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INTRODUCTION

During FY 2011, the College continued its efforts towards meeting the institutional goals set in the College’s FY 2005 – FY 2009 Strategic Plan. To advance the College mission and work towards meeting these goals, each division of the College planned and executed special initiatives focusing on the following strategic priorities selected for the fiscal year:

Meeting the needs of a changing mix of students.
Identifying and securing other sources of funding and revenue.
Meeting the jobs needs of the community in response to the economy and the ‘greening’ of the job market.
Ensuring Atlantic Cape as the “College of Choice” for the region.
Fostering and sustaining collaborative strategies.

Accomplishments highlighted from the year include:

- The nursing program was reaccredited for eight years by the National League for Nursing Accreditation Commission (NLNAC).
- Academic Affairs developed the following new programs addressing emerging local and regional needs:
  - Solar Energy Technology – AAS degree option under Technical Studies
  - New Media Studies – AAS degree
  - Communication – AA degree
  - Health Services – AS degree
- There was significant progress in the branding project. The new image advertising campaign that included the new tagline “Opportunity Starts Here” was launched. Atlantic Cape’s new marketing magazine “Career Focus” was delivered to 68,000 households in the college’s service areas.
- Approval of the College’s Strategic Plan for the period 2012-2016 which will focus on three goals:
  - Maximize student success
  - Strengthen community partnerships
  - Demonstrate effectiveness, continuous improvement and efficient use of resources

The FY 2011 Outcomes Report is presented in two sections. The first section summarizes progress and accomplishments, by institutional goal and objective, on meeting strategic initiatives and outcomes with measures of effectiveness from the Institutional Effectiveness Plan (IEP). The second section summarizes the outcomes for institutional performance indicators. These indicators are part of the College’s IEP and were selected to represent the broadest measures of progress towards fulfilling the College’s mission.
I. Outcomes by Institutional Goals & Objectives – FY 2011

Institutional Goal 1.0

Improving Quality and Responsiveness of Curriculum and Instruction: Atlantic Cape Community College will provide relevant high quality programs, courses, and instruction, delivered regionally and internationally in diversified innovative ways which respond to the learning and scheduling needs of diverse constituencies and maximize students’ potential to succeed academically, perform optimally in their careers, and lead fulfilling lives.

Institutional Objective 1.1: Strengthening of Curriculum: Strengthen and enrich the learning continuum from developmental to accelerated instructional offerings by making certain (a) content is current and relevant, (b) skills development is fully defined and emphasized, (c) critical thinking, problem solving, effective communication, work attitudes, and character are fully developed, and (d) global and multicultural sensitivities and understanding are cultivated across the curriculum.

Evidence of outcomes/effectiveness

Academic Affairs

- The nursing department hosted a team from the National League for Nursing Accreditation Commission (NLNAC) in October 2010 for their site re-accreditation visit. Team members were: Dr. Mary Schuler, Director of Nursing & Allied Health from Norwalk Community College (CT); and Dr. Amelia Capotosta, Director & Assistant Dean, Health Professions from Reading Area Community College (PA). The Nursing program was reaccredited for eight years with a monitoring report due in two years.

Strengths that were identified include:

- Faculty performance reflects interest in continued professional development.
- Curriculum incorporates established professional standards, guidelines and competencies.
- The program includes student learning outcomes.
- A comprehensive learning resource area appropriate for the practice of clinical skills.
- The availability of technology assistance to promote distance education.

Suggestions include:

- Nursing faculty should use student learning outcomes to organize curriculum, guide delivery of instruction, direct learning activities and evaluate student progress.
The Academy of Culinary Arts hosted a team from the American Culinary Federation (ACF) in April 2011 for their site re-accreditation visit. The team evaluated both the Culinary Arts and Baking and Pastry degree and certificate programs. Team members were: Russ Warren, Accreditation Coordinator, ACF Education Foundation in Florida; David Ivey-Soto, Chef David Industries in Virginia; and Chef Laurene Griffin from Ivy Tech Community College in Indiana.

Strengths that were identified include:

- The College’s dedication to the program.
- The highly involved advisory board.
- The highly engaged faculty in professional development.
- The “green” initiatives integrated into the program.

Suggestions include:

- Instituting a continuous training program for faculty in the institutional policy for first aid and emergency services.
- Promoting guest speakers and field trips.
- Incorporate more industry standard equipment within budgetary constraints.

The Biology Program Review was completed. An external review was done by Dr. Tim Haresign, Associate Professor of Biology at Richard Stockton College. Dr. Haresign commented that, “Program meets/exceeds expectations set according to professional standards in the field and by four year institutions that serve as the destination of many of the graduates.”

The Sociology Program Review was completed. An external review was done by Joseph Rubenstein, Professor of Anthropology, and the coordinator of the Sociology/Anthropology program at Richard Stockton College. Mr. Rubenstein commented that, “…the Sociology program stands out in an important way. Atlantic Cape is preparing and training its students to meet community needs, to become responsible and engaged citizens, and to encourage them to respect a society that is multicultural and diverse. The Sociology program supports and strengthens these College goals.”

The Computer Information Systems Program Review was completed. The department is awaiting the results of the external review.

The Business Administration Program Review was completed. The department is choosing an external reviewer and the review should be completed during fall 2011.
• The Education Program Review is in development and should be completed by December 2011.

• The Child Development/Childcare program continued the process of its self-study toward external accreditation by the National Association for the Education of Young Children (NAEYC).

• The course level assessment cycle for Academic Year 2010-2011 was successfully completed. The focus for the year was on student learning outcomes tied to NJ General Education goals. Faculty chose one of the NJ General Education goals and conducted an appropriate assessment in either fall 2010 or spring 2011. Preliminary data shows that 712 students were assessed over six goals. Aggregated analysis of results is currently in progress. The results of this course level assessment will provide information at the institutional level.

• Dr. Laramie Potts, Assistant Professor of Surveying Engineering Technology at New Jersey Institute of Technology (NJIT) completed his term as Atlantic Cape Community College’s Beacons by the Sea Visiting Scholar for Academic Year 2009-10. In addition to various presentations to faculty and staff in the fall 2009 semester, as well as serving as keynote speaker for GIS day on November 18, 2009, Dr. Potts taught two credit sections in the spring 2010 semester. The sections taught were GIST101, Introduction to GIS as well as GIST150, Geospatial Data Collection. Additionally, Dr. Potts worked with Atlantic Cape’s Information Systems and Aviation Studies (ISAS) Department faculty to create an AS degree option in Geographic Information Systems.

• The Technology Studies Institute in collaboration with Continuing Education began offering a 300-hour career-training program in Geospatial Technician Certification using the STARS curriculum series. The course is designed for professionals working in Homeland Security, law enforcement, economic development, surveying, engineering, public safety and more. Upon completion, the students will be eligible to receive the GIS STARS Technician Certification.

Institutional Objective 1.2: A Learner Centered College: Enhance the quality of teaching and learning by diversifying instructional approaches to more effectively address diverse learning needs, styles, and cultural backgrounds, and engage students more fully and actively in the learning process through curricular and co-curricular activities.

• Initiatives were not planned for the fiscal year.
Institutional Objective 1.3: Instructional Quality Assurance: Continuously improve the clarity and consistency of instructional standards, quality of the College's curriculum (programs, courses) and instructional delivery systems through College-wide implementation of a systemized process of student learning outcomes assessment.

Evidence of outcomes/effectiveness

Academic Affairs

- Achieved 88% NCLEX pass rate for the May 2010 graduates.

- WeaveOnline implementation continues. Institutional Research and Assessment conducted a WeaveOnline workshop in conjunction with Academic Affairs. The workshop provided training for the department chairs on utilization of the program. Revisions were integrated into the Program Assessment Plans in order to maximize the functionality of WeaveOnline.

- Professional development efforts continued in Assessment of Student Learning Outcomes. Information was provided at the Academic Affairs Council Retreat in August 2010 by the Director of Academic Program Effectiveness & Dual Enrollment. In November 2010, information was provided to new faculty by members of the Assessment Committee. Workshops on Writing Measurable Objectives and Rubric Construction were delivered to adjunct faculty during the in-service day. Faculty development day was dedicated to the following topics “Writing Intensive Instruction across the Curricula” and “Creating a Culture of Advising.”

Facilities, Planning and Research

- Outcomes for FY 2011 in the area of Atlantic Cape’s Educational Quality from the graduate exit survey were the following:

Graduate Satisfaction Exit Survey

_How satisfied are you with the quality of education you received at Atlantic Cape?_

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Surveyed</td>
<td>830</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>196</td>
</tr>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>87%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8.7%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>4.4%</td>
</tr>
<tr>
<td>N/A</td>
<td>0%</td>
</tr>
</tbody>
</table>
Institutional Objective 1.4: Responsiveness to New Needs: Develop new learning opportunities (programs/courses) and appropriate learning support mechanisms and systems that address high demand requirements dictated by labor market and student needs.

Evidence of outcomes/effectiveness

Academic Affairs

- Communication, Associate in Arts degree was created effective fall 2011. The new AA degree in communication replaced the Communication Option in Liberal Arts degree. Educational tracks offered by this program are: Communication Arts, Creative Writing, Journalism, Radio Production, Public Relations and Television Production. Additional courses such as Journalism II, Television History, Organizational Communication, and Internship in Communication are part of this new program.

- In collaboration with Atlantic Cape’s Continuing Education, Academic Affairs created the Associate in Applied Science Technical Studies – Option Solar Energy Technology. Continuing Education students who complete the Certification in Solar Professional program have the opportunity to transfer and earn 24 credits towards this program. Development of Environmental Science Degree program is currently in progress.

- The A.A.S. in Air Traffic Control Terminal during started being offered during spring 2011. The program has gotten off to an excellent start with 44 students enrolling in the first two courses with 82 seats taken across five sections. Dr. Wilson Felder the Director of the William J. Hughes FAA Technical Center taught a section Special Topics in Aviation Studies.

- The following additional new degree programs were created:
  - New Media Studies – AAS degree
  - Health Services – AS degree
  - Digital Media Production Support – AS degree option under Computer Systems Support
  - Solar Technician – AAS degree option under Technical Studies
Institutional Objective 1.5: Responsive and Innovative Delivery Systems: Package, schedule, and deliver programming, instruction, and learning resources in creative, flexible ways that directly address the unique learning and scheduling needs of diverse student populations.

Evidence of outcomes/effectiveness

Facilities Planning and Research

- Outcomes for the student’s Facilities and Services Satisfaction Survey 2011 were as follows:

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Surveyed</td>
<td>7456</td>
<td>9870</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>156</td>
<td>695</td>
</tr>
<tr>
<td>Satisfied/Very Satisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of courses offered</td>
<td>75.4%</td>
<td>76.8%</td>
</tr>
<tr>
<td>Times courses are offered</td>
<td>67%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Library services</td>
<td>85%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Tutoring services</td>
<td>44%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Classrooms at their primary campus</td>
<td>73%</td>
<td>61%</td>
</tr>
<tr>
<td>Overall facilities at their primary campus</td>
<td>76%</td>
<td>73%</td>
</tr>
</tbody>
</table>
Institutional Goal 2.0

Improving Student Centered Service Delivery: Atlantic Cape Community College will actualize its “Student Centered” philosophy through assuring a nurturing, learning centered environment and providing a high quality, proactive system of student support that maximizes student success in access to the College, learning, and goal attainment.

Institutional Objective 2.1: Access and Success of Under-prepared/At-Risk Students: Institute policies, procedures, and specialized support and retention systems that enable under-prepared, under-represented, and “at risk” students to succeed at Atlantic Cape.

Evidence of outcomes/effectiveness

Student Development

- Initial testing of federal and state regulatory updates was successfully completed for this in February 2011. This will be an ongoing requirement with each new academic year. External loading of student data and loan processing was started and successful in April and will be ongoing. Transmission of student aid to accounts receivable has been successfully tested for the upcoming fall semester and will be finalized at the time of student disbursements. Work on summer-year round Pell and return of Title IV funding is in progress.
- Black and Latino male students participating in the Men of Atlantic Cape (M.A.C.) program improved completion rates by 17% and their grade point average by 0.525 points.

Institutional Objective 2.2: Integration of Student Support Processes: Strengthen and more effectively integrate student support services, from the point of recruitment through transferring and/or graduation, into a comprehensive continuum of proactive student support delivered for timely intervention to improve student learning and goal attainment.

Evidence of outcomes/effectiveness

Student Development

- Over 4600 placement/ESL placement tests were administered, 97% of students surveyed were satisfied with testing services.
- The new TEAS V test was implemented at all three sites. A total of 229 students took the test.
Datatel Colleague’s applicant’s preferred location was made available until mid-March 2011. The information that was collected was used to promote the June Open House at the Cape May County Campus and the Atlantic City Campus. There were approximately 200 students who selected Cape May as their preferred location and approximately 250 students who selected Atlantic City as their preferred location. These groups received an email invitation to their respective Open House. Now that location is an established part of the application, whether online or in person, the Admissions Office will be able to utilize this data to a greater extent and to share it with those members of the college community who need to access those applicants.

During the fiscal year, 23 student clubs were active on and off campus.

In support of the Safe Campus Initiative in fostering a safe learning environment, initial training for Atlantic Cape’s Behavioral Assessment Team was completed. Training was done by Brett Sokolow of the National Center for Higher Education Risk Management. Training included an assessment rubric developed by NaBITA (National Behavioral Intervention Team Association).

Membership to NaBITA (National Behavioral Intervention Team Association) is up-to-date and active.

Development is in progress for the Involuntary Medical Withdraw policy.

The student’s sport programs offerings were expanded by adding women’s volleyball, co-ed golf and men’s baseball. A new softball field was added in support of the softball program.

Expanding concurrent enrollment partnerships with area high schools project was postponed due to lack of funds.

Facilities, Planning and Research

The Facilities and Student Services Satisfaction Survey was administered for the fiscal year. Aggregate student satisfaction outcomes on services received in the processes of admissions and on-site registration, testing, counseling, and advising from a non-academic advisor were the following:
Facilities and Services Student Satisfaction Survey

<table>
<thead>
<tr>
<th>Please tell us how satisfied you are with STUDENT Services offered at your PRIMARY campus.</th>
<th>2010-2011</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Student Surveyed</td>
<td>7456</td>
<td>9870</td>
</tr>
<tr>
<td>Number of Respondents</td>
<td>156</td>
<td>695</td>
</tr>
<tr>
<td>Very Satisfied/Satisfied</td>
<td>62%</td>
<td>55%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Dissatisfied/Very Dissatisfied</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>N/A</td>
<td>14%</td>
<td>17%</td>
</tr>
</tbody>
</table>

- The FY 2010 audit showed 100% compliance with federal, state and institutional policy and procedures when delivering financial aid services.

Institutional Objective 2.3: Computerized Student Tracking/Quality Assurance: Instituted the electronic tracking and reporting capabilities essential for monitoring student progress, ensuring “early and often” interventions to keep students on track, and maintaining readily accessible retention and performance data for refining and enhancing student support systems and success strategies.

Evidence of outcomes / effectiveness

Student Development

- Overall student satisfaction with the Academic Appeals process reached 92% for the fiscal year.

- In the fall 2010 facilities and student services survey, 72% of student surveyed indicated they are satisfied or very satisfied with Web Advisor.
**Institutional Goal 3.0**

**Improving Visibility and Presence**: Atlantic Cape Community College will enhance its visibility and presence among all sectors of its community, create and promote its competitive advantages, and be universally recognized as a readily accessible, high quality, and responsive resource vital to the economic, social, and cultural growth and development of Atlantic and Cape May Counties.

**Institutional Objective 3.1: Marketing/Outreach Planning System**: Institute a comprehensive marketing/outreach process and plan supportive of recruitment/enrollment, workforce development, and institutional development that incorporates (a) continuous analysis of constituency needs, market characteristics, and competitive advantages, (b) a target market approach to promotional strategies, and (c) documentation and promotion of the College's impact on community growth, development, and prosperity.

**Evidence of outcomes/effectiveness**

Continuing Education, Resource Development and Cape May Campus

- Launched in October, the $140,000 image advertising campaign included the new tagline "Opportunity Starts Here" and profiles of successful alumni. The campaign included print, radio, television, online, outdoor and direct mail advertising which increased the visibility and heightened the profile for the College.

- Increased philanthropic activity with $1.25 million raised or pledged toward Capital & Scholarship Campaign.

- Extensive print and electronic media coverage of the branding campaign, including a supportive editorial from the region’s major daily newspaper, The Press of Atlantic City.

- A heightened college profile in the community through increased media presence and news coverage of the Air Traffic Control, Academy of Culinary Arts, and the Geographic Information Systems programs. Media presence and news coverage was also provided for the solar photovoltaic project, student athletes, alumni success programs, building projects, and major gift donations.

- Ongoing messaging through news releases and college publications that underscores the college’s role in providing “opportunity” to citizens and organizations in our service district.

- Atlantic Cape’s new marketing magazine, Career Focus, a 20-page, full-color magazine, was delivered to over 68,000 households. In publishing the Career Focus magazine, the college joins a nationwide consortium of more than 70 schools that participate in this
project, with each magazine customized to the participating college and its marketplace. Atlantic Cape, like most of its sister schools in the state and region, has moved away from mass mailing semester schedules in lieu of a marketing publication designed to promote specific programs and services to prospective students and their families.

- A tracking system, using Colleague as been developed, and implemented by our Continuing Education recruitment team. Student data is being entered into Colleague. The results will be analyzed at the close of the fiscal year.

- Efforts to identify new Casino Career Institute markets outside New Jersey to pursue and sell curriculum and offer expertise continued. The College is currently in negotiations with community colleges in Ohio for a multi-community college curriculum purchase. CE team met with Hondros College, and Owens Community College. CE provided state-wide training to West Virginia Lottery, provided games protection training to Maryland Division of Gaming, and provided train the trainer for Macau Polytechnical Institute. CE attended G2E, PA Gaming Congress, New England Gaming Congress and MidAtlantic Gaming Congress to network and market our curriculum product.

Institutional Objective 3.2: Partnerships: Cultivate strong, active, and viable partnerships, articulations, and contractual agreements with business and industry, county schools (preschool through grade 12), two and four-year colleges and universities, county and state governments, and community groups.

Evidence of outcomes/effectiveness

Academic Affairs

- There was a renewal of twenty articulation agreements with high schools from Atlantic, Cape May, Gloucester, Ocean, and Middlesex counties.

- One hundred and four students participated in the Dual Enrollment program from the following high schools: Egg Harbor Township, Middle Township, Charter Tech School of the Performing Arts, Mainland Regional High School, and Ocean City High School.

- High school students from both Atlantic and Cape May counties participated in the Concurrent Enrollment Program.

- The Technology Studies Institute completed delivery of the GIST101, Introduction to GIS, and GIST150, Geospatial Data Collection courses at the Atlantic County Institute of Technology’s campus on June 17, 2010. The courses were taught using Atlantic Cape’s concurrent enrollment model by faculty member Loretta Dicker. ACIT students
received full Atlantic Cape credit for both courses. Additionally, two members of ACIT’s teaching staff were auditing the course.

Community Affairs, Security and Worthington Atlantic City Campus

- The Summer Youth College 2010 was hosted July 19th-22nd for Atlantic County students and July 26th-29th for Cape May County students. The mission of the program is to create an interest in attending college. Sixty-five public school students were invited to the Summer Youth College at Atlantic Cape’s Worthington Atlantic City Campus and the Cape May County Campus this year.

Institutional Objective 3.3: Access for Underserved Populations: Extend College outreach to underserved populations within Atlantic and Cape May Counties to enhance their access to educational programs and services.

- Initiatives were not planned for the fiscal year.

Institutional Objective 3.4: Economic and Workforce Development: Fully support the economic and workforce development needs of Atlantic and Cape May Counties and the State through the delivery of responsive, customized need-specific workforce development and training programs.

Evidence of outcomes /effectiveness

Continuing Education, Resource Development and Cape May Campus

- Professional Certificate programs were added: Gaming, Vending certification (Electrician Technical Association), NABCEP certification for solar professional program was delivered (25 college credits awarded), BPI certification-offered to FAA, National Insulation Association Certification courses offered and delivered. LEED accredited programs offered.

- Green Solutions Conference for the Hospitality Industry was developed and delivered in partnership with the Cape May County Chamber of Commerce, NJDEP/Water Sense, Stockton, Bed and Breakfast Association, Wyndam Worldwide (approximately 60 people attended conference).

- Workforce training provided a variety of training (non-restricted) to the following businesses: Atlantic City Public Library, DRBA, West Virginia Lottery, SJ Publishing, Local 54, City of AC, City of Ocean City, Atlanticare (SHRM), Cape May County Board of Social Services, Maryland State Lottery, Wildwood School District, Macau Polytechnical School, Dupont, FAA Technical Center, Gilchrist Restaurant, Insight Venture Partners, St. Augustine Preparatory School.
Institutional Objective 3.5: Faculty/Staff Involvement: Actively cultivate College community involvement in promotion, recruitment, and advancement by encouraging and fostering every faculty staff members’ involvement in College image building and marketing.

Continuing Education, Resource Development and Cape May Campus

- Strong employee participation in open house and contests in support of compliance with the new identity standards was achieved.

Institutional Goal 4.0

Institutional Integrity and Culture: Through development and refinement of college policies, systems, and processes and application of resources, Atlantic Cape Community College will emphasize institutional integrity throughout the College by embracing diversity, setting high standards, assessing institutional effectiveness, and systematically improving to achieve the mission’s mandates of quality, access, responsiveness, and excellence.

Institutional Objective 4.1: Learning Community: Accelerate the evolution of Atlantic Cape Community College as a learning community by creating a culture in which all employees increase their capacity to learn, create, and innovate, design new systems, commit to a shared vision, and adopt team learning and systems thinking.

- Initiatives were not planned for the fiscal year.

Institutional Objective 4.2: Diversity: Affirming the innate worth of all individuals, incorporate the College’s broad definition of diversity throughout the organization, and create a welcoming and accepting climate supportive of the growth and development of all community members.

Evidence of outcomes/effectiveness

Community Affairs, Security and Worthington Atlantic City Campus.

- Black History Month programming was provided at all Atlantic Cape campuses.

- Co-sponsored the American Conference on Diversity: Business & Community Impact of Health Disparities Due to Race & Ethnicity. The featured panelists included George Lynn, President Emeritus, AtlantiCare; Richard Michelfelder, PhD, Associate Professor of Finance, Rutgers University; the Honorable Vince Polistina, Assemblyman 2nd District; Dr. Jon Regis, Chief Medical Officer, Reliance Medical Group; and Dr.
Katherine Schneider, Vice President of Engagement, AtlantiCare. Local health professionals, business, and community members attended and enhanced their understanding of the racial and ethnic disparities existent in Atlantic County. Atlantic Cape’s Heath Professions Institute offered free health screenings to conference participants.

- Identified additional external persons to serve on the Diversity & Equity Committee (DEC).
- Developed a college wide Diversity Plan and purpose statement. The new plan will be implemented fall 2011 and spring 2012. The Diversity Initiative is a current objective within the 2012-2016 Strategic Plan.
- Reviewed Atlantic Cape initiatives, student programs, affirmative action, and contracted services and employment practices that promote diversity & equity such as Men of Atlantic Cape.

**Institutional Objective 4.3: Infrastructure**

*Improve College systems and processes to foster achievement of the College’s strategic goals and objectives, promote collaboration and accountability, cultivate participatory decision-making, and inspire a sense of ownership and unity among members of the community.*

**Evidence of outcomes/effectiveness**

**Office of the President**

- Rutgers University held a groundbreaking ceremony for its new facility at Atlantic Cape’s Mays Landing Campus on June 21. Vice Chairperson David Evans noted the strong commitment Rutgers has made to Atlantic Cape and the project. The event was well attended.

**Institutional Objective 4.4: Communications**

*Improve institutional communication systems to ensure all full and part time members of the community are knowledgeable and well informed for active collaboration and participation in the advancement of the College.*

**Continuing Education, Resource Development and Cape May Campus**

- Created a Web-based Identity Standards Guide outlining and supplying official college colors, typefaces, logos, names and templates.
Institutional Objective 4.5: Institutional Integrity: Commit to a system of continuous quality improvement and performance accountability in which all College units establish performance benchmarks, assess effectiveness, and strive to improve.

Evidence of outcomes/effectiveness

Administration and Finance

- FY 2010, the College financial audit was unqualified, with no significant findings or reportable conditions.

Worthington City Center, Community Affairs & Security

- Safe Campus Initiative made significant progress highlighting the following:
  - Frequently called numbers posted and framed at all Atlantic Cape campuses.
  - Established Security Phone operating procedures which are used in detailing the nature of an emergency.
  - Established Active Shooter operating procedures which are posted in all classrooms.
  - Door locks and FM receivers installed at all Atlantic Cape campuses.
  - Established Chemical Spills & Emergency Gas-Shut Off operating procedures.
  - Established an Exposure Control Plan for dealing with blood-borne pathogens.
  - Established the Timely Warning Reporting which provides details on crime alerts/threatening acts to the Atlantic Cape Community.
  - Established the Fire/FM receiver drills.
  - Developed the Behavioral Assessment Team in collaboration with Student Development.
  - Established Google site which electronically houses all documents & procedures.
  - Work has begun to secure funds for Emergency Guide protocol charts in cases of security, chemical spills, fire, violence/assault, medical, natural disaster, etc.
  - Discussed initiating a smoking policy, a recommendation will be presented to Senior Staff for the next academic year.
  - Received a Communications Grant from Atlantic County to replace the radios to a narrowband frequency.
  - Created a Security Plan that supports the new 2012-2016 Strategic Plan.
  - Peer Assessment Audit on Atlantic Cape’s safety and security procedures was completed on June 2, 2011. Robert Krumpf, Security Director at Ocean County College and Ed Carney Director of Security at Camden County College led the review. The college received commendations on the implementation of a cross-functional model that ensures progress in advancing safety and security on campus. Recommendations for improvement include:
    - The enhancement of the camera system and inclusion of a P.A. system.
• The incorporation of photo ID’s with incident reporting software and enforcement of ID policy at Mays Landing campus
• The formalization of BIT teams and the distribution of the Emergency Operations Plan to key external stakeholders.

- The GIS department worked in collaboration with SCI to develop a GIS based campus map of each campus infrastructure. Students from the SP 2010 GIST150 worked to gather geospatial data of buildings and grounds. An offsite hosting service was contracted, which includes a secure ArcView IMS server, to store and manage this data. Upon installation and testing, area first-responders will have access to the server from both base and mobile technologies.

Institutional Effectiveness Committee

- Preliminary planning efforts for 2013 Periodic Review Report to Middle States Commission of Higher Education began. Collaborative website developed for initial evidence gathering.

Green Campus Initiative Committee

- Efforts in fostering sustainability across the curriculum and college operations continued. The committee worked towards the implementation of the solar project; pursued information and a grant for food recycling; was awarded a grant for recycling bins to be placed on campus; and investigated a building audit with improvements to be funded by a state grant.

- The expansion and development of courses, particularly in CE, was very active with the collaboration of the Green Advisory Board which consisted of local businesses and unions. Course and resulting certificates in solar technology and installation, LEEDS certification and other sustainable areas were introduced under the Green Education Institute.

- Instituting an Environmental Studies option for credit students is still in progress. This option will be articulated with Stockton College for those wishing to go on to a four-year degree.

- Data gathering is still in progress to create a baseline for the college’s Green House Gas Emissions reductions.

Human Resources and Compliance

- Established and contributed Environmental Health and Safety for the Safe Campus Initiative website, including State Safety Audit contributions and procedures for:
welding, soldering & cutting operations, spills, emergency gas shut off, PPE, chemical/hazardous materials spill or release, first aid eye emergencies, first aid burn, fire emergencies, and radio procedures for Cape May.

- Established and contributed Emergency Medical/Health Services for the Safe Campus Initiative website, including: State Safety Audit contributions and procedures for: adequate supplies and equipment, mobilizing personnel on campus and external sites and developing mutual aid agreements for: Red Cross- Shelter in place, Point of Distribution, Fixed Facility; Atlantic County- Emergency Response Nurse; Infectious Disease Specialists- South Jersey Infectious Disease, Galloway; Flu and infectious disease plan; System for disease tracking and monitoring.

- Safety inspections were initiated and completed (non-mandated internal Safety inspection process) at all campuses.

- Exposure Control Plan (ECP) was updated highlighting Hepatitis-B vaccine Initiative review to maintain college compliance with OSHA Standards.

- Designated a “Smoke Free” Zone around the Chemical storage shed and fostered participation of Smoking Cessation Van from Vineland Public Health Department on campus in winter and spring; distributed literature and counseled employees and students.

- Improvements were competed to the Health Office at the Mays Landing Campus and a new Health Office was established at Worthington Atlantic City Campus.
INSTITUTIONAL GOAL 5.0

Technology: An Enabling Tool for Learning and Institutional Effectiveness: Atlantic Cape Community College will increase the use of technology as an innovative tool for improving the effectiveness and efficiency of all aspects of college life and will be recognized as a leader in the application of educational technology.

Institutional Objective 5.1: Technology Infrastructure: Build on the present college technological infrastructure, and develop and implement a flexible institutional plan to maintain, upgrade, and replace equipment to ensure that Atlantic Cape Community College has the capacity to maintain its currency and use technology extensively and effectively across the College.

- Initiatives were not planned for this fiscal year.

Institutional Objective 5.2: Educational Technologies: Employ the most feasible instructional and information delivery technologies to increase student access to college programs and services and enhance student success.

Evidence of outcomes/effectiveness

Academic Affairs

- Technology Studies Institute (TSI) piloted its first career-training program using the course management system, Blackboard. During SP2010, faculty in the CTSS program used Blackboard and received positive feedback. The students thoroughly enjoyed using the system for managing assignments, reviewing additional information, locating resources, and working in the discussion board. The TSI will utilize the system for additional courses next year including the Network Administration and OTS courses.

Institutional Objective 5.3: Facilitating Student Success: Use innovative technological applications to enhance the College’s capacity to provide relevant and responsive student support and facilitate students’ achievement of their educational goals.

Evidence of outcomes/effectiveness

Academic Affairs

- Blackboard server was upgraded to Blackboard CE 8.0.5. This upgrade will allow students and faculty to take advantage of the Blackboard Mobile Learn product. Blackboard Mobile Learn is a free application that can be used on mobile devices (i.e. cell phone, iTouch, iPad). This application allows users to easily access and browse Blackboard content on mobile devices. It is available to Sprint customers with
blackberry, and android devices as well as all iPhone. It is also available for iPad, or iTouch users with WiFi capabilities.

- Web enhanced courses increased by 22.9% from AY 2009-2010 to AY 2010-2011.

**Evidence of outcomes/effectiveness**

**Institutional Technology Services**

- MIS system replacement to Datatel Colleague continues as planned.

**Evidence of outcomes/effectiveness**

**Academic Affairs**

- Faculty was introduced to functions of Web Advisor as part of the Datatel implementation project. The participants learned how to log into and navigate in Web Advisor, post grades, look up class roster by semester, look up student profiles, perform section search, and assist students in educational planning.

- Faculty professional development in technology also included workshops in the following topics:
  - Turnitin and GradeMark
  - Beginner Blackboard
  - 10 Basic Blackboard Tasks
  - Blackboard Assignments, Discussions and Grading Forms
  - Blackboard Grade Book
  - Creating Effective PowerPoint Presentations
  - Effective Online Teaching
  - SMART Board Demonstration

**Institutional Goal 6.0**
**Human Resources: A Highly Skilled Workforce:** Recognizing that dedicated and highly skilled faculty and staff are essential to achieving its vision, Atlantic Cape Community College will use proactive, creative approaches to hiring, developing, rewarding, and utilizing its employees.

---

**Institutional Objective 6.1: Human Resources Management:** Establish efficient and effective human resources management policies, procedures, and practices that ensure equitable and competitive compensation; attract and retain a high quality and diverse workforce; foster a positive, pleasant work environment; and inspire and reward high productivity and performance.

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**Evidence of outcomes/effectiveness**

**Human Resources, President and Board Services**

- Collective bargaining negotiations continue. The College’s four contracts with the NJEA expired June 30, 2010.

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**Institutional Objective 6.2: Human Faculty and Staff Support:** Recognizing that all faculty and staff, both full and part time, play a vital role in the advancement of the College, develop and implement consistent policies, procedures, and support programs to recruit, hire, supervise, train, and recognize and reward personnel.

- Initiatives were not planned for this fiscal year.

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**Institutional Objective 6.3: Faculty/Staff Training and Development:** Support professional development and training which will enable faculty and staff to remain current, competent, and skilled in their fields.

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**Evidence of outcomes/effectiveness**

**Human Resources & Compliance**

- Staff professional development efforts completed for the fiscal year were the following:
  - American Heart Association provided CPR training for Coaches, Security Guards and Compliance.
  - Right to Know training was conducted for Security, Facilities management, ACA, Science department and Compliance.
  - Blood borne Pathogens Training was established and continued for 150 employees in HPI, Nursing, Security, Facilities, Health Services, ACA, Compliance, the athletic department and lab employees.
  - Emergency and First Aid procedure training (presentation and handbook established) for ACA students and faculty in May.
- Chemical Spill Drill Training (presentation and procedures) on first aid for chemical burns and exposure for Security, Compliance, Science department.
- Personal Protective Equipment training conducted for Facilities Management & Science department.
- Storm Water Pollution and Prevention Training for Facilities Management.
- Lockout/Tagout training conducted for Facilities Management.
- Sexual Harassment training for all FY 2011 new full-time employees.
- Supervisory training for 65 administrative/supervisory personnel in February and March.

**Institutional Objective 6.4: Workforce Utilization:** Implement creative approaches to employee assignments and schedules to make the most effective and cost beneficial use of the College’s workforce.

- Initiatives were not planned for this fiscal year.
INSTITUTIONAL GOAL 7.0

Planning and Resource Acquisition and Use: Investing to Make Things Happen: Atlantic Cape Community College will increase its competitive advantage, respond fully to community needs, and enhance teaching/learning excellence by acquiring and effectively utilizing the essential fiscal and physical resources to adequately support the implementation of its strategic priorities, goals, and objectives.

Institutional Objective 7.1: Pricing and Student Related Revenue Generation: Keep credit and non credit tuition and fees at a level essential to maintain competitive advantage while providing high quality education and increasing the number of students enrolled and retained at the College.

Evidence of outcomes/effectiveness

Administration and Finance

- The tuition rate was maintained at the bottom third of New Jersey’s community college sector. Tuition for FY 2010 (Fall 09) was $94.80 per credit, a 7.2% increase from FY 2009 (Fall 2008).
- The tuition rate for the Academy of Culinary Arts in FY 2010 (Fall 2009) was $285.60 per credit, ($265.20 per credit, Fall 2008).
- The nursing clinical fee in FY 2010 (Fall 2009) was $223 per credit, ($210 per credit, Fall 2008).

Institutional Objective 7.2: Non Student Revenue Streams: Increase college revenues by (a) securing an adequate level of local and state funding, (b) aggressively seeking funds from public and private sources, including grants, and (c) expanding entrepreneurial, corporate training, and auxiliary services activities.

Evidence of outcomes/effectiveness

Continuing Education, Resource Development and Cape May

- Atlantic Cape Community College Capital & Scholarship Campaign support efforts continued. In FY 2011, Atlantic Cape Foundation received gifts for nine named and two endowed scholarships totally $257,000. The Foundation also received two pledges to name facilities in the new STEM building that totaled $15,000 in FY 2011.
- The Capital & Scholarship Campaign Quiet Phase will conclude on August 31, 2011 as the Kick-Off of the Public Phase. In the Quiet Phase, $1.25 million was raised and the
final campaign goal was determined to be $2.5 million. An RFP was issued to hire a marketing consultant as of July 1, 2011 to develop a strategy for the Public Phase roll out.

- October 2010 Scramble for Scholarships event was successfully accomplished. There were 177 participants, 102 golfers and 75 award dinner attendees. The gross revenue for the event was $33,459. Expenses totaled $5,726.15 with net proceeds totaling $27,732.85.

- March 2011 Restaurant Gala was successfully accomplished. There were 794 participants, plus volunteers, chefs, restaurant labor and ACA students. The gross revenue was $294,126.30. Expenses totaled $93,424.95 with net proceeds totaling $200,701.35.

- Michael Rann, Esq., the Class of 1988 Valedictorian was selected by the Alumni Advisory Committee as the recommendation to the College President for the Distinguished Alumni Award. The Award was bestowed on Mr. Rann at the May 19, 2011 commencement.

- The grants office created a new grants office webpage on the Atlantic Cape website. The page is located at: http://www.atlantic.edu/grants/. There are four sub-pages with information on grant procedures, resources for developing strong applications, a grant development form, and news on recent grants and applications.

- The grants office revised and updated curriculum for a community-level grant writing class offered by the CE department.

- The grants office developed and submitted 26 grant applications in FY 2011. The grant requests totaled $23.8 million, of which a $20.0 million TAACCCT grant application, still pending for approval, was developed and submitted the U.S. Department of Labor in spring 2011. To date, in FY 2011 the grants office has secured $308,100 in grants from foundations and government agencies.

- CE exceeded the goal to secure 6 grants, and 3 non-restricted contracts. In addition, there was a revenue increase of over $200,000 in restricted and non-restricted contract training between FY 2010 and FY 2011. NJBIA contracts exceeded from last year's goal (52 sections). Workforce training procured the following restricted grants: casino consortium literacy grant, casino consortium customized training grant, Scibal Associates, Cape Resorts, AtlantiCare and Civic Ventures (50+ training). Also, fourteen restricted grants were procured from the WIB inter-locals: Post TANF, WFNJ, ARRA funding for Learning Links, Out of School and In-School Youth, School Counts, etc.
Academic Affairs

- Atlantic Cape received a $274,000 grant in financial assistance from the South Jersey Economic Development Administration for the purchase of Adacel’s MaxSim® Tower Simulation Suite. This technology will be used to deliver coursework for the newly created Air Traffic Control Terminal AAS degree program.

**Institutional Objective 7.3: Planning and Budgeting System:** Promote achievement of the College's mission and goals and objectives by fully integrating planning, budgeting, and quality improvement processes into one cohesive system that (a) defines, (b) ensures reallocation of resources to high demand/high need activities, and (c) informs resource development planning.

**Evidence of outcomes/effectiveness**

Administration and Finance

- The annual strategic initiatives for FY 2011 were funded at $100,000.

**Institutional Objective 7.4: Facilities:** Develop a flexible institutional plan and capital funding formula for facility acquisition, upgrade/improvement, and usage reflective of Atlantic Cape Community College's learner centered focus, supportive of the evolving instructional and administrative needs of the College, and readily responsive to a rapidly changing environment.

**Evidence of outcomes/effectiveness**

Facilities Planning and Research

- The science and technology building was successfully designed and engineered in FY 2011. In addition, the county commitment to match funds was secured. The college anticipates additional funding from the USED&A in the amount of $2M. A visit by staff members from the USED&A's office in Philadelphia indicated a positive probability for approval and high priority for funding once the federal budget process begins.

- Complete funding for the $10M Hospitality Studies Center project has been secured from the CRDA and the County of Atlantic. The first step of designing the project was completed on schedule. The architect was hired and completed the programming of the addition. The design and engineering work should be completed in December 2011 and construction bids will be sought after in January 2012.

- Renewal of the Central Power Plant project is ahead of schedule and on budget. By the end of FY 2011, the new chillers had been installed and one was operational. The domestic and fire water pumps have been replaced and controls updated.
• The prioritized list of R&R projects funded through the Facilities Fee has been completed. In FY 2011, this fund was approximately $435,000. Projects funded include updates to the fire detection system, bathroom renovations and the replacement of asbestos floor tiles.

• The Facilities Condition Index was completely updated by Entech for all campuses. This update was used to prioritize projects for the R&R portion of FY 2012 Chapter 12 funds, approximately $4.3m. These projects will begin in FY 2012.
II. Performance Indicators

From the strategic planning goals and objectives a set of performance indicators was developed. These are the broadest measures of overall college performance in terms of the strategic goals. Where applicable, each performance indicator outcome is benchmarked with the mean outcomes from a cluster of southern New Jersey community colleges.

### Performance Indicator Outcomes – FY 2010

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Prior Periods</th>
<th>Last Period</th>
<th>Current Period</th>
<th>Peers Mean(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Enrollment (10th day)</td>
<td>For-Credit HC</td>
<td>Fall 05 6,845 Fall 06 6,815 Fall 07 6,922 Fall 08 7,007 Fall 09 7,588 Fall 10 7,655</td>
<td>Fall 10 9,326</td>
<td></td>
</tr>
<tr>
<td>Fiscal Year (Undup-HC)</td>
<td>For-Credit HC FY 05 9,533 FY 06 9,851 FY 07 10,839 FY 08 11,114 FY 09 10,414 FY 10 11,033 Peers Mean(1) 14,486</td>
<td></td>
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<tr>
<td></td>
<td>Non-Credit HC(Open Enrollment)</td>
<td>FY 05 2,257 FY 06 2,766 FY 07 2,847 FY 08 2,882 FY 09 2,884 FY 10 2,893 Peers Mean(1) 5,975</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Customized Training HC</td>
<td>FY 05 6,663 FY 06 3,500 FY 07 5,659 FY 08 3,814 FY 09 5,513 FY 10 3,542 Peers Mean(1) 3,575</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Headcount</strong></td>
<td></td>
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<tr>
<td></td>
<td>Fiscal Year (Credit Hours)</td>
<td>Credit FY 05 140,220 FY 06 140,978 FY 07 144,183 FY 08 154,380 FY 09 161,618 FY 10 177,046 Peers Mean(1) 211,246</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Non-Credit (Open Enrollment) FY 05 6,774 FY 06 9,598 FY 07 10,195 FY 08 9,173 FY 09 14,866 FY 10 16,929 Peers Mean(1) 18,041</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Customized Training FY 05 7,381 FY 06 5,383 FY 07 7,529 FY 08 4,978 FY 09 5,241 FY 10 3,544 Peers Mean(1) 1,464</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td></td>
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<tr>
<td></td>
<td>Full Time Equivalent</td>
<td>For-Credit FY 05 4,674 FY 06 4,699 FY 07 4,806 FY 08 5,146 FY 09 5,387 FY 10 5,902 Peers Mean(1) 7,048</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Non-Credit FY 05 226 FY 06 320 FY 07 340 FY 08 306 FY 09 496 FY 10 564 Peers Mean(1) 601</td>
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<tr>
<td></td>
<td></td>
<td>Customized Training FY 05 246 FY 06 179 FY 07 251 FY 08 166 FY 09 175 FY 10 118 Peers Mean(1) 49</td>
<td></td>
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</tr>
<tr>
<td><strong>Penetration Rate</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Service Area</td>
<td>Total Enrollment Penetration FY 05 2.59% FY 06 2.68% FY 07 2.95% FY 08 3.03% FY 09 2.77% FY 10 2.97% Peers Mean(1) 3.62%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Atlantic County FY 05 2.35% FY 06 2.37% FY 07 2.39% FY 08 2.45% FY 09 2.60% FY 10 2.84% Peers Mean(1) 2.84%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Cape May County FY 05 1.80% FY 06 1.96% FY 07 1.99% FY 08 2.06% FY 09 2.35% FY 10 2.48% Peers Mean(1) 2.48%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Total Atlantic Cape Service Area FY 05 2.26% FY 06 2.26% FY 07 2.29% FY 08 2.35% FY 09 2.53% FY 10 2.74% Peers Mean(1) 2.74%</td>
<td></td>
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</tr>
</tbody>
</table>

(1) Peer Group: Burlington, Camden, Cumberland, Gloucester, Ocean
### Student Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Time Full Time (FTFT)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTFT Cohort</td>
<td>1328</td>
<td>1358</td>
<td>1120</td>
<td>1065</td>
<td>1349</td>
<td>1395</td>
<td>1618</td>
</tr>
<tr>
<td><strong>FTFT Retention - Fall to Spring</strong></td>
<td>80%</td>
<td>79%</td>
<td>82%</td>
<td>79.7%</td>
<td>84.8%</td>
<td>82%</td>
<td>63%</td>
</tr>
<tr>
<td>FTFT Retention - Fall to Fall+1</td>
<td>56.9%</td>
<td>56.8%</td>
<td>61.4%</td>
<td>62.5%</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remediation</strong></td>
<td>Fall 05</td>
<td>Fall 06</td>
<td>Fall 07</td>
<td>Fall 08</td>
<td>Fall 09</td>
<td>Fall 10</td>
<td>Fall 10</td>
</tr>
<tr>
<td>FTFT Remediation</td>
<td>59%</td>
<td>53%</td>
<td>60%</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduation/Transfer Out</strong></td>
<td>Fall 02 - Fall 03 - Fall 04 - Fall 05 - Fall 06 - Fall 07 - Fall 07 - 2005 2006 2007 2008 2009 2010 2010</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FTFT Graduation (150% time)</td>
<td>18%</td>
<td>16%</td>
<td>19%</td>
<td>20%</td>
<td>19%</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>FTFT Transfer Out</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Budget

<table>
<thead>
<tr>
<th></th>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits Taught</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>47%</td>
<td>43%</td>
<td>44%</td>
<td>N/A</td>
</tr>
<tr>
<td>Adjunct</td>
<td>51%</td>
<td>51%</td>
<td>51%</td>
<td>53%</td>
<td>57%</td>
<td>56%</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Affordability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Rate Increase (%)</td>
<td>0.0%</td>
<td>0.0%</td>
<td>8.0%</td>
<td>5.1%</td>
<td>6.5%</td>
<td>5.2%</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Distribution (IPEDS)</strong></td>
<td>FY 05</td>
<td>FY 06</td>
<td>FY 07</td>
<td>FY 08</td>
<td>FY 09</td>
<td>FY 10</td>
<td>FY 10</td>
</tr>
<tr>
<td>State</td>
<td>14.7%</td>
<td>18.5%</td>
<td>16.8%</td>
<td>16.8%</td>
<td>14.5%</td>
<td>11.4%</td>
<td>N/A</td>
</tr>
<tr>
<td>County</td>
<td>16.2%</td>
<td>19.5%</td>
<td>18.1%</td>
<td>18.6%</td>
<td>17.5%</td>
<td>15.7%</td>
<td>N/A</td>
</tr>
<tr>
<td>Tuition</td>
<td>39.3%</td>
<td>48.6%</td>
<td>52.5%</td>
<td>51.6%</td>
<td>59.8%</td>
<td>65.8%</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>29.3%</td>
<td>13.6%</td>
<td>12.6%</td>
<td>13.6%</td>
<td>8.2%</td>
<td>7.2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Facilities

<table>
<thead>
<tr>
<th></th>
<th>FY 07</th>
<th>FY 11</th>
<th>FY 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R&amp;R Backlog (FCI - Facility Condition Index - conducted every 4 yrs)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mays Landing Campus</td>
<td>.06</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Cape May Campus</td>
<td>_</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Atlantic City Campus</td>
<td>.008</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Capital Projects ($000's)</strong></td>
<td>FY 05</td>
<td>FY 06</td>
<td>FY 07</td>
</tr>
<tr>
<td>Chapter 12 Projects (R&amp;R + New)</td>
<td>4,330</td>
<td>0</td>
<td>6,244</td>
</tr>
</tbody>
</table>

N/A: Not available to date
### Enrollment

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Reference Source</th>
<th>Periodicity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headcount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For-Credit HC</td>
<td>Unduplicated enrollment headcount at the 10th day after the official first day of class every fall.</td>
<td>SURE</td>
<td>Fall</td>
</tr>
<tr>
<td>Fiscal Year (Unduplicated-HC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For-Credit HC</td>
<td>Unduplicated Headcount for the reporting period.</td>
<td>SURE</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Non-Credit HC (Open Enrollment)</td>
<td>Unduplicated Headcount for the reporting period.</td>
<td>NJCCC Report</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Customized Training HC</td>
<td>Students enrolled in courses July 1 - June 30 (inclusive).</td>
<td>NJCCC Report</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td>Fundable / Non-Fundable. Total of unweighted differential credit-hours not including non-credit fundable.</td>
<td>Audited Finance Report</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Non-Credit (Open Enrollment)</td>
<td>CEU’s (clock hours) * 10.</td>
<td>NJCCC Report</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Customized Training</td>
<td>CEU’s (clock hours) * 10.</td>
<td>NJCCC Report</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For-Credit</td>
<td>The total # of credits divided by 30 (the level of instructional activity used to convert the credit and/or contact hours reported to an indicator of full-time equivalents (FTE students).</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>Students enrolled in courses that start July 1 - June 30 (inclusive). Credit Hours conversion = (clock hours * 10) divided by 15. FTE = Credit hours / 30. Includes fundable and non-fundable Non-credit FTE.</td>
<td>NJCCC Report</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Customized Training</td>
<td>Students enrolled in courses that ended July 1 - June 30 (inclusive). Credit Hours conversion = (clock hours * 10) divided by 15. FTE = Credit hours / 30. Includes fundable and non-fundable Non-credit FTE.</td>
<td>NJCCC Report</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>Service Area</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment Penetration</td>
<td>Total fiscal year student enrollment divided by total Service County population (includes out of county students).</td>
<td>IPEDS/Census</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Atlantic County</td>
<td>Number of Atlantic County students enrolled in the fiscal year divided population of that county, in %. County residency determined by last known mailing address.</td>
<td>IPEDS/Census</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Cape May County</td>
<td>Number of Cape May County students enrolled in the fiscal year divided population of that county, in %. County residency determined by last known mailing address.</td>
<td>IPEDS/Census</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Total Atlantic Cape Service Area</td>
<td>Number of Atlantic + Cape May County students enrolled in the fiscal year divided by the total population of both counties, in %. County residency determined by last known mailing address.</td>
<td>IPEDS/Census</td>
<td>Fiscal Year</td>
</tr>
</tbody>
</table>
## Student Outcomes

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
<th>Reference Source</th>
<th>Periodicity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Success Rates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Time Full Time (FTFT)</strong></td>
<td>Students enrolled in 12 or more credits who have no prior postsecondary experience attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>FTFT Cohort</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>FTFT Retention - Fall to Spring</strong></td>
<td>The percentage of first-time full-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the following spring.</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>FTFT Retention - Fall to Fall+1</strong></td>
<td>The percentage of first-time full-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>Remediation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FTFT Remediation</strong></td>
<td>Number of first-time, full-time degree/certificate-seeking students enrolled in a remedial course(s) divided by the total number of first-time full-time students.</td>
<td>Institutional Profile</td>
<td>Fall</td>
</tr>
<tr>
<td><strong>Graduation/Transfer Out</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FTFT Graduation (150% time)</strong></td>
<td>The total number of FTFT completers within 150% normal time (3 years) divided by the revised cohort. The revised cohort is FTFT Cohort minus the FTFT Transfer Out students.</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>FTFT Transfer Out</strong></td>
<td>The number of first-time full-time degree/certificate-seeking students who transferred out of your institution (without a degree/award) within 150% of normal time to completion. Includes students who transferred out of your institution and subsequently re-enrolled at another college.</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>Overall quality of education received</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Exit Survey (Satisfy/Very Satisfied)</strong></td>
<td>Percentage of academic year graduating students who responded &quot;satisfied&quot; or &quot;very satisfied&quot; to the following question from the Graduate Exit Satisfaction Survey: How satisfied are you with the quality of education you received at Atlantic Cape Community College?</td>
<td>Institutional Research</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>Alumni (Above Average / Excellent)</strong></td>
<td>Percentage of alumni who one year after graduation they answered &quot;Excellent&quot; or &quot;Above Average&quot; to the following question from the Alumni Satisfaction Survey: How would you rate the overall quality of education you received at Atlantic Cape Community College?</td>
<td>Institutional Research</td>
<td>Fiscal Year</td>
</tr>
</tbody>
</table>
# Budget

<table>
<thead>
<tr>
<th>Measure</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Facility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits Taught</td>
<td>The percent distribution of credits taught by full-time and adjunct faculty.</td>
<td>Institutional Research</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>Full Time Adjunct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Index</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affordability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Rate Increase (%)</td>
<td>Percent change in tuition, general education, per credit.</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution (IPEDS)</td>
<td>Revenue distribution in % from four main sources:</td>
<td>IPEDS</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>State</td>
<td>(1) state aid,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>(2) county support,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>(3) tuition and fees, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>(4) miscellaneous sources including grants, investment income, and other income.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Facilities

<table>
<thead>
<tr>
<th>Measure</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Projects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R&amp;R Backlog (FCI - Facility Condition Index)</td>
<td>The FCI represents the ratio of identified deferred maintenance costs to estimated building replacement cost. This value is typically expressed as a three-digit decimal value with lower numbers representing better conditions. Benchmarks for the FCI as follows: over 0.10 = Poor, 0.05 to 0.10 = Fair, 0.02 to 0.05 = Good, Less than 0.02 = Excellent</td>
<td>Entech Audit</td>
<td>Every 4 Years</td>
</tr>
<tr>
<td>Mays Landing Campus</td>
<td></td>
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<tr>
<td>Cape May Campus</td>
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<tr>
<td>Atlantic City Campus</td>
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</tr>
<tr>
<td><strong>Capital Projects ($000's)</strong></td>
<td>Fiscal Year Funding (thousand dollars)</td>
<td>Capital Budget</td>
<td>Fiscal Year</td>
</tr>
</tbody>
</table>