

Planning, Assessment, and Research Roundtable
November 16, 2011

Information Items

Community Needs Assessment. The Community Needs Assessment (CNA) project is designed to provide a description of Monmouth County residents to Brookdale Community College decision makers. In the past the CNA was reported as one comprehensive report with four components presented as chapters within the report. Three of those components were updated on a regular basis: demographics, labor market & economy, and enrollment trends. The fourth component was updated on a rotating basis: business & industry (1999), community perception (2008), non-traditional students (2000), and traditional students (2003).

Beginning with 2011-12 year, the CNA components will be disseminated in four separate reports.

- demographics
- labor market & economy (12.31.2011)
- enrollment trends (3.31.2012)
- special focus (6.30.2012)

The demographics report is available on the BCCAIS section of the *Planning, Assessment & Research* website. In addition to the report, the raw demographic data were uploaded and are available for use. This allows the user to view information for Monmouth County at the municipality level. Contact Elizabeth (Liz) Deignan if you would like a different view of the data. The URL is http://ux.brookdalecc.edu/staff/par/BCCAIS/CNA/cna2011_demographics.htm. A username and password are needed to enter the website. If you need one, please reach out to Liz at edeignan@brookdalecc.edu.

Surveys and Data Files Submitted to State of New Jersey Higher Education (formerly the NJ Commission on Higher Education). These included **(1) Fall 2011 SURE Enrollment File** (14,952 students). We submit 43 Data Elements including demographic (e.g., zip code, county of residence), enrollment (e.g., Total Credits Enrolled, Enrollment in Basic Skills courses), and performance data (e.g., accumulated degree credits, GPA) for each record in the file. **(2) FY11 Noncredit Enrollment File.** This file includes individual unit records for 14,382 participants in noncredit courses. Noncredit course types include ABE/GED/ESL; Sports Camps; Fitness Center; Open Enrollment Career and Open Enrollment Recreational. This year, there were significant difficulties capturing the Fitness Center data due to the transition to a proprietary point of sale vendor. **(3) FY 2011 Customized Training Report.** This report is produced by Outreach, Business, and Community Development Staff, with assistance from the Director of Institutional Research & Evaluation. We report the number of contracted services sections offered, number of companies we provided training for, total enrollment and total contact hours. In FY11, Brookdale offered 343 course sec-

tions to 167 different businesses and schools. More than 8,000 individuals (8,373) registered for a total of 44,875 clock hours of training. **(4) Fall 2011 Applications and Admissions.** Brookdale received 5,752 applications by the end of the Fall 2011 add/drop period. Of these, 3,984 enrolled for the Fall term. **(5) AY 2010-11 Student Financial Aid Report.** This form requires us to report the number of students and total award amounts for each of 8 Federal Programs, 7 State Programs, and 2 types of Institutional Funds. This year, we are also required to report the unduplicated full and part time financial aid recipients. The data is provided by the Director of Financial Aid, then checked and submitted by the Director of Institutional Research and Evaluation. In FY11, 7,722 different students received a total of \$37,937,000 in Financial Aid.

Custom Data File for use by Branch Campus and Higher Education Centers. Produced an Excel enrollment file that contains raw and recoded data for the Fall 2011 regular term. There are 35 data fields for each of 14,952 student records. Some of these data elements include: course locations and names; age category; race / ethnicity; gender; class; Colleague program code and long name; enrolled credits; and a field for each location indicating whether the student was attending a course at that site.

College Life Transportation Charge. The Governance College Life Committee was given the following charge in Fall 2011: “Research student access to transportation to/from Brookdale campuses to determine if there is an issue of accessibility, and make recommendations if needed to implement solutions.” One of the co-chairs of this committee contacted Planning, Assessment and Research (PAR) and requested data regarding student demographics, the percent of students enrolled at the Higher Education Centers or Branch Campus, the number of students attending classes at multiple locations, and the income level of residents in the areas that our Higher Education Center and Branch Campus students come from.

A report with four data sections was created to address this request. The first section included Student Enrollment by Location. Data tables identified the total number of students enrolled at each location, as well as the number who were also enrolled at one, two, or three additional locations. For the Branch Campus and each of the Higher Education Centers, a table identified where (in addition to the particular site) students were also taking classes this Fall. Two tables are provided as examples – A summary enrollment by location table and an enrollment by location table for all students enrolled at the Eastern Monmouth Higher Education Center. Section Two contained enrollment information by city. Specifically, tables identified the city for all enrolled students and for students at the Branch Campus and HECs separately. Section Three provided economic characteristics of 11 “Feeder Towns.” Types of data provided include median household income and number of individuals falling below the poverty line. Section Four contains demographic data for all students attending Brookdale in Fall 2011, as well as for those students attending each of the Higher Education Centers and the Branch Campus. In addition, there is a subset of data pro-

vided for the Higher Education Centers and Branch Campus that includes demographic information for students who are *only* attending that site.

Higher Education Data Advisory Group (HEDAG) Executive Committee. Laura Longo volunteered to be on the Executive Committee. The mission of HEDAG is to provide counsel to New Jersey Higher Education (formerly CHE) on the collection, use and sharing of information about our state's colleges and universities. Committee membership is apportioned by sector based on the same distribution as the NJ Presidents Council: 1 for each of the 3 public research universities; 3 for the state colleges; 5 for community colleges; 3 for public-mission independents and 1 proprietary seat.

New Jersey Association for Institutional Research (NJAIR) Steering Committee. Tani Ortore agreed to serve on the Steering Committee of the New Jersey Association for Institutional Research. The NJAIR mission is to promote communication and cooperation among higher education researchers in New Jersey. Their goals include: promoting professional development (sharing information, information technology, research methods, etc.), facilitating information/data sharing, identifying and analyzing the emerging issues in higher education, and facilitating networking among colleagues. The Steering Committee is comprised of three officers, and 9 sector representatives (three each from the community college, public 4-year, and independent college sectors). The first meeting of the FY 2012 year took place at New Jersey City University on October 14th.

Career Coach – Economic Modeling Specialists. Arnie Gelfman coordinated a private webinar between Economic Modeling Specialists Inc. (EMSI) and Linda Mass and Sarah Schmidt of Career Services and Experiential Learning. PAR has utilized EMSI for many years as one of its primary vehicles for accessing up-to-date and complete labor market information. Recently, EMSI developed a new product called Career Coach that allows current and potential students to locate available jobs that directly relate to their current or planned courses of study. One example of the product can be found by clicking on the home page of Montgomery County Community College in Blue Bell, PA. (<http://www.mc3.edu/index.html>)

IA Achieve Student Success – Basic Skills

To fulfill Big Idea 3 of the Big Ideas Project, the Presidents' Council of The New Jersey Council of Council of County Colleges charged the Community College Institutional Research and Planning Affinity Group (NJCCIRPAG) with the development of a Student Success Model template for identifying and reporting appropriate data. Previous efforts had drawn from the work of the national Achieving the Dream and Voluntary Framework of Accountability initiatives. The presidents then asked what happened to those students who did not succeed. Accordingly, the Student Success Model was not only to show success but also to identify roadblocks to success.

A draft model, designed to follow entering students for up to three years from entry, was developed by a small working group and presented at the last meeting (10/21) of the NJCCIRPAG at Mercer County Community College. It looked at students during their first term and then once again when they had attempted the first direct skill-related college-level course (e.g. college math, English composition, etc.). Arnie Gelfman took exception to the model for the following two reasons: (1) The data would be very labor intensive and (2) The resultant information would not prove useful to the Council or to any of the institutions. He indicated that it would be a “once and done” project since everyone involved would be exhausted, and no one would be able to use the results. The primary problem was that for students needing more than one level of developmental coursework, no data would be shown between that first term and the term/year in which they attempted the appropriate college-level course. Thus, it would not be possible to identify when, where, or why students do not complete. As a result of the discussions, Arnie agreed to be part of another small group to revise and refine the model.

IIIE Comprehensive Professional Development

In an attempt to examine other potential approaches to the evaluation of online instruction, PAR members participated in a private webinar with IOTA Solutions of Richmond, VA. The consensus was that their product “MyClassEvaluation” was very well conceived and might be worthy of further consideration for our online courses. However, since the number of SOR’s requested for those courses is still quite low, that consideration will have to wait.

**Fall 2011 Enrollment by Location:
Students Enrolled at Each Site Who Are Also Enrolled at
Zero, One, Two or Three Other Locations**

Location	Total Students Enrolled	This Location Only		This Location Plus 1 Other		This Location Plus 2 Others		This Location Plus 3 Others	
	N	N	%	N	%	N	%	N	%
Eastern Monmouth HEC	656	211	32.2%	354	54.0%	86	13.1%	5	0.8%
Long Branch HEC	409	109	26.7%	254	62.1%	43	10.5%	3	0.7%
Northern Monmouth HEC	992	226	22.8%	698	70.4%	64	6.5%	4	0.4%
Wall HEC	690	122	17.7%	453	65.7%	108	15.7%	7	1.0%
Western Mon Branch Campus	1,833	472	25.8%	1195	65.2%	160	8.7%	6	0.3%
Lincroft / Main Campus	12,466	8445	67.7%	3605	28.9%	406	3.3%	10	0.1%
Distance Education	1,724	483	28.0%	944	54.8%	292	16.9%	5	0.3%
Center for International Studies - (Study Abroad)	2	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Culinary Education Center - AP	251	172	68.5%	75	29.9%	4	1.6%	0	0.0%
High School - Other	259	252	97.3%	7	2.7%	0	0.0%	0	0.0%
High Tech HS	41	41	100.0%	0	0.0%	0	0.0%	0	0.0%
High Tech HS - Distance Ed	39	39	100.0%	0	0.0%	0	0.0%	0	0.0%
Sandy Hook Field Station	92	4	4.3%	59	64.1%	29	31.5%	0	0.0%
Other (Mostly Clinical Sites)	308	6	1.9%	228	74.0%	74	24.0%	0	0.0%

**Eastern Monmouth Higher Education Center
Fall 2011 Enrollment: 656 Students**

Students Enrolled at One
Two, Three or Four Locations

# of Locations	N	%
One	211	32.2%
Two	354	54.0%
Three	86	13.1%
Four	5	0.8%
Total:	656	100.0%

Eastern Monmouth Higher Education Center
Students are Enrolled at the Following Sites:

Location	N	%*
<i>Eastern Monmouth HEC</i>	656	100.0%
Long Branch HEC	45	6.9%
Northern Monmouth HEC	8	1.2%
Wall HEC	89	13.6%
Western Mon Branch Campus	11	1.7%
Lincroft / Main Campus	333	50.8%
Distance Education	47	7.2%
Center for International Studies - (Study Abroad)	0	0.0%
Culinary Education Center - AP	5	0.8%
High School - Other	0	0.0%
High Tech HS	0	0.0%
High Tech HS - Distance Ed	0	0.0%
Sandy Hook Field Station	2	0.3%
Other (Mostly Clinical Sites)	1	0.2%

*Percent is out of 656