

Atlantic Cape Community College
FY2025
Institutional Outcomes Report
Aligned to the



Prepared by Institutional Research, Assessment & Planning (IRAP)
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Evidence • Equity • Excellence

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Introduction

This report presents **high-level outcomes** for each of the **five Strategic Plan goals** for **FY2025**. The **appendix** provides supporting detail, including **Strategic Plan Goal Metrics, FY2025 Institutional Goals, Cabinet end-of-year divisional reports, summaries of institutional survey responses, and FY2026 Institutional Goals**. The report showcases **division-level achievements; the appendix** contains the **underlying data**.

The Board of Trustees, in April 2025, approved a one-year extension of the 2022-2026 Strategic Plan to 2027. Atlantic Cape advanced its [2022–2027 Strategic Plan in FY2025](#) through coordinated, equity-minded work across Academic Affairs, Student Affairs, Institutional Effectiveness, Finance, IT, Marketing & College Relations, Facilities, Human Resources, and Advancement/Foundation. Guided by MSCHE standards and our student-success mission, the College expanded access, modernized systems, and strengthened outcomes while building sustainable practices and partnerships.

Under **Goal 1: Engage**, Atlantic Cape deepened pathways and community reach: twelve high schools were approved by MSCHE as Additional Locations to offer degree-applicable dual enrollment; new pipelines such as the Rutgers Premier Partnership and Give Back NJ expanded access for underrepresented students; and Cape May’s bizHub scaled small-business support and maker-space resources to meet regional workforce and entrepreneurial needs.

For **Goal 2: Support**, the College expanded holistic services and streamlined the student experience. OSHE-funded wellness programming and new First-Year Experience (FYE)/peer-mentor structures were fostered to bolster retention and belonging. At the same time, IT delivered Atlantic Cape Connect (SSO/MFA), upgraded classroom A/V technology (Atlantic City Campus), and modernized student ID systems. Basic-needs initiatives, including laptops and food insecurity, continued to meet students where they are.

Through **Goal 3: Educate**, faculty and staff advanced high-quality learning. New and revised programs in sUAS, AI/Machine Learning, and Animal Science, along with course refreshes, were supported by competitive awards, including NSF ATE and Emil Buehler. Enriched experiences through Honors, experiential learning, and library programming continued to enhance academic engagement and learning outcomes.

With **Goal 4: Achieve**, Atlantic Cape strengthened student success and persistence by removing barriers to completion. Nursing programs maintained high licensure pass rates, advising models and academic supports were refined. Instructional math videos were created utilizing Student Success Initiative funding for Math 073, 074 and 220 to strengthen student learning. Finance implemented the Simplified FAFSA transition and expanded multilingual financial aid navigation to ensure equitable access to financial aid.

Finally, **Goal 5: Excel** emphasized disciplined stewardship, professional growth, and continuous improvement. The College achieved clean audits, launched self-service requisitions and Bonfire e-procurement, advanced data-driven assessment practices, and modernized facilities to strengthen campus safety and efficiency. Human Resources played a critical role in supporting institutional excellence through leadership development, diversity, and succession planning

initiatives, including the first Employee Education Fair, Generational Diversity Workshop, and participation in national leadership programs such as the Chair Academy and Certified Public Management Program. These efforts, paired with ongoing compliance, wellness, and professional training, advanced a culture of learning and empowerment among employees.

Through continuous assessment, collaboration, and innovation, Atlantic Cape remains committed to advancing equity, excellence, and student success across the institution.

Note: Acronyms are defined in the Acronym Key in the Appendix.

FY2025 Institutional Priorities

- Exercise **fiscal stewardship** of the College's resources, evidenced by achieving a **favorable audit opinion** and **maintaining a balanced unrestricted operating budget**. (Met)
- **Implement the *Strategic Plan (2022-2026)***, including evaluation and dissemination of strategic planning outcomes; college-wide development, and assessment of strategies to achieve the strategic goals. (Ongoing)
- **Prepare for Middle States Self-Study Commission on Higher Education (MSCHE) 2026-2027**, including recently added criteria, and continue implementation of MSCHE recommendations, strengthening a culture of student success and continuous improvement. (Ongoing)
- Continue **implementation of the college's Equity Agenda**, supported by Achieving the Dream (AtD). (Ongoing)
- **Leverage technology to streamline business processes and enhance the student experience**. (Ongoing)
- In collaboration with institutional and cross-functional committees, **increase enrollment (Unmet), retention (Mixed), and completion (Mixed) by two percentage points**.
 - **Increase enrollment by two percentage points: Unmet**
 - **Increase retention by two percentage points: Mixed**
 - Two retention measures declined: fall-to-spring retention dropped from **74% to 72%**, and fall-to-fall retention for the new entering FT/PT cohort dropped from **53% to 52%**. But the **IPEDS fall-to-fall retention rate increased from 57% to 60%**, which is a **3-point gain** and would exceed a 2-point target. So, retention is **mixed**, not simply unmet.
 - **Increase completion by two percentage points: Mixed overall; Met for the 4-year graduation rate**

Data for these metrics are found in the Strategic Plan Goal Metrics section of the Appendix. Highlights for these include the following:

Enrollment:

- Enrollment yield decreased 4 percentage points, from 38% (Fall 2023) to 34% (Fall 2024), even as fall applicants increased from 3,027 to 3,133; enrolled applicants declined from 1,148 to 1,051.
- Credit enrollment was mixed but slightly stronger overall: fall headcount increased from 4,058 to 4,184 (+126), spring held essentially flat at 5,238 to 5,235 (-3), and summer increased slightly from 1,867 to 1,870 (+3); 12-month IPEDS headcount also increased from 7,382 to 7,414 (+32), and audited FTE rose from 2,967 to 3,186 (+219).
- Fall enrollment growth was driven by new entering freshmen (1,066 → 1,163, +97), new entering transfers (211 → 228, +17), and Early College/Dual Concurrent students (116 → 149, +33), while continuing enrollment was flat (2,063 → 2,061) and returning stop-outs declined (602 → 583, -19).

- By race/ethnicity, fall student distribution remained steady overall, with Two or More Races increasing from 4% to 5% and White decreasing from 41% to 40%; Hispanic remained at 29%, Black/African American at 14%, and Asian at 6%.
- By gender, female distribution increased from 63% to 64% while male distribution decreased from 37% to 36%; non-traditional-age enrollment also increased as a share of fall enrollment, from 31% to 33% (1,325 → 1,341).

Retention:

- Fall-to-spring retention for the new entering fall cohort declined 2 percentage points, from 74% (Fall 2023 cohort) to 72% (Fall 2024 cohort); Asian students increased from 81% to 83%, while Black/African American students declined from 70% to 69%, Hispanic students from 77% to 76%, Pell recipients from 80% to 78%, and non-Pell recipients from 66% to 62%.
- Fall-to-fall retention for the new entering FT/PT cohort declined 1 percentage point, from 53% to 52%; within the cohort, Hispanic students increased from 53% to 56% and Black/African American students from 42% to 43%, while White students declined from 56% to 52% and non-traditional-age students from 50% to 46%.
- Fall-to-fall IPEDS cohort retention improved 3 percentage points, from 57% to 60%; gains were seen for Hispanic students (58% → 63%), Black/African American students (45% → 49%), White students (59% → 63%), Pell recipients (57% → 59%), and non-Pell recipients (60% → 63%), while non-traditional-age students declined slightly from 51% to 50%.

Completion

- Awards were mixed: degrees declined from 802 (FY2024) to 705 (FY2025) (-97), but 30+ credit certificates increased from 18 to 32 (+14); degrees awarded to underrepresented minorities also increased from 289 to 304 (+15).
- IPEDS graduation rates were mixed: the 100% (2-year) graduation rate remained steady at 15%, while the 150% (3-year) rate declined from 30% to 27% (-3 points) for the most recent cohort with complete data.
- Four-year graduation rate for the new entering student cohort improved from 34% to 36% (+2 points), with gains for Black/African American students (21% → 27%), Hispanic students (15% → 20%), White students (39% → 40%), female students (34% → 39%), and non-Pell recipients (36% → 41%); Pell recipients declined from 32% to 30%.
- In the disaggregated 150% IPEDS graduation rate, the strongest gain was for Asian students (26% → 41%), while Hispanic students remained steady at 23%; Black/African American students declined from 24% to 17%, White students from 37% to 31%, Pell recipients from 24% to 23%, and non-Pell recipients from 38% to 32%.

Goal 1: Engage

Ensure high-quality, equitable experiences for students, employees, and community stakeholders.

ACADEMIC AFFAIRS

- **Degree pathways:** Twelve high schools approved as **Additional Locations (MSCHE)**, enabling degree pathways via dual enrollment.
- **Career pathways:** Hired **Perkins-funded Middle/High School Coordinator** to expand Career Pathways with guidance teams.
- **Greater Egg Harbor Regional (GEHR) alignment:** AI-in-the-classroom collaboration and a **biomedical-to-Nursing/Health Science prerequisite** pathway agreement.
- **Student Evaluations of Instruction:** Student Evaluations (SmartEvals) expanded to be **disaggregated** by age/race/ethnicity/gender/modality.
- **Equity programming:** Center for Teaching and Learning Excellence facilitated **five discussion sessions between faculty and minority represented clubs**, promoted **three webinars on student retention initiatives presented by Achieving the Dream coach and faculty**; delivered **weekly teaching tips/online forums**.
- **Academic Equity Committee (AEC):** Delivered a **workshop on deaf culture and American Sign Language**.
- **Community Outreach:** Hosted a series of youth programs, **Media Day Showcase (100 students from five high schools)**, **Health Science Day** (hands-on nursing and health sciences workshops), and an **Aviation Symposium** in collaboration with Egg Harbor Township.

CAPE MAY

- **Community Outreach:** Middle School Career Exploration Day at the Cape May campus (approximately 100 middle school students), and a five-week Cape May Summer Camp in partnership with NJ4S Camp EmpowerU.

PRESIDENT'S OFFICE & ADVANCEMENT

- **bizHub impact:** **71 consultations for 55 clients** (Jan–May 2025; **+30% YoY**); added a ninth seminar, “Sales and Cybersecurity,” to the Small Business Seminar Series.
- **bizHub Seminar Series:** Continued offering **four business-related courses per semester**, guided by community feedback, on topics such as sales, cybersecurity, and operational efficiency; delivered a **four-part CMC Chamber symposium** and **four-part GWCOG social-media series** for the Wildwood and Cape May business community.
- **Capacity & resources:** Opened a **Maker Space** (3D printers, laser engraver, vinyl cutter, embroidery machine, label/sticker printer), began a **bizHub desktop refresh**, and began exploring **expansion of the small-business library**.
- **Community Engagement:** Hosted **TEDxCapeMay event** marking the 13th season, the first TEDx held at Atlantic Cape, with Dr. Sean Burcher of Project Monarch presenting on micro-tracking technology to monitor and protect monarch butterflies.

HUMAN RESOURCES

- **Expanded outreach channels:** Continued recruitment through NeoGov, LinkedIn, *Chronicle of Higher Education*, local employer networks, and community/faith-based organizations.
- **Workforce demographics: Full-time headcount declined from 280 (2023) to 263 (2024)**, while **part-time faculty/staff increased from 355 to 380**, with gains among Asian, African American, and Hispanic/Latino part-time employees.

INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS

- **Grants for engagement: \$1,000,000** NJ DCA NRTC–Inlet, **\$10,000** Midtown CDC Façade, **\$2,500** AC Community Fund (NRC workshops).
- **Community-voice surveys: Student Scheduling Experience** (Spring 2025), **3-Week Check-Ins** (Fall 2024/Spring 2025), **Student Satisfaction** (Fall 2024), **One-Stop Overall Experience** (Fall 2024), and **Nursing/Culinary course evaluations** for Accreditation Commission for Education in Nursing (ACEN) & American Culinary Federation (ACF) documentation.
- **Data-driven supports:** Launched **Intervention Analysis** linking services to completion/retention; **redesigned SSI Fund Grant** framework, including application, data, evaluation rubrics, and outcomes reporting.
- **Equity & accreditation:** Participated in **Racial Equity Leadership Academy**, developing retention/completion plan (African American males).
- **MSCHE accreditation and Self-Study:** Formed Self-Study Committee Leadership Team, Steering Committee, and Working Groups; Attended Self-Study Institute – Team in Fall 2024; Held Atlantic Cape Self-Study Kick-off in Fall 2024 and the Working Group Kick-off in Spring 2025; Hosted our institutional Field Relations liaison for the Self-Study Preparation Visit and submitted Self-Study Design, receiving recognition from the Middle States Commission of Higher Education (MSCHE); Submitted 2024 Atlantic Cape Annual Institutional Update (AIU).

MARKETING & COLLEGE RELATIONS

- **Spanish-language outreach:** Expanded **Spanish-language buys and content** and identified the need for **budgeted ENG/SPA parity** and **additional Spanish billboards/keywords**; external DEI & Accessibility funding uncertainty noted.
- **Messaging shift:** Retired “red cape”; messaging now **affordability/flexibility/accessibility**; site emphasizes **guided pathways**; storytelling scaled (social/email/video).
- **Media strategy:** Retention/re-engagement tactics launched; integrated long-term media plan still pending.

- **Conversions & planning: Non-credit → credit** process designed (**rollout FY2026**); **comprehensive marketing plan** slated for **FY2026** when strategy stabilizes.

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

- **Transfer growth:** Re-engaged with more than **100 non-enrolled applicants → +38 transfer-ins (+28.5% vs Spring 2024)**; hosted tri-campus fair with **27 universities**.
- **Hispanic-Serving Institution (HSI)/English Language Learners (ELL) impact:** Puerto Rican Action Committee (PRAC) & Hispanic Women’s Resource Center bilingual outreach; **45 ESL parents** reached at Chat and Chew event; **65 ESL students** hosted for AC Campus Shadowing Days.
- **New pipelines: Rutgers Premier Partnership** (Ellucian Recruit) and **Give Back NJ** for at-risk youth.
- **County visibility & awareness:** **13** National Night Out events, **18** back-to-school nights, extensive school tours; Guided Pathway webinars and ELL promotions, including Dreamers Info session, ESL tours, **Teen Summit** attended **nearly 200 students** from **12 local high schools**, presentation at Superintendents Round Table meeting.
- **Inlet CDC: A Joint Effort to Revitalize Atlantic City’s North Inlet:** Partnered with the City of Atlantic City and the Inlet Community Development Corporation on year-round neighborhood revitalization via events like Pumpkin Patch at the Lighthouse and Spring Cleanup Day, engaging students, staff, families, and residents in projects that create safe, family-friendly spaces and build community pride.

Goal 2: Support

Provide innovative services designed to bolster student progress and wellness that enhance the educational experience.

FINANCE

- **SSI Fund:** Ran FY2025 Student Success Initiative cycle, **nine proposals, seven funded** (ACF memberships, Basic Needs Coordinator, Paramedic Science credit pathway, WACC/CMCC labs, Math videos, Math Praxis Bootcamp, Student Success Workshops), **prioritizing retention, completion, and DEI**. Independent internal review; awards announced Oct 2024; all project champions presented results to the Student Success Cross-Functional Committee (incl. FY2024 carryovers: Diversity & Multicultural Programs; Project Strive/FYE).
- **NACUBO partnership:** Completed a nearly three-year **NACUBO Student Success Hub partnership alongside 25 other institutions**; July 2024 launch provided free toolkits to align student success initiatives with institution-wide finance plans.
- **Process modernization:** Implemented **Approval Routing in Colleague Finance** and **Self-Service Requisitions** (July 2024) allowing for a web-based more user-friendly

process to streamline purchasing for student-impacting initiatives. Presented at Ellucian Live.

INFORMATION TECHNOLOGY SERVICES

- **Modernized A/V classrooms:** Upgraded **10 rooms at the Atlantic City campus** from end-of-life tech to current audio/video systems, delivering a noticeably better teaching and learning experience.
- **Transact ID Badge upgrade:** Streamlined orientation/registration with a reliable, full-feature **ID system**; eliminated time-consuming workarounds and reduced staff burden.
- **Atlantic Cape Connect portal:** Launched a cloud hub with **Single Sign-On (SSO)** and **Multi-Factor Authentication (MFA)**, improving convenience (one login) and security; adoption is growing as more apps are integrated.

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

- **Mental-health & wellness:** OSHE-funded programming on all three campuses (speakers, stress-relief activities, resources); **IMALIVE mental-health fair drew more than 100 students**; mental-health info present at multiple events.
- **First-Year Experience (FYE) program:** Launched to support new students through **advising, peer mentoring, and targeted outreach**. Designed to help students navigate academics and campus life from day one, the initiative aims to **strengthen belonging and boost retention**.
- **EOF FYE Retention Program (new funding):** **Serving up to 75 FTFT/first-gen EOF students**; five pillars, Be Motivated, Informed, Organized, Prepared, Become a Scholar. First Year Students' Faculty Advising. Fall-to-fall retention outcomes indicate that the First Year Experience (FYE) program supports improved student persistence. FYE-supported students from Fall 2024 (students with fewer than 30 earned credits) achieved a **55% retention rate into Fall 2025**, compared to **47% for a comparable group of students not participating in special interventions**.
- **FYE "Guiding Success" Peer Mentors (Spring 2025):** **Approximately 35 first-year students (<2.5 GPA)** paired with successful second-year mentors.
- **EOF interactive workshops:** Workshops (mental health, study skills, test-taking, career/resumé) offered in-person & virtual.
- **Student Engagement & Center for Student Success (CSS) Collaboration:** Effort supported mental health wellness programs (speakers, giveaways, interactive displays) provided through grant funding.
- **CMCC wellness & basic needs:** Stress-relief craft days, therapy horses, paint parties; Community Food Bank cooking demo using pantry staples; fresh produce distributions.
- **Fitness & Athletics:** Open Gym/Fitness Center Mon–Thu, 9–2; **launched Women's Cross Country, the college's 10th sport**.
- **Student success workshops (CSS and College Associations):** Held **five student success workshops** (Managing Emotions, Time Management, Financial Aid, Mental Health Awareness) and **two peer support groups** for students in recovery.

- **Accessibility supports (CFA):** Held a **GLEAN AI note-taking software launch event** (Center for Accessibility).
- **Advising “Brain Food” sessions:** Test-taking skills, mental health, healthy eating, plus drop-in access to a Student Service Navigator.
- **Student Advocacy keynote:** OSHE-supported keynote by Nick Scott on resilience, mental health, and motivation.
- **Community-building events:** FYE & EOF “Get to Know You” event (February 2025) to connect first-year students with staff and supports.

Student Satisfaction Survey - Goal 2: Support

(Administered in the fall to all current students)

Comparison of Fall 2023 & 2024 Survey Responses

Because respondent counts differ, we report percentages in the narrative to compare year-over-year trends in helpfulness and assess statistical significance using two-proportion z-tests. The table below reports overall survey participation and section-level response counts.

Student Satisfaction Survey Summary – Fall 2023 vs 2024

Measure	2023	2024
Invited	4,104	3,905
Responses	641	598
Response Rate	16%	15%

Measure	2023	2024
Maximum Responses	607	565
Minimum Responses	571	533

Max/Min indicates the highest and lowest item-level response counts within the Student and Academic Support Services section.

Student and Academic Support Services

The table below highlights the five largest movements in Helpful response ratings.

Note: Percentages reflect the share of **students who used each service**. ‘Helpful in achieving your goals’ = Very Helpful + Helpful responses.

Service	2023 Helpful Responses	2024 Helpful Responses	Δ pp	p-value
*Intercollegiate athletics	83%	73%	-9.7	0.014
*Student activities	88%	81%	-7.7	0.008
*Counseling support services for personal problems	88%	81%	-6.3	0.038
In-person tutoring	86%	80%	-5.3	0.109
Online tutoring	82%	77%	-5.2	0.138

*In this report, p-values less than 0.05 are treated as statistically significant; p-values greater than or equal to 0.05 are not.

Overall direction

- **Helpful** (Very Helpful + Helpful) **saw a slight decline of -3.6 percentage points**, median across items.
- **Unhelpful & Very Unhelpful** remained **single-digit percentages** across items, with **no statistically significant increases**.
- **Four statistically significant changes** were observed, **all declines in Helpful**. Unhelpful percentages remained low and did not change significantly.

Where students stayed happiest (2024 Helpful, still $\geq 90\%$)

- **In-person registration help: 94%** (-0.3 percentage point)
- **Library Staff Assistance and Instruction: 93%** (-0.9 percentage point)
- **Access to computers in the library: 92%** (-2.1 percentage points)
- **Blackboard: 92%** (-1.3 percentage points)
- **Buccaneer email: 91%** (-1.4 percentage points)
- **In-person assistance from the One Stop: 91%** (-0.9 percentage point)
- **Library materials (digital): 91%** (-1.3 percentage points)
- **Academic advising from an advisor/counselor: 91%** (+0.3 percentage points)
- *(All dips small; none statistically significant.)*

Takeaway: The Year-over-Year (YOY) slippage comes mainly from a **shift into the neutral/middle category**, not from growth in Unhelpful.

Statistically significant year-over-year shifts ($p < 0.05$)

(Significance applies to Helpful declines; Unhelpful stayed single-digit and not significant.)

- **Intercollegiate athletics:**
 - **Helpful 83% → 73%**, (-9.7 percentage points), ($p = 0.014$)
- **Student Activities (clubs/events/SGA):**
 - **88% → 81%**, Helpful (-7.7 percentage points), ($p = 0.008$)
- **Counseling support (personal):**
 - **88% → 81%**, Helpful (-6.3 percentage points), ($p = 0.038$)
- **Library materials (print):**
 - **94% → 89%**, Helpful (-4.3 percentage points), ($p = 0.038$)

Interpretation

- Core **academic services** (registration help, library staff support, library access, Blackboard, email) remain **very strong** and broadly stable.
- The meaningful YOY changes are **declines in Helpful** within **engagement/well-being** (athletics, activities/clubs/events, counseling) and a **resources** item (library materials-print materials).
- **Unhelpful remains low**; the pattern indicates **less enthusiasm** (more neutral responses), rather than a rise in negative experiences.

Key takeaways

- The story is **Helpful** → **Middle**, not Helpful → Unhelpful. **Unhelpful remains single-digit** across items with **no significant increases**.
- Four areas show **statistically significant declines in Helpful**.
- High-performing transactional services remain **strong and stable**.

Graduate Exit Survey - Goal 2: Support

(Administered in late spring/early summer to graduates who completed that year)

Because respondent counts differ, we report percentages in the narrative to compare year-over-year trends in satisfaction and usage frequency and assess statistical significance using two-proportion z-tests. The table below reports overall survey participation and section-level response counts.

Graduate Exit Survey Summary – Spring 2024 vs 2025

Survey Participation	2024	2025
Invited	796	711
Responses	133	88
Response Rate	17%	13%
Student and Academic Response Counts (n)	--	--
Student & Academic Support	83	50
Communication Section Responses	122	78
Technology Section Responses	112	72

Student and Academic Support Services

The table below highlights the five largest movements in Satisfied response ratings.

Note: Percentages reflect the share of graduates using each service; *Satisfied* = **Very Satisfied + Satisfied responses**

Service	2024 Satisfied	2025 Satisfied	Δ pp	p-value
*Intercollegiate athletics	42%	72%	+30	0.03
Counseling support for personal problems	64%	87%	+23	0.07
Testing center for disability accommodations	64%	85%	+21	0.11
Testing center for make-up exams	69%	88%	+19	0.14
Service to students with disabilities	71%	89%	+19	

In this report, p-values less than 0.05 are treated as statistically significant; p-values greater than or equal to 0.05 are not.

1. High satisfaction (approximately 72–92%) across most services, **with statistically significant gains for Intercollegiate athletics and Library Staff Assistance and Instruction** (two-sided tests).
2. **Dissatisfaction increases to monitor**, interpret cautiously, and continue tracking with larger samples: **Library Staff Assistance and Instruction** and **Access to computers in the library**.

2025 showed **gains in satisfaction** for most services (**16 out of 20**)

1. **Buccaneer email: 92%** (+8 percentage points)
2. **In-person assistance from the admissions office: 91%** (+4 percentage points)
3. **Testing center for placement exams: 91%** (+15 percentage points)
4. **Self Service: 90%** (+5 percentage points)
5. **Library Staff Assistance and Instruction: 90%** (+18 percentage points)
6. **Services to students with disabilities: 89%** (+19 percentage points)
7. **Library materials (online and print): 88%** (+9 percentage points)
8. **Access to computers in the library: 88%** (+1 percentage point)
9. **Testing center for make-up exams: 88%** (+19 percentage points)
10. **Counseling support services for personal problems: 87%** (+23 percentage points)
11. **Financial aid advising: 86%** (+8 percentage points)
12. **Testing center for disability accommodations: 85%** (+21 percentage points)
13. **Financial aid customer service: 86%** (+14 percentage points)
14. **Advising/counseling for transfer services: 83%** (+8 percentage points)
15. **Student activities (organizations, clubs, sporting events, open gym, Student Government Association): 73%** (+4 percentage points)
16. **Intercollegiate athletics: 72%** (+30 percentage points)

Two services remained **stable**

1. **In-person registration help: 84%**
2. **Academic advising from faculty: 82%**

Two services showed a slight **decrease**

1. **Academic advising from an academic adviser/counselor:**
 - **82% → 80%** (-2 percentage points), not statistically significant ($p > 0.05$)
2. **Tutoring services:**
 - **78% → 74%** (-4 percentage points), not statistically significant ($p > 0.05$)

Statistically significant increases in satisfaction were observed in:

- **Intercollegiate athletics:**
 - 11/26 → 18/25, **42% → 72% satisfied**; z-test $p = 0.03$
- **Library Staff Assistance and Instruction:**
 - 40/55 → 37/41, **73% → 90% satisfied**; z-test $p = 0.03$

Dissatisfaction **increases to monitor**, interpret cautiously, and continue tracking with larger samples:

- **Library Staff Assistance and Instruction:** 0/55 → 4/41, **0% → 10%**, (+10 percentage points)
- **Access to computers in the library:** 0/60 → 3/41, **0% → 7%**, (+7 percentage points)

The table below highlights the five largest movements in Engagement or frequency-of-use ratings.

Note: Percentages reflect the share of graduates using each service; *Engaged* = **Very**

Frequently + Frequently responses

Service	2024 Engaged	2025 Engaged	Δ pp	p-value
Student activities (clubs, SGA, open gym, events)	13%	28%	+15	0.78
In-Person Registration Help	24%	38%	+14	0.84
Financial Aid Advising	37%	46%	+9	0.91
In-Person Admissions assistance	23%	32%	+9	0.89
Intercollegiate athletics	7%	16%	+9	0.83

In this report, p-values less than 0.05 are treated as statistically significant; p-values greater than or equal to 0.05 are not.

1. Digital services (Self Service, Email, Access to computers in the library) show stronger usage trends, with the biggest movement in engagement (“Very Frequently” & “Frequently” usage) in **Student Activities** and **In-Person Registration Assistance**.

Highest-Frequency Services (majority “Very Frequently” Responses)

- **Buccaneer Email: 63%**
- **Self Service: 59%**
- **Access to computers in the library: 31%**
 - (previously a moderate-frequency service, positive trend)

Notable Reductions in “Never” usage (positive trend)

- **Library Staff Assistance and Instruction: 39% → 14%** (-25 percentage points)
- **Student activities: 61% → 46%** (-15 percentage points)
- **Intercollegiate athletics: 78% → 66%** (-12 percentage points)

Statistically significant changes in frequency were observed in:

- **Access to computers in the library:**
 - Marginally significant increase in “Very Frequently” usage **16% → 30%**, (p = 0.05)
- **Financial Aid Advising:**
 - Significant increase in “Very Frequently” usage **12% → 26%**, (p = 0.04)
- **Student Activities:**
 - Significant increase in “Very Frequently” usage **10% → 24%**, (p = 0.02)
- **Tutoring Services:**
 - Significant increase in “Rarely” & “Very Rarely” usage **12% → 26%**, (p = 0.04)

- “Very Frequently” stayed stable at 12%; “Frequently/Occasionally” decreased from 14% to 10%; and “Never” decreased from 61% to 52%, indicating that the growth in “Rarely/Very Rarely” responses came mainly from students who previously reported “Frequently/Occasionally” or “Never” using tutoring.
- **Library Staff Assistance and Instruction:**
 - Significant decrease in “Never” usage **39% → 14%**, ($p = 0.003$)

Communication Effectiveness

1. **Overall Effectiveness Improved:** Most communication channels show high effectiveness (84–96%) in both years, with 2025 generally outperforming 2024.
2. **Significant Gains in Key Areas:** Statistically significant improvements were seen in **College News and Activities, Student Activities, and Sporting Events.**
3. **Ineffectiveness Levels Stable:** Across all services, reported ineffectiveness remained low (1–11%) and did not change significantly year over year.
4. **Positive Direction:** Even where results were not statistically significant, the overall trends point toward stronger communication effectiveness in 2025.

Technology Satisfaction- Five-year trend (satisfaction & dissatisfaction)

1. **Access to computers in the library:** Satisfaction remains **high** over five years
2. **Campus Wi-Fi/connectivity:** **Low dissatisfaction** over five years; **Dissatisfaction increased from 4% to 12% from 2024 to 2025 (+8 percentage points, ~3×)**, though the difference was **not statistically significant** given the sample size 4/104 → 8/68 dissatisfied

Goal 3: Educate

Cultivate an innovative and inclusive climate for high-quality learning across the college community, responsive to both immediate challenges and long-term needs.

ACADEMIC AFFAIRS

- **Curriculum development: 17 new courses developed and approved** (AELP/AVIT, BIOL/Animal Science, DASC, GIST/Geodesy, MART/Maritime); **two Gen Ed approvals** (ENGL224, CISM129); **22 outdated courses removed from offerings.**
- **Programs & credentials: Two new degrees** (Small Animal Science A.S.; sUAS options A.A.S.), **two certificates** (sUAS, Outboard Motor Tech), **1 professional series**; sunset HIT A.A.S. (joint w/ Camden).
- **Migration to Blackboard Ultra: Pilot in 56 courses with common template** for full adoption in Fall 2025.
- **Curriculum alignment: Utilized 18 advisory boards** for input into degree/curriculum revisions.
- **Curriculum revisions: Made 24 revisions to courses** in support of student learning.
- **ESL Pathways: Workforce Development revised the College and Career Pathways ESL program** to better align with Title II and prepare students for the transition to Adult Literacy ESL Level 3.
- **Grants & innovation: Active on Fund My Future, Strengthening CC, NJ Pathways Y3;** awarded up to **\$1M** (NJ DOL Digital Equity Training); NSF sUAS year-1 milestones delivered; **NSF \$474,227** (AI/ML pathways) awarded June 2025; Teach Revolutionary NJ symposium funded (Foundation **\$1,500**; **NJ Council for the Humanities \$3,000**) with e-book of essays of symposium presenters in progress.
- **Honors/embedded Honors: Fall 2024 (3 Honors, 9 embedded); Spring 2025 (1 ENGL102 Honors and 9 embedded** courses across disciplines).
- **Career Services student engagement: Up 3% (to 1,084 students)** with Handshake, Indeed Job Academy, and Career Coach; Transition Success Work Experience program launched.
- **Library programming: Campus libraries hosted extracurricular events and exhibits,** such as art shows, game/trivia nights, tutoring and advising pop-ups, and civic engagement activities, to engage students, faculty, and community members; secured the Smithsonian “The Bias Inside Us” exhibit for early 2026.
- **Academic Assessment: Gen Ed assessments run** (Historical Perspectives, Global & Cultural Awareness; Ethical Reasoning & Action reassessed to increase sample size, loop-closing in Quantitative Reasoning); **six Program Reviews completed** (English Option, Child Development & Child Care, Computer Systems Support, Engineering, K-12 Education Option, and Mathematics); **PN Program Self-Study completed and site visit in April 2025 with program receiving accreditation for eight years; Student Evaluations in Fall 2024, 767 classes were evaluated** in SmartEvals, yielding a **37% response rate** (4,199/11,217 responses). **In Spring 2025, 701 classes were evaluated,** yielding a **36% response rate** (3,706/10,210 responses). Results are provided to department chairs, deans, and area coordinators (adjunct faculty only) to

serve as formative evaluation. Results are discussed individually in faculty end-of-year meetings; aggregate results are shared with Collegiate Assembly and at Adjunct Onboarding and are used to inform professional development programming.

- **Academic Integrity: Honorlock scaled (620 courses/1,480 exams)** with updated policy to require usage in a *major* assessment or activity and to require faculty to review exam sessions that contain either a violation or a proctor-added high flag. Online observation guidelines updated; **revised Guide to Assessment for Continuous Improvement** to include appropriate sample size representing sections in each modality and locations with both FT & PT faculty involvement; developed a process for incorporating courses offered at area high schools; Completed **Online Instructor Equivalency Audits** for online courses to ensure academic quality and rigor comparable to other modalities.
- **Center for Teaching and Learning Excellence Professional Development:** The CTLE hosted **17 webinars** on pedagogy, inclusive practices, and student success; coordinated **enrollment of 24 faculty and staff in Auburn University's Teaching with AI course**; and onboarded new full-time faculty with training and orientation resources; **Adjunct Academy 7.0 (February 2025)** featured **three panel discussions** (students, CFA, AI) and **eight sessions** on pedagogical best practices and Blackboard Ultra.
- **Instructional Technology Professional Development: Delivered 81 training sessions** across Blackboard Learn, Ally, Collaborate, Attendance, Grade Center, Honorlock, and course-design tools; offered the *Effective Online Teaching* course twice (**11 faculty completions**); and provided **643 one-on-one supports to faculty**.

INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS

- **External Funding for Aviation, sUAS, and AI/ML Programs:** Secured **\$1.266M** in external funding to expand aviation, sUAS data, and AI/ML pathways, including **two NSF ATE awards (\$1,026,045)** for new sUAS and AI/ML degree/certificate options, **\$165,000** from the **Emil Buehler Perpetual Trust** to modernize the Air Traffic Control simulation lab, and **\$75,000** from the **AACC Metallica Scholars initiative** to support students in ATC Terminal and Professional Pilot programs.

Goal 4: Achieve

Eliminate barriers to increase academic, social, and career goal attainment for all students.

ACADEMIC AFFAIRS

- **Health Professions outcomes:** First-time **NCLEX-RN exam pass rate 92.42% for May 2024 cohort, NCLEX-PN exam pass rate 100% as of December 2024**; high course completions with Fall 2024 completion for **NURS 200 overall at 91.3%. Spring 2025 completion of NURS 112 was 97.91% overall; completion of NURS 206 was 100%**. Supports included ATI integration, standardized clinical post-conferences, stress-reduction, Success Bootcamp, Academic Success Coach, Supplemental Instruction, and targeted remediation; **EMS Education Program** was recognized by the **NJ Department**

of Health's Office of Emergency Medical Services for exceeding an 80% certification pass rate, one of only 15 programs statewide to achieve this distinction.

- **Student success infrastructure:** Implemented faculty-led first-year advising with tracked touchpoints.
- **Library/academic support:** Library delivered five faculty + one staff workshops, 20 tutoring info sessions, 83 instruction sessions, and 3,070 reference interactions; piloted embedded/online research support; a librarian was embedded in seven asynchronous English 101 classes and the inaugural Clemente course; Summer Adult Literacy Bootcamp implemented a three-class writing bootcamp, with 28 students completing; Anatomical models funded and made available at the Atlantic Cape libraries that can be checked out for use while in the library. The models were checked out 87 times throughout the year.
- **OER:** Updated internal course materials to list Low-Cost/No-Cost/OER resources being used in courses.
- **Student Graduation:** More than 400 graduates walked in Atlantic Cape's 58th Annual Commencement Ceremony, marking the completion of an extraordinary academic journey. In total, 722 students earned 705 associate degrees and 42 certificates, including 31 Early College students; Nursing Program honored 84 graduates at its annual Pinning Ceremony; Academy of Culinary Arts recognized 28 graduates at its 43rd Annual Medal Ceremony; Shore Medical Center School of Radiologic Technology celebrated the Class of 2025's 11 graduating students.
- **Phi Theta Kappa Scholars & National Brainfuse Award:** PTK chapter celebrated 19 new members and several honors with students named to the NJ All-State Academic Team and awarded the prestigious New Century Workforce Scholarship as the state's top-scoring candidate among more than 2,100 applicants; Math tutor and honor student earned the Elize Aunahn Memorial Brainfuse Scholarship, one of only five awarded nationwide.

FINANCE

- **Stop-out re-engagement:** Staff in the Enhanced Duties pilot carried caseloads to contact stop-outs, re-register them, and connect supports.
- **Simplified FAFSA rollout:** Implemented 2024–25 FAFSA changes; continuing DOE updates; working with ITS, completed Colleague updates for state aid alignment.
- **FA navigation supports:** Delivered financial aid workshops, many in Spanish, to guide students through the new FAFSA.
- **Federal Aid disbursement snapshot:** (as of Jun 25, 2025) Pell \$10.9M (↑ from \$10.6M FY2024), SEOG \$179k (↓ from \$187k), Loans \$2.0M (↓ from \$2.2M).
- **Updated Refund Procedures** to be more student-centered. This was an effort to help with stop-outs/ registration holds, as well as streamline the administration of the student refund cycle. Beginning in January 2025, students who drop within the first 5 business days now receive a 100% refund (previously at 50%).

INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS

- **High-impact student success:** Secured approximately **\$3.8M** to scale high-impact student success, aggregating awards across **OSHE, NJ DOL, EOF, and foundations** to expand readiness, retention, basic needs, and completion supports.
- **Workforce & digital equity (NJ DOL):** **\$2,367,200 Fund My Future** grant for training and wraparound services for unemployed and employed low-income individuals (IEPs, career coaching) and **\$1,000,000 Digital Equity** grant to deliver digital-literacy training for **WorkFirst New Jersey (WFNJ)** participants.
- **Access, retention & basic needs (OSHE/EOF):** **\$202,570** Center for Adult Transition; **\$35,000** College Readiness Now XI (math/English bridges); **\$37,500** Hunger-Free Campus (food pantries/programming); **\$75,000** Some College, No Degree re-engagement; **\$18,846** CCOG SSI (summer course supports); **\$44,100** EOF Special Projects (FYE Retention Program).
- **Targeted scholarships (foundations):** **\$10,000** Robert Sydney Needham (4×\$2,500) and **\$5,000** Edward and Stella Van Houten (2×\$2,500) for second-year Nursing majors.

MARKETING & COLLEGE RELATIONS

- **New website & intranet:** In progress with plans to go-live **July 2025** with a **One-Stop Welcome Center** (“funnel to enrollment”) and **Guided Pathways** major simplification.

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

- **Career advising & communications:** Launched “**Expanded Duties**” pilot (career assessment with labor-market data; completion support via partnership agreements).
- **FYE advising & communications:** **FYE outreach templates** were developed for faculty to use for FYE students for successful completion and a **CRM communication plan tree** was developed (Spring 2025) to automate FTFT touchpoints and capture target cohorts.
- **FYE Peer Mentor program:** Began during the Spring 2025 semester; **seven** peer mentors completed training and were paired with **35 mentees**.
- **On-ramps & engagement:** Coordinated with Academic Affairs to **convert dual-credit students** to matriculated; supported **Open Houses/career fairs** with **bilingual assistance**; Student Engagement rolling out **promotional materials & web updates** on involvement, leadership, and service learning.
- **Targeted student supports:** **EOF** issued **laptops** and covered **textbooks, uniforms/supplies, TEAS manuals**; **SSS** provided **ShopRite gift cards** to address food insecurity.
- **EOF AI-use workshops:** (EOF and Faculty) Collaborated to promote the use of AI to help students work efficiently and deter plagiarism.
- **SGA & Student Engagement Events:** Sponsored **two events** showcasing service learning and sexual assault awareness.

- **3-Week Check-In Survey:** Administered (CSS & IR/Student Success Committee) with follow-up resources.
- **Student Government Leadership Recognition:** Honored **22 student clubs, advisors, and individual leaders** at its annual recognition program.
- **Men of Atlantic Cape Honors:** The Men of Atlantic Cape (MAC) program celebrated **five students** and **two mentors** during its Annual Jacket Presentation Ceremony. The event recognized academic success, leadership, and service.
- **Graduate Awards Ceremony and Extra-Mile Award:** Recognized 36 graduating students for their outstanding academic achievement, as well as nearly a dozen faculty and staff members for their dedication with the “Extra-Mile Award” for their contributions to student success.

Goal 5: Excel

Provide fiscal, human, and technological resources that maximize efficiency while delivering innovative, responsive, and inclusive programs and services that foster excellence.

ACADEMIC AFFAIRS

- **New Transfer Pathways & Articulation Agreements:** Signed a 2+2 articulation agreement with **Arcadia University**, granting Communication graduates a pathway to earn a *Bachelor of Arts in Media & Communication*; signed an articulation agreement with **Stockton University** giving graduates the opportunity to pursue a *Bachelor of Arts in Interdisciplinary Visual Art*, *Bachelor of Fine Arts in Studio Art*, or *Bachelor of Fine Arts in Visual Communications*.
- **Hospitality Workforce partnership:** Partnered with **Ocean Casino Resort** to provide paid training, mentorship, and employment pathways for students in Hospitality and Culinary Arts.
- **Closed-loop use of survey data:** Reviewed IE Dashboard surveys with Academic Support, Instructional Tech, and CTLE; routed **3-Week Check-In** results to unit leaders for targeted student follow-ups.
- **Student-informed scheduling:** Ran a **course scheduling preferences** survey; shared with Chairs/Coordinators **to shape Spring 2026 schedules**.
- **Performance & program insight:** Analyzed **course-grade trends by demographics** at the Aug 2024 Academic Affairs Retreat; with IR, **streamlined annual program data packets** for advisory boards and reviews; Collegiate Assembly Exec Committee **administered Faculty Professional Development & Mental Health Survey** and reported results to leadership/Assembly.
- **Instructional Technology process & platform upgrades:** Provided ongoing reporting (Blackboard faculty activity, Ally with revised scoring, CRM Advise); completed content inventory and archival, migrated to FSx, upgraded media and third-party servers, and

reconfigured the database on RDS; addressed radio-stream security and began preparing for ADA Title II accessibility requirements effective April 2026.

ADMINISTRATION & BUSINESS SERVICES

- **Bonfire & vendor management:** **Bonfire** deployed to support both **e-Procurement** and **Contract Management** needs to streamline the **bid and bid response process**; increased use of NJ State Contract and cooperatives; reduced duplicate vendors.
- **Safety & Environmental Compliance:** Completed **asbestos surveys** (all campuses); launched **Indoor Air Quality Program** and **Fall Protection Plan**; **OSHA-30** completed by three facilities staff; PEOSH campus assessments: **Safety** finished; **Health** completed, report pending; **Safety: Panic Button** procedures drafted; expected completion **September 2025**; assessing tighter integration between **Fire System** and campus-wide communications.
- **Business Office metrics & performance:** Using **Hive** for project/portfolio tracking (also used by IT and Marketing); continued vendor optimization via state/co-op contracts; Data analysis review underway from **facilities work-order** data (volume, closure rate, by building/campus).
- **Master Plan & Capital Projects:** **Facilities Condition Assessment** complete; ongoing data management in **Entech** database; Chapter 12: **Baseball Field completed**; **Gym improvements** (bleachers/flooring/lighting) **completed**; **K Building Art Rooms in progress** (target **August 2025**); **Sewer Project awarded** (2025 target).

FINANCE

- **Streamlined processes:** Implemented **requisition approval routing** and **Self-Service** requisitions in **July 2024** to speed purchasing and reduce manual steps.
- **Compliance & integrity:** Received **unmodified (“clean”) audit opinions** on FY2024 College, Foundation, and Single Audit; all Payroll/Grant/Tax/Student filings **on time**; **State Civil Rights review completed**.
- **Fiscal management FY2024:** Collected **102.7%** of budgeted revenue; spent **98.9%** of budget; used **\$97,364** of **\$1,784,141** budgeted fund balance plus **\$153,781** encumbrances, leaving **\$1,532,996** in fund balance for future use.
- **Fiscal management FY2025:** As of **May 31, 2025** revenue **97.0%**, expense **93.1%**; Board raised fund balance use to **\$1,233,535 (+ \$493,962)**. Salaries/benefits **level YoY** despite 3% wage & health-cost increases; management projects staying within revised margin.
- **Budget discipline:** Quarterly budget-to-actual sent to all managers (cc: Senior Staff) with trend flags; Finance monitors overages and initiates budget transfers as needed.

PRESIDENT’S OFFICE & ADVANCEMENT/FOUNDATION

- **Signature fundraising events: total \$418,067 (-2%, -\$8,978 vs FY2024); Restaurant Gala: \$305,312** (goal \$325,000; more than 900 attendees); **Golf Tournament: \$75,000** (goal \$70,000; more than 150 golfers); **Women of Wonder: \$16,255** (goal \$15,120; 184 attendees); **Giving Tuesday: \$21,500** (goal \$17,210; athletics & clubs engaged).

- **Major gifts, grants & naming:** First Harvest Credit Union **\$15,000** (Cape May Student Life Center); **Major gifts:** Powell Family Foundation **\$40,000** (athletics van); Townsend Foundation **\$50,000** for students in need + **\$10,000/yr** scholarships; **Grants:** NJ Civic Info Consortium **\$75,000** (train and pay community members to attend public meetings and publish results); Emil Buehler **\$165,000** (Air Traffic Control lab); AC Community Fund **\$2,500** (Non-profit resource Center training).
- **Endowments & targeted funds:** **Four new endowments;** Peter L. Mora **\$30,000**, Women of Wonder **\$20,000**, First Harvest Credit Union **\$15,000**, Paul Rigby **\$15,000**; **Athletics:** **\$2,660** raised. **Food pantry:** **\$17,439** raised. **Alumni Bash (Jun 22, 2025):** More than **325** tickets sold.
- **Alumni & community engagement:** **Established Alumni Advisory Board** (with a Veterans' seat).

HUMAN RESOURCES

- **Leadership transitions:** FY2025 brought significant changes, including the retirement of the Director and turnover of the Executive Director of Human Resources. **Strengthening internal leadership pipelines remains a priority for FY2026.**
- **Employee education & degree pathways:** Hosted the **first Employee Education Fair (August 24, 2024)** with Stockton, Rutgers, Rowan, Thomas Edison, and Thomas Jefferson Universities, offering continuing education pathways for Atlantic Cape employees.
- **Leadership & diversity development:** Conducted a **Generational Diversity Workshop (Oct 2, 2024)** with **21 participants**, presented by Anthony Paradiso; **four employees completed the Chair Academy** leadership program for higher education professionals.
- **Executive learning & certification:** One cabinet member is enrolled in the **Certified Public Management Program (Rutgers University)** in partnership with the City of Atlantic City.
- **Compliance, safety & readiness training:** Continued **annual FERPA, Title IX, and Health/Public Safety training**, plus **free CPR certification** for employees to maintain readiness and compliance.

INFORMATION TECHNOLOGY SERVICES

- **IT processes – Access & registration:** Rolled out **Microsoft 365 cloud apps** with up to five downloads per user via Atlantic Cape Connect for students, faculty, and staff, and **standardized Self-Service** use for spring and high school registrations with step-by-step guidance and extra support.
- **IT processes – CRM & process improvement:** Continued to optimize **Ellucian CRM** through expanded training, review and enhancement of workflows, and a sustainability plan to preserve process gains amid staff turnover.
- **Technology use:** Launched a **limited, controlled ChatGPT AI pilot** with IR (feasibility/security vetted; in test mode); **Zoom migration → Microsoft Teams** (incl. Webinars) evaluation complete; video conferencing component done first and then phase in phone system replacement later due to time/cost/change-management; **AI tool**

strategy: Assessed **Microsoft Copilot** (deep M365 integration) vs. ChatGPT; Copilot won't fully replace ChatGPT; decision pending on dual-tool value vs. added cost.

INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS

- **Assessment & surveys: Qualitative analyses** - Spring 2025 Scholarship Application survey, MSCHE Self-Study Institutional Priorities/Outcomes feedback, FY2025 Graduate Exit & Alumni surveys, HEDS Campus Climate comparative analysis (2021 vs 2024), FY2024 mandatory Hunger & Mental Health surveys; **Quantitative analyses** - Enrollment Gap analytics (**22 reports/9 areas**); strategic and compliance metrics (Strategic Plan, NJ Performance Based Funding, MSCHE Annual Institutional Update (AIU), NJ OSHE Institutional Profile), Course Success 5-Year Trend (FY2019–FY2024).
- **Federal and state reporting:** IPEDS, SURE, MSCHE Annual Institutional Update, NJ OSHE Institutional Profile, Parent/Student/Consumer Information Act (NJ), Financial Value Transparency/Gainful Employment (federal), and NJ DOE MOA Civil Rights Compliance Audit.

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

- **Accessibility & feedback:** Rolled out **GLEAN** (automated note-taking) for eligible students; co-designed a **three-question Center for Accessibility survey** with IR to capture accessibility-service experience for continuous improvement.
- **First-Year Experience Course:** Maintained the **Blackboard FYE course** to deliver tech resources to **FTFT** students (including those off-campus), complementing CRM and in-person supports.
- **24/7 skill development:** **EOF** contracted **Student Lingo** 30+ on-demand workshops covering academic, career, and personal development.
- **Self-service navigation:** Launched **Atlantic Cape Connect dashboard cards**, **Student Resource Card**, and **Appointment Card** to centralize resources and enable online scheduling with Navigators/Counselors.
- **Compliance work:** Ongoing alignment with applicable **state/federal regulations and policies**; process updates underway.

Student Satisfaction Survey – Goal 5: Excel

(Administered in the fall to all current students)

Overall Experience

PLEASE RATE YOUR OVERALL EXPERIENCE AT ATLANTIC CAPE.

Student Response	2023 Percentage	2023 Responses (n=641)	2024 Percentage	2024 Responses (n=598)
Excellent	45%	288	47%	284
Above Average	30%	192	30%	180
Average	22%	143	19%	115
Below Average	2%	13	2%	11
Poor	1%	5	1%	8

Value of Education

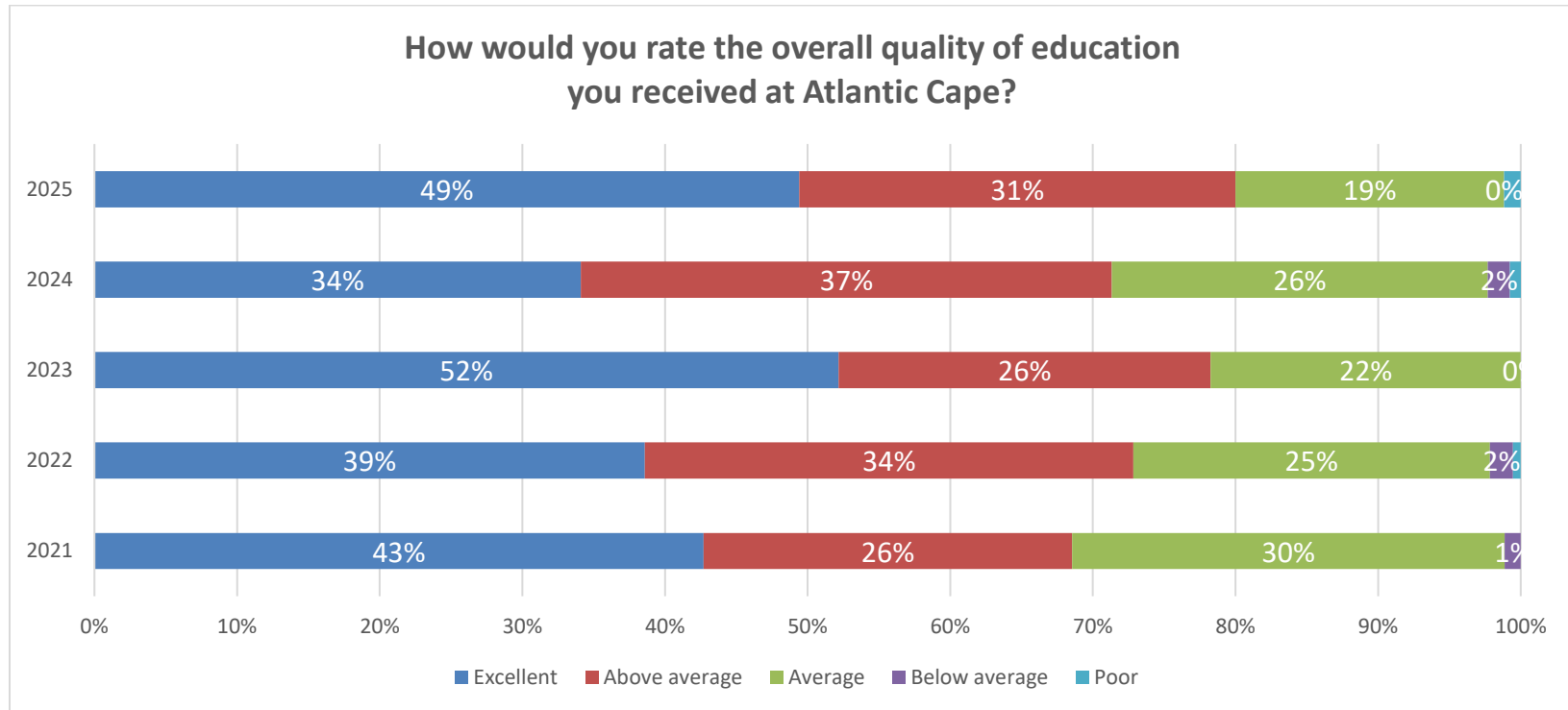
CONSIDERING THE COST OF ATTENDING COLLEGE (MONEY, TIME), PLEASE RATE THE VALUE OF THE EDUCATION YOU ARE RECEIVING FROM ATLANTIC CAPE.

Student Response	2023 Percentage	2023 Responses (n=641)	2024 Percentage	2024 Responses (n=598)
Excellent Value	45%	289	46%	278
Good Value	37%	240	37%	221
Average Value	15%	95	13%	78
Poor Value	2%	12	3%	20
Terrible Value	1%	5	0%	1

Graduate Exit Survey – Goal 5: Excel

(Administered in late spring/early summer to graduates who completed that year)

Quality of Education

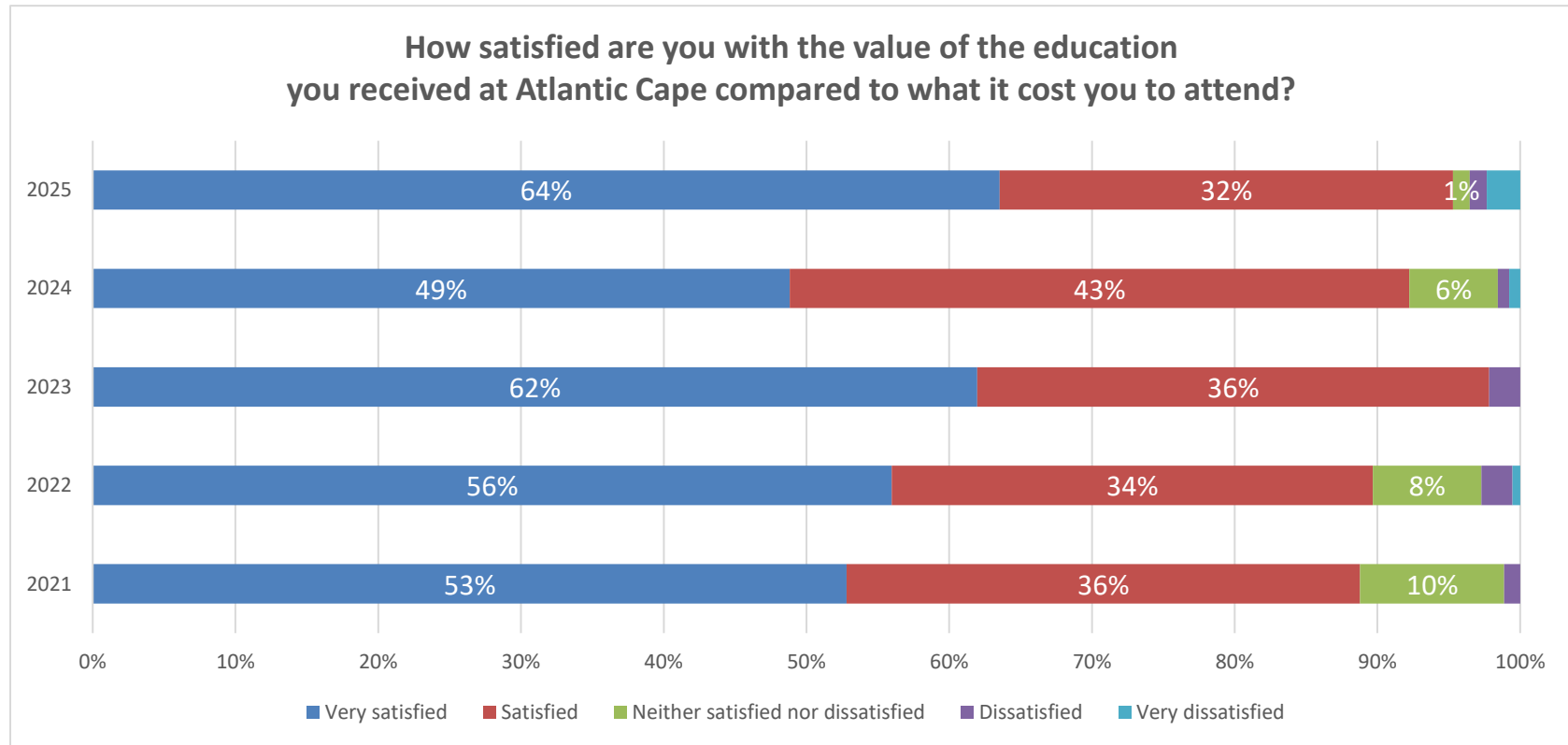


Graduate Response Category	2021 (n=89)	2022 (n=184)	2023 (n=92)	2024 (n=129)	2025 (n=85)
Excellent	43%	39%	52%	34%	49%
Above average	26%	34%	26%	37%	31%
Average	30%	25%	22%	26%	19%
Below average	1%	2%	0%	2%	0%
Poor	0%	1%	0%	1%	1%

Graduate Exit Survey – Goal 5: Excel

(Administered in late spring/early summer to graduates who completed that year)

Value of Education



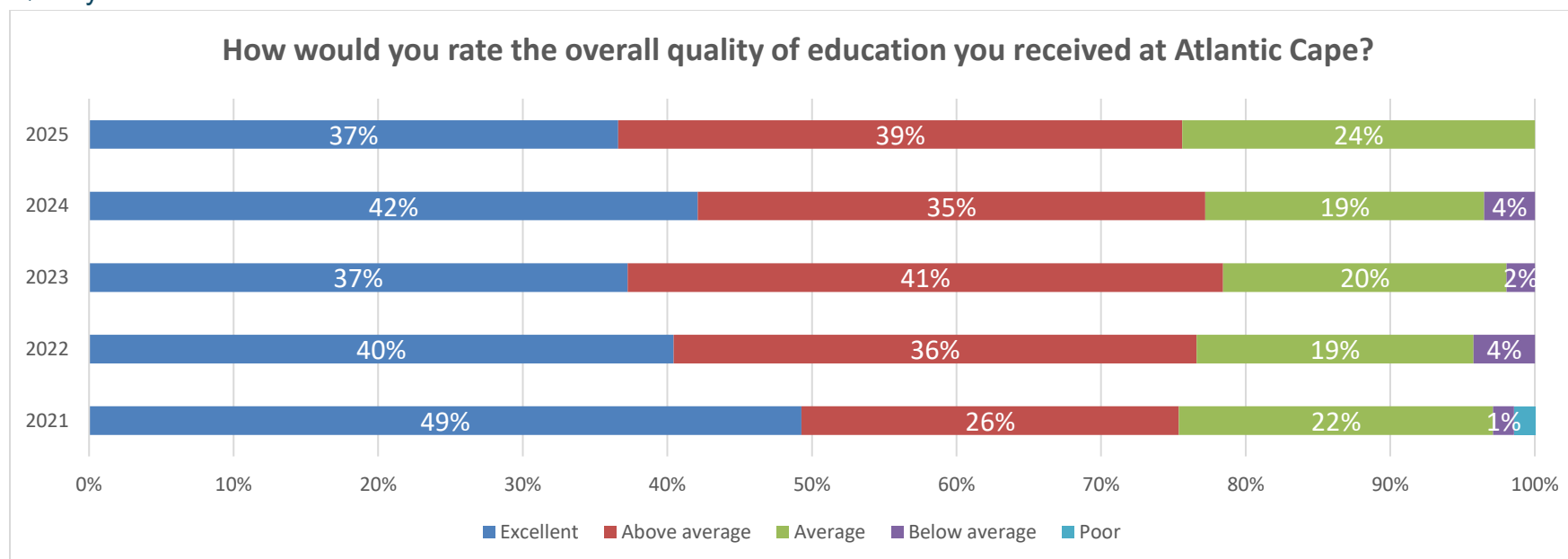
Graduate Satisfaction with the Value of Education Compared to Cost of Attendance (2021-2025)

Graduate Response Category	2021 (n=89)	2022 (n=184)	2023 (n=92)	2024 (n=129)	2025 (n=85)
Very satisfied	53%	56%	62%	49%	64%
Satisfied	36%	34%	36%	43%	32%
Neither satisfied nor dissatisfied	10%	8%	0%	6%	1%
Dissatisfied	1%	2%	2%	1%	1%
Very dissatisfied	0%	1%	0%	1%	2%

Alumni Survey – Goal 5: Excel

(Administered in late spring/early summer to graduates who completed the previous year)

Quality of Education



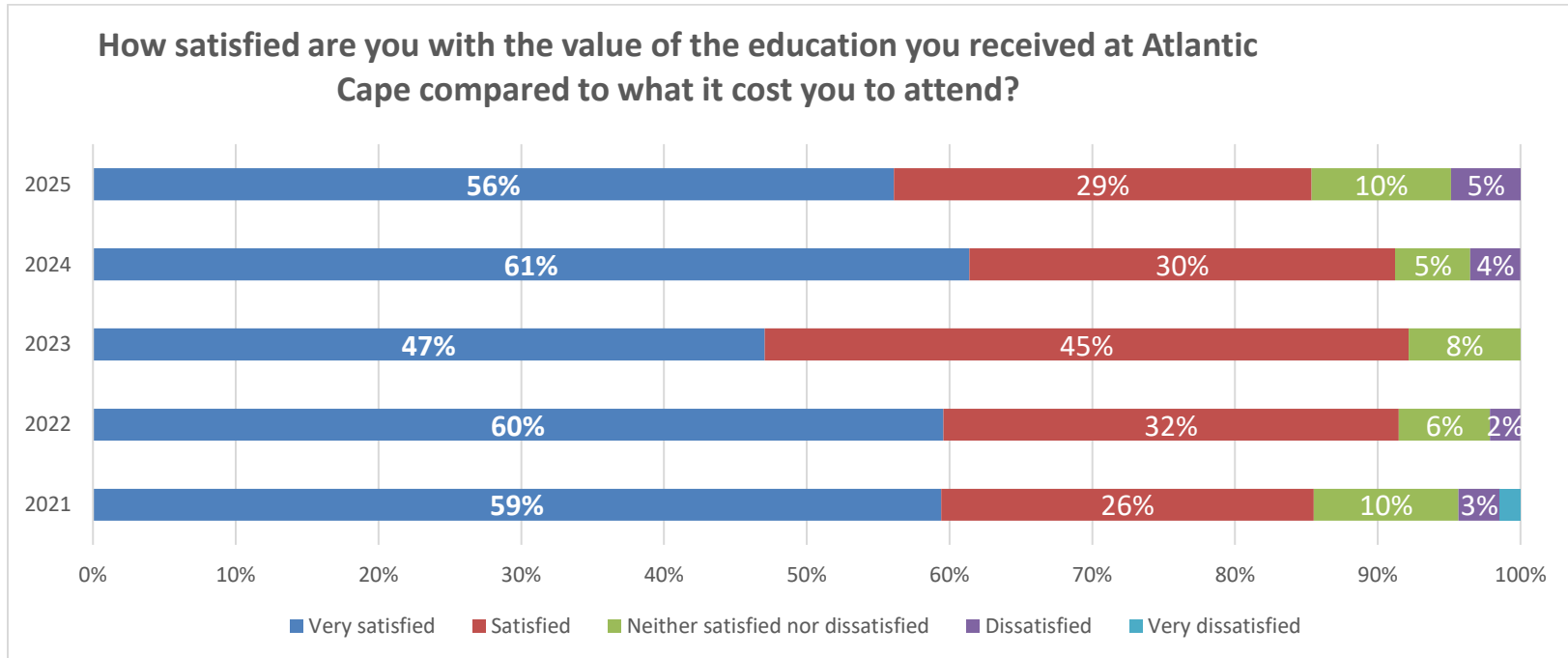
Alumni Ratings of Overall Quality of Education (2021–2025)

Alumni Response Category	2021 (n=69)	2022 (n=47)	2023 (n=51)	2024 (n=57)	2025 (n=41)
Excellent	49%	40%	37%	42%	37%
Above average	26%	36%	41%	35%	39%
Average	22%	19%	20%	19%	24%
Below average	1%	4%	2%	4%	0%
Poor	1%	0%	0%	0%	0%

Alumni Survey – Goal 5: Excel

(Administered in late spring/early summer to graduates who completed the previous year)

Value of Education



Alumni Satisfaction with the Value of Education Compared to Cost of Attendance (2021–2025)

Alumni Response Category	2021 (n=69)	2022 (n=47)	2023 (n=51)	2024 (n=57)	2025 (n=41)
Very satisfied	59%	60%	47%	61%	56%
Satisfied	26%	32%	45%	30%	29%
Neither satisfied nor dissatisfied	10%	6%	8%	5%	10%
Dissatisfied	3%	2%	0%	4%	5%
Very dissatisfied	1%	0%	0%	0%	0%

Conclusion

Taken together, the FY2025 outcomes point to an institution making progress in important areas of student success and equity while continuing to face enrollment and early-momentum challenges. Enrollment results were mixed: fall credit headcount, 12-month IPEDS headcount, and audited FTE increased, while applicant yield declined and spring enrollment remained essentially flat. Early-momentum indicators also remained a central challenge, with declines in fall-to-spring retention, fall-to-fall retention for the new entering FT/PT cohort, 12- and 24-credit accumulation, English gateway completion, and credits earned versus attempted. At the same time, overall course success improved slightly, and math gateway completion also increased.

Completion outcomes were similarly mixed. The number of degrees awarded declined in FY2025, but 30+ credit certificates increased, and degrees awarded to underrepresented minorities also increased. Graduation-rate results reflected this same pattern: the 3-year IPEDS graduation rate declined, while the 4-year IPEDS graduation rate improved, including gains for several student groups, though not across all measures or all populations. Student, graduate, and alumni survey findings continued to reflect strong perceptions of overall experience, educational quality, value, and many core services, with especially positive movement in graduate ratings and several student support measures.

The data suggest that several of the College's recent initiatives are beginning to move the right levers. Expanded dual-enrollment pathways and new recruitment pipelines are supporting access and fall enrollment growth among new entering freshmen, transfers, and Early College students. Holistic supports, including FYE and EOF retention programming, basic-needs initiatives, targeted financial-aid navigation, and expanded technology-enabled services, align with stronger outcomes in selected retention and satisfaction indicators. Notably, students supported through the FYE program outperformed a comparable non-intervention group in fall-to-fall persistence. Investments in technology, instructional quality, assessment, and cross-functional planning continue to reinforce a culture of continuous improvement and stewardship.

Going into FY2026, the central challenge and opportunity will be to convert these areas of progress into broader and more sustained gains in early momentum, retention, and completion while continuing to close remaining equity gaps in gateway math, credit accumulation, and degree attainment. The College is well-positioned to do so by sustaining equity-minded, data-informed, and student-centered strategies that strengthen access, persistence, completion, and the quality and value of the Atlantic Cape experience.

Appendix

2022 – 2026 Strategic Plan: A Vision for Success Goal Metrics

Goal 1: Engage

Ensure high-quality and equitable student, employee, and community stakeholder experiences

Fall Applicants

Fall Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
Applicants	3,028	2,574	2,630	3,027	3,133	↑
Moved to Student	2,298	2,106	1,748	1,698	1,717	↑
% Applicants Moved to Student	76%	82%	66%	56%	55%	↓
Enrolled	1,154	1,072	1,138	1,148	1,051	↓
% Moved to Student Enrolled	50%	51%	65%	68%	61%	↓
% of Applicants Enrolled	38%	42%	43%	38%	34%	↓

Fall Credit Enrollment by Registration Status

Fiscal Year	FA 2021	FA 2022	FA 2023	FA 2024	FA 2025	1yr. Trend
Continuing	2,239	2,273	2,156	2,063	2,061	↓
New Entering Freshman	1,099	1,208	1,246	1,066	1,163	↑
New Entering Transfer	229	221	155	211	228	↑
Returning Stop Out	880	583	585	602	583	↓
Early College (Dual/Concurrent)	121	139	135	116	149	↑
Total	4,568	4,424	4,277	4,058	4,184	↑

Spring Credit Enrollment by Registration Status

Fiscal Year	SP 2021	SP 2022	SP 2023	SP 2024	SP 2025	1yr. Trend
Continuing	3,073	3,153	3,002	2,883	2,789	↓
New Entering Freshman	274	285	332	313	340	↑
New Entering Transfer	117	175	175	163	193	↑
Returning Stop Out	540	493	474	442	475	↑
Early College	886	1,275	1,194	1,437	1,438	↑
Total	4,890	5,381	5,177	5,238	5,235	↓

Summer Credit Enrollment by Registration Status

Fiscal Year	SU 2021	SU 2022	SU 2023	SU 2024	SU 2025	1yr. Trend
Continuing	982	1,156	956	1,029	1,072	↑
New Entering Freshman	91	142	150	166	166	↔
New Entering Transfer	221	337	279	289	230	↓
Returning Stop Out	291	368	326	336	332	↓
Early College (Dual/Concurrent)	42	72	34	47	70	↑
Total	1,627	2,075	1,745	1,867	1,870	↑

Fiscal Year Credit Enrollment (#: FY23, FY24, FY25 includes Early College Students)

Fiscal Year	FY 2021	FY 2022	FY 2023#	FY 2024#	FY 2025#	1yr. Trend
Total Headcount-IPEDS 12 Month (*)	6,166	6,313	7,119	7,382	7,414	↑
Audited Full-Time Equivalent Enrollment (FTE) (*)	3,194	3,098	3,145	2,967	3,186	↑
FY Headcount of Underrepresented Minorities (*)	2,461	2,672	2,996	3,081	2,931	↓
FTE Enrollment - IPEDS (**)	3,161	3,116	3,234	3,231	3,280	↑
% Change in IPEDS FTE Enrollment (**)	-11.2%	-1.4%	+3.8%	-0.1%	+1.5%	↑

Fiscal Year Non-Credit Enrollment

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Trend
Customized Training Registrations	330	782	833	867	698	↓
Open Enrollment Registrations	1,076	933	1,732	2,003	1,904	↓

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Fall Term Credit Student Population Demographic Distribution (***)

Fall Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
American Indian or Alaska Native	0%	0%	0%	0%	0%	↔
Asian	7%	6%	6%	6%	6%	↔
Black or African American	13%	14%	14%	14%	14%	↔
Hispanic	26%	26%	28%	29%	29%	↔
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	↔
Two or More Races	3%	4%	4%	4%	5%	↑
Unknown	6%	5%	5%	4%	4%	↔
White	45%	44%	42%	41%	40%	↓

Fall Term Enrollment by Gender Distribution (***)

Fall Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
Female	65%	64%	63%	63%	64%	↑
Male	35%	36%	37%	37%	36%	↓

Adult (Non-Traditional Age) Credit Enrollment (*) (***)

Fall Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
Total Adult Headcount	1,480	1,521	1,426	1,325	1,341	↑
% of Fall Student Enrollment	33%	32%	33%	31%	33%	↑

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Goal 2: Support

Provide innovative services designed to bolster student progress and wellness that enhance the educational experience

Financial Support

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Trend
Unduplicated Headcount of PELL, TAG, CCOG, and EOF Recipients (*)	3,085	3,016	3,133	3,098	3,056	↓
Unduplicated Headcount of Scholarship Award Recipients	591	527	413	569	598	↑
Number of Scholarships Awarded	825	748	625	829	832	↑

Fall-to-Fall Retention (IPEDS First-Time Full-Time Degree-Seeking Cohort) (***)

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students who persisted from term 1 to term 3 (fall-to-fall)	63%	68%	59%	57%	60%	↑
Asian	73%	74%	68%	70%	72%	↑
Black/African American	56%	63%	56%	45%	49%	↑
Hispanic	64%	67%	55%	58%	63%	↑
White	64%	72%	64%	59%	63%	↑
Female	65%	73%	65%	60%	62%	↑
Male	60%	65%	55%	56%	58%	↑
Traditional Age (Equal or Less than 24)	63%	70%	62%	59%	61%	↑
Non-Traditional Age (25 or more)	66%	57%	43%	51%	50%	↓
Pell Recipients	64%	68%	60%	57%	59%	↑
Non-Pell Recipients	63%	70%	61%	60%	63%	↑

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Fall-to-Spring Retention (New Entering Student Fall Cohort, FT & PT) – Early Momentum Metric (*)**

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students who persisted from term 1 to term 2 (fall-to-spring)	75%	78%	75%	74%	72%	↓
Asian	69%	87%	82%	81%	83%	↑
Black/African American	70%	73%	71%	70%	69%	↓
Hispanic	80%	77%	72%	77%	76%	↓
White	76%	79%	77%	72%	71%	↓
Female	78%	80%	76%	75%	73%	↓
Male	72%	75%	73%	72%	70%	↓
Traditional Age (Equal or Less than 24)	75%	80%	76%	75%	73%	↓
Non-Traditional Age (25 or more)	76%	70%	71%	71%	67%	↓
Pell Recipients	83%	82%	80%	80%	78%	↓
Non-Pell Recipients	67%	74%	69%	66%	62%	↓

Fall-to-Fall Retention (New Entering Student Cohort, FT & PT) - Early Momentum Metric (*)**

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students who persisted from term 1 to term 3 (fall-to-fall)	58%	62%	55%	53%	52%	↓
Asian	66%	72%	65%	66%	66%	↔
Black/African American	52%	53%	44%	42%	43%	↑
Hispanic	60%	62%	52%	53%	56%	↑
White	58%	64%	59%	56%	52%	↓
Female	59%	66%	57%	55%	54%	↓
Male	56%	57%	52%	51%	49%	↓
Traditional Age (Equal to or less than 24)	58%	64%	56%	54%	54%	↔
Non-Traditional Age (25 or more)	55%	54%	48%	50%	46%	↓
Pell Recipients	61%	64%	56%	54%	54%	↔
Non-Pell Recipients	55%	60%	53%	52%	49%	↓

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Student Satisfaction Survey - How helpful were the following student services in achieving your goals? % Responding Helpful & Very Helpful – Number of Respondents

Enrollment, Financial, and Administrative Services

Support Service	Fall 2023 Helpful %	Fall 2023 Respondents (n)	Fall 2024 Helpful %	Fall 2024 Respondents (n)	Fall 2025 Helpful %	Fall 2025 Respondents	1 yr. Trend
In-person assistance from the One Stop	91%	447	91%	451	96%	430	↑
In-person registration help	93%	469	94%	464	93%	414	↑
Online registration help	84%	423	82%	378	82%	349	↔
Self-service	91%	543	89%	500	91%	453	↑
Online help for Self-service	84%	350	81%	339	85%	305	↑
Bursar/Cashier	84%	358	84%	359	84%	303	↔
Financial aid advising	86%	377	85%	378	86%	335	↑
Financial aid customer service	83%	351	84%	344	85%	306	↑

Academic Support and Student Success Services

Support Service	Fall 2023 Helpful %	Fall 2023 Respondents (n)	Fall 2024 Helpful %	Fall 2024 Respondents (n)	Fall 2025 Helpful %	Fall 2025 Respondents	1 yr. Trend
Academic advising from faculty	90%	461	88%	441	89%	395	↑
Academic advising from an advisor/counselor	90%	484	91%	465	89%	404	↓
Advising/counseling for career planning and transfer services	85%	356	82%	338	84%	301	↑

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Support Service	Fall 2023 Helpful %	Fall 2023 Respondents (n)	Fall 2024 Helpful %	Fall 2024 Respondents (n)	Fall 2025 Helpful %	Fall 2025 Respondents	1 yr. Trend
In-person tutoring	83%	192	80%	193	83%	178	↑
Online tutoring	80%	197	77%	197	81%	174	↑
Testing center for placement exams	82%	275	81%	274	86%	258	↑
Testing center for make-up exams	79%	187	78%	203	84%	185	↑

Student Satisfaction Survey - How helpful were the following student services in achieving your goals? % Responding Helpful & Very Helpful – Number of Respondents

Learning Resources and Academic Technology

Support Service	Fall 2023 Helpful %	Fall 2023 Respondents (n)	Fall 2024 Helpful %	Fall 2024 Respondents (n)	Fall 2025 Helpful %	Fall 2025 Respondents	1 yr. Trend
Library materials (digital materials)	92%	379	91%	356	92%	315	↑
Library materials (print materials)	93%	312	89%	304	94%	280	↑
Library staff assistance and instruction	93%	367	93%	343	94%	327	↑
Access to computers in the library	94%	357	92%	348	95%	321	↑
Buccaneer email	93%	555	91%	512	93%	461	↑
Blackboard	93%	556	92%	516	92%	462	↔
Online help for Blackboard	81%	315	78%	317	82%	278	↑
Atlantic Cape Connect	N/A	N/A	80%	376	93%	431	↑
Online help for Atlantic Cape Connect	N/A	N/A	77%	293	89%	293	↑

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Student Wellness, Accessibility, and Engagement

Support Service	Fall 2023 Helpful %	Fall 2023 Respondents (n)	Fall 2024 Helpful %	Fall 2024 Respondents (n)	Fall 2025 Helpful %	Fall 2025 Respondents	1 yr. Trend
Counseling services for personal problems	86%	219	81%	220	83%	192	↑
Services to students needing accommodations	87%	244	83%	256	85%	216	↑
Blackboard	93%	556	92%	516	92%	462	↔
Testing center for accessibility accommodations	81%	198	79%	215	85%	206	↑
New Student Orientation	82%	263	79%	262	87%	268	↑
Student Activities (organizations, clubs, sporting events, open gym, Student Government Association)	87%	251	81%	236	86%	228	↑
Intercollegiate athletics	80%	149	73%	150	80%	144	↑

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Goal 3: Educate

Cultivate an innovative and inclusive climate for high-quality learning across the college community, responsive to both immediate challenges and long-term needs

12 college credits earned in term 1 (New Entering Student Cohort, FT & PT)-E. Momentum Metric (*)**

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students earning at least 12 college credits or more in term 1	30%	30%	26%	24%	21%	↓
Asian	25%	31%	38%	26%	22%	↓
Black/African American	22%	17%	16%	14%	9%	↓
Hispanic	25%	27%	22%	20%	19%	↓
White	35%	35%	32%	32%	26%	↓
Female	31%	31%	25%	23%	20%	↓
Male	28%	28%	28%	25%	22%	↓
Traditional Age (Equal to or less than 24)	33%	34%	30%	27%	23%	↓
Non-Traditional Age (25 or more)	10%	8%	10%	10%	10%	↔
Pell Recipients	28%	28%	23%	22%	17%	↓
Non-Pell Recipients	31%	32%	29%	26%	26%	↔

24 college credits earned in year 1 (New Entering Student Cohort, FT&PT)-E. Momentum Metric (*)**

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students earning at least 24 college credits or more in year 1	26%	28%	23%	22%	20%	↓
Asian	25%	27%	35%	32%	20%	↓
Black/African American	17%	15%	10%	15%	11%	↓
Hispanic	19%	25%	21%	18%	19%	↑
White	32%	33%	29%	29%	24%	↓
Female	28%	30%	23%	22%	20%	↓
Male	23%	25%	24%	22%	20%	↓
Traditional Age (Equal to or less than 24)	27%	31%	25%	24%	23%	↓
Non-Traditional Age (25 or more)	14%	13%	14%	15%	9%	↓
Pell Recipients	23%	25%	21%	21%	18%	↓
Non-Pell Recipients	29%	31%	26%	25%	24%	↓

English Gateway Course Success in year 1 (New Entering Freshman Student Cohort, FT & PT) - Early Momentum Metric (*)**

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students who completed gateway college-level English in Year 1	61%	60%	52%	51%	50%	↓
Asian	70%	60%	61%	53%	48%	↓
Black/African American	46%	48%	39%	43%	42%	↓
Hispanic	65%	61%	49%	52%	53%	↑
White	62%	63%	57%	55%	54%	↓
Female	63%	63%	53%	52%	51%	↓
Male	57%	56%	50%	50%	48%	↓
Traditional Age (Equal to or less than 24)	62%	64%	56%	53%	53%	↔
Non-Traditional Age (25 or more)	51%	40%	34%	44%	38%	↓
Pell Recipients	65%	63%	52%	54%	54%	↔
Non-Pell Recipients	56%	57%	52%	48%	43%	↓

Math Gateway Course Success in year 1 (New Entering Student Cohort, FT & PT) - Early Momentum Metric (*)**

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students who completed gateway college-level Math in Year 1	41%	43%	34%	29%	31%	↑
Asian	42%	57%	54%	34%	38%	↑
Black/African American	24%	25%	19%	20%	21%	↑
Hispanic	41%	41%	29%	23%	26%	↑
White	47%	47%	40%	39%	36%	↓
Female	40%	44%	30%	26%	29%	↑
Male	42%	40%	38%	33%	34%	↑
Traditional Age (Equal to or less than 24)	43%	47%	38%	32%	35%	↑
Non-Traditional Age (25 or more)	23%	22%	17%	17%	17%	↔
Pell Recipients	40%	41%	31%	26%	29%	↑
Non-Pell Recipients	41%	45%	37%	34%	34%	↔

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

English and Math Gateway Course Success in year 1 (New Entering Freshman Student Cohort, FT & PT) - Early Momentum Metric (*)**

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Trend
% of students who completed gateway college-level English and Math in Year 1	35%	35%	26%	23%	23%	↔
Asian	38%	42%	44%	25%	25%	↔
Black/African American	20%	19%	12%	17%	15%	↓
Hispanic	35%	34%	24%	19%	20%	↑
White	39%	40%	30%	29%	27%	↓
Female	35%	37%	24%	20%	22%	↑
Male	35%	32%	29%	25%	24%	↓
Traditional Age (Equal to or less than 24)	37%	39%	29%	25%	26%	↑
Non-Traditional Age (25 or more)	16%	17%	12%	12%	10%	↓
Pell Recipients	35%	34%	24%	21%	23%	↑
Non-Pell Recipient	34%	36%	29%	24%	23%	↓

Course Success Rates (*)**

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Trend
Fiscal Year Course Success Rates (% with ABC Grades)	74%	75%	74%	73%	74%	↑
Asian	82%	79%	81%	76%	79%	↑
Black/African American	64%	64%	61%	62%	66%	↑
Hispanic	69%	70%	70%	68%	70%	↑
Native American	77%	89%	82%	74%	57%	↓
Native Hawaiian	65%	63%	75%	40%	36%	↓
Multiple Races	67%	69%	67%	63%	63%	↔
White	80%	79%	80%	78%	78%	↔
Female	76%	76%	75%	74%	75%	↑
Male	71%	72%	72%	71%	72%	↑
Traditional Age (Equal to or less than 24)	73%	73%	73%	73%	71%	↓
Non-Traditional Age (25 or more)	79%	79%	77%	77%	77%	↔
Pell Recipients	72%	73%	72%	71%	72%	↑
Non-Pell Recipients	80%	77%	80%	77%	79%	↑

Goal 4: Achieve

Eliminate barriers to increase academic, social, and career goal attainment for all students.

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Cross-functional committees –Student Success, Diversity, Equity & Inclusion, and Faculty Committees

Completions: Degrees and 30+ Certificates

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Trend
Number of Degrees Awarded (*)	599	808	643	802	705	↓
Number of 30+ Certificates Awarded (*)	8	14	5	18	32	↑
Degrees Awarded to Underrepresented Minorities (*)	218	295	232	289	304	↑

IPEDS Graduation Rate (First-Time Full-Time Degree Seeking Cohort)

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Trend
100% of the time (2 years)	9%	10%	15%	15%	15%	↔
150% of the time (3 years) (**)	21%	23%	25%	30%	27%	↓
200% of the time (4 years)	29%	29%	34%	36%	-	

150% (3 years) IPEDS Graduation Rate – Disaggregated (*) (First-Time Full-Time Degree Seeking Cohort)**

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Trend
% who earned a credential within 3 years	21%	23%	25%	30%	27%	↓
Asian	25%	21%	21%	26%	41%	↑
Black/African American	15%	12%	16%	24%	17%	↓
Hispanic	23%	20%	20%	23%	23%	↔
White	26%	27%	31%	37%	31%	↓
Pell Recipients	21%	17%	22%	24%	23%	↓
Non-Pell Recipients	24%	31%	30%	38%	32%	↓
Female	25%	27%	25%	32%	29%	↓
Male	19%	17%	25%	27%	24%	↓
Traditional Age (Equal to or less than 24)	22%	23%	26%	30%	28%	↓
Non-Traditional Age (25 or more)	20%	13%	12%	24%	17%	↓

200% (4 years) IPEDS Graduation Rate – Disaggregated (*) (First-Time Full-Time Degree Seeking Cohort)**

(*) New Jersey Performance Funding Metric
 (**) MSCHE AIU Metric
 (***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Cohort Entering Term	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	1yr. Change
% who earned a credential within 4 years	25%	29%	29%	34%	36%	↑
Asian	30%	35%	26%	29%	33%	↑
Black/African American	11%	15%	16%	21%	27%	↑
Hispanic	21%	16%	17%	15%	20%	↑
White	33%	31%	31%	39%	40%	↑
Pell Recipients	22%	24%	23%	32%	30%	↓
Non-Pell Recipients	29%	31%	34%	36%	41%	↑
Female	29%	31%	31%	34%	39%	↑
Male	20%	23%	22%	34%	30%	↓
Traditional Age (Equal to or less than 24)	25%	27%	27%	35%	36%	↑
Non-Traditional Age (25 or more)	19%	25%	22%	17%	24%	↑

200% of the time (4 years) Graduation Rate (New Entering Student Cohort, FT & PT) (*)**

Cohort Entering Term	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	1yr. Change
% who earned a credential within 4 years	22%	22%	22%	28%	28%	↔
Asian	31%	26%	25%	27%	28%	↑
Black/African American	10%	11%	13%	16%	19%	↑
Hispanic	17%	23%	20%	26%	25%	↓
White	29%	27%	26%	32%	35%	↑
Pell Recipients	19%	18%	19%	28%	26%	↓
Non-Pell Recipients	25%	20%	25%	28%	32%	↑
Female	25%	25%	25%	28%	31%	↑
Male	18%	20%	18%	27%	26%	↓
Traditional Age (Equal to or less than 24)	22%	23%	23%	29%	31%	↑
Non-Traditional Age (25 or more)	19%	20%	17%	20%	17%	↓

% of College Credits Earned versus Attempted in Year 1 (New Entering Student Cohort, FT & PT) - Early Momentum Metric (*)**

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2023	1yr. Change
% of College Credits Earned versus Attempted in Year 1 (New Entering Student Fall Cohort, FT & PT) - Early Momentum Metric	76%	76%	74%	73%	72%	↓
Asian	79%	78%	85%	80%	75%	↓
Black/African American	64%	63%	57%	61%	61%	↔
Hispanic	69%	73%	70%	69%	69%	↔
White	82%	81%	80%	79%	76%	↓
Pell Recipients	73%	73%	70%	69%	70%	↑
Non-Pell Recipients	80%	80%	79%	78%	76%	↓
Female	77%	79%	75%	74%	72%	↓
Male	74%	73%	73%	72%	72%	↔
Traditional Age (Equal to or less than 24)	76%	76%	73%	72%	71%	↓
Non-Traditional Age (25 or more)	79%	80%	78%	75%	76%	↑

% of Completers transferring to a 4-year institution within a year since completion

Cohort Entering Term	2020	2021	2022	2023	2024	1yr. Change
% of Completers Transferring to 4y Institution	55%	53%	46%	51%	43%	↓

150% (3 years) IPEDS Transfer Out Rate

Cohort Entering Term	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1yr. Trend
% who transfer out without credential within 3 years	23%	20%	27%	27%	24%	↓

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Goal 5: Excel

Cultivate an innovative and inclusive climate for high-quality learning across the college community, responsive to both immediate challenges and long-term needs.

Cross-functional committees – Institutional Effectiveness; Senior Staff.

Financial Health ()**

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Change
Expendable Net Assets	\$15,365,997	\$14,334,273	\$14,322,712	\$14,482,342	\$13,444,490	↑
Total Expenses	\$51,050,286	\$58,539,495	\$53,068,013	\$57,415,569	\$59,686,571	↑
Change in Net Position	\$12,121,119	\$7,534,432	\$3,549,144	\$-1,609,618	\$-5,147,282	↓
Net Position	\$56,177,849	\$68,299,040	\$75,833,472	\$97,812,007	\$96,202,389	↑
Operating Income (Loss) + net operating revenues (expenses)	\$4,225,478	\$-804,851	\$-2,875,252	\$179,918	\$-733,956	↑
Operating Revenues + Non-Operating Revenues	\$59,995,465	\$58,109,824	\$50,644,737	\$52,003,904	\$53,508,046	↑
Plant Related Debt	\$72,178	\$36,909	0	0	0	↔

Undesignated Fund Balance

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Change
Undesignated Net Position	\$9,018,764	\$8,384,618	\$6,755,209	\$7,548,632	\$5,750,162	↓
% of Operating Budget	23%	23%	17%	18%	14%	↓

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Financial Audit Results

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Change
Unqualified Opinion	Yes	Yes	Yes	Yes	Yes	↔

Unrestricted Expenses by Function - Instructional, Academic Support, Student Services, Institutional Support, Plant Operations & Maintenance

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Change
Total Cost of Expenses/FTE	\$10,061	\$11,006	\$11,659	\$12,766	\$13,083	↑
Cost of Credit Instruction/FTE	\$3,322	\$3,471	\$3,732	\$3,977	\$4,046	↑
Cost of Academic Support/FTE	\$1,092	\$1,355	\$1,484	\$1,618	\$1,622	↑
Cost of Student Services/FTE	\$1,219	\$1,454	\$1,558	\$1,750	\$1,786	↑
Cost of Institutional Support/FTE	\$2,443	\$2,534	\$2,522	\$2,807	\$3,024	↑
Cost of O&M of Plant/FTE	\$1,759	\$1,983	\$2,142	\$2,375	\$2,380	↑

Net Price for FT/FT Degree Seeking: General Tuition and Fees

Fiscal Year	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	1yr. Change
Cost of Attendance \$	\$15,653	\$15,753	\$14,889	\$15,356	\$29,385	↑
Average Awarded Grant/Scholarship Aid	\$5,368	\$5,288	\$6,480	\$6,893	\$7,885	↑
Net Price	\$10,285	\$10,465	\$8,409	\$8,463	\$21,500	↑
Full Academic Year General Tuition and Fees (in district)	\$5,340	\$5,340	\$4,272	\$4,863	\$6,608	↑

Three-year official cohort loan default rate (**) - MSCHE VI & VII

Year	2017	2018	2019	2020	2021	1yr. Change
Loan default rate (**)	NA	10.3%	4.3%	0%	0%	↔

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Employee Demographics – Faculty & Staff (***)

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Change
White	79%	75%	73%	74%	73%	↓
Black / African American	12%	13%	14%	13%	13%	↔
Hispanic	5%	6%	7%	7%	7%	↔
Asian	2%	5%	5%	4%	5%	↑
Native Hawaiian/ Pacific Islander	0%	0%	0%	0%	0%	↔
American Indian / Alaska Native	1%	0%	1%	0%	0%	↔
Unknown	0%	0%	0%	0%	0%	↔
Female	61%	63%	62%	62%	61%	↓
Male	39%	37%	38%	38%	39%	↑

Employee Demographics – Faculty (***)

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Change
White	89%	86%	84%	87%	83%	↓
Black / African American	4%	5%	7%	5%	6%	↑
Hispanic	3%	3%	4%	3%	4%	↑
Asian	3%	5%	4%	4%	5%	↑
Native Hawaiian/ Pacific Islander	0%	0%	0%	0%	0%	↔
American Indian / Alaska Native	1%	1%	1%	1%	1%	↔
Unknown	0%	0%	0%	1%	1%	↓
Female	61%	65%	64%	66%	63%	↓
Male	39%	35%	36%	34%	37%	↑

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Employee Demographics – Staff (*)**

Cohort Entering Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	1yr. Change
White	68%	62%	58%	60%	63%	↑
Black / African American	22%	23%	23%	23%	21%	↓
Hispanic	7%	11%	12%	12%	11%	↓
Asian	2%	5%	6%	4%	4%	↔
Native Hawaiian/ Pacific Islander	0%	0%	0%	0%	1%	↑
American Indian / Alaska Native	0%	0%	0%	0%	0%	↔
Unknown	0%	0%	0%	0%	0%	↔
Female	60%	61%	60%	58%	59%	↑
Male	40%	39%	40%	42%	41%	↓

Counties of Service – Demographics (*)**

Cohort Entering Term	Atlantic	Cape May
White	55%	85%
Black / African American	17%	5%
Hispanic	20%	9%
Asian	8%	1%
Native Hawaiian/ Pacific Islander	0%	0.4%
American Indian / Alaska Native	0.7%	0.1%
Two or More Races	2.9%	2%
Female	51%	51%
Male	49%	49%

(*) New Jersey Performance Funding Metric

(**) MSCHE AIU Metric

(***) Diversity, Equity, and Inclusion Plan 2023-2026 Metric

Acronym Key

A.A.S. Associate of Applied Science
A.S. Associate of Science
ACAD Academic Affairs
ACEN [Accreditation Commission for Education in Nursing](#)
ACF [American Culinary Federation](#)
AEC Academic Equity Committee
AELP Academic English Language Placement Test
AI Artificial Intelligence
AI/ML Artificial Intelligence/Machine Learning
AIU Annual Institutional Update
AtD [Achieving the Dream](#)
A/V Audio/Visual
AVIT Aviation
BIOL Biology
BUS Business Services/Facilities
CC Community Colleges
CCSSE [Community College Survey of Student Engagement](#)
CFA Center for Accessibility
CIO/IT Chief Information Officer/Information Technology
CISM129 Computer Information Systems 129 Course
CMC Cape May County Campus & Community Outreach
CMCC Cape May County Campus
CRM Customer Relationship Management
CSS Center for Student Success
CTLE Center for Teaching & Learning Excellence
DASC Data Science
DEI Diversity, Equity, and Inclusion
DOL Department of Labor
ELL English Language Learners
EMSA Enrollment Management & Student Affairs
ENGL102 English 102 Course
ENGL224 English 224 Course
EOF Education Opportunity Fund
FA Financial Aid
FIN Finance
FTE Full-time Equivalent
FTFT First-time, Full-time
FYE First Year Experience
GEHR Greater Egg Harbor Regional High School District
GIST Geospatial Information Systems Technology
GPA Grade point average
HSI Hispanic Serving Institution
HR Human Resources
HS High School
IE IRAP Institutional Effectiveness/Institutional Research, Assessment & Planning
IEP Individualized Education Plan
IPEDS [Integrated Postsecondary Education Data System](#)
IR Institutional Research

MAR Marketing & College Relations
ML Mays Landing
MSCHE [Middle States Commission on Higher Education](#)
MFA Multi-Factor Authentication
NACUBO [National Association of College and University Business Officers](#)
NSF National Science Foundation
NTI New to Institution
OSHE [Office of the Secretary of Higher Education](#)
PN Practical Nursing
PRAC [Puerto Rican Action Committee](#)
PT Part-time
SGA Student Government Association
SSI Student Success Initiative
SSO Single Sign-On
sUAS Small Unmanned Aircraft Systems
WACC Worthington Atlantic City Campus
WD Workforce Development & Continuing Education
WFNJ [Work First New Jersey](#)
YoY Year-Over-Year

Institutional Goals and Accomplishments

[FY2025 Institutional Goals](#)

[FY2025 Goals & Accomplishments](#)

[FY2026 Institutional Goals](#)

Institutional Surveys Administered in FY2025

[2024 Student Satisfaction Survey Summary](#)

[2025 Graduate Exit Survey Summary](#)

[2025 Alumni Survey Summary](#)

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