

# **Union County College**

**Middle States Commission on Higher Education**

## **Periodic Review Report**

**Presented by: Union County College**

**June 2012**

**Chief Executive Officer:  
Dr. Margaret M. McMEnamin, President**

**Date of Most Recent Decennial Evaluation Team's Visit: 2007**

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**Middle States Commission on Higher Education**

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**Certification Statement:  
Compliance with MSCHE Requirements of Affiliation and  
Federal Title IV Requirements  
Effective November 8, 2011**

\_\_\_ Union County College \_\_\_\_\_  
(Name of Institution)

is seeking (*Check one*):      \_\_\_ Initial Accreditation  
   \_\_\_ Reaffirmation of Accreditation through Self Study  
     X   Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

*This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.*

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

\_\_\_ Exceptions are noted in the attached memorandum (*Check if applicable*)

\_\_\_\_\_  
(Chief Executive Officer)

\_\_\_ May 23, 2012 \_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Chair, Board of Trustees or Directors)

\_\_\_ May 23, 2012 \_\_\_\_\_  
(Date)

## Chapter I Executive

### Summary

The first of New Jersey's 19 community colleges, Union County College was founded in 1933 as a private, liberal arts institution. Almost eight decades later, Union County College has evolved into a comprehensive community college which today offers 77 Associate Degree and Certificate programs, as well as opportunities for continuing education and workforce development. In FY 2011, the College enrolled 28,783 credit and non-credit students.

In 2010, Dr. Margaret M. McMenamín became the seventh President of Union County College. By 2011, the College had a new Vice President of Academic Affairs, Dr. Maris Lown, and a new Vice President of Administrative Services and Executive Assistant to the President, Dr. Stephen Nacco.

The President focused the College on a discussion of mission, and on October 1, 2011 presented information on mission, environmental factors, and planning to the members of the Boards of Trustees and Governors at Retreat 2011. Information on the development of the new Academic Master Plan and Facilities Master Plan was also presented to the Board members at the retreat.

#### **Development of the Periodic Review Report (PRR)**

The first meeting of the PRR Steering Committee occurred on October 12, 2010. Dr. McMenamín explained the importance of accreditation to the College and to our students. She said, "Faculty and administrators as leaders of the institution will work together to prepare a report that shows the College is in compliance with Middle States' standards." The PRR Steering Committee was comprised of six faculty members and six administrators who served as co-chairs of six subcommittees. The PRR Steering Committee also included a faculty member who served as editor. A total of 75 faculty and staff served on PRR committees ([Exhibit 1](#)). Meetings of the PRR Steering Committee and Subcommittees continued through December, 2011 as reports were finalized. Two presentations were made to the Boards of Trustees and Governors to provide them with background information on accreditation and on the Middle States Commission on Higher Education as well as to provide them with a progress report on the PRR. A draft PRR was emailed to members of the Boards of Trustees and Governors, faculty, and staff on March 12, 2012 with a request for comments to be submitted by April 5, 2012. Hearings were also scheduled on each campus to receive comments. The PRR was revised based on the comments and was emailed on April 17, 2012 to the College community. On May 22, 2012, the Board of Trustees and Board of Governors adopted a resolution accepting the PRR and authorizing its submission to Middle States.

#### **Major Institutional Changes and Developments**

Dr. McMenamín created a President's Leadership Council (PLC) which is comprised of the Vice-Presidents, Provosts, Executive Director of College Relations, Interim Executive Director of the Union County College Foundation, Chair of the Faculty, Internal Auditor, Dean of Students, Director of Public Safety, Director of Continuing and Professional Education,

Affirmative Action Officer, Coordinator for Professional Development & Retention Initiatives, Registrar, Controller, Manager of Legal Services, Director of Facilities, Chief Information Officer, Director of Resource Development, Assistant Dean of the Center for Economic & Workforce Development, Director of Counseling, Coordinator for Professional Development & Retention Initiatives and Research Associate. The PLC meets once a month to report on their areas.

A fire on the Plainfield Campus destroyed the Annex Building in September 2011. The faculty and students of the American Sign Language and Paramedic programs were relocated to the Elizabeth Campus. Plans have been developed to rebuild and renovate the Plainfield Campus in FY 2013. The library will be moved from the lower level of the Logos Building to the rebuilt Annex Building.

In 2012, construction will begin on a new 32,600 sq. ft. Student Services Building on the Cranford Campus. This is consistent with promoting a climate of student success and student success outcomes which are the highest priority initiatives as can be seen in the 2011-12 Strategic Planning Matrix ([Exhibit 2](#)).

In 2011, the College set a 15-year high in the graduation rate. Students are graduating at a rate almost 3 percentage points higher than in 2009. The College's IPEDS "150% of normal time graduation rate" was 5.9% in 2009, 7.3% in 2010 and 8.8% in 2011. The College has joined with the other 18 New Jersey Community Colleges in their commitment to the Completion Agenda, a model that targets the number of graduates by institution to the year 2020. The College is currently on pace to exceed the 2020 completion targets that President Obama has established for community colleges.

The wireless network was expanded to all buildings on the Cranford, Elizabeth, and Plainfield Campuses in 2012.

## **PRR Abstract**

Chapter 2 addresses the recommendations made by the Middle States Team in 2007 for Standards 7, 8, 12, and 14. For Standard 7, assessment results are shown for the mission and each of the College's goals. Further, information is provided for each goal on the use of the assessment results to change and strengthen the College.

In Standard 8, examples of assessments of student learning outcomes in orientation, athletics, counseling, financial aid, and testing are provided. In addition, the development of Learning Communities (LCs) in developmental Math and English, ESL, UCC 101, Center for Student Success, and in Science, Technology, Engineering, and Math (STEM) courses are described. These LC paired courses are linked to targeted tutoring support from the Academic Learning Centers (ALC) and individualized counseling to improve student success.

In Standard 12, the results of a standardized test of general education are summarized. It is also shown that more than 56% of general education courses have been assessed and that 64% of these courses have been reassessed. In addition, four highly enrolled, multi-section courses adopted common course-wide assessment measures.

Finally, multiple recommendations were made in Standard 14. A master syllabi template was developed and used in over 80% of the courses. A learning outcomes assessment grid was developed to assess students learning outcomes at the course level. A process has been developed for faculty to submit assessment data annually to the Learning Outcomes Committee (LOC) which in turn provides feedback to faculty members for improvement.

All degree programs have measurable student learning outcomes which have been mapped to the student learning outcomes in the courses. The Academic Program Review process has reviewed 33 programs since 2007. As a result, 9 programs/options have been discontinued and 3 new programs developed.

The LOC shares assessment information with the Academic Department Chairpersons who in turn share the assessment information with their department faculty. Areas of improvement are noted in plans and communicated to faculty within the department and at faculty meetings. Written and verbal reports of outcomes assessment promote continuous improvement in course offerings and are used to improve teaching and learning within programs. In several programs, assessment information is shared with Program Advisory Committees. Additionally, professional development opportunities have been provided to the faculty to support the culture of assessment.

Chapter 3 addresses the College's challenges and opportunities. In Chapter 3, the following challenges were identified: enrollment declined in Fall 2011 for the first time since Fall 2005, enrollment is projected to remain stable or decline over the next three years, 64% of the College's revenue in FY 2011 was student tuition and fees, changes to Pell Grants will slow students' progress toward completing degrees, performance funding may be implemented at the state level, and accountability demands are increasing.

The College has opportunities to build new or renovate facilities on three of its campuses over the next three years. Technology enhancements are being made on all three campuses with the addition of multi-media classrooms and wireless access. The College is expanding its partnerships with Union County high schools to provide placement testing to high school students. A Student Success Plan is being developed that will focus attention on course completion, retention, graduation, transfer and job placement rates.

Chapter 4 presents specific information on the enrollment projections and assumptions upon which the projections were based through FY 2015. In addition, detailed financial budgets through FY 2015 were developed.

Chapter 5 describes the process for the assessment of institutional effectiveness and how it has changed. College-wide reports that are utilized to monitor progress on initiatives or performance indicators are identified. Assessment information at the institutional, program, and course level is described as well as the ways in which the information was used at each of these levels to effect positive change on the institution.

In Chapter 6, the current planning process is described and information is presented on the prior planning process. The budgeting process is also described. The work of the Strategic Planning Advisory Committee and the steps taken to link planning and budgeting are defined.

## Chapter II

### Responses to Recommendations from the Previous Decennial Evaluation

#### Standard 7, Institutional Assessment

##### Recommendation

*The College needs to demonstrate how it uses assessment results in all areas to effect positive change in the institution (Middle States Evaluation Report (MSER), May 2007).*

##### Mission

Union County College is an open admissions institution with a mission to serve the higher education needs of Union County residents. The Mission, Goals, and Objectives were adopted by the Board of Trustees in 2004 and updated in 2009. Strategic Plans through 2012 included the Mission and Goals (**Exhibits 3 & 4, p. 5-6**) as does the College Catalog (**Exhibit 183, p. 5-7**).

In 2010, Dr. Margaret M. McMenamain became the seventh President of Union County College and focused the institution on a discussion of mission, its implications for the College and the development of a 2012-2015 Academic Master Plan. Dr. McMenamain led a Board Retreat in 2011 that included information on mission, environmental factors, and planning (**Exhibit 5, p. 17-18**). In 2011-12, Dr. McMenamain instituted a new planning tool, the Strategic Planning Matrix which includes the initiatives and actions planned for that year (**Exhibit 2**). The Matrix is derived from the initiatives identified in the Facilities Master Plan, the Academic Master Plan (in development), and the Technology Plan and establishes priorities for their execution (**Exhibits 6, 7, 8**). A college-wide dashboard of Key Performance Indicators (KPIs) has been developed and shared with the Educational Planning and Policy Committee of the Board (**Exhibit 9**). The indicators in the dashboard show progress made over multiple years toward reaching the outcomes that were developed to implement the mission of the College. In 2012, a committee of faculty and staff was formed to review the College's Mission, Philosophy, Goals, and Objectives to ensure they reflect the current environment.

Evidence of the realization of the mission can be found in the record breaking enrollment that occurred from 2007 to 2010. More than 70% of the more than 30,000 students enrolled (credit and noncredit) in each of the past five years reside in Union County Every municipality in the County is represented in the profile of the students (**Exhibits 10, 11, 12, 13**). A county-wide needs assessment will occur in 2013-14 (Institutional Effectiveness Plan, 2.a, p. 5).

The economic impact of the College on Union County shows the degree to which the College contributes to the local economy as well as to the creation of jobs. In FY 2010, the College's spending on payroll and purchasing directly and indirectly generated about \$78 million in economic output and 1,185 full-time equated (FTE) jobs in Union County (**Exhibit 14, p. 4**). This was approximately a 21% increase in the economic impact of the College on the County as compared to FY 2008 when the total impact was \$64.5 million and the number of jobs attributable to the College was 1,058 FTE (**Exhibit 15, p. 4**). This information was reported to the Board of

School Estimate at the budget request hearing. In FY 2011, the College received an increase of more than \$200,000 in County support after two years of level funding.

The College has developed an Institutional Effectiveness Plan (IEP) which reflects all elements of College Assessment. The Plan is derived from the Mission and Goals and clearly identifies assessment strategies which, in this document, are reported through the College Goals on pages 6 through 7 of this report. Key Performance Indicators are identified by an asterisk. The following outline identifies the elements of the Institutional Effectiveness Plan ([Exhibit 186](#)).

- 1. Mission/Goals**
- 2. College Wide Assessment**
  - a. Community Needs Assessment
  - b. Community College Survey of Student Engagement
  - c. Student Satisfaction Inventory
  - d. Graduation Rates\*
  - e. Graduation Numbers\*
  - f. Retention\*
  - g. Developmental Students Completion in 1<sup>st</sup> College Course
  - h. Transfer Rates\*
  - i. Graduate Surveys
  - j. Employer Surveys
  - k. Job Placement\*
- 3. Strategic Plans**
  - a. Academic Master Plan
  - b. Technology Master Plan
  - c. Student Services Master Plan
  - d. Facilities Master Plan
  - e. Administrative Services Master Plan
  - f. Matrix
- 4. Academic Assessment**
  - a. Proficiency Profile (General Education)
  - b. Program/Course Assessment\*
  - c. Program Review
- 5. Student Services Assessment**
  - a. New Student Orientation Survey
  - b. Student with Learning Disabilities Survey
  - c. Evaluation of Transfer Workshops
- 6. Business and Finance Assessment**
  - a. Audit
- 7. Administrative Services Assessment**
  - a. Student Evaluations
- 8. Planning, Assessment and Budget**
  - a. Matrix
  - b. Departmental Plans
  - c. Budget Development

\*Key Performance Indicator



Each of the following fifteen goals incorporates the results of one or more of the elements of the IEP. In addition, the strategies in the Matrix are also referenced in the Goals. Planning and budgeting are integrated into the Goals through the Matrix.

**Goal I: Provide a series of relevant general education courses for all students.**

The College learning outcomes of communication and reasoning ability (IEP 4.a) which are identified in Goal I are embedded in the graduate survey (IEP 2.i). Trends in the annual graduate survey results show that 70 percent or more of the graduates from 2006 to 2010 felt that the College contributed to their growth in communication skills and reasoning ability ([Exhibit 16, p. 19-20](#)). Similar results from the most recent survey of employers (IEP 2.j) show that 90 percent of the employers felt graduates were adequately or very adequately prepared with regard to communication skills and quantitative reasoning ([Exhibit 17, p. 6](#)).

While graduates and employers perceive students were adequately prepared in specific general education skill areas, the results of the Measure of Academic Proficiency and Progress (MAPP), a standardized assessment of general education outcomes published by the Educational Testing Service which was administered to 675 students in Fall 2009 (IEP 4.a), show their mean scaled scores were significantly lower than the norm group of Associate Degree college students ([Exhibit 18](#)). A standardized assessment is administered to sophomores every four years.

As a result of the 2009 data, emphasis has been placed on assessing and enhancing general education courses. Information on general education outcomes assessment is presented in Chapter II, Standard 12, p. 27. The assessment of course outcomes provided evidence of the accomplishment of the Strategic Plan, 2010-2012 initiative to continue to assess student learning outcomes and information literacy as well as the Strategic Planning Matrix, 2011-12 action plan I.A.2., Student learning outcomes.

**Goal II: Provide transfer programs and courses for students who want to continue their education at four year institutions.**

The College currently offers 44 A.A. or A.S. degree programs/options. The percentage of degree-seeking students enrolled in transfer programs in Fall semesters over the past five years ranged from 78% to 84% ([Exhibits 19, 20, 21, 22, 23, B 2.2](#)). Similarly, the trend in degrees conferred by degree type from 2007 to 2011 shows that 79% to 84% of degrees conferred each year were in transfer programs ([Exhibit 24, Table G](#)). In addition, transfer rates as measured by the IPEDS Graduation Rate Survey have increased over the past five years from 14.5% to 23.1% (IEP 2.h). These results show that progress is being made in accomplishing the Strategic Plan, 2010-2012 initiative to increase the retention (IEP 2.f) and graduation rates (IEP 2.d) of students as well as in the Strategic Planning Matrix, 2011-12, action plan I.A.3., Student retention and graduation.

Results of follow-up surveys of graduates (IEP 2.i) from 2006 to 2010 show that 44% to 51% of the respondents who earned an A.A. or A.S. degree continued their education within one year after graduation ([Exhibits 16, 25, 26, 27, 28, Table 31](#)). Approximately 79% to 85% of the respondents over these years rated their preparation for further education as good to excellent in each of the past five follow-up surveys ([Exhibits 16, 25, 26, 27, 28, Table 40](#)).

From 2007 to 2011, 26 transfer programs/options were reviewed as part of the academic program review process (IEP 4.c) ([Exhibits 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54](#)). The following seven program/options were de-registered: Engineering/Management, Physical Science, Business/Banking, Liberal Arts/Computer Science/Math, Liberal Arts/Urban Studies, Liberal Arts/Women Studies, and Gerontology primarily due to low enrollment and high cost. In addition, a new Engineering/Sustainability (A.S.) program was developed. This is evidence of the accomplishment of the 2011-12 Strategic Planning Matrix, action plan I.B.1., Academic program reviews.

The Cooperative Programs in Professional Nursing with Trinitas School of Nursing and JFK Muhlenberg Harold B. and Dorothy A. Snyder School of Nursing are accredited by the National League for Nursing (NLN) Accrediting Commission and approved by the New Jersey State Board for Nursing. The Trinitas School of Nursing has been designated as an NLN Center of Excellence in Nursing Education for 2011-2015. Passing rates on the NCLEX-RN in 2010 were 100% for graduates of the Trinitas School of Nursing. Passing rates on the NCLEX-RN for JFK Muhlenberg nursing graduates were 94.32%.

The JFK Muhlenberg Nuclear Medicine Technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology and the New Jersey Department of Environmental Protection, Radiologic Technology Board of Examiners. Passing rates in 2010 were 100%.

The JFK Muhlenberg Diagnostic Medical Sonography program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) with the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). Passing rates in 2010 were 100%.

The Joint Review Committee on Education in Radiologic Technology and the New Jersey Department of Environmental Protection, Radiologic Technology Board of Examiners accredit the JFK Muhlenberg Amplified Program in Radiography. In 2010, 100% of the graduates passed the licensure exam.

Excellence in transfer programs is also achieved through assessment of program learning outcomes (IEP 4.b). For example, see Chapter II, p. 37 for the use of the American Chemical Society Division of Chemical Education Organic Chemistry Test by the Chemistry Department with students who are Chemistry majors in the Chemistry program's last chemistry course. Another example on p. 36 shows the use of a capstone project to assess the learning outcomes in the Paralegal Studies Program. The project is assessed by experts from the Advisory Committee using a common rubric that measures specific skills linked to program learning outcomes.

### **Goal III: Provide career programs to prepare students to function in a technologically and socially changing world.**

The College currently offers 21 A.A.S. degree programs/options, 10 certificate programs, and two certificate of achievement programs. Approximately 16% to 22% of the degree-seeking students enrolled in Fall semesters over the past five years were matriculated in a career program ([Exhibits 19, 20, 21, 22, 23, B 2.2](#)). The number of A.A.S. degrees conferred peaked in 2009 with 108 and slightly declined to 106 in 2011 ([Exhibit 24, Table G](#)).

The responses of graduates (IEP 2.i) from 2006 to 2010 show that more than 80% of the respondents who were employed full-time rated their preparation for a career as good to excellent (**Exhibits 16, 25, 26, 27, 28, Table 29**) and 87% or more of the employers of graduates (IEP 2.j) rated the occupational preparation of graduates as adequate to very adequate (**Exhibits 17, 55, 56, 57, 58, Table 3**). Additionally, more than 96% of employers from 2006 to 2010 rated graduates' technological proficiency as adequate or very adequate (IEP 2.j) (**Exhibits 17, 55, 56, 57, 58, Table 8A**).

The passing rates of these graduates on state or national licensure certification examinations were the following: Physical Therapist Assistant 88%, Licensed Practical Nursing 100%, and Paramedic 100%.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 sets performance measures and standards for Perkins eligible career programs. Programs that do not meet the Perkins performance standards must take the necessary actions to improve performance. Continued funding of programs is contingent on meeting the performance standards.

Since 2007, seven career programs were reviewed as part of the Academic Program Review (IEP 4.c) process (Chapter II, p. 36). Manufacturing Engineering Technology and Administrative Support/Information Technology were de-registered due to low enrollment and high cost. The name of the Interpreters for the Deaf program was changed to American Sign Language/English Interpreting. New career programs were developed in Automotive Technology (A.A.S.) and Emergency Health Science-Paramedic (A.A.S.) during the past five years. This is evidence in support of the accomplishment of the 2011-12 Strategic Planning Matrix action plan I.B.1., Academic program reviews.

Five of the College's career programs are accredited by professional associations. The Practical Nursing Program has received accreditation from the New Jersey Board of Nursing through 2014 and accreditation from the National League for Nursing Accrediting Commission (NLNAC) through Fall 2019. The Paramedic (certificate) Program is accredited by the New Jersey Department of Health and Senior Services, Commission on Accreditation of Allied Health and Educational Programs. The Emergency Health Sciences-Paramedic (A.A.S.) Program is accredited by the New Jersey Department of Health and Senior Services, Commission on Accreditation of Allied Health Educational Programs. The Paralegal Studies Program was approved by the American Bar Association in February 2011 for a period of seven years, through February 2018. The Physical Therapist Assistant Program is accredited by the American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education.

The graduating classes of the Practical Nursing Program are surveyed with a specially designed instrument to collect data on the essentials of the program. Similar surveys are conducted annually of the sophomore students in the Paralegal Studies Program and of the employers of the program's graduates (IEP 2.j). The results of the surveys and other information are used to achieve professional accreditation standards and in self-study reports.

**Goal IV: Provide developmental courses for students who need to prepare for college level credit courses.**

In July 2009, new Accuplacer placement test cut-off scores were implemented to comply with the community college sector cut-off scores mandated by the Academic Officers Association of the NJ Council of County Colleges. The change in placement test scores was dramatic for developmental Math and necessitated revision of all Union County College developmental Math courses. Assessment methods in developmental Math courses (IEP 4.b) were also revised in Fall 2010 to include an in-class final exam in place of an exit exam and scores on the NJ College Basic Skills Test ([Exhibit 59, p. 1](#)). Passing rates in developmental courses in Fall 2009 were 35.4% in Pre-Algebra, MAT 011, and 43.0 % in Introduction to Algebra, MAT 022. Fall 2010 passing rates have increased to 61.3% and 65.5% in each of these courses, respectively ([Exhibit 24, Table F](#)). Increasing the passing rates in developmental Math is essential for the accomplishment of the Strategic Plan, 2010-2012 initiative to increase retention and graduation rates (IEP 2.f, IEP 2.d) as well as the Strategic Planning Matrix, 2011-12 action plan I.A.3., Student retention and graduation.

Two developmental Math courses were redesigned to combine classroom instruction with self-paced computer use and were piloted in Fall 2011. Preliminary results are encouraging and the pilot will be expanded to include more course sections.

As part of course assessment (IEP 4.b), in Spring 2010, the assessment methods in developmental Writing were changed from an in-class department-wide final writing that was holistically scored by full-time faculty to a portfolio review process involving all faculty, full-time and adjunct, and includes a professional development component designed to improve teaching effectiveness ([Exhibit 60, p. 1](#)). In Fall 2009, the passing rate in Introduction to College Writing II, ENG 099, was 52.5%, and in Fall 2010, the passing rate in this course increased to 58.7% ([Exhibit 24, Table F](#)).

Similarly, the assessment methods in developmental Reading courses were changed in Spring 2010 from scores on the NJ Basic Skills Reading Test to the use of the Accuplacer computer-based reading exam. In Fall 2009, the passing rate in Introduction to College Reading II, ENG 089, was 54.3% as compared to the passing rate of 65.5% in Fall 2010 ([Exhibit 24, Table F](#)).

The passing rates in the first college-level course of students who enrolled in developmental Math courses were compared to students who did not need remediation. For each of the past four semesters, students who enrolled in developmental Math courses had a higher passing rate or one that was not significantly different from students who did not need remediation in the first college-level Math course. Similar results were found for students who enrolled in developmental Reading or developmental Writing as compared to those who did not need remediation with regard to passing rates in their first college-level Psychology or English composition courses, respectively ([Exhibits 61, 62, 63](#)).

A new Title V grant proposal was submitted in March 2012. The focus of the proposal was to increase students' success in developmental Math, developmental English and ESL

through course redesign.

**Goal V: Provide professional development programs to ensure excellence in teaching learning processes.**

As noted in the Chapter on Student Services, p. 22, professional development workshops have been offered each semester to faculty teaching developmental English and Math as part of the Title V grant ([Exhibit 68](#) & [Exhibit 69](#)).

With the establishment of a Distance Education Department, faculty development in the area of distance education was improved ([Exhibit 66](#) & [Exhibit 67](#), p. 1).

To enhance the culture of assessment, the College provided professional development workshops for faculty in the assessment of student learning, teaching and learning strategies, and using the results for improvement (IEP 4.b) ([Exhibit 162](#)).

The Professional Development Committee approved 196 weekly workshops in 2009-2010 and 172 weekly workshops in 2010-2011 as part of the Adjunct Institute and Faculty/Staff Training program. Since 2007, workshops on 308 topics have been offered at the College ([Exhibit 69](#)). In 2009-2010, 162 full-time faculty, 336 adjunct faculty, and 111 administrators attended the workshops. In 2010-2011, 145 full-time faculty, 373 adjunct faculty, and 105 administrators participated in the sessions. Adjunct faculty are offered workshops through the Adjunct Institute. Adjuncts are paid for attending up to three courses per semester. In addition, the Professional Development Committee of the faculty has been offering “Teachers Talking with Teachers about Teaching” workshops for the past three years. Evaluations of the workshops were positive. This provides evidence of the accomplishment of the 2011-12 Strategic Planning Matrix, action plan III.B.4., Professional development opportunities for staff.

Go 2 Knowledge was purchased through the Title V grant. It is an online interactive professional development website in which faculty and staff can view workshops anytime on topics related to teaching and learning. They receive an instant printable certificate of completion once the workshop is viewed.

Other professional development programs for faculty from 2007 to 2011 included sabbaticals for 9 faculty members, 17 faculty enrolled in graduate courses toward degrees with 6 completing doctoral requirements, and attendance of 112 faculty members at regional or national conferences, including 105 faculty who made presentations ([Exhibits 70, 71, 72, 73, 74, Major Research and Public Service](#)).

**Goal VI: Provide support services for all students.**

Chapter II, Student Services, p. 17-20 provides information on the student services provided to students and the results of assessments. For example, the New Student Orientation Survey (IEP 5.a) 2009 results were used to place greater emphasis on topics about which students reported they had little knowledge.

Other actions were taken by Student Services during the past five years that address strategic initiatives. Counseling Services targeted specific groups, for example, NJ Stars, for individual meetings and the development of educational plans. A student performance tracking



system was developed and cohort graduation rates were calculated each semester. A change was made to create group meetings for students to review eligibility requirements and sign contracts. “Meet and Greet” sessions for students will be implemented and followed by monthly check-ins through graduation. College experience enrichment sessions will be developed for students with a grade point average below 3.0 ([Exhibit 75](#), p. 2). These activities provide evidence of actions taken to increase retention and graduation rates.

Transfer workshops were developed and conducted by Counseling Services (IEP 5.c). Results of an evaluation of the workshops were used to revise handouts and content. This activity addresses the transfer rate which is a measure in the dashboard and in the 2011-12 Strategic Planning Matrix, I.A.1., Student Success Outcomes.

Career workshops were developed, conducted, and the results of assessments were used to increase the number of workshops offered on the Plainfield Campus. Group and individual follow-up meetings were held to review results of career exploration assessments. More information on job assessment, job searching and resume writing techniques will be developed in Summer 2012 in response to student needs. This activity links to the job placement rate that is a measure in the dashboard and in the 2011-12 Strategic Planning Matrix, I.A.1., Student Success Outcomes.

An Early Warning Retention Initiative (EWRI) was implemented in Fall 2009. Outcomes of the referrals are being maintained as to whether the students passed, failed or withdrew from the course in which they were referred. A feedback survey for faculty and one for students are being developed and the results will be used to enhance services. The effectiveness of the EWRI Counseling Interview Checklist will be assessed. A goal setting form is being developed for use during the advisement session. The EWRI is an example of actions taken to address Strategic Plan, 2010-12 initiative to increase retention and graduation rates as well as 2011-12 Strategic Planning Matrix action plan, I.A.3., Student Retention and Graduation.

In an effort to enhance student engagement, three new positions were created in 2011: Dean of Students, Dean of College Life and Manager of College Life. An Athletic Academic Status Report is being developed that will show how the team and classroom experiences complement each other. Women’s sports will expand to include softball and soccer in 2012. Student Government will be assessed annually based on the number of events and student attendance. A Student Athlete Advisory Committee (SAAC) was formed in Spring 2011 to discuss student/athlete issues. The SAAC will meet annually with other region XIX SAAC representatives ([Exhibit 76](#)). These activities address the action plans in the 2011-2012 Strategic Planning Matrix, II.B.1. and 2., Intercollegiate Athletics and Clubs.

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered to 1015 students in Fall 2011 (IEP 2.c). A presentation of the results was made to the Educational Planning and Policy Committee of the Boards on January 24, 2012 ([Exhibit 77](#)). A similar presentation was made at a Faculty Meeting on January 25, 2012. Campus services was the only scale where the College mean satisfaction was higher as compared to the mean at eastern community colleges. Differential results were evidenced by campus. Registration effectiveness was the only scale where mean student satisfaction was lower than the mean of the norm group on all of the

College's campuses. As a result, the Office of Admission, Registration, and Records was moved from Student Services to Academic Affairs in December, 2011. The Noel-Levitz Student Satisfaction Inventory will be re-administered to students in Fall 2015.

Under the sponsorship of the Title V grant on student success, monies were provided to administer the Community College Survey of Student Engagement (CCSSE) in 2008 and 2011 (IEP 2.b). The results indicate that the mean for the College was below the mean of the norm group of large colleges on the active and collaborative learning scale in both administrations of the survey. This was the only scale where there was a significant difference between the mean of the College and the mean of the norm group. As a result, student engagement workshops will be offered in Fall 2012 (Chapter V, p. 49). The mean of the College was significantly higher than the mean of the norm group on the student effort and the academic challenge scales. These CCSSE results were presented to the EPPC of the Board and to the faculty at a Faculty Meeting in 2011 ([Exhibit 78](#)). The results had an impact on the development of the 2012-13 Strategic Planning Matrix and led to the addition of I.A.4. which is Expand active and collaborative learning and I.A.5. , which is Enhance student-faculty interaction ([Exhibit 173](#)). The CCSSE will be re-administered to students in Spring 2014.

Results of both the SSI (IEP 2.c) and the CCSSE (IEP 2.b) show student ratings of satisfaction were higher than the norm group for peer or other tutoring services and accessible computer labs ([Exhibits 77 & Exhibit 78](#)).

Analysis of the trend in graduates' ratings of various services (IEP 5.a) at the College from 2006 to 2010 show that 50% or more of the graduates indicated they were satisfied with the following: admission procedures, library services, instructors' competency in major field, academic learning center, and computer services/labs ([Exhibit 16, p. 15-18](#)).

### **Goal VII: Provide college services and resources to accommodate a diverse student population.**

The number of students with disabilities seeking services has increased from 128 in Fall 2008 to 234 in Spring 2011. A survey has been designed to measure student satisfaction with the services provided to students with disabilities (IEP 5.b). Workshops were offered each semester since Fall 2009 to provide professional development for faculty and staff on topics concerning students with disabilities. More than 70% of the participants rated the workshops as beneficial.

In addition, workshops were offered to students with disabilities to increase their academic success and more than 85% of the students rated the workshops as excellent. A new student disability services orientation was developed for students and their parents, and 87% or more of the students rated the workshop as very useful ([Exhibit 75, p. 2-3](#)).

The Institute for Intensive English (IIE) is the second largest program at the College with an enrollment of over 1,700 students with a goal of preparing students for college level courses. Eighty percent of the completers of English as a Second Language (ESL) level 6 enrolled in the first college-level English course, i.e., ENG 111, and completed it with a 2.5 grade point average (GPA). Of the ESL students who completed ENG 111, 70% enrolled in the second college-level English course, i.e., ENG 112, and completed it with a 3.1 average (IEP 2.g) . Of the ESL students who completed ENG 112, 70% enrolled in English Composition II

and completed it with a 3.1 GPA. The retention rate of ESL level 6 completers from Spring 2008 to Spring 2010 was 43%, while the retention rate of ENG 112 completers in Fall 2007 who were tracked to Spring 2010 was 32% ( IEP 2.g). In order to increase the success of students in ENG 111, students who received a grade of D in ESL level 6 were required to take the First Year Seminar, i.e., UCC 101, with the first college-level English course, ENG 111. The impact of taking UCC 101 with ENG 111 will be assessed in Spring 2012 ([Exhibit 79, p. 1](#)).

The IIE program also developed an Allied Health Learning Community (AHLC) through an ELMS grant from the State of New Jersey. Of the 64 students who completed the AHLC, 49 (76%) are enrolled in the College's credit courses and 7 (11%) have been admitted to the Cooperative Nursing (A.S.) program or to the Practical Nursing (Certificate) program ([Exhibit 79, p. 2](#)).

Other actions taken to increase the retention of IIE students in the College included the incorporation of career materials into ESL level 6 courses in Fall 2011 based on the responses of students to a Spring 2010 survey on career knowledge and the College's degree programs ([Exhibit 79, p. 3](#)). These activities to increase retention address the Strategic Plan, 2010-2012 initiative and the 2011-12 Strategic Planning Matrix initiative I.A.3. on retention and graduation.

Using Title V grant funds, the Academic Learning Centers (ALCs) instituted supplemental instruction (SI) in courses with high failure rates. Survey results show that 91% of respondents strongly agreed that "SI helped me get a better grade in the class" and 90% agreed that "SI helped me to understand the course material better." Due to its success, additional SI sessions were offered. These activities addressed the Strategic Plan, 2010-2012 initiative and the 2011-12 Strategic Planning Matrix initiative I.A.3., concerning retention and graduation.

### **Goal VIII: Provide opportunities for life-long learning and personal enrichment.**

From FY 2007 to FY 2011, Continuing Education enrolled between 7,000 and 13,000 unduplicated students per year. Satisfaction with Continuing Education courses is assessed using questions 1, 2, and 6 on the Continuing Education Evaluation Form (IEP 7.a) ([Exhibit 185](#)). During this time period, the Learning Is For Ever (LIFE) Center enrolled on average 700 senior citizens per year in non-credit courses. The Union County Freeholders generously started two programs, College for Teens and Senior Scholars, that provides free educational enrichment programs to individuals at both ends of the age spectrum. Personal enrichment classes have been expanded to the Spanish speaking market in Elizabeth. Occupational certificate classes like Pharmacy Technologist offered exclusively in Spanish began in Spring 2010.

The College's Fitness Center was used by 4,351 students, faculty/staff, community members, athletes, and alumni on average per month in FY 2011, an increase of 8.7% in utilization per month on average as compared to the previous year.

From 2007 to 2010, 442 employees received tuition waivers amounting to \$281,129 for enrollment in the College's courses. Over the past five years, 17 faculty received \$276,080 in tuition remission for enrollment in graduate courses leading to advanced degrees.



**Goal IX: Develop workforce development programs through alliances with hospitals, universities, business, industry, and professional and governmental groups to meet the changing workforce requirements.**

The Industry-Business-Institute (IBI) from 2007 to 2011 registered 15,969 individuals from 239 companies in customized training courses. The work of the IBI addresses the action planned for 2011-12 in the Strategic Planning Matrix, IV.C.3., Industry-Business-Institute and Continuing Education.

Approximately 1600 cadets attended the Union County Police Academy in each of the past five years.

The Center for Economic and Workforce Development (CEWD) enrolled between 2,548 and 3,679 students in each of the past five years in training programs for the unemployed and underemployed to be better positioned in the workforce. CEWD developed career ladders and over one hundred Adult Basic Education students transitioned from non-credit to credit programs ([Exhibit 66, p. 3-4](#)). CEWD also runs a GED test center.

**Goal X: Serve as a cultural center for the community and surrounding areas.**

The Tomasulo Art Gallery is a showcase for paintings, sculptures, and other works of students, faculty and artists. Each year the Engineering/Architecture students display models they make as class projects. In 2012, an exhibit of faculty works of art was held in the Art Gallery.

In Fall 2011, ten minute plays written by students, faculty, and staff were performed in the Roy Smith Theater. "The Runner Stumbles," the first play with a student-only cast in nearly two decades, was performed in April 2012. Concert violinist Elmira Davarova performed for the College Community. The Newark Boys Chorus and the North Jersey Philharmonic Glee Club held a concert as part of the Black history month celebration. These activities addresses the 2011-2012 Strategic Planning Matrix initiative II.B.5. Enhance and promote student engagement through evening and weekend activities.

The Overcoming Hatred/Creating Community group is a standing committee of the full-time faculty that creates an educational event each year that is open to the College community as well as to the community-at-large (Chapter II, p. 25-26)

**Goal XI: Enhance teaching and learning through the use of instructional technology.**

From 2007 to 2010, the following instructional technology was acquired based on recommendations from the Strategic Planning Advisory Committee: five multi-media classrooms, a Digital Technology Lab with up-to-date software, pH meters in Chemistry Labs, and Beginning through Advanced Focus on Grammar software for ESL. In 2011-2012, 25 multi- media classrooms were created college-wide, bringing the total number of technology enhanced classrooms to 77. In addition, three classrooms were converted into a writing and mathematics technology classroom as part of the Title V grant.

## **Goal XII: Offer Distance Education courses and programs.**

From Fall 2007 to Fall 2011, the unduplicated headcount of students enrolled in online courses grew from 1,331 to 2,213, an increase of 882 (66%). The percentage of online credits increased as compared to the total number of credits from 5.1% in 2007 to 6.3% in 2011. The average number of credits taken by students in online courses is approximately 3 credits each Fall semester. The College offers 20 degree or certificate programs in which students could meet at least 50% of the requirements by taking distance education courses.

A report was recently written on the Distance Education Department and changes made since 2007 ([Exhibit 66](#), p. 1). The Distance Education Council (D.E.C.) is implementing a peer evaluation process for online courses that is comparable to the one used for on-campus classes. The ALC is now providing online tutoring support for distance learners (Chapter II, p. 24). These actions address the 2011-12 Strategic Planning Matrix initiative I.B.7. Review and strengthen academic programs through the development of an Academic Affairs Master Plan that includes distance education.

## **Goal XIII: Provide the Union County College community with state-of-the-art information resources and services in facilities designed to foster intellectual, technical, and vocational growth.**

The MacKay Library on the Cranford Campus underwent renovation in 2006. Enhancements to the Library included the creation of an open reference/information commons, a library instruction laboratory, a multi-media room, quiet study rooms for student study groups, comfortable seating areas, dedicated space for the Academic Learning Center, additional classrooms, and new furniture. In 2011, additional computers were added to the information commons.

In 2009, the Elizabeth I. Kellogg Building which contains a state-of-the-art Library/Information Commons, was completed on the Elizabeth Campus. Union County College's Libraries introduced a new online catalog, the SirsiDynix Symphony, which contains more than 120,000 titles across multiple campuses. Library classes enrolled more than 9,700 students, an increase of 5% over the previous year. Loaned laptops increased from approximately 1,000 to 2,500 for use in the wireless environment available in the Library buildings. As a result, search sessions increased 24%, searches increased 23%, and full-text retrievals increased 16%.

Plans were developed in 2011-2012 for construction of a new building on the Plainfield Campus that will include a new library.

The Fall 2011 results of the Noel Levitz Student Satisfaction Inventory show that students were satisfied with the library, computer labs, online services, and lab equipment available to them. These results are consistent with ratings of students on the annual Graduate Survey wherein more than 70% of respondents from 2006 to 2010 were satisfied with library services.

**Goal XIV: Increase the diversity of the College faculty, staff, and administration.**

Table II.E.1 in the Annual Institutional Profile ([Exhibit 70](#)) shows a profile of the full-time faculty by race/ethnicity, gender, tenure status and academic rank. This document is presented to the Educational Planning and Policy Committee (EPPC) of the Boards of Trustees and Governors each year before being sent to the New Jersey Presidents' Council.

A comparison of the profile of the full-time faculty and staff in Fall 2007 and in Fall 2011 shows an increase in the percentage of non-white employees in the following categories: Executive, Faculty, Clerical/Secretarial, and Service/Maintenance. The percentage of white full-time employees was greater than non-white in Fall 2011 as compared to Fall 2007 for Professional/Non-Faculty, Technical, and Skilled Crafts. Overall, the percentage of non-white full-time employees increased during this time period from 36.9% to 38.2%. The same trends were evidenced for part-time employees by category. The college-wide percentage of non-white part-time employees increased from 30.9% to 32.5% over the past five year ([Exhibits 80 & 81](#)). The profile of Fall 2011 employees was presented to the Board members at a meeting of the Educational Planning and Policy Committee. This information is evidence of the accomplishment of the 2011-12 Strategic Planning Matrix action plan, III.B.5., Recruit and retain a quality diverse workforce.

A report was recently written concerning the faculty hiring process and the development of a succession strategy ([Exhibit 82](#)).

**Goal XV: Provide sufficient resources, both public and private, to implement the preceding goals.**

Actual operating budgets increased from \$51,583,454 in FY 2007 to \$63,182,847 in FY 2011, while Foundation assets decreased from \$14.8 million in FY 2008 to \$10.6 million in FY 2010. ([Exhibits 83, 84, 85 & 170, 171, 172](#)). Record enrollments occurred each year from 2007 to 2011 ([Exhibits 89, 90, 91](#)). The budget in FY 2012 increased to \$69,039,039, while enrollment declined from 12,774 in Fall 2010 to 12,416 in Fall 2011. Total grant monies awarded decreased from \$6.7 million in FY 2009 to \$3.2 million in FY 2011.

The Board of Trustees adopted an operating budget for FY 2013 totaling \$69,568,822 based on a 9,320 full-time equivalent (FTE) fundable enrollment and a capital budget of \$8,754,004.

The FY 2013 proposed budget was built on the following assumptions: 5.8% decline in academic credit hours as compared to the previous year, 2% net increase in tuition and fees as compared to FY 2011, elimination of other fees in FY 2011, consolidation of General, Technology and Athletic/Wellness fees into a single General Fee, \$5.50 per credit hour general fee increase over FY 2011, 5% decrease in State Appropriations from FY 2011, 2% increase in County Appropriations from FY 2012, 15% health insurance increase, 1.5% increase in pension expenses, salary increases per contractual agreements for in-place bargaining unit agreements, zero salary increases for non-aligned and open bargaining unit contracts, and transfer from undesignated, unrestricted net assets to offset the deficiency in revenues.

Enrollment projections for FY 2014 and 2015 indicate stable or declining credit enrollment due to a smaller pool of Union County high school graduates.

Facility plans include construction of a new 32,600 sq. ft. student services building on the Cranford Campus in 2012. Under the proposed capital budget for FY 2013, Chapter 12 monies are requested in the amount of \$1,498,404 for the renovation of the lower level of the Logos Building and the Annex Building on the Plainfield Campus. Renovation of the Lessner Building on the Elizabeth Campus is planned for FY 2014.

In 2009, the College began implementation of Datatel's Colleague as its Enterprise Resource Planning system (ERP). Implementation of the ERP will continue through FY 2013.

Grant monies over the past five years provided support for student success and retention initiatives. In 2007-2008, the College received a five-year Title V grant in the amount of \$2.7 million to increase student success and retention. A second Title V grant was awarded in FY 2010 in the amount of \$3.3 million to increase the success and retention of students enrolled in Science, Technology, Engineering, and Mathematics (STEM). As a result, the College's three-year graduation rate increased to 8.8% in 2011.

The College also received a \$400,000 "Green Workforce Initiative" grant to create articulation agreements with NJIT for career programs leading to supervisory positions in sustainability.

In addition, the College received a \$2.1 million, five-year Health Professions Opportunity Grant to provide training and education for TANF and other low-income participants to obtain employment in high demand areas within the healthcare industry.

## **Standard 8: Student Admissions and Retention and Standard 9: Student Support Services**

### **Recommendation**

*The current student services assessment plans are effectively assessing the delivery of student services. However, the plans should include more assessment measurements tied to student learning outcomes (Middle States Evaluation Team Report, May 2007).*

Counseling, enrollment, financial services, transfer, academic support, retention efforts, testing, UCC 101, the Center for Student Success, ESL and developmental course initiatives, STEM projects, the Academic Learning Center, distance education, student activities and athletics, diversity efforts, and campus safety are all among a wide range of student support services that enable students to achieve College and individual goals. These areas are addressed in the 2006-2007 UCC Self-Study report (UCC, 2007) and pertain to College efforts in taking steps to assess efforts in meeting Standards Eight and Nine.

### **Counseling/Enrollment/Testing/Retention Financial Aid/Student Accounts & Student Activities/Athletics**

The Student Services Division is continuing previous assessment initiatives based on the

Council for the Advancement of Standards in Higher Education (CAS) standards, guidelines, and student learning outcomes (CAS, 2009). This will be conducted by each area within Student Services in 2011-2012.

Enrollment Management collaborates closely with College Relations and Academic Affairs and departments to broaden the College's enrollment management model and strategies. In preparation for each semester, the Dean makes recommendations for sectioning and scheduling to Academic Affairs and Academic Departments. Enrollment Management and College Relations work together to identify school districts and area markets for enhanced recruitment efforts, strategic marketing, and strengthened relationships.

The Testing Center is working to improve and expand its services for students. The Testing Center now provides students with their Accuplacer results immediately after finishing the test so that they can proceed to Counseling for advisement and registration the same day. Placement testing is now available on the Elizabeth campus to better accommodate the needs of more students.

Financial Aid offers additional workshops and presentations for students and their families in multiple locations and schedules. Since 2007, the College has seen an increase of 128% in the dollar amount of aid awarded; along with the increase in dollars awarded, there has been an increase of 68% in the number of financial aid recipients.

Counseling is working to expand its capacity to help students develop and implement long-term goals, individual educational plans, career planning and job seeking skills, utilization of College services, strategies for independent learning and academic focus, and overall habits that lead to success in college. The Athletics Division has developed tools and strategies to obtain faculty feedback in order to track student athletes' progress and better support their development.

In April 2010, an Ad Hoc Faculty Advisory Committee on Student Activities was formed to examine the entire range of student activities at Union County College. Recommendations of the committee include some restructuring of personnel thereby increasing staff to enable greater efficiency, provide more opportunities for students, and generally improve student services ([Exhibit 92](#)). Based on these recommendations, new positions have been created, including the Manager of College Life (formerly Student Services). College Life has worked toward expanding opportunities for students on all campuses. For example, the addition of the WOWL, ten minute plays, was implemented in Fall 2011, and the number of intramurals that are now offered to all students has been increased. Two women's sport programs, softball and soccer, are being added for Spring and Fall 2012.

While the ultimate learning outcome measurements may be retention and graduation rates, other areas are being examined for assessment and measurement (Executive Summary, p. 2). These outcome domains are recommended by the Council for the Advancement of Standards in Higher Education (2009).

The Testing Center now provides direction to online and printed material on Accuplacer test content to improve student success. Counseling offers workshops on test-taking skills and

anxiety reduction in order to improve performance. To assess the effectiveness of this action, a comparison between students who review Accuplacer test areas and those who do not review this information will begin in November 2011. An initial report will be prepared in 2012.

A comprehensive half-day student orientation appropriate for commuter students has been offered. This orientation includes curriculum, program, student activity, financial, and support service information. Student Services reviews content and format continuously in order to provide the most effective experience for students. Enrollment Management and Counseling conducted a learning outcomes based survey in 2009 as a follow up to New Student Orientation. Plans are to conduct the survey on a semi-annual basis (IEP 5.a).

From the 2009 survey, students indicated an uncertainty about learning communities and UCC101. As such, presentations address these offerings with greater emphasis, and representatives from these areas are included at orientations. Many students report a need to improve time-management skills, and as a result, this topic has been emphasized in the presentations as well. Likewise, recognizing that co-curricular activities are an essential element of student engagement and that students report a relatively low knowledge of these opportunities, great emphasis is given to this topic, and representatives from student activities have a greater presence at orientation. In general, outreach for more faculty involvement has increased to address important opportunities for students at UCC.

Activities and discussions that resulted in positive feedback from the survey (IEP 5.a) are continued as part of the orientation program. For example, students indicated that as a result of attending the New Student Orientation, students had a firm understanding of the requirements of their first semester and academic programs. They reported understanding and acting on the advice given during Orientation on forming study groups, visiting professors during their office hours, using the College catalog, inquiring about financial aid opportunities, regularly attending class, and using online self-advising services provided by the College ([Exhibit 93](#)).

Another CAS outcome addressed by the College pertains to intrapersonal development: realistic self-appraisal and self-understanding. Students will demonstrate an ability to:

- identify and assess progress toward goals;
- identify underlying personal motivations;
- work effectively with others; and
- assess personal growth and modify behavior to achieve goals.

Counseling conducts career counseling and related workshops, and administers personality, interest, and aptitude inventories designed to assist students in reaching a better understanding of their own personal and academic goals as well as how best to reach these goals. Through team meetings and progress reports, Student Activities and Athletics work with students to develop and demonstrate life skills such as planning for goal attainment, teamwork, leadership, time management, discipline, sportsmanship, and communication.

Athletics regularly conducts team/game analysis and an Advisory Committee was implemented in Spring 2011 to expand and formalize these discussions. A review of performance enables students to reflect on teamwork and sportsmanship. Additionally, academic progress is monitored through the use of the Academic Status Report (recently



updated and online version to be implemented Spring 2011) ([Exhibit 94](#)). Attendance, GPA, completion of assignments, and other relevant academic/career goal performance will be reviewed with students to monitor and develop self-appraisal skills.

Team analysis has resulted in an increased winning percentage for each team and a decrease in the number of technical fouls throughout season. These successes demonstrate teamwork and sportsmanship. Current academic status reports have shown that athlete retention has increased. Grades have improved and the number of classes missed has decreased. There are an increased number of Associate Degrees and transfers to four-year institutions among student athletes. The implementation of the updated status report and advisory committee is expected to further improve student outcomes in these areas and allow for more formal measurement.

In order to direct planning, better meet student needs, and measure student learning outcomes, during the Fall 2011 semester, the College administered the Noel-Levitz Student Satisfaction Inventory ([Exhibit 95](#)). The College has continually utilized tools such as this one over the years in an ongoing effort to monitor progress and assess student needs, using the results as a basis for initiating change.

### **Developmental English/Developmental Mathematics/IIE/ UCC 101/Center for Student Success/Improving the Pipeline in STEM Education**

The major goals/challenges for the developmental Mathematics, developmental English, IIE, UCC 101, Center for Student Success, and STEM programs are:

- for students to have the language and math proficiency and learning strategies needed to succeed in their degree programs and/or meet their career goals,
- for students to have knowledge about their interests and career/degree options and a plan to implement these options, and
- to improve retention and increase STEM and STEM education success among academically at-risk students. ([Exhibit 99](#), p. 1-2)

Since 2007, each area has developed and implemented innovative initiatives based on program assessments to meet the above student learning outcomes/objectives. The developmental Math, developmental English, IIE, UCC 101, and Center for Student Success (CSS) programs have made collaborative and individual efforts to improve student retention (IEP 2.f) and progress both in developmental and IIE programs and in credit-level degree programs.

Four grant projects, a Title V “Center for Student Success,” a Title V “Improving the Pipeline in STEM Teacher Education,” a NJ Higher Education ELMS “ESL Allied Health Learning Community,” and a Perkins “ESL Career Technical Education LC” were developed and funded. The goals and objectives of these projects were based on various assessments and have been subject to ongoing revisions through formative and summative evaluation processes ([Exhibits 96, 97, 98, 99](#)). As a result of these projects, the developmental, IIE, UCC 101, and CSS programs have worked together to develop and implement Learning Communities, which include paired courses, targeted ALC tutoring, and individualized counseling. STEM initiatives, working with the Academic Learning Center, have provided supplemental instruction for students in selected STEM courses, enhanced tutor staff training, and joined forces with other College

initiatives to provide faculty development in order to improve education and success for students.

Individually, programs have made substantial revisions to curricula, teaching strategies, and assessments (placement, course, and program). Additionally, F/T and P/T faculty have been trained in learning and retention strategies in their respective disciplines through the grants and individual program professional development initiatives that will lead to improved student learning and success. A number of course/program revisions and training sessions have been implemented in response to assessment results obtained in the Community College Survey of Student Engagement (CCSSE) ([Exhibit 100](#)).

### **Institute for Intensive English (IIE)**

The IIE program serves more than 1700 students from over 80 different countries each semester, and approximately 400 students complete the IIE program each year. As part of the program assessment process, the following retention (IEP 2.f) studies have been conducted since 2007:

- a study is completed each semester to assess the retention of IIE students who have completed Level 6 and have enrolled the subsequent semester ([Exhibit 101](#));
- in Spring 2010, a study of two groups of students, those who completed Level 6 in Fall 2007 and those students who were enrolled in ENG 112 in Fall 2007, was completed. This study followed the students' progress through five semesters and examined their retention, overall performance (GPA), and performance in ENG 111, ENG 112, ENG 102, and ENG 122. This study was also conducted in Spring 2012 and will be repeated every three years ([Exhibit 102](#) & [Exhibit 103](#));
- Career/Degree Interest Surveys were conducted in Fall 2009 and 2010 ([Exhibit 104](#)).

Curriculum and support services have been developed to make certain that IIE students have the language proficiency and content knowledge to succeed in prerequisite Allied Health and Engineering programs, can demonstrate writing proficiency to achieve success in credit courses, and are knowledgeable about College majors and career opportunities. Several tools have been utilized to measure specific student learning outcomes for IIE activities ([Exhibits 105, 106, 107, 108](#)).

### **Developmental English and Mathematics**

From 2007 to 2010, the number of students in developmental Math (MAT 011, MAT 015, and MAT 016) and developmental English courses (ENG 087, ENG 088, ENG 089, ENG 098, and ENG 099) increased by 24% and 22%, respectively. The passing rates of students in developmental courses have been quite low and have a direct impact on retention at the College ([Exhibit 109](#)). In order to improve student learning, passing rates, and retention rates, the Math and English Departments have made extensive changes in curricula and in course/final course assessments. Both developmental Math and developmental English have revised cut-off placement scores, and final course assessments have moved from an outdated New Jersey College Basic Skills Test (developmental English also included a 30-minute holistic essay) to final assessment models that better reflect the desired outcomes of the courses.

Developmental Math and English share the desired outcome that students will have the



learning strategies to succeed in credit level courses (IEP 2.g). Revised curriculum, instructional pilots, and new support services have been implemented in developmental English and developmental Math to ensure students will meet writing proficiency standards and achieve success in computation and algebra credit courses.

Beginning in 2008, as part of the activities of several Title V grants, developmental English and Math courses have been paired in Learning Communities with UCC 101 and other content courses, and individualized computer aided Math and English language learning were integrated into the curriculum. Assessment is conducted through the grants and shared with the departments. In both developmental Math and English, faculty professional development workshops have been offered every semester on helpful teaching techniques, and departmental manuals, which include guidelines on classroom expectations, teaching techniques, integration of technology, and departmental and college policies, have been created to support these student learning outcome goals (**Exhibits 68 & 69**). Revision of the workshops and manuals is conducted every year based on changes that occur in the departments (**Exhibits 64 & 65**).

For review are specific learning outcomes and assessment results in developmental courses (**Exhibits 109 & 110**).

### **UCC 101 – College Success, Center for Student Success, and STEM Pipeline in Teacher Education**

The primary goals of the UCC 101 College Success program are to improve student retention and persistence. The program is governed by the First Year Seminar Committee and serves approximately 3,000 students each year. The UCC 101 Committee has assessed and recommended major changes in the program since 2007. These include changes to UCC 101 course requirements, changing the course name (UCC 101) from First Year Seminar to College Success, adoption of new textbooks and materials, modifications of the final/mid-term exams, changes to library training, and development of new online resources for students and faculty. The Title V grant received in 2007 established the Center for Student Success. This grant funded many important initiatives and played a very important role in the success of our students. These actions were based on research on the impact of UCC 101 on retention and persistence, review of pass/fail rates, review of finals, student and faculty surveys, and the CCSSE (**Exhibits 115 & 117**).

The main goals of the Center for Student Success grant are student retention and persistence of first year students in developmental courses. To reach these goals, the College has developed and implemented Learning Communities which incorporate paired courses, intentional counseling, ALC support, and innovative and collaborative teaching strategies. A series of professional development opportunities for LC faculty, staff, and students were also integrated. The Learning Communities provide a model for students to develop a community with their peers, faculty, counselors, peer mentors, peer tutors, and librarians. Each year the grant is evaluated to assess the effectiveness of meeting the objectives of the grant's goals, and a report is submitted to the federal government (**Exhibits 116, 117, 118**). A comparison of the passing rates in LC course sections with other sections of the same course shows that MAT 011 was the only course in which the passing rate in LC course sections was significantly higher than the remaining sections of the course (**Exhibit 184**). This result may be in part due to counselors'

advising students who are less academically proficient to enroll in LC courses.

A cooperative Title V Grant with New Jersey City University, Improving the Pipeline in STEM Teacher Education, was received in 2009 ([Exhibit 99](#)). Through collaboration between Union County College and New Jersey City University, curricula have been developed seeking to increase the number and academic success of students who are enrolled in STEM and STEM education majors. Goals of the grant include addressing: the low numbers of low-income and under-represented students enrolled in STEM and related teacher education majors; transfer students' need to repeat courses; poor performances in science and mathematics; and low retention rates and few graduating students with STEM related degrees. A Mathematics/Education major has been developed. Services to support these goals have been implemented and are available to the entire student body. Assessment tools and review are in place.

For review are learning outcomes and assessment tools and results to date for these programs ([Exhibits 119, 120, 121, 122, 123](#)).

### **Distance Education/Academic Learning Centers/Educational Opportunity Fund**

#### **Distance Education(DE)**

The Distance Education Department was established and staffed in July 2006. Since then the department has worked to clarify policies and to improve the distance education experience for students.

The Distance Education area of the college website was expanded and now provides a one-stop location for ease of registration, a listing of available DE courses by semester and format, and info pages with instructor contact information, text, and required materials. An Online Student Starter Kit gives students information about logging on, computer requirements, and other information needed to be successful in taking a distance education course.

The department's permanent staff is dedicated and available to students providing technical support and answering any questions. Supporting students is a major priority of the department. Messages are returned the same day, or, if received after hours, on the morning of the next business day. In Fall 2008, a new LMS, ANGEL Learning, was adopted by the College. Once implemented, fewer support requests from students resulted due to the user-friendliness of the software. In 2010, the department instituted an earlier enrollment process which has resulted in fewer phone and email inquiries about logons in the weeks before classes begin. With the new LMS and a change in procedures, students are better able to function successfully and easily locate needed information without assistance. ANGEL LMS provides enhanced ability for system-wide course mail and announcements used to communicate important information to all students, and in 2010, a Facebook page was instituted as a second web-based location to provide students with system down/maintenance and other DE/college information, including the ability to respond to inquiries by students. The major challenge is in communication of information to students. Students were not using their college email accounts and as a result the College Success course requires students to use these accounts. For review are specific learning outcomes and assessment plans ([Exhibit 124](#)).

## Academic Learning Centers

**Progress Since 2007 Middle States Review.** A database, designed by staff, allows for improved tracking of student usage. Prior to the database, usage numbers were gathered by paper and entered at the conclusion of each day. The new database has streamlined this process allowing for more efficient and more accurate reporting. The database will continue to be utilized. Usage numbers along with a comparison percentage from previous years and semesters have been and will continue to be included in the annual report of the Academic Learning Centers ([Exhibit 125](#)).

Qualitative data on student assessment is collected using both traditional paper and web access through an ALC Student Satisfaction Survey. This online student assessment was developed in 2008 and will continue to be utilized. The information that is gathered is used to improve the delivery of our services to UCC students ([Exhibit 126](#)).

All Centers have and will continue to support UCC 101 courses with a mandatory visit for each course section by providing an overview of the ALC services and basics of computer technology. This presentation is evaluated and updated each semester.

Through the Title V grant, professional tutors have been added to the ALC to meet the parameters of the various grant activities. Supplemental Instruction in targeted courses was introduced through the STEM grant and is now indicated on course offerings ([Exhibits 127 & 128](#)).

Online tutoring has been expanded with additional staff, hours, and courses. Non-online students taking English 101 and 102 who request online tutoring are being assisted. Additionally, through grant funds, LPN tutoring is included online.

A Math Success Center has been created on the first floor of the MacKay Library which is dedicated to students being tutored in math.

**Overall Challenges for the Academic Learning Centers.** In scheduling Supplemental Instruction sessions to meet the needs of the students, the availability of the SI Facilitator and an available location remains a challenge. Sessions must also avoid the overlapping of scheduled labs. Further, establishing SI consistency over multiple semesters (instructors, courses, SI Facilitators) in order for the program to evolve and improve is difficult.

For all ALC support, attracting and retaining competent, empathetic staff members to work with the students is challenging. A study to assess student course completion rates for students who used ALC tutoring services versus those who did not is in progress.

A summary of specific ALC learning outcomes and assessments are included ([Exhibit 129](#)).

## Educational Opportunity Fund

**Progress Since 2007.** The Educational Opportunity Fund Program continues to offer

comprehensive integrated services to the program participants. Several changes have been implemented to maximize financial resources, improve graduation and retention rates, and improve the delivery of support services.

- A comprehensive two-day orientation was initiated in 2008 for all new full-time first year students. In addition, the students were required to enroll in an EOF designated UCC 101 First Year Seminar class. Three major assessment tools are administered to the students in these sections: the Noel Levitz College Student Inventory, Learning Assessment of Study Skills Inventory (LASSI), and Student Directed Search (SDS).
- Peer Leader Mentoring Program- In 2009, a Peer Leader Mentoring Program was introduced. Second Year EOF students were selected to assist with the orientation program. The Peer Leaders were then assigned to a group of students who they were responsible to mentor throughout the school year.
- EOF Student Success Center- The EOF Tutoring and Supplemental Instruction Center was relocated to the first floor of the Library. It was given a new name and a new mission. The room provides space for creation of an informal learning community for the EOF students who assemble there for tutoring and homework assistance. The staff consists of 8 peer tutors and 2 professional tutors.
- EOF data show an increase in the retention rates since 2007. The cohort retention rate is a percentage of all the EOF first-time full-time freshmen enrolled at Union County College who returned for the 3<sup>rd</sup> and 5<sup>th</sup> semesters.

	Fall 2007	Fall 2008	Fall 2009
3 <sup>rd</sup> semester	57%	66%	76%
5 <sup>th</sup> semester	50%	45%	NA

[\(Exhibit 132\)](#)

Included are supporting documentation of these efforts ([Exhibits 132 & 133](#)).

## **Diversity**

### **Overcoming Hatred/Creating Community Committee**

In the Spring 2008, the Overcoming Hatred/Creating Community committee was voted upon by the faculty to become a standing committee. The committee serves with the thought of engaging the student body through events geared to enrich and broaden their knowledge of topical and timely issues and to stimulate activism, with specific efforts toward bridging differences and developing an understanding of and respect for the diverse cultures of our community. The mission of the committee is: to educate and provide awareness to the college population about topical issues; to create a more empathetic campus environment; to encourage volunteerism and student activism; and to create a "community" on campus by encouraging participation in cultural activities.

Each year the OH/CC committee carefully plans, schedules, and advertises educational events that relate thematically to the chosen series for the academic year. The types of events include theatrical performances, guest speakers, panel discussions, and documentaries and movies, which give students the opportunity to interact with event leaders and participate in

cultural activities. The committee makes every attempt, when appropriate, to provide faculty with preparatory and follow-up materials for the events that can be used in their classrooms, such as links to websites, readings, lesson plans, and other references. Faculty members are encouraged to integrate these programs into classroom instruction. A summary of committee sponsored activities since 2007 is provided ([Exhibit 134](#)).

Class participation in activities provides student learning outcomes through submissions of related items in class assignments and tests. Several activities include program surveys. These results are used for formative purposes to identify operational changes for future projects as well as cognitive/affective growth of participants. Informal assessment through student feedback has resulted in changes in programming and provided insights for future needs and planning based on student interests. Committee generated surveys are being considered to more formally assess program effectiveness and student learning.

## **Campus Safety**

### **Public Safety**

The primary goal of the Department of Public Safety (DPS) is to provide a safe and secure environment through the fair and impartial application of laws, policies, and procedures for all students, faculty, staff, and visitors on the grounds of Union County College. The DPS has and will continue to pursue this goal in the following manner.

“Tips for Crime Prevention” are provided via electronic mail during the Fall and Spring semesters. Public Safety brochures are distributed with parking permits to the College community. The brochures are provided to Student Services for distribution as needed and are available on the College’s online portal.

The Public Safety Director met with the UCC 101 Coordinator to discuss class presentations. The intention is to enhance methods of familiarizing new students with public safety measures and recommendations. Additionally, a formal assessment will be given to students in UCC 101 to determine the effectiveness of these class visits.

Plans are being formulated to address crime prevention through Student Services and the Student Government Association. Through familiarity and compliance with the “Student Regulations” section of the College’s 2010-2011 Student Handbook, students will exercise safe practices on campus that protect their property and persons.

Fifty emergency phones were installed at the Cranford Campus and coverage was expanded on the Elizabeth and Plainfield Campuses. This is in addition to the Union Alert text messaging system.

Public Safety maintains data on all reported crimes on campus. This information is submitted annually to the Office of Postsecondary Education Campus Safety and Security Statistics website and is available at <http://nces.ed.gov/collegenavigator/?q=Union+County+College&s=NJ&id=187198#crime>.

## Conclusion

The College maintains an ongoing review and assessment of this comprehensive collaboration of student support services utilizing a variety of tools and continually seeks new ways to measure student learning outcomes, meet student needs, and improve student success as evidenced in the multiple exhibits cited in this report.

### Standard 12: General Education (GE)

#### Recommendation

*The College should develop and fully implement a comprehensive plan to assess general education outcomes and use the results of this assessment to guide curricular improvement (Middle States Evaluation Team Report, May, 2007).*

#### Overview

In 1997-2006, Union County College had an "Assessment Plan for General Education" covering selected courses in several academic departments. This resulted in assessment data being gathered and evaluated for those courses, and the assessment data used to revise a course ("closing the loop") in at least one instance. The plan was neither faculty-driven nor comprehensive, and consequently discontinued. Since then, the College:

- has refined its GE offerings to match New Jersey Community College (NJCC) guidelines,
- has reviewed all programs to make sure their GE components are consistent with the guidelines and the updated list of courses,
- has been reviewing outcomes and methods of assessment for every GE course,
- has been capturing data for a wider variety of courses and using the data to revise courses,
- has investigated one institutional-level testing product,
- is currently performing both individual course-level assessments as well as unified assessments across all sections of a course, and
- has been defining an institutional GE plan.

The need to bring ourselves into compliance with NJCC guidelines (thereby assuring transferability of our GE offerings) consumed a large portion of the 2007-2009 interval, and delayed implementation of an overall GE Assessment plan. The status of each item and some related activities are shown below.

### Assessment Initiatives 2007-2010

#### General Education Course Review (IEP 4.a)

In 2007, the community colleges state-wide established new criteria for classifying a course as a GE course and further, as belonging to one of eight GE categories. All GE courses were re-evaluated on the basis of these criteria. This process was managed by the VPAAAs from community colleges across the state in 2007-2009. The documents that give these criteria ([Exhibits 135](#) & [136](#)) are posted on the College's Curriculum Committee website to be available



to all faculty, and form the basis for the identification of all GE courses.

All courses that were initially affirmed as GE courses are listed in the spreadsheet “Accepted and Denied UCC Courses by Category 7-21-09” on the College’s Curriculum Committee website. Out-dated Master Syllabi for many courses were updated to incorporate state guidelines and to reflect newer teaching modalities including online courses (see for example, an excerpt from PSY206, [Exhibit 140](#)). Some denied courses were subsequently modified to bring them into compliance with state-wide GE guidelines.

As of December 2010, Union County College offered a rich offering of 153 GE courses. These are clearly identified in the UCC catalog ([Exhibit 137](#)), where they are categorized as communications, math/science/technology, social science, humanities, and diversity courses, with some history courses appearing under both humanities and diversity headings. Of these courses, 15 appear in multiple categories as they satisfy multiple objectives.

### **Program Review**

“A General Education Foundation for AA, AS, Specialized Associate and Certificate Programs in NJ’s Community Colleges” ([Exhibit 138](#)) describes the state’s GE requirements for various types of programs and is included on the College’s Curriculum Committee website. All programs that the UCC Curriculum Committee evaluates must include the number of GE courses in each category that are shown in this document.

In 2009, the College’s Curriculum Committee and academic departments reviewed all programs to verify that the number and distribution of GE credits offered in each program adhere to the State’s guidelines, and only courses approved in the GE Course Review were recommended as GE courses. The process is described on the Curriculum Committee website. Every program at UCC was reviewed, resulting in changes to 82% of UCC’s programs.

### **Reviewing Outcomes for GE Courses**

The state specifies the Learning Goals and Learning Objectives for GE courses in each category. These are the Learning Goals and Objectives that are to be used in GE Assessment. The document that gives these criteria is titled “NJCC General Education - Learning Goals and Suggested Individual College-Wide Learning Objectives”, which is available on the College’s Curriculum Committee website as well ([Exhibit 139](#)).

All GE courses are expected to assess the measures for the GE category (or categories) that that course fulfills. Objectives are expected to adhere to state objectives to assure the transferability of our offerings to 4-year institutions.

For many GE courses, objectives were defined prior to 2006. The mapping of goals/objectives/learning outcomes/assessments in the College’s GE courses will be reviewed to confirm consistency with 2007-2008 state guidelines.

## **Implementing Assessment**

Union County College has an established faculty committee, the Learning Outcomes Committee, whose purpose is to oversee the process of implementing the Middle States' guidelines for the student learning outcomes assessment at the College. The committee collects data, produces reports, demonstrates the modifications the College has made to student learning outcomes as a result of data collection and analysis, and works with faculty on reevaluation to determine if changes have actually achieved their desired results. Several questions being evaluated by the committee are shown in ([Exhibit 141](#)).

Some of the committee's actions pertaining to GE include educating faculty on good assessment design via books in the library, material on the committee website, and conferences; educating faculty on assessment procedure via presentations and workshops; creating and distributing forms for assessment; and coordinating institution-wide faculty course assessments in Fall 2010, with reassessment of any changes to be completed in Spring 2011 where possible (some courses are only offered in the Fall semester).

## **Investigation into Institutional-Level GE Assessment**

In addition to assessing outcomes at the course level, during this time period, Union County College gained experience with institution-wide GE assessment. In 2009, the Measure of Academic Proficiency and Progress (MAPP) was administered to a small sample of students. The MAPP is a standardized assessment of GE outcomes published by Educational Testing Services (ETS).

The MAPP measures critical thinking, writing, reading, math, humanities, social science, and natural sciences ([Exhibit 18](#)). The very high-level nature of this assessment provides valuable information on overall student performance but makes it difficult to determine what specific curricula changes should be made to improve learning outcomes.

## **Positive Results from Prior Assessments**

Union County College's assessments are often substantially broader than those that course or institutional quantitative instruments can provide, with results often being achieved through faculty committee or departmental review of learning and learning outcomes. Some of the results from course or higher level assessments are listed here.

- An ENG111/UCC101/LIS105 Learning Community has been established in direct response to the rate of success among students who received D's in Level 6 ESL courses.
- The Biology and Allied Health Department has developed Supplemental Instruction classes to improve the pass rate in BIO 105, a gateway course for the medical professions. Data are being gathered on the success of this initiative through the Academic Learning Center.
- The Chemistry Department has revised its safety orientation. Additionally, a Chemistry placement test was developed.
- The History Department will evaluate if the changes made five years ago have



- worked; one change involved a new text in Western Civilization 101/102 for more effective instruction/assessment.
- Credit English offered an online 200-level literature class in response to a request that there be upper-level online classes available for every discipline. This was assessed as unsuccessful, and for the immediate future it will not be offered again.
  - Based on the assessed need to improve student achievement and retention in the first year of college and in STEM areas, two Title V grants “Center for Student Success/Institute for the First Year,” and “Improving the Pipeline in STEM (Science, Technology, Engineering, and Math) Education” have been received. Both projects have incorporated initiatives to improve student English and Mathematics proficiency and study strategies, including paired Learning Community courses (with Freshman Seminar-UCC 101, Developmental, ESL and GE courses: PSY 101, ENG 101 and ENG 111) and the integration of technology.
  - Supplemental Instruction programs have been implemented to target improvement in pass rates in historically challenging GE courses in Biology, Chemistry and Mathematics. These efforts have assisted first year developmental English and Math students to prepare for their credit level GE courses, and directly assisted students in meeting GE objectives in the following courses, ENG 101, ENG 111, PSY 101, MAT 119, MAT 143, MAT 144, MAT 172, BIO 101, BIO 111, BIO 112, BIO 105, CHE 105, CHE 111, CHE 112. Both formative and summative assessments of the grant project objectives are on-going. Based on these assessments, recommendations for changes in project activities have been implemented.

### **Current Assessments in Progress**

#### **Individual Faculty Course Assessments**

Beginning Fall 2010, each faculty member was asked to assess at least one objective in one course section every semester ([Exhibit 144](#)). The results are reported in the following format:

Course Learning Objective/Outcome	Assessment Methods Employed – Data Collection	Analysis/summary of Data Collection (Assessment of learning activities in meeting outcomes)	Actions to be Taken to Institute Change	Reassessment - How did these actions improve student learning
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As a result of this institution-wide effort, a total of 106 assessments were performed on GE course sections. Assessments were performed in 56% (57 out of the 102) of the GE courses that ran in Fall 2010. Approximately 64% of those courses have already undergone reassessment in Spring 2011. The following table shows the distribution of assessments by GE category:

Gen. Ed. Foundation Course Categories	Number of Gen Ed Courses in this Category	No. of Gen Ed Courses Offered in Fall 2010	No. of Assessments performed in this Category	No. of Courses Assessed	Percent Coverage of all Courses	Percent Coverage of Courses Offered in Fall 2010
Communication	6	6	9	3	50%	50%
Mathematics	15	15	13	13	87%	87%
Science	34	21	14	9	26%	43%
Technology	7	6	5	5	71%	83%
Social Science	13	11	20	8	62%	73%
Humanities	50	29	8	6	12%	21%
History	12	6	16	4	33%	67%
Diversity courses	16 (plus 15 cross-listed with other categories)	8 (plus 9 cross-listed with other categories)	0 (plus 6 cross-listed in other categories)	0 (plus 4 cross-listed in other categories)	13%	24%
<b>TOTAL</b>	<b>153</b>	<b>102</b>	<b>85</b>	<b>48</b>	<b>31%</b>	<b>47%</b>

The detailed analysis can be found in [Exhibit 142](#).

### Highly-Enrolled Multi-Section GE Course Assessments

In 2010-2011, four highly enrolled multi-section courses adopted the following common course-wide assessment process:

- Establish common learning outcomes for all sections of a course
- Identify which learning outcomes should be measured in all sections and develop a common assessment measure. Provide faculty with course assessment tools, techniques, and rubrics
- Faculty share assessment results of highly enrolled courses with their department
- Faculty identifies changes to improve student learning

The highly enrolled courses that took part in this assessment were MAT 119 (33 sections), PSY 101 (35 sections) ENG 101 (44 sections) and AST 107 (7 sections).

- The Mathematics Department conducted a three question assessment of 481 students that resulted in three recommendations for course delivery improvement ([Exhibit 143](#)).
- The Psychology Department conducted a 13-question pilot test covering 200 students in 5 sections, which resulted in a baseline and refined plans for subsequent testing, and also resulted in 5 recommendations ([Exhibit 145](#)).
- The English Department conducted a two-part assessment. The first, a common essay, was administered to all 1050 ENG 101 students across 44 sections, resulted in a 66% success rate. The second, properly integrating and document quotations, was limited to a subset of students, yielded a 54% success rate. Recommendations will be available after the department completes its analysis of the results ([Exhibit 146](#)).
- Astronomy conducted a two-part assessment consisting of an evaluation of learning outcomes and student feedback on the learning process. As a result, one lab was replaced and three corrective actions were taken ([Exhibit 147](#)).

## **Recent Actions and Future Plans**

### **Establishment of a General Education Subcommittee Within the Learning Outcomes Assessment Committee**

A GE Subcommittee within the Learning Outcomes Committee has been created with the objective of maintaining clear focus on GE outcomes assessment. Part of the work of this committee will be to:

- implement a suitable technique for archiving and making assessment data available to faculty;
- provide guidelines to departments to complete the mapping of goals/objectives/learning outcomes in the College's GE courses to confirm consistency with 2007-2008 state guidelines, with additional focus on critical thinking and ethics, and monitoring this process until assessment is completed for all GE courses;
- encourage faculty to use techniques appropriate to the subject matter, including short answer, essay, research, and lab assignments rather than solely using multiple choice tests; and
- establish processes within departments to verify that all faculty (including adjuncts) are teaching from the Master Syllabi and are aware of GE assessment requirements.

### **Plan for GE Assessment**

- The Faculty Executive Committee created a draft of a new assessment plan of GE to more closely align GE assessment at the College with the requirements stated by the New Jersey Community College (NJCC) Learning Goals and Suggested Individual College-wide Outcomes document for GE in New Jersey. The draft assessment plan has been provided to the newly formed General Education Subcommittee and to the Learning Outcomes Committee for review.

## **Standard 14: Student Learning Outcome**

### **Recommendations**

- *A number of courses have been assessed on a pilot scale since 1985 with preliminary results. The process needs to be streamlined and sustained. Develop "clear, realistic guidelines and timetable for assessing courses across the disciplines, allowing the process to produce "results that can be used with confidence to inform decisions"*
- *Collect and provide "evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning"*
- *Implement the Program Review Process as documented on page 85 of the Self-Study Report or develop another timely review process (Middle States Evaluation Team Report, May 2007).*

The mission and philosophy of Union County College are clearly represented in the institutional goals and expected learning outcomes ([Exhibit 183](#), p. 5). From these statements, the programs have identified student learning outcomes, which flow into the learning outcomes in each of the College courses. The outcomes demonstrate congruence with the institution's mission and are congruent with the standards of higher education. Student learning outcomes are measurable through the use of a variety of qualitative and quantitative methods at the course, program, and institutional level (IEP 4.a, IEP 4.b).

The College has taken the following steps to organize and document a sustainable assessment process:

- Streamlining the course master syllabi to ensure updates and quality
- Collecting assessment data of student learning outcome at course level
- Assessment of student learning outcomes of multiple section courses within programs
- Updating and rewriting program learning outcomes that are measurable
- Implementing a timely program review process
- Developing learning outcome assessment manual
- Conducting various professional development workshops on assessment and related teaching effectiveness topics for the faculty
- Ensuring quality in Distance Education course offerings

**Recommendation** - *Clear Process for Assessment of Learning Outcomes in Courses*

A Master Syllabi Template ([Exhibit 148](#)) was developed by the Learning Outcome Committee (LOC) and is in use in over 80% of the courses. The master syllabus template provides direction for the faculty to clearly identify the student learning outcomes, and the assessment methods used for measuring these outcomes. Included in the syllabus template is a grid for correlating the student learning outcomes in the course to those for the program. The LOC tracks the revisions of all of the course syllabi. Updated versions of each course syllabus are submitted by the Department Chairs/Course Faculty to the LOC by October of each academic year.

Faculty members at Union County College use a Learning Outcome Assessment Grid ([Exhibit 149](#)) to assess student learning outcome(s) at the course level. The grid includes the following information:

- Learning outcome(s)
- Assessment data
- Improvement strategies implemented based on an analysis of the assessment data
- Repeat of the assessment of the learning outcome to determine achievement or improvement

This format documents the students' attainment of course learning outcomes and demonstrates closure of the assessment loop. There is a mix of direct and indirect strategies used for assessment of learning outcomes, including the evaluation of student assignments, observation of skill performance, and satisfaction with course activities.

As of Spring 2011, over 60% of the faculty have submitted their assessment data. The LOC reviewed the data and provided feedback to faculty members for improvement in the identification of outcomes, documentation of results, and determination of strategies for repeating the assessments to determine achievement. The LOC chairperson provided reinforcement of the assessment process at the faculty meeting (March 23, 2011) and identified the timeline for implementation of the course assessments. The VPAA also met with each department to further clarify the procedure and expectation. By October of each academic year, the completed assessment grids are collected by department chairs and submitted to the LOC. At the beginning of every December, a revised course assessment plan is to be initiated by faculty members, collected by department chairs, and submitted to the LOC. This effort has promoted both the *process* and *culture* of assessment within the College.

The following are some examples of the assessments of student learning outcomes at the course level:

**Psychology.** The course level student learning outcome (*Understanding basic concepts in field of psychological sciences*), which corresponds to program learning outcome #1: *Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology*, is being assessed through the use of a pre-test/post-test instrument in five sections of General Psychology (PSY 101). Data collected have identified weaknesses in the students' understanding of research methodologies, specifically correlational methods. The first series of results have been disseminated to the psychology faculty in the department meeting. Along with inclusion of more content that addresses specific learning outcomes, the assessment tool is being revised and new items are to be added. The improved assessment tool is being implemented in all sections of the course. The results will provide a clear direction for improving specific areas of student learning outcomes. Student learning outcomes will be re-assessed after the next course implementation.

**Developmental English.** After reviewing final assessment measures for ENG 089 and ENG 099, the English department revised its measures to assess student learning outcomes to determine whether the students were ready to proceed to college level classes.

- In ENG 099, the highest level of Developmental Writing, students' readiness to go on to ENG 101 will be evaluated by portfolio review. Portfolio review will take place on the first day of final exams and will be conducted by teams of two full-time faculty members and two adjunct faculty members, with each participant reading and evaluating the work of the other members' students based on an agreed-upon rubric.
- In ENG 089, the highest level of Developmental Reading, assessment of learning outcomes will be done by using a rubric that includes assignment of 20% for a scaled score on the Accuplacer reading exam, 60% for coursework grades, and 20% for the grade on a department-wide final in-class reading activity. Students whose scores fall within a mid-range will have their portfolio of work evaluated by a portfolio review team of two full-time faculty members and two adjunct faculty members.

**Institute for Intensive English.** Student learning outcomes in ESL 012, ESL 022, ESL 032, ESL 042, ESL 091, ESL 092 are being assessed by reviewing the writing portion of the

course exams. Faculty members use a rubric and the results direct the grading. Revisions are made to the syllabi and classroom activities to improve students' attainment of learning outcomes.

**Chemistry.** In CHEL 105 (Chemistry for the Health Sciences Lab) the student learning outcome, *the ability of the students to utilize metric measurement to perform calculations according to the basic laws of chemistry in a lab setting*, is being assessed. Data collection is currently in progress, with a redesign and implementation timeline through Fall 2011. The final report will be submitted by December 2012.

**Math.** Student learning outcomes are being assessed in various sections of Math courses:

- MAT 117 and MAT 125 – Approximately 40% of the students in MAT 117 were identified as having difficulty constructing and interpreting *Venn diagrams*. Almost 1/3 of the students in MAT 125 were not proficient in the *translation between words, symbols, and math in logic problems*. In each course, emphasis was placed on reviewing the areas in question and encouraging small group work. Results on final exam questions for both classes in the Fall 2010 semester demonstrated improvement. Spring 2011 results showed increased proficiency in selected areas of translation; however, problems existed in the completion of more complex examples. Renewed emphasis will be placed on these areas in the courses, and information will be provided and reinforced with new instructors.
- MAT 119 – A large percentage of students demonstrated difficulty in completing problems involving *rational expressions*. Although more emphasis and class time was spent on this area, students continued to have difficulty. A subcommittee of the faculty met and determined additional actions, which included having additional assignments and worksheets, and individualized student feedback. The results of these interventions will be reviewed in Spring 2012.
- Assessment of student learning outcomes in MAT 113, MAT 125, MAT 172, MAT 246, MAT 271, and MAT 272 is also in progress. The results are being shared with faculty at the department level, with additional projects being completed, data gathered, and comparisons made across the course sections ([Exhibit 150](#)).

**Service Learning/Experiential Education.** There are more than 15 courses at the College that allow students the opportunity to engage in community-based education activities. Student learning outcomes in these courses are assessed via observation of performance and completion of written assignments, such as journals. Changes in field opportunities have been made based upon faculty, student, and community partner feedback.

- SLR 102 A student learning outcome for this course specifies that students will find their own service-learning experiences, based upon their own abilities and interests, within the first month of the semester. Data indicated that 25-30% of the students were having difficulty in securing an agency experience. Strategies that were implemented to improve placement resulted in almost 95% of the students finding opportunities.

Input, such as the following statement, serves to support the continuation of scheduled experiences:



*“I gained knowledge of what exactly I will be working after I graduate. It was an experience that helped me be aware and be open to anything since I will be working with individuals with different cultures and attitudes...I enjoyed it and learned a lot.”*

### **Recommendation** - *Implementation of the Program Review Process*

All degree programs that are offered at the College have clear student learning outcomes that are appropriate to the discipline and measurable. The LOC has audited program learning outcomes and consulted with department chairs to develop or revise program student learning outcomes that reflect expectations of the discipline. The student learning outcomes in all programs have been mapped ([Exhibit 151](#)) to the student learning outcomes in the course offerings.

The Program Review Process is being implemented, with the guidelines and timeline indicated in [Exhibits 152, 153, and 154](#). Each and every program offered in Union County College has or will be reviewed in a timely manner. As a result of this process and the findings presented, the following programs have been discontinued: Liberal Arts Urban Studies option, Engineering Management, and Manufacturing Engineering Technology.

In their annual reports ([Exhibits 155](#)), department chairs and coordinators provide the results of their assessments of student learning outcomes. This information is shared with department faculty, the VPAA, and relevant partners/stakeholders, and is included in the program review.

A systematic plan ([Exhibit 156](#)) for assessing program level student learning outcomes has been developed for use by department chairs and coordinators. The plan provides a timeline for assessment of student learning outcomes which coincides with the program review dates.

An assessment manual ([Exhibit 157](#)) is being developed to assist faculty members in the implementation of the assessment process. The manual includes timelines for course/program learning outcome assessments, guidelines for assessment projects, sample grids for documentation, and links to faculty resources.

The following are examples of the assessment of program level student learning outcomes: The Paralegal Studies Program ([Exhibit 158](#)) uses a capstone project to measure and assess the program learning outcomes. There is an evaluation of student portfolio work by members of the Advisory Committee, who are lawyers or paralegals professionals. An agreed-upon rubric is used by Committee members to score specific skills, with each skill linked to a stated program outcome. Prior assessment results were used to guide the program faculty to include a greater emphasis on the grammar, terminology, and general writing skills in the Legal Writing course. In addition, a grammar and composition grade was incorporated into all of the rubrics for evaluation of written work across the Paralegal Studies curriculum. After implementation of the enhancements to the writing components of the curriculum, the achievement of student learning outcomes related to grammar and composition has consistently improved. More than 80% of the students have met the expected outcomes for grammar and composition in 2010 and 2011.

The Chemistry program administers the American Chemical Society Division of Chemical Education Organic Chemistry Test to students enrolled in the program's last chemistry course, CHE 212 Organic Chemistry II. Results from the most recent testing in Spring semester 2011 show that the mean and median were within 5 and 4 points, respectively, of the mean and median of the national norm group.

Self-Study Reports for the Physical Therapist Assistant and Practical Nursing programs specify the methods and data for achievement of the national accreditation standards. Licensure examination results also indicate achievement of program outcomes for the Physical Therapist Assistant, Practical Nursing, and Emergency Medical Technician programs. Graduate results on these national credentialing exams have exceeded state and program accreditation requirements.

### **Recommendation** - *Sharing of Assessment Information*

After reviewing the assessment grids/plans submitted by the faculty, the LOC provides feedback via the department chairs. The areas for improvement in the plans are noted and communicated to the faculty within the department and at regularly-scheduled faculty meetings. At faculty meetings, the chairperson of LOC shares the assessment findings and the strategies that have been implemented to promote student learning. Expectations for college-wide assessment are shared, along with the timeline for submission and implementation of assessment plans.

Written and verbal reports of outcome assessment promote the continuous improvement in course offerings and are used to improve teaching and learning within programs.

Programs within the College also report to and receive feedback from Advisory Committees, which are representative of the community and include stakeholders/partners from business and industry.

Assuring quality in Distance Education has been a priority for Union County College. For detailed review of the program see p. 23 of this document. It is noteworthy to report the steps that have been taken by the faculty to ensure the quality of offerings in Distance Education courses. At Union County College, besides student evaluation, online courses are reviewed through peer evaluation, departmental review, and design and a delivery review checklist (**Exhibits [159](#), [160](#), [161](#)**).

Union County College leadership has provided financial and technological support to enhance the culture of assessment amongst faculty. The College has offered professional development for faculty (**Exhibit [162](#)**) to learn how to assess student learning, diversify teaching and learning strategies, and improve their curricula.



## Chapter III

### Major Challenges and/or Opportunities

In her first year, Dr. McMenamain, the new President of Union County College focused on making the College student centered (Standard 9) when she instituted the theme, “Students are #1.” This was the first of many actions that would be taken to address the College’s low graduation rates. President McMenamain, in her second year of leadership, expanded on this concept to include student engagement and active learning (Standards 7 & 8). This shift in focus was in response to the results of the Community College Survey of Student Engagement (CCSSE) testing which occurred in 2008 and again in 2011. In both administrations of the CCSSE, Union County College’s students scored below the national norm on the active and collaborative learning scale ([Exhibit 78](#)). Research by the Center for Community College Student Engagement at the University of Texas at Austin on the CCSSE provides evidence of the relationship between student engagement and student success.

Title V grant funds have enabled a series of on-campus professional development workshops focused on best practices in retention and student engagement to be made available to faculty and staff. Drs. Tinto, Kuh, Barkley, Stanley, and King have conducted workshops at the College on practices to engage students. Title V grant funds have also been used to purchase Go2Knowledge, on-demand professional development workshops (Standards 3, 7, & 10).

Dr. McMenamain also directed the new Academic Vice President, Dr. Lown, and the Vice President for Student Services, Dr. Ford to develop a Student Success Plan for AY 2011-2012 (Standards 2, 3, 5, 7, 8, 9, 10 & 14) ([Exhibit 165](#)). In order to increase student success at the College, student success outcomes were identified in the Student Success Plan and included course completion, retention, graduation, transfer, and job placement rates.

### Challenges

The College’s low graduation rates are occurring at a time when the external environment is changing. Enrollment in Fall 2011 declined for the first time since Fall 2005. Enrollment is projected to remain stable or decline over the next three years due to the decreasing size of Union County high schools’ graduating classes (Standard 2). Students’ tuition and fees in FY 2011 accounted for approximately 64% of operating revenues. In FY 2012 and 2013, this percentage is projected to increase to 66% (Standards 2 & 3). Congress maintained the maximum Pell Grant funding at \$5,550 in part by eliminating year-round Pell Grants and lowering the minimum income to qualify for an automatic zero Expected Family Contribution for Pell from \$31,000 to \$23,000. The changes in Pell Grants will slow students’ progress toward degree completion (Standards 2, 3, 7, 8, & 9). The challenge for the College will be to retain larger numbers of its currently enrolled students to graduation.

The College’s low graduation rates are also occurring at a time when state and national attention has been focused on preparing more graduates to guarantee future economic prosperity. Recent federal policies have resulted in increased accountability reporting which in some instances

has been tied to performance funding or the ability to maintain eligibility for funding. For example, gainful employment programs were required to pass three tests, i.e. annual loan repayment rate, discretionary income, and actual earnings, to remain eligible for Title IV financial aid (Standards 8, 9, & 11). In another federal program, the Carl D. Perkins Career and Technical Education Act of 2006, eligible programs must meet state-negotiated performance levels. Programs that consistently do not achieve the performance levels will not be considered eligible for Perkins funding (Standard 11).

At the state level, the National Governors Association's plan, *Complete to Compete*, is being discussed in NJ. In several states, performance on the metrics contained in the plan are used for budgeting and funding of more than ten percent of some public institutions' state funding (Standards 2 & 3). Among these states, the metric that is most commonly used in performance funding is the graduation rate.

To address the need to increase graduation rates, the College has joined the New Jersey Community College Completion Agenda which means that 14,792 students should have graduated from 2008 to 2020. A dashboard has been created to track progress toward the goal ([Exhibit 9](#)). The College is currently on pace to exceed the 2020 completion target (Standards 7 and 8).

## **Opportunities**

Plans that address the following four areas are presented in the Strategic Planning Matrices, 2011-12 through 2014-15: *I. Teaching and Learning, II. Services and Activities, III. Employees, Facilities, and Systems, and IV. Union in the Community* (Standards 2 & 3) ([Exhibits 2, 173, 174, 175](#)).

In the area of *Teaching and Learning*, implementation of the new Academic Master Plan will result in the development of new academic programs. Several existing programs are being revised based on best practices, e.g., developmental Math. Programs are also being revised based on the results of program reviews (Standards 11 & 13).

Support for students is being enhanced and opportunities for student engagement expanded in the area of *Student Support and Activities*. For example, a Math Success Center has been created on the Cranford Campus to provide expanded tutoring in math. In addition, intercollegiate athletics are being expanded to include women's softball and soccer (Standards 8 & 9).

New facilities were recently completed and additional facilities enhancements are planned on each campus over the next three years in the area of *Employees, Facilities, and Technology* (Standards 2 & 3). In January, 2012, the J. Christian Bollwage parking garage opened on the Elizabeth Campus easing parking for that site. In March 2012, a new office, *Union County College Means Business*, was created for career exploration and job placement on the Elizabeth Campus (Standard 8). This office was created to support Freeholder Chair Mirabella's new initiative, *Union County Means Business*. In FY 2012, a new 32,600 sq. ft. Student Services Building will be built on the Cranford Campus. Plans have been developed to rebuild and renovate the Annex Building on the Plainfield Campus in FY 2013. Moreover, renovations to the Lessner Building on the Elizabeth Campus are scheduled for FY 2014.

Technology enhancements are being made to existing facilities. Twenty-five new multi-media classrooms were equipped on the Elizabeth Campus in 2011-2012. Almost 95% of classrooms on the Elizabeth and Plainfield Campuses are equipped for multi-media. Wireless access is now available in all buildings on the Cranford, Elizabeth, and Plainfield Campuses (Standard 3).

In the area of *Union in the Community*, plans include enhanced marketing, expanded fundraising, and new partnerships. The College's website and portal are being further developed to facilitate access and open new markets.

Fundraising is being expanded to raise additional monies for scholarships and grant funds are being pursued that are consistent with academic and student needs.

Partnerships are expanding with Union County High Schools so that the Accuplacer test can be administered to students while they are still in high school. Information sessions will be held with high school students to help them prepare for taking the Accuplacer test. Our goal is to have more first-time students be college ready when they are admitted to the College (Standard 8).

In another partnership, the College became a member of the League for Innovation. The League for Innovation was one of several national organizations that signed the commitment to the Completion Agenda.

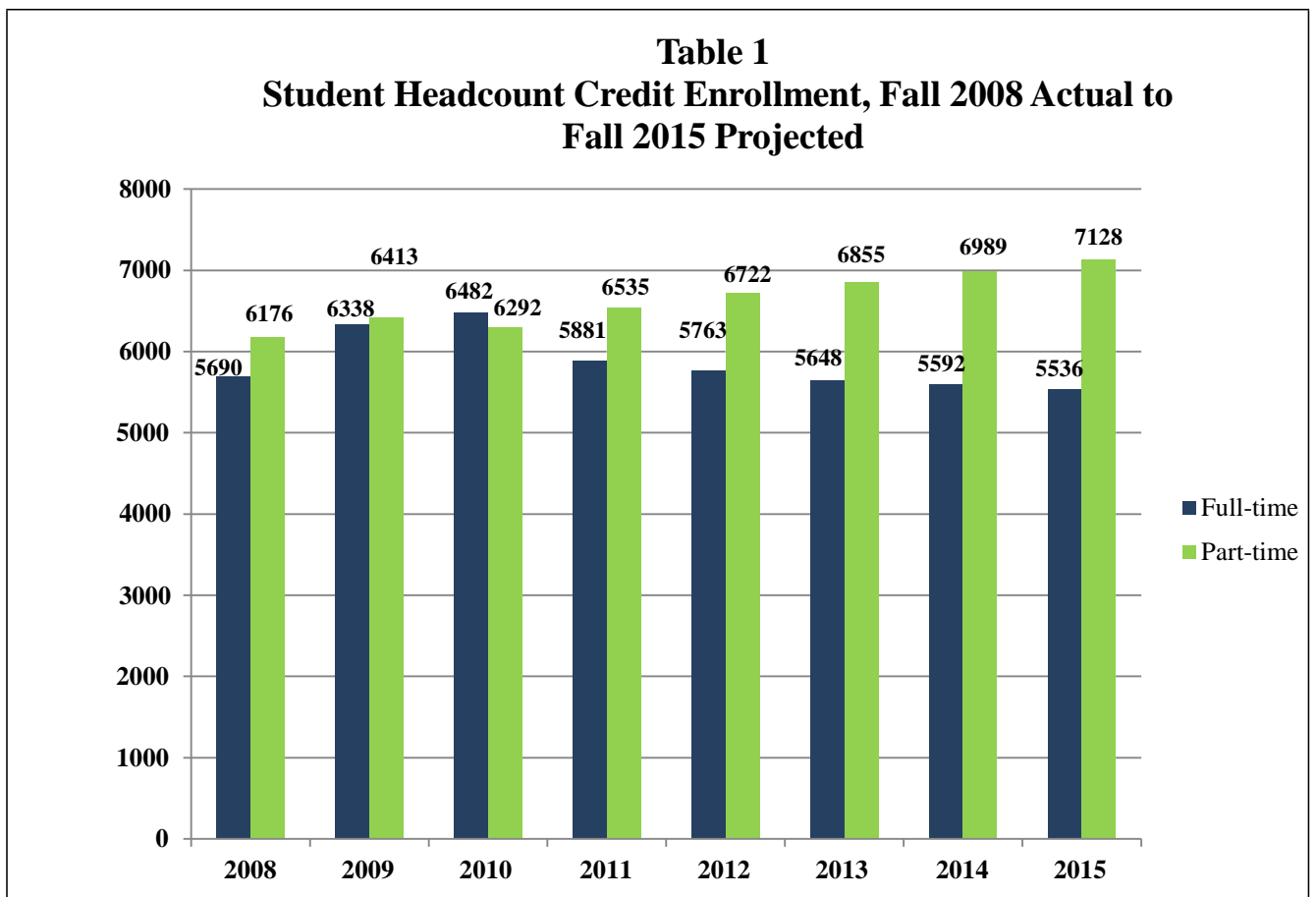
In summary, through the actions specified in the Strategic Planning Matrices, the College has opportunities to further promote a climate of student success, to expand opportunities for student engagement, to provide facilities and technology that support the Academic Master Plan, to facilitate access and open new markets, to enhance fundraising and revenue from grants, and to develop new partnerships.

## Chapter IV

### Enrollment and Finance Trends and Projections

#### Enrollment

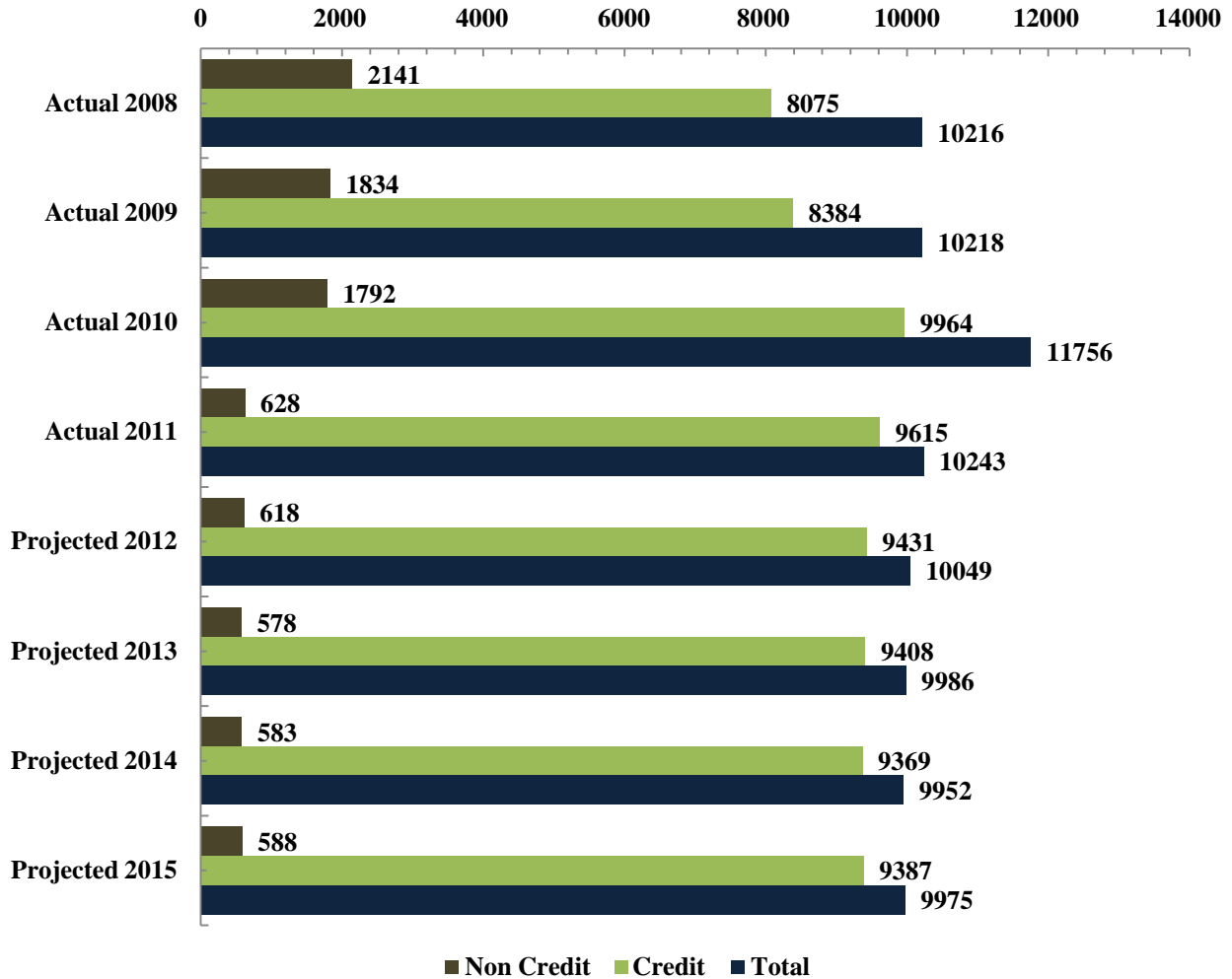
A record 12,774 students enrolled in Fall semester, 2010. The number of full-time students reached a record high of 6,482 in Fall 2010 and then declined by 9.2% or 601 to 5,881 in Fall 2011 as shown in Table 1. The number of students attending full-time is projected to decline through Fall 2015. Conversely, the number of part-time students increased 3.9% to 6,535 in Fall 2011 as compared to 6,292 in Fall 2010. Part-time enrollment is projected to continue to increase through Fall 2015.



Enrollment in the College peaked in FY 2010. Table 2 shows that the actual total full-time equated enrollment (FTE) increased 15.1% or 1,540 FTE between FY 2008 to FY 2010. Enrollment in FY 2011 decreased 1,513 FTE or 12.9% from the record high observed in FY 2010. Enrollment is projected to continue to decrease for the next three years before recovering in FY 2015 as indicated in Table 2.

**Table 2**

**FTE Enrollment, Actual FY 2008 to FY 2011 and Projected FY 2012 to FY 2015**



During the same time period, non-credit FTE decreased from the record high of 2,141 in FY 2008 to 628 in FY 2011. Non-credit FTE is projected to continue to decrease through FY 2014 and then slightly increase by 0.9% or 5 FTE in FY 2015.

The enrollment projections were based on the following assumptions:

- the number of Union County public high school graduates has decreased and will continue to decrease over the next three years,
- enrollment will be impacted by the relatively high unemployment rate in Union County which is higher than the rate for the State,
- lowering of the Pell income eligibility level will negatively impact on the number of students enrolling full-time,

- fewer students will increase loan amounts so that they can enroll full-time,
- Pell academic progress regulations will increase the number of students enrolling part-time,
- the high percentage of students interested in majoring in nursing will increase the number of students enrolling part-time so that students pass nursing courses on the first try and therefore, remain eligible for the Kellogg scholarship,
- County and Federal funding of workforce development programs will continue to be limited,
- lower discretionary income of County residents will limit growth in Continuing Education, and
- the sluggish economy will deter employers from investing in training and education of their employees.

## **Financial Trends**

In fiscal year 2010, the College received Federal ARRA Stimulus funding of \$518,483 which helped to offset the 8% cut in State aid for that year. However since 2008, State appropriations have decreased by 14.3%, from \$12,087,835 in 2008 to \$10,355,000 in 2012. A decrease of 2.8% to \$10,071,934 is planned for 2013, and a 1% decline is estimated for the following 2 years.

The Union County Board of School Estimate provided a 5.4% increase in the amount of County aid between 2008, \$12,217,220 and 2012, \$12,885,900. In FY 2013, a 2% increase to \$13,143,618 has been requested, with an increase of 1% estimated for the following 2 years.

Tuition and fees have increased 24.3% from \$118.50/credit hour in 2008 to \$150.25/credit hour in 2012. This increase reflects the continued shift of financial responsibility to the student.

The “Other Income” category of college revenue continues to provide approximately 2% to total revenue. This category has declined since 2008 due to the decline of interest rates on investments.

## **Current Revenue Trends**

In 2008, tuition and fee revenue amounted to \$33,017,250 which provided 56% of the College’s total revenue. By 2012, tuition and fees have increased to \$41,244,640 providing 60% of the College’s total revenue. By 2015, student tuition and fee revenue will make up 62% of the College’s total revenue, almost double the State of New Jersey’s original plan of 33.3% from the State, 33% from the County, and 33.3% from tuition and fees.

The State appropriation of \$12,087,835 in 2008 was approximately 20% of total revenue. In 2012, the State appropriation is expected to be approximately 15% of total revenue at \$10,355,000.

County support is decreasing from approximately 21% at \$12,217,220 in 2008 to 19% at \$12,885,900 in 2012 as a percentage of total revenue. County support although increasing slightly each year will continue to decline to an estimated 18% of total revenue through 2015.

Other income has declined as a percentage of total revenue since 2008 when it was at a high of 4% as compared to its current 2012 level of 2% where it is estimated to remain through 2015.

Total revenue has increased 16.8% during the last 5 years, i.e., from \$59 million at year end 2008. Tuition and fees during the same time period increased from \$28.5 million to \$41.2 million in 2012, an increase of 45%. Record high enrollment, 24% between 2008 and the estimate for 2012, accounted for some of the increase, with the remainder due to tuition and fee increases. Combined State and County appropriations during these years declined 4.4% from \$24.3 million to \$23.2 million.

### **Expenditure Trends**

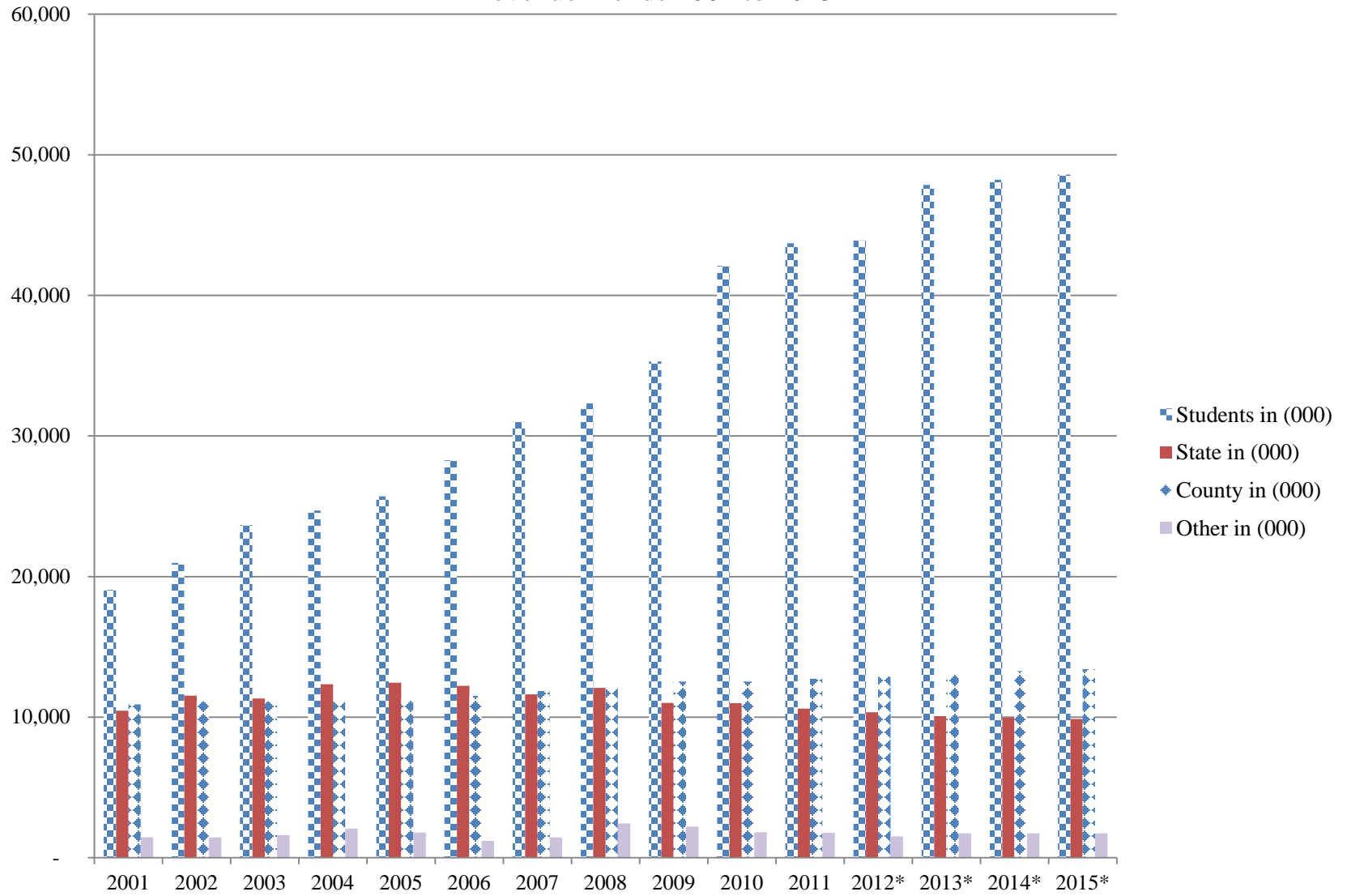
From 2008 through 2012, educational and general expenditures increased from \$55.5 million to \$68.7 million, an increase of 23.6%, averaging approximately 5% per year. In FY 2012, salaries and benefits will be 78% of educational and general expenditure. Higher prices for utilities and leased parking space, increases in instructional staffing due to enrollment growth, repair and maintenance of aging facilities, as well as the opening of the new Kellogg Building and the new County Parking Garage on the Elizabeth Campus have resulted in a 3.4% or \$2.4 million increase in operating costs from 2011 to 2012. Non-personnel operating costs estimated to be 22% of total expenditures, are expected to remain at this level through 2015.



**Union County College Financial History Budgets FY 2007 - 2013**

	Actual						Budget				
	Academic Year ended Spring XX						Academic Year ended		Summer I XX		
	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010*</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012 CurEst</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
Fundable FTE Enrollment	8,824	8,869	7,911	8,184	10,324	9,615	10,419	9,834	9,810	9,772	9,790
<b>Revenue</b>											
Student Tuition and Fees	\$24,379,588	\$27,150,913	\$28,508,753	\$31,613,784	\$39,304,148	\$40,880,139	\$44,478,241	\$41,244,640	\$44,738,827	\$45,108,414	\$45,476,348
Public Service income	\$3,883,950	\$3,848,765	\$3,796,169	\$3,686,081	\$2,794,368	\$2,830,094	\$2,240,000	\$2,661,153	\$3,115,063	\$3,115,063	\$3,115,063
Federal [ARRA] Stimulus	-				518,483						
State Appropriations	12,231,519	11,628,983	12,087,835	11,015,015	10,473,496	10,602,032	9,713,972	10,355,000	10,071,934	9,971,215	9,871,503
County Appropriations	11,515,902	11,861,379	12,217,220	12,522,650	12,522,650	12,733,103	12,987,765	12,885,900	13,143,618	13,275,054	13,407,805
Other income	<u>1,214,413</u>	<u>1,440,888</u>	<u>2,442,115</u>	<u>2,217,220</u>	<u>1,804,998</u>	<u>1,779,744</u>	<u>1,753,793</u>	<u>1,515,953</u>	<u>1,735,296</u>	<u>1,735,296</u>	<u>1,735,296</u>
<b>Total Current Fund Revenues</b>	\$53,225,372	\$55,930,928	\$59,052,092	\$61,054,750	\$67,418,143	\$68,825,112	\$71,173,771	\$68,662,646	\$72,804,738	\$73,205,042	\$73,606,014
<b>Expense:</b>											
Instruction	24,252,137	25,298,779	25,251,654	26,260,410	29,930,330	31,990,775	34,057,194	32,046,307	32,150,545	32,167,513	32,167,513
Public Service	2,478,788	2,101,921	3,260,724	3,170,801	2,138,283	2,902,594	2,044,457	2,782,510	4,003,501	4,004,552	4,004,552
Academic Services	4,250,290	4,448,241	3,187,698	4,036,854	5,074,080	4,970,665	5,736,558	5,004,821	4,566,998	4,569,396	4,569,396
Student Services	4,300,385	4,568,766	4,921,459	4,875,206	5,259,503	5,658,446	6,376,802	6,113,612	6,426,819	6,430,379	6,430,379
Institutional Support	9,296,009	9,754,905	10,218,732	10,622,370	11,343,435	11,011,483	10,733,844	12,141,892	13,711,196	13,728,095	13,828,037
Facilities Operation & Maintenance	<u>7,629,778</u>	<u>7,911,297</u>	<u>8,695,378</u>	<u>8,776,165</u>	<u>10,075,036</u>	<u>9,892,808</u>	<u>12,224,916</u>	<u>10,573,504</u>	<u>12,421,699</u>	<u>12,305,107</u>	<u>12,606,137</u>
<b>Total Educational and General Expenditures</b>	\$52,207,387	\$54,083,909	\$55,535,645	\$57,741,806	\$63,820,667	\$66,426,771	\$71,173,771	\$68,662,646	\$73,280,758	\$73,205,042	\$73,606,014
<b>Mandatory Transfers:</b>											
Principal, Interest and Required Reserves	<u>876,527</u>	<u>858,905</u>	<u>872,406</u>	<u>864,818</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Total Expenditures &amp; Mandatory Transfers</b>	53,083,914	54,942,814	56,408,051	58,606,624	63,820,667	66,426,771	71,173,771	68,662,646	73,280,758	73,205,042	73,606,014
Appropriations to (from) Plant & Other Designated Funds	<u>141,458</u>	<u>988,114</u>	<u>2,644,041</u>	<u>2,448,126</u>	<u>3,597,476</u>	<u>2,398,341</u>	<u>0</u>	<u>0</u>	<u>(476,020)</u>	<u>0</u>	<u>0</u>
<b>Total Operational Expenditures</b>	<u>\$53,225,372</u>	<u>\$55,930,928</u>	<u>\$59,052,092</u>	<u>\$61,054,750</u>	<u>\$67,418,143</u>	<u>\$68,825,112</u>	<u>\$71,173,771</u>	<u>\$68,662,646</u>	<u>\$72,804,738</u>	<u>\$73,205,042</u>	<u>\$73,606,014</u>

Table 3  
Revenue Trends 2001 to 2015



**Table 4**

**UCC Expenditures by Function, 2001 to 2015**

Fiscal Year	Instruction in (000)	%	Public Service in (000)	%	Academic Support in (000)	%	Student Services (000)	%	Institutional Support in (000)	%	Plant in (000)	%	Total Educational & General in (000)	% Change
2001	18,866	47.3%	1,056	2.6%	2,934	7.3%	3,659	9.2%	8,924	22.4%	4,484	11.2%	39,923	2.6%
2002	19,943	47.6%	1,268	3.0%	3,165	7.5%	3,823	9.1%	9,513	22.7%	4,226	10.1%	41,938	5.0%
2003	21,399	47.0%	1,167	2.6%	3,394	7.5%	4,336	9.5%	10,431	22.9%	4,776	10.5%	45,503	8.5%
2004	23,320	48.1%	1,327	2.7%	3,648	7.5%	4,486	9.2%	10,567	21.8%	5,155	10.6%	48,503	6.6%
2005	25,017	50.0%	1,422	2.8%	3,505	7.0%	4,390	8.8%	10,299	20.6%	5,354	10.7%	49,987	3.1%
2006	26,148	50.1%	1,530	2.9%	3,383	6.5%	4,326	8.3%	10,960	21.0%	5,830	11.2%	52,177	4.4%
2007	25,299	46.8%	2,102	3.9%	4,448	8.2%	4,569	8.4%	9,755	18.0%	7,911	14.6%	54,084	3.7%
2008	25,252	45.5%	3,261	5.9%	3,188	5.7%	4,921	8.9%	10,219	18.4%	8,695	15.7%	55,536	2.7%
2009	26,260	45.5%	3,171	5.5%	4,037	7.0%	4,875	8.4%	10,622	18.4%	8,776	15.2%	57,741	4.0%
2010	29,930	46.9%	2,138	3.3%	5,074	8.0%	5,260	8.2%	11,344	17.8%	10,075	15.8%	63,821	10.5%
2011	31,991	48.2%	2,903	4.4%	4,971	7.5%	5,658	8.5%	11,011	16.6%	9,893	14.9%	66,427	4.1%
2012 *	32,046	46.7%	2,782	4.1%	5,005	7.3%	6,114	8.9%	12,142	17.7%	10,574	15.4%	68,663	3.4%
2013 *	32,150	43.9%	4,004	5.5%	4,567	6.2%	6,427	8.8%	13,711	18.7%	12,422	17.0%	73,281	6.7%
2014 *	32,168	43.9%	4,005	5.5%	4,569	6.2%	6,430	8.8%	13,728	18.8%	12,305	16.8%	73,205	-0.1%
2015 *	32,168	43.7%	4,005	5.4%	4,569	6.2%	6,430	8.7%	13,828	18.8%	12,606	17.1%	73,606	0.5%

\* denotes projected expenditure levels, all others are actual results

## Chapter V

### Process for the Assessment of Institutional Effectiveness and Student Learning

Since the 1980's, Union County College has been engaged in the on-going assessment of the institution and its mission. The planning process was first described in the College's Master Plan, 1985-1990 ([Exhibit 166](#), p. 159-163). This was followed by the College's 1986 and 2006-2007 Self-Studies, which contained chapters that presented evidence of the achievement of the College's mission, goals, and objectives. The mission, goals, and objectives are assessed for FY 2007 to FY 2011 in the Institutional Assessment section of this document (Chapter II, p. 4-17).

The first Institutional Effectiveness Plan was written in 2006 ([Exhibit 167](#), p. 1-72) by extracting evidence from departmental annual reports and presenting it in tabular form. In 2011, data collection for the effectiveness plan was enhanced by using a new Institutional Effectiveness Template which was based on a model developed at Philadelphia College of Osteopathic Medicine (PCOM) and presented at the Middle States 2010 Annual Conference. The new format of the Union County College Institutional Effectiveness Template, which places greater emphasis on outcomes and plans for the future, was reviewed and endorsed by the Institutional Assessment Committee. The new template was introduced and explained to the department heads through a presentation at each Vice President's staff meeting. Each department head was asked to identify the specific College goals or Strategic Planning Initiatives that they addressed from 2007 to 2011 and then document their progress toward meeting those goals as well as their plans for future action. The new template proved to be particularly useful in documenting changes and improvements made in projects that occurred over multiple years and that were assessed multiple times ([Exhibit 168](#)). However, several department chairpersons found it difficult to work with the template, and therefore, the College will return to the use of information written in the departmental annual reports for the next effectiveness plan.

The College has a well developed process linking planning and budgeting. The College's Institutional Effectiveness plan covers all of the budgetary units in the institution. The unit goal statements are stated on forms that comprise the budget request packets which are completed annually. Each unit prepares an annual report which contains documentation of the accomplishment of the unit's goals during each fiscal year. The College's Vice Presidents compile reports for their areas which are submitted to the President. The College's effectiveness is evaluated in terms of the accumulated evidence for the accomplishment of the mission, goals, and objectives as well as the completion of actions contained in college-wide plans. Administrators' performance and merit pay are assessed annually based on the accomplishment of their stated goals and objectives. The Board of Trustees and Governors annually evaluates the performance of the President.

### **College-wide Reports**

In addition to the Institutional Effectiveness Plan, several college-wide reports are prepared on an annual basis. The Annual Institutional Profile, is a report to the Governor and the Legislature as required under the New Jersey Higher Education Restructuring Act of 1994

which is currently sent to New Jersey Commission on Higher Education. Student outcomes information in the form of graduation, retention, and transfer rates are contained in the report. The Annual Institutional Profile is distributed to the members of the College's Board of Trustees and Governors and is adopted by board resolution at their September meeting.

Based on a negative trend in the graduation and retention rates presented in the Annual Institutional Profile, one of the initiatives in the Strategic Plan, 2010-2012 is to increase the retention and graduation rates of students. Further, the College was awarded two Title V grants to initiate actions to positively impact student success, particularly for first year students and those majoring in Science, Technology, Engineering, and Mathematics.

Title V monies enabled the administration of the Community College Survey of Student Engagement (CCSSE) in 2008 and 2011. Results were presented at a Faculty meeting and a Board meeting ([Exhibit 78](#)). Students scored below the national norms on the Active and Collaborative Learning scale in both test administrations. Professional development workshops were scheduled with Dr. Elizabeth Barkley author of *Student Engagement Techniques: A Handbook for College Faculty*. Dr. Barkley was the guest speaker at a faculty meeting.

The IPEDS Data Feedback Form is also shared each year with the Board members and the President's Leadership Council. A customized comparison group of aspirational peer community colleges was selected in 2010 and slightly modified in 2011. New Jersey Community Colleges formed the comparison group prior to 2010. The results of the 2011 comparison show that the College conferred 40% fewer Associate's degrees as compared to the peer group, the three-year graduation rate was half of the median graduation rate for the comparison group, while the Fall to Fall retention rates were higher at Union for first-time, full-time students and first-time, part-time students ([Exhibit 169](#)).

A sample college-wide dashboard has been shared with the Educational Planning and Policy Committee of the Board ([Exhibit 9](#)).

### **Professional Program Accreditation**

Many of the College's career programs are accredited by professional or specialized agencies that are engaged in on-going assessment ([Exhibit 70, p. 1](#)). Assessment results are presented in programmatic self-study documents prepared for each program's re-accreditation by the professional associations.

Passing rates on licensure/certification examinations were the following: 100% Professional Nursing –Trinitas, 94.32% Professional Nursing- JFK Muhlenberg, 100% Nuclear Medicine Technology-JFK Muhlenberg, 100% Diagnostic Medical Sonography-JRK Muhlenberg, 100% Amplified Program in Radiography-JFK Muhlenberg, 88% Physical Therapist Assistant, 100% Licensed Practical Nursing, and 100% Paramedic.

### **Academic Program Review**

All academic programs and options are reviewed on a scheduled basis (IEP 4.c) ([Exhibit 154](#)). Each Fall, the academic program review process begins with the Vice-President for Academic Affairs (VPAA) notifying the appropriate Academic Department Chairpersons

and Program Coordinators of the programs to be reviewed. Copies of *The Guidelines for Academic Program Review* ([Exhibit 153](#)) are provided. The staff of the Office of Assessment, Planning, and Research (APR) work collaboratively with the faculty on developing a written report which includes: a recommendation to continue the program with no revision, discontinue the program, or continue with modifications. The report is submitted to the VPAA, the academic department chairperson, the program coordinator, chairperson of the program's advisory committee (where appropriate), and the chairperson of the faculty curriculum committee. Responses are submitted in writing to the VPAA. The VPAA submits the report along with any written comments to the President, who then submits the report to the Educational Planning and Policy Committee of the Boards.

From 2007 to 2011, 38 programs and options were reviewed. Nine programs/options were de-registered due to low enrollment and high cost. Three new programs were developed. The names of four programs were changed.

The Carl D. Perkins Career and Technical Education Improvement Act of 2006, specifies performance measures and standards that are calculated annually in the areas of technical skill attainment, industry credential, retention, placement participation nontraditional, and completion nontraditional on all career programs. Programs not achieving the standards must implement actions to improve performance.

The Office of Assessment, Planning, and Research conducts multiple surveys of students and alumni ([Exhibits 25, 26, 27, 28, 178, 179](#)). Results of surveys that assess personal development, satisfaction, and student involvement are used by the Student Services Division to assess student satisfaction with various services and, where appropriate, to recommend improvement in an annual report. The VPAA, Department Chairs, and Program Coordinators use the satisfaction ratings on questions regarding student academic preparation for subsequent education or the satisfaction ratings on questions regarding student preparation for a career as indicators of the effectiveness of academic programs.

The Noel Levitz Student Satisfaction Inventory (IEP 2.c) was administered to students enrolled in Fall 2011 under the sponsorship of the Title V grant. The results were presented to the Educational Planning and Policy Committee of the Boards, the faculty at a Faculty Meeting, and the President's Leadership Council ([Exhibit 77](#)). Areas in which students were more highly satisfied as compared to ratings of students at Eastern Community Colleges were the following: classes scheduled at convenient times, safe and secure campus, adequate computer labs, available tutorial services, and adequate library resources and services. Students were less satisfied as compared to students at Eastern Community Colleges with the ability to register with few conflicts, convenient ways to pay the bill, and amount of student parking space. Actions to improve satisfaction in these areas will be incorporated into Strategic Planning Matrix, 2013-14.

The Data Book is prepared annually by APR and sent to Academic Department Chairpersons and Program Coordinators. The Data Book is used to justify need in hearings with the VPAA on budgeting new faculty positions ([Exhibit 24](#)).

## Course Assessment

The name of the course, UCC 101, First-Year Seminar was changed in 2010-2011 to College Success. Tracking of the 708 students who enrolled in UCC 101 in Fall 2006 and who passed the course, indicates that 497 (70.2%) were retained in Fall 2007. Of the 268 students who failed UCC 101 in Fall 2006, only 64 (23.9%) were retained in Fall 2007. There were 930 new students who did not enroll in UCC 101 in Fall 2006. Of these students, 414 (44.5%) had re-enrolled in Fall 2007. The results of this study are consistent with a study of UCC 101 students in 2001-2002 that evidenced a positive impact on retention.

The developmental Math curriculum was revised in 2009. A new developmental course sequence was needed due to changes in New Jersey Community Colleges sector placement recommendations for college algebra. In addition, MAT 119, College Algebra, was updated to meet the new statewide standards. Examination of the passing rates in developmental Math courses from Spring 2007 to Spring 2011 shows that passing rates increased in all courses ([Exhibit 113](#)). Further, passing rates in MAT 119, the first college credit Math course (IEP 2.g) also increased over this time period ([Exhibit 113](#)). A comparison of the passing rates in MATH 119 of students who took developmental Math versus students who did not take development Math showed that there was no significant difference in the passing rates of 56.6% and 59.7%, respectively at  $p < .05$ . Increasing the passing rates in developmental Math as well as enabling students to pass the credit level Algebra course provides support for the accomplishment of the 2010-2012 Strategic Plan initiative and the 2011-12 Strategic Planning Matrix action plan to increase retention and graduation rates.

It should be noted that assessment methods in developmental Math courses were changed in Fall 2010. An in-class final exam replaced scores from an exit exam and scores on the NJ College Basic Skills Placement Test ([Exhibit 59](#)).

In Fall 2011, two developmental Math courses were redesigned to combine classrooms instruction with self-paced computer use. Initial results are positive for student success and as a result the number of course sections offered will be increased.

A new Title V grant proposal was submitted for redesign in developmental Math, developmental English and ESL.

Assessment methods were revised in developmental Reading and Writing courses in Spring 2010. Developmental Writing assessment changed from an in-class department-wide final writing holistically scored by department faculty to a portfolio review by all faculty, full-time and adjunct. Passing rates in ENG 099, College Writing II, increased from 52.5% in Fall 2009 to 58.7% in Fall 2010 ([Exhibit 62](#)).

Developmental Reading courses are assessed using the Accuplacer computer-based reading exam. Passing rates in ENG 089, Introduction to College Reading II, increased from 54.3% in Fall 2009 to 65.5% in Fall 2010 ([Exhibit 63](#)).

A comparison of the passing rates in PSY 101, Introduction to Psychology, of students who had taken developmental Reading with students who did not need developmental Reading showed higher passing rates in PSY 101 for students who had enrolled in developmental



Reading as compared to the students who did not need developmental Reading (IEP 2.g). A similar result was found when the passing rates in ENG 101, English Composition I, for students who had taken developmental Writing were compared with students who did not require developmental Writing.

Some developmental Math and developmental English courses are paired with the College Success course, UCC 101, as part of the learning communities. In Fall 2008, Fall 2009, and Fall 2010 a comparison of the distribution of grades in developmental learning community courses with other developmental courses shows only a significantly higher passing rate in MAT 011, Pre- Algebra ([Exhibit 184](#)).

With regard to assessment of general education courses, results of the Measure of Academic Proficiency and Progress in Fall 2009 show that the mean scaled scores of students were significantly lower than the norm group of Associate Degree college students. Approximately 56% of the general education courses offered in Fall 2010 have been assessed and 62% of these courses have been reassessed. The Learning Outcomes Assessment Committee will select a general education standardized test to be administered to students in Fall 2014 to assess the overall impact of the course changes.

## **Student Learning**

Institutional goals and learning outcomes clearly stem from the College's mission and philosophy ([Exhibit 183, p. 5](#)). This information provides the basis for statements of program student learning outcomes which are linked to course learning outcomes. Student learning outcomes at the institution, program, and course level are measured using multiple methods.

The assessment process has been clarified and standardized through a variety of actions. The creation of a master syllabi template by the Learning Outcomes Committee (LOC) provides for the identification of student learning outcomes and assessment methods which links the course outcomes to the program outcomes ([Exhibit 148](#)). Revisions to course syllabi are tracked by the LOC.

Student learning outcome data are collected at the course level including across multiple course sections within programs using a learning outcomes assessment grid ([Exhibit 149](#)). The grid captures information on actions taken to improve performance and the results of re-assessment to determine the impact of these changes. Over 60% of the faculty had submitted assessment data by Spring 2011. Each October, faculty submit the assessment grids to Academic Department Chairpersons who send it to the LOC. The LOC provides feedback for improvement. Every December, faculty submit a revised course assessment plan.

Program learning outcomes have been rewritten so they are measurable. The student learning outcomes in all programs have been mapped to the student learning outcomes in the courses ([Exhibit 151](#)).

Results of assessments are documented in departmental annual reports ([Exhibit 155](#)).

A systematic plan for assessing program learning outcomes has been developed for use by Academic Department Chairpersons and Program Coordinators ([Exhibit 156](#)).

A draft Assessment Manual has been written to assist faculty in the implementation of the assessment process ([Exhibit 157](#)).

Distance education courses are reviewed through peer evaluation, departmental review, student evaluations, and a design delivery review checklist ([Exhibits 159, 160, 161](#)).

The results of assessments are communicated to faculty within a department at faculty meetings, and to program advisory committees. Lessons learned from the assessment process have been incorporated into professional development workshops, so they can be shared with other members of the faculty and staff ([Exhibit 162](#)).

## Chapter VI

### Linked Institutional Planning and Budgeting Processes

The President held Retreat 2011 for the members of the Boards of Trustees and Governors on October 1, 2011. The Vice Presidents shared demographic, academic, financial, and regulatory information with the Board members. Small group sessions were held to discuss the implications of the information for the College. The VPAA presented the process being used to develop an Academic Master Plan. The Vice President for Financial Affairs and Treasurer presented initiatives for the Facilities Master Plan.

A draft Strategic Planning Matrix is prepared annually by the VP for Administrative Services and Executive Assistant to the President and sent to the President's Leadership Council and the Faculty Executive Committee for review (IEP 8.a) ([Exhibits 2, 173, 174, 175](#)).

#### **Planning Process Prior to 2010**

The College's planning model, implemented in 1985, was a modified version of Van Ausdle's model for community colleges ([Exhibit 166, Figure 1, p. 235](#)). The primary components of the planning process included assessment of external and internal challenges and opportunities. As a result of this analysis, actions were proposed to address issues, i.e., operational planning. The proposed actions were compiled into a plan which was then implemented and the results evaluated. The impetus for engaging in the planning process was the need for change, particularly in response to challenges impacting the institution.

The foundation for all planning is the College's Mission, Goals, and Objectives ([Exhibit 166, Figure 3, p. 236](#)). In the past, members of the Board of Trustees and the Board of Governors, the Foundation Board, full-time faculty, Student Government Association officers, and administrative staff attended a Joint Boards Planning Session. Revisions to the College's Mission, Goals, and Objectives were presented and discussed. Information was presented on external as well as internal challenges and opportunities. Planning assumptions and initiatives were debated and consensus reached on the revised Mission, Goals, and Objectives, the assumptions, and the initiatives.

The draft Strategic Plan was reviewed by the Academic Department Chairpersons, The Chair of the faculty, the Chair of the Departmental Coordinating Committee, the Chair of the Educational Planning Committee, Presidents of the bargaining units, the Cabinet, the President, and the Board of Trustees and the Board of Governors. The Strategic Plan was adopted by resolution by the Board of Trustees and the Board of Governors ([Exhibit 4](#)).

Actions specified in the Strategic Plan were designed to achieve the strategic initiatives. Resource requirements, responsible persons, timelines, and outcomes were identified. The Strategic Plan was reviewed and updated every three years in response to emerging challenges and opportunities.

## **Budgeting Process**

In the budgetary process, the strategic planning objectives for the forthcoming year are reviewed by the Strategic Planning Advisory Committee. This committee is comprised of faculty and administrators. Each budgetary unit receives the annual Budget Request Packet (IEP 8.c) (**Exhibits 176 & 177**) which includes the Strategic Planning Objectives and prepares a budget request for the next fiscal year. One of the forms in the Budget Request Packet is the Strategic Planning Proposal for Funding form wherein budgetary units can request resources to implement actions that address specific Strategic Planning Objectives. Monies are set-aside to fund the proposals. The proposals are sent to the Strategic Planning Advisory Committee which ranks the proposals in order of congruence with the strategic objectives. A list of the recommended proposals is sent by the Chair of the Strategic Planning Advisory Committee to the President. Although proposals are not always funded at the level requested, for the past ten years all proposals have been funded. The President responds to the chair of the Strategic Planning Advisory Committee, who informs the Director of Budgeting to fund the proposals and informs committee members which proposals have been funded. The Vice Chair of the Strategic Planning Advisory Committee, a faculty member, reports on the list of funded proposals at a faculty meeting.

Each December, the College's President reviews the budget, considering the sources of revenue from state and county appropriations, student tuition and fees, and along with recommendations from the VP for Financial Affairs, finalizes a budget. The budget is formally adopted by the Board of Trustees in January.

The County's appropriation is determined at a meeting of the Union County College Board of School Estimate (N.J.S.A. 18A:64-17) which is composed of the chairman and two members of the Union County Board of Chosen Freeholders and two members of the College's Board of Trustees appointed by that Board (N.J.S.A. 18A:64A-15).

The College's Annual Report summarizes the accomplishments of actions planned in the Strategic Plan, the Technology Plan, and the Facilities Master Plan for that year (**Exhibits 10, 11, 12, 13**).

The College's credit hour and financial audits as well as a financial audit of the Foundation are conducted annually by an external auditing firm (IEP 6.a) (**Exhibits 83, 84, 85, 86, 87, 88, 89, 90, 91 & 170, 171, 172**). The reports by the auditing firm are sent to the Audit Committee of the Board of Trustees and Governors. The financial audits are used to complete the IPEDS Finance Report (**Exhibits 180, 181, 182**) as well as the financial section of the Middle States Institutional Profile (**Exhibit 188**).

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## Glossary of Acronyms



## Glossary of Acronyms

AA	Associate in Arts Degree
AHLC	Allied Health Learning Community
ALC	Academic Learning Center
APR	Assessment, Planning and Research
AAS	Associate in Applied Science Degree
AS	Associate in Science Degree
AY	Academic Year
CAAHEP	Commission on Accreditation of Allied Health Ed. Programs
CAS	Council for the Advancement of Standards in Higher Education
CCSSE	Community College Survey of Student Engagement
CEWD	Center for Economic and Workforce Development
CSS	Center for Student Success
DEC	Distance Education Council
DE	Distance Education
DPS	Department of Public Safety
ELMS	Educating Language Minority Students
EOF	Equal Opportunity Fund
EPPC	Educational Planning and Policy Committee
ESL	English as a Second Language
ERP	Enterprise Resource Planning System
ETS	Educational Testing Service
EWRI	Early Warning Retention Initiative
FTE	Full-time Equivalent
FY	Fiscal Year
GE	General Education
GED	General Educational Development
GPA	Grade Point Average
IBI	Industry Business Institute
IEP	Institutional Effectiveness Plan
IIE	Institute for Intensive English
JRC-DMS	Joint Review Committee on Ed. In Diagnostic Medical Sonography
KPI	Key Performance Indicators
LC	Learning Community
LASSI	Learning Assessment of Study Skills Inventory
LIFE	Learning is ForEver senior citizen program
LMS	Learning Management System
LOC	Learning Outcomes Committee
LPN	Licensed Practical Nursing
MAPP	Measure of Academic Proficiency and Progress
MSCHE	Middle State Commission on Higher Education
MSER	Middle States Evaluation Report
N.J.S.A.	New Jersey Statues Annotated
NCLEX	National Council Licensure Examination of the National Council of State Boards of Nursing

NJCC	New Jersey Community College
NLN	National League for Nursing
NLNAC	National League for Nursing Accrediting Commission
OH/CC	Overcoming Hatred/Creating Community
PLC	President's Leadership Council
PRR	Periodic Review Report
PCOM	Philadelphia College of Osteopathic Medicine
SAAC	Student Athlete Advisory Committee
SDS	Student Directed Search
SI	Supplemental Instruction
SSI	Student Satisfaction Inventory
STEM	Science, Technology, Engineering and Math
TANF	Temporary Assistance for Needy Families
UCC	Union County College
UCC 101	First Year Seminar changed to College Success
VPAA	Vice President of Academic Affairs
WOWL	Ten-minute plays