

**Monitoring Report to the  
Middle States Commission on Higher Education  
From  
ESSEX COUNTY COLLEGE  
Newark, NJ 07102  
Dr. A. Zachary Yamba, Acting President/President Emeritus  
September 1, 2016  
Subject of the Follow-Up Report:**

*To reject the supplemental information report because it provided limited institutional responses to requested information and did not present evidence and analysis in a manner conducive to Commission review. To request a monitoring report, due August 1, 2016, including but not limited to documented evidence of (1) resource allocation procedures that provide for (a) adequate institutional controls to deal with financial, administrative and auxiliary operations, (b) rational and consistent policies and procedures to determine and monitor the allocation of assets, and (c) periodic assessment of the effective and efficient use of institutional resources (Standard 3); (2) a governing body that (a) certifies to the Commission that the institution is in compliance with the Requirements of Affiliation, the accreditation standards, and all policies of the Commission, (b) adheres to a conflict of interest policy that assures the impartiality of governing body members and the academic and fiscal integrity of the institution, and (c) undertakes the periodic assessment of the effectiveness of institutional leadership and governance (Standard 4); (3) an administration characterized by (a) a chief executive officer, with the combination of academic background and other qualities appropriate to an institution of higher education, whose primary responsibility is to lead the institution toward the achievement of its goals, (b) administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions, (c) qualified staffing appropriate to the goals, type, size and complexity of the institution, (d) clear documentation of the lines of organization and authority, and (e) improvements based on the periodic assessment of the effectiveness of administrative structures and services (Standard 5); (4) equitable and consistent treatment of all institutional constituencies in the application of (a) fair and impartial practices in the hiring, evaluation and dismissal of employees, (b) administrative reviews, (c) institutional governance and management practices, (d) policies regarding student evaluation, and (e) improvements based on periodic assessments of institutional integrity (Standard 6); and (5) basic skills and enrollment management policies and procedures that (a) support and reflect the mission of the institution, (b) ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points, and (c) makes use of periodic assessments of policies and procedures related to admission, remediation, retention, and graduation (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 the 22 municipalities and school districts within Essex County and 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 more than 15,000 students pursuing credit courses in a number of academic disciplines while nearly 15,000 more students enroll 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. The Center for Health Sciences at the main campus opened in Fall 2008. The West Essex campus meets the educational and training needs of people who live and work in the western part of Essex County. Essex 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 more than 50 degree programs in disciplines ranging from the humanities, social sciences and business to the natural sciences, health technologies, engineering, computer science and 10 academic certificate programs.

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

Between February and March of 2016, the Board of Trustees scheduled several meetings with the College President to review her Annual Performance Evaluation. The former President failed to attend these meetings so the sessions were canceled. As part of the evaluation, the Board wanted to delve into complaints lodged against the Administration with regard to funding academic programs, employee grievances and the overall tenor of the institution. Also, as noted in Dr. Yamba's letter to MSCHE in May 2016, "as part of the annual evaluation of the College President, the Board engaged the services of outside counsel to investigate allegations of tampering with emails emanating from the College." The Board received a report regarding



this investigation at its March 2016 meeting. The report confirmed that the “President, the College General Counsel, and others engaged in a systematic and concerted effort to block or delete any email communication directed at the Board.” The report also concluded that employees were deployed to search through the emails of a list of employees and clone their hard drives. The Board found these acts to be an abuse of authority, a misuse of College resources and egregious enough to warrant the immediate suspensions of the former President and General Counsel pending further investigation. The Board did reach out to the former President to conduct a post-suspension hearing and to afford her the opportunity to respond to the findings. However, she did not respond. During the course of the Board’s annual Presidential Evaluation the College was also conducting an internal investigation into the use of debit/credit cards issued to the Athletic Department.

In April 2016, the Board of Trustees terminated the President and the General Counsel because of the email scandal, as well as inappropriate hiring practices. This action was taken in the best interest of the College, in the face of mounting evidence of inefficiency, poor management, and an atmosphere of fear.

The Board of Trustees acted immediately to appoint Dr. A. Zachary Yamba, Emeritus President (who had retired in Spring 2010) as Acting President. The entire College community supported Dr. Yamba’s return. At its April 12, 2016 meeting, the Faculty Association voted unanimously to support Dr. Yamba as Acting President of Essex County College.

Understandably, the Board of Trustee’s actions received considerable press coverage. Due in large part to these media reports and particularly “...in response to recent coverage in the media concerning the suspension of two senior level administrators at the College and allegations of the misuse of College resources,” on April 11, 2016, staff, acting on behalf of the Commission “...request[ed] that Essex County College submit a supplemental information report, due May 12, 2016, addressing recent developments at the College which may have implications for current and future compliance with Standard 3 (Institutional Resources), Standard 4 (Leadership and Governance), Standard 5 (Administration), and Standard 6 (Integrity).”

Dr. Yamba responded to this request within the one-month deadline in a letter to MSCHE. In his letter, Dr. Yamba provided a concise description of issues related to each of the four Standards followed by specific actions taken or planned to address all identified concerns. On June 23, 2016, the Commission acted:

*To reject the supplemental information report because it provided limited institutional responses to requested information and did not present evidence and analysis in a*



manner conducive to Commission review. To request a monitoring report, due August 1, 2016, including but not limited to documented evidence of (1) resource allocation procedures that provide for (a) adequate institutional controls to deal with financial, administrative and auxiliary operations, (b) rational and consistent policies and procedures to determine and monitor the allocation of assets, and (c) periodic assessment of the effective and efficient use of institutional resources (Standard 3); (2) a governing body that (a) certifies to the Commission that the institution is in compliance with the Requirements of Affiliation, the accreditation standards, and all policies of the Commission, (b) adheres to a conflict of interest policy that assures the impartiality of governing body members and the academic and fiscal integrity of the institution, and (c) undertakes the periodic assessment of the effectiveness of institutional leadership and governance (Standard 4); (3) an administration characterized by (a) a chief executive officer, with the combination of academic background and other qualities appropriate to an institution of higher education, whose primary responsibility is to lead the institution toward the achievement of its goals, (b) administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions, (c) qualified staffing appropriate to the goals, type, size and complexity of the institution, (d) clear documentation of the lines of organization and authority, and (e) improvements based on the periodic assessment of the effectiveness of administrative structures and services (Standard 5); (4) equitable and consistent treatment of all institutional constituencies in the application of (a) fair and impartial practices in the hiring, evaluation and dismissal of employees, (b) administrative reviews, (c) institutional governance and management practices, (d) policies regarding student evaluation, and (e) improvements based on periodic assessments of institutional integrity (Standard 6); and (5) basic skills and enrollment management policies and procedures that (a) support and reflect the mission of the institution, (b) ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points, and (c) makes use of periodic assessments of policies and procedures related to admission, remediation, retention, and graduation (Standard 8). A small team visit will follow submission of the monitoring report. To note the institution's obligation to inform the Commission about any and all significant developments related to any investigation(s) conducted by county, 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. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.

At Dr. Yamba's request, the Commission extended its date to receive the monitoring report to September 1, 2016.

## 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 resource allocation procedures that provide for:**

- a) adequate institutional controls to deal with financial, administrative and auxiliary operations**
- b) rational and consistent policies and procedures to determine and monitor the allocation of assets**
- c) periodic assessment of the effective and efficient use of institutional resources.**

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### **Evidence of A**

#### **Adequate Institutional Controls**

In order for Essex County College to fulfill its mission, it is critically important to allocate appropriately the finite financial, human, technical, and physical facilities resources that are shared among all departments and areas of the institution. To ensure that prudent decisions are made regarding how various resources are distributed, strict controls, procedures, and planning must be established and implemented consistently from year-to-year.

Accurate budget forecasting and routine scrutiny of spending are two essential cornerstones that characterize any financially healthy business. The College's history demonstrates and documents appropriate financial planning, fiscal responsibility and the ability to consistently maintain annual balanced budgets. Dr. A. Zachary Yamba, who served as President from 1980 to 2010 during both prosperous and turbulent financial times, is largely responsible for this established history.

Fortunately, this trend continues. The audit for the year ended June 30, 2015 was provided to the College on March 1, 2016 by external auditors WISS and Company, LLP. The College received a clean audit from WISS which stated:

*In our opinion, the financial statements referred to about present fairly, in all material respects, the respective financial position of the business-type activities of Essex County College as of June 30, 2015 and 2014, and the respective changes in financial position*



*and, where applicable, cash flows, for the years then ended in conformity with accounting principles accepted in the United States of America.*

Immediately following his appointment as Acting President, Dr. Yamba convened an ad-hoc Financial Committee consisting of several upper-level administrators and financial consultants. Members of this committee were selected for their proven track record and expertise in financial matters to assess Essex County College's financial status. This group met throughout April, May, and June 2016 to complete two fundamentally important tasks: 1) to determine the current status of Essex County College's up-to-date revenues and expenditures; and, 2) to strategize on an effective budgeting process that would be used for Fiscal Year 2017 and beyond to ensure that future spending is carried out in a responsible manner by all constituents within the College.

The ad-hoc Financial Committee completed its charge in a very compressed time frame. With respect to the first charge to ascertain the health of the FY '16 budget and to address any concerns therein, the group concluded that as the current fiscal year comes to a close, the College would end up with a balanced budget when all is accounted for.

Moreover, at their September meeting, the Trustees will approve an auditing firm to conduct the FY' 16 enrollment and financial audits. The short audit will be completed by December 2016 and the full audit will be completed by March 31, 2017.

The second charge of the ad hoc Financial Committee was the development of the FY '17 budget. It began its task by reviewing the College's enrollment trends for the past three years, the revenue and expenditure patterns for the same time period, the potential impact of adverse publicity on enrollment, and critical needs of the College.

At the end of the committee's review, the following assumptions were arrived at for the FY '17 budget.

Revenue:

- County appropriation will remain the same as in FY '16
- State appropriation will decrease modestly
- Tuition & fees revenue will increase based on assessed tuition & fees although credit hour enrollment will decrease by 6%
- Other revenues will remain stable

Expenditures:

- Maintenance of basic services (personnel, fringe benefits)
- Increases due to Collective Bargaining Agreements

- Increase in utility costs
- Uncertainty about litigation
- Net cost for reorganization after personnel reductions
- Reserve for matching funds for Capital Bond Construction Projects
- Increase in part-time funds
- Increase in funds for Enrollment Services
- 10% Contingency Reserve

In addition to a thorough review of the operating funds, the committee also reviewed the requests for capital projects under Chapter 12. Chapter 12 is the county and state matching funds formula for county colleges. The projects selected for funding with their respective budgeted amounts are presented below.

• CCTV (security camera system)	\$375,000
• Parking Lot Repavement	\$395,000
• Dining Hall Renovation	\$320,000
• Newark Campus Concrete Sidewalk Repair	\$275,000
• Renovation of Information Technology Area	\$260,000
• Carpet Replacement in Academic Areas	\$500,000
• PBX System Forklift	\$375,000
<b>Total Cost of Chapter 12 Projects</b>	<b>\$2,500,000</b>

In late April, the Cabinet approved the FY '17 budget (see Table 1 below) which was reviewed by the Finance Committee of the Board of Trustees and subsequently approved by the full Board in June. Within the same month, the Board of School Estimate (consisting of the County Executive, two members of the Board of Chosen Freeholders and two Essex County College Trustees) officially adopted and approved the College's FY '17 Budget.



**Table 1**  
**Essex County College**  
**Operating Budget for Fiscal Year 2017**

Revenues		FY '17 Budget	%
Tuition and Fees	\$	39,597,315.49	60.89%
State of New Jersey	\$	11,765,886.00	18.09%
County of Essex	\$	11,950,000.00	18.38%
Indirect Cost Reimbursement	\$	98,032.14	0.15%
Other Income	\$	1,550,235.27	2.38%
Interest Income	\$	6,542.60	0.01%
Auxiliary Income	\$	61,855.00	0.10%
Unexpended Operating Funds		-	0.00%
<b>Total Revenues</b>	<b>\$</b>	<b>65,029,866.50</b>	<b>100.00%</b>

Expenditures		FY17 Budget	%
Instruction	\$	24,051,380.11	36.99%
Public Service	\$	4,229,029.40	6.50%
Academic Support	\$	2,078,694.61	3.20%
Student Services	\$	5,182,089.13	7.97%
Institutional Support	\$	18,081,785.60	27.81%
Operation of Plant	\$	11,406,887.65	17.54%
<b>Total Expenditures</b>	<b>\$</b>	<b>65,029,866.50</b>	<b>100.00%</b>

## Evidence of B

### Rational and Consistent Policies and Procedures

In addition to the assumptions outlined above, it is important to emphasize that Essex County College utilizes a bottom up process to create its budget. That is, department/unit heads submit their budget requests pertaining to operating, minor capital, and personnel funds to their area heads who provide first-level scrutiny. This review process leads to modifications of the proposed costs for each department/unit. The area heads then submit their modified department/unit budget requests to the Vice President of Administration and Finance every December.

Everyone involved in the process outlined above is aware that all expenditures included in budget requests must follow regulations, policies, procedures, grant guidelines, and purchasing



protocols. Documents and manuals that explain these regulations, policies, procedures, and grant guidelines are available in the Office of Administration and Finance. It is equally important to note that all budget requests that department/unit heads submit must demonstrate how the requests are linked to the College's Strategic Plan and how they directly support the College's mission.

Area expenditure requests are reviewed by the President's Cabinet. Each request is discussed and either approved, rejected, or returned to the Area for revisions. The Cabinet also establishes spending priorities that are in the best interest of Essex County College as a whole. In order to create a fully transparent and deliberate process for funding items/projects based on thoroughly assessing the needs of the College (as well as the College's ability to commit the required resource support), the President's Cabinet recently drafted a *Resource Allocation Approval Rubric* in August 2016. It is anticipated that the President's Cabinet will approve and implement this document during Fall 2016.

Allocation Oversight. A fundamental premise of sound financial management includes establishing and executing a system of rigorous oversight to ensure, among other things, that spending stays within the adopted budget. Unfortunately, despite having various protocols in place, the prior Administration did not adhere to them. Such a breakdown occurred, when contrary to Board policy and unbeknownst to the Board, the former President issued six College credit cards to employees. In order to reign in discretionary spending and curtail potential abuse of privilege, in May 2016 Dr. Yamba revoked College credit/debit cards that had been issued to various individuals by the previous administration. The management letter that accompanied the FY '15 audit from WISS & Company included a finding regarding the use of debit cards by the Athletic Department.

*Internal control procedures over the use and reconciliation of debit card usage were not followed and as a result, instances were identified where amounts were withdrawn from the bank account that exceeded the corroborating evidence provided to support the events.*

The letter also stated:

*Due to the lack of adherence to internal controls over the use of debit cards and related reconciliations during the year, the College could not timely or readily identify the funds withdrawn exceeded supporting documentation.*

Not dissimilar to the misuse of College credit/debit cards, the Board of Trustees also charged the former administration with misuse of College resources and abuse of power by directing personnel to spend hours and days in the pursuit of employees suspected of making contact

with the Board. The Board has taken corrective action by terminating the employment of the then President and General Counsel.

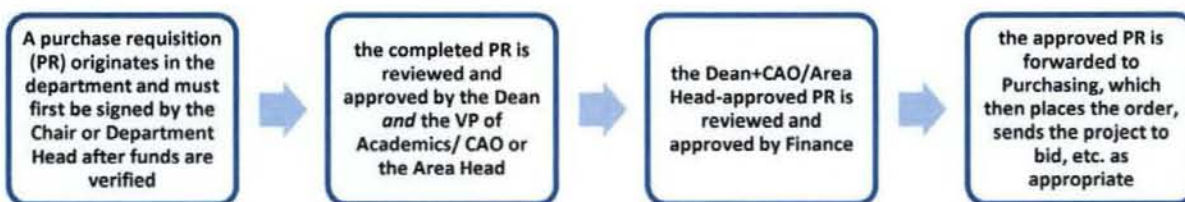
At present and moving forward, the President is the only College employee authorized to use College credit/debit cards to make work-related purchases. In addition, every month the Finance Department is responsible for carefully reviewing and reconciling card statements. In addition, to prevent any potential breaches of financial security and to clarify all expectations and the protocols that must be followed, in June 2016, Dr. Yamba mailed to all members of his Cabinet the Board of Trustees' Policy, "Use of Credit/Debit Cards." This breach is the subject of an on-going investigation by both the College and external law enforcement agencies.

In his short time as Acting President, Dr. Yamba has reaffirmed his commitment to provide oversight by instituting and implementing various checks and balances to guarantee that: 1) responsible spending practices are followed; and 2) sign-offs of all expenditures are delineated. Essex County College employees in the Comptroller's Office, Accounting Department, Payroll Department, Purchasing Department, and the Human Resources Department, for example, adhere to the chain of approval. This includes verifying that: 1) funds are available, 2) required State, Federal, and grant guidelines are followed, and 3) generally accepted accounting principles are utilized. Examples of two different chain of approval protocols are detailed in Figure 1 below.

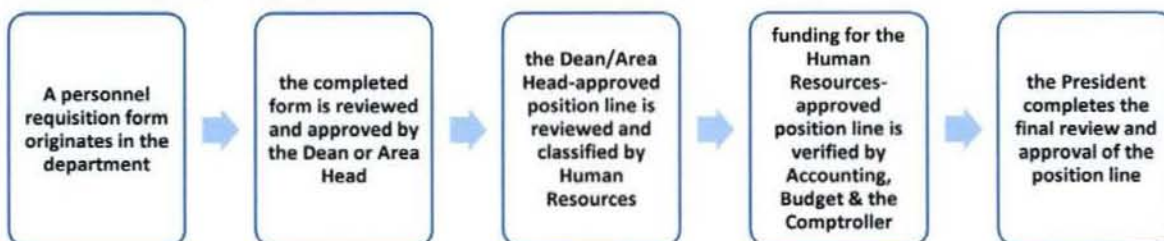
**Figure 1: Examples of Chain of Approval Protocols**

**Purchase Requisition Approval Process**

(Note: Abbreviated from *Purchasing Department Procurement Manual*)



**New Employee Position Line Approval Process** (Note: Abbreviated from *Human Resources: Workflow of Key Employment Documents*, March 16, 2012)





Once the Cabinet approves spending on specific resources, the process of carefully vetting each and every expenditure occurs. For example, the Director of the Purchasing Department, who has more than 20 years of experience at Essex County College, ensures that all State and Federal policies, procedures, laws, and guidelines are followed when procuring required resources.

All purchases over \$17,500, as well as all contracts, must also be scrutinized and approved by the Board of Trustees. More specifically, the appropriate Board Committees review requests for contracts for services and personnel appointments before action is taken by the full Board. In extra-ordinary or emergency circumstances, the Executive Committee of the Board has been empowered to act, but still subject to subsequent approval by the full Board. It is important to note that transparency of spending is a vital priority for the Board of Trustees. By law, notice of the Board of Trustees' monthly meetings (and each agenda of approved purchases to be voted upon and approved) are posted on Essex County College's website (see [www.essex.edu](http://www.essex.edu)). In addition, Board of Trustee members who have conflicts of interest with a particular purchase or contract are ethically bound to abstain from voting, which they routinely do.

New Position Line Approval. As is the case with funding purchases and renovation/construction projects, hiring priorities at the College are made by analyzing how closely each proposed position is linked to Strategic Plan Initiatives. In addition to hiring priorities established to restore key administrative positions, 10 new faculty lines (two in Nursing, two in Biology, one in Business, one in Mathematics, one in Engineering Technologies, one in Physical Therapist Assistant, one in Education, and one in Social Work) are anticipated to be approved for Academic Year 2016 – 2017.

Once a position has been cleared through the New Employee Position Line Approval Process, there are strict protocols in place regarding the hiring process. At its May 2016 meeting, the President's Cabinet decided that henceforth, an Executive Summary should be prepared and submitted to the Board of Trustees for any position requiring Board action. The summary will contain all the data on new hires including advertisements of the position, the number of persons applying, the selection process and the final recommendation. This summary will provide for more checks and balances and transparency in the entire hiring process.

## **Evidence of C**

### **Periodic Assessment of Institutional Resources**

Purchases or contracts that cost the College less than \$5,000 do not have to be formally approved by the President's Cabinet. However, given that the annual collective value of such purchases can be significant, these smaller expenses do not go unexamined. While



department/unit and area heads have a reasonable amount of discretion in how to allocate their spending consistent with initiatives in the College's Strategic Plan that supports the College's mission, they are still held accountable to stay within their approved budget. In order to ensure and verify that spending is appropriate and within the allocated budget for each department/area, due diligence occurs via a three-pronged review process that includes weekly review of revenue by account type and expenditure by account type reports by the Director of Fiscal Operations, the Vice President of Administration and Finance, and ultimately by the President.

When large financial projects are undertaken at the College, including but not limited to the five recent bond-funded renovations and construction ventures that all directly support the College's mission and goals and objectives outlined in the Strategic Plan, diligent oversight is provided from conception to completion via comprehensive protocols. Each project is measured and assessed regularly by the Bond Oversight Committee (BOC). The BOC is comprised of member representatives who support the full lifecycle of the bond projects from initial grant application to close out and who audit for compliance as established by the State of New Jersey. Specifically, the current BOC includes seven members—the Vice President of Administration and Finance, the Director of Purchasing, the Director of Facilities Management and Planning, the Associate Director of Telecommunications and Networking, the Executive Assistant to the Vice President of Administration and Finance, the Associate Director of Management of Grant Funds, and the Executive Director of Institutional Planning, and Assessment (see Appendix A, Bond Oversight Committee (BOC) membership and Appendix B, Capital Bond Projects as of 8/11/16).

The BOC is charged with: 1) monitoring each bond project for timely progress toward completion; and 2) analyzing whether spending is on target relative to budgeted amounts. They achieve this by collaborating with the Project Owners who provide and maintain all documentation for the duration of each bond project. The Project Owners, the specific bond project, and the specific Strategic Plan objectives the project supports are as follows:

- Chairperson of Nursing and Allied Health [Bond #021-02: Health Sciences Nursing Simulation Laboratory (HSNSL)]. Strategic Plan Initiatives: Student Success and Completion & State-of-the-Art Technology and Support Services
- Executive Dean of Administrative and Learning Technologies/Chief Information Officer (CIO) [Bond #021-05: Foundation for Instructional Technologies]. Strategic Plan Initiative: State-of-the-Art Technology and Support Services

- Associate Dean of Online and Learning Resource Technologies [Bond #021-03: Information Commons]. Strategic Plan Initiatives: Modernized Facilities & State-of-the-Art Technology and Support Services
- Acting Dean of Community and Continuing Education/West Essex Campus [Bond #021-04: West Essex Campus Restructuring]. Strategic Plan Initiative: Modernized Facilities
- Dean of STEM and Health Sciences [Bond #021-01: First Year Success – Specialized Classrooms for Rapid Completion of Developmental Coursework]. Strategic Plan Initiative: Student Success and Completion.

Since April 2016, the President's Cabinet has devoted considerable time to discussing the process for allocating facilities space at Essex County College. Moreover, at its May 2016 meeting, the Cabinet decided that the previously discontinued Space Allocation Committee (SAC) should be reconstituted to oversee instructional and non-instructional use of space, as well as furniture and technology assets on campus. Such oversight must include tracking the movement of all physical resources in order to prevent theft and misuse. It is important to note that any recommendations this committee may make, along with any reports of missing or misused assets must be reviewed and brought to the President's Cabinet. Furthermore, the President's Cabinet has the final decision on how physical facilities at the College are assigned and utilized. At present, members of the reconstituted SAC include the Vice President of Administration and Finance (Chairperson), the Executive Dean/Chief Information Officer Information Technology, the Academic Deans, the Associate Dean of Student Life & Activities, the Director of Facilities Management & Planning, and the Director of Auxiliary Services.



### 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 of a governing body that:**

- a) certifies to the Commission that the institution is in compliance with the Requirements of Affiliation, the accreditation standards, and all policies of the Commission,**
- b) adheres to a conflict of interest policy that assures the impartiality of governing body members and the academic and fiscal integrity of the institution, and**
- c) undertakes the periodic assessment of the effectiveness of institutional leadership and governance**

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#### **Evidence of A**

##### **Compliance with Requirements of Affiliation, Accreditation Standards and Policies**

Governing Body. The governing body of Essex County College is its Board of Trustees. The composition of the Board is determined as specified in Chapter II, Section 3 of the Essex County College Bylaws (see Appendix C, Essex County College Bylaws, Chapter II, Section 3), *viz.* "The Board of Trustees of Essex County College shall consist of the county superintendent of schools and 10 persons, eight of whom shall be appointed by the appointing authority of the county with the advice and consent of the Board of Chosen Freeholders, at least two of whom shall be women and two of whom shall be appointed by the Governor, according to criteria and for such initial terms as shall be established." Chapter II, Section 3 of the Board Bylaws also determines that "the student body of each county college shall be entitled to elect from the graduating class one (1) representative to serve as a non-voting member on the Board of Trustees for a term of one year."

With the June 2016 appointments of two new Trustees by the Governor of New Jersey, and the May 24, 2016 election of a new student representative to the Board by the graduating class of 2016, there remains one vacancy on the Board. Current Trustees are as follows:

TRUSTEE	APPOINTMENT DATE	OCCUPATION/EXPERTISE
Bibi Taylor (Chair)	June 25, 2014	Director of Finance, County Treasurer for the County of Union, NJ; former City Administrator and Director of Finance for the City of Plainfield, NJ; Master's Degree in Public Administration from Rutgers University
Calvin Souder, Esq. (Vice Chair)	June 25, 2014 (Reappointment)	Former associate at Patton Boggs LLP; Federal and State court practice included toxic torts, environmental and energy as well as white-collar issues; Doctor of Law (JD) degree from Seton Hall University
Jeweline Grimes (Secretary)	March 26, 2003	Alumna of Essex County College; former community outreach coordinator for East Orange General Hospital, New Jersey; former member of the East Orange Board of Education
Joseph Zarra (Treasurer)	By virtue of position as Essex County Superintendent of Schools	Nutley educator for 30 years; Nutley Superintendent of Schools for seven years until 2011; former adjunct professor at Kean University and Bloomfield College
Elvin Esteves, Esq.	April 13, 2011	General counsel for the Passaic Valley Sewerage Commissioners; previously attorney and partner at the Gibbons Law Firm specializing in federal and state litigation, and alternative dispute resolution; graduate of Columbia Law School
Bishop Reginald T. Jackson	January 8, 2003	132nd Bishop of the African Methodist Episcopal Church (elected and consecrated in 2012); former pastor of St. John AME Church, Jersey City, NJ, and St. Matthew AME Church, Orange, NJ; life member of the NAACP; Master's degree in Divinity from Turner Seminary at The Interdenominational Theological Center in Atlanta, Georgia
Wesley Jenkins	August 14, 2013	Executive Director of Babyland Family Services, Inc. of Newark New Jersey



Safanya Searcy	October 28, 2015	Political Capacity Coordinator at the Service Employees International Union (SEIU); previously a Political Organizer (Massachusetts Division) for the I199SEIU United Healthcare Workers East; a Community Organizer for Service Employees International Union/Massuniting; and a Program Analyst in the Department of Citizen Services, County of Essex, NJ
Thomas McDermott, Jr.	Appointed by Gov. Christie – June 2016	Vice President of Sales and Marketing for the Midland Steel Corp., Bronx, NY; served for more than a decade on the Millburn Township Committee, six of those years as Mayor; graduate of Lynchburg (Virginia) College, with a degree in Political Science/History; studied Finance at both Yale and the University of New Haven
Dr. Leila Sadeghi	Appointed by Gov. Christie – June 2016	Executive Director of the Guarini Institute for Government and Leadership at Saint Peter's University in Jersey City, NJ; former chair of the Department of Educational Leadership at Kean University; doctorate in urban education policy from Rutgers University-Newark

As evidenced in their short bio-data (see Appendix D, Biographical Sketches of Essex County College's Board of Trustees), Trustees are distinguished active members of the community who represent the rich diversity of Essex County and the broad range of perspectives of the College's constituencies.

The Board conducts monthly meetings, including meetings of the Finance, Personnel, and Academic and Student Affairs Committees as necessary, and the Executive and Public Meetings, the latter of which are scheduled and notified to the general public in advance of the meeting dates. The Board of Trustees establishes their annual schedule of meetings in November, and in accordance with the Open Public Meetings Act of the State of New Jersey, publishes the schedule. Notification of the Board of School Estimate and other special meetings are published also as required by the same Act. The College includes Board meetings on its posted monthly Calendar of Events. Agendas for the Board Public Meetings are made available to the public on the College's website, and printed copies are made available to the public on the day of the Public Meeting. Minutes of the Board's Executive and Public meetings are prepared and

adopted by the Board as the official record of its discussions and actions. Prior to each monthly Public Meeting, the Board of Trustees receives from the College President a monthly report in which the President typically provides to the Board information and analysis on activities and accomplishments, and alerts the Board to issues of importance and concern. The Acting President's Report to the Board of Trustees for June-July 2016 (see Appendix E, Sample of Acting President's Report to the Board of Trustees) provides a sample of the President's Reports to the Board.

Shared Governance. As the governing body of the College, the Board of Trustees heads a system of shared governance that supports participation by administration and faculty in key institutional decisions. Shared governance is central to sound, transparent leadership of the institution, and is one of the principal load-bearing pillars of a strong academic core. The shared governance structure at Essex County College is built on six tiers, from the bottom up, with input from the seven Academic Divisions, the six Advisory Councils, the Academic Deans' Council, the Cabinet, and the President, to the Board of Trustees. Since his appointment in April 2016 as acting president, Dr. A. Zachary Yamba has moved purposefully to strengthen the critical middle tiers of the shared governance structure, namely the Advisory Councils and the Deans' Council.

There are six Advisory Councils, namely the Academic Advisory Council (AAC); the College Curriculum Advisory Council (CCAC); the Standards and Assessment Advisory Council (SAAC); the Institutional Computing Advisory Council (ICAC); the Professional Development Advisory Council (PDAC); and the Academic Foundations Advisory Council (AFAC). In April 2016, Professor Emeritus Donald Yee was given the charge of conducting an assessment of the state of the Advisory Councils. To that end, he convened an ad hoc Academic Governance Working Group comprising the following members: Donald Yee; Michael Frank; Ned Wilson; Alvin Williams; Barbara Pogue; Rachel Pernia; Jina Lee; Jennifer Wager; Charles Pinderhughes; Kathlyn Battle; Brooke Orosz; and Jeffrey Lee.

The Group studied the annual reports of the councils for 2015-2016 and assessed and analyzed outcomes, including accomplishments for the just concluded academic year. The Group held multiple meetings to discuss restructuring of the councils to make representation more robust, relevant and transparent. These meetings produced recommendations for the restructuring and population of the committees in time for the beginning of the Fall 2016 semester. The schedule of meetings for the councils for the upcoming Academic Year 2016-2017 has already been established.

Simultaneously, the defunct Deans' Council, an important middle tier in the shared governance structure, has been rebuilt and restored. Core membership includes the three academic deans:



the Dean of Liberal Arts, the re-appointed Dean of Business, Industry and Government, and the re-appointed Dean of STEM and Health Sciences, and the Dean of Student Affairs. The Deans' Council has begun meeting. The restored Deans' Council re-establishes the significance and authority of the academic deans, and vests them with participatory responsibility and accountability for the academic processes of the institution.

Institutional Compliance with Accreditation Standards. Under the leadership of its Board of Trustees, Essex County College earned its accreditation from the Middle States Commission on Higher Education in 1974. Over the ensuing four decades, the College has maintained an uninterrupted accredited status. The Commission last reaffirmed the College's accreditation on March 7, 2013.

Over the years, the Board of Trustees has built a strong culture of engagement with the administration on the requirements of the Commission. The Board receives pertinent reports from the College President/Chief Executive Officer and participates in strategic planning to ensure compliance with Middle States' standards and the maintenance of institutional accreditation. With Board support, the College has built a record of responsiveness to the Commission's requests that attests to the College's culture of compliance with the standards of accreditation set forth by the Commission.

The College's strong culture of compliance with accreditation standards has survived a number of leadership transitions in the College Presidency as well as the Board of Trustees. With the retirement of Dr. A. Zachary Yamba in 2010, the College was led by Dr. Edythe Abdullah (2010 - 2013), and Dr. Gale Gibson (2013 - 2016). Dr. A. Zachary Yamba returned to the presidency in an acting capacity effective April 2016. Chairmanship of the Board of Trustees changed hands from Bishop Reginald Jackson (2000 - 2012), to Mr. Calvin Souder, Esq. (2012 - 2015), and Mrs. Bibi Taylor (2015 - present). The work of the College, including its mission of excellence in teaching and learning, and compliance *inter alia* with the requirements of accreditation, has continued uninterrupted through every transition. The College's accredited status has likewise endured.

Acceptance by the Middle States Commission of the College's reports on its compliance with the standards of accreditation, as well as the seal of approval that resides in the accredited status, provides proof positive that the Board of Trustees, in collaboration with the administration, has consistently done due diligence in certifying to the Commission "that the institution is in compliance with the Requirements of Affiliation, the accreditation standards, and all policies of the Commission."



## **Evidence for B**

### **Adherence to a Conflict of Interest Policy**

As members of the College's Governing Body, Trustees are officers of a public institution of higher education and are required to conduct the business of the College within the framework of the Institutional Code of Ethics (NJAC 9A:3-1.1) approved by the New Jersey Commission on Higher Education. The Commission's Code of Ethics mirrors the requirements of the New Jersey Conflicts of Interest Law (NJSA 52:13D-12.1).

The standards of the Institutional Code of Ethics provide insurance against conflicts of interest or the appearance of conflicts of interest. The New Jersey Council of County Colleges (NJCCC) in its "Community College Trustee Appointment Guidelines" (see Appendix F) cites the Code as the foundation for Trustee conduct and notes that in accordance with the Code, Trustees are prohibited from:

"...having an interest, financial or otherwise, direct or indirect, or engaging in any business or transaction or professional activity which is in substantial conflict with the proper discharge of their duties."

Essex County College orients Trustees to the statutory guidelines that frame their actions through College-led new Trustee orientations (last held in 2010), through the New Jersey Council of County Colleges in seminars, workshops and printed and electronic materials, and through the Association of Community College Trustees (ACCT) in annual conferences, publications, and online and face-to-face workshops and seminars.

The Essex County College Board of Trustees Policies and Bylaws, last updated in 2005, does not include a specific conflict of interest policy for Board guidance and adherence. Historically, the Board has functioned within the ethical guidelines prescribed by the New Jersey Commission of Higher Education's Institutional Code of Ethics (NJAC 9A:3-1.1), and has never incorporated a distinct conflict of interest policy in its Policies and Bylaws.

The current Board Policies and Bylaws have been in effect since February 7, 1976 when they were originally adopted. In the four decades since adoption, the Board periodically reviewed Board Policies and approved a number of revisions at specific times, namely in November 1983; April 1995; September 1997 and May 2005. The most recent overall revision of Board Policies took place in 2005. The most recent revision of a single board policy took place on June 30, 2016 with the adoption of new BP 1-2.1 Seating of Board Members: Role of Constituent Unit Representatives. With this latter revision, the Board provided more detailed guidance for the effective participation of the student representative in the work of the Board.



Despite the absence of its own conflict of interest policy, the Board has managed its affairs in a climate of mutual respect, and has acted as a unified body to exercise necessary due diligence with respect to legislative mandates and the requirements of institutional accreditation. The Board is expected to hold the College President accountable for the day-to-day operations of the College, including internal fiscal operations, which are audited annually by an external auditing firm. It became apparent, however, that the former President was not providing complete and accurate fiscal information to the Board.

The Board routinely addresses potential conflicts of interest with respect to its fiscal responsibilities through the annual filing by each Trustee of a Local Government Ethics Law - Financial Disclosure Statement with the State of New Jersey, pursuant to NJSA 40A:9-22.3(g). Executive-level administrators also file the Financial Disclosure Statement. Trustees and administrators submitted their most recent Financial Disclosure Statements on April 30, 2016. This action demonstrates the commitment of the Board to high ethical standards and to full disclosure and transparency with respect to Trustee affiliations.

Other evidence of the Board's action to mitigate potential conflicts of interest is seen in the Board practice that Trustees abstain from voting on agenda items that present potential conflict, or that could be construed to present conflicts of interest. Trustees employed by legal firms, for example, routinely abstain from voting on action involving legal firms with which their own firms may do business. The voting record of Trustees, as well as the abstentions described, is routinely recorded in the Minutes of Board Public Meetings.

At its Public Meeting on June 30, 2016, the Board signaled its intent to review and update its Policies and Bylaws with the announcement of the appointment of a Board Policy Review Committee. Members of the Committee are as follows:

1. Mr. Calvin Souder, Esq. – Vice Chair
2. Ms. Safanya Searcy
3. Mr. Joseph Zarra - Treasurer
4. Mrs. Bibi Taylor – Chair

Deeply conscious of the need to not only act with transparency and integrity but to be perceived by the public as so doing, the Board intends to include a written conflict of interest policy in the revised Board of Trustees Policies and Bylaws. The Board expects to conclude revisions and adopt the revised Policies and Bylaws before the end of calendar year 2016.

With its June 30 appointment of a Board Policy Review Committee to update Board Policies and Bylaws, including a conflict of interest policy, the Board of Trustees has committed to strengthening its current practice with a written instrument that guarantees that the Board will



“adhere to a conflict of interest policy that assures the impartiality of governing body members and the academic and fiscal integrity of the institution.”

## **Evidence for C**

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

The Essex County College Board of Trustees typically relies on several instruments for assessing the effectiveness of institutional leadership and governance. These instruments include the Presidential Evaluation, the Employee Attitude Survey, the Board of Trustees Annual Survey (Self-Assessment), and the Community College Survey of Student Engagement (CCSSE).

The Presidential Evaluation. Evaluating the President and evaluating institutional performance are among the prime duties and responsibilities of the Board of Trustees, as stipulated in the county college portion of the New Jersey Statutes Annotated (18A:64A-12), as well as in the 1994 higher education restructuring legislation (18A:3B-6). The process for evaluating the President is determined by the Board, in keeping with best practices for institutions of higher education and standard guidelines recommended by professional institutions such as the Association for Governing Boards (AGB) and the Association of Community College Trustees (ACCT).

The Essex County College Board of Trustees conducts the Presidential Evaluation in a face-to-face confidential meeting with the President in which Trustees assess the President’s evaluation report on his/her achievements and challenges, and discuss their collective analysis of the President’s performance. The Board determines the format of the President’s evaluation report, which has varied over the years and has included extensive detailed memoranda to the Board and in one instance a power point presentation. In addition to the President’s evaluation report, the Board also utilizes an instrument of assessment such as an anonymous survey or questionnaire to develop a baseline summary of its evaluation of the President. The Board stipulates in the President’s contract that an evaluation will be conducted annually. Unfortunately, these evaluations were not always completed each year.

In 2015, the Board of Trustees utilized the “Essex County Community College Presidential Evaluation 2015” form (see Appendix G) for Trustee assessment of the performance of then President Gale Gibson. The process for evaluating Dr. Gibson could not be completed however because of the repeated non-compliance of Dr. Gibson with the Board’s requests to attend evaluation meetings on dates proposed for said meetings (March 23, March 24, March 28, 2016) and her stated unavailability for said meetings during the period March 28 – April 4, and April 7-11, 2016.



The Employee Attitude Survey. In assessing the effectiveness of institutional performance, the Board of Trustees relies on the Employee Attitude Survey. It assesses the opinion of College employees, including faculty, about leadership and institutional effectiveness. The Employee Attitude Survey was designed by the College and was administered to College employees in 2009 and 2012 (see Appendix H). In March 2013, the National Initiative for Leadership and Institutional Effectiveness (NILIE), an external agency, was used to administer to College employees a survey titled "Personal Assessment of the College Environment (PACE)". This survey was similar to the internally designed and administered Employee Attitude Survey and assessed *inter alia* employee satisfaction with institutional leadership. With a 29.8% return on the 995 surveys administered, the NILIE report stated: "At ECC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.72 mean score or high Consultative system" (see Appendix I, Personal Assessment of the College Environment).

The Board of Trustees Annual Survey. The Board also utilizes the Board of Trustees Annual Survey (Self-Assessment), in which Trustees rate their own performance as well as their relationship and collaboration with the College President and his/her administration. The Board of Trustees has not participated in a self-assessment survey in the past six years. Conscious of the need for Trustees to return to this best practice for gathering additional data about the effectiveness of institutional leadership, the administration intends to administer the Board of Trustees Annual Survey (Self-Assessment) in Spring 2017.

Student Assessment. Finally, the Board uses the results of the Community College Survey of Student Engagement (CCSSE) administered to current students to understand and assess the satisfaction of students with the programs and services of the institution, as a proxy for student opinion on the effectiveness of institutional leadership and governance. The CCSSE was administered in 2006, 2011 and 2014. The next CCSSE is scheduled for 2017 - 2018.

The Essex County Community College Presidential Evaluation 2015; the College's Employee Attitude Survey in 2009 and 2012; the Personal Assessment of the College Environment (PACE) in 2013; and the Community College Survey of Student Engagement (CCSSE) in 2006, 2011 and 2014, illustrate a solid culture of assessment in the Board, and provides evidence of a governing body that "undertakes the periodic assessment of the effectiveness of institutional leadership and governance."

### III. STANDARD 5: ADMINISTRATION

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

For Standard 5, MSCHE requires evidence of an administration characterized by:

- a) a chief executive officer, with the combination of academic background and other qualities appropriate to an institution of higher education, whose primary responsibility is to lead the institution toward the achievement of its goals
- b) administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions
- c) qualified staffing appropriate to the goals, type, size and complexity of the institution
- d) clear documentation of the lines of organization and authority
- e) improvements based on the periodic assessment of the effectiveness of administrative structures and services

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#### Evidence of A

##### A Chief Executive Officer

To ensure Essex County College is capable of fulfilling its mission, it has a robust administrative structure in place to support and maintain an environment conducive to learning. This administrative structure, as represented by its organizational chart, is regularly reviewed, updated, and modified to enhance the institution's overall efficiency. Any changes made are made to improve institutional effectiveness and ensure a streamlined and efficient administration.

At the top administrative level of any academic institution is the position of "President." After serving as the longest college president in the State of New Jersey, in March 2010, Dr. A. Zachary Yamba retired. The Board of Trustees appointed Dr. Yamba as Acting President in April 2016. Dr. Yamba earned his Ed.D. in Educational Administration (1978, Pacific States University), his M.A. in French (1966, Seton Hall University), and his B.S. in Education (1965, Seton Hall University). Beginning as a faculty member with the Division of Humanities in 1968, Dr. Yamba advanced throughout his tenure at Essex County College to hold several important administrative positions including Dean of Faculty (1974 – 1978), Dean of Liberal Arts (1979 – 1980), and President (1980 – 2010, current). Dr. Yamba is responsible and widely credited for unprecedented stability and growth of the College under his leadership, as well as for its high-



quality academic programs, responsive community outreach, key role revitalizing the regional workforce, and impressive levels of student success. Furthermore, Dr. Yamba, who is a strong advocate of excellence and opportunity in higher education, has served as a commissioner of the Middle States Association of Colleges and Schools, is a founding member of the Presidents' Round Table and an affiliate of the National Council on Black American Affairs of the American Association of Community Colleges. He serves on the Boards of Seton Hall University, and ASA College; furthermore, he also serves as a Board member of several other organizations including Victoria Foundation and New Community Corporation.

At its June 2016 public meeting, the Board of Trustees approved and extended Dr. Yamba's contract until June 30, 2017. In addition to extending Dr. Yamba's contract, the Board of Trustees Chairperson also announced that a "Presidential Search Committee" will soon be formed to conduct a national search for the next President of Essex County College. The Presidential Search Committee will consist of the Board of Trustees Chairperson, four Board members, one representative from the Faculty Association, one representative from the Adjunct Faculty Association, one representative from the Administrative Association, one representative from each of the other four bargaining units, one alumni representative, and Dr. Yamba, ex officio.

## **Evidence of B**

### **Administrative Leadership**

As Acting President, Dr. Yamba leads a group of well-qualified, competent, and diverse administrators who are responsible for ensuring that activities and endeavors, which support Essex County College's mission and its Strategic Plan, are undertaken in a cohesive and collaborative manner. Furthermore, these administrators, as part of the administrative structure, enable the Acting President to maximize productivity and effectively manage institutional resources.

Several high ranking administrators comprise the President's Cabinet. This body is primarily responsible for advising the Acting President on issues, concerns, and policies crucial to Essex County College's well-being. In addition, the President's Cabinet counsels the Acting President on academic and administrative activities by acting as a communication conduit to disseminate relevant information to their respective divisions, departments, or areas. At present, the President's Cabinet is comprised of the following positions: 1) Vice President of Administration and Finance; 2) Executive Dean of Information Technology/Chief Information Officer (CIO); 3) Executive Director of Institutional Planning and Assessment; 4) Director of College Advancement & Alumni Affairs; 5) Vice President of Academic Affairs/Chief Academic Officer



(CAO); 6) Dean of Liberal Arts; 7) Dean of Business, Industry & Government; 8) Dean of Science, Technology, Engineering & Mathematics (STEM) & Health Sciences; 9) Dean of Student Affairs; and 10) Dean of Community & Continuing Education and Workforce Development (see Appendix J, the President's Cabinet, for a brief summary of each member's academic background, employment history, licenses/certifications, and courses taught).

Dr. Yamba also relies upon another level of individuals holding other positions at Essex County College (e.g., Associate Deans, Directors, and Academic Division Chairpersons) who have essential responsibilities and functions. These positions include, but are not limited to:

1) Associate Dean of Online Education & West Essex Campus; 2) Associate Dean of Student Life; 3) Associate Dean of Registrar; 4) Associate Dean of Enrollment Services; 5) Director of Facilities Management; 6) Director of Purchasing; 7) Director of Fiscal Operations; 8) Comptroller/Chief Financial Officer (CFO); 9) Director of Financial Aid; 10) Director of Public Safety; 11) Director of Student Development; 12) Associate Director of Institutional Assessment; 13) Chairperson of the Mathematics and Physics Division; 14) Chairperson of the Business Division; 15) Chairperson of the Humanities and Bilingual Studies Division; 16) Chairperson of the Biology and Chemistry Division; 17) Chairperson of the Social Sciences Division; and 18) Chairperson of the Nursing and Allied Health Division (see Appendix K, Key Administrative Positions, for a more detailed description of these individuals, their employment history at Essex County College, and various responsibilities).

It is important to note that many of these key administrators have been with the institution for an extended period of time; they have advanced and received various promotions to their current positions. The average and medium number of years employed at Essex County College are 18.7 and 15, respectively, indicating that despite recent transitions at the higher administrative echelon within the organizational structure, the second level administrative tiers have remained stable. It is also noteworthy that the vast majority of the combined Cabinet members, associate deans, and directors of various administrative services have teaching experience primarily at Essex County College. For these administrators to possess adequate and appropriate contact with students has proven to be invaluable. It affords them the opportunity to more fully understand and appreciate our students' unique concerns and perspectives.

## **Evidence of C**

### **Qualified Staffing**

As noted in Table 3 below, Essex County College's administrative structure, when compared with nearby community colleges of similar size, is not that radically different. The number of vice presidents, academic deans, associate deans, and executive deans, for example at Essex



County College is reasonable and appropriate to effectively and thoroughly address the goals and fulfill the mission.

**Table 3: Comparison of Several NJ County College Upper-Level Administrative Positions**

Institution	Number & Titles of Vice Presidents	Number & Titles of Deans (NOTE: This information excludes Associate Deans & Assistant Deans)
<p>Bergen County College</p> <p>(Total enrollment: approximately 15,650; Source: IPEDS data, Fall 2014)</p>	<p>4: Vice President of Academic Affairs; Vice President of Facilities Operations, Planning &amp; Public Safety; Vice President of Institutional Effectiveness; and Vice President of Student Affairs</p>	<p>11: Dean of Student Life &amp; Conduct; Dean of Student Support Services; Dean of Humanities; Dean of Business, Arts &amp; Social Sciences; Dean of Science, Mathematics &amp; Technology; Dean of Health Professions; Dean of Extension Campus; Dean of Learning Center; Dean of Continuing Education, Corporate &amp; Public Sector Training; Dean of Enrollment Services; Dean of Library Services</p>
<p>Essex County College</p> <p>(Total enrollment: approximately 11,500; Source: IPEDS data, Fall 2014)</p>	<p>2: Vice President of Academic Affairs/(Chief Academic Officer (CAO) &amp; Vice President of Administration &amp; Finance</p>	<p>6: Executive Dean of Administrative &amp; Learning Technologies/Chief Information Officer (CIO); Dean of Student Affairs; Dean of Liberal Arts; Dean of Business, Industry &amp; Government; Dean of Science, Technology, Engineering &amp; Mathematics (STEM) and Health Sciences; Dean of Community &amp; Continuing Education/West Essex Campus</p>
<p>Hudson County Community College</p> <p>(Total enrollment: approximately 9,200; Source: IPEDS data, Fall 2014)</p>	<p>4: Vice President for Academic Affairs; Vice President for Administrative Services; Vice President for Campus/Student Services; Vice President for Development</p>	<p>6: Dean of Student Services; Dean of Instruction/Arts; Dean of Instruction/Sciences; Dean of Non-Traditional Programs; Dean of Community Education; Dean of Research &amp; Planning</p>

Passaic County Community College  (Total enrollment: approximately 8,970; Source: IPEDS data, Fall 2014)	4: Senior Vice President for Academic & Student Affairs; Vice President for Finance & Administration; Vice President of the Academic Center; Vice President for Information Technology	1: Dean of Student Affairs
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## Evidence of D

### Documentation of Organizational Lines and Authority

Since Dr. Yamba’s appointment as Acting President in April 2016, restructuring the institution’s organizational chart has been a top priority. The “de facto” chart from the previous administration was never approved by the Board of Trustees and had serious structural deficiencies. The revised and updated organizational chart clearly delineates chain of command, span of control, and the centrality of Academic Affairs (see Appendix L, Essex County College Organizational Charts March 2016 and August 2016). Dr. Yamba secured approval for the revised organizational chart from the Executive Committee of the Board and approval by the full Board of Trustees will follow in September.

## Evidence of E

### Periodic Assessment of Administrative Structures and Services

The revised organizational chart establishes the centrality of two positions: Vice President of Academic Affairs/Chief Academic Officer (CAO) and the Dean of Student Affairs. Traditions, academic standards, and Essex County College’s integrity rest with the faculty. Re-establishing the Vice President of Academic Affairs/Chief Academic Office (CAO) position is also important in order to resolve the diminished role of faculty and governance experienced at Essex County College, particularly when the prior administration did not have a permanent person appointed to this position.

Since students enrolled at Essex County College are the primary beneficiaries of what occurs at this institution, it is equally crucial that their voices be heard on important issues that impact their experiences at the College. Expediting the appointment of a Dean of Student Affairs was critical to ensure that students are provided with such a forum. Since this position has been unfilled since June 2015 – over a year ago – extending this vacancy was not an option.



## V. STANDARD 6: INTEGRITY

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

For Standard 6, MSCHE requires evidence of equitable and consistent treatment of all institutional constituencies in the application of:

- a) fair and impartial practices in the hiring, evaluation and dismissal of employees
  - b) administrative reviews
  - c) institutional governance and management practices
  - d) policies regarding student evaluation
  - e) improvements based on periodic assessments of institutional integrity
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### Evidence of A

#### Fair and Impartial Practices in the Hiring, Evaluation, and Dismissal of Employees

Deficiencies at the Top Level of the Organizational Structure. Several deficiencies surfaced and signaled to the Board of Trustees that the previous Administration was not adhering to fair and impartial practices with respect to the hiring, evaluation, or dismissal of employees. The Board became aware of the following concerns:

- The Director of Human Resources also served as the College's General Counsel. This inherent conflict of interest resulted in the mishandling of employee grievances. Human Resources acted as a "gatekeeper" preventing employee grievances from coming to the Board's attention. Since Human Resources did not act on employee grievances, individuals felt their only recourse was to voice their concerns publicly at the Board of Trustee meetings or file lawsuits.
- The Administration blocked employee emails to the Board and evidence shows that employees' computers were cloned to determine if they were contacting the Board.
- The previous administration, in order to ensure that selected individuals obtained various positions throughout the College, used "Acting Appointments" to circumvent the hiring and promotion process. As a result, employees felt overlooked for promotion

and these practices lead to an atmosphere of nepotism, bullying, harassment, and retaliation.

The Board of Trustees and Dr. Yamba acted with integrity when these practices became known. The Board acted to: 1) reject candidates for appointment when they deemed the search process flawed; and, 2) suspend and then terminate those employees who directly impeded with the Board of Trustees or misdirected Essex County College employees to commit acts deemed unethical and, at worst, unlawful. Moreover, at its public meetings, the Board of Trustees acted within its authority to publicly embrace divergent viewpoints and protect those who openly questioned various practices and policies. Finally, the Board of Trustees acted within its authority and responsibility to demand answers about how the President and various other high-level administrators were managing Essex County College.

Almost immediately after his appointment as Acting President, Dr. Yamba's directed his attention to uncover and correct past weaknesses and deviations including, but not limited to, acceptable practices specific to the employee hiring process and how employees were evaluated. Evidence exists that senior administrators, for example, were summarily dismissed without cause, other individuals listed in one unit were actually working in another unit.

Deficiencies at the Executive Level of the Organizational Structure. Components of the Office of Academic Affairs and all of Student Affairs were allowed to function without area heads, thus creating fractured reporting lines and unnecessary duplication of effort. By adhering to the policies and procedures governing hiring, evaluating, and dismissing employees, all of these issues have either been identified, resolved, or in the process of being resolved. The Director of Human Resources and the Dean of Business, Industry & Government positions (with Board of Trustees approval), have been filled. Eleven additional key administrative positions were posted, search committees formed and candidates interviewed in August. Recommendations for seven of these positions were forwarded to Dr. Yamba, who will seek approval by the Board of Trustees in September 2016.

The Human Resources Department's link (located on [www.essex.edu/hr/pp](http://www.essex.edu/hr/pp)) on Essex County College's website describes the Policies and Procedures that must be adhered to unconditionally in governing College operations. Those mentioned include, but are not limited to, Middle States Accreditation Standards, the New Jersey Statutes and Administrative Code, Board of Trustees Policies, and College Regulations. Sub links specific to other general policies are also contained on this webpage, as well as resource information on employment opportunities, employee benefits, and bargaining unit contracts ([www.essex.edu/hr/forms](http://www.essex.edu/hr/forms)). All policies require ethical practices in every aspect of College life. In practice, the President's



Cabinet, the Human Resources Department, and the College Governance Structure act as guardians of the equitable and appropriately consistent treatment of all constituencies. The Faculty Association contract, for example, specifically details criteria for faculty promotion, tenure, retention and compensation. Support for academic and intellectual freedom and protection of intellectual property rights is evidenced by statements in the Essex County College Regulation Manual, Faculty Association Contract, and Adjunct Faculty Contract, in addition to the Academic Integrity Statement available at ([www.essex.edu/academics/policies](http://www.essex.edu/academics/policies)) and the Governance Council By-Laws available at ([www.eccprojects.essex.edu/AcademicAffairs/SitePages/Home.aspx](http://www.eccprojects.essex.edu/AcademicAffairs/SitePages/Home.aspx)).

## **Evidence of B & C**

### **Administrative Reviews, Institutional Governance, and Management Practices**

Almost immediately after his appointment as Acting President, Dr. Yamba reviewed the existing Organizational Chart dated March 2016. In the process of completing his review, Dr. Yamba learned that the current organizational chart was in essence a “de facto” one (i.e., it was a draft organizational chart the previous administration was using that the Board of Trustees had not approved (see Appendix L). Upon completing his review, Dr. Yamba also concluded that this particular organizational chart exhibited serious structural deficiencies, and more importantly, that organizational integrity needed to be restored.

To confirm his suspicions, Dr. Yamba charged a retired faculty member (with Emeritus status) to interview staff in key areas of the Office of Academic Affairs and Enrollment Management. These interviews uncovered widespread demoralization and general agreement that the College was operating in a dysfunctional state. Conversely, the interviewees were encouraged by the appointment of Dr. Yamba as Acting President and the actions he had already taken to restore institutional integrity. To keep the Essex County College community informed, both completed and forthcoming actions were announced at the College’s Convocation on August 29, 2016.

Destabilization within Essex County College’s organizational structure began in Fall 2014 when:

- The Vice President of Academic Affairs/Chief Academic Officer (CAO) resigned in October 2014 in an unprecedented move giving only 24 hours notice.
- The Dean of Business, Industry, and Government, Office of Academic Affairs, returned to faculty in late November 2014.
- The Acting Dean of Liberal Arts, whose six-month term ended in April 2015, returned to Faculty.

- The Dean of STEM & Health Sciences returned to faculty effective September 1, 2015.
- The Acting Dean of Students returned to faculty on July 1, 2015.
- The Director of Marketing and Communications and several academic and Student Enrollment Management components were embedded within the Planning, Research and Assessment area.

The former President, at Convocation in August 2015, announced various organizational changes. However, there was no communication made to the College community prior to the above listed actions to explain the rationale for the changes. In the absence of communication and clear lines of an organizational structure, certain individuals routinely exceeded their authority while others were unsure to whom they reported. To correct these actions and restore institutional integrity, Dr. Yamba took the following actions:

- On May 12, 2016, Dr. Yamba met with key personnel at Essex County College to discuss and obtain their input on the fundamental criteria to change the Organizational Chart to increase the institution's overall effectiveness.
- On May 26, 2016, Dr. Yamba met with an "Enrollment Management Working Group" to also discuss how the Organizational Chart should be reorganized to increase overall productivity and lines of communication.
- Dr. Yamba met with a working group to recreate an effective structure for the Student Affairs Area.
- Dr. Yamba met with a working group to restore academic integrity and institutional shared governance.

All the Working Groups have made their recommendations to Dr. Yamba, who intends to present an Organizational Chart to the Board of Trustees to review and approve. It is expected that the Organizational Chart will be fully implemented by September 2016 (see Appendix L).

It is urgent that the Vice President of Academic Affairs/Chief Academic Officer, Dean of STEM & Health Sciences, Dean of Students, Dean of Community & Continuing Education & Workforce Development, the Executive Director of Institutional Planning & Assessment, Comptroller/Chief Financial Officer, and General Counsel positions are filled post haste to bring Essex County College in full compliance with Standard 6: Integrity. To expedite the process, the Human Resources Department posted these vacancy announcements for qualified internal candidates. Search Committees were formed, interviews conducted, and recommendations were made to Dr. Yamba in August.



## Evidence of D

### Policies Regarding Student Evaluations

Publications Describing Various Student Evaluation Processes. The processes which address student concerns, inclusive of student evaluations, among other things, are published in *Lifeline* (the student handbook that is updated periodically both in print and on the College website) as well as in the website section, "Academic Programs and Policies" ([www.essex.edu/academics/policies](http://www.essex.edu/academics/policies)). Various issues (e.g., academic requirements and policies, student discipline, grading, grievance procedures, probation and suspension), are covered in these documents. When the previous administration eliminated the Dean of Student Affairs position, all responsibilities for addressing student issues and concerns were distributed to various student services departments to resolve. While there is no evidence to suggest that students were not well-served, the absence of an area head contributed to structural weaknesses.

Departmental/Program-Level Evaluation Processes. Faculty have ownership and responsibility for the integrity of the curricula, as well as primary responsibility to evaluate students' performance in courses and to determine their eligibility to graduate. Despite the demoralizing climate that existed under the previous administration, the dedication of the College's faculty and staff never wavered. Professors taught, standards were upheld, students learned, students were serviced and students progressed toward their educational goals.

Standards of integrity with regard to student progress are in place. Academic departments abide by and adhere to Essex County College's requirement established via course syllabi. These standards include the requirement to clearly delineate the manner in which students will be evaluated for their course performance.

All faculty syllabi are also required to clearly state General Education Goals (if applicable), overall course Goals, and the Measureable Course Performance Objectives (MPOs) to achieve those goals. To assist faculty in measuring their Student Learning Outcomes (SLOs), course examination questions/problems/essays are "blueprinted" to MPOs and can be scanned in the Faculty Assessment Center where records are maintained on the Academic Affairs SharePoint Site. Faculty use results to create action plans to improve their courses, general education, and major programs. Plans are used to develop and strengthen the Academic Affairs SharePoint Site in order to establish it as the primary source of communication within Academic Affairs.

Although many courses continue to adhere to this component of academic assessment, the process for managing and overseeing quality control of this process was hampered when the



Coordinator of Academic Assessment (a faculty member on release time), resigned. This process was relocated under the responsibility of the Office of Planning, Research & Assessment. The contract of the Vice President for Planning, Research & Assessment was not renewed for 2016-2017. A new position, Executive Director for Institutional Planning & Assessment (cabinet-level position) figures prominently in the new organization chart. This individual will be responsible for, among other things, ensuring that student learning outcomes assessment is given priority.

Academic Programs Housed in Non-Academic Areas. Under the previous administration, one program in particular (i.e., the Center for Academic Foundations [CAF]), was administratively housed under the auspices of a non-academic College employee separate and apart from the Office of Academic Affairs—the Vice President of Planning, Research and Assessment. CAF offered mathematics and English developmental courses that competed with similar courses offered in the academic divisions. The previous administration placed CAF under the supervision of the Vice President of Planning, Research and Assessment, who by definition, became the Director of CAF.

CAF developmental sections operated using an alternative instructional model supported by extensive grant funding. This raised two primary concerns: 1) CAF operated independently of the Office of Academic Affairs; and 2) the Vice President of Planning, Research and Assessment placed himself in an ethical dilemma when he did not recuse himself from the assessment of CAF.

An Office of Institutional Research 2014 study (see Appendix M) comparing CAF sections with corresponding regular sections demonstrated that CAF sections were less successful than their counterparts offering similar courses in the Mathematics and English departments. Additionally, a more recent January 2016 report (see Appendix M) on the CAF sections is similarly unsupportive of the CAF model. Nevertheless, there existed no plans to decrease funding or discontinue this unsuccessful project. Under Dr. Yamba's current administrative structure, CAF sections have been eliminated. Moving forward as of Fall 2016, all developmental mathematics and English courses will be housed in the academic divisions.

Student Advisement Processes, Retention, and Graduation Rates. Another academic integrity exception affecting students has been corrected by a simple realignment with the Strategic Plan. To increase retention and graduation rates, the College established an Academic Advisement Center to advise all beginning First-Time, Full-Time, Degree-Seeking (FTFTDS) students and to coordinate faculty advisement of all continuing students in their major



programs (Strategic Plan 2013-2018: Strategic Initiative Goal A3; Enrollment Management Plan 2013-2015: Retention Strategies).

The strategy was designed to ensure effective advisement of new students and development of a strong faculty-student bond over conversations about schedules, career advice, transfer opportunities and options, resolution of course related issues and encouragement of peer networking through clubs and study groups. However, the previous administration created an alternate form of Academic Advisement Center, independent of Academic Affairs, where students were advised throughout their College experience, to the exclusion of advisement by tenure track faculty. This unit will no longer exist in its current form, but will instead return to its role as designed in the Strategic Plan.

Academic Calendar Scheduling Periods. There are two principle scheduling periods: 1) Summer I, Summer II and Fall; and 2) Winter Intersession and Spring. Academic divisions begin by analyzing their students' requirements for major and collateral courses and communicating those needs to other Divisions to minimize conflict in course offering times. General education course sections are required to be liberally spread out over day, evening, and weekend time blocks to maximize their availability to all majors. This process guarantees that once a student begins college-level courses, graduating within two years is possible. In most cases, students take longer to graduate due to other factors unrelated to the availability of required courses.

After consulting with a major program faculty advisor to maximize progress toward graduation and eliminate scheduling errors, students can register in-person or online. Faculty are uniquely qualified to assist students when their first choice sections are cancelled and they must then select alternate sections or courses. Print and online schedules are always available in a timely manner to inform students of the registration process.

Progress toward graduation can be audited by students and faculty advisors using Curriculum Guides for all major programs and/or individual student online Degree Audits. These guides are accessible online in the electronic version of the College Catalog or within the appropriate academic division link. No print version of the College Catalog has existed since 2012. In responding to student and faculty requests, Essex County College is preparing a print version for the 2017 – 2018 academic year. The eCatalog has a table of contents and index, but not all sections are in the same location. This will be corrected when the new print version is completed with the electronic version an exact replica and searchable. Essex County College's website maintains an archive of older catalogs.



Consequences of Well-Established Student Evaluation Processes. Essex County College has established a well-deserved reputation with other colleges and universities in New Jersey and the region for the excellence of its academic programs and the quality of its graduates. It leads New Jersey in Jack Kent Cooke Foundation Transfer Scholars, with 14 students named as recipients since 2006.

The 2015 edition of the College's Annual Institutional Profile lists 12 programs accredited by external professional organizations and 20 specific articulation agreements with senior colleges and universities. Several degree programs enjoy dual/joint admission status with 10 local colleges and universities, including Rutgers University-Newark, New Jersey Institute of Technology, Kean University, and Montclair State University. Curriculum guides on the College website identify the specific transfer institution(s) involved. More detailed information on Articulation Agreements and Dual/Joint Admissions can be found on the College website at ([www.essex.edu/campuslife/crc/transfer/articulation-agreements/](http://www.essex.edu/campuslife/crc/transfer/articulation-agreements/)) and ([www.essex.edu/campuslife/crc/transfer/joint-admission-degree-program/](http://www.essex.edu/campuslife/crc/transfer/joint-admission-degree-program/)), respectively.

## **Evidence of E**

### **Improvements Based on Periodic Assessments of Institutional Integrity**

Course/Program-Level Assessments of Integrity. Official publications for Essex County College (e.g., recruitment materials, statements on diversity, gender equality, and harassment), accurately depict the rich diversity that exists. They describe a climate of mutual ongoing respect among students, faculty, staff, and administration who represent a wide range of backgrounds, ideas, and perspectives. The College is the most diverse college in New Jersey. It is designated as a Predominately Black Institution (PBI) and as a Hispanic Serving Institution (HSI). International students represent a multitude of countries from all of the major continents of the world. The College also has a reputation for harmonious discourse and an excellent safety record.

The Office of Institutional Research (OIR) publishes an annual print and online Fact Book (2015 is the latest edition) which is a compendium of data that characterizes Essex County College. Excerpts frequently appear in the annual Fast Facts Brochure (see Appendix N) and in various print and web-based recruiting and informational materials. Essex County College produces an Annual Institutional Profile for the New Jersey Commission on Higher Education and an annual update on its Middle States accreditation status. Other critical information on our accreditation status is available on the website "Middle States Matters" link ([www.essex.edu/prs/ms](http://www.essex.edu/prs/ms)), which contains the 2011 Self-Study and the subsequent Monitoring Reports and Progress Reports



resulting from the 2012 MSCHE Team Visit. Historical archives of Middle States related documents are located on the Institutional Research component of SharePoint.

OIR keeps abreast of significant changes that are used to produce ad-hoc reports which allows the College to respond to changes in the environment in a timely manner. OIR also maintains a component of the College's SharePoint site for current and archived reports (e.g., the Strategic Plan and Master Plans). The Office of Institutional Research also conducts various ad-hoc data studies on request and archives the most significant of them on SharePoint. All significant changes in mission and vision, goals and objectives, courses and programs, and other areas of College operations are disclosed accurately and efficiently to the internal and external community, to Middle States, and to any interested regulatory bodies. The College's Disclosure Statement and Annual Fact Book provide information on Program level accreditations and other forms of assessment, such as graduation, retention, certification, and licensing pass rates.

Institutional-Level Assessments of Integrity. OIR uses WEAVE for Institutional Assessment. This is an online assessment software application that Essex County College adopted in 2011 and fully deployed in 2012. It uses an annual assessment cycle as a basis for developing and maintaining the College's improvement processes. The cycle begins with each institutional unit stating its goals and objectives in accordance with the mission and the Strategic Plan to define its success criteria. The cycle concludes with assessment results and the development of action plans for improvement and preparation for the next cycle.

The Office of Institutional Research schedules periodic WEAVE training sessions and maintains records (see Appendix O, WEAVE Training Schedule) of Units using WEAVE. Unfortunately, the records show that the previous administration inconsistently utilized WEAVE over the past two years by not requiring compliance in the respective units throughout the College. Nevertheless, for Essex County College to invest in this software represents strength in its assessment infrastructure. During Fall 2016, the current administration intends to reactivate WEAVE as a mechanism to make periodic assessments of institutional integrity in order to leverage and make improvements in all areas throughout the College.

## **VI. 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 basic skills and enrollment management policies and procedures that:**

- a) support and reflect the mission of the institution,**
  - b) ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points, and**
  - c) makes use of periodic assessments of policies and procedures related to admission, remediation, retention, and graduation.**
- 

### **Evidence of A**

#### **Policies and Procedures that Support and Reflect the College's Mission**

Essex County College is dedicated to the community through outreach and recruitment activities that seek to identify, invite and enroll students who maintain a drive to learn, grow and develop through the academic and support services ECC offers. These activities support and reflect the mission of the institution. The process of identifying enrollment fit within an open-access institution that has been methodically developed over many years and continues to evolve to meet the standards of the Board and administration, the changes in the marketplace, the advancement of new technology, and the needs of the community as they can be served through available faculty and programs. ECC has dedicated institutional staff and resources to enhance accessibility to higher education for all, including, but not limited to those who are the first in their family to attend college, those who have limited family or personal resources and those whose abilities may not have been developed in the secondary school setting for individual or systemic reasons. ECC's enrollment management operations have been tightly connected to its institutional mission and aligned with the College's goals as designed, approved and implemented in the Strategic Plan.

The College's primary admissions and retention goals are to assure that admitted students have a level of increased engagement with the campus, make satisfactory progress toward their degree, and are retained through to graduation. Admissions policies have been developed and implemented that support the College's mission and as stated, admission criteria are published in the College Catalog online, as well as in recruitment and marketing materials, and on the



College website. ECC's student support services and programs assist in supporting the College's mission to attract and retain eligible students.

The institution has created an environment where students' needs are the primary focus and the goal is to help students be successful in both their academic and personal development. As a result, the College has experienced success in recruiting and retaining well-qualified students who support the mission of excellence in teaching, learning, engagement, and shared stewardship.

Admissions. Admission policies and procedures are posted on ECC's website. Prospective applicants can see admission information, the 5-Step enrollment steps, and application deadline dates. Applicants can submit their application online through Web Services or print a downloadable application. Admission information and enrollment steps are also included in recruitment materials used during high school visits, open houses, and instant admit events. Web admission was enhanced to improve turnaround time for processing applications. Online applications are processed upon submission. Before exiting the web admission page, students receive a confirmation, a student ID#, reminder to apply for financial aid with a link to the Free Application for Federal Student Aid, and the link to ECC's Financial Aid webpage for further information.

Transfer credit information is available on the ECC website. Information about transferring in credits is also included with acceptance letters. Policies and procedures regarding transfer credits and incoming college credits can be found at the URL: <http://www.essex.edu/admissions/apply/transfer/>. Courses from other institutions of higher learning must carry a minimum grade of "C" for a course to be transferable and courses must relate to courses and programs offered by ECC. Transfer students must complete a minimum of 30 credits, including half their major course requirements at ECC. The same guidelines pertain to students who wish to transfer courses into the College's certificate programs; half of the credits for such programs must be completed at ECC. Any transfer student who has not taken the required placement examination in the last three years and does not transfer credits for college level mathematics and English composition must take the placement examination.

To improve the turnaround time for evaluation of transcripts and awarding of credits, the College purchased the Transfer Credit Evaluation system. This has allowed a more timely evaluation of transfer credits. A copy of the evaluation is sent to students and transfer credits are posted in the Banner system on a regular basis. Students can then view their transfer credits online through Web Services. Academic advisors can also view transfer credits in the Banner system.



Admitted students are tracked throughout the enrollment process. Reports are generated to identify students who have not completed specific enrollment steps of testing, applying for financial aid, registration, or payment. Email is sent to students reminding and encouraging them to complete the enrollment steps. ECC assesses these steps by gauging the total applications received and processed through data reports in enrollment services and through Information Technology. Follow up emails are sent to students who are missing information. Information concerning ECC's Admission policies, procedures can be found at the following URL addresses:

<http://www.essex.edu/admissions/>

<http://www.essex.edu/admissions/deadlines/application/>

<http://www.essex.edu/admissions/apply/>

Testing. Every new, matriculating student is required to take a placement test. Policies and procedures regarding the placement test are communicated to every new student as part of the admissions packet. Admission materials include information regarding how to study for the placement test, test format and length, and the requirements for a test waiver. Students sign up online at [www.registerblast.com](http://www.registerblast.com). This information is reinforced via testing information found online and shared verbally through enrollment services, recruitment and other areas of the College. Students take the placement test in the Testing Center, which offers computerized testing. In addition, all efforts are made to honor any special accommodations that students might require.

Advisement/Registration. Every incoming student is required to attend an advisement and registration appointment in the Advisement Center. Students are instructed to make an appointment for advisement and registration immediately following the placement test. Registration cards are provided to students explaining the purpose of the advisement and registration appointment, what to expect, and how to change the original appointment, if necessary. Appointments are available from 9:30 a.m. until 4:00 p.m. Students sign up online at [www.registerblast.com](http://www.registerblast.com). Accommodations are made for students who require a late night or weekend appointment.

Advisors review the results of the student's placement test, explain the corresponding course placement, and create an academic road map containing required courses for the upcoming semesters. Advisors work with students to accelerate any developmental coursework that may be required. The final output of the conversation is a three-semester advisement form outlining the agreed upon academic plan. The advisement forms are stored in a shared drive for future reference. The student also receives a copy.



Payment. During advisement, students are given a schedule of estimated tuition by number of College credits. This helps students determine the number of credits for which they should register. After completing online registration, the student bill is included with the printed schedule. Both the estimated tuition schedule and the student bill include information about financial aid, payment plan, and payment deadlines.

Approximately 80% of full-time, beginning students receive financial aid. It is important to note that Essex County College does not participate in the Federal Student Loan Program, so financial aid consists primarily of grants and some scholarships. Students receive communications regarding *How to Pay for College* during recruitment, as part of the admissions packet, and at every step of the enrollment process. Financial aid workshops are offered several times a month to assist students with completing the FAFSA. Workshop flyers are distributed to every student during advisement. The schedule is also available online. Each new student also receives a *How to Pay for College* flyer several times during the enrollment process, including as part of the admissions packet, at testing, and during advisement. Students also receive a customized status of their financial aid award during academic advisement. This includes how to secure missing documents and where to find the required forms requested. The flyer includes information about the College payment plan, student loans, and scholarships. The Financial Aid and Bursar pages on the website also contain detailed information on payment opportunities.

Orientation. The Student Life and Activities Office hosts a Freshman Orientation prior to the start of the school year and a “Week of Welcome” during the first week of class to help students become acclimated to their new environment. Students receive *Lifeline*, the student handbook, which outlines all College policies and procedures during both of these events. In fact, the *Lifeline* is very popular among students as it also contains a yearly planner.

Follow-up. In addition to the steps outlined above, students receive a personalized follow-up (either via email, phone, or postcard) when data indicates students have not taken the next step in the process. The purpose of the communication is to identify the issue that is hindering progress, offer students solutions to these obstacles, and to help the student access the resources necessary to complete the enrollment process.

Additional materials used during various points of the recruitment process also help to inform a student’s decision. These materials are available in print and are also located online.

- Recruitment PowerPoints outlining how to fill out an application and benefits of the College

- OPTIONS magazine, published bi-annually includes Fall and Spring course offerings, campus locations, academic calendar, degrees and certificates available, Open House dates, faculty accomplishments.
- Student testimonials

## Evidence of B

### Strategies to Assist Students Achieve Expected Learning Outcomes

The College's strategic intent in revamping its developmental education program in mathematics and English was to reduce the amount of time students spend in remedial education to ensure higher retention rates and a greater number of students progressing to completion. Key to the success of this program are innovative planned interventions when students experience difficulties in remedial and gateway college-level English and mathematics. The College established two-year targets for the completion of first-level courses in English and mathematics for students entering at different levels of remediation. The specific measures, targets and outcomes data related to these goals are provided in Tables 4 through 7 below. Some success has been noted; the percentage of students who entered the College at the second level of mathematics remediation and completed their first college-level mathematics courses within two years exceeded the target.

**Table 4: Success rates in ENG-101 for new students beginning at the AFE-083 or ENG-085 level within 2 years of entering**

cohort	#started	#passed	Success Rate
Fall 2011	1154	376	32.6%
Fall 2012	851	289	34.0%
Fall 2013	1025	343	33.5%
	Target	By Fall 2014 cohort	40%

**Table 5: Success rates in ENG-101 for new students beginning at the ENG-096 level within 2 years of entering**

cohort	#started	#passed	Success Rate
Fall 2011	641	335	52.3%
Fall 2012	797	458	57.5%
Fall 2013	850	503	59.2%
	Target	By Fall 2014 cohort	60%



**Table 6: 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**

cohort	#started	#passed	Success Rate
Fall 2011	1717	254	14.8%
Fall 2012	1559	228	14.6%
Fall 2013	1676	272	16.2%
	Target	By Fall 2014 cohort	25%

**Table 7: Success rates in MTH-100 or MTH-101 or MTH-103 for new students beginning at the MTH-092 level within 2 years of entering**

cohort	#started	#passed	Success Rate
Fall 2011	115	43	37.4%
Fall 2012	214	76	35.5%
Fall 2013	224	105	46.9%
	Target	By Fall 2014 cohort	40%

Source: Essex County College Fact Book Fall 2015

The poor results for students who started at the lowest level of remediation in mathematics have prompted additional inquiry regarding the differences noted for modes of instruction - specifically the emporium versus the traditional model. A recent study by the Office of Institutional Research comparing sections offered by the Center for Academic Foundations with corresponding sections offered by the Mathematics Department showed students had more success with the traditional model (see Appendix M).

The College's Strategic Plan also established goals and inscribed intent within the document to assure that students taking gateway mathematics and English courses progress to the next step on their pathway to completion, no matter the level of their entrance point. National data suggest that students who successfully complete their first college-level mathematics and English courses have a greater likelihood of completion. The College will evaluate teaching and learning best practices employed nationally to upgrade gateway courses in mathematics and English, assess specific data and adopt strategies for ensuring student success. Student performance in gateway courses can be found in Appendix P.

The Office of Retention & Academic Advisement is responsible for the First-time, Full-time, Degree-Seeking cohort (FTFTDS). Approximately, 6,000 students who have a cohort designation register in a given semester. Specifically, the area is responsible for increasing

retention and graduation rates of FTFTDS students. A number of strategies have served to increase both the retention and graduation rates over the last five years. The Strategic Plan established a graduation rate target of 10% for the Fall 2012 FTFTDS cohort and that target was met.

The traditional measure of the College's retention rate (fall to fall tracking of FTFTDS cohorts) increased from 50% to 58% in five years (the target was 60%). However, in the last three years, the College has experienced a 17% decline in the overall number of returning students.

Retention efforts have paid off in terms of some results, but most importantly in terms of engaging pilot efforts that involve multiple faculty and staff at various levels. Given the complexity and variations of preparation students arrive with, uniformity in approach is, at times, less effective than flexible responsiveness. Regardless of approach, the College recognizes the need for consistency in academic leadership and assessment, and within the new academic affairs structure, has committed to developing and benchmarking a structure that is transparent, resourced and armed for periodic assessment of outcomes. Evaluation of each strategy is ongoing and is subject to change in order to better benefit students. An Executive Director of Institutional Planning & Assessment will be appointed to assure this is established.

## **Evidence of C**

### **Periodic Assessments of Policies and Procedures**

The College has collected data on student satisfaction with processes from several formal surveys that have been nationally benchmarked including the Noel-Levitz Student Satisfaction Inventory (SSI), the Survey of Entering Student Engagement (SENSE), and others. However, given the recent turnover in key administrative personnel, these surveys have not been completed in two years. They will, however, now be institutionalized and spearheaded by the Executive Director for Institutional Planning and Assessment.

In an effort to gauge student reaction to the new advisement format, each advisement interaction is followed by a student satisfaction survey. Since its inception, the Advisement Center has received strong reviews from students. Using the exact same question as the SENSE instrument:

- 96% indicated they were satisfied/very satisfied with their advisement experience
- 92% indicated if given the chance, they would meet with their advisor again

- *Advisement survey results for Spring 2016*

In addition, students are able to provide direct feedback by posting comments about their advisors directly in the appointment system, where other students are able to see them.



The College routinely examines policies and procedures related to admissions, remediation, retention and graduation with an eye toward improving student engagement and success. For example, within the Strategic Plan, a target was established to increase the application yield by 5% by Fall 2015. When Fall 2015 data were examined, the yield actually decreased by 8%. Given the drop in overall enrollment, it was critical to determine where, in the enrollment pipeline, the College was losing students.

Prior to Fall 2015, the College instituted two major changes in the placement testing operation. The first change was to switch from paper and pencil to computerized testing by appointment. The second was to relocate testing from Enrollment Services to the Office of Planning, Research and Assessment. While a direct causal link cannot be assumed, the percentage of applicants requiring testing who were actually tested dropped by 5%. In response to these data, the College has moved the placement testing back into Enrollment Services facilitating more consistent, reliable follow-up with applicants. Also, a larger computer lab has been secured to double capacity especially during peak periods. Additional refinements such as computerized essay scoring are also being considered to reverse this decline.

It is clear that the College must refocus attention on strategies to stabilize enrollment by addressing deficiencies in the applicant pipeline. At the same time, College-wide efforts to strengthen retention for all students must be supported. The College plans to reconvene the Enrollment Management Committee to provide leadership and coordination of efforts to recruit, retain, and graduate students.

## VII. CONCLUDING REMARKS

Extraordinary circumstances compelled Essex County College’s Trustees to terminate the President and General Counsel amidst allegations of misusing College resources. Understandably, with the extensive coverage in the media, Middle States requested a Monitoring Report with evidence to ensure the College was in compliance with Standard 3: Institutional Resources, Standard 4: Leadership and Governance, Standard 5: Administration, Standard 6: Integrity, and Standard 8: Student Admissions and Retention.

We are confident that the evidence provided for the standards mentioned above supports our contention that Essex County College is in full compliance with the *Characteristics of Excellence* upon which this Monitoring Report is based. Moreover, despite the Board of Trustees action to terminate two high-level administrators, the College continues to function consistent with its mission dedicated to academic excellence that serves the dynamic needs of diverse constituencies through comprehensive educational programs and services.

The administration, faculty, staff, and students will continue to demonstrate their resilience and resourcefulness as they rededicate themselves to the College’s mission and values working toward our shared vision. The tasks listed below accompanied by a projected timeline to complete them will assure the continued well-being of the institution.

Tasks	Projected Timeline for Task Completion
Initiate the Presidential Search Process	September 2016
Revise Board of Trustees Policies and Bylaws ( including new conflict of interest policy)	Spring 2017
Complete Board of Trustees Annual Survey ( Self-Assessment)	Spring 2017
Reconstitute the Space Allocation Committee	September 2016
Restore the Components of Shared Governance	October 2016
Fill the Following Positions: <ul style="list-style-type: none"> <li>• Comptroller/CFO</li> <li>• Coordinator of Board Affairs</li> <li>• Associate Director of Human Resources – Compliance</li> <li>• Chief of Staff</li> <li>• General Counsel</li> </ul>	October 2016
Reconvene the Enrollment Management Committee	October 2016



Update the College's Calendar for Institutional Assessment (e.g. student surveys and staff surveys)	November 2016
Establish the Schedule for Further WEAVE Implementation with Administrative Units	October 2016
Complete Print Version of the College Catalog (2017-2018)	Spring 2017
Establish an Advisement Task Force to Recommend Strategies to Improve Advisement	October 2016

APPENDIX A

Bond Oversight Committee Membership (BOC)



## Appendix A: Bond Oversight Committee Membership

The Bond Oversight Committee (BOC) is comprised of member representatives that can support the full lifecycle of the bond projects from initial grant application to close out and audit for compliance as established by the State of New Jersey. The membership includes the following Area representatives (*or Designee*):

<b>Marylyn Rutherford, Director of Purchasing</b>
As the Purchasing representative, this member provides insight and advisement on the procurement process and procedures in accordance with state and federal guidelines, as well as, additional requirements maintained by the institution.
<b>Jeff Shapiro, Director of Facilities Management &amp; Planning</b>
As the Facilities Management & Planning representative, this member has key knowledge and can advise as to the resource planning of new and modification of existing spaces, buildings, and infrastructure systems (mechanical, electrical, structural, and architectural, etc.).
<b>Juan Estrada, Associate Director, Telecommunications &amp; Networking</b>
As the Information Technology representative and technical lead, this member will advise on all aspects of technology implementation including technical specifications for procurement of hardware, software licensing, and vital installation and support services of proprietary systems. In addition, this member also provides information on the required human resources to maintain and support the initial procurement in subsequent years.
<b>Bianca Toliver, Executive Assistant to the VP of Administration &amp; Finance</b>
As the representative of the Administration & Finance area, this member routinely monitors the fiscal spending in each project and prepares reports in accordance with the State and grant application guidelines. In addition, this member is the point of contact for communicating with the designated state agency representative(s) for reimbursement of funds where the College is required to provide a match. This member will also schedule meetings and prepare and distribute agendas & minutes.
<b>Yvette Jeffries, Associate Director of Management of Grant Funds</b>
As the representative of the Comptroller, this member maintains and provides financial data as to the encumbered and current amounts spent, and also advises appropriate allocation of grant monies in accordance with institutional practices and state/federal regulations.
<b>Director of Planning, Research, Assessment</b>
As the representative of the Planning, Research, Assessment and Institutional Effectiveness area, this member is a key member from the initial formulation of program requirements during the early development of the grant application process in accordance with the College's institutional mission, goals and strategic directions.

The BOC also includes the Project Owner (*or Designee*) for each respective project to provide and maintain all documentation for the duration of the project. This individual will report on their project's current status on a regular basis as determined by the Committee. For the current FY17, Project Owners (*or Designee*) include:

<p><b>Mohamed Seddiki, CIO/Executive Dean of Administrative &amp; Learning Technologies</b>          (Bond #021-05   Foundation for Instructional Technologies)</p>
<p><b>Elvira Vieira, Acting Dean of Community &amp; Continuing Education/WEC</b>          (Bond #021-04   West Essex Campus Restructuring)</p>
<p><b>Leigh Bello-De Castro, Associate Dean, Online and Learning Resource Technologies</b>          (Bond #021-03   Information Commons)</p>
<p><b>Alvin Williams, Dean of STEM &amp; Health Sciences</b>          (Bond #021-01   First Year Success-Specialized Classrooms for Rapid Completion of Developmental Coursework)</p>

*(Note: Recommendations for additions or subtractions of members will be reviewed and approved at the Cabinet level.)*



## APPENDIX B

### Capital Bond Projects as of 8/11/16



## Appendix B: Essex County College – Capital Bond Projects as of August 11, 2016

Project Name	Description
<i>First Year Success - Specialized Classrooms for Rapid Completion of Developmental Coursework</i>	This project adds 18,000 square feet of new space creating seven technology enabled classrooms with 400 seats. Classrooms are uniquely designed to promote a student centered active learning environment which will increase learning in the courses that present the greatest threat to retention and timely graduation for ECC students: developmental Math and English. Each student's station will have power and data connections and access to printers. The new classrooms will be built in the third floor expansion as proposed in the Master Plan.
<i>Health Sciences Nursing Simulation Laboratory (HSNSL)</i>	The leasing of state of the art mannequins that simulate human experiences both physiological and psychological. This procurement will enhance and enable students enrolled in the ECC's Nursing and Allied Health programs to develop critical thinking, evidenced based safe practices and clinical judgment.
<i>Information Commons</i>	An adaptive reuse of the existing Dr. Martin Luther King, Jr. Library space to transform the facility into a holistic and accessible resource for our students. The effort involves reuse of underutilized academic space, streamlining ECC's digital assets and virtual learning environment, and creating collaborative work spaces outfitted with instructional classroom technologies.
<i>West Essex Campus Restructuring</i>	Combination of new construction and renovation to reconfigure and expand instructional space including the library and computer and science labs. Six additional multi-use classrooms and an additional science laboratory. The existing library will be renovated to create an Information Commons which will provide students with the opportunity to conduct research and write papers at a single station. Students will be able to find resources, access numerous databases, navigate the Internet, and use selected software for research.
<i>Foundation for Instructional Technologies (FIT)</i>	A campus-wide technology improvement program to increase academic capacity vis-vis enhancements to the College's classrooms, computer labs, and connectivity infrastructure. A flexible infrastructure that provides the capability to support hardware, software and networking technologies across a portfolio of systems capabilities, and to extend functionalities and capacities in support of student success.





## Essex County College – Capital Bond Projects as of August 11, 2016

Project Name	First Year Success - Specialized Classrooms for Rapid Completion of Developmental Coursework	Health Sciences Nursing Simulation Laboratory (HSNSL)	Information Commons	West Essex Campus Restructuring	Foundation for Instructional Technologies (FIT)
<b>Total Project Cost</b>	<b>\$ 7,312,500</b>	<b>\$ 696,217</b>	<b>\$ 6,674,945</b>	<b>\$ 6,684,837</b>	<b>\$ 6,146,441</b>
<b>Funding Source(s)</b>	GO Bond = \$5,484,375	ELF = \$640,967 HEFT = \$ 55,250	GO Bond = \$ 4,495,735 HETI = \$ 340,315	GO Bond = \$5,013,628	HETI = \$3,073,220
<b>ECC Match</b>	\$ 1,828,125 (25% of the total project cost)	ELF = 25% of debt service	GO = \$ 1,498,580 HETI = \$ 340,315	\$1,671,209 (25% of total cost of project)	\$3,073,221 (50% of total cost of project)
<b>Invoiced/ paid amount</b>	\$389,625.90	\$ 696,217	\$1,055,153.89	\$430,886.23	\$1,651,173.67
<b>Encumbered amount</b>	\$791,457.12	\$ 696,217	\$3,397,611.68	\$898,428.01	\$2,125,038.46
<b>Total amount available</b>	<b>\$6,521,042.88</b>	<b>0</b>	<b>\$3,277,333.32</b>	<b>\$5,786,408.99</b>	<b>\$4,021,402.54</b>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>• Commence within 12 months from signing of Agreement</li> <li>• GO Bond Effective Date: March 1st, 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Commence within 18 months from signing of Agreement</li> <li>• Effective Date: January 28, 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Commence within 12 months from signing of Agreement</li> <li>• GO Bond Effective Date: March 1st, 2014</li> <li>• HETI Effective Date: January 1st, 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Commence within 12 months from signing of Agreement</li> <li>• GO Bond Effective Date: March 1st, 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Commence within 18 months from signing of Agreement</li> <li>• HETI Effective Date: January 1st, 2014</li> </ul>
<b>Sponsor</b>	VP Joyce Harley	VP Joyce Harley	VP Joyce Harley	VP Joyce Harley	VP Joyce Harley
<b>Owner</b>	Dean Alvin Williams	Dr. Evadne Harrison-Madu	Executive Dean Mohamed Seddiki	Acting Dean Elvy Vieira	Executive Dean Mohamed Seddiki / Associate Dean Leigh Bello-De Castro

**ELF** = Higher Education Equipment Leasing Fund  
**HEFT** = Higher Education Facilities Trust Fund

**GO** = Building Our Futures Bond Act  
**HETI** = Higher Education Equipment Technology Infrastructure Fund





## Essex County College – Capital Bond Project Milestones as of August 11, 2016

	First Year Success - Specialized Classrooms	Health Sciences Nursing Simulation Lab	Information Commons	West Essex Campus Restructuring	Foundation for Instructional Technologies
<b>PROJECT INITIATION</b>					
Design Project Plan	Complete	Complete	Complete	Complete	Complete
Submit Grant Application	Complete	Complete	Complete	Complete	Complete
Grant Approval	Complete	Complete	Complete	Complete	Complete
Signing of Agreement	Complete	Complete	Complete	Complete	Complete
<b>PHASE I: PHYSICAL RENOVATION</b>					
A&E RFP – Advertise for proposals	Complete	Complete	Complete	Complete	Complete
A&E proposals – Evaluate and recommend	Complete	Complete	Complete	Complete	Complete
A&E proposal – Board Finance Committee	Complete	Complete	Complete	Complete	Complete
A&E - Award and submit notice to proceed	Complete	Complete	Complete	Complete	Complete
Prepare plans and specifications for Bid	In Progress	Complete	Completed	Complete	Complete
Construction Bid – Advertise for proposals		Complete	Completed	Complete	Complete*
Construction proposals - Evaluate and recommend		Complete	Completed	In Progress	Complete*
Construction proposal –Board Finance Committee		Complete	Completed		Complete*
Construction - Award and submit notice to proceed		Complete	Completed		Complete*
Mobilization by contractor		Complete	Complete		In Progress*
Demolition		Complete	Complete		
Renovation and new construction		Complete	In Progress		
Furniture installation		Complete			
Inspection		Complete			
<b>PHASE II: TECHNOLOGY INFRASTRUCTURE</b>					
Technology - Analysis	In Progress	Complete	In Progress	In Progress	Complete
Technology - Design		Complete			Complete
Technology – Evaluate and recommend		Complete			Complete
Proposals - Board Finance Committee		Complete			Complete
Purchase Orders – Submit to vendors		Complete			In Progress
Technology - Deployment		Complete			
Technology – Post Implementation		Complete			
<b>OCCUPANCY</b>		January 23, 2015			

\*FIT Low voltage cabling Upgrade



## APPENDIX C

### Essex County College Bylaws, Chapter II, Section 3

# ESSEX COUNTY COLLEGE BY-LAWS

## ARTICLE I — IDENTIFICATION

**Section 1.** Essex County College shall hereinafter be referenced as (“the College”).

**Section 2.** Essex County College Board of Trustees shall hereinafter be referenced as (“the Board”).

## ARTICLE II — PURPOSE

**Section 1.** The Board is responsible to the people of Essex County and to the people of the State of New Jersey for developing the policies governing the general conduct of the affairs of Essex County College.

**Section 2.** The College is a comprehensive institution. The need to provide post-secondary educational opportunity for the many is accepted as far more imperative in the philosophy of Essex County College than the need to restrict such opportunity to a selected few. Thus, the College will maintain a liberal admissions policy designed to afford every potentially able student the opportunity to develop themselves to the limits of their capacities. Once given the opportunity, students at Essex County College are expected to apply themselves seriously to the task of self-development and intellectual growth. The “open-door” is to the institution and to certain programs. Students with poor admissions credentials will have to earn their admission to some programs by demonstrating capabilities in developmental preparatory programs.

**Section 3.** To implement a philosophy of opportunity for the many, the College offers a variety of programs on a year-round basis:

- a) Degree Program — To provide freshman and sophomore level courses culminating in associate degrees acceptable for transfer to baccalaureate programs and occupational (career) and technical degree programs culminating in associate degrees.
- b) College Career Programs — To provide pre-employment preparation for persons entering into an occupation and courses designed for retraining or occupational advancement for persons already employed.
- c) Transfer Programs — To provide the first two years of college instruction for students planning to transfer to four-year collegiate institutions.
- d) Preparatory and Developmental Programs — To provide a program of remedial and developmental courses to enable students deficient in the basic skills of reading, writing and arithmetic to acquire the necessary tools to engage in college-level study.
- e) Certificate Programs — To provide short term, less than two-year programs, for the student whose educational goals are quite limited and specific.



f) Community Services — To provide, through credit and non-credit courses, opportunities to enrich community living, to increase and improve the participation of citizens in the affairs that affect them and to release the potentialities of adults as wage earners, as creative beings and as social individuals.

**Section 4.** A comprehensive institution demands equally comprehensive student services. Therefore, ECC offers counseling and remedial programs, as well as specialized student personnel services.

**Section 5.** In preparing its graduates as well-informed citizens, as skilled workers, and as sensitive and responsible human beings, Essex County College matches variation in programs with appropriate variation in teaching. Traditionally effective college instruction is supplemented with new technologies and new methods.

### ARTICLE III — BOARD OF TRUSTEES

#### RELATIONSHIPS, COMPOSITION, RESPONSIBILITIES

**Section 1.** The Board shall have the following general powers and duties to fulfill its mission and the Statewide goals in cooperation with other institutions and the State coordinating structures:

a) To develop an institutional plan and to determine the programs and degree levels to be offered by the institution consistent with this plan and the institution's programmatic mission;

b) To have authority over all matters concerning the supervision and operations of the institution including fiscal affairs, the employment and compensation of staff not classified under *Title 11A of the New Jersey Statutes*, and capital improvements in accordance with law;

c) To set tuition and fees. However, prior to the date of the adoption of a tuition or fee schedule or an overall institutional budget, and with reasonable notice thereof, the governing board shall conduct a public hearing at such times and places as will provide those members of the College community who wish to testify with an opportunity to be heard;

d) To establish admission standards and requirements and standards for granting diplomas, certificates and degrees;

e) To recommend for appointment by the Governor, members to the institution's governing board. The recommendation shall be made with regard to the mission of the institution and the diversity of the community to be served;

f) To have final authority to determine controversies and disputes concerning tenure, personnel matters of employees not classified under *Title 11A of the New Jersey Statutes*, and other issues arising under *Title 18A of the New Jersey Statutes* involving higher education except as otherwise provided herein. Any hearings conducted pursuant to this section shall conform to the requirements of the "*Administrative Procedures Act*," N.J.S.A.

52:14B-1 *et seq.*. The final administrative decision of a governing board of a public institution of higher education is appealable to the Superior Court of New Jersey, Appellate Division;

- g) To invest and reinvest the funds of the institution;
- h) To retain counsel of the institution's choosing;
- i) To be accountable to the public for fulfillment of the institution's mission and Statewide goals and for effective management of the institution;
- j) To submit a request for State support to the Division of Budget and Accounting in the Department of the Treasury and to the Commission of Higher Education;
- k) To have prepared and made available to the public an annual financial statement and a statement setting forth generally the monies expended for government relations, public relations and legal costs; and
- l) To have prepared an annual independent financial audit, which audit and any management letters regarding that audit shall be deemed public documents.

**Section 2.** Relationship of the Board of Trustees to the Board of School Estimate.

The Essex County Board of School Estimate shall fix and determine the amount of money necessary to be appropriate for the use of the College for the operation and capital outlay expenses for the school year, exclusive of the amount to be received from the State and other sources.

The Essex County Board of School Estimate shall consist of the County Executive, two members of the Board of Chosen Freeholders appointed by the Board, and two members of the Board of Trustees appointed by that Board.

Appointments to the Board of School Estimate shall be made annually, on or before December 1, and any vacancy in the Board's membership shall be filled by the Board that originally appointed the members.

The Secretary of the Board of Trustees shall be the Secretary of the Board of School Estimate but shall receive no additional compensation therefor.

On or before February 1 in each year, the Board of Trustees of the College shall prepare and deliver to each member of the Board of School Estimate an itemized statement of the amount of money estimated to be necessary for the operation and capital outlay expenses of the College for the ensuing year.

The Board of School Estimate shall then inform, on or before February 15, the Board of Chosen Freeholders of the monies necessary for the College. The Board of Chosen Freeholders shall then appropriate these monies.

If it becomes necessary for the Board of Trustees to raise money in addition to its annual budget, it shall act according to N.J.S.A. 18A:64A-20-21.



**Section 3. Composition of the Board**

The Board of Trustees of Essex County College shall consist of the county superintendent of schools and 10 persons, eight of whom shall be appointed by the appointing authority of the county with the advice and consent of the Board of Chosen Freeholders, at least two of whom shall be women and two of whom shall be appointed by the Governor, according to criteria and for such initial terms as shall be established. However, no trustee shall be appointed after July 1, 1994 who is an employee of a constituent county. The President of the College shall serve as an ex-officio member of the Board of Trustees without vote. In addition, the student body of each county college shall be entitled to elect from the graduating class one (1) representative to serve as a non-voting member on the Board of Trustees for a term of one year, commencing at the next organization of the Board following graduation of his/her class.

**Section 4. Term of Appointment**

Appointed members of the Board of Trustees shall have been residents of the county for a period of four (4) years prior to said appointment, and no elected public official or employee of the county college shall serve as a voting member of the Board. The term of office of appointed members, except for the first appointments, shall be for four (4) years. Each member shall serve until his/her successor shall have been appointed and qualified.

Vacancies shall be filled in the same manner as the original appointment for the remainder of the unexpired term. Any appointed member may be removed by the Board of Chosen Freeholders of the appointing county for cause upon notice and opportunity to be heard. Members shall serve without compensation but shall be entitled to be reimbursed for all reasonable and necessary expenses.

A voting member of a Board of Trustees shall not be eligible to accept employment as an employee of the College at which he/she has served as a member of the board for a period of two (2) years following resignation or expiration of his/her term as a member.

**Section 5. Responsibilities**

The Board of Trustees shall have general supervision over and be vested with the conduct of the College. It shall have the authority and responsibility to:

- a) Adopt or change the name of the county college;
- b) Adopt and use a corporate seal;
- c) Sue or be sued;
- d) Determine the educational curriculum and program of the College consistent with the programmatic mission of the institution;
- e) Appoint and fix the compensation and term of office of a President of the College, who shall be the Executive Officer of the College and an ex-officio member of the Board of Trustees;

f) Appoint, upon nomination of the president, members of the administrative and teaching staff and fix their compensation and terms of employment, subject to the provisions of N.J.S.A.18A:64A-13;

g) Appoint other officers, agents and employees, as may be required, to carry out the provisions of this act and fix and determine their qualifications, duties and compensation, terms of office and all other conditions and terms of employment and retention;

h) Fix and determine tuition rates and other fees to be paid by students;

i) Grant diplomas, certificates or degrees;

j) Enter into contracts and agreements with the State or any of its political subdivisions or with the United States, or with any public body, department or other agency of the county, State or United States, or with any individual, firm or corporation, which is deemed necessary or advisable by the Board pursuant to N.J.S.A.18A:64A-12(p);

k) Accept from any government or governmental department, agency or other public or private body or from any other source grants or contributions of money or property, which the Board of Trustees may use for its purposes;

l) Acquire (by gift, purchase, condemnation or otherwise), own, lease, use and operate property, whether real, personal or mixed, or any interest therein, which is necessary or desirable for College purposes;

m) Determine that any property owned by the county college is no longer necessary for College purposes and to sell the same at such price and in such manner and upon such terms and conditions as shall be established by the Board;

n) Exercise the right of eminent domain, pursuant to the provisions of *Title 20, Eminent Domain*, of the Revised Statutes, to acquire any property or interest therein;

o) Make and promulgate such rules and regulations deemed necessary and proper for the administration and operation of a county college pursuant to N.J.S.A.18A:64A-12(p);

p) Exercise all other powers which may be reasonably necessary or incidental to the establishment, maintenance and operation of a county college pursuant to N.J.S.A.18A:64A-12(p); and

q) Establish and maintain a dedicated reserve fund for minor capital needs which in any given year shall not exceed 3% of the replacement value of the College's physical plant.



## APPENDIX D

### Abbreviated Biographical Sketches of Essex County College's Board of Trustees

ESSEX COUNTY COLLEGE  
BOARD OF TRUSTEES

**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. She 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.

**Mr. 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. A former associate at Patton Boggs, LLP, in Newark, New Jersey, Mr. Souder is now an attorney in private practice. 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.

**Mrs. Jeweline 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.

**Mr. Joseph Zarra, Treasurer** – 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.

**Mr. Elvin Esteves, Esq.** Mr. Esteves is the general counsel for the Passaic Valley Sewerage Commissioners, advising the Commissioners, Executive Director and PVSC employees on a wide range of legal issues including matters relating to PVSC's corporate governance, business and policy, as well as managing PVSC's legal matters and related litigation. He was previously an attorney and partner at the Gibbons law firm, specializing in federal and state litigation, and alternative dispute resolution. A graduate of Columbia Law School, he also holds an undergraduate degree with High Honors from Rutgers University. Mr. Esteves joined the Essex County College Board in April 2011.

**Bishop Reginald T. Jackson** – Bishop Jackson is a graduate of Delaware State University with a Bachelor's Degree in History and a graduate of Turner Seminary at The Interdenominational Theological Center in Atlanta, Georgia with a Master's of Divinity. He has served as pastor of St.



John AME Church, Jersey City, New Jersey, and St. Matthew AME Church, Orange, New Jersey. In 2012, then Rev. Jackson was elected and consecrated as the 132nd Bishop of the African Methodist Episcopal Church. He was assigned to the Twentieth Episcopal District (Malawi and Zimbabwe) as the Ecumenical and Urban Affairs Officer and Chair of the Social Action Commission. A life member of the NAACP, Bishop Jackson served from 2000 to 2012 as Chairman of the Board of Trustees of Essex County College and the Board of Trustees of the Barnabas Health System, the largest health system in New Jersey.

**Mr. Wesley N. Jenkins** – Mr. Jenkins is the Executive Director of Babyland Family Services, Inc. of Newark, New Jersey. Babyland provides a wide range of programs for young children and their families, including parent education programs and a family violence shelter. Mr. Jenkins joined the Essex County College Board in 2013.

**Mr. Thomas C. McDermott, Jr.** – 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 (Virginia) College, earning his degree in Political Science/History. He has also studied Finance at both Yale and the University of New Haven.

**Dr. Leila Sadeghi** – 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 in urban education policy from Rutgers University-Newark.

**Ms. 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 1199 SEIU United Healthcare Workers East; a Community Organizer for Service Employees International Union/Massuniting; and 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.

## APPENDIX E

### Sample of the Acting President's Report to the Board of Trustees (June and July 2016)





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DR. A. ZACHARY YAMBA, ACTING PRESIDENT

**REPORT TO THE BOARD OF TRUSTEES**  
**For**  
**JUNE – JULY 2016**

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## OVERVIEW

Over the months of July and August, the College has moved with purpose to remedy some of the harmful lapses in processes and work flow that were evident in early April. Filling the main vacancies in senior management has been a major focus for the college and a matter of critical concern for the Middle States. As the new academic year approaches, faculty and administrators are planning for the college-wide convocation on August 29, 2016. This convocation signals the return of faculty to campus and the start of the new academic year. Registration for the fall semester is well underway, even as Summer II ends. Enrollment numbers for Summer II and Fall 2016 are down when compared to this same time last year (2015). With Summer II now a wash, the College has moved to apply a number of remedies to stem the loss for fall enrollment. Data on summer II and fall 2016 enrollment are presented later in this report.

### Update on Middle States

In previous reports, I have kept Trustees informed of actions required by the Middle States Commission on Higher Education (MSCHE). To recap:

- On April 11, 2016, Middle States requested a supplemental information report on the College's current and future capacity for compliance with Standard 3 (Institutional Resources), Standard 4, (Leadership and Governance), Standard 5 (Administration), and Standard 6 (Integrity). The request was purportedly driven by press coverage of the College's actions to suspend and investigate the then President and other college staff.
- On June 23, 2016, Middle States acted to reject the supplemental information report "because it provided limited institutional responses to requested information and did not present evidence and analysis in a manner conducive to Commission review"  
<http://www.msche.org/Documents/SAS/167/Statement%20of%20Accreditation%20Status.htm>
- The June 23 decision required that the college submit by August 1 (now extended to September 1) a Monitoring Report on Standards 3 (Institutional Resources), 4 (Leadership and Governance), 5 (Administration), 6 (Integrity) and 8 (Student Admissions and Retention).

Given the limited time afforded the College, a working group was quickly assembled. It includes the following individuals:

- A. Zachary Yamba, Acting President
- Susan Mulligan, Professor (Co-Chair)
- Charles Reid, Professor (Co-Chair)
- Benjamin Corpus, Consultant
- Joyce Harley, Vice President for Administration and Finance
- S. Aisha Steplight Johnson, Dean of Liberal Arts
- Stephen Keister, Professor/Librarian – MLK Library
- Susan Gaulden, Professor – Math & Physics
- Donald Yee, Professor Emeritus
- June Persaud, Director of Special Projects, Planning, Research and Assessment

The group met on June 21 to discuss strategy and to assign drafting responsibilities. Trustees Zarra and Jenkins participated in that meeting. The group met again on August 3 to discuss the

first draft of the document. Committee members are now redrafting and finalizing their sections. The Working Group will produce its second draft by August 9. The target date for completion of the report is August 16.

**Informational Update Meeting**

As part of my continuing quest to rebuild staff morale through a clear agenda of accountability and transparency, I brought together the College’s senior leadership for an Informational Update Meeting on July 26. The thirty participants included Cabinet members, Deans, Directors, Division Chairs, Faculty and Governance Council Chairs. I briefed participants on: Enrollment, Middle States, Reorganization, Near- and Long-term Plans, and General Concerns. Participants were invited to ask questions and to make recommendations about matters raised.

**ACADEMIC/STUDENT AFFAIRS**

**Enrollment**

As of 08-04-2016, enrollment numbers for Summer II indicate a decline of 1.44% in new students, and 14.18% decline in returning students over the same period last year (2015):

Summer II, 201701 vs. 201601			
August 4, 2016	Last Year 2015	This year 2016	%Incline or %Decline
<b>Hours</b>	8647.5	9362	8.26%
<b>New Students</b>	348	343	-1.44%
<b>Returning Students</b>	1382	1186	-14.18%

SOURCE: College’s IT Department

With just about four weeks until the first day of the fall 2016 semester, enrollment numbers for fall show a decline of 21% in new students and 11.03% in returning students when compared to this time last year (2015):

Fall, 201702 vs. 201602			
August 4, 2016	Last Year 2015	This year 2016	%Incline or %Decline
<b>Hours</b>	73201.5	61842.5	-15.52%
<b>New Students</b>	1143	903	-21.00%
<b>Returning Students</b>	5469	4866	-11.03%

SOURCE: College’s IT Department

Although community college enrollment in general has declined across the sector largely because of improved job markets, the decrease in enrollment for Essex County College is cause for concern.



In April 2016, I had charged Professor Emeritus Donald Yee to conduct a forensic analysis of the enrollment process as it existed when I assumed the responsibilities of Acting President. In his findings and analysis he stated as follows:

"This effort began with an attempt to identify every College unit having some role in Recruitment, Admission, Financial Aid, testing, Placement or Registration. It was immediately clear that these functions were distributed across Academic Affairs and Strategic Planning according to no apparent logical pattern. Not one person interviewed was comfortable with either their role or how to effectively coordinate with others in the overall process. They were uniformly dissatisfied and felt the current distribution resulted from the "destruction of the Student Affairs Area, since that office formerly coordinated all enrollment management functions. ...

Operational problems forced the establishment of an "Enrollment Acceleration Committee" in July 2015. The Committee defined the steps in the Enrollment Process and responsibilities for enrollment-related functions. A huge controversy occurred when VP Walcerz proposed a new student tracking system to be implemented by IT that was judged too complex to be developed. A key member informed me that no real progress was made and most were unenthusiastic or intimidated. The last meeting was November 2015 without recommendations.

Finally, a chance remark during an interview hinted that problems with the Enrollment Management System were uncovered and cited by the MSA-CHE Visiting Team in 2013. The Accreditation Information entry for ECC on the Middle States website confirmed that an assessment of Enrollment Management Goals was included in a Progress Report, accepted November 20, 2014, and to be included in the Periodic review, due June 1, 2018. People who would certainly be include don a PRR Committee are unaware any such committee exists."

Professor Yee's recommendations include:

1. Reassign all key non-academic Enrollment Management functions into a single coherent area; eliminate duplications.
2. Establish a standing Enrollment Management Committee to determine goals and objectives; develop and regulate ongoing policies and procedures.
3. Require the Enrollment Management Committee to develop and implement an Assessment Plan for Enrollment Management.
4. Request a comparison of AY 2015 with AY 2016 (through Spring 2016) enrollment data and a report identifying factors responsible for failure to achieve AY 2016 enrollment goals.
5. Collect and review all documentation related to the last Middle states visit, including at a minimum: Self Study; the Team Report; any colleges responses to the Team Report; all communications between Middle States and the College; Progress Reports.
6. Establish a PRR Committee ASAP.

The college is moving to implement these recommendations. With the fall 2016 semester upon us, however, immediate action was needed to attempt to stem the decline in enrollment. Through a newly formed Enrollment Target Group, the College has moved swiftly to capture targeted populations of students who are stalled at various points in the enrollment pipeline. Action includes a Call Center (located in Training, Inc. on the 4<sup>th</sup> floor) which will serve as the hub for a major outreach to prospective and returning students. Calls will be made by volunteer staff from across the institution. The college will also continue to utilize open houses, ECC TV, direct mail, email



blasts and social media to reach targeted populations. At a minimum, the goal is to achieve the flat enrollment that is one of the critical assumptions in the FY2017 budget.

### **Convocation 2016**

Planning for the college-wide convocation on August 29 is well advanced. The theme for this year's convocation is "United for Student Success." The Convocation Planning Committee is receiving proposals for presentations until August 11, 2016.

An adjunct faculty orientation is also planned for August 30. This event launches the new academic year for adjunct faculty, who typically are unable to attend the day-long college-wide convocation.

### **COLLEGE READINESS**

#### **Gateway to College**

In June, I reported that the College had learned that Gateway to College lost funding for the upcoming year due to budget reallocations as well as programmatic changes within the three major funders: Newark School System, East Orange High School and Montclair High School. As a result, six full time grant-funded staff members received non-renewal employment notices.

Although the Human Resources Department informed the grant-funded individuals of their termination dates, the College continued to seek funding to serve this at-risk high school population. As of July 28<sup>th</sup>, the Newark Public School System committed \$180,000 to serve 19 students in the completion pipeline. In addition, Montclair High School is reviewing the possibility of contributing an additional \$45,000 to serve students near completion. Additionally, Great Oaks Charter School has expressed its interest in partnering to serve approximately thirteen students for about \$130,000. This would potentially bring \$355,000 to the program and would support the retention of the director and temporary adjunct instructors for current Fall semester courses within the FY 2016/17 budget. It is expected that all negotiations will be finalized by the end of August 2016 and actions will be submitted for necessary Board approval.

#### **High School Initiatives**

The High School Initiatives program has been in existence at the college for over two decades. The program connects high school youth to the college and serves as a direct feeder for enrollment. The department primarily operates with two or three part time individuals who have been the point of contact for the high schools and are responsible for applications, testing, registration, delivery of materials such as textbooks and working with the chairpersons for faculty assignments. They also establish memorandum of agreements with the high schools, and follow the process to offer the courses in accordance with the needs of each institution. Courses include developmental as well as general education for the degrees offered at the College. There are at least twenty high schools that participate in the initiative across the county and 800-1,000 students are served each semester.

High School Initiatives for college readiness and dual enrollment have gained national popularity in recent years and are recognized for encouraging youth to prepare for college and have a better understanding of the requirements as well as degrees and career paths. Additional funds can be sought to continue funding this initiative that is vital to both Newark and Essex County young residents who may also be first generation from their families to attend college. In 2014-15 the total



credit hours generated by the program were 6,796.5 fundable through the State of New Jersey which yielded approximately \$339,825.00 (at the \$50 per earned credit hour). The instructional cost is either covered by the high school at the adjunct rate, or absorbed by the high school when the courses are taught by high school teachers. The staff and faculty from the College's Academic Divisions meet with the high school administrators to review course objectives and insure that academic standards are met. Instructors are approved by the Divisions and are required to use standard syllabi provided by the College. Students receive dual enrollment credit. For example, six East Side High School students completed both the high school requirements as well as the requirements for their Associate Degree cutting time as well as costs through the program. In terms of finances, an administrative fee of \$100 is charged per course (this yielded \$3,400 in 2014-15) and a testing fee of \$20 will be implemented this year since high schools are requesting testing to assess their students' college viability. This will also assist in covering the costs of administering the test.

The three staff assigned to monitor and coordinate the services on main campus earn \$40/hr. and work 15 hrs. per week during the Fall and Spring semesters. The college allocated amount for 2016/17 is \$30,000 and the total needed to keep the staff for the entire year is \$65,000.

### Summer Bridge

The Summer program refers to Summer Bridge/College Readiness which is currently being offered with funding from the Victoria Foundation and an initiative from New Jersey Consortium for Community Colleges (NJ CCC) in conjunction with the Prudential Foundation. A check was received and deposited for \$40,000 from the Victoria Foundation and billing will be submitted upon completion to the NJ CCC for the allocated amount of \$50,000. As standard practice, reports will be submitted to both funders documenting the outcomes and financials. The youth are on campus for the summer and taking courses to prepare them for college as well as learning about various degrees and majors. The total funding to serve a minimum of 70 high school students is \$90,000 and covers primarily the salaries of seven part time teaching staff, travel for students in the form of bus tickets, and supplies. The program began July 5, 2016 and ends August 15, 2016. The budget breakdown is as follows:

Account	Title	Budget	Allocation/Expenses
9127	Prudential/NJCCC	\$ 50,000.00	
9127	Victoria Foundation	\$ 40,000.00	
	<b>TOTAL GRANT FUNDS</b>	<b>\$ 90,000.00</b>	
6120	Faculty Salaries		\$ 29,910.00
6150	Part Time/Overtime Salaries		\$ 28,468.00
	Sub-total		\$ 58,378.00
7310	Travel (Bus Tickets)		\$ 7,000.00
7420	Printing		\$ 901.00
7501B	Bookstore		\$ 22,521.00
7505	Instructional Supplies		\$ 1,200.00
	Sub-total		\$ 31,622.00
	<b>Total Allocation/Expenditures</b>		<b>\$ 90,000.00</b>

The three staff assigned to monitor and coordinate the services earn \$40/hr. and work 15-16 hrs. per week during the Summer.

## **FINANCES**

### **Resource Development**

The college hosts its 18<sup>th</sup> Annual Golf and Tennis Scholarship Tournament on October 4, 2016 at the Maplewood Country Club. This event is the major source of funding for student tuition scholarships and one of the highlights of the Essex County fundraising calendar. Trustees have already received the Save-the-Date card in the mail. I invite you to donate and to participate to make this year's event exceptional. You may view the e-brochure with details for participation: [http://www.essex.edu/events/wp-content/uploads/sites/12/2016/08/essex-GT2016-brochure\\_rev071816.pdf](http://www.essex.edu/events/wp-content/uploads/sites/12/2016/08/essex-GT2016-brochure_rev071816.pdf)

### **College Tax Exempt Status**

There is no update on this matter at this time.

### **IRS 941 Variance/Reconciliation**

There is no update on this matter at this time.

## **PERSONNEL**

### **Filling Vacancies**

Acting on the Board's decision to fill vacancies in the top tier of the College's reconstituted Table of Organization, the College advertised on its website on 08-02-2016 a number of key vacancies (<https://essex.peopleadmin.com/postings/search>) namely:

- Vice President, Academic Affairs and Chief financial Officer (CFO)
- Dean, Student Affairs
- Dean, Community and Continuing Education and Workforce Development
- Director - College Advancement and Foundation / Chief Development Officer (CDO)
- Comptroller/Chief Financial Officer
- General Counsel

With the exception of the positions of Comptroller/Chief Financial Officer and General Counsel, all positions are open to internal candidates only and applications will be received until 08-05-2016. The position of General Counsel is open to all candidates and remains open until 08-05-2016. The position of Comptroller is open to all candidates and remains open until filled. With these advertisements, the College is implementing the Board's decision to appoint individuals to the top tier of the College's re-constituted Table of Organization. This moves the College closer to a settled Table of Organization, which is of critical importance to Middle States

## **LEGAL**

### **Update on Litigation**

This update will be provided by Counsel in Executive Session.



## INFORMATIONAL ITEMS

### Police Academy

The Essex County College Public Safety Academy, also known as the Police Academy, was purchased from Essex County on December 31, 1998 after the Board of Chosen Freeholders voted to sell the Academy to Essex County College by a majority vote. From this point forward, the College assumed operation of the Academy and its staff. The bond for the purchase of the Academy was paid in full three years ago. Since the College assumed ownership, the Academy has undergone successful periodic recertification required by the New Jersey Police Training Commission (PTC), with each certification for a three-year period. Current certification commenced January 1, 2016 and expires December 31, 2018.

The Academy is approved by the Police Training Commission (PTC) to conduct the following basic recruit courses:

- o Basic Course for Police Officer (BCPO) – 840 hours
- o Basic Course for County Correction Officer (BCCC) -440 hours
- o Special Law Enforcement Officer Class I (S.L.E.O. – I) – 88 hours
- o Juvenile Detention Officer Course (JDO) – 320 hours

Basic Fire Fighter Training (BFF) at the Academy was launched during FY 2011 – 2012 and includes the following courses:

- o Fire Fighter 1 (FF1)
- o Basic Firearms Course (BFC)
- o Basic Course for Humane Law Enforcement Officer (HLEO-1)

The Academy offers the Alternate Route Basic Course for Police Officers. This is a New Jersey Police Training Commission approved course designed to give individuals interested in pursuing a career in law enforcement an opportunity to attend a police training program at their own expense, prior to being hired by a police department. ECC graduates exceed 90% hiring rate upon graduation and have been hired by over 50 law enforcement agencies throughout New Jersey.

During FY 2016, the Academy enrolled 386 total participants as detailed below:

Class	Enrollment	Class Dates
Basic Course for Police Officer (BCPO)15-1	136	5/1/15 – 10/21/15
Basic Course for Police Officer (BCPO) 15-2	58	9/8/15 – 3/8/16
Basic Course for Police Officer (BCPO )16-1	94	1/18/16 – 6/21/16

The overall graduation rate for these classes is 71% (Source: Police Academy)

Class	Enrollment	Class Dates
Basic Course for County Correction Officer (BCCCO) 15-3	24	9/4/15 – 12/9/15
Basic Course for County Correction Officer (BCCCO) 16-1	21	1/20/16 – 4/20/16
Special Law Enforcement Officer Class (SLEO II) 16-1	29	2/6/16 – 9/1/16
Basic Fire Fighters Training (BFF) 16-1	8	4/4/16 – 6/2/16
Fire Fighter (FF1)	16	4/5/16 – 6/30/16

(Source: Police Academy)

Agencies served by the Police Academy's basic recruit classes include:

<ul style="list-style-type: none"> <li>○ Essex County Prosecutor's Office</li> <li>○ Pompton Lakes Police Dept.</li> <li>○ Essex County Sheriff's Office</li> <li>○ Union City Police Dept.</li> <li>○ Essex County Department of Corrections</li> <li>○ Fairview Police Dept.</li> <li>○ Middlesex County Sheriff's Office</li> <li>○ NJ Transit Police Dept.</li> <li>○ Belleville Fire Dept.</li> </ul>	<ul style="list-style-type: none"> <li>○ All municipal police agencies in Essex County</li> <li>○ Essex County College Police Dept.</li> <li>○ Bloomfield Fire Dept.</li> <li>○ Rutgers University Police Dept.</li> <li>○ East Orange Fire Dept.</li> <li>○ NJIT Police Dept.</li> <li>○ Fairfield Fire Dept.</li> <li>○ Hoboken Police Dept.</li> <li>○ Irvington Fire Dept.</li> <li>○ Hudson County Sheriff's Office</li> </ul>	<ul style="list-style-type: none"> <li>○ Maplewood Fire Dept.</li> <li>○ Montclair Fire Dept.</li> <li>○ Orange Fire Dept.</li> <li>○ Roseland Fire Dept.</li> <li>○ So. Orange Fire Dept.</li> <li>○ Verona Fire Dept.</li> <li>○ West Caldwell Fire Dept.</li> <li>○ West Orange Fire Dept.</li> <li>○ Long Branch Fire Dept.</li> <li>○ Kearny Fire Dept.</li> <li>○ Summit Fire Dept.</li> </ul>
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Non-credit/continuing education courses are also offered at the Academy and include but are not limited to the list below:

- Methods of Instruction (MOI)
- Firearms Instructor
- RADAR Instructor
- School Resource Officer
- Physical Conditioning Instructor
- Vehicle Operations Instructor

After analyzing the Public Safety Academy current enrollment and the ratio per instructor costs, there is definitely the need to increase revenue. The initial operation of the Academy called for the agencies to provide instruction and other administrative services in exchange for tuition waivers. However, during the past 3-4 years, the cost burden was shifted to the college. Moreover, with the addition of many classes from Newark, the city of Newark neither paid tuition nor provided the instructional and administrative support.

Increase of revenue to mitigate costs can be achieved through the following recommendations:

- Increasing fee by \$100/pp for Basic Course for Police Officers: \$1600 per recruit for out-of-county agencies;
- Increasing fee by \$100/pp for Basic Course for County Correction Officers: \$1100 per recruit for out-of-county agencies;
- Increasing fee by \$100/pp for Alternate Route Program: \$2100 per recruit;
- Increasing fee by \$100/pp for Special Law Enforcement Officer Class II: \$2100 per recruit;
- Charging the Newark Police Department for seats, (i.e. Current class has 60 seats for Newark out of the total 127); and
- As of January 1, 2017, charge a \$300 fee for In-County Basic Course for all Police Officers.



Conversations are also being held with the Police Training Commission (PTC) to pass a regulation that would mandate instructors to instruct for 40 hours at no cost to maintain their teaching status. This could be a significant savings for the college in the adjunct instructor line.

**Fire Update**

On June 12, the College sustained a fire in the mega-structure. The downtown campus had to be closed for two consecutive days pending clearance from the Fire Department. No major damage was done to the building and the structural integrity of the building remained intact. However, the reports subsequently issued by the Police and Fire Departments were critical of the College's fire-readiness. The College will undertake an internal review, complemented by these external reports, and will implement measures to prevent future fires.

## APPENDIX F

### NJCCC Community College Trustee Appointment Guidelines



# **Community College Trustee Appointment Guidelines**

## Preface

When New Jersey's higher education system was restructured in 1994, a key objective was to provide more autonomy to colleges and universities throughout the state. Trustees were especially empowered with many new responsibilities. Preservation of this local autonomy into the next millennium will be dependent on the responsible discharge by trustees of their increased decision making authority, and the maintenance of public confidence in the trustee appointment process. These Trustee Appointment Guidelines support autonomy.

Participants in the current appointment process for New Jersey's community college trustees include:

- Trustee Search Committee – Solicits, reviews, and recommends trustee candidates to the county appointing authority;
- County Appointing Authority – Makes eight trustee appointments based on recommendations of the Trustee Search Committee. Where a community college has more than one sponsoring county, the membership of the board of trustees is increased by two members for each additional county, with the seats on the board apportioned among the sponsoring counties according to population;
- College Boards of Trustees – May recommend trustee candidates for appointment by the Governor; and
- Governor – Appoints two trustees. Additionally, the county superintendent of schools serves on the community college board of trustees at the pleasure of the Commissioner of Education.

Thus, the trustee search committee, the county appointment authority, the college board of trustees, and the Governor all have responsibilities regarding the trustee appointment and reappointment process. It is desirable to establish common objectives to guide all of these participants in the trustee appointment process. These Trustee Appointment Guidelines establish these common objectives.

Prior to July 1, 1994, the State Board of Higher Education promulgated the criteria to be applied by the trustee search committee for nominating individuals to the county appointing authority. The 1994 Higher Education Restructuring Act states that trustee appointments shall be made "according to criteria... as shall be established." The contemplated appointment criteria have never been established. *These Trustee Appointment Guidelines establish these criteria.*

In summary, these Trustee Appointment Guidelines are presented to: (1) support the autonomy now enjoyed by community college boards of trustees; (2) establish common objectives for consideration by all of the participants in the trustee appointment process; and (3) respond to the statutory provision that clear criteria should be established for the trustee appointment process.

The guidelines are in four parts.

1. Appointment Objectives – What are the objectives of the trustee appointment process?
2. Trustee Qualifications – What should we be looking for in community college trustees? What kinds of individuals best serve the colleges, their communities, the counties, and the state?
3. Trustee Search Process – After agreement is reached on the types of individuals who make good trustees, how do we find them?
4. Trustee Code of Ethics – As trustee candidates are identified, what can be done to ensure that they are properly aware of the code of ethics promulgated by the NJ Commission on Higher Education and their own college?

These Trustee Appointment Guidelines will be periodically reviewed and revised as appropriate to assure that the objectives of the trustee appointment process are being achieved.



# COMMUNITY COLLEGE TRUSTEE APPOINTMENT GUIDELINES

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## 1. Appointment Objectives

Community colleges are governed by lay boards entrusted to provide ethical leadership and responsible stewardship in balancing current and emerging needs of many constituencies. The strength of the college depends upon the qualifications of citizens entrusted to govern on behalf of the community. Accordingly, trustee appointments and reappointments should:

- a) Assure that the composition of the governing board will reflect balance, depth, and varied expertise, experience, and abilities;
- b) Reflect diversity of ethnicity, gender, age, and county geographic representation in order to ensure that the needs of the entire community to be served are recognized and addressed; and
- c) Be consonant with the standards of ethics adopted by the NJ Commission on Higher Education.

## 2. Trustee Qualifications

N.J.S.A. 18A:64A-8 and 9 provide the following list of qualifications for candidates for appointment to a community college board of trustees:

- must be a resident of the county in which the college is located for four years prior to the appointment;
- shall not be an elected official;
- shall not be an employee of a constituent county;
- shall not be an employee of the college;
- shall not have been a member of the trustee search committee within the six months prior to the appointment to the board of trustees; and
- at least two appointed trustees shall be of each gender.

The following additional qualifications are recommended for appointment and reappointment of community college trustees (adopted from *A Guide to the Election and Appointment of Community College Trustees* published by the Association of Community College Trustees):

- a) Appointees should understand and appreciate the distinct mission of the community college;
- b) Appointees should be knowledgeable about community issues and have demonstrated service to the community;

- c) Appointees should possess a desire to advocate for the college and its students;
- d) Appointees should be knowledgeable about board governance responsibilities and appreciate the difference between board governance and administrative responsibilities;
- e) Appointees should be able to commit sufficient time to board governance responsibilities;
- f) Appointees should be aware of ethical issues of board governance and be unencumbered by private agendas;
- g) Appointees should be sensitive to issues of diversity;
- h) Appointees should understand that governance authority is vested in the board, not the individual trustee;
- i) Appointees should be committed to continuing trustee development and completion of a training program during the first year of service as a trustee;
- j) Appointees should possess characteristics and qualities that will enhance the standing of the college within the community; and
- k) Appointees should not be an immediate family member of nor be involved in a common business venture with a county official or college employee.

## 3. Trustee Search Process

Under current statute (N.J.S.A. 18A:64A-8), an independent and autonomous search for trustee nominees is conducted by a trustee search committee established by the county appointing authority. The trustee search committee, consisting of at least five members, nominates individuals for appointment to the board of trustees by the county appointing authority. The members of the trustee search committee:

- must be residents of the county; and
- cannot be elected public officials.

The following additional guidelines are recommended for the trustee search process:

- a) Appointments to the trustee search committee should reflect the diversity of the county.
- b) Individuals with potential conflicts of interest should not be appointed to the trustee search committee. For example:



## COMMUNITY COLLEGE TRUSTEE APPOINTMENT GUIDELINES

- Trustees and employees of the county college should be ineligible to serve on the trustee search committee;
  - Employees of the appointing county should be ineligible to serve on the trustee search committee; and
  - An immediate family member or business associate of a county official, county employee, college trustee, or college employee should be ineligible to serve on the trustee search committee.
- c) The county appointing authority should specify a term of appointment for members of the trustee search committee.
- d) Trustee search committees should publish solicitations for applicants for trustee appointments.
- e) Trustee appointments by the county appointing authority should be limited to individuals nominated by the trustee search committee.
- f) The trustee search committee should adopt and transmit a resolution to the county appointing authority, nominating for consideration for appointment to the board of trustees individuals who satisfy the qualifications and criteria set forth in these Trustee Appointment Guidelines. The nominating resolution should be available to the public upon receipt by the county appointing authority.
- g) The trustee search committee should transmit its recommendation in a time frame that permits the appointing authority to fill the trustee position as soon as it becomes available.
- h) The trustee search committee should initiate a new candidate solicitation and search if one has not been conducted within the six month period preceding the need for a trustee appointment or reappointment.
- i) The trustee search committee should adopt internal procedures to guide its deliberations addressing such matters as quorum requirements, voting, methods for soliciting potential candidates, and the interviewing process.
- j) The number of candidates to be recommended per appointment should be developed collaboratively with the county appointing authority.
- k) The trustee search committee should conduct its business in a manner that instills public confidence in the trustee nomination process.

For gubernatorial appointments to the board of trustees, a search committee is not required. Under current statute (N.J.S.A. 18A:3B-6), boards of trustees may recommend individuals for appointment to the board by the Governor, with the final appointing authority resting with the Governor. Boards of trustees should adopt a policy to govern the process for making trustee appointment recommendations to the Governor.

### 4. Trustee Code of Ethics

The NJ Commission on Higher Education has approved an Institutional Code of Ethics (N.J.A.C. 9A:3-1.1) setting forth general standards to be incorporated in a code of ethics adopted by each public institution of higher education for its officers and employees. The provisions of the Commission's Code of Ethics generally mirror the requirements of the New Jersey Conflicts of Interest Law (N.J.S.A. 52:13D-12) and the Local Government Ethics Law (N.J.S.A. 40A:9-22.1). The standards of the code of ethics are intended to ensure that officers and employees conducting the business of public institutions of higher education avoid conflicts of interest or the appearance of conflicts of interest. Trustees are prohibited from:

"having an interest, financial or otherwise, direct or indirect, or engaging in any business or transaction or professional activity which is in substantial conflict with the proper discharge of their duties."

The Commission's code of ethics and the code of ethics of the college should be considered in evaluating candidates for a seat on the board of trustees. The background of candidates for trustee appointment should be evaluated by the trustee search committee to determine whether the candidates have any business or professional interests or activities that would be incompatible with the code of ethics if the candidate were to be appointed as a trustee.

Prior to nomination, each trustee candidate should receive and review a copy of the code of ethics adopted by the college. Candidates should confirm in writing the absence of any circumstance that would represent an appearance of conflict of interest. Additionally, appropriate inquiry by the trustee search committee should confirm the absence of any conduct by the appointee that would negatively impact the integrity and interests of the college.



## APPENDIX G

### Essex County Community College Evaluation 2015



# Essex County Community College Presidential Evaluation 2015

## Institutional Performance

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
1. Provides effective institutional leadership to faculty, administration, staff and students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provides effective leadership for maintenance and upgrade of the College buildings and grounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Stays current with trends, information, legislation, and other movements pertinent to the College's future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Handles public and media relations appropriately and constructively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments





# Essex County Community College Presidential Evaluation 2015

## Institutional Leadership

Please rate the President using the following scale:

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

4 = exceeds 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.

	1	2	3	4	5	Don't Know
5. Provides leadership for long-range strategic planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Is informed about developments in education, and particularly community colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Administers affairs of the College pursuant to policy, statutes, regulations, policy governance, and is consistent with Board policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Possesses a vision, and assists the board in establishing goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Provides leadership for/assures that there is an effective system for monitoring institutional effectiveness in promoting student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identifies and analyzes issues confronting the institution and provides direction in their resolution to the Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



# Essex County Community College Presidential Evaluation 2015

## Use of Resources

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
11. Appoints, supervises, promotes, and dismisses employees in accordance with law and Board policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Recommends regulations, rules, and procedures useful for the welfare of the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Develops and executes sound personnel policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments





# Essex County Community College Presidential Evaluation 2015

## External Relations

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
14. Works to develop positive relationships with the news media and other public relations vehicles within the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Presents a positive image for the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Represents needs of College to appropriate federal and state level legislators and agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Is visible at and takes part in campus and community activities and functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



# Essex County Community College Presidential Evaluation 2015

## Budgetary and Fiscal Management

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
18. Administers the business and fiscal affairs of the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Serves as the Board designated representative with respect to all matters concerning employer-employee matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Provides sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment





# Essex County Community College Presidential Evaluation 2015

## Personal Qualities

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
21. Is willing to re-evaluate and remake decisions, if necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Encourages the development of and exhibits respect for all groups in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Maintains high standards for ethics, honesty and integrity in all personal and professional matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Is creative and innovative in solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



# Essex County Community College Presidential Evaluation 2015

## Relations with the Governing Board

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
25. Offers professional advice to the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Carries out board governance policies in a conscientious manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Communicates with board members to inform and resolve issues of interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Keeps the Board informed of all actual and anticipated litigation, and specific community concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Provides effective support to the operations of the Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments





# Essex County Community College Presidential Evaluation 2015

## Accreditation

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
30. Is knowledgeable of requirements for institution and program accreditation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Has effectively planned and addressed accreditation issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



# Essex County Community College Presidential Evaluation 2015

## President's Goals 2015

Please rate the President using the following scale:

1 = does not meet expectations; 2 = meets some expectations; 3 = meets expectations;  
4 = exceeds 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.

	1	2	3	4	5	Don't Know
32. Insert goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Insert goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Insert goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Insert goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Insert goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments





Open-ended Question

WHAT INITIATIVES/PROJECTS SHOULD THE PRESIDENT FOCUS ON OVER THE NEXT YEAR?



## Essex County Community College Presidential Evaluation 2015

Thank you for taking the time to complete and return your candid responses for this evaluation. All responses will remain anonymous and the confidential final report is for board use only.

3 SCANNED



## APPENDIX H

### Employee Attitude Scale (2009 and 2012)

## EMPLOYEE ATTITUDE SURVEY

July 2009

### Purpose

During March 2009 the Employee Attitude Survey was administered to our college community. This survey was used in 1990 and 2000 to solicit responses from all college employees regarding their attitude toward various areas of the college regarding organization, teaching and administration. The information gained will be used by various task forces to provide outcomes information for the college's self-study. The survey uses the Likert method to determine the degree to which employees agree with certain statements. The four-point scale requires respondents to "strongly agree", "agree", "disagree" or "strongly disagree" with the statement. There is also a "not applicable" response.

### Results

In March the survey was administered to 560 full-time employees. Completed surveys were returned by 380 employees for a response rate of 67.8 percent. This compares with a previous response rate of 49 percent in 2000. The respondents were asked to indicate whether they were (number responding is in parenthesis) an administrator (62), a faculty member (71), a police officer/security (48), a member of the Professional Association (100) or a member of Support Staff Association (82). Seventeen (17) respondents did not indicate whether they were an administrator, faculty etc. Approximately 86 percent of the administrators responded, 71 percent of the faculty, 88 percent of the police/security, 79 percent of the Professional Association members and 71 percent of Support Staff Association members.

For analysis purposes the mean response was calculated where "strongly agree" is assigned a value of 4, "agree" is assigned a value of 3 etc. Those who responded "not applicable" or left the item blank were not included in the calculation of the mean. The results are presented on the five page table *ECC Employee Attitude Survey Comparison: Sorted by Mean in Descending Order*. This table allows the reviewer to review the mean scores of five groups: everyone, administrators, faculty, Professional Association and a combination administrators, faculty and Professional Association. The last group is added and is different from the everyone group as the last 21 statements were only responded to by administrators, faculty and Professional Association members.

Looking at the first line across, respondents ("everyone") rated statement 18 "I like my job and the kind of work I do" most highly (mean = 3.60). The administrators rated statement 31 "The President of the college provides effective leadership" most highly (mean 3.74). The faculty, Professional Association and the combined administrators, faculty and Professional Association also rated statement 18 "I like my job and the kind of work I do" most highly with respective means of 3.70, 3.62, and 3.67. The top ten rated statements (follow the item number) for everyone (listed highest to lowest) are:

18. I like my job and the kind of work I do;



- 31. The President of the college provides effective leadership;
- 11. My immediate supervisor does a good job.
- 17. Child care facilities are satisfactory.
- 24. My job makes good use of my skills and abilities.
- 5. ECC lives up to its mission.
- 4. The goals of our college are generally known.
- 28. I feel that minority groups are well represented throughout the college.
- 9. The administrators in my area resolve problems promptly and effectively.
- 25. A Spirit of cooperation and teamwork exists in my work unit.

The mean values for the above statement range from 3.60 to 3.12.

The lowest ten rated statements by everyone (again listed highest to lowest) are:

- 26. The college provides adequate in-service training for all professional and staff
- 10. The administrative structure here works effectively and efficiently
- 7. The mission and role of community service programs are widely understood on campus.
- 23. The secretarial and clerical support is adequate for efficient college functioning.
- 32. Policies, procedures and operations are well communicated.
- 33. Lines of communication are open and sufficient.
- 6. The role of the Board of Trustees is widely understood by the college community.
- 22. There is opportunity for advancement and promotion at ECC.
- 8. The hiring, retention, and promotion practices at ECC are equitable.
- 27. I am relatively satisfied with my salary.

The mean values for the above rated statements ranged from 2.90 to 2.42. It should be noted that the lowest mean value is still between "agree" and "disagree". It would take a mean of 2.0 to indicate "disagree" and below 1.5 to be considered "strongly disagree". The standard deviation for each statement is approximately 0.7. Therefore, one statement may rate above another but the mean difference could be very small (0.01). When reviewing the data it is recommended that only differences of 0.4 be considered somewhat meaningful.



When the results are reviewed for administrators, faculty and Professional Association together (see the last column on the table) a somewhat different ranking can be noted. This is due to the fact that members of the administration, faculty and Professional Association were asked to respond to an additional 21 statements related to pedagogical issues. The top ten statements are:

50. I like my job and the kind of work I do.
31. The President of the college provides effective leadership.
11. My immediate supervisor does a good job.
24. My job makes good use of my skills and abilities.
5. ECC lives up to its mission.
4. The goals of the college are generally known.
17. Child care facilities are satisfactory.
25. A spirit of cooperation and teamwork exists in my work unit.
28. I feel that minority groups are well represented throughout the college.
47. Our graduates from transfer programs are adequately prepared for their work in a four-year college.

The mean values ranged from 3.67 to 3.24.

The lowest ranked statements for this combined group are:

23. The secretarial and clerical support is adequate for efficient college functioning.
55. Administration responds to faculty input in a timely fashion.
32. Policies, procedures and operations are well communicated.
33. Lines of communication are open and sufficient.
22. There is opportunity for advancement and promotion at ECC.
6. The role of the Board of Trustees is widely understood by the college community.
8. The hiring, retention and promotion practices at ECC are equitable.
48. The orientation for entering students is thorough and effective.
27. I am relatively satisfied with my salary.
35. As it stands, academic advisement works well.



The mean values ranged from 3.19 to 2.55.

### Discussion

The review and analysis of the meaning of these results will depend on how the results relate to each Middle States chapter. There are literally hundreds of descriptive statements and analytical results that can be made from these data. As an example, from the general review of the ranking of the top and lowest ten statements (by mean values) several important observations can be made.

It is apparent that a large majority of the respondents like their job and the kind of work they do. They also believe the president and immediate supervisor do a good job. It is important that this type of data is presented in our Middle States chapter on Leadership and Governance. Furthermore, the fact that so many respondents indicated that they "strongly agree" that ECC lives up to its mission and that the "goals of the college are generally known" is very good information for our Chapter on Mission and Goals. These rankings are also consistent with those of the administrator, faculty and Professional Association subgroup. It is important to note that the administrator, faculty and Professional Association subgroup also included in their top ten the fact that they "strongly agreed" with the statement, "Our graduates from transfer programs are adequately prepared for their work in a four-year college". This is a useful observation for the chapter on the assessment of student learning.

The responses to the *Employee Attitude Survey* also indicate areas where the college needs to improve. Although none of the means indicated strong dissatisfaction, it can be noted that there is some concern regarding communication, the role of the Board of Trustees and the hiring, retention, and promotion practices at ECC. The subgroup of administrators, faculty and Professional Association did not agree with the statements that "academic advisement works well" or "the orientation for entering students was thorough and effective". The faculty subgroup also expressed concern about academic advisement and orientation. These concerns suggest that the college could start to address these issues to reflect the fact that we all take the results of the survey seriously and plan to use these results to affect change.

The Office of Planning, Research and Assessment encourages all of the Middle States Task Forces to carefully review the data in the attached table and integrate the results into their Middle States Self-Study chapters where appropriate.



ECC EMPLOYEE ATTITUDE SURVEY  
COMPARISON

Sorted by Mean in Descending Order

Everyone	Mean	N	SD	Administrators	Mean	N	SD	Faculty	Mean	N	SD	Prof Assoc	Mean	N	SD	Admin., Faculty and Prof Assoc	Mean	N	SD
18. I like my job and the kind of work I do.	3.60	379	0.547	31. The President of the college provides effective leadership.	3.74	62	0.510	18. I like my job and the kind of work I do.	3.70	83	0.487	18. I like my job and the kind of work I do.	3.62	100	0.528	18. I like my job and the kind of work I do.	3.67	245	0.513
31. The President of the college provides effective leadership.	3.42	367	0.689	18. I like my job and the kind of work I do.	3.71	62	0.524	43. Faculty members are available outside of class time.	3.34	74	0.531	31. The President of the college provides effective leadership.	3.49	98	0.579	31. The President of the college provides effective leadership.	3.47	239	0.715
11. My immediate supervisor does a good job.	3.35	375	0.724	11. My immediate supervisor does a good job.	3.61	62	0.662	46. Our graduates from career programs are adequately prepared for employment in their respective areas of study.	3.29	65	0.605	11. My immediate supervisor does a good job.	3.42	98	0.657	11. My immediate supervisor does a good job.	3.38	243	0.775
17. Child care facilities are satisfactory.	3.25	267	0.582	5. Essex County College (ECC) lives up to its mission.	3.56	61	0.548	47. Our graduates from transfer programs are adequately prepared for their work in a four-year college.	3.27	71	0.560	25. A spirit of cooperation and teamwork exists in my work unit.	3.32	100	0.737	24. My job makes good use of my skills and abilities.	3.33	246	0.734
24. My job makes good use of my skills and abilities.	3.24	380	0.738	24. My job makes good use of my skills and abilities.	3.48	62	0.718	24. My job makes good use of my skills and abilities.	3.24	83	0.790	24. My job makes good use of my skills and abilities.	3.30	101	0.686	5. Essex County College (ECC) lives up to its mission.	3.30	245	0.631
5. Essex County College (ECC) lives up to its mission.	3.22	378	0.627	25. A spirit of cooperation and teamwork exists in my work unit.	3.47	62	0.593	4. The goals of our college are generally known.	3.24	84	0.705	9. The administrators in my area resolve problems promptly and effectively.	3.29	98	0.799	4. The goals of our college are generally known.	3.28	246	0.681
4. The goals of our college are generally known.	3.21	377	0.677	9. The administrators in my area resolve problems promptly and effectively.	3.45	62	0.694	14. The college is safe and secure.	3.24	84	0.705	5. Essex County College (ECC) lives up to its mission.	3.26	100	0.661	17. Child care facilities are satisfactory.	3.27	163	0.599
28. I feel that minority groups are well represented throughout the college.	3.15	369	0.741	29. I feel encouraged to come up with new and better ways of doing things.	3.45	62	0.694	31. The President of the college provides effective leadership.	3.23	79	0.905	47. Our graduates from transfer programs are adequately prepared for their work in a four-year college.	3.25	73	0.521	25. A spirit of cooperation and teamwork exists in my work unit.	3.26	246	0.749
9. The administrators in my area resolve problems promptly and effectively.	3.13	374	0.811	17. Child care facilities are satisfactory.	3.44	43	0.548	13. The security personnel are well-trained and helpful.	3.21	84	0.685	28. I feel that minority groups are well represented throughout the college.	3.24	98	0.643	28. I feel that minority groups are well represented throughout the college.	3.26	243	0.718
25. A spirit of cooperation and teamwork exists in my work unit.	3.12	380	0.778	4. The goals of our college are generally known.	3.44	62	0.668	37. Our courses of instruction are kept current.	3.20	74	0.596	4. The goals of our college are generally known.	3.22	100	0.660	47. Our graduates from transfer programs are adequately prepared for their work in a four-year college.	3.24	187	0.550
14. The college is safe and secure.	3.08	377	0.691	30. Performance evaluations are conducted objectively.	3.41	61	0.616	17. Child care facilities are satisfactory.	3.20	50	0.658	17. Child care facilities are satisfactory.	3.21	70	0.647	9. The administrators in my area resolve problems promptly and effectively.	3.19	244	0.667
13. The security personnel are well-trained and helpful.	3.04	376		28. I feel that minority groups are well represented throughout the college.	3.39	61		41. Faculty are sensitive to needs of students admitted under the open door policy.	3.18	71		19. The Banner Information System meets my needs effectively.	3.18	83		46. Our graduates from career programs are adequately prepared for employment in their respective areas of study.	3.18	185	
29. I feel encouraged to come up with new and better ways of doing things.	3.04	376		12. The administration provides me with adequate information about what is going on at ECC.	3.33	61		28. I feel that minority groups are well represented throughout the college.	3.18	84		53. Computer lab equipment is adequately maintained.	3.14	76		14. The college is safe and secure.	3.13	245	
15. The bookstore operation is satisfactory.	3.01	358		14. The college is safe and secure.	3.31	61		11. My immediate supervisor does a good job.	3.17	83		51. The computer labs provide appropriate software to support courses.	3.14	77		37. Our courses of instruction are kept current.	3.10	205	



**ECC EMPLOYEE ATTITUDE SURVEY  
COMPARISON**

Sorted by Mean in Descending Order

Everyone	Mean	N	SD	Administrators	Mean	N	SD	Faculty	Mean	N	SD	Prof Assoc	Mean	N	SD	Admin., Faculty and Prof Assoc	Mean	N	SD
20. Information Technology support is responsive to department needs.	3.00	366		16. The physical working conditions (heat, noise, light, cleanliness, space, ventilation, etc.) at ECC are satisfactory.	3.30	61		5. Essex County College (ECC) lives up to its mission.	3.15	84		12. The administration provides me with adequate information about what is going on at ECC.	3.13	100		29. I feel encouraged to come up with new and better ways of doing things.	3.09	246	
34. The College effectively markets its programs and provides prospective students with appropriate promotional materials.	2.99	363		42. Administrators are sensitive to needs of students admitted under the open door policy.	3.22	50		38. Our courses of instruction have learning objectives specified in measurable terms.	3.11	74		52. The staffing of the computer labs is adequate to support students.	3.12	75		38. Our courses of instruction have learning objectives specified in measurable terms.	3.08	198	
12. The administration provides me with adequate information about what is going on at ECC.	2.99	377		38. Our courses of instruction have learning objectives specified in measurable terms.	3.20	45		48. Procedures are in place to regularly evaluate academic programs.	3.08	71		54. The technology provided by the school adequately supports information literacy.	3.11	83		51. The computer labs provide appropriate software to support courses.	3.07	190	
19. The Banner Information System meets my needs effectively.	2.98	331		51. The computer labs provide appropriate software to support courses.	3.20	45		39. Academic offerings are consistent with the needs of our student population.	3.08	76		42. Administrators are sensitive to needs of students admitted under the open door policy.	3.10	80		41. Faculty are sensitive to needs of students admitted under the open door policy.	3.07	194	
30. Performance evaluations are conducted objectively.	2.98	369		13. The security personnel are well-trained and helpful.	3.19	62		25. A spirit of cooperation and teamwork exists in my work unit.	3.04	84		29. I feel encouraged to come up with new and better ways of doing things.	3.10	101		39. Academic offerings are consistent with the needs of our student population.	3.07	211	
21. Adequate training is provided in the use of technology.	2.95	367		47. Our graduates from transfer programs are adequately prepared for their work in a four-year college.	3.19	43		44. Library resources adequately meet my needs.	3.03	69		46. Our graduates from career programs are adequately prepared for employment in their respective areas of study.	3.09	75		54. The technology provided by the school adequately supports information literacy.	3.07	199	
16. The physical working conditions (heat, noise, light, cleanliness, space, ventilation, etc.) at ECC are satisfactory.	2.92	376		48. Our graduates from career programs are adequately prepared for employment in their respective areas of study.	3.18	45		54. The technology provided by the school adequately supports information literacy.	3.00	68		30. Performance evaluations are conducted objectively.	3.09	99		42. Administrators are sensitive to needs of students admitted under the open door policy.	3.06	197	
26. The college provides adequate in-service training for all professional and staff.	2.90	366		50. Testing for new and continuing students results in appropriate placement.	3.17	42		15. The bookstore operation is satisfactory.	2.97	79		55. Administration responds to faculty input in a timely fashion.	3.08	53		12. The administration provides me with adequate information about what is going on at ECC.	3.05	244	
10. The administrative structure here works effectively and efficiently.	2.90	376		45. Laboratories and other specialized instructional facilities are satisfactory.	3.15	41		50. Testing for new and continuing students results in appropriate placement.	2.96	72		20. Information Technology support is responsive to department needs.	3.07	96		13. The security personnel are well-trained and helpful.	3.05	247	
7. The mission and role of community service programs are widely understood on campus.	2.89	377		37. Our courses of instruction are kept current.	3.15	48		16. The physical working conditions (heat, noise, light, cleanliness, space, ventilation, etc.) at ECC are satisfactory.	2.94	84		36. ECC satisfactorily identifies and meets the needs of entering students who are academically underprepared.	3.06	87		30. Performance evaluations are conducted objectively.	3.05	242	
23. The secretarial and clerical support is adequate for efficient college functioning.	2.88	367		39. Academic offerings are consistent with the needs of our student population.	3.14	50		21. Adequate training is provided in the use of technology.	2.93	83		34. The College effectively markets its programs and provides prospective students with appropriate promotional materials.	3.04	97		50. Testing for new and continuing students results in appropriate placement.	3.03	188	
32. Policies, procedures and operations are well communicated.	2.82	377		44. Library resources adequately meet my needs.	3.13	46		51. The computer labs provide appropriate software to support courses.	2.91	68		45. Laboratories and other specialized instructional facilities are satisfactory.	3.04	79		43. Faculty members are available outside of class time.	3.03	183	
33. Lines of communication are open and sufficient.	2.78	376		41. Faculty are sensitive to needs of students admitted under the open door policy.	3.13	48		42. Administrators are sensitive to needs of students admitted under the open door policy.	2.90	67		50. Testing for new and continuing students results in appropriate placement.	3.03	74		44. Library resources adequately meet my needs.	3.03	189	

ECC EMPLOYEE ATTITUDE SURVEY  
COMPARISON

Sorted by Mean in Descending Order

Everyone	Mean	N	SD	Administrators	Mean	N	SD	Faculty	Mean	N	SD	Prof Assoc	Mean	N	SD	Admin., Faculty and Prof Assoc	Mean	N	SD	
6. The role of the Board of Trustees is widely understood by the college community.	2.74	369		55. Administration responds to faculty input in a timely fashion.	3.09	33		9. The administrators in my area resolve problems promptly and effectively.	2.88	84		39. Academic offerings are consistent with the needs of our student population.	3.02	85		49. Procedures are in place to regularly evaluate academic programs.	3.01	184		
22. There is opportunity for advancement and promotion at ECC.	2.72	370		54. The technology provided by the school adequately supports information literacy.	3.08	48		34. The College effectively markets its programs and provides prospective students with appropriate promotional materials.	2.85	79		10. The administrative structure here works effectively and efficiently.	3.00	99		15. The bookstore operation is satisfactory.	3.00	230		
8. The hiring, retention and promotion practices at ECC are equitable.	2.61	368		22. There is opportunity for advancement and promotion at ECC.	3.08	61		26. The college provides adequate in-service training for all professional and staff.	2.83	82		40. Uniformity of course content is satisfactorily maintained in multi-section courses.	3.00	74		19. The Banner Information System meets my needs effectively.	2.99	219		
27. I am relatively satisfied with my salary.	2.42	368		49. Procedures are in place to regularly evaluate academic programs.	3.07	41		20. Information Technology support is responsive to department needs.	2.82	82		37. Our courses of instruction are kept current.	2.99	83		20. Information Technology support is responsive to department needs.	2.98	239		
				10. The administrative structure here works effectively and efficiently.	3.07	61		29. I feel encouraged to come up with new and better ways of doing things.	2.80	83		38. Our courses of instruction have learning objectives specified in measurable terms.	2.97	79		16. The physical working conditions (heat, noise, light, cleanliness, space, ventilation, etc.) at ECC are satisfactory.	2.98	245		
				20. Information Technology support is responsive to department needs.	3.07	61		40. Uniformity of course content is satisfactorily maintained in multi-section courses.	2.79	73		21. Adequate training is provided in the use of technology.	2.97	97		52. The staffing of the computer labs is adequate to support students.	2.97	185		
				36. ECC satisfactorily identifies and meets the needs of entering students who are academically underprepared.	3.06	53		45. Laboratories and other specialized instructional facilities are satisfactory.	2.78	68		44. Library resources adequately meet my needs.	2.96	74		45. Laboratories and other specialized instructional facilities are satisfactory.	2.97	188		
				52. The staffing of the computer labs is adequate to support students.	3.05	42		19. The Banner Information System meets my needs effectively.	2.77	79		26. The college provides adequate in-service training for all professional and staff.	2.96	98		53. Computer lab equipment is adequately maintained.	2.97	188		
				53. Computer lab equipment is adequately maintained.	3.04	45		52. The staffing of the computer labs is adequate to support students.	2.76	68		23. The secretarial and clerical support is adequate for efficient college functioning.	2.94	99		34. The College effectively markets its programs and provides prospective students with appropriate promotional materials.	2.96	236		
				15. The bookstore operation is satisfactory.	3.03	62		36. ECC satisfactorily identifies and meets the needs of entering students who are academically underprepared.	2.76	76		41. Faculty are sensitive to needs of students admitted under the open door policy.	2.93	75		38. ECC satisfactorily identifies and meets the needs of entering students who are academically underprepared.	2.95	216		
				19. The Banner Information System meets my needs effectively.	3.00	57		12. The administration provides me with adequate information about what is going on at ECC.	2.76	83		14. The college is safe and secure.	2.92	100		21. Adequate training is provided in the use of technology.	2.93	242		
				27. I am relatively satisfied with my salary.	2.98	60		7. The mission and role of community service programs are widely understood on campus.	2.74	84		7. The mission and role of community service programs are widely understood on campus.	2.91	100		40. Uniformity of course content is satisfactorily maintained in multi-section courses.	2.88	190		
				34. The College effectively markets its programs and provides prospective students with appropriate promotional materials.	2.97	60		30. Performance evaluations are conducted objectively.	2.72	82		32. Policies, procedures and operations are well communicated.	2.91	100		26. The college provides adequate in-service training for all professional and staff.	2.89	242		



**ECC EMPLOYEE ATTITUDE SURVEY  
COMPARISON**  
Sorted by Mean in Descending Order

Everyone	Mean	N	SD	Administrators	Mean	N	SD	Faculty	Mean	N	SD	Prof Assoc	Mean	N	SD	Admin., Faculty and Prof Assoc	Mean	N	SD	
				32. Policies, procedures and operations are well communicated.	2.95	62		53. Computer lab equipment is adequately maintained.	2.72	67		33. Lines of communication are open and sufficient.	2.91	100		10. The administrative structure here works effectively and efficiently.	2.88	244		
				33. Lines of communication are open and sufficient.	2.95	62		6. The role of the Board of Trustees is widely understood by the college community.	2.68	84		15. The bookstore operation is satisfactory.	2.90	93		7. The mission and role of community service programs are widely understood on campus.	2.86	246		
				23. The secretarial and clerical support is adequate for efficient college functioning.	2.95	61		23. The secretarial and clerical support is adequate for efficient college functioning.	2.61	83		49. Procedures are in place to regularly evaluate academic programs.	2.89	72		23. The secretarial and clerical support is adequate for efficient college functioning.	2.83	243		
				8. The hiring, retention and promotion practices at ECC are equitable.	2.95	60		10. The administrative structure here works effectively and efficiently.	2.60	84		48. The orientation for entering students is thorough and effective.	2.84	77		55. Administration responds to faculty input in a timely fashion.	2.83	153		
				7. The mission and role of community service programs are widely understood on campus.	2.94	62		32. Policies, procedures and operations are well communicated.	2.59	83		13. The security personnel are well-trained and helpful.	2.83	101		32. Policies, procedures and operations are well communicated.	2.81	245		
				21. Adequate training is provided in the use of technology.	2.89	62		48. The orientation for entering students is thorough and effective.	2.57	67		16. The physical working conditions (heat, noise, light, cleanliness, space, ventilation, etc.) at ECC are satisfactory.	2.82	100		33. Lines of communication are open and sufficient.	2.79	243		
				40. Uniformity of course content is satisfactorily maintained in multi-section courses.	2.86	43		55. Administration responds to faculty input in a timely fashion.	2.51	67		43. Faculty members are available outside of class time.	2.82	66		22. There is opportunity for advancement and promotion at ECC.	2.78	242		
				26. The college provides adequate in-service training for all professional and staff.	2.85	62		33. Lines of communication are open and sufficient.	2.51	81		22. There is opportunity for advancement and promotion at ECC.	2.82	98		6. The role of the Board of Trustees is widely understood by the college community.	2.70	243		
				43. Faculty members are available outside of class time.	2.81	43		22. There is opportunity for advancement and promotion at ECC.	2.51	83		35. As it stands, academic advisement works well.	2.74	87		9. The hiring, retention and promotion practices at ECC are equitable.	2.64	240		
				6. The role of the Board of Trustees is widely understood by the college community.	2.75	61		27. I am relatively satisfied with my salary.	2.49	84		6. The role of the Board of Trustees is widely understood by the college community.	2.68	98		48. The orientation for entering students is thorough and effective.	2.63	191		
				35. As it stands, academic advisement works well.	2.48	50		35. As it stands, academic advisement works well.	2.39	75		8. The hiring, retention and promotion practices at ECC are equitable.	2.67	97		27. I am relatively satisfied with my salary.	2.57	242		
				48. The orientation for entering students is thorough and effective.	2.38	47		8. The hiring, retention and promotion practices at ECC are equitable.	2.39	83		27. I am relatively satisfied with my salary.	2.39	98		35. As it stands, academic advisement works well.	2.55	212		

# ESSEX COUNTY COLLEGE

## Office of Institutional Research

### Employee Survey Results

#### **Introduction**

Essex County College is committed to improving its ability to support and service students. To meet this commitment a continuous improvement assessment model has been adopted by the college. In addition to assessment on the academic side, all administrative units are assessed over a three-year cycle. Part of the assessment includes the use of an Employee Survey. Out of the 54 units in the college in April, 2012, ten units were selected for a pilot study using this locally developed Employee Survey.

The purpose of this opinion survey was to determine how full-time employees viewed the services and key functions of the units. The goal was to identify areas that might need improvement.

#### **Methodology**

The Employee Survey was developed by the Office of Institutional Research with input from all administrative units. Statements specifically related to the major functions of each unit were prepared and full-time employees were asked, using a Likert format, to “strongly agree”, “agree”, “neutral”, “disagree” or “strongly disagree” with each statement. The respondents also could indicate if the statement was “not applicable”. This was very important as it was very likely that many of those surveyed never used the services of the unit in the survey. There was only one statement that was the same for all units. That statement was “staff members treat me with courtesy and respect”.

The ten units that were chosen and the number of statements selected for inclusion in the Employee Survey were: Auxiliary Services (AS), Bookstore (6), Facilities (6), Finance/Accounting/Payroll/Bursar (10), Human Resources (6), Information Technology (7), Library (3), Media Production & Technology (6), Public Safety (5), and Purchasing (4). The survey was sent to all full-time employees (N=527) by e-mail using an internal survey tool.

#### **Results and Discussion**

The total number of respondents was 288 out of a potential of 527 or 55%. Table 1 contains a distribution of respondents by human resource classifications (i.e. administration, faculty etc.). For example, of the 69 classified as administration (administration + executive/managerial), 51 or 74% responded to the questionnaire. These 51 respondents made



up 18% of the total number of respondents. The group with the highest percentage of respondents was administration followed by public safety, faculty, professional, support staff/clerical and finally support staff/maintenance. Professionals made up 31 percent of the total ( $88/288 = 31\%$ ) number of respondents followed by faculty, administration, support staff/clerical, public safety and support staff/maintenance.

Table 1 Employee Survey: Distribution of Responses by Response Group

Response Group	Respondents/ Total Employed	Response Rate by Response Group	% Response of Total Responses
Administration	51/69	74%	18%
Faculty	77/126	61%	27%
Professional	88/170	52%	31%
Public Safety	32/47	68%	11%
Support Staff/Clerical	34/78	44%	12%
Support Staff/ Maintenance	6/37	16%	2%
Total	288/527	55%	100%

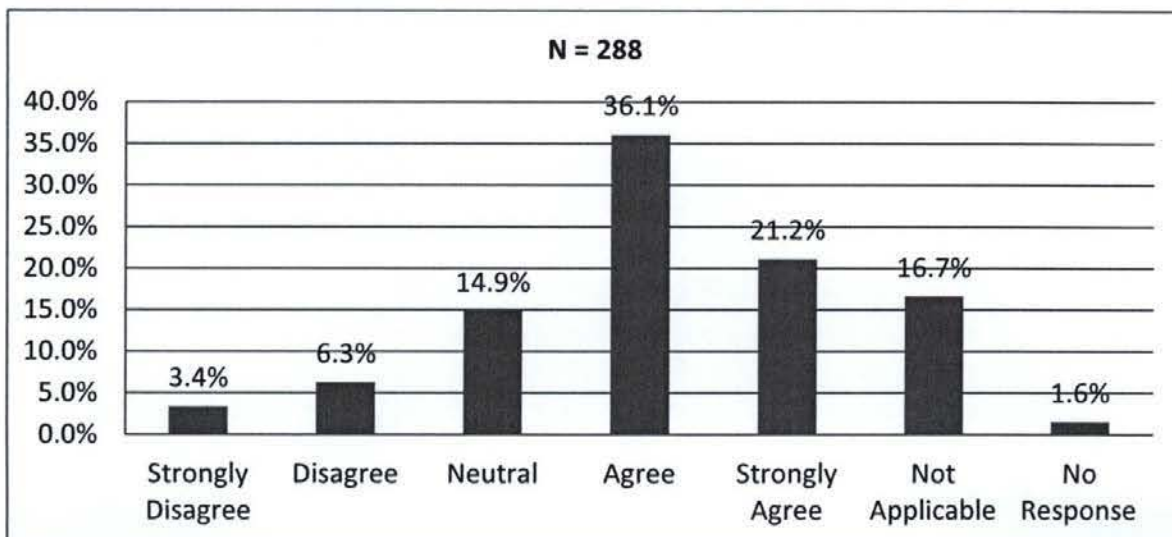
Table 2 contains the mean (possible range 1.0 to 5.0) and standard deviation for each of the response groups based on human resource categories. For example, of the 40 administrators the mean response was 3.80 and the standard deviation 1.13. The overall mean for all 288 respondents was 3.80. The highest mean and highest degree of satisfaction was expressed by faculty (3.86) and the lowest degree by executive/managerial (3.53). The difference between the highest and lowest is .33 or approximately one-third of a standard deviation. This indicates that, in general, there was very little difference in the overall degree of satisfaction among groups.

Table 2: Mean and Standard Deviation by Response Group

Response Group	# Responses	Mean	St. Dev.
Administration	40	3.80	1.13
Executive/Managerial	11	3.53	1.33
Faculty	77	3.86	1.08
Professional	88	3.81	0.93
Public Safety	32	3.78	0.91
Support Staff/Clerical	34	3.75	1.06
Support Staff/ Maintenance	6	3.73	0.90
Total	288	3.80	1.04

The overall percent distribution by response choice is in Graph 1 below. Of the 288 total respondents to the survey, only 3.4% chose the “strongly disagree” response and 6.3% the “disagree” response. In general, 16.7% of the total number of responses were “not applicable” indicating that the respondent did not interact with the area being assessed. Overall, a majority of responses were positive.

Graph 1 Overall Distribution of Responses





Overall results by units are on Table 3.

Table 3 Results by Unit

Unit	#items	Average Response Rate	Mean	St. Dev.
Public Safety (PS)	5	96%	4.10	0.96
Auxiliary Services(AS)	9	79%	3.95	0.98
Library (LIB)	3	76%	3.87	0.98
Bookstore (BS)	6	78%	3.83	0.97
Information Technology(IT)	7	94%	3.79	1.09
Finance/Accounting/Payroll/Bursar	10	70%	3.78	0.99
Media Production & Technology	6	75%	3.76	1.05
Human Resources (HR)	6	92%	3.74	0.99
Facilities (FAC)	6	92%	3.61	1.12
Purchasing (PUR)	4	66%	3.40	1.17

The mean results are listed from highest mean to lowest mean. The mean scores were calculated based only on the weighted responses; "not applicable" and "no response" were not used in the calculation of the mean. For example, looking at Public Safety, there were 5 items on the survey related to Public Safety, an average of 96% of all respondents responded to these items, the mean was 4.10 (on a 1.0 to 5.0 scale) with a standard deviation of 0.96. The results from the other units may be similarly interpreted.

The results should not be used to compare units. There are a number of limitations which do not allow for such a statistical comparison. First, the number of items pertaining to each department varied from three (Library) to ten (Finance). Second, the average response rate varied from 96% (Public Safety) to 66% (Purchasing). This variation reflects the fact that, for example, not as many respondents used the services of Purchasing whereas almost all respondents had an experience with Public Safety. Third, the survey was designed to yield

descriptive information and the statistics used to process the data were not robust enough to imply any statistical significance.

Each unit administrator is encouraged to review the specific results for their unit. This unit specific data may be found in Appendix A and Appendix B. For each unit the statement pertaining to the operation and services of that unit is presented followed by the number of valid responses, the mean and standard deviation for each item. The results are arranged from highest to lowest. Those statements with the highest mean score indicate that the respondents had the highest degree of satisfaction with that item where the lowest mean score indicate a low degree of satisfaction. Administrators may want to work to improve those services receiving a low degree of satisfaction. Respondents comments are also presented by area in Appendix A.

Some sample observations follow:

1. Auxiliary Services – Respondents indicated a positive response to the time that it took to obtain printed materials but thought the food options could be improved.
2. Bookstore - Staff treat customers with courtesy and respect but could improve the annual book buyback program.
3. Facilities – Staff treat customers with courtesy and respect but the college should do something to improve the maintenance of the elevators.
4. Finance – Respondents payroll checks are accurate but they could improve the distribution of regular reports used for planning budgets.
5. Human Resources – Staff treat customers with courtesy and respect and are satisfied with the answer questions regarding benefits. However, HR could work more cooperatively with administrative and supervisory personnel to recruit a highly qualified workforce.
6. Information Technology – Respondents are able to access emails without difficulty but IT should consider providing more training to help respondents use technology effectively.
7. Library – Staff treat customers with courtesy and respect but should improve their digital environment.
8. Media Production & Technology – It is easy to reserve MPT equipment but MPT should consider updating equipment.
9. Public Safety – Security respond to emergencies in a timely manner but the system for obtaining parking permits could be improved.
10. Purchasing – Staff treat customers with courtesy and respect but should work to improve their ability to make travel arrangement and decrease the time between the initiation of an order and receiving the order.



Again, all units are encouraged to review the data for their area in the Appendix A.

There was one statement that was included for all departments. This statement was, "Staff members treat me with courtesy and respect". The results by unit are presented in Table 4 below.

**Table 4 Results by Unit for Statement "Staff members treat me with courtesy and respect".**

Unit	Response Rate	Mean	St. Dev.
Public Safety	98%	4.26	0.88
Facilities	97%	4.20	0.90
Information Technology(IT)	98%	4.19	0.87
Media Production & Technology (MPT)	86%	4.14	0.90
Library	84%	4.13	0.92
Bookstore	96%	4.13	0.89
Auxiliary Services(AS)	92%	4.12	0.85
Finance/Accounting/Payroll/Bursar	83%	4.06	0.86
Human Resources (HR)	98%	4.05	0.93
Purchasing	76%	3.93	0.97

The results indicate very little difference between units (mean varies from 4.26 to 3.93). In general, it is encouraging that a majority of respondents agree with the statement that "Staff members treat me with courtesy and respect."

Another way of viewing the data by unit is to look at the percent of positive responses ("strongly agree" and "agree"), neutral responses and negative responses ("strongly disagree" and "disagree") by each statement on the bar graph in Appendix B. For reference purposes the mean and standard deviation by item is repeated followed by the bar graph.

## Summary

In April the college administered an Employee Survey to determine how full-time employees viewed the services and key functions of various administrative units. Out of the 54 units in the college in April, 2012, ten units were selected for a pilot study using this locally developed Employee Survey.

The total number of respondents was 288 out of a potential of 527 or 55%. The overall mean for all 288 respondents was 3.80 (on a 1.0 to 5.0 scale). The highest mean and highest degree of satisfaction was expressed by faculty (3.86) and the lowest degree by executive/managerial (3.53). With regard to specific units, the highest mean was for Public Safety (4.10) and the lowest for Purchasing (3.40). Comparison between units is not appropriate. However, a review of responses to each statement for each unit is encouraged and should help guide each unit to improve its services.

The results by unit with comments may be found in Appendix A. Results by unit are repeated in Appendix B with a bar graph presentation of percent responses to each item.



## APPENDIX I

### Personal Assessment of the College Environment (PACE)



**National Initiative for Leadership & Institutional Effectiveness**

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Essex County College  
Newark, New Jersey

Personal Assessment of the College Environment  
(PACE)

by

Shauna Morin & Jingjing Zhang

The National Initiative for Leadership  
& Institutional Effectiveness

North Carolina State University

March 2013



National Initiative for Leadership and Institutional Effectiveness

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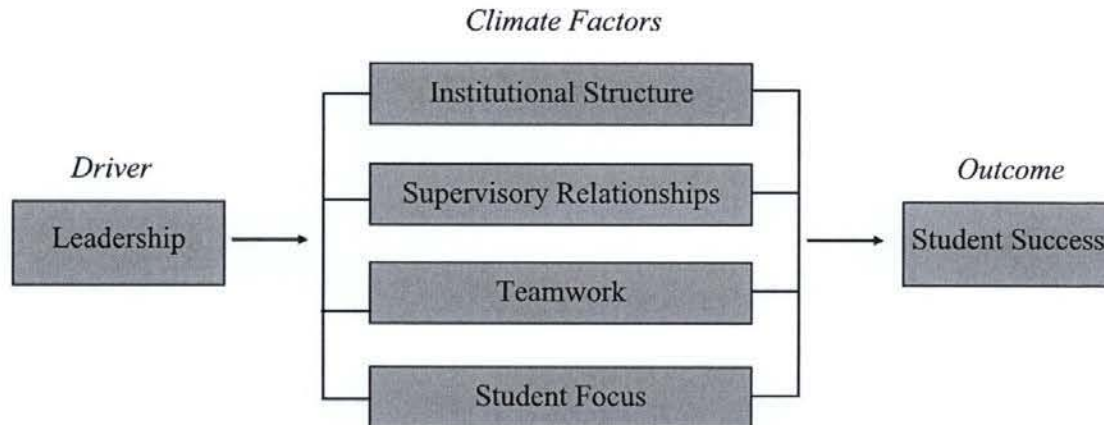
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## EXECUTIVE SUMMARY

In March 2013, the Personal Assessment of the College Environment (PACE) survey was administered to 955 employees at Essex County College (ECC). Of those 955 employees, 285 (29.8%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist ECC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of ECC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

**Figure 1.** The PACE Model



NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). In agreement with Likert, NILIE has concluded that Collaborative (System 4) is the climate to be sought as opposed to existing naturally in the environment. Likert discovered that most of the organizations he studied functioned at the Competitive or Consultative levels. This has been NILIE's experience as well, with most college climates falling into the Consultative system across the four factors of the climate instrument.

Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment, although scores in some categories may fall in this range for some classifications of employees. Thus, if the Collaborative System is the ideal, then this environment is the one to be sought through planning, collaboration, and organizational development.



Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Essex County College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at ECC to a range of four managerial systems found to exist in colleges and to a Norm Base of 60 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at ECC included 66 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Of the 66 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Two fell within the Competitive range (rated between 2 and 3). Fifty-eight fell within the Consultative range (rated between 3 and 4), and six composite ratings fell within the Collaborative range (rated between 4 and 5).

At ECC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.72 mean score or high Consultative system. The Student Focus category received the highest mean score (3.90), whereas the Institutional Structure category received the lowest mean score (3.50). When respondents were classified according to Personnel Classification at ECC, the composite ratings were as follows: Faculty (3.70), Administrator (3.71), and Staff (3.76).

Of the 46 standard PACE questions, the top mean scores have been identified at Essex County College.

- The extent to which I feel my job is relevant to this institution's mission, 4.53 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.24 (#18)
- The extent to which my supervisor expresses confidence in my work, 4.21 (#2)
- The extent to which this institution prepares students for further learning, 4.01 (#37)
- The extent to which I am given the opportunity to be creative in my work, 3.96 (#39)
- The extent to which student needs are central to what we do, 3.95 (#7)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.92 (#9)
- The extent to which there is a spirit of cooperation within my work team, 3.91 (#3)
- The extent to which the institution effectively promotes diversity in the workplace, 3.91 (#5)
- The extent to which students receive an excellent education at this institution, 3.90 (#31)

Of the 46 standard PACE questions, the bottom mean scores have been identified as areas in need of improvement at Essex County College.

- The extent to which I have the opportunity for advancement within this institution, 3.16 (#38)
- The extent to which information is shared within this institution, 3.21 (#10)
- The extent to which this institution is appropriately organized, 3.22 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.28 (#25)
- The extent to which I am able to appropriately influence the direction of this institution, 3.30 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.32 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 3.34 (#4)
- The extent to which this institution has been successful in positively motivating my performance, 3.47 (#22)
- The extent to which institutional teams use problem-solving techniques, 3.49 (#11)
- The extent to which classified personnel meet the needs of the students, 3.55 (#28)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of ECC. The responses provide insight and anecdotal evidence that support the survey questions.



## APPENDIX J

### The President's Cabinet

**Appendix J: President's Cabinet Members and their Skills, Degrees & Training**

Administrative Position	Employee Name (date since this position has been held)  2 Most Recent Academic Degrees	ECC Hire Date	Relevant Job History	Courses Taught/Licenses/Certifications
<b>Vice President of Administration &amp; Finance</b>	<b>Dr. Joyce Wilson Harley</b> (2013)  J.D. Law (1975, Rutgers University)  B.A. in Political Science (1972, Rutgers University)	07/2011	Executive Director of Administrative Services (2011 – 2013, Essex County College)  County Administrator (2005 – 2011, Essex County)  Executive Director (2004 – 2005, Newark Downtown District)	taught College Success Seminar (2012 – 2015, Essex County College)  taught Introduction to the Literature of the Harlem Renaissance (2008 – 2010, Adult School of Montclair)
<b>Executive Dean of Information Technology/Chief Information Officer (CIO)</b>	<b>Mr. Mohamed Seddiki</b> (2010)  M.S. in Telecommunications & Computing Management (1995, Polytechnic University Brooklyn)  B.S. in Computer Science (1989, Jersey City State College)	05/1989	Director of Information Technology (1996 – 2009, Essex County College)  Director of Institutional Computing (1993 – 1996, Essex County College)	
<b>Executive Director of Institutional Planning &amp; Assessment</b>	<b>Dr. Susan Gaulden</b> (2016)  Ph.D. in Mathematical Sciences (2000, New Jersey Institute of Technology & Rutgers University)  M.S. in Mathematics (1991, Stevens Institute of Technology)	09/1996	Professor/Associate Professor/Assistant Professor of Mathematics (1996 – present, Essex County College)  Coordinator of Academic Assessment (2010 – 2012, Essex County College)	taught various mathematics courses including Developmental Mathematics, Probability & Statistics, Calculus with Analytic Geometry I, II & III, Differential Equations and Linear Algebra (1996 – 2016, Essex County College; 1991 – 1996, New Jersey Institute of Technology)
<b>Director of College Advancement &amp; Alumni Affairs</b>	<b>Ms. Yvette Jefferies</b> (2016)  M.A. in Public Administration (Rutgers University)  B.A. in Political Science (Rutgers University)	10/2000	Associate Director – Management of Grant Funds (2013 – 2016, Essex County College)  Assistant Director of Development (2004 – 2013, Essex County College)	member of the National Honor Society for Public Affairs and Administration
<b>Vice President of Academic Affairs/Chief Academic Officer (CAO)</b>	<b>Dr. Jeffrey Lee</b> (2016)  Ph.D. in Microbiology (1989, North Carolina State University)  M.S. in Geoscience (2012, Mississippi State University)	09/1993	Chairperson of the Division of Biology & Chemistry (1999 – 2003, Essex County College)  Professor/Associate Professor/ Assistant Professor of Biology (1993 – present, Essex County College)	taught various courses including Microbiology, Anatomy & Physiology, Biology, and Geology (1993 – 2016, Essex County College)



<p><b>Dean of Liberal Arts</b></p>	<p><b>Dr. S. Aisha Steplight Johnson</b> (2016) Ph.D. in African American Studies (1996, Temple University) M.A. in Counseling (1988, Montclair State University)</p>	<p>07/2012</p>	<p>Acting Vice President of Academic Affairs/Chief Academic Officer (CAO) (2014 – 2015, Essex County College) Dean of Liberal Arts &amp; Sciences (2012 – 2013, Essex County College)</p>	<p>taught Introduction to the University Community, African American History, Freshman Seminar (2003 – 2007, Saint Augustine’s College) training in Diversity – Cultural Competencies (Michigan State University); Opening Doors (NC State University); Visions &amp; the Black Managers Workshop (Bell of Pennsylvania) certifications in Elementary Education, Social Studies, Student Personnel</p>
<p><b>Dean of Business, Industry &amp; Government</b></p>	<p><b>Mr. Carlos Rivera</b> (2016, 2013 – 2014) M.B.A. (1981, Long Island University) B.A. in History (1970, Long Island University)</p>	<p>09/2009</p>	<p>Chairperson of the Business Division (2012 – 2013, Essex County College) Assistant Professor of Business (2009 – present, Essex County College)</p>	<p>taught Principles of Management, Business Organization &amp; Management, Principles of Marketing, College Success Seminar, Introduction to Business &amp; International Business (2009 – 2012, 2015 – 2016, Essex County College)</p>
<p><b>Dean of Science, Technology, Engineering &amp; Mathematics (STEM) &amp; Health Sciences</b></p>	<p><b>Dr. Jill Stein</b> (2016) Ph.D. in Molecular Pharmacology (1985, Albert Einstein College of Medicine) M.S. in Medical Sciences (1982, Albert Einstein College of Medicine)</p>	<p>09/1999</p>	<p>Chairperson of the Biology &amp; Chemistry Division (2004 – 2008, 2012 – 2016, Essex County College) Acting Dean of Liberal Arts &amp; Sciences (2011 – 2012, Essex County College) Associate Professor/Assistant Professor of Biology (1999 – present, Essex County College)</p>	<p>taught various courses including Foundations of Biology, College Biology, General Biology, and Anatomy &amp; Physiology (1995 – 2016, Essex County College)</p>
<p><b>Dean of Student Affairs</b></p>	<p><b>Dr. Keith Kirkland</b> (2016) Ed.D. in Educational Leadership (2016, Rowan University) M.S. in Management Science (1995, New Jersey Institute of Technology)</p>	<p>09/1985</p>	<p>Associate Dean of Community and Extension Programs (2000 – 2013, 2015 – 2016, Essex County College) Acting Dean of Community and Continuing Education and West Essex (2013 – 2015, Essex County College)</p>	<p>taught various courses in the Division of Business, the Center for Academic Skills &amp; Student Development, and Community &amp; Continuing Education (Essex County College)</p>
<p><b>Dean of Community &amp; Continuing Education and Workforce Development</b></p>	<p><b>Dr. Elvira Vieira</b> (2016) Ph.D. in Educational Leadership (2010, Rowan University) M.A. in Administration/Supervision – Educator/Trainer (1996, Montclair State University)</p>	<p>04/1988</p>	<p>Associate/Assistant Dean of West Essex Campus (2006 – present/ 2003 – 2006, Essex County College) Director of Business Services &amp; Workforce Training (2000 – 2003, Essex County College)</p>	<p>taught Business Leadership, College Success Seminar &amp; numerous professional development non-credit courses (Essex County College)</p>

## APPENDIX K

### Key Administrative Positions



## Appendix K

- **Associate Dean of Online Education & West Essex Campus:** *Dr. Leigh Bello-DeCastro* (2014) – hired at ECC in 1999; was previously the Assistant Dean of Academic Foundations (2007 – 2014) and the Director of the Learning Center (2005 – 2007); Ph.D. in Leadership for Higher Education (2010, Capella University); has taught College Success Seminar, Principles of Management, Introduction to Organizational Behavior in Business at Essex (2007 – present); earned Post-Secondary Leadership Advanced Certificate (2002, New Jersey Council of Community Colleges) & Hybrid Course Training – SAKAI (2011, Florida State College)
- **Associate Dean of Student Life:** *Ms. Patricia Slade* (2014) – hired at ECC in 1986; was previously the Assistant Dean/Director of Student Life & Activities (2013 – 2014, 2005 – 2013) and the Associate Director of Financial Aid (2003 – 2005); M.A. in Administration & Supervision (2002, Montclair State University)
- **Associate Dean of Registrar:** *Ms. Zewdnesh Kassa* (since 2010) – hired at ECC in 1977; was previously the Director of Enrollment Services Center (2001 – 2010) & the Registrar (1988 – 2001); B.S. in Business Administration (1985, Montclair State University)
- **Associate Dean of Enrollment Services:** *Ms. Marva Mack* (since 2014) – hired at ECC in 2003; was previously the Assistant Dean of Student Affairs, Enrollment Management & Marketing (2005 – 2014) & the Director of Recruitment & Marketing (2003 – 2005); M.B.A. in Graduation Management (1990, Simmons College); has taught the College Success Seminar and Cooperative Education Experience courses at Essex (2010 – 2014)
- **Director of Facilities Management:** *Mr. Jeff Shapiro* (2001) – hired at ECC in 1995; was previously Associate Director/Project Coordinator of Facilities Management (2000/1996 – 2000) and Construction Manager (1995 – 1996); M.B.A. in Management Technology (2002, New Jersey Institute of Technology) & B.S. in Mechanical Engineering (1981, Mogilev Machine Building Institute)
- **Director of Purchasing:** *Ms. Marylyn Rutherford* (2006) – hired at ECC in 1993; was previously Associate Director of Purchasing (1999 - 2005) & Senior Buyer (1998 – 1999); M.S. in Criminal Justice (1975, Seton Hall University) & B.S. in Management Science (1998, Kean University); has taught Police Role in the Community at Essex

- **Director of Fiscal Operations:** *Ms. Adrienne Sellers-Brown* (2013) – hired at ECC in 2009; was previously Director of Payroll & Financial Operations (2011 – 2013) & Payroll Manager (2009 – 2011); M.S. in Accounting (2015, University of Phoenix) & Certified Payroll Professional CPP (2005)
- **Director of Financial Aid:** *Ms. Mildred Cofer* (1991) – hired at ECC in 1971; was previously Associate Director of Financial Aid (1982 – 1990) & Assistant Director for Processing & Records (1979 – 1982); M.A. in Counseling/Human Service & Guidance (1980, Montclair State College)
- **Director of Public Safety:** *Mr. Anthony Cromartie* (2005) – hired at ECC in 2001; was previously Associate Director of Public Safety (2001 – 2005); attended Essex County College, Kean University, and Rutgers University (Criminal Justice major); attained the rank of Detective/Captain during his 14 years on the Newark Police Department, worked as a Corporate Investigator for PSE&G, worked as Chief of Staff/Deputy Chief of Detectives for the Essex County Prosecutor’s Office, worked as Assistant Director of Security for the New Community Corporation, and was a former U.S. Marine; is a NJ State Police-Certified Security Officer Instructor and has State of New Jersey Department of Education Substitute Teacher certification
- **Associate Director of Institutional Assessment:** *Dr. Jinsoo Park* (2012) – hired at ECC in 2006; was previously Assistant Director of Institutional Research (2011 – 2012) & Assistant Professor of Engineering (2006 – 2011); Ph.D. in Electrical Engineering (1998, Polytechnic University Brooklyn); has taught numerous courses at Essex including engineering, physics, math, and computer sciences
- **Chairperson of the Mathematics and Physics Division:** *Dr. Mahmoud Abu-Joudeh* (2012) – hired at ECC in 2012; was previously Associate Professor of Mathematics & Physics at Virginia Union University (2010 – 2012) & Associate Professor of Mathematics & Physics at Fort Valley State University (2009 – 2010); Ph.D. in Physics (1984, West Virginia University); has taught several math & physics courses at Essex
- **Chairperson of the Business Division:** *Dr. Augustine Boakye* (2014) – hired at ECC in 2009; was previously Acting Chairperson of Business (2013 – 2014) & Assistant Professor of Business (2009 – 2013); Ph.D. in Economics (2008, Dundee University); has taught numerous economics and business courses at Essex



- **Chairperson of the Humanities and Bilingual Studies Division:** *Dr. Christopher Rivera* (2015) – hired at ECC in 2015; was previously Director of Interdisciplinary Studies at the University of Southern Indiana (2013 – 2015) & Instructor at Bicknell University (2013); Ph.D. – Interdisciplinary (2010, Rutgers University) & M.A. in Hispanic Literature (2003, Indiana University); has taught numerous humanities courses related to International Studies, Women’s & Gender Studies, College Writing, American Theater, Film Studies, and Caribbean and Hispanic Literature
- **Chairperson of the Social Sciences Division:** *Dr. Mamie Bridgeforth* (1981) – hired at ECC in 1974; was previously Instructor of Social Sciences (1974 – 1981); M.S.W. (1974, Rutgers University); has taught various sociology courses at Essex
- **Chairperson of the Nursing and Allied Health Division:** *Dr. Evadne Harrison-Madu* (2013) – hired at ECC in 2010; was previously Assistant Professor/Lecturer of Nursing (2012 – 2013/2010 – 2012) & LPN Program Coordinator (2010 – 2011); Ph.D. in Education (2009, Capella University) & M.S. in Nursing & Healthcare Management (2003, Long Island University); has taught numerous nursing courses & various licensure exam review classes at Essex; licensed as a Registered Nurse in the State of New Jersey (issue date: 1996)

## APPENDIX L

### Essex County College's Organizational Charts (March 2016 and August 2016)



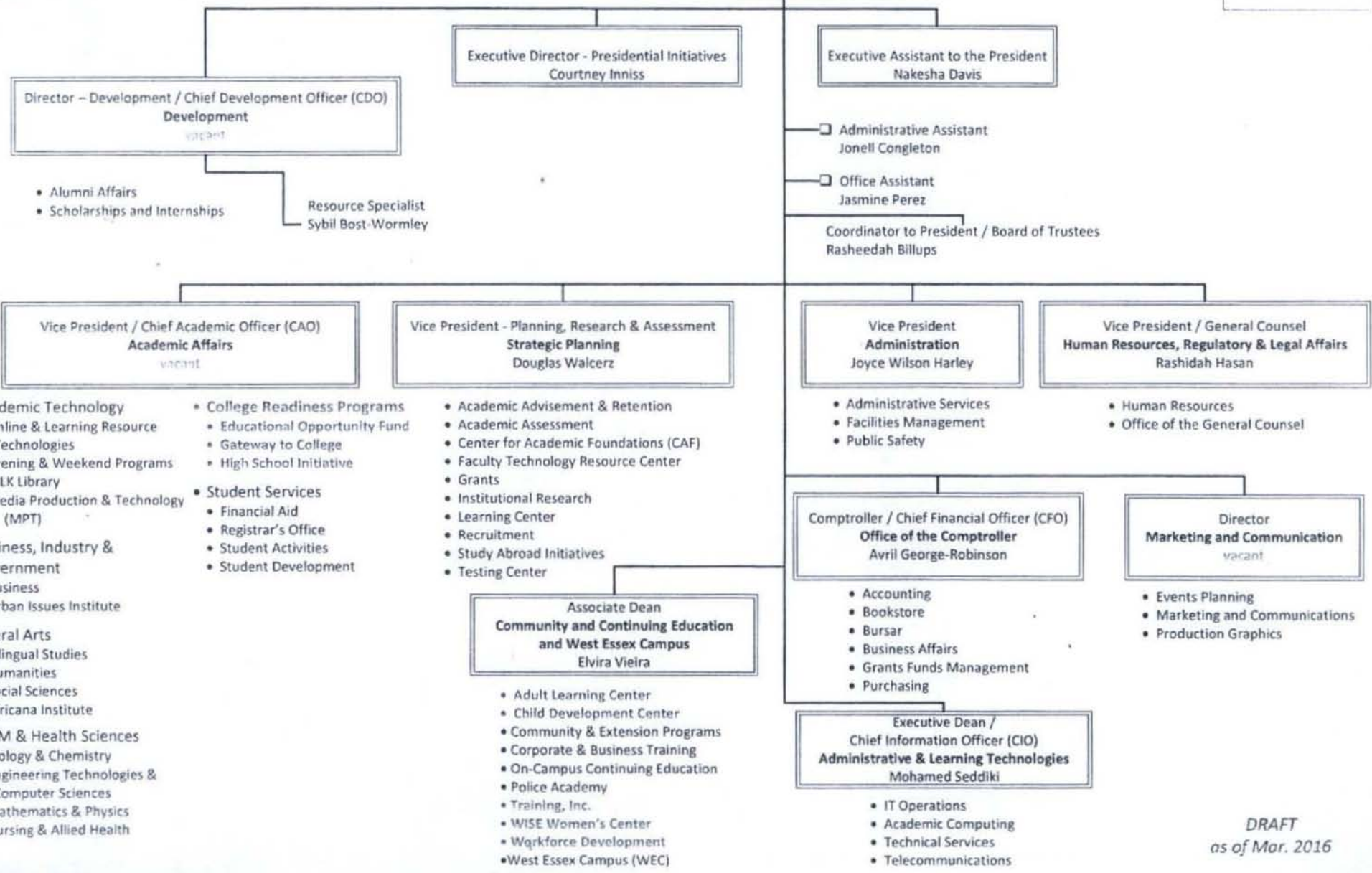


Essex County College  
2015-2016 Organization Chart  
Office of the President



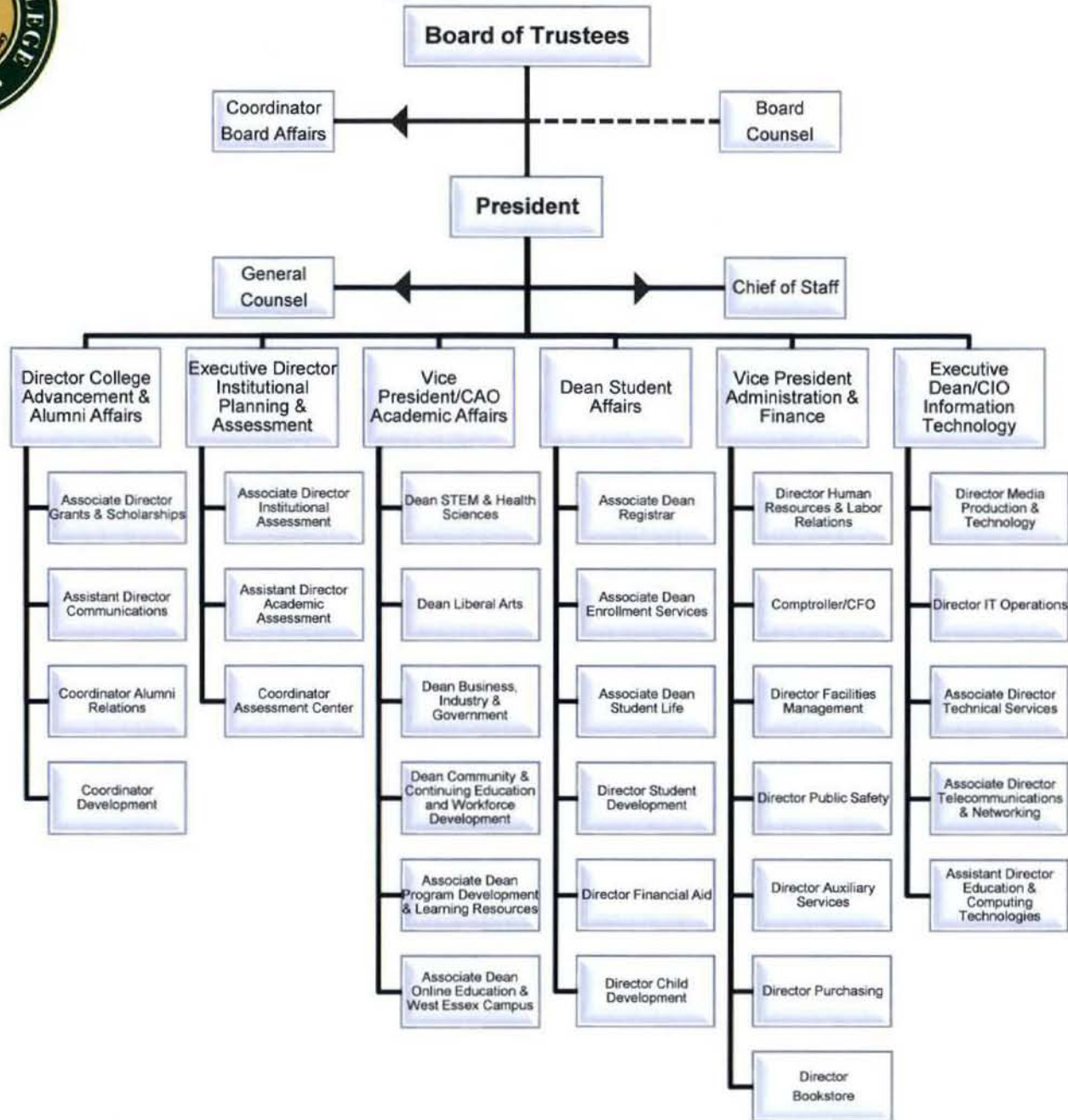
Essex County College  
Board of Trustees

President  
Dr. Gale E. Gibson





# Essex County College Organization Chart



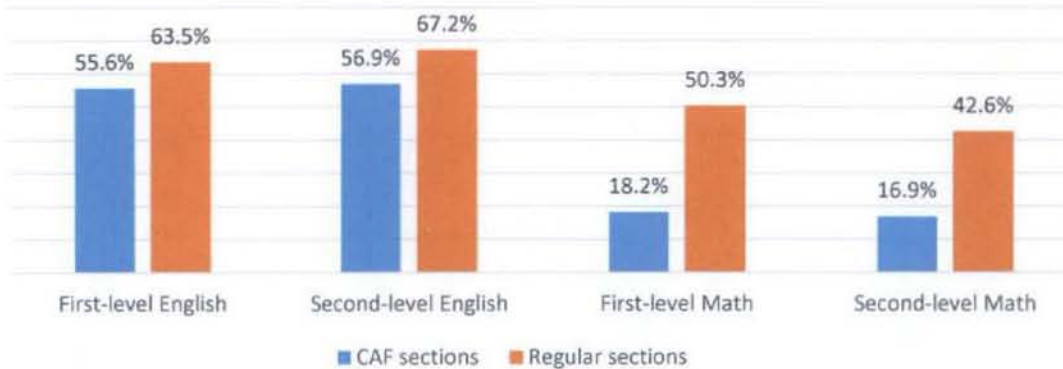


## APPENDIX M

Office of Planning, Research and Assessment: Comparative Results of Center for Academic Foundations with Mathematics and English Developmental Courses Offered Under the Office of Academic Affairs (2014 and 2016)

%success	% Success	CAF sections	Regular sections
18.2%	First-level English	55.6%	63.5%
50.3%	Second-level English	56.9%	67.2%
16.9%	First-level Math	18.2%	50.3%
42.6%	Second-level Math	16.9%	42.6%
55.6%			
63.5%			
56.9%			
67.2%			

Success Rate of Developmental courses  
in Spring 2014

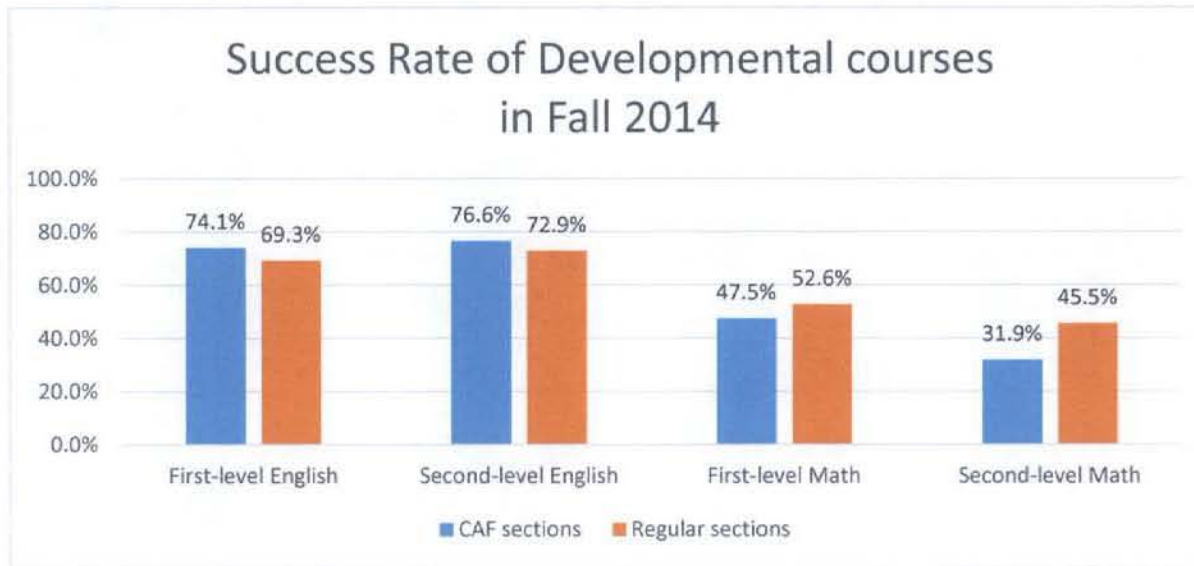




	A	B+	B	C+	C	I	M	N	W	null	total	A-C
AFM-083	38	22	16	15	21	8	80	24	12	33	269	112
MTH-086	246	151	209	119	176	14	505	164	128	299	2011	901
MTH-092 AF	9	3	8	1	1	9	32	3	3	7	76	22
MTH-092 REG	75	66	102	64	132	14	344	94	74	51	1016	439
AFE-083	25	23	24	24	27		22	18	3		166	123
ENG-085	198	111	185	82	111	10	121	123	51	96	1088	687
ENG-096 AF	18	12	15	4	10		8	5	5		77	59
ENG-096 REG	235	153	225	97	130	13	85	141	74	68	1221	840

A-W	%success
236	47.5%
1712	52.6%
69	31.9%
965	45.5%
166	74.1%
992	69.3%
77	76.6%
1153	72.9%

% Success	CAF sections	Regular sections
First-level English	74.1%	69.3%
Second-level English	76.6%	72.9%
First-level Math	47.5%	52.6%
Second-level Math	31.9%	45.5%





**Essex County College  
PBI Grant Final Report**

**Activity 1: Emporium Teaching Model in Developmental Mathematics**

**By: Douglas Walcerz  
January 2016**

## Contents

Introduction	3
Program Description	3
Self-Regulated Learning	3
Adaptive Math Technology	4
Methods	7
Results	7
Discussion	8



## **Introduction**

A \$50,000 Predominantly Black Institution (PBI) grant was awarded to support the development of an adaptive/self-regulated learning model in developmental math courses for 2014-2015. This is a continuation of grants received for the past four years. The specific courses that were supported were Introductory Algebra (AFM 083) and Elementary Algebra (MTH 092).

## **Program Description**

The new learning model is composed of two components: self-regulated learning and adaptive math technology.

## **Self-Regulated Learning**

The College worked with a consultant from the Center for Advanced Studies in Education at the SUNY Graduate Center to develop the self-regulated learning curriculum. Here is a brief synopsis of the lessons:

1. **Introduction to Active Learning** - This section presents the idea that being an effective learner depends on much more than IQ, and presents statistics on low graduation rates and low pass rates in math as attention-getting devices to create interest in understanding what students can do to increase their likelihood of success. Students read a definition of active learning, assess themselves on an active learning scale, and discuss whether they are inherently "bad at math" or whether that attitude is just an excuse for not taking an active role in their own learning. This is a first step toward challenging the "fixed mindset" that is common among math students.
2. **Learning Science** - This section introduces students to the idea that intelligence is not fixed but can be developed through concentration, practice, and reflection, in other words a "growth mindset" vs. a "fixed mindset." We present the fact that knowledge is encoded in the brain as connections between neurons, and the growth of new connections depends on concentration and practice, much as the growth of new muscles depends on repetitive exercise. Dweck<sup>1</sup> has shown that students with a growth mindset make greater learning gains than students with a fixed mindset and has presented evidence that students with a growth mindset are able to remediate their mistakes because they experience failure as an opportunity to learn, while those with a fixed mindset do not.
3. **Learning Communities** - Uri Treisman's seminal study in the late 1970's demonstrated that a pattern of social and intellectual isolation among African-American students was a key factor contributing to high failure rates in math. The implementation of mandatory study groups, where students work through problems collaboratively with minimal guidance from an instructor, produced significant gains in student performance. In this unit we introduce students to Uri Treisman's work, and students are required to form study groups, exchange contact information, and work together on difficult math problems. Treisman's model has been replicated at hundreds of universities in different forms and there are multiple studies showing effectiveness in a variety of implementations.
4. **Grit** - Duckworth defines grit as "the tendency to sustain interest in and effort toward very long-term goals." In a 2005 article<sup>2</sup>, Duckworth and Seligman showed that 8th grade students' self-discipline is a better predictor of their final grade than IQ, attendance, hours spent doing homework, and hours spent watching TV. Dozens of subsequent studies confirmed the importance of grit for success in long-term efforts such as school, marriage, career, and the military. Students are introduced to Duckworth's research and a self-assessment of "grittiness."
5. **Goals and Strategies** - Goals that are SMART (Specific, Measurable, Achievable, Relevant, Time-framed) are used to define success and make it visible, concrete. Strategies are specific behaviors or actions that help you attain the goal, such as turning off your phone when you study or creating a written schedule of study times. Taken together, goals and strategies represent a plan, which is a key component of Self-Regulated Learning (SRL). In this unit, students define one-week goals and strategies and review them with their peers. Students will revisit the goals and strategies in a week to assess their performance.
6. **Self-Monitoring** - This unit emphasized day-to-day monitoring of performance to ensure that strategies are being followed and progress is being made toward the goals. Students have check-lists to mark their prog-



ress during the week. Self-monitoring is essential to Self-Regulated Learning because it provides a record of practice and performance that will be used to support the evaluation stage of the self-regulated learning cycle.

7. Feedback a.k.a. Formative Assessment - Feedback is essential to learning, but as Dweck has shown, students with a fixed mindset often misinterpret corrective feedback as a negative judgment on their intelligence instead of as an opportunity to learn from their mistakes. In this unit we confront students' emotional responses to negative feedback, revisit "fixed" and "growth" mindsets, and then move beyond the visceral response to focus on the indispensable role of feedback in the learning process. The productive use of feedback is central to self-regulated learning and logically follows the creation of measurable goals.
  8. Time Management - The development of time management strategies and recognition of problems such as procrastination are the focus of this unit. Students have seen daily planners and Google calendar in the College Success course, but that doesn't mean they have employed those tools. In this unit, students create written schedules that will be tracked weekly to see how well they follow their own schedule. Tracking time-on-task is made easier for the instructor by the adaptive learning technology, which generates weekly reports on each student.
  9. Self-Assessment - The ability to accurately predict future performance on an academic task such as an exam is one of the most advanced skills in self-regulated learning. Students almost universally overestimate future performance and thus under-prepare. In this unit we introduce a process for predicting performance before beginning a task, subsequently evaluating the accuracy of the prediction, and then explaining the discrepancy between predicted and actual performance. Repetition of this process over several weeks produces steady improvement in students' predictive abilities.
  10. Recognizing Effective Strategies - This unit emphasizes action: making change based on feedback. When a goal has not been met, the strategies that were designed to attain the goal have to be examined for effectiveness. If studying before your work shift hasn't worked, then other study times have to be found. If asking your siblings not to interrupt you while you study at home has not worked, then another approach has to be taken. If putting your phone on vibrate doesn't prevent you from talking and texting when you should be studying, then something else has to be done with your phone. Self-regulated learning in its simplest form is a cycle of planning, practicing, and evaluating, and the evaluation phase requires more than just receiving feedback, it requires using feedback to improve performance.
  11. Stereotype Threat - This unit explores recent research on stereotypes and how they interfere with academic performance<sup>3,4</sup>. When a student belongs to a group with a negative stereotype and is given a difficult task that is linked to the stereotype, the student performs below her ability whether she believes the stereotype or not. Women and math tests, blacks and IQ tests, whites and tests of athletic skill have all been shown to perform below their abilities when the task is linked to a negative stereotype and to perform in accordance with their abilities when an identical task is framed in a way that is not linked to the stereotype. In this unit we explore stereotypes of minorities, women, adult learners, people who are overweight, people with physical disabilities, etc. and how those stereotypes can undermine their academic performance even when they don't believe the stereotypes.
  12. Planning for Learning - This unit integrates previous work on the cycle of planning, practicing, and self-evaluation and presents them as components of a holistic approach to the planning cycle self-regulated learning.<sup>13</sup>
13. Stress Management - This unit examines the role of stress, why it is good and bad, and provides stress reduction exercises.

The self-regulated learning curriculum reflects the latest research from a number of research centers and was implemented for the first time in Fall 2013 with 450 developmental math students and has been offered every semester since then.

### **Adaptive Math Technology**

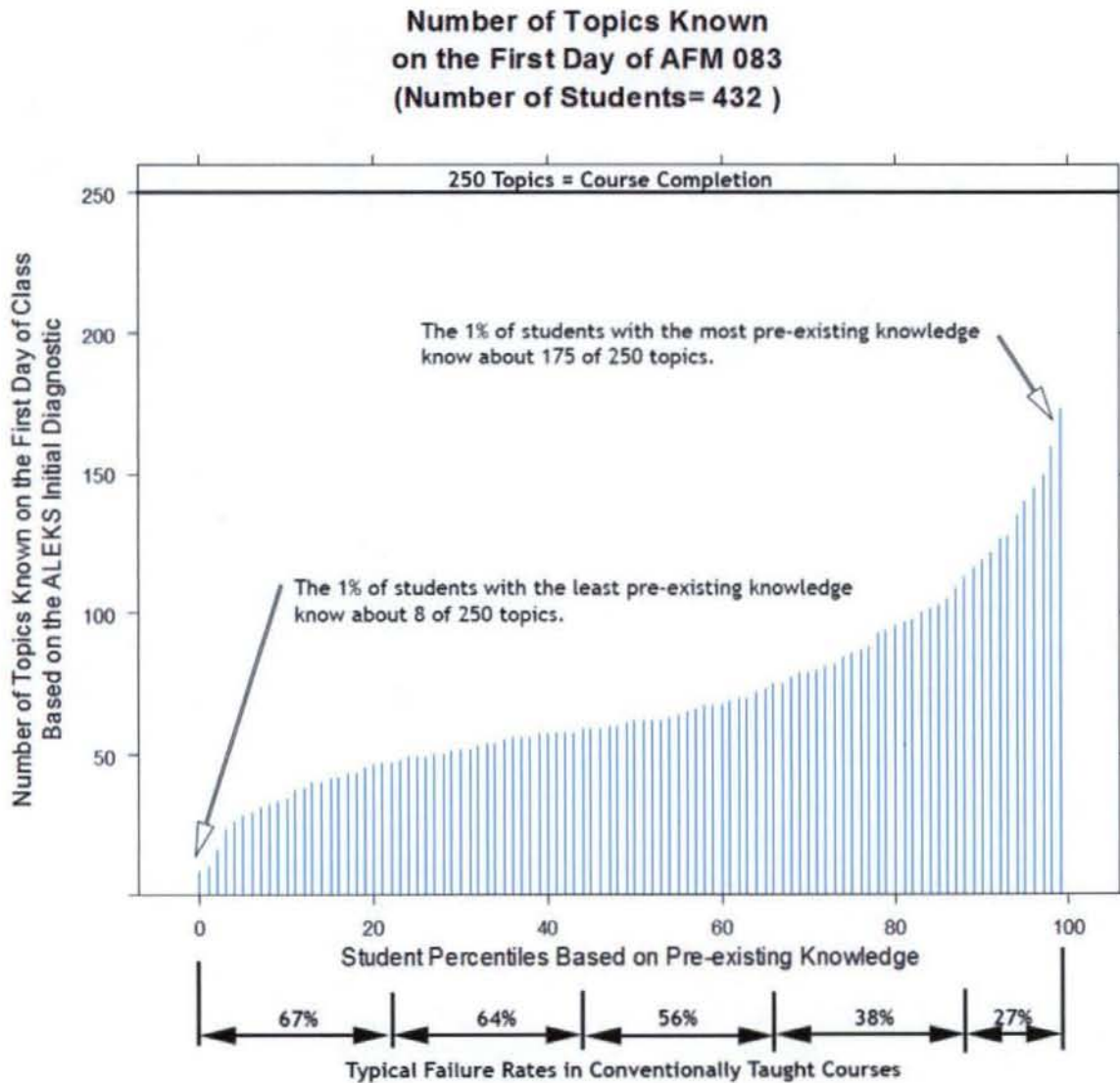
One of the biggest challenges with teaching developmental math is the wide range of abilities of the students. Introductory Algebra (AFM 083) enrolls students with skill levels as low as fourth grade or as high as eleventh grade. Some are still learning their multiplication tables, while others are ready to graph equations in two vari-



ables. It is almost impossible to create a lesson plan that doesn't leave many students bored and many others lost.

The advantage of adaptive technology is that it can analyze the work each student has done correctly, the mistakes each one has made, and based on that history predict what each student is ready to learn and serve that to them so they are never bored and never lost. So, a key advantage of technology is that it individualizes learning.

The adaptive math technology divides each course into 200 to 250 small topics, and on the first day of class students take a 45-minute diagnostic exam to see how many of those topics they already know. The results of the diagnostic exam for Introductory Algebra for Fall 2013 are shown below. It is immediately obvious that the least-prepared students know less than 5% of the course material while the best-prepared students know more

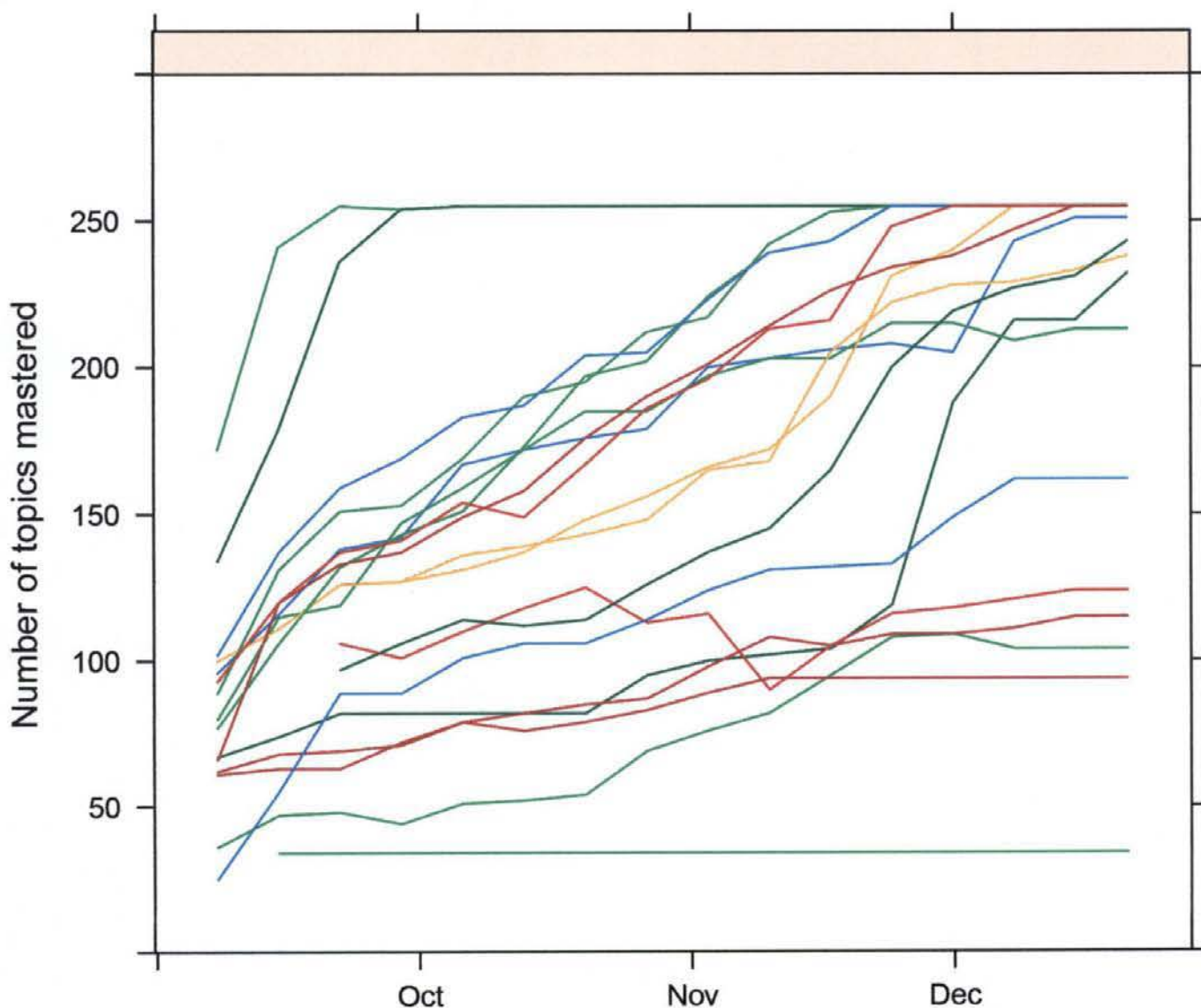


than 70% of the course material, again reinforcing the fact that there is a wide range of pre-existing knowledge that requires an individualized approach.

Once the diagnostic is complete, students begin their work. Students attend class three times a week for 80 minutes just like a conventional class, but they spend class time actively solving problems and mastering new topics instead of passively listening. If they need help they can access it within the software or they can raise their hand and ask an instructor or assistant instructor. The figure below shows an example of student progress in one class:

the horizontal axis represents the fall semester from September to December, and the vertical axis represents the topics in the course. Each line in the graph represents an individual student. (There are 19 lines representing 19 students.) In the upper left of the graph are two lines (two students) who started in September with pre-existing knowledge of about 135 and 175 topics. Both students mastered all the remaining topics in the course before the end of September, took the pencil-and-paper department-standard final exam, passed it, and immediately moved on to the next course in the sequence. They did not need to spend fifteen weeks in this course. About 5% of our students were able to finish two courses in a single semester. A second group of students started with pre-existing knowledge of about 75 to 100 topics. These students mastered 10 to 15 topics a week and finished the course in late November or early December. A third group started with pre-existing knowledge of less than 75 topics, and they mastered about 10 topics a week and didn't finish the course. But they didn't get a D or an F, they got an M for "Making Progress" and when the spring semester began they continued where they left off. We have one student at the bottom of the graph who made no progress because she never came to class; she will get a grade of N which means "Not Attending," and when that student registers for math again she will have to meet with an

**Number of topics mastered during the Fall semester**  
**The complete course is 255 topics**  
**Each line represents one student**





advisor to see how we can avoid repeating that behavior. Once again, the way we implement technology gives us insight into learning as a continuous process. It is also worth noting that on any particular day, each student is at a different point and is being served with material that is exactly at the level where they are ready to learn.

### **Methods**

About 20% of developmental math courses were taught using adaptive/self-regulated learning (treatment courses), and the remainder were taught using conventional methods (control courses). Although some students begin their first math course in the fall and others begin in the spring, the majority of students begin in the fall, and in order to simplify the analysis we limited our study to students who took their first math class in the fall. Some students start with 80-level math, but others place out of 80-level math and start with 90-level math. The majority of students start with 80-level math, and these are the students who have the most trouble passing college-level math, so to simplify the analysis we limited this study to students who started in 80-level math.

We divided the students into three groups: (1) students who took their first math class in the Department of Math and Physics, which offers conventional lecture-based courses and is the control condition, (2) students who took their first math class in the Center for Academic Foundations prior to Fall 2013, which provided a standard lecture-based calendar-driven course supplemented by tutorials and ALEKS adaptive software and is the first treatment condition, and (3) students who took their first math class in the Center for Academic Foundations in Fall 2013 or later, which provided a mastery-based emporium-style course with ALEKS adaptive software as the primary means of math instruction accompanied by twice-weekly lessons in self-regulated learning and is the second treatment condition.

All students take their first math class in either the Department of Math and Physics (DMP) or the Center for Academic Foundations (CAF). Subsequent math courses may switch from one to the other. We find that about 98% of students who start in DMP and go on to take a second course will take their second course in DMP, while only about 22% of students who start in CAF and go on to take a second course will take their second course in CAF. The low rate of continuation in CAF is probably due to the fact that DMP offers far more sections of 90-level math than CAF and students primarily choose their courses based on what fits in their schedule. Once students complete 90-level math they take 100-level math, and all 100-level math courses are taught in the Department of Math and Physics using conventional lecture-style classes. So, students can switch between CAF and DMP, but we hypothesize that the first math class that they take can make a difference in whether they eventually pass college-level math. So, we examine students based on their first math class, and we understand that their subsequent math classes may be in traditional or non-traditional formats.

We tracked students who started their first math class from Fall 2011 to Fall 2014 and determined which students passed college-level math in two years or less. We analyzed the probability of passing based on whether the student's first math course was in CAF or DMP and the student's Accuplacer score in computational math (CM), a.k.a. arithmetic.

### **Results**

The ultimate goal of the adaptive/self-regulated learning model for developmental math is to increase the percentage of students who complete college-level math within two years. The time-span of this report extends for two years for students who started in Fall 2013 or earlier but only five terms for students who started in Fall 2014. (There are four terms in a calendar year: Fall, Spring, Summer I & Summer II.) The table below compares students in treatment and control sections and shows the percentage of students who passed college-level math in two years or less based on their score on the arithmetic Accuplacer test (CM). A visual examination of the data shows that Accuplacer score is very important, and it also suggests that students in treatment sections have a higher probability of passing college-level math in two years compared to students in control sections. It is also apparent that treatment sections have larger proportions of students with very low Accuplacer scores.



Percentage of students who started in 80-level math and passed college-level math in 8 terms (2 years) or less								
CM Quintile	Fall 2011 Cohort		Fall 2012 Cohort		Fall 2013 Cohort		Fall 2014 Cohort	
	Treatment	Control	Treatment	Control	Treatment	Control	Treatment	Control
5	37% (n=49)	28% (n=336)	31% (n=62)	30% (n=259)	22% (n=46)	29% (n=257)	15% (n=20)	22% (n=264)
4	16% (n=61)	20% (n=309)	16% (n=80)	17% (n=327)	28% (n=60)	24% (n=338)	17% (n=24)	10% (n=311)
3	18% (n=33)	14% (n=234)	25% (n=53)	16% (n=188)	10% (n=58)	14% (n=215)	24% (n=17)	10% (n=201)
2	12% (n=178)	10% (n=297)	6% (n=87)	11% (n=277)	10% (n=111)	12% (n=336)	9% (n=45)	7% (n=376)
1	8% (n=203)	7% (n=250)	10% (n=177)	9% (n=249)	8% (n=165)	12% (n=244)	5% (n=56)	7% (n=286)
All	14% (n=524) avg(CM)=31.8	16% (n=1426) avg(CM)=41.1	15% (n=459) avg(CM)=34.6	17% (n=1300) avg(CM)=40.0	13% (n=440) avg(CM)=32.8	18% (n=1390) avg(CM)=39.4	11% (n=162) avg(CM)=33.6	11% (n=1438) avg(CM)=38.7

We conducted a logistic regression with a model that says the probability of passing college-level math in two years depends on the Accuplacer quintile and whether your first math class is adaptive or not:

$$\text{Pr}(\text{pass}) = f(\text{quintile}, \text{adaptivity})$$

The “adaptivity” variable has three levels: (1) conventional courses with no adaptivity, a.k.a. the control, (2) adaptive courses prior to Fall 2013 where adaptivity was not emphasized, and (3) adaptive courses from Fall 2013 onward where adaptivity was central to the course. The best-fit model of the logistic regression model provides estimates as shown in the table below.

Estimated probability of passing college-level math in two years or less based on CM quintile and type of course. Probabilities were generated by the statistical model.			
CM Quintile	Control (Fall 2011-2013) (n=1726)	Treatment (Fall 2011-2012) (n=983)	Treatment (Fall 2013) (n=440)
5	24%	30%	28%
4	16%	21%	20%
3	11%	15%	14%
2	8%	11%	10%
1	7%	9%	8%

The table shows that students in the treatment sections have a 2% to 5% higher probability of passing college-level math in two years or less compared to the control sections. The improvement is statistically significant at the 0.0001 level for the treatment group from Fall 2011-2012. The improvement is not statistically significant, but this is probably due to the comparatively small n.

If the model’s estimates are correct, then switching all sections to the treatment condition would increase the number of students passing college-level math in two years or less from about 530 to about 640 per year (assuming 2,000 students take 80-level math each semester with 400 in each quintile), which is a 20% increase.

## Discussion

The Center for Academic Foundations (CAF) has always offered an enhanced learning experience in developmental math for students with the lowest placement scores. Prior to Fall 2013, the classroom offered a traditional lecture but with a supplemental instructor in the classroom, and a dedicated tutorial session with the supplemental instructor and ALEKS software, but usage data show that students spent averaged than an hour per week on ALEKS. Starting in Fall 2013 the classroom was changed into an emporium-style mastery-based course with



ALEKS as the primary vehicle for math instruction, and a dedicated tutorial session focusing on self-regulated learning. Passing rates in CAF before Fall 2013 were relatively high (60% or more), but passing rates from Fall 2013 onward are very low (about 30%), but the eventual pass rates in college-level math are comparable. So, one important observation is that when the course format changes significantly, in this case from an enhanced conventional format to a mastery-based emporium-style format, passing rates can represent different levels of learning. Waiting two years until many students are in college-level math provides a much more stable measure of learning.

It is worth noting that only the first cohort of students in the mastery-based courses are included in this analysis because two years have not elapsed since the start of the second cohort in Fall 2014. That first cohort, like many first cohorts, was subject to a lot of “learning” as the instructors adapted to the new format and learned to use ALEKS in ways that supported the new format. We expect the second and subsequent cohorts will perform better than the first cohort because the faculty have developed their skills at teaching in the new format.

Despite the fact that we only had the first cohort in the new format, the new format seems to be almost as effective as the previous format, and we believe subsequent cohorts will have success rates that surpass those of students in the previous format. Both new and old formats are effective: the probability of passing college-level math in two years or less is 2 to 5 percentage points higher than the traditional format, which results in approximately 20% more students passing college-level math in two years or less. Thus, the experiment with innovative teaching formats has produced positive results.

APPENDIX N

Fast Facts Brochure



## TUITION (PER CREDIT)

	Number
Essex County Resident	\$116.50
Out-of-County Resident	\$233.00

## REGIONAL POPULATION

	7/1/2013	7/1/2014	Change
New Jersey	8,911,502	8,938,175	0.3%
Essex County	792,091	795,723	0.5%
Newark City	279,468	280,579	0.4%

## STUDENT RESIDENCE (FALL 2015)

	Number	Percent
Essex County	10,105	92.2%
Out-of-County	849	7.8%

## TOP 10 ENROLLMENT BY CITY (FALL 2015)

	Number	Percent
Newark	4,466	40.8%
East Orange	1,185	10.8%
Irvington	1,010	9.2%
Bloomfield	609	5.6%
Belleville	587	5.4%
Orange	579	5.3%
West Orange	533	5.0%
Montclair	245	2.2%
Maplewood	225	2.1%
Kearny	186	1.7%

## STUDENT AGE (FALL 2015)

Age	Number	Percent
<18 Years Old:	688	6.3%
18-22 Years Old:	4,973	45.4%
23-29 Years Old:	2,609	23.8%
30-39 Years Old:	1,498	13.7%
40-49 Years Old:	758	6.9%
50+ Years Old:	428	3.9%

The median age is 22 years old.

## FALL-TO-FALL RETENTION RATE

	Fall 2013 Cohort	Fall 2014 Cohort	Change
First-Time-Full-Time	58.4%	57.8%	-0.6%
First-Time-Part-Time	40.2%	40.8%	0.6%

## THREE-YEAR GRADUATION RATE

	Fall 2011 Cohort	Fall 2012 Cohort	Change
FTFT Degree-Seeking	7.9%	10.3%	2.4%

## Essex County College Board of Trustees

Bibi Taylor - *Chair*  
 Calvin W. Souder, Esq - *Vice Chair*  
 Jeweline Grimes - *Secretary*  
 Joseph Zarra - *Treasurer*

Michellene Davis, Esq.  
 Elvin Esteves, Esq.  
 Joseph Fiordaliso  
 Bishop Reginald T. Jackson  
 Wesley Jenkins  
 Safanya N. Searcy

Gale E. Gibson, Ex Officio

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Britnee N. Timberlake, *President*  
 Brendan W. Gill, *Vice President*  
 Rolando Bobadilla  
 Rufus I. Johnson  
 Lebby C. Jones  
 Leonard M. Luciano  
 Wayne L. Richardson  
 Patricia Sebold  
 Cynthia D. Toro

## Essex County College Executive Officers

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 Avril George-Robinson,  
*Comptroller/Chief Financial Officer*  
 Joyce W. Harley,  
*VP of Administration & Finance*  
 Rashidah Hasan,  
*VP of Human Resources/General Counsel*  
 Mohamed Seddiki,  
*Executive Dean of Admin. & Learning Tech./CIO*  
 Stephanie A. Steplight Johnson,  
*Acting VP of Academic Affairs/CAO*  
 Douglas Walcerz,  
*VP of Planning, Research, and Assessment*



**Main Campus**  
 303 University Avenue  
 Newark, NJ 07102  
 (973) 877-3000

**West Essex Campus**  
 730 Bloomfield Avenue  
 West Caldwell, NJ 07006  
 (973) 877-3175



# FAST FACTS FALL 2015



Prepared by  
 Office of Planning,  
 Research, & Assessment  
 (973) 877-3588



**UNDUPLICATED HEADCOUNT**

	Credit	Noncredit	Total
FY 2015	15,395	9,932	25,327

**NON-CREDIT ENROLLMENT**

	FY 2014	FY 2015	Change
Open Enrollment	18,664	15,182	-18.7%
Customized Training	2,961	2,080	-29.8%
Total Classroom Seats	21,625	17,262	-20.2%
Total Und. Headcount	12,712	9,932	-21.9%

**CREDIT ENROLLMENT**

	Fall 2014	Fall 2015	Change
Undup Headcount	11,468	10,954	-4.5%
Total Credit Hours	123,746	117,979	-4.7%
Hours per student	10.79	10.77	-0.2%

**CREDIT STUDENTS STATUS**

	Fall 2014	Fall 2015	Percentage
Full-Time	5,799	5,628	51.4%
Part-Time	5,669	5,326	48.6%
First-Time	3,192	3,072	28.0%
Transfer	278	262	2.4%
Readmit	349	298	2.7%
Continuing	7,649	7,322	66.8%
Degree-Seeking	10,251	9,828	89.7%
Non-Matriculated	1,217	1,126	10.3%
Day	8,717	8,557	78.1%
Evening	2,751	2,397	21.9%

**GENDER**

	Fall 2014	Fall 2015	Percentage
Male	4,756	4,534	41.4%
Female	6,712	6,420	58.6%

**RACE/ETHNICITY**

	Fall 2014	Fall 2015	Percentage
Black/African Am.	5,844	5,652	54.9%
Hispanic/Latino	3,218	3,141	30.5%
White	1,095	970	9.4%
Asian	405	402	3.9%
Others*	124	123	1.2%
Unknown	782	666	

\*Others include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and two or more races.

**ENROLLMENT BY MAJOR (FALL 2015)**

<b>Associate in Art (A.A.)</b>	<b>2,271</b>	<b>23.1%</b>
Liberal Arts	1,508	15.3%
Education	466	4.7%
Liberal Arts: Communications Option	119	1.2%
Art	96	1.0%
Liberal Arts: Journalism Option	58	0.6%
Liberal Arts: Spanish Language Option	14	0.1%
<b>Associate in Applied Sci. (A.A.S.)</b>	<b>1,162</b>	<b>11.8%</b>
Human & Social Services	241	2.5%
Business Administration	131	1.3%
Nursing	96	1.0%
Electronic Engineering Technology	89	0.9%
Accounting	87	0.9%
Architectural Technology	78	0.8%
Civil Construction Engineering Tech.	60	0.6%
Mechanical Engineering Technology	59	0.6%
New Media Technology	56	0.6%
Physical Therapist Assistant	53	0.5%
Vision Care Technology	44	0.4%
Bus. Adm.: Financial Services Option	41	0.4%
Radiography	30	0.3%
Bus. Adm.: Hospitality Management	30	0.3%
Environmental Science	23	0.2%
Bus. Adm.: Office Admin. & Comp. Tech	16	0.2%
<b>Associate in Science (A.S.)</b>	<b>6,222</b>	<b>63.3%</b>
General Science	2,352	23.9%
Business Administration	707	7.2%
Criminal Justice	643	6.5%
Social Sciences	596	6.1%
Biology: Pre-Medicine	494	5.0%
Engineering	360	3.7%
Accounting	294	3.0%
Computer Science	278	2.8%
Computer Information Systems	128	1.3%
Physical Education	97	1.0%
Mathematics	64	0.7%
Music/Music Education	63	0.6%
Paralegal Studies	53	0.5%
Chemistry	48	0.5%
Health Science	27	0.3%
Applied Computer Science	17	0.2%
<b>Certificate</b>	<b>171</b>	<b>1.7%</b>
Licensed Practical Nurse	41	0.4%
Vision Care Technology	19	0.2%
Massage Therapy	17	0.2%
Human and Social Services	14	0.1%
Childhood Development Associate	13	0.1%

Note: Programs with enrollment less than 12 are not listed.

**TOTAL DEGREES CONFERRED (FY 2015)**

Total	1,356	
Associate in Art (AA)	250	18.4%
Associate in Applied Science (AAS)	249	18.4%
Associate in Science (AS)	817	60.3%
Certificate	40	2.9%

**DEGREES CONFERRED BY MAJOR (FY 2015)**

General Science AS	201	14.8%
Social Sciences AS	130	9.6%
Business Administration AS	123	9.1%
Education AA	114	8.4%
Liberal Arts AA	98	7.2%
Criminal Justice AS	84	6.2%
Nursing AAS	80	5.9%
Accounting AS	78	5.8%
Biology: Pre-Medicine AS	65	4.8%
Engineering AS	39	2.9%
Radiography AAS	31	2.3%
Human & Social Services AAS	30	2.2%
Physical Therapist Assistant AAS	28	2.1%
Computer Information Systems AS	25	1.8%
Liberal Arts: Communications Opt. AA	21	1.5%
Paralegal Studies AS	19	1.4%
Health Science AS	18	1.3%
Computer Science AS	16	1.2%
Electronic Engineering Tech. AAS	16	1.2%
Licensed Practical Nurse C	15	1.1%
Art AA	13	1.0%
Vision Care Technology AAS	12	0.9%
Dental Hygiene AAS	10	0.7%
New Media Technology AAS	8	0.6%
Physical Education AS	8	0.6%
Computer-Aided Design Technology C	8	0.6%
Massage Therapy C	8	0.6%
Architecture Technology AAS	7	0.5%
Civil/Construction Engineering Tech. AAS	7	0.5%
Accounting AAS	4	0.3%
Mechanical Engineering Tech. AAS	4	0.3%
Music/Music Education AS	4	0.3%
Paralegal Certificate	3	0.2%
Dental Assisting Certificate	3	0.2%
Technical Studies: UCC AAS	3	0.2%
Liberal Arts: Spanish Language Option AA	3	0.2%
Chemistry AS	3	0.2%
Mathematics AS	2	0.1%
Business Administration AAS	2	0.1%
Chemical technology AAS	2	0.1%
Environmental Science AAS	2	0.1%
Digital Media & Electronic Publication C	2	0.1%

Note: Programs with fewer than 2 graduates are not listed.



## APPENDIX O

### WEAVE Training Scheduled Sessions – Office of Planning, Research and Assessment

Area	DEPARTMENT/DIVISION	SOURCE OF OBJECTIVE	WEAVE Meeting/Training in fy 2015	WEAVE Meeting/Training in fy 2016	Objectives entered into WEAVE
Academic Affairs	Bilingual Studies	revised from previous yr	11/25/2014		YES
Academic Affairs	Bio and Chemistry	revised from previous yr	1/26/2015		YES
Academic Affairs	Business	revised from previous yr	12/9/2014		YES
Academic Affairs	Engineering Technology and Computer Science	new created	1/28/2015		YES
Academic Affairs	EOF - Educational Opportunity Fund	revised from previous yr	12/16/2014		YES
Academic Affairs	GtC - Gateway to College	revised from previous yr	12/17/2014		YES
Academic Affairs	Humanities	new created	12/10/2014		YES
Academic Affairs	Math and Physics	new created	2/28/2015		YES
Academic Affairs	Nursing and Allied Health	new created	2/11/2015		YES
Academic Affairs	Social Sciences	new created	12/8/2014		YES
Administrative Services	AUXILIARY SERVICES	revised from previous yr	11/11/2014		YES
Administrative Services	PUBLIC SAFETY	revised from previous yr	NOT NEEDED		YES
Community and Continuing Edu	ADULT LEARNING CENTER	revised from previous yr	10/29/2014	10/1/2015 group training	YES
Community and Continuing Edu	CHILD DEVELOPMENT CENTER	revised from previous yr	10/30/2014	10/1/2015 group training	YES
Community and Continuing Edu	CORPORATE AND BUSINESS TRAINING	revised from previous yr	10/29/2014		YES
Community and Continuing Edu	EXTENSION PROGRAMS	revised from previous yr	11/11/2014		YES
Community and Continuing Edu	NON-CREDIT ENROLLMENT SERVICES	revised from previous yr	11/11/2014		YES
Community and Continuing Edu	ON-CAMPUS CONTINUING EDUCATION	revised from previous yr	11/4/2014		YES



Area	DEPARTMENT/DIVISION	SOURCE OF OBJECTIVE	WEAVE Meeting/Training in fy 2015	WEAVE Meeting/Training in fy 2016	Objectives entered into WEAVE
Community and Continuing Edu	POLICE ACADEMY	revised from previous yr	11/4/2014	10/1/2015 group training	YES
Community and Continuing Edu	WISE WOMEN'S CENTER	revised from previous yr	11/6/2014	10/1/2015 group training	YES
Online Learning and Technology	Online Learning	new created	11/12/2014		YES
Planning Research and Assessment	FACULTY RESOURCE CENTER	revised from previous yr			YES
Planning Research and Assessment	GRANTS	revised from previous yr	9/4/2014		YES
Planning Research and Assessment	INSTITUTIONAL RESEARCH AND ASSESSMENT	new created	2/2/2015		YES
Planning Research and Assessment	LEARNING CENTER	revised from previous yr	9/15/2014		YES
Planning Research and Assessment	STUDENT DEVELOPMENT AND COUNSELING	revised from previous yr	2/3/2015		YES
Academic Affairs	Africana Institute		12/15/2014		
Academic Affairs	Center for Global Studies		12/16/2014		
Academic Affairs	HSI - High School Initiatives		12/10/2014		
Academic Affairs	Urban Issues Institute		NOT NEEDED		
Administrative Services	BOOKSTORE				
Administrative Services	BURSAR				
Administrative Services	BUSINESS AFFAIRS				
Administrative Services	FACILITIES				
Administrative Services	PAYROLL AND FINANCIAL ACCOUNTING				
Administrative Services	PURCHASING				

Area	DEPARTMENT/DIVISION	SOURCE OF OBJECTIVE	WEAVE Meeting/Training in fy 2015	WEAVE Meeting/Training in fy 2016	Objectives entered into WEAVE
Community and Continuing Edu	TRAINING, Inc.		11/10/2014		
Community and Continuing Edu	WEC/CONTINUING EDUCATION & CAMPUS SERVICES		10/22/2014		
Online Learning and Technology	Library		11/6/2014 11/17/2014		
Online Learning and Technology	MPT - Media Production Technologies		11/17/2014		
Planning Research and Assessment	CENTER FOR ACADEMIC FOUNDATIONS		3/9/2015		
Planning Research and Assessment	CENTER FOR TESTING AND PRIOR LEARNING		NOT NEEDED		
Planning Research and Assessment	LEARNING ASSESSMENT CENTER		6/10/2015		
Planning Research and Assessment	RETENTION AND ACADEMIC ADVISEMENT		2/9/2015		
President's Office	HUMAN RESOURCES				
President's Office	INFORMATION TECHNOLOGY				
President's Office	LEGAL AFFAIRS				
President's Office	MARKETING AND COMMUNICATION				
Student Services	ATHLETICS		NOT NEEDED		
Student Services	ENROLLMENT SERVICES		11/24/2014		
Student Services	FINANCIAL AID		11/5/2014		
Student Services	STUDENT LIFE AND ACTIVITIES		11/12/2014		



## APPENDIX P

### Student Performance in Gateway Courses

**Strategic Direction A:  
Student Success and Completion - Job #1**

**Strategic Initiative Goal A2:  
Increase the success rate of students taking their first college-level mathematics and English courses.**

**A2.1 Success rates in ENG-101**

	#enrolled	#passed	Success Rate
Fall 2010	1584	1096	69.2%
Fall 2011	1698	1179	69.4%
Fall 2012	1801	1304	72.4%
Fall 2013	1682	1208	71.8%
Fall 2014	1341	1026	76.5%
	Target	By Fall 2015 cohort	80%

**A2.2 Success rates in MTH-100 or MTH-101 or MTH-103**

	#enrolled	#passed	Success Rate
Fall 2010	1526	773	50.7%
Fall 2011	1642	789	48.1%
Fall 2012	1656	893	53.9%
Fall 2013	1656	870	52.5%
Fall 2014	1567	824	52.6%
	Target	By Fall 2015 cohort	65%