

2016

INSTITUTIONAL OUTCOMES  
REPORT

ATLANTIC CAPE  
COMMUNITY  
COLLEGE

May 2017



# **Institutional Outcomes**

## **2016**

**Atlantic Cape Community College**  
**Institutional Research, Planning and Assessment**  
**5100 Black Horse Pike**  
**Mays Landing, New Jersey 08330**  
**May 2017**



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## INTRODUCTION

Fiscal year 2016 is Atlantic Cape's fifth and final year of implementation for its Strategic Plan 2012-2016. In fiscal year 2016, a Strategic Planning Team was formed to create the 2017-2021 Strategic Plan. The team conducted an Environmental Scan, to assess and analyze new developments and trends critical to the future of the college. A series of focus groups, interviews and surveys were administered to gain input from the college's internal and external stakeholders. A draft plan was shared with the community for feedback and changes were made. The plan was endorsed by the Board of Trustees on June 28, 2016.

Highlights on specific efforts and accomplishments for fiscal year 2016, reflected in the 2012-2016 Strategic Plan include:

### **Goal 1.0 - Maximize Student Success**

The college continued to monitor and assess the progress of the various Student Success projects. Atlantic Cape launched numerous student success initiatives during the last four years in an effort to assist more students in achieving their dream of a college degree.

The success of Atlantic Cape's Math Boot Camp initiative was referenced by Gov. Chris Christie in his State of the State address and at a conference at Camden County College, where he highlighted Atlantic Cape's Math Boot Camp as an outstanding example of successful programs targeting high school students with innovative developmental support to enable them to succeed in college. Atlantic Cape has offered Math Boot Camp, which is funded by a College Readiness Now grant from the state, four times. Math Boot Camp is free to select students who need to complete one or two developmental math courses. Research on college student retention indicates if students can succeed in their mathematics courses, then they are more likely to graduate sooner. Early data shows positive trends for Atlantic Cape's Math Boot Camp.

The Accelerated Learning Program (ALP) piloted back in 2012 continues to show positive results and was expanded. Atlantic Cape received the 2016 Diana Hacker Two-Year College English Association Award for Outstanding Programs in English for Two-Year Colleges and Teachers in the Enhancing Developmental Education category for the college's Accelerated Learning Program. College data shows 84 percent of students enrolled through ALP complete ENGL101, nearly double the completion rate of students who go the traditional route of remedial English.

We continued to assess outcomes for Accelerated Math and based on those outcomes changes were planned to speed up the time it takes for students to get through their developmental math. The decision was made to move to Math-099 in fall 2016, to accelerate the time it takes for students to complete their developmental math in one semester. The goal of Accelerated Math is to provide the opportunity for mastering math skills for achieving chosen academic/career goals therefore increase the success rates of students in gateway math courses. Accelerated Math continues to assess and analyze entrance/exit surveys along with pre and post-test assessments to increase educational goal attainment and maximize student success.

Early Alert continued to be implemented and is open to all faculty to refer students that are exhibiting non-disruptive behaviors that are not conducive to academic success. Faculty would use Retention Alert (through Web Advisor) to open an Early Alert case for a student. The case would be opened by the Early Alert Administrator and referred to the appropriate Student Affairs staff member. The faculty member can expect that an outreach is made to the student within a 24 – 48 time period. The Student Affairs staff member will contact the student to assess the situation and offer the appropriate intervention strategies or referral.

Peer mentors provide support, information, encouragement and act as a referral source for first-time freshman who may need assistance making the transition to college. Mentors promote an awareness of campus resources, assist students in the Career Center and the pursuit of academic excellence. Second year students who have earned at least 24 credits and have a 2.5 GPA interested in becoming a Peer Mentor can apply in the Counseling and Support Services office. Peer Mentors program started with 20 students in 2014. Staff maintained 10% increase in 2015 and 2016. In 2016 the program enhanced recruitment and marketing via recommendations from faculty and staff and targeting honors students.

The goal of the Career Development initiative is to increase student success by increased focus on providing students with systemic career assessment and career development services. By enhancing student awareness of career options and assisting students in making informed career decisions, we afford students increased empowerment and motivation, in addition to “ownership of their educational goals.” In this regard, a number of initiatives have been initiated including the introduction of career services office on each campus, the purchase of SIGI career development software, incorporating utilizing curricular infusion methodology in classes among many others.

The college continues to explore new success initiatives and have added two more initiatives that are just forming and are in their early stages. Those include the Career and Academic Support Program (CASAP) and Honors.



## **Goal 2.0 - Strengthen Community Partnerships**

In a continued and concerted effort to create and foster pathways for Atlantic Cape students, the College signed numerous articulation agreements. These included:

Dual admission agreements with both Rutgers University and Stockton University for select programs. These agreements allow students, who comply with the guidelines of the agreement, to transfer their credits upon graduation seamlessly to the university without wasting time, money or the hassle of dealing with credits that do not transfer.

A conditional acceptance agreement was signed with Rutgers University-Camden for a 3+1 Nursing Degree allowing students to complete three years at Atlantic Cape and obtain their Bachelors in Nursing in their final year at Rutgers University-Camden. This opportunity allows students to attend classes closer to home for an additional year and save money in pursuit of their BA degree.

An articulation was signed with Cape May County Technical School District allowing CMCTSD students to earn up to 25 Prior Learning Assessment (PLA) credits toward their Associate in Science degree in Technical Studies at Atlantic Cape. This benefits the students by providing students an accelerated route to an associate degree.

Atlantic Cape entered into a Scholars Agreement with Fairleigh Dickinson University providing dual admission and substantial discounts to students that decide to transfer to FDU for completion of their Bachelor's degree.

A dual enrollment partnership was instituted with Atlantic County Institute of Technology (ACIT). High School students attending ACIT can participate in the four-year program to prepare them for careers in aviation while attending their classes on the Mays Landing campus at Atlantic Cape. This arrangement was made possible through a grant with the New Jersey Department of Education.

## **Goal 3.0- Demonstrate Effectiveness, Continuous Improvement and Efficient Use of Resources**

Trustees awarded a \$13.2 million contract to Arthur J. Ogren, Inc., of Vineland to build a Student Success and Career Planning Center as well as other construction projects on its Mays Landing Campus. The project includes construction of a 20,000-square-foot building on the

Mays Landing Campus, reconfiguration of the former Student Life Center to house the Testing Center, relocation of the President's office, and renovations to the cafeteria and dance studio.

The two-story facility will house a student center on the first floor and the Student Success and Career Planning Center on the second floor. The Student Success Center will offer guidance and resources to assist students in making informed decisions about career choices, including career counseling and access to computers for job searches.

The building was designed by Spiezle Architectural Group of Trenton and is funded through GO Bonds and Chapter 12 funds. The project was slated to break ground in spring with estimated completion in fall 2017. As of the end of FY16 the project was awaiting Pineland application approval. On June 29, 2016, Pinelands confirmed the application review was complete and would proceed with the public comment phase. The Public comment Phase was slated for July 8-22 and the Pinelands resolution approval scheduled for August 2016. The project is anticipated to take 18 months for completion.

The second section of this report presents the Institutional Performance Measures with the definition of each measure and a matrix relating the measures and institutional goals and objectives to organizations (Divisions, Cross Functional Committees) responsible for ensuring that the College is focused and moving towards meeting its strategic goals. The Institutional Performance Measures are one of the components of the College's Institutional Effectiveness Plan, and were selected to represent the broadest measures of progress and effectiveness towards fulfilling the College's goals and mission.

## I. OUTCOMES BY INSTITUTIONAL GOALS & OBJECTIVES – FY 2016

### **INSTITUTIONAL GOAL 1.0 – MAXIMIZE STUDENT SUCCESS**

**Institutional Objective 1.1:** All instructional programs will be assessing curriculum and program quality, analyzing student learning outcomes, and using results to enhance institutional effectiveness.

#### Evidence of outcomes

In preparation for re-accreditation by the Middle States Association on Colleges and Schools, Commission on Higher Education (MSCHE) in 2018, Atlantic Cape formed a Self-Study Team with 7 committees for each of the 7 standards plus one additional committee for compliance. The committees submitted a self-study design to MSCHE in April 2016 which was accepted. Middle States Accreditation Review will take place in spring 2018.

#### Academic Affairs

- The following program reviews were completed
  - Liberal Arts/Performing Arts Option A.A.
  - Liberal Arts/Studio Arts Option A.A.
  - Hospitality Management, A.A.S.
  - English as a Second Language

#### Financial Aid

- A Financial Aid Office Assessment took place in December 2015 by an external reviewer, Financial Aid Service, Inc. of Atlanta, GA. The purpose of the visit was to examine financial aid business processes and assess financial aid staffing needs and structure. The observations in the report were based on conversations from their meetings with staff and students in addition to a review of the materials provided before and during the visit or accessible on the institution's website. The recommendations were focused in five areas including administrative capability and leadership; regulatory realities and staffing; business processes and automation; customer service and organizational structure; and compliance. The report stated the institution needs to focus its efforts on developing procedures and system processing flows that take full advantage of available tools for automation. Implementing document imaging and software to streamline the scholarship application and awarding process or automate the verification review process to improve office efficiency. Implementing functionality for Student Self-Service, available through the Colleague data management system, in addition to a student service initiative that utilizes cross-departmental collaboration, would enable the institution to address its customer service needs. Also, the reviewer

recommended that in addition to the financial aid director and her assistant director, a third financial aid manager should be put in place and charged with all duties related to the financial aid application and awarding processes with a focus on customer service. The report stated that in the long term, Atlantic Cape should consider developing a financial services unit to ensure timely disbursement and reconciliation of state and federal student aid and superior financial services for students. The recommendation was made to move to a One Stop or combine Financial Aid & Business Office so students only have one stop as well as to offer full service at extension centers. As a result the review, a transfer of a college employee from another department to the financial aid department was made. Also, for the first time a dedicated financial aid employee is assigned at the Atlantic City campus on a full-time basis

- The faculty finished the fifth year in a six-year cycle with two recommended General Education Goals (Written and Oral Communication and Technological Competency) being assessed over a two-year period with instructional or curricular modifications made based on the results of previous assessments. Courses that were unable to meaningfully assess one of the three goals listed in the second phase assessed Written and Oral Communication, Scientific Reasoning and Knowledge, Technological Competency, Humanistic Perspective, Historical Perspective, Ethical Reasoning, Critical Thinking and Information Literacy. All the General Education Goals were assessed again this year. All-In-One assessments were encouraged where projects used to assess Program Learning Outcomes were also used to assess General Education Goals with standardized General Education rubrics for each goal developed by the Faculty. Aggregated results for this assessment were as follows:

	No. of Students	Exceeded Expectations	Met Expectations	Did not meet Expectations
<i>Scientific Knowledge and Reasoning</i>	202	37%	57%	6%
<i>Humanistic Perspective</i>	0	0	0	0
<i>Historical Perspective</i>	25	16%	44%	40%
<i>Written and Oral Communication</i>	338	14%	65%	20%
<i>Quantitative Knowledge and Skills</i>	69	54%	25%	22%
<i>Technological Competency</i>	133	61%	23%	17%
<i>Information Literacy</i>	112	39%	59%	2%
<i>Ethical Reasoning and Action</i>	678	24%	72%	4%
<i>Society and Human Behavior</i>	34	12%	76%	12%
<i>Global and Cultural Awareness</i>	38	37%	58%	5%
<i>Critical Thinking</i>	185	58%	34%	8%
<i>Total</i>	1,814	32%	58%	10%

## Evidence of Stakeholders' satisfaction in Objective 1.1 as Assessed by Surveys:

*Overall experience with Atlantic Cape:*

	Students Mays Landing	Students Atlantic City	Students Cape May	Graduates	Alumni
<i>Average, Above Average, or Excellent response</i>	98%	97%	100%	98%	96%

*Overall value of an Atlantic Cape Education:*

	Students Mays Landing	Students Atlantic City	Students Cape May	Graduates	Alumni
<i>Excellent, Good, or Average Response</i>	97%	98%	100%	90%	93%

*Effectiveness of competency skills:*

<i>Very Effective or Effective response</i>	Students	Graduates
<i>Written and Oral Communication</i>	91%	89%
<i>Quantitative Knowledge and Skills</i>	85%	83%
<i>Scientific Knowledge and Reasoning</i>	79%	83%
<i>Technological Skills and Information Literacy</i>	85%	79%
<i>Society and Human Behavior</i>	86%	89%
<i>Humanistic Perspective</i>	82%	84%
<i>Historical Perspective</i>	79%	84%
<i>Global and Cultural Awareness</i>	79%	81%
<i>Ethical Reasoning and Action</i>	81%	84%
<i>Information Literacy</i>	-	82%

## Institutional Research, Planning and Assessment

- Completed Satisfaction Surveys of students in spring 2016. A total of 723 unique students participated in the student satisfaction survey, 565 in Mays Landing, 91 in Atlantic City, 63 in Cape May and 4 unknown.

A random sample of 43 courses were chosen to participate and faculty from those classes were asked for 30 minutes of their class time. Students were brought to a computer lab to complete the survey and then were sent back to class.

The survey began with general satisfaction questions about the college. A change for this year included two new overarching questions, one on communications and the other on technology, will be used as objective metrics in the Strategic Plan. Various questions on topics such as

student services, safety, and facilities that were asked in the previous (2015) student satisfaction survey were included in the 2016 survey.

The next student satisfaction survey is planned for the spring 2017 term. The Faculty and Staff Satisfaction Survey was administered in FY15 and will be administered again in FY17.

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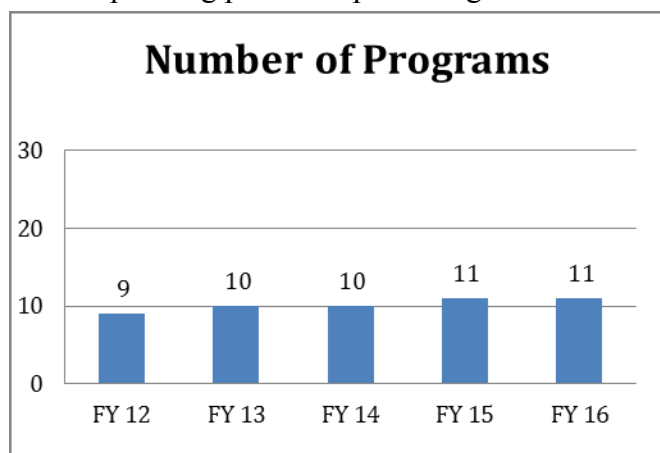
**Institutional Objective 1.2:** Increase the number of degree and non-degree programs that incorporate service learning, internships or co-ops prior to graduation by 2% annually.

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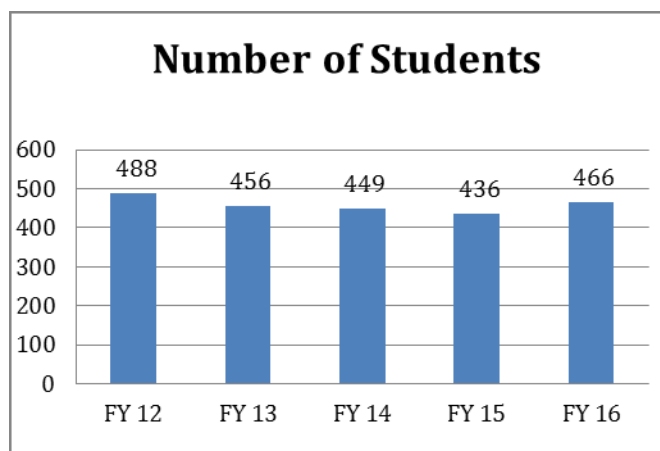
### Evidence of outcomes

#### Academic Affairs/Student Affairs

The number of programs incorporating partnership learning.



However the number of students participating has increased slightly from 436 in FY 15 to 466 in FY 2016.



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**Institutional Objective 1.3: Increase the progression rates of first-time, full-time students from developmental to college-level education by 3% annually.**

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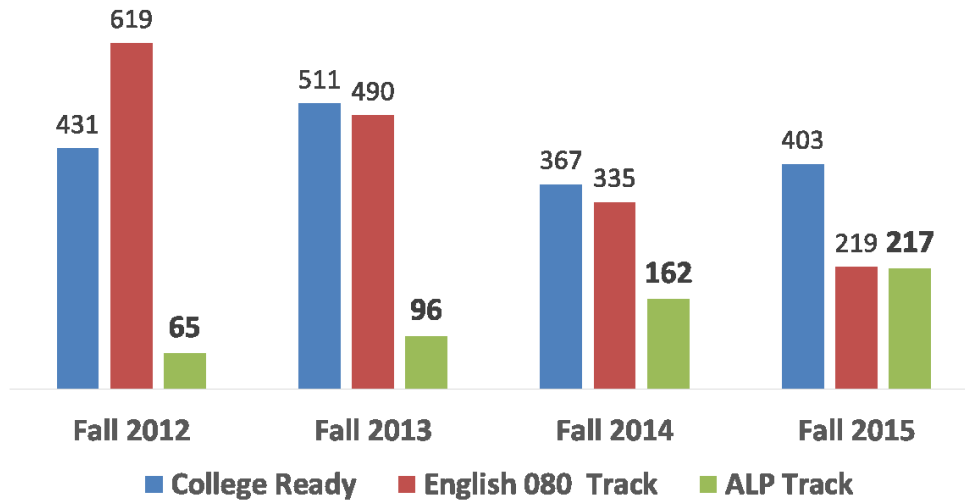
Evidence of outcomes

Student Affairs/Academic Affairs

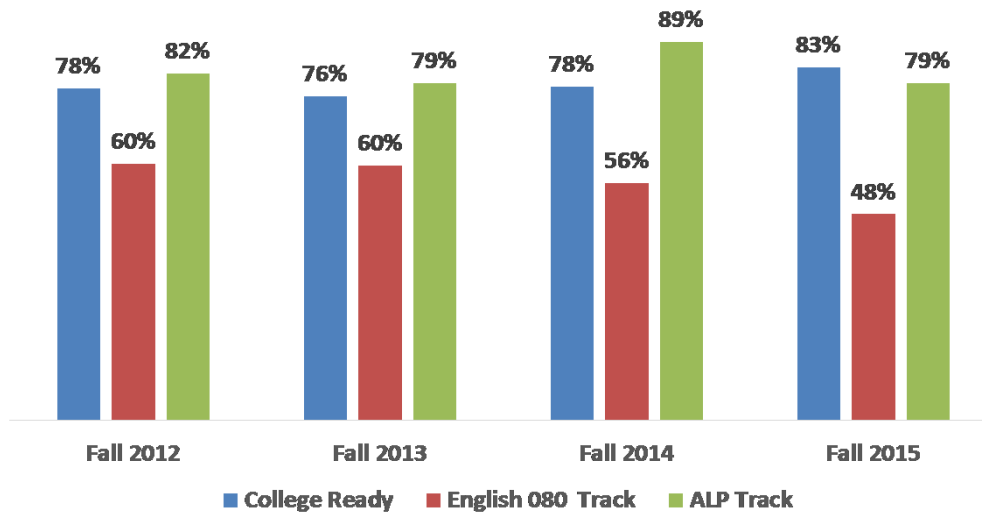
- Student Success and Career Planning Centers
  - Provided curricular-infusion activities to 625+ students via Dev. and College-Level English, ESL and ALP courses. Students were surveyed at the end of the activity and responded as follows:
    - 95% reported they learned something new.
    - 96% were motivated to take actions to reach their goals due to activity.
    - 57 Dev. Math (MTH073) students responded that due to in-class career activities 98% benefitted the way they hoped, 96% were motivated as a result to take action towards goals and 86% learned something new.
  - Piloted Career Maturity Rubric by faculty to assess developmental growth via writing assignments. 91% of ESL students in 2 Pilots (n=34) improved at least 1 level (greater Self Awareness) on 4-level rubric.
  - Piloted Cover Letter Rubric by faculty to assess developmental change via pre- & post- in-class workshop regarding cover letters. The 11 students in Pilot improved by 54% in their mean cover-letter effectiveness rating post- vs. pre-workshop.
  
- Accelerated Learning Program (ALP)

The college continues to increase the number of students participating in the ALP track for their developmental English. The following graph show that we started in 2012 enrolling 65 students and have increased that number to 217 in fall of 2015. The second graph shows that students that participate in the ALP track, continue to display success in their gateway English 101 performing closely to students that come in college ready and significantly outperforming students taking English 080.

### FTIC Enrolled Cohort - English Placement



### FTIC Cohort - English 101 Success 1st attempt - C or better





- Math Boot Camp

The following table shows a comparison of the number of students who enrolled in Math Boot Camp, persisted and registered for their college level math or science course. The success rate reflects those students who participated in Boot Camp, then registered for a college level math or science course and received a final grade of “C” or better in that class. Those success rates increased from FY15 to FY16

	FY15		FY16	
	<i>Summer 2014 (Unduplicated Heads 115)</i>	<i>Winter 2015 (Unduplicated Heads 24)</i>	<i>Summer 2015 (Unduplicated Heads 90)</i>	<i>Winter 2016 (Unduplicated Heads 33)</i>
<i>Registered for any class</i>	103 (90%)	22 (92%)	86 (96%)	32 (97%)
<i>Registered for college level math or science</i>	64 (56%)	11 (46%)	63 (70%)	25 (76%)
<i>Successful in college level math or science</i>	47 (41%)	10 (42%)	45 (50%)	20 (61%)

- Accelerated Math

The following table shows a comparison of students who participated in either the traditional, Math 073 and/or Math 074 as compared to those who took the Accelerated Math 073 and/or Accelerated Math 074. The success rates show that students did better in Accelerated Math 073 than those who took the Traditional Math 073. However when those same students originally placed in Math 073 enrolled in Math 074, the students who participated in the traditional version outperformed those who took the accelerated version. For students who placed directly into Math 074 and took either the traditional or accelerated version, there was no difference evidenced in their success rates and no difference evidenced in their success their College Level Math course. Both groups performed basically the same.

	Accelerated MATH 073	Traditional Math 073	Accelerated Math 074	Traditional Math 074
<i>Students Enrolled in Math 073 fall 2015</i>	136	560	n/a	n/a
<i>073 Course Success</i>	101 (74%)	356 (64%)	n/a	n/a
<i>Students Enrolled in Math 074 spring 2016</i>	36 (26%)	284 (51%)	95	391
<i>074 Course Success</i>	15 (11%)	171 (31%)	63 (66%)	259 (66%)
<i>Enrolled in College Level Math</i>			32 (34%)	137 (35%)
<i>Success in College Level Math</i>			20 (21%)	86 (22%)

Based on the outcomes of Accelerated Math assessment the decision was made in spring 2016 to make changes to Accelerated Math and to implement MATH-099, Accelerated Elementary Algebra, beginning in fall 2016. The intent of Math-099 is that students complete all necessary math remediation in one semester. Students utilize an online application (MyFoundationsLab), and are only required to complete subjects areas in which they are deficient, enabling a student to complete the course before the end of the semester. This provides students the opportunity to take their college level math course in the ninth week of the semester if they so choose. Overall it decreases the amount of time students need to reach their college level math course sequence.

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**Institutional Objective 1.4:** Develop and implement a comprehensive completion program for first-time degree and certificate-seeking students that increases educational goal attainment by 25%.

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### Evidence of outcomes

#### Academic Affairs

- **Late Start Classes**
  - Atlantic Cape Community College offered “late-start” classes beginning Feb. 8 for students who want to add a class to their schedule or anyone interested in continuing their education.
  - Classes included: CISM125-Intro to Computers, HIST102-Western World II, ENGL101 Composition I, ENGL102-Composition II, CDCC104-Infant/Toddler Development, COMM110-Interpersonal Communication, MATH073-Intro to Algebra I-Pre Algebra, MATH122-College Algebra, ARTS135-Art with Computers, MATH220-Statistical Methods and BUSN210-Business Law I. Classes ran through mid-May.

#### Enrollment Management/College Relations/Academic Affairs

- **ACA Regional Marketing Plan**

Instituted a regional marketing campaign for the ACA, funded by the CapeBank Charitable Foundation, which began in spring of 2016. The purpose was to draw students from all Southern New Jersey counties, Southeastern Pennsylvania, Delaware and Northern Maryland. The main focus would be to promote the ACA’s 30-credit program, which is geared for students who are looking to get placement into the workforce at an accelerated rate.

Unfortunately, due to lack of name recognition or a recruiter dedicated to visit the places that were identified, the College did not see any enrollments from the efforts made for this initiative. Moving forward for the 2016-2017, the decision was made to not have the aforementioned areas on our list to market to. For a more results-driven effort, marketing for the ACA turned to geofencing. Geofencing is an electronic way to capture anyone in a specific, “fenced” area who is searching for key words. For example, if someone is searching words like “culinary”, “cooking”, “food”, etcetera, they will see an ad for the ACA.

- **Jump Start**

Evaluated Jump Start, the College’s largest recruitment effort for traditional students, to measure the effectiveness of the service being provided to students and the schools in both of our counties. In year’s past, the program was not properly evaluated and consequently any changes to it were speculative and were not based on the voice of students going through the Jump Start process. Starting with the class of 2016, Jump Start was evaluated after each initial high school visit. There were 1,172 Jump Start applicants in 2015-2016. Of those applicants, 771 completed surveys and responded as follows:

- 75% of students stated that they had a better understanding of Atlantic Cape after an initial presentation by our admissions team.
- When asked if they were more likely to attend Atlantic Cape after their initial presentation, 56% of students strongly agreed. Another 40% somewhat agreed that they would attend Atlantic Cape after high school graduation.
- When asked what factors contributed to attending college, 99% said that the academic programs offered here were most important.

- **Early Intervention Programming**

Put in place plans to intervene and assist students in need of development work while still in high school. This “catch up” model was designed be implemented so that students would be able to fulfill developmental requirements before high school graduation. Therefore, retention and graduation rates would improve as well as students’ determination to complete their education.

During the initial planning stages, the College partnered with Middle Township High School for this pilot program. Their juniors (class of 2017), who would be identified by high school teachers, would take the ACCUPLACER and based on those results would take their developmental math and/or English course during their senior year. These courses, using the same curriculum from Atlantic Cape, would be taught by Atlantic Cape adjuncts. It would later be determined that it would be best to have Middle teachers instructing the courses,

while an Atlantic Cape adjunct from math and English would serve as a mentor throughout the year. This cohort of students is currently going through this pilot. Results will be based on how students fair on their assessments at the end of the school year.

- **Open Houses**

Expanded the Open Houses efforts to increase the number of prospective students attending at the Mays Landing campus. This included breakout sessions for financial aid, career explorations, testing and admission information. Marketing was also expanded to included residents that live in the counties that border Atlantic and Cape May. While successful in bringing a larger number of students to campus for the 2014 spring (131 prospects) and fall (146 prospects) open houses, due to budget constraints, it was no longer possible to host such a large scale program. Since then, the Mays Landing open houses have gone back to their original format of being held for just 2 hours in either the J building lobby or in the STEM building and are marketed mainly to our high school students by notifying their school counselors. Fulfilling the Middle States recommendation to assess all programs, the spring 2014 open house was the first time that there was an evaluation created and completed by attendees. This has become a staple all open houses since.

To ensure that equal opportunities are presented to all students, open houses were established at the AC and Cape May County campuses in fall 2014. This has continued with marketing specifically to those communities. Despite low attendance at each campus, continued efforts will be made to cater to the needs of the students who utilize those campuses.

- **Phone-A-Thons**

Continued to implement Phone-A-Thons to mitigate the continuing enrollment decline since 2012. Last minute calls were made to students who applied but had not yet registered as part of our recruitment plan to encourage them to enroll. Initially established for fall enrollment, calls are now made to encourage spring enrollment as well. For fall 2015, 430 calls were made. Three hundred sixty calls were made for spring 2016.

- **Instant Admission Days**

Instituted Instant Admission Days in January, 2015. The purpose was to draw students to campus to apply, test and register all in one day. Invites were sent to students had expressed in Atlantic Cape, but had not yet applied. In total, we have hosted 4 instant admission days. There were 10 attendees in January, 2015. Eight of them enrolled. Of the 11 attendees at the May, 2015 instant decision day, 10 enrolled. In August of that year, there were only 2 attendees—both enrolled. At the final instant admission day in January, 2016 there were 20

attendees. Twelve would eventually enroll. There are currently no plans to reinstate the instant decision days.

- **Dual Credit**

Increased efforts to promote high school admit opportunities through dual credit, concurrent enrollment and articulations. The last two years, the admissions team has been able to attend the majority of the back-to-school nights in our two-county service area where information was provided to students, staff and parents. More recently, admissions started conducting presentations in the high schools that would allow it, to discuss these options as well. All related materials are kept on hand for all events when staff is out recruiting. Discussions are also had during open houses and Jump Start.

For the 2015-2016 cohort of dual credit students, there were a total of 305 applicants, 151 of which enrolled. The 2016-2017 cohort will be determined later this year.

#### Academic Affairs/Student Affairs

- **Early Alert**

- Implemented following enhancements based on program assessment:
  - Increased cohort from developmental students only in the pilot phase college-wide to all English & Math (all faculty can use).
  - Revised/standardized codes to increase accuracy due to feedback received from advisor/faculty that original referral codes were ineffective.
  - Proactively contacted 578 students with G.P.A.'s below 2.0 beginning spring 2016 via phone or email.
  - Faculty training made more accessible via email with links and "screen-shots."
  - Developed "Tracking System" to assess impact of engagement in various support initiatives such as Early Alert, Tutoring, Orientation, Workshops. This data to be marketed to students informing them of "Norms of Academic Success."
  - The following table contains Early Alert information tracked in the system for from fall 2014 through spring 2016. These student were all reported for issues related to attendance, performance or they were advised to withdraw from the course for being in jeopardy of failing. The success numbers reflect any student who received an Early Alert, yet persisted in the class and received a final grade of "C" or better in that class.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
<i>Attendance Total</i>	100	39	57	58
<i>Attendance Success</i>	22 (22%)	7 (18%)	19 (33%)	13 (22%)
<i>Performance Total</i>	255	117	153	109
<i>Performance Success</i>	127 (50%)	54 (46%)	91 (59%)	64 (59%)
<i>Withdraw Total</i>	45	13	47	22
<i>Withdraw Success</i>	2 (4%)	4 (31%)	7 (15%)	2 (9%)

- **Student Success and Career Planning Centers**

- Provided 28 workshops regarding career planning, resume and cover letter writing, choosing major via SIGI3/Holland Codes, transfer planning, etc. 295 participants surveyed reported the following:
  - 95.3% Learned Something New
  - 97% Benefitted the Way They Hoped To
  - 97.3% Motivated to Take Next Steps to Achieve Goals
  - Data captured regarding what was learned, how students wanted to benefit but did not and next steps motivated to take. This data was utilized in Feedback-Loop methodology to inform changes.
- Promoted community engagement through the following activities:
  - College & Career Readiness Grant with Wildwood H.S. at CMCC where Career Bootcamp was presented to 22 students. Participants rated workshop by CMCC staff as Excellent (80%) or Very Good (20%).
  - Hosted PTO (Parent-Teacher Org.) at CMCC with Dr. Salvo, Middle-Township Superintendent. When surveyed on interest in future collaboration, 100% of parents of the 16 parents who participated said they found the program beneficial.
  - Developed SSS Career Boot Camp program for under-represented/1st generation students. Of those who were invited to attend 7 workshops and a Networking Event with alumni and community leaders at Careme's. 97.5% of the 79 participants said programs gave them Good Understanding of Career Preparation and 100% stated they would continue to use career centers.

- Held Career Fairs, where employers were invited to meet students. The 12 Employers surveyed indicated 100% would participate again and 92% felt the Fair met their expectations.
    - Held Transfer Fairs where students met with counselors from different colleges. Participants were surveyed and 96% of the 111 students indicated they were motivated to take next steps to achieve their goals and 86% indicated they learned something new.
  - Received recognition for ACCC Career Development initiatives through:
    - Conference Presentations:
      - Presented at 9 International, National and Regional Conferences
    - Publications:
      - Published 3 articles in NASPA *Synergy* newsletters & Levy, M. & Polnariev, B., 2016 (Eds.). *Academic & Student Affairs in Collaboration: Creating a Culture of Success*. Routledge Publishing, Inc.
    - Award:
      - Awarded 2016 NASPA Student Affairs Partnering with Academic Affairs Promising Practices Award (only college in the nation so recognized).
- **Career and Academic Support Program (CASP)**
  - Offered 4 student-success interventions at “critical junctures” of the 1st semester as part of a longitudinal continuation of New Student Day.
  - Created two “Success Videos” regarding the Effective Use of Library/Tutoring & Engaging Effectively with Counselor/Advisor in spring 2016
- **Peer Mentors**
  - Enhanced recruitment and marketing via recommendations from faculty/staff and targeting Honors Students. Challenges were witnessed due to attrition as over half of the Peer Mentors graduating. There is a continual need replace those who leave. The program started with 20 students in 2014 and saw a 10% increase in 2015 and 2016.
  - Assisted with the following Career Center initiatives:
    - Jump Start efforts to engage H.S. students visiting Atlantic Cape.
    - New Student Days by helping new students successfully transition on each campus.
    - Open Houses where Peer Mentors helped H.S. students and families learn about ACCC options.

- College Awareness Day where they helped H.S. students to view college as viable option.
  - Commencement where they assisted staff in providing comfortable experience for 2,000+ attendees.
- **Guided Pathways**
  - Attended Guided Pathways state-wide conference. Atlantic Cape took the original proposal from Columbia University and tailored it the needs of Atlantic Cape students by infusing curriculum on entry level courses with conversations about future career goals. The goal being to get students to commit to a specific career path. Moving forward the goal is to expand the conversation about careers in more courses. In the Columbia model students take a freshman orientation course. A small Guided Pathways committee was formed to look for other ways to give students the freshman orientation experience without them taking it as a separate course. Courses currently that involve career planning include: ESL, Developmental Math, Accelerated Learning Program, and college English. The Student Success Initiative Cross Functional Committee agreed that the Guided Pathways Committee should become a part of the Student Success Cross Functional Committee.
- **Honors Program**
  - Initiated an Honors Program in spring 2016 as one of several Student Success Initiatives. The Honors Program was designed for students who excel academically and want to work more intensely in a small class environment. Honors courses offer high-achieving students the opportunity to participate in engaging and creative learning environments that extend beyond those of the regular classroom. Eighteen current Honors students attended a spring recognition luncheon March 22 at the Rutgers Degree Completion Center on the Mays Landing Campus and heard from the Atlantic Cape Honors adviser about the expanding initiative and from Rutgers University representatives about their programs.

#### Academic Affairs

- **Faculty Advising**  
Continued to provide Faculty Advising Days as a means of providing effective and efficient faculty-led student advising process. We have established a process that is sustainable and has been both effective and well received (as per exit surveys) by our students. Moving forward, the plan is to move away from the group model in the gymnasium and move the advisement process 100% to faculty offices.



In FY16 students who were advised in fall 2015, regardless of venue (faculty, staff, days or months) over 90% of students returned for spring 2016.

		Advising Days		Advising Months	
		Faculty	Staff	Faculty	Staff
Greater than 24 credits	Advised	185	96	404	278
	Graduated	0	0	0	0
	Registered for Spring	174	87	388	255
	% Returned	94%	91%	96%	92%
Less than (or equal to) 24 credits	Advised	67	125	237	601
	Registered for Spring	64	117	218	555
	% Returned	96%	94%	92%	92%

- Not advised, less than 24 credits – 2407
- Not advised, less than 24 credits and registered for spring 2016 – 1587 (66% retention)
- Not advised, more than 24 credits, and not graduated – 2020
- Not advised, more than 24 credits, not graduated, and registered for spring 2016 – 1261 (62% retention)

#### Academic Affairs/Enrollment Management

- Addressed declining enrollments at the Cape May County Campus in the FY17 Enrollment Plan. Planned to offer 8 degree programs that can be completed solely at that campus. They are: Criminal Justice, Business Administration, General Studies, Psychology, Education, Communications, Human Services and Health Services. Additionally, there have been hybrid/ITV courses that will be held at CMCC for fall 2016. A total of 14 courses will be taught in this fashion. Instructors teaching these courses will be present at CMCC 30% of the semester, meaning that students registered in those particular courses at Mays Landing will be in class virtually on certain days.

## **INSTITUTIONAL GOAL 2.0 - STRENGTHEN COMMUNITY PARTNERSHIPS**

**Institutional Objective 2.1:** Increase awareness and enhance the image of the College among key stakeholders by 10% from the baseline established by 2009 branding research.

### Evidence of outcomes

#### Academic Affairs

- Hosted the following exhibitions during the academic year at the Art Gallery:

Artist(s)	Exhibit Dates
Faculty and Staff	9/4 to 9/26
Jim McFarlane-Cont. Ed Workshop Leader	10/2 to 10/24
Cheryl Crews/Barbara Maxwell	10/30 to 12/5
Agnes Fisher	12/11 to 2/6
Leonard Wilkinson	2/12 to 3/26
Continuing Ed/Studio Workshops – 31 year anniversary	4/1 to 4/23
Faculty Selects 2016 –Student Exhibit – Awards Reception	4/29 to 5/13

- Held special events in the gallery during the year:

Event	Date
Poetry Reading – Joel Dias Porter	11/17
Artist Talk to Students	2/23
Writer’s Colloquium	4/21

#### Academic Affairs/Academy of Culinary Arts

- Careme’s, the student-run, gourmet restaurant at the Academy of Culinary Arts, participated for the first time in Atlantic City Restaurant Week, March 6-12.
- The Academy offered ‘Savory Sundays’ Monthly Cooking Demonstrations at the Hamilton Mall. The ACA will present three shows each month at 11 a.m., noon and 1 p.m. in the first-floor main court. Demonstrations are scheduled for Sundays, Sept. 20, Oct. 18, Nov. 15, Dec. 13, Jan. 17, Feb. 21, March 20, April 17, May 15, and June 19.

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**Institutional Objective 2.2:** Increase Atlantic Cape's participation and success rates with emphasis on underserved/under-represented populations in demographic areas (gender, age and ethnicity) and socio-economic statuses.

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### Evidence of outcomes

#### Academic Affairs

- The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program continued with its fifth year of activities. A total of 195 students participated in the program during the 2015-2016 academic year. Additionally, the program also served 227 students not officially signed up for the program but currently enrolled in the program's target schools. GEAR UP strives to raise academic awareness, increase academic aspirations and strengthen academic achievement among low-income students. Participation in the program is free. This year's GEAR UP participants contributed to the success of program initiatives by remaining invested in school-based and Saturday counseling sessions, college visits, educational field trips, Saturday Program classes (chemistry, geometry), SAT/ACT/PARCC test prep and tutoring. Among the many activities offered to GEAR UP students were field trips to ABC News in Philadelphia, Franklin Institute (sheep heart dissection workshop), University of Pennsylvania's Museum of Anthropology and Archeology, Rowan University's Edelman Planetarium, Rutgers University's Rutgers Day and Delaware State University. Students who participated in the 2016 GEAR UP Summer Program were enrolled in grade-specific classes including Algebra I, Geometry, Biology and Chemistry. These academic classes were in addition to electives which students choose. Electives included Art, Culinary Arts (Baking/Pastry) and Science (dissections, chemistry experiments and physics). Much like during the academic year, summer program participants had the opportunity to attend field trips. These trips included Atlantic Cape Community College (focusing on Aviation, Culinary Arts, and Nursing), Batsto Village and the Franklin Institute (Lost Egypt exhibit).

#### Enrollment Management and College Relations/Academic Affairs/Student Affairs

- Held annual College Awareness Day on April 29, at the Mays Landing Campus, hosted by the Admissions Department. A campus-wide event that aims to recruit minority students by exposing them to the collegiate environment. This program was founded with the goal to help under-represented high school students with their college selection. This event was to promote academic careers, career specialization, continuing education training, social topics/issues, college survival and more to high school students from Atlantic and Cape May counties.

- Hosted STEM Careers Event for Teen Girls called Teentech on June 2. From “CSI Atlantic Cape” to “The Real Grey’s Anatomy,” nearly 70 visiting high school students spent a full day in hands-on, science-based workshops during the first Teentech event at Atlantic Cape Community College. The event, sponsored by the AAUW, South Jersey Gas and the Atlantic Cape Community College Foundation, was aimed at encouraging young women in grades 9-11 to further their education in Science, Technology, Engineering and Math. Jobs in the STEM fields are among the fastest growing, and generally have higher salaries than jobs traditionally held by women.

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**Institutional Objective 2.3:** Respond to the academic, training, research and conference/meeting needs of business and industry, and increase the number of stakeholders with whom the College actively collaborates by 10% over a baseline established in 2011-2012.

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### Evidence of outcomes

#### Academic Affairs

- Continued efforts in the growth and development of new academic programs to better meet the training needs for local employment opportunities, including adding:
  - The following new Professional Series courses:
    - A Fine Arts Professional Series effective fall 2016. The series will provide students with the skills required to create original pieces of fine art and earn credits that may be applied toward the Studio Arts degree.
    - The Unmanned Aircraft Systems Specialist Professional Series, effective fall 2016. The program will provide students the skills and knowledge needed to safely operate and collect imagery and data using a small multi-rotor unmanned aircraft system. The need for the program is driven by the integration of UAS into the national airspace system, which impacts law enforcement, emergency management, environmental protection and management, and geospatial data collection.
  - The following new Workforce Development programs:
    - A Business Administration Certificate, effective fall 2016. The one-year certificate will require 32-33 credits and is designed for students interested in transferring to a four-year institution prior to earning an associate degree. Credits may also be applied toward a Business Administration

Associate in Science or Associate in Applied Science at Atlantic Cape. The program provides students with the opportunity to learn and develop skills that will help them find immediate employment in entry-level supervision and supervisory positions.

- A new Multi Game Dealer with Technology course offered through the Casino Career Institute (CCI). The training combines Blackjack and Craps to prepare those enrolled in a position in the gaming industry and included an introduction to computers to enhance employability.
- CCI is offering a new program, “Table Games – Quick Start” in three different selections: Blackjack, Roulette or Baccarat
- Academy of Culinary Arts offered noncredit course on beer in fall 2015. A 10-week introduction to beer, this course provides a wide background on the brewing industry and an overview of its unique specializations. This is the first of a series of beer and microbrewing courses at the ACA.
- Advanced Wastewater Management, new class starting Feb. 16 at CMCC, serving professionals in the waste management industry. It ran Tuesdays and Thursdays, through May 24.
- A new, comprehensive massage therapy program designed to prepare students with the necessary tools to become licensed under the New Jersey Board of Nursing to practice the art of massage. Students who successfully complete the 8-month program can sit for the Massage and Bodywork Licensing Exam offered by the Federation of State Massage Therapy Boards. The 575-hour program begins Thursday, Sept. 10, and ends Thursday, May 5.
- Two New Certification Programs through the American Hotel & Lodging Educational Institute held in the Caesars Entertainment Wing for Hospitality and Gaming Studies at the college’s Charles D. Worthington Atlantic City Campus, offered in spring 2016 included:
  - Certified Guest Service Professional which offers students the opportunity to acquire guest service skills that can lead to a successful career in the hospitality industry and is designed to create guest service-oriented employees who know how to engage their guests to provide memorable service. Passing the exam will earn the student a portable, globally recognized certification. The

18-hour class will meet Tuesdays and Thursdays, 6-9 p.m., beginning Feb. 16. Cost is \$129.

- Certified Guestroom Attendant provides participants with instruction in providing guests with a performance hotel experience, understanding their role in security, key control, inventory control, OSHA regulations, responding to guest requests, room status codes, guest amenities, cleaning supplies, safe use of cleaning chemicals, daily guest room cleaning tasks and end of shift duties. Passing the exam will earn the student a portable, globally recognized certification. The 45-hour class meets Wednesdays, Thursdays and Fridays, 9 a.m.-noon, beginning March 9. Cost is \$399.
- Unmanned Aerial Systems Course for First Responders a new workshop this spring on Small Unmanned Aircraft System and the First Responder. This eight-hour workshop is designed for the first responder who is interested in exploring the applications of sUAS in the field and includes demonstration, ground instruction, simulated flight training and indoor hands-on flight training. The workshop will also cover federal regulations, current sUAS technology, and considerations when purchasing sUAS
- The following Customized Training programs:

FY16 customized training programs included a diverse client list for both contracted programs and grant funded classes through NJ Community College Consortium for professional development skills:

- Customized Training through private contracts: \$63,735  
Various training programs included:
  - Communications
  - Social Media
  - Coaching
  - Computer Skills
  - Leadership Skills
  - Finance Skills
  - Cooking and Sanitation
  - Supervision and Management skills
  - Customer Service Skills

- NJBIA/NJCCC Training: Total Amount \$264,250; Amount to Atlantic Cape: \$188,844
  - NJBIA/NJCCC training is offered through Open Enrollment or dedicated classes.
  - Open enrollment classes included employees from over 100 businesses
  
- The board approved a change in nomenclature from Pre-Engineering to Engineering, Associate in Science degree, effective fall 2016, to more accurately reflect the program name used at other institutions of higher education.
  
- The board approved a title change from Small Business Management Specialist professional series to Entrepreneurial Professional (professional series), effective spring 2016, to reflect current terminology.
  
- The board approved dropping the Electronic Business Professional Series due to lack of interest, effective spring 2016.
  
- The board approved dropping the Restaurant Supervision Professional Series effective fall 2016. The program has had low enrollment and the college offers other professional series to meet the needs of business professionals.
  
- The board approved converting the Studio Arts Option in Liberal Arts to a full Associate in Arts degree effective fall 2017.

#### Administration & Business Services

- Continued to partner and meet the conference and meeting needs of business and the community. In FY16 gross income for conferencing and events for all 3 campuses totaled almost \$75,000 broken down by campus as follows:

Campus	FY 15 Facility Rentals	FY16 Facility Rentals
<i>Mays Landing</i>	\$59,512	\$68,348
<i>Cape May</i>	\$3,589	\$2,266
<i>Atlantic City</i>	\$2,604	\$4,381
<i>Total</i>	\$65,705	\$74,995

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**Institutional Objective 2.4:** Enhance the career planning system to increase students' employment opportunities and employer satisfaction.

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### Evidence of outcomes

#### Academic Affairs

- Signed dual admission agreement for with Rutgers University for four degrees in September 2015. The agreements enable students who complete an associate degree at Atlantic Cape seamless continuation toward the BS degree at the Rutgers Edward J. Bloustein School of Planning and Public Policy on the New Brunswick Campus in Public Health, Public Policy, Planning and Public Policy, or Urban Planning and Design.
- Signed conditional dual admission agreement with Stockton University in November 2015 that will enable students from Atlantic or Cape May counties to earn their associate degrees at Atlantic Cape and then easily transition to Stockton to complete their undergraduate education. A student from either of the two counties who is denied admission to Stockton University directly out of high school would be offered conditional admission as a transfer student to Stockton from Atlantic Cape, under the program. Admission to Stockton would be contingent upon: successful completion of the A.A., A.S., or A.A.S. degree at Atlantic Cape, having maintained a 2.5 or better cumulative grade point average at Atlantic Cape in all courses. Students also would have to achieve a grade of “C” or better in those courses preparing them for their major at Stockton.
- Signed articulation agreement with Cape May County Technical School District in March 2016 that will award up to 25 college credits to eligible students on completion of their career technical education in both the high school and post-secondary programs. The Prior Learning Assessment Articulation Agreement between the two institutions is effective July 1, 2016-June 30, 2017, and eligible for renewal. The agreement allows students completing one of 25 programs in the Cape May County Technical School District to earn up to 25 credits toward an Associate in Applied Science degree in Technical Studies at Atlantic Cape.
- Signed a Conditional Acceptance Agreement 3+1 Nursing Agreement with Rutgers University-Camden in May 2016. This agreement will allow students to complete three years of a Bachelor of Science in Nursing degree at Atlantic Cape and seamlessly transfer to Rutgers-Camden for completion.

The agreement offers guaranteed admission into Rutgers-Camden RN to BS program offered on-site at Atlantic Cape's Mays Landing Campus, on successful completion of



the Associate in Applied Science in Nursing from Atlantic Cape with a minimum 2.7 GPA, successful passage of the NCLEX exam, and subsequent licensing as a Registered Nurse.

- Signed Scholars Agreement with Fairleigh Dickinson University in May 2016 providing dual admission and financial incentives to students who wish to begin their education at Atlantic Cape and transfer to FDU with an associate degree. The Atlantic Cape-FDU Scholars Program is available for first-time college students who complete an Intent to Enroll prior to completing 30 credits at Atlantic Cape. Admission to FDU would be contingent upon: successful completion of an A.A., A.S., or A.A.S. degree at Atlantic Cape, completing an application for admission, and meeting all admissions standards at FDU. The agreement is for a term of five years and would be reviewed, with extensions presumed to be approved

Students who enroll in the program will be eligible for a 40 percent reduction in FDU tuition. Students who are members of the Phi Theta Kappa Honor Society at Atlantic Cape will receive an \$18,000 scholarship to attend FDU. Other financial incentives include an annual \$1,000 merit scholarship for students with a cumulative grade point average of 3.5 and a \$2,500 scholarship for students who qualify for NJ STARS II.

- Entered into a partnership with Atlantic County Institute of Technology (ACIT) entered to meet the growing needs of the aviation industry. This four year program will begin in September 2016 and will prepare high school students for careers in aviation while attending classes on our Mays Landing campus. Courses will include aviation students, aviation weather, ground school, air traffic control, and unmanned aerial systems, among others. Students will complete their required high school courses while earning credits leading to an Associate's degree in Aviation Studies through dual enrollment. The Aviation Studies program is being funded by a three-year, \$600,000 New Jersey Department of Education Vocational School District Partnership Grant. The grant provides competitive funding for county vocational school districts to partner with other school districts and county colleges to expand access and student opportunities in career and technical education for high school students.

#### Academic Affairs/Student Affairs

- The student success initiative, Career Development, through tutoring and library services created a library and tutoring video as an introduction to its services. The video was filmed and was edited.

- Utilized space in the library for temporary Student Success Center while construction takes place on the new building in Mays Landing. The temporary site includes making available the online career Assessment Tool, SIGI-3.

#### Academic Affairs/Workforce Development

- Held Informational Session on February 2, 2016 targeted at unemployed workers looking to be retrained for careers in the gas industry through the college's Utility Line Locate Technician program. The 70-hour course began on February 29. Upon completion of the course, students took the Utility Damage Prevention Operator Qualification Exam. Eight people enrolled and completed the course. Six of the eight enrolled or 75% were placed in jobs at Utiliquest in April earning \$14 an hour.
- Evidence of Stakeholders' Satisfaction in Objective 2.4 as Assessed by Survey:

*Were you able to find employment as a result of your education at Atlantic Cape?*

	Alumni
<i>Yes</i>	22.92%
<i>No</i>	77.08%

*How effective was your Atlantic Cape education...*

	Alumni
<i>Very effective or effective response.</i>	
<i>In helping you for the work force in general?</i>	100%
<i>In helping you to obtain your current job?</i>	91%
<i>In helping you with your job performance?</i>	91%
<i>In helping your chances for job advancement?</i>	55%
<i>In preparing you to communicate with others in the work setting?</i>	91%
<i>In providing the skills you needed specifically for your work.</i>	91%
<i>In preparing you for university transfer?</i>	55%
<i>Taught you the skills needed specifically for your work?</i>	82%

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**Institutional Objective 2.5:** Continue a collaborative partnership between the College and the Atlantic Cape Foundation to increase advocacy, visibility and financial support for the College.

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#### Evidence of outcomes

##### Resource Development & President/Board of Trustees Operations /Atlantic Cape Foundation

- Raised more than \$35,000 for student aid and Foundation operations through the 2015 Atlantic Cape Community College Scramble ‘Fore’ Scholarships golf tournament. Held Oct. 9 at Cape May National Golf Club in Cape May, the tournament drew nearly 100 players.
- Held Community Day on October 12 on our Cape May County Campus in celebration of 10-year anniversary of the opening of the Cape May County Campus. Campus tours and information about Atlantic Cape’s programs and services were provided as well as many of our community supporters were on hand for a day of fun and activities.
- Held the 33rd Annual Restaurant Gala and honored on March 24 at Harrah’s Waterfront Conference Center in Atlantic City. The event raised \$234,700 for scholarships.
- Held Second Annual Alumni Day on June 20 at Morey’s Piers in Wildwood in an effort to engage alumni. More than 300 alumni, family and friends attended and enjoyed access to Surfside Pier, Mariner’s Landing, Adventure Pier, Raging Waters and an all-you-can-eat dinner, provided by the Atlantic Cape Alumni Association.

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### **INSTITUTIONAL GOAL 3.0 DEMONSTRATE EFFECTIVENESS, CONTINUOUS IMPROVEMENT, AND EFFECTIVE USE OF RESOURCES**

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**Institutional Objective 3.1:** All support programs and services will be reviewed and a periodic assessment process will be established to enhance institutional effectiveness.

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#### Evidence of outcomes

##### Student Affairs/Enrollment Management/Academic Affairs

- Held the annual Student Success Retreat on the Mays Landing campus in August 2015. Participants were college administrators, faculty, staff, and students. A presentation was made on the Enrollment Management Plan on the Succession Plan. The institutional research team presented data on developmental success initiatives, retention and graduation. They also shared results of the Student Survey and Achieving the Dream (AtD) Survey. The participants worked in groups to find solutions to resolve the issues identified in the Student Survey and AtD Survey. The new Student Success Initiatives website was unveiled with a scavenger hunt to help attendees get familiar with the website. At the end of the event, the work groups reported out on suggested ways to solve

problems identified in the surveys. Outcomes included sharing updates on Student Success Initiatives on a regular basis in the employee newsletter. Also, feedback received from the retreat to be shared with Strategic Planning Team as input for strengths and weaknesses and possible strategies for the next Strategic Plan.

- Through the Student Success Cross Functional Committee developed AtD/SSI Project Implementation Assessment Instrument to assist project champions in providing standardized assessment of institutional resources needs (personnel, equipment, IT, marketing, financial, etc.) necessary to transition from project pilot-status towards enhanced implementation. Held a series of Project Implementation Assessment meetings with each initiative to assist in the development of project budget via Strategic Financial planning. Supervised the work of Strategic Financial planning task-force to determine allocated funding for each AtD/SSI initiative.
- Collaborated with ADA consultants with respect to program and policy review and assessment. This resulted in the hiring of DSS (Disability Support Services) staff in accordance with ADA consultant recommendations. Supervised initiation of forms and information, increased accessibility of service request procedure, and enhanced training for faculty and staff.
- Hosted the AtD coaches visit on May 23-24, 2016. The AtD coaches met with the following groups:
  - Enrollment Management Cross Functional Committee
  - Institutional Effectiveness Committee
  - Institutional Research Group
  - Middle States Steering Committee
  - Northeast Resilience Consortium Group
  - Student Success Cross Functional Committee

The coaches focused on the new student-focused model. Atlantic Cape decided to continue with on with Achieving the Dream applying for Leader College status. In order to do so the college had to have three years of positive data and the ALP program was the report focus. If accepted as an AtD Leader College, it will provide the college with access to student success grants only available to AtD Colleges.

## Institutional Research Assessment and Planning

- Continued process of non-academic program reviews which began in FY15. Each unit was assigned an assessment audit form to complete. A rubric was implemented to assess each unit's plan to ensure it was clear and that established goals and assessment measures were defined and measurable.

## Administration and Business Services

- Began a physical review of all capital assets. Every item in the College's inventory need to be inspected as it has not been done in some time. Work continues but most items have been seen and verified on the inventory list. The goal will be to do an inventory of all items every two years.

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**Institutional Objective 3.2:** Increase classroom utilization by 10% over a baseline established in 2011-2012.

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### Evidence of outcomes

Evidence of Stakeholders' Satisfaction in Objective 3.2 as Assessed in Surveys:

*Satisfaction of course selection:*

<i>Strongly Agree or Agree response.</i>	Students Mays Landing	Students Atlantic City	Students Cape May	Graduates
Courses	85%	86%	86%	92%
Times	76%	79%	84%	81%
Locations	87%	82%	70%	81%

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**Institutional Objective 3.3:** Maintain satisfaction of relevant stakeholders with the College's effectiveness of the technological infrastructure, innovative technology applications, and equipment.

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### Evidence of outcomes

Evidence of Stakeholders' Satisfaction in Objective 3.3 as Assessed in Surveys:

*Effectiveness of technology:*

	Students Mays Landing	Students Atlantic City	Students Cape May	Overall
<i>Effective response</i>	37%	33%	55%	49%

*Satisfaction with technology:*

<i>Strongly Agree or Somewhat Agree response</i>	Graduates
Current technology in the classrooms.	79%
Current software in the classrooms.	78%
Current technology in computer labs.	83%
Current software in computer labs.	83%
Printer access in computer labs.	87%
Wireless access where I need it.	50%
Provided appropriate technology to meet my needs.	75%

## Information Technology

- Upgraded Internet circuit to 500Mb/s bandwidth
- Completed installation of new Layer 2 switches (totaling 80 switches) and Layer 3 routers at all campuses.
- Implemented WiFi at all three campuses.
- Enabled dedicated Ethernet Private Line (EPL) access to ACIT's campus network for ACIT students on campus
- Completed Student Success Center fiber and copper conduit replacement
- Performed IDF wiring closet rehabilitation at Mays Landing campus
- Completed networking and station operation for WRML FM Radio Station which went on the air 1/8/16

## Information Technology/Ellucian Colleague Core Team

- Completed testing and implementation of 100 Software updates to colleague, WebAdvisor, SelfService & eCommerce.
- Implemented TouchNet for payment processing
- Implemented FA~Link, the Follett Book Store Integration with Colleague, so Bookstore can interface for book advances
- Implemented 25Live a classroom scheduling system for better classroom utilization
- Implemented Financial Aid Student Self-Service, an automated, online checklist that intended to aid in simplifying the student financial aid process. This tool is intent is to empower students, help them get aid packages faster and easier, improve transparency so students can see their awards status, known issues, actions required and current balances.

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**Institutional Objective 3.4:** Implement the Diversity Plan to ensure equity from an established baseline in 2011-2012.

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Evidence of outcomes

Student Affairs

- The Diversity and Equity Committee and Student Government Association invited members of the college community to a lecture, “Diversity and Equity: Challenges and Prospects in STEM”, on, Feb. 23, in the Walter Edge Theater, C Building and was video-conferenced to the branch campuses. The lecture by guest speaker, Dr. Claudine Keenan, dean of the School of Education at Stockton University, addressed matters of diversity and equity in STEM fields.
- Celebrated Black History Month with various fun, educational activities throughout the month of February. The events were co-sponsored by the Student Government Association, Black Student Alliance and Student Activities. All activities were free and open to the public including:
  - Vendor’s Bazaar, sponsored by the Black Student Alliance. A diverse group of vendors sold a wide variety of items, including some reflecting the African American culture.
  - The African American Heritage Museum of Southern New Jersey presented a pictorial display, “Trials and Triumphs; The Journey of a People on February 16, in Cafeteria B.
  - The ZuZu African Acrobats, as seen on “America’s Got Talent,” performed their dynamic and exciting stunts, on Feb. 18, in the Walter Edge Theater.
  - “Young Leaders of the Civil Rights Movement,” presented by Key Arts Productions, provided insight into the legacy of student activism and inspired all ages to lead in today’s challenge for social reform, on Feb. 24, in the Walter Edge Theater.
  - The Cape May County Campus hosted “Deep Roots...Forever Remembered,” a performance celebrating Black History Month with stories and songs, on Feb. 16. After the performance, “History of Soul Food” was held in the Cafeteria and include light appetizers followed by a poetry slam.

## Planning, Research & Executive Support

Evidence of Stakeholder's satisfaction in Objective 3.4 as Assessed by Surveys:

*The College's campus climate on diversity and equity is welcoming. It encourages people of diverse racial, cultural or ethnic background to meet.*

	Students
<i>Strongly Agree or Somewhat Agree response</i>	82%

*I am treated with dignity and respect at the College by faculty and staff*

	Students
<i>Strongly Agree or Somewhat Agree response</i>	85%

Student outcomes for underserved and underrepresented populations were the following for the 2012 and 2013 entering freshman cohorts:

	2012 Fall First-Time Full-Time Degree Seeking Cohort		2013 Fall First-Time Full-Time Degree Seeking Cohort	
	Graduation	Transfer Out	Graduation	Transfer Out
<i>African American</i>	7.2%	13.3%	6.5%	10.4%
<i>Asian</i>	17.6%	23.0%	16.0%	16.8%
<i>Hispanic</i>	10.1%	12.5%	12.3%	9.3%
<i>Native American</i>	16.7%	16.7%	28.6%	28.6%
<i>White</i>	21.4%	16.2%	24.9%	14.4%
<i>Unknown</i>	18.0%	14.6%	15.4%	22.1%
<i>More than one race</i>	4.5%	22.7%	28.6%	7.1%
<i>Male</i>	13.4%	13.7%	17.3%	13.3%
<i>Female</i>	19.0%	17.4%	19.5%	14.2%
<i>Pell</i>	13.7%	14.1%	14.0%	12.1%
<i>Non-Pell</i>	20.7%	17.8%	25.4%	16.6%



**Institutional Objective 3.5:** Increase employee professional development and job-related training initiatives by 5% annually.

Evidence of outcomes

Human Resources, Public Safety & Compliance

- Presented 30+ live trainings for 550+ employees in ADA with DSS staff in compliance with consent decree. Converted training product of an on-line accessible training to launch fall 2016 for all future hires.
- Customized on-line trainings in ADA and in Sexual Misconduct/Title IX to launch in fall 2016.
- Developed Title IX/Sexual Harassment/Clery training for fall 2016 launch: product under final review.
- Preventing Sexual Harassment for all new hires - year round
- Delivery of computer training for staff.
  - Word, Excel and Advanced Excel - June 2016
- Active Shooter - fall and spring FY16

**FY16 training from Health Services/Compliance**

- Health Services administered the following trainings to employees:

Training Administered	Employee Participation
<i>Bloodborne Pathogens and Personal Protective Equipment</i>	158
<i>Globally Harmonized Standard (Hazardous Communications Program)</i>	158
<i>CPR/ First Aid</i>	19
<i>Lock out/ Tag out</i>	17
<i>Storm Water Pollution Prevention</i>	15
<i>Department of Transportation HazMat (outsourced)</i>	36
<i>Golf Cart Safety</i>	38
<i>Scaffolding Safety</i>	5
<i>Total</i>	446

## Academic Affairs

- Provided the following trainings to adjunct and full-time faculty:

	Adjunct Participation	Full-time Participation
<i>Adjunct Onboarding (4 offered)</i>	220	46
<i>Managing Classroom Behaviors and Accommodations (2 offered)</i>	35	4
<i>ADA Live Training (10 offered)</i>	156	5
<i>Tips for Student Advising (1 offered)</i>	24	6
Teaching College Students with Autism Spectrum Disorders (1 offered)	17	2

Held Faculty In-Service Day in August 2016. Topics included overview of the Strategic Plan, Middle States Self-Study Update, AtlantiCare Behavioral Health spoke on Work Life Balance and Maintaining a Respectful Classroom.

## Board of Trustee Operations

- Improved the Board of Trustees orientation by utilizing the NJCCC's new board orientation manual, as well as financially supporting our Trustees to attend a Governance Leadership conference in August. This allows the Trustee to network with peers and gain insight of the roles and responsibilities of a board member. This allows the new board member to effectively participate in the monthly proceedings and provide important feedback on policy.

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**Institutional Objective 3.6:** Establish a baseline by 2011-2012 to assess the flow of college information to key stakeholders to increase overall stakeholder satisfaction.

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## Evidence of outcomes

### Human Resources, Public Safety and Compliance

- Developed in conjunction with the college nurse, and the board attorney, an up-to-date process and procedure for review of employee reasonable accommodations requests under the ADA. A series of forms have been tailored to each step of the process, assuring that an interactive process is conducted with each employee with a request. The college now has a centralized repository for such requests

Evidence of Stakeholders' Satisfaction in Objective 3.6 as Assessed by Survey:

*In what areas do you feel Atlantic Cape needs to communicate more effectively?*

<i>Very effective or effective response.</i>	Students
College news and activities	38%
Student activities	39%
Sporting events	28%
Academic deadlines	47%
Registration information	50%
Student Policies and Procedures	17%
College emergency alerts	24%
Cancelled classes	56%
Other	10%

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**Institutional Objective 3.7:** Improve safety statistics and stakeholders' satisfaction with campus safety and security by providing a safe working and learning environment for all faculty, staff, students and the College community.

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#### Evidence of outcomes

Human Resources, Public Safety & Compliance

- Completed the following activities as part of the Safe Campus Cross Functional Committee process improvement for FY16:
  - Adopted a new policy to fully comply with the federal Violence Against Women Reauthorization Act of 2014, which imposes new obligations on colleges and universities through the Campus Sexual Violence Elimination Act provision to take all steps to eliminate violence against members of our community.
  - The board approved revisions to the college's Policy of Nondiscrimination to include language to state compliance with the American with Disabilities Act Amendments of 2008.
  - The Board approved a revision to Policy No. 862 to allow armed security officers and other persons so authorized by the college president to possess firearms on college property, college-sponsored housing or at any college activity. A contract with U.S. Security Associates was signed to provide an armed security presence at each of the three campuses.

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**Institutional Objective 3.8:** Reduce the College’s carbon footprint by 5% from baselines established in 2011-2012.

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Evidence of outcomes

Academic Affairs/Workforce Development

- Hosted “Solar Energy Panels: Is It an Option for You?” on Thursday, May 12, at the Mays Landing Campus. The two-hour program was to explain how the solar industry operates and addressed the differences between leasing and buying a photovoltaic system. Participants were informed of the implications of the 30 percent tax credit and how its expiration at the end of 2016 will impact consumers and the industry as a whole, as well as uncover New Jersey’s role in the solar industry and clarify industry jargon.

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**Institutional Objective 3.9:** Support capital projects as defined in the Blueprint 2020 Master Plan and reduce the deferred maintenance by 2% annually from a baseline established in 2011-2012 to ensure a high quality learning environment.

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Evidence of outcomes

Planning, Research, Facilities & Executive Support

- Facility condition assessment, Entech Engineering, Reading, Pennsylvania took place in FY16 with report dated December 16, 2016. The projected total deferred maintenance totaled \$5,854,253 and is broken down as follows:

<b>Campus</b>	<b>Project Total</b>	<b>Deferred Maintenance</b>
<i>Atlantic City</i>	\$3,273,971	\$46,968
<i>Cape May</i>	\$4,650,339	\$78,340
<i>Mays Landing</i>	\$16,698,978	\$5,728,945
<b>Total</b>	<b>\$24,623,288</b>	<b>\$5,854,253</b>

The National Association of College and University Business Officers (NACUBO) and the Association of Higher Education Facilities Officers (APPA) have outlined a scale for Facilities Condition Index (FCI) ratios which offers some indication of the relative condition of a facility. The facilities ranked as most in need of improvements, prioritized from most in need to least included:

- Security (U Building)
  - Facilities Maintenance Office (L Building)
  - Shipping and Receiving (R Building)
  - Richard Somers Hall (D2 Building)
  - Samuel Richards Hall (B3 Building)
  - Charles B. Boyer Hall (B2 Building)
  - Silas Morse Hall (B1 Building)
  - Jonathan Pitney Hall (E Building)
  - Walter E. Edge Hall (C Building)
  - Simon Lake Hall (A Building)
  - Continuing Education (T Building)
- Renewal and Replacement efforts continued with the following items completed in FY16:
    - Cape May County Campus
      - Cape May County Campus Boiler Removal and Installation
    - Worthington Atlantic City Campus
      - Replace security desk/counter area
      - Replace carpet in room 145
    - Mays Landing Campus
      - Install locks on filing cabinets in Counseling & Support Services
      - Board Chair replacement
      - Brick replacement to replace donor bricks with names due to cracks
      - Walkway to Holocaust monument / lighting for Holocaust monument
      - Replacement for F350, snow removal vehicle

- Major Capital Projects

Renovation projects to A, D and H buildings, which began in spring 2015, continued throughout the summer and was completed in early fall 2015 by Dandrea Construction Co. of Berlin, NJ. This included renovations to upgrade existing space for math and science labs, lecture space, Computer Science Instruction (CSI)/English classrooms, a dedicated science prep space and a new Division Office in A-Building. H-Building renovations included upgrades to the nursing lab, storage space, classroom and office space. A TV studio and classroom were added to D-Building.

The former bookstore at the Cape May County Campus and the former slot technician training space at the Worthington Atlantic City Campus were re-purposed to create new Student Success and Career Planning Centers at these campuses.

Partial funding for this and the next phase of construction project came from the Building Our Future Bond Act, totaling \$9 million: \$3.5 million for creation of a Student Success Center on the Mays Landing Campus; \$600,000 and \$900,000, respectively, for renovating existing space to create Student Success Centers on the Cape May County and Worthington Atlantic City campuses; and \$4 million for re-purposing Mays Landing Campus space. Additional funding came from Chapter 12: \$4.2 million for creation of the Student Success Center on the Mays Landing Campus; and \$8.0 million for re-purposing Mays Landing Campus space including renovations to C/D/H/J buildings.

Both phases of construction project are managed under Spiegle Architectural Group, Trenton, NJ. The Student Success and Career Planning Centers directly support Atlantic Cape's student success initiatives, with the goal to create spaces that promote student learning and success. The facilities have increased the college's capacity to provide accelerated learning classes, career and personal counseling, and academic advising. They also provide space for student seminars, career planning and student engagement.

In April 2016, Phase II of construction went out for bid for the construction of a two-story 20,000-square-foot Student Success and Career Planning Center on the Mays Landing Campus, renovations to the C-Building kitchen and cafeteria, work to the J-building 2nd Floor President's Suite, the addition of a barrier-free ramp and rail to the C-Building Dance Studio, and work to convert existing Student Life Center space into a Testing Center. The project was awarded to Arthur J. Ogren, Inc., of Vineland, NJ.

The new two-story facility will house a Student Center on the first floor and the Student Success and Career Planning Center on the second floor. The Student Success Center will offer guidance and resources to assist students in making informed decisions about career choices, including career counseling and access to computers for job searches.

The new building is funded through GO Bonds and Chapter 12 funds. Work on the new building was slated to commence in April with substantial completion the following fall. The projected was delayed due to approvals but is anticipated to begin in FY17 and be completed in 18 months. C-building cafeteria and kitchen renovations began in May and continued through the summer with anticipation of new food service vendor, Nobil Food Services, taking over the cafeteria operations in fall 2016.

During summer of 2016, work also began on renovations to the J-building 2nd Floor President's Suite. The existing President's Conference Room and President's Office are to be flip-flopped in anticipation of the new Student Success and Career Planning Center blocking the visibility to the Quad from the existing President's Office. Work began to convert the former conference room into the new President's Office. A window is to be added to the new office to provide a line of sight into the Quad. The former office of the President will be converted into the new conference room. Upgrades are scheduled to be made to lighting, carpets and paint throughout the space. The President's Office reception area, outside the President's Office and Conference Room were also spruced up with new carpet and paint. This project was completed in August 2016.

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**Institutional Objective 3.10:** Maintain a balanced budget through the development of strategies that encourage cost containment and revenue diversification from an established baseline in 2011-2012.

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#### Evidence of outcomes

##### Finance

- Completed the Comprehensive Annual Financial Report (CAFR) for the fiscal year ended 6/30/15; achieved an unmodified or 'clean' audit opinion which was accepted by the Board of Trustees at the January 26, 2016 meeting. The auditor's opinion on the financial statements was unmodified.
- Completed fiscal audit of the State of New Jersey's Carl D. Perkins Grant for the years July 1, 2012-June 30, 2013, and July 1, 2013-June 30. The audit report cited six findings totaling \$7,977 for the two years, out of \$1,342,391 awarded to Atlantic Cape. The college developed a corrective action plan and brought it to the board in December for review.

- Transferred of \$500,000 from the FY'15 year-end unrestricted fund balance to the restricted fund in an account designated for funding the required actions set forth in the Consent Decree with the National Federation for the Blind.
- Held budget meetings collectively and individually with each senior staff member and designated managers to review departmental budgets, plan and develop FY17 budget assumptions. The FY17 original budget incorporated supplemental allocations for full time positions in Disability Support Services and for armed security at all three campuses. Due to a budgeted decline in enrollment, TBA positions were closely reviewed and evaluated for elimination or inclusion in the FY17 budget. This process was done collaboratively with Senior Staff. The FY17 budget documents detail the link budget line items have to the College's Strategic Plan.

Finance supported department managers and respective senior staff members in reviewing FY16 budget lines. Finance assisted in determining the most appropriate sources for budget transfers to cover shortages and/or unanticipated shortfalls/expenses. Finance worked closely with Senior Staff to continue utilizing the strategic finance initiatives of cost containment, cost avoidance and revenue enhancement. In FY16, management was able to mitigate a tuition and fees revenue shortfall by using these strategic initiatives. Served on a position advisory committee which focused on evaluating open FT positions and making recommendations on filling the positions, FT, PT, internally, cross-training etc. with the goal of utilizing College resources most efficiently.

- Supervised the Foundation's accounting (general ledger, signatory process, reconciled general ledger accounts, maintained audit schedules and provided required documentation to the external auditing firm. The Finance department Director worked directly with the external auditors and provided support at the Foundation's Finance committee meetings and full Board meetings.
- Worked closely with the grants office and grant administrators. The Finance department supported R&R and capital projects with timely account set-up, reconciliation and invoicing.

#### Administration and Business Services

- Developed strategy to increase revenue by increasing to the bookstore by implementation of books checks. The goal of this is to insure the money for books will be used to purchase books and students be better prepared for class. This change will be implemented in fall 2016.
- Completed a request for food service for the Mays Landing campus cafeteria. The current contract under Golden Corral is due to expire the end of the fiscal year. A request was



completed in spring 2016. Nobil Food Service secured the bid and will take over cafeteria operations on July 1, 2016.

#### Human Resources, Public Safety and Compliance

- Review is ongoing of Colleague system modules available to Human Resources that will present opportunities of greater efficiency and eliminate duplicative steps. This will allow staff to handle more diverse duties in support of Human Resources. The review continued in FY and in the process of implementation of the adjunct module.
- Work continued on Emergency Operations Plan Review. Update continues on the positions assigned to various elements of the plan and addition/revision of recommended best practices.

#### Resource Development

- In FY16 pledged \$363,585 in scholarship to the college, up from \$300,000 pledged in FY15. That represents a 21% increase or \$65,000 over the FY15 pledge.
- Recognized two major gift donors through naming opportunities this year. The first was the *Morey's Family Student Success and Career Planning Center* at the Cape May County Campus for their generous gift of \$25,000. The second was for *The Mullock Family Library* at our Cape May County Campus in recognition of their reoccurring in-kind donations associated with our annual Scramble 'Fore' Scholarships Golf Tournament held at the Cape May National Golf Club which is owned by the Mullock Family.
- Received \$150,000 for the Hunter Doherty Scholarship awarded to Cape May County residents.
- Increased our alumni base to more than 200 people and are on track to raise \$2 million by May 2017 for multi-years major gifts and scholarship campaign in support of Atlantic Cape's and President's initiatives that coincides with the College's 50th Anniversary and grand opening of the Student Success Center on the Mays Landing Campus. We publicly decreased the goal to \$1 million while in the quiet phase, but believe we may be able to reach our original goal. In the spirit of engaging alumni, we asked our alumni couples, Stephen and Diane Nehmad to lead the Atlantic County campaign and E. Marie Hayes and Lloyd Hayes to lead the Cape May County campaign efforts.
- Received a clean external audit for FY16 for the Foundation with assets reported at \$4.1 million.

## Resource Development/Academic Affairs

- Grants to the College:
  - A grant from the US Department of Education for \$292,340 for the term of September 1, 2015 through August 31, 2020. This represents one year of a multi-year grant commitment from the US Department of Education's TRIO Program. Atlantic Cape's Student Support Services grant has been active for more than 25 years and was most recently renewed via a competitive grant application process in summer 2015. This grant supports the SSS Project Director, two SSS Project Counselors, the SSS Project Secretary (Part-Time), and two SSS Tutors. The college will operate a five-year program to increase the college retention and graduation rates of 200 student participants annually.
  - Partnered with Atlantic County Institute of Technology which was awarded a grant to the New Jersey Department of Education County Vocational School District, for \$90,000, over the term March 1, 2016-June 30, 2019. Through the program, participants could earn up to 48 credits for the aviation program while in high school. The Atlantic County Institute of Technology (ACIT) will begin preparing high school students for careers in aviation through its new Aviation Studies program located on the Mays Landing campus of Atlantic Cape Community College. The four-year program will start in September 2016, becoming ACIT's ninth academy program for students in grades 9-12.
  - A College and Career Readiness Partnership Grant with the Wildwood School District, aimed at enhancing the capacity of students to come to Atlantic Cape college-ready. The college received \$34,066 of the \$250,000 grant for the term of June 1, 2015 through August 31, 2016, which allows the college and Wildwood High School to implement career and college-readiness programs, including career workshops and boot camp beginning in March. Students will be assessed so they can find out where they will best fit career wise. The college hosted a five-day career boot camp at the Cape May County Campus in June for up to 30 Wildwood High School seniors.

- Two sub grants of \$500 for a total of \$1,000 from the New Jersey Council of County Colleges to send an Accelerated Learning Program faculty member and the dean of enrollment management and college relations to the Conference on Acceleration in Developmental Education held in Baltimore in January 2016. The dean of enrollment management and college relations participated in a panel discussion with colleagues from Stony Brook University, Fordham University, University of Delaware and Dickinson College at the College Board Regional Forum. The session, focused on the various enrollment challenges that both community colleges and four-year schools face.
- Two travel grants for the Collegiate Archery Program totaling \$1,500; \$500 from Easton Sports Development Foundation and a \$1,000 travel grant from USA Archery.
- A grant from the US Department of Labor for the Out-of-School Youth Program in Cape May County for a grant of up to \$90,000 over the term of December 1, 2015 through June 30, 2016. The grant was used to help out-of-school youth residents of Cape May County to earn their high school equivalency credential and gain job skills to secure employment or enroll in post-secondary education or vocational training. Managed by Workforce Development, this is an interagency agreement between the college and the WIB. The funding supported the Youth Career Advancement Program (YCAP), which proposed to train eligible youth participants in Cape May County for health care professions including Certified Patient Care Technician, Certified Phlebotomist, and Certified EKG Technician.
- A grant from the US Department of Education for \$672,900 for the term of July 1, 2015 through June 30, 2016 for Adult Basic Education Programmatic This grant supports Atlantic Cape as lead agency to operate a consortium with partners Literacy Volunteers Cape Atlantic, Pleasantville Board of Education and Cape May Technical School District. The funded project has since 2007 worked in concert with the Atlantic Cape May WIB's Strategic Plan for Adult Literacy to offer integrated services to the Atlantic Cape May region. As managed by Atlantic Cape, the Consortium delivers educational services for adults, helping them to attain basic skills necessary for proficient literacy, productive employment, effective parenting, and enhanced citizenship.

- A grant from the New Jersey Office of the Secretary of Higher Education in the amount of \$50,000 for the Atlantic City and Pleasantville and College Bound programs at Atlantic Cape Community College, over the term of September 26, 2015 through June 30, 2016.
- A grant from the New Jersey Office of the Secretary of Higher Education in the amount of \$284,200 in support of the NJ Gear Up State Project Grant Program for the term of September 26, 2015 through September 25, 2016.
- A grant from the New Jersey Department of Health and Human Services in the amount of \$52,714 over the term of October 19, 2015 through June 30, 2016. Managed by Workforce Development, this is an interagency agreement between the college and the WIB. The funding supports Atlantic Cape to provide instruction to individuals enrolled in the WIB's Adult Basic Education program operated in Pleasantville, NJ. These services are available 4 days per week, with morning and afternoon sessions. Atlantic Cape will provide instructional services, coordination and oversight of the activities.
- A grant from the New Jersey Department of Health and Human Services in the amount of \$18,138 over the term of February 2, 2016 through December 30, 2016. This grant is managed by Workforce Development in coordination with Academics. Via this funding, Atlantic Cape has agreed to provide online New Jersey "Grow Kids" Director's Orientation Sessions. This is part of a larger state-sponsored initiative to raise the quality of child care and early learning throughout New Jersey.
- A grant from the US Department of Labor in the amount of \$90,000 for the term of December 1, 2015 through June 30, 2016 listed as Cape May County Out of School Youth. Managed by Workforce Development, this is an interagency agreement between the college and the WIB. The funding supported the Youth Career Advancement Program (YCAP), which proposed to train eligible youth participants in Cape May County for health care professions including Certified Patient Care Technician, Certified Phlebotomist, and Certified EKG Technician.
- A grant through Atlantic Cape Community College Foundation from South Jersey Industries in the amount of \$10,000 in June 2016 for Teen Tech STEM initiatives for girls. This program will occur in the summer of 2016 whereby area teenage girls will participate in a day long program.

- Two grants supporting our K-12 initiative Math Boot Camp, College Readiness Now, as well as College Credit Now both sponsored by NJCCC (New Jersey Department of Education) totaling approximately \$55,000.
- A grant from the National Aeronautics and Space Administration (NASA) in the amount of \$10,000 for the term of May 1, 2015 through August 12, 2016. This was for a project entitled “K-12 STEM Outreach in Atlantic County, NJ.” This was a grant to operate an outreach project to give middle school students hands-on STEM learning experiences.
- A grant for the New Jersey Space Grant Program of Rutgers University for \$15,000 for the college’s Aviation Studies program to participate in an aeronautical research project over the anticipated term of September 1, 2016 through June 1, 2017. This was for the project entitled, "Using Unmanned Aircraft Systems for Crop Monitoring."
- A grant from CapeBank Charitable Foundation for a total of \$75,000 to be paid in annual installments over 3 years. In August 2015, the college received its first installment of \$25,000. The grant is to enhance the recruitment for the Academy of Culinary Arts. In May 2016, OceanFirst Financial Corp. acquired Cape Bank and merged into OceanFirst Bank. The college is using the grant money to hire consultants to evaluate ACA offerings and make recommendations to grow enrollment.
- A grant to the Atlantic Cape Foundation in August 2015 in support of Savory Sundays from the Powell Family Foundation in the amount of \$10,000. Savory Sundays are cooking demonstrations that take place at the Hamilton Mall featuring ACA chef educators demonstrating a variety of topics including health lunches, recipes for canning and freezing, and holiday beverages to name a few. These demonstrations are a marketing and enrollment tool in which to showcase and bring awareness to the community about the Academy of Culinary Arts.
- A grant from the New Jersey Department of Education in the amount of \$484,521 for the Perkins Act Grant program, over the term of July 1, 2015 through June 30, 2016. This will provide funding for strengthening vocational and technical education programs.

## FY16 Breakdown of Perkins Instructional Equipment Purchases:

<b>Instructional Equipment Description</b>	<b>Unit Cost</b>	<b>Location</b>
<i>Draganflyer Guardian RC Electric Quadrotor Helicopter Package</i>	6,995	S110
<i>Draganflyer Tau 2 drone camera system</i>	4,195	S110
<i>OmniRX Half-cell &amp; Savvy Mobile Workstation Bundle</i>	41,367	H108
<i>Monitor and Camcorder Package for Kitchen 1 includes installation</i>	8,468	Kitchen 1
<i>Opscan 4 ES Scantron Scanner</i>	3,191	H121
<i>Forensic Recovery of Evidence Device (FRED)</i>	8,649	S110
<i>Stagionello EVU Commercial Meat Curing Cabinet</i>	21,466	Kitchen 5
<i>Laerdal All in One Panel PC (OS) Instructor Patient Monitor</i>	3,192	H115
<i>Six Burner Range</i>	10,529	Kitchen 4
<i>Excalibur Stainless Steel One Zone Commercial Dehydrator</i>	5,828	Kitchen 5
<i>Precision Hawk Standard Plane Kit</i>	21,250	S110
<i>4 Monitor and Camcorder Package includes installation</i>	35,532	Kitchens 2, 3, 4, 5
<b>Total Inventory Expenditures</b>	<b>170,662</b>	

## FY16 Perkins Expenditures:

<b>Expenditure Category</b>	<b>Total Expenditure</b>
<i>Personal Services-Salaries</i>	41,428
<i>Other Purchased Services</i>	39,074
<i>Supplies and Materials</i>	147,979
<i>Personal Services-Employee Benefits</i>	5,243
<i>Purchased Professional and Technical Services</i>	11,175
<i>Other Purchased Services</i>	24,970
<i>Travel</i>	42,013
<i>Instructional Equipment</i>	170,662
<b>Totals</b>	<b>482,554</b>

## II. INSTITUTIONAL PERFORMANCE MEASURES

From the strategic planning goals and objectives a set of institutional performance measures were identified. These are the broadest measures of overall college performance in terms of the strategic goals. Where applicable, each performance indicator outcome is benchmarked with the mean outcomes from a cluster of southern New Jersey community colleges.

### INSTITUTIONAL PERFORMANCE MEASURES OUTCOMES

STUDENT SUCCESS										
IPM	Goal 1 & 2	Goal/ Obj.	FY10	FY11	FY12	FY 13	FY14	FY15	Peer FY15	FY16
1	FTFT Retention Rate	1.4; 2.2	63.0%	62.0%	63.0%	62.0%	60.0%	58.0%	64.0%	55.0%
2	FTFT Graduation Rate	1.4; 2.2	18.0%	15.0%	18.0%	15.0%	16.0%	16.2%	26.3%	18.4%
3	Transfer Rate (Post Graduation)	1.4; 2.2	41.0%	43.7%	52.7%	37.0%	39.1%	n/a		n/a
4	FTFT Remedial Progression Rate	1.3; 2.2	<b>Fall 07-10</b>	<b>Fall 08-11</b>	<b>Fall 09-12</b>	<b>Fall 10-13</b>	<b>Fall 11-14</b>	<b>Fall 12-15</b>		<b>Fall 13-16</b>
	Math		65.7%	66.4%	65.4%	74.2%	61.9%	51.5%		53.4%
	English		76.6%	77.2%	69.3%	78.3%	69.9%	76.8%		78.2%

NJ STUDENT SUCCESS MODEL, FIRST-TIME FULL-TIME STUDENTS (*)					
Goal 1	FA09	FA10	FA11	FA12	FA13
Cohort	1349	1395	1107	1144	1264
Earned a Degree or Certificate	18.3%	15.5%	15.8%	16.3%	18.4%
Transferred without Award	15.5%	18.4%	14.9%	15.5%	13.8%
Earned 30 Credits with 2.0 GPA	23.9%	20.1%	27.0%	28.9%	28.6%
Total- Atlantic Cape Success Rate	57.7%	54.1%	57.7%	60.7%	60.8%

*\*IPM's for Goal 1 were expanded to include the NJ Success Model; here are the results for these additional measures*

ACCESS											
IPM	Goal 1 & 2	Goal/ Obj.	FY09	FY10	FY11	FY12	FY13	FY14	FY15	Peer FY15	FY16
5	Annual Headcount		10,414	11,053	11,219	10,656	10,422	9,911	9,551	11,161	8,860
6	High School Penetration Rate		19.4%	23.3%	22.8%	20.4%	21.1%	22.8%	21.9%		20.1%
	Atlantic County - Fall		19.6%	23.5%	23.0%	21.7%	21.7%	22.0%	20.7%		20.3%
	Cape May County - Fall		18.8%	22.8%	22.5%	16.0%	19.2%	25.2%	21.2%		19.5%
7	Market Share - County Penetration		1.75%	1.87%	1.93%	1.91%	1.88%	1.85%	1.76%		1.54%
	Atlantic County - Fall		1.83%	1.95%	2.03%	2.03%	2.00%	1.98%	1.89%		1.49%
	Cape May County - Fall		1.54%	1.65%	1.64%	1.56%	1.52%	1.50%	1.38%		1.61%
8	Audited FTE Credit		5,214	5,769	5,715	5,509	5,413	5,244	4,903		n/a
9A	Credits by Campus (un-audited 10th day count)										
	Mays Landing		89,750	97,253	93,084	89,945	88,099	86,379	80,188		74,971
	Cape May		20,062	23,133	23,346	20,997	19,985	18,754	16,309		12,856
	Atlantic City		18,173	22,284	23,580	23,227	23,480	21,833	18,682		16,385
	Online		30,690	33,030	31,162	30,392	30,209	29,462	29,770		30,343
9B	Headcount by Campus (Duplicated) Fall Term										
	Mays Landing		4,750	5,147	5,009	4,912	4,877	4,621	4,604		4,278
	Cape May		1,163	1,376	1,406	1,304	1,194	1,142	1,006		825
	Atlantic City		1,243	1,464	1,522	1,489	1,575	1,446	1,205		1,058
	Online		2,083	2,273	2,149	2,114	2,129	2,073	2,048		2,032
10	Headcount by Age (Percent)										
	Traditional (17-24)		67.1%	65.5%	67.1%	67.4%	69.8%	68.2%	68.3%		68.3%
	Non-Traditional (25 +)		32.9%	34.5%	32.9%	32.6%	30.2%	31.8%	31.7%		31.7%
11	Headcount by Diversity (Percent)										
	Non-Minority (White)	3.4	48.0%	48.7%	48.2%	47.2%	47.9%	47.8%	47.6%		46.2%
	Minority (Non-white)	3.4	31.4%	33.9%	36.4%	38.5%	40.9%	42.3%	43.8%		45.6%
12	Credits by Tuition Type (Un-Audited)										
	General		120,627	133,786	131,308	125,798	123,823	120,238	110,511		96,529
	Online		30,690	33,030	31,162	30,392	30,209	29,422	29,752		29,805
	Culinary		4,784	6,172	5,885	5,524	4,790	4,330	3,143		2,550
	Nursing		2,574	2,712	2,540	2,621	2,309	2,122	2,439		2,734
	Aviation				277	226	462	316	397		498
13	Internships/Co-ops										
	Number of Students	1.2	446	474	484	488	456	449	436		466
	Number of Programs	1.2	7	7	8	9	10	10	11		11
	Non-Credit										
14	Non-Credit FTE		496	564	536	347	179	119	216	347	296
15	Contract Training-Headcount		5,513	3,542	5,211	4,387	3,321	3,676	2,227	4113	3,250



AFFORDABILITY											
IPM	Goal 3	Goal/Obj.	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	Peer FY15	FY16
16	Tuition per credit		88.40	93.00	94.80	97.20	102.00	108.00	113.00	103.00	116.00
	Tuition and Fees		109.90	113.50	115.70	118.60	124.50	131.85	138.42	135.33	142.20
	Tuition and Fees Rank (all NJCC's) *		5	3	2	2	3	4	4		6
17	Affordability										
	Atlantic County		6.0%	6.5%	6.8%	7.0%	7.3%	7.6%	7.5%	n/a	7.9%
	Cape May County		6.4%	6.4%	6.5%	6.2%	6.6%	6.5%	7.3%		7.5%
	*All NJCC's included in Tuition and Fees Rank (1 highest, 19 lowest)										
HUMAN CAPITAL											
IPM	Goal 3	Goal/Obj.	FA09	FA10	FA11	FA12	FA13	FA14	FA15	Peer FY 15	FA 16
18	Full-time Faculty Fall Load										
	Courses		43.3%	44.6%	43.1%	42.4%	39.7%	44.0%	45.2%	n/a	n/a
	Credits		42.6%	43.5%	45.6%	42.9%	45.5%	54.5%	46.8%		n/a
19	Student Ratios										
	Faculty: Student		29	26	25	26	26	25	25	28	n/a
	Staff: Student		17	19	18	21	21	22	19	21	n/a
	Diversity										
20	Full-time Faculty: Diversity	3.4	12.4%	13.5%	12.4%	11.1%	8.3%	11.2%	n/a	n/a	n/a
	Part-time Faculty: Diversity	3.4	13.0%	12.1%	8.3%	9.4%	10.8%	9.2%	n/a	n/a	n/a
21	Staff: Diversity	3.4	30.5%	31.6%	31.1%	29.5%	31.6%	29.7%	n/a	n/a	n/a
RESOURCES											
IPM	Goal 3	Goal/Obj.	FY09	FY10	FY11	FY12	FY13	FY14	FY 15	Peer FY 15	FY16
22	Revenue by Source - Operating Budget										
	Tuition/Fees		57.3%	62.0%	61.6%	61.0%	61.7%	61.8%	60.9%	62.1%	60.4%
	Chargeback		0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.5%	0.2%
	State Aid		16.5%	13.9%	13.7%	13.8%	14.0%	14.0%	14.3%	14.2%	14.2%
	County Aid		21.7%	21.0%	21.0%	21.9%	21.4%	21.4%	21.5%	17.9%	21.7%
	Other		4.0%	2.7%	3.3%	2.9%	2.6%	2.5%	2.9%	5.3%	3.5%
23	Expense to Educate Students		46.7%	46.9%	47.0%	47.3 %	47.6%	47.5%	46.8%	50.6%	46.5%
24	Cost per FTE		\$ 6,939	\$6,695	\$6,882	\$7,116	\$7,069	\$7,119	7,621	\$7,197	\$8,365

## PERFORMANCE INDICATOR DEFINITIONS

<b>Institutional Performance Measures</b>		
<b>IPM</b>	<b>STUDENT SUCCESS</b>	
1	Retention Rate	The percentage of FTFT students who re-enrolled the next fall term.
2	Graduation Rate	The percentage of FTFT students who graduated within 150% normal time (3 years). This includes graduates from all three years.
3	Transfer Rate (Post Graduation)	Percentage of total graduates who transferred to a senior institution within one year after graduating who persisted to the second term. (Not FTFT but All Graduates)
4	Remedial Progression Rate (based on enrollment not placement)	
	Math	FTFT Remedial Cohort who complete remedial requirements within three academic years.
	English	FTFT Remedial Cohort who complete remedial requirements within three academic years.
<b>IPM</b>	<b>ACCESS</b>	
5	Annual Headcount	Annual Unduplicated Headcount for credit courses.
6	High School Penetration Rate	Atlantic and Cape May County recent public high school seniors who enrolled in the fall term as a percentage of their total recent public high school senior enrollment.
	Atlantic County - Fall	Atlantic County recent public high school seniors who enrolled in the fall term as a percentage of their total recent public high school senior enrollment.
	Cape May County - Fall	Cape May County recent public high school seniors who enrolled in the fall term as a percentage of their total recent public high school senior enrollment.
7	Market Share - County Penetration	Atlantic and Cape May County students enrolled in the fall term as a percentage the total population of both counties. County residency determined by mailing address.
	Atlantic County - Fall	Atlantic County students enrolled in the fall term as a percentage the total population of Atlantic County. County residency determined by mailing address.
	Cape May County - Fall	Cape May County students enrolled in the fall term as a percentage the total population of Cape May County. County residency determined by mailing address.
8	Audited FTE Credit	Annual full-time equivalent student enrollments (FTE's) for full-time, part-time and summer session students are calculated by dividing the total unweighted annual credit hour enrollment by 30.
	Credits by Campus (Un-Audited - 10th Day Count)	
	Mays Landing	Annual Credit Hours for credit courses for the Mays Landing Campus.
	Cape May	Annual Credit Hours for credit courses for the Cape May Campus.
	Atlantic City	Annual Credit Hours for credit courses for the Atlantic City Campus.
	Online	Annual Credit Hours for credit courses for Online Courses.
9	Headcount by Campus (Duplicated)	
	Mays Landing	Annual Duplicated Headcount for credit courses for the Mays Landing Campus.
	Cape May	Annual Duplicated Headcount for credit courses for the Cape May Campus.
	Atlantic City	Annual Duplicated Headcount for credit courses for the Atlantic City Campus.
	Online	Annual Duplicated Headcount for credit courses for Online Courses.
10	Percentage Student Headcount by Age	
	Traditional (17-24)	Fall Unduplicated Headcount of traditional age students (17-24) for credit courses.
	Non-Traditional (25 +)	Fall Unduplicated Headcount of non-traditional age students (25+) for credit courses.

ACCESS (cont.)		
11	Percentage Student Headcount by Diversity	
	Non-Minority (White)	Fall Unduplicated Headcount of non-minority students (white) for credit courses.
	Minority (Non-white)	Fall Unduplicated Headcount of students (non-white) for credit courses.
12	Credits by Tuition Type	
	General	Number of (un-audited) annual credits for general courses.
	Online	Number of (un-audited) annual credits for online courses.
	Culinary	Number of (un-audited) annual credits for culinary courses.
	Nursing	Number of (un-audited) annual credits for nursing courses.
	Aviation	Number of (un-audited) annual credits for aviation courses.
13	Internships, Co-ops and Experimental Learning	
	Number of Students	Number of students enrolled annually in courses with an internship, co-op or experimental learning component.
	Number of Programs	Number of programs offered with an internship, co-op or experimental learning component.
14	Non-Credit FTE	Students enrolled in courses that start July 1 - June 30 (inclusive). Credit Hours conversion = (clock hours * 10) divided by 15. FTE = Credit hours / 30. Includes fundable and non-fundable Non-credit FTE.
15	Contract Training-Headcount	Annual unduplicated Headcount for customized courses.
<b>IPM</b>	<b>AFFORDABILITY</b>	
16	Tuition and Fees	
	Rank (all NJCC's)	Rank in the New Jersey Community College sector. 1 as highest and 19 as lowest.
	<u>Tuition</u>	Tuition per credit
	<u>Fees</u>	Required Fees per credit
	*All NJCC's included in Tuition and Fees Calculation	
17	Affordability	
	Atlantic County	Annual Tuition and Fees for full time student (30 credits) divided by annual average household income for Atlantic County.
	Cape May County	Annual Tuition and Fees for full time student (30 credits) divided by annual average household income for Cape May County.
<b>IPM</b>	<b>HUMAN CAPITAL</b>	
18	Full-time Faculty Fall Load	
	Courses	Percentage of fall courses taught by full-time faculty.
	Credits	Percentage of fall credits taught by full-time faculty.
19	Student Ratios	
	Faculty: Student	Full-time faculty and one-third part-time faculty divided by the annual FTE student count.
	Staff: Student	Full-time staff and one-third part-time staff divided by the annual FTE student count.
	Percentage Faculty/Staff Headcount by Diversity	
20	Full-time Faculty: Diversity	Percentage of Full-time Fall Unduplicated Headcount of minority (non-white) faculty.
	Part-time Faculty: Diversity	Percentage of Part-time Fall Unduplicated Headcount of minority (non-white) faculty.
21	<u>Staff: Diversity</u>	Percentage of Fall Unduplicated Headcount of minority (non-white) staff.

<b>IPM</b>	<b>RESOURCES</b>	
22	Revenue by Source - Operating Budget	
	Tuition	Tuition Revenue as Percentage of Total Operating Budget (Audited).
	Chargeback	Chargeback Revenue as Percentage of Total Operating Budget (Audited).
	State Aid	State Aid as Percentage of Total Operating Budget (Audited).
	County Aid	County Aid as Percentage of Total Operating Budget (Audited).
	Other	Miscellaneous sources such as investment interest, gifts, and unrestricted grants.
23	Expense to Educate Students	Operating Expenditures divided by Instruction/Academic Support Expenditures.
24	Cost per FTE Student	The cost per Full-time Equivalent student is calculated by dividing the total Educational and General Expenditures (E&G) by the full-time equivalent enrollment (FTE). See <i>Audited FTE Credit</i> definition.
<b>IPM</b>	<b>FACILITIES</b>	
25	Classroom Utilization	In development
26	Age of Facilities/Deferred Maintenance	In development

### INSTITUTIONAL GOALS / OBJECTIVES CHAMPION MATRIX

Goal 1: Maximize Student Success									
Obj	Institutional Satisfaction Surveys				Institutional Data		Champion/Committee Matrix		
	Graduate	Alumni	Student	Faculty Staff	IPM's	Other	Division	Cross Functional	BOT
1	All instructional programs will be assessing curriculum and program quality, analyzing student learning outcomes, and using results to enhance institutional effectiveness. ✓                      ✓                      ✓                      ✓						AA	IEC	ASA
2	Increase the number of degree and non-degree programs that incorporate service learning, internships or co-ops prior to graduation by 2% annually. ✓						AA, SABC	SSI	ASA
3	Increase the progression rates of first-time, full-time students from developmental to college-level education by 3% annually. ✓						AA, SABC	SSI	ASA
4	Develop and implement a comprehensive completion program for first-time degree and certificate-seeking students that increases educational goal attainment by 25%. ✓						AA, SABC	SSI	ASA

Goal 2: Strengthen Community Partnerships									
Obj	Institutional Satisfaction Surveys				Institutional Data		Champion/Committee Matrix		
	Graduate	Alumni	Student	Faculty Staff	IPM's	Other	Division	Cross Functional	BOT
1	Increase awareness and enhance the image of the College among key stakeholders by 10% from the baseline established by 2009 branding research. ✓						EMCR	EMC	LRP
2	Increase Atlantic Cape's participation and success rates with emphasis on underserved/under-represented populations in demographic areas (gender, age and ethnicity) and socio-economic statuses. ✓						AA, SABC, EMCR	EMC, SSI	DE
3	Respond to the academic, training, research and conference/meeting needs of business and industry, and increase the number of stakeholders with whom the College actively collaborates by 10% over a baseline established in 2011-2012. ✓						AA, FPRE, FA, ABS		
4	Enhance the career planning system to increase students' employment opportunities and employer satisfaction. ✓                      ✓                      ✓                      ✓						SABC, AA	SSI	ASA
5	Continue a collaborative partnership between the College and the Atlantic Cape Foundation to increase advocacy, visibility and financial support for the College. ✓						RDBP		

Goal 3: Demonstrate Effectiveness, Continuous Improvement, and Efficient Use of Resources									
Obj	Institutional Satisfaction Surveys				Institutional Data		Champion/Committee Matrix		
	Graduate	Alumni	Student	Faculty Staff	IPM's	Other	Division	Cross Functional	BOT
1	All support programs and services will be reviewed and a periodic assessment process will be established to enhance institutional effectiveness.						AA, EMCR, SABC, FPRE, FA, HR, IT, ABS, RDBP	IEC	LRP
		✓	✓			✓			
2	Increase classroom utilization by 10% over a baseline established in 2011-2012.						AA		
	✓		✓			✓			
3	Maintain satisfaction of relevant stakeholders with the College's effectiveness of the technological infrastructure, innovative technology applications, and equipment.						IT	ITC	LRP
	✓		✓	✓					
4	Implement the Diversity Plan to ensure equity from an established baseline in 2011-2012.						FPRE, HR, EMCR		DE
						✓			
5	Increase employee professional development and job-related training initiatives by 5% annually.						HR		PBD
								✓	
6	Establish a baseline by 2011-2012 to assess the flow of college information to key stakeholders to increase overall stakeholder satisfaction.						EMCR		LRP
	✓		✓	✓					
7	Improve safety statistics and stakeholders' satisfaction with campus safety and security by providing a safe working and learning environment for all faculty, staff, students and the College community.						HR	SCI	
			✓	✓					
8	Reduce the College's carbon footprint by 5% from baselines established in 2011-2012.						FPRE	GCI	LRP
								✓	
9	Support capital projects as defined in the Blueprint 2020 Master Plan and reduce the deferred maintenance by 2% annually from a baseline established in 2011-2012 to ensure a high quality learning environment.						FPRE, FA, ABS		LRP
			✓	✓	✓				
10	Maintain a balanced budget through the development of strategies that encourage cost containment and revenue diversification from an established baseline in 2011-2012.						AA, EMCR, SABC, FPRE, FA, HR, IT, ABS, RDBP		BFA
								✓	