Monitoring Report to the

Middle States Commission on Higher Education

From

ESSEX COUNTY COLLEGE

Newark, NJ 07102

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March 1, 2012

Subject of the Follow-Up Report:

To request a monitoring report, due March 1, 2012, documenting that the institution has achieved and can sustain compliance with Standards 7 and 14, including but not limited to the development and implementation of (1) an organized and sustainable assessment process, including direct measures, to evaluate and improve institutional effectiveness, with evidence that assessment information is used to gain efficiencies in programs, services, and processes (Standard 7); and (2) an organized and sustainable process to assess the achievement of student learning goals at the course and program levels, with evidence that assessment information is used to improve teaching and learning (Standard 14). In addition, to request that the monitoring report document (3) the implementation of a comprehensive enrollment management plan for recruitment and retention, with evidence of the use of relevant data for decision-making (Standard 8); and (4) the articulation and assessment of appropriate general education learning outcomes, including technological competency (Standard 12).

Date of the Evaluation Team's Visit:
April 3-6, 2011

Table of Contents

Figures

Appendices

A. Planning Assessment Calendar
B. Framework for Institutional Assessment
C. SLOAT Course Assessment Schedule
D. General Education Assessment Schedule
E. Program Assessment Schedule
F. Enrollment Management Plan

Listing of Hyperlinks in the Report

1. Strategic Plan
2. Actionable Foresights
3. Steering Committee
4. Organizational Structure
5. Institutional Operations Council Charter
6. Instructional Affairs Council Charter
7. College Planning and Assessment Committee
8. Fast Facts
9. Dashboard
10. Budget Process and Procedures
11. Tenure Track Rubric
12. Faculty Assessment Center Brochure
13. SLOAT website
14. Faculty to Faculty video-messaging
15. Campus Connections
16. Standardized Rubric for Goals and Objectives
17. Goals and Objectives for 2010-2011 and 2011-2012
18. WEAVEonline Training Schedule
19. CCSSE Results
20. Framework for Grants
21. General Education State Requirements
22. Program Assessment Handbook
23. Key Indictors Related to Actionable Foresights

Introduction

Essex County College (ECC) is embarking on its 44th year serving the diverse population of Essex County. The College's mission reads: "Essex County College, an open access community college dedicated to academic excellence, serves the dynamic needs of diverse constituencies through comprehensive educational programs and services." The College's main campus is located in the urban center of Newark, New Jersey. The College also has a suburban branch campus in West Caldwell and extension centers throughout the county. Each year 25,000 people enroll in ECC's various degree and non-credit programs, including students from over 67 foreign countries. The curriculum features 73 academic programs and 555 courses as part of a wide range of transfer and career programs. This past year, the College achieved status as a Hispanic Serving Institution in addition to its distinction as a Predominantly Black Institution. The College is also home to the Africana Institute and the Urban Issues Institute.

The College's open door policy makes it possible for many students to begin at ECC who might otherwise not be candidates for college and to complete their associate degrees.   Forty-nine percent of ECC students who graduate go on to study at a four-year institution. The challenges of meeting this high rate of student success are underscored by the fact that approximately 90% of all entering ECC students need some remediation.

 After twenty-nine years as president, Dr. A. Zachary Yamba retired in Spring 2010. Following an extensive search, Dr. Edythe M. Abdullah became ECC's sixth president. Upon her arrival at the College, Dr. Abdullah set about intensifying the planning, assessment and budgeting process.   Dr. Abdullah has provided new direction and energy for the College. Under her leadership, the College has refined an iterative process to achieve institutional and unit goals and objectives linked to the mission and strategic plan. Dr. Abdullah augmented the Strategic Plan through the implementation of Actionable Foresights that focused on four areas: The Economy, Accreditation, Cost Burden on Students, and Leadership and Accountability.

The Middle States Commission site visit in April 2011, following the College's decennial Self-Study, resulted in a warning in June of 2011. The Middle States Commission on Higher Education warned the institution that:

> *its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning). . . .including but not limited to the development and implementation of (1) an organized and sustainable assessment process, including direct measures, to evaluate and improve institutional effectiveness, with evidence that assessment information is used to gain efficiencies in programs, services, and processes (Standard 7); and (2) an organized and sustainable process to assess the achievement of student learning*

goals at the course and program levels, with evidence that assessment information is used to improve teaching and learning. In addition, to request that the monitoring report document (3) the implementation of a comprehensive enrollment management plan for recruitment and retention, with evidence of the use of relevant data for decision-making (Standard 8); and (4) the articulation and assessment of appropriate general education learning outcomes, including technological competency (Standard 12).

Progress from June 2011

Organizational Changes

President Abdullah took immediate, decisive action in response to the Commission's request for a monitoring report. During the Summer of 2011, she granted full release time to Dr. Susan Gaulden to serve as the Coordinator of Academic Assessment, and appointed Dr. Susan Mulligan and Dr. Constance Mierendorf to co-chair the College-wide Middle States Steering Committee. The results of these appointments and the creation of a sixteen-member Steering Committee that included an administrative assessment subcommittee and an academic assessment subcommittee catalyzed the College community to work collectively to demonstrate that the analysis and consideration of data drives decision-making at the College. With the administration's support and the enthusiastic participation of faculty and staff, Essex County College has made significant strides toward becoming a data-driven, decision-making College committed to continuous quality improvement.

One of Dr. Abdullah's Actionable Foresights addressed leadership and her commitment to organize the College to maximize its productivity and effectiveness through the leadership team. The President undertook a sweeping revision of the College's organizational structure to meet the demands of a growing student population and fiscal challenges resulting from reduced funding by the state and county.   By scrutinizing our Actionable Foresights and determining achievable, yet enhanced efficiency and accountability targets, a reorganization of the College administration was undertaken. This reorganization included establishing the Senior Vice President of Academic Affairs position as well as two Academic Deans, one in Liberal Arts and Sciences, and one in Workforce Development.

Significantly, the President took steps to stabilize the assessment environment by hiring a permanent Chief Financial Officer, Dr. Sherry Hawn, and a Chief Academic Officer, Dr. Gale Gibson, in the Fall semester. Both of these positions had been open for many months and the addition of these two talented administrators had an immediate impact on achieving our goals with regard to institutional and academic effectiveness.

As a result of the Cabinet retreat held in Summer 2011, the College created the Institutional Operations Council (IOC) to enhance College operational efficiency. This new, thirteen-member council is responsible for analyzing the non-academic needs of the College and advising the President and Cabinet on potential solutions. This is a recommending body that proposes policies and strategies to enhance College operations based on its investigation and analysis of existing institutional, logistical ,and operational issues at ECC. In line with our semiannual Assessment, Planning and Budget Review, modifications to IOC are being implemented in Spring 2012. IOC parallels the Instructional Affairs Council (IAC) that hears recommendations from the Academic Department Chairs and academic issues from the faculty-run Governance Advisory Councils. The addition of IOC fulfills the need for a forum where non-academic issues and recommendations can be heard and forwarded to administration.

While the Middle States Team report acknowledged that the College was actively engaged in assessment activities throughout the College, it found no direct oversight of the process. Figure 1 defines the process and responsible oversight and reflection. The Assessment process is directly overseen by a permanent College Planning and Assessment Committee. This committee has evolved from the Middle States Steering Committee.

The President also addressed the need for a formalized, overall framework for the College's assessment initiatives by moving expeditiously to develop a structure for the Assessment and Planning Cycles (figure 2). The importance of a continuous cycle of assessment, reflection, action and re-assessment manifested itself in this framework for continuous quality improvement. Assessment is the linchpin in the annual cycle of planning as well as the five-year strategic planning cycle.

This Planning and Assessment Cycle has been adopted and figures decisively into our future, five-year Strategic Planning Initiative scheduled to begin in Summer 2012. The College now has the benefit of the annual planning and assessment cycles, improved data resources, and key performance indicators as it embarks on this Strategic Planning process.

Figure 1

Institutional and Student Learning Assessment Process
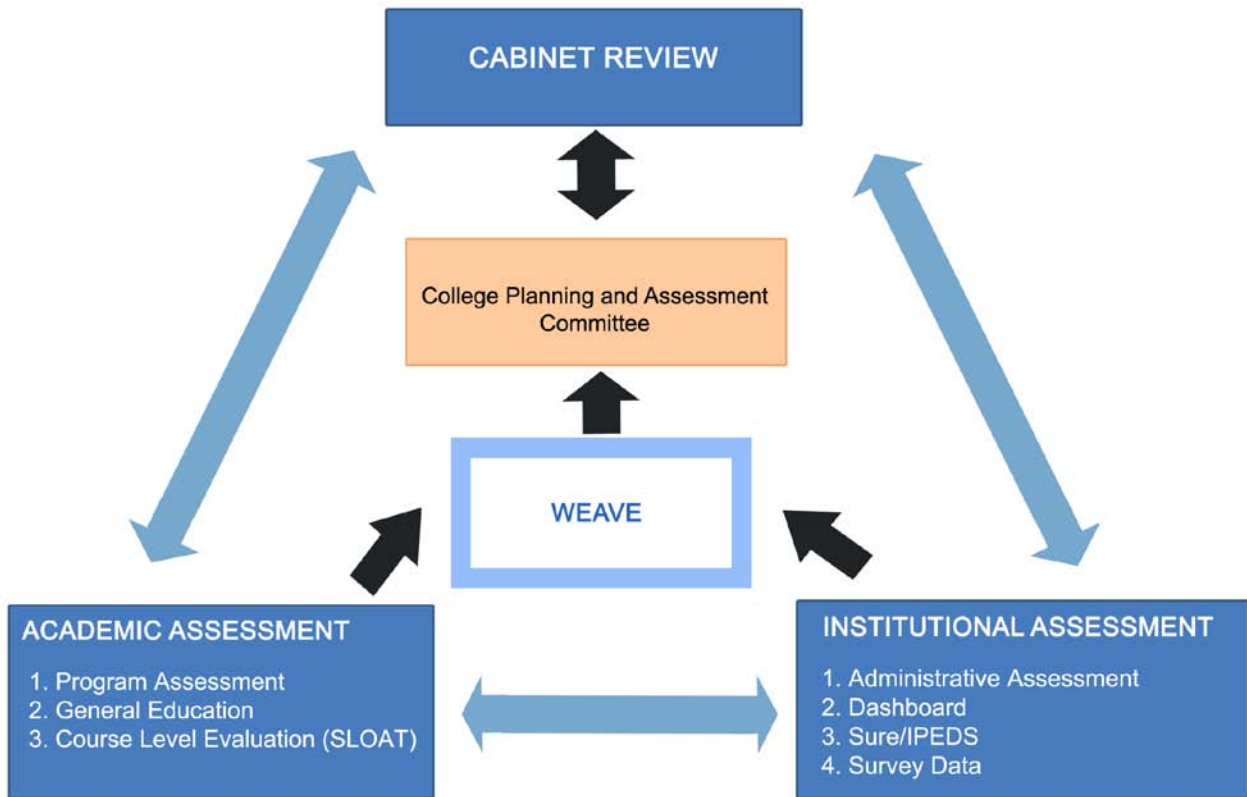
College Planning and Assessment Committee Charge

The Committee is responsible for the ongoing development, implementation, and monitoring of the College's planning and assessment cycles. Recommendations developed by Committee are forwarded to the College President Cabinet. The Committee is charged to:

- develop and provide oversight to the instructional and academic planning processes and provide follow-up and accountability for the implementation of the plans
- monitor and adjust the ongoing process to meet the College's needs
- oversee the iterative Strategic Planning process and its implementation
- strengthen and focus the analytics required for planning, assessment, and student success
- provide oversight for the inclusion of assessment results in resource allocation and policy-making
- communicate assessment and planning progress to the faculty, staff, students, and Board of Trustees at least twice per year

Figure 2

Planning and Assessment Cycles

Review & Revise
- Vision
- Mission
- Values

Develop Strategic Direction
- Institutional Goals
- Priority Tentative
- Resource Analysis

Analysis of Internal/External Environment
- College Strengths & Weakness
- Demographics of Region
- Community Needs
- Economic, Workforce, and Educational Trends
- Legislative Mandates

Strategic Planning (Five-Year Cycle)

ASSESS OUTCOMES
- Academic
- Institutional

Develop Evaluation Plan
- Measurable Goals, Objectives, and Priority Initiatives
- Indicators of Effectiveness

Assessment, Planning & Budget Review
- Monitor Plans
- Make Adjustments
- Formulate Budget Request for Funding Linked to Strategic Plan

Annual Planning/ Assessment Cycle

Evaluate Results at Departmental & Cabinet Level
- Review Measurable Annual Goals and Objectives
- Review of Key Indicators of Effectiveness

Communicate Findings/Operational Plans
- Report on Indicators
- State of the College

Develop Annual Plan
- Develop Annual Objectives
- Assign Responsibilities
- Allocate Resources

The President held a Summer retreat with the College Cabinet in 2011 where strategic priorities were set for the coming year. An analysis of assessment directions as well as what steps needed to be taken to implement a culture of assessment were the focus of discussion. The significant data-based achievements of that retreat are:

- **FAST FACTS**, a quick overview of College demographics, enrollment trends, degrees, retention and graduation rates. This tool can be used by internal constituents and external stakeholders as a quick, college informational tool to make informed decisions.
- **Dashboard of Key Performance Indicators** linked to the President's Actionable Foresights. The Dashboard provides a means for communicating assessment results in a clear, concise manner to the College community. The Dashboard is used to assess progress on targeted goals related to the Strategic Plan and Actionable Foresights.
- **WEAVEonline.** The Middle States Team report discussed the need for a coordinated approach for reporting assessment information related to planning across the College. A decision was made to acquire WEAVEonline, a computer-implemented assessment management system. It provides the College with the ability to develop and maintain continuous improvement processes for both the academic and administrative areas. In particular, it also provides a transparent way to show the assessment process and results for accreditation review, linking our assessment to Middle States standards. Once WEAVEonline is fully implemented College-wide, it will be the central repository for all assessment initiatives on campus.
- **Budget Process Forms and Procedures** are now more clearly linked to Strategic Goals and Actionable Foresights, an improvement over previous processes. Any new requests for funding must be justified by citing one of the Strategic Goals and/or Actionable Foresights. This is a bottom-up process that engages faculty and staff throughout the College to gain efficiencies in programs and services. This process ensures that College priorities are being met and fiscal resources are being channeled to Strategic Goals**.** The process is assessed at several key points in the budget cycle so that adjustments can be made as necessary.
- **Tenure Track Rubric.**   A decision was made at the retreat to move forward with the proposed Tenure Track Rubric, an annual evaluation tool for tenure track faculty. The Rubric was forwarded to the Board of Trustees for approval and implementation for the 2011-12 tenure cycle. The Rubric provides an objective, measurable set of goals for five areas of expected faculty participation. The design process that began in January 2011 extended over eight months and involved faculty and administration. Most importantly, assessment has been added to the category of "Contribution to the Discipline/Division." Two measurements include: 1) participation in course/program assessment efforts and

2) participation in Student Learning Outcomes. The College has clearly taken steps to underscore the importance of assessment into faculty expectations of performance.

Additional Resources Dedicated to Assessment

In order to institutionalize assessment, the Board of Trustees approved a line position for a permanent, full-time Director of Academic Assessment. Additionally, a full-time analyst was hired to assist in the Institutional Research department. The Board of Trustees has lent its full support to the goal of creating a campus that is data-driven and focused on assessment of that data to improve student learning and all aspects of the College. The Board routinely requests more data to aid in its decision-making.

In the Fall of 2011, the College opened the Faculty Assessment Center where assessment resources, Scantron machines, computers, software, and general assessment information are available to faculty. This Center has been well utilized and has become an active gathering place for faculty to share information and experiment with assessment tools. Remark Office OMR software was purchased that can create a template file of personalized scannable forms and analysis of data capable of linking to performance objectives.

The Board allocated additional resources for WEAVEonline membership and training for faculty and staff. Additionally, the funding and support for a Noel-Levitz internal assessment in Fall 2011 has been seminal in the Student Success improvement initiative as well as the creation of a comprehensive, sustainable Enrollment Management Plan that will also be a part of the iterative planning cycle at ECC.

Communication

Working collaboratively with the Director of Marketing and Communications, the Middle States Steering Committee designed and implemented a cross-campus communication campaign to inform the entire College community about our assessment efforts. This communication has been consistent and has included not only progress to date but also testimonials from faculty about their successes with assessment activities. Everyone on campus is being informed about assessment initiatives. Communication activities include:

- Web access to Fast Facts, CCSSE, and other assessment tools
- A comprehensive website where Academic Assessment efforts including program review guidelines, course outlines, general education affirmations, writing measurable outcome assessment, an academic assessment calendar, etc. may be found on the SLOAT website. (http://sloat.mathography.org)
- College Convocation and Adjunct Orientation dedicated to assessment and reflective practices to improve teaching and learning

- Faculty-to-Faculty video messages sharing best practices
- Campus Connections: Assessment in Action Newsletter published each month
- A Fall workshop to train staff and faculty on writing goals and objectives
- Selected assessment resource books available in the Faculty Assessment Center for all faculty and staff to access
- Examples of effective Program Assessments available in the Faculty Assessment Center for use by all College staff and faculty
- The Faculty Technology Resource Center for enhanced use of technology to improve student learning
- Mini-convocations to roll out WEAVEONLINE to the entire campus are planned
- Annual Student Learning Outcomes Assessment Symposia where Student Learning Outcomes Assessment Team (SLOAT) members present their study findings and recommendations to the entire campus community
- A SharePoint system to enhance faculty access to key documents and information, track project activity and share in dialog

The communication efforts at the College have led to access and buy-in from all sectors as well as momentum for our continuous improvement. These strategies support the College's efforts to sustain a culture of assessment.

Institutional Assessment Results
Standard 7

MSCHE Requirements

The MSCHE Team report listed the following requirements related to Standard 7:

> *The current process allows units to identify the goals/objectives they wish to address, but with no direct oversight or monitoring of the process. It is recommended that the institution connect measurable outcomes to each strategic goal/objective and identify the units on campus responsible for overseeing them.*
>
> *Currently, assessment is understood by all units to be the completion of tasks, which does not establish whether the task was effective in impacting/obtaining the desired goal/objective. It is recommended that the institution establish clear valid connections between the tasks, evaluation measure, outcomes and improvement.*

An institutional assessment plan must identify the organization of assessment on campus, including the units responsible for assessment of the College's plans (e.g. learning outcomes assessment, facilities master plan, information technology, etc.). These units must foster a culture that goes beyond the collection of data to include the synthesis of data into information that can be used to guide decision-making for the improvement of institutional effectiveness. The institution will need to continue to focus on the assessment process with the guidance of senior leadership in order to meet this requirement. Regular dissemination procedures must be indicated, including how assessment data integrated across the units responsible for assessment to impact decision, planning and budgeting.

Response

With the adoption of the **Institutional and Student Learning Assessment Process**, (figure 1), the **Planning and Assessment Cycles (**figure 2) and the creation of the **College Planning and Assessment Committee**, ECC has clearly established mechanisms for direct oversight and monitoring of the assessment process. In addition, the **Planning/Assessment Calendar** (appendix A) specifies the stages of Reflection, Planning, and Implementation corresponding to the Planning and Assessment Cycles with established deadlines for specific tasks/activities within each stage. In 2011-12 additional time was allocated in the calendar to review and revise the evaluation of goals and objectives already submitted for 2010-11. This ensured that all objectives were linked to the Strategic Plan and Actionable Foresights, had measurable outcomes, and that findings led to action plans. The Institutional Assessment Team reviewed approximately 350 objectives submitted by 50 departments in early Fall 2011. Staff was given constructive input and then asked to resubmit their edited 2010-11 objectives and their completed findings and action plans using a standardized rubric.

The Middle States team report cited our inability to demonstrate how assessment results are used to improve programs and services. Guided by the work of the Institutional Assessment team**,** goals and objectives for all administrative units in the College for 2010-11 and 2011-12 have been linked to the Strategic Plan and Actionable Foresights**.** In addition, goals and objectives for 2011-12 were informed by the Action Plans developed in the previous cycle that were grounded in the analysis of measurable outcomes. Thereby, the College closed the loop with a complete cycle of assessment, planning, and implementation.

The development of the digital Dashboard directly addresses the need to integrate assessment data across units. The Dashboard provides data on key performance indictors in a straightforward, understandable format that can be used by units "responsible for assessment to impact decision, planning and budgeting." At present, the indicators include analysis of students, faculty, employees, programs, and finances. On most indicators, trend data are provided for five years. The semiannual review of the indicators is an integral component in

the assessment/planning cycle. The Cabinet has established targets for key indicators that reflect institutional goals and/or peer, state or national benchmarks. At the recent February Cabinet retreat, indicators were reviewed with special focus given to those related to student success.

The Cabinet has taken a comprehensive approach to institutional assessment by establishing the **Framework for Institutional Assessment** (appendix B). This **Framework for Institutional Assessment** guarantees that all units are regularly assessed and that information is shared to improve institutional effectiveness. The College has worked diligently to coordinate all data collection and systematically analyze that data throughout the institution to guide decision-making, planning and budgeting to improve the quality of student learning and institutional effectiveness.   The Framework, reviewed semiannually, specifies activities/assessments that take place each year and establishes a five-year schedule for the assessment of administrative units. Another important element of the Framework is the assessment of students. The Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE) and Student Satisfaction Inventory (SSI) are given every three years. In so doing, the College recognizes that student engagement and satisfaction data are critical and inform strategies designed to promote student success.

Since the College acquired WEAVEonline in August, a team was identified to be trained quickly with the goal of entering information for a pilot group of administrative and academic units. To date, information has been entered in WEAVEonline for thirty-two Administrative Units beginning with their 2010-11 objectives. Information includes an assessment of their 2010-11 objectives with related Action Plans. Those Action Plans are reflected in the objectives submitted for 2011-12, again closing the loop. Assessment information has also been entered for twenty-one courses, eight of which are General Education courses and two programs. While WEAVEonline is being implemented, a parallel paper-dependent system will be continued. Additional staff began training on WEAVEonline in February and a preliminary training schedule has been established.

Examples of Administrative Assessment

The following examples, from WEAVEonline, demonstrate how the College has linked unit objectives to the Strategic Plan and Actionable Foresights and has used findings to develop Action Plans that inform outcomes and objectives for the subsequent year, evidence of the College "closing the loop" on assessment.

Student Success. A major focus for 2011-12 has been the improvement of services to students to increase retention and graduation rates. Results from the Spring 2011 Community College Survey of Student Engagement (CCSSE) were analyzed. These findings figured significantly in

planning to improve student success. While the overall results of the CCSSE were positive and generally exceeded those of our peer groups, the downward trend in CCSSE findings in the specific areas of overall student satisfaction with the College and advising led to several plans to improve Student Services. Current plans to create a Student Success Center where students can receive both academic and career counseling are underway. The success of the Educational Opportunity Fund Program in improving the retention and graduation rates of its participants suggests activities that should be replicated throughout the institution.

Table 1. Assessment Summary from WEAVEonline for Educational Opportunity Fund Program

Assessment Findings: Educational Opportunity Fund Program Objective: Improve Quality of Retention Activities Associations: Actionable Foresights: 1.1, 2.1 Strategic Plan: 2.1, 2.2 Middles States Standard: 9		
2010-11 Findings	Action Plan	Related 2011-12 Objectives
Target: Partially Met Produced 8 Forums and student attendance increased 21% from prior year. (met) 95% of respondents (74) reported that they were very satisfied with the EOF tutors. (met) 9 newsletters were produced and distributed (partially met). EOF Program students exceeded college 3-year graduation rate 18% vs. ECC 6%; EOF 3rd semester retention rate was 71% vs. 48% institution wide. 87% of the EOF students earned a GPA of 2.0 or higher.	EOF Retention and Graduation Plan. Improve retention and graduation by continuing group meetings (Forums); update the use of social media; produce workshops on career opportunities; encourage students to enroll in Student Support Services; encourage students on probation to use tutoring and counseling.	Improve Fall to Fall retention rates by 2%. Maintain the 3 year graduation rate. Improve the academic performance of EOF Students

Enrollment Services. The decline in overall student satisfaction with their experiences at the College, combined with low graduation rates, led to the goal of increasing access to enrollment information and student self-service. Increasing early and online registration was a target that has been met by the Division of Student Success and is an ongoing quality improvement indicator.

Table 2. Assessment Summary from WEAVEonline for Enrollment Services

Assessment Findings: Enrollment Services
Objective: Improve student services by providing access to enrollment information and student self-service.
Associations:
Actionable Foresights: 1.1,1.4   Strategic Plan: 2.1   Middle States: 8,9

2010-11 Findings	Action Plan	Related 2011-12 Objectives
Target: Met 7,231 students registered early for Fall 2010 compared with 6,045 for Fall 2009. 5,807 students registered early for Spring 2011 compared with 5,520 for Spring 2010. More students registered online for 2010-2011 compared with 2009-2010. 949 students or 46% (Sum II '10) 5,121 students or 57% (Fall '10) 6,356 students or 67% (Spring '11) 2,362 students or 67% (Sum I '11) 688 students or 40% (Sum II '09) 4,802 students or 55% (Fall '09) 5,978 students or 60% (Spring '10) 2,399 students or 63% (Sum I '10)	More direct and frequent communications to students about early registration. Increase the number of students that participate in early registration by 3% for 2011-2012. Update online registration instructions and information. Increase the number of students who register online by another 3% in 2011-2012.	Ensure students are well informed about early and online registration services to realize a 3% increase in the number of students who register early, a 3% increase in number of student who register online and a 5% increase in email communication to students

Bursar's Office. Analysis of the numbers of abuses in the area of Student Financial Records (including returned checks, number of stop payments, fraud, and number of return of grant funds due to uncashed checks) prompted the need for increasing student enrollment in direct deposit or Visa debit cards. The process is ongoing, but initial results are positive. Over seven hundred students were enrolled in direct deposit.

Table 3. Assessment Summary from WEAVEonline for Bursar's Office

Assessment Findings: Bursar's Office
Objective: Provide students with more effective financial aid delivery methods.
Associations:
Actionable Foresights: 1.4,3.2   Strategic Plan: 2.1,5.2   Middle States Standard: 8

2010-11 Findings	Action Plan	Related 2011-12 Objectives
Target: Met 1) Enrolled 743 students in direct deposit; 2) Returned checks decreased from 40 to 31 or by 22%, comparing Spring 10 to Spring11; Stop payments decreased from 92 to 47 or by 49%, comparing Spring '10 to Spring '11; Incidents of check fraud decreased from 7 to 0 or by 100%, comparing Spring '10 to Spring '11; Return of Pell grant funds decreased from 264 checks @ $135,476 to 206 checks @$83,616. or a decrease of 22% and 38% respectively, comparing FY2010 to FY2011.	Increase direct deposit enrollment by 20%; implement the Stagecoach Prepaid Visa Debit Card; reduce stop payments, returned checks and the return of Pell grant funds by an additional 10%.	Implement the Stage Coach Prepaid Visa card for F/A E- Refunds. Increase F/A E-Refund direct deposit enrollment. Automate E-Refund process to allow on-line enrollment.

Governance Councils.   The College's current Governance Advisory Councils were established in 2007. The purpose of these Councils- which include faculty, staff, administrative and student participants -is to formulate recommendations regarding important issues affecting the College. Each council works to research issues, discuss implications and make recommendations to either IOC or IAC. The councils include: Professional Development, Standards and Assessment, Institutional Computing, Academic Foundations, Academic Advisory, and Curriculum. The councils participated in the same planning and assessment cycle that all of the administrative units participated in by submitting their annual goals and objectives linked to the Strategic Plan and the Actionable Foresights. An example follows in Table 4:

Table 4. Assessment Summary from WEAVEonline for Professional Development Council

Assessment Findings: Professional Development Council Objective: Foster programs/projects to enhance faculty effectiveness as instructors. Associations: Actionable Foresights: 1.2,4.2 Strategic Plan: 3.3 Middle States Standards: 4,10		
2010-11 Findings	Action Plan	Related 2011-12 Objectives
Target: Met 11 workshops were held. Topics covered by these workshops include the following: basics in Microsoft Word, Excel, Access, and PowerPoint; using Dropbox; and creating blogs. Formal surveying was done for the 8 Microsoft-related workshops: there were 50 attendees with 94% rating the workshop "good" or "excellent." Informal polling/feedback in the 3 non-Microsoft workshops indicated that these workshops were helpful.	Determine interest in additional technology-related training. A survey will be created and administered to all ECC employees to determine their technology-related needs. This will help PDAC and ICAC determine content and quantity of workshops to be offered in AY 11-12.	Introduce new technologies to faculty to improve the teaching and learning process.

Marketing and Communications. As a result of the President's reorganization of the College, the Department of Marketing and Communications (DMC) has emerged with a new structure and improved communication services. The DMC has initiated a Social Media site on Facebook.com, a Message from the President section, new College Regulations for the website, a web calendar and responsibility chain, and guidelines for dealing with the press, marketing and logo issues. The DMC has also researched the cost of printing an online catalog vs. a paper catalog and determined that greater efficiency as well as greater accuracy and timeliness could be achieved with an online catalog. The Director of DMC brought together academic department chairs who reviewed and provided feedback on vendor options. An updated online catalog is on schedule for release in March 2012.

<u>Grants Assessment</u>. A longitudinal assessment of grant activities from July 2006 through June 2011 was conducted. The review includes feedback from the College's Predominately Black Institutions Competitive Application Committee funded by the Office of Postsecondary Education and the U.S. Department of Education. The report includes a section called "Lessons Learned" that is followed by specific analysis of the Committee's response with ECC's response to the findings. The application of these lessons to future grant applications will be invaluable. The Grants Analysis has resulted in a Framework for a Grants Strategy 2012. This presents five objectives for project designs for 2012 and seven methods to be incorporated into the applications.

<u>LMS Review.</u> In cooperation with the Professional Development Advisory Council (PDAC) and Institutional Computing Advisory Council (ICAC), the faculty have been surveyed to determine their preference for a new Learning Management System. The results of the survey and a cost analysis will determine the direction the College will take in determining the new system it will pursue.

Academic Affairs Assessment Results
Standards 12 and 14

MSCHE Requirements

The site visit and team report stated that the assessment of student learning was in the process of becoming, but had not yet become, a culture of assessment on campus with closure of the assessment loop. Specific requirements:

> *Program assessment oversight by the SAAC is primarily focused on ensuring that data are being collected. Assessment of programs' outcomes is not the focus of this process. However, the end goal of assessment is to improve student learning and to assess whether learning outcomes are being met. The College must develop learning outcomes for its General Education program and document how the results of assessment are used to improve learning. Assessment is a continuous process but presently there are no means to ensure that programs comply with the assessment process, provide materials in a timely manner and/or disseminate that information to appropriate faculty/staff. Currently assessment is largely optional and not a required part of all academic departments/programs across campus. The culture of student learning assessment must move beyond collection of data to include the synthesis of data into information that can be used to guide decision-making for the improvement of student learning at the course, program and institutional level.*

> *Full-time faculty is responsible for the program assessment process. However, because some programs have one or no full-time faculty, program assessment*

> *has been postponed for these programs. Program assessment must be conducted for all programs.*

Response

The commitment to program, General Education, and course assessment has been a top priority for the Division of Academic Affairs. The Academic Assessment subcommittee, co-chaired by Dr. Susan Gaulden, Coordinator of Academic Assessment, and Dr. Jill Stein, Acting Dean of Liberal Arts and Sciences, led eleven team members in addressing the Commission's recommendations on Standard 14. Representatives from every academic department serve on the team.   A comprehensive web site details the ECC Student Learning Outcomes Assessment efforts at three different levels: program, General Education and course level.

All 555 credit courses have been updated to include Course Goals, Measurable Course Performance Objectives (MPOs) and Outcomes Assessment methods. Sixty-eight faculty, 55% of full-time faculty, are currently members of the Student Learning Outcomes Assessment Team (SLOAT). Fifty-nine courses have been assessed for course goals and related MPOs. A schedule for conducting SLO (Student Learning Outcomes) assessment of all ECC courses has been developed (appendix C), and the increase in faculty participation is encouraging. All ECC courses have been reviewed and revised to meet a standard format for course outlines, including measurable course performance objectives. SLOAT and Professor Gaulden held fourteen workshops and trainings in Fall 2011 and have scheduled eleven meetings in the Spring.

The SLO assessment website has proven to be a valuable tool for faculty and the College as a whole to communicate assessment best practices. According to a Google Analytics Dashboard, there were 1,800 visits to the site in a five-month period, over 6,000 page views on the site and an increase of 50% in new visits to the site. It provides the data and guidelines faculty need to engage in meaningful assessment activities. The faculty have been active in SLO instruction: Dr. Gaulden meets with 10 to 20 faculty each week to assist them with assessment.

General Education

Essex County College complies with the General Education Requirements that are determined by the State of New Jersey. The integrity of our compliance with these requirements is ensured by our submission of all General Education courses to the state Academic Issues Committee with final approval by the New Jersey President's Council. General Education legislation, known as the Lampitt Bill, was enacted in 2007. The College's compliance with General Education requirements defined in the Lampitt Bill provides for the "seamless transfer and application of academic credits from a completed associate degree program to a baccalaureate degree program . . . as the first two years of a baccalaureate degree program at

the four-year public institution of higher education in the State to which a student is admitted." (P.L. 2007 Chapter 175 Assembly, No. 3968)

The College has taken decisive action to meet General Education requirements:

- All General Education courses have MPOs, and are being assessed on a timeline (appendix D). A continuous cycle of assessment has been established for all courses approved by the state as General Education courses. The assessment cycle ensures that courses in all categories were evaluated in Fall 2011 with assessment of those results and action plans due at the end of January. Each semester a minimum of ten courses is selected to be assessed for General Education student learning outcomes. To date, 18 of the 105 affirmed General Education courses have been assessed. Once they have been assessed, SLOAT members share their findings with their colleagues to guide the revisions that may need to occur both in pedagogy and curriculum to improve student learning. Emphasis has been placed on measurable outcomes and evidence to support revisions and results.
- Two workshops have been conducted to inform faculty and academic advisors College-wide about the recent changes by the state in the General Education requirements. Workshops were conducted in September for 53 faculty and in November with 102 faculty and advisors in attendance.
- A General Education audit of all degrees to ascertain their compliance with the state requirements in each Foundation Category was conducted and non-compliance issues are being addressed.
- An audit of all degree programs was conducted to determine Integrated Course Goal compliance with the NJ state guidelines in early Fall 2011. A change in the General Education requirements stated that two additional course goals, "Ethical Reasoning and Action" and "Information Literacy," could be met in any General Education affirmed courses.   The audit results ensured that all degrees and certificates met this requirement.
- General Education requirements are clarified in the online College Catalog scheduled for release in March 2012. ECC courses that are affirmed in General Education categories will be listed. This will give students additional information about their programs of study.
- A technological competency study is underway. The MSCHE team specifically addressed the need for technological competency. The state has listed technological competency as one of the eight General Education goals that must be met as a General Education Foundation Course Category. Specifically, technological competency is defined as "any course that emphasizes common

computer technology skills (e.g. computer science, information technology) that helps students access, process, and present information. This component is not required for students who can demonstrate competency." While many ECC degree programs seem to prepare students in this area, they do not require majors to complete a course affirmed in technological competency. A pilot study was conducted in February 2012 to examine the level of student achievement of technological competency. The purpose was to test approximately 200 students nearing graduation to determine a) how prepared our students are through their general education course work to meet this competency; b) to affirm whether or not they should "test out" of this requirement; c) to determine whether programs must be revised to include a course in technological competency; or whether the skills should be integrated into other coursework. An analysis of this data will determine next steps in helping students achieve technological competency with a plan ready for implementation in Fall 2012.

Program Assessment

As noted by the Middles States team, though academic program review has been occurring in five-year cycles, the timely application of assessment results could improve. Further, the need to be engaged in continuous improvement is also imperative in closing the assessment loop. The Standards and Assessment Advisory Council (SAAC) implemented major revisions in the Program Assessment process at the College to achieve timely assessment cycles, apply the results, and continuously monitor results. More critical data to assess program viability and student success are included in the new procedures. These improvements to the Program Assessment procedure were approved at the SAAC October meeting and subsequently by Administration. A revised, data-driven Program Assessment Handbook that includes SLO data was also created. The important revisions to the Program Assessment process and handbook address the needs to demonstrate student mastery of program goals, the instruments used to assess them, the data collection process, procedures to implement improvement plans and their reassessment to determine if interventions have been effective. Improvements to the Program Assessment process include:

- Program Goals have been revised to ensure that they are succinct, measurable and mapped to required program courses. A workshop in September was attended by 53 faculty who submitted their revisions to ensure that program goals are measurable and aligned with course goals and measurable learning objectives in February. To date, 64 of 73 programs (88%) have submitted revised goals and curriculum mappings.

- An expanded, standardized set of data is now provided for each report that it prepared by the Office of Institutional Research.
- The Program Assessment Schedule (appendix E) has been revised to facilitate better integration of the process into the College calendar. An October 15 deadline has been approved for submission of Program Assessment Reports.
- Compensation for adjunct faculty who lead and write the Program Assessment Reports (PARs) has been approved by administration.
- Exemplary PARs are available in the Faculty Assessment Center.
- The new Program Assessment Report Guidelines and Checklist were introduced in a workshop for upcoming program reviews in February.
- Program assessment results are entered into WEAVEonline. Related action plans inform a department's annual goals and objectives, thus closing the assessment loop and becoming a part of the College's ongoing planning and assessment cycle.

Following are examples of Program Assessment summaries:

Table 5. Program Assessment Summary – Electronic Engineering Technology

ABET reaccreditation was awarded. The process identifies deficiencies, weaknesses and concerns with the ability of the program to revise or remediate any areas where improvement is needed.	
Recommendations	Actions
Program must demonstrate that students must be able to function effectively in teams.	Provided video showing students presenting final projects; however, finding reduced to a concern for more direct evidence.
Program must use data to assess objectives and program outcomes and evaluate how they are being met for continuous improvement.	Annual Engineering Assessment Workshop with faculty assessing data from previous year and advisory board meeting.
Must provide adequate facilities and equipment.	Full assessment by faculty of all equipment in March 2011. First upgrades are purchases of 7 digital oscilloscopes.

Table 6. Program Assessment Summary – Mathematics

Mathematics	
Recommendations	Actions
Improve student tutoring in college level courses.	Hired Recitation Assistants for 5 pilot sections of Math 100
Provide more assistance to faculty for self-assessment	New Scantron forms and automated SLO data assessment process have been initiated
More math conferences at the College.	Hosted Mathematical Association of America NJ Chapter Conference & Garden State Undergraduate Math Competition.

Table 7. Program Assessment Summary – Criminal Justice

Criminal Justice	
Recommendations	Actions
Improve Staffing Ratios and hire more faculty with terminal CJ degrees.	Eight adjuncts have been hired.
Include public speaking components in course activities.	All upper division courses require at least one classroom presentation.
Meet requirements and pursue Academy of Criminal Justice Science Certification.	Application completed. Pending review by CJ Assessment Committee.

<u>Course -Level Assessment</u>

ECC has been fortunate to have a vigorous team of 68 (55%) faculty members working on the Student Learning Outcomes Assessment Team (SLOAT), which was formed in Fall 2010. All academic areas are represented on SLOAT and the team is expanding every semester. The work of SLOAT replaced a time-consuming, hand-tallying process. To date, the team has written course level assessments of 53 courses with accompanying action plans. These results are available in the Faculty Assessment Center and on the SLO Assessment web site. According to tracking information from Information Technology, this has been a well-utilized site. A SLOAT study summary assessment sheet was also developed for reporting of full assessment cycles to facilitate WEAVEonline efforts. Realizing that all assessment of student learning begins at the course level, SLOAT continues to refine its processes and link course-level performance to both program and general education goals.

- Progress has been made in using technology to facilitate the aggregation and assessment of course data. Workshops, surveys, scannable sheets, and iClickers, co-sponsored by two of the College Advisory Councils, Institutional Computing Advisory

Council (ICAC) and the Professional Development Advisory Council (PDAC), were held in January and February of 2012. The first of these included a panel discussion of faculty and students who shared best practices in using technology in their classes and the second included a hands-on session on creating scannable forms that can be used to collect direct and/or indirect SLO assessment data. A positive result of the College's commitment to accountability has been the resulting efficiencies discovered through the need for and use of technology.

- The second Annual ECC Student Learning Outcomes Assessment Symposium was held on February 28, 2012. SLOAT members presented their study findings and recommendations/action plans.
- An audit of 782 courses has resulted in the submission of a request to the state to remove 217 courses from our offerings and also deactivate them in our Banner system. Five programs have also been deactivated or inactivated.

The following table identifies courses where students were underperforming and, based on measurable data, demonstrates how SLOAT has produced meaningful changes to improve student learning:

Table 8. Student Learning Outcomes Assessment Results – Areas Identified Student Under-performance

Selected Courses from Spring 2011-Spring 2012 (Includes some *General Education Courses)			
Course	Findings	Action	Re-assessment
Reading 096	43% of students had difficulty recognizing tone.	Assign more readings with varied tone.	22% had difficulty with tone.
	25% not able to critique and analyze different rhetorical modes.	Expand lists of readings.	25% still deficient in critical reading.
	21% not able to demonstrate critical reading.	Factor in online component to allow students to self-test.	Order new text for Spring 2012.
*Biology 121	Under performance in 4 MPO's (scores in Fall 2010) • MPO 1.2 – 61.2 • MPO 1.3 – 56.7 • MPO 1.4 – 49.4 • MPO 3.1 – 56.4	1. Revise course outline, 2. Implement active learning techniques, 3. Use online course blue printed test questions to evaluate action plan.	Improvement in all areas (scores in Fall 2011) • MPO 1.2 – 87.7 • MPO 1.3 – 84.4 • MPO 1.4 – 83.6 • MPO 3.1 – 86.7
*English 101	Rubric to measure essay development. Weakness in mechanics and language usage 55%.	Faculty informed of results. Emphasis on weak areas. Workshop for faculty to use MyCompLab prescriptively.	Improvement in grammar and mechanics in Fall 2011 to 43% showing weakness. Results of MyCompLab in Spring 2012.

Student Admissions and Retention Results
Standard 8

Students are the focus of the College's mission and attention has been directed to improving recruitment and retention at ECC. While the Middle States report affirmed compliance with Standard 8, a recommendation was made by the Committee to provide a comprehensive enrollment management plan. The Middle States Team report indicated that *while needed services are provided and usage/participation data are collected, effectiveness of services, as measured by improvement in retention, is uncertain.* The recommendation from the Team was an *overall comprehensive enrollment management approach to collecting, analyzing and utilizing data for decision-making and improvements should be put in place.*

Response

The College engaged in a fact-based, collaborative, iterative process to create a sustainable, measurable Enrollment Management Plan (appendix F). The President appointed a college-wide Enrollment Management Task Force to oversee the College's Recruitment and Retention efforts. Importantly, faculty represent 48% of the membership.

Over 100 faculty, staff, administrators and students actively participated in the development of the 2013-15 Enrollment Management Plan. The Plan was developed with the direct involvement of the Enrollment Management Task Force. Members participated in a Retention Planning Retreat, Advisement Retreat, and an Enrollment Management Workshop. Other major planning sessions included a Recruitment Planning Retreat in the late Fall and early Spring. Finally, the College community participated in several open forums, focus groups and implementation tasks forces related to recruitment and retention.

Based on assessment of historic enrollment data and budget considerations, five strategic retention objectives were approved that were applied to all AY 2012 Division of Student Success Objectives:

- Increase overall enrollment by 1%
- Enhance transaction-based student services
- Increase college readiness of incoming freshmen
- Develop a culture of completion at Essex County College
- Develop data-driven assessment of retention initiatives

Analysis of CCSSE findings in the specific areas of overall student satisfaction with the College and advising led to several plans to improve Student Success Services. The offices of Student Services are currently located throughout the campus Megastructure. Plans to create a

Student Success Center where students can receive both academic and career counseling are underway. The College has committed to a 6,900 square foot renovation of the fourth floor with approximately 40-50 work stations. Student satisfaction results will be monitored after the completion of the remodeling.

Noel-Levitz worked with the Enrollment Management Task Force to develop an Enrollment Management Plan. Using trend analyses and projections, the plan sets targets for the next three years and action plans with accountable staff and measurement tools. At its semiannual retreat in February, the Cabinet set targets for recruitment, retention, and graduation rates.

The 2013-15 Enrollment Management Plan also evolved from the 2011 and 2012 strategic plan objectives. For example, improving college readiness has been a common planning objective for the past three planning cycles. In contrast, encouraging course completion has evolved to a larger concern for creating a culture of completion. The most significant change is that the current plan contains long-term, *institution-wide* retention strategies identified by a cross-functional, consensus-based planning process.

Next Steps to Sustain Compliance

Essex County College has established solid momentum in its endeavors to become a culture of evidence in complete compliance with Middle States Standards. A systematic, sustainable approach to institutional and academic assessment and excellence is in place as well as an evolving infrastructure.   The College strives to continue its efforts to sustain compliance:

- **Continued, improved campus-wide communication of assessment efforts and data sharing:**
  1. Newsletters
  2 Convocations Fall and Spring Semesters
  3 Workshops, training and professional development
  4. WEAVEonline software
  5. Share Point usage by Academic Affairs and Finance
  6. Board retreats and semiannual Cabinet retreats to share and analyze information
- **Commitment to the Planning Cycle and Strategic Planning Process**
  1. Annual Plans and the Strategic Plan linked by assessment. Steps will be taken this Summer to begin the environmental scanning and planning process for the 2012-2017 Strategic Plan. Analysis and assessment of the 2009-2012 Strategic Plan will serve as a starting point for the process.

2. Utilization of a plan to assess, update and revise as necessary the data being used for the planning process, including the Dashboard of Key Performance Indicators.

3. Scheduled planning retreats for Board of Trustees, Cabinet, College Planning and Assessment Committee, faculty, and institutional departments.

4. Data-driven, annual budget planning process.

5. Establishment of the College Planning and Assessment Committee.

- **Continued Training and Expansion of the WEAVEonline system**

  1. Expansion of the WEAVEonline team and continue training for those representatives chosen to provide input.

  2. Education of the entire campus on accessing WEAVEonline and how they can use it to enhance assessment of their performance and service to students.

- **Expanding Assessment Efforts and Institutional Effectiveness**

  1. Identification of external and other internal assessment tools and surveys to expand the scope of available information on departmental or institutional effectiveness.

  2. Continued review of the administrative structure of the College and adjustments as necessary to ensure effectiveness.

  3. Continued support for the Faculty Assessment Center and the Faculty Technology Resource Center.

  4. Commitment to hiring a permanent Director of Academic Assessment to oversee the College's Academic Planning and Assessment Committee and evaluate overall effectiveness of the assessment process each year.

Conclusion

This past eight months have been an exciting and sometimes challenging time. We have set into motion many important changes at ECC. We have learned that good planning, assessment, and reflection take time and refinement, and that we now have a framework that is sustainable. Essex County College is committed to a continuous process of institutional assessment and academic excellence. We have addressed each of the Middle States Monitoring Report requirements to show compliance with Standards 7 and 14 and have provided additional evidence of compliance with requests relevant to Standards 8 and 12.

Table 9. Summary of Evidence Presented to Achieve Full Compliance

Team Requirements (TR) and Middle States Fundamental Elements (MSFE)	Essex County College Evidence to Achieve Full Compliance
Standard 7 The current process allows units to identify the goals/objectives they wish to address with no direct oversight of the process. (TR)	With the adoption of the **Institutional and Student Learning Assessment Process,** the **Planning and Assessment Cycles** and the creation of the **College Planning and Assessment Committee,** the College has clearly established mechanisms for direct oversight and monitoring of the assessment process. Timelines for assessment have been established for all Institutional units, General Education courses, academic programs and individual courses. Accountable staff and faculty have been identified and hired. Cabinet and President oversee all institutional processes. Resources have been dedicated to technology, facilities and personnel to support the process. Direct oversight is provided by the **College Planning and Assessment Committee** reporting to the Cabinet and President.
It is recommended that the institution connect measurable outcomes to each strategic goal/objective and identify units responsible for overseeing them. (TR) Establish clear valid connections between the tasks, evaluation methods, outcomes and improvement.(TR) **Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results. (MSFE)**	Using a standardized rubric, goals and objectives for all administrative units in the College for 2010-11 and 2011-12 have been linked to the **Strategic Plan, Actionable Foresights**, and Middle States Standards**.** In addition, goals and objectives for 2011-12 were guided by the action plans developed in the previous cycle that were grounded in the analysis of measurable outcomes. The College's paper-based system follows the systematic approach to annual planning and guidelines provided by **WEAVEonline**. Connections are direct in linking findings from one year to an action plan and related objectives for the next year. On a macro-level, the five-year **Strategic Planning Cycle** and the **Annual Planning/Assessment Cycles** are connected with assessing outcomes as the linchpin between the two.
The assessment plan must identify the organization of assessment on campus including the units responsible . . . . (TR)	The **Institutional and Student Learning Assessment Process** identifies responsible parties. **The Planning and Assessment Cycles** illustrate the relationship between the **Strategic Planning Cycle** and the **Annual Planning/Assessment Cycle.**
Regular dissemination procedures must be indicated--, how assessment data are integrated across units responsible for assessment to impact decisions for planning and budgeting. (TR)	Internal and external survey results are shared college-wide and used for area planning. The **College Planning and Assessment Committee** oversees the integration of data, refers recommendations to the Cabinet and President, and communicates assessment and planning to the entire campus. **WEAVEonline** is the repository for

Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal . . . . (MSFE)	all assessment efforts on campus and will be accessible to all areas. The digital **Dashboard** provides a means for communicating assessment results in a clear, concise manner to senior administration. The revised 2012 budget process with new forms for budgeting that link requests to the strategic goals of the College have been provided to all directors. The review and oversight by the **College Planning and Assessment Committee** ensures that results that have budget or policy implications for the College are referred to the Cabinet and President.
Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards . . . . (MSFE)	The College has clearly demonstrated its commitment to sustain the assessment process by the ongoing funding of **WEAVEonline, SENSE, CCSSE**, the **Faculty Assessment Center,** the **Faculty Technology Resource Center**, and other assessment initiatives. The support for a permanent assessment committee, the **College Planning and Assessment Committee**, also ensures sustainability as does the organizational structure.
Standard 12 (in compliance) **College must develop learning outcomes for Gen Ed program and document how results are used to improve learning. (TR)**	100% of General Education courses have learning outcomes and measurable performance objectives. Results are assessed on a timeline and SLOAT reports document improvements in student outcomes thus closing the loop.
Standard 14 **Assessment is a continuous process but presently there are no means to ensure that programs comply with the assessment process... Currently assessment is largely optional . . . . (TR)** **Clearly articulated statements of expected student learning outcomes at all levels (institution, degree/program, and course) and for all programs that aim to foster student learning and development . . . . (MSFE)**	Compliance with the assessment process is monitored by the Office of Academic Affairs and the Director of Academic Assessment. Action plans resulting from SLO assessment are improving student learning. **Assessment Schedules** have been established to continue to assess all programs, all General Education courses and courses in the major. All academic departments are participating. Assessment is required of all departments and programs; participation in assessment activities is now a requirement for promotion and tenure. A comprehensive web site details the ECC Student Learning Outcomes Assessment efforts at three different levels: program, General Education and course level. The **College Planning and Assessment Committee** oversees the assessment process and forwards recommendations to the Cabinet and the President.
Program assessment must be conducted for all programs even if there is no full-time faculty member. (TR)	New guidelines and a revised **Program Assessment Handbook** have been developed and are in use. A **Program Assessment Calendar** for reviewing all

	programs is in place. The College has committed to paying qualified adjunct faculty if full-time faculty are not available to conduct reviews in all programs.
Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning . . . . (MSFE)	Multiple communication strategies are in place for the discussion of student learning assessment: workshops, **WEAVEonline**, newsletters, and the Faculty Assessment Center . These strategies sustain compliance. Evidence from the **Google Analytics Dashboard Report s**upports extensive use of the **SLOAT website** by faculty to access information about assessment to improve teaching, learning, and student success.
The culture of student learning assessment must move beyond collection of data to include synthesis of data into information that can be used to guide decision-making for the improvement of student learning at the course, program and institutional level. (TR) **Documented use of student learning assessment information as part of institutional assessment. (MSFE)**	Clear connections between SLO information and course improvements have been established throughout the College. Mapping specific courses to program goals ensures that all degree requirements are being met. 100% of courses have established course goals, MPO's, and assessment methodologies. Annual departmental reviews of action plans with related activities provide the analysis and synthesis of data to set objectives to improve student learning. The departmental plans are entered into WEAVEonline and are included in institutional planning and assessment.
Technology competence needs to be encouraged campus-wide. (TR)	The Technological Competency Study to identify programs that achieve technological competency for students is being analyzed. The audit of degree programs that require a technology course has been conducted. Proposals for technology competence across the curriculum are being considered. A final action plan is scheduled for development this summer with implementation in fall 2012.
<u>**Standard 8**</u> **(in compliance)** **An overall comprehensive enrollment management approach to collecting, analyzing and utilizing data for decision-making and improvements should be put in place. (TR)**	The **Enrollment Management Plan** addresses: analysis of enrollment trends, five-year enrollment projections, recruitment goals and strategies, retention and graduation targets, and a timeline for achieving those goals. The plan will be monitored and will include a process for collecting and analyzing data to determine when revisions need to be made to the plan.

Appendix A

Planning/Assessment Calendar 2011-12

Stage	Deadline	Activity/Task	Responsible Person(s)
R E F L E C T I O N	Summer 2011	Department/Area review of outcomes for 2010-11 Goals/Objectives	Department Chairs/Area Heads
	Summer 2011	Evaluation of Goals/Objectives for 2010-11 with outcomes data and action plans to address areas of concern submitted to area heads	Department Chairs/Area Heads or delegated faculty/staff
	Summer 2011	Initial development of Department/Area Goals and Objectives for 2011-12	Department Chairs/Area Heads or delegated faculty/staff
	September 30, 2011	Middle States Administrative Team reviews all submissions and works with departments to ensure outcome measures, results and action plans are clearly stated	Middle States Administrative Team
P L A N N I N G	October 5, 2011	College staff attend a workshop on writing 2011-12 Goals and Objectives	Middle States Academic and Administrative Team Chairs
	October 15, 2011	Revised Department/Area Goals/Objectives for 2011-12 submitted guided by action plans for 2010-11	Department Chairs/Area Heads
	November 15, 2011	Budget requests submitted for 2012-13	Department Chairs/Area Heads, Deans
	December 2011	Review of budget requests at Cabinet and returning requests, when necessary, for additional justification and relevant program and/or student data	Cabinet
I M P L E M E	Fall 2011 Semester	Plans to accomplish Goals/Objectives implemented	Department Chairs/Area Heads or delegated faculty/staff
	November 1, 2011	Mid-semester progress check on the progress of plans to accomplish Goals/Objectives – adjustments should be made	Department Chairs/Area Heads

N T A T I O N		as necessary	
	January 30, 2012	Mid-year reports filed and further adjustments should be made as necessary	Department Chairs/Area Heads with Deans
	Spring 2012 Semester	Plans to accomplish Goals/Objectives implemented (continued)	Department Chairs/Area Heads or delegated faculty/staff
	March 1, 2012	Mid-semester progress check on the progress of plans to accomplish Goals/Objectives – adjustments should be made as necessary	Department Chairs/Area Heads
R E F L E C T I O N	May 30, 2012 CYCLE BEGINS AGAIN…	Department/Area review of outcomes for 2011-12 Goals/Objectives	Department Chairs/Area Heads

Note: Additional time was allocated in the 2011-12 calendar to review and revise goals and objectives consistent with the recommendations made in the Middle States Team Report. Normally, the development of goals and objectives for a new year are submitted with preliminary budget requests in June.

Appendix A

Planning/Assessment Calendar 2012-13

Stage	Deadline	Activity/Task	Responsible Person(s)
R E F L E C T I O N	May 2012	Review of outcomes for 2011-12 Goals/Objectives begins	Department Chairs/Area Heads, Administrative staff and delegated faculty
	May - June 2012	Evaluate Goals/Objectives for 2011-12 by reviewing outcomes data and targets. The evaluation includes action plans to address areas of concern. Evaluations are submitted to area heads for approval and then entered into WEAVE	Department Chairs/Area Heads, Administrative staff, delegated faculty, and Planning and Assessment Committee
	June - July 2012	Results evaluated at the departmental and Cabinet levels by reviewing detailed assessment reports from WEAVE and key indicators of institutional effectiveness	Cabinet and the Planning and Assessment Committee
P L A N N I N G	July -August 2012	Development and approval of Department/Area Goals and Objectives for 2012-13 informed by 2011-12 action plans, assessment data and new initiatives	Department Chairs/Area Heads, Administrative staff, delegated faculty, and Planning and Assessment Committee
	July- August 2012	2012-13 budget finalized and departments informed of allocations	Cabinet/CFO
	September 2012	Preliminary budget requests linked to the strategic plan submitted for 2013-14	Department Chairs/Area Heads, Administrative staff and delegated faculty
	October 2012	Review of budget requests at Cabinet and returning requests, when necessary, for additional justification and relevant program and/or student data	Cabinet
I M P L E M E N T	Fall 2012 Semester	Communicate Assessment Findings. Plans to accomplish Goals/Objectives implemented	Department Chairs/Area Heads, Administrative staff, delegated faculty, and Planning and Assessment Committee
	November 2012	Assessment, Planning and Budget Review. Monitor plans, make adjustments as needed in 2012-13	Cabinet, CFO

Appendix A

Planning/Assessment Calendar 2012-13

A T I O N		budgets and formulate budget request for 2013-14	
	January 2013	Mid-year reports filed and reviewed by the Planning and Assessment Committee and submitted to Cabinet. Further adjustments should be made as necessary	Department Chairs/Area Heads, Administrative staff, delegated faculty, and Planning and Assessment Committee
	Spring 2013 Semester	Plans to accomplish Goals/Objectives continue	Department Chairs/Area Heads or delegated faculty/staff
R E F L E C T I O N	May 2013 CYCLE BEGINS AGAIN… for 2013/14	Department/Area review of outcomes for 2013-14 Goals/Objectives	Department Chairs/Area Heads

Appendix B

Framework for Institutional Assessment

	2010 – 11 Dashboard Indicators	2011 – 12 Dashboard Indicators	2012 – 13 Dashboard Indicators	2013 – 14 Dashboard Indicators	2014 – 15 Dashboard Indicators
National Benchmark	CCSSE Spring 2011	SENSE Fall 2011 IPS Spring 2012 SSI Spring 2012	Campus Climate Survey	CCSSE Spring 2014	SENSE Fall 2014 IPS Spring 2014 SSI Spring 2014
		MIDDLE STATES MONITORING REPORT			
Standard IR Reports	• Fact Book • 6-year tracking • Basic Skills tracking • Graduate Follow Up	• Fact Book • 6-year tracking • Basic Skills tracking • Graduate Follow Up	• Fact Book • 6-year tracking • Basic Skills tracking • Graduate Follow Up	• Fact Book • 6-year tracking • Basic Skills tracking • Graduate Follow Up	• Fact Book • 6-year tracking • Basic Skills tracking • Graduate Follow Up
Staff Survey		**Staff Survey - Institutional Support Areas** • Auxiliary Services • Facilities Mgt and Planning • Bookstore • Public Safety • Purchasing • Finance • Payroll & Financial Operations • Bursar • Information Technology • Media Production • Library • Human Resources	**Staff Survey - Community & Continuing Education**		**Staff Survey - Institutional Support Areas**
Administrative Assessment		• Enrollment Management • Student Relationship Management. • Grants	• Finance • Purchasing • Institutional Advancement • Facilities • Community & Extension Programs • Corporate and Business Training • Training Inc.	• Information Tech. • Educational Opportunity Fund Program • Special Programs • High School Initiatives • WISE • Human Resources	• Athletics • Student Life and Activities • Financial Aid • Student Development • Marketing & Communications

Appendix C

SLOAT Course Assessment Schedule

Academic Division	Academic Year/Semester									
	AY 2010 - 2011		AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Bilingual Studies		**ESL 080** M Rubinstein	ESL 080 M Rubinstein	ESL 080 M Rubinstein **ESL 103** L Salgado ESL 108 S Lumbsden		Recruit for SPN and more ESL courses		Recruit for FRN & for more ESL courses		Recruit for ARB & ITL and for more ESL courses
			ESL 108 S Lumbsden							
Biology & Chemistry	BIO 121 J Stein	**BIO 100** E Abu-hatab & L Wilson BIO 121 J Stein	BIO 100 E Abu-hatab & L Wilson BIO 121 W Asobayire **BIO 211** E Kamunge CHM 104 E Aouad	BIO 100 E Abu-hatab & L Wilson **BIO 102** F Duroy & L Pitts BIO 121 W Asobayire BIO 211 E Kamunge **BIO 222** B Doyle CHM 104 E Aouad		Recruit for more CHM, HSC and more BIO courses		Recruit for more BIO & CHM courses		Recruit for more CHM & HSC courses
Business	BUS 101 N Himelstein	**ACC 102** R Pernia BUS 101 N Himelstein	**ACC 101** R Pernia & G Savage ACC 102 R Pernia & G Savage BUS 101 N Himelstein **CSS 101** C Rivera **ECO 101** A Boakye	ACC 101 R Pernia & G Savage ACC 102 R Pernia & G Savage BUS 101 N Himelstein **CIS 131** D Patel CSS 101 C Rivera ECO 101 A Boakye		Recruit for FIN & OCT & for more ACC courses		Recruit for HMM & for more BUS courses		Recruit for more CIS & OCT courses
Center for Academic Foundations (CAF)	AFE 083 T Hamilton **AFM 083** A Vera	AFE 083 T Hamilton AFM 083 V De Pierola & A Vera	AFE 083 T Hamilton AFM 083 A Vera	AFE 083 T Hamilton AFM 083 A Vera		Add CAF instructors		Add CAF instructors		Add CAF instructors
ETCS		**ENR 100** A Dimopoulos	ENR 100 A Dimopoulos	**CET 111** J Gribbin ENR 100 A Dimopoulos **ENR 103** H Assadipour		Recruit for CSC & MET courses		Recruit for ARC & ELC courses		Recruit for UCC & for more ENR courses

Appendix C

SLOAT Course Assessment Schedule

Academic Division	Academic Year/Semester									
	AY 2010 - 2011		AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Humanities	ART 100 B Pogue	ART 100 B Pogue	ART 100 B Pogue	ART 100 B Pogue	Recruit for DRA & NMT courses		Recruit for DAN & for more ENG & MUS courses		Recruit for CMS & for more ART & HST courses	
				CIN 101 J Wager						
			ENG 085 E DeFreece	ENG 085 E DeFreece						
	ENG 096 E DeFreece	ENG 096 E DeFreece	ENG 096 M Botney & Z Hammoud	ENG 096 M Botney, J Curtis & Z Hammoud						
	ENG 101 R Bogart	ENG 101 R Bogart	ENG 101 R Bogart	ENG 101 R Bogart						
		ENG 102 P Bartinique & K Hayes	ENG 102 P Bartinique & K Hayes	ENG 102 P Bartinique & K Hayes						
				ENG 221 C Kushner						
			ENG 222 C Kushner	ENG 222 C Kushner						
		HST 101 D Berry & M Stevens	HST 101 D Berry & M Stevens	HST 101 D Berry & M Stevens						
				HST 121 M Nash						
			JRN 141 N Hill	JRN 141 N Hill						
			MUS 115 R Alston	MUS 115 R Alston						
		RDG 096 M Botney & S O'Connell	RDG 096 S O'Connell	RDG 096 S O'Connell						

SLOAT Course Assessment Schedule

Academic Division	Academic Year/Semester										
	AY 2010 - 2011		AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Mathematics & Physics	**MTH 092** E Aboelnaga & B Satterwhite; **MTH 100** C Castillo & S Romero; **MTH 127** S Gaulden	**MTH 086** S Andresky & I Figueiras; MTH 092 E Aboelnaga & B Satterwhite; MTH 100 C Castillo & S Romero	MTH 086 S Andresky & I Figueiras; MTH 092 E Aboelnaga, V De Pierola & B Orosz; MTH 100 C Castillo & S Romero; **MTH 119** A Williams; **MTH 121** R Bannon; MTH 127 T Stafford; **MTH 136** B Orosz; **PHY 103** C Rozak	MTH 086 S Andresky & I Figueiras; MTH 092 E Aboelnaga, V De Pierola & B Orosz; MTH 100 C Castillo & S Romero; MTH 119 A Williams; MTH 121 R Bannon; MTH 127 T Stafford; MTH 136 B Orosz; **MTH 221** C Wang; PHY 103 C Rozak	Recruit for more MTH & PHY courses		Recruit for more MTH courses		Recruit for more MTH & PHY courses	
Nursing & Allied Health		**OPH 127** C Harrison; **PTA 202** T Donofrio; **RTC 106** J Marfo; **RTC 203** M Carpenter	**NRS 107** G Gage; **OPH 126** C Harrison; **PTA 201** T Donofrio; **RTC 101** J Marfo; **RTC 200** M Carpenter	**LPN 102** E Harrison-Madu; NRS 107 G Gage; OPH 127 C Harrison; **PTA 102** C Stutz-Doyle; PTA 202 T Donofrio; RTC 106 J Marfo; RTC 203 M Carpenter	Recruit for more NRS & OPH courses		Recruit for more LPN & RTC courses		Recruit for more NRS & PTA courses	

Appendix C

SLOAT Course Assessment Schedule

Academic Division	Academic Year/Semester									
	AY 2010 - 2011		AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Social Sciences			CJI 101 P Davis	CJI 101 P Davis	Recruit for HSC & PSY courses		Recruit for ANT & PHE courses		Recruit for PLS & REL courses	
				CJI 205 P Tandoh						
			EDU 203 L Harvest	EDU 203 L Harvest						
			POL 104 L McDonald Carter	POL 104 L McDonald Carter						
	SOC 101 A Khalfani	SOC 101 A Khalfani	SOC 101 A Khalfani	SOC 101 A Khalfani						
		SOC 111 A Said	SOC 111 A Said	SOC 111 A Said						

Appendix D

General Education Assessment Schedule

	Academic Year/Semester									
	AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015		AY 2015 - 2016	
General Education Foundation Categories and Integrated Course Goals - Gen Ed Goals and Objectives & Affirmed/Determined ECC Courses	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
GEG 1. **Written and Oral Communication**: Students will communicate effectively in both speech and writing. 1a) Students will explain and evaluate what they read, hear, and see. 1b) Students will state and evaluate the findings of others. 1c) Students will logically and persuasively state and support orally and in writing their points of veiw or findings. 1d) Students will evaluate, revise, and edit their communication. ECC courses: ENG 101, ENG 102, ENG 105 (for AAS degrees only), ENG 109	ENG 101 & ENG 102		ENG 105 & ENG 109							
GEG 2. **Quantitative Knowledge and Skills**: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems. 2a) Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. 2b) Students will construct graphs and charts, interpret them, and draw appropriate conclusions. ECC courses: MTH 100, MTH 101, MTH 103, MTH 109, MTH 113, MTH 114, MTH 119, MTH 120, MTH 121, MTH 122, MTH 127, MTH 136, MTH 213, MTH 221, MTH 222, MTH 239	MTH 100	MTH 101 & MTH 221	MTH 119, MTH 121 & MTH 127	MTH 120 & MTH 222	MTH 113 & MTH 136	MTH 114 & MTH 122	MTH 103 & MTH 239	MTH 109	MTH 213	
GEG 3. **Scientific Knowledge and Reasoning**: Students will use the scientific method of inquiry through the acquisition of scientific knowledge. 3a) Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. 3b) Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society. ECC courses: BIO 101, BIO 102, BIO 103, BIO 104, BIO 121, BIO 122; CHM 101, CHM 102, CHM 103, CHM 104; PHY 101, PHY 102, PHY 103, PHY 104, PHY 113, PHY 114	BIO 101	BIO 121; CHM 104; PHY 103	BIO 103; PHY 101	CHM 102; PHY 113	BIO 102; PHY 104	BIO 104; CHM 101	CHM 103; PHY 114	BIO 122; PHY 102		
GEG 4. **Technological Competency**: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. 4a) Students will use computer systems and/or other appropriate forms of technology to present information. 4b) Students will use appropriate forms of technology to identify, collect, and process information. ECC courses: CIS 104, CIS 107, CIS 131; CSC 100; ILS 101	CIS 131		CIS 107	CSC 100	CIS 104	ILS 101				

	Academic Year/Semester									
	AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015		AY 2015 - 2016	
General Education Foundation Categories and Integrated Course Goals - Gen Ed Goals and Objectives & Affirmed/Determined ECC Courses	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
GEG 5. **Society and Human Behavior**: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens. 5a) Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. 5b) Students will explain how social institutions and organizations influence individual behavior. 5c) Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. 5d) Students will apply civic knowledge both locally and globally and engage in activities that exercise person, social, and civic responsibility. ECC courses: ANT 101, ANT 105; ECO 101, ECO 102; POL 101, POL 104; PSY 101, PSY 102, PSY 219; SOC 101, SOC 108, SOC 219	SOC 101	ECO 101	POL 104; PSY 101	SOC 108	ECO 102; PSY 102	ANT 105; SOC 219		ANT 101; PSY 219	POL 101	
GEG 6. **Humanistic Perspective**: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language. 6a) Students will describe commonly used approaches and criteria for analyzing works in the fields of art, music or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English. 6b) Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English and applying commonly used approaches and criteria. 6c) Students will demonstrate a value-added competence in the production and comprehension of a foreign language. ECC courses: ARB 101, ARB 102; ART 100, ART 101, ART 102; CIN 101; ENG 205, ENG 208, ENG 215, ENG 221, ENG 222, ENG 232, ENG 237, ENG 238, ENG 242, ENG 250, ENG 263, ENG 264; FRN 101, FRN 102; ITL 101, ITL 102; MUS 100, MUS 108, MUS 109, MUS 117; PHI 101; REL 105; SPN 101, SPN 102, SPN 201, SPN 202	ENG 215	ART 100; CIN 101; ENG 221	ENG 237; MUS 100	ART 101; ENG 208, ENG 232, ENG 242, ENG 264; REL 105	ENG 222; FRN 101	ENG 238; FRN 102; ITL 101; MUS 117; PHI 101	ENG 205, ENG 263; ITL 102; SPN 101	ART 102; SPN 102	ARB 101; ENG 250; MUS 108; SPN 201	ARB 102 ; MUS 109; SPN 202

Appendix D

General Education Assessment Schedule

	Academic Year/Semester									
	AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015		AY 2015 - 2016	
General Education Foundation Categories and Integrated Course Goals - Gen Ed Goals and Objectives & Affirmed/Determined ECC Courses	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
GEG 1. **Written and Oral Communication**: Students will communicate effectively in both speech and writing. 1a) Students will explain and evaluate what they read, hear, and see. 1b) Students will state and evaluate the findings of others. 1c) Students will logically and persuasively state and support orally and in writing their points of veiw or findings. 1d) Students will evaluate, revise, and edit their communication. ECC courses: ENG 101, ENG 102, ENG 105 (for AAS degrees only), ENG 109	ENG 101 & ENG 102		ENG 105 & ENG 109							
GEG 2. **Quantitative Knowledge and Skills**: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems. 2a) Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations. 2b) Students will construct graphs and charts, interpret them, and draw appropriate conclusions. ECC courses: MTH 100, MTH 101, MTH 103, MTH 109, MTH 113, MTH 114, MTH 119, MTH 120, MTH 121, MTH 122, MTH 127, MTH 136, MTH 213, MTH 221, MTH 222, MTH 239	MTH 100	MTH 101 & MTH 221	MTH 119, MTH 121 & MTH 127	MTH 120 & MTH 222	MTH 113 & MTH 136	MTH 114 & MTH 122	MTH 103 & MTH 239	MTH 109	MTH 213	
GEG 3. **Scientific Knowledge and Reasoning**: Students will use the scientific method of inquiry through the acquisition of scientific knowledge. 3a) Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence. 3b) Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society. ECC courses: BIO 101, BIO 102, BIO 103, BIO 104, BIO 121, BIO 122; CHM 101, CHM 102, CHM 103, CHM 104; PHY 101, PHY 102, PHY 103, PHY 104, PHY 113, PHY 114	BIO 101	BIO 121; CHM 104; PHY 103	BIO 103; PHY 101	CHM 102; PHY 113	BIO 102; PHY 104	BIO 104; CHM 101	CHM 103; PHY 114	BIO 122; PHY 102		
GEG 4. **Technological Competency**: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. 4a) Students will use computer systems and/or other appropriate forms of technology to present information. 4b) Students will use appropriate forms of technology to identify, collect, and process information. ECC courses: CIS 104, CIS 107, CIS 131; CSC 100; ILS 101	CIS 131		CIS 107	CSC 100	CIS 104	ILS 101				

	Academic Year/Semester									
	AY 2011 - 2012		AY 2012 - 2013		AY 2013 - 2014		AY 2014 - 2015		AY 2015 - 2016	
General Education Foundation Categories and Integrated Course Goals - Gen Ed Goals and Objectives & Affirmed/Determined ECC Courses	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
GEG 5. **Society and Human Behavior**: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens. 5a) Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective. 5b) Students will explain how social institutions and organizations influence individual behavior. 5c) Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions. 5d) Students will apply civic knowledge both locally and globally and engage in activities that exercise person, social, and civic responsibility. ECC courses: ANT 101, ANT 105; ECO 101, ECO 102; POL 101, POL 104; PSY 101, PSY 102, PSY 219; SOC 101, SOC 108, SOC 219	SOC 101	ECO 101	POL 104; PSY 101	SOC 108	ECO 102; PSY 102	ANT 105; SOC 219		ANT 101; PSY 219	POL 101	
GEG 6. **Humanistic Perspective**: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language. 6a) Students will describe commonly used approaches and criteria for analyzing works in the fields of art, music or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English. 6b) Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English and applying commonly used approaches and criteria. 6c) Students will demonstrate a value-added competence in the production and comprehension of a foreign language. ECC courses: ARB 101, ARB 102; ART 100, ART 101, ART 102; CIN 101; ENG 205, ENG 208, ENG 215, ENG 221, ENG 222, ENG 232, ENG 237, ENG 238, ENG 242, ENG 250, ENG 263, ENG 264; FRN 101, FRN 102; ITL 101, ITL 102; MUS 100, MUS 108, MUS 109, MUS 117; PHI 101; REL 105; SPN 101, SPN 102, SPN 201, SPN 202	ENG 215	ART 100; CIN 101; ENG 221	ENG 237; MUS 100	ART 101; ENG 208, ENG 232, ENG 242, ENG 264; REL 105	ENG 222; FRN 101	ENG 238; FRN 102; ITL 101; MUS 117; PHI 101	ENG 205, ENG 263; ITL 102; SPN 101	ART 102; SPN 102	ARB 101; ENG 250; MUS 108; SPN 201	ARB 102 ; MUS 109; SPN 202

Appendix E

Program Assessment Schedule

	Academic Year						
	AY 2010 - 2011	AY 2011 - 2012	AY 2012 - 2013	AY 2013 - 2014	AY 2014 - 2015	AY 2015 - 2016	AY 2016 - 2017
Academic Division	internal PARs due 01/15/2011	due 01/15/2012	due 10/15/2012	due 10/15/2013	due 10/15/2014	due 10/15/2015	due 10/15/2016
Bilingual Studies			Bilingual Studies/ESL (no curriculum code) Liberal Arts: Spanish Language Option (AA) 019L				
Biology & Chemistry		Chemistry (AS) 0602	General Science (AS) 0603	Environmental Science (AAS) 2107			Biology/Pre-Medicine (AS) 0601 Biotechnology (AAS) 2311 & (Certificate) 3311
Business			Information Systems Office Operations (Certificate) 3301 Internet - Web Page Design Specialist (Certificate) 3304 Microcomputer Systems Applications (AAS) 2007		Business Administration (AAS) 2006 & (AS) 2005 Business Administration: Business Administration & Microcomputer Applications Option (AAS) 200M Business Administration: Financial Services Option (AAS) 20FN Business Administration: Hospitality Management Option (AAS) 200H	Accounting (AAS) 2000 & (AS) 2001	

	Academic Year						
	AY 2010 - 2011	AY 2011 - 2012	AY 2012 - 2013	AY 2013 - 2014	AY 2014 - 2015	AY 2015 - 2016	AY 2016 - 2017
Academic Division	internal PARs due 01/15/2011	due 01/15/2012	due 10/15/2012	due 10/15/2013	due 10/15/2014	due 10/15/2015	due 10/15/2016
Business (continued)					Business Administration: Office Administration & Computer Technology Option (AAS) 2014 Business Career Development (Certificate) 3001 & Business Paraprofessional (Certficate) 3010 Office Assistant (Certificate) 3009 & Word Processing (Certificate) 3034 Retail Sales Specialist (Certificate) 200R		
ETCS	Civil Construction Engineering Technology (AAS) 5309 Civil Construction Engineering Technology: Land Surveying Option (AAS) 540S		Technical Studies (AAS) 5304 Building Code Technology (Certificate) 3052, Electrical Code Technology (Certificate) 3051, Fire Code Technology (Certificate) 3050 & Plumbing Code Technology (Certificate) 3053	Applied Computer Science (AS) 2303 & Computer Science (AS) 2302 Computer Aided Design Technology (Certificate) 3205	Architectural Technology (AAS) 2301		Renewable Energy Technology (Certificate) 3012

Appendix E

Program Assessment Schedule

Academic Year							
Academic Division	AY 2010 - 2011	AY 2011 - 2012	AY 2012 - 2013	AY 2013 - 2014	AY 2014 - 2015	AY 2015 - 2016	AY 2016 - 2017
	internal PARs due 01/15/2011	due 01/15/2012	due 10/15/2012	due 10/15/2013	due 10/15/2014	due 10/15/2015	due 10/15/2016
Bilingual Studies			Bilingual Studies/ESL (no curriculum code) Liberal Arts: Spanish Language Option (AA) 019L				
Biology & Chemistry		Chemistry (AS) 0602	General Science (AS) 0603	Environmental Science (AAS) 2107			Biology/Pre-Medicine (AS) 0601 Biotechnology (AAS) 2311 & (Certificate) 3311
Business			Information Systems Office Operations (Certificate) 3301 Internet - Web Page Design Specialist (Certificate) 3304 Microcomputer Systems Applications (AAS) 2007		Business Administration (AAS) 2006 & (AS) 2005 Business Administration: Business Administration & Microcomputer Applications Option (AAS) 200M Business Administration: Financial Services Option (AAS) 20FN Business Administration: Hospitality Management Option (AAS) 200H	Accounting (AAS) 2000 & (AS) 2001	

Academic Year							
Academic Division	AY 2010 - 2011	AY 2011 - 2012	AY 2012 - 2013	AY 2013 - 2014	AY 2014 - 2015	AY 2015 - 2016	AY 2016 - 2017
	internal PARs due 01/15/2011	due 01/15/2012	due 10/15/2012	due 10/15/2013	due 10/15/2014	due 10/15/2015	due 10/15/2016
Business (continued)					Business Administration: Office Administration & Computer Technology Option (AAS) 2014 Business Career Development (Certificate) 3001 & Business Paraprofessional (Certficate) 3010 Office Assistant (Certificate) 3009 & Word Processing (Certificate) 3034 Retail Sales Specialist (Certificate) 200R		
ETCS	Civil Construction Engineering Technology (AAS) 5309 Civil Construction Engineering Technology: Land Surveying Option (AAS) 540S		Technical Studies (AAS) 5304 Building Code Technology (Certificate) 3052, Electrical Code Technology (Certificate) 3051, Fire Code Technology (Certificate) 3050 & Plumbing Code Technology (Certificate) 3053	Applied Computer Science (AS) 2303 & Computer Science (AS) 2302 Computer Aided Design Technology (Certificate) 3205	Architectural Technology (AAS) 2301		Renewable Energy Technology (Certificate) 3012

Enrollment Management Plan

Essex County College
Newark, NJ

"All labor that uplifts humanity has dignity and importance
and should be undertaken with painstaking excellence."

Martin Luther King, Jr.

TABLE OF CONTENTS

Enrollment Management Plan

Essex County College • Newark, NJ

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MISSION STATEMENT

Essex County College, an open access community college dedicated to academic excellence, serves the dynamic needs of diverse constituencies through comprehensive educational programs and services.

EXECUTIVE SUMMARY

The 2013-15 Enrollment Management Planning process was a fact-based, highly collaborative, iterative, creative process which leveraged existing institutional strengths and opportunities, acknowledged current needs for improvement, and embraced internal and external best practices. The Enrollment Management Plan serves to fulfill the mission by increasing student access, persistence, and student success.

Introduction

Enrollment Management is an institution-wide, comprehensive, research-driven system designed to identify, attract and retain the students the institution wishes to serve. Essex County College has had a strategic recruitment and marketing plan for the past eight years. However, prior to this point, we have not had an institution-wide process that formally addressed both Recruitment and Retention. The following Enrollment Management Plan specifies goals, strategies, and responsibilities for new and continuing student enrollment, as well as for improving the overall quality of student life and learning at Essex County College. The plan addresses Recruitment and Retention for AY 2013 -15.

Institutional Goals

The Cabinet established the following five-year Institutional Targets during their retreat in February 2012:

- Increase the Fall to Fall retention rate from 46% to 63% in five years.
- Double the three-year graduation rate from 5% to 10% in five years.
- Increase enrollment by 676 FTE's for FY 2013 and maintain a 1% enrollment increase every year for the following four years.

Enrollment Management Plan Overview

The overall 2013-15 Enrollment Management Plan objectives are:

- Increase the College Readiness of Incoming Freshman, including high school collaborations.
- Develop a Culture of Completion at Essex County College.
- Enhance Student Services.
- Develop data-driven Assessment of Retention Activities.

These objectives have been adopted to meet the established Cabinet Targets. Page five describes the evolution of these planning objectives.

Enrollment Growth: The 676 incremental FTE's for FY2013 will be shared between new and returning students. Slightly more emphasis will be placed on returning students (retention) than new student growth (recruitment).

	2013
New	*+305*
Returning	*+371*
Total Enrollment	*+676 FTE's*

Recruitment: The following demographics will be targeted to meet the incremental new student growth:

	2013
High School Students	*+125*
Latino	*+100*
Veterans	*+25*
Attended Registration, but Did not Register	*+25*
West Essex Campus	*+30*
Age 30+ (with prior Essex Enrollment History)	*+100**

*counted in returning student numbers

These recruitment targets are explained in more detail beginning on page nine and are supported by the following strategies:

- Conduct targeted recruitment of High School Seniors and Recent High School Graduates.
- Conduct targeted recruitment of the Essex County Latino Population.
- Conduct targeted recruitment of the Regional Veteran Population.
- Conduct Targeted "Recruit Back" of previously enrolled students (Readmits).
- Improve Yields from Application to Registration.
- Increase student enrollment at West Essex Campus.
- Collaborate with the Department of Marketing and Communications to develop a Marketing campaign to support the Recruitment effort.

Retention. The Enrollment Management Team has adopted the following annual growth targets geared towards achieving the five-year best practice directive:

	Current	*Year 1 2013*	*Year 2 2014*	*Year 3 2015*	*Year 4 2016*	*Year 5 2017*
Retention	*46%*	*48%*	*50%*	*55%*	*60%*	*63%*
Graduation	*5%*	*5%*	*7%*	*8%*	*9%*	*10%*

These retention targets are supported by the following retention strategies for 2013-15:

1. Redesign the academic advising system to ensure a highly structured, intrusive program that offers front-end loading and progressive responsibility to all full-time degree- and certificate-seeking students.

2. Develop a mandatory Freshman Year Experience, to include enhanced orientation, developmental summer coursework, and a three-credit college success seminar.

3. Develop a centrally located, student success center to reduce "runaround" and enhance student services. The one-stop center should promote timely student services, student-centered communication, and proactive information flow.

4. Develop a comprehensive, multi-dimensional new and returning student communication plan designed to assist students with maintaining timely progress and completion. The plan should contain intrusive retention initiatives to reclaim "off-track" individuals well before they are identified as significantly at-risk.

5. Improve, expand and leverage the technology available to support all aspects of student success and retention at Essex County College.

6. Develop a retention-driven data dashboard for sustained, on-going assessment of retention initiatives.

7. Improve the development of employees who contribute to student success and retention by providing multiple opportunities for continuous improvement.

8. Improve partnership with faculty to increase student retention.

9. Identify retention risk factors and develop targeted strategies to mitigate those factors.

These strategies are commiserate with both the Cabinet Targets and the Enrollment Management Plan Objectives and are explained in more detail beginning on page 21.

BACKGROUND

Evolution of Enrollment Management Plan Objectives

The current Enrollment Management Plan Objectives have evolved from the collection and assessment of pertinent data, as well as a growing understanding of student behavior and institutional factors that contribute to student success. The first analysis was conducted by the Assistant Dean of Student Affairs in 2009 and sponsored by the Academic Advisory Council (AAC) to determine what institutional factors contribute to the likelihood of continuous registration of first semester students at Essex County College. The data examined characteristics of 3,000 students registered for Fall 2007. This data aided the Academic Advisory Council in the redesign of the College Success Seminar. In addition, as a direct result of this data, the Office of Recruitment & Marketing began a campaign to improve the college readiness of incoming freshmen through increased participation in summer developmental coursework. Importantly, the foundations of the 2013 Enrollment Management Plan objectives can be seen in this early work. Some of the recommendations of this research included:

- Redesign the College Success Seminar.

- Increase academic readiness for greater access to college level courses.

- Establish institutional milestones and develop common responses to stalled students.

- Develop a completion project that encourages finalization of goals (degree, certificate, transfer, or continuing education).

- Create a college plan (matriculation map) and enhance student advisement.

- Implement innovative services for minority students, particularly African-American males.

- Encourage full-time enrollment.

The 2013-15 Enrollment Management Plan also evolved from the 2011 and 2012 strategic plan. For example, improving college readiness has been a common objective for the past three planning cycles. In contrast, encouraging course completion has evolved to a larger concern for creating a culture of completion. The most significant change is that the current plan contains long-term, *institution-wide* retention strategies identified by a cross-functional, consensus-based planning process. These strategies form the foundation of the action plans for the college-wide divisional strategic plans. Importantly, all decisions were heavily informed by data, both current and historical, with emphasis placed on how best to move the college from its current position to the desired state.

Evolution of Enrollment Management Plan: 3yr Comparison of Objectives
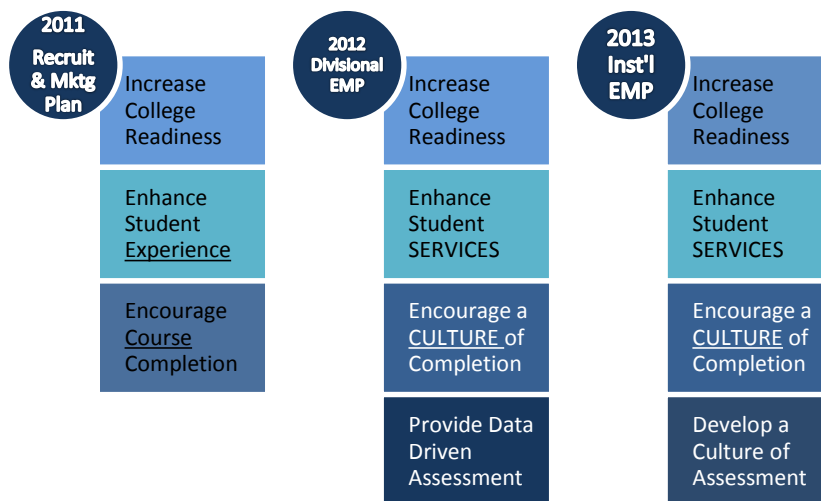
Organizational Structure: Retention &Enrollment Management

Understanding the need to provide an institution-wide focus on recruitment and retention, as well as to develop a culture of completion, the President engaged in a reorganization that created the Division of Student Success. While Recruitment, Retention and Student Success are college-wide responsibilities, institutional accountability and leadership for these areas has been assigned to the Division of Student Success, led by the Executive Dean. Under the supervision of the Executive Dean, the Assistant Dean of Student Success – Retention & Enrollment Management is responsible for providing vision and oversight for the planning, development, implementation, and assessment of strategies designed to meet the college's immediate and long-term enrollment and retention goals. The Assistant Dean manages the Office of Recruitment, Retention & Student Success. Naturally, Student Success shares, to some extent, this charge with Academic Affairs.

The President redefined the Assistant Dean's position to specifically address college-wide Enrollment Management via a centralized approach. The Office of Recruitment & Retention also established two new retention-related positions, Retention Specialist and Graduation Coach, to support this endeavor.

Enrollment Management is a college-wide institutional initiative that is directed by the Enrollment Management Team (EMT). The Team develops sustainable policies and innovative programs to increase enrollment and retention, to expand opportunities for student success, and to improve the college's graduation rate. The members were personally appointed by the President and make recommendations to the President and her Cabinet through the Executive Dean of Student Success. The EMT is chaired by the Assistant Dean of Student Success. The EMT is composed of a representative from each academic and administrative area of the college. Importantly, faculty represents over half of the membership. Three students are also members of the team. (Exhibit 1 - EMT Membership)

2013-15 Planning Process

The planning process can be conceptualized by an evidence-driven improvement model that emphasizes consensus building through cross-functional participation during plan development.

Over 100 faculty, staff, administrators and students actively participated in the development of the 2013-15 Enrollment Management Plan. The Plan was developed with the direct involvement of the Enrollment Management Team. Most members participated in an Enrollment Management Workshop, a Retention Planning Retreat, an Advisement Model Workshop, and a Recruitment Planning Retreat in the late Fall and early Spring. A Strategy Adoption Workshop is also scheduled for late April. Finally, the college community participated in several open forums and

focus groups related to recruitment and retention.

Noel-Levitz was hired to consult with the Office of Student Success on the development of the Enrollment Management Plan. Noel-Levitz conducted a preliminary review of retention and enrollment activities at Essex County College in Fall 2011. In Spring 2012, they worked with the College to help identify retention strategies, suggest appropriate dashboard indicators, and facilitate the development of a new advisement model. Noel-Levitz also conducted the Student Satisfaction Survey (SSI), faculty/administration-based Institutional Priorities Survey (IPS), and produced a Student Retention Predictive Model with disaggregated student data for 2012. In addition, the group used data from the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) to help inform decisions during the planning process. (See Exhibit 2 for a list of the diverse group who joined the Enrollment Management Team during the Enrollment Management Planning process.)

2012 Outcomes

Student Success developed a divisional Enrollment Management Plan for 2012. The five Enrollment Management Plan Objectives for 2012 were:

- Increase Overall Enrollment by 1%.
- Increase the College Readiness of Incoming Freshman.
- Develop a Culture of Completion at Essex County College.
- Enhance Transaction-Based Student Services.
- Develop Data-Driven Assessment of Retention Activities.

The objectives were supported by measurable strategies as outlined in the 2012 Strategic Plan. Each area developed specific strategies and action plans against these objectives. A review of these college-wide 2012 outcomes provided a starting point for developing goals and objectives for 2013.

An evaluation of the CCSSE, SSI, and IPS data identified advisement as a critical area of concern. As a direct outgrowth of the President's new focus on student success, completion and advisement, the Office of Student Success partnered with Academic Affairs to sponsor "ADVISEMENT WEEK". Participants in the program (400 students) experienced a 93.8% retention rate from Fall to Spring. This successful pilot will be launched college-in the Spring.

Following the focus on a culture of completion, the Office of Student Success partnered with Phi Theta Kappa (the student honor society) to develop the "COMPLETION PROJECT". Over 1200 students signed a pledge to complete their degree in three years or less. The pledge created an overarching awareness within the college - faculty, board of trustees, administrators, and staff also signed a pledge to help students accomplish their goal. Eighty percent (80%) of the students who signed the pledge were retained from Fall to Spring. Importantly, 3% of the students graduated in December, bringing the total success rate to 83%. The Essex pledge process is being considered as a national model for adoption by Phi Theta Kappa, International.

It is clear that the President's focus on student success has been transformational.

The following details additional activities for the Office of Recruitment & Retention for AY 2012. This represents what has been done to specifically address Fall - Fall and Fall - Spring retention outcomes in 2012, including:

- **Fall to Spring Reclamation**. As of January 10th (one day after the close of in-person registration), 496 students who had registered for Fall 2011 (11.5-18.5 credits) had not been retained for Spring 2012. Retention Specialists contacted and reclaimed 29.2% of the students (145) who had not registered. Retention specialists will continue this successful intervention as part of the 2013-15 plan. Student Success will partner with
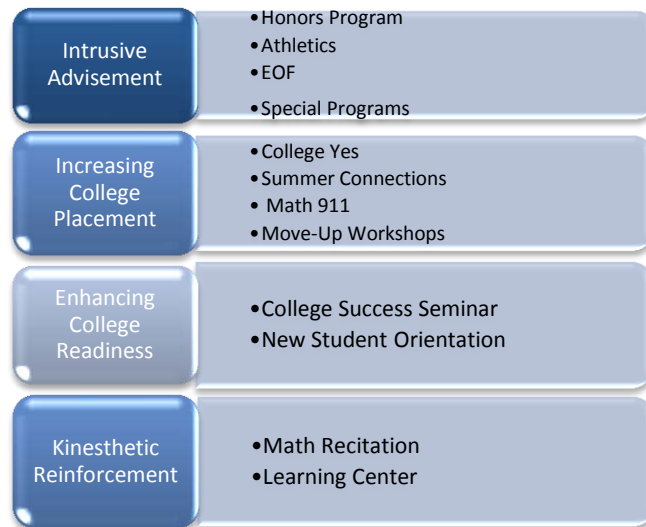
Information Technology to leverage technology to mitigate the manual tracking of these students.

- **Fall to Fall Reclamation**. 622 students who registered for Fall 2010 did not register for Fall 2011, as of Sept 2011. 574 students were contacted by Retention Specialists. As a result, 64 students or 11.2% stated an intent to register within the year. Of those, 31 registered for Fall 2011 (5%). Retention specialists will continue this successful intervention as part of the 2013-15 plan.

- **College Success Seminar**. 183 students registered for the college success seminar for the Fall of 2009. 60% of these students were retained for Fall of 2010 - compared to the general retention rate of 46%. (Note: CSS population is 100% entry-level developmental. The general population includes college level - which tends to have a higher retention rate.) CSS is an effective retention tool which originates from Academic Affairs. Recommendations are being made to mandate this course for all incoming freshman.

- **CSFI Assessment Pilot**. CSFI (College Success Factors Inventory Test) is an early risk assessment inventory tool that can be paired with course content in the CSS class. The initial pilot was to determine the appropriateness of the tool as an at-risk indicator for students at Essex for Fall 2011.

  o 76% of students who were at-risk in 4 or less indicators continued registration.
  o 46% of students who were at-risk in 5 or more indicators continued registration.

Therefore 5+ indicators - even with CSS intervention - is considered the at-risk threshold. The tool has been determined an effective measurement of risk for Essex County College. The Office of Student Success has expanded the pilot for the Spring.

Institutional Best Practices

The 2012 planning review also identified several long-term institutional best practices. The following programs have been identified as internal retention best practices at Essex County College:

Intrusive Advisement	• Honors Program • Athletics • EOF • Special Programs
Increasing College Placement	• College Yes • Summer Connections • Math 911 • Move-Up Workshops
Enhancing College Readiness	• College Success Seminar • New Student Orientation
Kinesthetic Reinforcement	• Math Recitation • Learning Center

Representatives of these programs presented their initiatives to a diverse group of college stakeholders during the January 2012 planning retreat. These presentations created a foundation for developing proven strategies and tactics for the 2013-15 Enrollment Management Plan.

RECRUITMENT

Essex County College • Newark, NJ

SITUATION ANALYSIS

Recruitment History – 5 Year Trend

Historically, our recruitment strategy has been to drive enrollment through the intake of new students. This has been successful to the point that in 2009 Community College Weekly named Essex County College one of the fastest growing Community Colleges in the country.

The College recognizes that growth rates intensify during difficult economic times, particularly in urban environments. However, the fact that the College was experiencing significantly higher growth rates than most of our competitors over an extended period of time points to the success of internal recruitment strategies rather than purely external environmental factors.

Comparative Five-Year Enrollment Trend

	2007	2008	2009	2010	2011	1yr chg	5 yr chg
Essex	10995	12318	13314	13424	12532	-6.6%	14.0%
Bergen	15057	15283	16469	17197	17271	-3.9%	14.7%
Brookdale	14025	14642	15639	15783	14952	-5.3%	6.6%
Camden	14741	15198	15670	15493	14613	-5.7%	-0.9%
Middlesex	12097	12381	13356	12887	12741	-1.1%	5.3%
Union	11672	11866	12751	12878	12416	- 3.6%	6.4%

Analysis of the last 5 year growth trend shows new student enrollment peaking in 2009 at 4,213 students. This after a record 28.6% increase in Fall 2008. 2010 saw a modest increase in overall enrollment, with 2011 showing a 6.6% decline, led by a 15.1% decrease in new students.

	2007	2008	2009	2010	2011*
New	3226	4150	4213	3829	3251
Returning	7769	8169	9101	9595	9281
Total Enrollment	10995	12319	13314	13424	12532
*Strict enforcement of new payment policy					
New		+28.6%	+1.2%	-9.1%	-15.1%
Returning		+5.1%	+11.4%	+5.4%	-3.3%
Total Enrollment		+12.0%	+8.1%	+0.8%	-6.6%
Enrollment Goals	+5% new	+5% new	+3% overall	+1% overall	+1% overall

As shown in the table above, with the exception of AY 2011, the College met or exceeded enrollment goals for the past 5 years. Importantly, the enrollment goals history signals a recognition of the shifting dynamic between new and returning students as the growth target moved from an emphasis on new student increases in 2007 and 2008 to more stable, overall growth from 2009 - 2011.

RECRUITMENT STRATEGIES

KEY STRATEGY: Conduct targeted recruitment of High School Seniors and Recent High School Graduates (Yield: 125 incremental students)

Background: The initial decision to focus on new student growth was sparked by a demographic analysis by the Assistant Dean in Fall 2004, which revealed that Essex County College was not capitalizing on the County's large population of recent high school graduates. At that time, 61% of the college's total student population was over 23, with very few recent high school graduates. It was determined that Essex would fuel its growth by increasing its share of the 17-21 demographic over the next 5 years.

The Instant Admit (IA) recruiting program was developed specifically to increase the college's share of high school graduates through direct, personal and intensive recruitment. Students are recruited on-site at their high schools, apply and are accepted to the college on-the-spot, and receive intensive follow-up and access to express admissions services through their recruiter. The college moved from a total population of 39% 17-21 in Fall 2004 to 50% 17-21 in Fall 2010 as a direct result of this program.

Outcomes: Averaging close to 2,000 applications and 800 registrants for the past 5 years, the High School Instant Admit program has met or over-achieved its program goals each year it has been in existence.

Enrollment & Yield History - Instant Admit (HS Only)

IA-High School Only	Applied	Tested	Registered	App/Test	Test/Reg	App/Reg
Fall 2007	1875	1177	710	62.8%	60.3%	37.5%
Fall 2008	1841	1168	823	63.4%	70.4%	44.7%
Fall 2009	1866	1142	780	61.2%	68.3%	41.8%
Fall 2010	2162	1101	793	50.9%	72.0%	36.7%
Fall 2011	2122	1215	763	57.2%	62.7%	36.0%
5 Year Average	1973.2	1160.6	773.8	58.8	66.7	39.2

The General Instant Admit program consistently represents 40% of the total first time student applications (45% for Fall 2011) and one-third of the first time new student registrants each year (41% for Fall 2011). IA has increased each year, with Fall 2011 12% over same time last year.

Enrollment History - Instant Admit (Total)

	2007	2008	2009	2010	2011	Lst Yr %Chg
Applied IA Total	2134	2190	2309	2634	2722	+3.3%
Tested IA Total	1337	1423	1425	1323	1637	+23.7%
Registered IA Total	767	975	1071	971	1088	+12.0%

Instant Admit as % of Total First-Time Enrollment

First-Time Students	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Applications	5354	6717	6611	6427	5991
Registered	2860	3733	3596	3324	2612
%IA - 1st Time Applied	39.9%	32.6%	34.9%	40.6%	45.4%
%IA - 1st Time Registered	26.8%	26.1%	29.8%	29.2%	41.7%

Recognizing the challenges faced by admitting this demographic, the College developed several strategies to increase the college readiness of this target group, including:

- providing on-site testing at high schools to encourage early recognition of course placement (324 students were tested at their high schools for Fall 2011, representing 25% of the tested IA High School population),

- advising students directly into summer developmental programs as part of the registration process, and

- offering Accuplacer testing, academic remediation and dual enrollment during their high school years.

Assessment: The College has been extremely successful in capturing the 17-21 demographic. The proximity of local high schools, as well as the continued importance of a contributing high school demographic to a viable community college encourages us to continue targeting this demographic. The Instant Admit program represents a successful tool in recruiting this population.

EMP Activities: The Enrollment Management Plan maintains our interest in the immediate high school graduate with a targeted increase of 125 registered students for the Fall. The following activities are being planned to support this strategy:

- Continue with successful instant admit program, including on-site testing.
- Redefine recruiter job responsibilities to allow greater emphasis on yield and retention.
- Develop 250 matriculation plans at the high school as part of a formal post-test advisement process.
- Register 200 students for summer developmental coursework and College Success Seminar as a routine part of on-site (at high school) advisement process.
- Maintain contact with the student through the first six weeks of college to ensure registration and a successful transition.
- Expand outreach through High School Initiative programs.
- Award one APP scholarship to a student from every high school in Essex County (43 scholarships).

KEY STRATEGY: Conduct Targeted Recruitment of Essex County Latino Population (Yield: 100 incremental students)

Background: It has been a strategic goal of the institution to reach a 25% overall Latino population since Fall 2004. This is consistent with the college's mission of diversity and open access. The college set a multiple-year goal beginning in the Fall of 2005, when the total population moved from 19.5% to 20% Latino. Recruitment of Latino students included a multi-tiered effort of English and Spanish language advertisement.

Outcome: Latino students currently represent 24.4% of the student body. As a result of targeted recruitment efforts, which began in Fall 2005, this population has grown from 19.5% in 2004 (+22% through 2011). In Fall 2010, the college gained recognition as a Hispanic Serving Institution with a 25.2% total Latino population.

	Fall Enrollment by Race/Ethnicity					
	2004	*2007*	*20080*	*2009*	*2010*	*2011*
Latino Students	1996	2520	2909	3101	3380	3062
Total Students	10249	10995	12319	13314	13424	12532
% Total	19.5%	22.9%	23.6%	23.3%	25.2%	24.4%

Close to 30% of instant admit applicants historically self-identified as Latino over the past 5 years. The yields remained strong with 30% of IA registrants also self-identifying as Latino.

	IA-Total		IA - Latino			
Semester	*Applied*	*Register*	*Applied*		*Register*	
Fall 2007	2134	767	669	31%	263	33%
Fall 2008	2309	1071	754	33%	357	33%
Fall 2009	2309	1071	754	33%	357	33%
Fall 2010	2634	971	732	27%	279	28%
Fall 2011	2722	1088	443	16%	180	16%
5 year avg	2265.	946.	660.	29%	287.	30%

This is a direct result of our targeted recruitment in high schools with strong Latino populations such as Barringer, East Side and Central High. These high schools are strategically served by a bi-lingual recruiter.

In addition to high school recruitment, the first-generation/45+ Latino population is targeted through Spanish language advertising and community outreach via the Latino Open Houses. The open houses focused on providing immediate testing for English as a Second Language and detailing the process for evaluating foreign university credits. Participants are also given information regarding campus extension and Continuing and Community Education opportunities. The frequency of Latino Open Houses decreased dramatically in 2010 and 2011, corresponding to the cessation of summer ESL program offerings. Finally, Latino students were an integral part of general market advertising, widely displayed on bus and billboard advertising and heavily featured within student success stories.

Assessment: The drop in enrollment for Fall 2010 and 2011 can be traced to a decrease in Latino Open Houses as well as the cessation of the ESL summer program. High School recruitment continues to yield strong results.

EMP Activities: The Enrollment Management Plan maintains our interest in Latino students with a targeted increase of 100 registered students for the Fall.   The following activities are being planned in collaboration with Academic Affairs to support this strategy:

- Continue bilingual recruitment at predominantly Latino High Schools.
- Offer quarterly Latino Open Houses, advertised via the Spanish-language media. These Open Houses will mirror the successful programs that allow students to take the bilingual essay on the spot and expedite admission.
- Develop monthly advertising to highlight the value of transferring foreign university credits to the college and promote Open Houses.
- Reconstitute the Summer ESL courses to support the Latino recruitment effort.
- Recruit at Focus and Ironbound four times during the year.
- Create a Latino-friendly student environment through student activities and specialized activities in Student Life.

KEY STRATEGY: Conduct Targeted Recruitment of the Regional Veteran Population (Yield: 25 incremental students)

Background: Essex County College services the second largest veteran's population in the region. The Office of Recruitment houses the Veteran's Certifying Official, who is responsible for providing information regarding GI Bill educational benefits to veterans, as well as certifying those benefits for use at the college.

Over the past two years, the office has attempted to make the college a more veteran-friendly establishment by increasing service to veterans through workshops, updating the amount of information available to veterans on-line, and improving physical access to the certifying official. In 2011, veterans were also recognized at graduation with red, white and blue sashes.

Outcome: The veteran population has increased over the past three semesters in direct response to the attempts to improve student services to veterans on campus (+61% over the past 5 years).

Total Veterans	2007	2008	2009	2010	2011	5yr Increase
Fall	124	109	120	165	200	+61.3%
Total Credits Registered	1405	1204	1476	1960	3942	+180.6%

Students responded directly to the Veteran's OPTIONS magazine published in Spring 2011 with 54 new students joining that semester. The Spring 2011 OPTIONS magazine was dedicated to explaining how veterans could access the GI Bill and was highlighted during the Regional Veteran Service Provider Conference in December 2010 as a best practice.

	2008	2009	2010	2011	2012	5yr Increase
Spring	*74*	*95*	*118*	*201*	*175*	*+133.0%*
Total Credits registered	*907*	*1095*	*1546*	*2315*	*2655*	*+14.6%*

Spring 2011 represents a 70.3% in total students vs. Spring 2010. Importantly, credit load for both Fall and Spring has increased dramatically over the past 5 years and continues to trend upwards.

Assessment: Offering targeted advisement services for veterans created an increase in credit hours (+180.6% in 5 years). Implementing awareness activities (OPTIONS, emails, workshops, moving office to more accessible location) also increased enrollment and usage of GI Bill benefits.

EMP Activities: The Enrollment Management Plan maintains our interest in veterans with a targeted increase of 25 students. The following activities are being planned to support this strategy:

- Designate the Veteran Certifying Official as primary advisor for all veteran students.
- Dedicate the Spring OPTIONS cover and major portion of book to veteran student issues.
- Expand collaborative relationships with organizations and agencies who serve veterans in order to share more information with these agencies about the college.
- Bring more resources on campus to interact with veterans by hosting two veteran student workshops: transfer fair and dependent use of benefits.
- Recognize veterans throughout the college:
    - ECC graduates with red, white, and blue cords during graduation and within the program
    - Free lunch and an internal, print-driven thank-you campaign on Veteran's Day
    - Develop a volunteer list of veteran faculty, staff and administrators on campus willing to serve as resources to current veteran students
- Explore developing a veteran's student club within the college.
- Increase use of ACE to provide more seamless transfer of military credits to the college.
- Develop a policy whereby military stop-outs are not penalized for time away from the college.
- Seek grants to support veteran services and activities.

KEY STRATEGY: Conduct Targeted "Recruit Back" of Previously Enrolled Students - Readmit (Yield: 100 incremental students)

Background: In pursuing the under-21 demographic, we have inadvertently lost what was previously seen as a strong student demographic, 30+. While 17-21 has grown from 38% to 50% from 2004 to 2010, the 30+ demographic has decreased from 18% to 14% during the same time period.

Over the past three years, recruitment has balanced the emphasis on younger new students with reclaiming stop-outs and readmitting prior ECC registrants. Readmits tend to be older, more mature students - corresponding to the 30+ demographic.

Outcome: The readmit program has produced stronger applications each year, with Fall 2011 culminating in 662 applications (+42% from program inception in Fall 2007). Importantly, the yield from application to registration (averaging 56.2% for the past 5 years) is consistently stronger than the general population (averaging 51.9% for the same time period).

<div align="center">Readmit History</div>

	Fall 2007	*Fall 2008*	*Fall 2009*	*Fall 2010*	*Fall 2011*
Applied	*466*	*580*	*640*	*618*	*662*
Registered	*307*	*352*	*372*	*310*	*304*
Yield - Readmitted Students	*65.9%*	*60.7%*	*58.1%*	*50.2%*	*45.9%*
Yield - General Population	*54.4%*	*56.3%*	*54.5%*	*50.9%*	*43.6%*

Exit surveys were conducted with readmit individuals who chose not to reregister, identifying lack of finances and time conflicts as the primary barriers to re-entry.

Assessment: We will continue to target the readmit population in an effort to increase the 30+ demographic at Essex County College. However, the low yield from application to registration, despite the strong increase in applications, points to a significant opportunity. We will target recruitment specifically to this demographic and devise a more individualized advisement process more applicable to the 30+ demographic. In addition, an expedited registration process that assumes prior knowledge of the college, as well as more emphasis on providing resources to address mitigating circumstances identified via the survey (financial aid, evening/weekend courses, knowledge of hybrid courses), may also increase the yield.

EMP Activities: The Enrollment Management Plan maintains our interest in Readmit students with a targeted increase of 100 students. The overall program is expected to yield 800 applications (+22.2%) with an increased yield from 46% to 50% for 400 total students (100 incremental). The following activities are being planned to support this strategy:

- Identify Readmit students from Banner data base.

- Schedule four general readmit programs, including transfering back to Essex with local upper division colleges.

- In collaboration with Academic Affairs, pilot six division-specific readmit sessions to target reclamation of program-specific students.

- Emphasize hybrid courses, accelerated course options, financial aid and flexible scheduling opportunities at all sessions.

- Include, in each session, an opportunity for immediate/express registration and on-the-spot transcript evaluation.

- Continue "Welcome Back" program encouraging students to return or transfer back to Essex to complete their Associate's Degree.

- In collaboration with Academic Affairs, complete the development of the General Studies Degree.

KEY STRATEGY: Improve Yields from Application to Registration (Yield: 25 incremental students)

Background: Bottlenecks in new student intake were causing a number of students to sign in for registration but leave prior to finishing the process. In Fall 2010, close to 25% of the invited registration population would attend, but not register. This issue was identified through the New Student Intake analysis developed by the Office of Recruitment & Retention.

Outcome: The new student intake process was physically redesigned to improve student satisfaction. In addition, a reclamation phone process was instituted for students who were "lost" after registration (signed in, but did not register). These efforts have significantly reduced the number of students who attend registration, but do not register.

Attend Registration, Did Not Register

	Fall 2010	*% for Fall 2010*	*Fall 2011*	*% for Fall 2011*
Attended Registration	*5120*	*100%*	*5705*	*100%*
Registered	*3885*	*75.88%*	*4936*	*86.52%*
Attended, Did not Register	*1235*	*24.12%*	*769*	*13.48%*
TOTAL CONTACTED	*993*	*100%*	*603*	*100%*
Registered (after contact)	*174*	*17.5%*	*247*	*40.96%*
New Attend, Did not Register	*1061*	*20.7%*	*522*	*9%*

Exit surveys conducted during reclamation identified the top 3 reasons for attending, not registering:

- unable to register (lack of placement test/no application/placed below developmental-ABE),

- classes not available, and

- issues with payment/financial aid.

Assessment: The newly redesigned intake process reduced the initial number of students who attended, did not register from 25% (Fall 2010) to 13% (Fall 2011). Importantly, the reclamation of students who attended registration but did not complete the registration process successfully reduced the total number of non-registered students from 13% to 9% for Fall 2011.

EMP Activities: The Enrollment Management Plan maintains our interest in increasing yields from application to registration. The following activities are being planned to support this strategy:

- Intensify efforts to contact students who attend but do not register for the purpose of completing registration.

- Collaborate with Academic Affairs to ensure flexibility in the course schedule.

- Enhance the application process, adding clarity and high tech/high touch approaches, including expanding usage of on-line applications and computerized testing.

- Change transfer admissions materials to require mandatory attendance at testing unless a waiver has been secured in advance. This will decrease the number of students who arrive at registration unable to register due to testing issues.

- Allow readmit hold to be lifted by registration operator. This will decrease the number of students who arrive at registration unable to register due to application issues.

- Increase financial literacy and preparedness. Provide information regarding payment options and financial aid requirements/deadlines.

KEY STRATEGY: Increase Student Enrollment at West Essex Campus (Yield: 35 incremental students)

Background: The West Essex Campus is the official branch campus of ECC and primarily serves the residents of the western portion of Essex County by providing credit courses, degree programs, non-credit courses, workshops, and seminars. Students attending the West Essex Campus represent every municipality in Essex County. Over the past five years, the branch campus has been experiencing an enrollment growth of nearly 40%. The enrollment for Fall 2011 was 2,047 students with total credit hours of nearly 18,000. This represents a slight decrease (about 8%) from Fall 2010, which was a record high for the campus of 2,202 students with 19,373 total credit hours.

Outcomes: The Fall Open House was held on Thursday, October 13th, 2011 and 24 people signed in of which 20 completed applications and of those 11 registered for Spring 2012 courses.

The Coordinator of Admissions attended five High School Visits/Instant Admit Days and presented information to students from ten different high schools in the area during Fall 2011 and collected a total of 30 applications thus far.

The High School Initiatives (Spring 2012) - A total of 75 students were registered for the high school initiative. The two high schools that yielded the most students were James Caldwell High School with 35 and West Orange High school with 36.

Assessment: The Enrollment Services department at West Essex Campus continues to outreach to the local community to maintain and increase enrollment of new students. For the academic year 2011-12 the campus had a total of 647 new students and the goal is a minimum increase of 5% (30 more students for the upcoming year).

EMP Activities: The Enrollment Management Plan maintains our interest in increasing the new student population at the West Essex Campus. The following activities are being planned to support this strategy:

- In collaboration with the Department of Marketing and Communications, identify targeted populations and market segments.
- Hold a minimum of 2 Open Houses.
- Establish Instant Admit Days at the campus and at local high schools.
- Collaborate with local high schools to hold Parent Information Nights.
- Initiate High School Counselor information and collaboration strategies with James Caldwell High School, West Orange, Verona, and Cedar Grove.
- Utilize social media and traditional media sources (such as Twitter, Facebook, and West Caldwell Patch) to publicize degree offerings, dates for events, and to support the application to enrollment process.
- Intensify marketing of hybrid offerings for students between the ages of 25-40.

KEY STRATEGY: Develop a Marketing Campaign to Support the Recruitment Effort.

Background: The Department of Marketing & Communications (DMC) has developed a marketing plan to provide a guideline for the current marketing strategy. This plan provides a historical snapshot of the existing marketing and communications efforts, and looks forward to outlining the work to be done over the next two years to improve upon the current efforts.

Outcomes: The following projects were implemented for 2012 in support of the recruitment effort:

- Expand the College's deployment of Social Media to increase/improve communications with our students and potential students. Facebook site launched 2/14/2012. Currently, over 550 students like ECC's Facebook page. The institutional Social Media Plan calls for adding Twitter in Spring 2012.
- Increase number of Open House events for adults, parents and their children. Hold events that help students complete the entire application and financial aid process on Sundays at Essex events.
- Widen the distribution of Options Magazine both in print and online to targeted populations in the Essex County area.
- Launch the Completion Project on Newark Campus (November 2, 2011) and on West Essex Campus event (Date: TBD).

Assessment: As with any plan, this is not a static document but rather one that is created with the intent to meet the current and changing needs of the College. With new input from Institutional Research as interpreted by the Enrollment Management Council, these strategies may need to be fine-tuned and adjusted as needed to ensure that the marketing activities are continuously assessed and are providing for the greatest impact with the resources that are available. For example, due to the decrease in enrollment in Fall 2011/Spring 2012, Marketing & Communications will be developing a marketing campaign around Summer I and Summer II sessions to bolster credit hours among current and new students.

It is important to note that DMC is also working to develop an institutional brand/image for the College that will consistently and clearly communicate who we are and our ability to "change lives and build futures." The new branding message/logo will be consistently used in the Enrollment Management brochures, ads, newspaper articles, workshops, orientations, and social media initiatives. DMC utilizes a media monitoring service to assist in tracking effectiveness of its communications plans, and will be looking to new ways to track the effectiveness of its advertising plans in the coming year.

EMP Activities: The Department of Marketing & Communications will continue to support the Recruitment effort at Essex County College. The following represents the key projects identified for the 2013-15 Marketing Plan:

- Develop new College-wide Brand/Logo.
- Rebuild and roll-out new website that aligns with new branding message, including a Recruitment-specific page.
- Integrate key strategies from Recruitment & Retention into institutional Social Media Plan.
- Expand General Image/Recruitment Advertising to include successful alumni
- Building advertising campaign around changing summer schedule, including current students, targeting college students home for the summer, and encouraging entering students to get a jump start on remedial courses.
- Continue to publish Options Magazine, including distributing electronic version to current students.

RETENTION

Essex County College • Newark, NJ

SITUATION ANALYSIS

Current State of Retention at Essex County College

The following quantifications define the current state of retention at Essex County College and were helpful in the planning process. Additional data that disaggregates subpopulations of Essex County College students by persistence, retention and graduation rates was also used to develop this plan. In addition, outcomes from the assessment of the 2012 retention intiatives (pg. seven and eight) were also used to develop 2013-15 retention strategies.

Student Satisfaction Data

A comparison of the 2009 and 2011 Student Satisfaction Inventory reveals *statistically significant improvement* in student satisfaction across *all areas* covered in the survey. The college also experienced significant improvement in the question of overall satisfaction, and the decision to enroll again:

Summary	*Essex County College*	*National Community Colleges*	*Mean Difference*
So far, how has your college experience met your expectations?	*4.89*	*4.52*	*0.37 ****
Rate your overall satisfaction with your experience here thus far	*5.41*	*4.85*	*0.56 ****
All in all, if you had to do is over, would you enroll here again?	*5.57*	*4.90*	*0.67 ****

| Ratings on a scale of 1-10 | 10 being the best. | ** Statistically significant |

In 2011, the students cited academic advising, registration effectiveness and instructional effectiveness as the top three areas of importance.

Summary	*Essex County College*	*National Community Colleges*	*Mean Difference*
Academic Advising/Counseling	*4.89*	*4.52*	*0.37 ****
Registration Effectiveness	*5.41*	*4.85*	*0.56 ****
Instructional Effectiveness	*5.57*	*4.90*	*0.67 ****

Of the three most important, the students reported the greatest satisfaction with registration effectiveness, providing support to the significant improvements to the registration process that has occurred over the past 2 years, including:

- Visible signs posted throughout the building announcing early web registration dates as well as in-person registration dates.
- Comprehensive information posted on ECC Web site about advisement, registration dates, registration steps, course pre-requisites, self-service tutorials, payment dates, etc.

- E-mail notifications and follow-up reminders sent to students during each of the registration periods directing them to ECC Web site and student self-service.
- On-line registration incorporated into new student registration.

Therefore, registration effectiveness has been identified as a core strength of the college in 2012.

	Essex County College			National Community Colleges			
Scale	*Import*	*Satis/SD*	*Gap*	*Import*	*Satis/SD*	*Gap*	*Mean Diff*
Academic Advising/Counseling	*6.48*	*5.25/1.55*	*1.23*	*6.06*	*4.60/1.46*	*1.46*	*0.65 ****
Registration Effectiveness	*6.47*	*5.57/1.14*	*.90*	*6.06*	*4.99/1.14*	*1.07*	*0.58 ****
Instructional Effectiveness	*6.46*	*5.53/1.18*	*0.93*	*6.00*	*4.90/1.17*	*1.10*	*0.63 ****

Instructional effectiveness ranks #3 in importance, with a fairly low gap, therefore instructional effectiveness also ranks as a strength.

Academic advising is uniformly identified as one of the College's greatest weaknesses. Students cite academic advising as being most important to them in the 2011 Student Satisfaction Inventory (and tied with registration effectiveness as #1 in 2009). However, despite recent improvements, students report being least satisfied with advising in 2011. Faculty echoes these sentiments with advising ranking as a key concern in focus group discussions, IPS survey data, and within the Middle States Self Survey. Therefore, advisement has been identified as a key weakness. A strategy was developed to specifically address this issue.

SWOT ANALYSIS

Prior to consensus building for retention-based strategy selection, the group completed the assessment of current retention strengths, weaknesses, opportunities, and threats (SWOT). The SWOT definitions used with the planning participants are illustrated in the following table.

Strengths:	*Existing characteristics including physical, human, and campus traditions that clearly contribute to institutional success and the achievement of the retention goals.*
Weaknesses:	*Existing characteristics that detract from institutional success and the achievement of retention goals.*
Opportunities:	*Factors that have the potential to be developed into strengths for the institution.*
Threats:	*Conditions that are obstacles to institutional success and achievement of retention goals.*

SWOT Analysis

STRENGTHS	WEAKNESSES
• Registration Effectiveness	• Academic Advising
• College Readiness Programs	• Student Counseling
• Completion Project	• Financial Aid
• Student Services	• Internal Communication (both to students and to staff)
• Student Ambassadors	• Physical Space Constraints
• Campus Safety	• Physical appearance/Signage
• Instructional Effectiveness	• African American Male Retention
• Faculty	• Class Availability
• Bookstore	• Access to Data & Technology (IT)
• Diverse Student Body and Faculty	• Lack of a Retention Strategy
• Technology Resource Center	• Lack of Cohort Tracking
	• Adjunct/Faculty Ratio
	• Book Policy
OPPORTUNITIES	**THREATS**
• Orientation	• Lack of College Preparation by Students
• Expanded Early Alert System	• Declining Resources
• CSS as a 3-credit Course	• Student Loan Availability
• Computerized Placement Test	• High Number of Adjunct Faculty
• Increased Availability of High Demand Courses	• Decrease in Grant Funding
• Expand Advisement Week Pilot	• Statewide Reputation of Community Colleges
• Leverage Best Practices	• Federal Changes in Financial Aid Policies
• Administer Retention Assessments	
• Summer Orientation Programs	
• Faculty Mentoring Programs	
• Student Success Center	

SWOT elements that impacted retention strategies are highlighted in red.

HISTORICAL RETENTION DATA

Ranked 29th nationally and first in the state for the total number of associate degrees awarded to African Americans in 2008-2009 and 13th in total number of associate degrees in education (Community College Week, Jun 14, 2010).

- 25% of total population is Latino. Member of Hispanic Association of Colleges &
   Universities (up more than 58% in the past 6 years)
- 324 International Students from 67 countries (Fall 09)
- 31% of new student population reports English as a Second Language
   (2009 SENSE - Survey of Entering Student Engagement)
- 49% of total population AY 2009-2010 between 17 and 22. This represents a 61% increase
   from Fall of 2004.
- 2nd largest service provider for veterans in the region (over 200 enrolled veterans)

Unique attributes/why students attend your institution: (from student focus group)

- family atmosphere
- caring professors
- helps me be/do my best
- 78.5% of entering freshman indicate their goal is to obtain and Associate's degree (2009 SENSE)

Student identification of family atmosphere and caring professors offers an opportunity to address engagement through direct partnership with academic affairs
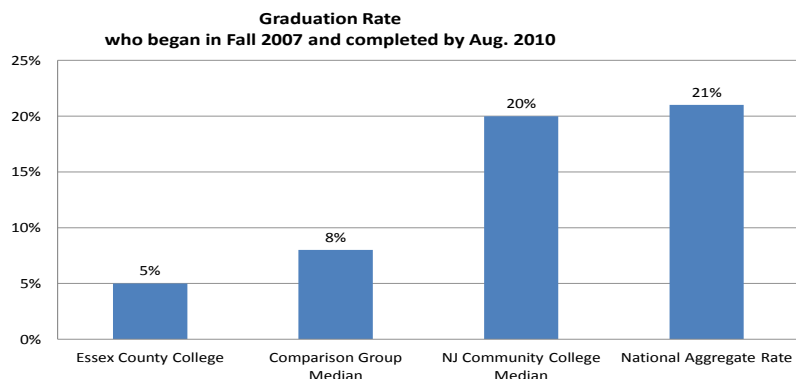
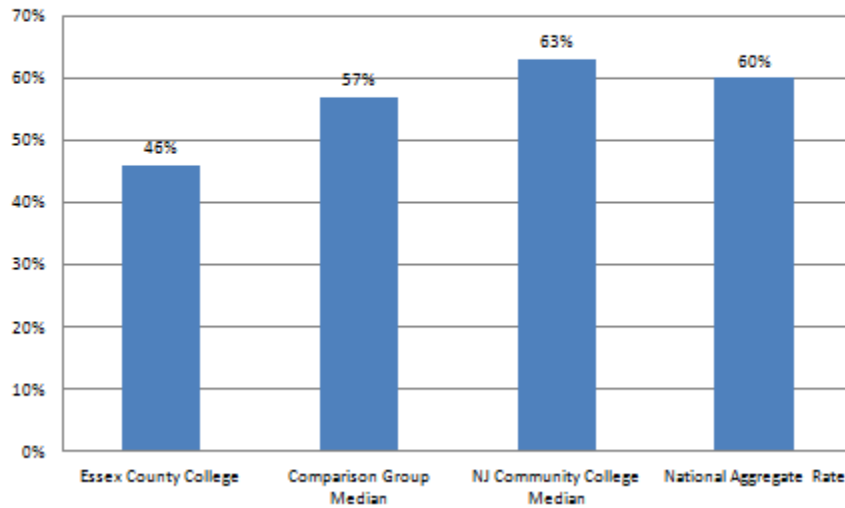## Standard Assessments

Course placement less than college
Math	88.9%
Reading	81.7%
Composition	83.6%

Over 80% of the incoming population required additional coursework prior to being eligible for college-level math or English classes. This data, combined with a discussion regarding the increased success rate of students once they achieved college level coursework, was significant in developing the recommendation for mandatory summer coursework for developmental students.

Graduation Rate
who began in Fall 2007 and completed by Aug. 2010

Graduation Rate
who began in Fall 2007 and completed by Aug. 2010

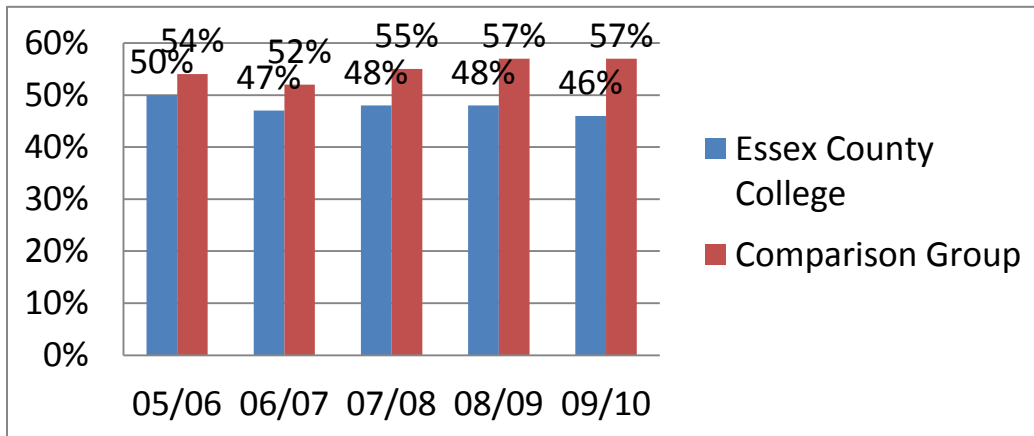| Essex County College	Comparison Group Median	NJ Community College Median	National Aggregate Rate
5%	8%	20%	21%

First-Time Full-Time Retention Rate
who began in Fall 2009 and returned in Fall 2010

Essex County College's Fall to Fall retention rate ranks below national, state and comparison group measurements. It is imperative that strategies are developed to ensure timely progress and completion in order to reverse this measurement.

First-Time Full-time Retention Rate: Last 5 years

The decrease in the Essex County College five-year retention rate runs counter to the Comparison Group trend. This data supports the objective to develop a culture of completion and emphasizes the need for intrusive, institutionalized retention strategies, including mandatory advisement and retention specialists to actively reclaim students who are not on task to meet institutional milestones. Further research to identify retention risk factors specific to Essex County College in order to target strategies to mitigate these factors is critical to sustained success.

RETENTION STRATEGIES

After reviewing the data associated with the situation analysis, ECC planning participants identified the following "vital few" strategies. These strategies will be implemented in collaboration with various departments throughout the College to accomplish the Enrollment Management Plan objectives.

1. Redesign the academic advising system to ensure a highly structured, intrusive program that offers front-end loading and progressive responsibility to all full-time degree- and certificate-seeking students.

2. Develop a mandatory Freshman Year Experience, to include enhanced orientation, developmental summer coursework, and a three-credit college success seminar.

3. Develop a centrally located, student success center to reduce "runaround" and enhance student services. The one-stop center should promote timely student services, student-centered communication, and proactive information flow.

4. Develop a comprehensive, multi-dimensional new and returning student communication plan designed to assist students with maintaining timely progress and completion. The plan should contain intrusive retention initiatives to reclaim "off-track" individuals well before they are identified as significantly at-risk.

5. Improve, expand and leverage the technology available to support all aspects of student success and retention at Essex County College.

6. Develop a retention-driven data dashboard for sustained, on-going assessment of retention initiatives.

7. Improve the development of employees who contribute to student success and retention by providing multiple opportunities for continuous improvement.

8. Improve partnership with faculty to increase student retention.

9. Identify retention risk factors and develop targeted strategies to mitigate those factors.

Each strategy has been attached to a subcommittee of the Enrollment Management Team to aid in the interdepartmental development and implementation of the resulting action plans. The subcommittees are generally chaired by both a faculty member and an administrator to promote equitable development of appropriate tactics.

FINAL WORD

This plan does not ensure results, but it documents a disciplined appraisal, goal setting, and strategizing effort that has identified priority improvement targets, strategies, and action plans. It was developed through an organized, data-informed thought process and serves as a communication tool that describes *what* Essex County College expects to achieve and *how* it will accomplish it.

The continuing investment by the Essex County College community is crucial for the success of this plan. Importantly, iterative assessment, reflective practice , annual and ongoing evaluation of outcomes, and a continued willingness to identify and adopt internal /external best practices will be critical to continuous improvement.

EXHIBIT 1: Enrollment Management Team Members 2011 - 2012

Biology & Chemistry	Lee. Jeffrey	Associate Professor	Biology
WESX/Business	Bernstein, Harry	Professor	Business
Business	Rivera, Carlos	Assistant Professor	Business
Eng Tech & Comp Science	Dimopoulos, Alkis	Instructor	Engineering
Engl for Speaker of Other Lang	Lumbsden, Samuel	Instructor	ESL
Humanities	Spellman, Robert	Professor	Art
Humanities	Williams, Rebecca	Instructor	English
Liberal Arts & Sciences	Stein, Jill	Acting Dean	
Math & Physics	Castillo, Carlos	Instructor	Mathematics
Nursing & Allied Health	Dey, Marlene	Associate Professor	Nursing
Social Science	Bridgeforth, Mamie	Chair	
Social Sciences	Davis, Patrice	Associate Professor	Crim Justice
Workforce	Satish, Nerur	Dean	
Workforce	Bello DeCastro, Leigh	Assistant Dean	Foundations

Total Faculty Count: 14

Student Success	Mack, Marva*	Asst Dean, Recruitment &Retention
Administrative & Learning Tech	Desai, Kishor	Programmer
Continuing Education	Romano, Joanna	Director, EOF
Continuing Education & WESX	Viera, Elvy	Associate Dean, WESX
Institutional Advancement	Drakulich, Scott	Director, Institutional Research
Finance	Miller, Darlene	Bursar
Marketing & Communications	McCarthy, Marsha	Director, Marketing & Communication
Student Success	Kassa, Zee	Assistant Dean – Enrollment Services
Student Success	Slade, Patricia	Director – Student Life & Activities

Total Administrator Count: 9

Alvarez, Carla
Guittierez, Manuel
Antwi, Ruth

Total Student Count: 3

*Chair

All Cabinet members are ad hoc members of the committee.