

**NEW JERSEY DEPARTMENT OF EDUCATION  
Office of Career and Technical Education**

**Carl D. Perkins Career and Technical Education  
Improvement Act of 2006**

**POSTSECONDARY FIVE-YEAR PLAN  
July 1, 2008 – June 30, 2013**

**TITLE PAGE**

|   |   |
|---|---|
| <b>1. Name of Eligible Recipient: Bergen Community College</b>  |   |
| <b>2. Name of Chief School Administrator/College President: Dr. G. Jeremiah Ryan</b>  | <b>2a. Telephone #: (201) 447-7237</b>  |
|   | <b>2b. FAX # (201) 447-9042</b>   |
|   | <b>2c. E-mail Address: <a href="mailto:gjryan@bergen.edu">gjryan@bergen.edu</a></b>       |
| <b>3. Name of Perkins Project Director or Contact Person: Dr. William J. Yakowicz</b>   | <b>3a. Telephone # (201) 612-5253</b>   |
|   | <b>3b. FAX #: (201) 445-8532</b>  |
|   | <b>3c. E-mail Address: <a href="mailto:wjakowicz@bergen.edu">wyakowicz@bergen.edu</a></b> |
| <b>4. Address: 400 Paramus Road<br/>Paramus, NJ 07652-1595</b>  | <b>4a. County Name:</b>   |
|   | <b>4b. County Code:</b>   |
| <b>5. Name of Person Responsible for Data Collection: Tonia McKoy</b>   | <b>5a. Telephone #: (201) 612-5564</b>  |
|   | <b>5b. FAX #: (201) 445-8532</b>  |
|   | <b>5c. E-mail Address: <a href="mailto:tmckoy@bergen.edu">tmckoy@bergen.edu</a></b>       |
| <b>6. Type of School:</b><br>Postsecondary Voc. School _____<br>College <u>    X    </u>  |   |
| <b>7. Consortium member</b> _____ yes _____ <u>    X    </u> no<br>If yes, list the other members of the consortium   |   |
| <b>Assurance: By signing this document, I assure that the college/school district will provide programs that are of such size, scope and quality to bring about improvement in the quality of career and technical education.</b> |   |
| <b>8. Signature of Chief School Administrator/<br/>College President/:</b><br><br>_____   | <b>9. Date:</b><br><br>_____  |

## SECTION I

**Describe how CTE programs will be carried out.**

### **Vision and Priorities**

**Bergen Community College's overarching vision for the next five years** is undergoing further development in the context of our current strategic planning initiative. That effort involves every dimension of the institution from the faculty and staff to students and community at large to the administration and board of trustees. However, even as it develops, it is clear that the new vision will undoubtedly integrate much from the previous vision that guided us over the last five years.

Specifically, our vision is that of a learning community that values the contributions of all students, staff, faculty, administrators, and our community in order to provide an unparalleled educational experience. We support an ongoing process of improvement through continued assessment of our vision, values, practices, and mission. In addition, we are striving to be a learning community that develops the best possible educational environment and that promotes learning, collaboration, and shared responsibility. Using proven technological advances and a variety of instructional methods, we will enhance the learning process and maintain high academic standards for CTE as well as all our programs. We also work to evaluate and improve our services continuously and to communicate more effectively, creating an atmosphere of civility and trust. We respect the integrity of all persons and will build an inclusive community, enriched by its diversity. Further, we create partnerships with public and private institutions in fulfilling our mission. We also strive to be vital and informed participants in the life of our county, state, and country, responsibly using all public resources in the most efficient manner. Finally, we welcome future challenges and are willing to take the initiatives necessary to continue to be a leader among community colleges.

In working over the next five years to realize our emerging vision, Bergen Community College will refine, develop, and implement current as well as future programs in all ten of the high priority career clusters identified in the New Jersey State Five-Year Plan.

**In the Agriculture, Food & Natural Resources** cluster, the college is expanding and strengthening its horticulture and hydroponics program and building programs, environmental studies, and green technologies. Activity in **Arts, A/V Technology & Communications** cluster includes efforts to strengthen programs in music business, music production, music technology, computer graphics, illustration, and animation, and to develop new programming in broadcast technology. We are strengthening our banking and finance program in the **Finance (financial services)** cluster. In **Business, Management & Administration (entrepreneurship)**, the college is working with private as well as public sector partners to strengthen retail, e-commerce, small business management, accounting, customer service, and related programs. The **Health Science (life sciences)** cluster emphasis includes expansion and strengthening of BCC's nursing and allied health programs, while our efforts in **Hospitality & Tourism (gaming and tourism)** include developing a new technician program in gaming and simulation and expanding and upgrading programs in hospitality management, professional cooking, and hotel/restaurant/hospitality. Perkins supported efforts in the cluster of **Information Technology**

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*(information technology)* will emphasize data base programming and administration, computer technical support, information technology, networking administration, web development and management, and office systems technology. Work in the *Manufacturing (advanced manufacturing)* cluster includes further development of our new program in quality assurance and expansion and upgrade of our manufacturing design, manufacturing technology, machine tooling, automotive technology, and computer aided drafting programs. We are also developing and strengthening programs in the *Science, Technology, Engineering & Mathematics (life sciences; renewable energy)* cluster, including biotechnology, environmental technology, and science laboratory technology. Finally, in the *Transportation, Distribution & Logistics (logistics, ports, transportation)* we are developing new program options in logistics and transportation.

### **Plans and strategies Bergen Community College will use to address one or more of the eight State CTE Priorities identified in the State Five-year Plan.**

Science, Technology, Engineering and Mathematics (STEM) Education is a high priority area for the college over the next five years. We are conducting pilot studies of new and innovative program designs as well as instructional practices for our math program. Preliminary findings from our action research indicate considerable promise as we move forward with departmental reorganization. Additionally, a new science wing is under construction, expanding opportunities for cutting edge laboratories and learning resources. We have new cross-cutting programming in Quality Assurance that will strengthen our engineering, manufacturing, and technology programs. Our career pathways – for high school students as well as out of school youth – are strengthening and being expanded. Professional development, the introduction of new software and technologies, and curriculum and program upgrade are also prominent features of our five year plan throughout the STEM Education area.

State Priority #3, Nontraditional Careers, is also high on our list of concerns. We have made substantial strides in this regard, with more males now in our Nursing and Allied Health Programs and increased numbers of females attracted to criminal justice and the sciences. Our plans over the next five years include continued promotion, counseling, and academic advisement that emphasizes universal access for all CTE programs, not just in terms of special population access, but nontraditional access as well.

State CTE Priority #5, Collaboration and Partnership Development, has long been integrated with the college's Perkins programming and with all its efforts. Business and industry leaders sit on our CTE advisory committees, guiding new program development efforts, contributing insights into emerging industry trends and development, identifying skills that need to be included in our curricula and instrumentation and equipment that are necessary in our labs. Plans call for expanding these committees and promoting new partnerships to increase CTE opportunities and ensure the highest quality instruction for students. Tech Prep type partnerships are also expanding, with new 2+2+2 pathways being built for programs in Hotel, Restaurant, and Hospitality; Business; Entertainment; Music Production; Quality Assurance; Transportation and Logistics; and many more. Further, as noted below, new and emerging partnerships are generating unprecedented opportunities for synergistic leveraging and expansion of resources, even the creation of new facilities.

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#### **Additional Bergen Community College priorities or specific goals not included above.**

Closely related to the above vision, priorities, and plans for this Perkins supported five year effort is the construction of a new Bergen Community College campus in the southern portion of Bergen County. This new comprehensive campus will serve as a center for workforce development and CTE in the region of Bergen County that is characterized by lower incomes, higher levels of unemployment and underemployment, and greater economic needs than the northern part of the county. The campus emerged as a direct result of recommendations from our business and industry partners in the Meadowlands region of south Bergen County as well as extensive research to identify CTE and workforce development needs of county residents.

The initiative presents a unique opportunity to leverage a region wide CTE and workforce development resources with the massive Meadowlands redevelopment in this region of Northern New Jersey. The 4.8 million square foot Xanadu entertainment complex under construction there will offer a breathtaking array of retail, dining, entertainment, and sports opportunities. More importantly, an estimated 20,000 employees, from entry level through managerial and professional, will be needed to fill new positions at the complex. In addition, thousands of additional job openings are expected in the surrounding area as a result of migration to the new employment opportunities.

Importantly, Colony Capital, Xanadu's key financial backer, invested a \$2,000,000 grant for the College's construction of this new campus in order that Bergen could better serve the education and training needs in the region. In addition, a diverse and broad-based coalition includes education, human service, workforce and economic development, and other public and private sector partners that have been working together for well over a year in order to leverage better coordination and delivery of CTE programs. Adding to partnership strength are proactive linkages with several significant region-wide and inclusive workforce development efforts. NJServes, for instance, is a retail and service industry training and career ladder initiative involving eight community colleges—including Bergen—as well as the workforce investment system and private sector employers. The North Jersey Economic Innovation Alliance is a Department of Labor WIRED grant program in which the Bergen County WIB, One-Stop Career Center, and private industry assumed key leadership roles, while K-12, post secondary education, and other partners deliver essential services. Resources such as these will greatly increase the impact and reach of Bergen's five-year Perkins initiative by enhancing and expanding career pathways from secondary education to Bergen and to other colleges, by enhancing internship and co-op education opportunities for students to gain work experience, and by increasing connections with employers to both inform CTE improvement efforts and provide family supporting job opportunities for CTE program graduates.

The new campus is scheduled to open in temporary facilities on July 1, 2008 and then to operate in the Meadowlands complex in the fall of 2010 following completion of the new facilities. Perkins funding is expected to support CTE programming at the South Campus during the 2009 and 2011 program years.

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- List the name and the CIP Code of each of the approved career and technical education programs.**

| <u>Degree Level</u> | <u>Degree</u> | <u>Program</u>                               | <u>CIP</u>             |
|---------------------|---------------|--|------------------------|
| Pre-Associate       | Certif        | Biotechnology                                | <a href="#">269999</a> |
|                     | Certif        | Biotechnology                                | <a href="#">410101</a> |
|                     | Certif        | Commercial Art                               | <a href="#">500402</a> |
|                     | Certif        | Computer Aided Drafting                      | <a href="#">151301</a> |
|                     | Certif        | Computer Animation                           | <a href="#">500699</a> |
|                     | Certif        | Computer Graphics                            | <a href="#">110803</a> |
|                     | Certif        | Computer Science                             | <a href="#">110101</a> |
|                     | Certif        | Computer Technical Support                   | <a href="#">521299</a> |
|                     | Certif        | Culinary Arts                                | <a href="#">120503</a> |
|                     | Certif        | Database Programming & Administration        | <a href="#">521201</a> |
|                     | Certif        | E-Commerce                                   | <a href="#">520208</a> |
|                     | Certif        | Environmental Technology                     | <a href="#">150599</a> |
|                     | Certif        | Exercise Science                             | <a href="#">310505</a> |
|                     | Certif        | Floral Design                                | <a href="#">010601</a> |
|                     | Certif        | Geographical Information Systems [GIS]       | <a href="#">450701</a> |
|                     | Certif        | Gerontology                                  | <a href="#">301101</a> |
|                     | Certif        | Grounds Management                           | <a href="#">010605</a> |
|                     | Certif        | Hospitality Management                       | <a href="#">520901</a> |
|                     | Certif        | Illustration                                 | <a href="#">500705</a> |
|                     | Certif        | Landscaping                                  | <a href="#">010605</a> |
|                     | Certif        | Machine Tooling                              | <a href="#">480503</a> |
|                     | Certif        | Manufacturing Design                         | <a href="#">150613</a> |
|                     | Certif        | Medical Office Administrative Assistant      | <a href="#">510716</a> |
|                     | Certif        | Music Business                               | <a href="#">500909</a> |
|                     | Certif        | Music Production                             | <a href="#">500999</a> |
|                     | Certif        | Music Technology                             | <a href="#">500999</a> |
|                     | Certif        | Musical Theatre                              | <a href="#">500999</a> |
|                     | Certif        | Office Technology                            | <a href="#">520401</a> |
|                     | Certif        | Photography                                  | <a href="#">500605</a> |
|                     | Certif        | Piano Instructor/Pedagogy                    | <a href="#">500903</a> |
|                     | Certif        | Professional Cooking                         | <a href="#">120503</a> |
|                     | Certif        | Quality Assurance                            | <a href="#">269999</a> |
|                     | Certif        | Radiation Therapy Technology                 | <a href="#">510907</a> |
|                     | Certif        | Real Estate                                  | <a href="#">521501</a> |
|                     | Certif        | Small Business Management                    | <a href="#">520701</a> |
|                     | Certif        | Specialty Imaging For Radiologic Technicians | <a href="#">510907</a> |
|                     | Certif        | Surgical Technology                          | <a href="#">510909</a> |

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|           |        |   |                        |
|-----------|--------|---|------------------------|
|           | Certif | U.S. Studies                                | <a href="#">050102</a> |
|           | Certif | Vascular Technology                         | <a href="#">510901</a> |
| Associate | A.A.S. | Accounting                                  | <a href="#">520302</a> |
|           | A.A.S. | Automotive Technology                       | <a href="#">150803</a> |
|           | A.A.S. | Banking & Finance                           | <a href="#">520803</a> |
|           | A.A.S. | Commercial Art                              | <a href="#">500402</a> |
|           | A.A.S. | Dental Hygiene                              | <a href="#">510602</a> |
|           | A.A.S. | Diagnostic Medical Sonography               | <a href="#">510910</a> |
|           | A.A.S. | Drafting & Design Technology                | <a href="#">151306</a> |
|           | A.A.S. | Early Childhood Education                   | <a href="#">131210</a> |
|           | A.A.S. | Electronics Technology                      | <a href="#">150399</a> |
|           | A.A.S. | Environmental Technology                    | <a href="#">150599</a> |
|           | A.A.S. | General Engineering Technology              | <a href="#">150000</a> |
|           | A.A.S. | Health Science                              | <a href="#">519999</a> |
|           | A.A.S. | Hotel/Restaurant/Hospitality                | <a href="#">520904</a> |
|           | A.A.S. | Information Technology                      | <a href="#">110103</a> |
|           | A.A.S. | Law Enforcement Studies                     | <a href="#">430107</a> |
|           | A.A.S. | Manufacturing Technology                    | <a href="#">150613</a> |
|           | A.A.S. | Medical Laboratory Technology (W/ Suss/CCM) | <a href="#">511004</a> |
|           | A.A.S. | Medical Office Assistant                    | <a href="#">510801</a> |
|           | A.A.S. | Networking Administration                   | <a href="#">110202</a> |
|           | A.A.S. | Nursing                                     | <a href="#">511601</a> |
|           | A.A.S. | Office Systems Technology                   | <a href="#">520401</a> |
|           | A.A.S. | Ornamental Horticulture                     | <a href="#">010601</a> |
|           | A.A.S. | Paralegal                                   | <a href="#">220302</a> |
|           | A.A.S. | Radiography                                 | <a href="#">510907</a> |
|           | A.A.S. | Respiratory Therapy                         | <a href="#">510908</a> |
|           | A.A.S. | Science Laboratory Technology               | <a href="#">511099</a> |
|           | A.A.S. | Technical Studies                           | <a href="#">159999</a> |
|           | A.A.S. | Veterinary Technology (W/ Sussex)           | <a href="#">510808</a> |
|           | A.A.S. | Web Development & Management                | <a href="#">110202</a> |

Source: NJ Commission on Higher Education Degree Program Inventory, 5/27/2008 12:44:26 PM

**2. For each approved career and technical education program:**

- a. Provide the description and purpose of the program;
- b. List the sequence of courses that constitute the program; and
- c. If any course is less than a semester in length indicate the course and the length in weeks.

Specific information about each of the approved Bergen Community College CTE programs noted above, including course sequences, can be found at:

<http://www.bergen.edu/pages/2923.asp>.

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3. **Identify at least one program of study that the college or postsecondary vocational school intends to provide and indicate how it meets the following criteria:**
  - a. *incorporates secondary education and postsecondary education elements;*
  - b. *includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education*
  - c. *may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
  - d. *leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*

**The Allied Health Career Pathway (CIP Code 51.0000)** serves as one of Bergen Community College's approved Career and Technical Education (CTE) Programs. It: (1) provides a barrier-free bridge between high school, college, and health care work places; (2) delivers academic programming that enables students to develop and to demonstrate basic and prerequisite skill levels needed to successfully prepare for admission to, and completion of credentials and or associate and baccalaureate degrees in allied health programs; (3) affords pre-employment and workplace readiness opportunities for students to learn about allied health career options and to be motivated for rigorous and competitive career preparation; and (4) provides support services to help students to successfully earn an associate degree, gain required licensure, and secure appropriate employment in selected allied health professions.

The program incorporates secondary and postsecondary education elements through an articulation process that aligns the high school courses with the college's allied health and science curricula to include a coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. Participating high school juniors (and some sophomores) take AccuPlacer, the college placement test. With passing scores, they are eligible to earn ten or more dual enrollment credits for specific general education and allied health program articulated courses taught in their high schools as well as on the college campus. Students are thus able to develop competencies for success in rigorous programs of study and get a jump-start on college degrees and or allied health industry licensure. Six high schools as well as county hospitals, and UMDNJ are currently involved in this program, providing the structure for a coherent progression from secondary to postsecondary education and employment. Additional CTE programs utilizing the Tech-Prep 2+2+2 model are available or in development at Bergen Community College. For example, Accounting (52032), and Hotel, Restaurant, and Hospitality (52092) are among recently articulated programs with Teaneck High School. The five-year Perkins plan also includes others for upgrade and expansion.

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- 4. Describe the system for delivering the CTE instructional programs. Include information on certificate or degree programs, tech prep programs, any credit for dual or concurrent enrollments, and any other information related to the methods by which students receive instruction. (Maximum one page)**

CTE instructional programs are delivered in a variety of modes and configurations. Many, especially the Nursing and Allied Health programs, are offered through a combination of didactic, laboratory, and clinical learning situations. Science, Technology, Manufacturing, and related programs utilize lecture, discussion, and laboratory instruction. Many of these also make use of web-based learning as fully online or a mixed hybrid situation.

With secondary school partners, Tech Prep configurations provide connections and pathways from high school to the community college and to further education and or employment with industry partners. Teaneck high school students, for example, can opt to participate in a business track that affords dual enrollment courses and accelerated work toward associate degrees at Bergen and baccalaureate study at FDU. Similarly, students in Ridgewood, Hackensack, Englewood, Garfield, and other districts participate in a health career pathway that also provides for dual enrollment in required general education courses such as English, mathematics, and biology or chemistry as well as anatomy and physiology and related allied health requirements, all of which have been articulated between the college and the schools so that students can take them in their home districts. Students in these and other districts, therefore are able to graduate high school with eight, ten, or more credits on their Bergen Community College transcripts, giving them a substantial head start on earning a college degree.

In addition, Certificates of Achievement award recognition to students who successfully complete a program of specialized courses in a specific discipline. These courses prepare a student for a specific occupation or job responsibility or encompass a specialized body of knowledge in the arts or sciences. These programs must be between 12 and 18 credit hours, excluding 0-level courses. Students are required to demonstrate proficiency in English and mathematics basic skills according to current college policy for degree-seeking students. Students who are required to take English basic skills courses must enroll in the required course in their first semester. But required mathematics courses must be taken only if required as prerequisites by courses in the certificate program. Other prerequisites for specific Certificate of Achievement programs may be established by the appropriate academic disciplines.

Bergen Community College utilizes a two-part departmental and program review process to ensure approved programs are conducted in accordance with state administrative code for postsecondary education as well as other requirements. First is a continuing assessment of progress and goal attainment conducted and reported on annually by each department and its programs. The second part is a rigorous and comprehensive process of Academic Discipline/Program Review of each program conducted on a rotating basis every five years. The annual assessment process is described in *Attachment 1, An Assessment Framework*. The comprehensive program review process is outlined in *Attachment 2*, which contains the *Self-Study Guidelines*.

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**SECTION II - Describe how CTE activities will meet state and local adjusted levels of performance.**

(The following goals will address the use of activities to meet the adjusted levels of performance)

**Section II applies to all of the postsecondary institutions school approved CTE programs.**

| <b>Goal 1: To improve the academic and technical skills of students participating in CTE programs through integration (of academic and technical education).</b> |  |  |
|--|--|--|
| <b>Objectives:</b>   | <b>Anticipated Outcomes</b>  | <b>Projected timeline</b>  |
| 1.1 To develop a strategic outreach plan to improve outcomes for secondary students enrolled in postsecondary CTE courses.                                       | 1.1a: Establish course alignment and articulation plans with at least 2 additional secondary schools annually to integrate academic education with CTE programs in Business Education, Restaurant and Hospitality, Allied Health, Quality Assurance, and Criminal Justice. | September 2009<br>September 2010<br>September 2011<br>September 2012 |
|  | 1.1b: Integration of a dual credit program for students seeking careers in the above noted fields focused on technical skill proficiency. (e.g., accounting, Business (ACBSP), Cooking and Safety, QA/QC, Criminal Justice National Certification)                         | September 2010<br>September 2011<br>September 2013                   |
| 1.2: To align postsecondary curriculum with student attainment of industry recognized credentials or a degree in approved CTE fields                             | 1.2a: Identify end of program assessment for at least two CTE programs in need annually, including Quality Assurance, Criminal Justice, Business, Retail, Hospitality, Music Business  | Annually, beginning in September 2009                                |

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|  | <p>1.2b CTE students will take the relevant certification test with a success rate of 93%.</p> <p>1.2c: 93% of postsecondary CTE students will successfully pass respective end of program capstone course.</p> | <p>Annually, beginning in September 2009</p> <p>Annually, beginning in September 2010</p> |
|--|---|---|

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| <b>Goal 2: To provide students with strong experience in, and understanding of, all aspects of an industry.</b>  |   |  |
|--|---|--|
| <b>Objectives:</b>   | <b>Anticipated Outcomes</b>   | <b>Projected timeline</b>  |
| 2.1 Promote faculty participation in industry specific training and professional conferences   | 2.1a On the basis of annual program assessment findings, identify professional development needs for CTE program faculty, provide funding to support faculty development activities, and document attendance and outcomes.  | July 2009, and each year thereafter                                  |
| 2.2 Convene industry advisory committee meetings to inform faculty and programs of needs, developments, and emerging trends in the industries, to create new programs and enhance curriculums.                                     | 2.2a Minutes from biannual industry advisory committees document advisor recommendations solicited at the fall meeting and in the spring meeting, the review of program outcomes on action steps taken during the year to implement recommendations.  | September 2008, and each year thereafter                             |
| 2.3 Conduct program reviews and departmental assessments to ensure curricular and instructional outcomes indicate students are provided with strong experience in, and understanding of, all aspects of their respective industry. | 2.3a Departmental assessments are conducted and compiled annually to document student performance and ensure provision of strong experience in and understanding of all aspects of their respective industry.   | July 2009, and each year thereafter                                  |
|  | 2.3b Comprehensive reviews for every program are conducted on rotating basis every five years with reports provided to the administration and board concerning projected industry needs, recruitment plans, student performance and outcome measures, and recommendations for program improvement.<br><i>Revised 08/11/2008</i> | July 2008, and each year thereafter<br><br><i>Revised 08/11/2008</i> |

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|  |  |  |
|--|--|--|
| <p>2.4 Using feedback and recommendations from advisory committees, industry representatives, internship and clinical placement partners, and employers, identify and produce a priority listing of equipment, instrumentation, curricular, and other upgrades needed to ensure CTE program outcomes achieve state negotiated levels and recommended industry standards.</p> <p><i>Revised 08/11/2008.</i></p> | <p>2.4a Annually develop and implement on a scheduled basis an acquisition plan to meet priority needs of equipment, instrumentation, curricular, and other upgrades required to ensure CTE program outcomes achieve state negotiated levels and recommended industry standards.</p> <p><i>Revised 08/11/2008.</i></p> | <p>July 2008, and each year thereafter</p> <p><i>Revised 08/11/2008.</i></p> |
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| <b>Goal 3: To ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;</b> |  |  |
|--|--|--|
| <b>Objectives:</b>   | <b>Anticipated Outcomes</b>  | <b>Projected timeline</b>                                      |
| 3.1 Conduct annual program reviews and departmental assessments to ensure CTE program alignment of and consistency with high academic standards.   | 3.1a Conduct program assessments annually as specified in Assessment Framework (Attachment 1)  | July 2009, and each year thereafter                            |
|  | 3.1b Conduct comprehensive program reviews for each program on a rotating basis every five years (or as required by Industry Accrediting Agency) | July 2009, and each year thereafter                            |
| 3.2 Monitor and report on student performance and attainment of State Negotiated Standards.  | 3.2a Compile and analyze performance data collected by BCC Office of Research and Institutional Assessment and generate VEDS report.             | July 2009, and each year thereafter                            |
| 3.3 Convene a Perkins CTE committee to review annual plans and priorities and make recommendations to administration and executive council.  | 3.3a Conduct quarterly meeting of Perkins CTE committee to review assessment data and annual improvement and spending plans                      | Beginning in September 2008 and conducted quarterly thereafter |
|  | <i>Numbering revised 08/11/2008</i>  | <i>Revised for consistency 08/11/2008</i>                      |

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| <b>Goal 4: To encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects. (Rigorous and challenging courses may be either on the secondary or postsecondary level)</b>       |  |  |
|---|--|--|
| <b>Objectives:</b>  | <b>Anticipated Outcomes</b>  | <b>Projected timeline</b>                |
| 4.1 Conduct campus tours, school visits, and related opportunities for students to learn about the benefits of enrolling in rigorous and challenging courses and programs.  | 4.1a Schedule and deliver a minimum of five tours and outreach events annually   | September 2008, and each year thereafter |
| 4.2 As an introduction to rigorous courses on CTE pathways, arrange with at least five school districts opportunities for secondary students to gain an orientation to CTE programs and to take the college placement test (Accuplacer) | 4.2a Add at least one new school a year to current and developing pathway and Tech Prep programs to include Retail and Customer Service, Hospitality and Culinary Arts, Music Business and Media, Criminal Justice, Quality Assurance, and Logistics | September 2008, and each year thereafter |
| 4.3 Expand BCC's pathway programs to promote high school student enrollment in rigorous and challenging courses required by CTE programs.   | 4.3a Add at least one new pathway a year to current and developing CTE programs to include Retail and Customer Service, Hospitality and Culinary Arts, Music Business and Media, Criminal Justice, Quality Assurance, and Logistics                  | September 2008, and each year thereafter |
| 4.4 Align and articulate college CTE and core courses with secondary school offerings to ensure courses across levels are consistent, rigorous, and challenging.  | 4.4a Align and articulate college CTE and core courses with offerings in at least one secondary school annually to ensure courses across levels are consistent, rigorous, and challenging.   | September 2008, and each year thereafter |
| <i>Revised 08/11/2008</i>   | <i>Revised 08/11/2008</i>  | <i>Revised 08/11/2008</i>                |

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|---|---|---|
| <p><b>Goal 5. To provide comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel to promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).</b></p> |   |   |
| <p><b>Objectives:</b></p>   | <p><b>Anticipated Outcomes</b></p>  | <p><b>Projected timeline</b></p>                |
| <p>5.1 Conduct annual performance appraisals for all CTE faculty, staff, guidance, and administrative personnel to include self-assessment of professional development needs.</p>   | <p>5.1a Reports of performance appraisals conducted by supervisors and used for professional development and program improvement are collected and maintained by Office of Human Resources.</p>                                     | <p>July 2008, and each year thereafter</p>      |
| <p>5.2 Design and deliver annual professional development conferences to meet institution-wide CTE professional development needs (one each for fall and for spring semester) for faculty, guidance counselors, staff, administrators, and adjunct faculty (used for initial teacher preparation).</p>                                | <p>5.2a One conference each in fall and spring semesters are scheduled and conducted by administration to promote faculty understanding of institutional priorities, instructional practices, and resources that strengthen CTE</p> | <p>September 2008, and each year thereafter</p> |
| <p>5.3 Based on identified needs, design and deliver scheduled workshops and ongoing technical assistance opportunities for CTE integration of new technologies, instructional tools, and learning assessment techniques.</p>   | <p>5.3a Published schedule and ten or more workshops plus ongoing technical assistance each year support faculty use of new instructional technologies, resources, and assessment techniques in their courses</p>                   | <p>September 2008, and each year thereafter</p> |
| <p>5.4 Based on identified CTE program needs, provide funds for faculty/staff to attend approved professional conferences, new technology training programs, and or industry related events.</p>  | <p>5.4a At least four key CTE faculty will attend approved local, regional, or national professional development activities that strengthen priority CTE programs</p>   | <p>September 2008, and each year thereafter</p> |
| <p><i>Revised 08/11/2008</i></p>  | <p><i>Revised 08/11/2008</i></p>  | <p><i>Revised 08/11/2008</i></p>                |

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| <b>Goal 6: To involve a wide variety of stakeholders in the development, implementation and evaluation of CTE programs, and how such individuals and entities are informed about, and assisted in understanding, the requirements of Perkins, including CTE programs of study.</b>   |  |   |
|--|--|---|
| <b>Objectives:</b>   | <b>Anticipated Outcomes</b>  | <b>Projected timeline</b>   |
| 6.1 Convene quarterly meetings of the BCC Perkins Committee (includes representation from all college divisions and departments) for planning, implementation review, assessment, and evaluation of CTE programs and Perkins requirements.   | 6.1a Minutes and materials from 4 annual meetings document implementation plans, assessments, and corrective action steps that emerge from quarterly meetings.   | September 2008, and each year thereafter                                  |
| 6.2 Disseminate Perkins and CTE information to and solicit involvement of students and community via articles in newspaper and on website.   | 6.2a Publish BCC Perkins plan in the fall and update on project progress in the spring issues of BCC student newspaper and on the news section of BCC website.   | Fall 2008 and Spring 2009, and each year thereafter                       |
| 6.3 Conduct two annual meetings with CTE program advisory committees to align curriculum initiatives with student attainment of industry recognized credentials and state negotiated standards.  | 6.3a Meeting agendas and minutes document CTE advisory committee recommendations from the fall meeting and in the spring meeting the program outcomes of action steps taken during the year to implement them. | Fall 2008 and Spring 2009, and each year thereafter                       |
| 6.4 Strengthen relationships with and participate in meetings of the Bergen County WIB & One-Stop, NJ Wired Alliance, and other appropriate partners to ensure barrier free career education pathways, increase student access to job placement and career advancement, and promote referrals and resource sharing.<br><i>Revised 08/11/2008</i> | 6.4a Two or more new career pathways and new student placement and advancement opportunities are annually developed and documented in meeting minutes and memos.<br><br><i>Revised 08/11/2008</i>              | September 2008, and each year thereafter<br><br><i>Revised 08/11/2008</i> |

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| <b>Goal 7: To evaluate and continuously improve performance.</b>  |  |   |
|---|--|---|
| <b>Objectives:</b>  | <b>Anticipated Outcomes</b>  | <b>Projected timeline</b>               |
| 7.1 Refine and implement annual program improvement efforts on the basis of annual performance assessments  | 7.1a Program coordinators and department directors annually report on progress made in addressing identified staff development program improvement needs.  | June 30, 2009, and each year thereafter |
| 7.2 Refine and implement comprehensive program review process that ensures in-depth evaluation and analysis of anticipated outcomes for every CTE program on a rotating basis each five years, with two or more reviews conducted annually. | 7.2a Published findings of two or more five-year reviews conducted during specific project years include projected industry needs, recruitment plans, student performance and outcome measures, and recommendations for program improvement.   | June 30, 2009, and each year thereafter |
| 7.3 Develop program satisfaction surveys to include all aspects of program design and delivery and present the survey outcomes to the Perkins committee for review and recommendations for program improvement going forward.               | 7.3a Results of an annual survey of key Perkins Spending Plan stake holders in the planning and implementation to solicit feedback on quality of process, satisfaction regarding outcomes, and recommendations for improvement of planning and management will be published and reported to committee members. | June 30, 2009, and each year thereafter |
| <i>Revised 08/11/2008</i>   | <i>Revised 08/11/2008</i>  | <i>Revised 08/11/2008</i>               |

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**Goal 8: To identify and overcome barriers that result in lower access or success for special populations, to provide programs that enable special populations to meet local performance levels, and to provide activities to prepare special populations including single parents and displaced homemakers, for high-skill, high-wage or high demand occupations that will lead to self-sufficiency.**

Special populations: *students who are handicapped, limited English proficient, economically disadvantaged, single parents including single pregnant women, displaced homemakers and nontraditional for gender.*

| <b>Objectives:</b>   | <b>Anticipated Outcomes</b>  | <b>Projected timeline</b>  |
|--|--|--|
| <p>8.1 Integrate refine and extend “Universal Access” policies and procedures that ensure full student/customer accessibility to all academic and support services at every level of the institution, including the off-site campus in Hackensack and the new Bergen Community College Workforce Development Campus at the Meadowlands</p> | <p>8.1a Conduct facility and equipment audit to ensure all are universally accessible to students and other customers and to identify necessary corrective actions or accommodations.</p> <p>8.1b Provide Office of Special Services staffing and supportive services for special population students on site at new South Bergen Campus to include counseling, advisement, and related needs</p> <p>8.1c Ensure accessibility by integrating personal FM receivers, large print monitors, text readers, and related adaptive technologies with ongoing CTE instructional programming to ensure special population students successfully attain required performance levels.</p> | <p>July 2008, and each year thereafter</p> <p>July 2008, and each year thereafter</p> <p>July 2008, and each year thereafter</p> |

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| <p>8.2 Provide career counselor to ensure CTE special population success in meeting local performance levels and securing high-skill, high-wage or high demand occupations that lead to self-sufficiency.</p>   | <p>8.2a Recruit and hire employment counselor at South Campus to counsels students on-site, conducts outreach activities to highs schools, vocational schools and workforce groups, work with high schools to integrate BCC's career/pathways/vocational learning programs, and help bridge 200 or more students annually into college career/training and workplace programs.</p> | <p>July 2008, and each year thereafter</p> |
| <p>8.3 Provide a full range of comprehensive supportive services to ensure students attain performance levels and secure high-skill, high-wage, high demand occupation employment that lead to self-sufficiency, including testing accommodation specialist, tutoring, counseling, academic advisement, and related accommodations.</p> | <p>8.3a Retain testing accommodation specialist on staff to provide individual and group assistance to special population students needing accommodation (e.g., extra testing time, auditory support) in order to complete industry standard and other necessary tests.</p>  | <p>July 2008, and each year thereafter</p> |
|   | <p>8.3b Develop, promote, implement, and assess tutoring, counseling, and related supportive services as documented by published schedules, attendance records, and annual program/service assessment reports.</p>   | <p>July 2008, and each year thereafter</p> |
|   | <p>8.3c Continue to assess needs for and to deploy appropriate adaptive software and equipment as needed to ensure accessibility and documented by intake interview records, student surveys, and annual assessments of accommodation specialists.</p>   | <p>July 2008, and each year thereafter</p> |

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| <p>8.4 Continue operations of Educational Opportunity Fund program, designed to deliver specialized academic and student support for single parents, displaced homemakers, economically disadvantaged and other special populations, the Regional Center for Collegiate Deaf Education, designed to overcome barriers to deaf and hard of hearing student access to CTE and other opportunities, and related ongoing programs that are not Perkins supported but nonetheless provide critical support to special populations.</p> <p><i>Revised 08/11/2008</i></p> | <p>8.4a Conduct annual assessments of services and utilize findings to set goals for continual refinement of operations to ensure special populations are able to attain necessary performance standards.</p> <p><i>Revised 08/11/2008</i></p> | <p>July 2008, and each year thereafter</p> <p><i>Revised 08/11/2008</i></p> |
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| <p><b>Goal 9: To insure that individuals who are members of special populations will not be discriminated against based on this status.</b></p>  |   |   |
| <p><b>Objectives:</b></p>  | <p><b>Anticipated Outcomes</b></p>  | <p><b>Projected timeline</b></p>  |
| <p>9.1 College’s Office of Compliance will monitor overall college-wide operations, disseminate policies and procedures, and deliver training in order to ensure special populations will not be discriminated against based on this status.</p> | <p>9.1a Promote universal access and nondiscriminatory practices via online training and scheduled workshops that are documented by training agendas, attendance records, and annual assessment reports.</p> <p>9.1b Disseminate information college-wide concerning compliance issues as well as procedures for reporting discriminatory practices and documented by agendas of management team meetings, policy memoranda, faculty handbook, and published college policy and procedure manual.</p> | <p>September 2008, and each year thereafter</p> <p>September 2008, and each year thereafter</p> |
| <p>9.2 Convene quarterly standing advisory committee meetings on disabilities and specialized services to solicit feedback from community advisors to identify needs, service gaps, and potentially discriminatory practices.</p>                | <p>9.2 Minutes of quarterly advisory committee meetings document review of issues concerning access and discrimination and committee member recommended actions required to address identified needs.</p>   | <p>October 2008, and each year thereafter</p>   |
| <p><i>Revised 08/11/2008</i></p>   | <p><i>Revised 08/11/2008</i></p>  | <p><i>Revised 08/11/2008</i></p>  |

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| <b>Goal 10: To promote preparation for nontraditional (for gender) fields.</b>  |  |   |
|---|--|---|
| <b>Objectives:</b>  | <b>Anticipated Outcomes</b>  | <b>Projected timeline</b>   |
| 10.1 Identify CTE program areas where 25% or less of enrolled students are represented by one gender or the other.  | 10.1a Review the prior year's numbers of enrolled majors by gender in CTE programs to target programs in need of achieving 25% threshold.  | July 2009, and each year thereafter   |
| 10.2 Develop a strategic plan and a marketing brochure based on the wage argument to be used by student advisors/counselors in college outreach and recruitment efforts to increase non-traditional enrollment in CTE programs. | 10.2a Meet with CTE program faculty and administration to develop and implement the strategic plan and marketing brochure for CTE programs targeted to increase non-traditional enrollment in CTE programs.  | July 2009, and each year thereafter   |
| 10.3 Promote/advertise non-traditional enrollment in CTE programs consistent with the developed strategy.   | 10.3a Integrate nontraditional promotional information into college outreach and recruitment materials and activities.   | July 2009, and each year thereafter   |
| 10.4 Retain students enrolled in non-traditional CTE programs through program completion by increasing student support activities for students.   | 10.4a Develop student mentoring programs and form clubs/groups to break through the isolation.<br>10.4b Track non-traditional CTE students progress and prescribe support services to keep them successfully engaged in programs.<br>10.4c Monitor non-traditional CTE program enrollment and analyze retention rates. | July 2009, and each year thereafter<br>July 2009, and each year thereafter<br>July 2009, and each year thereafter |
| <i>Revised 08/11/2008</i>   | <i>Revised 08/11/2008</i>  | <i>Revised 08/11/2008</i>   |

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| <b>Goal 11: To provide career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.</b>   |   |   |
|--|---|---|
| <b>Objectives:</b>   | <b>Anticipated Outcomes</b>   | <b>Projected timeline</b>   |
| <p>11.1 Create one (1) new Career Guidance Counseling position to initiate comprehensive developmental guidance and counseling programs promoting life and career development and student achievement.</p> | <p>11.1a. Hire, orient, and train one (1) new Career Guidance Counselor located at the South Bergen Campus.<br/>11.1b. Establish a comprehensive written career guidance and academic counseling program describing the program and services provided.</p>            | <p>July 2008 and thereafter<br/><br/>July 2008 to June 30, 2009</p> |
| <p>11.2 Identify and deploy new technologies and media for delivery of career guidance and support (including PCs, smart classroom equipment, &amp; projectors).</p>                                       | <p>11.2a Acquire appropriate technology to be located at the South Bergen Campus to enable students to access directed career guidance and support information about available CTE careers, career ladders, educational requirements, and training opportunities.</p> | <p>July 2008 and thereafter</p>                                     |
| <p>11.3 Expand career guidance and academic counseling to the new Bergen Community College South campus.</p>   | <p>11.3a Provide one (1) Counselor liaison from Paramus Campus to South Campus to extend a comprehensive array of existing student support services to South Campus.</p>  | <p>July 2008 and thereafter</p>                                     |
| <p>11.4 Retain students enrolled in non-traditional CTE programs through program completion by providing effective career development planning and academic counseling.</p>                                | <p>11.4a Track and monitor career and academic counseling services provided to analyze CTE student retention rates.</p>   | <p>July 2009 and thereafter</p>                                     |
| <p><i>Revised 08/11/2008</i></p>   | <p><i>Revised 08/11/2008</i></p>  | <p><i>Revised 08/11/2008</i></p>                                    |

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| <b>Goal 12: To improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and the transition to teaching from business and industry.</b> |   |                           |
|---|---|---------------------------|
| <b>Objectives:</b>  | <b>Anticipated Outcomes</b>   | <b>Projected timeline</b> |
| 12.1 Recruit quality CTE faculty and career/academic advisors from four (4) existing partnerships and collaborations between the College community and workforce development communities.                                     | 12.1a Educate partner industries and agencies on availability and benefits of involvement as CTE faculty, and career guidance and academic counselors                             | July 2008 and continuing  |
| 12.2 Recruit quality CTE faculty and career/academic advisors from two (2) additional partnerships/collaborations between the College community and workforce development communities.  | 12.2a Recruitment efforts of quality CTE faculty and career academic advisors will expand to more College partners.   | July 2009 and continuing  |
| 12.3 Recruit ten (10) Alternative Pathways to Education candidates to teaching in CTE programs.   | 12.3a Recruitment efforts of quality CTE faculty and career academic advisors will expand to include Alternative Pathways to Education program candidates.                        | July 2009 and continuing  |
| 12.4 Recruit and provide transitional support to ten (10) industry professionals seeking to teach in CTE programs at the College.   | 12.4a Recruitment efforts of quality CTE faculty and career academic advisors will expand to include industry professionals into adjunct faculty or other CTE teaching positions. | July 2009 and continuing  |
| <i>Revised 08/11/2008</i>   | <i>Revised 08/11/2008</i>   | <i>Revised 08/11/2008</i> |

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**Attachment 1:**

**Bergen Community College  
Assessment Framework**

## An Assessment Framework

NOTE: This document, first approved by the College's Board of Trustees, July 2005, has been revised to reflect the adoption of the Learning Outcomes Assessment by the Faculty Senate in January 2006, and signed by the President in May 2006. The principal changes are: (1) a two-year cycle of assessment activities rather than a one-year cycle, and (2) a more pronounced emphasis on the Core Competencies in the assessment of student learning. Finally, some of the language has been clarified and simplified based upon feedback.

This document provides a framework for assessment. It is comprehensive in that it addresses assessment issues at all levels, but it is not complete. It does not, for instance, focus upon the argument for assessment or its relative value, nor does it address all questions about process. Of necessity, an assessment strategy must be fluid and adaptable to changing circumstances. Further, some implementation issues will have to be worked out with key stakeholders.

It does, however, provide a formal assessment strategy that:

- meets accreditation standards.
- details what must be done without being overly prescriptive regarding specific goals or approaches to accomplishing these goals.
- documents assessment activities in writing, including their results and use.
- and focuses clearly upon the mission of the college to provide quality, affordable education.

There are two parts to the proposed strategy.

- an on-going two-year cycle of continuous assessment activities that includes all college units.
- and a periodic, formal departmental and academic program review process.

Although this proposal builds upon several assessment efforts that have evolved over several years, including most recently the work of the Institutional Assessment Committee, and the Faculty Senate Ad Hoc Subcommittee on Accessing Student Learning, it is not a compilation of these plans. It does seek to be informed by this work, to integrate assessment activities with other activities at the college, and to institutionalize an assessment practice.

Some of the assessment activities outlined here may be put in place immediately, some in the short term future, and some may require more time.

Lastly, the Framework identifies and relies upon three key documents that provide the foundation for assessment activities. These are: (1) Mission and Goals, (2) Strategic Priorities, and (3) Core Competencies.

### ***I. Assessment activities***

At the heart of this assessment framework is an ongoing practice of assessment activities. These activities include all units at the college, both administrative and academic, as outlined by the Institutional Assessment Committee, as well as institution-wide measures of institutional effectiveness. In the case of the academic areas, assessment focuses principally upon student learning and takes place at the course, department/program, and institutional levels.

Reference will be made to completing assessment worksheets. These worksheets will be explained later on.

#### **A. Institutional**

There will be multiple measures and indicators of institutional effectiveness. Institutional goals must, by definition, be explicitly related to the College's mission and goals.

1. An embedded strategy

In the strategy proposed here, institutional assessment is **embedded** in the assessment plans of all college units in that every unit is required to include five goals, such that:

- at least one goal explicitly relates to the College's Mission and Goals,
- at least one goal relates to the College's Strategic Plan,
- and, in the case of academic units, at least two goals relate to at least one Core Competency.

Of course, in principle, the same goal can serve multiple purposes. The key to assessment is not how many distinct and separate goals there are but whether these goals are thoughtfully selected and whether the results of assessment are used to improve effectiveness.

2. Other indicators

In addition, six additional indicators of institutional effectiveness will be used, as outlined below.

a. Graduate student follow-up survey

For many years, the Office of Research and Planning has conducted the Graduate Student Follow-Up Survey and provided its results to college units.

The Graduate Student Follow-Up Survey will continue to be used. However, starting in the next assessment cycle, the section on student learning will be revised to focus more explicitly upon the Core Competencies as defined and established by the Faculty Senate.

The Office of Research and Planning will report the results of this section of the Graduate Student Follow-Up Survey to the college community including the Faculty Senate.

b. Blueprint for excellence indicators

As part of the state's statewide plan for higher education, Blueprint for Excellence, the College is committed to using several indicators of institutional effectiveness as stated below.

The Office of Institutional Research and Planning is responsible for tracking these indicators and reporting on them to the College community.

The indicators are:

- Number of Students Served
- Graduation Rate for Minority Students
- Overall Graduation Rate
- Graduation Rate for Low-Income Students
- Overall Transfer Rate

c. Student Goals

Students will be asked to identify their chief objective(s) when first enrolling at the College as part of the application process. Upon exiting from the College, through appropriate use of sampling, students will be asked to indicate the extent to which they believe they achieved their objective.

Implementing this goal will require that the college's new online admissions process be put into place.

d. Key performance indicators

It is envisioned that over time the College will develop a set of key performance indicators of institutional effectiveness. These will likely encompass the indicators and measures outlined in this section and integrate with the College's strategic planning process and the goals that are included in the College's mission statement.

e. Transfer data

Because the essential purpose of Associate of Arts and Associate of Science degrees is to prepare students to transfer to a four year institution, the Office of Research and Planning will collect and analyze appropriate data regarding transfer rates and success rates at the four year institution for students having transferred. Much of this data is available through the SURE record system.

These results will be shared with the college community, including academic divisions and departments as well as the Faculty Senate for appropriate consideration and use.

f. Miscellaneous and ad hoc approaches, e.g., Noel Levitz

In addition, other assessment devices and strategies may be used as appropriate, such as the Noel Levitz survey of student satisfaction.

3. Reporting

Results from these institutional assessment activities will be reported regularly to the college community with the expectation that college units will respond appropriately. Ensuring that this is done is principally the responsibility of senior management. Senior administration through the Office of Institutional Research and the Center for Institutional Effectiveness will prepare an annual report that presents, summarizes, analyses institutional assessment data, along with appropriate recommendations for using these results to improve institutional effectiveness. These recommendations may include, but are not limited to, asking college units to include specific goals in the next cycle of assessment.

## B. College units

All college units, as defined in the report by the Institutional Assessment Committee, are required to participate in yearly assessment activities as detailed below. Because academic units and administrative units differ substantially in responsibilities and functions, each will be treated separately.

1. Administrative and Educational Support Units

Administrative and Educational Support units will choose a short list of goals and complete assessment worksheets. The number of goals will vary based upon the size of the unit and the complexity of its mission.

For purposes of the College's formal assessment plan, Administrative and Educational Support units must select five goals, one of which must be related to the College's Mission and Goals, and one of which must be related to the College's Strategic Priorities. Student Service Administrative and Educational Support units are encouraged to consider a goal relating their student development philosophy to the Core Competencies as well.

2. Academic units

Assessment in instruction focuses upon academic departments and programs, interdepartmental programs, and courses. Each of these will be treated in turn.

a. Academic Departments

Each assessment cycle, academic departments will choose a short list of goals and complete assessment worksheets for each goal. These worksheets would be completed by June 30th of each year, and kept on file in the department office in an orderly manner. They will serve as the foundation for the departmental and program reviews, meeting assessment requirements of external program accrediting groups, as well as those by the Middle States Commission on Higher Education.

The number of goals chosen by a department depends principally upon whether it offers specific AAS degree programs. Departments that do not offer specific AAS degree programs will identify at least five assessment goals, such that:

- At least two explicitly relates to one or more of the Core competencies,
- At least one explicitly relates to the College's Mission and Goals,
- And at least one relates the College's Strategic Priorities.

The fifth goal may be explicitly related to one of the foundational documents, but need not be.

In choosing goals, departments will want to consider program options and service areas, as appropriate.

Departments that offer specific AAS degree programs will complete assessment worksheets for EACH AAS program, that is, departments will identify five goals, as defined above, for each AAS program. Certificate degree programs and Certificates of Achievement may be included with their related AAS degree program. Stand-alone Certificates or Certificates of Achievement will be treated as separate academic programs.<sup>1</sup> It is envisioned that assessment goals would be chosen, partly, in light of accreditation criteria where they exist. Doing so should greatly facilitate preparation of program and accreditation reviews.

It is likely that over time all departments will focus upon different aspects of its mission. Not all activities, service areas, options, etc. need be or should be address in any assessment period.

b. Interdepartmental programs

The Office of the AVP will maintain and publish a list of interdepartmental programs that are required to participate in a formal assessment and review. These are likely to include, but need not be limited to, General Education, Honors, Developmental Studies, and the American Language Program. Interdepartmental programs so identified will choose a short list of appropriate goals, including at least one that is explicitly related to the College's Mission and Goals and complete annual assessment worksheets for each goal.

Interdepartmental programs that already have established goals (General Education may be an appropriate example) are not asked to identify new goals. For purposes of annual assessment, these programs should select from their unit's goals those goals to be focused upon during each assessment cycle.

c. An implementation sketch

CIE will be responsible for providing direction, training, and coordination to help academic departments succeed in their assessment activities. During the spring 2006, CIE worked with the Faculty Senate to develop a four-semester sequence of continuous assessment activities focusing upon the Core Competencies. (See Appendix A.) This sketch will serve as the model for all assessment related goals.

## C. Course Assessment

Student learning will be assessed at the course level as well as at the departmental/program and institutional levels. The principal responsibility for assessing student learning at the course level rests, appropriately enough, with individual faculty members and their departments. Academic departments should develop appropriate strategies for assisting faculty with assessment of student learning at the course level.

Key points here are:

- Syllabi should have a common format that explicitly includes student learning objectives in conformity with Senate, Curriculum Committee, and other college

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<sup>1</sup> In some cases, there is considerable overlap among AAS degree programs. Further, departments may be in the process of phasing out specific programs. To eliminate unnecessary work, CIE will publish for each assessment cycle a list of AAS programs and Certificates that must be assessed.

policies. Syllabi should provide clear indication of how student learning is accessed, and academic departments should develop appropriate strategies for reviewing and using collective assessments.

- Annual audits of syllabi should take place to ensure that they are maintained in proper form and that files are complete. The academic dean is responsible for ensuring that the annual audit is completed each year by June 30th.
- Syllabi should be kept in electronic form and sensibly filed. It is likely that appropriate software could be used to facilitate this process.

## ***II. Departmental review***

The departmental review process includes all college units. There are two aspects:

- a brief annual report,
- and a comprehensive, rigorous departmental review once every five years.

### **A. Annual reports**

Each college unit would complete a yearly annual report which includes these elements:

- A report on the status of the year's goals
- A list of key accomplishments for use in preparing the College's annual report.
- Next year's goals.

### **B. Five year review**

Once every five years, each college unit would undergo a more comprehensive and rigorous review process.

#### **a. Elements**

In addition to the elements in the annual report process, the five year review would include:

- An analysis of key issues.
- Budget and resource evaluation
- Assessment data

A summary and analysis of the assessment data collected since the last review, along with a discussion of how assessment data were used to improve unit functioning.

- Recommendations

#### **b. One year follow up report**

It is envisioned that departments would file with their supervisor a brief follow up progress report one year later on the status of any recommendations that emerged from the review. Each Vice-President is responsible for reviewing these follow-up reports to ensure that appropriate action has been taken.

## ***III. Academic program reviews***

Academic program reviews, using the current program review process, would be required for:

- each AAS degree program along with associated Certificates
- stand-alone Certificates.

- interdepartmental programs identified by the AVP as required to participate in the college's formal assessment process.

The current program review process can likely be simplified by relying more heavily upon the annual assessment worksheets outlined in this document.<sup>2</sup> Although individual program reviews are no longer required for individual AA and AS options, departments may elect to do so.

#### **IV. A note about goals**

A key to assessment activities is to select a short list of goals that matter to the unit. Well-framed goals should attempt to answer research questions about the unit's functioning that if answered could make a difference in effectiveness. If the answer to the question doesn't matter, then the goal needs to be reformulated or eliminated.

Further, there is no need to select a long list of annual assessment goals. Choose a few goals that matter. Assessment is a continuing activity, so there is no need to assess everything in a single year. Indeed, it is counterproductive to do so and would leave little time for the unit's work.

A sensible guideline is to rotate goals annually in light of the five year departmental or program review process. Obviously, department leaders should select goals for programs subject to external accreditation with these criteria in mind.

Finally, college units may decide to adopt goals beyond those explicitly called for in this assessment plan. A department, for instance, may have very specific operational goals that it wishes to pursue but does not wish, for whatever reason, to formally report on for purposes of assessment.

#### **V. Assessment Worksheet**

See document: [Assessment Worksheet.doc](#)

For purposes of documentation, it is important that college units use a common format for documenting assessment activities.

Attached is the form to be used. The use of the form is not optional.

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<sup>2</sup> Currently, the Academic Vice President is working with a subcommittee of the Faculty Senate to revised and to state formally guidelines for the conduct of program reviews. This committee is expected to complete its work late in the 2006 – 2007 academic year.

**Bergen Community College:**    **Secondary** \_\_\_\_\_    **Postsecondary** \_\_\_**X**\_\_\_

**Attachment 2:**

**Bergen Community College Self-Study Guidelines**

## Self-Study Guidelines

Not all of the following suggested elements may be relevant to program under study. The members of the Program Review Committee should decide which to use and whether there are other elements and measures which will have greater meaning in the context of the program. However, the study must include an emphasis on program objectives, course objectives, student outcomes and a response to the External Evaluator Report.

1. Curriculum
  - a. Is the curriculum current and relevant?
  - b. How has the program addressed inclusiveness, diversity and multiculturalism?
  - c. Are the program objectives clearly defined and written in terms of measurable outcomes?
  - d. How do the program objectives relate to the College mission?
  - e. In what ways are students required to demonstrate that they have mastered the objectives of the program?
  - f. Do course outlines make explicit the academic policies applicable to each course?
  - g. Are the course outlines distributed by the instructor at the beginning of each term?
  - h. Are the courses offered with sufficient frequency to enable students to complete the program within the minimum time for completion? If not, provide details.
2. Students
  - a. What is the profile of the student body majoring in this program? For example, are there any relevant enrollment trends regarding age, gender, and ethnicity? How do such trends affect the implementation of the program?
  - b. Are there any trends in the number of students enrolling in each of the courses in the program? How has greater/lesser demand for specific courses affected the scheduling of courses?
  - c. For programs with restricted admissions, what are the admissions requirements? Are they clearly defined, appropriate, and followed?
  - d. To what extent is program faculty involved in advising majors and in other academic student support outside the classroom?
  - e. What accommodations are available for students with learning and other disabilities?
3. Resources
  - a. What dedicated facilities and equipment [auditoria, laboratories, computer facilities, clinical facilities, studios, and practice rooms] exist? Are the physical facilities adequate in design, condition, and accessibility?
  - b. How well does the library collection [books, periodicals, audiovisual, media] support the program, in breadth and depth?
  - c. What technology is available to enhance learning and support learning objectives?
4. Faculty
  - a. What are the credentials, area of specialization, teaching experience, and scholarly/professional achievements of all full-time faculty in the program?
  - b. What are the credentials, area of specialization, teaching experience, and scholarly/professional achievements of adjunct faculty who regularly teach in the program?
  - c. What percent of course sections is taught by full-time faculty and what percent by part-time faculty?
  - d. What process of faculty evaluation is in place? Do inexperienced full-time and part-time faculty receive special supervision and mentoring during their initial period of appointment?

- e.        What faculty development opportunities exist in the program? To what extent do program faculty take advantage of these opportunities?
5.    Administration
  - a.        Is program administration adequate?
  - b.        What is the role of an advisory committee in the development, evaluation and modification of the program?
6.    Student Outcomes
  - a.        What does the data indicate regarding student persistence? Is there any trend apparent over the past several years considering fall to fall rates?
  - b.        By analyzing grade distributions as well as anecdotal information, what courses represent significant hurdles to majors? Which courses have the lowest completion rate [indicating high numbers of students dropping the course] or average GPA [indicating failures and low grades]?
  - c.        What does the data indicate regarding graduation from the program? How many students actually graduate from the program? Is a trend apparent over the past several years? If so, what are the implications for the program?
  - d.        Briefly describe the course and program level outcomes assessment which has occurred since the last program review and improvements which have been instituted [mandatory.]
  - e.        Based upon data from the graduate survey, have graduates achieved their objectives? What is their perception of the quality of instruction in the major? Do they report improvement in general education-type abilities such as critical thinking or problem solving?
  - f.        For transfer programs:  
          Graduates
    - To which institutions do majors transfer? Do graduates of the program enter into related curricular in the transfer institution?
    - Do graduates believe that BCC prepared them well for further education?Non-graduates:
    - To which institution do non-graduates transfer?
    - How many degree credits do non-graduates earn before transferring? Is the student considered a success if s/he transfers before graduating? If not, why are students transferring early?
  - g.        For career programs:
    - To what extent is the graduate prepared to meet workforce needs?
    - Describe and analyze data gathered regarding student employment after graduation. Are graduates employed? Where? Are they in fields related to their major?
    - Do graduates believe that BCC prepared them well for employment?
    - Specifically how has their BCC education helped them in their jobs?
    - If program-specific data is available from graduate surveys, what does it show about the program?
  - h.        How do the course objectives relate to the program objectives?
  - i.        To what extent is data collected and analyzed to measure outcomes?
  - j.        How will the data be used to improve student learning?
7.    Other program specific issues added by the Academic Vice President, Dean, and/or Faculty.
8.    Recommendations should be linked to evidence provide above with the self study.