



PROGRAM REVIEW

A PROCESS FOR SELF-EVALUATION AND CONTINUOUS IMPROVEMENT

Updated 2017

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DESCRIPTION OF PROGRAM REVIEW

Bergen Community College strives to be a dynamic learning community that supports collaboration, diversity, and student success through quality programs and enthusiastic teaching, learning, and serving. The program review process is designed to ensure excellent educational programs that address student and community needs. It will be helpful to focus on where the program is now from a variety of perspectives, where do we want the program to be, and how and when does the program reach that point.

The purpose for program review is to:

- Provide quality programs through peer review and self-evaluation
- Encourage systematic collection and review of student learning assessments and effectiveness measures
- Ensure that the program meets its stated mission and addresses the strategic directions of the college
- Recognize and celebrate achievements and successes
- Identify and address concerns and difficulties
- Address and fulfill accreditation requirements

Elements of the process include:

- Faculty leadership
- Flexibility in defining areas to be assessed
- Support provided by Office of Institutional Research
- Recommendations based on quantitative and qualitative data
- A continuous improvement cycle whereby the recommendations and action plan for one cycle are addressed in the next cycle
- Sharing and communication of the program review summary and action plan with others at the college

A program review team should consist of an appropriate combination of the following members:

- A Team Chair, typically the department chair or a faculty member appointed by the Divisional Dean in consultation with the Vice President of Academic Affairs
- The program director/coordinator, if applicable
- Designated faculty and staff from the area, appointed by the Team Chair in consultation with the Divisional Dean
- Adjunct faculty and/or part-time staff as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- Staff from other areas as appropriate, appointed by the Team Chair in consultation with the Divisional Dean
- A faculty member from another division, as appropriate, chosen by the Team Chair in consultation with the Divisional Dean
- The Divisional Dean
- External Reviewer selected by the Divisional Dean based on recommendations from the Team Chair
- Vice President of Institutional Research, ex officio
- Vice President of Academic Affairs, ex officio

Examples of programs are:

- A group of courses that result in a certificate or degree (e.g. A.S., A.A., A.F.A., A.A.S., CERT, C.O.A.)
- Transfer programs, as well as sequences of courses taken for transfer to the university (e.g. EBS or Developmental Math sequence, business transfer courses)
- Individual courses or a sequence of courses or combinations of courses (e.g. communication courses, college math sequence, performing arts program)
- Administrative and Educational Support (AES) Areas (e.g. Tutoring, Advising Library Services)
- Others

The process will involve the following steps:

- Identify the Team Chair and team members for program review
- Hold a team meeting to review purpose, process and end product
- Collect qualitative and quantitative data and other pertinent documents
- Review the data, reflecting on the purposes for program review
- Complete the program review form
- Present summary of program review data and conclusions at a public forum

Timeframes for program review will be:

- Every five years for most programs
- More often for programs where specific issues have been identified and where interim reporting may be necessary

A suggested timeline for a specific program's review is provided below. The Team Chair may modify the number of meetings according to the needs of the program.

Identify programs to review for the next academic year
and identify team chairs by September
Orientation for team chairs..... October
First team meeting to focus on process by2nd week in November
Second team meeting to review standard data sets by 2nd week in December
Third team meeting to review data from other sources
and determine if more data is needed by 2nd week in February
Fourth team meeting to formulate recommendations and
begin writing results by2nd week in March
Fifth team meeting to prepare draft by2nd week in April
Final report completed by 4th week in May
Presentation to division in..... Fall Semester
Presentation at a public forum in Fall Semester

Template for Program Review
Bergen Community College

PROGRAM: College/High School Partnerships

PROGRAM REVIEW TEAM: Dr. David Eichenholtz, High School Representatives

DATE OF THIS REPORT: January, 2018

PERIOD OF YEARS BEING REVIEWED: 2013-2018

OVERVIEW

State the mission of the program, describe program goals and objectives, describe the relationship to overall college mission and goals, ...

To provide a variety of transitional programming to the high school students of Bergen County, NJ. These programs will allow high school students to obtain college credits at a reasonable cost while still attending high school, as well as experience the rigors of the college curriculum, and have a chance to experience a broader understanding of the fields of opportunity that lie ahead of them.

College/High School Partnerships consists of 4 programs:

- 1) Dual-Enrollment – students take BCC courses on their high school campus taught by high school teachers that have been qualified as a BCC adjunct professor.
- 2) BCC Prep – students take afternoon courses on the BCC campus after taking their high school courses in the morning.
- 3) Early College – approximately 45 high school students currently attend BCC classes on the Lyndhurst Campus daily, during their Junior and Senior years, working toward the completion of a BCC Associates Degree while completing their high school graduation requirements.
- 4) Applied Tech – Bergen County program currently offering approximately 90 high school students an alternative to their local high schools, with tracks that specialize in advanced manufacturing and engineering technology. Student attend all 4 high school years on the BCC Paramus campus, where they are enrolled in all of their high school mandatory courses as well as many Dual-Enrolled, BCC college courses.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

Provide a brief summary of significant developments since the last program review, with particular emphasis on challenges identified by the previous team, accomplishments relating to the action plans, any work yet to be done, ...

This is the initial program review. The current staff of the College/High School Partnerships Program has increased student enrollment significantly over the past 5 years.
There are currently:

approximately 1800 student/course combinations per year in Dual Enrollment taken by approximately 1300 students in nearly 40 high schools.

approximately 95 students taking at least 2 BCC Prep courses per semester on the BCC campus from 5 local high schools.

approximately 45 students currently enrolled in the Early College program held on the Lyndhurst Campus.

approximately 90 students attend the Applied Tech alternative high school on the BCC Paramus Campus.

FOCUS ON STUDENTS

Reflect on the degree to which the program is meeting student needs. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

Demographics

[Analysis or examination of the demographics of the students enrolled, special populations being served or not being served, trends and patterns of enrollment, comparisons to other NJ county colleges and national trends, ...]

Since our programs service nearly 40 high schools in various socio-economic locations, the College/High School Partnerships Dual-Enrollment program must address the financial conditions of those students.

One area where we have addressed these economic situations is with our Dual-Enrollment program, which offers our courses at half price to all Dual-Enrollment students, but for students who qualify for the Federally Funded Free and Reduced Lunch program, we offer our Dual-Enrollment courses tuition free, charging only the \$15 registration fee.

Student Satisfaction

[Student surveys of enrollees, transfer students and/or graduates (program-specific or institution-level), qualitative measures for example focus groups or interviews, ...]

In a meeting with the College/High School Advisory group on Dec 4, 2017, which is made up of a cross section of guidance counselors and school administrators. They relayed to the group the students high level of satisfaction in all current College/High School Partnership programs. Additional feedback from this meeting is provided later in this report.

Learning Outcomes Assessments

[Documented outcomes, degree of faculty participation in regular assessment activities, results of assessments, what has been learned from assessments, what has changed as a result of assessments, what plans are there for changes in the future, are there appropriate feedback loops to improve student learning, ...] Please fill out the chart below and include copies of recent assessment reports.

| Program Learning Outcomes (include all program outcomes that are listed in the Academic Catalog) | Describe how the outcome has been directly assessed in the last five year period. | What have been the results of that assessment? What changes have been made as a result? |
|--|---|--|
| | | |
| | | |
| | | |

N/A

Student Success

[Retention and completion rates, placement data, comparison to other colleges in New Jersey and national trends, transfer rates and/or transfer success, graduates' perspectives, employers' perspectives, degree to which students succeed at next educational level, degree to which diverse populations succeed, ...]

In a study of Dual-Enrollment and BCC Prep students (the other 2 programs have just recently been established), the student's grades over the past 5 years breaks down as follows:

7718 course grades have been assigned to Dual-Enrollment and BCC Prep students over the past 5 years:

3933 – received a grade of A – 51%
1209 – received a grade of B+ - 16%
1675 – received a grade of B – 22%
323 – received a grade of C+ - 4%
340 – received a grade of C – 4%
95 – received a grade of D – 1%
28 – received a grade of E - <1%
66 – received a grade of F – 1%
35 – received a grade of W - <1%
14 – audited the course - <1%

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

An automated system of registering Dual-Enrollment and BCC Prep students will tremendously assist the College/High School Partnerships operation, especially given the large volume of students now being processed for these programs. Automating the system for the receipt of payments would also be very helpful in providing an efficient system for our students, their parents, and their school's administration.

These systems should be tailored to reflect the systems currently being used to register and accept payment from our full-time BCC students.

FOCUS ON FACULTY AND STAFF

Reflect on the faculty and staff in the program and the degree to which their needs are met, in order for them to in turn be successful with students. Comment on each of the following categories. Some considerations are given after each category—**please comment on only those which are applicable to this program.**

Demographics

[Demographics of faculty and staff, full-time and part-time, faculty, technicians, support positions, ...]

Dual- Enrollment staffing comes from the high school teachers who qualify to deliver Dual- Enrollment courses, having at least 18 graduate credits in the subject area for “core” courses, or a resume which reflects the appropriate level of years of experience and education in the field of study for those teachers who are delivering BCC “elective” Dual-Enrollment courses. BCC Prep courses and Early College courses are taught by BCC staff and Applied Tech courses are taught by the Applied Tech High School full-time teaching staff as well as BCC professors.

Professional Activities

[Special projects, reassigned time, professional organizations, grants, partnerships, publications, presentations, other contributions, ...]

The College/High School Partnership program is committed to providing transitional courses to all students, regardless of their personal socio-economic constraints. We work closely with the Grants Office and the BCC Foundation Office to ensure that any fiscal opportunities are explored that could offer our students the fiscal resources that would make our College/High School course offerings affordable to them.

Adjunct Faculty

[Hiring, coordination, support, communication, ...]

N/A

Staff

[Secretarial/clerical support, other staff support, ...]

Support activities rely on the other departments in Bergen Community College. The Registration Office is responsible for entering all paper registration forms and the Bursar's Office for all tuition collection. Paper registration and only accepting personal checks for payment, only makes this process more and more cumbersome as these programs continue to grow.

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

The College/High School Partnerships Programs are transitional programs, but also promote Bergen Community College as a fine choice for students to attend to complete their Associates Degree. Tracking students who take College/High School program classes to see if and when they do come to BCC full-time or even part-time after they graduate high school, has been a difficult process utilizing our current BCC systems.

With information made readily available, and working with our BCC admission staff, we can do more to promote the many opportunities that BCC has to offer, given that these students already have a transcript with accumulated BCC credits.

FOCUS ON CURRICULUM

Reflect on the curriculum for the program—the courses, the scope and sequence, articulation with other institutions, teaching innovations, and other relevant issues—**please comment on only those which are applicable to this program.**

Summary of Program Curriculum

[Degrees, certificates, sequences of courses] Attach copies of Program Learning Outcomes, Curriculum Maps and Master Course Syllabi, where applicable

All College/High School Programs utilize the established curriculum from the BCC department from which the course originates. All Dual-Enrollment courses delivered in the high schools by the high school teachers must adopt this curriculum completely, following the course syllabus exactly as it is followed by the professors who teach the identical course on the BCC Campus.

Curricular Issues

[Articulation, program development, course development]

Current curriculum and teacher credentials are gathered for all proposed Dual-Enrollment courses. This information is provided to the appropriate department chair for their analysis and approval before an articulation agreement is established for that course to be run in the high school.

Lead-in Courses

[Developmental preparation, prior courses and their impact, alignment with general education courses, dual enrollment or articulation agreements with high schools, ...]

All prerequisite requirements are enforced in College/High School Partnership courses.

Follow-up Courses

[Sequential courses, connecting activities, ...]

N/A

Scheduling

[Enrollment patterns and trends; time and date issues such as day, afternoon, evening, or weekend, format issues such as self-paced, distance, or short-term; ...]

Dual-Enrollment courses follow the schedule established in the high school where the dual-enrollment course is being offered. Contact time, in all cases, is exceeded in the high schools, compared to when the course is run on the BCC Campus.

BCC prep courses are offered on the Paramus Campus at 12:25 daily.

Applied Tech courses follow their schedule, as prepared by the Applied Tech administration.

Early College courses follow the Lyndhurst Campus schedule, as prepared by the Dean for the Lyndhurst Campus.

Assessment

[Ways in which the program addresses the college's commitment to assessment and assesses its program learning outcomes, changes that have been made to the curriculum as a result of assessment, ...]

Grade results are analyzed regularly by the College/High School Partnership Office and the Guidance Offices in the high schools.

Innovations or Changes in Last Five Years

[New issues, significant changes, improved methodologies, ...]

BCC Prep is a new program. This program complements the Dual-Enrollment program by offering the students BCC on campus experiences, with courses taught by BCC professors. These students attend BCC courses alongside full-time and part-time BCC students. This program allows high school seniors a greater college experience in order to prepare them for the rigors of college courses.

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

N/A

FOCUS ON SUPPORT

Reflect on the support issues related to this program — **please comment on only those which are applicable to this program.** To what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, ...?

Technology

[Hardware and software, technical issues and/or support, instructional issues and/or support, training for faculty, ...]

System upgrades, as previously mentioned, would greatly improve the efficiencies of the College/High School Partnerships operation.

Facilities and Equipment

[Cycles for replacement or refurbishment of equipment, classroom spaces, labs, furniture, concerns, needs, ...]

N/A

Learning Resources

[Collection of books, databases, journals, videos, ...; learning assistance or tutoring, ...]

N/A

Marketing and Public Relations

[Brochures, print materials, website, special events, recruitment efforts, ...]

The Academic Vice President has been gracious in allowing the College/High School Partnership office to utilize his budget to prepare and provide brochures that are regularly updated to include all current transitional programming options.

Support Services

[Advisement, assessment, testing, job placement, ...]

The Registration Office and Bursar's Office will operate much more efficiently when the systems are upgraded to process the student's registration and tuition payment for College/High School Partnerships courses.

Advisory Boards

[Advisory Boards' composition and input, number of Advisory Board meetings during the last two years, degree to which the Advisory Council reviews the competencies of the degree or certificates and program courses, timeframes for last reviews, other functions or activities of the Advisory Board, ...]

The College/High School Partnership Advisory Board, which is comprised of a cross section of Guidance Counselors and Administrators from our high school partners, met to specifically discuss the issues related to this program review.

Meeting held December 4, 2017 at 1:30 PM.

Attendees:

Larry Pinto – Cliffside Park High School Principal

Alyce Cusano – North Arlington Head of Guidance

Nancy Kutsup – Garfield Assistant Principal

Richard Panicucci – Bergen County Special Services Assistant Superintendent

Marc Caprio – Becton Regional High School Head of Guidance

Eric Koenig – Ridgefield Park High School Principal

Jamie Hasselberger – Ridgefield Park Dean of Students

James Gaffney – Cliffside Park High School teacher

Discussion Items:

Satisfaction: all in attendance were highly satisfied with all College/High School Programs that their student's attended.

Recommendations:

-to consider a Summer program on the BCC campus tied in with a four-year school that offers graduate courses. This program would encourage HS teachers to enroll in the necessary graduate level "subject" courses that they would need to qualify as a Dual-Enrollment teacher. This "alternate route" program would meet the "Project Advance" initiative, whereby the K-12 school districts reimburse teachers for graduate level courses taken while employed by that school district. These teachers would then qualify as BCC adjunct professors, which will allow BCC to add to their pool of adjuncts. This recommendation comes as a result of a discussion that all of the representatives agreed with. They would like to increase the BCC Dual-Enrollment offerings in their high schools.

-another recommendation was made to offer our BCC Certificate programs to students while they are still in high school. North Arlington HS has since met with our Dean of Continuing Education and 2 or 3 certificate programs are expected to be offered on the Lyndhurst Campus for their high school seniors next Fall.

-BCC Prep would see greater enrollment if some form of county/BCC run transportation system was put in place between the high schools and the BCC campuses.

-Early College on the Lyndhurst Campus would provide an even greater experience for the high school students attending the program, if there were more student-based activities, clubs and other functions that revolved around their schedule.

Data Needs

What additional data that is currently not available would have been helpful to effectively evaluate this area of the program?

Data needs have been previously discussed in this document.

SUMMARY

Program Achievements, Progress Made Since Last Review

[Major achievements, changes, implementations, progress made since the time of the last review]

This is the first program Review. We are greatly satisfied with the significant growth of the Dual-Enrollment program starting out with 400 students in 12 schools, 7 years ago, and growing to over 1200 students in 40 high schools today

The interest levels in BCC Prep and Early College are growing quickly as well, and I foresee the same level of growth in these 2 newly developed programs over the next few years, as we are currently seeing in the growth of the Dual-Enrollment program.

Mission/Goals/Objectives

[To what degree does the program meet its mission, goals and objectives?]

As we continue to add programs that will address the various and continuously changing needs of our local high school students, we feel that our mission for the program is being met and will continue to be met in the future.

Strengths

[Unique characteristics, special capacities, ...]

One of the many strengths in our programs is that we address the socio-economic situation many of our financially disadvantaged local high school students are contending with. Regarding the Dual-Enrollment program, the “fee only, no tuition”, solution for these economically disadvantaged students is proof of our commitment to the entire high school student population. Scholarship and grant funding is always sought out for our high school students in BCC Prep and Early College, as well.

Our ability to offer numerous and varied transitional programs to meet the individual scheduling circumstances and other specific needs of our high school students, is another great strength of our College/High School Partnership Department.

Our ability to address the increasing demands on our related operational functions (Registration and Bursar’s Offices), is another great strength of our program.

Challenges

[Concerns, difficulties, areas for improvement, ...]

System upgrades in the areas of BCC registration and payment operations will continue to be our greatest challenge. We continue to work with these departments to automate these functions for the high school students in our program.

Data availability is another current challenge that we take very seriously. We are working with that BCC department as well to provide data based systems that will allow us to track the students who have attended our programs and search for those high school students who have not yet participated in our programs.

Celebration and Recognition

[Awards, honors, special recognitions, ...]

Working with our Admissions staff we are planning an annual “Dual-Enrollment Day”. This program will allow us to invite Dual-Enrollment student participants, their parents, and high school staff to the BCC campuses, to become familiar with the many programs that BCC has to offer, and encouraging these Dual-Enrollment students to take their accumulated BCC credits and use those credits to accelerate their completion of a BCC Associates Degree.

Recommendations for Change

[Internal to program, external to program, new opportunities, is additional data needed to effectively evaluate this program?, ...]

All recommendations received during the Advisory Council meeting will be taken to The Academic Vice President for review and where possible, be implemented.

ACTION PLAN

Program review is a means to an end, not an end in itself. Your final task is to develop a plan to improve the program.

[Identify 2-3 program goals and objectives for the future, improvements planned, changes taking place, responsible parties, timeframes, resource implications, etc....]

- 1) Goal:
 - a) Objective:
 - i) Timeframe:
 - ii) Responsible Party(ies):
 - iii) Resource Implications:
 - b) Objective: .
 - i) Timeframe:
 - ii) Responsible Party(ies):
 - iii) Resource Implications:
- 2) Goal:
 - a) Objective:
 - i) Timeframe:
 - ii) Responsible Party(ies):
 - iii) Resource Implications:
 - b) Objective:
 - i) Timeframe:
 - ii) Responsible Party(ies):
 - iii) Resource Implications:

Goal: To advance enrollment in all programs.

Objective: To meet with current high school partners and new high school partners to encourage greater participation in all College/High School partnership programs.

Responsible Parties: David Eichenholtz and Catherine Malone.

Resource Implications: Resource availability for this goal is simple and manageable – brochures from BCC Public Relations, etc.

Goal: To automate the Program registration and payment processes.

Objective: Work with the BCC Student Services staff and BCC IT staff to implement registration and tuition payment systems that are similar, if not identical, to those systems used for our full-time BCC students.

Responsible Parties: David Eichenholtz, Catherine Malone, BCC It Staff, BCC Student Services Staff

Resource Implications: Student Services and IT staff members will need available time to address this situation, and prioritize these upgrades for the College/High School Partnership programs.

Guidelines for Writing the Report

Your report should be a well-organized narrative describing and evaluating your program. Please use a traditional font and point size (such as Times New Roman 12) and number your pages.

Please be sure to check grammar, spelling, and dates. Your report will be viewed by others as representing the quality and integrity of your program.

Consider adding a glossary of terms if the report uses a number of acronyms or abbreviations that a general audience would be unlikely to understand.

Consider using appendices for survey results, audit reports, organization charts, forms, assessment instruments, samples of promotional materials, inventories, etc. Appendices should be numbered or lettered so you can direct readers to them in the body of the report.

Presentations at Public Forums

Program reviews are presented to the college community in a public forum in the fall semester following the submission of the final report in May. Each presentation should last 20 minutes: 10-15 minutes for the presentation and 5 minutes for questions and answers. Academic program review team presentations are to include a brief introduction and the Summary and Action Plan from the academic program review report. A sufficient number of copies of the Summary and Action Plan needs to be reproduced (2-4 pages) for distribution at the public forum. You should not duplicate your entire report for distribution to the college community, although you may make it available electronically.

Team chairs are invited to use PowerPoint or another presentation software system to present program review highlights. You are also invited to produce videos, take photos, etc., for your team's presentation. Each team must rely on its own expertise and resources to produce a presentation.

External Review

The external review is done by an outside consultant who is an expert in the field, preferably experienced community college colleagues with expertise in academic program review and/or accreditation. The external reviewer is selected by the Divisional Dean based on recommendations from the Team Chair. Once the external reviewer is identified, the Team Chair provides him or her with the preliminary data and information for review. The external reviewer then works closely with the faculty/staff and the Team Chair. The reviewer examines a program's information, relevant data and survey results, course outlines, program requirements, etc., and then participates in an on-site visit which must include a classroom observation (to be determined by the program review team in consultation with the Divisional Dean), and meetings with faculty/staff and students. In an exit interview, the external reviewer meets with the VPAA to offer preliminary recommendations. A final report is generated by the reviewer and submitted as part of the final program review report.

Archiving Program Review Forms and Supporting Documentation

A paper copy of the completed program review including supporting data and other accompanying documentation should be filed with the:

- Department Chair
- Divisional Dean

An electronic copy of the completed program review including supporting data and other accompanying documentation should be filed with the

- Vice President of Academic Affairs

All completed program review forms and accompanying documentation are available for viewing on the BCC Web site: <http://bergen.edu/about-us/institutional-effectiveness/program-review/>

It is with great pleasure that I provide this review of the College/High School Partnerships program at Bergen Community College.

As a whole, Bergen Community College is progressing nicely with the dual enrollment program, showing significant growth in students and schools over the past five years, and appears to be on par with common practices across New Jersey. In particular, by offering courses at the high school location taught by high school teachers, Bergen Community College is engaging in the predominant model in New Jersey. Bergen Community College is vetting high school teachers to ensure their credentials appropriately meet the requirements of the college and do not require a master's degree in the subject matter like most other colleges in New Jersey. Approved high school teachers appear to be required to adopt the college's curriculum standards and for consistency, must teach the course exactly as it is administered at the Bergen Community College campus.

Similar to other colleges in New Jersey, Bergen Community College offers discounted rates for students to encourage participation. However, a noteworthy area of Bergen Community College's dual enrollment program is the cost saving measures in place for students who qualify for free and reduced lunch. Offering courses to qualifying students at no cost is a significant benefit to highlight. It appears there is a strong collaboration with the high schools and a successfully utilized advisory board consisting of numerous community members is in place to drive effective decisions that impact student success. This is an area worth showcasing as the ties between the college and community seem to be steering the way for such programs.

Bergen Community College has invested a tremendous amount of effort in providing high school students high quality opportunities to earn college credits while still in high school, and those efforts are commendable.

To help Bergen Community College advance its goals for such programs, I would like to make the following suggestions:

- When engaging students in the process of selecting dual enrollment courses, emphasis should be on courses that align with the student's academic and career pathway. This will allow for greater assurance that the course(s) will transfer into the students intended area of study. Doing this may mean incorporating academic and career advisement, and also revisiting the courses that are offered to ensure maximum benefit for the students.
- Data on success rates of students from low socio-economic situations earning college credit may enforce the goal of providing this service to the high school population.
- Market how free tuition is covered for students who qualify for free and reduced lunch, and how these students are performing. It might be worth assessing these students' performance and provide that information to the funding sources so they understand this is a great investment to continue, or this may be helpful for seeking new funding. In addition, how are textbooks and other resources utilized and paid for?
- There is mention of student satisfaction in the programs, however it is unclear what tool is used to gather this information. It may be useful to standardize an assessment process to allow for greater in-depth analysis of both satisfaction and success.

- High school teachers appear to be credentialed based on coursework and experience, however it is unclear if they are trained on implementing the curriculum they are expected to teach. It may be worth considering a professional development option to ensure greater success of meeting the course learning outcomes.
- The use of marketing brochures for the programs is wonderful, and I would like to suggest that consideration be made to include detailed information on the college website, which could include success data and student stories.

I am truly grateful for the opportunity to conduct this program review and wish you great success.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Donna M. Rogalski', with a stylized, cursive script.

Donna M. Rogalski Assistant Director
NJ Council of County Colleges Center for Student Success

BCC VISION, MISSION AND GOALS

Vision

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission

To inspire our community to realize a better future.

Values

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors: learning, excellence, integrity, respect and creativity.

HELPFUL TIPS

- * Identify special data needs early during the summer to allow time to generate the data and provide it when it's needed by the team.
- * Prepare for the first team meeting by meeting in advance with those who provide support (examples: Institutional Research, tutoring, curriculum).
- * Adjunct faculty, if selected carefully, can make excellent contributions.
- * Former and current team leaders can be helpful resources.
- * Don't hesitate to ask questions and get clarifications.
- * Team chairs can gain insight by reviewing program reviews posted on the college website.
- * * Some have found it helpful to keep the committee to a manageable size.
- * Once you have started entering information on the program review form, always make a back-up copy!
- * Be prepared for occasional miscommunications and "bumps in the road."
- * Start early and do little pieces along the way.
- * It works well to have team members who are willing to work as a team and figure things out together.