County College of Morris

SEM TASK GROUPS REPORT

Phase I Institutional Audit

July 1, 2015
Enrollment Trends Task Group Report

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1. Introduction

The Enrollment Trends subcommittee was given the task to analyze the enrollment trends at the college, the population trends in Morris County and the outlook for employment for the surrounding areas as part of the Strategic Enrollment Management (SEM) initiative undertaken by the college. The committee’s mission was:

“To gather and analyze data and conduct a SWOT analysis of enrollment trends, population and the labor market to determine 3 – 4 key markets and potential growth targets for each.”

- Strengths: the internal characteristics at the college that give us an advantage over others.
- Weaknesses: the internal characteristics at the college that place us at a disadvantage to others.
- Opportunities: the external elements that we could exploit to increase the enrollment at the college.
- Threats: the external elements in our surrounding environment that could cause trouble for sustaining or growing the enrollment at the college. (SWOT Analysis, 2015)

1.1. Our General SWOT Overview

The committee looked at data pertaining to the enrollment, population and employment. The overall SWOT would be:

**Strengths**

- County College of Morris (CCM) is a respected institution known for its high-quality academic programs
  - CCM’s graduation rate ranks 3rd among New Jersey community colleges, while its transfer rate ranks 1st, placing CCM 2nd in the state for a combined graduation/transfer rate (IPEDS 2010 cohort).
- Professors who are specifically focused on teaching and are experts in their fields
- Existing culture is geared to assisting traditional high school age students
- Affordability
  - College tuition averages $30,094 for private colleges, $8,893 for state residents at public colleges, and $22,203 for out-of-state residents attending public universities (2013-14 Academic Year College Board). As of summer 2015, the annual cost of tuition and fees for a student taking 12 credits each semester is $3,656.
Weakness

- CCM needs to effectively market to, recruit, and retain a variety of target markets.
  - The College needs to market to and attract students from the growing population segments of the county such as Hispanic, Asian, Adult and Active Seniors and needs to address the issues that prevent them from attending CCM.
  - The College does not have in place a process that allows for the collection of names, addresses and emails in a database that would create personalized and automated communication with recruits.

- An analysis has yet to be conducted to determine where in the enrollment/recruiting pipeline the college is losing prospective and existing students.
  - The data collected, reported and used for any SEM initiative has to be reliable, timely and consistent as we move forward.

Opportunity

- Increased media attention on the value of community colleges.
  - America’s College Promise proposal.

- In New Jersey, the average student debt is $28,109.

- Concentration of District Factor Rankings of “GH” and lower communities and population density are in the northeast, southeast and central part of the county, offering the opportunity to better target our most likely markets (traditional high school students, adults 25+, minorities).
  - We need to understand why we have a strong yield rate in some of our most likely market areas, but not in others of similar socioeconomic background.

- An economic recovery that has failed to reach a large number of people, creating the need for better budgeting, updating skills and transiting to new careers.

Threats

- Four year institutions focused on increasing their enrollments and on targeting adult learners.
  - Centenary – Fast track degrees for busy adults.
  - Fairleigh Dickinson University - Path to higher education starting with ESL courses, to associate degree, and eventually the completion of a bachelor degree with the “Puerta al Futuro/Gateway to The Future” Program. Specifically, targeting the Hispanic adult student population.
● High school guidance counselors who remain under pressure to get students into four-year schools.

○ A transfer to a two-year college is not viewed as a “success” by high schools.

● Morris County parents and students still consider community college attendance a “fall-back” choice rather than a first choice decision.

● Misunderstanding of the role of a community college and the Lampitt State-Wide Transfer Law.

○ Many see the community college as an alternative to a four-year education instead of a pathway to a baccalaureate degree, believing that they will still have to do an additional four years even after they transfer in order to complete their education. Lampitt’s (February 7, 2007) law has made it easy to transfer county college credits to a public 4-year college, but many long-term NJ residents might not be aware of this change.

The remainder of the report documents the results of the SWOT analysis for each of the three areas that were examined.

2. College Enrollment Trends

2.1.1. Traditional First Time High School Graduate Enrollment

The enrollment trends we have been experiencing at County College of Morris are not that different from what two-year colleges have been experiencing across the nation. According to national census data enrollment, two-year colleges have fallen by 10% over the last two years, with enrollment at four-year colleges showing a rise of 1%. (College Enrollment Declines for Second Year in a Row, Census Bureau Reports, 2014)

2.1.2. Enrollment Trend: School Districts in District Factor Groups GH (or lower)

Historically the college’s high school yield rate for first-time students is 18%. (CCM Institutional Research, 2014) The data indicates that the highest yield for in-county feeder schools are from the “GH” District Factor Group, except for our largest yield rate school, which is in the “A” District Factor Group (Dover). Note: District Factor Group ranges from the lowest income (“A”) to the highest income (“J”). (County College of Morris High School Yield Rates 2012-2014) and (www.state.nj.us/education/finance/rda/dfg.shtml)

STRENGTH: The college already attracts a good percentage of first-time students from the graduate pool of area high schools. Recent data has the yield rate for Dover High School at 42%, Jefferson High School at 33%, Roxbury High School at 33%, Mt. Olive High School at 31% and Morris Hills Regional High School at 27.5%.

WEAKNESS: While we have a good yield rate for schools with District Factor Group rankings of “A” through “GH”, there are still many county schools with a District Factor Group of “GH” or lower that send less than 25% of their graduates to CCM. The following schools have District Factor Group with a “GH” ranking: Parsippany = 17.5%, Morristown = 14%, Pequannock = 11.8%, Hanover = 11.3%. Boonton, which has a ranking of “FG”, sends 17.6%. Butler, which has a ranking of “DE”, sends 15.6.
**OPPORTUNITIES:** If we are to increase our enrollment by attracting the traditional high school graduate then we need to target our marketing on the high schools in the District Factor Group Rankings of “GH”, “FG” and “DE” where our yield rate is less than 25%. Morristown High School is one example of a school in our District Factor Group Ranking target group. It has one of the larger Hispanic and African American populations in the country but our yield rate has been trending down over the years (Appendix A: Top Five Feeder HS). If we are to increase our enrollment amongst the traditional high school graduate then we need to maximize our yield rate amongst the schools that are in this target group.

**THREATS:** The external pressures on parents living in Morris County to send their child directly to a four-year school is strong. The proximity of competing four-year colleges, such as the College of St. Elizabeth, Drew University, Farleigh Dickinson University, Centenary and William Paterson University are a growing threat.

2.1.3. Adults Age (25+ years old) students

*Data:* The populations of Morris County adults without a college degree are concentrated in a few towns. These towns are: Wharton, Dover, Rockaway, Lincoln Park, Pequannock, Parsippany, Denville, and Roxbury. (Morris County Census Tract Maps, American Community Survey)

*Data:* Credit enrollment for ages 35-64 has dropped by 32.7% since 2009. (County College of Morris Official 10th Day Demographic Comparison Fall 2009-2014).

*Data:* The biggest (known) age cohorts of non-credit CPP students are currently in their forties and fifties. (CPP data for 2012. Mode for Birth Year.)

**STRENGTH:** CCM has a large marketing program that targets households via countywide mailers. The college offers a growing number of hybrid classes that might appeal to adult learners. CPP/CBT and the Women’s Center are experienced in providing services to the adult student.

**WEAKNESS:** We have been losing for-credit adult learners ages 25-64 over the past 5 years. CCM lacks an outreach program, or staff, or club, or dedicated advisor for the adult student interested in undergraduate credit. There are no classes on Sunday, very few credit bearing classes on Friday and Saturday, and limited evening classes. Some courses are only offered during the day. We do not offer a completely 100% online degree.

**OPPORTUNITY:** The college could apply for additional government grants that target unemployed people and expand some existing grant support to our for-credit classes. CCM could offer more short, for-credit certificates to help adults increase their employability. Departments could design a pathway with hybrid, online and weekend classes that would allow an adult to complete a certificate or a degree in a timely manner. Departments could run more credit and non-credit hybrid and evening classes and Friday and Saturday classes and develop pathways to complete an Associate degree completely online. CCM could target Wharton, Dover, Rockaway, Lincoln Park, Pequannock, Parsippany, Denville, and Roxbury.

**THREATS:** Other colleges in the county area (Centenary, Farleigh Dickinson, and Berkeley) design their degree programs to accommodate adult learners and market accordingly.
2.1.4. Hispanic Students

Data: “The number of Hispanics... in the county’s labor force is expected to increase from 12.5% in 2010 to 17.8% in 2020. Hispanics are projected to account for 78.1% of labor force growth 2010-20.” (Morris County Fact Book, January 2013, p. 15)

Data: The Hispanic population of Morris County is growing. It is the largest minority racial/ethnic group in Morris County. Hispanic population grew from 7.8% in 2000, to 11.5% in 2010, to 12.4% in 2013). (American Community Survey, Census June 2011 and September 2014).

Data: Recent HS graduates pursuing a college education full time: Hispanic students are the demographic group most likely to choose a two year school. (38% of Hispanic, 29% of African American, 26% of White and 22% of Asian full time college students are enrolled in 2-year schools). (Census. Enrollment of High School Graduates 15-24 years old by Type of School, Attendance Status & Sex. October 2013).

Data: Hispanic students were the only group to increase full-time enrollment from the peak CCM enrollment period (considering data from fall 2001 to fall 2014). All other demographic groups (African American, White, Asian, Native American) have enrollments that have dropped since the peak period. (County College of Morris Fact Sheets. Fall of 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2014).

Data: Our largest yield rate school, Dover, has a majority of Hispanic Students. Dover High School: 2,525 Hispanic students out of 3,066 total students. (Racial Breakdown by Public School District Fall 2013).

Data: “An analysis of Education Longitudinal Study (ELS: 2002-06) data .... found that 50% of Hispanic students start at a community college, along with 31% of African American students. In comparison, 28% of White students begin at community colleges. According to a nationally representative survey of first-time college students in 2003–04, among first-time college students with family incomes of $32,000 or lower, 57% started at a two-year or less-than-two-year college rather than at a four-year institution (Berkner & Choy, 2008)”. (http://ccrc.tc.columbia.edu/Community-College-FAQs.html)

STRENGTH: According to Census and ELS data, Hispanic students are attracted to 2-year schools. CCM already has a great yield rate from Dover, the Morris County high school with the largest Hispanic population. CCM also has a location in Morristown, another town with a growing population of Hispanic residents. Hispanic students are increasing at CCM, while all other groups are dropping since peak enrollment period.

WEAKNESS: The college does not have a strategic plan to attract Hispanic students to the college. For example CCM’s website does not have a Spanish page and there are few printed publications in Spanish.

OPPORTUNITY: We could create bilingual options for the website to target parents with limited literacy in English.

THREAT: Berkeley College set up a branch in downtown Dover. For the past 13 years, outside organizations have encouraged Morris County’s young adult Hispanic students to apply to private colleges, or Raritan or Passaic Community Colleges.
2.1.5. Remedial Students

Data: In fall 2013, 82.3% of first-time students who took the placement tests required remediation in at least Math or English. English only=78%, Math only=64%, Both=56.7%. (Environmental Scan January 2014 p. 8)

Data: “A number of recent studies on remediation have found mixed or negative results for students who enroll in remedial courses. Bettinger and Long (2005, 2009) found positive effects of math remediation for younger students. Studies by Calzagno and Long (2008) and Martorell and McFarlin (2009), however, used a broader sample of students and found no impact on most outcomes (including degree completion), with small mixed positive and negative effects on other outcomes (Jaggars & Stacey, 2014).” “A 2006 study by Attewell et al.—using data from the National Educational Longitudinal Study (NELS:88)—found that among students who take at least one remedial course, 28% go on to complete a college credential within 8.5 years (Attewell, Lavin, Domina, & Levey, 2006).”

(http://ccrc.tc.columbia.edu/Community-College-FAQs.html)

STRENGTH: We have several levels of remedial English and Math courses already in place. Some courses (Eng 022) had an 86.2% pass rate in fall 2012. CCM faculty have been working with local high schools to prepare students for our placement tests.

WEAKNESS: Only 70% of the students who need remediation are able to enroll in a developmental course during their first semester at CCM leaving 30% of remedial students going into their first semester underprepared.

OPPORTUNITIES: An intensive summer remediation academy can be developed for CCM incoming freshmen. (Example: Middlesex CC Summer Bridge Program) http://www.middlesexcc.edu/academic-advising/summer-bridge/.

THREATS: Students may become discouraged from a college education if they don’t pass the placement tests. Even with a semester of remedial coursework, some students may not be able to complete rigorous college-level material and may not finish their college degree.

2.1.6. Asian Students

Data: According to the 2010 Census as reported by “NJ Department of Labor and workforce Development” the State of New Jersey has seen its Asian population grow from 474,828 to 725,726 since the 2000 Census. The overwhelming majority of the state’s growth was in recent arrivals from India, Pakistan, Bangladesh and Sri Lanka. There are 44,069 Asians living in Morris County, with the greatest percentage of these classified as Asian Indian (19,896), followed next by those classified as Chinese (11,531). (US Census 2010)

Data: Looking closer to home, the 2010 Census data showed that the largest demographic jump for Parsippany occurred in their Asian population which grew from 9,145 to 15,487. Overall the population for Parsippany only grew from 50,649 to 53,238. (US Census 2010)

STRENGTH: CCM has a good relationship with the Parsippany School District. They were in our top 5 feeder schools for years.
WEAKNESS: The number of Asian students at CCM dropped by 20% (when compared to our peak enrollment), despite the increasing Asian population in Morris County. Parsippany Hills High School, which has a large number of Asian students, does not yield as many students to CCM as it used to. (It was in our top 5 feeder schools from 2001-2004, but was never in the top 5 again until 2013. After just one year, it dropped back out of our top 5 once again in 2014.) (CCM Facts & Figures)

OPPORTUNITY: Since the Asian population is 10% of the county and growing, it’s a potential large market to target. A large part of this population is concentrated in one town (Parsippany). The college could increase our recruiting in Parsippany School Districts to let students know about CCM programs. Over the years, Parsippany Township’s two high schools have been a key contributor to our incoming class. Even though the population demographics are changing in Parsippany, the college can still be a viable option for graduating high school seniors in Parsippany looking to continue their education.

THREAT: Centenary College has already set up a location in Parsippany. Census data that shows that Asian full-time students are the least likely to choose a 2-year school.

2.1.7. Students with Disabilities

Note on Data: Due to changes in personnel and methodology of collecting and reporting data, it has been difficult to collect trends on this group. However, Disabilities Services is updating its systems in order to generate effective, reliable data. They intend to track rates according to students’ disabilities, the programs they are registered in, and any placement into developmental course work.

Data: CCM has many students with learning and other types of disabilities. The Disabilities Services Department estimates that 10% of CCM’s total student population has a disability. (Interview with M. Schiano, 2015)

STRENGTH: CCM has a reputation of excellence in educating students with disabilities. The college was awarded NSF grants (KISMET and SSI) in the early 2000s. A former CASE Horizons director reported that CASE Horizons students completing the department’s study skills course sequence and utilizing the tutoring service had a graduation rate double the average CCM rate.

WEAKNESS: The Disabilities Services staff is smaller than it was in the past. It is difficult to collect reliable information on this population due to several changes in personnel and methodology of collecting and reporting data.

OPPORTUNITIES: The number of children with a diagnosed Autistic Spectrum Disorder is growing in Northern New Jersey. Morris County K-12 schools dedicated to serving autistic children are experiencing enrollment growth. The parents of these students may seek expanded education once their children graduate from high school and may prefer a community college.

THREATS: Families may consider vocational training instead of 2-year college degree. Some schools are making specific programs for “types” of disabilities and charge a fee to supply specific supports for these students. They have a team in place to work with these students one on one. These programs have been significant in producing enrollment numbers and retention rates. (See Rutgers and FDU).
3. Population Trends

3.1. Environmental Scan

- Females represent 48.7% of enrollment AND are disproportionately part-time and more likely to be non-traditional age.
- Non-traditional women degree emphasis is on AAS degrees.
- Nearly half of male students (47.7%) are enrolled in AS programs.
- Currently the Morris County population overall is increasing but mainly people 65 and older.
- 35 – 64 age group makes up 45% of the Morris County population – yet only accounts for 10% of enrollment at CCM.
- Fastest growing racial groups are Asians (7.3%) and multiracial (7%).
- Hispanic population has increased 6.5% since 2010.
- 49% of Morris County’s population age 25 and over have completed 4 years of college (second highest in the state).
- 45% have not earned a college degree – 23% are high school graduates and 15% have had some college experience.

3.2. Population Trend SWOT

3.2.1. Traditional High School Students

High school students and their parents, specifically focusing on the eastern and central portions of the county, which are both more densely populated than the Washington Township to Mendham Township/Borough corridor and whose demographics more clearly align with community college enrollment. Also recommended to be included are key high schools in the counties of Essex, Sussex and Passaic.

STRENGTHS

- Traditional students represent the college’s core group of students and CCM academic programs and support services are well-geared toward serving this population.
- The majority of new students – 89% – at CCM are under age 21 (IR Environmental Scan January 2014).
- CCM draws a number of students from out-of-county with the top out-of-county feeder schools being Sparta High School, Hopatcong High School, West Orange High School, Hackettstown High School and Livingston High School (IR Environmental Scan January 2014)
  - 12 percent of CCM students come from Sussex and Essex counties, 3 percent come from Passaic and another 3 percent from Warren. (IR Environmental Scan January 2014).
**WEAKNESS:** CCM’s yield rate of 18% of high school graduates is three percentage points lower than the national average of 20% (IR Environmental Scan January 2014).

**OPPORTUNITIES**

- While the high school population is decreasing in New Jersey and Morris County, the opportunity exists to increase yield rates from GH designated (see Appendix 7) and lower communities and those areas with significant population densities, which are in the eastern and central part of the county. (The ‘Morris Canal Belt’)

- The slow economic recovery and wages that generally have not kept pace with cost of living increases present the opportunity to convince more people to complete a 4-year degree or enter a career by starting at CCM first. CCM needs to be seen as a good place to start after high school providing a high-quality education at an affordable price.

**THREAT:** The competition is fierce among all colleges to grow their enrollments.

3.2.2. **Minority Students (Hispanic and Asian)**

While whites are the largest racial group in the county (73.9 % 2012 estimated), among the three fastest growing racial groups are Asians (7.3 %) and Hispanic (6.5%). (IR Environmental Scan January 2014)

**STRENGTHS**

- CCM currently enrolls a large number of students from Dover, which has the highest concentration of Hispanic students. The college’s yield rate for Dover in fall 2014 was 42%. (IR)

- CCM currently offers a wide range of AAS degree programs, which are what the majority of Asian students tend to enroll in at the college. (IR Environmental Scan January 2014)

**WEAKNESSES**

- While the percentage growth for Asians is large, the overall number remains small and largely concentrated in the towns of Parsippany, Randolph and Morris Plains. All other Morris County towns have 2,000 or less residents with most having less than 1,000.

- The main campus of the college is not easily accessible by modes of public transportation. This is especially true for access from the two major urban hubs in the county, Morristown and Dover.

- The CCM website does not include a translation button for Spanish speakers and speakers of other languages.

**OPPORTUNITIES**

- Hispanics are projected to account for 78.1% of labor force growth from 2010-2020.
• Hispanic students are the demographic group most likely to choose a two-year school. (Census Enrollment of High School graduates 15-24 Years Old)

• Include translation button on CCM website and consider what publications (admissions, marketing materials) might also need bilingual versions.

• As the college markets to the Parsippany community, it may also want to consider a focus on AAS programs to appeal to more Asian students and parents. As discussed earlier we have seen a decrease in the number of students enrolling from Parsippany Township so it’s important that the college understands the root cause of this decrease.

THREAT: Berkeley College already has a Dover location.

3.2.3. Adult Students
Among Morris County’s population, 45% of adults over the age 25 do not hold a college degree.

STRENGTHS

• Females represent 48.7 percent of enrollment on campus and are more likely to be of non-traditional age. (IR Environmental Scan January 2014)

• CCM offers a range of AAS degrees, which tend to be favored by non-traditional female students. (IR Environmental Scan January 2014)

WEAKNESSES

• Adults in the 35 to 64 age group make up 45 percent of Morris County’s population, but at the College this group only accounts for about 10 percent of students. (IR Environmental Scan January 2014)

• Credit enrollment for ages 35-64 has dropped 32.7% at the college since 2009.

OPPORTUNITY

• 45% of Morris County residents over the age of 25 do not hold a college degree, which represents a large potential market for the college. (IR Environmental Scan January 2014)
  o Develop the delivery formats, degrees and certificates that will appeal to the adult student and meet the labor market.

THREAT: Other colleges (Centenary, Farleigh Dickinson and Berkeley) already are offering programs designed for busy adults.

3.2.4. Active Seniors
Active seniors, ages 55 – 64, who may be looking for an encore career or to start a new business. Research shows that today’s retirement actually consists of several phases, including pre-retirement, relax and recharge, and reengagement, each of which is a stage where people may be looking to
develop new skills for a second career in retirement. Morris County data also show that seniors in Morris County are the fastest growing demographic group in the county.

**STRENGTHS**

- This target group is the fastest growing demographic in Morris County. Morris County data also shows that seniors in Morris County are the fastest growing demographic group in the county. The Morris County population of 55 to 64 (50,000+) is larger than the 15 to 24 age group (45,000+). From 2000 to 2010, this age group increased in size by 32.6%.
- Total Morris County population of 55 to 64 age group (50,000+) is larger than the 15 to 24 age group (45,000+), which currently represents the college’s largest enrollment demographic group (Fall 2013: 6,500).
- The 55 to 64 age group represents 18.1 percent (50,846) of all adults 25 and over in Morris County (280,526) (U.S. Census Bureau, Census 2010 Table Revised: June 2011).
- May be looking to transition to new post-retirement career field. Environmental factors may require them to continue pursuing an income post-retirement.
- Active working individuals in this age group may be eligible for employer tuition reimbursement programs.

**WEAKNESSES**

- Majority may already have a college degree.
- They are unlikely to be thinking of transferring to a four-year school.
- For those over age 65, current college registration policy makes them eligible for tuition discount.
- Fall 2013 enrollment total for the 35 to 64 age group was 762.
- Individuals in this age group would not be eligible for state or federal financial aid.

**OPPORTUNITIES**

- This group may need/want to acquire new job skills.
- Lack technology knowledge that the college may be able to address.
- Certificate programs may be the most attractive type of program for this group.
- Very entrepreneurial and more likely to be self-employed.
- Fall 2013 enrollment total for the 35 to 64 age group was 762.

**THREATS**

- Competition from proprietary schools.
- Competition from four-year graduate and continuing education programs.
- Unintentional unwelcoming CCM environment because of focus on traditional students.
**Table 1: Data Table of Potential Target Markets**

<table>
<thead>
<tr>
<th>Target Market</th>
<th>Population/Year(^2)</th>
<th>Population/Year</th>
<th>Percentage Increase County Wide 2010-2013(^1)</th>
<th>Enrollment at CCM Fall 2014(^4)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional (under 18 – 20)</td>
<td></td>
<td></td>
<td></td>
<td>4,133</td>
<td>Current high school yield is 18 percent. National is 20 percent</td>
</tr>
<tr>
<td>Adults 25+</td>
<td>129,450 (2011(^3)) (No College Degree)(^4)</td>
<td></td>
<td></td>
<td>1,906</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>56,482 (County) 2010</td>
<td>62,027 (County) 2013(^2)</td>
<td>12.4 %</td>
<td>1,582</td>
<td>Yield rate from Dover is 42 percent (Fall 2014) (Prevision two years was 33 and 34 percent)(^7)</td>
</tr>
<tr>
<td>Asian</td>
<td>44,069 2010(^5) (This number represents all Asian populations)</td>
<td>9.4 % (All Asian populations)</td>
<td>457 (All Asian populations)</td>
<td>15,345 Asian-Indian residents in Parsippany, followed by 1,212 Asian-Indian in Randolph and 609 Asian-Indian in Morris Plains(^6)</td>
<td></td>
</tr>
<tr>
<td>Active Seniors (55-64)</td>
<td>50,846 (2011(^3))</td>
<td></td>
<td>Not Available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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\(^1\) Census 2010 and 2013 Population by Race and Hispanic Origin  
\(^2\) Census June 2011 and September 2014  
\(^3\) Census 2010, Revised June 2011  
\(^4\) Fall 2014 Fact Book and Environmental Scan  
\(^5\) NJ Department of Labor and Workforce Development, February 2012  
\(^6\) ZIP Atlas (only data we could find that breaks Asian population out into Indian population)  
\(^7\) Institutional Research
Table 2: Population by Age in 2000 and 2010 for Morris County

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2000 Census</th>
<th>2010 Census</th>
<th>Numeric Change</th>
<th>Percent Change</th>
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<tbody>
<tr>
<td></td>
<td>Persons</td>
<td>Percent of Total Population</td>
<td>Persons</td>
<td>Percent of Total Population</td>
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<tr>
<td>Total population</td>
<td>470,212</td>
<td>100.0%</td>
<td>492,276</td>
<td>100.0%</td>
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<td>Under 5</td>
<td>32,906</td>
<td>7.0%</td>
<td>27,342</td>
<td>5.6%</td>
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<tr>
<td>5 to 9</td>
<td>34,234</td>
<td>7.3%</td>
<td>33,064</td>
<td>6.7%</td>
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<td>10 to 14</td>
<td>32,425</td>
<td>6.9%</td>
<td>35,446</td>
<td>7.2%</td>
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<td>15 to 19</td>
<td>26,598</td>
<td>5.7%</td>
<td>32,678</td>
<td>6.6%</td>
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<td>20 to 24</td>
<td>20,571</td>
<td>4.4%</td>
<td>23,994</td>
<td>4.9%</td>
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<td>25 to 29</td>
<td>26,928</td>
<td>5.7%</td>
<td>25,333</td>
<td>5.1%</td>
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<tr>
<td>30 to 34</td>
<td>36,761</td>
<td>7.8%</td>
<td>26,461</td>
<td>5.4%</td>
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<tr>
<td>35 to 39</td>
<td>44,021</td>
<td>9.4%</td>
<td>31,901</td>
<td>6.5%</td>
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<tr>
<td>40 to 44</td>
<td>42,444</td>
<td>9.0%</td>
<td>40,286</td>
<td>8.2%</td>
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<tr>
<td>45 to 49</td>
<td>37,332</td>
<td>7.9%</td>
<td>44,505</td>
<td>9.0%</td>
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<td>50 to 54</td>
<td>34,535</td>
<td>7.3%</td>
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<td>55 to 59</td>
<td>27,524</td>
<td>5.9%</td>
<td>33,733</td>
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<tr>
<td>60 to 64</td>
<td>19,403</td>
<td>4.1%</td>
<td>28,504</td>
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<tr>
<td>65 to 69</td>
<td>15,706</td>
<td>3.3%</td>
<td>20,893</td>
<td>4.2%</td>
</tr>
<tr>
<td>70 to 74</td>
<td>13,685</td>
<td>2.9%</td>
<td>14,696</td>
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<tr>
<td>75 to 79</td>
<td>11,061</td>
<td>2.4%</td>
<td>12,204</td>
<td>2.5%</td>
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<tr>
<td>80 to 84</td>
<td>7,426</td>
<td>1.6%</td>
<td>10,014</td>
<td>2.0%</td>
</tr>
<tr>
<td>85 &amp; Over</td>
<td>6,652</td>
<td>1.4%</td>
<td>10,348</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

SOURCE: U.S. Census Bureau, 2000 and 2010 Census
Table Revised: July 2013

4. Labor Market

4.1. Labor Market SWOT Analysis

STRENGTHS

New Jersey

- Much greater projected growth in service-providing industries than in goods producing due largely to continuing declines in manufacturing. (NJ Projections 2012-2022)

- Professional occupations and service occupations will dominate job growth. (NJ Projections 2012-2022)

- Construction will continue to grow slowly and drive goods producing industries upward. (NJ Projections 2012-2022)

- Jobs with “moderate requirements for entry” will lead growth (Associate’s degree, “postsecondary non-degree award”, and “some college, no degree”) (NJ Projections 2012-2022)
• Industry sectors with the largest projected employment growth (in order):
  o Educational & Health Services, Professional & Business Services, Trade, Transportation & Utilities, Construction, Leisure & Hospitality (NJ Projections 2012-2022)
    ▪ Healthcare will continue to grow (but at a slightly slower rate) \(^1\)
    ▪ Almost 75% of the openings will be due to replacement demand (as opposed to new jobs created) (NJ Projections 2012-2022).
    ▪ Replacement demand will create opportunities in all major occupational groups.
• Occupations with greatest projected positive change in employment by 2022:
  o Home health aides, combined food preparation and serving workers (including fast food), retail salespersons, Registered Nurses, nursing assistants, laborers and freight/stock/ material movers/ hand, receptionists and information clerks, software developers/applications (NJ Projections 2012-2022).

**Northern Region (Morris, Passaic, Bergen, Union, Essex, Hudson)**

• Professional and Business Services “super sector” was second fastest growing industry over the past year. (Regional Outlook)
• Administrative/support waste management/remediation services experienced the largest gain within Professional and Business Services. (Regional Outlook)
• Job losses in Educational and Health Services were offset by an increase of 4% in jobs in nursing and residential care facilities. (Regional Outlook)
• Most occupational demand based on job listings: employers in the professional, scientific and technical services, ambulatory health care services, educational services, credit intermediation and related activities, and insurance carriers and related activities. (Regional Outlook)
• Employers interested in filling positions for software developers, sales representatives, registered nurses, retail salespersons, computer systems analysts and customer service representatives. (NJ Projections 2012-2022)
• Skills actively sought by employers included accounting, sales, technology-related SQL, Oracle and Java, collaborating, scheduling, and mathematics. (Regional Outlook)
• Northern region projected to experience largest employment growth amongst all regions in the state. (NJ Projections 2012-2022)
• Northern region projected to have nearly double the annual average job openings than any other region.
• Professional and services occupations (within Professional & Business Services) will account for more than half of the region’s growth. (NJ Projections 2012-2022)

• Northern Region projected to experience total percent growth faster than the state in all major occupational groups, besides transportation & material moving and production. (NJ Projections 2012-2022)

WEAKNESSES

New Jersey

• Lower projected growth overall than the nation in goods-producing and service-providing industries (NJ Projections 2012-2022)

• Industries projected to decline: Manufacturing*, Information, Government
  
  o  *Chemical, Plastics and Rubber Products, Printing and Related Support Activities, and Paper Manufacturing account for nearly 90% of projected net decline in manufacturing (NJ Projections 2012-2022)

• Computer and electronics, machinery manufacturing also expected to decline. (NJ Projections 2012-2022)

• Occupations projected to decline in employment by 2022:
  
  o  Word processors and typists, postal service mail carriers, data entry clerks, postal service mail sorters, processors, and processing machine operators, executive secretaries and executive administrative assistants ¹

Northern Region (Morris, Passaic, Bergen, Union, Essex, Hudson)

• Financial activities experienced the largest job loss (NJ Projections 2012-2022)

OPPORTUNITIES

Bergen County

• Healthcare support occupations projected to grow by more than 35% over the 10-year period. (NJ Projections 2012-2022)

Sussex County

• Healthcare support occupations are projected to experience the largest net growth of all occupations. (NJ Projections 2012-2022)

• Construction and extraction occupations are projected to grow by nearly 15% from 2012-2022. (NJ Projections 2012-2022)
Regional Development

- Driscoll Foods (food distribution) building new distribution facility in Wayne (Passaic) (Regional Outlook)

- Imperial Bag and Paper – consolidating 4 operations into one new facility in Jersey City. (Hudson) (Regional Outlook)

- Haier America, major appliance and consumer electronics manufacturer and distributor opened North American headquarters in Wayne (Passaic). Move to NJ brings 200 jobs from New York. (Regional Outlook)

- Actavis (pharmaceutical) moving 400 jobs in finance, information technology, human resources, manufacturing to Hudson, Union, and Morris. (Regional Outlook)

THREATS

- Manufacturing continues to decline. (NJ Projections 2012-2022)

- More than half of the regional job listings required a bachelor’s degree. (Regional Outlook)

Works Cited


5. Appendix A
Data Tabulation of Top Five Feeder High Schools since 2001
March 27, 2015

Figures from “Facts and Figures”

Table 2: 2001 and 2002

<table>
<thead>
<tr>
<th>Years</th>
<th>2001</th>
<th>2001</th>
<th>2002</th>
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<tbody>
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<td>3084</td>
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</tr>
<tr>
<td>First Time FT</td>
<td>1501</td>
<td>1635</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time PT</td>
<td>676</td>
<td>598</td>
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<td></td>
</tr>
<tr>
<td>New Transfer Students</td>
<td>800</td>
<td>851</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top HS Feeder</td>
<td>Roxbury</td>
<td>Roxbury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>Morris Knolls</td>
<td>Morris Knolls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>Morristown</td>
<td>Dover</td>
<td></td>
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</tr>
<tr>
<td>Fourth</td>
<td>Parsippany Hills</td>
<td>Mount Olive</td>
<td></td>
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<tr>
<td>Fifth</td>
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Table 3: 2002 and 2004

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</tr>
<tr>
<td>First Time FT</td>
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<td>First Time PT</td>
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<td></td>
<td></td>
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<tr>
<td>New Transfer Students</td>
<td>827</td>
<td>681</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top HS Feeder</td>
<td>Roxbury</td>
<td>Roxbury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>Morris Knolls</td>
<td>Morris Knolls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>Parsippany Hills</td>
<td>Parsippany Hills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>Morristown</td>
<td>Mount Olive</td>
<td></td>
<td></td>
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<tr>
<td>Fifth</td>
<td>Mount Olive</td>
<td>Morristown</td>
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### Table 4: 2005 and 2006

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<th>2006</th>
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<td></td>
<td></td>
</tr>
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<td>First Time FT</td>
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<td>1950</td>
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</tr>
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<td>First Time PT</td>
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<td>884</td>
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<td>781</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Roxbury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>NA</td>
<td>Mount Olive</td>
<td></td>
<td></td>
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</tr>
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</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top HS Feeder</td>
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<td>Roxbury</td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Mount Olive</td>
<td>Mount Olive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td>Jefferson</td>
<td>Jefferson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td>Morristown</td>
<td>Morris Hills</td>
<td></td>
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### Table 6: 2009 and 2010

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<th>2010</th>
<th>2010</th>
</tr>
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<tr>
<td><strong>Total # of new students</strong></td>
<td>3008</td>
<td>2709</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time FT</td>
<td>2155</td>
<td>1981</td>
<td>1981</td>
<td>73%</td>
</tr>
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<td>First Time PT</td>
<td>853</td>
<td>728</td>
<td>728</td>
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</tr>
<tr>
<td>New Transfer Students</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top HS Feeder</td>
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<td>Roxbury</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Morris Knolls</td>
<td>Morris Knolls</td>
<td></td>
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<td>Morris Hills</td>
<td></td>
<td></td>
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<td>Fourth</td>
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<td>Randolph</td>
<td></td>
<td></td>
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<tr>
<td>Fifth</td>
<td>Randolph</td>
<td>Mount Olive</td>
<td></td>
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</table>
Table 7: 2011 and 2012

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<th>2011</th>
<th>2011</th>
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<tbody>
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<td>Total # of new students</td>
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<td>1960</td>
<td>1809</td>
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<td>First Time FT</td>
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<td>1488</td>
<td>76%</td>
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<td>First Time PT</td>
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<td>31%</td>
<td>472</td>
<td>24%</td>
</tr>
<tr>
<td>New Transfer Students</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top HS Feeder</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Roxbury</td>
<td></td>
<td></td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>Second</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris Knolls</td>
<td></td>
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<td>98</td>
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</tr>
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<td>Third</td>
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<td></td>
</tr>
<tr>
<td>Randolph</td>
<td></td>
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<td>96</td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td></td>
<td></td>
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<td></td>
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<td>Morristown</td>
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<td></td>
<td>89</td>
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</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Mount Olive</td>
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<td></td>
<td>71</td>
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</tr>
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</table>

Table 8: 2013 and 2014

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<th>2013</th>
<th>2013</th>
<th>2014</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Total # of new students</td>
<td>2684</td>
<td>2014</td>
<td>1714</td>
<td>64%</td>
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<td>First Time FT</td>
<td>1014</td>
<td>64%</td>
<td>2631</td>
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<td>First Time PT</td>
<td>970</td>
<td>36%</td>
<td>1608</td>
<td>39%</td>
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<td>New Transfer Students</td>
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<td></td>
<td>1023</td>
<td></td>
</tr>
<tr>
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<td>Morris Knolls</td>
<td>82</td>
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<tr>
<td>Fifth</td>
<td></td>
<td>68</td>
<td>Jefferson</td>
<td>69</td>
</tr>
</tbody>
</table>

Take Aways:

- These represent the top five feeder high schools in absolute numbers
- The raw numbers for incoming students from the top five feeder high schools prior to 2012 is considered unreliable
- Roxbury has consistently been one of our top feeders in raw numbers but also in yield, sending us 32% of their graduates— why?
- Over the years the number of students from Jefferson and Mount Olive has been growing – but what happened to Morristown?
6. Appendix B: Population Maps

6.1. MAP OF 25+ IN MORRIS COUNTY WITHOUT COLLEGE DEGREE

Map 1. This map shows educational attainment by census tract.

Over 25 years old, 1 year of college, but no degree. Darker shade shows higher concentration.
6.2. Map 2. This Map shows Educational Attainment by census tract.
Over 25 years old, less than 1 year of college, but no degree. Darker shade shows higher concentration.
6.3. Map 3. This Map shows Educational Attainment by census tract.
Over 25 years old, but only a high school diploma. Darker colors show higher concentration.
6.4. Map 4. This map shows Educational Attainment by census tract. Over 25 years old, but only a high school diploma. Darker colors show higher concentration. PLACE NAMES ARE INCLUDED.
6.5. Map 5. This map shows Educational Attainment by census tract. Over 25 years old, but only a high school diploma. Darker colors show higher concentration. PLACE NAMES ARE INCLUDED.
6.6. Map 6. This map shows Educational Attainment by census tract. Over 25 years old, but only a high school diploma. Darker colors show higher concentration. PLACE NAMES ARE INCLUDED.
6.7. Map 7. This map shows Educational Attainment by census tract. Over 25 years old, but only a high school diploma. Darker colors show higher concentration. PLACE NAMES ARE INCLUDED.
7. Appendix C: District Factor Group GH or lower Morris County High School Yield Rates

District Factor Groups 2000

http://www.state.nj.us/education/finance/rda/dfg.shtml

In updating the DFGs using the data from the most recent Decennial Census, efforts were made to improve the methodology while preserving the underlying meaning of the DFG classification system. After discussing the measure with representatives from school districts and experimenting with various methods, the DFGs were calculated using the following six variables that are closely related to SES:

1) Percent of adults with no high school diploma
2) Percent of adults with some college education
3) Occupational status
4) Unemployment rate
5) Percent of individuals in poverty
6) Median family income.

A = lowest DFG rank district.  J= highest DFG rank district.

The college’s highest yield schools are in the Group A (Dover High School) or Group GH (Jefferson, Roxbury, Mt. Olive and Morris Hills Regional).

<table>
<thead>
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<th>School</th>
<th>DFG 2000</th>
<th>Yield Rate 2014</th>
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</thead>
<tbody>
<tr>
<td>Dover</td>
<td>A</td>
<td>42%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>GH</td>
<td>33%</td>
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<td>33%</td>
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<td>Mt. Olive</td>
<td>GH</td>
<td>31%</td>
</tr>
<tr>
<td>Morris Hills Regional</td>
<td>GH</td>
<td>27.5%</td>
</tr>
</tbody>
</table>

There are several schools where the yield rate is lower, but the DFG designation is similar:

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<tr>
<th>School</th>
<th>DFG 2000</th>
<th>Yield Rate 2014</th>
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<td>Butler</td>
<td>DE</td>
<td>15.6%</td>
</tr>
<tr>
<td>Boonton</td>
<td>FG</td>
<td>17.6%</td>
</tr>
<tr>
<td>Location</td>
<td>GH</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>Hanover Regional</td>
<td>GH</td>
<td>11.3%</td>
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<td>Morristown</td>
<td>GH</td>
<td>14%</td>
</tr>
<tr>
<td>Parsippany Township</td>
<td>GH</td>
<td>17.5%</td>
</tr>
<tr>
<td>Pequannock</td>
<td>GH</td>
<td>11.8%</td>
</tr>
</tbody>
</table>
Recruitment Practices Task Group Report

Task Group Members:
Janique Caffie       Maureen Sutton
Venny Fuentes       Sharon Tremitiedi
Pam Marcenaro       Carolyn Ucci
Maria Schiano       John Urgola
Eugene Soltys
Admission Office Recruitment Practices

1. Prospect and inquiry collections
   - The college currently does not buy prospects or collect inquiries into our current database.
   - There is no communication plan for these students.
   - When an inquiry is received and application and program information is sent the name is not retained.

Recommendation:
   - The college has recently purchased Ellucian Recruiter as the Admissions Office’s Customer Relationship Management (CRM) software. This new software will allow the admissions office to collect inquiries from our website and college fairs and create communication flows to potential applicants.
   - The approach will be to use the CRM at first to collect our inquiries and effectively communicate with the students in the enrolment funnel.
   - Eventually, we will be able to send communications to names that we prospect through the College Board (SAT) or ACT lists.

2. Recruitment displays and materials
   - We currently have a variety of pieces that we use for recruitment.

Recommendation:
   - Create a consistent branded look - new table banners and retractable table stands, view book, tracer, die cut fact sheets, lead cards and other materials to support the recruitment effort.

3. Communication
   - The Admissions Office communicates with students at the point of application up to registration.
   - Email is the primary method of communication.
   - Mail is used primarily for acceptances – letters; and post cards are used as a campaign to remind students to complete the admissions process.
   - Current communication flows focus on application completion:
• Submitting transcripts
• Setting up testing

Recommendation:
• Program web pages need to be updated to be able to answer the basic student questions:
  o What features does your program have?
  o How do these features help me (the student)?
  o Where do students in this program transfer?
  o Where do students in this program work?
  o Can this program be completed exclusively in the day, evening, online, weekend, or in Morristown?
  o Video shorts of current students – why CCM or how CCM helped you?
• Communication flows need to be created for all stages of the admissions process. This will be a college wide effort. Communications will include messages from the program director, messages from students and news about the college as it relates to the students about events on the campus.
• To keep costs down email will be the primary method of communication the reason to make sure the web site is attractive and informative.
  o All credit and non-credit classes should be searchable on our website.
• Obtain and utilize data.
  o College student names (This can be done through our website eliminating the need for someone to enter the names in the system. The investment would be in technology and not in new manpower.)
  o Collect high school data to create mailing lists (email and paper)
  o The Admission Office needs help collecting date from the high schools.
  o We need to create data bases of who is who at the high schools to share information with them.

4. Recruitment events
• The Admissions Office engages in two types of recruitment: on campus and off campus.
  o On campus recruitment includes:
    ▪ Fall Open house
    ▪ Spring open house
    ▪ Adult open house
    ▪ Challenger Program information session
    ▪ Campus tours
    ▪ Instant decision days
    ▪ Individual interviews
  o Off campus recruitment includes:
    ▪ College fairs/College nights
    ▪ High school visits
    ▪ Instant decision day
    ▪ Panel presentations
    ▪ Class room presentations
    ▪ Onsite placement testing (at the high schools)
• Information and application night
• Out of County recruitment

• We also participate in Community events such as:
  o NJACAC Regional College Fair – CCM hosts the county wide fair
  o Morristown Festival on the Green –
  o We host the Morris County Professional Counseling Association meetings
  o Annual Morris County Guidance Counselor Workshop
  o Job Fairs
  o Veteran’s career and job fairs

Open Houses
FALL 2014 OPEN HOUSE REPORT

<table>
<thead>
<tr>
<th>Preregistered as of 8:30am on Saturday Morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
</tr>
<tr>
<td>10:00am</td>
</tr>
<tr>
<td>11:30am</td>
</tr>
<tr>
<td>Total preregistered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preregistered students that attended each session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
</tr>
<tr>
<td>10:00am</td>
</tr>
<tr>
<td>11:30am</td>
</tr>
<tr>
<td>Preregistered attended</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Walk-In’s (in person registration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
</tr>
<tr>
<td>10:00am</td>
</tr>
<tr>
<td>11:30am</td>
</tr>
<tr>
<td>Total walk-in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
</tr>
<tr>
<td>10:00am</td>
</tr>
<tr>
<td>11:30am</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

The goal of Open House is to encourage student applications. The Open House is the best on campus recruiting tool. The college community gets together to show students and their families our best side. Therefore, the entire college community should participate.
Recommendation:
- Continue running the Open House in its current format.
- The Admissions Office is keeping much better records of our Open House events and will have much cleaner outcome numbers for fall 2015 recruitment efforts.

Adult Open House:
Spring 2015 we had 85 attendees. 26 applied at the event.
The Admissions Office is keeping much better records of our open house events and will have much cleaner outcome numbers for fall 2015 recruitment efforts.

Recommendation:
- This is one event that will need to be reviewed to attract more adult students onto campus.
- Possibilities include a monthly “Return to Learning” workshop that will not require the help of the Deans and other members of the college community. The idea is that more frequent events will attract more students.

Challenger Program Information Session
The spring 2014 Information Session for Challenger students only brought in 20 students vs. 70 the previous year. The number of challenger students continues to decline.

Challenger enrollment:

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>New</td>
<td>145</td>
<td>123</td>
<td>117</td>
<td>89</td>
</tr>
<tr>
<td>Returning</td>
<td>141</td>
<td>145</td>
<td>161</td>
<td>117</td>
</tr>
<tr>
<td>Total</td>
<td>286</td>
<td>268</td>
<td>278</td>
<td>206</td>
</tr>
</tbody>
</table>

New Challenger enrollment has been on the decline for the past four years. Reasons for the decline:
1. Decreased numbers in the high school.
2. Other colleges and universities partnering at the high schools for credit classes, such as Syracuse, FDU, and NJIT.

Recommendation:
- Re-market (rename) the Challenger program to high school students, school administrators and teachers.
- Have more dual credit partnerships at the high schools.

Campus tours
- Currently, the college has an open door policy on tours. If a student comes unannounced and we do not have a tour guide available we have a brochure for a self-guided tour.
- We hold group tours for high schools and community organizations – 15-20 tours per year given by a counselor or an ambassador.
• We hold tours given by the ambassadors in late winter and spring once a week on Thursdays. Attendance is light, 2-3 families at first and gets bigger towards the summer 15-20 families.

**Recommendation:**
Previous campus tours in general consisted of a one minute welcome and off to the tour. Currently we are doing a more formal welcome and explanation of how CCM can help them reach their educational goals and we make sure to address common misconceptions about community colleges. We hand out applications to students who have not applied and make sure to have at least two counselors available after the tour to answer any questions.

**Instant Decision Days**
We hold instant decision days on Thursdays on a walk-in basis. Students can come in with their transcripts and receive a decision on the spot.

**Recommendation:**
Continue to hold Instant decision days on the campus. The student and parents like the fact that they can get a decision on the spot and continue with their next step in the process.

**Individual interviews**
We constantly meet with potential students. Most by appointment and some who “walk in”. The current practice is that we do our best to never turn away a student/family who took the time to come in. Interviews can be as short as 15 minutes or go as long as an hour depending on the questions of the student/family. One counselor is the walk-in counselor for the day and everyone can be scheduled to take appointments if they are in the office.

**Recommendation:**
Even though individual meetings are the most time consuming, we must continue this practice to help the members of the community who cannot find the information that they need on the website.

**College Fairs/College Nights**
For the recruitment year 2013/2014 the college participated in 91 individual college fairs, career fairs or college nights in the surrounding area.

**Recommendation:**
• College fairs are excellent exposure to the community. We get to see many students and their parents and answer many questions about the programs offered at the college.
• For 2014/2015 recruitment was cut for many of the non-productive out-of-county schools and community events. (Nonproductive = no enrolled students in the past 3 years) We continue to be selective and go to the fairs that produce students or have a high likely hood of producing students.

**High school visits**
A high school visit is when an Admissions representative visits a school to speak with students about the opportunities at CCM. For the recruitment year 2013/2014 we did 13 high school visits.
Recommendation:
High school visits are another good way to meet with interested students and answer questions about the college to interested students. Most of our partner schools will skip the visit and go right for an instant decision day.

Instant decision day
- An instant decision day is when an Admissions representative goes to the high schools and has 15-minute appointments with students who have applied and brought their transcripts and test scores. Program information and transferability is discussed along with next steps up to advising and registration.
- For the recruitment year 2013/2014 the Admissions Office participated in 38 instant decisions at the high schools. Most were full days at the high school; some involved up to three counselors.

Recommendation:
Continue the high school instant decision programs and expand to as many schools as possible.

Panel presentations
For the recruitment year 2013/2014 CCM participated in 4 panel groups at different high schools. This was an excellent opportunity to inform parents and students of the opportunities available at CCM.

Recommendation:
- We need to be more forward in offering our services to the schools.
- We will have a mailing go out in the fall to the schools offering presentations in particular areas.

Class room presentations
For the recruitment year 2013/2014 the Admissions Office participated in three in-class presentations. These were excellent opportunities to inform students and teachers of the opportunities available at CCM.

Recommendation:
Developing a CCM Speakers Bureau should be considered. Departments interested can “be on the list” provided to high school career offices and high school department heads. The Admissions Office will be able to coordinate the schedule of presenters.

Onsite placement testing (at the high schools)
For the recruitment year 2013/2014 CCM conducted 17 onsite testing programs at 9 high schools. Over 400 students were administered the Accuplacer at the high schools.

Recommendation:
- Continue offering the placement test at the high schools who will have us. (PARCC testing has scaled back the number of schools in which we test)
- Better track the yield from onsite testing.
Information and application night
Pilot program in fall 2014 at Morris Hills. Parents and students came for a presentation about CCM and had the opportunity to ask questions and fill out applications online. 50 people came to the event. Outcomes will be better tracked in future events.

Recommendation:
- We will begin to offer this option to schools starting September 2015.
- Letter to the guidance directors will go out late summer.

Out-of-county recruitment
- The Admissions Office concentrates its recruitment efforts in-county. To date, we honor the “gentlemen’s agreement” not to cross county lines unless invited by a high school or organization.
- The surrounding counties that net the best number of students at CCM are Sussex, Warren and Passaic. We do not recruit out of state or internationally. Our biggest “feeders” from out of county are:
  - Sussex County - Lenape Valley HS, Hopatcong HS, Sparta HS
  - Warren County – Hackettstown HS, North Warren, Warren Hills

Recommendation:
- Create a formal out of county recruitment plan to include brochures about chargeback.
- Once funds are available, purchase names of students within programs that are not offered in their home counties.

5. Sub groups that we can recruit:
Honors
- We currently do not recruit honors students.
- Re-brand the Honors Program.
- Re-work the website to show:
  - What features does your program have?
  - How do these features help me?
  - Where do students in this program transfer?
- Send packets to the NJ STARS list that is received every March.

ESL students
We currently do not recruit ESL students.

Recommendation:
Create new web page just for ESL students showing all the options for English learning – non-credit and credit and referral for students.
Home schooled students
We do not recruit home schooled students
Recommendation:
Create new web page just for home schooled students to show all the options available to them.

Adult student marketing
We currently do not actively recruit adults into adult programs (besides the Adult Open House)
Recommendation:
Create more specialized programs to attract adult students
- Adults
- Veterans
- Seniors
- Career changers/ stay at home parents

Terminology:
Prospect – a purchased name of a prospective student based on selected criteria
Inquiry – Student or parent initiated inquiry for information about the college
Applicant – Student completed an admissions application for a particular semester and submitted a fee/waiver
Accepted – Completed application AND submitted high school records
Moved to Student - Completed application, submitted high school records AND placement test or equivalent was completed

Conversion Rates

Enrollment periods
Over all conversion for fall and spring (main sessions)
Conversion by feeder school

The college enrollment consists for the following terms:
  Fall 16 week – Main fall term
  Fall Mini-terms
    2 week
    Early 5 week
    Early 8 week
    14 week
    10 week
    Late 8 week

  Winterim
    4 week
    2 week
    1 week
Spring 16 week – Main Spring term
Spring Mini-terms
   2 week
   Early 5 week
   Early 8 week
   14 week
   10 week
   Late 8 week

Summer sessions
   Early 5 week
   8 week
   Late 5 week
   3 week

The mini terms are new as of fall 2014.
For reporting consistency we will focus on the main fall term and the main spring term.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
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<td>4458</td>
<td>4133</td>
<td>3958</td>
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<tr>
<td>Acceptances</td>
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<td>4091</td>
<td>3915</td>
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<tr>
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<tr>
<td>Admit to MS</td>
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<td>86.11%</td>
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<td>86.87%</td>
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<td>MS to Enrolled</td>
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<td>73.72%</td>
<td>73.19%</td>
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<td>Ap to Enrolled</td>
<td>60.82%</td>
<td>60.90%</td>
<td>62.23%</td>
<td>63.57%</td>
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</table>

The Admissions Office is converting more applications into students as seen in the AP to Enrolled percentage. We are doing more with less students. For the fall 2014 class the Admissions Office increased email communications with the student via email and post card. The issue is in the decreased number of applicants. The traditional student market is now more competitive and is shrinking. Non-traditional students have many online choices or four-year programs that cater to adult learners.

Recommendations:
- Find a way to get more applicants (enrollment plan will help do this)
- The investment in a new application and CRM will improve the communication with the applicant resulting in increased yield throughout the admissions funnel.
  - New communication flows will need to be constructed.
    - Admissions Office
    - Welcome from the department
- Program news
- Outcomes – (student transfer/employment stories)

Spring

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<td>1200</td>
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<tr>
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<tr>
<td>Enrolled</td>
<td>797</td>
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<td>642</td>
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<tr>
<td>Admit Rate</td>
<td>104.52%*</td>
<td>96.51%</td>
<td>98.20%</td>
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<tr>
<td>Admit to MS</td>
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<tr>
<td>MS to Enrolled</td>
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<td>62.75%</td>
<td>62.91%</td>
<td>62.68%</td>
<td>62.45%</td>
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<tr>
<td>Ap to Enrolled</td>
<td>59.08%</td>
<td>55.16%</td>
<td>56.63%</td>
<td>53.78%</td>
<td>50.16%</td>
</tr>
</tbody>
</table>

*Fall 2010 accepted students may have been rolled into the spring semester to get this number

MS to enrolled is the only consistent conversion. Great improvements were made in communicating with students for their log on information and New Student Advisement and Registration. Transfer students had the opportunity to meet with advisors one-on-one during regular advising hours which created a wonderful first impression.

Recommendations:
Future statistics will show in more detail the incoming class broken down into smaller segments and 10th day vs. end of the enrollment period of that semester (last day to enroll for the Late 8 session). This will offer a clearer picture of our incoming class.

Athletics Recruitment Practices

We currently offer ten sports ranging from the Division III through Division I levels. At the higher division levels, I and II, student-athletes can receive scholarships and sign national Letters of Intent, just as they would at any four-year institution.

Recruiting is the life-blood and foundation of our most successful programs. Coaches spend enormous amounts of time observing high school, county and state competitions, attending showcases, as well as Club games for the purpose of identifying student-athletes who can compete at the collegiate level. Showcases provide our Coaches the opportunity to see a number of student-athletes at one event. Showcases provide our Coaches with student-athlete contact information in the form of a program booklet that lists and identifies all of the college coaches in attendance, thus providing the opportunity to open two-way communication channels. Student-athletes identified through these various events are invited along with their parents to visit the campus, and speak with the coach personally, meet current players on the various teams, as well as speak with admission personnel. Our coaches put together packets of information developed in Admissions that list and identify the various degree
programs, majors, certificate programs, and requirements. Applications are marked for tracking in the Admissions Office for the 2015 recruiting season.

Our student-athletes are monitored regularly to insure they are maintaining high standards in the classroom as well as complying with the rules, regulations, and standards as set by the National Junior College Athletic Association.

Recommendations:
- Continue working with the Admissions Office to recruit student-athletes.
- Create communication flows to interested athletes.

Academics Recruitment Practices

HNS Division Activities that Provide Exposure to Potential Student Populations

NURSING DEPARTMENT
- Six (6) on-campus information sessions per academic year. Advertised via email to nursing majors along with posters throughout the Academic Complex.
- Faculty attend “Career Day”, “Education Days” and “Nurses’ Day” activities at clinical affiliations (e.g. Atlantic Health Systems, St. Barnabas Hospital etc.)
- Faculty occasionally present to high school students at “Career Day” activities.

LHT DEPARTMENT
- Industry trade shows (NJ Landscape Contractors Association, NJ Nursery Landscape Association, NJ Sports Field Managers, Association of Professional Landscape Designers – joint seminar)
- North Jersey Ornamental Horticulture Symposium (with Rutgers as a co-sponsor)
- Master Gardener Training sessions (Rutgers Extension of Morris County, Essex County and Passaic County)
- Springfest Flower and Garden Show (Sussex County)
- The New Jersey State Fair (Sussex County)
- School visits or tour for most schools that we have articulation agreements with.

BIOLOGY and CHEMISTRY
- Participation in Open Houses
- Recruit students for our IMA and Quan by visiting CHM the semester prior to offering the courses.
- Announcements are sent to industry partners to recruit industry employees for our IMA course.

RADIOGRAPHY and RESPIRATORY
- Participation in Open Houses
- Information Sessions are held throughout the semesters.
No other division handed in a report on departmental recruitment activities.

**Recommendations:**

- Coordinate recruitment with Admissions Office.
- Increase exposure to high school student about programs.
- Create recruitment presentations about the career, job forecast, and program at CCM with admissions so that we can cover career days if a faculty member cannot cover.

**EOF Yearly Recruitment Activities**

The EOF Program engages in a series of yearly recruitment activities to make sure the program makes its class. The number of EOF student is based on available grant budget, which directly comes from the State of NJ once budgetary appropriations are set across all programs. The recruitment cycle usually starts in the fall to gather as many inquiries as possible. In the spring, it turns into more yield type activities as we work with the students to send us applications, schedule interviews, and submit all EOF documents necessary to be accepted. It is important to note that we do not stop interviewing students, we do this throughout the year, as some will want to be considered for spring and not fall. If we do make our class, any other student that meets EOF criteria will be placed on a waiting list until funds open up or possibly wait until the following semester.

**On The Road**

Work with Admissions every fall and spring to coincide attendance to high school fairs, instant decision days, and/or other events as requested where EOF is needed. Also, to target specific EOF strong applicant high schools such as Morris Hills, Dover, and Morristown. Other targeted schools in the past included Roxbury and Mt. Olive. Also, attend a variety of college events such as Open House (fall & spring) and Adult Open House (spring).

EOF does not do any road travel without working through Admissions to coordinate events where both departments need to be present. Rarely, there may have been schedule conflicts when an Admissions representative could not be present and EOF would still attend on their own to present on the program, as requested by the school and/or organization. The only high school that EOF presents on their own without Admissions is Boonton, once a year. The school will bring students to CCM for a tour and campus visit, but for many years has asked EOF to speak to students who have reduced lunch and are lower income to learn about the program’s services.

**In House**

**Prospective Students**

*Inquiry cards.* After attending high school or community recruitment events, EOF will take all filled inquiry cards back to the office to be entered in the program’s internal ACCESS database. Because EOF is a state supported program, there are a number of records and information that we need to keep available so that we can run a variety of reports both for prospective and enrolled students. Once
inquiries are entered, prospects will receive a thank you letter with an EOF application and brochure in
the mail. Depending on the response rates received, we may do another letter follow up giving
students a deadline to submit an EOF application for priority consideration.

**Direct contact with the program.** These are students that are recommended by other CCM
departments such as Admissions and Financial Aid, who will find us on the web, or through our own
current EOF students and/or alumni. These prospects will receive a letter, application, and program
brochure, like inquiry card prospects.

**Post cards & emails.** These get mailed out to prospective EOF students who completed an
application, but did not submit required supporting documents and/or scheduled interview with
Director. They are “friendly” reminders of what is still missing. If we have student emails on file, we will
also do an email reminder. The goal is to convert these students to completed applicants within a
timely manner as EOF fills fast.

**Tuition Aid Grant (TAG) recipient EOF letter.** EOF receives a list weekly from the Higher
Education Student Assistance Authority (HESAA) for students who qualify for NJ’s TAG and who listed
CCM as their college of choice, once they have filed for FAFSA and begun the financial aid process. EOF
Assistant will go through list and look for first-year students, possibly some returning students (as long
as they do not have more than 24 credits) and send them an information letter and EOF brochure.

**High School Counselors & Community Agencies**

**EOF Director Intro Letter.** Once a year, EOF does one massive mailing to an all-encompassing
list of guidance counselors from schools across Morris County and bordering counties, and to local
community organizations and churches that may work and interact with potential college students.
Letter introduces Director, along with a brief list of all EOF services available both in English and
Spanish. Program brochures are also included in English and Spanish and Director’s business card.

**Alumni Relations Recruitment Activities**

While there are no formal recruitment activities, all of the 18 members of the Alumni Board
enthusiastically promote CCM wherever they go and through their social media connections on
Facebook and LinkedIn.

One of the board members has her grandson attending CCM and she continuously tries to convince his
circle of friends to attend. And as many know, board member, Carol Fitzpatrick, simultaneously recruits
employees for UPS and advises them to attend CCM and take advantage of UPS’s tuition reimbursement
program.

One other incentive that we promote through our Alumni Newsletter and on our website, is the Alumni
Scholarship program. This is specifically for children and grandchildren of alumni and has grown from 1-2
awards a year to 8 or 10 being awarded annually.

**Disability Services Recruitment Activities**
• Outreach to all local high school Child Study teams and held a “Child Study Team & Transition Coordinators Information Session” in October. Over 50 counselors attended from 20 different high schools.
• Attend local high School Open House/College Fair information sessions for CCM’s Disability Services.
• In April we will have a “Student and Parent Information Session” to help students with disabilities transition into college and answer questions parents and students may have.
• Served as a panelist at Parsippany High School for their annual “Questions for Disability Services Providers” parents and student attended.
• Meeting with local high school administrators to discuss documentation requirements, give presentations to students that receive services and set up to have students also attend as “Challenger” students – Calais High School, Celebrate the Children, Sheppard School.
• Conduct High School Tours on CCM Campus for disability students – for 2014/2015 we did about 10 tours and have future tours scheduled for spring 2015.
• Conduct individual registration/orientation with students and parents to services (this is done prior to placement testing and sometimes before students make the decision to attend CCM)
• Students register for Accuplacer Placement Exam with Disability Services and receive the appropriate accommodations for testing.

CCM in Morristown Recruitment Efforts

• Recruitment efforts were made in Morristown with the appointment of Charles Lamb as Director.
• The HQP location held registration events twice a semester that included the presence of the Registrar, Bursar, Financial Aid and Academic Advisement. These events were very successful.
• These were eventually were phased out as being seen as taking resources from the Randolph campus. Recruitment efforts were not a mandate for either HQP or 30 Schuyler Place locations.
• We are not given any marketing materials or any other recruitment literature besides financial aid information on a regular basis. Mr. Willis always call at the beginning of the semester to see if we have updated materials.
• With the discontinuation of the printed college catalog, we cannot hand out any materials related to credit course or programs. We do not regularly receive the Connections brochure unless we go to campus to pick up any that are available. They are not regularly delivered to us. We do receive a bundle of CPPs catalog at each printing to put out.
• CCM in Morristown also produces an independent noncredit catalog of the courses that we schedule. We also produce handouts of the courses that we create and Charles will deliver them to the local libraries. A handout of all credit classes being offered at the Morristown location is produced for each semester for students currently taking courses in Morristown and for those asking specifically for credit classes held in Morristown. This is done for the convenience of the students at Morristown.
• Independent recruitment efforts:
o If a potential student comes in asking specifically about credit courses, we either direct them to the appropriate department or to the website.

o Currently, we do not have enough information regarding any of the departments to properly answer all the questions a student may have.

**Marketing Activities for Career and Professional Programs Division**

**Career and Professional Programs**
- Email blasts during the 3 weeks leading to the start of each semester advertising upcoming courses to past CPP students.
- Mailing Continuing Education catalog to 175,000 Morris County residences at the beginning of each semester.
- Hold information sessions for certificate programs at the beginning of each semester.
- Attend various health and career fairs - Morris County Employee Fair, Morris Plains Health Fair and others.
- Guest speaker at Job Seekers and other civic groups in Morris County 3-4 times per year.
- Attend various Morris County Chamber of Commerce events.
- Press releases throughout the year.
- Social media postings throughout the year, average 1 per month; LinkedIn and Facebook mostly.
- CCM Website postings.
- Catalogs distributed to Morris County libraries for public distribution.
- Participate in Morristown Festival On the Green in September.

**College for Kids**
- Email blasts to past participants.
- Attend various health and career fairs - Morris County Employee Fair, Morris Plains Health Fair and others.
- Press releases throughout the year.
- Social media postings throughout the year, average 1 per month; LinkedIn and Facebook mostly.
- Sign at campus entrances for 2 months leading into the summer.
- Flyers to schools.
- Mailing 12,000 brochures to towns surrounding CCM.
- CCM Website postings.
- Participate in Morristown Festival On the Green in September.

**CCM Celebrates Seniors**
- Email blasts to past participants.
- Mailing 5,000 brochures to past participants, senior housing complexes and local Senior Centers.
- CCM Website postings.
- Brochures distributed to sponsors for further distribution.
Center for Business and Technology

- Email blasts during the 3 weeks leading to the start of each semester advertising upcoming courses to past CPP students.
- Mailing Continuing Education catalog to 175,000 Morris County residences at the beginning of each semester.
- Guest speaker at Job Seekers and other civic groups in Morris County 3-4 times per year.
- Attend various Morris County Chamber of Commerce events.
- Press releases throughout the year.
- Social media postings throughout the year, average 1 per month; LinkedIn and Facebook mostly.
- CCM Website postings.
- Participate in Morristown Festival On the Green in September.
- 2-4 visits per week to potential corporate clients.

Health Grants

- Billboards on Routes 10 and 46.
- Social media campaign on Facebook, LinkedIn, Twitter and others.
- Press releases throughout the year.
- Posters on local businesses and social services facilities for targeted participants.
- Guest speaker at Job Seekers and other civic groups in Morris County 3-4 times per year.
- CCM Website postings.
- 2-4 visits per week to healthcare facilities with potential participants on their staff and who may hire graduates.

Recommendations:
The Career and Professional Programs Division is being restructured and reevaluated.

College mailings

- The college produces two publications that are distributed county wide:
  - County College of Morris Connections and the Continuing Education brochure

Recommendation:
- The college’s academic programs and list of transfer schools should be advertised in every publication to remind readers of our offerings and success of our students.
- Open houses should be advertised.
- Alumni social media campaigns.
Retention Strategies Task Group Report

Task Group Members:
Clayton Allen          Jill Schennum
Nancy Binowski         Maria Schiano
Laura Lee Bowens       Keith Smith
Janique Caffie         William Solomons
Jefferson Cartano      John Urgola
Christine Kelly
The SEM Retention Strategies Committee met 4 times over 4 months.

Meeting 1 – February 5, 2015

In our first meeting, it was determined that the committee required:

- A mission statement. During the first meeting a rough draft was created and in the second meeting the statement was finalized.
  
  See Appendix - Item 1

- A document recording current CCM Retention Initiatives List.
  
  See Appendix - Item 2

- 2013/2014 academic programs retention and graduation statistics.
  
  See Appendix - Item 3a – Graduation Rates
  
  Item 3b – Retention Rate (Graduated students not subtracted from Not Retained)

- A chart to align retention initiatives with retention rates and graduation rates.
  
  See Appendix – Item 4a, 4b and 4c

- Student Advisement Questionnaire
  
  See Appendix - Item 5

SEM Retention Strategies Committee Recommendations:

1. All faculty should receive Advising Cadre Training during Professional Days.
   
   Rationale - We believe faculty could do a better job of advising students if they had an annual detailed update on all curriculum, program and policy changes.

2. All students (full-time and part-time) should be required to meet with an advisor prior to registration.
   
   Rationale - The number of part time students attending CCM has increased significantly and this population is too valuable to the college to allow them to matriculate without proper guidance.

3. Continue SEM Retention Pilot - Two dedicated student advisement stations consisting of a computer and printer. The station will serve students seeking advisement from the faculty in the 4 academic departments located on the third floor of DeMare Hall. Student Advisement Stations functions are limited to:
   
   a. Printing and Academic Evaluation
   
   b. Printing a Curriculum Check Sheet
   
   c. Filling out and printing a simple Student Advisement Questionnaire Appendix Item 5

   Rationale – This program is a stepping stone on the way to implementing fully automated guided pathway software at CCM. This pilot may glean valuable information that will help with the Guided Pathway implementation.

4. Purchase Colleague Guided Pathway Software

5. Utilize Retention Initiatives, Retention Rates And Graduation Rates Chart to create a CCM Retention Best Practices List
Rationale – We believe the information we have gathered concerning Retention Initiatives, Retention Rates and Graduation Rates can be mined to discover which initiatives are effective at keeping students in class, on track and efficiently graduated.

6. Consider making CSS 011 College Student Success Course mandatory for all students who test into ENG 025 Writing Skills.  
Rationale – The initial outcomes assessment information of the CSS 011 is very positive. Making the course mandatory for all students who test into ENG 025 Writing Skills would simplify advising and scheduling and increase the number of students assisted.  
See Appendix – Item 6 CSS 011 Outcomes Assessment

Retention Strategies Committee NEXT STEPS:

1. Research retention initiatives implemented at two year colleges in state and nationally  
   a. Determine efficacy  
   b. Look at cost of implementation

2. Investigate feasibility and cost of simplifying, humanizing and emphasizing ease of use of all CCM Systems  
   a. CCM Web Site  
   b. WebAdvisor  
   c. BlackBoard  
   d. Advisement and Registration  
   e. Graduation Process  
   f. Have student test run all new endeavors before implementation

3. Look into improving communications in all areas of the college  
   a. College to student  
   b. Academic Departments to students  
   c. Faculty to student  
   d. College to Faculty and Faculty to College

4. Consider asking CTE to offer a Teaching Tune-Up, seminars aimed at increasing student success and retention

APPENDIX

Item 1: Retention Strategies Committee Mission Statement

Item 2: CCM Retention Initiatives List

Item 3: Retention and Graduation
Appendix – Item 1

Retention Strategies Committee Mission Statement

The Retention Strategies Committee has the goal of improving the retention of CCM students, leading to higher graduation rates. We recognize that a community college must serve the needs of the community, and that some of our students will take courses at CCM to transfer credits to other colleges, for career advancement, or simply for enrichment. We value high academic standards for CCM students and wish to ensure that our students receive the appropriate advice and foundations to allow them to choose courses and programs that will best support their academic goals and to receive assistance in their course work. To this end, the Committee will examine ways that instruction, advisement, scheduling, orientation, remediation, tutoring, and extracurricular activities can best meet the goals of student retention, graduation, and transfer.

The SEM Retention Strategies Committee met 4 times over 4 months. In our first meeting, a rough draft of a mission statement was created and in the second meeting the statement was finalized.
Appendix – Item 2

CCM Retention Initiatives List

Student Development and Enrollment Management Retention Strategies

COUNSELING AND STUDENT SUCCESS (CSS):

- Retention Alert - Faculty driven report that alerts the college about students who are at-risk of not succeeding academically.
- Withdrawal Outreach – At the conclusion of each semester, students who filed for total withdrawal from the semester are sent a communication via mail encouraging them to return to college for the forthcoming term. CSS uses an Excel database that lists each student who withdrew.
- Project Success - This program is designed to support students who have been placed on Academic Probation for the first-time in their career at CCM. The goal of the program is to work with the student in identifying those internal and/or external factors that are preventing them from being successful academically. The program goal is to have 75% of participants complete the program and 50% of those completing earn a semester GPA of 2.0 or better.
- Project Completion – Students who have completed 30 credits with a cumulative GPA of 2.0 or better receive an email communication from the Transfer Coordinator which outlines the benefits of earning the Associates degree prior to transferring.

ATHLETIC DEPARTMENT:

- Progress Reports
- Study Halls
- Student-athletes Orientations
- Student/Athlete Advisement Sessions
- College Success course enrollment (would like to make mandatory for all incoming Student-athletes that have remedial courses)
- Our latest strategy has been to (with the help of Jeri LaBruna) create a BOE Report that allows us to monitor the current status of student-athletes.
  1. The BOE Report is run Monday, Wednesday and Friday’s throughout each semester.
  2. Mid-term warnings are listed on this report.
  3. Recommend attendance and professors’ comments be added to the report to improve our ability to monitor student-athletes closer.
- The Counseling Office is vital in all of our initiatives, especially John Urgola (Student/Athlete Academic Advisor)
BMET Retention Strategies

BUSINESS:

- Student Organizations:
  1. Alpha Beta Gamma (RHO Chapter) is an International Business Honor Society
  2. Young Entrepreneurs of America (YEA) is an organization where business students can network, share ideas, learn about the economics of entrepreneurship, and ultimately gain a real world perspective
  3. Finance Club - focuses on investment strategies and will provide a meaningful social/academic experience for its members. Students will invest competitively by using a simulative investment web-site called Stock-Trak.

- Accounting Tutoring: In order to increase the success rates in Accounting courses, the department provides faculty-led tutoring sessions and student-led tutoring sessions. During the spring 2013 semester, the department provided 22 faculty-led tutoring sessions and 26 student-led tutoring sessions.

- Group Advisement Sessions: The Business Department held two group advisement sessions in November, 2014. One session was for students with 29 or less credits. The other session was for students with 30 or more credits. Both sessions covered the requirements for the Business Administration Degree (P2110) and the Business Career Degree (P3400). The focus of the session for students with 29 or less credits was on the curriculum, including non-credit Math and English courses, and how to make the most of Business and Free electives. The focus of sessions for students with 30 and more credits was on meeting graduation requirements. Representatives from Record and Registration presented information on applying for graduation. A representative from the Transfer Office was also at the session and she addressed the transfer process. She also provided detailed information on transfer requirements to the business programs at some of the more popular four-year colleges. The sessions were well-attended and the presentations excellent.

- In the fall of 2014 we piloted a three day a week accounting class for Accounting I. Accounting classes meet for 200 minutes a week. Typically, traditional accounting classes meet two days each week. Each class being 100 minutes in length. This fall we trialed having the class meeting for three days. Two of the days the class runs for 75 minutes and third day the class runs for 50 minutes. This broke out the lab hours into a separate day thus making it easy to ensure that the students work on problems during the lab period. Breaking this away from lecture time really does make sure that this time is used for hands on application of accounting problems.
  - This course proved to be successful. We added a second section of this for spring 2015 and per student request will being adding this format to the fall 2015 offerings for Accounting II. I have received excellent feedback from students using this format.

MATH:

There are 107 P2150 (Math/Science Option) majors attending the spring semester.
Retention Strategies in Place:
- We have set up voluntary recitations that meet once a week in the following Math courses for those students who attend:
  - Pre-calculus (MAT 123)
  - Calculus I (MAT 131)
  - Calculus II (MAT 132)
  - Calculus III (MAT 230)
- Students are encouraged to come to an informal math session where questions can be asked or topics can be discussed or problems can be worked out by them on the board. Each recitation is 1 hour long.
- There is also additional tutoring set up for MAT007 students in the Math Center. Both Math labs (where MAT007 is taught) are located right across the hall from the Math Center. Students are constantly encouraged to go to the Center for extra help.

Retention Strategies to Come:
I am the key advisor for all 107 math majors. I would like to divide the math majors among the 16 full-time Math faculty (which includes myself) and promote a more personal one to one advisement session versus the advisement week group session.

ENGINEERING TECHNOLOGIES:
- Engineering Technologies has a faculty-lead tutoring session targeting high failure courses in the Engineering and Engineering Technology curriculum. That is pretty much it as far any special retention strategies.
- Below is the standard information we have for advising and guiding students in the program:
  - "All full-time new students to the college are invited to go through an orientation process and are required to complete an advisement session prior to the start of their first semester. A critical component of the new student advisement process is ensuring that a new student has enrolled in the correct program.
  - Each semester, full-time students pursuing a degree at County College of Morris must see their faculty advisor to obtain advisement clearance in order to register for classes. Full-time students not receiving advisement are prevented from registering for classes by an "advisement flag" in the college’s student information system. Part-time students do not have an "advisement flag” preventing them from registering, but the department does send out emails to all of the students in all its programs encouraging them to attend either one of the group advisement sessions or visit a faculty member for advisement. The department has used group advisement sessions over ten years as a means of providing advisement for a large block of students, and they work well with students who have been taking courses in accordance with the suggested sequence on the curriculum check-sheet. Students who fall outside the suggested sequence are encouraged to have a “one-on-one” session with a faculty advisement. Lately the
college has been providing funds to cover the cost of food for these sessions, making them very popular with the students.

- During these advisement sessions students are required to bring with them their Program Evaluation (Degree Audit) printout, using this document and the guidance of faculty, students map out a set of courses that will best meet their goals for the upcoming semester. The Program Evaluation is a document produced by the college’s student information system and available to students via the college’s Web portal. The document lists all the required courses for the curriculum per the student’s catalog year and it also list the courses that have been completed, along with the grades received, in each of the categories.
- In addition to discussing transfer and career opportunities with faculty in the program, students may seek out advice from the Office of Counseling Services concerning transfer opportunities or from the Office of Career Services concerning employment. The Office of Career Services is an excellent resource on resume preparation, interviewing skills, employment research and the office offers these services to our graduates for free. Graduates from County College of Morris are always eligible to take advantages of these career services throughout their employment lifetime (not just their first job).”

HOSPITALITY MANAGEMENT/CULINARY ARTS:

- The Hospitality Management students have the opportunity to participate in the Gourmet Club which annually organizes a field trip and sponsors other activities throughout the year.
- In the fall 2014 semester the Hospitality department performed an analysis of students with between 25 and 35 credits. These students were then contacted via e-mail and asked to arrange for a meeting with the department chair to review their progress. There was no response to the e-mail from any of the students. Further efforts were made to contact via telephone but were equally unsuccessful. The students have not contacted the department with concerns and are not inclined to participate unless the program is required.
- Our next effort will be to attach the advisement form to the co-op/internship program as a pre-requisite to registration for the courses. In this manner we hope to assess and prepare the student for their second year here at CCM. Typically students take co-op in the first summer session which will put them between twenty to thirty credits and should provide a good opportunity for the advisement.
- The form currently suggested would be most beneficial if it could be instituted as an e-format with drop down menus rather than a hard-copy that needs to be filed. The Advisement program seems to be very helpful and will be a benefit to the students as a follow-up to our HOS 106 “Success in Hospitality” Course. The concern now is creating a focus where the student needs to complete the advisement in order to move on in their studies.

INFORMATION TECHNOLOGIES:

The following details the various formal and informal strategies that the Department of Information Technologies has implemented or in the process of implementing. The goal of many of these initiatives
is to increase the amount of direct contact the IT department has with our students and to engage them in activities outside of the classroom.

- Providing relevant, current curriculum. We have recently added new courses in Digital Forensics and Mobile App Design, updated our Information Security certificate and proposed a new course in Advanced Web Programming. Curriculum changes are underway to update our Digital Media Technology degree, and Web Development certificate. A new AAS degree in Information Technology, certificate in Digital Forensics, certificate in Advanced Web Development and additional mobile app development curriculum are also underway. Discrete Mathematics will also be added to the Computer Science curriculum.

- IT Peer Tutoring Center. Staffed by IT students, this tutoring center provides assistance to those IT students requiring extra help in their course studies.

- Articulation Agreements. New articulation agreements need to be established for the IT degrees at the most popular receiving institutions for our graduates (NJIT, Montclair, Ramapo, William Patterson, Rutgers). Other efforts are underway with articulation agreements for our Information Security program.

- New IT Student Orientation and Registration Summer Sessions – New IT students meet as a group over the summer, are introduced to faculty and department programs and provided advisement for registration.

- Required advisement for full-time students.

- Monthly emails to students – information specific to curriculum advances, changes, extra-curricular programs, etc.

- IT Student Showcase. Superior student projects on display in Emeriti Hall. Looking into other avenues of showcasing work including YouTube videos and other social media outlets and locations on campus.

- Student Clubs
  a. Student Electronic Game Organization
  b. Cyber Security Club

- IT Dept Facebook page (facebook.com/ccmITdept)
- IT Dept Twitter Feed (@ccmITdept)
- Planned Renovation of Student Labs and Student Project and Club Space – redesign plan is to provide improved space for collaborative, active learning in classrooms and to provide an “innovation tank” workspace for student project work or independent projects.

- IT Information feed on Emeriti hall monitor – a live feed of current information pertaining to special programs, advisement information, etc.

- CCM IT Department App - Nicknamed the "IT Department in Your Pocket", it provides students direct access to department, program and faculty contact information.

- Development of other CCM Department Apps. IT Student App Development teams are working on apps for all other academic departments as well.
CRIMINAL JUSTICE:

The Criminal Justice Department has been utilizing the student list from Jan Caffie and sending out periodic emails to all Criminal Justice students, as well as resurrecting the CJ Club and promoting membership. Other strategies being developed for this year are more targeted advisement, including specific outreach to part time and night students.

Liberal Arts Retention Strategies

COMMUNICATION:

- Community Building - Growing and maintaining cohesive and inclusive student organizations such as Student Film Association, Younghstown Edition, and Sigma Chi Eta.
- Event Planning - Offering numerous events with Communication, Journalism, and Broadcasting related themes: Legacy Project, Bring It to the Table, Miss-Representation, Adelante, Bridegroom, Advisement Week, Career Week.
- Curriculum Streamlining - Improving the clarity and consistency of program and course titles and descriptions. Offering a wider variety of courses (Advertising & Society, Media Literacy), and expanding our pool of restricted electives to permit Communication majors to better customize their degree.
- Articulation and Transfer - In addition to the CSE and Rutgers Newark, we are currently in talks with Rutgers New Brunswick, Montclair State University, and FDU.
- Course Development - Media Literacy, Advertising & Society, Special Topics in Political Communication, Special Topics in Public Speaking.
- Department Promotion and Relations - Highlighting the scholarly achievement and media attention of faculty: *Telling Your Story: A Narrative Approach to Public Speaking, Hollywood Soap Box*
- Weeding and hiring adjuncts.
- Advisement and Registration Sessions - All Communication, Journalism, and Broadcasting students receive individualized attention at registration sessions and/or in office sessions.

ENGLISH AND PHILOSOPHY:

The Department of English and Philosophy believes that all retention begins with effective and sustained academic advisement. To this end, we have faculty available Monday through Friday of every week, with hours that run from 8:30-4:30 PM. The Chair remains on campus to support any late afternoon or early evening advisement issues. The Chair and both Assistant Chairs also conduct advisement via both the telephone and email for part-time students who have great difficulty coming to campus during normal business hours but who are close to degree completion.

- We also strongly encourage all our students--not just those in developmental courses--to make regular use of the Writing Center.
- We offer 8-week early and late-start developmental classes to help students complete their remedial requirements as expeditiously as possible. Also, we offer early 5-week ENG 022 classes.
and corresponding 10-week ENG III classes for eligible students. Such a configuration allows them to complete English Composition I on time.

- The Chair advises all Teacher Ed/English students and monitors GPA.
- We believe cultural experiences enhance student engagement. We offer two dramatic productions every year and hold our annual poetry reading every April.
- Many faculty use Blackboard to enhance our classes. More will follow.
- We remain an excellent resource for any student--Liberal Arts or other--who has questions regarding curricular issues. We turn NO student away without an answer to his/her question.

HISTORY AND POLITICAL SCIENCE:
The faculty members of the Department of History and Political Science engage in a variety of activities to retain and recruit students. Among the most important are the following:

**Instructional Retention:**

- Open communication with students, including using Blackboard® as a supplement for all courses.
- Providing study guides and review sessions for exams.
- Providing some direct help to borderline students.
- Urging students to make use of the outstanding academic support programs that CCM makes available, and announcing relevant workshops in class (e.g. the Counseling & Student Success series).
- Contact each student who misses a quiz to schedule a makeup quickly.
- Allow students to tape lectures and providing individual extra help when necessary.
- Quickly responding to student questions.
- Informing students that if they receive an Incomplete or Failure that they can still pass the course if they failed because they did not complete the course assignments.

**Advisement Retention:**

- Inform students--when they first meet with an advisor--about the realities of transferring out of the college early: they stand to lose credits.
- Encourage students to stay at CCM for the entire degree program: they can take the credits they have earned anywhere in the state system.
- Remind students that the costs at CCM – even with occasional raises in fees and per credit tuition -- is still better than almost anywhere else in the state.
- Advise virtually everyone who comes to the department, even if they are not our assigned students. Let students know that they can come back to see us at any time for advisement or to discuss their course of study.
- Provide students with a pre-made advisement form, which includes notes on advisement issues and recommendations. The form includes faculty member’s contact information in case there are any questions. Each student is given a business card.
Recruitment:

- Department faculty members attend college-sponsored open houses
- Program flyers are distributed to interested students
- Department faculty respond quickly to questions from potential students

LANGUAGES AND ESL:

The Languages and ESL Department is trying to retain and recruit students in the following ways:

- ESL New Student Registration - The department holds multiple orientation sessions for new ESL students throughout the year (they do not attend general new student registration). The orientation includes introducing students to the U.S. American college system and training them to use all of the appropriate CCM computer systems as to make the registration and advisement processes as accessible and user-friendly as possible.
- Hiring & Adjunct Training - The chair and assistant chair have made a conscious effort to hire and retain outstanding adjunct faculty who not only are experts in their fields but also talented and inspiring lecturers. All adjunct faculty, particularly new-hires, are informally mentored to help build camaraderie and morale. Open and frequent communication is also maintained so that any obstacles and/or challenges can be dealt with quickly and appropriately.
- College Student Success Course - The Languages & ESL Department has taken responsibility for the development and growth of the College Student Success course. Already, data have shown that the course positively impacts student retention and GPA.
- Off-Campus Events - In addition to open houses, some members of the Languages & ESL faculty have participated in events off-campus when relevant to our fields. This raises awareness of the college, its faculty, and its programs, and builds a positive rapport with the community. Prof. Picallo and Prof. Hart, for example, have been regular attendants to the annual gala of the Morris County Organization for Hispanic Affairs. Prof. Picallo, in fact, is a former board member. In addition, Prof. Hart gave a lecture on linguistics at the Morris County Library last January.
- Smarter Scheduling - The department has employed new strategies to help mitigate the number of cancelled sections per semester and offer a more accurate number of sections that meet the students’ needs.

MUSIC, DANCE AND PERFORMING ARTS: In Process

PSYCHOLOGY AND EDUCATION:

Advisement

The faculty—full-time and some adjuncts—make our students a priority by spending time with them throughout the semester. We believe developing a positive rapport between faculty and student is the cornerstone to retention and student success. The time spent with our students includes, and not limited to the following: group advisement, individual advisement, and personal coaching. When a student shares with the faculty needs and concerns that may require additional intervention, we will
refer the student to: *Counseling and Student Success, Disability Services, and The Math and Writing Center*.

The students in the Teacher Education and Early Childhood programs are supported through personal and group meetings, individual and group transfer sessions, professional coaching, and providing appropriate locations such as: schools, and daycare centers to successfully complete the program. The professor is in continuous contact with the students to provide encouragement through e-mail and informal conversation.

**Instructional**

The students in the Psychology and Education classes are supported through well-organized and prepared classes. We are committed to providing clear learning objectives for each class and providing the necessary support for the student’s success. The faculty are sensitive to the multiple learning styles; therefore, we utilize the following retention strategies:

- Tutoring
- Review Sheets
- Supplemental Tools— Blackboard, Connect, PowerPoint, MyPsychLab, etc.
- Make-up exams
- Challenging assignments
- Comprehensive Portfolio
- Informal assessments to provide an opportunity for the students to interact

**Activities**

The Psychology Department provides a Psychology Club for students who may want to have more in-depth conversations about the discipline with their peers. In addition, we also encourage students to join Psi Beta, a national honor society in psychology for community colleges.

**Advertisements**

The Early Childhood and Teacher Education program faculty are affiliated with the following association:

- The National Association for the Education of Young Children (NAEYC)
- The New Jersey Association for Early Childhood Teacher Educators
- The National Association for Teacher Educators at an Associate Level (ACCESS)

In addition to our professional affiliations, we have developed positive relationships with many four year institutions. We believe communicating our affiliations and relationships with the other institutions may encourage them to complete their program at CCM.

**SOCIOLOGY, ECONOMICS AND ANTHROPOLOGY:**

- The most important retention strategy used in this department is the developing of rapport between faculty and students in the context of their courses. Faculty encourage students to meet with them during office hours, discuss issues in their classes, and pursue additional help
where needed. Faculty use Blackboard supplements to courses to encourage questions and communication. In addition, faculty stress, in their introduction to their courses, the advantages of a community college education (small class size, interaction with faculty, a supportive teaching-oriented environment).

- Clearly this strategy becomes less effective with a higher adjunct - full time ratio. Adjunct faculty simply do not have the time or resources to offer this kind of in-depth support.
- Advisement is an important retention strategy. Full-time faculty sit down with students to discuss courses for the next semester, how they are doing in school, what challenges they confront, what their future academic/career goals and objectives are, what their transfer goals are, and how best to meet them. Faculty inform students of the advisability of getting the AA or AS degree before transferring. Faculty encourage students to return as needed.
- Unfortunately, Liberal Arts faculty often do not see the same students each semester.
- Human Services students ALL must see either Dr. Weyer or Dr. Schennum for one-on-one advisement. This is becoming problematic as Dr. Weyer has retired, and Dr. Schennum is now solely responsible for advising the 158 Human Services majors.
- Students are encouraged to go to the Tutoring Center for additional help when needed. Faculty have recruited Economics tutors and Sociology tutors for the Tutoring Center. Students are encouraged to go to the Center for Disabilities for additional help when needed.
- The department offers a variety of co-curricular speakers and events to engage students in intellectual life on campus.
- The department sponsors the Gender Studies Club to engage students in connecting intellectual concerns with student life.

**VISUAL ARTS:**

The Visual Arts Department continues to practice what we believe to be a very effective strategy of advising all majors within the department. In addition, this effort is further aided and made specific to student needs by meeting with advisors from their Program Areas- Fine Art, Design, Graphic Design and Photography Technology. Each program has two advisors assigned to advisement tasks. In this way, questions regarding progress, curriculum, transfers and careers are directed to those who can best give relevant advice by discipline. We feel that students within the Department are well served by this system.

- It is known that involvement in activities across the college help immensely in retention. The department sponsors three clubs, the Art Club, the Fashion Club and the Photo Club, each highly active and successful. Furthermore, bus trips to museums and opportunities for exhibitions are also offered. There is an annual purchase prize for student work and a recently endowed Tony Lordi Scholarship to recognize, support and encourage a Visual Art major.
- The department participates in various outside competitions such as the Design Derby sponsored by the New Jersey Chapter of the Art Directors Club, a national organization. CCM’s Graphic Design team took the top honors in 2014 competing against eight other colleges (seven of which were 4-year programs).
• The *Promethean*, a Literary and Visual Arts magazine produced by a hand-picked group of advanced Graphic Design majors, promotes and celebrates the creative work of students across the campus. This prestigious publication annually wins national and international awards for excellence in print publication. Participating students are able to list a significant publication credit on their resumes.

• The excellent reputation of CCM in general and the Visual Arts Department in particular, are great draws for enrollment, but also aide in retention. Students know the value of CCM’s education relative to other colleges and universities. Students are also aware of the excellent transfer opportunities.

• Future possibilities under consideration:
  - Target emails
  - NSO sessions
  - Follow-ups at pre-designated levels of credit completion
  - Extended Open Studio Labs

Health and Natural Sciences Retention Strategies

**ALLIED HEALTH:** In Process

**BIOLOGY AND CHEMISTRY (Per Christine Kelly and Dr. Maria Isaza):**

The Department of Biology and Chemistry currently uses the following retention strategies:

• Establishment of articulation agreements.
• Opportunities for internships and to work in the preparation laboratory.
• Ensure that the department has appropriate office hours coverage.
• Faculty has open door policies in terms of extra help (i.e. students are encouraged to stop by if they need help in person, by e-mail, etc.)
• Faculty encourage students to attend the Science Center if they need additional help.
• Advisement, not registration. Faculty work closely with the students to plan out two or more year plans and make them aware of when certain courses are offered (i.e. Organic Chemistry I in fall, Organic Chemistry II in spring, Essentials of Organic Chemistry in summer).
• Faculty members are participating in a pilot program for advisement.
• Faculty are active in participating in group advisement sessions.
• Biology and Chemistry courses are offered at variety of times during the day as well as the evening during the fall and spring semesters. We also offer two 14-week courses in the fall and spring and some of our courses are offered in the hybrid format. We also have a variety of courses in the summer.
• During Career Week, speakers attend and try to get the students excited for fields they may be able to enter within biology/chemistry.
• The Assistant Chairperson carefully analyzes and evaluates adjunct performance.
• Students are encouraged to join the Biology Club, which helps to give them a sense of
camaraderie with other science majors and exposes them to a variety of scientific disciplines and potential fields of study.

- Diagnostic tests are given in Chemistry, which helps to determine preparedness for the course.
- Addition of online homework in Chemistry courses.

**EXERCISE SCIENCE:** In Process

**LANDSCAPE AND HORTICULTURE** (Directly from Brian Oleksak):

- The most important tool for LHT is offering classes at night and in a hybrid format. If a student foresees that they cannot finish their degree because of day-only offerings or traditional format (with multiple meeting times per week), they will not be back.
- Craig Tolley and Brian Oleksak push all students to get advised and registered by the end of the prior semester. For those that are still unregistered prior to the start of class, we send a hard copy mailing with a schedule of all LHT classes offered. This motivated a few of last year’s students to get registered on time.
- We work closely with both the student and prospective horticultural employers to find matches for employment. Employers who advocate for our program will give the student the time off when he/she needs to be in class and will push the student to finish. We’re beginning to get some decent referrals of new students now from these employer relationships.

**NURSING** (Directly from Monica Maraska):

- The Nursing Program offers a day and evening track of study. This allows students with daytime obligations to complete the program for the most part in the evening.
- We offer "group tutoring assist" in each semester. This is provided once a week to students who are failing or at risk of failing (low exam grades), in the professional phase.
- In addition to traditional advising, we present 3 informational sessions each semester to pre-professional nursing students. We send out emails and post cards as well.
- We coordinate advising sessions with Jill Wells and Betty Bahnatka each semester. Faculty is scheduled for advisement during Advisement Week for at least 4, usually 5 days that week.
- We attend hospital educational open houses to promote our program.
- We identify strong students in the professional phase to apply to work as tutors in the Tutoring Center.
- We are in the process of providing more information on our website for interested students in the form of FAQs.
- We work hard with clinical affiliates to promote our students to assist with job placement.
Task Group Members:

Nancy Binowski  Craig Pilant
Nieves Gruneiro  Denise Schmidt
Debbie Hatchard  Cheryl Smarth
Maria Isaza  Maureen Sutton
Christine Kelly  Sheri Ventura
Monica Maraska  Jill Wells
SEM ACADEMIC PROGRAMS TASK GROUP

The SEM Academic Program Task Group analyzed all academic programs with respect to:

1. Cost
2. Degree Completion
3. Delivery and facilities
4. Capacity
5. Need of current and new programs/transferability
6. Offerings

Cost

John Young presented various formulas and calculations utilized to examine the cost of a program. Highlights of his presentation include the following:

1. Direct costs - looks at how much a program costs and then how much money it brings into the college; biggest cost is instructional (full-time versus part-time); supplies and maintenance of departmental equipment; other costs are small unless there are labs associated
2. Indirect costs - one dollar spent in classroom, another dollar outside classroom; student services; administration; public safety, etc. Indirect costs are divided among all departments on campus.
3. Offset of costs is tuition and college fees, registration fees, technology fees, lab fees, etc.

Table 16 details cost per program (please see attached). Some programs are profitable while others generate negative margins.

Suggestion: Further investigation into the 10 programs listed with negative margins.

Degree Completion

Overall Degree Completion: The following data were obtained from Institutional Research reports on overall degree completion at CCM.

<table>
<thead>
<tr>
<th>Entering CCM</th>
<th>Report Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 05’</td>
<td>2008</td>
<td>23.2%</td>
</tr>
<tr>
<td>Fall 06’</td>
<td>2009</td>
<td>21.8%</td>
</tr>
<tr>
<td>Fall 07’</td>
<td>2010</td>
<td>20.7%</td>
</tr>
<tr>
<td>Fall 08’</td>
<td>2011</td>
<td>21.6%</td>
</tr>
<tr>
<td>Fall 09’</td>
<td>2012</td>
<td>23.3%</td>
</tr>
<tr>
<td>Fall 10’</td>
<td>2013</td>
<td>22.3%</td>
</tr>
<tr>
<td>Fall 11’</td>
<td>2014</td>
<td>27.2%</td>
</tr>
</tbody>
</table>

* This data is based on first-time, full-time, degree-seeking cohorts.

As per Institutional Research, the overall graduation rates have been slowly increasing since the fall of 2007. The increase is evident, however 2014 was our largest graduating class, which helped increase the
graduation rate. It may not necessarily be a continuing trend. If you take several years into account, our average graduation rate is about 22 – 23%, with 2010 being a ‘bad’ year and 2014 a ‘good’ year.

Completion by Degree Type: The following data was obtained from Institutional Research reports on degree type completion from 2011 to 2014.

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>10 – 11</th>
<th>11 – 12</th>
<th>12 – 13</th>
<th>13 – 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.</td>
<td>359</td>
<td>291</td>
<td>284</td>
<td>395</td>
</tr>
<tr>
<td>A.S.</td>
<td>419</td>
<td>412</td>
<td>473</td>
<td>576</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>303</td>
<td>344</td>
<td>337</td>
<td>319</td>
</tr>
<tr>
<td>A.F.A.</td>
<td>64</td>
<td>63</td>
<td>61</td>
<td>67</td>
</tr>
<tr>
<td>Certificate</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1,149</td>
<td>1,110</td>
<td>1,158</td>
<td>1,365</td>
</tr>
</tbody>
</table>

As per Institutional Research, overall degree completion has increased for A.A. and A.S. degrees; A.F.A. and certificates have maintained degree completion and A.A.S. degree completion has decreased slightly. The Task Group needs to keep in mind that 2013/2014 was a really good year. If you look at last year’s report (ending with 2012/2013) with the percent change, you will see that the A.A. degree has actually declined over the years and the A.S. degree has increased. There are also only 2 academic certificates (P5710 – CAD and P5134 – Early Childhood) which students can complete. All other certificates of achievement currently are not evaluated as part of the graduation process.

Top Ten Programs with Degree Completion: According to the data obtained from Institutional Research reports on degree completion, the following are the top ten degrees that have degree completion:
Suggestions: Christine Kelly reports that the SEM Retention Task Group is looking at retention rates and the relationship between what each department is doing to retain their students. A question to be raised by our committee could be to investigate if there is a relationship between what each department is doing to retain their students and graduation rates of those degrees. Also, in regards to the top 10 programs, further investigation with those programs on why these have a higher graduation rates than others.

Delivery and use of facilities/capacity

Institutional Research prepared a report that shows the correlation between drops (“D” in WebAdvisor) and subject type (i.e. English, Biology, Chemistry, etc.) over the last two years. These data were requested to see if there are any patterns in the numbers of drops within certain subjects. If a trend or pattern is seen, the Task Group would like to investigate the particular courses that those drops may be occurring in. This could allow for re-evaluation of course caps. For example, if trends showed that on average 5 students drop ENG 025 and the current caps are 15 students then maybe the course cap should be increased to 20 students with the understanding that on average 5 students will drop ENG 025. Of course, the number of available seats in a classroom would need to be kept in mind when re-evaluating course caps.

a. The Task Group reached out to Tom Burke, Director of Human Resources, to get a better understanding of how credit hours and teaching hours are related and to understand how class caps were determined. These questions were asked in regards to increasing caps on classes to ensure that when making suggestions that we were not violating the FACCM contract or increasing faculty loads beyond the contractual obligations. The two questions that were asked are as follows:

i. Do you know the reason why certain classes are capped at 18 students versus 24 students? Is this something that each department decides on?

1. Tom Burke’s response: Computer labs are often capped depending on size of the room. Hospitality classes are capped due to the number of “stations” in the kitchen. Sometimes English class sizes are limited due to the grading of papers. The number of students the hospital will permit limits the clinical for nursing.
ii. The other question asked was in regards to the interpretation of the FACCM contract, which states that classes containing 1 – 40 students equals 3.0 teaching credits and classes containing above 40 students equals 4.5 teaching credits (an additional 1.5 credits). This information can be found in C.5 of the FACCM contract.

1. Tom Burke’s response: Most courses are three credits, although some are four. Enrollment of more than 40 students in a three-credit course increases it to 4.5 teaching credits. Other factors that affect assigned credits are labs, clinical, etc.

2. A classroom schedule grid was created for the all-purpose classrooms in Cohen Hall, Sheffield Hall, DeMare Hall, Emeriti Hall and Henderson Hall and Morristown that details when and what times the classrooms are being utilized Monday through Saturday. This was done for 16-week classes and does not include 14-week, 8-week, etc.

   a. Results for academic buildings show that the classrooms are not being utilized on Fridays and Saturdays to the best of their availability.

   b. In addition, Morristown seems to be underutilized since there are approximately 10 credit sections offered each semester.

3. The Task Group also investigated the success rates of course delivery. The success rates were as follows according to data obtained from Institutional Research.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012 Seats</th>
<th>Fall 2012 Pass Rate</th>
<th>Spring 2013 Seats</th>
<th>Spring 2013 Pass Rate</th>
<th>Fall 2013 Seats</th>
<th>Fall 2013 Pass Rate</th>
<th>Spring 2014 Seats</th>
<th>Spring 2014 Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCM</td>
<td>24853</td>
<td>74.5%</td>
<td>22137</td>
<td>74.4%</td>
<td>24161</td>
<td>73.8%</td>
<td>20959</td>
<td>74.0%</td>
</tr>
<tr>
<td>Hybrid</td>
<td>1186</td>
<td>70.7%</td>
<td>1099</td>
<td>72.3%</td>
<td>1912</td>
<td>68.7%</td>
<td>1322</td>
<td>71.1%</td>
</tr>
<tr>
<td>ITV</td>
<td>15</td>
<td>93.3%</td>
<td>3</td>
<td>100.0%</td>
<td>14</td>
<td>85.7%</td>
<td>25</td>
<td>96.0%</td>
</tr>
<tr>
<td>Morristown</td>
<td>183</td>
<td>70.5%</td>
<td>125</td>
<td>80.0%</td>
<td>166</td>
<td>70.5%</td>
<td>96</td>
<td>81.3%</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>83</td>
<td>91.6%</td>
<td>130</td>
<td>93.1%</td>
<td>91</td>
<td>60.4%</td>
<td>104</td>
<td>79.8%</td>
</tr>
<tr>
<td>Online</td>
<td>2924</td>
<td>56.9%</td>
<td>2789</td>
<td>59.2%</td>
<td>2810</td>
<td>59.6%</td>
<td>2633</td>
<td>62.9%</td>
</tr>
</tbody>
</table>

** Notes: Seats = Registrations
Pass Rates are based on students receiving a grade of A, B, C or P.
CCM = Face-to-Face courses
Off-Campus = Includes other locations like hospitals, high schools, etc.

   a. Online courses have the lowest success rates of the delivery type. The Task Group would like to investigate certain statistics on the type of student that is registering for this type of course. Some statistics to be investigated are:

      i. What are the average ages of the students registering for online courses?
      ii. When during the registration period do the students register for online courses?
1. The committee is wondering if the students enrolling in online classes are late registrations during the month of August when face-to-face courses are no longer available.

**Need of current and new programs/transferability**

**Identification of potential new programs**
The Task Group reviewed extensive employment data provided by Career Services to assist with identifying potential new programs that would be supported by job opportunities. In addition, “chargeback data” supplied by the Bursar’s Office was reviewed to determine what programs not offered by CCM, yet offered by other community colleges, were drawing CCM students away. CCM received a total of 732 chargebacks for 2014. CCM paid only 105 chargebacks to other schools for 2014. This is a 7 to 1 ratio, suggesting that CCM provides a wide variety of programs and in general meets the needs of our students.

The top six (6) programs that CCM paid chargebacks to other institutions from high to low are **Dental Hygiene, Vet Tech, Physical Therapy Assistant, Sonography, Sign Language and Automotive Technology.** These six programs were identified as potential “new programs” that CCM could offer.

In addition, two of these six programs were identified as the TOP THREE occupations requiring an Associate’s Degree that have the “Most Projected Percentage Growth” (New Jersey 2010-2020)

- Veterinary Technologist and Technicians
- Diagnostic Medical Sonographers
- Paralegals and Legal Assistants

The Task Group identified other potential new programs that could be considered based on employment data that supported good job opportunities with an Associate’s degree (either large projected growth, high paying, or both) including:

- Funeral Service Managers
- Waste Remediation

**Suggestion:** Further investigation into the 9 programs listed. It was noted that CCM has offered Vet Tech in the past through a consortium agreement.

**Current Programs**
The Task Group discussed current programs that have low enrollment BUT employment data indicates there is a demand for the job and/or is indicated as a top high paying job with an Associate’s degree. These included:
• Respiratory Therapy (Top high paying job)
• Chemical Technicians (Top high paying job & largest occupation requiring post-secondary award or Associate’s degree)
• Drafters (Top high paying job)
• Medical Equipment Repairers (Top high paying job)

Potential reasons for low enrollment in high demand majors included: lack of understanding or information about the job opportunities that degree offers, under-marketing, lack of “job appeal”.

**Suggestion:** Further analysis is needed to identify reasons for low enrollment in these programs. Action should be taken on those areas that are identified as “fixable” by CCM, e.g. under-marketing.

**Degrees versus Certification**
The Task Group discussed the value of certification versus degree. It was recognized that when developing or identifying new programs, consideration should be given to the value of a degree versus a certificate. For example, some schools offer paralegal as an Associate’s degree versus a Certificate of Completion. CPP offered this January-August 2014, however it did not run due to lack of enrollment.

**Suggestion:** Thoughtful consideration should be given as to the best avenue to offer a new program, either through CPP, Certificate or Degree.

**Transferability**
1. A.A. and A.S. are transfer programs; A.A.S. is where problems may arise.
2. Graphic Design, Digital Media Technologies and Business courses (Business electives) can be hard to transfer. Certificates do not transfer well.
3. New pathways for transfer. Clear guide for transferring is needed.
4. CCM needs to dictate and initiate who we establish articulation agreements with.

**Suggestion:** Continue to support the Transfer Department’s current proactive approach to transfer. Communication and collaboration with Transfer Services should be an integral part at the onset of new program development to ensure strong, clear, smooth transfer of CCM students to 4 year institutions. Investigate articulation agreements and have CCM begin the process, not the other colleges. Need to get data to back up the recommendation. NJ Transfer --> best resource; technical degrees that want to transfer need clear paths for transfer (re-marketing may need to help); follow up and maintain articulation agreements.

**Course Offerings**
In an effort to examine the relationship between course offerings and enrollment, Dr. Maria Isaza and Prof. Nieves Gruneiro of the Academic Programs Task Group designed and conducted a detailed survey with the Academic Chairpersons and Coordinators. Twenty-two respondents provided their feedback. The following questions were asked. Percentage breakdown of responses are also detailed below.
1. What is the average degree completion timeline for your area of study?
   
   a. Two Years 14.29%
   b. Two + 1/2 Years38.10%
   c. Three Years 38.10%
   d. Over three years 9.52%

2. What percentage of your course offerings is available during traditional day hours?
   
   a. 90-100% 45.45%
   b. 80-89% 31.82%
   c. 70-79% 13.64%
   d. 60-69% 4.55%
   e. 50-59% 4.55%
   f. Less than 50% 0.00%

3. What percentage of your course offerings are available using non-traditional delivery methods (online, hybrid, weekend courses)?
   
   a. 90-100% 0.00%
   b. 80-89% 4.55%
   c. 70-79% 13.64%
   d. 60-69% 0.00%
   e. 50-59% 0.00%
   f. Less than 50% 81.82%

4. What impact would increasing non-traditional course offerings have on enrollment in your area of study?
   
   a. None 19.53%
   b. Very Little 43.57%
   c. Some Impact 34.52%
   d. Significant 2.38%

5. If you answered other than “None” to question 4 above, what resources would you need to implement these non-traditional course offerings? Please choose ALL that apply from the below options.
   
   a. Training 66.67%
   b. Faculty 66.67%
   c. Room Availability 44.44%
   d. Equipment 55.56%
   
   Comments included the following:
   
   1. Appropriate studio space and equipment
2. My department agreed that upper level math courses (Calculus sequence) should not be offered in online and hybrid format

6. What real or perceived barriers prevent timely degree completion for students in your area of study? Please choose ALL that apply from the below options.

   a. Insufficient general education course offerings – traditional  16.67%
   b. Insufficient general education course offerings – non-traditional  50.00%
   c. Insufficient degree course offerings – traditional    0.00%
   d. Insufficient degree course offerings – non-traditional   66.67%
   e. Other – please comment

Comments included the following:
1. NONE
2. Remedial course placement
3. Outside responsibilities-work, family, etc.
4. Simultaneously employed while enrolled, financial issues, rigor of coursework
5. Student situations – i.e. taking non-credit classes, work habits, etc.
6. The mistake is thinking that success comes only from the academic side. It should be a partnership. We also need a commitment from the student to come to class, to do the homework and to prepare for the tests.
7. I do not perceive any barriers
8. We are a non-degree offering department
9. The need to complete remediation prior to taking courses in the major
10. Students must complete all general education courses prior to professional phase courses
11. MONEY! - A student’s financial and/or employment situation is the #1 reason he or she gets delayed or side-tracked, not course offerings
12. Affective issues & societal and family pressures
13. Need for remediation in both Math and English

7. What impact does remediation have on timely degree completion in your area of study?

   a. Little to no impact  9.52%
   b. Adds an additional semester  80.95%
   c. Adds 2 additional semesters  4.76%
   d. Adds 3 or more additional semesters  4.76%
Key findings from Survey:

1. The Chairpersons believe the average degree completion timeline is 2.5 – 3 years
2. A strong majority (82%) of Chairpersons said that less than 50% of their course offerings are available using non-traditional delivery methods (online, hybrid, weekend courses)
3. The majority of Chairpersons felt there would be very little or no impact on enrollment by increasing non-traditional course offerings in their area of study
4. Of those Chairpersons who felt increased non-traditional courses could have little, some or significant impact on enrollment, the majority cited that the top resources needed to implement this initiative would be training, equipment and faculty.
5. The strong majority of Chairpersons believed that remediation adds an additional semester to students’ degree completion timeline.

Institutional Research Data versus Chairpersons Survey Results:

After conducting the survey and compiling the above results, the Task Group analyzed how Chairpersons’ perceptions compared to actual Institutional Research data in the key areas as follows.

1. Survey question #1 asked what Chairpersons thought the average degree completion timeline was in their area of study. The strong majority responded between 2.5 and 3 years. In reality, our Institutional Research data (as per 2014 report) indicate that only 27.20% of the first-time, full-time, degree seeking cohorts that entered CCM in 2011 graduated in 3 years.

2. Survey question #2 asked what Chairpersons believed was the percentage of their course offerings that are available during traditional day hours. Almost 95% of the Chairpersons responded that 60% or more of their courses were offered during the day. Their responses correlate very well with the Institutional Research data for fall 2014. Specifically, as per the Section Enrollment reports, 60.30% of total sections taught were day courses and 21.20% were evening courses.

3. Survey question #3 asked what Chairpersons thought was the percentage of their course offerings that are available using non-traditional delivery methods (online, hybrid, weekend courses). A strong majority (82%) felt that less than 50% of their courses were non-traditional. This response also correlates very closely with actual Institutional Research data which indicates that for fall 2014, 16.47% of sections offered were Distance Learning courses.

4. Survey question #7 asked Chairpersons what impact remediation has on timely degree completion in their area of study. A solid majority (81%) perceived that remediation added only one extra semester to degree completion timelines. When we compare this to actual Institutional Research, this appears to not correlate well. Specifically, for fall 2014, 78.2% of
first-time students needed developmental courses (English and/or Math and/or ESL). Further breaking this down, 53.1% needed remediation in two areas (Math and English/ESL), 21.8% needed remediation in one area (English/ESL only) and 5.5% needed remediation in one area (Math only). Evaluating or tracking exactly how many semesters remediation may take is difficult as each student’s situation can differ; i.e. can two remedial courses be taken in same semester? Some students fail and must retake remedial courses, which adds additional semesters to their degree completion timeline.

Class Cancellations

Academic Chairpersons and Deans were surveyed to evaluate reasons regarding decisions to cancel classes that were made within the past 2 years. The main reason for class cancellations is low enrollment. However, every now and then there is a problem with faculty -- adjunct faculty quit at the last moment, or there is a lack of instructors to teach a section of clinical. Also, low enrollment due to failures from previous semester can lead to cancellation of a section.

Suggestion: Further investigation into offerings is needed. There is a gap between day and night offerings. Utilization review of the facilities shows underutilization of nights, Fridays, Saturdays and Morristown.
Revenue Management Task Group Report

Task Group Members:

Kathy Avola
Nieves Gruneiro
Debbie Hatchard
Rita Ragany-Bayer
Sheri Ventura
Revenue Management Task Group

Mission Statement:

The Revenue Management Task Group investigates fiscal viability and provides collaborative support to ideas presented by the other SEM task groups and researches a variety of funding streams to aid the college in its efforts in maximizing enrollment to achieve financial stability.

Research and Findings:

*Our task group, although small, felt strongly that we were being asked to look into a very large part of the enrollment management function.*

We felt we needed to really understand the college’s current financial situation and the affect that current enrollment contributed. It was from this standpoint that we reached out to VP VanDerhoof to share the upcoming budget presentation to the whole SEM council. Her presentation was well attended and she was on hand to answer our many questions. It was very sobering, as well as informative. [A copy was put up in the F drive SEM folder.] CCM enrollment and fiscal information was compared to other New Jersey county colleges that were of similar size and structure. It was clear that county funding had remained steady, while tuition was steadily and incrementally being increased and bore by the students. However, we were still on a financial decline because less enrollment hours directly effects state funding. Thus, validating the importance to continue to strive to improve our enrollment population as well as looking to tap additional funding sources to produce an upward turn in revenue.

*It was clear to us that we also took pride in the superior education we provide at CCM and wanted to explore avenues to provide funding to further those aspects we do well.*

We had many questions regarding the college’s position on securing grant funding, or joint funding efforts. To this end we invited Kevin Keefe and Phebe Lacay to share their expertise to enlighten us on current practices. They were very informative as well. Sharing that the college’s Strategic Goal V: Maximize Sources of Revenue, Objective 2: Increases Grant Programs was a high priority. We were aware that Community and Professional Programs had been ramping up their involvement with larger grants supporting students in becoming employable in the health fields. Yet we were interested in grant funding for the credit side of the college. Clearly Kevin and Phebe were able to talk about large and small grants that were available, and to the benefits as well as the drawbacks to these grants. Many grants required matching funds and/or dedicated personnel which would be expenses the college would have to incur upfront. Kevin shared that the college now has a Board Policy on how to implement a grant. So, we were surprised that more faculty were not enlisted from their respective areas of expertise to seek funding that could benefit specific areas. It was noted that two faculty from the Biology Department had recently joined together to procure a sizeable National Science Foundation Grant. We were hoping to bring grant funding more to the forefront at the college. Possibly suggesting a grant event - to marry the necessary processes, proper approval, and most importantly faculty knowledge, insight and expertise.
*We also felt we should look at the costs of our services to our students.*

Costs such as the credit card transaction fees the college completely absorbs, should some or all of the fees be passed through to the student when credit card payments are made? Or can we offer similar services that might offer the same convenience to our students/parents but might cost us less, like e-checks? Business & Finance had diligently renegotiated merchant services fees in 2014 from $441,040 to $228,518 for a savings of $212,522. However, as we have more on-line services we will have more credit card payments, increasing transaction fees to approximately a ¼ of a million dollars. These are operational costs we should really start trying to reduce.

We also discussed briefly other services for students, such as payment plans. We did not have to research different companies. From my affiliation and membership in multiple affinity groups we have access to several reputable companies that could present what they have to offer. These companies are geared toward higher education. From research in the past we know that payment plans usually have little to no direct costs for the college and a minimal fee for the students to encourage enrollment. However, indirect costs are incurred by the college due to cash flow delays and possibly causing students to incur additional debt should they not be able to complete classes.

*As the Revenue Management Task Group, we were asked to provide a target fee hour production.*

We reviewed our major revenue sources: County Funding, State Funding and Student Tuition from the last 5 years with each year’s respective fees hours. The highest and lowest fee hour year was eliminated then the other 3 years were averaged to provide an initial target fee hour production. [See attachment.]

A target annual fee hour was calculated at **194,220 or 6474 FTE’s**. To attain this target, a well-managed, collaborative effort will need to be instituted.

A possibility was discussed to implement a challenge to students to take 1 more credit. This would help to increase fee hour enrollment, and put students 1 credit closer to graduation.

**Summary:**

We were able to review the current fiscal position of the college as a whole. We were able to provide a target fee hour production to attain a balanced budget. We are looking to support the college’s Strategic Goals by increasing grant funding. We would like to suggest to the group to consider the following recommendations:

1) Promote grant exploration  
2) Reduce college costs by passing on all or part of the credit card transaction fees  
3) Aspire to hit 194,220 annual fee hours with SEM initiatives
Recap of Fee Hours:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee/billing Hours</td>
<td>188,732</td>
<td>194,116</td>
<td>192,431</td>
<td>196,114</td>
<td>198,185</td>
</tr>
<tr>
<td>State funding</td>
<td>$6,989,477</td>
<td>$6,899,143</td>
<td>$6,844,765</td>
<td>$7,169,137</td>
<td>$7,028,771</td>
</tr>
<tr>
<td>County funding</td>
<td>$11,600,000</td>
<td>$11,600,000</td>
<td>$11,600,000</td>
<td>$11,600,000</td>
<td>$12,175,898</td>
</tr>
<tr>
<td>Tuition</td>
<td>$28,534,478</td>
<td>$28,571,503</td>
<td>$29,139,718</td>
<td>$29,538,633</td>
<td>$28,362,806</td>
</tr>
<tr>
<td>Total</td>
<td>$47,123,955</td>
<td>$47,070,646</td>
<td>$47,584,483</td>
<td>$48,307,770</td>
<td>$47,567,475</td>
</tr>
</tbody>
</table>

Goal: Looking for a target number of fee hours to attain

Eliminate highest and lowest fee-hour years from the last 5 years, then average the 3 years that were part of a balanced budget.

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194,116 + 192,431 + 196,114 = 582,661
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\text{divided by 3 } = 194,220
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Target
SEM Marketing Task Group Report

Mission
To educate the community about County College of Morris to drive enrollment, inform and guide our marketing firm (Grafica), establish and promote better internal cross communication, and identify ways to measure marketing success.

Data and Information Reviewed

1. Reviewed population statistics in the Environmental Scan and information shared by the Population subgroup.
2. Discussed enrollment goals and marketing strategies with Grafica Group, which noted that the markets it is focusing on are traditional students, parents and adults.
3. Reviewed current marketing materials to determine how effective or ineffective CCM may be at conveying a consistent image.
4. Viewed and discussed “Boost Enrollment” presentation from Interact, which listed actions that can be taken immediately and ongoing strategies to drive enrollment, along with major factors in the college selection process.

Recommendations
Reaching all potential markets is impossible given limited time, funding and resources. For that reason, the SEM Marketing Task Group is recommending that CCM take a focused and phased approach in its marketing efforts to drive enrollment. To be successful, Communications and College Relations (CCR) and Admissions need to work more closely together to develop campaigns that focus on and result in enrollment growth. This also will require the assistance and support of other areas of the campus, such as Information Systems, Purchasing, Financial Aid, and Records and Registration. In addition, the Marketing Task Group is recommending that CCM establish an agency of record relationship with a marketing firm both to provide the college with a strategic marketing plan based on research and data and to free up its own staff to better focus on marketing and enrollment growth.

Phase 1 Action Items

1. Prospective students in the admissions pipeline already are at least partially sold on the value of a CCM education and should be marketed to in order to convert a larger percentage to registered students. During the fall 2014 semester, 73.98% of students who were “Moved to Student” status actually enrolled at the college, and during the spring 2015 semester only 62.45% of students “Moved to Student” status enrolled for courses (Admissions data). These are students who already have demonstrated an interest in CCM, who the college easily and cost effectively can market to via email in order to convert a larger percentage to enrolled students.
a. Admissions and CCR need to establish a system for working together to develop and implement an email campaign to reach out to these students on a weekly basis, providing them with helpful information specific to where they are in the pipeline.
   i. Keep track of where students are in the pipeline – real-time measurements are required.
   ii. Gifts and incentives should be offered to let these prospects know, “We’re glad you’re here. We want you.” Some suggestions are gift cards to Starbucks, the bookstore, CCM t-shirts, or even $50 to $100 scholarships to help with the cost of textbooks.
   iii. Undecided students need to be assigned to advisors who can guide them in the decision-making process utilizing such resources as online personality and career matching tools. These students need to be motivated to commit to a program of study, making them more likely to remain as retained students.

2. The traditional student market is an essential one to CCM, its mission and structure and should be further tapped. While the majority of new students – 89% – at CCM are under age 21 (IR Environmental Scan January 2014), the college’s high school yield rate is 18% compared to the national average of 20% (IR Environmental Scan January 2014).
   a. CCM should increase its high school yield rates in key communities. Communities where the college is likely to obtain the best yields are those in the central and eastern part of the county based on income levels and density. (Morris County Planning and Public Works Generalized Zoning Map and district factor group ratings from www.state.nj.us/education/finance/rda/dfg.shtml)
   b. This external market is currently reached through Admissions’ high school visits, open houses and other activities, general advertising and also is the focus of the college’s marketing firm, along with parents and adult students.
   c. CCM also draws a significant number of students from out-of-county with the top out-of-county feeder schools being Sparta High School, Hopatcong High School, West Orange High School, Hackettstown High School and Livingston High School – 12% of CCM students come from Sussex and Essex counties, 3% come from Passaic, and another 3% from Warren. (IR Environmental Scan January 2014)
   d. The college should start marketing more aggressively to traditional students in key Morris County and out-of-county communities by capturing the names, addresses, emails and cell phone numbers of all inquiring students (phone and website) into a database and developing marketing campaigns to stay in consistent contact.
      i. A customer relationship management (CRM) system is essential to accomplish this in the most effective and efficient manner.
      ii. In the meantime, a spreadsheet could be created in Google docs, so the college can start collecting names and establish an initial marketing campaign for these prospects.
e. Sponsorship of high school clubs with large memberships should be considered as a means for developing a connection with CCM among high school students in key target communities.
   i. Include CCM Student Ambassadors as part of these relationships – ask them to visit clubs and talk with students about their CCM experience.
   ii. Invite high school clubs to visit the campus and talk with faculty in their areas of interest.

f. Academic pages need to be redesigned to appeal to the wants and needs of prospective students. The pages should include information on careers, testimonials and strong photography and video.

g. Once the college obtains a CRM, it should consider purchasing lists of high students’ names, addresses and emails in key target markets and develop marketing campaigns to maintain contact with them.

h. Use the Festival on the Green to capture names, addresses, emails, cell phone numbers and age ranges to build a database for a marketing campaign.
   i. CCR should purchase raffle items both for the Admissions and CCP tables.
   ii. Need to determine what area(s) can assist with database input or if an automated system can be used at the Festival.

i. More faculty and staff need to be involved in social media and in communicating with students.
   i. Encourage CTE sessions on best practices.

3. Stop-out students who have disappeared not because of bad grades or money owed to the college are a large potential market to draw back as enrolled students. One community college that reached back to five years’ worth of former students, totaling 20,000, was able to enroll 6,000 from that market. (Interact “Boost Enrollment” presentation)
   a. Appeal to their desire to improve their lives – “You enrolled at CCM because you had a dream. We want to help you fulfill that dream.”

4. CCM needs to maintain a consistent look and feel in its marketing materials.
   a. CCR should work with the Print Shop so it can be alerted when print requests fail to meet CCM style guidelines.
   b. The college’s graphic designer should create templates for the use of other departments, such as CPP, to create flyers and simple brochures.
   c. CCR should issue a notice at the start of each semester in the CCMemo on the importance of maintaining consistency and include links to the college’s style guides.

5. CCR and Admissions need to develop a format for measuring the success of marketing/recruitment efforts.
**Phase 2 Action Items**

1. **Adults without a college degree are a large market that also can be better tapped.** Among Morris County’s population, 45% of adults over the age 25 do not hold a college degree (IR Environmental Scan).
   a. The college’s marketing firm, Grafica, is reaching out to this group.
   b. CCR, Admissions and CCP should develop a campaign for reaching this group in conjunction with the work being undertaken by Grafica.

2. **Minority students (Hispanic, Multiracial and Asian) represent a growing population in Morris County.** In particular, the Hispanic population is the largest minority racial/ethnic group in Morris County and is expected to increase from 12.5% in 2010 to 17.8% in 2020 (Morris County Fact Book, January 2013).
   a. CCM currently enrolls a large number of students from Dover, which has the highest concentration of Hispanic students. The college’s yield rate for Dover in fall 2014 was 42%. (IR)
   b. The college should determine whether it is effectively reaching this market or if additional efforts need to be undertaken.

3. **Events that draw young people to campus and involve them with faculty and staff – such as Women Who Dare and Teen Arts convert a significant number – 30% each -- to CCM students.**
   a. CCM should consider what other event(s) could be established to draw more high school students to the campus.
   b. Similarly, the college needs to ensure that any event held by an outside organization places CCM in a favorable light. For example, the Food Truck Festival held at CCM in 2014 on a hot summer day lacked tents with seating and resulted in many negative comments about the campus from attendees who were unaware this was not a CCM event. Just as the college requires insurance from vendors, it also needs to ensure vendors holding events on campus have all components in place – such as tents, tables and chairs – to project a positive image of the college. This is especially important in this age of social media when a poor setting can quickly become a negative online campaign.
   c. High school athletic teams that use CCM facilities, such as swim teams, should be offered incentives, such as tickets to the Planetarium, to encourage them, along with their parents, to see more of the campus.
   d. Outdoor signage needs to be updated with the correct CCM logo. The college also needs electronic signage at its entranceways and to prohibit the use of large outdoor banners as a marketing tool.

4. **Enroll more Challenger students**
   a. Consider changing the name of the Challenger program to make it sound more prestigious.
b. Determine which communities are most likely to have the largest pockets of potential Challenger students.

c. Develop a marketing campaign to both appeal to students and their parents.

5. Develop a campaign for the Center for Business and Technology to market the college to employees who take part in its classes, both geared to employees as adult students and as parents.