

# Strategic Plan 2020: One College, One Mission

The collaboration between **trustees, administration, staff, and faculty** is an important experience that benefits all involved.



# OUTCOMES ASSESSMENT AND PROGRAM REVIEW #1

**Ensure that the community understands the requirements of assessment so that the College can create a positive institution-wide culture of assessment**

- Brought in an experienced Chief Academic Officer to act as an assessment consultant.
- Instituted an Assessment committee to look at institutional academic assessment.
- Communicated work of Assessment committee at monthly meetings with all instructors.
- Assessment Coordinator and Middle States Co-chair attended Middle States Assessment conference.
- May 2016 Faculty Retreat discussed changes in Assessment process and developed new Student Learning Outcomes.
- Assessment Coordinator meets individually with faculty during the 2016-17 year.

# OUTCOMES ASSESSMENT AND PROGRAM REVIEW #2

**Establish a clearly delineated organizational structure with authorized control of ongoing outcomes assessment and program review.**

- Established Assessment Committee as recommended by consultant with VP of Academics, Assessment Coordinator, Middle States co-chairs, staff and instructors for comprehensive feedback.
- Revised Program Review from 5 year cycle to 3 year cycle to promote on-going, continuous program evaluation.
- Selected Faculty members assigned to Program Review annually.

# OUTCOMES ASSESSMENT AND PROGRAM REVIEW #3

**Establish clear, goal oriented processes and a meaningful evaluation of academic programs at both the outcomes assessment (OA) and program review (PR) levels**

- Implemented pre-test/post-test methodology for assessment across sections of select courses.
- Revised Faculty Annual Report to focus on reporting of assessment data.
- Redefined the role of the faculty Assessment Coordinator to provide individual guidance and support to instructors, meet individually with faculty.

# OUTCOMES ASSESSMENT AND PROGRAM REVIEW #4

**Ensure that any changes to the outcomes assessment or program review processes are systemically evaluated to determine their effectiveness**

During 2015-16, the following changes were made:

- a) Instituted an Assessment Committee to look at institutional assessment in Academics
- b) Revise course syllabi to focus on measurable Student Learning Outcomes
- c) Refocus the Outcomes Assessment from a five year process to an annual effort by redirecting the annual faculty report to focus on assessment measures
- d) Move Program Review from a five-year to a three-year cycle
- e) Require courses to use pre-test and post-test assessment instruments.

Evaluation of the effectiveness of these measures will be reviewed by the Assessment Committee during 2016-17.

# OUTCOMES ASSESSMENT AND PROGRAM REVIEW #5

## **Enhance faculty development activities to be geared toward Outcomes Assessment and Program Review for the next five years**

- Brought in an experienced Chief Academic Officer to act as an assessment consultant and to present to faculty on assessment.
- Sent two full-time faculty members to Middle States assessment training (Assessment Coordinator and Middle States Co-chair).
- Redefined the Assessment Coordinator to provide ongoing training, development and support for faculty.
- Provide opportunities for discussion, training and professional development at meetings, In-Services, retreats, Kick-off sessions, at conferences and through individual support.

# Developmental Education Assessment #1

Create a program to improve remedial education placement, sequence & outcome

- Admissions began using multiple-measures (GPAs, SAT, HS transcripts) as a means to place students instead of relying solely on Accuplacer.
- Instituted 2-week Summer Math Boot Camps (2015 & 2016) to move students into college-level Math bypassing remediation.
- Redesigned Math remediation (2016) from three courses (050, 051, 052) to one, along three dimensions– STEM (052); Non-STEM (054); and Technical Math (104) (Automotive/Food & Beverage).

Create a program to improve remedial education placement, sequence & outcome  
(Continued)

- Created 3 new Math classes:
  - Elements of Stats (150)
  - Basic Algebra (054)
  - Technical (Applied) Math

## Developmental Education Assessment #2

**Establish a plan whereby all students enrolled in developmental education courses will review their academic degree plan with an advisor each semester prior to registration**

1. Introduced the Academic Plan to all students at the mandatory New Student Orientation
2. One hundred fifty-four new students attended the mandatory New Student Orientation. The remaining 118 students have a hold put on their account and must attend abbreviated workshops or the Spring New Student Orientation before being allowed to register for future semesters.
3. Students enrolled in developmental courses are contacted during the 3rd week of the semester to meet with an advisor to work on the plan

## Developmental Education Assessment #3

**Create a “fast track” strategy for the students to bypass traditional developmental education courses; with co-requisite credit options combined in the strategy**

- Conducted comprehensive examination of developmental math.
- Implemented pathways model with 3 math paths based on career.
- Implemented a revised, reduced developmental mathematics model.
- Brought an In-Service speaker from the Accelerated Learning Program at the Community College of Baltimore County.

# Developmental Education Assessment #4

## Examine the outcomes of using GPA and/or PARCC assessment for ability over the traditional ACCUPLACER

1. Academic Advisors began using multiple measures to place students into math and English courses for the 2015-2016 Academic Year
  - Pass rates in English Composition I for new students Fall 2015 semester were:
    - 93% for those testing into college-level
    - 97% for students who were within 10 pts for Reading and 2 pts for Writing of the cutoff scores
    - 89% for students who were placed based on high school courses and/or high school GPA
2. In 2016-2017, we will begin to evaluate passing rates of students in college-level math and English courses based on placement by ACCUPLACER vs. high school GPA vs. PARCC scores

## Developmental Education Assessment #5

### **Implement and evaluate “Boot-Camp” strategies improving ACCUPLACER placement assessments.**

1. Math Boot-Camp was developed and implemented the summers of 2015 and 2016.
  - 70% of the students were able to move directly to college level math bypassing remediation.

# Developmental Education Assessment #6

**Examine the potential of incorporating additional resources into remedial education outcomes improvements such as, dedicated computer labs, supplemental tutoring, and developmental course “test out” prep sessions**



# Developmental Education Assessment #7

Dedicate resources to the professional development and change process associated with remedial education renewal

| When        | Who                  | Venue                    | Topic  | Organization   |
|-------------|----------------------|--------------------------|--|--|
| Feb, 2015   | Cheryl Orr<br>Dixon  | Faculty/Staff In-Service | Persistency & poor graduation rates, problems with remediation | Complete College America                               |
| Sept, 2015  | Dr. Davis<br>Jenkins | Faculty Kick-Off         | Redesigning America's Community Colleges – Research findings   | Community College Research Center, Columbia University |
| Oct, 2015   | Leith Sharp          | Faculty/Staff In-Service | Understanding Organizational Change                            | Harvard School of Public Health                        |
| March, 2016 | Susan Gabriel        | Faculty/Staff In-Service | Accelerated Learning Program (ALP) for English Dev Ed          | Community College of Baltimore County                  |
|             | Charlotte Gray       |                          | Nontraditional Occupations                                     | N.J. Depart. of Education                              |

# Developmental Education Assessment #7

**Dedicate resources to the professional development and change process associated with remedial education renewal (Continued)**

## Conferences attended in 2015 by Faculty & Staff

|   |                   |                           |             |
|---|-------------------|---------------------------|-------------|
| ☀ | AACC              | Annual Convention         | April, 2015 |
| ☀ | NJCCC             | Best Practices Conference | April, 2015 |
| ☀ | Bucks County C.C. | Faculty of the Future     | May, 2015   |
| ☀ | NJCCC             | Pathways Conference       | June, 2015  |
| ☀ | MCCC              | NJ Dev Ed Summit          | Dec, 2015   |

# DEVELOPMENTAL EDUCATION ASSESSMENT #8

## **Review and implement developmental education improvement strategies identified in the consultant report that was recommended as part of the Middle States PRR review**

- Expand the use of calculators in placement testing.
- Utilize multiple measures to determine placement.
- Expand use of data to follow student success in subsequent courses.
- Conducted comprehensive examination of developmental math.
- Revised developmental math course sequence.
- Brought in an In-Service speaker from the national Accelerated Learning Program to discuss implementation for possible English remedial revision.
- Expand outreach to High Schools through Dual Enrollment to better cooperate for student readiness for college level math and English.
- Offer Bootcamp for math students who place into developmental math.

# Enrollment & Retention Planning #1

## Develop and implement a comprehensive enrollment management plan

1. Expanded current enrollment management plan that was written detailing different populations in which to target for recruitment
2. Incorporated updated recruitment methods with a focus on utilizing social media
3. Utilized focus groups to help gear our message
4. Hired a Recruiter to focus solely on recruitment throughout the county

# Enrollment & Retention Planning #2

**Expand co-curricular and recreational/physical health opportunities for students**



# Enrollment & Retention Planning #3

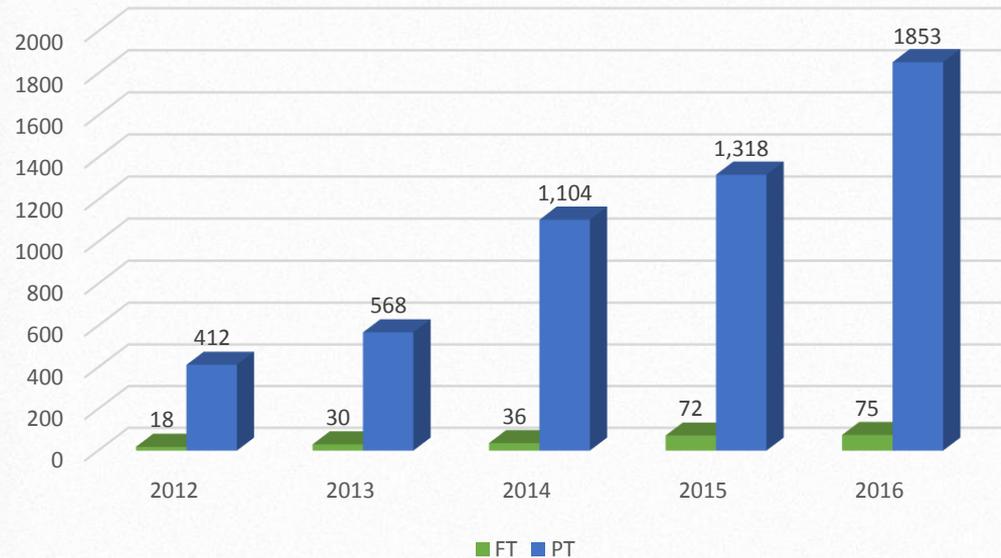
**Promote student success and completion through expanded pathways to graduation**

- Reduce all programs of study to 60-61 credits
- What “Math” do you really need? STEM vs. Non-STEM
- Inaugurated “*I want You to Graduate*” campaign
  - Developed Mentor program
  - Expanded C4 PTK Initiative.
  - Mandatory Student Orientation
  - Academic Planning Guide for Students

# Enrollment & Retention Planning #4

## Enrollment: Dual

Fall Headcounts



# Enrollment & Retention Planning #5

**Create opportunities such as VIPER to allow students to apply experiential credit toward degree requirements**

- Expand access to credit through CLEP and DSST testing in addition to Advanced Placement, Dual Enrollment and Senior Option programs
- Participate in discussions with NJ colleges and universities that lead to the NJ Prior Learning Assessment Network consortium
- Expand access to credit for active-duty and military veterans for training through American Council on Education evaluations

# Enrollment & Retention Planning #6

**Promote internship opportunities as a means for students to apply theory in practice in the workplace setting**

1. Developing objectives and processes for an institution-wide internship program
2. Establishing online sources capable of creating internship prospects
3. Using the Business Advisory Board to develop networking opportunities with area businesses

# Distance Education #1

**Implement a new Learning Management System that provides the necessary tools and capabilities for a quality online experience for its students.**

**Develop Learner-Centered Program**

**Implement Universal Design**

- Reading/Discovery
- Assignments
- Discussion
- Assessments

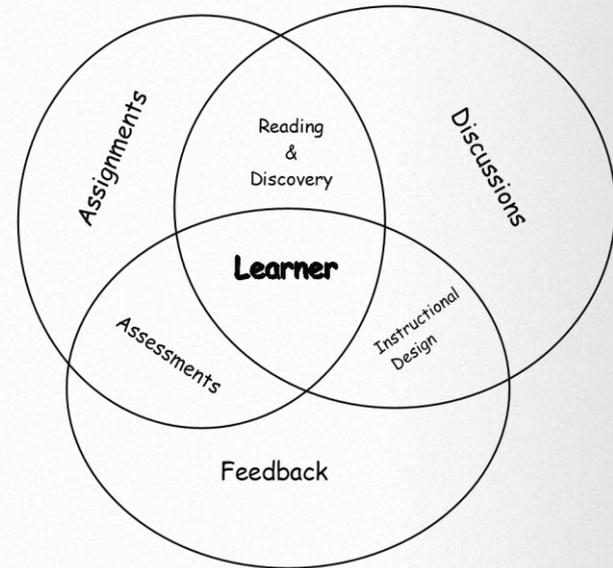
**Enhance Instructional Design**

- faculty driven with guidance, oversight, evaluation, and support

**Deliver with Asynchronous Approach**

**Offer two delivery methods**

- 100% online
- Hybrid



# Distance Education #2

**Develop and implement a training program for students, faculty and staff to ensure that the LMS system can be used to deliver quality educational programs.**

## **Mandatory faculty training is required**

- Faculty must demonstrate the ability to set up an online classroom
  - Universal design
  - All four assignment types: Basic, Discussion Forum, File Upload, Online Quiz/Test formats
  - Announcements
  - Gradebook settings
  - Attendance
- Faculty Evaluation tool
  - Ensure effectiveness of online delivery

## **Student training**

- New student orientation

## **Student Tutorials**

- Available within master course template
- Develop voice over PPT tutorial

## **Staff invited to learn**

# Distance Education #3

Ensure the academic integrity of all online courses and programs in accordance with Federal Law, Accreditation Standards, as well as, in periodic assessment.

Develop annual course and program effectiveness audits

Maintain compliance

IMPLEMENT CURRICULUM DESIGN PRINCIPLES

➤ **Contextualize Learning**

- Content meets course objectives
- Reflects needs of communities of interest and has real world relevance
- Alignment between espoused curriculum and taught curriculum
- Curriculum mapping

➤ **Inspire, Engage, Motivate, and Encourage learners**

- Active engagement
- Positive feedback
- Key connections to academic journey
- Validate prior knowledge

➤ **Prepare, Practice, Perform**

- Proper framework (syllabus, outlines, etc)
- Practice tasks
- Assessments



# Distance Education #4

**Assess the need for future and current online degree and certificate programs, as well as individual courses offered, based on community or industry demand**



# Workforce & Economic Development #1

**Guide and support the economic development of our region with responsive, solution-driven workforce training programs.**

1. Fall 2016 - Offer in-demand fast track career programs through “Skylands Professional Training,” a new community college regional partnership between Sussex and Warren County Community College.
2. Partnered with CLS to offer an array of technical training programs to Verizon employees at locations throughout the State.
3. Increased visibility and marketing of career programs into Northern Hunterdon County and Eastern Pennsylvania.
4. Collaborated with training vendors as an affordable, cost effective way to offer new in-demand employment based career programs to the region.

# Workforce & Economic Development #2

**Maintain active engagement with business and industry to develop solutions for workforce preparation.**

1. Provided Certified Fiber Optic Technician (CFOT) and Certified Fiber Optics Specialist in Outside Plant (CFOS/O) training and certification to 17 students to assist Verizon in preparing a supplemental workforce during the strike.
2. Strengthened workforce preparation and professional skills of students by integrating employability skills and internship/externship opportunities with local medical and dental offices, long term care facilities, pharmacies, labs, hospitals, and veterinary practices.

# Workforce & Economic Development #3

**Design programs around the skills and knowledge students need for employment to ensure that local business have a constant supply of highly skilled workers.**

## Dental Assisting Program:

- 100% passing rate on Dental Assisting National Board Exam
- Recognized as only program in region with National Entry Level Dental Assistant Certification

## Certified Nursing Assistant Program:

- 95% passing rate on NJ Department of Health Certification Exam

## Medical Assisting Program:

- One of 5 CAAHEP Nationally Accredited Programs in NJ
- 95% passing rate on the AAMA CMA National Exam

# Workforce & Economic Development #4

**Develop and enhance partnerships, internal and external, that help identify and respond to the educational needs of the community.**

1. Phillipsburg Education Center partnered with the Morris/Sussex/Warren Workforce Development Board as the location of the Warren County Youth One-Stop Career Center.
2. Developed and distributed a “resource binder” of Continuing Education career programs and made presentations to Warren, Northampton, and North Hunterdon County guidance counselors, alternative high schools, and specialized youth programs.
3. Offered PEC healthcare career lab for training of Certified Home Health Aides to County home health agencies that delivered CHHA certification as a collaborative effort to meet industry labor demands.

# Workforce & Economic Development #5

## **Be recognized as a major partner in regional economic development efforts and activities.**

Utilized NJBIA and Skills4Jersey grants to provide literacy and employment skills training to incumbent employees of local businesses which included:

Linde Electronics and Specialty Gases  
Hillis Group  
St. Luke's Warren Hospital  
Genesis Healthcare  
NORWESCAP  
Arc of Warren County  
Brockhoff Environmental Services LLC  
Magnetika  
Easton Coach Company  
Jiorle's Office Supply  
Abilities of Northwest Jersey, Inc.  
Modern Facilities Services  
Family Support Organization of Hunterdon, Somerset and Warren Counties  
DSM Nutritional Products  
Panel Components & Systems Inc.  
United Way of Northern NJ  
Catholic Charities  
Phillipsburg Area Historical Society  
KMB LLC Consulting Firm

# Workforce & Economic Development #5

**Be recognized as a major partner in regional economic development efforts and activities (continued).**

1. PEC's Small Business Growth Center hosted tenants from the insurance industry, counseling services for area residents, and food processing companies.
2. Membership on Warren County Economic Development Board
3. Membership on Phillipsburg/Easton Chamber of Commerce Board
4. Summer 2016 - Location of Lehigh Valley Chamber of Commerce at the Small Business Growth Center

# Workforce & Economic Development #6

**Facilitate firm linkages between external regional stakeholders and internal stakeholders at WCCC to establish a comprehensive college-wide workforce training vision.**

1. Solidify lease agreements with Warren County One-Stop Career Center to be located at the PEC.
2. Relocation of WCTS's Phillipsburg GED/ESL Programs to the PEC in November 2016.
3. Maintained and utilized an email distribution list of CE students and alumni, and RN students and alumni to promote courses which enhanced employability skills and credential stacking.

# Human Resources #1

## Employee & Board Succession Plan

We are following the Fall timeline, reviewed and approved by our chair Peter Schmidt, which is detailed below:

1. Summer 2016 – President Austin revises and updates the previous WCCC Succession Plan (attached).
2. September 2016, The Board Policy committee reviews and makes initial suggestions on the first working draft.
3. September 2016 BOT meeting – President Austin makes a presentation on the first draft and initial suggested revisions.
4. September to December 2016 – The Executive Committee of the Board revises the draft based on Board feedback and authors the section on Board Succession.
5. Spring 2017 – The Board as a whole will review the Final Draft and take a formal action to approve the 2017 WCCC Succession Plan.

# Human Resources #2

EVALUATE THE UNDERGRADUATE AND GRADUATE TRANSCRIPTS OF ALL APPLICANTS TO ENSURE THE HIRING OF THE MOST ACADEMICALLY ACCOMPLISHED FUTURE EMPLOYEES.

- Revised Board policy #202.15 Appointment of Adjunct Faculty to include GPA criteria as minimum qualification for hire.
- Revised Board policy #201.16 Faculty Recruiting, Appointments and Promotions to include GPA criteria as minimum qualification for hire and advancement.
- Implemented an improved review process for Area Chairs and Academic VP of all Adjunct applicant transcripts.
- Completed audit of all FT Faculty transcripts with 100% compliance.

# Human Resources #3

ENSURE THE COMPETENCY AND KNOWLEDGE OF FACULTY AND STAFF THROUGH IMPROVED INTERNAL AND EXTERNAL TRAINING OPPORTUNITIES TO CONTINUALLY MEET THE NEEDS OF OUR STUDENTS AND THE COMMUNITY.

- Completed formal Title IX/VAWA training and certification for key staff members and introduced this training into new student orientation.
- Annually trained faculty and staff at each Fall and Spring in-service on the topics of Title IX/VAWA, Ethics, Harassment, Suicide Prevention, Safety and Security.
- Earned Degrees:
  - 2014 – one Bachelor, one Associates
  - 2015 – two 2<sup>nd</sup> Masters, one Associates
  - 2016 - one Doctorate, one 2<sup>nd</sup> Masters
  - Currently 4 Doctorates and one 2<sup>nd</sup> Masters Degree are in progress.

# Human Resources #4

Encourage and provide enhanced professional development, career development and improved performance management for faculty and staff, to improve leadership capabilities, job skills and productivity. Evaluate the use of professional development funds and determine if they are best serving the needs of enhancing programs and services for students

- Faculty and staff members have pursued additional degrees
- Supported faculty and staff travel and expenses to attend conferences
- Brought nationally known speakers for In-Services and Semester Kick-Off meetings
- During FY16, WCCC provided \$69,000 in tuition reimbursement, \$11,000 in staff development and \$39,000 in travel to employees.

# Human Resources #5

## Consider Alternate Forms and Media for the Delivery of Human Resources Training

- Implemented annual online safety training via MY WARREN.
- WCCC has hosted and participated in training exercises involving Active Shooter drills, Active Shooter tabletop training and Lockdown procedures.

# Facilities #1

**Develop, design and construct a state-of-the-art health education center on the campus of HRMC as soon as finances and property become available**

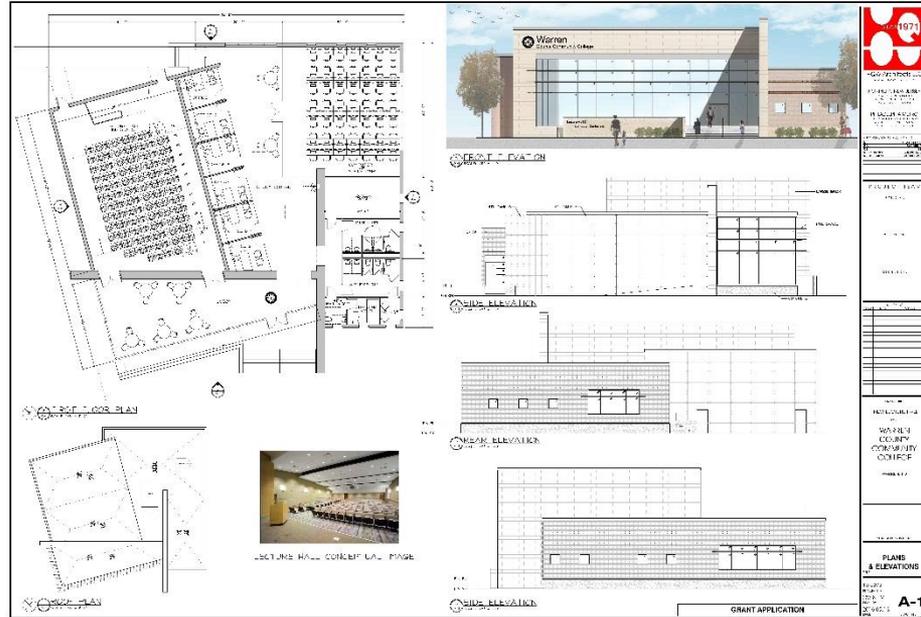


## Facility #2

Create highly visible network approaches, entries, plazas and main spaces that model courtyards and 21st century learning environments to encourage student learning and collaboration outside the building and provide opportunities to build beneficial relationships with the general public.

*Update: WCCC external facility focus has been on parking lot upgrades and removing barriers to accessibility. Since FY15, the College has invested just under \$310,000 in various external projects, including: Library back courtyard, ADA/Walkway improvements parking lot repairs and parking lot repaving projects.*

# Facility #2



# Facility #3

Develop existing main campus open space for cost-effective, multi-purpose recreational activities that are funded through external resources

**8.5 acres was acquired from Warren County Freeholders in 2015 for \$1.00**

- Prepared a boundary survey
- Prepared a minor subdivision plan
- Prepared deeds to allow for the transfer from county to WCCC
- Prepared a topographic survey
- Prepared a subsurface evaluation
- Prepared a layout illustrating proposed recreation

# Enterprise Resource Planning System Implementation #1

**Purchase new Jenzabar EX software through institutional and grant funds to support enhanced student, academic and financial information system needs as well as expanded student and faculty web access.**

*Update: Jenzabar EX software purchase has been completed with institutional and grant funds. All modules except the retention module have been installed and functioning. The module will be fully programmed in Fall 2016.*

# Enterprise Resource Planning System Implementation #2

**Design the new system to enhance services to students while also meeting both college and governmental data system needs and requirements.**

*Update: The system has been designed and implemented. Students now have on-line access to schedule, grades, estimated financial aid, and degree audit information. Many faculty are using the e-Learning platform, which also allows students additional course and attendance information. Canned reports and queries have been developed to allow the College to report federal and state data.*

# Enterprise Resource Planning System Implementation #3

**Train WCCC employees and students to effectively use the new campus software during and after the implementation process.**

*Update: Training of key users was completed as part of the implementation process. Additional training took place for all users during FY16. E-Learning training has been on-going for both students and faculty. Mandatory New Student Orientation includes a session on use of the new system for student information and for e-Learning.*

# Enterprise Resource Planning System Implementation #4

**Convert all student, academic and financial operations to the new EX platform by July, 2015.**

*Update: Formal conversion to the New EX platform took place on June 22, 2015. A conversion specialist worked with the College during conversion week to ensure that data successfully transferred over. The College was able to successfully close out the FY15 fiscal year with minimal conversion issues.*

# Enterprise Resource Planning System Implementation #5

**Once the EX software is in use, evaluate the implementation process and determine where additional training and system enhancements may be needed.**

Update: During implementation, the College re-prioritized a few needs so that additional training hours could be set aside for the future. Supplemental training on advanced report writing is scheduled for Fall 2016. Additional training also will be scheduled for Spring 2017.







**Thank You!**  
**Questions?**