

Periodic Review Report

presented to

**The Middle States Commission
on Higher Education**



Bergen Community College

June 1, 2011

President G. Jeremiah Ryan

Date of most recent decennial evaluation team visit: 2006



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MSCHE CERTIFICATION STATEMENT



Middle States Commission on Higher Education

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Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements (Effective October 1, 2009)

An institution seeking initial accreditation or reaffirmation of accreditation must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.


If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

____ Bergen Community College _____
(Name of Institution)

is seeking (Check one): ____ Initial Accreditation ____ ☒ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

____ Exceptions are noted in the attached memorandum (Check if applicable)


(Chief Executive Officer)

(Date)

05/11/2011


(Chair, Board of Trustees or Directors)

(Date)

5-8-11

LIST OF ACRONYMS

1. Academic Departments (ACAD)
2. Administrative and Educational Support Department (AES)
3. Bergen Community College Faculty Association (BCCFA)
4. Center for Institutional Effectiveness (CIE)
5. Center for Instructional Teaching and Learning (CITL)
6. Community College Survey of Student Engagement (CCSSE)
7. Economic Modeling LLC (EMSI)
8. Integrated Postsecondary Education Data System (IPEDS)
9. Key Performance Indicators (KPIs)
10. Middle State Commission on Higher Education (MSCHE)
11. National Community College Benchmarking Projects (NCCBP)
12. Personal Assessment of the College Environment Survey (PACE)
13. Vice President of Research, Planning, Assessment and Quality (VP-RPAQ)



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.

Section 1: Executive Summary

A brief overview of the institution and a summary of major changes and developments since the decennial accreditation.

College Overview

Bergen Community College was founded in 1965 to satisfy the region's need for convenient, affordable and comprehensive higher education. Today, the College offers high quality credit and non-credit courses as well as a variety of degree and non-degree programs. Combined Fall enrollment in credit courses at the College's three locations is now over 17,000 students. The Paramus site, opened in 1968, is the main campus and offers 80 academic degree programs and 40 certificate-based programs. In addition, the main administrative offices and the Ciccone Theater, where performing arts and cultural events take place, are also located there. The second location, The Ciarco Learning Center, opened in 1970 in Hackensack. It offers college-level courses as well as a GED attainment program and English as a Second Language courses. The Lyndhurst site, known as Bergen Community College at the Meadowlands, opened in 2008. Course offerings there include for-credit liberal arts courses, Developmental Math and English classes, and workforce development courses. In total, BCC serves more than 32,000 students annually in degree, continuing education and adult education programs.

Approach to the PRR

In Fall 2009, the Vice President of Research, Planning, Assessment and Quality (VP-RPAQ) approached two faculty members to serve as the PRR Steering Committee co-chairs. Working together, they then chose an additional ten members, representing all members of the College community, to serve on the steering committee.

The co-chairs met several times to discuss the requirements of the project and how best to approach it. In discussions with the VP-RPAQ, they decided that the co-chairs would write the initial draft themselves and then meet with the steering committee to review each section of the report. The committee met a number of times in the fall and winter to provide feedback, including where information was missing, misleading or inaccurate. In addition to meeting as a large group, steering committee members worked with the co-chairs on an as-needed basis.

The PRR draft was gradually circulated to the College community. An early draft of the report was first made available to the College's Executive Council. Their comments were incorporated into the next draft. In a second distribution, academic deans, the Faculty Senate Executive Committee, College Council leaders and other key College administrators received a draft of the report. They, too, responded and their suggestions were noted and added. Subsequently, all members of the College community were sent an electronic version of the report. Two open forum sessions were moderated by the steering committee, and a comment form for suggestions was provided for those unable to attend the open forums. Finally, The Board of Trustees reviewed and approved the report at their May meeting.

Major Changes and Developments

While the PRR includes a discussion of changes and developments throughout the College, there are two areas that are especially noteworthy: (1) Facility Expansion; and (2) Governance.

(1) Facility Expansion:

Since the 2005-2006 Self-Study, a number of construction and renovation projects have been undertaken to accommodate the growing number of students attending the College. They have enhanced the learning environment and provided a quality setting in which students can interact. Details about the construction are in Section 3 of the report, but a brief explanation of the expansion is as follows:

Paramus Campus:

- The Science Wing addition provides space to accommodate the growing number of students enrolled in science classes as well as the means for more effective student instruction.
- The Student Center expansion and renovation, scheduled to be completed in Spring 2011, creates a relaxed atmosphere for students to meet and spend time.

BCC at the Meadowlands:

- With the purchase of the building at 1280 Wall Street West in Lyndhurst, in 2010, the College is able to offer classes to the growing student body which resides in the southern half of the County. This location will also help relieve the overcrowding at the Paramus campus. In addition, it is the primary hub of the Community-Based Job Training grant

and the home of the MOSAIC Center, which supports workers with disabilities throughout the region by providing job-training and placement services.

(2) Governance:

A multitude of steps have led to a more inclusive governance structure. These steps include:

- The creation of the College Council which handles non-academic issues of importance to the College. The Council acts in an advisory capacity to the President.
- Personal Assessment of the College Environment (PACE) Survey results helped in the development of *Engaged for Excellence: The 2010 – 2013 Strategic Plan*. The findings in the Institutional Structure category led to action recommendations which were integrated into year two of the Plan and an MOA on decision-making input [[Appendix I](#)].
- A Memorandum of Understanding between President Ryan and the President of the BCCFA addressed the concern about Dual Office-Holding of the BCCFA and Faculty Senate officers [[Appendix II](#)].
- The academic reorganization increased the number of Schools (formerly known as “divisions”) as well as the number of departments. This resulted in larger faculty representation in the Senate, a greater number of and more influential department chairs, and greater faculty input in matters of governance.

Highlights

This PRR documents the College’s progress in meeting its mission and the standards set forth by the Middle States Commission. In each section of the report, evidence is presented that demonstrates that the College is achieving both of these goals.

One recurring theme throughout the report is the assessment effort that began in earnest in 2005. While the first three assessment cycles used assessment results for improvement and change, it is in the fourth cycle where the structure for assessment and strategic planning merge. Two documents, *Engaged for Excellence: 2010 – 2013 Strategic Plan*, and *A Framework for Institutional Effectiveness and Quality Improvement*, are guiding the College’s integrated approach to planning, assessment, resource allocation and improvement at the institutional, departmental, program and course levels. The College’s data-driven approach to assessment is supported by the administration of nationally-normed instruments and the hiring of consultants to

inform planning and process improvement. This deliberate approach has resulted in more rational and effective decision making.

Another priority for the College has been improving student engagement and success. As the Report shows, support of active and collaborative learning techniques, increased online course offerings, flexible start times, three locations, and a redesigned advisement program are all aimed at better enabling students to be more successful.

A final highlight is the College's increased involvement in the community, and being selected for a 2010 Foundation Community Engagement Classification [[Appendix XXII](#)]. Through Service Learning, high school recruitment, the Moses Center for Civic Engagement, and the School (formerly known as "division") of Continuing Education, Corporate and Public Sector Training, the College has reached out to the residents of Bergen County in unprecedented ways while simultaneously inviting the community to become part of the College.

Section 2: The College's Response to Recommendations

A summary description of the institution's response to recommendations from the previous team report and institutional Self-Study.

Since the last Middle States Self-Study in 2005, many actions were taken in response to the recommendations and requirements made by the visiting team. The following pages address the changes implemented. The responses are grouped into four broad categories: Assessment, the Governance Structure, Faculty and Staff; and Student Learning.

The numbering system in this section of the report is used to identify the recommendations from the Self-Study and Issues to be addressed in the Periodic Report. The numbers are placed in parentheses as they relate to the narrative.

Assessment

This section reports and analyzes the steps taken in response to Middle States' concerns about assessment practices at the College.

2.1: While the College has initiated a focus on assessment which provides a link between planning and institutional renewal, this commitment should be institutionalized through allocation of appropriate resources.

7.1.1: The leadership and development of the CIE should be supported.

7.1.2: An action plan based on the CIE should be supported.

7.1.3: Sufficient resources should be allocated to assessment, including funds for training.

7.1.4: The assessment practices and process that have been instituted in the administrative and student services areas should be maintained.

7.1.5: Roles and responsibilities related to assessment should be clarified.

9.1: Student Services should continue to develop and implement outcomes assessment plans to evaluate services and aid in program improvement.

14.2: The College must continue to support the Center for Institutional Effectiveness which has the potential to be a strong center for academic and administrative assessment.

The Center for Institutional Effectiveness

The College has supported the Center for Institutional Effectiveness (CIE) by allocating additional resources and hiring personnel. The following illustrate the commitment to CIE: (2.1 & 14.2)

- In July 2008, the College added \$50,000 to its annual budget for planning and institutional renewal by hiring a Vice President of Research, Planning, Assessment and Quality (VP-RPAQ) to direct and oversee the projects of the CIE. (7.1.1)
- In March 2009, a new position, Dean for Program Development, Learning Technologies and Process Improvement, was created in part to support the VP-RPAQ on quality improvement initiatives. The Dean's primary duty was to oversee and expand the distance learning program. (7.1.1)
- A Technology Coordinator position was created to support the implementation of Tk20 software. This software provides a central location for planning, assessment, and budgeting processes and procedures, and facilitates alignment with the College's mission, goals and strategic plan. (7.1.1)
- Following a failed search for a research associate, the College used a portion of these resources not expended on filling the position to join the Hanover Research Council and expanded its capacity for data analysis and benchmarking research.
- CIE created and continues to sponsor a program for CIE Fellows and Departmental Liaisons who conduct assessment activities. (7.1.3)
 - Fellows and liaisons are offered released time or stipends.
 - The Faculty Contract now includes a provision to pay faculty who spend more than four hours per assessment plan outside of their regular course responsibilities when participating in assessment.
 - Fellows and liaisons attend external workshops on assessment including conferences hosted by the American Association of Colleges and Universities, The Middle States Commission on Higher Education, and The Indianapolis Assessment Institute at Purdue University.
 - Fellows and liaisons are trained to use Tk20.
- Since 2006, hands-on and presentation-based workshops have been offered to faculty and administrators participating in the assessment process. In 2010-2011, these workshops were reorganized into a five-part series on annual departmental planning and assessment. (7.1.3)

Additional evidence of the College's support for assessment is the clearly stated roles and responsibilities for assessment in the 2010 adoption of *A Framework for Institutional Effectiveness and Quality Improvement* [Appendix III]. This document places responsibility

principally on the Executive Council. Deans, Directors, Department Chairs and other unit supervisors also share in the responsibility to ensure that there are clearly established divisional and departmental goals aligned with the College's mission and strategic goals and to develop written assessment plans designed to track accomplishment of those goals. (7.1.5)

Administrative and Student Services (7.1.4 and 9.1)

All major administrative and student services departments participated in the 2006-2008 and 2008-2010 assessment cycles. (See Section 5 for further information.)

Academic Departments

The specific responsibilities for assessment of student learning are outlined in the *Assessment of Student Learning Plan 2010-2016* (the Plan) [Appendix IV] approved by the Faculty Senate in May 2010 and by the Board of Trustees in June 2010. Under the earlier assessment cycles, most assessment projects were administered by CIE which worked directly with liaisons representing the academic departments. However, to alleviate confusion about the role of the department chair in assessment, the department chair's role was clarified in both the Department Chairs' job description [Appendix V] and the Plan. These documents place the leadership for assessment of student learning with the department chair, who may identify a liaison to assist in data collection and reporting processes. Most department chairs have decided to appoint liaisons to manage the bulk of the assessment work, with assistance from a CIE Fellow who reports to the VP-RPAQ (7.1.5)

6.1: *The College should create a written plan for the periodic assessment of the integrity evidenced in all of its policies and practices. This should be a component of the larger institutional assessment plan.*

Standard 6: Integrity in the MSCHE document *Characteristics of Excellence in Higher Education* states that one of the ways an institution demonstrates integrity is in how it specifies and communicates its goals. Adhering to this principle, the Strategic Plan and Framework, along with the Tk20 software, make the College's goals and achievement of these goals visible to all College constituencies, providing a direct mechanism for students, faculty, community members,

administration, and accrediting agencies to determine what the College intends to achieve and how well it is meeting its goals. (6.1)

In addition, the PACE and CCSSE instruments (see PACE survey and CCSSE descriptions later in this section) measure institutional integrity from the perspectives of perceptions of diversity and campus climate, another fundamental element of Standard 6. These two instruments are two examples of ongoing periodic assessments anticipated by the strategic planning documents.

Moreover, the College website was redesigned with the specific goal of making information about the College more accessible to students and other constituents of the College. By accessing the home page of the College website, a visitor can learn about the College and the programs and courses offered, register for credit or non-credit classes, and keep up with campus events. The information is updated regularly. One shortcoming in this area was the lack of an accurate online Catalog for the most recent academic year. In the period of transition to a new Academic Vice President, some updates of College programs and offerings were not completed. The new Academic Vice President formed a group to address this issue, and a new online and print version of the Catalog was available for the end of the Spring 2011 semester.

Finally, the VP-RPAQ will be developing a college-wide compliance program in 2011-2012 that will directly address the assessment of integrity.

<p><i>3.2: The College should institute an assessment process to ensure the effective use of all facilities.</i></p>

In 2009, the College acquired the services of a professional architecture, engineering, planning and interiors firm, NK Architects, to develop a new Facilities Master Plan for the College [Appendix VI]. As part of the firm's research, they reviewed and surveyed all existing facilities. NK met with department heads, faculty members, and a steering committee consisting of a wide and representative range of college personnel. A comprehensive questionnaire was distributed to survey the priorities, need, and deficiencies of the College. All existing classroom and teaching spaces were reviewed for efficiency with current program schedules.

The findings were presented to the President and Executive Committee of the College and priorities listed in order of importance in accordance with the survey results. From the list,

planning options were proposed to address and solve problems identified by the survey, and costs and projected dates for implementation were suggested.

The College also commissioned Ad Astra, the College's room scheduling software provider, to do a more extensive review of room utilization at the Paramus campus. Ad Astra analyzed class schedules and additional campus events from the Fall 2009 term. In accordance with Bergen's current schedule, utilization reports were used to determine usage patterns by room type, size, and day/time, with a 75-hour standard, 20-hour afternoon prime-time and 12-hour evening prime-time scheduling week. The firm recommended that the College (1) develop an academic scheduling policy that maximizes room utilization, (2) develop an academic scheduling policy that requires classes to use standardized meeting blocks and (3) scrutinize the inventory of space and review existing class section scheduling data. Based on the above recommendations, the College has developed a class schedule that maximizes room use and has begun to review the inventory of space and class scheduling requirements.

<i>5.3: Continue to develop and implement assessment plans to evaluate services and inform planning and budgeting.</i>

The current Assessment Framework also calls for an integrated approach to planning, assessment and budgeting for administrative services. To that end, CIE is piloting a "Satisfaction with Services" survey, to be administered to all faculty and staff in the Spring 2011 semester and reported in the College's dashboard for the fourth quarter of 2010-2011. The results, along with CCSSE and PACE results, will also inform a 5-year departmental review process for Administrative and Educational Support (AES) units that are being piloted in 2010-2011 and 2011-2012.

The Governance Structure

Introduction

Upon reviewing the 2005-2006 Self-Study, the Middle States visiting team concluded that *efforts must be made to have governance be more inclusive of all constituencies of the College*. Moreover, the Commission asked for evidence of this progress which was reported in the College's Progress Letter of September 2009. This document tracked the improvements that the College had made on (1) creating a more inclusive, college-wide shared governance

structure, and (2) concerns about dual office-holding or overlap between the Faculty Senate and Bergen Community College Faculty Association (BCCFA). The following section expands upon the actions being taken.

<i>4.1: The College should assess the effectiveness of the governance structure.</i>

PACE Survey

The PACE survey was administered to all employees at the College in December 2009. [Appendix VII] Its purpose was to obtain measurable data about the perceptions of personnel concerning the college climate and to provide survey data to assist BCC in promoting more open and constructive communication among faculty, staff and administrators. The PACE survey was chosen because the in-house surveys and informal conversations previously relied on to gauge the College atmosphere were not always considered legitimate by some campus constituencies.

The survey asked respondents 56 questions from four “climate” groups: (1) Institutional Structure; (2) Supervisory Relationships; (3) Teamwork; and (4) Student Focus. After, the answers were calculated and placed into one of four leadership models and organizational systems: (1) Coercive (least desirable), (2) Competitive, (3) Consultative and (4) Collaborative (most desirable). Of the 56 items surveyed, none fell within the Coercive range; ten fell within the Competitive range; forty two were in the Consultative range; and four composite ratings fell within the Collaborative range.

The overall results from the PACE study indicate a healthy campus climate as reflected in the overall 3.47 mean score (out of 5—the middle of the “Consultative” range, one level below the ideal). However, of the four categories studied, the Institutional Structure category received the lowest mean score (3.12) reflecting dissatisfaction with the institutional structure of BCC as well as frustration with how decisions are made and communicated. The following PACE survey items received the lowest scores (mean for all employee groups):

- *The extent to which decisions are made at the appropriate level at this institution (mean score of 2.75)*
- *The extent to which information is shared within this institution (mean score of 2.77)*
- *The extent to which a spirit of cooperation exists at this institution (mean score of 2.82)*
- *The extent to which open and ethical communication is practiced at this institution (mean score 2.85)*
- *The extent to which this organization is appropriately organized (mean score of 2.88)*

To address these concerns, a series of listening sessions were held in June 2010 with the College community and recommendations were made by an external consultant on the basis of these sessions. A PACE Follow-Up Committee then met a number of times to review the Action Recommendations which were organized into five categories, two being relevant to the governance structure and open communication. These actions, listed below, are being implemented by the Executive Council and BCCFA.

Category 1: Administrative Decisions, Actions and Communications
<p>1.1 Put in place a standard decision-development process that consistently has the following steps:</p> <ol style="list-style-type: none"> 1) Communicating the need for a major decision. 2) Seeking input from all affected or interested parties as to legitimate issues that affect the outcome of the decision. 3) Analyzing the issues arising from the input. 4) Determining the impact of the decision on the institution – pro and con. 5) Developing the decision with justifications. 6) Communicating the decision campus-wide.

This process was unanimously recommended by the review committee to be implemented.

Category 5: Institutional Culture
<ol style="list-style-type: none"> 1) Tie change initiatives to a clearly articulated vision for the College's future. 2) Institute a process where every employee understands how their work ties to the institution's mission and vision. 3) Develop rituals and artifacts that promote a positive institutional culture. 4) Deeply involve the employees in understanding how they promote and sustain a positive culture. Develop learning opportunities around individual and group behavior, institutional development, and community building.

These recommendations, which are similar to the recommendations pertaining to faculty, staff and administration relations, were also endorsed by the PACE Follow-Up Committee.

4.2: The roles of all constituencies within the governance structure need to be clarified consistent with the stated standards of excellence promulgated by Middle States.

Memorandum of Understanding

The Monitoring Report addressed MSCHE's concern about Dual Office-Holding of Bergen Community College Faculty Association (BCCFA) and Faculty Senate officers. In March 2009, President Ryan and the President of the BCCFA executed a Memorandum of Understanding [Appendix II] that stated that the President/Vice President of the BCCFA would not also serve as Chair/Vice Chair of the Faculty Senate. Both the leadership of the Association and the President of the College has indicated that this memorandum ameliorated this problem. Although some overlap between the BCCFA and Faculty Senate officers still exists, according to the President and several members of the Senate, the Senate Chair has worked to keep BCCFA business out of Senate meetings and committees.

4.3: Every effort must be made to include the wide range of opinions and units within the faculty decision-making of the faculty body.

The College Council

In December 2008, the Board of Trustees passed a resolution authorizing the President to create and charge a third shared governance body to be known as the College Council. In its capacity as a governance body, the Council considers matters of relevance to the College community except for matters relating to curricula, courses and programs. The Council meets monthly and has formed a number of subcommittees including Campus Culture and Communications, Health and Safety, and Community Relations. One example of its work has been its involvement in the design and implementation of the twice-annual "All College Day" programs that started two years ago. These programs have typically included a prominent keynote speaker of general interest to the college community, followed by a small group dialogue or discussion session.

Membership on the Council consists of 31 – 39 members representing all college constituencies including administrative/professional, full-time faculty, support staff, students, and part-time faculty and staff. To address the Commission's governance concerns about dual office holding, the Chair and Vice Chair of the Council cannot be officers in any collective bargaining organization or in any other governance body at BCC. Moreover to keep community perspectives current, representatives are only allowed to serve two consecutive terms. As an

advisory board to the President, this Council broadens the range of voices and views the President hears when considering actions on issues of college-wide importance. Along with the Chair of the Faculty Senate, the Chair of the College Council is a member of the Leadership Cabinet.

Academic Reorganization

The academic reorganization improved shared governance within the faculty ranks. In 2008, the number of academic divisions increased from three to five divisions (now known as “schools”) and the number of academic departments increased from eleven to thirty-one. To reflect this change, the Faculty Senate revised its constitution to account for the reapportionment of Senate members. This revision allowed departments that were previously underrepresented in the Senate to have a greater say. One example of this change can be seen in the Communication Department. Previously, the Communication Department was part of the Department of Arts & Communication. This department consisted of faculty in Music, Theatre, Mass Communication, Communication, Art, Graphic Design, and Cinema. As a group, there was little in common among the departments, but there were still only two or sometimes three Senators representing everyone. After the reorganization occurred, this one large department was separated into individual departments of Art (including Graphic Design), Music, Theatre, and Communication (including Mass Communication and Cinema). Now, each of the new groups has Senate representation and representation on the General Education, Library, Admissions, College Wide Promotions and Sabbatical, and other College-wide committees.

In addition, the reorganization created a greater number of leadership opportunities at the department level. The department chair, understanding the needs of his/her own constituency, can better represent the department members to the Dean, which improves communication between the administration and faculty, and, ultimately, leads to more effective shared governance.

Conclusion

While all constituents still need to work to improve communication and trust, since the 2005 study, valid and reliable quantitative and qualitative measures have shown the strengths in the governance structure as well as its weaknesses. These instruments, as well as internal steps,

are guiding change by providing specific focal points that the different governing factions can improve upon so that meaningful and lasting change can be realized.

Faculty & Staff

As the following section shows, the College has taken steps to address issues concerning faculty and staff, including staffing needs, the roles and responsibilities of department heads and coordinators, and promotion and evaluation processes.

3.1: The College should ensure appropriate staffing to maintain the capacity necessary to adequately serve students.

The Administration and Board of Trustees Strategic Planning and Issues Committee now annually reviews the staffing data submitted to the national Integrated Postsecondary Education Data System (IPEDS) to ensure that staffing levels continue to be appropriate as the College grows. The IPEDS Data Feedback Report 2010, as in the previous year's report, shows that Bergen employs more FTE faculty than its comparison group (544 vs. 418) and more support/professional staff (129 vs. 51) while its executive/administrative/managerial ranks are lower (41 vs. 61). (See Figure 1)

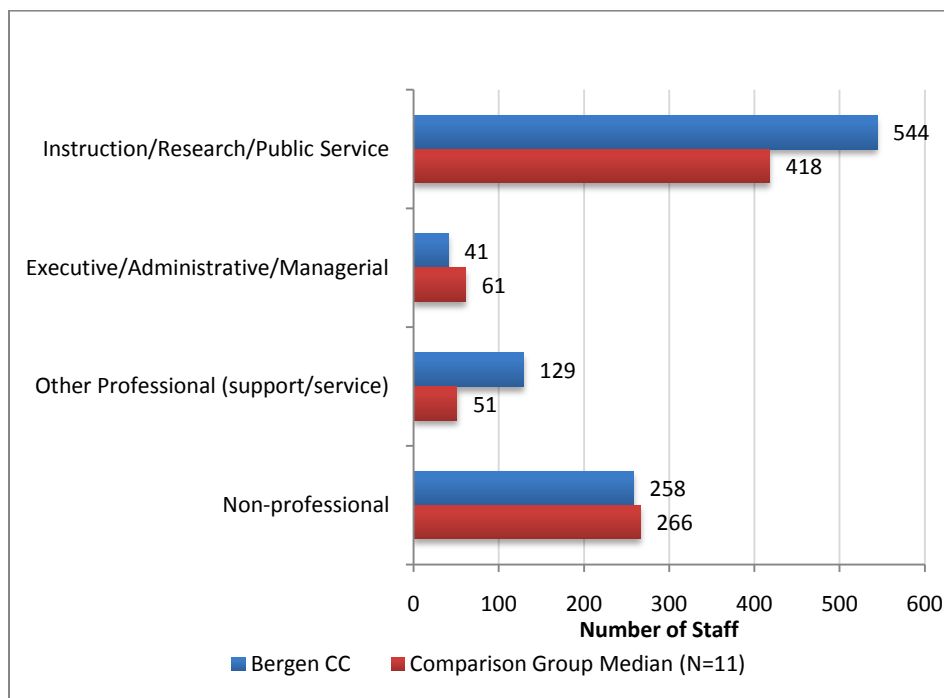


Figure 1 Source: 2010 IPEDS Feedback Report

5.2: Clarify the roles and relative authority of the department heads and the coordinators.

The 2008 academic reorganization eliminated the roles of department heads and discontinued disciplinary coordinators in favor of academic department chairs. [Appendix V]

5.1: Ensure that all administrator evaluations are systematically done and that significant feedback is provided.

6.2: The following should be addressed: perceptions of unfairness regarding staff evaluations, and inconsistency in Dean evaluations.

6.3: The College should institute clear and consistent procedures for the promotion of the support staff and (when applicable) the professional staff, and ensure that promotion criteria are widely known and understood.

Staff Evaluations and Promotions

A codified support staff promotional process has been in effect for several years. This process includes a committee, supervisory approval, executive review and final Board of Trustees approval. (6.3)

The promotional process for administrator/confidential employees is not structured, but with the recent contract extensions and the change in language allowing for promotional/merit consideration, a process will be reviewed with each association president. There is also a pending professional staff process that is being reviewed. (5.1, 6.3)

In addition, this year, to further clarify promotion procedures, all campus leaders received a memo which stated that the primary focus of their performance review meetings with staff in their department should be (1) accurate feedback on outcomes achieved during the course of the evaluation period, (2) on ways to improve performance in the next period, and (3) to clearly identify performance goals and training/development needs. (6.2)

Even with the above stated procedures, the PACE Survey found that there still exists a need to better communicate the promotion and advancement processes. In fact, to address this issue, the PACE Follow-Up Committee recommended “*that the criteria for promotions is clearly stated, posted and discussed, that timelines for application are clear, and that all non-faculty employees are aware of the application process and have easy access to all necessary forms.*” (Category 2: Employee Promotion and Advancement Processes and Communication.)

The Committee also recommended implementing “a professional development incentive system to help employees advance in their careers at BCC, based on their acquisition of more skills and abilities through this system.” This recommendation is currently being researched by Human Resources and will be part of the performance assessment audit teams’ agenda which is being initiated in 2011.

The above steps affirm that the College views the performance evaluation process as an important benchmark for individual success and, in aggregate, for the College’s institutional commitment to “Service Excellence.”

6.4: The administration, in conjunction with the faculty leadership, should study and explore possible changes to the promotion and sabbatical leave process that would allay widespread concerns about unfairness. There should be review and discussion of the composition of the College Wide Promotion and Sabbatical Leave Committee.

The Faculty contract outlines the procedures and steps that faculty need to take to apply for a promotion or sabbatical. In fact, as the PACE Survey results indicate, faculty are well-aware of these procedures, and perceptions of unfairness do not arise from unfamiliarity with the application procedures. Despite this knowledge, the Commission noted in 2005–2006 that faculty had concerns about how promotions and sabbaticals were awarded. The Commission recommended that the composition of the College Wide Promotion and Sabbatical Leave Committee be reviewed to allay concerns about unfairness.

Following the recommendations of the Commission, in 2007 the faculty negotiated an increase in membership on the College Wide Promotion and Sabbatical Leave Committee from 12 members to 24 members. Additional changes took place in 2009, as a result of the academic reorganization. These included:

- An increase in the number of faculty on the Committee to a total of 35 members.
- The Academic Vice President became the head of the Committee.
- Four permanent members (the Academic Vice-President, the Vice President of Student Affairs, the Chair of the Senate, and the President of the BCCFA) were given voting positions.

- Five tenured faculty of professorial rank are elected at-large at the faculty conference each September to serve one year terms for a maximum of two consecutive terms. (They can serve again after sitting out one term.)
- Each department has representation on the Committee. However, departments with fewer than five members caucus and elect three representatives to the Committee.

One possible effect of the expanded size of the Committee is that a larger committee may diminish the influence of potential factions within the Committee. As this is a recent change, it will take time to determine whether perceptions of unfairness have been reduced.

10.2: As faculty development undergoes reconsideration, the alignment of the goals of faculty development with the College's mission should be reviewed.

The Faculty Development Committee and the Center for Innovation in Teaching and Learning (CITL) have provided opportunities for faculty development that support the College's mission.

Faculty Development Committee

The Faculty Development Committee, under the auspices of the Academic Vice President, has supported a variety of faculty events and has offered workshops and lectures to enhance teaching. One example of its work was a teaching series on the topic "Engaged Students and Engaged Faculty." The following lectures were part of the series:

- Dr. Roger Martin on Student vs. Institutional Responsibility: Student Consumerism and the Ivory Tower, September 15, 2009
- Dr. Mark Milliron on his book "Practical Magic," October 16, 2009
- "How to Write a Course Proposal," October 17, 2009
- "Presentation Skills for the Classroom and Conferences," November 27, 2009
- Dr. John Rouche on Developmental Education, March 12, 2010
- "Is the Lecture Dead?," October 26, 2010
- "Film Clips in the Classroom," November 18, 2010
- "Talking about Race and Racism in the Classroom," February 24, 2011

Currently, the Committee is examining ways to reengage teachers to become reflective on their own teaching, including discussions on how to motivate students to read more, and how to determine what constitutes a quality lecture.

In addition, over the past two years, the Committee has given significant attention to the needs of newly hired tenure-track and non-tenured track faculty. These new faculty attend workshops on such topics as advising, reappointment papers, career planning, time management, and developmental education. Moreover, there is a mentoring program which matches new faculty with tenured faculty mentors.

These steps demonstrate that faculty development has aligned its goals with the 2010-2013 Strategic Plan. As stated in Success Factor #2, Faculty Development is helping achieve “A *fully engaged and empowered faculty, staff, and administration committed to realizing the College’s mission.*”

Center for Innovation in Teaching and Learning (CITL)

CITL added numerous workshops on collaborative learning in the online and face-to-face environments (See Table 1):

Fall 2010	Workshop: Active & Collaborative Learning: Collaborative Research Report
Fall 2010	Workshop: Active & Collaborative Learning: Student-Centered Learning Environment
Fall 2010	Webinar: Incorporating Active Learning Strategies Into Your Online Teaching Environment
Spring 2011	Workshop: Active & Collaborative Learning: Collaborative Research Project
Spring 2011	Workshop: Active & Collaborative Learning: Student-Centered Learning Environment
Spring 2011	Workshop: Active & Collaborative Learning: Critical Thinking and Writing
Spring 2011	Workshop: Active & Collaborative Learning: Project Based Learning
Spring 2011	Workshop: Active & Collaborative Learning: Student Engagement in Non major courses
Spring 2011	Webinar: Best Practices in College Teaching: Creating an Active Learning Environment
Spring 2011	Webinar: Teach Students How to Learn: Metacognition is the Key!
Spring 2011	Webinar: A New Strategy in Learning Community Development: How Collaboration and Integration Save Time and Improve Learning
Spring 2011	Webinar: Supplemental Instruction: Improving Student Engagement, Performance and Course Completion

Table 1: Source: CITL

Student Learning

The College has taken multiple steps to meet Middle States criteria regarding student learning. These steps are discussed in detail in Section 5 of the report. The following information is a brief overview of some of the actions taken.

14.1: *The College must continue to make progress at assessing student learning outcomes at the course, program, and institutional level and document use of assessment activities in making curricular improvements.*

14.3: *The differences between the Board approved Assessment Framework and the Faculty Senate Learning Outcomes Assessment Plan must be resolved in order for the College to move forward in developing a culture of assessment that is substantial and robust.*

10.1: *The College should ensure that all syllabi are consistent in design with a Master Course Syllabi, guaranteeing that they include student learning outcomes.*

11.2: *The College must ensure that every program includes specific learning outcomes and that all program courses have clearly stated learning outcomes directly linked to the program goals and outcomes. Student learning must be assessed in terms of these outcomes.*

12.1: *General Education learning outcomes must be assessed within the College's overall plan for assessing student learning, and assessment data should be used for curricular improvement.*

13.2: *The process of assessment of credit and non-credit certificate programs should be continued, supported, and expanded in keeping with other assessment initiatives.*

13.3: *Assure consistency of assessment of Distance Learning courses with other similar courses taught in different modalities.*

The College has pursued improvements in the quality of student learning assessment at all levels. (14.1 and 14.3)

- Every department is required to produce a Master Course Syllabus for every course offered at the College, with student learning objectives and means of assessment explicitly identified. (10.1 and 11.2)
- Student learning objectives are aligned with General Education goals where appropriate. (10.1)
- General Education learning assessments are being aligned with the New Jersey Statewide Agreement on General Education and are integrated into the new Assessment of Student Learning plan. Although the first three cycles of assessment at the College did not explicitly require assessment of General Education goals, many

of the academic assessment plans were, in fact, assessing General Education learning objectives. (12.1)

- Although online courses were sometimes included in earlier assessment cycles in some projects, beginning in the 2010-2011 round of assessment, all academic assessment projects are required to include online and hybrid courses. Distance learning course assessment is consistent with other courses taught in specific disciplines. In addition to a pilot program for online student course evaluations, new courses developed in TOPP 1 are evaluated for coherence and rigor, and for TOPP 3, there is a voluntary evaluation that is aligned with “Quality Matters” metrics. Moreover, a process for observing and evaluating online instructors is in development. (13.3)
- Starting in 2011–2012, faculty will engage in summative assessments of student learning within the credit certificates that have related associate degree programs. These assessments will help inform the design and delivery of their programs. Examples include licensure exams, course-embedded “capstone experience” or capstone assignments given at the end of a program. These summative assessments are intended to give direction on making changes and adjustments to improve student learning outcomes, and once a change is made, the assessment will be repeated in the next assessment cycle. (13.2)

Over the past two years, every credit bearing academic degree program participated in the development of program learning goals consistent with the programs’ mission and goals. Below are some examples of the goals that were developed:

Program Learning Goals for the Literature AA degree:

1. Identify major literary genres.
2. Employ strategies of active reading and close textual analysis to interpret and evaluate literary texts.
3. Demonstrate, in discussion and writing, an understanding of literary techniques that writers use in constructing their texts.
4. Identify the historical and cultural forces that shape the production of literary works in a global, regional, and/or national/state context.
5. Recognize diverse fields of literary theory and criticism, and apply appropriate critical lenses to selected pieces of literature.

6. Analyze works of literature in relation to their correlative aesthetic and literary movements.
7. Incorporate properly formatted research in support of an argument; and demonstrate competency in evaluating information from a critical source.

Program Learning Goals for the Drafting and Design Technology AAS degree:

1. Our graduates are able to read and create multi-view mechanical and architectural drawings compliant to industry standards.
2. Our graduates are able to demonstrate effective time management responsibility by completing projects with assigned time constraints.
3. Our graduates are able to develop two dimensional presentation drawings using Computer Aided drafting (CAD) software.
4. Our graduates are able to communicate graphically and orally in proper technical terminology, basic residential and commercial structures and their related systems.

At the moment, non-credit certificate programs are not being assessed in a formal manner. Students do evaluate their instructors and courses, but the courses are only periodically reviewed. (13.2)

Developmental Programs

Middle States expressed concern about the Developmental Math Program as well as the other developmental programs. This section highlights the steps taken to strengthen all the programs.

Developmental Math Program:

<i>11.1: The institution's administration and faculty (including non-math faculty) must thoroughly review all aspects of the developmental math program and develop and implement changes that will enhance student success.</i>

In 2008, an Ad Hoc committee of the Faculty Senate was formed to seek ways to improve the student success rates in the Developmental Math Department. The following recommendations and changes resulted from the work of the committee:

Student Teacher Ratio

- Depending on the course, class size was limited to 20 – 25 students.

- Six tenure track faculty positions were added.

Placement

- The entire placement process was restructured. Now, upon admission to the College, students are made aware of the seriousness of the placement test and of the academic and financial consequences of their test performances. In addition, a short information session on the developmental program is offered during orientation and corresponding information is made available in print and electronic form.

(<http://www.bergen.edu/pages1/Pages/5845.aspx>).

- The challenge test process was changed. The Accuplacer test results and placement form were simplified and redesigned to clarify information regarding challenging the placement test results. For example, students who score just below the cutoff are advised to challenge their placement prior to the start of the semester so that they can be placed in an appropriate section.

Courses

To replace a “one size fits all” approach to MAT 011, a 3-tiered approach was implemented which allowed differentiated learning within the MAT 011 level.

- Students with the lowest Accuplacer scores take Mat 010/011, which meets four times/week: three days in class plus a one day support class with a professor and tutor.
- Students with midrange Accuplacer scores are considered “traditional” MAT 011 students and have class two times per week.
- Students scoring in the top tier of the Accuplacer take a seven week, 50 minute/week, self-paced computer-based class (Mat 012). This course is a one credit course, upon completion of which, students receive full credit for MAT 011. In addition, they take MAT 031 (Algebra) simultaneously with the same professor. This arrangement encourages students to pass through the developmental math sequence faster than in the other two tiers.

Teaching and Grading

Teaching was improved by the inclusion of computer programs such as “My Math Test” which allow instructors to focus on individual student needs, and programs, such as “My Math Lab,” which encourage students to aid their own learning. In addition to the electronic support, certain class sections have a professor and tutor in the class which also provides for more

individualized help. Moreover, additional support classes are available for students who are struggling in developmental classes that don't have assigned tutors. Last, the previous “gateway” final exam that a student needed to pass before continuing to the next level was replaced with a departmental final exam counting for 25% of the student's final grade.

Title V Grant

Members of the Math Department were part of the team that was recently awarded a five-year Title V Grant Project entitled, “*ENGAGE 123: An Intervention Campaign for Enhancing Student Engagement and Retention During the Students' First Three Semesters at Bergen Community College.*” [Appendix VIII] This Grant provides an opportunity for the department to add a dedicated math lab, offer alternative MAT 011 classes, and design “application” course sections.

As a result of the above program changes and additions, remedial math passing grades have continued to improve. In Fall 2007, the pass rate was 49.4%; in Fall 2008, the pass rate was 62.4% and in Fall 2009, the pass rate was 64.9%. As the new classes and programs become routine, even higher pass rates can be expected. (See Figure 2.)

13.1: Assess the placement and progression of students in remedial programs.

Developmental Math (see above)

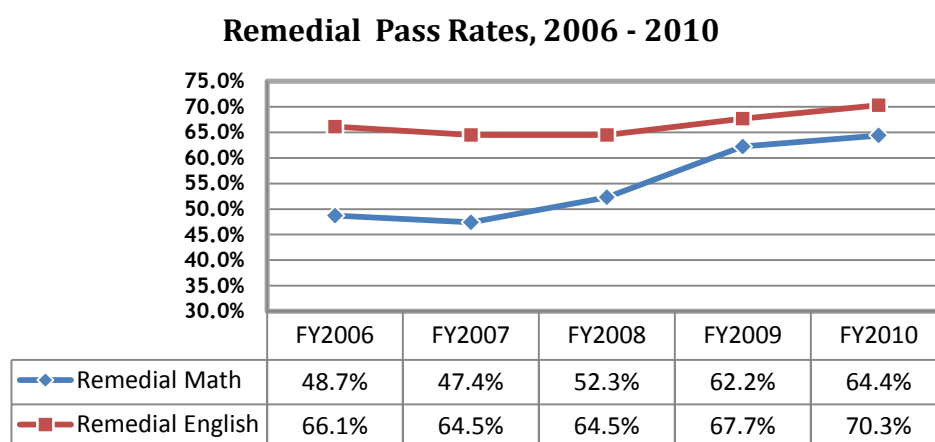


Figure 2 Source: Student Information System

English Basic Skills (EBS)

See Figure 2 for pass rate changes.

Placement

Placement procedures have not changed since the last Self-Study.

Teaching Initiatives

The program review undertaken in 2010 articulated the mission of the department, its program learning goals and course learning objectives.

EBS is also one of the main beneficiaries of the Title V Grant project. As part of the grant, the EBS department will add a number of paired learning and accelerated learning classes to address attrition after the first successful semester in EBS. Also, group mentoring, led by a faculty member assisted by peer mentors, will increase support for retention and academic success. Title V funds will enable the creation of the Peer Mentoring Program.

AIMS (Academic Intervention Monitoring System)

The AIMS program is under review and will be subsumed under the Title V Grant. Possible curriculum changes include deletion of the SPE 005 (Speech) requirement; replacing ICE (Introduction to College Experience) with a two-credit First Year Experience course and a 1 credit practicum, and perhaps limiting students enrolled in AIMS to 12 credits per semester.

The American Language Program (ALP)

The ALP has not undergone major change. Accuplacer placement cut-off scores were raised in 2007 so that students were placed more appropriately. Passing rates in the ALP have remained steady since the last Middle States review. Between 73% and 80% of students pass the Level Three Reading and Writing exit tests. The passing rates for Level Two Reading and Writing exit tests are slightly higher. In fact, according to an Analysis of the 2006 ALP Cohort prepared by Hanover Research, the ALP had the highest average GPA (2.67) of all the remedial programs (ALP, AIM, ALG, MAT, EBS).

Despite these high passing rates, only 6% of ALP students graduated from the College. There are a number of possible reasons for this. First, many ALP students are immigrants who already have college degrees. Second, like many community college students, some ALP

students transfer before completing a 2-year degree. Third, it is not uncommon for English Language Learners to struggle in College-level coursework. In informal conversations, students have said that they find the amount of reading a bit overwhelming. English Composition faculty also expressed concerns about the writing abilities of some students. To remedy this problem, the recently completed program review has established more rigorous course requirements so that students who complete the ALP are better prepared to handle the writing and reading expected of college students. However, because the changes are only being made now, it is too early to see improvement.

Conclusion

As seen above, improvements to the remedial programs are ongoing. Instructional change and additional student support are factors leading to greater student retention. In fact, three year cohort analyses of students entering the College in 2005 and 2006 showed a three year overall increase in retention and persistence rates between the 2005 and 2006 cohorts. (See Figure 3.) With the addition of the Title V project, we expect this positive trend to continue.

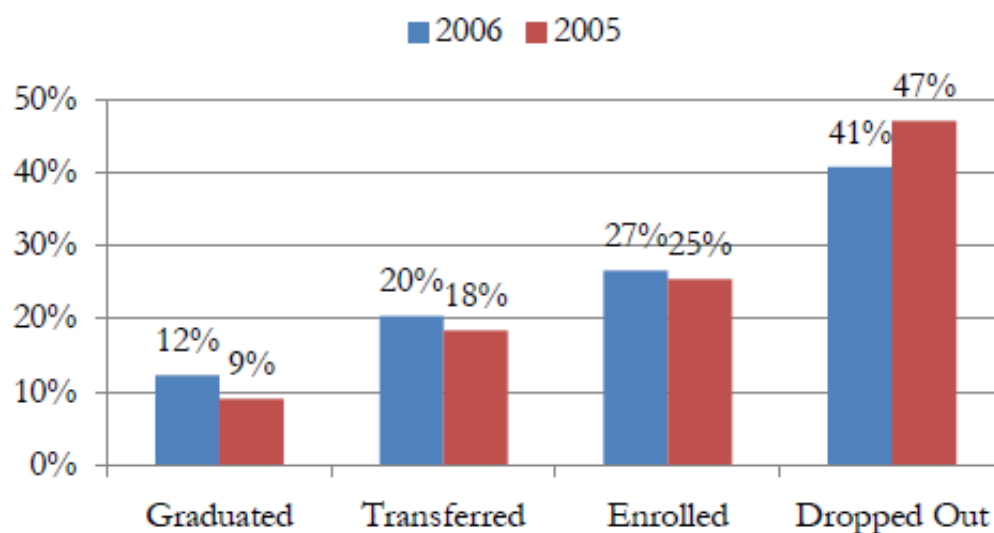


Figure 3 Source: 2005 and 2006 Cohort Analyses

Section 3: Challenges and Opportunities

A brief narrative identifying the institution's major challenges and/or current opportunities.

This section of the report will review the various external and internal opportunities and challenges that the College is experiencing.

External Challenges

The College is facing four main external challenges: financial resources and expenditures, student enrollment, the impact of college preparedness on student success, and community awareness of the College's programs and offerings. These issues are addressed below.

Financial Resources and Expenditures (*Standard 3*)

The current recession has put pressure on the College to look more closely at its sources of revenue, including financial support from the state and county. The following points illustrate the difficulties the College is facing.

- In 2010, tuition and fees provided 53.9% of the College revenue. (Financial aid to students balances the cost of tuition.) This is well above the intended funding formula of 1/3 state aid, 1/3 county aid, and 1/3 student tuition.
- In addition to this source of revenue, Bergen County provided just 15.1% of the operating budget in the FY10 -11 budget and the state of New Jersey funded only 9.6%.
- Chapter 12 funding and County Capital was reduced by more than 80% between FY 2007 – FY 2010 (\$12,000,000.00 to \$2,353,000). The amount of County Capital for FY 2012 is expected to remain low as well.
- As part of a plan to cut \$40 million from the Bergen County budget, a \$5 million reduction in the College's budget for fiscal year 2012 has been proposed. In March 2011, the Board passed a resolution [[Appendix IX](#)] which gives the Board and County Executive the opportunity to collaborate more directly to reduce spending at the College.

These figures and actions reflect the constraints and challenges facing the College as it continues to update its buildings and classrooms, and to expand its offerings and hiring at a time of major growth. To address these revenue concerns, the College has been pursuing (1) alternative sources of funding and (2) internal cost saving measures.

(1) **Funding**

Below are some of the alternative sources the College is using to support students and programs.

The Bergen Community College Foundation

The BCC Foundation raises funds to support student scholarships, faculty and staff development, construction, and other special projects and programs. Within the Foundation, there are various ways that donations can be given including Naming Opportunities and becoming a member of The Heritage Society. In 2009, the Foundation raised \$2.4 million and in 2010, it raised \$3.7 million, an increase of nearly 35%. Unfortunately, so far this year, private giving has not been as abundant as in the past because of economic challenges.

Grants

The College has been the recipient of a number of federal and state grants. In fact, as the following table demonstrates, there has been almost a seven-fold increase in funding from the previous year, including nearly three million dollars for a Title V grant and over \$24 million for a health profession grant (with other colleges in a consortium). (See Table 2.)

Dept-Division	Project Name	Funding Source	Amount
Health Professions (with other colleges in a consortium)	Health Profession Pathway for TANF & Low Income	HHS ACF 90FX0001	\$ 24,111,455
College wide	Regional Autism Center – TPSID	US DOE	\$ 2,500,000
Campus-wide	Title V	US ED OPE	\$ 2,915,985
Information Technology	Free and Open Source Software	Trinity College/NSF	\$ 15,000
Ciarco	Bergen County Jail Inmate Education	BC Sheriff	\$ 148,394
College wide	Carl D. Perkins Vocational & Tech Ed	NJ DOE	\$ 515,213
Ciarco	Consolidated ABS & IELCE	NJ DOLWD	\$ 348,400
Ciarco	Work First NJ/Welfare To Work Adult Basic Ed Training	BC WIB	\$ 82,500
Ciarco	Work First NJ/ABE Contract modification/FY 2010	BC WIB	\$ 40,260
College-Wide	Bergen County WIB/GED Testing	BC WIB	\$ 23,555
Ciarco	Workplace Literacy Link	BC WIB	\$ 67,475
Current 2010-2011 Awards for 11 Funded Projects:			\$30,768,237
<i>Base metric = 2008-09 Awards for 17 funded projects totaling: \$4,342,213 and 2009-2010 for 16 Awards @ \$2,654,161</i>			

Table 2 Source: Grants Office

Aid Grants

Reflecting the increase in enrollment and student eligibility for financial aid, student aid grants more than doubled as a percentage of revenues between FY08 and FY09. Federal and state financial aid increased 34% between fiscal year 2009 and 2010 (See Table 3.)

Source of Funding	FY 2009	FY 2010
Federal Financial Aid	\$17,849,994	\$24,918,729
State Financial Aid	\$5,370,859	\$6,191,948
Total	\$23,220,853	\$31,110,677

Table 3 Source: Fact Books 2009 and 2010

Internal Cost Saving Measures

The College is continuously looking at ways it can reduce its costs while minimizing any negative effects on quality. The following steps reduced expenses.

- In November 2010, the contract with SunGard Higher Education, which had provided all information services at the College, was terminated. This change was made in an effort to streamline costs and improve technology operations at the College.
- Stricter internal catering policies have been enforced.
- Restrictions on international travel have been put in place.
- The College is not refilling several administrative positions as people retire.
- A major review and reduction of overtime costs has been occurring. In fact, between 2009 and 2010, overtime costs decreased approximately 30%. (See Table 4.)

	1/1/09 to 12/31/09	1/1/10 to 12/31/10	Savings
Overtime Payments	\$ 1,272,046.69	\$ 912,592.44	\$ 359,454.25

Table 4 Source: Office of Administrative Services

Conclusion

The reduction of expenditures and pursuit of alternative sources of funding to support college-wide initiatives, faculty, and students, while minimizing effects on the academic core of the College, show that college personnel are acting responsibly during this uncertain economic period.

Student Enrollment (*Standard 3*)

An enrollment study commissioned by the College has identified three main factors that have contributed to the increase in student enrollment. The first two are demographic changes.

1. From 2004-2008, there was a surge in the number of 18 year olds. However, a study completed by the Hanover Research Council [[Appendix X](#)] indicates that while this number will remain high, it will level off in the near future and will remain relatively flat through 2020.
2. The number of immigrants living in Bergen County has increased. Many of the County's 70 townships house growing immigrant populations. For example, the Hispanic/Latino community, now comprising 15% of Bergen's residents, has almost tripled since 1990 (from 49,776 to 135,052 in 2008) and continues to expand sharply (with an expected 30% rise between 2004 and 2016, NJ Department of Labor). This large increase enabled BCC to receive a Hispanic Serving Institute (HSI) designation and to be eligible for Title V funding. In fact, between the present and 2020, Hispanic enrollment is expected to increase from 31% to 36%. The County also encompasses eight of the nation's top ten municipalities with the largest Korean population (in percentage).
3. The third factor is the economy.
 - a) The recession has caused traditional aged college students, who may not have considered attending BCC because they wanted “to go away to college”, to reconsider it as a viable choice in attaining their education and career goals. The College’s marketing, programmatic decisions, and other efforts have positively contributed to this expansion. Also, according to Economic Modeling Services, Inc. (EMSI), perceptions of the College’s value to the students appear to have increased and continue to do so [[Appendix XI](#)]. In fact, enrollment increases have exceeded population increases. Hence, it appears that both the perception of the quality of education students are receiving, and the economic savings, are significant reasons why students choose to attend Bergen.
 - b) Unemployed and underemployed adults are attending college at a higher rate to improve reentry opportunities to the workforce.

- c) Currently employed workers are trying to remain marketable and up-to-date in job knowledge and skills.

These increases have put pressure on classroom space, class size and course offerings. The college has addressed this increase by (1) hiring, over a six-year period, 107 new full time faculty including 89 tenure track faculty, 10 lecturers, and 8 Professional/Technical Assistants, (2) by offering additional credit classes in Hackensack, (3) by opening an additional location in Lyndhurst, and (4) by increasing online course offerings.

The Impact of Student Preparedness on Student Success (*Standard 9*)

Recent cohort analyses of the degree-seeking students entering the College in Fall 2005 and Fall 2006 indicated that 91% (2005) and 92% (2006) of those students tested were placed into at least one remedial course [Appendix X]. At the end of three years, in both analyses, roughly 40% of these cohorts had dropped out, close to 30% were still enrolled, and approximately 30% of these students either graduated or transferred. (See Figure 4.)

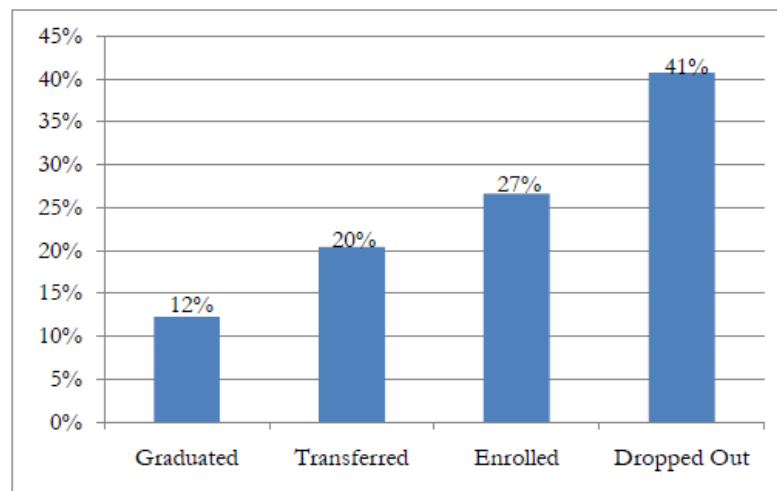


Figure 4 Source: 2006 Cohort Analysis

It is easy to conjecture that remediation needs are what slow down, or extinguish, students' degree completion. The 2005 Cohort Analysis showed that students who don't require remediation graduate at more than three times the rate of remedial students. It is also clear that in order to increase the academic success of these students, additional support services are needed. While the College's recent Title V grant will help supply additional resources over the next five years, the College may need to adjust its resource allocations to sustain successful

project initiatives if the positive impacts of the Grant are to be on-going. (See Internal Opportunities, II, below, for further discussion of Title V Grant).

Community Awareness of the College's Programs (*Standard 11*)

A challenge that the College is facing is (1) how to expand a shrinking adult student market, traditional at community colleges, and (2) how to brand itself in an increasingly competitive market which now includes “career” and online colleges. To address these concerns, in early 2009, the College hired Clarus Corporation [[Appendix XII](#)] to obtain information about the educational needs of the adult student community and how community residents obtain information about educational choices. Specifically, the goals of the project were:

- a) To measure and evaluate perceptions of Bergen Community College and alternative higher education providers among residents and prospective students in the area.
- b) To determine attendance potential for prospective students interested in attending college, obtaining job training, and in attending community education programs.
- c) To identify how various communities within the service area obtain information about educational options and about how to better communicate with them.

The study yielded interesting data on which the College is acting. A specific Clarus recommendation refers to Success Factor 4: Community in our strategic planning and assessment framework. The recommendation reads: “The College needs to market itself more consistently to increase familiarity with its high-quality, relevant, and varied educational programs and opportunities.” The College responded by developing Objective 4.4 in the Strategic Plan which states “Refine marketing program and image-tracking to (1) develop brand to focus on the quality of faculty and programs and (2) support Meadowlands and Ciarco Learning Center development.”

Conclusion

The College has taken first steps in identifying a potential student market that has been insufficiently served. It has also begun to project a consistent brand image. However, these steps are relatively recent and it will take planning, support from College leaders, and financial resources to develop and maintain these initiatives.

Internal Challenges

The College is facing two broad internal challenges: student engagement and success, and a consistent service ethic.

Student Engagement and Success (*Standards 9 & 11*)

The College administered CCSSE [Appendix XIII] to students in randomly selected credit courses in 2008 and 2010. The 2008 survey results played a major role in the development of the College's 2010-2013 Strategic Plan: *Engaged for Excellence* [Appendix XIV], especially in college-wide objectives that concern teaching, advisement, student success, and implementation of a service ethic. The 2010 survey results mirrored many of the findings from 2008, and, in fact, in three of the five benchmarks (*Student Effort*, *Academic Challenge*, *Support for Learners*), BCC's scores decreased.

Moreover, compared to other schools in the Extra Large College category, on only two benchmarks, *Student Effort* and *Student-Faculty Interaction*, did Bergen place above the mean for the Cohort. Under the *Active and Collaborative Learning*, *Academic Challenge*, and *Support for Learners* benchmarks, Bergen fell below the mean when compared to the Extra Large Cohort, and below the mean for all the benchmarks when compared to the NJ Cohort. (See Table 5.)

Benchmark	BCC Scores			Comparison Schools - 2010 Scores			
	2008	Difference	2010	Ex-Large Colleges		NJ Cohort	
				Score	BCC Difference	Score	BCC Difference
Active and Collaborative Learning	46.4	0.3	46.7●	49.2	-2.5	50.1	-3.4
Student Effort	50.4	-0.2	50.2	49.0	1.2	50.3	-0.1
Academic Challenge	49.8	-2.0	47.8●	49.8	-2.0	51.5	-3.7

Student-Faculty Interaction	49.5	0.6	50.1	48.3	1.8	51.6	-1.5
Support for Learners	48.3	-1.1	47.2●	48.9	-1.7	50.2	-3.0
● Indicates BCC value is at least -2.0 below CCSSE cohort mean (50.0)							

Table 5 Source: CIE

In response to the *Active and Collaborative Learning* scores, the College has made “active and collaborating learning” a major training and workshop theme of the Center for Innovation in Teaching and Learning (CITL) in 2010-2011 (see Section 2), and this theme will continue to be the organizing theme of all pedagogical support at the College in 2011-2012.

In addition, Bergen students reported a lower than average number of hours preparing for class (*Student Effort*) as well as lower than average encouragement by their professors to spend significant amounts of time studying (*Student-Faculty Interaction*). Interestingly, while students said that they spent a lower than average number of hours preparing for class and had less encouragement to study, the College scored above the mean on the number of written papers or reports assigned. This discrepancy in scoring may be a result of a change in the types of assignments instructors are giving. Students may actually be “studying” less, but the written assignments may be more challenging and a more accurate measure of student learning.

As Table 5 also shows, Bergen students expressed lower than average satisfaction with academic advising/planning, career counseling, and financial aid advising (Support for Learners). To address these issues, a POD mentoring system, whereby a faculty member advises a group of students interested in a particular subject, was implemented. Furthermore, the Title V grant will provide support to select students through its own PODS, Success Advisors and Peer Advocates.

By addressing student concerns, an increase in student satisfaction should be reflected in higher scores on these benchmarks when the CCSSE survey is administered again in 2012. In fact, CCSSE will continue to shape planning efforts and serve as effectiveness indicators into the foreseeable future.

In contrast to the CCSSE Survey results, in the PACE Survey, the Student Focus category received the highest mean score (3.84) from all those surveyed. This category examined the extent to which student needs were addressed academically, professionally and personally.

One conclusion that can be drawn from the CCSSE and PACE surveys is that students do not have the same perception of student support that College personnel (administration, faculty,

other faculty, and support staff) have. For example, item 23 of the PACE survey, *the extent to which non-teaching professional personnel meet the needs of the students*, received a mean score of 3.66 and item 40, *the extent to which students are assisted in their personal development*, had a mean score of 3.71. This contrasted with CCSSE data regarding “Support for Learners.” CCSSE found that students were not fully satisfied with the support provided and in both the CCSSE Cohort and the Extra-Large Colleges Cohort, Bergen scored below the mean.

Similarly, the data suggests that students do not view their academic challenge or preparedness as highly as the College personnel do. PACE items 17, *the extent to which faculty meet the needs of students*, and 19, *the extent to which students’ competencies are enhanced* indicate that College personnel believe they are serving students effectively. However, again, CCSSE found that students reported a lower than average academic challenge, as noted in Table 5. In fact, the Academic Challenge Benchmark shows a two point drop from 2008–2010. In addition, the College score is three points lower than its NJ Cohort. In response to the CCSSE question, “While attending this college, how often have you been challenged to do the very best that you can,” only 41.8% of students responded “Most of the time.”

This discrepancy in perception is one of the issues the College is addressing. In the 2010 – 2013 Strategic Plan, *a fully engaged and successful student body* is the first strategic goal. The objectives of this goal include an institutional commitment to teaching and learning. In addition to this, work on an Academic Master Plan is expected to begin in Fall 2011. These steps should impact students positively.

The Integrated Postsecondary Education Data System (IPEDS)

A third report, 2010 IPEDS Data Feedback Report [[Appendix XV](#)], contains student outcomes data, including program completion and graduation data. Although the College’s three-year graduation rates were somewhat lower than the peer group average (14% vs. 18%), this represents a 4% increase from the previous year. Retention rates are increasing as well. In 2008, Fall-to-Fall full-time retention rates were slightly lower than the peer group average (64% vs. 66%) and part-time retention rates were higher (49% vs. 42%). In 2009, Fall-to-Fall full-time retention rates were higher than the peer group (66% vs. 58%) and part-time retention rates were much higher (50% vs. 34%). Thus, in spite of some challenges regarding student engagement, student outcomes indicators are trending upward.

Service Ethic (Standard 9)

The Clarus study also informed the development of the Strategic Plan's Success Factor 3: *Programs and Processes*, specifically, Objective 3.1 "Implement training to create a consistent service ethic for all Administrative and Educational Support (AES) departments. The research showed that inquiries about the College were not responded to in a prompt manner or with a consistent message. As a result of this information, the College implemented a service ethic training program for administrative and educational support units in 2009-2010. One hundred and eight College staff attended the eight hour session and a number of action steps to continue the organizational engagement and development initiative were recommended. Steps included more involvement from members of the Executive Council, and separate Excellence in Service workshops for management, supervisory staff, and non-supervisory staff.

External Opportunities

The College's commitment to Bergen County is extensive. In fact, its involvement is helping the College achieve Goal 4 of *Engaged for Excellence: Enhanced community engagement and environmental stewardship*. It was recognized for its "excellent alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement," by being awarded a Carnegie Foundation Award for the Advancement of Teaching, 2010 Community Engagement Classification. Its involvement in the community can be seen through the College's (I) ties with local high schools; (II) extensive Service Learning Program; and (III) School of Continuing Education, Corporate and Public Sector Training. In addition, the College has a global presence through the International Student Center. The points below expand on this involvement.

Ties with Local High Schools (Standard 13) (Engaged for Excellence, objective 4.1)

Between July 1, 2010 and December 31, 2010, recruiters from BCC visited 42 county high schools, attended 54 college and career fairs, and attended 6 Guidance Association Meetings. The College also offers Option Two/Dual Enrollment agreements with 5 local high schools, and is working with 45 others on agreements. This arrangement allows high school students to begin their college studies before they graduate high school.

Service Learning Program (Standard 11) (Engaged for Excellence, objective 4.3)

Service Learning involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community. Students enroll in courses that provide the service learning option, perform community service as part of their coursework and receive academic credit.

Since 1999, the Service Learning Program has involved faculty and students in community-based teaching and learning in an effort to deepen education, promote civic engagement and make an impact on the community. This program is currently:

- Engaging over 2200 college students
- Partnering with over 200 community organizations, public agencies & schools
- Engaging over 60 professors in numerous disciplines across the curriculum

Through the leadership of the faculty, the College also initiated a co-curricular track through clubs. This makes Service Learning available to every student on campus. Last year, service learning reached 9,000 hours. The national monetary value of hours students give to volunteerism is about \$17 per hour or \$153,000 that BCC gave to the community last year.

School of Continuing Education, Corporate and Public Sector Training (Standard 13) (Engaged for Excellence, objective 4.2)

This School addresses the interests and needs of the residents of Bergen County. In 2010, the School added over 60 new courses including courses for women returning to the workplace and new certificate programs that prepare workers for the emerging fields of renewable energy and energy efficiency. The School is also helping retrain workers for new careers and is working with Bergen County on workforce development initiatives that help unemployed and under-employed Bergen County residents find jobs (see External Challenges: Financial Resources and Expenditures).

In addition, the School provides the coordinating infrastructure for community engagement activities. In conjunction with the Student Services Division and Academic Affairs Division, community engagement is promoted. Some examples include:

- The Stephen J. Moses Center for Civic Engagement which provides programs and activities that focus on scholarship, leadership and community involvement.

- Bergen Community College at the Meadowlands partners with workforce, non-profit agencies and other county offices to provide training pathways. In addition, the Conference Center at the Meadowlands will be available for the public to use for training sessions and meetings.
- The Philip J. Ciarco Learning Center has long been viewed as the service branch of the College because of the many grant programs it houses that provide training and tutoring, office and meeting space, and support to local residents and area service providers.
- The Center for Suburban Criminal Justice serves as a research institute enhancing the community's capacity to collect, analyze and interpret data on criminal and social justice issues.
- The NJ Small Business Development Center taps best practices and business intelligence from the public and private sector to counsel, train and educate established and aspiring small business owners so that they can compete in the domestic and global economies.
- The Non Profit Institute for Leadership collaborates with corporate and local nonprofit leaders to help students and the surrounding community members learn about leadership and the nonprofit sector.
- The Public Policy Institute engages the public and students with today's issues.
- The Women's Institute partners with business and educational leaders to become contributors to the local community and is dedicated to developing the skills and abilities of all women.

Moreover, community members are encouraged to join advisory boards and to be involved in institutional and departmental planning, and the College set a goal that all advisory boards will include 20% community members (*Engaged for Excellence*, objective 4.3).

Global Outreach (Standard 9)

The College recruits students from all over the world. Presently, over 750 F-1 visa students, representing 124 countries, attend the college. The International Student Center (ISC) helps students with everything from academic advisement and immigration counseling to adjusting to life in the USA. The ISC staff also helps connect students to the College by referring

them to different offices on campus including the Tutoring Center, the Center for Academic Planning and Student Success (CAPSS) and Student Life. In addition, the ISC sponsors workshops to help students succeed in their studies.

Conclusion

As the above actions and offerings show, the College offers its facilities, services, and faculty expertise to the Bergen community (and beyond), and it welcomes and encourages community input in college planning.

Internal Opportunities

Internally, the College's vision "... To provide a comfort level that enables students of all abilities to mature as engaged learners and citizens..." guided recent college developments including a reorganization of Student Services, a Title V Grant, an expansion of learning opportunities, and construction and renovation projects.

Student Services (*Standard 9*)

(1) Academic Advising

One of President Ryan's objectives when becoming President of the College was to redesign advising programs and processes. He believed that more effective advisement would lead to higher student retention and graduation rates, and better use of faculty time. His objective, as well as the 2008 CCSSE survey, confirmed that the student advisement model should be improved. Therefore, a task force consisting of faculty, staff and administrators from across the College was assembled to study how faculty advisement could be improved.

The result of this was the creation of Four Initiatives: (1) a virtual college orientation, (2) a refined in-person registration process, (3) a redesigned faculty advising system, and (4) changes to make Colleague and Web Advisor more user-friendly. These initiatives are in various stages of implementation. In 2010, Datatel e-Advising software was made available for students to do their own academic planning from Web Advisor while permitting an academic advisor to advise virtually (initiatives 3 & 4). The POD mentoring system was implemented but is experiencing slow growth and development. It will require continued stewardship in order to serve the volume of students intended.

(2) Center for Academic Planning and Student Success (CAPSS)

Another change within Student Services was the unification of the Counseling Center and Academic Advising Center in 2009. By combining the two centers, the new center, CAPSS, is able to assist students in the development of their educational plans and the successful completion of personal and academic goals.

Title V Grant (*Standards 9& 11*)

Almost two-thirds of the College's first-year, first-time students take remedial courses (62% in Fall 2009): 45% in the lowest mathematics course and 35% in the lowest English Basic Skills course (36% and 31% of whom are Hispanics/Latinos, respectively). Among Hispanic/Latino students in remedial courses, 56% of students do not return to the College for a second year and 46% do not return for a fourth semester. The Title V project funding is a direct effort to overturn this lack of persistence.

This project, named *Engage 123: A Comprehensive Campaign for Enhancing Student Persistence & Success*, seeks to integrate three efforts into one: academic intervention, community-building, and orientation to degree programs and careers. Its purpose is to “establish a sustainable campus environment that engages students for success.” To achieve this goal, actions are being taken to strengthen the connections between student services and academic affairs, between teaching and advising, and among developmental education, disciplinary degree programs, and career orientation. The project will also increase the students’ sense of comfort with the College through a restructured orientation and a strong support community through advising and peer mentoring. In addition, students will have enhanced learning opportunities including learning communities and self-paced math courses.

Initially, this project will focus on a small percentage of students placed in Developmental English and/or Developmental Math. However, over the five year period of the grant, the number of students reached will increase and it is believed that even students who are not participating in the Grant will still benefit from the course modifications and new instructional techniques.

Opportunities to Enhance Learning (*Standard 11*)

To meet the needs of its growing student body, the College has (1) expanded online learning opportunities, (2) increased its course offerings, and (3) built and renovated facilities at its three locations.

(1) A. Online Learning:

Similar to the increases seen in student enrollment at the three locations, interest in online learning has grown. Presently, there are over 4,500 enrollments in the 200 courses available online. (See Figure 5.) Moreover, 18 of the College's degree programs can be taken completely online. Distance learning benefits students who otherwise might not have been able to attend college for a variety of reasons. It is also helping the College manage growth with less effect on capital and facility spending.

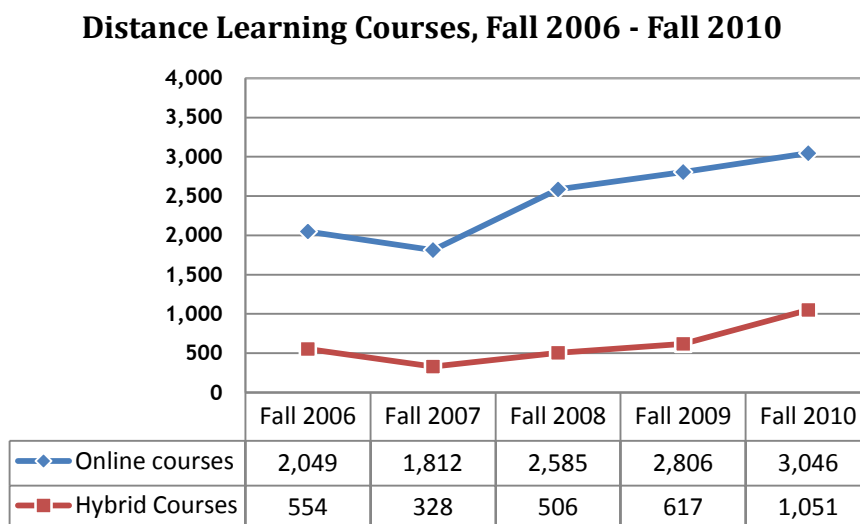


Figure 5 Source: CIE

B. Distance Learning Agreement:

A Memorandum of Agreement (MOA) for Distance Learning – Online and Partially Online (“Hybrid”) Courses was signed in April 2010 [[Appendix XVI](#)]. As a part of the BCC-BCCFA Collective Bargaining Agreement, the MOA states the responsibilities and compensation of faculty teaching online and partially online courses. The MOA also specifies the role and compensation of Distance Learning Mentors, who are responsible for mentoring faculty who develop courses to be shared with and taught by other faculty members. In

addition, the agreement addresses the development and scheduling of classes, the scheduling and character of The Online Professor Program (TOPP), class sizes for online and hybrid courses, copyright and ownership of courses, and the evaluation of courses.

This MOA acknowledges the increased student interest in distance learning, and recognizes the growing need for qualified faculty to teach the increasing number of class offerings. By clearly stating the roles of faculty and Distance Learning Mentors in the Agreement, the College has shown its commitment to this type of instruction.

(2) BCC in Hackensack (The Philip Ciarco, Jr. Learning Center):

BCC in Hackensack, also known as the Philip Ciarco, Jr. Learning Center, is the second instructional location of the College and was founded by BCC in 1970 with the primary mission of providing educational and support services for adults seeking high school equivalency education or English as a Second Language (ESL). Beginning in Fall 2009, in addition to high school equivalency education and ESL, the College began offering full semester credit and non-degree credit courses and accelerated credit courses, known as Flexible Start Courses. Flexible Start Courses allow students to complete a three-credit course in seven and one-half weeks and provides an alternative to taking classes at the Paramus and Meadowland locations.

Over the last year, the Center has seen a 26% increase in enrollment in the GED and ESL programs. The increase in credit course offerings was 19%, which yielded a 95% increase in enrollments. (See Table 6.)

NON-CREDIT ENROLLMENT			CREDIT ENROLLMENT		
Term	Total ESL and GED Enrollment	% increase over previous year	Term	Total Enrollment	% increase over previous year
Winterim 2011	64	100.00%			
Fall 2010	650	32.3%	Fall 2010 *	374	94.8%
Session 1	317	100.00%	Full Semester	110	-31.7%
Session 2	333	-10.5%	Flex Start	286	472.0%
Summer 2010	473				
Summer I 2010	292				
Session 1					
Session 2					

Summer II 2010	181				
Spring 2010	644		Spring 2010	277	
Session 1	290		Full Semester	85	
Session 2	354		Flex Start	192	
Winterim 2010	32				
Fall 2009	516		Fall 2009	211	
Session 1	194		Full Semester	161	
Session 2	322		Flex Start	50	
TOTALS	2379			862	

Table 6 Source: Continuing Education

(3) Bergen Community College at the Meadowlands:

The need for this additional location was based on research that found (1) approximately 70% of the student body resides in the southern half of the County, as well as the adjoining counties, and they would be well-served by a campus closer to their homes; (2) a projected regional growth in industries such as retail, hospitality and green technology; (3) chronic overcrowding on the Paramus campus; and (4) a continual increase in enrollment.

For the above reasons, in 2010, the College bought and began renovations to a five-story building in Lyndhurst (previously, the College rented the space). Construction plans include installing high-tech classrooms, student service facilities and a library. To assure the success of this location, additional faculty, and support staff were hired. While some faculty and staff may primarily work at this location, all tenure track faculty have the opportunity to teach at the Paramus location, as well. Faculty at the Meadowlands have the same responsibilities and receive the same benefits that faculty at the main campus receive.

In 2008-2009 and 2009-2010, the course offerings at the Meadowlands included for-credit liberal arts courses that fulfilled the general education requirements at the College. These were supplemented by Developmental Math and English courses. Enrollment and course offerings more than doubled as Table 7 below indicates. The late start sessions also increase opportunities for students at the Paramus location to take courses that filled or weren't available or to replace courses they had to drop.

BCC at the Meadowlands		
Year	Student Enrollment	Course Offerings
FY 2009	1,050	98
FY 2010	2,353	240

Table 7 Source: CIE

Moreover, in an effort to provide a variety of start dates, the Meadowlands offers 10-week “late-start” sessions which can accommodate late registration students, a 3-week Winterim and August summer sessions. All these courses have the same standards as courses taught in Paramus, and the Meadowlands Campus is fully integrated in the College’s 2010-2013 Strategic Plan.

The facility also serves as the College’s primary hub for the \$2.3 million Community-Based Job Training grant and The MOSAIC Center which aims to increase the number of people with disabilities who retain jobs and advance their careers.

Construction and Renovation (*Standard 3*)

In response to the growth of the College, three major projects are underway which will provide an enhanced student learning environment and accommodate the growing student population.

Paramus Campus:

Student Center

The Student Center has always been a major gathering area for students as well as a multipurpose area for the College. The renovations, to be completed in Spring 2011, are intended to provide a quality environment for students. Student clubs will be able to gather, and student focused events will be held there.

Science Wing

Since the Self-Study, the number of students completing A.S. degrees has steadily increased. In fact, from 2008–2009, there was a 19% increase in these degrees. This steady climb led to the decision to improve the Science Wing.

Chemistry: Scheduled for completion in September 2011, this project provides the space to accommodate the growing number of students enrolled in science classes. The construction

includes two chemistry labs for a total of five labs and two more prep areas (before there was only one prep area). In addition, a reconfiguration of the labs will accommodate more students, allowing the number of students in a lab to increase from 18 to 24.

Biology: The construction of the chemistry labs allowed the biology department to use all the labs on the 2nd floor of the existing science wing and one-half of the 3rd floor.

Renovations of these labs have created a more student friendly space. For example, the labs no longer have faucets and pipes protruding from the top of the lab tables. Now, the mechanisms retract into the table so when the instructor is lecturing, student vision is not blocked.

Physics: The Physics department added one lab and the existing ones are being given upgrades.

In addition to these changes, the Buehler Trust gave the College a \$1 million grant to purchase new equipment for all the science labs and to make all the labs SMART labs.

The construction and facility upgrades, along with the state of the art equipment, provide the basis for the College to offer first-rate courses and programs to its students.

Conclusion

During the past five years, Bergen has been presented with both challenges and opportunities. These challenges include fiscal pressures, student satisfaction, engagement and readiness, and community awareness of the College's offerings. To address these issues, the College has used a data-driven decision making process, commissioned studies, hired consultants and created strategic plans in order to turn these challenges into opportunities for improvement and growth. As a result of this purposeful approach, many positive changes have occurred which address student needs, fiscal constraints and community knowledge of the College. Together, these actions demonstrate that the College is following its Vision statement to be "A College of choice...that enables students of all abilities to mature as learners and engaged citizens."

Section 4: Enrollment and Finance Trends and Projections

Analysis of enrollment and finance projections for the period covered by the institution's strategic plan, but not less than the current and two future years, including assumptions on which those projections are based, and related to enrollment and fiscal trends from the three previous years.

This section discusses how the College uses analysis of past enrollment and finance figures, as well as assumptions, to predict trends and projections through 2012.

The Annual Budget Process

The main drivers of the College's budget are enrollment and credit hours. To make sure each annual budget is balanced, a Senior Finance Officer is charged by the Vice President of Administrative Services with creating budget scenarios based on conservative predictions of funding sources: primarily state and county aid, tuition and fees, and auxiliary services. The budget scenarios, which change depending on major revenue factors such as actual versus predicted enrollments, as well as state and county funding, are shared regularly with the President, the Executive Council, and the Audit and Finance/Legal Standing Committee of the Board of Trustees. For a given fiscal year, which begins July 1, a final budget is approved by the Board at the September meeting to reflect realistic revenues from the state and county, as well as student enrollment. The approved budget will include increases in tuition and fees, and fund balance contributions required to balance the operating budget of the College.

Over the past several years, state and county funding have trended downward and are likely to continue to decline as a percentage of College revenue as illustrated here (See Figure 6.):

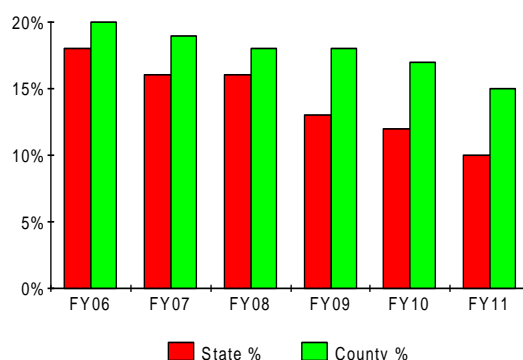


Figure 6 Source: Fact Books 2006-2010

In addition to enrollment and credit hours, the College combines historical financial data with enrollment/credit predictions and government funding scenarios to establish a balanced budget for the College. The three charts that follow demonstrate how the budgeting process works. Chart 1 (Figure 7) is the primary long-range planning spreadsheet for proposed budgets given forecasted changes in revenues and expenses. It is supplemented by Chart 2 (Figure 8), which keeps track of historical data, including differences between planned and actual revenues and expenses. Chart 3 (Figure 9) is an example of how one scenario is considered to develop revenue and expense projections. Together, these three charts are used to adapt to changes in revenue or expenses as they become realistic possibilities.

Chart 1: Long Range Planning Overview FY 2012 - 2016:

BERGEN COMMUNITY COLLEGE										
Long Range Planning										
Annual Budget Request - Summary of Planned										
Current Operating Expenditures										
For the Fiscal Years - 2012 thru 2016										
	Budgeted		Budgeted		Budgeted		Budgeted		Budgeted	
	7/01/11	%	7/01/12	%	7/01/13	%	7/01/14	%	7/01/15	%
	6/30/12	Incr.	6/30/13	Incr.	6/30/14	Incr.	6/30/15	Incr.	6/30/16	Incr.
Tuition and Fees	\$ 75,794,370		\$ 83,118,890	8.5%	\$ 86,765,570	11.0%	\$ 90,324,750	6.0%	\$ 95,122,910	5.1%
State Appropriations	12,065,190	0.0%	12,065,190	0.0%	12,065,190	0.0%	12,065,190	0.0%	12,065,190	0.0%
County Appropriations	14,133,870	-26.0%	14,133,870	0.0%	14,133,870	0.0%	14,133,870	0.0%	14,133,870	0.0%
Auxiliary Enterprises	209,810		214,010		218,290		222,660		227,110	
Other Sources	1,685,370		1,685,370		1,685,370		1,685,370		1,685,370	
Fund Balance Appropriation	6,535,000		2,000,000		2,000,000		2,000,000		2,000,000	
Total Unrestricted Revenue	\$ 110,429,610		\$ 113,223,330		\$ 116,874,290		\$ 121,037,840		\$ 125,240,450	
Instruction	\$ 41,679,230		\$ 42,475,630		\$ 43,288,010		\$ 44,116,630		\$ 44,961,930	
Academic Support	6,412,160		6,511,280		6,612,390		6,715,520		6,820,710	
Student Services	6,320,640		7,051,150		7,184,280		7,320,050		7,458,560	
Institutional Support	42,335,410		43,971,600		46,443,640		49,153,140		52,104,100	
Operation & Maintenance of Plant	10,363,300		11,198,900		11,412,700		11,630,770		11,853,210	
Scholarships & Fellowships	700,000		700,000		700,000		700,000		700,000	
Mandatory Transfers	1,097,030		1,095,170		1,098,010		1,095,390		1,097,470	
Auxiliary Enterprises	295,840		300,020		304,280		308,630		313,070	
Total Unrestricted Expense	\$ 110,429,610		\$ 113,303,750		\$ 117,049,310		\$ 121,040,190		\$ 125,309,110	
Net Surplus/(Deficit)	\$ -		\$ (80,420)		\$ (175,020)		\$ (2,350)		\$ (68,660)	
Planned Credits	373,000		378,000		380,000		345,000		343,000	
Tuition Rate	\$ 124.80		\$ 135.40		\$ 150.30		\$ 159.35		\$ 167.50	
General Fee	\$ 24.00		\$ 26.00		\$ 29.00		\$ 31.00		\$ 33.00	
Tech Fee	\$ 13.00		\$ 14.00		\$ 16.00		\$ 17.00		\$ 18.00	
Security Fee	\$ 1.00		\$ 1.00		\$ 1.00		\$ 1.00		\$ 1.00	

Figure 7 Source: VP of Administrative Services

Chart 2: Historical and predicted sources of income that inform the long range planning in Chart 1:

Bergen Community College FY 2012 Budget Aid, Rates & Credits									
History of State & County Aid:			Total Budget		State Aid		County Aid		Federal Aid
	FY12		133,829,610	100%	12,065,190	9%	14,139,870	11%	
	FY11		126,882,400	100%	12,175,900	10%	19,116,620	15%	456,000
	FY10		110,422,650	100%	11,981,514	11%	18,650,358	17%	695,630
	FY09		101,272,140	100%	13,524,702	13%	17,505,167	17%	
	FY08		94,740,530	100%	14,787,128	16%	17,494,830	18%	
	FY07		89,786,150	100%	14,175,330	16%	16,903,218	19%	
	FY06		81,372,310	100%	14,945,615	18%	16,490,945	20%	
	FY05		89,786,150	100%	14,901,891	17%	16,490,945	18%	
	FY04		72,315,940	100%	15,300,632	21%	16,088,728	22%	
	FY03		68,031,950	100%	14,385,457	21%	15,892,524	23%	
	FY02		65,473,750	100%	14,642,821	22%	15,591,590	24%	
Rate Category:		FY09	FY10		FY11		FY12		Increase
	Tuition 7.9%=\$127.65	\$ 103.30	\$ 111.60		\$ 118.30		\$ 124.80		\$ 6.50
	Tuition out of County 7.9% Increase	\$ 213.00	\$ 234.00		\$ 248.00		\$ 262.00		\$ 14.00
	Tuition out of State 7.9% Increase	\$ 223.00	\$ 245.00		\$ 260.00		\$ 275.00		\$ 15.00
	General Fee	\$ 19.50	\$ 22.00		\$ 23.00		\$ 24.00		\$ 1.00
	Technology Fee	\$ 9.00	\$ 11.00		\$ 12.00		\$ 13.00		\$ 1.00
	Security Fee	\$ 0.75	\$ 1.00		\$ 1.00		\$ 1.00		\$ -
	Course (Contact Hour) Fee	\$ 60.00	\$ 60.00		\$ 60.00		\$ 60.00		\$ -
	Registration Fee	\$ 10.00	\$ 12.00		\$ 15.00		\$ 15.00		\$ -
	Nursing Fee	\$ 250.00	\$ 375.00		\$ 500.00		\$ 500.00		\$ -
Credits:		FY09 Projection	FY10 Projection		FY11 Projection		FY12 Projection		
	Summer II	11,000	11,000		15,000		14,000		
	Fall	147,000	156,000		165,000		172,000		
	Winterim				2,000		2,000		
	Spring	132,000	138,500		157,000		161,000		
	Summer I	20,000	20,000		29,000		24,000		
	Total	310,000	325,500		368,000		373,000		
Source - Enrollment Audit		FY09 Actual	FY10 Actual		FY11 Act/Proj				
	Summer II	13,583	14,530		13,690	0/1/10 Phone			
	Fall	157,979	172,322		181,377	3/22/10 email			
	Winterim	552	1,477		1,669	via 1/24/11			
	Spring	149,570	166,124		161,928	2/7/11 email			
	Summer I	24,759	24,365						
		346,443	378,818		358,664				
	Meadowlands (Included Above)	5,857							

Figure 8 Source: VP of Administrative Services

Chart 3: Illustrates how one scenario is considered for the impact on future budgets:

State Flat w/o Federal Stimulus County \$5,070 Cut for 1/2 Year Tuition 7.3% Increase Credits 373,000						
CURRENT FUNDS BUDGET FOR FISCAL YEAR JULY 1, 2011 TO JUNE 30, 2012						
	Previous Budget 7/01/2009 - 6/30/2010	% of Total	Current Budget 7/01/2010 - 6/30/2011	% of Total	Proposed Budget 7/01/2011 - 6/30/2012	% of Total
REVENUES						
Unrestricted:						
Tuition	\$45,816,670	41.5%	\$54,141,820	42.6%	\$58,059,320	43.3%
Student Fees	13,711,390	12.4%	16,571,000	13.1%	17,734,450	13.3%
Governmental Appropriations						
State	12,845,770	11.6%	12,175,300	9.6%	12,065,190	9.0%
County	18,650,360	16.9%	19,116,620	15.1%	14,139,870	10.6%
Other New Jersey Counties	130,000	0.1%	170,000	0.1%	170,000	0.1%
Sales & Services of Auxiliary						
Enterprise	257,060	0.2%	257,060	0.2%	209,810	0.2%
Other Sources	1,826,700	1.7%	2,160,000	1.7%	1,515,370	1.1%
Fund Balance Appropriation	2,834,700	2.6%	2,290,000	1.8%	6,535,000	4.9%
Total Unrestricted	\$96,132,650	87.0%	\$106,882,400	84.2%	\$110,429,610	82.5%
Restricted:						
Student Aid and Other Grants	14,290,000	13.0%	20,000,000	15.8%	23,400,000	17.5%
Total Current Funds Revenues	\$110,422,650	100.0%	\$126,882,400	100.0%	\$133,829,610	100.0%
EXPENDITURES & TRANSFERS						
Educational and General:						
Instruction	\$36,744,840	33.3%	\$40,979,360	32.3%	\$41,679,230	31.2%
Academic Support	6,913,570	6.3%	6,472,280	5.1%	6,412,160	4.8%
Student Services	6,237,520	5.6%	6,636,190	5.2%	6,335,640	5.2%
Institutional Support	35,794,520	32.4%	39,987,870	31.4%	42,320,410	31.6%
Operation & Maintenance of Plant	9,437,090	8.5%	10,679,490	8.4%	10,389,300	8.2%
Scholarships and Fellowships	700,000	0.6%	700,000	0.6%	700,000	0.5%
Educ. & General Expenditure	\$95,827,540	86.7%	\$105,455,790	83.0%	\$109,036,740	81.5%
Mandatory Transfers:						
Principal & Interest	0	0.0%	1,039,880	0.3%	1,037,030	0.8%
Total Educational & General	\$95,827,540	86.7%	\$106,555,670	83.3%	\$110,133,770	82.3%
Auxiliary Enterprise:						
Expenditures	305,110	0.3%	326,730	0.3%	295,840	0.2%
Total Current Unrestricted	\$96,132,650	87.0%	\$106,882,400	84.2%	\$110,429,610	82.5%
Restricted Expenditures:						
Student Aid and Other Grants	14,290,000	13.0%	20,000,000	15.8%	23,400,000	17.5%
Total Current Funds						
Expenditures & Transfers	\$110,422,650	100.0%	\$126,882,400	100.0%	\$133,829,610	100.0%
Net Surplus / (Deficit)	\$0		\$0		\$0	

Figure 9 Source: VP of Administrative Services

Enrollment Projections

Enrollment at the College has steadily increased since the 2005-2006 Self-Study. From Fall 2004 to Fall 2010, enrollment increased from 14,325 to 17,197. The percentage of full-time students also continued to increase from 50.7% in Fall 2004 to 56.5% in Fall 2009 as illustrated in Figure 10:

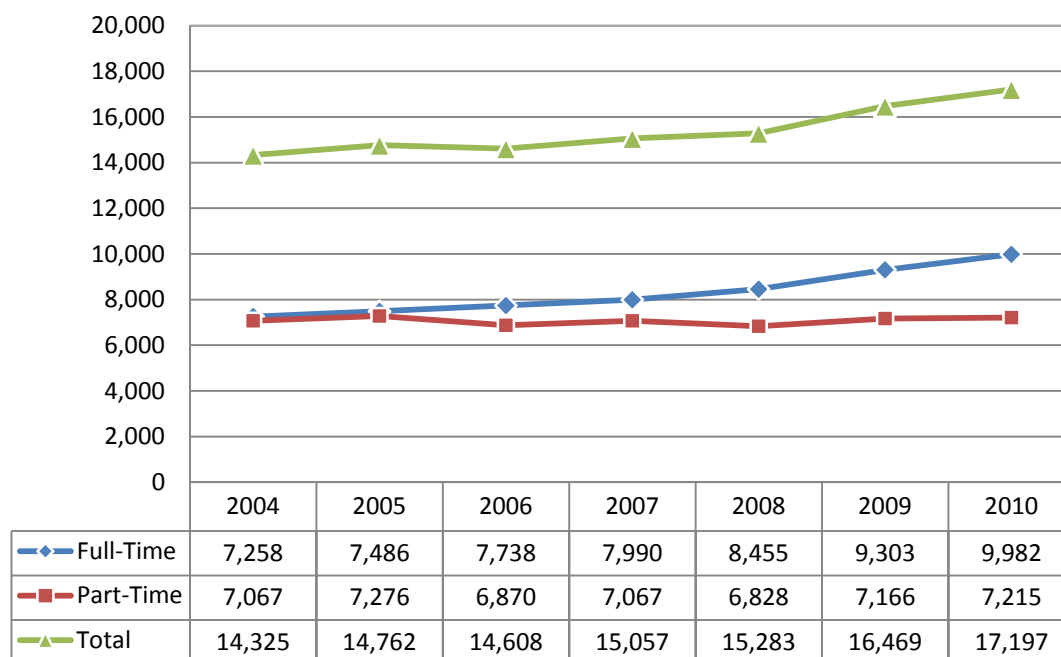


Figure 10 Source: 2004-2010 Fact Books

However, research obtained from the Hanover Council [Appendix X] predicts that while the traditional college-age student population of 18-year olds is expected to continue to increase until 2012, it will then level off, with intervals of minor decrease and increase, until 2020. Nevertheless, the trend toward more full-time enrollments, increased credit offerings at the Meadowlands and Hackensack locations, and more online course availability are expected to counteract the effects of this demographic change (see Section III, Learning Opportunities.)

As a means of improving enrollment projections for future budgeting cycles, the College commissioned EMSI to prepare a comprehensive Enrollment Projection Report [Appendix XI] that considered regional and local macroeconomic influences, including demographic and other factors that influence student enrollment decisions. The EMSI Report predicts that until 2020 enrollment will increase by 4% if unemployment remains high, remain flat if unemployment is average, and decrease by no more than 3% if unemployment is low. Unemployment is trending downward, so the College may expect flat to decreasing enrollment, although more students may choose community colleges because of rising education costs. These projections represent fairly good news, but the College will need to continue to expand market share in order to protect current enrollment levels.

Financial Position

Long range budget planning requires making informed predictions about enrollment and the credits that emanate from it, and the level of funding anticipated from state and county appropriations.

Given the current economic climate in New Jersey, it is anticipated that funding from the state and the county are more likely to decline than to increase (See Section 3, External Challenges). The best case scenario is flat funding for the foreseeable future. The result of either of these predictions is additional pressure on the College to meet its financial obligations. Typically, shortfalls are met by a combination of increased tuition and fees, and fund balance appropriations. Since allocations from the Fund Balance are limited, and those contributions to revenue remain relatively constant, increasing student enrollment, and tuition and fees typically make up the difference between anticipated expenses and revenues. However, in order to reap the financial gain from increasing enrollment, services must be held steady which means proportionally fewer services per student as a percent of the College budget.

Recently, the County proposed a \$5 million dollar decrease in its contribution to the College budget. The budgeting process previously described will determine what role enrollment and tuition will play in balancing the budget, whether and how much to increase fund balance contributions to the budget, as well as where cuts in expenditures will have to be made. However, the Board is committed to keeping tuition increases to a minimum, which puts greater pressure on the administration to reduce expenditures, which may mean that more significant cost-cutting measures will have to be considered.

Capital Budgeting

Capital budgeting priorities are established by the Facilities Master Plan. As funds for improvement projects become available from the fund balance and other sources, they are allocated according to the priorities.

Since the Self-Study, the College has embarked on a number of capital projects to improve existing facilities and to provide an additional instructional location at The Meadowlands. Specifically:

- Construction of a new science wing, which broke ground in 2009 and was funded through County Capital, Chapter 12 and College funds, will be completed in 2011.

- Construction of an improved and expanded Student Center began in 2010 and is scheduled to be completed in Spring 2011.
- Acquisition, reconstruction, alteration and renovation of the new campus location in the Township of Lyndhurst.

Conclusion

The College's financial condition has been strong. However, county and state deficits are leading to reduced public funding which will challenge the College in the years ahead. To date, though, conservative predictions on the low side of revenue and the high side of costs have resulted in a healthy fund balance which, although not limitless, can be used to help relieve funding shortfalls and finance capital improvements and retain adequate fund balances to meet legal requirements and adapt to unforeseen financial challenges. The Audited Financial Statements and IPEDs based on them report a consistent increase in overall and unrestricted net assets. (See Attachments)

Section 5: Assessment Processes and Plans

Evidence of sustained and organized processes to assess institutional effectiveness and student learning, and evidence that the results of such processes are being used to improve programs and services and to inform planning and resource allocation.

This section addresses the progress the College has made toward connecting assessment results, at all levels of the institution, to program improvement, planning, and resource distribution. Three main topics are addressed: Assessment Processes Since the Self-Study, Assessment of Institutional Effectiveness and Student Learning, and Processes to Inform Planning and Resource Allocation.

Assessment Processes Since the Self-Study

Assessment processes at Bergen Community College have gone through several phases of improvement since 2005, when the College started its development of an institution-wide commitment to assessment. A review of the assessment processes in place since 2005, combined with the Strategic Plan and Framework provide evidence of a focused effort on behalf of the College to engage in a sustained and organized process to assess institutional effectiveness and student learning. This part of the report traces those developments.

2005-2010

Under the *2005 Assessment Framework (2005 Framework)*, Academic (ACAD) and Administrative and Educational Support (AES) units engaged in a one-year cycle of assessing learning objectives and administrative goals, primarily under the direction of an Assessment Coordinator. In 2006, at the request of the Faculty Senate, the *2005 Framework* was amended to a two-year cycle and the Assessment Coordinator organized an Assessment Team to assist in the development and evaluation of the assessment plans. In these first two cycles, the focus was on getting the campus acclimated to the conceptual and practical requirements of learning and service assessment across the institution. Many assessment plans were developed and carried out, but there was also an emphasis on the quantity of assessment projects, with some administrative units conducting as many as five assessment projects at a time and academic

departments assessing department goals and learning outcomes at the same time. In 2008, another two year cycle of assessment marked the beginning of a sea change in the scope and depth of assessment across the College and was characterized by the motto, “Assessing What Matters Most.”

Another important change in 2008 was the assignment of Assessment Fellows to support Department Assessment Liaisons in developing their assessment projects. Two Assessment Fellows were faculty members and two were members of the professional staff. Additionally, in this cycle, a feedback loop was added at the level of Deans and the Academic Vice President for each academic project at the end of the first year when the plans were developing, and the second year at the analysis and recommendation stage. Not only did the Deans and the Academic Vice President make recommendations for improving the assessment plans and suggestions for using the information gathered from the results, but it brought all parties responsible for conducting and implementing the assessment projects together to improve the assessment process with the aim of improving services and learning.

2010 Onward

In 2010, a new *Framework for Institutional Effectiveness and Quality Improvement* restored a one-year cycle of unit-level assessment but went far beyond the old *Assessment Framework*, integrating planning, resource allocation, and improvement. Combined with the *2010-2013 Strategic Plan*, the 2010 Framework established priorities and processes for improvement at every level of the College and outlined the process for goal-setting, monitoring of the plans to achieve the goals, and how resource allocation would be linked to the goals.

The chart below (See Table 8.) summarizes the elements of the ACAD and AES assessment processes from 2005 to the present, and demonstrates the continual improvement of sustained and organized processes to assess institutional effectiveness and student learning at the unit level:

Cycle Element	Assessment Cycle			
	2005-2006	2006-2008	2008-2010	2010 onward
Executive Leadership	Executive Vice President	Academic Vice President	Vice President for Research, Assessment, and Quality Planning	Vice President for Research, Assessment, and Quality Planning
Length of Cycle	1 year	2 years	2 years	1 year
Coordination	<input type="checkbox"/> Assessment Coordinator <input type="checkbox"/> Academic and AES Department Liaisons	Assessment Review Team <input type="checkbox"/> Assessment Coordinator <input type="checkbox"/> Academic and AES Associates <input type="checkbox"/> Associate Director of Institutional Research Academic and AES Department Liaisons	Assessment Team <input type="checkbox"/> VP-RPAQ <input type="checkbox"/> 2 Academic Fellows <input type="checkbox"/> 2 AES Fellows <input type="checkbox"/> Associate Director of Institutional Research Academic and AES Department Liaisons	<input type="checkbox"/> AES and ACAD Fellows <input type="checkbox"/> AES Unit Leaders, and Department Chairs with option to appoint Liaisons
# of ACAD plans	81	26	23	23-25
# of AES plans	71	83	18	All AES Departments
Plan Elements	1. Link to Mission, Goals, Strategic Priorities or Core Competencies 2. Intended Outcome 3. Means of Assessment 4. Criteria for Success 5. Summary of Data Collected 6. Use of Results	1. Link to Mission, Goals, Strategic Priorities or Core Competencies 2. Intended Outcome 3. Means of Assessment 4. Criteria for Success 5. Summary of Data Collected 6. Use of Results	“Assessing What Matters” 1. Link to Mission and Goals of College 2. Link to Department Mission 3. Link to Core Competencies for ACAD Plans 4. Feedback loop from Deans and Academic Vice President at the midpoint and final step of the ACAD Plans	2010-2013 Framework 1. All plans developed in Tk20 2. Alignment to the Strategic Plan. 3. Alignment of ACAD plans to General Education Program learning goals. 4. Feedback loop from Deans and Academic Vice President at the midpoint and final step of the ACAD Plans. 5. Measures for each goal. 6. Data collection forms available in Tk20. 7. Results analysis. 8. Recommendations for actions and improvements. 9. Budget proposals linked to results of plan.

Table 8 Source: CIE

Assessment of Student Learning Processes

Under the 2010 Framework, the College expanded the scope of assessment of student learning by identifying and implementing direct and indirect measures at the course, program, and college-wide level as shown in this chart (See Table 9):

Assessment of Student Learning at Bergen Community College			
Direct Measures	Use	Indirect Measures	Use
Course Level			
<input type="checkbox"/> Course-embedded exam questions, assignments and performances	<input type="checkbox"/> Departmental Learning Assessment Projects	<input type="checkbox"/> SIR II course evaluations	<input type="checkbox"/> Faculty performance reviews
Program Level			
<input type="checkbox"/> Capstone Assignments (2011-2012) <input type="checkbox"/> Pass rates and scores on licensure and certification tests <input type="checkbox"/> Developmental Course Pass Rates	<input type="checkbox"/> Program Learning Assessment Projects (2011-2012) <input type="checkbox"/> Program Review and learning assessment <input type="checkbox"/> Program Development	<input type="checkbox"/> <i>Campus Pulse</i> Listening Sessions (Composition courses) <input type="checkbox"/> Program-based student surveys	<input type="checkbox"/> Program Review <input type="checkbox"/> Curriculum Revision
College Level			
Exploring the creation of college-wide standards and rubrics for college learning goals	<input type="checkbox"/> General Education Learning Assessment <input type="checkbox"/> College Dashboard and Strategic Planning	<input type="checkbox"/> Graduate Follow-Up Survey (questions on learning and skill development) <input type="checkbox"/> CCSSE <input type="checkbox"/> Graduation, Retention, and Course Success (NCCBP) rates	<input type="checkbox"/> College Dashboard <input type="checkbox"/> Strategic Planning <input type="checkbox"/> Grant Proposals

Table 9 Source: CIE

Institutional Effectiveness Assessment Processes

Additional improvements in the 2010 Framework included benchmarking from nationally-normed assessment instruments such as CCSSE for student satisfaction and PACE for campus climate. Where in previous cycles, academic assessment projects sometimes conflated department, program, and student learning goals, these different types of goals are now more clearly delineated. Faculty and staff satisfaction surveys are also being conducted as an improvement over previous assessments of institutional effectiveness. The added assessment elements can be seen below (See Table 10):

Institutional Effectiveness Program		
Program Elements	Original Assessment Framework (2005-2010)	Framework for Institutional Effectiveness and Quality Improvement (2010--)
Institutional Goals	Yes	Yes
Performance Indicators	No	Yes
Strategic Planning	Yes	Yes
Quarterly Dashboard Review	No	Yes
Benchmarking Program	No	Yes
Academic Program Review	Yes	Yes
AES Departmental Review	No	Yes
Academic Program Learning Goals	No	Yes
Summative Assessment of Student Learning at the Program Level	No	Yes
Faculty/Staff Satisfaction with Services	No	Yes

Table 10 Source: CIE

College Goals and Key Performance Indicators

The 2010 Strategic Plan identified college-wide goals based on five broad Success Factors. Key Performance Indicators (KPIs) were identified for each goal, and each KPI was assigned a target to track progress toward the goal [Appendix XVII]. This process facilitated the development of a dashboard to track progress on each of the College's Success Factors:

- Students
- Faculty/Staff/Administration
- Programs and Processes
- Community
- Financial

The College Dashboard is kept as a spreadsheet and is used to track progress on the Success Factors (See Table 11) each quarter. Additionally, a quarterly Institutional Dashboard

Review [Appendix XVIII] is conducted which analyzes the dashboard data, highlighting targets needing particular attention.

Current Quarter:		2						
Current Semester		Spring						
		Success Factors	Key Performance Indicators		Exceeded Target	Target	Below Target	Well Below Target
				Actual	Tactical Objective(s)		Quarter(s) Reviewed	
Students	Retention Rate (FTF)(%)	64.0	63.0	61.0	<61.0	1.1; 1.2	3	
	Retention Rate (FTS)(%)	70.0	68.7	67.0	<67	1.1; 1.2	1	
	Graduation Rate (%)	12.6	11.4	10.2	<10.2	1.1; 1.2	1	
	Transfer Rate (%)	18.2	17.2	16.3	<16.3	1.2	1	
	Course Success (%)	78.2	74.4	70.7	67.5	1.1; 1.3	2,3,4	
	Remedial Success (%)	69.0	62.9	56.6	50.8	1.1; 1.3	2,3,4	
	Active and Collaborative Learning (CCSSE Mean)	50.0	49.2	46.4	<46.4	1.1; 1.3	2	
	Support for Learners (CCSSE Mean)	50.0	48.9	48.3	<48.3	3.2	2	
	Learning Outcomes Attainment	3.5	3.0	2.5	<2.5	3.3	2	
Faculty/Ad min	PACE Overall Score	TBD	3.57	TBD	TBD	2.3; 2.4	3	
	Diversity Index	1.1	1.0	0.9	<.9	2.1; 2.4		
	PACE Teamwork Score	TBD	3.65	TBD	TBD	2.1; 2.2	3	
Programs and Processes	Student Satisfaction w/Services (CCSSE %)	82.0	79.2	73.5	<73.5	1.2; 3.1; 3.2; 3.3	2	
	Graduate Satisfaction w/Services (%)	89.0	88.5	87.5	<87.5	1.2; 3.1; 3.2; 3.3	1	
	% Special Topics Program Reviews Complete	75.0	50.0	40.0	<40	3.2	ALL	
	%AES Departmental Five year Reviews Complete	40.0	20.0	10.0	<10	3.2	4	
	F/S Satisfaction w/Services (%)	85.0	75.0	65.0	<65	3.1; 3.2	3	
	Effectiveness Index	1.1	1.0	0.9	<.9	3.1; 3.2		
	DL % Increase in Sections(Semester)	30	20	10	<10	259.0	3.4	2
Community	Total # of schools with Option II Agreements	32	22	12	<12	4.1	ALL	
	Market Penetration - Credit (%)	3.0	2.9	2.8	<2.8	4.2; 4.3; 4.2; 4.4;	4	
	Market Penetration - Non-Credit (%)	1.5	1.4	1.3	<1.3	4.5	4	
	HS Market Share (%)	23	21.0	19.0	<19	4.5	4	
	Green Index	1.1	1.0	0.9	<.9	4.6	4	
Financial	Student Headcount (K) Fall Semester	18.2	17.3	16.5	<16.5	3.4; 4.1; 4.2; 4.5;	2,3,4	
	% Increase In Credit Hours (Semester)	6	5	4	<4	3.4; 4.1; 4.2; 4.5;	2,3,4	
	Fill Rate (%)	85.0	85.0	var of 5%	var>5%	5.6	2,3,4	
	Grant Revenue (\$M)	4.5	3.0	2.8	<2.8	4.9	5.3	ALL
	Foundation Revenue (\$M)	6.0	4.8	3.8	<3.8	5.1; 5.2	ALL	
	Budget Variance - I/E Ratio	1.02	1.00	0.98	<.98	2.28	5.6	ALL

Table 11 Source: CIE

Department and school-level dashboards that track annual goal and assessment activity are captured in Tk20 as part of the planning process (See Figure 11.):

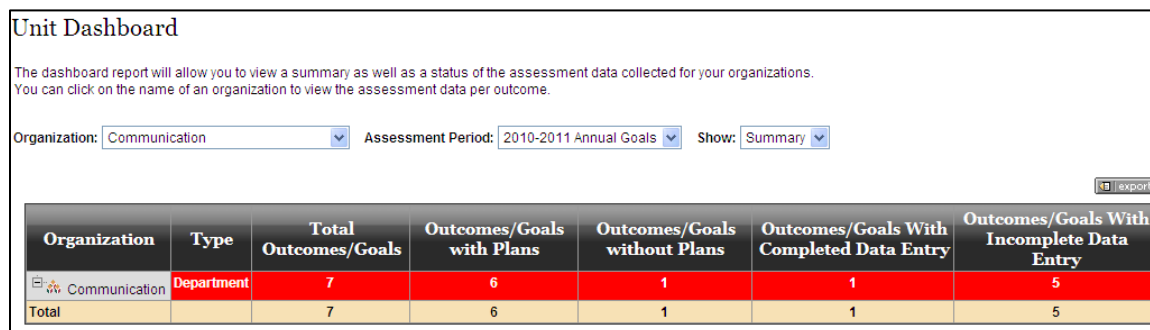


Figure 11 Source: Tk20

Conclusion

While assessment at the course, departmental, program, and institutional levels continues under the 2010 Framework, it goes beyond assessment activity and integrates planning, assessment, resource allocation, and improvement. Goals at the College are to be aligned with the College's Mission and Strategic Goals and must be developed in written plans designed specifically to achieve those goals. The *Framework* outlines the process for goal-setting, monitoring of the plans to achieve the goals, and how resource allocation will be linked to the goals. Tk20 planning and assessment software will be used to capture all planning and goal-setting at the institutional and departmental level, provide reporting on departmental alignment with plan objectives and outcomes, and link and prioritize budget requests based on alignment with the *Strategic Plan*.

Assessment of Institutional Effectiveness and Student Learning

This section documents how assessment processes at Bergen Community College have led to improvement.

Assessment of Student Learning

Each cycle of assessment of student learning has improved on the previous one. The first two cycles, from 2005 to 2008, mixed learning outcomes, and departmental and program goals. The third cycle, from 2008-2010, emphasized quality over quantity. The current cycle, 2010-2011 is spotlighting General Education learning outcomes. Each assessment report, whether or not a goal was met, was expected to make recommendations for improvement where warranted.

Many of these projects did, in fact, result in changes of instruction to improve learning. One of the weaknesses to date, however, of the College assessment program, is that follow-up on the recommendations was left up to the academic departments and divisions with no explicit mechanism for requiring reports on the actions taken. Under the 2010 Framework, that follow-up is required as part of the Five Year Review of the academic departments.

Most of the academic assessment projects made recommendations for improvement and many of them were followed by significant changes. This chart shows some of the actions taken by the English Department in the 2006 and 2008 cycles (See Table 12):

Academic Program	Learning Objective/ Program Goal	Outcome	Action Recommended
English	Students completing Composition I will be able to write papers that include clear argumentative thesis statements	Met goal	<input type="checkbox"/> Increase criteria for success <input type="checkbox"/> Place greater emphasis on writing argumentative theses throughout the semester <input type="checkbox"/> Assign discipline-wide grading criteria to include in department-wide syllabus
English	Students completing Composition I will be able to write a topic sentence for each body paragraph that clearly establishes the main idea of that paragraph	Met goal	Design a set of grading criteria to include in departmental syllabus
English	Students completing Composition I will be able to cite and document sources using correct MLA format	Missed goal	<input type="checkbox"/> Place greater emphasis on teaching MLA format <input type="checkbox"/> Design grading criteria to include in departmental syllabus
American Language Program	Student who complete Level 3 Writing will demonstrate proficiency in paragraph writing with level-appropriate sentence structure, organization and vocabulary of students who pass the test and compared to results in these areas of students who fail	Partially met goal	Dissect data and writing samples in next assessment cycle
American Language Program	Students who complete Level 3 Reading will demonstrate reading comprehension proficiency in critical thinking skills, vocabulary, and prior knowledge	Met goal	<input type="checkbox"/> Raise awareness of role of grammar in ESL reading <input type="checkbox"/> Place more emphasis on teaching critical reading skills <input type="checkbox"/> Discuss ways to implement suggestions <input type="checkbox"/> Seek recommendations on how to improve efficiency and consistency in administering exit tests
American Language Program	Student who complete American Language 3 will be prepared for college-level courses	Partially met goal	Pursue means of producing independent readers who can use acquired grammatical knowledge and reading skills and strategies to raise grades and success rates

Table 12 Source: CIE

An example from the 2008-2010 cycle illustrates how assessment is used to improve student learning is the project completed in MAT-280 Calculus I. In *Semester 1: Create the*

Assessment Plan, it was decided to have students in selected sections of MAT-280 Calculus I construct mathematical representations for various applications that involve calculus-based techniques. In *Semester 2: Develop an Assessment Strategy*, faculty developed a grading rubric, with a mean score of at least 75%, for this assignment. In *Semester 3: Implement Assessment Plan & Strategy*, seventy-eight students from four different sections of MAT-280 participated in the study. In *Semester 4: Reporting and Revising*, the faculty segmented the problem solution process so they were able to identify the degree to which students mastered each of the various sub-tasks involved rather than obtaining one overall measure of the process as a whole. In addition, as a result of this segmentation, the faculty determined which subtasks the students found most difficult and on which tasks to focus more time. This particular assessment connected the assessment project to a change in instruction that was implemented and is in the process of being evaluated.

Likewise, from the same cycle, a learning objective for Biology students to learn the major principles of microbiology and the relationship of microbes to other living organisms connected the assessment to the department mission and goal statement, “to acquire an understanding of the general principles of microbiology and the role of microbes in our universe ...” One result of this project was the suggestion that Biology faculty work more closely with the Anatomy and Physiology faculty to be sure that all the departments were stressing the importance of the immune system.

Other examples can be found in the summaries of the ACAD assessment projects from the 2006-2008 and 2008-2010 cycles. [[Appendix XIX](#)]

In the current 2010-2011 cycle, ACAD assessment projects are emphasizing General Education learning objectives. Additionally, a Special Topics Program Review effort, called *Focus on Bergen’s Expectations for Student Learning*, is generating information on how student learning objectives at the course level align with both Program Learning Goals and General Education Goals. Another important change under the 2010 Framework is that assessment practice will focus on the same objective over multiple assessment cycles so that baseline data can be used to determine whether implemented changes are effective. This approach will yield cross-disciplinary, institutional level data on student performance and will enable data-informed conversations about the teaching practices we employ to help our students meet the General Education goals. As many of the students enrolled in these programs transfer before earning

their degree, the College will look at the information collected to help inform our teaching practices and curriculum decisions in an effort to increase student learning.

For instructors who teach in departments that primarily support career programs and certificates, *summative* assessments of student performance can help determine the design and delivery of their programs. Analyses of licensure exams or “capstone” projects that assess proficiency of the Program Learning Goals are examples of this type of assessment. These assessments should determine where changes and adjustments could be tried to improve learning outcomes. Capstone projects should be repeated over multiple assessment cycles so that baseline data can be established.

In Developmental Programs and the American Language Program, assessment is similar to the summative assessments seen in Career Programs. End-of-program assessments, “exit exams”, or assessments at key milestones in the program that align with Program Learning Goals yield data that inform teaching methods and curricular decisions. A five-year program review will be looking at course success rates and cohort data on student progression through the developmental programs.

The Tk20 software makes it easier for faculty and administration to track all assessment projects at the College. Where previous cycles of assessment relied on the good faith of the department to implement the recommendations for improvement, now, all decision-makers will have immediate access to the projects for review and follow-up.

Assessment of Administrative and Education Support Services

The AES projects undertaken over the last three assessment cycles also resulted in improvements in services and processes. The following chart (See Table 13.) highlights projects undertaken across the College. [For a review of the 2006 and 2008 projects see [Appendix XX.](#)]

AES Unit	Goal/Objective	Outcome	Recommendation/Action
Library	Increase student input regarding library services and facilities	Met goal	<ul style="list-style-type: none">· Formed Student Advisory Group· Reports created on topics discussed· Focus on three key issues of concern to students
Library	Increase student satisfaction with library facilities, space and equipment	Met goal	<ul style="list-style-type: none">· Review comments obtained from the library feedback form· Form a user needs committee of library staff

Library	Align library instruction content with courses in English curriculum to reflect key agreed upon objectives	Met goal	<ul style="list-style-type: none"> · Improve balance of lecture and hands-on to 50% each · Build an online library instruction form to align instruction with relevant assignments and topics · Develop a pre-session interactive tutorial · Re-emphasize active learning in library sessions
Learning Assistance Center	Increase participation in tutorial sessions among students with disabilities	Partially met goal	Encourage students to take advantage of permanent appointments
Accounting	Evaluate effectiveness of written procedures for payroll	Met goal	Continue to evaluate and revise written documentation for supervisors and training classes
Financial Aid	Improve customer service information to students	Goal met	Revamp voice mail system for the office to direct student to the web site to reduce direct inquiries so staff can focus on other areas
Media Technologies	Faculty will experience improvement in classroom support for technology	Met goal	Continue using central "Help Desk" contact for OIT and Media Technologies
Grants Administration	Increase faculty and staff participation in grant project development	Met goal	<input type="checkbox"/> Develop and implement improvements in data collection methods, record keeping, and project tracking and follow-up <input type="checkbox"/> Update web site
Continuing Education	Students will report ease and success using web site to learn about non-credit offerings	Met goal	Improve web site for online registration
Student Life	Students who attend Leadership Weekend will be able to develop a leadership program	Missed goal	Use Program Checklist to teach students to develop programs
Human Resources	Employee performance process will result in improved employee performance	Missed goal	<input type="checkbox"/> Educate managers and supervisors on the basic principles of performance appraisals <input type="checkbox"/> Develop workshops to educate managers and supervisors <input type="checkbox"/> Add Executive Review step to appraisal process <input type="checkbox"/> Revise appraisal forms <input type="checkbox"/> Review forms and improve audit process <input type="checkbox"/> Seek 100% completed forms and provide workshops on objective and goal-setting
Supplemental Instruction	Tutors will address needs of students	Met goal	Use tutor logs more, continue to use surveys for tutor training and self-evaluation

Table 13 Source: CIE

Although many of the AES assessment projects in the earlier cycles were more akin to program goals than assessment projects, the positive changes that occurred improved their services and now that every AES unit has participated in several rounds of assessment, the efforts under the 2010 Framework are easier to implement as appropriate assessment activities.

Assessment of Programs and Services

As reported in Section 3, over the past several years, the College has invested in a number of nationally-normed studies to assess its programs and services and to make plans and take action to remedy weaknesses.

For example, CCSSE results revealed that Bergen ranks below peer institutions in the area of collaborative learning. Speakers were brought in to the College to share their insights on engaging students. The Center for Innovation in Teaching and Learning added numerous workshops on collaborative learning in the online and face-to-face environments (See Section 2).

The PACE survey revealed faculty and staff concerns with climate and processes at the College. As reported in Section 2, in response to this survey:

- A consultant was hired to help improve campus climate
- A new agreement to improve communication was forged between the President and Faculty Association
- A Quality Council was established to follow up on PACE and serve as an ongoing planning and assessment committee.

The Clarus study, which revealed weaknesses in the service provided to students, resulted in a decision to hire training consultants to help staff do a better job of providing good service to students.

Additional assessment activities at the institution-wide level include:

- A Strategic Scheduling Check-Up, conducted by Ad Astra Information Systems, which is being used to maximize classroom and facility scheduling and has already been referenced as a prioritization document for planning additional smart and lab classroom upgrades.
- An internal audit, combined with *A Business Process Analysis of Admissions* study conducted by Sungard in 2004 became the foundational assessments that resulted in:
 - A complete reorganization and design of the Registration, Admissions, Advising/Counseling, and Financial aid offices in 2008-2009.
 - Creation of a Department of Student Customer Service under the Dean of Student Services, along with the assignment of a new Director of Registration, in 2009.
 - A newly designed Registration Center with computers, counselors and advisers available as needed in the same location in 2009-2010.

The College is actively engaged in a deliberate program of assessment and renewal designed to improve programs and services.

Assessment of the Administration

Annually, the Board of Trustees evaluates the President, the President evaluates the vice presidents, and the vice presidents evaluate the deans. Both the President and vice presidents are evaluated on the basis of their performance relative to written goals, though these goals have not always been consistently or widely communicated. This particular issue is being addressed in 2011-2012 by having the executive staff input the goals of their offices in Tk20. Another part of the evaluation for vice presidents and deans involves a self-evaluation using the leadership criteria contained in the College's performance evaluation form.

Additionally, each vice president serves as an *Executive Advocate* for strategic planning objectives to which she or he is assigned, and the deans are similarly assigned as supporting advocates for a number of these objectives. The objectives are linked to the Key Performance Indicators (KPIs) on the College dashboard, and each quarter, as part of their annual evaluation, vice presidents are asked to explain their underperforming KPIs.

Conclusion

Assessment of institutional effectiveness and student learning has made significant strides at every level of the institution. The Strategic Plan and 2010 Framework, coupled with the reporting features of the Tk20 assessment and planning software, illustrate the level of commitment the College has made to achieve its Vision and Mission, which is the purpose of thoughtful and intentional assessment.

Processes to Inform Planning and Resource Allocation

The *Strategic Plan* and *Framework* require all planning and budgeting to emanate from the processes those documents outline. Tk20 puts all planning and resource allocation processes in one place with the explicit purpose of informing planning and resource allocation.

Planning

Some examples of how assessment processes have informed planning are:

- The *Strategic Plan* itself emanated in part from a year-long Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.
- The Strategic Planning Committee conducted intensive research during the late Fall and early Spring of 2008-2009, and designed and coordinated a series of planning sessions to get broad input on the plan development.
- The CCSSE and Clarus assessments played essential roles in the development of the *Strategic Plan*.
- The *Framework*, now in its third iteration, evolved each time in response to feedback from faculty, staff, and administrators through the cycles of assessment activities.

Resource Allocation

Section Six identifies how the College has used assessment to determine resource allocations. The 2005-2006 Self-Study recommendations led to:

- The establishment and funding of the position of the Vice President for Research, Planning, Assessment and Quality
- The purchase of Tk20 to facilitate assessment and planning
- The hiring of a Technology Coordinator for the Center of Institutional Effectiveness.
- The Excellence in Higher Education Self-Assessment and follow-up in Spring 2009 resulting in the funding to administer the PACE research.
- Assessment and analysis of developmental math pass rates, an indirect measure of student learning, leading to the funding of additional full time faculty lines to support that population of students.

Conclusion

Bergen Community College is engaged in a robust and organized assessment of processes, services, and learning at the College. Each cycle of assessment has improved significantly on the other in focus and breadth. The addition of national benchmarking surveys and the development of a new Strategic Plan and Framework, implemented with Tk20 software promises to provide all constituents, as well as funding and accreditation entities, with rich

evidence of the College's met and unmet goals, and the efforts the College is pursuing to make improvements. The College dashboards produce an excellent platform for visually tracking the relationship between goals and funding.

Section 6: Planning and Budgeting Processes

Evidence that linked institutional planning and budgeting processes are in place.

As noted in the Executive Summary, since 2005, the College has shown an increasingly effective connection between planning and budgeting. The following section documents this progression.

Institutional Planning: 2005-2008

The 2005 – 2008 Strategic Plan was adopted by the College to cover the period from 2005 to 2008. Although the plan included many initiatives for improvement at the College, the plan was not implemented vigorously. Budgeting and assessment processes were not significantly adjusted or aligned to the plan. The budget process was focused on meeting existing expenses and initiatives, including building and planning for the addition of West Hall.

Institutional Planning: 2007-2010

Almost immediately upon his arrival, the new President of the College, Dr. G. Jeremiah Ryan, taking into account the priorities of the 2005-2008 Strategic Plan and the 2005-2006 Middle States Commission on Higher Education Self-Study, along with his assessment of areas for improvement at the College, launched a “President’s Vision 2012” (Vision) [[Appendix XXI](#)] to serve as the primary planning and budgeting document in lieu of the 2005-2008 Strategic Plan. In April 2008 and 2009, annual budget hearings were held and priorities were funded primarily according to the priorities in the Vision. In Spring 2010 and 2011 the budget hearing process was suspended due to funding cuts.

The Vision outlined seven priorities in the following areas: 1) Academic, 2) Student Services, 3) Civic and Cultural Affairs, 4) Workforce Development and Community Partnerships, 5) Expansion of Revenue Streams and Financial Support, 6) Facilities, and 7) Assessment and Benchmarking. Some significant examples of how the Vision drove budgeting for improvements at the College include:

1) Academic Initiatives

Rigorous curricular reviews of all degree programs were conducted, with a focus on the development of program learning goals. Appropriate funding was allocated for faculty to conduct the reviews. The academic units of the College were increased from three to five divisions (now known as “schools”) and from eleven to thirty-two departments, with increased funding for additional deans and department chairs. The President’s office funded an annual employee recognition ceremony to recognize significant faculty and staff achievements. Credit offerings were expanded at the Meadowlands and Hackensack locations. Online and hybrid course offerings significantly increased with additional funding to train faculty to teach online.

2) Student Services

At a significant expense to the College, a substantial reorganization and prioritization process was undertaken to improve Student Services with \$20,000 allocated to a redesign consultant and \$53,000 for e-advising software. A one-stop center for student admission and registration was developed and is close to being completed.

3) Civic and Cultural Affairs

The College increased funding for the Center for the Study of Intercultural Understanding (CSIU) which supports a number of important programs such as The Partnership for Community Health, a new course on Cultural Competence for Police, the research conducted by the Center for Peace, Justice and Reconciliation, the Literary Arts Series, and the Contemporary Global Issues Speech Competition at the College.

The College also increased funding to support many cultural and diversity awareness events throughout the year that are available to students, faculty, staff, and the community. In 2010, the College announced and hired a new position of Director of the International Student Center.

4) Workforce Development and Community Partnerships

In 2007, a new position, Vice President of Continuing Education and Community Outreach, was funded with the specific charge to expand the College’s workforce development and business partnership activities.

5) Expansion of Revenue Streams and Financial Support

A new position, Chief Development Officer, was funded and charged in 2010 with expanding the giving opportunities at the College. Another recent effort in this area is the renaming of academic divisions as “Schools,” which is intended to raise the status of the divisions and to expand the attractiveness of naming opportunities for external donors.

6) Facilities

In 2009, the College made a significant investment in a professional Facilities Master Plan [Appendix VI] that included a thorough review of existing facilities, reviews of drawings of proposed projects, interviews with a wide range of academic and administrative stakeholders, and reviews of existing classroom and teaching spaces for efficiency and current program schedules (see Section 2, item 3.2). A priority list of projects was distilled from this work and incorporated into a Proposed Master Plan for the Paramus Campus which anticipates expansion and improvement of classrooms, a new parking structure, a new centralized Student Service Core (currently under construction), expanded faculty and support offices, an improved quadrangle setting to improve orientation and a sense of arrival at the College, improved vehicular access, improved and more environmentally sustainable landscaping, expansion of athletic and Wellness and Exercise space, and improved accessibility. The plan also includes appropriate recommended phasing of the capital improvements in conjunction with capital funding required for each stage of development.

Additional smart classrooms and computer labs were built to improve services to students.

7) Assessment and Benchmarking

The College invested resources in a newly funded office of the Vice President of Research, Planning, Assessment and Quality. In addition, specific benchmarking efforts resulted in funding the CCSSE and PACE surveys which were followed up with campus dialog and planning, and the hiring of consultants to facilitate recommended improvements. Furthermore, the College funded participation in the National Community College Benchmark Project

(NCCBP) [Appendix XXII], and purchased a new Datatel Analysis Reporting and Operation (DROA) portal to facilitate more efficient reporting for the NCCBP and College Dashboard.

Conclusion

While some ad hoc budgeting still occurred during this period, the majority of projects were linked directly to the President's Vision, illustrating the College's commitment to linking planning and budgeting.

Institutional Planning 2010-2013

A Framework for Institutional Effectiveness and Quality Improvement (Framework), and *Engaged for Excellence: 2010-2013 Strategic Plan* (Strategic Plan) outline the College's integrated approach to linking institutional planning and budgeting, and are being implemented with the support of Tk20 software to facilitate and align college-wide planning, assessment, and resource allocation.

The Framework

In June 2010, the Board of Trustees of the College approved the Framework which expanded the College's *Assessment Framework* plan of 2005 to provide an integrated approach to planning, assessment, resource allocation, and improvement across all areas of the College. In addition to the new Mission and Vision Statements, the framework was founded on the *Excellence in Higher Education (EHE)* and Baldrige models for assessment and planning and the College's goals for student learning. The Framework requires all Academic (ACAD) and Administrative and Educational Support (AES) departments to participate in two assessment and planning cycles: (1) an annual goal-setting and assessment process, and (2) a five-year review process.

The Strategic Plan

The Strategic Plan, developed during late fall and early spring of 2008-2009, with input from faculty, staff, administration, the student body, and contributions from local civic and business leaders, identified five major strategic goals and twenty-three related tactical objectives. The strategic goals, organized around five main *Success Factors*, reflect the planning session

participants' views about what the College must achieve to fully realize its mission and vision in light of current advantages and challenges.

The Strategic Plan developers paid particular attention to (1) how the plan is integrated into, and supported by the departmental planning process, (2) the other ways the College supports the plan through its operations, (3) how the planning process is aligned with annual budget processes, and (4) how the impact of the plan is assessed.

According to the Strategic Plan, all ACAD and AES departments align their annual planning processes with the strategic plan for three years and create annual Departmental Operational Goals that support the plan's tactical objectives. Members of the College's Leadership Cabinet are assigned to each objective to make sure it is implemented. All budget requests for additional funding must be made in connection with these alignments. Although recent budget cuts meant a suspension of budget hearings in FY2010 and 2011, requests for additional funding are being recorded and monitored.

In addition, budgeting has been significantly aligned with the current Success Factors and strategic goals. Some significant examples of how the Strategic Plan has driven budgeting for improvements at the College include (See also Table 14 below.):

Success Factor 1: Students

- Significant funds were devoted to the purchase and implementation of E-Advising software to facilitate academic planning and advisement communications.

Success Factor 2: Faculty, Staff and Administration

- Funds were allocated and budgeted for administering the PACE climate survey.
- Funds were allocated for an intensive consultant-led Diversity Review that is supporting the diversity planning process.

Success Factor 3: Programs and Processes

- Funds were allocated and budgeted for service training for AES departments

Success Factor 4: Community

- Funds were allocated and budgeted for a Dual Enrollment coordinator and to compensate faculty for articulating Dual Enrollment courses.
- Funds were allocated and budgeted for a Managing Director of Program Development in Continuing Education.

Success Factor 5: Financial

- Funds were allocated and budgeted for a Chief Development Officer to expand the operations of the Foundation and Grants office

Information Technology Strategic Plan

Several major IT tools and implementation/support services were purchased in order to enhance campus communication, integrate student academic and support services, and create efficiencies and enhancements with respect to data reporting for planning and decision-making.

The following chart (See Table 14.) illustrates how the President's Vision, the 2010-2013 Strategic Plan, and the IT Strategic Plan have been supported by budgeting since 2007. The dollar amounts represent added costs.

PLANNING ITEM	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
PRESIDENT'S VISION 2012						
A service-oriented student support system centered on a "one stop" enrollment center			\$373,00.00			
A Paramus Campus as the civic and cultural center of the County	\$21,400.00	\$89,070.00	\$91,940.00	\$95,620.00		
Significant programming for International students		\$78,000.00	\$79,300.00	\$291,340.00		
College-wide promotion and practice of cultural diversity and civility				\$30,000.00		
Responsive Workforce Development efforts			\$1,387,551.00			
Registration Renovation	\$35,000.00					
Demonstration of excellence and acknowledgement by peers as outstanding	\$38,000.00	\$22,000.00				
State-of-the-art, attractive and functional facilities	\$3,310,000.00	\$9,392,400.00	\$3,871,000.00	\$8,419,300.00		
PLANNING ITEM	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
2010-2013 COLLEGE-WIDE STRATEGIC PLAN						
Increase use and support of active and collaborative learning techniques and classroom innovation through an institutional commitment to teaching and learning			\$10,000		\$10,000	

Complete the advisement redesign by continued development and support of academic advisement and group mentoring			\$50,000.00	\$3,000.00		
Analyze results of PACE (Personal Assessment of the College Environment) survey and recommend actions to take (Year 1)			\$5,000.00		\$5,000.00	
Develop and implement a college-wide diversity plan to realize the College's mission to respond to changing campus and County demographics (Year 1)			\$15,000.00			
Implement training to create a consistent service ethic for all Administrative and Educational Support (AES) departments (Year 1)			\$12,800.00		\$12,800.00	
Implement AES and Academic departmental review processes to increase quality and accountability			Review Leader Stipends	Review Leader Stipends		
Expand programs and relationships with the County's high schools				\$118,780.00	\$123,570.00	\$133,650.00
Develop new credit and noncredit programs and classes to meet career and workforce needs, the demands of the new economy, and changing demographics				\$71,000.00	\$73,840.00	\$76,800.00
Expand South Bergen access to education through the focused development of BCC at the Meadowlands			\$2,577,461.00	\$4,446,802.00		
Expand campus sustainability initiatives to reduce use of resources and make Bergen a model "green school"				\$63,000.00	\$163,000.00	\$165,000.00
Increase alumni engagement and giving through enhanced organizational development and communication				\$94,000.00	\$113,600.00	\$70,300.00
Increase grant activity and awards				\$65,000.00	\$67,600.00	\$70,300.00
2010-2013 INFORMATION TECHNOLOGY STRATEGIC PLAN						
ILP (Intelligent Learning Platform)				\$105,000.00	\$10,000.00	\$10,000.00
PORTAL (Intranet)				\$175,000.00	\$15,000.00	\$15,000.00
DROA (Datatel Reporting and Operating Analytics)				\$220,000.00	\$30,000.00	\$30,000.00
Campus-Wide IT training related to IT				\$250,000.00	\$250,000.00	\$250,000.00

Table 14 Source: CIE

Summary

For the first time at the College, and with the aid of the Tk20 software going forward, all budget requests on top of base operating funds are to be directly linked to departmental and

program goals that are aligned with the current goals and objectives of the College. In addition to effectively linking institutional planning and budgeting, the Strategic Plan and the Framework were developed with campus-wide participation. The fact that all College constituents were represented encourages a feeling of ownership in the College planning process. This process of joint participation serves as a model for future planning, goal-setting, and budgeting processes.

STEERING COMMITTEE

Co-Chairs

Gail Fernandez, Assistant Professor, American Language Program

Tom Jewell, Associate Professor, Communication

Committee Members

Jose Adames, Academic Vice President

Joan Dalrymple, Assistant Professor, Library

Tobyn DeMarco, Associate Professor, Philosophy and Religion

Peter Dlugos, Vice President of Research, Planning, Assessment, and Quality

Ilene Kleinman, Director, Institute for Learning in Retirement

Geraldine Koch, Interim Director, Ciarco Learning Center

Daniel Lee, Student Government Council

Bill Madden, Associate Professor, Information Technology

Tonia McKoy, Associate Director of Institutional Research

Jennifer Reyes, Director of Career and Transfer Services

APPENDICES

- I.** Memorandum of Agreement on Decision Making Input
- II.** Memorandum of Understanding on Dual Office Holding
- III.** Framework for Institutional Effectiveness and Quality Improvement
- IV.** Assessment of Student Learning Plan 2010-2016
- V.** Academic Department Head Position Description
- VI.** Facilities Master Plan
- VII.** PACE Survey
- VIII.** Board of Trustees Resolution with County Executive
- IX.** Title V Grant Application
- X.** Hanover Analysis of the 2006 Cohort
- XI.** Economic Modeling LLC (EMSI) 10-year Enrollment Projection
- XII.** 2009 Clarus Community Scan Results
- XIII.** 2010 CCSSE Executive Review
- XIV.** Engaged for Excellence: 2010-2013 Strategic Plan
- XV.** IPEDS Data Feedback Report 2010
- XVI.** Memorandum of Agreement for Distance Learning
- XVII.** Success Factors and Key Performance Indicators
- XVIII.** 2010 Dashboard Quarterly Review
- XIX.** Academic Assessment Projects, 2006 & 2008
- XX.** Administrative and Educational Support Services Assessment Projects, 2006 & 2008
- XXI.** President's Vision 2012
- XXII.** 2010 NCCBP Report
- XXIII.** Carnegie Classification Award