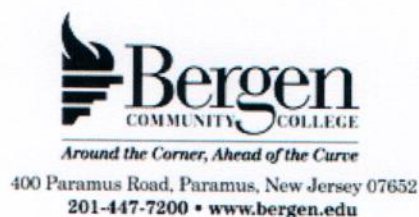
Department:

Faculty Status (Select ONE):

☐ Lecturer ☐ Assistant ☐ Associate ☐ Full ☐ Lecturer ☐ Adjunct

Please describe your interest and experience in assessment at Bergen and elsewhere:

Please describe any coursework you have taken in assessment or testing methods:



BOARD OF TRUSTEES ACTION A/F 12
Approval Date: May 7, 2013

Resolution

Authorization to Award Request for Proposal #R-042 for Assessment and Planning Software for Reporting and Accreditation to TK-20, Inc.

Submitted By

Dr. Ronald Milon, Vice President, Administrative Services
 Dr. Yun Kim, Vice President, Institutional Effectiveness
 Mr. Peter Bosco, Consulting Information Technology Officer, Campus Works
 Ms. Barbara Golden, Director, Purchasing and Services

Action Requested

Authorization to award RFP #R-042 for Assessment and Planning Software for Reporting and Accreditation to TK-20, Inc., at a cost not to exceed \$37,000.00, for one year.

Justification

This assessment software is required by the College to strengthen administration and communication in three areas: outcomes assessment of student learning, the college-wide annual planning and reporting process, and linking strategic initiatives with budgeting.

The College evaluated the proposals received in response to the RFP and has determined that the TK-20 product best meets our current and future needs, and fully supports Middle States and other key disciplinary accreditation(s) requirements.

The Request for Proposals was advertised on the College website in accordance with New Jersey P.L. 2004 Chapter 19 "Pay to Play" Law, and conforms to a "Fair and Open Process."

A total of eight companies registered for RFP packages and six proposals were received. The companies listed below submitted proposals.

Centrieva
 HigherOne, Inc.
 LiveText, Inc.
 Nuventive, LLC
 TaskStream
 TK20, Inc.

This procurement is exempt from bidding in accordance with County College Contracts Law 18A:64A-25.5 (a) (19). (Software).

Charge To: College Operating Funds
 Account Number: 10-01-189100-607561