2015

INSTITUTIONAL OUTCOMES REPORT

ATLANTIC CAPE COMMUNITY COLLEGE

June 6, 2016

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Institutional Outcomes

2015

Atlantic Cape Community College

Institutional Research, Planning and Assessment

5100 Black Horse Pike

Mays Landing, New Jersey 08330

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INTRODUCTION

Fiscal year 2015 is Atlantic Cape's fourth year of implementation for its Strategic Plan 2012-2016. Highlights on specific efforts and accomplishments for the year include:

Goal 1.0 - Maximize Student Success

- Student Success Initiatives continued to show promising results in FY15 including:

    o **English Accelerated Learning Program (ALP)**
    Scaling up of The Accelerated Learning Program (ALP) continued. The program which was piloted back in spring of 2012 with only 11 students has grown to 10 triads of 180 students in fall 2014, and 7 triads with 126 students in spring 2015. Results from this project have shown that first time, full time students enrolled in ALP-099 and ENGL-101 concurrently are 84% more likely to succeed in ENGL-101. The likelihood of success is 44% for students with the same level of developmental English needs who have enrolled first in ENGL-080 and subsequently in ENGL-101 in the next semester.

    o **Math Boot Camp**
    A Developmental Math Boot Camp designed for developmental math students who score within 15% of the decision zone on the placement exam was piloted in summer 2014 and winter 2015 sessions. This is a one week course where students use diagnostic and prescriptive software (MyFoundationsLab) to accelerate their progress through the developmental sequence. Students are only required to complete prescribed models for the topics where the diagnostic found they were weak. A total of 105 students participated in the pilot. Results indicated that over 90% of students successfully passed their developmental modules.

    o **Accelerated Math**
    The Accelerated Developmental Math Project supported by differential/modularized learning technology was piloted. In this project, developmental math (073/074) courses are offered in the same semester in two six week blocks. These classes are offered in a computer classroom setting where students work on prescribed modules while a Faculty member and supplemental instructor assist students' one-on-one, differential/modular learning. The student will be able to complete both MATH073 and MATH074 within one semester. Outcomes from fall 2014 to spring 2015 show that first time in college students who are enrolled in Accelerated Math are more likely

to succeed in Math-073 than those enrolled in the traditional Math-073. However similar outcomes were not achieved in accelerated Math -074 where traditional students showed a higher likelihood of success than accelerated students.

o **Early Alert**

Early Alert piloting, a collaboration between Academic and Student Affairs offering faculty a forum to refer students that are exhibiting behaviors that are not conducive to academic success as soon as the behaviors are observed (early in the semester) continued. During fall 2014, 50% of students that received an early alert for performance issues and where an intervention took place were able to successfully go on to get earn a grade of "C" or better in the course.

o **Career Development Programming**

The college continued the design and development of Student Success and Career Planning Centers on each campus. In addition, Student Affairs and Academic Affairs continued to collaborate in implementing the curricular infusion of career development initiative. This research engaged students in ESL, developmental English, College Level English and ALP courses. Of the 350+ students who participated in this research, 95% of the students indicated that as a result of the in-class activities, they "learned something new about career planning" and were "motivated to take next steps to reach their goals." In addition, students who participated in a cover-letter writing initiative via their English class demonstrated a 41% increase in the effectiveness of their documents as measured by a cover-letter rubric. Also 94% of ESL students who participated in curriculum-based career activity progressed at least one-level on a four-level Career Maturity Rubric.

This research was presented at NASPA 2014-2015 regional and national conferences, NJCCC Best Practices Conference and International TESOL Conference.

Goal 2.0:   Strengthen Community Partnerships

- Atlantic Cape Community College worked with the NJ Department of Labor and Workforce Development and the One-Stop Career Centers in Atlantic, Cape May and Cumberland counties to provide services to those affected by the casino layoffs.
This initiative was funded by the National Emergency Grant awarded to the NJLWD from the federal government. Atlantic Cape, through continuing education, provided an orientation to advise the dislocated workers of all of the services available to them, including: labor market information, career counseling, job search skills, resume writing, interviewing, importance of networking, as well as a connection to

employment services and training. As of June 30, 13 classes were held for a total of 218 clients with an average of 16 clients per class.

- An Inaugural Alumni Day was held on June 20 at Atlantic City's famed Steel Pier. The event was to engage alumni and provided reduced priced food and amusement rides for alumni and their families.

Goal 3.0:   Demonstrate Effectiveness, Continuous Improvement and Efficient Use of Resources

- Two Blueprint 2020 Capital projects held their ribbon cuttings in FY15: The new Science, Technology, Engineering & Math (STEM) building, at the college's Mays Landing Campus and the Caesars Entertainment Wing for Hospitality and Gaming Studies at the college's Charles D. Worthington Atlantic City Campus.

- Phase I renovations of academic buildings began in FY15. Science and math labs as well as lecture space and Division Office renovations are being made to A-Bldg. D Building is being renovated to add a TV Studio and H Building will be renovating nursing lab and lecture space.

- Student Success Centers and Career Planning Centers are being added to existing spaces at Atlantic City and Cape May County campuses. The Centers will directly support Atlantic Cape's student success initiatives with the goal to create spaces that promote student learning and success.

- A/D/H buildings are slated for completion in September 2015 and the Student Success and Career Planning Centers in Cape May and Atlantic City in FY16.

With this Institutional Outcomes Report, the cycle for the fiscal year 2015 planning and assessment process closes. This Institutional Outcomes Report is intended to inform institutional and program decision making focused on preserving strengths and addressing areas of opportunity for future institutional renewal and improvement. The Report is presented in two sections. The first section includes progress and accomplishments on initiatives and projects planned for the fiscal year in support of goals and objectives. Additionally, institutional surveys of stakeholders (Students, Faculty & Staff) outcomes are included. These are intended for a directional identification of stakeholders' opinions about the institution's strengths and areas of opportunity for improvement.

The second section 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 2015

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

Academic Affairs

- The following program reviews were completed: Business Administration A.A.S., Business Administration A.S., ESL/Modern Languages, Liberal Arts, A.A. – Social Science Option

- The following programs were accredited:

  o Atlantic Cape Community College earned national accreditation for its new Associate in Arts Preschool-Grade 3 Education degree option, which began in September. The National Association for the Education of Young Children's Commission on Early Childhood Associate Degree Accreditation awarded the distinction.

    Atlantic Cape was one of five associate degree programs to earn accreditation this year, and is now one of 162 programs in 31 states to reach this achievement since the system was launched in 2006. It is the first college in New Jersey to earn this distinction.

  o The Academy of Culinary Arts at Atlantic Cape Community College received "exemplary" programmatic accreditation from the American Culinary Federation Education Foundation Accrediting Commission in July.

    Accreditation by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services. The Academy of Culinary Arts is one of only two programs accredited by the Commission in New Jersey.

    Exemplary Programs symbolize the highest educational standards recognized by the ACFEFAC. The award is presented to programs that have proven full compliance with all accreditation requirements in the last visiting team report along with excellent management of the program.

To receive accreditation, the Academy submitted a self-study and participated in an on-site evaluation of the school in May by a three-person team. The Accrediting Commission reviewed the team report, along with the institution's self-study, and renewed accreditation to the ACA through June 30, 2021.

- The College was named one of the "50 Best Online Community Colleges" by Best Value Schools. More than 100 courses were offered online in fall 2014. The college offers 12 associate degree programs entirely online, as well as credits toward any of the college's 49 degree programs. Courses are accessible 24/7 so students can log on and work at their convenience. This serves as an option for those unable to attend classes in a traditional setting such as those with young children, disabled, in the military, etc. Atlantic Cape was the first community college in New Jersey to offer a full degree program at a distance, to accommodate the 24-hour schedules of casino and tourism *employees.*

- This academic year (2014-2015), the faculty finished the fourth year in a six-year cycle with three recommended General Education Goals (Quantitative Knowledge and Reasoning, Society and Human Behavior and Global and Cultural Awareness) 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
Scientific Knowledge and Reasoning	172	14%	73%	13%
Humanistic Perspective	31	58%	39%	3%
Historical Perspective	91	4%	49%	46%
Written and Oral Communication	232	15%	73%	12%
Quantitative Knowledge and Skills	117	38%	38%	23%
Technological Competency	135	45%	40%	15%
Information Literacy	226	28%	58%	15%
Ethical Reasoning and Action	70	16%	67%	17%
Society and Human Behavior	102	51%	44%	5%
Global and Cultural Awareness	118	27%	12%	61%

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

How would you rate the overall quality of education you are receiving (received) at Atlantic Cape?

	Students Mays Landing	Students Atlantic City	Students Cape May	Graduates	Alumni
Average, Above Average, or Excellent response	97%	98%	95%	99%	97%

How satisfied are you with the value of the education you are receiving (received) at Atlantic Cape compared to what it cost you to attend?

	Students Mays Landing	Students Atlantic City	Students Cape May	Graduates	Alumni
Very Satisfied or Satisfied response	95%	99%	97%	92%	83%

How effective is the College in delivering the following core competency skills?

Very Effective or Somewhat Effective response	Students	Graduates
Written and Oral Communication	90%	86%
Quantitative Knowledge and Skills	88%	83%
Scientific Knowledge and Reasoning	78%	90%
Technological Skills and Information Literacy	80%	83%
Society and Human Behavior	82%	80%
Humanistic Perspective	79%	80%
Historical Perspective	75%	81%
Global and Cultural Awareness	76%	81%
Ethical Reasoning and Action	79%	81%
Information Literacy	-	85%

Institutional Research, Planning and Assessment

- Satisfaction Surveys of students, staff and faculty were completed. A total of 577 students participated in the student satisfaction survey. Utilizing the website www.random.org and unique identifiers for each course offered, 40 courses were selected from all three campuses, from all times of the day, and all days of the week. Developmental and ESL courses were also included in the sample. A total of 313 faculty and staff participated in the faculty and staff satisfaction survey. This included 41 full-time faculty, 75 adjunct faculty, 78 staff and 25 administrators that self-identified. By campus those that self-identified included 241 participated from Mays Landing campus, 26 from Worthington Atlantic City Campus and 40 from the Cape May County Campus.

Academic Affairs

- Made efforts to improve the academic course and program assessment program through streamlining the college committee governance structure, increasing faculty participation in the Assessment Committee, and satisfying the needs of MSCHE for accreditation. This was done by adding an additional faculty member from each department to the Faculty Assessment Committee. In addition to increasing communications from the Committee to the individual departments, this has allowed for greater faculty participation into the process.

Institutional Objective1.2: Increase the number of degree and non-degree programs that incorporate service learning, internships or co-ops prior to graduation by 2% annually.

Evidence of outcomes

Academic Affairs/Continuing Education

- Offered a comprehensive personal fitness career training certification program, featuring eight modules and an internship with Tilton Fitness. The eight-week program was taught by AAAI/ISMA faculty trainers, the program offered participants an opportunity to earn four different certifications in the areas of Personal Trainer Phase 1 and 2, Sports Nutrition and Strength Conditioning and Weight Training. Those who completed the program will earn a 25-hour internship with Tilton Fitness.

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

Evidence of outcomes

Academic Affairs/Student Affairs

- Early Alert, a collaboration between Academic and Student Affairs, offering faculty a forum to refer students that are exhibiting behaviors that are not conducive to academic success as soon as the behaviors are observed (early in the semester) showed promising results. In fall 2014, 400 students received an early alert for which an intervention took place enabling over a third of those students to succeed in earning a "C" or better in that course. In spring 2015, 169 students received an early alert and over a third also went on to successfully pass the course for which an intervention.
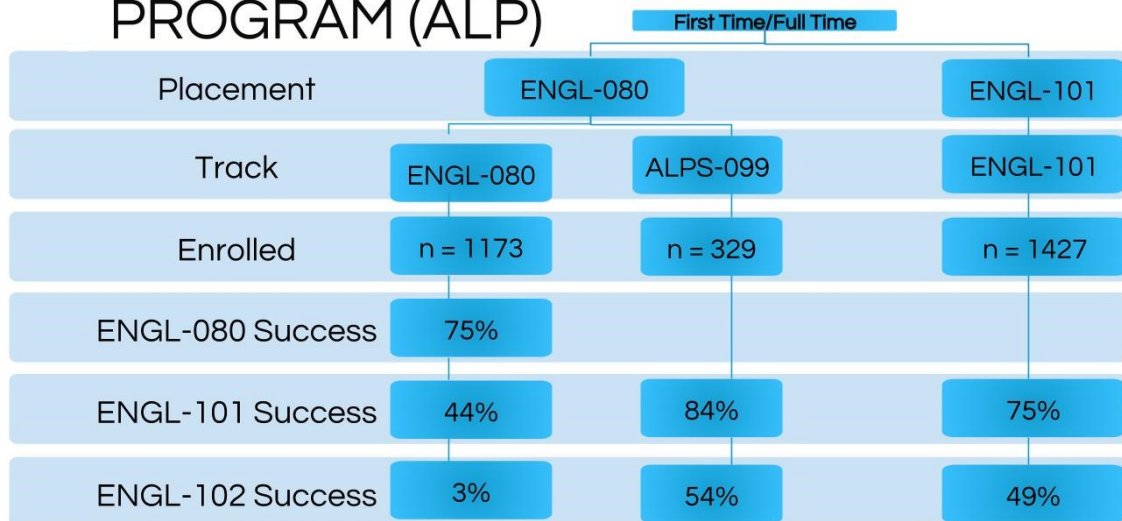
Early Alert

	Fall 2014	Spring 2015
Attendance Total	100	39
Attendance Success	22 (22%)	7 (18%)
Performance Total	255	117
Performance Success	127 (50%)	54 (46%)
Withdraw Total	45	13
Withdraw Success	2 (4%)	4 (31%)

- The Accelerated Learning Program (ALP) has continued to scale up. Students who place into ENGL080 enroll in ENGL101 simultaneously with the ALP support class ENGL099. Students who participate in ALP have a higher completion rate in ENGL101 and are more likely to enroll in ENGL 102 and have a higher completion rate when they do enroll in ENGL102. The program which was piloted back in spring of 2012 with only 11 students has grown to 10 triads of 180 students in fall 2014, and 7 triads with 126 students in spring 2015. Spring semester also saw the first ever evening triad offered.

Project results are shown in the following table. First time, full time students enrolled in ALP-099 and ENGL-101 concurrently are more likely to perform better in ENGL-101 than their counter parts who enrolled first ENGL-080 and subsequently in ENGL-101 next semester. Looking ahead at ENGL-102 performance, there is no statistical significance between success rates of students in the ALPS track versus those that placed into college ready English.

ACCELERATED LEARNING PROGRAM (ALP)

	ENGL-080	ALPS-099	ENGL-101
Placement	ENGL-080 (First Time/Full Time)		ENGL-101
Track	ENGL-080	ALPS-099	ENGL-101
Enrolled	n = 1173	n = 329	n = 1427
ENGL-080 Success	75%		
ENGL-101 Success	44%	84%	75%
ENGL-102 Success	3%	54%	49%

- A Developmental Math Boot Camp designed for developmental math student who score within 15% of the decision zone on the placement exam was piloted in summer 2014 and winter 2015 sessions. This is a one week course where students use diagnostic and prescriptive software (MyFoundationsLab) to accelerate their progress through the developmental sequence. Students are only required to complete prescribed models for the topics were the diagnostic found they were weak. A total of 105 students participated in the pilot. Results indicated that over 90% of students successfully passed their developmental modules

	Summer 2014 Participants	Passed Summer 2014	Percentage Pass Summer 2014	Winter 2015 Participants	Passed Winter 2015	Percentage Pass Winter 2015
Math -073	33	30	90.9%	9	9	100%
Math-074	94	85	90.4%	21	20	95.2%

- The Accelerated Developmental Math Project supported with differential/modularized learning technology was piloted. In this project, developmental math (073/074) courses are offered in the same semester in two six week blocks. These classes are offered in a computer classroom setting where students work on prescribed modules while a Faculty member and supplemental instructor assist students' one-on-one, differential/modular learning. The student will be able to complete both MATH073 and MATH074 within one semester

  Outcomes from fall 2014 to spring 2015 show that first time in college students who are enrolled in Accelerated Math are more likely to succeed in Math-073 than those enrolled in the traditional Math-073. However, the numbers did not reflect similar outcomes in Math -074 where traditional students showed a higher likelihood of success than accelerated students.

ACCELERATED VS TRADITIONAL MATH-073 (2014FA; FTIC)

MATH-073		MATH-074
Fall 2014		Spring 2015

Success in MATH-073: Traditional 57%, Accelerated 74%
Enrolled in MATH-074: Traditional 44%, Accelerated 18%
Success in MATH-074: Traditional 26%, Accelerated 11%

■Traditional ■Accelerated

Accelerated: $n = 89$ Traditional: $n = 568$

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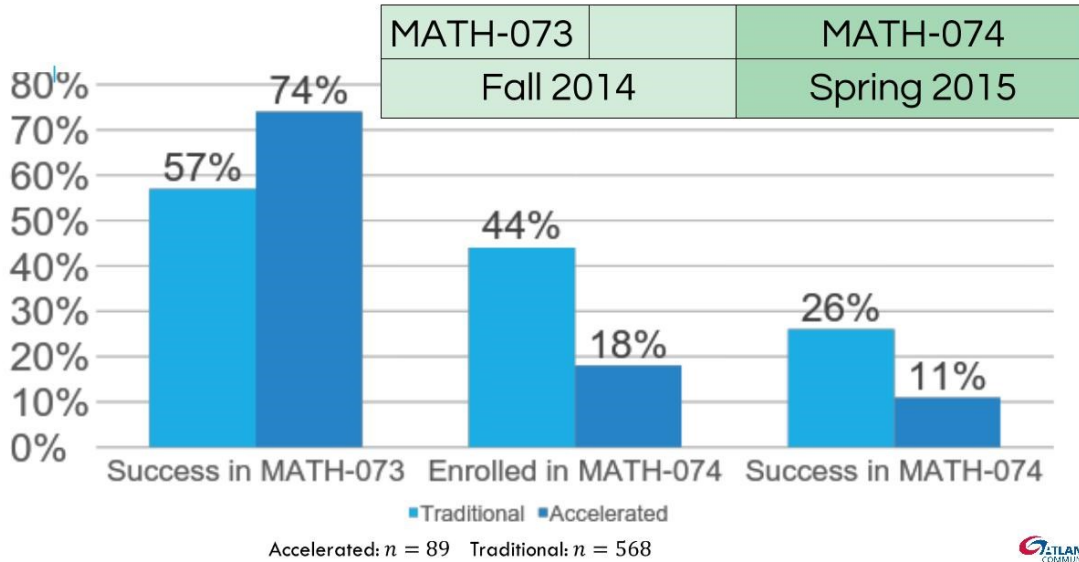
Institutional Objective 1.4: Develop and implement a comprehensive completion program for first-time degree and certificate-seeking students that increases educational goal attainment by 25%.

Evidence of outcomes

Student Affairs & Branch Campus Management/Enrollment Management & College Relations

- Developed a comprehensive Enrollment Management Plan (EMP) which included a focus on retention. The model, which incorporated *just-in-time, longitudinal, developmental and assessment loop methodology*, was presented to the Middle States Commission in response to a request for a progress report. The college was notified in June 2015 that the progress report was accepted by Middle States. Assessment data is being collected and analyzed for each initiative within the EMP and being utilized to inform program revisions.

Student Affairs & Branch Campus Management/Academic Affairs

- As an enhancement to the Advising Month Program, in a collaborative effort between Academic and Student Affairs faculty, advising days for students that have earned more than 24 credits were instituted in March 2015. During these days, faculty advisors utilized the newly implemented Ellucian Student Planning module to better assist students in their academic planning process.

Enrollment Management

- Scaled back number of *CareerFocus* brochures distributed from previous year from 69,000 to 34,000 to be more cost conscious and be more targeted in the marketing approach. This year the marketing infused a message of career in a more in depth manner than in past years. It was decided it was important to drive for both college and career readiness, the notion of being prepared for success on both education and on the job.

- Continued efforts through the Admissions and College Recruitment team to promote CE programs (both short- and long-term) by discussing options with inquiries, providing information at college/career fairs, visiting CE career training classrooms to offer information about CE to credit articulations, and attending other community-based events that puts admissions in touch with potential students who are seeking career training (or re-training) programs.

- Streamlined the process with Prior Learning Assessment (PLA) as it became an increasingly popular option over this last year. Prior Learning Assessment (PLA) allows students the opportunity to seek credit for life and professional experience and previously earned credentials. Students who can demonstrate college-level knowledge and competencies from experiences outside of a traditional post-secondary education may be awarded up to 25 college credits toward a Technical Studies, Associate in Applied Science degree. These competencies can include military training, employer training programs, union apprenticeships, professional certifications and licensures, independent study, or volunteer/community service. Admissions frequently received inquiries from potential and current students by phone, email, in the office, and when attending off-campus events. Plans are underway to make additional improvements in the months ahead.

- Created an efficient communications management workflow in Colleague for students applying to CE career training programs so these students would receive timely and pertinent information to help them through the enrollment process.

- Split the Enrollment Management and Student Success Cross Functional Committee (EMSS/XFC) into two cross functional committees. Enrollment Management Cross Functional Committee (EM/XFC) will focus solely on enrollment matters and k-12 partnerships for early intervention. Student Success Cross Functional Committee (SS/XFC) will focus on all Student Success Initiatives.

Student Affairs

- Atlantic Cape was one of 19 community colleges to host a series of campus-based activities for the first-ever statewide NJ Community College Completion Challenge (NJ C4) kickoff week in October.

  Sponsored by the New Jersey Council of County Colleges' Center for Student Success, Kean University and the New Jersey Education Association, the NJC4 initiative is an effort to increase the number of community college students completing their associate degrees and certificates so they have the credentials they need to successfully transfer to four-year colleges and universities to earn their bachelor's degrees and enter careers that provide family-sustaining wages.

  The national Community College Completion Initiative began in April 2010 when leaders from the Phi Theta Kappa International Honor Society, the American Association of Community Colleges, the Association of Community College Trustees, the League for Innovation in the Community College, and the Center for Community College Student Engagement signed Democracy's Colleges: A Call to Action. The Community College Completion Challenge website, www.cccompletionchallenge.org, showcases the missions, action plans and strategies developed by each organization to involve their constituents to produce 5 million more associate degree and certificate holders by 2020.

INSTITUTIONAL GOAL 2.0 - STRENGTHEN COMMUNITY PARTNERSHIPS

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

<u>Evidence of outcomes</u>

Enrollment Management

- Developed a regional culinary marketing plan to be put into effect in fall 2015. Targeted areas will be Eastern Pennsylvania, Delaware and Northern Maryland. A donation of $25,000 from Cape Bank was made to Atlantic for the next three years to assist in the regional culinary marketing efforts. Technical high schools have been identified in the out of state areas in aforementioned states. Information will be sent to those schools to bring about awareness to counselors about ACA and our one-year certificate program. Other avenues that will be used are: search engine marketing, behavioral targeting with re-messaging and pre-roll video. Google analytics will be used to review unique page

views to a dedicated atlantic.edu page. Return on investment will also be determined by digital campaign impressions, clicks and click through rates.

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.

Evidence of outcomes

Enrollment Management

- Made efforts in the summer and fall of 2014 to tend to the needs of Atlantic City's displaced casino workers. Since the College was not able to obtain the names and addresses of the workers, blanket marketing was done to showcase the resources that Atlantic Cape was providing. One example was the use of our computer labs at all 3 campuses. Individuals were advised to schedule an appointment the campus of their choice. Once in one of our computer labs, they were able receive assistance with cover letter and resume building as well as with job searches. They were also given a jump drive to save all of their documents. Additionally, when possible, admissions representatives would attend town meetings in specific townships where many citizens were affected by the casinos closing. At these meetings, displaced workers were provided with information regarding our short-term job training programs. Also, ads were placed in the Press of Atlantic City and on local radio advertisements.

- Held for the first time Open Houses at both the Atlantic City and Cape May County campuses in the fall of 2014. While attendance was not high, those who did attend were able to receive pertinent information regarding our services, class offerings and resources including information on Financial Aid including how to apply and eligibility. This was repeated in the spring of 2015 and will continue in conjunction with our Mays Landing, college-wide Open House every fall and spring.

- Targeted marketing efforts to reach the Black and Latino populations included the following:

  o Sponsoring the Pleasantville High School Aquatics Club for the annual Bridge-to-Bridge swim, which took place in June.
  o Advertising in the AC Times for spring, WTTH The Touch for summer, Hammonton Gazette for fall and spring and En Vivo for fall. For ACA recruitment, the College advertised on BET for both spring and fall.

Academic Affairs

- The GEAR UP program continued with its fourth year of activities. A total of 166 students participated in the program during the 2014-2015 academic year. Additionally the program also served 169 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 counseling sessions, college visits, educational field trips, and Saturday Program. Among the many activities offered to GEAR UP students were field trips to Monmouth University, the Franklin Institute, Princeton University, ACUA, Amish Village, University of Delaware and Atlantic Cape's College Awareness Day. Students who participated in the 2014 GEAR UP Summer Program took part in project-based instruction in the subjects of math, science and language arts. Students also had an opportunity to participate in GEAR UP Academies. These two-week long academies included art, drama, photography and video game design.

- Made a concerted effort to recruit and enroll PLA students in AY 2014-15 which resulted in enrolling approximately 75 students. Eight out of those enrolled, graduated in the first year of the program. A continued effort will be made to market the program, including site visits to organizations both public and private where potential PLA populations exist.

Student Affairs/Academic Affairs

- Continued to develop and assess proactive initiatives serving underserved/under-represented cohorts including returning veterans, ESL students and students on academic probation. This included:
    o Continuing to offer programs for returning veterans across all campuses.
    o Trained faculty in the utilization of the Career Maturity Rubric.
    o Invited faculty to collaborate in development of revised Transfer Planning Rubric.
    o Continued to collaborate with multiple constituencies to design and program three Career and Success Centers across all three campuses.
    o Development assessment and tracking methodology to capture outcomes of student engagement within the Career and Success Centers.
    o Began collaboration with Math department regarding curricular-infusion of career development.

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.

Evidence of outcomes

Resource Development & President/Board of Trustees Operations/Academic Affairs

- A grant from the U.S. Department of Labor's Trade Adjustment Assistance Community College Career and Training program provided funding for new equipment and technology for the Emergency Medical Technician, Certified Nurse Aide, Certified Medical Assistant and Phlebotomy programs. Students enrolled in these health care programs have access to academic and career counseling services to facilitate their entry or advancement into higher wage, higher skill jobs. In the spring, enhancements were incorporated into the Patient Care Technician program, and a new Certified Medication Aide program introduced to advance the skills and knowledge of Certified Nurse Aides.

  Students completing the Emergency Medical Technician, and the Certified Medical Assistant programs are eligible for certification in their field of study and are awarded college credits toward degree programs at Atlantic Cape. Workers already employed in these fields are eligible for college credits for their prior learning and work experience.

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:

  o Two new degree programs, an Associate in Science in Professional Helicopter Pilot and an Associate in Arts in Preschool-Grade 3 Education.

    - The Professional Helicopter Pilot option provides students the necessary aeronautical skills and knowledge to earn a commercial pilot certificate with a rotorcraft category and a helicopter class rating. Emphasis is placed on aeronautical decision-making, flight safety and effective flying techniques.
    - The Preschool-Grade 3 Education option prepares students to work with children in early childhood centers, hospitals and social service agencies. It provides the student with approved academic training for group teacher positions in state-licensed day care facilities.

o The following new credit course:

- Introduction to Unmanned Aerial Systems offered in fall 2014 through the Aviation Studies program for those interested in learning about the emerging field of non-piloted aircraft.

o The following new Professional Series courses aimed to provide students with entry-level skills for specific jobs:

- The Computer Technician Specialist Professional Series, which will equip students with the skills and knowledge to prepare them for industry certification exams and teach skills that give students greater opportunity for employment or advancement in a variety of computer system support fields. The 18-credit series will begin in fall 2015, and credits may be applied toward the Associate in Applied Science degree in Computer Systems Support.
- The Windows Server Specialist Professional Series is an 18-credit program effective fall 2015 that will prepare students for the industry-standard Microsoft Certified Systems Administrator exam. Credits earned in the professional series may be applied toward the Associate in Applied Science degree in Computer Systems Support.
- A Culinary Arts I certificate and Baking and Pastry I certificate, effective spring 2016. These 30-credit programs will lead to state certification and offer students a credential for entry-level employment in one year.

o The following Continuing Education programs:

- Line Locator for the Natural Gas Industry training program, which is a comprehensive 10-day course that includes classroom and field training. Students can earn industry credentials from the Northeast Gas Association, including: Locating Utilities-Operator Qualification-Task 21 and Abnormal Operating Conditions-Operator Qualifications-Task 70. There is a demand locally for those who pass the exams. Atlantic Cape partnered with South Jersey Industries to deliver the 70 hour program. Seven went through the program and 100% completed the training and secured unsubsidized employment. Atlantic Cape also partnered with South Jersey Industries to deliver a Gas Operator Technician Program. Eleven went through the program and all eleven secured unsubsidized employment upon completion.
- The Baking and Pastry Training Program and the Culinary Training Program, both 425-hour career preparation programs that offer participants hands-on

courses to either learn new skills to start a career in the hospitality industry or enhance existing skills for career advancement. These programs were offered for the first time at the Charles D. Worthington Atlantic City Campus in spring 2015. Upon completion of the four-month noncredit training programs, participants are ServSafe certified.

- Certified Electronic Health Record Specialist (CEHRS), added in fall 2014 at the Charles D. Worthington Atlantic City Campus. The 230-hour program prepares students to understand and use electronic records in a medical practice. Students will also review the implementation and management of electronic health information using common electronic data interchange systems and how to maintain the medical, legal, accreditation, and regulatory requirements of the electronic health record. Students who complete this course will be prepared to sit for the National Health Career Association Certified Electronic Health Record Specialist exam.

- Construction Operator Technician Program, a comprehensive 124-hour course that includes three days of technical class work with an online component, five days of classroom training and 10 days of field training. Upon completion of the course, students will be prepared to take the National Gas Association New Construction Operator Qualification Exam.

- Security Officer Training, offered as an introductory training for those interested in a career as a security officer. The 24-hour course applies to all security practitioners and former law enforcement personnel tasked with the safety and security of the businesses they serve.

- Operating System Concepts, which introduces students to the theory and practice of systems, including Windows, Mac OS and UNIX/Linux. The 105-hour program began in May.

- A+ Certification provides an introduction on how to build, maintain, support and troubleshoot computers and prepares students for the CompTIA A+ Certification. The 160-hour certification preparation course began in May.

- Business Technology Specialist, where students learn the skills to succeed in an office environment, from PowerPoint to Microsoft Office Collaboration and Integration and QuickBooks. The 258-hour training began in May 2015 and leads to nine college credits.

- Network+ Certification, offers an entry-level certification for anyone interested in learning networking basics in this 125-hour program. Students will learn the skills to manage, maintain, troubleshoot, install, operate and configure basic network infrastructures. Course began in June.

- Substitute Teacher Certification program, offered in spring 2015 for those interested in becoming substitute teachers. This 10-hour program provides an overview of the role and expectations of the substitute teacher, as well as the application and certification process. Upon completion, students received one Continuing Education Unit.
- Landscaping Industry Certified Technician – Exterior, introduced in February 2015 for participants interested in learning the maintenance and installation of landscapes, including: the different types of plants and flowers, common landscaping tools and machines, and techniques in green irrigation and landscape design. It is geared for those pursuing a career as a certified greenskeeper, landscape worker, groundskeeper or grounds maintenance worker.

o The following Customized Training programs:
- FY15 customized training programs included a diverse client list for both contracted programs and grant funded classes for professional development skills.
  o Customized training through private contracts for local businesses totaled $52,155.
  o Grant funded customized training through the NJBIA/NJCCC totaled $209,470. NJBIA clients took advantage of the grant funded training and open enrollment classes included employees from over 100 businesses.

- The board approved dropping the Associate in Applied Science in Accounting and the Associate in Applied Science Accounting Information Systems Option, effective spring 2015. The decision was based on changes in the accounting field that now require students to hold a minimum of a bachelor's degree to secure employment.
- The board also approved dropping the Business Administration Option, Liberal Studies Associate in Arts degree, effective fall 2015, due to redundancy with the Associate in Science and Associate in Applied in Science and Associate in Applied Science Business Administration degrees.
- Atlantic Cape began offering classes in Hammonton in fall 2014 at Richard Stockton College's Kramer Hall, 30 Front St. The following classes were offered for credit:
  o Intro to Computers
  o Composition I
  o Western World I
  o Statistical Methods

Administration & Business Services

- Continued to partner and meet the conference and meeting needs of business and the community. In FY15 income for conferencing and events for all 3 campuses totaled over $65,000 broken down by campus as follows:

Campus	Facility Rentals
Mays Landing	$59,512
Cape May	$3,589
Atlantic City	$2,604

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

Evidence of outcomes

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
Yes	25%
No	75%

How effective was your Atlantic Cape education…

Very effective or effective response.	Alumni
In helping you for the work force in general?	69%
In helping you to obtain your current job?	54%
In helping you with your job performance?	85%
In helping your chances for job advancement?	69%
In preparing you to communicate with others in the work setting?	62%
In providing the skills you needed specifically for your work.	77%
In preparing you for university transfer?	85%
Taught you the skills needed specifically for your work?	69%

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.

Evidence of outcomes

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

- Held Inaugural Alumni Day on June 20 at Atlantic City's famed Steel Pier to better engage alumni. The day included a day out with reduced priced food and amusement rides for alumni and their families.

- Held the 32nd Annual Restaurant Gala and honored Atlantic City Mayor Don Guardian and Food Network Star finalist Nicole Gaffney on March 26 at Bally's Atlantic City. The event raised $100,163 for scholarships

- The College was presented with a check for $5,976 by South Jersey Gas to support students that participated in the School Counts scholarship program in their respective high schools. The funds were raised by South Jersey Gas customers in Atlantic and Cape May counties who donated $1 to the School Counts program via their monthly gas bills.

- Raised $21,000 for student aid and Foundation operations through the 2014 Atlantic Cape Community College Scramble "Fore" Scholarships golf tournament. Held Oct. 10 at Cape May National Golf Club in Cape May, the tournament drew nearly 100 players.

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

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

Evidence of outcomes

Student Affairs/Enrollment Management

- Continued to develop, disseminate and analyze instruments capturing quantitative data regarding learning outcomes, satisfaction and motivation with respect to various student success and Student Affairs initiatives. Utilized data to inform program development and revision. Based on feedback obtained via EMSSXFC and SSXFC engagement with numerous stakeholders, developed implementation assessment instrument and schedule of implementation planning meetings, providing consultation and professional development for SSI/ATD project staff.

- Held 2nd annual Student Success Retreat, providing 70+ faculty, staff, students and alumni with professional development training regarding utilization of institutional data to inform policy and procedural decisions.

- Continued to assess BAT (Behavioral Assessment Team) report outcomes and make necessary programming changes to enhance system functionality. BAT is a multidisciplinary team that meets regularly to review and respond to reports of student behavior that may pose a threat of self-harm or a threat to the college community. Assessment of BAT reporting lead to the enhanced professional development for full-time and adjunct faculty across all three campuses.

Institutional Research Assessment and Planning

- Started process of non-academic program reviews. Held assessment workshops for non-academic units to establish formalized plan for assessing their unit's programs and services. 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.

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

Evidence of outcomes

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

In the course schedule, there was a good selection of…

Strongly Agree or Somewhat Agree response.	Students Mays Landing	Students Atlantic City	Students Cape May	Graduates
Courses	84%	86%	73%	85%
Times	73%	80%	68%	75%
Locations	84%	86%	63%	81%

Academic Affairs

- Decreased the number of total sections offered in spring 2015 semester from spring 2014 by 15%, representing a significant savings in adjunct costs.

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

Evidence of outcomes

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

Atlantic Cape has…

Strongly Agree or Somewhat Agree response	Students	Graduates
Current technology in the classrooms.	77%	76%
Current software in the classrooms.	77%	72%
Current technology in computer labs.	87%	83%
Current software in computer labs.	86%	83%
Printer access in computer labs.	85%	85%
Wireless access where I need it.	37%	49%
Provided appropriate technology to meet my needs.	74%	75%

Information Technology

- Unveiled 42 Supermicro Superservers on Jan. 12 donated by Linode LLC of Galloway, NJ. The servers will perform a host of functions for the college's Information Technology Department, including operating both as production and concept-testing servers. The increased processing capacity will contribute enhanced IT performance for the college administration, faculty and students. The server donation is one part of Linode's IT Workforce Preparation Initiative, which seeks to more practically prepare post-secondary computer science students for career IT positions through on-going, close collaboration with colleges and universities. Linode said they developed the ITWP initiative because they found it difficult to find qualified candidates to fill their entry-level IT positions in New Jersey. Linode's intent is to partner with colleges and universities to help modify curriculum, present knowledge on the cloud, and donate hardware so that IT graduates exposed to current IT trends can enter are prepared to enter the workforce.

- Installed Kore Kourier software on MS/SQL server to support Operational Data Store for Institutional Research. Refinement of system is ongoing

- Completed the configuration and installed infrastructure of switches and routers at Cape May County Campus. Completed buildings K/H & STEM at Mays Landing campus with buildings A/F/L/R/U/I underway with planned completion for fall.

Remaining buildings in order of installation J/C/M, B, D/E/T and Worthington Atlantic City Campus.

- Continued work on configuration and installation of three campus wireless infrastructure installation. All access points installed at all three campuses with the exception of A, D, K, H building in Mays Landing due to construction. Installation of network switches prior to turn-up is mandatory due to POE (Power-Over-Ethernet) which can only be supplied by new edge switches along with XMS Management software to be installed and configured by contractor.

Student Affairs & Branch Campus Management/Informational Technology

- 102 service updates for Colleague were installed and tested
- Implemented Student Planning which is a planning tool with registration features. It allows student to view their current progress toward degree completion, build a plan for future semesters and create *What If* scenarios. It also warns students of unplanned prerequisites and courses that are planned for semesters in which they are not offered. Advisors have the ability to see all the information the student sees, add notes and archive plans. The Student Planning was implemented in March 2015 for Advising Days.
- Human Resources tested and went live with ImageNow scanning system.

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

Evidence of outcomes

Student Affairs
- Celebrated Black History Month, with various fun, educational activities throughout February. All activities were free and open to the public. In Mays Landing there was an African-American marketplace sponsored by the Black Student Alliance. Vendors sold African-American art, books, jewelry and other collectibles. Additionally, The African American Heritage Museum of Southern New Jersey presented a pictorial display of the rich history of Atlantic City's Northside, in the cafeteria and African-American artist Glynnis Reed's exhibit, "Quiet Power: A Retrospective – 1994-2014," was on display in Atlantic Cape's art gallery.

The Worthington Atlantic City Campus showed the movie, "Number 42, the Jackie Robinson Story," sponsored by Student Services. There were also Essay readings on Martin Luther King's "I Have a Dream" speech, sponsored by Student Activities. And Turiya S. Abdur-Raheem, author and adjunct faculty member, read from her book,

"Growing Up in the Other Atlantic City: Wash's and the Northside". The events were co-sponsored by the Student Government Association, Black Student Alliance and Student Activities

Planning, Research & Executive Support

- In December 2014 a Diversity and Equity Climate Assessment Survey was administered on campus. A total of 485 students participated. The results were reviewed by the Diversity and Equity Committee whose charge is to assure that the learning and social atmosphere on campus proactively promotes a sense of equity for all students and staff members. The Committee agreed that the results showed a positive perception on the part of the students surveyed. The Committee requested that a similar survey be developed for the staff. In addition, in the future students will be surveyed in randomly chosen classes to avoid a response bias caused by the self-selection of who chooses to reply to the survey, currently conducted by email.

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
Strongly Agree or Somewhat	84%

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

	Students
Strongly Agree or Somewhat	90%

Student outcomes for underserved and underrepresented populations were the following for the 2011 entering freshman cohort:

	Graduation	Transfer Out
African American	8%	19%
Asian	15%	17%
Hispanic	15%	10%
Native American	9%	9%
White	21%	17%
Unknown	9%	20%
More than one race	19%	13%
Male	44%	19%
Female	53%	15%
Pell	13%	15%
Non-Pell	20%	19%

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

Evidence of outcomes

Human Resources, Public Safety & Compliance

- Provided the following trainings:
  - Preventing Sexual Harassment for all new hires
  - Respectful Workplace training
  - Title IX, VAWA training (held in August 2014 for 35 attendees)

- Health Services administered the following trainings to employees:

Training Administered	Employee Participation
Bloodborne Pathogens and Personal Protective Equipment	125
Globally Harmonized Standard (Hazardous Communications Program)	100
CPR/ First Aid	21
Lock out/ Tag out	13
Total	259

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.

Evidence of outcomes

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

Atlantic Cape does a good job of keeping employees informed about matters affecting us.

	Staff	Faculty	Overall
Strongly Agree, Somewhat Agree	56%	58%	54%
Neither Disagree nor Agree	10%	16%	17%
Somewhat Disagree or Strongly Disagree	33%	28%	30%

How effective was Atlantic Cape in communicating information about…

Very effective or effective response.	Students
College news and activities	65%
Student activities	55%
Sporting events	38%
Academic deadlines	78%
Registration information	79%
Student Policies and Procedures	74%
College emergency alerts	92%
Cancelled classes	73%

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.

Evidence of outcomes

Human Resources, Public Safety & Compliance

- Completed the following activities as part of the Safe Campus Cross Functional Committee process improvement for FY15.

  o Loop Road completed; Smoking Policy reviewed; recommendation for Higher Education Epinephrine Emergency Treatment Act; Narcan review: Drug and Alcohol Prevention Program Biennial Review competed; Ebola Health Alert; review of ID badge procedures; addition of American with Disabilities Act as a standing agenda item;

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

Evidence of outcomes

Planning, Research, Facilities & Executive Support

- Solar electricity generation for FY15 was 1,804,793 kWhs generated for Mays Landing and 626,400 kWhs at the Cape May County Campus

- The solar panels installed in November 2013 in parking lots on the Mays Landing and Cape May County campus continued to generate savings for the college. Mays Landing campus saw realized savings in FY15 in the amount of $87,666.57, Cape May County campus saw realized savings for the same period in the amount of $56,223.98, for a combined total of $143,890.56.

Realized Savings from Photovoltaic System		
	FY14	FY15
Mays Landing	$53,191.47*	$87,666.57
Cape May	$33,187.59*	$56,223.98
Total	$86,379.06*	$143,890.56

FY14 savings were only from November 2013-June 2014

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.

Evidence of outcomes

Planning, Research, Facilities & Executive Support

- Renewal and Replacement efforts continued with the following items completed in FY15:

  o Cape May County Campus
    - Replacement of lounge chairs on second floor gathering area
    - Installation of window film
  o Worthington Atlantic City Campus
    - Replacement of furniture in student lounge
    - Replacement of blinds/shades and carpets in certain locations
    - Repainted game room
  o Mays Landing Campus
    - Rearrangement of cashier area in J-Wing
    - Window replacement along the back wall in Enrollment Services
    - Replace Quincy air compressor pneumatic controls

- Concrete work for ADA curb work and walk wall trip hazards
- Parking lot restriping and sealing

- Board awarded the construction of Phase I of the Student Success Centers and academic buildings' renovation to Dandrea Construction Co., Inc., of Berlin, for a total of $4,759,600. Phase I which began in FY15 included renovations to former lab space in A Building, adding a television studio to D Building, reconfiguring the nursing area in H Building, and establishing Student Success Centers in existing space at the Atlantic City and Cape May County campuses. The Centers are funded in part by the New Jersey "Building Our Future" state bond funds and will directly support Atlantic Cape's student success initiatives, with the goal to create spaces that promote student learning and success. The facilities will increase the college's capacity to provide accelerated learning classes, career and personal counseling, and academic advising. They will also provide space for student seminars, career planning and student engagement. The project is anticipated to be completed by September 2015.

- Held a ribbon-cutting ceremony to officially open the Caesars Entertainment Wing for Hospitality and Gaming Studies at the college's Charles D. Worthington Atlantic City Campus on Thursday, Oct. 16, 2015. More than 50 college, government and hospitality representatives attended. The event featured the official ribbon cutting and remarks from Dr. Peter L. Mora, Atlantic Cape president; Howard Kyle, chief of staff for the Atlantic County executive; Don Guardian, Atlantic City mayor; Rick Mazer, president and general manager for Harrah's Resort, Caesars Entertainment; and John Palmieri, executive director of the CRDA. Guests then toured the new facility.

- Held a ribbon-cutting ceremony on Jan. 29 to formally dedicate the Science, Technology, Engineering & Math building at the college's Mays Landing Campus. Nearly 100 college representatives, government officials and donors who played a role in making the building a reality attended. The centerpiece of the college's Blueprint 2020 Master Plan, the $16 million project features five science labs, two computer labs, office space and a partially vegetated roof with walkways that will be used for telescope viewing by the college's astronomy classes. The building is home to the air traffic control and aviation studies degree programs and the Technology Studies Institute. Located on the south side of the main campus quadrangle next to the William Spangler Library, D-building, this project marks the first Atlantic Cape building constructed at the Mays Landing Campus in more than two decades. In addition to the modern chemistry, biology and earth science labs, the new building features many amenities that were incorporated with Atlantic Cape students in mind. Highlights include a grab-and-go café; collaboration rooms where students can work in small groups and write on specially painted walls appropriate for dry erase

markers; and an atrium lobby with ample lounge space for students to relax between classes.

Funding for the $16 million STEM building project came from a number of sources, totaling $8 million, plus an $8 million match by the County of Atlantic. Funders included: South Jersey Economic Development District; Atlantic Cape Community College Foundation; federal government, omnibus and U.S. Economic Development Administration funding; Atlantic Cape; and the state of New Jersey, Chapter 12 program.

The 32,475-square-foot, two-story facility, designed by Philadelphia firm Stantec Architects (formerly Burt Hill), received LEED Silver certification for its "green" design. Additionally, with input from students, faculty, staff and external stakeholders through focus group sessions, architects prepared a design that incorporates a palette of materials and colors that complement the colors, textures and scale of current campus buildings, while maintaining the natural quality of the campus landscape.

Administration & Business Services

- Restructured the tracking of major capital projects to have better control of budget and expenses. It allows up to the date information on projects monetary status which has helped in reports requested by the Long Range Planning and Budget, Finance and Audit committees.

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.

Evidence of outcomes

Finance

- Completed a Comprehensive Annual Financial Report (CAFR) for the fiscal year ended 6/30/14; achieved an unmodified audit opinion which was accepted by the Board of Trustees at the December 2014 meeting. The auditor's opinion on the financial statements was unmodified.

There was a Tuition Aid Grant (TAG) program audit finding cited in the College's Fiscal Year 2014 Comprehensive Annual Financial Report, Schedule of State Financial Assistance Findings and Questioned Costs. The Finance department worked with the Financial Aid office to develop a corrective action plan in order to remediate the condition. The corrective action plan was presented to the Budget, Finance and Audit committee and accepted by the Board of Trustees at their meeting on February 3, 2015.

- Provided guidance to senior management and college staff throughout the budget cycle; supporting the strategic planning process to ensure the linkage between planning and budgeting.

  o Worked closely with senior staff to continue utilizing the strategic finance initiatives of cost containment, cost avoidance and revenue enhancement. In FY15, management was able to mitigate a tuition and fees revenue shortfall by using these strategic initiatives.
  o Supported the reallocation of expenses and budget revisions for institutional expenses that were historically supported by Perkins funding.   The FY16 original budget incorporated the change from grant funding to institutional funding and documented the link these budget line items have to the College's strategic plan.
  o Worked closely with the grants office and grants administrators. During the past year, the College had the following external audits/ reviews in which the Finance department played a key role:
    - FY13 and FY14 State of New Jersey Perkins Grant audit, United States Department of Veterans Affairs Compliance Survey, lead agency review of TAACCCT grant and U.S. Department of Labor (DOL), Employment & Training Administration (ETA) review of TAACCCT grant.

  o Worked closely with the US Department of Education to liquidate the Perkins Loan Fund. The College received the US Department of Education's Federal Perkins Loan Portfolio Liquidation Letter of Completion on December 31, 2014.

  o With a number of new and continued capital projects happening in FY15, supported R&R and capital projects with timely account set-up, reconciliation, recording and invoicing.

  o The transition of the Foundation's reporting and audit to the Finance department was complete in FY15. Supervised the Foundation's accounting (general ledger, signatory process), reconciled the Foundation's accounts, maintained audit schedules and provided the required documentation to the external auditing firm.

  o Established an active role as the liaison to the Budget, Finance and Audit Committee of the Board of Trustees and as liaison to the Institutional Effectiveness Committee.

Administration & Business Services

- Secured and updated a bookstore contract with Follett for a five-year term. It provides a greater percentage (about 2% more) of revenue sharing for the College and lower thresholds for increases to the revenue share. This included a one-time donation of $100,000. For students, there is a price match to guarantee the lowest possible price, and there is free shipping on all on-line orders. A decision was made to eliminate the bookstore in Cape May as it was not cost effective. Students at CMCC can purchase their books on-line.

- Implemented housing referral option targeted to ACA students for spring 2015. This included two apartment complexes and six realtors. A link was added on the website on the main page for ACA. The website list allows a person to select some of the complexes and be taken to its website to allow viewing the apartments, floor plans and prices.

- Received verbal agreement from Head Start to lease East Campus to expand their child care services. A draft lease was prepared, reviewed by our attorney and sent to them along with a letter of intent for us to lease the facility to Head Start. They should start their due diligence and property inspection soon.

Resource Development & President/Board of Trustees Operations/Academic Affairs

- Grants To the College:
  o A $123,853 subgrant funding from Rutgers, the State University of New Jersey, for the New Jersey Race to the Top Early Learning Challenge grant, over the term of Jan. 1, 2015, through Dec. 31, 2017. The grant will establish a Training Academy focused on child care, family child care, Head Start and preschool settings.

  o A grant from the New Jersey Department of Labor and Workforce Development, Skills4Jersey, for $54,400 over the term of Jan. 30, 2015, through Jan. 30, 2016. This grant provides funding to train employees in five gas industry organizations, including South Jersey Gas, NJ Natural Gas, JF Kiely, Precision Pipeline Solutions and Utiliquest.

  o A grant from the New Jersey Department of Labor and Workforce Development, Skills4 Jersey, of $108,800 over the term of Jan. 30, 2015, through Jan. 30, 2016. The grant provides funding to train health care workers at Shore Medical Center, Shore Physicians Group, AtlantiCare and AtlantiCare Physicians Group.

- A grant for Math Boot Camp entitled College Readiness Now II was received in June 2015 in the amount of $22,566 from the US Dept. of Education through the NJ Council of Community Colleges. With the majority of high school graduates applying to Atlantic Cape placing into development mathematics, the college starting offering boot camp that is prescriptive and requires students to only complete modules where they test in need of improvement. The college received the first grant to pilot Math Boot Camp back in April 2014 and the pilot was in summer 2014. This funding will be utilized for the second year of this student success initiative.

- A grant from the New Jersey Department of Education in the amount of $671,463 for the Perkins Act Grant program, over the term of July 1, 2014 through June 30, 2015. This will provide funding for strengthening vocational and technical education programs.

- A $891,000 grant from the NJ Department of Labor and Workforce Development for the Atlantic City Re-employment Project, Literacy and Job Preparation Services with contract period of 12/15/2014 through 12/14/2016.

- A $200,000 grant from the New Jersey Department of Labor and Workforce Development for the Atlantic City Re-Employment (ACRE) Project over the subcontract period of 12/15/2014 through 12/14/2015.

- A grant in the amount of $373,064 for Professional Impact NJ, a project of Kean University, funded by NJ Department of Human Services, Division of Family Development, where Atlantic Cape will provide online training services for up to 80 people statewide, so they can attain the required credits for the Child Development Associate (CDA) credential for care of infants, toddlers, or preschoolers.

- A subgrant funding from Rutgers, the State University of New Jersey, for the project entitled "K-12 STEM Outreach in Atlantic County, NJ," the National Aeronautics and Space Administration, over the term of Jan. 2015 through Aug. 2016.

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**	**Peer FY14**	**FY15**
1	FTFT Retention Rate	1.4; 2.2	65.0%	62.1%	63.1%	62.1%	60.0%	65.0%	61.8%
2	FTFT Graduation Rate	1.4; 2.2	17.8%	15.2%	18.3%	15.0%	16.0%	23.5%	16.3%
3	Transfer Rate (Post Graduation)	1.4; 2.2	41.0%	43.7%	52.7%	37%	39.1%		n/a
4	FTFT Remedial Progression Rate	1.3; 2.2	**Fall 07-10**	**Fall 08-11**	**Fall 09-12**	**Fall 10-13**	**Fall 11-14**		**Fall 12-15**
	Math		65.7%	66.4%	65.4%	74.2%	61.9%		51.5%
	English		76.6%	77.2%	69.3%	78.3%	69.9%		76.8%

NJ STUDENT SUCCESS MODEL, FIRST-TIME FULL-TIME STUDENTS (*)				
Goal 1	**FA09**	**FA10**	**FA11**	**FA12**
Cohort	1349	1395	1107	1144
Earned a Degree or Certificate	18.3%	15.5%	15.8%	16.3%
Transferred without Award	15.5%	18.4%	14.9%	15.5%
Earned 30 Credits with 2.0 GPA	23.9%	20.1%	27.0%	25.8%
Total- Atlantic Cape Success Rate	57.7%	54.1%	57.7%	57.6%

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

2015

ACCESS										
IPM	Goal 1 & 2	Goal/ Obj.	FY09	FY10	FY11	FY12	FY13	FY14	Peer FY14	FY15
5	Annual Headcount		10,414	11,053	11,219	10,656	10,430	9,911	11,660	9,551
6	High School Penetration Rate		26.4%	25.9%	24.2%	25.3%	23.1%	23.9%		21.8%
	Atlantic County - Fall		26.6%	26.1%	24.2%	26.7%	23.0%	23.4%		22.0%
	Cape May County - Fall		25.5%	25.4%	24.3%	20.7%	23.1%	25.7%		21.0%
7	Market Share - County Penetration		1.87%	1.93%	1.91%	1.88%	1.85%	1.76%	2.14%	1.64%
	Atlantic County - Fall		1.95%	2.03%	2.03%	2.00%	1.98%	1.89%		1.76%
	Cape May County - Fall		1.65%	1.64%	1.56%	1.52%	1.50%	1.38%		1.27%
8	Audited FTE Credit		5,214	5,769	5,715	5,509	5,413	5,244	5,597	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
	Cape May		20,062	23,133	23,346	20,997	19,985	18,754		16,309
	Atlantic City		18,173	22,284	23,580	23,227	23,480	21,833		18,682
	Online		30,690	33,030	31,162	30,392	30,209	29,462		29,770
9B	Headcount by Campus (Duplicated) Fall Term									
	Mays Landing		4,750	5,147	5,009	4,912	4,877	4,621		4,604
	Cape May		1,163	1,376	1,406	1,304	1,194	1,142		1,006
	Atlantic City		1,243	1,464	1,522	1,489	1,575	1,446		1,205
	Online		2,083	2,273	2,149	2,114	2,129	2,073		2,048
10	Headcount by Age (Percent)									
	Traditional (17-24)		67.1%	65.5%	67.1%	67.4%	69.8%	68.2%		63.5%
	Non-Traditional (25 +)		32.9%	34.5%	32.9%	32.6%	30.2%	31.8%		29.5%
11	Headcount by Diversity (Percent)									
	Non-Minority (White)	3.4	48.0%	48.7%	48.2%	47.2%	47.9%	47.8%		48.5%
	Minority (Non-white)	3.4	31.4%	33.9%	36.4%	38.5%	40.9%	42.3%		43.7%
12	Credits by Tuition Type (Un-Audited)									
	General		120,627	133,786	131,308	125,798	123,823	120,238		110,511
	Online		30,690	33,030	31,162	30,392	30,209	29,422		29,752
	Culinary		4,784	6,172	5,885	5,524	4,790	4,330		3,143
	Nursing		2,574	2,712	2,540	2,621	2,309	2,122		2,439
	Aviation				277	226	462	316		397
13	Internships/Co-ops									
	Number of Students	1.2	295	321	316	325	313	306		283
	Number of Programs	1.2	6	6	6	7	8	9		9
	Non-Credit									
14	Non-Credit FTE		496	564	536	347	179	119	403	215
15	Contract Training- Headcount		5,513	3,542	5,211	4,387	3,321	3,676	2,649	2,227

AFFORDABILITY

IPM	Goal 3	Goal/Obj.	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	Peer FY14	FY 15
16	Tuition per credit		88.40	93.00	94.80	97.20	102	108	100.00	113
	Tuition and Fees		109.9	113.5	115.7	118.6	124.5	131.9		138.42
	Tuition and Fees Rank (all NJCC's) *		5	3	2	2	3	4		4
17	Affordability									
	Atlantic County		6.0%	6.5%	6.8%	7.0%	7.3%	7.6%	6.5%	7.7%
	Cape May County		6.4%	6.4%	6.5%	6.2%	6.6%	6.5%		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	Peer FY 14	FA 15
18	Full-time Faculty Fall Load									
	Courses		43.3%	44.6%	43.1%	42.4%	42.2%	42.4%	n/a	45.2%
	Credits		42.6%	43.5%	45.6%	42.9%	45.5%	44.2%		46.8%
19	Student Ratios									
	Faculty: Student		29	26	25	26	26	25	n/a	n/a
	Staff: Student		17	19	18	21	21	22	n/a	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
	Part-time Faculty: Diversity	3.4	13.0%	12.1%	8.3%	9.4%	10.8%	9.2%	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

RESOURCES

IPM	Goal 3	Goal/Obj.	FY09	FY10	FY11	FY12	FY13	FY14	Peer FY 14	FY 15
22	Revenue by Source – Operating Budget									
	Tuition/Fees		57.3%	62%	61.6%	61%	61.7%	61.8%	63.6%	60.0%
	Chargeback		0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	.24%	0.3%
	State Aid		16.5%	13.9%	13.7%	13.8%	14%	14%	14.6%	15.6%
	County Aid		21.7%	21.0%	21.0%	21.9%	21.4%	21.4%	18.4%	21.2%
	Other		4.0%	2.7%	3.3%	2.9%	2.6%	2.5%	3.7%	2.9%
23	Expense to Educate Students		46.7%	46.9%	47.0%	47.36.0	47.6%	47.5%	49.8%	46.1%
24	Cost per FTE		$ 6,939	$6,695	$6,882	$7,116	$7,069	$7,119	$7,117	n/a

2015

PERFORMANCE INDICATOR DEFINITIONS

Institutional Performance Measures		
IPM	**STUDENT SUCCESS**	
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.
IPM	**ACCESS**	
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.
IPM	AFFORDABILITY	
16	Tuition and Fees	
	Rank (all NJCC's)	Rank in the New Jersey Community College sector. 1 as highest and 19 as lowest.
	Tuition	Tuition per credit
	Fees	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.
IPM	HUMAN CAPITAL	
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	Number of faculty or staff per annual FTE student.
	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	Staff: Diversity	Percentage of Fall Unduplicated Headcount of minority (non-white) staff.
IPM	RESOURCES	
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 *Audited FTE Credit* definition.
IPM	FACILITIES	
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