

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

**from**

**ESSEX COUNTY COLLEGE**

**Newark, NJ 07102**

**Dr. Anthony E. Munroe, President**

**September 1, 2017**

**Subject of the Follow-Up Report:**

*To accept the monitoring report and to note the visit by the Commission's representatives. To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 3 (Institutional Resources), Standard 4 (Leadership and Governance), and Standard 8 (Student Admission and Retention). To note that the institution remains accredited while on warning. To request a monitoring report, due September 1, 2017, documenting evidence that the institution has achieved and can sustain compliance with Standards 3, 4, and 8, including but not limited to evidence of the development and implementation of (1) adequate institutional controls to deal with financial operations, with evidence that rational policies and procedures for expenditure control are being consistently followed (Standard 3); (2) (a) procedures for the periodic assessment of the effectiveness of institutional leadership and governance, including annual evaluations of the president and self-assessment by the Board, and the use of such assessment results to inform decision making and continuous improvement, and (b) a conflict of interest policy for the Board which ensures that potential conflicts are disclosed and that they do not interfere with the impartiality of Board members or outweigh the greater duty to secure the academic and fiscal integrity of the institution (Standard 4); and (3) a comprehensive enrollment management program, including the assessment of how effectively such practices support admission, retention, remediation, and related services (Standard 8).*

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# I. INTRODUCTION

## **Background**

Essex County College (ECC), an open access urban community college dedicated to academic excellence, serves the dynamic needs of diverse constituencies through comprehensive educational programs and services. The College serves 22 municipalities and school districts within Essex County; it consistently enrolls students from each of the municipalities. With its main Newark campus, West Essex campus in West Caldwell, and satellite centers throughout Essex County, ECC enrolls nearly 13,000 students pursuing credit courses in several academic disciplines, over 10,000 more students enrolled in ESL and adult literacy classes, short-term job training, and numerous programs for professional development and personal enrichment.

In Fall 1968, 3,400 students began studies in temporary quarters at 31 Clinton Street in downtown Newark. In 1970, ECC purchased a 22-acre site from the Newark Housing Authority for its permanent campus and, in 1976, moved to its current location in the heart of the University Heights district. Today, the main Newark campus includes a three-block long megastructure and gymnasium/child development center complex, a Center for Technology, and the Clara E. Dasher Student Center. In Fall 2008, the Center for Health Sciences at the main campus opened. The West Essex campus meets the educational and training needs of people who live and work in the western part of Essex County. Essex County College has also expanded to include the Public Safety Academy in Cedar Grove, New Jersey.

Essex County College offers more than 500 credit courses that create a wide range of transfer and career opportunities. There are nearly 50 degree programs in disciplines ranging from the humanities, social sciences, business, natural sciences, health technologies, engineering, and computer science, in addition to almost two dozen academic certificate programs and certificate of achievement programs.

## **Context and Motivation for the Monitoring Report**

**Middle States Commission on Higher Education.** On September 29 – 30, 2016, a Small Team visited Essex County College to determine its compliance with Standard 3: Institutional Resources, Standard 4: Leadership and Governance, Standard 5: Administration; Standard 6: Integrity; and Standard 8: Student Admissions and Retention. Subsequent to the Small Team Visit on September 29 – 30, 2016, on November 17, 2017, the Commission acted:

*To accept the monitoring report and to note the visit by the Commission’s representatives. To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 3 (Institutional Resources), Standard 4 (Leadership and Governance), and Standard 8 (Student Admission and Retention). To note that the institution remains accredited while on warning. To request a monitoring report, due September 1, 2017, documenting evidence that the institution has achieved and can sustain compliance with Standards 3, 4, and 8, including but not limited to evidence of the development and implementation of (1) adequate institutional controls to deal with financial operations, with evidence that rational policies and procedures for expenditure control are being consistently followed (Standard 3); (2) (a) procedures for the periodic assessment of the effectiveness of institutional leadership and governance, including annual evaluations of the president and self-assessment by the Board, and the use of such assessment results to inform decision making and continuous improvement, and (b) a conflict of interest policy for the Board which ensures that potential conflicts are disclosed and that they do not interfere with the impartiality of Board members or outweigh the greater duty to secure the academic and fiscal integrity of the institution (Standard 4); and (3) a comprehensive enrollment management program, including the assessment of how effectively such practices support admission, retention, remediation, and relation services (Standard 8). A small team visit will follow submission of the monitoring report. To direct a prompt liaison guidance visit to discuss the Commission expectations. To note the institution’s obligations to inform the Commission about any and all significant developments related to any investigations(s) conducted by state, federal, or other agencies. Copies of the report(s) that follow from any of these investigations must be submitted to the Commission within 10 business days of their completion. Upon reaffirmation of accreditation, the institution will return to its established evaluation schedule.*

**Board of Trustee’s Actions to Recruit Essex County College’s Next President.** The Site Team that visited the College on September 29 – 30, 2016 recommended that it implement and complete “...a clear, timely, inclusive, and transparent process for recruiting the next President...as efficiently as possible.” At its May 16, 2017 Board of Trustees meeting, the Board unanimously voted to appoint Anthony E. Munroe, Ed.D., the College’s Interim President until May 31, 2017, and, effective June 1, 2017 through May 31, 2020, the College’s 8<sup>th</sup> President. Dr. Munroe succeeded President Emeritus A. Zachary Yamba who had served as Acting President for 13 months (see Figure 1 for a timeline of the Presidential Search, p. 3).

**Figure 1: Timeline of the Presidential Search**

Date	Action
<b>06/30/2016</b>	Board of Trustees named the Presidential Search Committee
<b>11/2016</b>	RPA, Inc. (2895 South Reach Road, Williamsport, PA 17701) appointed as national search firm for the Essex County College Presidential Search
	RPA advertised the position of Essex County College President <ul style="list-style-type: none"> <li><input type="checkbox"/> The Chronicle of Higher Education online</li> <li><input type="checkbox"/> Community College Week online</li> <li><input type="checkbox"/> Diverse Issues in Higher Education</li> <li><input type="checkbox"/> Higher Ed Jobs online</li> <li><input type="checkbox"/> Hispanic Outlook in Higher Education online</li> <li><input type="checkbox"/> Inside Higher Education online</li> <li><input type="checkbox"/> INSIGHT Into Higher Education</li> <li><input type="checkbox"/> LinkedIn</li> <li><input type="checkbox"/> RPA Inc.'s website</li> <li><input type="checkbox"/> Essex County College Website</li> </ul>
<b>12/13/2016</b>	RPA conducted on-site position assessment visit
<b>03/06/2017</b>	RPA met with Search Committee and short listed 8 candidates
<b>04/10,11,12/2017</b>	RPA scheduled Open Public Forums with the College community for three finalists
<b>05/16/2017</b>	Dr. Anthony E. Munroe appointed Interim President and 8 <sup>th</sup> President of Essex County College, per Board Resolutions 4-10/05-2017 and 4-11/05-2017 (see Appendix A, Board Resolutions)
<b>06/2017</b>	RPA issues final report on the Essex County College Presidential Search (see Appendix B, RPA, Inc.'s Final Report on the Presidential Search)



## II. STANDARD 3: INSTITUTIONAL RESOURCES

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

**For Standard 3, MSCHE requires evidence of:**

- a) the development and implementation of adequate institutional controls to deal with financial operations**
  - b) rational policies and procedures for expenditure control that are consistently followed**
- 

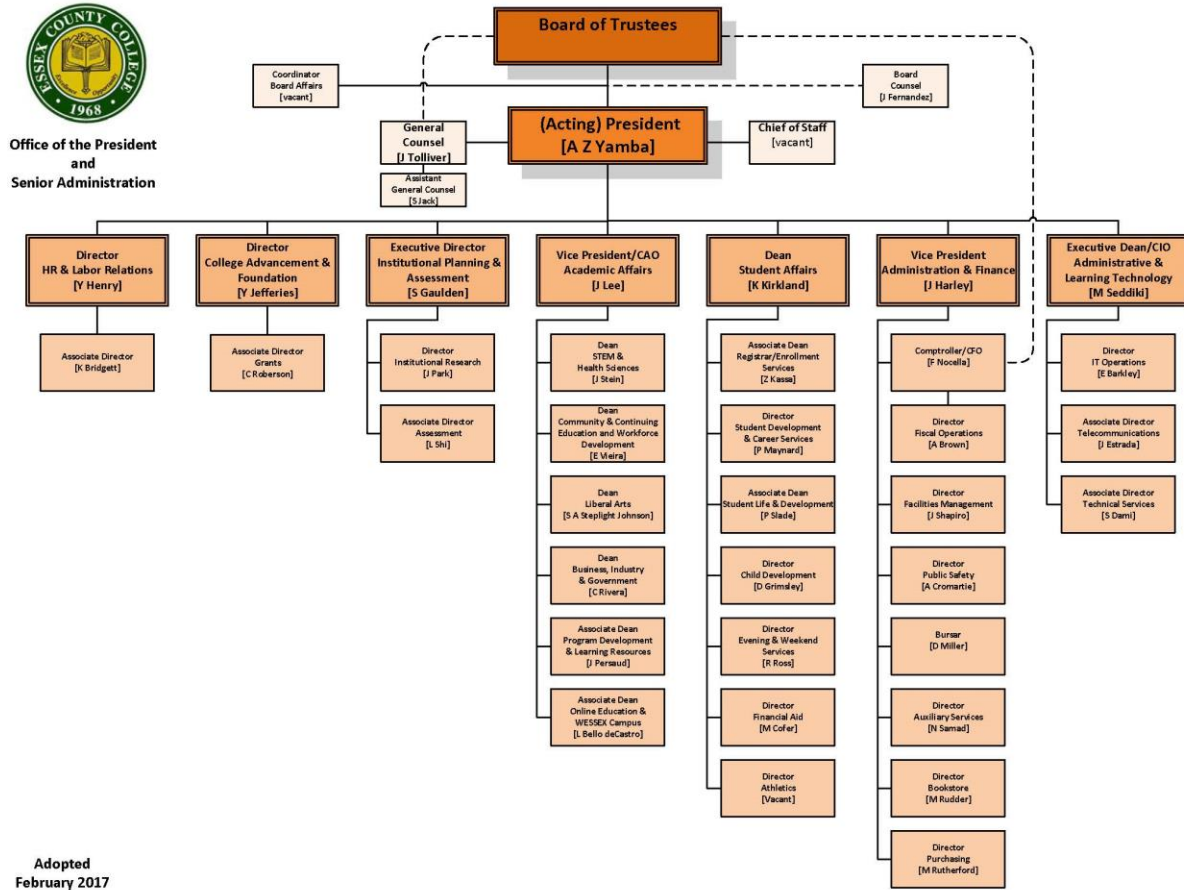
### **Evidence of a)**

#### **Development and Implementation of Adequate Institutional Controls to Deal with Financial Operations**

Essex County College reiterates that in order to fulfill its mission, it is critically important to allocate appropriately the finite financial, human, technical, physical facilities, and other resources shared among all departments and areas of the institution. Accurate budget forecasting, routine scrutiny of spending, and adherence to established institutional controls, financial rules, regulations, policies, and statutes are essential for an institution of higher education to maintain its financial health. To ensure that fiscally sound decisions are made involving how various resources are distributed, internal controls, procedures, and planning have been established and implemented. In order to strengthen its system of checks and balances and facilitate reporting financial irregularities to the Board of Trustees, in February 2017, the Board of Trustees reviewed and adopted a reorganization of the College's Department and Division reporting lines (see Figure 2, p. 5).

The Department of Administration and Finance began to examine its existing policies, regulations, procedures, and practices. Board of Trustee policies specific to institutional resources (e.g., finance and personnel), finance-related manuals, and flowcharts depicting procedures to properly procure goods and services, as well as all College Regulations regarding the College's finances were reviewed and updated. This process started in November 2016 and was completed by March 2017. Starting in October 2016, the new CFO ensured that checks and balances in financial matters were consistently applied [e.g., creating Internal "Audit" Reports that guide the College's internal control systems (see Figure 3, p. 5)].

**Figure 2: Essex County College’s Organizational Chart  
[Adopted February 2017]**



**Figure 3: Internal “Audit” Reports**

Report	Frequency of Review/Updates
Annual Finance Calendar	Weekly
Budget Analysis Report	Monthly
Financial Summary	Monthly
Purchase Requisition Exception Report	Monthly
Expenditure Report	Quarterly

## **Internal “Audit” Reports**

To allow for regular monitoring of expenditures and revenues, the CFO designed and prepared various Internal “Audit” Reports. The Internal “Audit” Reports allow the College to accurately monitor enrollment and the impact on revenue by including, but not limited to, data points, trend data, projected year-end amounts, and an ongoing tracking of actual billable credit hour enrollment.

**Annual Finance Calendar.** The Director of Fiscal Operations developed the *Annual Finance Calendar*. Distributed to the Accounts Payable and Business Affairs offices, this form identifies, by month and date, all financial actions that must be completed to ensure compliance with all State, Federal, and Local reporting requirements.

**Budget Analysis Report.** The *Budget Analysis Report* proposes strategies and solutions to increase revenues and decrease expenses in order to improve the College’s financial sustainability, fund balance, and cash flow. This report also emphasizes bringing the College’s financial status in alignment with the National Association of College and University Business Officers (NACUBO) benchmark guidelines.

A *Budget Analysis Report* (FY 2018 – FY 2020) was developed during Spring 2017. In October or early November preceding the beginning of the next fiscal year, budget planning must begin due to the established deadline set to reach an agreed upon budget for the Board of Trustees to review and approve by March. The President’s Cabinet (hereafter referred to simply as “the Cabinet”) discusses the budget process that will be used to receive and summarize requests. When agreed upon, the operating and capital requests will be prepared, completed, and sent to the CFO. The CFO will then review the requests, summarize them, and present them to the Cabinet to review further. The total value of request cannot be properly evaluated without agreement regarding the expected revenues the College is expected to receive. Different revenue options are usually prepared to include various tuition increases and enrollment growth or decline scenarios, in addition to possible changes in governmental aid from the state and the county. Once the Cabinet agrees on the revenue base, it then determines whether the spending request is over budget or there will be a positive budget contingency.

**Financial Summary.** The *Financial Summary* (presented to the Cabinet and the Board of Trustees monthly) compares budgeted amounts against actual year-to-date spending for all areas/departments. The *Financial Summary* includes trend data, projected year end amounts, and an ongoing tracking of actual billable credit hour enrollment.

**Purchase Requisition Exception Report.** The Director of Fiscal Operations issues monthly a *Purchase Requisition Exception Report*. This report identifies by area and department the flawed requisition and confirms that the requisition is not processed.

**Expenditure Report.** Since Fall 2016, the Finance Department has distributed to the President and to the Board of Trustees' Finance Committee a comprehensive *Expenditure Report* on a quarterly basis. This report provides detailed disbursements of checks the College issues ranked in dollar sequence from the year-to-date.

Pursuant to assessing its internal controls, the Finance Department concluded that more responsible practices and procedures must be established. In Spring 2017, the College's financial reporting system was modified in order to monitor spending and to forecast or predict the budget for the upcoming year. These modifications included: 1) programming the system to identify and disentangle co-mingled funds and more accurately audit how funds are being spent; and 2) collaborating with the Information Technology Department to develop standardized monthly financial reports that can be shared with Cabinet and the Board of Trustees to assist both entities with measuring, monitoring, and adjusting the College's budget.

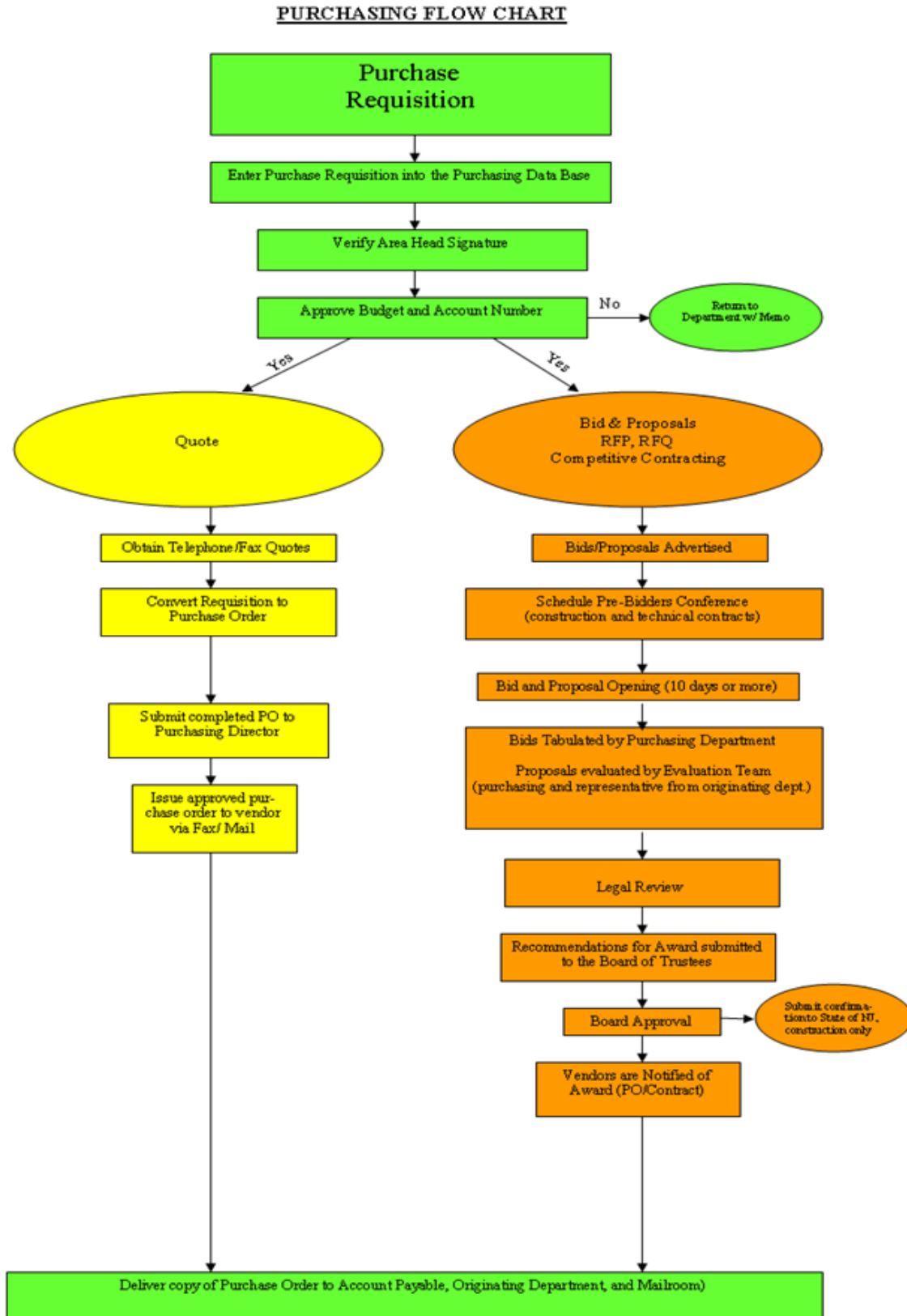
The Finance Department also identified general practices specific to the auditing process. These included, but were not limited to: 1) addressing weaknesses and concerns the independent auditing firm identified in the College's FY 16 audit report relating to the procurement process; 2) implementing suggestions the auditing firm identified in previous audit reports to improve processes, controls, and reimbursement practices within the Athletic Department; and 3) developing the capital funding and cash match to address capital project requirements.

## **Evidence of b)**

### **Rational Policies and Procedures for Expenditure Control that are Consistently Followed**

A root cause analysis was conducted to determine, among other things: 1) how often violations of existing procedures occurred; 2) the extent to which current practice aligned themselves with these procedures; and 3) how consistent current practices were followed as per existing College policies and regulations. More importantly, the Administration used these findings to implement corrective actions needed in the protocols associated with the areas analyzed in order to enhance and improve the system of check and balances system that would result in better oversight and utilization of institutional resources. The chain of protocols adopted for the proper purchase of goods and services is represented below (see Figure 4, p. 8).

Figure 4: Purchasing Chain of Approval Protocols



Other examples of rational policies and procedures for expenditure controls conducted either daily, monthly, or quarterly include:

**Daily**

- Check Requisition Procedure
- Purchase Requisition Procedure
- Cash Flow Analysis/Bank Statements

**Monthly**

- Bank Accounts Reconciliation
- *Financial Summary* to President and Board of Trustees' Finance Committee
- *Financial Summary* to Cabinet

**Quarterly**

- *Expenditure Report* to President and Board of Trustees' Finance Committee

The State of New Jersey's *County College Contracts Law* delineates how community colleges must comply with the law with respect to its purchasing policies and procedures. Consequently, it is Essex County College's responsibility to ensure that it complies with the law. Due in large part to internal and external investigations that uncovered deficiencies in its procurement practices, the College:

1. Encouraged employees in its Finance and Purchasing Department to complete professional development courses leading to credentialing as a Qualified Purchasing Agent.
2. Instituted procedures for expenditure control by having the Director of Fiscal Operations monitor daily all Purchase Requisitions for errors, inconsistencies, and violations of policy and procedure.
3. Directed the Director of Fiscal Operations to prepare monthly a *Purchase Requisition Exception Report* that identifies by Department the flawed requisition and confirms that the requisition is not processed.
4. Directed the Director of Fiscal Operations and CFO to review all requisitions to ensure adequate funds are available prior to submitting them to Purchasing Department to process.

5. Directed the Vice President of Administration and Finance to review finance-related requests processed through the Purchasing Department prior to forwarding them to the President, who then must approve and forward them to the Board of Trustees' Finance Committee.

### **Current Events Affecting the College's Financial Operations**

At the Board's request, the Acting President held a college-wide meeting in early March 2017 during which the Finance Department led a presentation entitled "2020: Create the Future, Celebrate the Past" for College employees and the Board of Trustees' Finance Committee. This presentation provided a clear and concise summary of the College's current financial status. Subsequently, on March 9, 2017, the Acting President held another college-wide meeting entitled "Middle States, Enrollment, and the Budget". During this meeting, the Acting President updated the college community about the status of Middle States, enrollment trend data/projections for FY 2012 – FY 2018, and a summary of the College's current budget situation, with particular attention devoted to goals the College established to stabilize the institution financially.

Subsequent to the March 2017 presentations, two events occurred almost simultaneously that effected the College's financial operations. One, at its April 18, 2017 Board of Trustees Public Meeting, the Board, as per Agenda Item 4-1/04-2017, declared fiscal exigency. In addition, the Board directed the Acting President to present a plan to the Board specific to reducing its force and programs. Two, in May 2017, the Comptroller/Chief Financial Officer submitted his resignation letter effective as of June 30, 2017. At the Board's June 20, 2017 Public Meeting, agenda item 4-5/06-2017 noted the Comptroller/Chief Financial Officer's resignation. The College projects to fill the Comptroller/Chief Finance Officer (CFO) and the Deputy Chief Financial Officer (DCFO) positions by October 2017 (see Chapter V, Table 4, p. 33).

At the College's August 28, 2017 Convocation, the President reiterated challenges the College is currently confronting including, but not limited to, declining enrollment, fiscal exigency, and the consequences of the College not meeting its March 30, 2017 deadline to submit its audit to the State. In each of the aforementioned challenges, the President shared corrective actions the College is taking to ameliorate the College's current financial operations. In addition, the President announced that on September 12, 2017, he will make a college-wide presentation on the "State of the College" in which a portion of the presentation will be devoted to the College's financial state.

## **Institutional Resources**

The Finance Department, Human Resources Department, and the General Counsel also presented workshops representative of their special areas at the College's Convocation. The Finance Department presented several workshops throughout the afternoon on "The 'How To's of Administration and Finance". These workshops included: 1) how to access budgets to better manage accounts and complete budget transfers online; 2) how to properly utilize college resources such as vans and allocation of space; 3) and an update for staff on procurement of goods and services protocol.

The Human Resources Department repeated several workshops throughout the afternoon on "Diversity". These workshops included various topics including, but not limited to, overcoming unconscious bias, embracing diversity and inclusion, preventing hostile work environment harassment, and standing up for bullying. The primary focus of these workshops was to promote diversity and inclusion at Essex County College by offering blended learning on topics related to sensitivity awareness.

The Office of the General Counsel presented several workshops throughout the afternoon on "Harassment & Hostile Workplace." These workshops covered, among other things, elements of a hostile work environment and harassment in the workplace by providing an interactive, hands-on exploration of how the law views and defines these topics and the responsibilities of the employer, manager, and employees to ensure that the workplace is free from discrimination, especially as it relates to protected classes of persons. Specifically, the training addressed the following topics:

- State and Federal Laws that prohibit discrimination and harassment in the workplace
- The New Jersey Law Against Discrimination (e.g., what it is, what it is not, and whom it protects)
- Legal definitions of a protected class
- Legal definitions of harassment in the workplace and hostile work environment
- Remedies available
- The Employee Handbook (i.e., a detailed summary of conduct that is proscribed by the College and the law)
- The importance of reporting
- Steps taken to assure that no retaliation occurs for reporting
- The responsibilities of the employer, managers, and employees



### **III. STANDARD 4: LEADERSHIP AND GOVERNANCE**

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

**For Standard 4, MSCHE requires evidence that the governing body has:**

**a) procedures for the periodic assessment of the effectiveness of institutional leadership and governance, including annual evaluations of the president and self-assessment by the Board, and the use of such assessment results to inform decision making and continuous improvement**

**b) a conflict of interest policy for the Board which: 1) ensures that potential conflicts are disclosed and that they do not interfere with the impartiality of Board members or outweigh the greater duty to secure the academic and fiscal integrity of the institution; and 2) that assures the impartiality of governing body members and the academic and fiscal integrity of the institution**

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#### **Evidence of a)**

##### **Governance**

At Essex County College, the authority and responsibility for policy development and decision-making is shared among institutional constituencies, namely the Board of Trustees, the President, senior administrators, faculty, and, when appropriate, students. As per the Association of Governing Boards (AGB) of Universities, this system of shared governance is typical of higher education institutions; it is defined as "...the process by which various constituents (traditionally governing boards, senior administration, and faculty, possibly also staff, students, or others) contribute to decision making related to college or university policy and procedure." According to the American Association of University Professors' (AAUP) 1966 Statement "...in some areas of governance, the faculty, president, and governing board share decision-making with greater weight in decision-making accorded to one or another of the participants. In those areas, the degrees of respective authority, responsibility, and vested interest determine which group's judgment should carry greater weight." Moreover, as delineated in its AAUP 1966 Statement, "faculty judgments should ordinarily prevail in three areas, specifically: 1) curriculum, subject matter, and methods of instruction, and research;

2) matters of faculty status (e.g., hiring, retention, tenure, and promotion); and 3) those aspects of student life that relate to the educational process". At Essex County College's apex of shared governance is the Board of Trustees, followed by the President, the Cabinet, the Vice President for Academic Affairs/Chief Academic Officer, and the Deans Council comprising the Academic Deans and the Dean of Student Affairs. The Student Affairs Leadership Team and the Enrollment Management Team provide input to the Deans Council through the Dean of Student Affairs. The Deans Council also receives input through recommendations from seven faculty advisory committees (i.e., the Academic Policies Advisory Committee (APAC), Academic Standards and Assessment Committee (ASAC), College Curriculum Committee (CCC), Academic Computing Advisory Committee (ACAC), Academic Development Advisory Committee (ADAC), the Faculty Development Committee (FDC), and the College Promotion Committee (CPC). The roles of the institutional constituencies in policy development and decision-making are defined in the College's shared governance structure. The faculty fulfills its role via participating and making recommendations emanating from the seven faculty advisory committees. Administrators participate through the Deans Council and the Cabinet, through which stakeholders' recommendations reach the President. The President participates *inter alia* through written monthly report to the Board of Trustees or through other mediums (e.g., emails and telephone conversations). Benefitting from full discussion and distillation taken place at each tier of the governance structure, the Board of Trustees is positioned to fulfill its responsibilities for policy and resource development (see Figure 5, Essex County College Shared Governance Grid, p. 14, Appendix C, Essex County College Board of Trustees Composition and Abbreviated Biographical Sketches). The functionality of the shared governance structure is evident at each level, moving forward any work or recommendations to the tier above.

At the faculty level, policy recommendations from the advisory committees flow through the Academic Policy Advisory Committee, which synthesizes and funnels policy recommendations to the Deans Council. Non-policy recommendations from the advisory committees flow directly to the Deans Council (see Figure 6, Functionality of Governance Committees, p. 14).

Committees and the discussions emanating there from, is seen in the Deans Council's Agendas and Minutes. Similarly, the Cabinet, upon receiving recommendations from the Deans Council, synthesizes and analyzes them and, as appropriate, either implements decisions or makes recommendations to the President.

Figure 5: Essex County College Shared Governance Grid

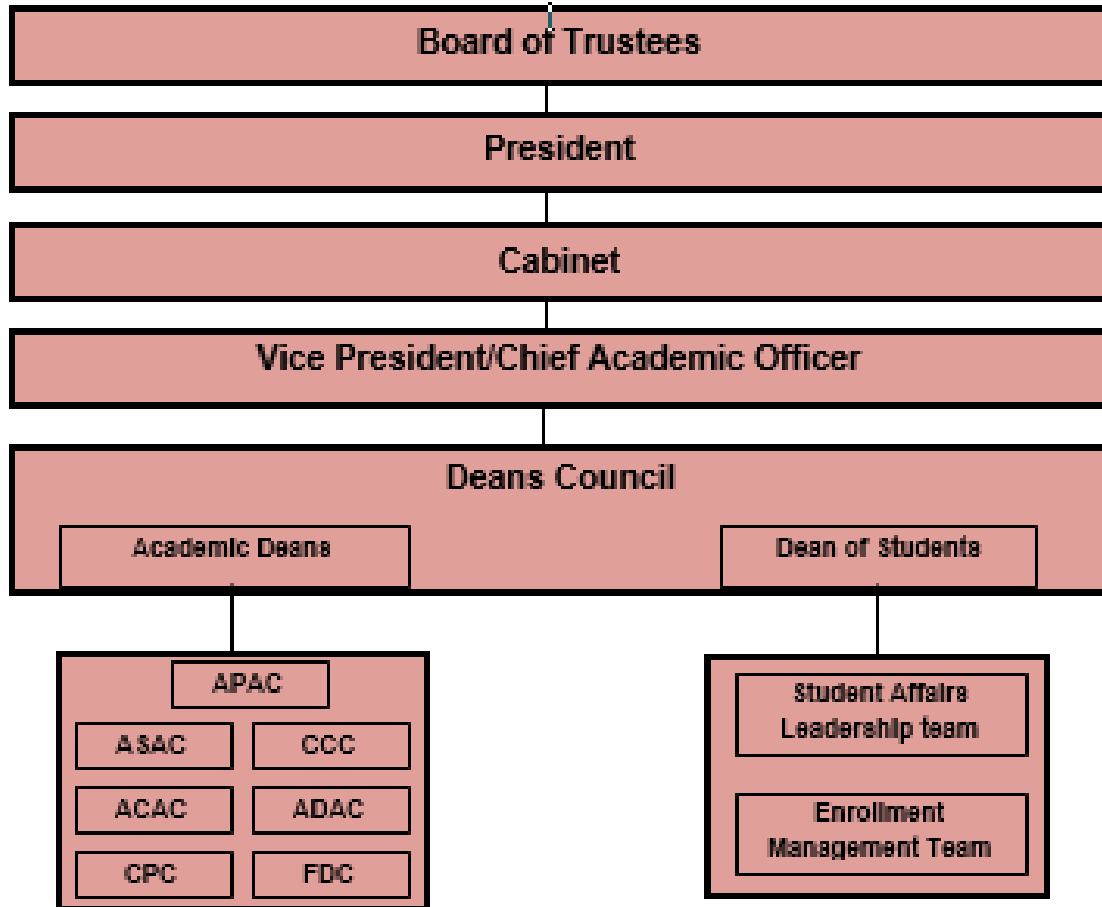
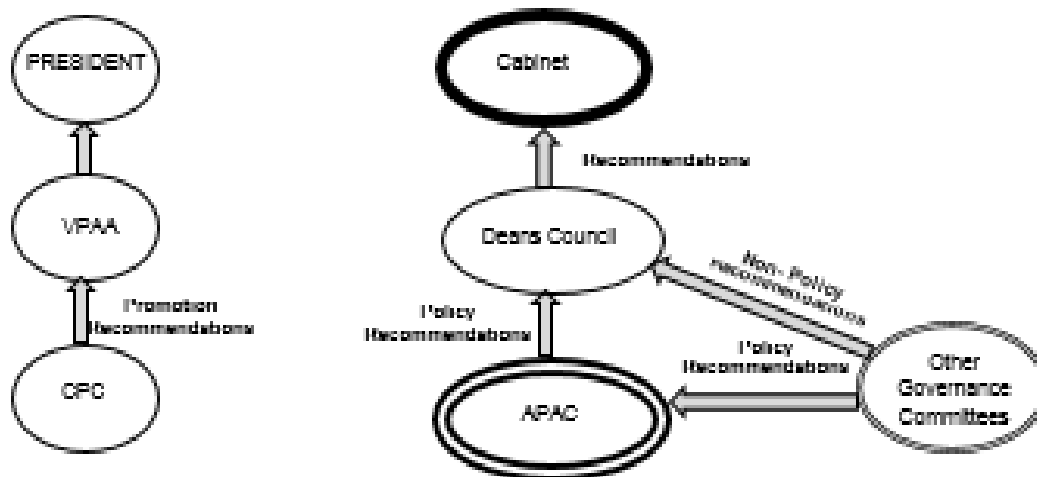


Figure 6: Essex County College Shared Governance Committees



Evidence that the shared governance structure supports participation in policy development and decision-making is found, for example, in the College's decision to implement tutorial sections for developmental English and Reading courses (i.e., ENG 085, ENG 096, and RDG 096) in Fall 2017. In September 2016, the faculty Academic Development Advisory Committee (ADAC) decided to work *inter alia* on "...the implementation of the T sections for the developmental English and reading courses for credit in the upcoming Fall 2017 semester...". In their Annual Report for 2016 – 2017, ADAC stated:

*"The assumption is that the extra academic assistance provided to students in the T sections will improve students' success rates in developmental courses. This will, in turn, improve the attrition rate. With both the success and attrition rates improving, students will progress into their major courses sooner and with better preparation, which will have a positive effect on student retention and graduation rates ..."*

ADAC sent its recommendation to the Deans Council, chaired by the Vice President for Academic Affairs/Chief Academic Officer, which thoroughly discussed this recommendation during Spring 2017. The Vice President for Academic Affairs/Chief Academic Officer presented the Deans Council's recommendation, including the modality for executing the desired action, to the Cabinet. The Cabinet discussed and accepted the recommendation and decided to implement the tutorial sections for developmental English and Reading courses effective Fall 2017. The developmental English and Reading tutorial sections now mirror the model already in place for developmental mathematics courses. The aforementioned example is evidence that confirms institutional constituencies participate in policy development and decision-making in accordance with the College's shared governance structure.

### **Periodic Assessment of Effectiveness of Institutional Leadership and Governance**

Essex County College relies on several instruments to assess the effectiveness of institutional leadership and governance. These instruments include the Personal Assessment of the College Environment (PACE), the Employee Attitude Survey, the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), the Evaluation of the President, and the Board of Trustees Annual Survey (Self-Assessment). As stipulated in the New Jersey Statutes Annotated (18A:64A-12), as well as the 1994 higher education restructuring legislation (18A:3B-6), evaluating institutional performance, including the President's performance, is among the Board of Trustees' primary duties and responsibilities.

**Personal Assessment of the College Environment (PACE).** The National Initiative for Leadership and Institutional Effectiveness (NILIE), an external agency based in the College of Education at North Carolina State University, administers an employee survey known as the Personal Assessment of the College Environment (PACE). The PACE instrument that Essex County College selected measures the campus climate in four domains: 1) institutional structure; 2) supervisory relationships; 3) teamwork; and 4) student focus. This online survey is designed to provide a snapshot about institutional performance, areas needing change or improvement, and opportunities for growth.

Evidence of the College's compliance with the requirements of Middle States Standard 4 for the periodic assessment of the effectiveness of leadership and governance is found in March and April 2017 when NILIE administered the PACE at Essex County College. As reported in the Executive Summary, NILIE administered the PACE to 952 employees, including faculty and adjunct faculty, administrators and staff. Of these 952 employees, 294 (30.9%) completed the online survey.

The survey instrument included 92 total items, among which were a custom section and a qualitative section. The custom section contained 20 questions the College wrote to directly measure employees' opinions about institutional leadership and governance. This aspect of the NILIE PACE Survey showed that 108 of 268 (40%) employees responded that they were satisfied or very satisfied that *"the College is headed in the right direction"* with an additional twenty-six percent (26%) of the respondents being neither satisfied nor dissatisfied. With respect to senior leadership, 39% or 107 of 269 employees reported that they were satisfied or very satisfied that *"ECC's senior leadership inspires confidence in times of uncertainty or change"* with an additional twenty-six percent (26%) of the respondents reported being neither satisfied nor dissatisfied. With respect to managing a crisis, 129 of 261 (50%) respondents reported that they were either satisfied or very satisfied that *"the College would be able to handle a crisis effectively and appropriately"* with an additional twenty-eight percent (28%) of the respondents being neither satisfied nor dissatisfied.

The 2017 PACE survey also gave respondents the opportunity to complete a qualitative section, which invited comments about areas of the institution employees found most favorable and least favorable. Of the 294 Essex County College employees who completed the PACE survey, 43.9% (129 respondents) provided written comments. The most and least favorable areas cited in the qualitative questions pertained to the Institutional Structure climate factor. Favorable comments included statements such as *"The College is heading in the right direction now, we were drifting for the last few years," "There is hope that the Acting President Yamba can and is trying to reshape the Institution to the great place that it used to be,"* and *"Under our current acting president as much as possible is being done to rectify previous years of major, serious*

*issues.” Statements citing Institutional Structure as the least favorable area included statements such as “The college leadership has been very unstable and has dropped a tremendous impact on the institution in general. It has dampened morale and student enrollment continues to drop”; and “Uncertainty of financial status. Perception of unfairness and mistrust about financial picture shared.”*

NILIE summarized the 2017 survey results as follows: “At ECC, the overall PACE results yielded an overall 3.484 mean score [of a maximum of 5 points]. When disaggregated by the Personnel Classification demographic category of the PACE instrument, Faculty rated the campus climate the highest with a mean score of 3.560, followed by Administrators (3.4666) and Staff (3.328).”

The College President shared the 2017 PACE survey reports with the Cabinet on August 8, 2017 and the Board of Trustees on August 21, 2017. In light of the survey data on diversity, the Cabinet decided there was a need to contemplate broader interpretations of diversity and agreed to move post haste to implement the *Mosaics* initiative the President announced in his June 23, 2017 video statement to the College community titled “Regarding the College and Its Commitment to Sustaining a Diverse Learning Community.” In the video statement, the President said, “*Mosaics* will be a committee charged with finding important and new ways to demonstrate how all of our respective and diverse backgrounds are necessary for the beauty of our community to be complete and appreciated. The committee will be comprised of individuals stepping up from the student body, faculty, alumni, and broader community to celebrate and educate our diversity.”

In discussing the PACE survey results, the Cabinet also decided that area heads would filter the results to employees to discuss and solicit their impressions/recommendations about the findings. The 2017 PACE survey reports have been posted to the College’s SharePoint site for College employees to review. The Board of Trustees will review the results of the PACE survey in Fall 2017. Prior to March 2017, the PACE survey was administered to Essex County College employees in March 2013. The Office of Institutional Planning and Assessment has planned to administer the PACE survey again in 2021.

**Employee Attitude Survey.** In addition to the Personal Assessment of the College Environment (PACE), the College also uses the Employee Attitude Survey, which was created in house, to measure the effectiveness of institutional performance. This survey assesses the opinion of College employees, including faculty and adjunct faculty, administrators, and staff about leadership and institutional effectiveness.

The Cabinet examines and discusses the results of the survey and then disseminates them to staff. The College Administration uses the survey results to identify and develop action plans around areas that require improvement. In Fall 2017, the College intends to design and launch an updated Employee Attitude Survey.

**Assessment of Student Opinion through CCSSE and SENSE.** The College uses the Community College Survey of Student Engagement (CCSSE) to indirectly assess student opinion on the effectiveness of institutional leadership and governance and to assess how satisfied they are with the College's programs and services. The Center for Community College Student Engagement at the University of Texas – Austin administers the CCSSE; it asks students about their college experiences and “provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges.” The CCSSE was administered several times in the past nine years. The College Administration plans to administer the next CCSSE in Spring 2018; it will disseminate and discuss the results of the survey to staff and develop action plans.

The Survey of Entering Student Engagement (SENSE) is an external assessment tool also designed by the Center for Community College Student Engagement at the University of Texas – Austin to complement the CCSSE. This survey, administered no later than the fifth week of Fall semester, asks students about their early experiences with the College. The survey results help community colleges understand why some entering students persist and succeed while others do not. In addition, via student reporting their satisfaction regarding various program and services, this instrument indirectly provides evidence about the College's leadership and governance.

**Evaluation of the President.** Consistent with best practices for institutions of higher education and standard guidelines recommended by the Association for Governing Boards (AGB) and the Association of Community College Trustees (ACCT), the Board of Trustees determines the process to evaluate the President. Though the Board determines the format of the President's self-evaluation, it has varied over the years from extensive detailed memoranda to a Power Point presentation. The Board stipulates in the President's contract that an evaluation will be conducted annually.

Since September 2016, the College's General Counsel and the Office of Institutional Planning and Assessment collaborated with the Board's Policy Committee to develop a Board Policy for Presidential Evaluations. The draft policy was vetted through the full Board; on May 16, 2017, the Board approved Board Resolution 7-15/05/2017 President's Evaluation Policy (see Appendix D, Board Resolution and President's Performance Evaluation).

The Board did not evaluate the Acting President because he was serving in a transitional capacity. The Board intends to apply the new Evaluation Policy to the new President appointed on May 16, 2017. The new President's contract identifies several areas in which he will be evaluated (e.g., goal-setting and outcomes) in which the Board will use one similar to the one that ACCT developed (see Appendix E for a sample of ACCT Presidential Evaluation). The Board will use the assessment data to inform its evaluation of the effectiveness of the President in institutional leadership and governance, as well as other areas.

**Self-Assessment of the Effectiveness of the Board.** The Board of Trustees uses a paper-based survey to assess their own performance, as well as their relationship with the President and his/her administration. Since September 2016, the Board acknowledged and acted on the importance of this best practice that had been firmly in place up until 2010. The Board's Policy Committee, in collaboration with the College's Office of Institutional Planning and Assessment, developed the 2017 Board Self-Assessment and administered this instrument to the Board during February and March 2017.

The Board Self-Assessment is completed voluntarily with the results kept confidential and only shared in aggregated form. The College received responses from five Trustees which represents a 45.45% response rate. The College's Office of Institutional Planning and Assessment aggregated the results of the five completed 2017 Board of Trustees self-evaluation surveys and on July 26, 2017, shared these results with the Board Chair and the Chair of the Board's Policy Committee.

It should be noted that since the Board Self-Assessment was administered, one Trustee has retired and two Trustees with expired terms exited the Board. The Board of Trustees intends to discuss the results of the already-administered 2017 Board Self-Assessment. It will use the data from the 2017 Board Self-Assessment, as well as any additional self-assessments the Board administers, to develop action plans to enhance Trustees' effectiveness in their role in the shared governance of the institution.

## **Evidence of b)**

**Conflict of Interest Policy.** Board of Trustee members conduct the College's business within the framework of *New Jersey Statutes Annotated* (NJSA) 18A: 64-1 et seq., and 52:13D-12 et seq.; and *New Jersey Administrative Code* (NJAC) 9A: 3-1.1 et seq., and 19:61-1.1 et seq. Congruent with these guidelines as per state statutes, on September 7, 1976, the Board originally developed and approved its Board Policies and Bylaws; it periodically reviewed and revised those policies in November 1983, April 1995, September 1997, and May 2005. Since the Board adopted its policies in 1976, it has never adopted a Board Conflict of Interest Policy.



**Board Adherence to Conflict of Interest Policy.** Board members must be transparent and act with integrity. In addition, the public must also perceive them as such. Hence, at its June 30, 2016 Public Meeting, the Board Chair moved to appoint an ad hoc Policy Committee charged to review and update all Board Policies, as well as to create new Board Policies such as a Conflict of Interest Policy to: 1) ensure Trustees' adherence to explicit guidelines guaranteeing its body's impartiality; and 2) assure the impartiality of its members and the institution's academic and fiscal integrity. Under the leadership of its Chair, the Board's ad hoc Policy Committee vetted and approved several new Board Policies, including BP 1-4 Code of Ethics/Conflict of Interest Board Policy on January 17, 2017 (see Appendix F, Board Resolution, Code of Ethics/Conflict of Interest Board Policy).

To date, Board Counsel has completed the recommended in-service training with five Board members, with the remaining Board scheduled to complete the training by the end of September 2017. Board Counsel reviewed the Conflict of Interest Policy standards, requirements, and procedures in addition to securing each Trustee's commitment to adhere to the policy. These actions demonstrate that the Board has codified its compliance with Standard 4 to ensure *inter alia* that its members disclose potential conflicts; that they do not interfere with their impartiality.

Board members also: 1) disclose potential conflicts; 2) safeguard Trustee impartiality; and 3) ensure their independence. The fact that their judgment is not compromised is seen when they recuse themselves from participating in Board actions on any matters presenting a real or perceived conflict of interest. At its August 2, 2017 Public Board Meeting, for example, evidence of the new BP 1-4 Code of Ethics/Conflict of Interest Policy was apparent when two Board members, due to their affiliations with the Essex County Vocational Technical High School and the 1199 SEIU Training and Employment Funds (see Appendix G, Board Resolution 7-4/08-2017), abstained from voting on Board Resolution 7-4/08-2017 Acceptance of Funds: Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Grant – \$1,672,490.00.

While the Board did not adopt a separate Conflict of Interest Policy, it did rely upon the NJ Ethics Law NJSA 40A: 9-22 et. seq. to conduct its affairs and ensure conflicts were addressed in an ethical manner. It is also recommended that Executive-level administrators act similarly. Trustees and administrators filed their most recent Financial Disclosure Statements by April 30, 2017. As required by Standard 4, this action provides another layer of evidence to ensure that Board of Trustees disclose any potential conflicts of interest.

## IV. STANDARD 8: STUDENT ADMISSIONS AND RETENTION

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

**For Standard 8, MSCHE requires evidence of a comprehensive management program that assesses the effectiveness of such practices that:**

**a) support admission, retention, remediation, and related services**

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**Evidence of a)**

**A Comprehensive Enrollment Management Program that Supports Admission, Retention, Remediation, and Related Services**

**Essex County College's Enrollment Management Plan.** A full analysis of enrollment trends at Essex County College revealed a steady decline in the total number of credit hours over the past five years. In fact, enrollment in FY 2017 was almost 227,000 credit hours as compared to that of FY 2012, which was more than 312,000 credit hours, indicating a significant (27%) decrease. While enrollment declines have been noticed at colleges nationwide—likely in response to the improving economy, which puts potential students into the job force instead of the classroom, and the smaller number of high school graduates, which decreases the size of the recruitment pool—the College was determined to identify the reasons for this decline in order to address any contributors that could be remedied. Essex was determined to do what it could to “stop the enrollment hemorrhage.”

In Fall 2016, the Dean of Students convened an Enrollment Management Team (EMT) that consisted of staff who worked in various enrollment-related Departments, as well as several faculty members. The EMT was charged with critically examining all aspects of the enrollment pipeline including inquiries, application, admission, placement testing, advisement/registration, remediation, and retention. After they conducted their assessments of these areas, they were to summarize their findings along with brainstormed potential solutions to address any uncovered weaknesses. EMT subgroups enthusiastically worked throughout Fall 2016 and early Spring 2017 on their assigned tasks, but unfortunately, it was discovered that the breadth of knowledge among the EMT members was not sufficient enough to determine viable plans of action to address areas of concern.

Realizing that it was unlikely the EMT would be able to single-handedly develop a comprehensive and executable enrollment management plan, the Dean of Students adjusted the direction by recommending the College hire an enrollment management expert consultant. After obtaining the full support of EMT members, the Deans Council, the Cabinet, and the Board of Trustees, and after researching various consulting company options, the Dean of Students selected Strategic Enrollment Management (SEM) Works, a well-regarded consulting firm headed by Dr. James Black (hereafter referred to as the Consultant). SEM Works was hired in February 2017 and began reviewing a large amount of institutional enrollment management-related data, which the Office of Institutional Planning and Assessment, Information Technology, and various other Departments supplied.

In March 2017, the Consultant made an on-site visit to Essex County College. During this two-day visit, he interviewed numerous staff, faculty, and students (including many individuals who are were members of the EMT) on topics ranging from applying to the College to tutoring services to academic advisement and more. After assimilating all of the information he received during the focus group sessions, as well as post-webinar survey feedback, the Consultant prepared and a document entitled “Essex County College’s (2017 – 2022) Strategic Enrollment Management Plan (SEM) Plan” that College used to develop its Enrollment Management plan [2017 – 2020] (see Appendix H).

Recommendations included in the Enrollment Management Plan, which was finalized in April 2017, were prioritized to reflect not only the immediacy of action, but also the impact on enrollment that could potentially be realized, as well as the institutional resources required for implementation. The prevailing emphasis of the College’s efforts has been and will continue to be on stabilizing enrollment (i.e., stopping the decline) by reducing leakage wherever possible in the enrollment management pipeline and, later on, returning the College to enrollment growth.

It is notable that all suggested activities and strategies included in the Plan fall within the following five basic categories: 1) Website Enhancements; 2) Inquiry Capture; 3) Customer Relationship Management (CRM) Communications; 4) Integrated Student Services; and 5) Strategic Enrollment Intelligence. Plan-recommended activities and strategies from each of the five categories have been implemented to various degrees of completion to date. That is, although work has begun in earnest and with enthusiasm, many initiatives are currently in progress. Ultimately, it is hoped that the multi-pronged strategy laid out in the Plan will help the College realize its realistic goal of repeating in FY 2018 the total credit hours realized in FY 2017, which would indicate enrollment stabilization.

**Enrollment-Related Data and Targets/Goals.** The Cabinet set a realistic enrollment target of 200,000 billable credit hour for FY 2018, which is based on the prior years' *actual* enrollment and billable credit hours. The Dean of Student Affairs collaborated with the EMT to establish semester/term-specific enrollment goals, which will collectively allow for the target to be met (see Table 1 below).

**Table 1: Projected Enrollment Targets Based on Total Credit Hours for AY 2018**

Semester/Term	Projected Total Credit Hours	Outcome	Percent Increase (+) or Decrease (-)
Summer Session II 2017	7,200	9,894*	+ 33%
Fall 2017	94,000	75,304^	-20%^
Spring 2018	84,000	--	--
Summer Session I 2018	14,800	--	--
Total	200,000	--	--

\*Actual total credit hours. *Source: BANNER Report*

^ Actual total credit hours *as of August 29, 2017*. At a similar point pre-semester in Fall in 2016, enrollment was 78,504.5 credit hours. *Source: BANNER Report*

In order to achieve the semester/term-specific enrollment targets depicted in the above table, outreach activities were undertaken with all seriousness. The bright side is that these outreach activities (e.g., emails and phone calls to current and new students) resulted in the College exceeding the Summer Session II 2017 projected total credit hours by a significant margin (33%). The College also developed and implemented a short-term Marketing Plan covering both the Main and West Essex Campuses that was designed to allow for the achievement of Fall 2017 and subsequent FY 2018 term-specific target enrollments (see Appendix I, Fall 2017 Marketing Plan). Presently, one week before Fall 2017 begins, the College is under target.

**Website Improvements.** In addition to email and phone outreach efforts, the College also was determined to capture student inquiries and convert as many of these prospective students who have already shown interest in the College as possible into applicants and, ultimately, registered students. The Consultant noted quite simplistically that a primary source of student inquiries is the College's website, which he unfortunately characterized as "...a bit schizophrenic, trying to be all things to all people." In fact, his review of the current website indicated that it has much room for improvement. Specifically, the Consultant noted that the existing *essex.edu* website: 1) lacks a compelling and highly visual appearance that focuses on prospective students and a social media strategy or social media icons prominently displayed on all of its webpages; 2) lacks an intuitive response design; 3) does not have "call-to-action" buttons; 4) does not appeal to attract prospective students from diverse ethnic backgrounds

where English is not their primary language (e.g., Spanish or Portuguese); and 5) does not permit prospective students to locate critical information within one or two clicks.

- **Website Design.** In order to address several shortcomings of the website, especially items 1, 2, and 5 mentioned above, the Board of Trustees during its July 2017 meeting approved and allocated funds for the College to redesign its website specifically to accomplish the following: 1) make it more user-friendly; 2) promote diversity and inclusion; 3) make it fully compliant with the American with Disabilities Act (ADA) and other pertinent regulations; and 4) serve as the College’s primary marketing tool. In July 2017, the College issued a Request for Proposal (RFP) for a website developer who could design such a website. In August 2017, the College received and reviewed bids. Bids were evaluated by the Purchasing, Information Technology, and Marketing Departments. The College will forward its recommendation to hire the website developer chosen to the Board to approve at its September or October 2017 meeting.
- **Call-to-Action Buttons.** The College quickly added new “call-to-action” buttons including *Visit ECC*, *Apply Online*, and *Contact Admissions* to its website to address item 3 mentioned above. These prominently-displayed buttons automatically direct prospective students to an appropriate follow-up page including the following: 1) a page with information about upcoming Open House or Instant Admit Day events scheduled to be held at the College; 2) the online application, which can be filled out immediately; or 3) an inquiry form, which captures basic contact information so that staff from the Office of Recruitment or designated program-specific faculty can follow up with these individuals in order to cultivate a positive relationship and recruit them.

To date, results of the relatively simple website modifications described above yielded modest success. During a six-month period of the “pre-call-to-action-button” phase (i.e., January 2017 – May 2017), a total of 228 prospective students accessed inquiry forms via the College’s website and signed up to attend Open House or Instant Admit Day event at either the Main or West Essex Campus. Of these 228 prospective students, 74 (32%) applied to the College, and 32 (14%) registered to take Summer Session I 2017 classes. This data indicates a yield rate of 12.3 student *applicants* per month. During a nearly three-month “post-call-to-action-button” phase (i.e., June 2017 to August 24, 2017), 695 prospective students used the “call-to-action” buttons to register for an on-campus recruitment event on either campus, and 132 out of these 574 (23%) potential students attended Instant Admit events and completed online applications. This data indicates a much-improved yield rate of 44.0 student *applicants* per month. Enrolled student yields will be calculated after the Fall 2017 registration period ends.

- **Ethnic Diversity.** The College completed other improvements, designed to mitigate item 4 above, to its website as well. So far, it has added to its homepage a “recruitment banner” in Spanish that, when selected, will send prospective students to an inquiry form, which is also in Spanish. These efforts will soon be duplicated to include Portuguese-language and French-language options as well.

**Customer Relationship Management (CRM) Communications.** At present, options for a comprehensive, effective, and efficient CRM communications strategy are being reviewed. It is anticipated that implementing such a CRM strategy will not be inexpensive. Therefore, it is paramount that the Dean of Students, in collaboration with the EMT, carefully review external options, as well as weigh the value and feasibility of creating such a CRM plan and its required communication elements in-house. It is anticipated that a broad, cohort-specific CRM plan will be decided upon during Fall 2017 and implemented as soon thereafter as possible. In the meantime, work is being done to review and fine-tune the content of existing communications (e.g., letters and emails), as well as the current timeline adhered to (i.e., number and frequency of incidents/points of contact).

**Integrated Student Services.** Several services must integrate properly to optimize inquiry/application-to-registration enrollment yields and prevent “leakage” in the enrollment pipeline. These services include Inquiry, Application, Financial Aid, Bursar’s Office, Placement Testing, Academic Advisement, and Registration. Furthermore, in order to retain and ultimately graduate students, it is critically important to provide the necessary support services, including effective remediation programs for the large number of students who enroll at open-admissions Essex County College without being “college-ready.” When ineffective or obstructive procedures or practices exist in any of the above-mentioned services, the likelihood of students being able to achieve their academic goals at the College suffers. For this reason, it the College’s primary goal to move toward an integrated student services model by establishing a “One Stop Center” where a majority of the common issues students encounter could be efficiently and effectively resolved. While initial discussion and planning is taking place to create such as One Stop Center at Essex County College, efforts are being made to scrutinize current procedures and practices that students use to apply to the College, testing students for initial English and mathematics course placement, advising students, registering for classes, remediating non-college-ready students to bring them to college-level, and retaining current students all the way through to graduation. For sake of brevity, a summary of five examples of the findings of this scrutiny and relevant actions taken to date follows.

- **Financial Aid and Bursar's Office.** Almost 60% of Essex County College students receive financial aid, which accounts for over 35% of the institution's total revenue. Since completing the FAFSA form is complicated, in August 2017, the College created a six-computer "Financial Aid Laboratory," located near the Financial Aid Office. The lab will Financial Aid officers will assist students in completing and filing their FAFSA online; this will also allow students to more conveniently check the status of their financial aid applications. As of August 24, 2017, 20 students completed their FAFSA applications, with staff assistance, in the Financial Aid Laboratory.

Students who do not receive full financial aid awards need to pay at least a portion of their tuition costs out-of-pocket. To prevent undue financial burden and offer means of affordability, the College offers these students the opportunity to enroll in a multi-installment payment plan. In fact, the College offered a four-installment tuition payment plan to its students until Fall 2017 when the number of payments was reduced to three. The main problem identified in having *four* installments was that students were allowed to register for classes in the next semester/term without making the final payment for the current term. This allowed for the possibility that students who were struggling to make the fourth and final payment (i.e., those facing impending "bad debt") to, unfortunately, incur even greater debt by having to pay the next semester/term bill. Often, the College does not collect this bade debt, which in turn, has a negative impact on the institution's bottom line.

To minimize the College from incurring bad debt, the Enrollment Management Team recommended that the existing four-payment plan be changed to a three-payment plan. This change became necessary because under the three-payment plan, the third and final tuition payment for the current semester occurs *before* the early advisement/registration period opens. At its April 2017 meeting, the Cabinet approved this recommendation; it implemented this recommendation in Summer Session II 2017.

- **Placement Testing for English.** Prior to Spring 2017, the College used a paper version of the Accuplacer Essay Test to assess students' writing ability, which required individual scoring by designated readers in the Division of Humanities and Bilingual Studies. Since the turnaround time for faculty essay scoring was three to four days on average, students experienced delays in receiving academic advisement and being able to register for appropriate classes. To eradicate this delay, beginning in Spring 2017, the College fully adopted WritePlacer to score applicants' essays. The English Department faculty, Deans Council, and Cabinet fully supported his transition to WritePlacer scoring.

To examine how closely WritePlacer results aligned with faculty-scored results, the Office of Institutional Planning & Assessment conducted a double-blind “WritePlacer Cut-Off Scores Reliability Study” in Spring 2017. Over 250 essays students wrote who applied to the College in late Fall 2016 and early Spring 2017 that two full-time English faculty members scored and (whose scores were averaged) were compared. The results of this study were shared with the Cabinet, as well as the Division of Humanities and Bilingual Studies, and a follow-up examination of the validity of the chosen WritePlacer cutoff scores will be undertaken in Fall 2017. In the meantime, it should be noted that adopting WritePlacer improved the English placement testing procedure in that it allows for a much faster turnaround of essay scores/placement of incoming students and, therefore, significantly reduces turnaround time, which, in turn, eliminates advisement and registration delays. In addition, it has eliminated the need for stipend-granted English faculty scorers, which saves the College a modest amount of money. Adopting WritePlacer has eliminated the requirement of Testing Center staff to manually input test scores into BANNER, which reduces human error.

- **Academic Advisement/Retention.** For students to persist and succeed, it’s essential for them to have convenient access to on-point academic advisement. The College noted a modest degree of success in Advisement Week initiatives held over the last several years. Furthermore, these efforts have been assessed and subsequently tweaked to improve outcomes. In AY 2017, for example, 969 students attended two separate advisement week consisting of four-day long events held from March 7<sup>th</sup> – March 10<sup>th</sup> (attended by 36 “priority” students who earned 40+ credits to date) and again from March 14<sup>th</sup> – March 17<sup>th</sup> (attended by 933 Spring 2016-registered students). Data indicates that, on average, 121 students were advised per day.

In Spring 2017, the duration of each Advisement Week event was extended in order to allow more time for students to attend and receive advisement. In total, 1,975 students attended two separate advisement week events. That is, 49 “priority” students were advised in the five-day period from March 13<sup>th</sup> and 17<sup>th</sup> and 1,926 Spring 2017 registered students were advised in the 10-weekday period from March 20<sup>th</sup> and 31<sup>st</sup>. This data indicates that, on average, 132 students were advised per day, which is a slight improvement (9% increase) over the previous year’s average. It is also notable that 662 “priority” students (i.e., those who had earned 40 or more credits) were encouraged by email and mailed letters in mid-March 2017 to register for the upcoming term/semester so that they could accelerate their progress or, in some cases, even complete graduation



requirements. Three hundred-fifty one (351) of a total 662 (53%) students who received an email and/or letter registered for classes. Furthermore, 130 of these 351 students (37%) who registered for classes were able to graduate in June 2017.

In addition to the Advisement Week initiatives described above, in May 2017, the College also purchased an Ellucian advisement software product, Degree Works. Degree Works, chosen after an ad hoc Advisement Software Review Committee reviewed various software options, will enable students to more independently monitor their academic progress. It will also empower faculty and program directors to identify and assist at-risk students more timely. The College is confident that once Degree Works is fully implemented, it will greatly improve academic advisement. In the meantime, the College is in the process of incorporating institution-specific information about its academic programs and required curriculum into the software, a task the College should complete by the end of Fall 2017. Prior to rolling out Degree Works college-wide, a team of staff and faculty, who indicated interest on a survey conducted in January 2017, will be formed to train staff on how to use the software to enhance student advisement.

- **Registration.** Returning students have the option to register either in-person or online via Web Services. The popularity of online registration, however, has taken hold slowly. Via a poster and email campaign that members of the Enrollment Management Team initiated and executed in Spring 2017, however, seems to be winning some students. In Spring 2017, for example, enrolled students without registration restrictions (e.g., academic probation) were permitted to use Web Services to register online at least two months in advance for Summer 2017 and Fall 2017 classes. As presented in Table 2 on page 29, 74% of the students registered online in AY 2018 for Fall (to date) as compared to only 53% who did so in AY 2017 for Fall. This data shows that online enrollment for returning students is becoming much more popular at Essex County College. To encourage this trend, “How to Use Web Services” workshops will be offered to the general student body to encourage more students to use the web registration system throughout AY 2018.
- **Mathematics Remediation Program.** The majority of students who enter Essex County College (i.e., nearly 80%) place into developmental mathematics courses based on scores they earn on the required Accuplacer Computation and Algebra placement tests. Consequently, it is essential that the remedial mathematics program is efficacious in order to maximize content learning to build a solid mathematical foundation useful in other program-required courses. In Fall 2016, at the request of the Acting President and the Cabinet, faculty from the Mathematics Department in the Division of Mathematics

**Table 2: Percentage of Returning Students Using Web Registration versus In-Person Registration**

Academic Year	Summer II		Fall		Spring		Summer I	
	WEB	Non-Web	WEB	Non-Web	WEB	Non-Web	WEB	Non-Web
2016	1,042 (60%)	702 (40%)	5,896 (54%)	4,997 (46%)	5,321 (56%)	4,265 (44%)	1,581 (56%)	1,251 (44%)
2017	882 (57%)	658 (43%)	5,101 (53%)	4,499 (47%)	4,921 (57%)	3,647 (43%)	1,823 (64%)	1,025 (36%)
2018	945 (57%)	719 (43%)	5,107 (74%)	1,787 (26%)				

Source: BANNER Report

& Physics wrote a white paper on the developmental mathematics program’s history with quantitative results that analyzed the developmental mathematics program in a report entitled *Developmental Math Education at Essex County College* (see Appendix J), which is available on the College’s SharePoint site. One initiative recently undertaken, described, and analyzed in this report is the redesign of the required tutorial courses, which were originally implemented to improve student mastery of content delivered in associated lecture-based courses. The developmental mathematics courses, which are paired as lecture-based and tutorial co-requisites include MTH 086 Introductory Algebra (Lecture-Based), MTH 086T Introductory Algebra (Tutorial), MTH 092 Elementary Algebra (Lecture-Based), and MTH 092T Elementary Algebra (Tutorial).

The tutorial classes are held in a computer lab and afford developmental mathematics students the opportunity to complete assigned online homework or custom-designed tutorial problem sets with the assistance of tutors as necessary or even to view content-related instructional videos. Preliminary results of these tutorial courses are promising, but need to be further studied, which will occur in AY 2018. In the interim, it is noteworthy that the majority (75%) of tutorial students who responded to a survey administered in Spring 2017 indicated that the tutorial classes were useful in helping them learn mathematics, and 81% rated their overall experience in the classes as excellent or good.

**Strategic Enrollment Intelligence.** Enrollment management is not static. Rather, it is a dynamic endeavor. Consequently, it is crucial that accurate and convenient access is afforded to pertinent enrollment management-related data. The Dean of Students, the Office of Institutional Planning and Assessment, and Information Technology began collaborating in AY 2018 to identify Key Performance Indicators (KPIs) that will be accessible via a user-friendly dashboard located on the College’s SharePoint site by Spring 2018.

One KPI data point that will be included on the dashboard, for example, is enrollment-pipeline yields. These yields comprise of identifying a semester-specific cohort of applicants and calculating the percentage of the cohort that is placement tested and the percentage of the cohort that subsequently register for classes. 2016 and 2017 enrollment-pipeline yields are compared in Table 3 below. Despite the Office of Recruitment and the Office of New Student Advisement conducting more aggressive email and phone call outreach to encourage students to register to take the placement test and make academic advisement appointments in 2017, the percentage of cohort students placement tested and registered decreased. An assessment study has been undertaken, but not yet completed, to determine: 1) whether the reduced number of placement tested students was due to more college-ready students or transfer students entering the College in 2017; and 2) the reasons why fewer students registered.

**Table 3: Comparison of Enrollment Pipeline Yields  
(January 2016 – August 2016 versus January 2017 – August 2017)**

	Jan. 1 – Aug. 31, 2016	%	Jan. 1 – Aug. 15, 2017	%
Total # of Applicants	8,184	100%	7,171	100%
Total # Placement Tested	4,385	54%	2,925	41%
Total # Registered	2,752	34%	1,782	25%

*Source: BANNER Report*

Other relevant enrollment management-related KPIs that will be on the SharePoint dashboard will include, but not be limited to, enrollment trend data, program-specific enrollment numbers and retention and graduation rates, recruitment pool local high school graduation numbers, and feeder school penetration rates. Collectively, this information will better inform enrollment management strategies. It will also be valuable to assist the College to make timely, informed, and data-driven decisions regarding critical adjustments needed to keep the active Enrollment Management Plan relevant and responsive to institutional needs. This will, in turn, ensure that sustainable and responsible enrollment management becomes routine at Essex County College.

## V. CONCLUDING REMARKS: VIABLE AND SUSTAINABLE MEASURES ESTABLISHED FOR CONTINUED INSTITUTIONAL COMPLIANCE

Since Essex County College submitted its September 1, 2016 Monitoring Report and hosted the Small Team Visit on September 29 – 30, 2016, it has thoroughly taken to heart the Team’s requirements to put in place improvements related to aspects of Standard 3: Institutional Resources, Standard 4: Leadership and Governance, and Standard 8: Student Admissions and Retention that are viable *and* sustainable. The College is confident that the evidence included in this monitoring report for the aforementioned standards supports our contention that Essex County College is in full compliance with the *Characteristics of Excellence* upon which this monitoring report is based.

Essex County College continues to demonstrate its resilience and resourcefulness as it rededicates itself to improving operational efficiency and effectiveness to optimally support its mission and values. Moreover, in collaboration with its administration, faculty, staff, and students, the College continues to work collectively toward its shared vision by establishing viable and sustainable measures to ensure institutional relapse prevention and its continued well-being as noted below.

### Standard 3: Institutional Resources

- Executing procedures contained in documents that govern institutional controls consistently
- Monitoring “Annual Finance Calendar,” which is reviewed and updated weekly, for Fall 2017
- Submitting monthly *Financial Summary Reports* to the Cabinet and to the Board’s Finance Committee
- Submitting quarterly *Expenditure Reports* of checks to the Board’s Finance Committee
- Using the *Purchase Requisition Exception Report* to discover and correct errors, inconsistencies, or violations of policies and procedures in a timely manner
- Developing a *Budget Analysis Report* (FY 2018 – FY 2020) to identify solutions and strategies for the College to increase revenues and decrease expenses to ensure its financial sustainability, in addition to growing its fund balance and improving its cash flow

One critical item listed above, for example, which will be given particular attention in AY 2018 is the *Financial Summary*, completed monthly, and shared with the Cabinet and the Board’s Finance Committee. Currently and while the CFO position is vacant, the Finance Department generates *Financial Summary* reports. The College projects having a CFO in place by October 2017 (see Table 4, p. 33). Once the CFO is hired, preparing, analyzing, and submitting *Financial*

*Summary* reports will be his/her responsibility to ensure the College is meeting its revenue targets, which permits the College to adjust its expenses accordingly.

#### **Standard 4: Leadership and Governance**

- Ensuring and documenting that the Board of Trustees acknowledge receipt of the Conflict of Interest Policy
- Providing in-service training to Board of Trustee members on the Conflict of Interest Policy and developing a mechanism to document that training occurred
- Establishing a calendar for annual review of Board Policies
- Demonstrating consistent examples of Board of Trustee members recusals
- Developing an annual schedule for conducting Board Self-Assessment and corrective actions taken afterwards
- Developing Board Policies (e.g., Presidential Evaluation) as the need arises
- Conducting the President’s Evaluation annually

One critical item listed above, for example, which will be given attention in AY 2018 is Board Counsel conducting in-service training on the Conflict of Interest Policy. It is essential that new and veteran Board members are trained or remain current regarding the Conflict of Interest Policy. The College’s General Counsel will develop an in-service training module where Board Counsel can monitor the number of Trustee members who have undergone training. Since the Board Counsel recently conducted in-service training during the week of August 14, 2017 (with another in-service projected for September 2017), the results obtained from conducting these in-service trainings will determine whether Board members are remaining current regarding the policy or whether they will require “booster sessions”.

#### **Standard 8: Student Admissions and Retention**

- Incorporating measurable enrollment management-related goals into the 2018 – 2022 Strategic Plan Directives
- Conducting ongoing assessments (inclusive of quantitative data) of the Mathematics, English, and Reading Remedial Programs
- Developing a calendar/timeline for various activities specific to admissions, retention, remediation, and related services
- Using EMSI Economic Impact Study data to measure the effectiveness of current educational programs and modify these programs according to economic trends

Two critical items listed above, for example, will be given attention in AY 2018. The first critical area is developing an enrollment management plan evaluation schedule that will thoroughly review various aspects of enrollment such as college website inquiries, placement test numbers and results. The second critical area will be student success in the developmental Mathematics, English, and Reading programs to determine their effectiveness. Depending on the specific area of evaluation, data will be gathered at various appropriate points in Spring 2018.

**Additional Measures to Strengthen College Compliance**

In addition to the aforementioned viable and sustainable strategies the College will implement to ensure compliance, it has also compiled and prioritized a detailed list of various tasks or “safeguards” that should also strengthen the College’s compliance with Standards 3, 4, and 8. Examples of such tasks (accompanied by a projected timeline) are listed in Table 4 below.

**Table 4: Standard-Specific Tasks with Projected Timeline for Completion**

Tasks	Projected Timeline for Task Completion
<b>Standard 3: Institutional Resources</b>	
Fill the following critical positions: <ul style="list-style-type: none"> <li>• 1 Comptroller/Chief Finance Officer (CFO)</li> <li>• 1 Deputy Chief Financial Officer (DCFO)</li> </ul>	by October 2017  by October 2017
<b>Standard 4: Leadership and Governance</b>	
Fill the following critical positions: <ul style="list-style-type: none"> <li>• 1 Chief of Staff</li> <li>• 1 Chief Compliance Officer</li> </ul>	by October 2017  by October 2017
<b>Standard 8: Student Admissions and Retention</b>	
Fill the following critical position: <ul style="list-style-type: none"> <li>• 1 Executive Director of Enrollment Management</li> </ul>	by October 2017

## APPENDIX A

Board Resolutions – Appointment: Interim President 4-10/05-2017 and  
Appointment: New President 4-11/05-2017



## BOARD OF TRUSTEES REQUEST FOR BOARD ACTION

Subject:		Appointment: Interim President
Contact:	Bibi Taylor, Chairperson, Essex County College Board of Trustees	
Meeting Date:		May 16, 2017
Agenda Item No.:		4-10/05-2017

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the appointment of Dr. Anthony E. Munroe as Interim President of Essex County College, effective May 16, 2017 to May 31, 2017, in accordance with the terms and conditions of the Managerial Executive/Confidential Employee Individual Employment Contract.

**BACKGROUND AND RATIONALE:** It is recommended that Dr. Anthony E. Munroe be appointed Interim President of Essex County College. He will replace Dr. A. Zachary Yamba who leaves as Acting President of Essex County College.

Dr. Munroe holds a Bachelor's degree in Liberal Arts from Regents College, a Master's degree in Business Administration from Northwestern University, Kellogg Graduate School of Management, and a Master's degree in Health Policy and Management from Columbia University, Mailman School of Public Health. He earned an Educational Doctorate at Columbia University, Teachers College in Education – Health Education.

**DEGREE/CERTIFICATION QUALIFICATIONS (DOCTORATE DEGREE REQUIRED)**

<u>Degree or Certification</u>	<u>Date</u> <u>Awarded</u>	<u>Institution Name, Location</u>	<u>Major Area of Study</u>
Doctor of Education	2007	Columbia University New York City, NY	Health Education
Master of Public Health	2003	Columbia University New York City, NY	Health Policy and Management
Master of Business Administration	2001	Northwestern University Evanston, IL	Business Administration
Bachelor of Science	1996	Regents College – The University of the State of New York Albany, NY	Liberal Arts





## BOARD OF TRUSTEES REQUEST FOR BOARD ACTION

Subject:	Appointment: New President - Essex County College
Contact:	Bibi Taylor, Chairperson, Essex County College Board of Trustees
Meeting Date:	May 16, 2017
Agenda Item No.:	4-11/05-2017

**RECOMMENDATION:** It is recommended that the Board of Trustees approve the appointment of Dr. Anthony E. Munroe to President of Essex County College.

**BACKGROUND AND RATIONALE:** The Board of Trustees has conducted a nationwide search for a new President of Essex County College; and Dr. Anthony E. Munroe has excellent academic and administrative credentials and exceeds the criteria established by the Board of Trustees in its search; and the Board of Trustees is desirous of employing Dr. Anthony E. Munroe, effective June 1, 2017, as the next President of Essex County College; and Dr. Munroe has expressed his willingness to be the next President of Essex County College; and Dr. Anthony E. Munroe has been appointed Interim President of Essex County College, effective May 16, 2017.

**FISCAL NOTES:** The recommended salary is included in the College's annual salary budget.

**RESOLUTION: NOW THEREFORE, BE IT RESOLVED** that the Board of Trustees of Essex County College does hereby appoint Dr. Anthony E. Munroe to the position of President of Essex County College, effective June 1, 2017 in accordance with the terms and conditions of his confidential contract of employment.

EXECUTIVE RESPONSIBLE FOR RECOMMENDATION Mrs. Bibi Taylor Chairperson, Board of Trustees	FINAL DISPOSITION  Approved by Board of Trustees
BOARD APPROVAL DATE May 16, 2017	

**PREVIOUSLY HELD POSITIONS (LAST TEN YEARS):**

<b>From - To</b>	<b>Position Title</b>	<b>Institution Name</b>	<b>City, State</b>
2016 - 2017	Visiting Assistant Professor/Professional Lecturer	DePaul University	Chicago, IL
2011 - 2015	President	Malcolm X College, The City Colleges of Chicago	Chicago, IL
2009 - 2010	Associate Vice President, Health System Affairs and Associate Dean, Clinical Network Operations	Ross University School of Medicine	North Brunswick, NJ
2007 - 2009 2010 - 2011	President	Munroe Management Group	Chicago, IL
2005 - 2007	President	Advocate Trinity Hospital	Chicago, IL

**FISCAL NOTES:** The recommended salary is comprehended within the College's annual salary budget.

**RESOLUTION:** The Board of Trustees of Essex County College approves the appointment of Dr. Anthony E. Munroe as Interim President of Essex County College, effective May 16, 2017, in accordance with the terms and conditions of the Managerial Executive/Confidential Employee Individual Employment Contract.

EXECUTIVE RESPONSIBLE FOR RECOMMENDATION Mrs. Bibi Taylor Chairperson, Board of Trustees	FINAL DISPOSITION  / Approved by Board of Trustees
BOARD APPROVAL DATE May 16, 2017	

## APPENDIX B

### RPA, Inc.'s Final Report on the President Search



TO: Bibi Taylor, Chair of the Board of Trustees  
Essex County College

FROM: Richard Allen, President  
Isaac Karaffa, Search Manager  
RPA Inc.

SUBJECT: Presidential Search Progress Report

**Date: May 30, 2017**  
**Final Report**

Congratulations on securing Dr. Tony Munroe as your next President! We thank you for all the hard work you have put into this process and for your dedication and commitment to the College. We wish you, Tony, and the College success in the future!

To help bring the search to a successful close, RPA Inc.:

- Conducted an on-site position assessment on December 13, 2016.
- Provided a detailed schedule for the search.
- Developed and received approval of ad and prospectus language for the announcement of the Opportunity
- Prepared and posted advertisements at:
  - The Chronicle of Higher Education online
  - Community College Week online
  - Diverse Issues in Higher Education
  - Higher Ed Jobs online
  - Hispanic Outlook in Higher Education online
  - Inside Higher Education online
  - INSIGHT Into Higher Education
  - LinkedIn
  - RPA Inc.'s website
- Set up an online EEO/AA survey, conforming to federal standards, to collect information on ethnicity, gender, and other characteristics of applicants for the position.
- Sent **three** broadcast emails to more than **24,000** professionals across the U.S. announcing the opportunity, seeking candidates, and soliciting nominations for the position.
- Made more than **500** networking connections with individuals through personal emails and/or phone calls to discuss the opportunity confidentially and in further detail.
- Received, processed, and acknowledged cover letters and resumes from **161** candidates from **31** states, Washington D.C., Canada, and India.
- Elicited the nominations of **63** individuals.
- Conducted prequalifying phone interviews with **19** candidates.
- Placed all candidate materials on a secure website and provided the login information to the Search Committee.
- Attended an on-site meeting with the Search Committee on March 6, 2017, during which the Committee discussed **24** candidates, **eight** of whom were chosen to take part in a video-interview

with Richard Allen. (Two of the eight invited to participate in video-interviews withdrew their names from consideration – one prior to the video-interview, the other following the interview.)

- Notified all other candidates that they were not invited for interviews at that time.
- Conducted interviews with **seven** semifinal candidates via videoconference.
- Conducted initial reference work on the semifinal candidates.
- Initiated background checks on semifinalist candidates.
- Received and processed “homework assignments” from the semifinal candidates and shared them with the Committee.
- Attended a conference call with the Search Committee, during which **five** candidates were selected to interview with the Committee face-to-face at a neutral site.
- Notified the **three** finalist candidates that they were selected for on-campus interviews.
- Notified the other candidates that they were not moving forward at that time.
- Conducted additional reference checks on finalists. (In total, RPA Inc. conducted 41 reference checks.)
- Developed a Dropbox folder for Trustees that included candidate application material and campus feedback survey results.
- Notified all candidates of the successful outcome of the search and thanked them for their participation.

### **Advertising Effectiveness**

As you know, we set up an online EEO survey, conforming to federal standards, to collect information regarding the characteristics of applicants for the position. Participation in the survey was voluntary. In one section of the EEO survey, respondents were given an opportunity to identify how they found out about the position. Fifty-one candidates completed the survey.

54.9% of applicants who responded applied after notification from RPA Inc.

25.49% cited the HigherEdJobs.com.

15.69% noted seeing the ad on the Chronicle of Higher Education website.

13.73% heard about the opportunity from a colleague.

3.92% indicated seeing the ad on the Essex County College website.

1.96% cited the Diverse Issues in Higher Education website.

1.96% heard about the opportunity through the Higher Education Recruitment Consortium (HERC).

1.96% indicated seeing the position was open through newspaper articles.

The total adds up to over 100% because respondents had the ability to indicate more than one advertising venue.

### **Characteristics of the Candidate Pool**

To assure that required demographic information was obtained, RPA Inc. created an online survey and requested candidates to anonymously enter their information.

Of the 51 survey respondents, 23.53% identified as women.

The self-identified racial or ethnic makeup of respondents is:

58.82% African American/Black.

31.37% Caucasian/White.

3.92% Hispanic.

3.92% Asian.

The remaining respondents identified as two or more racial or ethnic groups.

Eight candidates self-identified as veterans of the U.S. military; two self-identified as protected veterans.

## APPENDIX C

### Essex County College Board of Trustees Composition and Abbreviated Biographical Sketches

## Essex County College Board of Trustees Composition

TRUSTEE	DATE OF APPOINTMENT
Bibi Taylor Board Chair	06/2014 County Appointee
Calvin Souder, Esq. Vice Chair	06/2014 County Appointee
Jeweline Grimes Board Secretary and Chair, Personnel Committee	03/2003 County Appointee
Thomas McDermott, Jr. Board Treasurer and Chair, Finance & Audit Committee	06/2016 Governor's Appointee
Leila Sadeghi, PhD Chair, Policy Committee	06/2016 Governor's Appointee
Safanya Searcy Chair, Educational Programs	10/2015 County Appointee
Joseph Zarra Chair, Site, Facilities & Equipment Committee	County Superintendent of Schools
Carmen T. Morales, Ed. S.	6/2017 County Appointee
Ralph Ciallella	7/2017 County Appointee
VACANT	County Appointee
VACANT	County Appointee
Tracey Latta Student representative	05/2017 Elected by the Class of 2017

**ESSEX COUNTY COLLEGE**  
**BOARD OF TRUSTEES**  
**[As of August 2017]**

**Bibi Taylor, Chairperson** – Mrs. Taylor is the Director of Finance and County Treasurer for the County of Union, New Jersey, providing executive leadership and management for the County's operating and capital budgets. Prior to joining Union County, she served as the City Administrator and Director of Finance for the City of Plainfield. A graduate of the East Orange School District, Mrs. Taylor earned a Bachelor's Degree in Political Science from the University of West Florida and a Master's Degree in Public Administration from Rutgers University. Mrs. Taylor was awarded the E. Drexel Godfrey, Jr. Award for Academic Excellence and duly initiated into Pi Alpha Alpha, the National Honor Society for Public Affairs and Administration. Mrs. Taylor joined the Essex County College Board in 2015.

**Calvin W. Souder, Esq., Vice Chair** – Mr. Souder is a graduate of Seton Hall University Law School where he earned a Doctor of Law (JD) degree in 2007. He has a Bachelor of Arts degree from the College of the Holy Cross. Mr. Souder was an Associate at Patton Boggs, LLP, in Newark, New Jersey, where his Federal and State court practice included toxic torts, environmental and energy as well as white-collar issues. Previously, Mr. Souder was a Law Clerk for Susan D. Wigenton, U.S.D.J. in the United States District Court, District of New Jersey. He is a Young Professionals Board member for NJLEEP, a 2011 Leadership New Jersey Fellow and a Trustee Ambassador for NJ Council of Community Colleges. He is also an American Heart Association Northern NJ Luncheon Committee member. Mr. Souder joined the Essex County College Board in 2010.

**Jewelene Grimes, Secretary** – Mrs. Grimes, a resident of East Orange, is an alumna of Essex County College. She is a former community outreach coordinator for East Orange General Hospital and a former member of the East Orange Board of Education. Mrs. Grimes joined the Essex County College Board in 2003.

**Thomas F. McDermott, Jr., Treasurer** – Appointed by the governor in June 2016 to the Essex County College Board of Trustees, Thomas C. McDermott, Jr. is Vice President of Sales and Marketing for the Midland Steel Corp., Bronx, New York. Mr. McDermott served for more than a decade on the Millburn Township Committee, six of those years as Mayor. He is an honorary member of the Paper Mill Playhouse Board of Trustees. Mr. McDermott is a graduate of Lynchburg College, earning his Bachelor's degree in Political Science/History. He has also studied Finance at both Yale and the University of New Haven.

**Ralph J. Ciallella** – Mr. Ciallella recently retired after serving 14 years in the Essex County Administrator's Office, the past six as County Administrator. Before becoming the County Administrator, he served as Deputy County Administrator. Mr. Ciallella previously was Deputy Director for Newark's North Ward Center, Inc. He is a graduate of William Paterson College (now University) where he earned his Bachelor's degree in Business Administration, Economics and Accounting. Mr. Ciallella joined the Essex County College Board in July of 2017.



**Carmen Morales, Ed.S.** – Ms. Morales serves as Vice Principal at the Newark Tech Campus of the Essex County Vocational Technical Schools, a position she has held the past three years. She previously served as an elementary school assistant principal in the Belleville school district. Ms. Morales earned her undergraduate degree from Montclair State University and a Master's degree in Administrative Science from Fairleigh Dickinson University. She also earned an Ed.S. in the Educational Specialist in Education Leadership Management and Policy program from Seton Hall University. Ms. Morales joined the Essex County College Board in June of 2017.

**Leila Sadeghi, Ph.D.** – A June 2016 gubernatorial appointee to the Essex County College Board, Dr. Sadeghi is the executive director of the Guarini Institute for Government and Leadership at Saint Peter's University in Jersey City, New Jersey. Prior to that appointment, Dr. Sadeghi served as the chair of the Department of Educational Leadership at Kean University, where she oversaw graduate programs in education. She earned her Bachelor's degree from California State University- Dominguez Hills, a Master's degree in education administration from Saint Peter's University, and a Doctorate degree in urban education policy from Rutgers University—Newark.

**Safanya Searcy** – Ms. Searcy is a Political Capacity Coordinator at the Service Employees International Union (SEIU) since 2013, working with the Property Services Division on the strategic development and implementation of political programs around the country. She has previously served as a Political Organizer (Massachusetts Division) for the I199SEIU United Healthcare Workers East; as a Community Organizer for Service Employees International Union/Massuniting; and as a Program Analyst in the Department of Citizen Services with the County of Essex, New Jersey. Ms. Searcy is a current member of the Workforce Investment Board, City of Newark, and its Welfare-to-Work Committee. Ms. Searcy also serves as the Chair of the Program Committee of Emerge New Jersey, the premier training program for Democratic women leaders. Ms. Searcy joined the Essex County College Board in October 2015.

**Joseph Zarra** – Mr. Zarra has served as the Essex County Superintendent of Schools since his appointment in 2013. He was a Nutley educator for 30 years, and held the position of Nutley Superintendent of Schools for the seven years preceding his retirement in 2011. After leaving Nutley schools, Zarra was a Kean University adjunct professor and also worked at Bloomfield College. Prior to attaining his new position, he was interim assistant superintendent for Essex County vocational technical schools. Mr. Zarra joined the Essex County College Board in 2013.

**Tracey A. Latta** – Ms. Latta serves as Student Representative (1-year term) on the Trustee Board. A 2017 graduate of Essex County College with an Associate in Science in Paralegal Studies, she was elected to the Board by her fellow graduates. Ms. Latta is also a Certified Social Worker.

APPENDIX D

Board Resolution – Board Policy on President’s Performance Evaluation  
7-15/2017



## BOARD OF TRUSTEES REQUEST FOR BOARD ACTION

Subject:	Adoption of Board Policy on President's Performance Evaluation
Contact:	Joy B. Tolliver, Esq., General Counsel
Meeting Date:	May 16, 2017
Agenda Item No.:	7-15/2017

**RESOLUTION:** The Board of Trustees of Essex County College adopts the following policy for inclusion in the Board Policy Manual, effective immediately.

### **Evaluation of College President**

#### **President's Performance Evaluation – Description**

Performance appraisal and evaluation is deemed an inherent function and responsibility of the College's Administration, with review by the Board of Trustees. Consistent with the College's commitment to ensure that all employees are evaluated and properly positioned for success, and to serve the best interests of the Institution, the evaluation of the President is conducted by the College's Board of Trustees. The performance evaluation process is required as an official record and guides the College in decisions regarding retention, reappointment, promotion, tenure, and dismissal. It has an equal goal in assisting employees in the improvement of their performance.

The President's evaluation is a process whereby the Board shall communicate what is expected from the role of President, provide feedback as to the President's current performance, discuss areas that may be in need of improvement, and discuss matters related to the President's employment that the President wishes to discuss.

The President is evaluated annually by the Board of Trustees in accordance with evaluation procedures. All evaluation materials are stored within the Office of the General Counsel.

The evaluation of the President is conducted annually by the Personnel Committee of the College's Board of Trustees.

- May: Summary Evaluation, which will be presented at the June Meeting.

The Personnel Committee of the Board of Trustees shall complete the prior year Summary Evaluation based on:

- Self - evaluation from President (derived from previous year's agreed upon goals) and includes suggested President's goals and institutional goals for the coming year; and



- Completed performance appraisal rating forms from Board of Trustees

The Summary Evaluation consists of written responses to questions developed by the Board of Trustees, which may include the following:

- Since the beginning of the President’s tenure at Essex until the present, what has the President contributed to the academic, financial, and cultural well-being of Essex County College?
- What are the President’s strengths? What are the President’s weaknesses? Identify ways to improve weaknesses.
- What is your general assessment of the President’s performance, including the most recent year?

The Board of Trustees shares the Summary Evaluation in a meeting with the President. The outcomes of the meeting include:

- Majority agreement on Summary Evaluation
- Majority agreement on President’s goals for coming year
- Majority agreement on institutional goals for coming year
- Majority agreement on President’s remuneration package for the upcoming year

The Personnel Committee then makes a recommendation to the Board of Trustees with respect to the President’s goals for the upcoming year at the next regularly scheduled meeting of the Board of Trustees.

- January: Mid-year Summary of Goals

A mid-year summary of the status of progress on the President’s goals is prepared by the President and shared with the Personnel Committee.

- May: Summary Evaluation

Performance evaluation cycle continues.

EXECUTIVE RESPONSIBLE FOR RECOMMENDATION Dr. A. Zachary Yamba	FINAL DISPOSITION <i>Approved by Board of Trustees</i>
BOARD APPROVAL DATE May 16, 2017	

## APPENDIX E

### Sample of Association of Community College Trustees (ACCT) Presidential Evaluation Tool

Sample Evaluation Instrument  
For Discussion with ACCT  
Not for further distribution

**PRESIDENTIAL PERFORMANCE APPRAISAL**

Please rate the President in the following key functional areas.

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;

4 = exceeds some expectations; 5 = significantly exceeds expectations; DK = Don't Know

Please provide comments to improve the performance of the President in specific functions of the job.

*Appropriate questions will be designed for each category taking into account the tenure of the President, priorities previously established by the Board and Institutional needs and concerns. ACCT recommends that the performance appraisal instrument be designed with input from the Board and President.*

<b>Institutional Performance</b>	1	2	3	4	5	DK
• (Sample) Provides effective leadership in establishing and maintaining excellent student services						
• (Sample) Provides effective leadership for maintenance and upgrade of the physical plant						
• (Sample) Is creative and innovative in solving problems and dealing with crisis						
• Stays current with trends, information, legislation, and other movements pertinent to the College's future						
• Media relations						
• Personnel policies and procedures						
• Gives recognition due to staff						
• Ensure excellence and quality						
• Access to higher education						
• Technology						

**COMMENTS:**

<b>Institutional Leadership</b>	1	2	3	4	5	DK
• (Sample) Is informed about developments in education, and particularly community colleges						
• (Sample) Provides leadership for the professional development of staff, and maintains her own professional development						
• College operations						
• Vision						
• Problems and issues						
• Student involvement						
• Excellence						
• Technology resources						
• Inclusiveness						
• Strategic plan						
• Budget						

Sample Evaluation Instrument  
For Discussion with ACCT  
Not for further distribution

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**COMMENTS:**

External Relations	1	2	3	4	5	DK
• (Sample) Relationships with the news media and other public relations vehicles within the community						
• (Sample) Encourages involvement from and respects all constituencies and gives their issues fair consideration						
• College image						
• Community partners						
• Federal and state level						
• Trends and impact on the college						
• Visibility						
• Leader						

**COMMENTS:**

Budgetary/Fiscal Management	1	2	3	4	5	DK
• (Sample) Fiscal management						
• (Sample) Develops and support appropriate strategies of attracting funds to the institution						
• Financial needs						
• Ends statements, strategic initiatives						

**COMMENTS:**

Personal Qualities	1	2	3	4	5	DK
• (Sample) Exercises good judgment in dealing with sensitive issues between people and groups						
• (Sample) Is well-organized and efficient in accomplishment of objectives						
• Remake decisions						
• Respect						
• Conflict						
• Sensitive to differing needs						
• High standards						
• Professional						
• Enthusiasm						
• Creative						

Sample Evaluation Instrument  
 For Discussion with ACCT  
 Not for further distribution

**COMMENTS:**

<b>Relations with Governing Board</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>DK</b>
• (Sample) Offers professional advice to the board on items requiring board action, with recommendations based on thorough student and analysis and sound educational principles; marshalling as many staff and external points of view, issues, and options as needed for fully informed Board decisions						
• Governance policies						
• Constructive criticism						
• Communicates						
• Reports to the Board						
• Prepares for meetings						
• Keeps the Board informed						
• Dealing with the Board as a whole						
• Provides effective support						

**COMMENTS:**

<b>Specific Performance Goals</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>DK</b>
• (Sample) Comprehensive diversity policy and plan developed with specific action recommended.						
• Major Gifts Campaign						
• Facility planned and Moving Forward.						

**COMMENTS:**

<b>What initiatives/projects should the President focus on over the next year?</b>



## APPENDIX F

Board Resolution – BP 1-4 Code of Ethics/Conflict of Interest Board Policy



## BOARD OF TRUSTEES

### Request for Board Action

Subject:	Code of Ethics/Conflict of Interest Board Policy
Contact:	Dr. A. Zachary Yamba
Meeting Date:	January 17, 2017
Agenda Item No.:	7-3/01-2017

**WHEREAS**, Essex County College is accredited by the Middle States Commission (“Middle States Commission”) on Higher Education; and

**WHEREAS**, the Middle States Commission requires that member institutions adopt and implement an effective Code of Ethics/Conflict of Interest Policy; and

**WHEREAS**, the New Jersey Legislature passed a Uniform Ethics Act (N.J.S.A. 52:13D-12, et seq.) upon finding, among other things, that “it is essential that the conduct of public officials and employees shall hold the respect and confidence of the people. Public officials must, therefore, avoid conduct which is in violation of their public trust or which creates a justifiable impression among the public that such trust is being violated.”; and

**WHEREAS**, consistent with the Uniform Ethics Act, the New Jersey Administrative Code (N.J.A.C. 9A:3-1.1) requires that county colleges develop a code of ethics consistent with the Local Government Ethics Law, establishing guidelines and standards of ethical behavior in order to ensure the public’s confidence in the conduct of business and operations of the institution;

**NOW THEREFORE, BE IT RESOLVED** that the Essex County College Board of Trustees approves and adopts Code of Ethics/Conflict of Interest Board Policy BP 1-4.

EXECUTIVE RESPONSIBLE FOR RECOMMENDATION <p style="text-align: center;">Dr. A. Zachary Yamba</p>	FINAL DISPOSITION <p style="text-align: center;"><i>[Handwritten Signature]</i> Board of Trustees</p>
BOARD APPROVAL DATE <p style="text-align: center;">January 17, 2017</p>	

## APPENDIX G

Board Resolution – Acceptance of Funds: Consolidated Adult Basic Skills and  
Integrated English Literacy and Civics Education Grant

7-4/08-2017

## BOARD OF TRUSTEES

### REQUEST FOR BOARD ACTION

Subject:	Acceptance of Funds - Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Grant
Contact:	Dr. Elvira Vieira Dean, Community, Continuing Education and Workforce Development
Meeting Date:	August 2, 2017
Agenda Item No.:	07-4/08-2017

**RECOMMENDATION:** It is recommended that the Board of Trustees approves the application to apply for \$1,672,490 from the New Jersey Department of Labor and Workforce Development for the Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Grant to provide adult basic education and literacy programs to the residents of Essex County.

**BACKGROUND AND RATIONALE:** Essex County College’s Adult Learning Center responded to a Notice of Grant Opportunity from the New Jersey Department of Labor and Workforce Development to submit a continuation proposal to provide adult basic skills education and literacy programs to the residents of Essex County. The Adult Learning Center has served as the lead agency for its eight (8) partners: Jewish Vocational Service Metro West, East Orange Board of Education/ Fresh Start Academy High School, Essex County Vocational Technical High School, FOCUS Hispanic Center, La Casa de Don Pedro, Literacy Volunteers of America, New Community Corporation, and 1199 SEIU Training and Employment Funds for the past ten years providing adult basic education and literacy programs to our county residents. Acceptance of this grant would allow for the continuance of delivery of these educational services.

**FISCAL NOTES:** The grant amount is \$1,672,490 for FY 2018. The amount allocated per consortium partner is:

Consortium Partner	Agency
Essex County College ( Lead Agency)	\$448,000
Jewish Vocational Services	\$244,000
East Orange Board of Education/ Fresh Start Academy High School	\$70,000
Essex County Vocational Technical High School	\$100,000
FOCUS Hispanic Center for Comm. Development	\$136,000
La Casa de Don Pedro	\$156,000
Literacy Volunteers of America	\$122,000
New Community Corporation	\$256,000
1199 SEIU Training and Employment Funds	\$96,000
Professional Development Costs	\$16,280
Lead Agency Fees	\$28,210
<b>Total</b>	<b>\$1,672,490</b>

**RESOLUTION:** The Board of Trustees of Essex County College approves the application to apply for \$1,672,490 from the New Jersey Department of Labor and Workforce Development for the Consolidated Adult Basic Skills and Integrated English Literacy and Civics Education Grant to provide adult basic education and literacy programs to the residents of Essex County.

EXECUTIVE RESPONSIBLE FOR RECOMMENDATION <p style="text-align: center;"><b>Dr. Anthony Munroe, President</b></p>	FINAL DISPOSITION <p style="text-align: center; color: red; font-weight: bold;">/ Approved by Board of Trustees</p>
BOARD APPROVAL DATE <p style="text-align: center;">AUGUST 2, 2017</p>	

## APPENDIX H

### Enrollment Management Plan (AY 2017 – AY 2020)



# Essex County College

## Enrollment Management Plan Academic Years 2017-2020



## Preface

Don Hossler, John P. Bean, and colleagues defined *enrollment management* as "an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrollments, student persistence, and student outcomes from college" (p. 5). Enrollment management is an open-systems and synergistic organizational approach that fosters an organizational atmosphere that makes reporting relationships among student-service units more transparent. It also fosters an environment where offices and divisions work collaboratively to enhance the quality of the student experience, thus facilitating the strategic management of enrollments.

This Enrollment Management Plan endeavors to operationalize aforementioned components of this definition.

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## **Executive Summary**

Like other New Jersey community colleges Essex County College has experienced a decline enrollment. Since the Fall 2012, enrollment has declined from a Fall 2012 headcount of 12,532 to a headcount in Fall 2016 of 10,954. External factors such as lower unemployment rate, increase competition from four year colleges and universities and proprietary schools and smaller graduating classes in local high schools all contribute to this current state of declining enrollment. Internal factors such as a leadership issues and gaps in the college organizational structure also contributed to the declining enrollment trend.

Beginning in the Fall 2016, the College reorganized its leadership structure. This reorganization included a Dean of Student Affairs who, in November 2016, assembled an Enrollment Management Team to address enrollment issues and formulate strategies to improve enrollment. Progress was slow because many on the EMT lacked broad-based enrollment management expertise. The College realized the need to hire a consultant to identify and recommend strategies to address enrollment deficiencies. In February 2017, the College's Board of Trustee approved the Cabinet's recommendation to hire a consultant.

On March 22-23, 2017, a comprehensive audit was conducted by the consultant of the college enrollment services. Numerous faculty and staff at various levels of the college were interviewed and enrollment data was collected and analyzed by the consultant. On April 7, 2017, the results of the enrollment audit along with recommend strategies were presented to the college community. These results and recommendations were accepted by the College and incorporated into this Enrollment Management Plan.

The Enrollment Management Plan is anchored by three overarching goals and five strategic goals developed from the finds of the audit which directly impact enrollment services at the college. Short term goals are included in this plan to address immediate enrollment deficiencies and long term plan incorporate the consultant's recommended strategies to achieve viability sustainability. This plan also includes measureable goals and evaluation schedule to assess the progress toward the achievement of its long and short term goals. The entire enrollment management plan will be annually assessed to ensure its fits the enrollment management needs of the college.

## **Background**

Essex County College is an open-door public community college that is committed to providing quality educational programs and life-long learning activities at the most affordable cost. The College is open to students with a wide variety of backgrounds and abilities. We take pride in the richness of our diversity and our nurturing atmosphere, which encourages people who otherwise might not aspire to higher education to enroll and excel. Our mission statement reads, "Essex County College is an open access community college that serves the diverse needs of students through comprehensive educational programs, training, and continuing education. We are dedicated to its mission and to academic excellence and the success of its students." This three-year Strategic Enrollment Management Plan (SEMP) is designed to continue the open access mission of our college and promote student success.

The College's 2013-18 Strategic Plan Directives did not specifically include a directive for enrollment management. With student success as always the College's primary focus, relevant element of this program will be incorporated into the College's 2018 – 2023 Strategic Plan Directives.

In September 2016, Essex County College reorganized its leadership structure to again include a Dean of Student Affairs, a position that was vacant for the previous two years. The Dean of Student Affairs was charged with reviewing all student support services related to enrollment management. In November 2016, the Dean of Student Affairs assembled an Enrollment Management Team (EMT) to review and assess the aforementioned student support services in order to determine any deficiencies in the enrollment pipeline that possibly contributed to a decline in student enrollment. Progress was slow because many on the EMT lacked broad-based enrollment management expertise.

In January 2017, the Dean of Student Affairs recommended that the College hire a third party evaluator to conduct a critical assessment of the College's enrollment system. In February 2017, the President's Cabinet approved hiring Strategic Enrollment Management (SEM) Works—a higher education enrollment consulting firm to perform a comprehensive audit of the College's enrollment services. The Board of Trustees approved the College's recommendation to hire a SEM Work in February 2017.

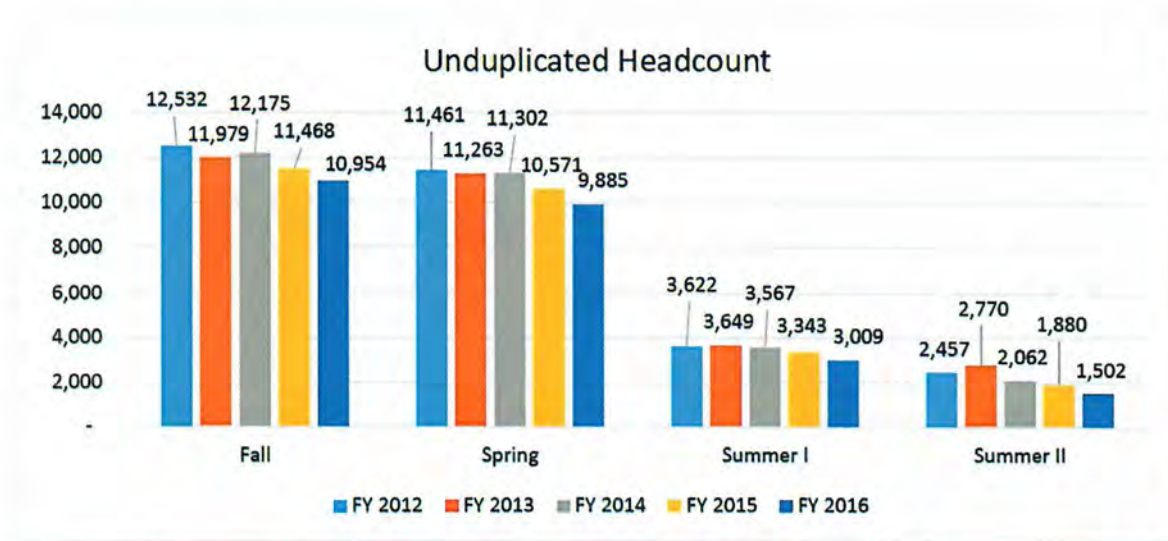
Members of the Standard 8: Student Admissions and Retention Task Force, the Enrollment Management Team, The Enrollment Management Project Sponsoring Team, faculty, staff, and students participated in interviews with the SEM Work consultant and ensured a comprehensive assessment of the College's current enrollment services. Combining the findings yielded from institutional data, faculty, staff, student interviews, and the Consultant's recommendations, the College developed this enrollment program to meet its enrollment management needs.

This Enrollment Management Program is aligned with established college policies, regulations, and procedures governing the area of Student Affairs.

### Current Enrollment Picture

#### External Challenges

Like other New Jersey community colleges Essex County College has experienced a decline enrollment. In fact, unduplicated headcount for the last five fiscal years (FY12 through FY16), has steadily decreased as illustrated below.



*Image Source: Essex County College SEM Plan*

Several reasons contributed to this decline in enrollment including, but not limited to, a decline in the number of high school graduates, competition from neighboring institutions of high education within the recruitment target area, and improved working/job opportunities. In his February 2017 report to the Board of Trustees, the College President noted that “Enrollment continues its downward trend at Essex County College and other community colleges around the state. Recent data have indicated a statistically significant correlation between unemployment rates and community college enrollment numbers, leading to the conclusion that the unemployment rate is one of the most significant indicators of community college enrollments. When unemployment is low, workers typically choose to work instead of studying and enrollment declines. The decrease in Essex County unemployment rates and the decrease in 12th grade enrollment constitute a double jeopardy for Essex County College. Data from the Commission on Higher Education for New Jersey Community College Fall Semester Enrollment 2007 – 2016 (see Appendix B) show Essex County College with an overall decline in part-time and full-time enrollment of 12.4% over the last ten years. The average decline (for two-year colleges in New Jersey) was 3.6%. Only Morris County College (0.5%) and Raritan Valley

Community College (1.6%) show an average increase in enrollment over the past ten years.” Statistical data on New Jersey Community College Fall Semester Credit Enrollment for the past ten years (2007 – 2016) from the Commission on Higher Education, Enrollment in New Jersey Community Colleges & Universities, by level and attendance status, show that most community college enrollment peaked in the Fall 2013 with a steady decline for the past four years.

**Institutional Enrollment Data**

An examination of Essex County College’s three-year enrollment trend data and enrollment pipeline data also adds more detail to the enrollment picture as illustrated below. Both enrollment trend data and the College’s Fall 2015 and Spring 2016 enrollment pipeline data show a declines occurring in several areas, such as the number of new students entering the number of College, the number of returning students registering for classes, and leaks in the enrollment pipeline.

<b>3 Year Enrollment Trend Data</b>			
<b>New Students</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
# new	3,432	3,317	2,411
% increase/decrease over previous Fall	+17%	-3%	-27%
<b>Returning Student</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
# returning	8,037	7,637	7,185
% increase/decrease over previous Fall	-13%	-5%	-6%

Source: Banner Web Report (March 9, 2017)

<b>Enrollment Pipeline</b>	
<b>Fall 2016</b>	<b>Spring 2017</b>
6,475 students were admitted (100%)	2,348 students were admitted (100%)
4,454 of those admitted were tested (69%)	1,567 of those admitted were tested (69%)
2,348 of those admitted registered (36%)	810 of those admitted registered (35%)

Source: Banner Web Report (March 9, 2017)

Another significant factor that impacts enrollment at Essex County College is retention. According to data from the College’s 2016 Fact Book, Fall- to-Fall retention rates of first-time, full-time, degree seeking students have increased over the last five years as illustrated below.

<b>First-Time, Full-Time, Degree-Seeking (FTFTDS) Cohort</b>			
<b>Cohort</b>	<b># Who Started</b>	<b># Who Returned Next Fall</b>	<b>% Who Returned Next Fall</b>
Fall 2011	2,276	1,141	50.1%
Fall 2012	2,143	1,243	58.0%
Fall 2013	2,109	1,232	58.4%
Fall 2014	1,838	1,063	57.8%
Fall 2015	1,771	1,037	58.6%

Source: Essex County College 2016 Fact Book

As the data indicates, Essex County College must mitigate the challenges it faces. In order to develop a solution for these enrollment challenges, it was essential to assess the factors that impact enrollment.

**The Enrollment Assessment Process**

Essex County College firmly believes enrollment management strategies can be implemented to address the aforementioned internal and external challenges and improve enrollment numbers at the college. First, an Enrollment Management Team (EMT) was assembled in November 2017 to review enrollment management practices and outcomes and to develop potential strategies to reverse downward trends. Several EMT meetings took place; however, the progress was slow. Second, in order to complete a critical and thorough assessment of the College’s enrollment challenges, a third-party perspective was sought. At the January 2017 Cabinet meeting, the Dean of Student Affairs recommended hiring a consultant to provide a comprehensive assessment. In February 2017, the Cabinet recommended to the President recommended a consultant who then recommended it to the Board of Trustees. At its February 2017 meeting, the Dean of Student Affairs recommended to the Board of Trustees the hiring of the recommended, SEM Works consultant from (see Enrollment Management Program Timeline in Appendix B) which was approved.

SEM Works conducted an audit of the College’s enrollment services in March and April 2017. The audit included a review of relevant institutional data compiled by our Department of Institutional Planning and Assessment, various forms and other documents, artifacts, and other information from his campus visit and campus interviews conducted with faculty, staff, and

students during on-site visit. At the conclusion of the information gathering phase, a planning stage was initiated, which included developing a written enrollment plan to improve enrollment and retention. Planning stage outcomes included the development of the following three overarching goals:

- Reducing leakage at each pre-enrollment and current student stage of the lifecycle (i.e., initial inquiry through graduation)
- Stabilizing enrollment numbers (i.e., stop the hemorrhaging and restore a reliable base of students from which to build enrollment)
- Returning the College to enrollment growth

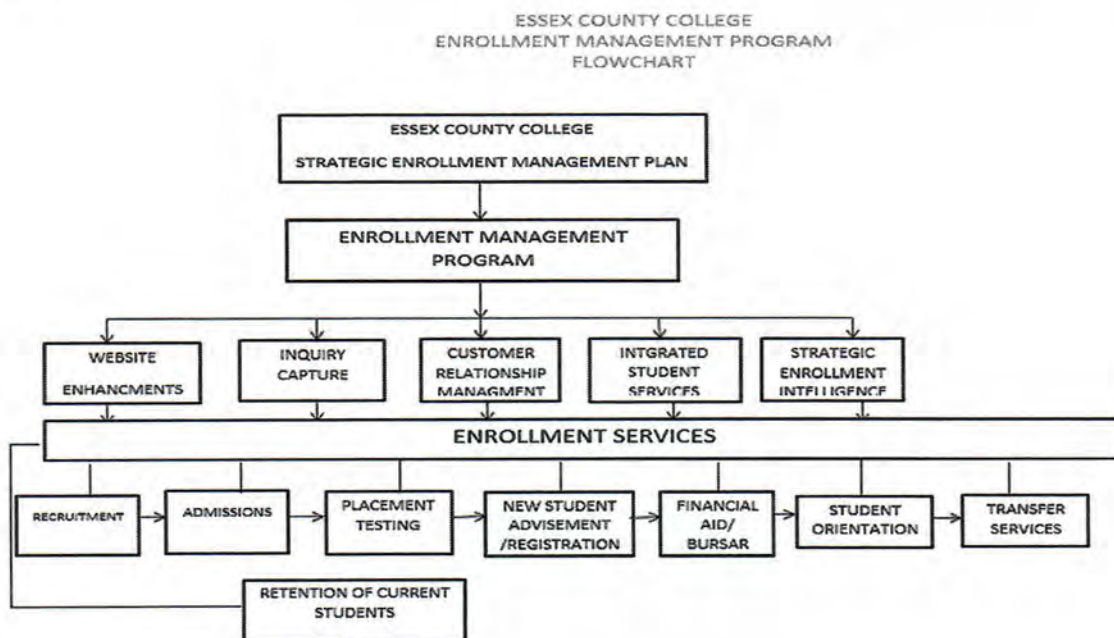
In addition, the following five strategies which support admission, retention, remediation, and related services were identified and prioritized:

- 1) Website Enhancements
- 2) Inquiry Capture
- 3) Customer Relations Management (CRM) Communications
- 4) Integrated Student Services
- 5) Strategic Enrollment Intelligence

### Enrollment Management Program

Essex County College’s Enrollment Management Program consists of realistic goals and practical strategies designed to shape the enrollment of an institution and meet established enrollment targets. The five strategies incorporated into this enrollment management program are shown in the following flowchart:

Chart 1



The five strategies have a direct impact on enrollment services depicted in the College's enrollment management pipeline. For example, the College's website serves as an outward-facing recruitment and marketing tool. Students seeking information about Essex County College visit its website. It stands to reason that the College should have an easy-to-use, intuitive site that facilitates and encourages prospective students the opportunity and the ability to acquire information about the College and receive information about upcoming College recruitment events. Another example is the capturing of inquiries by prospective students. The conversion of prospective student who have inquired about the college to applications completed serves as a major source of students entering the enrollment funnel as illustrated below.

Student inquiries → Applicants → Placement Testing → Academic Advisement → Registration

Each of components of the College's enrollment pipeline are assessed for efficiency and effectiveness via the following:

- Data collection
- Data analysis
- Decision making and action planning
- Implementation of action plan
- Data collection and analysis of implemented action plan

Moreover, the Enrollment Management Program allowed the College the opportunity to put into place actionable goals, which included adhering to the above-stated assessment methodologies to identify and correct deficiencies in its existing enrollment services. Short- and long- term goals included in the enrollment plan are being assessed to measure to what extent each is achieved.

### **Approval Process**

Recommendations from the Enrollment Management Team (EMT) follow the path of shared governance. Recommendations from the EMT are reviewed and approved by the Dean of Student Affairs. The approved recommendations are then presented to the Cabinet and once approved, they are forwarded back to the Enrollment Management Team for action. If necessary, Cabinet-approved recommendations of the EMT are then forwarded to The Board of Trustees Education Programs Committee for their review and approval. If approved by the Education Programs Committee, the recommendations are sent to the entire Board of Trustee for their collective review and approval.



## **Enrollment Targets**

Enrollment targets are established annually by the Cabinet based on recommendations made by the Dean of Students Affairs.

## **Short- and Long Term- Goals**

Based on all data collected during the enrollment assessment process, short-and long- term goals were developed. These goals are not inclusive of all deficiencies discovered through the assessment process. They are, however, broad and cover the deficiencies requiring immediate attention.

Short Term goals established are:

- To increase the conversion rate of applicants who take the placement tests
- To increase the number of students who took the placement test and registered students for Fall 2017 classes
- To develop and implement a computer lab or computer stations in the Financial Aid Office to assist students with completing FAFSA
- To increase by 5% the number of high school applicants for Fall 2017
- To increase by 5% the number of new students between the ages of 18 to 49 years old for Fall 2017.
- To conduct New Student Orientations during the summer months prior to the start of the Fall 2017.
- To develop a Standard Operating Procedural Manual for Enrollment Services.
- To develop and Implement a One-Stop Student Testing, Advising, and Registration (STAR) initiative by Spring 2018

(See Appendix E)

Long-Term goals established are:

- To continue to identify and capture contact information on potential inquiries from the College website for the purpose of cultivating an interest in the College recruitment.
- To create and sustain a competitive and compelling web presence
- To improve prospective student cultivation and yield through to matriculation using effective communication strategies (i.e., Customer Relation Management [CRM] solution).
- To design and implement an Integrated Service Model (i.e., Student Contact Center) to improve operational efficiencies in student services.
- To develop the capacity to provide critical enrollment data and information throughout the student lifecycle for decision leaders.
- To monitor the impact and return on investment of approved SEM strategies.

- To hire an Executive Director of Enrollment Management.

(See Appendix D)

Ongoing evaluation of the short-term goals is based on a schedule established by the Dean of Student Affairs and the Enrollment Management Team (See Appendix F). Evaluations of long-term goals are conducted on a monthly basis until goal completion.

### **Reporting**

Progress reports on the accomplishments made towards short- and long- term or strategic goals written by Enrollment Management Team members are forwarded to the Dean of Student Affairs on a regular basis for inclusion in the Student Affairs monthly report, which is shared with the College President.

### **Conclusion**

Enrollment management is one of the keys to student success. It is a process that starts and ends with the student in mind. This Enrollment Management Plan provides a framework for providing enrollment services to support the needs of the students and to ensure their success as they transition from community resident to Essex County College student.

## Appendix A

### Essex County College Middle State Standard 8 Student Admissions and Retention Task Force

Committee Member's Name	Title	Area/ Department
Dr. Jeffrey Lee, Co-Chair	Vice President/CAO	Academic Affairs
Dr. Keith Kirkland, Co-Chair	Dean of Student Affairs	Student Affairs
Dr. Scott Drakulich	Professor	Social Sciences
Ines Figueiras	Assistant Professor	Math and Physics
Dr. Jill Stein	Dean	STEM & Health Science
Dr. Charles Reid	Associate Professor	Social Sciences
Lei Shi	Associate Director	Institutional Research and Planning

**Appendix B**  
**Essex County College**  
**Enrollment Management Team**  
**(November 7, 2016)**

<b>Team Member's Name</b>	<b>Title</b>	<b>Area/ Department</b>
Darlene Miller	Bursar	Bursar's Office
Lei Shi	Assistant Director of Assessment	Institutional Planning & Assessment
Cheryl Newton-Banks	Director of Enrollment Services	WEC, Enrollment Services
Patricia Howard	Assistant Director	Financial Aid
Zee Kassa	Associate Dean	Enrollment Services
Dr. Robert Spellman	Professor	Humanities Division
Dr. Leigh Bello-DeCastro	Associate Dean	Online & Learning Resource Technologies/WEC
Germaine Albuquerque	Instructor	Business Division
Kathlyn Battle	Assistant Professor/Counselor	Academic Counseling Services
Patricia Slade	Associate Dean	Student Life & Activities
Ines Figueiras	Assistant Professor	Math and Physics Division
Dr. Susan Mulligan	Professor	Social Sciences Division
Dr. Joshua Shifrin	Assistant Professor	Social Sciences Division
Robert Leone	Instructor	Engineering Tech & Comp Science
Dr. June Persaud	Associate Dean- Program Development and Learning Resource	VP of Academic Affairs

**Appendix C**  
**Enrollment Management Plan Timeline**

<b>Event</b>	<b>Date</b>	<b>Outcome(s)</b>
Initial Meeting of EMT held	November 2016	EMT was divided into working subgroups, which were tasked with establishing measurable objectives and associated strategies toward their enrollment management-related scope of work. Several additional meetings held during the months of November & December 2016 and February 2017.
Recommendation made to Cabinet to hire a third party evaluator	January 2017	Discussions ensued around resources required, selection of third party evaluator. Cabinet approves the hiring of a consultant. SEM Works, Inc. and was recommended to BOT.
Recommendation made to the Board of Trustees to hire SEM Works as a consultant	February 2017	Board of Trustees approved the hiring of SEM Works.
Project Sponsoring Team identified to liaise with the consultant	March 2017	Executive Dean of IT, Executive Director of Institutional Planning & Assessment, Project Manager from IT, and Dean of Student Affairs were identified as the Project Sponsoring Team. Team met with consultant to provide input, establish scope of work, share situational data, etc.
Additional, specific institutional data requested by consultant	March 2017	Executive Director of Institutional Planning & Assessment compiled and submitted requested institutional data for analysis.
Appropriate college personnel identified for interviews with consultant	March 2017	Staff, faculty, and students were selected and invited to participate in interviews with the consultant.
Interviews conducted with consultant	March 22 & 23, 2017	Data collected from interview focus groups conducted by consultant. Additional relevant institutional data requested.
Webinar presented by consultant conducted by Project Sponsoring Team to review preliminary report (i.e., first draft) of SEM Audit Plan Report.	April 6, 2017	Consultant shared findings with Project Sponsoring Team, which provided feedback/guidance.
Consultant conducted webinar for invited college community members	April 7, 2017	Approximately sixty members from the college community attended webinar.

### Enrollment Management Plan Developmental Timeline (Cont.)

Event	Date	Outcome(s)
College community members requested to provide feedback on SEM Plan presented in webinar	April 17, 2017	A total of 66 full-time ECC employees responded to the SEM Webinar Feedback Survey, which was launched on April 17, 2017.
Almost final draft of SEM Plan submitted to Projected Sponsoring Team by consultant	April 24, 2107	Consultant collaborated with Project Sponsor Team to identify the five highest strategic opportunities among seven included in the report.
Final input – based on survey input and institutional priorities - submitted to consultant by Project Sponsoring Team	May 16, 2017	Revisions incorporated into final draft of SEM Plan.
Final SEM Plan received from consultant	May 16, 2017	Plan elements appropriately incorporated into College's Enrollment Management Program.

## Appendix D

### SEM Works Consultant Onsite Meeting Schedule

**WEDNESDAY, MARCH 22<sup>ND</sup> \***

<b>TIME/LOCATION</b>	<b>SESSION &amp; PARTICIPANTS</b>
08:00 am – 08:50 am IT Conference Rm	<u>Project Sponsoring Team</u> <ul style="list-style-type: none"><li>• Keith Kirkland</li><li>• Susan Gaulden</li><li>• Mohamed Seddiki</li><li>• Maria Espino – Project Manager</li></ul>
09:00 am – 10:20 am IT Conference Rm	<u>Student Recruitment and Admissions Process</u> <ul style="list-style-type: none"><li>• Hamza Agwedicham</li><li>• Maria Alvarado</li><li>• Judith Celestin</li><li>• Sanja Dizdarevic</li><li>• Zee Kassa</li><li>• Susan Mulligan</li><li>• Dennia Rentzis</li><li>• Sonia Rios-Cardoso</li><li>• Lily Sanchez</li></ul>
10:30 am – 11:20 am IT Conference Rm	<u>Prospective Student Communications, Marketing and Website Management</u> <ul style="list-style-type: none"><li>• Maria Espino</li><li>• Yvette Jeffries</li><li>• Darlene Miller</li><li>• Sonia Rios-Cardoso</li><li>• Claudia Rodrigues</li><li>• Wayne Yourstone</li></ul>
11:30 am – 12:50 pm IT Conference Rm	<u>New Student Orientation and Transition Programs</u> <ul style="list-style-type: none"><li>• Sanja Dizdarevic</li><li>• Jamil Graham</li><li>• Shaliele Hunt</li><li>• Joseph Ott</li><li>• Patricia Slade</li><li>• Chanda Webb</li></ul>

## SEM Works Consultant Onsite Meeting Agenda (Cont.)

### WEDNESDAY, MARCH 22<sup>ND</sup> \*

TIME/LOCATION	SESSION & PARTICIPANTS
01:30 pm – 02:20 pm IT Conference Rm	<u>Lunch with Enrollment and Retention/Committee (EMT)</u> <ul style="list-style-type: none"> <li>• Kathy Battle</li> <li>• Leigh Bello-De Castro</li> <li>• Cheryl Newton-Banks</li> <li>• June Persaud</li> <li>• Patricia Slade</li> </ul>
02:30 pm – 03:20 pm IT Conference Rm	<u>Registration, Course Schedules &amp; Course Capacity</u> <ul style="list-style-type: none"> <li>• Marta Colon</li> <li>• Zoraida Diaz</li> <li>• Zee Kassa</li> <li>• Jeff Lee</li> <li>• Mohamed Seddiki</li> <li>• Don Yee</li> </ul>
03:30 pm – 04:30 pm Dash Conference Rm	Student Focus Group I (Traditional) <TBD>

### THURSDAY, MARCH 23<sup>RD</sup> \*

TIME/LOCATION	SESSION & PARTICIPANTS
09:00 am – 09:50 am Various Locations	<u>Campus Tour of Enrollment Management, Advisement, Retention &amp; Recruitment</u> <ul style="list-style-type: none"> <li>• Keith Kirkland</li> </ul>
10:00 am – 10:55 am IT Conference Rm	<u>First Year Experience (Seminars, Courses, Programs, Service)</u> <ul style="list-style-type: none"> <li>• Germaine Albuquerque</li> <li>• Kathy Battle</li> <li>• Augustine Boakye</li> <li>• Luis Padin</li> <li>• Carlos Rivera</li> </ul>



## SEM Works Consultant Onsite Meeting Agenda (Cont.)

**WEDNESDAY, MARCH 22<sup>ND</sup> \***

<b>TIME/LOCATION</b>	<b>SESSION &amp; PARTICIPANTS</b>
11:00 am – 11:55 am IT Conference Rm	<u>Student Success Programs/Services</u> <ul style="list-style-type: none"><li>• Yelena Lyudmilova</li><li>• Maria Mercado</li><li>• Micah Mukabi</li><li>• June Persaud</li><li>• Samantha Roberts</li><li>• Joana Romano</li><li>• Gwen Slaton</li></ul>
12:00 pm – 01:20 pm IT Conference Rm	<u>Lunch with the Deans</u> <ul style="list-style-type: none"><li>• Susan Gaulden</li><li>• Keith Kirkland</li><li>• Jeff Lee</li><li>• Carlos Rivera</li><li>• Mohamed Seddiki</li><li>• Jill Stein</li><li>• Stephanie A. Steplight Johnson</li><li>• Elvira Vieira</li></ul>
01:30 pm – 02:20 pm IT Conference Rm	<u>Institutional Research and Data/Reporting Experts</u> <ul style="list-style-type: none"><li>• Joy Clavel</li><li>• Salah Dami</li><li>• Maria Espino</li><li>• Susan Gaulden</li><li>• Jinsoo Park</li><li>• Lei Shi</li></ul>
02:30 pm – 03:20 pm IT Conference Rm	<u>Academic Advisement</u> <ul style="list-style-type: none"><li>• Jean-Wilner Alexandre</li><li>• Viral Bhatt</li><li>• Augustine Boakye</li><li>• Carlos Castillo</li><li>• Patrice Davis</li><li>• James Johnson</li><li>• Zahra Hammoud</li><li>• Yasser Kabakibi</li></ul>

## SEM Works Consultant Onsite Meeting Agenda (Cont.)

**WEDNESDAY, MARCH 22<sup>ND</sup> \***

<b>TIME/LOCATION</b>	<b>SESSION &amp; PARTICIPANTS</b>
02:30 pm – 03:20 pm (Cont.) IT Conference Rm	<ul style="list-style-type: none"><li>• Eunice Kamunge</li><li>• Noreen Moore-Melnick</li><li>• Christopher Rivera</li><li>• Christine Stutz-Doyle</li><li>• Ada Torres</li><li>• Darlyn Warner</li></ul>
03:50 pm – 05:00 pm IT Conference Rm	<u>Financial Aid and Scholarships</u> <ul style="list-style-type: none"><li>• Mildred Cofer</li><li>• Patty Howard</li><li>• Darlene Miller</li><li>• Micah Mukabi</li></ul>
05:15 pm – 06:15 pm Dash Conference Rm	Student Focus Group II (Traditional) <TBD>

**Appendix E**  
**Essex County College**  
**Strategic Enrollment Management Plan**  
**Sponsoring Team**

<b>Project Sponsor Team</b>	<b>Title</b>
Dr. Keith Kirkland	Dean of Student Affairs
Dr. Susan Gaulden	Executive Director of Institutional Planning and Assessment
Mr. Mohamed Seddiki	Executive Dean/CIO of Administrative & Learning Technologies
Ms. Maria Espino	Project Leader, Information Technology

**Appendix F**  
**Essex County College**  
**Enrollment Management Program: Strategic Goals AYS 2017-2020**

Goal	Action Steps	Timeline	Staff Member Responsible	Measurement	Outcomes	Assessment
<p>Goal # 1: To identify and capture contact information on potential inquiries from college website for the purpose of the cultivation of interest in ECC.</p>	<ol style="list-style-type: none"> <li>1. Improve placement inquiry form buttons on college website</li> <li>2. Collect student contact information into a single database</li> <li>3. Assign/designate staff to follow-up on inquiries.</li> <li>4. Contact student inquires</li> </ol>	<p>May 15, 2107 to present</p>	<p>Dean of Student Affairs or designee and Associate Dean of WEC or designee</p>	<p>Placement of inquiry form buttons on all webpages of the college website</p> <p>Collection of student contact information into a single database</p> <p>Yield rates of inquiries to application and enrollment.</p>	<p>Inquiry form buttons were placed on all webpages.</p> <p>Student contact information was placed into a single database</p> <p>Staff member was designated to follow-up on all inquiries</p> <p>All student inquiry were contacted via email or telephone</p>	<p>During the period December 2016 – May 15, 2017, 133 prospective students completed inquiry forms via the College’s Website and signed up to attend Open House/Instant Admit Day Programs at either the Main or West Essex Campus. Of 133 prospective students, 74 (56%) applied while 32 (24%) registered for Summer Session I 2017.</p> <p>Since May 16, 2017, the rate of inquiries has increased. Eighty-four (84) prospective students have utilized the inquiry system and signed up to attend recruitment events (Instant Admit and Open House/Instant Day Programs).</p>

**Enrollment Management Program: Strategic Goals AY 2017-2020 (Cont.)**

Goal	Action Steps	Timeline	Staff Member Responsible	Measurement	Outcomes	Assessment
<p>Goal # 2: To create and sustain a competitive and compelling web presence.</p>	<ol style="list-style-type: none"> <li>1. Issue RFP for website development.</li> <li>2. Identify website developer</li> <li>3. Hire website developer</li> <li>4. Create new website</li> </ol>	<p>Summer 2017</p>	<p>Executive Dean of IT and Director of Purchasing Department</p>	<p>RFP issued for website developer</p> <p>Website developer identified</p> <p>Website developer hired</p> <p>New website created.</p>	<p>RFP has been issued for website developer. Pre-Bidders. Conference was conducted in July 2017</p>	<p>This goal will be satisfied when a new website has been developed which is easier for students to navigate and enhances marketing of the college and conduct website user survey.</p>

**Enrollment Management Program: Strategic Goals AY 2017-2020 (Cont.)**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 3: To improve prospective student cultivation and yield through to matriculation using communication (Customer Relation Management solution).	<ol style="list-style-type: none"> <li>1. Issue RFP for Customer Relation Management (CRM) Solution or CRM solution developed by IT Department.</li> <li>2. Select CRM vendor.</li> <li>3. Obtain BOT approval for purchase of CRM system</li> <li>4. Purchase CRM Solution</li> <li>5. Train staff on CRM solution</li> <li>6. Implement CRM solution</li> </ol>	Fall 2018	Dean of Student Affairs, Director of Marketing, Executive Dean of IT or designee, SEM Project Sponsoring Team	Purchase of CRM system. Staff training and implementation of CRM solution.	<p>RFP issued. CRM solution selected and purchased or CRM solution developed by IT Department</p> <p>Staff trained CRM solution implemented.</p>	Number of communications sent via CRM; number of students who receive CRM communications

**Enrollment Management Program: Strategic Goals AY 2017-2020 (Cont.)**

Goal	Action Steps	Timeline	Staff Member Responsible	Measurement	Outcomes	Assessment
<p>Goal # 4: To design and implement an Integrated Service Model to improve operational efficiencies in student services.</p>	<p>1. Determine the appropriate mix of student service channel( e.g. web-services, one-stop, Contact Center) 2. Implement integrated services designed to streamline processes, reduce student run-a-round and confusion, and clarity around critical processes and supports, and expand student utilization of services</p>	<p>Fall 2018</p>	<p>Dean of Student Affairs and EMT</p>	<p>The degree to which services offered through multiple avenues (e.g. one-stop center, phone, web services, and student portal)are consistent, accessible, accurate, and intuitive</p> <p>Student utilization of the aforementioned services</p> <p>Decrease in number of student complaints. Decrease in turnaround time Reduction in duplication of effort.</p> <p>The degree to which processes are streamlined.</p>	<p>Mix of service channel selected appropriate for student population. Student Contact Center has been developed and implemented.</p>	<p>This goal will be accomplished when a Student Contact Center has been developed</p> <p>Student surveys, focus groups, number of complaints logged, “secret shopper” reports</p>

**Enrollment Management Program: Strategic Goals AY 2017-2020 (Cont.)**

Goal	Action Steps	Timeline	Staff Member Responsible	Measurement	Outcomes	Assessment
<p>Goal # 5: To develop the capacity to provide critical enrollment data and information throughout the student lifecycle for decision leaders</p>	<p>1. Identify key performance indicators</p> <p>2. Develop dashboard/report form in Banner</p>	<p>Spring 2018</p>	<p>Dean of Student Affairs, Executive Director of Institutional Planning and Assessment</p>	<p>Enrollment data and analysis needs are identified and multi-year strategy to build the capacity required is approved</p> <p>Enrollment stakeholders have access to timely and relevant actionable intelligence as measured by utilization of enrollment dashboards</p>	<p>RFP issued. CRM solution selected and purchased.</p> <p>Staff trained CRM solution implemented.</p>	<p>Key performance indicators are identified and regular reports on enrollment reports are generated</p>



**Enrollment Management Program: Strategic Goals AYS 2017-2020 (Cont.)**

Goal	Action Steps	Timeline	Staff Member Responsible	Measurement	Outcomes	Assessment
<p>Goals # 6: To monitor the impact and return on investment of approved SEM strategies.</p>	<ol style="list-style-type: none"> <li>1. Develop KPIs for approved SEM Strategies</li> <li>2. Develop benchmarks for SEM strategies</li> <li>3. Develop reporting format for SEM strategies</li> <li>4. Generate SEM strategies report</li> </ol>	<p>Spring 2018 and ongoing</p>	<p>Executive Director of Enrollment Management and EMT</p>	<p>Decisions are supported by evidence.</p> <p>Practices are in place to ensure enrollment stakeholders are familiar with and trained to use enrollment metrics.</p> <p>An inventory of existing and new enrollment strategies and models is used to determine performance measurement.</p> <p>High priority implemented strategies and models are assessed to determine ROI</p> <p>Strategies and models are adjusted based on ROI findings.</p>	<p>KPIs are developed</p> <p>Benchmarks established</p> <p>Report form developed</p> <p>SEM strategies reports are generated</p>	<p>This goal will be accomplished when SEM ROI is established and monitored</p>

**Enrollment Management Program: Strategic Goals AYS 2017-2020 (Cont.)**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 7: To hire an Executive Director of Enrollment Management.	<ol style="list-style-type: none"> <li>1. Develop job description and post on college HR webpage.</li> <li>2. Review applicants and schedule interviews.</li> <li>3. Select candidate and submit recommendations to the President.</li> <li>4. Submit recommendation to BOT Personnel Committee for approval.</li> </ol>	September 2018	President and Dean of Student Affairs.	<p>Job Description developed and posted on HR webpage</p> <p>Application review and forward to interview committee</p> <p>Interview committee conducts interviews and submit recommendations to the Dean of Student Affairs</p> <p>Dean of Student Affairs submits recommendations to President</p>	<p>Job description is posted</p> <p>Applications forwarded to interview committee</p> <p>Interviews conducted and recommendations forward to Dean of Student Affairs</p> <p>Recommendations forward to President</p>	This goal will be accomplished with BOT approves the hiring of an Executive Director of Enrollment Management

Revised: June 2017

By: Dr. Keith Kirkland, Dean of Student Affairs

**Appendix G : Short-Term Enrollment Management Plan: AY 2018**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 1: Increase rate of applicants taking the placement test.	<ol style="list-style-type: none"> <li>1. Obtain list of applicants that applied but did not take the placement test.</li> <li>2. Reach out to the target population via email and telephone calls</li> <li>3. Schedule applicants for the placement test</li> </ol>	July and August 2017	Recruitment team and Dean of Student Affairs	Lists obtained from IT department. Outreach to target population Students scheduled to take the placement test	<p>A list of 375 students was obtained from IT of students who applied for the Summer II 2017 term</p> <p>A list of 1,754 students who applied for Fall 2017 was obtained Emails were sent to this target population on July 10, 2017 asking them to register for the placement test</p>	This goal will be satisfied if 5% of contacted applicants who did not appear to take the placement test subsequently take the test.

**Short Term Enrollment Management Plan: AY 2018 (Cont.)**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 2: Increase the conversion rate of students who took the placement test but who did not register for Fall 2017 classes.	<ol style="list-style-type: none"> <li>1. Obtain list of students who took the placement test but did not register for Fall 2017 classes</li> <li>2. Reach out to target population via email and telephone calls</li> <li>3. Schedule applicants for registration/advisement appointments.</li> </ol>	July and August 2017	New Student Advisement Team and Dean of Student Affairs	<p>Lists obtained from IT department .</p> <p>Outreach to target population. Students registered for Fall 2017 classes.</p>	<p>List generated from IT</p> <p>Email and telephone calls to student</p> <p>Student schedule advisement/registration appointments</p>	This goal will be satisfied if 5% of the students who took the placement test but did not register students for Fall 2017 classes subsequently registered.

**Short-Term Enrollment Management Plan: AY 2018 (Cont.)**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 3: To develop and implement a computer lab or computer stations in Financial Aid Department to assist students with completing FAFSA.	<ol style="list-style-type: none"> <li>1. Conduct site inspection to ensure Ethernet support.</li> <li>2. Identify computers station</li> <li>3. Install computers</li> <li>4. Test stations</li> <li>5. Develop student appointment schedule</li> </ol>	July 2017	Dean of Student Affairs, Director of FA, and Executive Dean of IT Department	Site identified. Computer Identified Computer Installed Stations tested Student appointment scheduled developed.	Financial Aid computer lab/workstations were created for student use.	This goal has been accomplished. Six computer stations have been installed in for the Financial Aid department designated for student FAFSA preparation.

Goal	Action Steps	Timeline	Staff Member Responsible	Measurement	Outcomes	Assessment
Goal # 4: Increase by 10% the number of high school applications for Fall 2017 over Fall 2016	<ol style="list-style-type: none"> <li>1. Develop high school recruitment plan.</li> <li>2. Conduct high school recruitment visits</li> <li>3. Implement Instant Admit Day and Open House Programs.</li> <li>4. Market the college to high school students</li> <li>5. Collect and process applications</li> </ol>	Sept 2016 through April 2017.	Office of Recruitment staff and Dean of Student Affairs	<p>Recruitment plan developed.</p> <p>High school recruitment visits conducted.</p> <p>Instant Admit Day and Open House Programs conducted.</p> <p>Applications collected and processed</p>	<p>An aggressive high school recruitment schedule was developed and implemented to increase the number of student applications.</p> <p>Instant Admit Day and Open House programs were conducted two times a month during the period of February 2017 to May 2017 on both campuses</p> <p>An additional recruiter was hired through the Predominately Black Institution (PBI) grant to focus on Newark high school student recruitment.</p> <p>Each recruiter was issued an iPad which allowed prospective students to complete the application process on-line.</p>	<p>This goal was accomplished.</p> <p>High school application from feeder high schools increased by 53%.</p> <p>Number registered for the Fall term</p>

**Short Term Enrollment Management Plan: AY 2018 (Cont.)**

<p>Goal # 4: (cont. )</p>					<p>Tri-folds developed to market six new degree programs and were displayed at all recruitment events          Also, standard promotion materials were updated with current college enrollment data.</p> <p>High School Guidance Counselor’s luncheon was conducted during the month of February 2017.</p> <p>Recruitment staff from the Main and West Essex Campuses participated in the two day National College High School Recruitment event held at the Meadowlands Expo Center at Harmon Meadows.</p> <p>Approximately 100 community residents participated in main campus Instant Admit Day events. All academic and student support services departments participated. A survey was administered to all participants. Data from this survey indicated that “word of mouth” was the primary reason participant heard about this event. Survey data will be used to develop a Spring 2018 marketing campaign.</p>	
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**Term Enrollment Management Plan: AY 2018 (Cont.)**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 5: To increase by 5% enrollment of new students between the ages of 18 to 49 years old for the Fall 2017 over Fall 2016 enrollment	<ol style="list-style-type: none"> <li>1. Develop marketing campaign for target group</li> <li>2. Select media vendors for target group</li> <li>3. Media vendor approved by BOT and hired</li> <li>4. Develop marketing materials for selected media</li> <li>5. Launch media campaign in July 2017.</li> </ol>	May-July 2017	Dean Student Affairs	Campaign developed Media selected Media vendors approved by BOT and hired Marketing material developed Media campaigned launched	Number of media vendor selected Number of new student enrolled	This goal will be satisfied when the Fall 2017 enrollment of this target groups increases by 5% of Fall 2016 enrollment.  Survey indicates students gained awareness of the college from marketing campaign.



**Term Enrollment Management Plan: AY 2018 (Cont.)**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 6: To conduct New Student Orientation during the summer months prior to the start of the Fall 2017 semester.	1. Identify new students 2. Establish dates for early Student Orientation Program 3. Notify students of orientation program 5. Conduct New Student Orientation	June 2017, July 2017, and August 2017	Dean of Student Life and Activities and Staff	New students identified. Dates established. New students notified Student Orientation resources (Speakers, lecture halls, refreshments, gifts...etc.) are obtained	Seven New Student Orientations was planned and implemented on during the months of June, July, and August 2017. 560 out of 1,366 or 40% of new students contacted attended orientations	Student surveys indicated that students found this orientation helpful and were satisfied with its content.

**Short -Term Enrollment Management Plan: AY 2018 (Cont.)**

<b>Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Staff Member Responsible</b>	<b>Measurement</b>	<b>Outcomes</b>	<b>Assessment</b>
Goal # 7: To design and implement a One-Stop Student Testing, Advising, and Registration (STAR) initiative	<ol style="list-style-type: none"> <li>1. Assemble planning team.</li> <li>2. Design STAR Initiative</li> <li>3. Submit recommendation to Cabinet for approval</li> <li>4. Implement STAR Initiative</li> </ol>	Spring 2018 and ongoing	Dean of Student Affairs, Associate Dean of Enrollment Services, Testing Coordinator, and New Student Advisement Team	Planning team meetings STAR design developed Cabinet approval STAR Initiative implemented	Planning meeting will yield staffing needs, schedule and other logistics to implement STAR Initiative	This goal will be satisfied if STAR Initiative is implemented in the Spring 2018.
Goal # 8: Develop Standard Operating Procedural Manual for Enrollment Services	<ol style="list-style-type: none"> <li>1. Assemble Task Force</li> <li>2. Design manual format and</li> <li>3. Request draft of enrollment procedures from various department</li> </ol>	Fall 2017- Spring 2018	Dean of Student Affairs, Associate Dean of Enrollment Services, Testing Center Coordinator, and New Student Advisement Team	Task Force assembled and meetings conducted Procedural Manual designed that incorporates Drafts of procedures received from various departments	Development of Standard Operating Procedural Manual for Enrollment Services	This goal will be satisfied if Standard Operating Procedural Manual for Enrollment Services is developed by April 2018

**Appendix H**  
 Essex County College  
 Enrollment Program Evaluation Schedule

Area of Evaluation	Description of Evaluation	Office/Staff Member Responsible	Data Source	Evaluation Period
Enrollment Targets	Assessment of enrollment against established targets to including demographic specific cohorts	Director of Enrollment Services	Banner Report: SFARGSX	Monthly
Website Inquiries	Assessment of the conversion rate of inquiries received and student applications	Office of Recruitment	Banner Report of inquiries compared to applications processed	Bi-Weekly
Application Yield	Assessment of the conversion rate of applications to registrations.	Director of Enrollment Services	Banner Report of applications to registrants	Monthly
Placement Testing	Assessment of the number of applications received to new students who took the placement test.	Testing Center Coordinator	Banner Web Report Accuplacer analytics	Monthly
New Student Advisement	Assessment of new student advisement to registration yield.	New Student Advisement	Banner Web Report	Monthly
Financial Aid	Assessment of number of students awarded, number of students who received assistance completing FAFSA application.	Director of Financial Aid	Banner Web Report and department appointment logs	Monthly
Student Orientation	Assessment of number of new student attended orientation as measured by student satisfaction survey results	Associate Dean of Student Life	Student responses to in-house survey	At the end of each orientation session

**Appendix H (Cont.)**

<b>Area of Evaluation</b>	<b>Description of Evaluation</b>	<b>Office/Staff Member Responsible</b>	<b>Data Source</b>	<b>Evaluation Period</b>
Remediation	Review of students' placement test scores and final grades received in remedial Mathematics, English, and Reading courses	Vice President /Chief Academic Officer, Director of Institutional Planning and Assessment, and Department Chairperson or designees	Banner Web Report	End of each semester and annual report

## Essex County College Vision, Mission, and Values Statement

### Vision Statement

A Beacon for Education and Knowledge, Essex County College attracts people who seek a better life through education. We transform lives, broaden learning and empower students to achieve their full potential. Our college community and graduates are change agents and leaders who contribute to the health, vitality and advancement of society.

### Mission Statement

Essex County College is an open access community college that serves the diverse needs of students through comprehensive educational programs, training, and continuing education. Essex County College is dedicated to academic excellence and the success of its students.

### Values Statement

Essex County College affirms the following principles, values and beliefs:

- **Teaching and Learning:** We affirm teaching and learning as our primary purpose. The College seeks to instill in students general and specialized knowledge, the ability to think critically, and a commitment to civic responsibility. We value academic freedom and support the open exchange of ideas and experiences.
- **Excellence and Accountability:** We believe in creating a learning environment that fosters high expectations for achievement. The College is committed to rigorous academic standards, faculty excellence, and responsive support services that enable students to reach their full academic, professional and personal potential. We provide excellent programs that utilize technology, demonstrate innovation, and undergo evaluation to ensure consistent and outstanding performance.
- **Community and Engagement:** We support programs that enhance the economic and social development of Essex County. We value our role as a vital community resource and are dedicated to forging effective partnerships with our many constituencies.
- **Diversity and Access:** We embrace the rich diversity of our student population and our employees. We recognize the historical, intellectual, and artistic contributions of all cultures, and promote an atmosphere in which critical examination of perspectives is accepted and encouraged. We believe all people should have access to affordable, quality higher education that will prepare them to succeed in a dynamic world.
- **Legacy and Transformation:** We honor our history and valued traditions of Essex County College, the City of Newark and the County of Essex. We also welcome transformative power of education to change lives. Building upon our past achievements, we eagerly embrace the future by pursuing innovations in teaching, administration, and student services.

## Reference

HOSSLER, DON; BEAN, JOHN P.; and ASSOCIATES. 1990. *The Strategic Management of College Enrollments*. San Francisco: Jossey-Bass.

APPENDIX I

Fall 2017 Marketing Plan

**Essex County College  
Fall 2017 Marketing Plan**

Overall Goal: Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.

Activity/Goal	Action Steps	Timeline	Target Group	Staff Member(s)	Measurements	Resources	Outcome	Assessment
To development marketing activities to attract recent high school graduates.	<ol style="list-style-type: none"> <li>1. Select media appropriate for target group.</li> <li>2. Obtain quotes and scope of service for media vendors.</li> <li>3. Present recommendation s/ proposal for selected media vendor.</li> </ol>	<p>May 8-12, 2017</p> <p>May 15-19, 2017</p> <p>May 24, 2017</p>	Recent High Gradates	Dean Kirkland	<ol style="list-style-type: none"> <li>1. Media selected for target group.</li> <li>2. Quotes were obtained from vendors.</li> <li>3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting</li> </ol>	<ol style="list-style-type: none"> <li>1. Quotes from media vendor.</li> <li>2. Funds from FY'18 budget</li> </ol>	<p>Media was selected based on demographic recommendations from vendors. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget. Recommended vendor:</p> <p>Radio- 105.1; Hot 97</p> <p>Intersection Bus Ads with the route from Newark Penn Station to West Essex Campus</p> <p>BET Cable station (Altice Media and Comcast Spotlight)</p>	<p>During recruitment events and the semester surveys will be administer to student to determine the effectiveness of marketing activities. Surveys will show that 25-30% of students will indicated marketing activities attracted them to the college.</p>



**Essex County College  
Fall 2017 Marketing Plan**

Overall Goal: Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.

Activity/Goal	Action Steps	Timeline	Target Group	Staff Member(s)	Measurements	Resources	Outcome	Assessment
To development marketing activities to attract FFTDS and FPTDS adult students.	<ol style="list-style-type: none"> <li>1. Select media appropriate for target group.</li> <li>2. Obtain quotes and scope of service for media vendor.</li> <li>3. Present recommendation s/ proposal for selected media vendor.</li> </ol>	<p>May 8-12, 2017</p> <p>May 15-19, 2017</p> <p>May 24, 2017</p>	18-49 years	Dean Kirkland	<ol style="list-style-type: none"> <li>1. Media selected for target group.</li> <li>2. Quotes were obtained from vendors.</li> <li>3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Quotes from media vendor.</li> <li>2. Funds from FY'18 budget.</li> </ol>	<p>Media was selected based on demographic recommendations from vendors. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget. Recommended vendor: Radio- WBLS 107.5 and WLIB; Radio Station</p> <p>Intersection Bus Ads with the route from Newark Penn Station to Bloomfield (Written in Spanish)</p> <p>Outfront Billboards along Route 1&amp;9 Newark to Downtown (if available)</p>	<p>During recruitment events and the semester surveys will be administer to students to determine the effectiveness of marketing activities. Surveys will show that 25-30% of student will indicated marketing activities attracted them to the college.</p>

**Essex County College  
Fall 2017 Marketing Plan**

Overall Goal: Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.

Activity/Goal	Action Steps	Timeline	Target Group	Staff Member(s)	Measurements	Resources	Outcome	Assessment
To development marketing activities to attract high Black/African American male graduated high school students.	<ol style="list-style-type: none"> <li>1. Select media appropriate for target group.</li> <li>2. Obtain quotes and scope of service for media vendor.</li> <li>3. Present recommendation s/ proposal for selected media vendor</li> </ol>	<p>May 8-12, 2017</p> <p>May 15-19, 2017</p> <p>May 24, 2017</p>	Black/African American male recent high school students.	Dean Kirkland	<ol style="list-style-type: none"> <li>1. Media selected for target group.</li> <li>2. Quotes were obtained from vendors.</li> <li>3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Quotes from media vendor.</li> <li>2. Funds from FY'18 budget</li> </ol>	<p>Media was selected based on demographic recommendations from vendors. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget.</p> <p>Recommended vendor: Ages 18-26</p> <p>Radio- 105.1; Hot 97</p> <p>Intersection Bus Ads with the route from Newark Penn Station to West Essex Campus</p> <p>Outfront Billboard Ads</p> <p>Newark downtown area and West Essex</p>	During recruitment events and the semester surveys will be administered to student to determine the effectiveness of marketing activities. Surveys will show that 25-30% of students will indicated marketing activities attracted them to the college.

**Essex County College  
Fall 2017 Marketing Plan**

**Overall Goal: Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.**

<b>Activity/Goal</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Target Group</b>	<b>Staff Member(s)</b>	<b>Measurements</b>	<b>Resources</b>	<b>Outcome</b>	<b>Assessment</b>
To development marketing activities to attract Latino/Hispanic students.	<ol style="list-style-type: none"> <li>1. Select media appropriate for target group.</li> <li>2. Obtain quotes and scope of service for media vendor.</li> <li>3. Present recommendation s/ proposal for selected media vendor.</li> </ol>	<p>May 8-12, 2017</p> <p>May 15-19, 2017</p> <p>May 24, 2017</p>	Latino/Hispanic population from local municipalities (Newark, East Orange, Irvington...etc.)	Dean Kirkland	<ol style="list-style-type: none"> <li>1. Media selected for target group.</li> <li>2. Quotes were obtained from vendors.</li> <li>3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Quotes from media vendor.</li> <li>2. Funds from FY'18 budget</li> </ol>	<p>Marketing activities were developed to attract Latino/Hispanic students. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget. Recommended vendor:</p> <p>Radio- 105.1; Hot 97; Hispanic Radio Station</p> <p>Intersection Bus Ads with the route from Newark Penn Station to Bloomfield (Written in Spanish)</p> <p>The #1 and #34 buses.</p>	During recruitment events and the semester surveys will be administer to Latino/Hispanic students to determine the effectiveness of marketing activities. Surveys will show that 25-30% of student will indicated marketing activities attracted them to the college.

**Essex County College  
Fall 2017 Marketing Plan**

Overall Goal: Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.

Activity/Goal	Action Steps	Timeline	Target Group	Staff Member(s)	Measurements	Resources	Outcome	Assessment
To develop marketing activities to attract graduated Black/African American male high school students.	1. Select media appropriate for target group. 2. Obtain quotes and scope of service for media vendor. 3. Present recommendations / proposal for selected media vendor	May 8-12, 2017  May 15-19, 2017  May 24, 2017	Black/African American male recent high school students.	Dean Kirkland	1. Media selected for target group. 2. Quotes were obtained from vendors. 3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting.	1. Quotes from media vendor.  2. Funds from FY'18 budget	Media was selected based on demographic recommendations from vendors. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget.	During recruitment events and the semester surveys will be administer to student to determine the effectiveness of marketing activities. Surveys will show that 25-30% of students will indicated marketing activities attracted them to the college.
To develop marketing activities to attract FPTDS adult students at WEC for Fall 2017 semester.	1. Select media appropriate for target group. 2. Obtain quotes and scope of service for media vendor. 3. Present recommendations / proposal for selected media vendor.	May 8-12, 2017  May 15-19, 2017  May 24, 2017	18-49 years	Dean Kirkland and Dean Bello de Castro	1. Media selected for target group. 2. Quotes were obtained from vendors. 3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting.	1. Quotes from media vendor.  2. Funds from FY'18 budget	Media was selected based on demographic recommendations from vendors. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget. Recommended vendor: Urban Radio	During recruitment events and the semester surveys will be administer to student to determine the effectiveness of marketing activities. Surveys will show that 25-30% of adults students will indicated marketing activities attracted them

**Essex County College  
Fall 2017 Marketing Plan**

**Overall Goal: Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.**

							stations and Social Media: Youtube video advertising  Radio- 105.1; Hot 97;  Comcast Spotlight/Altice Media Solutions may suggest Black Entertainment Television to host adverts.	to the college.
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**Essex County College  
Fall 2017 Marketing Plan**

**Overall Goal:** Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.

Activity/Goal	Action Steps	Timeline	Target Group	Staff Member(s)	Measurements	Resources	Outcome	Assessment
To develop marketing activities to attract FTFDS adult students at WEC for Fall 2017 semester.	<ol style="list-style-type: none"> <li>1. Select media appropriate for target group.</li> <li>2. Obtain quotes and scope of service for media vendor.</li> <li>3. Present recommendations / proposal for selected media vendor.</li> </ol>	<p>May 8-12, 2017</p> <p>May 15-19, 2017</p> <p>May 24, 2017</p>	18-49 years	Dean Kirkland and Dean Bello de Castro	<ol style="list-style-type: none"> <li>1. Media selected for target group.</li> <li>2. Quotes were obtained from vendors.</li> <li>3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Quotes from media vendor.</li> <li>2. Funds from FY'18 budget.</li> </ol>	<p>Media was selected based on demographic recommendations from vendors. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget. Recommended vendor: Outdoor media; Intersection bus advertising, and 92.3 and 105.1 Radio station.</p>	<p>During recruitment events and the semester surveys will be administer to student to determine the effectiveness of marketing activities. Surveys will show that 25-30% of adults students will indicated marketing activities attracted them to the college.</p>

**Essex County College  
Fall 2017 Marketing Plan**

**Overall Goal: Develop and implement marketing activities to attract students for Fall 2017 semester to Main and West Essex Campuses.**

<p>To develop marketing activities to attract part-time adult students to WEC for Fall 2017 semester.</p>	<p>1. Select media appropriate for target group. 2. Obtain quotes and scope of service for media vendor. 3. Present recommendations / proposal for selected media vendor.</p>	<p>May 8-12, 2017  May 15-19, 2017  May 24, 2017</p>	<p>18-49 years</p>	<p>Dean Kirkland and Dean Bello de Castro.</p>	<p>1. Media selected for target group. 2. Quotes were obtained from vendors. 3. Prepare vendor for Purchasing Department to for approval by the President and BOT in June 2017 meeting.</p>	<p>1. Quotes from media vendor.  2. Funds from FY'18 budget.</p>	<p>Media was selected based on demographic recommendations from vendors. Quotes were prepared and submitted to Purchasing Department to be included June 2017 BOT package for approval. Funds were allocated from the FY'18 budget. Recommended vendor:  Radio: WBLS/WLIB radio stations, NJ Star Ledger print and online; and Outfront Media Advertising  For WEC Area:  92.3 radio station and Outfront Media. Cable Television (secondary)</p>	<p>During recruitment events and the semester surveys will be administer to student to determine the effectiveness of marketing activities. Surveys will show that 25-30% of adults students will indicated marketing activities attracted them to the college.</p>
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## APPENDIX J

### “Developmental Math Education at Essex County College” White Paper



## **Developmental Math Education at Essex County College**

Written by: Ines M. Figueiras, Assistant Professor, Division of Math and Physics  
Reviewed by: MAP Curriculum Committee on February 14, 2017 and March 16, 2017

### Introduction

Developmental education and student remediation have been topics of extensive research and discussion for many years. With the advent of community colleges in the United States in the 1960s, students with remediation needs were welcomed. Data from the U.S. Department of Education (2004) revealed that 60% of students in public two-year colleges and 25% in four-year colleges and universities typically require at least one year of developmental course work. However, at Essex County College (ECC) a review of the College's Fact Books and other reports from the 1970s, 1980s and 1990s as well as data collected for the 2011 Math Program Assessment Report indicate that over 90% of students placed into a developmental course at ECC. It is noteworthy that recent data provided by the Office of Institutional Planning and Assessment indicates that the percentage of students placing into a developmental math course has decreased. In fact, the average percentage of first-time, full-time, degree-seeking students in Fall 2014, Fall 2015, and Fall 2016 who placed into a developmental math course was 79%. The decrease in the number of students requiring developmental math courses in recent years may be attributed to efforts made in the public school system to better prepare students for college-level math or possibly to efforts made by ECC recruiters to better inform students of the importance of being prepared to do well on the placement test, or possibly due to the change in the testing procedures made in the Spring 2015 semester, which provide more frequent opportunities for students to re-take the math placement test if they are unsatisfied with their initial scores. Nevertheless, the percentage of ECC students who require remediation far exceeds the national average.

Considering that retention rates and graduation rates are both relatively low at ECC, it is reasonable to presume that the high percentage of students who require developmental courses negatively impact both retention rates and graduation rates. Research has shown that students who require developmental courses are less likely to complete their degree. "In fact, as the number of required developmental courses increases, so do the odds that the student will drop out" (Kuh, Kinzie, Schuh, & Whitt, 2005, p. 266). An interesting, yet concerning statistic in the 2015 – 2016 ECC Fact Book is the recent significant increase in the math avoider rate. That is, first-time, full-time students who placed into developmental mathematics who did not take a math course in their first semester at ECC increased from 7.6% in Fall 2012 to 44.9% in Fall 2016.

## Literature Review

There is extensive literature regarding student performance in developmental courses and the negative impact of remediation on students and colleges. From a cost perspective, “[r]emediation is big business costing at least \$1 billion and perhaps as much as \$2 billion annually” (Kuh, Kinzie, Schuh, & Whitt, 2005, p. 266). Some literature exists that focuses on positive influences to student success for developmental math students. A study of a statistical regression model showed that course attendance was the greatest predictor for higher course grades (Zientek, 2016). The same study showed that other factors that impact student success are student self-efficacy beliefs in academic engagement, previous course experiences, and being taught by full-time faculty (Zientek, 2016). “The greater students’ involvement in the life of the college, especially its academic life, the greater their acquisition of knowledge and development of skills. This is particularly true of student contact with faculty” (Tinto, 1997, p. 600). After carefully reviewing the literature including a 2011 white paper that revealed that the cost savings of using part-time labor “is offset by various legal, ethical, and managerial ‘costs’ being shifted to the system” (Cook, 2015) and a considerable amount of deliberation, ten independent community colleges in Arizona made the decision to increase the number of full-time faculty. ***The chancellor of Arizona community colleges viewed the decision to hire more full-time faculty – setting a target of a 60% to 40% full-time to part-time faculty ratio within eight to ten years – as a commitment to student success.*** It was believed that fulfilling this “initiative will benefit taxpayers, the business community and universities where graduates transfer because the shift to more full-time faculty committed to working with students will ultimately improve the quality of the institution” (Ashford, 2013, p. 1). Data provided by the Office of Institutional Planning and Assessment indicated that 92.4% of the developmental math classes taught at ECC during the Fall 2015 and Spring 2016 semesters were taught by adjuncts.

Other literature reveals that implementing intentional courses, programs, seminars, and workshops where students are integrated in the college community have a positive impact on student persistence and success. In fact, “increasing social integration leads to greater institutional commitment, and thus greater likelihood of persistence to graduation” (Bridges, Buckley, Hayek, Kinzie, & Kuh 2006, p. 12).

Several resource documents indicate that a holistic, college-wide approach must be taken towards student success focused on support services and quality education. When students believe the personnel that they deal with on a daily basis cares about their well-being, they are more likely to stay engaged. This includes faculty interaction, as well as all support services including financial aid, registration, and even a user-friendly website. The impact of a student’s experience in any part of the institution should not be underestimated. “A student’s beliefs are affected by experiences with the institution, which then evolve into attitudes about the institution, which ultimately determine a student’s sense of belonging or “fit” with the institution (Bridges, Buckley, Hayek, Kinzie, & Kuh, 2006, p. 13).

Since students who place into developmental courses are less likely to persist and graduate, proactive services and support should be implemented to help students place into college-level math courses. “Web-based tools to help prospective students create a roadmap for meeting math and English proficiency requirements before entry and to assist incoming students in choosing coursework has been shown through research to increase college completion rates” (Engle, Yeado, Brusi, & Cruz, 2012, p. 16). An important component to empowering students is a user-friendly website. An excellent example of a user-friendly, engaging website is the one for Community College of Denver found at <https://www.ccd.edu/>.

### History of the Developmental Math Program at ECC

Since the majority of the student population has required remediation throughout the College’s history, a variety of initiatives have been tested and implemented to educate and engage students in developmental math classes. A review of several ECC course catalogs indicates that at least 19 different developmental math courses have been developed and offered over nearly five decades. The courses ranged from courses designed to teach computation skills, courses to teach introductory algebra skills, courses to teach elementary algebra skills, courses to teach math study skills, and a course that combined developmental math with science. While most of the developmental math courses have been offered and taught by the faculty in the Math Division, some of the developmental math courses were offered by the Center for Academic Foundations (CAF), a department created in 1981 with the purpose of educating students who required remediation in math and/or English. CAF, which was at one point dissolved and then later reinstated as the Center for Academic Skills (CAS), offered these courses until the Spring 2016 semester when it was again disbanded. During the last four semesters (i.e., Fall 2014, Spring 2015, Fall 2015, and Spring 2016), the CAF Department taught less than 9% of the developmental math classes offered at the College; adjunct faculty in the Division of Math and Physics taught the vast majority of the developmental math classes offered at the College.

### Current Developmental Math Program at ECC

In order to determine if a student needs to take a developmental math class, the student must take an online placement test called the ACCUPLACER at one of the College’s campuses (Main Newark Campus or West Essex Campus.) Students can register to take a placement test at <https://www.registerblast.com/essex/Exam>. If the student is not satisfied with their placement test results, they can register to retake the placement test on the same website. Furthermore, students are provided with practice material that they can use to prepare for the placement test, which may be found at <http://placement.mathography.org/>. This site was developed and is maintained by a full-time math professor of the MAP Division. In addition, a free

ACCUPLACER Study App found at found at <https://accuplacer.collegeboard.org/> is available and should be included on the ECC website.

Developmental math courses at Essex County College consist of Introductory Algebra (MTH 086) and Elementary Algebra (MTH 092), as well as the associated tutorial courses, MTH 086T and MTH 092T. MTH 086 is a course that covers material that students should have mastered in the elementary and secondary grade school years (typically third grade through eighth grade), and MTH 092 covers material that students should master in the middle school and the early high school years (typically seventh grade through ninth grade). Therefore, most students who place into MTH 086 or MTH 092 need to spend a considerable amount of time studying and doing homework to master the material in these courses traditionally taught in a fifteen-week time period at ECC. In addition, since the pace of these courses is considerably faster than it is in the elementary and secondary grade school years, missing even a single class meeting can negatively impact the chance of success. In addition, anecdotally, it is known that there are numerous reasons why some students do not successfully complete these courses such as illnesses, work obligations, and family obligations. In general, many students who are not successful in these courses lack the necessary mathematical foundation, study skills, commitment and persistence to pass these courses. Developmental math program course titles and descriptions are found in the table below.

### MAP DIVISION DEVELOPMENTAL MATH COURSES

Course #	Course Name	Description
MTH 086	Introductory Algebra	This beginning mathematics course is designed to take students from concrete arithmetic ideas to the more abstract algebraic forms of these ideas. Throughout the course, emphasis is placed on the development of arithmetic and algebraic skills and the application of these skills and concepts to the solution of practical problems. Topics covered include simplifying arithmetic and algebraic expressions, signed numbers, fractions, decimals, percents, estimations and geometric applications.
MTH 092	Elementary Algebra	In this course, algebraic concepts introduced in MTH 086, such as simplifying variable expressions and solving first-degree equations in one variable, are fully developed. In addition, the algebra curriculum is extended to include operations on polynomials, rational expressions, and exponential expressions as well as solving quadratic equations, rational equations, and literal equations. Linear equations and their graphs as well as various problem-solving applications are also covered.
MTH 086T	Introductory Algebra	Supplemental instruction of MTH 086 is a combination of self-directed web-based, and individualized "one-on-one" instruction

Course #	Course Name	Description
	(tutorial)	with faculty as well as trained instructional assistants. Emphasis is on reinforcement of class work and lecture.
MTH 092T	Elementary Algebra (tutorial)	Supplemental instruction of MTH 092 is a combination of self-directed web-based, and individualized "one-on-one" instruction with faculty as well as trained instructional assistants. Emphasis is on reinforcement of class work and lecture.

The primary purpose of the developmental math courses is to prepare students for the college-level math courses, i.e., MTH 100, MTH 101, and/or MTH 103. The mission statement, the philosophy, and the course goals included below reflect the emphasis on fundamental arithmetic and algebra skills as the foundation needed to succeed in college-level courses.

**Mission Statement:** The mission of the Developmental Mathematics Program at Essex County College is to introduce and reinforce pre-college-level fundamental math skills. This skill set should provide the foundation for successful academic performance in college-level math and science courses. Throughout the Developmental Mathematics Program, academic standards are rigorously adhered to in order to create a teaching and learning environment conducive to student achievement.

**Philosophy of Developmental Mathematics Program:** The Developmental Mathematics Program, which is comprised of the MTH 086, MTH 086T, MTH 092, and MTH 092T courses, emphasizes the development and reinforcement of fundamental math skills that students need in order to succeed at the college level. Specifically, the MTH 086 course emphasizes arithmetic skills (i.e., addition, subtraction, multiplication, division, exponentiation, and application of the order of operations in problems involving integers, fractions, decimals, and percentages) and introduces basic concepts of algebra. The MTH 092 course, which expands and reinforces the arithmetic skills covered in MTH 086, explores a variety of introductory algebra concepts. The tutor-facilitated courses MTH 086T and MTH 092T, which are important supplementary components of the Developmental Mathematics Program, are designed to complement and reinforce skills taught in MTH 086 and MTH 092, respectively. It is a core belief that students in the Developmental Mathematics Program must routinely and persistently practice fundamental math skills without using a calculator in order to master these skills. Having a solid mathematical foundation that can be naturally built upon is essential for success in college-level courses, as well as necessary to logically rationalize and solve problems in a variety of scenarios.

**Goals:** *Upon successful completion of the Developmental Mathematics Program, students should be able to:*

- demonstrate knowledge of the fundamental concepts of arithmetic and basic algebra skills with integers, fractions, decimals, and percentages;
- utilize various problem-solving and critical thinking techniques to set up and solve applied problems including percent increase/decrease problems, distance-rate-time problems, and geometry problems involving perimeter and area calculations; and
- communicate accurate mathematical terminology and notation in written and/or oral form in order to explain strategies to solve problems as well as to interpret found solutions.

Measureable course performance objectives (MPOs) will be assessed at the end of the Spring 2017 semester in the MTH 086 and MTH 092 classes via final exam multiple-choice questions blueprinted to course MPOs. A sample of sections of each course will be selected to participate in this MPO assessment study, and a report will be written summarizing the findings of this assessment study.

The mode of instruction employed by the MAP Division is a blend of a teacher-centered approach, a student-centered approach, and a technology component. Two published educational researchers, R. M. Diamond and L. D. Fink, have found that there are features that promote student-centered learning including the following: providing opportunities for students to seek knowledge instead of waiting for faculty to provide it; constructing activities for students to learn through active participation instead of only teacher lectures; and having the faculty act as a facilitator for students by “helping them formulate fruitful problems and questions and uncover effective ways to learn.” (Diamond, 2008, p. 79) A learning plan is effective when “the learning goals, the teaching and learning activities, and the feedback and assessment must all reflect and support each other.” (Fink, 2003, p. 64)

The teacher-centered approach is the traditional lecture used by the instructor to explain the rules and/or methods that must be applied to solving problems, which will be used during individual class work or group work where the instructor acts as a facilitator who guides and encourages students to apply the concepts presented in the lecture. While the instructor acts as facilitator, the instructor also has the opportunity to interact with the students, provide individual or small group instruction, and give appropriate feedback. In addition, the MAP Division has adopted WebAssign as the online homework system that students use to complete their homework assignments. WebAssign provides students with video lectures, example problems, and instant feedback as to whether the submitted answers are correct or not. Students are given five attempts to get each answer correct, and the

overall homework score that each student achieves by the end of the semester counts up to 20% (i.e., at the instructor's discretion) as per the MTH 086 and MTH 092 course outlines.

While this blended mode of instruction (teacher-centered, student-centered and technology) is considered to be the most effective mode of instruction for ECC developmental math students by the majority of the MAP full-time faculty, adjunct classroom observations indicate that some instructors often only utilize a teacher-centered approach of lecture and examples and often offer few or no opportunities for students to apply what has been taught via lecture or to receive feedback from the instructor while working to solve math problems independently or in small groups. Full-time faculty, preferably with both a degree in mathematics and in education, are needed to not only teach the developmental math, but also to act as mentors to the adjunct faculty.

Although the developmental math courses are carefully designed to help students build fundamental skills, student success rates are quite low. Anecdotal evidence indicates that many factors negatively impact student success including poor academic backgrounds, conflicting responsibilities (work/family), poor time management and study skills, frequent absences, not spending enough time completing homework assignments and math phobia, among others.

### Initiatives at ECC

In response to low student success rates some new initiatives have been piloted, and efforts to make improvements have been implemented. The new initiatives and improvements are summarized below:

1. As a result of the Center for Academic Foundations (CAF) being dissolved in the Spring 2016 semester, a necessary working relationship quickly evolved between the MAP Division and the coordinator of the MTH 086T and MTH 092T courses. The collaboration that occurred in the summer of 2016 resulted in the enhancement of the MTH 086T and MTH 092T by creating Tutorial Problem Sets to complement the content covered in MTH 086 and MTH 092 courses. These Tutorial Problem Sets include answer keys and are available both in a hard copy format in the development math computer lab, as well as online at <http://dev.mathography.org/>. In the proposal to include the Tutorial Problem Sets in the MTH 086T and MTH 092T courses, the requirement for grades to be based on whether the students were engaged in the tutorial activity associated is emphasized. These activities include completing WebAssign online homework, Tutorial Problem Sets, and/or textbook problems. The initiative was implemented as of Fall 2016.

Currently, the MTH 086T and MTH 092T courses are only available to students on the Main Campus. The tutorial classes were not offered at the

West Essex Campus or satellite locations due to budgetary constraints related to both employing personnel to coordinate the tutorials and hiring tutors to conduct the classes. Since the inception of the MTH 086T and the MTH 092T courses in Spring 2015, participation by students has increased. From Spring 2015 to Fall 2016, success rates for the MTH 086T course have increased from 23% to 46%, and success rates for the MTH 092T course have increased from 15% to 38%. Success rates for the MTH 086T and the MTH 092T courses were calculated as follows:

$$\text{Success Rate} = \frac{S}{S+M+N+W+I}$$

where S = # of students who received the grade of S (satisfactory),  
M = # of students who received the grade of M (making progress),  
N = # of students who received the grade of N (not attending)  
W = # of students who received the grade of W (withdrawal), and  
I = # of students who received the grade of I (incomplete)

#### MTH 086T SUCCESS RATES

Semester	# of S Grades	# of M Grades	# of N Grades	# of W Grades	Total	Success Rates
Spring 2015	230	282	363	110	985	23%
Fall 2015	404	295	193	229	1121	36%
Spring 2016	303	169	104	177	753	40%
Fall 2016	473	278	120	154	1025	46%
<b>Average</b>						<b>36%</b>

#### MTH 092T SUCCESS RATES

Semester	# of S Grades	# of M Grades	# of N Grades	# of W Grades	Total	Success Rates
Spring 2015	158	68	714	102	1042	15%
Fall 2015	203	200	97	212	712	29%
Spring 2016	327	182	108	219	836	39%
Fall 2016	232	152	87	140	611	38%
<b>Average</b>						<b>30%</b>



2. Workbooks have been created for the MTH 086, MTH 092, and MTH 100 course sequence with improved corresponding WebAssign online homework assignments that include video lectures embedded within the assignments. Faculty class tested these workbooks in the Fall 2016 semester. Faculty observed students utilizing the workbook during every class period, and some instructors found themselves lecturing less and providing more in-class time for students to do workbook problems. Surveys, administered to both the faculty and the students, who used the workbooks and the enhanced WebAssign assignments, indicated that both faculty and students are in favor of adopting the workbooks. In fact, 86% of students preferred using the workbook instead of a textbook, and 82% found the WebAssign videos helpful. After discussing the survey results, and the financial savings to be realized by our students as a result of adopting the workbooks, faculty in attendance at the Division's Curriculum Committee meeting on January 19, 2017, voted unanimously to adopt the workbooks across all sections of MTH 086, MTH 092 and MTH 100 in Fall 2017. Faculty surveys will be conducted following the implementation of workbooks, and training on how to best utilize the workbooks will be provided to faculty.
3. Emporium-style delivery of MTH 086 and MTH 092 was piloted over several semesters. According to the National Center for Academic Transformation, the emporium model "eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance" (National Center for Academic Transformation). Essentially, in this model students learn on their own – at their own pace – by watching instructional videos and completing practice problems. The faculty members assigned to these piloted emporium-model ECC sections facilitated the classes by answering individual questions and proctoring exams. The students in these emporium classes were expected to take the same departmental exams taken by students in the traditional MTH 086 and MTH 092 classes.

The decision to pilot the emporium-style delivery of MTH 086 and MTH 092 was made when CAF implemented emporium-style delivery of the AFM 083 and MTH 092 courses in Fall 2013. Although several faculty members of the MAP Division expressed concerns to the director of CAF regarding the success potential of that mode of instruction, the administration made the decision to fully implement emporium-style delivery of the AFM 083 and MTH 092 courses offered by CAF during the 2012 – 2013 academic year. In fact, three full-time math professors spoke with the coordinators of the emporium-style model from Cleveland State Community College in Tennessee and learned that, in this mode of delivery, students from Cleveland State Community College received points for attendance and for maintaining a notebook and were permitted to take exams multiple times. Based on the information shared by the coordinators from Cleveland State Community College, the faculty from ECC surmised that pass rates for

students taking developmental classes in the emporium-style were inflated and were not indicative of increased learning in these classes.

In the pilot study of the emporium-model in the Division of Math and Physics (MAP) at ECC, students were graded according to the same grading criteria as the students in the traditional classes. No additional points were earned for attendance or for maintaining a notebook, and students were not permitted to take exams multiple times.

The following table summarizes data of a cohort of 208 students who took emporium MTH 086 in Fall 2013 taught by faculty of the Division of Mathematics and Physics, and follows the performance of the cohort of students for one year. Although the success rates are similar to the success rates of the general student population in these courses, it is notable that only 6 out of 208 (3%) completed a college-level math course within one year.

**LONGTITUDINAL STUDY OF STUDENTS WHO TOOK MAP EMPORIUM-MODEL  
MTH 086 TRACKING THEM THROUGH COLLEGE-LEVEL MATH  
(FALL 2013–FALL 2014) (COHORT SIZE: 208)**

Course	# of A - C in MTH 086	# of M, N, or W in MTH 086	Total	Success Rate
MTH 086	92	116	208	44%
MTH 092	39	31	70	56%
MTH 100, MTH 101, or MTH 103	6	3	9	67%

Overall, the faculty who taught the emporium-model MTH 086 classes agreed that while highly motivated students with test scores close to MTH 092 placement could benefit from the emporium-model of MTH 086, most students, especially those who are academically weakest, are hindered by this method of instruction where self-discipline, excellent time-management skills, college-level reading skills, and self-awareness are critically important to success.

Also, it is important to note that the Office of Institutional Planning and Assessment shared data indicating that proportionally fewer students took the AFM 083 class after the emporium-style delivery of the course was

implemented. In fact, prior to the implementation of the emporium-style model of AFM 083, the average ratio was approximately 23% AFM 083 to 77% MTH 086 classes for Fall 2010 through Summer I 2013. After implementation of emporium-style delivery by CAF, the average ratio plummeted to approximately 9% AFM 083 to 91% MTH 086 classes for Fall 2013 through Spring 2016.

4. A combined MTH 086/MTH 092 one-semester course has been offered in recent years. A total of seventy-nine students took the one-semester combination course in Spring 2015, Fall 2015, or Spring 2016. Of these 79 students, 70 (89%) passed MTH 086 taught in the first-half of the semester. Fifty-four students took MTH 092 taught in the second-half of the semester. Of these students, 40 (74%) passed MTH 092. Twenty students (25% of the original cohort) took a 100-level math class within a year of successfully completing the MTH 086/MTH 092 one-semester course. Of those 20 students, 11 passed one or more of the 100-level math classes (8 passed MTH 100, 2 passed MTH 101, and 1 passed MTH 103.) These 11 students represent 14% of the original cohort of 79 students. In comparison, success rates in MTH 100 or MTH 101 or MTH 103 for new students beginning at the AFM 083 or MTH 086 level within 2 years of entering Essex is a 16% (Essex County College Fact Book and Outcomes, 2016). AFM 083 is the developmental math course delivered recently through the emporium-model by the Center for Academic Foundations (CAF). CAF was dissolved in 2016, and AFM 083 is no longer offered at ECC.

It is important to note that all students in the cohort study of the MTH 086/MTH 092 one-semester combination course were taught by the same adjunct instructor. Therefore, although the data demonstrates that the students in the cohort study performed as well as the overall ECC student population in college-level math classes, it is important to acknowledge that further study is needed with a sample that is larger and includes students taught by different instructors. Currently, the MTH 086/MTH 092 combination class is assigned to a different adjunct instructor (i.e., in Spring 2017).

The Office of Planning, Research and Assessment provided the MAP Division with grade distributions for all math courses offered Spring 2006 through Fall 2009 for the 2011 Math Program Assessment Report. The MAP Division used the success rate statistic as the most indicative measure of student success which was calculated as given below.

$$\text{Success Rate} = \frac{A+B^++B+C^++C}{A+B^++B+C^++C+D+F+W+I}$$

**SUMMARIZED GRADE DISTRIBUTIONS AND SUCCESS RATES OF  
DEVELOPMENTAL MATH COURSES (SPRING 2006–FALL 2009)**

Course	# of A – C	# of D – F	# of W	# of I	Total	Success Rate
MTH 086	6,617	5,482	2,220	121	14,440	<b>45.8%</b>
MTH 092	3,936	4,152	1,883	43	10,014	<b>39.3%</b>

It is important to note that although success rates in the developmental math courses are low, they have improved over the last year. A change in the grading policy of the developmental courses was implemented in Fall 2012 where D's and F's are no longer assigned and have been replaced with M grades (Making Progress) and N grades (Not Attending), has resulted in the new formula for success rate found below.

$$\text{Success Rate} = \frac{A+B^++B+C^++C}{A+B^++B+C^++C+M+N+W+I}$$

**SUMMARIZED GRADE DISTRIBUTIONS AND SUCCESS RATES OF  
DEVELOPMENTAL MATH COURSES (FALL 2015–SPRING 2016)**

Course	# of A-C	# of M	# of N	# of W	# of I	Total	Success Rate
MTH-086	1319	683	256	191	30	2479	<b>53.2%</b>
MTH-092	1035	754	229	218	11	2247	<b>46.1%</b>

The table above shows that developmental math course success rates have increased since the 2011 Math Program Assessment Report from 45.8% to 53.2% in the MTH 086 course and from 39.3% to 46.1% in the MTH 092 course. Although a correlation study has not been done between the MTH 086 and MTH 092 courses and the corresponding MTH 086T and MTH 092T courses, it is possible that the tutorial courses are having a positive impact on student success. In addition, there is a distinct difference between the majors of the math avoiders and the non-math avoiders that could possibly have a positive impact on the course success rates in the developmental math courses. For instance, in Fall 2016 29.5% of students who placed into a developmental math class and declared a major in a STEM discipline avoided taking a math class in their first semester. In comparison, 53.4% of

students who placed into a developmental math class and did *not* declare a major in a STEM discipline avoided taking a math class in their first semester.

Along with low student success rates in the MTH 086 and MTH 092 courses, the College also experiences low retention rates and graduation rates. The fall-to-fall retention rate for the full-time and part-time Fall 2012 cohort were 58.0% and 37.4%, respectively (Essex County College Fast Facts, 2013). In addition, the three-year graduation rate for the Fall 2010 cohort was 7.8% (Essex County College Fast Facts, 2013). In fact, the research shows that “only 5% of the 13 million community college students enrolled in developmental mathematics courses earn college level credit within a year” (Carnegie Foundation for the Advancement of Teaching, 2015). Along with an increase in success rates in the MTH 086 and the MTH 092 courses, the College has also had an increase in the three-year graduation rate for the Fall 2013 cohort to 12.8% (Essex County College Fact Book and Outcomes, 2016). Although this represents a 5% increase in the graduation rate in two years, there is no direct, known correlation between the increase in the developmental math course success rates and the increase in the graduation rates.

From the literature review, it is plausible that the significant reduction in full-time faculty over the past ten years likely had a negative impact on our students, particularly our developmental math students. Data provided by the Office of Institutional Planning and Assessment revealed that 92.4% of the developmental math classes (MTH 086 and MTH 092) were taught by adjunct faculty during the 2015 – 2016 academic-year, while full-time faculty with office hours, advanced degrees, extensive years of teaching experience, and the ability to better advise our students rarely interact with developmental math students. In fact, even the course coordinators of the developmental math courses rarely teach developmental math classes. Moreover, the significant number of adjuncts, and frequent turn-over of adjuncts makes it quite difficult to provide them with guidance and/or mentorship opportunities from the full-time faculty.

**FULL-TIME VS. ADJUNCT FACULTY TEACHING  
DEVELOPMENTAL MATH CLASSES FALL 2015 – SPRING 2016**

Term	Course	Number of Sections Taught by Full-Time Faculty	Number of Sections Taught by Part-Time Faculty	Total Number of Sections	Percentage of Sections Taught by Part-Time Faculty
Fall 2015	MTH 086	5	65	70	92.9%
Fall 2015	MTH 092	2	41	43	95.3%
Spring 2016	MTH 086	5	43	48	89.6%
Spring 2016	MTH 092	4	46	50	92.0%
	<b>Total</b>	<b>16</b>	<b>195</b>	<b>211</b>	<b>92.4%</b>

It is important to note that increasing the ratio of courses taught by full-time instructors is Strategic Plan Initiative Goal B2. ***According to the 2016 Fact Book, 67.3% of all classes at the College were taught by adjunct faculty in Fall 2016. Therefore, the 92.4% of adjunct faculty that teach the core classes in the developmental math program, i.e., MTH 086 and MTH 092, is significantly greater than the college-wide percentage.***

### Developmental Math at Other NJ Community Colleges

Data collected from fourteen New Jersey Community Colleges at the Developmental Education Summit on October 14, 2016 indicated that programs designed to support students who require developmental classes have steadily increased in the past five years. These programs include Summer Bridge Programs, Boot Camps, and Accelerated Learning Programs with the greatest increase in offerings in Accelerated Learning Programs. Unfortunately, no information could be found online regarding student performance in these programs.

Professors at the Academic Skills Math Department at Camden Community College (CCC) shared that CCC offers a four-day boot camp to students who get placement test scores near the cut-off score to place into a higher-level math class. This four-day boot camp called an Express Class entails three and a half hours per day of intensive review for three days, followed by the administration of the final exam on the fourth day. Students who score at least 60% on the final exam are permitted to move forward to the next math class. The Express Class is a one-credit course offered between the Fall and Spring semesters and during the summer. In addition, CCC offers students the opportunity to self-remediate by using a program called iPowers. Although *most* students do not improve their placement score, some are able to improve their placement after working with iPowers.

Math faculty at Passaic County Community College (PCCC) shared that several initiatives geared toward improving student performance in developmental math classes have been tested, but none have resulted in a noteworthy positive impact to student success. Specifically, PCCC has two different basic math courses; a one-semester intensive class and a two-semester slower-paced class. Although the content in the one-semester and the two-semester class is the same, the two-semester class gives students with low placement test scores more time to master the material. Similarly, PCCC also offers two different options for their introductory algebra course.

At Raritan Valley Community College (RVCC), a proactive approach has been taken to help students be college-ready. RVCC offers a “Basic Algebra Review Workshop” geared towards high school students in grades 10 through 12 to help them prepare for the math placement test. The workshop runs for five weeks and meets for three hours every weekend.

At Bergen County Community College (BCCC), an optional linked tutorial class is available for students to take along with the lowest level developmental math class. BCCC also offers students the option of taking their developmental math classes through the emporium mode of delivery. In addition, the BCCC website indicates a close working relationship between the math department, the learning center, and the testing center.

### Recommendations to Improve Developmental Math at ECC

Although strides have been made to improve the ECC developmental math program, students continue to struggle in these courses. To improve the developmental math program, the recommendations found below are briefly outlined, and are more fully elaborated in Appendix II.

1. Improve and expand the MTH 086T and the MTH 092T tutorial classes.
2. Maintain classes in the developmental math classes (MTH 086 and MTH 092) to at most 24 students.
3. Hire two full-time faculty lecturers to teach the developmental math classes, as well as mentor/train adjunct faculty that teach these classes.
4. Provide proactive opportunities for students to prepare for the math placement test.
5. Improve the advisement of students taking math classes.
6. Expand the Testing Center services to better accommodate students with special needs.

### Conclusion

The faculty of the Division of Math and Physics strongly believe that the Developmental Mathematics Program at Essex County College provides students with a sound foundation for students to succeed in college-level math courses. Many factors contribute to low success rates in the developmental math courses that are beyond the control of the institution. Over the last few years, a variety of initiatives have been proposed, and some have been implemented to a varying degree of success. Moderate improvements have occurred in the success rates of the MTH 086 and the MTH 092 courses since the Fall 2011 Mathematics Program Assessment Report, which might be attributable to the implementation and improvements made to the MTH 086T and MTH 092T courses. Therefore, the MTH 086T and MTH 092T courses should be expanded to the West Essex Campus and other satellite locations so that more students can benefit from the

support offered through these classes. Furthermore, a more proactive approach must be taken by the College to help students prepare for the ACCUPLACER math placement test especially since numerous studies have shown that the fewer developmental classes students need to take, the greater their chances of completing their college degree.

A literature review resulted in several recommendations to improve the developmental mathematics program. The literature review revealed that developmental math students would benefit from being taught by full-time faculty, but the reduction in the number of faculty in the department over the past ten years has resulted in very few full-time faculty teaching the developmental math courses including the course coordinators. The literature review also revealed that a holistic approach must be taken to support students through their community college experience including all support services and a user-friendly website where students can easily access essential information needed for a successful college experience. Providing better services to the developmental math students at Essex County College should positively impact retention rates and graduation rates, but most importantly improve student engagement and learning.



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## Appendix I

### PROPOSAL REGARDING MAP MTH 086T & MTH 092T COURSES SCHEDULED TO RUN IN FALL 2016

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All full-time math faculty members were invited to serve on a MAP Curriculum Committee subcommittee, the goal of which is to come up with a comprehensive vision for the math tutorial courses (i.e., MTH 086T and MTH 092T) that will be housed in the MAP Division starting in Fall 2016. A preliminary meeting of this *Math Tutorial Course Subcommittee* was convened by Susan Gaulden on Wednesday, 5/11/2016, and was attended by Emmanuel Adepo, Ines Figueiras, S Gaulden, Bertheleau Ngakam, and Arturo Vera. In addition, Violeta DePierola emailed S Gaulden her recommendations concerning the math tutorial classes prior to the meeting, and Brooke Orosz and Barbara Satterwhite, who were unable to attend the meeting, expressed interest in serving on the subcommittee. The ideas below came out of the 5/11 brainstorming session and the emailed recommendations.

1. The math tutorial classes *must* be academically valuable to the MTH 086 and MTH 092 students.
2. As is currently the case, the grade a student earns in MTH 086T or in MTH 092T should not affect the student's ability to progress to the next math course; progression to the next course should continue to only depend on the grade earned in MTH 086 or in MTH 092.
3. A student should receive a grade of P (pass) if they attend 70% to 100% of the class meetings; a grade of M (making progress) if they attend 26% to 69% of the class sessions; and a grade of N (not attending) if they attend only 1% to 25% of the class sessions. A NO SHOW is reserved for a student who does not attend a single class within the NO SHOW reporting time period.
4. The math tutorial classes will be held in the Green Area Computer Lab and the adjacent conference room (Room 3234) as needed. This lab contains approximately 90 computers and a few chalkboards/whiteboards. An additional two or three portable whiteboards may be needed for the conference room.
5. An ECC staff member should be in the lab with the Tutors and students at all times math tutorial classes are being held.

6. The math tutorial classes will be facilitated by Tutors who will be assigned at no more than an 8 students to 1 Tutor ratio.
7. Each tutor will be assigned to work with 8 students who will sit in a designated area in the lab (color coded) throughout the entire semester. This will allow the students to get to know their Tutor so they will feel more comfortable asking questions, will foster positive role modeling, and will allow for the Tutors to better manage their students and keep them on task.
8. For students who attend math tutorial classes twice per week, one of the days will begin in the adjacent conference room where each color team will be divided into two groups of four to work on appropriate Tutorial Problem Sets. For students who attend math tutorial classes once per week, half of each class session will be held in the adjacent conference room doing group work as described above. To accommodate everyone in the conference room and the lab, the Tutors will follow a schedule so that half of the color teams are in the conference room and half of the color teams are in the lab at any given time and then they will switch spots.
9. The Tutor will provide necessary help as the groups work out the Tutorial Problem Sets. When the students are finished with their problem sets, the Tutor will ask each student to put an answer to one problem on the board. Review of MTH 086 or MTH 092 content will be conducted at the discretion of the Tutor and will be based on the performance of her/his students during the group work.
10. The weekly Tutorial Problem Sets will be either collated into a "Lab Manual/Workbook" or will be available as laminated sheets. These problems will remain in the math tutorial lab so that they may be reused throughout the week with students who attend other MTH 086T and MTH 092T classes. Students will not have to purchase additional books for the courses and photocopying costs will be kept at a minimum this way.
11. When students complete their group work and the Tutor has been able to go over the solutions and/or any issues encountered, the students will go back to the computer lab and have time to work on their WebAssign or paper-and-pencil homework (whichever is assigned by their instructor). On the non-Tutorial Problem Set day of the week, the students will spend the entire tutorial session working on their WebAssign or paper-and-pencil homework, asking questions of the Tutor as necessary. Students may also watch instruction videos related to math course content and/or create and work on a personalized study plan. If any students are completely up-to-date with their WebAssign work, they may be permitted to leave early if they need no additional assistance and after the Tutor is able to verify that this is the case.

12. Test and Exam Reviews will be scheduled in a timely manner prior to each Departmental Test or Exam given in MTH 086 and in MTH 092. Students will work on the review sheets prepared by the Department during these sessions, and Tutors will review MTH 086 or MTH 092 content as necessary, which will be guided by their students' progress on the review sheets.
13. Each Tutor will certify the attendance *and* the on-task performance of each of her/his 8 students at each tutorial session. This may be able to be done with the current swipe card machine if it is programmable to require Tutors to input a code if a student was on task. Students who arrive more than 15 minutes late to a class will not be permitted to swipe in for that session. Students who leave early and have not been excused by the Tutors will not receive credit for that session. There are no make-up classes available for MTH 086T and MTH 092T classes.
14. If possible, information from the swipe card machine should be available for review by the MTH 086 and MTH 092 course instructors so they can see whether their students are attending the tutorial classes and encourage them to do so. In order to encourage and reward student attendance in the tutorial classes, the MAP faculty will recommend to all instructors of the course that they *may* – at their discretion – choose to award extra credit toward the students' homework/attendance grade based on their presence and on-task participation in the MTH 086T or MTH 092T classes. **IMPORTANT NOTE:** these extra credit points, *if an instructor chooses to award them*, should improve a student's homework/attendance portion of their overall MTH 086 course grade *no more than 3%* total and *must* be consistent with the grading criteria set forth in the current MTH 086 and MTH 092 course outlines. In other words, extra credit points earned by a student through the tutorial classes must not boost a student's overall course average more than 3%.
15. It is *imperative* that these classes are of academic value and that the format of the class sessions insure that students are spending time on task rather than merely attending the sessions.
16. It is imperative that the Tutors are recruited, trained, and mentored by the MAP math faculty, especially those who teach MTH 086 and MTH 092. It is crucial that the Tutors have excellent communication skills and mathematical ability and that they are technologically competent especially as it pertains to using WebAssign.
17. It is *strongly* recommended that MTH 086 and MTH 092 instructors (and perhaps the Course Coordinators as well) be encouraged to spend time – perhaps even office hours – in the Green Area computer lab providing oversight and interacting with the Tutors and math tutorial students.

## Appendix II

### Recommendations to Improve Developmental Math at ECC Elaborated

1. Improve and expand the MTH 086T and the MTH 092T tutorial classes.

Reassign the management of the MTH 086T and MTH 092T courses currently overseen by a Coordinator who is employed by the Learning Center to the Division of Math and Physics. In addition, assign or hire appropriate personnel and allocate sufficient resources to these courses.

Fully implement the proposal (see Appendix I) submitted in the summer of 2016 to improve the MTH 086T and MTH 092T courses. This includes a lower student to supplemental instructor ratio (8 to 1) and a designated space for group work. The proposal was only partially executed with the implementation of the Tutorial Problem Sets (TPS) in Fall 2016.

Expand the MTH 086T and MTH 092T courses to the West Essex Campus and extension centers. If a computer lab is not available, the MTH 086T and MTH 092T classes should be facilitated by tutors who can help students complete the Tutorial Problem Sets and provide tutoring services. Expanding the tutorial classes would not only provide our developmental math students with additional support but also bring in revenue for the College.

Revamp the scheduling of the MTH 086T and MTH 092T classes. Set up one 80-minute tutorial session instead of two 50-minute sessions or one 100-minute session per week to better align with the College schedule. Consider linking the MTH 086 and MTH 092 classes with their respective MTH 086T and MTH 092T classes so that the same students in the MTH 086 or MTH 092 classes are in the corresponding tutorial classes. Linking these classes would create a greater opportunity for students to bond, create study groups, and hopefully, make connections that keep them engaged at the College.

Develop a process to send weekly attendance records of the students attending the MTH 086T and MTH 092T classes to the corresponding MTH 086 or MTH 092 instructor. This would provide the instructor with an opportunity to encourage students with poor attendance to attend the tutorial class and to reduce the number of No Shows in the tutorial classes. Resources from Information Technology are needed to develop the process of capturing attendance records in the MTH 086T and MTH 092T and to group student attendance records by section of the corresponding MTH 086 or MTH 092 class.

2. Maintain classes in the developmental math classes (MTH 086 and MTH 092) to at most 24 students.

Maintain class sizes of 24 in the developmental math courses. Considering that students in developmental math classes are often the academically weakest students at the College, it is important that the faculty be able to identify and support struggling students as quickly as possible. Larger class sizes would impede this process significantly. Increasing class sizes and mass lectures should *not* be considered for developmental math students.

3. Hire two full-time faculty lecturers to teach the developmental math classes, as well as mentor/train adjunct faculty that teach these classes.

Hire two full-time lecturers to teach developmental math courses, to act as course coordinators for the developmental math courses, and to mentor/train developmental math adjunct faculty to be fully aware of the MAP Division's expectations, grading policies, etc. It is imperative that MAP adjunct faculty teach these developmental courses while utilizing proper mathematical terminology, and create a positive learning environment for our most academically fragile student population. These lecturers would work closely with the coordinator of the MTH 086T and MTH 092T courses to ensure maximum compatibility and integration of content between the courses.

4. Provide proactive opportunities for students to prepare for the math placement test.

Develop and offer a workshop to prepare high school students for the ACCUPLACER math placement test. Funding is needed to develop and offer the workshop. Personnel are needed to identify, contact, and register students for the workshop. This workshop can be provided at a reasonably low price for approximately 6 hours to review pre-algebra and introductory algebra topics. Students should also be notified of the workshop after taking the ACCUPLACER math placement test to give them an opportunity to prepare to re-take the placement test. In addition, all students should be notified of the ACCUPLACER test preparation App.

Appropriate personnel should be contacted at all local high schools including guidance counselors and math chairpersons to notify them of the online resources on our website to help students prepare for the ACCUPLACER math placement test. In addition, it is imperative that we emphasize the need for students to be able to do the math without the use of a calculator. (Note: This information should also be sent to local middle schools.) Administrative resources are needed to contact the local high schools and middle schools.

5. Improve the advisement of students taking math classes.

Improve the advisement of students taking math classes. In particular, a concerted effort must be made to decrease the math avoider rate that increased significantly from 7.6% in Fall 2012 to 44.9% in Fall 2016. Students who place into a developmental math class should be encouraged to take a math class in their first semester at ECC. In addition, students should be made aware during advisement/registration of all support services offered at ECC including Learning Center tutoring as well as an explanation of the benefit of the developmental tutorial courses (MTH 086T and MTH 092T). It is also imperative that students be advised to not skip semesters between math classes. Students are more likely to forget important prerequisite material when there is a time gap from one math class to the next.

Identify students with borderline placement scores to provide them with information as to how to improve their placement or provide them with an option that could accelerate their time through developmental courses. For example, data analysis done of the students who took a one-semester experimental MTH 086/MTH 092 class determined that those students performed just as well in the 100-level math classes as the general student population that started in a MTH 086 class. The MAP Curriculum Committee voted on February 14, 2017 to continue to offer the one-semester MTH 086/MTH 092 class to STEM majors with ACCUPLACER placement test scores that indicate that the student can handle intensive remediation. Specific scores have yet to be determined, and administrative assistance is needed to identify, contact and register students for this class.

6. Expand the Testing Center services to better accommodate students with special needs.

Improve the Testing Center to better accommodate students with special needs such as students who require extended time on tests/exams and students who are permitted via appropriate documentation to use calculators on tests/exams.