Periodic Review Report

For the Middle States Commission on Higher Education

June 1, 2009

OCEAN COUNTY COLLEGE
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OCEAN COUNTY COLLEGE
Periodic Review Report: Committees and Contents

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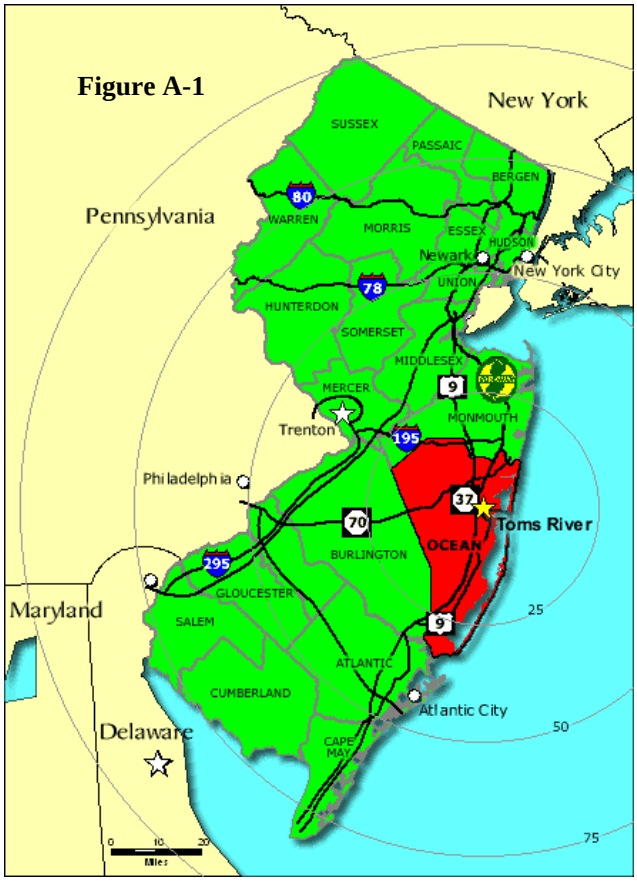
Chapter 1: An Executive Summary

I. The Constituency Served - Ocean County

As a county college, Ocean County College's primary mission is to serve the citizens of Ocean County; therefore, the scope of its activities is dependent upon the nature of the population base in Ocean County, New Jersey.

Ocean County is situated in the east central portion of the state, bordered on the north by Monmouth County, on the west by Burlington County, and on the south by Atlantic County (see Figure A-1). Ocean is the second largest county in the state in land area (638 square miles) and ranked 6th of 21 counties in population according to the 2006 estimates conducted by the New Jersey Department of Labor and Workforce Development. The county has 45 miles of oceanfront and more than 150 miles of bay shores and estuaries. Toms River, the county seat and the location of Ocean County College, is located in the northern area of the county, approximately 70 miles from New York City, 60 miles from downtown Philadelphia, and 50 miles north of Atlantic City. Ocean County is accessible from major urban areas via the Garden State Parkway and other major roadways.

Figure A-1



For the past five decades, Ocean has been the fastest growing county in New Jersey. During the 1960's, Ocean County's population grew by 93 percent, followed by a 66 percent increase in the 1970's, 25 percent in the 1980's, and 18 percent in the 1990's. According to the most recent estimate provided by the New Jersey Department of Labor and Workforce Development, the county population is projected to increase from its 2002 estimate of 536,769 to 617,600 in 2012 and 731,900 in 2025 (New Jersey Department of Labor, 2004). The rapid rise in population during the last several decades has slowed a little and now, in the early 2000's, is influenced by current economic constraints and state-imposed environmental restrictions on building.

The County of Ocean is composed of 33 municipalities, ranging in land area from .35 square miles for Seaside Heights Borough to 100.3 square miles for Jackson Township, and ranging in population from 389 for Harvey Cedars Borough to 94,887 for Toms River Township (2006 Ocean County Annual Population Estimates).

Population Characteristics

Racially, the Ocean County population is primarily white. According to 2006 census data, 93.8 percent of the population was white. The primary minority groups are African American and persons of Hispanic origin. In 2006 the African American population not of Hispanic origin was 3.4 percent of the total population. The African American population is heavily concentrated in Lakewood and, to a lesser extent, South Toms River Borough and parts of Manchester Township, Jackson Township, and Toms River Township. The 2006 census identified 36,882 persons of Hispanic origin, or 6.6 percent of the population.

Ocean County is home to a large number of retirees. During the last several decades, with the vast amount of inexpensive land available, developers created a number of large senior citizen communities. These communities were attractive to the retiring population from northern New Jersey. At the present time, there are over 92 separate retirement communities and villages in Ocean County. According to the 2006 estimates, 21 percent of the county residents were 65 years and over, far exceeding the 13 percent average for the state. The younger persons in the county, those under 18, comprised 22.6 percent of the population in 2006 as compared with the 2000 census of 23.3 percent. The majority of students attending community colleges range in age from 18 to 49 years. Ocean County had 41 percent of its population in this age range, according to the 2006 estimates.

Per capita income varies significantly by county in New Jersey, from a low of $28,149 in Cumberland County to a high of $62,538 in Morris County. According to the spring 2005 release from the U.S. Department of Commerce, Bureau of Economic Analysis, Ocean County had a per capita income of $34,509 for 2005, very close to the national average of $34,471. During the ten-year period from 1996 to 2005, Ocean County's per capita income rose by 39.2 percent as compared with a statewide increase of 42.6 percent.

Economic Issues

The economy of Ocean County has been in transition over the last four decades. For years, the resort and tourism industry has dominated the economic scene and, while this is still the most important industry in the county, industrial and commercial operations are seeking to expand. Economic agencies such as the Monmouth/Ocean Development Council, Toms River Chamber of Commerce, Lakewood Chamber of Commerce, Brick Township Chamber of Commerce, and the Southern Ocean County Chamber of Commerce have encouraged the development of industrial parks and commercial service operations. Several years ago, anticipating this industrial development, almost 3,000 acres were set aside for industrial parks in Ocean County intended to attract clean, light industrial companies, offices, and research; but, after a period of initial occupancy and expansion, the parks are now in decline. On the other hand, the health care industry has been the fastest growing employment sector in the county, and employment projections in general, released by the NJ Department of Labor, show that Ocean County should continue to experience moderate employment growth into the future.

Nonetheless, thousands of Ocean County residents continue to commute to job locations outside of Ocean County to nearby Monmouth County or to northern New Jersey cities, New York City, and, to the south, Trenton, Philadelphia, and Atlantic City. Thus county employment demographics have limited impact on the college curriculum.

The nation's recession has impacted upon the economy of Ocean County in terms of job growth but has had a lower impact on the increase in real estate ratables. According to the Ocean County Board of Taxation, the equalized assessed value of all Ocean County property was $41.2 billion in 2003. This increased by 80 percent to $74 billion in 2008.

Educational Issues

According to the 2000 U.S. Census, 83 percent of the Ocean County adult population 25 years and over at least graduated from high school, and 19.5 percent completed a bachelor's degree or higher. This was a little higher than the statewide average of 82 percent for high school graduates and lower than the state average for bachelor's degree or higher (30 percent).

Elementary education and secondary education in Ocean County are provided primarily by the public schools, although there are several very small, private, church-related elementary schools scattered throughout the county. There are three private secondary schools in Ocean County: Monsignor Donovan, Lakewood Prep, and Calvary Academy.

From 1997 to 2007, the total number of public school pupils in Ocean County has increased by 11.7 percent with average yearly increments in the 1.1 percent range. However, there are striking differences among the 28 school districts and between the southern and northern regions as a whole. The largest percentage increase from 1997 to 2007 for a single school district was experienced by Plumsted Township in the western part of the county with 91.2 percent. There has been a significant difference in growth between the northern and southern schools in Ocean County. In 1997, the southern schools enrolled 16,482 pupils; by 2007, the enrollment had grown to 18,627, a 13.9 percent increase. In contrast, the northern schools experienced a small decrease of 1.2 percent from 42,639 pupils in 1997 to 42,117 in 2007. The western county school districts grew by 33.6 percent. The continuing increase in public school enrollment reinforces the need to consider further expanding College facilities for southern Ocean County and, perhaps, a western presence in the future.

Ocean County has 15 public high schools that serve as potential feeder schools for Ocean County College. The proportion of county high school graduates who attend college varies considerably from a low of 64.1 percent for Lakewood High School to a high of 95.2 percent for Point Pleasant Beach High School. Overall, the college attendance rate for Ocean County public high school graduates has increased slightly over the five-year period 2003-2007 from 77.6 percent to 80.1 percent.

Postsecondary Education Environment

Ocean County College has relatively little direct competition with other postsecondary institutions within its geographic service area. Only one other college, Georgian Court University, is located in Ocean County. As a small, private liberal arts university, Georgian Court is considerably different from OCC in both programs and costs to the student. Georgian Court currently enrolls 1,955 undergraduates, with a tuition and fee charge of approximately $22,160 per year (24-36 credits). This is substantially higher than the current charge of $3,600 for a full-time OCC student per year (30 credits).

Approximately 80 percent of the county high school graduates (class of 2007) go on to college the following year and OCC attracts 42 percent of those who do so, compared with 35 percent for the class of 2003.

Demographic Summary

Ocean County has been among the fastest growing counties in New Jersey, and population projections both at the state and county levels indicate a continuous growth well into the future. Within Ocean County, growth has been uneven. Southern Ocean County municipalities have grown and are projected to continue the population growth at a faster rate than northern county municipalities. The school districts providing elementary and secondary education for the county residents have also grown in a similar pattern.

The economic conditions in the county are in transition from an economy almost totally dependent upon the tourism industry to one that supports a variety of employment opportunities in the construction, manufacturing, wholesale and retail trade, and service industries. Tourism for the foreseeable future will still rank number one in terms of dollars generated; however, the Ocean County Planning Board envisions a more diversified economic future, not quite as dependent upon tourism as in the present.

II. Ocean County College

Academic Programs

Ocean County College offers three degrees, the Associate in Arts (A.A.) degree, the Associate in Science (A.S.) degree, and the Associate in Applied Science (A.A.S.) degree. There are currently 2 A.A. degree programs, 8 A.S. degree programs, 9 A.A.S. degree programs, 13 Certificate of Proficiency programs (30-36 credits), and 8 Certificate of Completion programs (12-24 credits). Within the degree programs, there are many options, transfer tracks (joint admission programs with the New Jersey colleges), and areas of emphasis within the Liberal Arts program.

The Students Served

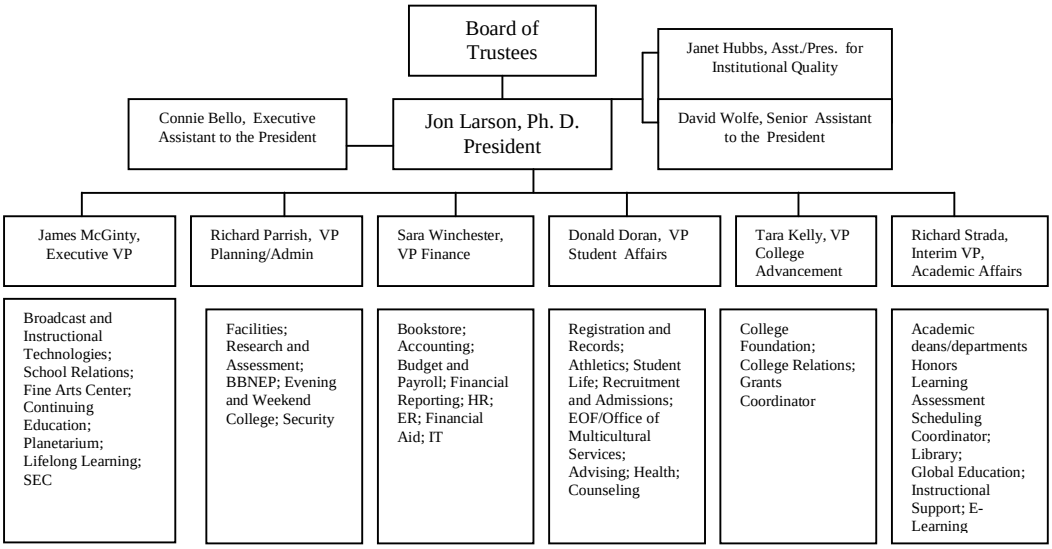
The students who attend Ocean County College typify the American community college student. They are a microcosm of the Ocean County population, young and old, men and women, and are representative racially. The College truly serves Ocean County; 96 percent of the fall 2007 student population resides in Ocean County. Only a very small proportion is from out-of-county (2.3 percent), and an even smaller proportion comes from outside New Jersey (0.1 percent).

The full-time students are younger than the part-time students, with an average age of 20.6 years as compared with 27.0 years, respectively. The full-time students are primarily day students, and the part-time are primarily evening students, although many students take courses both in the day and evening and both full and part-time students take classes at the College's off-campus sites. The substantial increase in student enrollment is beginning to place a strain on the availability of instructional space (see Chapter 3, ff.)**.** The opening of the College Technology Building in spring 2003, the renovations in the Instructional Building in 2005, and the current construction of an addition to the Fine Arts Center and a new instructional building should help by adding instructional space for the near future. For the spring 2008, the College used 17 off campus sites in addition to its Manahawkin location, known as the Southern Education Center (SEC), and 12.7 percent of the total student credit hours are taken at these sites.

Organizational Structure

The Board of Trustees of Ocean County College is the governing body of the College and derives its authority from New Jersey Statutes, Title 18A, Chapter 64A. The President of the College is the chief executive officer and reports directly to the Board of Trustees. There are seven major organizational units within the College: the President's Office, the Executive Vice President's Office, Academic Affairs, Student Affairs, Planning and Administration, College Advancement, and Finance. There are six Vice Presidents who report to the President. Also reporting directly to the President are the Assistant to the President for Institutional Quality, the Senior Assistant to the President, the Executive Assistant to the President, and the members of the President's immediate office staff.

OCEAN COUNTY TABLE OF ADMINISTRATIVE ORGANIZATION
Fall 2008-Office of Research and Assessment



The roles and responsibilities of all administrators are defined in the official position descriptions kept on file in the College's Human Resources Office. The College's organization, including administrative position titles and the names of individuals currently in the positions, is delineated in the organizational charts filed in the *OCC Fact Book*, available on the College's web site.

The College's governing body is the College Senate, an effective and balanced system of shared governance. A transition from a Council form of governance, which had grown unwieldy and unrepresentative, to the Senate model occurred in December of 2004 with a detailed revision of the Senate Bylaws completed in August of 2007. Each of these processes was transparent and reported in detail to all members of the College community. Both the writing and the later revision of the Bylaws used working campus committees staffed by any College employee who wished to participate. Open hearings were also held. The purpose of the College Senate is stated as follows:

The purpose of the Senate shall be to facilitate the College's educational mission and student life by providing a vehicle for representative participation by all College Constituency Councils. It shall provide for an orderly system of formulating and communicating its recommendations to the College President. In the areas of academics and student life, the College Senate and its Constituency Councils shall consider and recommend additions, deletions, and revisions to policies and procedures. They may comment on other matters. The Senate may not consider any issue subject to collective bargaining or any matter within the purview of administration, other than those shared governance matters expressly granted by the Bylaws of the College Senate.

The Faculty

There have been changes in faculty demographic characteristics over the last five years. The Ocean County College faculty may be grouped into two categories, full-time and part-time. Full-time teaching faculty members are required by contract to teach 15 semester credit hours each semester, or a maximum of 30 semester credit hours per academic year of two semesters. Non-teaching full-time faculty members include counselors and librarians and have different contractual requirements. Part-time (adjunct) faculty, where possible, are issued contracts in August for the ensuing academic year. Employment under an adjunct faculty contract to teach an assigned course(s) is contingent upon a sufficient number of students registering for said course(s). The number of adjunct faculty teaching each semester includes clinical instructors for the Nursing Program but does not include full-time administrators who teach on an overload basis as academic lecturers.

The number of full-time teaching faculty decreased from 111 in fall 1998 to 107 in fall 2007. As of fall 2008, however, that number increased to 122. The number of adjunct faculty from 1998 to 2007 increased from 231 to 378, or 64 percent. Female faculty members comprised 62 percent of the total full-time faculty in fall 2007, as compared with 49 percent ten years ago. Male adjunct faculty members constituted 65 percent of the total in fall 1998 and decreased to 48 percent 10 years later.

The racial/ethnic backgrounds of the College's full-time faculty are primarily white (92 percent), nearly identical to the proportion in the total Ocean County population. Two faculty members are African American (1.9 percent), and only three full-time faculty members have an Hispanic ethnic background, 2.8 percent, as compared with a county population that is 6.6 percent Hispanic and a student body that is 6.9 percent Hispanic. Three of the faculty members are Asian, 2.8 percent of the total faculty. The number of African American, Hispanic, and Asian adjunct faculty is relatively small and under-represents the proportions of ethnic/minorities in the student population. The College has made modest gains in the number of minority faculty added to the staff over the last ten years, increasing from six minority faculty members in 1997 to eight in 2007. (See the *OCC Fact Book*, Table B-3 for further details.)

The proportion of teaching faculty who are tenured has averaged up to 83 percent for the last ten years and currently stands at 73 percent. The proportion of tenured, male faculty is slightly higher than the proportion of tenured, female faculty, which may be attributed in part to the turnover within the Department of Nursing that currently has only one male faculty member. During the last ten years, the proportion of male faculty in the professor or associate professor ranks has decreased while during the same ten-year period, the proportion of female faculty in the upper two ranks has increased by six percent.

III. An Updated Perspective

Ocean County and the College that serves it have remained both prosperous and progressive over the past five years and relatively stable demographically; but there are some notable changes at the College in addition to those cited in sections I and II of this chapter that should be identified.

The College has been fully responsive to the recommendations of the Middle States Self-Study Visiting Team that came to our campus in April of 2004. Our response to all recommendations is covered in Chapter 2 of this report.

We must also mention our phenomenal enrollment growth covered in depth in Chapter 3 of this report, a crucial change factor which has been steady and well above both our own expectations and New Jersey community college averages. This growth has averaged close to 8 percent over the past two years and will probably reach at least 8.8 percent for AY 2008-09 (see Appendix 1 for spring 2009 Enrollment Summary).

The expanded Facilities Master Plan, the ambitious new building plan it espouses, and the Long-Term Capital Plan that will support it are all results of enrollment growth and are designed to respond to and manage our expanded institutional profile to ensure adequate facilities and campus sustainability. These matters are covered in detail in Chapters 3 and 4 of this report.

In response to the MSCHE Visiting Team's recommendations for a comprehensive process for institutional effectiveness and student learning outcomes measures leading to improvements in teaching and learning, we have developed a comprehensive outcomes assessment process including institutional assessment, course-level assessment, program evaluation, general education assessment, developmental education assessment, distance learning assessment, and classroom assessment techniques. We have also instituted a program for Writing across the Curriculum that we anticipate will make a major contribution to our general education assessment process. All of these matters are covered in Chapter 5 of this PRR.

In Chapter 6, the final chapter, upgrades to the College's Advisory Council to the President on Planning and Budgeting are discussed in detail. An assessment inventory and a category for institutional set-asides, which budgets annual dollars for furniture, equipment, technological and maintenance upgrades, have been added to the process to increase its effectiveness. The links between planning, budgeting, and assessment have thereby been strengthened.

Other changes of note include a transition in the governance structure in 2005 from a College Council to a College Senate. All members of the College community are now represented in the new body, unlike the Council membership wherein large segments of the College community went either unrepresented or under-represented (see above, Section II).

Additionally, in the fall of 2007, the College transitioned to a total 75-minute class, six-day/week course schedule, offering classes on Monday-Thursday, Tuesday-Friday, and Wednesday-Saturday. Efforts are also underway to strengthen our Weekend College. Surveys taken prior to the class schedule change tell us weekend classes are of interest to some seven percent of respondents.

Since our self-study in 2004, the College has created a stronger liaison between the Ocean County College Foundation and the College's Division of College Advancement. While the Foundation remains an independent fundraising entity with its own governing board, it can now collaborate more effectively with College Advancement, share human resources, and better serve students with its on-site scholarship application center. With the Foundation's support, we have also recently completed a $2.5 million public fundraising campaign for the College's Robert J. Novins Planetarium, a facility in which equipment was so dated as to make restoration impossible within the College's capital budget. With the funds that have been raised, we are able to purchase state-of-the-art equipment: a ZKP-4 Zeiss Projector, a Spitz ATM-4 Alternate Theater Control System, a Spitz Premium Seam Dome, an E & S Digistar 3 DLP system, and many more pieces of highly sophisticated support equipment. We will also complete building adaptations for the new equipment and additional renovations by 2009-2010. The planetarium is a prized community asset and the "Reach for the Stars" campaign received broadly based community support.

In 2008, a child development center was completed on the OCC campus. In cooperation with O.C.E.A.N, Inc., a county services agency, the College was pleased to provide a long-term lease for land for the building as well as on-site parking, lending support to this worthwhile effort. The center accommodates 150 children and reserves space for Ocean County College employees prior to the center's open enrollment period. It is a beautiful facility that offers a wide range of children's services.

The College administration developed, in 2005, a new performance evaluation process for faculty. The process has improved transparency and has clarified goals and objectives for faculty performance with built in conferencing, plans for improvement, and more clearly discernable indexes of what constitutes unsatisfactory work and the need for improvement as this relates to retention, tenure, and promotion. The College and faculty also developed a new Faculty Scholarship Awards program whereby faculty may apply for expenses, release time, and other forms of institutional support for scholarly work. The first awards totaling $15,000 were extended in AY 2008-09 to three full-time and one adjunct faculty member.

We are also currently engaged in a year-long assessment of how well we manage to engage and retain first-year students, a local study undertaken under the auspices of the global center, *Foundations of Excellence in the First College Year*, John Gardner, Executive Director. The Foundations of Excellence model is a blueprint for building the first year of college as the foundation for undergraduate education. It is a guided self-study bringing together a variety of perspectives on how new students experience our college and is designed to improve first-year student engagement, learning, and success.

Since our last self-study, the College has expanded two parking lots, constructed a garden and seating area on the center mall, converted the old lecture hall building into a campus TV studio, built an extensive wing onto the Fine Arts Center, now called the Arts and Community Center, and nearly completed construction of a new 17-classroom Instructional Building, due to open in fall 2009. We have launched a competitive sailing program with great success, taking advantage of our unique location adjacent to the Toms River and Barnegat Bay. We have instituted global partnerships with Haifa University in Israel, with X'ian International Studies Program, University of China, and Kumamoto University, Kumamoto Prefecture, Japan, and are currently investigating a partnership agreement with an Italian university.

We remain a vital and growing institution as we hope to portray in the ensuing pages of this report.

Chapter 2: A Summary Response to Team Recommendations

I. Background

In the autumn of 2001, the Self-Study Coordinators, Dr. Richard Parrish, then Associate Vice President of Planning, Administration, and Research, and Janet Hubbs, then English Coordinator and Professor of English, and the Self-Study Steering Committee were appointed by Dr. Jon Larson, President of Ocean County College, to begin the College's self-study for a re-affirmation of its accreditation. On December 14, 2001, the Steering Committee announced to the College community the selected self-study design, the topics for the study, and the Task Force Chairpersons, as well as a preliminary list of Task Force members (offering the opportunity for additional volunteers to join actively in the self-study process).

A timetable was established with a target date of December 1, 2003, for completion of the report. Later in the process, it was decided to provide the visiting team with an "Update Report" to the Self-Study Report to inform them of progress made on all Task Force recommendations in the six to nine months between the first report drafts and the team visit. The deadline for the update was set as March 15, 2004. Both deadlines were met, the reports were completed and sent to the team chair, Dr. Martha Smith, and members of the visiting team, and the team then visited the campus from April 18 to 21, 2004, as scheduled.

II. Team Visit Outcomes

The team visit was a busy and extraordinarily informing time for all members of the College community and culminated in an oral and subsequent written report to the College which both re-enforced our own self-study and provided further direction for a more comprehensive development of our institution. The team made a total of 38 specific comments, 30 suggestions, and 8 recommendations, with 7 of the recommendations pertaining to learning outcomes assessment. The College responded with gratitude, with no disagreements with the team report, and, in a letter from the President, Dr. Larson, sent on May 18, 2004, with the additional guarantee that the College would take three immediate steps toward implementation of the visiting team's recommendations. One was the promise of an informal progress report which was filed in July of 2005. The other two were:

- *Staffing two new positions:* Assistant Vice President for Learning Outcomes (title since changed to Assistant Vice President for Assessment and Curriculum) and Assistant to the President for Institutional Effectiveness (title since changed to the Assistant to the President for Institutional Quality) are positions that were created in spring 2004 and filled on August 1, 2004;
- *Developing a process for Board of Trustees self-evaluation*: In the summer of 2004 at the Board Retreat, an executive from the Association of Community College Trustees conducted a workshop on the process of Board self-evaluation. In the spring of 2005, a self-evaluative web survey for use by the Board was developed and reviewed at the fall 2005 Board Retreat. The Board developed a process for

ongoing self-evaluation and in November 2008 revised a College policy to enable the process. In December 2008, the first self-evaluation report was reviewed.

In addition, the College's leadership team completed an assessment matrix for all 38 Team Report suggestions and recommendations to track the effectiveness of our response to the self-study process and the team report. Currently, all of the items are "fully completed," "completed and ongoing," or "in progress," and the assessment matrix was incorporated into the College's strategic initiatives for 2005-2010. These are regularly monitored by the Office of Institutional Quality.

The College also completed a *Monitoring Report* in April of 2006 and a *Progress Letter* in September of 2007 for the Middle States Commission on Higher Education, at its request. Both reports were accepted.

III. Matrix

The following table identifies all self-study team recommendations and comments on their current status.

OCEAN COUNTY COLLEGE

Summary Report of Response to the Team Report of April 2004

Recommendations	**Action taken**	**Status**
1. No procedure currently exists for the purpose of evaluating/assessing the Board of Trustees. The Team recommends that a procedure be established and implemented for objective assessment of the Board of Trustees.	At its Summer Retreat, 2004, the Board of Trustees engaged in a workshop presented by the Association of Community College Trustees (ACCT) on the subject of Board self-evaluation and reviewed many activities designed to promote this outcome. At the Fall 2005 Retreat, Board members participated in a pilot self-evaluative survey designed to identify targets of opportunity for focused self-study and improvement. In the fall of 2007, the Board developed an enabling change in College policy and a plan for ongoing self-assessment, both of which were passed at the November 3, 2008, Board meeting. On December 12, 2008, the Board participated in its first self-assessment meeting on the results of a survey and report on two topics: 1. Policy Role and 2. Community Relations.	Completed and ongoing.
2. The Team recommends that the College make learning outcomes/objectives explicit to students at the course level in the course information sheets and at the program level	During 2004-05, academic deans required their faculty to include course learning objectives in all Professor's Course Information	Completed and ongoing.

in the descriptions of the Associate and Certificate programs of study in the College catalog.	Sheets which are distributed to students, as well as in all new Course Proposals and in existing Course Descriptions. This was essentially completed in the fall of 2005 with ongoing updates to course curricula by the departments and the Curriculum Committee through summer 2008. Also, beginning in the summer of 2005, the deans worked with faculty to clarify program-level learning objectives for all degree and certificate programs. These objectives appeared for the first time in the 2007-08 catalog (pp. 32-33) and ff.	
3. The Team recommends that the College include the general education skill objectives within the syllabi of all applicable courses.	During 2004-05, academic deans required their faculty to include general education goals in all new course proposals, existing course descriptions, and course information sheets. Since 2005-06, all Course Descriptions and Professor's Course Information Sheets have been displayed on Ocean Cruiser (the College portal), thus giving general education goals wide circulation within the College community. Courses satisfying general education requirements and a list of goals addressed by general education requirements appeared initially in the 2007-08 catalog (pp.29-30) and ff.	Completed and ongoing.
4. The Team recommends that the College include assessment of student learning outcomes (keyed to the course syllabus) within the periodic course review process.	In the summer of 2004, the College identified 45 (later changed to 41 due to curricular changes) high enrollment (mostly 100-level) core courses for assessment. During Fall 2004, academic deans worked with their faculty to develop or select methods to assess student learning in each of these courses. Assessment was implemented in Spring 2005. Learning outcomes data has been available for the ensuing four years for all of these 41 courses (2005, 2006, 2007, and 2008) and, as a result, measurable changes have been made toward the improvement of teaching and learning.[1] The process is closely reviewed each year by the Assistant VP for Assessment and Curriculum and by the Assistant to the President for Institutional Quality, as well as by	Completed and ongoing.

[1] For example, the developmental writing program was changed from two reading and two writing courses to two reading/writing courses of four credits each in direct response to poor and unimproved assessment scores; several courses in the business department changed their assignment sequences as a result of unsatisfactory assessment performances; art history courses made 14 specific instructional changes in AY 2006-07 and saw improved outcomes in 2007.

	each department dean and by the College's Learning Assessment Committee.	
5. The Team recommends that the College review the program goals/objectives and consider a common language and format for describing them.	During Spring 2005, the College revised the Program Review Model in order to create a common language and format for describing program goals and objectives. The name of the process was changed from "Program Review" to "Program Evaluation" in 2006 in order to stress the focus of the process. (See Appendix 2, this report: Program Evaluation Model.)	Completed.
6. The Team recommends that the College include assessment of student learning outcomes (keyed to program goals and objectives) within the periodic program review process	As noted above, beginning in the summer of 2005, the deans worked with faculty to clarify program-level learning objectives for all degree and certificate programs. At the same time, methods were selected or developed to assess student learning at the program level in the nine programs scheduled for review in 2005-06 and then, later, for the five programs due for review in 2008. All programs are reviewed within a five-year cycle unless unsatisfactory, in which case the Program Evaluations are due to be examined again in two years by the Learning Assessment Committee.	Completed and ongoing.
7. The Team recommends that program and course reviews of student achievement should move beyond final course grades to include additional multiple measures of student proficiency.	Course-level assessment implemented in Spring 2005 included the following measures of student proficiency: comprehensive multiple-choice final exams, course-embedded assessment, portfolio assessment, pre/post testing, and essays blind scored by faculty using a set of rubrics. As deans and faculty revised their program review plans, program-level assessment was revised to include the following measures of student proficiency: evaluation of capstone experiences, internship evaluation, assessment of the researching/writing/presentation of a topic, and comprehensive exams. General education assessment of graduating students and the evaluation of the A.A. in Liberal Arts and the A.A./A.S. in General Studies use an exit test of a representative sample of graduating students. The exit test first used was the Academic Profile. When discontinued, we moved to a local instrument. We piloted the MAPP test in Fall 2008 (see Chapter 5, this Report).	Completed and ongoing.

8. The Team recommends that the College develop evidence that assessment of what students learn in courses and programs is being used for the improvement of teaching and learning at the College.	As assessment of student learning continues at the course and program levels, deans and their faculty have used the assessment results for the improvement of teaching and learning (see Note 1, above, for examples). We are now interested in developing more varied and sophisticated methods of "closing the loop" to improve teaching/learning and have made that goal a major focus of Chapter 5 in this report (see ff. pp. 32-50).	In progress and ongoing.

Chapter 3: Major Challenges and Opportunities

Ocean County College currently faces both the largest challenge and the greatest opportunity in its history. The College's phenomenal enrollment growth during the past several years, growth that is expected to continue for some time to come, has bequeathed growing pains as well as exciting opportunities for change and development. While this intense growth rate may not continue indefinitely, it is currently creating a significant impact on the institution, and therefore is the topic covered in this chapter, in its many ramifications.

I. Major Growth Indexes

There are five main contributing factors for the current steady enrollment increase at OCC: 1) The continuing influx of residents to Ocean County; 2) the depressed economic climate in New Jersey; 3) the formation of the Kean@Ocean partnership; 4) the establishment of the New Jersey Student Tuition Assistance Reward Scholarship Program (NJ STARS); and 5) the new, college-bound generations of "millennial" students, military veterans, and "displaced homemakers." Strengthening these growth factors is our belief that the high quality and increased diversity of the College's curricular and co-curricular programs have also had a positive effect on enrollment.

OCC's student growth is evident by the numbers. Selected examples: In FY 2007, student credit hours increased 7.5 percent over FY 2006 and in FY 2008, they increased 7.7 percent over 2007. Credit hour totals for FY 2009 are currently projected to increase by about 8.8 per cent over FY 2008. From FY 1999 to FY 2008, student credit hours increased by 63,371 or 45 percent (Table A-10, *Ocean County College Fact Book*). Student headcount (full-time and part-time) in FY 2008 was up 497 or 6.1 percent over FY 2007 (Table A, below). Since 1968, the College has graduated 28,922 students, with an increase of 8 percent in graduates from 2007 to 2008.

Table A, Total Student Enrollments, F/T and P/T, Ten Years

STUDENT TYPE	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
FALL										
Full-time	3325	3460	3392	3556	3790	4098	4047	4351	4733	5124
Pct. change - prior year		4.1%	-2.0%	4.8%	6.6%	8.1%	-1.2%	7.5%	8.8%	8.3%
Part-time	3870	3796	3751	3887	4312	4338	4297	4187	4156	4227
Pct. change - prior year		-1.9%	-1.2%	3.6%	10.9%	0.6%	-0.9%	-2.6%	-0.7%	1.7%
TOTAL	7195	7256	7143	7443	8102	8436	8344	8538	8889	9351
Pct. change - prior year		0.8%	-1.6%	4.2%	8.9%	4.1%	-1.1%	2.3%	4.1%	5.2%
SPRING										
Full-time	2847	2912	2963	3055	3394	3534	3595	3815	4184	4616
Pct. change - prior year		2.3%	4.1%	3.1%	11.1%	4.1%	1.7%	6.1%	9.7%	10.3%
Part-time	3551	3309	3497	3766	4227	4052	4077	3897	3982	4047
Pct. change - prior year		-6.8%	-1.5%	7.7%	12.2%	-4.1%	0.6%	-4.4%	2.2%	1.6%
TOTAL	6398	6221	6460	6821	7621	7586	7672	7712	8166	8663
Pct. change - prior year		-2.8%	1.0%	5.6%	11.7%	-0.5%	1.1%	0.5%	5.9%	6.1%

The Kean@Ocean partnership, established in 2005, is proving to be successful in attracting students. The alliance offers OCC students the opportunity to select any of 15 different undergraduate majors whereby they enroll in OCC courses during their freshman and sophomore years to prepare for a seamless transfer to Kean University's extension site here on the OCC campus for their junior and senior years. In addition, Kean offers three master's degrees and two professional certificate programs on campus. The *OCC Fact Book* lists the spring 2008 headcount of undergraduate students enrolled at Kean University on the OCC campus at 549, with another 129 students taking graduate courses, for a total of 678. The number of OCC students estimated to be in the Kean pipeline at this time is 448, for a total of 1,126 students in some phase of the Kean@Ocean program. Kean's enrollments were just under 1,000 students in the spring 2009 semester and as the number of academic program offerings increases, it is anticipated that the number of students taking advantage of this partnership will continue to increase proportionately.

The innovative NJ STARS Program was established by the State in 2004 to reward high achieving New Jersey high school graduates. Currently, through the NJ STARS I Program, students who graduate in the top 15 percent of their high school class are eligible to receive full scholarships at their county colleges to cover tuition and approved fees for up to five semesters of full-time study. Students must maintain a 3.25 grade point average to remain in the program and to qualify for the NJ STARS II Program, which was later established to provide these students with partial scholarship opportunities to continue their education at New Jersey four-year institutions.

OCC leads the state in the number of NJ STARS I students. When the program began in 2004, there were 109 students, and the number has increased significantly each year since: 246 students in fall 2005, 396 in fall 2006, 544 in fall 2007, and an impressive 885 in fall 2008.

Unfortunately, the success of the NJ STARS program state-wide created an increased financial burden for the four-year colleges (in the STARS II program) and for the State. Because of the economic uncertainties in New Jersey, the Governor proposed an amendment to the NJ STARS Program that would impose some restrictive factors on program eligibility. It was decided that the program will remain intact through FY 2009. Meanwhile, a state task force has developed recommendations to control program costs beginning in FY 2010. Based on current legislative actions derived from the task force report (fall 2008), NJ STARS eligibility may decrease as much as 30 percent which will certainly impact OCC's enrollments in this population. However, the same economic uncertainties that may limit our NJ STARS enrollment have historically added to the College's student base since, traditionally, the student population increases when the New Jersey economy suffers significant downturns.

Finally, there are several social factors that will play a part in increasing enrollment. The preferences of the new generation of students, the so-called "millennial" or Generation Y students born since 1982, will impact future enrollment. These students place a greater premium on college enrollment than did their predecessors in Generation X, with research suggesting that 80 percent of Generation Y students include college attendance in their plans in contrast to 50 percent of college-bound Generation X students. Additionally, a new generation of military veterans and reservists will be looking to exercise educational options when their armed forces service is complete. And, as the escalated divorce rate continues to create issues for women, a new generation, the so-called "displaced homemakers," will seek higher education as a means to meet their economic and social needs. (See Appendix 1 for a spring 2009 enrollment summary.)

For all of these reasons, it is believed that enrollment will continue to escalate appreciably in years to come.

II. The Facilities Master Plan

One of the College's major institutional responses to its enrollment surge has been to engage in a dramatic revision of the Facilities Master Plan (FMP) for the main campus in an effort to accommodate the growing student population. According to Table A-1, *NJ Population Growth Rates by County* of the College's *Fact Book*, county demographic projections support the long-term nature of the current enrollment increase predicting that Ocean County has seen and will continue to see an increase in its population over the first two decades of this century—16.1 percent in the 2000's and a projected 14.1 percent in the 2010's.

The fall application and enrolled yield rates by Ocean County high schools at OCC have increased consistently. According to the United States Census Bureau's figures for population growth rates by county, replicated in Table F-3 of the *OCC Fact Book*, the College has experienced an increase of 4 percent in enrolled yield rates from our county high school students; that is to say, we are enrolling 4 percent more of the students who apply from county high schools than we did five years ago. As noted, the NJ STARS Program has had a significant impact on enrollment, as has the newly established Kean@Ocean partnership for four-year and graduate degrees.

As Ocean County College continues to grow and expand due to both population growth and burgeoning partnerships with other academic and business institutions, the College campus will eventually reach an end in its expansion capabilities in terms of available land, environmental constraints, and decreased state funding. Based on widely accepted space standards for New Jersey community colleges, the College's current space inventory of about 455,000 gross square feet is inadequate to house all requisite academic and student support services anticipated for the next ten years. It is possible to project that the growth will reach capacity for the main campus at about 20,000 students and the statutory 30-35 percent of land development and that it may take anywhere from 10 to 30 years for OCC to reach that point, depending on many factors, but primarily on facilities planning and implementation and on the enrollment projection modes and data that are employed (see Chapter 4).

The College has always used an FMP as a working document to guide the improvement and expansion of the campus and the Southern Education Center (SEC). The components of the newly revised version of this plan address the needs of the expanding population and the heightened postsecondary educational aspirations of Ocean County citizens over the next 30 years, divided into three construction phases, in accordance with our vision and goals.

Currently, the renovation and expansion of the Fine Arts Center, newly renamed the Arts and Community Center (ACC), is under construction with an anticipated completion date of fall 2009. In July 2008, the College broke ground for a new academic building (with an adjacent parking lot) for occupancy by both OCC and Kean@Ocean students in September 2009. To meet the needs of the Kean@Ocean program, another immediate goal is the construction of an instructional/administrative "Gateway" building by 2014 or before. In addition, the College Center needs major renovations/expansion within the next five years and several deferred maintenance projects are at a critical stage and must be started. Additional new buildings for use by Kean (as enrollment increases dictate) are also phased into the FMP.

Parking, roadways, facilities, traffic capacity, and access need to be continuously reviewed to meet the needs of an expanding campus, a growing student body, and additional College personnel. We currently have parking for approximately 2,300 cars with a 2,100-car demand. Recently, the College completed a 250-space expansion of parking lot #1 and expanded the administration reserve lot by 133 spaces. We will need to add at least another 1,500 spaces over the next ten years to keep pace with demand. The College is also exploring the possibility of creating a third campus road to ease access and egress traffic.

The new FMP also includes the installation of a cellular tower for improved student and staff communications, especially in the following areas:

- Wireless computer capability
- Sire/broadcast speakers
- Ring-AM radio transmission
- Point-to-point microwave transmission
- Radio (AM or FM station) transmission

This project has been recently completed.

While two factors—off-campus facilities and predicted increases in the number of distance-learning courses—could absorb perhaps as much as 10 percent of the anticipated growth, it is clear that the College must plan to add, on a yearly basis, between 15,000 to 20,000 gross square feet of space to its inventory to support the balance of the enrollment growth anticipated over the next ten years. This places the total projected space at the end of the ten-year period (by 2019) at about 730,000 gross square feet. The need for additional square footage might be further ameliorated by constructing an addition to the Southern Education Center (SEC) and creating a Western Education Center (WEC) modeled after the SEC.

Over the last two decades, the southern part of the county—all municipalities from Lacey Township south to Tuckerton—has experienced the most rapid population increase. According to the College's 2004 self-study, nearly 10.6 percent of the College's total student credit hours are taken at off-campus sites. The spring 2004 total for all off-campus sites was 7,401 credits, with 3,226 taken at the SEC (43.6 percent). As of spring 2008, 10,884 credits were earned at off-campus sites, with 5,179 credits taken at the SEC (47.6 percent), a 9 percent increase in the SEC enrollment share in that four-year period. Currently, the SEC needs classroom space and added personnel for the growing student population. As one provisional short-term solution, the College could initiate a cooperative arrangement between the Ocean County Library System and the Ocean County Vocational-Technical Schools to make added facilities available on the SEC site. Even a modest three-classroom, one-lab addition to the SEC building, an addition of about 3,000 square feet, would help alleviate current crowding.

With significant growth in both the general population in the southern end of Ocean County and the demonstrated enrollment increases at the SEC, it is apparent that there is an immediate need for expansion at that location. The granter of the original property, Southern Regional High School, is located on the same grounds and still has ample property surrounding the SEC which could be further developed. Expansion of the SEC will require not only capital building funds, but additional dollars for personnel, roadways, parking, and signage.

A potential opportunity for long-term future expansion would be the creation of a Western Education Center. Due to a lack of public transportation, fuel cost increases, and the

considerable distance between the western part of the county and the northeastern main campus of OCC in Toms River, western Ocean County residents would benefit from the creation of a new campus in their area. The western section of the county has experienced significant population increases recently, the largest increase for a single school district occurring in Plumsted Township, with a 103.1 percent growth rate over the past ten years. In this area, New Egypt Public High School just graduated its first class in the spring of 2003; these would be potential feeder schools for a western campus.

Recent data shows that in fall 2007, 192 students, or 27.5 percent of students who recently graduated from the Jackson high school system in western Ocean, were enrolled at Ocean County College. That same semester, 13 students, or 10.4 percent of the New Egypt high school graduating class, were enrolled at OCC. For those students living in the western part of the county who participate in the Jump Start and NJ STARS programs, the Western Education Center would provide a seamless transition from the Jackson and New Egypt (Plumsted District) high schools to Ocean County College. The demonstrated growth and projected growth in this part of the county clearly support the consideration of a western campus in the next 10-15 years.

III. Staffing

As we anticipate the unparalleled growth of the College to be our greatest challenge and achievement in the next several years, we must carefully consider staffing and how prepared we are and will be to meet the needs created by rapid enrollment increases. Moreover, between 2009 and 2014, OCC anticipates a dramatic increase in personnel turnover which will further add to the growth-driven needs.

This expectation is due to several factors. Approximately 84 OCC employees of a total of 919 will attain 25 years of service by 2014, meeting the service requirement eligibility criteria for retirement, and an additional 364 employees will attain the age of 60 or more years during this same time span, thereby becoming eligible for retirement based on age. These two employee groups represent 46 percent of the current work force. There is an additional small group of employees with public employment from previous employers and limited years of service at OCC. The combined years of service with different employers will make these employees eligible for retirement, as well. In short, we could be looking at a potential turnover of 50 percent of our employees in the next five years.

Furthermore, as the average age of College employees increases, there has been and will continue to be an increase in medical disability retirements due to chronic and serious health conditions. Departures for other general reasons also increase the expected turnover rate. In addition, in June of 2006, OCC offered a special retirement buyout and, as a result, experienced 30 retirements. Of this number, half (15) were from the faculty ranks and 6 were administrative personnel. The remaining vacated positions were technical and support jobs representing an array of different responsibilities. All retirements involved long-term personnel with 17 to 40 years of service. And it must be remembered that all of this campus “graying” is happening at a time of a phenomenal enrollment surge.

Considering all of the above, the loss of key staff members with excellent job experience, historical perspectives, and the knowledge of OCC programs generates significant replacement/succession issues. A highly qualified work force must be sought to meet the demands of the millennial students, while also addressing existing workforce ethnic and gender imbalances wherein minorities and males are underrepresented. The question is, simply, will

OCC be able to attract the necessary employees to fulfill the College's mission and goals within the next five years?

OCC's location and environment make it both unique and challenging in terms of employee recruitment efforts. There are some factors that mitigate against attracting the best qualified candidates:

Unlike other NJ county colleges, Ocean has no nearby neighboring states from which to recruit employees, and there are limited public transportation networks to ease a long commute from the populous metropolitan areas of New York City (70 miles north) or Philadelphia (60 miles west). For automobile access, the fluctuating price of fuel, increased tolls, and urban traffic congestion en route are not attractive options. Ocean County has a limited number of industrial/manufacturing sites from which to attract technologically trained employees and an abundance of seasonal occupations which are not fruitful resources for our applicant pool.

Additionally, aside from Georgian Court University and Monmouth University, two private four-year colleges, no other private or state university is within a forty mile radius from which additional educational and professional staff can be attracted. And, while the cost of living is slightly lower in southern Jersey when compared to the central and northern areas of the state, relatively high property taxes in shore areas are of concern to potential homeowners.

On the other hand, there are also positive factors that do lead to significant numbers of applicants for job postings:

1. Ocean County has experienced rapid growth in housing, service industries, health care employment opportunities, recreational areas, and its educational system.
2. Crime rates are low.
3. The county has a large number of senior communities whose residents are sometimes interested in part-time work. As a result, talented applicants with limited interest in a full benefit package, who are willing to work flexible schedules, have proved to be a useful resource for the college.
4. The College now offers starting salaries that are competitive with other colleges.
5. Ocean County College has created part-time positions and work schedules to attract potential employees at a reduced cost (see item 3, above).
6. The College offers an excellent, comprehensive benefits package for eligible employees.
7. Ocean was the first county college in New Jersey and offers enhanced educational programs that are innovative, contemporary, cost efficient, and convenient. This proves attractive when recruiting for faculty positions.
8. The College has the largest number of NJ STARS participants statewide, which has enhanced the academic quality of the student body.
9. The College has had a very low job turnover rate; once employed, the primary reason for an employee to leave is retirement.
10. Full-time employees and their immediate family members enjoy free tuition at OCC.

In developing recruitment plans designed to produce a seamless succession of employees for crucial positions at the College, both of these lists of factors have been given consideration, and the factors over which we have any control have been addressed, ameliorated, or exploited when possible. In addition, we implemented an online application process in spring 2009 which has greatly increased the efficiency of the hiring process. Most of all, we must remain seriously and continuously mindful of the fact that just as the College reaches the zenith of its growth

potential, it faces a potential retirement blitz. Succession planning, particularly for key positions, has thus become a central institutional objective.

IV. Impact on Academic Programs

Our growing student population has also created issues for a number of academic programs.

First, from a positive perspective, distance learning and other learning technologies have helped us serve the needs of our growing population with zero additional space. The institution recognizes the benefits of technology in teaching/learning and employs innovative technology-enhanced program and course offerings, exploiting new media and enhancing our distance learning program.

Ocean County College has dramatically increased the number of distance learning sections offered over the last three years. Fall distance learning sections increased by 60.7 percent between fall 2005 and fall 2007, contrasted with all sections, which increased by 10.4 percent over the same time period. Spring distance learning sections have increased by 68.3 percent between spring 2006 and spring 2008, contrasted with all sections which increased by 13.1 percent over the same time period. As a result, we are already benefiting from distance learning offerings by reducing the enrollment footprint within our campus facilities. We cannot be certain how many students would have elected to take a face-to-face class were the online course not offered, but surveys (discussed in Chapter 5) and anecdotal information suggest that the number would be significant.

One limitation to expanding distance learning offerings is the lack of faculty members who desire or are qualified to teach courses online. Online courses are time consuming for faculty members to develop. On the other hand, the structure of distance learning enables us to hire instructors outside the traditional employment pool, which is helpful. Our hybrid courses (which consist of 50 percent of the meetings in a classroom setting and 50 percent online) enable us to utilize one classroom for double the course offerings over a semester, so this option also helps us to better utilize our facilities. Unfortunately, students have not shown as much interest in this hybrid course configuration as we would like. Low enrollments in these offerings tell us that students would prefer to be either at the College or at home, but not both.

In addition, the College is planning to restructure the Distance Learning program and has recently hired an Executive Director of E-Learning who has full oversight and advocacy for our online offerings.

Another consequence of the rapidly increasing enrollment is the need for more qualified adjunct faculty members to meet the instructional needs, needs created by adding classes to the schedule to meet student demand, sometimes quite late in the registration cycle. While every department has rosters of reserve adjuncts on file and the College holds work fairs for potential adjunct instructors periodically, unexpected enrollment surges make the search for qualified adjuncts an ongoing challenge. The College has responded by hiring 41 new full-time faculty members during the past five years and continues to maintain a 50-50 ratio between full-time and part-time faculty; however, hiring competent adjuncts will continue be an ongoing challenge in our current growth environment.

Increasing enrollments have also had an impact on the College's Nursing program which admits a limited number of students as required by the National League for Nursing Accreditation Commission (NLNAC). In 2007, to be able to increase nursing enrollments to meet demand, the College developed an innovative online nursing program, the One-Day-per-Week Nursing Program (ODWP) option, which was initiated by the nursing faculty with a grant from the Robert Wood Johnson Foundation, New Jersey Health Initiatives. This program allows committed, motivated individuals, who are currently employed in the health care field, to complete our nursing program by attending class held at an off campus site with onsite lab facilities only one day per week, supplemented by web-assisted instruction.

The increased enrollment resulting from the ODPW prompted the need for additional skilled nursing lab staff as well as new clinical sites and trained clinical instructors. These concerns are currently being addressed with new hires, off-campus satellite labs, and faculty mentoring for new clinical instructors. Adding new clinical sites remains a challenge.

The college's science courses and labs are also impacted by increased enrollments. One way in which we are alleviating enrollment pressure on the science labs is to increase the number of science classes offered at extension sites, supplying what are often high school science labs with the equipment needed to upgrade their suitability to college-level science instruction. This creates a cost-efficient method for offering more science courses without immediately having to construct new labs on the main campus. In addition, many online science courses use an innovative, portable home laboratory called the "lab in a box" to enable lab work to be done off-site. Other offsets can be found in our nursing labs which are utilizing streaming video as well as new lab techniques and materials to make optimal use of space.

Student enrollments in our dual enrollment programs have dramatically increased as a direct result of the Kean@Ocean alliance. The average annual combined enrollment in Dual Enrollment programs for AY 2003-2005 was 24 students. This represented student choices for dual enrollment and transfer articulation at 18 four-year colleges and universities, including Fairleigh Dickinson, Monmouth University, Richard Stockton College, Rutgers, and Thomas Edison. The annual enrollment in our Dual Enrollment programs jumped to 236 students in AY 2005 when the Kean@Ocean program was established. Needless to say, this represents a huge percentage increase in dual enrollment participation in three years. This growth is expected to continue, if not at this rate, at least steadily and positively, due to the attractive arrangements with Kean and the added financial incentives of the NJ STARS program.

Enrollment growth has also impacted the relationship between students' developmental skills needs and their persistence to graduation. The institution has recognized that remedial needs and the developmental course sequences may greatly increase the time it takes students to graduate. OCC has responded by engaging in a multifaceted solution which includes partnerships with local school districts, revised reading, writing, and math curricula, use of state standardized placement test scores, and online tutoring.

The College has engaged in a partnership with Ocean County high schools called "The "Bridge Partnership" to attempt to reduce the number of developmental students. Participating Ocean County schools administer the Accuplacer (placement) tests early, enabling early evaluation and remediation of developmental needs at the high school level prior to college application and entry. In addition, the Chief Academic Officers Association (CAOA), which includes all chief academic officers of New Jersey, has standardized the Accuplacer test cut scores for all community colleges in New Jersey, an adjustment to be implemented not later than the admission of students for fall 2009 and subject to evaluation in the year 2011. While this

move will make developmental standards consistent across the sector, it is not yet clear how it will impact enrollments in our developmental courses, but the trend data bears watching.

In the meantime, the College revised the developmental curriculum by eliminating arithmetic remediation several years ago (providing elective web-based tutorials for students with arithmetic skills deficiencies and an elective course, MATH 001, for those with intense skills deficiencies) and by reducing the reading and writing sequences from 4 courses to 2 courses, as follows:

- Previously:
  1. Reading Sequence: ENGL 010 Fundamentals of Reading I (3 credits);
     ENGL 011 Fundamentals of Reading II (2 credits)
  2. Writing Sequence: ENGL 020 English Fundamentals I (3 credits)
     ENGL 021 English Fundamentals II (4 credits)
- Currently:
  ENGL 091 Reading and Writing I, a combination of ENGL 010 and 020 (4 credits)
  ENGL 095 Reading and Writing II, a combination of ENGL 011 and ENGL 021 (4 credits)

Overall, these curricular changes have reduced remedial requirements by a total of 9 credits and have thus made a positive impact on the time to degree completion for developmental students.

The College has also become sensitive to the need for more effective management of its response to the county's workforce needs. Through the Program Evaluation process and the Continuing and Professional Education (CPE) Department, alterations have been made to several under-enrolled A.A.S. career degree programs, often by moving certain courses or skills sets to the non-credit CPE department, by retaining only those courses which either enroll sufficient numbers of students or are needed for transfer, or by combining several academic programs into one degree with multiple options. These alterations free up more classroom space and faculty members to help with the enrollment crunch.

The College has also undertaken an ambitious reorganization of the Academic Affairs Division, to be implemented as of July 2009, in part to combine departments into academic schools to reduce the number of academic deans reporting to the Vice President of Academic Affairs and in part to consider succession issues as we hire three new deans and four new assistant deans.

Our enrollment growth has put pressure on our academic programming in many other ways, but the foregoing issues highlight the most dramatic impacts and what the College is doing to meet student needs in a growth-powered college climate. From a strategic sense, the College is initiating a plan for defining and implementing quality-based learning goals with all faculty members in order to reduce student course failure or withdrawal and, once again, reduce the time to graduation.

It is also important to note that growth factors have not only impacted heavily on academic programs, but they have also had a crushing impact on administrative space. We are especially crowded in those areas that service enrollment management—advising, admissions, testing, financial aid, and the cashiering function—as well as in the Division of Finance, particularly in the purchasing department since purchasing demands grow exponentially with increased enrollment.

The Administration Building is already populated beyond capacity. It will soon be necessary to move the mailroom from the Administration Building in order to allow space for the expansion of the financial aid office (students are currently filling out forms in the lobby). It is also anticipated that, as a temporary measure, the cashiering center will move from the upper floor to the lower floor in order to allow purchasing to expand into the center's vacated space.

These measures, however, are only band-aid approaches and probably will not suffice for the four years it will take to complete the new Gateway Building, which will contain new administrative offices and new classrooms. Therefore, currently under discussion is the possibility of adding a new wing to the Administration Building, which might be completed and ready for use within 18 months.

V. Strategic Planning

The final major outcome of the pattern of accelerated enrollments at the College has been the need to look at the College's strategic planning efforts through a new set of eyes. The influx of new student populations as well as increases in our traditional student base for both economic and demographic reasons have created a major paradigmatic shift in our long-range strategic planning view. We have had to make a shift from looking at growth as an uninterrupted and constant process to looking at growth as a concrete phenomenon that we will no longer be able to sustain, in its present iteration (unlimited and welcomed), forever.

For the first time in the 45 year history of the College, we must view growth as finite, as something that will eventually need to be re-defined and carefully managed and controlled. Very simply, as noted in Section II of this Chapter, we will run out of space and physical resources on our main campus, saturating our enrollment potential, and so we have had to start thinking in new ways about our long-term future, our funding paradigms, our approaches to productivity, and our campus sustainability.

We first asked ourselves very serious questions about how realistic it is to continue to expect significant support from the State of New Jersey and how this funding shift impacts our long-term financial stability. While the initial enabling legislation for the county colleges signed in May of 1962 envisioned an equitable funding formula whereby the state, the county, and student tuition would each fund one-third of the colleges' budgets, that formula has in fact almost never been honored. The state has not contributed its "one-third" for more than 30 years. State support has continued to drop and reached an all-time low in FY 08 at Ocean at just a little over 16 percent of our revenue stream. It will probably fall to just above 14 percent for FY 09, at best, if current indicators are correct. It is hard to imagine that, given the state's financial circumstances, this support will increase significantly at any time in the near future. It is additionally hard to believe that the shrinking capital fund will be sufficient for needed facilities growth across the sector. So, as we are asked by our nation's leaders to fill the educational gaps left by secondary schools (where, alas, many students are still "left behind," or, worse, moved ahead when they should not be), asked to make up both learning and behavioral deficits and prepare students for entrance into senior colleges to earn the baccalaureate, we are given fewer and fewer state dollars with which to accomplish this task. Developing a Facilities Master Plan for the next 30 years that will potentially require many millions of dollars to fund, our College has had to start asking some very basic questions about revenue and capital resources.

As a larger and larger share of our own operating budget falls to the county and to the students, as commercial financial institutions are providing our students fewer low-interest

educational loans, and as capital funding continues to shrink, it is obvious that the county colleges must think in new ways about financial support from other revenue sources. While Ocean County is a fiscally stable county and has always been extraordinarily supportive of OCC, the College must still take responsibility to carefully re-think its revenue and financial aid structuring and perhaps look for new models by which the necessary funding can be acquired. We recently drafted a long-term financial plan for capital funding (see Chapter 4) that is looking to structure debt through a public bond issue in order to finance deferred maintenance projects and new construction. The increased tuition revenues from our rising enrollments set against the lack of state support make these plans both feasible and requisite. And not only do we need to consider cost efficiency and new revenue streams, we must also take a hard look at our productivity if we are to survive the new financial exigencies.

Increased productivity without the sacrifice of quality has been a continuing challenge to American business and industry, particularly in the past 30 years with the advent of a global economy. This challenge is now deeded to colleges and universities which must examine the old assumptions about class size, student-faculty ratios, alternative learning modes, individualized instruction, costly learning facilities, and extensive support for remedial education, and look instead to the new technologies, global education, classrooms without borders, and new instructional partnerships to help increase efficiency. The Kean@Ocean partnership, for example, holds out new promises to us for both increased productivity and cost savings through shared resources. A recent report by the Delta Project on Post-Secondary Education Costs, Productivity and Accountability, concludes: "What we see across a broad range of indicators is that states and institutions are spending money in areas that may not be in line with the public priority of preparing more graduates."[2] We must use our partnerships to make a stronger commitment to meeting the public priority of preparing more degree-holding graduates.

It is possible to envision, given our current annual enrollment growth of 7 to 8 percent, that we could run out of instructional space and, even more immediately problematical, parking space, based on the 2003 Facilities Master Plan, in as soon as 15 years (reaching the saturation number of 20,000 students by as early as 2025). Even given the new instructional building (fall 2009) and the expansion of the Arts and Community Center (AKA the Fine Arts Building) currently under construction, it is difficult to imagine that we can continue indefinitely to absorb a student population that increases by 500-750 students (or more) per year.

As a result, we have had to readdress our Facilities Master Plan (see section II of this chapter) not only to account for the Kean@Ocean partnership, but also to address the continuing increases of our own student population. The new plan moves facilities development to a second "campus center" location on the hill abutting the west border of the current central mall. This plan envisions developing space and infrastructure for (potentially) six new instructional buildings over the next 30 years, the first of which (tentatively planned for 2014) would be the so-called "Gateway Building" which would serve as the 80,000 square foot center for the Kean@Ocean partnership with administrative and instructional space for both Ocean and Kean. The Gateway Building plus a Kean Instructional Building and an addition to the existing College Center represent our immediate Phase 1 response to the current enrollment influx, with the remaining four instructional spaces on "the hill," existing as our reserve facilities, to be built pending supporting demographic trend data in Phases 2 and 3 of the Facilities Master Plan.

[2]Kelderman, Eric. "Tuition Makes Up a Growing Share of College Budgets," *The Chronicle of Higher Education*, May 1, 2008.

It is our intent to provide the infrastructure for all six new facilities if financially feasible at the present time (by 2010) and then to build only the Gateway building and possibly an additional Kean Instructional building while also renovating our current College Center to better serve both our own students and Kean's students. We must be mindful, however, that these plans will require many millions of dollars at a time when capital funding from the state is more uncertain than it has been for decades and that there is also a limit on the amount of debt service that the College can reasonably be expected to handle.

It is also possible to look at the growth patterns of our College historically and to predict an average annual enrollment increase of 1.7 percent, based on a regression analysis of the past 45 years, or 3 percent based on the past 10 years (see Exhibit III, *Long-Term Capital Plan*). From 1985 through 1992, total student enrollment increased by 51 percent. From 1994 to 1998, enrollments decreased by about 8 percent. However, measurably larger increases from 1999 to the present seem to indicate a new pattern for the immediate future (see this chapter, Section I). Current economic downturns, the wildly fluctuating price of gasoline, and recessionary outcomes have only served to accelerate this pattern. Taking a conservative stance somewhere between the current 8.8 percent growth rate and the 1.7 percent regression growth rate seems the most reasonable projection to assume for long-term planning. Naturally, all these numbers and projections will be monitored annually and will receive prominent attention in the College's Middle States Self-Study of 2014.

It might be of interest to note in passing that the new academic building, slated to open in fall 2009, will add 17 new classrooms to our inventory. Using a very conservative projection, this will add a potential capacity of approximately 75,000 credit hours. Cognizant of the very rapid increase in credit hours over the past three years, yet remaining aware of the somewhat lower average increase over the past ten years, it seems reasonable to project that the new building (plus the added instructional space in the Arts and Community Center) should provide for growth at the current rate (but not necessarily at some higher future rate) for several years, hopefully until 2014.

We also know that there are many ways in which the College can mitigate reaching its saturation point and extend productivity, growth, and campus sustainability. We can continue to grow and expand our distance learning initiatives, thus not only encouraging "distant" students to study online, but also making it more attractive for current face-to-face students to take part of their credit load online, thus reducing their enrollment footprint. We can continue to exploit our six-day, three sequence class schedule (implemented fall 2007) to offer more classes in the Wednesday-Saturday configuration along with more vigorously pursuing the Weekend College option. We can also seek funds to expand the Southern Education Center.

As noted previously, we might also look to the western part of our county for land acquisition for future development. Our county is 638 square miles, the second largest in the state, and demographics suggest that the western section will soon become the fastest growing section of Ocean County as it abuts the Garden State Parkway-New Jersey Turnpike north-south transportation corridor. Naturally, we are also always seeking to expand our off-campus extension sites, western sites in particular, but because most of these reside in public schools, it is almost impossible to engage these classrooms before 4:00 PM.

On the main campus itself, we may also have to start examining the admittedly more expensive option of constructing both taller buildings and parking decks capable of upward expansion upon demand. This architectural strategy, while more costly than our current two and three story buildings and not an immediate option, would nonetheless make far better use of

existing land, permitting greater utilization per square foot of land mass. This vertical design solution also helps us preserve and develop campus open-space designs that not only contribute to the greening and beautification of our campus, but also provide outdoor centers for studying and small-group interactions, most desirable on a community college campus with no resident population.

All strategic planning considerations for the 2010-2015 Strategic Planning document will have to operate from these new perspectives, this new parallax vision: maintaining campus sustainability for as long as is feasible while at the same time recognizing that the saturation date is a finite number, be it 15 or 30 years distant. Just as our nation's leaders have had to move from their vision of the original 13 colonies, to westward expansion, to the closing of the frontier, to the flat world of globalization, never losing sight of the vision and mission that defines America, so we too at Ocean County College must retain our vision while still planning within a new set of temporal and spatial parameters. We must match our costs and our revenue streams with both productivity and academic quality and understand that doing things in new ways is a meaningful institutional survival skill.

Chapter 4: Enrollment and Finance

I. Operational Budgeting

The operating budget at Ocean County College has been enrollment driven since the outset and continues to rely on conservative enrollment estimates for the formation of the annual operating budget, using the previous year's actual totals to form the next year's enrollment projections, subject to revisions based on census data. The College has enjoyed robust enrollment increases, especially over the past four years (see Table 1, below). The revenue stream is produced by state aid (16 percent and declining), county aid (26.7 percent and stable), and tuition and fees (55.8 percent and increasing). The remaining revenues come from interest and other miscellaneous income (1.5 percent). It is important to note that Ocean County College is the 12th lowest community college (out of 19 in New Jersey) in cost per FTE. We are also regularly above the state average in county support dollars (see Table 2, below). Our goal is to keep quality high while keeping costs to the students as reasonable as possible.

The institution's overall financial condition is excellent (see Exhibit I, *Audited Financial Statements, FY 07, FY 08*). The financial statements focus on the College as a whole and are designed to emulate corporate presentation models consolidating all College activities into one total. The Statement of Net Assets combines and consolidates current financial resources with net assets while the Statement of Revenue, Expenses, and Changes in New Assets focuses on the gross and net costs of College activities and their support through appropriations, tuition, and other revenues. Also available for review are the College's Financial Reports to IPEDS, based on its audited statements (see Exhibit II, *Financial Reports to IPEDS 06, 07, 08*).

Both net assets and unrestricted expendable reserves have increased. The audit notes and management letters contain only minor suggestions, which were easily implemented. This financial health is what has permitted the institutional confidence needed to develop a new and comprehensive approach to long-range fiscal planning which will finance approximately $50 million worth of campus development. Our growing enrollments, increasing revenues, essential freedom from current debt service, partnership with Kean University, record NJ STARS enrollments (see Ch. 3, above), and excellent fund balance are indicative of our fiscal health. We also continue to have a very positive and generous fiscal relationship with Ocean County, which assures us of its continuing financial engagement and support.

Table 1: Ten-Year Enrollments/Total Credit Hours

	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	10 Year Pct. Chg.
Total No. of Students												
Duplicated	17,968	17,667	17,405	18,047	19,116	21,081	21,273	21,156	21,568	22,765	24,262	35.0%
Yr-to-Yr Pct. Change		-1.7%	-1.5%	3.7%	5.9%	10.3%	0.9%	-0.5%	1.9%	5.5%	6.6%	
Unduplicated	N/A	N/A	N/A	10,292	10,459	11,436	11,619	12,033	12,153	12,744	13,332	
Total No. of Credits	143,713	139,973	140,998	144,338	150,791	165,445	170,444	170,238	176,622	189,789	204,369	42.2%
Yr-to-Yr Pct. Change		-2.6%	0.7%	2.4%	4.5%	9.7%	3.0%	-0.1%	3.8%	7.5%	7.7%	

Table 2: OCC and NJ Sector, 2002-2008

Category	FY 2002 Actual	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Actual	FY 2007 Actual	FY 2008 Actual	6 Year % Chg.
Ocean County College								
Unrestricted Revenue								
State Aid	$8,614	$8,691	$8,766	$8,712	$8,689	$8,378	$8,986	04.3%
Pct. Of Revenue	25.4%	23.3%	21.9%	20.3%	18.9%	16.8%	17.0%	
County Aid	$10,963	$11,282	$11,426	$12,218	$13,017	$13,460	$14,128	28.9%
Pct. Of Revenue	32.3%	30.2%	28.5%	28.5%	28.3%	27.0%	26.7%	
Tuition & Fees	$13,827	$16,677	$19,292	$21,055	$23,420	$27,054	$29,057	110.1%
Pct. Of Revenue	40.7%	44.7%	48.2%	49.1%	50.9%	54.2%	54.8%	
Chargeback	$29	$0	$0	$22	$17	$15	$20	-31.0%
Miscellaneous	$540	$700	$548	$904	$829	$997	$789	46.1%
Pct. Of Revenue	1.6%	1.9%	1.4%	2.1%	1.8%	2.0%	1.5%	
Total Revenue	$33,973	$37,350	$40,032	$42,911	$45,972	$49,904	$52,980	55.9%
Educational and General Expenditures								
Instruction	$13,927	$13,409	$15,616	$15,882	$18,215	$16,226	$17,119	22.9%
Academic Support	$6,087	$6,068	$7,439	$8,226	$8,891	$8,889	$9,482	55.8%
Sub-total	$20,014	$19,477	$23,055	$24,108	$27,106	$25,115	$26,601	32.9%
Pct. Of Expenditures	57.5%	54.3%	57.9%	57.0%	58.4%	55.8%	54.6%	-05.1%
Student Services	$3,385	$3,483	$4,361	$4,577	$4,730	$4,530	$4,883	44.3%
Institutional Support	$6,995	$8,311	$7,065	$7,448	$7,466	$7,929	$8,336	24.5%
Plant Operations/Maintenance	$4,389	$4,561	$5,290	$6,091	$7,082	$7,404	$8,876	102.2%
Public Services	$0	$45	$39	$49	$44	$0	$0	n/a
Total Expenditures	$34,783	$35,877	$39,810	$42,273	$46,428	$44,978	$48,696	41.2%
State Fundable FTE	5,179	5,679	5,874	5,900	6,167	6571	6816	31.6%
OCC Cost Per FTE	$6,658	$6,317	$6,777	$7,165	$7,528	$6,845	$7,144	07.3%
N.J. County College Sector Averages								
Revenue: Percent of Budget								
Pct. State Aid	25.3%	23.5%	23.5%	22.2%	21.2%	19.3%	available	
Pct. County Aid	28.3%	27.8%	26.6%	26.2%	25.6%	25.3%	summer	
Pct. Tuition & Fees	43.5%	45.8%	46.9%	48.4%	49.2%	51.3%	2009	
Pct. Miscellaneous	2.9%	3.0%	3.1%	3.2%	4.0%	4.0%		
Sector Cost Per FTE								
Average	$6,316	$6,376	$6,494	$6,590	$6,710	$6,721		
Lowest	$4,712	$5,073	$4,976	$5,057	$5,300	$5,102		
Highest	$7,795	$8,300	$8,345	$8,436	$8,056	$7,906		

II. Capital Budgeting

Until this year, FY 09, the College has based its long-range facilities capital funding plan primarily on Chapter 12 (NJ State) funds in addition to some limited moneys from the existing fund balance. Because it has become apparent that higher educational institutions in New Jersey can no longer fully rely on the state for either consistent operational revenues, originally envisioned as 33 percent of the operating budget, or sufficient capital dollars, determined over the

years through various funding formulas, it has become crucial that a new type of long-term capital plan be developed and that annual budgets be amended to support this plan.

The new capital plan for Ocean County College, developed in June 2008 in support of the new Facilities Master Plan, is a paradigmatic shift from the traditional funding mode in that it will rely on bonded funding and debt service over the next 15-20 years (see Exhibit III, *Long Term Capital Plan*). As mentioned, $50 million of major campus facilities development will be undertaken over the next 5 to 7 years and financed over the next 15 to 20 years, a funding approach which frees the College from the uncertainties of state support and guarantees facilities that can meet the needs of our steadily growing student population. We anticipate a debt service of two to three million dollars annually, which represents less than 5 percent of our projected revenues over the next 20 years and is a most manageable commitment.

In addition, the fund balance will be tapped for deferred maintenance and moderate capital improvement projects. There are no NJ Chapter 12 capital funds for FY 09; however, when Chapter 12 funds again become available, possibly in FY 10, they too will be used to further offset projected fund balance expenditures. In addition, the College sets aside approximately one million dollars annually from its operating budget for technology replacement, furniture and equipment replacement, and deferred maintenance projects, funds distributed by the College's Planning and Budgeting Council, a College regulatory body that prioritizes all new money requests based on departmental planning documents (see forward, Chapter 6, for details). The annual debt service for the new capital plan ties it to the operating budget and thus a debt-service number for the budget has been projected through FY 2031 based on modest revenue assumptions (3 percent annual enrollment increases, 4 percent average annual tuition increases, 4 percent annual county support increases, and a conservative projection of 2 percent annual state aid increase). The College's capital funding bonds will be floated by the county, which currently has an AA bond rating (Moody's).

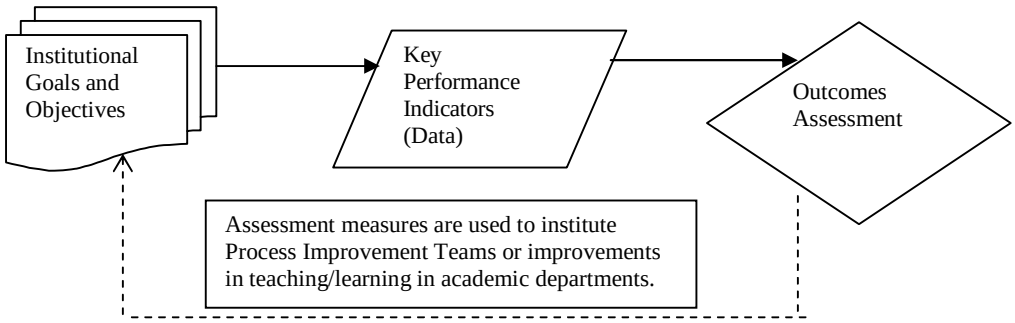
In a time when many institutions of higher education are encountering financial difficulties and relying on antiquated funding formulas to see them through—or not—Ocean County College enjoys a vigorous enrollment growth pattern, a successful four-year university partnership, dedicated commitment from the county to both operational and Chapter 12 capital funding, sound and creative resource management from its CFO, and planning and budgeting practices that have become a national model.

Chapter 5: Assessment Processes and Plans

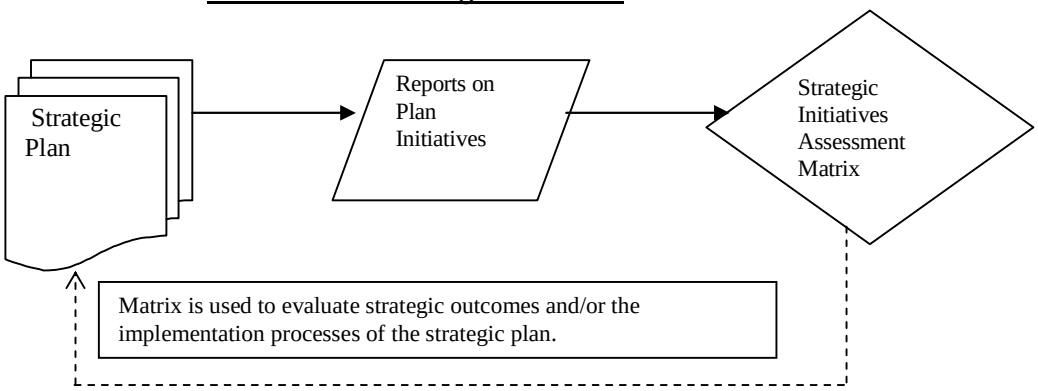
I. Institutional Effectiveness

Since the Middle States team visit in spring 2004, the College has developed a plan for measuring institutional effectiveness.

Assessment of Ongoing Performance



Assessment of Strategic Initiatives



Institutional Effectiveness Plan

Institutional effectiveness at Ocean County College is measured in five primary ways: through (1) effective integrated planning tied to budgeting, (2) comprehensive and regular assessment of planning goals and outcomes, (3) comprehensive and regular assessment of learning goals and outcomes, (4) institutionalized approaches to process improvement, and (5) data-based reporting practices.

The College has identified eight key performance targets by which to measure overall effectiveness. These are:

- Student Learning
- Student Success
- Attitudinal Climate

- Workforce Conditions
- Workplace Environment
- Resources Development and Management
- Institutional Leadership
- External Benchmarks

For each of these targets, key performance indicators have been developed and data is regularly collected and posted on the College web site to assist the College's administrative leadership in assessing these aspects of ongoing institutional performance.

The College has identified seven strategic initiatives (2005-2010) designed to focus on improvements within the key performance targets. These are:

- **Educational excellence,** which embraces quality teaching, new presentation modes, programs to develop intentional learners, and rigorous educational assessment to improve teaching and learning;
- **The creation of a campus culture in which students can thrive and reach their fullest potential** by receiving increased access to technological support, improved advising and transfer services, the full benefits of financial aid, retention services, and a comprehensive selection of co-curricular activities;
- **Advancement, partnering, and outreach**, whereby the College seeks mutually beneficial connections and associations that promote its mission, its programs, and its culture of collaboration;
- **Enhanced facilities and technology** to support exceptional teaching and learning, institutional growth, and overall institutional effectiveness;
- **Planning and assessment** that are linked to resource management;
- **Human resource development** through the continuation of best practices in hiring, bargaining, and conflict resolution, and in the continued expansion of employee development and training programs;
- **Continued development of events, programs, and facilities that engage** students and community members in rewarding athletic, artistic, cultural, and service-oriented activities.

Effectiveness Measures

1. Integrated Planning

The College relies on three major planning processes to establish the goals that drive institutional growth and development.

Strategic Planning is the development of a five-year plan that defines the College's strategies and tactics for improving the achievement of its institutional mission. These initiatives are derived from the College's culture statements—Vision, Values, and Mission—and define the major improvements the College wishes to pursue in the curricular, co-curricular, and community offerings available to its large and diverse student population. These initiatives are reviewed and assessed annually. They also form the basis for the annual operational departmental planning and budgeting documents.

Tactical Plans are developed by those targeted major divisions and/or departments that stand to benefit from long-range planning. Currently, the College has four tactical plans: Academic,

Student Services, Facilities, and Finance (long-range capital funding plan). Each of these plans expands upon one or more of the strategic initiatives and provides goals, tasks, timelines, and responsible persons for implementing each goal.

Operational Plans are developed annually by each of the College's 45 budget managers in order to implement the College's initiatives and tactical plans on a year-to-year basis and to facilitate the needed funding. Operational plans and budget requests are reviewed at the division level and then prioritized by the College's Planning and Budgeting Council (PBC) for recommendation to the President and his Leadership Team (see Chapter 6, ff.).

2. Assessment of Planning Goals/Outcomes

The College reviews the effectiveness of its goals/outcomes in four major ways:

1) The Strategic Plan Assessment Matrix identifies all new projects linked to the College's Strategic Plan and provides regular updates regarding progress and completion.

2) The Institutional Key Performance Indicators are used to measure how well the College is addressing its key performance targets. Tactical Plan Accountability Reports identify all planning objectives from each divisional/departmental plan due for completion within a given fiscal year and report on the status of this completion. The report is used annually by the appropriate Vice President to review and revise the plan, as needed. In addition, dozens of other performance indicators that summarize complex data for a quick overview are developed, updated, and posted to the Institutional Effectiveness web site for review and evaluation.

3) The Annual Departmental Operational Planning Documents include a section that asks each budget manager to report on the status and effectiveness of each of the goals initiated two years prior to the current budget cycle. In addition, all Vice Presidents are asked to identify the relationship between the major initiatives in their divisions and the relevant Characteristics of Excellence standards defined by the Middle States Commission on Higher Education (see Chapter 6, ff.).

4) Progress Reports on the Recommendations of External Accrediting Agents are developed in response to all reports, when applicable, and posted to the College's web site.

3. Comprehensive and Regular Assessment of Student Learning Goals and Outcomes

Ocean County College conducts an organized and sustained learning assessment process based on its outcomes assessment plan, composed of six major components: Course-Level Assessment, Program Evaluation, General Education Assessment, Developmental Skills Assessment, Distance Learning Assessment, and Classroom Assessment Techniques. This process is supervised by the Assistant Vice President for Assessment and Curriculum who liaises with the Assistant to the President for Institutional Quality. A full report on the College's learning outcomes assessment process comprises Part Two of this chapter.

4. Approaches to Process Improvement

The College has adopted three main approaches to process improvements. Once a target of opportunity is discovered through an appraisal of the assessment documents (see diagram above) or through some operational dysfunction, one of the following approaches is taken:

- Local process improvement action is initiated and pursued on the departmental level. Professional development training is available through campus workshops on the use of process mapping and analysis, and many departments have found this a useful approach to problem solving. This process relies on the work of small departmental teams to investigate the existing process and develop solution strategies.

- Institutional Process Improvement is directed by the Office of Institutional Quality when targets of opportunities span more than one department or when departmental approaches have not produced a viable solution. The office establishes teams of no more than twelve stakeholders and neutral persons with relevant expertise to map the existing process and develop process improvement statements. These short-term action groups meet frequently until an agreeable plan for improvement is reached by consensus and recommended to the President. In 2007-2008, four such teams met. They were: The E-Learning Team, The Textbook Ordering Procedures Team, The Institutional Support for Faculty Scholarship Team, and The Improvements in Developmental Education Team.

- External Consultants are called in when the targets of opportunity prove to be too extensive or require too much special expertise for local teams to analyze and improve. Such situations might require hiring external temporary specialists to work out the details of the solution strategies.

5. Data-Based Reporting Practices

The Office of Institutional Research (IR) regularly collects and reports on quantifiable data with regard to student information (enrollment, student demographics, credit hours, degrees granted, graduation rates, class size, high school demographics, placement, and professional education), staff information (tables of organization, faculty demographics, and full-time and part-time ratios), course information (academic program codes, average class size/academic majors), facilities information (building codes, building floor plans, space inventories, space analysis, statement of facilities values), and miscellaneous information on pertinent county demographics and financial circumstances. This information is updated regularly and retained in the College's *Fact Book*, which is available in print and on line for ready access. IR provides this information to external agencies that require it and to all College departments seeking specific studies. In collaboration with the Office of Institutional Quality, IR also develops campus web-based surveys and provides data for the Institutional Effectiveness web site.

In addition, the Assistant Vice President for Assessment and Curriculum collects and publishes data relevant to the College's six-part Plan for Learning Outcomes Assessment (see item 3, above). This data is reviewed by the Academic Council (composed of the Vice President for Academic Affairs and all College academic deans and coordinators) and by the College's Committee on Learning Assessment on a monthly basis. It is also posted to the Institutional Effectiveness web site for ready access by all College divisions.

II. Learning Outcomes Assessment

Since the Middle States team visit in spring 2004, Ocean County College has further developed its assessment processes and has started to use assessment results to promote educational excellence.

1. Course-Level Assessment

Following the Middle States evaluation in spring 2004, the College developed a process to evaluate 41 high enrollment 100-level courses representing all College departments. Prior to the annual assessment each spring, faculty review the course objectives, assessment instruments, previous year's assessment data, and teaching strategies designed to address problem areas in order to prepare for the upcoming assessment. All full-time faculty and adjuncts teaching the designated courses are required to administer the assessment in at least one course section, although, in fact, in nearly all cases the assessment has become either a department exam or project in all course sections. Outcomes assessment instruments are machine scored or blind scored so faculty are never knowingly involved in assessing the work of their own students. Subsequently, deans and faculty members compile the data, discuss results, identify new teaching strategies, and share their results with the Assistant Vice President for Assessment and Curriculum and the Assistant to the President for Institutional Quality. Subsequently, the results are summarized in charts (see Appendix 3), shared with the College Senate Learning Assessment Committee, and posted on the Institutional Effectiveness/Key Performance Indicators section of the College's Institutional Effectiveness web page:

http://www.ocean.edu/effectiveness.htm

As noted in earlier reports submitted to the MSCHE, the College targets recurrent learning problems for intensive attention, action, and institutional support, as identified in Table 1, below.

Table-1: Course Objectives with Low Student Performance
2005-2008

Student achievement of the course objectives noted below, (a) was persistently low from 2006-2008, (b) declined substantially in spring 2008, or (c) fell below the 71percent proficiency mark in spring 2008. In some courses identified for assessment, student proficiency for all course objectives was satisfactory to excellent.

DEPARTMENT / COURSE	COURSE OBJECTIVE / CODE
English and Literature	
ENGL 151: English I	MLA documentation (a) (c)
ENGL 152: English II	Use of secondary sources (c)
Business, Economics, and Computer Studies	
ACCT 161: Principles of Accounting I	Journalize adjusting entries (a) (c) Computer inventory values–periodic/perpetual systems (a)(c)
ACCT 162: Principles of Accounting II	Prepare statements of cash flow (a) (c) Compare financial statements using horizontal, vertical, and ratio analysis (a) (c)
BUSN 134: Principles of Marketing	Consumer market /Nature of its geographic distribution (c) Nature and scope of the business market (a) (c) Price and its relation to the concept of value (b) (c)
BUSN 252: Business Law II	Elements of negotiability (c)
Humanities, Fine Arts, and Media Studies	
PHIL 191: Introduction to Philosophy	Place philosophical problems into an historical context (a) (c)
Mathematics	
MATH 012: Introduction to Algebra II	Correct terms when factoring a trinomial (b) (c) Equivalent algebraic factors when performing addition (a) (c)

	Eliminate fractions when solving an equation (a) (c) Simplify a radical expression completely (a) (c) Multiply radical expressions (a) (c) Graph a linear equation using the slope/y-intercept (a) (c) Equation of a line given the slope and a point on the line (a) (c)
MATH 151: Survey of Mathematics	Set operations involving multiple steps (b) (c) Compound probability value (a) (c)
MATH 156: Introduction to Statistics	Probability distributions (b) (c) Interpret descriptive statistics (b) (c) Apply appropriate probability formulae (a) (c)
MATH 161 & 165: College Algebra	Simplify radical expressions (a) (b) (c) Square a binomial expression (a) (b) (c) Eliminate extraneous solutions (a) (c) Solving radical expressions (b) (c)
Nursing	
NURS 176: Nursing II	[Initial assessment in spring 2008] Patient assessment (c) Caring interventions for middle and older adults (c) Therapeutic communication (c)
Science	
BIOL 161: Biology I	DNA and protein synthesis (a) (c) Early history of life (a) (b) (c) Bacteria (b) (c)
BIOL 162: Biology II	Phyla Porfera and Cnidoria (c) Structure of flatworms and roundworms (a) (c) Cells and organs of the immune and endocrine systems (b) (c) Cells and organs of the digestive and excretory systems (a) (c) Mendel's principles for solving genetic problems (a) (c)
CHEM 181: General Chemistry I	[First valid assessment in spring 2008] Compounds in aqueous solution (c) Properties and theories of chemical bonding (c) Three-dimensional structures of simple molecules (c) Gas laws (c)
CHEM 182: General Chemistry II	Chemical reactions related to acids and bases (a) (b) (c) Reactions leading to insoluble salts (a) (b) (c) Changes in nucleus of an atom in nuclear reactions (a) (b) (c)
Social Science, Education, and Public Service	
EDUC 175: Foundations of American Education	Government bodies that influence education (b) (c) Design of lesson plans (b) (c)
EDUC 178: Introduction to the Education of Exceptional Children	Causes and contributing factors of each area of exception (b) (c) Learning environments for exceptional children (b) (c) Steps in the assessment process (b) (c)
HIST 171: Western Civilization I	Impact of the Neolithic Revolution (b) (c) Political makeup and development of ancient societies (b) (c) Medieval Catholic Church (b) (c)
HIST 173: U.S. History I	Rise of capitalism and mercantilism/French and Indian War (c) Causes of the American Revolution/Declaration of Independence (b) (c)
HIST 174: U.S. History II	Reconstruction Period (a) (b) (c) Progressive presidents: views and policies (a) (b) (c) European ideologies impacting American society (a) (b) (c) Civil War through Progressive Era: presidents, policies, and administration (a) (b) (c) U.S. policy towards American Indians (a) (b) (c)
POLI 183: Introduction to Political Science	Process of modernization (b) (c)
PSYC 172: General Psychology	Sensation and perception (b) (c)

	Theories of motivation (b) (c) Theories of cognition, including thinking, problem solving, creativity, language, and consciousness (c)
PSYC 173: Child Psychology	Research techniques and statistical concepts (b) (c) Theories of development (a) (b) (c) Genetics (b) (c) Family dynamics (b) (c) Social behaviorist theory (a) (b) (c) Learning theory (b) (c) Emotional and social development of children (b) (c) Development: infancy, preschool, and school years (b) (c)
SOCI 181: Introduction to Sociology	Sociological theory (a) (b) (c) Sapir/Whorf hypothesis (b) (c) Nature vs. nurture (a) (c)

An examination of official course documents indicates that the learning deficits noted above do not result from poorly written course objectives. The College recently completed a three-year effort to revise and standardize all official course documents in order to insure that the objectives were written in measurable terms and that higher order thinking skills were addressed. Explicit objectives requiring students to "discuss," "describe," and "explain" key course topics, for example, also require them to engage in categorizing, differentiating, surveying, arranging, contrasting, inferring, proposing, and hypothesizing.

The academic deans continue to engage faculty in exploring new ways of improving teaching and learning. One major case in point is that the Dean of Social Science, Education, and Public Service has established a professional development team charged with planning mandatory roundtable discussions for all full-time faculty and adjuncts teaching General Psychology and Child Psychology in fall 2008. In addition, the Dean of Science and Engineering, Health Sciences, and Human Performance will pilot the use of a course capture system, Wimba, in selected science courses in fall 2008. Wimba will capture lectures, discussions, and audio-visuals used in classroom instruction and post these electronically for students to download. Moreover, this dean plans to implement a new, problem-based learning approach called DENT in Biology I and II. As a method of engaging students in discussing and solving authentic problems, students will "make a DENT" in a problem by **D**efining it, **E**xploring possible solutions, **N**arrowing their choices, and **T**esting a solution (Fallows and Ahmet, 1999). Both deans intend to use the faculty involved in these activities as resource persons for other faculty.

Recommendations

1. The Department of Social Science, Education, and Public Service should develop additional strategies to address the many learning weaknesses in nine of the ten courses identified for course-level assessment.
2. The College should explore additional course capture systems such as Tegrity and Apreso.
3. The College should enhance teaching and learning by establishing a Master Teacher Initiative, possibly as a first step towards developing a Faculty Teaching and Learning Center.
4. The College should engage in the Council for Aid to Education "College Learning Assessment (CLA) in the Classroom," which makes CLA-based tools (such as tasks, prompts, test questions, and rubrics) available to faculty in developing their own assessment of student learning.

2. Program Evaluation

Since the Middle States team visit in April 2004, 21 academic programs, including program options and certificate programs, have been or presently are being evaluated. In 11 of these programs, no assessment of student learning occurred because the programs were not viable. Of these 11 programs, only the A.S. in Environmental Science program was revised and rescheduled for re-evaluation (in 2010-2011). The remaining ten programs have been or are in the process of being terminated for various reasons.

Among the remaining ten programs, assessment of student learning in program-specific courses has taken a variety of forms: a comprehensive exam in four programs (A.S. in Business Administration, A.A.S. in Business/Accounting Option, A.A.S. in Business/Management Option, and A.S. in Computer Science); portfolio assessment in the A.A.S. in Visual Communications Technology, and project assessment in the A.A.S. in Print and Broadcast Journalism. In two additional programs, portfolio assessment was initiated in fall 2008 for a cohort of first-time students and will be reviewed in spring 2010 (A.S. in Engineering and A.A.S. in Allied Health). Finally, two additional programs presently under review, the A.S. in Criminal Justice and the A.A.S. in Interpreter Training, will soon provide assessment data based on a comprehensive test in a capstone course and on authentic assessment, respectively.

Program evaluation at Ocean County College is used to promote educational excellence by improving academic programs and by addressing problems in student learning. The following program improvements have been or are presently being effected:

A.A.S. in Visual Communications Technology (evaluated 2005-2006)

- Portfolio assessment revealed the following student achievement of program-specific and general education objectives: For four objectives: 86 percent good to excellent and 14 percent average. For one remaining objective: 75 percent good to excellent and 25 percent average.
- Programmatic improvements: (a) Student internships involving the College TV studio were developed beginning in fall 2007. (b) The three program options are being integrated through a common set of electives and are being linked to the Digital Mass Media (DMM) program through the inclusion of DMM courses among those electives.

A.S. in Business Administration (evaluated 2005-2006)

- Multiple-choice testing in a capstone course revealed the following student achievement of program-specific and general education objectives: 82 to 90 percent for three objectives, 71 to 73 percent for five objectives, and 59 percent for the remaining objective.
- Assessment improvement: The testing instrument was revised prior to the assessment to better align test questions with program objectives.
- Instructional improvements: Faculty identified four topics requiring more focused instruction (contract law, required form, Statute of Frauds, and generic regulatory law) and developed a set of exercises and projects to be assigned in the capstone course and in the program-specific courses in which these topics are covered.

A.A.S. in Allied Health (evaluated 2005-2006)

- Initiation of portfolio assessment for spring 2008 graduates of the College's Continuing and Professional Education (CPE) Allied Health programs, specifically

18 CPE Paramedic students as they enroll for credit courses in fall 2008. Initially, the portfolio assessment will translate CPE units and life experience into College credits. Later, the assessment will measure achievement of program objectives.

A.A.S. in Business /Management Option (evaluated 2006-2007)

- Multiple-choice testing in a capstone course revealed the following student achievement of program-specific objectives: 86 percent for one objective and 70 to 83 percent for the remaining seven objectives. However, student performance on almost 20 percent of the test items was 65 percent or lower.
- Instructional improvements: Faculty identified two topics requiring more focused instruction (functions of integrated management and management skills) and developed a set of exercises and projects to be assigned in the capstone course and in the program-specific courses in which these topics are covered.

A.A.S. in Business /Accounting Option (evaluated 2007)

- Multiple-choice testing in a capstone course revealed the following student achievement of program-specific objectives: 70 percent or higher for six objectives, 65 percent or lower for five objectives.
- Instructional improvements: Faculty identified five topics requiring more focused instruction (adjusting entries, valuation of receivables, time value of money, liabilities, and taxation) and developed a set of exercises and projects to be assigned in the capstone course and in the program-specific courses in which these topics are covered.
- Program resource allocation to improve student learning: The department purchased and installed Wiley PLUS, a course management system used in Principles of Accounting I and II. (See the Course-Level Assessment section above for an evaluation of this system.)

A.S. in Computer Science (evaluated 2007)

- Multiple-choice testing in a capstone course revealed the following student achievement of program-specific and general education objectives: 91 to 100 percent for two objectives, 81 to 88 percent for seven objectives, and 77 percent for one objective.
- Instructional improvements: Computer Science faculty assigned common programming projects and toughened standards in all sections of Computer Programming I to better prepare students for Computer Programming II.
- Programmatic improvements: The department revised the OCC-New Jersey Institute of Technology Joint Admissions agreement and developed the OCC-Kean articulation to facilitate transfer opportunities, to identify career paths, and to improve low enrollment in certain program options.
- Curricular improvements: Faculty revised three program-specific courses and aligned them with program learning objectives in preparation for the agreement and articulation noted above.

A.A.S. in Print and Broadcast Journalism (evaluated 2007)

- Project assessment in the capstone course revealed that student achievement of program-specific and general education objectives was 90 to 100 percent.
- No plans to improve student learning were identified because the program is in the process of being terminated due to sustained low enrollment and to the fact that

instruction in print and broadcast journalism is now included in the new A.A. in Digital Mass Media program.

A.S. in Engineering (evaluated 2007-2008)

- No assessment of student learning occurred, but portfolio assessment will be initiated for a cohort of students entering in fall 2008. In spring 2010, the portfolio assessment will measure achievement of program objectives.
- Program improvements: Following the recommendations of a consultant, the program was strengthened through the elimination of four options with sustained low enrollment and through the revision of program-specific courses.

The use of assessment results to improve the A.S. in Criminal Justice and the A.A.S. in Interpreter Training programs have been delayed but will become available during the summer and fall of 2009.

Recommendations

1. The College should seek grant funding from the annual Carl D. Perkins Entitlement Grant for professional development aimed at improving teaching and learning, given the new emphasis on accountability by Perkins.
2. In annual budgeting requests, deans of the following programs should avail themselves of the opportunity to include assessment as a specific line item for Perkins funding: Nursing, Business, Engineering, Computer Science, Criminal Justice, Visual Communications Technology, Interpreter Training, and Digital Mass Media.
3. The Department of Humanities, Fine Arts, and Media Studies should develop more rigorous assessment instruments in order to identify improvements which can be made in teaching and learning. (See the sections on Visual Communications Technology and Print and Broadcast Journalism above.)
4. Academic deans and faculty should select evaluation instruments appropriate to program objectives and specifically consider whether multiple choice exams adequately assess qualitative skills involving analysis, synthesis, and interpretation.
5. Program evaluation should identify methods for assessing both program-specific objectives and general education objectives.
6. The Program Evaluation Model should be revised to identify the following: (a) a process for refining program goals and objectives; (b) faculty qualifications based on involvement in College initiatives, professional development, and professional associations; (c) the program courses which address specific objectives; (d) departmental budget needs emerging from the evaluation; and (e) the distinction between assessment tools/data/actions pertaining to student learning and the assessment tools/data/actions pertaining to other program factors.

3. General Education Assessment

Ocean County College continues to confront the challenge of finding or developing an instrument to effectively measure the general education core competencies of its student body. To date, the College has employed a range of instruments, including a performance based assessment of student "artifacts" (Johnson County Community College model in 2003-2004), the ETS Academic Profile (Spring 2005), College Assessment Institute's GOAL (General Education Outcomes Assessment of Learning in Spring 2007), and the Ocean County College General Education Skills Test (OCC GEST), a locally developed test administered in the fall of 2005 and in the spring of 2006, 2007, and 2008.

The strengths, weaknesses, and results of these assessments have been detailed in reports submitted to MSCHE during the past three years. Notably, the GEST, a 50-minute, 32-item multiple choice test addressing seven of the eight New Jersey statewide general educational goals and 2 additional College goals (critical thinking and health/well-being), has provided consistent data from 2005 to 2008 despite the large range in sample size (230 students in 2005, 191 in 2006, 26 in 2007, and 98 in 2008). The average achievement of these goals respectively for each of the four years was 53 percent, 54 percent, 67 percent, and 52 percent (see Appendix 4). The higher performance in 2007 resulted from the use of a self-identified cohort of students who not only had completed their general education requirements but who engaged in the assessment in response to special enticements, including bookstore credit.

Clearly, the GEST is convenient to administer, cost-effective, and consistent in results regardless of students' age ranges, gender, degree programs, full-time/part-time status, and transfer plans. The 2008 assessment may be especially accurate because the College chose to score only those tests submitted by students reporting higher percentages of general education credits completed.

The one statewide goal not addressed by the GEST – oral and written communication – is assessed within the College's course-level assessment process described above for the English composition courses (ENGL 091, 095, 151, and 152). Based on the conviction that general education skills and knowledge develop from cross-disciplinary learning over time, the College has chosen not to conduct course-based general education assessment (a hallmark of the popular Johnson County Community College model). Nevertheless, the concurrent use of a general education test instrument along with course-level assessment in English composition and public speaking may prove to be a valuable model for the emerging statewide general education assessment process.

The current impossible task for New Jersey of regularly assessing approximately 100-200 general education courses across the community college spectrum may compel dialogue among the NJ community college academic leaders. They will have to consider the inherent difficulties of subjecting a subset of 25-35 100-level, high enrollment general education courses to course-level assessment while also administering an annual general education test to measure the cumulative acquisition and retention of knowledge and skills over time. Thus far, this conversation has just begun to develop among members of the NJ Assessment Group (NJAG).

Meanwhile, although Ocean County College plans to administer the GEST annually, in the fall of 2008, the College administered, on a trial basis, an additional instrument, the ETS Measure of Academic Proficiency and Progress (MAPP), which replaced the Academic Profile (AP) in fall 2005, an instrument the College stopped using due to it faulty outcomes reports. The College also continues to examine the Community College Learning Assessment (CCLA), a performance-based assessment focusing on clusters of general education skills.

Longitudinal data gathered in administering the GEST from 2005 to 2008 reveals that, while student achievement of the 9 goals averaged at 56 percent, the average achievement fell below this mark for 3 goals: knowledge of society and human behavior at 35 percent, scientific reasoning at 43 percent, and problem solving at 45 percent. Ocean County College has made the following initial efforts to improve student achievement of general education goals based on assessment results:

- To improve general knowledge of society and human behavior: (a) Engage faculty and students in the American Psychological Association (APA) Online Psychology Lab (OPL)

(http://opl.apa.org). OPL offers interactive online resources including case studies in psychology, data sets, demonstrations, teaching aids, and links to related pedagogical tools, all aimed at enhancing teaching and learning. (b) Provide faculty with the links to the APA Office of Teaching Resources in Psychology (http://teachpsych.org/otrp/index.php).

- To improve students' problem-solving skills: Charge the College's Instruction Committee with the responsibility of developing faculty workshops on strategies to engage students in independent interpretation and the construction of meaning.

4. Developmental Education Assessment

Ocean County College obtains its developmental skills assessment data primarily from the College's course-level assessment process described above. When student performance in the former developmental reading and writing courses (ENGL 010, 011, 020, and 021) failed to improve over time with the application of new teaching strategies, in 2007-2008 the College effected a curricular change from two required reading and two required writing courses to two combined reading/writing courses (ENGL 091: Reading and Writing I and ENGL 095: Reading and Writing II). While a full assessment of this revision will require several years of data collection, initial results for the ENGL 091 assessment reveal commendable proficiency (83 to 93 percent) for 6 objectives and above average proficiency (78 percent) for 1 objective.

The College also obtains some student learning assessment results from an annual data collection focused on student participation in and completion of required developmental courses. This data collection identifies the number and percentage of entering freshmen who require remediation, the number and percentage who complete their remediation in two years, and the performance of developmental students in their first College-level reading, writing, and math courses, compared with the performance of students who needed no remediation. In 2007, the College's Instructional Technology department refined the programming for this data collection to insure greater accuracy.

Data gathered between spring 2004 and fall 2007 and summarized in Table 2 below indicates that students who completed remediation in writing performed slightly better than their classmates who required no remediation. Those who completed remediation in reading and math performed slightly lower than their classmates who required no remediation.

Students Passing the Follow-Up Courses in Developmental Skills Areas

First College-Level Course	Average Percentage of Students Passing the Course During 8 Semesters (2004SP to 2007FA)
Reading (in Social Science Courses)	
Completed Remediation	74 percent
Needed No Remediation	79 percent
Writing (in ENGL 151)	
Completed Remediation	79 percent
Needed No Remediation	77 percent
Mathematics (in selected Math courses)	
Completed Remediation	71 percent
Needed No Remediation	76 percent

In addition to the curricular revision noted above, the College has begun to explore new strategies to enhance teaching and learning in developmental courses. One suggestion offered by the College's Retention Committee was to determine the impact of midterm evaluation on developmental students' performance. Specifically, the committee hypothesized that the intervention of faculty in outlining their students' performance by mid-semester and the faculty members' offers of support would result in higher credit completion rates, higher retention, and higher course grades. In the summer of 2006, the committee developed a pilot study to test this hypothesis. An experimental group of students in 14 developmental sections received midterm evaluations and encouragement at mid-semester while a control group of students in 14 sections received no evaluation or special encouragement.

Surprisingly, results indicated that students in the experimental group did not have significantly higher credit completion rates than those in the control group. Specifically, students in the experimental group demonstrated an 89.3 percent completion rate compared to 88.9 percent in the control group. Furthermore, the average retention rate in the experimental group was 79 percent compared with 80 percent in the control group, and students receiving an "F" as a mid-semester grade tended to receive either "W" or "F" as a final grade. The committee plans to further explore the impact of intervention and student success strategies on developmental students by studying whether intensified efforts on the part of faculty or a mandatory use of support services will enhance retention and achievement.

Another strategy which the College has initiated to enhance teaching and learning in developmental courses is the creation of learning communities among students and teaching communities among faculty. Learning communities refer to a variety of curricular approaches that enroll a common cohort of students and intentionally link two or more courses, often around an interdisciplinary theme or problem. They represent an intentional restructuring of students' time, credit, and learning experiences in order to build community, enhance learning, and foster connections among students and their instructors.

One example of a learning community is the linking of ENGL 091: Reading and Writing I, the first level reading/writing course, with ACAD 155: Student Success in spring and fall 2008. The purpose was to create a supportive environment for developmental students and to promote engagement, retention, and academic success. Although the courses were cancelled due to low enrollment, the linked courses will be offered again in subsequent semesters.

Although some College-level math courses have been linked to those in other disciplines (such as MATH 181: Introduction to Probability with PHIL 190: Introduction to Critical Thinking), the Department of Mathematics has no learning communities involving developmental courses. However, teaching communities have developed in the Department of Mathematics as faculty collaborated to propose, administer, and review course assessment instruments, processes, and results. In addition, the math faculty collaborated on authoring a text now widely used in MATH 011 and MATH 012 (the developmental math courses). In spring 2008, the department linked some of its developmental sections to the Center for Academic Services by hiring student mentors responsible for attending all classes and conducting twice-weekly study sessions.

In January of 2008, the College President, Dr. Larson, was invited to attend a national conference with several other community college presidents, *Integrating Developmental Education: Community College Leaders Share, Teach and Learn*, in New Orleans. Returning from the conference, Dr. Larson had the Vice President of Academic Affairs initiate a campus

Developmental Education (DE) Roundtable, composed of faculty and staff closely aligned with developmental teaching/learning, for the purpose of examining the college's developmental education process and making recommendations. The Roundtable group has completed research and discussion, and has written its final report, making recommendations on the following DE topics: liaisons with high schools, connections with ESL and LD students, professional sharing of best practices among faculty, the mission and operation of learning labs, tutoring, peer support, placement issues, self-paced learning paths, professional development opportunities for faculty, engagement and retention, content consistency, teaching/learning styles, summer developmental courses, course credits and class size, basic skills instruction in the community, the establishment of a standing DE Committee, and grant funding. In light of this report, there are no further recommendations for developmental education in this PRR chapter.

5. Distance Learning Assessment

Distance learning assessment at Ocean County College emerges from four distinct processes. First, distance learning course sections (taught via online, onsite/online, and home study modes) are assessed within the course-level assessment process described above. Although the data is aggregated, thus preventing the isolation of section-specific data, distance learning sections contribute to the overall assessment since 27 of the 41 courses assessed (66 percent) are taught via distance learning as well as face-to-face.

The second form of distance learning assessment at the College emerges from administering a Student Survey on Distance Learning. Although recent changes in the WebCT application/platform prevented the College from obtaining survey data in fall 2007 and in spring 2008, data for fall 2004 through spring 2007 has been harvested and summarized.

In addition, distance learning assessment emerges from the Average Course Grade comparison and the Course Success Rate comparison of onsite and distance learning sections of the 27 courses taught in the DL mode. (Course success rate is defined as the number of students achieving a passing grade in designated sections divided by the total number of students in those sections.) Longitudinal data gathered between 2005 and 2008 indicates the following: (a) the average course grade in onsite and distance learning sections is the same: C+, and (b) the current course success rate in distance learning sections is 60 percent compared to 76 percent in onsite sections, as noted in Table 3, below.

TABLE 3: COURSE SUCCESS RATE COMPARISON: PERCENTAGE OF PASSING GRADES ONSITE VS. DL SECTIONS: 2008 SPRING

ONSITE SECTIONS	COURSE TITLE	CENSUS ENROLLMENT	A-C GRADES	D GRADES	F GRADES	W GRADES	OTHER GRADES	# PASS GRADES	% PASS GRADES
ACCT-161	Principles of Accounting I	223	122	18	20	57	6	140	63%
ACCT-162	Principles of Accounting II	150	112	15	9	14		127	85%
ARTS-181	Art History I	388	327	12	4	42	3	339	87%
ARTS-182	Art History II	111	91	7		13		98	88%
BUSN-131	Intro Business Administration	291	216	9	19	47		225	77%
BUSN-134	Principles of Marketing	300	203	29	20	48		232	77%
ECON-151	Macroeconomic Principles	219	171	6	4	38		177	81%
ECON-152	Microeconomics Principles	228	203	3	1	21		206	90%

EDUC-178	Intro Ed Exceptional Students	30	26			4		26	87%
ENGL-151	English I	1061	706	57	49	233	16	763	72%
ENGL-152	English II	377	126	47	61	130	13	173	46%
HEHP-225	Contemporary Health	1051	772	68	70	140	1	840	80%
HIST-171	Western Civil I	637	433	34	45	122	3	467	73%
HIST-172	Western Civil II-Honors	653	495	40	24	92	2	535	82%
HIST-173	US History I	246	189	15	30	12		204	83%
HIST-174	US History II	196	152	12	15	17		164	84%
MATH-011	Intro to Algebra I	483	270		55	158		270	56%
MATH-012	Intro to Algebra II	715	385	2	130	196	2	385	54%
MATH-151	A Survey of Mathematics	630	468	38	40	83	1	506	80%
MATH-156	Intro Statistics	655	387	37	56	171	4	424	65%
MATH-165	College Algebra	173	107	6	7	53		113	65%
PHIL-191	Intro Philosophy	342	215	21	50	48	8	236	69%
PSYC-172	General Psychology	917	720	54	32	106	5	774	84%
PSYC-173	Child Psychology	266	229	5		31	1	234	88%
SOCI-181	Intro Sociology	684	499	37	42	102	4	536	78%

DL SECTIONS	COURSE TITLE	CENSUS ENROLLMENT	A-C GRADES	D GRADES	F GRADES	W GRADES	OTHER	# PASS GRADES	% PASS GRADES
ACCT-161	Principles of Accounting I	24	9	1	5	9		10	42%
ACCT-162	Principles of Accounting II	24	12	2	5	5		14	58%
ARTS-181	Art History I	97	70	2	6	19		72	74%
ARTS-182	Art History II	25	15	2	2	6		17	68%
BUSN-131	Intro Business Administration	46	30	2		14		32	70%
BUSN-134	Principles of Marketing	25	4	5	8	8		9	36%
ECON-151	Macroeconomic Principles	135	101	7	2	25		108	80%
ECON-152	Microeconomics Principles	105	74	3		26	2	77	73%
EDUC-178	Intro Ed Exceptional Student	44	30			9	5	30	68%
ENGL-151	English I	39	16	1	8	14		17	44%
ENGL-152	English II	70	44	1	5	19	1	45	64%
HEHP-225	Contemporary Health	126	92	6	10	16	2	98	78%
HIST-171	Western Civil I	24	21			3		21	88%
HIST-172	Western Civil II	48	40			8		40	83%
HIST-173	US History I	45	19	3	4	19		22	49%
HIST-174	US History II	49	34	1		13	1	35	71%
MATH-011	Intro to Algebra I	22	7			15		7	32%
MATH-012	Intro to Algebra II	72	28		8	36		28	39%
MATH-151	A Survey of Mathematics	50	10	1	5	34		11	22%
MATH-156	Intro Statistics	57	27	1	7	20	2	28	49%
MATH-165	College Algebra	62	17	4	4	37		21	34%
PHIL-191	Intro Philosophy	50	33	3	2	12		36	72%
PSYC-172	General Psychology	50	32	2		16		34	68%
PSYC-173	Child Psychology	21	11			10		11	52%
SOCI-181	Intro Sociology	85	62	4	2	15	2	66	78%

Average Course Success Rate for Onsite Sections = 76%

Average Course Success Rate for DL Sections = 60%

The lower course success rate in distance learning sections resulted in several efforts to promote retention among distance learning students. For example, a short orientation program to WebCT was developed, one which students are required to complete as part of their initial student login procedure. Similarly, initial student login procedures were examined to insure that all students who had registered for online classes were identified in the system. With the hiring of a Director of E-Learning in June of 2009, all online faculty will be asked, in the future, to log in to their online courses frequently (twice daily during the first three weeks of the course) in order to respond to student problems in a timely manner. In addition, any academic deans not yet proficient in WebCT will be trained to perform "class observations" in online sections.

Quality Matters (QM), a nationally recognized assessment instrument, represents the fourth form of distance learning assessment at the College. Because QM is a faculty-centered, peer review process designed to certify the quality of online courses and online components, the assessment focuses on course design and content rather than on student learning. As a systematic and continuous quality assurance process, QM promotes faculty training, course development, and course revisions aligned with established rubrics and accreditation standards. Ocean County College uses QM to help faculty improve their pedagogy and their design of online courses and to ensure continuous improvement in online education.

In June of 2007, QM regional staff members presented a workshop at the College for full-time faculty and adjuncts. Since then, the QM rubric designed to assess course content and design was applied to the following courses in spring 08: BIOL 130: Human Anatomy and Physiology I, CRIM 152: Introduction to Law Enforcement, CSIT 110: Computer Literacy, ECON 151: Macroeconomic Principles, HIST 173: US History I, MATH 156: Introduction to Statistics, and PHIL 191: Introduction to Philosophy. Additional courses are currently under evaluation. Discovering that some courses meet the standards set by QM and some do not, the College has established procedures that incorporate QM standards into a course development checklist used to ensure that all online courses have sufficient breadth, depth, and currency of subject materials and that all online course content addresses appropriate cognitive levels and critical thinking skills.

From the beginning, QM was envisioned to be more than a rubric; it was seen as a framework to promote collaboration and to facilitate inter-institutional cooperation and training for peer review of online courses. After using QM, faculty members often transfer insights regarding course design and pedagogy which they learned in their online courses to their on site classes. Because QM standards ensure that online courses clearly communicate expectations, content, and resources to the students, the College expects to see a decrease in students alleging to be bewildered about what to do or how to access the course resources.

As distance learning at Ocean County College expands, we are confident that the use of Quality Matters will steadily help improve the quality of our online courses

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6. Classroom Assessment Techniques

Classroom assessment techniques (CATs) have been used at Ocean County College for formative assessment. That is, they have been used to improve teaching and learning by providing immediate feedback to instructors during or immediately after specific learning experiences. Typically, faculty use CATs to assess how well students have apprehended text book material, grasped key concepts and issues, used information sources, performed lab activities, learned specific skills or techniques, and used pre/post lecture activities to enhance learning.

In 2005, a full-time faculty member received an OCC Instructional Development Grant (IDG) to explore current research on CATs, to review practices at other institutions, and to make recommendations. Subsequently, on August 30, 2007, he led a faculty workshop on CATs using research conducted by Cross and Angelo. Informal follow-up sessions were conducted during 2007-2008. At these sessions, faculty shared their classroom experiences using CATs, offered alternative activities to assess student learning in an immediate and real time manner, and explored FAQs concerning the process.

At Ocean County College, feedback from CATs impacts learning in two important ways: First, CATs foster the development of intentional learners by helping students to recognize their strengths and weaknesses, to use higher order thinking skills, to demonstrate whether or not they have cultivated a knowledge base for more advanced topics, and to better understand their preferred learning styles. Second, CATs help faculty to identify students' current understanding of topics, prepare for upcoming instruction, and build upon their students' current knowledge.

During spring 2008, a survey to determine the current use and future possibilities of this assessment method was distributed. The response was disappointing because 436 faculty members received the survey with a response rate of only 10.8 percent. Of the 47 faculty respondents, 31 (66 percent of those responding, but only 7 percent of those surveyed) indicated that they were familiar with CATs and utilized them as part of their instructional practices. Of the respondents, 22 had learned about CATs through discussion with colleagues while another 15 had become familiar with CATs from the August 2007 College Colloquium. While 13 indicated that they used CATs weekly, 31 said they used the techniques occasionally. The most prevalent techniques were the one-minute paper, the background knowledge probe, and the one-sentence summary. Among this subgroup, 15 faculty members characterized the CATs as "very useful" while another 24 characterized them as "fairly useful." When asked about the need for continued professional development with regard to this assessment method, four respondents expressed interest in attending a workshop on the use of CATs.

These disappointing results, with hardly enough survey respondents to comprise a useful sample, echo the results of a similar survey done in the fall of 2002, at which time 382 faculty members were surveyed and only 79 or 20 percent responded (and only 32 of these were full-time faculty). While the administrative staff continues to see value in classroom assessment, especially as it contributes to course learning outcomes, there seems to have been little improvement in the acceptance of this assessment application by the faculty at large, even with the professional development offerings available. This might be because CATs are closely aligned with course designs and pedagogies, matters that fall within the academic vision of the individual faculty member. Currently, members from the Learning Assessment Committee have begun a project to further explore the use of CATs at OCC.

Recommendation

The Academic Affairs Division should incorporate training in CATs as part of the Faculty Teaching and Learning Center recommended under Course-Level Assessment (above, in this chapter).

7. Writing across the Curriculum

After several years of faculty resistance, Ocean County College Policy #7110: Writing Across the Curriculum (WAC) was formally instituted at the start of the spring 2008 semester. The policy requires students "to generate at least 1,200 words of written, graded work in courses designated as 'writing intensive.'" In order to assess the implementation of this policy, surveys were developed for three distinct groups: academic deans, faculty teaching "writing intensive" courses, and students enrolled in these courses. The survey results are presented below.

Survey results indicated that the academic deans have been effective in communicating to faculty the need to implement the policy and that faculty members have been successful in using writing to learn. The deans indicated that they use the monthly department meetings and oral communication as the primary means of communicating the policy to full-time faculty. The deans and program coordinators together communicate the policy to adjuncts primarily through memos and emails and secondarily through department meetings and oral communication. The deans monitor policy compliance primarily through anecdotal reports and/or updates received from faculty and adjuncts. The deans use email as their primary method of ensuring continued compliance, and the other methods noted above were used secondarily. There is no indication that deans regularly review actual writing folders of students in writing-intensive courses.

The faculty survey completed by 52 respondents (20 percent of the full-time faculty and adjuncts) indicated that 64 percent learned about WAC through oral, written, and/or electronic communications sent by their department dean and that 60 percent learned about the policy through monthly department meetings. Although more than 78 percent were already likely to include writing-to-learn activities in their courses, nearly 20 percent stated that they were not likely to have included these activities prior to the institutionalization of the policy in spring 2008. For 32 percent, the formal research paper served as the primary method for writing to learn. Faculty members also use other methods, including the reflective essay (28 percent), critical analysis (27 percent), and Classroom Assessment Techniques (15 percent).

The student survey completed by 290 students in writing intensive classes mirrored the data gathered through the faculty survey. Eighty-four percent of the students indicated that their writing-to-learn assignments were formal research papers. Students also engaged in other writing assignments, including journal entries (38 percent), the reflective essay (48 percent), and critical analysis (51 percent). The survey also revealed that 71 percent noticed an increase in the amount of writing that their coursework required. Further, 58 percent of those surveyed said that Writing Across the Curriculum had either a "very positive" or "somewhat positive" impact on their overall course experience while only 12 percent said that it had a "somewhat negative" or "very negative" impact. However, 71 percent were unaware that their class was designated as "writing intensive." In the comments section of the survey, these students indicated that their professors never explained that the class would be "writing intensive." The students also failed to understand the connection between writing and the learning process or why a particular course had been designated as "writing intensive."

In addition to the survey data noted above, the Vice President of Academic Affairs and the Dean of English and Literature are working to gather from all the deans written statements identifying particularly successful examples of coursework to develop a best practices guide for general distribution.

Recommendations

1. Deans should facilitate a forum allowing faculty to discuss successful WAC assignments.
2. The College web site should develop a web page containing suggestions, writing guides, and samples of writing in the disciplines available for student download.
3. Faculty need to communicate regularly to students that writing is a core competency in all subjects, in all courses, and in professional practice.
4. Some mode of electronic portfolios for student work in writing intensive courses should be established.
5. The link between WAC and General Education assessment should be investigated.

Chapter 6: Linked Institutional Planning and Budgeting Process

I. The Planning and Budgeting Process

The Strategic Planning and Budgeting Council (PBC) was formed in 2002. It reviews all annual planning and budget proposals for new operational money requests. The Council consists of 17 members who are representative of each employee group on the campus. Six Vice Presidents serve on the Council as well as five faculty members, a representative from each of two administrative groups, a representative from the managerial technical group, a representative from the support staff, and two representatives from the classified executive staff. Each group selects its representatives to serve for two-year terms. Departmental planning documents are presented in the spring semester (April and May), and budget proposals are presented to the Council in the fall semester (October and November).

At the conclusion of the budget hearings, Council members vote on new money requests and submit a priority list of recommendations to the President through the co-chairs of the Council. After review, the President and the President's Leadership Team make the final decision on new money allocations. At the end of each budget hearing cycle, the President attends a PBC meeting to report back on the final allocations for the next fiscal year. The President has consistently approved at least 85 percent of the PBC recommendations each budget year.

The separate planning and budgeting hearings allow each budget manager an opportunity to update the Council on departmental activities in the past year as well as make the case for new money requests. The planning documents are divided into five sections and ensure a consistent format for presentation across all departments, as follows:

Section 1, Mission and Goals: Describes the purpose, mission, and goals of the department. The statement should be as specific as possible.

Section 2, Departmental Summary: Describes the organizational structure, operations, and staffing of the department. Any needs for a reorganization of department workflow should be discussed here.

Section 3, Assessment Results: This section is divided into two parts and is central to linking the planning document to the budget presentation. In Part 1 department managers list the top five prioritized objectives for the current fiscal year. They describe the status of the objective, provide information on specific measures that have been used to evaluate the effectiveness of the objective, and identify the relationship of the objective to the objectives in the current planning cycle. In Part 2 of the assessment section, budget managers assess how well departmental activities, ongoing and those contained in the planning documents, serve the institution's strategic initiatives. Strategic initiatives that relate directly to departmental plans and activities are included in this assessment.

Section 4, Planning Objectives: Describes in detail the specific objectives for the new fiscal year and how they will meet departmental needs as determined in Section 3, Assessment.

Section 5, Summary: Describes how the department's plans contribute to the overall effectiveness of the institution by serving the Middle States Commission on Higher Education

Standards. Additionally, each Vice President reports on both ongoing divisional activities and/or new plans that are responsive to the MSCHE, Design for Excellence (2006).

The structure of the planning documents requires that each budget manager engage in an on-going process of assessing objectives as well as reviewing MSCHE standards in order to make a successful presentation to the Council. A budget item will rarely be approved without the demonstration of adequate assessment and planning. Council members evaluate the presentations based on previously-established criteria and practice. Another role of the Council is, when necessary, to make recommendations on how to improve the planning process for the departments and also to observe and comment on trends, duplications, and possible alternatives to budget requests.

II. Institutional Budget Set-Asides

Prior to the advent of the Planning and Budgeting Council and the establishment of the set-asides, the process of physical plant maintenance, replacement of obsolete computer systems/technology, and replacement of furniture was a hit or miss operation. There was no depreciation plan, *per se*, no central planning, and only limited funding in the annual institutional budget for these replacements. With rising enrollment, the addition of new faculty and administration, and the need for more physical space and equipment, budget managers had to look to their departmental budgets for these necessities. This was a frustrating and often impossible task, since many budgets could not cover the costs of these needs except in a very limited manner.

Discussions during PBC meetings soon uncovered the obsolescence of learning materials and facilities in all departments. The PBC identified three major categories budget managers addressed repeatedly in their planning documents:

1. Computer/technology replacement
2. Furniture replacement
3. Deferred physical plant maintenance

In each budget year, in order to address these on-going institutional needs, a budget set-aside program was developed. At least $250,000 is set aside automatically in each budget year in each category. The amount might increase in any given fiscal year, but not decrease. Budget managers now do not have to request replacement or renewal needs in annual operating budgets. The set-aside program guarantees a funding source in each budget year and requires strategic planning for technology and furniture replacements as well as for deferred maintenance, planning that in turn encourages purchasing efficiencies.

In the computer/technology area, the IT department can use its set-aside funds to buy in quantity, which produces cost savings and encourages standardization of computers campus-wide. This also assists with inventory tracking and reporting. Student computer equipment is now on a four-year replacement cycle, faculty computers are on a five-year replacement cycle, and administrative computers are on a six-year cycle. Eventually, the infrastructure (Cisco switches and routers) relating to all computer operations will need to be updated and/or replaced. This will likely require an increase in the annual set-aside to this area to cover this additional expense or require a multiple-year purchase.

The furniture and equipment replacement set-aside has encouraged similar savings in economy of scale and in standardization of furniture across the campus. Before this set-aside, some office and classroom furniture was more than 40 years old. Different styles of furniture

could be found in the same office. After several years of furniture replacement from this set-aside, there is now a campus-wide standard for furniture. Offices and classrooms are up to date, using a very consistent and orderly acquisition process. Efficiencies are realized similar to those in IT in inventory control and tracking.

The deferred maintenance set-aside of $250,000 per year, in addition to the regular physical plant budget line, is not large, but it is something. A recent external facilities audit indicates that deferred maintenance costs campus-wide would exceed $22 million were every single facilities need addressed. Based on this audit, there will always be a need for more dollars than we have to maintain and upgrade the physical plant. At present, however, the College is exploring the use of fund balance dollars to help catch up with our most pressing maintenance needs.

The implementation of the set-asides under the PBC has worked successfully. It has encouraged centralized planning for the replacement of outdated computers, obsolete equipment, and furniture in disrepair and has started to address deferred maintenance expenses. This is now an automatic part of the annual budget cycle.

III. Long-Term Institutional Fiscal Stability and the Role of the PBC

The planning and budgeting process has encouraged an annual assessment of institutional needs in one open forum. The process allows for a campus-wide discussion of how all departmental and divisional plans are interconnected. The sharing of this information fosters a collaborative problem-solving approach that seeks creative and efficient solutions to problems. The process makes it easier to deal with last minute funding cuts, typically from the state budget. The annual priority funding list produced by the PBC allows the administration to start at the bottom of the list to delete requests until the budget is met. Similarly, if there is an unexpected increase in funds, the same list can be expanded to include more items in priority order.

Over the long term, items that do not make the cut in a current fiscal year will often be presented in succeeding planning documents. If the item is still needed, it typically will rise on the priority list. In this way the administration can be alert to budget items several years in advance. If an item remains in a planning document for too many years, its strategic need is examined further and the item is either deleted or a search for alternate solutions is recommended.

The set-aside program of the PBC has been very effective in fostering fiscal stability from year to year. It has encouraged centralized planning for the replacement of institutional computer and furniture needs, as well as a steady stream of money for facilities maintenance. This process has also encouraged a critical “eye” for duplication of services. One example is document imaging. Over a three-year period, the PBC received requests for document imaging hardware and software from multiple departments. The administration researched a centralized document imaging solution that meets multiple needs without redundant equipment purchases. This centralized solution is being phased in across campus departments.

Another major contribution of the PBC to fiscal stability is its assistance to the College’s Chief Financial Officer. The process provides the CFO with the data to develop a budget knowing that there is wide institutional agreement over and support for new money requests. It also almost entirely eliminates mid-year requests for adjustments to the budget which were common prior to the development of the PBC. The budget process is orderly, the numbers are reliable, and the decisions are seen as fair and equitable.

IV. Linkage to the Institutional Strategic Plan

PBC planning documents are developed on an annual basis. The purpose of the documents is to be tactical in nature, to ensure that each fiscal year is connected to the previous and the succeeding fiscal years. The structure of the documents encourages the linkage of each year's plans to the College's strategic initiatives. The strategic initiatives serve as a guide to the institution. They are formulated for a five-year period and reviewed, assessed, and revised on an annual basis. Their goal is to guide all planning, assessment, and resource allocation activities in order to adopt the College's vision, embrace its values, and achieve its mission.

Ocean County College also uses the planning documents to identify emerging needs, trends, and growth opportunities. The documents themselves are comprehensive and informing. They are posted to the college's web site along with the departmental budget requests when these become available.

At this point, the College is moving toward the creation of a new strategic plan to replace the current plan (dated 2005-2010). This new plan will incorporate the master planning process the College has employed in various divisions for the past five years. There are currently divisional master plans in Academic Affairs, Student Affairs, Maintenance, and IT. Additionally, an integrated marketing plan guides institutional public relations and the Division of College Advancement. The ten-year Facilities Master Plan for capital improvement and new construction is not a part of the annual planning process as it does not use the operating budget but relies instead on capital funds that come through state and county programs. The Division of Financial Affairs has completed a long-term financial plan in support of the latest capital development campaign. The annual departmental planning documents, tactical in nature, are developed in support of the strategic plan as well as in support of the relevant longer-range divisional master plans.

The new institutional strategic plan will reflect the long-range perspective that has been gained from over six years of the planning and budgeting experience. It is important that this document be constructed as an outline and guide for five years into the future without, however, becoming a substitute for the annual planning documents. The annual planning documents should continue to serve as the foundation for the College's assessment of services, programs, and accountability. The institutional strategic plan should communicate a collective focus for the present and a vision for the future, recognizing the annual plans as action plans and the strategic initiatives as the link between the annual and the strategic plan.

V. Satisfaction with the Planning and Budgeting Process

A satisfaction survey was administered to budget managers and members of the PBC in 2003 as part of the self-study for the MSCHE and repeated in 2008 as part of the research for this PRR. In both surveys, the majority of respondents found the planning and budgeting process to be helpful and effective in securing budgets. The results of the survey are included in the following table:

Table A: PBC Satisfaction Survey Results, 2003 and 2008

Survey Answers	***Yes***	***Yes, with Reservations***	***No***
Questions	***2003 Response*** 2008 Response	***(2003)*** (2008)	***(2003)*** (2008)
1. Does our system's structure encourage the participation of all department members?	***87%*** 86%	***12%*** 10%	***1%*** 3%
Percentage change	-1%	-2%	-2%
2. Does the system encourage linking planning with assessment?	***90%*** 83%	***10%*** 14%	***0%*** 3%
Percentage Change	-7%	+4%	+3%
3. Are our documents/forms "user friendly"?	***100%*** 62%	***0%*** 28%	***0%*** 10%
Percentage Change	-38%	+28%	+10%
4. Has this process helped departments?	***82%*** 82%	***15%*** 15%	***3%*** 3%
Percentage Change	0%	0%	0%
5. Would you change the process?	***0%*** 11%	***0%*** 18%	***100%*** 71%
Percentage Change	+11%	+18%	-29%

Twenty-nine respondents completed the new survey in the spring semester of 2008. There is general consensus that the process works; however, there are, as noted, some changes in the degree of satisfaction.

The first area that has a significant reduction in satisfaction level (-38 percent) is item 3, the "*user friendliness of the forms*." Respondents' comments indicate that some users were uncomfortable with the length and detail of the forms, but noted that the forms became more user friendly over time.

In fact, the forms *are* somewhat more complex than they were five years ago because since that time, two changes were made to the structure of the planning documents—the "forms" referred to in this question—including a two-part assessment in Section 3. The first part of this addition addresses the status of the top five objectives for the current fiscal year, and the second part asks for a linkage of the objectives to the College's strategic initiatives. The second change occurs in Section 5, where divisional Vice Presidents report on how their plans are responsive to relevant MSCHE standards of excellence. Both of these changes encourage assessment of objectives in relation to both internal and external criteria but do make the forms longer and more time-consuming to complete.

The second area of the survey that indicates a significant change in satisfaction level (-29 percent) is item 5, "*Would you change the process?*" Comments about this item included approximately the same complaints as those in item 3, above, but with less apparent understanding of the entire process. It might be useful for the PBC to run an orientation session for users prior to the next planning cycle.

It should be noted that both of the areas where satisfaction has declined reflect the addition of assessment instruments to the process and, while creating more work for budget managers, these additions include crucial information that the PBC hopes will become more "user friendly" with time and experience. It is important to observe that of the 33 budget managers surveyed in 2008, 4 (12 percent) did not respond and 11 managers are relatively new to their jobs

(and were not included in the 2003 survey). Preparing the planning documents for the newer managers is perhaps a part of the learning curve for the position. Nevertheless, the PBC will review the document template, as it does annually, with an eye to the suggestions generated by the respondents.

There may also be a need to directly encourage more faculty members to take part in the process at the departmental level, a need determined from informal anecdotal evidence. Almost unanimously, however, either through interviews or the survey, administrators and deans expressed high satisfaction with the budget prioritization process. Most people believe that the budget process is very clear and the prioritization is fair. "Begging" for money and a perceived bias in decision-making have been eliminated in favor of a transparent system that encourages assessment, planning, and input.

In six years, the PBC has evolved into an institutionalized systematic planning, assessment, and budgeting tool. It is characterized across the campus as valuable, open, and fair. It encourages public discussion of interdepartmental needs, a three-year interconnected planning horizon, and a problem-solving perspective that encourages efficiency and cooperation. All stakeholders agree that any changes to the process should be made with an eye towards sustaining efficacy and the basic premises of the process.

Ocean County College Periodic Review Report

SUPPLEMENTAL DOCUMENTS

I. Appendixes

1) Appendix 1: Spring 09 Enrollment Summary, p.58
2) Appendix 2: *Program Evaluation Model,* p. 59
3) Appendix 3: *Course-Level Assessment Summary,* p. 63
4) Appendix 4: *OCC General Education Skills Test (GEST), 2005-2008*, p. 80

II. External Documents, accompanying report

1) Exhibit I: *Audited Financial Statements, FY 07 and FY 08.*
2) Exhibit II: *Financial Reports to IPEDS, 06, 07, 08*
3) Exhibit III: *Long-Term Capital Plan*
4) Exhibit IV: *Facilities Master Plan*

Appendix 1: Spring 2009 Enrollment Summary

Officially as of February 2009, for spring 2009, we have 9,448 students registered for a total of 95,571 credits, representing an increase in total enrollment of 9.1 percent and an increase in total credit hours of 11.3 percent over the last year. Full-time enrollment is up 12.2 percent (at 5,177 students) while part-time student enrollment is up 5.5 percent (at 4,271 students).

Record High Spring Enrollment: For the first time in the history of OCC, the total headcount in the spring semester is over 9,000. Last spring, there were 8,663 students enrolled; this year, 785 more students were registered. Over the last 10 years, full-time enrollment has increased 77.8 percent, part-time enrollment has increased 29.0 percent, and the total headcount has increased 51.9 percent. For the next few years, both full-time and part-time enrollments will continue to grow. A number of factors may contribute to that growth, such as the increasing number of graduates from local high schools, the NJ STARS and Kean@Ocean programs, and the impact of the current economic conditions.

Enrollment by Gender, Age, and Ethnicity: Forty-two percent (4,001) of students enrolled are male, and 58 percent (5,447) are female. Over the last ten years, the proportion of male students remained between 40 and 42 percent for spring semesters. The average age is 22.2 for male students, 24.7 for female students, and 23.6 for all students. The youngest student is aged 15 and the oldest is 81. Ethnically, 3.9 percent of students are African American (compared to 3.0 percent ten years ago), 0.1 percent are American Indian/Alaskan Native, 2.6 percent are Asian (2.1 percent ten years ago), 7.0 percent are Hispanic (4.7 percent ten years ago), and 80.9 percent are White (84.6 percent ten years ago).

Course Offerings: There are 675 courses and 1,265 sections offered for spring 2009, compared to 665 courses and 1,188 sections in spring 2008. Online sections (124) constitute 9.7 percent of all sections offered, as compared to 8.5 percent (101 sections) in spring 2008. In terms of credits, 9.8 percent of all credits are generated by online courses, as compared to 8.4 percent last spring.

FY Outlook: By the spring census date, the total number of credits for FY 09 was up 9.1 percent (208,957). If the enrollment during all terms (Spring Quick Term, and Summer 5, 10 and 12 weeks) remains the same as last year for the rest of the fiscal year, the total number of credits for FY 08/09 will produce an 8.5 percent increase. The student enrollment and the number of credits are record-high again; online courses continue to grow, and part-time enrollments increase.

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Appendix 2: Program Evaluation Model

Ocean County College
Program Evaluation

Degree:
Program Title:

I. Program Description

- Examine the program description in the college catalog and publications and on the college website to determine accuracy and completeness. Revise as needed.

II. Assessment of Student Learning at the Program Level

A. Statement of Program Goals

B. List of Program Objectives

Students who successfully complete this program will be able to perform the following program-specific skills:

Students who successfully complete this program will be able to demonstrate the following general education skills:

C. Assessment Strategy

Direct Assessment Method

The program evaluation should include one direct assessment method. Direct methods evaluate actual student learning. Examples include capstone experiences, internship performance, research project(s), field work, portfolio assessment, service learning, exhibits, and comprehensive exams (objective or essay). Many of these can be scored using a set of rubrics.

Indirect Assessment

The program evaluation should include one indirect assessment method. Indirect methods evaluate implied student learning. Examples include surveys of program graduates, interviews, questionnaires, and focus groups. Since every program evaluation involves the sending of surveys to program graduates, deans can use these surveys as the indirect assessment.

Qualitative and Quantitative Data

The program evaluation should be presented quantitatively and qualitatively. Quantitative data are expressed in numerical terms. For example, "85% of the students tested achieved a score of satisfactory or better," or "85% of the students answered this test item on the comprehensive exam correctly." Qualitative data are expressed in narrative form, such as a summary of comments from the student surveys. Qualitative assessment might also be provided through an annual summary of overall student accomplishment, such as transfer numbers (including scholarship dollars awarded), student awards and recognition, and career placements.

D. Findings

E. Immediate Actions

F. Follow-up Actions Recommended

III. Program Evaluation Data

A. Program Enrollment

B. Enrollment in Program-Specific Courses

C. Institutional Retention and Graduation Rates

D. Fall Applications and Graduation Data

E. Program Cost

F. Student Surveys

IV. Assessment of Program Related Factors

A. Faculty Expertise

Consider qualifications, professional development opportunities, orientation/mentoring for full-time and part-time faculty, and the proportion of full-time to part-time faculty.

B. Curriculum Review

Consider displaying the existing program of study (curriculum guide) with suggested revisions, if any. Also, consider the currency of the course description, texts and materials, pedagogical approaches, and use of classroom assessment techniques.

C. Recruitment and Publicity

Consider advisory committee involvement, high school and community contacts, and marketing on the website and through the distribution of brochures.

D. Resources

Consider the availability of computers and lab facilities/equipment.

E. Program Integrity

Examine the college catalog, brochures, policies, advertisements, and promotions for currency and accuracy. Determine whether grades in program courses are related to program objectives.

V. Program Evaluation Summary

A. Program Strengths

B. Program Weaknesses

C. Use of the Evaluation for Program Improvement: Immediate Actions

D. Use of the Evaluation for Program Improvement: Follow-up Actions Recommended

VI. Attachments

A. Advisory Committee comments

B. Report by External Consultant (as necessary)

C. Response of the Learning Assessment Committee

VII. Approval of the Program Evaluation

A. By the Academic Dean

_____

Dean of

B. By the VP of Academic Affairs

_____

Vice President of Academic Affairs

C. Review by the Assistant to the President for Institutional Effectiveness, with recommendations to the President

_____

Assistant to the President for Institutional Effectiveness (comments appended)

D. Final approval by the College President

_____

President, Ocean County College

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Appendix 3, Course Level Assessment Summary (SP 2008)

Course-Level Assessment of Student Learning – Spring 2008

Courses Selected	Assessment Instruments	Assessment Analysis	Action Plan For Course Improvements
ENGL-010: Fundamentals of Reading & Study I	35-item Companion, a written form of the ETS Computerized Placement Test administered during the last two weeks of the semester.	The assessment involved 55 students in 3 sections taught by 3 full-time and adjunct faculty. The assessment focused on the following objective: Students who successfully complete ENGL-010 will achieve reading comprehension and vocabulary skills needed to enter ENGL-011. Out of a possible raw score of 35, the highest score was 23, the lowest was 9, and the average was 17. The target score was 21, equivalent to a converted score of 63 which students should attain in order to enter ENGL-011. Of the 16 students tested, 25% achieved the target score or higher, compared to 10% in Spring 2005, 28.5% in Spring 2006, and 18% in Spring 2007. Faculty noted the low correlation with the success rate determined by passing grades. That is, a substantial number of students who did not "pass" the Companion test completed the course satisfactorily.	No action plan was developed because Spring 2008 is the last semester ENGL-010 was offered. Instead, an action plan was devised for the new ENGL-091: Reading and Writing I, which replaced ENGL-010 and ENGL-020. (See assessment of ENGL-091 below.)
ENGL-011: Fundamentals of Reading & Study II	35-item Companion, a written form of the ETS Computerized Placement Test administered during the last two weeks of the semester.	The assessment involved 280 students in 12 sections taught by 12 full-time and adjunct faculty. The assessment focused on the following objective: Students who successfully complete ENGL-011 will achieve college-level reading and vocabulary skills needed to discontinue remediation. Out of a possible raw score of 35, the highest score was 31, the lowest was 5, and the average median score was 18. The target score was 21, equivalent to a converted score of 79 which students need to discontinue remediation. Of the 280 students tested, 11% achieved the target score or higher. Faculty noted the low correlation with the success rate determined by passing grades. That is, a substantial number of students who did not "pass" the Companion test completed the course satisfactorily.	No action plan was developed because Fall 2008 is the last semester ENGL-011 was offered. In Spring 2009, ENGL-011 and ENGL-021 will be replaced by ENGL-095, and an action plan will be developed for the new course.
ENGL- 020: English Fundamentals I	n/a	Because ENGL-010 and ENGL-020 were replaced by ENGL-095: Reading and Writing I, assessment of ENGL-020 did not occur. See assessment of ENGL-091 below.	n/a
ENGL-021: English Fundamentals II	80 essays blind scored using a common set of rubrics. Eight essays were randomly selected from the full set submitted by each of 10 faculty members.	The assessment involved 80 student papers selected randomly from sections taught by 10 full-time and adjunct faculty. The assessment required each student to write an essay demonstrating his/her achievement of 6 course objectives. Instructors exchanged papers and scored the essays using a rubric.	In preparation for the Spring 2008 assessment, the department used the following strategies: 1. Practice in developing essay paragraphs with varied types of supporting detail. 2. Practice to reach a 90% level of mastery in fundamental sentence-level skills: maintaining standard verb and pronoun agreement, using standard verb tenses, writing complete

		Test data indicated that student proficiency in the 6 objectives ranged from 83%-86%. Obj. A: Clear topic sentences and thesis statement: 64%. Obj. B: Logical paragraph organization: 66%. Obj. C: Logical essay organization: 75% Obj. D: Adequate development with specific support: 47%. Obj. E: Adequate basic skills: 66%. Faculty noted a substantial drop in four of the objectives and little improvement in the final objective. Faculty noted that looking at a statistical analysis across the four writing courses may offer a fuller perspective on complex skills than concentrating on annual skills fluctuations within individual courses. Also, the relatively new course placement method, computerized scoring of Accuplacer essays, may have inflated placement essay scores. As a result, students needing fundamental logical skills taught in ENGL 020 may have been erroneously placed into ENGL 021.	sentences, constructing and punctuating compound and complex sentences, using accurate spelling and capitalization. 3. Practice in purposeful revising and editing of essay drafts. 4. Development of ENGL-095: Reading and Writing II to replace ENGL-011 and ENGL 021. Faculty developed common literacy objectives, a common set of goals for grammatical skills in ENGL 021, and relevant instructional materials, including focused activities. 5. Readily referred students for tutoring and to the Disabilities Resource Center. 6. Analyzed and revised placement testing protocols and cutoff scores. <u>Action Plan for 2008-2009</u> 1. Faculty will identify and remediate the most needy students early in the semester. 2. Faculty will continue to refer students to the Writing Center. 3. Faculty teaching the new combined course ENGL-095: Reading and Writing II will work cooperatively to define a coherent curriculum and design an assessment instrument.
ENGL-091: Reading & Writing I	41 sets of student work. Up to 8 sets were assessed for each of 6 sections.	The assessment involved 41 sets of student work (article annotations, reading comprehension responses, and summary paragraphs) from 6 sections taught by 4 full-time and adjunct faculty. The assessment focused on 7 course objectives. Test data indicated the following student proficiencies: 78% in reading comprehension and 83%-93% in all other objectives.	In preparation for the Spring 2008 assessment, the department used the following strategies: 1. Practice in developing essay paragraphs with varied types of supporting detail. 2. Practice to reach a 90% level of mastery in fundamental sentence-level skills: maintaining standard verb and pronoun agreement, using standard verb tenses, writing complete sentences, constructing and punctuating compound and complex sentences, using accurate spelling and capitalization. 3. Practice in purposeful revising and editing of essay drafts. 4. Development of common literacy objectives, a common set of goals for grammatical skills, and relevant instructional materials, including focused activities. 5. Readily referred students for tutoring and to the Disabilities Resource Center. <u>Action Plan for 2008-2009</u> 1. Faculty will continue to use the strategies noted above. 2. Faculty will identify and remediate the most needy students early in the semester. 3. Faculty will continue to refer students to the Writing Center.
ENGL-151: English I	152 essays blind scored using a common set of rubrics. Eight essays were selected randomly from each of 19 faculty members.	The assessment involved 152 student essays selected randomly from sections taught by 19 full-time and adjunct faculty. Each instructor submitted a single class set of essays. The essays were assessed anonymously using a rubric. The assessment focused on 7 course objectives. Test data indicated the following student proficiencies in relation to 2007 data: Obj. A: Clear, focused thesis: 91% (up 22 % pts.) Obj. B: Functional essay structure: 88% (up 8% pts)	In preparation for the Spring 2008 assessment, faculty employed the following strategies: 1. Conducted norming sessions. 2. Practice in fundamental skills of source reference in essays: coherent positioning, use of lead-in phrases, correct quoting and paraphrasing, and adequate source analysis. 3. Practice to achieve a minimum 80% mastery level in parenthetical citations and works cited format for references from books, articles,

		Obj. C: Development with details: 87% (up 4% pts.) Obj. D: Use of source material: 72% (up 11% pts.) Obj. E: MLA documentation: 70%. (up 22% pts.) Obj. F: Coherence and standard grammatical usage: 95% (up 17% pts.) New Obj. G: Paper fulfills essay assignment: 82%. Faculty noted that proficiency rates for D and E were tentative since not all instructors required the use of text sources.	anthologies, and Internet databases. 4. Identified a common set of course research goals and created appropriate instructional materials, including focused exercises. 5. Improved the alignment of essay parameters and expectations, re-examined the scoring rubric, and expanded and better defined the reader response codes. <u>Action Plan for 2008-2009</u> The actions noted above will continue in the new academic year. In addition, the dean will do the following: 1. Hold assignment design workshops for full-time and adjunct faculty 2. Direct faculty to increase their attention to source use and documentation. 3. Communicate to off-campus faculty the need to assign assessment essays that use and document secondary sources.
ENGL-152: English II	188 essays analyzing a short story were blind scored using a common set of rubrics. Eight essays were randomly selected from the full set submitted by each of 25 faculty members.	The assessment involved 188 student essays selected randomly from sections taught by 25 full-time and adjunct faculty. Each instructor submitted a single class set of essays, and 7-8 essays were randomly selected from each set. The essays were assessed anonymously using a rubric. Data indicated the following results: Obj. D: Appropriate use of primary source citations – 77%. Obj. E: Appropriate use of secondary source citations – 69%. Student proficiency in all other objectives ranged from 84%-99%.	In preparation for the Spring 2008 assessment, faculty used the following strategies: 1. Practice in developing literary assertions with sufficient detail, especially through the relevant quotation and explication of primary texts. 2. Practice in fundamental skills of secondary source reference: coherent positioning, use of lead-in phrases, correct quoting and paraphrasing, and adequate source analysis. 3. Practice to achieve a minimum 80% mastery level in parenthetical citations and works cited format for references from literary sources (fiction, poetry, and drama) and critical sources (books, articles, anthologies, and Internet databases). <u>Action Plan for 2008-2009</u> 1. Because objective D was affected by the fact that some instructors do not require students to make reference to particular literary passages, one or more assignment design workshops will be held for full-time and adjunct faculty so that all faculty will require students to demonstrate proficient use of secondary sources. 2. The dean will continue to hold faculty norming sessions to address shared ENGL 152 exit standards. 3. The assessment process will continue to be revised as needed.
English and Literature Assessment: Additional Observations For the Spring 2008 assessment, the Department of English and Literature introduced a new scoring of the assessment rubric, expanding the former pass/fail system to a four-point scale: 1 = Excellent, 2 = Good, 3 = Weak but Passing, and 4 = Failing. Three major problems were noted regarding the new scoring: (1) No "Average" category was provided. (2) In the absence of an "average" category, faculty seemed to liberally score student performance as "good" as opposed to "weak," and this tendency inflated student performance. (3) The assignment of lower numbers to the highest scores (ex., 1 = Excellent) resulted in a rounding ***up*** to a ***lower*** score, which is not logical. As noted above, the improvements in student performance from 2007 to 2008 in all six courses assessed seemed inflated. For example, in ENGL 021, scores which in 2007 ranged in the 40's, 50's, and 60's all became 84%-86% in 2008. In ENGL 151, scores which in 2007 ranged in the 40's, 60's, 70's, and 80's became 70's, 80's, and 90's in 2008. In ENGL 152, scores which in 2007 ranged exclusively in the 60's and 70's became mostly 80's and 90's in 2008. In the new ENGL 091, student proficiency in all objectives ranged from 83%-93% with only one exception (Obj. G being 78%). Scoring of the rubric will be re-examined in 2008-2009 and adjustments made as necessary.			
ACCT-161: Principles of Accounting I	A 50-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 145 students in 9 sections taught by 3 FT faculty and 4 adjuncts. The assessment focused on 13 course objectives. Each objective was addressed by a minimum of three and by a maximum of five test items.	In preparation for the Spring 2008 assessment, the department initiated the use of Wiley Plus, an integrated course management system providing students with chapter notes, tutorials, quizzes, problems, individual lecture notes, and self-guided assignments. Faculty also selected specific self-study questions, textbook exercises, and projects pertaining to the

		Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 13 objectives ranged from 67% to 87%. In 2007, student proficiency was less than 70% for 5 objectives. Test data for 2008 indicated the following proficiencies in relation to 2007: Obj. C (67%) – Journalize adjustment entries. (same as 2007) Obj. G (67%) – Compute inventory values (up 1 % pt.) Obj. H (77%) – Prepare income statements (up 13 % pts) Obj. J (87%) – Record transactions in journals (up 37 % pts.) Obj. M (71%) – Tangible assets and resources (up 4 % pts.) In addition, Obj. L (Collection of receivables) fell to 67% in 2008. Thus, objectives C, G, and L will be targeted for improvement during 2008-09.	objectives noted. The dramatic increase in student performance with regard to objectives H and J and other moderate or slight improvements indicated that these strategies were successful. Beginning in Fall 2008, Wiley Plus will be available for in-class use in all accounting classes as well as for out-of-class use. <u>Action Plan for 2008-2009</u> In preparation for the Spring 2009 assessment, faculty direct students to the Self-Study Questions and Brief Exercises in the text and will assign the following tasks: Objective C: Chapter 2, exercises 4, 5, 6; problems 1A, 2A. Objective G: Chapter 6, exercises 2, 4; problems 1A, 5A Objective L: Chapter 9, exercises 3, 5, 6; problems 4A, 6A.
ACCT-162: Principles of Accounting II	A 49-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 130 students in 8 sections taught by 3 FT faculty and 3 adjuncts. The assessment focused on 8 course objectives. Each objective was addressed by a minimum of two and by a maximum of thirteen test items. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 8 objectives ranged from 58% to 83%. In 2007, student proficiency was less than 70% for 6 objectives. Test data for 2008 indicated the following proficiencies in relation to 2007: Obj. B (70%) – Record transactions – partnership (up 20 % pts) Obj. C (77%) – Record transactions – corporation (up 11 % pts.) Obj. E (83%) – Accounting practices – investments (up 18 % pts.) Obj. F (70%) – Prepare statement of cash flow (up 1 % pt.) Obj. G (58%) – Compare financial statements (up 1 % pt.) Obj. H (79%) – Cost-Volume-Profit relationships (up 26 % pts). Only objective G will be targeted for improvement in 2008-09.	In preparation for the Spring 2008 assessment, the department initiated the use of Wiley Plus, an integrated course management system providing students with chapter notes, tutorials, quizzes, problems, individual lecture notes, and self-guided assignments. Faculty also selected specific self-study questions, textbook exercises, and projects pertaining to the objectives noted. The dramatic increase in student performance in four objectives indicated that these strategies were successful. Beginning in Fall 2008, Wiley Plus will be available for in-class use in all accounting classes as well as for out-of-class use. <u>Action Plan for 2008-2009</u> In preparation for the Spring 2009 assessment, faculty will direct students to the Self-Study Questions and Brief Exercises in the text and will assign the following tasks: Obj. G – Ch. 18, ex. 2, 3, 4; problems 4A, 6A; Brief Exercises 3, 4, 9.

BUSN-131: Introduction to Business Adminis-tration	A 50-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 180 students in 9 sections taught by 3 FT faculty and 4 adjuncts. The assessment focused on 14 course objectives. Each objective was addressed by a minimum of three and by a maximum of five test items. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 14 objectives ranged from 72% to 91%.	In preparation for the Spring 2008 assessment, faculty implemented a strategy to improve student learning in objective G by selecting specific self-study questions, textbook exercises, and projects pertaining to this objectives. The increase in student performance and the fact that student proficiency on the 14 objectives ranged from 72%-91% indicated that the strategies were successful. Action Plan for 2008-2009 In preparation for the Spring 2009 assessment, the department dean will remind faculty to address course objectives listed in the Official Course Description.
BUSN-134: Principles of Marketing	A 49-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 201 students in 9 sections taught by 1 FT faculty and 4 adjuncts. The assessment focused on 10 course objectives. Each objective was addressed by a minimum of four and by a maximum of nine test items. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 10 objectives ranged from 57% to 85%. In Spring 2007, only one objective fell below 70%: In Spring 2008, this one and two additional objectives fell below 70%: Obj. D (69%): Consumer market and geographic distribution. Obj. G (69%): Nature and scope of the business market. Obj. H (57%): Price and the concept of value.	In preparation for the Spring 2008 assessment, faculty implemented a strategy to improve student learning in one objective by selecting specific self-study questions, textbook exercises, and projects pertaining to these objectives. Action Plan for 2008-2009 This strategy will be applied again in 2008-09 to that objective and to the two additional ones noted, as indicated below: Obj. D – Emphasis on textbook pages 156-160 and Figure 7.3; review questions 7 and 8. Obj. G – Emphasis on the five-step process in Figure 7.1; review questions 2 and 4. Obj. H – Review questions 1, 7, 10 on page 308 and review questions 1, 3, 12 on page 330.
BUSN-251: Business Law I	A 50-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 113 students in 4 sections taught by 1 FT faculty and 2 adjuncts. The assessment focused on 10 course objectives. Each objective was addressed by a minimum of three and by a maximum of nine test items. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 10 objectives ranged from 73% to 83%.	Action Plan for 2008-2009 As in Spring 2007, faculty did not identify any strategies to improve student leaning following the Spring 2008 assessment because proficiency in the course objectives ranged from satisfactory to very good. In preparation for the Spring 2009 assessment, the department dean will remind faculty to address course objectives listed in the Official Course Description.
BUSN-252: Business Law II	A 40-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 49 students in 3 sections taught by 3 adjuncts. The assessment focused on 7 course objectives. Each objective was addressed by a minimum of four and by a maximum of nine test items.	Action Plan for 2008-2009 In preparation for the Spring 2009 assessment, faculty will implement a strategy to improve student learning in Objective E by selecting the following self-study questions, textbook exercises, and projects:

		Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 6 of 7 objectives ranged from 78% to 90% but was 63% for objective E: Elements of negotiability.	Chapter 18 – Review Questions 1, 2, 3; Case Problems 1, 2, 4, 5. From the textbook website, two online assignments involving Flashcards and an Interactive Quiz
CSIT-171: Computer Programming I	A 50-item cumulative multiple choice test given in the last week of the semester.	Since this course was not offered in Spring 2006 or in Spring 2007, the assessment was conducted in Fall 2007. The assessment involved 52 students in four sections taught by 3 full-time faculty members and one adjunct. The assessment focused on 10 of the 14 course objectives. All objectives were addressed by 4 -8 test questions. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. Student proficiency in the 10 course objectives ranged from 71% to 92%, with 5 objectives ranging from 80% to 92% proficiency. For 5 objectives, proficiency ranged from 71% to 76%.	Three objectives were targeted for improvement following the Fall 2007 assessment: Obj. 6: Differentiate between structured and unstructured programs. (72%) Obj. 7: Differentiate between a function that returns a value and a void function. (71%) Obj. 8: Differentiate between value and address parameters. (76%) <u>Action Plan for 2008-2009</u> 1. Modify course quizzes and tests to include some multiple choice questions during the semester. 2. Remove "None of These" from the set of choices available to students. 3. Provide students with opportunities to take self-assessment quizzes during the semester.
CSIT-172: Computer Programming II	A 63-item cumulative multiple choice test given in two parts: 22 items embedded in the midterm exam and 41 questions embedded in the final exam.	The assessment involved 33 students in two sections taught by one full-time faculty member and one adjunct. The assessment focused on the first 10 course objectives. All objectives were addressed by 4-6 test questions. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 10 objectives ranged from 70% to 90%.	<u>Action Plan for 2008-2009</u> Since student performance with regard to algorithms did not improve substantially from 2007 to 2008, faculty will focus on this topic by implementing the following strategies directed at objective C (75%), D (70%), and E (70%). 1. Assign more graded algorithm exercises 2. Devote more class time to discussions of algorithm analysis. 3. Develop more team/collaborative activities.
ECON-151: Macro-economic Principles	A 40-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 169 students in 8 sections taught by 2 FT faculty and 4 adjuncts. The assessment focused on 7 course objectives. Each objective was addressed by a minimum of three and by a maximum of nine test items. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 7 objectives ranged from 73% to 92%. In 2007, only objective D was targeted for improvement.	<u>Action Plan for 2008-2009</u> Faculty did not identify any strategies to improve student leaning in preparation for the 2009 assessment because proficiency in the course objectives ranged from above average to very good The department dean will remind faculty to address course objectives listed in the Official Course Description.

		Between 2007 and 2008, student proficiency in this objective rose from 68% to 83%.	
ECON-152: Micro-economic Principles	A 40-item cumulative multiple choice test given in the last week of the semester.	The assessment involved 159 students in 8 sections taught by 1 FT faculty and 4 adjuncts. The assessment focused on 8 course objectives. Each objective was addressed by a minimum of three and by a maximum of nine test items. Data indicated the percentage of students who correctly answered each test item. All test items directly addressing a given objective were placed into a set, and an average percentage of students correctly answering the set of questions was determined. This figure thus represented the average percentage of students who apprehended each course objective. The average student proficiency for the 8 objectives ranged from 80% to 89%.	<u>Action Plan for 2008-2009</u> Faculty did not identify any strategies to improve student leaning in preparation for the 2009 assessment because proficiency in the course objectives ranged from above average to very good. The department dean will remind faculty to address course objectives listed in the Official Course Description.
COMM-154: Fundamentals of Public Speaking	30-question comprehensive exam administered at the end of the term. 34-question "Anxiety" Survey administered at the beginning and end of the semester	The comprehensive exam involved 381 students in 13 sections taught by 3 full-time faculty and 10 adjuncts. Each of the 30 exam questions represented a specific objective. The objectives were grouped into 4 sets. The percentage of students who achieved each set of objective at a satisfactory level or higher was as follows: Objective Set A (Research and Content) – 79% Objective Set B (Elements of Speech Delivery) 89% Objective Set C (Ethical and Civil Dialog) – 76% Objective Set D (Persuasion and Reasoning) – 78% Efforts to improve student learning should focus on part of Objective A, part of Objective C, and part of Objective D: Obj. A18 (74%) – Plagiarism (up 7 % pts from '07) Obj. A 22 (71%) – Credibility of sources Obj. C17 (68%) – Definition of character Obj. C25 (62%) – Exclusive vs. inclusive language (down 4 % pts from '07) Obj. D14 (69%) – Stages of credibility Obj. A19 (Evaluating internet data) increased from 66% proficiency in 2007 to 83% in 2008, and Obj. C1 (Definition of civility) increased from 69% to 89%. In the "Anxiety" Survey, which involved 381 students, there was a 16% decrease in the number of students expressing high/moderately high anxiety between the beginning and the end of the term. There was a 12.5% increase in the number of students experiencing low/moderate anxiety, and a 2% increase in the number of students experiencing moderate anxiety from the beginning to the end of the term. Between 2007 and 2008, there was a marked increase in the number of faculty members who participated in the assessment, that is, 92% in 2008 compared to 50% in 2007.	<u>Action Plan for 2008-2009</u> The following strategies were devised to improve student learning with regard to the objectives noted: a. Devote classroom instruction to clarifying the difference between uncivil/unethical communication vs. civil discourse. b. Instruct students to view videotaped performances of both civil and uncivil presentations and debates available on the textbook website. c. View parts of these performances in class and foster discussion regarding appropriate/ inappropriate language choices and delivery. d. Devote classroom instruction to the evaluation of scholarly resources, citations of these resources, and distinguishing between global, patchwork, and incremental plagiarism. e. Develop activities with the college librarians focusing on the evaluation of resources. (Full-time faculty and adjuncts should be informed about the library's Bibliographic Instruction sessions.) f. In Fall 2008, students will use a new textbook that focuses on civility and ethics. Instruct students to use a link to the textbook website, where they can find a glossary of key terms and definitions, study guides, and sites that allow students to watch videos of famous speeches. g. Instruct students that they must achieve 70% on a post-test which they can access through the same link and re-take throughout the term. h. Devote classroom instruction to reinforcing the importance of active visualization, positive affirmations, and cognitive restructuring. i. Instruct students to access a PowerPoint presentation that has been developed to address content regarding speech preparation, stress, and anxiety.
PHIL-191: Intro to Philosophy	1000-2000 word final paper or exam requiring students to respond knowledgeably,	The assessment involved 170 students in 9 sections taught by 5 faculty members. The assessment focused on 6 objectives: (1) Place a philosophical problem(s) within a historical context(s);	In preparation for the 2007 and 2008 assessment, faculty implemented the following strategies: 1. Reinforce the historical context of philosophers and help students develop the vocabulary used in philosophical discussion.

	critically, and creatively to a historical period within a philosophical area about a philosophical problem.	(2) Identify a general type of problem and/or philosophical area related to the chosen topic; (3) Identify a specific problem(s) related to the chosen topic; (4) Re-present and formulate different types of arguments, answers, and responses; (5) Employ methods of argument to demonstrate critical thinking, analysis and/or evaluation of a philosopher's argument; and (6) Draw conclusion based on supporting arguments. Student achievement of each objective was scored using a rubric. The percentage of students who achieved each objective at a satisfactory level or higher is as follows: #1: 68% (up 6 % pts from 2007) #2: 74% (down 4% pts from 2007) #3: 85% (up 4 % pts from 2007) #4: 89% (up 13 % pts from 2007) #5: 77% (up 1 % pts from 2007) #6: 77% (up 12% pts from 2007) Faculty noted that this is the third consecutive year in which students were especially weak in achieving objective 1. The following data was provided for a Vocabulary Proficiency Exam required of students: # of students given a final course grade: 323 # of students who took the vocabulary exam: 207 # of faculty who submitted data: 6 out of 8 # faculty who submitted no data: 2 out of 8 # - % of students passing the course: 281 – 87% # - % of students passing the exam with a score of 70% or higher: 196 – 95%	2. Develop a shared test focusing on basic concepts and vocabulary to be given to all students in PHIL-191. The test could be available through an internet link developed using Soccio WebTutor for WebCT and reduced to the bare essentials for assessment purposes. Students would be able to take the test throughout the semester and must achieve a score of 70% or higher. 3. Provide a link to access three learning tools: a philosophy timeline, a tool for studying concepts within the areas of philosophy, and a glossary of terms. 4. To ensure that all faculty members are participating in the assessment, identify the number of students enrolled in each section and the number who submitted the final paper or project. These strategies improved student achievement of objectives 3 and 5 in 2007, and they improved achievement of most objectives in 2008. Most notable was the 13 %-point increase in objective 4 and the 12 %-point increase in objective 6 in 2008. However, objective #1 has remained below the 70% mark since assessment began in 2005. <u>Action Plan for 2008-2009</u> Faculty will continue to use these strategies in preparation for the Spring 2009 assessment. To improve student learning related to objective #2, faculty also suggested shifting from a primarily historical approach to a problem/area based approach, a shift which will necessitate a change in text book. It was noted that faculty need the administration to require all full and part time faculty to attend meetings (preferably two in the fall) to review the plan and develop improvements in teaching.
SPAN-152: Elementary Spanish II	Common final exam questions plus essay based on textbook exam bank.	The assessment involved 50 students in 4 sections taught by 1 full-time faculty member. The assessment focused on 11 objectives. Data indicated that student proficiency for 10 objectives ranged from 88%-98%. Proficiency for 1 objective focusing on reflexive verbs was 78%.	Faculty did not identify any strategies to improve student leaning in preparation for the 2009 assessment because proficiency in the course objectives ranged from above average to excellent.
ARTS-181: Art History I	A 30-item multiple choice final exam plus an essay	The assessment involved 137 students in 5 sections taught by 2 FT faculty. The assessment focused on three objectives: Obj. 1: Correctly identify major art works and their cultural period or artistic school. Obj. 2: Correctly define key art historical techniques, media, and terminology. Obj. 3. Demonstrate college-level writing, thinking, and analytical skills when discussing art works. Student proficiency for each objective was as follows: Obj. 1: Highest = 100%; lowest = 68%; average = 88%. Obj. 2: Highest = 100%; lowest = 32%; average = 83%. Obj. 3: 71% demonstrated satisfactory or better writing skills, 20% demonstrated weak skills, and 9% demonstrated unacceptable	<u>Action Plan for 2008-2009</u> Faculty will use the same strategies that were developed in the past to improve student learning with regard to objectives 1-l, 1-m, 2-m, 2-n, and 2-o: 1. Re-examine the testing instrument to clearly analyze student performance. 2. Develop worksheets to clarify specific areas needing improvement. 3. Create and post on faculty websites comprehensive lists of relevant vocabulary words for every period. 4. Conduct vocabulary assessments at intervals. 5. Develop an essay template and devote class time each semester to explaining instructor expectations regarding essays. 6. Post the essay template, with a link to the College Writing Center, on the instructor web pages. 7. In the Course Syllabus, include the grading

		skills. a. Written analysis of art works: 80% satisfactory or higher. b. Justification of art works: 70% satisfactory of higher. c. Comparison/contrast of art works: 60% satisfactory or higher. d. Correct use of art historical vocabulary: 77% satisfactory or higher. e. Critical/independent thinking: 67% satisfactory or higher. Areas of greatest weakness were as follows: <u>Identification of Historical Periods</u> 1-l. Romanesque Period – 68% proficiency 1-m. Islamic Period – 68% proficiency <u>Terminology and Techniques</u> 2-m. Pendentive – 45% proficiency 2-n. Repousse – 32% proficiency 2-o. Arabesque – 58% proficiency <u>Writing about Art History</u> 3-c. Comparison/contrast – 60% proficiency 3-e. Critical/independent thinking – 67% proficiency	rubric (identifying the five learning objectives) to be used in scoring student essays. 8. Conduct interval administration of assessments in each class. 9. Develop intensive remediation instruments as needed in those areas requiring immediate attention. 10. Prepare review worksheets for immediate use in specific content areas which have had problematic assessments to date (i.e., Arts of the Ancient Near East and Early Christian Art). In addition, faculty will use the following strategies to improve student learning with regard to objectives 3-c and 3-e. 1. In-class group analysis projects with written reports for grading as interval assessment. 2. Short 10-15 minute writing analysis at the end of class sessions. 3. Post to the college website an example of a good short project report, analysis, and essay. 4. Student driven assessment of writing with students exchanging papers for critique.
ARTS-182	A 35-item multiple choice final exam plus an essay	The assessment involved 28 students in 1 section taught by 1 FT faculty. The assessment focused on four objectives: Obj. 1: Identify the historical period of major art works. Obj. 2: Identify artists and their works. Obj. 3: Define key art historical techniques, media, and terminology Obj. 4. Demonstrate college-level writing, thinking, and analytical skills when discussing art works. Student proficiency for each objective was as follows: Obj. 1: Highest = 96%; lowest = 32%; average = 73%. Obj. 2: Highest = 100%; lowest = 54%; average = 88%. Obj. 3: Highest = 100%; lowest = 32%; average = 74%. Obj. 4: 77% demonstrated satisfactory or better writing skills; 23% demonstrated weak skills; 0% demonstrated unacceptable skills. a. Written analysis of art works: 93% satisfactory or higher. b. Justification of art works: 86% satisfactory of higher. c. Comparison/contrast of art works: 81% satisfactory or higher. d. Correct use of art historical vocabulary: 75% satisfactory or higher. e. Critical/independent thinking: 90% satisfactory or higher. Areas of greatest weakness were as follows: <u>Identification of Historical Periods</u> 1-e. 16th C/Reformation – 57% proficiency 1-f. Italian Baroque – 57% proficiency	<u>Action Plan for 2008-2009</u> Faculty will use the same strategies that were developed in the past to improve student learning with regard to objectives 1-e, 1-f, 1-i, 1-k, 2-i, 3-d, 3-g, 3-j, and 3-k. 1. Re-examine the testing instrument to clearly analyze student performance. 2. Develop worksheets to clarify specific areas needing improvement. 3. Create and post on faculty websites comprehensive lists of relevant vocabulary words for every period. 4. Conduct vocabulary assessments at intervals. 5. Develop an essay template and devote class time each semester to explaining instructor expectations regarding essays. 6. Post the essay template, with a link to the College Writing Center, on the instructor web pages. 7. In the Course Syllabus, include the grading rubric (identifying the five learning objectives) to be used in scoring student essays. 8. Conduct interval administration of assessments in each class. 9. Develop intensive remediation instruments as needed in those areas requiring immediate attention. 10. Prepare review worksheets for immediate use in specific content areas which have had problematic assessments to date (i.e., Arts of the Ancient Near East and Early Christian Art). In addition, faculty will use the following strategies to improve student learning with regard to objective 4-d. 1. In-class group analysis projects with written reports for grading as interval assessment. 2. Short 10-15 minute writing analysis at the end of class sessions. 3. Post to the college website an example of a

		1-i. Enlightenment – 32% proficiency 1-k. Rococo – 43% proficiency <u>Identification of Artists and their Works</u> 2-i. Rubens – 54% proficiency <u>Terminology and Techniques</u> 3-d. Atmospheric perspective – 61% proficiency 3-g. Humanism – 32% proficiency 3-j. Vanitas – 64% proficiency 3-k. Trompe l'oeil – 54% proficiency <u>Writing about Art History</u> 4-d. Correct use of art historical vocabulary – 75% proficiency	good short project report, analysis, and essay. 4. Student driven assessment of writing with students exchanging papers for critique.
MATH-011: Basic Mathematics	An 18-item semi-final exam administered during the last two weeks of the term.	The assessment involved 118 students, 27% of the total 432 students remaining in MATH-011 at the end of the term. The 5 FT faculty and 13 adjuncts teaching 25 sections of MATH-011 each submitted 5 student papers selected at random. The assessment focused on three course objectives. Ten test items addressed obj. #1, and four test items addressed obj. #2 and obj. #3. Test results indicated the mean score of students responding to each test item. All test items addressing a given objective were placed in a set in order to determine a mean score of student responses to each course objective. Student achievement of the objectives was as follows: Obj. #1: Perform operations with real numbers. Mean score: 9.32 out of 10 pts. Target score: 7; 93% achievement. Obj. #2: Solve linear equations. Mean score: 5.9 out of 8 pts. Target score: 5; 73% achievement. Obj. #3: Operations with polynomials. Mean score: 6.23 out of 8 pts. Target score: 5; 78% achievement.	Faculty attributed student proficiency to the use of the following strategies: 1. Increased group work activities. 2. A stronger review of basic arithmetic at the beginning of the course. 3. Grading/checking homework assignments. 4. Allowing re-submission of test errors for partial credit. 5. Assigning algebra websites for review when absent. 6. Faculty-developed instructional videos in streaming video made available to students for access at any time. 7. The use of a student peer mentor in one section as part of a pilot project. Faculty will continue to use these strategies in preparation for the Spring 2008 assessment. <u>Action Plan</u> 1. One section of MATH 011 will continue to participate in the student peer mentor pilot project. 2. Two or three sections will participate in a separate pilot project using the book *Math Doesn't Suck* by Danica McKellar as the basis for several reading/writing assignments.
MATH-012: Introduction to Algebra II	15 course embedded assessment items inserted into tests.	The assessment involved 150 students, 19% of students initially enrolled. The 8 FT faculty and 17 adjuncts teaching 38 sections of MATH-012 each submitted 5 student papers selected at random. Each test item represented one of the 15 course objectives. Test results indicated the percentage of students who correctly answered each test item. Thus, the data captured student levels of proficiency in achieving course objectives. Strong skill levels were set at 85% proficiency (and above). Average skill levels were set at 70% - 84% proficiency. Weak skill levels were set at below 70% proficiency. Students demonstrated strong skill levels in two objectives and average skill levels in six objectives. Students demonstrated weak skill levels in the following seven objectives: Obj. #1 – Graphing a linear equation (68%). [same in 2007] Obj. #2 – Factoring (69%) [-13%]	Faculty used the following strategies prior to the Spring 2007 assessment: 1. Small groups of students working the problems at the board. 2. Homework was either collected or corrected in class. 3. More Arithmetic examples were presented before moving on to the required algebraic topics. Faculty will continue to use these strategies in preparation for the Spring 2008 assessment. In addition, they will use small group work activities to increase student proficiency. <u>Action Plan for 2008-2009</u> 1. Areas of weakness will be communicated to all MATH 012 instructors at the beginning of each semester. 2. At least once per year, a meeting will be held to discuss the most successful strategies in presenting these topics in class. 3. The dean will ask faculty to develop group projects and mathematical games focusing on problem areas.

		Obj. #5 – Obtaining equivalent algebraic fractions when performing addition (61%) [0%] Obj. #6 – Eliminating fractions when solving equations (57%). [0%] Obj. #7– Simplifying radical expressions completely (63%). [+17%] Obj. #8 -- Multiplying radical expressions (48%) [-15%] Obj. #12 – Determining equation of a line (53%). [+10%] Faculty noted that factoring had been a proficient skills before the 13 %-pt drop in 2008. Faculty also noted that problems using fractions have shown improvement.	
MATH-151: Survey of Mathematics	12 course embedded assessment items inserted into multiple choice chapter tests on sets, logic, and probability.	The assessment involved 220 students, 32% of the census enrollment. The 5 FT faculty and 6 adjuncts teaching 22 sections of MATH-151 each submitted 10 student papers selected at random. Each test item represented one of the 12 course objectives. Test results indicated the percentage of students who correctly answered each test item. Thus, the data captured student levels of proficiency in achieving course objectives. Strong skill levels were set at 85% proficiency (and above). Average skill levels were set at 70% - 84% proficiency. Weak skill levels were set at below 70% proficiency. Students demonstrated strong skill levels in five objectives and average skill levels in four objectives. Students demonstrated weak skill levels in the following two objectives: Obj. #2 – Perform set operations using roster form (65%) [-12% from 2007] Obj. #11 – Determine a compound probability value (64%). [+6%] Two objectives in which students demonstrated strong skills increased 13% over 2006, and one objective in which students demonstrated average skills increased 11% over 2006. Also, as noted above, both objectives in which students demonstrated weak skills increased over last year, one increasing by 14%.	In preparation for the Spring 2008 assessment, faculty implemented the following strategies: 1. One instructor used the topic of "odds" as the basis of a writing assignment, and the idea was shared with other instructors. 2. Some faculty increased their checking of homework problems. <u>Action Plan for 2008-2009</u> 1. Faculty will continue using the above strategies. 2. The department will hold a meeting of all MATH 151 instructors at the beginning of the Fall 2008 Semester to discuss methods to improve the four lowest proficiencies. 3. Faculty will use small group work activities to increase student proficiency in Objectives 2 and 11.
MATH-156: Introduction to Statistics	15 course embedded assessment items inserted into tests throughout the term.	The assessment involved 120 students, 19% of the students still enrolled at the end of the term. The 5 FT faculty and 14 adjuncts teaching 23 sections each submitted 8 student papers selected at random. The assessment focused on 7 course learning objectives. For the 2008 assessment, a new tool was developed, one that measured long-term retention of fundamental concepts (i.e., what students would be expected to remember five years into the future). Successful skill levels were set at 75% proficiency and above. Moderate skill levels were set at 60% - 74% proficiency. Weak skill levels were set at below 60%. Student proficiency for 2 objectives was in the 78%-88% (successful) range and for 3 objectives in the 65%-72% (moderate) range. Student proficiency for 2 objectives was in the 56%-59% (weak) range : Interpret descriptive statistics (56%)	In preparation for the Spring 2008 assessment, faculty incorporated more writing assignments into the course. <u>Action Plan for 2008-2009</u> In preparation for the Spring 2009 assessment, the following strategies will be implemented: 1. The dean will circulate the assessment results among all full-time and adjunct faculty. 2. Statistics faculty will meet to discuss ways to strengthen the two lowest proficiencies. 3. Statistics faculty will review the assessment instrument during the fall semester.

		Probability distributions (59%)	
MATH-161: College Algebra for Math, CS, & Engineering Majors **and** **MATH- 165: College Algebra**	Common test administered during the last two weeks of the term. **Note:** Because students from MATH 161 and MATH 165 are eligible for enrollment in Precalculus, assessment data for both courses was collected using the same instrument.	The assessment involved 45 students (21% of the students enrolled at the end of the term) and 6 FT faculty and 2 adjuncts teaching 9 sections of MATH-161 and MATH-165. The assessment focused on 20 course objectives. Strong skill levels were set at 70% proficiency (and above). Moderate skill levels were set at 50% - 69% proficiency. Weak skill levels were set at below 50% proficiency. Students demonstrated strong skills in 16 objectives. Students demonstrated moderate skills in 3 objectives: Simplify rational expression (64%) [-5% from 2007] Solving radical equations (63%) [-18%] Square a binomial expression (64%) [-11%] Students demonstrated weak skills in one objective: Eliminate extraneous solutions (35%) [+5%]	Action Plan for 2008-2009 1. The assessment team will initiate a discussion on how the assessment task is presented to students and utilized in course grading, with consistency a desired outcome. 2. Faculty teaching MATH 165 and the assessment team will meet prior to the start of the semester to examine the course calendar to reallocate time on topics so that pre-requisite skills are reviewed more quickly in order to allow additional time for mastery of advanced topics. 3. Faculty will focus on developing student ability to successfully utilize processes with recall of multiple steps to identify a solution. 4. The assessment team will examine the assessment instruments and results from MATH 012 to revisit the idea of creating a 3-credit college algebra course by removing topics that overlap with MATH 012 and MATH 191.
MATH-171: Finite Mathematics	Course embedded assessment items inserted into the last two tests	The assessment involved 8 students taught by 1 FT faculty and 1 adjunct teaching 3 sections of MATH-171. The assessment focused on fourteen specific objectives clustered within four broad learning goals. Each objective was addressed by a test question. Test results indicated the percentage of students who answered each test item in either a strong, adequate, or inadequate manner. Thus, the data captured student levels of proficiency in achieving course objectives. Students who have a strong or adequate command are considered to have successfully met a particular learning objective. Faculty developed a rubric to identify student proficiency as strong, adequate, or weak. Students with strong or adequate skills were considered to have successfully mastered an assessment item. Faculty determined that student proficiency ranged from 90%-97% for 7 objectives, from 86%-88% for 2 objectives, and 78%-79% for 2 objectives. Faculty will focus on improving student learning in these objectives: Obj. 4 – Interpreting results (78%) Obj. 11 – Assesses where to pivot (79%)	Prior to the Spring 2008 assessment, faculty used the following strategies to improve student learning: 1. Faculty provided more practice in problem areas. 2. Faculty distributed more student worksheets. 3. More application review problems were assigned. 4. More emphasis was placed on how the pivot is chosen. 5. Students engaged in more group work. 5. Faculty met to align teaching of difficult concepts. Action Plan for 2008-2009 The strategies noted above will continue to be used with regard to objectives 4 and 11, which require critical thinking and interpretation.
BIOL-161: Biology I	30-item cumulative exam administered during the final week	This assessment involved 320 students enrolled in 16 sections taught by 2 FT faculty and 5 adjuncts. The assessment focused on 14 course objectives. Between 2 and 4 test questions addressed each objective. Student proficiency for the objectives ranged from 48% to 92%. The average performance was 76%, up 6 % points from 2007. For 8 objectives, student proficiency ranged from 82%-92%. For 2 objectives, proficiency was 73%-78%. For the following 4 objectives, student proficiency ranged from 48% to 67%: Obj. 3 – Chemical building blocks of life (67%) Obj. 4 – Role of DNA and proteins synthesis (67%) Obj. 5 – Early history of life (48%)	Action Plan for 2008-2009 In preparation for the Spring 2009 assessment, faculty will use the following strategies to improve student learning with regard to objectives 3, 4, 5, and 9: 1. Work collaboratively and cooperatively to make sure that all course objectives are consistently taught. 2. Enhance visual learning by directing students to animated web links that show protein synthesis, macromolecules, and bacteria. 3. Use puzzles in the laboratory for DNA/ RNA molecules and protein synthesis in order to promote kinesthetic learning.

		Obj. 9 – Bacteria (51%)	
BIOL-162: Biology II	30-item cumulative exam administered during the final week	This assessment involved 344 students enrolled in 21 sections taught by 4 FT faculty and 12 adjuncts. The assessment focused on 15 course objectives. Student proficiency ranged from 55% to 85%, up from 38% to 88% in 2006. The average proficiency was 73%, up 5 % points from 2007. For 4 objectives, student proficiency ranged from 82%-85%. For 6 objectives, the range was 71%-79%. Student proficiency was lowest for the following 5 objectives: Obj. 3: Phyla Porifera and Cnidaria (69%) Obj. 4: Flatworms and roundworms (67%) Obj. 11: Immune and endocrine systems (55%) Obj 13: Digestive and excretory systems (67%) Obj. 15: Mendel's principles and genetics (65%)	<u>Action Plan for 2008-2009</u> In selected sections, faculty will use DENT, a problem-based learning approach which requires students to Define a problem, Explore possible solutions, Narrow the choices, and Test a solution to solve authentic biological case problems. Faculty will also emphasize the following: 1. Characteristics of protists and their life cycles. 2. The distinction between acoelomate flatworms and pseudocoelomate organisms. 3. The distinction between amphibian and reptilian lifecycles and their evolution. 4. Mammalian Biology a. Role of the pituitary gland b. Antigen-antibody reactions as a mode for immunity. c. Anatomical structures
CHEM-181: General Chemistry I	24-item cumulative test embedded in the final exam administered during the final week	This assessment involved 149 students in 10 sections taught by 1 FT faculty and 3 adjuncts. The assessment focused on 12 course objectives. Each objective was addressed by 2 test questions. For 4 objectives, student proficiency ranged from 80%-88%. For 3 objectives, proficiency ranged from 73%-77%. The following five objectives fell below 70%: Obj. E: Properties of compounds in aqueous solution (64%) Obj. I: Electrons participating in chemical bonding (65%) Obj. J: Chemical bonding (46%) Obj. K: Structure of simple molecules (54%) Obj. L: Gas laws (57%) The average proficiency was 70%. There was no 2007 data to compare with the 2008 results. Faculty noted that the student proficiency was weakest in areas requiring visual understanding and manipulations of chemical bonding.	<u>Action Plan for 2008-2009</u> 1. Since students demonstrated visual deficiency in problem solving, faculty will incorporate molecular modeling and visual reinforcements in all lectures focusing on objectives I, J, and K. 2. Faculty will direct students to modeling kits in the lab so that they can practice with the models outside of class. 3. Faculty will give homework assignments which use online technology such as OWL Thompson Learning, a publishing company's website which offers two programs on molecular modeling. At present, 50% of the students in CHEM 181 have not been introduced to this feature. A representative from the publishing company will be invited to demonstrate the use of this feature to faculty and students. 4. Faculty will use props in class and practice sheets to reinforce skills pertaining to the visualization of molecular bonding.
CHEM-182: General Chemistry II	20-item cumulative test embedded in an exam administered during the final weeks of the term.	This assessment involved 78 students in 7 sections taught by 3 FT faculty. The assessment focused on 10 course objectives. Each objective was addressed by two test items. Student proficiency ranged from 81%-91% for 2 objectives and from 73%-78% for 3 objectives. Student proficiency fell fellow 70% for the following objectives: Obj. 2: Solutions of gases, liquids, and solids (68%) Obj. 5: Chemical reactions involving acids and Bases (52%) Obj. 6: Chemical reactions leading to insoluble Salts (54%) Obj. 8: Reduction-oxidation reactions pertaining to a voltaic cell (69%) Obj. 10: Nuclear reactions and changes to the nucleus of an atom (63%) The average proficiency was 70%, compared to 85% in 2007 and 50% in 2006.	In preparation for the Spring 2008 assessment, faculty had used the following strategies to improve student proficiency with regard to objective #5. 1. Use of case studies to illustrate a scientific dilemma and stimulate discussions of alternative solutions to the problem. 2. Cooperative and collaborative group activities in the laboratory <u>Action Plan for 2008-2009</u> 1. To improve student understanding of equilibrium in an aqueous environment (obj. 5 & 6), faculty will: a. Provide more examples in class b. Use more visual aids in lectures and labs c. More closely align lecture and lab topics 2. To improve student understanding of nuclear chemistry (obj. 10), faculty will use more visual aids and hands-on activities.
NURS-176: Nursing II	40-item multiple-choice test embedded in the	This assessment involved 94 students, 73 enrolled in the traditional program and 21 in the OSOL section. The assessment focused on 9 objectives for the	<u>Action Plan for 2008-2009</u> 1. Continued in-class emphasis and reinforcement

	final exam	Medical Surgical component of the course and 9 objectives for the Mental Health/Illness component (each component taught for 7.5 weeks). All test questions were written in the NCLEX style to mimic the licensing test which students take upon graduation from the Nursing program. That is, the questions are written at the Bloom Taxonomy level of comprehension and application. For the combined Medical Surgical and Mental Health/Illness components, student proficiency ranged from 65% to 89%. Student proficiency ranged from 81%-89% for 2 objectives, from 70%-76% for 4 objectives, and from 65%-69% for the following 3 objectives: Obj 1: Perform an integrated assessment of a patient's health (65%) Obj 3: Utilize appropriate therapeutic communication (68%) Obj. 9: Compare/contrast wellness vs. illness behaviors (69%) For two objectives, faculty noted a significant difference between student scores in the two course components. Although Obj. 6 averaged 70%, student proficiency was 59% and 81% in the respective course components. Although Obj. 9 averaged 69%, student proficiency was 39% and 98% in the respective course components. Therefore, improvement in student learning should occur not only with regard to the objectives noted above but also with regard to obj. 6: Collaboration with staff, peers, and faculty.	of the course objectives, particularly 1, 3, 6, and 9. 2. Continued use of the following strategies: lecture, PowerPoint presentations, audio tapes of prior lectures, movies, practice test questions, Socratic questioning, collaborative and group work, case study analysis, modeling, and use of a cognitive apprenticeship model. 3. Continued use of multifaceted assessment, including case study analyses, multiple choice tests, short answer questions, essays, weekly journals, video practicums, and critical analysis writing assignments. 4. Extensive monitoring practice with the ATI testing program. 5. Continued referral of students to the Center for Academic Services and the Counseling Center. 6. Continued efforts to refine assessment instruments, create relevant case studies, find multimedia resources, and use resources identified in educational literature.
HEHP-225: Contemporary Health	20-question pre-test/post-test	The assessment involved 83 students in 6 sections taught by 2 FT faculty, and 3 adjunct faculty. The assessment focused on 13 objectives. The 20 test questions had already been aligned with the course learning objectives, and 1-3 test questions focused on each objective. The average score on the pre-test was 50%, indicating a high degree of difficulty for students entering HEHP-225. The average score on the post-test was 96%, up from 90% in 2007. Overall, there was a 46 point gain from pre-test to post-test. For all course objectives, student proficiency was over 94% or higher.	Prior to the Spring 2008 assessment, faculty used one or more of the following strategies to improve student learning: 1. Employ effective ways to present a common experience to engage students: (a) first-person experience short readings (oral histories, diaries, and memoirs); (b) review of prior learning; (c) self-assessment questionnaires; (d) total group response (develop a human graph, team member teaching, student academic games); 2. Use case studies to illustrate a scientific dilemma and stimulate discussions of alternative solutions to the problem. 3. Employ discoverable tutorial questions that foster engagement. 4. Use of role play and vignettes where learners explore human relations problems by enacting situations, followed by discussion. 5. Use simulations and games where learners can practice coping with stressful, unfamiliar, or complex situations. Faculty will continue to use these strategies in preparation for the Spring 2009 assessment.
EDUC-175: Introduction to Teaching	A 40-item multiple choice test scored by Scantron	The assessment involved 193 students in 6 sections taught by 2 full-time faculty member and 3 adjuncts. The assessment focused on 13 course objectives. For 4 objectives, student achievement was in the 70%-79% range. For 7 objectives, student achievement was in the 80%-90% range. Student proficiency fell below 70% for the following objectives:	<u>Action Plan for 2008-2009</u> 1. Continue to use a PowerPoint presentation on current school funding. [Obj. #6] The dean will require adjuncts to upload this presentation onto their Ocean Cruiser class shells. 2. The dean will continue to meet with all faculty members to emphasize the course learning objectives.

		Obj. 2 – Knowledge of government bodies that influence education (68%) Obj. 10 – Designing lesson plans (61%, down 72% in 2007 but up from 13% in 2006)	Note: No specific actions were offered concerning Obj. 2.
EDUC-178: Introduction to the Education of Exceptional Students	A 30-item objective test	The assessment involved 51 students in 3 sections taught by 1 full-time faculty members and 2 adjuncts. The assessment focused on 10 course objectives. For 6 objectives, student proficiency ranged from 83%-95%. For 1 objective, proficiency was 77%. Data indicated that 3 objectives fell in the 53%-54% range: Obj. 2 – Describe the causes and contributory factors of exceptional children (53%) Obj. 5 – Types of learning environments for exceptional children (53%) Obj. 6 – Steps in the assessment process (54%) **NOTE: Low student proficiency in the objectives noted requires urgent attention.**	Action Plan for 2008-2009 1. Continue to use a slide exhibiting a completed Individual Education Plan (IEP) with names, district, and other identifying information removed. [See objectives 5 & 6.] 2. Review each aspect of the IEP with reference to the law, parent/student involvement, and Least Restrictive Environment. [See objectives 5 & 6.] 3. The dean will continue to meet with all faculty members to emphasize the course learning objectives. 4. To maintain improvements which have occurred pertaining to objective 8, faculty will continue to use a slide presentation focusing on the transition from school to work. The presentation will be uploaded into each instructor's Ocean Cruiser course shell.
HIST-171: Western Civilization I	A 38-item multiple choice and T/F test scored by Scantron.	The assessment involved 618 students in 21 sections taught by 1 full-time faculty member and 15 adjuncts. The assessment focused on 12 course objectives. Student proficiency ranged from 82%-91% for 6 objectives and 76%-79% for 3 objectives. The following objectives fell at or below 70%: Obj. 1: Neolithic Revolution (47%, down from 82% in 2007)) Obj. 7: Ancient societies (60%, down from 86% in 2007) Obj. 10: Medieval Catholic Church (67%, down from 81% in 2007) **NOTE: Low student proficiency in the objectives noted requires urgent attention.**	Action Plan: 2008-2009 1. Provide review activities prior to final examinations and post these to Ocean Cruiser. 2. Share URL sites to reinforce points of emphasis covered by the assessment instrument. 3. The dean will continue to meet with faculty members to emphasize the course learning objectives. 4. Because the actions noted above had been used in the past and failed to improve student learning, the dean will require adjuncts to develop a series of activities and points of emphasis pertaining to these objectives, including a definition of terms, ways to revisit and reinforce learning outcomes prior to the test, collaborative group work, and examples of writing assignments that address the college's Writing Across the Curriculum policy.
HIST-172: Western Civilization II	A 40-item multiple choice test scored by Scantron.	The assessment involved 495 students in 24 sections taught by 1 full-time faculty member and 19 adjuncts. The assessment focused on 11 course objectives. Student proficiency ranged from 83%-93% for 5 objectives and 71%-78% for 6 objectives.	Action Plan: 2008-2009 1. Provide review activities prior to final examinations and post these to Ocean Cruiser. 2. Share URL sites to reinforce points of emphasis covered by the assessment instrument. 3. The dean will continue to meet with all faculty members to emphasize the course learning objectives.
HIST-173: US History I	A 40-item multiple choice and T/F test scored by Scantron.	The assessment involved 178 students in 10 sections taught by 1 full-time faculty members and 7 adjuncts. The assessment focused on 11 course objectives. Student proficiency ranged from 86%-95% for 3 objectives and from 73%-76% for 6 objectives. For the following objectives, proficiency fell below 70%: Obj. 4: Rise of capitalism and mercantilism in Europe and the Americas and the French and Indian War in North America (68%) Obj. 5: The American Revolution and the writing of the Declaration of Independence (69%)	Action Plan: 2008-2009 1. Provide review activities prior to final examinations and post these to Ocean Cruiser. 2. Share URL sites to reinforce points of emphasis covered by the assessment instrument. 3. The dean will continue to meet with faculty members to emphasize the course learning objectives. 4. Because the actions noted above had been used in the past and failed to improve student learning, the dean will require adjuncts to develop a series of activities and points of emphasis pertaining to these objectives, including a definition of terms, ways to revisit and reinforce learning outcomes prior to the test, collaborative group work, and

			examples of writing assignments that address the college's Writing Across the Curriculum policy.
HIST-174: US History II	A 41-item multiple choice and T/F test scored by Scantron.	The assessment involved 197 students in 8 sections taught by 6 adjuncts. The assessment focused on 11 course objectives. Student proficiency ranged from 80%-89% for 2 objectives and from 73%-76% for 4 objectives. Student proficiency fell at or below 60% for the following objectives: Obj. 1 – The Reconstruction (64%, down from 68% in 2007) Obj. 3 – Progressive Presidents (51%, down from 54% in 2007) Obj. 5 – Impact of European Ideologies on America (60%, down from 68% in 2007) Obj. 10 – Civil War to Progressive Era 9 (57%, down from 60% in 2007) Obj. 11 – US policy towards American Indians (66%, down from 69% in 2007) **NOTE: Low student proficiency in the objectives noted requires urgent attention.**	<u>Action Plan: 2008-2009</u> 1. Provide review activities prior to final examinations and post these to Ocean Cruiser. 2. Share URL sites to reinforce points of emphasis covered by the assessment instrument. 3. The dean will continue to meet with faculty members to emphasize the course learning objectives. 4. The actions noted above had been planned following the 2007 assessment but were not implemented consistently among all history faculty. This failure to implement the strategies contributed to the decline in scores which were already unacceptable in 2007 and which declined further in 2008. Therefore, the following actions will occur: a. The dean will require adjunct faculty to develop a series of activities and points of emphasis pertaining to these objectives, including a definition of terms, ways to revisit and reinforce learning outcomes prior to the test, collaborative group work, and examples of writing assignments that address the college's Writing Across the Curriculum policy. b. The department will establish a professional development team in American History. The team will conduct a special mandatory roundtable for all adjuncts and full-time faculty teaching HIST 174 early in the Fall 2008 Semester. The roundtable will directly relate all the course learning outcomes in US History II to successful teaching practices. The team members will also become resource individuals who may be contacted during the semester. c. The assessment will be re-administered in Fall 2008 to determine if the strategies above have resulted in improved learning.
PSYC-172: General Psychology	A 50-item T/F test scored by Scantron.	The assessment involved 651 students in 30 sections taught by 5 full-time faculty members and 6 adjuncts. The assessment focused on 15 course objectives. Student proficiency ranged form 81%-96% for 7 objectives and from 73%-78% for 5 objectives. Student proficiency fell below 70% for the following objectives: Obj. 9: Sensation and perception (65%, down from 71% in 2007) Obj. 10: Theories of motivation (66%, down from 69% in 2007) Obj. 12: Current theories of cognition (68%, down from 71% in 2007)	<u>Action Plan: 2008-2009</u> 1. Provide review activities prior to final examinations and post these to Ocean Cruiser. 2. Share URL sites to reinforce points of emphasis covered by the assessment instrument. 3. The dean will continue to meet with faculty members to emphasize the course learning objectives. 4. The actions noted above had been planned following the 2007 assessment but were not implemented consistently among all psychology faculty. This failure to implement the strategies contributed to the decline in scores which were already unacceptable in 2007 and which declined further in 2008. Therefore, the following actions will occur: a. The dean will require adjunct faculty to develop a series of activities and points of emphasis pertaining to these objectives, including a definition of terms, ways to revisit and reinforce learning outcomes prior to the test, collaborative group work, and examples of writing assignments that address the college's Writing Across the Curriculum policy. b. The department will establish a professional development team in General Psychology. The team will conduct a special mandatory roundtable for all adjuncts and full-time faculty teaching PSYC 172 early in the Fall 2008 Semester. The roundtable will directly relate all the course learning outcomes in General Psychology to successful teaching practices. The team members will also become resource individuals who may be contacted during the semester. c. The assessment will be re-administered in Fall 2008 to determine if the strategies above have resulted in improved

			learning.
PSYC-173: Child Psychology	A 50-item multiple choice test scored by Scantron.	The assessment involved 197 students in 11 sections taught by 3 full-time faculty member and 5 adjuncts. The assessment focused on 8 course objectives. Student proficiency in all objectives of PSYC 173 fell below 70%. Student proficiency ranged from 62%-69% for 2 objectives, from 40%-52% for 5 objectives, and was 37% for 1 objective. **NOTE: Low student proficiency in this course requires urgent attention.**	Action Plan: 2008-2009 1. Provide review activities prior to final examinations and post these to Ocean Cruiser. 2. Share URL sites to reinforce points of emphasis covered by the assessment instrument. 3. The dean will continue to meet with faculty members to emphasize the course learning objectives. 4. The actions noted above had been planned following the 2007 assessment but were not implemented consistently among all psychology faculty. This failure to implement the strategies contributed to the decline in scores in 2008. Therefore, the following actions will occur: a. The dean will require adjunct faculty to develop a series of activities and points of emphasis pertaining to these objectives, including a definition of terms, ways to revisit and reinforce learning outcomes prior to the test, collaborative group work, and examples of writing assignments that address the college's Writing Across the Curriculum policy. b. The department will establish a professional development team in Child Psychology. The team will conduct a special mandatory roundtable for all adjuncts and full-time faculty teaching PSYC 173 early in the Fall 2008 Semester. The roundtable will directly relate all the course learning outcomes in Child Psychology to successful teaching practices. The team members will also become resource individuals who may be contacted during the semester. c. The assessment will be re-administered in Fall 2008 to determine if the strategies above have resulted in improved learning.
POLI-183: Introduction to Political Science	A 50-item multiple choice test scored by Scantron.	The assessment involved 45 students in 2 sections taught by 1 full-time faculty member and 1 adjunct. The assessment focused on 8 course objectives. Student proficiency ranged from 83%-87% for 3 objectives and 72%-79% for 4 objectives. Student proficiency fell below 60% for the following objective: Obj. 6: The process of modernization (59%, down from 88% in 2007)	Action Plan for 2008-2009 The newly hired full-time faculty member Brad Young will integrate collaborative learning with the college's Writing Across the Curriculum Policy.
SOCI-181: Introduction to Sociology	A 38-item multiple choice test scored by Scantron.	The assessment involved 637 students in 25 sections, taught by 2 full-time and faculty and 13 adjuncts. The assessment focused on 21 course objectives. Student proficiency ranged from 80%-95% for 13 objectives and from 70%-79% for 6 objectives. Student proficiency fell below 65% for the following objectives: Obj. 2: Sociological theory (64%, up from 52% in 2007) Obj. 10: Nature vs. nurture theories of development (63%, up from 61% in 2007)	Action Plan for 2008-2009 The newly hired full-time faculty members Maria Flynn and Anita Woolery have developed strategies that integrate film, Writing Across the Curriculum, and a classroom presentation. These strategies will be distributed to all adjunct faculty by the dean. Both professors will provide additional mentoring if requested by any adjunct faculty.

Appendix 4: OCC General Education Skills Test Outcomes, 2006-2008

	2006 Spring Semester		GCU 2006 Spring		2007 Spring Semester		2008 Spring Semester	
	Number	Average Score	Number	Average Score	Number	Average Score	Number	Average Score
Age Range								
18-24 yrs.	147	49.3%	6	58.0%	21	63%	60	50%
25-35 yrs.	23	54.3%	6	49.7%	2	74%	20	56%
36-50 yrs.	14	53.6%	6	59.2%	3	66%	13	54%
over 50 yrs.	7	54.6%	1	n/a	0	n/a	4	53%
Blank	0		0		0		1	
Errors	0		0		0		0	
Total	191		19		26		98	
Gender								
Male	66	52.9%	1	66.0%	14	64%	30	55%
Female	124	49.3%	17	55.0%	12	64%	68	51%
Blank	0		1		0		0	
Errors	1		0		0		0	
Total	191		19		26		98	
Degree								
AA	72	52.7%	0	n/a	10	63%	40	52%
AS	68	51.6%	0	n/a	14	65%	22	53%
AAS	17	42.7%	0	n/a	0	n/a	19	53%
Certificate	7	41.3%	15	55.6%	0	n/a	4	43%
None	25	50.0%	3	n/a	2	63%	12	54%
Blank	2		1		0		1	
Errors	0		0		0		0	
Total	191		19		26		98	
FT/PT Status								
FT	139	50.6%	8	57.4%	19	63%	83	51%
PT	49	51.2%	10	54.2%	7	67%	14	56%
Blank	1		1		0		1	
Errors	2		0		0		0	
Total	191		19		26		98	
Transfer								
Yes	153	52.0%	0	n/a	25	64%	79	52%
No	34	44.8%	18	55.6%	1	63%	19	53%
Blank	0		1		0		0	
Errors	4		0		0		0	
Total	191		19		26		98	
Credits								
<30	38	48.4%	0	n/a	0	n/a	1	63%
30-60	102	50.6%	1	81.0%	14	65%	40	48%

61-90	38	48.6%	2	59.0%	11	64%	36	55%
>90	10	61.7%	15	53.8%	1	56%	20	54%
Blank	3		1		0		1	
Errors	0		0		0		0	
Total	191		19		26		98	
GenEd Credits Completed								
None	15	47.0%	1	n/a	0	n/a	0	
25%	45	50.9%	1	n/a	0	n/a	0	
about 50%	51	47.9%	0	n/a	9	66%	0	
about 75%	32	49.0%	5	56.2%	7	61%	41	52%
100%	39	55.8%	11	56.3%	10	65%	57	52%
Blank	9		1		0		0	
Errors	0		0		0		0	
Total	191		19		26		98	
Summary	**2006 Spring Semester**		**GCU 2006 Spring**		**2007 Spring Semester**		**2008 Spring Semester**	
Average score	16.2 out of 32 = 50.6%		17.8 out of 32 = 55.6%		20.5 out of 32 = 64%		16.7 our of 32 = 52%	
Median Score	16		17		20.5		16.5	
Standard deviation	50.7		4.47		3.26		4.92	
Highest & Lowest Score	28 / 4		26 / 11		29 / 16		26 / 6	